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ESOL TAPAS

TEACHING AND PROFESSIONAL APPETIZERS

Present at the (Ohio) TESOL Conference

CALL FOR PAPERS Ohio TESOL Conference 2008 - Columbus, OH
Present at the annual fall conference October 31-November 1. Complete the Call by June 9! Available online at www.ohiotesol.org.

CALL FOR PARTICIPATION TESOL Conference 2009 - Denver, CO
Present at the International TESOL Conference March 25-28, 2009. Complete the Call online at www.tesol.org by June 2!

TESOL RESOURCE CENTER (TRC) - MILE-HIGH CITY CONTEST
Find and share classroom and professional resources online with your colleagues. Submit resources today to qualify for the TRC's Mile-High City contest (deadline: June 5). Learn more at www.tesol.org/resourcecenter.

Resources

Voice Of English - offers 30 minute radio broadcasts that students can read along (with a script) while listening to the report. www.VOAspecialenglish.com

"Workforce Literacy: Equipping your Workforce for the 21st Century"
brochure that discusses providing basic education to workers. To download, visit www.literacyvolunteer.org/downloads/WorkforceLiteracy.pdf

Movie "Under the Same Moon"

This drama centers on a young boy's journey across the U.S./Mexico border to be reunited with his mother. Adrian Alonso stars as Carlitos, a Mexican adolescent living with his grandmother while his mother works as a maid in the U.S., hoping someday to send for her child. But when the grandmother dies unexpectedly, Carlitos must sneak across the border and seek out his mother. Features America Ferrera of ABC's *Ugly Betty*. ~ Matthew Tobey, All Movie Guide. For more information and to watch the trailer, go to <http://movies.msn.com/movies/movie.aspx?m=2110001>



NE ABLE Library

Titles by authors who presented at the 2008 TESOL Conference -see reviews on page 2 of this issue!

Betty Azar -
Basic English Grammar,
Fundamentals of English Grammar,
Understanding and Using English Grammar

Keith Folse -
Targeting Listening and Speaking: Strategies and Activities for ESL/EFL Students,
First Discussion Starters: Speaking Fluency Activities for Lower-level ESL/EFL Students,
Vocabulary Myths: Applying Second Language Research to Classroom Teaching

Dr. Natalie Hess -
Headstarts 100 original pre-text activities,
Creative Questions,
Teaching Large Multilevel Classes

Visit www.neablelibrary.org to reserve a copy and don't forget to return other books out on loan before summer break!

TESOL 2008 Conference Reviews

Submitted by Jill Kramer, Columbus Literacy Council



On Saturday I attended a featured session by Betty Azar, Keith Folse and Michael Swan. The title was "Teaching Grammar in Today's Classrooms". The presenters stated that the goal of grammar teaching is to have the students create an interlanguage that is useful. Mastery is not the goal. Rather we want the students to communicate meaningfully. Azar pointed out that students don't learn grammar merely through comprehensible input. Direct grammar teaching is needed. Research has shown that teaching grammar leads to accelerated learning. She contended that grammar teaching can be integrated with the communicative approach.

A good ESOL teacher, Keith Folse said, knows grammar well, knows multiple ways to teach it and understands the student's L1. Textbooks are a tool but only a tool. Good teachers also use drills, problem solving, games and pair work.

Michael Swan stated that research and teachers' professional wisdom shows that grammar teaching makes sense. It is not necessary, he said, to teach all grammar items, but merely to pick out important rules that students need.

This session meshed with one I had attended the day earlier by Betsy Parrish. She spoke about how to choose grammar items to fit into the theme of the lessons.

Excerpt from review by Terry Konchan, Cleveland Municipal School District

Dr. Natalie Hess of Northern Arizona University presented "How to be a Benevolent Dictator" by demonstrating different ways of using dictation in class. One of her first dictations was the "Mutual Story Dictation." Students choose a picture (from a magazine or book) and take turns writing about it. She suggested that one student write a sentence or two, and then dictate it on a shared piece of paper. Then, the other student does the same. As a follow up, the two students should try to correct any errors with peer or teacher help.

Hess also demonstrated an "Opposite Dictation" where the teacher says one thing and the students try to write the opposite. For instance, the teacher dictates, "It was a beautiful sunny day." The students write, "It was a terrible gloomy night." With higher level students, an activity like this would really make them stretch their grammar and vocabulary.

In a "Picture Dictation," the teacher describes, step by step, a picture as the students draw it. For instance, "draw a small house. Draw a tree next to the house. Draw a cat close to the house." In other words, students show listening comprehension graphically. Hess took it further and dictated a story which related to the picture the students had just drawn.

For the full article and other reviews, check www.neable.org.