Facebook: What the heck is it and why should I care?

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Winter 2008 http://ohiotesol.org Vol. 1, No. 1
# Ohio TESOL Board

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Photo credits: Sherie Smith (cover), Juan Soto (pages 2, 7, 11, 14, 19), Chris Hill (page 3) Mike Dombroski (page 3).

Thanks to Lee Wilberschied for her help with the editorial transition. All of the links in the electronic version of Ohio TESOL Journal are live, even if they are neither blue nor underlined. Give them a try!
By Chris Hill

Welcome back to the Ohio TESOL Newsletter. There are lots of changes in this issue including the two people pictured at the top of this page as well as a new name: Ohio TESOL Journal.

I am originally from Toronto, Ontario but went to grad school in South Carolina and have taught in Illinois and at the American Language Program at The Ohio State University. My interests include teaching technologies and the effects of extracurricular activities on language acquisition.

I first got involved with Ohio TESOL by volunteering to help with the website. As conversations progressed, Mike came on board and the positions of Newsletter Editor and Website Manager became integrated under the heading Content Manager. If you think about it, this makes sense: content can and should be delivered in both ways.

Then, as this issue started coming together, the board began to talk about changing the name of the periodical from Newsletter to Journal. Many libraries will not archive newsletters but they will archive journals. Additionally, there can be a little more prestige associated with having your work

By Mike Dombroski

I am completing my MA in Linguistics at Ohio University as well as working towards a Ph. D. in Instructional Technology. My background is in logistics and I decided to make a career move and switch over to teaching, which I find I enjoy a lot. As all of you know, the challenges can be great, but are well worth it and I am very happy with the decision that I made.

Right now, I am teaching a little for the Ohio Program of Intensive English (OPIE) at OU and taking coursework, as well as trying to be involved in the TESOL community. I have a great interest in technology and hope that my expertise in that area will contribute to the growth of Ohio TESOL.

Chris and I are working together to try and give you information and resources that you can use. We may coordinate things for the organization but it belongs to all of us, so in order for it to be successful we need your help. By all of us taking an active role we can continue to have a strong and active organization.

One of the ways that this can be done is through the Ohio TESOL website. Since we are all spread throughout the state (and beyond), it can be difficult for us to meet in person as often as we would
published in a journal. However, the term journal may intimidate some members from submitting their writing because of the formal connotations of the word. Our goal is to walk this fine line.

On one hand, we would be happy to elevate the nature of the discourse of this publication. (And if you thumb through some back issues, you will see that there have always been lots of journal-ly articles included.) But we will not be blind peer reviewing all submissions or requiring exhaustive experimental studies full of indecipherable statistics -- there will still be plenty of room for reflective pieces and practical advice on what works in the classroom.

There was a lot of debate over this process and we’d like to know what you think. And, as I mentioned above, we’re also working hard to integrate technology into this process. So, if you’ve signed up for an electronic copy of this journal, click on the link below to go directly to the OTESOL website and join the “newsletter vs. journal” discussion. You’ll also notice that most of the articles will contain links that you can follow to discussions on the website. Jump on in! We’d love to hear what you have to say.

Chris Hill hill.880@osu.edu

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Discuss this article online now: http://ohiotesol.org/mod/forum/view.php?id=25

In the coming months, look for changes in the Ohio TESOL website to better enable your active involvement in the organization. If you hear something in the news or know of an event that would benefit the members let Chris or me know so that we can add it to the website. In the future, you will be able to post information that you think is important yourself so that you don’t have to go through Chris or me.

If you haven’t had a chance lately, go visit the website and look around. Start a discussion on something that you feel is important or ask a question to other members. If you have suggestions as to what you want on the website please let me know. I look forward to working with all of you.
Miami University gets USDE grant

5-year USDE grant award to enhance the preparation of Ohio teachers who work with English language learners in mainstream classrooms.

In fall 2007, the U.S. Department of Education’s Office of English Language Acquisition (OELA) awarded Miami University’s School of Education, Health, and Society (EHS) $285,529 for the first year of a five-year, $1.5 million project entitled ESOL MIAMI (English for Speakers of Other Languages Mentoring Initiative for Academics and Methods Infusion).

The ESOL MIAMI project, supported by collaborative partnerships among higher education faculty, public schools and the Ohio Department of Education, is led by co-principal investigators Carine Feyten, EHS dean, Joyce Nutta, associate professor and ESOL coordinator at the University of Central Florida, and Kouider Mokhtari, John W. Heckert endowed professor of reading & writing within the department of Teacher Education.

The overall goal of this grant project is to improve the preparation of teachers who work with English language learners. “The project was initiated in response to the rapidly increasing number of English language learners (ELLs) in the U.S. and in the state of Ohio, as well as the need for mainstream teachers who are qualified to teach English language learners”, said Mokhtari, co-principal investigator.

The U.S. population is diverse, with nearly 20% of children and adults speaking a native language other than English. Many of these children and adults are in mainstream classrooms. A recently completed national study of school effectiveness for language minority students’ academic achievement by the Center for Research on Education, Diversity and Excellence (CREDE) indicates that nearly 4.6 million English language learners were served by U.S. K-12 educational system in the years 2000-2001. By the year 2030, CREDE researchers estimate that language minority students are expected to comprise nearly 40% of the school-aged population in the U.S.

The state of Ohio, like many other states, has seen increases in numbers of English language learners in both rural and urban school systems. According to the National Center for English Language Acquisition, Ohio’s overall K-12 student population decreased about 6 percent between 1995 and 2005, but during that same decade the ELL population increased by more than 108 percent.

There is a shortage of teachers who are qualified to teach English language learners in Ohio and in the Miami University service area. The number of Ohio teachers who are well prepared to teach ELLs has not risen proportionately to the increase in the language minority student population. In fact, as of 2004, the state of Ohio only has less than 500 classroom teachers who hold the ESOL endorsement.

Teacher educators throughout the country understand that responsibility for K-12 English language learners’ language development and academic achievement is no longer limited to English for Speakers of Other Languages (ESOL) specialists. Joyce Nutta and Carine Feyten, who have had first-hand experience in developing and implementing infusing ESOL curricula and instruction in Florida institutions, agree that “as school districts are held to high levels of educational standards and
accountability for all students, the crucial role of mainstream classroom teachers in supporting ELL students’ academic and linguistic success cannot be overemphasized.”

While the need for mainstream teachers who are qualified to teach English language learners is genuine, “most mainstream teachers have traditionally received little preparation in how to address the needs of such learners,” Feyten said. “Teacher preparation programs will need to ensure that teachers are indeed prepared to teach and reach all children.”

The effects of the shortage of qualified teachers are evident in the academic performance of ELL students on tests such as the Ohio Achievement Test. The October 2006 Ohio Academic Test reading scores show that 39% of third graders do not meet the minimal criteria for proficiency in reading. ELL students’ reading scores are included in these scores and were not reported separately. Because of these and other factors, Ohio TESOL recommended at its April 2006 Summit that, “All Teacher Education Programs and all teacher licensures need to integrate information about working with English language learners in meaningful ways.”

During the five-year grant period, particular focus will be placed on developing, implementing, and evaluating the effectiveness of an ESOL infusion model on student learning and achievement. Outcomes of this work will include, but will not be limited to, (a) development of an ESOL-infusion endorsement for preservice teachers, (b) establishment of standards and guidelines, which will enable other Ohio teacher education institutions to seek approval of an infused ESOL endorsement for their initial certification degrees, and (c) creation of a repository of online and offline resources designed to support the preparation of teachers who work with English language learners in mainstream classrooms. A key objective of this grant project is to develop an ESOL infusion
model program that can be emulated by other institutions in the state and nation. The model will provide an infrastructure and curriculum that will serve the university, local districts and the state of Ohio.

For more information, contact the project directors.


Discuss this article online now:

Steve Walker discusses refugee services at Ohio TESOL 2007.

Ohio TESOL 2007 Swap Shop

Thank you to all those who brought Swap Shop lesson activities to share at the conference. Those who participated left with a selection of useful activities. Here’s a sampling of the activities. Join us next year – October 31, 2008.

The Shopping Game
(Jeannine Mays)
A Mystery Unit for grades 5 and 6 involving a magic trick
Singular and Plural Noun Activities for grades 4 – 6
Pronunciation of Dates for high school to beginners
(Deb Hartsell)
List of online vocabulary websites
Jobs and Occupations – Useful expressions
(Svetlana Zhuravlova)
“Leaving on a Jet Plane” song and cloze with activities
(Sage Thompson)
Conversation Helpers – common expressions
(Wendy Buckey)
Tips for Multi-level adult classes
(Sara Levitt)
Mommy Bingo
(Berhline Rose)
Dear Abby to Practice Modals
(Lisa Ann Brown)
Providing Context for Adjectives
(Greg Mott)

Submitted by Jill Kramer.

Find more information about Ohio TESOL 2008 on our website:
http://ohiotesol.org/
Teaching is a profession with many changes and challenges. During the last decades, the computer has changed possibilities in- and outside the classroom. The use of the computer in the classroom is multiple: teachers have an almost unlimited choice of possibilities. This report tries to give an overview on the use of computers in the ESL and EFL classroom and offers a choice of easily accessible applications.

CALL Materials

It might be good to have an overview of some existing materials that can be put into practice by teachers, who can be described as designers (Levy & Stockwell, 2006). Design also refers to CALL in many ways: computer design, web design, etc. It plays an important role in everything that comes with the teaching of ESL and EFL. Basically, there are two forms of CALL materials, tutors and tools. CALL tutors are computer software and systems that are designed to guide and at the same time evaluate student input. CALL tools allow teachers and students to access and handle databases, communicating systems, etc.

CALL Tutors

Many CALL tutors are accessible through the internet. Some well-known examples are Dave’s ESL Café (http://www.eslcafe.com/), Hot Potatoes (http://hotpot.uvic.ca/ or its international site, http://hotpot.klascement.net), and Learning Resources (http://literacyworks.org/).

One way of trying out many guided web pages is to follow links to web sites. A starting point for this can be http://iteslj.org/links/. Both teachers and students can find useful links to many CALL tutors and even try useful foreign sites, such as http://www.digischool.nl. However, even if web sites are well-established, many do change addresses, change content, or disappear completely. It is always important to check a web site before relying on it, especially when one is using it in the classroom as part of the curriculum.

CALL Tools

The list of CALL tools is almost endless. Basically, all the tools available for CALL are aimed at computer-mediated communication. With the help of software, the computer is used for people to communicate with each other. Many students who have access to a computer already use this kind of communication very often.

E-mail is one tool which is already a common way to communicate inside as well as outside the classroom. An example of a tandem e-mail project is the Comenius project in the Netherlands, subsidized by the Europees platform van de talen (European Languages Council), where schools can apply to do an international project together with another European school. The projects include e-mail, student exchange, and a product on a chosen international topic. Before schools can start, they need to find partners to work with, which they can find on international databases, such as http://comenius.eun.org. In the USA and many other countries, ePals claims to provide safe exchange between students (http://www.epals.com/). Safe
e-mailing is always a big issue; being familiar with a school and its teachers is preferred.

Web logs (blogs) are another type of CALL tool. Although blogs are fairly new, there is already a wide variety of ways to use them in the classroom: online filing cabinets for student work, e-portfolios, collaborative space, knowledge management, school web sites that can be updated easily, and class portals, where teachers post materials, curricula, and even hand written notes (Richardson, 2006). A site to start at might be Anne Davis’ web log http://anne.teachesme.com. Start small by posting homework assignments and simple links. Teachers should be careful not to use the blog as a place to comment about the school they are teaching at. Blogging should not evolve into merely a fun place for students, where they can post all kinds of rubbish.

In EFL or ESL teaching, it can be very helpful and motivational for both students and teachers to use a software program using voice over internet protocol (VoIP) technology, such as Skype (www.skype.com). VoIP provides opportunities for interactive exchange and collaboration between students living on the other side of town or the other side of the planet. Skype is free to use and allows real-time discussions. It engages students to communicate with an authentic audience. There are many possibilities within Skype. Teachers can find a step-to-step description in Skype’s webmaster’s book (Gough et al., 2006).

Although there seem to be many issues and catches with the use of CALL, it is worthwhile to explore and use some of the possibilities that it offers. At many schools, there are professional IT people who can help teachers in these matters. Language students definitely appreciate the use of CALL, and once involved, teachers will enjoy the many language applications that come with it.

Adri Hendriksen completed her MATESOL at Ohio Dominican University. She teaches EFL at Baken Park Lyceum high school in Almere, the Netherlands.

References


Skype Me! – From Single User to Small Enterprise and Beyond. Canada: Syngress Publishing Inc.


Discuss this article online now: http://ohiotesol.org/mod/forum/view.php?id=27
Facebook
What the heck is it...and why should I care?
By Bob Eckhart

This is what I was asking myself a year ago. I had heard about Facebook, even heard about Face-booking, but had no idea what it was. So, on an Ohio State community service spring break trip to Ecuador, where I was the faculty adviser to 10 undergraduate students, I took the opportunity to learn about it. When I asked them what it was, this is how the students replied: YOU'RE NOT ON FACEBOOK?

After enough of them realized I didn’t have a Facebook page, they actually sort of insisted that I get one and even volunteered to make it for me. Whatever this Facebook was, they were convinced that a meaningful life, or at least campus existence, couldn’t be led without it. So, when we got back to Ohio, I sat down with a couple of them and created a profile for myself.

First, I had to wrap my brain around the basics. Facebook allows an individual to present an image of themselves to the world. A person creates a profile and then through a series of “friend requests” (that you make or are made of you), a network of friends is created. For instance, the first people who knew I was online and added me as friends were the Ecuador students. Then, in the autumn, some of my fall quarter students added me. In the meantime, I was getting random and sometimes surprising friend requests from former students, classmates from high school and college, the retired chair of the OSU English Department, a woman I used to tutor who is now in the WNBA, etc. Facebook has what’s called a friend finder which scours people’s Yahoo!, Gmail, or Hotmail accounts and makes you aware of people you know who are on Facebook.

Now that I have been on it almost a year, I am using a Facebook group this quarter to facilitate communication in a couple composition classes. This is what I’ve learned about it so far...

1) It’s easier to use than a blog.

For years, I had been creating class blogs on Blogger.com and asking students to contribute to them throughout the quarter. I found these useful for simple communication purposes (i.e. post an introduction to yourself online and a photo for the first class assignment) as well as outside-of-class intertextual discussions. However, I always had to teach the students how to use Blogger, they had to establish a Blogger profile, and they had to learn a new interface. None of this was particularly difficult, but it was a chore—something they had to do for class, and didn’t necessarily want to do.

Facebook is even better for achieving objectives like getting the class to quickly learn about each other, which is really important given OSU’s 10-week quarters. This is because students already have a page, and it is usually jam-packed with information about their hometowns, favorite movies, books, music, and interests as demonstrated by what Facebook groups they belong to. Each student’s Facebook page also has links to photos – sometimes only a few but, more likely, hundreds of them – of the students going back to high school days or the beginning of the school year. (During fall quarter, they all seemed to post an entire raft of Halloween party photos...oh my!).

Also, since all but one or two students already had a Facebook page, they were acquainted with the
interface and hit the ground running, so to speak, from the first day of winter quarter when I announced I had created a class group. All they had to do was join it and start communicating with each other.

2) It’s more useful than a blog.

Some young adults certainly keep their own blogs or contribute to group blogs, but for one thing, that is all voluntary. Someone starts blogging because they are internally-motivated to join and help establish a community. When I was creating class blogs, and having to motivate students to use them, there was the feeling than if the teacher is making me do it, then it certainly can’t be that cool. So, I had to do a lot of work as a salesperson encouraging students to use it and making arguments about how useful it is.

With Facebook, students come to it naturally and they are already convinced it is worthwhile, useful, and cool. They know how it helps them create communities, exchange information, and improve the quality of their lives. In short, they are already sold on it and are predisposed to use it, even for class.

3) Students actually enjoy it.

Or, they dislike it less than blogging. From their self-reports, students spend time on Facebook every day, which is more than I can say for their university email, which had been my previous means of communicating with them. In fact, I heard from a student the other day that she simply never checks her OSU email, since nobody important ever writes to me on it. This surprised me – since we think of students as so connected, so completely wired: the thought that they don’t start and finish every day with email, and check it 50 times in-between (like I admittedly do) surprised me. Nope. For students, their lifeline is text messages on their mobile phone and Facebook.

Getting back to the enjoyment aspect, students are already on Facebook, already have a positive conception of it, and giving assignments like posting short responses on the Facebook discussion group accomplishes two things: a) it makes homework seem almost not like work since it happens on Facebook, and b) it makes Facebooking seem not like a total waste of time which means something productive comes out of it. If their parents call them and ask them if they are on Facebook, they can even say, sure, Mom, I’m on it, but I’m doing my homework.

In conclusion, Facebook offers all the important communication tools of a blog. It has a bulletin board for us to post links on to share; it has a discussion group to generate out-of-class discussions; and most importantly, it is technology that students already use and enjoy. ☺

Bob Eckhart teaches in the Combined ESL Programs at The Ohio State University.
Part 2: Vocabulary

Exploring scientifically-based reading instruction

By Brenda Refaei

In addition to phonemic awareness discussed in my last article, students also need to know vocabulary. Nation (2006) has estimated older students need to know around 8,000-9,000 words to read academic texts. Therefore, vocabulary is an important part of English as a second language (ESL) reading instruction (Urquardt & Weir, 1999). Among native English speaking children, vocabulary knowledge is strongly correlated with their early reading ability (Blachowicz, Fisher, Ogle, and Watts-Taffe, 2006). Carlo et al (2004) suggests that vocabulary instruction can help close the gap between ESL learners and native speakers in reading comprehension. According to Kahn-Horwitz, Shimron, & Sparks (2006) “English word reading is more than just a decoding task for EFL beginning readers” (p. 161). Their findings imply that in addition to phonemic awareness, students must know a variety of strategies to learn new vocabulary in context.

Vocabulary instruction should be both broad (Nation, 2006) and deep (Qian, 2000). Brown (1994) recommends setting aside time in each class to work on vocabulary. In fact, vocabulary should be taught by teachers at all levels K-12 and in all subject areas (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006). Based upon her research with seventy Portuguese children between the ages 4-5, Collins (2005) believes that “explanation of new words is helpful; regardless of how little L2 is known” (p. 407). In another study, Proctor, August, Carlo, and Snow (2005) believe second language vocabulary is “crucial for improved reading comprehension” (p. 246). Collier (2007) recommends a strategy for selecting words for instruction by suggesting words be selected on the basis of whether they are necessary to understand the text, will be repeated through the year, will be used in other content areas, and if students can learn the word on their own using word attack strategies.

Teachers have two purposes for teaching vocabulary (Barr, Blachowicz, Wogman-Sadow, 1995). First, they are trying to help students learn and use strategies for learning vocabulary such as context clues, word structure, and metacognitive strategies (monitoring their understanding of words). Second, they help students increase their background knowledge of the subject before reading. Vocabulary work can also help students understand concepts within a discipline.

In order to learn new words, students must be taught vocabulary in context (Barr, Blachowicz, & Wogman-Sadow, 1995; Walters, 2006; Collier, 2007). Students should be encouraged to predict the meaning of the word, use strategies to associate a meaning with the word, verify the meaning by checking their understanding, and finally elaborate on the meaning through additional practice.

Several strategies have been identified that can help when teaching vocabulary.
Effective Teaching Strategies

1. Reading aloud. Reading aloud, even in high school, allows teachers to model how to read vocabulary as well as interact with students and the text. This modeling process is very helpful to struggling readers and second language learners (Collier, 2007; Blachowicz, Fisher, Ogle, & Watts-Taffee, 2006).

2. Concept map. A concept map can help students see the relationships between and among words (Barr, Blachowicz, & Wogman-Sadow, 1995).

3. Context clues. Students use the surrounding text to make educated guesses about the meaning of words (Collier, 2007; Walters, 2006).

4. Word parts. Students use prefixes, suffixes, and root words to help determine the meaning of a word (Collier, 2007).

5. Word families. Students learn groups of related words such as biology, biosphere, biologist, etc. (Collier, 2007).

Elaboration Strategies

“Once words have been introduced and discussed, students need opportunities to experiment with them in meaningful ways. This helps them to refine, extend, and elaborate their meanings and to become comfortable with the nuances of usage” (Barr, Blachowicz, & Wogman-Sadow, 1995). They recommend five activities to encourage students to elaborate their vocabulary knowledge.

1. Insult or compliment. Give students a list of adjectives and ask if they are insults or compliments.

2. Choose and use. Give students sentences that require them to choose an appropriate word in a new context.

3. Word sorts. Students are given vocabulary words and are asked to sort them into categories.

4. Post-structural overview. Students receive groups of word cards and they arrange them to show the relationships between words.

5. Create keywords. Students use “keywords” to create mnemonic devices to help them remember the meaning of new words.

Continued on page 14

References


Vocabulary Assessment

Teachers can assess their students’ vocabulary knowledge using tests developed by Laufer and Nation (1999). Teachers can also use technology to help assess their students’ vocabulary knowledge. Diniz and Moran (2005) recommend using Web Vocabulary Profile (http://www.er.uqam.ca/nobel/r21270/textools/web_vp.html) to analyze the level of vocabulary used in students’ writing. The Profile program compares students’ writing against word lists of frequently used English words and academic word lists. Teachers can use the analysis to encourage more academic vocabulary in student writing.

Conclusion

Vocabulary instruction is essential for ESL students at all levels. Students need to learn strategies they can use to absorb new words during the course of their reading. Reviewing vocabulary can also help solidify concepts in students’ minds. When students associate new vocabulary with what they already know and have opportunities to practice, they will be better able to retrieve and use words in new contexts.

Brenda Refaei is an assistant professor in the Department of English at Raymond Walters College/University of Cincinnati. Her interests include TESL, and developmental reading and writing. Please contact her at refaeibg@uc.edu if you would like to submit a Theory in the Classroom column.

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A presentation at Ohio TESOL 2007.
OHIO TESOL 2008 CONFERENCE
in conjunction with the Lau Resource Center

October 31 and November 1, 2008
The Hilton at Easton Town Center
Columbus, Ohio

CALL FOR PAPERS!
Proposals are due June 9, 2008

Suggested Topics:
Political/Advocacy (Immigration concerns/solutions), Curriculum development, English for Specific Purposes, Cultural Awareness, Special Needs, Writing, Speaking/pronunciation, Success stories, Applied linguistics/research, Technology, Lesson Planning—How to Meet Ohio Standards, Preparing LEP students for state achievement tests, modifying mainstream classes, models of collaboration, Inclusion, Citizenship, Programs that meet the needs of all students, Strategies for assessment, Successful reading programs, Practical, and usable ideas for elementary ESL education, to name a few.
Proposals are invited for the following categories:

**Papers:**
50-minute sessions. These are mainly of a presentation format (40 minutes) followed by 10 minutes of questions and answers and discussion.

**Demonstrations:**
50-minute sessions with substantial audience participation. Demonstrations involve the actual doing of a task, or series of tasks. For example, the presenter could explain the steps in the actual performance of a language learning simulation by having the audience participate in one.

**Panel Discussion:**
110-minute sessions, usually 3 or 4 short papers submitted jointly, leading to substantial audience discussion; one specific topic should be pursued by all speakers, while the coordinator introduces speakers, summarizes their approach to the topic, and leads the discussion. Submissions should include a clear description of the thematic focus, the proposed contents of the discussion, and a list of the active participants. Topics can include research or practice. For example, with respect to research, a panel could offer several points of view on a controversial subject such as the pedagogical value of explicit grammar instruction. On the other hand, the coordinator of a non-academic topic provides the initiative for the session. She/he will approach colleagues and invite them to participate and coordinate their efforts.

**Poster presentations:**
Posters will be on display during a set time to be announced later. Presenters will be expected to remain at the presentation site (a bulletin board) for approximately an hour in order to discuss their topics with attendees. Poster presentations are designed to depict a topic by means of pictures and brief notes. Many possible topics suitable for posters can be pursued, from research notes to a detailed lesson plan. For example, a language learning field trip for intensive English students could be depicted with pictures, maps and samples of materials.

**Graduate Research:**
Graduate students are invited to discuss their research projects with conference attendees. Three students with similar topics will be scheduled for one concurrent session; each presenter will talk for approximately 15 minutes. Proposals may be from individual students of a group interested in working together.
Presentation Proposal for OHIO TESOL 2008 Conference

Please Note: The main presenter for a presentation (not poster) will receive one (1) complimentary registration. Hotel costs are the responsibility of the presenter(s).

Presenter(s) in order of preferred listing:
Surname   First Name   Organization   Title

Contact Person Information
Indicates the contact person responsible for informing co-presenters of all correspondence and informing the Conference Chair of any changes.

Name ____________________________
Address ______________________________________________
Work phone ___________ Home Phone ___________ Email ___________

Check if you are providing a facilitator: _____no _____yes
If yes, please provide the facilitator's name, telephone number and email address:

Please record any presenters who are not members of Ohio TESOL and include their full address so we can send them the pre-conference registration materials

Proposals are Due June 9, 2008!
Complete & Attach the Following Information

1. Title of Presentation (15 words or less):

2. Brief Description: (30-40 words):
   This information will be included in the conference program.

3. Type of Presentation (check one):
   _____paper (50 minutes) _____demonstration (50 minutes) _____poster
   _____panel (110 minutes) _____graduate research _____other (explain)

4. Primary Audience (check one):
   _____grades K-6 _____grades 7-12 _____higher education
   _____teacher trainers _____new to field _____workplace literacy
   _____program administrators _____refugee/immigrant _____other

5. Abstract (200 word maximum):
   If sending by mail, Please include three copies and be sure to include intended audience!
   **Copy ONE**: include your name in the upper right-hand corner, and the title and type of presentation in the upper left-hand corner.
   **Copies TWO and THREE**: include only the title and type of presentation in the upper left-hand corner. DO NOT INCLUDE YOUR NAME ON THESE TWO COPIES.

6. Equipment: The following equipment may be provided in each room: an overhead projector & screen, and a microphone. We can also provide flipcharts and TV/VCR upon request.
   **Please Note**: Web access is available for computer lab workshops only (these will be at your cost and only if available). We do NOT provide laptops, PowerPoint or LCD projectors.

   Please submit this form through our website, but if you cannot, then:
   Send the completed form and attached information to:
   Laura Dachenbach
   871 Tamara Dr. S.
   Gahanna, OH 43230

   Or send by email the 2008 conference chairs: led890@yahoo.com or ackerlil@aol.com

   If you do not receive confirmation of receipt of your proposal within 5 working days, please resend it and/or contact 2008 conference chairs: Laura Dachenbach or Lillian Acker at the above addresses.
This past year Ohio TESOL celebrated its 30th anniversary. In honor of this milestone Wallace Pretzer, emeritus faculty of Bowling Green State University, proudly documented the history of Ohio TESOL. Wally describes in detail the impressive development that this organization has undergone in the past 30 years. Copies of this history were available for viewing at the Fall conference. In addition to being able to purchase this document in hard copy, you can view the entire 30 year history of Ohio TESOL on our website (http://ohiotesol.org). Wally’s contribution is exceptional, but certainly not isolated. I am grateful for the hardworking group of volunteers who dedicate so much of themselves to this organization. It is these individuals who inspired me to serve as president in the first place and to strive to contribute as much as I can to the organization as it begins its fourth decade of service and commitment to language learners, teachers, immigrants and the communities we serve throughout the state of Ohio. If you are interested in assisting in this mission, please let any of the board members know. With your help we can give Wally many reasons to update this history in the coming years.

As we begin our fourth decade it is exciting to see how much we have grown and just how broadly our influence has reached. We continue to sponsor professional development activities throughout the state as well as organizing our annual Fall conference. Our attendance at the 2007 conference was 768 and we now have approximately 600 members. Ohio TESOL continues to contribute to the dissemination of information and professional development throughout the state in a variety of ways. Among the recent and upcoming highlights are: the annual statewide TESOL summit held March 1st at the University of Akron; The annual Conference of the Ohio University Linguistics Department (COULD) held May 10th in the new Baker center on the OU campus in Athens (Deadline for submissions is March 31st); and The Ohio, Kentucky and Indiana (OKI) TESOL conference held in Cincinnati on May 17th. Many small and local professional development activities are also sponsored throughout the year by Ohio TESOL. If your organization would benefit from such an activity, you are invited to submit a request for funding.

I am excited to announce that our Fall conference in 2008 will feature an invited speaker with whom I have collaborated over the past two years to create the technology standards for teachers and students throughout our profession. Paige Ware brings knowledge and enthusiasm to the K-12 teachers she works with at Southern Methodist University. She has guided teachers
in the use of some very innovative and exciting practices that she will share in her talk at the Fall conference. She and I will also discuss the technology standards that our team of writers has developed for national and international implementation in the field of TESOL, including implications and teaching suggestions for a variety of classroom settings. I look forward to meeting you at the Fall conference or one of the many smaller informational or professional development events happening this year.

One way that I hope to see the organization continue to improve over the next year involves the use of technology both to improve our communication within the organization and within our classrooms. I am working closely with our content management team (Chris Hill and Mike Dombroski) and David Smith (membership coordinator and previous web manager) to integrate the newsletter into the general information and interactive community of users at the Ohio TESOL website. If you have not visited the site recently, you may be surprised to find streaming video of the 2006 and 2007 plenaries, forums where you can share your teaching experiences, questions and concerns, and opportunities for future interactive development. It is important to remember that this volunteer organization serves the membership; if there is something you would like to see at this site, please do not hesitate to let us know!

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