Spring 2008

Audacity: Seeing is Believing

Robert A. Eckhart, Ohio State University - Main Campus

Available at: http://works.bepress.com/bobeckhart/5/
I'm not brave. I have cancer.
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Plus book reviews, a conference preview, award nomination forms, and more...

Spring 2008  http://ohiotesol.org  Vol. 1, No. 2
Ohio TESOL Board

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The Ohio TESOL Board is hard at work.

The Ohio TESOL Journal is published three times a year by Ohio TESOL. The deadlines for the next three issues are, August 15 (Fall issue) December 15 (Winter issue), and April 15 (Spring issue). Ohio TESOL is not responsible for any opinions expressed by contributors to the Journal. Submissions accepted for publication may be edited and republished on our website and in other media.

Photo credits: Fran Flores (cover), Miguel Ugalde (page 3), Sanja Gjenero (page 15 and back cover). See more of these photographers’ work at Stock.XCHNG: http://www.sxc.hu/

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! If you’re reading a paper copy, type them into your browser.
Beaches? Watermelon? Despite summer calling my name, I’m inside at my desk putting the finishing touches on the Ohio TESOL Journal. If you’re wondering where Mike Dombroski is, check out the Ohio TESOL website (http://ohiotesol.org). Mike is at his desk working on the website, which will be plenty of work right through to the Ohio TESOL Conference (October 31 - November 1.) We all thank Mike for all of his work on this important project.

So far, the Journal has been very well received. Thanks to those who have offered their feedback. We are working hard to bring you interesting and useful articles and this issue is no exception.

Perhaps most striking is Marcie Williams’ article “I’m not brave. I have cancer.” I’ve worked with Marcie since she came back to Ohio but, after reading her article, I’ve learned much more about her, and about working with people who are veterans of serious illness.

Bob Eckhart has contributed another article on an exciting new technology: Audacity. Can it help our students’ pronunciation? Read Bob’s article, download the software, and give it a try.

Brenda Refaei is also back with another article in her series on scientifically-based reading instruction. This time the focus is on fluency. Her article is a very convenient way to get updated on the latest research in this important area.

We also have lots of book reviews and information about Ohio TESOL’s resources for professional development.

Like what you see? Login to our website and let us know. Just like the last issue, we have a discussion forum linked to each article. Come connect with other members online. You may even have a chance to chat directly with the authors of these articles.

Look for one more Journal before the Ohio TESOL Conference. The deadline for submissions is August 15, so grab your laptop and a slice of watermelon and head to the beach and start working on your article. Enjoy your summer!

Chris Hill
hill.880@osu.edu
Ohio TESOL 2008 Conference
in conjunction with the Lau Resource Center

Access to Education,
Access to Technology

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

Plenary Speaker:
Dr. Paige D. Ware
Southern Methodist University

For the past two years, Paige Ware has served as part of a six person team drafting TESOL’s technology standards. Unlike other standards projects, the technology standards comprehensively address the full range of ESL and EFL contexts for both teachers and students. An overview of the standards and how they may inform teaching will be discussed.

Dr. Ware has recently been awarded a National Academy of Education Spencer Post-doctoral Fellowship. Her project will use multimedia texts in a telecollaborative endeavor with adolescents.

Visit the Ohio TESOL website for details:
http://www.ohiotesol.org
Ohio TESOL – a resource for professional development

By John R. Haught and Steve Rogaski

In its goal to promote professional development of teachers who work with English Language Learners (ELL), Ohio TESOL provides funds to support regional-level workshops for K-12 teachers and administrators. These workshops are planned and carried out by consortia of school districts or by educational service centers with the goal of addressing professional development needs of K-12 school staff in their respective regions.

Two of the entities that have provided professional development opportunities with the support of Ohio TESOL funds are the Greater Miami Valley English as Second Language (ESL) Consortium and the Educational Service Center of Cuyahoga County. Below are descriptions of workshops provided by these two organizations.

Greater Miami Valley ESL Consortium

The Dayton area Greater Miami Valley ESL Consortium moved its annual teacher professional development workshop to fall after several years of holding it in the spring. The workshop, which is aimed at providing resources and training for mainstream classroom teachers, was held on September 24, 2007 on the Wright State University campus.

After years of holding the event in the spring, members decided that it made more sense to get this information to the teachers early in the school year. “Making the transition so quickly after the start of the school year was challenging,” said Dr. John Haught of Wright State University, the consortium’s chair. “Fortunately, we have a very dedicated group of ESL professionals who stepped up to make this workshop a huge success.”

The workshop was billed as ESL Toolbox II, after the previous year’s very well received ESL Toolbox. Presenters attempted to provide attendees with a “toolbox” of practical materials and resources that they could take back to their classrooms and begin to use immediately. The event was attended by teachers from 17 different school districts around the greater Dayton area.

The program opened with Ms. Mojgan Soleimanpour, ESL specialist from West Carrollton City Schools, conducting a lecture in Farsi. After gauging audience reaction on how many ESL students must feel in the classroom, she then taught the lesson modifying the presentation by incorporating visuals and other aids. Attendees commented on how they understood how lost many of these students must feel, but were impressed how simple modifications helped to make content comprehensible even in a language they did not understand.

The day long workshop then continued with consortium members sharing a variety of presentations on strategies, modifications, using video in the classroom, reciprocal teaching, and where to find classroom resources for ELLs on the internet. Presenters included John Haught, Teresa Troyer of Dayton Public Schools, Susan Cox of Northmont Schools, Anne Schaller of West Carrollton City Schools, Sharon Underwood of Fairborn City Schools, Mary Kilsheimer...
Workshop attendees agreed that the fall venue was preferred and felt as though they had some very practical ideas to use throughout the coming school year. Next year’s workshop has been scheduled for September 17, 2008 in the Wright State University Student Union. The workshop was sponsored by Ohio TESOL, the Lau Resource Center of the Ohio Department of Education, Wright State University (WSU) College of Liberal Arts, and the WSU Department of English Language and Literatures.

Contact John Haught at john.haught@wright.edu if you would like more information about the Greater Miami ESL Consortium.

Educational Service Center of Cuyahoga County

The Educational Service Center (ESC) of Cuyahoga County hosted a fall Northeast Ohio English Language Learners Collaborative professional development opportunity on February 8, 2008. Approximately sixty school personnel attended the meeting coming from school districts located in Cuyahoga, Lake, Geauga, Ashtabula, Lorain, Summit, Portage and Stark counties.

Karin Fiore, an ELL Instructor in Brecksville-Broadview Heights City Schools and Mary Goebel, an ELL Instructor in Riverside Local School Districts, presented practical tips for practitioners who administer the Ohio Test of English Language Acquisition (OTELA) to ELL students in grades K-12.

Dana Weber, an ELL Consultant with the Stark County Educational Service Center, presented a session entitled “Introduction to Scientifically Based methodology: Sheltered Instruction Observation Protocol (SIOP) Model”.

The final session for the day was “Group Sharing and Discussion”, in which participants shared information and resources gained from the 2007 Ohio TESOL Conference in conjunction with the Lau Resource Center. Also, participants shared instructional tips, strategies, products, internet resources and best practices.

On April 18, 2008 the ESC of Cuyahoga County provided another workshop cosponsored by Ohio TESOL. The morning session, entitled “Where Do I Start?” was presented by Jeannette Dawes, an ESL consultant. This session addressed the needs of teaching staff new to ESL who are hesitant to start working with ELL students and need support in addressing the needs of students new to English.

In the second session, Hiro Kawamura of The University of Findlay and Maryann Muhammed of Cleveland State University presented information regarding their universities’ TESOL teacher training programs. This was an important session for those requiring information of the credentialing process and program options to obtain TESOL accreditation.

Feel free to contact Steve Rogaski, Director of Pupil Services, Educational Service Center of Cuyahoga County at steve.rogaski@esc-cc.org if you would like more information about workshops sponsored by the Cuyahoga County ESC.

John R. Haught, PhD is an Assistant Professor of English / TESOL & Teacher Education at Wright State University.

Steve Rogaski is the Director of Pupil Services at the Educational Service Center of Cuyahoga County.

Note: School districts, educational service centers, universities or other organizations interested in applying for funds from Ohio TESOL to support regional-level or state-level professional development opportunities for teachers and administrators who work with K-12 ELL students may download request forms from the Ohio TESOL Web site: http://www.ohiotesol.org/prodev.htm

Discuss this article online now: http://ohiotesol.org/mod/forum/view.php?id=75
50 Strategies for Teaching English Language Learners (3rd Edition)

By Karen Macbeth

Adrienne L. Herrell & Michael Jordan

The fifty strategies, one per chapter, are designed for teachers of ESL classes as well teachers of content classes with ELLs. Chapters include an array of goals, (e.g., reducing anxiety, academic scaffolding, integrated curriculum) and offer a collection of activities to promote the strategy. Chapters fall into four sections: instructional planning, student participation, vocabulary, and reading comprehension. Each chapter features a TESOL standard and includes a “step by step” section, examples of classroom application, and a chart of rules, language forms, goals, examples, expected behaviors, age modifications, and so forth, depending on the activity. Each chapter concludes with a reference list and suggested readings. Most of the strategies include suggestions for technological integration, and some, like Chapter 25 on oral reports, rely on multi-media. Experienced teachers may find many of the strategies familiar (e.g., word walls, story reenactment, cohesion links), but some adaptations will breathe new life into old methods. Inexperienced teachers will benefit from the ideas and the explicit details in how to carry them out. This book would be useful for K-12 and undergraduate-level learners.

Karen Macbeth, Ph.D. is currently the Curriculum Coordinator of Ohio State’s ESL Composition Program. She is also adjunct faculty in OSU’s Department of Foreign and Second Language Education in the College of Education.
I’m not brave. I have cancer.

By Marcie Williams

One day you’re teaching, the next day you have cancer. Do you tell your supervisor or students? You’re the director of an ESL program and your employee gets cancer. What should you say? What if your colleague is diagnosed with cancer? What do you do? The aim of this article is to answer these questions and others.

I am cancer veteran. Veteran you say? Yes veteran. I’m not a fan of the word survivor because it doesn’t sufficiently describe the battle to beat cancer. Plus, I think survivor is stigmatizing in that it makes me forever known as the girl with cancer. I am more than that so I prefer veteran. In October 2005, I was a 30 year old ESL instructor. I lived in New York City and had a cool loft that, like most New Yorkers, I shared with five people to pay the rent. Then I discovered a lump. After hoping it would disappear, I went to the doctor. I had a mammogram, a biopsy, a core biopsy, and finally in January 2006 a mastectomy. This was followed by chemotherapy, radiation, and physical therapy for lymphedema. In May of 2007, I moved to Columbus.

What I learned while going through my cancer battle was that if you are a cancer patient, support groups are plentiful and cover most aspects of your treatment. On the other hand, these groups do not provide support for my colleagues and coworkers. Many of them had no idea what to say to me and I also learned that many administrators were also unsure what to do once they learned of my illness. It occurred to me that I could help by offering suggestions.

The suggestions I have written below can be divided into three sections. The first is for cancer patients. The second is for supervisors and the last is for everyone. These suggestions are based on my own experiences, the experiences of other cancer veterans, and what I have read in various books and cancer blogs. It is my hope that the article below will help you if you are either fighting the cancer battle or helping someone to fight it.

**For Patients**

As a patient there are many work related issues to consider. Telling people you have cancer is a personal decision but I advocate telling both colleagues and students. Some of the reasons I told my colleagues were to prevent negative feelings, get help, and promote understanding. I was afraid I would miss work or need extra help to perform my work duties and if they didn’t know the real reason, they would become resentful.

I told, and still tell, students I had cancer. I do this to help them. I learned that reactions to cancer vary in different countries and the reactions to “female” cancers can be quite negative. For example, in many Middle Eastern countries, cancer is shameful, too embarrassing, taboo and frightening to mention. Sometimes women aren’t allowed mammograms or other treatments because they would be administered by male doctors. In the UAE, cancer is the biggest killer of women because stigma prevents early detection (Parker; Abu-Nasr; Farooqui; Jarvandi, et al). And in Taiwan, negative images of cancer connote certain death (S.Y. Wang et al, 2004). Many countries do not promote regular mammograms. If I can change these perceptions, encourage mammograms, or help any student, I will tell my story.
If you choose to tell people, you should consider some of the following. Do you do it face to face or appoint someone to tell people for you? I had my sister tell my friends. After telling a few, and finding myself comforting them, I couldn’t do it anymore. You should also keep in mind that many people are squeamish, so consider how much detail you give. Gender plays a huge role in how you tell people as well. For me, it is uncomfortable to tell men and my male students I had breast cancer. It is also uncomfortable for them. If they ask what kind of cancer I had, I might look down, point, or, depending on my mood, I tell.

If you decide to tell people, keep in mind their reactions. People mean well but oftentimes say things that are wildly inappropriate. Keep that in mind and try to remain calm. I also try to alleviate their discomfort.

After you are diagnosed, it is important to keep some other work-related items in mind. Try to plan your doctors’ appointments at convenient times. This is not only for yourself, but for your supervisors as well. It is also important to communicate your schedule with your supervisors. If you have to miss work for an appointment, I recommend keeping a log. Some companies allow you to make up the time instead of taking vacation or sick days and it is important to record your absences.

For Supervisors

Supervisors also have a key role in a cancer patients’ work. Things that you as a supervisor can do include planning for every contingency. Patients’ reactions to cancer treatments are unpredictable so it is essential for supervisors to have a back-up plan to their back-up plan. This requires flexibility and skillful budget handling. It is also important to communicate with your employee. The more information you have about the employee’s appointments, the more you can plan. If you need to know something, ask your employee. It takes the burden off the employee to remember and explain everything at a time when she is thinking about her own mortality. Oftentimes, supervisors try to reduce the patients’ workload. On the one hand this is a lovely gesture, but on the other hand it runs the risk of scaring the patient. They might think you are doing this to slowly fire them, or it could make them feel useless. So don’t assume the person can not do the job; ask them directly.

For Everyone

My final set of suggestions can be used not only at work but in all situations. If your friend or coworker has cancer, don’t ignore it. This is one of the biggest blunders you can make. Also, it does not matter if you think chemotherapy is a toxic poison, try not to disagree with or criticize his treatment plan or give him suggestions for alternative medicines. It puts him in a defensive position. This is a time when he needs support not a time when he needs to justify what he is doing.

People also tried to compare their illnesses with my cancer. I realize they were trying to relate to me and doing the best they could, but having pneumonia does not equal having cancer. People also tried to relate and help me by giving unsolic-
I think people are at a loss of what to say when they learn you have cancer. They say what they think is best. People want to be supportive and helpful but some things just sound wrong. For example, when people told me to be positive or be strong, it added a lot of pressure to be constantly cheerful. People would say, “You’re very brave,” and I always thought, “No, not really.” Brave is a firefighter who rescues a child from a burning building. I am just doing what I have to so I don’t die.

To conclude, I hope this has provided a bit of insight into the mindset of a cancer patient and given you some suggestions for what to say or do as a patient, supervisor or colleague. Before I finish, I’d like to share the best piece of advice I received while going through chemotherapy. A co-worker – also a cancer veteran – told me that while I was ill, it was my time. It was ok to think about myself; to be a little selfish or, for that matter, a lot selfish. This was a hugely liberating piece of advice and I think everyone can learn from it. If you are ill, it is your time. If your employee or coworker has cancer – it is her time. She needs everyone’s time, support, and understanding to beat the disease. Good luck to everyone.

Marcie Williams is an Academic Program Specialist in the American Language Program at The Ohio State University.
Book Review

What Can I Write About? 7,000 Topics for High School Students

By Karen Macbeth

Kurt Austin, Zarina Hock, & Tom Tiller (Eds.)
National Council of Teachers of English Urbana, IL. 2002. (140 pages)
$ 23.95 (Paperback.) NCTE Stock # 56541-30500

The 7,000 topics are divided into twelve writing types: description, comparison / contrast, process, narrative, classification, cause / effect, exposition, argumentation, definition, research reports, creative writing, and critical writing. Each of the sections opens with an explanation of the writing type, “What is…”, strategies for writing, “How to…”, and advice about choosing a topic, “Locating…”. The topics include fairly recent events (e.g., September 11th), and geographically and historically diverse quotations – from the Bible to Star Trek’s Mr. Spock, from twentieth century Irish journalist Myles na gCopaleen to the 9th century vedantic philosophy of the Chandogya Upanishad. Chapters are divided into content areas, such as arts, sciences, business, education, environment, ethics, government, psychology and so forth. Particular favorites: “Describe Rocky Horror Picture Show fans” (p. 8); “Use the narrative style of … Ngugi Wa Thiong’o” (p. 43); and, “What is the effect of trash talking in sports?” (p. 65). There is a good balance of academic and fun topics for first year to senior high school writers. Teachers will struggle to find mundane topics. This book is useful for grades 6-12 and undergraduate-level writers. ☺
Do you ever have students say, “I can’t hear the difference” when you are trying to teach them syllable stress or word stress? What if they didn’t need to hear the difference . . . What if they could see it? Well, there’s a free, easy-to-download and easy-to-use program that can help.

What it is

It’s called Audacity and it is available through the GNU General Public License. What does this mean? Basically, Audacity was created by some people who are happy to have their product being used and want it to be widely available. So, you can download it for free. Gone are the days when students would trek across campus to a language lab – every computer with speakers and a microphone can be turned into a language lab!

Why you should use it

I use Audacity in my pronunciation classes, to teach stress. By showing students how words and sentences look, I can appeal to their predisposition for visual evidence. I can send them files of what my voice looks like when I read a word, sentence, or passage, and they can read the same text into audacity and compare our two voices. If they want, they can practice the techniques I teach them—pausing and lengthening – to create stress, until the two samples look nearly identical. So, in essence, they can use the program to check their own pronunciation.

Shifting focal stress with can / can’t verb phrases

If you simply click on the record button and say, “I can swim,” you will see something like Figure 1.

Look closely at the spectrogram. You can see the three beats of the sentence and, most importantly, you can see how much longer the beat is on the focal word. This is the kind of visual representation that can be helpful for students.

To record another sample, mute that track. The spectrogram will turn from bright blue to grey. Now you are ready to create another track. The program automatically opens another track when you hit record. Click record and say something such as, “I can’t swim.”
See how the stress shifts from *swim* to *can’t* in Figure 2? That is what you want to point out to your students. They will probably say things like “I can never hear the *t* in *can’t*.” With Audacity, you can show them not to listen for the *t* but instead to listen to the stress which shifts from the verb to the negating word.

**Shifting syllable stress**

This technique can also be used to show how syllable stress shifts in words like *technology* and *technological*. If you look closely at Figure 3, you can see that *technology* has four syllables, with the stress on the second one. However, *technological* has five syllables and the stress has shifted to the third one.

**Isochronics illustrating content / function words**

Click record and say something like “DOGS EAT BONES.” You can listen by clicking the play button. Mute the first track and record another: “the DOGS will EAT the BONES.” Finally, mute the second track as well and record: “the big DOGS will have EATen the BONES.”

By deleting any extra dead space at the beginning (highlight what you want to delete, then press the delete button), you should be able to stack the tracks to see that each took the same amount of time (about 2 seconds). You can see in Figure 4 that the content words are nice and long and the function words are little blips. This should also be good visual evidence for your students that each word doesn’t have the same stress or length.

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Figure 2: “I can swim,” top; “I can’t swim,” bottom.

Figure 3: “technology” above, “technological” below.
Getting Started

Step 1: Go to Google and enter, “Download Audacity.”

Step 2: Click on Audacity: Free Audio Editor and Recorder. (This should be the first search result.)

Step 3: Click on Download Audacity 1.2.6 (or the latest version.)

Step 4: Click on Audacity 1.2.6 Installer.

Step 5: Open the installer (.exe) file.

Step 6: Once the program is installed, open it.

Step 7: There are six main buttons that allow you to use the program. From left-to-right, they are: pause, play, stop, reverse, fast forward, record.

will completely amaze your students that a native speaker says eight words in the same time it takes to say three words.

Conclusion

Audacity is easy to use – especially for your students – and allows them to work on their pronunciation while they are sitting at their computer. With this free software and a microphone, every student can take a few minutes’ break from their science or engineering homework, listen to some samples, practice on their own, and even submit it to their teacher to get checked . . . all with a few clicks of the mouse.

Bob Eckhart teaches in the Combined ESL Programs at The Ohio State University.

Discuss this article online now: http://ohiotesol.org/mod/forum/view.php?id=77
Tools and Tips for Using ELT Materials

By Karen Macbeth

Ruth Epstein & Mary Ormiston
University of Michigan Press, Ann Arbor, MI. 2007. (204 pages)
$29.95 (Paperback) ISBN: 978-0-472-03203-7

This English Language Teaching (ELT) book began as a textbook for a University of Michigan materials course but quickly became popular as a resource for content-area teachers who were seeking ways to address the needs of English language learners in their classrooms. In addition to a wide range of creative activities (e.g., text-based, visual, aural, and multi-media) and suggestions for adaptation, the book bridges theory and practice with guidelines for materials selection and development. The seven chapters include: Basic considerations in materials design and evaluation (including useful criteria for selection and adaptation), Textbooks, Written texts, Visual aids (pictures, charts, flashcards, and realia), Basic classroom resources (chalkboards, overheads, chart books, audio-visual), Computer and the internet, and Project and community contact materials. Appendices include guidelines for choosing software and publisher contact information. Each chapter opens with a real-life scenario, “A Teacher’s Tale,” that presents a classroom problem and a “materials” solution. The book is admirably comprehensive, with a wide variety of methods and adaptation for a wide range of ages. It is a good resource for K-12 teachers.
As part of this series examining “scientifically-based” reading instruction, this issue’s column will focus on fluency. In 1993, Retzel and Hollingsworth identified fluency instruction in reading as a “neglected” skill. However, the pendulum has swung the other way and “fluency is the skill of the hour” (Marcell, 2007, p. 18). So what is reading fluency? Reading fluency consists of the integration of reading components such as print awareness, syntactic knowledge, lexical development, and the reader’s own world knowledge. Perfetti (1985) suggests that fluency and reading comprehension are linked. Hamp-Lyons (1984, p. 307) says that traditional reading instruction with a focus on discrete elements like phonics, “reinforces the tendency to read slowly and discourages the development of sufficient reading speed to synthesize for meaning from the passage.” Therefore fluency instruction should be taught as a way to improve student comprehension.

One popular method to assess student fluency in elementary classrooms is “progress monitoring.” In “progress monitoring,” students are asked to read aloud a grade-level passage for one minute. As they read, the teacher identifies mistakes the students make and then the words correct per minute are calculated. Johns (2007) and Marcell (2007) have noted this method has a serious flaw which is comprehension is not part of the assessment. In addition, it penalizes students who are not reading at grade level since they are reading texts that are too difficult. This experience may serve only to strengthen some students’ view of themselves as poor readers. Both authors suggest emphasizing comprehension as the goal of reading and fluency as one means of achieving it.

The role of first language reading fluency is unclear. In a study conducted by Ramirez and Shapiro (2007) with 68 Spanish and English bilingual first through fifth grade students, they examined the students’ oral reading fluency in both languages at the beginning and end of the year. They conclude that fluency in the first language assisted the development of fluency in the second language with students in a bilingual program. They believe fluency in Spanish is important to the development of English reading fluency. Unfortunately, most school settings do not allow for bilingual instruction. Teachers must help students develop fluency in their second language before the children really gain this knowledge in their native language. Many adult ESL learners have the experience of fluent reading in their native language so they should be able to transfer those skills to English. However, some second language learners who are already fluent in their native languages experience difficulty reading fluently in their second language. In fact, they may experience up to a 30% decrease in reading fluency as compared to their first language reading rate (Segalowitz, Komodo, & Paulsen, 1991).

It seems some instruction in fluency development would help improve students’ comprehension, but in this area second language research is lacking (Grabe, 2004). Work with native speakers suggests modeling and practice work to improve readers’ fluency. Modeling techniques that could be used are reading by phrases, modeling prosody,
pairing readers, and reading sight words with a recording. Showing readers how to read phrases will help them master how to use syntactic knowledge when reading. Teachers model how to use the punctuation marks and phrasing to make sense of the text. Modeling prosody is a similar technique used so that students can hear the intonation pattern of the text. In the next approach called paired reading or assisted reading, readers are paired, a strong reader with a weak reader. The strong reader reads the text first, and then the second reader reads the text. A technique that could be used with individual students is to use recorded words or texts and have the student follow along and repeat the word. In a case study with a 13-year old non-native English speaker, Bliss, Skinner, and Adams (2006) found their student’s sight word recognition fluency increased rapidly after listening and repeating the recorded words.

Students must practice if they are to improve their fluency. Extensive reading (Samuels, 2002) is perhaps the best way for students to practice. Students need to read every day since students who read more have better comprehension (Grabe, 2004). Samuels (2002) also recommends repeated reading to help students develop familiarity with the text and thereby increase their reading rate. Other researchers (Walczyk, Kelly, Meche, & Braud, 1999) have suggested that a mild time requirement also improves readers’ fluency and comprehension, so some timed readings may be appropriate as long as comprehension remains the focus.

With the renewed interest in improving reading fluency, teachers must remember the aim of reading instruction is to help students comprehend texts. Any element (phonetics, fluency, vocabu-
lary) taken out of the context of reading comprehension will lose its ability to help students to become better readers. With modeling and practice, students may achieve the level of fluency described by Barr, Blachowicz, & Wogman-Sadow (1995, p.36), “Fluency is reading unfamiliar as well as familiar selections with appropriate intonation, phrasing, and rate.”

References


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Purpose: The purpose of this award is to honor a teacher who is considered by his/her colleagues to be an excellent teacher.

Award: An Ohio TESOL certificate, a cash award of $100, and a three year membership in Ohio TESOL.

Eligibility: The nominee must be a member of Ohio TESOL and must have at least five years of experience in the ESL classroom. Current members of the Executive Board are not eligible.

Criteria: The nominations will be reviewed by the Ohio TESOL Executive Board for evidence of the following: contributions to Ohio TESOL, distinguished leadership, experience in the field of ESL, and service to the profession.

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Purpose: The purpose of this award is to honor an Ohio TESOL member who has made a significant contribution to the field of ESL through research, publication, professional presentations, leadership, public service, or by assuming an active role in educational advocacy.

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Ohio TESOL Awards

Wally Pretzer, recipient of the Ohio TESOL Lifetime Achievement Award in 2007.
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Nominations for this award must include the full names, addresses, telephone numbers, and/or e-mail addresses of the nominee and nominator; a statement of why the nominee qualifies for the award; and a statement of the nominee’s service and contribution to the TESOL profession.

You may use this form instead of writing a letter of nomination. Email a letter of nomination to Marcie Williams (williams.3277@osu.edu) or print this form and mail it to Marcie Williams, 65 Arps Hall, 1945 N. High St., Columbus, OH, 43210.

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Nominee:
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1. Write the nominee’s biographical sketch and professional background.
2. Provide information about the nominee that addresses each of the following criteria:
   • Responsiveness to his/her teaching situation and students.
   • Ability to motivate and encourage students as well as engage them in productive and challenging learning.
   • Contributions to the school, community, and profession in a variety of ways
   • Continuing professional development.

3. What abilities and/or qualities make this nominee outstanding?

4. Provide an endorsement comment by the nominee’s current supervisor.

Nominator:
__________________________
Contact information:

__________________________
__________________________

Supervisor:
__________________________
Contact information:

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Nominations for this award must include the full names, addresses, telephone numbers, and/or e-mail addresses of the nominee and nominator; a statement of why the nominee qualifies for the award; and a statement of the nominee’s service and contribution to the TESOL profession.

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Institution:

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2. Provide information about the nominee that addresses each of the following criteria:
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4. Provide an endorsement comment by the nominee’s colleague on the Ohio TESOL Board or Interest Section Representative.

Nominator:
Contact information:

Endorsor:
Contact information:
Ohio TESOL
Lifetime Achievement Award

Call for Nominations

Purpose: To honor an Ohio TESOL member who has made a significant contribution through research, publication, professional presentations, leadership, public service, or by assuming an active role in educational advocacy.

Criteria: Any Ohio TESOL member may submit a letter of nomination to the Ohio TESOL Executive Board describing the candidate in terms of the purpose listed above and describing activities which support this nomination. Current members of the Executive Board are not eligible for this award.

Nominations for this award must include the full names, addresses, telephone numbers, and/or e-mail addresses of the nominee and nominator; a statement of why the nominee qualifies for the award; and a statement of the nominee’s service and contribution to the TESOL profession.

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Nominations must be received no later than September 1, 2008. The award will be presented at the Ohio TESOL / Lau Center Fall Conference.

Nominee:
Address:
Institution:

1. Write the nominee’s biographical sketch and professional background.
Ohio TESOL Awards -- Lifetime Achievement

2. Describe the nominee’s contribution to the profession.

3. What abilities and/or qualities make this nominee outstanding?

4. Provide an endorsement comment by the nominee’s colleague on the Ohio TESOL Board or Interest Section Representative.

Nominator:
Contact information:

Endorsor:
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