

PTE VOICES

FALL 2015

TESOL affiliate serving Pennsylvania, New Jersey & Delaware www.penntesoleast.org

President's Letter

By Dawn Adamoli

Welcome! It is a great pleasure to bring back to you *PTE Voices*, our newsletter, which had disappeared for a few years, but we are happy to report, is now up and running. Our future goal is have the newsletter be interactive on our website; however, we do realize small steps are sometimes just what we need to get things going. First of all, I would like to personally thank our Publications Committee Chair, Linda R. Fellag, for being proactive in getting it started again. I also would like to thank all of the contributors, as these articles are extremely beneficial to us all, to know more about what is happening in the TESOL world.

I would also like to welcome our new board members to PennTESOL-East, yet we have many interest section chairs open. If you are interested in hearing more about our vacancies and would like to be a part of planning our conferences and getting professionally involved, feel free to contact any PTE board members, or Manju Jacob, our Interest Sections Coordinator, at mjacob201@gmail.com.

In relation to budget cuts, my district alone has been faced with decisions that were not easy, but have affected the ESL program. Unfortunately, I am all too aware that my own job may be in jeopardy; therefore, it is important that we help one another out and network in keeping each other abreast of job

postings, which we will gladly post for you on our website. We also encourage you to attend the TESOL Advocacy Summit in Washington, D.C., usually held in June, to express your concerns with this ever-present dilemma.

We are very grateful to Arcadia University for hosting our Fall Conference a second year in a row. This year's theme is Seeing R.E.D. (Resiliency, Empowerment, Development), with Dr. Rosa Aronson, Executive Director of TESOL, as our plenary. We also have 32 other presentations, along with poster sessions, publishers and a forum. This conference would not have been possible without the commitment from all board members and the partnership with Arcadia

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Impact of Budget Cuts on ESL Services in K-12 Classrooms

By Daniela DiGregorio

In 2012, more than 14,000 teachers and other school employees were laid off in the state of Pennsylvania due to the budget cuts in education. Many school districts have been in a distressed situation because of insufficient personnel and finances. According to the Pennsylvania State Education Association, the PA governor's 2013-2014 state budget increased "public school funding by only \$ 90 million more leaving a massive \$766 million funding gap that remains unfilled" (PSEA, 2013). Based on the PSEA (2013) statistics, 70% of districts increased their class sizes, 44% reduced elective courses, 35% reduced tutoring programs, and 20% eliminated summer programs. On February 4, 2014, Governor Tom Corbett announced his 2014-15 state budget that "invests \$12.01 billion in state funding for students in Pennsylvania's early, basic and postsecondary education systems. This is an increase of \$387 million, or 3.3 percent, over last year's budget." Although this budget increase is significant, there is still a large gap in the education budget which needs to be taken into consideration.

"Insufficient budget funds can make it impossible to deliver ESL services that are aligned with all the ESL guidelines and federal laws."

M. Wood, Research Director at the Pennsylvania Budget and Policy Center provides information about the PA general budget. "Secretary Zogby confirmed what the Independent Fiscal Office (IFO) had warned last month - that 2014-15 is about \$870 million out of balance. General fund revenues are expected to grow by \$830 million, but that isn't enough to pay for \$1.7 billion in mandated spending increases. If any extra funding is added to basic education or any other non-mandated program, the gap grows larger. This leaves a hole in the budget that needs to be filled" (Wood, 2013a, par.1). In addition, the IFO projects "a shortfall of \$839 million between revenues and expenditures in the 2014-15 budget year, growing to \$2.1 billion in 2018-19. This structural deficit, based on current tax law and expenditure trends, is not set in stone but gives us a glimpse at the difficult road ahead" (Wood, 2013b, par.2). As school districts struggle with insufficient budgets, the educators see the negative implications it has on students, parents and the community.

The budget cuts have a tremendous effect on students, especially students at risk such as English language learners. When school districts cannot provide effective ESL instruction, offer bilingual communication with ESL parents, or hire a bilingual psychologist to complete students' evaluations, those English language learners lack the support necessary to thrive academically and socially. If the district is not able to hire enough ESL teachers and the ESL programs have a lack of instructional resources, it is most likely that the graduation rate of ELL high school seniors will not improve.

[See "Impact of Budget Cuts," page 19](#)

TESOL Director Aronson Promotes Success for ELLs

Dr. Rosa Aronson, Executive Director of TESOL, Inc., will deliver the plenary address at PTE's upcoming Fall conference, November 7 at Arcadia University.

Her talk will explore how to promote resilience and success among low-income English Language Learners, echoing the conference theme: Seeing R.E.D. (Resilience, Empowerment, Development).

Dr. Aronson will draw from the work TESOL International Association has conducted on the changing role of the ESL teacher, as well as from her own experience and research on resilience to outline strategies that promote success among English Language Learners, particularly those living in poverty.

She holds a doctorate in Social Foundations of Education from the University of Virginia, a

Master's degree in Education from the University of Virginia and a Master's degree in English Linguistics from the University of Aix-en-Provence, France.



Dr. Rosa Aronson

The Saturday, November 7 conference runs from 8 am to 3 pm on Arcadia University's campus in Glenside, PA, featuring presentations by more than 30 regional educators and publisher exhibits.

SOCIOPOLITICAL NEWS

TESOL Advocacy Summit

By Yvonne White & Leslie Kirshner-Morris

TESOL Advocacy & Policy Summit was held in Washington, DC June 21-23, 2015. PennTESOL-East board had two attendees: Grace Qizhi Li and Yvonne White. The summit prepared all attendees to meet with their local members of U.S. Congress to discuss key issues and laws concerning ELLs and immigrants.

An informative panel was presented by representatives of the Office for Civil Rights, U.S. Department of Education on Civil Rights of ELLs and Immigrant students. John Segota, TESOL International and Ellen Fern, Washington Partners, LLC provided the group with a legislative overview and updates.

The keynote speaker, Dr. Libi Gil, Assistant

Deputy Secretary and Director, Office of English Language Acquisition (OLELA), U.S. Department of Education is advocating that a seal be placed on students' diplomas demonstrating that they are bilingual.

In addition, there were sessions held on Career, Technical and Adult Education, Advocacy for ELLs, ELLs and the common core state standards, and student visa policy and student exchange visitor program.

Both members of PennTESOL-East found the Advocacy Summit to be exhilarating and felt that the experience advanced their knowledge of how TESOL International is a major advocate for fair legislative outcomes surrounding the ELL community.

RESEARCH

“More Clear” – Clearer with GloWBe

By Roger Gee

The Corpus of Global Web-Based English (GloWbE), released in April 2013, is freely available [here](#). With 1.9 billion words from nearly 2 million web pages from 20 English-speaking countries, it uses the familiar interface of other Mark Davies corpora such as the Corpus of Contemporary American English. For those not acquainted with the other corpora developed by Mark Davies, the site has brief explanations of the major features and a 5-minute tour that illustrates various types of searches.

The countries represented in GloWbE include inner, outer, and expanding circle Englishes: the United States, Canada, Great Britain, Ireland, Australia, New Zealand, India, Sri Lanka, Pakistan, Bangladesh, Singapore, Malaysia, the Philippines, Hong Kong, South Africa, Nigeria, Ghana, Kenya, Tanzania, and Jamaica. A helpful feature of the corpus is the ability to exclude countries and groups of countries to make comparisons. So it is possible to compare North American English—spoken in the United States and Canada—with British English, to focus on regions such as Southeast Asia, or to look at the English of the different circles.¹

To acquaint myself with GloWbE, I used it to investigate the use of *more clear*, a phrase which I have been hearing—and reading—frequently in the United States. I speculated that perhaps the outer circle countries were influencing the traditional formation of comparative adjectives in U.S. English.

My speculation was not supported. As seen in Table 1, in GloWbE both the absolute frequency



Dr. Roger Gee
Holy Family University

and frequency per million words of *more clear* is greatest in the United States, but the countries with the least frequent occurrences per million words tend to be outer circle countries. Of the 10 countries at the bottom of the frequency list, only Ireland is not an outer circle country.

Table 1 Frequency of *More Clear* (click [here](#) to enlarge)

(For a list of country codes click [here](#))

Searching GloWbE for *more clear* and then *clearer* gave the results shown in Table 2. As seen, the traditional *clearer* is still more common in the United States as it is in all of the countries represented in GloWbE. Pakistan had the smallest frequency per million ratio, 3.31, meaning that *clearer* occurred in GloWbE only a little more than three times as frequently as did *more clear*. Pakistan was followed by the United States with a frequency ratio of 3.66. However, *clearer* occurs over 10 times more frequently than *more clear* in the Philippines,

See “More Clear”, page 18

A Guide to Borderless Self

By Rita DiFiore & Elena Reiss

Crede quod habes, et habes

I grew up in a small town in Europe, where everybody knew everybody. Everyone around me – my parents’ friends, neighbors, the mailman, and even the old lady at the convenience store across the street – called me by my name. Growing up, I felt loved, admired, and - most importantly - respected. By the age of 21, I knew exactly who I was and who I wanted to be in the future. I knew my identity. When I graduated from college, I came to the United States to further my education that would help me become a professor, but soon my dreams of an education were suspended for my dreams of a family. Gradually, I started being referred to as my husband’s wife and my children’s mom, and somehow my own name – and with it, my own voice – disappeared, making me feel small and insignificant. I didn’t know who I was anymore; I couldn’t even tell whether my choices and opinions were my own or those of the women in my play group.

My husband’s sudden decision to leave us forced me to redefine my goals and resurrect my vision. Going back to graduate school initially seemed far-fetched with a bunch of kids in tow, but I finally graduated and secured a job teaching English at a university. What kept me focused and determined in the process was a clear image of who I wish to become to once again find my voice.



One day, I was sitting in my office when I heard the voice of a student: “I am Prof. D’s student. I have an appointment with her.” I felt a strong rush of tears as I jumped to my feet and bolted out of my office. I took my student's hand, looked her in the eye and said: “You are not just MY student. You have a name. Your name is important. Never forget that”. Her eyes slowly welling up with tears told me that she understood. We finally both had a name.

As the initial turmoil of culture shock starts wearing off, the students become acutely aware of their new identity (or a lack of thereof) in a new culture and language. Unfortunately, as the functionality of an individual decreases due to the challenge to appropriately communicate in L2, so does his/her self-esteem and the sense of security and accomplishment. When we initially enter into a classroom, we see students who strain to communicate who they are. Beyond the few standard non-descript words, they struggle to provide accurate information about their roots, past experiences, goals, and beliefs. Their identities seem to shrivel in their second

[See “A Guide to Borderless Self,” page 15](#)

Conversation Champions

By Nonie Bell & Amanda Strickland

Conversation Champions has been developed over several years as a listening- speaking activity. Although this activity has been developed by two instructors bringing together two classes of students at the same level, this activity could be used for one class divided into two groups. Students of any level can benefit from its easily adaptable practice. Steps include introducing vocabulary and conversational grammar structures and, then, recognizing them in a group info-gap listening exercise. Subsequently, info-gap partners create and perform a meaningful, real-life dialogue on topics such as creating a budget, finding housing, giving directions, or finding a job. Peer audiences monitor for the target vocabulary and correct grammar. The best performers are proclaimed Conversation Champions. The competitive nature of the activity cultivates teamwork in a light-hearted manner. Students comment that the activities are fun, interesting, and encourage them to get to know a new person, practicing English together. The developers have noted gains in students' ability to produce conversations with logical content, natural flow and clarity of speech, increasing student autonomy in second language communication.

Activity Preparation:

Two instructors meet prior to the activity date to prepare a script and associated materials (rubrics, cloze exercise handouts) using target vocabulary. Then, they survey student lists to select student pairs giving consideration to skill level, gender, and cultural background. Timing is agreed upon for each phase of the activity, pinpointing exact times for transitions.



Instructors plan for prizes, materials, and location of the activity with access to two rooms within reasonable proximity of each other, one being large enough to accommodate the two classes together at the closing of the activity.

During the weeks prior to the scheduled activity, target language structures are introduced, reviewed, and quizzed in the respective classes. Students are given an explanation and a reminder handout for the activity's schedule, location and requirements, so that they know to bring the appropriate materials with them on the day of the Conversation Champions activity.

Activity Process:

The activity steps flow from introduction of targeted vocabulary and conversational question structures to recognition of them in a listening activity through to student production of using the vocabulary showcased in authentic, original conversations.

Two instructors each present corresponding halves of a conversation which incorporates the

See “Conversation Champions,” page 14

BEST PRACTICES

Group Presentation on Nutrition Information

By Greg Jewell

If you're teaching a unit on food or diets, here is an idea for a presentation assignment that will have your students working collaboratively with nutrition labels and making bar graphs. I've done this successfully with high-beginners using the following plan.

To begin, tell the students that they will be doing a group presentation on food products. Each group will describe a different kind of product, such as types of milk, and each group member will be responsible for one part of the information about the products. There should be four to five products. In the case of milk, as an example, there is skim, 1%, 2%, whole milk, and chocolate milk. The information about the food products can be found on their nutrition labels, either at a store or perhaps more conveniently on the Internet.

Next, show students examples of nutrition labels and the various kinds of information on them, which include calories per serving, saturated fat, cholesterol, protein, vitamin A, vitamin D, and more. Remind the students that each group member will be responsible for just one of these points of information, and add that there is more information on the labels than their groups have to describe.

Then, put the students into groups of 3 or 4, preferably with speakers of dissimilar languages. On the board, list a few food products, such as milk, candy bars, frozen pizza, yogurt, and canned soup. Elicit further examples from the class until there is a list of 10 or more.

Now is a good time to show the students

another aspect of the assignment, which is making bar graphs. I show the class how to make a simple 2-column table in Excel and then how to make a graph from it, using fictitious brand names of candy:

Candy Brand	Sugar per Serving (gm)
Diet Cheats	75
Fructo-Fillers	86
Chocko Locos	90
Sweety Sweets	108
Sugar Boogers	120

Fig. 1: Sample table

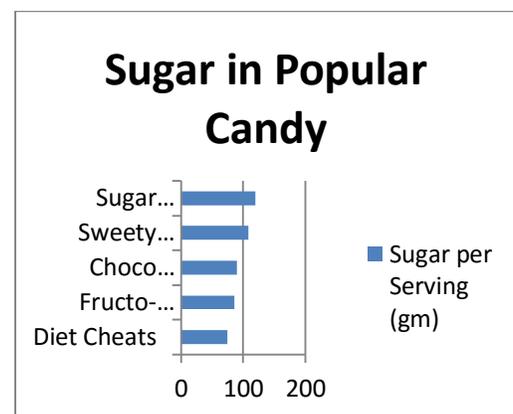


Fig. 2: Bar graph created from sample table. (Select entire table, then go to the Insert menu → Bar → 2-D Bar)

The already grouped students then decide which type of food product they would like to present on. Once they have decided, they write their group name on the board next to the product type in the list, again so that each group will be describing a different kind of product. Following that, they decide among

See "Group Presentation," page 14

NARRATIVES

A Memorable Student

By Donna McVey

I have been teaching English to international students in the intensive program at Drexel University for over twenty years. Every so often I'm reminded why I went into this field by a memorable experience with a student, like the one I'm about to describe.

At the end of the term, I received an e-mail message from the assistant director of my department. "I'd like to talk to you about Oliver," she wrote. When I went into her office, she proceeded to tell me about Oliver, who had been admitted to Drexel University as a freshman and had ended up in our program because he had failed to complete his high school graduation requirements.

Unfortunately, due to an excessive number of absences and failure to hand in the majority of his writing assignments, he was about to fail the advanced writing class he had taken in our program, and would end up in my class the following term. "I think I know who you're talking about," I said as I remembered one of my colleagues venting about a student who fit the bill. At the end of our conversation, I promised the assistant director that I would do my best, and she offered to help me in any way she could.

The first week of classes, I tried to get to know Oliver. When I gave the students a diagnostic test, Oliver wrote a sound essay. And when I asked the students to write about themselves, I discovered that Oliver and I had a few things in common. After I read his journal entry, I wrote a reply in which I pointed out our commonalities: we were both only children of older mothers, we had both come to the United States in our mid-teens from communist



The memorable student, Oliver (center): "Nobody told me that my writing was good before."

countries, and we had both been groomed for success by attending college preparatory schools. By the end of the first week, when I had made a connection with Oliver, I remembered what one of my professors at the Graduate School of Education had said, "First you reach, then you teach."

Oliver missed the third week of the term due to the flu. Although we kept in touch by e-mail, he didn't hand in on time his first assignment, a comparison or contrast essay on a topic of his choice. When he did hand it in a few days late, he had written a sound essay contrasting the educational systems in China and the United States.

Two weeks later, after we finished reading Barack Obama's autobiography, Dreams from My Father, I asked the students to pick a memorable time period in their lives and write about it. Oliver wrote about his first year in the United States, an eloquent narrative that he again handed in a few days late. I asked two students to read their autobiographies to the class if they so desired, one of them being Oliver. That afternoon Oliver stopped by my office, and asked me, "Do you really want me

See "A Memorable Student," page 13

A Principle for Teaching Prepositional Collocations with Academic Verbs

By Kenneth Cranker

Teaching prepositions is difficult, no matter what the level. The use of prepositions varies widely among languages, and there is often not a one-to-one match in meanings of prepositions or their usage. Considering a simple example, Japanese has a preposition (in fact, it is a postposition because it follows nouns instead of preceding them as prepositions do) *ni* which can mean *to*, *at*, or even *for* or *by*. It also has another postposition *e* which can be substituted for *ni* when it means *going to a place*. Clearly, it is difficult to establish straight correspondence between prepositions in different languages.

Prepositions become even more difficult when they become collocated with certain verbal expressions. For instance, many pre-university students tend to incorrectly say and write “pay attention on” instead of the idiomatic “pay attention to.” The difficulty is precisely that the collocation between verbs and prepositions seems to be idiomatic, which usually implies that a long list of collocations must be memorized or else contacted in reading so many times that they are naturally acquired, both of which consume time that university-bound learners of English tend to begrudge. They aspire to matriculate to their target universities as quickly as possible.

Learning high level preposition usage is so difficult that although preposition usage at the high-advanced level is addressed in syllabi and course evaluations, it may not be rigorously assessed. The reasoning may be that even if students err with phrasal prepositions, meaning is only seldom compromised, and time is more wisely spent on clausal construction, errors in which can greatly obscure meaning. Returning to the example of “pay attention to,” if a

student writes that it is crucial for politicians to pay attention on public opinion, the sentence can be easily understood in spite of the error with the preposition, and the writing may be deemed acceptable for university entrance. Still, prepositional mistakes are, in fact, errors, and at some point in an academic or business career, their frequency may need to be reduced. High-advanced level English instructors and learners may be seeking some principle to guide them with respect to prepositions, some rhyme or reason that can facilitate their proper acquisition. This article will present a simple principle that can be exploited to enhance the teaching and learning of verb plus preposition collocations, emphasizing academic level verbs, and illustrate how it works. The serendipitous feature of this principle is that it complements and derives from vocabulary study.

“Prepositions become even more difficult when they become collocated with certain verbal expressions.”

High-advanced pre-university level students must learn vocabulary. Even for native speakers of English, the greatest difference in language skills between college students and middle-school children is not grammar but vocabulary. In order to efficiently teach vocabulary to second language learners, word lists such as the Academic Word List (Coxhead, 2000) and Greek and Latin word parts are often employed. When students begin to need to use academic words correctly and grammatically,

[See “A Principle,” page 10](#)

“A Principle,” from page 9

they usually have already studied word parts, so this word part knowledge can be drawn upon in the principle to assist them in determining what prepositions collocate with what academic verbs. That principle is this: *Generally speaking, the preposition that follows a verb with a prefix is consistent with the meaning of the prefix. The idea is simple, easy to assimilate, and widely, although not perfectly applicable.*

Applying the above principle, since the Latin prefixes *ac-*, *ad-*, *ap-*, and *ad-* mean *to*, such academic verbs as *apply*, *attach*, *adapt*, and *adjust* would be expected to collocate with *to*, and they do. Students apply *to* universities, attach various documents *to* their applications, get accepted *to* their programs and admitted *to* their dorms, and then need to adapt *to* university life and adjust *to* being responsible for themselves. They may adhere *to* strict study regimens, and attribute their success *to* those study habits. Incidentally, the nouns derived from these verbs also collocate with *to*. Students can gain access, admission, or acceptance *to* certain organizations, and they can make adjustments or adaptations *to* a plan or project. They should also pay attention *to* instructions.

Related to the prefixes *co-*, *com-*, or *con-*, which mean *with*, students can cooperate, coordinate, communicate, or compete *with* their friends, and they may confer or consult *with* their professors. Lectures may commence or conclude *with* a joke. Certain behaviors may conflict or comply *with* university policies.

Proceeding to other Latin prefixes, *ab-*, *dis-*, *dif-*, *e-*, *ex-*, and *se-* are related to *from*. Whether the meaning is *away from*, *down from*, or *out from*, they all share the concept of *from*. Students can abstain *from* drinking, distinguish or differentiate one concept *from* another, emerge *from* obscurity, or seclude

themselves *from* others in the library. They may also be distracted *from* their studies, be eliminated *from* a tournament, or even be expelled *from* school for plagiarism.

Clearly, the principle tends to work, but it does not *always* work, which is why the principle starts with *generally speaking*. There are notable exceptions such as consist *of* and conceive *of*, compare *to* and conform *to* (although *with* does work with this pair but occurs less frequently), contribute *to* and confine *to*, expose *to* and extend *to*, (although *from* can work with extend), and distribute *to*. These exceptions must be pointed out to students to prevent overgeneralization. Still, the principle works much more often than not, and even if the principle reduces the amount of rote memorization by only half, it is a major and welcome improvement. Moreover, it provides a small amount of rationality to the seeming hodge-podge of academic verb/preposition collocations.

The appendix includes some material developed to help students learn and apply the principle.

Reference: Coxhead, A. (2000). A new academic word list. TESOL Quarterly 34 (2): 213-238.

Appendix **High-Advanced Level Academic Verb + Preposition Collocations**

Generally speaking, the preposition that follows a verb with a prefix is consistent with the meaning of the prefix.

I. The Latin prefixes *ac-*, *ad-*, *at-*, *ap-* mean “to.”

Applying the general rule, fill in the following sentences.

1. He intends to apply _____ the University of Delaware.
2. International students need to adjust _____ the culture of their host country.
3. The file is attached _____ the email she sent.
4. Humans can adapt _____ a variety of climates.
5. She adheres _____ a strict diet and exercise regimen.
6. She was admitted _____ the University of Delaware.
7. This new document should be appended _____ the existing one.

See “A Principle,” page 11

“A Principle,” from page 10

8. She cannot attend the meeting because she has to attend _____ more urgent matters.

9. His success can be attributed _____ his fitness regimen.

II. The Latin prefixes co-, con-, and com- mean “with.”

Applying the general rule, fill in the following sentences.

1. The suspect cooperated _____ the police.
2. Skype makes it easier for university students to communicate _____ their parents.
3. That event coincided _____ the full moon.
4. This company competes _____ the other company. (“against” could also be used)
5. The doctor will confer _____ her patient.
6. The CEO will consult _____ several advisors.
7. The meeting will be commenced _____ a moment of silence to commemorate the deceased.
8. The symphony will conclude _____ a loud clash of cymbals.
9. Her story greatly contrasts _____ his.
10. The time of the concert conflicts _____ their schedules.
11. The goal is to coordinate our activities _____ those of the students on the other campus.
12. The witness saw the defendant conversing _____ the victim on the night of the crime.
13. The new product complies _____ new safety regulations.

Some notable exceptions: con- → “of”

- A. The cake consists mostly _____ flour and milk.
- B. She could hardly conceive _____ her husband’s leaving her.

Other exceptions: con- → “to”

- C. The child was confined _____ his room.
- D. Her behavior does not conform _____ the expectations of her parents. (“to” ~ 10 times more common than “with”)
- E. Compared _____ last year, this year had much more snow. (“to” ~ 1.5 X more common than “with”)
- F. Her efforts contributed greatly _____ the success of the team. (“Contribute” means “give.”)

III. The Latin prefixes ab-, dis-, e-, ex-, and se- are related to “from.”

Applying the general rule, fill in the following sentences.

1. Three senators abstained _____ voting.
2. It is difficult to distinguish alligators _____ crocodiles.
3. The first step in the process is to separate solids _____ liquids.
4. South Carolina seceded _____ the Union in 1860.
5. The soccer match distracted students _____ their studies.
6. That politician emerged _____ obscurity around the age of 30.
7. The team lost, so it was eliminated _____ the tournament.
8. The ruling party believed that such ideas must be eradicated _____ the population.
9. The hermit chose to seclude himself _____ society.
10. Her results differ _____ his.
11. He was excluded _____ the club because he was not from that neighborhood.
12. This passage was extracted _____ a 200-page book.
13. Waste products are excreted _____ cells into the bloodstream, and filtered out by the kidneys.

Notable exceptions: dis-/ex- → “to”

- A. If plants are exposed _____ light, they can make sugar through photosynthesis.
- B. The Great Plains extend _____* the Rocky Mountains _____ the Mississippi River. *(not “to”)
- C. Copies of the file were distributed _____ all parties involved with the project.

IV. Miscellaneous:

Pay attention **to** (related to the at- prefix of “attention”)

It is difficult to pass a test without paying attention _____ the instructions.

Prevent/Prohibit/Restrain → **from**:

Being a woman did not prevent Curie _____ becoming a great scientist.

The new rule prohibits students _____ parking in that area.

See “A Principle,” page 12

“A Principle,” from page 11

Persuade/Convince/Challenge someone **to do** something (infinitive)

The speaker challenged his listeners _____ change the world by voting for his brother, and although he persuaded most _____ vote the following day, he was unable to convince many _____ back his brother.

Insist **on** doing something:

She insists _____ coming to class late even though her grades are dropping.

Persist **in** doing something:

He developed his vocabulary by persisting _____ reading extensively.

Object **to**:

The lawyer objected _____ her client’s being questioned in that particular manner.

Result **from (a cause)**; Result **in (an effect)**

The swelling resulted _____ an infection. If untreated, the infection could result _____ death.

Test yourself:

1. By attending carefully _____ her own duties, she gained a promotion.
2. Contrasting photo A _____ photo B, it is clear that the suitcase was moved.
3. By always insisting _____ her own way, she lost many friends.
4. The ants emerged _____ their anthill and started scavenging for food.
5. After having been diagnosed with a liver problem, the patient had to abstain _____ drinking alcohol.
- 6, 7. Cell phones distract drivers _____ paying attention _____ the road.
- 8, 9. The children were excluded _____ their parents’ conversation in order to prevent the children _____ becoming excessively worried.
- 10, 11. If babies are exposed _____ cigarette smoke at an early age, it could result _____ their developing asthma.
- 12, 13. If teenagers eliminated obscene language _____ their speaking, they could probably communicate more deeply _____ their parents.
- 14, 15. The suspect objected _____ being confined _____ a prison cell while awaiting trial.

16. This exercise consists _____ reading sentences and filling blanks with prepositions.

17, 18. He could not persuade her _____ (two words) what he wanted because her opinions differed greatly _____ his.

19, 20. The student was dismissed because he could not adapt _____ the new academic environment or conform _____ the expectations of his professors.

The following verbs are transitive and do not take any preposition, although their noun forms do:

contact, impact, influence, lack

The noun of contact is associated with “with,” as would be expected (con- → “with”).

The nouns of impact and influence are associated with “on.”

The noun of lack requires “of.”

Try these.

1. She promised to contact _____ him after she arrived in England.
2. The new policy will greatly impact _____ economic development.
3. The teacher influenced _____ many children positively over the course of her career.
4. The course lacks _____ instructors to teach it, so it will not be offered.
5. The delinquent father was instructed by the court to have no contact _____ his children.
6. Diet exerts a tremendous impact _____ long-term health.
7. It is difficult to predict the influence the new law will have _____ unemployment.
8. The proposal was rejected because of the lack _____ a specific time frame.

Kenneth Cranker has taught English for 12 years internationally and for eleven years at the University of Delaware English Language Institute. He has served as the primary mentor and level coordinator for the high-advanced level of English for Academic Purposes (EAP) there.

“A Memorable Student,” from page 8

to read my autobiography in class?” “Only if you don’t mind,” I replied. “I don’t mind, it’s just that nobody told me that my writing was good before.” After I assured him that his autobiography was well written and interesting, he read it the next day in class and received a big round of applause.

Two weeks after the midterm was the deadline for entering a student writing contest in our department. Our class was working diligently on a group essay and a creative short story. Four students including Oliver were working on the group essay, and Oliver and another student were writing the short story. When I ran into the assistant director that week, she happily informed me, “Oliver came to see me this week and he was beaming. He is very excited about the short story he’s writing. I’ve never seen him so happy.” We submitted the group essay and it won first prize. I remember cameras flashing and Oliver smiling at the awards ceremony as he and his classmates went to collect their prize. Although we didn’t finish the story in time for the contest because of Oliver, I eventually submitted the story to the [Easy English Times](#), a student publication, and it was accepted.

“Patience and flexibility had paid off on this common journey the two of us had taken...”

There was more drama before the end of the term. To pass the class, Oliver had to complete two more assignments, an argumentative essay and a research paper on a topic of his choice, and he had to attend class regularly. The argumentative essay was due two weeks after midterm and the research paper the week before the end of the term. By midterm Oliver had been placed on probation due to an

excessive number of absences, most of which he had accumulated during the week he was out with the flu. It was getting close to the end of the term, and Oliver hadn’t yet handed in his argumentative essay. He had informed me that his computer had crashed, and he couldn’t retrieve the essay. However, the last week of the term, Oliver handed in both his argumentative essay and his research paper on Tiananmen Square. Again, he had done a thorough job on both, so it was a pleasure to read them. And his final exam also demonstrated his mastery of academic writing.

The last day of class, I asked the students to reflect on the term. Here’s an excerpt from what Oliver wrote: “This term I started to love writing. For all the assignments, I was the one to choose what to write. This really helped build my interest in writing. Now I actually revise my essays and make it perfect before I hand it in. I think this class rebuilt my confidence in writing and that is the only thing I’ve been missing in all those years in the U.S.” At the final conference, I handed Oliver his certificate of completion, wished him good luck in college, and reminded him that he is a talented writer. Patience and flexibility had paid off on this common journey the two of us had taken that sadly was about to end.

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PTE VOICES

Call for Submissions Spring 2016 issue

Deadline: March 1, 2016

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“Group Presentation,” from page 7

themselves which point of information each of them will focus on, who will introduce the topic, who will make final comments and recommendations, and how they will organize the information into a media format such as PowerPoint, GoogleSlides, or Prezi.

For teachers who would like to include a specific grammar focus, this activity lends itself well either to countable vs. uncountable nouns and corresponding subject-verb agreement or to comparative and superlative forms.

Finally, it’s important to remind students to think carefully about how they will present their information using the facilities available in the classroom. Is there a SmartBoard or a projector? If a student brings a laptop, can it be connected to the projection equipment in the room? Would the students be able to easily access the presentation from a web site? Pre-empting these potential pitfalls will help to ensure success on the day the presentations are due.

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“Conversation Champions,” from page 6

target forms. Students divided into two groups take notes identifying targeted vocabulary used in the half of the conversation that they hear. The students then are paired with those who didn’t hear the same input they did, and work in pairs using their notes to complete a cloze text of the conversation script.

Subsequently, student partners create a meaningful, real-life dialogue which is then performed for a team of peers. The peer audience listens for the target vocabulary and monitors for correct question structures, completing peer rubrics. After each pair has presented their conversation, the audience votes on the pair whose conversation best represents their team. The attending instructor completes a separate rubric to verify the content of the conversation.

The two best pairs then orally produce their dialogues before the combined audience, and winners are recognized as Conversation Champions receiving prize gift cards to a local bookstore / coffee shop.

For homework each student records his part of his created conversation, uploading to the class website. Instructors then grade the recording for target vocabulary and question structures, logical content, natural flow and clarity of speech. The instructor and student rubrics can be used to verify that the recorded script is comparable to the live presentation.

Sample materials, including rubrics, scripts, cloze and information gap activities can be obtained from the authors by contacting them: Amanda Strickland astrick@udel.edu and Nonie Bell at nonieb@udel.edu .

Nonie Bell has taught in a variety of adult and higher education settings in the continental United States and Italy. Ms. Bell has a Master’s degree in TESL and Intercultural Studies from Columbia International University.

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[“A Guide to Borderless Self,” from page 5](#)

language as they are unfamiliar with the verbal and non-verbal codes of this new culture. Lacking vocabulary, language facility, and pragmatic skills, they cannot express who they are properly, and they often feel that their uniqueness is lost as they cling to general statements. The inability to clearly express ideas transforms established engineers, teachers, and scientists into one of many international students who cannot substantiate their level of expertise in a new language environment, making them feel the way I did: small and insignificant. Yet, they all have a vision, an image of themselves - a lecturer, a great conversationalist, a debater, or a powerful presenter - that they wish to become

*“Crede quod habes, et habes.
(Believe that you have it, and
you do).”*

in their new language. If only they could find the direct route there. However, providing each student with the accurate set of strategies to create this image in their academic and professional environment is not an easy feat when we teach classes of mixed levels, diverse learning styles, and multiple learning goals. Speaking two, three or more languages gives students a specific instrument to achieve a higher level of self-awareness, opens their mind to different interpretations of concepts, and expands the platforms to introduce their contributions to science or society.

Unfortunately, the students (and, occasionally, their teachers as well) find it nearly impossible to focus on these positive outcomes while struggling with the dissonance between their L1 and L2 identities. This dissonance creates anxiety associated with the loss of function,

and students feel the need to revert to the perceived security of the codes of their L1 in the classroom to express their thoughts. This undesired code switching interferes with language acquisition, preventing the students from practicing the appropriate linguistic elements of L2. Therefore, our students require a tool that would not only lower their affective filters by reducing anxiety, but would also facilitate the use of English in cognitive processes. Here, we would like to share with you how establishing a routine of daily positive affirmations helped us create a classroom environment that focuses on the students' individual characters and provides continuous conversations to ensure and measure progress. As non-native English-speaking ESL instructors, we often use our own journey to language proficiency to enhance our students' learning experience. Sharing our own tools that helped us succeed is a powerful way to connect with students. Even though we sometimes feel as if we were under a magnifying glass, it is inevitable that our own professional growth and goals will be addressed during these discussions as we help students evaluate themselves and identify their learning objectives. After all, we are their model and facilitator as well.

Crede quod habes, et habes (Believe that you have it, and you do) is the foundation of our instruction which erases the borders between Krashen's affective filter theory (1987) and Dornyei's motivational pedagogy (2013). Guided by our own experience, we developed a comprehensive positive affirmation routine that allows students to generate an image of their ideal L2 self and then scaffold their practice to target the improvement of specific skills. Their affirmations help them set goals, reduce anxiety, and lower their affective filters. Through practice preceded by affirmations,

[See “A Guide to Borderless Self,” page 16](#)

[“A Guide to Borderless Self,” from page 15](#)

students bridge the gap between “Ought-to L2-self” and “Ideal L2-self” (Dornyei, 2013). The process begins with introducing the purpose of affirmations in a secure, trusting, and relaxed environment. Then, students are prompted to formulate a detailed sensory vision of their “Ideal L2-self” (Dornyei, 2005). Similar to the well-trained athlete who defines, prior to competition, what victory smells, feels, and tastes like, students will be asked to define their “ideal L2 self”. Finally, we, the instructors, scaffold the process of creating a unique, customized visualization script that stimulates self-regulatory processes and acts as a future self-guide. While practicing the individualized guided imagery and positive affirmations scripts, the students also get accustomed to using English for cognition and meta-cognition, which discourages them from switching back to the comfortable code of their first language. Affirmations are crafted individually depending on the skill set each student wishes to improve. Whether they need practice to promote themselves during an interview, become comfortable with networking, or enhance their writing or presentation skills, the sensory vision and the repeated affirmations keep them intrinsically motivated.

Let us demonstrate positive affirmations through a script one of our students prepared whose vision was to become a confident presenter in her L2:

“I see myself next to a stage. I take a deep breath in, and feel the confidence flowing all the way down to my toes. The golden light of confidence lifts me up, and I walk up the steps onto the stage. This is my sanctuary; this is the place where I feel comfortable and safe. I feel the warmth of spotlights going up my legs, up my hips, warming up and relaxing my stomach and my chest, relaxing my shoulders, and

lighting up my brain. There is no tension in my body. I hear my audience clapping and cheering for me. I can feel their energy giving me strength and confidence. I can smell the light scents of perfume that create an aura of comfort and happiness. I feel confident, I feel relaxed, I feel excited. My body and my mind work together in harmony.

1.
 - a. I take a deep breath in, and a long, slow breath out. I feel the warm, golden light of confidence in my vocal cords and my tongue.
 - b. As I start my speech, I know what I need to focus on. I know that I will speak fluently. I know what is important in my speech. I remember to concentrate on my intonation and sentence stress. I remember to have eye contact with my audience
 - c. I understand how to engage my audience. My body feels connected with the audience, my mind feels connected. I know how to make my speech fluent and connected.
 - d. I start presenting with confidence and energy. I speak clearly, I use appropriate academic vocabulary. I give meaningful examples. My body is completely relaxed; there is no tension in my arms, shoulders, or neck. My speech flows smoothly, my tone is appropriate. I clearly pronounce the sounds w and v, s and th. I express my ideas easily. I speak naturally and instinctively. My success is my choice.
 - e. I take a deep breath in, and a long, slow breath out. With every in-breath, I feel more and more confident and engaged with the audience. The audience understands me easily. They laugh at my jokes and follow every word I say. Making a speech is easy and natural for me.

[See “A Guide to Borderless Self,” page 17](#)

“A Guide to Borderless Self,” from page 16

- f. Everything that is happening to me today is a result of my hard work. I feel enlightened and happy. My mind and my body work together in harmony. I feel confident, I feel relaxed, I feel excited. I trust myself when I speak.
2. The golden light of confidence is now swirling around my head, creating a flower that grows larger and larger. It is spreading onto my audience, reaching more and more people. The whole space is now filled with the golden light that creates trust and happiness. I feel the light with every cell of my body.”

The specific strengths and challenges of each student may be incorporated into similar scripts. Positive affirmations must target the diverse unique skill set each student wishes to improve. Due to the flexibility this activity provides, the routine of visualizing the ideal self in a given situation and verbalizing the areas of improvement will enhance ESL classes of any levels and purposes.

Learning is progressive. Our students’ learning did not start in our classroom, neither will it be completed at the end of the semester. Therefore, evaluating our students’ effort and progress holistically, as opposed to assigning a grade to their quizzes, tests, and final performances, is crucial. Using a portfolio that contains affirmations for goal setting and self-evaluations for measuring progress appears to be a highly effective way to recording our students’ journey. In addition to providing the educators with an accurate tool to measure the progress, the portfolio allows the students to grasp a complete, well-rounded picture of their newly gained skills and assets, further facilitating the positive vision of their future L2-selves.

By guiding our students through positive affirmations, we help them re-establish their visions and once again find their own name and voice. My personal new vision is that of me sitting in the audience while my student is receiving an award. I will be proud to say that I am Dr. A’s ESL teacher, and there will be nothing small and insignificant in that title.

Rita DiFiore has worked as a diplomatic and judiciary interpreter, a voice talent, a free-lance translator and editor, and a coordinator for heritage preservation projects. Through it all, she has been teaching English both in her native Hungary and the US for 30 years in a variety of settings, including elementary and high school, teacher and interpreter training, and adult education. She earned her MEd in TESOL at DeSales University, PA.

A Russian national, Elena Reiss received her Master’s degree in EFL and English Literature from Chelyabinsk State Pedagogical University, Russia, in 2007, where she also taught ESL in private settings. After relocating to the United States in 2008, she has been teaching ESL and Writing in a variety of settings to students with diverse socioeconomic backgrounds, from adult literacy international learners to freshman college native-speaking students. She joined the ESL Department of Lehigh University in 2012.



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“More Clear”, from page 4

New Zealand, Tanzania, Australia, Nigeria, Ireland, Singapore, and Malaysia. Once again, it does not appear that the outer circle countries are influencing the United States.

Table 2 Comparison of the Frequency of *More Clear* and *Clearer* (click [here](#) to enlarge)

Country	More Clear	Clearer	More Clear (%)	Clearer (%)
USA	100	300	25	75
UK	100	200	33	67
Canada	100	150	40	60
Australia	100	100	50	50
India	100	50	67	33
China	100	20	83	17
Japan	100	10	90	10
South Korea	100	5	95	5
France	100	2	98	2
Germany	100	1	99	1
Italy	100	0	100	0
Spain	100	0	100	0
Sweden	100	0	100	0
Norway	100	0	100	0
Denmark	100	0	100	0
Netherlands	100	0	100	0
Belgium	100	0	100	0
Switzerland	100	0	100	0
Austria	100	0	100	0
Portugal	100	0	100	0
Greece	100	0	100	0
Turkey	100	0	100	0
South Africa	100	0	100	0

So what was learned from this exercise with GloWbE? The traditional form of the comparative, *clearer* is still more frequent than *more clear* in U.S. web pages—over three times more frequent. Another way of saying this is that *clearer* is still more probable. And it is possible to state that *clearer* is much more probable in many other countries, with the ratio being over four times greater in Malaysia than in the United States. Furthermore, contrary to my initial speculation, there is no reason to believe that formation of the comparative in U.S. English is being influenced by outer circle countries’ English.

Jenkins (2006) noted several years ago that research into World Englishes “has immense implications for TESOL practice in all three circles and above all in terms of the kind of language we teach” (p. 171). TESOL (2008) has recognized in a position statement that, as a result of complex economic, cultural, and technological forces, such as the growth of international trade and the Internet, the English language is now used worldwide, with a geographic spread unique among all world languages. . . . As a result, the vast majority of those using English worldwide are themselves nonnative speakers. This has had a profound

effect on both the ways English language teaching (ELT) is practiced and the language itself.

GloWbE will be helpful to scholars and teachers interested in the “diverse users and uses of English” in inner, outer, and expanding circle countries (Bolton, Graddol, & Meierkord, 2011, p. 474). For me, GloWbE provided data to disconfirm my speculation that was based on intuition. I can now say with some confidence that although *more clear* is relatively frequent on U.S. websites, *clearer* still predominates, and that the use of *more clear* on U.S. websites does not appear to result from outer circle influences.

Yet I have not explained the reason for the variation in comparative forms apparent among the 20 different English-speaking countries represented in GloWbE. As pointed out some years ago by Celce-Murcia and Larsen-Freeman (1999), the “rules” . . . for the comparative inflection are not as rigid as those for the plural or past-tense inflections. We regularly hear English speakers use a periphrastic form for emphasis . . . when the “rule” would predict the inflection. There is also some individual variation. (p. 721)

A follow-up to the quantitative analysis above would be a qualitative examination of the GloWbE data to investigate sociolinguistic variation in the use of *more clear* in web pages.

Note: ¹ Inner Circle countries are the traditional English-speaking countries; Outer Circle countries are those where English is used as an institutionalized, official language, though it may be an additional language for many; and the Expanding Circle countries are those where English does not have an official status, but is used in commerce and is studied as a foreign language. See Table 1 for a classification.

See “More Clear”, page 19

“More Clear”, from page 18

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“Impact of Budget Cuts,” from page 2

According to the U.S. Department of Education, the state of Pennsylvania had 83% graduation rate in 2010-11; however, only 63% of English Language Learners (ELLs) graduated in the school year 2010-2011 (Scott, 2012, par.1). It is evident that ELLs struggle with completing their high school education in the state of Pennsylvania.

Insufficient budget funds can make it impossible to deliver ESL services that are aligned with all of the ESL guidelines and federal laws. There are multiple federal directives that address the instruction that English language learners receive in public schools. For example, the Equal Educational Opportunities Act (1974) “requires state educational agencies and school districts to take action to overcome language barriers that impede ELL students from participating equally in school district’s educational programs” (U.S.

Department of Justice, 2012). *Lau vs. Nichols* (1974) states that English language learners need to be provided meaningful education (U.S. Department of Education, 2000). Civil Rights Act (1964) clarifies that school districts need to take “affirmative steps to rectify the language deficiency in order to open its instruction program to these students.” (U.S. Department of Education, 2000). No Child Left Behind Act (2002) holds “every state, district, and school accountable for 100 percent of students being proficient in reading and math by the end of 2013-2014” (ed.gov, 2013). As a result of NCLB act, each school district is accountable for their ESL program and ESL instruction. In summary, the federal laws state that ELLs need to be provided meaningful instruction and full participation in a school, which includes appropriate education environment and disseminates information to the school district community (e.g. ESL parents) in a language they can understand.

According to the Pennsylvania Department of Education (2007), the recommended hours of ESL instruction are based on the students’ level of English language proficiency: *Entering* (level 1) and *Beginning* (level 2) English language learners should receive 2 hours per day, *Developing* (level 4) ELL students need 1-2 hours per day, *Expanding* (level 3) learners should receive 1 hour a day and *Bridging* (level 5) students get up to 1 hour a day or support dictated by student need. The problem is that many school districts are not able to provide the recommended hours to their ESL students due to budget cuts. Although each U.S. school district receives Title III funds to sponsor supplemental materials, interpretation/ translation services, technology

See “Impact of Budget Cuts,” page 20

“Impact of Budget Cuts,” from page 19

resources and ESL summer instruction, these funds cannot be used for core ESL instruction, materials or ESL teacher salaries (Use of Title III Funds, 2010).

Despite the fact that ESL instruction is considered core curriculum, the lack of meaningful language instruction for English language learners can result in inappropriately restrictive course placements and also contribute to the high dropout rate for English language learners. An acknowledgment of the negative impact these budget cuts have on ESL students and their families is necessary in order to fairly evaluate the services that are provided to students. For English language learners to experience success, schools operating with reduced funds must determine how they can comply with the federal laws and guidelines regarding ESL.

School administrators dealing with school finances should try different alternatives of improving school budget. School districts can apply for a variety of federal grants that would improve teachers’ instruction. Some of the available grants are: Improving Teacher Quality State Grants, Teacher Incentive Fun, Teacher Quality Partnership Grants, and Teacher for a Competitive Tomorrow grants (Federal Education Budget Project, 2014). Odden and Picus (2011) offer many suggestions for using school budgets effectively. First, they recommend that school administrators resist the cost pressures such as reducing class sizes, providing more electives, offering automatic pay increases to faculty and staff. Second, they suggest boosting students’ performance by setting high goals, investing in teachers’ professional development providing extra help strategies for struggling students. Third, Odden and Picus (2011) propose allocating new

resources to support the new vision by providing effective professional development to teachers, allocating fund for student support (guidance counselors, nurses etc.) and administrative support (assistant principal, secretaries etc.), and using multiple resources to support struggling learners such as offering extended school day, summer school programs and hiring a full time ESL teacher for every 100 English language learners.

In conclusion, it is essential that school districts allocate their funds for English language learners and use of the funds appropriately. The effective use of funds includes sponsoring after-school programs for ELLs, summer instruction for ELLs with greatest need, supplementary materials (magazines, bilingual dictionaries, and technology resources), interpretation and translation services for families of ELLs. Although the school budgets are tight, it is imperative that school administrators fully support English language learners to close the achievement gap.

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“President’s Letter,” from page 1

University. Be on the lookout for more information regarding our Winter Wine & Cheese event in February, and our half-day Spring Conference in April of 2016, which are free to all PennTESOL-East members.

In this issue of *PTE Voices*, I hope you will find joy and a connection to our article about a memorable student. We encourage you to visit The Corpus of Global Web-Based English (GloWbE), try a listening/speaking activity to enhance conversation between your students, as well as an idea to teaching a unit on food or diet, teaching prepositions, and incorporating positive affirmations.

If you have any articles regarding book reviews, website reviews, teaching tips, successful lessons, class activities, noteworthy TESOLers, travel logs, or a research report that you would like featured in our Spring issue of *PTE Voices* please email to lfellag@ccp.edu.

Thank you and we look forward to your participation as a PTE member by submitting articles, attending our conferences, recruiting PTE members, and expressing interest in becoming a board member.

With care,
Dawn Adamoli
President of PennTESOL-East

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