ECTESOL Bulletin

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ECTESOL Review: PLEASE SUBMIT!

Articles: 1000-3000 words
Peer Reviewed
Research, Practitioner, Book Reviews
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Members! If you would like to submit an item to
the newsletter, please read submission
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Next meeting: Saturday, February 8, 2020, at our
annual conference
2018-2019 Officers
Laureen Fregeau

Our Executive Board:
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ESOL Program Highlight

University of South Alabama
English Language Center
"A journey of a thousand miles begins with a single step." - Lao Tzu

The mission of the University of South Alabama English Language Center is to provide students with quality instruction in English as a Second Language that is designed to prepare them to pursue their personal, professional, or academic goals at the University of South Alabama while familiarizing them with American culture and the teaching methods/classroom expectations common to most university environments in the United States. The ELC at USA offers international students three paths to learning English and about American culture: the Academic path, the Global Path to Success and Special Programs.

The Academic path curriculum focuses on moving students through four levels of instruction (CEFR A1- B2) in less than a year. While we welcome anyone who wishes to improve his/her English to enroll in our intensive English classes, the program is designed as a gateway into the University of South Alabama’s Global Path to Success.

The program provides 20 hours of ESL instruction per week and is appropriate for advanced beginners through intermediate.

The Global Path to Success allows high intermediate and advanced students the option of continuing to develop English skills while earning college credit.

Special Programs are short term programs that can be specialized to the students’ needs including cultural immersion programs.

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Interlanguage Websites
ESOL/TEFL

What is Interlanguage? (video)

Interlanguage definition and examples

Overgeneralization – One aspect of the Interlanguage process

Frith, Interlanguage Theory: Implications for the Classroom
Article on classroom applications of Interlanguage Theory

Overview of Interlanguage with error analysis vs. interlanguage analysis. Includes multimedia interlanguage activities for Spanish, Japanese, Korean, Persian and Chinese

Gass, A Review of Interlanguage Syntax: Language transfer and Language Universals

Ling Space, Transfer in Second Language Acquisition video explaining how language transfer is a natural process – part of the theory of Interlanguage

Hyde & Van der Poel, Interlanguage Phonology: Implications for a Remedial Pronunciation Course (article) the process of creating a pronunciation course using Interlanguage Theory

How to Deal With Fossilized Errors (Blog discussion) on how to address this issue in Interlanguage
A Letter from Dr. Arlene Costello, ECTESOL President

Dear Emerald Coast TESOL members,

I would like to take this opportunity to wish you the warmest wishes for a wonderful New Year.

As you plan your professional development schedule for 2020, please save February 8th for the Emerald Coast TESOL (ECTESOL) Conference which will be held in Building 71 of the International Affairs Office at the University of West Florida in Pensacola, Florida. Please invite a friend or two who teach and work with multilingual learners (English Learners) grades K-12 and adult learners to the ECTESOL 2020 Annual conference on Saturday, February 8, 2020. The conference brings together educators from different districts and higher education institutions in west Florida and south Alabama to network, share best practices and learn something new. In addition, we invite you to present at the 2020 Annual ECTESOL Conference by submitting your proposal on or before December 20, 2019. We hope to see you there!

I hope you have a restful and relaxing winter break with your family and friends. Thank choosing ECTESOL as one of your professional organization and for all you do for English Learners.

At your service,
Arlene

Arlene Costello, Ed.D.
President, Emerald Coast TESOL, 2019-2020
SSTESOL of Florida, 2019-2021

ECTESOL Conference: JOIN US!
SEE A CONFERENCE PREVIEW ON PAGE 6

When: February 8th, 2020
Where: Japanese House UWF, Pensacola, FL
Theme: “The Future of English Language Teaching and Learning”

Registration begins at 9:30 am
Lunch and snacks are included.
Cultural performances will take place during the lunch break

The Emerald Coast TESOL invites all those who teach and work with English language learners grades K-12 and adult learners to the 2020 annual conference on Saturday, Feb. 8, in Building 71 of the International Affairs Building at the University of West Florida in Pensacola.

This educational conference brings together educators from different districts and higher education institutions in west Florida and south Alabama to network, share best practices and learn something new.

From 9:30 a.m. to 3 p.m., attendees will be treated to a day of workshops and seminars on various topics that address this year’s theme, “The Future of English Language Teaching and Learning.” Lunch will be served and entertainment will be provided by an area Indian dance group. Also on hand will be several vendors with English language learning materials.
Cultural Feature: 
Colombian Culture
Kaitlyn Byrd

Many educators state that they lack the educational background knowledge of the students that they teach. The purpose for this professional development on Colombia, is to inform educators of Colombian culture. The hope is that it may help teachers of students from Colombia better understand their backgrounds. Thus, allowing the educators to better support and help their students.

Colombia Snapshot

Other Names: Republic of Colombia
Location: South America; Equator
Capital: Bogotá
Population: 49 million and includes over 85 ethnic groups
Currency: Colombian Peso
Language: The primary language is Spanish. More than 60 indigenous languages are spoken as well.
Climate: warm and tropical

History in Brief
Before the arrival of the Spaniards in the 1600s, various indigenous groups inhabited the diverse lands of Colombia. The Spanish conquistadors established themselves and exploited salt, gold, and emerald from its lands. To work the emerald, gold, and salt mines, the Spanish settlers brought African slaves. The mixture of the Spanish, indigenous, and African cultures created the “mestizo” and “mulatto” mixed cultures that represent Colombia today.

EL Cultural Issues Feature: The Meaning of Numbers
Laureen Fregeau

Numbers are part of our everyday lives, including our life in schools. Numbers are not just for math class. Every culture places significance in certain numbers and this differs by culture. These meanings are typically based in language, religion or history. Why should it matter that you understand cultural aspects of numbers? Because they have a role in how ELs will react to your class, to groups, to rewards, to the date of an exam, and more. Knowing the significance of numbers in the cultures of your ELs increases your cultural competence and your ability to be culturally responsive in your teaching. Think about how the cultural number norms below contrast with numbers in American culture.

Meanings of Numbers by Culture

Chinese
Chinese culture associates fortunate and ill omen numbers according to Chinese words with similar pronunciation. Many ESOL educators have heard that word for the number “4” and the word for “death” sound alike in Chinese. It is also very unlucky in Vietnamese, Japanese and Korean cultures. Chinese people avoid using this number. Chinese buildings skip the 4th floor similar to buildings in the US not having a “13th” floor. I have observed a Chinese EL trying to avoid being in Group 4 asking her friends to switch with her so she could be in Group 6. Six is a lucky number in Chinese culture. The word for six sounds like the word for “smooth” so anything associated with 6 is expected to go “smoothly”. While in Christian societies the number 666 can be associated with Satan, young Chinese use 666 to express admiration. Nine, two and eight are also “lucky” numbers in Chinese culture. The number “2” is important in the theory of feng shui which it represents the complementary forces of yin and yang and indicates that “good things come in pairs”. Two is especially important in youth culture which regards it as representing a positive attitude towards life. The word for eight sounds like the word for “smooth” so anything associated with the version that sounds like “death” can be avoided. Other numbers to avoid include 42 (sounds like “to death”), 49 (sounds like “to run over”) and 24 (sounds like “two deaths”). Seven is considered lucky in Buddhism. Seven is used in ceremonies for releasing dead souls and the seventh month of the year is associated with ghosts. The number 250 is used to refer to someone as stupid. The numbers 1, 3 and 5 are neutral or “safe” numbers.

Japanese
Japanese culture similarly associate good and bad omen numbers by their similarity to words in Japanese. There are actually two words for four and people avoid using the one that sounds like “death”. The number nine is considered to be unlucky as it sounds like for “torture” and is avoided. Nine, like four has two possible words so that saying the version that sounds like “death” can be avoided. Other numbers to avoid include 42 (sounds like “to death”), 49 (sounds like “to run over”) and 24 (sounds like “two deaths”). Seven is considered lucky and is an important number in Buddhism. Japanese Buddhists celebrate the seventh day of a baby’s life while they mourn the seventh day after a person dies. If you give prizes to a Japanese EL be sure they are in multiples of three or five and never four or nine which is a death wish.

Vietnamese
In addition to numbers considered unlucky in Chinese, the number 3 is considered unlucky in Vietnamese. In a photo of three people, it is believed that the one in the middle will die.

con'd on pg 5
Con’d from pg 4

Colombia and Colombian Culture

History (continued)

Spanish settlers brought African slaves. The mixture of the Spanish, indigenous, and African cultures created the “mestizo” and “mulatto” mixed cultures that represent Colombia today.

What's on the surface?

Holidays

Colombians celebrate 18 holidays per year. Most are religious holidays and celebrations such as Easter and Christmas. The remainder include civic holidays such as Labor Day and Colombian Independence Day. Colombians don't stop the party there, they also revel in a number of festivals during the year, which include Semana Santa parties and El día de las velitas (Day of the candles).

Typical Food

Papas Rellenas: stuffed mashed potatoes
Arepas: similar to pupusas; stuffed cheesy bread; pictured below left.
Empanadas: basically fried dough stuffed with pretty much anything you like including meat, cheese, and vegetables.
Ajiaco: chicken and vegetable soup; pictured below right.

Music

Cumbia: a mixture of African, indigenous, and European rhythms. It typically involves drums, trombones, maracas, guitars, and the indigenous flute known as the gaita.
Vallenato: traditional form of Colombian folk music.
Llanera: has a heavy European influence.

Culture the Runs Deep

Hierarchical society

It is important to note that the colonization of Colombia has rendered it a hierarchical society. The distribution of wealth is unequal. Having family ties or relations with elite networks can be seen as valuable assets in allowing for opportunities of growth. Generally, Colombians associate themselves within their class and do not mix interaction with other classes. One’s family origin, education (including English proficiency), wealth and region of birth generally determine a person’s social positioning in the class structure (Di Giunta, Uribe Tirado, & Araque Márquez, 2015). Unfortunately, this typically correlates with race. Having darker skin can be connected with being poor and undereducated.

Social Norms

Religion

About 75% of Colombia is represented by Roman Catholicism, 15% are Protestant Christian, 5% Atheist/Agnostic, 5% other (Muslim, Jew, etc.).

Gender Roles

There are remnants of machismo culture: men are the primary source of income and women are the primary homemakers though many women are also employed. There is an expectation that women should remain chaste like the Virgin Mary while men are expected to be masculine and are allowed dalliances. While culture pressures women to marry and have children; men are expected to have and feed their sexual needs. Although there are different roles for males and females, both genders are expected to get their education. Boys are expected not to show overt emotion and are told that they shouldn’t cry at a young age. Men typically expect women to dress provocative; however, they expect them to be promiscuous. More and more women are getting plastic surgery to meet the standards/expectations of men. Wealthy women have more opportunities to be independent, to become highly educated and have professional careers.

Sexuality

Homosexuality is becoming more accepted; however, there is still discrimination against those who are sexually diverse. This includes murders of homosexual and transgender individuals. Sexually diverse children may be forced into hiding their sexuality.

Family

Families have close ties and include extended family. Children usually have godparents (padrinos) who are active in children’s entire lives and part of the family. Depending on the social class, extended family may live with the nuclear family. Family remain a lifetime source of support; children commonly stay home until married.

Cultural Views and Communication Styles

Be respectful at all times. Make an effort to be positive. Don’t bring up the bad part of Colombian culture like drugs or Pablo Escobar! Be tolerant of their directness and animated conversation styles. Show respect to their beliefs/religion. Men firmly shake hands during meeting and departure while women kiss on the cheek. Refer to people by their surname; wait until the other person decides to switch to first names. Most people opt to have both their father’s and mother’s surnames; however the father’s is the one that’s listed first and often used in conversation. Age and position bring respect.

Communication can be assertive and direct or indirect (especially with indigenous groups). High context communication is usually used. For example, Colombians typically use nonverbal ques, body language, voice tone, or gestures to get their point across. High-involvement communication that includes using various gestures and tones and speaking with intensity. Colombians typically use closer proxemics (space) and frequent haptics (touch) while communicating. Depending on the relationship, Colombians may touch more or less. Colombians speak using direct eye contact. With closer relationships men greet each other with hugs. It is considered polite and normal to enquire about their family and how they are doing. (This is important to remember during parent-teacher meetings/interactions).

con’d on pg 6
Colombia, Con’d from page 5
DO NOT ASSUME THAT ALL LATINOS ARE THE SAME! Colombians are Colombians not Mexicans, Puerto Ricans, etc. Each Latin American country has its own unique culture. Try to avoid referring to the US as America. Instead, refer to it as North America or the United States. Avoid talking about violence, drugs, or poverty. Like I’ve stated before, keep the conversation positive.

Education
Parents have a high regard for education. Parents respect teachers, although underpaid, and expect their children to do the same. Be aware that in Colombia the term respeto means recognition of obedience to authority. Children typically wear uniforms. School typically ends around noon though there are afternoon and evening sessions in many secondary schools. Students who transfer to the US may find it odd if they do not have a uniform policy or have to stay at school for longer periods of time. Due to lack of education in the English language, it is important to remember that Colombian families may not be able to help their students with homework.

Resources
https://www.donquijote.org/colombian-culture/holidays/
https://culturalatlas.sbs.com.au/colombian-culture/family-d72b2758d496-4f6c-808a-8523511030d0
http://www.colombiaemb.org/overview
https://culturalatlas.sbs.com.au/colombian-culture/communication-11ce56c3-eef6-44f5-a723-1c6b9a42c5f0

ECTESOL 2020 Conference Preview
Opening Keynote Speaker: Chane Eplin, Bureau Chief, Student Achievement through Language Acquisition, Florida Department of Education “Engaging English Language Professionals: The Seals of Biliteracies and 30 Years of the Florida Consent Decree”

Features:
Forum With Chane Eplin, FLDOE SALA Bureau Chief Delving into the NEW Accommodations for LFs on Statewide Assessment
A Special Invitation Session for District ESOL Leaders, Guidance Counselors and Testing Coordinators
Closing Keynote: Jana Moore, Ph.D., Virginia TESOL: The Future of Collaboration with Dual Needs Students
Special Session for ESOL Teacher Assistants/Paras: Arlene Costello, Ed.D. The TESOL International 6 Principles Guide for Paraeducators
Sessions on ELs and Mental Health, Folklores, Leadership, Interlanguage, resources, and much more...

The Meaning of Numbers, Con’d from pg 4
Afghan
Afghani culture views the number 39 as unlucky. Afghans eliminate the number whenever possible and those who are 39 years old will say they are “one year less than 40”.

Kenya
In Kenya (and also Benin, Chad and Nigeria) the number 7 is considered to be unlucky.

Italy
In much of Italy the number 17 is unlucky. This is rooted in the Latin number for seventeen that can be written VIXI which means “I have lived” implying one is dead. Three and 13 are lucky. Three is symbolic in Christianity (the trinity) and thirteen is the symbol of St. Anthony, con’d on pg 7

Chane Eplin has served Florida’s English Language Learners (ELLs) for over 34 years as a teacher, administrator, professor, consultant, tutor, and, perhaps most importantly, as a friend. It has always been his goal to sincerely make a positive difference in the lives of Florida’s ELLs and their families. His goal is to continuously improve as a servant leader as Florida’s Student Achievement through Language Acquisition bureau chief. He believes in making progress, and knows that if we provide the appropriate education and tools to our ELLs, they will increase both their language skills and their academic achievement in content areas.
The Meaning of Numbers, Con’d from pg 4

Greece
The number 13 is lucky – associated with the saint of finding lost things; however, Tuesday the 13th is unlucky since it is associated with the fall of Constantinople and with the influence of Ares, the god of war.

Germany
While the number 4 is very unlucky in Asian cultures, it is associated with a four-leaf clover and considered lucky in Germany.

Spain & Spanish-speaking countries
The number 15 is considered lucky. A girls coming of age is celebrated at the age of 15 in all of Spain and Latin America. Tuesday the 13th is very unlucky in many Spanish-speaking countries. This belief comes from the word for Tuesday in Spanish which is from the god of war. An old proverb says, “On Tuesday, don’t get married, embark on a journey, or move away.”

Scandinavia
Norwegians and Swedes perceive the number thirteen as lucky. In Sweden “all good things come in a group of three” while in Norway the number 9 is lucky since it is sacred in Norse mythology.

India
The number 8 is believed to have evil effects by many Indians. Eight and numbers that add up to eight (17, 26, 53) are believed to portent poverty, accidents and death. Seven is a number of good magic being that there are seven colors in rainbows, seven wonders of the world and seven notes in music. “Good” numbers end in the number “1” for and never in the number “0”.

From the Editor

Dear readers:

Thank you for reading ECTESOL Bulletin!

ECTESOL Bulletin is the quarterly newsletter of Emerald Coast TESOL. We welcome and encourage contributions from all those interested in teaching and learning English as another language. We publish announcements, web resources (please annotate), program highlights, book reviews, editorials, classroom strategies and lesson ideas, articles related to teaching and learning English as another language, cross-cultural information for teaching English to speakers of other languages and other appropriate materials. Submissions should include citations in APA where appropriate. Photographs and graphics must be accompanied by permission of the owner to publish. Please use Arial Narrow font 11 and leave your submission otherwise unformatted. Please send your submission to the editor at ECTESOLReview@mail.com with “Bulletin Submission” in the topic box.

OELA Report Summary EL Programs by State: A Brief Analysis
Laureen Fregeau

“The U.S. Department of Education’s Office of English Language Acquisition (OELA) provides national leadership to help ensure that English Learners and immigrant students attain English proficiency and achieve academic success. In addition to preserving heritage languages and cultures, OELA is committed to prompting opportunities for biliteracy or multiliteracy skills for all students” (OELA 2020). I was recently sent a report on the last survey published by OELA on programs offered by state regarding types of programs offered for ELs in K-12 public schools according to state policy. I knew that Alabama is one of ten states that do not allow bilingual education in any form. However, in light of the 30-year anniversary of the Florida Consent Decree I found it astounding that the federal government does not report on Florida’s policy regarding bilingual education.

The Florida Department of Education reports that the state has 265K ELs speaking 300 language varieties (2020). While the Consent Decree requires “comprehensible instruction” for ELs it does not specify if that includes bilingual programs. Policy language focuses on the FDOE website focuses on English language acquisition not heritage language preservation nor two-way bilingual opportunities. Perhaps that is because federal funding focuses specifically on English language acquisition even though OELA states that one of its goal is to preserve heritage languages. Florida houses over 100 bilingual programs in 12 school districts though Bilingual Education in Florida (2020) reports that many students in these programs are not reported by the state as ELs (though they are). Perhaps this invites further discussion at ECTESOL 2020!
ECTESOL Review Description and submission information

Editor: Laureen A. Fregeau

Learning English as another language is a global endeavor. ECTESOL Review invites submissions on and includes all topics within the scope of learning English as another language at any level (K-12, higher education, adult education): related linguistics topics, practitioner guides, innovative approaches to teaching English as another language, technology and other related are covered. Book reviews are also included. The mission of ECTESOL Review is: Open access publication to connect people and ideas to TESOL/TEFL.

Editorial Policy and Procedure ECTESOL Review is committed to scholarly inquiry, discussion, practitioner materials and reportage of topics related to learning English as another language (TESOL, ESOL, EFL, TFL, IEP, EAL, ESP and TEFL).

Manuscripts are considered in five categories: (1) research and (original, review, and interpretation), (2) theoretical essay and discussion, and (3) descriptive reports from the field, including descriptions of innovative programs or classrooms, (4) practitioner materials and (5) book reviews. Articles should be 1,000 – 3,000 words in length although longer pieces will be considered.

The journal follows the format suggested in the Publication Manual of the American Psychological Association, 6th ed. Contributors should send, via e-mail attachments of electronic files (in Word), the manuscript including a one paragraph abstract of no more than 250 words; a one paragraph description of each author, including current position and research interests; and a mailing address, phone number, and email address where each author can be reached to: ECTESOLReview@mail.com with “submission” in the topic box. As a refereed journal, all submissions undergo a blind peer review selection process. Therefore, please include the author’s description and other identifying information in a separate electronic file. The abstract and any tables or figure can be included in one file with the manuscript. Identifying references may be designated “Author, year” for the review. The cover letter should state that the work is not under simultaneous consideration by other publications. Mailing us a hard copy of the manuscript is not necessary.

Please Note: ECTESOL Review generally follows the format of the APA Publication Manual, Sixth Edition, which includes new information on how to cite online sources in the reference list. However, please give the most direct link possible to the source cited, and make sure electronic links cited are accurate and active. Use italics rather than underlining. Do not use tabs to format paragraphs (use “first line indent” function) or tables (use “insert table” function). Color for tables or figures is acceptable (as long as the color is helpful and not distracting). Please use acronyms sparingly and identify any that are used. Open Access: This is an open access journal which means that all content is freely available without charge to the user immediately upon publication. Users are allowed to read, download, copy, distribute, print, search, or link to the full texts of the articles, or use them for any other lawful purpose, without asking prior permission from the publisher or the author. We do ask that citation information be included along with a link to the Emerald Coast TESOL website. Please note that authors are not charged for publication. Articles are open access, distributed under the terms and conditions of the Creative Commons Attribution license CC BY-NC-ND (https://creativecommons.org/licenses/by-nc-nd/4.0/). Copyrights are held by Emerald Coast TESOL; republication by an author in another publication must be approved in advance by the ECTESOL Review editor.