

# MITESOL Messages

February 2002  
Vol. XXVIII, No. 1



A publication for Michigan  
Teachers of English to  
Speakers of Other  
Languages

## President's Corner

By Maggie Phillips

Greetings and Happy New Year to all MITESOLers, both new members and veterans of this now sage organization in its 26th year. This past year was noteworthy for a few minor changes in the structure and functioning of your affiliate. MITESOL did not sponsor any midyear workshops, but instead sent post cards to members inviting them to attend the Michigan Association of Bilingual Education (MABE) and the Midwest Association of Language Teachers (MwALT) spring conferences. Reports from our members who attended and/or participated were positive, and we on the executive board believe that MITESOL's interests are enhanced by collaboration with these organizations.

The annual fall conference was held in Ann Arbor at the Washtenaw Intermediate School District headquarters this year. The Friday evening program featured Mazin Heiderson from the Michigan Department of Education who

*(continued on p.6)*

## No Child Left Behind: Implications for Students with Limited English Proficiency

by Anne Hooghart, Doctoral Student, Michigan State University

What does the new federal "No Child Left Behind" education initiative mean for students with limited English proficiency (LEP)? The new policy contains explicit provisions for LEP students, but also some assumptions that lack consistency with recent research, particularly concerning: 1) the time required for LEP students to acquire English proficiency; 2) the availability of qualified professionals to teach LEP students using proven methods; and 3) the feasibility of annual standards-based testing for a diverse population. These inconsistencies must be examined, and eventually resolved, for the policy to be properly implemented so it can serve the needs of LEP students appropriately.

### *Time Required to Gain English Proficiency*

First, the No Child Left Behind plan calls for states to "set performance objectives to ensure LEP children achieve English fluency within three years" (USDE, 2001). The prescribed time limit reflects an assumption that three years is enough time for LEP students to gain English proficiency, and that requiring schools to teach LEP students only in English after three consecutive years of school attendance will help achieve this goal.

## OUR COLOMBIAN EXPERIENCE:

### MORE THAN A PRESENTATION

By Christopher Bierman and  
Sara Tipton, ESL Instructors,  
Wayne State University

During the spring of 2001, several of our Colombian colleagues at Wayne State University encouraged us to submit a proposal for the 36<sup>th</sup> ASOCOPI (TESOL affiliate) National English Language Teaching Conference held in Medellin, Colombia. We have long shared an interest in using popular culture, specifically the Media, in the ESL

*(continued on p.12)*

*(continued on p.10)*

## IN THIS ISSUE

President's Corner.....	1
No Child Left Behind.....	1
Our Columbian Experience.....	1
From the Editor.....	2
Teaching Tips from Beijing....	3
Benefits of Membership.....	4
Events and Announcements.....	4-5
MITESOL Fall Conf. 2002.....	6
Thank You.....	6
Board Talk.....	7
Language Difference vs. Disorder..	8
Book Review: Top Ten Questions..	13

**MITESOL  
Executive Officers**

**President  
ATECR Liaison  
Sociopolitical Concerns Task Force**

Maggie Phillips  
(734) 665-3066 (h)  
mphillips21@mediaone.net

**President-Elect  
Professional Development**

Shari Weisbaum  
Oakland Community College  
(248) 246-2568 (w)  
sjweisba@occ.cc.mi.us

**Treasurer**

Jennifer Warren Craft  
Oakland Community College  
(248) 942-3184 (w)  
jwcraft@occ.cc.mi.us

**Secretary**

Karen Gilbert  
Ann Arbor Public Schools  
(734) 426-8133  
gilbert@aaps.k12.mi.us

**Communications Coordinator**

Sue Glowski  
Washtenaw Community College  
(734) 973-3425 (w)  
skglow@wccnet.org

**Membership Coordinator**

Lisa vonReichbauer  
Central Michigan University  
(989) 774-1201 (w)  
vonre1la@cmich.edu

**Immediate Past President  
TESOL Liaison  
Nominations Committee**

Brenda Imber  
University of Michigan  
(734) 763-6377 (w)  
prousimb@umich.edu

## From the Editor

by Diana Phelps-Soysal

It's hard to believe this is now my fifth newsletter for MITESOL! And like all other issues I've had the pleasure to work on, this one is full of great information for professional networking and development. To begin with, excitement is in the air as MITESOLers get ready to go to Salt Lake City for the 36<sup>th</sup> Annual TESOL Convention on April 9-13. Come and meet the representative of our sister organization, ATE-CR. She/he will be our honored guest, at the MITESOL party on Thursday, April 11 in Utah. The location will be posted on the message board at TESOL and the listserv.

In more conference news, Shari Weisbaum, President-Elect and Conference Planner, is getting ready for the Fall Conference 2002. If you would like to volunteer or if you have any presentation suggestions, please contact her. And if you can't make it to the Fall Conference or you just crave more of what conferences offer, there is another opportunity to present and learn. ATE-CR has invited us to their 2002 Fall Conference. It would be a wonderful experience to visit our friends in the Czech Republic in order to exchange ideas and information and build solid relationships across the globe. Contact President Maggie Phillips for more information. To get a taste of a conference experience abroad, check out this edition's article by Sara Tipton and Christopher Bierman about their experience in Columbia.

In addition, there are two self-improvement workshops, one at Saginaw Valley State University and the other at Delta College. Don't miss out on your chance to have an introduction to CALL or learn more about ACTFL's Oral Proficiency Exam. If you have any ideas for workshops in your area, contact your Regional Leader listed on page 5.

There are two scholarly articles in this newsletter. Anne Hooghart's article about Bush's No Child Left Behind policy makes us wonder if the "Education" President's initiative will hinder and not help students with limited English proficiency because of unrealistic administrative expectations. Christen Pearson's article *Treading the Language Difference vs. Disorder Line* discusses how it is important to consider the student's cognitive ability and how it affects second language acquisition. ESL students can be categorized placed into one of four pieces of a "pie" according to their environment and their own capacity for learning. Both articles offer valuable insight into how best to serve our students.

This newsletter also highlights two other valuable resources. Patricia Mathews Ward wrote a book review on *Working with L2 Learners: Answers to Teachers' Top Ten Questions*. Check it out! It sounds like a great resource book to have on your shelf. If you are planning on going abroad, make sure to read Jennifer Warren Craft's *Lessons Learned from Beijing*. It is chock full of ideas to help you still be a great teacher despite having limited resources.

Furthermore, don't forget the Executive and Advisory Board members do everything in their power to advocate change and make our organization better; however, there are still more people needed. If you would like to help out, please contact any MITESOL Board members listed on pages 2-3 for more information about vacant positions you would be interested in filling.

I hope you will enjoy this newsletter as much as I have. Make yourselves heard in the next MITESOL Messages! The submission deadline is July 14 for the August newsletter.

*The Newsletter Editor reserves the right to edit any material submitted for publication to enhance clarity or style. Submissions may also be shortened to fit available space. The author will be consulted in changes are substantial. Potential changes in content will be verified before publication.*

## Lessons Learned Teaching in Beijing

by Jennifer W. Craft, ESL Instructor, Oakland Community College

Five years ago, I was getting ready for a significant overseas trip, my debut teaching outside the United States. As I look back on that time, I realize I was fortunate to know someone who had participated in the same program for the same university and could give me some ideas of what to expect. With that in mind, I thought I might share a few of the more important lessons I learned while teaching at Beijing Foreign Studies University for 18 weeks in 1997:

1) *Lack of money*: You may or may not be able to exchange money before you leave the US or immediately upon arrival in your new home. Additionally, your school may or may not arrange for you to receive a partial paycheck when you arrive. If you are unable to exchange cash right away and don't get paid, you can be in a jam when it comes to eating. Check with your school and guidebooks about what to expect. Be informed and don't be afraid to ask questions or ask for help. Even so, be prepared for the best laid plans to go awry: Stash some food in your carry on bag and your checked bags. Keep it simple and make sure it is prepackaged. Granola bars, jerky, and trail mix were my choices. Pack these in resealable bags or in reusable containers so you have storage options in your new home.

2) *Textbooks*: You may not have texts from which to teach, and this can lead to some interesting lessons. Even if you do, you may not be satisfied with what is provided. Be prepared to be creative.

3) *Lack of technology*: You may or may not have access to your favorite technology, or any technology for that matter. Find out from the school what you can expect when you get

there, but be prepared for its being broken or unavailable.

4) *Be prepared for change*: They say no plan survives contact with the enemy, and though the school, country, and people are certainly not your enemy, your planning may turn out to have been an exercise in futility. They might have told you that you would teach all speaking classes, but when you get there, you could find out that you're up for writing, writing, writing. Go with the flow and try to bring supplies and activities that can be flexible.

5) *Teaching Survival Kit*: I actually brought all of this with me in my checked bags, and it proved invaluable!

- Copies of your favorite textbooks
- Magazines and/or newspapers
- A picture file
- Books of language games
- A couple of decks of cards
- Dice
- Note cards
- Books of teaching techniques
- Culturally interesting items of your choice
- Example essays, paragraphs, outlines, summaries, etc.
- Handheld tape player/recorder, ear phones, batteries, and cassette tapes
- Copies of your favorite activities and assignments
- Pens and/or pencils of your liking
- Markers, colored pencils, crayons

Finally, bring along some comforts of home to get you through the rough spots so that you can enjoy the unexpected boons that come from being a part of a whole new world. Although teaching overseas can be trying, with some planning and a lot of flexibility, it can be more than rewarding, both as a teacher and as a human being. ♦

**MITESOL Advisory Board**  
Professional Development,  
Research, & Teacher Resources SIG  
Currently Vacant

**Post-Secondary Student Programs**  
SIG  
Currently Vacant

**Workplace and ESP SIG**  
Carol Braaksma  
Better English - Customized ESL  
(616) 393-6377 (w)  
braaksma@latestwave.com

**K-12 SIG**  
Mary Margaret Cornish  
Ann Arbor Public Schools  
(734) 426-5346 (h)  
cornishmm@mac.com

**Regional Activities Coordinator**  
Currently Vacant

**Newsletter Editor**  
Diana Phelps-Soysal  
Wayne State University  
(734) 697-5637 (h)  
dsoysal@wayne.edu

**Membership Information Manager**  
Currently Vacant

**Exhibits Manager**  
Kathy Malin  
Oakland University  
(248) 370-2176 (w)  
kamalin@oakland.edu

**Public Relations Officer**  
Christopher Bierman  
Wayne State University  
(313) 577-1925 (w)  
c.bierman@wayne.edu

**E-Mail List Editor**  
Pamela Bogart  
University of Michigan  
pbogart@umich.edu

**Website Administrator**  
Carol Wilson-Duffy  
Michigan State University  
(734) 699-8688 (h)  
wilson77@msu.edu

## Benefits of MITESOL Membership

by Lisa vonReichbauer,  
Membership Development Coordinator

The renewal season has begun for MITESOL Membership. Members whose memberships expired December 2001 should have received a renewal letter in the mail along with an application. Your MITESOL Membership will include a directory that is issued in February either electronically or by regular mail. Those members who have chosen to receive a directory by E-mail will do so, and those members who have chosen to receive a paper copy will find it in their mailbox. Members who have not renewed by the end of February will not be included in the directory. New members or members renewing after February will receive a directory upon application. Your membership also includes, of course, the wonderful MITESOL newsletter to keep you informed of all the activities.

MITESOL is hoping to strengthen its regional and special interest groups so members can keep in contact with others members close by or with similar interests. There have already been successful region meetings, and we hope to further develop this interest. Get in touch with other members of your region or a group of special interest through the MITESOL listserv ([mitesollistserv@umich.edu](mailto:mitesollistserv@umich.edu)), which is another terrific benefit of being a member of MITESOL. The listserv is a great way to network, get advice or just keep in touch with MITESOL members around the state. What a wonderful way to reach well over two hundred people interested in ESL with the click of a mouse. So keep on clicking and keep in touch with other members, and don't forget to check out the MITESOL web site at [www.mitesol.org](http://www.mitesol.org).

Join your colleagues at  
Saginaw Valley State  
University on Friday, February  
15<sup>th</sup> for a Region 1 Meeting  
hosted by the English  
Language Program of SVSU.

Saginaw Valley State University's ELP has invited Greg Kessler, a faculty member of the Ohio Program of Intensive English and a computer-assisted language learning specialist (CALL), to encourage us to "Forget where we've been, [and] forget where we are going, [but to discover] where are we now?" Greg will be simplifying the world of CALL with "a down to Earth overview of what is possible, common and available right now to enhance our instruction."

Meet in Curtiss 127 at 3:30 for refreshments. Greg will begin speaking at 4.

If you would like to learn more about Greg, visit his web site: <http://www.ohiou.edu/opie/people/Kessler.html>

## ACTFL at Delta College

There will be an Oral Proficiency Interview Familiarization workshop given at Delta College on Saturday, April 13, 2002 by Dr. Robert Vicars, Professor Emeritus of French from Millikin University and specializes in Foreign Language teachers' training and in assessment.

The cost for this day-long ACTFL sponsored workshop is \$65 which includes instruction, continental breakfast, lunch, workshop materials, and a certificate of completion from ACTFL.

Please contact Pam Renna at 989-686-9447 or [psrenna@alpha.delta.edu](mailto:psrenna@alpha.delta.edu) by **February 8, 2002** for more information.

MITESOL Messages • February 2002



Ready for your next interview?

Get your next English language teaching job at the TESOL Employment Clearinghouse, held at TESOL's annual convention.

- Meet recruiters face-to-face
- Review hundreds of ESOL job announcements
- Attend job search workshops

April 9-13, 2002  
Salt Lake City  
Utah, USA

Visit <http://www.tesol.org/>

For more information please contact  
Teachers of English to Speakers of Other Languages, Inc.  
700 South Washington Street, Suite 200  
Alexandria, Virginia 22314-4267 USA  
Telephone 703-836-0774 • Fax 703-836-7864 • E-mail [careers@tesol.org](mailto:careers@tesol.org)  
Web <http://www.tesol.org/>

## ATE-CR FALL CONFERENCE 2002

The Association of Teachers of English of the Czech Republic (ATE-CR), our sister organization, is having their Fall Conference 2002 on September 6-8 in Librec, CR. They have extended an invitation to MITESOL members to attend. If you would like more information, contact Maggie Phillips, MITESOL President and ATE-CR Liaison.

## PRESENTATIONS & OTHER BRAGGING RIGHTS

Wendy Wang and Cathy Day of Eastern Michigan University will be presenting "How is Pedagogical Grammar Define in TESOL?" Sandra Hagman of Southfield Lathrup High School in Southfield, Wendy and Cathy will be presenting "Engaging English Language Learners in Content-based Classrooms"

Silvia Pessoa and Fabiana Sacchi of Eastern Michigan University will be presenting about the challenges and positive attributes of nonnative-English-speaking TESOL professionals in "Teachers are not born; they are made." In addition, congratulations to Silvia for winning the Buckheister Travel Award!

Mary Lu Light of Western Michigan University will be on a Panel Discussion in the TESOL Program Administrator's Interest Section called "Evaluation in ESL and EFL Administration." Mary will be joined by Tom Marks of WMU and Cheryl Delk of Georgia State University (formerly of WMU) for an Academic Presentation entitled "Improving Exit Criteria for University IEP's."

Carole Poleski of Saints Cyril and Methodius Seminary in Orchard Lake will be part of a Caucus Colloquium entitled "ESL in Theological Seminaries."

(Jean) Penny Wheeler of Ferris State University is the coordinator of the committee which selected the Heinle and Heinle Excellence in Teaching Award winner. She said that it was very gratifying and inspiring to read all the nominations and supporting documents!

ATE-CR, MITESOL's sister organization in the Czech Republic, was awarded a 2002 Affiliate Travel Grant from TESOL to attend the International TESOL in Salt Lake City. We look forward to seeing them there and at the MITESOL party!

## Get Regionally Involved

Would you like to network with TESOL professionals in your area? How would you like to attend some cool workshops not too far from home? Contact your regional leader for more information.

### Regional Leaders

Region 1: Sue Dyste, dystefam@aol.com

Region 2: vacant

Region 3: Barb Dombrowski, bdomb@login.si.umich.edu

Region 4: Margo Glew, glewmarg@pilot.msu.edu

Region 5: vacant

Region 6: Fran Wiideman, fmwiidem@mtu.edu

## Your Opinion Matters!

Do you have any topics that you would like to see discussed or presented at the Fall Conference 2002? If so, contact MITESOL President-Elect Shari Weisbaum with your ideas. She can be reached at [sjweisba@occ.cc.mi.us](mailto:sjweisba@occ.cc.mi.us). Please type Fall Conference in the subject heading.

## MITESOL Party in Utah

The MITESOL Reception at TESOL 2002 is Thursday evening, April 11, 7-9:00 p.m.. Mark your convention calendars now! See you in Salt Lake!

Brenda Prouser Imber,  
Reception Coordinator

## FYI

All public school teachers are eligible to get "government rates" at hotels/motels, which are lower than most other rates. One needs to disclose this information when booking and provide proof when checking in. ♦



# MITESOL Fall 2002 Conference

**Block off October 18 & 19, 2002 on your calendars now!!**

It's not too early to start thinking about the MITESOL Fall 2002 Conference. What are you doing in your classes that might be turned into an interesting presentation? What issues concern you, and would you consider leading a discussion group about them? Could you offer a computer-focussed presentation?

Calls for proposals will not go out until early summer, but you could be thinking and gathering materials ahead of time. In addition, there will be an early deadline for any presentations/workshops utilizing computers, so we can be certain that the necessary technology is available, so plan early.

The Fall Conference will be held on the Auburn Hills Campus of Oakland Community College. It will follow this year's format with a Friday evening social gathering and program and full day conference on Saturday.

Volunteers will be needed for a variety of tasks both before and during the conference. If you can help in a big way or a small way, please e-mail Shari Weisbaum, Conference Chair (sjweisba@occ.cc.mi.us) and type Fall Conference in the subject heading. ♦

## THANK YOU!

I would like to make a big, public "Thank You" to all who presented at the 2001 Fall Conference. Judging by the evaluations I received, both oral and written, your presentations exceeded expectations. There were many that were so well received as to merit a return invitation to next year's conference.

I am also eternally grateful to Mary Margaret Cornish, our Site Coordinator, and Kathy Malin, our Exhibits Manager, for the excellent job you did. As usual, the Executive Board was on hand to provide moral and technical support. It was so heartening to see you all there-like old friends and family rallying to support me in my hour of need. Thank You!

With gratitude,  
Maggie

## What will *Hands-on English* do for you ??????

- inspire you with ideas you can use for adult ESL;
- help you teach multi-level groups or tutor individuals;
- bring you copyable, ready-to-use lessons and puzzles;
- inform you about practical resources for adult students;
- encourage your students with interesting, do-able tasks;
- give you a helping hand.

**Contact us for a free sample issue!**

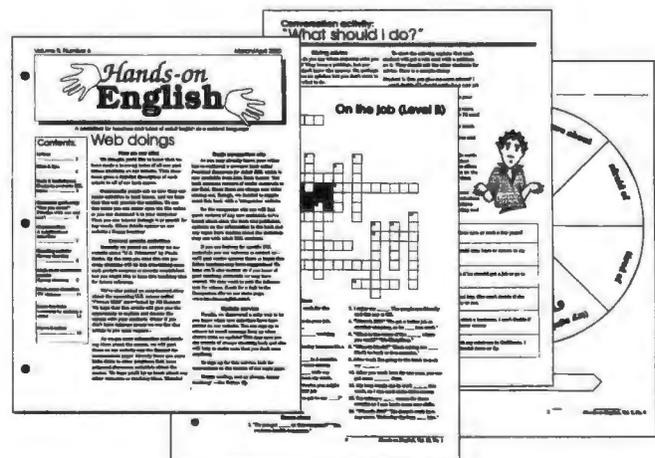
Hands-on English P.O. Box 256, Crete, NE 68333

Phone: 1-800-ESL-HAND

Email: [samples@handsonenglish.com](mailto:samples@handsonenglish.com)

Order on our website: [www.handsonenglish.com](http://www.handsonenglish.com)

Subscribe for \$21 (1 year=6 issues), back issues \$5 each.



*Practical, copyable ESL activities—suitable for adult students—six times a year.*

## President's Corner *(Cont from p.1)*

presented a survey of English language learners in Michigan and the services available to them. Some very lively discussion followed his talk. Jackie Moase-Burke was our most gracious keynote speaker and, because of microphone problems, voice-projector extraordinaire. Due to excellent turnout at the conference, MITESOL has grown in membership to 230. It's clear that we have now outgrown the physical space at WISD. Election of new officers resulted in a significant shift to the eastern part of the state with the induction of Shari Weisbaum (Oakland Community College/Southfield) as President-Elect and Jennifer Warren Craft (OCC/Highland Lake) as Treasurer.

At the first Executive Board meeting in January, the board welcomed Sue Glowski as the new Communications Coordinator. Lisa vonReichbauer, in her second year as Membership Coordinator, will take over the duties of Membership Information Manager in order to streamline contact with membership.

My primary goal as president of MITESOL is to work toward facilitating communication among our diverse membership statewide. The organizational structure of MITESOL is sound, thanks to the efforts of previous affiliate leaders. The Executive Board consists of seven members (down from 19 a few years ago) which has streamlined the bimonthly board meetings. Special Interest Groups (SIGS) seem to adequately reflect the diversity of member activities and at least

one Regional Group has been very successful in serving the interests of its local members. There is, however, a persistent lack of leadership among the SIG and Regional configurations. Being a pragmatist, I ask, "What is the role of a SIG or a Regional leader?" The answer, I believe, is simply being a conduit for information. This, in turn, brings me around to my goal of facilitating communication. Now that a clear majority of MITESOL members are subscribed the MITESOL member E-list and have access to the MITESOL website, these mediums can function as a primary resource for exchange among members. In my view, the power and magic of the web is its complete disregard for hierarchies. All participants have an equal voice. Questions, answers, advice and opinions are just a mouse click away. My goal then, in practical terms, is to work with the Board, especially with Sue Glowski, Communications Coordinator, and Carol Wilson-Duffy, our Website Information Manager, toward energizing members to use the systems that are already in place. If we are even a little bit successful, the amazing talent that exists individually in the 230 members of MITESOL will be more readily shared by all.

My other goal, as ATECR Liaison, is to work on a summer teacher education workshop in the Czech Republic. Marcela Mala, the current ATECR president, will attend TESOL in Salt Lake City and has been invited to come to Michigan after the conference. Stay tuned and stay in touch. ♦

## BOARD TALK

*by Karen Gilbert, Secretary*

There have been two main MITESOL events since our last newsletter: the Fall Conference and the Board Transition Meeting. There is usually a short Executive Board business meeting before the conference, and the conference is the site for the membership's annual meeting. The vitality of our organization is maintained to a great degree through our conferences, and it is here that the continuity of leadership becomes assured. It has become very easy to conduct business via the Internet, but this mode cannot replace the excitement generated by meeting many people with similar interests from around the state. We all have to take the time and make the effort necessary to make sure that our organization continues to serve as main resource for our membership and other organizations.

In November, there is a Transition Meeting. This is when the people leaving the Board make their final reports and hand over the nitty gritty of their job to the new person. There is a specific plan to only have a few jobs vacant in one year, so continuity of most of the Board is maintained. The president's job, for example, is a three-year commitment: president-elect, president, and past president. Each position has its distinct responsibilities. The membership of the Advisory Board is in contact with one of the Executive Board members, and does not need to attend all the meetings. Anyone is welcome to attend a Board Meeting. The schedule is on our website at [www.mitesol.org](http://www.mitesol.org); please call or e-mail for directions to the meeting site. The minutes are also on the web if you would like to read all the details. ♦

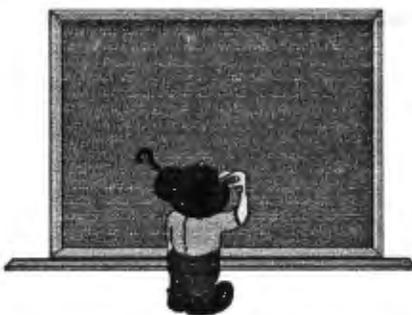
## TREADING THE LANGUAGE DIFFERENCE VS. DISORDER LINE: WHAT PIECE OF THE "PIE" DOES JUAN GET?

by Christen M. Pearson, Assistant Professor, Grand Valley State University

Increasingly, teachers in the public school systems are concerned about a segment of their ESL students who seem to be struggling in their learning of English. These students do not seem to be making significant progress in their English proficiency, when compared to their L1 peers, even after several years of supportive English instruction. The problem we encounter is that we do not want to label a child as special needs if the child is not. On the other hand, we do not want to neglect a child if special services are indeed needed. The problem is further compounded in that delays in English language learning often translate into delays in literacy development, making time a critical factor.

According to Hegde (1991), 3% of the school-age population experiences articulation disorders, 4% stutter, 6% have voice disorders (e.g., problems with loudness, pitch, hoarseness), and 6.5% have language disorders (e.g., specific language impairment (SLI)). (Not to be confused with the older catch-all term of speech-language impairment (SLI), specific language impairment refers to children who have "...delayed acquisition of language skills, occurring in conjunction with normal functioning in intellectual, socio-emotional, and auditory domains." (Watkins, 1994, p.1)). This translates into a figure of 19.5% of the school-aged population experiencing some type of speech or language disorder, though there may be overlap due to some children having multiple impairments.

As far as our ESL children, Heiderson (2001) has stated that there are approximately 120,000 school-aged children in Michigan who are limited English proficient (LEP), if the definition of LEP includes all children who do not yet have academic English proficiency near to grade level. Note that this would include children above the 40th percentile, the dividing line currently in use for a label of LEP. If we combine these figures - incidence of speech-language disorder and prevalence of LEP learners in Michigan schools - the projected number of children with speech and language impairments who are also LEP would be 23,400. Even if we



disregard articulation and speech disorders, the number of children who are language learning disabled along with being ESL would be expected to be approximately 7,800. Nationally, the American Speech-Language-Hearing Association (1985) estimated there to be 3.5 million ESL children with speech-language disorders beyond the second language issue. Thus, as can be seen from these figures, it is highly probably that at some time the majority of teachers and school districts will be faced with the need to differentiate language disorder from

language difference in an ESL student.

Roseberry-McKibbin (1995) discusses this dilemma within the framework of what she terms "The Diagnostic Pie". Basically, there are four types of situations, that is, quadrants of the "pie". In the first, the ESL student has normal language learning ability and comes from a home environment where the parents are literate, the home is a print-rich environment, and pre-literacy skills were being developed prior to school admittance. Such a child will benefit from bilingual education, sheltered English, or ESL instruction, but does not need special services beyond ESL support.

In the second piece of the "pie", ESL students again have normal language learning ability, but may have experienced differences or limitations both linguistically and environmentally. For example, the parents and child may have had limited educational opportunities in the past. Also, the home culture may be based on an oral, vs. written, tradition. Further, there may have been lack of exposure to current mainstream society (the U.S. macroculture), e.g., exposure to libraries, zoos, and such, which puts the child at a disadvantage in that his/her world view may be limited compared to peers. This child will also benefit from bilingual education, sheltered English, or ESL instruction; however, additional enrichment support is also needed, such as tutoring.

*(Continued on p.9)*

## Language Difference vs. Disorder *(Continued from p. 8)*

The child who has a true language learning disability and comes from a home environment supportive of language and literacy development fits in the third section of the "pie". These children live in a print-rich environment with parents and teachers who have worked with them extensively on language skills, yet the children do not make expected progress in their language development, in either the L1 or English. For children such as these, bilingual special education or English special education with primary language support is needed.

Finally, the fourth section of the "pie" is made up of children who have language learning disabilities, but who also come from situations that are different or limited in linguistic and/or environmental exposure. These children will need bilingual special education services or English special education services with support of the first language. In addition to special education services, such children will also need enrichment op-

portunities. The most difficult groups to distinguish between involve "pie" segments two and four, because differences in linguistic environments and limited environmental exposure can mimic some of the signs of language disorder.

Though space precludes an adequate discussion of signs to look for when trying to differentiate the above two groups, that is, language difference vs. language disorder, the following would be considered warning flags that further attention to the issue is needed: history of prenatal/postnatal trauma, prematurity, and/or low birth weight; history of frequent illness and/or ear infections; delayed development of the L1 prior to introduction of English; inappropriate verbal and non-verbal behavior compared to peers; inability to express basic needs; extended silent period in English along with lack of comprehension; inability to maintain topic of conversation, take turns, provide needed information for listener, or ask and

answer questions appropriately; and lack of peer relationships, especially with those of the same L1 (Pearson, 2001; Roseberry-McKibbin, 1995).

If several warning signs are noticed and there is concern, more formal assessments will need to be done. However, in this population of children there is a high potential for bias in test results, especially if there is a possibility that the child is experiencing first language loss or attrition (Schiff-Myers, 1992). Though more time consuming, alternative assessment measures, such as dynamic assessment (Lidz & Peña, 1996; Roseberry-McKibbin, 1994) and comprehensive multidimensional approaches (Wilson, Wilson, & Coleman, 2000) are recommended. Further, because of the complexity of the situation, a team approach is usually best, where each member of the team - content area teacher, ESL specialist, and speech-language pathologist - contributes their own area of expertise in trying, together, to best meet the needs of the child. ♦

## References

- American Speech-Language-Hearing Association (1985). *Clinical management of communicatively handicapped minority populations*. *Asha*, 27, 29-32.
- Hegde, M. (1991). *Introduction to communicative disorders*. Austin, TX: Pro-Ed.
- Heiderson, M. (2001, October). *English language learners in Michigan public schools*. Presented at the Michigan Teachers of English to Speakers of Other Languages (MITESOL) Conference, Ann Arbor, MI.
- Lidz, C. & Peña, E. (1996). *Dynamic assessment: The model, its relevance as a nonbiased approach, and its application to Latino American preschool children*. *Language, Speech, and Hearing Services in Schools*, 27, 367-372.
- Pearson, C. (2001, November). *What's going on here? Distinguishing language disorders from second language issues in ESL children*. Paper presented at the Indiana Teachers of English to Speakers of Other Languages (INTESOL) Conference, Indianapolis, Indiana.
- Roseberry-McKibbin, C. (1994). *Assessment and intervention for children with limited English proficiency and language disorders*. *American Journal of Speech-Language Pathology: A Journal of Clinical Practice*, 3 (3), 77-88.
- Roseberry-McKibbin, C. (1995). *Distinguishing language differences from language disorders in linguistically and culturally diverse students*. *Multicultural Education*, 12-16.
- Schiff-Myers, N. (1992). *Considering arrested language development and language loss in the assessment of second language learners*. *Language, Speech, and Hearing Services in Schools*, 23, 28-33.
- Watkins, R. (1994). *Specific language impairments in children: An introduction*. In R. Watkins & M. Rice (Eds.), *Specific language impairments in children*. Baltimore: Paul H. Brookes Publishing Co.
- Wilson, F., Wilson, J. & Coleman, T. (2000). *Culturally appropriate assessment: Issues and strategies*. In T. Coleman (Ed.), *Clinical management of communication disorders in culturally diverse children* (pp.101-128). Boston: Allyn and Bacon.

## No Child Left Behind *(Continued from p. 1)*

These assumptions are not well supported by recent research. Studies show that three years is not enough time for most LEP students to achieve a level of spoken and written fluency adequate to function in an English-only classroom. Rather, to attain “age and grade-level norms of their native-English-speaking peers” it takes LEP students between five and seven (Cummins, 1981, in Collier, 1995) to between seven and ten years or more (Collier, 1995).

This discrepancy between researchers’ and policymakers’ understanding of sufficient time for development of English proficiency has wide-ranging implications. One possible result is that LEP students might receive adequate instructional support but for an insufficient amount of time, and risk falling behind their peers or being labeled as low achievers. Another possible outcome is that LEP students who do not achieve fluency within three years might earn lower scores than other students on standardized tests, leading to unfair evaluations of teachers, schools, and students in the high-stakes testing environment created by the new policy.

### *Effective Teachers and Instructional Methods*

Second, No Child Left Behind affirms a “basic principle” that “teacher excellence is vital to...improvement in student achievement,” and proposes to improve teacher quality through improved training. The plan stipulates that states “[ensure] that all children are taught by effective teachers” and that “federal funds promote the use of scientific, research-based and effective practice in the classroom.” It assumes that greater flexibility in funding, such as allowing states to use consolidated funds from various federal programs, will effectively help states to “prepare, recruit, and train high-quality teachers” to teach in ways that have been demonstrated scientifically to improve stu-

dent achievement.

The basic principle here is well supported by research. Multiple studies have shown that “teacher expertise is the single most important factor in determining student achievement” and “fully trained teachers are far more effective with students than those who are not prepared” (NCTAF, 1996). Although causal links between teacher learning and student learning have yet to be identified (Sykes, 1999), it makes sense to address student achievement through teacher training.

Implementation of this sensible idea, however, is problematic. Public school districts must contend with a nationwide teacher shortage—particularly in such areas as foreign language (NCTAF, 1996)—exacerbated by increased competition with charter schools for human and financial resources (Ericson & Silverman et al., 2001). The fact that we do not have “enough teachers with the skills needed to serve a linguistically diverse population” (August & Hakuta, 1997) is not due merely to a lack of training of existing teachers, it is due to a lack of teachers, period. With increasingly complex duties but salaries that remain lower than other occupations requiring a college degree, and “no real system for recruiting, preparing, and developing America’s teachers” (NCTAF, 1996), it is doubtful that a focus on professional development and increased flexibility of funding alone will be sufficient to ensure that all U.S. schoolchildren, including LEP students, will be taught by well-trained, effective teachers.

In addition, researchers are far from reaching consensus on which instructional approaches are most effective, for LEP students or in general. For example, in the teaching of reading, “scientific, research-based” arguments have been made for approaches as dissimilar as phonics and whole language

(Lemann, 1997; National Reading Panel, 2000). In fact, No Child Left Behind actually prohibits “regulations on the funds mandating a particular method of instruction” for LEP students. Apparently, the federal government will mandate teacher professional development, but choices about the content of teacher training, as well as strategies for teacher recruitment, will be left up to states and school districts. The impact of teacher recruitment and training on LEP students will depend primarily on school districts’ priorities, successes, and limitations in recruiting and training teachers.

### *Accountability for Student Performance*

Third, a major thrust of No Child Left Behind is increased accountability of states and school districts for student academic performance. The policy proposes to help LEP students gain English fluency through mandated state “performance objectives” for English and other “core content areas,” along with sanctions (loss of up to 10% of the administrative portion of funding) for states that “do not meet their performance objectives for LEP students.” The assumption here is that states can, over the next three years, set appropriate standards for LEP students in core content areas that are “at least as rigorous as those in classes taught in English,” and that student progress toward these standards can be adequately measured by standardized tests.

Again, research suggests that accountability is easier to invoke in policy than to implement in practice. Accountability measures for federally-funded programs were linked to “school and program outcomes” as early as 1994 (Hakuta et al., 1995), and in 2000, each state receiving Title I funds was required to “have in place a statewide assessment system” to determine “adequate yearly progress toward educating all students” (USDE, 2000), but in many states LEP students are simply

*(Continued on p. 11)*

exempted from taking state assessment tests (Garcia, 2000; Rivera et al., 1997). This pattern, however, would cease under No Child Left Behind, which not only requires inclusion of LEP students in statewide performance assessments, but also increases the frequency of testing from every three years to every year (in grades 3-8).

Therefore, it seems that states will now be required to develop standards-based assessment systems for two or three times the number of grade levels they currently assess, and to do so in languages other than English. Both policymakers and researchers recommend that standardized testing be done "in the language and form most likely to yield accurate and reliable information on what...students know and can do" (USDE, 2000; Geisinger & Carlson, 1992). Unfortunately, however, there are few standardized tests available in languages other than English (Geisinger & Carlson, 1992; Hakuta et al., 1995). Test developers cannot simply translate a test from one language into another because reliability, validity, and norms must be independently established for each test (August & Hakuta,

1997; Geisinger & Carlson, 1992).

If states cannot find ways to create appropriate assessments for the 3.4 million LEP students, with 150 different native languages, in U.S. schools (GAO, 2001; Halford, 1996), before the 2005 deadline, several outcomes are possible. States might seek special exemptions or adaptations for certain schools or groups, so that LEP students could take tests in English with or without native-language support, or take native-language tests of undetermined reliability and validity. LEP students might be pushed into English-only classrooms and testing situations before reaching true English proficiency as a cost-saving measure, or kept away from such classrooms and tests so as to avoid "diluting" the test scores of mainstream students.

#### *Conclusions and Recommendations*

In conclusion, if the No Child Left Behind federal education policy is to achieve its estimable goal of high academic standards for all students, including those with limited English proficiency, several of its elements must be further clarified and reconciled with recent research on LEP students. In

short, policymakers need to reconcile:

1) the stipulated three-year time limit for LEP students to gain English proficiency with the longer amount indicated by recent research;

2) the promotion of effective teachers and teaching methods through professional development with the reality of teacher shortages and a lack of consensus on best practices;

3) the promotion of standards and standardized testing with the needs of a diverse population and the promise of increased flexibility; and

4) federal mandates for rapid school improvement with the practical limitations faced by 50 states attempting to implement the policy on an unprecedented scale in an increasingly diverse society.

Unless policymakers and educators find ways to resolve the above issues, the observation that "recent federal policy with regard to educating English-language learners has been based on relatively little research" (August & Hakuta, 1997) will be confirmed, and a promising policy will find limited success. ♦

## References

- August, Diane, and Hakuta, Kenji (Eds.) (1997). *Improving schooling for language-minority children: a research agenda*. Washington, DC: National Academy Press.
- Collier, Virginia P. (1995). "Acquiring a second language for school." *Directions in Language and Education* 1(4):1-8. Washington, DC: National Clearinghouse for Bilingual Education.
- Ericson, John, and Silverman, Debra (2001). *Challenge and opportunity: the impact of charter schools on school districts: a report of the national study of charter schools*. Washington, DC: U.S. Department of Education (OERI).
- Garcia, Gilbert N. (2000). "Lessons from research: What is the length of time it takes limited English proficient students to acquire English and succeed in an all-English classroom?" *NCBE Issue Brief 5*:1-14. Washington, DC: National Clearinghouse for Bilingual Education.
- Geisinger, Kurt F. and Carlson, Janet F. (1992). *Assessing language-minority students*. *ERIC Digest*. ED356232.
- Halford, Joan Montgomery (1996). "Focusing policy on student achievement." *ASCD Infobrief* (March 1996): 1-8. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hakuta, Kenji, et al. (1995). *LEP students and Title I: A guidebook for educators*. NCBE Resource Collection Series, November 1995.
- Lemann, Nicholas (1997). *The reading wars*. *The Atlantic Online*. [www.theatlantic.com/issues/97nov/read.htm](http://www.theatlantic.com/issues/97nov/read.htm)
- National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's future: Summary report*. New York: NCTAF.
- National Reading Panel (2000). *Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Reading Panel.
- Rivera, Charlene, Vincent, C., Hafner, A., and LaCelle-Peterson, M. (1997). *Statewide assessment programs: policies and practices for the inclusion of limited English proficient students*. *ERIC/AE Digest*. ED421484.
- Sykes, Gary (1999). *Teacher and student learning: strengthening their connection*. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 151-179). San Francisco: Jossey-Bass.
- U.S. Department of Education (2000). *Summary guidance on the inclusion requirement for Title I final assessments*. [www.ed.gov/offices/OESE/saa/inclusion.html](http://www.ed.gov/offices/OESE/saa/inclusion.html)
- U.S. Department of Education (2001). *No child left behind executive summary*. [www.ed.gov/inits/nclb/part2.html](http://www.ed.gov/inits/nclb/part2.html)
- U.S. General Accounting Office (2001). "Meeting the needs of students with limited English proficiency." *GAO Report to Congressional Requesters* (February 2001). [www.ncbe.gwu.edu/miscpubs/gao/012261ep.htm](http://www.ncbe.gwu.edu/miscpubs/gao/012261ep.htm)

## Columbia (continued from p.1)

classroom, so we decided to turn our many long hours of discussion and pedagogy on this topic into a presentation. Our proposal was accepted! We were grateful to have the opportunity to participate in a conference which was larger and thus livelier than your typical ESL conference and yet not so large that you quickly become just another weary teacher carrying an ugly tote bag through a mammoth conference hall.



The ASOCOPI conference, held October 12-14, was combined with the 12<sup>th</sup> English Language Teaching Conference and was thus larger than usual. There were nearly 1,000 participants; they were mostly Colombians but also Venezuelans, Ecuadorians and a small assortment of native speakers from the British Council, Fulbright Commission, and us, as well as invited speakers Joan Morley, John Abbott, Sarah Hudelson, Jeremy Harmer and several others.

The conference was hosted by the Centro Colombo Americano, Medellin ([www.colomboworld.com](http://www.colomboworld.com)). The Colombo, which has been committed to serving the people of Medellin for over 50 years, is an impressive organization housed in an ever-expanding building in the middle

of downtown Medellin. The Colombo offers English classes, K-adult levels, for hundreds of students and with dozens of instructors. It's dynamic and professional, with an impressive array of facilities and programming, including a library, a bookstore, a restaurant, a coffee shop, two movie theaters, an enormous teacher resource room, an annual international film festival, a monthly student newsletter and a quarterly film criticism publication.

From the moment we submitted our proposal until the time we received our online presentation evaluations months later, we were constantly impressed by the efficiency of the Colombo staff as well as by the incredible hospitality of the Colombian people. Decades of civil war have touched every Colombian, and Medellin's recent history as a nation at war has been troubled. News of this situation caused us to take pause and consider carefully whether or not we should go, particularly so soon after Sept. 11. Although we found it to be indeed true that as a military state, the armed military presence is everywhere, we had the time of our lives. Colombians are renowned for their 20+ musical rhythms and dances, joyful spirit, love of country, and hospitality. But our experience far exceeded our expectations.

Medellin is called the Land of Eternal Spring; year-round temperatures are in the 70s. It's nestled in a valley ringed by the Andes and home to over a million people. During our five-day visit, we were hosted continuously, taken to and from the airport, assigned different guides (some Colombians and some Americans) to show us the city sites on foot as well as the outlying areas by car or metro. One of the many highlights was the Museo de Antioquia, which houses the famous statues and paintings of

Fernando Botero, a native of Medellin. We also saw cultural performances, went dancing and shopping, and had lunches and dinners; each of these activities were with different Colombians, allowing us the cherished opportunity to get to know many different people and to understand their lives, work and goals.

Our 90-minute conference workshop, entitled *Examining American Values and Language through Advertising*, focused on ways visual advertising can be used to teach both language and culture. We began by examining some advertising mantras which viewers are urged to obey through advertising blitzes, including the need to break the rules, just be yourself, reinvent yourself, and prioritize your life. Ads promise us that we can achieve all of these values simply by purchasing their product. As a group we looked at some print ads and we applied a set of deciphering guidelines, which allowed us to see on how many different levels even the simplest ads work. The deciphering guidelines we used included questions about location and timing, probable audience and participants in the ad; the role of words, sound, light, and symbols; the depiction of gender roles, class, race, status, age, ethnicity, self-identity, and a host of other questions which gave us insight into this omnipresent medium which both shapes and is shaped by the culture in which it functions. Using these tools we carefully examined six television commercials as well as six transpar-



*Sara Tipton & Christopher Bierman talking to some prospective students*

encies of print ads and billboards. Finally, we suggested an array of classroom activities aimed at helping students analyze and decipher ads while at the same time improving their knowledge of idioms, slang, grammar, reading, culture, and other skills.

Those who attended the workshop seem pleased with the chance to be able to work with the tools we had provided so that they could practice their new skills. The audience was very engaged in our topic and asked many interesting questions. Even now, five months after the presentation, we still routinely receive E-mails from Colombian teachers expressing both thanks and soliciting advice for their own advertising modules they are now presenting to their classes.

In addition to our presentation we also hosted a morning information session in the Centro Colombo library where we provided interested students with information about studying at Wayne State University. Our discussions with several students reminded us about the many sacrifices and obstacles which international students encounter when trying to reach their goal of studying in the United States.

We both felt that leaving was bittersweet; we had made so many new friends, received a professional boost unlike any other we have ever experienced, and been enriched by the beauty of Colombians and their country. In fact, many of our conversations on the plane and since then have been about how to take leaves from our jobs, learn or brush up on our Spanish, put everything in storage, and sign up for a stretch at the Colombo. In short, our experience in Colombia has given us a renewed passion for what we do and reminded us of how valuable the perspectives of international teachers are in our own continuing development as professionals. ♦

*MITESOL Messages* • February 2002

## ***Working with Second Language Learners, Answers to Teachers' Top Ten Question;***

Stephen Cary; Heinemann; 2000; 142 pages.

*Reviewed by Patricia Mathews Ward, Grand Valley State Univ.*

Effective teachers know to ask for help when faced with new situations. Stephen Cary's *Working with Second Language Learners, Answers to Teachers' Top Ten Questions* provides classroom-based, practical support for teachers new to teaching second language learners (SLL). Teachers want short answers on how to effectively integrate these students into their classrooms. Cary responds to this need with an efficient top-ten format based on his experience teaching staff development workshops. The questions are from teachers dealing with real-life situations. The answers are based on the practical application of second language learning theories in the classroom. For either formal in-service training sessions or casual teacher-lounge conversations this small book will be a useful tool for ESL professionals.

The value of this book is not only the information presented but also the assessable format. Each chapter covers one of the ten questions. The questions are presented through the following familiar themes of interest:

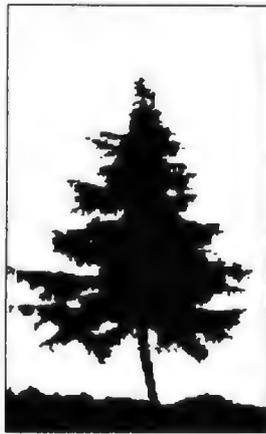
1. How do I assess a student's English?
2. How do I find useful information on a student's cultural background?
3. How do I make my spoken language more understandable?
4. How do I get my reluctant speakers to speak English?
5. How do I make a difficult textbook more readable?
6. How do I help students improve their English writing?
7. How do I teach grade-level content to English beginners?
8. How do I help students build learning strategies?
9. How do I support a student's first language when I don't speak the language?

10. How do I minimize communication conflicts in a multilingual classroom?

The first page of each chapter includes a reader's guide which lists the second language issue addressed and the key ideas used answer to the question. This is followed by a case history that illustrates the topic in a classroom setting. Case histories are introduced with a brief outline of the classroom content, grade, teacher experience, SLL languages and school context. Following the case histories is a discussion of the best practices, the rationale for what the teacher and students did and suggestions for related teaching strategies. Each chapter functions independently; the reader can quickly reference a topic and find help.

Teachers who are afraid that the inclusion of second language learners in their classroom will require some complex time-consuming new methodologies will be surprised. Good teaching is always time-consuming but the strategies suggested are appropriate for the SLL and native English speakers alike. For example, Chapter 5 is called, *How do I make a difficult textbook more readable?* The key ideas include teaching a variety of reading comprehension strategies; using graphic organizers, and text tours; using "think-out-loud" modeling; and making text meaningful with personal stories. The premise behind these ideas is current with immersion programs that promote the integration of cultural understanding and language development in the classroom. ESL professionals will find *Working with Second Language Learners* a practical tool for introducing teachers to second language learner issues. As a reference and how-to book it should help everyone to teach SLL more effectively. ♦

Language and the human spirit



**TESOL 2002** IS THE PLACE TO  
INFORM AND BE INFORMED,  
INSPIRE AND BE INSPIRED,  
CONNECT AND MAKE CONNECTIONS.

Teachers of English to  
Speakers of Other Languages, Inc.

## The 36th Annual Convention Exposition

April 9-13, 2002  
Salt Lake City, Utah, USA

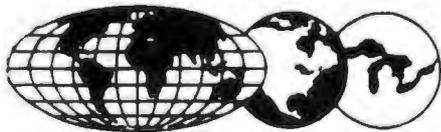
For more information, please contact  
Teachers of English to Speakers of  
Other Languages, Inc.

700 South Washington Street, Suite 200  
Alexandria, Virginia 22314-4287 USA

Telephone 703-836-0774

Fax 703-836-7864 • E-mail [conv@tesol.org](mailto:conv@tesol.org)

Web <http://www.tesol.org/>



**MITESOL Messages**  
P. O. Box 3432  
Ann Arbor, MI 48106  
<http://mitesol.org>

