I hope you’re all enjoying the summer and finding time to relax and to energize yourselves to face the challenges of the coming year. Like most teachers, I start my year at the beginning of the school year, and it is then, not January 1st, when I make resolutions to do more and do better. I suspect that for most ESL professionals, even those not working in a school setting, the busiest time is during the traditional school year. As you pause now to refresh yourselves and look ahead to the coming year, think about what your MITESOL membership means to you and how it could be enhanced. I want to encourage everyone both to take advantage of the many benefits of our MITESOL membership and to participate more fully in the organization. With the current economic and political situation, membership in MITESOL is even more important and beneficial than ever before. Our connections within the organization give us support.

(Continued on p.6)

**Students Taking a Right Stand: Meeting the Needs of a Multi-Cultural School**

By Gail Katz, Berkley School District: Norup School

Norup School (3rd-8th grades) in Oak Park, Michigan is made up of a very diverse student population. The school is comprised of many Jewish and African American students, immigrants from many different countries, and students of very different socio-economic backgrounds. There is great diversity in race, religion, ethnic background, native language, cultures, and abilities. Norup School has recognized that the middle school years, especially, are a time of struggling with identity issues and concepts. Students are exposed to issues that require a lot of self-examination in regards to prejudice, tolerance and acceptance. Four years ago I helped to establish a diversity club at Norup to help my limited English learners have an after school activity where they could dialogue and mingle comfortably with other students in the school. The club was an opportunity to present sustainable education

(Continued on p.8)
From the Co-Editors
By Fabiana Sacchi and Silvia Pessoa

We hope you are all enjoying your summer and getting ready for another challenging yet fun academic year. In the summer, MITESOLers seem to have more time in their hands to get connected with MITESOL, so we received many wonderful submissions. Thank you all for your wonderful insights!

This newsletter features various articles encouraging members to get involved in MITESOL: President’s Corner, If I Can Be on the Board, so Can you, and Why not Join MITESOL. In addition, there are several informative articles about MITESOL happenings, electronic resources for teachers, and TESOL awards.

The MITESOL Fall Conference is coming up on Halloween, so check out Jennifer Craft’s MITESOL 2003 and send the conference registration form. Don’t miss the opportunity to see this year’s plenary speaker Margo Gottlier, an advocate of appropriate assessment tools for linguistically and culturally diverse students. See you in Ann Arbor!

In Students Taking a Right Stand: Meeting the Needs of a Multicultural School, Gail Katz describes an inspiring project conducted at Norup School aimed at raising students’ awareness about race relations, cultural differences, gender inequalities and other types of discrimination.

John Lesko and Kerry Segel report on the training partnership between Saginaw Valley State University and the Flint Community Schools. Through this program, Flint teachers can pursue SVSU’s ESL endorsement by taking courses in Flint.

Check out Glenn Deckert’s Reflections on TESOL Teacher Training in the Philippines and Tony Zach’s My Experience in Nepal for insights on teacher training abroad.

On page 13, John McLaughlin follows up on the University of Michigan’s Migrant Farmworker Outreach Program which enabled undergraduate students to teach ESL using bilingual materials and to give pesticide safety training to migrant workers.

This issue also highlights a book review by Christen Pearson. One Child, Two Languages: A Guide for Preschool Educators of Children Learning ESL is a great resource for understanding second language development in young children.

This is the last newsletter we co-edited sitting at the same computer since Silvia is moving to Pittsburgh as we get this issue printed. Good luck to Silvia at Carnegie Mellon! We will continue co-editing the newsletter electronically, so we really hope technology helps us do it.

If you would like to contribute to the next MITESOL Messages, the submission deadline is January 15.

The Newsletter Editors reserve 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 if changes are substantial. Potential changes in content will be verified before publication.
The CALL SIG is revving up for a big year and we invite all those geeks, wanna be geeks, and (even those who are not so interested in the geek part, but want to learn a few more technology tricks) to join the CALL SIG. We need you and your feedback as we are now developing a “sharesthop” (not a workshop) for this upcoming year. A “sharesthop” is an organized but informal information session with a set of goals (in this case CALL technology skills) and a sharer(s), a person who already has the skills and wants to lead one part of the session. If you are interested in CALL or in participating in the shareshop, please contact Carol Wilson-Duffy by email at wilson77@msu.edu.

Some Helpful Tips & Resources for Surviving in Cyberspace

Need some Tech Tips? Visit
Tech tip of the Month by Deborah Healey
http://oregonstate.edu/dept/eli/tchtip.html

Buying hardware or software? Go to
http://www.cnet.com (Great to do product reviews)

Developing your school’s lab? Check out
ESL_Home A Web Resource for CALL Lab Managers and for Teachers and Learners of Languages Online by Vance Stevens
http://www.geocities.com/Athens/Olympus/4631/esl_home.htm

Have time for some quick reading?
- Keypals, are they worth it? By Thomas Robb
  http://www.tomrobb.com/etj/keypals.html
- Internet Self-Access, Hit or Myth? By Thomas Robb
  http://www.tomrobb.com/etj/hit-or-myth.html

Want to create a teaching resource website?
- Teresa Almeida d'Eca, a CALL Specialist frp, Brazil, has created a fine example which can be found at:
  http://www.malhatlantica.pt/teresadeca/
MITESOL 2003 (Cont. from p.1)

Don’t forget to send in any of your proposed presentations by August 31 (September 30 for Poster Sessions). Conference registration is due by September 30. You may also send your 2004 membership form with the conference registration, but make sure you fill it out and include the membership application (also in this edition of MITESOL Messages).

On another note, we’ve been fortunate to have the active participation of ESL programs in the planning and implementation of the MITESOL conference over the last two years, Oakland Community College in 2002 and U of M’s ELI in 2003. We’d like to see the conference move around the state, but it’s a big task and requires assistance from people who are familiar with the site. That’s why I’m asking ESL programs around the state to think about hosting the conference in 2004. No commitment is necessary at this time. Just start thinking about it! If you want to become involved in making ESL professional development happen around the state, this is a great opportunity! Additionally, this allows the job to be spread among several hands instead of being handled mostly by one or two.

See you in Ann Arbor! ♦

If I Can Be on the Board, So Can You!

By Ildi Thomas, Oakland Community College

Long before being approached about joining the MITESOL Executive/Advisory Board as Secretary, the thought of volunteering had repeatedly crossed my mind. However, each time I considered it, I quickly dismissed the idea for one of many reasons. “I am not qualified. I am new to the field. What do I know about what (fill in the position of your liking) secretaries do? This seems like an elite club that can only be joined by invitation. This is not a good time. I bet this is a huge time commitment.” Does this sound familiar?

Then one evening last fall I got a call from Cathy Day, the respected TESOL professor, that I had been suggested to her as a candidate for the position of Secretary. My immediate reaction was to reach for one of my usual excuses and try them on her. Then I thought better of it; if someone out there thought that I had what it took, then maybe I could give it a try.

Leading up to the first meeting, I was very nervous waiting to meet my fellow Boardies and to learn about my duties. When the great moment came, I learned that two of my closest colleagues were on the Board and so were several other people with whom I’d chatted casually in the past at other MITESOL events. Slowly the proverbial ice started to break. After coffee and cakes, the rest of the ice simply melted away in the warm and friendly atmosphere of the meeting. I must admit that it was challenging to take notes for several hours on topics that were completely unfamiliar to me, but every time I asked for clarification to be able to make sense out of the Board lingo, it was provided freely.

Now, nine months later, my fears have disappeared and been replaced by pride. I’m proud to be serving such a fine organization as MITESOL with such dedicated Board members. So my advice to you, my colleagues, is that if you are also ready to give up before even getting started, just contact me or any one of us and we can tell you what each position entails. Some are quite demanding and labor intensive, but not all. Don’t think that you have to be asked, invited or nominated. Board positions come with term limits, so every year new ones open up. Volunteer or when approached, don’t hesitate to accept. You may just realize that you do have what it takes. ♦
Two New Awards from TESOL

• The Houghton Mifflin Award for Dedication to Community College Teaching provides financial support for the recipient to attend the TESOL convention for the purpose of professional development. Any instructor/TESOL member with at least 3 years of ESL community college classroom experience is eligible for this award.

• The TESOL/College Board Award for Teacher as Classroom Action Researcher facilitates attendance and dissemination of research findings at the TESOL convention. Any instructor who is a TESOL member, who has at least 5 years of ESL/EFL classroom teaching experience, and who has completed a teach-action research project of significant value to the profession is eligible for this award.

More TESOL Awards

• Albert H. Marckwardt Travel Grant
This grant is available to TESOL members who are graduate students in TESL/TEFL programs worldwide. To apply for awards and grants, go to the TESOL website >www.TESOL.org< and apply online, or contact Annick Todd: todd87701@aol.com
Deadline for submitting an application or nominating a colleague for the 2003-04 awards and grants program is Nov. 1, 2003.

• Michigan Marckwardt Travel Grant
This grant, equal to the TESOL conference pre-registraton fee, is available to a MATESOL graduate student who applies for a TESOL Marckwardt Award but does not win. To apply for this award, send a complete copy of your TESOL Marckwardt application and a cover letter stating your membership in MITESOL to:

MITESOL
TESOL Liaison Officer
P.O. Box 3432
Ann Arbor, MI 48106

Deadline for submitting an application for the MI Marckwardt is December 31, 2003.

MITESOL PARTY IN BALTIMORE

Ildi Thomas, Shari Weisbaum, and Jennifer Craft share a picture with two other MITESOLers.

Silvia Pessoa, Cathy Day, and Fabiana Sacchi share a toast.

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information, and a voice as we face a multitude of issues.

I also urge you to consider becoming more involved with the governance of MITESOL. The Nominations Committee, chaired by Maggie Phillips, is looking for members willing to serve. Perhaps this year you can spare a little extra time for the organization. If you are someone who feels your areas of interest are too often ignored, think about contacting Maggie and offering your help. You do not have to be an expert in anything to serve on the board; you just have to be willing. I guarantee it is an enriching learning experience. In the same vein, please consider becoming more active in your SIG. This newsletter contains articles about several SIGs. The leaders are enthusiastic, so please contact them and let them know what you want from the group. This is not a huge commitment of time, but would result in valuable networking opportunities and potential friendships.

Another easy way to become more involved is to make use of the listserv. If you have a question about any area of ESL or are concerned about government policies you can use the listserv to ask questions, seek like-minded members, discuss an issue, or start a group. Last year a query about teaching grammar resulted in a good online discussion, a conference panel discussion and a spring workshop. (Special thanks to Jeannine Lorenger, Carole Poleski and Susan Glowski for their hard work in planning an excellent grammar workshop!) What a terrific way for members to connect and help each other!

The financial and political challenges for ESL professionals include a state budget crisis primarily affecting Adult Education programs and the No Child Left Behind legislation impacting K-12 classrooms. We are fortunate to have several MITESOL members who serve on committees and represent our interests at the state level helping to ensure that, in spite of the additional demands of NCLB, the result is increased awareness of the ESL population and its needs and, ultimately, better service for the kids. Workplace and English for Specific Programs may be threatened by cutbacks in the corporate world. Networking opportunities and professional contacts offer help, support, and answers to questions during difficult times.

One additional benefit is the availability of travel grants and awards offered by MITESOL and TESOL. Check the websites frequently to see what you may qualify for and don’t hesitate to apply. Remember you can also access both the MITESOL www.mitesol.org and TESOL www.TESOL.org websites and find all sorts of useful information.

Finally, mark your calendars for the Fall 2003 Conference. It is scheduled for Halloween Weekend at the Michigan League in Ann Arbor. If possible, contact Jennifer Craft, Conference Chair to volunteer some help either before or during the conference. I look forward to seeing you there!

Since the February newsletter, there have been two Board meetings and MITESOL’s relationship with ATECR was a recurring theme. Though there is a decade-long friendship between the leadership of MITESOL and that of the Czech English teachers’ association, there is little awareness within our membership as to the nature of the relationship and opportunities for individual members. In the past, several Michigan teacher trainers have held summer workshops to Czech EFL teachers and attended their fall conference while themselves gaining an international perspective and making enduring friendships. The Board continues to explore ways in which this opportunity could be opened up to more teachers from Michigan. Is your curiosity piqued? Contact any Board member for more information.

Another frequent topic of discussion has been conferences. In March several Board members attended TESOL in Baltimore and shared their observations. It was reported that TESOL’s membership is on the decline, especially among
Board Talk (cont. from p. 6)

domestic members. The MITESOL reception, with seafood appetizers and networking opportunity, was a very popular event. Another event in place of the usual spring conference was a grammar workshop held in May. This highly successful event was organized by Jeannine Lorenger and Elizabeth Niergarth.

Finally, preparations for the Fall MITESOL conference are well underway. In addition to the usual concurrent sessions, there will be new opportunities for presenters to get involved, such as by giving a poster presentation. Come celebrate Halloween with your colleagues, share your ideas and best practices or just recharge your ESL/TESOL batteries by attending workshops.

Why not join MITESOL?
By Cathy Day, Eastern Michigan University

Being a member of a local affiliate is probably the best way to stay connected and continue professional development—and those are the primary reasons that many people would tell you. I think, however, that the best reason is because of the people you meet and the friends you make. Where else will you find such a wide variety of gourmet cooks and adventurous eaters? Where else will you meet so many people who have lived and traveled in a variety of places around the world—and who like to recall cross cultural stories that make great cocktail party conversation? Where else can you find so many people who enjoy playing with language? Where else can you find people who will understand when you say something about your teaching situation? Where else can you repeat those wonderful student remarks that could be embroidered on a wall hanging? (e.g. “She had seven children every year.”) Go on, I’m sure you can add lots of your own. Where else will you see classmates, co-workers, publishing company representatives and colleagues in a variety of settings? Where else can you talk to leaders in the field from all over the world?

Being a member of a local affiliate demands participation on your part—and that also helps you become better connected in many ways. Volunteer to work at a conference—if only helping with the signs or the raffle. Volunteer to write an article for the newsletter. Volunteer to take on a leadership role in your interest group. Urge your colleagues to present with you. Interact with the publishers’ representatives to find out what’s the newest thing in their catalog. Talk to people from across the state who are working with the same types of students or issues that you are. It helps to know you’re not alone. Plus, it’s fun. Many of my best (and dare I say oldest) friends come from working in a variety of affiliates. (How many can you claim in your past?) Yours will too.

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In more than ever, students needed an outlet where they could talk about violence, hate, prejudice and stereotypes and tackle ways to make their world a better place to live.

Norup’s Diversity Club took on the name of STARS (Students Taking A Right Stand) in 2002. The club began the school year by participating with TAP (Teachers Against Prejudice) to help students critique movies that showed discrimination and prejudice. Students were encouraged to enter the TAP essay contest in which they were to write the plot for a new movie or TV program or change the plot of an existing movie or TV program with the goal of raising awareness of discrimination and prejudice.

In November STARS publicized the Mix It Up at lunch day, which was sponsored nation-wide by Teaching Tolerance (part of the Southern Poverty Law Center). Students were encouraged to sit with someone they did not know at lunch and ask their new acquaintance questions about culture, interests, likes and dislikes. Norup students discovered that, although it was threatening to break out of the usual cliques, it was fun to get to know new people.

STARS partnered with the KIDS CARE CLUBS, an online site for diversity clubs, in December. I ordered 3 dozen packs of art materials from the website for club members to deliver to the head of the pediatric unit at a local hospital the week before the holidays. Community service has an important place in any program about diversity. It teaches our young people that if we want to teach the world to be accepting of all of our differences, we have to be willing to put ourselves out for those who are not as fortunate as we are.

In January STARS brought the “Embracing Cultures Project” to Norup. The Embracing Cultures Project, sponsored by Leaders Today in Ontario, Canada, was run by a group of young adults who put together a presentation for 5th through 8th graders. The program was designed to inspire young people to welcome and embrace cultural differences and to become peace builders. Our Canadian leaders worked with fifteen students who represented different grades, race, religion, school clubs and councils. These students received intensive leadership training. They discussed the school environment, Norup’s diversity, incidences of intolerance, stereotypes, racism, conflict resolution, and they made a group action plan for Norup.

January also brought a day dedicated to Dr. Martin Luther King. STARS videotaped readings about Martin Luther King, including excerpts from “I Have a Dream.” This video was followed by the video “Prejudice, The Monster Within.” This is an excellent video for grades 4 through high school. Then the video “Mighty Times: The Legacy of Rosa Parks” from Teaching Tolerance was shown. At the end of the morning, all grades circled the downstairs hallways, linked arms, and sang civil rights songs. We all left for our holiday weekend filled with the spirit of freedom, justice, and taking a stand for what is right.

The month of March was dedicated to a study of Anti-Semitism. Two other teachers partnered with me and the STARS club to use the educational trunks we had received from the Houston Holocaust Museum to teach students about the link between prejudice and genocide. STARS members spent several club sessions discussing terms such as genocide, scapegoat, propaganda, and Holocaust. Seventh graders and STARS members viewed the movie “Focus” that dealt with Anti-Semitism in the United States during the Second World War. All the students at Norup participated in the Butterfly Project. Poems from the book I Never Saw Another Butterfly were read by the students. These poems were written by children from the concentration camp Theresienstadt in Czechoslovakia. Each student in the school made a paper butterfly to symbolize one of these Jewish children. About 600 butterflies were hung in the front foyer in the beginning of March for all to see. Three weeks later the STARS club cut down the butterflies that represented the children that perished at the concentration camp. As only 100 out of 15,000 children survived their terrible ordeal at Theresienstadt, (less than 1 percent) STARS left only about 6 butterflies hanging in the foyer.

(Continued on p.9)
This was a powerful visual impact about prejudice for the entire school. The butterflies cut down were then sent to the Houston Holocaust Museum, which is trying to collect 1.5 million butterflies to represent the 1.5 million Jewish children who died in concentration camps.

April brought a partnership between the PTSA and STARS. The PTSA and I decided to work together to co-sponsor a Norup Family Heritage Fair. The Heritage Fair featured ethnic food from all around the world. Area restaurants donated food, and delicious meals were cooked by participating parents, many of whom were parents of ESL students. Multicultural entertainment was featured, such as Spanish songs and poems, Arabic belly dancing, a Scottish bagpiper, and a Russian accordion player. The front foyer of the school contained eight different multicultural displays from countries such as Israel, Iran, Iraq and Russia. Admission to the Family Heritage Fair was one can of food person. All cans collected were donated to the Open Hands Food Pantry as part of the STARS community service project and study on hunger in our community. STARS collected 12 boxes of canned and dry goods which were delivered to the food pantry in May.

May was the culmination of a school year filled with exciting diversity events. STARS had several club discussions about mental illness and how some people struggle with disabilities. We discussed some of the stereotypes and stigmas that go along with the lack of knowledge about mental illnesses. Club members shared what they knew about Obsessive Compulsive Disorder, Schizophrenia, and Bi-Polar Disorder. We saw an excellent video about teens and mental illness, entitled “Hearts and Minds”, put out by the National Association for the Mentally Ill. A client from a local agency for the mentally ill came to speak with the club members about her schizophrenia disorder, and she underlined that with medication and help from the agency, she is able to live in a home with other clients, hold down a job, read books, have friends, and enjoy life. It was clear to the students that they had a lot in common.

Norup’s STARS Club started out as a haven for the ESL students, and today it still attracts many students who come from different countries and speak different languages. STARS, however, has attracted many other students who are interested not only in celebrating diversity, but increasing awareness and acceptance of all of our differences. In these trying times STARS will continue its efforts to further the idea that we are more alike than we are different, and to show respect for our uniqueness.

Getting a Grip on Grammar
By Jeannine Lorenger, Saginaw Valley State University
On a lovely Saturday afternoon last May, a small group of ESL teachers and teachers-to-be gathered on the campus of the Orchard Lake Schools in Orchard Lake for a special-focus Workshop, “Getting a Grip on Grammar.”

The workshop grew out of a session at the previous MITESOL conference, a well-attended panel discussion on teaching grammar in which a notable portion of the audience also took part. Since so many members of the audience voiced a need for more professional discussion on the teaching of grammar, a workshop was born. The aptly-named “Getting a Grip on Grammar” workshop offered participants a good variety of topics, from an overview of pedagogical grammar through teaching verb tenses and exploring computer resources for grammar teaching to the very popular “Using Authentic Materials in the Grammar Class.” With their lively interest and active participation, the attendees kept presenters Sue Glowski of Washtenaw Community College, Jeannine Lorenger of Saginaw Valley State University and Carole Poleski, director of the ESL program at Sts. Cyril and Methodius Seminary, on their toes all morning and afternoon. A good time was had by all!

The participants also called for various topics to be repeated and expanded at the next MITESOL conference. Any grammar guru who would like to respond to the call are invited to do so! Let’s keep questions, tips, and discussions flowing!
ESL Training Partnerships: The SVSU-Flint Experience

By John P. Lesko and Kerry Segel, Saginaw Valley State University

A new partnership began in 2003 for Saginaw Valley State University and the Flint Community Schools. The partnership is an ESL training initiative which joins Flint teachers with SVSU’s new ESL endorsement program. The ESL Endorsement, as MITESOLers know, is one of the newest educational qualifications in Michigan. For SVSU, the offering of an undergraduate level teaching endorsement in ESL was authorized by the MDE as of March 2002.

The SVSU-Flint partnership involves onsite delivery of courses leading to the ESL endorsement, as well as a three-year series of workshops which are being offered to Flint teachers and para-professionals (see the workshops page at www.svsu.edu/esltraining). SVSU faculty Kerry Segel, Professor of English/TESOL Program Advisor, and John P. Lesko, Assistant Professor of English, are working to develop a quality ESL training experience for teachers/para-professionals in the workshops and those enrolled in the ESL endorsement program. With one course per semester being offered at the Sarvis Center in Flint, the endorsement will take about two and a half years to complete, although some teachers have opted to take additional courses on campus in Saginaw resulting in an earlier completion date of the course requirements.

It was back in 2002 that the Flint School District expressed interest in having TESOL qualified faculty conduct Professional Development ESL workshops for teachers and para-professionals working with the district’s LEP students. Ana Marie Hufton, Steward of Flint’s Bilingual/Migrant/Alternative Education Programs, knows the importance of having ESL qualified staff from her many years of experience within ESL and Bilingual Educational contexts. Ms. Hufton oversees the Flint Schools’ Summer Migrant Program, now in its 21st year, attracting nearly 300 students every summer.

After the first year of the Flint-SVSU partnership, Ms. Hufton praised SVSU staff for an excellent program in ESL and Bilingual Education training: “After several years, we’ve now got the [workshops] we want.” The response from teachers has been equally encouraging. Comments ranged from particular responses such as “I like the small group activities” to more general observations such as “We can use these strategies for all students, not just LEP students!” For the Flint Schools, an ESL Training Partnership is part of the overall professional development initiative which seeks to raise the level of staff expertise/qualifications in meeting the needs of district LEP students.

An especially attractive feature of the ESL Endorsement for Flint teachers was a Title VII grant which was made available to teachers. This grant availability follows the expansion of SVSU’s Bilingual Career Ladder Program to include ESL training, an attractive option for educators wanting to acquire qualifications which will benefit their students and their career aspirations.

This first year of the SVSU-Flint partnership has been a great experience! It is exciting to see the level of interest in the ESL endorsement grow. And it is exciting to be a part of this partnership development process. After all, this ESL training initiative is a partnership—or working together—between faculty from a regional state university and the teachers, para-professionals, and administrators who know best the needs of their LEP MI’s undergraduate level endorsement in ESL.

Contact Info:
- John P. Lesko, SVSU Assistant Professor of English, jplesko@svsu.edu
- Kerry Segel, SVSU Professor of English/TESOL Advisor, ksegel@svsu.edu
Where TESOL takes you... My Experience in Nepal

By Tony Zach

For the past year and a half I have been working in Nepal in support of an initiative by His Majesty's Government/Ministry of Education (HMG/MOE) to bring English language instruction into public education starting at Grade One. In order to work towards accomplishing this task myself and several others have been given the opportunity to upgrade the English language and teaching skills of primary level teachers (grades 1-5).

My first year was spent at one school, working with a host country counterpart, teaching English in order to get a feel for the education culture in Nepal. Typical challenges of teaching in Nepal include: sporadic attendance due to a myriad of reasons (lack of benches, no lights, leaking roofs), infrastructure (not enough textbooks, English being the fourth or fifth language for many students, and a significant lack of formal testing as Nepali students are given only four tests of increasing weight throughout the school year with the Iron Gate of testing being at grade 10. One important challenge related to the English classroom is that the textbooks written by the HMG are not always in the classroom and creating materials from local, low- or no-cost materials.

Admittedly, some things did not transfer from my training in the US classrooms to classrooms here, but I think it was important for the teachers here to see me fail so that we could talk about what went wrong in the lesson and create a dialogue about teaching that is rarely seen here.

In the second year, I am paired with a Resource Person (RP). The RP is a superintendent in charge of primary education for a group of schools and is head of the Resource Center (RC). In my case, there are 31 schools under the guidance of the RP and with which I am to work, and about 35 4th and 5th grade English teachers total teaching at the schools.

The basis for the second year came to be a twice-monthly meeting of the 4th and 5th grade English teachers with school visits in between the two meetings. I am finding the school visits increasingly difficult as the monitoring and evaluation plan dictates that we have contact with all the teachers coming to the meetings at least once between meetings. This part of my work is vague in that a best or effective practice has not been dictated yet and all the volunteers on this project are sharing their personal wins and losses.

Personally, I have devised an observation tool to use during school visits that combines quantitative and qualitative information in areas that are characteristically problematic for the teachers in my particular RC. For example, I wanted to be able to show that most of the teachers within my group were doing very well presenting and practicing new material but rarely went on to a production phase of the lesson which also plays into the lack of pair or group work within a lesson. Additionally, I wanted to record the number of questions asked to a singular student because choral drilling is dominant in Nepali teaching and I further subdivided this into boy/girl as one of the objectives for this program is create awareness of gender equity in the classroom. This has been useful for speaking with teachers after an observation but the usefulness of a "trainer" coming to their class once every two weeks is yet to be seen.

Now, it is monsoon break in the southern plains and school is closed for 45 days as the rice planting begins and the rains continue. Besides battling mold growth on my clothes and trying to keep dry, I have been busy networking with other volunteers to share information and possibly arrange a visit to see what another volunteer is doing. I am also working with my first year school to acquire a modest English language library and include its use by teachers on a weekly basis to supplement the government published textbooks. There are also plans in the works to co-facilitate a test writing seminar before the year is finished as the course objectives and goals may have changed with the new books but the tests have continued to stress memorization over language skills. For now, I am repeating a mantra that is pertinent to both development and education, "Change is slow."
Reflections on TESOL Teacher Training in the Phillipines

By Glenn Deckert, Eastern Michigan University

I am glad for the recent opportunity of spending the month of May in the sprawling city of Manila to assist in a TESOL teacher training project. This training program, which was started five years earlier by a missionary, now involves 100 hours of classroom work and a practicum of ten hours instructing EFL beginners, in some cases true beginners. This is a respectable course, though unaccredited, with a strong emphasis on student-centeredness and real communication. In this particular session there were 15 trainees, all university graduates, some with advanced professional training. They were local Filipinos, Chinese and Westerners from the US, Ireland and Switzerland. Many worked in various capacities in local schools. Though I joined the teaching staff bringing considerable teacher training experience from working in EMU’s MATESOL program, I soon learned that I too was a candidate for some new insights if not strong reminders.

One impression pertains to the frequent TESOL training practice of having trainees gain facility with teaching techniques by staging a classroom situation with peers serving as the supposed language learners. This for sure imparts some facility in managing the mechanics of a particular technique such as a role play. Further, this practice with peers in Manila proved enjoyable, even fun. But in this EFL situation the artificiality and inadequacy of staging with peers was more evident than it might be in training programs in Michigan. That is, most of these trainees faced real beginners when they proceeded into their practicum situations. Instead of precipitating compliant and fun activity, trainees were now more apt to face a set of blank stares. Trainees were derailed, even, in some cases horror-struck when learners didn’t have a clue of what was supposed to happen. All recovered in time and adjusted, but I was set to wondering if the gain from the smooth practice with peers was and is worth the strong misimpression many get about what works in an ESL or EFL classroom. For me, this means even back in a States-side MA program, trainees need ample exposure to real ESL beginners right early if they are to be prepared for what goes on throughout the world in the field of English language teaching. While not eliminating all practice teaching with peers, I would urge that all trainees benefit from assignments, if not to teach, at least to simply hold conversations with beginners or near beginners and reflect upon that experience for the later assignments in a TESOL methods class.

One other observation from the EFL situation in the Philippines gives rise to what I would do here in Michigan whenever I teach a course on language acquisition — something perhaps being done very well by others right now. Many of the trainees I worked with in Manila had learned English as their second, third, or even fourth language. Most knew English well enough to score in the 80s or 90s on the MELAB. So enters Dr. Glenn to give an hour lecture on second-language acquisition through the comfortable medium of his own first language—while his own best second language is deteriorating and rusty. By contrast, each of the trainees he faces has a history, whether pleasant or painful, of mastering well a second and perhaps third and fourth language. They may have had little occasion to reflect on their past language learning journeys, and may need some jarring questions to stimulate recall. Regrettably, in Manila there was little space in this 100-hour curriculum for questioning, recalling, and drawing upon the rich pool of language-learning experience residing in these 15 trainees. And all the lesson preparation assignments left little time for them to reflect upon and discuss those insights gained in that very same EFL context. Certainly this community of trainees had far more untapped and relevant insight than their visiting lecturer could impart in a one-hour lecture. The lecture has its role, but there was something very much missing. So again, I returned to the US pondering just how we could better serve our own students by generating insights from the candidates’ own past real second-language learning experience.

Of course, I returned to Michigan with other impressions too— about Manila traffic and smog, and the delightful and adaptability of the Filipino people. Yet, exposing TESOL trainees as much as possible to real zero or low level beginners and drawing out trainees’ own past second language experience are the two professional impressions, and now intentions, I think of most.
UM Launches Migrant Outreach Program for SE Michigan

By John McLaughlin, ELI, The University of Michigan

The English Language Institute (ELI) and the Residential College (RC) have collaborated with the Lenawee Intermediate School District and the Southeastern Michigan Migrant Resource Council to create a Migrant Outreach Program which trains undergraduates to teach ESL, interpret for mobile health clinics and deliver state-mandated pesticide safety training in Spanish using communicative language teaching and popular education methods. Many of the 14 students who participated are fluent in Spanish and have some experience teaching or tutoring but only one had experience as a seasonal farmworker herself. As a service learning course, the instructors made clear that the main benefit of the two 7-week intensive courses would be for the university students as they learned about a fairly invisible but large population (approx. 45,000 migrant workers in Michigan), developed skills in teaching and interpreting and transformed their own self and social awareness through experiencing a world quite removed from their own.

The ELI was fortunate to receive two grants in order to develop a bilingual migrant ESL Resource Booklet and a series of workshops based on it for public school and community volunteer teachers in the Adrian area. This booklet presents lesson plans, forms, legal and health information, maps and other graphics as well as Spanish explanations which can be used by teachers in the camps. The workshops presented an overview of communicative language teaching methods often simulating activities in languages such as Spanish, Swedish and Japanese so that teachers can get a sense of what's entailed in acquiring a language at this stage. Over 20 teachers attended the workshops and many expressed an interest in learning more about TESL. Everyone who has seen the book has found it very useful. As we could only fund a print run of 250 copies, we are considering a publisher to make it more widely available. Special thanks go to Silvia Pessoa of the ELI, Maria Rodriguez of the RC and Emily Martinez of the LISD for making the booklet almost fully bilingual and formatting all of the lessons and graphics.

Students and instructors in the course visited three main camps of about 100 migrant farmworkers from Mexico or of Mexican origin and their families in Lenawee County east of Adrian from June 26 until August 11. In pairs, the students taught ESL once per week, gave a pesticide safety training at one camp and interpreted for the mobile health clinic as needed. In total, about 150 people have been served. Attendance at the ESL lessons varied from about 5 to 25 people on any given night and not the same people each night. Perhaps it is no surprise that it is mostly the younger, single men who attended our classes more regularly in the hopes of learning English for other jobs and to get and use a car of their own. One of the greatest unmet needs is for childcare and supervised educational games in English and Spanish at the camps in the evenings; this may enable more women to study with us. The children love watching and disrupting our classes and sneaking off with our supplies for their own games!

By linking up with the UM Summer Language Institute, the ELI and RC plan to continue offering this course every spring and summer term. It takes a few thousand dollars to provide transportation, buy some materials and hire a program assistant. But it is money well spent not only in providing a unique service learning experience as part of a liberal arts education, but also in making sure that as language educators, the people who perhaps most need but can least afford our services do not go overlooked by our profession. Thus the UM will continue liaising with state and regional migrant farmworker advocates and service agencies and seeking funding to improve and expand our program.
Reviewed by Christen M. Pearson, Grand Valley State University

Tabors, a research associate of language and literacy development at the Graduate School of Education at Harvard University, has written an information-rich and quite readable account of second language development in young children. Though geared for the regular classroom teacher of preschoolers, the information and methods shared can easily be adapted for use throughout the early elementary years.

The ten chapters in the book are divided into three general sections: introduction, child L2 development, and teacher support. Chapter 1, an introduction, begins with a vignette of a 3-year-old and her family. Background information on common educational settings in the U.S. is discussed, along with a brief overview of typical L1 and L2 development and differences between sequential vs. simultaneous acquisition. A description of the children presented throughout the text offers a case study approach which is engaging to the reader. Finally, six main questions are outlined, to be discussed in the text, including: What is the teacher’s role, and what can be done in the classroom for second-language-learning children? and How can preschool educators tell when intervention is necessary with a second-language-learning child?

The second section of the book focuses on what the L2 child needs to learn. Chapter 2 presents portraits of two children, including interactions with parents, teachers, and peers. Chapter 3 discusses the typical developmental sequence for L2 in young children: persistence in using the L1, followed by a silent period, then the development of single words and phrasal chunks, and finally, productive use of the L2. Language samples from the children are used to illustrate the stages. Chapter 4 then breaks down the productive use stage into finer sub stages, again with discourse samples from the children used for illustration. After this framework of general acquisition has concluded, the final chapter in this section (#5) discusses individual differences in children, including Wong Fillmore’s (1979) classic work. For those unfamiliar with this piece, Wong Fillmore documented cognitive and social strategies children use to bootstrap into the L2 communicative system. Additional factors of motivation, exposure to L2 and environmental issues, age, and personality are explored.

The last half of the text focuses on the teacher’s role in supporting second language learning in the classroom. Chapter 6 begins a discussion of four “rules” for obtaining information regarding children’s cultural and linguistic backgrounds. It then continues with nine strategies for communicating with LEP children, again using children introduced at the beginning of the text for illustrative purposes. Finally, ideas for organizing the classroom environment, including the physical set-up, routines, activities, and social support are offered. Chapter 7 discusses strategies for using and modifying the typical preschool curriculum in order to facilitate L2 learning, including a section on a language acquisition preschool where the primary goal is language enrichment. An example of such a program is the Language Acquisition Preschool at the University of Kansas, where typically developing monolingual English-speaking children, language impaired monolingual English-speaking children, and ESL children all work together in a language rich environment. (Note: such programs are finding that peer modeling of language has a greater positive effect than the more traditional pull-out models often encountered for language impaired and/or ESL children.)

The last three chapters, while still focusing on the teacher’s role, expand to other areas. Chapter 8 discusses (Continued on p. 15)
working with parents in partnership roles in order to encourage home and school activities to complement and reinforce each other; ways to include parents in the classroom; dialoguing with parents, including the issue of L1/L2 use in the home; and choosing the best K-6 program for specific children. Chapter 9 offers guidelines for assessing L2 development, including developmentally appropriate assessment measures and a 6 step protocol for teachers, based on 18 points from the National Association for the Education of Young Children (NAEYC). As with previous chapters, a case study format is used to enhance full comprehension and application of the material. Finally, Chapter 10 closes with a discussion of how to develop effective programs that address issues of diversity and culture, including teacher preparation and staff development. Recommendations are suggested for working with children, their families, and other involved professionals.

In sum, Tabors’ book is written in a clear, understandable manner, with well-organized, theoretical, and research-based material. Though containing a wealth of documented information, it does so in an easy-to-read, application-based format. In fact, as one reads, one is left with the feeling of being involved with a biographical “novel”, in that one wants to find out what happens to each of the children presented at the beginning of the book - truly a compliment for a text.

MITESOL and No Child Left Behind

By Cathy Day and Betsy Morgan, Eastern Michigan University

Maggie Phillips asked that Dr. Betsy Morgan and Dr. Cathy Day be representatives of MITESOL to the State Department of Education Committees for working on the Michigan response to the No Child Left Behind Act. Dr. Morgan was appointed to the Parent/Family/Community Involvement Committee and Dr. Day to the Research and Evaluation Committee (both were cross-cutting committees). In addition, Dr. Day was a representative to the Standards, Assessment and Accountability Committee. Our role, as we understood it, was to make sure that the committees and people on them remembered the students we represent, English Language Learners, and that they could not be easily categorized into just one category.

Most of the committee work is now completed and the State has forwarded its response to the Federal Government. The work was interesting, and the only thing that struck us was that most of the people involved in our respective committees were already well aware of the issues surrounding assessment of English Language Learners, and how the acquisition of English is not an easy nor quick process for academic success.

The Research and Evaluation Committee is still meeting. The most important thing that has come out of the last Research and Evaluation Committee meeting was that the US Department of Education may be backing off their insistence on “gold standard” research -perhaps due to the outcry from many states about how the medical model of research does not apply to education with the many variables involved.

Neither of us has seen a final report from our respective committees, so we are not sure of the impact our presence may have made -except as a reminder that MITESOL is an active partner in being concerned about the education of English Language Learners.

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