As I sit here before my computer at the start of a new semester, I face a challenge: I have to write something for **MITESOL Messages**! You might think that after chairing the conference, this would be easy, but the fact is, I'm not sure what to say.

Feeling this way, I've decided to keep this quite simple. First, I hope 2004 is going well for everyone. (Don't forget that it's a leap year!) Over the course of the coming year, there are a few ideas that I hope to work on including looking into the Midwest Accord. My main hope, however, is that more people will feel comfortable participating in MITESOL in a variety of ways, perhaps for the first time.

(Continued on p. 3)
From the Co-Editors

By Fabiana Sacchi and Silvia Pessoa

We are pleased to present to you this issue of MITESOL Messages which was edited in two different states: Michigan and Pennsylvania! Despite the wonders of technology, meeting in Pittsburgh, PA to finalize this issue really made a difference in its final outcome. We hope you enjoy reading this newsletter as much as Silvia enjoyed having Fabiana for a visit in Pittsburgh!

This newsletter 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 California for the 38th Annual TESOL Convention in Long Beach, California on March 30-April 3, 2004. Our congratulations to the MITESOLers who received TESOL travel awards! Don’t forget to attend the MITESOL party at TESOL which Shari Weisbaum has planned for Thursday April 1 at the Bubba Gump Shrimp Company!

In more conference news, Jennifer Craft, MITESOL President, reports on the wonderful MITESOL Fall Conference at the University of Michigan and thanks all MITESOLers who made the conference a great success. This newsletter also features Jennifer’s first President’s Corner in which she lists a number of suggestions for ways to get involved with MITESOL. In preparation for the next MITESOL Fall Conference, a letter from Christen Pearson, MITESOL President-Elect, is included on page 11 for MITESOLers to start thinking about possible presentations and ways to help.

This newsletter also features two articles based on interesting initiatives to foster cultural understanding and diversity in the classroom and in school settings at large. In A Multicultural Unit for a Middle School: An American Diversity Flag and Ellis Island Simulation, Gail Katz describes a multi-cultural unit on immigration that helped students understand their own heritage and the diversity of the human race. In Diversity and Tolerance in the ESL Classroom, Mary Saad Assel and Ed Demerly explain how they try to integrate religion into their daily lesson plans in order to facilitate their students’ acquisition of English.

In New Expectations for K-12 English Language Learners: Michigan English Language Proficiency Standards, Jackie Mause-Burke reports on the draft of the state standards for English language learners that she prepared with Sandy Hagman. Jackie and Sandy together with Wendy Wang have done a wonderful job advocating for the importance of standards in the education of ELLs in K-12 settings.

Finally, this newsletter highlights a book review by Christen Pearson’s: Scaffolding Language, Scaffolding Learning-Teaching Second Language Learners in the Mainstream Classroom. Check it out! It sounds like a great book to help ELLs in the mainstream classroom.

Make yourselves heard in the next MITSOL Messages! The submission deadline is July 15 for the August newsletter.

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 in changes are substantial. Potential changes in content will be verified before publication.
President's Corner (Cont. from p. 1)

This is an organization that really is what the members make it. You don't have to sit on the Executive Board or the Advisory Board to make a difference. Here are a few suggestions for ways you can get involved:

- **Start a discussion on the listserv.** We tend to use the listserv primarily as a place for announcements, but it's also a great place to share ideas and to get ideas. If you're facing a problem in your classroom or if you had a wonderful experience, tell us about it. There are plenty of people who might have ideas about how to solve your problem, and everyone can use a success story to help get them through the day.
- **Contact Christy Pearson to find out how you can help with this year's conference.**
- **Organize a workshop about a topic you're interested in.** Workshops can be very small and still be very successful. A half day in one room with five to ten people can lead to great new ideas and friendships.
- **Host a get-together for ESL professionals in your area.** There doesn't have to be a planned topic or expected outcome. Maybe you can just get together for lunch and chat.
- **Write a short article for the newsletter.** This doesn't have to be research. Tell us about a successful teaching technique. Share the story of how you got to where you are today. Review a new textbook. Whatever you write is bound to be of interest to at least part of the membership, and it always looks good to both participate in a professional organization and be published.
- **Attend a Board meeting to learn how things work.** Maybe you'll get inspired to serve. Information on when the meetings are held is on the website (www.mitesol.org). Feel free to contact me for specifics about what we'll be discussing and where we'll be meeting.

Before I joined the Board, I had often wanted to be involved, but I felt intimidated. It seemed like such a big deal. However, as I got to know people and then joined the Board, I realized this is a very down-to-earth organization. That means grass roots are what holds us together. As I wish you the best for this year, I also hope you'll choose to make MITESOL your own organization in some way this year.
would help the students understand that, even though we are all different, we are all part of the human race, and we are all Americans. We came up with a multi-cultural unit on immigration that included an Ellis Island simulation.

The Multi-cultural Committee planned a whole school integrated two-week cultural study about immigration. The first piece, researching our own ethnic heritage, was done in all of the math classes (sixth, seventh and eighth grades). Every student was given a list of questions that was to be taken home and shared with parents, grandparents, and relatives. Students were to research where their ancestors came from, when they left their native country to come to the United States, and why they immigrated to America. Accommodations were made for African American students who could not trace their roots back to Africa, and for students who were living with adoptive parents. After this personal history was collected, students had to represent their findings in a report or poster format. Students were then given square pieces of cardboard (a 4.25 inch square) on which they had to draw a symbol that would represent their individual heritage. This drawing was then transferred to a ceramic tile (either a red or white one) in the science classes. Students used permanent paint pens to draw their symbols on the tiles. To offset the cost of the tiles, paint pens, glue and polyurethane, teachers and parents were asked to buy tiles for $5.00 each, and to decorate the tiles with symbols of their heritage as well. The tiles were then secretly assembled in the front foyer behind a screen on the Thursday before the Friday Ellis Island simulation. Blue tiles with white stars painted on them were added to form a giant ceramic “American Diversity Flag” that illustrated the tremendous ethnic diversity of Norup Middle School and our community, but represented all of us as a united people. The message was: WE ARE ALL AMERICANS! WE ARE MEMBERS OF THE HUMAN RACE!

The second part of this integrated cultural study, researching the ethnic heritage of other countries that sent immigrants to America, was done in the social studies and language arts classes. In the social studies classes the sixth grade students researched Central and South America, the seventh grade students researched Asia, Africa and the Middle East, and the eighth graders were assigned countries in Europe. Students had to choose a country in their assigned area of the world, and find information about immigration to the United States. Now students had the opportunity to learn about other countries, other cultures, and why immigrants would choose to leave their homeland to come to America. Students learned about the economic and political histories of the countries and presented their findings on posters called “Heritage Boards.” All the Heritage Boards were exhibited in the hallways for the Ellis Island simulation. In addition students had to take on identities of immigrants from the countries that they researched. The language arts classes wrote biographies and passports of immigrants, using the knowledge that they had gained through the two-week research process. Students could be wonderfully creative and be anybody they wanted to be for this simulation. Some students took on the identities of middle-aged parents with children. Some were unmarried shoemakers or tailors. Some became pregnant mothers with toddlers in tow. Students also had to pack suitcases to take with them from their country of origin through Ellis Island, and so they had to think about what they might need with them on their long journey. The biographies were stapled to their suitcases. On the day of the Ellis Island simulation, students, dressed in immigrant costumes and wearing passports around their necks, had to carry their suitcases and their immigrant checklists through “Ellis Island.” They were met by the “Statue of Liberty,” (myself dressed up in costume) at the beginning of the simulation.

“Ellis Island” consisted of eight immigration stations. The first station was the background station, where students got to pick a “chance card.” This card threw a fun element into the

(Continued on p. 5)
simulation. Even if students wrote biographies that made themselves immigrants with clean bills of health and no criminal records, the “chance card” might inform them that they had smallpox or cases of TB, or perchance, they had fathers that had been incarcerated for trying to overthrow the government. Some of these “unfortunate” immigrants found themselves deported at the end of the simulation and thrown into a holding cell (our school store), where our principal was the jail warden. The second station was the vocation station, where students had to answer questions about their educational backgrounds and their job skills. Third came the character station, where their criminal backgrounds were checked. Fourth came the health inspection, where parents, dressed up in white coats, checked immigrants’ eyes, ears and physical health. The fifth station, the clearance station, tallied up the number of points that immigrants needed to exit “Ellis Island” and enter the United States. Immigrants with character or health flaws could appeal their cases before judges at station six. If their appeals were denied, off to the deportation station they went (station eight). If things went better for the immigrants, they proceeded to station seven where they took a loyalty oath before a very large framed copy of the Constitution of the United States. After a firm handshake they were welcomed to the United States of America and were ushered into the gym where we held a Melting Pot Eatery for all (including those that were deported). Parents and restaurants donated ethnic foods from many cultures for all the students to sample.

The orchestra, choir, and band classes ended our exciting Multicultural Day with a half hour concert of patriotic music. Following the musical assembly, the screens were removed from around the American Diversity Flag, and the students were ushered into the front foyer where everyone was awed by the grandeur of the spectacle of this huge ceramic flag, a permanent display for our school. Students excitedly looked for their very own symbolic tile contributions about their personal heritage.

The enthusiasm of the parents and the students for the whole project was remarkable. Parents reported that, in the course of researching their own family heritage, they had relatives communicating, who hadn’t spoken to each other in years, in order to find out family history. Parents were extremely excited to be able to sit down with their children and explain how Grandma and Grandpa had come over years before from Italy, Germany or Russia, for example, and the hardships they faced during their journeys to America. Excited students chatted with each other about their plans to dress up as immigrants, discussed what symbols they had put on their ceramic tiles, compared “chance cards” that they had received during the simulation, and admired each others’ passports.

The study of immigration, encompassing both the students’ own cultural heritage and the contributions of groups of people that left foreign lands for America, is an excellent multi-cultural unit for the secondary level. This is a project that promotes acceptance of diversity of ethnic backgrounds. The individual heritage symbols that comprise the tiles of the American Diversity Flag will be a constant reminder to parents, students, and staff, that Norup Middle School is an example of an American community, diverse yet united, striving for peace, justice, and understanding in what is a very complex and uncertain world.

(This unit was completed in the spring of 2002. Norup Middle School has since been converted into a third through eighth grade school and is currently called Norup School).
Since last August's newsletter, the Board has been very busy with three meetings, in addition to the Annual Business Meeting at the Fall Conference. As always at this time of the year, the focus has been on maintaining continuity of operations while making a smooth transition from the outgoing to the incoming slate of officers. For example, at any given time, there is a President-Elect, a President and an Exiting President on the Board, in order to assure that knowledge and experience are passed on. One recent innovation is the creation of the new Editor-in-Training position. This enables the future newsletter editor to spend a year learning from the current editor.

Another priority of the Board is keeping the channels of communication open to and from the General Membership. A summary of the minutes of all Executive and Advisory Board meetings can be found on the Website (www.mitesol.org --> click on Executive Board at the bottom of the page --> click on Executive Board Meeting Schedule at the top of the page --> click on the date of the meeting to see the minutes). These meetings are open to any member to attend without any expectation of getting involved. SIG leaders are another channel of communication to and from the Membership. They take turns attending Board meetings and then reporting back to other SIG leaders and their respective groups, in order to stay informed of issues and decisions made by the Board, to represent the interests of their groups at Board meetings and to ensure the continuous flow of new ideas into the meetings. One recent example of a grassroots effort has been the creation of a new Adult Education SIG within Post-Secondary Programs. For a list of Special Interest Groups and their current leaders, see page 3 of this newsletter or the Website.

Finally, several Executive and Advisory Board members are preparing to attend and present at TESOL in Long Beach, CA this March-April. Thanks to the Michigan Markwardt Travel Award, a graduate student in TESOL will also receive help to travel to the annual Convention. Be sure to come and join your colleagues from Michigan and a representative of ATE-CR, the Czech English teachers' association, at the Thursday afternoon MITESOL Reception. Details to follow.

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MABE 2004
NCLB & English Language Learners:
Implications for Instruction
Featuring Dr. Stephen Krashen
May 13-14, 2004
Holiday Inn- Fairlane,
New Expectations for K-12 English Language Learners: Michigan English Language Proficiency Standards

By Jackie Moase-Burke, ESL/Bilingual Consultant, Oakland Schools

No Child Left Behind (NCLB) has been referred to by some educators as No Student Left Untested. If all students are tested, the logical question for ESL and Bilingual educators is...tested on WHAT?

To address the question of WHAT should be taught and tested, Title III of No Child Left Behind (NCLB) requires each state to develop K-12 standards and benchmarks for English Language Learners that define expectations of what English Language Learners (ELL) should know and be able to do to be considered proficient as measured on an annual English Language Proficiency Test (ELPT).

In 2002 the Michigan Department of Education (MDE) convened a Title III Advisory Committee to provide input into MDE's plan to comply with the requirements of Title III. MITESOL representatives on the Advisory Committee are Sandy Hagman, Wendy Wang and Jackie Moase-Burke. One charge of the Advisory committee was to create a draft of Michigan English Language Proficiency Standards (ELP Standards).

The Michigan ELP Standards play an important role in the education of English Language Learners in Michigan. The ELP Standards define content knowledge and skills in speaking, listening, reading, and writing; describe levels of proficiency (0-5); provide substantive content for the development of the ELP Test; and serve as guidance for the development of ESL curriculum that educate ELL in Michigan schools.

During the summer of 2003, ELP Standards and benchmarks were drafted by Moase-Burke and Hagman; reviewed and supported by the Title III Advisory Committee; and sent to the Michigan Board of Education. In October 2003 the Michigan Board of Education approved that the draft Michigan ELP Standards be sent to the public for review. At the fall conference MITESOL conducted a workshop to present the ELP Standards and requested public commentary. The draft version of the ELP standards is currently posted on the MITESOL website. In February, 2004 MDE will review the public comments and a final version of the ELP Standards will be completed and presented to the Michigan Board of Education for approval in the spring. After approval of the ELP Standards by the State Board, the final version of the ELP Standards will be posted on the MITESOL website for your use: http://www.mitesol.org

MITESOL's leadership has improved the education of K-12 English Language Learners in Michigan schools. MITESOL serves as the catalyst for change in the ESL profession in Michigan through the development of ESL Standards for Teacher Preparation (ESL endorsement, 1997) and the K-12 Michigan English Language Proficiency Standards and Benchmarks (2004). These initiatives have "raised the bar" for our professional development and the instruction of our students.

If you have questions about the Michigan ELP Standards, please contact:

Sandy Hagman
Sandyahagman@compuserve.com

Jackie Moase-Burke
JackieMoaseBurke@oaklandk12.mi.us
Diversity and Tolerance in the ESL Classroom

By Mary Saad Assel & Ed Demerly, Henry Ford Community College

Among the forty-five different nationalities and flags that color the walls of the English Language Institute at Henry Ford Community College, the majority of students to date come from Arab countries. Many of them carry graduate and undergraduate degrees from their own countries and are eager to learn English as quickly as possible in order to pass state and national board exams or to prepare themselves for high paying professions. As a result, we have made it our mission to find ways to help meet their frantic needs and provide them with as much English as we possibly can in an eight-week semester of 240 hours of instruction. We do so by not only taking cultural, and literary barriers into consideration, but religious as well.

Seldom does religion play a role in the teaching of English as a second language, but after the events of September 11, we have found ourselves searching for techniques and strategies to help facilitate student learning by integrating their religious beliefs into our daily lesson plans. God’s presence in the classroom brought relief to many of our students especially those who carried the Qur’an or the Bible in their backpacks.

The process of second language acquisition is usually predictable, but because there is a sequence of language development, individual learners acquire language according to their own timetables and sense of comfort within the environment in which they learn. At the beginning of each semester, many students wobble humbly into our classrooms with the fear that some hidden force is relaying their apprehension to the professor standing across the room. Suddenly on that first day, their tongues are tied as they begin to search for greeting words that even in their own language seem to be lost. They spend the first week of classes gazing at the floor and glancing briefly at what they assume is the authority figure facing them. It is as though they fear that the professor is going to charge them with a crime they did not commit and then, resort to teaching them. It takes a few days for them to begin to realize that they are in America and that American teachers praise and practice fairness, socially and academically, especially in the classroom.

As educators, we try to read student anxieties and settle them by controlling panic situations and expect less listening comprehension and more written communication during the first two weeks of class. This offers students the opportunity to broaden their thoughts and release any anxiety by not having to feel threatened by the inability to speak English openly and freely. Surprisingly, by the third or fourth week of class, students become interested in discussing their assignments and sharing their ideas with the professor and their peers. Every now and then, a religious quote sets off a discussion and most students take pride in sharing how their religion sets the foundation of their day to day decisions and actions. Watching them loosen up on their chairs or stand in the center of the room to express their thoughts has confirmed that intertwining religion with language acquisition verbally and in written form has offered them a high degree of comfort and relief.

Occasionally, because of the mixtures of cultures and religions within the classroom, respectful, sincere, and serious discussion centers on similarities and differences among varied religions ___ Christianity, Islam, Hinduism, and Buddhism. Students often extend their discussions outside the classroom and fortunately, have to depend on English as their means of communication. Customs of death, burial, and the afterlife; attitudes towards abortion and suicide; women’s roles; dietary restrictions; and special holidays are among the topics of discussion. Clearly, learning about other religions only reinforces our understanding to our own religion and leads to greater tolerance of differences.

The Qur’an and the Bible became sources of reference to the advocacy of peace over war and to the fact that education is a duty not a choice. The verses “If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him” (James 1:5) and “...God will exalt those of you who believe, and those who are given knowledge in high degrees... (Qur’an 58:121) “... Those of his servants only who are possessed of knowledge fear God...” (Qur’an 35:28); “...Say: Are those who know and those who do not know alike?” (Qur’an 39:9) all help to reinforce the

(Continued on p. 9)
Diversity (Continued from p. 8)

notion that education is pertinent to the building of a solid mind and character. By using spiritual support and our integrated approach to language teaching, students were encouraged to construct sentences that express their thoughts religiously and socially. Their accurate use of present, past, and past participle tenses of irregular verbs has shown their ease at depending on memory (Muslims are encouraged to memorize the Qur’an). Sentences and short paragraphs are colored with words that revolve around religion, customs, and traditions. As a result, we have learned that there is a strength in religion that causes it to be the underlying force behind some students’ motivation to learn and willingness to acquire a second language.

Learning in the English Language Institute is not all prepositions, pronunciation, parallelism, and paragraphs. Students also learn about the American way of life. They explore such things as the American educational system, the importance of individuality and privacy, the use of free time, the American work ethic, punctuality, the American family, weddings and funerals, professional work standards; diversity, tolerance, and affirmative action, grooming and personal cleanliness, and holidays.

College instructors have visited as guest lecturers on topics such as disabilities, the law, adoption, women’s rights, counseling services, and career planning. Also, ELI students meet once a week with student volunteers from the Honors Program to examine even mundane aspects of American culture – weekends, parental discipline, working teenagers, high school experience, American gestures and body language, etc. Because our students have come from forty-five countries, we learn as much about other cultures as we do about American culture, and we always emphasize with respect that cultures are simply different, that no one culture is necessarily superior to another, that all have weaknesses and strengths.

Furthermore, students take field trips. Recent outings include trips to do volunteer work at Gleaners (the Detroit-based food bank), Henry Ford Museum, Children’s Hospital, the Detroit Art Institute, Greektown, and the law offices of Charfoos and Christensen. Trips to the Detroit Free Press and the 19th District Court were particularly insightful. During these outings, students are always amazed to recognize the diversity of the American workplace and the essential need for tolerance and teamwork despite gender, racial, ethnic, and religious differences.

Clearly, learning at the ELI is much more than simply learning English. 

Prof. Joan Morley addressed the graduate students at the EMUTESOL Symposium

By Wendy Wang, EMU

The 1st EMUTESOL Symposium – "Emerging Voices in TESOL" was held on Tuesday, December 9, 2003 from 5:00-9:00 p.m. at McKenny Union. This student-run mini-conference featured 16 paper presentations by first- and second-year MA-TESOL students at EMU. All the presentations were well attended and well received. One student presenter commented: “It was so rewarding to be in the company of other students, faculty, and guests. The atmosphere and the people made a huge difference and made us feel like we are really becoming TESOL professionals.” Perhaps the highlight of the event was Prof. Joan Morley’s plenary speech entitled “Accent, intelligibility, and English around the world.” Prof. Morley was such an inspiration, both because of her accomplishments and her warm, friendly style. For those who attended the Symposium, Prof. Morley’s powerful speech was a great moment in their professional lives.

Joan Morley
MITESOL Conference 2003: A brief report respectfully submitted by the chair

By Jennifer Craft, MITESOL President

MITESOL held its annual conference and business meeting the evening of October 31 and all day November 1, 2003, and despite some difficulties with parking, Halloween, and the annual University of Michigan-Michigan State University football game, a total of approximately 300 people were in attendance at the day-and-a-half conference, with 112 participating in Friday night's activities. Eleven exhibitors were in attendance, as well. The presentations over the day and a half contained something for everyone. Interest areas represented in the presentations were K-12, post-secondary, adult education, migrants, IEP, EAP, professional development, materials development, administration, advocacy, workplace/ESP, CALL, and assessment. The numerous workshops and demonstrations were quite popular, though the panel discussions, open discussions, and papers were also well-attended.

Friday night, fourteen presentations were given covering topics from the use of poetry and drama in the classroom to intercultural communication skills and the effects of teacher expectations. Another sixteen presentations were given Saturday morning. The anchor of the morning's presentations was a panel discussion of the new Michigan English Language Proficiency Standards for K-12 Students. Members of MITESOL, including Sandra Hagman, Mazin Heiderson, Jackie Moase-Burke, and Wendy Wang, were instrumental in getting these standards on paper in compliance with the No Child Left Behind Act.

Another highlight of the morning were back-to-back presentations on practical tips for teaching grammar in the classroom. The plenary address by Dr. Margo Gottlieb of the Illinois Resource Center was held between the morning sessions and lunch. It provided detailed suggestions for dealing with assessment at varying levels from the individual student to the program. Her PowerPoint presentation is available at the www.mitesol.org website. Lunch and the business meeting were held concurrently immediately following the plenary address. A new slate of officers was elected by the membership, and a change to the by-laws regarding the duties of the membership coordinator was also passed. The new president-elect is Christen Pearson of Grand Valley State University. Carolyn Fike, of Oakland Community College and Henry Ford Community College, will continue as treasurer. On the Advisory Board, special interest group leaders were elected: Professional development, Heidi Vellenga of Saginaw Valley State University; K-12, Cindy Blanchard-Kronig of Birmingham Public Schools; post-secondary and student programs, John McLaughlin of the University of Michigan. The annual business meeting also provided the opportunity to thank those who have contributed to the success of MITESOL, including Karen Gilbert, Betsy Morgan, Cathy Day, Wendy Wang, Kathy Malin, Jeannine Lorenger, and Carole Poleski. The ELI at U-M was thanked for helping to make the conference possible, and Maggie Phillips was recognized and thanked for her contributions to the board as she stepped down from the position of past-president. At the end of the business meeting, the gavel was transferred from the hand of Shari Weisbaum, who was thanked for her work as president and stepped into the role of past-president, to that of Jennifer Craft, who stepped into the role of president.

After the business meeting, another thirteen presentations were given, and a special meeting regarding the formation of an adult education special interest group was held. Other highlights of the afternoon sessions included a workshop on teaching pronunciation, a paper on computerized testing, a demonstration of using streaming video for ITA training, more information on NCLB, and sessions on bilingual education standards and migrant ESL. The conference ended with a raffle of materials donated by the exhibitors.

A new and interesting aspect was added to this year's
conference in the form of a pre-conference session held at the English Language Institute of the University of Michigan. The U- M ELI Brown Bag workshop began with a presentation by Margo Gottlieb on the impact of No Child Left Behind on the assessment of K-12 English language learners. Next, John McLaughlin, organizer of the workshop, divided the participants into three break-out sessions to discuss NCLB in relation to university-public school collaborations for grants and programs, ESL and bilingual educator collaborations for migrant families, and instructional approaches for ELLs in mainstream classrooms. A summary session with all participants in attendance concluded the session. During and after this pre-conference workshop, the English Language Institute welcomed visitors at an open house. Following Diane Larsen-Freeman’s welcome speech and an address by Terrence McDonald, Dean of the College of Literature, Science and Arts (LS&A), participants were invited to meet ELI staff and learn about the program.

With what appears to be the largest number of participants in MITESOL conference history and only minor glitches related to scheduling and parking, with a wide variety of presentations and an excellent plenary address, the 2003 MITESOL conference was a success. See you in 2004! —

Dear MITESOL members,

First, I wish all of you a happy and productive new year! And second, thank you for your vote of confidence in electing me as your future president. I will do my best to “learn the ropes” from Shari Weisbaum and Jennifer Craft, and to help them in any way that I can to make this organization a reflection of your interests and needs. My primary responsibility this year is the annual fall conference. Let me preface by saying kudos to Jennifer for providing us with a wonderful conference this past year, one which strove to meet the interests of those in the K-12 classroom, in research and teacher-training, and in administration.

And now for the 2004 conference - at this early point in time preliminary plans are under way to host the conference at Grand Valley State University’s downtown campus in Grand Rapids, with a tentative date set for November 12-13. A call for proposals will go out in early summer, with more details in the upcoming summer issue of MITESOL Messages. Also, keep tuned to the MITESOL website as new information regarding the conference will be posted periodically as it becomes available. In the meantime, please consider what types of sessions you would most be interested in attending and what sessions you might be interested in leading. My contact information is on the website and I look forward to hearing from you.

Best wishes,
Christy Pearson

MITESOL Messages • February 2004
Thank you!

By Jennifer Craft, MITESOL President

This is a special thank you to everyone who made the 2003 conference in Ann Arbor a success!

Amy Yamashiro, Conference Assistant and Site Coordinator
Susan Glowski, Website Manager
Kathy Malin, Exhibits Coordinator
Charlott Couch, Carolyn Fike, Kathy Reilly, Shari Weisbaum, Proposals Committee
Carolyn Fike, Treasurer and Onsite Registration Coordinator
Maggie Phillips, Past-President, Chair of the Nominations Committee
Jeannine Lorenger and Joel Boyd, Nominations Committee
Nancy Schewe, Teri Wertman, Janet Reedy, Shari Weisbaum, Alan Headbloom, Maggie Phillips, Silvia Pessoa, Janet Payne, Fabiana Sacchi, Ildi Thomas, John McLaughlin, Marian Gonsior, Carol Wilson-Duffy, Carol Kubota, Michael Nischik, Terri Hamoud, and Ji-Young Lee, Registration Table Volunteers
Sue Kerry, Assistant Director, Michigan League
All of the presenters
All of the exhibitors
All of those who submitted proposals for presentation
The Executive Board
The Advisory Board

I truly couldn’t have done it without you!

Jennifer Craft, MITESOL President

Christen Pearson, MITESOL President-Elect
TESOL AT A GLANCE

BRAGGING RIGHTS!

Among the recipients of the 2004 TESOL Markwardt Travel Grant were three MITESOLers!!! Congratulations to:

*Stephanie Galati, Eastern Michigan University;
*Silvia Pessoa, Carnegie Mellon University;
*Teri Wertman, Wayne State University

Also, congratulations to:

Stephanie Galati and Monica Gruler for receiving the Eastern Michigan University Buckheister TESOL Travel Award.

And last but not least, congratulations to Cathy Day for winning the election for TESOL Nominating Committee!!!

Way to go MITESOLers!

MITESOL Reception at TESOL at the Bubba Gump Shrimp Company
By Shari Weisbaum

If you’re going to attend TESOL in Long Beach be sure to reserve 5:00-7:00 Thursday evening, April 1 at the Bubba Gump Shrimp Company. This social gathering for MITESOL and friends of MITESOL will be a time to relax and socialize over hors d’oeuvres and drinks and (with luck) enjoy a beautiful California sunset on the patio. Please mark the time on your calendar and watch for e-mail announcements for important details. Also, please e-mail me if you are planning to be at TESOL and I will be sure you get an invitation with directions: Shari Weisbaum (sjweisba@oaklandcc.edu). Knowing you will probably attend will also help me order the right amount of food. I’m looking forward to seeing you there.

Voices from the Graduate Student Forum
By Wendy Wang, EMU

For the first time, there will be a spotlight session on the Graduate Student Forum at the 38th TESOL Convention to be held in Long Beach, California. This session is scheduled for March 31 from 8:30 to 10:15 a.m. The four best proposals chosen from among 122 submitted to the Graduate Student Forum showcase original research on topics of interest to today’s TESOL graduate students. Presentations include “Adult L2 literacy development through phonemic awareness” by Stacey O’Neil (Hunter College), “Collaborative Action Research in ESOL Classrooms” by Yen-Hui Lu (University of Maryland), “Non-native EFL Teachers’ Use of English” by Eun Young Won (Michigan State University), and “How Native Speakers Determine Non-Native Competency” by Christine V.P. Pasztor (Eastern Michigan University). As the Graduate Student Forum faculty advisor, I’d like to congratulate Eun Yong and Christine for representing Michigan.

Organizers: Wendy Wang, GSF faculty advisor coordinator, Eastern Michigan University; Lia Kambi-Stein, GSF faculty advisor, California State University-Los Angeles; Adelaide Heyde Parsons, GSF faculty advisor, Southeast Missouri State University; Monica Gruler, EMU student team leader.
been set up. A call for people interested in being a part of the Adult Ed emailing list was sent out on the MITESOL listserv. So far we have sixteen people on the emailing list. If you are interested in being a part of this list or have any questions about it, please email the Adult Ed SIG leader, Terry Pruett-Ross, at <said@ameritech.net>.

Some of you may be wondering what exactly Adult Ed ESL is, and how it differs from other ESL programs for adults. The majority of Adult Ed ESL programs developed alongside other Adult Education programs that focused on developing literacy skills for adult native-speakers of English. While programs of this kind had existed for at least a century, the main impetus for today's government-sponsored programs came with the Adult Education Act passed in 1968. In 1974, ESL instruction was included under this Act. This also coincided with large numbers of refugees arriving from Southeast Asia after the Vietnam War. Classes were offered for these refugees and other immigrants that focused on so-called survival skills which included shopping, setting up a household, paying bills, finding a job, and other immediate needs that these students had. Most Adult Ed ESL programs continue to offer classes that focus on what is now referred to as life skills. Nevertheless, many Adult Ed ESL programs also offer classes that focus on other areas. However, in 1998, Adult Ed programs came under the auspices of the Workforce Investment Act.

This act made the focus of Adult Ed programs to be even more on employment. Thus, one of the major challenges in Adult Ed ESL is meeting the guidelines set forth by government agencies that ultimately support us. These same government sponsors can also take away our money as happened last year in Michigan when Adult Education budgets were cut by almost 80%.

Unlike many post-secondary programs that focus on students who are in college or university, Adult Ed ESL is aimed at immigrants who have a wide range of educational backgrounds from no literacy in their native language to university degrees from their own countries. The focus in post-secondary programs aimed at college students is academic English, whereas in Adult Ed ESL the focus is often on life skills. However, due to the fact, that within any one class immigrant students have many different levels of literacy and many different goals, Adult Ed ESL has to focus on many different needs. Some students just want to be able to shop, others want to help their children with homework, and others want better jobs. Other students want to make the transition to more formal schooling. One of the challenges of Adult Education ESL classes is that they are often very multilevel. Within one class (especially in smaller programs) you may have students who barely speak or write English along with students who have studied English for many years. You may have students with limited or interrupted schooling along with students who have university degrees. You may have students who range in age from teenagers to students in their eighties.

Another challenge is that most Adult Ed ESL programs are non-credit. Because students don't receive grades, retention in programs is a continuing challenge. Many of our students have full-time jobs and family responsibilities that simply must take priority over improving their English. Nevertheless, many programs have waiting lists of students who want to enter. Some programs have continuous enrollment which allows students to enter at any time. Thus, unlike most ESL classes, it is difficult to have a progressive, linear curriculum. Each day is truly a new day in many Adult Ed ESL classes.

Finally, Adult Ed programs do share with other ESL programs a concern about part-time employment. In fact, most Adult Ed ESL teachers are hourly, part-time employees often without benefits. In some states pay may be as low as $7-8 dollars an hour. In Michigan it appears to be around $20-25 an hour. However, in Adult Ed ESL even over 50% of administrators are part-time. Thus, another challenge in our area is professionalism and professional development. Many teachers like teaching adults but can't afford to, and frequently there isn't funding available for professional development.

If you are a teacher, administrator, or someone interested in this area, please feel free to join our email list. I'd also like to encourage you to think about presenting on a topic related to this area at next Fall's MITESOL conference and/or writing a piece for the newsletter.
Scaffolding Language, Scaffolding Learning - Teaching Second Language Learners in the Mainstream Classroom

Pauline Gibbons, who teaches postgraduate courses in TESOL at the University of Technology, Sydney, Australia, has written a slim volume of 165 pages which contains individual chapters on subskill areas of speaking, writing, reading, and listening. In addition, a glossary of teaching activities is offered which expands on the numerous suggestions offered throughout the chapters. Finally, a bibliography of classic and current references and a helpful index are provided at the back of the text. It should be noted that individual chapters include charts, sample dialogues, activities, a summary section, and suggested readings, all of which make for a very readable (and usable) format.

Chapter 1 - Scaffolding Language and Learning discusses language needed for academic purposes vs. everyday conversation. Setting the stage for the rest of the book, a theory of language based on Halliday's systemic functional linguistics is discussed, along with current theories of learning. These include individualistic models where the teacher is seen as the "depositor" of knowledge or, more recently, the intelligent inquiry and thought model. A further theory of learning, which explores the collaborative nature of learning and language development between talk about experiential activities (e.g., a science experiment) to the more formal written registers of the curriculum (writing up a formal analysis or summary of the experiment). This transition is presented in four stages using content material examples.

Writing in a Second Language Across the Curriculum: An Integrated Approach (Chapter 4) continues the focus on writing, exploring basic premises of product vs. process approaches to writing. Following these more traditional approaches, Gibbons then discusses in-depth a four stage genre approach to writing. Sample genre types (e.g., recounts, narratives, reports, procedures, discussions/arguments) are explored, with areas such as purpose, organization, connectives, and other language features presented under each type. Towards the end of the chapter, a section on writing assessment is included. Finally, throughout this chapter useful charts and rubrics are provided as examples for the classroom teacher.

Chapter 5 - Reading in a Second Language begins with a section on fields which have contributed to reading theory, theories of literacy pedagogy, and the implications for ESL learners. The reading (comprehension) vs. decoding issue is also presented. This chapter discusses an extensive number of strategies and activities for use before, during, and after reading to scaffold acquisition of reading skills, as well as comprehension of content material.

The subskill area of listening is then presented in Chapter 6 - Listening: An Active and Thinking Process. This chapter begins with a discussion of passive vs. active listening, moves to types of listening (one-way, two-way, interpersonal, information-based), and then discusses implications for teaching. A multitude of activities designed to support different types of listening are offered, and as in previous chapters, they are designed for use across-the-curriculum. The chapter concludes with activities for discriminating the actual sounds of English.

The final chapter (7) - Learning Language, Learning Through Language, and Learning About Language: Developing an Integrated Curriculum - is a "pull it all together" chapter with a focus on the integrated curriculum. The stress is on providing a framework for planning a program that supplements the normal curriculum that is already in place, rather than replacing it.

In sum, this is an information rich text in a very readable format that regular classroom teachers should find very useful. Each chapter provides a small amount of background and theory to guide decision-making, which is then followed by sections on implications for ESL learners and activities to scaffold learning using the regular content area curriculum. In conclusion, Gibbons' text provides a wealth of ideas throughout the chapters and glossary which can then spur regular classroom teachers' creativity in adapting them to their own students' needs and classroom.
As I sit here before my computer at the start of a new semester, I face a challenge: I have to write something for MITESOL Messages! You might think that after chairing the conference, this would be easy, but the fact is, I'm not sure what to say.

Feeling this way, I've decided to keep this quite simple. First, I hope 2004 is going well for everyone. (Don't forget that it's a leap year!) Over the course of the coming year, there are a few ideas that I hope to work on including looking into the Midwest Accord. My main hope, however, is that more people will feel comfortable participating in MITESOL in a variety of ways, perhaps for the first time.

(Continued on p. 3)

Formation of Adult Education ESL Special Interest Group (SIG)

At the MITESOL conference last fall a meeting was held to discuss the formation of an Adult Ed ESL SIG. A SIG leader was chosen. The formation of this SIG was also discussed at the November MITESOL board meeting. In the meantime, an emailing list has

(Continued on p. 14)