President's Corner
by Sue Dyste

Life's Unexpected Changes

I don't know about your life, but in my life when I usually really want something to happen, it doesn't. Yet just when I am sure it won't ever happen, it does. That is the story of my life right now. Ever since I moved back to the U.S. from Japan, I have wanted to relocate overseas. Now, forty years later, it has happened. When you read this, I will have already resigned from my position as MITESOL President and will have moved to Shanghai as a trailing spouse.

I am pleased to announce that my departure won't be felt by the MITESOL Membership. That is due to the great group of MITESOL leaders on the Executive and Advisory Boards.

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(Continued on p. 3)

From A to Z
That's My English
by Dorothy Zemach

When students ask how I can tell if a paper is plagiarized, I tell them I can smell it—and Hyun Ja's paper reeked (names have been changed to protect the guilty). He'd clearly taken most of his book report on *Harry Potter* (Rowling, 1998) off various Internet sites; one dead giveaway was that he hadn't changed the capital letters at the beginnings of sentences when he pasted them onto other sentences, as in "In the book, *Harry Potter and The Sorcerer's Stone*, Written by J. K. Rollings, I believe that courage is the most outstanding theme." And clearly he hadn't copied the author's name off the book itself. (Why is that while teachers mind plagiarism, they mind bad plagiarism even more?)

(Continued on p. 4)

TESOL Advocacy Day
by Jackie Moase-Burke

On June 20, 2007, Jackie Moase-Burke joined a dozen other TESOL members, representing eleven U.S.-based affiliates, in Washington, DC for TESOL Advocacy Day 2007. This event featured a day of issue briefings and workshops, capped by visits to Congressional offices on Capitol Hill. The goal of Advocacy Day was not only to lobby on key issues for TESOL, but also to provide an interactive learning experience.

(Continued on p. 12)
Board Talk
by Jacquie Osborn

MITESOL is going green! Not a day goes by now without a reminder of how limited and fragile our world is. “What are you doing to go green?” and “Do you know the size of your carbon footprint?” are common topics around the water cooler. Members of the Executive and Advisory boards are aware of these concerns and frequently discuss the issues at board meetings. This past year in an effort to “Go Green,” the board explored the possibility and then initiated online registration for the Fall Conference. While there were a few complaints, some initial technical difficulties, the majority of the membership overwhelmingly approved and applauded the change. Of course there is a cost for the service but with the cost of paper and postage mounting annually, the organization actually saves money. Since the online registration was so successful, the projected savings lead us to the next step. This will be the last paper newsletter. All newsletters and directories will be online in the future. One last thought, in addition to the saving of resources and money, this format makes the directory available at all times, not just at printing. Once it is assembled, usually in March, it will be possible for a member to request a copy of the directory any time throughout the year. “Going Green” will allow this organization to run more efficiently and economically, so thank you for your support.

From the co-editors
by Hadeel Hermiz and Carmela Gillette

As summer is winding down, we turn our thoughts to fall and another school year. For MITESOL, fall also brings one very important thing: our annual fall conference. This year’s conference looks to be shaping up quite nicely, and this issue of MITESOL Messages hopes to give you a sneak peak of what it will entail. First, in following with our theme of “going green” conference registration will be completed online. See page six for details. We’ve also included some information about our plenary and featured speakers, and the TESOL publication, Essential Teacher, has graciously allowed us to reprint one of our plenary speaker’s columns. In addition, fall conference time is election time, so we’ve included information on those who have been nominated for board positions and those positions that still need volunteers to fill them. We can speak from experience and say that getting involved in MITESOL is a worthwhile endeavor; we encourage you to pitch in! Finally, our President’s Corner is a farewell message from our outgoing president, Sue Dyste. Sue, wish you well on your next adventure. Thanks to all of our contributors, and we hope to see you all in Ypsilanti.

The Newsletter Co-Editors reserve the right to edit any material submitted for publication to enhance clarity or style. Submissions may be shortened to fit available space. The author will be consulted if changes are substantial.

President’s Corner
(Cont. from p. 1)

The ichiban leader, Carol Wilson-Duffy, will be doing double duty as President/Past President until the October elections and then next year will again serve as Past President. When you see Carol, be sure to thank her for her continued sacrifice on MITESOL’s behalf.

Our 2007 goals are well on the way to being met. The MITESOL website and the online proposal submission system have been updated and are functioning well. The MITESOL brochure and The Selected Proceedings of the 2006 MITESOL Conference have been published and will be available at the 2007 conference. Also, MITESOL is fostering collaboration with other professional organizations. MITESOL and the Michigan Department of Education’s Office of School Improvement have been sponsoring professional development workshops throughout this summer and continuing into September.

At the April 2007 MITESOL Board Meeting, we decided to “go green” and do as much “paper-less business” as possible. Last year, an overwhelming majority of the membership who renewed online, 96.4%, requested electronic copies of MITESOL Messages and the MITESOL Directory. Therefore, this issue of MITESOL Messages will be the last mass distribution of a hard “snail-mailed” copy. We do know that some people like having a hard copy and because of that, the 2008 membership renewal confirmation will include information about how to request hard copies of the newsletter and directory. Along those same lines and in an effort to have a centralized database, all 2007 conference registrations and all 2008 membership renewals will be submitted online. That does not mean, however, that payment must be online. You will still be able to pay by check or PO, but all of your registration/membership information will need to be submitted online. The online system will provide a nearly immediate confirmation of your registration and membership renewal. I trust you will appreciate the ease of conference registration and membership renewal this year.

I want to thank you for the opportunity to have served MITESOL as President-Elect and President. I will greatly miss my friends and colleagues in Michigan. If you find yourself headed to Shanghai, please email me. I would love a visit from a Michiganan. I wish you all the best. Enjoy the 2007 MITESOL Conference; I am sure it will be the finest ever!

Sincerely yours,
Sue Dyste
susan.dyste@gmail.com
In my writing classes, I discuss plagiarism at great length, but this book report had been written for a reading class, where I had not discussed plagiarism. Hyun Jae may not have been aware that he’d done anything wrong, but it was unlikely. The assignment had asked for a brief, one- to two-paragraph plot summary and two pages on the student’s personal reaction and application of various reading strategies. However, I still couldn’t assign a grade to three pages of downloaded material, most of it not even very good, and none of which matched the assignment.

I knew from experience that no one likes to be accused of something that the teacher, at least, considers cheating and that sensitively explaining the problem and asking Hyun Jae to remedy it might take some time. So I e-mailed Hyun Jae and asked him to schedule a 20-minute appointment with me.

When he came to my office, even before sitting down he said, “I knew I shouldn’t have copied my book report from the Internet.” That took about 3 seconds. It took another 3–4 minutes to determine through a question-and-answer session that he had actually read the book and applied the reading strategies. I was done, but he made no move to leave. Fifteen minutes of our scheduled time remained, and he kept sitting there and looking at me expectantly. On an impulse, I asked, “Do you want to know how I caught you?” Curiosity proved stronger than embarrassment, and I had him come over to my computer with his paper.

I pointed out which sentences had struck me as not reflecting his voice and showed how I could type any string of seven words into a search engine like Google (http://www.google.com) and come up with the Web site he’d copied from. He was fascinated and had me do this several times. Then he said, “Try one of my sentences.” We found a string of seven words he’d written (with no grammatical errors), plugged them into Google, and--nothing. He looked most impressed and rather proud. “Wow. That’s my English.” We tried a few more times with his own phrases and never found a match.

If you’ve never done this, try it: Type “Written by J.K. Rollings, I believe that” into a Web search engine and see what you get. Isn’t it amazing how many essay sites copy from each other? Then try a string of seven words from this article. A few strings of common words, such as “When he came to my office,” will find matches, but they won’t lead to an identical sentence, and most combinations will not bring any matches.

The search results led us to a discussion of how remarkable it is that, when so many people speak a language, you can still put seven words together and come up with something completely correct yet completely your own. English has not been used up; not everything worth saying has been said. We drew analogies to music (one can still write love songs) and art (one can still paint landscapes and portraits) and discussed the value of quoting others and being original. No doubt it was the most effective lesson on plagiarism I’ve ever given, even though it didn’t happen in a classroom or as part of a planned lesson.
Making Connections: MITESOL 2007

Friday, October 19 – Saturday, October 20, 2007
EMU Student Center, Eastern Michigan University, Ypsilanti
900 Oakwood, Ypsilanti 48197

On-line registration* begins August 15, 2007
Visit www.mitesol.org and click on Online Conference Registration
Pay online with a credit card or mail in your payment to MITESOL after registering online
Be sure you mail your check or purchase order within 14 days after registering to:
MITESOL
P.O. Box 3432
Ann Arbor, MI 48106

Encourage a colleague to attend by registering a Teaching Buddy for special registration rates

Questions? Want to volunteer? Contact Lisa Hutchison
hutchisonlm@southfield.k12.mi.us

Hotel Accommodations – MITESOL rates
Comfort Inn
Reservations 1-800-973-6101 / (734) 973-6100
http://www.comfortinnannarbor.com/
2455 Carpenter Road
Ann Arbor, MI 48108
Located just off Washenaw Road and US-23
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1275 South Huron Street
Ypsilanti, MI 48197
Located on South Huron Street just south of I-94

*If you do not have internet access, please send a self-addressed, stamped envelope to:
MITESOL Conference Registration, P.O. Box 3432, Ann Arbor, MI 48106

2007 FALL CONFERENCE SPEAKERS

- Friday Evening Plenary Speaker: Dorothy Zemach - ESL Material Writer, Editor

  Dorothy E. Zemach is an ESL materials writer and editor from Eugene, Oregon. I taught for over 18 years in language schools and universities in the US (including four wonderful years at Central Michigan University), Japan, and Morocco. I'm a columnist for TESOL's Essential Teacher magazine and have written numerous textbooks, of which my favorites are Paragraph Writing (Macmillan 2005, with Carlos Islam), College Writing (Macmillan 2003, with Lisa Rumisek; this book was written while we both taught at CMU), and Writing for the Real World (Oxford University Press, 2005). My current interests include EAP and business English, testing, the teaching of writing, and humor in ESL materials and the profession. Recent contributions to the profession include organizing the TESOL Idol Talent Contest for TESOL 2006, and getting Henry G. Widdowson to say, on stage at TESOL 2005, "Well, butter my buns and call me a biscuit."

- Saturday Featured Speaker: Dr. Wafa Hassan - Academic Specialist, Arabic Language Instruction Program, Michigan State University

  Dr. Wafa Hassan is a graduate of the George Washington University, Graduate School of Education and Human Development with a specialty in Bilingual Education and Special Education. She worked as K-12 Curriculum Supervisor and Director of Education at the Saudi Academy in Fairfax, Virginia.

  Dr. Hassan is a member of the National Standards for Learning Arabic K-16 Task Force. She has conducted workshops for teachers of Arabic on a regular basis in the States and internationally. These workshops included many subjects on pedagogy, second language acquisition, bilingual education, teaching children with learning difficulties, learning styles, motivation, and curriculum and materials development.

  Dr. Hassan is currently the Academic Specialist for the Arabic Language Instruction Program at Michigan State University. She is developing Arabic Curriculum for high school students cooperatively with Dearborn Public Schools.
2007 FALL CONFERENCE SPEAKERS
(cont. from p. 7)

• Saturday Featured Speaker: Dr. Carlos Lopez - Assistant Superintendent of Curriculum and Instruction, Oak Park School District

Dr. Carlos Lopez has been in multicultural and bilingual education for over twenty years. Dr. Lopez has served as a classroom world languages teacher, university instructor, building principal and now district administrator. He was the Divisional Director for the Office of Bilingual Education, and Executive Director of Accountability for Student Achievement for Detroit Public Schools before taking his current position with Oak Park Schools as Assistant Superintendent of Curriculum and Instruction, where he directs Specialized Student Services, including Title III / ESL Programs.

Dr. Lopez received his Ed. D. degree in Educational Administration and Curriculum and Instruction from Wayne State University, where he has also done post-doctoral work.

Dr. Lopez has served as a presenter at numerous conferences, including School of the 21st Century and Governor Granholm’s “Turning Low-Performing Schools Around” Conference. Dr. Lopez is currently writing the Social Studies Content/English Language Proficiency Levels Linking Document for the state.

FULBRIGHT—TEACHER EXCHANGE PROGRAM

Sponsored by the United States Department of State, the Fulbright Teacher Exchange directs one-to-one classroom exchanges to twenty-five countries for teachers of all curricular levels, kindergarten-post secondary.

Most exchanges occur for an academic year. Argentina, Chili, India and the United Kingdom offer fall-semester exchanges. Morocco and the United Kingdom offer six-week exchanges. Italy and Greece offer eight-week classical seminars for teachers of Latin, Greek or the Classics.

In addition to the teacher exchanges, there are administrative job-shadowing opportunities in eleven countries. Jordan, Thailand, and Uruguay currently offer opportunities to host incoming administrators during site visits to the United States.

Prospective applicants must meet the following general eligibility requirements:
* U.S. Citizenship * Fluency in English * Bachelor’s degree or higher * Be in at least third year of full-time teaching * A current full-time position

The application deadline is October 15, 2007 for the 2008-2009 program year. For more information and/or an application please visit our web-site: www.fulbrightexchanges.org or call (800)726-0479

TESOL Advocacy Day
(cont. from p.1)

TESOL Advocacy Day 2007 was focused exclusively on the reauthorization of the No Child Left Behind Act (NCLB). To maximize the impact of TESOL Advocacy Day, key members of Congress serving on the education committees in the U.S. Senate and House of Representatives were identified for meetings. In turn, affiliates representing the constituencies of those members of Congress were selected and invited to send a representative to Advocacy Day. Since Rep. Dale Kildee (D-MI 5th), Rep. Vernon Ehlers (R-MI 3rd), and Rep. Tim Walberg (R-MI 7th) serve on the education committees in Congress, MITESOL was one of the affiliates selected to send a representative to TESOL Advocacy Day.

To participate, each affiliate representative was required to do several preparatory activities. For example, participants had to set up their own individual meetings with their Congressional representatives. To assist with this, TESOL provided guidance, as well as the list of specific representatives and senators to contact. Contacting the Reps. offices was the beginning of establishing a relationship with the staffers who were responsible for helping to draft the reauthorization language for NCLB. Each office graciously set up appointments with key staffers. Ms. Moase-Burke found that the staffers were knowledgeable and interested in engaging in substantive conversations about the merits and challenges of NCLB and how its reauthorization might be drafted to enhance the education of English Language Learners in Michigan.

Participants were also sent talking points and background information on NCLB so that they could begin to familiarize themselves with the issues in advance. In preparation for the meetings, Moase-Burke used the talking points to prepare information and anecdotes about ELLs in the representative’s district to provide a local context of discussion of the implications of NCLB on local Michigan students and local school districts.

TESOL Advocacy Day commenced with a welcome from TESOL President Sandy Briggs. The participants were also joined by President-Elect Shelley Wong. The morning workshop was led by John Segota, Advocacy and Communications Manager, and was comprised of two panel briefings. The first featured congressional staff from both the House and the Senate discussing the “view from the Hill” on NCLB reauthorization, and the key issues under debate. The second briefing featured representatives from the National Council of La Raza and the International Reading Association to discuss the activities and viewpoints of each organization regarding the reauthorization.

Following these briefings, participants attended an interactive workshop on how to have an effective meeting with one’s congressional representative. This workshop was led by Ellen Fern and Krista Heckler of Washington Partners, LLC, TESOL’s legislative consultants.
TESOL Advocacy Day (cont. from p. 9)

Participants were provided key information to prepare for their meetings and given the opportunity to role play. The purpose of the briefings and the workshop was to help the participants practice and prepare for their meeting on Capitol Hill that afternoon. After lunch the TESOL affiliate team was off to Capitol Hill. Conversations with the staffers were very constructive. MITESOL thanks the Offices of Rep. Kildee, Rep. Ehlers, and Rep. Walberg for spending time to discuss NCLB.

Lloyd Horwich, Rep. Kildee’s staffer in charge of all educational issues, spent significant time discussing in detail the challenge facing legislators as they draft the reauthorization language of NCLB as well as what specific suggestions might shed any new light on resolving the challenges facing legislators. Challenges included how NCLB might provide some accommodations while continuing to require accountability of achievement on both the MEAP and MME.

Rachel Post from Rep. Ehler’s office and Bruce Miller from Rep. Walberg’s office also discussed issues impacting ELLs such as, accountability, accommodations, and the impact of high stakes testing on ELLs and the schools they attend.

At the end of the day, each participant shared their experiences over dinner. It was interesting to hear what other people experienced on their visit. One common thread in the debriefing is that our local affiliate organizations, such as MITESOL, need to actively contact Michigan representatives. Overall, all of the participants agreed this event was a very positive experience for them and for TESOL.

Additional information about TESOL Advocacy Day, including photographs and video of the interactive workshop, is available on the TESOL web site at http://www.tesol.org. If you are interested in learning more about your Congressional representatives, and the legislative issues TESOL is tracking, go to the TESOL U.S. Advocacy Action Center at http://capwiz.com/tesol.

Nominations for Board Positions (cont. from p. 10)

- **K-12**
  Members of this Special Interest Group teach children in public and private schools throughout the state. Various configurations of instruction are possible, many of which are in use in Michigan.

- **Post-Secondary Student Programs Special Interest Group**
  This Special Interest Group (SIG) supports Michigan ESL teachers and administrators in universities, colleges, community colleges, Intensive English Programs (IEPs), English for Academic Purposes (EAP) programs, writing centers and language schools.

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**Executive Board Positions**

- **President Elect: Karen Gelardi**
  Karen Gelardi: Ed specialist in Curriculum and Instruction w/an ESL endorsement from Wayne State University, Masters in Urban Education from Cambridge College, Bachelor of Science with a ZA endorsement from University of Detroit Mercy. She is currently an ESL consultant in the Rochester Community schools. She has taught for over 15 years at the elementary level both as a classroom teacher and as an ESL teacher/consultant. She was a classroom teacher for both Detroit Public schools and Pontiac schools before coming to Rochester Community Schools.

- **Secretary: Carol Kubota**
  Carol Kubota is the Director and owner of a small language school in Battle Creek, Ml. The school has been around for almost 10 years. She has also taught in Japan for four years and in Mexico City, Mexico for four years. Her experience includes teaching at Western Michigan University for six years. She enjoys traveling and is always looking for new ways to improve teaching ESL. She has a MATESOL degree and various other certificates. She believes that learning in ongoing, it never ends.

- **Membership Coordinator: Rita Krause**
  Rita Krause received her BS in Elementary Education and Early Childhood from MSU. She has taught pre-K, Kindergarten, 1st, 3rd, 5th grades as well as middle school at MSU, Our Lady of LaSalette and the Troy School District. She earned her MAT in Early Childhood from Oakland University and her Ed Specialist, ESL/EFL, from Wayne State University. She currently serves as a member of the Oakland County ESL Leadership Team and has presented workshops for MITESOL/Michigan Department of Education Professional Development.

- **Treasurer: Laura Holtz**
  Laura Holtz currently is an instructor at both Oakland Community College and Schoolcraft College. She received her masters degree in TESOL from Eastern Michigan University.

**Advisory Board Positions: Special Interest Groups**

- **Adult Education**
  This Special Interest Group (SIG) supports Michigan Adult ESL teachers and administrators by encouraging and promoting communication, information-sharing, research, publication and awareness of Adult level English as a second language and bilingual learners, in any setting in which they may be learning English.
As teachers, many of us feel excited to be able to offer our students new and exciting ways of learning. Motivation is a key element in the learning process, and many of our students are responsive to new technologies as many of them are more skilled with it than we are. However, as we strive to stay current and incorporate these things into our classrooms, we need to be aware of the fact that as technology may be an effective and motivating tool for some English learners, it can be a hindrance and a source of anxiety to others.

The students that we work with are from widely varying backgrounds. Some may have a low level of L1 literacy, while others may not only have a high level of L2 literacy, but also advanced computer literacy. Sometimes, we encounter these different types of students in the same classroom. Then, what do we do with that great idea for the online homework discussion? What do we do when some of our students absolutely love the idea of using technology, while some students are anxious and worried about looking foolish to their peers? As teachers, it is important that we are aware of these potentially silent anxieties and inequities in computer literacy. As my wise professor from EMU spoke of in our class about language acquisition theories, we need to take into consideration the “affective variables.” In other words, we need to think about and monitor how our students feel about their learning experiences. We need to be aware that technology is something that can create a lot of emotion, or “affective response.”

How, then, do we approach using technology in the classroom? One idea that I came across caught my interest. It’s called Flow Theory, and this method is detailed in a study published in The Modern Language Journal by Joy Egbert of Washington State University (2003). The article, “A Study of Flow Theory in the Foreign Language Classroom,” is available as a PDF download from our MITESOL website. It is on the CALL SIG articles page, which is under the “membership” menu on the main page.

This interesting theory is not based around language learning, but it is rooted in the psychology of motivation. Author Egbert cites a body of work by Dr. Mihaly Csikszentmihalyi, the psychologist mainly responsible for this theory. The application of Flow Theory has been studied across many different disciplines, and I suggest that it may be especially pertinent to the use of technology in education.

In essence, this theory of motivation incorporates components such as clear goals, tasks that are not too easy or too difficult, and a sense of personal control on the part of the learner, among six other elements of the theory. In Egbert’s study, Flow Theory was found to be successful in the language classroom, but admit- tedly difficult to measure.

(Cont. on p. 13)
What's FAS, Crack/Cocaine, and Marijuana Got to Do with It?

A first step in this direction is to know the constellation of areas that point to the potential source of the problem and then make a referral to the most appropriate resource specialist. Before looking at these problem areas, though, a question: In thinking about the effects of fetal exposure to substance use/abuse on early and later child development, which causes the most damage long-term, as evidenced by LDs and LLDs? Now, before reading on, go further with this. Rank order, from most severe to least severe in causing problems, the following substances: alcohol, crack/cocaine, tobacco, and marijuana.

What now follows is a brief outline of the potential problems of fetal exposure to the above substances—moving from the more typical ranking of crack/cocaine, marijuana, alcohol, and tobacco—across eight main areas: birth and early physical development, malformations and other physical problems, sensory difficulties, cognitive development, attention and memory, language development, social and behavioral challenges, and academic performance. Specific characteristics across these areas are taken directly from Ratner and Harris (1994) via Fahey and Reid (2000), though commentary belongs solely to this author.

Crack/cocaine, typically thought of as the “strongest” of the drugs in the above list, has the potential to cause problems in all eight areas. These problems include: prematurity, prenatal growth retardation, low birth weight and malnutrition, and small head circumference; increased blood pressure, heart attack, stroke, and seizures of the infant, small limb size, urinary tract abnormalities, and problematic feeding patterns; lack of responsiveness, problems with visual tracking, and impairments of the auditory system; disorganized play lacking in representational skills and problems with abstract concepts; problematic sleeping patterns, memory reduction, depression, irritability, hypersensitivity, excitability, and problems with maintaining alertness, organizing, and self-regulation; language comprehension and production problems, lack of turn-taking and visual speaking cues, and poor pragmatic skills; unresponsiveness to human interaction, difficulty in attachment, abrupt and/or inappropriate behavior, problems recognizing emotions in self and others, and higher incidence of autism; declining academic performance and learning disabilities. As can be seen, most, if not all, of these impact language and learning potential either directly or indirectly.

Marijuana is often placed second on the list, most likely due to its illegal status. During infancy, tremors are often noted. Sensory problems are likely, including a lack of responsiveness to visual stimuli. Sleep disturbances occur, along with a performance reduction on memory tasks and attention deficits in school-aged children. Finally, prenatal exposure to marijuana often results in reduced performance on verbal tasks.

Though the list is not nearly as extensive as that of crack/cocaine, problems involving the sensory system, memory, and attention, along with language difficulties, paint a picture of a child at-risk in the educational setting.

The results of the effects of alcohol abuse on the developing fetus have come to be known as fetal alcohol syndrome (FAS). Related to this, milder results of alcohol abuse, or even simply alcohol use in some situations, is known as fetal alcohol effects (FAE).

References