

Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity  
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Committee Meetings: Wednesday April 2, 2008

Opening Plenary: Wednesday April 2, 2008 5:30PM

Exhibits: Hilton New York

Online Registration: <https://www.one-stop-registration.com/tesol08/OSR.Index>  
 - [Advance Program \(4 MB PDF\)](#) -

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### President's Corner

by Lisa Hutchison

MITESOL has been a part of my professional life since my return to the States in 2000. Having done my undergraduate work in South Carolina and then staying in Cameroon, West Africa, for 2 ½ years, I was lost in the world of ESL when I returned home to Michigan. The MITESOL President at that time was Alan Headbloom. Unsure of how and where to proceed in my career, I welcomed his professional advice: Attend the MITESOL Fall Conference! Now, seven years later, I have chaired that same conference!

I couldn't have done it without the support, advice and encouragement of the mentors I've found through MITESOL.

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### Teaching English in Japan

By Kurtis McDonald

In last year's February edition of *MITESOL Messages* I wrote about my experiences using blogs with the university students I teach in Japan. In that article I also made a call for possibly collaborating on a student blog exchange with any MITESOLers and their classes that would be interested in attempting such a project. While I was pleased to get a number of replies from that article, I was surprised to find that all of the e-mails I received were inquiring about my background, especially as it related to my experience teaching in Japan. Many of the e-mails I received were particularly interested in the job market for EFL teachers in Japan.

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### A Thank You Note

At the Fall Conference, Maggie Mieske coordinated collecting donations for the Building Bridges with Books program. She graciously shared this note:

*On behalf of Afghan students, I would like to thank you and all those who contributed to the Book Drive for Nangarhar University Afghanistan. These 700 books collected through the Book Drive will not only support Afghan students to learn English, but will bring the two nations close. This book drive is a step towards peace keeping process in Afghanistan and we hope you continue support with Afghan students in future too.*

Regards,  
 Mohibullah Israr

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## President's Corner

(Cont. from p. 1)

Now, I'm grateful for the opportunities I've been given to give back to colleagues and beginning teachers around the state. In the process of my service to MITESOL, I've made wonderful relationships and grown personally and professionally. I trust your MITESOL involvement has done the same for you!

The MITESOL Board includes some of the most dedicated teachers I've ever known, and I count it an honor to be among the servant-leaders I see in my colleagues.

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## From the Co-editors

by Hadeel Hermiz and Carmela Gillette

Welcome to the first "green" issue of *MITESOL Messages*! While this issue will only be sent via email in an electronic version, we've kept to the old format, knowing that many will want to read it the old fashioned way. We welcome your feedback on ways we can make the newsletter more reader-friendly for the computer screen.

This issue contains varied and interesting pieces that we hope will offer something for everyone. First, in an effort to make the newsletter more interactive, we are presenting a new feature called "MITESOL FORUM." Laura Wooddruff submitted a thought-provoking article that we hope will rouse your reactions. We welcome your responses to Laura's piece and hope that we will have some to print in the August issue. In addition, we welcome other, similar pieces to start the next conversation. Also, Kurtis McDonald answers those who contacted him about his article published last year and requested more information on teaching in Japan. He was kind enough to submit a piece detailing his experience and the opportunities available. Also, be sure to check out some of our regular features, such as the Where TESOL Takes You, Teaching Ideas, and Book Review segments.

We continue to be delighted with the diverse experiences and backgrounds of our members and what you are willing to share. Our next issue will be out in August, but it is never too soon to start thinking about how you might contribute to it.

*The Newsletter Co-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.*

## President's Corner

(Cont. from p. 2)

The Fall Conference *Making Connections: MITESOL 2007* would never have happened without the amazing support of so many member volunteers.

Our Board has experienced a few changes since our last Board Meeting; I'd like to thank Suzanne Haxer for accepting the Executive Board position of Communications Coordinator. She's taking over for Maggie Mieske, who reluctantly stepped down due to other responsibilities. Suzanne has already accomplished so much in her first year on the Advisory Board as the MITESOL Public Relations Coordinator. Our new and improved MITESOL brochure has been used state-wide to spread the word about our organization. We are excited to have Suzanne on the Executive Board for this next year. Also, Rita Digirolamo Krause, our new Membership Coordinator, has hit the ground running as our new Treasurer. We value her business acumen and work ethic. Thank you, Rita, for continuing to give of yourself to serve MITESOL. Finally, Laura Ramm has come onto our Executive Board in the role of Membership Coordinator. We have already seen her dedication to the field and the organization and are thrilled to have her aboard!

I'm thrilled to have the opportunity to be a part of MITESOL, and I encourage you to consider broadening your network by involving yourself in MITESOL and its endeavors this year!

We're excited about the rebirth of a MITESOL regional group; affectionately named the "West Siders," our colleagues on the west coast of Michigan are planning for some professional development and networking opportunities. Hosted by GVSU and sponsored by MITESOL, this group plans to start meeting in the spring – look for further details via the listserv and website. Thanks to Christy Pearson and Alan Headbloom for their efforts!

The Michigan Department of Education will again award MITESOL a grant to work around the state with K-12 teachers of English Language Learners. After last year's successful round of professional development workshops, we are busy putting together a proposal for 2008. Thanks to Jackie Moase-Burke and Carol Wilson-Duffy for their role as liaisons with MDE.

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## Book Review

### **Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning**

By Fred Genesee, Johanne Paradis, and Martha B. Crago

Reviewed by Christen M. Pearson, PhD  
Grand Valley State University

*Dual Language Development & Disorders* is a very readable introduction to childhood bilingualism and second language acquisition (SLA), as well as Specific Language Impairment (SLI), a language learning disability affecting approximately 7% of children (Leonard, 1998). The key characteristic of SLI involves morphological deficits, along with potential peripheral difficulties affecting phonology, lexical access, and pragmatics. All three of the Canadian authors are internationally recognized in their fields of SLA and/or language learning disorders.

Overall, the text is heavy on discussing bilingualism and SLA, with only the last chapter focused solely on appropriate assessment and intervention issues for dual language children challenged by underlying language processing disorders. However, early in the text, mini-case studies profiling eight children are set up—with no indication that these children might have language disorders—to exemplify various issues prevalent in SLA that increase the complexity of language disorders in this population. Throughout the text, these children continue to be alluded to, and finally, in the last chapter, each child is again profiled, thereby pulling together all the threads of the text. What follows here is a chapter-by-chapter overview of the key areas encompassed in this book.

In Section I, the first chapter introduces common terms used in the field, differentiating between bilingual children (simultaneous acquisition of two languages) and second language learners (sequential acquisition of more than one language), using the term dual language learner to include both groups. Profiles of eight children are discussed, representing the most common language situations found in North America. The second chapter discusses how differences in cultures can affect the socialization of children, with the potential for mismatches in expectations when teachers and students come from different groups. The third chapter in this section then presents two questions, in which the ensuing discussion—held separately for bilingual and second language learners—sets the stage for the second section of the text. These questions are:

*Do infants and children have cognitive limitations that make dual language learning burdensome?  
Does dual language learning influence cognitive development?* (p. 39)

Section II begins with a chapter on bilingual first language acquisition, addressing such issues as language dominance and cross-linguistic influences (transfer), and exploring the theoretical question of whether dual language learners have one language system or two. Using core areas of phonology, the lexicon, and grammar, the authors argue for a dual system. The chapter then explores how SLI affects bilingual children's language development, followed by a discussion of key points and their implications.

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## Book Review

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The following chapter investigates code-mixing and code-switching in bilingual children, again with key points highlighted and resulting implications presented at the end of the chapter.

The following two chapters in this section address second language learners, first regarding the sequential acquisition of a second language, and second in relation to schooling issues. Typical stages of ESL acquisition are covered, including developmental and transfer errors. Charts with examples, as well as short language samples, increase readability and interest. The authors also tackle the issue of first language (L1) attrition and semilingualism. Once again, the chapter ends with a section on how language impairment impacts ESL development in children, with key points and implications following. The chapter on schooling addresses context-embedded and context-reduced environments, the issue of basic interpersonal communication skills (BICS) vs. cognitive/academic language proficiency (CALP), and how cultural factors and family background influence school performance. This chapter also discusses various bilingual program formats, as well as the effects of early, delayed, and late immersion on both language development and literacy acquisition.

Section III finishes with the one chapter that discusses both assessment and intervention issues in dual language children who also have a language disorder. As previously noted, each of the original eight profiled children are reevaluated with sections on both assessment and intervention for each child. A good selection of references can be found at the end of each chapter for those seeking further information and wanting to read first-hand the relevant literature. Additionally, an informative glossary of major terms can be found at the end of the book.

The one criticism this reviewer has is that the book gradually builds up to how to assess and work with language disabled dual language learners, but then falls short with few actual strategies for teachers to implement. An expansion of Section III would have been appreciated or perhaps a forthcoming second volume picking up on where the first leaves off. Still, this is a solid book that clearly spells out the issues and complexity of interacting variables in this population, using field-based terminology, which could be useful for administrators, content area teachers, ESL specialists, and school speech-language pathologists (SLPs) desiring an introduction to this topic.

### References

- Genesee, F., Paradis, J., & Crago, M. B. (2004). *Dual language development & disorders: A handbook on bilingualism & second language learning*. Baltimore: Paul H. Brookes Publishing.
- Leonard, L. (1998). *Children with specific language impairment*. Cambridge: MIT Press.

**Teaching English in Japan***(Cont. from p. 1)*

While I don't claim to be an expert on all areas of teaching English in Japan, I am able to share my experiences of working at three of the more common teaching options where interested MITESOLers might find themselves one day.

One of the most well-known English teaching options in Japan is the Japanese Exchange and Teaching Programme, or JET Programme for short. The JET Programme is a government-operated program that brings thousands of native-speaking teachers to Japan every year to assist in the English instruction of public schools all across the country. As the minimum requirements for participating in the JET Programme are a Bachelor's degree and a demonstrated interest in Japan, it is a common entry point into the world of teaching English in Japan for recent college graduates with little previous teaching experience. As a fresh graduate with a B.A.Ed. in Spanish, the JET Programme served as an excellent introduction for me to both Japan and teaching EFL when I was a participant back in 1999-2000. Although the JET Programme might not be an ideal teaching option for experienced teachers who may find the mandated curriculum tedious or the team-teaching situation restrictive, it does offer a number of positive benefits for beginning teachers or those interested in experiencing a unique view of daily life in Japan for an extended period of time. More information about the JET Programme, including the current contract stipulations and salary figures, can be found at <http://www.jetprogramme.org/>.

Another popular entry point into the world of teaching English in Japan is working for an *eikaiwa*, or English conversation school. Both privately-owned and nationally-franchised English conversation schools are commonly found across Japan and serve as a major job market for native-English speaking teachers. The minimum qualifications for most *eikaiwa* jobs are a Bachelor's degree and a demonstrated interest in Japan so, like the JET Programme, they are perhaps most appealing for recent graduates and those looking for a way to live and work in Japan for an extended period of time. Though English conversation schools may have somewhat of a negative image in terms of the potential teaching situation being completely controlled by the company, I personally found the job to be both professionally stimulating and personally gratifying during the three years I spent working for one of the more well-known chains, Aeon. The ability to teach conversation skills to very small groups of extremely-motivated learners over a period of three years without a need or concern for tests or grades was a uniquely rewarding teaching experience in my case. On the other hand, it cannot be denied that the corporate side of English conversation schools in Japan often stresses company profits over the interests of the students and does put the teacher in the uncomfortable position of being a "salesman" at times. More detailed information about *eikaiwa* teaching positions can be found on each of national chain company's websites ([Aeon](#), [Berlitz](#), [ECC](#), [GEOS](#)) or through Internet searches for independent English conversation schools in major cities.

For MITESOLers with a Master's degree in TESOL, Applied Linguistics or a related field, teaching at the university level would probably be a more sensible option, though somewhat more difficult to secure. The job market for university EFL positions is its own world in a way. First, as in the U.S., there are a limited number of full-time university positions available, and the great majority of these positions are based on yearly-contracts renewable for a limited number of years, usually 3 - 5.

*(Continued on p. 7)***Teaching English in Japan***(Cont. from p. 6)*

While there are always part-time positions available, visa requirements rule these positions out for those hoping to come directly from the U.S. without spousal visas. Next, the fact that the Japanese academic year begins in early April makes it quite difficult to transition smoothly from a position in the U.S. to one in Japan, especially because unlike the highly organized assistance with settling in provided by the JET Programme and most English conversation schools, a large number of university positions are not accompanied by such support. Finally, the application requirements for most university positions in Japan require a CV complete with a photograph, date of birth, nationality and marriage status, as well as a list and attached sample of professional publications. In addition, Japanese language ability is also a factor considered for some positions. While securing a good university position in Japan may present challenges, in my experience, the job itself has provided a flexible work schedule with exceptional access to technology both inside of class and out, as well as excellent support for professional development. Though it does take time to adjust to the Japanese university system and each school's English language curriculum, which often puts more emphasis on testing and grades than on actually achieving goals and objectives, there are also many opportunities available for MITESOLers to share their approaches to teaching and to work to improve on the existing conditions. Japanese post-secondary job posts can be found and freely accessed on a number of professional teaching organizations' websites ([TESOL's Online Career Center](#), [JALT's The Language Teacher Job Information Center](#), [JACET Job Openings](#), [Japan Research Career Information Network](#)) and one well-known, short-term option is offered through the [Westgate Corporation](#).

Although teaching English in Japan at any level may present unique challenges and countless peculiarities, it can also be an extremely rewarding experience, both personally and professionally. With a wide range of comparatively well-paid English teaching job options available to those interested in embarking on such an endeavor, Japan should definitely be considered as a potential professional stopover for any MITESOLers ready, willing, and able to give it a try. Who knows? You may just find yourself in

Japan for longer than you ever would have expected! For anyone with more specific questions about teaching English in Japan, or for anyone who may be interested in setting up class blog or e-mail exchanges with my Japanese university students for fall, please contact me at [kmcdonald@ksc.kwansei.ac.jp](mailto:kmcdonald@ksc.kwansei.ac.jp). I'm looking forward to hearing from you!



## Where TESOL Takes You

### The China - EFL Phenomenon

By Mimi Doyle

Today, we live in a society in which actors, athletes and even politicians such as Barack Obama are looked upon with a great admiration and respect. In contrast, teachers, though considered essential and necessary, are not quite seen as being equally important. In Michigan, due to current economic conditions, many future ESL (English as a Second Language) and K-12 teachers have left the Wolverine State in pursuit of future employment in other states. If you have read newspapers from around the state, with regard to available teaching positions, it can be quite depressing to those who have chosen teaching as their profession. As an ESL teacher, however, I would like to share my teaching experiences which have convinced me just how important it will continue to be in the future to teach English as a Second Language.

In May 2007, my husband, Dr. Randall Doyle, and I were invited to lecture at North China University of Technology (NCUT) in Beijing, China. I was initially apprehensive about my husband's lectures because he teaches East Asian History and American Diplomatic History at Central Michigan University. I wondered how much content from his lectures, which were presented in English, could be properly understood by his Chinese students at NCUT. Au contraire, not only did they comprehend and understand his lectures but they also participated in lively Q & A discussions. As a result, the students continually asked insightful and direct questions concerning America and China's future relations. Their curiosity and energy seemed boundless.

During my own lecture, "How to Study English and the Difficulties that Chinese EFL Learners Confront," over two hundred students attended; However, this is quite common at Chinese universities because the students are very hungry and motivated to learn English. Having taught at Sichuan University, in 2004, I was well aware of this attitude toward English. Yet, it continues to amaze me how much zeal these Chinese students bring to the classroom in their pursuit to learn. While teaching at Sichuan University of Science and Engineering, in Zigong, China, many students informed me that they regularly attended an "English Corner" to further enhance their English communication skills.



## Where TESOL Takes You

(cont. from p. 8)

It was strongly believed that this activity greatly improved their ability to pursue future employment in China's dynamic economy.

The English Corner is basically a weekly meeting in which all attendees converse in the English language. Every Chinese university promotes this type of gathering to encourage their students' advancement in speaking and understanding English.

Almost all Chinese EFL students are very passionate about speaking English, and they are extremely appreciative of any assistance you can provide them, regardless of the subject. Some will tell you their entire personal life story - just to have an opportunity to converse with you in English. At Sichuan University, many students wanted to take me out to lunch or dinner, so they could spend time with me practicing their English. I felt like a quasi-celebrity.

During my time at North China University of Technology, after every lecture, a group of students followed my husband and me as we walked back to our campus hotel. One particular student named Nancy (most of the Chinese students have given themselves English names) even called us "Stars." Therefore, the admiration, enthusiasm, and respect displayed by these Chinese students, toward my husband and I, made me realize just how important the teaching of English truly is in China, especially for EFL and ESL instructors.

Upon reflection, this trip convinced me that EFL students *do* respect our jobs and appreciate our teaching efforts. Therefore, I believe, we are looked upon with great admiration in many countries throughout the world. Perhaps, due to this newfound realization, I desire a return trip to East Asia, despite the arduous and mind-numbingly long flight across the Pacific, to teach students who are determined to learn English and advance themselves in life.

禄 喜 福

## 2007-2008 New MITESOL Leadership

### Executive Board

#### President Elect: Karen Gelardi

Karen Gelardi: holds an Ed specialist in Curriculum and Instruction w/an ESL endorsement from Wayne State University, a Masters in Urban Education from Cambridge College, and a 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, Mi. 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 is ongoing, it never ends.

#### Treasurer: 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.



## 2007-2008 New MITESOL Leadership

### Advisory Board

#### K-12 SIG Leader: Andrea Gordon

Andrea Gordon has been teaching English for 24 years. She earned both a Master's Degree in English and a K-12 Reading Specialist Certificate from Wayne State University. In 2004, she "graduated" again, this time from Eastern Michigan University with ESL K-12 certification. Andrea's teaching experiences include seven years at Lake Shore High School in St. Clair Shores, as an English teacher and Reading Specialist; two years at East Hill Jr. High, Bloomfield Hills, as an English teacher; five years at Wayne State University teaching Expository Writing, and seven years in Birmingham, MI., teaching Adult ESL. She is now beginning her fourth year as the ESL teacher at Lamphere High School in the Lamphere School district in Madison Heights. Andrea has recently been invited to join the Oakland County ESL/Bilingual Professional Development Leadership Team.

#### Post-Secondary Student Programs Special Interest Group SIG Leader: Joel Boyd

Joel Boyd completed his early education in Pontiac, Michigan. Joel then attended Michigan State University and received his teaching certificate and bachelor's degree there. After that, he began teaching mathematics in a small town junior high school where he taught for sixteen years both in the U.S. and in Germany. By that time, he had acquired a master's degree in education but felt the need to return to M.S.U. to study linguistics. When he left M.S.U. this time, he got a job teaching English as a Second Language for Indiana University in Malaysia. Before coming to Western Michigan University, He spent two years teaching at Lansing Community College. In each of these positions, he has felt that the challenge of working with the motivated students that international students tend to be can be most rewarding.

#### OPEN Position 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.

**Please contact a member of the Board if you are interested in this position.**

## MITESOL FORUM

MITESOL FORUM is a new feature in which one contributor will write on a thought-provoking topic and we will invite others to respond. Responses can be sent any time before the deadline for the next MITESOL Messages' publication (in this case, July 15, 2008). We will print responses and also present a new topic.

**POLITICALLY CORRECT?**

by Laura Wooddruff

Near my home there is a Baptist church that advertises, on a large banner, FREE ESL CLASSES (book and material charges only). When I first noticed the banner, I was surprised and a little offended. Why should a church offer such classes? What about my years of training and my tuition expense? Shouldn't students in need of ESL seek a qualified teacher like me, and pay a fair price for the lessons? Gradually, it dawned on me that the church might be using the teaching of English to spread its Christian message to immigrants and others who need language classes. Whether or not the teacher is qualified to teach ESL is a little beside the point; if something is free, there is surely no recourse for complaint.

I began to think of my ESL students, primarily African, who arrive in my classroom as born again Christians. I noted in my professional reading that a number of religious sects, most prominently the Mormon, offer programs to prepare their missionary adults to work with speakers of other languages. I wondered if it is legitimate to use the teaching of English to proselytize, or if I was mistaken about intent and entirely wrong in my assessment.

For years I have believed in the sanctity of one's native culture. It has been my position that, however objectionable I may find some aspect of my student's way of life, it is my professional duty to respect and accept him or her without challenge. Is this entirely honest? I doubt that any ESL student fails to learn American culture as part and parcel of his ESL experience. I am American and do not apologize for it; should I not extend the same courtesy to the Baptist church and its teachers? The spread of culture and language has a very long history. Some of it ugly; is any of it good?

What are your thoughts on this topic? Please send responses to MITESOL Messages' co-editors Carmela Gillette at [cargillette@tds.net](mailto:cargillette@tds.net) and Hadeel Hermiz at [hadeelhermiz@yahoo.com](mailto:hadeelhermiz@yahoo.com). Please type "FORUM response" in the subject heading of your email and include your name, affiliation and a phone number. We look forward to hearing from you.



## Teaching Ideas from the Fall Conference

At the 2007 Fall Conference, Ildiko Porter-Szucs, Kathleen Reilly and Sharyn Weisbaum presented "Easy Prep Activities that Increase Oral Fluency." Following is one of the lessons plans that Porter-Szucs demonstrated.

**Ping Pong Talk**

*Additional Skill and Benefits:* Associating, listening, elaborating

*Materials:* List of topics to talk about such as: chocolate, winter, the US, English, etc.

*Time Required:* 2-3 minutes per topic

*Procedure:*

- 1- Put students in pairs.
- 2- Students decide who will start talking ex. student A
- 3- On cue, the teacher announces the topic and the student A in each pair starts talking about it
- 4- The teacher claps once to signal that student A should stop and student B should immediately start talking on the same topic
- 5- Step 4 is repeated 3-4 times, each time giving each student about 30-45 seconds to talk
- 6- Teacher helps out with ideas as needed. For example, if a pair gets stuck, the teacher suggests questions. About chocolate: What do we make with it? Is it healthy? Which companies make it? When do we give it as a gift?

*Adaptations by Level*

*Beginning—*

- a) Simple and very broad topics should be chosen, such as chocolate, America, English, family, etc
- b) Topics can be assigned as homework and students prepare some sentences about them.
- c) As a warm-up class activity, either the whole class or groups of students brainstorm some ideas about the topics. These ideas can be left on the board while students ping-pong talk during the activity.
- d) Students can repeat what they have already said.

*Intermediate—*

- a) More challenging topics can be chosen, such as computer, love, doctors, etc.
- b) Teacher varies the length of time each student speaks. For instance, teacher claps and student A starts talking. After 30 seconds, teacher claps and student B continues. After 5 seconds teacher claps and student A talks. After 10 seconds, teacher claps and student B talks for 40 seconds.
- c) Students can be given a few minutes to brainstorm ideas in groups but must put their notes away before the activity starts.
- d) Students are not allowed to repeat what they themselves have already said but each can repeat what the other one has already said.

*Advanced—*

- a) Choose difficult topics, such as pencil, freedom, rivers, etc.
- b) The activity is impromptu: no preparation is allowed.
- c) Vary the length of time as in Intermediate b) but allow for up to 60 seconds per turn.
- d) No repetition is allowed.

*Variations:* Think of weird topics (a sock, a scar on your body), holidays (Valentine's Day, New Year's), topics studied in class (paragraphs, irregular past tense verbs), etc.

## TESOL Position Statements



### Position Statement on Terminal Degree for Teaching English as a Second, Foreign, or Additional Language

A terminal degree is the generally accepted highest academic degree in a discipline or field of study. In many academic fields, especially those in which a person is engaged in the work of academic research, an earned academic (or research) doctorate such as a Ph.D. is considered the terminal degree.

In addition to terminal degrees, many fields of study, especially those linked to a specific profession, make a distinction between a first professional degree and an advanced professional degree. The first professional degree is an academic degree (such as a Master's, or in some cases the Bachelor's) designed to prepare the holder for a particular career or profession in practice-oriented areas of the discipline that do not expect or require research. The advanced professional degree (such as a Ph.D.) provides further training in a specialized area of the discipline, and is viewed as the academic credential for scholarly research and academic activity.

The field of TESOL is a unique, multifaceted academic discipline and profession, encompassing aspects of theoretical and applied linguistics, second language acquisition, sociolinguistics, language pedagogy and methodology, literacy development, curriculum and materials developments, assessment, and cross-cultural communication. As such, identifying a single, specific academic credential as the terminal degree for the entire field is not possible, as the level of a terminal degree depends upon the nature of one's employment, whether it is research-oriented or practice-oriented, as noted above.

Given the variety of undergraduate and graduate programs in TESOL, and the diversity of educational systems worldwide, a Bachelor's degree in TESOL (or related area), TESL/TESOL/TEFL certificate or diploma, or Master's degree in TESOL (or related area) may all be considered as first professional degrees for the TESOL field. It is TESOL's position that a Master's degree in TESOL (or related area) can be considered the terminal degree for teaching positions in English as a second, foreign, or additional language.

*Approved by the Board of Directors  
October 2007*

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### Position Statement on the Role of Teachers' Associations in Education Policy and Planning

Education plays a unique and specific role in advancing human society, and as teachers play an essential role in educational advancement, teaching should be regarded as an esteemed profession. Teachers contribute to the economic, social, and cultural development of society, and thus it is essential that the teaching profession be granted a high status not only for the sake of the quality of education, but also for the progress of society as a whole.

Just as the teaching profession must be granted a high status, so should teachers' associations. Teachers' associations are among the most committed supporters of improvement in the quality of education. Teachers bring their professional knowledge and experience to any discussions of change in educational systems, and thus the collective voice and expertise of teachers and their professional associations is critical for any effective educational planning and policy making.

With the tremendous growth of English as the language of global communication, many countries are implementing English language education as a central component of their education systems. However, much of the educational planning and policy making is being carried out without the active participation of local English language educators. By neglecting to draw upon the expertise and experience of English language educators, authorities may be implementing ineffective language education policies.

TESOL strongly advocates that authorities at all levels recognize the right of teachers' association to exist, and that teachers' associations be accorded legal status. Since teachers' associations play an integral role in improving the expertise and status of their members, authorities should provide support in whatever way possible to strengthen their sustainability.

Furthermore, TESOL urges that authorities encourage the active participation of teachers and their associations in the process of transforming education, and in educational planning and policy making. Authorities and teacher associations should actively seek and agree on the most effective ways to establish regular methods of communication, consultation, and coordination with one another in all aspects of education planning and policy. Particularly in regard to English language education, authorities should draw upon the expertise of English language educators and their associations, such as TESOL affiliates, in developing and implementing sound language education planning and policy.

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## SIG Updates

### Professional Development SIG Report

By Mimi Doyle

In the spring of 2007, Sue Dyste, Suzan Haxer, and I worked on a publicity letter that was sent out to various education institutions in Michigan. The letter asked these schools if they would like to receive financial assistance for their ESL workshops or presentations that they were planning to offer. In exchange for our assistance, the institutions would invite our MITESOL members to attend their workshops. As a result, several institutions responded to our letter and they invited us to attend presentations that were relevant to ESL teaching; one of which was from Michigan State University.

Also, in the summer of 2007, I sent out an e-mail asking our MITESOL members whether they would like to be included in a new database that informed members about workshops and possible presenters on a variety of ESL-related topics. Due to this request, four potential presenters responded and their names and their focuses are as follows: Carol Poleski, Grammar Methodology; Dr. Christen Pearson, ESL and Language Disorders; Nigel Caplan, Academic Writing; Whitney Hayes, Internet, Podcast and Blogs for ESL/EFL students.

In closing, we are always open for your ideas and suggestions. If you know of any upcoming ESL workshops or presentations at your institution, please let us know, so that our membership can benefit from them as well. Also, if you like one of the above listed presenters' assistance, you may contact them directly or contact me. I hope this year will be fruitful one for every member and hopefully MITESOL will continue to grow due to your participation and commitment to improve our organization's effectiveness.

### CALL SIG Report

By Angela Predhomme

We've started a Yahoo group where MITESOL members can discuss technology, ask questions and share information. Any MITESOL member can join the group. All you need is a Yahoo ID, which is free to create. Find the group by searching for "MITESOL CALL" on the Yahoo groups page: <http://groups.yahoo.com>. You can elect to get emails of discussion posts, or no emails. Join the group and see how your colleagues are using computer technology to liven up learning.

In other news, videos from the CALL-sponsored session at the conference will be posted online in the near future, so keep an eye out for a message from the listserve with this announcement and a link.

## ATECR Conference

By Lisa Hutchison, President, ATECR Liaison



### ENGLISH FOR LIFE

#### The Sixth International and Tenth National ATECR Conference

České Budějovice September 12 - 14, 2008

The 6<sup>th</sup> International and 10<sup>th</sup> National Conference of the Association of Teachers of English of the Czech Republic (ATECR) will be held in České Budějovice, a beautiful town in South Bohemia, September 12 to 14, 2008. Hosted by the Department of English of the Pedagogical Faculty of the University of South Bohemia, it will offer a varied program of talks, workshops, demonstrations, research-oriented presentations and poster sessions intended for teachers in primary, secondary and tertiary education.

MITESOL has been a sister affiliate with the ATECR since February 1993. We are proud to offer their TESOL representative, Treasurer, Zuzana Urbanova, a travel grant to attend TESOL NY 2008. For the past 15 years, our partnership with ATECR has had three main goals: Education – to work with and learn from another TESOL affiliate, and to provide opportunities for MITESOL members to make contact with and establish projects with teachers in the Czech Republic; Assistance – to encourage professional interactions with a TESOL affiliate in central Europe; Internationalization – to enhance international activities of MITESOL and ATECR through conference connections, joint projects, and newsletter contributions.

This year Marian Woyciehowicz Gonsior of Madonna University has been selected to represent MITESOL at the National ATECR Conference. She will present "Binomials: Frozen Chunks of English that Your Students will Think are Really Cool." Marian will be awarded \$750.00 from MITESOL as a travel grant to attend the conference. The ATECR will provide a free conference registration and free accommodations to Marian. Congratulations!

MITESOL's alternate recipient is Monique Yoder of Michigan State University. Thank you to all the applicants for this year's ATECR Travel Grant.





Teachers of English to Speakers of Other Languages, Inc.

A Global Education Association Founded in 1966

## news

For Immediate Release

TESOL Contact: John Segota  
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E-mail [jsegota@tesol.org](mailto:jsegota@tesol.org)

### TESOL Launches Online Directory of Degree and Certificate Programs in TESOL

Alexandria, Virginia (January 2008)—Teachers of English to Speakers of Other Languages, Inc. (TESOL), announces the launch of the new online Directory of Degree and Certificate Programs (DDCP) in TESOL. The first online resource of its kind, the DDCP features approximately 450 university-level academic and training programs in English as a second language (ESL) and related fields in the United States and Canada.

With the growth of English language teaching worldwide, those looking to enter the field of TESOL often seek guidance on the variety of academic and training programs available to them. Previously available for purchase as a printed volume from TESOL, the DDCP is now freely available online and contains updated lists on a broad variety of undergraduate, certificate, master's, and doctoral programs in the United States and Canada. The DDCP also contains information on programs that lead to state or provincial credentials in English language teaching.

The DDCP operates as an online database of program information researched by TESOL. Visitors can browse for schools by major, program, degree or certificate, location, distance learning offerings, and credentialing information. Each program listing includes profile data about admissions requirements, faculty, curriculum, tuition, financial aid, and contact information.

To access this online directory, go to [www.tesol.org](http://www.tesol.org) and click the DDCP banner on the left-hand column.

At present, the DDCP only includes programs offered in the United States and Canada. Institutions that wish to be added to the directory can contact Carol Edwards, Publishing Manager, [cedwards@tesol.org](mailto:cedwards@tesol.org).

###

Founded in 1966, Teachers of English to Speakers of Other Languages, Inc. (TESOL), is a global education association with more than 14,000 members and approximately 100 affiliates in over 150 countries. Representing a multifaceted academic discipline and profession, TESOL offers members serial publications, books, and electronic resources on current issues, ideas, and opportunities in the field of English language teaching. TESOL also conducts a variety of workshops and symposia, including an annual convention, regarded as the foremost professional development opportunity for English language educators worldwide. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.

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## TESOL 2008 New York MITESOL Reception

By Carol Wilson-Duffy



It's that time again MITESOL'ers! The Annual TESOL 2008 Conference will be held in the Big Apple and if by chance you are attending the conference, please join us for our annual MITESOL reception. This will be a great time to relax and unwind during the busy, busy, conference! The reception will be held on Thursday, April 3rd from 4:00-6:00 pm, at Havana Central Times Square! This is a recently remodeled bar/restaurant that Allen Ginsberg and Jack Kerouac used to hang out in-for those interested in a bit of nostalgia. Of course that was ages ago-now it serves up Cuban food. Here's how they describe their place-captivating food, hot Latin music, glamorous tropical décor and an engaging staff delivering an authentic Cuban dining experience, reminiscent of Cuba's golden era. (Sounds wonderful, huh?)

As you will notice the scheduled time for our party (4-6 PM) is a bit earlier that we usually have the gathering, but due to our budget and the costs of "living it up" in NY, we had to make a few changes to the schedule. Don't worry though, Havana Central is very close to the conference events, so hopefully you will be able to find time to take a quick stroll over to the party for a "breather" either between sessions or before your other evening activities.

**Food:** Here's what we've got planned for food: Assorted Vegetarian Empanadas, Chicharones de Pollo, Maduros & Tostones, Cuban Sandwiches, and Veggie Skewers. (Cash Bar)

**Sponsors:** Thanks so much to Eastern Michigan University, Michigan State University, Oakland Community College, and The University of Michigan who are helping to sponsor our reception. Their assistance has really lessened our financial burden and made it possible for us to continue on with our tradition.

**Location:** Havana Central Times Square is just a 3 minute walk from the Hilton conference hotel in Times Square.

Address: 151 West 46th Street (between 6th & 7th Ave)

Phone: 212-398-7440

For directions and food descriptions, check out their website at: [http://www.havanacentral.com/mambo/index.php?option=com\\_content&task=view&id=35&Itemid=65](http://www.havanacentral.com/mambo/index.php?option=com_content&task=view&id=35&Itemid=65)

**RSVP:** If you are planning on attending, please email Carol Wilson-Duffy at [wilson77@msu.edu](mailto:wilson77@msu.edu).

Hope you can make it!

Fall Conference Information

# Spotlight on Re-Search: A New Beginning

## MITESOL Fall Conference 2008

Friday, October 24 – Saturday, October 25, 2008

Kellogg Center East Lansing, Michigan



Online Registration ... Coming Soon

Information for conference submission will be on the website soon

[www.MITESOL.org](http://www.MITESOL.org)

Questions? Want to volunteer?  
Contact Karen Gelardi (please put MITESOL in the subject line)  
@ [kgelardi@sbcglobal.net](mailto:kgelardi@sbcglobal.net)

Memories of the Fall 2007 Conference



Former President Alan Headbloom and plenary speaker Dorothy Zemach catch up with other MITESOL colleagues during Friday evening's Networking Reception



Kerry Segel and Heidi Vellenga, both of Saginaw Valley State University, each presented this year

**The MITESOL 2007 Conference**

**Making Connections**

**at Eastern Michigan University**

**was a great success.**

**Many thanks to ALL who helped**

**with this annual fall event!**



Conference Chair Lisa Hutchison, Communications Coordinator Suzanne Haxer, Exhibits Manager Noel Woodcraft and President Carol Wilson-Duffy manned the Registration Table Friday evening