

Spotlight on Re-Search: A New Beginning

MITESOL Fall Conference 2008

Friday, October 24 – Saturday, October 25, 2008

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Mitesol
Messages

MITESOL
Michigan Teachers of English
to Speakers of Other Languages

August 2008
Vol. XXXV, No. 2

President's Corner

by Lisa Hutchison

It's nice to take a few minutes and reflect on the productive spring and summer that we've all enjoyed. The MITESOL Board has surely been working hard too. I'd like to share a few opportunities that the MITESOL leadership has participated in over the past few months.

President Elect Karen Gelardi and I were invited to present a breakout session at the annual spring Michigan Department of Education Title III Directors' Meeting. It was hosted at the Kellogg Center May 9, 2008. Staff from the Office of School Improvement (OSI) and the Office of Educational Assessment and Accountability (OEAA) gave updates and provided open forums for discussion concerning the ELPA and AMAOs and how they impact local school districts.

(Continued on p. 3)

Where TESOL Takes You

More Than Language Instruction: Service Teaching in Lithuania

By Monique Yoder

Labas! It's been two weeks since I've put up my traveling clothes and hiking backpack in exchange for teaching clothes and a classroom. For nearly six weeks, I was traveling around the Continent and Ireland checking out various sites related to James Joyce, but have now developed some temporary roots in Klaipėda, the third largest city in Lithuania, located along the Baltic Sea and directly across from the Curonian Spit. Nestled a short bus ride from the sea is LCC International University, a Christian liberal arts university committed to engaging

students in an educational setting that helps to foster a generation of Eastern European leaders who are able to think critically and promote democratic ideals that will help facilitate the construction of a civil society within the context of a Christian worldview. Quite the ambitious vision statement!

Every July, LCC holds its Summer Language Institute, a three-week long intensive English immersion program that offers students six hours of formal English language instruction five days per week.

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From the Co-editors

by Hadeel Hermiz and Carmela Gillette

It seems impossible to believe, but two years have passed since we accepted the position of *MITESOL Messages* editors, and it is now time for us to pass the baton. As we look back over the past two years, we can truly say that it has been a great experience. We were delighted by the interesting things happening among our membership and your willingness to share them with us. We come away from our tenure as editors with a new perspective on MITESOL and the field itself. *MITESOL Messages* has seen some changes, such as the end of printing paper copies and the new Forum feature., and we're certain there are many wonderful things to come for this newsletter. Among them is the promise of a new outlook that the next editors will bring. We leave *MITESOL Messages* in the very capable hands of Valerie Weeks and Susan Ruellan, and we can't wait to see what they add to it!



In this issue, you will find a response to last edition's Forum article (what we hope is only the beginning of some thought-provoking discussions) as well as information on the Fall Conference. Fall will be here before we know it, so get ready for an enriching conference and the chance to vote for new Board nominees. In addition, there are articles in the categories of Where TESOL Takes You and Book Review. Our regular features include Lisa Hutchison's President's Corner, and the CALL SIG report assesses a new Internet technology. A special thank you, by the way, to Angela Predhomme and Christy Pearson who contributed to each newsletter that we edited. They are shining examples of Board members who care about the development of their SIGs and MITESOL.

Thank you, MITESOL members, for allowing us to serve you in this way. We'll see you at the Fall Conference!

Carmela and Hadeel

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)

Guest speakers included educators and researchers from the Center for Applied Linguistics (CAL), the University of Michigan, Wayne RESA, Oakland Schools, Michigan Association of Bilingual Education (MABE), TESOL and MITESOL! It was an informative day. Additional information may be found at the OSI website: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html. Portions of the MITESOL breakout session are on the MITESOL website under About and then Overview and History.

Another opportunity to work with the Michigan Department of Education has been for MITESOL to conduct professional development workshops around the state for K-12 educators working with English Language Learners. See the article on page 16 to get the details, or check out the link on our home page.

Carol Wilson-Duffy, Past President, and I had the opportunity at the TESOL Convention in New York City to present "Managing your Affiliate with Technology," along with Helen Solorzano, our colleague from MATSOL. It was a great chance to meet other affiliate leaders and share how organizational tasks can be handled effectively through the use of websites, software and other technologies.

The MITESOL Board is excited about the continued opportunities we have to serve the membership. We'll greatly miss the enthusiasm and commitment of SIG leader Mimi Doyle, who is stepping down. She is leaving Michigan to teach in a Korean language school near her family. Mimi wishes to express that serving as a SIG Leader for Professional Development for MITESOL helped her in many ways: meeting unique individuals, attending conferences, and exchanging ideas. I'd like to thank Mimi for her many contributions to MITESOL.

Finally, it was our pleasure to accept an invitation from Michigan Association of Bilingual Education President Kristina Martinez-Precious to have dinner with their leadership and plenary speakers following their spring conference in May. Karen Gelardi and I welcomed the chance to discuss how the mission of MABE and the mission of MITESOL intersect in meaningful ways. We're thrilled to have open dialogue with MABE and consider ways of collaborating in future endeavors.

Please feel free to contact any of us on the Board with your suggestions, insights and contributions. We regularly invite a member-at-large to our Board meetings. If you'd like to attend, let us know! See you in October!

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Book Review

The Lost Treasure of Finistere

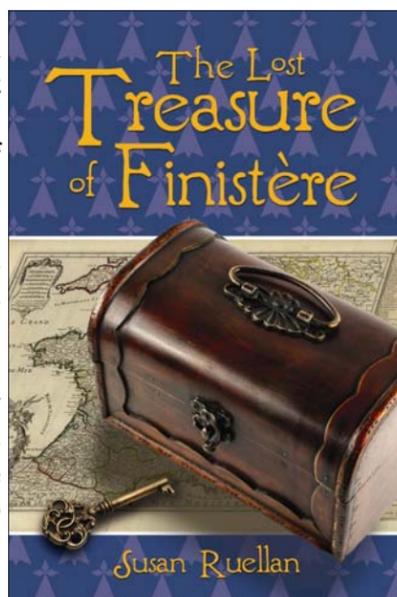
By Susan Ruellan
Ferne Press, Northville, MI
2008

Reviewed by Christen M. Pearson, PhD

In this book of 28 chapters and approximately 75 pages, Madonna University Adjunct Assistant Professor and MITESOL member Susan Ruellan weaves an engaging story of two boys who visit their parents' ancestral homeland of France. The chapters are supplemented by visuals (e.g., maps of France and a family tree) and a glossary of French terms with a pronunciation guide.

As the story begins, Thibault, age 11, and Hugo, age 8, receive a mysterious package from their aunt in France. On it is taped a poem that invites them on a special mission. The invitation partially says, "...I am sending you to search for a lost treasure in France that only hearts full of innocence can easily find... Watch out for false routes and traps!... The real treasure can melt away like snow..." (full text of letter on page 75). And so begins the boys' summer vacation, full of mystery and adventure, as they travel solo from the U.S. to areas of France while visiting various extended family members over a several week period.

The chapters of the text are short, suitable for individual reading even by ESL learners or used in class as read-alouds. Though individual chapters are short, Ruellan still manages to engage the reader, building suspense and "priming the pump" for the next chapter, as the boys get ready to start the next step of their adventure or face a question in need of an answer.



The book itself is marketed for upper elementary level classes, including beginning French classes, yet as I read, I kept thinking of the many ways this book could be adapted linguistically for classes with ESL learners of a wider age range. The first chapter sets up learning as an enjoyable, challenging adventure – "There has to be a challenge in an adventure, or it's no fun" (p. 4) – an idea that is reiterated later in "...there are always risks in things that are worth doing" (pg. 47); this dual joy and challenge of learning also includes learning another language (p. 25). To this end, Ruellan has inserted French phrases throughout the text which are recast into English by the characters. Sweet vignettes using false cognates and idioms also abound. These would serve as enticing springboards for class discussions, using a compare & contrast format, especially if other languages were also represented in the classroom. Ruellan encourages further play with language as she introduces Latin derivatives found in French (e.g., *fini terre*) and continuums of meaning (e.g., *au revior* meaning until we meet again, while *goodbye* holds the potential for more finality), with both of these terms found on page 29.

(continued on p. 5)

Book Review

(cont. from p. 4)

In addition to the linguistic play found throughout the book, Ruellan beguilingly incorporates famous tourist and historical sites, including actual short history lessons, through the boys' travels and magical encounters. Additionally, she artfully weaves culture, history, and philosophical issues in and out of the chapters, along with issues of importance to education and society, such as the need for imaginative games to stimulate creative thinking and the plight of the rainforest to encourage critical thinking and social conscience. Again, these provide additional springboards for class discussions as well as ties into other content area subjects.

One idea that I had was to have ESL students write their own adventure books about their home countries, inserting phrases from their first language that are then recast into English. Early writers could draw pictures with captions in both languages; students of moderate to advanced English proficiency could attempt full-length books. University students in teacher education programs could write books using languages they have learned in high school foreign language courses in order to get a feel for what their future students have experienced. But I will leave you to generate your own unique ideas... Suffice it to say, I am not a person drawn to history or mystery books, yet I could not put this book down; other to-do items were put on hold as I read Ruellan's book in one day, begrudging the need to stop even temporarily for things that could not wait.

In closing, I will tell you that the two boys in search of treasure find the most wondrous treasure of all. Though you will have to read the book to find out exactly what the treasure is, I can tell you this – Ruellan has written a treasure of a book. Be sure to look for her at the fall MITESOL conference where signed copies of *The Lost Treasure of Finistere* will be available for purchase.

Christen M. Pearson, PhD, is an associate professor at Grand Valley State University where she teaches undergraduate and graduate courses in linguistics and TESOL.

Save the Date

MITESOL Fall Conference 2009

Grand Valley State University - Eberhard Center

October 9 – 10, 2009

Where TESOL Takes You*(cont. from p. 1)*

Instructors are predominantly from the United States and Canada (about a fifty-fifty mix from each nation) and come from a variety of teaching and professional backgrounds. What these instructors have in common is a commitment to spiritual development and the fact that they have all volunteered their time, airfare, and busy summer schedules to teach English to 300+ youth and adults in the Baltic area.

While it may seem a bit strange for an ESL instructor to agree to teach without pay and fundraise support for airfare and housing, the faculty and staff here have observed first-hand and understand the need for challenging and engaging English instruction in the Baltic region. The purpose of SLI is to not only help learners develop their language skills for a chance at better employment and university opportunities, but to also create an environment where students feel accepted, comfortable, and have the opportunity to develop their spiritual faith, whatever that path may be.

In addition to six hours of daily language instruction, students participate in a variety of extracurricular activities (tea and games, sports, Bible study, testimony sharing, singing, and talent show practice) that enable English conversation and chances for students to mingle with people from different countries. Students at SLI range in age from 16 to nearly 50. Countries represented include Lithuania, Latvia, Estonia, Poland, Russia, Belarus, Germany, and even the Congo and Senegal! With such diversity, the pressure is on for students to use their English both inside and outside of the classroom.

Over the past ten days, I've gotten to know my students really well. I am proud to say that I no longer stumble over the pronunciation of their names and have begun to see how motivated and incredible these students truly are. Their eagerness to participate in class discussions, share their life stories, and encourage others to practice their English is a breath of fresh air. In talking with them during extracurricular activities, I feel as if I am learning more from them than they are from me.

What sets SLI apart from other IEP summer programs that I've been a part of is its strong emphasis on community building, not just between fellow students and roommates, but the greater Klaipėda community as well. This past Saturday, I visited one of the orphanages with two of my students, where we grilled hotdogs and served juice for the kids. With their bellies full and big smiles on their faces, we played Frisbee and basketball, sang songs, blew bubbles, and gave impromptu digital photography lessons. During the school year, the university offers English language instruction to these orphans. What a wonderful feeling it was to see these children and adolescents – who have literally nothing but a few changes of clothes and a cement courtyard as a play area – eagerly use what English they have learned through the outreach program. Equally impressive for me was witnessing the care and patience my students took with these youth.

Lithuania has come a long way since the fall of the Iron Curtain. With its recent membership into the EU, there are significant changes to its infrastructure that have been made. However, there still remains in the hearts and minds of the people a need for something more.

*(Continued on p. 7)***Where TESOL Takes You***(cont. from p. 6)*

In serving with SLI's program this past summer, I hope that my colleagues and I have been able to somehow assist in filling this need, even if just a little bit. Regretfully, there remain only two more weeks until I load up my backpack and head back to North America. I will miss my eclectic mix of students, but trust that they will remember their summers of learning English in such a unique environment.

If in sharing this experience you are inspired to become a part of LCC International University's vibrant SLI program, I encourage you to explore the program further through the university's website www.lcc.lt. If you'd like to hear more about my experience, you can contact me directly via e-mail (monique.yoder@gmail.com). *Pačio gerausio!*

**TESOL Advocacy Day 2008**

On June 18, 2008, Jackie Moase-Burke joined thirteen other TESOL members representing 12 U.S. based affiliates in Washington, DC for TESOL Advocacy Day 2008

Where TESOL Takes You

Coordinating an Intensive English Camp

by Matthew Rooks

Intensive English courses offer students an invaluable opportunity to learn English in an environment that is vastly different from the "normal" classroom experience. There are a wide variety of intensive English courses, and I would like to show the MITESOL community the intensive English course that I am currently involved with.

I am the coordinator of the SciTech English Field Training Course for the Science and Technology Department at Kwansai Gakuin University (KGU) in Japan. The course, or Intensive English Camp, as the staff here refer to it, provides students with a unique chance to participate in a challenging, entertaining, and educational English immersion experience at the university's Sengari Camp Ground, nestled in the lush Arima-Fuji mountains about 20 minutes away from KGU's campus.

The overarching theme of the camp is "science and ethics," and the main objective of the course is to deepen awareness of science and ethics in an English setting. Other goals of the camp are to encourage students to use English in both academic and informal contexts, develop language and technology skills, and foster new friendships with others who are interested in learning about English language and culture.

The total number of students who participate in the camp varies every year but usually ranges from 50 to 65 students. Throughout the course, students spend most of their time with their groups, which usually consist of eight to ten students (plus one teacher), and complete a specific project which is then presented on the final day of the camp to the rest of the campers.

The course itself is seven days, with two days of orientation in August and five days of extensive instruction in September. Throughout the seven-day camp, students work in small groups led by native English-speaking instructors to develop their English reading, writing, speaking, and listening skills. Students are also strongly encouraged to creatively express their thoughts, ideas, and opinions through a variety of communicative activities. The first two days of the course take place at the university, where students are divided into small groups and introduced to their camp projects. Next, teachers give instruction on specific skills that relate to each project and background information on the topics that each group focuses on. The students then receive their summer homework packets, which will be used later in panel discussions and debates that take place when the groups reconvene at the Sengari campground a month later.

The real fun begins when everyone heads to campground in early September. The students and teachers stay at the campground facilities for four nights and five days. Although the bulk of the course hours are spent working on the group projects, the students enjoy a wonderful bonding experience with their peers and teachers through a variety of activities: game night, nature walks, a scavenger hunt, relay races, outdoor sports, and a campfire finale complete with roasted marshmallows and campfire songs. This year, we are adding barbecue and dance nights as well.

(Continued on p. 9)

Where TESOL Takes You

(cont. from p. 8)

The group projects vary from teacher to teacher. In the past, we have done video projects, Sengari Camp newspapers, poster presentations, wikipedia entries based on the camp itself, and other projects that all relate to the science and ethics theme. This year, some teachers are going to take advantage of the surroundings and incorporate environmental issues into their projects. By the end of the seven-day course, all of the students are very proud of the work that they have done and eager to show their finished projects to the other students. The presentation day is a mix of emotions: relief and pride at successfully completing the project at hand mixed with a bittersweet tinge of sadness knowing that the camp is coming to an end.

For teachers and students alike, the Sengari Intensive English Camp is a truly special experience. Everyone involved works very hard, and the end results show it. Through the students' hard work, teamwork, and perseverance, they improve their English language abilities, learn about science, nature, and ethical issues, and also create lasting friendships and memories. An Intensive English course is a great opportunity for everyone to learn and have fun at the same time, something that we as English teachers should strive for when thinking about the teaching styles and environments that we create for our students.

Are you involved with an Intensive English course, or plan on designing one? Please feel free to drop me a line and share any ideas, comments, or questions you have at mrooks@kwansai.ac.jp



MITESOL 2008 Fall Conference

Plenary and Featured Speakers

Diane Larsen Freeman



Prediction or Retrodiction: The Coming Together of Research and Training

Martha Bigelow



The Role of Literacy in Oral Language Processing: Implications for Research and Teaching

MITESOL 2008 Fall Conference

Jackie Moase Burke



We've Come a Long Way ... and Have a Long Way to Go

Walid Gamouh



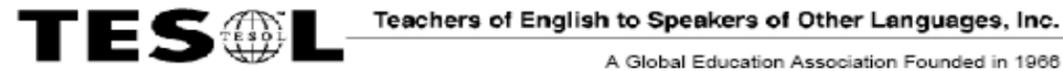
Refugees: How Did They Get Here, and What Works for Them?

Mary Schleppegrell



Reading, Writing, and Grammar: Making Connections

Position Statement



**Position Statement on the Status of, and Professional Equity for,
the Field of Teaching English to Speakers of Other Languages**

The field of teaching English to speakers of other languages is a unique distinct academic and professional discipline with unique linguistic, cultural, and pedagogical dimensions that requires specialized education and training. Those in the field often have the rigorous education, credentials, and experience equivalent to that of their peers in English language arts and literature, foreign language instruction, and other related academic disciplines. However, in many academic settings and institutions, instructors and faculty of English for speakers of other languages in both English as a foreign language (EFL) and English as a second language (ESL) programs are not respected as being part of a unique discipline, and often do not receive the same professional treatment or benefits as their peers in other academic areas.

It is TESOL's position that all educational authorities, government agencies, and academic institutions recognize the field of TESOL as a unique academic and professional discipline that is distinct from, but on par with, other academic subjects. Accordingly, TESOL recommends special and unique designation of the field.

In addition, TESOL is opposed to policies that treat ESL/EFL instructors and faculty differently from their counterparts with comparable credentials in other disciplines. TESOL is in favor of commensurate salaries, benefits, working conditions, and workloads across disciplines in order to foster academic and intellectual equity and integrity in academic institutions and in society at large.

*Approved by the Board of Directors
October 2003
Amended June 2008*

MITESOL Forum

MITESOL FORUM RESPONSE

**By Marian Woyciehowicz Gonsior
Madonna University**

I think Laura raises at least three interesting questions in her Forum article (from MITESOL Messages February 2008). The first might be: Is there a place for ESL classes outside the setting of an educational institution? Although when I first saw a sign similar to the one that Laura saw, I admit to having similar thoughts, I could no more fault the Baptist church for offering free ESL classes to those wanting to learn the language than I would assume an MSU-trained professional horticulturalist would scorn my attempts to teach children about gardening in free classes at the local library. I don't think a certain degree should be a prerequisite for teaching English. In fact, a casual, low-stress environment around a coffee pot at a local church might be the ideal setting for language learning. The second question refers to use of English-language classes to promote a religious affiliation. In this case, I do not believe that classes should be offered with such intent. I have had students complain to me about something similar happening. They were buddied up with members of the community under the guise of having "conversation partners," but when they went to the homes of their "buddies," they were subjected to what amounted to Bible study. These students were frustrated because they wanted to practice their conversational skills, but had no interest in improving their knowledge of the Bible. I think this amounts to a bait and switch tactic, and I cannot condone such a fraudulent practice. On the other hand, if a religious group wants to offer free ESL classes in hopes that the students will see the generous spirit and friendliness of its members, leading students to voluntarily want to join the church, then that's another matter. The final question I see being raised is the issue of culture and language learning, but I'm not sure if I understand which aspect of this issue is being examined. Is it that because proselytization as part of English-language study is seen as okay by a particular group, we all have to accept it? If so, I can strongly state that I don't agree. Is it that the ESL students coming to the church for lessons should see the proselytization as a cultural artifact that must be accepted as part of their decision to seek out instruction in a church rather than elsewhere? Again, I have to disagree. It is possible that students who are served Christianity along with conjugations will be led to understand, as Kramsch (*Context and Culture in Language Teaching*, Oxford University Press, 1993) has pointed out, that culture is really about difference. In this case, due to religious freedom in the US, there are congregations that actively campaign for new members. While some other Americans may consider their methods somewhat annoying but harmless, still others would be vigorously opposed to this "hard-sell" approach. On the other hand, these students might have arrived at our shores with the idea that Americans are arrogant beings who force their beliefs on others, and this notion will be strengthened by their experience. If teachers of English are mainly interested in furthering their own religious beliefs, I'm afraid that the latter might be the logical conclusion.



SIG Updates

New Communication Technologies

By Angela Predhomme

Many of us have heard the buzz about new technologies like Skype, but what exactly do these services do? Is it phone service or video conferencing? I have not used this technology, but I asked people I know about it. These web-based systems present potentially interesting opportunities for distance learning.

First, let's talk about what they are. Skype and Oovoo are companies that appear to offer phone service through "voice over internet protocol," also known as VOIP. They can give you a phone number, and you can call around the world for better rates than you'd get anywhere else. They often include free minutes or packages, and usually unlimited free calls within North America. This is what Vonage does, and this is what my cable modem company, Charter, keeps trying to get me to buy from them. Your phone simply goes through the cable modem as a digital technology instead of traditional phone service. It's cheap, but when the power goes out, so does your phone, unless you have a battery backup.

Aside from plain old phone calls, though it gets really cool. These companies offer video conferencing, and it's through the Internet, so it's unlimited. You are not using phone minutes for this. In fact, I don't think you need the phone service at all in order to use the video conferencing. So, you can talk "Jetson-style" to someone overseas, or to a student in an online class, for example. (If anyone remembers the TV show "The Jetsons," you might recall their video phones, complete with masks for when you're not looking presentable. I'm still waiting for the masks).

My colleague at Wayne State University, Dean Michael Lynn, has used Oovoo for video conferencing, and I asked him about it. According to Dean, you need a high-speed Internet connection, and you download free software. The only hardware you need for video use is a web cam. Many computers now have built-in web cams (web cameras), and they are widely available otherwise. Dean uses a Logitech brand camera that costs about \$80. He uses earphones, and the web cam has a microphone in it. According to Dean, you can also chat online (send live text), and send up to 5 minutes of pre-recorded video, which is great for pronunciation work or explaining an assignment.

Dean and I were introduced to Oovoo by a common student, Abdullah Ali Al Ali. Abdul told me that he likes Oovoo better than Skype for two reasons. You can conference with several people at once and have them all up on your computer screen. That definitely sounds good for working with small groups. Abdul also said that Oovoo seems to be faster than Skype. He believes this is because Oovoo is less popular than Skype, and there are less people on the network.

So, we can see the obvious benefit for distance learning with these types of technologies, but are there any drawbacks? According to Dean, there is a delay and the audio and video are sometimes not perfectly synced.

(Cont. on p. 15)

SIG Updates

(cont. from p. 14)

This is where the sound and picture do not match up exactly. It can be troublesome for pronunciation work, but nothing more than a slight annoyance with conversation.

Other than that, though, this type of technology opens up a lot of possibilities for many people. Now, we don't need a high-tech classroom to use video conferencing; we simply need a computer, the Internet, and a webcam. Distance learning will never take the place of traditional face-to-face learning, but it can open doors for people that were otherwise unable to attend a traditional class or meet with a tutor. If you are curious about trying Skype or Oovoo, (skype.com and oovoo.com), it only takes a small investment and a small to moderate learning curve, depending on your computer experience.

ATECR Updates

By Lisa Hutchison, President, ATECR Liaison

Michigan TESOL has been a sister affiliate with the Association of Teachers of English of the Czech Republic (ATECR) since February 1993.

MITESOL proudly offered ATECR's representative, Treasurer Zuzana Urbanová, a travel grant to attend TESOL NY 2008. Zuzana was an honored guest at the MITESOL reception in NYC where she met her Michigan colleagues.



Photo (from l to r) taken at the MITESOL Reception at TESOL 2008 NYC:
 Karen Gelardi, MITESOL President-Elect
 Zuzana Urbanová, ATECR Treasurer
 Carol Wilson-Duffy, MITESOL Past President
 Lisa Hutchison, MITESOL President



MITESOL also dispersed a \$750 travel grant to MITESOL member Marian Gonsior to attend and present at the ATECR annual conference in České Budějovice in South Bohemia, September 12 to 14, 2008. Marian is an Adjunct Assistant Professor in the ESL Program at Madonna University. She'll be presenting an ELT methodology workshop entitled, "Bionomials: Frozen Chunks of English that Your Students will Think are Really Cool."



MITESOL Westsiders Group

The Westsiders' meeting took place on May 9, 2008 in Grand Rapids at the Eberhard Center, Grand Valley State University. The meeting was hosted by Christy Pearson and Alan Headbloom. Thirteen MITESOL members from the West side of the state attended. Alan Headbloom gave a presentation on his "Enhanced Communication Workshop Series".



The purpose of meeting on the west-side is to address the needs, problems, and issues of ESL learners; to provide a forum for discussion and support; to provide a venue for those presenting at local, state, and national conferences on issues relevant to TESOL to share their talks/workshops, either pre- or post-conference, with a receptive audience.

MITESOL provided financial support for refreshments for this West Side meeting.

Michigan TESOL Receives MDE Grant

In the spring of 2008, MITESOL received a grant for the second year in a row from the Michigan Department of Education to provide professional development for K-12 educators working with English Language Learners.

MITESOL is using the grant funds to present eight workshops in nine counties to general education staff, ESL staff and para-educators. Workshops are taking place in Ottawa Area ISD in Holland, Traverse Bay ISD, Macomb ISD, Genesee ISD in Flint, Marquette/Alger ISD, Lansing Schools, Oakland Schools in Waterford, Wayne RESA and Kent ISD in Grand Rapids.



Last year, over 150 teaching professionals throughout the state of Michigan were reached.

Offered at a minimal cost to participants, these workshops include differentiating K-12 curriculum, instruction and assessment for ELLs; writing standards-based curriculum for Level 1 and 2 ESL courses; designing sheltered instruction for secondary ELLs; Developing & Enhancing Title III ESL/Bilingual Programs; and Promoting Effective Literacy Skills for ELLs in Secondary Classrooms.

Memories of 2008 TESOL Conference in New York

By Carol Wilson-Duffy

The 2008 MITESOL Party held at TESOL NY turned out to be fabulous, thanks to the financial assistance MITESOL received from EMU, MSU, OCC, and the U of M! approximately 65 people attended, and here are a few snapshots of all the fun!



EMU Grads and Faculty



Joel Boyd, David Krise, Matthew Rynbrandt, and Jeff Popko