From the Co-Editors

What an exciting time of year for MITESOL members! The shorter days and cooler (we hope!) weather remind us that another school year is about to begin. Of course, just as important, fall also brings the yearly MITESOL conference and the fall issue of MITESOL Messages.

We hope you enjoy this issue of our newsletter. This year, we’re celebrating our very special 35th anniversary, so you’ll find this issue bursting with news and information about how to keep the celebration going. Be sure to find out all the details you’ll need to have a wonderful conference at Eastern Michigan University, October 1st & 2nd. Conference Chair Wendy Wang has contributed Conference News, including information about reduced rate accommodations and additional details about our keynote and featured speakers. In addition, we’ve included a little something for everyone, from information about the fun salsa dancing activity planned for the Friday of the conference to facts about the Training Content Area Teachers to Teach English (TCATTE) workshop available the weekend of the conference.

Along with conference and anniversary information, we’ve also included several articles we think you’ll enjoy. Beth Langlier offers some excellent suggestions for using articles from various news sources with adult students. You might be tempted to head to the web after reading the interesting overview of a new online listening resource list for ESL/EFL teachers by Matthew Rooks and Thomas Boutorwick. In addition, James Perren has contributed a fine commentary on the benefits of combining language learning with community service learning projects. Finally, Kay Stremler writes about her experience as winner of the 2010 Markwardt Award. Also, don’t forget to read the TESOL position statement forwarded to us by Socio-Political Concerns Coordinator Carmela Gillette.

Thanks so much for your contributions and continued support! See you at the conference!

Marian and Valerie

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Conference News!
By Wendy Wang, 2010 MITESOL Conference Chair

MITESOL 2010 Conference
“ESL at the Crossroads”

This year is both exciting and challenging for MITESOLers as we celebrate 35 years of accomplishments. On behalf of the Conference Planning Committee, I am pleased to report that plans for this year’s conference, “ESL at the Crossroads,” are well underway. In our choices of theme, logo, plenary and featured speakers, we hope to create a forum for us to reflect on where we have been and to explore where we are heading. We are very excited to have Dr. JoAnn (Jodi) Crandall as our plenary speaker. Dr. Crandall, Professor of ESOL/Bilingual Education and Director of the Interdisciplinary Ph.D. Program in Language, Literacy and Culture at the University of Maryland, Baltimore County (UMBC), is well known for her distinguished work on ESOL through content-based instruction. In response to the conference theme, Dr. Crandall will speak to the challenges we face in our field as we re-imagine TESOL.

We are also thrilled that Joan Morley, Professor Emerita of the University of Michigan, will join us as a featured speaker on Friday evening for “A Walk Down Memory Lane.” Our featured speaker on Saturday morning is Linda Forward, the Interim Director of the Office of Education Improvement & Innovation in the Michigan Department of Education, speaking on making “crossroads” connections between ESOL/general education in local schools and on the development of policies that make all kids key to our future.

The MITESOL annual conference is your opportunity to network with ESOL professionals from across the state. To celebrate MITESOL’s 35th anniversary, this year’s networking Friday night (from 9:30 p.m.-11:00 p.m.) features an EMU student band and Salsa Dancing with the MITESOL Stars. Come and enjoy the ensemble and free lessons on how to Salsa like a master. Well, maybe not like a master, but you will certainly have fun while networking with ESOL colleagues, making new connections, and renewing old friendships.

For those of you from out of town, a small block of rooms has been reserved at Marriott at Eagle Crest and at Parish House Inn. I encourage you to book now to take advantage of the MITESOL conference rate at $89/per night. The cut-off date is Friday, September 10, 2010, after which the rooms will be released and the contracted rate may not be applicable. If you would like to book a reservation at Marriott, please call 734-487-2000 or 1-800-228-9290. You must identify yourself as a member of the MITESOL group. You could also book online. Simply cut and paste the following link. You will be directed to Marriott’s home page with the promotional group code (mitmita) already entered in the appropriate field. All you need to do is enter your arrival date to begin the reservation process.

(Continued on page 4)
http://www.marriott.com/hotels/travel/dtwys-ann-arbor-marriott-ypsilanti-at-eagle-crest/?toDate=10/2/10&groupCode=MITMITA&fromDate=10/1/10&app=resvlink

If you would like to make a reservation at Parish House Inn, please call 734-480-4800 or 1-800-480-4866. Information is available at http://www.parishhouseinn.com. Affordable rates are also available at three additional hotels located just west of the EMU Student Center conference venue driving on East Washtenaw Avenue: Comfort Inn (located at 2376, Carpenter Rd., Ann Arbor, MI 48108; 734-477-9977), Quality Inn and Suites (located at 2455 Carpenter Rd., Ann Arbor, MI 48108; 734-9736100) and Days Inn (located at 2380 Carpenter Rd., Ann Arbor, MI 48108; 734-971-0700; daysinnannarbor@hotmail.com). All three hotels are just a few minutes drive from Eastern Michigan University.

Online registration is now open at https://www.acteva.com/go/mitesol. The deadline for pre-registration rate is Friday 11:00 p.m., September 10. The pre-registration fee includes a light dinner buffet and snacks at the networking reception on Friday evening and a continental breakfast, snacks, and luncheon on Saturday. We regret that registration after September 10 will not include the luncheon on Saturday due to time constraints imposed by the caterers; however, there is a food court on the first floor of the Student Center.

Please note that we are still keeping the teaching-buddy category. So, help build and strengthen our community by inviting a non-ESOL colleague to attend our conference at a special rate. To qualify to register as a teaching buddy, you must meet the following criteria: have no MITESOL membership and no formal training in ESOL, and have a trained ESOL colleague. Make sure you include your ESOL colleague’s name when you register.

With the record number of proposals we have received, the MITESOL 2010 Conference promises to offer quality sessions in various high-interest areas. Whether your focus is K-12, higher education or adult education, you will have a range of sessions of your interest to choose from. To ensure that you have a chance to review those concurrent sessions that you will not be able to attend due to conflicting schedules, we will set up an online SWAP shop and encourage all presenters to post their handouts and presentations to share with the conference participants. So, be prepared for an inspiring and enriching experience. We are looking forward to seeing you at the conference.

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Session description: TESOL professionals face a number of challenges occasioned by the recession, anti-immigration discourse, and increasing external educational oversight. There is also a continuing rhetoric of blaming teachers and teacher educators for all our problems, as well as a growing sense that “ESL is just good teaching,” and that if we train all teachers to accommodate English Language Learners, we won’t need ESL. In the midst of these depressing challenges, we also have a number of areas of strength to draw on, not the least of which are the students we work with and advocate for. While not minimizing the challenges, in this talk I plan to focus more on the ways in which we can mitigate these challenges through our professional organizations, our professionalism, and our advocacy, research and practice.

Speaker biography: JoAnn (Jodi) Crandall is a professor in the M.A. TESOL Program and Director of the Interdisciplinary Ph.D. Program in Language, Literacy and Culture at the University of Maryland, Baltimore County (UMBC). Prior to coming to UMBC, she was Vice President of the Center for Applied Linguistics, where she directed a number of clearinghouses/resource centers and international and corporate education projects. Her research focuses on issues of language policy, program design, and teacher education as these affect the development of academic language and literacy for secondary and adult English Language Learners. Among her more recent publications are Content-based Instruction in Higher Education Settings and Content-based Instruction in Elementary and Secondary School Settings (both with D. Kaufman); Passing the Torch: Strategies for Innovation in Community College ESL (with F. Chisman); Adult ESL Teacher Credentialing and Certification (with G. Ingersoll & J. Lopez), and Healthcare Career Pathways for Adult English Language Learners (with H. Wrigley).

Dr. Crandall, a former President of TESOL, AAAL, and WATESOL and one of the founding members and a former Secretary-Treasurer of the TESOL International Research Foundation (TIRF), is a frequently invited speaker at national and international conferences and program reviewer for M.A. and Ph.D. programs in applied linguistics and language learning. She also serves frequently as an Academic Specialist invited by the U.S. State Department in countries such as Peru, Mexico, Cambodia, Thailand, Senegal, and South Africa. Dr. Crandall has received numerous awards, including the James E. Alatis Award from TESOL, the Distinguished Scholarship and Service Award from the American Association for Applied Linguistics (AAAL), the University system of Maryland Regents Award, and the Outstanding Alumna Award from the College of Arts and Sciences at Ohio.
Featured Speaker: Joan Morley, Professor Emerita

“Thirty-Five Years of MITESOL, and Still Moving On!”

**Speaker biography:** After many years on the faculties of the Michigan English Language Institute and the Department of Linguistics, Joan declared 'Emerita' in 2004! She has a long service record with TESOL, International including President, Second Vice President and Chair of the Annual TESOL Convention (Miami), and a total of ten years of elected service on the TESOL Board of Directors. She is also a past chair of TIRF (the TESOL International Research Foundation) and a founding member of this group. Among many honors are an Honorary Life Membership in TESOL, an Honorary Life Membership in MITESOL, and a recipient of the TESOL James E. Alatis Service Award -- and an honorary member of the faculty of the University of Moscow, and one of the University of Hanzhou, China.

Joan has provided a variety of U.S. government services over the years. She was on the English Language Advisory Panel of the U.S. State Department and served as a second language consultant for a number of government agencies in the United States. She has also been an advisor for a number of Canadian government programs and consultancies throughout Canada. She continues to be an Academic Specialist for the U.S. State Department in workshop and advisory capacities.

Favorite professional experiences? Two trips to Russia, one to China, and one to Uzbekistan. Between State Department sponsored trips and country invitations, Joan has been in 50+ countries in the last 15 years. Recent work in South America (Argentina, Brazil, Colombia, Peru, Uruguay, Venezuela) includes lectures and workshops.

Currently, Joan is a partner in a private English language institute in Bucaramanga, Colombia, where she now resides much of the year. She is also a professor in the Foreign Language Department of a university there, teaching North American Phonetics and Phonology, and Comparative TEFL/TESL Methodologies. Her ‘retirement’ motto? Have Briefcase: Will Travel!

Featured Speaker: Linda A. Forward

“Our Kids, Our Future”

**Session description:** Michigan is at a critical crossroads as it considers the education of English language learners. They represent a growing population and educators across the state struggle with the best ways to serve their needs. Critical decisions must be made about the inclusiveness of their education, the roles we envision for them in the years following high school, and what contribution we hope they will make to Michigan’s return to prominence. Opportunities exist for us to reach out to our fellow teachers and administrators in order to formulate programs that support “our kids.” Development of policies that make them everybody’s kids will be key to our future.

(Continued on page 7)
**Speaker biography:** Linda Forward serves as the Interim Director of the Office of Education Improvement & Innovation in the Michigan Department of Education. Ms. Forward has over 40 years experience as a classroom teacher, building principal, consultant, and manager of state and federal programs. In the last fifteen years, Ms. Forward has worked extensively with the School Program Quality initiatives focusing on school improvement, professional development, accreditation, schools of choice, and school reporting in order to improve the achievement levels of all students. This work has taken her to other states and territories to work with English language learners and migrant students as well as working within Michigan to serve the needs of diverse learners.

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**Presents**

**Salsa Dancing with the MITESOL Stars!**

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**Don’t know how to SALSA?**

A MITESOL membership has many rewards including Salsa Dancing. What could be a better way to unwind during the Friday MITESOL Conference than with a world famous and fun past time you can enjoy? Well, put that margarita aside and come and enjoy a free lesson on how to Salsa like a master. Well, maybe not like a master, but you will certainly have fun “Dancing with the MITESOL Stars”!!

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**Note:** You may ask, “What is Salsa?” Well, Salsa is a syncretic dance genre from Cuba, as the meeting point of European and African popular culture. It later spread to Puerto Rico and the rest of the Caribbean Isles. Salsa is essentially Cuban with deep Afro-Cuban beats, and additional musical influences from Son, Guaguancó and Rumba.
Reflections of Presidents Past

When asked to write about my most memorable moment as President of MITESOL, I immediately thought of what I would say. A month later, having pondered this more – and realizing that this wasn’t really a “moment” – I still feel the same. My tenure as President of MITESOL was marked by the incredible people with whom I had the honor to work: their generous giving of their time (especially when we were still driving all over the state for board meetings every other month); their commitment to the field, both with MITESOL and TESOL; and their warm-hearted support, both professionally and personally. As a hesitant in-coming president and conference chair, Shari Weisbaum (out-going president) and Jennifer Craft (presiding president) were always there with their encouragement and full confidence in what I was trying to do. The following year, Carol Wilson-Duffy (new in-coming president) offered her enthusiasm, support, and tech skills as I moved on to different roles as presiding president. Ildi Porter-Szucs was a steadfast presence as treasurer and secretary and a support when my personal life presented some unexpected challenges. And there are others, too numerous to list unless I could be allotted at least a full page… Everyone, please know that I appreciate all that you did and all that you continue to do. You made my three-year journey as president easier, and you’ve made my life richer.

Christy Pearson
MITESOL President 2003-2006

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Warmest congratulations to MITESOL on this important anniversary!! This organization holds a special place in my heart. It was during my years with MITESOL that I received leadership training, met outstanding professionals whom I still count among my good friends, and learned more about the ESL/EFL professional. MITESOL is the perfect training ground for newcomers to the profession and has done great work to enhance the understanding and status of ESL teachers across the state. Well done!

When I became president of MITESOL in 1989, the ESL/EFL/Bi-Lingual landscape was quite different from what we have today. Bi-Lingual programs had been established across the state, but EFL/ESL was still a mystery to many people. The MITESOL Board, in response to that situation, was determined to work toward ESL certification for teachers in Michigan. During that year we had a joint conference with bi-lingual teachers and met with a number of people: legislators, state bi-lingual officials, university administrators, teachers, etc. We did not come close to getting certification in one year, but we did lay groundwork for continuing that effort. In fact, it didn’t take very long for us to discover that most of our meetings were devoted to explaining the differences between EFL and ESL and then the differences between those methods and Bi-lingual education. It was a reality check for us, a reminder that education always has to come first, and WE had to do the educating. Michigan was fortunate to have talented, dedicated, informed, and hard-working professionals who persevered well into the next decade in order to achieve ESL Teacher Certification.

In the years since my MITESOL work, a variety of other events have shaped my life. I served on committees for TESOL International, served as Book Review Editor for the TESOL Journal from 1998-2001, taught in Japan for two years, gave a number of teacher training seminars in Hungary, Turkey, and Yugoslavia, came back to MITESOL with Jo Ann Aebersold to give a plenary address, and also with Jo Ann Aebersold published From Reader to Reading Teacher with Cambridge University Press. I completed two Senior Specialist Fulbright projects, one in Thailand and one in Ulaanbaatar, Mongolia. I “retired” in 2002, moved to Wilmington, NC for warmer winters, but still spend summers near Saugatuck, Michigan. I now teach knitting in a local yarn shop, volunteer at the regional hospital here, and enjoy family and friends in the area. Wish I could be there to celebrate this anniversary with you. Sending my very best wishes,

Mary Lee
MITESOL PRESIDENT 1989
30 Ways to Read an Article: Reading Strategies for Adult ELLs
by Beth Langelier

Find a good page, Paige
Make a good plan, Ann
No need to feel stress, Jess
Students do all the rest

Why is reading aloud a good activity for the English as a new language class? Students review English phonics to pronounce new words. They encounter new vocabulary in context. Reading topics lead to stimulating and reflective conversations. If you try the activities below, you may find more good reasons to incorporate reading aloud in your adult English class.

With a little time and planning, you can use news articles to create reading activities for multilevel adult ELL classes. You will need Internet access, a word processing program, and a printer. You can find articles in local newspapers or national news magazines such as Parade or USA Today, or browse Yahoo News, Comcast.net, etc. for Associated Press (AP) articles. Choose topics of generic interest to all students, such as current events or culture and society in the United States. Useful topics include health, food, family life, marriage, finances, education, employment, local issues, human rights, the environment, etc. (avoid politics and religion). Copy the article from print preview and paste into a Word document. Below are strategies for modifying and utilizing the articles for multilevel groups.

Article Modification before Use

1. No modification; works well for simple articles. 2. Replace hard words and phrases with synonyms or simpler expressions. 3. Delete adjectives and adverbs if not necessary for meaning. 4. Delete sentences or whole paragraphs to shorten the article. 5. Double-space the text. Draw a strike-out line through hard words or phrases; write an easier synonym or expression above. Students can choose to read the strikeout text or replacement text. 6. If using strategy 5, put the hard words and phrases at the bottom of the page with definitions. 7. Highlight hard words and phrases with bold font; explain as you read. 8. Shade some words with different colors to show their speech category, such as verbs, nouns, adjectives, etc. 9. Create space on the page by using 1.5 inch line spacing and putting extra space between paragraphs. If article has headings, make sure they are on separate lines and use underline, bold, etc. to distinguish. 10. Increase font size and expand character spacing by a half point. Use easy-to-read font such as Times New Roman.

Using Articles

1. Read aloud whole class, round robin or “popcorn” style. Beginning students read a half paragraph, advanced students a full paragraph. 2. Use the attendance list to choose names, marking in pencil as you go. 3. Ask volunteers to read; give a line or sentence limit. 4. At the end of each paragraph, ask “Are there any words you want me to explain?” Write definitions on the room media display. 5. Tell students “don’t ask about new words” while reading the article. Students mark unfamiliar vocabulary as they read. Later students look up words in dictionaries. 6. If using strategy 5, students look up words in small groups and then read the article again with group members. 7. If using strategy 6, some students may be reluctant to “read again,” claiming they know all the words. Prepare a second related article for these students to read together. 8. While reading the article as a whole class, ask one or two comprehension questions at the end of each paragraph. Call on specific students or ask for volunteers. 9. If using strategy 8, write the comprehension questions on the room media display. 10. Wait a few days, or even a full month, and then read the article again. (Continued on page 10)
again as a whole class.

**More Ideas for Using Articles**

1. Help students pronounce new words by saying the word softly within earshot of the student. 2. Write hard words on room media display as students read. Have all students pronounce words together. 3. Prepare a hard copy pronunciation guide to accompany the article. Group words in a list or table; have all students pronounce before reading the article (avoid definitions). 4. If using strategy 3, group words according to passages of the article. Pronounce before each paragraph. 5. After reading the article, write a conversation prompt on the room media display. Ask students to discuss the question with a partner or in small groups for a set time (e.g., 5 minutes). 6. If using strategy 5, ask volunteers to recount individual or group reflections; write these on the room media display. 7. After reading the article, write a composition prompt on the room media display. Ask students to write about the question for a set time (e.g., 6 minutes). 8. If using strategy 7, ask volunteers to read their writing aloud for the class, or students read their writing aloud to a partner or in small groups. 9. If using strategy 7, ask students to write about the question for at least 10 minutes. Walk around the room to assess and support writing. 10. After reading the article, ask students to make a list of “three new things they learned” and/or “three things they didn’t understand.” Students discuss their lists with a partner or in small groups.

*Beth Langley is an ESL teacher with St. Clair Shores Adult and Community Education.*

**Online Listening Resources List**

by Matthew Rooks and Thomas Boutorwick

Finding quality online ESL/EFL listening materials to suit specific teaching needs is no easy task. Both language learners and teachers are relying more and more on the Internet as a source for educational resources, and online listening sites are no exception. The quest to locate new and useful listening tools from the vast array of available websites can be akin to looking for a needle in a haystack; finding resources that are appropriate for our students, compatible with school computers, and of acceptable quality can sometimes be more trouble than the time spent searching is worth. Enter the Online Listening Resources List: a database for language teachers and students that provides a detailed, comprehensive description of online listening websites and essential information about them.

The Online Listening Resources List is easily accessible and user-friendly. The various sites are catalogued alphabetically, with readily available descriptions that inform users of suggested uses for the listening materials, available themes and content, proficiency levels, rankings, and user comments about each entry. All of the sites are hyperlinked in the list, meaning every site is just one click away. Here is an example of one of the sites included on the list and the information contained within the listing:

<table>
<thead>
<tr>
<th>Name</th>
<th>URL</th>
<th>Suggested Uses</th>
<th>Content Level</th>
<th>Rank</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Listening Lesson Library Online</td>
<td><a href="http://www.elllo.org">www.elllo.org</a></td>
<td>quizzes, homework, dialogue practice</td>
<td>academic, news, authentic everyday conversations, movie trailers</td>
<td>all levels</td>
<td>variety of topics, separate sections for vocabulary explanation.</td>
</tr>
</tbody>
</table>

This wiki-style database was created with the intention of being able to remain up to date and flexible.
enough to accept a wide variety of user-suggested online listening resources that are applicable to various levels, and teaching and learning styles. Over time, the Online Listening Resources List will grow, and ESL/EFL instructors will have an important place where they can go to search through a broad list of available listening materials.

Although the database is up and running, its full potential will only be realized with the continued help of other ESL/EFL instructors. In order to access the list, please go to http://onlinelistingresources.pbworks.com and click on the “Resource List” link on the home page. Signing up for pbworks takes only one minute, is absolutely free, and completely painless. After registering, users are free to peruse, edit, and even make additions to the list. The list is still relatively new, so any suggestions for improving the interface, classification style, etc., are welcomed and appreciated.

Matthew Rooks is Shokutaku English Lecturer at Ritsumeikan University. Thomas Boutorwick is at Kwansei Gakuin University.

Reflections on TESOL 2010 in Boston

By Kay Stemler

I am honored to have received the 2010 Marckwardt Award which supported my travel to the International TESOL Conference in Boston. Participating in the TESOL conference and the Graduate Student Forum was an outstanding experience – one that got me up and attending 7:30 a.m. sessions everyday! Whether participating in the Graduate Student Forum, attending the TESOL conference sessions, or talking to other TESOLers, it was an inspiring four days.

At the Graduate Student Forum, I was impressed and informed by the research presented. I enjoyed the experience of presenting my own action research study which evaluated whether target academic word list (AWL) vocabulary use in student essays changed during a one semester graduate level academic communication course at Eastern Michigan University. The study showed statistically significant increases in use of AWL words types and tokens (repeats of these words) for both course sections, each of which emphasized different vocabulary teaching strategies. Following the presentations, and during poster sessions, we engaged in discussions of research study designs and interpretation of results. The range of TESOL topics covered by these discussions amazed me as this is something that I definitely could not have done at the outset of my MA TESOL program. Yet, there we were easily exchanging research ideas!

During the TESOL conference, I focused in part on practice oriented and workshop sessions, where presenters shared their teaching techniques, materials, and experiences. I attended workshops on interactive techniques, presentations on use of free materials from the internet, and for healthcare related materials. I feel that I expanded my own teaching experience many-fold through these hands-on exchanges with presenters and conference participants. TESOLers are fascinating, friendly people who value exchange of ideas and openly share their successes and challenges! Everyone I spoke with while waiting for sessions, during lunch, or just relaxing in the hallway was friendly and sought to find a common TESOL area of interest to discuss.

What a boost - I am enthusiastic and energized! Many thanks to MITESOL for this amazing opportunity! I am looking forward to MITESOL 2010 at EMU for another infusion of energy and sharing!

Kay Stemler teaches pre-nursing biochemistry and WSL at Washtenaw Community College and Eastern Michigan University.
The Community Is the Classroom

by James Perren

Why bring international students into the community to use and learn English? It is important to bring international students into the community because it provides multiple opportunities for students to examine the numerous factors involved in authentic communication and the existence of social power that influences learning opportunities. Thus, the primary objective is for students to gain experience with the communication process in nonprofit organizations.

When people from different cultures collaborate there is potential for varying degrees of communicative understanding and misunderstanding. For example, one speech act, the directive, constitutes the main linguistic feature of workplace and classroom communication. Since directives are complicated to learn (Hatch, 1992), L2 users may have difficulty interpreting and using speech acts such as requests and directives with their various forms and functions. Subsequent effects of intercultural communication breakdown range from minor meaning gaps and misunderstandings to perpetuation of bad feelings and negative stereotyping of people whose communication styles and cultures are different (Chick, 1996; Jandt, 1998; Kramsch, 1991). Directives are complicated to learn, they are associated with varying degrees of social power, and directive forms differ between the volunteer workplace (VWP), traditional workplace settings, and the classroom. Each of these points creates important learning potential by integrating them into a formal classroom environment coupled with excursions into the community.

One manner of classroom integration could involve using existing classroom material developed for one of the traditional language skills in ELT. For instance, in Grammar Connection-Level 5, Lesson 14 focuses on Ellipsis and includes multiple learning opportunities for international students for this grammar point using volunteering and service-learning as the content (Cake, 2008). My personal experiences teaching English as a second language (ESL) in several regions of the United States as well as teaching English as a foreign language (EFL) in Japan have convinced me that international students are increasingly aware of the importance of including volunteer work on their résumés. I have encountered many students who recognize that, although they cannot obtain work visas, opportunities to use English by doing volunteer work are readily available (Perren, 2001, 2002, 2007).

Volunteering is a meaningful vehicle for students to integrate and develop in the academic community and in society as a whole through civic engagement. Volunteering is gaining popularity in United States institutions (DiMaria, 2005; Varricchio, 2006) and internationally. In Japan, for instance, interest in community service is the direct result of the aftermath of the Great Hanshin-Awaji earthquake that destroyed the city of Kobe (Hitoshi, 1997). Prior to this natural disaster, volunteerism was essentially non-existent in Japan (Toyokazu, 1996).

There is also an important financial value of giving clear instructions for volunteering and being able to understand them. In the United States, adults volunteered approximately 15.5 billion hours of service in 2000 alone, at a value of $239.2 billion. Volunteers provide much-needed resources to nonprofits in a time when many agencies are trying to adjust to budget cutbacks and a growing demand for services (Rehnborg, Barker, & Pocock, 2005). The enormous financial contributions made by volunteers to NPOs emphasize this notable quantity of people volunteering throughout the world today. In the United States alone it is reported that 44% of the adult population volunteered with a formal organization in 2000, which amounts to an astounding 83.9 million adults (Giving and Volunteering in the U.S., 2001).

I recently created a ‘Helpy Hour’ project that involves regularly providing EMU students (both international and domestic) with opportunities for community-based involvement doing volunteer work or more formal service-learning. My initial goals were to have students using the English language in authentic situations as well as meeting important community needs. I am also interested in relationship development and intercultural communication between Eastern Michigan University and the surrounding local community. This is a “Yes-In-My-Backyard” approach to Internationalizing EMU. Students benefit directly from ‘classroom-into-the-community’ experiences by supplementing and extending lesson materials in reading, writing, listening/speaking, and vocabulary courses. Students are then able to build on information from the classroom setting with genuine pragmatic knowledge required for getting along in the community, that is, the way language is used in social situations appropriately (or inappropriately). Community organizations and local Ypsilanti citizens interact with

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international students and get to know the international students as they engage in civic and social responsibility. These social and linguistic interactions between locals and international students allow for deeper understandings of culture than only from limited service encounters characteristic of university communities.

I often ask students ask to read about different nonprofit organizations in the Ypsilanti area as well as discuss broader social and political issues as they relate to being an international student at a well-known mid-west American university near a predominantly African-American neighborhood with a modest socioeconomic status. Even more importantly, I frequently encounter students with high levels of enthusiasm and interest in developing relationships with the clients and staff at nonprofit organizations. I have pleasantly witnessed a range of communicative interactions including simple greetings and leave-taking sequences to extended conversations and information exchanges about topics related to the nonprofit organization or more practical topics related to language and work tasks.

It is interesting and rewarding to witness international students using English to negotiate vocabulary, verbs and social meaning together as a joint process to achieve understanding. One of my goals is that these community interactions empower international students. I strongly recommend that MITESOL members integrate authentic language use into their teaching repertoire by taking the classroom into the community and making the community the classroom.


James Perren is Assistant Professor of ESL/TESOL at Eastern Michigan University.
Open Business Meeting – October 2, 2010
2010 MITESOL Conference
Student Center, Eastern Michigan University

Slate of Nominations for Open Positions

Executive Board

President-Elect: Joel Boyd (3 year term)
Joel Boyd holds degrees from Michigan State University where he has studied mathematics education, curriculum design and theoretical linguistics. He began his career as a junior high math teacher and has taught in public schools in the United States and Germany. On the university level, Joel has worked in Malaysia, Lansing, Michigan and finally at WMU where he has been on the faculty for fourteen years. He also served as Interim Director for the Center for English Language and Culture for International Students for two years. He has now returned to the classroom. Joel enjoys traveling, learning about new cultures and the arts, especially theater and dance.

Secretary: Cyndi Kiser (2 year term)
Cynthia Kiser holds a Bachelor’s Degree in Elementary Education with both ESL and Reading Recovery Endorsements, a Bilingual Bicultural Master’s Degree with a concentration in ESL Curriculum and Instruction. She is beginning her seventeenth year as an educator. She has extensive history working with both the ESL and Title One populations of students. Cynthia has been a classroom teacher, academic interventionist and an ESL consultant. Outside of her districts, she has also worked with a local church to develop an ESL program for their congregants. Currently, she is working with a local community center to offer support to second language families. They are helping provide “support services” and academic support for the children and parents alike. She has also given presentations regarding ESL students at conferences, such as MITESOL and MRA, as well as the MEA conference.

Communications Coordinator: Kay Stremler (1 year term)
Kay Stremler has a Masters in TESOL, a PHD in Chemistry. Currently she teaches pre-nursing biochemistry and ESL at Washtenaw Community College and Eastern Michigan University, respectively. She also has extensive experience in international biotechnology drug development. Living and working in Germany for seven years inspired her interest in TESOL which she pursued through a Masters at Eastern Michigan University (2009). Currently at Eastern, Dr. Stremler is involved in collaborative projects to develop and teach international student focused writing workshops and research communication skills courses. She is also an adult community ESL instructor. Dr. Stremler’s interests include ESP - scientific, technical and healthcare settings, EAP, vocabulary acquisition, World Englishes, intercultural competence, use of technology in the classroom and everyday English skills.

Advisory Board

Post Secondary: Andrew McCullough (1 year term)

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Andrew McCullough has been an Academic Specialist at the English Language Center at Michigan State University since 1999. He has served as a coordinator of special programs, including summer contract programs, and coordinates the ELC’s ESL Lab, a mini grant writing center catering to ESL students in tier 1 and tier 2 writing (aka frosh comp and similar classes). He has taught ESL for 27 years, including time at a US Binational Center in Medellin, Columbia, and then at a private ESL institute in California. He focuses primarily on academic writing, and is interested in a variety of approaches to teaching, as well as issues that affect ESL students in academic and adult education settings.

Public Relations: James Perren (2 year term)

James Perren, Ed.D. in Curriculum, Instruction and Technology in Education: Language Arts (Temple University, Philadelphia, Pennsylvania); M.A. TESOL (San Jose State University, San Jose, California). Assistant Professor. Service learning in applied linguistics, intercultural communication, ESL teaching methodology, technology in language education, second language acquisition.

Newsletter Editors (2 year term)

Marian Woyciehowicz Gonsior

Marian Woyciehowicz Gonsior tutors ESL students and others at the Madonna University’s Writing Center. She is also an adjunct assistant professor in the Communication and Writing Department at Madonna University. In addition, she has taught ESL at Madonna University, Oakland Community College, and the University of Detroit Mercy. At UDM she also served as the assistant coordinator of the American Language and Culture Program. She holds an MA in Teaching English to Speakers of Other Languages from Madonna University and an MA in Spanish from New York University. Writing is her first love, so some of her favorite moments are those she spends talking about writing with students and colleagues. Her other interests include gender and cultural issues in the ESL classroom.

Valerie Weeks

Valerie is currently an ESL teacher in Bloomfield Hills School District. She teaches 4th and 5th grade newcomer ESL students. She received her Master’s Degree in Bilingual/Bicultural Education with an ESL endorsement from Wayne State University in 2006. Valerie received a Bachelor’s Degree from Albion College in 2001, where she was an English and Elementary Education Major. Valerie is passionate about teaching ESL students, and she really enjoys learning from her students as well.

Adult Education SIG: Andrew McCullough (2 year term)

Andrew McCullough has been an Academic Specialist at the English Language Center at Michigan State University since 1999. He has served as a coordinator of special programs, including summer contract programs, and coordinates the ELC’s ESL Lab, a mini grant writing center catering to ESL students in tier 1 and tier 2 writing (aka frosh comp and similar classes). He has taught ESL for 27 years, including time at a US Binational Center in Medellin, Columbia, and then at a private ESL institute in California. He focuses primarily on academic writing, and is interested in a variety of approaches to teaching, as well as issues that affect ESL students in academic and adult education settings.
MITESOL Welcomes

TCATTE
Training Content Area Teachers to Teach English

To the Fall 2010 MITESOL Conference at Eastern Michigan University in Ypsilanti

Content area secondary teachers (e.g., in math, science, history) are invited to:

* Attend a 4-hour TCATTE workshop Friday, Oct. 1, 2010 from 5 to 9 p.m.
* Attend 5 hours of MITESOL presentations on Saturday morning, October 2, 2010.
* Attend the final 1-hour TCATTE workshop Saturday afternoon, October 2, 2010.

Participants must complete the 4-hour introductory workshop on Friday, attend 5 hours of MITESOL presentations on Saturday, and the final 1-hour TCATTE workshop on Saturday afternoon.

IMPORTANT: NO partial credit can be given. Because this is a federally funded grant, participants must meet the 10-hour minimum "seat time" in order to receive benefits.

TCATTE provides participants with:

  1 SB-CEU
  Conference fee (this fee will be a reimbursement)
  Friday dinner
  All books
  A stipend of $160 to cover hotel and travel expenses

**Reimbursement for the conference fee and to receive the stipend will take approximately 4 to 6 weeks to process through our accounting department**

For more information about the TCATTE grant, or to register to participate in the TCATTE Workshops, contact Tamika Hutchons at TCA.TTE@emich.edu

TCATTE is a grant funded by the Federal Department of Education
Position Statement on Adult English as a Second or Additional Language Programs

Countries where English is the common, dominant, or official language have witnessed in recent years increases in their populations whose first language is not English. For example, in the 2000 Census in the United States, approximately 21.3 million people—or 18% of the U.S. population—reported that they spoke English “less than very well.” This is an increase from 14% of the U.S. population who spoke English “less than very well” in 1990. In its 2006 census, the Australian government reported that the population that spoke English “not well or not at all” increased 6% from 2001. In Canada, the allophone population—meaning the population whose native tongue is neither of the official languages of English or French—grew from 18% in 2001 to 20% in 2006. Moreover, the population who reported no knowledge of English grew 6% during the same time period. (This includes the population who reported knowledge of either French only or neither English nor French.)

Access to and participation in high quality education is imperative for every individual. This is poignantly true for adults, who must adapt to continuing changes in their workplaces and communities, while guiding the next generation to meet the challenges of this century. Unfortunately, adult English language learners are too frequently overlooked and underserved by educational authorities and systems. In many of these countries, programs that serve adult English language learners are frequently underfunded, with the demand for adult English as a second or additional language (ESL/EAL) programs far outweighing the supply.

TESOL urges countries where English is the common, dominant, or official language to make commitments to developing national systems of high quality, appropriate language and literacy services specifically tailored to the needs of adults learning ESL/EAL in their populations. These systems should involve all stakeholders in the review, creation, and implementation of education policies and be no less in quality, recognition, and support than the system in place for public primary, secondary, and higher education.

The services developed within these systems should support adults learning English, regardless of their language and cultural backgrounds and previous schooling, to accomplish their immediate and long-term educational goals, to contribute economically by being fully enfranchised in the 21st century workforce, and to make significant and discernible progress toward reaching their full potential in their roles in society. In addition, these educational systems should:

• Have adequate resources at the national, regional, and local levels to provide regular access to appropriate, high quality classes, with components such as ESL/EAL instruction (including newcomer programs that focus on beginning ESL and literacy instruction), native language services, bilingual services, citizenship and civics education, and other academic, functional, or life skills preparation.

• Use assessment and accountability plans that are consistent with program goals and learners’ needs, and that support learning and teaching rather than driving instruction.

• Have committed understanding of multiculturalism and respect for ESL/EAL learners and educators from different linguistic and cultural backgrounds.

• Have articulation mechanisms within and across programs to allow adult English language learners to move from beginning to intermediate to advanced language and literacy classes; to academic and workforce preparation classes; and to postsecondary or workforce programs.

• Provide or facilitate access to support services such as child care; health care; transportation; social and legal counseling in human and civil rights; job counseling, placement, and employment services; and immigration services.

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• Have committed resources from the national, regional, and local levels to provide for full-time positions for instructors with salaries and benefits that are commensurate with those of public education.
• Make teacher (and other program staff) salaries, benefits, and working conditions commensurate with education, credentials, experience, and responsibilities and on a par with those of professionals in public education.
• Make available ongoing paid professional development for program staff (full-time and part-time teachers, administrators, tutors, and volunteer staff) and include ways to work effectively with linguistically and culturally diverse learner populations.
• Provide for certification and credentialing of teachers and administrators.

Approved by the Board of Directors
March 2010

NOTE: Additional TESOL position statements are available online on TESOL’s website. Follow the link below to read the most recent position statements approved by the TESOL board, including the TESOL — AZ-TESOL Joint statement on the Teacher English Fluency Initiative in Arizona and the Position Paper on Language and Literacy Development for Young English Language Learners.

TESOL Position Papers

Position statements contributed by Socio-Political Concerns Coordinator Carmela Gillette.