Planning the MITESOL 2012 Conference has been as rewarding as it has been challenging. Above all, it has been a community effort as the MITESOL Board Members and Madonna Team have worked in unison to assure that Michigan TESOL professionals once again have a great professional development opportunity. To this end, we chose as this year’s conference motto: “Serving for a Better World”, which speaks to the very core of our profession. Accordingly, we invited two keynote speakers with impressive expertise in both TESOL and service learning. Friday night Dr. Angelika Kraemer of Michigan State University will give the talk entitled: “Engaging Students in and Preparing Them for K-12 Service Learning Projects.” On Saturday, Dr. Adrian Wurr of the University of Idaho will deliver the presentation: “Learning Service and Service-Learning in Turbulent Times”. Please read the presenters’ bios and their presentation abstracts in this newsletter. In addition to the plenary sessions we will have over sixty break-out sessions that address a great variety of issues which are of interest to the diverse groups that make-up our profession from K-12, post-secondary, and adult education teachers to teacher trainers, administrators and researchers. Many thanks to all who submitted their proposals, thus making our conference possible!

This year’s Friday night entertainment will feature the a capella group Kopitonez from the University of Michigan. The food throughout the conference will be prepared by Sedexo, and our chef assures us that it will be delicious. So please make plans to attend this year’s conference. For special hotel rates, please go to http://www.mitesol.org/conferences/2012-conference/2012-hotel-information/

As Madonna University, a Catholic University in the Franciscan tradition, celebrates its 75 anniversary, our Madonna Local Team is excited to have the privilege to host the MITESOL 2012 Conference.

See you in October!
From the Editor

It’s odd to write this piece without the input of my co-editor Val Weeks, who has had to step down early from her position due to family responsibilities. I’d like to take this moment to thank Val for her dedication to making each issue of MITESOL Messages something special. It’s also strange to think that this is my last opportunity to edit an issue of this newsletter. As we/I pass the editorship on to the capable hands of Allie Piippo and Aiman Wesley Mueller (see more information in this issue), I’d also like to thank all the MITESOL board members and others members who have contributed the wonderful articles that have filled the pages of this publication over the years. Thanks so much for sharing your insights and expertise.

Marian Woyciehowicz Gonsior, MITESOL Messages, Editor

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MITESOL 2012
SERVING FOR A BETTER WORLD
Madonna University
Livonia campus
October 12—13, 2012

MITESOL 2012 Conference Key Note Speakers

We are excited to invite you to attend this year’s key note speakers’ presentations, which address directly the theme of our conference: “Serving for a Better World.”

Friday evening Dr. Angelika Kraemer of Michigan State University will deliver a talk entitled “Engaging Students in and Preparing Them for K-12 Service-Learning Projects.” Saturday afternoon Dr. Adrian Wurr of the University of Idaho will speak on “Learning Service and Service-Learning in Turbulent Times.” Please see the abstracts and biographical information below.

Friday, Oct 12, 2012
Dr. Angelika Kraemer: Engaging Students in and Preparing Them for K-12 Service-Learning Projects

Abstract

Recent scholarship documents that service-learning and civic engagement programs advance students’ attainment of academic learning outcomes – if student-led initiatives are properly designed and supervised (e.g., Gascoigne, 2001; Grim, 2011). In this talk, I will share best practices in community-based, foreign language service-learning opportunities that successfully engage undergraduates with K-12 students. We will look at effective program design and delivery with a discipline-specific focus on students’ development of linguistic and pedagogical skill sets and investigate victories and challenges in integrating service-learning opportunities in the language curriculum.

(Continued on page 4)
Dr. Angelika Kraemer, Michigan State University

Angelika Kraemer is Outreach and Co-Curricular Coordinator in the Center for Language Teaching Advancement at Michigan State University, where she also directs the Community Language School. For the past 11 years, Angelika has taught ESL, German, teaching methods, and general education courses at the elementary, secondary, and university level. She conducts research on online and blended learning, early language learning, program administration, and second language acquisition. Angelika is also a workshop leader for the Center for Language Education and Research (CLEAR). She was the 2010 recipient of the Michigan State University Curricular Service-Learning and Civic Engagement Award. Her community language program was featured in the 2010 President’s Report at MSU and she received first place in the 2012 MSU-AT&T Instructional Technology Awards Competition for her online course on the European Fairy Tale Tradition. Angelika currently serves as President of the Michigan American Association of Teachers of German, Vice President for the Michigan World Language Association, and Midwest Regional Vice President for Phi Beta Delta International Honor Society.

Saturday, Oct. 13, 2012
Dr. Adrian Wurr: Learning Service and Service-Learning in Turbulent Times

Abstract

Times are tough. Recovery from the worst recession in 80 years is too slow. While a coalescence of political, social, and economic pressures can push people and institutions to consider disengaging from their communities, in this talk I will argue for the opposite: Service can and should be part of the solution to the most of the pressing problems in society today. Presenting snapshots of service projects involving English Language Learners, I will also suggest that TESOL educators and their students can gain critical civic literacy skills by inverting the term service-learning and considering what it means to learn service.

Dr. Adrian J. Wurr, University of Idaho

Adrian J. Wurr is Assistant Director for Service-Learning and Internships and adjunct professor of Curriculum and Instruction at the University of Idaho. A Fulbright Scholar in 2007, he has published numerous scholarly articles in the U.S. and abroad on literacy, assessment, service-learning, and TESOL. In 2010, he was appointed by Governor Otter to Serve Idaho, the Governor’s Commission on Service and Volunteerism, He is co-editor of Learning the Language of Global Citizenship: Service-Learning in Applied Linguistics (Wiley, 2007) and Writing, Service-Learning, and Community Literacy: A Critical Sourcebook (Bedford/St. Martin, 2010), and serves on the editorial boards of The Reading Matrix and Reflections: A Journal of Public
TESOL Academy 2012 in Michigan

From Wendy Wang

MITESOL was honored to host the TESOL Academy 2012 at Eastern Michigan University, an event held on June 22-23, 2012 at the Student Center, Eastern Michigan University. It offered six workshops on hot topics led by leaders in the TESOL field.

“Developing Culturally and Linguistically Responsive Response to Intervention (RtI) Systems for English Language Learners” by Barbara Marler

“Developing Language Objectives for Use in Content-Area Instruction” by Lisa Tabaku

“GPS: A Roadmap to Comprehension” by Dorothy (Dotti) Kauffman

“Tasks and Tools for Assessing Oral Language” by Lorraine Valdez Pierce

“Transitions from the Beginning: Developing Academic Readiness Skills from the Start” by Kimberly Johnson

“Meeting Learner Needs in a Multilevel Class” by Emily Beckett

The TESOL Academy 2012 in Michigan attracted ESOL professionals from across Michigan as well as out of State and overseas: OH, IN, AZ, IL, NY, TX, SC, OK, ON (Canada), and Sierra Leone. During the days of the TESOL Academy, the presenters did a phenomenal job, engaging participants in hands-on analysis and creating activities and worksheets they could use in their own teaching settings. In addition to attending the workshops, participants enjoyed the collegial atmosphere and appreciated the opportunity to make professional contacts with counterparts at other institutions.

As the first TESOL Academy in Michigan, the event was a huge success. For Michiganders and MITESOLers, this was the first time they had access to TESOL professional workshops without having to travel very far. It provided a supportive environment for ESOL professionals in Michigan to grow at a critical time of need. As Chair of the local TESOL Academy Planning Committee, I would like to thank the team members for their dedication that made the event a success on site. From initial planning to promotion and onsite registration, they helped tremendously in their capacity. The TESOL Academy in Michigan would not have been such a success without their hard work.

My special thanks to:

Zuzana Tomaš (Public Relation Officer, EMU)
Lisa Lockhart (SIG Leaders Liaison, Lamphere Public Schools)
Karen Morrison (K-12 SIG Leader, Clarenceville Public Schools)
Rick Rojas (Treasurer, Northville Public Schools)
Jaana Terhune (ESL x Special Education SIG Leader, Central Academy in Ann Arbor)
Ellen Brengle (Secretary, South Lyon Community Schools)
Marian Gonsior (MITESOL Newsletter Editor, Madonna University)
MITESOL 2012 Conference Teaser
From Jane DeGroot

When I closed out a 2 ½ year federal grant at the end of July, 2012, I realized that I have learned much about the training needs and desires of both ESL and ABE (Adult Basic Education) adult learners. “Ready to Work” was an eight week program that we cycled through nine times. The program evolved into a very intensive training that provided 16 hours of face-to-face instruction each week. Our learners at first thought that would be difficult to accommodate, but in the end, found the scheduling satisfactory because of the time required to reinforce challenging concepts in math, reading and locating information. If these three skill areas reflect ACT’s WorkKeys’ assessments, which when passed at a level three or higher, secure a National Career Readiness Certificate (NCRC). Unfortunately, most of our learners came into the program unable to pass in at least one, if not all of the skill areas.

Throughout their engagement in the program, all learners met regularly with a Career Coach for career counseling. This included some personality testing related to career options, job searching and decision-making. Once they zeroed in on a career option, an action plan to achieve their goals was created and implemented. Learners were also required to attend Employability Skills training, which provided the necessary soft skills for getting and maintaining a job. Achieving an NCRC offers certification that indicates the individual possesses the fundamental skills in reading, math and locating information necessary for most jobs. Many of these adults do not have a high school diploma or GED, so it is a significant achievement for them.

If this sounds like something you might be interested in hearing more about, please join me and a panel consisting of our Ready To Work ESL instructor, a Human Resources specialist from a local food manufacturing company, and the Executive Director of the National CRC Advocates. We hope to see you at Madonna University in October!

2012 Conference Proceedings
From the Editorial Team

Please consider submitting your MITESOL 2012 Conference paper to the MITESOL Conference Proceedings Editorial Team. You will be able to purchase your own personal copy of the completed publication. Please send submissions to the Lead Editor-James Perren at jperren@emich.edu before the December 31, 2012 deadline.
TESOL Academy participants arrive for the event held on the campus of Eastern Michigan University in June.

TESOL Academy presenters (from right, Lisa Tabaku, Emily Beckett, Dotti Kaufman, Barbara Marler, Kimberly Johnson, and Lorraine Valdez Pierce) and MITESOL past president, Wendy Wang (far left)—at Eastern Michigan University.
Executive Board

President-Elect - Jeanine Clever (JEANINE.CLEVER@farmington.k12.mi.us), Farmington Public Schools

Jeanine Clever is currently a coach and trainer for the ELL program in Farmington Schools. She holds a BA in Elementary Education with a minor in Early Childhood. She has a MA in Curriculum and Instruction for Reading and Writing. She is currently finishing her ESL endorsement through Oakland schools where she also received her training as a Reading Recovery Teacher. She taught for 9 years in Colorado where she also was a coordinator for a volunteer tutoring program for an inner city Hispanic Community. Jeanine moved to Michigan and has worked here for the past 17 years as a Teacher, Reading Recovery Teacher, Coach and coordinator for several programs in her district. Jeanine’s school district is extremely diverse with 102 different languages and a large immigrant population. The students range from newcomers to fluent bilingual speakers. Jeanine uses her background in literacy to help her teachers provide instruction for ELL students to become successful throughout Farmington Schools.

Secretary (2 year) - Ellen Brengle (brenglee@slcs.us), South Lyon Community Schools

Ellen Brengle grew up in Grand Haven, Michigan, where German was taught beginning in the third grade. She added Spanish in seventh through twelfth grades, and after many family exchange students, she knew she wanted to do something with other cultures and languages. She received her B.A. and M.A. from the University of Michigan (and Freiburg University) in Germanic Studies with a minor in Spanish. It was not until many years later, after raising three children, that she chose to focus her interest in language and culture in another direction, namely, in teaching English to speakers of other languages. She began working as an

(Continued on page 9)
ESL tutor while completing her ESL Endorsement from Eastern Michigan University, and has been the K-12 ESL Teacher for South Lyon Community Schools since 2009 – a job she thoroughly enjoy!

**Communications Coordinator (2 year term) -** Heidi Enck (heido.enck@cornerstone.edu), Cornerstone University

Heidi Enck developed an interest for teaching ESL to the refugee community in the mid-80's when the first wave of Afghan refugees arrived in the US. Over the years she has informally taught ESL, currently volunteering as a beginner-level teacher to 25 refugees, several of whom are illiterate in their L1. She earned her MA TESOL degree from Cornerstone University in Grand Rapids, where she now serves as the MA TESOL program coordinator and academic advisor to 125 students. Her limited communication coordinating experiences have been with the university's faculty, current students and alumni who are involved with the MA TESOL program, and through several community-based and TESOL-related volunteer opportunities. She is pleased to use and grow her skills while serving the MI TESOL community.

**Advisory Board**

**Adult Education SIG Leader (2 year term) –** Akiko Ota (otaakiko@msu.edu), Michigan State University

Akiko Ota is an ESL instructor at the English Language Program at Michigan State University. She is originally from Yokohama, Japan, and lived in Portland, Oregon for 10 years prior to starting her new life in East Lansing, Michigan. She attained an M.A. TESOL and an M.S. in Education from Portland State University, and is currently working on her dissertation in Ed.D. Educational Leadership at Portland State University. She has taught both Adult Ed. ESL and IEP for 10 years – at Portland Community College, Portland State University, and various nonprofit organizations offering adult Ed. classes. She served as Adult-Ed. SIG co-chair at Oregon TESOL Board between 2008-2009. She speaks Japanese, English, and Spanish. She spends her free time playing with her lovely black cats and enjoying coffee at local beaneries.

**Call SIG (2 year term) -** Jaana Terhune (terhunej@gee-edu.com), Central Academy in Ann Arbor

Jaana has taught ESL in public schools both in the U.S.A. and in Asia. Jaana’s current work is focused on teaching ESL and helping her students master their content area subjects. In order to ensure that all ESL students receive the help they are entitled to and qualify for, Jaana works closely with special education teachers, classroom teachers and speech therapist. Jaana has her Bachelor’s degree from University of Michigan and her Master’s in TESOL from Eastern Michigan University. Jaana is an appointed ESL x Special Education SIG Leader, completing the second year of Amy Straus’ term.

The following positions are appointed by the President

**MITESOL Messages Editor (2 year term) -** Allie Piippo (apiippo@emich.edu), Eastern Michigan University

Allison Piippo is currently a part-time ESL lecturer at Eastern Michigan University. She has an MA in TESOL from Eastern Michigan University and a BA in English Language and Literature from the University of Michigan. For the past two years she has served as a co-editor of the MITESOL conference proceedings. While pursuing her Master’s degree, Allison worked in the International Student Resource Center at EMU, assisting students primarily with writing. She has lived in Turkey, where she ran an English conversation club for university students for 9 months, and Japan, where she taught EFL in a private language school for two years. Prior to moving overseas, she began her career in TESOL at the University of Michigan’s Northwood

(Continued from page 8)

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English Language Program, working with the spouses and children of visiting scholars, first as an teacher’s assistant, then as an instructor. Her additional editing experience includes editing marketing materials as the marketing assistant for GfG Instrumentation, Inc.

**MITESOL Messages Editor (2 year term)** - Aiman Wesley Mueller (aimanislam@yahoo.com), Literacy Center of West Michigan.

**Aiman Wesley Mueller** earned a BA in writing and an M.Ed. in TESOL from Grand Valley State University. He has been an adult education instructor for Customized Workplace English at the Literacy Center of West Michigan and taught Arabic reading at Masjid at-Tawheed, both in the greater Grand Rapids area. In the past four years at the Fred Meijer Center for Writing and Michigan Authors at GVSU, he performed 1500 one-on-one consultations while also leading presentations and writing workshops. When it comes to his own writing, Aiman, among other activities, has appeared in student journals *Fishladder* and *Running Out of Ink*, published over a hundred web copy articles, introduced new faculty by composing profiles for *In Writing* (GVSU writing department newsletter), and won student awards for his creative pieces. Additionally, for the past seven years Aiman has enjoyed independently editing doctoral dissertations and prospective academic journal articles, serving the language needs of the numerous immigrant communities with which he is intimately involved, and improving his own second language of Arabic.

**Exhibits Manager (2 year term)** – Marian Woyciehowicz Gonsior (mgonsior@madonna.edu), Madonna University

**Marian Woyciehowicz Gonsior** is currently an adjunct assistant professor at Madonna University, where she teaches ESL, composition, and interdisciplinary studies. She is co-chair of the 2012 MITESOL Conference and served two terms as co-editor of *MITESOL Messages*. Previously, she taught ESL at Oakland Community College and the University of Detroit Mercy. At UDM, along with teaching IEP classes, she served as Assistant Coordinator of the American Language and Culture Program. Her educational background includes degrees from Wayne State University, New York University, and Madonna University. She has contributed to two volumes of *MITESOL Proceedings* and *SLW IS-News*, TESOL’s second language writing newsletter. Second language writing, intercultural communication issues, and gender in the ESL classroom are her special areas of interest. She recently returned from a three-week teaching trip to China.

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**DON’T MISS IT.....MITESOL 2012 Conference**

**Friday night feature:** A unique experience...

**Kopitonez**, a co-ed Asian-interest a cappella group made up of students from the University of Michigan. Singing and performing to a medley of songs, from Japan, Korea, and other points around the world!

<— Kopi concert poster from 2011
Online registration for
“Serving for a Better World” is now open!!


The deadline for early registration rate is Friday, September 21, at 11:55 pm ET. The early registration fee includes a light dinner buffet and snacks at the Friday evening gathering and a continental breakfast, snacks, and luncheon on Saturday. We regret that registration after September 21 will not include the luncheon on Saturday due to time constraints imposed by the caterers. However, there are restaurants near the conference center.

Registration Options & Fees: MITESOL 2012

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**REMEMBER:** If you have already purchased/renewed your membership in 2012, then you qualify as a current member. If you last renewed your membership at the time of conference registration in 2011, please renew your membership along with this year’s conference registration to ensure that you qualify for the reduced rate. **YOU MUST RENEW in order to receive the member discount on your conference registration.**

If you have a question related to your membership, please contact Morgan Cox, membership coordinator, at morgan.e.cox@gmail.com

**To pay by Check or Purchase Order:** After you complete the on-line registration process, mail your check or purchase order to:

MITESOL Conference, P.O. Box 3432, Ann Arbor, MI 48106

Be sure to include your name and affiliation with your payment. Please mail in payment within two weeks of completing your on-line registration.

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Teaching Buddies: To qualify to register as a Teaching Buddy and get $10.00 off of your conference fee, you must meet the following qualifications: have no MITESOL membership, have no formal training in ESL, and have a trained ESL colleague. In order to qualify for this discount, make sure you include your ESL colleague's name on the space provided on the registration page below.

We cannot accept American Express.

For refunds, please contact Ric Rojas MITESOL Treasurer. Write P.O. Box 3432, Ann Arbor, MI 48106, email RojasRi@northville.k12.mi.us. Please note: There will be no refunds after October 1, 2012. Refunds may take up to 4 weeks to process, depending on mode of payment, MITESOL needs to make sure checks, PO and credit card payments have posted. Thanks you for your understanding.

Conference Proceedings – Details on the conference proceedings are not available at this time. Look for more information at the conference.

A DIGITAL DROPBOX BY ANY OTHER NAME (FOR EXAMPLE “SWAP SHOP”) WOULD BE AS GREAT.

The digital dropbox is reached through the proposal submission system. Basically, it just provides an abstract submitter a quick way to upload one or more files related to his/her presentation. After all of the proposals have been submitted and acceptance e-mails have been sent out, presenters are required to confirm that they actually plan to attend the conference. Once they have done that, they will be able to upload documents onto the system. Once the final schedule of the conference is set, the searchable schedule on the website automatically allows for downloading of these files by anyone who is planning to attend the conference. This is a perfect way to find out what is going to be presented before you attend the conference or to get handouts that you miss after the conference.
MITESOL reception at TESOL turned out to be one of the highlights to those who attended the TESOL Conference in Philadelphia. More than 80 MITESOLers and friends came to the reception at Nodding Head, a cozy place where they enjoyed good food while networking with ESOL colleagues. On behalf of the Board, I’d like to take this opportunity to express our sincere appreciation to those whose generous donation made this memorable gathering possible:

- Cornerstone University
- Dept. of World Languages, Eastern Michigan University
- TCATTE, Eastern Michigan University
- The English Language Center, Michigan State University
- The English Language Institute, Saginaw Valley State University
- Applied Linguistics/TESOL Faculty, Grand Valley State University
- The English Language Institute, Wayne State University
- CELCIS, Western Michigan University

EMU folks and Babara Schwarte enjoying the reception.
BOARD NOTES
From Ellen Brengle, Secretary

The MITESOL Board has had a busy and productive school year. After a stimulating MITESOL 2011 conference at Western Michigan University in October, we embarked on another ambitious year of planning and conducting a variety of activities and projects. Several new members (and current members in new positions) were introduced at the November transition meeting. The PD SIG was filled by presidential appointment of Jeanine Clever, and it was decided to collapse ESL/Special Ed into the K-12 SIG. Work is underway to generate interest in any vacant positions. In April we enjoyed a tour of the lovely venue for MITESOL 2012, Madonna University, hosted by President-Elect, Andrew Domzalski, and conference Co-chair, Marian Woyciechowicz Gonsior. A board meeting was held on August 11th at Jane DeGroot's home in Spring Lake.

MITESOL HIGHLIGHTS November - July 2011-2012

Planning and organizing for the MITESOL 2012 Conference at Madonna University, October 12-13

Arrangement for the ATECR representative's visit to Michigan and to the TESOL Conference in Philadelphia

Transition to new webmaster, Justin Dykhouse, and completion of the beautiful new website by Kay Stremler and Justin, with input from board and membership

ATECR Grant awarded to Molly McCord

Re-design and move to on-line of the MITESOL Brochure by Zuzana Tomas with suggestions from the board

Successful organization of and attendance to the many logistics for the 2012 TESOL Academy (a program of TESOL International Association) June 22-23 at Eastern Michigan University by Wendy Wang and committee members.
Position Statement on Academic and Degree-Granting Credit for ESOL Courses in Postsecondary Education

With the growth in the number of nonnative-English-speaking students at postsecondary institutions in the United States and other English-speaking countries, there has been an increased demand for English as a second language (ESL) or English for speakers of other languages (ESOL) courses in postsecondary academic institutions. Unfortunately, ESL or ESOL courses are frequently mischaracterized as developmental or remedial courses, and thus are not always acknowledged for academic or degree-granting credit. These policies and practices fail to recognize that ESOL courses offer a rigorous, standards-based academic program that requires students to perform at a level similar to and on par with the subject matter in other degree-bearing courses, such as courses in English composition or in foreign language. TESOL International Association advocates that ESOL courses in postsecondary academic institutions receive academic, degree-granting credit.

In postsecondary institutions, nonnative-English-speaking students require a strong foundation of advanced language and academic skills. To enter specific academic and professional discourse communities such as business, humanities and the arts, science, engineering, and medicine, learners require additional knowledge and expertise in content, specialized vocabulary, grammar, discourse structure, and pragmatics.

Nonnative English speakers who are enrolled in ESOL courses in postsecondary institutions are required to do so because they have demonstrated a need for additional course work to be able to compete successfully with native speakers of English. The material studied in these ESOL courses demands the highest level of second language proficiency, including knowledge of contrastive phonetic, syntactic, semantic, and rhetorical information, as well as an understanding of university expectations and classroom norms in a new culture. Postsecondary ESOL coursework is designed to continue the normal cognitive, academic, linguistic, and cultural development that accompanies the acquisition of an additional language, and does not equate with remediating first language skills.

Moreover, postsecondary students may be required to take a minimum number of credits in order to be considered full-time students. Without degree-granting credit for their ESOL coursework, students enrolled in such courses may not reach the credit threshold to be considered full-time students. In addition, degree-granting credit for ESOL coursework can increase motivation and performance for students enrolled in such courses. Just as native-English-speaking students earn degree-granting credit for their foreign language study and for courses in linguistic analysis, nonnative English speakers enrolled in ESOL courses are similarly entitled to academic credit for their study of English as a second or foreign language.

TESOL International Association (TESOL) advocates that institutions of postsecondary education in the United States identify those ESOL courses that will be credit-bearing upon successful completion and/or satisfy academic requirements for degree-granting purposes, and that these institutions grant such courses appropriate credit hours. TESOL also urges institutions to offer assessment opportunities that would allow nonnative English speakers enrolled in ESOL courses to receive equivalent credit for appropriate coursework upon demonstrating mastery of expected content and/or skills.

Approved by the Executive Committee, June 2012
TESOL and U. S. Department of State: English Language Teaching Worldwide Partnership Initiative

Overview
U.S. Department of State’s Bureau of Educational and Cultural Affairs and TESOL International Association (TESOL) have formed a partnership to connect resources from various sectors in the United States with organizations abroad that are interested in English language teaching (ELT) products and services. This collaboration will entail forming a multi-sector initiative to respond to the global demand for English language learning.

Goals
The goal of this public-private initiative is to utilize networks, expertise and resources to respond to the swell of global demand in English language teaching and learning. By collaborating with U.S. publisher and technology companies universities, NGOs, and other key ELT stakeholders, the initiative seeks to enhance each combined international outreach. The ELT initiative is designed to:

1) Provide quality information and networking for individuals and organizations in countries around the world with growing needs for English language teaching and interest in accessing ELT expertise and cultural resources from the United States.
2) Work in coordination with U.S. publisher and technology companies, universities, and other ELT stakeholders to enhance their international outreach and operations.
3) Expand overseas access to U.S.-based English language resources and expertise.
4) Support the efforts of overseas EL institutions in their pursuit of domestic strategies that promote effective English language learning and capacity building.

Priorities
With English increasingly becoming an essential skill, many publisher and technology companies, academic institutions, government and non-government organizations will have multiple opportunities to collaborate with countries where ELT is in high demand. Interested organizations can help guide this initiative, in a variety of ways, including the following:

• Connect resources and expertise to address large-scale ELT needs in resource-challenged contexts
• Enhance capacity-building to support the development of ELT educators and expertise in EFL contexts
• Address local and regional needs through the provision of appropriate language education approaches, practices, frameworks, and research
• Focus on programs that meet quality criteria

Partners can get involved by:
• Collaborating with others involved in the initiative to enhance ongoing English language efforts abroad, or launch new ones

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We Want Your Ideas and Suggestions:
For additional information, visit [http://exchanges.state.gov/ppp/tesol-international-association.html](http://exchanges.state.gov/ppp/tesol-international-association.html) or email us at ExchangesPPP@state.gov or JSegota@tesol.org

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Visit from ATECR Representative: Michal Pistora

Michal Pistora, member of the Department of English Language and Literature at the Faculty of Education, University of Hradec Kralove, Czech Republic, and ATECR (Association of Teachers of English of the Czech Republic) treasurer since 2008, visited MITESOL members in March before attending the TESOL International conference in Philadelphia. While here, he was able to visit Easter Michigan University, Madonna University, and Western Michigan University. During his campus tours he observed TESOL and ESL classes. He was also treated to some off-campus visits, including Henry Ford Museum in Dearborn. It was great to have a chance to show a warm Michigan welcome to a member of our sister organization in the Czech Republic. Over the years, they have shown an equally generous spirit with their time and facilities towards the MITESOL representatives who have traveled to their country.
- Special Populations conference will take place on September 17-18 at the Kellogg Center. Let Shareen Tabrizi know if you’d like to present a session on best practices/strategies. We would encourage you to attend as a learner even if you don't plan to present. Registration is free and the link to the flyer and registration is at the OFS website: http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-270726--00.html

- The Michigan SIOP wiki is up and running at http://michigansiopnetwork.wikispaces.com/. Thank you Christian Helsel! If you did not previously receive an invitation to join, then you can click the "Join" button in the upper right corner of the Web page. Once Christina Helsel receives notification that you would like to join, she will add you, providing you with access to edit the wiki.

- Sandy Hagman (Walled Lake Consolidated Schools), Alice Smith (Novi Community School District), and Karen Morrison (Clarenceville Public Schools) presented two SIOP workshops in Novi (June 18-21) and also at Oakland Schools (June 25-28). Each session consisted of about 25 participants, which included elementary teachers, middle school teachers, high school teachers along with counselors, paraprofessionals, administrators, and ESL teachers. Regardless of position, all who came were eager to find ways to make content more comprehensible for their English Learners. Participants took away strategies and techniques to help them plan and deliver lessons that would allow ELs to acquire academic content while also developing English language proficiency. Each person in these sessions worked hard, interacted with other educators, and added valuable tools to their teacher toolbox. The SIOP Workshop Evaluations said it all:

“I would recommend this workshop for all educators. It is definitely a course that will enhance my teaching.”

“I would tell other educators to take it. It’s another great tool for a teacher’s toolbox.”

“This training was very beneficial – it opens your eyes to how ELs really struggle.”

“I would definitely recommend this (training) and not just to those who have ELL students. This type of reflective, thoughtful preparation is valuable for all students.”

“Principals and superintendents should be required to take this course.”

“This workshop provided thought-provoking, indispensable information that is going to change my practice in many ways.”

“Great for content teachers, especially secondary and for the ESL staff in those grades.”

“Very valuable to any grade or subject!”
Make plans today to attend!!