Dear MITESOL Members,

As we look with pride on the past accomplishments of our organization, we are inspired to face many challenges of the future with enthusiasm and dedication so characteristic of the members of our profession. As I reported in the President’s Message last December, the 2012 Fall MITESOL Conference Serving for a Better World held at Madonna University was a great success, as attested by the very positive feedback that we received both formally through SurveyMonkey and informally through conversations with the participants. Now, we are looking forward to the MITESOL 2013 Conference that will take place in East Lansing on October 4 and 5. Please read more on this topic in the current Newsletter (see Call for Proposals by President-Elect and Conference Chair, Jeanine Clever, p. 13).

This brings me to the topic of the new members of our MITESOL Board who joined us last fall and with whom all those who attended our Annual Business Meeting on October 13, 2012 are already familiar. Jeanine Clever of Farmington Public Schools, our President-Elect, brings to the MITESOL Board rich K-12 experience, a very important perspective which, no doubt, will be reflected in the upcoming conference. Heidi Enck of Cornerstone University accepted the position of Communications Coordinator, a very demanding and complex job, indeed. The current MITESOL Newsletter was prepared by our new Editors: Allison Piippo of Eastern Michigan University and Aiman Wesley Mueller of Grand Valley State University. Kudos to both of you for a wonderful edition! Marian Woyciehowicz Gonsior, whom we thank for serving as Newsletter Editor until last year, assumed a new, equally challenging position of Exhibits Manager. Ellen Brengle of South Lyon Community Schools agreed to serve another term as Secretary, for which I am personally grateful, as Ellen’s minutes are always superbly written, making my job very easy. We are happy to have new leaders for the following SIG’s: Adult Education, CALL, and Professional Development. Akiko Ota of Michigan State University, Jaana Terhune of Central Academy in Ann Arbor and Colleen Brice of Grand Valley State University will lead those SIG’s respectively.

With all the dedication of the new and veteran Board Members and with the talents and support of our members, we can rest assured that MITESOL has a bright future. To make sure of it, please get involved today. Become active in one of our Special Interest Groups (SIG’s) or volunteer in another capacity. Take advantage of various professional development opportunities sponsored by our organization. Please remember that MITESOL belongs to you.

Best wishes,
Andrew Domzalski
Winter weeks and months blew in this year with plenty of encouragement to get snug indoors with warm tea, quality reading, and focused word processing. This issue of MITESOL Messages has something to show for that, as well as all the activity in the MITESOL community that even snow cannot stop. President and ATECR Liaison Andrew Domzalski starts us off in the President's Corner by welcoming in new board members and looking ahead to the coming MITESOL 2013 Conference: Realizing Transitions: Common Core, College, Career. As detailed by President-Elect and Conference Chair Jeanine Clever, the invitation is open from March 15 through July 13 for presentation proposals in several formats. Those interested in presenting should review the details on p. 13 and keep an eye on MITESOL.org; as for all others, we greatly value your participation via attendance. If you are coming from the Upper Peninsula, pay special attention to the registration giveaway outlined by Membership Coordinator Morgan Cox on p. 4.

Thanks to all those who made last year's conference, Serving for a Better World, so successful. We are all looking forward to the 2012 MITESOL Conference Proceedings; as well, useful notes and information from a few presentations are currently still available via the Digital Swap Shop. Future presenters are encouraged to take advantage of both those great ways of sharing knowledge and expertise deeper and wider.

Much of the remainder of this newsletter takes us to the literature, to the field, and even overseas. Make sure to catch Conference Proceedings Editor James Perren's contribution on how language learners experience directives during community discourse or within the service-learning context. As well, get a glimpse of the 2012 ATECR conference as Molly McCord fills us in on her experiences in the Czech Republic. For more news on ATECR, check out Andrew Domzalski's update. From among the Special Interest Groups, ESP SIG Leader Jane DeGroot discusses a home health aide training course for ESL adults while K-12 Leader Karen Morrison provides vital information on upcoming training and conferences as well as the switch from ELPA to WIDA. Secretary Ellen Brengle reports highlights from the meetings of the diligent MITESOL board. In addition to the full list of the Executive and Advisory Board members provided, a submission from Past President Joel Boyd extends thanks to outgoing members and introduces newcomers and those with the board who have shifted their responsibilities.

While we are grateful for all the information and authorship contributed to this issue of MITESOL Messages, please consider submitting for publication in the next issue. The formal call will go out on June 15, 2013 with a deadline of July 15, so keep in mind your own experiences in TESOL, related books you read, research you have done, or a new teaching technique you have tried. Share with the MITESOL community this summer.

Till then, best regards,

Aiman Mueller & Allie Piippo
MITESOL Messages Co-Editors
MITESOL Updates

Board Notes

Ellen Brengle, Secretary

As in years past, September found MITESOL board members buttoning down details for the upcoming MITESOL 2012 Conference at Madonna University. We had exceptional attendance for our “Service Learning” themed gathering with over 300 participants. Well-deserved kudos are extended to Andrew, Marian, and Hadeel for such a smoothly run, engaging event.

At November’s transition board meeting we welcomed five new members:

- Heidi Enck (Cornerstone University) - Communications Coordinator,
- Akiko Ota (MSU) - Adult Education SIG leader,
- Colleen Brice (GVSU) - Professional Development SIG leader
- Aiman Wesley Mueller (GVSU) and Allison Piippo (EMU) - Newsletter Editors.

Other board members transitioned to new positions as several of our colleagues stepped down from the board after years of much appreciated service (Wendy Wang, Kay Stremler, Marta Halaczkiewicz, Valerie Weeks, Alyce Howarth). Especially missed will be Wendy Wang, Past President, for her extensive knowledge, tireless crusading, and collegial mentoring.

President-elect/Conference Chairperson, Jeanine Clever presented November board meeting attendees with suggestions for the MITESOL 2013 theme. In an effort to garner greater participation from Michigan’s K-12 ESL sector, Jeanine proposed the overarching theme of “Transitions.” K-12 schools will be moving to Common Core standards, and ESL teachers will be moving from ELPA to WIDA standards and assessments. These changes will also clearly be felt by university students, professors, and adult educators, as conversations and teacher preparation course work reflect these two pervasive transitions. Together, the board decided to title our October 4-5, 2013 conference, to be held at the Kellogg Center at MSU, Realizing Transitions: Common Core, College, Career.

Please come join us, or consider submitting a proposal for what will surely be a timely and absorbing topic.

MITESOL Leadership

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MITESOL Updates

Registration Giveaway!

The MITESOL Board is pleased to announce the following giveaway for current members who reside in the Upper Peninsula.

Offer:

In order to encourage conference attendance and participation by MITESOL members who live a great distance from the 2013 conference site in East Lansing, the MITESOL board wishes to offer four (4) free conference registrations for current members* living in the UP.

*To be considered a current member, individuals must have joined/renewed within the past 12 months.

How to Apply:

Please e-mail MITESOL Membership Coordinator Morgan Cox at morgan.e.cox@gmail.com with the subject line "Complimentary MITESOL Conference Registration." Registrations will be awarded in the order the e-mails of interest are received. Individuals are permitted to apply in conjunction with one or more colleagues. If a recipient is unable to attend the 2013 conference, the award will then be offered to a subsequent applicant.

Sincerely, MITESOL Board

K-12 SIG Update

Submitted by Karen Morrison, K-12 SIG Leader

ELPA (English Language Proficiency Assessment) 2013

March 4, 2013 – Testing Begins
April 12, 2013 – Testing Ends
April 19, 2013 – Material Return Date

WIDA (World-Class Instructional Design and Assessment)

WIDA standards were accepted in November. ELPA will be administered in 2013 and the expectation is that WIDA will be accepted and administered beginning in 2014. There will be a three-year rollout of WIDA. The five English Language Development standards in WIDA include Social and Instructional Language, the language of Language Arts, the language of Math, the language of Science, and the language of Social Studies. Look for more information about the WIDA rollout from the MDE – coming soon! In the meantime, become familiar with and access WIDA Standards and Can Do Descriptors at http://www.wida.us/standards/edl.aspx.

SIOP Training

Two four-day SIOP training sessions will take place the last two weeks in June. More information from Oakland Schools will be forthcoming.

Conferences

NABE – Coronado Springs Resort in Orlando, Florida, February 6-8, 2013
TESOL – Dallas Convention Center in Dallas, Texas, March 20-23, 2013
MITESOL Updates

Outgoing and New Board Members

Submitted by Joel Boyd, Past President

Thank you to our outgoing Board members for their service and dedication to MITESOL. Past President Wendy Wang (EMU) has been an amazing leader over the last three years and has added so much to the strength and efficiency of the organization. Kay Stremler (EMU) served as Communications Coordinator and led the organization through a very innovative time of improvement in our communications. Marta Halaczkiwicz (formerly of WMU) served as a very active CALL SIG leader. Andrew McCullough (MSU) no longer serves double duty as SIG leader for Adult Ed and Post-Secondary. Marian Gonsior (Madonna University) and Valerie Weeks (Bloomfield Hills School District) took on the thankless tasks of editing the newsletter and did very impressive jobs. Alyce Howarth (Southfield Public Schools) also performed admirably as the exhibits coordinator over the last few years.

We look forward to working with the new board members listed below:

President-Elect/Conference Chair
Jeanine Clever (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 received her ESL endorsement through Oakland University where she also received training as a Reading Recovery Teacher. She taught for 9 years in Colorado where she was the coordinator for a volunteer tutoring program with inner city Hispanic children. Jeanine moved to Michigan in 1995 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.

Communications Coordinator
Heidi Enck (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 MITESOL community.

Adult Education SIG
Akiko Ota (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.

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New and Outgoing Board Members

(continued from p. 5)

Call SIG

Jaana Terhune (Central Academy in Ann Arbor)
Jaana Terhune is currently the ESL teacher and Title III coordinator at 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, Sheltered English in high school, 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 encourages the use of technology and is constantly searching for new innovative ways to help her students master English and content area subjects. Jaana’s motto is: If I don’t know about this form of technology, I will find someone who does. Jaana believes that we need to move with the times. 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.

MITESOL Messages Editor

Allie Piippo (Eastern Michigan University)
Allison Piippo is currently an 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 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

Aiman Wesley Mueller (Grand Valley State University)
Aiman Wesley Mueller earned a BA in writing and an M.Ed. in TESOL from Grand Valley State University where he currently instructs freshman composition for both native and non-native speakers. 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 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. His own writing interests range across professional, academic, and creative genres. 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

Marian Woyciehowicz Gonsior (Madonna University)
Marian Woyciehowicz Gonsior is currently an adjunct assistant professor at Madonna University, where she teaches ESL, composition, and interdisciplinary studies. She was? or 2013? 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. 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.
From the President

Andrew Domzalski

As the ATECR liaison, I have the pleasure to write this update on the collaboration between MITESOL and our sister organization in the Czech Republic, ATECR. Last year was unusually busy with activities in this area as our representative, Molly McCord, made a trip to the Czech Republic to attend the ATECR conference and we also hosted the ATECR representative, Michal Pistora. In addition to attending the 2012 TESOL Conference, Michal came to Michigan and visited EMU, Madonna, and WMU campuses. This year we look forward to hosting an ATECR representative at the TESOL Conference and in 2014 we plan to send our representative to the Czech Republic. This collaboration is of great value to both parties and provides us with a tangible reminder that teaching English is indeed a global enterprise.

Reflections on the 2012 ATECR Conference

Molly McCord

I was very fortunate to receive the MITESOL 2012 ATECR Travel Grant to present at the ATECR Conference that took place in Hradec Kralove, Czech Republic on September 14-15. My trip to the Czech Republic was both a culturally and professionally enlightening experience, and I would like to share some of the highlights with my MITESOL colleagues.

I arrived in Hradec Kralove on the evening of the 13th of September after spending the night in picturesque Prague. I met a small group of conference presenters from various ATECR partner organizations, and we all went to dinner with the conference organizing team in the Old Town section of Hradec Kralove. I thoroughly enjoyed spending time with the other conference presenters: Daria Paro from Croatia, Zarina Markova from Bulgaria, Snezana Filipovic from Serbia, and Asuman Eray from Turkey. At dinner we discussed the details of our presentations and the different populations that we teach in our respective countries, including students at private language institutes, children in public schools, and adults in colleges and universities. The diversity of our backgrounds made for fascinating conversation throughout the evening.

The following morning, I and my conference colleagues embarked on a tour of Hradec Kralove led by a student from the university of Hradec Kralove and member of the conference organizing team, Jiri Heger. He took us to the Old Town square, where we climbed the clock tower to find amazing views of the city and surrounding area. Jiri then introduced us to some local Czech cuisine in a nearby pub. After our tour, we returned to the university where the remainder of the day was spent attending conference presentations.

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Reflections on the 2012 ATECR Conference

I attended sessions on differentiating instruction, creating vocabulary games for English for Specific Purposes, and using wikis in language teaching. In the evening, I also attended an educational theater production performed by a traveling theater troupe. It was a day full of cultural, professional, and personal discoveries.

On the final morning of the conference, I gave my presentation, titled “Exploring Effective Feedback Techniques.” In my presentation I discussed that as an instructor of English as a Second Language composition classes at the community college level, I spend countless hours providing written feedback on my L2 students’ essays. I have wanted to know for quite some time if I am wasting my time with the feedback I am providing to my students, and my research project explores this question through a review of the literature on effective ESL feedback practices and a mini case study involving one of my former students. As a result of my research, I developed a “Feedback Questionnaire” (which I shared with the presentation attendees) that can be used to help determine student uptake of and feelings about certain feedback provision. I concluded my presentation by noting that more longitudinal studies conducted with an extended definition of “effective feedback” in mind would help me come to a more informed conclusion about the longer-term effectiveness of my written corrective feedback. I made the presentation available to all conference attendees via email.

After my presentation, I spent the rest of the day attending additional sessions where I learned about new web resources for learning English, how to teach with an iPad, and how to use intensive reading in the ESL/EFL classroom. When the conference concluded, I said good-bye to my new friends with promises to keep in touch from afar. I anticipate that we will continue to exchange pedagogical ideas and materials via email.

I am so grateful that I had the opportunity to attend an international conference where I could share my work with professionals in the English teaching field that I would never have met otherwise. I grew both as a teacher and as a lover of travel and culture through my participation in the 2012 ATECR Conference. Thank you, MITESOL, for this experience. I hope future grant awardees will find it as rewarding as I did.

Eating lunch with some of the other presenters from the conference: (Clockwise from top left) Tour guide/member of the conference organizing team Jiri Heger, Snezana Filipovic from Serbia, Daria Paro from Croatia, Asuman Eray from Turkey, and Molly McCord.
Directives, Interaction and English-Language Service Learning Projects

James M. Perren, Ed. D.

Since all linguistic communication involves speech acts (Searle, 1970), it is important to study directives as speech acts in academic service-learning contexts. Directives have been characterized as critically important because they are sensitive to social features (Ervin-Tripp, 1976). Research in academic service-learning has responded to these points through critical examination of the directive speech act and its associated forms (including the imperative) in multiple nonprofit organization learning contexts (Perren, 2007, 2008, 2010). There are few extended discourse analyses revealing the interactive practices that English speakers and language learners engage in when participating in a community discourse linked to a pedagogically structured setting (Overfield, 2007). Several interesting questions posed relate to potential inquiry:

What language activities in the classroom are used to support the learners outside of it, and how do learners choose to engage in those activities? How do native speakers who are involved in a service-learning project support and interact with nonnative speakers? What routines do novice and expert speakers develop as they establish strategies for conveying information and participating in social practices over the course of a semester or quarter? Does the nature of the teacher’s language change as the learners social and linguistic development progresses? (Overfield, 2007, p. 75)

A continued and detailed investigation of directives is warranted because directives are as prevalent in the service-learning setting as they are in other workplace settings (Clyne, 1994; Holmes & Stubbe, 2003; Kleifgen, 2001). Perren (2008) demonstrates how learning and use of directives are influenced by the degree of success in communication and the willingness to interact. In addition, this research has facilitated the learning and teaching of directives and numerous related aspects of language and culture for both L2 users and native English speakers (NESs) in academic and professional settings (Swanson, 2009). Investigations into directive use include a range of international participants (Clyne, 1994; Holmes, 2000; Holmes & Stubbe, 2003; Kleifgen, 2001; Li, 2000).

The length of time participants knew each other influenced the nature of the relationship between interlocutors. These points are reported differently in language in the workplace literature. For example, Holmes and Stubbe (2003) offer a detailed account of the relationships between members of the workforce which contrasts with Clyne (1994) and Kleifgen (2001). The latter two studies provide much less information about relationships between coworkers.

Clyne (1994) found that directives in Australian workplace contexts were performed by people from the following cultural groups: Croatian, Finnish, Macedonian, Maltese, Lebanese, Syrian, Turkish, Cambodian, Filipino, Indonesian, Malaysian-Chinese, Vietnamese, Fijian-Indian, Iranian, and Sinhalese. Clyne reported that European men gave the majority of the directives in the sites they examined and often gave directives to women; of the 19 directives performed by women, 13 were Croatians. The directives in Clyne (1994) vary in explicitness and are expressed with simple imperatives ranging from forcefully giving basic information to simple imperatives and a politeness marker such as ‘please’. The directives “were not always performed in the same way to different types of interlocutors” (p. 70).

Holmes and Stubbe (2003) show explicit and direct imperative directives being used where tasks in the workplace were familiar to the participants and clear power relationships were found. Asking someone to perform a task which is not part of one’s defined duties requires commensurate attenuation of the directive strength (Holmes & Stubbe, 2003). One interesting conclusion from Holmes and Stubbe (2003) is that there was a range of strategies used by subordinates in how they managed their bosses. Politeness considerations typically weigh even more heavily when directives are targeted upwards.

Kleifgen (2001) focused on interactions between two Vietnamese employees who did not use cultural reference terms to complete a specific task under a deadline. The researcher found that even though these interactions took place between a supervisor and a subordinate, no time was utilized “mitigating workplace communication by softening directives” during a high-pressure moment (p. 288).

(Continued on p. 10)
Workplace research assumes that working immigrants and language minorities lack strong communication and literacy skills and focus on learning English to improve their work performance (Kleifgen, 2001). Results from this study show that communication with strategic use of directives to complete the work can be interpreted as necessary to meet the requirements of a specific task.

In a related study, Li (2000) shows an immigrant woman’s exposure to participation in social interactions using directives. Through the assistance of experts or more competent peers she internalized target language and cultural norms, and developed communicative competence in the workplace. The focal participant had to make requests more directly than she had been accustomed to by adapting to certain sociolinguistic strategies and expressions. Indeed, Li (2000) finds, “While making requests may be risky business—a face threatening act in any language—it is all the more risky for immigrants using an L2 and seeking assistance with basic needs” (p. 60).

Since virtually all communication involves speech acts and the imperative form is one of the three basic sentence types (Levinson, 1983; Searle, 1970), the investigation of directives in service-learning contexts is critical. In this paper I have argued for an increased sensitivity to social features and language as related to the use of directives in service-learning activities for the MITESOL community.

References:


Home Health Aide Training for Non-native Speakers

Jane DeGroot, Coordinator, Literacy Center of West Michigan; MITESOL English for Specific Purposes (ESP) SIG Leader

Offering Home Health Aide training to ESL adults became a reality for the Literacy Center of West Michigan (LCWM) in the fall of 2012. The idea had initially surfaced about a year earlier when we discussed the possibility with several individuals affiliated with the National Human Resource Development (NHRD) who were already in the process of developing a textbook, workbook and DVD for just such a course for Michigan Adult Education Professional Development (MAEPD). Because of a long history of teaching Certified Nurse Assistant (CNA) training, Goodwill Industries of Greater Grand Rapids was asked to partner as the “medical specialist trainer” with LCWM as the ESL support staff.

Eligibility for the program required the following: a strong interest in a health care career; ACT’s assessments of WorkKeys, Talent and Fit; a commitment to completing the course requirements; a clean record from a background check; physical ability to do the work; and the payment of $100.00 registration fee. Eleven women and one man were accepted into the program. Although admission was not contingent on achieving a National Career Readiness Certificate (NCRC), four of the candidates were recipients of a bronze certificate and one had obtained a silver certificate.

The course was structured to be intense, but not long in duration: it met for eight weeks, four hours a day, four days per week. Eight out of the initial twelve students held jobs; four had families with young children. One student dropped out immediately due to a job offer at a local hospital in environmental services that she felt she could not pass up; another left the course after five weeks to go to her country due to a family emergency. Of the remaining ten, 7 had perfect attendance and the other three missed only one day (four hours) each.

The course was patterned after CNA training, but with greater focus on the English language components. Speaking and listening were in high demand during class time. Reading and writing were required for homework. Tests were given weekly on the material. If a test score was not 75% or higher, the student was expected to retake the exam. No one failed. Toward the end of the course, students were offered an opportunity to retest in WorkKeys tests again. Two additional students scored high enough to achieve a bronze certificate and one who had previously earned a bronze, moved up to a silver. Seven of the eleven who post tested in WorkKeys showed an increase in scaled scores.

The course ended with an all-out celebration for the “graduates” and their families, who were obviously proud. Even though there is not an official state-wide certificate for Home Health Aide, the students did receive a certificate from the instructors and the organizations they represent. LCWM will be following their progress regarding employment. At this writing, I can only state that those who had jobs going into the course still have their jobs. One individual has requested a letter of reference. (continued on p. 12)
Updates from the Field

Home Health Aide Training for Non-native Speakers

(continued from p. 11) The students found the training to be very valuable from several different perspectives. First, they learned a lot about general anatomy and physiology. Second, they learned a lot about how to use practical skills to help people. Third, their English proficiency improved through the intense daily reading, speaking and listening. Fourth, they found the sense of community among their classmates a real joy. By the end of the course, they were well-connected from having performed their way through numerous role plays, taken weekly tests and practiced English in a specific context.

Both instructors demonstrated a love for their profession by creating an atmosphere that encouraged learning with pleasure. The students were able to flourish in this environment, being challenged to increase their knowledge of Home Health Aide work while advancing their English proficiency.

Plan to hear more about this Home Health Aide training and the outcomes at the upcoming 2013 MITESOL Conference. Perhaps you have a unique ESP (English for Special Purposes) program that you are interested in sharing at the Conference. MITESOL would appreciate hearing from you!

MITESOL Reception at TESOL

COME JOIN US FOR
A MITESOL RECEPTION AT TESOL
MARCH 21, 2013
5:00–8:00 P.M.
WILD SALSA MEXICAN RESTAURANT
1800 MAIN ST
STE 100
DALLAS, TX 75201

PLEASE RSVP AT
HTTP://WWW.SURVEYMONKEY.COM/S/MITESOLRECEPTIONATTESOL2013
Call for Proposals & Volunteers

Jeanine Clever, Conference Chair

Realizing Transitions:
Common Core, College, Career

October 4-5, 2013
Kellogg Hotel & Conference Center
219 S. Harrison Road
East Lansing, MI 48824

Michigan Teachers of English to Speakers of Other Languages (MITESOL) invites professionals involved with English language learners to submit proposals for presentations at the annual conference to be held at the Kellogg Hotel & Conference Center in East Lansing the evening of Friday, October 4 and all day Saturday, October 5.

The MITESOL 2013 Conference will welcome proposals beginning March 15, from diverse perspectives that address current issues related to English language proficiency assessment, standards-based instruction, ELL students in mainstream classrooms, and funding for quality ESL programs in these tough economic times, including short-term and other alternative format programs. The conference also invites proposals related to all aspects of ESL/EAP/IEP/CALL/EFL best practices for instruction, materials development, program administration, teacher training, and professional development in various settings. In keeping with this year’s theme, we also welcome proposals that touch on the transitions impacting our ESL students of all ages including both the WIDA (World-Class Instructional Design and Assessment) and Common Core Standards for students K-12.

Proposals will be accepted for the following formats: paper, poster, panel discussion, exhibitor, teaching/tutoring demonstration, and workshop. Only online submissions will be accepted at http://www.mitesol.org/proposal. The proposal deadline is Saturday, July 13 (11:00 p.m.), 2013 with notification of acceptance via email by mid-August.

If you have any questions about the 2013 Conference or would like to volunteer to help out with the preparations for the conference, please contact:
Jeanine Clever, Conference Chair, at jeanine.clever@farmington.k12.mi.us
Ricardo Rojas, Conference Co-Chair, at rojasri@northville.k12.mi.us