Happy New Year, Fellow MITESOL Members!

2015 was a busy and productive year for our organization. We adopted a new website to serve our conference purposes (http://www.openconf.com) (thanks to the wonderful efforts of President Colleen Brice), sent two (!) members of our board (Colleen Brice and Ashley Garrigan) to the national TESOL Advocacy & Policy Summit in Washington D.C., and hosted another successful annual conference.

I look forward to welcoming you to our MITESOL reception at TESOL 2016 in Baltimore, MD. Please join us at the Camden Pub, at 647 Pratt Street Thursday evening 5:30-8:00 pm. Three to four blocks west of the Convention Center on the same street. Pub food (Baltimore style) and a cash bar, and social time with your fellow MITESOListas from around the world! Watch for an email invitation with RSVP link, and see the website for more details later this month.

There are always changes in MITESOL’s leadership year to year. In our annual election, we voted in a new President-elect, Jolene Jaquays (U of M-Flint), who will be chairing the 2016 fall conference. Jolene has taught at LCC, MSU, SVSU, and Williamston High School. She is a regular presenter at MITESOL and “big” TESOL.

Also elected in fall were several others you should read about in the Board Updates section of this newsletter. Please help me in welcoming them to our leadership Board, and thank them for their decisions to serve MITESOL.

In a rare turn of events, this past year we were also graced with the willingness of more MITESOL professionals to step up and take on the Conference Chair mantle and three-year commitments of incoming President, President, and Past President, allowing us to plan conferences as far ahead as 2018! We’ll review those stalwarts to you in the August letter! (Can’t wait? How about Suzanne Toohey of Oakland Schools and Ildi Porter-Szucs of EMU, our Newsletter Co-Editor! Be excited! I am!)

In our field it seems that we’re always bidding fond farewells to colleagues who leave our Board, find work elsewhere, or make other life changes. Join me in thanking Jeannine Clever, who completed her service as Past President, and Ashley Garrigan, formerly of the Literacy Center of West Michigan, who was invaluable as our 2015 Conference Exhibits Manager. She has taken a job in Arizona, and by all accounts is enjoying it. Michael Pasquale and Jaana Terhune completed their two years of SIG Leader service for the Professional Development SIG and the K-12 SIG, respectively. Akiko Ota, our CALL SIG Leader has taken a job in Chicago as of January, leaving a vacancy in that position. We thank them all for their service, and wish them a happy and healthy 2016 and hope to see them at future conferences.

The TESOL Convention is one month away at publication. I’m sure many MITESOL members will be presenting at the Baltimore conference, and many more will be in attendance. We will be hosting a MITESOL table on Wednesday at 8:30 a.m. if you feel like stopping by and bringing us a cup of coffee, I will be there – possibly with other early risers.

I’ll close this by extending a BIG THANKS to everyone who volunteered for MITESOL in the past year. Your organization would not exist without your dedication and professionalism.

Andrew S. McCullough, President, MITESOL
Greetings Fellow MITESOLers!

There had been no plan to give this newsletter a theme, yet one has clearly emerged: change. Nearly every article in this issue of MITESOL Messages discusses an aspect of this theme.

The Leadership Updates (pp. 3-6), for instance, inform the membership of change in the composition of the MITESOL board. Although a minority of the board may be in mid-term, the majority is either exiting the board after years of service to the organization, or joining the board to serve, or moving from one position to another. Secretary Ellen Brengle’s column (Board Notes p. 7) discusses ongoing efforts to reorganize board members’ responsibilities. Our field is also experiencing change. Post-Secondary SIG leader Cynthia Macknish informs us of various trends in assessment (pp. 7-8). MITESOL publications are also undergoing change. It is time to say goodbye to the MITESOL Proceedings and to welcome the MITESOL Journal (pp. 8-9), a double-blind peer-reviewed scholarly journal, in its place. We can read about change in President Andrew McCullough’s reflections on last year’s conference (pp. 10-11) and President-elect Jolene Jaquays’ call for proposals for this year’s conference (pp. 12-13).

Perhaps the one element of the newsletter that remains constant is the innovation of our members. In Updates from the Field, Cherie Rolfe shares a true and tried lesson plan on intensive reading (pp. 14-17). Beginning on p. 14, Khila Pokharel expounds upon his teaching philosophy, whose center piece is building rapport with students. Sharon Umlor reports on a well-received workshop on contextualized learning in adult education (pp. 18-20). Clarissa Codrington, Trisha Dowling, and Andre Scholze contribute guidelines for creating a checklist that ESL students can use to improve their own writing (21-22). On p. 23 Stacy Sabraw encourages the readers to serve as CEA site reviewers. Jolene Jaquays and Kathrine Colpaert offer a window onto academic service learning at UM-Flint (24-25). The Updates from the Field section of the newsletter closes with the voices of ESL teachers from Michigan as they remember a dear colleague who is no longer with us.

We hope that you will find this issue of the newsletter as informative as ever.

Sincerely,
Ildi Porter-Szucs & Aiman W. Mueller
MITESOL Messages Co-Editors
ildo@yahoo.com
aiman.w.mueller@att.net
OUTGOING BOARD MEMBERS

We wish to extend our heartfelt thanks to the following individuals, who have served MITESOL so faithfully for many years.

Executive Board

Jeanine Clever, outgoing Past President
Jeanine was elected to MITESOL’s Executive Board in 2013, where she fulfilled a three-year term, serving as President-elect in 2013, President in 2014, and Past President in 2015. She contributed a great deal of time and energy to the association during this period, as well as wit, charm, and candy (to sustain us during long meetings). Her accomplishments include chairing the highly successful 2013 Conference, Realizing Transitions: Common Core, College, Career, at Michigan State University; working to increase membership among K-12 educators; and securing State Continuing Education Clock Hours (SCECHs) from the MDE for the 2015 Conference. Jeanine is ESL Coordinator for K-12 in Farmington Public Schools, where she has worked for the past 18 years. She lives in Waterford, MI, with her husband and daughter.

Advisory Board

Ashley Garrigan, outgoing Conference Exhibits Manager & Adult Education SIG Leader
During her two years on MITESOL’s Board, Ashley helped to set up the new, online conference exhibitor registration site; drew a record number of exhibitors to participate in the 2014 & 2015 Conferences; and worked to increase membership among adult educators. She is currently Associate International Educator at Arizona State University’s Intensive English Program, Global Launch. Prior to moving, she was Coordinator of Community & Workplace Adult ESL at the Literacy Center of West Michigan.

Akiko Ota, outgoing CALL SIG Leader
Akiko has played several roles on MITESOL’s Board over the past decade, serving as Adult Ed SIG leader from 2012-2013, and CALL SIG leader, 2014-2015. She was instrumental in transitioning MITESOL to online Conference evaluations in 2015. She is leaving the board because she has accepted a job in another state. She holds her MA in TESOL, M.S. in Education Policy & Administration, and EdD in Educational Leadership/Post-secondary Education from Portland State University.
Leadership Updates (cont. from previous page)

Michael Pasquale, outgoing Professional Development SIG Leader
Michael served as MITESOL’s PD SIG leader from 2014-2015. He is Professor of Linguistics and Director of the MA TESOL program at Cornerstone University.

Jaana Terhune, outgoing K-12 SIG Leader
Jaana has served MITESOL in several roles over the past decade, including leader of the CALL SIG, 2011-2012, and most recently, leader of the K-12 SIG, 2013-2015. She teaches ESL at Central Academy, in Ann Arbor, where she also serves as the Mentor Coordinator and is a member of the leadership team.

David Van Over: Workplace Education SIG Leader
David served as MITESOL’s Workplace Ed SIG leader from 2014-2015. He has taught ESL to middle school students in Grand Rapids and to adult learners at Global LT and the Literacy Center of West Michigan. He earned his MEd in TESOL from Grand Valley State University.

POSITION CHANGES

Colleen Brice: President, 2015 ►Past President, 2016
Colleen is serving the final year of a three-year term on the Executive Board. She is Associate Professor of English at Grand Valley State University, where she teaches courses in Applied Linguistics, TESOL, and ESL writing for undergraduate and graduate students.

Andrew S. McCullough: President-elect & Conference Chair, 2015 ►President, 2016
Andy is serving the second of a three-year term on MITESOL's Executive Board. He is a senior faculty member in Michigan State University’s English Language Center, where he teaches courses in academic ESL.

Stacy Tanner: Communications Coordinator, 2015 ►K-12 SIG Leader, 2016-2017
Stacy is taking over as leader of our K-12 SIG, where she will draw on more than 15 years of K-12 experience. She currently teaches ELs in Novi Community Schools and serves as EL Coordinator for two districts. She holds her Master’s degree and ESL Endorsement from the University of Michigan.

CONTINUING BOARD MEMBERS

We are deeply grateful to the following individuals, who will continue to serve MITESOL on the MITESOL board for the next year:

Jim Desler
Treasurer

Ellen Brengle
Secretary

Cynthia Macknish
Post-Secondary SIG Leader

Ildi Porter-Szucs
Newsletter Co-Editor

Aiman W. Mueller
Newsletter Co-Editor

Pamela Bogart
Listserv Manager

Jane DeGroot
Membership Coordinator

(continued on next page)
Leadership Changes (cont. from previous page)

NEW BOARD MEMBERS

We are pleased to be welcoming seven new members to the MITESOL Board in 2016:

Executive Board

Jolene Jaquays, President-elect & Conference Chair, 2016
Jolene is serving her first of a three-year term on MITESOL’s Executive Board (2016-2018). She has been a teacher in the English Language Program at University of Michigan-Flint since 2011. She completed both her MA in TESOL and her BS in Education at Central Michigan University. Her 30-year teaching repertoire includes teaching English, ESL, and Spanish to preschool through graduate-level students. Jolene shares her professional knowledge and keeps up with current trends in pedagogy at statewide, national, and international conferences. She enjoys sharing her enthusiasm for language and American-culture students by providing an engaging educational setting for her students.

Advisory Board

Trisha Dowling, Webmaster, 2015-2017
Trisha was appointed MITESOL’s webmaster in spring, 2015. She holds an MA in TESOL from Eastern Michigan University and a BA in Spanish from Saginaw Valley State University. She has worked in K-6 settings with migrant and refugee populations, and is currently teaching ESL at Language Center International and Eastern Michigan University. She enjoys being involved in the TESOL field and developing as a teacher through research, presentations, and conference attendance.

Richard Forest, Leader, Professional Development SIG, 2016-2017
Richard is Director of the English Language Institute and Associate Professor of English Language & Literature at Central Michigan University, where he teaches courses in pedagogical grammar, discourse analysis, and language teaching methodology. Dr. Forest earned his PhD in Applied Linguistics from City University of Hong Kong in 2007. His research interests include corpus-based linguistics, English for Academic Purposes, and public discourses concerning science and education. He has taught ESL in junior high and elementary schools in Japan, and in intensive English programs in the U.S.

Josie Pickens, Social Media Coordinator, 2015-2017
Josie was appointed to the newly developed position of Social Media Coordinator in summer, 2015. She holds a BA in Portuguese from The Ohio State University and is currently working on earning her MA in TESOL at Eastern Michigan University. She has moved a total of 17 times—both within the United States and internationally—and the most recent move, in 2013, brought her to Ann Arbor, Michigan. She brings to this position four years of experience managing a regional social media page. She is looking forward to teaching English to adults and helping them become acclimated to life in a new country upon completion of her degree in 2017.

Joanna Schrecengost, Conference Exhibits Manager, 2016-2017
Joanna has been teaching English language learners since 2008 in a variety of contexts, including community-based, non-profit, IEP, and higher education programs. She earned her MA TESOL from Cornerstone University in 2010. She is currently a full-time Instructor of English as an International Language at The University of Findlay, where she teaches courses in advanced academic writing, reading, grammar, and electives. Her research interests include student versus faculty perspectives of academic dishonesty and punishment, community based language learning, and academic grammar usage for international students. Joanna lives with her husband, David, and two beloved rescue dogs, in Monroe, MI.

(continued on next page)
Leadership Changes (cont. from previous page)

Casey Thelenwood, Leader, Adult Education SIG, 2016-2017
Casey is the Assistant Director of the Center for Educational Partnerships at Grand Valley State University. She holds an MEd in TESOL from Grand Valley State University and a Bachelor’s in Elementary Education from the University of Michigan. She is certified to teach grades K-12, and has most recently taught adult English language classes through the Refugee Employment Program at Bethany Christian Services.

Sharon Uuml;lor, Leader, new Advocacy & Policy SIG, 2015-2017
Sharon was appointed leader of MITESOL’s Sociopolitical Concerns Task Force in spring 2015, and subsequently elected leader of the Advocacy & Policy SIG, which replaced the Task Force. Sharon teaches English language learners in Grand Rapids Community College’s Adult Education Program. She has an MEd in TESOL from Grand Valley State University, and extensive experience teaching English at the secondary level to a diverse group of learners in the West Michigan area. Issues of special interest to her include academic writing fluency, curriculum design, and ease of access to services for all English language learners.

NEW ONLINE MITESOL JOURNAL CO-EDITORS:
We are excited to announce that in 2016, MITESOL is going to begin publishing an online periodical, entitled, MITESOL Journal. We have the following accomplished women to thank for proposing and coediting this new forum:

Marian Woyciehowicz Gonsior is currently an adjunct associate professor in the ESL Program at Madonna University. In addition, she has taught ESL at 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 M.A. in Teaching English to Speakers of Other Languages from Madonna and an M.A. in Spanish from New York University. She enjoys working with ESL and other students at the Madonna University Writing Center, where she is a Writing Center Specialist. Her previous editorial experience includes serving as co-editor of the MITESOL Messages newsletter and two volumes of the MITESOL Proceedings.

Kay M. Losey is Professor of Writing at Grand Valley State University. Her scholarship focuses on issues related to the teaching of writing to adult multilingual writers, and she has taught multilingual writers in mainstream English courses in California, North Carolina, New York, and at GVSU. She is author or co-editor of three books, including, most recently, Teaching U.S-Educated Multilingual Writers: Pedagogical Practices from and for the Classroom (with Mark Roberge and Margi Wald, University of Michigan Press). She has published her scholarship in TESOL Quarterly, the International Journal of Bilingual Education and Bilingualism, and College Composition and Communication, as well as in several other journals and edited volumes. She has served as reviewer for Journal of Second Language Writing, TESOL Quarterly, and the National Council of Teachers of English. She served MITESOL as co-editor of their annual MITESOL Conference Proceedings publication and looks forward to being a part of the new MITESOL Journal.

Christen Pearson is Professor of English at Grand Valley State University, where she teaches courses in Applied Linguistics and TESOL for undergraduate and graduate students. Her research interests include the interface of second language acquisition and language disorders in children, and second language acquisition in post-institutionalized, internationally-adopted children. She has served MITESOL in many capacities over the past two decades, including as President and co-editor of several Conference Proceedings.
**Board Notes**

Ellen Brengle, Secretary

The late summer and early fall months are always busy for the MITESOL board. During these months of 2015, we suspended some of our work on clarifying and reorganizing our board responsibilities - work we had begun in February of 2015 - in favor of a strong focus on the upcoming MITESOL conference. This labor of love definitely takes a village of volunteers to complete the many tasks: from mastering unwieldy proposal and registration systems to winning at the complex game of matching rooms and times to presenters, exhibitors, technology and meals. Fortunately, we were blessed with a strong team of helpers from In-coming President, Andrew McCullough, and his MSU team, as well as the continual work of Past-President, Jeanine Clever, President, Colleen Brice, Exhibits Manager, Ashley Garrigan, and Membership Coordinator, Jane DeGroot.

After a short break, on November 21st (the only day of the season on which a foot of snow fell!), we held our previously scheduled transition meeting, where current board members turn over responsibilities to new board members. Although our numbers were understandably fewer than normal (thanks to the driving concerns), we ploughed through until about noon, debriefing the 2015 conference, receiving SIG updates and brainstorming themes for the 2016 MITESOL Conference. This year it will be held on October 14-15 at the beautiful Riverfront Center, hosted by UM-Flint and chaired by Incoming President, Jolene Jaquays. Lots of enthusiasm and many good ideas were generated, and once again, we’re off and running, working toward next fall’s conference. Alongside that endeavor, however, we will also return to tackling remaining organizational issues, especially during our February and April meetings. Our next meeting will again be held at Wells Hall on the MSU campus on February 27th, beginning with excellent coffee and great goodies. Please consider joining us to contribute your expertise and to share your opinions.

**Post-Secondary SIG Update**

Cynthia Macknish, Post-Secondary SIG Leader

Thank you to those of you who attended the 2015 MITESOL Post-secondary SIG presentation/meeting! It was quite well attended, and I was particularly pleased to see so many TESOL students there; welcome to the profession! The meeting was an opportunity to reconnect with old friends and meet new people. We explored some of the current literature in our field and, in small groups, discussed issues that were impacting our work in our institutions. To read about some of the current topics, check out the following articles:

**Assessment** (Conference theme)


**Multimodality** (TESOL Quarterly special issue Sept.2015)


**Predatory Publishing**


The TESOL English Language Bulletin has compiled a list of most read articles of 2015. To check these out, visit: [http://multibriefs.com/briefs/TESOL/TESOL122215.php](http://multibriefs.com/briefs/TESOL/TESOL122215.php)

2016 promises to be an exciting year. We will be watching to see the impacts of the Every Student Succeeds Act (ESSA), which President Obama signed into law to replace the No Child Left Behind Act of 2001. TESOL released a statement about this ([http://www.tesol.org/news-landing-page/2015/12/04/tesol-releases-statement-on-every-student-succeeds-act](http://www.tesol.org/news-landing-page/2015/12/04/tesol-releases-statement-on-every-student-succeeds-act)) suggesting that ESSA will support English language learners. Those of us in TESOL education look forward to seeing the nature of this support and how it will affect our preparation of new TESOL professionals.

Mark your calendars for the TESOL Convention 2016 in Baltimore on April 5-8. The theme is “Reflecting Forward.” Professor Anne Curzan from the University of Michigan will give a plenary on Friday April 7.

Interestingly, the AAAL conference will not be held in Baltimore this year, but in Orlando April 9-12.

Our MITESOL conference in 2016 is scheduled to take place on October 14-15 at U of M Flint. I encourage everyone to submit a proposal.

Here's to a happy and productive year ahead!

**Seeking Reviewers for MITESOL Journal**

If you are interested in serving on the Editorial Review Board for *MITESOL Journal: An Online Publication of MITESOL*, we would like to hear from you. Volunteering to review potential articles for this new MITESOL publication will allow you to make a valuable contribution to the field while furthering your knowledge and appreciation for the current scholarship produced by our contributors. This position is a great opportunity for those looking to get started in TESOL publishing as well as for those already armed with plenty of publishing experience. Either way, as only papers in your areas of expertise will be assigned to you, your time commitment will be manageable. Send an email outlining your experience and expertise in TESOL to Kay M. Losey, co-editor of *MITESOL Journal*: loseyk@gvsu.edu.

*Learn more about the journal on the next page of this newsletter.*
Introducing MITESOL Journal & Call for Manuscripts

We are very pleased to share with you that MITESOL will now have a new online journal!

Developing out of the work on the annual Conference Proceedings of the past ten years, the MITESOL Journal will be published twice a year. You will continue to see papers from the conferences; however, in addition, you will enjoy reading many other papers on a range of topics, including research studies, important issues to the field of TESOL, and theoretically well-grounded teaching methods. As with the previous Conference Proceedings, you will likely find authors ranging from preschool teachers to college professors; from those teaching in the schools to those doing advocacy work across the state; from new writers still in school to well-established writers. We hope that you are as excited as we are that our membership will now have both MITESOL Messages and MITESOL Journal, each with its unique personality and offerings.

Interested in learning more?

Please see the Call for Proposals below and the Call for Reviewers on the previous page.

The MITESOL Journal: An Online Publication of MITESOL is a refereed academic journal that will be published online twice a year. Its mission is to promote excellence in TESOL education and teacher development. Articles in the MITESOL Journal will focus on research studies, issues in the field of TESOL, and theoretically grounded discussions of teaching methods and pedagogy. Articles may consider any educational level or context, from kindergarten to university and from adult school and community literacy programs to workplace literacy settings. The co-editors of the MITESOL Journal are Marian Woyciehowicz Gonsior, Kay M. Losey, and Christen M. Pearson.

If you’ve never published before or wish to add a double blind, peer-reviewed journal publication to your CV, the MITESOL Journal is the perfect venue for your work. We regard all members of our readership as potential authors: preschool teachers to college professors, those new to scholarly publication as well as those who have experience publishing their work. While the MITESOL Journal is a refereed journal, it also is a mentoring journal. Editors will work with authors of accepted manuscripts until they are ready for publication. Submission is open to all; authors do not need to be members of the MITESOL organization to submit a manuscript.

We will start reviewing manuscripts for the inaugural issue of the MITESOL Journal March 1, 2016. The deadline for consideration for the first issue is April 1, 2016. Our goal is to have our first issue published Fall 2016. After April 1, 2016, we will continue to seek manuscripts for future issues and review them on an on-going basis. We seek manuscripts for the following categories of submissions:

- Research papers,
- Issues in TESOL articles,
- Research-based teaching techniques, and
- Book or material reviews.

Manuscripts based on presentations at the 2015 MITESOL Conference are strongly encouraged.

For detailed descriptions and examples of the differing types of articles we will publish, see the MITESOL Journal information on the MITESOL website: [www.mitesol.org/mitesolresources](http://www.mitesol.org/mitesolresources). Information on how and where to submit your manuscript is also at this location.

If you have additional questions on submitting, please contact Christen M. Pearson, Co-editor MITESOL Journal, pearsonc@gvsu.edu.

We eagerly await hearing from you and look forward to mentoring you through the writing process.  ~ Kay, Marian, and Christy
Reflections on MITESOL 2015

Andrew S. McCullough, President

The English Language Center at Michigan State University hosted the 2015 MITESOL Conference October 9-10 at the Kellogg Center on MSU’s campus. I am happy to say the conference successfully offered 70 presentations (including 2 plenaries and our invited WIDA speaker) by more than 90 speakers across 13 concurrent sessions over the two days. We had a record number of exhibitor booths and sessions, as well.

Sometimes it is helpful to look at the shortcomings of a conference up front and be done with them. First, our plenary speakers seemed to not understand their audience as well as was hoped. Chalk one up to experience! We’ve resolved to look closer to home in the future! Second, the Kellogg Center, while an attractive place, does not offer us the space we need. Growth is good! We’ll find bigger and better venues for future conferences. Enough about that.

The MITESOL membership responded to the theme of assessment with presentations on research, policy and practice that show Michigan TESOL professionals to be nothing less than world-class. From a variety of assessment practices in K-12 and university ESL contexts to collaborations between childhood and higher education practitioners, from test design for large scale assessment to student-involved and student-centered evaluation designs, the offerings at MITESOL 2015 represent a curriculum in assessment education. It was gratifying to see the depth and breadth of response to this theme.

Friday evening began with refreshments and opportunities to meet the 16 or so exhibitors. Ashley Garrigan had spent countless hours during the spring and summer to bring us one of the largest offerings of exhibitors we’ve seen in many years. A very special thanks to Ashley and President Colleen Brice for setting an example for future conferences to aim for.

Friday’s sessions looked at student-centered evaluation through interactions, games and activities, as well as student empowerment, and the importance of learning from our students’ experiences beyond and after our time with them.

Friday evening’s entertainment saw the ELC’s own Gerund and the Infinitives in fine musical form! Plenty of good food and drink (quite a few complimentary) helped keep the atmosphere festive. Dancing, hobnobbing, and singing along kept us going till late.

The well rounded discussion of assessment continued on Saturday morning with looks at assessment data, international standards (CEFR) and experiences from programs developing their own assessment measures. A highlight for K-12 educators was Dr. Gary Cook of the WIDA Consortium discussing research findings and policy implications. Every aspect of language skill assessment, several program assessment discussions, and some focus on teacher evaluation comprised what I see, in retrospect, as an embarrassment of riches in discussing assessment. Presenters! Answer the call for publishing your presentations, please!

This conference was the result of the hard work of many volunteer members, and amazing dedication on the part of our President, Colleen Brice, our Membership Coordinator, Jane DeGroot, and our Exhibits Manager, Ashley Garrigan. In response to the insufficiencies in our previous conference presenter registration system, Colleen researched alternatives and found OpenConf for that purpose. Adopting a new system requires hours of study, and many more hours of trial and error learning how to operate the system. Then she had to teach me how to take care of my part! Above and beyond does not begin to typify the effort Colleen put into building our new presenter registration website. The site allows us to receive proposals, distribute them to reviewers, receive the reviews, and categorize proposals...
Reflections on MITESOL 2015 (cont. from previous page)

accordingly. Emailing confirmations and the like to presenters is now a matter of creating an email, the appropriate fields, selecting the recipients, and off it goes! I could not have begun to approach the task of organizing the conference without the leadership and monumental efforts of Colleen! We all owe her a debt of gratitude – and I still owe her a bottle of wine! Thanks, partner!

Jane DeGroot and Ashley Garrigan also put in many long hours getting memberships updated and registrations recorded. As last year, Jane created our nametags and supervised on-site check-in. Incoming President Jolene Jaquays was instrumental in helping me organize the first iterations of the program, as well as with on-site registration and trouble-shooting! You know what you’re in for next year now, don’t you, Jolene?!

CALL Leader Akiko Ota led the way in creating the Survey Monkey system for attendee feedback to both presenters and organizers, capitalizing on Past President Jeannine Clever’s survey outlines. We’ve gone paperless, y’all! Be proud! Trisha Dowling’s and Josie Pickens’ work on the MITESOL website was invaluable! Thanks to Board Members Ellen Brengle, Pamela Bogart, Aiman Mueller, Jaana Terhune and David Van Over for pre-conference prep, and to Ellen for on-site registration and trouble shooting. I know I’m leaving out some other MITESOL folks (Ildi Porter-Szucs, Cynthia Macknish) who were there for registration Friday afternoon – you know who you are! Thank you!

At MSU, Treasurer Jim Desler kept me on track through our expenditures and helped coordinate our local volunteers. MITESOL veteran Carmela Gillette helped me with many smaller logistical details, and with many sessions of brainstorming and problem solving along the way. Thanks to all of our in-office and on-site volunteers from MSU (Laura Eickhoff, Jennifer Brooke, Erin DeGermans, Ashley Hewlett, Bineta Mbodjio, Anna Kortemeyer, Kunti Adhikari, Dave Ragan, Stacy Sabraw, and Mark Albee).

Once again, thanks to Jeannine Clever, Past President for 2015, for all of her leadership during the past year, as well! Jeannine again made certain that our K-12 colleagues could earn their SCECHs by attending our conference, and then following through to make sure people got their paperwork done. We tried to keep her, but she assured us she still has plenty to do!!

Organizing an event like a MITESOL Conference takes dedication and teamwork. I am remarkably fortunate to have had you all to lead me, encourage me, bolster me when it got hectic, and to celebrate with me OUR great success! Thank you all! In just a few months, we’ll do it all again!
MITESOL 2016—Call for Proposals

“The Changing Faces of Diversity”

October 14 – 15, 2016
University of Michigan – Flint
Riverfront Banquet Center
Flint, Michigan

Michigan Teachers of English to Speakers of Other Languages invites professionals involved with English language learners to submit proposals for our annual conference to be held October 14 & 15, the Riverfront Banquet Center at the University of Michigan – Flint.

The theme of this year’s conference is “The Changing Faces of Diversity.” In the field of English as a Second Language, it is a given that we serve a diverse population: our students represent a wide range of nationalities, religions, and languages. We need to expand our definition of diversity to include, but not be restricted to the following:

- Age, gender, marital status
- Preferred learning styles
- Residence status (refugee, immigrant, second generation, visa-holder)
- Educational background
- Socioeconomics
- Personality type (introvert, extrovert, ambivert)
- Learning / physical disabilities and challenges
- Academic ability
- Sexual orientation (cisgender, LGBTQA)
- Appearance
- ???

MITESOL 2016 invites proposals related to all aspects of ESL/ELL/EAL/EFL in diverse contexts, including recent research, best practices, standards-based instruction, assessment, language policy & advocacy, CALL, program administration, and professional development. In keeping with this year’s theme, we especially welcome proposals focusing on the changing faces of diversity present in our classrooms.

How do you advocate, celebrate, educate, motivate, and integrate diverse populations in your classroom, school, or community?

(continued on next page)
MITESOL News

MITESOL 2016—Call for Proposals (cont. from previous page)

Proposals will be accepted for the following formats:

- **Paper (50 minutes)** An oral summary, with occasional reference to notes, visuals, etc.
- **Teaching Demonstration (50 minutes)** A session that shows and explains a technique for teaching or tutoring.
- **Panel Discussion (50 minutes)** A structured, facilitated discussion of a hot topic in TESOL. Panelists should have a strong knowledge of the topic.
- **Workshop (90 minutes)** A structured, hands-on professional development activity.
- **Exhibitor Session (50 minutes)** A showcase for new teaching resources. The presenter must register as an exhibitor.
- **Poster Session (50 minutes)** A self-explanatory exhibit on display, allowing for informal discussions with other participants.

Proposals must be submitted through MITESOL’s online conference proposal system, which will become available in June. The deadline for submissions will be July 15, 2016.

If you have any questions about the 2016 conference or would like to volunteer to help out with the preparations for the conference, please contact us. (Include MITESOL 2016 in the subject line of your message.)

Jolene Jaquays, President-elect /Conference Chair: jjaquays@umflint.edu
Joanna Bentley Schrecengost, Exhibits Manager: schrecengost@findlay.edu

---

TIRF – The International Research Foundation for English Language Education is pleased to announce its 2016 Doctoral Dissertation Grants (DDG) competition. Grants of up to US $5,000 will be made to successful applicants investigating a range of topics in English language education. The application deadline is Wednesday, April 20, 2016.

There are two types of grants offered through TIRF’s DDG program. Information about the two types of grants, as well as eligibility concerns, resource videos, answers to frequently asked questions, and much more can be found at: [http://www.tirfonline.org/research-grants/doctoral-dissertation-grants/](http://www.tirfonline.org/research-grants/doctoral-dissertation-grants/). As well, you may write info@tirfonline.org for more information.

---

Presenting at TESOL 2016?

On behalf of MITESOL, we would like to acknowledge and congratulate our members on their presentations at TESOL 2016.

If you would like your presentation information shared on the MITESOL website and Facebook page, please complete this [form](http://www.tirfonline.org/research-grants/doctoral-dissertation-grants/) by March 1.
Updates From the Field

A Lesson in Intensive Reading Explores the Wreck of the Edmund Fitzgerald

Cherie W. Rolfe

I am an ESL tutor beginning my second full year of practice. I created this lesson plan while working on my TEFL certification at the University of Arizona last year. It has been successfully tested on my teen and tween students and I plan to make it an annual event with just a few tweaks. It is also well suited for a classroom.

Michigan history, legend and lore is a great topic for ESL students who are new to the area. The sinking of the Edmund Fitzgerald is a story both rich in history and legend as well as humanity. It is a wonderful lesson to teach any time of the year, but especially poignant in November, when the event is commemorated locally.

This 60-minute lesson plan focuses on intensive reading. I have chosen an article from USA Today and song lyrics from a ballad. The materials are authentic and contain authentic language. This article is specific to the 40th anniversary of the sinking of the Edmund Fitzgerald, but it could be easily adapted for future lessons, or another current article could be used as a supplement. This article works particularly well because it contains key elements of the story and vocabulary.

This exercise tests reading comprehension as well as “introducing vocabulary and nuances among words” (Horwitz, 2013, p. 117). Additionally, students practice the skimming technique “to get a general idea of the contents” and scan “to find specific information” (Horwitz, 2013, p. 117). It also includes a series of multiple choice questions for easy grading and to check knowledge reliably.

<table>
<thead>
<tr>
<th>Subject/Course:</th>
<th>Intensive Reading for Teens and Tweens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Michigan History and Current Local Events</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>“Anniversary of the Sinking on the Edmund Fitzgerald”</td>
</tr>
<tr>
<td>Lesson Objectives/Outcomes:</td>
<td>• Students can skim material for general content.</td>
</tr>
<tr>
<td></td>
<td>• Students can scan material for facts and key vocabulary.</td>
</tr>
<tr>
<td></td>
<td>• Students can relate current events in the local community and the world-to-classroom activities.</td>
</tr>
<tr>
<td></td>
<td>• Students can form, express, and explain ideas and opinions.</td>
</tr>
</tbody>
</table>

Building Rapport with Students Can Pay Off

Khila Pokharel

“How are you doing, Khila?,” “Are you able to talk to your family?,” “Are you keeping warm in Michigan?,” “How can I help you?” … These are some of the expressions I often heard from my professors during my school days in Michigan. On hearing such expressions, I felt safe and taken care of, which encouraged me as a student to put my best efforts into study. This experience has an impact on what I practice as a teacher.

I think the usual ten minutes I spend in my classroom prior to the time my class begins is equally important as my actual class time. I enter my classroom before my students so that I can welcome them one by one to the class with an exchange of warm greetings and smiling faces. This way, I have time to ask them individualized questions and show their value as both a student and a human being. This helps me achieve the goal of getting ready for the class and contributing to “completing the people” in my students (Elmore, 2012, p. 4). I can ask
# A Lesson in Intensive Reading Explores Wreck of the Edmund Fitzgerald (cont. from previous page)

## Activities

<table>
<thead>
<tr>
<th>Warm-Up: Know the names of the Great Lakes with “HOMES.”</th>
<th>Time Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan is surrounded by the Great Lakes. Remember the word “HOMES” to remember their names: Huron, Ontario, Michigan, Erie and Superior. Use a map to point out the locations of the lakes.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“The Wreck of the Edmund Fitzgerald by Gordon Lightfoot”</th>
<th>Time Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Edmund Fitzgerald was the largest of all ships sunk in the great lakes in 1975. 2015 marks the 40th anniversary of the loss of the Edmund Fitzgerald. The story has become part of our local history lore and legend and was made famous in a song by Gordon Lightfoot. Read the lyrics; then listen to the song and sing along.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

| Explain that the song is “written in dialect,” which is the actual way people speak. Notice how the final “g” is left off, and “feeling” becomes “feelin.” Notice “you” becomes “ya.” |             |

| Article Reading and Discussion: “40 years ago the ‘Witch of November’ sank the Edmund Fitzgerald” from November 10, 2015 USA Today. | Time Length |
| Students read the article individually and use the reading strategies of skimming for general content and scanning to pick out key vocabulary and facts. Discuss as a class. | 25 minutes |


| Key facts: 29 men were killed; 40% of shipwrecks on the Great Lakes occur in November; 26,000 tons of taconite pellets, ship sank in 530 feet of water. |             |

<table>
<thead>
<tr>
<th>Quiz – 10 questions</th>
<th>Time Length</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

## Materials Needed:

- Photocopies of USA Today article
- Photocopies of “The Wreck of the Edmund Fitzgerald” Song Lyrics
- Photocopies of quiz
- Computer with Internet connection
- Map of USA showing Michigan and surrounding area

## References/Reminders:

- A-Z Lyrics: “The Wreck of the Edmund Fitzgerald” (includes a recording of the song)
- USA Today: “40 years ago, the ‘Witch of November’ sank the Edmund Fitzgerald” (includes a recording of the song)
Updates From the Field

A Lesson in Intensive Reading Explores Wreck of the Edmund Fitzgerald (cont. from previous page)

Michigan History Quiz

Circle the correct answer:

1. The name of the largest ship to sink in the Great Lakes was:
   - The Edmund Fitzgerald
   - The John F. Kennedy
   - The Henry Ford
   - The Edward Dorian

2. The freighter sank in which of the Great Lakes?
   - Huron
   - Ontario
   - Michigan
   - Erie
   - Superior

3. What year did the great freighter sink?
   - 1975
   - 1965
   - 1955
   - 1945

4. A meteorologist studies:
   - Meteors
   - Parking meters
   - Units of measure
   - The weather

5. “There’s a flurry of shipping activity when the weather is at its most volatile.”
   In this sentence flurry of activity means:
   - A lot
   - A little
   - Snow
   - An ice cream dessert at Dairy Queen

   In this sentence volatile means:
   - To be like a volcano
   - To change quickly and unpredictably
   - To explode
   - To burst into flames

6. How many crew members were killed when the freighter sank?
   - 92
   - 75
   - 35
   - 29

7. According to the USA today article, what percentage (%) of shipwrecks occur on the Great Lakes during November:
   - 100%
   - 75%
   - 50%
   - 40%

8. Taconite pellets are what kind of metal:
   - Gold
   - Silver
   - Copper
   - Iron

9. What kind of ship is a freighter?
   - A cruise ship
   - A cargo ship
   - A sailboat
   - A war ship

(continued on next page)
A Lesson in Intensive Reading Explores Wreck of the Edmund Fitzgerald (cont. from previous page)

10. “Storms on the Great Lakes can rival hurricanes in their intensity.”

In this sentence rival means:

Very different from Equal or comparable to Less than More than

In this sentence intensity means:

Weakness Strength Force Both power and force

Cherie W. Rolfe, Private Literacy Tutoring; cherie.w.rolfe@gmail.com, (248) 439-0616. Cherie is an ESL tutor and the owner of Private Literacy Tutoring in Troy, Michigan. She holds a Bachelor’s Degree in Journalism and Women and Gender Studies from Oakland University. She began working with adult ESL students as a volunteer tutor with the Oakland Literacy Council. She expanded her private practice to include working one-on-one with children. She earned her TEFL/TESOL certification in 2015 through the University of Arizona.

Building Rapport with Students Can Pay Off (cont. from page 14)

them the questions similar to the ones my professors asked me and engage in an authentic and meaningful conversation. I know my ESL students go through the experience of living and studying in a foreign country, which I went through. If the ESL teachers who have lived abroad for some time do not empathize with them and relate to their stories, who will? Before we became teachers and students, we were human beings, and we remain human beings while and after teaching. So, it does not matter how smart, skillful, and knowledgeable an instructor is, the effectiveness of teaching also requires the lubricant of good rapport to oil the wheels of teaching and learning. Asking and sharing in a relaxed and informal atmosphere can be an effective way of developing rapport with students.

ESL teachers can have their own experience of learning a second or foreign language. Sharing of teachers’ personal stories, struggle, and strategies to learn certain aspects of the language can provide students windows, on which they can see their reflection (Elmore, 2012). Their knowledge of the fact that they are not the only ones who go through some confusion and difficulty in learning a different language may allow them to relate. Last semester, a number of my students asked me how I learned English as a foreign language. Even one with relatively strong vocabulary knowledge asked me how I developed my English vocabulary. This showed me that our students are curious about how other people learn a second language and if their experience is an exception. Their own teacher can be a perfect role model for them. They want to learn from the experiences of the people who are in a situation similar to theirs. Sharing such experiences helps to understand each other and establish a close rapport with our learners.

I noticed the impact of my rapport with my students. A large majority of the students passed the classes. However, a small number failed. I had a number of grade conferences with those who were on the verge of failing prior to the end of the semester. They shared with me that they might not pass, but they were happy that they learned a lot from the class. Earlier this semester, one of my supervisors shared with me that one of the students who failed my class told her that based on his experience with me last semester, he was glad to be in my other class this semester. I think he thought so because I treated him as a student as well as a person.
Harmonizing English Learners, Adult Education, and WIOA into One Chord: A Workshop of Contextualized Learning for Career Pathways in the Adult Education ELA/ABE Classroom

Sharon Umlor

In the past five years that I have taught English learners at Grand Rapids Community College's Adult Education program, I have experienced a lot of changes in our program—changes in enrollment, courses offered, student needs and motivation, teaching theories, staffing shifts, and funding gaps for wished-for (and in-demand!) services. Right along with my adult, immigrant students, I’ve had to make my learning—not just my teaching—about adapting to change. The passing of Title II under the Workforce Innovation and Opportunity Act (WIOA) has spurred yet more changes—most pointedly that students wishing to learn English in our Adult Education program must be on condition their English language acquisition (ELA) goal leads to a high school diploma (or equivalent) and then contributes to transitioning to postsecondary education or employment.

Time to redevelop the curriculum!

On January 8, 2016, a day of regional professional development for Michigan Adult Education practitioners was offered through a joint effort of the Ottawa Area Intermediate School District (OAISD), Grand Rapids Community College (GRCC), Thompson M-TEC, Zeeland Adult Education, and Region 4 Adult Education. Thompson M-TEC in Holland hosted the 40 participants in the day’s learning and networking. The two sessions offered met the needs of educators looking for ideas of how to integrate the changes from recently-passed WIOA/Section 107 legislation into Adult Education programs and classrooms. Tonia Castillo and Mary Greydanus of OAISD presented an overview of the Literacy to Work model with an emphasis on Career Coaching, and I facilitated a workshop session of Contextualized Instruction Across the Curriculum. Following is a description of materials, discussion, and ideas that were generated in the workshops I led.

WIOA Work-up & Student Challenges

After the participants and I got to know each other, I facilitated a discussion about what they thought “contextualized learning” actually was. “Learning by doing” and “authentic, realistic situations that would be relevant outside the classroom” were the general consensus among the participants. Since the legislation calls for integrated education and training that works contextually with workforce preparation, we talked about examples of instructional strategies for English learners (ELs) such as using knowledge and skills in authentic ways in realistic, purposeful dialogue on the telephone and in emails, role-plays involving job interviews or performance reviews, and job shadowing in a career industry in which there’s an interest.

This discussion on contextualized learning led to a sharing of what challenges the career pathways focus of our Adult Education programs face. Last year at the TESOL Advocacy and Policy Summit, MITESOL representatives Colleen Brice and Ashley Garrigan met with lawmakers to voice the challenges the WIOA legislation policy presents for English learners: (1) That many adults who want to learn English are not interested in pursuing higher education or career goals—i.e. English instruction should be available regardless of career status, personal, or professional goals; and (2) That it takes a beginning EL 5-10 years to develop academic language proficiency to earn a high school diploma.

YOUR ARTICLE HERE!

Even while this issue may seem jam-packed, we’re a digital publication without the strict space limitations of print publications. If you’ve got news from the field, let us take a look! We publish in February and August each year; watch the MITESOL listserv for the call that comes out two months prior (deadline one month prior) and take time to let us know what you’ve been up to in the world of TESOL. Have you read a new related book, tried a new teaching technique, or developed a research project? This is your chance to share your experiences with the rest of the MITESOL community.

—Co-Editors Aiman W. Mueller aiman.w.mueller@att.net & Ildi Porter-Szucs ildips@yahoo.com
The workshop participants brainstormed and added to the list of challenges they see their adult learners facing:

- Lack of confidence/Fear of failure
- Unfamiliarity with technology
- Acquiring the GED (since it was reformatted in 2014)
- Time
- Consistency/Attendance issues
- Fear of success and the unknown future
- No goals or plans in place
- Class issues (socioeconomic)
- Expectations that are too low/too high
- Employers’ expectations not known or not realistic
- Students living in an isolated environment
- Lack of translating services
- Special learning needs/Memory & retention issues
- Dearth of independent practice opportunities

After we hashed out and identified the issues our students and programs are facing, I shared the curricular developments GRCC Adult Education program has been working on to address the new Career Pathways expectations.

**Career Pathways Integrated into ELA/ABE Curriculum**

GRCC’s Adult Education program serves around 200 ELA/ABE students per year offering Beginning to Advanced English classes as well as an Adult Basic Education PreGED Reading and Writing class to transition and prepare those students who need more intensive academic vocabulary work in order to be successful in studying for the GED. In the past, the curriculum provided domains addressing Reading, Writing, Speaking and Listening, Grammar and Usage, Technology, and Community Connections (field trips, speakers, campus tours, etc.). In the interest of integrating a more workforce and employment-focused element to the curriculum, we added a Career Pathways domain in which instructors integrate career interest surveys, SMART academic and career goal-setting, job searches, writing resumes and cover letters, professional emailing, and job interview role plays into their instruction and modeling. Our program has also secured a part-time Career Coach to act as an intermediary between local businesses and the students to garnish local employment and apprenticeship opportunities.

In addition to the provisions of the career pathways themes and topics, some tools students can use in conjunction with their instructors, tutors, and career coach are the Student Academic Goal and History Sheet and the Student Class-level Goal Checklist. The Academic Goal and History sheet is intended to be filled out by the student with the instructor’s help at the beginning of the semester to answer questions about native country and language, past educational experience, future career and educational interests, and current job status. The Student Class level Goal Checklist is a list of technology, math, and career goals that correlate with the curriculum in checklist format so students can monitor their learning successes independently throughout the semester as they complete each class-specific goal.

**Contextualized Language Lessons**

I also shared some handouts of contextualized lessons that address Career Pathways as well as English development that worked really well for my students this past semester. They included a Career Goal Paragraph Frame, Constructive Criticism Role Play, Giving Work-
place Safety Advice using Past Modals, Internet Web Search/Writing about a Shared Community Experience, and an Online Personality Profile and Career Assessment. All of these activities can be adapted to address a specific level of learning as well as integrating reading, writing, speaking, and listening.

**Workshop Tool: Transitions Integration Framework**

For our workshop tool, I introduced the Transitions Integration Framework (TIF), which is a skills framework developed by Academic Career and Employability Skills (ACES) funded by Adult Basic Education Teaching and Learning Advancement System (ATLAS) housed at Hamline University in Minnesota. It addresses academic, career, employability, and community integration skills adult learners at all levels need to transition into the next steps of their lives. The TIF is the ultimate idea-generator! The framework addresses eight skills categories: Effective Communication, Learning Strategies, Academic Language & Skills, Numeracy, Critical Thinking, Self-Management, Developing a Future Pathway, and Navigating Systems. For each skill category, there are more specific subcategories that not only give sample activities with coordinating technology tasks, but the activities are adjusted along a complexity level so they address different levels of learners. In addition, the framework describes how each of the sample activities fit into the academic (school), work, and community contexts.

In groups of four, participants worked with a subsection of the TIF as a model to brainstorm and create an original lesson for a chosen level of learner, outlined their ideas on a poster, and reported out to the group. Results were impressive! Examples of some group-created lessons included:

- Navigating the public transportation system using websites when you had a day off with no vehicle available (Navigating Systems)
- Comparing two grocery store ads for the best price on the same product using a smartphone/calculator (Numeracy)
- Researching then creating a slide presentation of images representative of future pathway goals and having classmates guess the desired career (Developing a Future Pathway)
- Developing a sequential list of items using transition words to learn the importance of promptness (Critical Thinking)

What struck me as an observer of the workshop participants was the speed with which lesson ideas were generated from the TIF! I like to think of this framework as a “nudging elbow” for an instructor’s brain because the sample activities are a launching-off point for ideas, not directives. The TIF leaves room for originality and adaptability; and most importantly, it reminds us instructors to consider the contexts in which students will use their learning so we can come as close to it as possible in our classes.

If you would like any curriculum, lesson, or workshop materials described in this article, please contact me at sharonumlor@grcc.edu.

Resources used in the workshop and this article:

- Transitions Integration Framework [http://atlasabe.org/professional/transitions](http://atlasabe.org/professional/transitions)

**Updates From the Field**

Sharon Umlor, M.Ed. TESOL; Lead Instructor ESL/ABE, Grand Rapids Community College Adult Education; [sharonumlor@grcc.edu](mailto:sharonumlor@grcc.edu), (616) 234-2216. Sharon is the Lead Instructor at Grand Rapids Community College Adult Education. Her previous teaching experiences have been as a secondary-level English instructor in the West Michigan area.
Building Rapport with Students Can Pay Off (cont. from page 17)

Any opportunity we have to interact with students can contribute to building rapport and “nurturing” their learning and the people within them (Pratt & Collins, 2000, p. 3). Being open and honest about sharing and listening to personal stories have impact on establishing rapport with students. This is probably the reason I remember those teachers from my elementary school to university, who treated me as a person, and my students cannot be an exception.

References


Khila Pokharel, CMU; pokhalks@cmuch.edu, (989) 854-4313. Mr. Pokharel teaches ESL at the English Language Institute in Central Michigan University. He is an ESL learner himself and has been practicing TEFL/TESOL for over 20 years. He has presented at TESOL International, MITESOL, NELTA, and regional writing center conferences.

Tips for Creating a Self-Editing Checklist

Clarissa Codrington, Trisha Dowling, and Andre Scholze

Some university ESL programs have access to ESL-specific writing centers, where tutors are taught to work with students on language editing. However, not all students have this advantage, and furthermore, the best way to truly help ESL writers is to give them the tools to self-edit. The following guidelines were created to enable ESL students to become autonomous writers.

Audience/Level

Writing teachers of various levels

Tips for creating and implementing self-editing checklists

Question types: Rather than using check-box questions that are typically found in ESL textbooks, it is better to use open-ended questions that prompt students to look for specific information in their writing. This forces them to pay closer attention to their writing, rather than simply checking a ‘yes’ box on the paper.

Step-by-step process: Particularly useful for lower levels, simplify each editing point (C=capitalization, P=punctuation, etc.). Add on to the list and practice week-by-week, with continued review of what each symbol means. This also serves to keep students from being overwhelmed with the amount of editing they must learn.

Alignment with course objectives/content: Simply turn course objectives into editing areas on your lists (‘Students should be able to spell simple, common English words’ = spelling on list)

Students’ expectations: Highlight the benefits of self-editing procedures and concurrently regulate students’ expectations of what they should be able to edit independently by the end of the term.
Many ESL textbooks include simple yes/no type checklists that can be adapted using the above recommendations. These tips help to create a more interactive self-editing experience for students, enabling them to more closely work with their own writing and improve through a more focused process. Furthermore, using the textbook checklists as a guideline, classroom teachers will be able to better tailor editing lessons for their students, which have the added bonus of being the first steps towards editing autonomy for students.

The following are weekly syllabi for various language levels, which can be adapted according to term duration:

**High Beginning**
- Week 1: capitalization, punctuation
- Week 2: capitalization, punctuation, spelling; free write
- Week 3: capitalization, punctuation, spelling, SVO (ensuring each sentence has a subject-verb-object) edit free write with all editing techniques learned thus far
- Week 4: capitalization, punctuation, spelling, SVO, correct use of be verb
- Week 5: begin paragraph draft one,
- Week 6: edit paragraph draft one to create draft two
- Week 7: edit paragraph draft two to create the final draft, apply all editing techniques learned up until this point

**Intermediate**
- Week 1: paragraph structure: topic and concluding sentence
- Week 2: paragraph structure: supporting sentences
- Week 3: paragraph structure: transitions
- Week 4: verb tenses, paragraph structure: supporting sentences, transitions
- Week 5: academic word choices, paragraph structure
- Week 6: collocations, paragraph structure

**Advanced**
- Week 1: paragraph structure: topic, supporting, and concluding sentence
- Week 2: academic word choices, paragraph structure: appropriate transition use,
- Week 3: using compound sentences
- Week 4: using compound and complex sentences
- Week 5: clauses (noun, adverbial, and relative)
- Week 6: adjusting for active/passive voice and essay structure

The sample weekly syllabi from above can be used in conjunction with the checklists provided in the course book and the book itself. The weekly focus areas that build upon each week are meant to create a more focused editing experience for students. Teachers and writing tutors can use this weekly syllabi as a point of reference for teaching and student feedback. Though students are often reluctant to self-edit and sometimes don’t believe they are capable of finding their own errors, moving step-by-step through the weekly focus, combined with regular reassurance, will help them to become that much more self-reliant.

*Clarissa Codrington, ESL instructor, Language Center International; ccodrington@languagecenter.us, (734) 972-1690. Trisha Dowling, lecturer, Eastern Michigan University’s ESL program; tdowlin3@emich.edu, (517) 582-5276. Andre Scholze, lecturer, Eastern Michigan University’s ESL program; ascholze@emich.edu, (734) 277-2545. Andre, Clarissa, and Trisha are graduates from Eastern Michigan University’s M.A. TESOL program and currently teach adult ESL learners in Michigan, USA.*
Becoming a CEA Site Reviewer

Stacy Sabraw

This is the story of how I became a Site Reviewer for CEA, the Commission on English Language Program Accreditation, and why you might want to look into it yourself.

Anyone who has had their program accredited knows of the CEA. Part of the process includes a visit from a team of three people in the field. Their job is to verify the information contained in a self-report that is completed and submitted by the program under review.

“You should consider becoming a CEA Site Reviewer,” my former colleague said to me in 2014. I had been part of the accreditation process for CEA in graduate school at Indiana University, so I at least had some idea of what she was talking about, but I had never thought about becoming a Site Reviewer. I went to the CEA website (http://www.cea-accredit.org/), clicked on the Reviewers tab and clicked on “Becoming a Reviewer.” As with regular job applications, they wanted a cover letter, CV, and list of references, plus a one-page application form, which asked for academic qualifications, relevant professional memberships/involvement, special domains of expertise, and program evaluation/consulting experience. Not too intensive in my book. The other aspect I wanted to be sure of was that my program would support my participation, because each site visit is three days long plus traveling before and after (usually a weekend day is incorporated, so you might arrive on a Sunday to begin on a Monday). I’m happy to say my program gave me the go ahead.

I asked other people who I knew had experience with CEA if they thought becoming a Site Reviewer was a good idea. Across the board they all said, “It’s a lot of work, but you learn a lot and provide a great service to the field.” Now you might be wondering, “Does CEA pay Site Reviewers?” and the answer is, “No.” However, they do pay your travel expenses, so you’re only out the time investment (I’ll talk about the return on that investment below).

I submitted my application in early February 2015, and within a little more than a week, I received approval and an invitation to a training that took place just prior to the TESOL Conference in Toronto in late March. That is the one time when you do have to shell out your own money, but I still feel the investment was worth it (and I was going to TESOL anyway).

The training was for two days and covered all of the process and procedures along with some practice sessions. The training alone was a great learning experience, and I liked that I got to meet new people in the field as well.

Within two weeks following the training (early April), I received an acceptance letter. In mid-June I was asked for my availability for the Fall and conducted my first site visit in October.

The CEA Representative and Team Leader I worked with on that visit were very professional, patient and helpful. I enjoyed working with them a lot. I will conduct my second site visit this Spring.

You might wonder, “Do I have to do a site visit every cycle?” and the answer is “No.” Each time you are asked for your availability, you can say you are not available and you will not lose your position. For example, another one of my former colleagues is a CEA Site Reviewer and she does it only once a year.

Two more aspects that could help you decide if you want to apply is that you cannot do any work for the schools for which you do a site visit for two years after the final report is submitted and that the work requires a substantial amount of reading and summarizing.

So what is the return on my time investment? 1) I get to see the inner workings of other programs and though I can’t share any of the information I learn, that does not preclude me from being informed by seeing others’ practices. 2) I get to meet new and interesting people in the field both within the review team and among the amazing people who work in the programs I visit. 3) I get to contribute to the field in what I consider a very meaningful way. 4) I get to travel! I highly recommend considering applying to be a CEA Site Reviewer, and I know CEA would welcome any questions you may have.

Stacy Sabraw, English Language Center, MSU; ssabraw@msu.edu, (415) 871-3622. Stacy received her master’s degree in TESOL & Applied Linguistics from Indiana University. Her areas of interest include second language pedagogy, curriculum development, and assessment.
Service Learning Experience at Carriage Town Ministries

Jolene Jaquays and Kathrine Colpaert

The University of Michigan – Flint (UM-Flint) is committed to making connections between the campus and community. Courses that have made specific plans for service learning or other experiential learning follow criteria outlined in the UM-Flint Civic Engagement Course Indicator depending on whether it’s “Service-learning” (such as a real-world project) or “Non-service learning” (such as participating in meetings or events).

During the fall term of 2015, every Listening and Speaking course in our English Language Program planned and executed its own project. One teacher did experiential learning and went on outings and had guests come speak on a variety of topics related to careers to tie in to their coursework. Another teacher also had a guest speaker prior to volunteering at a local soup kitchen. One other teacher focused on exposing students to the campus resources and several courses. Lastly, two teachers worked together to volunteer at a local homeless shelter – Carriage Town Ministries (CTM) – and organized their own clothing/food donation drive. In this article, we’d like to share the details of this last experience.

First, all the teachers read and discussed the Civic Engagement Process Guide to follow the university’s standards which include: meaningful service, link to curriculum, critical reflection, diversity, student voice, partnerships, progress monitoring, and duration and intensity.

Next, we reached out to the local homeless shelter and connected with their volunteer coordinator, Cindy Johns, who came and spoke prior to the first visit of two that the students made. She gave an overview of the shelter and welcomed students’ questions, which gave the students a chance to practice their listening and speaking skills in an authentic setting.

From the information that we garnered from her presentation, we created and recorded level-appropriate dialogues that incorporated the vocabulary and information that we thought would benefit our students. We then typed up handouts of the dialogue and used them for a gap listening activity. This was a good opportunity to recycle the vocabulary and information that students were exposed to during Cindy’s presentation. In the lower level class, there was a focus on number as it was a part of their student learning outcomes (SLOs), and the upper level class focused on vocabulary as it tied into their coursework (which included a chapter from their textbook on “voluntourism”).

Next, we watched the movie The Pursuit of Happyness. This provided the students another listening activity, and it provided them insight into the homeless situation. After watching and discussing the movie, students appeared more excited about beginning the project.

Our classes then visited CTM for a tour and volunteered in the donation center. Cindy assigned the students a variety of tasks. Some of the things they did: sort clothes and hangers, label shoes, and organize toys. In the beginner-level class, students reviewed the vocabulary for clothing, focusing on men’s, women’s, children’s, and specialty clothing. If we did this again, we’d like to include more on styles, fabrics, patterns, and clothing problems.

Next, we began our donation drive. Via Kathy, our Academic Coordinator, we sent out an email to the other university departments in our building, Northbank Center. We invited and encouraged them to donate. Our students decorated boxes which they set out on the various floors of the building. Each day the students collected and documented the items that had been collected. One student maintained an Excel sheet to keep track of the donations. After the two weeks of collecting, we boxed up the donations and took them to CTM and volunteered another day. It was very rewarding to see our hard work received.

Finally, in both of our classes, we had students create a reflection brochure which contained not only a reflection, but they specifically connected SLOs from the course to the experience and decorated the brochure with our photos from the whole experience as well, which brought everything full circle. Both classes used their brochures to give an oral presentation as well.
Service Learning Experience at Carriage Town Ministries (cont. from previous page)

These are the SLOs that we believe we met:

- Demonstrate comprehension of short spoken passages from various sources
- Demonstrate ability to take part in conversations on familiar topics
- Demonstrate ability to deliver (2-4) short oral presentations on familiar topics
- Take part in pair and group discussions
- Demonstrate understanding of the following speech acts: asking, requesting, instructing, congratulating, appreciating
- Demonstrate understanding and use of basic vocabulary
- Use visual support for presentation
- Participate in teacher-led co-curricular activities and fieldtrips
- Participate in teacher-led Civic Engagement project:
  * Making observations
  * Going on a field trip
  * Listening to one speaker

At the end of the semester, we had a celebration lunch for all our students in the department. Each teacher gave a presentation highlighting their students' experiences and achievements. Jolene created an Animoto video, and Katie compiled a photo book, including photos taken throughout the term. The photo book can be viewed here.

Overall, not only did the experience give students a chance to practice their English skills, but they were also able to learn more about and personally connect with their local community in a way they could not have only by coming to class. We personally saw the connections between their experiences, SLOs, and other coursework. We also witnessed the confidence they gained from the whole process and the pride they took in their work. It was truly a positive experience for all.
On the next few pages, we celebrate and honor a good friend of the ESL community of Southeast Michigan who left us in 2015: Charlott Couch.

All who knew Charlott were impressed by her quiet strength, kind heart, and dedication to ESL students. Colleague and student alike could count on her to be the bedrock of our lives. Charlott never led bombastically from the front; rather, she would steer quietly from the back. Whether she was teaching her classes with great competence, calmly meeting with students and colleagues in the office, skillfully negotiating with administrators to advance the ESL department’s interests, assisting with the organization of the MITESOL conference, or just being a friend, Charlott did so with great composure. I will never forget the last time she and I met. Agitated by Charlott’s worsening diagnosis, I went to see her at her house. I was full of questions yet unsure of what was appropriate to ask. I wanted to offer words of comfort, but my words were failing me. I found Charlott sitting in the living room, her voice faint, her body weakened by the disease and treatment. Yet without ceremony, she took charge of the situation. She put me at ease, answered all my unspoken questions, and filled me with her pragmatic tranquility. But that was Charlott – always bringing comfort to others, even when she herself was most in need of it. The following collection of remembrances by her colleagues, students, and family may provide a sense of who Charlott was and what she has meant to us all.

— Ildi Porter-Szucs

(continued on next page)
Charlott was a rock for me at OCC. She was there for me throughout my formative years there and through my development into a faculty member who can now hold her own. Professional or private, no topic was off limits. I will always miss our conversations and her support.

– Jennifer Warren Craft

I first met Charlott when she started as an ESL adjunct at OCC almost twenty years ago. Whether she was an adjunct, a full-time faculty member, or a department chair, her focus never changed – it was laser-like about students. As shopworn as the word “authentic” is, I would not hesitate to use that word to describe her. She is missed.

– Mike Khirallah

Charlott was a humble and giving person who was my first professional mentor. I’m grateful for her influence on my life in many aspects.

– Lisa Hutchison Lockhart

Charlott was a good friend and a great boss. She was always a calming presence and I learned a great deal from her. I miss her very much and the field is missing a wonderful teacher.

– Carmela RG

Gone is the soul that goes far and beyond to help people and make them happy! Who would know what sincerity and care are about better than you!! You are of the most warm hearted and kind human beings I have ever met. In heaven you such kind soul. You will always be in our hearts and our thoughts. May almighty GOD place Charlott Couch in a better place far and beyond what human brain can imagine where she can always be happy. And may almighty GOD have mercy upon her kind soul...amen

– Sam

Charlott was always there to offer insight, encouragement, and empathy. Her warm smile brought comfort and understanding to those of us facing life’s difficulties. I will always remember her strength and grace.

– Carol Hardaloupas

I started and continued to teach at OCC Royal Oak because of Charlott’s concern for her co-teachers and friendship with me. I could have chosen to work closer to my home; the atmosphere of trust and camaraderie that she created made teaching at Royal Oak satisfying and enjoyable.

– Lisa Kannapell

(continued on next page)
Charlott was a wonderful kind person. She always made time for people who wanted to talk. She was available for teachers and students alike. She positively affected the lives of her students and of me personally. She advised and supported me in many ways. I’m very sorry she had to go through so much struggle. I miss her.

I would say that language was in my late mother’s head and teaching was in her heart, which tells you how important ESL was to her. From studying French and Spanish, to helping me perfect my essays and stories, she was always drawing on her fondness for language. Of course she loved teaching too, loved OCC, loved working with students from many backgrounds and she probably would have had some serious trouble bringing herself to retire had she faced that decision. As I write this, I sit here working at the table that belonged to her grandmother, where my mom used to sit and grade papers into the night. I also know that my mom meant a lot to the people she worked with, and that is embodied in this honorary tribute. So thank you all for being by her side for the years you were and for remembering her now.

– On behalf of Urbano Figueiredo and Isabelle Figueiredo, Gabe Kwakyi

What can I say about my most admirable colleague and dear friend, Charlott Couch and her passing? It’s left a big hole in my life professionally and personally. I’ve known Charlott since we were ESL adjuncts at the Wayne State English Language Institute in the 1980s when we were both starting out in the field. We fell out of contact during the 1990s when we both went on to other ESL jobs but reconnected in the 2000s when we both were hired by the Oakland Community College ESL program. There we worked together until her death this past year.
I can honestly and gratefully say that Charlott was a valued mentor to me in her initial position as fellow faculty and then in her later position as ESL department chair, where she served for more than ten years. Charlott taught me a lot about the value of hard work, persistence, patience, and kindness in dealing with students, colleagues and administrators. Charlott also had a strong desire to do her best by anyone who came in contact with her. She was always tinkering with her classes in order to fine tune them to the needs of her students. In department chair situations, Charlott was always the level head in the group, making sure that her colleagues considered all the angles and all people who would be affected by a particular decision.

Charlott worked harder than any human being I’ve ever seen. She helped the OCC Royal Oak ESL program flourish, willingly took on the extra work entailed, and still maintained a personal touch in her contacts with everyone. Charlott was truly unique among the colleagues and friends I have had. Her passing has left an emptiness in my heart and in the ESL community. Life will not be the same without her, but the good she has done will live on long after her.

— Kathy Reilly

Charlott was, indeed, a good soul.
She remained so till the very end – always kindhearted, empathetic, and pragmatic. She is sorely missed.

Ildi Porter-Szucs was Charlott’s colleague at Oakland Community College from 1998 to 2010. She is currently Assistant Professor of ESL/TESOL at Eastern Michigan University.

Kathleen Reilly is ESL instructor at Oakland Community College, where she has taught since 2000.