

## MIDTESOL MATTERS

Summer 2011

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## MIDTESOL Executive Board

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 Rachel Herman (Higher Ed/Ttraining), Gisella Aitken-Shadle (Adult/Community College)

## PRESIDENT'S MESSAGE

BY VALERIE HEMING, MIDTESOL PRESIDENT

Greetings! I hope all of you are enjoying the summer weather! It has been a busy summer for many, and I hope you're getting excited about the upcoming conference at SLU in October.

To update you on our KATESOL initiative, we have officially invited all the members of KATESOL to join MIDTESOL, so a very special welcome to our new members! I am looking forward to getting to meet many of our Kansas group in St. Louis.

Diana Pascoe Chavez and her team continue to be very busy with 2011 conference, *The Gateway to the West*, as they plan all through the summer. We appreciate all their work!

As we mentioned in the last newsletter, Webmaster Jim Ranalli continues to work on establishing our conference registration process online directly through our site to provide better access to MIDTESOL ac-

tivities, membership information and board contacts.

Jennifer Morrison, our wonderful newsletter editor, is planning our next steps to take regarding the journal, and she is eager to include members who are interested in serving on the journal development committee.

Heather Ditzer continues to update membership information—please contact her with any questions you have about the status of your current membership.

As usual, please remember to touch base with your interest section leaders and share your ideas and concerns you have about the field, your specific areas of interest, and ask any questions you have so that they can be addressed.

And as always, on behalf of the board, I want to thank you for your time and dedication to the



MIDTESOL organization. If you are interested in serving on the board and would like to find out more about what that entails, please contact our Past President, Suzanne Van der Valk. While it is easy to extend ourselves and take on one-too-many activities/volunteer projects, etc. If you can make time, please consider volunteering for a MIDTESOL committee or board position. Take care and have a great rest of the summer.

**MIDTESOL NEWS**



**MIDTESOL 2011  
Conference:  
Gateway to Global  
Citizenship**

**October 21-22, 2011**

**Saint Louis University, St. Louis , Missouri**



SAINT LOUIS  
UNIVERSITY

The "Gateway to the West"  
becomes a portal for the  
world.



**Call For Presentations**  
**Deadline August 20, 2011**  
**[www.midtesol.org](http://www.midtesol.org)**





# MIDTESOL 2011 Conference: Gateway to Global Citizenship

October 21-22, 2011

Saint Louis University, St. Louis, MO



SAINT LOUIS  
UNIVERSITY

## Plenary Speakers

### Dr. Jun Liu on “Adaptive Cultural Transformation: Quest for Global Citizenship”



**Friday, October 21, 7:15- 8:15 p.m.**

Dr. Liu will discuss dual identities and characteristics of global citizenship. Some of the questions he will address include what role learning a foreign or second language plays in developing a sense of global citizenship, if one has to completely adapt to a second culture or more in order to have a global citizenship, and what the teaching and learning implications are for a second language teacher and student.

Dr. Jun Liu, TESOL president in 2006 – 2007, earned his Ph.D. in Foreign and Second Language Education from Ohio State University. He is currently the Associate Provost for International Initiatives at Georgia State University. He was the head of the Department of English at the University of Arizona from 1998 to 2011 and also served as Assistant Vice Provost for Global Initiatives. In 2007, he became the director of the Confucius Institute. He is a nationally recognized leader in the teaching of English and Chinese to speakers of other languages.

### Dr. Ulla Connor on “Intercultural Rhetoric in Second Language Writing Instruction”

**Saturday, October 22, 11:00am – 12:00pm**

In this presentation, Dr. Connor will discuss how culture is present in the teaching of ESL writing. After defining culture first, we will look at the impact of culture in the processes of writing and written products and how that impacts on our teaching practices in the classroom and, at the college level, in the writing center.

An expert in intercultural communication and linguistics research, Ulla Connor, Ph.D. has defined her field of study. She pioneered the sub-field of 'contrastive rhetoric,' in the 1990s, and her 1996 book, *Contrastive Rhetoric*, is considered a classic in the field. In 1997, Connor became the first director of the new Indiana Center for Intercultural Communication. The center opened in 1998 with a purpose to conduct language research and training specifically geared towards helping academics and professionals communicate more effectively in intercultural situations. Dr. Connor's most recent publication is *Intercultural Rhetoric in the Writing Classroom*, published in June, 2011.



#### Friday afternoon workshops

- Dr. Jun Liu: “Insights into Teaching ESL to Chinese Speakers,” 3-5pm
- Dr. Kara McBride, Saint Louis University and Dr. Joe Barcroft, Washington University: “Teaching and Learning Vocabulary: What Recent Research Tells Us,” 3-5pm

**MIDTESOL 2011 CONFERENCE REGISTRATION FORM**

Online registration and information at: [www.midtesol.org](http://www.midtesol.org)

Name: \_\_\_\_\_ Affiliation-for badge: \_\_\_\_\_

Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Conference Registration:	Member	Non-Member	Amount
Early Bird (By September 20)	\$70	\$85	_____
Regular (September 21 and later)	\$80	\$95	_____
Student <i>*Must send proof of enrollment</i>	\$40	\$50	_____
On-site Registration	\$90	\$100	_____
Total			_____

Pre-Conference Activities & Workshops and Networking Events TBA

**Please make checks payable to "MIDTESOL" and mail with registration form to:**

St. Louis University  
 Attn: Nikki Dalton, MIDTESOL 2011 Conference Treasurer  
 Des Peres Hall 103  
 3694 West Pine Mall  
 St. Louis, MO 63108





**MIDTESOL Fall Conference 2011**  
**MIDTESOL 2011 Call for Participation—Deadline August 20th, 2011**  
**Gateway to Global Citizenship**  
October 21-22 – St. Louis, Missouri

**PRESENTER INFORMATION**

Name \_\_\_\_\_ Affiliation \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Contact Phone \_\_\_\_\_ Email \_\_\_\_\_

If the presentation has several presenters, list them at the bottom of this form. All contact about the presentation will be through **email** with the person whose name appears on this form.

**IF YOU WISH TO PRESENT, YOU ARE REQUIRED TO**

Send the completed proposal form (copied into a word document) to [midtesolproposals@slu.edu](mailto:midtesolproposals@slu.edu)

Register for the conference

**PRESENTATION INFORMATION**

**Title of Presentation:** (as it will appear in the program - 9 words or less)

**Summary/Abstract:** (approximately 100 words) If your presentation is accepted, this summary will appear in the conference program.

**Length of Presentation** (check one)  25 minutes  55 minutes  90 minutes

**Style of Presentation** (check one)  Paper-based  Demonstration  Discussion  Other \_\_\_\_\_

**Media/Audio Visual Equipment**

Please check the media/audio visual equipment that **you will require from us** for your presentation and list any other special arrangements. If not checked you will be responsible for renting or providing AV equipment on your own.

Computer \_\_\_\_\_ Screen \_\_\_\_\_ LCD Projector \_\_\_\_\_ TV/DVD/ \_\_\_\_\_ CD/Cassette Payer \_\_\_\_\_

Overhead Projector \_\_\_\_\_ Other \_\_\_\_\_

**Audiences for whom the presentation is primarily intended** (check all that apply)

General audience  Intensive English  K-12  Higher Education

Technology/CALL  Adult Education  Materials Development

Program Administration

(Continued on page 5)

**Scheduling Preference** (times cannot be guaranteed)

Friday evening    Saturday morning    Saturday afternoon    No preference

**Biographical Introduction** (Please provide a short self-introduction. The host of your session will use this to introduce you.)

**Would you be willing to act as a host for another session?** A host introduces the speaker, greets attendees, and assists with handouts.

**Additional Presenters Information:**

Name \_\_\_\_\_ Affiliation \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Contact Phone \_\_\_\_\_ Email \_\_\_\_\_

Biographical Introduction:

Name \_\_\_\_\_ Affiliation \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Contact Phone \_\_\_\_\_ Email \_\_\_\_\_

Biographical Introduction:

Presentation Proposals are due no later than **Monday, August 20, 2011.**

Send the completed proposal form (copied into a word document) and related inquires to:

[midtesolproposals@slu.edu](mailto:midtesolproposals@slu.edu)

Printed proposals can be mailed to:

MIDTESOL 2011 Program Committee  
Attn: Lauren Rea Preston  
St. Louis University  
Des Peres Hall 103C  
3694 West Pine Mall  
St. Louis, MO 63108

You will receive an email reply when your proposal is received.

Notification of acceptance will be no later than **September 10, 2011.**

# MIDTESOL Welcomes Kansas (back!!)

The MIDTESOL board is pleased to announce that KATESOL is once again part of MIDTESOL! Ongoing discussions between our two organizations have resulted in KATESOL re-joining our ranks, and we are thrilled! Later in this newsletter, you will see some proposed changes to the constitution, some of them stemming from this new partnership. Please enjoy the "Hello" from KATESOL's Immediate Past President, Kimberly Kreicker. We're looking forward to seeing our Kansas colleagues at the conference in October and getting reacquainted with old friends while making some new connections.



Greetings from Kansas!  
Like Iowa and Missouri, the TESOL scene in Kansas has changed dramatically in the past 15 years or so. Both agricultural and technical businesses have brought



hundreds of new employees and their families into the state, with the result that more than 40,000 English learners were enrolled in our K-12 schools during the 2010-2011 school year. These students were from over 100 different native language backgrounds, with Spanish taking the lead at about 85%. Thanks to financial incentives from the Kansas State Department of Education, thousands of K-12 teachers statewide have received - or are pursuing - a 15-graduate hour ESOL endorsement, which is now available through almost every college and university in the state. It is no longer uncommon to visit a school in rural Kansas that boasts a 100% ESOL-endorsed faculty, although we still have a long way to go toward ensuring that every Kansas teacher is prepared to meet the needs of our English learners.

At the post-secondary level, our technical schools, colleges and universities all receive students from abroad. Applied English and Intensive English programs are well attended on most cam-

Kansas!

We are looking forward to meeting you all in St. Louis this coming October, and to hosting you in Kansas in 2013. As Kansan and former U.S. President Dwight D. Eisenhower said to the leaders of the United Defense Fund on April 29<sup>th</sup> of 1954, "You have got to have something in which to believe. You have got to have leaders, organizations, friendships, and contacts that help you to believe that, and help you to put out your best." To that end, and on behalf of the membership of Kansas TESOL, please know that we are delighted to be joining the MIDTESOL family! With sincerest best wishes, Kimberley Kreicker, Ph.D., Immediate Past President, Kansas TESOL.



**MIDTESOL NEWS CONTINUED**



**Iowa State News, submitted by Sarah Thao, Iowa Member at Large**

**sethao@dmacc.edu.**

The 13th annual MwALT (Midwest Association of Language Testers) conference will be held in conjunction with the 9th annual conference on Technology for Second Language Learning at Iowa State University, September 16-17, 2011.

Mark your calendar: the annual Iowa Culture and Language Conference (ICLC), will be held in Coral

ville, IA, November 7-9, 2011. Plans are underway to include sessions on content area instruction, early childhood, immigration and refugees, assessment, and adult education. Watch for the call for proposals this summer. Handouts from the 2010 conference are still available at [http://www.nwaea.k12.ia.us/en/upcoming\\_events/iowa\\_culture\\_language\\_conference/](http://www.nwaea.k12.ia.us/en/upcoming_events/iowa_culture_language_conference/)



**Missouri State News, submitted by Paula Moore, Missouri Member-at-Large paulamoore@Missouristate.edu**

Greetings, fellow Missouri teachers! This issue finds us faced with many challenges as well as opportunities. Most pressingly, the Joplin community schools were hit very hard by the EF5 tornado that struck there on May 22. Over 260 classrooms were destroyed by the tornado, leaving the city in desperate need of aid. The community has set up the Bright Futures website where donations can be made to "adopt a classroom" or "adopt an Eagle." Additionally, "Kids for Kids—Missouri Kids Helping Missouri Kids" fundraising campaign has been established to encourage Missouri schools and families to donate money to the Joplin schools. US Bank has also set up the ability for anyone across the country to donate to Joplin Schools by dropping off donations at any US Bank or by mailing a check to: US Bank, Joplin Schools Tornado Relief Fund, PO Box 8,



Joplin, MO 64802. Despite the tremendous damage to schools in the area, classes are set to begin on August 17, some of which will take place in temporary locations such as the Northpark Mall. For more information on how to help, please visit <http://joplin.schoolfusion.us/>.

On a brighter note, Missouri was recently recognized as being among four states nation-wide to have a narrower than average gap between white and Hispanic students in reading and math, grades 4 and 8, according to a National Center for Education Statistics. Other states recognized are Florida, Kentucky, and Wyoming. States with a wider than average gap included California and Connecticut.

Kudos go out to international students studying in Missouri colleges and universities. Reported in the previous issue of *MIDTESOL Matters*, on Feb 16, 375 international and domestic students gathered at the Missouri state capitol for International Education day, sponsored by Study Missouri (<http://www.studymissouri.net/>). Photo contest winners can now be viewed at the Missouri Department of Higher Education website (<http://www.dhe.mo.gov/photo-winners.php>).

These are some really amazing photos taken by international students studying at Missouri colleges and universities.

Finally, there are a number of professional opportunities upcoming for both K-12 and higher education. Please mark your calendars for the MIDTESOL Conference, Oct. 21-22 in St. Louis this year. Plan to be there! Also, don't forget the NAFSA Region IV conference in Cedar Rapids, Iowa Nov. 12-15. Proposals will be accepted until August 1.

There is a smattering of DESE ELL-related professional development opportunities coming up in the fall. See

[https://www.mylearningplan.com/WebReg/Catalog.asp?D=11005&S=&G=&AF=&I=&SortBy=DT\\_STA RTDATE&ShowDescription=True&H=1&SDate=7%2F5%2F2011&EDate=10%2F30%2F2011&Term=&P=A&C=881549&L=A&SortBy=DT\\_STA RTDATE&ShowDescription=TRUE&btn\\_View=+View+Now](https://www.mylearningplan.com/WebReg/Catalog.asp?D=11005&S=&G=&AF=&I=&SortBy=DT_STA RTDATE&ShowDescription=True&H=1&SDate=7%2F5%2F2011&EDate=10%2F30%2F2011&Term=&P=A&C=881549&L=A&SortBy=DT_STA RTDATE&ShowDescription=TRUE&btn_View=+View+Now) for more information.

Hope to see you all at the MIDTESOL Conference. Please consider submitting a presentation proposal as well, and especially encourage newer members of our field to attend and / or present. Our conference provides a very friendly, supportive place to make that first conference presentation. See you there!

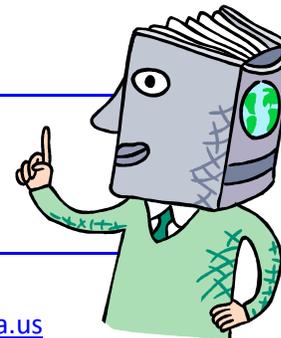


## What's your interest?

MIDTESOL has four Interest Sections (IS) to facilitate communication among members working in various corners of the ESL profession. In the interest of helping our chairs to begin to prepare for IS sessions at our October conference, please contact the chair of your interest section indicating your interest. There is no registration, no dues, just a shout out that you want to be part of the interest section. Include contact info and tell the chair where you work and what you do.

At the conference, you'll get to meet with the chair and members of your IS.

IEP IS	Jamie Schindewolf <a href="mailto:jschind4@slu.edu">jschind4@slu.edu</a>
K-12 IS	Shaeley Santiago <a href="mailto:Shaeley.santiago@ames.k12.ia.us">Shaeley.santiago@ames.k12.ia.us</a>
Community College/Adult Education IS	Gisella Aitken-Shadle <a href="mailto:Aitken-shadleg@nicc.edu">Aitken-shadleg@nicc.edu</a>
Higher Education IS	Rachel Herman <a href="mailto:herman@ucmo.edu">herman@ucmo.edu</a>



## MIDTESOL's Professional Journal Is Here!

By Jennifer Morrison, *MIDTESOL Matters* Editor

It is true! MIDTESOL has been discussing developing a professional journal since 2007, and the time is here!

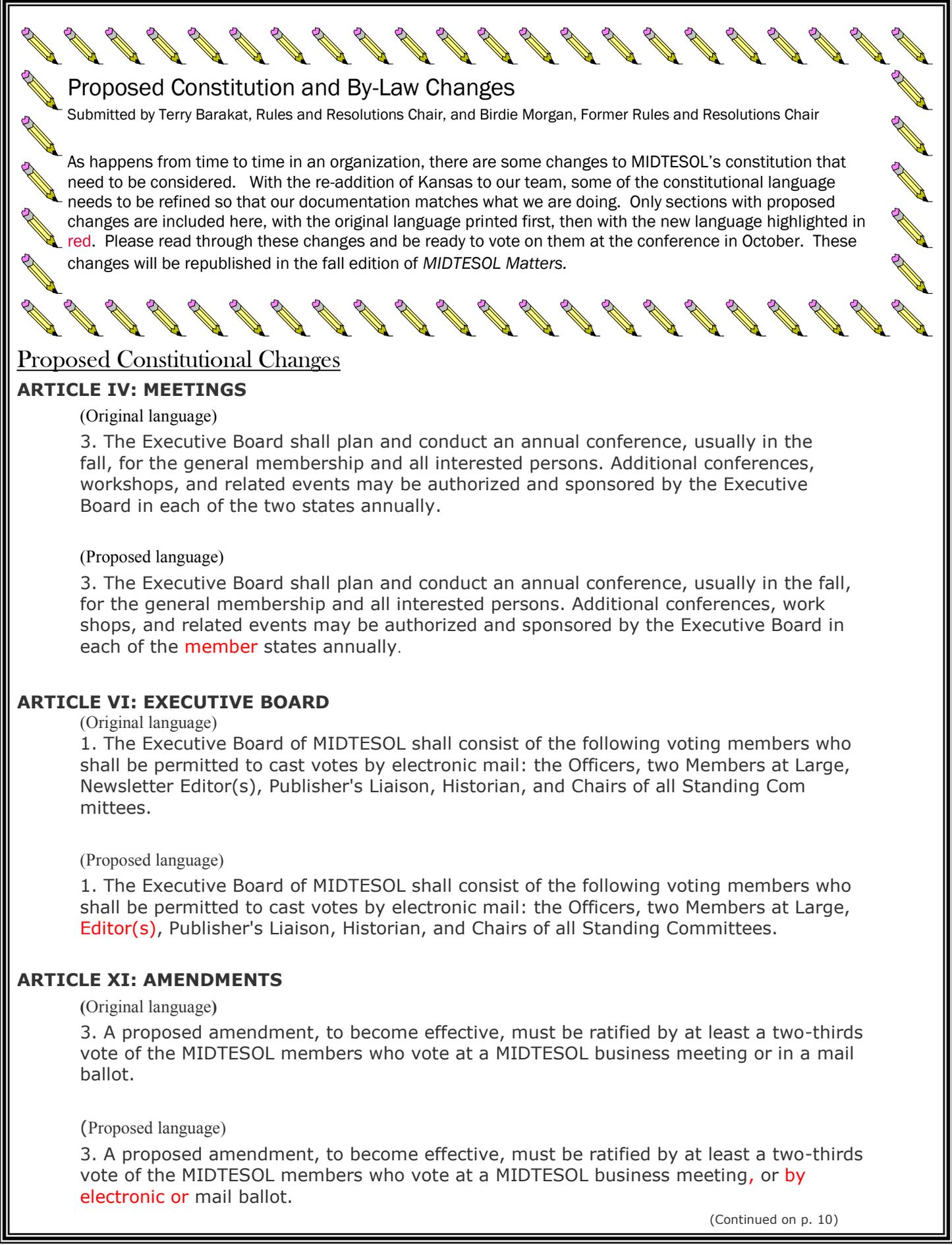
The process began when, after attending several Affiliate Editors' Workshops at TESOL, I became aware that most affiliates have started their own journals, giving their membership not only another benefit in receiving exemplary publications, but also the added benefit of having a familiar place to submit articles to a peer-reviewed journal. After board approval to ask for a vote of the full membership, the motion was passed at MIDTESOL's 2009 conference in Springfield, MO.

Since that time, a committee of interested MIDTESOL members has met and discussed the format, dissemination, and general focus of the new journal. It has been decided that we will start with a conference proceedings, to begin after this year's conference in St. Louis! This means that if you are presenting, you should be considering writing up your presentation and planning to submit that material for consideration to be included in the first *Conference Proceedings of MIDTESOL, 2011*. Anyone who presents at this year's conference will be eligible to submit an article for consideration. All submissions will be blind-reviewed by professionals in the field. Submission guidelines will be published in the next edition of *MIDTESOL Matters*, and more information will be available at the conference in October.

The committee also decided that the dissemination format will be digital to keep publication expenses down. All MIDTESOL members will receive a link to the document when it is made available on the MIDTESOL website, much as we do with *MIDTESOL Matters* now. The only difference is that we will not send a PDF version since it would be too big to attach to an email.

The board is very excited about providing this new service to our membership. A big thanks goes out to the Journal Committee for the time and consideration they have put into this project. The (all volunteer) members of the committee were:

William (Bill) Trudeau, Missouri Southern State University  
 Diana Pascoe-Chavez, St. Louis University  
 Deborah Osborne, Park University  
 Valerie Heming, MIDTESOL President, Central Missouri University  
 Lauren Rea, St. Louis University  
 Nick David, Divine Word College  
 Suzanne Van der Valk, Iowa State University  
 Jennifer Morrison, Springfield Public Schools/Evangel University



## Proposed Constitution and By-Law Changes

Submitted by Terry Barakat, Rules and Resolutions Chair, and Birdie Morgan, Former Rules and Resolutions Chair

As happens from time to time in an organization, there are some changes to MIDTESOL's constitution that need to be considered. With the re-addition of Kansas to our team, some of the constitutional language needs to be refined so that our documentation matches what we are doing. Only sections with proposed changes are included here, with the original language printed first, then with the new language highlighted in red. Please read through these changes and be ready to vote on them at the conference in October. These changes will be republished in the fall edition of *MIDTESOL Matters*.

### Proposed Constitutional Changes

#### **ARTICLE IV: MEETINGS**

(Original language)

3. The Executive Board shall plan and conduct an annual conference, usually in the fall, for the general membership and all interested persons. Additional conferences, workshops, and related events may be authorized and sponsored by the Executive Board in each of the two states annually.

(Proposed language)

3. The Executive Board shall plan and conduct an annual conference, usually in the fall, for the general membership and all interested persons. Additional conferences, workshops, and related events may be authorized and sponsored by the Executive Board in each of the **member** states annually.

#### **ARTICLE VI: EXECUTIVE BOARD**

(Original language)

1. The Executive Board of MIDTESOL shall consist of the following voting members who shall be permitted to cast votes by electronic mail: the Officers, two Members at Large, Newsletter Editor(s), Publisher's Liaison, Historian, and Chairs of all Standing Committees.

(Proposed language)

1. The Executive Board of MIDTESOL shall consist of the following voting members who shall be permitted to cast votes by electronic mail: the Officers, two Members at Large, **Editor(s)**, Publisher's Liaison, Historian, and Chairs of all Standing Committees.

#### **ARTICLE XI: AMENDMENTS**

(Original language)

3. A proposed amendment, to become effective, must be ratified by at least a two-thirds vote of the MIDTESOL members who vote at a MIDTESOL business meeting or in a mail ballot.

(Proposed language)

3. A proposed amendment, to become effective, must be ratified by at least a two-thirds vote of the MIDTESOL members who vote at a MIDTESOL business meeting, or **by electronic or** mail ballot.

## Proposed By-Law Changes

### **ARTICLE II: Terms of Office and Vacancies**

(Original language)

2. The Secretary, Treasurer, and two Members at Large shall be elected by the general membership and shall hold office for a term of two years. They shall not be elected to more than two consecutive terms of office. The two Members at Large shall represent the two geographic areas of MIDTESOL: Iowa and Missouri. The Treasurer and the Member at Large from Iowa shall be elected in even-numbered years. The Secretary and Member at Large from Missouri shall be elected in odd-numbered years.

(Proposed language)

2. The Secretary, Treasurer, and Members at Large shall be elected by the general membership and shall hold office for a term of two years. They shall not be elected to more than two consecutive terms of office. The Members at Large shall represent the geographic areas of MIDTESOL: Iowa, **Kansas**, and Missouri. The Treasurer and the Member at Large from Iowa shall be elected in even-numbered years. The Secretary and Member at Large from **Kansas and** Missouri shall be elected in odd-numbered years.

### **ARTICLE III: Duties of Officers and Executive Board Members**

(Original language)

6. **Members at Large:** The Members at Large shall represent the two geographic areas of MIDTESOL: Iowa and Missouri. They shall be responsible for promoting membership and helping to ensure membership involvement in the Association. They will assist the Executive Board, as requested, in planning and facilitating MIDTESOL events in their geographic areas, such as mini-conferences or workshops, either as separate events or in cooperation with other organizations. They shall serve as members of the Nominating Committee.

7. **Newsletter Editor:** The Newsletter Editor or Co-Editors shall be responsible for publication of the MIDTESOL Newsletter four times a year. He/She/They shall also assist with publications and publicity, as specified by the Executive Board. She/He/They shall select other people to assist with the Newsletter and other projects, as needed.

(New language)

6. **Members at Large:** The Members at Large shall represent the geographic areas of MIDTESOL: Iowa, **Kansas**, and Missouri. They shall be responsible for promoting membership and helping to ensure membership involvement in the Association. They will assist the Executive Board, as requested, in planning and facilitating MIDTESOL events in their geographic areas, such as mini-conferences or workshops, either as separate events or in cooperation with other organizations. They shall serve as members of the Nominating Committee.

7. **Newsletter Editors:** **There shall be a print editor for the MIDTESOL Newsletter and an online editor for the official website.** The Newsletter Editor or Co-Editors shall be responsible for publication of the MIDTESOL Newsletter four times a year. He/She/They shall also assist with **other** publications and publicity, as specified by the Executive Board. She/He/They shall select other people to assist with the Newsletter and other projects, as needed. **The online editor will serve as webmaster of the MIDTESOL website and shall be responsible for timely and accurate content as specified by the Executive Board.**

(Continued on page 11)

## By-Laws Changes Continued

### ARTICLE IV: Standing Committees

(Original language)

4. **Nominating Committee:** The Nominating Committee shall be composed of a Chair who is the Immediate Past President and the two Members at Large of the Executive Board. It shall actively solicit from the MIDTESOL membership nominations for all positions on the Executive Board to be filled. It shall prepare a slate of nominees, endeavoring to provide geographic, institutional, and professional balance. It shall secure the Executive Board's approval of the slate. It shall be responsible for preparing the ballot and mailing the ballot to all members along with biographical information of all candidates. The Chair will be responsible for counting the ballots. The Committee shall comply with all other election procedures in the **Constitution & Bylaws**.

(Proposed language)

4. **Nominating Committee:** The Nominating Committee shall be composed of a Chair who is the Immediate Past President and the two Members at Large of the Executive Board. It shall actively solicit from the MIDTESOL membership nominations for all positions on the Executive Board to be filled. It shall prepare a slate of nominees, endeavoring to provide geographic, institutional, and professional balance. It shall secure the Executive Board's approval of the slate. It shall be responsible for preparing **and distributing** the ballot and mailing the ballot to all members along with biographical information of all candidates. The Chair will be responsible for counting the ballots. The Committee shall comply with all other election procedures in the **Constitution & Bylaws**.

### ARTICLE V: Elections

(Original language)

4. Ballots of the approved slate and a short biographical sketch of each nominee shall be prepared by the Nominating Committee and mailed to every member at least 45 days prior to the Annual Business Meeting. Ballots in order to be counted must be postmarked no later than two weeks prior to the Annual Business Meeting.

(Proposed language)

4. Ballots of the approved slate and a short biographical sketch of each nominee shall be prepared by the Nominating Committee and mailed **made available in printed and/or online form** to every member at least 45 days prior to the Annual Business Meeting. Ballots in order to be counted must be postmarked no later than two weeks prior to the Annual Business Meeting , **while votes cast via online polling must be submitted within the allotted online voting period.**

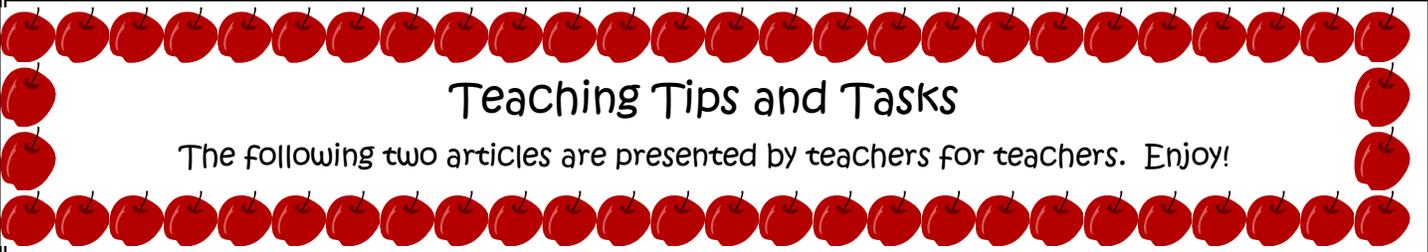
### Article VIII: Amendments

(Original language)

3. A proposed amendment, to become effective, must be ratified by a majority vote of the MIDTESOL members who vote at a business meeting or in a mail ballot.

(Proposed language)

3. A proposed amendment, to become effective, must be ratified by a majority vote of the MIDTESOL members who vote at a business meeting or in a **by electronic or** mail ballot.



## Teaching Tips and Tasks

The following two articles are presented by teachers for teachers. Enjoy!

### Working one-on-one/in small groups makes differentiation easy!??

#### How goals & simple note taking can remove the chaos

##### from a chaotic teaching situation

By Gelene Strecker-Sayer

Classrooms come in all sizes. Differentiating for classes large and small pose similar questions and hurdles. Luckily, the solutions can also be the same. There was a time when, due to the nature of my job, I prided myself in being a "Queen of Differentiation." As a travelling K-12 ESOL teacher in a pull-out program, my classroom consists of one-on-one or small group settings. Accommodations for various languages, levels of language acquisition, educational backgrounds, economic levels and academic abilities must be made.

This population is fluid and complex. Often there aren't prescribed materials to follow, which can be as advantageous as it is an obstacle. The common threads between students' language ability, readiness level, etc., must be linked with classroom and ESOL curriculum to create language and content goals and objectives. Adjusting for these factors forces a teacher to differentiate.

However, the more I learned about differentiation, my confidence waned, and my understanding descended into a sea of questions and uncertainty. Still, I came to realize that when my goals/objectives are solidly determined and lessons are continuously updated using observations of students' work and class responses, the focus on what is important and unnecessary becomes obvious and measurable, and other segues and choices become far more manageable.

To set goals and ensure skill transfer, I ask classroom teachers what will be covered over the next month (i.e. plant cycle and letter writing). Usually, these topics interconnect with our ESOL curriculum (i.e. plant vocabulary and capitalization/punctuation). Once I have an idea of my goal/objective, I ask myself:

Think future/Big picture - "Will this help students in their lives? Is this important for future learning? How can it cross-over to other learning/content areas?"

In contemplating this, goals solidify, objectives flesh out, and lessons start to dictate themselves. Thus, the myriad of choices become more manageable.

Even for teachers who have a prescribed curriculum, one technique which significantly improved my ability to differentiate and, in turn, improve student learning, is taking notes during lessons. It becomes a running record of strategies or scaffolds I used and what students said or did:

"Loic & Max: need proper/common nouns-try card game/sort"

"Ang: self-correct 6/8 times, pronunciation siberly>sincerely"

"All: assess plant parts"

The last 2-3 minutes of each lesson, I finalize my notes while students finish class work. Those with language ability are involved in my note taking process.

Questions I ask myself when I finalize notes are:

Think immediate- "Do the students know what we are doing and why?"

Think connections- "Did the students have an 'Aha' today?"

Interestingly, this straightforward process of briefly noting my observations reduced my planning time. No longer am I sitting at home trying to determine where to go next. My notes supply an immediate direction. In addition, I noticed my pacing has improved. I don't drag units past their 'due date'. If I thought the unit would go six days and it lives its life in four, then that is what I do. I don't worry about ending or starting a concept/topic mid-week. If students need an extra day to clarify, we do. Consequently, I don't beat a dead horse, either. If I employ various strategies and scaffolds and students aren't responding as expected, I move on. Of course, I *make a note* to review again later. The flexibility and stability this provides keeps us on track and reinforces that what I do is impacting student learning.

Sometimes it's the simple ideas that eliminate the guesswork when differentiating. Consistently using observations to adjust instruction as well as modifying goals and objectives has made my potentially haphazard situation more manageable and effective.

*Gelene Strecker-Sayer is an ESOL K-12 teacher for the Rockwood, Missouri, school system.*

## Irregularity:

### A Card Game to Teach Irregular Verbs and More

By Sable M. Helvie

Many English L2 students struggle through the acquisition of irregular verb forms. Through my interactions with an EFL student, I found that this problem can affect reading comprehension as well; my student constantly referred to her dictionary for words like "gone" when she already knew the meaning of "go." To help her with this problem, I created a card game which has applications for ESL students as well.

*Irregularity* is a deck of cards to use for teaching irregular verbs. A normal deck of cards has four suits and 13 different cards in a suit. An *Irregularity* card deck has four colors (each a different tense—present simple, past simple, present continuous, and past continuous) and 13 different verbs (of the teacher's choice). So basically there would be four different forms of the verb "to see" in the deck: one in red for present simple ("see(s)"), one in blue for past simple ("saw"), one in green for present continuous ("seeing"), and one in purple for past continuous ("seen"). Using this card deck there are tons of games that someone could play including Old Maid, Memory, Go Fish, and Rummy.

Beyond simply learning irregular verbs, *Irregularity* also helps with improving word recognition, applying cultural knowledge, acquiring vocabulary, and making all these processes fun. Below I will explain how to set up *Irregularity* via the computer or by hand, how to play various games using the same deck, as well as various suggestions for different contexts of using the game, including for classrooms, tutoring, playing with children, teaching family literacy, and playing just for fun.

#### How to create the card deck:

- Decide which way you want to set up the card deck: by hand or with the aid of a computer.
- Decide which verbs to focus on. Start off with 13 verbs, and later you can add more in increments of 13. Anything more or less than 13 will affect the game.
- Decide on which color will correspond to which tense. I find that red, green, blue, and a purplish-pink are the best colors to use because they stand out from each other.
- Using card stock, print off the present tense of the 13 cards in the color of your choice. Repeat for past tense, present participle, and past participle. All cards should be the same size (bigger than a business card but smaller than half the size of a 8X11 sheet of paper)-- the same size as a regular set of playing cards is preferable.
- Print a card using a separate fifth color that says "Old Maid."
- Cut the cards out and shuffle them together.

#### Types of games that can be played

Depending on the level and interest of your students, there are various games you could play. If your students have never seen these verbs or are just beginning to learn how to conjugate irregular verbs, then I recommend dividing the deck into half by separating out the two tenses you want to start with (most likely the present and past tense verbs). Take the conjugations you wish to focus on and put the rest to the side. With this half of the deck, I suggest starting off with Old Maid. To play Old Maid, shuffle the two tenses together along with the "Old Maid" card. Then your students can play Old Maid using the traditional rules, but instead of matching together two of the same card, your students will have to match together the two conjuga-

tions of the same verb. This game allows students to become familiar with these verb conjugations before going on to the game Memory, where students work on remembering where each word is and helps reinforce word recognition abilities.

The next game that students can play will provide them with practice pronouncing the word: Go Fish. This game requires students to look at the conjugations in their hand, recall the corresponding conjugations, and then request them. For example, if a student has "go" in his/her hand, the student must ask, "Do you have 'went'?" Once students have played Old Maid, Memory, and Go Fish with various combinations of all four tenses/suites, they may then go on to play a game that uses all four of the tenses/suites: Rummy. The differences between *Irregularity* Rummy and traditional Rummy is that in *Irregularity* Rummy players do not have the opportunity to play cards in ascending order; they can only play four of a kind (e.g. 'go', 'went', 'going', and 'gone').

#### Different contexts for using *Irregularity*

I have used this card deck in several different contexts. In each context, I have felt that my students have greatly benefited from the card deck. When I taught various levels at a private language school in Barcelona, Spain, I found the card deck to be a great warm-up activity for students of all levels. If the cards are used on a regular basis, the games will require less explanation thus taking up less class time. As students begin to master new forms, harder words can be shuffled into the mix. After a while, I would leave the cards on a shelf in the classroom and students would start playing them before class if they were early or they would even hang around after class to play a quick game. As an EFL tutor in Suzhou, China, I found the cards useful for not only language acquisition, but also for lowering the affective filter. Many of my tutoring students were self-conscious of their language abilities, but as they learned the games and realized that language learning could be a fun hobby instead of just another forum for competition, they began to feel comfortable enough with me to practice their speaking skills. For a while as a volunteer ESL tutor in Galesburg, IL, I tutored a mother who would constantly bring her daughter along for the lesson. The game became a wonderful way for the mother and daughter to bond and to grow as English language learners. The daughter, whose spoken English levels were higher than her mother's, was able to work on word recognition and thus become a stronger reader through the games, while the mother was able to learn more vocabulary terms and verb conjugations that helped her communicate better with her daughter.

My students, and yours, can benefit from a game like *Irregularity* in regards to various concepts (word recognition, verb conjugations, cultural lessons, vocabulary, etc.) and various contexts (ESL/EFL tutoring, teaching, and nannying). So whether you are looking for a way to help students learn irregular verbs or a fun way to teach children grammar without them knowing, try my *Irregularity* game— I guarantee you and your students will be hooked!

*Sable M. Helvie is currently a graduate student at Northern Arizona University (NAU) working towards two masters degrees: TESL and Linguistic Anthropology. She has taught ESL at the community college level, freshman composition to native and nonnative speakers, EFL to first graders in China, EFL to various ages in Spain, and linguistic anthropology to undergraduate students. She will graduate in May 2012 and is looking for a TESL career in Iowa, Missouri, Wisconsin, or Illinois.*

## Rolla International Students Reach out to Joplin Tornado Victims

By Lyn Miller, MIDTESOL Publisher's Liaison and ESL Instructor, Missouri Institute of Science and Technology

Following the devastating tornado in Joplin, Missouri on May 22, 2011, a group of international Islamic students from Missouri University of Science and Technology (MS&T) and leaders from the Islamic mosque of Rolla carried survival supplies 185 miles to tornado victims. On two separate occasions, these young men, half a world away from their own homes, brought humanitarian aid to people in dreadful circumstances.

The first expedition, headed by Haitham Shtaieh (Chartwells at MS&T), went to Joplin on Monday, May 23rd with a van full of water, juice and other necessary supplies. Two students also accompanied him, Mohammed Debree and Farag Alobiedi. The use of the van was donated by Chartwells Inc. under Mr. Shtaieh's direction. The team arrived amid mass ruin. Only a few buildings remained intact or partially intact.

The Red Cross accepted the donations of supplies and assigned the team to volunteer work groups. The Missouri S&T group helped the Red Cross setup the dormitory areas and relief stations for the hundreds of homeless Joplin citizens.

After returning to Rolla, the team planned another relief trip for later in the week. In the meantime, they beseeched the Rolla community to donate such things as clothing and bedding for the Joplin tornado victims. They also gathered more students for a larger volunteer work force organized by the Muslim Student Association (MSA) of MS&T <http://msa.mst.edu> and the newly formed Islamic Help of North America (IHNA) [ihnaislam@gmail.com](mailto:ihnaislam@gmail.com) which assists people who are in need.

Returning to Joplin on Wednesday, May 25, the Islamic relief group was now ten members strong, including students and mosque leaders. Working in co-ordination with the Red Cross, they delivered the donated supplies from Rolla to the designated areas. Next, they teamed up with victims and helped them remove the broken boards and fallen walls of their former homes to search for things that could be saved – clothing, important papers, or a child's stuffed animal. Additional humanitarian trips will soon be arranged by these extraordinary young men who are thousands of miles from their own homes but feel for the human condition of their neighbors. Human disaster such as this touches the hearts of all people of the world and they reach out to help one another in times of need. So have the Islamic students of Missouri University of Science and Technology and the leaders of the Islamic mosque reached out to the citizens of Joplin.



Top left: Abdussalam Mohamed, Fazeem Rehman, Emad Gambrel and Faraq Alobiedi help remove trees.

Bottom left: Unloading supplies at Red Cross relief station – MS&T student Abdussalam, Mohamed

Middle Right: Musa Albofasi helping search through rubble

## Editor's Corner—Advocacy Day 2011



On June 6-7, 2011 I was able to represent MIDTESOL, joining over 40 other TESOL members representing over 25 U.S.-based affiliates in Washington, DC, for TESOL Advocacy Day 2011. This year was the sixth consecutive year for TESOL Advocacy Day (and my second!), and featured a new format, along with an opportunity for any TESOL member to participate. The event was expanded to feature a full a day of issue briefings and activities



TESOL Advocacy Day commenced with a welcome from TESOL Past President Brock Brady, and a welcome from TESOL Executive Director Rosa Aronson. The event was led by John Segota, Director of Advocacy, Standards, and Professional Relations, and Ellen Fern of Washington Partners, LLC, TESOL's legislative consultants. The first day featured a briefing from Congressional staff to present the "view from the

around education legislation and advocacy, followed by a full day of visits to Congressional offices on Capitol Hill. The goals of Advocacy Day were not only to lobby on key issues for TESOL, but also to provide an interactive learning experience for affiliate representatives on elements of advocacy. By the end of the event, TESOL members had visited the offices of more than 100 Representatives and Senators.

Responding to recent action in Congress and from the White House, TESOL Advocacy Day 2011 was focused on the reauthorization of the Elementary and Secondary Education Act (ESEA), currently revised as No Child Left Behind (NCLB). To maximize the impact of TESOL Advocacy Day, key members of Congress serving on the education and appropriations committees in the U.S. Senate and House of Representatives were identified for meetings. This year, as a representative of MIDTESOL, I met with staff from the offices of Senator Tom Harkin (D-IA), Representative Tom Latham (R-IA), Senator Claire McCaskill (D-MO), Representative Jo Ann Emerson (R-MO) to discuss TESOL's recommendations for ESEA reauthorization and the impact of the current law upon English language learners in Missouri and Iowa. The ability to take a full day to meet with

members of Congress was very helpful in making appointments and having time to present pertinent issues in the meetings.

To full prepare for Advocacy Day, each affiliate representative was required to do several things in advance. For example, participants had to set up their own individual meetings with their Congressional representatives. To assist with this, TESOL provided directions and guidance, as well as the list of specific representatives and senators to contact. Last year, I was very nervous about making appointments, but this year went much more smoothly! For anyone planning to meet with members of Congress, be sure to be specific about why you want to meet and the day(s) you will be available. I found it helpful to mention my connection to the Congressperson's state or region so that they knew I was representing their constituents. Reading up on the current legislation (thank you, John Segota, TESOL's Advocacy Man!) was extremely helpful in the meetings so that I could mention specific issues and/or bills being presented. Being able to talk about these specifics was very important in order to be relevant, especially to those members serving on education committees.

Capitol Hill" on ESEA reauthorization and the key issues under debate, as well as a similar briefing with representatives from the National Education Association, and the National Association of Secondary School Principals. In addition, Dr. Rosalinda Barrera, Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA) at the US Department of Education, provided an update from OELA and discussed the Obama Administration's proposal for reauthorizing ESEA.

One issue presented during the briefings that became a focus in my meetings with the members of Congress was the issue of a federal pull-back when it comes to education in general. We were informed that there is a real push in reauthorization talks for the federal government to allow more freedom for state and local educational agencies in regards to disbursement of funds as well as determining student academic growth. Although it is great news that there is a move towards a "growth model" of monitoring academic success, it was clear that many of the advocacy day attendees were worried about the pull-back from the federal government

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as far as oversight for ELL populations. In all of my meetings, I expressed concern that our student populations would likely not be well-supported without federal oversight (requirements to serve those populations), and I asked that the Congressmen and Congresswomen not “hang us out to dry” when the vote comes along. All of those members of Congress I met with were surprised to hear that this would be a concern and were happy to be informed of this issue.

After all of the legislative meetings, the participants shared their experiences and what they learned over dinner. It was wonderful to hear how legislators reacted to our message—both positively and negatively (mostly with questions). As with last year, I am always

surprised to hear how little our legislators know about ELLs, and it reinforces how important our advocacy work is for our students. In fact, participating in Advocacy Day this second time has caused me to think seriously about what I can do at the state level regarding advocacy—what we all can do to represent our students’ needs to those making laws that affect them and those teaching them!

If you’d like to learn more about Advocacy Day or advocacy in general, additional information about TESOL Advocacy Day will be available on the TESOL web site at <http://www.tesol.org>. If you are interested in learning more about your Congressional representatives, and the legislative issues TESOL is tracking, go the TESOL U.S. Advocacy Action Center at <http://capwiz.com/tesol>.

Advocacy is important for us all, and I am grateful to have had the opportunity to represent all of our K-12 ELLs in D.C. once again!

*Jennifer Morrison has most recently been a K-4 ESOL teacher in Springfield, MO. She has been the editor of MIDTESOL Matters since 2004.*

### *About our Organization*

*MIDTESOL is a professional organization, an affiliate of International TESOL, whose goal is to support teachers and enhance the teaching of English to Speakers of Other Languages.*

*MIDTESOL Matters is a quarterly publication and is distributed to subscribers and dues-paying members of MIDTESOL. Articles, Teaching Tips, and Reviews are welcome from all members. The editor reserves the right to edit for space, clarity, or editorial balance. Materials published in MIDTESOL Matters become the property of MIDTESOL and could be shared with other TESOL affiliate organizations.*

*Expressed opinions do not necessarily reflect the views of MIDTESOL, TESOL, or the MIDTESOL Executive Board.*

### **Our Mission**

The mission of Mid-America Teachers of English to Speakers of Other Languages is to strengthen the effective teaching of English in Iowa, Kansas, and Missouri to people whose native language is a language other than English while respecting their individual language rights. As a regional affiliate of TESOL and a professional organization, MIDTESOL:

- Supports those involved with English language teaching, teacher education, administration and management, curriculum and materials design, and research;
- Provides leadership and direction through the dissemination and exchange of information and resources;
- Encourages access to the standards for English language instruction, professional preparation, and employment