

MIDTESOL MATTERS

Winter 2012-13

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MIDTESOL Executive Board

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Past—Suzanne Van der Valk

Website Editor: Melissa Lowery**Newsletter Editor:** Jennifer Morrison**Interest Sections:** Jamie Cardwell (K-12), Liza Armstrong (IEP), Cheryl Eason (Higher Ed/Ttraining), Gisella Aitken-Shadle (Adult/Community College)

PRESIDENT'S WELCOME MESSAGE

BY PAULA MOORE

It is a pleasure to welcome all of our MIDTESOL members as we begin a new and exciting year. It is a great honor to serve as your president this year, and I would like to begin by expressing gratitude to several important people on our board.

First and foremost, a big thanks to Nick David for his work as president of MIDTESOL this past year. He has been instrumental in making sure our organization continues to thrive well into the future, with the addition of Kansas to our membership and our new *Conference Proceedings of MIDTESOL* publication. In many ways, Nick has helped to increase the professionalism of our organization.

I would also like to thank Valerie Heming, our past president and registered agent, and Lyn Miller, our publisher's liaison, for the many hours they have spent updating our status with the state and federal governments as a result of changes in federal law concerning non-profit organizations of our size. Their efforts have been invaluable in ensuring our organization's future viability.

Also, as many of you know, Jennifer Morrison, our editor, worked tirelessly with her editing team to produce our inaugural edition of *The Conference Proceedings of MIDTESOL*, a peer-reviewed, web-based journal, which allows for further professional development, both for the presenters who publish and for readers who gain new and valuable insights in our field.

Finally, a very warm thanks to Suzanne van der Valk, our 2012

conference chair, for an amazing conference in Ames, Iowa this year. The conference was a great success, and it is largely due to Suzanne's securing Keith Folse as our plenary speaker and her leadership in organizing all of the details that made our conference experience smooth and enjoyable. What is more, as a result of the work she did obtaining grants and other sources of external support, our organization is very well situated to begin adding new and exciting services to our members.

One of the exciting developments in our organization is that this year, in addition to conference registration, our membership registration will go completely on-line. The new system we will be using allows members to be a part of a social network, keep track of membership status, receive automated membership renewal notices via email, and pay for conference registration and memberships online. We hope that the addition of this service will make it easier for our members to interface with our organization. Keep an eye out for links on our webpage, coming soon!

This year promises to open new doors for us all, as we look forward to TESOL in Dallas, where we will again join together at a MIDTESOL gathering, hosted by our Vice-President, Shaeley Santiago. And finally, I look forward to seeing you all at our first conference in Lawrence, Kansas, where our 2013 conference chair, Dr. Kim Kreiker, is already hard at work planning what I am sure will be a very novel conference experience in a

LEED-certified elementary school. Here's to a happy and successful new year to you all!

Best wishes,
Paula Moore, MIDTESOL President



Meet Your 2012-13 MIDTESOL Board!

The board of MIDTESOL is a fantastic group of professionals. They spend countless hours working to make our professional organization better—better for our members. Take a few minutes to get to know your board, and feel free to contact any of us on the MIDTESOL website at: www.midtesol.org.



President: Paula Moore
Paula Moore, Academic Specialist at Missouri State University's Intensive English Program, has been an ESL teacher for 20 years and has served on the MIDTESOL board in several capacities. She resides in Springfield, Missouri, where she enjoys living in the Ozarks.



Vice-President: Shaeley Santiago
Shaeley Santiago, ESL Teacher at Ames High School, Ames, Iowa, first got involved with MIDTESOL by attending a few conferences as a graduate student in the TESL program at Iowa State. She most recently served on the board as the K-12 Interest Section chair. In addition to her duties at Ames High, Shaeley also teaches classes for Drake University's teacher education program. Having grown up in Kansas, she is excited about the recent addition of her home state to MIDTESOL and looks forward to serving as VP.



Past President: Nick David
Nick David is a full-time instructor at Divine Word College in Epworth, Iowa. He received his Bachelors in English Language and a MA in TESOL from Brigham Young University. Some of his professional interests include language policy and planning, ESL writing, and content-based instruction.



Secretary and Past Conference Chair: Suzanne Van der Valk
Suzanne van der Valk has served on the MIDTESOL Board as the IEP IS chair, in the President sequence (VP, Pres, PP), as the MIDTESOL 2012 Conference Co-Chair, and is the current Secretary of MIDTESOL. She holds an MA TESL from Iowa State University and has taught ESL at all levels there for twenty years. She is currently a Senior Lecturer and Assistant Director of the Intensive English and Orientation Program, where her duties include administration related to testing, placement, and instruction.



Awards Chair: Miranda Wilkerson
Miranda Wilkerson is pleased to serve as Awards Chair on the Board. Dr. Wilkerson is Assistant Professor and Coordinator of English for Speakers of Other Languages (ESOL) at Columbia College. In cooperation with others, she has the high privilege of working with students from all over the world, helping them to achieve their language learning goals in English. Research interests include topics that tie into language acquisition, including foreign and second language pedagogy. Before arriving in Missouri, she served as a teacher trainer in the Peace Corps (Ukraine), directed the German minor at Western Illinois University, and taught English in Austria. Dr. Wilkerson looks forward to connecting with MIDTESOL members through the organization.



Treasurer: Sarah Henderson Lee
Dr. Sarah Henderson Lee started her academic career at the University of Arkansas where she earned her B.A. in International Relations. She completed her M.A. in English/TESOL at Missouri State University and her Ph.D. in Composition and TESOL at Indiana University of Pennsylvania. Dr. Henderson Lee has taught in various teaching situations, including K-12 in St. Louis Public Schools, Branson, MO, and Springfield, MO; overseas in Poland; and currently in the MA TESOL program at Lindenwood University in St. Charles, MO. She joined the board of MIDTESOL serving as K-12 Interest Section Leader but has most recently served as the Treasurer for the past 2 years. She also served on the editorial board for *The Conference Proceedings of MIDTESOL*. Dr. Henderson Lee's research interests include SLA writing, intercultural communication, and critical pedagogy.

2012-13 MIDTESOL Board



Iowa Member-At Large: Melissa Meisterheim

Melissa Meisterheim received her M.A. in Linguistics with a TESL focus and her Ph.D. in Linguistics from the University of Iowa. She has been teaching at the University of Iowa for 12 years, teaching various types of courses for graduate students, students in the Iowa Intensive English Program and the MBA program, as well as employees in area businesses. In addition to teaching, she is the curriculum coordinator for the IIEP and has served on committees responsible for addressing international student needs at the university. Melissa is now honored to be representing Iowa in MIDTESOL.



General Editor: Jennifer Morrison

Jennifer Morrison is currently Assistant Professor of English/TESOL at Evangel University in Springfield, MO. She has taught ESL and English in various settings for 20 years: K-12, IEP, and Higher Ed. She has served on the board of MIDTESOL as the editor since 1996, most recently helping to launch the new *Conference Proceedings of MIDTESOL* this past October. Jennifer's hobbies include hunting, hiking, gardening, beekeeping, and reading (when she can!).



Rules and Resolutions: Terry Barakat

Teaching English is Terry's second half of life career where she is following her passion. After receiving her B.A. in Linguistics from Central College in Pella, IA, Terry was in the telecommunications world doing corporate people management and development for 20 years before returning to school for a Master's in TESOL from The University of Northern Iowa in Cedar Falls, IA. Terry has taught at UNI's CIEP as well as at Marshalltown Community College and has been at Missouri State University's English Language Institute in Springfield, MO, since August of 2007, where she is currently an English Language Academic

English grammar, world literature, and linguistics. Before joining the UCM faculty, she had taught English, history, speech, and drama at the secondary level; English as a foreign language to children and adults in Taiwan; ESL in a university's intensive English program; and composition to university students from underrepresented groups.



Higher Education/Teacher Training Interest Chair: Cheryl Eason

Cheryl Eason teaches in the MA-TESL Program at the University of Central Missouri, where she also teaches undergraduate courses in ESL, composition,

English grammar, world literature, and linguistics. Before joining the UCM faculty, she had taught English, history, speech, and drama at the secondary level; English as a foreign language to children and adults in Taiwan; ESL in a university's intensive English program; and composition to university students from underrepresented groups.



Missouri Member-At-Large: Jeanne Severt

Jeanne Severt is an instructional specialist at the English Language Institute at Missouri State University in Springfield, Missouri. She was born in San Diego, California, and has lived in 11 states. She has been teaching for over 30 years.

Jeanne's formal education consists of a Bachelor of Arts in English from the University of Arkansas and a Master's Degree in English from Missouri State University. When she is not teaching, she likes to spend time with her husband, Tom, and enjoys cooking and playing the piano, accordion and the xylophone.



Historian: Roberta (Birdie) Morgan

Roberta "Birdie" Morgan, Program Director of Missouri University of Science & Technology's Applied Language Institute serves as MIDTESOL's Historian. She has an MS in American Studies from Utah State University, with a primary focus in folklore and cultural studies and a BA and BS from Missouri

S&T in English and History. Morgan is active in TESOL and NAFA, at both the national and regional levels, and has completed leadership programs from both associations. She and her team are in the initial self-study phase of CEA accreditation, and the program is an active member of AAIEP.

2012-13 MIDTESOL Board



Socio-Political Concerns and Issues: Rachel Herman

Rachel earned an M.A. degree in TESL from the University of Central Missouri and a Bachelor of Arts degree in English with a concentration in Creative Writing and Journalism from the University of Missouri-Kansas City. Rachel studied abroad as an AFS high school

exchange student in Brazil. After she earned a bachelor's degree at UMKC, she lived and taught English at a private school in Tokyo, Japan. Upon her return to the United States, she completed her master's degree at UCM while teaching as a graduate assistant. She has taught at a high school, several community colleges, at the university level, and in private institutions to students from diverse backgrounds -- ethnically and socio-economically.



Website Editor: Melissa Lowery

Melissa Lowery first started building websites in 1996 when she decided to learn HTML "just because". Since then she's built websites and managed online presences for small businesses, celebrities, important causes, and family members. She assisted in managing a federal grant providing ESL endorsement to in-service teachers for six years and has nearly completed a Master's degree in TESOL from Emporia State University. In her spare time, Melissa can

often be found planning birthday parties for her 11 nieces & nephews.



IEP Interest Chair: Elizabeth (Liza) Armstrong

Liza Armstrong joined the MIDTESOL Board in Fall 2012 as the IEP Interest Section Leader. She has a master's degree in Teaching English as a Second Language from Northern Arizona University and a Bachelor's degree in English from Truman State University. She taught English at Al Akhawayn University in Morocco

for two years and at Missouri State University in Springfield for five years. She currently teaches English to international students at the University of Missouri in Columbia.



2013 Conference Chair: Kimberly Kreiker

Dr. Kimberley Kreicker is an ESOL Instructor and Coordinator at South Middle School in Lawrence, Kansas. Kim has worked in most every aspect of ESOL education, from the state and federal level, to the K-12 level in Kansas and New York, to teaching the ESOL endorsement courses at a number of universities in our area. Despite a strong preference for being at the beach, Kim lives happily in Lawrence with her partner of 25 years, librarian and ESOL teacher Arla Jones, and their zany smooth fox terrier, Radish.

K-12 Interest Section Leader: Jamie Cardwell

After graduating from Teacher Education Program in consortium with Lincoln Christian University and Illinois State University, Jamie moved to Puerto Rico to work at Christian Day School. She taught all subjects in English there for two years. She then moved back to her home town of Alton, IL and taught eighth grade science and communication arts for two years. During that time, she went back to school to pursue a Master's of Art in English with emphasis in Teaching English to Speakers of Other Languages (TESL). After graduation, Jamie moved to St. Louis to teach eighth grade communication arts at Ritenour Middle School in the Ritenour School District. Then, three years later, she applied for an ESL position in the same district at Hoeh Middle School, where she currently teaches. Jamie also began teaching writing classes at St. Louis University in the ESL department about three years ago. In January 2012, Jamie began her doctorate of education in curriculum, instruction, and assessment at Walden University. She expects to graduate in December 2014. In her spare time, Jamie enjoys running, cooking, and reading. She is currently training for her fifth half marathon this



Board members not shown: Membership Chair: Heather Ditzer.

Save the date for MIDTESOL 2013!

Engaging Learners, Building Community

Lawrence, Kansas



The 2013 MIDTESOL Annual Conference will be held Friday and Saturday, October 11-12, 2013 in historic Lawrence, Kansas!

Friday afternoon and evening at the Lawrence Arts Center includes:

- In-depth workshops from nationally-known authors and researchers
- Networking with friends and colleagues
- Beverage and snack service throughout the afternoon
- A fabulous Keynote presentation
- Delicious buffet supper with cash bar in the galleries of the Lawrence Arts Center

Saturday's line-up at South Middle School includes:

- A full day of dozens of workshops and presentations especially selected for YOU
- Opportunities to visit with publishers and vendors
- Beverage and snack service throughout the day
- Catered hot lunch buffet with Interest Section meetings and awards presentations
- Closing plenary session
- "Hosted dinners" in area restaurants
- Evening "History Hop" in downtown Lawrence

Please join us starting at 1 PM on Friday, October 11th – and plan to stay for a fun and informative weekend!

The Call for Presentation Proposals and Registration information will be posted on the MIDTESOL website soon. See www.midtesol.org for more information! For questions or concerns, please contact Kim Kreicker, Conference Chair, at: midtesol2013@gmail.com.

MIDTESOL 2012: Cultivating Best Practices

Conference Report by Suzanne Van der Valk, 2012 Conference Co-Chair

On a beautiful, crisp fall weekend, MIDTESOL's annual conference for 2012 was held at Iowa State University (ISU), hosted by the Intensive English and Orientation Program (IEOP) and co-hosted by several other campus units. The conference was a great success with over 200 attendees, thanks, in part, to our wonderful plenary speaker, Dr. Keith Folse, who shared some of his "tricks of the trade" in teaching ESL writing. Other pre-conference workshops focused on Assessment and K-12 issues, presented by Stu Landers, Shelley Fairbairn, and Stephaney Jones-Vo, respectively. Concurrent sessions focused on "Best practices in ESL Instruction" began on Friday evening and lasted through the afternoon on Saturday with a good representation from each of the Interest Sections. As usual, exhibitors presented their wares, and some among their representatives presented during concurrent sessions. Friday evening, attendees were treated to a reception with appetizers and entertainment, a time to network and catch up with friends. During the weekend, the new *Conference Proceedings of MIDTESOL* was sent to members, a great milestone in our affiliate. Overall, the conference was a great time of learning and connecting with other professionals in the field. Many thanks to the IEOP staff and other volunteers who made the conference a success. They were acknowledged in the conference program. We also want to thank the Board for support throughout the conference planning and for your expressions of appreciation.

Student Voices: The First Glance

Elizabeth Stoyeff, a Senior undergraduate student at Evangel University in Springfield, MO, shares her experiences as a first-time conference attendee.

This last October I had the unique opportunity of being an undergraduate student who had the privilege of attending the 2012 MIDTESOL Conference. As a student of ESL teaching, the conference provided me with an unparalleled look into ESL teaching, practice, and ideas. Beyond doubt, the most exciting aspect of the conference for me was the ability to listen to and talk with ESL teachers, to hear their wisdom born from their experiences of teaching. As I attended the sessions, and yes, the most difficult part of the conference was planning which sessions to attend at the expense of the others, I felt as if I was a sponge trying to soak up as much information as possible in two days' time. I was able to hear teaching strategies about everything from how to integrate relevant higher education material into an intensive English program to what low preparation games work well for grade school students to the top five tips experience teachers suggest new ESL teachers follow.

The distinctive element in all these sessions, and the one that made the most impact on me, was the interactive nature of them. The speakers spent time just as willingly on the questions of the attendees as the information they had prepared to present. This meant that I was able to benefit from not only the material presented, but also from the specific questions, trouble spots, and ideas raised by those around me and discussed in detail. In essence, I had the benefit of the session material expanded by panels of teachers working from their own experiences!

Beyond even the material I learned in and through the sessions, I also loved the conference for the simple fact that I was able to meet and talk to so many ESL teachers from around the Midwest. This was especially important for me as an upcoming ESL teacher. Because I have not had my own ESL classroom or co-teachers yet, the people I met are invaluable to me. I now know ESL teachers from schools and colleges across the Midwest states. What better resources could a beginning ELS teacher possibly find?

This brings me to my favorite part of the convention: the conversations between teachers and myself. Before, between, and after the sessions or during meals and breaks, conversations about the sessions or teaching in general enhanced my understanding of the ESL teaching. I loved hearing about individual classrooms and the challenges and opportunities they provided, about the particular joys or trials faced in different age and/or proficiency levels, and about the common experiences all ESL teachers share. Through such conversations, I learned about the complexity and range of ESL teaching and the opportunities that come with such diversity. Above all, I learned about the passion and dedication of these teachers and their love for their students. It is clear that ESL teaching has its own problems, challenges, and difficulties, but it is also clear that teachers, such as the speakers and attendees of the conference, have the passion and desire to meet these challenges and continue impacting this growing field.

I am thankful to the MIDTESOL Board who put the conference together, to Jennifer Morrison who opened this opportunity to me, and to Evangel University who provided support for me: Thank-you for the opportunity to receive my first glimpse of ESL at its best!

Elizabeth Stoyeff will graduate from Evangel University with a Bachelor's in English, with a Writing minor and a TEFL certificate. Her future plans include attending Missouri State University for her Master's degree, focusing on Composition and Rhetoric studies.



2012 MIDTESOL Travel Award Winners

This year, three outstanding submissions for the MIDTESOL Travel Awards were chosen to receive a \$150 award to assist the presenters in traveling to the annual conference in Ames, IA. On the following pages, readers can peruse these winners' short articles that highlight their presentations. Each year, MIDTESOL grants up to three travel awards, supporting teachers who otherwise might not be able to attend the conference. The board congratulates the winners this year and hopes to see many submissions for next year's conference. Check the newsletter and website for information about these awards, or you can email the Awards Chairperson, Miranda Wilkerson, at mewilkerson@gmail.com.



Oral Assessments: A Stage for Eliciting Performance? An Examination of Performativity in Oral Assessments

By Ann Draemel, C.E.I.P. Torres Quevedo, Coslada, Madrid.

It is a well established belief in second language acquisition theory that "test performance can be facilitated or inhibited by positive or negative affective responses, both to the topical content of test tasks and to a particular type of test task" (Bachman and Palmer, 1996, p. 66). But, are psychological issues (including affect, topical knowledge, and language knowledge) the only factors that contribute to an oral exam performance? The answer is a resounding "no." What Bachman and Palmer (1996) fail to address in their definition of "competence" (when applied to oral assessments) is something that goes *beyond* affective schemata and the "personal," something that *encompasses* it, something that surrounds the *causal relationship* between the psychological and the social. That "something" is the very notion of *performativity*.

According to McNamara (2001), test performance (in an oral assessment) is both psychological *and* social in nature, meaning that a candidate's overall performance is *not* just an outcome of an individual's topical knowledge, language knowledge, and affect (all of which are mental or psychological acts) but also an outcome of the complex social interaction that takes place between the tester, test taker, and test format. This complex interaction between the psychological and social states of a test taker is known as performativity. It is a separate entity or construct that develops and surrounds the entire test experience, thus affecting overall test results.

It is imperative that performativity be considered when testers assign quantitative scores to an oral assessment performance. If not taken into consideration, the assessment, itself, runs the risk of being unauthentic, which could lead to unreliable scores that do not evoke appropriate inferences (construct validity). In other words, the oral assessment loses its sense of test usefulness. Revisions to the oral assessment, such as better interviewer training, stronger implementation of Hymes' SPEAKING acronym in role plays (or, rather, an appropriate manipulation of the setting, participants, ends, act sequence, key, instrumentalities, norms of interaction, and genre), rater training for group orals, and self-assessments/classroom assessments carried out in real time may mollify the severity of the impact of performativity.

It should be well understood, though, that even with such revisions, there will *always* exist a sense of performativity in any type of oral assessment that is undertaken. The complex psycho-social interaction that occurs in individuals is impossible to predict; it is, indeed, what makes each of us unique, each of us human. I like to think that the following Shakespearean quote, "All the world's a stage, and all the men and women merely players," truly captures the essence behind the issue of performativity in current oral assessments. Oral assessments are very much like a stage; they are man-made constructs that attempt to elicit performances or, more specifically, language, found in real-world situations. Just as actors interact psychologically and socially with the director, script, and cast members to produce a performance, so do test takers of an oral assessment interact psychologically and socially with the tester, test format, and other test takers to produce a "performative." It is through this stage, or test construct, then, that the transformation between reality and fiction becomes blurred, that the issue of performativity becomes

illuminated. If we wish to continue to make inferences about real-world communicative competence through oral assessments, it is our duty, as test facilitators, to remove the masks of our actors, or test takers, so to speak, and carefully take the "performative" into consideration when evaluating their overall language ability.

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Ann Frances Draemel holds a Master of Arts degree in TESL / Applied Linguistics from Iowa State University and a Bachelor of Arts degree in English literature and Spanish from Kansas State University. Ann has taught first year composition and ESL at Iowa State University and has also taught English in bilingual elementary schools throughout Spain. She is currently teaching English at C.E.I.P. Torres Quevedo in Coslada, Madrid. Ann's primary research interests include sociolinguistics, phonology, second language acquisition, and language testing.



Writing Instruction with the Common Core in Mind

By Sargy Letuchy, Bolingbrook High School



Teachers are being asked to keep the Common Core *in mind* as they plan curriculum. However, in talking to teachers about the new writing standards, I have noticed that there remains a need for more support in the areas of knowledge and implementation. Having taught a high school level class specifically geared toward writing called Bilingual Effective Writing, I have developed a deep understanding of the ten standards and how to successfully use them as the curriculum foundation of the class. The “Writing Instruction with the Common Core in Mind” workshop I presented at MIDTESOL 2012 shows teachers how they can integrate the new standards in a manageable, effective way.

The first part of the workshop begins by breaking down each writing standard to its fundamental meaning:

Grade 9-10 Writing Standard	Fundamental Meaning
#1	Persuasive Writing
#2	Explanatory Writing
#3	Narrative Writing
#4	Organization
#5	Writing Process
#6	Technology
#7	Research Writing
#8	Research Writing
#9	Research Writing
#10	Time Frames

Common Core classifies each standard by writing function: text type, production, and range. Numbers 1-3 and 7-9 are four text type (or essay type) standards. Numbers 4-6 are writing production standards. And, number 10 is the range standard, asking students to produce writing over single and multiple day time periods.

The second part of the workshop continues with a systemic implementation framework, where the ten standards work together by their intended function to form the basis of instructional units. I propose to participants that by teaching each text type (Standards #1, 2, 3, and #7-9) individually through production (Standards #4-6) and range (Standard #10), the curriculum by its design integrates the ten standards. For example, narrative writing (text type) is taught as an individual instructional unit where students learn to organize (production) a narrative essay, use the writing process (production) and technology (production) to compose a narrative essay, and write an extended narrative essay as well as shorter narrative writing assignments (range). The same instructional pattern is then used for persuasive, explanatory, and research text type units.

The third part of the workshop offers examples of how I implement the ten standards to fit my students and my style of instruction. I provide participants a T-Chart to demonstrate how my unit flow incorporates the standards:

Unit Flow-Type of Instructional Activity	Standards Implemented
Explicit Writing Strategy Instruction	Organization
Brainstorming / Rough Draft and Self Assessing / Editing	Organization / Writing Process / Long Range
Final Draft on Microsoft Word	Writing Process / Technology / Long Range
Quiz	Organization / Short Range

By using the above unit flow for each of the four text types, my students internalize the writing standards through varied repetition. Then, I show participants the calendar for the explanatory writing unit I teach my Bilingual Effective Writing Class and the link between each day’s instructional activities and assessments to the above unit flow and to the specific production and range standards implemented.

Finally, equipped with the writing standards breakdown, my systemic implementation framework, and my unit example, participants are given the opportunity to analyze their current writing instructional designs. They examine which standards they already incorporate, which they need to add, and how to adjust their unit instructional flow to maximize common core writing standards within their instruction.

Common Core, among other school, district, and state initiatives, can be overwhelming for teachers because they may feel they have to significantly change their teaching styles and curriculums. However, the “Writing Instruction with the Common Core in Mind” systemic framework shows teachers a way to use the Common Core within their unique approach by making slight curriculum adjustments. This paves a tangible path to integrating Common Core.



Sargy Letuchy is an ESL/Bilingual Teacher at Bolingbrook High School in Wheeling, IL, where he has taught for eight years. He obtained his Masters of Education in Curriculum and Instruction from National Lewis University, and his Masters of Educational Leadership from Midwestern State University.

MIDTESOL State News



State Rep: Jeanne Severt
 Jeannesevert@missouristate.edu

The MELL (Migrant Education and English Language Learning) conference was held November 14-16, 2012 in Springfield, Missouri at the Ramada Oasis Convention Center. The title of the conference was Collaboration to the Core: Creating Equitable Access.

There were over 50 sessions to choose from that ranged in topic from technology to cultural diversity and everything in between. Each session provided practical information and valuable advice about how to address the needs of ELL students in the classroom. Improving student achievement by improving instructional understanding was demonstrated in each session.

The conference gives educators across the state a chance to share in ideas and strategies.

K-12 has seen a very important new development as Missouri recently became a member of the WIDA (World-Class Instructional Design Assessment) consortium, which is dedicated to promoting nation-wide standards for course design and assessment for ELL students. WIDA provides a new standardized assessment state-wide for ELL students.

For more information about MELL, or the conference highlights,

please go to: <http://dese.mo.gov/qs/me/mellconf.html>
 The MELL conference in 2013 will be held in St. Louis.

The NAFSA (National Association of Foreign Student Adviser) Association of International Educators will be holding its 65th annual conference May 26-31, 2013 in St. Louis. The theme is Ideal and Impact in International Education. For more information go to: http://www.nafsa.org/Attend_Events/Annual_Conference



State Rep: Melissa Meisterheim
 Melissa-meisterheim@uiowa.edu

The University of Iowa's ESL Programs invites applications for non-tenure-track renewable and non-renewable lecturer positions. Applications should be submitted online at <https://jobs.uiowa.edu>. (Refer to Requisition #61724 or #61678)



State Rep: Open

Free ESL Conference in Raytown, Missouri

By: Kay Dickerson, Deany Goode, & Rachel Herman

For the 3rd year, Cambridge University Press and Survival Language have put on a free mid- to end- of- winter conference for ESL teachers. It's a small, friendly event which is accessible for all levels of educators interested in ELL issues. Last year there were 200 participants. This year, there were fewer than 100 people.

The Mid- to End- of- Winter ESL Conference provides resources and professional development. The benefits of attending include: free textbooks and professional books; classes and demonstrations led by textbook authors on various subjects, such as collaborative classroom activities, helping students overcome writing fears, how to use Internet sites and how to integrate technology into the classroom; free complimentary breakfast and lunch.

The attendees teach in many different environments: IEPs, K-12 (high school and middle school), church programs, and private language programs. One participant was the technology professional for his elementary school, and he was there to learn about the new apps and software. He was an important and interesting addition to the group because this year Cambridge introduced something called *Classware*, which is interactive software made to supplement their new line

of textbooks. They also introduced apps and online arcades, which help students have fun learning outside of class.

Last year only a handful of these attendees had ever heard of MIDTESOL. Mike Bennett, the regional sales rep for Cambridge University Press, and Gary Hart, the host and founder of the *Survival English* program, agreed to promote MIDTESOL at their event. We had a free table and raffled off three free memberships.

If you teach in the Midwest and you do not know Mike Bennett, you should. It is always good to have a professional relationship with your regional sales representatives because they are a treasure trove of information and know about many resources. Last year, while teaching a mixed level reading class and really stressing out as to how to teach objectives to both levels, Mike helped with the struggle. He said, "I have a solution for you." He then introduced Donna Price, co-author of the *Ventures* series, who showed how to use the *Ventures* series (which is created for teaching mixed levels) and sent a gratis set of the entire series, including textbooks, workbooks, and teacher's editions. Not only is Mike Bennett a great sales rep, he is a witty, genuine, all around great guy.

Another attendee at the conference described how she'd retired from another career, and she had decided to start teaching ESL. She didn't think she could join TESOL because she didn't have a master's degree. She shared, "I have a lot of questions,

but I don't know who to ask." MIDTESOL does not have any level of education requirement for membership, so she is eligible to join because our organization is built of colleagues -- all of us trying to support each other in doing a great job serving our students.

Another participant said that she used to be a MIDTESOL member, but she had let her membership lapse. She wanted to be more active in the group. She encouraged MIDTESOL to get out there and be more visible and accessible to different ESL events. Another attendee had come all the way from Nebraska to Raytown, MO. She said, "There is no regional professional organization in my state to support my professional development."

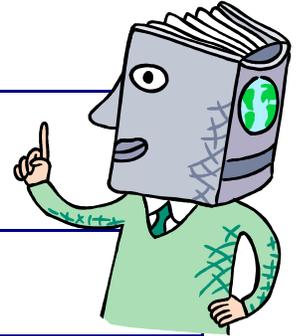
The best news of all was when Mike shared that years ago when he taught in California, he was a member of CA-TESOL. Years ago, their annual membership fee was \$90. MIDTESOL is a real bargain in comparison!

For anyone who might be interested in a small but helpful conference, check into this event hosted by Cambridge. For more information, contact Rachel Herman at herman@ucmo.edu.

What's your interest?

MIDTESOL has four Interest Sections (IS) to facilitate communication among members working in various corners of the ESL profession. If you are a new member and would like to participate in an IS, 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.

K-12 IS	Jamie Cardwell cardwellj@ritenour.k12.mo.us
IEP IS	Elizabeth Armstrong armstrongel@missouri.edu
Community College/Adult Education IS	Gisella Aitken-Shadle Aitken-shadleg@nicc.edu
Teacher Training/Higher Education IS	Cheryl Eason eason@ucmo.edu



The Conference Proceedings of MIDTESOL, 2012

By Jennifer Morrison, *MIDTESOL Editor*

If you presented at last year's MIDTESOL conference in Ames, you should have received submission guidelines in your presenter's packet. However, if you did not, please go to www.MIDTESOL.org and access the information there or use the basic guidelines below:

Publication considerations

- Only authors who presented at the conference may submit a paper to the *Proceedings*.
- Commercial presentations will not usually be considered, but contact the editor if there is reason to believe an exception is valid.
- Presenters may submit papers for more than one presentation, including sessions that had co-presenters. However, it is usual practice that only one paper will be published per presentation.

Review Process

- All submissions will be made to the General Editor.
- The Editor will review submissions first for compliance with submission standards.
- All accepted submissions will be blind peer-reviewed by a panel of experts in your presentation's general subject area (IEP, Higher Ed/Teacher Training, K-12, Adult/Community College, Language Theory, or general).
- Articles are accepted for publication based on the peer reviews and the final judgment of *Proceedings* editors.

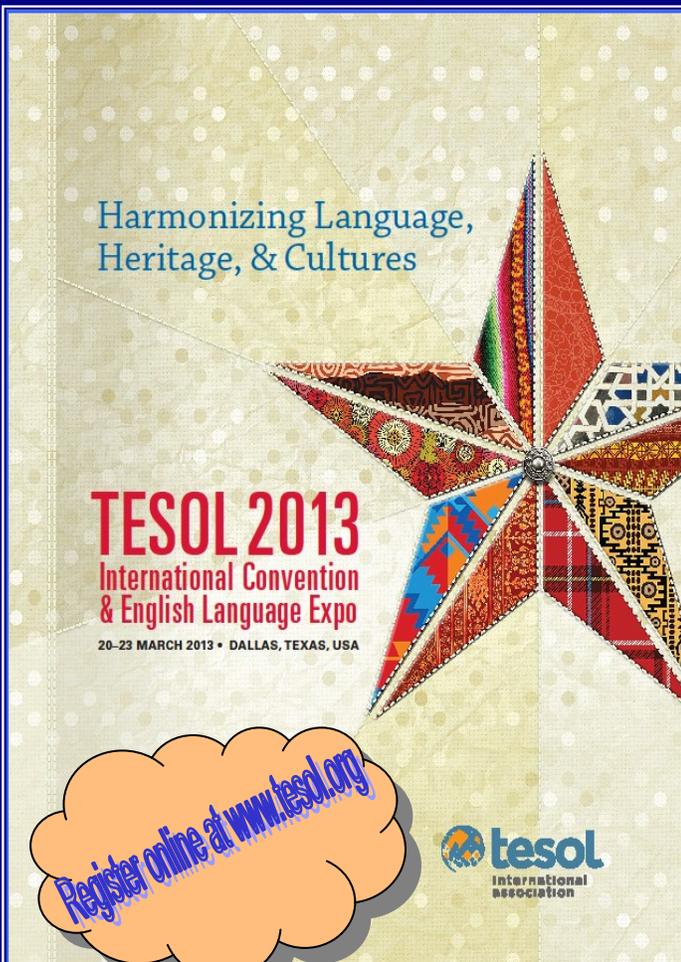
Submission guidelines

- Submissions should be sent by email as a rtf., .doc, or .docx file to the General Editor at morrisonj@evangel.edu.
- Include the following in your subject line: MIDTESOL Conference Proceedings submission_Last Name_First Name.
- In the text of your email, include your contact information, a short bio, institutional affiliation, and a maximum 150-word abstract of your article.
- All submissions should be in English.
- Submissions should be in correct American Psychological Association (APA), 5th Edition format.
- Submissions should be between 1,500 and 4,000 words.
- Submission deadline is **March 31st, 2013**.

We hope you decide to submit your presentation! Help us make this edition of *The MIDTESOL Conference Proceedings* a great one!

Important Dates

March 31st, 2013: Submissions Due
 June 30th, 2013: Acceptance notifications/requests for revisions sent to authors
 July 31st, 2013: Revisions due to General Editor
 October 2013: Second edition published in conjunction with MIDTESOL conference



TESOL 2013

See you there!

Contact TESOL!

- General Information: info@tesol.org
- Membership Information: members@tesol.org
- Convention Information: conventions@tesol.org
- Career Services Information: careers@tesol.org
- Publications information: publications@tesol.org
- Essential Teacher Editors: et@tesol.org
- Matters Editors: tm@tesol.org
- TESOL Quarterly Editors: tq@tesol.org
- TESOL Journal Editors: tj@tesol.org
- Awards and Grants Information: awards@tesol.org
- Affiliate information: affiliates@tesol.org

MIDTESOL at TESOL

Are you planning to attend the TESOL Convention in Dallas this March?

Then plan to join MIDTESOL for some sightseeing at the historic Sixth Floor Museum (www.jfk.org) on Thursday, March 21, at 4 PM. Meet the group at the museum (411 Elm Street) for an audio tour about President John F. Kennedy and his assassination. On-site parking is \$5 or the DART Union and West End Stations (light rail only) are within walking distance. MIDTESOL will cover the entrance fee for up to 40 members.



Please RSVP to Shaeley Santiago by March 4 at shaeley.santiago@ames.k12.ia.us with MIDTESOL in the subject line to reserve your spot for the tour.

Editor's Corner

By Jennifer Morrison,
MIDTESOL Editor



My husband accuses me of being an idealist: guilty as charged. I have an uncanny knack for seeing the world as it could be, or should be, depending on my mood on a certain day. When it comes to issues of justice, this idealism can be a driving force that produces change, but often the harsh reality of the world comes crashing down on those of us who dream of “how things could be.”

An example from my own life is related to my experiences in the world of advocacy. As a public school ESL teacher for 7 years, I daily was involved in advocacy for my students, fighting (so it often seemed) for their rights to equal access to education, for the families' rights to good information about their children, for so many other issues regarding their well-being. In my mind, the “way it should be” was that these students have the best education possible—and that everyone should value their cultural and linguistic heritage as much as I did.

Reality: people did not. My idealism pushed me to convince others that these students were exceptional; that the wealth of cultural and linguistic knowledge they had was valuable; that teachers would learn as much from their ELLs as the ELLs would learn from the teachers. Reality reared its ugly head when only a handful of those I attempted to proselytize accepted my pleas and worked to change their views.

Perhaps the harshest reality came when I attended TESOL Advocacy Day in Washington, D.C., in 2010 and 2011. In our pre-Congressional meeting preparation, we were given great tools to take with us to our Congressional representatives. I had ammunition that was surely incontrovertible—and I believed (idealistically) that my words could make a difference that day.

Reality slapped me once again with the words of a Congressional Aid that were something like: “What really matters to Senator _____ is what the people voting for him care about, and these issues aren't relevant.” My thought was, “They should be—

can't you see?” Idealism meets reality, once again.

Now, the overall tone of this column so far has probably sounded droll: a treatise on giving up on idealistic dreams because reality always overrules. Not so. What I really mean to say is that those of us who are idealists do realize that the “real world” is out there with its various issues: racism, hatred, anger, greed, etc. What we should not do is allow that real world to crush us—whether in the bigger realm of government or politics, or in the world of our classrooms. Approaching reality with an ideal outcome in mind doesn't always result in either the idealist finding that perfect result or in the idealist ending her dreams for “what could be.” I encourage all of my fellow idealists to keep dreaming—for you, for your students, for the world at large—and when reality comes knocking, let it in to chat for a while. You might be surprised of the outcome!

Jennifer Morrison is Assistant Professor of English/TESOL at Evangel University in Springfield, MO.

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**