

# MIDTESOL MATTERS



The Mid-America TESOL Affiliate Newsletter

Fall 2017

## A Message from The President

In the past few years with my involvement in MIDTESOL, I have learned some valuable lessons about being part of a team and leadership. As outgoing president, I'd like to take this opportunity to share my reflections with you.

**Communication.** From world events to personal lives, the modern world changes quickly and constantly. Therefore, it is incumbent on any organization that wishes to serve its members well to provide timely information. MIDTESOL's communications committee has done a fabulous job of redefining our communication strategies, from quick timely information on social media platforms to more reflective pieces in the newsletter to the new MIDTESOL Journal, which is now open to anybody who wishes to submit work aimed at helping professionals working with English learners.

**Listening.** It's not enough to spread information; listening to the stories and experiences of the people with whom we are working plays an essential role in team building and individual satisfaction. For change to happen as smoothly as possible, the various stakeholders must feel that they have been heard. It is also important to notice the silence. For various reasons, not everyone feels comfortable piping up in a meeting with others who may be more vocal or have more experience. Leaders should still find ways to elicit ideas or stories from those individuals because their perceptions should be heard as well. That doesn't mean leaders must always accommodate everyone because that isn't always feasible or good for an organization. However, listening and then developing responses to others' ideas has helped me gain perspective and grow as a professional.

**Finding experience.** We probably all know the power of having a mentor and learning from those who have held a position before us. I have had the privilege of working with several MIDTESOL presidents, so I have had ample oppor-

tunity and felt comfortable to ask for advice and talking through ideas with them. Also, based on the recommendation of my mentor, I signed up to receive emails on leadership ideas through BoardSource and SmartBriefs. I admit that I don't read every word every day, but I have found relevance and inspiration when reading about others' experiences. They can help me gain insight into best practices and anticipate potential issues so I can work to avoid them.

**Reflection.** Being reflective for me involves analyzing what was done to identify what worked, what didn't, and possible solutions. As a leader, it can be very easy when dealing with problems to solely look outward, but it is important to look at oneself to see if gaps in knowledge or training exist. It's equally important not to shoulder all the blame or, for positive situations, praise. That leads me to my last point.

**Thanks.** Expressing sincere gratitude for a job well done, no matter the size of that, cannot be overstated. Some people like a lot of fanfare, some appreciate quieter recognition, and some don't look for it at all. I have had the chance to explore different ways of recognizing people, and I'd like to take this opportunity to thank last year's board members since not all were able to attend the business meeting at MIDTESOL's annual conference.

To Birdie Morgan (Past President), thank you for being a wonderful and encouraging mentor, for being available to chat on the phone when interesting discussion topics popped up, and for your dedication to the mission of MIDTESOL.



## In This Issue

- New Advocacy & Leadership Page
- Articles, tips, and tricks from MIDTESOL 2017
- Top Posts in TESOL
- State updates

## President's message continued

To Kim Kreicker (Treasurer), Liza Armstrong (Secretary), and Shaeley Santiago (Communications Director), thank you for being willing to listen to my more unusual ideas and to help me find ways to make them workable.

To the Conference Committee including Vicki Anderson, Lily Sorenson, Crystal Bock-Thiessen, Denise Mussman, Zachary Smith, Shaeley Santiago, Terry Barakat, Katie McClintic, Summer Peixoto, and numerous other volunteers, thank you for another amazing conference in Kansas City. You took feedback from last year's conference and responded to it in ways that made this conference truly impressive.

To the Interest Section chairs including Sarah Springsteen Trumble, Janet Lowe, Amanda Emerson Ault, Molly Kelley, Elizabeth Holloway, Lindsay Simanowitz, Summer Peixoto, and Katie McClintic, thank you for providing information, connections, and support to members throughout the year.

To Arla Jones (Historian) and Adrienne Johnson (Sociopolitical Concerns Chair), thank you for helping to shape MIDTESOL with both knowledge about the history of where we have been as well as exciting ideas for how to move forward as an organization.

To Zachary Smith, Jill Fox, Andrea Hellman, and Melanie Stuart-Campbell (Representatives-at-large for the four member states), thank you for representing the four member states and helping the board and MIDTESOL members in general understand the issues our field is facing.

To Shaeley Santiago, Terry Barakat, Claudia Franks, Kurtis Foster, Jan McClellan, and Melissa Lowery

(Communications Committee), thank you for not only keeping us informed with high-quality posts, news items, and articles but also for your work behind the scenes that makes our organization run effectively.

And finally, to MIDTESOL Matters readers, thank you for taking the time to read this. Maybe you will also find ways to reflect on your own involvement as a team member or leader, whether it be in MIDTESOL, your office, or a book club. If you do, I hope you find it as fruitful an experience as I did.

Sincerely,

Melissa Meisterheim.

MIDTESOL Past President



# **MIDTESOL: Celebrating 40 years of supporting language learners and their teachers in Iowa, Kansas, Missouri, and Nebraska!**

Follow us on Facebook:

<https://www.facebook.com/>

Follow us on Twitter:

<https://twitter.com/midtesol>

Get involved or keep up-to-date with *MIDTESOL Weekly Features*: <http://midtesol.org/category/weekly-feature/>

**Calls for articles, resources, photos, interviews, events and more!**

*Help to make this MT Matters newsletter a useful tool for you and your colleagues. We are accepting the following submissions for review and possible inclusion in the next edition of MT Matters:*

- ◆ Teacher-created lessons with reproducible graphic organizers (please be sure to include a target audience).
- ◆ Original short articles or stories relevant to your teaching context and/or experiences.
- ◆ Photos (with appropriate permissions) reflecting your teaching context.
- ◆ Written or artistic student work (please include context in which work was created).
- ◆ Member Profiles—please contact MT Matters editors if you are interested in being featured in upcoming issues, or know a colleague who deserves some recognition in the field.
- ◆ State or regional events open to MIDTESOL members (please be sure to include all relevant details and contact information).

**Submit content to: [communications@midtesol.org](mailto:communications@midtesol.org)**

*MT Matters publishes editions in Fall (October/November), Spring (March/April) and Summer (June/July) each year. The publication process can take multiple weeks, so please submit time-sensitive materials far in advance of publication dates. Submissions will be reviewed by the editorial board and/or MIDTESOL board members for quality, relevance, and consistency with the MIDTESOL mission.*

Are you interested in getting involved with an IS?

Here's what to do:

1. Edit your profile setting in your membership file accessible from the midtesol.org site, or at <https://www.cvent.com/Events/ContactPortal/Login.aspx?cwstub=19255e93-37d9-4d38-ac7d-2ac8779a50d1>



The image shows a screenshot of the MidTESOL Membership Website. At the top, there is a navigation bar with 'Follow' and 'Logout' buttons. Below the navigation is the MidTESOL logo, which consists of a globe with the text 'MidAmerica Teachers of English' curved along the top and 'to Speakers of Other Languages' curved along the bottom, with the word 'MIDTESOL' in large, bold, serif capital letters in the center. On the left side, there is a vertical sidebar with a green header labeled 'Information' containing links for 'My Profile', 'My Events', 'Member Directory', 'Conference Proceedings', and 'MIDTESOL Member Benefits'. The main content area has a green header 'MIDTESOL Membership Website' and three buttons: 'Edit', 'Purchase Membership', and 'Change Password'. A message below the header says 'Please take a moment to update any out of date information.' At the bottom of the main content area is a green header 'Personal Information'.

2. Choose Interest Sections to get involved with (more details about Interest Sections available at <http://midtesol.org/midtesol-interest-sections/>:

#### Your Lists

Choose the lists that you want to join. If you would like to remove yourself from a list, uncheck the box for that list.

- Adult Ed Interest Section
- Educational Technology Interest Section
- Higher Ed Interest Section
- IEP Interest Section
- K-12 Interest Section

3. Start receiving and sharing great info about the field!

Visit us at: [MIDTESOL.org](http://MIDTESOL.org)

**2nd Annual**

# **MIDTESOL Winter Workshop**

**February 9th**

**12-5**

**U of Iowa**

*Free for MIDTESOL members!*

**Questions? Contact us at [zasmith001@gmail.com](mailto:zasmith001@gmail.com)**

PosterMyWall.com

Visit us at: [MIDTESOL.org](http://MIDTESOL.org)

# Announcing MIDTESOL's new *Advocacy & Leadership* page!

Are you interested in learning about how to better advocate for your students and/or our profession? Check out the resources or contact the MIDTESOL Socio-political Concerns and Professional Standards Committee by visiting: <http://midtesol.org/advocacy-leadership/>

MIDTESOL is a resource for you, as an educator and language development expert. Our goal is to help amplify your voice and support you in meeting the needs you see in your community. This page is a small step in that direction.

Visit MIDTESOL's Advocacy & Leadership page to find:

- MIDTESOL's advocacy goal statement
- Resources
- Action steps
- Contact form
- Opportunities to become more involved in advocacy work, including invitations to attend advocacy training sessions and even travel to D.C.!

Thank you for your important work!



## ADVOCACY & LEADERSHIP

### *MIDTESOL advocacy goal statement:*

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

In order to achieve this mission, our organization works to educate community members and policy makers on how decisions affect English language learners and their educators. This education can come in many forms, including:

- visiting elected officials to share the impact of policies on students and educators
- sharing statistics, research, and other information via social media, in-person, email, or other platforms
- inviting elected officials to visit schools and programs to see the impacts of policies, first-hand
- emailing, calling, or otherwise contacting elected officials to share the impact of policies on students and educators

*MIDTESOL will not initiate a call for action on introduced legislation or a pending regulation, nor will MIDTESOL ask or expect members or legislators to vote for or against, or amend, introduced legislation.*

### Resources

- [Colorin' Colorado's Advocacy Page](#)
- [SCCOE Advocacy Ideas document](#)
- [Overview of Legislative Process](#)
- [TESOL Advocacy Resources](#)
- [TESOL Workforce Innovation and Opportunity Act Resources](#)
- [TESOL ESSA Resources](#)
- [TESOL Refugee and Immigration Resources](#)

### How to Take Action

- Find and contact [your U.S. Congressional Representatives](#).
- Find and contact [your federal, state, and local elected officials](#).
- Attend MIDTESOL Conference to meet and collaborate with other professionals.
- Like and share MIDTESOL social media: [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#)
- Identify misconceptions in your schools/community and share nuanced/accurate information from reputable sources
- Attend [TESOL Advocacy Summits](#) and trainings

# MIDTESOL MEMBER PROFILES: Laura McBride

MIDTESOL member Laura McBride recently answered a few questions about her career as an ESL professional.

## The Basics:

### Current position & time in position:

I am currently an ELL Specialist at Weller Elementary School for Springfield RXII. This is the 4<sup>th</sup> year I have been in the position and location.

### Previous experiences:

Prior to becoming an ELL Specialist for Springfield Public Schools, I worked at the English Language Institute at Missouri State University. I first worked there as a Graduate Teaching Assistant while I was getting my Master's Degree in English in the TESOL track. After graduating in 2010, I taught in Colombia, South America for a year in a bilingual elementary and then came back to work full time for the ELI.

### Education/training:

I have my teaching certification in high school English education and my ELL endorsement for K-12. My Master's Degree is in English, TESOL. I have been a part of many professional trainings to help stay current within the field of English Language Learners all throughout my career.

### Years as MIDTESOL member:

I have been a member since I was in graduate school, which was 2009.

### Interest Section: K-12

### Favorite Quote:

My favorite quote is "Do you know what a foreign accent is? It is a sign of bravery." by Amy Chen.

### How did you become interested in working with ELLs?

I have always been fascinated by other languages and cultures, so it started as an interest and then I figured out that I could make a career out of that interest. Then, when I started to meet people who have come to America for various reasons and heard their stories, I became passionate about helping people gain access to the language that could help them in their transitions. I learn something new from these people every day, and that is exciting and challenging.

### What do you want people outside of the ELL field to know about your students?

For my students who are learning English, this is just a *part* of who they are. They are kids who love to play, learn, express themselves, and engage with others. In most cases, they are doing double the work; they are learning English along with content, and that can look so many different ways. I want people to know just how hard they work and that it is so important for their home language and culture to be valued and

celebrated in as many ways as possible. Each student has a story, and starting with that story can be a powerful gateway into learning.

### What advice do you have for teachers new to working with ELLs?

Hmmm, that's tough. On some days, I feel like a brand new teacher! I guess that is the thing about this kind of work; just when you think you have things figured out, a new challenge and reason to become impassioned arises. My blanket advice is to be flexible and creative. Apply and adapt what you know about language teaching to address specific needs of students. Experiment based on best practices. And always ask for a story from a student when you feel at a loss. There's power in giving the students the floor and listening.



### Why are you a member of MIDTESOL?

I love being a part of a community of people who are passionate about learning and bettering themselves in their chosen work. MIDTESOL provides this kind of community and celebrates so many different stories of teachers and learners.

# CALL FOR SUBMISSIONS

## **CALL FOR SUBMISSIONS AND REVIEWERS: MIDTESOL JOURNAL 2017**

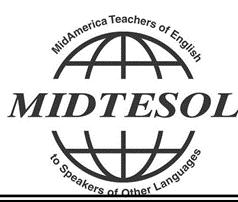
on September 29, 2017 in Featured, Publications

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*Dear English Language Teaching Professionals,*

*We would like to encourage you to submit a manuscript to our annual publication, MIDTESOL Journal, which was The Conference Proceedings of MIDTESOL for the past six years. Below you will find information regarding MIDTESOL Journal and the submission procedures. This is a wonderful opportunity to publish your work in a peer-reviewed publication. We hope that you are able to submit, and look forward to reading your work!*

*Best,  
Thu H. Tran  
MIDTESOL Journal Editor*



## Your invitation to submit to *MIDTESOL Journal*

Dear English Language Teaching Professionals,

We would like to encourage you to submit a manuscript to our annual publication, *MIDTESOL Journal*, which was *The Conference Proceedings of MIDTESOL* for the past six years. Below you will find information regarding *MIDTESOL Journal* and the submission procedures. This is a wonderful opportunity to publish your work in a peer-reviewed publication. We hope that you are able to submit, and look forward to reading your work!

Best,

Thu H. Tran

MIDTESOL Journal Editor

### General Information About *MIDTESOL Journal*

*MIDTESOL Journal* is an annual blind peer-reviewed academic publication dedicated to the dissemination of research and ideas of interest to English language teaching professionals in Missouri, Iowa, Nebraska, Kansas, and worldwide. Articles in the *MIDTESOL Journal* are grounded in research, theory, pedagogy, and best practices in language learning and teaching.

*MIDTESOL Journal* accepts the following types of submissions:

- Feature articles (no more than 4000 words) related to all aspects of English language learning and teaching
- Language teaching professionals' interests (no more than 3000 words)
- Effective activities and tips for teachers (no more than 2000 words)
- Reviews of instructional materials (no more than 1000 words)

Please follow the submission guidelines carefully.

### Review Process

All submissions will be made to the Editor.

The Editor will review submissions first for compliance with submission standards.

All accepted submissions will be blind reviewed.

Manuscripts are accepted for publication based on the peer reviews and the final judgment of the *MIDTESOL Journal* editor.

### Submission guidelines

Submissions should be sent **by email** as a .doc or .docx file to the Editor at [tranhu@mst.edu](mailto:tranhu@mst.edu).

Include the following in your subject line: **MIDTESOL Journal\_Last Name\_Three First Words of the Title**.

In the text of your email, include your contact information, a short bio, and institutional affiliation.

There must be an abstract of no more than 150 words in your manuscript.

All submissions should be in English.

Submissions should be in correct American Psychological Association (APA), 6<sup>th</sup> Edition format.

Make sure all words are font 12, Times New Roman (including header).

The article title should be font 16, bold. If it runs over onto a second line, single space the title.

Authors' names must not be included anywhere in the manuscript.

### *MIDTESOL Journal*

### Call for Reviewers

MIDTESOL Journal is seeking qualified reviewers to join our Editorial Review Board. We welcome applicants with expertise in all areas of second language acquisition and instruction. Applicants are invited to send a cover letter and CV/résumé to [tranhu@mst.edu](mailto:tranhu@mst.edu).

Visit us at: [MIDTESOL.org](http://MIDTESOL.org)

# MIDTESOL 2017 CONFERENCE REPORT: MEETING AT THE "CROSSROADS OF CULTURES"

Over 500 MIDTESOL members and guests attended MIDTESOL 2017: "Crossroads of Cultures" on September 29-30, 2017, in the historic Muehlebach Tower of the Kansas City Marriott Downtown. (Coincidentally, this is the very venue where MIDTESOL held one of their earliest conferences almost 40 years ago.) This year conference goers enjoyed three floors of keynote presentations, workshops, demonstrations, talks, poster sessions, EdTech Bazaar sessions, Interest Section meeting, exhibitors, and more dealing with various aspects of ESL connected to Adult and Community College Education, Educational Technology, Higher Education/Teacher Training, Intensive English Programs, K-12 Education, and Sociopolitical Concerns. New this year to the MIDTESOL conference were a Photo op area featuring original artwork by MIDTESOL 2017 conference artist Patty Wayland and an Instagram photo frame custom-designed for MIDTESOL that was introduced as part of MIDTESOL's Social Media Contest, with prizes generously donated by exhibitors Saddleback Education, Inc., and Townsend Press. Also new this year was Crossroads for Colleague Connections, an "unconference" strand in the MIDTESOL conference schedule that provided participating special interest groups with a space and times to meet to discuss issues and swap ideas pertaining specifically to their ESL professional niche. Music provided by indie folk band Modifiers the Misplaced, hosted dinners, book signings, and informal networking opportunities rounded out a very full two days of MIDTESOL 2017.

Quality invited speakers add significantly to the experience of any conference, and MIDTESOL 2017 featured six! Scholar-educator Dr. Neil J Anderson, Professor of English Language Teaching and Director of the Center for English Language Learning at Brigham Young University -Hawaii, inspired conference attendees during the Friday three-course luncheon with his "5 P's of Professional Development," encouraging listeners to use what they learned in the conference intentionally as the planned for their own professional growth. On Saturday morning after the MIDTESOL Business Meeting, University of Kansas Foundation Distinguished Dr. Yong Zhao urged audience members to recognize their tremendous impact as teachers in the lives of their students. In addition, Laura Le Dréan (Cengage/National Geographic Learning), Stacy Hagan (Pearson), and Allie Westgate (Cengage/National Geographic Learning) provided presentations geared towards teachers of K-12, IEP, and Adult Education English Language Learners. Special guest Roger Rosenthal, Executive Director of the Migrant Legal Action Program (Washington, DC) returned this year to present updated workshops on immigration policy and immigrant rights. Overall, conference attendees were able to select from a menu of over 180 presentations, poster sessions, demos, Interest Section meetings, and Crossroads for Colleague Connections sessions.

advice and perspectives with each other that we began to develop as we met "at the Crossroads of Cultures" in Kansas City.

The MIDTESOL 2017 Conference Committee would like to thank everyone who played a role in the success of this year's conference.

MIDTESOL would also like to extend special thanks to the University of Missouri Center for English Language Learning, the Missouri Department of Elementary and Secondary Education, CIMA (the Center for Intercultural and Multilingual Advocacy), and our featured publishers (Cengage Learning/National Geographic Learning, Pearson, and Cambridge University Press) for their generous sponsorship of our keynote and featured presenters.

Don't forget to save the dates (September 28-29, 2018) for #MIDTESOL18: "Building on the Past, Looking to the Future!" Next year's conference will be a celebration of the 40th anniversary of the founding of MIDTESOL, and we will be back in the Main Tower of the Kansas City Marriott Downtown with two full floors of presentations, exhibitors, and opportunities for you to network. See you there!

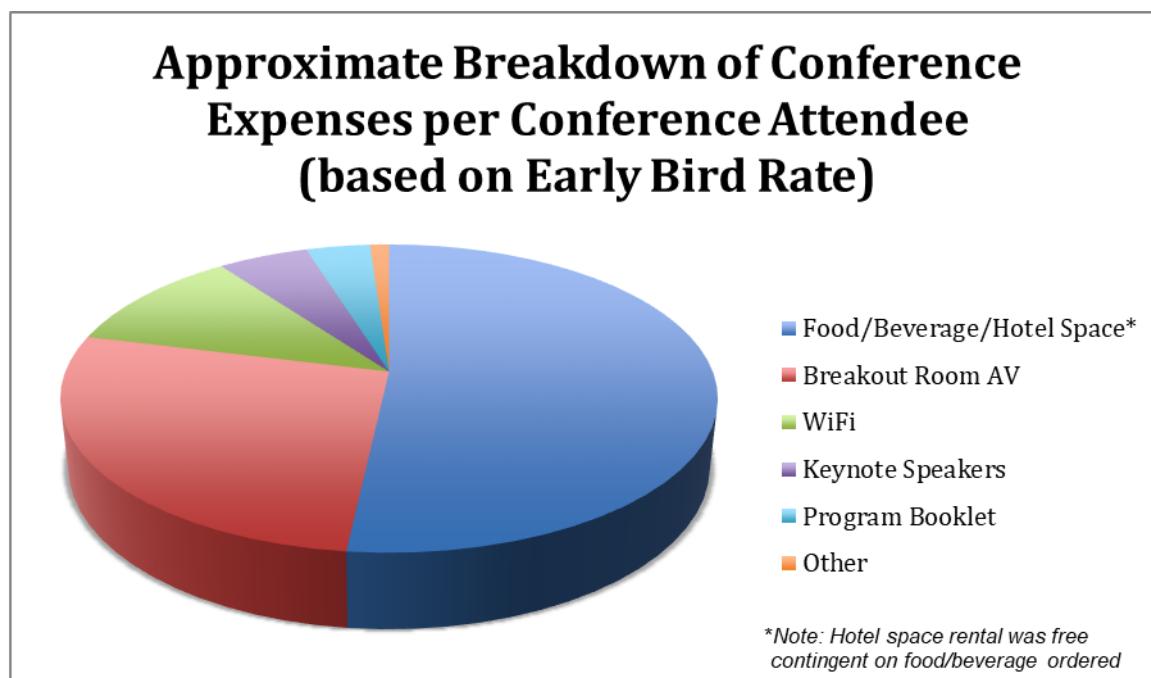


The conference experience lives on as presentation handouts are available online at the following link: <http://bit.ly/MIDTESOL17> The networking doesn't have to stop either, as we all continue to share the

Conference attendees sometimes wonder what their registration fees pay for, especially since the breakdown of expenses for a conference in a hotel with enough space for all of us is really quite different from the breakdown for a smaller conference venue like a university student union building or a K-12 school. Individual conference expenses are carefully tracked each year, and from year to year, but this schematic helps to answer that question in a more meaningful way. Depicted here are the proportions of various kinds of expenses for this year's conference to the total registration cost, based on the registration fees received for the Early Bird rate (the category of registration rate that was most prevalent for MIDTESOL 2017). Note that the food/beverage and hotel space

rental are all bundled together; for hotels like the Marriott, space rental is free contingent on a certain order of food and beverage throughout the conference, including breakfasts, luncheons, refreshments, etc.

MIDTESOL's conference-oriented goal is to continue offering high-quality conferences for our large membership at reasonable prices, and a look at the proportions of spending helps us to make sure that we are maximizing the conference experience for everyone who registers. If you have further questions about conference expenses for MIDTESOL 2017, please contact Vicki Anderson (MIDTESOL 2017 Conference Chair) at [vicki.anderson@cune.edu](mailto:vicki.anderson@cune.edu).



# The Best of TESOL Affiliates

Congratulations Patrick T. Randolph: TESOL 2017-2018

## Best of TESOL Affiliates Awardee

MIDTESOL's Patrick T. Randolph has won the prestigious "Best of TESOL Affiliates" Award from TESOL International. Every year TESOL selects 7 or 8 best affiliate conference presentations from more than 7,000 presentations made at their 100+ worldwide affiliate conferences. Randolph was nominated by MIDTESOL and selected by TESOL for his 2016 MIDTESOL presentation, "A Guaranteed, Humanistic Four-Step Process to Help Prevent Plagiarism." He is the first MIDTESOLer to receive this award, and he is the only TESOL member to receive this award twice—his first Best of TESOL Affiliates award was won while teaching in Michigan.

Randolph will present his award-winning session at the 2018 TESOL International Convention and English Language Expo on March 29, 2018, in Chicago, Illinois.

### Summary of his TESOL Presentation:

The act of plagiarizing can destroy the student-teacher bond of trust. How can this perennial problem be permanently solved? The answer lies in four simple steps. This interactive session will guide participants through a humanistic, useful, and effective process that guarantees to reduce plagiarism and cheating in the ELL classroom.

### Bio:

Patrick T. Randolph lives with his wife, Gamze; daughter, Aylene; and cat, Gable, in Lincoln, Nebraska, and teaches English as a Second Language at the University of Nebraska-Lincoln, where he specializes in ELL vocabulary acquisition, creative and academic writing, speech, and debate.

He has created a number of brain-based learning activities for the language skills that he teaches, and he continues to research current topics in neuroscience, especially studies related to exercise and learning, memory, and mirror neurons. He has

also been involved as a volunteer with brain-imaging experiments at the University of Wisconsin-Madison.

Randolph is co-author of a bestselling book published by TESOL Press, *Cat Got Your Tongue?: Recent Research and Classroom Practices for Teaching Idioms to English Learners Around the World* (2014), with Paul McPherron of Hunter College—New York City. Randolph and Joseph Ruppert are now working on a creative writing book for TESOL Press's New Ways Series. The tentative title is *New Ways in Teaching Creative Writing for the ELL Community*. He has also authored two volumes of poetry: *Father's Philosophy* and *Empty Shoes*. Both books give all proceeds to Feeding America and Loaves and Fishes. Randolph's academic work and innovative teaching materials have appeared in the *TESOL Journal*, *TESOL Connections*, and many state and regional-affiliated TESOL publications.



# MIDTESOL 2017

Award Winners

MIDTESOL 2017: Crossroads of Culture conferred Presenter Travel Awards (\$150) to three people (read their reports on the following pages), a Best Student Proposal Award (\$200), and the Distinguished Service Award (lifetime MIDTESOL membership).



**Angela Edmonds**  
Missouri State University  
**Presenter Travel Award:**  
*Teaching Pronunciation to Minimize Cultural Collisions: A Research Study*



**Lu Chen**  
Saint Thomas University  
**Presenter Travel Award:**  
*International Students' Perceptions of English for Academic Purposes Writing Course*



**Paula Rolim**  
Southeast Missouri State  
**Presenter Travel Award:**  
*How to Use VoiceThread in ESL/EFL Classes*



**Debby Jean Adams**  
University of Kansas  
**Best Student Proposal Award:**  
*How Research on Trauma Recovery Can Inform Refugee ESOL & What You Need to Know About Your Refugee-Background Learners*



**Jennifer Morrison**  
Evangel University  
**Distinguished Service Award:**  
*Former MIDTESOL Communications Director*

# MIDTESOL 2017

Presenter Travel Award Winner Reports

## Teaching Pronunciation to Minimize Cultural Collisions

by Angela Edmonds

**S**tudent pronunciation can have a strong, and sometimes hidden, impact on their professional and personal success. Suprasegmental pronunciation features, such as intonation, stress, and connected speech, affect how native speakers perceive not just **what** they are saying, but what they **mean** by what they are saying, and **why** they are saying it. Suprasegmentals are used to decode meaning, intention, emotions, attitude, personality, and even character (Castro & Lima, 2010; Fadden, 2008; Chen, Gussenhoven, & Rietveld, 2004; Banse, & Scherer, 1996; Ellgring, & Scherer, 1996). This can create cultural collisions.

The culprit behind these cultural collisions is often overlooked. It is far more common to make judgments about the person rather than to see it as a pronunciation issue (Celce-Murcia, Brinton, Goodwin and Griner, 2010, 269-270; Gumperz and Tannen, 1979, 323). For example, Chinese professionals using their L1 suprasegmental features in English to say, “Thank you” in a humble and professional way might actually sound arrogant and dismissive to native speakers of English. German professionals using their L1 suprasegmental features in English to say, “I’m so sorry” in a respectful and sincere way might actually sound flippant and insincere. Native speakers recognize individual sounds as pronunciation issues, but when it comes to these suprasegmental patterns, they often simply make judgements about the person rather than their pronunciation.

This can have a significant impact on non-native speakers’ professional and personal success. From 14 years of teaching pronunciation to business professionals and their families, it has become clear that these well-meaning individuals are of-

ten misinterpreted by colleagues, subordinates, and bosses based on suprasegmental features, which affects their professional relationships and potential for advancement. They often misjudge native speakers’ meaning, intention, and culture by listening to Americans’ pronunciation through the lens of their first language’s suprasegmental patterns. They also subconsciously choose not to take on the pronunciation features practiced in class, because they feel they were being “insincere” or “arrogant” or whatever they might attribute to how American English sounds based on their L1. Once they understand that who they are sounds different in English than in their L1, they begin to become bicultural in their pronunciation. This step makes a big difference for their personal and professional success in the language.

I made a lot of changes to my own teaching based on these observations, but I wanted to know if my observations were accurate and my teaching effective. As I researched, I wanted to know if non-native speakers would interpret American English the same or differently than native American English speakers. This gave birth to the study *German and American Interpretations of American English Speech*, which was discussed in the presentation. I chose German, as it has many similarities to English but would not have tonal features that could skew the data (Braun, Galts, & Kabak, 2014, p.326; Jun, 2005; Chiao, Kabuk, & Braun, 2011; Gandour, 1983; Lee , Vakoch, & Wurm, 1996; Leung, 2008; Qin & Mok, 2011a, 2011b; So, 20005; Wang, 2006). The study discussed in the presentation investigates differences in perceptions of degrees of sincerity in American English speech between native speakers of American English and native German speakers. It also considers to what degree pronunciation training designed to raise awareness of sincerity-oriented suprasegmental pronunciation features and the sociolinguistic

reasoning behind their use might improve German speakers' interpretation abilities.

A group of 19 native German speakers (16 third-year university students with English as their major and minor & 3 non-university professionals) and a U.S. university class of 14 native English speakers (studying English teaching) listened to twenty emotionally-neutral pseudosentences and rated them as sincere or insincere based on suprasegmental features. The semantic content was removed so that judgments would be based purely on pronunciation. For example, "Cav fice to teev you" was spoken with suprasegmentals similar to "It's nice to meet you" by a trained actress. Both groups listened a second time to the pseudosentences and rated them on a 5-point Likert scale of degrees of sincerity. German students then participated in a video lesson regarding the relationship between suprasegmentals and sincerity (the audio and complete video lesson are all linked in the complete study here: <https://www.purposefulenglish.com/blog/midtesol17>). They then re-listened to the twenty utterances twice and re-rated them in the same way as before.

The results indicated that prior to training, native English speakers have what Elfenbein and Ambady (2002, 2003) refer to as an *in-group advantage*, being a large degree more effective in interpreting sincerity in American speech. German improvement following pronunciation training, while not very large compared to field-specific effect sizes, was statistically significant and enough to make them statistically comparable to that of native speakers. (For the results data, check out the complete study at <https://www.purposefulenglish.com/blog/midtesol17>). The results suggest suprasegmental features are a culprit of cultural collisions. They also are very encouraging to teachers and materials developers, as pronunciation training target-

ed at improving second language learner interpretation of emotional prosody can be very effective. By designing and teaching such materials, we can guide non-native English speaking students to improve their ability to understand the emotional content of English, thus reducing cultural collisions with native English speaking friends, co-workers, bosses, subordinates, and family members.

Some practical takeaways for teachers and curriculum designers are to:

- Keep your students' future professional and relational success in view (not just an academic test or short-term goal).
- Think of pronunciation not as a subskill, but as a life-skill.
- Notice and train students to notice the cultural collisions that occur because of pronunciation differences between languages.
- Raise student awareness of their own perceptions of English based on suprasegmental patterns. (Does it sound Insincere? Proud? Fake?)
- Coach students to make accent addition their goal. Help them see they can be 100% themselves in English - but that will sound differently than it does in their native language.
- Train students and design materials that will help students to recognize how suprasegmental features are used to convey emotion, attitude, confidence, trustworthiness, meaning, turn-taking, etc.
- Teach students how to use intonation and stress to sound friendly, caring, interested, sincere, confident and interesting.

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# MIDTESOL 2017

Presenter Travel Award Winner Reports

## International Students' Perceptions of English for Academic Purposes Writing Courses

Lu Chen & Xuan Jiang

English for Academic Purpose (EAP) writing has been regarded of great importance in teaching and research in higher education. The majority of U.S. universities adopt discipline-general EAP writing courses (James, 2010), along or before international students' academic studies. However, fewer studies exist in investigating the effectiveness of the EAP writing courses. Are international students who have taken the EAP writing courses well prepared for their specific academic studies? To answer this question, the presenters conducted a mixed-methods case study to explore international students' perceptions of their EAP writing classes and the effect of the classes on their subject field.

The research was conducted in a southern U.S. university. Thirty eligible participants who were non-native English speakers with different cultural and linguistic backgrounds, either taking EAP writing courses at or having taken the courses before the time of this current study, were recruited to complete questionnaires and interviews. Both the questionnaire answers and interview transcripts were collected as data and analyzed by categories.

The results and findings of the data revealed students' opinions about the holistic benefits of EAP writing courses to their English skills and coursework. For example, Lucy, a female undergraduate with a major in English Literature, commented, "It will help international students get ready and well prepare before the major course." To be specific, the improvements were elaborated mainly in four aspects – linguistically, academically, socially, and psycho-

logically. However, some students also pointed out the weaknesses of their EAP writing courses, complaining both of the class content and procedures. Their comments included: "Sometime there never something that not related to the class but we have to do and learn about it", "Some teacher was not responsible", and "When I cannot take (major) course at same time."

As Cooper and Bikowski (2007, p. 219) suggest, it would be "very informative for the EAP profession to know which tasks are the most troublesome for international students." So was the case as revealed by the current study. Most of the students perceived their EAP writing curriculum as top-down, with few chances for them to make their choices. Students' comments highlighted the necessity to know their needs. By giving bottom-up voices from international students on EAP writing courses, this study may help fill the literature gap concerning them and, more importantly, would contribute to research studies of EAP writing in general.

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# MIDTESOL 2017

Interest Section Travel Award Winners (\$125)

MIDTESOL 2017: Crossroads of Culture offered up to 2 travel awards for each Interest Section.



Amin Davoodi  
Texas A&M University  
Ed Tech Interest Section  
Travel Award



Thomas Riedmiller  
University of Northern Iowa  
Ed Tech Interest Section  
Travel Award

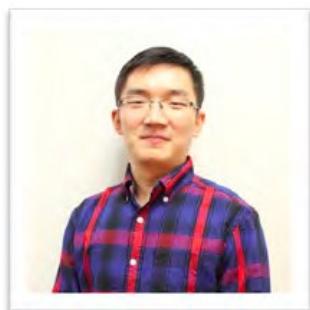


Helen Konstantopoulos  
Northwest Missouri State University  
IEP Interest Section  
Travel Award

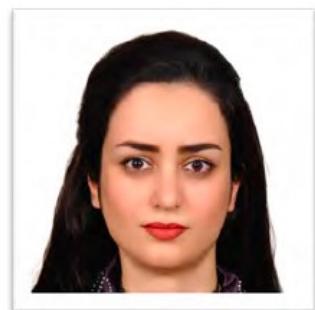


Hoi Yuen Chan  
Missouri Univ. of Science & Tech  
IEP Interest Section  
Travel Award

**Hannah Harris**  
**University of Illinois-Champaign-Urbana**  
**HE/TT Interest Section**  
**Travel Award**



Junfu Gao  
University of Kansas  
HE/TT Interest Section  
Travel Award



Shakiba Razmeh  
Texas A&M University  
K-12 Interest Section  
Travel Award

# #IamMIDTESOL Social Media Contest at #MIDTESOL17

Special thanks to Saddleback and Townsend Press for prize packages!



Jane Barlow  
@JaneBarlow17

#MIDTESOL17  
2:48 PM - Sep 29, 2017



Jeremy Borland  
@JeremyBorland · Sep 30

Just picked up my social media prize from @SDLBACK Thanks Tim! & Thanks @MIDTESOL for a fantastic conference again this year! #MIDTESOL17  
pic.twitter.com/VGcczoKsaf



You're a Social Media prize winner for #MIDTESOL17. Tim from Saddleback is holding a box for you, but he will be packing up by 3. Please come down to the Royal Exhibit Hall ASAP to collect your prize from Tim.

Thank you!  
MIDTESOL Board

Visit us at: [MIDTESOL.org](http://MIDTESOL.org)

# Recent Photos from around MIDTESOL

MIDTESOLers gathered in Rolla, MO, to honor one of our own at a retirement session for Roberta (Birdie) Morgan hosted by Missouri University of Science and Technology's Office of International and Cultural Affairs. "It was great to see so many of our campus partners, MIDTESOL colleagues, and students at this event," said Morgan. Birdie, we wish you all the best in your retirement!



L to R: Jennifer Morrison, Roberta (Birdie) Morgan, Mark Algren, Hester Wise, Jane Robinson, & Irene Juzkiw



MIDTESOLers gathered recently for networking at the Iowa Culture and Language Conference in Coralville, IA. In addition to visiting, they participated in a few rounds of Bingo with Kris Krajnovich and Amy Chastain winning a round. In attendance were (L to R) Zach Smith, Cara Delaney, Kris Krajnovich, Amy Chastain, Melissa Meisterheim, and Shaeley Santiago (not pictured).

# MIDTESOL Members on the Move:

## Working with the Department of State

**C**rystal Bock Thiessen, instructor in Programs in English as a Second Language at the University of Nebraska-Lincoln, traveled to Russia this summer as a U.S. Department of State English Language Specialist and participated in a nine-city Trans-Siberian railroad tour across two continents and seven time zones, June 9-28. In addition to conducting teacher trainings and workshops for incorporating photography, video, infographics, and other digital projects into the language teaching classroom, Bock Thiessen interviewed program participants along the way to capture, in their words, the impact that State Department supported English language programs have on the lives of individuals, communities, the broader Russian Educational landscape, and how they contribute to positive U.S.-Russian relations. The video highlight of the journey, entitled "Ties Across Russia," can be viewed here: [https://www.youtube.com/watch?v=DM5sHbdI\\_fk&feature=youtu.be](https://www.youtube.com/watch?v=DM5sHbdI_fk&feature=youtu.be) or from the QR code below. You can also read more in the November 10, 2017 Weekly Feature at [midtesol.org/category/weekly-feature/](http://midtesol.org/category/weekly-feature/).



**ENGLISH LANGUAGE PROGRAMS  
TRANS-SIBERIAN ADVENTURE**

A map of the Trans-Siberian Railroad route through Russia, showing cities like Moscow, Yaroslavl, Kosty, Perm, Ufa, Tyumen, Omsk, Novosibirsk, Krasnoyarsk, Irkutsk, Ust-Kut, Bratsk, Chita, Ulan-Ude, and Hailar. Overlaid on the map are several small photographs of people, likely participants in the program, in various settings such as classrooms and travel scenes.

#ELTransSiberian

**ENGLISH LANGUAGE PROGRAMS**  
The World is Your Classroom

# Top Posts in TESOL:

The most inspiring TESOL and Education conversations happening on the web.



MIDTESOL shared a link.

Published by Claudia Franks [?] · September 17 · 0

...



MIDTESOL shared a link.

Published by Terry Miller Barakat [?] · November 13 at 8:39am · 0

...



People who speak two languages experience time differently, study finds

For those who can speak only one language, people who have the ability to speak several are often a source of fascination. What language do they think...

INDEPENDENT.CO.UK

[Learn More](#)



Fewer Foreign Students Are Coming to U.S., Survey Shows

Experts said concerns around President Trump's travel ban and safety were fueling the decline in enrollment.

NYTIMES.COM



**A Johnson**

@TeachLearnAct · Jun 18

Want to reach out to your Members of Congress? Try this formula from Ester de Jong **#TESOLadv17 @MIDTESOL**  
[pic.twitter.com/d8PNiLznQf](http://pic.twitter.com/d8PNiLznQf)

Want to reach out to your Members of Congress? Try this formula from Ester de Jong **#TESOLadv17 @MIDTESOL**  
[pic.twitter.com/d8PNiLznQf](http://pic.twitter.com/d8PNiLznQf)

More writing a living, providing for one-self and family, personal responsibility; opportunity, freedom, The American Dream; treating others as you would want to be treated; treating others fairly, equally, and with respect  
Support for/opposition to this law is important to me because ... [your personal story]  
Include location/address

More templates for different outlets:  
<http://www.esterdejong.com/templates/>

2 2



**Brooke David**

@NDE\_EngLearners · Sep 26

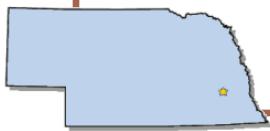
So excited to share that **@NElovesPS** documentary Seeds of Hope will be showing **@MIDTESOL!** Please join us if you are attending! **#MIDTESOL17**  
[pic.twitter.com/7C59okfXqN](http://pic.twitter.com/7C59okfXqN)



Where - The Hoover Room

6 15

Visit us at: [MIDTESOL.org](http://MIDTESOL.org)



## STATE BY STATE UPDATE:

### NEBRASKA

Congratulations to ILUNO (intensive English at the University of Nebraska-Omaha) for earning CEA accreditation!

At an October Lexington-Holdrege football tailgate at Lexington High School, Holdrege presented to Lexington a student/staff-signed banner, welcoming Lexington to the Central Conference. Students and community members ate together and talked at the United Way Tailgate prior to the game and then Lexington and Holdrege students and administrators met at mid-field prior the kickoff where Holdrege officially presented the welcome banner to Lexington.

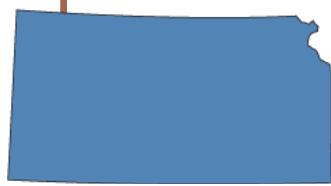
The two schools came up with this plan that will hopefully serve as motivation for many more schools to begin the necessary process of honoring and respecting neighboring schools in light of their diverse social and cultural similarities and differences, beginning with valuable dialogue between students and their schools. Lexington plans to hang the banner at Lexington High School.

Nebraska's 2018 Teacher of the Year is Michelle Helt. Michelle has been a resource and Title I reading teacher, ESL teacher, and 3<sup>rd</sup> grade teacher at Cardinal Elementary School in South Sioux City, Nebraska.

*"A Foot in Each Culture" Challenges Young Nebraska Latinos* is a story for NET news (Nebraska's PBS & NPR stations). It showcases perspectives from four Nebraska Latinos. Read and listen here: <http://netnebraska.org/article/news/1097826/foot-each-culture-challenges-young-nebraska-latinos>

On Thursday, October 17th, Film Streams in Omaha premiered its eighth annual "Local Filmmakers Showcase." One of these films is a 35-minute movie produced by Sally Nellson Barrett called "Seeds of Hope." This documentary explores how schools welcome and educate immigrant and refugee families as they start their lives over in America. You can learn more about this film and the others here: <http://www.filmsstreams.org/>





## STATE BY STATE UPDATE:

### KANSAS

#### Seal of Biliteracy

Kansas has now joined several other states in offering graduating high school seniors the opportunity to be awarded a Seal of Biliteracy, which was adopted by the Kansas Board of Education in May 2016. The first awards were given in May 2017, and included 9 school districts, 12 schools, and 199 students. The Seal of Biliteracy was given to 133 students for Spanish proficiency, 55 for French proficiency, 7 for German proficiency, and 5 for Latin proficiency. Students must show proficiency by attaining a set score on an English proficiency assessment and an assessment in the world language.

From KSDE's Document "Guidelines for Kansas Seal of Biliteracy" [http://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/World%20Languages/Biliteracy\\_Certification/Guidelines%20for%20Kansas%20Seal%20of%20Biliteracy%20rev033017.pdf?ver=2017-04-04-125417-570](http://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/World%20Languages/Biliteracy_Certification/Guidelines%20for%20Kansas%20Seal%20of%20Biliteracy%20rev033017.pdf?ver=2017-04-04-125417-570)

Kansas has adopted a two-tier Seal of Biliteracy, awarding a Kansas Gold Seal of Biliteracy for "Intermediate Mid" (ACTFL) and Kansas Platinum Seal of Biliteracy for "Advanced Low" (ACTFL).

Proficiency in English: Both native and non-native speakers of English must provide comparable evidence of English Proficiency, as demonstrated with a minimum of one piece of evidence of proficiency in all modes of the language. In cases where valid assessments of specific languages are not available, a process will be outlined through which comparable proficiency may be determined. English Language Arts graduation requirements with a grade point average of 2.0 for Gold and 3.0 for Platinum and either the high school state test for English Languages Arts (in the case of native speakers) or English Language Proficiency (in the case of non-native speakers) will provide valid and reliable measures. Proficiency in other languages: Native and non-native speakers of a language other than English must provide evidence of proficiency in that language.

For a Gold seal, the *minimum* proficiency level should be "Intermediate Mid" based on the ACTFL Proficiency Guidelines or equivalent in all domains. Here are the "ACTFL Sample Performance Descriptors" for Intermediate Mid.

Interpersonal Mode: Learners can, at a minimum, start, maintain, and end a conversation on a variety of familiar topics, talk about daily activities and personal preference, use language to handle tasks related to their personal needs, exchange information about subjects of special interest to them. Interpretive Mode: Learners can, at a minimum, understand basic information in ads, announcements, and other simple recordings, understand a few details in ads, announcements, and other simple recordings, understand messages related to their everyday life. Presentational Mode: Learners can, at a minimum, make a presentation about their personal and social experiences, make a presentation on something they have learned or researched, make a presentation about common interests and issues and state their viewpoint. For a Platinum seal: the *minimum* proficiency level should be "Advanced Low" based on the ACTFL Proficiency Guidelines or equivalent in all domains. Here are the "ACTFL Sample Performance Descriptors" for Advanced Low. Interpersonal Mode: Learners can, at a minimum, participate in conversations on a wide variety of topics that go beyond their everyday lives, compare and contrast life in different locations and in different times, resolve an unexpected complication that arises in a familiar situations, conduct or participate in interviews. Interpretive Mode: Learners can, at a minimum, understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest, follow stories and descriptions of some length and in various time frames, understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. Presentational Mode: Learners can, at a minimum, deliver organized, short presentations on a number of academic and workplace topics, deliver short presentations on social and cultural topics, explain issues of public and community interest, including different viewpoints, and deliver presentations for a specific audience.



## STATE BY STATE UPDATE:

### KANSAS

(Continued)

English: The student will demonstrate English proficiency by completing language arts requirements for high school graduation (2.0 GPA for Gold; 3.0 GPA for Platinum) and by achieving a benchmark score on a validated test as listed below. If an English learner, they meet the requirements to exit Title III services. All qualifying assessments must be taken during high school. Other options may be proposed to the state if shown to be comparable to the two proficiency levels described, and comparable to high school graduation requirements.

#### **Kansas' English Language Proficiency Assessment**

The assessment used this year to measure a K-12 EL's English proficiency is called KELPA2. It's the same assessment used last year (but was called K-ELPA last year) and the same as the assessment the year before (called ELPA21). What IS different besides the name is the exit criteria. Starting in school year 2017-2018, if an EL scores proficient (a 4 or 5) in all 4 domains (listening, speaking, reading, and writing) then s/he can be exited from ELL services. Prior to this year, an ELL had to score proficient for two consecutive years before being exited from the ELL program.

#### **Current Universities with ESOL-Endorsement Coursework include:**

The University of Kansas, Kansas State University, Emporia State University, Wichita State University, Fort Hays State University, Pittsburg State University, McPherson College, MidAmerica Nazarene University, Ottawa University, and Newman University. Kansas is a state where a certified teacher may add an ESOL endorsement to his/her license by passing the ESOL Praxis; no university coursework in TESOL is required.

#### **Current Universities/Colleges with Intensive English Programs are:**

Donnelly College, Johnson County Community College, Kansas State University, The University of Kansas, Wichita State University, Bethany College, Coffeyville Community College, Dodge City Community College, Emporia State University, Fort Hays State University, Friends University, Hesston College, Independence Community College, Kansas City Community College, McPherson College, Ottawa University, Pittsburg State University, and Washburn University.

## STATE BY STATE UPDATE:



### MISSOURI

The 2017 Federal Programs Conference, *Charting the Course – Moving Forward with ESSA*, took place on September 17-19 in Osage Beach. The keynote speaker, Tara Brown, shared her experiences with empowering troubled teens with life skills to prevent dropout. Sessions focused on ESSA implementation to support disadvantaged populations in a variety of ways. EL teachers learned about the new Missouri revised entry and exit procedures for ELs, data use for the implementation of the Multi-tiered System of Support (MTSS, formerly known as RTI), challenges serving newcomer ELs and their families, collaboration among specialists involved in the various federal programs, vocabulary-rich instruction, feedback for language proficiency growth, summer school for ELs, family and community engagement with diverse families, the Seal of Biliteracy program, and the evaluation of ESOL programs. <https://dese.mo.gov/sites/default/files/FPC-Program-brochure-final-2017.pdf>

Missouri completed a new ESSA (Every Student Succeeds Act, 2015) plan, which is currently under review with the U.S. Department of Education. The plan details a new system of accountability for those 22 buildings around the state that serve 30 or more English learners. The proposed system has a formula for EL benchmarks, which counts as a specific percentage of the building's overall evaluation.

Missouri published new guidance on identifying and reclassifying English learners, which is available at <https://dese.mo.gov/sites/default/files/cur-eld-entry-exit-criteria-0817.pdf>. There are at least three very important new changes. First, the home language survey, which is a key tool for identifying ELs, is now a three-tier instrument called *Language Use Survey*. This instrument should replace the myriad of ways districts previously tried to identify ELs. Second, the exit score changed to 4.7 to reflect the revised ACCESS for ELLs 2.0 scores. Third, a portfolio assessment should be implemented to document student performance during the school year as a form of triangulation in the event that teachers and parents are concerned that their student's ACCESS score is not a valid marker of observed academic performance.

Another important change in identification and placement is the replacement of the paper-based W-APT with the new WIDA Online Screener. This assessment is only for students who arrive from a non-WIDA state and do not have a current WIDA Screener or ACCESS score. For details, read <https://dese.mo.gov/sites/default/files/cur-eld-entry-exit-criteria-0817.pdf>.

A number of professional development opportunities are being offered this fall through the Missouri MELL program, which now stands for Migrant Education, EL, Immigrant & Refugee program. A good way to stay informed is by subscribing to their listserv: <http://lists.mo.gov/mailman/listinfo/english-language-learner>. They also share resources and upcoming events on Facebook @MELLinMO. Recent trainings included a two-day WIDA seminar on *Formative Language Assessment* by Yvonne Williams, WIDA Specialist, on October 11-12 at the University of Missouri in St. Louis. Participants learned to analyze observable language interactions to develop a deeper understanding of the markers of language development.

Two programs in Missouri won large grants in the 2017 National Professional Development (NPD) competition. Congratulations to Webster University and the University of Missouri – St. Louis on their success. Webster University's 2.7M award will make it possible for 120 in-service teachers in the St. Louis area to earn the Missouri ELL endorsement. The Principal Investigator is DJ Kaiser and the Co-PI is Yim Lam Lee-Johnson. <http://news.webster.edu/academics/2017/SOE-ESL-grant.html>

UMSL's 2.6M winning project, [Strengthening Equity and Effectiveness for Teachers of English Learners](#), will involve 120 school leaders and 50 teachers in face-to-face summer institutes and online coursework. Kim H. Song will direct the grant with two Co-Principal Investigators, Lisa M. Dorner and Sujin Kim. <http://blogs.umsl.edu/news/2017/10/16/doe-grant/>

The [iELT-Ozarks project at Missouri State University](#), winner of a 2016 NPD grant award, started coursework for its first cohort of 31 in-service teachers, who enrolled from four southwest Missouri partner districts, Springfield, Monett, Neosho, and McDonald County. The kick-off event was held in August at Monett High School. Project staff presented a workshop at MIDTESOL 2017 about principles and approaches to family engagement with language minority families, a key component of the iELT-Ozarks intervention.

The University of Missouri's Master of Education in TESOL program was named among the Best Online Programs in Graduate Education in 2017 by the U.S. News and World Report. <https://education.missouri.edu/degree/tesol-education-med/>. Rachel Pinnow and Nikki Ashcraft are responsible for the achievement. Nikki Ashcraft also received the D. Scott Enright award at the TESOL 2017 Convention for her service to TESOL's interest sections. <http://www.tesol.org/news-landing-page/2017/03/16/tesol-international-association-announces-2017-award-recipients>. Congratulations!



## 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 foster excellence in English language learning in Iowa, Kansas, Missouri, and Nebraska 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

### Contact Us:

Reach us with any questions about MIDTESOL.

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