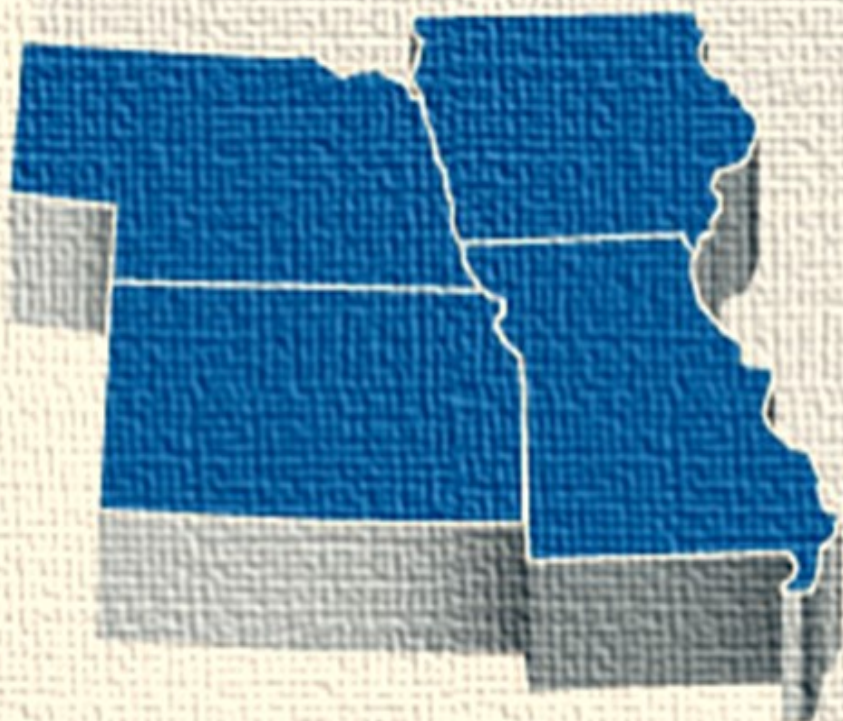


MIDTESOL MATTERS



The Mid-America TESOL Affiliate Newsletter

July 2018



In This Issue

- #MIDTESOL18 Conference Preview of Featured Speakers
- Report from TESOL Advocacy & Policy Summit 2018
- Winning ESL student essays
- *Issues in Language Instruction* journal features #MIDTESOL17 talks

MESSAGE FROM THE PRESIDENT:

Nimenhào from Shenzhen, China! Right now I am working with a group of ten undergraduates from my university in a 5-week ESL summer camp at a school in a high-end district of the city. The English translation of this year's camp theme (developed by the Chinese school staff) is "Happy STEAM" and so we are teaching science, math-through-Legos, robotics, art, and sports in addition to ESL. Most of the undergraduates I direct are Education majors—some working towards an ESL Endorsement, some not—but for all of them, this camp provides them with the closest experience of what could be called their "first classroom" in ESL or the STEAM content areas. And what a first classroom! Cultural differences abound between the "American" style of classroom management and instructional design and the "Chinese" style, and the campers have to be explicitly taught classroom behaviors that we take for granted as common student knowledge in the US. Many of the campers speak little to no English (with no English language support at home) although there are enough of them who attend English-speaking international schools or get English tutoring to create the need for the undergraduates to use tailored, differentiated instruction in each class session to deal with the varying levels of English proficiency. Basic classroom resources (like white copy paper) are not always available when the undergraduates need them, and some campers' parents "meddle" by complaining through the Chinese staff to the undergraduates if they feel that their child is not being sufficiently challenged or recognized for his/her achievements. (Some of this might sound a lot like your own classroom in the United States!) It is an intense, sometimes overwhelming five weeks for the undergraduates, but it is also an excellent training ground to prepare them for the realities of their upcoming student teaching. And—as past participants have told me—it creates a sense of urgency that helps them focus in more directly in their Education classes on what they don't know (and what they know they need to improve), an important perspective for all of us to have.

In the years that I've led groups of undergraduates in this ESL camp experience in China, I have noted that the supports that help these fledgling teachers the most are these:



- Support from me and their fellow undergraduates in

developing lesson ideas and determining classroom management strategies

- Ongoing, on-site professional development through mentor-driven classroom observation and feedback
- Encouragement and perspective when it is tough to deal with cultural differences and the stresses of the everyday classroom environment
- Reminders that what they are doing is important and makes a lasting impact on the lives of the campers

My undergraduates are not alone in needing these types of supports, however. Aren't they really what we all want and need as we ourselves work day after day with our English language learners, or with training or leading teachers or future teachers of English language learners? Aren't support, encouragement, mentoring, and the knowledge that you make a difference the things that keep you going when you face fatigue and challenge?

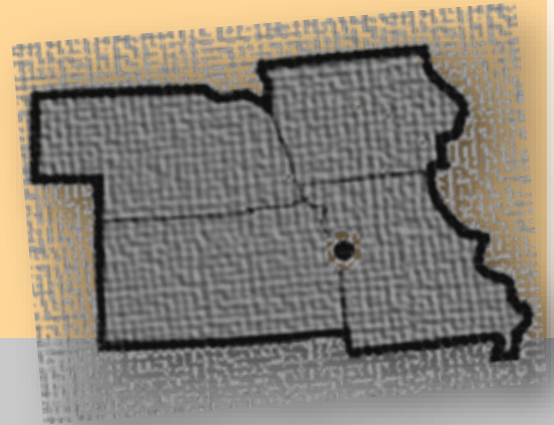
That's why MIDTESOL exists and what drives its mission: supporting you in your ESL endeavors, and helping you support others. The MIDTESOL annual conference and regular publications through e-mail and on the Website are only two of the ways that MIDTESOL accomplishes this; this summer we will also be piloting the use of Webinars conducted by MIDTESOL members on various topics. (See the blurb in this issue of MIDTESOL Matters for more information.) Major support for you and your endeavors also comes through MIDTESOL Interest Sections and state groups, so be sure to keep abreast of what your state and Interest Section are doing. Recently, in response to requests for support of a certain specialized category of ESL professionals, the MIDTESOL board approved the piloting of a new Interest Section for program administrators (IEP, university, community college, non-profit, K-12 programs, etc.); if this new Interest Section is of interest to you, please contact Kelly McClendon

-Vicki Michael Anderson,
MIDTESOL President



MIDTESOL 2018

SAVE THE DATE



MIDTESOL 2018

Building on the Past
Looking to the Future

September 28-29, 2018

Kansas City Marriott Downtown

MIDTESOL 40th Anniversary
1978-2018

Conference Registration is now live!

<http://midtesol.org/midtesol-conference-2018/>

#MIDTESOL18

We invite you to join us in celebrating MIDTESOL's 40th anniversary this year at the MIDTESOL 2018 Conference at the Kansas City Marriott Downtown, September 28 and 29. This year the conference will be back in the main tower where it was held two years ago. Lunch will be provided on Friday, and there will be a special anniversary reception Friday evening.

Anne Curzan, University of Michigan, Keynote Speaker, Friday, September 29 (luncheon)



“Grammar Ghosts and Zombies” Usage guides and grammar books echo with ghostly whispers: they are language mavens from the past, some of whose preferences and peeves have been codified as rules. And then there are the zombie rules (to employ a great term introduced by linguist Arnold Zwicky): the misconceptions about “correct” usage that are not followed in formal writing but just won’t die (such as the idea that we can’t start a sentence with *And*, as I just did). This talk examines the history of specific usage rules to explore the question of who has

the authority to determine what is and isn't correct or "good" in language, both now and in the future. The talk then introduces ways of teaching grammar and usage that empower students both to master and to engage critically with the rules that govern their formal writing.

Anne Curzan is Arthur F. Thurnau Professor of English at the University of Michigan. She also holds faculty appointments in the Department of Linguistics and the School of Education, and she is currently the Associate Dean for Humanities in LSA. Her research focuses on the history of the English language, attitudes about language change, language and gender, dictionaries, and pedagogy. Professor Curzan has received university awards for outstanding research and undergraduate teaching. She has published multiple books and dozens of articles; her most recent book is *Fixing English: Prescriptivism and Language History* (2014). She has also created the audio/video courses “Secret Life of Words: English Words and Their Origins” (36 lectures) and “English Grammar Boot Camp” (24 lectures) for The Great Courses. Professor Curzan can be found talking about language on the blog *Lingua Franca* for the Chronicle of Higher Education and on the segment “That’s What They Say” on local NPR station Michigan Radio.



Carol Salva is an ESL consultant for Seidlitz Education and the co-author *Boosting Achievement: Reaching Students with Interrupted or Minimal Education*. She has an elementary background and has most recently taught middle school and high school to English learners. She has an award-winning teacher with proven success teaching grade level content to new arrival students.

Boosting Achievement

Today’s education journey can be complex for any learner. Students with Limited or Interrupted Formal Education (SIFE) often arrive in our classrooms with minimal English. They may also struggle with varying degrees of literacy and content background. Do not dismay. These students can not only survive, they can THRIVE in our grade level classes. It’s not only possible, it’s happening now. Come hear the stories of these recent immigrants and the lessons we are learning from them.

Rapid Literacy Advancement for Newcomers & Older Emergent Readers

Do you teach English learners who struggle to decode grade-level text? Decoding is an essential skill because it is the foundation in which all other reading is built upon. Come hear practical methods to help non-English readers accelerate their literacy in the target language. Learn strategies that are based on research and Carol Salva’s current classroom experience.

Using Tech with English Learners

Go beyond just looking at apps that teach a second language and discover the five keys to using technology effectively with English learners. Participants will learn to leverage tech tools and platforms to even the playing field for these students, give them a voice, and allow them to participate meaningfully at the highest cognitive levels.



MIDTESOL is pleased to invite its **Attorney Roger C. Rosenthal** is the Executive Director of the Migrant Legal Action Program (MLAP), a national non-profit support and advocacy center located in Washington, D.C. Mr. Rosenthal is widely recognized as one of the foremost national experts on the rights of English Learners, immigrant students, and migrant farm worker students in the public schools. He undertakes advocacy on Capitol Hill and before federal administrative agencies on behalf of these student populations and their families.

Rights of Immigrant and EL Students in the Public Schools

Immigrant students and English Learners often face challenges when trying to enroll in public school and participating in the school's academic and non-academic activities. This session will discuss what public schools can and cannot require of immigrant children and ELs. Topics to be discussed include Social Security numbers, immigration documents, birth certificates, and immunization records, and access to school lunch and breakfast programs. This session will also cover at some length the rights of English Learners and their parents. Additional topics to be touched on briefly will include special education and English learners; access to post-secondary education for immigrant students; and the status of DACA.

Immigration Policy Today: What Educators Should Know

Many English Learner students are immigrants, have immigrant family members, or live in communities with a substantial immigrant population. Immigration concerns are a great source of anxiety for these students and often affect their studies. Consequently, it is important for educators to understand the basics regarding current immigration policy. This session will focus on explaining step by step the complex world of U.S. immigration policy. It will review government agencies responsible for immigration issues and explain basic concepts. This workshop will also review current immigration policy regarding legalization and immigration enforcement, administrative actions on immigration taken by the President, and the status of the Deferred Action for Childhood Arrivals (DACA) program.

We appreciate all of those who have submitted proposals. Currently, they are being reviewed and presenters should be notified before the middle of August. If you have an idea for an informal discussion on a “hot topic,” consider submitting it by Friday, July 27 for the Colleague Connections “unconference” sessions at this [link \(bit.ly/2018MidTCC\)](https://bit.ly/2018MidTCC).

Check out the MIDTESOL website (www.midtesol.org) for ever-growing information about the upcoming conference. Remember to register and reserve a room at the Kansas City Marriott Downtown using the conference hotel link on or before **Saturday, September 8** to receive the early bird discounts.

If you have any questions about the conference, please contact the 2018 Conference Chair, Lily Sorenson, at conference@midtesol.org

Kansas City Preparation:

Kansas City Tourism website:

<https://www.visitkc.com/>
[#sm.017qy0z81dyzfd411fz12syhqtt7j](#)

Top Locations in Kansas City

- The River Market
- Craft Breweries galore
- Nelson Atkins Art Museum
- The Mutual Musicians Foundation



There are many other venues of interest – the zoo, aquarium, walks along the waterfront, and of course our primary reason for traveling, the fantastic workshops, networking events, and presentations at the convention. Watch for details about optional hosted dinners at local restaurants on Friday, Sept. 28.

Enjoy #MIDTESOL18!



MIDTESOL Apparel Available!

We've got MIDTESOL Apparel!

Order your MIDTESOL apparel now by clicking [here](http://bit.ly/MidTapparel) (<http://bit.ly/MidTapparel>).

Place your order **by September 12, 2018**.

You can pick up your order at the MIDTESOL 2018 conference venue. If you are not attending the conference, but would still like to order a shirt, please contact Zachary at zasmith001@gmail.com to make plans on alternative



Unisex Canvas Jersey T-Shirt -- True Royal



\$15.00

Unisex Canvas V-Neck Jersey T-Shirt -- True Royal



\$18.00

Unisex Canvas Jersey Longsleeve Tee -- True Royal



\$20.00

Unisex Champion Double Dry Eco Hooded Sweatshirt -- Royal Blue



\$35.00



**Call for MIDTESOL
Journal Associate
Editors**

MIDTESOL Journal is accepting applications for Associate Editor(s).

MIDTESOL Journal Associate Editors coordinate peer reviews, liaise with authors and reviewers during the review and revision process, ensure accepted manuscripts are of substantive contribution to the field, and ensure that the final version of the manuscripts are consistent in terms of layout and formatting.

MIDTESOL Journal Associate Editor(s) should:

- have experience reviewing scholarly manuscripts in the field
- be active in MIDTESOL, TESOL, or other teacher organizations

To apply, please send an email to tranthu@mst.edu indicating interest in serving as the MIDTESOL Journal Associate Editor and a resume including relevant experience.

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 tranthu@mst.edu.

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

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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

- 1) Submissions should be sent **by email** as a .doc or .docx file to the Editor at tranthu@mst.edu.
- 2) Include the following in your subject line: **MIDTESOL Journal_Last Name_Three First Words of the Title**.
- 3) In the text of your email, include your contact information, a short bio, and institutional affiliation.
- 4) There must be an abstract of no more than 150 words in your manuscript.
- 5) All submissions should be in English.
- 6) Submissions should be in correct American Psychological Association (APA), 6th Edition format.
- 7) Make sure all words are font 12, Times New Roman (including header).
- 8) The article title should be font 16, bold. If it runs over onto a second line, single space the title.
- 9) Authors' names must not be included anywhere in the manuscript.

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

Call 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

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/



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Check out our latest Instagram posts:

<https://instagram.com/midtesol/>

Get involved or keep up-to-date with *MIDTESOL Weekly*

Features: <http://midtesol.org/category/weekly-feature/>

Editor's Social Media Highlights

Top Tweets:



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

MIDTESOL
@MIDTESOL

We're excited to have MSU Khebrat students proposing for #MIDTESOL18! We look forward to meeting you at the conference.
نحن نتطلع إلى الاجتماع بك في المؤتمر.

@MSU_khebrat2 خبرات جامعة ولاية ميزوري
نستعد نحن متدربي جامعة ولاية ميزوري حاليا لتقديم مقترحات (proposal) لتقديمها لمؤتمر MIDTESOL المقام في مدينة كنساس في سبتمبر القادم من خلال حلقات عمل و مناقشة في مجموعات مع مشرفين من الجامعة أملين أن تحضى مقترحاتنا بالقبول لننتشر بالمشاركة ممثلين لمعلمين و معلمات المملكة

1:11 PM - 23 Jun 2018

6 Retweets 5 Likes

<https://twitter.com/MIDTESOL/status/1010586086060494848>

A Johnson
@TeachLearnAct

In D.C. ready to advocate for @MIDTESOL teachers and ELs with MIDTESOL Advocacy Award Winner Elizabeth Ault @blondefrizz! #TESOLADV18 #TESOLadvocacy



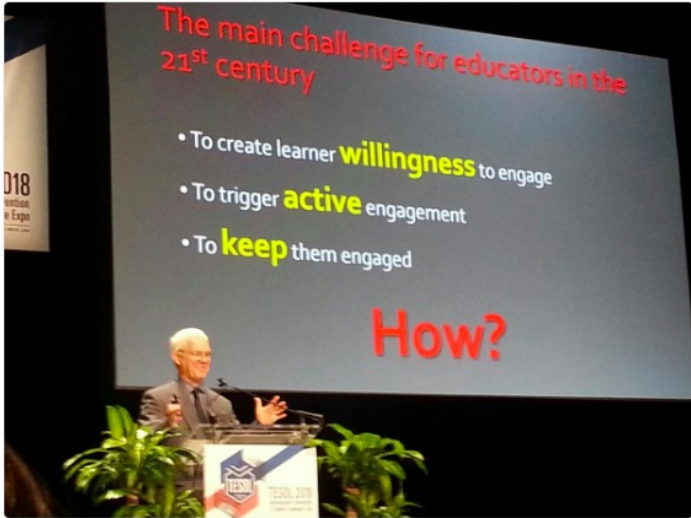
8:04 AM - 18 Jun 2018

5 Retweets 20 Likes

<https://twitter.com/TeachLearnAct/status/1008697080360120320>

MIDTESOL
@MIDTESOL

Zoltan Dornyei shares issues with #21stcentury education #TESOL18



8:38 AM - 29 Mar 2018

1 Retweet 10 Likes

<https://twitter.com/MIDTESOL/status/979352206456614912>

Top Facebook & Instagram Posts

 MIDTESOL
about 4 months ago




THEPIENEWS.COM
South Korea bans English language teaching up to third gr...
South Korea has banned the teaching of English to first and second gra...


Like Comment 1

Facebook




 MIDTESOL
about 2 months ago

<https://www.press-citizen.com/.../iowa-city-sch>



How Iowa City schools are changing to reflect the growing population of English...

6 Comment Share

 MIDTESOL
about a month ago

BYU has a new English language corpus that is 25x bigger and has a much wider range of web-based material than their COCA corpus. It offers sounds and images to go with the text:

There are three main ways of searching the corpus:
First, you can browse a frequency list of the top 60,000 words in the corpus, including searches by word form, part of speech, ranges in the 60,000 word list, and even by pronunciation.
Second, you can search by individual word, and see collocates,...

[See More](#)

CORPUS.BYU.EDU
The iWeb Corpus
14 billion words, 22 million web pages

10 1 7


 midtesol
Chicago, Illinois

midtesol #MIDTESOL Social Gathering at @acebounce #TESOL18



17 likes
MARCH 27



 midtesol

midtesol Are you thinking about submitting a proposal for #MIDTESOL2018? How about #TESOL2019? The deadlines are approaching quickly!

roberta_morgan_ Love that tee shirt!

midtesol @roberta_morgan_ We're hoping to have more like it available for purchase before #MIDTESOL18

tbarakat Visit <https://tinyurl.com/MIDTESOLapparel18> to see what is available to purchase this year!

13 likes
JUNE 18



Instagram

MIDTESOL MEMBER PROFILE

MIDTESOL member Emily Clark recently answered a few questions about her career as an ESL professional.

The Basics:

Current position & time in position:

Assistant Language Specialist

Previous experiences:

Lecturer: University of Arizona, University of Iowa

Summer Intern: Indiana University

English Language Fellow, Laos

GTA Georgia State University

Education/training:

MSE in Educational Technology, The University of Kansas, Lawrence—in progress

MA in Applied Linguistics, Georgia State University, Atlanta

Years as MIDTESOL member:

2011-2013 & 2017-present

Interest Sections:

Adult Ed Interest Section

Educational Technology Interest Section

Higher Ed Interest Section

IEP Interest Section

K-12 Interest Section



Favorite Teaching Memory:

One of my favorite memories is from when I was an English Language Fellow in Laos. My students were learning about the imperative and so we practiced writing recipes and cooking. I taught them how to make pancakes and then the students took over because they are better cooks than I am! We also had a cooking presentation complete with judges in this same course. It was an amazing experience!

How did you become interested in working with ELLs?

I tutored with ESL in college as an English major, which was my first 'teaching' experience. I have always felt at home in an international community, so I think it was a natural progression.

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

International students bring such warmth, talent, and knowledge to the U.S. Every day is a growth experience, both for the students and for me.

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

Plan, adjust, reflect, revise, and try again!

Why are you a member of MIDTESOL?

I love collaboration. I see MIDTESOL as a larger collection of peers with which to collaborate, learn, and grow.

Congratulations to MIDTESOL's 2018 Student Essay Contest Award Winners!

Adult Program Essays:

1st Place: Tiange Zhang, University of Missouri-Center for English Language Learning (read the 1st place essays on the following pages)

2nd place: Daeun Aum, University of Missouri-Center for English Language Learning

3rd place: Ruoyin Zhao, University of Missouri-Center for English Language Learning

Sponsoring Teacher: Mary Browning



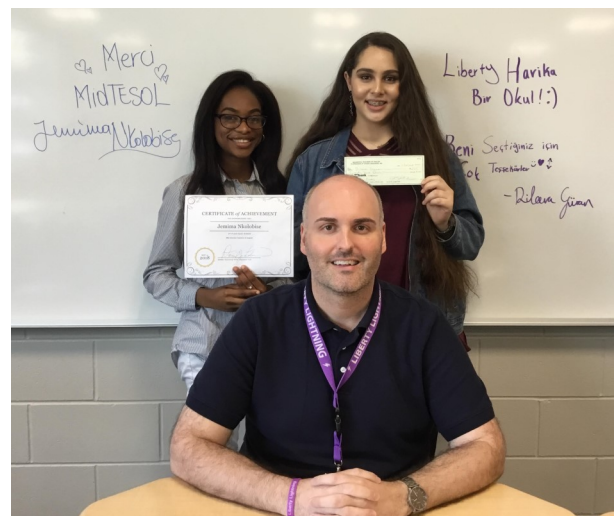
L to R: Mary Browning with 3rd place
winner Ruoyin Zhao

K-12 Program Essays:

1st Place: Doraine (Rita) Hesseng Ndoutoume, Ames High School, Ames, Iowa (read the 1st place essays on the following pages) **Sponsoring Teacher:** Kris Krajnovich (see photo with essay)

2nd Place: Jemima Nkolobise, Liberty High School, Iowa City, Iowa **Sponsoring Teacher:** Daniel Lekin

3rd Place: Dilara Güran, Liberty High School, Iowa City, Iowa **Sponsoring Teacher:** Daniel Lekin



L to R: Jemima Nkolobise, Dilara
Güran and Daniel Lekin

MIDTESOL 2018: Best Adult ESL Essay

Tiange Zhang
University of Missouri – Center for English Language Learning –
Adult ESL Essay
Sponsoring teacher: Mary Browning

Experience is an Excellent Teacher in My Life

“Life consists of the different experienced.” The more people experience, the more experience can be learned in life. I grew up with my grandmother who always taught me if I wanted to achieve targets, I would never give up pursuing them. No matter how difficult barriers I need to go cross, I should keep them going. Moreover, my grandfather encouraged me that you would see the rainbow after the rain. Being honest, I was not a brave girl, and I was a coward who was always brutally escaping from reality. Although my grandfather gave me a name with the meaning “like a sword in the sky to fight handicap,” I felt like a failure.

Last summer, I challenged myself for bungee jumping in Macau Tower with my best friend. There was no doubt that it was my first time I did such a crazy action in my life. Practically, I had not made a decision of bungee jumping since my friends bought a ticket and asked me whether or not I would try. This was why my friend came to the Macau without hesitation. I knew that I couldn't escape this time and leave her alone, but I was full of the fear even though I knew it was safe. When sitting in the lobby, I saw her wearing the special clothes with coach's help and getting ready for the safety measures. Her bravery made the huge impact in my heart. I continuously asked myself many questions again and again “Why don't you try? Why can she but you can't? If I miss this great opportunity, when and where can I grasp another chance?” Meanwhile, I made an amazing decision which I couldn't believe how my brain was working, and I didn't know how brave and how heroic I was at that time. I bought the Bungee Jumping Ticket and signed the contract that looked like a disclaimer form when something unexpected happened to people. The more I was waiting, the more my confidence collapsed. When I was standing at the top of the Tower, which has 732 feet high, my legs were shaking due to the fear and quail. At first, I dare not open my eyes to enjoy the scenery outside. Under the guidance of the coach, I gradually opened my eyes and touched the air in the sky. That was the most beautiful scenery that I have seen so far. I seemed as the king of the sky at that moment. It was such an unforgettable memory in my mind. Then, I jumped from the top of the tower with free fall. The whole process lasted less than three minutes. Finally, my eyes were full of tears when I saw myself in the video, which recorded the whole bungee jumping. I knew that I overcome the psychological barrier, and I challenge myself.

I used to be a pessimist because of my growing environment where children whose parents have been away from childhood have always had little sense of security in their life. I always think that everything is difficult to do, or I can't finish it. After bungee jumping, I have already changed my mind, which looks like my rebirth. I always give myself some positive psychological hints before I do anything. For example, a couple of weeks ago, my first 6 minute English presentation got "well done". Before making a speech in front of the class, I took the deep breath and told myself "I can do it. Please, trust yourself."

By the time I was a primary school student, my father had told me that people would go through many experiences in life. I couldn't evaluate whether or not the experience was valuable or pointless because we don't have a standard to measure, and each experience could be a lesson which I was able to learn from. Even if the experience is full of "thorns", I will be the brave girl to fight and surmount and conquer it.

MIDTESOL 2018: Best High School Essay

Doriane Rita Hesseng Ndoutoume
Ames High School Ames High School
Grade level: 12
Sponsoring teacher: Kris Krajnovich

Advice from my family

I'm from Gabon, Africa and my first language is French. African countries are usually proud of their culture and their roots. They always educate their kids the way they want by giving them advice according to their beliefs. Since the day I was born my parents already started to give me some advice. Especially my mom, she had always believed that "a child's education starts from the belly". There is so much advice that I've received from my parents and grandparents that I can't even count them. Although, I would say that the advice that have helped me the most so far are advice about respect, education and religion.

Since I was a kid my parents have always taught me that respect is very important. They have taught me to respect not only them but everyone around me. What I like about it is that they didn't just gave me this advice but they also applied them so that it would be easier for me to understand. For example, in my house we were never allowed to use swear words. So every time we tried to use those words, we always got punished. Then, she would always remind us say "look at me, I never use curse words. So you guys shouldn't." This is just an example of advice that I received from my parents about respect but there are way more than that. Today I'm 17 years old but I still follow those advice. They've definitely helped me in my life so far. Being respectful gave me the ability to control my anger.

Another advice that I got from my parents is that "I should never give up with school no matter how hard it is" They made me believe that school education is the key to my dreams. This is the most important advice that they've given me. This is something they didn't have that I have. Their parents were poor, they didn't have enough to pay for their school education. So, they didn't go far in school. I remember when I was younger my mom used to tell me that her dream was to become a nurse but she never had a chance to accomplish itwww. She also explained me that her job is to give us (my siblings and I) the mental and financial support we need to accomplish our dreams. They also taught me that being good at school is fine but being among the best is even better. When I see all the effort they've put in for us all I want is to please them.

The last advice received from my parents is about religion. I'm from a extremely very religious family. Our love for God didn't just start from my parents. According to my mom, my grandparents and my great grandparents were also very religious. I was born into Christianity. My mom always told me that I should never give up on God, no matter in good or bad times. She taught me almost everything about our religion. She made me go to church every sunday, get baptized. She taught me how to pray and how to serve my God.

In conclusion, these advice have been really helpful in my life so far. Learning how to be respectful helped to control my anger issues. Getting an educational support from my family was able to make me responsible, mature and know what's good or bad for me. Being able to have a religion helped me to be settled, balanced and stable. With my religion I know that there will always be someone I can count on. All of these advice will definitely affect me in a positive way. Later in the future, I'll give those advice to my kids.

- Doriane (Rita) Hesseng Ndoutoume



Doriane Rita Hesseng Ndoutoume (right) and sponsoring teacher, Kris Krajnovich

My Adventures in Policy and Advocacy

Hello! My name is Elizabeth Ault and I had the opportunity to represent you (yes, you!) and our field in Washington, D. C. at the TESOL Advocacy and Policy Summit 2018. I was moved to apply and attend because I felt my (our) voice needed to be a louder part of the conversation. So I went, and was as loud as I could be. There were six main takeaways from this experience that I want to share with you about policy and advocacy for ESOL students.

Elizabeth Ault with
Kansas Rep. Lynn
Jenkins (right)



1. Talk to the people that represent you at each level

They don't care about *blank* if you don't call them about *blank*. Reach out by email, phone, or in person to the people who represent you at each level of government about issues regarding our ELLs. (If you stop reading after this one, I am totally fine with it.) They don't know about our students and our stories and our research, because they don't know you. That is not bad, but it is not good either. They need to know about your students, what is happening on campus/at school, and how helpful the resources that you have currently are. They also need to know what you need like continued funding of programs, data access and collection, and further development of the field. They represent you; they need to know you!

2. Everything is a big knot!

When I first heard about the summit, it was around the time there was a call from President Trump to get rid of mismanagement and consolidate to streamline effects. One knot. Then there were more issues with federal funding that was affecting Intensive English Programs. Another knot. My students this year were fearful of the government and the policies that were coming out. More knots. Then there was the news from the border, families being separated. Another knot. At the summit, I learned about more knots.

Here I was in D.C. with all these knots. What surprised me the most was that a lot of these knots were somehow connected. They were connected but could also be untied by me (us) continually communicating with our representatives and learning more about the issues that affect us on every level. I probably did not untie a knot, but they are looser because I was there.

3. Local vs. National

There are several national issues that are of great importance: HR 4838, reauthorization of ESSA and WIOA, and maintaining levels of funding to name just a few. There are also many local issues that affect us and our students. Knowing your community and your constituents is important. Not all issues that I come up with are national issues. Some of them are local, even microlocal. The summit helped me understand the issues, where to turn, and how to share information about local problems to a national stage.

4. Weird things happen in DC!

The trip and summit had some fun moments too: There is a train that goes under Congress, got to ride that; I rode in an elevator that is just for senators and got a really nice eye roll from a Senator; when we asked how we could exit a building, they jokingly said we couldn't ever leave! They all decorate their doors like high school lockers. Representatives had to leave meetings to vote. All of their clocks have a secret code. Nebraska Senators and Representatives have the longest running constituent breakfast that I attended. I ate delicious food from all over the world. Other attendees saw and took pictures with Beto O'Rourke, John Lewis, Kamala Harris, and many other very cool people on the Hill. I saw the new Wonder Woman being filmed by the National Archives. All of the ups, downs, steps, conversations, and learning was so much fun!

5. Party-smarty?

Coming from a state (Kansas!) where all of my representatives are Republican gave me a lot of anxiety. I am not a Republican, and I love what I do. Were they going to listen to me? Was I going to listen to them? Could we find some common ground? How was I going to get my message across? We did! The talking points and the leave behinds (what you call the folder/information you, wait for it, leave behind!) helped me hone my message and look for connections to make. We talked about where we were from in Kansas, joked about high school rivalries, helped a sister pick out classes for the next year (I have a friend who teaches Spanish in Louisburg High, and a Legislative assistant who had a sister looking for electives to take), and discussed common sense steps the representatives and Senators could take to support the work of TESOL, MIDTESOL, and the teachers in Kansas. I started a relationship, a connection, that I can grow into an ally. I had to let my preconceived notions of what the meeting was going to be like, and meet them where they were with their understanding of the issues. Small steps forward.

6. I had a roommate and new friends.

I had a great time learning, growing and having fun with my roomie, Adrienne Johnson. She has been going to this for four years, attempting to meet with someone from each state. I was more than happy to help “lighten the load!” She is a phenomenal asset to MIDTESOL (TESOL in general) and she gave me some really great advice/direction for my dissertation.

I also met people from all over the world and the USA. There were representatives from Washington state, from Puerto Rico, and New York. We met and talked about the issues, followed each other on Twitter, and had a great time. Can't wait to go back next year!

The 2018 TESOL Advocacy and Policy Summit is an amazing experience to give voice to our classrooms, our research, and our issues. Please take time to reach out to your representatives. A lot of these issues are connected and related to local stories. There are a lot of ideas and places to explore. I am developing relationships with those who represent me and us to further our mission.

Adrienne Johnson and Elizabeth Ault representing MIDTESOL at the TESOL Policy and Advocacy Summit 2018 in Washington, D.C.



Missouri Update



What is happening in Missouri?

- St. Louis hosted a spring social with guest speaker Tricia Buchanan from Time to Teach and McGraw Hill
- Teachers are analyzing the results of the WIDA ACCESS 2.0 test and using that data to make instructional and programming decisions for the 2018-2019 school year.
- Missouri will continue to host the ELD Collaborative (see information below)

The September ELD Collaborative meeting will focus on the WIDA ACCESS speaking expectations. A leading WIDA representative, researcher and psychometrician, Dr. Gary Cook, will share the expectations by proficiency level and grade level cluster. Registration: <https://www.eventbrite.com/e/eld-collaborative-september-tickets-46774176822>

November 14

The November ELD Collaborative meeting will focus on identifying, supporting, and reclassifying ELs with Disabilities along with DESE updates.

Registration: <https://www.eventbrite.com/e/eld-collaborative-november-tickets-46775001288>

- State representatives from Missouri provided professional development this summer regionally for new teachers of ELs: July 17 in Lee's Summit, July 18 in St. Louis at Mehlville High School, and July 19 In Springfield.

Missouri released its final ESSA plan this spring now posted on the DESE website.

Nebraska Update



A March 22nd article in Glamour Magazine entitled, “*What Life is Like When You’re a Refugee in a Red State*” reported on refugees women from Bhutan, Sudan, and Afghanistan who are resettling in Nebraska. <https://www.glamour.com/story/what-life-is-like-when-youre-a-refugee-in-trump-america>

Programs in English as a Second Language (PIESL) at the University of Nebraska-Lincoln is using UNL’s Innovation Studio to enhance students’ English skills. The studio is a workshop for creations using ceramics, wood, and 3D printing. The class, IEP 85, is designed to introduce students to different scientific terms and ideas. http://www.dailynebraskan.com/arts_and_entertainment/innovation-studio-helps-international-students-learn-english-technical-skills/article_ad957534-2342-11e8-870f-13ef12a05e44.html

Keene Memorial Library in Fremont, Nebraska sponsored a bilingual PRIME TIME program for English and Spanish speaking families. Reading and discussion leaders conducted meetings for parents or guardians and their children. At each session, a storyteller presented stories and will modeled reading aloud. The librarian introduced families to library resources and services. Younger siblings, ages 3-5, participated in separate pre-reading activities. Keene was one of over 1,000 libraries nationwide selected to participate in the project organized by the Louisiana Endowment for the Humanities with the American Library Association Public Programs Office. The Keene project was funded by a grant from Humanities Nebraska along with support from the State of Nebraska, Nebraska Library Commission, Nebraska Cultural Endowment, the W.K. Kellogg Foundation, and Carol Gendler.

Special Announcement

MIDTESOL 2017: Selected Talks from the University of Kansas

The journal ***Issues in Language Instruction (ILI)*** announces a special issue of selected talks from MIDTESOL 2017. The special issue features talks given at MIDTESOL 2017 by University of Kansas faculty. Articles in this special issue are on VoiceThread and student feedback, co-teaching, and using the concept of *cultural capital* to help students succeed in the ESL classroom.

ILI is a peer-reviewed, open access journal produced by University of Kansas ESL faculty. The mission of the journal is to provide a platform for practitioners to advance and reflect on their practice and document pedagogical innovations in the University's IEP and related programs. *ILI* can be accessed at: <https://journals.ku.edu/ili>.

Are you interested in getting involved with an IS?

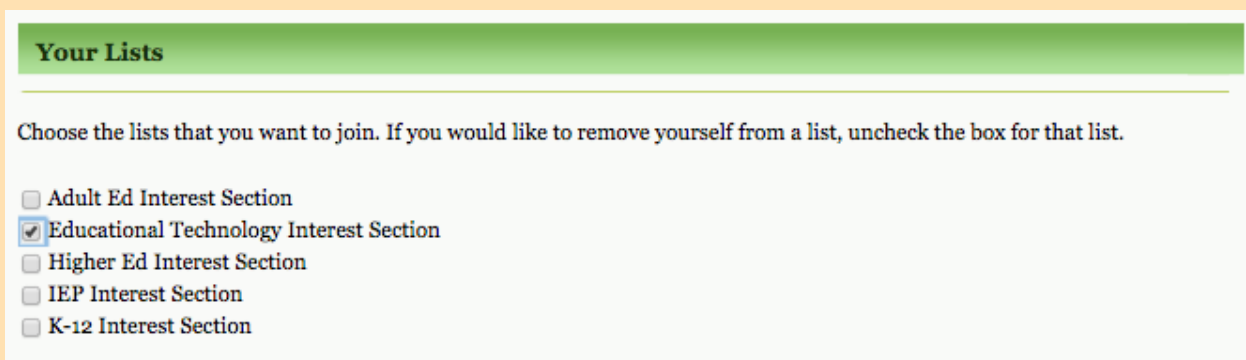
Here's what to do:

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 screenshot shows a user profile page for MIDTESOL. At the top, there is a navigation bar with "Follow" and "Logout" options. The main content area features the MIDTESOL logo, which consists of a stylized globe with the text "MidAmerica Teachers of English" above it and "to Speakers of Other Languages" below it. Below the logo, the text "MIDTESOL" is displayed in a large, bold, serif font. To the left of the main content is a sidebar menu with the following items: "Information", "My Profile", "My Events", "Member Directory", "Conference Proceedings", and "MIDTESOL Member Benefits". The "Information" section is currently selected and highlighted in green. Below the sidebar, the text "MIDTESOL Membership Website" is displayed in green, followed by three buttons: "Edit", "Purchase Membership", and "Change Password". Below these buttons, a message reads: "Please take a moment to update any out of date information." At the bottom of the page, there is a green bar with the text "Personal Information".

2. Choose Interest Sections to get involved with:



The screenshot shows the "Your Lists" section of the MIDTESOL Membership Website. The section is titled "Your Lists" and is highlighted in green. Below the title, there is a message: "Choose the lists that you want to join. If you would like to remove yourself from a list, uncheck the box for that list." Below this message, there is a list of interest sections with checkboxes:

- 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!



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. (stayed the same) 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

Visit us on the web at www.midtesol.org