

MIDTESOL MATTERS



The Mid-America TESOL Affiliate Newsletter

November 2018



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- State Updates
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WELCOME from the In-coming PRESIDENT



Happy fall! And happy new MIDTESOL year! As many of you are aware, we are celebrating our 40th year of supporting the field, our colleagues, and the students and families we are fortunate to serve here in middle America. The strength of

our organization is in the legacy that so many have built and continue to build today. We are sharing in the abundant fruits of the passion, professionalism, enthusiasm, activism, and advocacy that have gone before us and are an integral part of our fabric still today.

As strong as our history is, I believe that it was and is the wish of all our forerunners that we continue to strengthen our organization, that we continue to strengthen our resolve, our advocacy efforts, our utilization of technology for the advancement of our profession as well as our efficacy in the classroom, that we continue to strengthen our standing in our region, our voice in the sociopolitical landscape, and our relevance as a resource for professionals from K-12 to adult education and everything in between. It is important that we continue to strengthen ourselves as leaders in our organization, in our schools, in our communities in order to combat and affect the disparate narratives in a positive, affirming way.

At our recent conference, I had the privilege to attend sessions and meet members from all corners of our region and am encouraged by the contributions professionally as well as personally that we are collectively bringing to the populations we interact with on a daily basis. Collectively, we are finding ways to make the learning process more engaging and meaningful. We are finding ways to

enhance individual connections to one another and to community. We are finding ways to differentiate instruction and feedback for richer, faster gains. We are finding ways to honor and validate varied backgrounds and experiences brought into and going forth from our classrooms. We are finding ways to enrich learning and living by opening doors through materials and technology that may otherwise have been out of reach. And we are finding ways to move beyond boundaries to work together and share knowledge and experience to move all of us forward as an organization, as a field, and as a society.

I find encouragement and a renewed sense of urgency and enthusiasm in the energy that we bring collectively to MIDTESOL. It is because of the tremendous strength that we can find so easily whether looking right or left, in our departments or across our states, or not least, in the mirror, that I believe we can be assured despite all our great accomplishments as an organization that, in fact, we have the ability and the mandate to continue forward stronger than yesterday. It is my vision this year to support our efforts in that spirit: to strengthen our operations, our voice, our vision, and our significance within all the spheres of influence in which we operate or endeavor to influence.

Thank you for the pleasure and honor to serve as your President this year. I welcome your responses and your ideas throughout this journey.

-Amy Alice Chastain,
MIDTESOL President

ESL Programs
University of Iowa

Farewell

MIDTESOL Matters Letter from the Outgoing President

Happy 40th Birthday, MIDTESOL! During the most recent MIDTESOL Conference on September 28-29, 2018, at the Downtown Kansas City Marriott, more than 450 friends of MIDTESOL kicked off a year of celebrating the accomplishments and milestones of our organization. I had the pleasure before the conference of getting to contact MIDTESOL's Lifetime Members—those who have won the Distinguished Service Award because of their contributions to MIDTESOL—and heard through e-mail and by phone call about the kinds of challenges our region's ESL teachers have faced over the years. Not surprisingly, the challenges haven't really changed very much in the past four decades! From these discussions, I was able to compile a list of "40 Accomplishments of MIDTESOL in the last 40 Years," and the current plan is to feature some of that information in upcoming features on the MIDTESOL website, so that you can learn more about the distinguished background of our organization as it has sought to evolve and grow in response to the needs of our region's wide variety of teachers of ESL.



For now, however, let's focus only on this past year: What were highlights of 2018 for MIDTESOL? Some of these highlights fall into the category of "continuing to do what we already do to support the MIDTESOL membership:"

- MIDTESOL volunteers organized and ran the organization's 40th consecutive conference, *Building on the Past, Looking to the Future, with a full two days of presentations, poster sessions, Ed Tech demonstrations and presentations, informal meetings, hosted dinners, a keynote luncheon, and a birthday reception*. Congratulations to Conference Chair Lily Sorenson, Conference Program Chair Alicia Ambler, and a host of volunteers for a job well done!
- MIDTESOL sponsored a special gathering in March in Chicago for MIDTESOL members and friends who attended the 2018 TESOL Convention. Thanks to 2018 Vice President Amy Chastain for organizing this!

Some of the 2018 highlights represent new ventures as we seek to keep MIDTESOL relevant and effective:

- MIDTESOL sponsored an Advocacy Award to cover the costs of award winner Elizabeth Ault to accompany MIDTESOL's Sociopolitical Concerns Representative, Adrienne Johnson, to the summer Advocacy Summit hosted by TESOL in Washington, DC, and to meet with as many Congressional representatives as possible from our four states to promote MIDTESOL's agenda of helping English Language Learners.
- MIDTESOL launched its first in a series of Webinars: "A Walkthrough in Evaluating Materials for Inclusivity," presented by Molly Kelley and Andrew Lewis as method of providing more professional development opportunities for members. Look for more Webinars to come!
- The MIDTESOL 2018 conference was a trial run for MIDTESOL members for the SCHED conference scheduling app, which added functionality to the conference programming and feedback cycle, and may eventually cut down on conference costs by eliminating the need for large numbers of printed program booklets. Thank you to Communications Director Shaeley Santiago and her team for piloting this!
- In response to member requests, MIDTESOL inaugurated a new interest section for Program Administrators (PAIS) at this year's conference, with Kelly McClendon as Interest Section Chair, Michelle Schulze as secretary, and a committee of members-at-large to represent the various facets of the interest section: Intensive English Programs, Higher Education (Teacher Training), K-12, and Adult Basic Education.
- MIDTESOL is celebrating the release of its very first issue of the *MIDTESOL Journal*. Check out the *MIDTESOL Website* under "Publications." Thanks to Thu Tran and his team for bringing this long-desired project to fruition!

Forty years of development, forty years of support for ESL teachers and forty years of English language learners throughout our region is part of the legacy MIDTESOL is providing! All accomplished because MIDTESOL members—volunteering their time on the board, in committees, as helpers and consultants—have banded together to make MIDTESOL as effective as possible. ***What will your contribution to the next decade of MIDTESOL's history be?***

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On September 16-18th, Missouri held its annual Federal Programs Conference at the Tan-Tar-A Resort in Osage Beach, MO. Three impressive keynote speakers were on the agenda. The first was Salome Thomas-El who is a nationally recognized author and educator, Tiffany Winters Kessler, a lawyer and member of the U.S. Supreme Court bar, and Alex Kajetani, creator of [www. multiplication-nation.com](http://www.multiplication-nation.com), author and award winning educator.

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Breakout sessions included a wide variety of topics such as an EL Bootcamp for administrators to learn how to support EL students, ESSA guidelines, and goal setting. Other topics included Sand Therapy for developing EL students' social, emotional competence and self awareness, and Promoting EL Success Using ELD Benchmark Assessments.

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In addition to the plentiful breakout sessions, participants could also attend a technical assistance fair and reception on topics such as equitable service for non-publics, homeless children, parent involvement, gifted education, preschool and afterschool programs.

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The Missouri Department of Education has also posted a 2018-2019 EL Screener guide that contains an EL Newcomer Toolkit to determine if screening is necessary. The Department recently sent a survey on the state listserv to see if there is interest in reviving the MELL conference. Missouri continues to evolve as it responds to ESSA regulations and ponders what the future looks like for our growing population of EL students and parents.

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Marlow Barton

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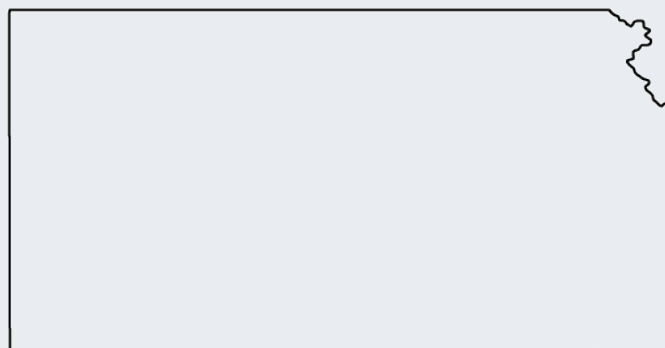
K a n s a s

Kansas' K-12 EL students now comprise nearly 12% of the total school-age population. School districts offer a range of EL services across the state, including self-contained EL classrooms in the elementary for newcomers (short term), pull out and push in instruction (by certified ELL teachers or paras under the direct supervision of ELL teachers), sheltered content classes in secondary (all students are ELs learning content that's modified for a second language learner), and ELL "class period." Kansas also is proud of its dual language schools, which provide instruction in both English and Spanish. Scott Dual Language Magnet Elementary in Topeka, for example, utilizes the Gomez and Gomez model. In this model, approximately half the class is native Spanish speaking, and half the class native English speaking. Every student has a "bilingual partner", whose L1 (first language) is the TL (target language) of their partner. The Gomez and Gomez model prescribes that students learn literacy first in their L1, which then transfers to the L2 (second language). A Spanish-speaking kindergartner, for example, only receives reading instruction in Spanish and won't begin to learn English literacy until 2nd grade. Additionally, science and social studies are only taught in Spanish, Pre-K-5; whereas math is only taught in English, for all students regardless of their L1. In middle school, Spanish instruction decreases significantly. Middle schoolers receive math instruction in Spanish, as well as Spanish language arts, and the rest of the school day is conducted in English. Next school year, the first cohort of dual language students will begin high school, and the curriculum/model is still in development.

Kansas is one of 34 states to offer the Seal of Biliteracy. This award is given by a school or school district in recognition of students who've attained proficiency in two or more languages by the time they graduate from high school. A gold seal appears on the transcript or diploma of the student graduating and is a statement of accomplishment for college admissions and future employers.

278 certificates were awarded in Kansas in 2018 and the languages represented were: Spanish (201 certificates), French (54 certificates), German (14 certificates), Latin (5 certificates) and Japanese (3 certificates). For more information about this prestigious award, please visit: www.sealofbiliteracy.org

Melanie Stuart-Campbell





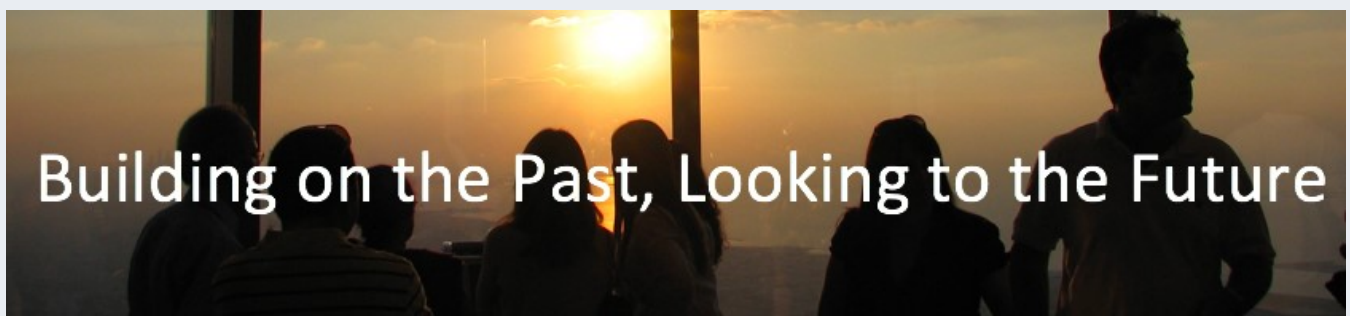
MIDTESOL 2018 Conference Report

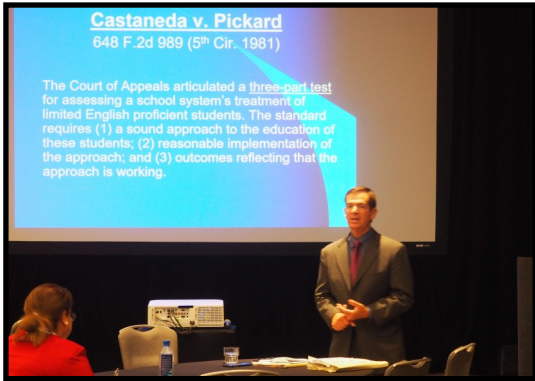
Thank you all for making MIDTESOL's 40th Anniversary Conference, "Building on the Past, Looking to the Future," a success! This year we had 450 people register for the conference; we were able to offer 165 different sessions including a keynote address by Anne Curzan, three workshops by Carol Salva, two presentations by Roger Rosenthal, concurrent sessions, mini-concurrent sessions, poster sessions, and Ed Tech Bazaar presentations and demonstrations.

We have received a lot of positive feedback about the conference. Several times people came up to me towards the end of the conference and said, "That was a great conference!" When they did this, I would ask them, "What made it great for you?" They often told me that they really enjoyed the sessions they had attended. They felt like there were some outstanding presentations given. At the conference this year, there were 188 presenters with 45 of those presenters giving more than one presentation. In this regard, I want to give the thanks back to each of you who presented and participated in the conference, making it what it was. You are what makes MIDTESOL great!

We encourage you to participate with us in a variety of events and activities that will take place throughout the year. We look forward to you joining us in Omaha, Nebraska September 27 & 28, 2019 for next year's conference. Together we can make a difference. Thank you once again!

Sincerely,
Lily Sorenson
MIDTESOL 2018 Conference Chair

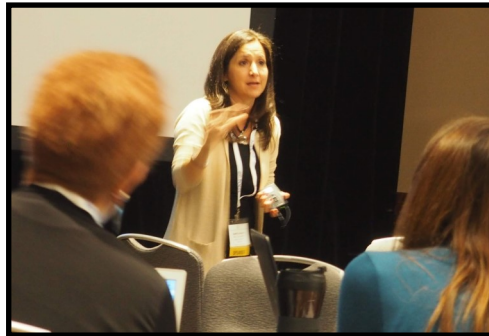
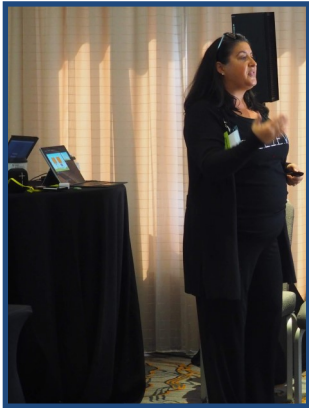




MIDTESOL 2018
Building on the Past
Looking to the Future

September 28-29, 2018
Kansas City Marriott Downtown

MIDTESOL 40th Anniversary
1978-2018



Award Winners



The **IS Travel Award Winners** that will each receive \$125 are:

IEP: Hoi Yuen Chan

IEP: Lauren Schuberth

Community College/Adult Education: Debby Adams

K-12: Olga Foster

The **Distinguished Service Award Winner** that receives a plaque, certificate, and a gift card (for all 3 items is \$100) is:

Jane Robison



The **Best Student Proposal Award Winner** that will receive \$200 is:

Tamar Bernfeld



The **Presenter Travel Award Winners**
that will receive the \$150 are:

Jan McClellan

Paula Voorhees

Caitlin King

Travel Award Report

by Jan McClellan

As many ELL K-12 teachers, being in a smaller school district with limited professional development funding, I was worried about asking for funding to cover my trip to Kansas City. I know that teachers throughout my district are interested in learning more about how to best serve students, so the conference I chose had to be intentional and completely useful in my teaching. Thankfully, MIDTESOL is just that. This is the fourth time I have attended MIDTESOL, and I always leave with research-based and engaging practices to share with my students, engage with my families, and prepare myself to be a better educator.

I love using the tools Google has provided, free, for educators and am always so excited to teach others how I implement them and also learn from others on how they use GAFE in their classrooms. MIDTESOL was the perfect set up to collaborate, reflect, and teach about GAFE and ELL. Often times, people in our profession feel siloed and isolated from other practitioners. MIDTESOL provides so many varying opportunities to seek out and work with other ELL teachers and professors to truly reflect and redefine best teaching practices for ELL. I was so honored to receive the travel award. It allowed me to attend and also helped share the financial costs with my district to allow me to present and collaborate. Thank you, MIDTESOL!

Award Committee Members

Lindsey Simanowitz

Denise Mussman

Amber Scroggs

Bridges to Success - The 2019 MIDTESOL Conference Comes to Omaha

by Susan Mayberger, 2019 MIDTESOL Conference Chair
susan.mayberger@gmail.com

While many of us have just enjoyed a wonderful 2018 Mid-TESOL conference in Kansas City, some of us are already thinking about next year's conference. The 2019 Mid-TESOL Conference will be coming to **Omaha**. *The theme for this conference is "Bridges to Success."*

Not only will participants have the opportunity to cross one of the many bridges to come to Omaha or to walk across the Bob Kerrey Pedestrian Bridge to Iowa, participants will also have sessions on

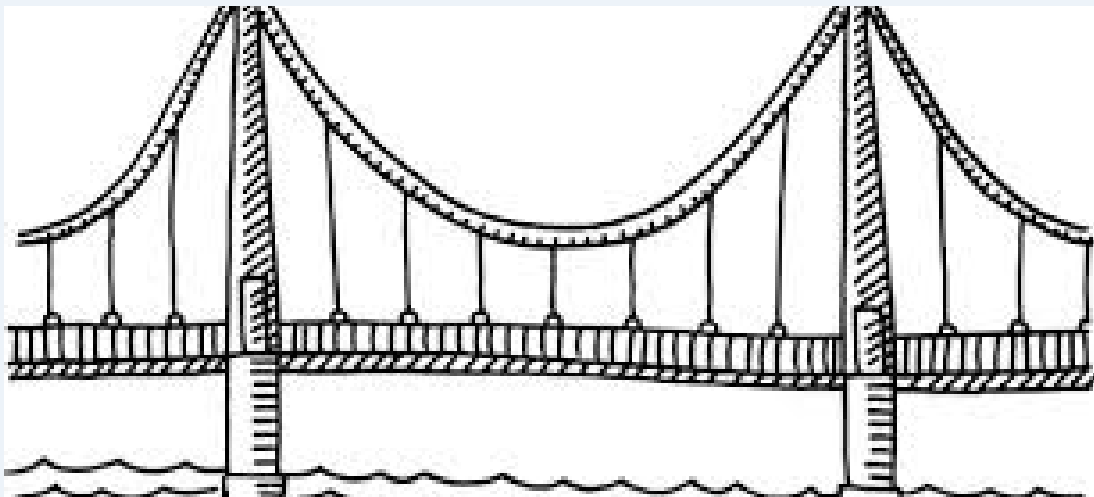
- providing the **bridge** from *EL classes to the mainstream classes*,
- how to help **bridge** our students from *social language to academic language*,
- **bridging** our students from *what they know to new knowledge*,
- and how teachers can **bridge** our students into *US culture*.

Please forgive any of my misuses of the word bridge, but the idea is that TESOL educators are the bridges to ensuring our students' successes.

The 2019 MIDTESOL conference will be held on Friday, September 27 and Saturday, September 28 at the DoubleTree by Hilton Hotel (1616 Dodge Street, Omaha). The conference planning committee is also working to set up **pre-conference school visits** in Omaha on Thursday, September 26th and a post-conference event on Sunday, September 29th (details to be worked out).

The Omaha area has had an influx of immigrant and refugee students and there are several schools close to the convention site where registered participants could visit EL programming at elementary, middle and secondary schools, Dual Language (English/Spanish) programming at all levels and a community-based program teaching English to adults and Family Literacy classes to parents with young children. The conference planning committee is also looking at community partners such as the Joslyn Art Museum, the world-class Henry Doorley Zoo and Aquarium, El Museo Latino and others to provide a convention experience where you will not only learn great EL strategies but you will also get to fall in love with Omaha. The beauty of this city is that from your hotel you can walk to many fine restaurants and cultural sites during your stay.

I plan to update you regularly on the 2019 Mid-TESOL conference, but the most important thing is to do now is to put the dates **September 26 - 29, 2019** on your calendar and to get excited about a professionally stimulating and culturally rich 2019 MIDTESOL conference.



Program Administrators (PAIS)

Mission Statement: MIDTESOL PAIS serves the unique needs of administrators in the field in a variety of settings from K-12 education, adult education, stand-alone language programs, to higher education. PAIS gives administrators a place to connect and support each other with ideas, research, and current issues in the field. This group also facilitates opportunities for the collaboration and sharing of ideas specific to the concerns of PA's at the MIDTESOL conference and other events.

The Program Administrators Interest Section (PAIS) launched at the Building on the Past, Looking to the Future Conference on September 28, 2018. This new interest section really embodies the 2018 conference slogan. By forming the new IS, there is hope that together as administrators supporting each other, we can look in to the future, accomplish more, and make a difference! Sixteen people were at the launch meeting and it was a lively meeting with new ideas and a felt need to connect and help each other.

The following officers were approved:

- Chair-Kelly McClendon
- Co-chair-Kate Austin
- Chair Elect – Kate Austin
- Secretary – Michelle Schulze

Members at large represent each major area of Program Administration within MIDTESOL:

- Intensive English Programs – Sara Rayfield
- Higher Education (Teacher Training) – Vicki Anderson
- K-12 – Kara Hutton
- Adult Basic Education (Community-Based Groups) – Anne Dugger

The interest section was formed to address a need for all program administrators to connect with others in the area and support each other with resources and ideas. At the meeting, four goals were established for the coming year. First, this group plans to connect with email newsletters and a newly formed Facebook group: [MIDTESOL Program Administrators Interest Section](#). They intend to get together at least one time for a live meeting on Zoom. Regular monthly updates and news will be sent out on email and participants will use a monthly theme reporting by area. Finally, a repository for sharing ideas will be created. Please join us if you are interested and spread the word about this new interest section. I look forward to chairing this year and working with a great group of teachers and administrators that wear many hats!

Kelly McClendon, MIDTESOL PAIS Chair
Coordinator/Lecturer, Intensive English
Washburn University

Advocacy

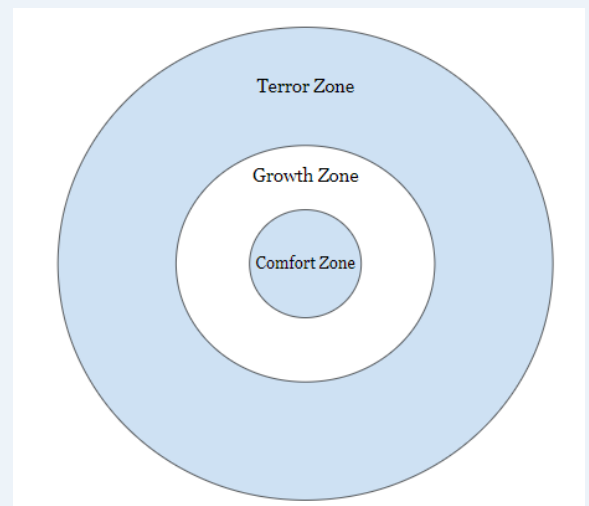
What is the first step in creating change? Step into your “growth zone.”

by Adrienne Johnson

MIDTESOL Socio-Political Concerns and Professional Standards Chair

Regularly stepping outside of our comfort zone is an essential practice for teachers of diverse students in general, and for teachers of English learners, or developing bilinguals, in particular. We know that our students are constantly in new and, sometimes even terrifying, situations. We also know that it is important as teachers, to help support students as they face discomfort and uncertainty. In a supportive environment, students will grow and be ready to accept even greater challenges. However, there is a limit to how much discomfort an individual student can handle. Unless we recognize this, we may unwittingly push students into a “terror zone”, where no growth can occur because the student becomes focused on emotional and/or physical survival. We, teachers, are subject to these same “zones.”

In my work with pre-service teachers, we talk a lot about pushing ourselves out of our “comfort zones” and into our “growth zones.” It is in these growth zones that we learn to appreciate different world views, learn new perspectives, and increase our ability to work with students from all over the world. Importantly, just like with students, we also need to be respectful of our own “terror zones.” In such terror zones, we might feel so much discomfort that we aim to escape the situation, allow our implicit biases to affect our actions, and/or act on emotion instead of through reasoning. These three zones are often presented using concentric circles, like this:



There are many similarities between attending to our growth zones to increase our general abilities to teach diverse students, and working within our growth zones as advocates. Each of us has a different level of comfort when it comes to advocacy work. Consider what advocacy steps you have taken in the past – did they feel comfortable? If so, then you were working within your comfort zone. Were you uncomfortable, but able to accomplish the task and feel a sense of pride afterward for doing something that was challenging to you? In this case, you were within your growth zone. Did you attempt an advocacy step that terrified you so much that you either could not complete it, or it caused you severe emotional distress? This would have been in your terror zone.

There is no purpose to pushing ourselves into our terror zones. However, the more time we spend in and the more actions we complete within our growth zones, the stronger teachers and advocates we become.

Importantly, the size of our comfort zones, relative to our terror zones, can increase, as can our growth zones, so we must constantly reevaluate what feels comfortable to us and what feels new or uncertain.

Maybe you used to try new things, go new places, meet new people, and take new actions, but you have not done so recently. If this is the case, now is the time to recommit to leaving your comfort zone! One way to do this is to identify advocacy action steps to take this year.

If you did not get a chance to sign and submit the Advocacy Action Step Pledge at this year’s MIDTESOL conference, take a moment to do so now and share your commitment with our [@MIDTESOL](#) community on Facebook, Twitter, or Instagram, and with me, your advocacy partner [@TeachLearnAct](#) on Twitter. I look forward to hearing about your #ELGrowthSteps!

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naugural Issue of MIDTESOL Journal Available Online

[In This Inaugural Issue](#)

The Mid-America Teachers of English to Speakers of Other Languages, now better known as MIDTESOL, was established in 1978. After 33 years of growth, MIDTESOL started publishing its Annual Conference Proceedings to document the exemplary presentations that were made in each of the annual conferences. At its fortieth anniversary, in addition to publishing Weekly Features and MIDTESOL Matters, MIDTESOL is proud to announce the inaugural issue of the MIDTESOL Journal, which officially replaces the Annual Conference Proceedings. English language teaching professionals are not unlike professionals in others fields. They love what they do and aspire to do their job even better. MIDTESOL's primary goal is to serve its members as well as English language teaching professionals worldwide in their pursuit to excellence in teaching English to people whose native languages are other than English. To that goal, MIDTESOL Journal will provide its readers with dissemination on various topics in English language teaching. In this inaugural issue, four articles are included .

The screenshot shows a website navigation bar with the following items: Home, Contact, Membership, Admin & Governance », Publications » (highlighted in green), and Annual Conference ». Below the navigation bar, the page title is "MIDTESOL JOURNAL VOL 1 (2018)". Underneath, the section "CONTENTS" is displayed. The table of contents lists four articles, each with its title and author's name:

- In This Inaugural Issue**
Thu H. Tran
- Employing Observation Journals to Enhance Self-Awareness and Writing Skills**
Patrick T. Randolph
- Developing A Local Culinary Book to Support Reading Activities**
Stella Prancisca and Ana Fergina
- Culture Shock Encountered in American Classrooms by a First-Time Teaching International Teaching Assistant**
Dung (Davy) Tran
- The Role of Motivation in Second Language Acquisition for Saudi EFL Learners**
Samah Faqeeh



**Call for MIDTESOL
Journal Editor and
Associate Editors**

MIDTESOL Journal is accepting applications for Editor and 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 Editor and 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 Editor or 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 & 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/or MIDTESOL board members for quality, relevance, and consistency with the MIDTESOL mission.



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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

Thank you for presenting, Mona!
#MIDTESOL18

 **Mona**  @Monholic

@madinaedu
الجدولة من قبل ومن بعد
فجوة تقديم عرض برزنتيشن لمدة خمس واربعين دقيقة من تعليم اللغة الانجليزية بالملكة
في مؤتمر MIDTESOL العالمي لعلمي اللغة الإنجليزية في مدينة كانرس ستي.

3:29 PM - 31 Oct 2018

1 Retweet 3 Likes

 1  1  3 

 Add another Tweet

 **Mona**  @Monholic · Oct 31

Replying to @MIDTESOL

thank you for having me and let me do this, it means so much to me and I am really grateful for this opportunity.


   

 **Mohammed Ghalfan**
@Mohamed_Ghalfan · Sep 29

يوم حافل بالإبداع ، شكرا للزملاء ر الزميلات على العرض
الجميل و الرائع في مؤتمر **#MIDTESOL18**
الدولي ، كانساس سيتي
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@MSAlmoqbel @khebrat_edu
pic.twitter.com/Z8c9RxrWjt **@Jwaher_alsh3**




12 Retweets 14 Likes

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@teacherxatli Follow

"We don't teach content, we teach people"
#StatesLeading #NCELS #ellchat - Using
social justice within the context of the
classroom. **#k12**

12:06 PM - 16 Oct 2018

1 Retweet 8 Likes 

Top Facebook & Instagram Posts

MIDTESOL shared a link.
Published by Claudia Franks [?] · August 22 · 🌐

TEACHINGCHANNEL.ORG
Visual Scaffolding Tips for ELLs
Tips for scaffolding language for your English Language Learners while...

MIDTESOL shared a post.
Published by Claudia Franks [?] · November 15 at 2:25 PM · 🌐

BILINGUALISM

FACTS	VS	FICTION
Bilingualism is not a rare phenomenon		Bilingualism causes confusion
Bilingual Kids can learn multiple languages from birth		Children have to be smart to be bilingual
Bilingual kids mix languages, but it is normal		Children have to wait to know one language before learning another
Bilingualism does not cause a speech delay		Bilingual kids will fall behind in school
TV and Media alone will not make your child fluent in a		You have to be a native speaker to teach your child a

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MIDTESOL
Published by Kimberley Kreicker [?] · September 30 · 🌐

Friends, during the conference it came to my attention that not everyone is aware of Wear Red for Ed, which is a grassroots movement started by parents and teachers as a way to stand up for Public Education. The mission is to connect, enlighten, and stand strong for Public Education in America. FYI!

midtesol

midtesol #MIDTESOL18 highlights
tcampcot The strawberry cake was amazing!
midtesol Yes! The red velvet was also a favorite.

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Infographics for Language Teaching and Learning
by Crystal Bock Thiessen

Used by businesses, news outlets, and even governmental and educational organizations, infographics combine words, numbers, and imagery into visually stimulating and dynamic ways of representing data and

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MIDTESOL MEMBER PROFILE

MIDTESOL member Catherine Howland recently answered a few questions about her career as an ESL professional.

Current position & time in position:

K-6 ESL teacher in Cedar Falls Community Schools.
I have worked for Cedar Falls Schools since 1988.

Previous experiences:

K-12 ESL teacher in same position,

Adjunct instructor of ESL at University of Northern Iowa (Cedar Falls, IA) and Upper Iowa University (Fayette, IA and Cedar Falls, IA)

UNI Culture and Intensive English Program (Cedar Falls, IA)

Hawkeye Community College - adult education program (Waterloo, IA)

Instituto Anglo-Mexicano de Cultura (Monterrey, Mexico)

American Language Institute (Atchison, KS)

Education/training:

BA - Spanish/French - University of Northern Iowa
MA - TESOL/Spanish - University of Northern Iowa
Extra post-graduate coursework -
Viterbo University (LaCrosse, WI)
Drake University (Des Moines, IA)
Morningside College (Sioux City, IA)

Years as MIDTESOL member:

1980– present

Interest Section:

K-12 education

Teacher training

Favorite Quote:

“Learning is the first step in making positive changes within yourself. Other factors are conviction, determination, action and effort. Learning and education help develop conviction about the need to change and increase your commitment. Conviction then develops into determination. Next, strong determination leads to action: a sustained effort to implement the changes. This final factor of effort is critical.” Dalai Lama



Favorite Memory:

Calla Shields 'holding court' at every conference - regaling everyone who came close with stories of her adventures, wisdom and encouragement to keep moving forward because we are the innovators.

How did you become interested in working with ELLs?

I befriended many foreign exchange students when in high school and was fascinated by their ability to master the English language. I also have a huge soft spot for refugees and immigrants. I wanted (and still do) to help them adjust to their new reality, but also to give them the tools to share their stories with their new communities.

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

Everyone has a story to tell. Listen to them! They have wisdom and experiences to share and if you listen and do what you can to help them share, you will be forever changed. We are richer for knowing them and working with them!

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

Be compassionate, but easy. Students thrive when challenged, especially when they know there's someone who has their back and believes in them.

Why are you a member of MIDTESOL?

When I began my TESOL studies, it was a place to hear new ideas, connect with others in the field and network, as well as to share research that we were doing in our classes. As I moved to teaching, I was the only ESL teacher in my district and it was a community of support and fresh ideas so I could continue to grow in my field.

Ms. Howland would like to add: "I was so honored to serve on the board in several positions, and it was a great experience, with amazing people. I was extremely honored to receive the Pat on the Back Award a few years ago. This is an amazing organization."

S hared unknowns: Creating a level playing field for domestic and international student interaction

Ryan Kaduce, University of Iowa

A few years ago, the faculty members in the University of Iowa's ESL Programs were presented with the opportunity to develop short courses to be offered for one semester credit. The idea was to give students who needed an extra credit late in a semester the ability to choose a course that was outside the realm of what was traditionally offered (e.g. weekend physical education courses). With our training in working with ELLs, the secondary goal was to create classes where we could facilitate meaningful academic interactions between domestic and international university students. Essentially, we had the opportunity to create low-stakes environments for students who may have recently finished courses in one of our ESL programs, to practice the academic skills their ESL instructors worked so hard to establish and/or develop. Additionally, domestic students were given the opportunity to engage with international students in a course where the instructor is effective in resolving communication issues as needed-- which is not likely something they would be able to experience in many other academic contexts.

We all have lives outside of academia, and within those lives there exist interests and passions that may or may not find their way into our classrooms.

Some of my colleagues have developed and implemented courses that foster academic skills necessary for all students to thrive, regardless of where they are from or what their L1 is. Others have developed culture sharing-focused courses where students are encouraged to learn from each other and explore the world through meaningful connections with fellow students. All of those ideas have been wonderful and have undoubtedly helped both domestic and international students substantially, but I decided that I would like to take a somewhat different approach with my one-credit course. I decided that I would attempt a lecture-based course focusing on content that was likely unfamiliar for all enrolled students, both domestic and international. My goal was to build a foundation of shared unknown information to place everyone on an equal playing field in terms of learning topic-specific vocabulary, understanding unfamiliar processes and procedures, and being introduced to a sub-culture that may have been previously unfamiliar. My chosen course topic: the craft beer industry in the United States.

Through my course, "The American Craft Beer Boom," I was able to create lectures using content that was almost exclusively relevant to U.S. culture while still mostly unknown to the majority of the domestic students enrolled. I introduced a plethora of industry-specific terms, scientific processes involved in brewing, information about consumer culture, the history of the industry, and a variety

of other topics. With all of the students starting from the same general lack of background knowledge, they were able to engage the course content together in a way that weakened the language barrier and fostered meaningful dialogue. Through group assignments and genuine academic lectures and discussions, I was able to help the ELLs in my class take that step beyond the intensive English or other ESL courses they had been familiar with and function in an academic context as equals with their domestic counterparts.

Am I a craft beer industry professional? Absolutely not. Was this a topic that I very much enjoy in my personal life and loved researching further in order to build a five-week course? Definitely. We all have lives outside of academia, and within those lives there exist interests and passions that may or may not find their way into our classrooms. I am not necessarily saying that one must create a whole course to be able to share what one loves (though if the opportunity presents itself, I highly recommend taking it). Simply seeking out opportunities for inviting native speakers of English into your ESL classroom and creating an environment conducive to the facilitation of communication can be a great first step. Take a moment to think about what you know and enjoy. What might be that commonly unknown element in your life on which meaningful interactions can be built in your ESL classroom?

Ryan Kaduce is a lecturer at the University of Iowa, where he has taught ESL courses for seven years. Before starting at his current position, Ryan taught EFL courses for a year in Cambodia and China. Although Ryan tends to gravitate toward the teaching of speaking and listening skills, he has experience teaching all English language skills at every level of proficiency. In his free time, Ryan enjoys boxing, going on nature walks with his wife and son, and visiting the many excellent craft breweries Iowa has to offer.



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](https://www.cvent.com/Events/ContactPortal/Login.aspx?cwstub=19255e93-37d9-4d38-ac7d-2ac8779a50d1) site, or at <https://www.cvent.com/Events/ContactPortal/Login.aspx?cwstub=19255e93-37d9-4d38-ac7d-2ac8779a50d1>

The screenshot shows the MIDTESOL Membership Website profile page. At the top, there is a navigation bar with a "Follow" dropdown and a "Logout" link. 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. To the right of this text are 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 Section(s) to get involved with:

The screenshot shows the "Your Lists" section on the MIDTESOL website. The section title "Your Lists" is displayed in a green bar at the top. Below the title, the text reads: "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 text is a list of six interest sections, each with a checkbox: "Adult Ed Interest Section", "Educational Technology Interest Section", "Higher Ed Interest Section", "IEP Interest Section", "K-12 Interest Section", and "Program Administrators Interest Section". The checkbox for "Program Administrators Interest Section" is checked. A red arrow points from the text "Sign up to get information from our newest interest section, Program Administrators (PAIS)!" to the checked checkbox.

3. Click "Update" and 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.

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