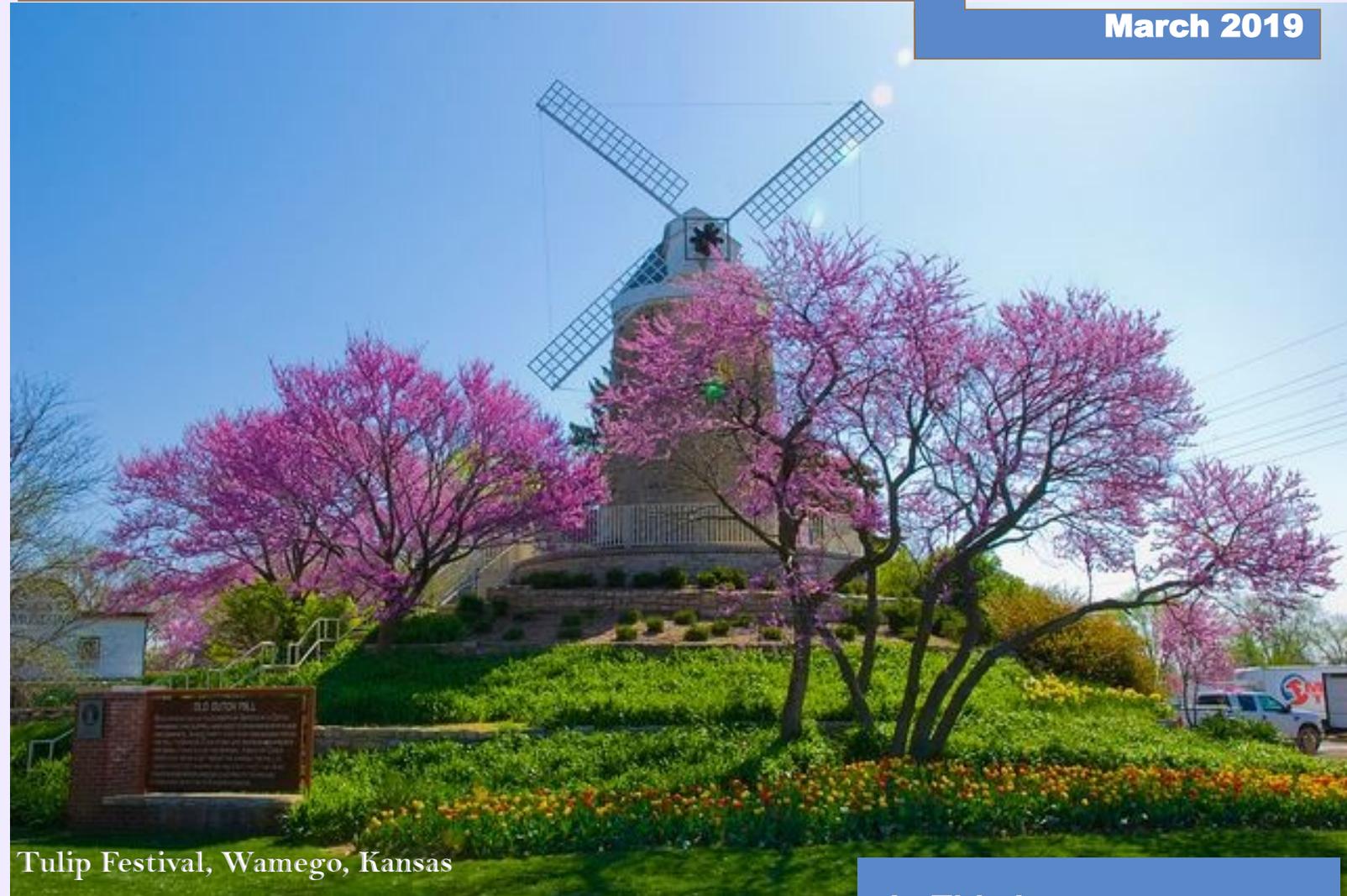


MIDTESOL MATTERS



The Mid-America TESOL Affiliate Newsletter

March 2019



Tulip Festival, Wamego, Kansas

In This Issue

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WELCOME from the PRESIDENT:

I am passionate about TESOL! And the TESOL Annual Convention is upon us, so now is the time to begin thinking about how to best leverage the opportunities available to you for personal and professional development, networking, and re-igniting your passion for the field. As a TESOL affiliate, MIDTESOL is part of an extensive international organization.



One of the ways we will be taking advantage of this network this year is through a focus on making better collaborative connections and seeking ways to foster support across this network, drawing on our regional and affiliate-specific strengths to share with and strengthen one another. I would love to hear from the membership about strengths you believe we bring in your areas of expertise and areas where you would like to see us grow through the experience gained and offered by others. Especially if you have a particular passion in this type of outreach, let me hear from you!

Interest Sections

One of the strengths of TESOL and an area where we can continue to make strides for the betterment of our membership is through Interest Sections (IS). I want to encourage all of us to become an active, contributing member of at least one IS in both MIDTESOL and TESOL International. The TESOL Annual Convention can be overwhelming and daunting to navigate just because of its sheer size; ISs change this dynamic. Interest Sections serve multiple purposes: they significantly shrink the size and feel of TESOL to make it more personal and manageable; they offer a way for you to connect with individuals who are passionate about the same things within the field; they afford numerous opportunities to get involved with leadership of your organizations; and they open doors for you to expand your professional network and grow through collaborative relationships. These benefits have been invaluable to me both personally and professionally in my career and life.

-Amy Alice Chastain,
MIDTESOL President

ESL Programs
University of Iowa
amy-chastain@uiowa.edu

This year, MIDTESOL Interest Sections were asked to set three strategic goals. Many of our own MIDTESOL ISs are planning webinars in April and June of this year to increase accessibility and frequency of professional development and training opportunities. Others have launched new communication tools to better connect and inform their membership. Still others are working toward building collaborative relationships across Interest Sections, while others are focusing concerted efforts on advocacy, job security, recruitment, and leveraging technology. These are issues that are important to all of us, and your voice should be a part of these timely conversations.

Below, I have made it easy for us to connect with Interest Sections in Atlanta. Whether you choose a group that corresponds with your membership in MIDTESOL or something new and different is entirely up to you, but I would venture to say that by choosing to go to an open meeting, you are increasing your chances of coming away from this year’s convention with perhaps more than you have in the past. These meetings are often also followed by social events where you can continue the conversation over dinner and plant the seeds for longer term collegial collaboration.

Interest Section Open Meetings—Wednesday, 13 March 2019		
5 pm– 6:30 pm	Applied Linguistics	Chestnut
	English for Specific Purposes	Hazelnut
	Intensive English Programs	Pecan
	Intercultural Communication	Juniper
	“Nonnative” English Speakers in TESOL	Magnolia
	Program Administration	Cypress
	Refugee Concerns	Sycamore
	Second Language Writing	Hickory
	Social Responsibility	Walnut
	Supporting Students with Disabilities	Dogwood

6:45 pm– 8:15 pm	Adult Education	Sycamore
	Bilingual Education	Magnolia
	Computer-Assisted Language Learning	A315*
	English as a Foreign Language	Chestnut
	Higher Education	Walnut
	Materials Writers	Hickory
	PK-12 Interest Section	Juniper
	Speech/Pronunciation/Listening	Pecan
	Teacher Education	Hazelnut

Strands

Also debuting this year are the new conference strands. These are designed to make it easier for you to identify sessions of particular interest to you. In an effort to help you get started, their brief descriptions taken from TESOL's website, along with the link to further information, appear below:

[NEW for 2019: Session Strands](#)

Learn what matters most to you. With 13 session strands to choose from, navigating the educational content and finding the right sessions to meet your needs has never been easier.

The term "strand" refers to a narrowly-defined content area of inquiry and practice. Presentations in each strand can focus on issues, theories, processes, practices, products, and consequences related to that specific content area.

Advocacy and Social Justice

Notions of advocacy and social justice as directly relevant to English learners, teachers, teaching, and the broader field of English language education in a wide variety of educational settings.

Applied Linguistics

Theory and research as applied to addressing challenges and/or problems in TESOL professional practice with an ultimate goal of enhancing language teaching, learning, and communication.

Content and Language-Integrated Approaches

Instruction that is based on the integration of content or that follows special ways, purposes, or domains to achieve target language goals.

Culture and Intercultural Communication

Language and culture in intercultural communication situations as they relate specifically to second language teaching, learning, and teacher education.

Digital Learning and Technologies

Issues related to language teaching, learning, and digital technologies.

Language Assessment

Second language testing, assessment, and evaluation as linked to policy and practice in TESOL.

Listening, Speaking, and Pronunciation

Acquiring, processing, teaching, and using second language pronunciation, speaking, and listening skills.

Materials Development and Publishing

Development, design, publication, and distribution of instructional materials (e.g., workbooks, textbooks, guides, audiovisual sources, software, websites, apps, etc.) that support teaching and learning of English as an additional language, as well as a range of issues related to publishing and materials writing professionals.

Personal and Professional Development and Continuing Teacher Learning

Personal and continuing professional development of teachers in diverse teaching settings around the world and teacher educators who work with teachers therein.

Program Administration and Evaluation

Program administration and educational curriculum development as well as the specific needs of those who are involved or interested in educational leadership, management, and curriculum development in language teaching and teacher organizations.

Reading, Writing, and Literacy

Mastering, processing, teaching, and using second language reading and writing skills, as well as issues related to literacy.

Teacher Education and Teacher Learning

Educating, preparing, and engaging in initial professional development of teachers who (aspire to) work with English learners in diverse teaching settings around the world, and teacher educators who work with teachers therein.

Vocabulary and Grammar

Acquisition, development, research, and teaching of vocabulary and grammar to L2 learners.

Finally, I look forward to seeing many of you face-to-face at our MIDTESOL Welcome Social following Tuesday night's [Opening Plenary](#) and at our booth in the Expo Hall on Thursday (details on following pages).

Amy Alice Chastain

President, MIDTESOL

TESOL 2019, Atlanta, Georgia



Congratulations to MIDTESOLers who are presenters at this year's TESOL International Convention!

If you are presenting at #TESOL19 in Atlanta, please fill out the following form by Friday, March 8th so we can help spread the word about your presentation:

[MIDTESOL Presenters at #TESOL19](#)

Save the Date!

TESOL 2019, Atlanta, GA

MIDTESOL Welcome Social

Where: Suite Food Lounge

375 Luckie St NW, Atlanta, GA 30313

When: Tuesday, March 12, 2019
from 7:30-9:30 PM

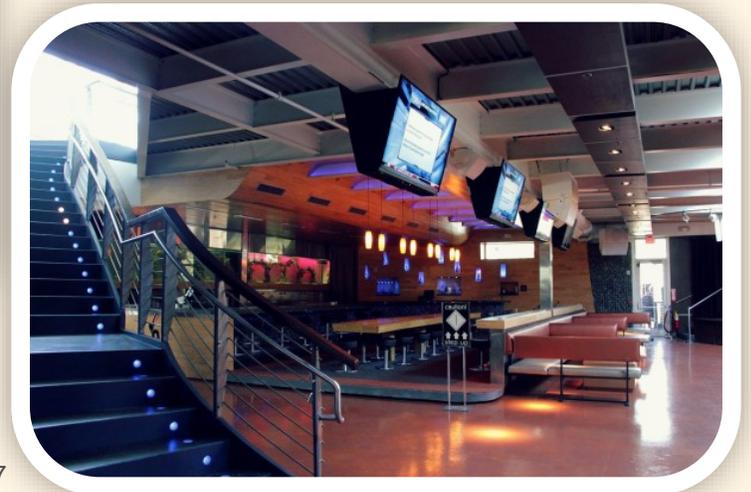
RSVP by Tuesday, Mar. 5 for the MIDTESOL Welcome Social:
Meet other MIDTESOLers

https://docs.google.com/forms/d/e/1FAIpQLSeVb7ulr2k9SrJF-CQQk_hPxSuVP4ssFb1Ksxb2O3eNNX_n7Q/viewform?usp=sf_link

Signup page for the MIDTESOL Affiliate Booth in Atlanta: Chat with other conference attendees

https://docs.google.com/forms/d/e/1FAIpQLSfX15QjIhyOuceQxE1FxQ_7fWq0QdW3QRkUm3G

What: Meet colleagues from our region, share insights, network, and support one another in the profession.



2019 MIDTESOL Member Advocacy

Award Announcement

Applications for the 2019 MIDTESOL Member Advocacy Award are now being accepted!

Description: One MIDTESOL member will receive up to a \$1000 stipend to be used toward expenses related to attending the TESOL Advocacy & Policy Summit in Washington, D.C., June 17-19, 2019. Winners will attend the summit with an experienced MIDTESOL attendee who will serve as a guide and resource.

Applications due Sunday, March 3rd 2019

via email to [Adrienne Johnson](mailto:ajohnson76@missouriwestern.edu) ajohnson76@missouriwestern.edu

Socio-Political Concerns and Professional Standards Chair

Criteria for application:

- Active member in MIDTESOL for *three or more years*
- Evidence of active membership: attendance/presentation at annual MIDTESOL conference and/or Mid-Winter Workshop, service to MIDTESOL, contributions to MIDTESOL Weekly Features or MT Matters publications, organization of professional development opportunities for MIDTESOL members, etc.
- Commitment to attend and fully participate in the entirety of the annual TESOL Advocacy & Policy Summit in Washington, D.C., including visits to Capitol Hill
- Ability to assist in pre-summit planning for Capitol Hill visits, particularly with gathering and organizing information to share with elected officials
- Commitment to write a MIDTESOL Weekly Feature Post and/or a MIDTESOL Matters Article by July 31st, based on experiences and learning at the summit

Submission requirements:

- 500 word essay including, but not limited to
 - interest in MIDTESOL advocacy work,
 - how MIDTESOL advocacy training will benefit personal and professional goals,
 - understanding of the MIDTESOL Advocacy Goal Statement (see website),
 - stories to share with policy makers on how policies impact students and educators
 - assurance of ability to meet the financial and time-related costs required to attend the TESOL Advocacy & Policy Summit in Washington, D.C.
- Current résumé or C.V.

Advocacy Award (cont.)

Selection criteria:

- Qualified applicants will demonstrate a strong level of commitment to MIDTESOL mission, a passion for advocacy, extensive experience in language education, and communication skills.
- Applicants do not have to have had prior formal training in advocacy, nor do they have to have previously visited offices of their elected officials.
- Among qualified candidates, preference will be given to MIDTESOL members from states and fields (K-12, higher education, community college, IEP) that have been under-represented at previous summits.

From the TESOL website:

“The only event of its kind in the United States, the **TESOL Advocacy & Policy Summit** is an unparalleled professional development opportunity for educators to learn about U.S. federal education issues and advocate for policies that support English learners and the field of English language education.

By attending the TESOL Advocacy & Policy Summit, you will

- learn from experts and insiders about the latest federal education policy
- enhance your leadership skills with hands-on advocacy training
- share a powerful message with your members of Congress
- join your colleagues from across the United States to make a difference

Highlights from the 2018 TESOL Advocacy & Policy Summit

Nearly 100 TESOL professionals descended on Washington, DC, 18–20 June 2018, for the 12th annual TESOL Advocacy & Policy Summit. Over the course of the three-day summit, participants were briefed on education policies and legislative initiatives that impact English learners and English language teachers.

Be sure to join your colleagues next year for this excellent opportunity to sharpen your policy knowledge and become a stronger advocate for English learners and the TESOL profession.

Announcing the MIDTESOL 2019 Student Essay Contests

MIDTESOL is pleased to invite its members to announce and submit student essays for the Best K-12 ELL Student Essay Award and the Best Adult ELL Student Essay Award. Topics reflect this year's Fall 2019 conference theme: "Bridges to Success".

Eligibility:

Best K-12 ELL Essay Award – The student must be a K-12 student in good standing who is enrolled in an ELL class or program in Iowa, Kansas, Missouri, or Nebraska.

Best Adult ELL Essay Award – The student must be an adult ELL learner enrolled in a higher education ELL/EAP program, Intensive English Program, or adult education program in Iowa, Kansas, Missouri, or Nebraska.

Essay Topics:

Students may choose *one of the following topics related to this year's MIDTESOL Conference theme of "Bridges to Success"*.

#1 People do not become successful without other people (such as, teachers, friends, parents, etc.) helping them. How are you helping other people be successful in your school, community, religious group, work, sports team, etc.?

#2 The people who are the most successful often have had many challenges in their lives. What is a challenge that you overcame in the path to finding success? How did this challenge make you a more successful person?

#3 How has learning English helped you to build confidence and communication skills? Explain the process and skills you have acquired (such as presentation, cross-cultural, or initiating conversation). How will this help you in your future endeavors?

#4 As lifelong learners, we sometimes come face to face with many challenges. What is one challenge you have had learning English and how did you change it into a success?

Rules and Format:

Each student may submit only one essay and must be a student in good academic standing who is enrolled in an ELL class or program in a K-12 school, or an adult ELL learner enrolled in a higher education ESL/EAP program, Intensive English Program, or adult education program in Iowa, Kansas, Nebraska, or Missouri. The essay must be solely the work of the student, with limited guidance from others. The essay must be 500 to 700 words in length; typed (12-point Times New Roman font) and double-spaced.

2019 Student Essay Contests (cont.)

The essay must be submitted with a cover page, which includes the following:

- student name and contact information (phone number, address, email)
- school (name, address, phone number)
- grade level (K-12 Essay) **or** ELL level in program (Adult ELL Essay)
- sponsoring teacher and teacher's contact information (phone number, address, email address)

Notes:

There should be no identifying information listed on any pages of the essay, only the cover page. This includes any mention of name or school.

Failure to abide by any of the above conditions will result in immediate disqualification.

Judging:

Essays undergo blind peer review by the MIDTESOL Awards Committee.

Scoring Criteria:

Essay submissions will be scored based on ideas/content, organization, conventions, voice, sentence fluency, and word choice. In short, judges look for writing that is clear, creative, articulate, and logically organized.

Awards:

The selected recipient of each contest will be awarded \$100. The name of the recipient, photo, and school affiliation will be published in the upcoming issue of MIDTESOL Matters, the organization's electronic newsletter. Additional awards include one (1) second place award of \$50 and one (1) third place award of \$25.

How to Apply/Deadline Information:

To apply, submit student essays, including cover page, to Lindsey Simanowitz at lindsey.e.simanowitz@gmail.com MIDTESOL Awards Chair, by Friday, March 29, 2019 by 5 pm. The subject line of the email should read "MIDTESOL Essay Contest 2019" You will receive confirmation from the Awards Chair that your submission has been received and a notification if you are an award recipient by Friday, April 5 by 5pm. All applicant information will be kept confidential. Decisions made by reviewers will be final.

#MIDTESOL19 Conference



MIDTESOL CONFERENCE 2019

SAVE THE DATE

September 27-28, 2019
#MIDTESOL19 Conference
"Bridges to Success"

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 organizing pre-conference school visits in Omaha on Thursday, September 26.

Join Us!

- [Call for Proposals](#)
- [Student Essay Contest](#)
- Stay tuned for more details and registration information.

Visit the [#MIDTESOL19 Conference webpage](#) for the details about the conference!

- Call for Proposals—deadline Friday, May 3, 2019
- Student Essay Contests—due Friday, March 29, 2019
- Exhibitor Information—Coming Soon!
- Registration Information—Coming in early April!

Dr. Janet Zadina to Provide Keynote at #MIDTESOL19

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



The 2019 MIDTESOL Conference will be held in Omaha, Nebraska on September 27 – 28. There will be school visits on Thursday, September 26th. The theme for this year's conference is **"Bridges to Success."**

The keynote speaker for the luncheon on Friday, September 27 will be Dr. Janet Zadina. Dr. Zadina has a PhD in Education and a Postdoctoral Fellowship in Cognitive Neuroscience. She has presented internationally, at TESOL and NABE and is the author of several books. Her presentations are always engaging and include research that supports best practices. She will also be a featured speaker on Saturday morning covering the impact of trauma on learning.

Juan Cangas will be the luncheon speaker on Saturday, September 28. He is a nationally known youth motivational speaker. Juan is an authority in youth leadership development with years of experience inspiring immigrant and refugee students. He co-founded the THRIVE Leadership Club in the Omaha Public Schools.

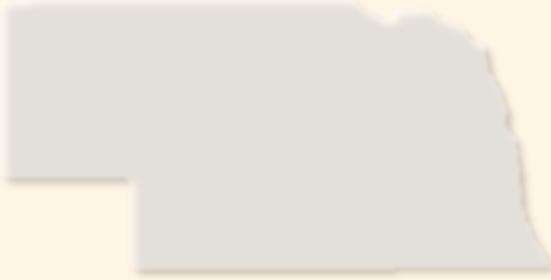
Additional featured presenters include Yvonne and David Freeman, Ruby Takanishi and Jane Hill. The Freemans are the authors of numerous books including *Dual Language Essentials for Teachers and Administrators*, *ESL Teaching: Principles for Success and Grammar and Syntax in Context*, *Essential Linguistics: What Teachers Need to Know to Teach ESL*, *Reading, Spelling, and Grammar*, *Between Worlds: Access to Second Language Acquisition 3rd edition (2011)*, *Academic Language for English Language Learners and Struggling Readers (2009)*. Ruby Takanishi is the Chair of the National Academies of Science, Engineering and Medicine's report "*Promoting the Educational Success of Children and Youth Learning English.*" She is part of the Education Policy Division of New America. Jane Hill is with Mid-Continent Research for Education and Learning in Denver, Colorado, and has done extensive writing and training on best instructional strategies for English Learners.

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 can 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.

Local attractions include Joslyn Art Museum, the world-class Henry Doorly Zoo and Aquarium, El Museo Latino, the Durham Western Heritage Museum, the Orpheum Theater and the Holland Performing Arts Center. The beauty of Omaha is that from conference hotel you can walk to many fine restaurants and cultural sites during your stay. Mark your calendars now so that you don't miss the 2019 MIDTESOL Conference in Omaha, Nebraska.

State by State Update

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As your new Nebraska Member-at-Large, I'd like to introduce myself. My name is Kaylene Powell, and I am currently the ESL Program Director and an Assistant Professor at Bellevue University, just south of Omaha. I have an extensive background in ESL/EFL—mostly at the post-secondary/adult level, though I have worked with younger learners as well. I also have experience with and find enjoyment in

training and mentoring other instructors – both NESTs and NNESTs. In addition to my ESL work, I'm an author/editor, an artist, and the proud owner-mom of Mr. Whiskers, a four-year-old guinea pig.

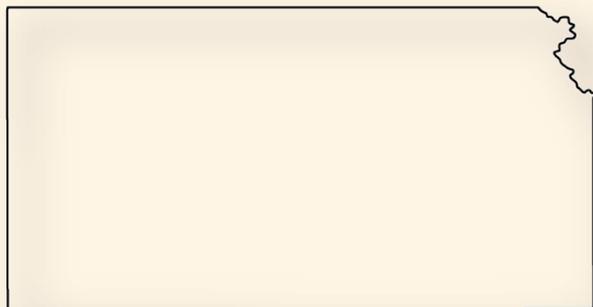
I am *thrilled that my state (and local community) will have the chance to host so many of **you** when **you** come to join us at the next MIDTESOL conference! If you are a MIDTESOL member from Nebraska, please reach out to me at kaylene.powell@bellevue.edu with any concerns, questions, or ideas you'd like to share with me personally or at a broader level! (And if you're from another state, I'd still love to connect with you and hear about what's going on with you and your students/colleagues.*

Recent News and Upcoming Events in Nebraska...

- A 2017-2018 map produced by the NE Department of Education (see <https://cdn.education.ne.gov/wp-content/uploads/2018/12/2017-2018-Map.pdf>) gives a nice visual representation of recent numbers of ELLs across our state. (If you have colleagues or connections in any of the shaded counties, please help us spread the word about available community support through MIDTESOL, in case they haven't heard of us!)
- This past October, the NE Department of Education partnered with other interested groups to host the 2018 Hispanic/Latino Summit in Columbus. Close to 600 high school students from across Nebraska came to learn about career and higher education options available to them after graduation. The event also highlighted achievements of, challenges for, and other resources available to Hispanic/Latino students. Local businesses and a number of schools (including UNK, UNL, UNO, Central Community College, and Northeast Community College) sent representatives to speak with attendees. Main presenters were also there to inspire; one of the keynote speakers, Gabe Salazar, is reportedly the top Latino youth speaker in the nation.
- The first statewide Nebraska Conference on Migrant and Agricultural Workers and Families will be held April 16-18, 2019 in Kearney. The theme of the conference will center on “planting seeds of partnership,” and attendees will meet to discuss and explore ways they can help migrant farmworkers and their families work towards a better life with greater educational, employment, and healthcare support. (The main conference will be held 16th and 17th, with the 18th reserved for organizational-specific meetings for select attendees.)
- For those working in higher ed or with college/adult/international students, it's exciting to learn that IELTS examination administrators are working to set up an official testing location somewhere in the Omaha area. This will provide students in the upper part of our region with a nice travel alternative, as the only other currently-listed IELTS testing locations in our four-state radius are St. Louis and Kansas City.

State by State Update

K



The new Kansas Standards for English Learners which were adopted by the Kansas Board of Education on September 11, 2018, are designed for use by all K-12 educators who are involved in the teaching and support of English Learners (ELs). The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of

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time as possible. Both social English and academic English are required to attain mastery of the English language and for educational success. The new standards illuminate the critical language, knowledge about language, and language skills that are necessary for ELs to succeed. The four domains of English Language Arts - Reading, Writing, Speaking and Listening make up the foundation of the standards, and these domains apply to all ELs in Kansas elementary and secondary schools. The organizing principle for English language study is communication including the social, linguistic, and cultural aspects of the language. The Kansas Standards for English Learners bridge both social and academic purposes of English to meet the needs of ELs and prepare them for their future endeavors after they leave K-12 schooling.

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The new Kansas Standards for English Learners also have a vocabulary component with three tiers:

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1. Domain Specific Vocabulary - Tier 3 Words: These are subject related, domain specific words that are plentiful in number but low-frequency use. These words are of a technical nature and are important when specific needs arise within a subject, such as having a conversation about the weather or writing a lab report in chemistry class or going to the bank to open an account.

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2. Academic Vocabulary - Tier 2 Words: These are academic words that are general enough to be used across all domains but are not a part of students' everyday social language. Tier 2 words are the words that characterize written text - but are not so common in everyday conversation. They are words needed to complete an activity or process academic tasks but they are not the words representing a lesson's primary content objectives.

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3. High Frequency Vocabulary - Tier 1 Words: These are the basic words that appear commonly in everyday life and typically do not have multiple meanings.. Because they are used frequently in various contexts, these words are absorbed via continued natural exposure.

KSDE will introduce a new assessment to replace the current KELPA2 assessment in the Spring of 2020. Test writers have already begun their work on the new assessment which has not been named at the time of this update.

-Submitted by Roger Laubengayer, KS Member-at-Large

Source: Kansas English Language Proficiency Standards [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(A-E\)/English Language Proficiency/Standards/2018%20Kansas%20Standards%20for%20English%20Learners%20091118.pdf?ver=2018-09-26-112846-487](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(A-E)/English%20Language%20Proficiency/Standards/2018%20Kansas%20Standards%20for%20English%20Learners%20091118.pdf?ver=2018-09-26-112846-487) retrieved 02/05/2019

#MIDTESOL18

Conference Report

Could You Maybe?: Indirect Communication in the L2 Classroom

by Caitlin King and Katy Meren Fuchtman

J.R. Searle defined direct speech as “speech where the intended speech act uses the intended speech form” (cited in Baker & Hansen Bricker, 2010). “A direct speech act would be one where a request (to revise a paper) is written in an imperative form, “change all verbs to the past tense” (Baker & Hanson Bricker, 2010) while an indirect speech act is defined as speech which implies “more or other than what is explicitly said” (Eckert & McConell-Ginet, 2003). In other words, the use of an indirect speech act means that an alternative speech act form is used for politeness or other purposes. For example, a teacher might use a question for a request as in *can you make all your verbs agree?* or a statement to point out a criticism such as *these sentences are repetitive*. One form of indirect speech is hedging, which is usually perceived as less direct and more polite than direct speech (Lakoff, 1972) and includes speech that “uses terms that soften the message such as maybe, might, kind of, could possibly” (Luchjenbroers, 2002). An example of hedging would be *you might want to make all your verbs past tense*.

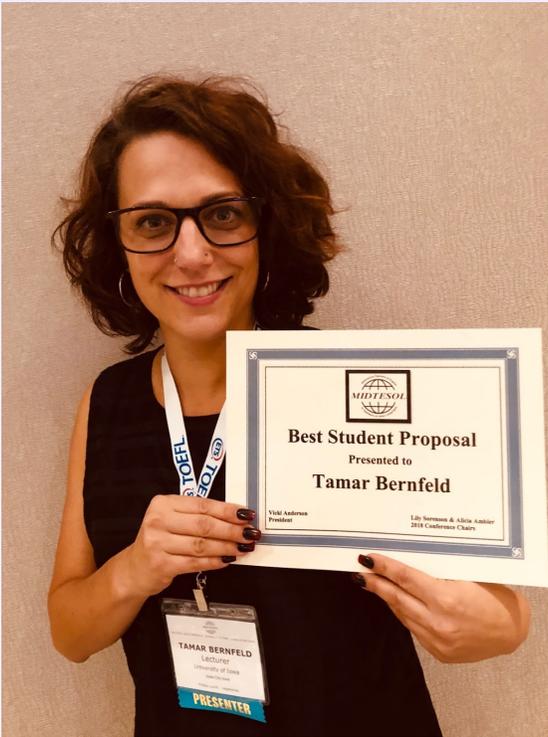
Regarding the efficacy of indirect feedback, Nurmukhamedov and Kim (2009) looked at four types of feedback – statement, question, imperative, and hedging. They found that imperatives, followed closely by hedging, were associated with the most effective changes in both content and form. At first, it might seem surprising that hedging was so positively associated, but the form of hedging usually includes a direct command that a student can follow, such as in the above example, “you might want to **make all your verbs agree**.” They found that questions and statement comments were not as effective in producing change in student writing, but that using questions often produced substantial changes to student writing. In this study, the teacher also held stimulated recalls sessions with the students to further gather insight of the student’s perception of feedback. What came out was that even though the students made changes in response to hedged feedback, they were often still confused about why. *** It also became apparent that some students view the teacher as “an authority figure” and will make all the changes a teacher suggests, while others see their teacher as an audience “to whom they need to communicate their ideas.” These students who view their teacher as an audience may not take every suggestion from the teacher because they are thinking critically, and it may skew their intended meaning. It is important for teachers to assess their students’ views of the role of the teacher, and assess any mismatch in expectations between teacher and student perceptions.



#MIDTESOL18

Conference Report

Best Student Proposal Winner—Tamar Bernfeld

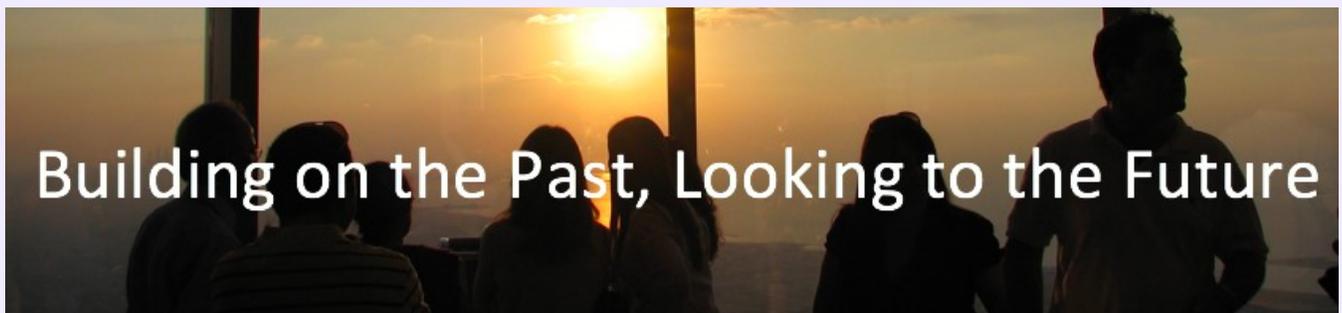


I am a Ph.D. student in the Language, Literacy and Culture (LLC) program at the University of Iowa. I have an undergraduate degree in cultural anthropology, an MA in Applied Linguistics, and a graduate certificate in TESOL. I have been teaching English Language Learners (ELLs) in community and academic contexts, as well as working as a writing instructor and consultant with both international and domestic students for 18 years. My interests include (but are certainly not limited to) working with multilingual writers as they transition from English “support” courses to other academic writing contexts, and exploring the ideas, practices and implications related to notions of “Standard” English in academic writing.

Here are some of my impressions/reactions to my session:

What most impacted me during my presentation were the head nods and murmurs of agreement as we shared examples of prescriptivism gone wild and the tendencies to focus on form over function, particularly in the context of academic writing. The questions asked by those who attended my session, and the

contributions they made with examples from their particular professional contexts were insightful and helpful for me. I will consider these new insights carefully as I continue to pursue this work. I left the session and Q&A with the feeling that within MIDTESOL there is a community interested in engaging in more critical work, and I look forward to sharing and learning with this community in the years ahead.



Program Administration (PAIS)



Hello! I'm Kelly McClendon, coordinator of and lecturer in the Intensive English Program at Washburn University in Topeka, Kansas. I'm the chair of the new Program Administrators Interest Section (PAIS). We have finally gotten this new interest section off the ground. If you have any interest in connecting with other administrators from our four-state region, be sure to join on the MIDTESOL website on the membership page. Remember that you can join as many interest sections as you like.

We had our first meeting at the conference in September 2018. With help of everyone present, we put together some goals for our new interest section. We have already created a platform for all PAIS to connect. That is the Facebook group called [MIDTESOL Program Administrators Interest Section](#). We can also share some resources in the files on the group page. We have already had some posts and connections made on there, but would welcome many more.

Part of the rationale behind creating this interest section is for there to be a few more ways that administrators within our area can connect and support each other. Some of the other goals include setting up a Zoom meeting so we can all connect and support and discuss some issues that we may all find timely. Watch for announcements about this Zoom meeting likely to happen in June.

Ed Tech IS

The Ed Tech Interest Section is in the process of selecting dates and topics for upcoming tech-related webinars.

Possible topics include:

- [Sounds of American English Website Overview](#), Built and Presented by Christine Wingate - UIowa ESL Faculty
- Flipgrid for ESL Speaking and Recording Practice, Presented by Jeanne Beck, middle school ESL/technology teacher

We would love to hear what kind of webinars MIDTESOL Members would be interested in attending in the upcoming months, and have created a Google Form to gather ideas. If you have a minute, please fill out the form linked [here] and let us know what kinds of webinars would be most beneficial to you!

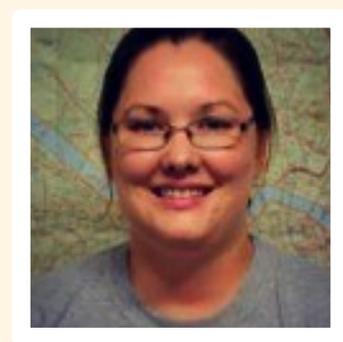
Sue has been working with board officers to move MIDTESOL Google Drive to Google Team Drives for easier/better management of files and users

We are also in the process of organizing the Ed Tech Bazaar for the 2019 MIDTESOL Conference.



Sue Almén-Whittaker

and



Jeanne Beck

A Global Exchange on the University of Nebraska campus

by Crystal Bock Thiessen, IEP IS Chair

Working together to create an internship that provides a unique global experience right on campus, the University of Nebraska's Global Studies Program and the department of Programs in English as a Second Language (PIESL) have a partnership that is in its seventh year of benefitting both domestic and international students.

During the semester-long internship, Global Studies majors interact with individuals who come to study in Lincoln from all over the world in order to help

them to feel more at ease in an environment that can be quite different from their home countries. Interns work with PIESL instructors in creating campus involvement opportunities for students learning English by planning activities for them on campus and in the Lincoln community, and through helping them to engage in authentic and meaningful English conversation in the classroom.

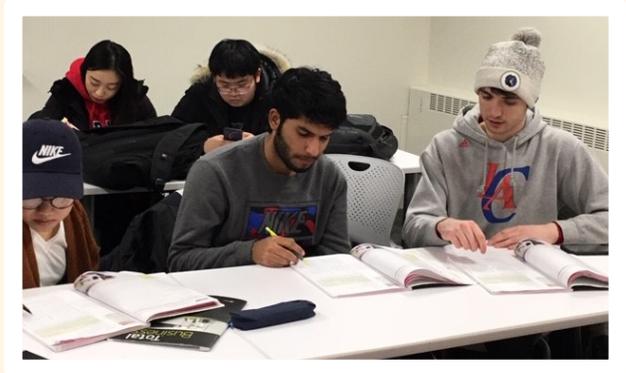


“Through this experience our students have an opportunity to enhance their cross-cultural communication skills, learn how to create lessons, and organize activities that engage international students with their host community,” said Emira Ibrahimasic, assistant director of Global Studies. “Each and every one of these experiences provides them the necessary exposure to a potential career field with the added bonus of giving them an edge on the job market. Ultimately, this internship is about service to our community, and international students are an integral part of our community.”



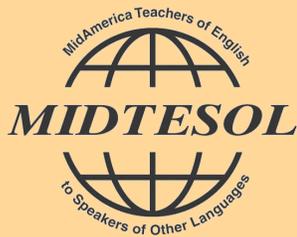
A Global Exchange (cont)

Having the Global Studies interns in the English language classroom really fosters a connection to campus that can often be difficult for English language learners to make on their own. Crystal Bock Thiessen, instructor in PIESL and supervisor to the interns stated that the “students in PIESL can often feel overwhelmed by language, cultural, and academic demands during their time here in the United States, and it can be difficult for them to branch out and get involved. Developing friendships and attending activities with the interns not only increases confidence in their English language skills, but also contributes to a greater sense of belonging and involvement here in the UNL and Lincoln communities.”



In return for their efforts, the interns get to learn more about teaching English as an additional language, develop their leadership skills, and gain multicultural understanding as their friendships with the students over the semester grow. The Global Studies/PIESL internship truly fosters the spirit of global exchange without even leaving campus.

For more information on UNL’s Global Studies/PIESL internship, visit GO.UNL.EDU/PIESLINTERN



**Call for
Submissions to
MIDTESOL Journal**

Your Invitation to Submit to the *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 **shelley.fairbairn@drake.edu** with the subject line: **MIDTESOL Journal_LastName_Three First Words of Title**.
- 2) In the text of your email, include your contact information, a short bio, and institutional affiliation.
- 3) There must be an abstract of no more than 150 words in your manuscript.
- 4) All submissions should be in English.
- 5) Submissions should be in correct American Psychological Association (APA), 6th Edition format.
- 6) Make sure all words are font 12, Times New Roman (including header).
- 7) The article title should be font 16, bold. If it runs over onto a second line, single space the title.
- 8) 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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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

Which of you MIDTESOLers are planning to go to [#TESOL19](#)?

GATESOL @GATESOLpeach
Are you attending #TESOL19? Tell us why! 😊🍎😄
twitter.com/TESOLConv/stat...

10:43 AM · Dec 1, 2018 · Twitter Web Client

MIDTESOL @MIDTESOL

Check out responses to [@VirtualGiff](#) question about apps & digital tools for [#ESL](#). What would you add? [#Tech4ELs](#) [#ELLChat](#)

Jen Giffen @VirtualGiff
What are you must have apps and digital tools for #ESL Ss? @MsSalvac @MsClaraGalan @NoyesEnglish @NataliaLeMoynne @coachsvs @HSeslteacher @ValentinaESL #ELL #ELLChat

2:45 PM · Dec 12, 2018 · TweetDeck

MIDTESOL @MIDTESOL

Listen to [@MsSalvac](#) latest podcast & hear her shout out to [#MIDTESOLer](#) [@TeachLearnAct](#) [#BoostingAchievement](#)

Carol Salva @MsSalvac
The show notes for the latest [#BoostingAchievement](#) #ESL Podcast are here! This special LIVE show is focused on academic conversations. bit.ly/BAP046...

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Authentic Experiences & Education Partners

BAP046 VOICED RADIOTHON - THE LIVE EPISODE

This show was recorded as part of the [VoiceEDRadio](#) all-day anniversary marathon that was broadcasted on February 2nd.

3:50 PM · Feb 9, 2019 · TweetDeck

Top Facebook & Instagram Posts

MIDTESOL
Published by Terry Miller Barakat [?] · December 12, 2018 · 🌐

<https://www.sps.org/site/default.aspx...>
MIDTESOL member Sarah Alkhalidi featured in an article on the Springfield Public Schools website.



SPS.ORG
SPS, MSU teachers partner to host teacher leaders from Saudi Arabia

MIDTESOL
Published by Terry Miller Barakat [?] · January 10 · 🌐

TESOL, Inc. is making a call for contributions to New Ways in Teaching with Games, a collection of activities and exercises that involve gaming and games which can enrich classrooms in both EFL and ESL contexts.
Deadline: 12 April 2019 (Friday)
<https://www.tesol.org/.../call-for-contributions-new-ways-in-.../>



TESOL.ORG
Call for Contributions- New Ways in Teaching with Games
TESOL Press seeks contributions to New Ways in Teaching with Games.

Facebook

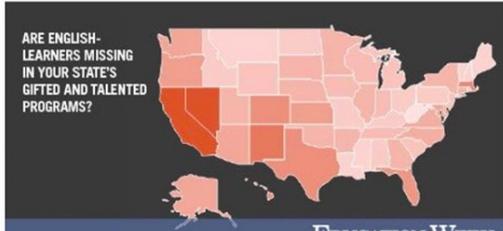


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NEWS / Learning the Language Blog

Four Steps Schools Should Take to Identify Gifted English-Learners

By Corey Mitchell | Oct. 4, 2018



midtesol Advocacy matters! A worthwhile read about identifying gifted ELLs.
midtesol http://blogs.edweek.org/edweek/learning-the-language/2018/10/identify_gifted_and_talented_english_learners.html?cmp=soc-edit-tw

Liked by Im6985 and 8 others
OCTOBER 5, 2018
Add a comment...

MAR 3



MIDTESOL ADVOCACY AWARD

TESOL Advocacy Summit
Apply to be a 2019 MIDTESOL Member Advocacy Award recipient! Applications are due by March 3rd.
One MIDTESOL member will be selected to travel to Washington D.C. to attend the TESOL Advocacy Summit, June 17-19, 2019.
Contact Adrienne Johnson at ajohnson76@missouriwestern.edu to apply or for further questions.

midtesol One #MIDTESOL member will receive up to a \$1,000 stipend to attend the #tesoladvocacy summit in DC this summer! Contact Adrienne Johnson for more information!
roberta_morgan_ So exciting! And such an important opportunity for our profession!

Liked by summerpeixoto and 11 others
FEBRUARY 8
Add a comment...



MIDTESOL MEMBER PROFILE: TORI MCBAIN

MIDTESOL member Tori McBain recently answered a few questions about her career as an ESL professional.

Current position & time in position:

4th year as an elementary ESL teacher for Ozark Public Schools.

Previous experiences:

Previously I taught 3rd grade for Ozark Public Schools.



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?

Both of my grandparents were EL's and as I grew up I watched them overcome the challenges that EL's face. They inspired me to work with EL's and to incorporate culture into my curriculum.

“
Everyone smiles in the same language
”

Education/training:

Bachelors of Science in Elementary Education from Evangel University

I graduate this May Masters in Curriculum & Education (with my TESOL certificate) from Evangel University

Years as MIDTESOL member:

4, 2014 to the present

Interest Section:

K-12 education

I love teaching writing to students! It is awesome to see kids express their voice on paper.

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

EL students are much more than a label. Each of my students comes from a very rich heritage and if given the chance are so excited to share it with everyone!

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

Don't let the language barrier intimidate you. Communication can be awkward sometimes, but love can be sensed no matter the language. Also be patient, it may seem like nothing you are doing is soaking in and then one day a student will show tremendous growth!

Why are you a member of MIDTESOL?

Being an EL teacher can often feel like you are on an island by yourself. Being a member of MIDTESOL is a daily reminder that there are other teachers all over that are just like you. MIDTESOL provides a sense of community and really encourages you to build yourself professionally.

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.midtesol.org) 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 "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 prominently displayed. To the left, there is a sidebar menu with options: "Information", "My Profile", "My Events", "Member Directory", "Conference Proceedings", and "MIDTESOL Member Benefits". The "Information" section is currently selected. Below the menu, there are three buttons: "Edit", "Purchase Membership", and "Change Password". A message reads: "Please take a moment to update any out of date information." Below this message, there is a section titled "Personal Information" which is currently blank.

2. Choose Interest Sections to get involved with:

The screenshot shows the "Your Lists" section of the MIDTESOL Membership Website. It features a green header with the text "Your Lists". Below the header, 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
- Program Administrators Interest Section

An orange arrow points from the text "Sign up to get information from our newest interest section, Program Administrators (PAIS)!" to the "Program Administrators Interest Section" 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