

# MITESOL

## Messages

April 1997  
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A publication for Michigan  
Teachers of English to  
Speakers of Other  
Languages

### President's Corner

by Sara Tipton

#### New Faces, New Directions

A brief review of the content of this issue of MITESOL Messages demonstrates MITESOL's commitment to new initiatives for the future: more politically informed and proactive in our society, greater advocates for professional standards in our field, and more communicative and responsive to our members.

The theme of the Fall '96 Conference, "Political Advocacy and the ESL Professional", provided the official kick-off for the commitment to MITESOL's role in political advocacy. A summary of James Crawford's plenary at that conference, "Surviving the English Only Assault: Public Attitudes and the Future of Language Education," appears in this newsletter. Jackie Moase-Burke provides an update

on the status of the drive for an ESL K-12 endorsement in "ESL Endorsement Initiative," also in this issue.

We will continue to investigate these themes at the Spring '97 Conference, entitled "ESL Quality Standards: Our Students, Ourselves." Denise Murray, current TESOL President, will be our plenary speaker. As a part of our commitment to new initiatives of advocacy for our profession and its members, Betsy Morgan, Past President of MITESOL, will introduce a plan to restructure the MITESOL Board to increase efficiency, communication and member involvement.

These new initiatives, along with the continued strong liaison with our partner affiliate in the Czech Republic, ATE-CR,

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### ESL Endorsement Initiative

by Jackie Moase-Burke

MITESOL began a new initiative with the Michigan Department of Education to establish an ESL endorsement which will set quality standards for the professional preparation of ESL teachers in Michigan. The ESL endorsement was submitted to the commission on Professional Teaching Standards in September, 1996. The Commission reviewed the proposal and MITESOL members provided additional clarification to the Commission in December.

The Office of Certification of the Michigan Department of Education has a process through which it can receive additional information from entrusted individuals and organizations. As part of the

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*The following article is a summary by the editor of James Crawford's impassioned plea for and call to political advocacy given to MITESOLers at the Fall Conference.*

#### Political advocacy: Crawford's challenge and call to action

James Crawford, a well known author, writer, and

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authority on language and educational policy, in his plenary address at MITESOL's Fall '96 Conference, gave a concise, blunt, forceful review of the English Only movement, congressional response to it, Republican use of it as a "wedge issue" meant to divide Democrats, and state English Only laws and the uncertainty of their fate before the U.S.

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## **Restructuring of MITESOL's Executive Board**

*by Betsy Morgan*

A task force for restructuring the MITESOL Board met on January 11, 1997 to consider ways in which both the efficiency and communication of board members and the involvement of members could be increased.

The decision to create this task force came out of a special presentation that Terry O'Donnell from the TESOL home office did at the Board's summer meeting. Her task with the Board was to help the members determine goals for MITESOL and how best to reach them. A constant theme throughout all of activities that Terry had the Board do was a desire to make sure that MITESOL members were informed and knew that their input and involvement was not only wanted but crucial to the mission of MITESOL.

The task force, consisting of future, present, and past presidents, noted two things: (1) it has been getting more and more difficult to find the time for the nineteen members of the Board to meet four times a year. Some members have told us honestly that they cannot devote the time necessary to both attend meetings and do the work in between meetings; (2) because the Board meetings have become interminable, the business that must get done may not receive adequate attention. The Task Force, therefore, decided to suggest a change in the make up of the Board so that all nineteen people would not have to attend every meeting. However, all MAY attend if they want to. A different reporting structure was developed that delegates duties to more people. This arrangement involves more people with less work for each.

The restructuring proposed affects seven key positions: President, Vice-president, Past President, Treasurer, Secretary, and two new positions to be called Membership Development Chair and Communications Coordinator. Members occupying these positions will meet four to six times a year to handle business as it comes up. People in other positions will report to one of the seven people in these core positions who will, in turn, communicate their concerns to the other members of the Executive Committee.

Under the restructuring plan, the President will oversee communications and liaison with our sister affiliate, the Association of Teachers of English in the Czech Republic (ATE-CR.), as well as any ad hoc task forces that are needed (such as Social Political Concerns). The Vice-president will oversee the Conference Committee, which will have sub-committees for publishers liaisons, evaluations, local arrangements, registration,

etc. The Past President will be the TESOL Liaison as well as general advisor and will oversee the nominations committee. The Membership Development Chair will be required to connect on a regular basis with the Membership Information Manager, the SIG Representatives, and the Regional Activities Coordinator. The Communications Coordinator will be responsible for reporting on activities related to the newsletter, the website, and the e-mail list. The Secretary will work with someone on Archives, take minutes, and distribute them. The Treasurer will deal with all financial matters of the organization.

Since the Bylaws and Standing Rules of MITESOL allow for these changes, only minor changes are needed in the Standing Rules in order to put the restructuring plan into effect. The ad-hoc committee that updated the Standing Rules a few years ago has suggested revisions to the Standing Rules. We expect the restructuring to go into effect after the Fall 1997 elections at the Conference. We anticipate that this restructuring will allow more people to get involved in MITESOL with a bit less commitment of the time that is so hard to come by. Of course, your comments on the restructuring are very welcome; please contact any one of the current board members with your thoughts and comments on the new plan to make MITESOL more responsive to its membership.

## MITESOL Spring Conference

**Saturday, May 3, 1997, 9:00 a.m.-4:30 p.m.**

Bovee University Center  
Central Michigan University  
Mt. Pleasant, Michigan

On-site registration: 8:00-11:00 a.m.

Theme of the conference:

**"ESL Quality Standards: Our Students, Ourselves"**

Featured speaker:

Denise E. Murray, TESOL President, 1996-1997

Pre-registration:

Get a form at the MITESOL website (along with maps, directions, and information on lodging) at: <http://polyglot.cal.msu.edu/mitesol>

Send your registration to: Sandra Hagman, Intercultural Training Associates, Inc., 836 Williams Lake Road, White Lake, MI 48386

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: **Special Interest Groups** :  
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### **Elementary Ed SIG**

by *Debbie Zager*

Hi! I'd like to introduce myself to you. Many of you saw me at our fall meeting, but only a few of you know anything about me. I won't reveal all, but let me assure you, I'm here to work hard for the Elementary Interest Section of MITESOL.

After many years of teaching and being a "stay-at-home" mom, I was inspired by Sue Robbins (MA TESOL '90) to follow her path. After graduation from EMU, (thank you Betsy, Cathy, Jo Ann, and Liz) in '94, I tutored Japanese students and worked as a substitute teacher in Bloomfield Hills and in West Bloomfield. Last year, I accepted a position as a mainstream teacher with West Bloomfield schools. I am now teaching fifth grade at Doherty Elementary.

I feel I can offer the Elementary *Interest Section*, as well as the membership at large, a unique perspective on working with ESL students. In addition, Melissa Linick has shared with me concerns and issues raised during her tenure. I will continue to keep informed about these issues, but please, if you have any new ideas, concerns, or questions, feel free to contact me.

I look forward to meeting you at our Spring Conference!

### **Secondary Ed SIG**

by *Sharon Hough*

Middle and high school ESL teachers are encouraged to submit a brief lesson plan or idea for English teachers from around the world at TESOL '88 in Seattle. Please share your favorite plan or idea, mark it with your name and the name of your school, including city and

state and send a copy to me to duplicate and make available to teachers who visit our secondary interest section hospitality table.

We are also looking for art work by middle and high school ESL students for display. Please include your student's name, age, art medium used, school, and address. After the convention, the work will be returned to you along with a certificate of participation for you and your student.

### **Higher Ed SIG**

by *Glenn Deckert*

Hello! I'm Glenn Deckert, and I'm pleased to be serving MITESOL as the new representative for the Higher Education Interest Section. Like all, I'm sure, who are in post-secondary education, I am very concerned about ESL endorsement but I am also especially interested in EAP curricular and instructional issues—both in the U.S. and abroad. I hope that future meetings of the Higher Ed IS can further facilitate the sharing of our student and program needs, program objectives and instructional innovations. Please let me know what other higher ed issues you are contending with or particularly concerned about.

I look forward to meeting all of you and sharing our concerns and successes.

### **Adult Ed SIG**

by *Sharon Wiles*

My name is Sharon Wiles and I will serve as your new Adult Ed SIG Rep for 1997. For the past ten years, I've taught Adult Ed ESL in Pontiac. During this time, I've worn numerous hats: instructor for ESL and Citizenship, Consortium Department Chair, Curriculum Council Rep,

recruiter, community liaison, etc., etc. the workload has been GREAT and so, too, the satisfaction. Assisting my students as they grow in language acquisition and cultural understanding is my way of contributing to world peace. I am happy to be representing our interest group and look forward to meeting all of you at the May conference.

### **Adult Ed Update:**

Changes in political strategies and reduced Adult Ed funding has caused the future of Adult Ed to remain bleak and uncertain. Since Ken Walsh, state Adult Education director, recently told me that there have been no changes in the policy for ESL, the information reported by Donna Clark, previous Adult Ed SIG Rep, last fall remains current except for some numbers. As explained by Dottie Beardmore, a member of the State Board of Education, the \$85 million allocated to Adult Education was divided between the Job Commission, which received \$65 million, and Adult Education, which received \$20 million. Adult Education Competitive Grant recipients were allotted \$17 million and the Board of Education reserved \$3 million to distribute to those communities most in need, those without any ESL programs. All funds were distributed by late fall.

This funding crisis caused districts to either reduce or eliminate programs. In fact, in some instances intermediate school districts assumed the operation of limited and reduced programs. Gary Twaddle, Adult Ed Director for the Hazel Park consortium, believes that next fall we will experience even more severe reductions in the number of programs due to the "450 hours of instruction" restriction. A major consequence of this restriction is that programs must find a new group of students to instruct every 450 hours. Thus, recruiting may determine the fate of all programs.

Please call me with your ideas and concerns.

## Web update

by Claire Bradin,  
Web Coordinator

The MITESOL Webteam has two new members: Bill Spruiel of Central Michigan University and Carol Wilson-Duffy of Michigan State University. Thanks to their diligent work, much more content is now available at <http://polyglot.cal.msu.edu/mitesol>. MITESOL's endorsement proposal, *English as a Second Language Endorsement in Michigan*, is now on-line. Be sure to check out website for more photographs from the Fall Conference—including the keynote speaker and your favorite elected officials. As usual, there are announcements of current events such as regional and national meetings. I shouldn't neglect to mention that International TESOL now has an active, well-developed site at <http://www.tesol.edu/>

The "Links for ESL Teachers" and "Links for ESL Students" are now expanded and reorganized, and the "ESL Programs in Michigan" has been updated. A new page, "MITESOL Members Online," is the place to look for the e-mail addresses of your colleagues. Soon a web page maintained cooperatively by MITESOL and our affiliate partner in the Czech Republic will be available. It should provide one more way for us to keep in touch.

If your ESL program isn't listed, please contact me at [bradincl@pilot.msu.edu](mailto:bradincl@pilot.msu.edu), and I'll be happy to add it. It is not necessary for your program to have a website in order to be included. On request, your name and e-mail address will be added as well. If you have suggestions or would like to volunteer to work on the website, please be in touch. Many of the tasks involved in maintaining a website don't involve technical wizardry, so join the effort.

## Crawford's challenge

(cont'd from page 1)

Supreme Court, but the main thrust of his talk was what is "at the heart of the English Only controversy: What the attack on bilingualism represents—its social and political sources; and what it hopes to accomplish—its hidden agenda; and what we can and should be doing about it—the issue of political advocacy."

Crawford pointed out the "naive view" that many people have that English Only "is about promoting English acquisition and that ESL teachers would favor it on that basis," and then stressed that the issue is not about promoting English, but about "restricting the use of other languages," "scapegoating immigrants for many of this country's social problems," limiting the rights of language minority groups," and manipulating ethnic fears and animosities for partisan advantage." He stated flatly: "for anyone who believes in the principals of democracy, tolerance, and equality, there are plenty of reasons to oppose English Only laws."

Specific reasons why ESL professionals should oppose these laws were mentioned (children learn better in bilingual education because skills learned in the native language transfer and support learning in the second language, for example), but the main thrust of his impassioned and informative talk was an in-depth analysis of the broader reasons and their implications for the basic choices we need to make about "immigration, pluralism, and civil rights."

The speaker posed two sets of alternatives: 1) encourage immigrants to "integrate voluntarily" by giving them the "necessary tools," such as education, English classes and job training, guarantee them basic rights, and include them in government services or 2) treat them "as a financial burden," a "potential source of division" by adopting policies that treat them as "noncitizens," that "deny them a social safety net, and coerce them to conform to the dominant culture." These kinds of policies would "punish [immigrant students] for speaking their own language, and deny them the respect that is due to all people." Crawford gave many examples of laws that have been passed in many states and proposed in Congress, too. (Some would effectively deny Native American politicians and officials from speaking to their own people in their own language!)

Crawford mentioned some of the aspects of the problem of non-English speaking peoples that make this issue so complex. Immigrants tend to be concentrated in a few states and localities, for example, and these unfairly bear the costs of supporting and integrating them (education, health care, etc.) into the dominant community. Immigrants are also a small percentage of the population and tend to be people who don't vote or don't have the right to vote, and, therefore, who lack power.

Crawford made a scathing exposure of the hypocrisy involved in much of the English Only laws: such things as calling the taking away of limited English speakers' rights and access to government "empowerment," cutting funding for adult education programs that teach English, creating a shortage of opportunities for adult immigrants to learn English, them blaming them for not learning it.

The special role ESL professionals have to play in this

(continued on page 8)



March 17-21, 1998  
Seattle, Washington USA

## Joan Morley is honored with Outstanding Educator Award

Our own Joan Morley received another honor last fall from the University of Northern Colorado (UNC). Joan, who earned her bachelor's degree from UNC, was presented with the school's Outstanding Educator Award during the homecoming banquet last October 4. An article in the UNC newspaper mentions that she "was cited for her 'worldwide impact' on teaching and learning English as a second language." The article goes on to mention that Joan has served as president of TESOL International, and that the "Morley Scholarship Fund, a University endowment in her name, supports scholarships and projects in the area of second language teaching and learning." Many congratulations, Joan!

## Carol Wilson-Duffy—winner of Marckwardt Award

The Michigan TESOL Marckwardt Award, a travel grant awarded annually to a graduate student to attend the TESOL Conference, was given to Carol Wilson-Duffy, a graduate student at Michigan State University.

Carol presented at TESOL 97 in Orlando, and has also presented at the last two MITESOL conferences. Upon being informed that she had won, she said: "Thank you so much for everything! The support that I have been given this year by MITESOL has really given me confidence."

This annual award is open to any graduate student who has also applied for the TESOL Marckwardt. If you or anyone you know is interested in applying for next year's award, please contact Sara Tipton, President of MITESOL.

## Monika Kimball receives Prestigious Faculty Excellence Award

If you attended the Fall Conference at Madonna University, you will remember that Monika Mullins Kimball was the Local Arrangements Chair and what a super job she did. Well, the abilities demonstrated in her capacity to orchestrate such a complex undertaking is obviously part of her teaching skills because she has received Madonna University's prestigious Faculty Excellence Award. The entire faculty of Madonna University determined that Monika's hard work as an ESL teacher and administrator was exemplary and deserving of this honor.

A non-traditional student and immigrant from Berlin, Monika received her BA in 1988 and her MA in TESOL in 1990. Madonna University grabbed her shortly after she graduated from Eastern Michigan University to develop their ESL program from scratch. Monika has not only begun an ESL program whose courses receive credit, she has taught all of the courses. She has also worked with special grants with Japan and Taiwan and she has been invited on several occasions to teach for several weeks at a time in Taiwan.

MITESOL congratulates Monika on her award!

## Sharon Hough, Chair-elect for Middle and High School TESOL

Not only is Sharon Hough active in our MITESOL organization—she is Secondary Interest Section Chair—she became Chair-elect of the Middle and High School Interest Section of TESOL at TESOL '97. This means she will be chair of this interest section in 1999.

Congratulations, Sharon! It's great to see Michigan TESOL so well represented.

This means, of course, that Sharon needs a lot of support from Michigan TESOLers. She urges our members to enjoy TESOL and contribute to its success by volunteering to lead a discussion section at TESOL '98. Her interest section will have twelve discussion sections, and, naturally, she is very anxious to have several led by Michigan volunteers. It really is an excellent way of sharing your expertise and of enjoying the TESOL conference while networking with people worldwide.

Volunteer for one of these discussion groups (leading one is easier to do than you might think) by contacting Sharon at:

Sharon Hough  
28118 Golf Pointe Boulevard  
Farmington Hills, MI 48331  
1-810-488-0547 (home)  
1-810-852-2600 (Avondale Middle School)

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## CMU announces a new MA-TESOL program

Peter Fries told us that CMU's new MA-TESOL Program is in its second year and going strong. If anyone is interested in learning more, contact Peter at CMU at 517/774-3184.

## President's Corner

(cont'd from pg. 1)

continue to make MITESOL one of the strongest affiliates of TESOL.

Not only is MITESOL heading in new directions, but there are eight new members on its Board. It's my pleasure to introduce them to you. New SIG representatives are as follows: Debbie Zager (Doherty Elementary School), Elementary Ed; Glenn Deckert (Eastern Michigan University), University; Susan English, ESP; and Sharon Wiles (Perdue Center), Adult Ed.

The two new Members-at-large are: Marta Dmytrenko-Ahrabian (Wayne State University), Evaluations; and Bob Kinnunen (Lansing Community College), Regional Groups.

Cathy Day (Eastern Michigan University) is our TESOL Liaison; Tom Stoffer (Ferris State University) will chair the committee for Conference Materials and Exhibits; while Diana Corsini Rowland (Rochester Schools), who served many years as chair of Conference Materials and Exhibits, is now chair of the Membership Committee. Sandra Hagman is Vice President and

Conference Chair and will be President-elect in Fall 1997.

I extend great appreciation to Barb Moten, Melissa Linnick, Barb Fichtenberg, Donna Clark, Luay Shalabi, Monika Kimball, Theresa Rohlck, and Margot Haynes, all rotating off the Board, for their fine service.

MITESOL is growing and restructuring to be more responsive to its increasingly diverse membership and to be a stronger advocate for our students. It is my hope that each of you will serve in some way as we steer MITESOL together into this new era of leadership and advocacy.

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*Sandra Hagman, Vice President of MITESOL, very active in ESP and with ATE-CR, contributed the following article about her trip to the Czech Republic last fall. Unfortunately, it did not make it into the Fall MITESOL Messages because of space constraints, but an article on her trip did make it into the December/January issue of "TESOL Matters." Following is the article that appeared in that journal.*

## **An affiliate partnership that works**

Sandra Hagman, an ESL teacher at Southfield-Lathrup Senior High School, traveled to the Czech Republic September 20-22, 1996, to participate in the national conference of the Association of Teachers of English in the Czech Republic (ATE-CR.) held at Ceske Budejovice. As the official representative of MITESOL, the Michigan affiliate of TESOL, Sandra presented findings of a joint ATE-CR/MITESOL educational project on the motivation of secondary level students studying English as a second/foreign language. She participated in discussions about further training of English teachers in the Czech Republic and spent a day observing classes and meeting with students at Pacov Gymnasium, a secondary school in a town near Prague.

This exchange visit was the result of an ongoing partnership between the two TESOL affiliates. Sandra's Czech colleague for this international project, Mirka Sudakova, traveled to the US in March 1996 to join Sandy in presenting the preliminary results of the research at TESOL '96 in Chicago. Sudakova's trip was supported by the United States Information Service (USIS) in Prague, as well as by a TESOL Affiliate Speakers Grant and funds from MITESOL through a partnership agreement between the two affiliates established in the spring of 1993.

MITESOL members hosted Sudakova in their homes for two weeks prior to her trip to Chicago. In addition to observing Sandra's ESL and bilingual social studies classes, she visited several other schools in the county and experienced US culture firsthand during the homestays. Sudakova was the third representative from the Czech Republic to represent ATE-CR at TESOL conventions and the second to spend time in Michigan visiting university and public school classes.

The joint research project and the homestays are two of several projects that ATE-CR and MITESOL have undertaken to build professional bridges. MITESOL has sent textbooks to the Czech Republic, and the affiliates held a conference call during their concurrent spring conferences.

As a result of Sandra's visit to the Czech Republic, the two affiliates are developing strategies for communicating over the Internet and by e-mail. The members will begin by exchanging e-mail addresses in the hope that the availability of classroom computers will eventually allow students in both countries to communicate. In the meantime, the first letters have arrived from high school students in Pacov Gymnasium asking Sandra to introduce them to pen pals among her ESL students. This unexpected outcome of Sandra's visit is a further example of the success of the affiliate partnership in involving not only teachers but also the students they teach.

The success of the partnership is a result of the hard work of committed affiliate members who have benefited from both the professional and personal relationships that have developed. MITESOL's next project will be to raise funds through T-shirt sales at the next conference to support further efforts to nurture the partnership and facilitate future projects of the two affiliates.

## **Crawford's challenge**

*(cont'd from pg. 5)*

political discussion was emphasized: ESL teachers are "both well-qualified professionally and well-situated politically" to make "the kinds of arguments" mentioned above, and they "have great credibility in this debate," Crawford asserted.

Not only did Crawford trace the history of language development in the U.S. and the history of the English Only movement, but he told his audience how to get involved by "analyzing what the other side says."

The steps he listed are as follows:

Educate the public about the basic myths used by the English Only Movement to foment support. These myths are: 1) English is the major force uniting us as a nation. [Not so, he said, and supported his position with examples from Michigan. In 1790 in Michigan, French speakers outnumbered English speakers seven to one, and the Michigan Supreme Court, in 1974, upheld laws allowing teaching in languages other than English—Dutch, for example. We have always had language diversity, Crawford pointed out. The Continental Congress printed official documents in German and French as well as English and based our country on democratic principles including freedom of speech—in whatever language the speaker desires.]

2) Previous immigrants (the so-called "good" immigrants)

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## Crawford's challenge

(cont'd from pg. 8)

learned English better and faster; not learning it prevents assimilation. [Not so, he contends. There is no evidence that they learned their new language any faster or better or that their desire to learn it was any different than it is for present-day immigrants.]

3) Bilingual aid creates a "disincentive to learning the language." [Not so, said the speaker. The indications are that people are learning English faster and assimilating faster now—in two generations instead of the classic three. English Only supporters furnish no data to support their contentions and myths, "only stereotypes and subjective impressions that English is threatened" as the principal language of the nation.]

4) and finally, the myth that "language diversity is inherently divisive and leads to ethnic conflict." [Crawford agreed that it CAN contribute to ethnic conflict when it is used to discriminate (as in Canada), but it does not inherently do so (the Swiss have four different languages and get along just fine).]

Crawford believes the press needs to be more critical when reporting the on English Only case. The media needs to examine the evidence (or lack) that they use for their sensationalized and divisive rhetoric.

The rest of his address was dedicated to the reasons that English Only is flourishing and how to counter its appeal. It is flourishing, he argued, for four main reasons: its agenda is compatible with that of Newt Gingrich and the Republican Party; rising immigration; immigrants coming from different places (before, 85% came from Europe; now, 85% come from other places. European-Americans feel threatened, so English Only is "used to ride a stalking horse" for

a movement of bigotry with "a larger nativist agenda."); and public ignorance about language issues— "how we've dealt with language historically, how bilingual education programs work, how second languages are acquired ..., and what's at stake for those affected by language discrimination."

His suggestions for countering the appeal of the English Only case consists of a two-pronged thrust. The first prong is political advocacy. He urged his listeners to lobby legislators and other policy makers directly, of course, but, he added, "on ideologically driven issues like English Only, appeals to tolerance and common sense are not always effective with politicians." The other prong is educating the public in order to influence public attitudes. Politicians, he pointed out, pay attention to voters and polls.

Further, he declared, the English Only group is better organized, raises and spends more money, and is very professional in how they do it. Educators, on the other hand, are less organized, have less money and react to crisis situations. They do not have the permanent presence needed in order to influence public policy.

Educators, he said, need to inform the public that: our nation has always had bilingualism; other languages do not threaten the primacy of English; new immigrants are highly motivated to learn English, are assimilating quite rapidly, and, if anything, losing their native languages—a great loss to us as a nation; causing children to drop their

native language "has been shown to be harmful to children's cognitive and academic growth;" and, finally, of course "all U.S. residents need to know English to participate fully in this society," but "in a global economy and in a world of many cultures, English alone is not enough. We need English, plus other languages."

How to inform the public without the \$10 million media budget that English Only raises? Talk to our colleagues at our schools; discuss the issues at staff and PTA meetings; write letters to the editor to refute English Only advocates claims; work with local media to raise public awareness of the issues, of the work we do and its positive results; promote English Plus [other languages] at the state level, among legislators; cultivate alliances with other education and civil rights groups; and keep the pressure on legislators and policy makers at the national level, by working with TESOL, for example.

He concluded by saying that "the important theme in all these activities is the goal of changing minds" and pointed out the need to be proactive. It is not enough to simply react to the questions and issue framed by English Only. We need to do some framing ourselves by adding our professional expertise and experience to the debate.

James Crawford has written three books on these subjects: *Bilingual Education: History, Politics, Theory, and Practice* (3rd ed., Bilingual Educational Services, 1995); *Hold Your Tongue: Bilingualism and the Politics of English Only* (Bilingual Educational Services, 1992); and *Language Loyalties: A Source Book on the Official English Controversy* (U of Chicago P, 1992), and a web-site at: <http://ourworld.compuserve.com/homepages/JWCRAWFORD>



**March 17-21, 1998**  
Seattle, Washington USA

## CALL Working Group Takes Off

by Miriam Seaver

At the MITESOL Fall Conference, those who met to discuss the support of CALL decided to form a CALL working group. For now, this working group has a small volunteer membership and is conducting most of its business by e-mail. Members include Miriam Seaver (working group chair), Claire Bradin (MITESOL Web Site Coordinator), Alan Headbloom (MITESOL e-mail list keeper), Sallee Prieto (editor, MITESOL Messages), Bill Spruiell and Carol Wilson-Duffy (Web editors), and Diane Frangie. Others who would like to help plan and organize CALL-related activities for MITESOL are very welcome to join the group. If

you are interested, please contact: Miriam Seaver, 351 Manoogian Hall, Detroit, MI 48202 or call (313) 577-1925 or e-mail: mseaver@cms.cc.wayne.edu

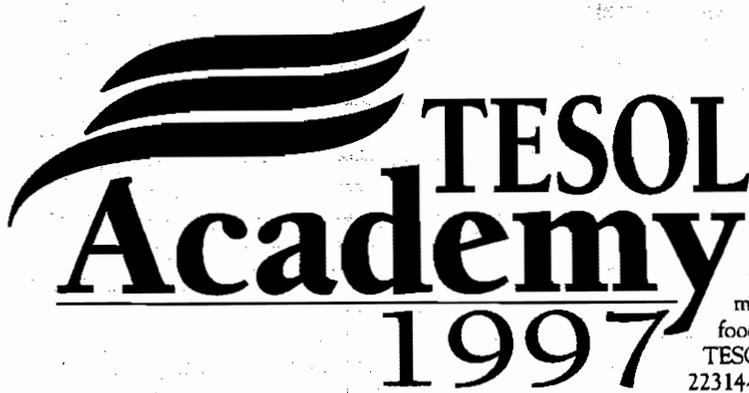
Participants in the Fall Conference discussion session also listed several types of support they would like to see for the use of a networked computer lab at Central Michigan University during the Spring Conference. So if you'd like to lead a hands-on CALL session, contact me to discuss lab scheduling and system requirements. And if there's an aspect of CALL you'd like to attend a workshop on, let me or any of the other working group members know. Our goal is to serve you.

A strong desire was also expressed for more networking among those interested in CALL. To encourage this, I am

maintaining an e-mail list of people who are using and/or interested in learning about CALL. This list works like the MITESOL e-mail list, but with a CALL focus.

If you would like to be placed on the CALL e-mail list, send me an e-mail message with your name, e-mail address, place of employment, and a brief note about your experience with or interest in CALL. If you don't have an e-mail account but are interested in CALL, contact me by phone or mail and we'll see what we can do to get you into the communications loop anyway.

Yes, Houston, we have launch! Organized CALL support in MITESOL is finally underway, and we invite everyone who's interested to find their place in the CALL program.

The logo for TESOL Academy 1997 features a stylized graphic of three curved, overlapping lines on the left, resembling a flame or a wing. To the right of this graphic, the word "TESOL" is written in a bold, sans-serif font. Below "TESOL", the word "Academy" is written in a larger, bold, serif font. At the bottom, the year "1997" is written in a large, bold, serif font.

TESOL Academies focus on the challenges and the solutions that will increase your effectiveness as a teacher, administrator, curriculum planner, computer specialist, or ESL resource specialist. Each workshop is a concentrated course led by top-notch faculty to enhance your professional growth with the benefit of peer networking on a university campus—a perfect setting for a weekend retreat.

The workshops run concurrently from Friday afternoon through Sunday noon. The registration fee is US\$175 for TESOL members and US\$225 for others. The modest costs for lodging and food on campus are listed in the registration brochure. Contact TESOL Academy, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314-2751 USA. Tel. 703-836-0774 • Fax 703-836-7864 E-mail sgrady@tesol.edu (for registration materials only) <http://www.tesol.edu>

**June 27-29**

**The Johns Hopkins University  
Baltimore, Maryland**

Cooperative/Collaborative Learning: Judy Winn-Bell Olsen  
Cultural Diversity/Intercultural Communication:  
Patricia Richard-Amato  
English for Specific Purposes: Elizabeth Whalley  
ESL and Mainstream Teachers: Linda New Levine  
Pre-K-12 Standards: Deborah Short and Emily Gómez  
Pronunciation: Linda Grant  
Technology/CALL: Jeff Magoto  
Testing/Assessment: Lorraine Valdez Pierce

**July 25-27**

**Seattle University  
Seattle, Washington**

Pre-K-12 Standards: Anne Katz and Emily Gómez  
Language and Content at the Secondary Level:  
Sharron Bassano  
Multiple Intelligences/Learning Styles: Mary Ann Christison  
Pronunciation: Rita Wong  
Reading: William Grabe  
Technology/CALL: Elizabeth Hanson-Smith

# English Only: Unfair with devastating effects

by Charles Powell, Sociopolitical Concerns

Despite the efforts of many concerned citizens of many different groups, the highly controversial "English-Only" bills continue to gather force in many parts of the U.S., including Michigan. Nevertheless, groups such as the Immigration Legal Resource Center based in San Francisco, TESOL, ESOL students and professionals, English Language Learners, Adult Education students, teachers, administrators, and tutors, and many other groups continue their strong attempts to make their voices heard. These groups not only decry the injustices and discrimination of the English-Only bills but offer first-hand accounts of their experiences as recent immigrants and refugees, and point out the effects of such measures.

It would seem at this point, that any hope of altering language or of striking a compromise rests with the Senate of the U.S. or the State Supreme Courts with reversal/constitutionality decisions.

For a number of years, MITESOL has been active in sociopolitical concerns of the membership; "English-Only" is certainly one of its major concerns. The MITESOL Executive Board (EB) voted to uphold the "TESOL Resolution on Language Rights" from the 1987 Miami TESOL Convention by being proactive and reactive for the fight against the official English movement. The MITESOL EB has received a good deal of guidance from the TESOL Sociopolitical Concerns Committee. The Committee's publication, *Official English? NO!* (1995) sets forth TESOL's

recommendations for countering the official English movement and gives affiliates stronger impetus for political advocacy for ESL professionalism and visibility.

Governmental decisions of 1996 have been devastating to numerous educational institutions in Michigan and the nation by removing much needed government aid and funding for educational programs with ESOL components. As a result, a number of education and ESOL centers have been forced to close or drastically reduce their offerings to a bare minimum. ESL professionals in many programs have either lost their jobs or suffered a marked reduction of teaching assignments, numbers of hours, pay, and medical benefits.

It is easy to feel despair at the unfairness and short-sightedness of governmental policies. As one advocate and long time MITESOLer Pat Ailes writes in an essay in *The Grand Rapids Press* (July 21, 1996): "Adult education gives students a second chance—a way to renew their lives and redress mistakes." This is especially true of ESL students who must learn a new language and new customs AS ADULTS, in order to become contributing adults in their new country. Pat says in the same essay: "In their homeland, three young men from the Middle East would have been natural enemies. In class, they became close friends, helping one another,

respecting one another and accepting differences of tradition, religion, and language. Students from around the world [listen] to each other's opinions and [make] contributions with innovative thinking, reasoning and logic." And isn't that what the United States is all about? Our advocacy task remains. Continue to contact your legislators by phone, mail, e-mail or fax with your comments on "English-Only" legislation and your reasons why it is a bad idea.



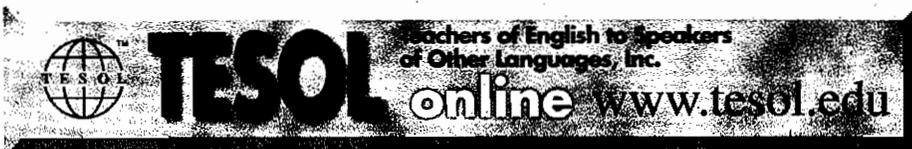
## Endorsement

(cont'd from pg. 1)

process, public hearings were held in February in Lansing.

Based on the testimony received by the Michigan Department Education, the Office of Certification and the Commission will make recommendations to revise the proposal and develop a plan of future action.

The proposal is available at the MITESOL web site: <http://polyglot.cal.msu.edu/mitesol>

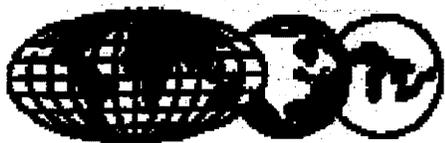


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TESOL '98 Convention Department  
1600 Cameron Street, Suite 300  
Alexandria, Virginia, 22314-2751.



**MITESOL Messages**  
**P. O. Box 3432**  
**Ann Arbor, MI 48106**