The Results are In!
Thanks to those who participated in the I-TESOL social media survey. Out of 44 respondents, here are some of the results...

What would you like to get out of your I-TESOL membership?

- Professional Development: 35%
- Networking: 29%
- Job Opportunities: 18%
- Opportunities for Professional Service: 15%
- Other: 3%

In which social media sites would you most likely participate?

- I-TESOL Website: 93
- Facebook: 43
- LinkedIn: 9
- Twitter: 5
- Pinterest: 5
- Other: 5

Congratulations to Ben McMurry, winner of the I-TESOL Newsletter naming contest! The I-TESOL Board selected “Inside I-TESOL” as the winning name for the I-TESOL newsletter. As a reward, Ben will receive free registration to the 2012 fall I-TESOL Conference in October.

AND THE WINNER IS...

Save the Date!
Fall I-TESOL Conference: October 12-13, 2012, at Utah Valley University in Orem, UT
Plenary Speaker: Marianne Celce-Murcia
Register at www.itesol.org.
Presentation proposal submissions are being accepted until Sept. 25th. Submit online at http://goo.gl/dMjL4.
Message from the I-TESOL Board

Counseling Your “Dreamer” Students

Do you remember your school days reciting poetry, your ABCs, or The Pledge of Allegiance? I’ll never forget my Box Elder High School teacher requiring us to choose and recite a poem in front of our 9th grade English class. One of my classmates picked a Langston Hughes poem, whose quirky, shocking word choices have kept me challenged ever since:

What happens to a dream deferred?
Does it dry up like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

Six years ago, I asked my own seventh-grade class of English language learners to memorize the following section of the Declaration of Independence:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

This spring was high school graduation day, and some of the students from that class represent a group often called “Generation 1.5 students,” or a name I like so much more, “Dreamers.” Dreamers were brought to the United States between the ages of 12 and 30. Through no fault of their own, they are often “undocumented,” meaning they can’t get a regular driver’s license, legal jobs, or state and federal financial assistance to continue their studies at a university or other post-secondary school. During the toughest period in their lives, they learned a new school system, became bilingual and bicultural, recited the Pledge of Allegiance with all the rest of their classmates, and began to hope for the day when their own dreams of life, liberty, and the pursuit of happiness would no longer be deferred.

Find out more about how to counsel your own Dreamer students about the documentation required, especially in light of the recent USCIS “Deferred Action for Childhood Arrivals Process”, by accessing the following websites: U.S. Citizenship & Immigration Services and the Immigration Policy Center:

http://www.uscis.gov/ -- In the search box, type: “Consideration of Deferred Action for Childhood Arrivals Process”

http://www.immigrationpolicy.org/issues/DREAM-Act

Check out our new I-TESOL group page on Facebook! Invite your I-TESOL colleagues to join the group, as well.

Also, visit our webpage at www.itesol.org! Check back often for continual updates and improvements. Email website suggestions to Brent Green at brent.green@slcc.edu.
MEET THE I-TESOL BOARD

Monica Hilding: Socio-Political Chair

Monica Hilding has held many positions within I-TESOL including: President, Treasurer, and Higher Education Chair. She has traveled to many different countries and taught English in the Ivory Coast and China. She completed an M.A. in Linguistics from the University of Utah in 1984. For the last twenty years, she has taught ESL to adults in Granite School District. When not teaching, she rescues big dogs, enjoys skiing at Snowbird, hiking and biking in the Wasatch, and windsurfing at the Gorge. June 18th was her put on date for her third rafting trip down the Grand Canyon.

Marisa Lee: Treasurer

Marisa currently serves on the Executive Council at the English Language Center at Brigham Young University where she supervises the academic reading and writing classes. Marisa Lee grew up in Cortez, Colorado but has lived in Lehi, Utah for the past several years. She received her B.A. in French Teaching from Brigham Young University. During her time as an undergrad, she had the opportunity live for a short time in France and Belgium. After graduating, she worked for four years as a junior high French teacher and one year as a high school seminary teacher. Then, she was called to serve a mission in the Czech Republic. Upon completing her mission, Marisa returned to BYU to receive a Graduate Certificate in TESOL and an M.A. in TESOL. Her research interests include K-12 ESL parent involvement, intensive English program curriculum development and test development, and second language writing.

FROM THE EDITOR

Watch your email for nominations for I-TESOL Board vacancies. If you would like to serve on the I-TESOL Board, or if you would like to nominate a colleague, contact Brent Green at brent.green@slcc.edu. We welcome your involvement!

Submit a presentation proposal for the fall I-TESOL Conference at http://goo.gl/dMjL4. The deadline for submissions is September 25th!

Submit newsletter content suggestions to Heidi Hyte via email at secretary@itesol.org.

MARK YOUR CALENDAR!

Fall K-12/Bilingual Education Mini-Conference
Saturday, September 15, 2012
8:00am-11:00am
Weber State University
Elisabeth Hall, Room 215
Free of Charge

Contact Ben Johnson at benjaminjohnson5@mail.weber.edu with questions.