

THREE DECADES OF OHIO TESOL HISTORY

1977 - 2007

**BY
WALLACE L. PRETZER**

(OHIO TESOL PRESIDENT, 1979-1980)

FOREWORD

It all began in early 1977. I had arrived in Athens, Ohio, in the summer of 1976, having been hired to teach TESOL courses at Ohio University. At that time, O.U. had the only M.A. program in TESOL in Ohio. After completing my first term of teaching, I asked some people if there was a TESOL affiliate in Ohio and was told that there wasn't one. Further, my colleagues suggested that we should try to start one and since I was the TESOL "expert" in the department, it was only logical that I start one (when you ask questions, you often wind up getting volunteered). I wrote to the TESOL Central Office and received a list of all TESOL members in Ohio. Then I wrote a letter to all these people inviting them to a planning meeting at O.U. to discuss forming a TESOL affiliate in Ohio. And, as they say, the rest is history.

The reasons for forming Ohio TESOL in 1977 were quite simple. By forming a professional association of like-minded individuals, we gain strength and knowledge. Each individual is limited in terms of ideas, expertise, and strength. But when we join together, we all benefit from the union. We can share ideas at our professional gatherings and through our publications. We can listen to each other's professional issues and join together to solve them. We also have the collective strength to attract others to talk to us at our professional meetings, and we can form an entity to advocate for professional issues such as teacher certification. We have the power to address other professional groups and governmental organizations.

Today, Ohio TESOL has grown into a mature TESOL affiliate. At the first organizational meeting, there were about 50 people in attendance. At the November, 2003, state conference, there were over 800. Those numbers attest to the vitality of Ohio TESOL in its quarter century of existence. Yet, the numbers fail to tell the whole story. Ohio TESOL always has been an association in which people come together to share ideas and enjoy each other's company. On a personal level, although I no longer

live in Ohio, I still have many friends whom I first met at Ohio TESOL, and I still consider myself a spiritual member of the association.

The reasons for our formation are still ones that are valid today and will be so into the future. Let us celebrate our past and look forward to many more years of professional growth and development.

Elliot L. Judd

ACKNOWLEDGMENTS/PREFACE

Starting me on the journey leading to this thirty-year history of Ohio TESOL was Amy Spencer, who, with suggestions from my colleague at Bowling Green State University, Shirley Ostler, asked me whether I would take on this project. Although I agreed to do so, I had self-doubts because I had, previously, tried to accomplish this task; I had wanted to succeed to complete this history by the 20th or 25th anniversaries of the founding of Ohio TESOL, but extensive travel in my retirement years became a deterrent to this success. Inspiration within me, prompted by Shirley's observation that I was "a natural for writing the history because of perceived talent and ability to recall names, places, and dates, perceptions appropriate for the task" led me to hoped-for success, a success deemed appropriate for Ohio TESOL's 30th Birthday. (*Ohio TESOL Newsletter*, Winter, 2005, p. 5.) Coincidentally, Shirley brings her 20-year teaching and research career to an end within the Department of English at Bowling Green State University, retiring in 2007.

Besides Amy and Shirley, others within Ohio TESOL who offered help were Sandra Berg, Carolyn Bolin, Debra Deane, Tony Evans, Elliot Judd (who wrote the Foreword), Adelaide Heyde Parsons, Connie Perdreau, David Smith, and Lee Wilberschied. There could, no doubt, be others who offered suggestions but whom I have not acknowledged

by name; their suggestions have, likewise, been appreciated. The person who deserves accolades is my wife, Diane, who processed all the information on her computer, an intriguing, important machine that holds little interest for me.

In general, the organization of this history through three decades has followed this order: Ohio TESOL Presidents, Executive Secretary-Treasurers, Newsletter editors; fall conferences, joint conferences, and spring meetings emphasizing keynote speakers, conference themes, and programs related to higher education, intensive English programs, bilingual education, Indo-Chinese refugees, adult education, ESL certification, K-12 education, employment issues, Computer-Assisted Language Learning (CALL), and professional standards; membership and dues; conference/meeting attendance; socio-political concerns; and awards. Appendices consist of (A) listings of keynote conference/meeting speakers, their presentation topics/titles, and, usually, their professional locations at the time of their speeches; (B) structural organization of Ohio TESOL since 2001, and (C) criteria for ESL in Ohio Public Schools. In addition, remembrances of some Ohio TESOL members who have passed away show their significant contributions to the organization. Undoubtedly, other members have passed away; because I do not know about them, I am unable to mention them, even though those who read this history can, as it becomes appropriate, remember them.

It is amazing, I think, that I should have the chance to quote myself while acknowledging those who inspired me to take on the writing of Ohio TESOL's history, but I have decided to do so. In the Winter 2005 issue of the *Ohio TESOL Newsletter*, p. 20, my two limericks, capturing the essence of Ohio TESOL, were published:

Ohio TESOL features interest groups
That indicate educational loops,
Links, chains, and lanes
On different planes.
They can be regarded as focus groups.

Ohio TESOL's history,
Not a sensational mystery
Told in parts,
Not in charts;
Direction makes this history.

Wally Pretzer

Professor Emeritus of English
Bowling Green State University

Bowling Green, Ohio
November, 2006

THE FIRST DECADE (1977-1987)

DEVELOPMENT

In late September, 1977, I heard a richly resonant voice on the telephone say, "This is Elliot Judd," Ohio University, arranging for an initial planning meeting for bringing Ohio TESOL into existence. With 47 persons in attendance, it took place at Baker Center on the campus of Ohio University (Athens) on October 8, 1977. Elliot chaired the general objectives meeting in the morning; in the afternoon, there were small group sessions formed to discuss nominations for officers, membership, a newsletter, and a constitution. Over 400 persons were on the original mailing list. The first meeting of Ohio TESOL, the charter meeting, at which the constitution was approved, occurred at the Ohio Union on the campus of the Ohio State University (Columbus) on December 3, 1977. Elliot became the first Executive Secretary-Treasurer of the organization, and Tom Silva (Griswald Institute, Cleveland), whose duties were ESL teaching and administration, became the first President. To further initial operations, two Vice Presidents were elected: George Hertrich, First Vice President and Membership Chair, and Greg West, Second Vice President and Conference Chair for the first statewide conference (Columbus, May 6, 1978). There were to be five regional representatives: Region 1 (Central); Region 2 (Southeast); Region 3 (Southwest); Region 4 (Northwest); and Region 5 (Northeast). Dues were set at \$5.00 for regular members and \$2.50 for students. At the end of December, 1977, Elliot was notified that Ohio TESOL had been accepted as an affiliate of national TESOL. Following national TESOL's convention in Boston, February 28-March 4, 1979, Elliot mentioned at the Spring Meeting of Ohio TESOL, Sheraton Hotel, Columbus, held with the Ohio Modern Language Teachers Association (OMLTA), April 7, 1979, that national TESOL had been designated international TESOL. (*Ohio TESOL News*, June, 1979, p. 4.) When Elliot had to resign his position because he had accepted a linguistics position at the University of Illinois at Chicago Circle (Fall, 1979), Bill Holschuh became acting Executive Secretary-Treasurer and then Executive Secretary-Treasurer through June, 1980, when he resigned to enter law school. Dean Stecker began duties in this position after July, 1980; he resigned in January, 1983, because of a future job, likely outside Ohio. Robert Snyder, Director of International Student Admissions, Office of International Student Programs at the

University of Toledo, became the new Executive Secretary-Treasurer, April, 1983, and he served in this position through 1986; when his work as director increased extensively, especially in overseas trips to recruit students, Bob resigned from his TESOL position. George Hertrich began these duties in 1987, retiring from this position in Fall, 1991.

In the first ten years, the following persons served as President of Ohio TESOL: Tom Silva (Griswald Institute, Cleveland), 1977-1978; George Hertrich (Ohio Dominican College, Columbus), 1978-1979; Wallace (Wally) Pretzer (Bowling Green State University, Bowling Green), 1979-1980; Betty Sutton (The Ohio State University, Columbus), 1980-1981; Adelaide Heyde Parsons (Ohio University, Athens), 1981-1982; William Smart (Ohio Wesleyan University, Delaware), 1982-1983; Martha (Hull) Williams (Dayton Public Schools, Dayton), 1983-1984; Deborah Pierce (University of Toledo, Toledo), 1984-1985; Debra Deane (University of Akron, Akron), 1985-1986; and L. William (Bill) Holschuh (The Ohio State University, Columbus), 1986-1987.

The first and temporary editor of the newsletter, *Ohio TESOL News* was Joseph T. Sefcheck, ELS Language Center, located on the campus of Case Western University, Cleveland; he resigned after a one-year stint (1977-1978) to begin graduate work. Susan Klopp, Foreign Language Department, Otterbein College, Westerville, and Director of the English Language Program there, became the permanent newsletter editor in December, 1978. A contest to choose a new masthead design was held in 1981 with a deadline of April 18th. Nicolette Patrone, a student at the University of Dayton, submitted the winning design to begin with the Fall 1981 issue, so the *Ohio TESOL Newsletter* masthead replaced the *Ohio TESOL News*. The Executive Board also approved the design for use as an official logo of Ohio TESOL. Maureen Masters, Ohio TESOL's representative from Region Three, urged Nicolette, layout editor for publications of the Center for Professional Development at the University of Dayton, to submit the design. Joanne Stichweh, artist and professor at Otterbein College, created the logo for the new Regional Reports page, entitled "Round the Regions," which began appearing in the Fall 1981 issue of *Ohio TESOL Newsletter*. Advertising first appeared in the Winter 1982 issue, and the first photos, a collage of the 1982 Spring Meeting at Otterbein College, Westerville, appeared in the Summer 1982 issue. Susan Klopp resigned as editor of the newsletter, Summer, 1983. When she resigned, she said that "the job was so enjoyable in large part because of the help from Don Termeer of Otterbein's print department and from my 'publishing partner,' Bettie Johnson; Bettie typed all eighteen issues, and to her goes the credit for their clean, attractive appearance." (*Ohio TESOL Newsletter* [identified hereafter as **OTN** in parenthetical citations], Summer, 1983, p. 9.) Maureen Masters, Office for Professional Development, University of Dayton, was appointed the new editor. It appears that there was no newsletter for the Fall of 1984. Maureen remained the editor through the Winter 1985 issue, when Beverly Flanigan, Department of Linguistics, Ohio University, became the editor, beginning with the Spring/Summer issue. Beverly decided to resign with the Fall 1987 issue, suggesting "that the editorship should move about the state on a somewhat regular rotational basis" (**OTN**, Fall, 1987, p. 6.)

The first conference of Ohio TESOL took place at what was then known as Columbus Technical Institute, May 6, 1978. Following the name of the national organization, TESOL (Teachers of English to Speakers of Other Languages), which

became official at a convention in New York City in March, 1966, the organization became officially known as "Ohio TESOL." The two scholars competing for the first President of national TESOL were Robert Lado, Dean of Languages and Linguistics, Georgetown University, Washington, D.C., and Harold Allen, Department of English, University of Minnesota; Allen was voted in as the first President. Robert Dakin, Director of the Ohio Program of Intensive English (OPIE), Ohio University, which he developed in 1967-1968 as the first of its type in Ohio, reminded me that the reason for the name TESOL rather than TEFL or TESL was that the membership at the time could not agree to either one of those.

Ohio TESOL's fall conferences and spring meetings, especially in the first several years of the 1977-1987 decade, gave emphasis to ESL in Higher Education; intensive and semi-intensive programs had blossomed in various regions of Ohio, usually on college or university campuses. In the Winter 1980 issue of *Ohio TESOL Newsletter*, 24 of these programs were listed, and issues of the newsletter carried descriptions of them. The membership in the early years mostly came from administrators and teachers within these programs. President William Smart reported in the Winter 1983 issue of *Ohio TESOL Newsletter*, p. 1, that "since its organizational meeting five years ago (December, 1977), Ohio TESOL has grown from a room full of ESL teachers eager to unite to an active organization of some 170 professionals. With this rapid growth of Ohio TESOL have come a greater diversity of professional interests and a more equal distribution of membership around the state." In addition, he indicated that "prospects for rapprochement with NAFSA [National Association for Foreign Student Affairs: Association of International Educators] are ripe" (p. 3). He and Susan Klopp, who succeeded him, were editors of NAFSA's Region VI newsletter for a period of time; Region VI includes Indiana, Kentucky, and Ohio. Additional TESOL members (for example, George Hertrich) were active in Region VI as well as NAFSA itself, and Connie Perdreau (Ohio TESOL President, 1987-1988) became President of NAFSA. She pointed out that there have been only four NAFSA presidents from Ohio in its 55-year history; so far, she has been the only one who was also an Ohio TESOL president. Before she became NAFSA's President, Connie was the organization's National Chair of Administrators and Teachers of ESL. Founded in 1948, NAFSA will reach 60 in 2008.

At the first Fall Conference, October 13-15, 1978, co-hosted by the ESL Language Center, Case-Western Reserve University and the Griswald Institute, Cleveland, approximately 60 people attended. Ruth Crymes, First Vice President of international TESOL, was the keynote speaker; she spoke on "The Use of Questions in the Negotiation of Understanding," describing a study which she designed to examine how people take a language (in this case, English) and use it as a kind of "international language." (OTN, December, 1978, p. 1.) A chronological listing of keynote speakers at Ohio TESOL's Fall Conferences and Spring Meetings is found in Appendix A of this History.

The Spring Meeting, which took place at the Sheraton Hotel, Columbus, on April 7, 1979, was a joint effort with the Ohio Modern Language Teachers Association (OMLTA) on the final day of their three-day conference. More than 100 people attended. There were round-table discussions on "ESL for Adults," with participation by Phyllis Duryee, Rebecca Rostofer, and Toby Marquit and on problems facing program administrators with participation by Robert Dakin (Ohio Program of Intensive English,

Ohio University, Athens), George Hertrich (Ohio Dominican College, Columbus), Wally Pretzer (Bowling Green State University, Bowling Green), and Eileen Turoff (ELS Language Center, Case-Western Reserve University, Cleveland). Elliot Judd, who, together with others, attended national TESOL's convention in Boston in March, referred to current methodologies in curriculum development eliciting controversies—namely, Charles Curran's Counseling-Learning, Suggestopedia, and the Silent Way—and to those methodologies being developed—namely error analysis and functional-notional objectives. (OTN, June, 1979, p. 4.)

At the Fall Conference (October 26-28, 1979), hosted by the American Language Institute, University of Toledo, there were three keynote speakers: David Harris (from Georgetown University, Washington, DC, and a former President of TESOL, 1969-1970); Jayne Harder (from the University of Florida); and John Haskell, Editor, *TESOL Newsletter*. More than 100 people attended the conference. Harris, known for his research on testing, focused on ESL reading methodologies; Harder, in charge of teacher training, presented information on ESL teaching methods; Haskell offered some predictions on language learning and teaching for the 1980's. (OTN, Winter, 1980, p. 3.) This newsletter listed the 24 ESL programs at colleges, universities, and institutes in Ohio in 1980.

Ohio TESOL's Spring Meeting took place on the campus of Ohio Dominican College, Columbus, on April 26, 1980. Conference presenters came from not only higher education institutions in Ohio but also from Lansing (Michigan) Community College and Northern Kentucky University (Covington).

Three areas—bilingual education, Indo-Chinese refugees, and adult/higher education ESL—were emphasized at the Fall Conference held on the campus of Ohio University (Athens), October 3-4, 1980. On Friday evening, Dennis McAvena, Indo-Chinese Refugees Assistance Program, Ohio Department of Education (Columbus), spoke both about this refugee problem in Ohio and about federal funding. The largest concentrations of these refugees, now more likely to be illiterate and untrained for jobs than the more well-educated and professionally trained groups who came in 1975, were in Akron, Cleveland, Columbus, and Toledo. The keynote speaker on Saturday afternoon was K. Balasubramonian, Inter-America Research Associates, Washington DC; in his address, he dealt with the selection of appropriate models for educating LEP children. Elliot Judd, University of Illinois at Chicago Circle, opened the conference by discussing the British influences on EFL teaching through contrasts between the communicative approach and the structural, grammatical approach emphasizing form. (OTN, Winter, 1981, pp. 1 and 5.)

Ohio TESOL's Spring Meeting took place on the campus of Ohio Wesleyan University, Delaware, on May 2, 1981. The keynote speaker was Thomas Scovel, University of Pittsburgh, who spoke on the power of change to further progress in the profession. By and large, the thirteen presentations addressed ESL teaching and administration in higher education, with some attention to bilingual education.

Ohio TESOL increasingly responded to other concerns—namely, bilingual education and the ESL needs of Indo-Chinese refugees. Also, a special issue of *Ohio*

TESOL Newsletter (Winter, 1980) was devoted to cross-cultural or intercultural communication (noticeably, with increasing attention given to cultural shock and sensitivity and comparisons of cultural behavior, values, and beliefs of non-native speakers of English living as well as studying in the United States). Of major concern in the early 1980's were employment issues, both within international TESOL and Ohio TESOL, which related to benefits, contracts, salaries, job security, grievance procedures, bargaining organizations, program approval, management training for administrators, job market survey, and lobbying, as reported in Ohio TESOL President's message by Adelaide Heyde Parsons in the Spring 1982 issue of *Ohio TESOL Newsletter*, p. 3.

George Hertrich chaired the Ohio TESOL Certification Committee (1979-1981), which ultimately led to ESL certification through universities that applied and became approved for awarding certification under the auspices of the Ohio Department of Education. To establish ESL certification ultimately, the committee (in 1980) had prepared a questionnaire for school administrators throughout Ohio in order to "gather information on the numbers and distribution of non-English speaking students (children and adults) in Ohio schools, on the kinds of English instruction provided for them, and on the need for professional ESL instructors." (*OTN*, Winter, 1980, p. 5.) On April 25, 1980, the day before the Spring Meeting of Ohio TESOL at Ohio Dominican College, Columbus, an ESL Administrators' Workshop took place, a workshop that dealt with such matters as recruiting and testing students and staffing programs; the reason for the workshop was that, at the Fall Conference in Toledo, it was suggested that ample time be set aside for discussion of administrative issues. Roland Patzer, International Education Coordinator for the Ohio College Association (OCA), hoped to present a statement of recruitment policies at a later workshop of presidents and deans of Ohio Colleges.

As reported by Martha Hull, Ohio TESOL President, 1983-1984 (*OTN*, Winter, 1986, p. 5), provisions for validation in TESOL and Bilingual-Multicultural Education were included in the certification standards recommended by the Ohio Teacher Education and Certification Advisory Commission; these standards, approved by a joint committee of the state house and senate, became effective on July 1, 1987. Martha clarified the meaning of validation, which "is an addition to a standard certificate," in this case, teaching English as a Second Language; "an individual instructor may have his or her certificate validated for TESOL by completing an approved program of teacher preparation." Teachers already employed in ESL positions in accredited schools on January 1, 1987 were now "grandfathered" into validation (that is, exempted from any further training); those teachers employed after this date had to complete an approved teacher training program and pass an examination in order to be validated. Pamela Sharpe, founder of the American Language Institute at the University of Toledo (September, 1977) and organizer of Language Training Consultants, together with Martha Hull, played key roles in drafting Ohio TESOL's Statement of Core Standards for validation of teacher training programs. The fourth and final draft was approved by the Executive Board at its winter meeting on January 24, 1987. In 1986, programs at Cleveland State and Ohio State were approved by Ohio TESOL and the State Board of Education; by Winter, 1987, institutions with proposals in progress or ready for submission included Ohio Dominican College, Ohio University, University of Toledo, and Wright State University.

The 1981 Fall Conference of Ohio TESOL was held jointly with the Ohio Association of Bilingual-Multicultural Education (OABME), an affiliate of the National Association for Bilingual Education (NABE), on the campus of the Ohio State University, Columbus, October 9-10, 1981. Of noticeable significance from the conference evaluations were these suggestions: “more bilingual presentations, more practical applications of research; an emphasis on methods and materials development; more sessions on ESL at the elementary and secondary levels; more role playing by participants.” (OTN, Winter, 1982, p. 11.) Representing Ohio TESOL as keynote speaker was Joan Morley from the University of Michigan’s English Language Institute and Linguistics Program; at a retirement event for her in Ann Arbor in April, 2004, a representative from the University of Michigan Press said that Joan has, through her various publications, remained the No. 1 money-maker for the Press. Calling listening “the neglected skill” in language teaching, she stressed that ESL teachers needed to consider the development of this skill as an end rather than just as a means to some other teaching concern. As she demonstrated materials from the beginning of the twentieth century to the present time, she described professional attitudes toward the teaching of listening. (OTN, Winter, 1982, p. 5.) Representing OABME as keynote speaker was Carolyn Ebel, NABE’s Executive Director, who reported on the negative ways in which bilingual education was regarded—that is, budget cuts, lack of federal support, and low public esteem. She encouraged teachers not to be reluctant to involve themselves in politics by advocating the values of bilingual education. (OTN, Winter, 1982, p. 1.) Fourteen years later at the time of Ohio’s ESL/Bilingual Education Week (May 4-11, 1996), the values of bilingual education were articulated by two native speakers of Spanish studying at John Carroll University in Cleveland. In her essay, Monica Garcia cogently wrote: “. . . Bilingual education was not only about learning English; it was also about preserving cultures, creating diversity awareness and giving students that little extra push needed to continue on the right path. . . .” (OTN, Winter, 1996, p. 14.) She was “relieved” to be in bilingual classrooms where she was taught in both English and Spanish. Salutatorian of her high-school graduating class, she indicated that her bilingual education, especially in Grades 7, 8, and 9—she had come to Cleveland with her family from Puerto Rico when she was ten—had helped her “become proficient in English, without neglecting Spanish” or her culture (also p. 14). Maribel Garcia (originally from Mexico), who was valedictorian of her graduating class, said that, once she was in a bilingual biology class, she “became aware of the difficulties that many Hispanic students endure” when they are not in bilingual education classes (p. 15).

The 1982 Spring Meeting, entitled “Opening Doors,” took place on the campus of Otterbein College in Westerville on April 24th. About 125 persons attended sessions ranging from adult education to ESL in the public schools. Employment issues became a prominent meeting theme. (OTN, Summer, 1982, p. 1.) Only twenty evaluation forms of the Spring Meeting (out of a possible 125) indicated these topics for future conferences: “an idea-sharing session for teachers on specified topics, methodology for teaching university level vocabulary courses, placement test procedures, employment opportunities overseas, and presentations on elementary ESL students, migrant students, and short-term immersion programs.” (OTN, Fall, 1982, p. 10.)

The 1982 Fall Conference was also held jointly with OABME, this time at the Sheraton in downtown Dayton, October 15th and 16th. Keynote speakers for the conference, with the theme “Expanding Horizons in Bilingual Education and ESL,” were Ramon Santiago, past NABE President and Director of the Bilingual Education Service Center at Georgetown University, Washington, DC, and Hai Trong Tran, Senior Program Associate of the Midwest National Origin Desegregation Assistance Center at the University of Wisconsin-Milwaukee (OTN, Fall, 1982, p. 1). Whereas Dr. Santiago entitled his speech “Bilingualism: In the National Interest,” Dr. Tran entitled his “Current Trends in ESL.” To bring conference themes and presentation topics together, a general session closing the conference featured a panel consisting of Dr. Santiago, Dr. Adelaide Heyde Parsons (Ohio University), Dr. Myriam Met (Cincinnati’s Bilingual Program), and Dr. Wallace Pretzer (Bowling Green State University); the panel addressed this notion: “Instructional Program Design: Do We Practice What We Preach?” (OTN, Winter, 1983, p. 8.)

Ohio TESOL held its 1983 Spring Meeting on the campus of Ohio Dominican College on April 23rd, continuing the tradition of holding the one-day (Saturday) meeting in Region 1 (Central Ohio). A focus on employment issues continued as a key topic of major interest to members. Teaching ESL reading was the other focus, with presentations (among others) geared to teaching reading at the elementary level, the use of computers for teaching reading, and materials for use in classes at the intermediate reading levels. In his report on international TESOL in Toronto (March 15-20, 1983), Ohio TESOL President William Smart offered this humorous grammar: “. . . Immigration officials seemed on the alert to catch TESOL-goers off guard. One inspector in particular gained notoriety for his sharp interrogation: ‘Can you ever say you is?’ The unsuspecting traveler, stunned by such a question, shook her head without thinking. ‘How about you is a pronoun?’ he challenged.” (OTN, Spring, 1983, pp. 3 and 11.)

On November 18-19, 1983, Ohio TESOL held its Fall Conference jointly with the International Education Association of Ohio Colleges and Universities (IEA-OCU) at the University of Akron. Many and varied presentations, reflecting broadened interests, were scheduled “for teachers and administrators in programs for refugees and immigrants, university-bound international students, ESL students in elementary and secondary schools, and students in special programs.” (OTN, Fall, 1983, p. 13.) A special guest at the conference was “Charlie Two Shoes,” who had become a favorite mascot of U. S. forces in China during World War II; since it was hoped that his visa would be extended until May, 1984, TESOLers were asked to write to President Reagan’s White House to ask for the extension so that Charlie’s family could come to the U. S. for a visit. At the time when President and Nancy Reagan visited China in April, 1984, I was teaching Applied Linguistics/Methods in Teaching English as a Foreign Language to 33 Chinese teachers of English at the Xi’an Foreign Languages Institute, Xi’an, China, near which the famous terra cotta warriors, dating from the dynasty of Qin Shi Huang Di, Emperor of China (221-206 B.C.) had, first, been unearthed in Lintong County in 1974. Cross-culturally speaking, I would like to share this experience: Various workers (that is, cooks, housekeepers, gardeners, etc.) were concerned that President Reagan had found the ancient terra cotta warriors of inferior quality, for, on TV, they noticed that he, having touched the warriors, brushed his hands on his trousers to remove the dust, a gesture typical of any American in this situation. Although regulations permit no one to touch or

walk among the warriors and their horses (all life-size), a ramp had been built into a pit especially for the Reagans to do so. The workers had, negatively, interpreted the President's cultural gesture.

One keynote speaker at the conference was Sandra Savignon (University of Illinois, Urbana/Champaign), whose research, combining communicative competence theory with suggestions for applying the theory in classrooms, gained national recognition. Entitling her speech "Communicative Language Teaching: Where Are We Going?," she noted the profession's indebtedness to structural linguists and to Noam Chomsky, showing how ESL teachers have moved from emphasizing grammatical forms to stressing the importance of semantics and interaction to build authentic language growth. (OTN, Winter, 1984, p. 7.) The other keynote speaker was Edward Mandrell (University of Toledo), who entitled his speech "ESL and the 'Human Factor.'" Even though his examples referred to the negative ways in which international students are treated on college and university campuses, they could be applied to other settings; his main thrust was to devise ways to change "people's attitudes to be more positive toward our limited English proficient students if we are to enhance their success rate in our schools and society," as summarized by President Martha Hull (now Williams). (Also p. 7.) Linda Smith, Center for Applied Linguistics, gave an overview of the "Southeast Asian Refugee Camp Intensive ESL/Cultural Orientation & Pre-Employment Programs."

Developments in Adult Basic Education/English as a Second Language were funded through the Adult Basic Education Act passed at the federal level. Through the efforts of Sherry Martin, Coordinator of the ABE/ESL Program in Westerville, Ohio, in 1979, a newsletter for teachers of adult ESL students was initiated. Indo-Chinese refugees, who first came to Ohio in May, 1975, significantly increased the need for ESL instruction. Understanding of programs with primary interest in bilingual education and those with primary interest in EFL/ESL increased; that is to say, EFL/ESL personnel gained improved awareness of the necessity of transmitting and preserving the cultural values of the native speaker of Arabic, Chinese, Spanish, etc., just as bilingual education personnel recognized the necessity of systematic instruction in EFL/ESL. In the Winter 1981 issue of the *Ohio TESOL Newsletter*, Dean Stecker began a regular column on programs and issues related to bilingual education in Ohio. Jean Nye, Director of the Findlay College (now the University of Findlay) Spanish/Bilingual Education Programs, replaced Dean Stecker as editor of the "Bilingual Education in Ohio" page in the Spring 1982 issue of the newsletter.

The 1984 Spring Meeting, with the theme "Spring Forward," held on the campus of Otterbein College in Westerville on April 28th, attracted more than 100 people. Some sessions dealt with the teaching of ESL skills in intensive English programs and in academic courses at the college level; other sessions dealt with teaching abroad and the use of computers in language instruction. (OTN, Spring/Summer, 1984, pp. 20-21.)

Sponsored by Ohio TESOL and OABME, the Fourth Annual Midwest Regional Conference of international TESOL was held for both TESOL and Bilingual Education at the downtown Hyatt Regency Hotel, Cincinnati, October 18-20, 1984; in effect, the annual Ohio TESOL Fall Conference was incorporated into this Regional Conference, with the theme "In the Heart of It All." Keynote speakers were David Edwards of the Joint

National Committee on Languages, who spoke on bilingualism and the national interest, and Carol Kreidler of Georgetown University, who spoke on professional standards and employment concerns. Unique at this conference was an opportunity to hear children (from the Cincinnati public schools) say or demonstrate how they had learned either their first or second language (OTN, Spring/Summer, 1984, p. 22.) Through an e-mail from Adelaide Heyde Parsons (at Southeast Missouri State University, Cape Girardeau, Missouri since the summer of 1984), who was the regional conference chair, I learned that plans were initially made to have the conference at the Marriott which had a series of management changes resulting in increased costs for the event: “At the advice of Dr. James Alatis, Executive Director of TESOL and with the support of TESOL, we were advised to break the contract and negotiate a space elsewhere. . . . When Marriott pursued the matter, Dr. Alatis stepped in privately; however, it took a bit of time to resolve things locally.” Adelaide recalled that “the Marriott chain felt that the broken contract was justified; however, the Cincinnati Marriott was locally owned and a franchise of some sort.” After a nearly two-year lawsuit filed by the Marriott Corporation regarding initial plans to hold the conference at the Marriott instead of at the Hyatt Regency, Debra Deane (Ohio TESOL President, 1985-1986) announced that the lawsuit had been dropped by Marriott, with no penalty to Ohio TESOL. She thanked Deborah Pierce (Immediate Past President) in bringing this lawsuit to a successful conclusion. At the 1987 Fall Conference business meeting (October 16, Toledo), Bill Holschuh “reported that Ohio TESOL had received an invoice for \$1,125 from Gerald Salmen, the attorney from Cincinnati hired to settle the legal suit. . . .” A final reference to the lawsuit was made by President Connie Perdreau at the November 4, 1988 business meeting; all legal fees were paid in April, 1988. (OTN, December, 1988, p. 10.)

No mention was made in the newsletter of the Spring Meeting, 1985, supposedly held at Ohio Dominican College, Columbus; perhaps, the Fall 1984 and Winter 1985 newsletters (missing from the archived newsletters) included this information. Beginning in 1984, the individually published spring and summer issues were combined into one spring/summer issue, which continued through the rest of this decade.

The Ohio TESOL Fall Conference at Burr Oak State Park, 22 miles northwest of Athens, October 25-26, 1985, was held in cooperation with the Ohio Department of Education, the Division of Equal Educational Opportunities, and the Lau Center, located in Columbus. Since Region VI NAFSA was held at the Ohio University Inn (Athens), October 23-25, Ohio TESOL scheduled cooperative programs with Region VI on Friday, October 25. This conference was the first that the Lau Center and Ohio TESOL planned together. Because of this cooperative venture, conference attendance increased to 175, for it had remained in the estimated 70-125 range for a number of years; this tally made the conference “the best-attended” in Ohio TESOL’s history, according to Connie Perdreau, conference coordinator (OTN, Winter, 1986, p. 10). An extract from the *Ohio Bilingual-Multicultural Update*, published in the *Ohio TESOL Newsletter*, Spring/Summer, 1985, p. 10, stated:

Lau Centers were established to provide training and technical assistance to school districts implementing national origin desegregation programs for limited English proficient (LEP) students. The name “Lau” arose as a result of the lawsuit Lau v Nichols

filed on the behalf of Chinese-speaking public school students against the San Francisco Unified School District in 1970. The U. S. Supreme Court ruled that failure of the San Francisco school system to provide English language instruction to the Chinese students violated the Civil Rights Act of 1964, which bans discrimination on the basis of race, color, or national origin in any program or activity receiving federal funds. . . .

The Lau Center has provided training and technical assistance in many authorized areas including English as a second language instruction, bilingual education methodology, assessment of language proficiency, special education for limited English proficient students, curriculum development and selection, cultural awareness, and program design, management, and evaluation. . . .

David Eskey (Director, American Language Institute, University of Southern California), Ohio TESOL's keynote speaker, delivered the plenary address, "Content—The Missing Third Dimension in Syllabus Design" on Saturday morning, October 26th. His theme dealt with the incorporation of "the best of notional and structural syllabuses in an ESL program. . . ." (OTN, Fall, 1985, p. 1.) With a focus largely on higher education, ". . . he cited three forms the syllabus might take: 1) a pre-reading, reading, and writing unit 'on a topic' within a conventional ESL program; 2) an 'adjunct' course run in conjunction with a regular academic course for regular grading and credit but a back-up ESL class where problems are discussed; and 3) a 'sheltered' course which is substituted for a regular academic course and offers the same content on the same grading scale but is presented in simplified language for non-native speakers. . . ." (OTN, Winter, 1986, p. 10.) On Saturday afternoon, Karen Noland Giles spoke about "Native American Philosophy and Paralinguistic Behavior in the ESL Classroom"; she was, at the time, Program Coordinator for the Midwest National Origin Desegregation Assistance Center (NODAC) at the University of Wisconsin-Milwaukee.

"Spring Cleaning" or "Getting Our House in Order" was the theme of the 1986 Spring Meeting, held at the Shepard Center of the Columbus Public Schools in Columbus on Saturday, April 19th. The motivation to hold it at this Center was to involve the K-12 sector in particular. At this time, Ohio TESOL T-shirts became available at \$7.00 each. (OTN, Winter, 1986, p. 3.) The Fall 1986 Conference, held in conjunction with the Lau Center and the Ohio State University, took place at the Sheraton Inn in Columbus Plaza, November 14-15. Keynote speakers were Jean Handscombe, past President of international TESOL, and Anna Uhl Chamot, Director of Inter-America Research Associates in Rosslyn, Virginia. Dr. Handscombe, with the North York Board of Education in Toronto, entitled her speech "Learning Language and Learning Through Language," the conference theme. She stressed the need for teachers to become aware of factors other than their students' limited English proficiency; she pointed to factors such as students' "previous cognitive, linguistic, and cultural experiences, ethnic or racial stratification, . . ." (OTN, Winter, 1987, p. 9). Dr. Chamot entitled her speech "The

Power of Learning Strategies for Learning Language and Learning Through Language,” so her presentation complemented Dr. Handscombe’s. She focused on cognitive techniques to aid students in acquiring their second language (English). The conference banquet address (“Learning to Be an American While Learning to Speak Englishly”) by Rodica Bodoman, Director of the Romanian Language Program at the Ohio State University, the largest such program outside Romania, was, as John Riggles wrote, “a humorous and poignant account of the acculturation process she underwent, and is still undergoing, since her move from Romania to the United States 26 years ago . . .” (also p. 9).

At the Ohio TESOL business meeting at the Fall Conference at Ohio University, October 3-4, 1980, dues were increased to \$8.00 for regular members and \$4.00 for students. At the business meeting at Ohio Wesleyan University, Delaware, May 2, 1981, the Executive Board recommended the following categories be added to regular memberships:

- a. Institutional: \$40.00, five designated members; \$25.00, three designated members, with such members having full membership privileges.
- b. Commercial: a \$60.00 membership including two quarter-page ads per year.
- c. Joint Husband/Wife: \$12.00 with one subscription to the newsletter.

Accurate membership figures are difficult to give because they fluctuated when registrants at fall conferences and spring meetings joined or renewed. Memberships had gone from 100 in 1978 to 173 in 1979, with a decrease in 1980 to 147; then there were increases to 168 in January, 1981 and January, 1982, and to 184 in January, 1983, followed by an apparent decrease by the end of 1983 to 110. Growing concerns about falling membership and ways to recruit new members were discussed at the Executive Board meeting on July 25, 1981. Suggestions given were to make contact with various state programs, to publicize in the newsletter, and to mail special recruitment letters. A new \$50.00 commercial membership category, to include free advertising, was also proposed at this board meeting. New membership fees, approved at the 1982 Fall Conference business meeting, were set as follows: \$10.00, regular; \$6.50, student; \$15.00, joint; \$30.00 institutional (three members); \$50.00, institutional (five members); and \$50.00, commercial. By Spring, 1986, the memberships came to 199, the highest in Ohio TESOL’s history to that point. At the TESOL/Lau Fall Conference, 1986, the membership was 114, but 234 had not renewed. Memberships, reported at the spring business meeting, April 4, 1987, came to 192, but, at the fall business meeting, October 16, 1987, membership came to 177. An estimated annual membership for this decade (1977-1987) came to 154.

Through the efforts of Elliot Judd, the Ohio TESOL Lending Library began. To request a book or a complete list of titles, any member could write to him at the Department of Linguistics, Ohio University, Athens. Undoubtedly, because Elliot left Ohio, the library was transferred to Ohio Dominican College, Columbus, under the supervision of George Hertrich. At the spring business meeting, April 4, 1987, George commented on the status of the library, saying that its holdings in pre-1980 textbooks would be given away to anyone interested in having them. A list of the present holdings, grouped according to teaching focus, was distributed; these books were available on

loan from George for examination and/or for newsletter review purposes (reported in the *OTN*, Spring/Summer, 1987, p. 10).

By 1983, Ohio TESOL had, as an outgrowth from international TESOL, formed the Committee on Socio-Political Concerns, headed by Adelaide Heyde Parsons, Ohio University, with the purpose of monitoring and influencing federal, state, and local legislation on ESL-Bilingual matters. Jean Nye (Findlay College) succeeded Adelaide in chairing this committee. At the business meeting, Fall Conference, 1986, President Debra Deane “announced that members were being sought to serve as liaison with national TESOL’s committees for socio-political concerns and professional standards and program regulation.” (*OTN*, Winter, 1987, p. 9.)

Information on computer-assisted language learning (CALL) first appeared in the *Ohio TESOL Newsletter* in the Summer 1983 issue. Patrick Kelley (Ohio University and later at Hocking Technical Institute) began his article by referring to the “many presentations and workshops relating to computers and computer-assisted learning” given at the 1983 TESOL convention in Toronto (Canada); he added that he overheard ESL program administrators saying “We can’t stay competitive if we don’t get into computers . . .” (p. 12). In the Spring/Summer 1984 issue of the *Ohio TESOL Newsletter*, p. 6, Sybil Collier (English Language Institute, University of Akron) favorably reviewed *English for Computer Science* (Oxford University Press), a textbook designed for ESL students learning how to use computers. It was George Hertrich, according to Elana Hohl, who helped to computerize the Executive Secretary-Treasurer’s position and who encouraged putting the newsletter on computer rather than continuing “the dark-age-cut-and-paste method.” (*OTN* Spring, 1987, p. 25.) Increased attention to computer-assisted ESL instruction could be seen in Phillip Markley’s reviews of five books—for example, *Computers, Language Learning and Language Teaching*, published by Cambridge University Press, 1985 and reviewed as “well written for anyone who wishes to know more about CALL.” (*OTN*, Fall, 1986, p. 14.)

The survey of Ohio TESOL members, conducted in Fall, 1986, showed that 80% were satisfied with the ways in which their professional organization was serving their needs. They spoke well of the one-day meetings in the spring and the two-day conferences in the fall; they noted “the high quality of the *Newsletter* articles, particularly the book reviews, the ‘In the Classroom’ and ‘Recent Research’ columns and regional news reports.” (*OTN*, Winter, 1987, p. 13.) Somewhat less than half the total membership—namely 70 members—responded to the survey. Also given in this survey report by Debra Deane (Immediate Past President) in this *Newsletter* were percentages showing the levels at which they teach—namely, “65% at the university level, 34% in K-12, and 20% in Adult Basic Education.” She pointed out that “percentages did not total 100% because many teach in more than one setting.”

“Problem Solving and Solving Problems” was the theme of the Spring Meeting held at Otterbein College, Westerville, on Saturday, April 4, 1987; the meeting was dedicated to the memory of Carol Snowdon and Barbara Mallett, active TESOL members, both of whom died in 1986. On April 23, 1986, Carol Jean Snowden (age 36), Director of the American Language Academy at Baldwin-Wallace College in Berea, died unexpectedly of heart failure. In 1981 she finished her Master’s Degree in Intercultural

Advising and Training at the School for International Training in Brattleboro, Vermont. (OTN, Spring, 1986, p. 3.) On August 14, 1986, Barbara Mallett died suddenly “after her hospitalization a month earlier for pneumonia.” Before she became Director of the English Language Program, Ohio Wesleyan University, Delaware, she had directed the Program of Intensive ESL at the College of Mount Saint Joseph in Cincinnati for two years. She served as the Region 3 Representative, probably from Fall, 1984 to Summer, 1985. She received both her bachelor’s and master’s degrees in English from Ohio State. She completed certificates in TEFL/TESL at Trinity College, London, and from the Royal Society of Arts, affiliated with the University of London. (OTN, Fall, 1986, p. 2.) Bill Holschuh (Ohio TESOL President, 1986-1987) referred to an Official English proposal being developed in the state legislature by Senator Cooper Snyder of Hillsboro and Representative Dale VanVyvan of Sharonville. Although snow, slush, ice, and zero visibility threatened to cause the cancellation of the meeting, attended by about 70 members, the meeting, “abbreviated in attendance and length of stay, . . . went off without a hitch. . . .” (OTN, Spring/Summer, 1987, p. 10.)

As the theme of the Fall Conference of Ohio TESOL (the tenth birthday of the organization), October 16-17, 1987, in Toledo, indicated, there had been “A DECADE OF DEVELOPMENT.” It is interesting to point out Ohio TESOL’s increased attention to ESL in elementary schools, for one of the two plenary speakers at the tenth anniversary conference was Sarah Hudelson, Associate Chair of international TESOL’s ESOL in Elementary Education Interest Section at that time. Her speech, “Content Study and Language Learning: Uniting the Two,” emphasized how regular “curricular needs determine the shape of language instruction. . . .” (OTN, Fall, 1987, p. 1.) The other plenary speaker was Elliot Judd, who spoke cogently in opposition to efforts to legislate English as the official language of Ohio; matters related to language policies have been of major concern to Elliot. He pointed out that “. . . people learn English not because they are taught it but because they perceive a need for it,” adding “that the threat to constitutional liberties, and to foreign language education, is greater than are the imagined dangers of the present English-plus [native language] situation, which is, in fact, the professed goals of ESL and bilingual education.” (Also p. 1.) At this conference, Ohio TESOL members unanimously adopted a resolution opposing these efforts. The final statement of the resolution indicated full endorsement of international TESOL’s Resolution on Language Rights (similar to those listed in Ohio TESOL’s Resolution) adopted at the TESOL Legislative Assembly, April 14, 1987. In a letter, Bill Holschuh (Immediate Past President) urged legislators to vote against Senate Bill No. 40 or any like-minded proposals. Governor George Voinovich, according to an editorial in *The Blade*, Toledo, Ohio, Saturday, March 30, 1996, p. 6, opposed such legislation because it “is divisive and a slight to ethnic Ohioans.” In a response to *The Blade*’s support of such legislation, I stated: “. . . My national professional organization, Teachers of English to Speakers of Other Languages, and my professional state affiliate, Ohio TESOL, have cogently negated this legislation in published documents and the media. . . .” (*The Blade*, Tuesday, April 9, 1996, p. 6.) At the luncheon plenary, Elliot, appropriately, in view of Ohio TESOL’s tenth anniversary, reviewed the past ten years of developments in TESL methodologies. As summarized in the *Ohio TESOL Newsletter*, Fall, 1987, p. 1, “from a naive belief in methods stressing interactive learning and integrative testing, the profession has entered a period of ‘cautious growth’ in which older emphases on language behavior output are blended with recent concerns for

situational input, variational language influences, and cognitive and affective aspects of language learning.” This summary provides an appropriate closure to this part, which begins and ends with Elliot Judd (President of international TESOL, 2005-2006).

THE SECOND DECADE (1987 - 1997)

GROWTH

Have all the Ohio TESOL Presidents during their terms of office written columns in each newsletter? In general, all have usually done so, beginning with the Winter 1982 issue when Adelaide Heyde Parsons wrote the first regular column; from 1977-1982, there was no regular column but a one-time president's letter by R. Thomas Silva, published in the *Ohio TESOL News*, July 26, 1978; noting the upcoming first anniversary of the organization, he wrote that even though other state affiliates had existed longer than Ohio TESOL, our affiliate had "already surpassed them in membership (p. 1)." With the December 1988 issue of the newsletter, both the outgoing and the incoming presidents submitted columns when the incoming president began the term of office, usually reported in each winter issue; in the Winter 1993 issue, there was no outgoing president's column. The two columns reappeared in the Fall 1993 issue and continued in the fall issues until the Winter 1999 issue, in which they appeared and continued in the Winter 2000 issue. Beginning with the Fall 2000 issue, the Past President was no longer a member of the Board of Directors, so there was also no outgoing president's column. This change was due to the restructuring of the organization, approved by the membership in the fall of 2001. From 2004 on, no president's column, except for Amy Spencer's outgoing president's message (*OTN*, Winter, 2005, p. 3), appeared.

In the Spring 1991 newsletter, there appeared an announcement for the opening position of Executive Secretary-Treasurer of Ohio TESOL, to become available September 1, 1991; George Hertrich held this position from 1987 to 1991. Neil J. Anderson (Department of Linguistics, Ohio University) and Charles (Charlie) Mickelson (Ohio Program of Intensive English, Ohio University) shared duties in the position of Executive Secretary-Treasurer, beginning in the Fall of 1991; Neil became Executive Secretary and Charlie, Executive Treasurer. Neil has contributed significantly to international TESOL as a member of the Board of Directors, Conference Chair (TESOL at Salt Lake City), just as Adelaide Heyde Parsons (Ohio TESOL President, 1981-1982) has also done. Now at Brigham Young University, Provo, Utah, Neil served as international TESOL President (2001-2002). When he left Ohio University, presumably to begin his position at Brigham Young, Charlie Mickelson became the Executive Secretary-Treasurer, Spring, 1993; he stepped down in the Spring of 1997. Enid Rosenstiel and Laura Thomas were appointed to fill this position.

In the second ten years, the following persons served as President of Ohio TESOL: Connie Perdreau (Ohio University, Athens), 1987-1988; First Vice-President and President-Elect Carolann DeSelms's resignation (Ohio Dominican College, Columbus) led to the appointment of Michael Hupfer (Ashland College, now Ashland University), 1988-1989; Linn Forhan (Ohio University, Athens), 1989-1990; Douglas Ewing (University of Toledo), 1990-1991; Kathleen Romstedt (The Ohio State University, Columbus), 1991-1992; Mary Kaye Jordan (Ohio University, Athens), 1992-1993; Marguerite McDonald (Wright State University, Dayton), 1993-1994; Douglas Coleman (University of Toledo), 1994-1995; Jennifer McConnell (Sinclair Community College, Dayton), 1995-1996; Kathi Cennamo (The Ohio State University, Columbus), 1996-1997.

Laura Thomas and Kathy Romstedt (American Language Program, The Ohio State University) served as newsletter co-editors from Winter, 1988 to Winter, 1990. At the business meeting of April 22, 1989, at Northgate Center, Columbus, Kathy reported that the *Ohio TESOL Newsletter* had been praised by the TESOL National Field Service Office and by other affiliates at TESOL's annual convention, March 1-11, 1989, in San Antonio, Texas. Beginning with the Winter 1990 issue (into which the Fall 1989 issue was, apparently, incorporated) Kathi Chrissinger (American Language Program, The Ohio State University) and Tim Diemer became co-editors; Enid Rosenstiel (American Language Program, The Ohio State University), however, acted in Tim's stead until his return from Malaysia. Having been granted released time from ESL Programs at Ohio State University, Tim served as Director of Administrative Services and Assistant Provost for the Institut Teknologi MARA in cooperation with the Midwest Universities Consortium for International Activities (ITM/MUCIA). With the Spring 1991 Newsletter, the co-editors listed are Kathi Cennamo and Enid Rosenstiel; it appears that the co-editorship of Kathi Chrissinger and Tim Diemer was short-lived. President Douglas Ewing (1990-1991) stated that at the Carolina TESOL meeting in 1990, "the *Ohio TESOL Newsletter* was held up as an example of the finest in its class of publication . . ." (OTN, Spring, 1991, p. 6). Kathi Cennamo and Debra Deane became the editors with the publication of the Fall 1992 issue. With the Spring 1993 issue, Theresa Kempker was announced as an additional co-editor, to be in charge of the newsletter layout. Kathi Cennamo resigned her position of co-editor, as indicated in the Fall 1993 issue. When Debra Deane resigned as co-editor, Fall, 1997, Suzanne Panferov joined Theresa Kempker in producing the newsletter.

A new development in publishing the newsletter occurred in 1988 when a desktop system allowed submissions directly from PC or Macintosh floppy disks. Tim Diemer was helpful in teaching co-editors Laura Thomas and Kathleen Romstedt how to use the Macintosh to computerize the masthead design and to create column logos. (OTN, December, 1988, p. 2.) The Summer 1990 issue was the first to be produced on Ohio TESOL's newly purchased Macintosh SE; within the issue, there appeared a new service—namely, job opportunities in Ohio. There are discrepancies in volume numbers and publication years for several newsletters. I wonder whether the Winter and Fall 1989 issues were published, and the volume numbers for the 1989 issues should have been XIII, not XII. The volume number for the 1990 issues was XIV, with the Fall 1990 issue missing; the mislabeled Winter 1990 issue is actually the Winter 1991 issue and its volume number should have been XV.

The Spring 1991 newsletter referred to heavy dependence on advertising for its existence, which had been the sole responsibility of Barbara Robinson Kimyon until Debra Deane joined her in the advertising position. From year to year, newsletter columns as well as the editors of the columns have changed as new ones appeared and old ones disappeared. At the end of the first decade, the Spring-Summer 1987 issue of the *Ohio TESOL Newsletter* contained these columns: "Review of Recent Research," "In the Classroom," and "Book Reviews." With the Summer 1988 issue, there occurred, in addition to "In the Classroom," "Round the Regions," "Socio-Political Concerns," "Profiles of Programs," but no "Review of Recent Research." A random look at issues published in selected subsequent years resulted in the following columns (Spring, 1992):

“Better Teaching,” “In the Classroom,” “Mini-Reviews,” “Ohio TESOL Goes International,” “Profiles of Programs,” “Reviews,” and “Socio-Political Concerns.” This same issue announced a new position, Publisher’s Liaison, incorporating the duties of Advertising Editor and the responsibility of organizing publishers’ tables at state conferences. Another look showed these columns: “Better Teaching,” “In the Classroom,” “Profiles of Programs,” “Adult Education,” “Socio-Political Concerns,” “Book Reviews,” “Mini-Reviews,” and the new “Sharing Their Stories: ESL Student Writing” (begun under the editorship of Elana Hohl, Spring, 1995). A column on “K-12 Concerns” began to appear in the Fall 1995 issue; “Teachers in the Trenches” (under the editorship of Barbara Gottschalk) in the Winter 1997 issue. In the Spring 1997 issue, Kathi Cennamo thanked Greg Kessler (Ohio State University) for creating the Ohio TESOL Home page which can be visited at <http://www.esl.ohio-state.edu/otesol/main.htm>.

At the end of the first decade (Tenth Anniversary Conference Program, October 16-17, 1987, Toledo), President Bill Holschuh focused on how both the membership and programs had “broadened” to include not only ESL concerns of those in higher education but also those in the public schools, adult education, bilingual education, and refugee assistance programs. The next year (1988), President Connie Perdreau noted that “a record-breaking membership total” had placed Ohio TESOL “among the larger of the mid-sized US affiliates,” that there had been “effective communication with Ohio legislators” regarding the organization’s opposition to both the English Only legislation and the addition of “a tuition surcharge to international students at state universities,” and that an awards system to acknowledge excellence in teaching and service had been implemented (OTN, December, 1988, pp. 4 and 20). Subsequent to Connie’s observations were incoming President Michael Hupfer’s considerations of the ways in which members had been responding:

providing ESL training as preparation for higher education;
promoting ESL and bilingual education in elementary
and secondary education; empowering refugees, displaced
persons, and other immigrants with a new language for
citizenship; improving the instructional abilities of foreign
teaching assistants in our universities; providing corporate
language training for multinational work forces; using compu-
ters to assist in ESL teaching and learning; training new
ESOL teachers; resisting efforts to legislate English as an
official language; promoting cross-cultural understanding
between peoples of different nationalities and language
backgrounds. (OTN, December, 1988, p. 5.)

From Fall, 1987 to Winter, 1990, the newsletters contained information on Ohio TESOL’s (as well as international TESOL’s) strong opposition to any legislation advocating English as an official language. According to the *Ohio TESOL Newsletter*, Summer, 1989, p. 6, the Ohio Senate Committee on Education and Retirement heard opponents testify against Senate Bill 141 to make English the official language of Ohio. Michael Hupfer, Ohio TESOL President at the time, testified, and so did Elliot Judd (who traveled to Columbus on behalf of international TESOL). Other groups also giving opponent testimony included the American Civil Liberties Union, the Ohio Education Association, the Ohio Commission on Spanish-Speaking Affairs, and the Ohio Foreign

Language Association. Despite the cogent testimonies, this Committee voted to pass the bill to the Rules Committee to vote either for or against sending it to the floor of the Ohio Senate. In his testimony, Hupfer, very convincingly, pointed out:

English is attractive for people to use in Ohio, regardless of whether or not it is legally designated the official language, because it is the common language of the state through which political, economic, social, and cultural influences can be exerted. Historical evidence shows that over time users of other languages move toward English, either by becoming bilingual or multilingual or by abandoning languages for English. Because English already holds this place of influence, no point will be served by promulgating a law to make it the state's official language.

It is interesting to review information from previous years to look at similar kinds of legislation and comments occurring since the end of the first decade (1977-1987). The *Ohio TESOL Newsletter*, Winter, 1988, p. 8, reported:

In November, 1987, Bill Holschuh, Immediate Past President of Ohio TESOL, sent copies of the Ohio TESOL Resolution on Language Rights along with that of International TESOL and a cover letter stating Ohio TESOL's opposition to Senate Bill 40 and House Bill 137 to Ohio's 33 senators and 99 representatives. The intent of both of these pieces of legislation is to make English the official language of the state. To date, Holschuh has received nine responses from legislators. Of these, four expressed opposition to the bill, two expressed support, and two were neutral, promising to keep Ohio TESOL's concerns in mind when asked to vote on the bill.

Linda Chavez, the new President of U. S. English, which strongly advocates English Only legislation, said that "Hispanics who learn English will be able to avail themselves of opportunities. Those who do not will be relegated to second-class citizenship. I don't want to see that happen to my people." But, in her advocacy, had she thought about how "language-based discrimination" could be legalized and communities could become polarized "along racial and ethnic lines"? (Quoted material from *EPIC, English Plus Information Clearinghouse*, reprinted with permission in the *Ohio TESOL Newsletter*, Summer, 1988, p. 7. EPIC is a coalition established under the Auspices of the National Forum and the Joint National Committee for Languages.) About 1988-1989, it was reported that both Linda Chavez and Walter Cronkite resigned from U. S. English because they recognized racism in the policies of the organization; more specifically, as reported by Jonathan Tamez (American Language Program, The Ohio State University) in the *Ohio TESOL Newsletter*, December, 1988, p. 8, Chavez resigned when she had learned that "the major contributors to the movement also supported immigration control, forced sterilization and eugenics experimentation. . . ." In her Editorial, "'English Only' Still a Threat," Kathleen Romstedt reported that "in 1988, two pieces of 'English Only' legislation were introduced to the Ohio House, and Senate House Bill 137 died in

committee. Senate Bill 40 was reported out of committee but was never put to a vote. However, on March 16 of this year, Senator Cooper Snyder reintroduced it as Senate Bill 141. . . .” Although Michael Hupfer’s testimony against the bill has, probably, not ended the “English Only” legislation, it has also resulted in no passage of this legislation in Ohio.

At Ohio TESOL’s business meeting (Sinclair Community College, November 4, 1989), Kathleen Romstedt, speaking about Sociopolitical Concerns, reported that Senate Bill 141 was still in the Rules Committee and that Ohio TESOL had been in contact with the offices of Governor Celeste and Senator Aranoff, Chair of the Committee. (OTN, Winter, 1990, p. 6 [mislabelled Winter, 1989].) At the April 28, 1990 business meeting (Northgate Center, Columbus), she reported that, if there were no vote to bring it out of this committee by December, 1990, the bill would die. (OTN, Summer, 1990, p. 8.) Linn Forhan (editor, Socio-Political Concerns column in the newsletter) repeated that, as 1990 came to an end, Senate Bill 141 had, indeed, died! No new legislation had been proposed, even though it was expected that Senator Cooper-Snyder would introduce a similar bill in Spring, 1991. (OTN, Spring, 1991, p. 7.) At the business meeting of the Spring Meeting, Northgate Center, Columbus, Linn Forhan “displayed a mailer that had recently been distributed in Ohio by U. S. English,” which champions the official English movement, “and stated that the fight against ‘official’ English is not over even though SB 141 died in committee last year.” (OTN, Fall, 1991, p. 16.)

Tom Ricento, Chair, Subcommittee on Language Rights, international TESOL’s Sociopolitical Concerns Committee, sent a letter to all TESOL affiliates regarding the House of Representatives Bill 123: English as the Official Language of Government; Linn Forhan published it in her column in the Fall 1992 issue of the newsletter, pp. 10-11. Ricento reminded readers that, at TESOL’s annual convention in Miami in 1987, a resolution stated its opposition to “all measures declaring English the official language of the United States of America or any legally constituted part thereof.” Although HR Bill 123 had been introduced in the House’s Committee on Education and Labor, with 137 co-sponsors, no vote had yet been taken. To oppose this legislation, Ricento urged affiliates to act in various ways (e.g., circulating petitions opposing the bill at state meetings, writing letters to appropriate Congresspersons and/or writing letters to the editors of local newspapers). At Ohio TESOL’s Spring 1992 meeting, nineteen members expressed an interest in forming an Ohio TESOL Socio-Political Concerns Network; the Network Coordinator would be in contact with the Ohio TESOL Executive Board and the editor of the Socio-Political Concerns column of the newsletter. (OTN, Fall, 1992, p. 11.) Also, in the Fall 1992 issue of the newsletter (p. 20), there appeared TESOL President Kathleen Romstedt’s letter to Ohio Congresspersons in the House of Representatives, requesting that they oppose HR Bill 123. She wrote:

. . . More funds must be channeled into English as a second language programs in our public schools. Programs which promote literacy in the native languages of non-English speaking immigrants must be preserved in order to build a language foundation necessary for the speedy acquisition of English. In the meantime, health and safety services, educational opportunities and the chance to participate in government for non-English speaking citizens and new resi-

dents must be maintained.

As stated in the *Ohio TESOL Newsletter*, Spring, 1993 (p. 7), co-chairs of the Socio-Political Concerns Network, David Barkey (University of Akron) and Nancy Williams (Ohio University) explained the functions of the Network: “. . . to gather and disseminate information on matters of concern to Ohio TESOL members and, where appropriate, to bring them to the attention of the board. . .[and] to identify support services that may be unfamiliar to those who need them. An example was the Multi-Ethnic Consortium for Mental Health Care that was formed to serve the need of refugees. . . .” David Barkey assumed Forhan’s editorship of the Socio-Political Concerns column in the newsletter. Taking information from *Epoca*, the newsletter of the Ohio Commission on Spanish-Speaking Affairs, David Barkey reported that although legislation to make English the official language of Ohio was dead for 1994, it would surface again. Senate Bill 232, sponsored by Senator Cooper Snyder (Hillsboro), had the same objectives as previously introduced legislation, that is, to “designate English as the official language of Ohio and require its use by all state and local government employees, including those of the General Assembly, the courts, school districts, cities, counties, townships or other such subdivisions of the state. . . .” House Bill 506, sponsored by George Terwilliger (Maineville), was, largely, regarded as an “unfair and unnecessary bill” that allowed for no funds for courses to promote proficiency in English. Its caveat was “that teaching assistants, professors, and other teaching personnel of a college or university must be evaluated for an acceptable command of oral English.” David Barkey also reported that “the Ohio Commission on Spanish-Speaking Affairs unanimously adopted, on December 7, 1993, a resolution opposing proposed state legislation which would institute English as the official language of Ohio.” (OTN, Fall, 1994, pp. 12-13.)

Subsequent to Senator Snyder’s Senate Bill of 1994, House Bill 273, English as the Official Language Bill, favorably voted on by the House Education Committee, passed in the House of Representatives by a vote of 59 to 38 on June 21, 1995, and was sent for review by the Senate Education Committee (OTN Fall, 1995, p. 12.) As reprinted from the *TESOL Federal Update*, October, 1995, in the *Ohio TESOL Newsletter* Winter, 1996, p. 27, Senate Majority Leader Robert Dole (from Kansas) “endorsed a proposal to make English the official language of the United States.” His endorsement resulted in a flurry of news programs (e.g., the McNeil/Lehrer News Hour), forums, and press conferences. Reported in the *Ohio TESOL Newsletter*, (Spring, 1996, p. 12) was Ohio’s Governor George Voinovich’s threat to veto House Bill 273; probably, his threat killed it in the Ohio Senate. As reported at the end of Part I (1977-1987), he “argued that it would discriminate and discourage diversity and that government could better spend its time promoting English-language competency.” Donna Villareal, in her “Socio-Political Concerns” column (OTN, Fall, 1996, p. 12), reported on the late Senator Paul Simon’s testimony before the Senate Committee on Government Affairs regarding Senate Bill 356, the Language Government Act of 1995. He pointed out that “English is the official language of our country, spoken by 97% of the American people” and that English language problems for our many immigrants can best be handled by providing “funding for classes so that those who do not speak English can learn it.” Senator Simon, honored by international TESOL at its 1991 convention in New York City, was consistently a strong advocate for ESL and foreign language instruction. As the 1987-1997 draws to a close, English-Only legislation surfaced as Ohio House Bill 116, codifying “an English language policy for state agencies and local governments that would prevent

documents by those entities to be written in languages other than English, . . . ”; the U. S. House of Representatives, which passed an English-Only bill in 1996, introduced an exact version of this bill, prompting Rep. Jose Serrano, a Democrat from New York, to ask the House “to recognize the value of multilingualism,” calling it “English plus,” by furthering access “to economic and educational opportunities” so that linguistic minorities can be helped in their quest to “become integrated into U. S. society as contributing citizens.” (OTN, Spring, 1997, pp. 12-13.) The monolingual English-Only movement displayed its usual lack of intelligence when House Bill 116 passed by a 54-41 vote on June 19, 1997; once again, the Senate Education Committee had to consider this legislation for ultimate approval by the full Senate. (OTN, Fall, 1997, p. 12.) Of interest from *Hispanic Link Weekly*, April 29, 1996, as reported in the *Ohio TESOL Newsletter*, Fall, 1996, p. 13, is that 23 states had passed Official English or English-Only legislation; these states, with the year of passage, were, in chronological order, Louisiana (1811), Nebraska (1920), Illinois (1969), Hawaii (1978), Tennessee (1984), Indiana (1986), Kentucky (1986), California (1987), Georgia (1987), Virginia (1987), Arkansas (1988), Mississippi (1988), North Dakota (1988), North Carolina (1988), South Carolina (1988), Arizona (1990), Colorado (1990), Florida (1990), Alabama (1995), Montana (1996), New Hampshire (1996), South Dakota (1996), and Wyoming (1996). Between 1996 and 2007, some additional states may have passed this legislation.

Constitution Revisions

In the Winter 1990 issue (misabeled Winter 1989), p. 4, Outgoing President Michael Hupfer wrote: “A year-long review of the Ohio TESOL constitution is leading to revisions that will be proposed to the membership in 1990.” Members approved these revisions at the business meeting, Spring Conference, April 28, 1990, by a vote of 77 to 0. As reported by Incoming President Douglas W. Coleman, attention needed to be given once again to the constitution, that is, to “our new Articles of Incorporation and Bylaws, for example (being done mostly by Past President Mary Kaye Jordan, with some help from those of us on the Executive Board and others). This is something we must do because of changes in the laws of the State of Ohio and because our current Constitution is now out-of-date. Such concerns mostly arise out of the simple fact that TESOL is an organization in the legal sense.” (OTN, Fall, 1994, p. 5.) President Coleman reported approval of the new bylaws and articles by an overwhelming majority. He explained:

The change from our old Constitution was required to maintain our status in the State of Ohio as a non-profit organization. While the organization will operate in much the same way as it always has, Ohio TESOL is now defined by three basic documents: the Articles of Incorporation, the Bylaws, and the Standing Rules. The Articles of Incorporation define it in legal terms; they are filed with the State of Ohio in order to give us status as a legal non-profit entity. The Bylaws and Standing Rules together replace the old Constitution. The Bylaws provide for the basic structure of our organization; the Standing Rules

determine its day-to-day operations.

How does Ohio TESOL actually function as an organization? Under its new Bylaws, it has a Board of Directors, which, at present, consists of a President, a Past-President, a First Vice-President (President-Elect), a Second Vice-President (Conference Chair), five Regional Representatives, a Lau Center Liaison, an Ohio Foreign Language Association Liaison, a Socio-Political Concerns Liaison, a Publishers' Liaison, an Executive Secretary, and two Newsletter Co-editors. (OTN, Winter, 1995, p. 4.)

The Board of Directors unanimously voted to submit to the members a proposed amendment in the Bylaws with respect to the position of Second Vice-President and a correction to the wording that defined the Nominations Committee. One decision was to change the name of the Second Vice-President to Conference Chair since this new name defines the duties. The proposed amendment would, according to President Coleman, "cause the newly elected Conference Chair to take office as Associate Conference Chair immediately when elections were announced at the Spring Conference, bringing him/her onto the Board with adequate lead time to involve him/her in all relevant planning decisions." Regarding the Nominations Committee, the second proposed amendment was to make sure that the original requirement of nominating at least two individuals for each position is retained. (OTN, Spring, 1995, p. 4.) Members approved both amendments by the time of the Fall 1995 Conference.

Throughout the decade, Ohio TESOL aimed to serve the needs of teachers and administrators representing varied ESL settings in elementary, secondary, higher education (both in intensive, semi-intensive, and non-intensive programs), adult education, programs for migrant workers, refugees' programs, international teaching assistant (ITA) training, bilingual education, and EFL overseas. When he was President (1994-1995), Douglas Coleman suggested a panel presentation at which each volunteer member would communicate "what it is like to work within his/her particular ESL setting, perhaps by describing a 'typical' day's work—'A Day in the Life. . . ,' (OTN, Fall, 1994, p. 5)." This suggestion materialized at future conferences more indirectly than directly in some designated sessions. To follow up on the Spring Conference of 1988, Barbara Robinson (Second Vice-President and Conference Chair) said that she had "relied on the comments and evaluations given" in order to plan for the Fall Conference; accordingly, papers and demonstrations with practical classroom application were to be emphasized and more attention was to be given to elementary and secondary education in order to "reflect the shifting composition" of the organization's membership (OTN, Summer, 1988, p. 5).

At the Spring business meeting (April 23, 1988), Connie Perdreau reported that she had taken Ohio TESOL's resolution against the proposed tuition surcharge for international students to international TESOL (Chicago, Spring, 1988), where it passed "resoundingly (with wording for the larger constituency of international TESOL)." (OTN, Summer, 1988, p. 6.) The Ohio TESOL's resolution read as follows:

Be it therefore resolved that Ohio TESOL oppose the addition of a tuition surcharge applicable to only international students, constituting a fee greater than that normally assessed to non-resident students enrolled at state universities, in that this measure would place a severe hardship on non-immigrant international students and be detrimental to the cause and purpose of international understanding of all peoples and cultures.

(OTN, Winter, 1988, p. 7.)

Connie drafted this resolution as a result of House Bill 617 planning the tuition surcharge and being introduced during the 117th General Assembly of the state legislature (1987-1988). The surcharge did not, I think, occur.

Having expertise in cross-cultural therapy, Cao Anh Quan (Florida State University) led a cross-cultural training session for those new to ESL teaching as well as a workshop for those experienced in ESL teaching at Ohio TESOL's Spring Meeting (April, 1990). In light of cross-cultural concerns, in particular, a student's reflections upon his home culture, Panqing He's award-winning poem is a delight to include:

The Hometown's . . .

When I saw the quiet lakes,
like bright mirrors,
I was thinking of you.

The hometown's crystal streams.

When I saw the short hills,
carved by the mist,
I was thinking of you.

The hometown's rugged and sharp mountains.

When I saw the green camphor tree,
stood on the front window,
I was thinking of you.

The hometown's perfectly straight bamboo.

When I saw the popular T-shirts,
worn by the laughing teen-age boys and girls,
I was thinking of you,

The hometown's silk qipao.*

*(a close-fitting woman's dress: high neck, slit skirt)

When I saw the beef hamburger,
with that yellow cheese on,
I was thinking of you.

The hometown's delicious rice.

When I saw the modern buildings,
towers aloft in the downtown,
I was thinking of you.

The hometown's siheyuan.*

*(a compound of houses around a courtyard)

When I saw the various colored cars,
going on the roads and streets,
I was thinking of you.

The hometown's crowded busses.
When I saw the mighty hawks
 in the zoo,
 I was thinking of you.
The hometown's lovable panda bears.
When I saw the friendly teachers and classmates
 in the school,
 I was thinking of you.
All those familiar faces.
More and more . . .
Oh, when can I kiss your fragrant soil again?
 My hometown!

According to his teacher, Linda Robinson, Panqing was her sixth-grade student at Ridgeview Middle School, having come to Columbus from China in January, 1987, speaking no English. In the Fall of 1988, when he was an eighth grader, Ellen Sylvia submitted his poem for the Lazarus Writing Award; it won, was submitted to the Young Writer's Contest Foundation, and was one of 104 poems and stories published in *The Rainbow Collection: Stories and Poetry by Young People*, a publication with nationwide distribution. (OTN, Summer, 1989, pp. 3 and 14.)

Reflecting upon U. S. Peace Corps volunteers, many of whom have become ESL professionals, Linn Forhan (who was a Peace Corps volunteer teaching high-school English in Morocco) offered laudable inspiration when she said that, as she looked back upon her nearly twelve years' membership in Ohio TESOL, with a focus on "dedication to cultural understanding" and "the commitment to good teaching" furthered by the Peace Corps, she felt a "sense of pride in being so closely affiliated with a group of people dedicated to excellence in teaching, to an appreciative understanding of our global community, and to an interpersonal communication which promotes the dignity of each individual," a dignity sensed in Panqing He's poem. (OTN, Winter, 1990, mislabeled Winter, 1989, p. 5.)

Related to cross-cultural understanding was the topic of Joy Reid's keynote speech at the Fall 1989 Conference in which she described learning style preferences of ESL students. Further evidence of this understanding with respect to Chinese students and scholars studying in the United States (700 J-1 visa holders in Ohio) before as well as during the crackdown on student demonstrations on June 4, 1989, Tiananmen Square, Beijing, occurred when the first President George Bush issued a directive allowing students and scholars to extend their stays in the United States, provided they were here by December 1, 1989. (OTN, Winter 1990, mislabeled Winter, 1989, p. 8.) The outcome of the directive, I think, led to the automatic issuing of green cards up until April, 1990, for there was a strong sense of protection on the part of the U. S. government for students and scholars whom the Chinese government believed to be involved in "counter-revolutionary" activities.

Important conference themes within Ohio TESOL in 1990 dealt with internationalizing the organization and, as reported by President Linn Forhan (OTN, Spring, 1990, p. 7), involving it in peace education, especially "in the midst of such

electrifying changes in South Africa, in the Soviet Union, and throughout eastern Europe. . . .” Ohio TESOL joined with Southeast TESOL and the National Association for Foreign Student Affairs (NAFSA), Region VI (Indiana, Kentucky, and Ohio) for a conference at the elegant Galt House, Louisville, Kentucky, October 17-20, 1990. Because of the Kentucky conference location, I thought of my large Kentucky BBlue ceramic coffee mug which provides ample coffee with just one filling; my wife and I, actually, have two of these mugs, won as a result of our unexpectedly successful bids during a silent auction at the international TESOL convention in Vancouver, British Columbia, 1992; we were stunned when we won many objects submitted by affiliates, including the mugs from Kentucky TESOL. I wonder still why Ohio TESOL had not submitted an object for the auction. At this conference in Louisville, 183 professionals in TESOL and other aspects of international education in Ohio “swelled the number of registrants to 672. . . .” (OTN, Winter, 1991, mislabeled Winter, 1990, p. 1.)

Of interest in 1991 was President Douglas Ewing’s “musings” regarding the developments of Ohio TESOL from its inception in Fall, 1977. He pointed out that the “research of university educators to the practical job of teaching English” was valued for teaching ESL; then, as Ohio TESOL developed in the late 1970’s, refugee and new citizen concerns grew in importance; in the latter half of the 1980’s, new immigrants in public schools needed ESL attention. Political and social concerns regarding ESL certification and endorsement, professional status and development, English-Only bills, and Bilingual/Multicultural education continued to gain ascendancy. Entering the 1990’s, within Ohio TESOL, Doug indicated, international cooperation and multicultural education became “guide-words.” Then the “newly formed Committee on International Information, under the coordination of our Past Past President Michael Hupfer, is attempting to offer our services to teachers, TESOL affiliates, and institutions anywhere in the world.” (OTN, Winter, 1991, mislabeled as Winter 1990, p. 7.) Initial contacts had already been established by Tim Diemer in Malaysia, George Hertrich in Taiwan, and Michael Hupfer in Japan.

A key conference theme in 1991 appeared to be whole language instruction. In the *Ohio TESOL Newsletter*, Spring, 1989, p. 8, there appeared an article written by Beth Cullinan, Janice Groves, Anita Heys, Mary Ann Holschuh, and Kim Katz, Worthington Schools, about this approach through which “children learn and use language in meaningful and purposeful communicative situations. . . . Integrated language activities are developed by combining all four language processes—listening, speaking, reading, and writing—and by teaching them in unison rather than as a series of discrete skills. . . .” Joann (Jodi) Crandall, who was the keynote speaker at the Spring 1991, Meeting, has furthered whole language instruction. As stated by Charlotte Brummett (New York TESOL) in her article “Choice and Voice: Aspects of Whole Language in ESL” published in the *Ohio TESOL Newsletter*, Winter, 1993, p. 21, “classrooms where students have choice in their learning and can express their own voices in their work are interesting places, where students want to be and where both students and teachers find joy in learning.”

The Fall 1991 Conference had as its theme “A Global Perspective: From Theory to Practice”; Dr. Andrew Cohen shared his second language acquisition research of relevance to EFL/ESL teaching. A new conference feature, coordinated by Neil

Anderson, was a teleconference with Brazil TESOL, which centered on differences between EFL and ESL teaching, so the internationalization of Ohio TESOL grew.

Significant in the 1992 conference themes were also attention given to whole language instruction, especially for “bringing literacy to refugee children” as presented (at the Spring 1992 Meeting) by the keynote speaker, Dr. Else Hamayan (Illinois Resource Center), who spoke again at Ohio TESOL in Fall, 1996, (OTN, Spring, 1992, p. 1) and to continued internationalization as well as cross-cultural communication, provided through the Fall 1992 keynote speaker, Dr. Stephen Gaies, University of Northern Iowa.

Grammar’s role in communication (Diane Larsen-Freeman, Spring, 1993) and criticism of the process model in language teaching and learning (Wilga Rivers, Fall, 1993) dominated conference themes. The largest attendance ever at a Spring Meeting hit 250. Diane was so impressed with the meeting format (that is, a series of interactive sessions with a well-known resource person and discussion sessions with choices of topics) that she wrote to Judy Charlick (Conference Chair), saying that she had recommended it to “several other conference organizations (including the Associate Chair) for next year’s [1994] convention in Baltimore.” (OTN Spring, 1993, p. 1.) After the plenary, the discussion groups (divided according to the educational level of their students: elementary, secondary, adult, and university) raised questions and issues to which Diane Larsen-Freeman responded. Exemplifying one of these groups’ discussions was the summary reported by Kristina Ryberg (Ohio University) from the adult education group, who “wanted to have a more concrete or pragmatic idea on how to implement the theory of ‘form-meaning-usage’ into their classrooms” (p. 17). Walking and chatting with Diane Larsen-Freeman as well as remembering her Saturday with Ohio TESOL was a fortuitous happening that occurred on the sidewalk leading to the convention center for TESOL in Atlanta (April 13-17, 1993). This conference had the theme “Designing Our World.” Each affiliate was asked to submit a square to be incorporated into a TESOL quilt. From the squares “both a quilt, which will hang in the TESOL central office in Alexandria, Virginia, and a banner which will appear at future conventions, will be constructed. The squares will be pieced together prior to the convention, but the actual quilting will be done by participants in Atlanta.” Laura Thomas (American Language Program, Ohio State University) created Ohio TESOL’s entry, “using red and blue fabric and a technique inspired by Hmong reverse appliqué.” (OTN, Winter, 1993, p. 3.)

Relevant to the theme of “grammaring” in communication was the 1993 Fall Conference theme of “Language as Code and Content,” of interest to Wilga Rivers as she presented her current thinking on second language acquisition. As reported by President Marguerite (Maggie) MacDonald (OTN, Winter, 1994, p.4), “karaoke singing and Wilga Rivers’ *a capella* rendition of ‘Waltzing Matilda’ (showing her Australian origins) embellished the conference with delightful feelings.” About March, 1968, I heard Wilga Rivers for the first time when she spoke at the annual Georgetown University Roundtable, implying that she had substantially more to say when she filled her time

allotment and sat down; she was the sole woman scholar among the several men scholars.

Conference themes in 1994 centered in classroom teaching as research and classroom strategies for promoting both communicative competence and fluency. Following the effective format of the previous year's spring meeting, this year's also had discussion groups responding to the plenary speaker's (Donald Freeman's) presentation with focus on teachers who not only teach but also do classroom research. Of significance for ESL teaching was his description of three different views of teachers' knowledge, necessary knowledge to make connections between classroom teaching and research: "namely, teaching as doing (the Behavioral View), teaching as thinking and doing (the Cognitive View), and teaching as knowing what to do (the Interpretist View)," which I summarized for the *Ohio TESOL Newsletter*, Spring, 1994, p. 1. The Interpretist View was the one that Donald Freeman advocated. In light of this view, Patricia Hartman's Adult Education Group Summary emphasized that this group developed a consensus about a strong belief that teachers are thinkers, researchers, and "NOT just doers" (p.24). At the Fall Conference, Robin Scarcella discussed "how best to help our students develop accuracy and proficiency while maintaining a communicative classroom." (OTN, Fall, 1994, p. 1.) Through her research in California, she discovered that "communicative language teaching did not foster academic English proficiency. . . ." In her study, the majority of foreign students came from Asian countries and had spent over eight years in the United States. Although 75% of these students had majored in the sciences, most of these students had not achieved academic English proficiency. Scarcella noted that the students' language proficiency was filled with vocabulary and grammatical errors. Scarcella claimed that these students had been subjected to the communicative language teaching practice which existed in the California public school system. Scarcella urged teachers to do a better job providing students with opportunities to improve their academic English. . . ." (Suzanne Lapp's summary of Scarcella's plenary session, OTN, Winter, 1995, p. 3.)

Conference themes for 1995 dealt with content-based instruction and cultural transitions for student and teacher success. Marguerite Snow gave her definition of content-based instruction: ". . . the use of subject matter for language teaching purposes within the constraints of the setting and the student population. . . ." (OTN, Spring, 1995, p. 1). As reported by Rich Magee's Elementary Education Discussion Group in the same issue of the *Newsletter*, teachers "wanted to know the relationship between whole language learning and content-based instruction (CBI). Snow ". . . responded that CBI and whole language learning should be a natural fit because elementary school teachers are used to wearing two hats as content and language instructors" (p. 26). "Making connections," the theme of the 1995 Fall Conference, sponsored by Ohio TESOL and the Ohio Department of Education's Lau Resource Center (a joint sponsorship that had previously occurred in Ohio TESOL's history), was furthered through the 1995 Disney Teacher of the Year, Huong Tran Nguyen, who, indeed, made connections in her teaching journey from elementary school through community college; having overcome prejudices when she arrived from Vietnam in 1971 on a foreign student visa, she pursued a successful teaching career. (OTN, Fall, 1995, pp. 1 and 8.)

Classroom assessment and cultural transitions during language acquisition became the focus of the 1996 conferences. Jian Sun (Conference Chair for the Spring Meeting) raised the question “How do we [as classroom teachers] know we’re doing what we say we’re doing?” Thomas Angelo (American Association of Higher Education) helped to answer that question. In light of his plenary, a conclusion reached by the Elementary Education Discussion Group and summarized by Jill Kramer was that “effective assessment can be achieved through teacher observation and a record of these observations. Also, portfolios document students’ work and should include self-evaluation.” (OTN, Spring, 1996, p. 7.)

Ohio TESOL and the Lau Resource Center joined again for a conference with the theme of “Work Together to Reach New Heights,” Fall, 1996. To further this theme, Else Hamayan, Director of Training and Services at the Illinois Resource Center, Des Plaines, Illinois, and Jennifer Farkas, Dublin City Schools, respectively, focused on career objectives regarding literacy, second-language acquisition, and holistic teaching approaches and actual experiences with learning a second language (in this case, Japanese by Jennifer Farkas). She pointed out

the impact of cultural transition during language acquisition: Many people must try to sort out all the confusion about culture and language during this cultural transition period, and this keeps them from learning a new language. The inability to understand and speak to others is very frustrating. In addition, there are also feelings of loneliness, homesickness, and fatigue. (Aida V. Ehrel’s summary of Jennifer Farkas’s plenary, OTN, Winter, 1997, p. 2.)

Significant thinking regarding TESOL as a profession took the foreground in conference themes in 1997; in addition, attention was given to classroom applications and multiple intelligences in second language learning. Ann Johns (San Diego State University) introduced five kinds of literacy: basal, functional, personal, cultural, and critical. In basal literacy, sounds and forms are crucial to decoding as one reads and writes; hence, drills (e.g., minimal pair exercises) are important. A firm believer in functional literacy, Dr. Johns pointed out that this kind of literacy “requires the teacher to be a co-researcher who must discover the students’ needs, present authentic learning experiences, and find, if necessary, non-traditional ways of evaluations” (Maria C. Garriga’s Summary, OTN, Spring, 1997, pp. 1 and 3). Through personal literacy, the teacher becomes a facilitator guiding students to finding meaning in what they read and write. Through cultural literacy, “society needs to share a culture before it is able to share an interpretation of literacy.” Critical literacy “encompasses a critical and transformational stance by opposing the status quo and challenging existing constraints” (p. 3). As the Ohio TESOL-Lau Resource Center connection continued, Ohio TESOL observed its 20th birthday at the Fall Conference, 1997. Quite a few former presidents were recognized at Saturday’s lunch, at which Elliot Judd, the leader who inspired others to found the organization, spoke about TESOL as a profession. Denise Murray (a former international TESOL President) “addressed the causes of marginalization of the ESL profession, discussed the rationalizations that reinforce such marginalization, and suggested socio-political approaches to improve ESL programs at both the state and

national levels” (Mary Brennan’s Summary, *OTN*, Winter, 1998, p. 3). Neil Anderson (formerly a linguistics professor at Ohio University, now at Brigham Young University, Provo, Utah) returned to Ohio to explain how the concept of multiple intelligences impacts second language learning; eight intelligences, articulated by psychologist Howard Gardner (1983) significantly relate to this learning: namely, linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalist, this last one involving “the ability to discriminate among living things” (Patricia Hartman’s Summary, *OTN*, Winter, 1998, pp. 26-27).

Denise Murray’s presentation on the marginalization of the ESL profession (Fall Conference, 1997) has provided the focus for varied concerns related to this topic. Through her article (*OTN*, Fall, 1991, p. 7 and p. 17), Shirley Ostler (Region Four Representative), initiated these concerns appearing throughout the 1990’s. She cogently wrote: “. . . Unless we begin to assert ourselves, preach the benefits of hiring our professionals, and work toward legislation which will make our profession as well recognized as that of speech pathologists or physical therapists (and who would dare hire anyone else to do these peoples’ jobs?) we will be contributing to our own unemployment. . . .” Becoming “familiar with the professional organizations and journals which serve those responsible for hiring ESL instructors” and presenting “papers at their conferences” as well as writing “articles for their journals” can stress “the importance of setting and maintaining ESL program standards and the moral and ethical responsibilities” that administrators have to serving the needs of ESL learners professionally (p. 17). Kathleen Romstedt indicated that she planned to address these concerns during her year as President (*OTN*, Winter, 1992, p. 9). In this same issue, Susan Jenkins (Region Three Representative) submitted this article: “Teaching ESL: Is It a Profession?” Taking a cue from Shirley Ostler and reflecting upon the panel from “The Growing Concern over ESL as a Profession,” given at the Region VI Conference of NAFSA: Association of International Educators (October 27-30, 1991), Susan observed that the panel discussion “revealed that the concept of professionalism in ESL is minimal at best, and completely non-existent at worst. . . .” (p. 10). She suggested that perhaps an ESL teacher should be named an “‘Applied Linguist,’ if it would ensure more respect from colleagues in the academy,” and that the ESL profession should emulate “the practice of the American Speech and Hearing Association,” whose members “incidentally, are beginning to enter our profession in ever-increasing numbers through ‘accent reduction’ programs”; the Association “requires that all practitioners be licensed, and that any person fraudulently practicing as a speech pathologist be publicly ‘struck off’ in the ASHA journal. Drastic? Yes, but will we raise our status in any other way?” (p. 21.) Both President Romstedt and Connie Perdreau continued the “spirited discussion” on ESL professionalism; Connie noted a historical fact--namely, that NAFSA’s English as a Second Language section (ATESL), founded in 1948, was, as she said, “the original parent organization of TESOL,” which was founded officially in 1966 (*OTN*, Spring, 1992, p. 8). It appeared that, as Connie was defending the ESL professionalism furthered by TESOL and NAFSA, Susan was questioning whether these organizations were working in the best interests of qualified ESL teachers (*OTN*, Fall, 1992, p. 3). Completing her term, President Romstedt showed that she had addressed the concerns of ESL professionals during her presidency; she announced that the Ohio TESOL Executive Board had established an ad hoc committee on professional standards with designated tasks to find out what other U. S. affiliates had done to improve

professionalism, to identify useful resources for improving professionalism, and to propose a plan of action for Ohio TESOL to educate state legislators, employers, and the community in general regarding necessary training and standards (p. 8). President Marguerite MacDonald referred to professional development of ESL teaching in Ohio and beyond, furthered through Mary Kaye Jordan's leadership (OTN, Fall, 1993, p. 4); she has strongly advocated that Ohio TESOL members educate state legislators so that these legislators make "informed decisions . . . vital to the profession and the ESL students." (OTN, Winter, 1997, p. 12.) Members can educate legislators through phone calls, letters, and articles or position papers.

In order to educate state legislators and Ohioans in general, an ESL/Bilingual Education Awareness Week was planned. The first one was set for April 9-15, 1994, to begin with the Ohio TESOL Spring Meeting; the next one, resulting from the success of the first one, was set for February 27-March 5, 1995, with the theme "Building Bright Futures." Poster and essay contests involving ESL students statewide were sponsored to promote awareness. Mary Kaye Jordan and David Barkey were key organizers of these weeks. The third ESL/Bilingual Education Awareness Week took place May 4-11, 1996. Twenty-one schools received awards for winners and participants. Ohio TESOL was "interested in learning from participating and non-participating schools of their interest and lack of interest in continuing this annual event to promote ESL as a profession and quality ESL programs in the state." (OTN, Spring, 1996, p. 1 and p. 3.) No ESL/Bilingual Education Awareness Week was scheduled in 1997, nor were there additional such weeks from then through 2007.

A recognition of various individuals reflects meritorious achievements. From April 26-29, 1989, Connie Perdreau, as Ohio TESOL's representative, attended the International Symposium of Language Learning and Teaching, held at La Villette, located at the Center for Science and Industry, in northeastern Paris. The major issue dealt with linguistic concerns related to the " 'new Europe,' that is the borderless, economically, and in some ways politically unified countries of Europe in 1992. . . . All European citizens will be given the opportunity to become fluent in at least one, if not more, languages other than his/her own. The teaching of these languages will begin for the most part in the elementary schools. . . ." (OTN, Summer, 1989, pp. 8-9.) Connie strongly encouraged the U. S. to look to the Europe of 1992 in order to advocate "the child's right to know a language other than his/her native tongue" (p. 8); "the U. S. trend toward linguistic parochialism and cultural/educational isolationism runs counter to the shifting pedagogical winds of the globe" (p. 18). It was reported in the *Ohio TESOL Newsletter*, Spring, 1992, p. 19, that Connie Perdreau was National Chair-Elect of the ATESL section of NAFSA: Association of International Educators (AIE) and that she was serving on TESOL's Rules and Resolutions Committee. As reported in the *Ohio TESOL Newsletter*, December, 1988, p. 4, the Executive Board established two awards: Ohio TESOL Service Award and Ohio TESOL Award for Excellence in Teaching. The Service Award is an Ohio TESOL plaque with the recipient's name; the Teaching Award is a certificate from Ohio TESOL and a cash award of \$100 to be used for professional development. William (Bill) Holschuh was the first recipient of the Ohio TESOL Service Award, Fall Conference, Sinclair Community College, Dayton, November 4, 1989. Wallace (Wally) Pretzer became the second recipient of this award, Fall Conference, Ohio University, Athens, November 9, 1991. Also at this Fall Conference, George Hertrich

received the first Ohio TESOL Dedicated Service Award for his fourteen years of service and his contributions as Executive Secretary-Treasurer, 1987-1991. Susan Lambert of Carolina TESOL presented George with an honorary membership in Carolina TESOL; she “read a letter from Glenda Reece, President of Carolina TESOL, thanking George for his help in computerizing that affiliate’s record-keeping system and for his friendship to the members of Carolina TESOL” (OTN, Winter, 1992, p. 20). At the Fall Conference of Ohio TESOL and the Ohio Department of Education’s Lau Resource Center, Stouffer Renaissance Hotel, Dublin (near Columbus), October 28, 1995, Mary Kaye Jordan became the third recipient of the Ohio TESOL Service Award. Shirin Dixon was the first recipient of the Ohio TESOL Award for Excellence in Teaching at the same conference. Shirin has an Iranian first name and speaks Farsi; until she had to leave Iran because of the 1978 revolution, she had been an advisor in Iran for students planning to study abroad. (OTN Spring, 1997, p. 5.)

It was reported as new business in the business meeting Minutes, March 6, 1993, Ohio Dominican College (Columbus) that the Executive Board approved honoring the past presidents by establishing a special fund in recognition of their work on behalf of Ohio TESOL. Each year \$25 will be donated by Ohio TESOL to provide scholarships for international visitors who wish to attend the spring or fall conference. In establishing the fund, the board authorized a contribution of \$75 in recognition of [the] three most recent past presidents, Linn Forhan, Doug Ewing, and Kathy Romstedt. The first recipient of the scholarship [was] Mila Vompe, from the USSR Academy of Science, Department of Foreign Languages. At the time, she was studying at The Ohio State University.
(OTN, Spring, 1993, p. 18.)

Recognized “for her high professional standards, teaching innovations, and community services,” Elana Hohl was a recipient of the Ashland Inc. National Golden Apple Achiever Award. “She was one of about 200 recipients in the state of Ohio selected from 4,300 applicants.” (OTN, Winter, 1997, p. 5.)

George Hertrich was, at the time of his untimely death on March 19, 1997, Director of the International Office of Ohio Dominican College (Columbus), a position he held for many years. In paying tribute to George, Elana Hohl (Ohio TESOL President 1999-2000 and 2000-2001) wrote:

. . . What messages were there from George’s life and death that we can take away with us to inspire us as we continue our work in TESOL? First, I hope that we can take away the conviction that George had, that the work we are doing is worthwhile in the large scheme of life, that ours is truly a unique contribution to world understanding and world peace. . . . Secondly, I hope that we can take away the vision of what this profession can do and be. . . . Third, I hope that we possess that

absolute conviction of our responsibility to each other
as human beings—no matter what background we come
from—and continue to learn from each other and value
each of our unique contributions. . . .

(OTN, Spring, 1997, p. 25.)

Beginning his professional life as a young French teacher, George, a devoted family man, was, I think, a guiding beacon in Ohio TESOL, Region VI NAFSA, and OABME and a strong supporter of national organizations like international TESOL and NAFSA. In addition to having been the Ohio TESOL President (1978-1979), he also was liaison to TESOL for political concerns (1983-1985). George chaired the Ohio TESOL Certification Committee (1979-1981), which ultimately led to ESL certification through universities that applied and became approved for awarding certification under the auspices of the Ohio Department of Education. In memory of this impressive George, the Ohio TESOL Service Award was renamed “The George Hertrich Service Award.” (OTN, Spring, 1997, p. 6.)

In this decade, a number of Ohio TESOL professionals submitted articles for publication (usually for the column entitled “Ohio TESOL Goes International”) about their overseas administrative and/or teaching experiences. As a Fulbright Senior Lecturer, Phil (“Felipe”) Markley introduced new methods and techniques in the teaching of reading within five universities in Quito, Ecuador, as well as within educational institutions outside the Quito area. (OTN, Spring, 1989, p. 14 and p. 16.) Tim Diemer held an administrative post within the Institut Teknologi (MARA) and Midwest Universities Consortium for International Activities Cooperative Program in Malaysia (ITM/MUCIA), a program designed to improve the socio-economic status of the indigenous people, the Bumiputera or people of the soil, most of whom are ethnic Malays. “Indiana University, as the lead MUCIA institution for the project, [provided] curriculum and administrative structure.” (OTN, Winter, 1990, p. 18.) Through this cooperative venture, Malaysian students were able to complete their first two years of an American university curriculum before they transferred to universities in the United States for their junior and senior years. In a letter from Malaysia published in the *Ohio TESOL Newsletter* (Winter, 1990, mislabeled Winter, 1989, p. 18), Tim began by writing that one student in the Cooperative Programs, responding to “an ESL teacher’s assignment to write a composition on the male and female that the student most admired,” chose Ayatollah Khomeini and Brooke Shields; Tim ended his letter this way: “As Malaysia leaps from its former status as a developing country, there may well be accommodation in the Malay world” for both persons (p. 23). Laura Thomas taught ESL composition in this program in Shah Alam, just west of the Malaysian capital, Kuala Lumpur, 1990-1991. (OTN, Spring, 1992, pp. 16-17.) Kathleen Welch taught English conversation classes at the Moscow University of Linguistics (1990-1991). She noted that American English had just begun to be taught; several students expressed some of their teachers’ opinions, informing her that American English was the “spoiled form” (OTN, Fall, 1991, pp. 8-9), indicative of erroneous views still held in parts of the world as well as still in the United States. Cynthia Holliday reported on the Komaki English Teaching Center (KETC), Komaki being a small city located on the outskirts of Nagoya (Japan); the Center contracted with the Ohio Program of Intensive English (OPIE) in order to offer a program to help to internationalize the city. Elizabeth Rockwell Graham shared her experiences as the on-site director of Bowling Green State University’s Academic Year in France

program (1989-1991), during which she was able to “augment” her skills in teaching ESL to members of a community in a suburb of Tours. (OTN, Fall, 1992, pp. 18-19.) Hired under the U. S. Information Agency’s Academic Specialist Program, Linn Forhan completed an intensive two-week project in Poland (May 30-June 12, 1992) designed to discuss the structure and functions of the U. S. government and to offer opportunities “to use English and to improve English language fluency, including practice in parliamentary English and the language of debate.” (OTN, Winter, 1993, p. 15.) Barbara Gottschalk (Franklin University and Capital University, Columbus) taught EFL at the Southern Illinois University - Carbondale branch campus in Niigata, Japan, three summers (1988-1990) and at the International University of Japan the summer of 1991. (OTN, Spring, 1993, pp. 12-13.) Jack Rouzer’s three years of teaching EFL at Shanxi University, Taiyuan, Shanxi Province, China (January 1983-June, 1986) reminded me of my similar EFL experiences at the same time (September, 1983-July, 1984) when I taught at the Xi’an Foreign Languages Institute (now known as the Xi’an International Studies University), Xi’an, Shaanxi Province, China. “. . . I was so stimulated by my experience of living and working in China that it has since become my avocation to understand what Simon Leys calls ‘this distinctly other culture,’” Jack wrote. (OTN, Fall, 1993, p. 9.) Alan Hirvela, who taught EFL in Hong Kong for over a decade, entitled his “Ohio TESOL Goes International” article “‘Saving Face’ and TESOL in Hong Kong.” Quoting A. Sweeting (*Education in Hong Kong pre-1841 to 1941*, 1990, p. 68), Alan defined face-saving as “the perception of one’s own worth as rated by significant others”—that is, by others regarded as important in his/her life (in this case, in relationships to classmates and teachers). (OTN, Fall, 1994, p. 11.) A faculty member of the Ohio Program of Intensive English (Ohio University, Athens), John Riggles, who had taught in Thailand, Saudi Arabia, and Malaysia, had recently been working “on the administration of special short term projects for students from Chubu, Hokuriku, and Nittaidai Universities . . .” at the time of his death (August 4, 1994). (OTN, Fall, 1994, p. 17.) Thinking of John in a Southeast Asian context, I have included this poem, “Water Buffalo,” by Phonesavanh Phetlasymongkhon:

How hard I work
in the rice paddies of
Southeast Asia.
How the children love me.
To the paddy they
lead me so I can eat grass.
What fun they have
riding me home.
I am a water buffalo.

(Written by a student in Maria Miller’s ESL classes at Johnson Park Middle School, Columbus City Schools, and published in the *Ohio TESOL Newsletter*, Spring, 1995, p. 12.) Eileen Rehg (Miami Valley Career Technology Center), who taught at the Summer School of the University of West Bohemia, Pilzen, Czech Republic, for three consecutive summers (1993-1995), concluded that “every ESL/EFL teacher needs the ability to switch or change plans spontaneously in class in response to unexpected situations or comments, but the overseas teacher needs more of it!” (OTN, Winter, 1996, p. 25.)

Ohio TESOL has been receptive to establishing liaisons with other affiliates. Mary Kaye Jordan met with a representative from the English Teaching Association (ETA) of

Taiwan, the newest TESOL affiliate, at TESOL, Atlanta, 1993, to arrange for a sister affiliate with Ohio TESOL; George Hertrich had initiated the relationship several years earlier. (OTN, Spring, 1993, p. 18.) Mary Kaye, reporting that a sister relationship between the two affiliates was still not officially in place, attended the international conference held at National Taiwan Normal University in Taipei (November, 1993). She had an interesting dialogue with the Director of Humanities from this university, especially regarding the differences between the rhetoric of English and Chinese; “this professor of many of the Taiwan English teachers and an artist in his own right presented [Mary Kaye] with a picture of a circular mound of clay on a round potter’s wheel (the rhetoric of Chinese) which deft hands (the teacher) were molding into the straight Empire State building (the rhetoric of English). . . (OTN, Spring, 1994, p. 23). Although Shirley Ostler has had all of Robert Kaplan’s collected papers on contrastive rhetoric, they are no longer available from her.

At the Fall 1993 Conference, President Mary Kaye Jordan welcomed Steven Brown, President of Three Rivers TESOL, as well as ten others from this affiliate. (OTN, Winter, 1994, p. 21.) At the international TESOL Convention in Baltimore (March 8-12, 1994), Three Rivers TESOL (Pennsylvania) and Ohio TESOL officially signed a sister agreement, aiming to strengthen both organizations (OTN, Spring, 1994, p. 4) At the business meeting of Ohio TESOL, Ohio Dominican College, March 27, 1995, Mary Kaye Jordan “introduced Ohio TESOL’s newest members from West Virginia, who do not have a state TESOL affiliate of their own. While they currently appear on [Ohio TESOL’s] membership rolls as being from ‘Region 0,’ the Board will probably modify Ohio TESOL Standing Rules to include their WV counties in Region Two.” (OTN, Spring, 1995, p. 29.) West Virginia TESOL (with 46 members) considered a proposal to establish a formal organization (OTN, Winter, 1998, p. 27). A listserv (expected to be in operation by May 1, 1995) was, according to Mary Kaye Jordan, “set up to link teacher trainees in Ohio and Sweden--a joint project of Ohio TESOL and the Swedish TESOL affiliate, LMS.” (OTN, Spring, 1995, p. 29.) A “State-Wide Survey of ESL Professionals in West Virginia” conducted by Clark Egnor, the Ohio TESOL Region 2 Representative from Huntington, WV, showed that West Virginia should have its own TESOL affiliate. (OTN, Spring, 1997, p. 21.)

Although it is difficult to be accurate about memberships from year to year because of times when old members renew and new ones join, it is, nevertheless, interesting to observe fluctuations and trends. At the beginning of this decade, membership dues (approved in Fall, 1988) were set as follows: \$15, regular; \$7.50, students; and \$25, joint. By April, 1988, there were 249 paid members; including the 34 non-members who received a half-year membership with their conference registration, the total number of members came to 283. There were 292 members by April, 1989. The Fall 1989 membership report listed 180 paid members (i.e., 113 renewals and 67 new members, most of whom were elementary and secondary school teachers). But, by the 1990 Spring Meeting, there were 284 members; by August 31, 1990, there were 304 members; by April 18, 1991, there were 265 members. President Douglas Ewing reported a membership of 282 in the Fall 1991 issue of the newsletter. It appeared almost inevitable that a fall membership report would be considerably lower than a spring report because of members’ dues-paying patterns. The 1991 Fall Conference membership report was 152. At the business meeting, Fall 1992

Conference, it was noted that membership was down, a decline attributed to the early date of the conference (October 3, 1992). By Spring, 1993, membership had reached 318. It was reported at the business meeting, Fall 1993 Conference, that Ohio TESOL had 360 members at the end of the 1992-1993 year; as the 1993-1994 year progressed, the membership, which stood at 195, would grow, as it usually had, so, by Spring, 1994, it had become 311. The Spring, 1995 report listed 294 members: 177 continuing members and 117 new members. Of these figures, 202 were regular members and 92 were student members. Another breakdown showed the majority of the members worked within colleges or universities; about twenty percent worked with K-12 students and noticeably less than ten percent worked with refugees/immigrants. The largest membership group came from Region 3 (Dayton-Cincinnati) followed by Region 1 (Columbus), Region 5 (Akron-Cleveland), Region 4 (Toledo-Bowling Green-Findlay), and Region 2 (Athens). (OTN, Spring, 1995, p. 23.) Charlie Mickelson (Ohio TESOL's Executive Secretary-Treasurer) reported these membership facts (OTN, Fall, 1995, p. 5): 327 members for 1994-1995, of which 188 were continuing members and 139 were new members; 223 regular members and 104 student members; most members with colleges/universities, some in K-12 schools, and a few with refugees/immigrants. The facts revealing membership by regions showed Region 1, Columbus area, 90, first, followed by the others in this order: Region 3, Dayton-Cincinnati, 80; Region 5, Akron-Cleveland, 63; Region 4, Toledo-Bowling Green-Findlay, 44; and Region 2, Athens, 36. The membership in 1995-1996 totaled 360; it dropped somewhat (to 306) by Spring, 1997, because fewer people joined at the Fall 1996 Conference, Charlie Mickelson (Executive Secretary/Treasurer) reported (OTN, Spring, 1997, p. 22). Reported at the business meeting at the Fall 1997 Conference was a membership of 211, including 65 new members. Membership renewal reminders were sent to 220 Ohio TESOL members who had not renewed by the end of this conference. Dues, having remained the same since the Fall of 1988, increased from \$15 to \$20 for regular members and from \$7.50 to \$12.50 for student members in the Fall of 1997. An estimated average membership for this decade (1987-1997) came to 292; in comparison with an estimated annual membership of 154 in the first decade (1977-1987), the membership increased by nearly fifty percent as more elementary and secondary school teachers joined, even though the majority of members still worked at colleges and universities.

Because membership reports and conference attendance have, at times, been reported together at business meetings, it is interesting to summarize attendance figures during this decade (1987-1997) in comparison with the preceding decade (1977-1987). In Ohio TESOL's first decade, attendance figures at fall conferences and spring meetings usually fell between 70-125, with a high of 175 at the Fall Conference of 1986. In the second decade, the attendance figures at fall conferences and spring meetings usually fell between 110-190, with a high of 672 in the Fall of 1990 when Ohio TESOL joined with NAFSA Region VI and Southeast TESOL and another high of 438 at the Fall Conference of 1997. In any case, there has been significant growth in conference attendance from one decade to the next; no doubt, there will be further significant growth in the next decade, 1997-2007.

Computerization of Ohio TESOL grew significantly in this decade. For example, Column editors became "responsible for searching out and soliciting articles, editing, and

typing the text on computer disk, and submitting these articles to the editors three times a year” (OTN Fall, 1992, p. 2). When the position of Co-Editor of the *Ohio TESOL Newsletter* opened up for the Fall 1993 issue, it was stated that “because this editor handles layout of the newsletter, prospective candidates should be familiar with using computers, and willing to learn how to use e-mail and desktop publishing software” (OTN, Winter, 1993, p. 2). David Barkey (Region 2 Representative) suggested that Ohio TESOL “set up a World Wide Web page on the Internet. Most of the work will likely be done by John McVicker (also from Region 2),” very active in Computer-Assisted Language Learning (CALL). (OTN, Spring, 1995, p. 4.)

A column labeled “ESL & the Internet” began appearing in the newsletter with the Fall 1996 issue. Its purpose has been to list e-mail addresses regarding various topics—e.g., E-Mail Discussion Group for Secondary Level ESL Students. (OTN, Fall, 1996, p. 22.) Announced in the Spring 1997 issue of the *Ohio TESOL Newsletter* (p. 30) was Ohio TESOL’s new web page (<http://www.esl.ohio-state.edu/otesol/main.htm>) offering a wealth of information; thanks went to Greg Kessler (Ohio State University) for setting it up (p. 22).

In this decade, changes occurred in the status of the Ohio TESOL Lending Library. A reference was made to the creation of this Library for professional development (OTN Spring, 1993, p. 18). A further reference to the Library appeared in the Fall 1993 issue (pp. 4 and 16); Ohio TESOL’s books and audio materials as well as videotapes were now available through the Lau Center Resource Library (Room 218, 106 N. High Street, Columbus, Ohio 43266; 614-466-4109; sd_miller@ode.ohio.gov). Dan Fleck, Donna Villareal, and Tina Miller have been the resource persons.

Various presentations at Ohio TESOL fall conferences and spring meetings dealt with all the educational concerns of its members--namely, adult, bilingual, higher, secondary, and elementary education and refugee/immigrant issues. As state proficiency tests began to be administered to elementary and secondary students, Ohio TESOL became very much concerned about potential problems for students with limited English proficiency (LEP). At a meeting of Ohio TESOL representatives and representatives from the Ohio Department of Education on March 24, 1994, two proposed modifications for LEP students were submitted to the State Board of Education: “(1) allow the use of English/native language dictionaries during the test, and (2) provide extended time to take the tests,” for it was indicated that it would be both very difficult and not feasible to create an “ESL version” of the tests. Jan Crandell, Assistant Director of the Assessment Center at the Ohio Department of Education, stated that “persons would be notified if any proposed modifications/changes in the test rules are accepted by the State Board of Education.” (OTN, Spring, 1994, p. 17.) The State Board approved “a resolution of intent to adopt new rules on how the ninth-grade proficiency tests” were administered. These tests had been the major reason for the March 24th meeting.

The new rules would allow LEP students to use translation dictionaries to complete in English the tests in reading, writing, citizenship, and mathematics. The new rules would also provide for an oral administration of the tests in reading, mathematics, and citizenship to

be given at regional sites in the state. If the new rules are adopted, local districts would submit a written appeal and documentation for the Ohio Department of Education for individual students to be given the tests orally.

Furthermore, State Board members “approved a resolution to request the Governor to issue an Executive Order to make the proposed rules effective immediately as Emergency Rules” (p. 22). To show how LEP students in Ohio increased in this decade, the *Ohio TESOL Newsletter*, Fall, 1995 (p. 10) included some facts on LEP students in Ohio. The total number of elementary and secondary LEP students enrolled in Ohio schools was as follows: 10,982, 1991-1992; 11,539, 1992-1993; 12,627, 1993-1994. The Ohio school districts with the largest number of LEP students were as follows: Cleveland, 28% (3468); Parma, 3% (368); Cincinnati, 2% (250); Toledo, 2% (226); other districts, 65% (8285). It has been important for Ohio TESOL professionals to inform local, state, and national school administrators and legislators that LEP students are not to be considered the same as native English remedial students, for LEP students are in ESL programs “to continue their study of English, not to remediate what they have already learned.” (OTN, Spring, 1997, p. 16.)

Just as the previous decade (1977-1987) came to a close with a recognition of Ohio TESOL’s ten years of existence and of its presidents, so this decade (1987-1997) closes with a recognition of the organization’s twenty years of existence and of its presidents. The Fall 1997 Conference theme was “Celebrating the Past, Planning for the Future.” Once again, Elliot Judd, Ohio TESOL’s founder, returned to speak, in particular, about the need for teaching ESL to be considered a profession.

THE THIRD DECADE (1997 - 2007)

SUCCESS

Whereas the first decade (1977-1987) demonstrated development, and the second (1987-1997) resulted in significant growth, the third (1997-2007), linked to past accomplishments, marked success for Ohio TESOL's mission. To further this mission, Incoming President Elana Hohl (1999-2000) challenged members to become involved in their organization by "serving on a committee; writing for the newsletter; presenting at a conference; facilitating a conference presentation; running for office; calling one of your Board members to share your ideas; saying 'yes' when one of your Board members asks for your help." (OTN, Winter, 2000, p. 5.)

Undoubtedly, a very important accomplishment in this decade was the restructuring of Ohio TESOL. Its importance, incorporating both vision and mission statements, necessitates inclusion here of this summary from the *Ohio TESOL Newsletter*, Spring, 2001, p. 18, with charts and additional information in Appendix B of this History.

Ohio TESOL is Changing

In July, 1999, the Ohio TESOL Board began the lengthy process of developing a Strategic Plan for Ohio TESOL's future. An undertaking of such magnitude by an all-volunteer Board, which changes yearly, was an intimidating process. However, just two years later, thanks to the tireless effort of many industrious Ohio TESOL Board members, we have a new set of By-laws and Standing Rules to present to the membership. These By-laws will hopefully lead us forward well into the 21st century and keep Ohio TESOL a viable and visible force for Ohio's ESL teachers and the clientele we serve.

Following are the highlights of the new Ohio TESOL By-laws and Standing Rules which were approved by the Board at the April 2001 Meeting and will be presented to the membership for approval this summer. . . . [They were approved in the fall of 2001.]

A new **Vision Statement** that says what we would be like and look like if we lived in an ideal world: Ohio TESOL, an association of teachers of English to speakers of other languages, provides professional representation, resources, and expertise in support of institutions and individuals dedicated to the education of learners for whom English is a non-native language.

A new **Mission Statement** that states the purpose of our organization and guides decisions made by the Board: The mission of Ohio TESOL, an affiliate of TESOL, is to develop the professional expertise of its members and others involved in educating those learners for whom English is a non-native language by

- advocating for the TESOL profession at the local, state and federal levels;
- promoting professional development;
- acting as a resource in the dissemination of information;
- improving standards for high-quality instruction;
- promoting better employment conditions;

- encouraging opportunities for networking, interaction, leadership and research;
- promoting respect for the language rights and cultures of all people.

A new Board Structure:

Ohio TESOL will have an **Executive Committee** composed of the following **elected** positions:

- President
- 1st Vice President
- 2nd Vice President
- 4 Interest Section Representatives (to replace the current Region Representatives)

An **Advisory Board** composed of the following **appointed** positions:

- Professional Development Coordinator
- Treasurer
- Membership Secretary
- Communications Committee composed of Newsletter Editor(s), Publisher Liaison, Webmaster, Listserv Manager
- Advisory Liaisons including Advocacy Liaison, Lau Center Liaison, Ohio Foreign Language Association Liaison

These changes are an attempt to streamline the Board so that governance will be simpler. The Board will focus on identified topics at each of its Board meetings.

New **Interest Sections** will replace the current Region Representatives. The new interest sections will be:

- Post Secondary/Higher Education
- Pre-K-12
- Research/Teacher Education
- Adult

The reasoning behind this restructuring is that an Interest Section Representative can more adequately represent the needs of like-minded members. The four identified areas were based on a poll taken at the 2001 Fall Conference. Provisions outline terms for the creation of additional Interest Sections.

A new Conference and Meeting Schedule:

There will be one annual Ohio TESOL Conference to be held in the fall, with the possibility of additional smaller workshops held around the state based on the identified needs/interests/requests of the membership.

At the end of the first decade, Ohio TESOL's ten years of existence were acknowledged; at the Fall 1987 Conference in Toledo, the ten presidents were recognized, with special mention of them in the program. At the end of the second decade, the organization's twenty years of existence were, likewise, acknowledged; at the Fall 1997 Conference in Dublin, the twenty presidents were recognized, again with

special mention in the program. At the end of this third decade, there will also, presumably, be a recognition of the thirty presidents. At the Fall Conference, November 14-15, 2003, Ohio TESOL President Sandra Berg instituted the "Saturday Presidents' Breakfast" in order to "provide past presidents of Ohio TESOL with an update of the activities of the organization and solicit their suggestions for future initiatives." (OTN, Fall, 2003, p. 3.)

During this third decade, the following persons served as President of Ohio TESOL: Kathleen Olson (Northeast Adult Basic and Literacy Education, ABLE, Resource Center, Hilliard), 1997-1998; Susan Jenkins (University of Cincinnati), 1998-1999; Elana Hohl (Dublin City School District), 1999-2000 and 2000-2001; William Menz (University of Cincinnati), 2001-2002; Sandra Berg (OH-TESOL, Cincinnati), 2002-2003; Amy Spencer (Pontifical College Josephinum and Ohio Dominican University, Columbus), 2003-2004; Carolyn Bolin (Gahanna Jefferson Schools), 2004-2005; Lillian Acker (Gahanna Jefferson Schools), 2005-2006; and Barbara Wookey (Delaware Area Career Center and Ohio State University), 2006-2007.

Laura Thomas and Enid Rosenstiel were Co-Executive Secretary/Treasurers from Spring, 1997 to Fall, 2000. Kathi Cennamo (OTN, Spring, 1997, p. 4) wrote that when George Hertrich resigned as Executive Secretary-Treasurer in 1991, "Charlie Mickelson from Ohio University took on that position and has been serving us in that capacity ever since. Charlie devoted much time and effort to Ohio TESOL as he has been in charge of membership, finances, and conferences!" As a result of restructuring, the position of Executive Secretary-Treasurer was divided into Recording Secretary, Treasurer, and Membership Coordinator. With appreciation extended to Laura and Enid for their shared responsibilities, Elana Hohl in her presidential message (OTN, Winter, 2001, p. 4) commended Carol Cornett, Membership Secretary (Coordinator) and Chris Wahl, Treasurer. Carol resigned her position in July, 2002; listed as Membership Coordinator was Patrick Miller (OTN, Spring, 2002, p. 2). Chris continued as Treasurer, and now Jill Kramer was listed as Recording Secretary, which position she has held since Fall, 2000. The Fall 2002 *Ohio TESOL Newsletter* listed Susan Smith as Treasurer. Elana Hohl took on the position of Treasurer (Winter, 2003) when Susan Smith stepped down. Elana and Jill have continued in their positions, but Patrick stepped down, Winter, 2005, when Cynthia Holliday became Membership Coordinator. In Fall, 2005, Tara Roth became the Membership Coordinator.

This decade (1997-2007) began with Theresa Kempker and Suzanne Panferov as newsletter co-editors. With Theresa's resignation as co-editor (Spring, 1998), Amy Burrows-McCabe joined Suzanne Panferov as co-editor. From one issue to the next, headlined "columns" changed; "Teaching Tips," "Book Reviews," and "Profiles of Programs" continued. In Fall, 2001, Amy and Suzanne decided to resign as co-editors; in Winter, 2002, Maria Angelova and Elizabeth Specker became co-editors. Other columns of lasting interest have been "Teachers in the Trenches" and "Theory in the Classroom." When Elizabeth resigned (Fall, 2002), Tony Evans became a co-editor with Maria. With the publication of the newsletter for Fall, 2004, Lee Wilberschied and David Smith became co-editors after first, Maria, and then, Tony resigned. Amy Spencer, Ohio TESOL President, referred to Tony as a "wonderful layout editor, routinely going above and beyond to produce a quality product" (OTN, Spring, 2004, p 8).

Spring meetings and fall conferences highlighted topics ranging from assessment, community language teaching, advocacy for students, technology education, and portfolios. Fred Genesee, noted researcher in Foreign and Second Language Education (McGill University, Montreal, Quebec), discussed alternative assessment methods at the Spring Meeting held at the Harley Hotel in Cincinnati, April 25, 1998. He spoke about the limitations and benefits of tests, portfolios, and dialogue journals, concluding that “the ultimate goals of assessment should be about improving teaching and learning, not just calculating student achievement” (OTN, Spring, 1998, p. 3). The Fall Conference of 1998, with the theme “Let’s Celebrate Communication,” was another joint Ohio TESOL-Lau Resource Center event, Wyndham Dublin Hotel, Columbus, October 30-31. Joy Reid, plenary speaker on October 30, emphasized that one major goal of English for Academic Purposes (EAP) writing classes “is to prepare students for writing scenarios they will encounter in their post-secondary classes (OTN, Fall, 1998, p. 1). The plenary speaker for October 31st, Mary Ann Christison, defined creative flow in L2 classrooms as “the sense of effortless action one feels in moments that stand out as the best in one’s life” (p. 3). She discussed three types of flow: “physical flow in which one is so caught up in an activity that time and place are forgotten; mental flow in which one is wrapped up in thought to the extent that one is oblivious to physical surroundings; and classroom flow, a state in which the activity of the classroom is so engaging that ‘time flies.’” (OTN, Winter, 1999, p. 11.) In an afternoon workshop, she introduced six important brain-based principles for ESL teachers: “parallel processing, downshifting, patterning, naming, uniqueness and feedback” (p. 3).

The Spring Meeting, held at the Northeast ABLE Resource Center in Euclid, April 24, 1999, featured Steven Brown, ESL Coordinator at Youngstown State University, who summarized how “second language learning has moved away from memorizing to chunking to analyzing and lastly to the written word” (OTN, Spring, 1999, p. 1). The Fall Conference of 1999 was yet another joint Ohio TESOL-Lau Resource Center gathering, Columbus Marriott North, October 22-23. Furthering the theme of “Developing a Community of Learners,” Dave Sperling, creator of Dave’s ESL Café in 1996 “as a response to what he felt was a teacher and student need for on-line learning and exploration,” with “three points of emphasis: on-line help, communication opportunities, and resources” (OTN, Winter, 2000, p. 15), “hooked his audience up to the net during his discussion” at the conference. The second keynote speaker was Bob Kann, a professional storyteller who gave some practical suggestions for using humor in the classroom:

Learn stories and use them to serve your purpose;
have students answer in different types of voices
on cue; use comedy’s Rule of Three where the first
item in a series establishes the idea, the second rein-
forces it (and is usually the instructional part), but the
third is an unexpected item in the pattern (What cards
does a particular restaurant take? M/C, VISA, or Blue
Cross-Blue Shield. . . . (OTN, Winter, 2000, p. 11.)

The Spring Meeting of Ohio TESOL, held at Franklin University in downtown Columbus on April 22, 2000, furthered the theme “Empowering! Through Education---

Where Are We? Where Are We Going?” A panel shared information on the needs of LEP students of all ages in Ohio. Dan Fleck from the Lau Center, whose colleague, Abdinur Mohamud, began working with him in 1999, “noted that the rate of growth of ESL students is 3 times that of the national growth rate”; he added that Ohio is “not providing necessary training for ESL students” in some areas (OTN, Spring, 2000, p. 1). Jeff Fontaine, Program Director at the Columbus Literacy Council, “noted that while enrollment in Adult Literacy has declined slightly, the ESL population is increasing” (p. 1). Mary Kaye Jordan “noted that state universities are mandated to provide training for international teaching assistants and yet the amount of training is not consistent across the state.” Carmen Blair, “a parent activist and former LEP student, stated that Columbus alone is a magnet for jobs, but when families come, the question must be asked whether the state is prepared to deal with the education and health issues of these workers” (pp. 1 and 3).

The Fall Conference, continuing as the Joint Ohio TESOL-Lau Center Conference, held at the Marriott North Hotel, Columbus, October 27-28, 2000, championed the theme “Making Conditions Right for Success.” Lorraine Valdez Pierce, a keynote speaker (Friday, October 27th) with expertise in ESL assessment, provided tips for approaching “the beast of assessment in our classes,” one in which she encouraged teachers to “get students involved in the assessment process with peer-reviews, self-assessment exercises, and portfolio contributions” (OTN, Winter, 2001, p. 10). Ilona Leki, the keynote speaker on Saturday, October 28th, raised questions regarding “the instruction of ESL literacy in secondary schools,” pointing to inadequacies and proposing that students in high schools “learn content with writing” so that they “will learn by actually writing about topics that are embedded in real social contexts” (p. 11).

The Spring Meeting of 2001, featured as a “Technology Odyssey” and held in Athens on April 21st, had Jeff Magoto, Director of the Modern (Yamada) Language Center, University of Oregon, as the plenary speaker. The first CALL coordinator for the Ohio Program of Intensive English (OPIE) before he left Ohio, Jeff noted that “in 1991, there was no world-wide web, but some teachers were having students read materials on the computer. Today, technology has found a place in many classrooms . . .” (OTN, Spring, 2001, p. 3). The Fall Conference of 2001, the Joint Ohio TESOL-Lau Resource Center Conference, now established as an ongoing endeavor, was held again at the Columbus Marriott North, October 26-27. The conference theme, “Passport to Success,” reflected the diverse interests of Ohio TESOL members; more specifically, these passports related to family literacy, student proficiencies, parental involvement, language play, and world Englishes. JoAnn (Jodi) Crandall, Friday’s keynote speaker, directed a five-year project with focus on literacy levels in secondary schools, involving considerable attention given to Somali immigrants, “an influx” of whom have, without any schooling, also come to Ohio. (OTN Autumn, 2001, pp. 1 and 3.)

On Saturday, October 27th, the keynote speaker was to have been the noted linguist and prolific author and editor, David Crystal (*The Cambridge Encyclopedia of Language*); he would have spoken on the topic “Working with World Languages” had his family, worrying about his traveling overseas too soon after 9/11, not convinced him to stay home in Wales instead of carrying out plans to spend several days at Bowling Green State University to lecture and to receive an honorary doctorate in humane letters; he

had taught a graduate course in linguistics at BGSU in the Winter Quarter of 1969 when he was 28 years old. As a result of his decision, he was unable to carry out his speaking engagements and to receive the honorary degree. His plenary, canceled on very short notice, became personal testimonials by Orlando Castillo and Juan Garcia (from Mexico) regarding their successes in learning ESL. Orlando gained the necessary self-confidence to use his ESL to speak before the Senate and House of Representatives of the Ohio General Assembly as he requested state funding to support Ohio programs for LEP students. Juan, in need of “an English immersion program” offering him “quick access to both employment skills and educational opportunity,” nevertheless, displayed “his willingness to use his nascent second language” before ESL professionals at an Ohio TESOL conference (OTN, Winter 2002, p. 8). Ohio’s First Lady, Hope Taft “shared her appreciation for everyone who works in ESL and for creating a welcoming place in Ohio for immigrants” (OTN, Winter 2002, p. 1).

Because restructuring resulted in only one annual fall conference, the last spring meeting occurred in 2001. The Fall Conference of 2002, planned again in conjunction with the Lau Resource Center, took place again at the Columbus Marriott North, November 8-9; the conference theme was “Ohio Teachers Building America: Freedom Through Communication and Cultural Understanding.” Friday’s keynote speaker, Karen Johnson, Professor of Applied Linguistics at Penn State University, focused on using teaching portfolios constructed by teachers for individual courses and professional development programs to assess “what teachers know, how teachers come to know what they know, and what teachers can do with what they know. . . .” (OTN, Winter, 2003, p. 1.) Portfolios are practical both for those preparing to teach and those who are experienced but need “a refresher booster”; a portfolio includes “goal statements, reflection statements, and captions or labels attached to each document explaining why an item was chosen for the portfolio and how it helped clarify the student’s goal and understanding of teaching” (p. 2). Saturday’s keynote speaker, Alister Cumming, from the Modern Language Center of the Ontario Institute for Studies in Education (OISE) affiliated with the University of Toronto, focused on helping new ESL writing instructors meet their curricula needs by explaining how experienced ESL/EFL instructors develop and implement their courses (OTN, Fall, 2002, pp. 1 and 20). Based on his research on ESL/EFL writing instruction in six areas of the world (Canada, Australia, New Zealand, Hong Kong, Japan, and Thailand), Cumming concluded that “we need to know how writing instruction is provided in different countries and contexts” and “to see the international perspective and not stay focused only on one’s locally situated context.” (OTN, Winter, 2003, pp. 25-26.)

The Fall Conference of 2003 (November 14-15), again with the Lau Resource Center at the Columbus Marriott North, had this conference theme: “Teaching and Learning: The Heart of the Matter.” On Friday morning, an innovative addition to keynote speakers was a session, “Featured Speakers,” who represented three interest groups: Elana Hohl spoke to pre K-12 teachers; Gloria Gillette, to those in adult and refugee education; and Mary Kaye Jordan, to those in higher education. Keynote speakers on Friday afternoon were Shirley Brice Heath, Professor of English and Dramatic Literature at Stanford University, and a former student of hers, Kerry Enright Villalva, Assistant Professor of ESL in the School of Education at the University of North Carolina. Entitling their presentation “Crossing the Street: Looking to the Positive: Lessons

Remembered from Past Successes,” they focused on how ESL learners develop outside of school through situations and mentors related to arts, environmental sciences, and community development. In the Saturday morning presentation, they provided a sequel, “Watching Roles: Learning Language in Silence,” during which they examined the significance of listening and observing in language learning (OTN, Fall, 2003, pp. 1 and 5).

The Fall Conference of 2004 (November 12-13), held at the Hilton Hotel at Easton Town Center, Columbus, chosen because of the need for more space than there was at the Columbus Marriott North, had as its theme “Empowering Students to Success.” Again, the conference was planned with the Lau Resource Center. Keynote speaker Micheline Chalhoub-Deville, Associate Professor, Foreign Language and ESL Education Program, University of Iowa, has extensive knowledge in the assessment of English language proficiency of non-native speakers of English at all levels. A founder and first president of the Midwest Association of Language Testers (MWALT), she is a member of the TOEFL Board and Chair of the TOEFL Committee of Examiners. On Friday afternoon, she discussed the implications of No Child Left Behind (NCLB) legislation, the federal government’s controversial attempts “to influence educational practices in each state by holding public schools accountable for the test scores of all students and by applying costly sanctions to schools whose students do not exhibit adequate yearly progress.” (OTN, Fall, 2004, p. 1.) On Saturday, she addressed issues and ongoing research related to the ESL tests used for admissions purposes in colleges and universities--namely, the Test of English as a Foreign Language (TOEFL), the Michigan English Language Assessment Battery (MELAB), and the International English Language Testing System (IELTS). The so-called “Next Generational TOEFL” (NGT) began to operate in 2005 (p.19).

Dr. William Hart (Ph.D., University of Southern California), the other keynote speaker, has written novels, short stories, and poetry; in addition, he writes scripts for feature films for his wife, PBS documentary filmmaker Jayasri Majumdar of Kolkata, India. His first novel, *Never Fade Away* (2002), which received “excellent reviews,” is taught in college courses; with reference to this novel, he considered issues of book banning and censorship in his Friday afternoon session. In his morning session, he discussed how “an extremely dysfunctional writing program for immigrants, one he worked for and depicts in his novel, forced him to develop practical techniques for teaching such students how to write in English.” (OTN, Fall 2004, p. 19.)

The Fall Conference of 2005 (November 11-12), held again at the Easton Hilton Hotel, Columbus, in conjunction with the Lau Resource Center, had the theme “TESOL: Now More Than Ever.” Friday morning’s keynote speaker was John Segota, TESOL’s Advocacy and Government Relations Coordinator, brought to the conference through a TESOL grant obtained through the efforts of President Carolyn Bolin. He gave an “up-to-date overview of national education policies” that affect ESL programs (e.g., No Child Left Behind legislation) and spoke about his creation of the TESOL U. S. Advocacy Action Center on the TESOL web site. (OTN, Winter 2006, p. 15.) Also on Friday, Keith Folse (University of Central Florida, Orlando) gave two presentations: one on informing K-12 teachers what they should know about the English language (e.g., grammar) to teach their students effectively and one on teaching reading and vocabulary efficiently to adult

students. He strongly believes that vocabulary should be taught directly by giving vocabulary tests, encouraging students to keep vocabulary notebooks, and choosing reading materials “just slightly above the students’ level” (OTN, Winter, 2006, p 17). From his studies and experiences, he believes that guessing vocabulary from contexts is not useful in teaching ESL students; “context clues are only useful for people who are already good readers,” he said, despite considerable evidence among ESL researchers and practitioners that such guessing is useful (p. 17).

There was yet another keynote speaker on Saturday—namely Susan Gaer, Associate Professor of ESL, School of Continuing Education, Santa Ana College in California. Having presented three sessions, she demonstrated her passion for including technology into her lessons. Entitling her first session “Technology: The Way It Was, The Way It Is, The Way It Might Be,” she provided history of inventions and demonstrated some new technologies such as blogs, “including one she started for Ohio TESOL.” Her second session, “No Access? No Problem!,” provided ideas showing how low-level ESL students, with limited or no access to computers, can still learn from computer projects by relying on one’s home computer and the internet to access knowledge for classroom uses. Her third session dealt with creating a Power-Point presentation; her example was one on her hometown. (OTN, Winter, 2006, p. 16.)

The Fall Conference of 2006 (November 17-18), held again in conjunction with the Lau Resource Center, featured this theme: “Highly Professional, Highly Committed, Highly Qualified.” Chosen for the plenary address was previous keynote speaker (Spring Meeting, 1993, at Ohio Dominican College, Columbus) Diane Larsen-Freeman, series director for Grammar Dimensions, a four-level grammar series for EFL/ESL students. Since 2002, she has been serving as Director of the University of Michigan’s English Language Institute, which, in 2006, observed the 65th Anniversary of its founding; its founder, Charles Carpenter Fries (1887-1967) is well remembered through a portrait painted by Ed Emshwiller (1925-1990), a portrait faithfully representing his father-in-law as a distinguished scholar, on view at the Institute. Dr. Larsen-Freeman gave the plenary address, “Language as a Dynamic System,” on Friday morning, and she presented in a featured session entitled “The Role of Second Language Acquisition Research in Language Teacher Education” on Friday afternoon. During the two-day conference, other featured speakers, who spoke on “The State of the Profession,” were Kathe Stack (K-12), Roland Coloma (Higher Education), and Gloria Gillette (Adult Education). In addition, these featured sessions were offered: “Are you Highly Qualified? Definitions”; “Panel on the Immigration Experience”; and “Follow-Up Meeting of the Statewide Summit.”

“The first-ever Ohio TESOL Summit brought together 40 representatives from Ohio colleges and universities, P-12 school districts, and community organizations at Otterbein College in Westerville, Ohio, on Saturday, April 29, 2006,” as reported by Roland Sinto Coloma (Otterbein College) in the *Ohio TESOL Newsletter*, Fall, 2006, p. 1. Its purpose was to “examine the state of the TESOL profession and to develop partnerships and proposals for TESOL development in Ohio. . . .” (OTN, Fall, 2006, pp. 1 and 5.) Written evaluation comments showed that the conference was, indeed, a success!

In this decade, Ohio TESOL lost a major advocate of bilingual education in Ohio: Jean Nye, Director of the University of Findlay Spanish/Bilingual Education Programs. When she died (February 9, 2000), she was Assistant Vice President for Institutional Advancement at the University of Findlay; prior to this position, she was Director of the University's International Language and Resource Development Center (originally called the Center for Bilingual-Multicultural Studies, which had been established under her leadership in 1984). She served as professor in the university's graduate and undergraduate TESOL programs, bilingual education, and Spanish programs for over 40 years. Dan Fleck, Lau Resource Center liaison with Ohio TESOL and educational consultant, Ohio Department of Education, noted that "Dr. Nye was especially interested in providing high-quality professional development to help teachers to effectively work with the growing numbers of language minority students enrolled in our schools. . . . The Bilingual Education and TESOL teaching training programs that she directed at the University of Findlay were designated as exemplary programs by the U. S. Department of Education, Office of Bilingual Education and Minority Language Affairs, in 1986 and 1989." (OTN, Spring, 2000, p. 7.) Jean had a Pennsylvania Dutch elegance (her origins were in Pennsylvania) that characterized her and her husband's love of antique china that they believed in using, not just displaying. In the decade 1977-1987, a mandate for the certification of bilingual teachers in Ohio experienced difficulties for approval, even though by 1979-1980 mandates in 32 of the 50 states experienced success. Through the efforts of Jean Nye, as well as others, Ohio's mandate also became a success in this decade.

The Ohio TESOL community lost another outstanding educator, James "Jay" Kealey (1999), who served as Chair of the Language Department at Ohio Dominican College, Columbus, from 1988 to 1997; because of his outstanding professional life, his name was included in the 1998/1999 edition of Who's Who in the Midwest. Donna Villareal, one of his students and colleague in TESOL, summarized by pointing to Jay's "love of diversity and a willingness to let go of the need to control all the questions and answers so that authentic communication and honesty could occur" (OTN, Spring, 1999, p. 22). In this decade as well as in the preceding ones, there are, no doubt, other deaths of Ohio TESOL members who significantly contributed to the organization.

Ohio TESOL's Vision Statement refers to "individuals dedicated to the education of learners for whom English is a non-native language." Note this ESOL humor (OTN, Winter, 2002, p. 17):

Mother Mouse was crossing a path in the woods with her three little babies. She noticed a big cat crouching behind a bush.

The cat eyeballed Mother Mouse. Mother Mouse eyeballed the cat. Then Mother Mouse bellowed out, "Woof, woof, woof."

The cat got so scared that it jumped up and ran away.

Mother Mouse proudly turned to her babies and said, "Now do you see the value of learning a second language?"

Individuals have received Ohio TESOL awards for furthering this value. At the Fall 1999 Conference, Andrea Longauer received an Excellence in Teaching Award; she has taught ESL for many years in the Cleveland Municipal Schools, where she "won the respect and

admiration of her colleagues.” (OTN Winter, 2000, p. 11.) At the Fall 2000 Conference, an Excellence in Teaching Award was presented to Martha McNamara shortly after the 25th Anniversary of her ESOL teaching career; two days later she competed in the Columbus Marathon on October 29, 2000; she has worked at the University of Akron’s English Language Institute (ELI) since 1982. “Martha loves teaching,” according to ELI Director Debra Deane. “I don’t think she’d have taken the job as assistant director if it meant she couldn’t teach” (OTN, Winter, 2001, p. 6). At the Fall 2004 Conference, another Excellence in Teaching Award was presented to Margaret Riisness Misch, part of the ESL team at Solon City Schools, which has also included Andrea Young and Amy Mease. Margaret said, “Together, we make our autumnal trek to the Ohio TESOL conference for professional development. These team members mutually encourage teaching excellence” (OTN, Winter, 2005, p. 18).

Recipients of the George Hertrich Service Award in this decade have been Debra Deane at the Fall 1998 Conference and Elana Hohl at the Fall 2005 Conference. Debra, who has served Ohio TESOL through all three decades, notably as president and newsletter editor, is the English Language Institute Director at the University of Akron. Almost a charter member of Ohio TESOL, Elana Hohl, has, likewise, served admirably through more than two decades, significantly twice as president as well as in other capacities. Prior to having received this award, she was presented (Fall 2000 Conference) a plaque in appreciation of her many years of service to Ohio TESOL. Four years earlier she was the recipient of the Ashland, Inc., National Golden Apple Award, Fall, 1996; she was one of about 200 recipients in Ohio selected from 4,300 applicants. Her ESL students have included pilots in Iran, business leaders in Saudi Arabia, high school students in Afghanistan, students from more than 20 different countries at an international school in Dhahran, Saudi Arabia, and students in the Dublin City School District, including the Griffith Thomas Elementary School. “Through music, art, physical education, geography and history, we have a lot to share with and learn from each other,” she said; “for example, when the students are learning about India, they can learn a lot from doing research in a library, but they can learn so much more from their classmate who is from India.” (OTN, Winter, 1997, p. 5.) Because of her wealth of teaching experiences, it is not surprising for her to have started editing the “Sharing Their Stories: ESL Writing” column in the *Ohio TESOL Newsletter* (Spring, 1994) so that students could, indeed, share their experiences.

In this decade, the Ohio Department of Education presented awards to teams of ESL teachers at Ohio TESOL conferences. At the Fall 1998 Conference, a team award was presented to the ESL Staff from Worthington City Schools: Mary Ann Holschuh (Teacher Leader), Tim Mack, Margaret Wilcox, Betty Kincaid, Marylynn Jacobson, Debbie Charna, Susan Drake, Lisa Guzik, Anita Heys, Nerys Thomas, Marian Weiss, and Makoto Morioka. Dan Fleck, Lau Resource Center, said that “the ESL staff at Worthington City Schools were selected for recognition because they have established a high-quality ESL program at the district, [and] developed materials (such as the *ESL Teachers’ Handbook and Thematic Units*) that have been used as models and resources for other Ohio school districts. . . .” (OTN, Winter, 1999, p. 3.) At the Fall 1999 Conference, a team award was presented to the Greater Cincinnati ESL Consortium, “established by educators at both the university level and school district level who were interested in joining together

to improve the educational experiences of linguistically and culturally diverse students in the Greater Cincinnati area. . . .” (OTN, Winter, 2000, p. 11.)

At the Fall 2000 Conference, those who received the Ohio Department of Education Certificates of Appreciation were staff from the Columbus City Schools—namely, Kenneth Woodard, Director, ESL Program; Brenda Custodio, Sharon Tate, and Mary Donovan, all ESL Coordinators, and Elizabeth Mills, past ESL Coordinator. (OTN Winter 2001, p. 3.) At the Fall 2001 Conference, a team award was presented to the members of the Latino Empowerment and Outreach Network (LEON), “an organization that serves the Latino community in central Ohio”; the award winners were Carmen Blair, Veronica Ramos, and Erika Shell-Castro. (OTN, Winter, 2002, p. 13.) At the Fall 2005 Conference, the Lakewood City Schools’ ESL Program, coordinated by Kathe Stack, received the Lau Center’s Award for Excellence. This program, as pointed out by Dan Fleck, Lau Center Director, has “set an example for programs being established in nearby districts” (OTN, Winter, 2006, p. 20). Also of interest were two Ohio ESL teachers who achieved National Certification in English as a New Language—namely, Linda Collins at the elementary level and Tony Evans at the secondary level. Certification occurred through the National Board for Professional Teaching Standards. Linda felt “honored to have earned her National Board certification in the first cycle for English as a New Language/ Early and Middle Childhood”; Tony felt that the certification was “the valuable part of the experience, not the certificate”; if he had not passed, he “would still have come out a better teacher.” (OTN, Winter, 2003, pp. 23-24.) Jeanie Sutton, Mason City Schools (?), also earned her National Certification (reported in OTN, Fall, 2004, p. 18). TESOL offers Affiliate Membership Awards to encourage affiliate members to further professional development at the international level; these awards include a one-year membership in TESOL. Ohio TESOL’s winners at the Fall 2004 Conference were Carla Amaro, doctoral candidate at the University of Cincinnati, and Kristi Fujisawa, an Adult educator at the Columbus Literacy Council. (OTN, Winter, 2005, p. 24.)

Advocacy for passage of Official English legislation continued in this decade. The Ohio House of Representatives passed House Bill 116, making English the official language of Ohio, on June 19, 1997, by a vote of 54 - 41. Representative George Terwilleger, following the failure of his similar official language bill, House Bill 273, had introduced HB 116 on January 21, 1997. Once again Governor George Voinovich, opposing the bill, labeled such legislation “divisive.” HB 116 was, then, to be considered by the Senate Education Committee. No further action on English Only/Official English legislation was taken in the state legislature. (OTN, Fall, 1997, p. 12.)

Undoubtedly, since 1997, legislative efforts to make English the official language of Ohio surfaced in the span of years between then and 2007; Ohio TESOL is to be credited for its steady opposition to such legislation. In May, 2006, the Ohio House of Representatives defeated yet another proposal to make English the official language of the state by a 65-28 vote. Business investments both in the nation and overseas became the reason for defeating the proposal, which had been designed “to push Latino immigrants to learn English” (*The Blade*: Toledo, Ohio, Sunday, May 28, 2006, Section A, p. 7). It can be pointed out that these immigrants know that getting ahead in our nation involves learning English as a Second Language. In the same Sunday issue of *The Blade*, an editorial appeared: “Congress is considering legislation to declare English

America's national language. We have to wonder why it's wasting valuable legislative time"; the issue arose again when debates regarding the U. S. immigration policy included the "strange notion that the national anthem should be sung in Spanish and not just English." (Section B, p. 4.) The outcome of the debates in the Senate resulted in the passing of two measures declaring English "the nation's dominant language, a matter still to be negotiated with the House"; it is hoped that the matter will lose through these negotiations, for, as the editorial correctly pointed out, "English is already America's language and more or less the world's as well" (Section B, p. 4).

Developments in adult education, bilingual education, and K-12 ESL instruction for LEP students gained significant attention in this decade. Ohio TESOL has supported the development of Ohio ESL Adult Education Standards and Pre K-12 ESL standards as well as an Ohio Pre K-12 ESL Instructional Guide, reported by President Kathy Olson (OTN, Spring, 1998, p. 4). Lynn Smolen reported that, since the Ohio Department of Education guidelines for ESL/Bilingual validations became effective on July 1, 1987, "over 1,000 ESL and Bilingual validations" were issued by the State of Ohio; she, likewise, reported that the new Teacher Education and Licensure Standards were approved by the State Board of Education in October, 1996. (OTN, Spring, 1998, p. 10.) TESOL's ESL Standards for Pre K-12 students became available in 1998, and an informal network for those associated with adult education and community colleges was formed by Dr. Patricia Ellis, Florida Community College, Jacksonville. (OTN, Winter, 1998, p. 12.) Under the presidential leadership of Kathy Olson, significant progress was made towards "securing state funding for school districts to provide appropriate ESL service in public schools" (OTN, Winter, 1999, p. 4). In 2000, President Elana Hohl reported that "from a few hundred TESOL/LEP students from a few countries and mostly at the university level, we now have thousands from all over the world and at all levels of education—with more coming each year. . . . We have several liaisons to the Board, including Advocacy, Adult Education, and the Ohio Department of Education. We now boast our own website and board members communicate via our own listserv." (OTN, Winter, 2000, p. 4.)

Also in 2000, the Ohio Department of Education indicated that "while total enrollment in Ohio's K-12 schools increased only 4% from 1989-1996, the enrollment of LEP students increased by over 45%, to more than 14,000 students, during that same time. The increase has been even more dramatic during the last two years as Somali and Russian refugees and Mexican laborers, to name just a few of the nationalities, have poured into Ohio, lured by the promise of jobs, adequate housing, religious and political tolerance, and a better life and education for their children. . . ." (Elana Hohl's reporting in OTN, Spring, 2000, p. 4.) A survey of state educational agencies indicated that although "36 states" had "legislative provisions for funding of instructional programs for LEP students," Ohio was not one of them. (OTN, Spring, 2000, p. 10.) Despite efforts from the Board and Advocacy Liaison officer, Rob Robison, and others to secure funding in Ohio's biennial budget to "assist school districts in providing high quality educational experiences for our K-12 LEP population in the form of an English Language Readiness Assistance program," Ohio's General Assembly did not authorize the funding. (OTN, Autumn, 2001, p. 4.)

In order to further the expertise and experience of Ohio TESOL's members, three major areas were, according to Sandra Berg, President, implemented: professional participation not only within Ohio TESOL but also with the Ohio Department of Education's Lau Resource Center; professional development through regional consortia; and professional networking formally with the Lau Resource Center and the Ohio Foreign Language Association and informally with the Ohio Council of Teachers of English Language Arts and the Ohio Association for Supervision and Curriculum Development. (OTN, Spring, 2003, pp. 3 and 7.) Regional ESL Consortia now existing in Ohio are Central Ohio ESL (Columbus), Cincinnati ESL, Cuyahoga Falls ESL, and Miami Valley ESL. Additional ones have been encouraged. Co-leader of the Central Ohio ESL Consortium is Beth Morrow, who is also the newly appointed OTESOL K-12 Advocacy Liaison. Because of the continuing need for students to learn English as a Second Language, a flow chart of Ohio's procedure for educating them has been developed and approved by the Lau Resource Center and reviewed by the Ohio Department of Education, of which the Center is a part. No longer is it acceptable for school districts to have a pull-out program during which ESL learners attend a class "a few times a week for a set amount of minutes." (OTN, Spring, 2006, p. 16.) The chart of *Educational Program and Procedures, English to Speakers of Other Languages (ESOL)*, revised March, 2006 and printed in the *Ohio TESOL Newsletter*, Spring, 2006, p. 17, may be found in Appendix C of this History.

In this decade, developments in higher education steadily related to effective methods in teaching pronunciation, speaking, listening, reading, and writing; like linguistic competencies, cultural competencies also warranted attention. Getting major attention was, however, programs developed to train international graduate teaching assistants. Don Beck, in his Advocacy column (OTN, Winter, 2005, p. 4) pointed out that these assistants increase the reputation of state universities. To maintain this reputation, these assistants need to perform well in their spoken and written English; therefore, the Board of Regents and state university administrators need to adhere to state guidelines in order to keep "high standards" for these assistants (ITA's). Likewise, intensive English programs in Ohio can consult the *TESOL Commission on Accreditation (TCA) Standards for Intensive English Programs* for ways of improving quality.

ESL teachers from Pre K-12 classrooms significantly increased memberships and conference attendance in this decade; these teachers now represent the majority of members. A look at the newsletters from 1998 to 2005 reveals memberships as follows:

1. Fall Conference, 1998: 347
2. Spring Meeting, 1999: 349 (representing 384 individuals)
3. Fall Conference, 1999: 298
4. Spring Meeting, 2000: 350 (representing 382 individuals)
5. Fall Conference, 2000: No report
6. Spring Meeting, 2001: 374
7. Fall Conference, 2001: 275
8. Board Meeting, February, 2002: 334
9. Fall Conference, 2002: No report
10. Fall Conference, 2003: No report
11. Fall Conference, 2004: 292

12. Board Meeting, June, 2005: 426

13. Board Meeting, February, 2006: 374

The average membership total in this decade was 346. At the Fall 2002 Conference, a new membership term from December 1st in one year to November 30th the following year was approved, effective with the 2002-2003 membership. The reason for the change was “to allow members to renew membership when they register for the Fall Conference without a lapse in membership.” (OTN, Winter 2003, p. 12.) Online member enrollment and renewal options became available by January, 2007. The \$25 membership fee for regular members carries the benefits of three newsletters (Winter, Spring, and Fall), a printed membership directory, and a reduced rate at the Fall Conference. A new feature is the concept of “rolling memberships,” which means that members will be able to join at any time and that their membership will be valid for twelve months from the time it is processed, which processing will occur at least at monthly intervals.

Through the newsletters from 1998 to 2005, conference attendance figures resulted as follows:

1. Fall Conference, 1998: 463
2. Spring Meeting, 1999: 149
3. Fall Conference, 1999: 522
4. Spring Meeting, 2000: 97
5. Fall Conference, 2000: 500 estimated, 100 of which were on-site registrations
6. Spring Meeting, 2001: 150
7. Fall Conference, 2001: No report
8. Fall Conference, 2002: over 700 (an increase of 30% over the previous year)
9. Fall Conference, 2003: 781
10. Fall Conference, 2004: No report
11. Fall Conference, 2005: 668

Even though no reports of attendance have been given in recent years, I think that over 800 registered for the Fall 2004 Conference; this number has remained strong in subsequent years. The average attendance record at Spring Meetings and Fall Conferences in this decade was 483. Because of restructuring (as has already been pointed out), Spring Meetings ended in 2001.

Regional conferences/ workshops/institutes (initiated by Shirley Ostler, Professional Development Coordinator at the time), then began; President Sandra Berg referred to them in her message given in the *Ohio TESOL Newsletter*, Fall, 2003, p. 3. The first annual one-day regional conference (Southwestern Ohio, Northern Kentucky, and Southeastern Indiana) took place at Raymond Walters College, University of Cincinnati, on May 22, 2003. The second one was held at Mayerson Academy, Cincinnati, May 22, 2004. Registration was 27% higher than it was for the 2003 Conference; of the 252 registered for the 2004 Conference, 71% were from Ohio, 18% from Kentucky, 8% from Indiana, and 3% from other states. (OTN, Fall, 2004, p. 11.) The third regional conference took place at the Clarion Hotel, Cincinnati (Blue Ash area) May 21, 2005. The fourth regional conference, undoubtedly, took place at the same location on Saturday, May 20, 2006. As a result, it appears that this regional

consortium has established itself successfully. Sandra Berg (Professional Development and Outreach Coordinator, College of Education, Criminal Justice and Human Services, University of Cincinnati) and Sonia Aguila (Ohio TESOL's Professional Development Coordinator, 2005-2007) reported that "more than 155 people were in attendance: Indiana 18%; Kentucky 30%; Ohio 51%; and Pennsylvania 1%. Attendance from Indiana and Kentucky has steadily increased since 2003, and there is a nucleus of people who have attended every year." (OTN, Fall, 2006, p. 12.) The 2007 conference will take place on May 19th. The Miami Valley ESL Consortium sponsored a one-day workshop for ESL K-12 educators at the Student Union, Wright State University, Dayton, on February 28, 2006. (OTN, Winter, 2006, p. 20.) Over 100 teachers from the Miami Valley participated in the conference that dealt with the theme "Swimming Upstream? Activities for ESL in the Mainstream Classroom." (OTN, Spring, 2006, p. 14.)

There would, I think, be no disagreement in this decade about the growth of technology in teaching English as a Second Language, a growth also experienced through presentations at Ohio TESOL conferences. A column entitled "ESL & the Internet" became regular in the newsletter in Fall, 1996, and the Ohio TESOL Web Page had been created by the organization's web master, Greg Kessler. In addition to Greg, Lori Sandholdt and Lori Doemland-Smith became internet editors for the column (Spring, 1998); Lori Sandholdt continued as sole editor (Fall, 1998). Pointed out by Gary Whitby, CALL Coordinator for the American Language Program, The Ohio State University, "eWeb consists of an array of tools for both teachers and students to use at every stage of the learning process" (OTN, Fall, 1998, p. 24). Mary Kaye Jordan (Ohio University) summarized academic pitfalls in using the internet for research papers, resulting in plagiarism; she suggested that ESL teachers consult M. Clayton's article, "Term Papers at the Click of a Mouse," *The Christian Science Monitor*, October 27, 1997, pp. 1 and 25, for tools to prevent research-paper plagiarism. (OTN, Fall, 1998, p. 25.) Dave Sperling (of his *ESL Café* fame) published his *Internet Activity Workbook*, which helps both teachers and students who are using the web (reported in an article by Elizabeth Specker, Ohio University, OTN Winter, 2000, p. 15). The "ESL & the Internet" column changed to "ESL & Technology," edited by Gary Whitby (Spring, 2000). Growth in online courses with chat systems and discussion boards, quizzes, and electronic groups began to enhance ESL learning considerably. Other column editors (Elizabeth Specker and Dawn Bikowski) followed. Building Computer-Assisted Language Learning Labs (CALL) gained importance and web-based resources, according to Andrew Venclauskas (Technology Coordinator, Northeast ABLE Resource Center, Euclid), could be categorized as "professional development, teacher resources, student resources, ESOL courseware, and web journals" (OTN, Fall, 2002, p. 8).

Greg Kessler, who teaches in the Ohio Program of Intensive English (OPIE) and also coordinates a self-access computer lab, provided some very useful information: "One way to greatly enhance an ESL program's Computer-Assisted Language Learning (CALL) capabilities, without planning construction for a new wing to a building, is a virtual lab," which consists of "a cart, collection of wireless-capable laptops, wireless hub, and any other necessary peripheral devices such as projector, printer, scanner, etc. The cart can be used in any classroom and is all-inclusive. . . ." (OTN, Spring, 2003, p. 7.) Ohio TESOL took on a new residence on the web at www.ohiotesol.org, thanks to Carla Amaro and David Smith. The continuous developments in technology have had

marked impacts on the TESL profession as well as on Ohio TESOL. Blogging, a term coined in 1997 by John Barger, refers to using a weblog, “a webpage where a web blogger ‘logs’ all the other web pages” found to be interesting. Blogs are of different types: “Some express ideas or opinions; others express personal experiences, and still others contain information such as that related to class assignments. . . . (OTN, Spring, 2006, p. 3.)

A fitting conclusion to this decade is a profile of the Ohio Program of Intensive English (OPIE), Ohio University, Athens. Whereas Ohio TESOL will celebrate its 30th anniversary in Fall, 2007, OPIE will celebrate its 40th, also probably in Fall, 2007. Just as the University of Michigan’s English Language Institute, through its intensive English programs, was the first to be established in the United States under the directorship of Charles Carpenter Fries (who has a brick on the Hollywood Walk of Fame), OPIE was the first of its type to further TEFL/TESL in Ohio. Robert Dakin was the founder who received training under Professor Fries. According to Charlie Mickelson, who completed his fourteenth year as Director of OPIE in 1998, “enrollment peaked in the fall of 1980 at 235 students in the program. . . . Declining enrollment in the early 80’s resulted in a new mandate from the provost to develop special grants and projects. . . .” (OTN, Spring, 1998, p. 6.) Somewhat humorously, Charlie pointed out: “. . . Any reader who has spent time at the OPIE will understand that many of us feel the greatest benefit of the renovation [of Gordy Hall] is that it does not include a practice facility for the Ohio University Marching 110, for years known as ‘the most exciting band in the land,’ unless you were trying to teach a listening/speaking class anywhere in the building” (p. 7).

I can easily speculate that the Fall 2007 Conference will honor Ohio TESOL Presidents again and that one of the speakers will, possibly, be Elliot Judd (President of international TESOL in 2005-2006), to whom Ohio TESOL is grateful for its founding. Following Elliot as international TESOL’s President for 2006-2007 is Jun Liu, another former Ohio TESOL member who served as the liaison with publishers displaying their materials at conferences. When he won the Presidency of Ohio TESOL, he, however, resigned in the Fall of 1998 in order to accept a tenure-track position at the University of Arizona, Tucson. Very appropriately, Elliot Judd and Jun Liu acknowledged as the 30th Anniversary plans take shape; also acknowledged is Neil Anderson, a former Ohio TESOL member who served as Executive Secretary of Ohio TESOL (1991-1993) and who was international TESOL President (2001-2002). To my knowledge, these three former Ohio TESOL members are the only ones who have become international TESOL presidents to date.

APPENDIX A

SPEAKERS FEATURED AT OHIO TESOL FALL CONFERENCES AND SPRING MEETINGS

Throughout the decades, Ohio TESOL benefited from keynote speeches given, usually, by nationally recognized professionals; the professional base of each speaker refers to the time of the presentation. Although specific titles of their speeches are given, in almost all instances, some are descriptions. The speakers are listed in the order in which they presented at fall conferences or spring meetings at the given locations.

Note: No keynote speakers were scheduled for a number of spring meetings especially from 1979 through 1988; Ohio TESOL presidents are regarded as speakers for these years. With the year 2002, there were no more spring meetings because of restructuring.

- James Alatis (Executive Secretary, international TESOL), Columbus, Spring, 1978:
Toward a Definition of TESOL
- Ruth Crymes (President, international TESOL, 1978-1979). Cleveland, Fall, 1978: The
Uses of Questions in Negotiating for Understanding
Ruth Crymes' untimely death resulted from a plane crash in Mexico City
(Oct. 31, 1979), where she was scheduled to speak at the annual
convention of MexTESOL, Oaxaca.
- George Hertrich (Ohio TESOL President), Columbus, Spring, 1979: The State of English
Language Teaching in Ohio
- John Haskell (Editor, *TESOL Newsletter*), Toledo, Fall, 1979: From Language Teaching to
Language Learning: What the 80's Will Bring
- David Harris (President, international TESOL, 1969-1970), Toledo, Fall, 1979: Speaking
About Reading. . .
- Jayne Harder (Teacher educator of national recognition, from Florida), Toledo, Fall,
1979: ESL Teaching Methods
- Wallace Pretzer (Ohio TESOL President), Columbus, Spring, 1980: A report from
international TESOL, San Francisco, on several topics of considerable interest
(e.g., Indo-Chinese refugees)
- K. Balasubramonian (Consultant, Inter-America Research Associates, Washington, D.C.),
Athens, Fall, 1980: Choosing Appropriate Models for the Education of LEP
Children
- Dennis McAvena (Indo-Chinese Refugee Assistance Program, Ohio Dept. of Education),
Athens, Fall, 1980: The Status of the Indo-Chinese Refugee in Ohio
- Thomas Scovel (Univ. of Pittsburgh), Delaware, Spring, 1981: The Power to Change
- Joan Morley (President, international TESOL, 1986-1987; Professor, Linguistics & ESL/
TESL Programs, English Language Institute, Univ. of Michigan), Columbus, Fall,
1981: Listening and Language Theory: Aspects of Theory and Practice
- Carolyn W. Ebel (Exec. Director, National Assoc. for Bilingual Education (NABE)),
Columbus, Fall, 1981: Values of bilingual education for political and educational
support
- Adelaide Heyde Parsons (Ohio TESOL President), Westerville, Spring, 1982: A review of
affiliate activities of the past year and future goals for Ohio TESOL
- Ramon Santiago (Past President, NABE), Dayton, Fall, 1982: Bilingualism: In the
National Interest
- Hai Trong Tran (Senior Program Associate, Midwest National Origin Desegregation
Center, Univ. of Wisconsin-Milwaukee). Dayton, Fall, 1982: Current Trends in ESL
- William Smart (Ohio TESOL President), Columbus, Spring, 1983: Defining Ohio TESOL's
objectives and employment concerns
- Sandra Sauvignon (Univ. of Illinois, Urbana/Champaign), Akron, Fall, 1983:
Communicative Language Teaching: Where Are We Going?
- Ed Mandrell (University of Toledo), Akron, Fall, 1983: ESL and the 'Human Factor'

Linda Smith (Center for Applied Linguistics, Washington, D.C.), Akron, Fall, 1983: Workshop: Southeast Asian Refugee Camp Intensive ESL/Cultural Orientation & Pre-employment Programs

Martha Hull (Ohio TESOL President), Westerville, Spring, 1984: Determining the course of education in the 1980's and strengthening a democratic society through equal educational opportunities

Carol Kreidler (Chair, Professional Standards Comm., international TESOL; program administrator & Professor, ESL/TESL, Georgetown Univ., Washington, D.C.), Cincinnati, Fall, 1984: Professional Standards and Employment Concerns
Carol Kreidler died in August, 2004.

David Edwards (Executive Director, Joint Committee of the National Council on Languages), Cincinnati, Fall, 1984: Bilingualism & the National Interest

Deborah Pierce (Ohio TESOL President), Columbus, Spring, 1985: Encouraging membership from all ESL educators in Ohio

David Eskey (Director, American Language Institute, Univ. of Southern California), Burr Oak State Park, Fall, 1985: Content: The Missing Third Dimension in Syllabus Design
David Eskey died suddenly of a heart attack following a football game, Fall, 2002.

Karen Noland Giles (Program Coordinator, Midwest National Origins Desegregation Assistance Center, Univ. of Wisconsin-Milwaukee), Burr Oak State Park, Fall, 1985: Native American Philosophy & Paralinguistic Behavior in the ESL Classroom

Debra Deane (Ohio TESOL President), Columbus, Spring, 1986: Improving communication and networking among ESL professionals in Ohio

Jean Handscombe (Past President, international TESOL; North York Board of Education, Toronto, Canada), Columbus, Fall, 1986: Learning Language and Learning Through Language

Anna Uhl Chamot (Director, Inter-America Research Associates, Rosslyn, Virginia), Columbus, Fall, 1986: The Power of Learning Strategies for Learning Language & Learning Through Language

William Holschuh (Ohio TESOL President), Westerville, Spring, 1987: Broadening the scope of international TESOL through the newly established Affiliate Council and addressing national as well as state legislation to make English the official language of the U.S.

Elliot Judd (Professor of Linguistics, University of Illinois at Chicago Circle), Toledo, Fall, 1987: Myths & misconceptions underlying official English legislation; Developments of TESOL methodologies, 1977-1987

Sarah Hudelson (Author, *Hopscotch* series of elementary ESL textbooks), Toledo, Fall, 1987: Using ESL instruction as an aid to learning content

Connie Perdreau (Ohio TESOL President), Columbus, Spring, 1988: Developments in state official English legislation in Ohio

Thomas Scovel (San Francisco State University), North Canton, Fall, 1988: ESL and Empathy

Cao Anh Quan (Doctoral degree in Cross-Cultural Counseling and International/Intercultural Development Education, Florida State Univ.) Columbus, Spring, 1989: Cross-Cultural Training

Joy Reid, (Univ. of Wyoming; former international TESOL President), Dayton, Fall, 1989: Learning Style Preferences

Two speakers from Malaysia & China, Columbus, Spring, 1990: Teaching EFL/ESL in Malaysia and Teaching Composition in a Chinese University, respectively

John Bagnole, George Hertrich, & Michael Hupfer (Ohio TESOL members and officers), Columbus, Spring, 1990: Round-Table Presentation: The Internationalizing of Ohio TESOL

Anna Uhl Chamot (Co-developer, Cognitive Academic Language Learning Approach (CALLA)), Alvino Fantini (Director, Language & Culture Center, Experiment in International Living), Carolyn Graham (ESL author, especially of jazz chants), and Martin Limberd (NAFSA President, 1990-1991), speakers at a joint meeting of Southeast TESOL, Region VI NAFSA, and Ohio TESOL, Louisville, KY, Fall, 1990

JoAnn (Jodi) Crandall (Center for Applied Linguistics (CAL); TESOL President, 1988-1989), Columbus, Spring, 1991: ESL Instruction for the Whole Learner: The Role of Academic Content, Whole Language and Cognitive Learning

Andrew Cohen (Univ. of Minn., formerly at Hebrew Univ., Jerusalem), Athens, Fall, 1991: The Contribution of Second Language Acquisition Research to ESL/EFL Teaching

Keiko Koda (Linguistics Dept., Ohio University), Athens, Fall, 1991: Vitalizing FL Instruction Researchers as Teachers, Teachers as Researchers

Else V. Hamayan (Director, Training & Services, Illinois Resource Center, Des Plaines, IL), Columbus, Spring, 1992: Reading Together; Learning Together

Stephen Gaies, (Former editor, *TESOL Quarterly*; Univ. of Northern Iowa, Cedar Falls), Findlay, Fall, 1992: Presentation of content-based ESL related to language as code and content

Diane Larsen-Freeman (Senior Faculty Member, MAT Program, School for International Training, Brattleboro, VT); (Director, English Language Institute, University of Michigan, 2002 to date), Columbus, Spring, 1993: Teaching Communication Without Ignoring Grammar; Teaching Grammar Without Stifling Communication

Janet Miller (US Information Agency), Cleveland, Fall, 1993: Interactive sessions on Grammar and Communication

Wilga Rivers (Professor emerita, Harvard Univ.), Cleveland, Fall, 1993: Efficient Language Learning or Muddling Through: Problems with the Process Model

Donald Freeman (President, international TESOL, 1993-1994), Columbus, Spring, 1994: Classroom Teaching as Research. Development of Teachers' Knowledge

Richard Murphy (English Teaching Officer, US Information Agency), Columbus, Spring, 1994: Overseas TEFL Opportunities

Robin Scarcella (Univ. of California, Irvine; co-editor, with Rebecca Oxford, Tapestry Series of ESL texts; co-editor, also with Oxford, of teacher training text, *The Tapestry of Language Learning: The Individual in the Communicative Classroom*), Cincinnati, Fall, 1994: Research in California on the Effects of a Purely Communicative Approach on the Future Academic Success of LEP Students; Classroom Techniques & Strategies for Promoting Both Communicative Competence and Proficiency

Marguerite Ann Snow (Assoc. Professor, MATESOL, Cal. State Univ., Los Angeles, co-author of *Content-Based Second Language Learning*), Columbus, Spring, 1995: Content-Based Instruction: Theory and Practical Applications

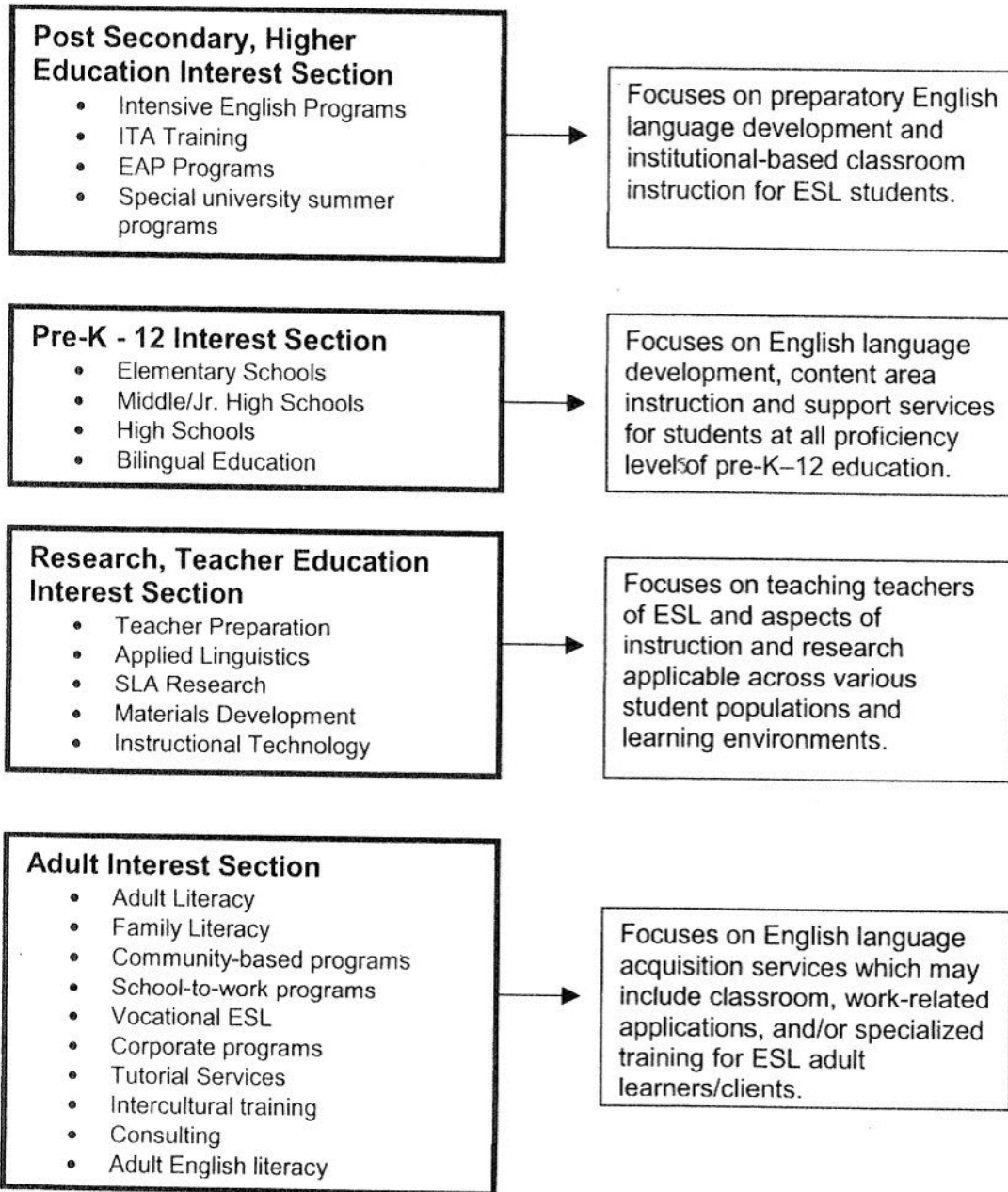
Huong Tran Nguyen (Disney's National Teacher of the Year 1994; teacher, Long Beach, CA), Columbus, Fall, 1995: Presentation: Video of Disney's American Teacher

- Awards, including her award; Talk: Making Connections as an Advocate for Bilingual/ESL students
- Thomas Angelo (Director, American Assn. of Higher Education (AAHE) Assessment Forum, Washington, DC), Columbus, Spring, 1996: Classroom Assessment in the ESL Profession
- Else V. Hamayan (Director, Training & Services, Illinois Resource Center, Des Plaines, IL) Columbus, Fall, 1996: Working Together for the Success of All Our Students
- Jennifer Farkas (Global Language Coordinator, Dublin City Schools, Ohio), Columbus, Fall, 1996: Impact of Cultural Transition During Language Acquisition: Her Acquiring Japanese
- August Pust (Special Assistant to Governor Voinovich), Columbus, Fall, 1996: Words of Encouragement for Ohio TESOL's Activities
- Victoria Nash (Ohio Commission on Dispute Resolution and Conflict Management), Columbus, Fall, 1996: Accolades for Ohio TESOL
- Ann Johns (Internationally recognized teacher, trainer, & writer of ESL materials; San Diego St. U., CA), Bowling Green, Spring, 1997: Everyone is a Literacy Expert: Applying Theories to the Classroom
- Denise Murray (Past President, international TESOL; San Jose St. U., CA). Dublin, Fall, 1997: Changing the Margins for the (T)ESOL Profession
- Neil Anderson (Co-Chair, international TESOL Conferences, Long Beach, CA, 1995, and Seattle, WA, 1998; President, international TESOL, 2001-2002; active in Ohio TESOL for several years, serving as Executive Secretary, while with the Department of Linguistics, Ohio University), Dublin, Fall, 1997: Multiple Intelligences and Second Language Learning
- Elliot Judd (Professor of Linguistics, Univ. of Illinois at Chicago Circle; President, international TESOL, 2005-2006), Dublin, Fall, 1997: The need for teaching ESL to be considered a profession
- Fred Genesee (Professor of Psychology, McGill Univ., Montreal, Canada; author of *Classroom-based Evaluation in Second Language Education*), Cincinnati, Spring, 1998: A historical overview of assessment & alternative methods of assessment in classrooms
- Joy Reid (Univ. of Wyoming and Colorado State Univ.), Columbus, Fall, 1998: Multiple Sequences in the English for Academic Purposes Writing Class
- Mary Ann Christison (University of Utah and Snow College), Columbus, Fall, 1998: Creating Flow in the L Classroom
- Steve Brown (Youngstown State Univ.; author, *Active Listening* and *English First Hand*), Euclid, Spring, 1999: A Tale of Two Books: Looking Back on 20 Years of Community Language Teaching
- Dave Sperling (Creator, Dave's internet ESL Café; author, *The Internet Guide for English Language Teachers* and *Internet Activity Workbook*; California State Univ., Northridge), Columbus, Fall, 1999: Developing a community of learners through the internet
- Bob Kann (Professional storyteller and Professor of Continuing Education, Univ. of Wisconsin-River Falls), Columbus, Fall, 1999: Using humor in ESL classrooms & techniques for storytelling for language learners
- Dan Fleck (Lau Center), Jeff Fontaine (Columbus Literacy Council), Mary Kaye Jordan (Ohio University), and Carmen Blair (parent activist, former LEP student), featured speakers at morning panel and afternoon concurrent sessions,

- Columbus, Spring, 2000: Advocacy for LEP students and adult literacy in Ohio: serving needs at varied levels
- Lorraine Valdez Pierce (Graduate School of Education, George Mason Univ., Virginia; co-author, with J. Michael O'Malley, of *Authentic Assessment for English Language Learners; Practical Approaches for Teachers*), Columbus, Fall, 2000: Using Assessment to Inform Instruction: Learning by Doing
- Ilona Leki (ESL Director, Univ. of Tenn.; author of several books; co-editor of *Journal of Second Language Writing*; winner, 1996, TESOL/Newbury House Distinguished Researcher Award), Columbus, Fall, 2000: Getting from High School to College
- Jeff Magoto (Director, Yamada Language Center, Univ. of Oregon; former member, Ohio TESOL), Athens, Spring, 2001: The Use of Technology in Language Education: A Tech Odyssey—The CALL Constellation
- JoAnn (Jodi) Crandall (Director, Ph.D. program in Language, Literacy, & Culture, Univ. of Maryland, Baltimore County), Columbus, Fall, 2001: New ways to create community, bring community into the classroom, and go out to the community
- Orlando Castillo & Juan Garcia (Natives of Mexico and former ESL students in Ohio), Columbus, Fall, 2001: Learning ESL in Ohio and achieving academic success
- David Crystal (from Wales), author of innumerable books on linguistics and language studies, was scheduled to speak at the Fall 2001 Conference on the topic “Working With World Languages,” but the World Trade Center disaster on 9/11 rather directly affected his decision not to come.
- Karen Johnson (Director, Linguistics & Applied Language Studies Program, Penn State Univ.), Columbus, Fall, 2002: Teacher-Constructed Teaching Portfolios: Learning through Assessment
- Alister Cumming (Modern Language Center, Ontario Institute for Studies in Education (OISE), University of Toronto), Columbus, Fall, 2002: Experienced ESL/EFL Writing Instructors’ Conceptualizations of Their Teaching: Curriculum Options and Implications
- Shirley Brice Heath (Professor of English & Dramatic Literature, Stanford Univ., Calif.) and Kerry Enright Villalva (Asst. Professor, ESL, School of Education, Univ. of North Carolina), Columbus, Fall, 2003: Crossing the street, offering a holistic and creative approach to second language learning; also, *Watching Roles: Learning Language in Silence* by Dr. Heath
- Micheline Chalhoub-Deville (Foreign Language and ESL Education Program, Univ. of Iowa; International Language Testing Association (ILTA) Award for Best Article published in *Language Testing*, 1995), Columbus, Fall, 2004: NCLB (No Child Left Behind) Implications of Testing English Language Learners in the Schools; University Admissions English Tests: Construction, Research & Policies
- William Hart (Poet, Story & Script Writer, Adjunct Professor of Writing, Los Angeles, Calif.), Columbus, Fall, 2004: A Confidence Building Reading and Writing Plan for Immigrant Students
- John Segota (TESOL, Inc.), Columbus, Fall, 2005: Update on National Education Policies
- Keith Folse (Coordinator, MATESOL and TEFL Certificate Programs, Univ. of Central Florida), Columbus, Fall 2005: ESL Students vs. The English Language: The Least K-12 Teachers Know; Teaching ESL to Adult ESL Learners: When Time Really Matters

Susan Gaer (School of Continuing Education, Santa Ana College, Calif.), Columbus, Fall, 2005: Technology: Where It Is, Where It Was, and Where It Might Be
Diane Larsen Freeman (Director, University of Michigan's English Language Institute), Columbus, Fall, 2006: Language as a Dynamic System: The Role of Second Language Acquisition Research in Language Teacher Education

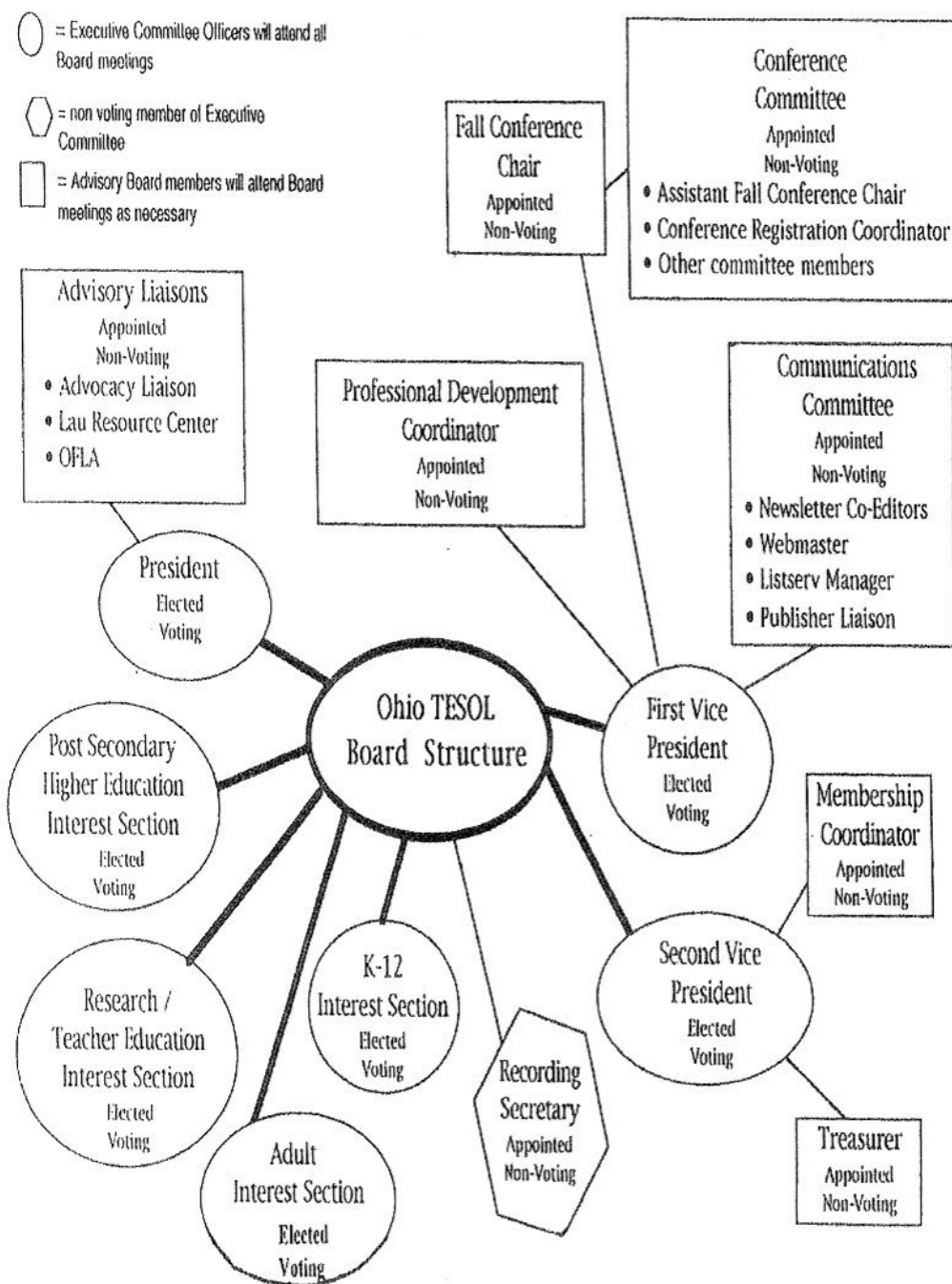
New Ohio TESOL Interest Sections / Focus



APPENDIX B

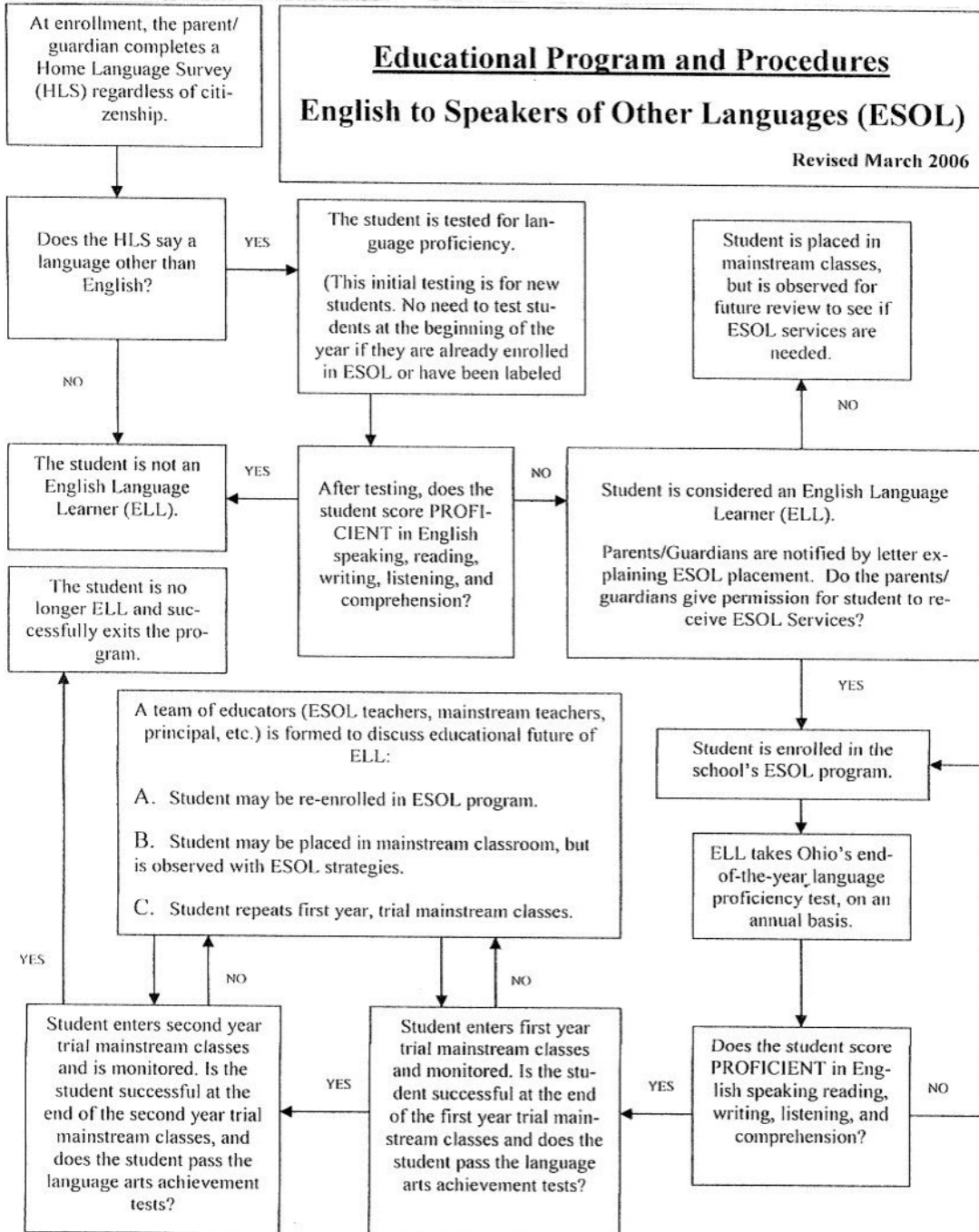
STRUCTURAL ORGANIZATION OF OHIO TESOL SINCE 2001

Ohio TESOL Board of Directors



APPENDIX C

ESL IN OHIO PUBLIC SCHOOLS



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Spring, 2006, p. 17.