Japanese Students from Shiga University Share their Homestay Experience with Local Families

By Yu Tabata

I lived with my homestay family for the first time. They welcomed us with pleasure. On the first day, they gave us a nice dinner. It tasted good! Then, I learned about American style in eating. I was happy to eat all that I wanted to. When the children went to bed, they said “good night!” and hugged me. I’m surprised at that because we don’t have the habit. But I was very glad!

On the second day, in the morning, we watched videos with children. I was happy that children clasped my hand and took me in front of the television. After lunch, we went to a river and fed many ducks. In Japan, we can’t feed animals by ourselves. So I had a valuable experience. At the night, we watched a movie with everybody. I thought they were ideal family.

On the third day, we went to an orchard and picked apples from the trees in the first time. We ate apples while we picked them! The apples were very delicious. There was a petting zoo and we fed some farm animals. It was a fun day.

When I parted from the local families, we cried because we were very sad. Though we lived together for only three days, we had fun very much. These are my best memories in America.

New Grammar Classes Step Toward Providing More Valuable Instruction

By Carilee Salas

At the ELC, the philosophy behind our grammar instruction has always been and continues to be the integration of grammar with the other skills (writing, reading, speaking/listening). Our previous method of integration asked skills instructors to teach and assess grammar within the targeted skill. This worked well in the sense that the skills and grammar could easily be integrated, but was also difficult at times for the skills teachers to meet all of their objectives in addition to teaching the grammar points they were asked to cover. As the ELC expanded hours over the past year, adding a grammar class seemed like a great place to start. Even with the addition of the grammar class, students still learn grammar in reading, writing, and listening speaking class. The grammar class meets twice a week for instruction specifically focused on grammar. The grammar teachers continue with an integrated approach and many are doing “grammar in use” or “grammar in the wild” assignments which require students to use the grammar learned in class or find examples of it from their other classes. The new grammar class gives the students explicit instruction while still providing opportunities to practice grammar within skill-based assignments.

The ELC is so proud of The Exclamation Points!, our intramural soccer team. They stood up to every opponent, played hard, and we were able to rely on a core group who did not miss a single game.

MSU Hosts Michigan Teachers of English to Speakers of Other Languages (MITESOL) Annual Conference

By Andrew McCullough

The focus of MITESOL 2015 was “Assessing Our Students, Our Programs, Ourselves: How Do We Measure Up?”. This annual conference of the Michigan affiliate of Teachers of English to Speakers of Other Languages was held October 9 & 10 at the Kellogg Hotel and Conference Center on MSU’s campus. President-elect Andrew McCullough organized the conference with the assistance of many colleagues at MSU and around the state. It was attended by 300+ teachers and educators from Michigan, and from states as far away as Nebraska! Thirteen faculty members represented MSU in eleven presentations at the conference. The planners had to choose from over 100 presentation proposals, eventually choosing about two thirds of them. The strong lineup of presenters at this MITESOL was, as always, because many presenters are the same professionals from around Michigan that always support MITESOL with their expertise.

By Andrew McCullough

The ELC GLOB

The English Verb System (Tense = Time + Aspect)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Tense = Time + Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>One point in time, or no specific point in time</td>
</tr>
<tr>
<td>Perfect</td>
<td>Before a point in time</td>
</tr>
<tr>
<td>Progressive</td>
<td>Continuous in time, or at another point in the same time frame</td>
</tr>
</tbody>
</table>

Active Voice Forms

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>past</th>
<th>present</th>
<th>future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>base form</td>
<td>past form OR did+base</td>
<td>will + base form</td>
</tr>
<tr>
<td>Perfect</td>
<td>had + base form</td>
<td>have/has + base form</td>
<td>will + have + base form</td>
</tr>
<tr>
<td>Progressive</td>
<td>was/were + base form</td>
<td>am/is/are + base form</td>
<td>will be + base form</td>
</tr>
</tbody>
</table>

Verb tense chart used in the 093 Grammar Class

Left to Right: Jeanine Clever, Colleen Brice, Andrew McCullough, and Jolene Jaquays
where they had access to cars, they were asked to walk on our large campus. On the first day, they had an MSU campus tour which left them with sore feet and exhaustion. However, they soon familiarized themselves with the CATA bus system, MSU campus and roads, and neighboring communities. These active teachers never wasted their time: many of them became explorers of the city, taking CATA buses everywhere, from campus, to Okemos, to South Lansing, to the Lansing Mall, as well as proudly walking from their dormitory to Wells Hall much faster than they did on the very first day.

Each class was a joy to these teachers. They enjoyed learning, were motivated, and “hungry for knowledge.” Each course—TEFL Methods, Reading/Writing, Speaking/Listening, and ESL Special Seminars—required the completion of many assignments. Though they spent a lot of sleepless nights, they often talked about how excited they were about their learning experience, and looked forward to bringing their knowledge and training back to their own students and colleagues in Panama.

These teachers befriended Japanese and Saudi Arabian special programs participants. It was beautiful to see them talk, spend time with, and enjoy each other’s company. We were moved to see their friends come to help them to check out of the dormitory and load their luggage onto the bus at 3:30 a.m.! They truly established international friendships during their stay.

The eight weeks went very quickly. All of us—Panama participants, ELC instructors, and the administrative team—were sad for the program to end. Saying goodbye is never easy: we all had tears, as they were such a great group to work with. While these 19 teachers called the ELC program the “best” of all the Panama Bilingue programs throughout the U.S., we also had the best experience teaching them, learning from them, and spending precious time with them.

By Akiko Ota

ELC Hosts English Teachers from Panama for Third Semester

A group of 19 Panama-Bilingue program participants arrived at Michigan State University past midnight on Monday, May 18, 2015. These participants were English teachers in Panama, teaching English courses from kindergarten to university. They were all recipients of a scholarship from the Panama Ministry of Education. The teachers were here to study methods in Teaching English as a Foreign Language, learn about American culture and school systems, and to brush up on their English skills in the United States.

Their first few weeks were full of culture shock. Getting back to “student” roles after being teachers was not an easy task at all. Unlike in their home country,
A Spartan Surprise

By Carol Wilson-Duffy

What a surprise I had when I heard that Jens Dietrich was coming to campus for a short visit. Jens was a language student at the English Language Center in 1994. What was more of a surprise was that fact that Jens was now a professor, and he was going to be delivering a presentation to the Computer Science & Engineering Department during his stay - in English! The ELC administrators and I were fortunate enough to have dinner with Jens during his visit and learned a bit more about how he progressed from a student who spoke almost no English, to a professor who now gives all of his lectures in English. Today, Jens is an Associate Professor in the School of Engineering and Advanced Technology (SEAT) at the Turitea (Palmerston North) Campus of Massey University, and is the leader of the Software Engineering program there.

Twenty one years ago, Jens came to MSU's English Language Center on a special program supported by the DAAD's organization (Deutscher Akademischer Austausch Dienst-German Academic Exchange Service). At that time, DAAD was supporting students from East Germany who wanted to learn English. “The few weeks at MSU helped me tremendously,” he said. “I had a reasonable vocabulary when I arrived, but this [experience] fine-tuned it. In particular, this helped me to write in English-I started to publish research in English during this time.”

He studied here at MSU for a part of a summer in 1994; and while here in Michigan, he made life long friends with his homestay dad, Don Carne. At that time, Jens was just married and recently had a new child. Don says that he and Jens hit it off initially and over the years they have visited each other and traveled together all over the world- literally-all over the world: Japan, Africa, Germany, the Florida Keys, Nicaragua, and New Zealand, where Jens and his wife and children now live.

Before moving to New Zealand, Jens worked as a consultant in Germany, Namibia, Sierra Leone, Switzerland, and the UK. When we asked about how he learned English so well, he responded, “The key is just to do it and speak. I did this in Sierra Leone. I simply did not have a choice. If you don’t have native speakers around you, watching TV and reading are also good.” Luckily for Jen’s children, they have a lot of native speakers around them. At home, he and his family speak German and Spanish (Jen’s wife is from Nicaragua), and living in New Zealand, they have lots of opportunities to speak in English, so all the kids are trilingual.

We are not sure when we will meet up with Jen’s again; it looks like his children will not need to visit the ELC for language training any time soon. Good luck to you and your family, Jens!

We owe a big thank you to Don Carne for helping to arrange our meeting; and an extra big thank you to Jens, for spreading the Spartan spirit all over the world!
In this summer program, we Japanese and Korean students visited five hospitals which are related to Michigan State University.

First, we visited MSU Radiology. At the radiology center, we saw a beautiful garden and a lot of machines such as CT, MRI and PET machine. We learned about the system of machines and how to read the images from them. Second, we visited Ingham County Health Department. There we saw the department of obstetrics and gynecology.

And we visited McLaren Lansing, Sparrow, and McLaren Bay Regional Hospitals. These hospitals are very beautiful and have cheerful mood. All the nurses and doctors appear very happy! Interestingly, they have commercials on TV that give a very bright image of the hospitals. These are different from Japanese hospitals, which have a very dark image and in which some patients feel gloomy.

In the hospitals we visited, they have one nurse to one patient and all the patient have private rooms. And some nurses have equal position to the doctors. These two things differ from the situation in Japan, where nurses are not as highly respected and private rooms are rare.

We thought about the source of these differences between the U.S. and Japan. We guess that they are connected with the insurance system of the U.S. before Obamacare. First of all, we’d like to talk about the atmosphere. In the U.S. the patients have chosen hospitals they’ve regarded as nice because of the insurance system. Therefore the hospitals would have tried to have the atmosphere cheerful in order to give patients a positive impression. Secondly, the insurance system explains why all patients in the U.S. have private rooms and why all rooms aren’t private in Japan. This may be because hospitals in the U.S. can earn more money if all rooms are private regardless of whether patients take which insurance or don’t have any insurance. Additionally, this money could explain the relationship between the system and the position and work of nurses. Hospitals could pay their nurses well if there was enough money not only for doctors but also for nurses. Therefore, social status of the nurses are high and the nurses keep high quality because a lot of resourceful people would like to be nurses. So nurses can do more in the U.S.