

MITESOL Messages

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

President's Corner

by Penny Wheeler

This is my last column as President of MITESOL. At our Fall Conference, I will formally turn the office over to our very capable Vice-President, Betsy Morgan. It has been an honor for me this past year to preside over our vibrant, active organization and to have the opportunity to work with so many of our members.

I look forward to seeing you in Ypsilanti at our Fall Conference, which offers an exciting and timely focus on the relationship between second language acquisition

research and ESL classroom activities. In her Spring 1994 *TESOL Quarterly* article, "Questions From the Language Classroom: Research Perspectives," Teresa Pica described the need for teacher/researcher collaboration as "urgent and important," stating that "as teachers and researchers we cannot work in isolation from each other if we are to help our [ESL] students meet their needs and accomplish their goals." I look forward to sharing and learning with you all at the Fall Conference as we gain inspiration to respond as teacher-researchers to Pica's challenge.

Best!

Penny

Fall Conference: The Integration of Teaching and Learning

by Betsy Morgan

This fall, the MITESOL Conference will be held in Ypsilanti at the Eastern Michigan University Corporate Education Center, on Saturday, November 11. The conference theme is "The Integration of Teaching and Learning." Registration will begin at 8:00 a.m. and continue until 11:00 a.m. The conference itself will last until 5:00 p.m. The first session will begin at 9:00 a.m. We have had tremendous response as far as proposal submissions.

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TESOL Awards - Don't Be Left Out!

TESOL offers a variety of awards to its members: travel grants to attend the TESOL Institute or annual convention, fellowships for graduate study, and financial awards for excellence in teaching, materials development, or research. There are also awards to honor contributions to affiliates and valuable service to TESOL and the profession.

For award descriptions and application/nomination guidelines, consult the June/July 1995 issue of *TESOL Matters* or contact TESOL at 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751.

Don't delay because all applications/nominations must be received by the

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**Lydia Stack to be
Keynote Speaker at
Fall Conference**

by Betsy Morgan

I am pleased to let the membership know that as a follow-up to Diane Larsen-Freeman, who spoke at the Spring conference, we have been able to persuade Ms. Lydia Stack to come from San Francisco to be our keynote speaker for the Fall Conference. Ms. Stack, as many of you know, has had a prolific career in TESOL, particularly in the field of writing, and we are very happy to be able to host her. The title of her address is "What My Students Have Taught Me," to support the theme of the conference: "The Integration of Teaching and Learning."

Fall Conference

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and on a variety of topics which are sure to interest all. You will probably have a few difficult decisions to make as to which session you'd like to attend. Remember that presenters are more than willing to send you copies of their handouts—make sure to ask!

The conference theme is designed to give us opportunities to share with the membership ways that we have taken student feedback and incorporated it into our teaching to become more effective educators. Even if you're not presenting, your feedback during the sessions will be at the very least thematic!

I'm looking forward to seeing you all at the conference. If you see me, please introduce yourself to me and tell me what you think about the conference—I'd love the constructive feedback. See you on November 11th.

Regional Groups

by Luay Shalabi

The Regional Group concept originated within TESOL in an effort to make the larger group more accessible to local constituents. Alan Headbloom took the initiative to implement the regional group concept in Michigan. In addition to some time at the Fall Conference for a quick meeting, I have tried to follow Alan's lead in the coordination of these groups. Information about meetings in your region should be coming soon.

- Region 1 (East Central):* Mt. Pleasant, Midland, Saginaw, Bay City
- Region 2 (Thumb Area/East):* Port Huron, Flint, Macomb County, Northern Oakland County
- Region 3 (Southeast):* Southern Oakland County, Wayne County, Washtenaw County
- Region 4 (South/Central Michigan):* Jackson, Lansing
- Region 5 (Southwest):* Holland, Grand Rapids, Muskegon, Kalamazoo
- Region 6 (Northwest):* U.P., Traverse City, Petoskey, Cadillac

TESOL Awards

(continued from page 1)

TESOL Central Office on or before November 15, 1995. All applicants must be TESOL members in good standing.

TAKE ADVANTAGE OF THESE FUNDING OPPORTUNITIES NOW!

For graduate students

Albert H. Marckwardt Travel Grants: To support graduate students worldwide in TESL/TEFL programs who wish to travel to a TESOL convention (except international graduate students studying in the U.S., who are eligible only for USIA awards described below).

United States Information Agency Travel Grants: To assist graduate students from countries outside the U.S. who are currently pursuing a course of study in the U.S. who wish to travel to a TESOL convention within the U.S.

TESOL Fellowship for Graduate Study: To support TESL/TEFL graduate studies and to support the development of projects with direct application to L2 classroom instruction.

For materials writers

Mary Finocchiaro Award for Excellence in the Development of Pedagogical Materials: To recognize a person who has achieved excellence through the development of practical pedagogical materials, not yet submitted for publication.

For researchers

TESOL Research Interest Section/Newbury House Distinguished Research Award: To recognize excellence in the area of research on language teaching and learning.

For EFL teachers

TESOL Longman Robert Maple Memorial Travel Grant: To support a full-time EFL teacher, teacher trainer or supervisor in a non-English speaking setting who wants to attend a TESOL convention.

For all TESOL members

Ruth Crymes Fellowships to the TESOL Summer Institute: To support teachers and teacher trainers/supervisors who wish to attend the TESOL Summer Institute and spend the summer renewing and expanding their abilities.

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News and Announcements From Your Special Interest Group

Adult Education SIG

by Judith Rice, Adult Education
SIG Representative

Once again, politics is taking a front row seat to other issues in adult education. English-Only legislation, the Reauthorization of the Adult Education Act, and the Personal Responsibility Act, if passed, could affect large numbers of current and potential ABE/ESL students.

At our last SIG meeting in Haslett, we discussed starting an "Advocacy Team" whose job would be to get the word out when it is necessary to respond in large numbers to our legislators. This team would use the regional leaders as initial contacts when an Action Alert comes out in order to spread the word through our MITESOL network. We are in the process of getting organized, and three MITESOL members, Larry Horvath, Sally Lockwood, and Sharon Kelly, have volunteered to join the team. Additional help is needed, so if you are interested and would like to make a difference, contact me at the address/telephone number below.

At the State level, an ESL Professional Development team

headed by Gail Rachor has met once, and is currently beginning to work on ESL certification and standards. The MITESOL Executive Board has agreed to support this team on both issues. Our next meeting is September 12, and I will have more information to share with you at our November SIG meeting at the MITESOL Conference in Ypsilanti.

Nationally, Mei-Ying Moy from Ann Arbor has agreed to chair a new TESOL Adult Education Standards Committee, which will:

- Review and revise TESOL's Standards for Adult Education in relation to current legislation;
- Develop quality indicators; and
- Devise a plan for publicizing these.

If you are a member of TESOL, you probably will be hearing from this committee, which welcomes your input. Congratulations and good luck, Mei-Ying!!

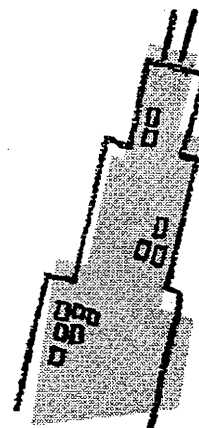
Any adult education questions or concerns? Please contact me at: Wyoming Community Education, 2820 Clyde Park SW, Wyoming, MI, 49509, (616)530-7508 or 7500. Best wishes for a great 95-96 school year!

Higher Ed SIG News

by Barbara Fichtenberg, Higher Ed
SIG Representative

Please join us for the Higher Ed SIG meeting at the Fall Conference on November 11. You will have an opportunity to participate in one of three discussion groups. Sara Tipton (Wayne State University) will lead the discussion on recruitment/retention of ESL students; Elizabeth Berriman (Central Michigan University) will facilitate the group on part-time issues in higher education; and the third group led by Jim Hamrick (Office of International Studies at Saginaw Valley State University and a member of the TESOL Accreditation Advisory Committee) will discuss accreditation of higher ed ESL programs.

Copies of the 1995 Directory of Michigan Higher Education ESL Programs will be available at the meeting as well as at the MITESOL materials table for \$3.50.



All SIG Representatives invite you to attend the SIG meetings at the Fall Conference from 4:15 - 5:00 p.m. Rooms for each SIG meeting will be printed in the Conference program. Come and meet others who share your special interests!

TESOL Part-time Task Force Seeks Input

by Susie Robertshaw, Chair, TESOL Task Force on Part-time Employment

The Task Force on Part-time Employment is examining the current condition of ESL teachers in adult and higher education settings in the U.S. Since its meeting in Baltimore, the task force has reorganized into task-based working groups of ESL teachers in higher education and adult education settings. The working groups are gathering information in several areas and need help from you and your affiliate members to complete their studies and make recommendations for further action.

Surveys and other sources of quantitative data: Tom Schroeder, Utah State University is analyzing survey questions and results nationwide to supplement a survey he conducted for Intermountain TESOL. Contact Tom by phone: 801-750-1237 or E-mail: fashroe@cc.usu.edu

Jean Rose, ABC Adult School, California (Tel. 310-926-5566, ext. 2560; Fax 310-921-9958), is collecting reactions to survey questions compiled by Ruth Fischer (George Mason University), past chair and ongoing member of the Task Force. Bo Morton, College of Lake County, Illinois (Tel. 708-223-6601, ext. 2953; Fax 708-223-7580), is searching data-rich sources from departments of education at all levels. Let Tom, Jean, and Bo know of surveys

and other data from your local area, state, or region.

Employment standards adopted and used by professional organizations and accrediting agencies: David Tillyer, City University of New York (Tel. 212-650-6289; e-mail datcc@cunyvm.cuny.edu) is asking for feedback on the Massachusetts and California employment standards in higher and adult education. He has published them in e-mail on TESL-L. Contact him for hard copies of these documents. Bo Morton (see above) has worked with the Illinois Department of Education in developing ESL standards, and would like information about the development of standards in other states.

Accrediting agency policies and practices: Len Fox, Brooklyn College (Tel. 718-951-5928 (w); 718-768-0161 (h)), is spearheading a dialogue with the six regional higher education accrediting agencies to find out how they address the issue of part-time employees when receiving ESL programs. He and Bo Morton would like to hear from higher education and adult education programs that have undergone accreditation with federal/regional agencies and/or undergone self studies with professional organizations such as AAIEP, UCIEP, ACCET, and TESOL.

Best-case practices: Tracey

Henniger-Chiang (606 Vestal Street, Box 523, Storm Lake, Iowa 50588; e-mail Chiang@BVC.edu), has started collecting narratives of efforts to improve conditions for part-time teachers and welcomes your stories.

Please encourage your colleagues to write about their personal experiences as well as the work of unions, administrations, joint faculty-administration groups, and professional organizations.

With your input the outcomes of our work in these various areas will be more comprehensive. This call for your participation goes to the heart of our profession and involves all of us in an effort to improve our working conditions.

The Task Force disseminated its findings to the membership at TESOL '95 in Long Beach and submitted a written report to the TESOL Board with suggestions for action.

Thanks for your support!

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TESOL developing policy and standards for K-12 students in the U.S.

by Susan C. Bayley, Executive Director, TESOL

Alexandria, VA, USA — Teachers of English to Speakers of Other Languages, Inc. is developing standards for the effective instruction of English as a second language (ESL) to K-12 students in the United States. Long awaited, these standards will address the question of what students should know or be able to do as a result of their ESL instruction.

ESL students enter school with varied backgrounds in ESL and native language proficiency. Thus ESL standards will be established according to second language developmental stages and be placed within the context of academic content areas, rather than be defined by grade-level benchmarks as is being done for standards developed for students in other content areas.

Instructional goals will encompass

- Communicating effectively in English
- Using English to achieve academically
- Participating effectively in various sociocultural environments

Goal statements will include descriptions of standards as well as sample performance indicators and will

- Offer guidance to ESL professionals in preschool, elementary, and secondary settings

- Offer guidance to non-ESL teaching colleagues, teacher educators, administrators, and policy makers regarding the education of ESL learners
- Define ESL as a field of study
- Identify ESL learners, their diversity, and their needs
- Promote learning environments that are equitable and inclusive for all students.

ESL standards are not intended to replace standards being developed in other content areas, but rather they are to supplement standards in English language arts, math, social studies, and any other content areas that are part of the student's curriculum.

Susan Bayley, Executive Director of TESOL, hails the standards as "a much needed road map to give direction and guidance to mainstream teachers who are not familiar with the developmental stages of second language acquisition."

To ensure that the needs of ESL students are addressed within the mainstream curriculum, TESOL is actively seeking input from and cooperation with those organizations developing standards in other academic content areas. To this end, the TESOL Task Force on Policy and Standards for K-12 Students held a symposium in March 1995, at

the 29th Annual TESOL Convention, in Long Beach, California. If you would like more information, you are encouraged to contact Else Hamayan, at 708-803-3112, for more information.

TESOL is an international, professional organization whose mission is to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. Its 19,000 members represent classroom teachers at all levels, teacher educators, researchers, curriculum specialists, program administrators, materials writers, video and computer experts, and bilingual education specialists. TESOL's development of K-12 ESL standards in the U.S. is in keeping with its long-standing commitment to standards for English language instruction, professional preparation, and employment.

The Thirtieth Annual Convention and Exposition
Teachers of English to Speakers of
Other Languages, Inc.

TESOL 96

Host Affiliate: Illinois TESOL-BE

March 26-30, 1996
The Chicago Hilton
Chicago, Illinois USA

How TESOL makes decisions for action...

by Sharon Seymour, Chair, Affiliate Coordinating Committee

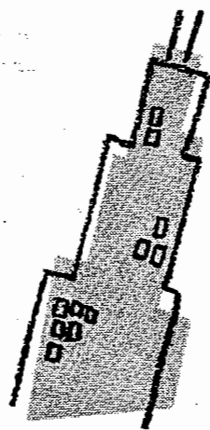
Have you ever had an issue, problem, or need that you felt TESOL should address, but you didn't know how to get TESOL to take action? You are probably not alone! Recognizing the need to clarify the process, the TESOL Board of Directors developed a Standing Rule on Policy Determination during the revision of the TESOL Bylaws. Standing Rules also now spell out the powers of the Board of Directors and procedures for establishing committees and task forces, forums where much of what TESOL does take place.

First it is important to know that the Board of Directors is responsible for determining the general policies of TESOL (Bylaws Article XIV). The accompanying Standing Rule (SRXIV) states that the Board "is given the power to establish policy and take actions which reflect and further TESOL's mission. "If you want something done, you can go directly to an officer,)President, President-elect, Secretary, or Treasurer), or a member of the Board of Directors. You can also address the issue with an appropriate Committee Chair, Interest Section Chair, or Staff Director at Central Office.

A common way for action items to be brought to the Board is through a Standing Committee. TESOL has three categories of standing committees: Governance (Nominating Committee and Rules and Resolutions Committee); Service (Awards Committee, Membership Committee, Publications Committee); and Policy (Sociopolitical Concerns Committee and Committee on

Professional Standards).

For example, if you have a sociopolitical issue you believe should be addressed, you may want to talk to the Chair of the Sociopolitical Concerns Committee, who will present your request to members of the Committee. The Committee will discuss the issue, and if the issue is pertinent to TESOL's mission and is not already being addressed, the Committee may recommend action to the Board. For action to take place, a Director of the Board must prepare a resolution for action, including background information as to why this action is needed, an estimate of time, and costs involved. The full Board then makes a final decision and decides who should carry out the action - a committee, a task force, and/or staff at Central Office.



March 26-30, 1996
The Chicago Hilton
Chicago, Illinois USA



Often a lot of preparatory work is needed before a resolution is brought to the Board and before action is taken. Sometimes this work is done by a Board-appointed ad hoc committee or task force, often with support by Central Office. Unlike Standing Committees, ad hoc committees and task forces operate over a brief period of time to carry out a charge identified by the Board of Directors. The President appoints the chair and members.

For instance, more than two years ago, a group of TESOL members approached TESOL on the need for an accrediting agency for intensive English programs (IEPs) in the U.S. Susan Bayley, TESOL's Executive Director (Secretary), acting as an officer of the Corporation sitting ex officio on the Board, prepared an action item proposing a task force to address the members' needs. The Board then established the Task Force on Accreditation Feasibility, which was charged to analyze the need, gather information, and bring a recommendation for further action to the Board. The Task Force recommended that TESOL proceed to establish an accrediting agency, but considering the magnitude and financial implications of such an endeavor, the Board wanted more information and requested that the Task Force work with Central Office to conduct a second survey and work with an accreditation consultant to identify the steps that

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Czech it out! News from our Czech Republic partnership

by Mary Casey

The pen pal exchange that was instituted continues to be an ongoing effort to promote international communication with our sister country. If you are interested in corresponding with a Czech teacher to, perhaps, gain further insight on ways that English is taught in the Czech Republic, you can contact Mary Casey at (313)483-5836.

Many thanks to those MITESOL colleagues who donated books, tapes, magazines, and other teaching materials to the Czech Republic. They received such an abundance of materials that they actually kindly asked that we not send any more. Misa Conkova, the new librarian, is distributing these materials to small regional libraries, and some teachers have shown interest in using them.

Remember Irena Novakova, the Czech Republic's Affiliate Representative who visited the Michigan area beginning in February 1994? She has been appointed as the MITESOL liaison officer for the Association of Teachers of English in the Czech Republic (ATECR). In the latest issue of the ATECR Newsletter, Irena reflected on some of her memories from her school visits in Michigan. Here is what she wrote:

"It's February again and the memories of last year's February are reviving. It was the time when I was excited about my forthcoming trip to the States, but I was scared, too. I have already told you about some of my wonderful experiences, but as I

have been asked about my visits to schools, I am going to tell you something about that."

"During my seven-week stay in Michigan I had a unique opportunity of visiting 25 different places where English as a Second Language /ESL/ was taught. Most of them were schools - elementary and high, universities, and Adult Community Education Centres, but also one Seminary and General Motors Company, where I could observe the up-to-date methods of teaching pronunciation with the help of computers. I was impressed by many things but mentioning all of them would need too much space and time. So let me start where it all began, at Huron High School in Ann Arbor, which was the very first school in America I visited. I was present at two ESL lessons, both taught by an excellent teacher, Nancy Schewe, who had an assistant to help her. This was typical for most ESL lessons I visited later - one, two, or even more assistants (according to the number of students) present in the class and ready to help when necessary. These assistants were usually volunteers (sometimes parents or students from higher grades) or less paid teachers. In the first class I could observe there were seven students: two

from Japan, from Bosnia, Jordan, Russia, India, and Korea; in the other one there were eleven students: three from Korea, two from Japan and Mexico, one from India, Mexico, Taiwan, and Estonia. The nationalities of students in the other schools were similar. Sometimes each student came from a different country, sometimes there were two to five from the same country, usually Korea, Japan, or Argentina. I met people from everywhere, including one little girl, whose parents were of Czech origin, and an exchange student from Moravia. But back to Huron High School. For the first time I saw what later I met everywhere: a large, light classroom with a wide greenboard and walls full of colourful posters, maps, pictures and notices. In ESL classrooms there were usually flags of all countries they were having students from (with the American flag in the front corner), various alphabets and basic expressions in many languages, e.g. friend, peace, greetings, counting, etc. And plenty of quotations, rules and "clever sentences" everywhere. You could spend hours just "reading the walls" and I never had enough time to read through everything I wanted. In most classrooms there were also a lot of textbooks and dictionaries that the students could use whenever they felt like that. The students themselves were very similar to ours - some of them

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Czech partnership

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hardworking and some not interested at all. But all of them seemed to be much more self-confident than our students and not at all shy. The teacher was very patient and worked with each student according to their needs. She knew her students and enjoyed her work. Her lesson had been very well prepared. We had time to speak in her car on our way to the next school - Carpenter Elementary School, where Nancy teaches in the afternoon. Her

schedule is the same every day: 9:30-12:00 at the high school and 12:30-3:30 at the elementary school. On the way we stopped to buy some fruits that Nancy needed for the afternoon lessons. I was surprised to hear her asking the shop assistant about seeds. She was afraid of buying the seedless ones like last time. She was doing "Growing Plants" and she wanted the children to see the seeds inside the fruits. I like the way she taught the little children (5-7 years old) very much. It's true that she had excellent conditions for teaching. In both schools she had her own

classroom where she could leave all her stuff and which nobody else was using. She also explained to me that teachers in Michigan buy everything they need for teaching during the year and then the expenses are deducted from their taxes. Thus her classroom had everything you could ever imagine to use in your lessons. It looked more like a very well equipped workshop, library and playroom in a kindergarten altogether."

"She taught there three classes a day. Foreign pupils, who come
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Czech partnership

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for one ESL lesson every day at the same time, seem to feel at home there. From the very first minute they came to the class they were busy working enjoying themselves, and I could see how they loved the teacher who was doing her best to help them with learning the language they needed so much. In the first class there were three pupils, in the second two, and in the last four. The first one was Kindergarten and the children were learning about food. At the beginning the teacher sang a song called "I like spaghetti" and the children picked up pictures with the food that appeared in the song. They repeated the song many times and in the end they were singing together with the teacher and were sure about all the pictures. Then they went to a large table with a lot of magazines. They were to cut out the pictures of food they liked and stick them in small booklets that Nancy had made for them. When the booklet had a picture on each of its eight pages, they wrote "What I like for lunch" on the front cover. They spoke about their favourite food and I could see how happy they were to find out they knew the useful vocabulary. At the end of the lesson each of them could choose one little sticker from the teacher's pocket and stick it to their names on a big sheet of paper on the wall. They were proud to show me how many

stickers they already had been given."

"This was something I could see in most elementary schools later on: these little stickers that seem to be a better motivation for the children than marks. All children liked to show me the lines of their stickers and very often they remembered what they had been rewarded for. This was another thing that surprised me. Most children took my presence in their lesson as something natural. They were not shy at all, they asked me a lot of questions and also asked me for help



whenever they needed some. It was clear that they were used to having other people in their class and later I could see how often there was somebody to help the teacher. Otherwise it would be very difficult to pay special attention to weaker students or newcomers who quite often appear in the class during the school year. Some of these children not only can't say a word in English, but can't read or write either in their native language. Seeing these children, and

sometimes even adults in Adult Community Education classes, I realized how many problems can exist that we hardly ever have to solve in our schools."

"But back to Nancy's classes. As I said, the children liked to show me the results of their work and they were able to speak about their projects in a better way than the level of their English was. They could remember what they were talking about when the project was being done and remembered the vocabulary the teacher used."

"The next two classes were first grade. The topic of the lesson was Growing Plants and the first thing the children did was run to the window and grab a plastic cup with their names on it. They happily showed me that the plants were growing! It was Monday and they hadn't seen the plants since Friday, when they wrote in their diaries: 3/11/94 nothing - watered. Today they could write: 3/14/94 the plant is growing, or five plants are growing, according to the number of little green stems with two leaves each that were in their cups. The children were excited and carefully wrote their notes. It was for the first time since 3/7/94 when they wrote: seeds planted and watered, that they could write something

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Moving? Be sure to notify MITESOL so that you will not miss any issues of *MITESOL Messages*.

Send your new address to:

MITESOL Messages

P. O. Box 3432

Ann Arbor, MI 48106

TESOL makes decisions

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would need to be taken to develop an agency.

Current task forces of the Board include the Task Force on Part-Time Employment Standards, the Task Force on Part-Time Employment Advocacy, the Technology Task Force for Professional Development, and the Technology Task Force for Classroom Practices.

Another route for bringing a resolution for action to the Board is to follow procedures for submitting a resolution at the Annual Business Meeting at the TESOL convention. Resolutions may emanate from Affiliates, Interest Sections, or individual members. A Call for Resolutions is printed in each August and October issue of *TESOL Matters* and is also mailed to interest section chairs and affiliate presidents before the convention each year.

Resolutions from affiliates, for example, must be mailed to the Chair of the Rules and Resolutions Committee and to the Chair of the Affiliate Coordinating Committee for review at least 30 days before the Annual Convention. If the resolution is deemed germane, it will be presented for discussion at the Affiliate Council meeting. If the Council endorses it, the resolution is then voted on by TESOL members at the Annual Business Meeting. If the resolution calls for specific action, the Board will take the resolution under advisement in planning future TESOL activities.

At the 1987 Convention in Miami Beach, members passed the TESOL

Resolution on Language Rights. As a result, TESOL's Sociopolitical Concerns Committee has continuously monitored the English-Only movement in the U.S. In support of the resolution, workshops at annual conventions in the past few years have focused on countering the English-Only movement.

Knowing how to get things done within our large, complex association is the first step toward action.

Czech partnership

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different from "nothing - watered." Then they read from a book about what grows (seeds) and what doesn't (pebbles, stones and marbles) and then they were looking for seeds in the fruits Nancy had bought. Unfortunately there were no seeds in the lemon, but they found some in the apple and orange. They washed them and planted them in another cup. Then they were given stickers for good work and left for their classrooms. Nancy prepared everything for the following day and then showed me round the school."

"As I said this was my first day spent in Michigan's schools and I was looking forward to seeing more. Most schools I visited later were as good or even better than these two, some of them were completely different, but I wasn't shown any school which would be bad. I only heard about them and

read many articles in newspapers about problems of poor schools in the areas where poor people live and schools don't have any money. When I was interested in visiting such a school, I was explained that they don't welcome visitors there and it would be difficult to get permission. In all schools I visited I appreciated most of all the friendly atmosphere between teachers and students and a warm welcome I was given everywhere. I was also pleasantly surprised by great interest in our country shown by both students and teachers who often were interested in possibilities of teaching in the Czech Republic for some time."

The 1995 Czech Republic Affiliate Representative, Svata Hradiska, attended this year's TESOL Convention in Long Beach, California. She attended MITESOL's reception and met several of the hosting members. Svata and I attended scheduled TESOL affiliate meetings together. We also met and discussed and collaborated on ideas for this year's educational partnership project, the details of which are still being finalized.

Want to submit articles to
MITESOL Messages?
Send hard copies or Microsoft Word
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508 Keech
Ann Arbor, MI 48103
or
Send by E-Mail to
A2Jean@AOL.COM

Be a volunteer at TESOL '96

Part of the fun of attending an International TESOL Convention is meeting, and making, new TESOL friends. If you are a relative newcomer to the experience of a TESOL Convention, a good way to meet people is...volunteer! TESOL needs your help as well. If you are attending TESOL '96 in Chicago, and can spend a few hours helping out, please let the TESOL '96 Local Committee know by sending in the form printed below.

I would like to volunteer for TESOL '96.

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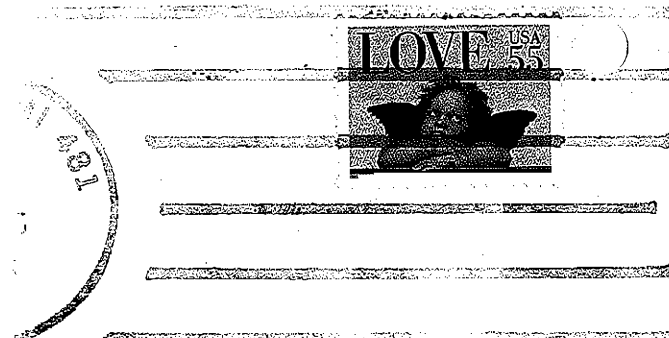
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