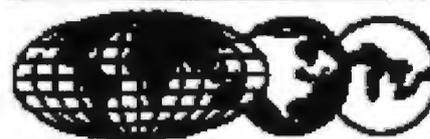


MITESOL

Messages

February 2000
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A publication for Michigan
Teachers of English to
Speakers of Other
Languages

President's Corner

P+C+A=A Winning Combination for 2000

by Alan Headbloom

A happy new year to all my friends and colleagues across Michigan. As I sit to write this President's Message, the sun bounces its brilliance off of mid-mitten's January snow under a wonderfully familiar 18 degrees. The glorious "warm" and sunny weather provides an inspired backdrop for my message to you as we welcome in a year of triple aughts on the calendar and a new surge in TESL activity for our state.

This message carries a story of a personal journey. It will introduce a formula which I'm convinced will further our association's mission in the years ahead. I trust that you are not only along for the ride but planning on providing some locomotion yourself.

P stands for Passion. For those of you who know me personally, you could easily include the adjective "passionate" to your description of my being. In professional and private circles, it is easy for me to get downright emotional about issues of foreign-language instruction in the public schools, about English-Only legislation, about spreading the word on the TESL field and the needs of its students—okay, yes, about college football too! In the past, I used to think that this passion was the ingredient which drove me to successful work, performance, and relationships. The passion fueled opinions, rants, and wild-eyed brainstorms. These were often thrust upon poor colleagues and fellow MITESOL members.

C stands for Commitment. In a marvelous discovery this past September, I realized that passion alone merely makes for wild appearances and wary spectators. Some people give you extra space. A month before our annual fall conference, an "aha moment" made it clear to me that passionate ideas would not lead our organization or further our goals. What lacked was a head-to-toe, 100%, walk-the-talk commitment to the cause of MITESOL and its membership. Commitment means making a promise that you will live up to the ideas, ideals, brainstorms, and motives which fuel the fires of our passions. This understanding of commitment came just in the nick of time, for it allowed me to reinvest myself in the

(Continued on p 6)

Part-time Advocacy Issues

by Jean Holther

COPTec is the TESOL Caucus on Part-Time Employment Concerns. The caucus chair is Jack Longmate from Olympic College in Bremerton, Washington. Following are the COPTec priorities that have been forwarded to the TESOL Socio-Political Concerns Committee, as published in the Fall 1999, caucus newsletter:

1.) That TESOL support the principle of pro-rata pay and benefits for part-time faculty, meaning that a part-time faculty who teaches 50% of a full-time assignment will receive 50% of the pay and benefits, not some lesser amount, in accordance with the principle of "equal pay for equal work."
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From the Editor, by Diana Phelps-Soysal

This MITESOL newsletter has a theme regarding involvement. As decided in the last MITESOL board meeting and reiterated in the column, Board Talk, the main goals of this organization for the year 2000 include increasing membership, advocacy, and communication. All are important to bring MITESOL into the new millennium. The benefits of membership in MITESOL were stated by Alan Headbloom in his article "Giving and Receiving." Advocacy includes getting involved in part-time concerns as raised by an article by Jean Holther. Communication could be joining a SIG group. There are now five special interest groups to suite your needs: K-12, Post Secondary, ESP, Professional Development, and most recently CALL. Furthermore, if you are interested in assessment, there is a new testing group called Midwest Association of Language Testers. If you would like to improve yourself by taking teacher-training courses, Eastern Michigan University is offering an ESL endorsement as well as a graduate certificate.

Getting involved also means sharing teaching ideas or experiences. For example, Sue Dyste promoted volunteerism in her classes. Not only did volunteering with Habitat for Humanity provide an opportunity for her students to practice their English, but also they got involved in their community. In addition Mary Assel shared suggestions of teaching strategies to assist ESL learners.

Other MITESOLers shared their experiences from abroad. Sara Tipton sent an update on her year in Presov, Slovakia. She included all of the cross-cultural nuances that she experienced and also her students' expectations. Joan Morley was doing some traveling as well, giving lectures, seminars, and workshops in Russia, Spain, and Columbia.

The President's Message was about motivating ESL professionals to get involved with the progress of our field. Being an ESL professional requires more than just teaching; active participation is essential to our development.

I would like to thank the contributors to the newsletter for submitting articles. Furthermore, I would like to thank Betsy Morgan whose advice and PageMaker management suggestions were invaluable. I would also like to thank Heather Meloche for her assistance.

If you would like to get involved in the next newsletter, the deadline is June 30. I hope to see you at the MITESOL reception in Vancouver!

Editor's Guidelines

The Newsletter Editor reserves the right to edit any material submitted for publication to enhance clarity or style. Submissions may also be shortened to fit available space. The author will be consulted if changes are substantial. Potential changes in content will be verified before publication.

Building on language: International students learn about American volunteer spirit, better English

Kristin Mack, Midland Daily News

Students volunteered at Habitat for Humanity, the Arnold Center, Saginaw Rescue Mission, Open Door, and the Mustard Seed Catholic Worker. They have painted, drywalled, dished out food, and worked with people who have disabilities.

There are 13 students in the class. They represent Kuwait, Thailand, Lithuania, Korea, Taiwan, Iran, Pakistan, Colombia, Mexico, and Japan.

"This is very good for us. I can learn to relate in a different atmosphere," said Wilawan Wangudomsuk, who is working toward a master's degree in Business Administration. "I don't have organizations like this in my country."

Wangudomsuk is from Thailand and has been in the United States for three months. She wants to stay for three years and take her newfound skills home.

Mahvash Kalhor, who is from Iran, said in her country the government, not the people, helps the poor. She has enjoyed volunteering because she is able to learn about American culture. The service project that gave her the most insight was visiting the Arnold Center, which is a sheltered workshop for people with disabilities.

"In Iran we don't know the

ability of the disabled; they are considered a burden on their families and their country," Kalhor said.

She plans on staying in the State and said she may continue to volunteer after the class is over.

The learning doesn't stop with field trips. Organizations have speakers come to the class and prepare students for their field trips, before they even go out to a site. In addition to being responsible for all the material presented by both the guest lecturers and the on-site presenters, the students prepare reaction papers, conduct interviews, and create a final presentation on one of the organizations.

"This is the first semester that we've tried to do something like this," Dyste said. She plans to teach the course again next fall and develop it even more. Dyste is working on writing a grant proposal to give honorariums to guest speakers and alleviate the cost of gasoline for student drivers.

"Interest is high," Dyste said. "It's given us a lot to talk about and we've built a sense of community as a class."



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Part-time (cont'd from p 1)

2.) That TESOL address accrediting bodies in the U.S. about the use of part-time faculty. Holding office hours, preparing lectures, evaluating student work, mentoring students are fundamental elements of teaching and part-time faculty should be expected to carry out those tasks and be compensated for doing so in the same way that full-time faculty are. TESOL should ensure that the problem of the over-use of part-time faculty not be "solved" by increasing full-time faculty workloads. In other words, institutions should not increase both the number of class hours that full-time faculty teach and class size in order to keep part-time hiring under a certain percentage without improving the part-time situation.

3.) That TESOL continue to concern itself with the pragmatic needs and in-service training opportunities for practitioners in the field. For teachers who must fly between two campuses, work two disparate careers, and who simply don't have much time or money for self-improvement, to develop sound pedagogical practices of their own, or to learn how to use word processing and other software applications, it is important that TESOL do what it can to enable such teachers to keep abreast of developments and growing technology.

4.) That TESOL hire the McAdam Group to do some research into possible political connections with other organizations and to create a strategy to do some political "lobbying" for a national mandate setting employment standards and requirements for hiring part-timers for institutions of higher learning which receive federal monies.

5.) That TESOL join with 15 other higher education associations, including the Modern Language Association (MLA), the National Council of Teachers of English

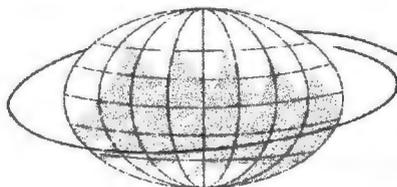
(NCTE), the Conference on College Composition and Communication (CCCC), in the Coalition on the Academic Work Force, which is concerned about the excessive use of part-time and non-tenure track faculty in U.S. higher education.

There will be a COPTec booth at the Annual Convention in Vancouver. Please stop by to hear ideas and give your ideas to the caucus, as well as sign up to receive newsletters and be on the listserv. You can visit COPTec on the web at <http://www.tesol.edu/mbr/caucuses/pt.html> and get involved in discussions, information sharing, and articles about part-time employment issues. To get on the COPTec email list, contact the listowner, Karen Stanley, kstanley@charlotte.infi.net for more information.

MITESOL Reception in Vancouver

Jean Holther

An exciting first for MITESOL! We are collaborating with Eastern Michigan University and The University of Michigan on a jointly sponsored reception at the TESOL Conference in Vancouver on Thursday evening, March 16, 2000. This should be a spectacular event. Keep watching our web site for time and location.



TESOL 2000
NAVIGATING THE NEW MILLENNIUM

MITESOL presentations in Vancouver

Claire Bradin Siskin, MITESOL's computer expert, will be presenting at the Pre Convention Institute (PCI) entitled "Welcome to CALL." Claire will discuss a paper, "Alternatives to the Internet for the Unwired."

Marta Dmytrenko-Ahrabian and **Christopher Biermen** will be presenting a paper entitled "Teaching ESL to Blind Students." This is the first study done with post-secondary, non-native speaking blind students.

Susan Eggly along with four other colleagues will be getting together in a panel discussing effective ESP programs for training doctors and other medical students. **Alan Headbloom** will moderate this panel.

Joan Morley, our resident pronunciation guru, will be quite busy at TESOL with three presentations. At the PCI called "Essentials of Teaching Pronunciation," she will be presenting "Designing a Dual Focus Speech/Pronunciation Syllabus: A Micro-Macro Approach." At the PCI entitled "Beyond the Basics in Teaching Pronunciation," Joan's topic will be "Speech/Pronunciation Programming in English for Academic Purposes (EAP)." At the SPRIS Academic Session "Transferring Accurate Pronunciation into Spontaneous Speech," she will present "Fossilization an L2 Pronunciation Acquisition." **If you see Joan at the conference, be sure to congratulate her on being elected into TESOL's Nominating Committee 2000-2001!**

Giving & Receiving

by Alan Headbloom

"What do I get for my membership dues? What does my affiliation with MITESOL actually do for me?"

These are serious questions posed by former MITESOL members, by current cynical members, and by skeptical prospective members. Let's look at two sides of this question.

What does MITESOL do for me?

Your state professional organization offers a number of products and services.

Membership dues provide

- timely mailings of conference and workshop announcements
- a membership directory with contact information for hundreds of TESL professionals as well as ESL programs around the state
- newsletters with articles, news, and professional resources you can use
- access to the organization's e-mail list service, a two-way communication with over two hundred ESL professionals around the state

At no cost, MITESOL provides ways for nonmembers to sample MITESOL's value to them through

- a newly re-designed and highly informative website (Have you checked out all those links and lists?)
- regional meetings which offer nearby discussions on teaching techniques, useful materials, and mentoring support

What can I do for MITESOL?

As individuals and as an organization, our growth and development are inextricably linked together. Any marriage or committed relationship does not stop after asking the earlier question about "What's in this for me?" Necessarily, a healthy relationship requires giving as well as receiving. And all readers who are familiar with volunteerism and giving will remark that giving back is the surest way of giving to oneself. So, how can you share yourself with your state organization?

- Making presentations at state conferences, professional development workshops, and regional meetings
- Writing articles for the newsletter
- Doing postings to the MITESOL e-mail list service, where you both ask and answer questions
- Seek elected or appointed positions within the organization

At this moment, we are asking you to make a commitment to your professional organization as it is committing itself to you. Our greatest gains are made when individuals contribute to others and then allow themselves to be contributed to by fellow members.

In a nutshell, that's it from both sides. To start the ball rolling, how can we help you today? Your state leaders' names and contact information are listed within this newsletter and on our website, so let's

talk! We look forward to a long and mutually satisfying relationship.



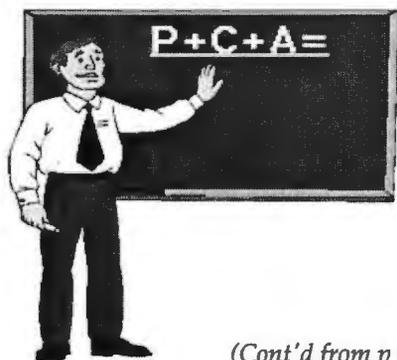
Recognition of Eminence Award

Joan Morley is the sixth recipient in the 48-year history of Alpha Sigma Alpha's Recognition of Eminence Award. The award honors alumnae members whose professional or community achievements have received recognition outside the realm of the sorority.

A recipient of many awards and honors, Morley says this is one of the awards she cherishes most. Morley is a professor in the linguistics program and English Language Institute at the University of Michigan, Ann Arbor. A past president of TESOL, Morley is currently a member of the board of trustees of the new TESOL International Research Foundation.

(Reprinted with permission from TESOL Matters)





(Cont'd from p 1)

undertaking of our conference and planning to lead our state to new levels in the year 2000.

Stands for Action. Throughout the execution of the conference and into the November MITESOL board meeting, the notion of commitment became the guiding theme for all interactions. Conversations with members got followed up with calls, letters, and concrete action. When it became clear that a true commitment dictated that promises be kept, the work of MITESOL leapt from a custodial drudgery of obligation and effort to a stakeholder's choice of ownership and freedom. Once the commitment to action and results gets made, it is a natural consequence to invest the passion and work with peace and joy. As MITESOL's President for the balance of this year, I am delighted to pledge you my personal support and the support of the entire leadership to making 2000 a professionally rewarding year. Let me tell you how.

Action as a Consequence. For the purpose of sharing expertise and years of knowledge, the outgoing members of the Executive and Advisory boards met in November with incoming board members to solidify MITESOL's leadership for the coming year. The combined boards discussed both accomplishments and shortcomings, then the new Board set its vision

for the future. We identified areas of focus for our future and set goals. Primary among those were 1) Creating value for the membership: developing membership products and activities for professional growth and learning. 2) Activating the membership: increasing participation in educational programs, networking, and mentoring. 3) Increasing MITESOL membership: expanding our outreach and making MITESOL a broader, stronger voice in the state for TESL professionalism and for our learner populations.

On Saturday, January 15, I attended an inspiring meeting in Haslett where many of your state's Advisory Board members met to discuss concrete ways to make MITESOL more valuable for its membership. There, your SIG representatives and regional group leaders went over plans to increase MITESOL's presence in your lives through mailings, electronic communication, training programs, networking opportunities, and mentoring. I am sure you'll be happy with the results we are creating.

On your part, we ask that you contribute back to your organization. Help us identify areas of growth. Suggest new programs for us to undertake. Identify topics for professional development. Name districts and programs in your areas which would benefit from interaction with MITESOL. Introduce us to teachers and program administrators who would grow through MITESOL membership and training. Together, we are poised to make huge differences in the year 2000. I relish that challenge and welcome your support.

Inside Experiences in Russia, Spain, & Columbia

by Joan Morley,
Professor of Linguistics, U of M

In April and May it was my good fortune to spend five work-intensive but pleasurable weeks in Europe on lecture tours in the Russian Federation and Spain. It was, in fact, a grand paid vacation with many opportunities to have a variety of inside experiences. I went inside the Kremlin in Moscow and inside the Hermitage in St. Petersburg. In Cordoba I toured what is purported to be the largest-capacity mosque in the world, the Mezquita-Aljama. In Seville I lectured in the splendidly ornate building which once was the royal tobacco factory featured in Bizet's *Carmen*, today a main part of the campus of the University of Seville. I experienced Russian ballet and Spanish flamenco up close and personal. But, while the tourist activities were my bonus, the purpose of my trip was academic: lectures, seminars, and workshops. Finally October 13 - 18, I enjoyed what can only be described as the crown jewel of my international travels this year. This was a trip to Colombia, the beautiful crown of South America land of contrasts, land of emeralds, gold and amethysts, land of beautiful flowers and wonderful people.

Russian Federation

Under the auspices of the US State Department I traveled in Russia for three weeks (by plane, train, minibus, and car) as an Academic Specialist for the United States Information Agency. I was based at the American Embassy in Moscow (which, was, at the time, boarded up on the first floor amid protests about the US bombings in Kosovo). The Specialist Program is authorized by the Fulbright Hays

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New Language Assessment Organization in the Midwest

by Leslie Grant

This past September, a number of educators interested in language assessment met in Iowa City to hold the inaugural meeting of Midwest Association of Language Testers (MwALT). Representatives from across the Midwest region came together for a two-day meeting and defined MwALT's mission, constituencies, goals, and planned the first conference. As a member of that first meeting, I would like to share the information I have about MwALT with MITESOL members because I believe that we all can benefit a great deal from this new organization.

First, the purpose of MwALT is to foster understandings of the principles of language assessment in educational settings in the Midwest. Its main focus, then, is to promote all different types of language assessment carried out in principled ways in school contexts ranging from public schools to community colleges to university settings.

Second, regarding MwALT's constituencies, the founders agreed that MwALT should be an organization for educators at all levels, program administrators, educational publishers and testing development companies, students, policy makers, business and industry managers, school psychologists, counselors and support personnel. In short, anyone dealing with language assessment is welcome to join.

The goals for MwALT include

the following:

- Stimulate professional growth through workshops and conferences
- Promote the dissemination of information related to language assessment
- Foster opportunities for training in language assessment
- Provide leadership in language assessment
- Offer professional services to its constituencies
- Increase public understanding and support of language assessment
- Recognize outstanding achievement in language assessment
- Establish links with other groups interested in language assessment

As you can see, the organization's scope is very broad; anyone interested in language assessment issues is encouraged to join and take part in MwALT. Of particular interest to MITESOLers is the opportunity to take advantage of the professional services that MwALT plans to offer to its constituencies. If, for example, you would like to investigate the validity of a particular instrument or procedure, then MwALT would be a valuable resource for getting such an activity underway.

To join MwALT, simply contact me at Leslie.Grant@cmich.edu. I will send you the form. The cost for students is free; the cost for other individuals to join is \$10. Institutions can join for \$50.

Finally, MwALT has a conference scheduled for May 19-20 at the University of Iowa (next year's conference will be at U of M!). The conference theme is Language Testing in the Schools with ple-

nary speaker John Oller. If you are interested in giving a presentation, submissions are due by February 11th. Please contact me at the e-mail address above for more information. Look for information about MwALT on the MITESOL List!



Teacher Training Opportunities

By Cathy Day

The MATESOL program at Eastern has been working for the past 10 months with a group of teachers from Hamtramck as well as some other local schools in order to help them gain endorsement in ESL. Classes are currently being held at the Cambridge Center at 6 Mile Rd. and I-275. When the teachers complete the course work, they will not only be eligible for the ESL endorsement, but also they will have earned a Graduate Certificate from Eastern Michigan University.

Those of us who have worked with this group (Dr. Jo Ann Aebersold, Dr. Betsy Morgan, and yours truly) have been pleased to have the contact with these public school teachers and to become better aware of the problems and challenges facing many school districts in the region. The reality that we get from working with teachers in the field helps the on-campus professional preparation of ESL teachers. Anyone who is interested or would like further information should get in touch with Dr. Betsy Morgan, 219 Alexander, Eastern Michigan University, Ypsilanti, MI 48197 (734) 487-3347; fla_morgan@online.emich.edu.

A Letter from Slovakia

by Sara Tipton, tipton@unipo.sk

By the time you read this, I will have passed my early February halfway mark in my nine-month Fulbright lectureship in Presov, Slovak Republic. It's a good time to reflect on why I came, how it's going, and what it will mean to me in the future.

I am teaching academic writing to 110 English majors among six classes at Presov University. In many ways, it is a dream job. My students all have committed themselves to majoring in English and hope to get jobs in business and tourism when they graduate; they also have to have one other language, so most have mastered German or French, too. Their English skills are advanced, no matter if they are first or fourth-year students; their reading comprehension is generally excellent, their pronunciation clear, and their vocabulary an even mix of British and American. But most of them have never had instruction in writing in English, nor have they had a native speaker give them feedback on writing. My Slovak colleagues who teach English shy away from correcting writing; they say they don't feel comfortable doing so when they don't trust their own writing. So, I was lucky to be placed in such a unique position.

Students do not buy textbooks here, so I was told to bring what I want and students would have to get access somehow. I chose Ruth Spack's book *Guidelines* (Cambridge) because I had had great success with it before as a reading/

writing text. I brought 26 copies; four copies are dispersed among each of the six classes, and there are two on reserve in the resource center. Somehow, it works; they all have the readings and say they are thrilled to have the chance to talk and think about issues of intercultural communication, the effects of oppression, and the immigrant experience.



With very few exceptions, my students come to class, do all the work on time and try their best. While they had never before written multiple drafts, participated in peer review, conferenced in English with a teacher or written a journal, they do all these tasks quite well now. The only concession I had to make is that they couldn't tolerate not getting grammar feedback on their journals; I compromise by underlining anything not communicative and continue to respond to their ideas. They also say they appreciate the opportunity to express and defend their opinions in any language. They have asked me to organize a debate next term, the first they've had in English.

Have I made it sound dreamy? Well, it's all true. Their greatest language problem is comma use; they sprinkle them everywhere as is done in Slavic languages and are having the hardest time understanding the role of the comma in compound and complex sentences. We keep working.

While work is a big part of my

life, I am also greatly enjoying living here. It's true that Slovakia is in a period of transition, politically and economically, but it is a comfortable place where education and language learning are highly valued, and people revere owning books, outdoor sports and playing music. They clean their houses like fanatics! I hear people beating their rugs clean outside my window at 6:00 am! There is an hour daily for lunch in the university cafeteria, followed by coffee and often cognac in the office; very civilized. And there is the art of strolling stepping out dressed nicely and walking arm-in-arm with a companion. It's as cold as Michigan's snowiest, blowiest winter; it just lasts longer, and one is out in it more, walking and using buses and trams. There are lots of fur coats, funny hats, and children being pulled on sleds; the food and drink are good and hearty, and luckily, there is more activity built into daily life so you can actually indulge without penalty! Still, weight gain is probably the only health risk!

I could go on and on. But at this halfway point, I feel that I've crossed a line my understanding of Slovak has suddenly improved, and I'm beginning to feel that this is my home, one I will miss a great deal when I return to Michigan in June. I came for the adventure and to remember how it feels to be a foreigner and a language learner. All those goals have been met and surpassed and will be reflected in my life and teaching forever.



Russia, Spain, & Columbia

(Continued from p 6)

Act, to increase mutual understanding between people of the United States and the people of other countries. Programs authorized under this Act are mandated to maintain scholarly integrity and to meet the highest standards of academic excellence. I found both the people-to-people experiences and the intellectual ones to be immensely rewarding.

In the main I gave three types of presentations: (1) university lectures in Linguistics or English departments (2) seminars and (3) workshops for Russian teachers of English as a Foreign Language.

And, I participated in countless formal and informal, non-stop discussions at round tables, square tables, no tables, and breakfast, lunch, and dinner tables! I had a portfolio of ten different lectures (and MANY overhead transparencies). Topics included English phonetics and phonology; issues in applied linguistics and foreign language teaching; state-of-the art in applied phonetics; analysis of second language oral production and performance; theory and practice in teaching oral communication; models for instruction in speech/pronunciation; listening theory and aural comprehension; current state-of-the-art perspectives on the teaching of English worldwide; challenges for the non-native English-speaking teacher of speech/pronunciation.

The trip to around Russia was one of the richest and most rewarding journeys I have ever made. The professional, social, and cultural experiences were matchless. I found Russian colleagues to be genuinely interested in the intellectual/academic exchanges, but beyond that, I felt a real sense of comraderie regarding both the substance and the spirit of our collective work. And I share here two bits of Russian humor. At a farewell dinner

at Kursk State University in the southern black soil region of Russia, there were many toasts which became more and more lavish as the evening wore on. Three Russian colleagues collaborated to prepare the following:

In linguistic sky - the sun
Phonetician number one!
On behalf of whole nation
We express our admiration!!
Super-clever, charming, jolly
US angel - Jo-an Molly!!

And on the Phonetics Lab door at Voronezh State University I photographed the following motto :

"Not only your salary, but your life depends on your pronunciation!"

Spain

From snowstorms in St. Petersburg directly to the shimmering heat of Andalusia was indeed a study in contrasts. I was a guest faculty member at the University of Seville (exchange university with the University of Michigan) where I was treated most royally. I gave two major seminars for students and faculty of the Facultad Filologia, University de Sevilla. Each consisted of a series of lectures and follow-up discussions. One was a Ciclo Conferencias on the State of the Art in Applied Phonetics and Phonology and one was a Ciclo Conferencias on Current Perspec-



tives on the Foreign Language Teaching of Oral Skills/Pronunciation. I also lectured at the Universidad de Cordoba, Facultad de Filosofia y Letras.

Colombia

Flying into the valley of Bogota over the front range of the magnificent Andes, and being welcomed to the Language Learning/Teaching Congress at Bucaramanga (an hour's flight north over the green high mountain country) was my third inside experience. It was dark when the little plane landed on the airstrip high above Bucaramanga. This was followed by the thrill of a jolting ride down the mountain road to the city (which I, a native of the Colorado Rockies, could only call a continuous series of hairpin turns!). This first encounter gave no hint of the splendid professional camaraderie and personal friendships I was going to experience. There is no country more deservedly famous for its warmth and hospitality. For all the problems that confound the people of Colombia, their vibrant spirit is alive and well. Witness to this, the Congress enrolled nearly 800 people from all over Colombia and neighboring countries. My sponsor for the trip was TESOL International (the world's largest organization devoted to teaching, testing, and research in English as a foreign/second language). My work consisted of consulting services and three formal presentations: a keynote plenary (Global Perspectives on English Language Teaching at the Beginning of the Twenty-first Century), a seminar (Non-Native Speaking Teachers of English), and a workshop (A Micro-Macro Framework for Speech/Pronunciation Assessment).

I would make a return visit to any or all these countries in a flash - just give me an invitation! Have briefcase; will travel.

Reprinted from the U of M Linguistics Newsletter

Helpful Teaching Strategies for the ESL College Classroom

Mary Assel,
Higher Ed. SIG Member

How do we maximize the learning of ESL students in the classroom? Do we look at our bookshelves and start with grammar exercises or look at our students and try to connect with them as people not as programmable robots walking through our doors? As educators, we need to be able to associate and interact with learners of English as though they understand every word we say and treat them no different than we would students born and raised in this country. It is generally known that when foreign students come to this country they are in continuous turmoil striving to overcome defensive anger, fear of change, and loss of identity. To put them at ease, we need to reassure them that:

- * learning a new language, living in a new country and interchanging knowledge and ideas only makes things better for everyone;
- * our cultures or religious backgrounds do not subtract from our identity, but rather add flavor to who we are;
- * our dress codes or habits do not make us any different as learners.

It is essential to meet the culture's special needs while maintaining cohesiveness and

continuity within the college classroom. As educators, we need to:

* perceive students as a learners not cultures. In other words, our goal should be to teach them about our culture and what they need to learn in order to understand what is going on around them. Meeting a culture's needs does not constitute getting into each other's heads, rather it is something contrived in the space between the facilitator and the learner. We should aim at helping students become one of us not like us. We need to turn the classroom into an emporium where emphasis on every day language usage, culture and life intertwine with one another.

* teach English through literature and verbal language not grammar exercises. Try to use books, drama, short stories, novels and poetry that reflect literary studies. Discuss short stories and invite students to bring in their own experiences to a text

* role-play situations that they may encounter in the workplace or community.

* identify different learning styles and work with students accordingly.

* encourage students to speak out. We know that language develops and improves through overt and extensive use.

* teach students how to listen; make sure they understand what

is required.

* use jokes and riddles as means to break the ice.

* promote interaction, but don't force it.

* encourage students to be analytical and ask questions.

* give students continuous feedback.

* the majority of foreign students respect authority. An instructor is normally a role model not a friend. Make sure to be nice, but firm.

* encourage field trips and hands on cultural activities (soup kitchen, nursing home etc.)

* use Reading Logs.

* encourage students to take as many English classes as possible to help expand their memory capacity, accentuate retention and expedite learning.

* reading improves reading. Always allot extra reading assignments and find a way to recognize their efforts.

In conclusion, optimal learning takes place when writing, talking and reading occur naturally in the ESL classroom. The teacher is mainly a facilitator. The strategies used to arouse student interest and prompt discussion are key to reaching our goals as educators. We need not perceive the learner as disabled or different, but as sponges that are slowly gathering language to become successful and prominent citizens in our country.





ESP SIGNificance

by Susan Eggly, ESP SIG Rep.

As your new MITESOL ESP SIG representative, I'd like to take this opportunity to introduce myself. After teaching ESL at Wayne State's English Language Institute for many years, I decided that I needed a gimmick. My interest turned to the international medical graduates in the major medical center down the road. As a result, my career took a major twist, and I am now dedicated to the growing area of ESL known as English for Specific Purposes. My area of ESP is English for Medical Purposes (EMP) and my work at the Wayne State University Internal Medicine residency training program has given me the opportunity to develop a variety of curricula for working with international doctors on their language and cultural adjustment to working in a U.S. hospital. ESP and MITESOL have given me lots of room for academic growth and travel, and I have never regretted taking the leap into the medical world.

I know that there are many members of MITESOL who are interested in ESP. Over the next couple of years, I'm hoping that we can support each other in what can be very lonely work by providing resources, information and support. Most importantly, I'd like to encourage each of you to consider submitting a proposal for the fall conference. If we can get enough proposals, we can have an ESP "track" for a full day of ESP ideas and

experience. I would be delighted to help you in creating a proposal or finding someone who would be willing to work with you on a proposal.

As I mentioned before, ESP is lonely work, almost by nature. We are pioneers in our field! Let's work together as much as we can so that we feel that we have colleagues. My e-mail address is seggly@intmed.wayne.edu and I'm very happy to correspond with ESP-ers. Also, I'll be at TESOL 2000 in Vancouver, so if you're planning to go, please contact me so that we can meet and talk there.

I'm looking forward to working with all of you!

Come and join the CALL SIG!

by Maria Jose Alvarez-Torres,
CALL SIG Rep

A Computer Assisted Language Learning (CALL) SIG has recently become part of MITESOL. The history of this group goes back to fall 96 with the beginning of the MITESOL CALL Working Group. The group consisted of enthusiastic CALL practitioners such as Miriam Server, elected chair for the group in 1996, and Claire Bradin Siskin, an unconditional promoter and active member of this group. With the appearance of the CALL SIG, MITESOL responds to the growing interest of ESL teachers to incorporate CALL materials in their teaching, facilitate the professional development in this field, and enable CALL practitioners to create a network and share expertise.

As the elected representative for the MITESOL CALL SIG, I will most certainly encourage MITESOL members and ESL teachers in general to join the group. These are some of the activities the group will facilitate:

1.) E-mail list. The group already has a fully functional e-mail list in which information such as the following is provided:

- * CALL-related conferences, workshops, fairs, meetings that may be of interest.
- * Opening jobs in the field.
- * New or outstanding CALL materials in the market or WWW.

With the e-mail list, members also become a channel for the flow of information. For this year, I envision my role not only as a source of information for the CALL SIG, but also as a coordinator of information, that is, receiving interesting news from members and putting this information together for the rest of the group.

2.) Promote the increase of CALL sessions at MITESOL conferences.

Many ESL teachers at all instructional levels have useful and unique experiences of how they are using technology in their classroom. MITESOL is an excellent opportunity for us to gather and share our collective knowledge. We are determined to support teachers in submitting proposals and to increase the number of CALL presentations for the next MITESOL conference. For example, the panel session from MITESOL 99, "CALL Activities that Work," was met with great enthusiasm, and we will be organizing another special topic panel session for our next conference.

3.) SIG Meeting

During the next Fall conference, the CALL SIG will have its first meeting. This will be an opportunity to meet peers and discuss issues related to the group.

If you would like to join the CALL SIG, please contact me by e-mail alvarez3@msu.edu and you will be soon part of the e-mail list.



Board Talk by Maggie Phillips

The November Executive and Advisory Board joint meeting in East Lansing featured a transfer of information between outgoing and incoming members. The purpose was to introduce new board members to the board and to their respective positions in order to make a smooth transition for everyone. The new Executive Board members who were welcomed this year are Brenda Imber, Vice-President; Kim Wate, Treasurer; and Linda Huff-Brinkman, Communications Coordinator. Newly elected Special Interest Group (SIG) representatives are Osiris Cornejo, Professional Development and Teacher Resources; Mary Anne Loewe, Post-secondary Student programs; Susan Eggly, Workplace & ESP; Bridget Dean, K-12; and Maria Alvarez Torres was later approved by the Board to serve as the representative for MITESOL's first CALL (Computer-Assisted Language Learning) SIG. Darcy Christianson is the new Membership Information Manager; Diana Phelps-Soysal is Newsletter Editor; and Diane Frangie is the Website Information Manager.

The board then honored outgoing members Sandra Hagman and Betsy Morgan for their years of service to MITESOL. Three outgoing members were recognized in absentia: Claire Bradin Siskin, Pamela Bogart, and Janet Payne.

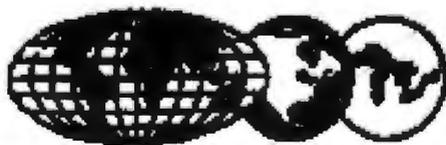
During a focus exercise, expertly led by Chris Kerry of Alan S. Davenport, Inc. of Ann Arbor, the Board came up with three dominant themes for the year 2000. They were Advocacy, Communication, and Membership.

Advocacy issues included discussion about the working conditions of ESL teachers and helping members who wish to do independent consulting.

Communication included facilitating communication within the organization via our website, and by promoting external communication through public relations and a K-12 database of program descriptions.

Membership involved how we as an organization could create value for the membership as well as how we might attract new members.

See the MITESOL website for full details on the day's proceedings. The next Executive and Advisory Board meeting will be held on February 26th in Ann Arbor. Just a reminder, all MITESOL members are welcome to attend board meetings.



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