

MITESOL Messages



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

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MITESOL Needs You! Board Openings for Fall 2000

By Jean Holther

The Fall 2000 conference is just around the corner and it is time to nominate MITESOL members to fill upcoming vacancies on the Executive Committee and Advisory Board. Nominees are voted on at the annual business meeting at the fall conference.

Executive Committee: (members attend six meetings each year)

Vice President (three year commitment as Vice President, President, and Immediate Past President on the board): The Vice President is responsible for professional development workshops and conferences.

Secretary (two-year term): The Secretary is responsible for taking and distributing minutes, chairing the Archive Task Force, maintaining board supplies, and mail and email pickups.

Membership Development Chair (two-year term): The Membership Chair is responsible for all matters related to membership, including heading membership drives, communicating with new and renewing members, publishing and maintaining the database directory, and coordinating special interest and regional groups.

(Continued on p.6)

President's Corner

by Alan Headbloom

As I write these thoughts to you, I am amazed at the miraculous world we live in. Through the miracle of e-mail, this note will find its way from a computer in Ottawa, Ontario to our competent editor in Michigan. It will be digitally pasted into the newsletter and whisked off the printer—this in all likelihood, before I return from the South American leg of my journey to Brazil.

While in Ottawa, I have had the chance to see how language training is done in government and corporate programs. In Sao Paulo, I hope to learn more about language and relocation services at the Brazilian offices of a multinational firm. While the miracle of cross-border cooperation and sharing has become less stupefying, it still tickles me no end to contemplate the links we regularly forge in our profession.

At this moment, I'd like to focus on another miracle—the presence of MITESOL in your daily lives. As many gear up for a busy fall season, our organization looks immediately toward the October 7 conference in Grand Rapids. Our featured plenary speaker will be our own internationally heralded Joan Morley, who will speak to our theme, "ESL Communities: Creating, Collaborating,

Continued on p 6

You Are Presentable!

by Brenda Imber

Reflect back over this past year's activities or lessons you created. What did you do or are you doing in collaboration with a colleague or with your students?

What you're doing is worth sharing so take the opportunity to submit a proposal for a session at the Fall Conference 2000 - October 7th in Grand Rapids.

Can't find the call for proposal form we sent in the mail in early July? There's a call for proposals on the web or contact Brenda Imber at prousimb@umich.edu. The deadline is September 1, 2000.

IN THIS ISSUE

President's Corner.....	1
Board Openings for 2000.....	1
You Are Presentable!.....	1
From the Editor.....	2
News on Part-Time Concerns.....	3
Plenary Speaker Joan Morley.....	4
MITESOL Recognized:25 Years..	5
Congratulatory Corner.....	5
Participate in MITESOL.....	7
Class Size Reduction.....	7
Video-Formatted Listening Test..	8
Board Talk.....	9
CEA Accreditation.....	10
Regionally Speaking.....	11
Fall Conference.....	12

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From the Editor by Diana Phelps-Soysal

As you know the MITESOL Fall Conference in Grand Rapids is fast approaching. The theme for this year is **ESL Communities: Creating, Collaborating, Connecting**. While the categories have a lot of overlapping qualities, this issue of MITESOL Messages seems to exemplify the theme of the upcoming conference.

The **ESL Community** is us, teachers, researchers, and advisors, who are dedicated to our field, professionalism, and students. We teach at various level, from elementary to adult; we are divided by the age and ambitions of our students, but we are all of one community. We, by the nature of our jobs, have become the cultural ambassadors to our students by teaching them the language that they need to attain their goals. We are the leaders of our community, as ESL professionals and MITESOL Members.

Creating can be pursuing scholarly activities. One example is the article *An Inside Look at Creating a Video-Formatted Listening Comprehension Test*. In addition to doing research, we can create change. One means of making change is by getting involved and becoming a member of the MITESOL Executive Committee or the Advisory Board. In the article *MITESOL Needs You!* it was announced that there are nine positions available, each carrying the opportunity to facilitate change in our community.

Collaborating can be achieved by sharing research findings, teaching tips, or creations, at the MITESOL Conference. Attendance to the conference can help us learn new and innovative techniques and find out about new materials; moreover, presenting can help us share with others. In the article *You Are Presentable*, there is a call for proposals with which we can contribute to the other teachers in our community. Furthermore, we can collaborate and network in a location near us at a Regional Meeting as discussed in *Regionally Speaking*.

Connecting can help us learn about the action that takes place on issues that concern our community. In the article, *Class Size Reduction Legislation*, we become aware of the decisions that Congress has made regarding the students to teacher ratio in the classroom. As mentioned in the article on *News on Part-Time Issues*, one way to encourage the creation of more full-time jobs is to join forces through the TESOL Caucus on Part-Time Employment Concerns (COPTec). Part-time employment is a serious problem, which affects a great many ESL instructors at the tertiary level. Yet another way to connect is networking; a membership in MITESOL can help us connect with others in our community. The article *It's Easier than Ever to Participate in MITESOL*, discussed the value of membership and the ease of becoming a member.

I hope that you enjoy reading this newsletter as much as I have enjoyed putting it together. It is a privilege to work with such outstanding people with such interesting ideas. I would like to thank the contributors to the newsletter for submitting articles.

If you would like to contribute to the next newsletter, the deadline is January 15. I look forward to seeing you at the MITESOL Fall Conference in Grand Rapids on October 7th!

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 in changes are substantial. Potential changes in content will be verified before publication.

News on Part-Time Issues

by Jean Holther

The TESOL Caucus on Part-Time Employment Concerns (COPTec) has established an email list for caucus members and others active in trying to improve employment conditions both within the US and internationally. In some countries these issues may not be labeled "part-time" employment problems but inequalities in job stability, unequal pay for the same work, a lack of benefits, and a lack of equal access to institutional facilities. These are the types of issues addressed by COPTec. COPTec would like to invite those interested in joining the email list to contact Karen Stanley kstanley@charlotte.infi.net.

I encourage you to join the email list and be kept up to date on progress and stumbling blocks part-timers are encountering all across the country. I have recently received the following two items:

(1) A recent article on adjunct issues, "My Turn" in *Newsweek* is available via their website. The webpage for the article is <http://newsweek.com/nw-srv/printed/us/dept/my/a19556-2000may7.htm>.

(2) Bob Pankin reported that he and Carla Weiss have just made an annotated bibliography of the

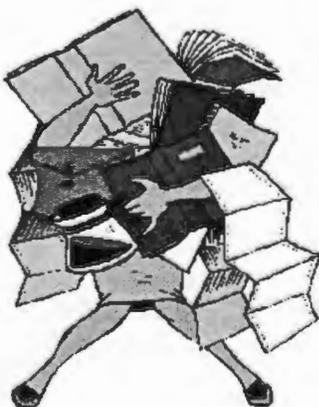
literature about part-time faculty available on line. It can be found at <http://www.providence.edu/soc/pankin/index.html>.

This is a valuable research tool as well as information that part-time faculty activists ought to have. Material chosen for the bibliography began publication in 1977, which was the year when Tuckman and his associates began publishing their findings. The 1970s was the period when the use of part-time faculty expanded more rapidly than it had before or since.

More recently, the numbers of part-time faculty have begun to expand further, especially in community colleges. Accompanying this development has been the increasing use of adjunct non-tenure track faculty in full-time positions.

It is the purpose of this bibliography to facilitate understanding of the meaning and implications of this major change in the structure of higher education. The annotations in the bibliography were written from the perspective of a part-time faculty member, unlike most of the literature which is written from a management perspective.

The reader will note that there are some items in the bibliography which have not yet been annotated. Additions are a continuing process. More items will be added from time to time as well as continuing the annotation process. This bibliography over the past seven years. If readers have additions or items that they have missed, please email a reference with or without annotation to bpankin@providence.edu.



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MITESOL Celebrates Its First Quarter Century: Grand Rapids will Host Grand Dame of Oral Communication

On Saturday, October 7th, MITESOL will hold its premier Fall Conference of the new millennium. MITESOL will also celebrate its 25th anniversary.

This doubly grand event will be ushered in with a plenary by the internationally renowned grand dame of oral communication, Professor Joan Morley, and will take place at a fittingly grand site, the Applied Technology Center, Grand Rapids Community College, Grand Rapids, MI.

Joan Morley is no stranger to the many who have benefited from her gracious sharing of knowledge and expertise in the areas of oral communication and teacher training.



Joan Morley is a UM Professor of Linguistics with a joint appointment in the Program in Linguistics (applied linguistics and second language theory and pedagogy) and the English Language Institute (various facets of aural/oral communication). She has numerous publications in her areas of expertise including seventeen books (both teacher reference books and student texts), over seventy papers, eighteen video programs (several for USIA Worldnet), and seven commercial audio albums.

Professor Morley is a Past President of TESOL and spent a total of ten years of elected service on the TESOL Board of Directors, including Convention Chair. Currently she is Chair of the Board of Trustees of the TESOL International Research Foundation (TIRF).

As a specialist in ESL/EFL she has traveled widely as a lecturer and consultant for colleges, universities, and professional organizations in the United States and 18 countries in South America, North America, Europe, and Asia. She has served as a consultant for a number of agencies in the US and Canada including the Canadian Forces Language Schools, USIA, Peace Corps, World Bank, Fulbright Commission, Foreign Service Institute, Defense Language Institute.

CONGRATULATORY CORNER

- * **Happy 10th anniversary to ATECR**, the Association of Teachers of English of the Czech Republic! Since January 1990, ATECR has been making great strides as a professional organization.
- * Welcome back **Sara Tipton!** After spending one year in Slovakia on a Fulbright Scholarship as both a teacher and a teacher trainer, Sara has returned to Michigan.
- * **Jirina Babáková**, the ATECR Official Delegate, and **Sandra Hagman** gave a joint presentation at TESOL in Vancouver on the success of last summer's teacher training project in the Czech Republic.
- * Welcome back **Carol Wilson-Duffy!** Carol has completed two years abroad in Pohnpei at the College of Micronesia as a Title III CALL specialist and teacher trainer.
- * Last, but not least, **Happy 25th Anniversary to MITESOL!** It is the strength of the members and their dedication to the field that has made MITESOL the professional organization that it is today! Kudos to all of you for making this happen!

All Roads Lead to Grand Rapids for the MITESOL Fall Conference!



Map courtesy of the Grand Rapids/Kent County Convention & Visitor's Bureau

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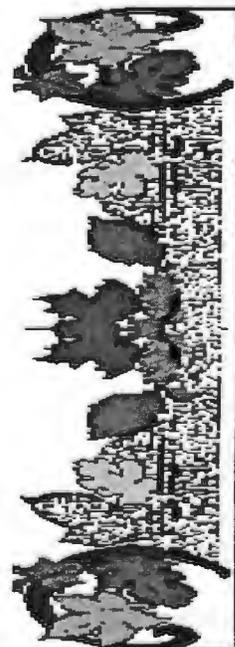
TESOL Recognizes 25-Year Affiliation at Annual

At the 34th Annual TESOL Convention Leadership Kickoff Celebration, President David Nunan and board member Jim Rogers presented plaques to associations affiliated with TESOL 25 years or longer.

Among the affiliates honored was MITESOL, which was founded in 1975. Alan Headbloom, MITESOL's President, accepted the award in behalf of our organization.



*David Nunan and Alan Headbloom
Reprinted from TESOL Matters, June/July 2000 p. 18.*



Nominations (cont. from p.1)

Advisory Board:

SIG Elections for Professional Development, Research, and Teacher Resources and Post-Secondary Student Programs:

These representatives are elected at the annual meeting during the fall conference. They are responsible for keeping in touch with constituent members over the year and filling a slate of relevant presentations for the annual conference.

Newsletter Editor (two-year term): Responsible for setting deadlines, receiving and editing contributions, and mailing two newsletters each year; a member of the Communications Committee.

Website Editor (two-year term): Responsible for maintaining the MITESOL website; a member of the Communications Committee.

Exhibits Manager (two-year term): Responsible for communicating with and facilitating publisher and exhibitor participation at conferences; a member of the Professional Development Committee.

Regional Activities Coordinator (two-year term): Responsible for organizing and activating regional groups around the state; a member of the Membership Committee.

Nominating Procedure:

Each candidate must submit a one-paragraph bio statement giving work affiliation, qualifications and reasons for interest in serving MITESOL. The Fall 2000 deadline for nominations is September 7, 2000. Please send your nominations to Jean Holther, Nominations Chair, 508 Keech Ave., Ann Arbor, MI 48103 or email it to A2Jean@aol.com

President's Corner (cont. from p.1)

Connecting.” On this day, we pay special attention to the diversity of the members who make up the vast TESL community. MITESOL is committed to building a conference of value for all members. At our first leaders retreat in November 1999, we determined that no members of our constituency would be left out of learning, training, and growth opportunities. You can count on October 7 being a stem-to-stern learning day for you, full of practical ideas and chances for career networking. Your SIG leaders and the MITESOL board leadership promise you that.

Although looking ahead is critical for our organization's growth and vitality, looking back must also take place. If you feel MITESOL has not met your needs in certain areas, the leadership requests you let them know why. Have you attended any informal regional meetings this past year? If not, please let your organization know. Have you registered for a professional development workshop? If not, the reasons need to be communicated. Are there other professional services you lack? Through two-way communication we can keep each other informed and goal oriented.

Finally, as we look to replenish the ranks of our leadership this fall, several opportunities present themselves. The secret of continuity in any organization is no miracle. It is a matter of members examining their lives and abilities and then making a commitment to their professional organization. As you look to the coming year, ask yourself if it's your turn to share in the growth and stewardship of your professional organization. I promise you a time of personal growth, professional satisfaction, and unexpected surprises. And who knows—maybe even a few miracles.

With best wishes from north and south of the border,
Até logo, eh?

Alan Headbloom

A great resource



Teachers tell us that *Hands-on English* is "high-interest, practical and immediately useable" for their teaching. They say the activities provide "excellent opportunities for student interaction." They also say it's "great for multi-level adult ESL classes," with an "upbeat, uncomplicated approach."

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If you haven't seen *Hands-on English* yet, perhaps you'd like to take a look! Ask us for a **free sample issue** to find out if H.O.E. would be useful for *your* teaching!

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(A one-year subscription is \$21. Back issues are \$5 each. A printable order form is available on our website.)

It's Easier than Ever to Participate in MITESOL

by Karen Gilbert

Your professional organization has become even more efficient. We can now make more resources available to more people all over the state than even a few years ago. Communications, data collection, list keeping, etc. were all done manually, by regular mail and in person - things happened slowly, were time-consuming, and were prone to error.

If you haven't checked out MITESOL's web page (www.mitesol.org), it's a great place to start exploring. You can investigate the workings of the organization, continue with useful links, download necessary forms, or see pictures from recent meetings and events. Did you know that now we get inquiries and responses from all over the globe? That is how far-reaching we have become!

The functions of MITESOL are maintained on disks, so each new person in any position does not have to start completely from scratch. Descriptions of the necessary tasks and timelines are easily accessible, the mailing list is on a database which is easy to maintain, and it's simple to print mailing labels. The Special Interest Groups have e-mail group mailings for speedy communication. That's a great resource when you have questions or announcements.

One of the great benefits of belonging to MITESOL has always been the connections members are able to make with professionals all over the state. In addition to ready access to resources, you now have the opportunity to keep your organization strong and functioning smoothly with-

out committing as much time as people have in the past.

If you are not computer-oriented, please don't be shy - we are all still phone and surface mail connected as well.

How could you participate more? Your answer is within these pages, at the other end of the phone line, a click of the mouse away and at the fall conference!

Class Size Reduction Legislation

by Mary Assel

Last winter, I found that many ESL teachers were having a hard time working with foreign students because there wasn't enough time to get to each of the twenty-five students in their classes. I researched the matter and found that basically, each college or school district ESL made its own rules in regards to class size. It's good to be able to make our own rules, but it would be better to base any decision that has to do with the best interests of students on national research. From here, I took a closer look at the President's *Educational Excellence for All Children Act of 1999* applicable to levels K-12.

106th Congress, 1999-2000: Class Size Reduction Program

The class size reduction program was part of Omnibus Appropriations Bill of 1999. It was funded at 1.2 billion and is a down payment towards hiring 100,000 teachers to reduce the average class size down to 18 students. Senator Edward Kennedy and Patty Murray have sponsored legislation, S.564, to continue this initiative for the next six years.

Most of the research behind the formation of the Omnibus Appropriations bill dealt with disadvantaged and minority students. I examined the word disadvantaged and concluded that by definition, most ESL students are at a disadvantage if they start off at entry level. In fact, I doubt that elementary learners of ESL can communicate in English with spontaneity and swiftness of thought. Therefore, ESL students are at not only a disadvantage, but are also a minority population another prerequisite for smaller class sizes.

Research, especially in teaching English as a second language suggests that students benefit from the additional attention they receive from smaller class sizes. An analysis of over 100 separate studies shows that smaller class sizes accelerated and improved the learning of thousands of students across the country. Also, disadvantaged and minority students have shown the greatest achievement gains from small class sizes. In sum, the *Educational Excellence for All Children Act* will help to:

- improve student motivation and attitude;
- increase interaction between students/teachers and students/students;
- decrease student failure rate;
- boost student self-esteem and confidence;
- deepen student understanding of the English language;
- and improve student performance on tests across the curriculum.

The President's commitment to reducing class size in order to improve student learning remains active for educators in K-12 who would like to apply for grants. I would imagine if the need is justified for higher education, it may be possible to obtain a grant there as well. See <http://www.ed.gov/offices> and explore the opportunities.

An Inside Look at Creating a Video-Formatted Listening Comprehension Test

by Karol Walchak & Leslie Grant

The English Language Institute (ELI) at Central Michigan University has, over the last several years, created a series of in-house tests to be used for placement and exit testing. The series includes reading, writing, listening, speaking, and grammar tests, all with multiple forms. Recently, as part of the ongoing development of these in-house tests, the ELI has moved away from audio-taped tests of listening comprehension and toward a new video-formatted listening comprehension test. The purpose of creating an in-house audio-taped listening test was not only to maintain the integrity of our in-house testing, but also to create a more valid and authentic test, valid because the students are taught in our advanced speaking and listening class to view lectures and take notes. In keeping with that view, we felt our tests should be a reflection of what we teach and approximate what the students will confront in academia.¹ The development of two polished forms of the tests has taken, so far, one full year, and the work on this test is still in the final stages of completion. Below we describe the steps we followed in creating the test with the hope that those interested in test development might have some guidelines for creating their own in-house, video-taped listening test.

The seeds of this new test project stemmed from end-of-year meetings held to discuss both curriculum and testing issues.² After determining that we wanted a test to more closely match the focus of our classes, we developed a table of specifications (or a test blueprint) using the objectives of the curriculum as the starting point. While it was impossible to test all aspects of the curriculum, it was possible to sample the objectives

by writing test questions designed to reflect curricular aims. Question types related to such skills as understanding topics and main ideas, understanding vocabulary in context, listening for structures, and understanding contextualized elements in speech and pronunciation.

With a blueprint in hand, the next challenge we faced was the selection of topics and lecturers to video-tape. We began by perusing content-based textbooks for subject matter that was used consistently. Language and logic were among our first selections. After having decided that both topics would make suitable lectures, our decisions on lecturers was much simpler. We favored lecturers who were familiar with ESL students³ for two main reasons: 1) the speaker would have more empathy for the students; and 2) the speaker would ultimately understand the inherent problems for both the students and for the test developers (e.g., when the script was returned for revision, the speaker understood the necessity of having more logical connectors and a more obvious organizational pattern with listening cues).

Next, we examined the practicalities of such a venture. We first checked with CMU's own Media Services to find out the answers to several questions: 1) What services were available? 2) Who would do the filming? 3) How much time would it take? After consulting with Media Services, we found that on campus, many services were available and that the use of Media Services would be appropriate for the development of educational materials. We then discovered that Media Services would also complete the phases of the project with their equipment. Thus, the time

element for the project would be largely determined by Media Services.

The next step involved making decisions on a format that could accurately test students' listening abilities utilizing the medium of video (i.e., taking advantage of the visual channel which allows for the incorporation of graphics and nonverbal cues). The actual development of the format underwent several revisions. We arrived at the following format.

1.) Students would receive a test booklet containing test directions, an outline, and test questions

2.) Students would listen to the narrator while reading directions

3.) Students would listen to the lecture in its entirety while taking notes on the outline

4.) Students would view the lecture in parts; after each part, they answer questions

5.) Students would view a student discussion at the end of the second viewing; after the discussion, students would answer questions

This format worked out nicely since the test booklet could be distributed to the students, the tape could be played, and all the guesswork would be removed for the test administrator.

After piloting, the format for the test underwent several major changes, not the least of which were the outline and the formatting of actual test questions.

The selection of a narrator seemed an easy task; however, it proved to be one of the more difficult aspects of our process. For the narrator, we wanted someone who was non-threatening, clear spoken and familiar with ESL students. Several candidates were selected and then asked, but for

Listening Test *continued*

the necessary work, we needed someone who could fulfill the initial requirements, understand the purpose of the test, and be available for the numerous revisions the test would require. We selected an instructor from the ELI (first author of this article, Karol Walchak) because she had all the necessary qualifications, and she was willing and able to devote the time needed for changes in development.

After deciding on the topic, lecturer, format, and narrator, we taped and scripted the lecture. We found it easiest to write out the entire text of the speaker, including all "ahs," "umms," pauses, and any mistakes, so that we could find natural breaks in the lecture for segmenting, and we could write questions based on what the lecturer actually said on tape. It was at this point that our table of specifications guided us in determining the kinds of questions to write.

Once a set of questions were written, the completed test was piloted. Our initial "tryouts" revealed a need to revise some questions and adjust the time we allotted to answer questions. During this trialling phase we asked examinees to take the audio-taped test as well. While we didn't expect the examinees to score exactly the same on both tests, we did hope that their scores would result in similar placements (that is, if a student was placed in Intensive Advanced using the audio test, we hoped for a similar placement using the new video). We also used ELI instructor rankings to determine appropriate cutoff scores. Finally, we administered a survey to determine if students liked the new format and if they found it to be a fair measure of their listening ability. Responses indicated a preference for the video formatted test over the former audio-taped test of listening.

What we are now referring to as the "final version" of the test should be completed by the end of summer 2000. In all fairness, however, we realize that good testing practice involves ongoing scrutiny; thus, this version may be one of many "final versions."

¹ Interestingly, other universities (such as University of Michigan, University of Illinois at Urbana-Champaign, and Iowa State University) are also using this format for testing listening comprehension.

² The idea for the video was culled from two sources. First, Karol Walchak worked with a video-formatted listening test at the University of Nevada-Reno. Second, Leslie Grant worked for ETS on the initial stages of the TOEFL 2000 project which involved trying out video as a means to test listening comprehension.

³ However, we did not select any of the instructors in the ELI to lecture; too much familiarity with the speakers might influence how well students performed on the test.

Board Talk

by Maggie Phillips

The Executive Board met three times since the last MITESOL Newsletter was published. Of interest to the general Membership might be the fact that we no longer have a service for telephone messages, but will rely on the MITESOL website for contact with members and others. In April the Board created the new position of Public Relations Officer. The duties of this position were posted on our email list and Christopher Bierman has volunteered to be the first person to fill the slot. Yeah, Chris! Carol Duffy, who presently lives in Micronesia, has volunteered to be co-Webmistress with Diane Frangie. She has been doing an exceptional job at updating our website. Oh the wonders of the World Wide Web! Brenda Imber has accepted her biggest challenge as Vice-President—the Fall Conference—with wit and grace. She, more than any other VP in recent memory, is very behind the creation of a future position of Conference Coordinator for the organization.

Just a reminder: all MITESOL members are invited to attend Executive Committee board meetings. The next one is Saturday, August 19th in Mt. Pleasant.

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CEA Accredits First Programs

by Teresa D. O'Donnell

In October 1999, the Commission on English Language Program Accreditation (CEA) was duly incorporated as an independent accrediting agency for English language programs and institutions in the United States. The development of CEA is a result of efforts by hundreds of teachers and administrators who believe that a specialized accrediting agency is necessary to recognize quality English language teaching and administration and bring professional recognition to the field of postsecondary ESL. Accreditation is also a requirement for English language institutions that need certification by the Immigration and Naturalization Service in order to issue the Form I-20.

The incorporation of CEA was the result of months of discussion about what the relationship should be between the accrediting agency and Teachers of English to Speakers of Other Languages, Inc. (TESOL). An independent agency was considered best practice in order to avoid any conflicts of interest between the two organizations.

The Commission has now accredited six intensive English programs. The first three the CLED Intensive English Program at Georgetown University, the English Language Institute at Eastern Washington University, and the English Programs for Internationals at the University of South Carolina were accredited in December 1999. Three additional programs were accredited at

the May 2000 meeting the Defense Language Institute English Language Center, the Intensive English Language Institute at the University of North Texas, the Intensive English Program at North Harris Community College. These six were the first programs accredited by CEA. After months of hard work completing their self-studies and submitting a self-study report, the sites underwent a 2-day site visit by trained peer reviewers. CEA commissioners made the decision to grant full accreditation based on the site's self-study report, the report from the site visit team, and the response of the programs. Accreditation means that a program is in full compliance with the *CEA Standards for English Language Programs and Institutions*.

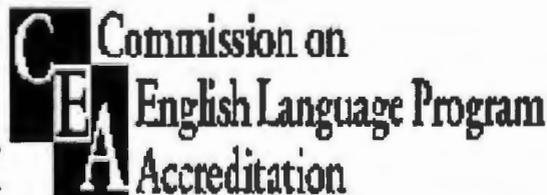
Accreditation is a process by which experts in a particular field determine common standards and choose to regulate themselves according to those standards. A program or institution becomes accredited as it participates in a voluntary program of peer review, designed to improve and assure the quality. The underlying principles of CEA accreditation are: to advance standards and promote excellence in English language instruction and administration; to provide an objective means to review quality using validated standards of the profession through voluntary peer review by trained and experienced professionals; and to publicly recognize pro-

grams and institutions that meet the standards and assure quality instruction and services for students, their sponsors, and the public. A program, its administrative and teaching staff, and its students benefit directly from involvement in a comprehensive assessment of how effectively the program or institution meets its stated mission and the benchmarks set by the profession.

Both English language programs and English language institutions may apply for CEA accreditation. A program is defined as an intensive English program (IEP) that resides within an already accredited institution, such as a college or university. To be eligible for CEA accreditation, the IEP must

- * be a postsecondary program in the United States
- * offer participants a minimum of 18 hours per week (1 hour=50 minutes) of English language instruction on an ongoing basis for at least 8 months of each calendar year
- * have a curriculum designed to serve the needs of postsecondary level students who are nonnative speakers of English
- * allow for the differentiation of participants by level of English language proficiency

For purposes of CEA accredi



Regionally Speaking

by Lisa Rumisek



CEA *continued*

tation, an English language institution is independent in governance from a university of college, is not accredited by any other body, and contains an IEP that meets the same requirements as listed for an IEP in a university or college.

Approximately 90 programs and institutions are currently at some point in the process of seeking CEA accreditation. To begin, a program or institution must first meet the eligibility requirements listed above. Once eligible, a representative must attend a CEA workshop, after which the site's self-study coordinator must submit a plan for conducting the self-study. Once the plan is approved, the site has up to 2 years to complete the self-study and submit the report, although in most cases less time is required. CEA assigns a site visit team, which reads the report and conducts an on-site review to verify that the site does what it reports in its self-study.

For more information about CEA and about upcoming workshops, check out the CEA web site at www.cea-accredit.org or contact CEA at 703 518-2481 for an information packet.

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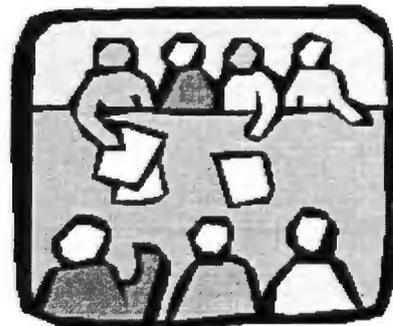
MITESOL Messages • August 2000

This August issue of the MITESOL newsletter provides a good opportunity for members to reflect on the activities of the past few months while also looking forward to upcoming events. Two regions in particular, Region 1 and Region 4, have been particularly active and deserve mention. Region 1 leader, Susan Dyste, and Region 4 leader, Jo Pamment both deserve recognition for their hard work and enthusiasm in coordinating the regional workshops that were held last spring. The workshops were well attended and appreciated, and gave people a chance to network and exchange useful ideas and experiences related to classroom methodology. The regional meetings are an integral part of the work of the MITESOL organization, helping to fulfill the goal of providing opportunities for professional exchange and enrichment. Member involvement is especially important for making these meetings successful, and I would like to encourage all MITESOL members to become more active in their regional groups by attending and/or presenting at the workshops that are held once or twice per year. You can contact your Regional Leader to express interest in these workshops or to suggest that more workshops be held throughout the year.

Another way to become more involved in MITESOL is to volunteer for a *leadership* position in the organization, and there are several positions that are currently unfilled. Region Leaders are needed for Regions 2, 3, and 5. Region 2 covers the thumb and the eastern side of Michigan, Region 3 covers the southeast corner

of Michigan, and Region 5 covers the southwest corner of Michigan. In addition, at the upcoming fall conference in October, members will vote for representatives for the following Special Interest Groups: Professional Development, Research & Teacher Resources, Post-Secondary Student Programs, and Workplace & ESP. If you are interested in any of the positions described above, or if you would like to nominate someone for one of the positions, please contact any member of the MITESOL Executive Committee.

Finally, consider becoming more active in MITESOL by giving a presentation at the fall conference. Each of you has different experiences with and knowledge of the field of ESL, and the MITESOL conference is an excellent place to present what you know. You can create a proposal for an individual presentation, or you can consider being part of the panel presentations organized by each of the SIG groups. Please contact your SIG Representative for more information concerning these panel presentations. Becoming an active member of MITESOL can benefit you both personally and professionally—please consider ways that you can participate more fully. Member involvement is the key to the success of our organization!



Fall 2000 MITESOL CONFERENCE
ESL Communities: Creating, Collaborating, Connecting

Featured Plenary Speaker: **Professor Joan Morley, University of Michigan**

Speaking on: **"Reflections on ESL/EFL Communities: A Range of Perspectives"**

When: **Saturday, October 7, 2000, 9:00 a.m. - 5:00 p.m.**

Where: **Grand Rapids Community College, Applied Technology Center, Grand Rapids, Michigan**

The conference will provide ESL professionals of all interests the opportunity to:

- explore the growing spectrum of their classroom and collegial communities
- examine the choices and challenges across the diversity of learner populations and methodologies
- network with ESL colleagues
- chat informally with experts such as Professor Morley
- discuss employment issues
- review ESL materials
- attend concurrent presentations and poster sessions
- meet in Special Interest Groups
- elect new leaders for the organization
- participate in the card exchange and exhibitor's raffle

Registration materials will be mailed in late August. Submission form and information will also be available on the web at <http://www.mitesol.org>

For further information contact:

Brenda P. Imber - MITESOL Conference Chair

Phone: (734) 662-5198

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MITESOL Messages
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