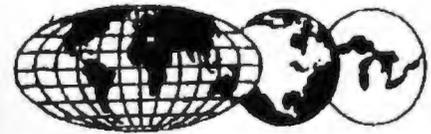


MITESOL Messages



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

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PRESIDENT'S CORNER

Report Card on From Joining to Belonging

By Brenda Imber

One of our leadership objectives this year has been to go beyond lip service to shifting our membership involvement from *joining to belonging*. To that extent, your officers have been working hard to uncover pathways that will make it easier for you to increase your connection with MITESOL and with each other.

So, how are we doing thus far? Well, it is an uphill, on-going but productive struggle to sweep old paths or build new ones, but we are trying. To date, we have been working on a number of pathways:

- * fall conference innovations,
- * greater emphasis on K-12 issues,
- * increased member connections to other affiliates, and
- * increased member connections with each other.

First, this year's fall conference will be a one and a half day affair, beginning on Friday evening with a dinner and the

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Students' Impressions of a Computer-Adaptive Test

by Jennifer Warren Craft, Instructor, Oakland Comm. College

ESL students at community colleges tend to be of diverse backgrounds. Some are full time students; others are part timers. Many work, while others have numerous family obligations. Nearly all students are dealing with demanding schedules, schedules that tend to prevent their participation in any activity outside their jobs, families, and classes. Oakland Community College's students are no different. Even finding time for placement testing can be difficult. In an effort to ease the demands on both the students' and the college's time, OCC-Orchard Ridge in Farmington Hills has chosen to pilot a computer adaptive test (CAT), ACT's COMPASS-ESL (see <http://www.act.org/esl/index.html> for more information), to see if it could accurately and more quickly place the over 1000 students in the OCC system. However, what about the students? How would they feel about this change?

While attending the Midwestern Association of Language Testers (MWALT) conference in Ann Arbor in May of this year, I took note of a

(Continued on p.9)

Helpful Teaching Strategies for the ESL College Classroom

by Mary Assel, Co-director, Henry Ford

How do we maximize the learning of ESL (English as a Second Language) 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

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From the Editor, by Diana Phelps-Soysal

This has been a race against the clock to get this newsletter out to you. Luckily, my soon-to-be daughter was more patient than I thought she would be and she decided that she would wait for this newsletter to be finished before I was to become a mother.

It was so wonderful to see people contributing to MITESOL. I was impressed with the number of submissions received for this newsletter as well as the breadth of the articles. Many MITESOLers had been abroad these past six months. Janet Payne reported on her visit our affiliate in the Czech Republic, ATE-CR. Plus, the former president of ATE-CR was announced the winner of the Joan Morley Scholarship. Moreover, Lisa Morgan discussed her experiences as the State Department's English Language Specialist in Croatia. Maggie Phillips discussed her trip to Windsor, Ontario. Hopefully, there will be some Canadian presenters at the MITESOL Fall Conference!

In this newsletter, there were three research-based articles. Jennifer Craft provided the results of a survey given to her students at Oakland Community College on the opinions of a new, computer-based test that several universities in Michigan were evaluating as a placement exam. Elif Şebnem Sarı wrote an article called *Emotional Intelligence and Interactive Reading*, which discussed the teaching strategies for reading. Mary Assel also focused on teaching strategies in her article. She provided a list of pointers that can help ESL teachers assist their students.

Two Michigan schools reported changes that had taken place. Joel Boyd wrote about the accreditation process that Western Michigan University had gone through, and that WMU was the first in the Midwest to receive accreditation. Another school, Henry Ford Community College, opened up a new ELI, which Mary Assel and Ed Demerly discussed.

There were three reviews. The first was done by Judy Youngquist; it was of a new pronunciation CD-ROM called *Connected Speech*, which features the voice of MITESOL's Immediate Past President Alan Headbloom. Second, there was a review on *Working with Second Language Learners: Teacher's Top Ten Questions*, by Patricia Mathews. Finally, there was a review on a teacher's utility on a website called <<http://www.chapbooks.com>> by Heather Meloche.

Brenda Imber informed us on the current state of affairs in her article entitled *From Joining to Belonging* in the President's Corner, Karen Gilbert reported on the decisions made by the Executive Board during the meetings in Board Talk, and Kim Wate provided financial updates in the Budget Report. All three articles informed us about the state of our organization and the new, innovative things that MITESOL was trying to do.

Furthermore, there were two articles about the fall conference. There was an interview with Jackie Moase Burke, a past president of MITESOL and the plenary speaker of the fall conference. She discussed her experiences as an ESL educator and her plenary address, which focuses on the needs of K-12 teachers as well as those at the post-secondary level. In addition, there was an announcement regarding the new format of the fall conference and the schedule of events.

Again, things are in full swing for the annual fall conference. This time MITESOL has extended the conference days from one to two. The call for proposals is in the center of this newsletter as a pull out, and also one will be mailed to your home this month along with the conference registration form. Several of the authors who submitted articles to this newsletter will be presenting their topics in greater depth. I encourage you to present at the conference as a way to broaden yourself and the field of TESOL. I look forward to seeing you in Ann Arbor on October 19-20!

Note: In the February issue, there were two mistakes made. First, Patricia Mathews was incorrectly listed as being from Central Michigan, when in fact she is from Grand Valley State University. Second, Lovette Teichert's last name was spelled wrongly. My apologies to you both.

ELT ON THE ADRIATIC: ZADAR, CROATIA

BY LISA MORGAN, PH.D CANDIDATE, MICHIGAN STATE UNIV.

The University of Zadar, located in an old elegant building literally steps away from the Adriatic Sea, is home to the English Department faculty and 600 students of English. For two weeks in May it was my good fortune to work in this lovely environment when the U.S. State Department's English Language Specialist Program sent me to Zadar, Croatia to assist Danica Skara, Head of the English Department, and Myrtis Mixon, an EFL Fellow to Croatia, in their current efforts at curricular reform. Because the university plans to become independent from its sister university in Split in the near future the administration is encouraging Dr. Skara to create graduate programs in her department. She has successfully launched a master's program in English linguistics and has her sights on the same in American Studies. Much of my time at the university was taken up with designing a questionnaire in which we surveyed English faculty and students and state-school English teachers' opinions and ideas about the need for an AS program and the kinds of courses they might like offered. Respondents were keen on the idea and want to make their university better known to other Croatians, to potential students in the region and scholars outside the country. Results of the survey indicated that students are especially interested in learning more about American popular culture, literature, film and media.

Although the majority of my working time centered on university curriculum issues, I was also able to get a quick glance at other aspects of English teaching and learning in the city of Zadar. For example, I had the

opportunity to observe Ksenja Vidmar-Nincervic engage her 6th, 7th and 8th graders in lively English lessons on the theme of Croatian history at the Bartula Kasica Middle School. By taking common postage stamps that featured illustrations of different geographical Croatian highlights Ksenja made up interesting questions to assess her students' understanding of newly presented vocabulary words. When she told us that she has used stamps in various ways before, we urged her to write an article about this activity for the nation's English teachers' association newsletter. In fact, HUPE, (*Hrvatske Udruzenje Profesora Englistkog*) the Croatian association for English teachers, had recently held their annual conference in Zadar where more than 400 English language educators had attended. While there, I was also able to attend a HUPE regional meeting in which members discussed not only the successes of the conferences but also ways that future conferences might be improved. Like many other Central and Eastern European countries, many young Croatians opt out of teaching to pursue more lucrative jobs in the private sector, so it was encouraging to see young members of the association who are novice teachers and university students vigorously joining in the critique session.

During my brief stay, naturally I couldn't see the full range of Zadar ELT activities; however this brief but impressionable look at what's happening with the learning and teaching of English in the lovely small city on the Adriatic Sea gave me reason to take notice. I'm sure we'll be hearing more from them soon. •

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A VISIT TO THE CZECH REPUBLIC

by Janet Payne, ESL Materials Writer

I have just had the privilege of visiting the Czech Republic as a guest of the ATE-CR. I was traveling with my husband who works for a Christian student organization at the University of Michigan in Ann Arbor. We were invited by related student movements in Europe to give lectures and workshops in philosophy (Peter) and TEFL (me). This gave me the opportunity to give workshops in Germany and Serbia, attend a national HUPE / TESOL conference in Croatia, and visit our partners, the ATE-CR, in the Czech Republic.

I did not have time to be a tourist for most of our trip; however, when I arrived in Prague, the English teachers made sure that I had the opportunity to see the city while we discussed many different aspects of our teachers' associations. Marta Chroma and Jana Dvorakova from the law school of Charles University walked with me for hours: up to the park, down to the river, over the famous Charles Bridge, and through an intricate labyrinth of streets and squares. I enjoyed their knowledge and candor as we discussed the history of Prague and the goals and plans of our sister organizations. Jirina Babakova, who was MITESOL's guest in Michigan last year, spent two days with me. She and her husband took me to a park and a



Charles Bridge, Prague

museum. I greatly enjoyed the countryside and the company. The following day, they picked me up again and took me to Mlada Boleslav. Jirina arranged for us to visit four classrooms in three different schools.

I enjoyed the classroom visits more than anything else. The teachers were not trained in TEFL, but I saw good teaching and interaction. The first class was for dyslexic children who were eleven to fourteen years old. They were studying about London. The teacher used several visuals and kept the students active and involved. Towards the end of the class she introduced me and let the students ask questions. We saw a fourth-grade class that was working on a lesson on everyday activities. As we walked into the classroom, the girls were ready with the



4th Graders studying English

surprise performance of a little song. We also visited a fifth-grade classroom taught by the same teacher. I was impressed by the teacher's delight in her students. After lunch, we went to another school to see six and seven-year-old children in a traditional classroom.

Marta explained that one of the challenges facing the ATE-CR is the number of university students who train to become teachers but then choose other more lucrative positions, such as trans-



Marta Chroma & Janet Payne

lating. It has meant that many public school teachers have been asked to teach English classes. I shared that our international student and immigrant populations have increased rapidly in Michigan and California, the two states in which I have taught. As with the Czech Republic, many public school teachers are now working with children who speak English as a second language. We discussed ways in which we can make our annual conferences and workshops relevant and welcoming to these teachers, but also the challenges that face us in getting them involved. We also discussed teacher-training options.

Perhaps Marta and I will be able to continue this conversation later this summer. She will be in Ann Arbor in July and August doing research. Please welcome her! If you have time to take her to some activity or to visit a classroom, please contact her. I am currently in California, so I suggest you contact the ELI at UM to get in touch with her.

Many thanks to the teachers in the ATE-CR for our partnership!

Teaching Strategies *(Cont. from p1)*

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 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 using 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.

Closure

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. •

ELI at Henry Ford Community College

By Ed Demerly and Mary Assel,
Co-Directors, Henry Ford

It is with great pride that we announce the opening this fall of our English Language Institute at Henry Ford Community College in Dearborn. Our research and analysis of the need for an institute in the area proved to be pertinent and valid. Recent census statistics indicate that one in ten people living in the United States was born in a foreign country, a statistic that seems quite evident in the Detroit metropolitan area. A first goal for most immigrants is to learn English well enough to function effectively within our society and while a survival-level ability in English is adequate for some, others seek university degrees and professional careers. The opportunities to learn English for academic and professional purposes at an accelerated pace in the Detroit area are limited and our institute was designed to expand those opportunities and help to meet the needs of existing and incoming foreigners.

In its initial phase, the Institute will accommodate forty-five students and will offer three beginning-level classes. Applicants will take entrance tests to determine appropriate placement. Five days a week, students will receive six hours of integrated instruction in pronunciation, conversation, reading, writing, and American culture. Class size will be limited to fifteen students. Besides intensive classroom instruction with full-time instructors with degrees and experience in the teaching of English as a second language, daily instruction will include computer-assisted learning and use of the Internet as well as language enrichment activities such as field trips, skits, conversations with American students, etc. The most original point in our curriculum is that each student is allowed to progress according to his or her learning rate. As learning rates are normally distributed, this will result in the above-average students' leaving the system in less time than it presently takes them.

Gradual future expansion of the Institute will include three additional levels of basic instruction intended to prepare the student for college-level English, evening and weekend classes, on-line courses, professional licensing instruction, TOEFL Test preparation, and pronunciation classes for professionals. •

Interview with MITESOL Fall Conference Plenary Speaker Jackie Moase-Burke

by Karen Gilbert, MITESOL Secretary

Q: *Your plenary title is "Creating a Tipping Point: ESL K-16 Plus Making a Difference". Could you please explain that a little?*

A: We will explore what elements are necessary to create an environment where change can happen; what does it take to make a difference? I will address how ESL professionals have created momentum to effect change for ourselves, our students, our profession and our communities.

Q: *What is your position in your school district?*

A: I work in Differentiated Instruction as a language consultant for Oakland Schools, a regional educational agency in Oakland County. I consult on the development of curriculum, instruction and assessment for ESL, bilingual and foreign language programs for 28 local school districts in Oakland County. Recently I have begun to coordinate a New Teacher Academy for the beginning teachers, K-12 all subjects, for the districts in Oakland County.

Q: *How did you get your start in ESL?*

A: I started teaching ESL at the English Language Institute at the University of Michigan in Ann Arbor in the early 70s. I was fortunate enough to have been with an excellent group of colleagues, mentors, and professors, among whom were Joan Morley, Doug Brown, Sandy Silberstein, Mark Clark, JoAnn Aebersold, and Rita Wong. It was an exciting time to begin my ESL career because of the collaborative, intellectual, international environment in which we worked and lived. My professional excitement continues today as each new student, teacher and esteemed colleague contributes to my life.

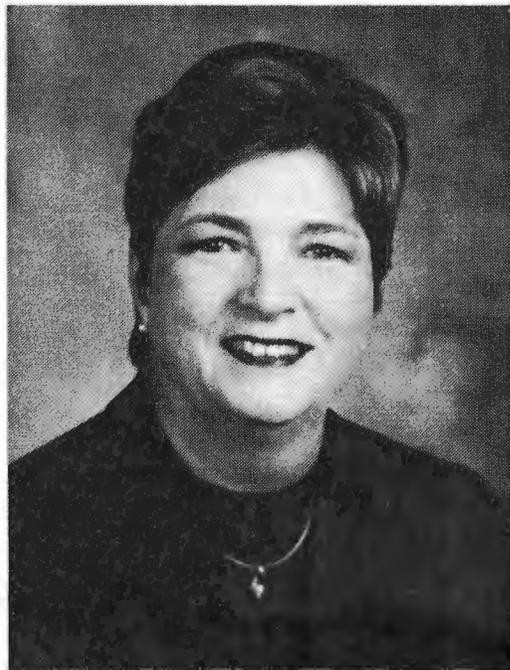
Q: *You were MITESOL president ten years ago - what major changes in the profession have you seen in these ten years?*

A: We now have ESL teacher standards which TESOL developed and published. The State of Michigan now has an ESL endorsement available for teachers seeking certification. Many of us forged life-long relationships as MITESOL developed the standards for Michigan ESL. It took many of us many hours to achieve this recognition at the state level. There are burgeoning populations of English language learners (ELL) in Michigan from all parts of the world. We not only have large numbers of ELL but also great diversity in the communities around the state. This growth creates a need for more qualified and certified ESL teachers at all levels of instruction and in all types of instructional settings.

There is now high stakes testing for K-12 ESL students, which poses a significant challenge for those teachers trying to provide access to quality ESL and content instruction. There has been a lack of adequate funding during the past decade, which has challenged K-12, adult, community college and university educators who are trying to provide quality instruction for English Language Learners at all ages.

Q: *What words of encouragement do you have for new TESOL professionals?*

A: We are never alone in our profession. It's been a great gift to me to know I always had support from other TESOL professionals locally, nationally and globally. Cervantes' words in Don Quixote written more than 400 years ago are as applicable today as they were then, "Tell me who you walk with and I'll tell you who you are." We are walking with superb colleagues in TESOL.... visionary, knowledgeable, dedicated, collaborative, authentic educators. It's wonderful to walk with the very best and be able to grow personally and professionally with each other throughout our careers. •



EMOTIONAL INTELLIGENCE AND INTERACTIVE READING

By Elif Şebnem Sarı, Graduate Assistant in TESOL, Central Michigan University

Emotional Intelligence (EQ)—the ability to monitor and regulate one's feelings and those of others and to use feelings to guide thought and action (Salovey and Mayer, 1990)—is necessary for reading. Reading involves the reader intellectually; however, emotional involvement would help students to understand the reading better. Teachers considering the connections between EQ and reading could improve reading instruction.

Salovey and Mayer (1990) first defined EQ as the ability to monitor and regulate one's feelings and those of others and to use feelings to guide thought and action. EQ was further defined by Goleman (1996)—the author of the book *Emotional Intelligence*—as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” (p. 318). In his book Goleman (1996) includes five basic emotional and social competencies which are Salovey and Mayer's (1990) expanded explanation for EQ: these are knowing one's emotions (self-awareness), managing emotions (self regulation), motivating oneself, recognizing emotions in others' (empathy), and handling relationships (social skills).

All these social and emotional competencies seem to fit into Richard-Amato's description of interactive reading as “a process during which meaning is created by the reader, not only through interaction with the text, but in case of the classroom, through interaction with others in the class and in the total school, commu-

nity, and home environment (1996, p. 67). Richard-Amato puts emphasis on the reader's “values, relationships, experiences, prior knowledge, culture, dreams and goals, and expectations” (1996, p. 67). Likewise, Turners puts the emphasis on the reader saying that, “readers are actively involved in constructing meaning out of a text by using what they already know to help them make sense of the words they are reading on the page (1998, p. 38). Perkins (1999) and Klapper (1994) argue that students learn better when they are involved in the reading material personally. Students can be involved in reading by being given enjoyable readings, being allowed to choose their reading passages, or being asked to identify with the characters in the text and relate them to their own experiences, lives and feelings. All these involvement activities are related to Emotional Intelligence in term of self-awareness, motivation, empathy, and social skills. Students should be allowed to express themselves and create their own images related to their lives, feelings, emotions, and motivations that make them use their Emotional Intelligence.

Since interactive reading is a student-centered activity, Emotional Intelligence fits into this approach. Asking students questions such as *In what sorts of dilemmas do you think the characters might find themselves?* This would let students use their images and feelings about the passage they will read and make comments about the passage. Guiding students with questions such as, *What is the author attempting to*

tell us here? How do you think the character (author) feels? This will let students put themselves into another's shoes. *Does this event make you angry (happy, frustrated etc.)?* This will encourage students to express themselves. All these questions offer guidance for interactive reading classes, and an opportunity to use their Emotional Intelligence (Richard-Amato, 1996).

In this respect, teachers have many opportunities to create an environment that can encourage students to use their Emotional Intelligence actively. Consequently, it is clear that both interactive reading and Emotional Intelligence are focusing on the person himself/herself to achieve and to create a participative learning environment.

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President's Corner *(Cont. from p.1)*

90-minute workshop sessions. For details on the fall conference, please read the announcements from Maggie Phillips, your President-elect and very creative Fall Conference Chair.

Second, our K-12 constituents will have far greater conference session opportunities. The plenary address will be given by Jackie Moase-Burke on *Creating a Tipping Point: ESL K-16 Plus Making a Difference*. The conference theme is *ESL: What a Difference We Make!* The K-12 issues will be the main focus on Friday night.

Third, we have opened two channels of communication - one with Ohio TESOL and one with Ontario. We hope to see these two channels lead to increased professional development opportunities. Perhaps the future will hold jointly sponsored workshops and conferences.

And finally, we have two pathways to increase member connections with each other.

One path is the new MITESOL listserv that is intended to encourage very informal and non-threatening exchanges among all our members. Here is a venue where you can relax and ask questions, voice concerns, request information, share an activity, or invite interested colleagues to join you in creating a session for the next fall conference.

The other path is the Regional Groups, a TESOL concept implemented in MITESOL in 1995 by our own Alan Headbloom. While the listserv connects you to a statewide network, the regional groups give you the chance to network, face-to-face. Given the geographic and weather realities of our state, we believe that a stronger focus on the Regionals will provide you with more easily accessed networking.

Perhaps you're one of the lucky ones, able to enjoy swimming and some well-deserved down time. Maybe the only swimming you're doing is against the tide of your 24-7 schedule. In either case, we hope that our report card has *pushed your membership button*. We hope that you will find renewed interest in traveling your MITESOL pathways. We hope that as soon as you close this newsletter, you will clear some pathways in your schedule that will eventually bring you to Ann Arbor on October 19-20, 2001. •

Board Talk

Karen Gilbert, MITESOL Secretary

The Executive Board of MITESOL met three times since the publication of our last newsletter. You can read the detailed minutes on our website, but you won't be able to catch the real flavor of a meeting. I'll try to synthesize: there is a remarkable problem solving approach that characterizes the meetings. Everyone is so appreciative of the time and effort that members give to MITESOL that each person can come to the Board to report activities in his or her area, answer questions and outline decisions that need to be made. The entire Board then discusses possible solutions and several are selected based on practicality and actually being able to enact them in a reasonable manner. We try very hard not to overload or be too demanding of time or skill level. It's easy to commit to the final plan of action because it has been thoughtfully developed. Please join us to observe this process in action! The schedule of Board meetings is also available on our website.

Linda Lewis-White, the EMU representative to the Michigan Reading Forum gave a presentation at the February meeting. She explained the Forum's plans for the MEAP test given in all public schools in Michigan.

She urged MITESOL to become more active in representing parents and learners to the Michigan Department of Education. She also stressed that MITESOL needs to remain aware of assessments required by the state for all students.

Another highlight of a recent Board meeting (4-21) is the approval of a listserv benefit for all members. You can post announcements or ask questions of the membership, and get feedback directly. Please give it a try if you haven't yet!

The focus of the June meeting was membership. We agreed to involve SIG membership at the regional level, and to encourage each region to have at least one meeting/presentation prior to the Fall Conference in October. •

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Computer Adaptive Test *(Cont. from p1)*

presentation by Leslie Grant, Karol Walchak, and Elif Şebnem Sarı from Central Michigan University. At CMU, they are developing a listening test based on videotaped lectures. The presentation dealt with how the students are responding to this developing test-- its face validity. As the COMPASS-ESL test was about to be piloted for the first time at OCC-Orchard Ridge, it occurred to me that it would be useful to know our students' thoughts on this new test. Using the CMU model, I put together a brief questionnaire to explore our students' reactions.

Over the course of one week, beginning to high-intermediate students in seven sections of integrated reading/writing courses took the COMPASS-ESL test. Although three hours were allotted for the test, the adaptive nature of COMPASS allowed some students to finish in as little as 20 minutes while the longest time reported was 2 hours 10 minutes. The average amount of time that students reported spending on the test was 76 minutes. The following week in their reading/writing classes, the students were asked to voluntarily complete an eleven-item, five-point Likert scale questionnaire probing their feelings about the COMPASS test itself, computers in general, and computer tests versus written tests (in particular the TOEFL). The responses ranged from "strongly agree" to "strongly disagree," with the option of choosing "no opinion." They were also asked to give open-ended answers to five questions so that they could give their opinions about the best, worst, hardest, and easiest parts of the test as well as their thoughts on computer tests versus written tests. Eighty-four students completed the questionnaire.

The students at OCC come from noticeably diverse backgrounds, including where technology is concerned. Some are quite technically savvy while others have touched nothing more complex than a telephone. In that it was not my intent to do an exhaustive survey, I chose not to ask about the students' first languages or educational background.

The diversity is clear from anecdotal evidence, and the focus was simply intended to be on the reactions of the students as a whole, not based on their belonging to a particular group.

Overall, the students clearly responded in favor of the COMPASS-ESL test in general. Sixty-three per cent reported having tried their hardest to do well while taking the test, and eighty per cent agreed that it would accurately reflect their English ability. Seventy per cent believed the test was not too short. Sixty-five per cent felt that the tasks were not difficult, and eighty-nine per cent reported that the directions were not difficult to understand.

Considering the students' diverse backgrounds, I had been concerned about how they would feel about using a computer. When looking at the results, this concern appears to have been unfounded. Only six per cent of the students disagreed with the statement that the computer was easy to use and the statement that they like computers, implying the computer was easy to use and they like computers. Only 21 per cent reported not using computers often. Evidently, the students are generally computer literate or at least "computer comfortable."

In responding to the questions comparing COMPASS-ESL to written tests, the students showed a general preference for the CAT. Fifty-seven per cent of the students felt they did better on the COMPASS test than on the TOEFL that they took at the beginning of the semester. Seventy-one per cent stated they did not prefer written tests to this computer test, and eighty-one per cent disagreed with the statement that computer tests are harder than written tests.

In assessing the results, there is one noticeable problem: Thirty-six per cent of the respondents chose "no opinion" in response to the statement targeting their feelings about their performance on the COMPASS-ESL test compared to the TOEFL. This can be attributed to a mistake on my part, one likely caused by the hurried way in which I put this

questionnaire together. The TOEFL is used as a diagnostic tool in the grammar/listening courses at OCC, not in the reading/writing courses. If some of the students were not taking a grammar/listening course, they may not have ever taken the TOEFL before. As a result, they would not be able to respond to this question. In the future, I would change this question so that it targets the MTELP as all OCC students take it for intake placement at present.

What these overall results seem to say is that the students involved in this pilot program liked using this CAT and would prefer it to a written test. However, I am concerned in that the main reason cited in the open-ended responses was that it was easier. I am not convinced that easier is better. Still, I am encouraged in that they felt the test was accessible. That is, in their opinion, the tasks were not overly difficult and the directions were clear. As such, it seems the test has face validity for this student population.

I have one last reservation about changing to a CAT, or any computerized test. Although the majority of students reacted favorably, what should we do about those students for whom computers are an unknown quantity? One student in a beginning level section and another in a high-intermediate section noted in the open-ended part of the questionnaire that, for someone who had not used computers before, the worst or hardest part of this test was using the computer. What allowances will we need to make for students with limited technological background? Should special allowances be made, or should we accept that the computer tutorial that is often part of such computerized tests sufficiently meets these students' needs? These are points that we will need to consider carefully as the ESL world becomes more computerized. In the meantime, I intend to put together a more detailed summary of the results of this survey that will be available at this fall's MITESOL conference. If you are interested in obtaining this information, look for me there. •

25-Year Old IEP Among First to Get CEA Accreditation

Joel Boyd, Language Specialist, CELCIS - Western Michigan University

From the time I first started working here, I have been impressed with Western Michigan University's Career English Language Center for International Students (CELCIS). After leaving a community college that was only just deciding to hire one full-time instructor, working in a program with 10 (now down to 8) full-time faculty members was delightful. The professional level was inspiring. Several of the faculty, as well as the director, had written books or were otherwise published. Our offices were equivalent to those of other professionals on campus, instead of being crammed into the empty space left over from some other program. It was evident that we were a respected part of the university and that we were expected to perform on a par with other academic programs on campus. Never was this pride so strong as it was this past year when our program became one of the first to be accredited by the newly-formed Commission on English Language Program Accreditation (CEA).

Like many intensive English programs across the country, we had been following the progress of the new accreditation process. We had suffered, like other programs, through the Asian flu years and our director, Laura Latulippe, was convinced that among the things we should be doing to assure ourselves of a future at WMU was to be accredited under the new system. As many of you already know, TESOL and other organizations that deal with the education of international students wanted to set up a way to assure quality in IEP's which would be accepted by the INS in the granting of student visas. By July 31, 1998, we had completed a self-study plan and had received our Certificate of Candidacy from the

TESOL Commission on Accreditation (TCA). When the word got out that the commission was falling apart, the anxiety was high until things worked themselves out. Once the CEA was established, our director asked for volunteers and Cheryl Delk and Robert Dlouhy took on the task. They attended training sessions in Washington, D.C. and were given additional time for reading the materials and understanding all that we were being required to do. None of us will ever forget the long meetings, writing sessions, task force get-togethers, and individual collections of data necessary to gain accreditation. Early on in the process, it became evident that much of the value of this work was in the actual doing of the self-study. We were preparing ourselves while we were preparing the materials that the site inspectors would want to see. So, when the inspectors came to visit, we were ready, eager, and proud of what we were. I guess it showed.

One should not get the idea that we whipped ourselves into some new sort of IEP with commitment and skills that we had not had before. Five of our eight faculty members, Pamela Keesler, Darryl Salisbury, Lovette Teichert, and Mary Lu Light along with Robert Dlouhy who was mentioned earlier, as well as our director, Laura Latulippe, were here when the program began in 1975-76 or soon after. It had become apparent that Western needed to do something to help students who spoke English as a second language succeed in the university. The kind of professionalism and drive that helped us in gaining the accreditation was present in the program then when there was a strong career focus (hence the name). Those of us who have joined the program

more recently, Dr. Mary Anne Loewe (now moved to the English Department), Ila Baker, Cheryl Delk (now at Georgia State University), Tom Marks, and I have added our expertise to the mix and made it an even better place for international students to study and learn. The announcement of our being accredited was made even sweeter by coinciding with the 25th anniversary of our program.

Over the years thousands of students from 89 different countries have studied at CELCIS. These students have included Olympic athletes, members of royal families, members of the Vatican's papal Swiss Guard, students who were visually and hearing impaired, a Baptist minister from Siberia (part of a prisoner exchange during the Carter administration), a pair of doctors from Bulgaria, and many other students with interesting backgrounds. We have even had children of former students come to CELCIS! (Does that make us grandparents?) In many ways, the history of CELCIS has mirrored that of Western Michigan University. We've suffered through different administrations and fought our way back. One could go on to compare CELCIS to metals that are purified by the heat, but then one might be accused of going to far. Suffice it to say, our history has helped to put us where we are today.

During the TESOL conference this spring Mary Lu and Cheryl were lauded for their presentation regarding the process; we were encouraged to blow our own horn and I decided I would put together an article to do just that. However, at the time I was unaware that so few programs across the country had been among the first to be accredited. Of the first 12 IEP's to be accredited by CEA, CELCIS

Joan Morley Scholarship Winner Announced

by Brenda Imber, MITESOL President, & Pamela Bogart, E-mail List Manager

We are delighted to announce that Marta Chroma, a past president of our Czech affiliate, is a recent recipient of the esteemed Morley Scholarship award. Marta is shown here with Professor Joan Morley at the English Language Institute. First, a line of introduction to Marta and then a brief description of the Morley Scholarship Fund

Marta Chroma is from the Law School of Charles University in



Professor Joan Morley & Marta Chroma

Prague. She will reside with Sandy Hagman while she pursues her research in contrastive legal discourse.

In recognition of Professor Morley's outstanding contributions to language teaching pedagogy for more than three decades at the University of Michigan, the ELI initiated the Morley Scholarship Fund in 1994, to provide financial support for those wishing to carry out research projects related to second language theory and pedagogy,

These scholarships are offered to defray living expenses for those who would like to make use of the English Language Institute's resources to carry out some study or writing project in second language learning and teaching. These resources now include the Michigan Corpus of Academic Spoken English (MICASE). The projects are not restricted to ESL, but may also involve other languages.

Applications are welcomed from anybody with research and development interests that fall within the



Sandy Hagman, Brenda Imber, Marta Chroma, Jean Holther, Pamela Bogart

scope of the Morley Scholarship Fund. Applications are particularly welcomed from faculty and students from outside the United States, from MITESOL members, and from students studying at one of Michigan's universities. For more information, please check out the website at <<http://www.lsa.umich.edu/eli/abouteli.htm#Morley>>. •

Accreditation *(Cont. from p10)*

was the only one in the Midwest. Four of the programs were in Texas and one each in Washington, D.C. and seven states in various other parts of the country.

Dedication to the success of our students is at the core of our achievement. The articles in the local media announcing our accreditation quoted Munir Sindi, who is now an architect in Makkah (Mecca), Saudi Arabia, in a firm that he co-owns. Munir was the first student who enrolled in August 1975, when CELCIS first opened its doors. He said, "The program really gave us confidence in dealing with others. Besides learning grammar, composition, and so on, we learned about the American culture, which

was very different." Recently we have had a student return to our program after having interrupted his study with us five years ago. He has returned more mature and eager to learn and has credited our program with inspiring him to succeed. According to the Commission on English Language Program Accreditation, "The overall impression of CELCIS is that it is a mature, well-run IEP that has strong support on its host campus and respect from its students...Policies and procedures have been thoughtfully developed and carefully documented. Conditions for successful work and learning are optimal."

Although we ask for no forgiveness as we puff out our chests, it is not

our intent to make it seem as though the accreditation is a nearly impossible goal to achieve. We know that across the country and indeed, here in Michigan, many of you are working in programs that are going through the same process. Older programs like ours, younger vibrant programs and even new fledgling programs are struggling with self-study proposals, writing curricula, and preparing for site visits. We are convinced that these are endeavors which will not only improve our own individual programs but the state of ESOL education across the country. Good luck to you all. CELCIS can be reached at its Website at <<http://www.wmich.edu/oia/celcis/>>. •

A New CD for Teaching and Learning Spoken American English

Connected Speech by Protea Textware, with Sandra C. Browne, Ph.D. (Cand.) Linguistics

Reviewed by Judy Youngquist, ESL Specialist, Saginaw Valley State University

A new tool for teaching and testing a wide range of pronunciation skills—with a focus on the often elusive suprasegmentals—targets English as a Second Language (ESL) and English as a Foreign Language (EFL) learners from age 10 to adult who are hoping to improve the clarity and accuracy of their spoken English. Using current technology, Protea Textware and Sandra Browne have designed a user-friendly, interactive multimedia computer program, *Connected Speech*, that offers many extras, including nonverbal communication cues, speech recognition feedback, and hundreds of activities for extensive practice. It's the next best thing to actual human interaction—with videos of real people, not artificially created figures. *Connected Speech* provides numerous options for learners who wish to develop their ability to understand informal, natural speech and produce spoken American English.

After installing and entering the program, learners may select from nine speakers—Aaron Bidelsbach, Alan Headbloom, Rebecca M. Dauer, Guillermo Colls, Jamileh S.D. Stroman, Laraine Kaminsky, Marie Melenca, Mary Michaels Estrada and Rita Wong—and 27 video clips at three levels: lower intermediate, upper intermediate, and advanced. By simply clicking on an icon, learners can listen to a range of North American accents and speaking styles on a variety of topics, such as occupations, famous places, education, and community activities. The video clips provide a meaningful context for each pronunciation activity. Learners can listen to the whole or part of the video and identify suprasegmental and other features for each speaker. They can choose to read the text for

the video, or advanced listeners may opt to hide it. When a learner inputs information, immediate feedback is given in an encouraging manner. Students can record their own productions, and new speech recognition software will provide visual feedback on the accuracy of the reproduction, including suprasegmental features.



All core pronunciation activities are interactive and based on extended passages of unscripted, natural speech. Each pronunciation practice activity is built around a common theme and focuses on one feature at a time. Learners can select from one language module, which includes comprehension questions, a written cloze, a spoken cloze, spelling and dictation, and six pronunciation modules: pause groups, sentence stress, pitch change, linking, syllable and word stress, and the International Phonetic Alphabet (IPA). In addition, each module contains a Learn Mode and a Test Mode. In the Learn Mode, students may choose to listen for pauses, predict pauses, identify pitch change, listen for linked words, and find different vowel sounds and many other listening and pronunciation-related challenges. There are over 300 hours of activities, which become more abstract and complex at higher levels. The

program will prompt and encourage learners when they make a mistake. It will praise them when they are correct and provide the correct answer after three incorrect attempts. In the Test Mode, the program presents a random selection of 10 items. Students can receive immediate feedback to help evaluate their progress.

Although the program is very user-friendly, there can be irritating glitches in the interactivity. Students and teachers would be well advised to familiarize themselves the icons and procedures for each activity. Some users may become a bit irritated by a soothing voice that says repeatedly, "Sorry. Listen and try again," when they have simply made an unintentional typographical error in the spelling exercises. In the dictation exercises, students need to know how to make the speaker move to the next section without erasing a half-portion of the sentence on the screen. These kinds of irritations are small, however, compared to the benefits gained from the quickly accessible information.

More importantly, the new technology used in this program allows learners to listen, see, respond, and receive immediate feedback. Learners can both listen to informal speech and observe the speakers' body language. Another click on the appropriate icon can bring forth information about a particular speaker's nonverbal cues, such as pausing, blinking, or nodding. By including this feature, *Connected Speech* offers a more complete representation of the communication process.

The technology here also permits interactive teaching and testing of suprasegmentals. ESL teachers have long known that ESL learners often struggle to recognize and pro-

duce appropriate changes in pitch to group their words into meaningful parts. *Connected Speech* offers many opportunities for students to identify and practice changes in pitch, linking, and stress in both syllables and words. Some of the pronunciation activities may spur questions about the nature and importance of suprasegmental features, thereby contributing to increased awareness of how they connect to meaning.

While an interactive CD Rom may not work for everyone, many will find the advantages of *Connected Speech* to be plentiful. Learners can work at their own pace and decide the number of repetitions they require. Mistakes can remain private and less embarrassing, and on-line help is easily accessible. Teachers and students can print worksheets, tutorials and test results.

The program is ideally suited for independent practice or lab work but could also be a supplement to classroom activities. In the classroom, cultural issues could be integrated into the lesson, especially with topics on discrimination from Guillermo's video and volunteerism in the community, discussed in Alan's video. Teachers could also pair students at the computer in a cooperative learning environment.

Connected Speech contains one CD-ROM, a short instruction manual and a record book that may be photocopied for student use. In the record book, there are tables for every activity in the program. To use this program, a Pentium 200 MHz multimedia computer with Microsoft Windows 98 or higher is necessary.

Overall, through use of current technology and sound pedagogical design, this program provides an opportunity for second language learners to practice and improve their speaking and listening skills. *Connected Speech* is a welcome and innovative addition to the existing wealth of ESL speaking and listening teaching tools already on the market. •

Chapbooks.com

by Heather Meloche, Instructor, Wayne State University

It was to be my last hoorah... at least for a while. I wanted a really fun class project that I would remember for a long time to come before I took some time away from the TESOL field to have a baby. After learning of the wonderful experience of a colleague Kim Wate with *Chapbooks.com*, I thought, "PERFECT!" Since I am always searching for a way that my writing classes can write for a real audience, I'll create a book throughout the semester with my class, complete with photos, that they and I can treasure.

Chapbooks.com was a web site that allowed individuals or groups to lay out and enter their work on-line and then publish a hard copy of a professionally layed out and bound book or create an electronic version on the web. The introduction of International Profiles, the book that I created with my class, really sums up the project's intent.

"[International Profiles] is a compilation of several essays from each student in the Winter 2001 B1 Written Integrated class at the English Language Institute at Wayne State University. At the time of publication, the contributors were low intermediate ESL writing students who worked very hard to put on paper their thoughts, stories, and observations about themselves and their experiences, both in the U.S. and in their home countries. The book is intended to preserve these thoughts and perspectives during each student's exciting time of study in the U.S. It is also intended to broaden the purpose of their academic writing and language learning by bringing their written words to a larger audience in a form that will be read and reread for a long time to come. We hope that the essays in this book will offer readers insight into international viewpoints and provide a clear picture of the varied and highly interesting international profiles of those whose voices are included within the book."

The class launched into this project with a very good attitude. Students were bringing me pictures to include in the book, we took pictures in class to incorporate into the book, and they were work-

ing hard on their drafts to ensure that they were error free and rhetorically strong.

As the project continued, I discovered that the software available on the site for entering and editing the writing had some glitches, but nothing that couldn't be maneuvered around for a successful completion. The students also balked a little about the cost — around \$5 per book. But in the end, the book gave the class and me three very valuable things: it gave the students a chance to write for a real audience; it gave the students a chance to learn the value and importance of editing and rewriting; and it gave us all a keepsake. As a teacher, I was left with a comprehensive and succinct snapshot of the kind of work this class could produce during a semester, which is something that is very hard to put together with smaller projects throughout the semester.

Several weeks after we completed the book, I received an E-mail from *Chapbooks.com*. Quite simply it stated that after three years of operation, the web site was closing down due to a lack of funding. Over 50,000 students, teachers, and individuals had used the site before it succumbed to the ".com graveyard." In the final e-mail, the *Chapbooks.com* president wrote, "We are proud to have been an important part of the awakening of the possibility and potentials of personal book publishing. We look forward to watching what happens next, and we are terribly sad that *Chapbooks.com, Inc.* will not be able to be a part of this wonderful phenomenon."

I also look forward to watching what happens next. Resources such as *Chapbooks.com* are invaluable to education, and to have lost this site takes away potential from teachers, students, and education as a whole. So I say a disappointing farewell to *Chapbooks.com* and hope that another educational resource or many other educational resources of equal promise and value will take its place. •

Working with Second Language Learners: Answers to Teachers' Top Ten Questions.

Stephen Cary. New York, NY: Heinemann, 2000. 142 pages.

Reviewed by Patricia Mathews Ward, Grand Valley State University

Effective teachers know to ask for help when faced with new situations. Stephen Cary's *Working with Second Language Learners, Answers to Teachers' Top Ten Questions* provides classroom-based, practical support for teachers new to teaching second language learners. Teachers want short answers on how to effectively integrate these students into their classrooms. Cary responds to this need with an efficient top-ten format based on his experience teaching staff development workshops. The questions are from teachers dealing with real-life situations. The answers are based on the practical application of second language learning theories in the classroom. For either formal in-service training sessions or casual teacher-lounge conversations this small book will be a useful tool for ESL professionals.

The value of this book is not only the information presented but also the assessable format. Each chapter covers one of the ten questions. The questions are presented through the following familiar themes of interest:

1. How do I assess a student's English?
2. How do I find useful information on a student's cultural background?
3. How do I make my spoken language more understandable?
4. How do I get my reluctant speakers to speak English?
5. How do I make a difficult textbook more readable?
6. How do I help students improve their English writing?

7. How do I teach grade-level content to English beginners?
8. How do I help students build learning strategies?
9. How do I support a student's first language when I don't speak the language?
10. How do I minimize communication conflicts in a multilingual classroom?

The first page of each chapter includes a reader's guide which lists the second language issue addressed and the key ideas used to answer the question. This is followed by a case history that illustrates the topic in a classroom setting. Case histories are introduced with a brief outline of the classroom content, grade, teacher experience, SLL languages and school context. Following the case history is a discussion of the best practices, the rationale for what the teacher and students did and suggestions for related teaching strategies. Each chapter functions independently; the reader can quickly reference a topic and find help.

Teachers who are afraid that the inclusion of second language learners in their classroom will require some complex time-consuming new methodologies will be surprised. Good teaching is always time-consuming but the strategies suggested are appropriate for the SLL and native English speakers alike. For example, Chapter 5 is called, *How do I make a difficult textbook more readable?* The keys ideas include teaching a variety of reading comprehension strategies; using graphic organizers, and text tours; using "think-out-loud" modeling; and making text meaningful

with personal stories. The premise behind these ideas is current with immersion programs that promote the integration of cultural understanding and language development in the classroom. ESL professionals will find *Working with Second Language Learners* a practical tool for introducing teachers to second language learner issues. As a reference and how-to book it should help everyone to teach SLL more effectively. •

A Neighborly Visit

By Maggie Phillips, President-Elect

On a sunny evening in June, Maggie Phillips, MITESOL President-Elect, drove to Windsor where she was a guest of TESL Ontario at their annual Chinese buffet social. Susan Holmes, affiliate director and very energetic national TESL Canadian board member, and Sue Trenhaile, president of the Windsor chapter, made Maggie feel very welcome. From the brief exchange that evening with members of Canada's ESOL providers, it appears that non-native speakers there are being well served. Susan and Maggie were interested in a little cultural exchange also, so Susan will recruit participants on her side of the border and speak at MITESOL's fall conference. And, for anyone in southeastern Michigan in search of a huge Chinese restaurant, the Windsor Chinese Buffet is definitely the place to go. •

Where Do Your MITESOL Dollars Go?

by Kim Wate, MITESOL Treasurer

To borrow from some sacred writings, there is a saying that "where your heart is, there your treasure will be." As the Treasurer for the past two years, I have come to a greater understanding of the heart of MITESOL and I have liked what I have seen. I am not a financial expert, and honestly had never been that interested in fiscal details. Teachers are free-spirited, creative thinkers after all. Yet, serving in MITESOL in this position has deepened my appreciation for this great group of ESL professionals and for the things that MITESOL does.

If you have been involved in MITESOL, you have experienced many of the rewards of such involvement. If you have maintained membership, but haven't been that active, you might be interested in learning more about the heart of MITESOL by looking at how MITESOL invests the money it receives through membership dues and conference fees.

At the beginning of each calendar year, MITESOL allocates its resources according to the following categories and percentages.

Fall conference	20%	Reserve	5%
Spring conference	15%	Advisory Board	3%
Membership	15%	TESOL	7%
Communications	15%	ATECR	3%
Executive Board	15%	Miscellaneous	2%

This means that:

- * 65% of all MITESOL revenues are directly invested in providing opportunities for MITESOL members in the areas of professional development, networking, membership services and communication.
- * 18% of the budget is allocated to supplies and resources needed by the Executive Board and the Advisory Board to carry out the duties of the organization. The people who volunteer on these boards contribute invaluable hours and talent to ensuring that MITESOL is a quality, reputable, and successful organization.
- * 14% of the budget is given to other administrative tasks such as the TESOL Affiliate function.
- * 3% of MITESOL resources are used to sponsor TESOL related activities with our affiliate in the Czech Republic. Many times this means supporting a TESOL professional from the Czech Republic to attend the annual TESOL Conference in the U.S.

As you can see, the heart of MITESOL is you: the MITESOL member. Everything we do, from conference planning to money management, puts our members as priority #1. As we have said in the past, we welcome your comments/suggestions at any time and extend to you an open invitation to get more involved in any area that interests you in this great and growing organization.

If you are interested in current budget information including actual account balances, keep a watch on our website: <<http://www.mitesol.org>> (This information will be posted in the near future.) •

**MITESOL FALL CONFERENCE
OCTOBER 19-20, 2001
ESL: WHAT A DIFFERENCE WE MAKE!
WASHTENAW INTERMEDIATE SCHOOL DISTRICT
ANN ARBOR, MICHIGAN**

Friday Evening:

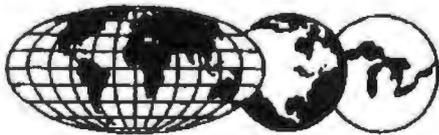
- 5:30 - 8:00 Registration, Reception, and Networking
- 6:30 - 7:30 Dinner with the Plenary Speaker, Jackie Moase-Burke
- 7:30 - 9:00 Concurrent Workshops and Panels

Saturday All Day:

- 8:00 Registration and Exhibits
- Morning: Concurrent Sessions
- Midday: Plenary Address by Jackie Moase-Burke, ESL Consultant, Oakland Schools
Creating a Tipping Point: ESL K-16 Plus Making a Difference
- Lunch
- Business Meeting and Elections
- Afternoon: Concurrent Sessions

For more information, check out the website, www.MITESOL.org
or contact Maggie Phillips, Conference Coordinator
mphillips21@mediaone.net

Registration forms and calls for proposals will be mailed in August



MITESOL Messages
P. O. Box 3432
Ann Arbor, MI 48106
<http://mitesol.org>



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