I am pleased and honored to have the opportunity to serve this year as President of our professional organization. I feel that our MITESOL affiliate is breaking new ground and setting high standards of professional activity within our ranks, and I am proud to be associated with such a fine group. Two areas of innovation deserve special attention.

First, we are continuing our sponsorship and sister affiliate relationship with ATECR, the Association of Teachers of English of the Czech Republic. This spring we plan to provide financial support which, together with funds from other sources, will enable an ATECR representative once again to attend the TESOL Conference in Haslett on April 29. I do hope that most of you will be able to come to our Spring Conference in Haslett on April 29, as it promises to be outstanding. The conference, entitled From Theory to Practice and Practice to Theory: Real-Life Applications, will focus on practical, classroom-friendly topics, giving us all ideas we can take home and put to use immediately. What could be better? And Diane Larsen-Freeman, our keynote speaker, is sure to provide the ideal kickoff and inspiration for this gathering. I for one am really looking forward to the conference and to the opportunity to meet all of you again. Hope to see you in Haslett on April 29th!
Larsen-Freeman to Speak at Spring Conference

by Betsy Morgan

Diane Larsen-Freeman, of the School for International Training in Vermont, has agreed to be our plenary speaker at our Spring Conference on Saturday, April 29, in Haslett (near East Lansing). The title of her keynote address is "From Theory to Practice and Practice to Theory: What Works, What Doesn't, and Why," which is designed to complement the theme of the conference: "From Theory to Practice and from Practice to Theory: Real-Life Applications." Professor Larsen-Freeman, as you probably know, is well-known nationally and internationally for her practical presentations of methods and techniques and the theory, or rationale, behind them.

The conference theme, while a bit unwieldy, brings us back to the classroom. It's one of the things we all have in common: our concern for reaching and teaching our students. It is my hope that we will have presentations which deal with issues from "What do I do on Monday morning?" to the reasons why your Monday morning lesson works. It is meant to encompass why we do what we do.

What we do every day is complete the circle of theory to practice, although it may not always be in that direction; hence the “practice to theory” part of the theme. Many of us do things without consciously knowing why: they just work. At this conference, I hope we can look at what we do—the real life—and understand why it works (theory) so that others can use our techniques in their classrooms, modifying appropriately, of course (practice).

The Call for Proposals will be in your mailbox soon: please submit an idea for a paper, demonstration, panel discussion, etc. on techniques and materials that you have developed. Or consider a theory you've read about and discuss ways in which you think it could be applied (or not!) to the classroom. I would be happy to help you shape your ideas into a presentation if you need some assistance just give me a call at 313-487-0130 at work or 313-981-6592 at home (after hours and weekends are fine). Please note that the deadline is February 17, but I can extend that a bit! I'm looking forward to your submissions, to talking with you, and to seeing you at the conference on April 29. I'm sure you will be able to find a few things to use in your classroom on Monday!
MITESOL Annual Business Meeting
October 1, 1994
University of Michigan
Minutes

1. Meeting called to order at 1:30 by Barb Moten.

2. Welcome by John Swales.

3. Minutes from last meeting approved: Cathy Day moved to approve, Bruce Morgan seconded.

4. Steve Cunningham reported that $3529.29 will be the balance after conference fees have been paid. Nancy Schewe moved to approve the report, Jackie Moase-Burke seconded.

5. Barbara Moten expressed appreciation to the following outgoing Board members: Sandy Hagman, Socio-Political Concerns Committee Chair; Betsy Morgan, Secretary; Carolyn Newberg, Adult Ed. SIG Rep.; Penny Wheeler, Vice President.

6. Cheryl Call has resigned from her position of Secondary Ed. SIG Rep; therefore, Penny Wheeler, as President, will appoint someone for Secondary Ed SIG Rep.

7. Liz England, Prague Liaison, announced that she has some teachers in Moravia who would like to correspond with teachers in the U.S. Those who are interested should see or contact Liz England for one of these letters.

8. Sara Tipton announced that the Michigan Marckwardt award is available to graduate students in TESOL. Deadline is mid-November.

9. Revisions of Bylaws: Barbara Moten explained the reasons they need to be revised (what we were doing was not reflected in the bylaws). TESOL is also revising its Bylaws, and our bylaws seemed to contain a great deal of procedural information. Therefore, since TESOL put their procedures in the Standing Rules, we modeled ours after those of TESOL. This revision will make future revisions easier.

Melissa Linick moved that we accept the amended Bylaws, Sandy Hagman seconded.

Discussion: "office" changed to "address"
indemnification article—is a legal statement we must have in our Bylaws because of our non-profit status. It is a standard piece of constitutions.

Cathy Day called the question, with changes above and typos. Bylaws were unanimously approved. continued on p. 5
News and Announcements From Your Special Interest Group

Elementary SIG
by Melissa Linick

With Spring just around the corner, I am inviting you to consider presenting at the upcoming MITESOL Conference (April 29th). We need sessions that apply specifically to our situations. No one knows better the questions that need to be asked than we do. In asking ourselves these questions, we begin the process of classroom-based research, a professionally accepted form of research that many of us conduct every day. Consider sharing your thoughts on a topic you have been exploring. Share with your colleagues practical knowledge, lessons, and ideas. Activities that are second nature to you could open up a whole new aspect of teaching for a fellow teacher. Do not underestimate your knowledge. We need your expertise. The membership is our best resource, minimally tapped and right at our fingertips. It was only a few years ago when I was of the attitude that it was other people who did these kinds of things. I was lucky enough to have had a fellow MITESOLer take me under her wing, walking me through the process. It would be my pleasure to pass the torch on by assisting a less experienced presenter. Finally, let me say that elementary ESL teachers are some of the hardest working people on the face of the earth.

If at this time it is not possible for you to contribute at this level, I understand completely, and look forward to hearing your thoughts at a future conference.

Secondary SIG

MITESOL would like to welcome Mary Ann Kemp as the Secondary Education Special Interest Group Representative. She was appointed by Penny Wheeler, MITESOL President, in January 1995, and teaches at Churchill High School in Livonia. Welcome, Mary Ann!

Higher Ed SIG
by Sharon Messinger

Global Communication and Cultures in Communication are two complementary courses in intercultural communication offered jointly by the Department of Communication and the English Language Institute (ELI) at Wayne State University. The courses are unusual in that they bring fifteen international students studying at the ELI and fifteen American undergraduates together twice weekly in the classroom to learn and practice intercultural communication theory and skills.

In addition to attending the integrated class sessions, ELI students meet as a separate group for four hours per week of instruction in and practice of English communication skills.

The courses seek to bring American and international students into sustained contact with individuals from other cultures, while promoting experienced self-awareness and theoretical understandings of culture, prejudice and communication. At the same time, the courses provide advanced-level ELI students with the opportunity to improve their English proficiency through varied interaction with native speakers of English and to integrate themselves more fully into American culture and the University community. In addition, the courses serve to strengthen the ties and foster cooperation among University departments and, more broadly, to further efforts toward the internationalization of the campus.

The courses were designed and are team-taught by ELI instructor and advisor Sharon Messinger and Ruth Seymour, lecturer in the Department of Communication and former director of the Wayne State Journalism Institute for Minorities. Global Communication, which teaches basic intercultural communication theory and practice through personal interaction and study, was first taught in the fall of 1994. The companion course, Cultures in Communication, which offers more specific knowledge of the
dependent on p. 5
communication practices of several major world cultures and domestic co-cultures, will be offered during the next academic year. The new course was designed in the summer of 1994 under a grant which Seymour and Messinger received from the Wayne State Diversity Project for Enhancing Diversity in the Curriculum, which is funded by the Ford Foundation.

Ultimately, Messinger and Seymour envision an intercultural cognate of related undergraduate courses that could engage students of Communication, Anthropology, Sociology, History, and others in tandem with the English Language Institute.

ESP SIG
by Sandra Browne

The number of MITESOL professionals who have chosen English for Specific Purposes as their interest section (IS) continues to grow. Two new members joined the IS at the Fall Conference: Dean Lynn of Ferris State University and Robert Bruhn of Eastern Michigan University. Welcome!

Most ESP members were either too busy networking or too hungry to attend the IS business meeting, but I did circulate the first draft of the ESP/IS directory to those present. Membership total at present is 23. For more information about ESP, please contact me at 810-979-8369.

Adult Ed SIG

By Judith Rice

It is my pleasure to serve as your new MITESOL Adult Education representative. I am a veteran ESOL teacher with over 15 years of teaching experience, including teaching EFL in Japan and Egypt, as well as a recent stint in Slovakia doing teacher training for the USIS. Currently, I coordinate the ABE/ESL program for the Wyoming Public Schools.

I am also involved in TESOL as the Associate Chair of the Adult Education Interest Section. On the national level, one of the most important issues facing us is the reauthorization of the Adult Education Act (AEA), which is the primary legislation allocating funds for ABE/ESL. Congressional hearings are planned during the Spring of this year and we must once again join forces to push for increased funding for adult education. If you plan to attend TESOL '95 in California in March, there will be several meetings to discuss issues related to reauthorization.

In the meantime, please do not hesitate to contact me with your ideas and concerns, as that I what I am here for. I will update you on any relevant issues that come up either by letter or via the newsletter. I am looking forward to hearing from you, and hope to meet you in Haslett in April!! You can reach me at: Wyoming Community Education, 2820 Clyde Park, S.W., Wyoming, MI 49509, (616) 530-7508 or 530-7500.

MITESOL Messages -February 1995
MITESOL's Fall 1994 Conference a Great Success

by Sandra Browne & Liz England

More than 140 MITESOLers attended the Fall MITESOL Conference in Ann Arbor despite the weather, which was cool and dreary. The conference theme, “ESP and Content-Based Instruction,” was designed to highlight the diverse needs of English language teachers who work in K-12 classrooms and those who work in business and industry as language consultants.

Conference speakers, Ann Johns of San Diego State University and Anne Lomperis of Language Training Designs, a Washington D.C. based consulting firm, addressed the issues ESL professionals face in creating and implementing programs for non-native speakers of English in EAP (English for Academic Purposes) and ESP (English for Specific Purposes) situations, showing clearly how different these learning situations are and how professionals trained in ESL approach them.

Ann Johns addressed the topic of content-based instruction. Drawing on her experience as a State of California advisor, Dr. Johns provided a stimulating overview of content-based instruction models and vivid examples of ways in which teachers can bring language into the academic studies of children. The idea is to have children “appropriate language” from, for example, mathematics into their own experiments. A highly skillful and carefully designed research study by a group of elementary students studied why the water in the drinking fountain on the third floor of their building tasted “yucky” in comparison to the water of the first floor drinking fountain. Students designed an experiment, collected data, analyzed their findings and invited in expert scientists to help them answer their research question. In doing so, they came to “own” the language that they were using to communicate their research findings both with each other and with the outside experts.

The second special session featured a panel of three international experts on English for Specific Purposes (ESP): Ann Johns, invited speaker Anne Lomperis, Principal of Language Training Designs, an ESP language consulting firm, based in Washington D.C., and John Swales, Professor of Linguistics at the University of Michigan and Director of the English Language Institute.

In addressing the topic, “What is ESP?”, Johns reminded us that all good teaching is ESP in that it has specific goals which meet diverse needs and get results. Swales described ESP teaching as “a state of mind.” He defines this as an attitude which includes a need to know more about language as it is used and puts it this way: “There must be reasons why the language exists ‘this’ way in ‘this’ context.” For ESPers who work with English in an industrial or corporate setting, in medicine, or in law, the jargon used serves a definite purpose for those who are “insiders”. As ESL teachers, we need to learn how these special uses of language affect communication - an issue sometimes neglected in ESL training. Lomperis, in a practical demonstration of applied linguistics, used samples of corporate training programs her firm has developed to show the mechanics of evaluation and design of workplace language training programs. In a later program session, she detailed the language development training program she devised for an oil drilling project in the Soviet Union.

Six concurrent sessions rounded out the two-way conference which was sponsored by the University of Michigan’s ELI. Topics included: ESP and learner centeredness; ESP and teacher education; ESP in Malaysia, test item validation; simulations in writing classes, ESL Software; a panel of ESL teachers and ESL high school students; ESP on the job; positive ways of doing “subtle staff

continued on p. 7
Fall 1994 Conference continued

development," multimedia; communicative pronunciation; ESP and K-12; teaching immigrants; language training for the marketplace; foreign-born spouses; summary writing; business communication in Ukraine; word processing; and the value of textbooks in ESP. In addition, there were three publishers' sessions introducing new materials. For more detailed information, a copy of the Fall 1994 MITESOL program is available from Program Chair, Sandra Browne. Call 810-979-8369 or e-mail Internet sbrowne@cm4a.gmr.com.

Regional Reports

SOUTHEAST REGIONAL MEETING
by Luay Shalabi

MITESOLers in region 3 had a successful gathering on Saturday, November 12, 1994. The title of our informal work session was Maximizing Learning - Effective Use of Class time. Dr. Liz England was the facilitator of three valuable and interesting presentations. Joan Morley's presentation "Techniques for involving Students in their Own Learning" introduced practical ideas for increasing students' interest in and responsibility for their own learning. Dr. Morley also showed videos about activities in her classroom; these videos proved that there is more to communication than pronunciation drills.

Jackie Moase-Burke and Sonya Klein also had a very interesting and informative presentation titled "Strategies to Motivate Student Inquiry". The posters and authentic materials they shared impressed everyone and made their presentation very interesting.

The gathering was in a Middle Eastern restaurant that impressed all the participants with delicious and generous food.

See you next session!

REGION 5 UPDATE
by Mary Leonard

West Michigan Region 5 TESOLers met on Saturday, November 12, 1994. We had a morning session entitled "Computer-Assisted Language Learning (CALL) on a Budget." Our guest facilitator was Claire Bradin CALL coordinator at Michigan State University.

Our group gathered at Wyoming Community Education's Building and computer lab-Success Learning Lab (SLL), in Wyoming, MI. Claire led us through a three-part presentation on word processing, text reconstruction programs and a selected bibliography. We then did some hands-on with selected computer software that Claire brought to share. Twenty computers were active with eighteen busy MITESOLers' fingers!

It was a great get-together of new and renewed friends of Region 5 MITESOL. We are already planning a late winter session. See you then.
"TESOL 2000" COMMITMENTS

by Sharon Seymour

The TESOL Executive Board has committed to initiatives in advocacy and professional development for its 1994-2000 forward plan. In Baltimore, the Executive Board adopted a TESOL 2000 plan to focus on sociopolitical advocacy both in the US and worldwide. These commitments represent the revision of the K-12, advocacy, and EFL initiatives that the Executive Board identified as priorities at its mid-year meeting in October 1993.

TESOL will continue to serve its members as it has in the past, but these commitments indicate that TESOL feels the need to pay special attention to advocacy and professional development for the next few years. The commitment to advocacy in the US focuses on influencing policy makers in private and government sectors as well as members of the general public who make decisions on issues affecting language education and language policy. To this end, the Board has appointed Richard Tucker as TESOL's first sociopolitical policy advisor. Terry O'Donnell, TESOL Central Office, will assume coordination of sociopolitical advocacy activities. TESOL's worldwide advocacy commitment is to establish forums for developing and promoting language policies that reflect TESOL's mission.

Commitments for providing professional development for pre-K-12 in the US were made because the TESOL Board feels that K-12 has traditionally been poorly served by TESOL. Worldwide, TESOL is committed to enhancing the teaching of English internationally by collaborating with other institutions and organizations to provide resources and opportunities for professional growth and renewal.

The strategic directions and action plans for meeting these commitments are being revised and refined by the Executive Board and will be on the agenda for the mid-year meeting in October 1994.

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TESL-L — Networking on the Information Highway

by Christine Davis, Graduate Student in ESL, University of Colorado-Denver

During my fall semester as a graduate student at UCD, I found out I was entitled to an e-mail account and free access to the Internet. This simple benefit opened up a world of invaluable information. I am now hooked on accessing overseas libraries, reading unusual postings in newsgroups, and “surfing” the Internet for information on overseas employment and a wealth of other information about ESL.

What has helped me the most was subscribing to the TESL-L list, an electronic discussion forum designed primarily for the ESL/EFL professional. Fellow colleagues chat daily from all over the world. With over 3,500 subscribers in 66 countries, TESL-L is a rich source of information and a powerful networking tool.

One subscriber, Judith Snoke, Director of the Virginia Tech Language Institute, finds that membership in TESL-L has enabled her and her teachers to break out of the professional isolation of a small program in a remote rural area.

Phillip Roth of the Indiana Department of Education believes the free flow of valuable resources in the fields of linguistics and TEFL/TESL the most beneficial. He makes the important point that “communicating through TESL-L is easier than trying to reach colleagues by telephone or by corresponding via the postal service.”

Requests range from simple clarifications of grammar points to help with Ph.D. research projects. Lively and lengthy debates often ensue and “netters” can post a message stating their opinion, or simply “hurk,” and watch the discussion unfold.

While the TESL-L list is for general discussions, subscribers can also explore one of the many branch groups covering topics such as whole language, adult education, intensive English programs, computer-assisted language learning, and K-12 education. The jobs sublist is popular and helpful to those wishing to work abroad or return to the States.

Mark Algren, wanting to return to the states after working at King Fahad University in Saudi Arabia, saw a position announced on the TESL-Job-L joblist. He was pushing the deadline and used e-mail and faxes to land his current position at the University of Kansas.

One of the recurring claims members make, especially those working abroad, is the sense of connection they feel with the profession and other colleagues even though they are thousands of miles away from the mainstream. TESL-L can make the world a little smaller and professional problems a little easier to solve with 3,500 colleagues as potential resources.

Though the power of networking with other teachers is its strength, TESL-L also provides additional resources to its members. There are files of free computer software, archives of materials, articles, and conference listings. Although it is an independent entity, TESL-L is supported by the Computer Center of the City University of New York (CUNY) and is well-managed by a group of dedicated members. Best of all, membership in TESL-L is completely free aside from the costs of your e-mail account.

Getting Started

All you need to jump on the information highway and subscribe is a computer and an e-mail account. If you already have an e-mail account through your job or university, it costs you nothing to subscribe to TESL-L. Students, whose fees often include computer services, rarely use these (often free) services. Check with your university’s computing center to see if your fees cover this service.

Those who are self-employed or working at private language schools may need to utilize commercial providers of e-mail accounts. Companies such as Compuserv (1-800-848-8199) or American Online (1-800-827-6364) will providewide

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a wide range of services for varying fees. If you are computing at a university where the terminals are usually wired directly into the Internet you don't have to worry about modems and software. However, if you work at home, you will need to equip your personal computer with a modem ($40 and up) and a piece of communications software, which is often included with the modem purchase. This will link your computer by telephone to your e-mail service. Two good pieces of communications software are Quick Link and Procomm.

Once you have dialed into your service you will use the software they provide to send, receive, compose, and edit your e-mail messages. PINE and ELM are two common ones. PINE has good help screens and is easy to learn.

Subscribing and Sending Messages

The computer program that serves TESL-L and many other lists is called LISTSERV. To get started, the only command you need to know is SUBscribe. After you subscribe, TESL-L will provide you with a list of other LISTSERV commands that will be useful for most communications with TESL-L.

To subscribe to TESL-L send a message to one of the following addresses (whichever works best for you): LISTSERV@CUNYVM.CUNY.EDU or LISTSERV@CUNYVM.BITNET

In the body of the message type: SUBscribe TESL-L <your first name your last name>

If you've been successful you should receive several messages from LISTSERV and TESL-L. Among them will be a welcome message with complete information about TESL-L, instructions for ordering software, archives, and subscribing to branch groups. Happy netting!

Membership News by Theresa Rohlick

Most of you have recently received a letter reminding you to renew your membership. Please do so by March 1st, so that you will not have to be taken off the mailing list. Renewal letters were not sent if you renewed at the Fall Conference or sometime before the end of December. The mailing label on this Newsletter has your current membership year on it. If it says "95," you are set for the year. If it still says "94," then you need to renew. These labels were printed mid-January, so they do not reflect any renewals received after that. If you have any questions about your membership, you can reach me on Tuesdays or Thursdays at work (313) 763-1442.

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learn more about the field on this latest EFL “frontier”, as well as about issues and
concerns on the minds of colleagues in (the former) East Germany, Poland, Byelorussia,
and Russia. The seminar opens in Berlin, includes meetings in Warsaw, Minsk, Moscow,
and St. Petersburg, and returns via Helsinki, Stockholm and Copenhagen. Departure is
Wednesday, June 14, and return Saturday, July 1. All-inclusive cost for the 18 days (air,
hotels, coach/ferry transportation, most meals, seminar meetings, and sightseeing) is
estimated to be approximately $2,299. A detailed itinerary will be available in early
January. For more information, contact TESOL Travels, 413 Holiday Drive, Thibodaux, LA
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