President's Corner  
by Betsy Morgan

Happy New Year! I hope that all of you have started 1996 off on a good foot. I am pleased to say that 1996 looks like the year for us to educate ourselves once again about the ESL endorsement issue in Michigan. Your Executive Board has made the decision to inform themselves as well as the membership of what MITESOL needs to do and how to go about doing it. The endorsement issue affects every one of us, even if we are not teaching in the public schools, for it affects the professional image of all ESL teachers. I personally encourage each and every one of you to find out more about how you can help in this effort by contacting a MITESOL Board member (see names, addresses and phone numbers inside). We will keep you posted on events through MITESOL Messages and additional mailings if time is of the essence.

On a different note, I'd like to thank all those who braved the weather conditions to go to the Fall 1995 Conference in Ypsilanti. We had 180 members present: the largest conference ever in MITESOL history! This despite the fact that the Radisson changed hands (and therefore names) only a few days before our Conference, and didn't notify the Conference Committee. You all found the place anyway (and your frustration about the name change was certainly understood) as we knew you would.

I am looking forward to working for you, and invite you to contact me or any Board member if there is anything you feel we should be looking into. We have several exciting ideas about interest sections and upcoming conferences, and would appreciate your input. Remember that this is your statewide professional organization!

At home on the Web
by Claire Bradin, Michigan State University

"Visit our website at http:colon slash slash www whatever!" Since this invitation is often heard on many TV programs and commercials, the public's consciousness of the World Wide Web (WWW) is growing fast. The WWW is part of the Internet, an international system by which many computers are now connected. People connect to the web via software called a "web browser." The most popular browser is Netscape; others are provided by commercial

(continued on page 2)
Spring Conference (cont'd from page 1)

To highlight this topic, we have invited Neil Anderson to be our plenary speaker. He is an Assistant Professor in the Department of Linguistics at Ohio University in Athens, Ohio. His research interests include second language testing and reading and the learning styles and strategies of second language learners. He has published articles in Language Testing and The Modern Language Journal. His new, low-intermediate reading text, Real Contexts, published in 1996, is part of the Tapestry series by Heinle & Heinle. Professor Anderson was recently elected to the TESOL Board of Directors, and will serve as the Director of the 1998 TESOL conference in Seattle.

In his address, Professor Anderson will discuss the alternative assessment procedures that classroom teachers can use to assess language growth and development as well as how effective assessment leads to the preparation of more effective lessons and the strengthening of the language learning process. It is his view that within a language instructional program, language teachers and course designers need to determine the best balance of three elements: 1) the needs of the learners; 2) the materials and activities to meet those needs; and 3) assessment procedures to determine if the needs of the learners and the goals of the program are being met. It is finding this balance and understanding the inter-relationship of the three elements that strengthens a language teaching program.

I invite you to participate in the conference by submitting an idea for a paper, demonstration, panel discussion or poster session related to alternative assessment; proposals on any other topic are also welcome. The Call for Proposals will be in your mailbox soon. Please note that the deadline for proposals is March 20. If you have questions or ideas for a session that you would like to discuss with me, you can reach me by phone at work (313) 577-7706; at home (313)822-3398; by FAX (313)577-2738; or e-mail stipton@cms.cc.wayne.edu

I am working with Bob Kinnunen of Lansing Community College, on-site coordinator for the conference, to offer a full day of the features you have come to expect: publishers’ displays, book raffle, interest group meetings, and opportunities to meet with colleagues in your regional group.

We have also planned a new feature. The ESP Special Interest Group initiated the idea of an intensive workshop on what is necessary to become an independent consultant and to start your own business. So MUTESOL is sponsoring a two-hour workshop, with a guest speaker, on this topic after the conference lunch. We plan to continue this new feature by asking other interest sections to plan in-depth workshops at future conferences.

Look for more conference information and registration materials to be mailed out in early March; then, in the month before the conference, check the new MUTESOL World Wide Web site for detailed programming information at:

http://polyglot.cal.msu.edu/mitesol/

I look forward to receiving your proposals and seeing you at TESOL in Chicago as well as in Lansing on April 27.
Regional Groups
by Luay Shalabi

As we approach the fifth anniversary in September, Regional Groups continue strengthening connections among MITESOLers around the state of Michigan. Dedicated regional group leaders and enthusiastic members meet frequently in restaurants, private homes, and school buildings. Usually, a speaker is invited to give a presentation on a selected topic. Sometimes MITESOLers just gather to exchange ideas, resources, teaching strategies, or to discuss common problems. Informality and a cooperative and friendly atmosphere prevail at these meetings. Meeting other professionals and building a network of support is perhaps the most valuable part of these meetings for many participants.

The regional group meetings are not a replacement for the state level conferences, but rather a way to interact more closely with peers in a more informal environment. Recruitment is emphasized, too, at the regional level as friends invite friends, and all make new acquaintances.

For more information about the regional group in your area and its activities, phone numbers and addresses, please contact Luay Shalabi, member-at-large and regional groups coordinator, at 6839 Steadman St., Dearborn, MI 48126, (313) 581-3874.

MITESOL Membership
by Theresa N. Rohlck

MITESOL membership numbers continue to increase, with over 200 on the 1996 membership list, and another 100 on last year’s list who haven’t renewed yet. If you have colleagues who are not members, why not invite them to join?

About your membership status: Look at the mailing label on the newsletter. If there is “MITESOL 96” above your name, you are a member for the 1996 calendar year, January through December. If there is “MITESOL 95” above your name, either you have not renewed, or I received your renewal just before this mailing and couldn’t update the labels in time. If indeed you have not yet renewed, this is the last mailing you will receive from MITESOL. Any questions or comments, call (313) 763-1442 Mondays, Wednesdays, or Fridays between 9-3. If I’m not in, please leave a message and I’ll return your call or e-mail trohlck@umich.edu

From the Treasurer
by Steve Cunningham

Due to some international business travel and being behind on things in general, I was quite late in completing the accounting for the fall conference and getting your checks deposited. All checks have now been deposited in the MITESOL account, so if yours is still outstanding, please contact me. Sorry for the delay.
News and announcements from your Special Interest Group

**Elementary Ed SIG**
*by Melissa Linick*

As an ESL teacher, I have found scheduling to be one of my greatest challenges. A nightmare, to be frank! Last year I decided to take charge.

One thing that has helped me immensely with scheduling is that my school is now involved in upper and lower elementary block scheduling. This means that every day from 9:10 to 10:10, all students in grades three, four, and five move to preselected reading groups to better meet their reading proficiency levels. We do the same for lower elementary students from 10:30 to 11:30. Additional teachers are brought in so that reading groups are small. Students are motivated because they have chosen the books they are reading (multiple sets for each group) and they are reading real literature. Last year I began grouping all of my beginning level upper elementary and lower elementary students during these times. I had been interested in the multigraded concept for some time and decided to adapt my own ESL version of this model. During this period we work on all four language skills through a variety of themes and related real literature. When ESL students reach an appropriate reading level, they
*(continued on page 5)*

**Secondary Ed SIG**
*by Sharon Hough*

Here is how one Michigan school district is handling the ESL needs of its students. If you would like us to consider featuring your school district, you are welcome to submit an article.

The ESL/ESOL program of the Avondale School District was begun three years ago through the efforts of Jackie Moase-Burke, teacher, Darlene Hindsley, deputy superintendent, James Steeby; and many others. Though Avondale is a school district with only 3,300 students, our home language surveys account for 208 bilingual students. Thirty-five languages are spoken at home in our district. We have provided ESL service to 46 students and their parents this year, along with a number of concerned teachers.

ESL covers pre-kindergarten through twelfth grade with one full time teacher and a part time teacher. We are hoping to expand our staff for the ‘96-‘97 school year. Our student population is transient with 28 percent having entered since the beginning of this school year. Twenty-four percent of our students have “graduated” or moved out of our district this year.
*(continued on page 5)*

**Higher Ed SIG**
*by Barbara Fichtenberg*

Preparations are being made for the SIG meeting at the Spring Conference in Lansing. Since the small group discussions were so well received at the Fall Conference, we will be using this format again. Three groups have been proposed thus far. The first group, entitled “Teaching grammar: What works and what doesn’t,” will be led by Mary Casey (Madonna University). The second discussion, on “Collaborative writing and the use of portfolios in ESL,” will be facilitated by Olwen Tidbury (St. Mary’s College/SS. Cyril & Methodius Seminary). Penny Wheeler (Ferris State University) will lead a discussion on “Teaching reading to speakers whose native language has a different alphabet.”

We hope that you will join us and share your ideas and opinions on these topics.

The “Directory of Higher Education ESL Programs in Michigan” (1996 edition) is now available. A couple of new programs have been added and a number of other programs have had significant changes. Copies will be available at the conference, or contact Barbara Fichtenberg at (810) 683-0516 for a copy.

**ESP SIG**
*by Sandra Browne*

The ESP/IS met in Haslett with Sandra Hagman and Alan Headbloom as section leaders. Seventeen IS members listened as Sandy and Alan reviewed the papers and discussion sessions they attended at TESOL ’95 in Long Beach, California. They gave an overview of ESP at TESOL ’95 and discussed ESP consulting. Alan also showed MITESOL ESP/IS members the new ESP SIG Directory published by TESOL and explained that to be listed in the directory it is necessary to 1) be a member of TESOL, and 2) submit the information form to Sandra Browne. Copies of the directory are available at a cost of $14.

At the Fall Conference, the ESP/IS members present at the IS meeting elected Sandra Hagman as leader. Sandra's company, Intercultural Training Associates, Inc., is off and running with an excellent ESP program for international corporate employees and their families. Congratulations and good fortune, Sandy!

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move into “regular” novel groups. Since the cycles last only three to four weeks, students have frequent opportunities to move into a new group. After ESL students move into the novel groups, I monitor their progress while servicing them in the afternoons. These students are seen both within and outside of the regular classroom according to their needs and schedules.

I cannot say enough about block planning time. It has eased my scheduling nightmares considerably. Rotating literature groups are wonderful because the students are highly motivated.

Multigraded ESL groups have proven to be very successful. Open-ended lessons allow students to perform at their own levels while older or more proficient students model for younger or less proficient ones.

Nine of our students are in the U. S. because of corporate assignments and will return to their home country within a year or more.

Our high school students are given academic English credit for their ESL classes. We have found that even our international exchange students benefit from the instruction and support we provide in ESL. We have had exchange students from Colombia, Germany, Norway, Russia, and Sweden. Though most of these students come with very good English skills, the smaller class size we enjoy provides the students an opportunity to express themselves more comfortably and for work to be individualized. The ESL teacher is able to be an advocate for the student with the other faculty and to ensure that the student’s stay goes as smoothly as possible. This year the close ties provided through the ESL teacher and other concerned teachers in the high school brought about a needed change in host families for one student.

Our students will soon be taking an active role in our district-wide “Celebrate Diversity Festival.” This is the fourth year our district has brought together hundreds of individuals to enjoy international dancers and musicians, to learn from the exhibitors of more than 25 countries and to be able to purchase books, T-shirts and UNICEF items, all with the goal of affirming Avondale’s very rich multicultural community.

Marckwardt award given

Kristen Precht is the winner of the Marckwardt award, given each year by MITESOL to an outstanding graduate student. It funds Kristen’s trip to International TESOL’s ’96 Convention in Chicago. Kristen, who is studying for her MA-TESOL at Eastern Michigan University, has taught ESL in Slovakia and the U.S. She recently presented “Oprah in the Classroom” at Michigan TESOL. Her current work compares discourse features in letters of recommendation from Eastern Europe, Western Europe, and the U.S. Writing pedagogy and discourse studies are her main interests.

Ferris IEP students on TV

by Steve Cunningham

Students from Ferris State University’s Intensive English Program were featured on the 6:00 and 11:00 news reports on TV 9 and 10 (Cadillac) on Thanksgiving Day.

Instead of holding regular classes one day the week before Thanksgiving, the IEP spent the day in the university’s food service lab kitchen preparing a traditional American Thanksgiving feast to give the students a firsthand lesson in American culture.

The report generated positive comments about our program and put us in the “plus” column with our academic affairs division. We sent a video tape of the two minute report to our department head, dean, vice-presidents, and president, just in case they missed our “good news” story when it aired. It pays to keep your public relations office informed.
At Home on the Web

by Claire Bradin
Michigan State University

http://polyglot.cal.msu.edu/mitesol/

services such as America Online and Compuserve.
A “web page” is really a computer file which can contain text, graphics, audio and video. The text and graphics may have links which permit the user to jump to other text in the same file, to a different page on the same computer, or to a file on a different computer on the other side of the world. This process of clicking on various links to see where they lead you is called “web surfing.”

Despite all the fanfare, in reality most people don’t have access to the WWW yet. You need a computer and a relatively fast connection to the Internet. This situation may change soon as at-home access to the Internet becomes easier and cheaper through cable TV or telephone hookups. Several companies are making plans to manufacture small “Internet boxes” for the sole purpose of web browsing; these may be marketed for under $500. So in the near future, web access may become as commonplace as the telephone and television.

So what’s on the web anyway? Is it worthwhile for our students? We are told, “It’s invaluable and will revolutionize education.” “It’s devoid of content and a waste of time.” “It’s dangerous for young children.” I have observed ESL students use the web for over a year now, and my answer is that everything is on the web. It is a vast resource of current, authentic text and audio recorded by native speakers. One big advantage is that the target text becomes available on all the screens at the same time, thus eliminating the need to provide photocopies. Once students have mastered use of a computer mouse, navigating through the web is extremely easy and requires no special expertise. But it can also be frustrating when connections are slow, when websites are moved and the links no longer work, when the one website which the teacher planned to use can’t be reached during a given class period, or when the teacher hasn’t planned at all and students are left to “surf” at random.

Should we adopt this new medium enthusiastically or approach it with caution? Veteran ESL teachers will not be surprised to hear that while the web can be a very useful tool, it is not likely to replace other media such as textbooks, newspapers, audio and video tapes, or even more “traditional” software for language learning. Use of the web requires much careful planning and selection of appropriate materials as with any other medium, and the success or failure of any given class depends on that planning.

Not to be left behind in the craze for webdom, MITESOL now has a home page on WWW; its “home” is the web server at
The Language Learning Center at Michigan State University. The URL, (Uniform Resource Locator or web address) is http://polyglot.cal.msuedu/mitesol/
Be sure to type the last slash.

The MITESOL home page contains short news items of a very current nature, such as notices of regional meetings which may not be announced far enough in advance to be timely for the newsletter. There is also a general description of the organization and its mission as well as a membership application which can be printed out and mailed.

The members of the Executive Board are listed along with their addresses and other contact information. For those who have email addresses, you may click directly on these addresses and send email directly from the web page. Another option leads to information about MITESOL Messages and how to submit articles to the editor of this worthy newsletter.

There is a link to the TESL '96 web server, which is being maintained at TESL Canada; the useful material here includes an area map of Chicago, preregistration and housing forms, list of plenary speakers, breakfast seminars, preliminary program, tours, educational visits, and on and on.

The "Interesting links for ESL Teachers" page is just that; you may click and "visit" resources which may be useful to MITESOL members. These include the websites of other organizations; so far I have found California TESOL, the American Association of Intensive English Programs, TESL Canada, TESL ONTARIO, TESL France, TESOL Spain, the Japan Association of Language Teaching, and English Language Education Association in Turkey. The Internet-related links include TESL-EJ, an electronic journal, and many other resources with information on how to use the Internet in teaching ESL/EFL.

The "Job Opportunities" items point to several online listings where current openings in ESL/EFL appear regularly. The "Computer-Assisted Language Learning (CALL)" links are to organizations dedicated to this field as well as websites from which public domain software or shareware for language learning can be downloaded (transferred). Finally, there is a list of links to the most popular publishers of ESL materials, such as Heinle & Heinle, Prentice Hall, and (of course!) the University of Michigan Press. These websites feature searchable databases as well as information on how to order books.

"Interesting Links for ESL Students" contains such a potpourri of disparate resources that I have not found a way to organize them into categories. Some of the websites were designed explicitly for ESL students and serve as a learning resource; others represent a venue for ESL students' writing; and still others were designed and produced by the students themselves. One of my favorites is the "ESL Graffitti Wall," maintained by Dave Sperling in Los Angeles.

Having decided that the administration wouldn't appreciate it if his students wrote on actual walls, Dave put up the Graffitti Wall. Students from all over the world are free to email in their comments, which are then posted on the web page for all to read.

Finally, there is an announcement of the MITESOL e-mail list, ably organized and maintained by Alan Headbloom. If you wish to join it and get news of late-breaking events in the state, you can click on Alan's email address and send him your request.

The WWW is constantly growing and changing, so if you know of other links which may be of interest to MITESOL members, please send them to me at my e-mail address: (bradinc@pilot.msuedu) and I will add them.

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**CALL Workshop**

Want to create your own computer-assisted language learning (CALL) materials? Sign up for "A Workshop: Multimedia for Language Learning," Michigan State University, June 23-28, 1996. Sessions meet six hours a day at the Language Learning Center, MSU, and include short demonstrations, hands-on practice, and detailed handouts.

**Prerequisites?** Familiarity with Macintosh computers and mouse.

**Fee?** $150.

**More details?** bradincl@pilot.msuedu

or cruise the web to:

http://polyglot.cal.msuedu/workshop96.html
Web Pages 101: First Steps Toward "Webdom"

by Aileen Gum

Interested in using the World Wide Web (and saving trees!) to produce classroom projects, but not sure how to get started? You don’t have to be a computer expert to produce a web page! This past semester, with the assistance and guidance of our incredible computer consultant, I was able to pilot a “web” project in our 200 level writing class at the English Center at Michigan State University. Here is our story:

Initially, I had planned to have the students consolidate their mini-assignments into a class newspaper. The assignments included a variety of genre, purpose and audience through the different sections (e.g., editorials, descriptions, advice columns, etc.). However, during one of the CALL (computer aided language learning) workshops, our fantastic and enthusiastic computer consultant, Claire Bradin, introduced some of the freeware available for making web pages. The prospect of having a paperless, inexpensive and widely accessible product for our class was immensely appealing, especially since many of the students wanted to share their work with colleagues and friends. I intended to teach myself the program and prepare the materials and tasks over the semester break and to use them the following spring semester. However, when I consulted with Claire, she generously offered her expertise for a “mini” run-through if I wanted to try it out right away.

I hesitated changing the “product” since we were already in the final three weeks of the semester, but when I proposed changing our newspaper to a web page, the students’ enthusiasm motivated me to take the plunge. Throughout the semester the students had already completed weekly and bi-weekly mini-tasks that familiarized them with computer basics (e.g., saving files, editing, finding information on the net). In my original plan, the students had weekly assignments involving some kind of preparatory task that would also help develop computer skills needed to produce the final project (e.g., internet “scavenger hunts,” e-mail journals, on-screen peer editing, etc.); therefore, it was relatively easy to change the end task from a newspaper to a homepage. My only regret is that given the last minute change in project, the students only wrote the content of the page and planned and designed the graphics and layout, but didn’t get to directly work with the program when transforming the page to its on-line form (I coordinated this with our computer advisor, Claire). If I were to attempt a web project again, I would plan at least eight weeks to provide mini-tasks so that the students could actually put their product on-line themselves. Was it worth it? You can see for yourself at:

http://polyglot.cal.msu.edu/elf200/
or on the TESL Funland page at: http://math.umr.edu/linguistics/tesl.html

This project generated a lot of enthusiasm for writing and use of the computers for more than just word-processing. The administration was also very supportive and was pleasantly surprised to find that the page was read by people outside the English Language Center (here and abroad) within a day of its debut!

If you are interested in such a project, here are some things you might want to consider:

• Test out programs in advance.
• Allow ample time to consult computer support for advice/suggestions, revision, unexpected problems.
• Set clear and specific deadlines for the students with consequences understood in advance.
• Keep careful files of all work after the project is completed (our server went down and lost some files one week after the semester ended).
• Use one word-processing format. Consistency is a necessity (i.e., all Mac or all IBM).
• Start early with basics (cutting, pasting, e-mail, etc.).
• Block out the “page plan” on sheets of paper or index cards to help students visualize the path(s) of the page sections.
• Provide many different models. Surf the net for specific examples of buttons, icons, graphic design, etc. to model the possibilities. Choose samples that you and your consultant feel are possible...otherwise students will want to do too many things that you might not be able to accomplish with your particular software or your own knowledge and resources.
• Be aware that internet “audience” is less controllable than any paper medium (you may need to edit more than you would for projects with a smaller potential audience.)
**Czech it out**

As an educational project between MTTESOL and our sister organization, the Association of Teachers of the Czech Republic (ATE-CR), we are investigating motivation as it exists in a Czech/EFL junior high classroom and an ESL high school classroom in Michigan over an entire school year. The leading project participants, Mirka Sudakova from the Basic School in Pacov, Czech Republic and Sandra Hagman from Southfield Lathrup High School in Michigan, will report on 'in-progress' observations and findings in a joint presentation at the 1996 TESOL Convention in Chicago.

Two types of motivation will be examined: 1) intrinsic—a student’s internal desire to learn a language for his/her own needs or purposes and 2) extrinsic—a student’s incentive to learn a language for an external reward, i.e. for an outstanding grade. The intent of this project is to gather relevant student/classroom data in order to compare and contrast the intrinsic and/or extrinsic motivation that exists in respect to the two different teaching settings, to discuss the predicted significance in occurrence of intrinsic motivation in an ESL versus an EFL setting, and subsequently, to determine how the latter may impact teaching strategies.

Mirka Sudakova has been appointed as the ATE-CR’s 1996 Affiliate Representative. Prior to the TESOL Convention, she will be spending two weeks in Michigan conducting school visits and attending other special functions. If you are interested in hosting Mirka for a school visit or perhaps for a short home stay, please contact Mary Casey at 313/207-8623.

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**Journal Submissions Wanted**

The ORTESOL Journal, a publication of Oregon TESOL, is asking for submissions. Articles address all issues affecting L2 teaching and learning: classroom practices, research, curriculum development, evaluation, and professional preparation.

Submission deadline is May 1, 1996. Submissions should be mailed to: Editors, ORTESOL Journal, Dept. of Applied Linguistics, Portland State University, P. O. Box 751, Portland, OR 97207. More information from Sallee Prieto (616) 942-6419.
A call for teachers' stories

by H. Douglas Brown

I have been invited to present the annual James E. Alatis plenary address in Chicago at the 1996 TESOL convention. I would like YOUR input—that is, the input of English teachers everywhere. If my plea works, most of the words of the plenary address will be YOUR words, YOUR stories, YOUR experiences. Here's my request.

Under the title, "The Art of Subversive Teaching," I want to expand further on addresses I've given in the last year or so in Illinois, Washington DC, Brazil, and Thailand. Borrowing the theme of Postman and Weingartner's 1969 educational bombshell, Teaching as a Subversive Activity, I would like to focus on the multitude of ways in which we, as teachers, are subversives as we carry out our mission of teaching students to be "crap detectors," fighters of bureaucracy, and "agents of change." Or, as Giroux and McLaren (1989) put it, the ways in which we "embody in our teaching a vision of a better and more humane life." I would like you to tell me your stories of how, as a language teacher, you have "covertly" taught...

- critical thinking
- conflict resolution
- peace across political, geographical, or ethnic boundaries
- environmental action and awareness
- heeding one's conscience in the face of adverse consequences
- political action
- seeing through media smoke screens
- universal human rights
- convictions that violate an institution's policy
- ...and more!

Please send me succinct accounts of techniques, activities, lessons, units, that you have taught in which the message is more than the medium, in which your linguistic objectives may have subversive undercurrents, in which you have put your role as a change agent into action in the classroom.

I will acknowledge your name unless you tell me otherwise; I will be happy to keep anecdotes anonymous if you wish. Please send me your stories by:

E-Mail: <bdbrown@sfsu.edu>
FAX: (415) 338-1717
Snail Mail: ALI
San Francisco State Univ.
1600 Holloway Ave.,
San Francisco, CA 94132
or Voice Mail:
(415) 338-3095
Thanks for your help!

Accreditation Advisory Committee

by Jim Hamrick

TESOL's Accreditation Advisory Committee (AAC), charged by the Board of Directors with developing a program of accreditation of Intensive English Programs, has been meeting since last July and is currently drafting standards for the accreditation program. Rough drafts of standards for facilities, equipment, supplies, curriculum, and faculty have been written. In future meetings the AAC will deal with standards related to fiscal matters, administration, and student services. Once all standards have been drafted, the AAC will make the draft standards available to the IEP community before developing final standards.

TESOL's plan to develop an accreditation program was the logical conclusion of two years of work by a TESOL Task Force which found that a majority of IEPs welcomed the concept of TESOL Accreditation. There is currently no accreditation for IEPs that is conducted by an ESL organization or any other professional or scholarly association. While the primary purpose for any accreditation program is improvement of program quality, IEPs must also be accredited in order to receive INS approval to grant I-20 documents. As a result, the AAC has consulted with the U.S. Department of Education and the INS in developing standards.

The AAC welcomes input from all interested parties. MITESOL members can contact Jim Hamrick or Sandy Hagman, who will forward concerns to the committee. Or, comments may be sent to Terry O'Donnell at TESOL Central Office.

The AAC will hold an open meeting at TESOL '96 in Chicago on Thursday, March 28, 6-8 p.m. to provide up-to-date information about its activities, and to receive input and suggestions from the audience.

Standards being developed by the committee will be written to include threshold, or minimum requirements for programs to be accredited. The standards will also include statements that will serve as models for program development.

In addition to the development of standards, the AAC will be setting up an administrative system to support the accreditation program. TESOL is covering the cost of the program development, but the accreditation program will ultimately be a self-supporting operation with revenues generated through fees paid by programs which undergo accreditation.
Be a volunteer at TESOL '96

Volunteers will be needed and greatly appreciated at TESOL '96. Thousands of people will attend the convention; hundreds of volunteers will be needed. If you are interested in volunteering for TESOL '96, consider the following exciting incentives:

* Friendship - Join the TESOL Convention Support Team.
* Fun - Enjoy the company of thousands of people from all over the world.
* Joy - Serve an organization that is making a difference.
* Free Lunch - Receive a coupon for two hours of on-site volunteering.
* Special Registration Rebates - Apply for a $15 rebate for a 4-hour block or a $30 rebate for two 4-hour blocks of volunteering, to be disbursed after the convention. (Maximum $30 registration rebate.)

If you'd like to help at TESOL '96, return the coupon below to Suzanne Leibman or Jacinta Thomas at: College of Lake County, ACEES, 19351 W. Washington Street, Grayslake, IL 60030 (Fax: 708/223-7580). Please indicate date availability and any special activity or interest. Convention organizers will contact you to schedule your volunteer time. If you have any questions, call Suzanne Leibman at 708/223-6601 x2951 or Jacinta Thomas at 708/223-6601 x2565.

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Yes I want to volunteer:

Name: ____________________________
Address: __________________________

Telephone: __________________________
Fax: __________________________

Dates available (circle)
Sunday, March 24 Monday, March 25 Tuesday, March 26 Wednesday, March 27
Thursday, March 28 Friday, March 29 Saturday, March 30

Time available (circle) AM PM

Committee preference (please indicate 1, 2, 3) choices:

NO PREFERENCE (where most needed) Audio visual Signs Convention information
Registration Speaker check-in Hospitality Fundraising
Employment clearinghouse Other (specify):

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MITESOL Reception in Chicago

All Michigander TESOLers and guests: Please join us in Chicago at the MITESOL Reception on Thursday, March 28 from 6-7:30 p.m. in the Lake Shore Room at the Ramada Congress Hotel. The Ramada Congress is comfortably situated between the two main hotels for the TESOL '96 convention. Light snacks and non-alcoholic beverages will be served, and you will have the opportunity to reconnect with wonderful friends and colleagues who have had Michigan connections over the years and to make new acquaintances. We look forward to meeting all of you at our reception.

Your best lesson may actually be a work of art! Share your favorite lesson plan with your colleagues at SWAP SHOP '96 at the Thirtieth Annual TESOL Convention in Chicago. In return, you will get 200 masterpieces to add to your collection. Simply bring 200 copies of your lesson plan (8.5" x 11") to the area designated in the convention program book on Friday, March 29 from 3:00 - 5:00 p.m. Your heading must include a lesson title, your name, school or program, TESOL interest section (elementary, secondary, adult, bilingual, etc.) and intended ESL/EFL level. In exchange for your material, you will receive an admittance ticket to the SWAP SHOP on Saturday, March 30 from 8:30 - 11:15 a.m. Note: All participants must adhere to copyright laws.

MITESOL Messages
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