A Happy New Year to you and a special thanks to all who assisted with our successful fall conference in November! We had a wonderful turnout (286 registered participants) and we were able to put a number of new projects into motion — one of them being our first published conference proceedings. Congratulations to everyone for your amazing effort and a special thank you to Nigel Caplan, Christy Pearson, and Tom Spoelhof for diligently editing our first proceedings!

I would also like to thank outgoing board members: Jennifer Craft (Immediate Past President), Sue Glowski (Communications Coordinator), John McLaughlin (Post Secondary SIG Leader), Ewa Ostrowski (K-12 SIG Leader), and Terry Said-Pruett (Adult-Ed SIG Leader), who spent so many hours (and Saturdays) working on MITESOL special projects over the past 2-3 years. Thank you again for everything you have given to MITESOL.

(Continued on p. 3)
Greetings and Happy New Year! Since the Fall Conference the Board has been hard at work getting familiar with the newly appointed Executive and Advisory Board members and preparing for the 2006 academic year. December’s Transitional Board Meeting was an event-filled day. Carol Wilson Duffy, MITESOL President, presided over the day’s events. Board members were given a summary from the Fall Conference and worked together setting goals for the year ahead.

The Board would like to thank all of the outgoing Executive and Advisory Board members. The time and hard work you put into your positions is greatly appreciated. The voluntary efforts of many are what make our organization thrive. The Board’s first meeting for 2006 was February 4th.

From the Co-editors
by Lisa Hutchison & Danielle Valentini

In this edition, MITESOL Messages offers you a broad range of information – from opportunities close to home, such as the Region I meeting in Michigan, to opportunities abroad, such as the Fall Conference of our partner-associate, the Association of Teachers of English of the Czech Republic (ATECR).

Ideas for integrating technology into language teaching are offered in Anne Todd’s article, Breeze Presenter: A Great Tool for Creating On-Line Listening Activities. Step-by-step instructions enable you to try this activity yourself.

The state’s new K-12 English Language Proficiency Assessment (ELPA) is described, just in time for our K-12 membership to get in on training before statewide administration of the assessment begins. Also to interest to K-12 teachers, The Role of Bilingual Tutors and Volunteers offers several perspectives on the many functions that a bilingual tutor fulfills.

Exciting teaching and learning experiences abroad are described by two MITESOLers, Christina Eddington and Glenn Deckert. As TESOL professionals, we enjoy opportunities such as the English Language Fellows Program and the Fulbright Teachers Exchange. The adventures of our Michigan colleagues overseas challenge us all to try something new, even if it’s right here in our own classrooms!

Details about the creation of our new Special Interest Group are provided by the SIG leaders; the way to get involved in the Sociopolitical Concerns Task Force, as well as several sessions presented by fellow MITESOLers. A chance to receive travel funds is provided by the Michigan Markwards Travel Grant. Take a moment to apply today!

The Newsletter Co-Editors reserve the right to edit any material submitted for publication to enhance clarity or style. Submissions may also be shortened to fit available space. The author will be consulted if changes are substantial.

President’s Corner
(Cont. from p. 1)

MITESOL With people like you in our organization, we just keep getting better and better!

At the conference, we asked attendees to fill out a number of surveys to get a better idea of areas for improvement and areas the organization should concentrate on. We truly appreciate the time you spent on the surveys, and we are using the information to help build a MITESOL that is truly YOUR TESOL. Believe it or not, by the time you have received this, the MITESOL Executive Board will have already met twice. We have been busy and this year is already full of activity with a few changes and more new and interesting events planned!

One of the big changes that will be taking place shortly is the new website. Sean Anderson, our website manager, has created. We hope you will be able to find all the information you need easily, and with time, we expect to build a number of resources, tailored to our members’ needs.

We also plan to organize more feature articles and reviews for the newsletter and give you a fall conference that you won’t forget! Please keep checking our website for interesting items regarding grants, professional development training, and conference updates!

ATECR

Since 1993, MITESOL has maintained a special relationship with the Czech TESOL affiliate, the Association of Teachers of English of the Czech Republic (ATECR). This year they will be holding their sixth international and tenth national ATECR conference. (You may remember that one of our members, Carolyn Fike, attended in 2004 and delivered a report regarding her trip at our 2004 conference.)

The conference will be held September 8-10 in Hradec Králové and the theme of the conference is “Ways to Teaching and Learning.” Registration Deadlines for the presenters is March 31, 2006 and May 31, 2006 for participants.

For more information e-mail: eltconference@centrum.cz or visit their website at: http://www.aterc.cz/events.php?cat=ATECR&events=true
Breeze Presenter: A Great Tool
(Cont. from p. 1)

This tool is useful because it is very easy to learn and to use, so ESL teachers can quickly produce professional-looking listening activities for students. For example, I am teaching a content-based, low-intermediate class on American culture. I created a listening activity roughly based on the content of a reading in the text that I am using, “Discovering American Culture” (2000), by Cheryl L. Delk. First, I created a PowerPoint presentation, and then I added an audio track to the presentation so that each slide has an oral explanation and elaboration. Finally, I created a quiz at the end of the presentation, so students can check their own learning. All of this took about two hours to create, and it was my first attempt at creating such an activity. The presentation is about 15 minutes long, I anticipate students will listen to it twice (or more), and together with the quiz, it should take them about an hour. Later this semester, I will have students use this at our language lab, so they can listen to it as many times as needed.

It allows students at different levels to progress through the activity at their own rate, and also mimics the familiar education context of an academic lecture accompanied by PowerPoint slides. My example certainly is not perfect (since I am too busy to spend hours fussing over it, and did not script the audio), but I invite you to look at it to see what a finished, if not polished, product looks like. Visit http://www.msu.edu/~toddanne/breeze/index.htm. If you have questions, please contact me at toddanne@msu.edu. Keep in mind that I just learned how to use this, so I am by no means an expert, but I will help you as much as I can.

Please notice that there are two components to Macromedia’s product: Breeze Meeting and Breeze Presenter, and this article refers to Breeze Presenter.

Some key functions of Breeze Presenter:
- Add recorded audio to a presentation, using a microphone
- Import audio, including music
- Add quizzes with different question types and scoring options
- Add imported video (Flash video clips, file types .FLV, .SWF only)
- Add slide notes as a “script” for recording audio, and optionally publish the notes in the generated presentation.
- Add attachments of other file types or links to external web pages

Learn more about Macromedia Breeze, as well as download a free trial version, at their webpage: http://www.macromedia.com/software/breeze/

Fulbright Experience in Moldova
by Glenn Deckert

Greetings from Chisinau, Moldova . . . from where? Chisinau is the capital city of a small land-locked country in Eastern Europe. It’s wedged between Romania and Ukraine and remains Eastern Europe’s poorest country. Moldova is an agricultural country with bountiful supplies of fruits, vegetables, wine and chocolate candy. About one-third of the employed adult population hold jobs outside the country leaving many families divided. There is very little evidence of a foreign business community here, but I have heard that there are 130 American Peace Corps volunteers scattered throughout the towns and villages. I am now in the last month of a five-month Fulbright Scholar grant helping the English teaching endeavor here. Most Moldovans speak both Romanian and Russian, and until the early 1990s French or German seems to have been the preferred additional languages. Now English is widely taught in the schools resulting in some limited English proficiency among most young people while older adults including store clerks, taxi drivers and maintenance workers know no English at all. So for us few foreigners resident in Moldova, we find ourselves in a very favorable language learning situation!

One of my main assignments has been teaching an MA level class in academic writing. Most of my 28 students are practicing teachers in either the public schools or in the universities—26 women and 2 men. My other work has been designing and delivering 90-minute workshops for teachers to attend at will at both a central location or occasionally in a school setting. Participants are extremely appreciative of the opportunity to learn techniques and approaches and from a native speaker to boot. Just today I was leading a group of 20 teachers from an outlying area and ended up giving away to three lucky winners each a large glossy poster on some teaching technique—posters purchased at an Ann Arbor teachers’ supply store. I wish I had my camera as I watched the other teachers move in and cluster around the hanging posters at break time, copying every word on the posters into their little notebooks. It’s so highly rewarding helping those who have so little, teachers whose pay for long days of work is less than $100 per month. Resources are so very scarce, especially English books for any level of free reading. Maybe some group in Michigan would like to set up a project to send new or used materials to help out. These dedicated teachers do so much with what little they might receive.

And maybe someone reading this has an urge to spend a semester helping in Moldova at US taxpayers’ expense. Consider applying for a semester Fulbright grant to work here. To be competitive you need to have an established professional track record, but a doctorate isn’t required. Your chances of landing a Fulbright grant to work in Moldova are vastly stronger than one to work in Germany or Japan. Deadline for a position in the fall of 2007 is August 1, 2006, so plan ahead. Check the following website: <www.cies.org>. I’d be happy to share more information personally with any interested persons at <gdeckert@comcast.net>.

For information on the Fulbright Teacher Exchange Program go to: www.fulbrightexchanges.org.
The role of bilingual tutors and volunteers from seven points of view: the student, the classroom teacher, the ESL teacher, the tutor, the volunteer, the principal, and the student’s mother. Ann Arbor Public Schools is fortunate enough to be able to employ tutors in a great number of languages to provide academic support for students in K-12. This article will discuss a fifth grade student’s experience soon after his arrival in the U.S. from Peru.

Bilingual tutor and volunteer support is a vital, integral part of the ESL student’s initial and continued success in American school. The tutor can explain routines, expectations and schedules to the student and assist with content area work. He or she can also interpret between school personnel and the parents. The tutor and/or volunteer can also help the new ESL student make friends with classmates more easily.

We have found that an index card with basic phrases that the student will need to know, written in English and the student’s first language is helpful for communication when the tutor is not present. The teacher has a copy, and the student keeps one in his or her desk and either can refer to it by pointing to the needed sentence instead of interrupting the class.

A classroom teacher, third grade teacher Tamala Martin comments that, for the students, there is such a sense of relief that someone understands one hundred percent. “The student’s face just lights up when the tutor comes in the room!” Having the student be able to understand the content material, especially before they are really comfortable in English, is a very powerful experience both for the student and teacher alike. The challenge for the classroom teacher is to plan how best to use the tutors’ time, and to plan ahead to take best advantage of the time. “The tutor becomes the ‘human security blanket’ for the student.”

Bach’s principal, Shelley Bruder, meets every tutor and extends a warm welcome. She follows their progress, as well as the students’. “Bilingual tutors help students know that they are not alone. There is someone who ‘speaks their language’ (culturally, linguistically and educationally) and can help them. Younger students often feel separation anxiety from their parents and there is nothing more comforting than a significant adult at their school who they can talk to.” Thus she acknowledges the crucial role of the bilingual tutor.

She adds: “We rely on bilingual support to transition students into a situation, school, which is totally foreign and scary for them. From registration to classroom support to making phone calls home to working one on one with students, tutors are a key component in the achievement of our ESL students”.

Manuel was a very reluctant student when he first started fifth grade. He missed his school and friends in Peru; didn’t want to be in America and certainly did not want to be in school. His body language said loudly and clearly “I can’t...and what’s more, don’t bother me!” With the help of the tutor in school, and also a volunteer, Danilo (placed through a community service program at the University of Michigan), he slowly gained confidence...in English and in his ability to be a successful student. He comments, “My grades went up and I learned to read English better. Danilo came to my house to help me with my homework.” Liliana, Manuel’s mom, was very grateful for the extra help Manuel could get with... (Continued on p. 9)
### New SIG to Start in June: ESL x Special Education
**by Christy Pearson & Tom Spoelhof**

A new Special Interest Group (SIG) was proposed at the Fall 2005 conference, that of the interface of ESL and special education. At this session, it was ascertained that enough interest existed to warrant this new SIG; to that end, the newly proposed SIG will begin in June of this year. The primary goal will be to disseminate information and provide networking for those who work with second language learners who may additionally be challenged by some type of special needs.

Lack of easily accessible information involving three different age groups was noted: pre-K, K-12, and post-secondary. Pre-K concerns included the difficulties of disentangling developmental and ESL issues, along with warning flags of special needs, especially in a preliterate population. Concerns in the K-12 age group included differentiating language disorder from language difference, along with the impact of the lack of L1 literacy skills can hold. In adults, the concern was with how to work with college-age students who seem to struggle, yet have no documented history of learning difficulties. Across all age groups, there was concern expressed regarding how to make a valid assessment of the language difficulty (e.g., difference vs. disorder issue), how to provide intervention services, and how to advocate for such assessments/interventions when the ESL specialist does not have the needed skills and credentials to make such assessments/interventions.

Further issues that the new SIG will explore include: training teachers to work with multiply diverse populations, addressing the ASL x ESL situation, differentiating between language processing disorders and other types of special needs (e.g., cognitive, psychosocial, LD, CAPD, autistic spectrum disorder, among others), working with the speech-language pathologist (SLP), and using a team approach if intervention is needed.

If you are interested in being part of this new SIG, please contact the SIG leaders: Tom Spoelhof (Spoels@aol.com) or Christy Pearson (pearsonc@gvsu.edu) to be put on the ESL x Special Education email list. (Note that MITESOL members can belong to multiple SIG groups.)

#### Michigan Presenters at TESOL 2006 in Tampa
- Beyond the Five-Paragraph Essay: **Nigel Caplan**, Ruelaine Stokes and **Andrew McCullough**
- Colloquium on Extensive Reading: **Jo Ann Aebersold**
- How to Diagnose Pronunciation Errors: **Idil Thomas** and **Shari Weisbaum**
- Professionalizing Our Profession through Grips on Grammar: **Carole Poleski** and **Jeannine Lorenger**
- Update on TESOL Standards: **Beth Samuelson**, Candace Harper, **Ann Snow**, Sharon Seymour, Lydia Stack
- Using Drama for Second Language Acquisition, Post-Convention Institute: **Nigel Caplan**, Gary Carkin, Alexis Finger, Julie O’Sullivan

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### MITESOL Socio-Political Concerns Committee
**by John McLaughlin**

Last November, MITESOL officially started a socio-political concerns committee that advises the MITESOL President on actions to take concerning socio-political concerns raised either by MITESOL members or from outside the organization about issues affecting the teaching of English as a second/additional language in Michigan.

Topics of interest to the committee this year are ESL and bilingual education, K-12 advocacy under NCLB and the over-reliance on part-time employment in ESL. Terms will be for one year and coincide with the statewide fall conferences. At least three members must serve on the committee and we currently have eighteen members.

Calls were sent out by e-mail on the MITESOL listserv last summer and fall. We would like to maintain and increase participation in this initiative. We will soon create a new listserv on sociopolitical concerns for the general MITESOL membership (yet to be created), and invite members to participate in conference calls. We will report the topics and outcomes of our discussions to the whole MITESOL membership at least twice per year. If you are interested in joining a new listserv, please e-mail John McLaughlin at johnmcl@umich.edu.

#### The Role of the Bilingual Tutor
*(Cont. from p. 6)*

homework because she could not help him with any of it. “We were so pleased when his grades started going up. Now he even likes to go to museums and he is more outgoing,” Danilo comments that, “Manuel needed a little encouragement to do his homework and some affirmation that he WAS going to succeed in school. He’s really a very bright kid.”

The tutors become a safety valve for the parents especially. Parents feel great relief to be able to call the school and communicate their needs clearly through the tutor. Anna Maria, Bach’s Spanish tutor, is on the phone frequently with parents...explaining a variety of issues such as field trips, immunizations, homework, class parties as well as academic areas. Many tutors, for example Sumiko...the Japanese tutor, are present at parent-teacher conferences so that the classroom teacher feels reassured that any and all questions can be answered to the parents’ satisfaction and that comments about the child and his or her work in class are understood.
At the 2005 Fall Conference, we asked the membership what issues they were most interested in. The top three responses were Assessment, Materials Development, and Computer-Assisted Language Learning. Thus, special sessions at the 2006 Fall Conference will focus on those three areas as well as the current research in those areas and implications for the classroom.

The 2006 Fall Conference—“All A’s in the Classroom: Preparing ESL Teachers and Learners”—will be held on Friday, October 20th and Saturday, October 21st on the campus of Central Michigan University in Mt. Pleasant.

We realize it’s not even spring yet, but please begin thinking about what you might be able to contribute to the conference. Some ideas for sessions that relate to the conference focus might be assessment techniques used in your classes, examples of successful use of computers for language learning, or materials that you have developed to teach certain skills or content. Of course, we welcome all proposals whether or not they relate to our conference focus.

In addition to regular sessions, we will be having poster sessions again this year. If you have a great idea that can be explained easily through a poster, please send in your proposal. Don’t forget that this is also a great venue for beginning teachers or graduate students to get involved and show off some of their excellent ideas!

Also, in order to encourage professional development opportunities for all teachers who work with ESL students, we are again offering the Teaching Buddy registration option, which allows for a teaching colleague who is neither an ESL Specialist nor a MITESOL member to attend the conference at a discounted price.

Rooms have been held at the Mt. Pleasant Holiday Inn. If you want to reserve your room, please contact the Holiday Inn (1-888-890-0242 or 989-772-2905). Please let them know you are part of MITESOL. We will be hosting a Friday evening get-together at the Holiday Inn after the sessions finish Friday night.

If you have questions or would like to volunteer, please contact me at dyste1se@cmich.edu. The Call for Proposals will be sent out electronically at the end of February, and a hard copy should arrive in your mail by mid-April. The deadline for proposals will be July 1st. Help make this conference Your Conference! Please participate. I look forward to seeing you in October!

--Sue Dyste
In this newsletter you will find information about the English Language Fellowship program that is offered through the Department of State in conjunction with Georgetown University. To that end, the MITESOL editor asked if I, as a former recipient of this fellowship, might write about my own "ELF" experience. Perhaps the best way to convey that is to provide you with a 'slice of life' from one of my own newsletters that I sent out regularly from my post in Potchefstroom, South Africa. The following excerpt was written more than halfway through my one-year stay in the country during the 2003-4 academic year. The university where I taught was then in the process of merging with another university in the country as part of the 'new' government transition. My tasks included textbook editing, classroom teaching, and research. Truly, it was one of the most positive and memorable experiences in my life.

The lack of news is not because it doesn’t exist at this end, but rather the opposite in that my time has been filled, primarily with work. Since mid-January (and my last newsletter) I have been teaching two full time classes and two part time classes. The largest is a class of 170 students to whom I teach academic English, focusing on writing skills. It’s been an incredible challenge. During the second week of the term, I had them write an in-class essay for me and, in marking the essays I realized that I had a class with an enormous range of writing abilities. Perhaps I’ve mentioned before that my department follows a British system of English education in that they teach language and literature together. I have my doubts that this is the best approach, particularly with the students who still need to master some basic grammar structures. The nice-to-read, thoughtful essays on the required poetry and short story readings are too few and far between, though they provide a huge relief to the reader: me. I continue to make notes of program critiques and suggestions in an effort to improve the system of English education currently here in place at the university. In addition to the teaching, I’ve been collecting articles and constructing observation materials for a research project. With the recent government elections and change of political administration, it’s uncertain as to whether or not we’ll get the necessary permission to do the classroom observations before I leave at the end of June. However, we’re still hoping it will all fall into place and that we can generate an article based on our data analysis.

I am not the only one working diligently. In the house where I live, there are four of us who make a concerted effort to share the occasional meal or do something special together in between our full schedules. Here are some highlights: In late March, my friend, Louise, drove Jane, Anita, Golden, and me to the Vredefort Dome. It’s the sight of a meteor impact that happened nearly two billion years ago and is just a 40-minute drive from Potch. We took a picnic and did some hiking. It was a much-needed change of pace. For another recent outing, I rented a car and took housemates, Jane and Anita, to the Golden Gate National Park, which is a 3-hour drive southeast. We stayed in a comfortable little chalet at the base of the mountains and spent most of Saturday and Sunday morning out hiking and enjoying the beautiful landscape. Then, nearly two weeks ago and literally in our own backyard, we sat outside to watch the lunar eclipse. It looked as if the full moon were being dunked into the African soil as it turned a transparent brownish-red from the bottom up.

Overlooking the Orange River (Germany, South Africa, Spain, and the US are represented)

Lesotho, Zimbabwe, the Netherlands, Kenya, and the US (me!) are represented

English Language Fellows Experience: A Year in South Africa
by Christina Eddington

The English Language (EL) Fellow Program promotes English language learning around the world, and fosters mutual understanding between the people of the United States and people of other countries. The EL Fellow Program places highly qualified teachers with Master’s degrees in TEFL/ TESL, Applied Linguistics or related fields in all regions of the world. Through U.S. Embassy projects, Fellows gain international experience while sharing their unique perspectives and expertise abroad.

FAST FACTS ABOUT THE PROGRAM

- The EL Fellow Program has placed over 400 Fellows in 80 countries since 2001.
- All fellowships are funded professional positions.
- Assignments are for a ten-month period (September through June).
- Fellows cultivate international experience teaching English in all regions of the world.
- Fellows work on projects with host country ministries of education, universities, teacher training institutions and other language teaching institutions.
- Fellows serve as full-time ESL/EFL teachers, provide ESP instruction, design curricula, develop teaching materials, conduct training workshops, and carry out program evaluations/ needs analyses.
- In the academic year 2006-2007, approximately 84 Fellows and 36 Senior Fellows will participate in programs abroad.

TO APPLY, YOU MUST HAVE

- U.S. citizenship.
- MA in TESOL, Applied Linguistics or related field.
- Minimum two years TESOL professional experience.

Information is also available from the Midwest Regional Recruitment Managers:
Rose Zoesch (920) 735-4728 (email: zoesch@fvtc.edu) or
Nancy Stephani (920) 735-4844 (email: stephani@fvtc.edu).

To learn more about the program, you may also visit FVTC’s website: www.fvtc.edu/EnglishLanguageFellow.
**TOEFL iBT Workshop**
by Heidi Vellenga

ETS (Educational Testing Service) has come out with a new version of the TOEFL. There are now 3 versions of the test: paper, computer-based and Internet-based tests. The paper test is still offered for institutions worldwide, and as the official test in some countries. The computer test is still being offered overseas, but is being phased out. The Internet test debuted in the U.S., Canada, Germany and Italy on September 24, 2005, and is being phased in worldwide through 2007. This test is radically different from earlier versions, and is based on more than 10 years of research on what American universities require students to do with language. Samples were collected at four universities from the obvious sources such as textbooks and classroom lectures, but language from university websites, brochures, coursepacks and advertisements as well as recordings of office hours, study sessions, service encounters were made. A corpus dubbed T2KSWAL (TOEFL 2000 Spoken Written Academic Language) was analyzed by ETS and other applied linguistics researchers, and the IBT developed from that research.

The new test takes about four hours for students to complete and has four sections: Reading, Listening, Speaking & Writing with some integrated tasks. Integrated tasks involve students reading and listening and then speaking or writing in response to a question, or listening and then speaking. For more information on the IBT test, please visit www.ets.org/toefl/nextgen and download TOEFL iBT at a Glance. ETS is offering workshops nationwide about the format of the new TOEFL. If you are interested in participating in an ETS TOEFL IBT workshop in Michigan this spring (most likely in the greater Detroit area), please email Heidi Vellenga, Professional Development SIG leader at vellenga@svsu.edu.

**Regional Meetings**

In MITESOL history, there were regional divisions across the state of Michigan. MITESOL members within a region would meet for workshops, networking, and other MITESOLy reasons.

MITESOL Region 1 has decided to revive itself to see what might happen as a result of these regional meetings. The first such Region 1 Meeting is scheduled for Friday, April 12 from 3:30-6:00 pm in Midland. The agenda will be finalized and announced later. If you are interested in more information about regional meetings, please email Heidi Vellenga, Professional Development SIG leader at vellenga@svsu.edu.

**Cornerstone University Offers New Graduate Programs in TESOL**

Cornerstone University (Grand Rapids, MI) is now offering graduate degree programs in TESOL through its Division of Professional and Graduate Studies. The programs will be offered primarily on-line with two-week modules offered on campus each summer. The first on-campus module begins July 2006 and the first on-line courses will be offered in Fall 2006. Cornerstone University is offering three distinct graduate programs: Graduate Certificate in TESOL, ESL Endorsement Program, and Master of Arts (MA) in TESOL.

For more information on the TESOL programs, please contact Dr. Michael Pasquale, TESOL program director michael_pasquale@cornerstone.edu or visit: www.cornerstone.edu/academics/tesl.

Contact information for the office of Professional and Graduate Studies can be found at: http://pgs.cornerstone.edu.

**Michigan Markwardt Travel Grant**

MITESOL will award this grant to one graduate student from Michigan who applied for a TESOL Markwardt but did not win.

Eligibility: TESOL and MITESOL members who are graduate students in an MA TESL program in Michigan and who submitted an application for the TESOL Markwardt but did not win.

Amount of award: The amount is equal to the conference pre-registration fee.

Criteria: Applications are evaluated according to the following criteria: scholarship, personal attributes, commitment to the profession, and financial need. In addition, service to MITESOL in ways such as presenting at conferences, serving on committees, or volunteering for a project will be considered. The applicant must be a member of MITESOL at the time he/she applies.

To apply: Send a complete copy of your TESOL Markwardt letter of application (including the biodata summary but excluding the sealed letter of recommendation) and a cover letter stating your membership in and service to MITESOL to: Attn: Markwardt; MITESOL; PO Box 3432; Ann Arbor, MI 48106.

We encourage people to submit their applications at the same time that they apply to TESOL. This will facilitate the process. Note: we require the designated awardee to send a copy of the rejection letter from TESOL; this can be added to the application file later.