**President's Corner**
by Carol Wilson-Duffy

**THE MITESOL VISION FOR 2006-2008**

As I look back on this past year, I feel an enormous sense of satisfaction with our organization. As president, I have seen first hand how hard the Executive and Advisory Boards have been working to continue strengthening and developing our organization. Most of this development has been initiated based on suggestions from the boards and surveys from the fall conference. (For those of you who attended the fall conference luncheon, I'm sure you remember trying to locate your salad or dessert amidst the many sheets of surveys! It was necessary, but we promise that won't happen again - for a while.) All joking aside, though, the information you gave us was important and we have taken your suggestions to heart.

(Continued on p. 3)

---

**Much Ado About Literature**
by Gena Bennett

(Continued on p. 5)

---

**NOW AVAILABLE!**

**Online Registration for MITESOL Conference and Membership Renewal**

1) Go to mitesol.org

2) Click on “2006 MITESOL Conference Information”

3) On left, click on “Conference Registration”

4) Click on “Register Now” button

5) Please note that you can renew your membership as well as register for the conference.

---

**In This Issue**

- President’s Corner ........... 1
- Much Ado About Literature ............................................. 1
- Socio-political Concerns Committee .................. 8
- Position Paper on Immigration Reform ............... 9
- MITESOL Reception Memories ................. 10
- ELPA Update .................. 11
- Fall Conference Information .................. 12, 13
- State of Officers .......... 14, 15
As I sit down to write this article for the Fall newsletter, the temperature is quickly approaching the 90 degree mark! I hope everyone is enjoying the summer and managing to keep cool.

Over the past several months, the Board has been hard at work looking at the new and innovative ways to strengthen our organization. Long range goals have been the focus of several Board meetings. In planning for the current year, as well as 3-5 years out, we hope to provide our members with current, relevant and quality professional resources.

A few items that will be available to MITESOL members in the coming months include:

* An updated MITESOL brochure highlighting our organization and what it has to offer its members.
* The MITESOL website with its new look and updated links.
* The option to register for this year's Fall conference on-line.

We look forward to seeing you at the Fall Conference in Mt Pleasant October 20th and 21st, 2006.

Elections are coming up in the MITESOL organization, and positions are being filled with new people and the newsletter co-editors positions are no exception. We are putting in our “resignation” and are pleased to hand over the job to two women who are very capable: Carmela Gillette and Hadeel Hermiz. During the course of our two years as co-editors, we strived to change the look and feel of MITESOL Messages. We hope that you enjoyed the change and looked forward to reading the newsletter. We are sure that Carmela and Hadeel will continue with the vision of making the newsletter a publication where professionals can read about what their colleagues’ are doing in the workplace, get updated information about the happenings statewide and nationwide, and have the chance to find people with whom they can network. Thank you for allowing us the opportunity to be a part of that!
called this our “MITESOL Visionary Meeting” and I would like to update you on some of our accomplishments from the past couple of years and I would also like to explain some of our future projects, which we feel will help to strengthen us as an organization.

Membership Information and Communication

The key ingredients in any accomplished business or organization are successful communication, and a strong networking base. This is where we have been putting a lot of our energy these past few years, and if you would like to help us with anything, please let me know.

Newsletter: This past year Lisa Hutchison and Danielle Valentini did an amazing redesign of our newsletter-giving it this great new look and feel. We hope to bring you more articles, reviews, topics of interest, and to keep you updated with the latest happenings with our sister affiliate, the ATE-CR. We also need submissions from you, though, so if you have an idea or an article you would like to submit, please do!

Website: Sean Anderson, our website manager, has revamped our website with an updated layout and design. It is sleek and easy to navigate, includes more tools for online discussions, and is easy to update. In addition, Sean and I, along with Vineet Bansal, from MSU, have created the online proposal submission and review form. Even though this year was only our first time using it, most comments from submitters and readers was very positive.

MITESOL Brochure: We are in the final stages in the development of a new brochure, which we hope will clearly articulate our organization’s mission to new members and possible future members. Thanks to Carolyn Fike, Sean Anderson, and the board members who did copy editing, this is almost complete.

“Member at Large:” We recently decided to invite a MITESOL member to each of our regular board meetings to share thoughts and ideas with the board. Mary Wenners, from Ypsilanti, was our first “Member at Large”, and she attended our June meeting.

(Continued on p. 4)
President's Corner
(Cont. from p. 3)

ESL Issues

◊ Sociopolitical Task Force: John McLaughlin took the lead on this project and thanks to him and his group, along with the board, we have now created a system for addressing socio-political concerns issues. You will find more details about this in John McLaughlin’s article on the Socio-Political Task Force’s activities!

Professional Development Opportunities

◊ Conference Proceedings: One of our biggest accomplishments this year was our very first MITESOL Conference Proceedings. Thanks to Nigel Caplan and Christen Pearson, the two main editors, who volunteered a bizzillion hours to the project, we have now created a forum for our members to publish. And if you are interested in purchasing your own copy, please contact me soon, as we have a limited number.

Collaboration: During our “MITESOL Visionary Meeting,” one of our brainstormed ideas was to collaborate with the universities and community colleges here in Michigan who have TESOL, MATESOL, ESL, Bilingual programs, and to share information on scheduled ESL talks or professional development workshops. It would be ideal if we could create a list of events that MITESOL members could attend. If you or anyone at your school is interested in assisting us with this new endeavor, we would greatly appreciate it!

As you can see, our organization has been quite busy, and we have done well, but we would really like to have more volunteers join us in creating a MITESOL that is alive, active, and interested. So, please, if there is an area where you feel you could help, email us.

All the best to you this coming school year and I hope to see you at the conference!

Carol Wilson-Duffy and Past-President Christy Pearson enjoying a moment at the MITESOL reception in Tampa.
Much Ado About Literature
(Continued from p. 1)

competence, vocabulary, spelling, writing, and overall language proficiency (Krashen, 1993; Day & Bamford, 1998; Green & Oxford, 1995). Many programs may encourage their students to read English books on their own to improve their language skills, but some programs are now also offering specific extensive reading classes to help students develop the aforementioned benefits associated with extensive reading; ELT publishers are also now offering more novels and extended texts in their product lines. Brown (2001) says that in teaching extensive reading, it can be tempting to simply assign students to read XX number of pages, with no introductions, hints, or follow up activities. He suggests the use of the three-part framework—Before You Read, While You Read, and After You Read—to make the most of an extensive reading class. This article offers five to twelve activities per framework which instructors will find helpful to ensure students make the most of their extensive reading class.

Before You Read

Research shows that text itself does not carry meaning (Brown, 2001). Only when the student applies his or her own background knowledge (schemas) does the meaning exist (Clarke and Silverstein, 1977). Therefore, students understand what they read far better when they are able to make connections from the reading with what they already know. The Before You Read section, then, prepares the students for what they will read and gives them an opportunity to ease into the text by connecting their own knowledge. These five activities are useful for effectively helping students make connections:

- Research on the internet. Find out as much information as possible about the content of the book (cultural, historical, etc.) and the author; this can be a homework assignment for students, or presented by the teacher in a lecture format.
- Get to know the book by its cover. Investigate the cover design and discuss its (potential) importance to themes in the book or cultural and historical events relating to the book. Have students predict the main plot and outcome of the story based on the cover.
- Complete an Opinionnaire. Ask students to respond to statements that elicit their opinions about themes which will arise in the book. For example, if you are reading To Kill a Mockingbird an opinionnaire can include the following statements: "All men are created equal," "Girls should act like girls," and "A hero is born, not made."
- Ask questions. Ask students a series of questions relating to the specific topic of the text. For example, if students are reading The Outsiders, questions can include "How are people different from one another in your country?" "Are there any particular groups which distinguish themselves from everyone else?"
- Introduce reading skills. Students can chant, sing, and do various activities which relate to a specific reading skill. For drawing conclusions, students can, at first, participate in a simple activity such as looking at a picture of rain. The teacher then walks the students through the steps of how to draw a conclusion from the picture. E.g. What do you know? It is raining. When it rains I don't do outdoor activities. When it rains I carry an umbrella, etc. Lead students to such conclusions as, "If I go outside on this day, I will need an umbrella."

More than one activity can be used in the Before You Read framework for each piece of literature.

While You Read

Reading has been described as the most efficient means of language input (Krashen, 1993), and,
Much Ado About Literature
(Cont’d from p. 5)

Therefore, one of the most useful tools for students to learn how to properly utilize language. Giving students a sense of purpose for reading (other than to complete an assignment) will facilitate the effectiveness of extensive reading. The number of activities in which students can engage while reading. The number of activities in which students can engage while reading a text is almost limitless; here are 12 activities to get you started:

- **Create chapter reports.** Students can complete five steps to create chapter reports: list the characters in the chapter, write a one sentence summary of the main event, write a one sentence summary of what they learned from the chapter, tell why they did or did not like the chapter, and list two vocabulary words they want to learn from the chapter.
- **Support vocabulary development.** Sevier (2006) tells us that although reading has been described as the most efficient means of language input, we know it is hard to read if you don’t understand the words; she cites the view of Paribakht and Wesche (1998), who argue the learning of vocabulary and reading is interdependent, and shows this view of interdependency is underscored by David Qian (1999), whose research demonstrates that vocabulary size is an accurate predictor of reading skills. Vocabulary can be developed both before students encounter the text (before each chapter, for example) and as students are discovering the text. Before each chapter, identify certain words you know students will find challenging. Work with the students to create a “glossary” of these words, including sample sentences, dictionary meanings, and even first language translations. In addition, you may have students locate the words in the text before they read. As students are reading the text, encourage them to expand their glossary by including their own vocabulary words (e.g., those which they identify for the chapter reports). After each chapter, you can continue to support vocabulary development with such activities as crosswords puzzles. One useful website for creating puzzles is: http://puzzlemaker.school.discovery.com/.
- **Search the newspaper.** Find newspaper articles which relate to themes in the text and share them with the class. This will help students make connections between the literature they are reading and the real world in which they live.
- **Name chapters.** For texts that have unnamed chapters, have students create names for them.
- **Assign group roles.** Students can participate in discussing each chapter and themes related to the chapter by playing certain roles. Roles include illuminator (summarizes the main points), illustrator (creates an illustration for the chapter), connector (relates pertinent information from previous chapters), word watcher (chooses new vocabulary words), summarizer (summarizes the story up to that point), and discussion director (facilitates the overall discussion).
- **Complete character sketches.** Students can be assigned a character and trace the development of that character throughout the text, including name, age, number of people in their family, physical appearance, personality, etc. Students can also choose certain quotes from the character to support his/her opinion of the character.
- **Quote quotable quotes.** Have students choose one quote from each chapter they feel they identify with and explain why.
- **Make predictions.** Have students predict what will happen next in the text. Have them support their predictions with information from preceding chapters.
- **Use graphic organizers.** There are several graphic organizers which can help students organize

(Continued on p. 7)
information in a text; using comparison charts for characters, for example. Harrell (2000 offers many great ideas for graphic organizers specifically appropriate for English language learners.

- **Listen.** By having students listen to the text (read by a native speaker whenever possible) you are accomplishing three things: aural exposure to the language, fluent exposure to stress, rhythm, pronunciation, and intonation, and exposure to a top-down approach to the text.

- **Encourage individual interaction with the text.** Brown (2001) explains that, especially at intermediate to advanced levels, oral reading (students taking turns reading text out loud in class) can detract from rather than contribute to students’ reading comprehension. Students should read the text individually, while the teacher circulates around the class offering support to individual students, or at home for homework. Giving students an assignment, like those listed here, to complete while they are reading not only motivates them to read, it also gives them specific guidance on how to read.

- **Two general websites useful for developing while-reading activities are** [www.readingquest.org](http://www.readingquest.org) and [http://hotpot.uvic.ca/](http://hotpot.uvic.ca/).

Again, any number of While You Read activities can be combined for use during the study of one piece of literature.

**After You Read**

It’s important for students to continue thinking about the text and themes from it even after they have finished reading; in order for students to most efficiently acquire input from the reading. After You Read activities are paramount. Here are five such activities:

- **Assign poster presentations.** Posters can focus on themes, characters, or timelines relating to the text.

- **Schedule debates.** Students can be assigned positions or choose, based on their personal feelings, to debate themes in the texts. Students should combine information from the book with their own opinions. Students can also take on a character’s personality and participate in the debate as that character.

- **Write letters to the characters/author.** Student can write letters addressed to the characters or author voicing their opinions or asking questions they may still have from reading the text. If the author is still alive, he or she may have a website from which students can send emails to him or her.

- **Create a new ending.** Have students rewrite the last chapter or portion of a text, giving it the ending they feel is more appropriate or more controversial.

- **Generate test questions.** Having students generate test questions is a great way for them to review key themes from the text and prepare for the test.

**Conclusion**

Extensive reading is important for students’ overall language acquisition and can be useful for improving reading ability, linguistic competence, vocabulary, spelling, and writing. Making use of the suggested activities for the Before You Read, While You Read, and After You Read portions of an extensive reading class maximize students’ language development and extensive reading experience.
Update from the Socio-political Concerns Committee  
by John McLaughlin, Chair

The committee has existed for only eight months and much of our time and attention has been spent in setting up an infrastructure for addressing socio-political concerns affecting ESL teachers in Michigan. We have created a general discussion group, SPCMITESOL@yahoogroups.com, for members to share and comment on relevant news and upload related files. So far, 16 members have joined. The main issues we have faced this year have been legislation making English the official language of Michigan and the “common and unifying language” of the USA, equitable treatment of part-timers and recognizing the ESL endorsement more broadly for elementary teachers. As an advisory committee appointed by the President, we have worked with Carol to propose a procedure for discussing and approving position statements among the membership and leadership of MITESOL. Since John McLaughlin, the current Chair, is moving to Minnesota in August, Scott Riggs will replace him as chair of the 16-member committee. We are considering paring down to a streamlined, but still representative committee for our second year. If you are interested in participating, please let the MITESOL President know.

Summary of TESOL's Position Paper on Equitable Treatment for Part-time, Adjunct, and Contingent Faculty

TESOL recently reported on the fact that the proportion of part-time, adjunct, and contingent faculty has been growing over the years, and with it so have many problems. Because of this, TESOL has issued a Position Paper for Equitable Treatment to urge for the following actions to be taken. The categories they fall under are: Compensation; Employment, Responsibilities, and professional support; and Participation in governance. While they have listed many under each of the following categories, only one example of each is mentioned here.

Part-time, adjunct, and contingent faculty should receive benefits, such as health insurance, pay, and sick and vacation days that are pro-rated based on the percentage of a full-time workload.

Part-time, adjunct, and contingent faculty should have the same opportunity for promotion as full-time faculty with comparable degrees and experience.

Part-time, adjunct, and contingent faculty should be allowed to participate in decisions that affect faculty evaluation procedures, individual and program performance improvement plans, and criteria for student placement and exit criteria.

The entirety of this paper can be found on the TESOL website.
Position Statement on Immigration Reform in the United States
Approved by the TESOL Board of Directors, June 2006

In the debate over immigration reform in the United States, proposals to the immigration system have ranged from purely punitive measures to indiscriminate amnesty. With estimates of 11 million undocumented immigrants in the United States, there are clearly challenges with the U.S. immigration system that need to be addressed. However, because of the complex issues that surround immigration, any reform of the U.S. immigration system needs to be fair, equitable, and comprehensive. Punitive “enforcement-only” proposals will not promote security, and are contrary to the values of pluralism, acceptance, and tolerance that are ingrained in the history and culture of the United States.

TESOL strongly opposes measures that would create unduly harsh provisions, such as criminalizing those who work with or offer assistance to immigrants and their families. English language educators working with immigrants and their families are focused not on policing their students’ immigrant status, but on making better educated citizens and providing effective language instruction leading to high educational achievement for all learners.

As the world becomes more and more interconnected, TESOL values respect for diversity, multiculturalism, and collaboration in a global community. The United States has grown and prospered through the measurable and immeasurable economic, linguistic, and cultural contributions of all immigrants, and continues to do so. TESOL urges open and reasoned debate and avoidance of heated rhetoric that will only inflame anti-immigrant sentiment. Problems with the U.S. immigration system will only be fixed through fair, equitable, and realistic solutions that treat all human beings with respect.

In addressing the many issues surrounding the U.S. immigration system, TESOL encourages intelligent and open debate. TESOL supports carefully considered and comprehensive immigration reform proposals that

• lower the barriers that unfairly target students and scholars who wish to come to the United States legally for academic and language study;

• offer orderly and fair pathways to legal residency and citizenship for all immigrants;

• create opportunities for immigrants to learn English and civics by building and enhancing the capacity of current systems and programs;

• foster respect and appreciation for the contributions made by all immigrants and those who work with them; and

• respect the human and civil rights of immigrants and their families.
Memories from MITESOL Reception in Tampa

Sandy Hagman and Sarka Jezkova share their experiences in the field of ESL. Sarka attended the TESOL Convention as the delegate from MITESOL's sister affiliate in the Czech Republic, ATECR. She had the opportunity to meet with several MITESOL members, continuing the relationship between the two organizations.

Sue Glowski and Margo Czinski appreciate the opportunity to relax at the reception while in Tampa.

Jazz music set the tone for a pleasant evening at the MITESOL reception.

A group of MITESOL colleagues sample the southern buffet at Stump's Supper Club.
ELPA Information Updates  
Submitted by Lisa Hutchison

According to the State Department of Education, the English Language Proficiency Assessment (ELPA) results for Spring 2006 will be available in early September. Reports will be released in two phases. The first phase will include PDFs of individual student results, student labels, class/group lists, and parent reports. The second phase will include all summary reports for schools, districts and ISDs. These summary reports include demographic reports, summaries by domain, and overall summaries.

Additionally, an ELPA Initial Screening will be available to assist schools with the assessment of new students. With only approximately 10 items per domain, this assessment can be scored at the time of testing. Like last spring’s assessment, this fall’s ELPA Initial Screening contains four sections – listening, reading, writing and speaking. The first three sections can be administered in small group settings; the speaking section is administered individually. There will be three performance levels available on this screening: proficient, intermediate, and basic.

Training for ELPA Initial Screening took place by teleconference at Wayne RESA on August 31. Videotape and DVD copies are available by contacting Brenda Hose (734) 334-1437.

The administration dates for next spring’s ELPA are March 10 – April 26, 2007.

Summary of TESOL Statement of Principles for the Reauthorization of the Elementary and Secondary Education Act (ESEA)

After acknowledging the benefits and drawbacks of the No Child Left Behind Act of 2001, TESOL’s position paper advocates several principles be used to guide its reauthorization to help ensure the academic success of English language learners. These principles include developing sound assessment and accountability systems, advancing expertise and expanding capacity, building capacity, and promoting multilingualism.

The entire text of the TESOL Statement can be downloaded from TESOL.org.
Leslie Grant is a researcher and instructor at the University of Colorado at Colorado Springs. Her current research is on the teaching practices of a kindergarten teacher of English Language Learners. She teaches on site and online courses in assessment, research and statistics, practicum, and second language acquisition. Recent published work includes the TOEFL Research Report "A Teacher-Verification Study of Speaking and Writing Prototype Tasks for a New TOEFL" (with A. Cumming, P. Mulcahy-Ernt, and D. Powers). She also recently collaborated with Carol Chapelle and Joan Jamieson and Pearson Longman Publishers to create a placement test for the NorthStar series, Building Skills for the TOEFL iBT. Along the same lines, she collaborated with Jamieson and Chapelle to create the assessment pack for the Focus on Grammar series (also contributing were B. Gray, X. Jiang, H. Liu, and K. Zimmerman).

Charlene Polio is an associate professor in the Department of Linguistics & Germanic, Slavic, Asian, and African Language and director of the MA TESOL program and the TESOL endorsement program at Michigan State University. She is particularly interested the various research methods and measures used in studying L2 writing as well as the interface between the fields of L2 writing and second language acquisition. Her publications appear in journals such as Studies in Second Language Acquisition, Language Teaching Research, and the Journal of Second Language Writing. She currently serves on the editorial boards of the Journal of Second Language Writing and TESOL Quarterly. She has taught academic ESL at MSU, UCLA, and the Chinese Academy of Social Sciences Graduate School in Beijing, as well as at a community college and a southeast Asian refugee program in Philadelphia.
All A’s in the Classroom: Preparing Teachers and Learners

FEATURES AT THIS YEAR’S CONFERENCE:

- Gathering and Networking Friday night at the Mount Pleasant Holiday Inn. We will meet from 9:00 p.m. -11:00 p.m., following the Plenary. MITESOL will provide light refreshments. Beverages will be available for purchase.

- CEUs available - (.6 maximum). For further information, contact Carol Kubota at 269-979-8432,(fax) 269-979-8434, or carolkubota@comcast.net

- Swap Shop- Swap lesson plans with your friends and colleagues!! Open to all levels and concentration areas. For participation bring 50 copies of your lesson plan to the conference on Friday night and pick up your packet of 50 new lesson plans designed by your wonderful MITESOL Swap Shop colleagues the next day.

- Poster Sessions-Back by popular demand. If you would still like to participate in this activity, please submit your proposal online by September 8th.

- Conference Proceedings-For an estimated fee of $20 you will have the opportunity to purchase a copy of the papers presented at this year’s conference. All orders will be taken on a prepay basis at the conference registration desk on both Friday and Saturday.

- Teaching Buddies-Do you have a colleague who is neither a non-ESL Specialist nor a MITESOL member, but would like to attend our conference? If so, they get a $10.00 discount on their conference fee. In order to qualify for this discount, make sure both you and your non-ESL colleague send in your registration and payment forms together!

- Specially Priced Accommodations for Friday Night- The Mt. Pleasant Holiday Inn is holding a limited number of single or double occupancy rooms for our membership for $109.00 plus tax. To secure this rate, you must reserve your room before September 20th. The lodging block is held under the name of “MITESOL.” If you need to cancel your room, you must cancel 24 hours in advance of the reservation. For more information about the Mt. Pleasant Holiday Inn, visit http://www.hiresort.com.

Mt. Pleasant Holiday Inn Address:
5665 E. Pickard St.
Mount Pleasant, MI 48858
Phone: (989) 772-2905
Reservation Line: (800) 292-8891

Driving Directions for Mount Pleasant Holiday Inn: http://www.hiresort.com/M-Maps.htm

More details on the conference can be found on our website at http://www.mitesol.org. General questions about the conference should be addressed to Susan Dyste at dystese@cmich.edu or (989) 774-1201.
Nominated Slate of Officers for 2006 Elections

Executive Committee

President-Elect
Lisa Hutchison

Currently an ESL teacher at Southfield-Lathrup High School, Lisa has also taught ESL in adult education and ESP programs, as well as community colleges and universities. Before earning her MATESOL from EMU in 2003, she lived and taught in Cameroon, West Africa. Since returning to Michigan, she has been an active member of MITESOL and TESOL.

Advisory Board

Professional Development, Research, and Teacher Resources SIG Leader
Mimi Doyle

Mimi Doyle is currently an instructor in the English Language Institute (ELI) at Central Michigan University. She has previously taught in the ESL program at Ferris State University (2004). Mimi has also taught French and Japanese at Ferris State University (2001-2004), and at the University of Maryland – Asian Division (1997-1999). In 2004, Mimi received a Teaching Fellowship to provide English instruction and workshops at Sichuan University of Science and Engineering in Chengdu, China. She earned a MA, in French Language and Literature, at Sung Shin Women’s University in Seoul, South Korea, and she is presently working toward an MA, in the TESOL program, at Central Michigan University.

Socio-Political Concerns Committee Chair
Scott Riggs

For the past five years, Scott has held the position of Curriculum Coordinator for Language Center International, an IEP in Southfield. He is working on completing his MA in TESOL at Eastern Michigan University. Scott’s field work for his BA in Applied Linguistics was in Ghana.

Newsletter Co-Editors
Carmela Gillette

Carmela has taught ESL for 13 years. She earned her Master’s in TESL from Arizona State in 2000 while teaching adult education and citizenship courses. Since returning to Michigan, she has taught ESP and community college ESL courses. Carmela started the ESL program at Schoolcraft College, where she continues to teach.

Hadeel Hermiz

An English language learner herself, Hadeel moved to the US from Iraq in 1993. She is fluent in Arabic, Chaldean and English. While earning her MA in TESOL from Madonna University, Hadeel served as coordinator for the parent component of a cultural education program for a non-profit agency. She has been teaching ESL for community college and university level students while also serving in a language and culture camp for teenagers.
Available Opportunities

Please contact a member of the Board if you are interested in filling one of the positions.

Communications Coordinator
This person holds an Executive Board position and is in charge of getting information out to the membership. This person oversees and works with the following people to gather and publish the have the latest information:
- Newsletter Editors
- Website Manager
- Announcements-ListServ Manager
- Public Relations Person

Public Relations
The Public Relations Coordinator’s duties deal with publicity working with the Membership Coordinator. Assisting with advertisements for newsletters and for the fall conference is another aspect of this job. The person in this position also helps create and maintain brochures for publicity. He or she sends brochures and info about MITESOL to MA Programs during the Fall and Spring Semesters. This is in addition to assisting with TESOL Basket donations.

Computer-Assisted Language Learning (CALL) SIG Representative
The CALL Special Interest Group exists to work toward a definition of issues and standards in CALL, to facilitate communication and exchange, to contribute to the computer orientation of other members, and to foster research into the role of CALL in language learning.

Workplace/ESP SIG Representative
The Workplace/English for Specific Purposes Special Interest Group is open to members who are interested in research and instruction designed to meet the unique English language needs of students and working adults in specific areas of study and employment by providing special training beyond that which is normally acquired by the average English speaker. This SIG fosters the sharing of ideas, expertise, and specialized curricula among ESP practitioners to promote quality research, education, and professional development in ESP.
2006 Fall Conference
Plenary Speaker

Carol A. Chapelle, Professor of TESL/Testing at Iowa State University, is Vice-President for the American Association of Applied Linguistics. Her research explores issues at the intersection of computer technology and applied linguistics. She has authored numerous publications related to computer applications, second language acquisition, language testing, and assessment. She is former editor of TESOL Quarterly (1999-2004), and her papers have appeared in journals such as TESOL Quarterly, Language Testing, and Language Learning.

She has taught in Arizona, Hawaii, Michigan, Spain, and Canada. She has lectured at conferences in Chile, Denmark, England, France, Japan, Mexico, Scotland, Singapore, South Korea, Spain, and Taiwan.

Carol A. Chapelle will join us in Mt. Pleasant, Friday, October 20th, and Saturday, October 21st, at the 2006 Fall Conference.

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

Wendy Wang
219 Alexander, EMU
Ypsilanti, MI 48197