

AMTESOL News

ALABAMA-MISSISSIPPI TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

www.ce.msstate.edu/eslc/amtisol

VOLUME XX1, NUMBER 1 FALL 2003

Revised State Handbook Available to Schools

by Dely Roberts

The Alabama State Department of Education (ALSDE) has revised the English Language Learner Handbook to meet the requirements of No Child Left Behind of 2001. If you have not received a copy, ask the Title III director from your school system. Some topics covered in the Handbook are program placement, parental notification and involvement, student evaluation, grades, class size, state-mandated assessments, and state monitoring procedures

State Standards Developed

English Language Learner standards, which address the 4 domains of listening, speaking, reading, and writing and the grade clusters of K-2, 3-5, 6-8, and 9-12, have also been developed. The ELL standards are aligned with the Alabama Reading standards.

Assistance Available

If you need assistance with ELLs, contact Dely Velez Roberts, ELL Specialist for the Alabama State Department of Education, at 334-242-8199, or by e-mail droberts@alsde.edu.

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AMTESOL 2003 Fall Meeting Announced

The University of Alabama at Birmingham will host the AMTESOL Fall Conference on Saturday, November 8, 2003, from 9 a.m. to 3 p.m. in the Bevill Biomedical Research Building at 845 19th St. South. The cost for the one-day conference is \$10 for members and \$15 for non-members. A Jim Nicks barbecue lunch is included.

Meeting Agenda

Attendees are in for a treat. K-12 teachers in UAB's ESL Certification Program will hold a Poster Session highlighting projects they developed for implementation in their schools. These projects include workshops for faculty, effective strategies for working with parents, and accommodations for the mainstream classroom teacher. Other activities will include a workshop on learning strategies for ELLs and presentations by AMTESOL's Best of Conference 2003 presenters.

Featured Speaker

Karen Smith, the ELL Coordinator for Jefferson County Public Schools, will conduct a workshop on the interface between ELLs and Special Education. Her workshop will be a continuation of the one conducted at AMTESOL's January 2003 Conference. For information on registration and directions, please turn to the Announcements.

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AMTESOL News is a twice-yearly newsletter serving the Alabama and Mississippi TESOL affiliate.

Contributions from members about teacher preparation, student concerns, classroom ideas, educational material and services, opportunities for professional growth, and information of general interest are welcome.

Contact the newsletter editor if you would like to contribute an article or have news of interest that you would like included. Please send material by email attachment.

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TESOL's office is generally open from 9am to 5pm, Eastern Daylight Time, Monday-Friday, except major national U.S. holidays. (Current server time is Tuesday, September 16, 2003, 04:20:19 PM.)

ANNOUNCEMENTS



Registration for the Fall AMTESOL Meeting on Saturday, November 8, in Birmingham, will be on site. However, to facilitate the ordering of lunch, please RSVP to Julia Austin (jaustin@uab.edu) or Lyn Froning (lfroning@uab.edu).

Directions to Bevill Biomedical Research Building are as follows:

1. Take I65 north or south to the University Exit in Birmingham, AL (north will exit you onto University Blvd. and south will exit you onto 4th Ave. So.)
2. If you are on University Blvd., follow that to the parking garage between 19th & 20th Street. It's on the right and connects to the Bevill Building.
3. If you are on 4th Ave. So., follow that to 19th Street. Turn right. Continue to University Blvd. Turn left. The parking garage will be on the right about one-half block down after the turn.

For those participants who need a hotel room, the Radisson Hotel, which is next to the Fall Meeting site, has reserved a block of rooms under AMTESOL at the rate of \$69 per night. Call the hotel at 205-933-9000 for reservations and directions. You can also stay at the Pickwick in Southside (right around the corner) at the UAB room rate which is \$85.99 per night.



Please Note: There is a fee for parking in the garage. However, on Saturday, there should be plenty of street parking available around the Bevill Building on 19th Street.



TESOL is pleased to announce that Lucy Pickering, University of Alabama, Tuscaloosa, Alabama, USA, has been awarded the 15th Annual Fred W. Malkemes Prize for her article, "The Role of Tone Choice in Improving ITA Communication in the Classroom.," published in the Summer 2001 issue of *TESOL Quarterly* (Vol. 35, No. 2). Pickering received the award from the American Language Institute of New York University's School of Continuing and Professional Studies at the 25th annual winter conference of the NYS TESOL Applied Linguistics Special Interest Group. Congratulations, Lucy!

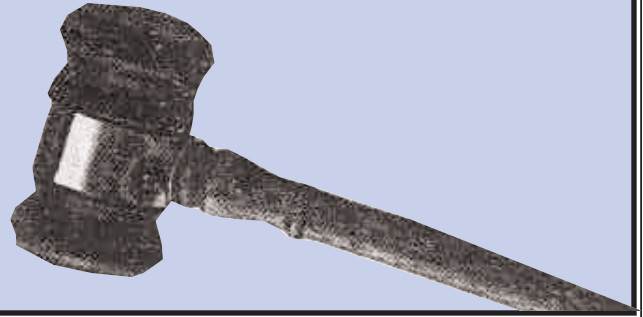


WANTED!! One or two people to maintain AMTESOL's website. Please, if you have any expertise in this area, AMTESOL will greatly appreciate your efforts to build upon what the former website's caretakers spent many, many hours constructing. This is a great opportunity to have some fun and be of service to your professional organization.



Language Variety in the South (LAVIS III): Historical and Contemporary Perspectives will be held concurrently with the annual spring meeting of the Southeastern Conference on Linguistics (SECOL LXX) at the University of Alabama at Tuscaloosa from April 15 to 17, 2004. Five pre-conference sessions and 15 conference sessions are being planned. Contact the conference organizers, Michael D. Picone and Catherine Evans Davies for more information or check their webpages in Modern Languages or English at the University of Alabama.

The President's Message



by Amy Snow

Self-Assessment and Reflection=Rejuvenation for ESL Professionals

The 2002 TESOL Conference held in Salt Lake City, Utah provided a much needed momentum towards a professional renewal and refocusing in my job as an ESL instructor. Having just graduated in May of 2000 with an MA-TESOL degree, two years working in an intensive English program had left me hungry for the atmosphere of graduate school. This atmosphere had provided me with daily challenges to understand and apply current research in second language acquisition and methodology-a situation in which I was constantly questioning my abilities and practices in the classroom. This was what I missed in the real world of lesson plans, testing and teaching. I knew that I somehow needed to come up with a professional plan that would recreate the self-challenging atmosphere I no longer experienced on a daily basis. Going to the 2002 TESOL Conference helped me to come up with that plan.

Conference Sessions on Self-Assessment and Reflection Gave Direction

Two of the sessions I attended at the conference helped me to put a name to what I needed to do: self-assessment or reflection. Both of the sessions were concerned with professionalizing the field of TESOL through action research and creating standards for ESL teachers. The speakers at the sessions emphasized that the key to doing this was to incorporate self-assessment as an automatic part of my daily practices as a teacher. This was exactly what graduate school had expected of me, so it wasn't new information; however, I had somehow lost this consistent, deliberate practice of self-assessment as an ESL professional. Most importantly, I realized that self-assessment was the key to what I had been missing: personal challenge and a connection to the greater community of TESOL. The very structure of graduate school had caused me to be an active participant in the academic conversations of SLA and in assessing how I applied current research to my classroom. I knew that I needed to develop some strategies for making this happen as a teacher.

Application to My Own Teaching Provided Growth

The first and most obvious strategy for self-assessment/reflection was to apply what I had learned at the conference to my daily plans in the classroom. Two topics that I focused on at TESOL were teaching vocabulary and learning strategies. As soon as I returned from the conference, I evaluated my classes and made some adjustments in how I had been implementing vocabulary and learning strategies. The changes I incorporated energized students and increased learning and teaching satisfaction all around. By closely looking at two specific topics in my teaching practices, I learned a lot about my strengths and weaknesses as a teacher. By implementing this self-assessment strategy, I was able stay connected with the larger conversation in TESOL concerning vocabulary and learning strategies and to grow in my methods of teaching them.

Application to Area of Frustration Next Step

After applying what I had learned at the conference, I decided that my next self-assessment strategy would be to research an area of frustration or confusion that I had consistently tried to deal with in the classroom. At the time, I decided that one of my greatest frustrations was dealing with evaluation and classroom activities in a multi-cultural classroom. For example, there were some students I consistently had trouble knowing whether or not they understood a lesson. I tried numerous things to elicit questions and to check for understanding, but the same students failed daily quizzes. I knew that these students were diligent in studying, so I felt that perhaps a cultural miscommunication was occurring. I turned to an article in TESOL magazine about multi-cultural classrooms. I learned that students from certain cultures are uncomfortable asking questions during class and may even feel that it is an insult to tell a teacher that they don't understand. This may seem simple or obvious to some, but for me, it was enlightening! Instead of rushing on to my next class or making appointments immediately after classes, I deliberately stayed in the classroom afterwards and talked individually with students who had not asked questions in class. I often asked students to explain a concept back to me, and if they couldn't, I reworded and reviewed my previous explanations. Looking back, I think that the personality of this classroom was unusually reserved and traditional, but I was able to apply a strategy that enabled me to see what I was doing wrong and correct it! Once again, by using the information available to me through the greater field of TESOL, I was able to be connected and challenged to grow as a teacher.

Professional Conversations Stretches Reflection

Recently, I have been discussing other self-assessment strategies with other ESL professionals. Christy Beem, Director of The Language Connection in Tuscaloosa, Alabama, suggested three ways we can assess ourselves as ESL professionals and keep in touch with the larger TESOL conversation. First, Beem suggests that we make it a priority to attend professional conferences in order to know what is going on in research and to keep our ideas in the classroom fresh. Second, she emphasizes that we shouldn't rely completely on outside sources for evaluation; instead, we should establish our own systems of self-reflection. For herself, Beem is dedicated to staying in touch with her mentors from graduate school. She regularly emails her previous TESOL professors in order to receive feedback on various things in her job. In addition, Beem consistently reads the TESOL Journal as well as newspapers on Tuscaloosa businesses. Finally, Beem believes that everyone should be actively involved in mentoring someone with less experience than you. Beem says "you can't mentor without reflection" and that by revealing our approaches, beliefs, and practices to others, we can't take our knowledge for granted. We have to be sure of what we know before we can pass it on. Beem emphasizes that mentoring others challenges us to evaluate ourselves.

Networking Proves Invaluable

I talked with many other ESL professionals about strategies we can implement in order to evaluate our own teaching. Here are some other ideas for self-assessment from these conversations: (1) video-tape yourself teaching and review it with a colleague, (2) start meeting once a month with your colleagues and discussing an ESL topic, (3) start an "article club" where you read articles from TESOL Journal and discuss them, (4) get back in touch with your graduate school classmates and start and email ESL support group, (5) find a topic you would like to study and do some action research in your classroom, (6) set weekly, monthly, or yearly professional goals that you will focus on as you plan lessons and teach, (7) research the standards for ESL professionals set by the TESOL organization and assess your plans and methods according to the standards, and (8) incorporate more in-depth evaluations by students, mentors and colleagues.

As you can see, there are numerous ways we can challenge ourselves as ESL professionals
President's Message, page 10

Getting to Know You: Programs In and Around Alabama

The Language Connection A Language Resource for the World Right Here in Alabama

by Christie Beam

As the corporate world today becomes more and more a global community, businesses are rising to the challenge of international communication. The Language Connection is here to assist businesses and community with this challenge. In its third year of business, The Language Connection has expanded from a small language school offering ESL, Spanish, French, and German to the community to a thriving business employing 15 to 30 people and working with cooperate contracts and overseas camps.

Services in the Community

The Language Connection takes great pride in our community services. Children beginning as early as eighteen months can enjoy our preschool language immersion programs. There are also numerous children's classes throughout the school year in French and Spanish. Elementary and High School students also have the opportunity to study language and culture with The Language Connection throughout the summer in convenient two week sessions. There is also a one month ESL camp, as well as a JUMP START YOUR SCHOOL YEAR camp for English, Math, and Spanish! Adults can take language classes with intense proficiency goals, or simply take our weekly programs for personal growth or travel interest. There are also several churches that have benefited from our language and culture programs with a missions emphasis.

The Corporate Connection

Foreign language training is not the only focus of the Language Connection; Cross-

Cultural Training plays a major role. The Language Connection serves the corporate world with fourteen language programs including Arabic, Chinese, English, ESL, French, German, Italian, Japanese, Korean, Portuguese, Swahili, Spanish, Swedish, and Thai. Cross-cultural training programs include aspects from business to ministry to travel, and our programs are specially designed to fit each and every need of our corporate clients.

Real-Life Skills

Our programs strive to connect people to the target language and culture in ways that are practical and focus primarily on oral and aural skills. Our students leave each class "using" the language. We feel that this is the way in which students can obtain increased confidence and therefore be more ready to use the language in everyday personal or professional situations.

Open Invitation

The programs at The Language Connection are open to anyone anywhere. Overseas camps and teacher training workshops, as well as our local programs, are here to assist both professionals and community members.

The Language Connection is located at 2902 Sixth Street in Tuscaloosa, Alabama (zip: 35401). Christy Beem is the founder and director. She specializes in language acquisition and cross-cultural training for children and adults. Christy has taught and consulted internationally in Taiwan, Japan, Korea, and China, and has served clients in New York and Washington D.C. E-mail Christy at the-globe@bellsouth.net or call (205) 758-2024.

BOOK CORNER



Voices in Literature

by Mary Lou McCloskey

This review was written collaboratively by Dolly Smith, a 10th grade high school English teacher at Benjamin Russell High school, Teresa Speake, an elementary and high school ESL teacher for the Hoover City Schools, and Angie Williams-Baylon, a high school ESL teacher for the Birmingham City Schools. All schools are in Alabama.

In the past, teachers have been discouraged by basal readers because basal readers were labeled "bad," meaningless texts; therefore, when reading *Voices in Literature* by Mary Lou McCloskey (First Edition, Heinle & Heinle) we were pleasantly surprised by the variety of meaningful, culturally sensitive, real contributions from bonifide authors of different cultures, backgrounds, languages, ages, and genders.

Illustrations

The part of a text that captures most ELLs' attention is the illustrations. The illustrations depict a variety of art forms, such as photography, paintings by known authors, sketches, and clip art. The art and artists represent a variety of cultures as well. Each work of art features the name, artist, and date below it.

Genres

The text includes various genres such as reader's theatre, poetry, songs, short stories, excerpts, plays, and both fiction as well as non-fiction.

Because students will inevitably be drawn to different types and styles of writing, this text could be seen as interesting to everyone.

Resource Materials for Teachers

This text layout was especially teacher-friendly, identifying vocabulary, key terms, thematic units, graphic organizers, according to lesson plan organization, and literary terminology. Lesson plan organization for teachers is crucial, and this text includes pre-reading, reading, and post-reading activities, as well as reading comprehension questions, writing prompts, inferential questioning, unit connections and expansion activities. Especially helpful for ELLs are the background information; kinesthetic, auditory, and visual learning activities, and vocabulary placement. Although these components are considered the best teaching practices for all students, these are especially helpful for ELL students.

Format

The layout of the text is well-organized and pleasing to the eyes. Rather than being too busy, the text is simple yet sophisticated, in that it includes many important, high-level content and components without crowding the page with too many visuals and too much information. ELLs, especially, arrive in the classroom intimidated by the information and do not need information overload. The colors and fonts are easy to read and eye-catching. The authors pictures are included, enabling students to recognize the various cultures involved, plus maps, making references effortless and easily accessible. References engage ELLs, making global identification possible.

Quotes

"The woman had no eyelashes. Other foreigners grew hair all over them, more than six Chinese together. This woman had none. Her skin was as bare as the Happy Buddha's belly, except for the neat rows of stiff curls that hugged her head." This quote immediately captures the reader's attention with the simile about Buddha and visual representations. The author's visual writing style would appeal to any student. An ELL of Chinese decent would be amused and glad to identify with the text; whereas, an ELL of another culture

would be curious, encouraging further reading. The writing is simple, yet complex in that it is full of figurative language and religious/cultural allusions; however, the reading is simple enough for ELLs of varying reading levels. We wanted to read this and felt that our students would be as intrigued.

Author

Mary Lou McCloskey, past president of TESOL, has vast experience teaching ELLs and teachers of ELLs, is fully aware of what an ELL teacher needs and what ELL students require, not only in meeting stringent academic requirements but in order to learn and achieve.

Concluding Remarks

We found more positive than negative aspects of the text. We introduced this review with positive comments and will end with a few negative remarks. Although we found very few, we felt we should include them. Although, the text was culturally varied, it lacked continental African references to which many of our Senegalese, Kenyan, and Ghanaian students, for example, could relate. Also, we worried that the excerpt from *Driving Miss Daisy* might be offensive because of the out-date stereotypes, however historical. These remain our only criticisms for an otherwise meaningful and authentic text, one which we would love to include in our classrooms.

Tell Me A Cuento, Cuentame Un Story

by Jose Hayes

This second review was contributed by Anne Betbeze, an ESL teacher at EPIC Elementary School in Birmingham, Pat Collins an ESL and Spanish teacher at Shades Cahaba Elementary in Homewood, and Carmen Callahan an ESL teacher at Somerville Road Elementary in Decatur. All schools are in Alabama.

The story was about a bossy rooster named Jose who wants to sing at his uncle Perico's wedding.

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On the way to the wedding, he dirties his beak eating a berry. He tries to tell the grass, the sheep, the wolf, the dog, the man, and the ghost to help him. But, he always gets the same answer, "No way, Jose!"

The main characters

Jose - He was the bossy rooster that dirtied his beak.

Grass - The grass refused to clean Jose's beak.

Sheep - The sheep refused to eat the grass.

Wolf - The wolf refused to eat the sheep.

Dog - The dog refused to bite the wolf.

Man - The man refused to hit the dog, setting off a series of events that ended up with the grass cleaning off Jose's beak.

Personal Experiences

Have you ever done some of the things or felt some of the same things the characters did? We have all been bossed around and disliked it. Also, we have been dirty and not liked it. Lack of cooperation is something we have all experienced, too.

Opinions

We liked the book. We liked the colorful illustrations and we felt the repetition is helpful for ELLs. The narrator on the tape had an animated storytelling style which engaged the listeners and brought the story to life.

The author changed the story from the original folktale. He changed the name of the rooster from "Nico", which rhymes with "pico", to Jose because the children enjoy saying, "No way, Jose." Also, he added ghost characters to the story. It has been a part that the children like best according to the summary at the back of the book.

Recommendations

We would recommend this to others. Elementary teachers and children alike would be engaged by it. It could be used as a springboard for folktale studies and a book to help teach about proper vs. improper behaviors. The story could be expanded by having the children act out the different characters and their personalities. Students could practice oral language through repetitive patterns and sequences that are present in the book.

First Encounters

The purpose of *First Encounters* is to share stories. Think back to the encounter that was a deciding factor in your decision to make working with people who are learning English as a new language your profession. Amy Monroe has agreed to edit this column for the AMTESOL Newsletter. If you are interested in sharing your story, email Amy. amonroe@hoover.k12.al.us.

My Story

by Diane Mora

I have been an ESL teacher for most of my 15 years of teaching. Becoming an ESL teacher seemed like a natural step to take as an Early Childhood Education teacher in Laredo, Texas. I moved there with my family as an elementary teacher of 5 years. The population was predominantly Hispanic and there was a growing need for Bilingual and ESL teachers. In fact, all Elementary teachers in grades K-3 needed to not only have their elementary teaching certificate but also be certified in ESL or BBL.

A New Challenge

I was excited about this new challenge and could readily identify with my students/parents because my own parents were English second language learners. Although English was my first language, I heard stories from my family about the difficulties of being a second language learner. My love for culture and teaching seemed to further excite me about teaching ESL. My first experiences in ESL were with intermediate ESL students. They already possessed some English skills and the many language activities we did helped them to continue to grow. I also could speak some Spanish and there was always

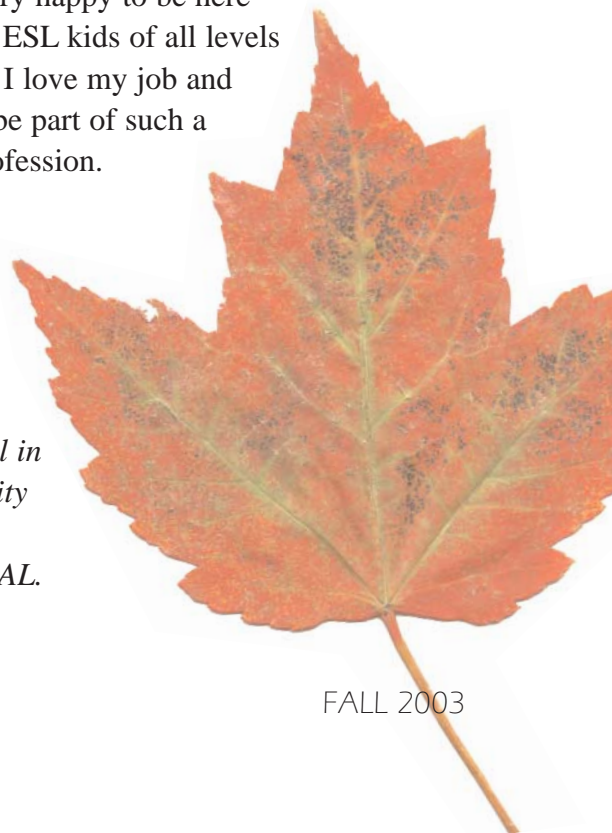
a bilingual teacher to help in parent conferences when needed. Probably what I would consider to be my first true ESL teaching experience was with a child named Ahmed. His parents were working at Laredo State University and he had just arrived. He was my first Non English Speaking student.

My First NES

My students and I enjoyed having Ahmed in our class. He was a happy child and seemed to enjoy his classmates. Although he could not speak English he was able to communicate quite well with his eyes and facial expressions. We tried to learn the color names in Arabic, and he proudly took charge, laughing with us as we continuously tried to correctly pronounce the colors in Arabic. I will never forget how his mom thanked me and told me that Ahmed felt comfortable in our class because "I smiled" at him. I thought to myself was I smiling enough? I wanted him to feel safe and to grow so quickly in English. Ahmed's experience made me stop and think about the importance of a smile. It was something so little yet meant so much to him.

Since my time with Ahmed, I have taught in two more states, Virginia and now Alabama. In both places the need for ESL teachers continues to be great. I am very happy to be here working with ESL kids of all levels and abilities. I love my job and feel lucky to be part of such a wonderful profession.

*Diane Mora
teaches ESL
at Gwin
Elementary
and Simmons
Middle School in
the Hoover City
Schools in
Birmingham, AL.*



The TESOL/College Board Award for Teacher as Classroom Researcher

TESOL-sponsored grants and awards are made possible by the generous support of our members.

Who's Eligible: Any instructor who is a TESOL member, who has at least 5 years of ESL/EFL classroom teaching experience, and who has completed a classroom action research project of significant value to the profession.

Purpose: To recognize excellence in action research on language teaching and learning in an ESL/EFL classroom. The award will be given to facilitate attendance and disseminate research findings at the TESOL annual convention.

Amount: One award will be given in the amount of US\$1,000. The funds for this award are donated by The College Board and will be presented at the TESOL annual convention.

Criteria: Applications are evaluated according to (a) the quality of research and project design, (b) the significance and applicability of the issue to language learning and teaching in ESL/EFL classrooms, (c) the relevance to current research and scholarship, and (d) the clarity of the submission in terms of the writing and the presentation of the teaching challenge being investigated and/or the findings being presented.

To Apply: Send 1 copy of each of the following: (a) a cover letter, including name, address, telephone and fax numbers, e-mail address, TESOL membership number, and social security number, if available; and (b) a summary no longer than 1,000 words addressing the award criteria.

Please mail your application and required documents by November 1 to Laura Bryant, mem-

ber relations coordinator, at TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia, 22314 USA, or send by fax to 703-836-7864. **Due Date:** Applications must be received on or before November 1, 2003.

Additional Comments: A high-quality classroom action research project should be designed to respond to a teacher-identified classroom challenge. It should include thoughtfully designed intervention, systematic data collection and analysis, and a well-justified statement of findings. This award was created in 2001 to recognize the excellent contributions of ESL/EFL teachers as classroom action researchers.

President's Message, from page 4 through self-assessment and reflection. I hope that this article is not viewed as giving overworked and underpaid teachers just one more thing to do or to feel guilty about not doing! I understand what it's like to endure the daily grind of teaching ESL. On the other hand, since I've been consistently assessing myself and making it a priority to learn what is going on in the greater community of TESOL, I have had more motivation and energy to do all that I need to do! It's much more rewarding to see consistent goals set and realized as an ESL professional, and to know that I am continuously growing in my knowledge and abilities. The idea of self-assessment is not a new one, but it is something that can become a low priority in the midst of busy schedules. What I have learned comes down to this: we shouldn't isolate ourselves from the greater community of research and professionals in our field, and we need to make it a priority to set personal challenges as teachers.

AMTESOL 2004

Got It? Flaunt It!:

Exchanging Research, Ideas, and Lessons

**Mississippi State University
Starkville, MS
January 23-24, 2003**

The 2004 AMTESOL conference will be held at Mississippi State University on January 23-24, 2004. Our topic—Got it? Flaunt It!: Exchanging Research, Ideas, and Lessons—focuses on the collaboration between researchers, teachers, and students. AMTESOL has always provided an excellent avenue for professionals to come together and share experiences and ideas. This year should prove no exception.

Featured Speaker

I am pleased to announce that our featured speaker this year is Judie Haynes—teacher, author, and educator. She is the author and co-author of four books on helping classroom teachers with their second language population: *Newcomer Program Grades K-2*, *Newcomer Program Grades 3-6*, *Classroom Teacher's ESL Survival Kit #1*, and *Classroom Teacher's ESL Survival Kit #2*. Judie has also co-authored a chapter in TESOL's *Integrating Standards into Classroom Practice*. She currently maintains the helpful Website everythingESL.net.

Judie has taught elementary ESL for 22 years; the last 16 being in River Edge, New Jersey. She is an active member of NJTESOL/NJBE and is currently editor of the NJTESOL/NJBE Voices, an affiliate newsletter. She is the Chair of the TESOL Elementary Interest Section.

While her experience is primarily in elementary ESL, Judie's ideas are valid and helpful for all teachers of ESL. Sharing lessons for all teachers and focusing on content-based instruction are specific topics that she will address. We are very excited about having her join us this year for our conference.

Exchanging Research, Ideas, and Lessons

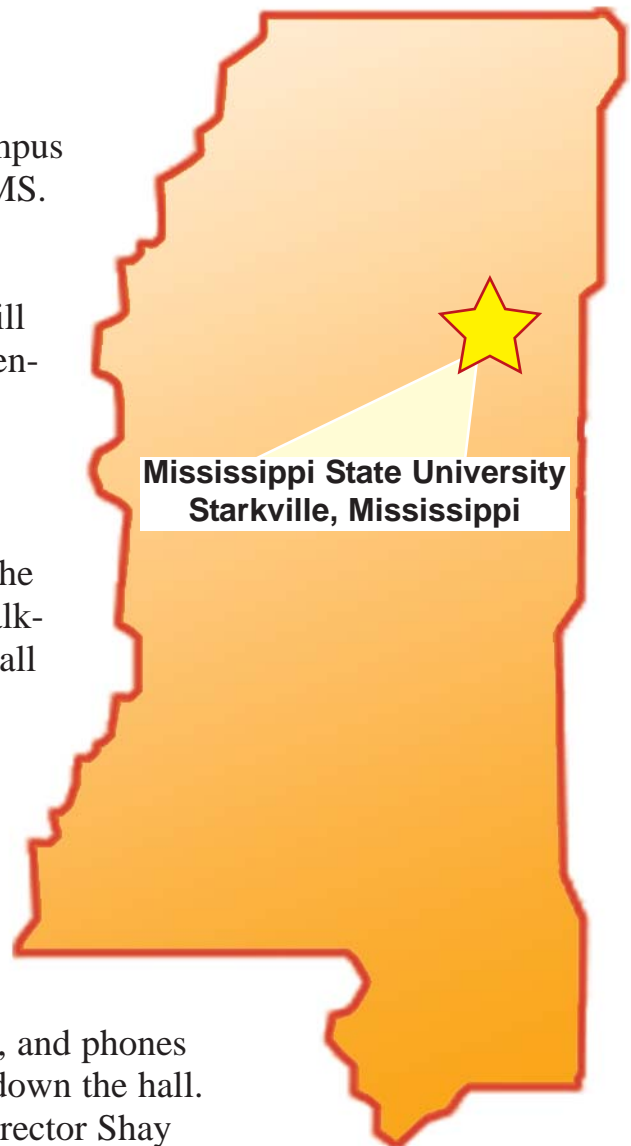
Since the theme of this year's conference focuses on sharing ideas with each other, we need your help to make the conference a success. If you have great ideas that you have used in your classroom, interesting research that might shed new light on ESL, or ideas on how to help our field, please submit a proposal. We are excited about the possibilities that are available to all of us and hope to offer many exciting sessions.

Conference Location

This year's conference will be held on the campus of Mississippi State University in Starkville, MS. Friday night's dinner and presentation will be held in Coskry Auditorium in Memorial Hall. Saturday's sessions, luncheon, and meeting will be held in the Colvard Student Union in the center of campus.

The conference hotel is Comfort Suites Starkville. The conference room rate is \$69, which includes breakfast. This hotel is down the street from Memorial Hall and within easy walking or driving distance to the student union. Call 662-324-9595 to make your reservations. The conference rate is available until January 2, 2003.

Another accommodations option is Mississippi State's conference housing located in Herbert Hall. These dorm-style rooms are \$20 for a single and \$25 for a double, breakfast not included. They have beds, desks, and phones (linens are included). Bathroom facilities are down the hall. Call Mississippi State Conference Housing Director Shay McDonnall at 662-325-3557 to make reservations. The limited rooms in Herbert Hall are available on a first come/first serve basis, so make your reservations for these rooms early.



Register Now!

We are excited to receive your registration. For more information about the conference, accommodations, or directions to Mississippi State and the buildings, please check our Web site at www.ce.msstate.edu/eslc/amtisol or contact Molly Watkins at mwatkins@ce.msstate.edu or 662-325-2648. Hope to see you in January!

Call for Proposals: 2004 AMTESOL Conference

Got It? Flaunt It!: Exchanging Research, Ideas, and Lessons

January 23-24, 2004
Mississippi State University in Starkville, MS

Deadline is January 9, 2004

Name(s) of Presenter(s):

Institution(s) or School(s):

_____	_____
_____	_____
_____	_____

Contact's Mailing Address _____

Phone (work) _____ (home) _____

Email _____ Fax _____

Presentation Title (maximum of 10 words): _____

Abstract or Description of Presentation (maximum of 50 words): _____

Biographical statement for each presenter (maximum of 25 words): _____

Predicted Audience for Presentation:

<input type="checkbox"/> K-12 (Elementary and Secondary)	<input type="checkbox"/> Research
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Administration
<input type="checkbox"/> Adult Education	<input type="checkbox"/> Bilingual Education
<input type="checkbox"/> Intensive English Programs	<input type="checkbox"/> Teacher Education
<input type="checkbox"/> ITA Training	<input type="checkbox"/> Other _____

Please check for needed audio-visual equipment (only necessary items, please):

<input type="checkbox"/> TV with VCR	<input type="checkbox"/> Overhead Projector
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General Information:

All sessions are 50 minutes.

Please bring at least 30 copies of all handouts that you will use.

Please submit form to: Alison Stamps

ESL Center

P.O. Box 5247

Mississippi State, MS 39762

Or fax to: 662-325-4826

Or email equivalent information to: als11@ra.msstate.edu

For questions, information, or problems, contact Alison Stamps at (662) 325-5001 or email als11@ra.msstate.edu.

AMTESOL 2004
Got It? Flaunt It! Exchanging Research, Ideas, and Lessons

Mississippi State University in Starkville, MS
January 23-24, 2003

REGISTRATION FORM

Please print clearly.

Name _____

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State

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Work phone _____ **Home phone** _____

Area Code Phone Number

Area Code Phone number

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COSTS (Circle appropriate choice): **Full-time Student** **Regular**

Pre-registration (due by January 16) \$35 \$45

On-site registration \$45 \$55

One-day registration \$25 \$35

Conference fee includes Friday evening supper, Saturday luncheon, tote bag, and 2004 AMTESOL membership.

Please check if you plan to attend the following events:

_____ **Friday evening supper**

_____ **Saturday luncheon/business meeting**

Receipts will be provided at the conference.

Please send this form and check (made payable to AMTESOL) to:

Molly Watkins
ESL Center
P. O. Box 5247
Mississippi State, MS 39762

For more information, please contact Molly Watkins, conference chair, at (662) 325-2648 or visit us at our website: www.ce.msstate.edu/eslc/amtesol.

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