Expanding our Perspectives: From the Classroom to the Community

October 17-18

MITESOL 2014

Grand Valley State University
Eberhard Center
Pew Campus, Grand Rapids
Welcome to the 2014 MITESOL Conference!

We’re excited to be holding our annual convention here at Grand Valley State University, on the banks of the beautiful Grand River, in downtown Grand Rapids. The theme of this year’s conference, *Expanding our Perspectives: From the Classroom to the Community*, is a response to the increasingly diverse needs of our membership, which includes educators working in elementary, secondary, and post-secondary contexts, as well as professionals working in the many community-based and government-funded adult education programs across the state. This latter group serves a growing population of ESL users—primarily immigrants and refugees—who often have limited schooling and little or no print literacy. Referred to by the acronyms LESLLA (low-educated second language and literacy acquisition)—or, particularly in reference to adolescents, SLIFE (students with limited or interrupted formal education)—these individuals face the daunting task of acquiring another language while simultaneously learning how to read and write for the first time.

LESLLA & SLIFE learners present unique challenges for educators, administrators, and researchers alike—and they represent a growing demographic in our state. In 2012, Michigan resettled 3,594 refugees from 26 countries—a figure that constitutes 4% of our state’s population—and, according to a recent report, we have the fifth-highest number of registered migrant and seasonal farm workers in the nation (*MI Migrant Seasonal Farmworker Enumeration Profiles Study*, 2013). These immigration figures translate into increasing numbers of English learners with limited or interrupted education at all levels of schooling.

Our two keynote speakers will give us insight into how we can support LESLLA and SLIFE students in our classrooms. On Friday evening, author, researcher, and expert teacher-educator, Dr. Andrea DeCapua, will present, *Bridging the Gap: Connecting SLIFE with U.S. Classrooms*. On Saturday, Dr. Patsy Vinogradov, Director of ATLAS (the Adult Teaching and Learning Advancement System) at Hamline University and internationally-recognized LESLLA researcher, will present *Literacy, Language, and the Lifespan: Tapping our Teacher Know-how*. Please refer to the program for more details about each speaker and their presentation.

In addition to our keynotes, we have seven sets of concurrent sessions addressing a wide array of ELT issues, including an increased number of hands-on workshops targeting learners at different levels and ages. We also have a publisher’s exhibit, good food, and live entertainment—so be sure to browse through the schedule to make sure you don’t miss anything.

We hope you enjoy the conference. Best wishes,

Colleen Brice
Conference Chair

Jane DeGroot
Membership Coordinator

Ashley Garrigan
Exhibits Co-Manager

Sharon Pearce
Exhibits Co-Manager
Acknowledgments

There are many people to thank for helping to fulfill this enormous endeavor. First, I want to thank my esteemed predecessors, Jeanine Clever (President) and Andrew Domzalski (Past-President) for their wise and patient counsel. I also want to thank our membership coordinator, Jane DeGroot, for her tireless work on conference registration, our Exhibits Co-managers (Ashley Garrigan & Sharon Pearce), our Treasurer (Jim Desler), our Communications Coordinator (Heidi Enck), our Adult Ed SIG leader (Akiko Ota), and the entire Executive Committee for their help planning this event. Thanks also to our keynote speakers, our proposal readers, our volunteers, our exhibitors, and our client services assistant (Ryan Murphy) at Eberhard Center. I also want to thank the wonderful staff at Kava House, where I completed most of the work of planning this conference; I couldn't have done it without their fine coffee and tasty treats. Finally, a special thanks to my Department and College for their continued support of my work and their generous contributions to this organization.

Thank You to our Donors for MITESOL 2014

For sponsoring the printing of this program:
    Grand Valley State University’s Department of English

For sponsoring our Friday evening Reception:
    Grand Valley State University’s College of Liberal Arts and Sciences

For sponsoring guest speaker, Kathleen Olson:
    Cambridge University Press

For contributing to our raffle:
    Cambridge University Press
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    The University of Michigan Press

For contributing to our Saturday morning breakfast:
    CaMLA
    National Geographic Learning/Cengage Learning

For entertaining us:
    Gerund and the Infinitives

For providing us with the wonderful conference bags, a very special thanks to:
    Gordon Stanley & National Geographic Learning/Cengage Learning
The Michigan Albert H. Marckwardt Travel Grant

**Purpose**
To support Michigan graduate student attendance at the annual [TESOL International Convention & English Language Expo](https://www.tesol.org/).  

MITESOL offers a Michigan Albert H. Marckwardt Travel Grant to one graduate student member who applied for but was not awarded a TESOL International Albert H. Marckwardt Travel Grant.

**Award**
The equivalent of the conference pre-registration fee for a student member.

**Eligibility**
To apply, you must:
- be currently-enrolled as a student in a TESOL/Applied Linguistics/SLA (or related) graduate degree program in Michigan;
- be a current member of both TESOL International and MITESOL;
- submit a complete application for the Albert H. Markwardt Travel Grant to TESOL International (by their deadline, which is November 1, 2014);
- receive rejection letter in response to your application for a TESOL Intnntl Markwardt Travel Grant

**Criteria**
Applicants are evaluated according to TESOL International’s Markwardt Travel Grant criteria, which include: your scholarship, personal attributes, financial need, and involvement in and commitment to the profession (e.g. presenting and volunteering at MITESOL’s conference; serving on the board, etc).

**To Apply**
Submit a copy of your TESOL International Markwardt Travel Grant application, excluding the letter of recommendation. Applications must include the following:

- Your statement of 1,000 words or fewer addressing your ESL/EFL teaching experience; involvement in ESL/EFL organizations; career plans after you graduate; and financial situation.
- An unofficial copy of your graduate transcript
- A cover letter stating your membership in and service to MITESOL
- A copy of the rejection letter you received from TESOL International’s Markwardt Travel Grant committee (this can be added to your application materials later).

Mail these materials to:

MITESOL  
(Attn: Marckwardt)  
PO Box 3432  
Ann Arbor, MI 48106

We encourage you to send these materials to MITESOL at the same time as you submit your application to TESOL International (you can mail TESOL International’s rejection letter separately, later).

**Deadline**
All application materials for the MITESOL Marckwardt Grant must be postmarked by **Jan. 20, 2015**.

**Questions?**
Contact Dr. Colleen Brice, MITESOL President, at [bricec@gvsu.edu](mailto:bricec@gvsu.edu).
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Michael Pasquale, Ph.D.—TESOL Program Director

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As immigration to the U.S. continues to grow, more and more students with interrupted or limited formal education (SLIFE) enter secondary schools and adult education programs. These learners face major challenges, including the need to develop literacy skills and a content knowledge base, often in a limited timeframe. Beyond this, however, SLIFE come to formal education unfamiliar with classroom tasks and behaviors, and with little or no experience in expected types of learning and thinking. Dominant Western-style pedagogical practices derive from culturally-based priorities for learners and learning, priorities intrinsic to this style of schooling. Educators are often unaware how pervasive these priorities are and how much they shape pedagogical practices. I explore the priorities of both US mainstream educators and those of SLIFE, and discuss how each can accommodate the other’s priorities through a culturally-responsive, mutually adaptive approach, thereby reducing the cultural dissonance SLIFE confront in formal educational settings. I conclude by considering how educators can bridge the gap to culturally new ways of learning by transitioning SLIFE from their preferred ways of learning to those deemed necessary for literacy and academic attainment in formal education.

Andrea DeCapua, Ed.D, is a researcher and educational consultant doing business through MALP™ LLC (Mutually Adaptive Learning Paradigm, an instructional model she co-developed). She has over thirty years experience in the field, having held academic appointments at various institutions, most recently New York University and the College of New Rochelle. Her interests include second language acquisition, culture, and second language learners and the classroom. Dr. DeCapua specializes in teacher training for teachers working with struggling language learners and in developing intercultural awareness for classrooms in a global society, offering workshops and institutes around the country.

She has published in a variety of journals including The Bilingual Research Journal, Urban Review, TESOL Journal, and Preventing School Failure. She is also the author/co-author of five books, two of which focus on students with limited or interrupted formal education (SLIFE): Meeting the Needs of Students with Limited or Interrupted Schooling (2009) and Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education (2011). Her latest book, Making the Transition to Classroom Success: Culturally Responsive Teaching for Struggling Language Learners, which appeared in summer 2013, addresses both adolescent and adult struggling language learners.
"Who knows more about this, and how can we work together?" This question has become central to my work in language education. It embodies curiosity and collaboration, and it can lead us to powerful (if sometimes unlikely) encounters with colleagues. In this talk, I take up the conference theme of "Expanding Perspectives" and "Connecting Classrooms to the Community" from the lens of an inquisitive teacher. Much can happen when we look beyond our classrooms and connect with educators from different, yet related fields. I’ll share two examples of cross-context teacher inquiry from my area of research: adult immigrant and refugee students with little or no literacy in their first languages. These are students who are now living in the U.S. and are facing a double challenge: acquiring English while learning to read an alphabetic print language for the first time. Their teachers must be reading specialists, language experts, and resettlement workers all rolled into one—no easy task! Add to this complexity the fact that such learners are largely neglected by researchers and materials developers, and resources are scarce.

However, from challenge comes innovation. Within our communities, right down the street from many adult ESL programs, early elementary teachers are teaching literacy and language to young new readers every day. Some of their students have extreme difficulty with reading, and the field of dyslexia education has much to offer us. I’ll share concrete discoveries two teams of teachers made that changed our thinking and classroom practice for low-literate adult students. When we reach into our larger community of educators, our know-how can truly expand!

Patsy Vinogradov, PhD, is a teacher, teacher educator, and Director of ATLAS (the Adult Basic Education Teaching and Learning Advancement System) at Hamline University in St. Paul (http://www.atlasabe.org). ATLAS designs and implements professional development for adult educators throughout Minnesota. A language person at heart, Patsy earned a BA in Russian Language from the University of Nebraska, as well as an MA in TESL, and a Ph.D. in Curriculum & Instruction, Second Languages & Cultures, from the University of Minnesota. Her teaching and research focuses on literacy development and teacher education for adult learners, including adult basic education and ESL. She is a frequent national conference presenter, invited trainer, and author, largely in the area of low-literacy adult ESL. Her faculty profile and information about recent publications can be found at: http://www.hamline.edu/faculty-staff/patsy-vinogradov/.

Patsy and her husband are raising their children bilingually (Russian/English), and she often presents workshops on multilingual parenting and heritage language maintenance. The Vinogradovs try hard to follow the good advice they share at their website: http://www.multilingualminnesota.org.
Thank You to our MITESOL 2014 Proposal Readers

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INVITED WORKSHOPS

Creative Rereading Activities to Provide Essential Repetition for All Learner Levels
Sponsored by Cambridge University Press

Kathleen Olson
Friday, 5:00-6:50 pm, 414

Repetition is important in any learning situation, but repetition needs novelty to maintain student interest and engagement. Research supports the necessity of repetition within multiple instructional contexts. In this workshop, the presenter will share many creative activities derived from one reading passage to provide valuable repetition for all learner levels and in all skill areas.

Kathleen Olson is a former National Institute for Literacy fellow who has more than 25 years of experience in teaching, teacher-training, curriculum design, and materials development. She has taught all levels of students, from age 2 to 82, and she presents extensively, nationally and internationally, on a wide variety of topics. When she is not teaching or developing trainings, she is writing. Her first book, *Something to Talk About*, is an ESL conversation book published by University of Michigan Press (2002). A 3-level integrated skills series for beginning to intermediate level teen and adult learners, *What’s Up?*, was released in 2009. Other published materials include components of Cambridge University Press’s *Ventures* series, as well as articles in ESL magazines.

Putting Theory into Practice: MALP Projects for Your Classroom
Dr. Andrea DeCapua

Saturday, 10:00-11:50 am, 614
(attendance limited to 20 pre-registered ticket-holders)

Prior exposure to Western-style formal education varies greatly among immigrant English language learners who enter U.S. schools. Those familiar with the expectations of formal education are likely to progress satisfactorily, once they develop their language proficiency. Students with limited or interrupted formal education (SLIFE), however, are likely to struggle greatly, and are at risk of failing to succeed, even as they develop language proficiency. I adopt the perspective that these students’ struggles are often the result of cultural dissonance (Ibarra, 2001) because they generally do not share the assumptions about formal education, and are confounded by the ways language and content are presented, practiced, and assessed in U.S. classrooms. Understanding these cultural differences can help educators develop teaching strategies that address the needs of SLIFE.

I begin this workshop by examining assumptions about teaching and exploring the elements of cultural dissonance experienced by SLIFE. Following this, I teach participants how to design a project using a culturally responsive instructional model, the Mutually Adaptive Learning Paradigm (MALP). Finally, I guide participants in applying MALP principles to design sample projects for their own classrooms.
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<td>3:00–5:30 pm</td>
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<td>4:00–4:50 pm</td>
<td><strong>StoryCorps: An oral history project in the ESL classroom</strong></td>
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<td><strong>Modified input and negotiated interaction in EFL classrooms</strong></td>
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<td><strong>Expanding our perspectives: Assessing the speaking of LESLLA, SLIFE, &amp; comm. college students</strong></td>
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<td>5:00–5:50 pm</td>
<td><strong>How genre-based concepts can be applied to familiarize refugee students with critical texts types</strong></td>
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<td><strong>Unlocking phrasal verbs for the advanced ELL by understanding the role of prepositions</strong></td>
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<td><strong>The Giving Tree—Stories as tools for second language acquisition</strong></td>
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<td><strong>Kathleen Olson, Creative rereading activities to provide essential repetition for all learners</strong></td>
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<td><strong>The unique challenges of a refugee student</strong></td>
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<td>Michigan Department of Education guidance on English learners with special needs</td>
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<td>How to bring your ESL lessons to life using WDA-contextualized materials</td>
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<td>Fighting fire with fire: Making smartphones &amp; tablets work toward, not against, classroom efficacy</td>
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<td>Dr. Andrea DeCapua, Bridging the gap: Connecting SLIFE with U.S. classrooms</td>
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<td>sponsored by GVSU’s College of Liberal Arts &amp; Sciences</td>
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<td>Join us for good food, conversation, and live entertainment, compliments of the band, Gerund &amp; the Infinitives</td>
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Gerund & the Infinitives
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<td>Meet our Exhibitors</td>
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<td>8:00-8:50 am</td>
<td>Bridging the gap: Designing advanced speaking, reading, and vocabulary curricula</td>
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<td>Active engagement to foster refugee LESLLA proficiency, confidence, fun, &amp; sense of belonging</td>
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<td>From the TESOL classroom to the adult ed. ESL community: Focus on instructional resources</td>
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<td>Expanding perspectives: Transferring reading skills to paraphrasing skills</td>
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Conference Schedule for Friday, October 17, 2014

4:00—4:50 pm, 50-minute Sessions

**StoryCorps: An oral history project in the ESL classroom**  310
*Caitlin Hamstra (CMU), Danielle Petersen (CMU)*

StoryCorps is a framework for integrating interviewing and storytelling in ESL classes. Using the oral history project, students develop oral communication skills, improve listening comprehension, and expand cross-cultural perspectives. This interactive presentation offers participants strategies and activities for their classrooms.

**Getting to the root of the matter: Vocabulary development using Latin and Greek roots**  311
*Renee Saulter (UM, Dearborn), Kristin Homuth (LCI)*

Knowledge of affix meanings can increase students’ ability to inference, but the inclusion of roots gives them the key to expanding their vocabulary exponentially. This demonstration focuses on engaging ways to incorporate Latin and Greek roots into ESL courses and includes classroom-tested activities, sample lessons, and games.

**Increasing the vocabulary ‘bank’ to make your students’ language richer**  312
*Tamara Hankiewicz (ELS)*

Building a large vocabulary allows students to effectively communicate. This presentation will give you tools to immediately start improving your students’ knowledge and retention of vocabulary words they encounter.

**Using effective mobile apps to teach pronunciation**  314
*Adam Kavetsky (EMU)*

The purpose of this session is to highlight the benefits of mobile apps for teaching pronunciation. The presenter will provide guidelines for selecting apps, describe the most effective existing apps, and discuss sample activities for using apps to teach pronunciation to ESL/EFL learners in and out of the classroom.

**Modified input and negotiated interaction in EFL classrooms**  316
*Hima Rawal (MSU)*

This presentation summarizes a study of the effects of modified input and negotiated interaction on the acquisition of select grammatical structures by EFL students in a South Asian country.

**Promoting a balanced approach to TESOL in a community college adult literacy program**  317
*Robin Halsey (Illinois Central C)*

Are you a gardener? A coach? A maestro? This presentation explores the roles instructors play and promotes the use of a balanced approach to meet the unique needs of adult learners in community college literacy programs.

**College-level sheltered instruction: Revisiting the issue of effectiveness**  410
*Judy Youngquist (SVSU), Natalia Knoblock (SVSU)*

This presentation summarizes a study comparing the progress made by NNES students in sheltered vs. non-sheltered sections of a university developmental reading course. Results show the NNESs in the sheltered class improved their reading more than their counterparts. The authors will discuss the implications of these findings.

**Making our MITESOL voices heard: Lessons from the 2014 TESOL Policy & Advocacy Summit**  411
*Sally Freels (Madonna)*

The presenter shares developments in educational policy and materials from the national Advocacy Summit. The session will include hands-on activities to empower participants to be effective advocates for their communities.

**Differentiated instruction—What it is and ways to use it in your classroom**  414
*Teresa Renkema (Kuyper)*

This session explores how differentiated instruction can be implemented to adapt lesson content, vary classroom processes, and use assessment tools to meet the varied needs of ESL students in our classrooms.
5:00—5:50 pm, 50-minute Sessions

Complexity theory and second language acquisition 312
Marian Woyciehowicz Gonsior (Madonna), Andrew Domzalski (Madonna), Boguslawa Gatarek (Madonna & U Windsor)

The presenters explore the relationship between complexity theory (CT) and SLA. CT explains the phenomenon of complex systems, which exhibit some of the same characteristics found in languages, including dynamism, self-organization, and openness. Thus, viewing SLA through the lens of complexity theory may prove helpful.

The world is your classroom—Teach at U.S. Embassy-sponsored projects worldwide 316
Annie Correa (US Dept. of State, EL Programs)

The U.S. Department of State’s English Language Programs send qualified ESL teachers on paid teaching projects sponsored by U.S. Embassies throughout the world. Program participants gain as much as they share throughout their time abroad. This presentation provides information on the programs and how to apply.

Expanding our perspectives: Assessing the speaking of LESLLA, SLIFE, & comm. college students 310
Crystal Collins (CaMLA), Kristin Graw (CaMLA), Ilidiko Porter-Szucs (EMU)

Are you an ESL teacher, testing coordinator, or TESOL professor who needs to assess the spoken proficiency of your adolescent or adult students? Would you like to know which tests are appropriate for LESLLA & SLIFE populations? Join us to discuss test-development principles and evaluate commercially available speaking tests.

How genre-based concepts can be applied to familiarize refugee students with critical text types 411
Joshua Weirick (CMU)

In refugee LESLLA classrooms, teaching essential reading and writing skills quickly and efficiently can be aided by concepts from genre-based pedagogy. A teaching demonstration will focus on the potential use of analysis of target text types and elemental genres as a means of familiarizing students with commonly encountered texts.

Unlocking phrasal verbs for the advanced ELL by understanding the role of prepositions 415
Kyle Hess (ELS)

Phrasal verbs can be incredibly complicated and frustrating to explain to intermediate-advanced ELLs. Attendees will leave this session with insight into how much the preposition affects the overall meaning of the phrasal verb, as well as a teaching methodology that empowers students to explore phrasal verbs with confidence.

The Giving Tree—Stories as tools for second language acquisition 311
Peter B. Hoffman (MSU)

In this highly-interactive session, teachers will encounter a classic story from the students’ perspective, stimulating creative ideas for adapting stories to their own classrooms.

5:00—6:50 pm, 110-minute Workshops

Creative rereading activities to provide essential repetition for all learner levels 414
Kathleen Olson

Sponsored by Cambridge University Press, this workshop teaches participants to design an array of creative activities based on a single reading passage.

The unique challenges of a refugee student 314
Erin Blackwell (WMRECC)

This workshop focuses on the unique characteristics of refugee students. The West Michigan Refugee Education & Cultural Center will familiarize participants with refugee learners’ emotional, cultural, and language needs and share a variety of tools to help them identify and meet the needs of refugee students in their own contexts.

Engaging the YouTube generation: Increasing student participation with video technologies 410
Kari Richards (MSU), Denise Warner (Lansing CC), Chris Shaltry (Lansing CC), Chris Richards (Lansing CC)

This workshop will show educators how to use new video technologies to move content online with little time or training. Participants are encouraged to bring their electronic devices to produce content for their courses.
6:00—6:50 pm, 50-minute Sessions

Addressing the special needs of LESLLA refugee students: Facts, advice, & teaching strategies 312
Sharon Muldoon (BCS)
Learn important facts about LESLLA refugees currently living in Michigan and Bethany Christian Services’ work with them. Pertinent information about the diversity of LESLLA refugees, advice for working with them, and specific teaching strategies—songs, games, easy adult readers—will be emphasized (handouts available).

Too much stress and not enough food for thought (or learning): IA children, refugees, & migrants 316
Christen Pearson (GVSU)
Internationally-adopted children, along with refugees and migrants, are at higher risk of language and learning problems due to high stress and micronutrient-poor environments both before and after birth. This research study explores the impact of these stressors on the ability to learn both functional and academic English.

Michigan Department of Education guidance on English learners with special needs 310
Shereen Tabrizi (MDE, Special Populations Mgr.) & Sara Rainwater (Genesee ISD)
The presenters share the MDE’s new guidelines for identifying and placing ELs with special needs.

Synesthesia’s magic: Tell me about the personality of your word 311
Patrick T. Randolph (WMU)
Inspired by the magic of neural crossing-wiring, the presenter shows how he uses student-generated character sketches, poems, and short plays to breathe life into vocabulary by giving words memorable personalities. Using this as a weekly review, he illustrates how this technique helps students retain vocabulary at an alarming rate.

How to bring your ESL lessons to life using WDA-contextualized materials 317
Karyn Goven (A+ EL School, Okemos)
With NHRD, Michigan created a curriculum that combines basic and career readiness skills, and produced manuals linking community, workforce, and adult education. This session reviews the 21st Century Preparing Workers and Contextualized Education materials and shows how they can be integrated into curriculum.

Fighting fire with fire: Making smartphones & tablets work toward, not against, classroom efficacy 415
Courtney King (CMU)
In this interactive, bring-your-own-device session, you will learn about apps and websites that can transform the technology many teachers love to hate into tools for learning, collaboration, assessment, and feedback.

Bursting the bubble: Teaching college ESL readers to read for more than the test 411
Susan Ruellan (EMU)
This session explores the challenges encountered in an EAP reading course with students focused on passing a standardized exit test. Pedagogical and assessment suggestions to refocus student interest beyond reading for test-taking are discussed to impact thinking outside the bubble of the multiple-choice test selection.

Northstar lights the way to student achievement 417
Leticia Barajas (Pearson) The 4th edition of the prize-winning NorthStar series has fresh topics, explicit skills, stepped-up support for critical thinking, MyEnglishLab access for learners, & teacher-friendly online learning.

KEYNOTE
Bridging the Gap: Connecting SLIFE with U.S. Classrooms
Dr. Andrea DeCapua
7:00-8:00 pm, Auditorium 201

2014 MITESOL Conference Reception
Sponsored by GVSU’s College of Liberal Arts & Sciences
8:00-10:00 pm, Ballroom
Join us for heavy hors d’oeuvres, drinks, & live music by Gerund & the Infinitives
TESOL 2015 International Convention & English Language Expo
25-28 March 2015 • Toronto, Canada

Crossing Borders

Building Bridges

www.tesolconvention.org
Conference Schedule for Saturday, October 18, 2014

8:00—8:50 am, 50-minute Sessions

Bridging the gap: Designing advanced speaking, reading, and vocabulary curricula 514
Judy Dyer (UM), Pamela Bogart (UM)
This is the story of two new advanced graduate EAP courses designed to address unmet curricular needs, one on speaking in research contexts, the other on reading and vocabulary acquisition. Presenters share their theoretical approach, sample materials, and the many insights students provided in the development of these two courses.

Active engagement to foster refugee LESLLA proficiency, confidence, fun, & sense of belonging 515
Victoria Swenson (BCS), Jill Buiter (Kuyper)
See how physical activity fosters language development and confidence for refugee students as they participate in a factory simulation, following a map and giving directions, physical exercise that stimulates learning, and engaging in local field trips and exploration of the natural world. Handouts will be provided.

Taming the beast: Electronic records management in intensive English programs 612
Kathy Corman (UM, Flint), Thomas Stockwell (UM, Flint)
This session outlines how the Applications Programmer/Analyst and Academic Coordinator of an IEP collaborated to create a customized data management system using commercial software. Student and program records are securely stored and reporting capability is simplified. Follow our evolution from version 1.0 to now.

Helping all ELLs develop and maintain two languages 614
Maria Isabel Garcia (Cicero PS, IL)
The purpose of this session is to explain the concept of ‘The Bridge,’ the period during a lesson where the focus is on teaching students how to transfer what they have learned and stored in their first language into their L2.

A model for ESL teachers’ professional development 617
Khila Pokharel (CMU)
This session describes an ongoing, on-the-job, teacher training program in Nepal, which has expanded Nepali English teachers’ perspectives on training and reached out to new trainers to bridge the training–teaching gap.

Toward the community: Benefits of a practice program outside the classroom 710
Mark Chapman (CaMLA), Ummehaany Jameel (CaMLA)
This session describes a practice program that allows learners to take their language skills beyond the classroom to real world interactions. It focuses on developing speaking and writing skills of ELLs at different levels.

Creating a reading motivation assessment for ELLs 716
Maria Selena Protacio (WMU), Bong Gee Jang (Oakland), Jorgelina Kristhyna Fermin (WMU), Narges Kazemi Zadeh Gol (Oakland)
The presenters share a tentative reading motivation survey they created for fourth-to-eighth-grade ELLs. They focus on the results of their survey validation process, which included conducting focus group discussions with ESL professionals and cognitive interviews with ELLs in grades four through eight.

Where’s LESLLA?: Expanding TESL curricula to address low-literate adult learners 611
Colleen Brice (GVSU), Laura Vander Broek (GVSU)
The authors present a teaching unit on low-educated, low-literate adult ESL students which they developed for an introductory TESOL course in a new MA Applied Linguistics Program.

9:00—9:50 am, 50-minute Sessions

Ventures: Materials designed for low-level adult ESL learners 611
Kathleen Olson (Cambridge University Press)
An overview of the Ventures series, with a focus on the materials designed specifically for LESLLA learners.
Chinese students’ perception of ESL: A question of rigor 515

Akiko Ota (MSU)

Chinese students are accustomed to strict teacher control, long school hours, and an intense homework load in Chinese schools. This session presents findings from a qualitative study reflecting the voices of Chinese students in an ESL program on their expectations and beliefs about academic rigor and transitions to the U.S.

Adult literacy in Grand Rapids’ southwest neighborhoods 612

Lindsay McHolme (GVSU)

The author presents the Grand Rapids Adult Literacy Survey: West Hope Zone Pilot. Find out how the southwest side fares according to the results from participants’ CASAS Form 80 Reading Appraisal scores and surveys.

Building an ESL curriculum to address unique LESLLA refugee and immigrant needs 514

Claire Brakel Packer (ACCESS)

This presentation will chart a year-long curriculum development project. Our community-based ESL curriculum for LESLLA refugees and immigrants addresses literacy, life skills, and emerging vocational needs through an emphasis on sight word recognition and task-based lessons. Resources, samples, and suggestions will be shared.

From the TESOL classroom to the adult education ESL community: Focus on instructional resources 710

Zuzana Tomas (EMU), Nathan Moger (Ypsilanti AESL), Alyssa Anders (EMU), Kimberly Specht (EMU), Trisha Dowling (EMU), Clarissa Codrington (EMU), Courtney Slocut (EMU), Ohad Alderaan (EMU), Richard Lysogorski (EMU). This panel discusses collaboration between the MA TESOL Program at Eastern Michigan University and two programs for adult English language learners in southeast Michigan. The focus will be on instructional resources developed to benefit adult ESL learners in the community-based programs.

Expanding perspectives: Transferring reading skills to paraphrasing skills 614

Kay Stremler (EMU), Wendy Wang (EMU), Allie Piippo (EMU), Sara Okello (UM, Flint)

Emphasizing the interconnection between critical reading and effective paraphrasing, the presenters introduce a five-step approach to teaching paraphrasing that can help students transfer their critical reading skills to effective paraphrasing skills. Sample materials will be provided.

Connecting student achievement reports and student advising for success with an online tool 716

Erin Luyendyk (EMU), Susan Brokaw (EMU)

Systematic reporting of student progress, achievement, and proficiency is important for student success. Our online reporting tool tracks student achievement and informs our advising process, promoting student success while meeting accreditation standards. It serves as a model for implementing effective reporting and advising.

10:00—10:50 am, 50-Minute Sessions

Self-serve advanced vocabulary learning 612

Pamela Bogart (UM)

This session demonstrates opportunities for individualized and independent vocabulary learning using vocabulary.com, visualthesaurus.com, wordandphrase.info, and customizable apps (like GWhiz.com, which enables learners to create smartphone flashcards). Adaptability of tools for attendees’ contexts will be considered.

Check It Out library series for beginners: Empowering adult beginners within the community 617

Kimberly Specht (EMU), Richard Lysogorski (EMU), Alyssa Anders (EMU)

The presenters demonstrate a newly-developed video series aimed at enabling beginning adult ESL students to utilize community libraries. The series format and its capacity to motivate and empower learners will be discussed, alongside feedback from individual and classroom-based users. Handouts will be provided.

Building bridges between online corpora and grammar books 313

Ashley Hewlett (MSU)

Many teachers want to integrate corpus-linguistics into their grammar teaching but may not know where to start. I demonstrate how they can do this. Attendees will leave with samples of corpus-based grammar activities.
10:00—11:50 am, 110-Minute Workshops

Putting theory into practice: MALP projects for your classroom  716
Dr. Andrea DeCapua (MALP, LLC)
Participants will be guided in using the Mutually Adaptive Learning Paradigm to design culturally-responsive projects. Limited to 20 pre-registered participants who have tickets.

Expanding our perspectives on professional development  515
Michael Pasquale (Cornerstone), Jim Desler (MSU)
Hosted by MITESOL’s Professional Development SIG, this workshop explores new ways of approaching professional development. We will address questions such as, “how can I become a better teacher?,” and “how can I advance my career?” Participants will be actively engaged and encouraged to share their own experiences.

From the ELL classroom to the whole school  710
Jaana Terhune (Central Academy), Andrea Gordon (Lamphere HS), Suzanne Toohey (West Hills MS); Liz Sirman (Ypsilanti HS)
Hosted by MITESOL’s K–12 SIG, this collaborative workshop seeks to improve connections between ELL specialists and classroom teachers. We will also dig deeper into WIDA reports, Oakland ELL curriculum, and our personal stories about teaching ELLs.

Sharing our experiences: Stories of service learning for ESL students  611
Andrew McCullough (MSU), Teri Wertman (Wayne State), Austin Kaufmann (MSU), Erin Luyendyk (EMU), Alissa Cohen (MSU), Lisa Levine (MSU), Judy Youngquist (SVSU)
Hosted by MITESOL’s Post-Secondary SIG, this workshop will review several initiatives in service learning and invite participants to plan their own service learning directions. Panelists will share their experiences, field questions from participants, and join participants in the final workshop group discussions.

Hands-on with the common core  614
David Van Over (Vista Charter Academy), Heather Quamme (Vista Charter Academy)
This workshop aims to demonstrate activities that can be used to scaffold or differentiate learning within an EL or general classroom. Participants will create multiple activities that can be differentiated for their content and ELL levels and be ready to use immediately. Handouts and samples will be provided.

Empowering English language learners through the genre approach: A workshop  514
Cynthia Macknish (EMU), Susan Ruellan (EMU)
In this workshop, participants will analyze texts in a fun and engaging way. Genre theory and its challenges will be discussed. Through activities, participants will explore the benefits of text analysis, including the empowerment of learners. Participants will leave with take-away activities to use in their classrooms.

11:00—11:50 am, 50-minute Sessions

A world of words in an image: Using comics to teach advanced ESL vocabulary  313
Min Lun Wu (MSU), Kari Richards (MSU)
This presentation explores the use of comics in ESL instruction. After briefly reviewing the research, I show and explain the tools needed to create engaging comics, and share my experiences using comics in ESL classrooms.

The best things in life: Free reading and writing e-tools  617
Clarissa Codrington (EMU), Trisha Dowling (EMU), Ohud Alderaan (EMU), Kimberly Specht (EMU)
This session presents free electronic tools with a reading or writing focus that can improve productivity, increase student motivation, and provide variety for ESL teachers.
KEYNOTE
Literacy, Language, and the Lifespan: Tapping our Teacher Know-how
Dr. Patsy Vinogradov
12:00-12:50 pm, Ballroom

Luncheon, MITESOL Business Meeting & Raffle
12:50-1:50 pm, Ballroom

2:00—3:50 pm, 110-minute Workshop

**Designing culturally-responsive literacy instruction for elementary & middle school ELs** 710
*Catherine Reischl (UM), Debi Khasnabis (UM), Saina Sajjadi (AAPS), Nurit Oren (Ntl. Heritage Schls), Diana McDiarmid (Ntl. Heritage Schls), Kathe Gibson (AAPS), Rene Gant (UM), Veronica Petroelje (UM)*

This highly interactive workshop, intended for teachers of elementary and middle school students, offers examples of culturally-responsive literacy instruction and strategies for designing engaging teaching that draws on the resources in students’ communities and builds both social and academic English.

2:00—2:50pm, 50-minute Sessions

**Sit up, pay attention—and multiword units like that** 716
*Larry Zwier (MSU)*

The vocabulary of a native English speaker includes thousands of ready-made chunks. Why shouldn't ESL students enjoy a similar efficiency, instead of calling up each desired word one at a time? This presentation looks at the nature of a true, stable multiword vocabulary unit and how to teach it.

**Make yourself at home: Adapting EFL student identity support for ESL classrooms** 515
*Aiman Wesley Mueller (GVSU)*

Limited, strategic instructor use of students’ native languages has, for years, been supported in EFL literature, though less so administratively, to support SLA and student identity. This presentation initiates adaptation of these approaches in ways potentially even monolingual ESL instructors may employ in heterogeneous classes.

**Call me Al: Expanding ELL identity, motivation, and success through the adoption of English names** 614
*Trisha Dowling (EMU), Renee Sautler (EMU), Clarissa Codrington (EMU), Jingjing Wei (EMU)*

Some international students choose to adopt an ‘English’ name, while others do not. This panel will examine the motivations behind this choice, focusing on cultural and linguistic reasons to use or not to use an ‘English’ name.

**Expanding and enhancing students’ perspectives through model United Nations debates** 611
*Patrick T. Randolph (WMU)*

This session takes the participants through a very hands-on approach to introducing how to use Model United Nations debates as a tool to broaden our ELLs’ perspectives on current topics. The presenter also shows how writing and speech-based classes can use these debates as the basis for capstone class projects.

**How do cultural beliefs and family literacy shape the educational attainment of immigrant students?** 514
*Hiba Kahil ElHajj (Crestwood HS, Dearborn)*

Culture and identity impact literacy. This session presents the most recent research about home literacy practices that make a difference in the lives of immigrant children. With examples of culturally-specific literacy elements and learned behaviors, this session reflects how a family’s background and culture influence children’s literacy.

**Apps to increase extracurricular engagement** 617
*Kristin Homuth (LCI), Allison Piippo (EMU)*

The presenters discuss the benefits of students using mobile applications to work independently and demonstrate applications that they have used successfully to increase students’ autonomous learning.

**The impact of contextual clues in speaking tasks on oral performance of EFL learners** 612
This study investigated the effects of contextual clues on L2 learners’ content development/elaboration in speaking tasks. Based on in-depth analyses of performance discourse and analytic test scores, the researcher draws implications for designing valid and reliable speaking tests in classroom-based assessment contexts.

Integrating ESL with social responsibility through extensive reading modules
Eva Copija (WMU), Beth Ernst (WMU), Tudy Boldin (WMU)
The session will review the research on extensive reading and introduce participants to techniques for integrating ELT with social responsibility, through the selection of high-interest reading materials featuring multicultural content. Follow-up activities, including post-reading that promotes awareness of global issues, will be shared.

3:00—3:50 pm, 50-minute Sessions

Expanding our classroom: Planning and implementing cultural activities in the community
Sara Okello (UM, Flint), Jolene Jaquays (UM, Flint), Che Moya (SVSU)
Incorporating cultural activities into English language programs affords natural opportunities for students to practice the language and be exposed to the culture. We discuss the process of coordinating, organizing, and implementing cultural activities and excursions as well as provide a framework for these events.

Up close and personal: Observing Arabic-speaking ELLs’ vocabulary learning strategies
Julie Dean (EMU), Rebecca Cornell (EMU), Zuzana Tomas (EMU)
We present a qualitative study of vocabulary acquisition, focusing on insights gained from interviews with and observations of the vocabulary learning of three university-level Arabic-speaking ELLs. Out-of-class strategies students used to prepare for vocabulary coursework and their metacognitive self-reflections are discussed.

5 minutes to a paradigm shift: Practical tips on “flipping” ESL content
Denise Warner (Lansing CC), Kari Richards (Lansing CC)
Presenters demonstrate tools to create flipped lessons that require little time or special training. Participants will have opportunities to ask questions during this practiced-oriented demonstration.

Perceptions of English proficiency levels: The unspoken expectations of native English speakers
Alison Roberts (LCI)
The author presents a study that investigated the proficiency levels at which NESs feel comfortable interacting with NNESSs, and the effects of task and demographic variables. Teaching and policy implications are discussed.

Building community and engaging diverse learners in the ESL classroom
Alisha Fisher (CMU), Michelle Korouma (CMU)
Learn strategies for engaging students with diverse backgrounds and proficiencies. We demonstrate how to build community and accountability with Team-Based Learning and how to design unique workstations to promote studying habits and group work. Handouts, success stories, and theory galore!

Killing time with security guards: Teaching English to those who cannot afford it
Collin Blair (MSU)
Service learning isn’t only for students; educators can find their way into communities to teach ESL to those who cannot afford to take courses. The presenter shares his experiences working with underrepresented populations and offers strategies for making the experiences meaningful.

Engaged and successful: Practical techniques to solve common concerns for low-level EAP students
Dyanne Foskey (WMU), Terri Bieszka (WMU)
We demonstrate how teachers can engage students immediately to increase language skills. Participants will leave with several practical ideas related to study skills, reading practice, vocabulary development, and spelling.
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