“New Horizons: Striding into the Future”

Selected Proceedings of the 2011
Michigan Teachers of English to Speakers of Other Languages
Conference

October 7-8, 2011

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New Horizons: Striding into the Future

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Kalamazoo, Michigan, October 7-8, 2011

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James M. Perren, Kay M. Losey, Dinah Ouano Perren, Jeff Popko, Allison Piippo, & Lauryn Gallo

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The Selected Proceedings of the 2011
MITESOL Conferences

Preface

On October 7-8, 2011, The Michigan Teachers of English to Speakers of Other Languages (MITESOL) met on the campus of Western Michigan University, in Kalamazoo, Michigan, for its annual fall conference. The conference, chaired by President elect Wendy Wang, offered numerous talks, workshops, and poster sessions, as well as a Friday evening reception, Saturday luncheon and business meeting, Special Interest Group (SIG) meetings, and publisher exhibits.

Special guests for the conference were the featured speaker and the keynote speaker. Dr. Greg Kessler (Ohio University) was the featured speaker for Friday evening, delivering a session on the many benefits and challenges inherent in the use of technology in language education titled, Language Learning in an Era of Ubiquitous Computing: Pedagogy, Students, and Teachers. Dr. Li-Rong Lilly Cheng (San Diego State University) presented the Saturday afternoon keynote plenary address about how to distinguish between language differences and language disorders, titled Working with English Language Learners with Special Needs.

As previously offered in years past, MITESOL is continuing the service of publishing a selection of papers from its conferences. This particular edition of the conference proceedings contains eight articles, organized into two sections: (1) Plenary Presentations and (2) Teaching Techniques and Materials Development. In the first section, the plenary speakers’ papers are arranged in order of their presentation at the conference. In the second section, papers are arranged in alphabetical order by first authors’ surnames.

The first section of this volume is Plenary Presentations. We are pleased to include the conference’s two featured speakers’ papers in this section. In the article titled, Language Learning in an Era of Ubiquitous Computing: Pedagogy, Students, and Teachers, Greg Kessler discusses the changing role and impact of technology in today’s world, providing suggestions for effectively incorporating these communication tools into current language learning pedagogy. In the second article, Working with English Language Learners with Special Needs, Li-Rong Lilly Cheng provides strategies for differentiating between language differences and language disorders and for working with and assessing special needs English language learners.

The second section of this volume is Teaching Techniques and Materials Development. The first article, by Doreen Ewert and Rebecca Mahan, titled Extensive Listening in a Self-access Learning Environment, details the successful implementation of an elective EL course for high-intermediate and advanced learners at the Intensive English Program at Indiana University. The second article in this section, by Kristin Jatkowski Homuth and Allison Piippo, titled, Slang in the ESL Classroom, illustrates the importance of teaching slang to ELLs for both informal and academic purposes, as well as some suggested methods for integrating the teaching of slang in the classroom. Next is the article by Sara Okello, Allison Piippo, and Dr. Wendy Wang, titled, Grammaring Along: Teaching Grammatical Bundles through Song, which discusses the advantages of
teaching grammatical bundles using popular music, including instructional activities for pre-, during-, and post-listening.

The fourth article in this section is by Mary Beth Pickett and is titled Teaching Shakespeare to ELLs to Develop Fluency. This paper explains how to scaffold activities from the National Endowment for the Humanities funded “Shakespeare in the Schools” program for gains in learners’ confidence and speaking, listening, pronunciation, and vocabulary skills. Patrick T. Randolf is the author of the fifth article in this section, titled, Using Creative Writing as a Bridge to Enhance Academic Writing, demonstrates how creative writing helps ELLs to become more effective writers, as shown in exit writing assessment test scores in one IEP, and how learners can find writing at higher cognitive levels more enjoyable as a result. The final article in this section is titled Using Controlled and Guided Practice as an Instructional Writing Strategy in Academic Contrast-Comparison Essays, by Elizabeth Wojtowycz. This paper discusses the process of controlled and guided practice in the teaching of outlining and writing contrast-comparison essays for English as a second language writers for academic purposes.

As with previous volumes, the papers have been printed in the final form in which they were submitted, often following requested revisions by the editors. Only minor editing has taken place by the editors before printing of the volume. Also as before, copyright and responsibility of the contents of all papers reside with the individual authors. Therefore, all questions, requests for reprints, and permission to reproduce should be directed to the individual authors whose email addresses appear at the end of each paper in the author note.

We would like to express our gratitude to the many people involved in completing this project. The authors contributed considerably as presenters, as well as by converting their talks into manuscripts. Each editor has taken on a significant responsibility in refining each manuscript for print. Kay Losey again generously gave her time mentoring authors and providing key editing assistance with the manuscripts. Jeff Popko also graciously contributed his time and expertise toward mentoring authors. Dinah Ouano Perren helped to mentor authors during the writing process, and assisted significantly during the copy-editing phase. James Perren completed numerous tasks associated with this project, including mentoring authors and communicating with multiple editors and MITESOL community members to understand the editorial process established by Christy Pearson. Allison Piippo was also involved in mentoring authors. Lauryn Gallo was highly involved in numerous copy-editing tasks that facilitated meeting critical deadlines. Thanks Lauryn!!

We sincerely hope that you enjoy reading the various papers offered in this volume.

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The Editors, September, 2012