

**‘Transforming Learning: Teaching & Advocacy’
and
‘ESL at the Crossroads’**

**Selected Proceedings
of both the 2009 and 2010
Michigan Teachers of English Speakers of Other Languages
Conferences**

October 9-10, 2009 and October 1-2, 2010

Editors

James M. Perren

Kay M. Losey

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2011

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and Allison Piippo

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Contents

Preface	<i>The Editors</i>	4
Research		
Challenges of Implementing Station Teaching Between ELL Teachers and General Education Teachers and Its Implication on Classroom Practice	<i>Grace Chin-Wen Chien</i>	7
Who Gains More?: A Case of Motivation and Corrective Feedback in ESL Classes	<i>Baburhan Uzum</i>	19
Issues in TESOL		
Introducing Humane Education to TESOL Curricula	<i>Andrew Domzalski and Boguslaw Gatarek</i>	40
Things Your TESOL Prof Never Told You	<i>Christen M. Pearson</i>	56
Critical Thinking and Global Issues in the ESL Writing Classroom	<i>Marian Gonsior</i>	77
Where Did It Go? The Hide and Seek of Language Attrition and the Freeze Tag of Language Stagnation	<i>Christen M. Pearson</i>	90

Selected Proceedings of both the 2009 & 2010

MITESOL Conferences

Preface

On October 9-10, 2009, The Michigan Teachers of English to Speakers of Other Languages (MITESOL) met on the campus of Grand Valley State University, in Grand Rapids, Michigan, for its annual fall conference. The conference, chaired by President elect Casey L. Gordon, 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 two plenary/featured speakers and the keynote speaker. Susan E. Reed (a bilingual Immigration Law attorney with the Michigan Poverty Law Program) was the plenary speaker for Friday evening, delivering a session on legal issues facing immigrant students titled, *Immigrant Students' Rights: Present Challenges and Future Opportunities*. Dr. Nkechyi Ezech (Aquinas College) presented a Saturday morning plenary address about Meeting Literacy Needs of Culturally and Linguistically Diverse Students. Dr. Donald Freeman (University of Michigan) completed the highlighted presentations agenda with a piece titled, *'The Elephant and the Worm': How Schools Lose Track of the Work of ESL Teaching*.

The second conference reflected in this publication took place on October 1-2, 2010, at the Eastern Michigan University campus in Ypsilanti, Michigan. The conference, chaired by President elect, Dr. Wendy Wang, dazzled MITESOLers as at previous conferences with 63 breakout sessions including paper presentations, workshops, panel discussions, teaching/tutoring demonstrations 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 two plenary/featured speakers and the keynote speaker. Joan Morley (Professor Emerita) was the featured speaker for Friday evening and gave an exclamatory talk titled, *Thirty-Five Years of MITESOL, and Still Moving On!* The Saturday morning plenary address was presented by Linda Forward from the Michigan Department of Education. Her discussion was titled, *Our Kids, Our Future*, and examined development of specific educational policies. Dr. Jodi Crandall (University of Maryland) provided the Saturday afternoon keynote address titled, *The TESOL*

Professional at the Crossroads: Meeting the Challenges with Our Strengths.

Similar to previous years, MITESOL is continuing the service of offering a selection of papers from its conferences. This particular edition of the conference proceedings reflects a unique opportunity to combine a range of topics from two conference venues and two separate conference themes. This volume is organized into the main areas of (1) Research and (2) Issues in TESOL. Within each area, papers are presented in alphabetical order by first authors' surnames and chronologically.

The first section of this volume is Research. We are delighted to include two papers in this section that were both delivered at the 2010 MITESOL Conference at Eastern Michigan University. In an article titled, *Challenges of Implementing Station Teaching Between ELL Teachers and General Education Teachers and Its Implication on Classroom Practice*, Grace Chin-Wen Chien describes the practice, shortcomings and strengths of station teaching with English Language Learners (ELLs) in two elementary schools. In the second article, *Who Gains More?: A Case of Motivation and Corrective Feedback in ESL Classes*, Baburhan Uzun reports on the relationship between learners' motivation and their response (uptake) following feedback in an ESL class at a major Midwestern university.

The second section of this volume is Issues in TESOL and begins with two papers presented at the 2009 MITESOL Conference in Grand Rapids. The first article by two authors, Andrew Domzalski and Boguslawa Gatarek, titled *Introducing Humane Education to TESOL Curricula*, explains the need for incorporating humane education into the professional preparation of ESL teachers. The second article in this section, *Things Your TESOL Prof Never Told You*, written by Christen M. Pearson, describes the crucial foundation of first language literacy upon which a second language is built and explores the range of variables - prenatal, perinatal, and postnatal - that can negatively impact language learning. The third article written by Marian Gonsior is titled, *Critical Thinking and Global Issues in the ESL Writing Classroom*. This contribution to the 2010 MITESOL Conference at Eastern Michigan University discusses a quest to develop the "perfect" English for Academic Purposes (EAP) writing class using authentic materials gathered from Internet. The article, *Where Did It Go? The Hide and Seek of Language Attrition and the Freeze Tag of Language Stagnation*, reflects a second piece in this edition written by Christen

M. Pearson. This final article of this section was also presented at the Eastern Michigan University MITESOL Conference in 2010.

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 for 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 significantly as presenters and then by converting their talks into manuscripts. Each editor has played a specific and much-needed role. Kay Losey again generously gave her time mentoring authors. With her expertise, Kay provided key editing assistance with several manuscripts. Dinah Ouano Perren also helped to mentor authors in the writing process this year while managing her employment responsibilities teaching ESL at Eastern Michigan University and at Henry Ford Community College. Dinah also took an active role in the copy editing phase. Allison Piippo took time to also mentor authors while taking classes at Eastern Michigan University in the MA: TESOL Program. James Perren completed numerous tasks associated with this project by mentoring authors and communicating with multiple editors and other MITESOL community members to understand the editorial process established by Christy Pearson.

We sincerely hope you enjoy reading the different papers available in this combined volume. Hope to see you at the MITESOL Conference in Kalamazoo in 2011.

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The Editors

September, 2011

