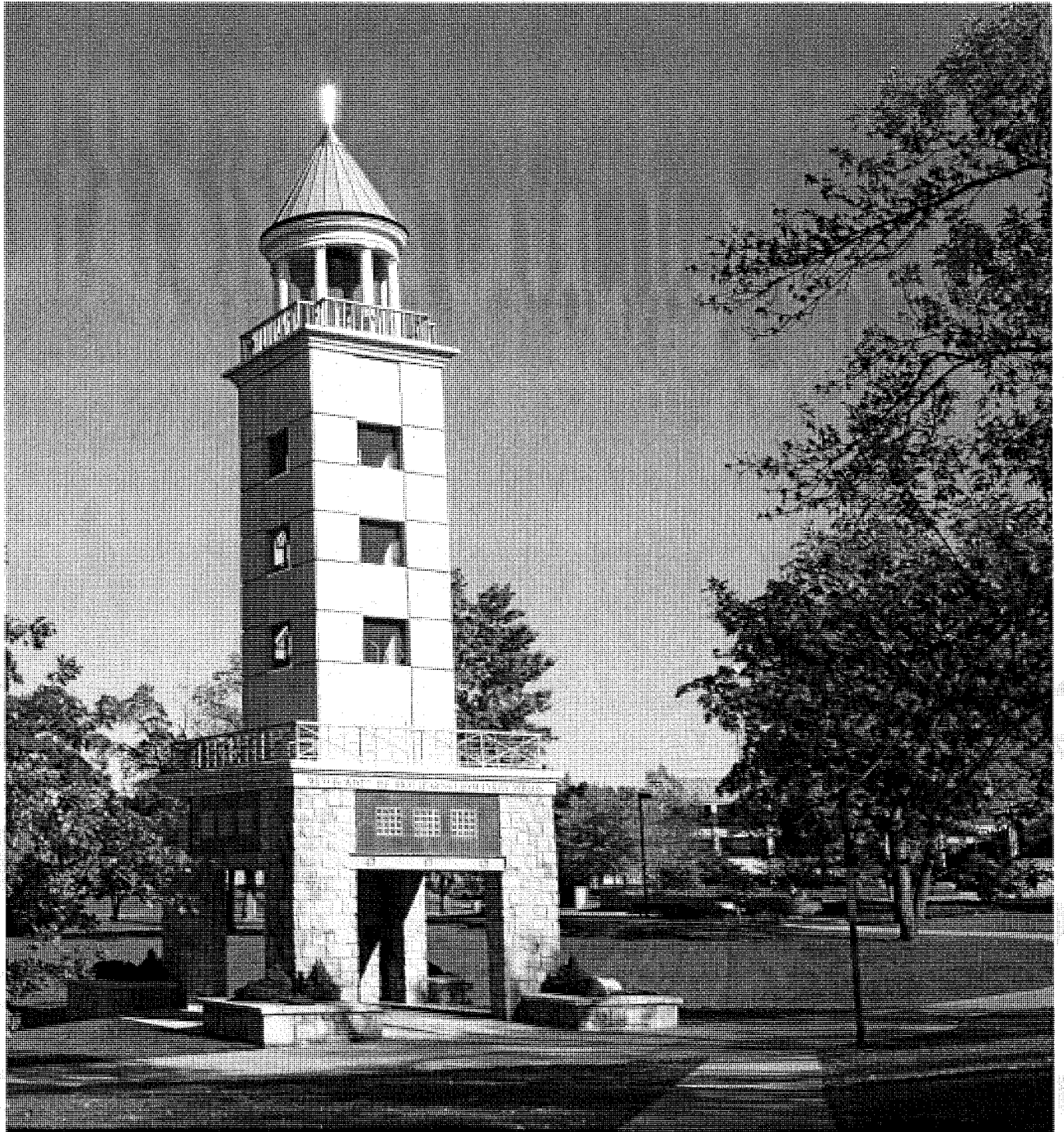




MIDTESOL 2014

THE WISE LEARN FROM
EVERYONE



University of Central Missouri

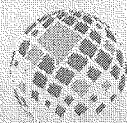
WARRENSBURG, MO

TESOL 2015 International Convention & English Language Expo

25-28 MARCH 2015 • TORONTO, CANADA

**CROSSING
BORDERS**

**BUILDING
BRIDGES**



tesol international
association



Welcome!

Welcome to Warrensburg, the University of Central Missouri, and the 2014 MIDTESOL Conference: The Wise Learn From Everyone. We're very glad you've joined us!

This year's conference theme is inspired by the inscriptions on the Maastricht Friendship Tower. This carillon tower, a symbol of international understanding, was a gift to the university from generous friends in Maastricht, The Netherlands: the Benott Wesley family. Inscribed on the tower in English, Hebrew, Dutch, and the Maastricht Dutch dialect is a quote from the Jewish Mishnah: "Who is wise? He who learns from every person." We hope that our conference will offer you many opportunities to learn from your professional colleagues and to share your knowledge with them, so all of us can better support the education of English learners.

If we can do anything to make your conference experience more pleasant, please come see one of us or a conference volunteer. Look for our red "Ask me!" buttons.

Enjoy the conference!

The Planning Committee: Cheryl Eason, Valerie Heming, Rachel Herman, & Bob Yates

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Conference Schedule

Friday, October 24, 2014: Elliott Student Union

9:00 AM-12:00 PM	MIDTESOL Executive Board Meeting	Union 237A
12:00 PM-1:00 PM	MIDTESOL Board Luncheon	Union 237A
12:00 PM-7:00 PM	Registration	Union 236-238, Hallway
2:00 PM-4:30 PM	Workshops: Fairley & McConnell, Special Education Hellman, Motivation & Readability Juza, IEP Accreditation Smokorowski, Global Collaboration	Union 238 Union 237B Union 236 Union 237A
5:00 PM-6:30 PM	Opening Plenary: Welcome, Award Announcements, & Opening Address--Fredricka Stoller	Union 240
6:30 PM-8:00 PM	Reception: Appetizer Buffet & Cash Bar	Union 238 & 240

Saturday, October 25: Martin Building

8:00 AM-10:00 AM	Registration	1st floor in front of Highlander
8:00 AM-4:00 PM	Exhibits	1st floor, Lobby of Highlander
8:30 AM-9:30 AM	Concurrent Sessions	2nd & 3rd floor
9:30 AM-9:40 AM	Break	
9:40 AM-10:40 AM	Concurrent Sessions	2nd & 3rd floor
10:40 AM-10:50	Break	
10:50 AM-11:50 AM	Concurrent Sessions	2nd & 3rd floor
11:50 AM-1:30 PM	Lunch & Interest Section Meetings	Registration area, 1st floor 3rd floor
1:30 PM-2:30 PM	Concurrent Sessions	2nd & 3rd floor
2:45 PM-4:30 PM	Closing Plenary: Closing Address--Dyane Smokorowski	Elliott Student Union 240



If you need assistance while at MIDTESOL, please ask one of the planning committee members or one of the many volunteers wearing the "Ask Me!" buttons. We are happy to help!

2014 MIDTESOL Conference Plenary Sessions



Opening Address

Fredricka Stoller

Good Readers Are Fluent Readers: Giving Reading Fluency the Attention it Deserves

Friday, October 24, 5:00 p.m.
Union 240

Sadly, the second language (L2) learners in our classrooms, at most levels of instruction, typically read too slowly to be good readers. Research has demonstrated that fluency contributes to students' reading-comprehension abilities, but fluency training is often neglected in our classrooms. Some teachers believe that they do not have class time to devote to fluency training; others assume that students will develop fluency on their own, over time; and many are simply unaware of the many activities that can be easily integrated into their classes to promote reading fluency. In this presentation, participants will be introduced to the key elements of reading fluency (e.g., automaticity, accuracy, reading rate, word- and passage-reading fluency) and then explore various ways in which reading fluency can be addressed in L2 classrooms—with existing reading materials, with students of all age groups, and for students at all proficiency levels.

Fredricka L. Stoller is a Professor of English at Northern Arizona University, where she teaches in the MA-TESL and Ph.D. in Applied Linguistics programs. She is co-author of Teaching and Researching Reading (2nd ed., 2011, with W. Grabe, Routledge); co-editor of A Handbook for Language Program Administrators (2nd ed., 2012, with M. A. Christison, Alta Book Center Publishers); and co-author of Write Like a Chemist (2008, with M. Robinson et al., Oxford University Press). Her professional areas of interest include L2 reading, project-based learning, disciplinary writing, content-based instruction, language teaching methodology, and curriculum design.



Closing Address

Dyane Smokorowski

Keeping It Real for Kids

Saturday, October 25, 2:45 p.m.
Union 240

What do we want students to remember when they are 40, not just for the test on Friday? That is the teacher's essential question for curriculum design, and it lays the foundation for life-long learning alongside our content areas. We all know rigor and relevance are more than ideals for great curriculum and dynamic classroom experiences. They hold the keys to providing authentic learning and assessment for our students, but knowing where to start can be a challenge. During this interactive plenary, we will explore how to fuel curiosity in students, tie in current events to learning, and enlist student voice and choice, so the classroom experience is meaningful and dynamic for every child.

Workshops

Friday, October 24, 2:00 p.m. - 4:30 p.m.

Elliot Student Union



Joy Fairley
Mary McConnell

Distinguishing Special Education Needs from English Language Learning Development, Room 238



Research shows that English Language Learners are typically over-represented or under-represented in special education programs. It is important that we accurately identify students for appropriate services and placement. This session will explore processes and procedures that can be used when there is concern regarding whether the issue is a language learning difficulty or a disability. The presenters will share what to do prior to making a special education referral. The presenters will discuss how this is done through a collaborative team effort with ELL and general education teachers and parents.

Dr. Joy Pedego Fairley has spent over thirty years as a teacher and Special Education Administrator in Kansas and Missouri. Dr. Fairley earned her B.S. in Elementary Education and M.S. Ed. in Learning Disabilities from the University of Central Missouri. She completed her Ph.D. in Special Education at the University of Kansas. Currently, Dr. Fairley serves as an improvement consultant for the Kansas City Regional Professional Development Center. She is an expert in the areas of school improvement, data teams, alternative assessment, and technology usage for students with special needs. She promotes social justice and is a committed advocate for all students. Dr. Fairley has served as an adjunct professor in the School of Education at the University of Missouri–Kansas City for several years. Her most recent publication is Aitken, J. E., Fairley, J. P., & Carlson, J. K. (2011) Communication Technology for Students in Special Education Programs.

Dr. Mary E. McConnell has spent more than three decades working in the area of special education. Mary is a recognized expert in Response to Intervention (RtI), co-teaching, academic and behavior self-monitoring strategies for students, functional behavioral assessments, effective teaching practices for diverse learners, and effective classroom management strategies. Dr. McConnell is the author of three books, including Functional Assessment: A Systematic Process for Assessment and Intervention in General and Special Education Classroom, and has published several articles that address ways to work effectively with diverse groups of learners. Dr. McConnell has worked closely to support teachers and administrators in many areas and has a deep compassion and commitment to improving the learning outcomes for all students.



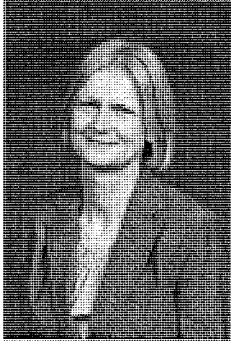
Dyane Smokorowski
Research, Explore, and Create Anywhere with Global Collaboration, Room 237A

We often hear of how small the world really is, but did you know that it's easier than ever for students to investigate Earth's cultures and wonders with just a few simple tools, a sense of curiosity and adventure, and the right teacher digital network? In this session, we will explore how to connect your students to experts, museums, National Parks, zoos, and even other classrooms around the globe through video conferencing tools. We will also examine globally connected classrooms that are taking the Common Core's concepts of curiosity, critical thinking, creating, and collaborating beyond the final frontier. Be prepared to take your imagination on an incredible journey as you develop opportunities for your own students in this session.

Dyane Smokorowski is the 2013 Kansas Teacher of the Year and is currently serving as an Instructional Technology Coach in the Andover Public Schools. Mrs. Smoke, as she's known to her students, believes in a project-based, student-centered classroom that helps students build skills in communication, planning, research and project implementation. She wants her students to develop a love for literature, communication, and technology, but also to understand how to use that love and passion to advance their own future, as well as that of their community.

Workshops

Friday, October 24, 2:00 p.m. - 4:30 p.m.
Elliot Student Union



Andrea Hellman

What Should They Read? Motivation and Readability for ELLs in the Common Core, Room 237B

Do you struggle with how to motivate English learners to read? Are your students frustrated with leveled readers? Are you puzzled by grade level readability metrics? Choosing the right books to read is the key to motivating readers and guiding them to reach the Common Core Standards.

Readability for a language learner is surprisingly complex and confusing for teachers because a host of variables contribute to it. This workshop will hand you practical tools to select the right text for specific reading tasks, so you can boost your learner's motivation and self-efficacy with reading. You will also learn techniques language learners should know to choose authentic books that are just right to propel them to read on and achieve grade level standards.

Dr. Andrea Hellman is a teacher educator and applied linguist at Missouri State University College of Education, where she is engaged in leading teacher inquiry and preparing all teachers to support English language learners in the mainstream classroom. Previously, she served as principal TESOL faculty and research associate for Project SPEAK, a Title III National Professional Development grant. She received her doctorate from Boston University and earned the Christopher Brumfit award for dissertation of the year in language education from Cambridge University Press. Andrea is a frequent presenter at various regional and international conferences; she is a Hungarian-English bilingual and adult immigrant to the United States.



Patricia Juza

IEP Accreditation: Developing Effective Assessments and Student Learning Outcomes, Room 236

The English Language Program Accreditation Act marked a watershed moment, requiring Intensive English Programs to become accredited by December 2013 in order to continue enrolling international students. Whether an IEP holds accreditation through ACCET (Accrediting Council of

Continuing Education and Training), CEA (Commission on English Language Program Accreditation), or falls within the scope of a university's regional accreditation, it is clear that accreditation standards are on the radar of the entire IEP community. In this hands-on workshop, participants learn how to write effective student learning outcomes, which align with a program's mission, curriculum, and goals. Participants will also learn how to develop practical assessment tools that measure students' progress, outcomes, and proficiency across skills and levels. Interactive discussion will focus on how to apply these to accreditation standards and reporting requirements. Materials and samples will be provided.

Patricia Juza, Director of the International English Center at the University of Colorado Boulder, was previously the Director of Global Programs at Baruch College, City University of New York. She has served in various leadership roles including, the UCIEP board of directors, the EnglishUSA executive board, the NAFSA Region X team, and New York State TESOL board. Patricia has given numerous talks on Intensive English Program accreditation for the US Department of Commerce, EducationUSA, and NAFSA. She earned her Bachelor of Arts in Government from Cornell University, and her Master of Arts in TESOL from Teachers College, Columbia University.

Saturday, October 25, 2014 Concurrent Sessions at a Glance

8:30 AM to 9:30 AM

8:30-8:55	223	<i>Friendship Is Magic: A Curiously Rich Source of Comprehensible Input</i>	226	An Ineffective Academic Writing Course: A Deception for ESL Students	227	230	319	320	324	326	328	329	330	331											
	9:05-9:30	Finding Funding Opportunities for ESL Projects	226	A Qualitative and Quantitative Analysis of Korean EFL Learners' Textual Borrowing	227	Co-Teaching in an IEP Setting	228	Narrative Medicine as a Bridge to Medical Academic Discourse	230	Standardizing Testing With Test Templates	319	Re-Appropriating Google Docs: Online Editors and Non-Native Student Collaboration	320	Teaching Annotation Skills That Empower Your IEP Reading Students	324	Toward Preparing All Pre-Service Teachers to Effectively Work With ELLs	326	Best Practices in Grammar Teaching	328	Culture as the Classroom	329	Enhance Your Career Through an English Language Fellowship	330	Using Captioned Videos for English Language Learning	331

9:40 AM to 10:40 AM

9:40-10:05	223	Reading Comprehension Strategies: An Arabic Speaker's Struggle	226	Four Distinct Issues in Japanese Secondary English Teaching	9:40-10:40		228	Beyond the Classroom: Extracurricular Opportunities to Expand ESL Education	230	Structure and Choice in ESL Extensive Reading Circles	319	Editorial Comments: Let Students HEAR How Good Their Essays Are	320	Project-Based Learning: Finding a Place for It in L2 Classrooms	324	Migrant Summer School as Teacher Professional Development	326	Educational Uses of Digital Storytelling to Enhance Metacognitive Skills	328	Hear More Student Voices with Google Voice	329	The World Is Your Classroom: Teach With U.S. Embassies Worldwide	330	ESL Curriculum Redesign in Today's Educational Climate
	10:15-10:40	EAP Materials Based on General Education Textbooks	226	The Gap Between the Japanese Entrance Exam and Everyday Classes	227	ESL Tutoring Techniques You Want to Know	228	Beyond the Classroom: Extracurricular Opportunities to Expand ESL Education	230	Structure and Choice in ESL Extensive Reading Circles	319	Editorial Comments: Let Students HEAR How Good Their Essays Are	320	Project-Based Learning: Finding a Place for It in L2 Classrooms	324	Migrant Summer School as Teacher Professional Development	326	Educational Uses of Digital Storytelling to Enhance Metacognitive Skills	328	Hear More Student Voices with Google Voice	329	The World Is Your Classroom: Teach With U.S. Embassies Worldwide	330	ESL Curriculum Redesign in Today's Educational Climate

10:50 AM to 11:50 AM

10:50-11:15	223	226	228	230	319	320	324	326	328	329	330	331
	Instructional Coaches for ESL Teachers: Why and How	Implementing Student Self-Evaluations in an IEP Classroom	Bridging University Gaps: Creating Collaborative, Multilevel ESL Bridge Programs	IEP Student Community Engagement and its Impact on Language Learning	Games to Save Your Life!	The Wise Learn How to Paraphrase	Revisiting Oral Reading: Being in the Phonological Loop	Dialogic Teaching and Literacy Learning	Comparing Online Learner Dictionaries	Whadaya gonna DO this WEEKend? Teaching Word Stress and Rhythm	Huh? Using Listening Logs to Achieve Excellence in Aural Comprehension	Successfully Update Your Placement and Exit Processes
11:25-11:50	Twitter: Professional Development for ESL Teachers	Applying Grit Theory to a Second Language Learning Context										

Lunchtime Interest Section Meetings (Pick up your lunch, and take it with you to your Interest Section meeting.)

319	320	329	331
Community College/ Adult Education	Intensive English Programs	K-12	Higher Education/ Teacher Training

1:30 PM to 2:30 PM

1:30-1:55	223	226	228	230	319	320	324	326	328	329	330	331
	Help Your ESL Students Become Global Citizens Through Service Learning	Student Surfing: Helping Students Evaluate the Most Effective ESL Websites	Bridging Responsibility and Teaching: Facing ELLs With Undiagnosed Disorders	Bridging the Gap Between Intensive English Classes and the TOEFL	Practical Research: Intermediate Introductory Research Practices in an IEP	Vague Language and Information Status in L2 Writing	How Can They Spell It if They Can't HEAR It?	Helping Students Learn How to Learn	Making Vocabulary Learning and Teaching Fun and Efficacious	Inter-Actions for the Cognitive and Academic Needs of ELL Students	Beyond Listening Comprehension: Metacognition, Learner Autonomy, and TED Talks	Developing Quality Classroom Assessments: Item Writing Workshop
2:05-2:30	It Takes a Village: Getting ELLs Involved in Their Community	Engaging the Adult Learner: Strategies and Activities										

2:45 PM to 4:00 PM: Dyane Smokowski, Closing Plenary Session, Elliott Union 238/240

8:30-8:55
Martin 223

Friendship Is Magic: A Curiously Rich Source of Comprehensible Input

Marc Manganello--University of Iowa

The children's TV series *My Little Pony: Friendship is Magic* has enjoyed tremendous success and become a staple of contemporary American popular culture, but its value as a source of comprehensible input for learners of English should also not be overlooked. This presentation will discuss some of the key ways in which *Friendship is Magic* can be useful for helping low to intermediate level learners expand their vocabulary and better understand discourse patterns in spoken English according to Stephen Krashen's Input Hypothesis and more recent research.

General Audience, Intensive English

9:05-9:30
Martin 223

Finding Funding Opportunities for ESL Projects

Holly Milkowart--Johnson County Community College

As college budgets continue to shrink, teachers are left with little to no money in which to fund their various pilot projects and educational endeavors. Despite many states reducing overall aid for public education, there are many financial opportunities still available. This presentation is designed to help educators cut through the time-consuming research process of finding such opportunities and to give specific examples of obtainable monetary options, including grants, scholarships, and awards.

K-12, Higher Education/Teacher Education, Materials Development

8:30-8:55
Martin 226

An Ineffective Academic Writing Course: A Deception for ESL Students

Hoi Yuen Chan--Missouri University of Science and Technology

For international students, advanced writing abilities are considered one of the most significant factors for their academic success (Moon, 2007). Therefore, processing and producing academic writing constitute crucial components of academic success. This session presents the causes of making academic writing courses ineffective for ESL students at a US university. "The things I learned in this course are not really helping me." A qualitative case study was designed to investigate what important components are essential in an academic writing course. The presenter will share findings and recommendations with participants who might be teaching similar courses at their respective universities.

Intensive English, Higher Education/Teacher Education

9:05-9:30
Martin 226

A Qualitative and Quantitative Analysis of Korean EFL Learners' Textual Borrowing

Hohsung Choe--Hankuk University of Foreign Studies

Junghwa Lee--Hankuk University of Foreign Studies

The study explored Korean university students' textual borrowing while writing in EFL. It examined students' writing in an ecologically valid setting and used both qualitative and quantitative data. Qualitative text analysis revealed patterns of students' textual borrowing. Six categories of textual borrowing emerged: (1) loose paraphrase, (2) tight paraphrase, (3) content disconnection, (4) meaning changes, (5) integration, and (6) overuse of one single source. Meanwhile, the frequency of the six categories revealed how frequency changes over time. Tight paraphrase was the most common strategy used when borrowing texts. Over time, frequency of tight paraphrase increased. On the contrary, the frequency of loose paraphrase decreased over time. Students used the other categories infrequently and irregularly.

General Audience, Intensive English, Higher Education/Teacher Education, Adult Education

8:30-9:30
Martin 227

Co-Teaching in an IEP Setting

Jill Thomas--University of Central Missouri, IEP
Katelyn Wharton--University of Central Missouri, IEP

Teachers often find co-teaching to be very challenging regardless of the level of education they find themselves in. This presentation examines current co-teaching models, the advantages for students and instructors, and discusses the challenges and successes of the variety of co-teaching models implemented in the Intensive English Program at UCM.

General Audience, Intensive English

8:30-9:30
Martin 228

Narrative Medicine as a Bridge to Medical Academic Discourse

Elizabeth Baertlein-- University of Iowa

The presenter will discuss her experience with developing and teaching a sustained content-based ESL course in narrative medicine for students who are pursuing various medical degrees at an American university. The central premise of narrative medicine is that, in addition to having technical skills, healthcare providers need to be able to comprehend and empathize with patients' narratives. The content includes literary accounts and artistic representations of healthcare experiences. Through this content, ELLs reflect upon their identities as future healthcare providers, begin to understand and analyze modern healthcare culture, and begin to construct a voice for themselves within medical academic discourse.

General Audience, Intensive English, Higher Education/Teacher Education

8:30-9:30
Martin 230

Standardizing Testing With Test Templates

Karen Nelson--Pittsburg State University
Christine Mekkaoui--Pittsburg State University

This presentation will demonstrate how to develop test templates which can be linked to student learning outcomes. For Intensive English Programs not having standardized exit tests, using test templates for the development of assessment tools ensures testing continuity and consistency. Use of test templates also links the testing from one level to the next in each skill area. Using similar types of assessment activities on quizzes and tests, helps familiarize students with the types of questions that will be on the final exam. It also makes the process of doing a statistical analysis of the student learning outcomes easier.

Intensive English

8:30-9:30
Martin 319

Re-Appropriating Google Docs: Online Editors and Non-Native Student Collaboration

Elizabeth Killingbeck--Lindenwood University
Jill Baudenistel--Lindenwood University
Jenna Poindexter--Lindenwood University

Meaningfully integrating new technology in the classroom can be a daunting task for educators. With any new software there is always a learning curve that can feel insurmountable. Classroom use of online editing software, like Google's "Google Docs," allows educators to comfortably manage user-friendly technology, while providing students opportunities to meaningfully interact with language, and each other, in real-time in a new way. "Google Docs" in the classroom fosters individual, group and whole class collaboration in creating and revising language. Students engage to take ownership in their work, while instructors can provide immediate feedback on successes and areas for improvement.

General Audience, Higher Education/Teacher Education, Technology/CALL

8:30-9:30
Martin 320

Teaching Annotation Skills That Empower Your IEP Reading Students

Paula Snyder--University of Missouri - Columbia
Liza Armstrong--University of Missouri - Columbia

Annotation is a "structured way to mark up text so it is more manageable" (Zywica & Gomez, 2008, p. 156). While some developmental reading textbooks address annotation, it is missing from many ESL reading textbooks. Consequently, ESL instructors, particularly those new to teaching reading skills, may overlook this strategy. Presenters discuss how to teach and convince IEP reading students to use and systematically develop annotation skills to improve comprehension, learning and retention of academic material.

Intensive English, Higher Education/Teacher Education

8:30-9:30
Martin 324

Toward Preparing All Pre-Service Teachers to Effectively Work With ELLs

Jennifer Morrison-- Evangel University

With the Common Core State Standards highlighting the interdisciplinary nature of language instruction, eliminating the achievement gap between ELLs and non-ELLs must be recognized as the shared responsibility of all involved educators, including grade and content teachers who, in many cases, are the primary source of instruction for ELLs. Unfortunately though, less than 30% of mainstream teachers report receiving training related to linguistically and culturally diverse learners (Ballantyne, Sanderman, & Levy, 2008). Such a disconnect raises an important question: What knowledge construction and application should general teacher education programs foster to adequately prepare all pre-service teachers to instruct ELLs effectively?

Higher Education/Teacher Education

8:30-9:30
Martin 326

Best Practices in Grammar Teaching

Carla Moore Buchheit--University of Kansas for Cambridge University Press

Students are always looking for ways to improve their grammar. Using examples from *Grammar and Beyond*, this session describes ways to maximize student learning by: focusing on the way grammar is used in written and spoken contexts, facilitating noticing, creating effective activities, eliminating common mistakes, and applying grammar in writing. Complimentary copies provided to all attendees.

General Audience, Intensive English, K-12, Higher Education/Teacher Education, Adult Education, Materials Development

8:30-9:30
Martin 328

Culture as the Classroom

Kurtis Grothoff--Missouri State University
Kurtis Foster--Missouri State University

Creating a sense of a shared global community by focusing on the diversity found in an ESL classroom can enhance students' motivation and lead to better language skills through increased interaction. We explore McKay (2003)'s concept of incorporating students' unique experiences and culture in daily lesson plans to cultivate more meaningful interaction among students. This presentation outlines ways to utilize students' prior knowledge and expertise regarding culture in overall planning and specific activities. Calling on student expertise in cultural knowledge can be applied to activities, assignments and projects to enhance student motivation and involve them in our increasingly globalized world.

Intensive English, K-12, Materials Development

8:30-9:30
Martin 329

Enhance Your Career Through an English Language Fellowship

Jamie Cardwell--Ritenour School District

Being an English Language Fellow is a prestigious opportunity that allows you to learn about another culture, travel the world, and enhance your teaching repertoire. Fellows work in conjunction with Georgetown University, the State Department, and various embassies all over the world. In this presentation, participants will learn about life as a fellow – the benefits, challenges and opportunities that come with this once in a lifetime experience.

K-12, Higher Education/Teacher Education

8:30-9:30
Martin 330

Using Captioned Videos for English Language Learning

Thu Tran--Missouri University of Science and Technology

Second language learners find listening one of the most challenging skills, and teachers also have difficulty making learners actively engage in listening activities. This presentation shows you a way to help your students improve not only their listening skills but also their pronunciation and motivation to learn English.

Intensive English, K-12, Adult Education

8:30-9:30
Martin 331

Learning From Students: Facilitate Student-Lead Program Improvement

Nathan Clements--Southwestern College
Ashuang Cao--Southwestern College
Yingya Qi--Southwestern College

Educators strive for continual program improvement. In order to identify issues and improve practices, teachers rely on experience, reflection, research, and scholarship. However, educators will never see things through the students' eyes. Student-lead program improvement shifts the perspective, provokes candid discourse, and opens avenues that teachers and administrators are blind to. This presentation will give attendees tools to design and facilitate student-lead program improvement. Two graduate students and their instructor will share their experience designing and conducting a research project which attempted to solve a problem that administrators were not aware of.

Intensive English, K-12, Higher Education/Teacher Education, Adult Education

Visit our exhibitors' booths for professional development ideas and an opportunity to see their instructional materials.

Participants include Cambridge University Press, English Language Fellow Program, Pearson Education, and National Geographic Learning/Cengage Learning.

*Highlander Theatre Lobby
1st floor, Martin Building*

9:40-10:05
Martin 223

Reading Comprehension Strategies: An Arabic-Speaker's Struggle

Joanna Owens--University of Central Missouri

This research paper examines the reading comprehension strategies an Arabic-speaker utilized over the course of eight weeks in a level 3 IEP Reading class. The study analyzes the student's responses to various reading comprehension assessments and the successes and failures of the strategies used. Accordingly, conclusions are formed regarding how to improve the student's reading comprehension. Although generalizations can't be made from the study of one single student, all teachers can learn from the process of identifying what strategies students are using, what they are not using, and how to teach new strategies to help students become more successful readers.

General Audience, Intensive English

10:15-10:40
Martin 223

EAP Materials Based on General Education Textbooks

Marcellino Berardo--University of Kansas
Kellie Smith Herrod--University of Kansas

Research shows differences between the language found in EAP textbooks and in other university textbooks (e.g., Miller 2011). Language is also used differently in different disciplines (Hyland & Tse 2007). These differences pose a challenge to teachers in university IEPs preparing students for general education courses or other academic programs. To expose students to typical university language, the presenters have been developing a way to use textbook chapters from the sciences, social sciences, and humanities in their high-intermediate reading course. The presenters will share new materials and a revised system for developing EAP materials from general education textbooks.

Intensive English, Materials Development

9:40-10:05
Martin 226

Four Distinct Issues in Japanese Secondary English Teaching

Kiyomi Yoshikoshi--Iowa State University
Yoshinari Sasaki--Iowa State University
Norio Todoroki--Iowa State University
Haruna Miyata--Iowa State University

The four major issues in teaching English in Japan are: (1) How to master English from ABCs to debating in 1,000 hours? Due to low class hours, students need to practice English outside of class, which leads into motivation issues with EFL classrooms in a developed country like Japan. (2) What's lacking and what's necessary in grammar teaching? (3) "Nagano Method": Teachers require a lot of Extensive Reading in Nagano prefecture, preparing the students for the huge volume of texts in the college entrance exams. (4) Some Japanese teachers practice communicative classes. However, the tests are not appropriate to evaluate students' English ability.

Intensive English, K-12, Higher Education/Teacher Education, Adult Education

10:15-10:40
Martin 226

The Gap Between the Japanese Entrance Exam and Everyday Classes

Michiya Okada--Iowa State University
Kentaro Moteki--Iowa State University
Mitsuhiro Okada--Iowa State University
Junko Shibuya--Iowa State University

Have you ever taught English to Asian Speakers of English? Curious how English is taught in Japan every day? Do you know much about the Japanese University English Entrance Exam? Ever wondered how English is taught by Non-Native English speakers overseas? We would like to answer these questions for you and inform you on how EFL learners improve their English in foreign language classrooms overseas. First, we will introduce you to the English education system in Japan and then have an open discussion to answer any questions you may have about the teaching of English in a Japanese setting.

Intensive English, K-12, Higher Education/Teacher Education, Adult Education

10:15-10:40
Martin 227

ESL Tutoring Techniques You Want to Know

Wing Yan Wong--English Language Program,
Kansas State University

Effective ESL tutoring can foster academic success in a college. Studies show ESL students need tutoring. However, tutors on campus have not been well equipped to work with ESL students. There is an immediate need to know how to work with them effectively. If not, tutoring could become a frustration to both the tutor and the tutee. Therefore, tutors need appropriate tutoring techniques. This presentation is to offer ESL tutoring techniques to be used in college-level tutoring centers. These techniques include prioritizing errors, instructing contingently, adjusting expectations, and developing self-efficacy.

General Audience, Intensive English, Higher Education/Teacher Education

9:40-10:40
Martin 228

Beyond the Classroom: Extracurricular Opportunities to Expand ESL Education

Tracy Luley--Lindenwood University
Jill Baudendistel--Lindenwood University
Anothai Kaewkaen--Lindenwood University
Sean Hunt--Lindenwood University

ESL students in intensive English programs spend many hours in the classroom improving their English but are often isolated from campus life and their peers. By using workshops, seminars, and extracurricular cultural enrichment outings, LU-ESL educates its students beyond the classroom. Seminar topics such as working with academic advisors to using Internet tools to improve students' English bring students together to learn both language and academic culture in an informal setting. Cultural enrichment outings take students off-campus to learn about their surroundings and allow them to use their English in fun and new ways.

General Audience, Intensive English

9:40-10:40
Martin 230

Structure and Choice in ESL Extensive Reading Circles

Jeffrey Knowling--University of Iowa

Several studies have shown the effectiveness of extensive reading on ESL students' vocabulary acquisition and language development, but implementation in an established curriculum requires balance. Class time is precious and giving up lessons for free reading can be misinterpreted as a day off. Additionally, there is often pressure from students or administration that work or outcomes be assessed, yet extensive reading is designed to promote reading for pleasure, not for assessment. This session will share how extensive reading was incorporated into an IEP reading class with conscious effort to balance all of these constraints.

Intensive English, Higher Education/Teacher Education

9:40-10:40
Martin 319

Editorial Comments: Let Students HEAR How Good Their Essays Are

Margot Shortridge--Kansas City Kansas Community College

If you have ever taught a Writing class, you have been caught by the dilemma – wanting to be thorough in your review of your students' writing but not wanting the red ink to discourage them. The solution? Let them hear what their writing sounds like. Learn to use a program such as Audacity to record yourself reading your students' essays, and making comments regarding errors and areas where their words may create confusion. Create a personal writing conference that each of you can fit into your separate schedules, one that students can listen to multiple times without the embarrassment of asking you to repeat.

Intensive English, K-12, Adult Education

9:40-10:40
Martin 320

Project-Based Learning: Finding a Place for It in L2 Classrooms

Fredricka L. Stoller--Northern Arizona University

Project-based learning has been billed as an effective means for promoting purposeful language and content learning. Projects have been successfully incorporated into L2 classrooms with young, adolescent, and adult learners, as well as classrooms with general, vocational, academic, and specific language aims. Reported benefits include improved language abilities, extended content learning, mastery of real-life skills, and sustained student motivation, engagement, participation, enjoyment, and creativity. This presentation will (a) provide a rationale for using project-based learning, (b) summarize its benefits, (c) outline different types of project work, (d) introduce projects that can be adapted for other instructional contexts, and (e) present an easy-to-use 7-step process for its implementation.

General Audience, Intensive English, K-12, Higher Education/Teacher Education

9:40-10:40
Martin 324

Migrant Summer School as Teacher Professional Development

Andrea Hellman--Missouri State University
Marlene Orozco Mullen--Missouri State University

We implemented an innovative curriculum for elementary migrant ELLs to develop the language of Math during summer school in two districts. Participating teachers were ESL specialists and elementary classroom teachers. Students were K-6 migrants with limited or interrupted formal schooling from Somalia, Myanmar, and Latin America. The presenter reports on the teachers' experience with the project as a form of teacher professional development. Attendees learn about the curriculum and its implementation to kindle teacher professional learning. The benefits and challenges of the project are discussed with a focus on transferrable knowledge gained for each participant's year-around teaching.

K-12

9:40-10:40
Martin 326

Educational Uses of Digital Storytelling to Enhance Metacognitive Skills

Samantha Rix--University of Iowa

Part one of this research involves the results from a study of the cognitive processing of learners who receive input but produce very little or no output, but exhibit a similar language proficiency as do those learners who produced output more regularly. The results indicated that certain strategies enabled autonomy in language learning. The second part involved another pilot study to gain insight into how these strategies may help students notice their usage of past-tense verbs while giving a digital story presentation and the results will be discussed. The presentation will conclude with an examination of pedagogical implication.

Intensive English, Higher Education/Teacher Education, Adult Education, Technology/CALL

9:40-10:40
Martin 328

Hear More Student Voices with Google Voice

Farrah Littlepage--University of Missouri-Columbia

Instructors often use technology to motivate students, but are unaware of how it can enhance learning. Google Voice is a free online resource that enables instructors to record and share student speech. The session will include a brief demonstration of how to set up an account, customize assignments, and share recordings with students. Participants will have the opportunity to use their cell phones to create content. The presenter will report on experiences with Google Voice in the classroom, and participants will brainstorm additional applications of this software. Learn how to use a tool that is adaptable, accessible, and engaging.

Intensive English, Higher Education/Teacher Education, Adult Education, Technology/CALL

9:40-10:40
Martin 329

The World Is Your Classroom: Teach with U.S. Embassies Worldwide

Eleanor Henning--U.S. Department of State English Language Programs

The English Language Fellow and Specialist Programs send qualified ESL teachers on paid teaching projects sponsored by U.S. Embassies all over the world. Participants provide local teachers with professional tools to expand their ability to teach English to a wide variety of audiences in a large number of educational contexts. These programs offer unique professional development opportunities for participants and can greatly enhance your TESOL career. This presentation provides information on the programs and how to apply.

General Audience

9:40-10:40
Martin 330

ESL Curriculum Redesign in Today's Educational Climate

Elizabeth Holloway--Kansas City Kansas Community College

This session presents a streamlined but intensive four-level curriculum recently developed for community college ESL students to replace an outdated six-level program. Considerations for the change included the goals of the community's current non-native speaking population, financial realities of both students and the institution, and a need to accelerate students without sacrificing quality of education or jeopardizing retention and completion. The presentation will include the rationale behind the structure of classes and detail the implementation process, as well as discuss plans for monitoring the success of the program going forward.

Intensive English, Higher Education/Teacher Education, Program Administration

*Many thanks to the English Language Center
at the University of Central Missouri
for sponsoring
Patricia Juzza's workshop presentation
at this year's MIDTESOL Conference!*

10:50-11:15
Martin 223

Instructional Coaches for ESL Teachers: Why and How

Shaeley Santiago--Ames Community School District

"Job-embedded professional development" has become a new buzz phrase in the education world. Districts are hiring instructional coaches to provide training for teachers. What about ESL teachers? Do they need their own instructional coaches, too? Based on her experience as an ESL instructional coach, the presenter will share justification for such a role along with a description of what a coach does and how ESL teachers can benefit from this model.

K-12

11:25-11:50
Martin 223

Twitter: Professional Development for ESL Teachers

Shaeley Santiago--Ames Community School District

Twitter is an excellent source of customized information for ESL teachers. From live chats to the ability to ask questions of other ESL/EFL teachers around the world, Twitter can be a treasure chest of ideas if you know how to use it. This demonstration will show how ESL teachers can use Twitter as a source of professional development in any area of interest. For those new to Twitter, attend this session to find out what you have been missing.

Technology/CALL

10:50-11:15
Martin 226

Implementing Student Self-Evaluations in an IEP Classroom

Sara Sulko--University of Missouri-Columbia
Kassy Sutzer--Southern Illinois University

Developing self-evaluation skills in students can be a challenge for teachers. However, these skills are an essential part of the learning process. This presentation will demonstrate how student self-evaluations provide beneficial washback to students on examinations. In addition, these self-evaluations emphasize course goals and promote students' responsibility for their own learning. Based on a pilot of a study guide and self-evaluation, the presenters will discuss the effective elements and possible improvements that could be made to these tools. This presentation will look at not only the benefits to the students but also the teachers.

Intensive English

11:25-11:50
Martin 226

Applying Grit Theory to a Second Language Learning Context

Kyle Talbot--University of Iowa
Kate Hein--University of Iowa

This session reviews Grit Theory and applies it to a second language learning context. Grit, defined by Duckworth and Peterson (2007) as perseverance and passion for long-term goals, has demonstrated in several studies "incremental predictive validity of success measures over and beyond IQ and conscientiousness." Given that Grit has been demonstrated to be a significant predictor of long-term success necessitates a framework for its application to second language learning. The researchers will discuss how and why a framework for Grit is beneficial to second language learning and discuss practical ideas about how Grit can be taken advantage of in the classroom and beyond.

General Audience, Intensive English, K-12, Higher Education/Teacher Education, Adult Education,

10:50-11:50
Martin 228

Bridging University Gaps: Creating Collaborative, Multilevel ESL Bridge Programs

Sara Marler-Rayfield--Lindenwood University
Tracy Luley--Lindenwood University
Laura Wehmer--Lindenwood University

Students transitioning from intensive ESL programs to graduate-level MBA coursework often struggle to meet university acceptance requirements. The development of a collaborative, multilevel ESL Bridge Program allows students to transition from ESL courses to MBA coursework while receiving university credit hours toward their degree. The Bridge Program is designed to aid students in increasing their English fluency, TOEFL scores, and academic preparedness while completing required university courses, aiding in retention and decreasing suspension rates. This multilevel program utilizes a variety of academic courses to meet the goals of students as well as maintain the academic rigor of university-level coursework.

Intensive English, Higher Education/Teacher Education, Program Administration

10:50-11:50
Martin 319

Games to Save Your Life!

Lance Noe--Iowa State University

Need games? Need activities? Don't have time to make them all? See this presentation! This presentation shows you how to use classic games like "4 corners" and "musical chairs" and turn them into cultural/educational fun. These games use varying styles to teach all subjects, ages, and levels (K – Adult). These games are communicative for the students and provide ample opportunity to use the target language. Each participant will receive templates, instructions, and materials for each activity described in the presentation (this will help you save time!). Works with student-centered classes

Intensive English, K-12, Higher Education/Teacher Education, Adult Education, Materials Development

10:50-11:50
Martin 230

IEP Student Community Engagement and Its Impact on Language Learning

Crystal Bock Thiessen--University of Nebraska-Lincoln (UNL) Programs in ESL
Julie Abo--UNL Programs in ESL, Intensive English Program
Jessica Loke--UNL Residential International Student Coordinator

Community engagement and campus involvement can provide the ultimate opportunity to apply academic learning and critical thinking (Steinke, 2009).” However, student progress and teaching skills are measured mostly within the confines of a classroom or through standardized testing. In addition, IEP curricula often overlook community engagement and involvement, making it difficult to successfully incorporate into classroom and program goals. The facilitators reflect on their own challenges, practices, and suggestions for connecting ELLs more meaningfully with their community, and offer ideas on incorporating these activities into the IEP curriculum. Participants will share and problem-solve their own experiences throughout the discussion hour.

Intensive English

10:50-11:50
Martin 320

The Wise Learn How to Paraphrase

Barbara Leonhard--University of Missouri Intensive English Program/English Language Support Program

International students who face the daunting task of citing sources are wise to learn how to paraphrase effectively to prevent plagiarism. This presentation will address problems international students have with paraphrasing source information, explain rules for writing effective paraphrases, demonstrate several methods used in paraphrasing, and show how students can evaluate paraphrases.

Intensive English, Higher Education/Teacher Education, Materials Development

10:50-11:50
Martin 324

Revisiting Oral Reading: Being in the Phonological Loop

Joan Chamberlin--Iowa State University

Having students read aloud in class is an activity I have long rejected for several reasons. For one, the oral reader feels anxious and cannot focus on grasping the meaning of the text. Reading aloud is also a rare way to read in real life, unless you have small children. So embracing the value of some reading aloud activities did not come easily to me. After discussing how the phonological loop contributes to comprehension, I will demonstrate some activities which take advantage of reading aloud to help students build their skill to use phonological information.

Intensive English, Higher Education/Teacher Education, Adult Education

10:50-11:50
Martin 326

Dialogic Teaching and Literacy Learning

Rosa Brefeld--University of Missouri
Ann Meechai--St Louis University
Jerry Edris--St Louis University
Megan O'Connell--St Louis University
Heidi Tauschek--St Louis University

Teachers will describe dialogic teaching stances, variations in classrooms, and why it is important for ELL literacy learning. A practical example showing how students can be involved in creating norms for one version of dialogic teaching, instructional conversations around difficult texts will be explained. Variations of teacher questioning according to content and language objectives will be given as a possible template for participants to use in their classes. Narratives of how dialogic teaching worked in ESL programs in higher education will be shared with suggestions for applying the concept in other contexts.

K-12, Higher Education/Teacher Education, Materials Development

10:50-11:50
Martin 328

Comparing Online Learner Dictionaries

Robert Yates--University of Central Missouri

The goal of this session is for participants to learn about various learner dictionaries available for free on the internet and to evaluate them for their usefulness. Participants will receive a handout with entries from five on-line dictionaries. The entries will be the phrasal verb *put out* to determine how easy it is for learners to find the appropriate meaning and various forms of the word *interest* to determine whether the dictionary provides enough grammatical information to use *interest* grammatically correct. In groups, participants will evaluate the entries.

General Audience, Intensive English, Higher Education/Teacher Education, Adult Education, Technology/CALL, Program Administration

10:50-11:50
Martin 329

Whadaya gonna DO this WEEKend? Teaching Word Stress and Rhythm

Denise Mussman--UM-St. Louis

To communicate clearly in English, second language speakers need clear stress patterns. However, word stress and rhythm patterns are hard to master since most languages are syllable-timed, not stress-timed. You can help students apply word stress and rhythm in ways that are easy and fun. The presenter will first explain the rules of these patterns in English. Then she will discuss assignments that take students from recognition to production; they include listening, understanding, practice, and authentic communication. The assignments include exercises, songs, recordings, and speaking activities.

General Audience, Intensive English, K-12, Higher Education/Teacher Education, Adult Education

10:50-11:50
Martin 330

“Huh? Using Listening Logs to Achieve Excellence in Aural Comprehension”

Amanda Dago--Intensive English Program at University of Nebraska Omaha (ILUNO)

Are you looking for a way to get your students to listen to authentic English sources outside of the classroom? Listening logs are a perfect way to incorporate classroom listening strategies with real world listening experiences by exposing students to different listening and speaking genres. In addition, they help language learners become more autonomous and self-reliant in their ability to learn and use new phrases and words they have not previously heard. Listening logs also improve critical thinking skills as students reflect on what they heard and apply to the information to all aspects of their lives.

Intensive English, Higher Education/Teacher Education, Technology/CALL

10:50-11:50
Martin 331

Successfully Update Your Placement and Exit Processes

Carolyn Trachtova--Webster University
Amy Roither--Webster University
Tamara Rodney--Webster University
Adelia Rodney--Webster University

As student demographics and enrollment numbers change, so should the placement and exit processes for students. To create a stronger program in terms of curriculum planning and meeting the needs of both students and the university, all four language skills need evaluation. In this session, the presenters discuss how they reshaped their program's placement and exit evaluations in order to better assess all four language skills. The presenters describe their current practices, the evolution of the process which lead to their current practices, data derived from intake and exit test scores, and issues to consider when reshaping these critical assessments.

Intensive English, Higher Education/Teacher Education, Program Administration

*Special thanks to
the Department of English & Philosophy & the
College of Arts, Humanities, & Social Sciences
at the University of Central Missouri
for their sponsorship of
our reception Friday evening!*

1:30-1:55
Martin 223

Help Your ESL Students Become Global Citizens Through Service Learning

Stephanie Lynam--University of Nebraska at Omaha
Anne West-Leclou--University of Nebraska at Omaha
Linda Hanzek--University of Nebraska at Omaha

In addition to practicing real-world English, service learning provides an opportunity for students to develop maturity and critical thinking skills outside of the classroom. How can ESL educators incorporate service learning into their classes? Presenters will give an overview of their own service learning instruction in an IEP and then explain how to find community partners, prepare the class, accomplish the service, and conduct reflection activities. A "starter kit" will be provided to instructors who wish to begin or revitalize their own service learning classes.

Intensive English, Higher Education/Teacher Education, Materials Development

2:05-2:30
Martin 223

It Takes a Village: Getting ELLs Involved In Their Community

Brianna Johnson--University of Iowa

Being exposed to English outside the classroom setting is an essential aspect of second language acquisition, yet it can be difficult to get ELLs engaged with their community to attain this exposure. This session will examine the nature of these challenges, discuss strategies to overcome them, and detail one listening and one grammar assignment designed to get students out of their language group during non-academic hours and into American culture by providing opportunities to attend cultural events and increasing awareness of natural, spoken grammatical structures. Attendees will leave with step-by-step activity instructions and ways to search for upcoming cultural events.

Intensive English, Adult Education, Materials Development

1:30-1:55
Martin 226

Student Surfing: Helping Students Evaluate the Most Effective ESL Websites

Debra Karr--University of Kansas

"The Wise Learn from Everyone," and today a growing number of our students are turning to the Internet for online instruction. This presentation will discuss how we can support students as they search for appropriate online explanations and exercises to supplement their in-class work, with the ultimate goal of encouraging independent learning. We will present activities in which students determine their preferred learning style, find ESL websites that support this learning style, assess the quality of various Internet sources, and reflect on their online learning experiences.

General Audience, Intensive English, K-12, Higher Education/Teacher Education, Adult Education

2:05-2:30
Martin 226

Engaging the Adult Learner: Strategies and Activities

Tamara Frost--The Language Company--Kirksville

Working with adult and non-traditional students in the ESL setting can be puzzling as many classroom materials and strategies are geared more for K-12 learners. Too often these students lose interest, feeling either overwhelmed or treated like children. Adapting our management techniques, textbooks, and activities is essential to success for these students. This presentation will cover how to customize a class to fit the unique needs of older students and give some suggestions for dealing with common problems encountered with this group.

General Audience, Intensive English, Adult Education

1:30-2:30
Martin 228

**Bridging Responsibility and Teaching:
Facing ELLs With Undiagnosed Disorders**

Amanda K. Ergun--Fort Hays State University

Bridging Responsibility and Teaching: Facing ELLs with Undiagnosed Disorders

ELLs with undiagnosed mental and behavioral disorders is a pressing matter for higher education IEPs. While IEPs establish policies to filter-out such students, this underexplored problem grows and persists. This session introduces an ongoing study that outlines and models alternative measures of support and action to face this emerging concern.

General Audience, Intensive English, Higher Education/Teacher Education, Program Administration

1:30-2:30
Martin 230

**Bridging the Gap Between English
Classes and the TOEFL**

Sarah Moore--Iowa State University
Lance Noe--Iowa State University
Jarred Brinkmann--Iowa State University

There is a constant struggle in IEPs caused by the students desire to only study TOEFL, teachers unfamiliarity with the exam, and the Learner Outcomes they must teach to prepare students for academic study. This presentation will examine how to make connections with program Learner Outcomes and the TOEFL exam. The presenters will give an overview of each section of the iBT and correlate them to the current Learner Outcomes being used in their IEP. They will present strategies to help students comprehend how what is taught in the classroom has a direct connection with the TOEFL test.

Intensive English

1:30-2:30
Martin 319

**Practical Research: Intermediate
Introductory Research Practices in an IEP**

Alatheia Barks--The Language Company, Kirksville, MO
Nicholas Goodman--The Language Company, Kirksville, MO
Megan Wright--The Language Company, Kirksville, MO

Introducing research to ESL students is always challenging, but it is especially so in an IEP. In this presentation, three instructors will share their methods and experiences teaching basic research to intermediate-level students. The audience will have the opportunity to ask questions and discuss their experiences, triumphs, and difficulties.

Intensive English, Higher Education/Teacher Education, Adult Education

1:30-2:30
Martin 320

**Vague Language and Information Status
in L2 Writing**

Ashlea Betzen-Miyauchi--Missouri State University

When ELLs use high frequency or vague words in academic essays, it may indicate more than a lack of vocabulary. In fact, what teachers and readers consider ineffective word choice could be evidence of students' writing strategies. This study quantitatively compares vague language to new and given information in a range of ELL essays. Differences were found between categories of vague language, such as adjectives, collective nouns, and quantifiers, showing students use them for different functions in a text. This suggests that addressing vague language in the classroom requires both lexical development and strategy building.

Intensive English

1:30-2:30
Martin 324

How Can They Spell It if They Can't HEAR It?

Diane E. Taveggia--Applied English Center, University of Kansas
Michelle Bruce--Applied English Center, University of Kansas

Word Study is a commonly used spelling approach that examines orthography (print) for its connection to sound, pattern, and meaning. This fosters automaticity in both spelling and word decoding, thus freeing cognitive energy for making meaning. Used commonly with native speakers, Word Study is more challenging with ELLs because they cannot always *hear* a given sound, or auditorially discriminate *between* sounds. A reading teacher collaborated with a speaking teacher to develop auditory discrimination *before* examining spelling patterns. Learners were then able to more easily focus on pattern examination when they did not have to put energy toward hearing sounds correctly.

Intensive English, K-12, Adult Education

1:30-2:30
Martin 328

Making Vocabulary Learning and Teaching Fun and Efficacious

Thu Tran--Missouri University of Science and Technology

One of the best vocabulary learning strategies suggested by lexical researchers is using word cards. This session helps teachers to create electronic word cards for their students to learn new vocabulary. Participants will also learn how to teach their students create their own sets of words to learn.

Intensive English, K-12, Adult Education

1:30-2:30
Martin 326

Helping Students Learn How to Learn

Jennifer Forth--Applied English Center, University of Kansas

The old adage goes, "It's not what you know, it's who you know", but how often do we ask our students to decide what they know about what they know. Put simply, any skill requires two types of prior knowledge, the subject itself and knowledge about how learning works. Parents and educators are generally skilled in the first, but the latter metacognitive features of learning are less apparent. Research in this area shows there is a gap in our teaching of strategies that can lead students to become more effective learners. This workshop will show you how this is possible.

Intensive English, K-12, Higher Education/Teacher Education, Adult Education

1:30-2:30
Martin 329

Inter-Actions for the Cognitive and Academic Needs of ELL Students

HeeGyoung Song--Hickman Mills C-1 School District

Many of us are confronted by the challenges posed by different cultures and languages in our classrooms. This is a recent experience for many of us. Although immigrant cultures and languages are not new to our society and public schools, we still have need to know how to engage and educate immigrant children and their families. As engaged teachers we need knowledge and methods to meet our students' academic and social particularities. This session presents knowledge and practice based methods for the effective collaboration of ESOL teachers with their ELL students and families for engaged teaching, learning, and academic progress.

K-12

1:30-2:30
Martin 330

**Beyond Listening Comprehension:
Metacognition, Learner Autonomy, and
TED Talks**

Carolyn Elk--University of Kansas Applied English
Center

I will introduce a listening activity designed for lower-intermediate to advanced level EAP listening learners that utilizes TED talks to make students aware of their listening errors. Students were instructed to listen to a TED Talk, make notes about what they heard, check their comprehension using the English and translated transcripts, and to write reflections on five mis-hearings or misunderstandings and why they occurred. The sequence I use to introduce the activity and the scaffolding provided utilize the Metacognitive Pedagogical Sequence (Vandergrift & Goh, 2012) and a 3-stage process for developing learner autonomy (Scharle and Szabó, 2000).

*General Audience, Intensive English, Technology/CALL,
Materials Development*

1:30-2:30
Martin 331

**Developing Quality Classroom
Assessments: Item Writing Workshop**

Rebecca Yeager--University of Iowa

The ability to create fair and reliable classroom assessments is one of the most important and yet most overlooked skillsets expected of a language teacher. This workshop provides a practical introduction to the art of assessment. Attendees will learn how to clarify their assessment priorities, choose the best task type for the skill they are assessing, avoid common errors, and eliminate potentially confusing items from their exams before administering them to their students. Practice materials will be provided.

*General Audience, Intensive English, K-12, Higher
Education/Teacher Education, Adult Education, Materials
Development*

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wishes to express its sincere gratitude to
the Members of the MIDTESOL Executive Board
and all the conference volunteers
for the vital roles they have played
in making this conference a success!*

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