ELT FOR THE NEXT GENERATION

TESOL 2014 International Convention & English Language Expo

26–29 March 2014 • Portland, Oregon, USA

www.tesolconvention.org
WELCOME!

Welcome to Lawrence! We’re so glad that you’ve joined us for this year’s MIDTESOL conference!

Kansas joined MIDTESOL in 2012. Since then, we have enjoyed getting to know educators from the region with similar interests, experiences, and concerns. We share a linguistic landscape that is rich in diversity. We also share a commitment not only to the refinement of research and methods for teaching English, but to the maintenance and promotion of the linguistic and cultural diversity that reflects our historical tapestry.

As we attend sessions over the next two days, let us reflect on the role of TESOL educators in "Engaging Learners, Building Community" through research practices and classroom pedagogies that celebrate the diversity of those learners and their communities, while advocating for their linguistic and cultural rights.

If there is anything we can do to make your stay in Lawrence more pleasant, please find one of the planning committee volunteers. We'll be wearing the "ASK ME!" buttons.

Enjoy your stay!
Your 2013 MIDTESOL Conference Planning Committee

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2013 MIDTESOL Planning Committee

Kim Kreicker
Conference Chair
South Middle School

Elizabeth Gould
Volunteer Coordinator
University of Kansas

Monica McCuistion
Volunteer Coordinator
University of Kansas

Stephanie Christenot
Conference Program
University of Kansas

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Award Selection
Columbia College

Arla Jones
Planning Committee
South Middle School

Lizette Peter
Planning Committee
University of Kansas

Francie Christopher
Planning Committee
University of Kansas

Jean Craft
Publisher’s Liaison
Missouri University of Science & Technology

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!
Conference Schedule

Friday, October 11, 2013

9:00 a.m. – 12:00 p.m.  MIDTESOL Executive Board Meeting  Small Gallery, Lawrence Arts Center
12:00 p.m. – 1:00 p.m.  MIDTESOL Board Luncheon  Bistro Room, Maceli’s
1:00 p.m. – 7:00 p.m.  Registration Open  Lobby, Lawrence Arts Center
2:00 p.m. – 4:30 p.m.  Workshops  Various Rooms, Lawrence Arts Center
5:00 p.m. – 6:30 p.m.  Welcome Plenary
Presentation of Awards  Auditorium, Lawrence Arts Center
Keynote Address: Roger Rosenthal
6:30 p.m. – 8:00 p.m.  Reception
Appetizer Buffet and Cash Bar  Large Gallery, Lawrence Arts Center

Saturday, October 12, 2013

8:00 a.m. – 9:00 a.m.  Continental Breakfast  Cougar Cafe, South Middle School
8:00 a.m. – 12:00 p.m.  Registration Open  Lobby, South Middle School
8:00 a.m. – 4:00 p.m.  Exhibitors  Lobby, South Middle School
8:30 a.m. – 9:30 a.m.  Concurrent Sessions  Classrooms, South Middle School
9:30 a.m. – 9:40 a.m.  Break
9:40 a.m. – 10:40 a.m.  Concurrent Sessions  Classrooms, South Middle School
10:40 a.m. – 10:50 a.m.  Break
10:50 a.m. – 11:50 a.m.  Concurrent Sessions  Classrooms, South Middle School
11:50 a.m. – 1:15 p.m.  Lunch
Interest Section Meetings  Cougar Cafe, South Middle School
Classrooms, South Middle School
1:30 p.m. – 2:30 p.m.  Concurrent Sessions  Classrooms, South Middle School
2:45 p.m. – 4:00 p.m.  Closing Plenary
Closing Address: Keith Folse  Auditorium, South Middle School
Various Times  Hosted Dinners*  Various Lawrence Restaurants

*Hosted Dinners:
Are you staying over in Lawrence on Saturday night? Would you like to go out to a local restaurant for dinner with a group of MIDTESOLers and a local host? Please visit the registration table where you will find descriptions and menus of several local restaurants. Please choose your restaurant and sign up! We look forward to dining with you!
Friday’s conference events are being held at the following venues:

- The Lawrence Arts Center
  940 New Hampshire St.
  Lawrence, KS 66044

- Maceli’s
  1031 New Hampshire St.
  Lawrence, KS 66044

- Pachamama’s
  800 New Hampshire St.
  Lawrence, KS 66044

Downtown Lawrence Parking Information

Parking is available in the New Hampshire Street Garage located directly across from the Lawrence Arts Center.

- The top floor of the garage is free.
- The basement and first floor are free for 2 hours.
- The second floor is $1.00/day.

Additional downtown parking is available.

- Short-term parking is along Massachusetts Street.
- Long-term parking is available in parking lots along perimeter streets in the Central Business District.

Meter hours are 9:30 a.m. to 6 p.m., Monday through Saturday. Parking on Sunday is free in all areas.

For more information about parking visit: http://www.lawrenceks.org/parking
Saturday’s conference events are being held at

South Middle School
2734 Louisiana Street
Lawrence, Kansas 66046
Keynote Address

Roger Rosenthal

Building Communities through Policy Advocacy

Friday, October 11, 5:00 p.m.
Lawrence Arts Center Auditorium

Attorney and Washington D.C.-based national advocate Roger Rosenthal will explore the importance of building grassroots support on issues affecting English Language Learners, immigrant students, and their families. Mr. Rosenthal will highlight initiatives regarding immigration reform, federal and state funding, access to post-secondary education, and access to adult education and adult ESL programs.

Closing Address

Dr. Keith Folse

The Creation of a New ESL Spelling Vocabulary List

Saturday, October 12, 2:45 p.m.
South Middle School Auditorium

Our students report that they want more vocabulary, and evaluations of their written work clearly reflect a lexical deficiency. To determine the most beneficial vocabulary for English learners, researchers have produced many corpus-based vocabulary lists, including the General Service List, Frequent Phrasal Verbs List, and Academic Word List, among others. At the same time, certain language groups, especially lower-proficiency learners within those groups, have great difficulty with spelling, especially vowel sounds, in their English writing. What teachers and learners would greatly benefit from is a vocabulary list that is based not just on word frequency but also on spelling.

Twenty years ago, vocabulary was a distant stepchild to grammar, but now vocabulary has garnered almost a great deal of pedagogical attention, so much so in fact that very little attention has been paid to spelling. In this talk, the presenter will explain the reasoning and methods behind the creation of a brand new word list that aims to simultaneously improve students’ spelling and vocabulary. This need for such a list became more apparent as English programs across the U.S. have been inundated with hundreds of Arabic- and Chinese-speaking students who need to pass college writing courses. Coming from languages with writing systems that are vastly different from that of English, these learners—like all English Language Learners—need attention to vocabulary, but they also need systematic help with spelling, an aspect of English teaching that is not well addressed in our field today.
Dr. Laura Sicola

*ELs and Academic Literacy in the Common Core Era*

In this workshop, we will uncover many of the hidden challenges of not only learning a foreign language, but of learning academic content such as math, science and history *through* a foreign language. You will learn to "read into" the language of your curricular materials and the Common Core State Standards (CCSS) to identify not only what is explicitly being asked of students, but what is *implicitly* being asked of students, ELs in particular, along with strategies for avoiding "linguistic landmines." We will identify the underlying language functions that students must be able to perform, and the fundamental language structures you will need to teach them to use in the context of your lesson in order to be able to perform those tasks, no matter what subject or class you teach. Ultimately, you will discover where explicit, content-specific language instruction becomes an inherent part of all teachers' duties, and develop strategies for how to integrate language- and content-area instruction. This workshop is very hands-on, with exercises to help you internalize the reality of the EL experience, as well as materials and strategies you can take back to your school to share with the whole staff, to help close the achievement gap.

Dr. Laura Sicola is a lecturer at the Graduate School of Education at the University of Pennsylvania in Philadelphia, PA, where she oversees the fieldwork component of the Masters in TESOL (Teaching English to Speakers of Other Languages) program and lectures on second-language acquisition pedagogy and theory. She has also been an English/ESL (English as a second language) and EFL (English as a foreign language) teacher and curriculum designer for the University of Pennsylvania, for the US Job Corps, for the Nagoya City Board of Education and a public high school in Nagoya, Japan, and in a bilingual elementary school in south-central Los Angeles.

Dr. Sicola has provided technical assistance to schools and districts in 12 states, and trained pre-service bilingual and ESL teachers through the Philadelphia Teaching Fellows. She has also developed and delivered Business English and cross-cultural training programs for organizations such as IBM and JP Morgan/Chase, and for global events such as the Global Entrepreneurship Week in Cairo, Egypt.

She received her PhD in educational linguistics from the University of Pennsylvania, an MA in multicultural education and multiple-subject teaching credential from California State University, and a BA in international studies from American University. She has given keynote addresses at TexTESOL and Penn TESOL East, as well as invited and other presentations at a variety of international conferences such as TESOL (New York, Boston, Philadelphia), Japan-US Teacher Education Consortium (Japan,) the Association for Language Awareness (Spain,) Task-Based Language Teaching (Hawaii,) and the Linguistic Academy University of Duisberg (Germany). She has published several books and articles on her primary research areas of cognitive processing in second/foreign language acquisition, phonology, and linguistic culture shock.

Roger Rosenthal

*The Rights of Immigrant Students and English Language Learners in Public Schools*

Immigrant children and English Language Learners often face barriers in gaining entry to public schools and participating in school activities. This session will discuss what public schools can and cannot require of immigrant children and ELLs. Topics to be discussed include Social Security numbers, immigration documents, birth certificates, and immunization records. Eligibility for the free and reduced school lunch and breakfast programs will also be covered. Schools' responsibilities regarding English Language Learners will be reviewed in detail. Practical situations will be examined to illustrate the legal principles involved.

Roger Rosenthal is the Executive Director of the Migrant Legal Action Program in Washington, D.C.
Dr. Keith Folse  
*Saving Teachers Time: Efficient Activities for Editing, Correcting, and Improving Student Writing*

Writing is a vehicle for improving many aspects of knowledge about a second language, and learning to edit their own writing is an integral skill for all English language learners. Teaching students to edit their writing takes time, but the process can be easier if you use a variety of concrete tasks that are relevant to learner needs. In this workshop, we will look at some editing activities that can improve student writing and reduce teacher workload, always a winning combination. These activities focus on several aspects of writing, including vocabulary, grammar, and mechanics.

Keith Folse is Professor of TESOL at the University of Central Florida, where he teaches in the MA TESOL, PhD TESOL, and Undergraduate TEFL programs. He has many years of teaching experience with ESL in the US and EFL in Saudi Arabia, Malaysia, Kuwait, and Japan. His main research interests are in best practices in teaching vocabulary, writing, and grammar, as well as the creation of a new spelling and vocabulary list for ESL.

Dr. Folse is extremely interested in materials development. He is the author of more than 55 books on various aspects of English language teaching and learning. His most recent books include the fourth and fifth editions of composition books Great Writing and the brand-new low-level composition book Foundations to Great Writing (National Geographic Cengage Learning).

In addition to being a language teacher, Dr. Folse has a great deal of experience as a language student. He studied French and Spanish in high school and later at the university. He also studied Arabic in Saudi Arabia, Malay and German in Malaysia, and lastly Japanese in Japan in an intensive Japanese language program. His most interesting teaching job was the teaching of Spanish in Japanese in Japan!

Dr. Folse is a frequent conference presenter worldwide and is very happy to be speaking in Kansas for the first time.

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Dr. Mark Algren  
*Building and Engaging in Your Professional Community*

Every profession requires leadership from within to strengthen and further the goals and aims of the field. Three of the defining elements of a profession are that it 1) is altruistic and serves the public, 2) is a full-time lifelong commitment, and 3) forms professional associations. Leadership doesn’t magically arise: it is cultivated and grown. In this session, you will expand your regional network and work with colleagues to identify opportunities for professional leadership and advocacy locally, regionally, nationally and internationally.

Mark Algren has been an ESL/EFL teacher and program administrator since 1979, and spent 14 years teaching in and directing intensive English programs in Saudi Arabia and the United Arab Emirates, and taught for a year in Hong Kong. He has taught at the Applied English Center at the University of Kansas since 1993, and became director in 2010. He has been active in Teachers of English to Speakers of Other Languages (TESOL International) as a frequent presenter at conferences, author, and member of interest sections, standing committees and the Board of Directors (including convention chair for TESOL 2003-Baltimore). Algren was TESOL President in 2009-2010. With a strong interest in professionalism, standards and accreditation, he has served on the TESOL Professional Development Committee and on a task force to develop the self-study guide for international review for CEA (Commission on English Language Program Accreditation) and is a program site reviewer for CEA.
Workshops
Friday, October 11, 2:00 p.m. - 4:30 p.m.
Lawrence Arts Center

Dr. Francie Christopher
Adam Brazil
Stephanie Christenot

ELL/Bilingual Paraeducator Workshop

The Center for Public Partnerships and Research staff at the University of Kansas will lead this interactive workshop, which is designed to meet the unique meets of paraeducators who work in ELL or bilingual education programs. The session will provide information on the home-school connection (including interpreting), the benefits of bilingualism and what the law says about working with ELLs.

Dr. Francie Christopher, Assistant Director at KU’s Center for Public Partnerships and Research, has worked in the education field for over 30 years. She spent 22 years as a classroom teacher before changing her focus to working with educators who work with culturally and linguistically diverse students. She is a strong advocate for training and best practices that serve to build teacher capacity for working with English learners.

Adam Brazil, Project Coordinator for the Kansas Migrant and ELL Academy, has worked for a number of years with children from diverse backgrounds to improve their ability to succeed in school and in their community. He has also worked with culturally and linguistically diverse educators, assisting them in improving their teaching strategies to meet the varied needs of students.

Stephanie Christenot, Project Coordinator of Teaching English Learners in Kansas, has worked with ELs and those who teach ELs since 2000. Her current position at KU focuses on providing professional development for K-12 educators focused on ELs.

THANK YOU

Principal Will Fernandez
And the entire faculty and staff of South Middle School

For your support of MIDTESOL 2013!
## Concurrent Sessions At-A-Glance

### 8:30 a.m. to 9:30 a.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Building Educators: Exploring the (Un)Readiness of Novice Teachers</th>
<th>Building 305</th>
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<tr>
<td>8:30-8:55</td>
<td>Exploring the Readiness of Novice Teachers in Malaysia: How They Learn English</td>
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<td>8:30-9:30</td>
<td>The New Approach to Teaching Grammar in Japan</td>
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<td>8:30-9:30</td>
<td>New MIDTESOL Members</td>
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### 9:05-9:30 a.m.

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<tr>
<th>Time</th>
<th>Preparing to Teach English Language Learners: Exploring the Change in Mainstream Teachers’ Perceptions of ELLs in Two Online Certification Courses</th>
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<td>9:05-9:30</td>
<td>Building in Two Languages: Korean Bilingual Students’ Identity Construction</td>
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<td>9:05-9:30</td>
<td>Google Voice: Giving Students New ways to be Heard</td>
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### 9:40 a.m. to 10:40 a.m.

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<th>Time</th>
<th>How EFL Future Teachers See Their Own Practice</th>
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<td>9:40-10:05</td>
<td>How EFL Future Teachers See Their Own Practice</td>
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<td>9:40-10:05</td>
<td>Creating Meaningful Connections: A University-Middle School Outreach Program</td>
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<td>9:40-10:05</td>
<td>Developing Awareness and Covert Rehearsal to Improve English Pronunciation</td>
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<td>9:40-10:05</td>
<td>Brush Calligraphy: A Window into East Asian Culture</td>
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### 10:15-10:40 a.m.

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<th>Time</th>
<th>Publishing an In-house E-journal at a University IEP</th>
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<td>10:15-10:40</td>
<td>Publishing an In-house E-journal at a University IEP</td>
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<td>10:15-10:40</td>
<td>Language Instruction for Young Dual Language Learners at risk or with Disabilities</td>
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<td>10:15-10:40</td>
<td>The Feasibility of Establishing an Extensive Reading Program</td>
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10:50 a.m. to 11:50 a.m.

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<td>10:50-11:15</td>
<td>Preparing Nonnative Speaking TESOL Candidates for the Job Market</td>
<td>An Investigation of Test Accommodations Provided for English Language Learners</td>
<td>Using Captioned Video to Improve Listening and Speaking</td>
<td>Cultural Differentiation in Lesson Plan Development</td>
<td>Get the H.O.T.S. for ESL</td>
<td>Understanding the Importance of Culture in Learning</td>
<td>Reading Between the Lines: Inferring Meaning for Improved Comprehension</td>
<td>LD and the ESL Student: Why Jung-Hee Can’t Read</td>
<td>Bringing Theory into Practice: Assisting International Students in Transition</td>
<td>Barriers to International Students’ Adjustment to English-Speaking Universities</td>
<td>Building Adult Student Success in the Classroom and Online</td>
<td>Teacher Ideas for Using Web 2.0</td>
<td>Blackboard Grammar Quizzes</td>
<td>Approaches to Teaching Student Written Error</td>
<td>Using Variety to Explore and Maintain Vocabulary Knowledge</td>
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<tr>
<td>11:25-11:50</td>
<td>Building Community Through Intercultural Communication Classroom Strategies</td>
<td>Go Beyond Monopoly and Scrabble: Customize Your Board Games</td>
<td>Metaphor Awareness in the Teaching of Phrasal Verbs</td>
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**Lunchtime Interest Section Meetings** *(pick up your lunch and take it with you your interest section meeting)*

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<th>Room 101</th>
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<tr>
<td>K-12</td>
<td>Intensive English Programs</td>
<td>Community College/Adult Education</td>
<td>Higher Education/Teacher Training</td>
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1:30 p.m. to 2:30 p.m.

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<td>2:05-2:30</td>
<td>Developing Distance Education Language Courses for Individual Needs</td>
<td>Three Changes We Are Making in Japanese Education</td>
<td>Engaging Adult Learners Through Cooperative Learning</td>
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2:45 p.m. to 4:00 p.m. – *Dr. Keith Folse, Closing Plenary Session, South Middle School Auditorium*
8:30 a.m. - 8:55 a.m.
Room 310

**New MIDTESOL Members**

Paula Moore - Missouri State University
Roberta Morgan - Missouri University of Science and Technology

Are you new to MIDTESOL? Then please come meet current MIDTESOL president, Paula Moore, and MIDTESOL Historian, Roberta "Birdie" Morgan, for an official welcome and a brief introduction to your professional organization!

New MIDTESOL Members

8:30 a.m. - 8:55 a.m.
Room 203

**Building Educators: Exploring the (Un)Readiness of Novice Teachers**

Brianna Johnson - University of Iowa
Sara Sulko - University of Missouri

Novice IEP teachers face an array of classroom challenges. Some challenges are met with eventual success, while others call for re-evaluation at what they perceive as failures. This session will explore the journey of five novice instructors during their first 0-3 years of teaching, discussing what they have felt most unprepared, and in turn, how they worked to fill these holes in their education. This presentation describes their experiences and how they speak to the future trajectory of teacher training practices.

Adult Education, Higher Education, Intensive English Programs, Teacher Education

8:30 a.m. - 8:55 a.m.
Room 204

**Burmese Refugee Children in Malaysia: How They Learn English**

Jean Ng - University of Central Missouri

Some of the Burmese refugee children educated in Malaysia end up in K-12 schools in the United States. This is a two-part discussion on how these children learn English in Malaysia. The first consists of an understanding of their cultural background, their Malaysian experience, the school environment, the role of teachers and textbooks, as well as the teaching approach used, based on an interview with the principal of a Myanmar Refugee Learning Center. The second part includes a Malaysian perspective on teaching Grade 3 students and effective strategies that work in the classroom.

Elementary Education, Refugee Concerns

8:30 a.m. - 8:55 a.m.
Room 205

**The New Approach to Teaching Grammar in Japan**

Eri Yoneoka - Iowa State University
Yuko Sugyo
Eri Inui
Yukari Ota
Shigenobu Nakano
Toru Sugawara

The new English curriculum, which has been implemented since April, is expected to contribute to improving students’ communicative competence in English. In accordance with the English policy shift by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japanese teachers of English (JTEs) need to change the teaching style from translation-oriented lessons to communication-oriented lessons. After explaining the teaching of English grammar in the Japanese high school classrooms before and after the implementation of the new curriculum, this presentation examines the effectiveness of the new approach to teaching grammar from the perspective of students’ attitudes toward communication in English.

English as a Foreign Language
8:30 a.m. - 9:30 a.m.
Room 101

Reading and Dyslexia Across Languages and Orthographies

Cheryl Eason - University of Central Missouri

This presentation summarizes responses to questions addressed at a recent international symposium on dyslexia across languages and orthographies: Why is it that for some languages dyslexia is reported less and seems less consequential? How are dyslexic brains different? Does reading in different orthographies utilize different parts of the brain? What oral-language perceptual abilities affect reading? Does phonological awareness also influence reading in non-alphabetic languages like Chinese? Are phonological representations of first-language words activated when English learners read in English? What challenges and advantages do English learners have when learning to read English? What interventions have helped dyslexic English learners?

Adult Education, Elementary Education, Intensive English Programs, Secondary Education, Teacher Education

8:30 a.m. - 9:30 a.m.
Room 103

Practical Approaches to Teaching English Rhythm: Easy as ABC and 123

DJ Kaiser - Webster University

Current methods of teaching rhythm make English sound like nursery rhymes. A textbook survey will show how current materials erroneously teach rhythm. This workshop will then introduce bottom-up methods to explore rhythm more accurately and then present top-down strategies to help make rhythm acquisition more practical for students. Materials include focused prediction skills, sentence repetition, use of physicalizations, and eye training techniques to create a comprehensive approach to teaching English rhythm. These methods are also combined with oral presentation skills for more advanced students. A packet of materials on teaching rhythm will be distributed.


8:30 a.m. - 9:30 a.m.
Room 206

Engaging Learners through Collaboration: Building Cultural Fluency

Amanda K. Ergun - Fort Hays State University

This presentation will outline the steps required for successful collaboration among various departments and organizations at the university level that deal with international students and cultural learning activities. This collaborative engagement among departments and organizations will build an environment wherein international and domestic students alike communicate, interact, share, and ultimately build relationships with one another by establishing a community of cultural fluency.


8:30 a.m. - 9:30 a.m.
Room 208

Culturally Relevant Questions: Important Queries when Tutoring ELL/CLD Students

Jennifer Fenton - MCC-Longview Community College
Sarah Beth Mundy
Tish Sjuts

In sum, local Writing Center specialist Jennifer Fenton as well as fellow tutors will suggest various strategies of questioning tutors as well as teachers could use in order to maximize the benefit of a tutoring session for an ELL/CLD student. Working from Terese Thonus’ model of ESL/ELL tutoring, there will be an emphasis on asking questions about cultural differences in composition and rhetoric, the writer’s own understanding of meaning and the writing process, and audience awareness as well as grammatical structures associated with academic discourse.

8:30 a.m. - 9:30 a.m. (continued)

8:30 a.m. - 9:30 a.m.
Room 209

Creating an Individual Professional Development Plan in an IEP

Christina Kitson - Kansas State University

Professional Development in Intensive English Programs can be difficult and confusing to many new faculty and instructors. This session focuses on how an individual can build their own professional development plan. Session participants will learn how having an individual plan can help them keep site of their own development and overall professional skill.

Adult Education, Higher Education, Intensive English Programs

8:30 a.m. - 9:30 a.m.
Room 210

What’s the Best Approach to Teaching EAP?

Mike Bennett - Cambridge University Press

Recent research has identified 3 common approaches to teaching Academic English, each uniquely different in its focus and each offering a different set of benefits. This presentation covers the makeup and the benefits of each approach, how to apply them to different teaching situations, and how to assess which one is right for your school. Complimentary copies of materials representing each of the three approaches will be given to all attendees.

Higher Education, Intensive English Programs, Secondary Education

8:30 a.m. - 9:30 a.m.
Room 305

The Art of Instituting and Maintaining Learners’ Motivation

Thu Tran - Missouri University of Science and Technology

Second language teachers are well aware that learning a new language is a long and sometimes tedious process, so learners are expected to maintain a high level of interest and motivation for optimal learning to take place. Nonetheless, teachers are rarely provided with sufficient training in the art of instituting as well as maintaining their learners’ motivation to joyfully learn the new language. This presentation supplies the participants with various motivational strategies from empirical research for use in their classrooms.

Adult Education, Intensive English Programs, Secondary Education

8:30 a.m. - 9:30 a.m.
Room 306

Flipped Learning Essentials

Summer Peixoto - University of Kansas
Sam Parkes
John Hestand

Flipping a lesson, or turning the traditional classroom instructional situation upside down by asking students to view class lectures at home and come to class to do homework, is unique and valuable to language instructors. Creating a Flipped Lesson takes a bit of prior planning, but once ideas are in place there are some helpful online tools that make the task of flipping a lesson as easy as one, two, three. This session will guide participants through the flipped process beginning with video selection and explore the most important part of Flipped Learning, the follow up class.

8:30 a.m. - 9:30 a.m. (continued)

8:30 a.m. - 9:30 a.m.
Room 308

**Making Grammar Relevant: Helping Students Make the Connections**

Diana Pascoe-Chavez - Saint Louis University

Motivation is a key factor in student success. Students in EAP programs have often spent years studying English at home and therefore feel unmotivated in advanced-level grammar classes. In addition, many students are driven by the need to pass language entrance exams, while the teachers are focused on developing language acquisition. Help engage students by using self-editing and awareness-raising exercises that make the connections between different types of linguistic needs.

*Applied Linguistics, English for Specific Purposes, Intensive English Programs*

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8:30 a.m. - 9:30 a.m.
Room 309

**Improving Student Writing Through Discipline-Specific Portfolios**

Jennifer Forth - University of Kansas

Discipline-specific portfolios are a means of learning the academic discourse requirements of students’ career fields and have proven to be quite successful in building a student’s awareness of the discourse conventions of their field and in making them more aware of their need to reflect on their own writing. They also provide students with a way of thinking of their use of English as not just for an end-of-semester test, but as something they will hopefully use for the rest of their academic careers and possibly the rest of their lives. (91 words)

*Adult Education, English for Specific Purposes, Intensive English Programs, Second Language Writing, Social Responsibility*

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Thank you to the University of Kansas International Programs and the Applied English Center for sponsoring Friday’s reception!
Preparing to Teach English Language Learners: Exploring the Change in Mainstream Teachers’ Perceptions of ELLs in Two Online Certification Courses

Nilufer Guler - University of Missouri

Preparing mainstream teachers for educating ELLs is not only important; it is a duty, because several studies indicate that mainstream teachers do not have positive perceptions of ELL students in their classrooms, and this negative perception causes failure in meeting the needs of ELLs (Pettit, 2011). This presentation uncovers how online classes can help mainstream teachers to learn about ELL education.

Applied Linguistics, Computer-Assisted Language Learning, English as a Foreign Language, Teacher Education

Balancing in Two Languages: Korean Bilingual Students' Identity Construction

Hohsung Choe - Hankuk University of Foreign Studies (Korea)

The present study investigates three Korean bilingual students' paths of identity construction. Narrative inquiry was employed as a methodological framework to reconstruct the participants' lives in terms of the development of their bilingual identities. Analysis of their narratives revealed that (1) they had a honeymoon period upon entering the host country but soon experienced identity confusion due to their lack of linguistic and cultural knowledge of L2, (2) they felt marginalized because of L1 deficiency and reverse culture shock on returning to Korea, (3) they eventually tried to construct their own bilingual identities, though incomplete and unstable.

Bilingual Education, Intercultural Communication

Google Voice: Giving Students New ways to be Heard

Amber Kantner - Northern Arizona University

This session demonstrates how teachers can integrate technology in the classroom using Google Voice, a customizable online voicemail system. The presenter will discuss the advantages and disadvantages of using Google Voice as a classroom tool, concluding with implications for language teaching, focusing primarily on integrated listening and speaking practice.

Computer-Assisted Language Learning, Intensive English Programs, Speech, Pronunciation and Listening

Special thanks to National Geographic Learning, Cengage Learning for sponsoring Dr. Keith Folse at this year’s MIDTESOL conference! Visit their exhibitor booth in the lobby of South Middle School!
How EFL Future Teachers See Their Own Practice

Sri Rejeki Murtiningsih - University of Oklahoma

The aim of the study is to investigate how future EFL teachers reflect on their own action and how their reflection influences their next practice. Eleven Indonesian EFL future teachers in the midst of their teaching practica participated in the study. The data was obtained by observing their classes, interviewing them, and analyzing their narratives. The results indicate that the word ‘reflection’ had different meanings to these future teachers from that of the western society. Their reflections did not have significant impacts on their next practice.

Creating Meaningful Connections: A University-Middle School Outreach Program

Deborah Osborne - Park University
Deborah Garza - Park University
Lisa Abbott - Lakeview Middle School

In the fall of 2012, we initiated a program in which our advanced-level ESL students created a bond with middle school level ESL students. Created after a conversation between the middle school teacher and one of our senior instructors, the program was aimed at giving the university students an opportunity for service, mentoring, and practice, and the middle-school students an opportunity to bond with tertiary-level students in similar linguistic circumstances. This presentation will set out the planning and preparation necessary to establish such valuable relationships, and discuss the consequences, both intended and unintended.

Developing Awareness and Covert Rehearsal to Improve English Pronunciation

Ryan Ohlerking - University of Iowa

The ability to self-monitor and observe language use in naturalistic environments is essential for the improvement of one’s pronunciation in a second language. Additionally, by constructing a regular, focused, and self-guided practice regimen, students can efficiently use their practice time in ways that are relevant to their learning styles and needs. I will detail the curriculum I have developed in teaching a class for prospective TAs that fosters these habits and skills. These assignments and activities have proven to be effective in empowering students to be self-sufficient learners and to continue to develop their skills after the semester ends.

Visit the English Language Fellow Program exhibitor booth in the lobby of South Middle School and come hear about the program Saturday at 1:30 in room 208.
Cooperation Simulation: An Inquiry into Factors Affecting CLDS' Success

Stephanie Christenot - University of Kansas

In this interactive session attendees will take part in a simulation activity that considers the roles that schools, teachers, students and their families play in ensuring the success of culturally and linguistically diverse students (CLDS) as well as the challenges they face. This session will provide participants with materials they can adapt for teacher training programs, in-service workshops and professional development opportunities. The activity will serve as a platform for participants to critique what they do well and what areas should be the focus of improvement in inviting cooperation from all stakeholders. Debriefing the activity and a discussion of how the materials can be altered for different contexts will follow.

Elementary Education, Intercultural Communication, Program Administration, Secondary Education, Teacher Education

Brush Calligraphy - A Window into East Asian Culture

Randi Hacker - University of Kansas

Every Chinese character is a window on the culture of China and the East. Learn the discipline, the components - and some Chinese as well - through a hands-on experience with brush and ink.

Elementary Education, Higher Education, Intercultural Communication, Secondary Education, Teacher Education

Creating School-Family Partnerships with Culturally and Linguistically Diverse Parents

Adam Brazil - University of Kansas

This presentation explores the benefits of multilingual support staff in connecting schools and culturally-diverse parents. The presentation also invites participants to investigate implicit and explicit school rules and how those rules relate to parents' involvement in their children's education.

Adult Education, Intercultural Communication, Program Administration, Teacher Education

Preparing All Pre-Service Elementary Teachers for ELLs

Andrea Hellman - Missouri State University

To prepare elementary pre-service teachers to educate English language learners (ELLs) in the mainstream classroom, one teacher education program implemented an instructional unit during the senior year. The ELL unit consisted of the following: (1) pre- and post survey on dispositions and knowledge about teaching ELLs, (2) pre- and post-test on the content of the course, (3) 15 one-hour workshops, (4) a lesson plan modification project. I discuss logistics of organizing the unit, share findings from four cohorts, and make available materials and assessment instruments.

Teacher Education
9:40 a.m. - 10:40 a.m. (continued)

9:40 a.m. - 10:40 a.m.
Room 209

Building Community Through Accreditation: The Story of One IEP
Ketty Reppert - Kansas State University

Accreditation is an unavoidable reality for IEPs in the U.S. today. This presentation will focus on how the accreditation process can be structured to engage faculty and staff in a shared effort in order to “[foster] a culture of continued improvement and [produce] positive change” (Teresa O'Donnell at CEA Pre-TESOL Workshop, 2010). Insights on staying organized, managing the self-study process in less-than-ideal situations, and making the most of the process to meet individual program needs will also be shared.

Higher Education, Intensive English Programs, Program Administration

9:40 a.m. - 10:40 a.m.
Room 210

Saudi Women and the Integrated ESL Classroom
Crystal Bock - University of Nebraska-Lincoln
Ann Bouma - University of Nebraska-Lincoln
Brooke David - University of Nebraska-Lincoln
Nicole Menard - University of Nebraska-Lincoln

Although the number of Saudi students studying in the United States is currently around 40,000, published research regarding their influence in the ESL classroom is almost nonexistent (Costello 2011). This is especially true with regards to female Saudi students, whose religious and cultural facets can present their own unique challenges in the multicultural ESL environment, often leaving instructors at a loss for how to best integrate them. During this discussion group, the facilitators will reflect on their own challenges and strategies in this area, and will welcome those of other instructors during this time of sharing and discussing.

Adult Education, Intensive English Programs

9:40 a.m. - 10:40 a.m.
Room 305

Exploring World Englishes in University Pedagogical Contexts
Sarah Henderson Lee - Lindenwood University
Sean Hunt - Lindenwood University
Bonnie Wang - Lindenwood University
Shelly Li - Lindenwood University

With more speakers of English now being from Kachru’s (1992) Outer and Expanding circle countries than Inner circle countries, the extraordinary growth in the varieties of English is not surprising. A noticeable increase in such language variation is evident in English language classrooms across the globe, but, unfortunately, is often not recognized as an effective classroom resource for teaching speakers of World Englishes. After situating the topic within a broader historical and socio-political context, this presentation will explore World Englishes in two university classroom contexts through specific pedagogical tasks.

Applied Linguistics, English as a Foreign Language, Higher Education, Nonnative English Speakers in TESOL

9:40 a.m. - 10:40 a.m.
Room 306

Cognitive Load Theory: The Other CLT We Need to Know
Jim Ranalli - Iowa State University

Most English teachers know to avoid cognitively overloading their students – for example, by pairing a complex task with complex new language – yet few are familiar with the simple but powerful theory that underlies this idea. Cognitive Load Theory (CLT) offers teachers practical guidelines for planning and executing instruction in line with the key features and limitations of the human brain. This talk will outline CLT and then highlight both negative and positive implications for ESL: that is, pitfalls to avoid as well as ways that learners can be prepared to engage in learning activities previously considered beyond their proficiency.

Adult Education, Computer-Assisted Language Learning, Higher Education, Second Language Writing, Teacher Education
Digital Literacy and Beginning Learners

Sarah Warfield - Virginia Commonwealth University

The role of an IEP instructor is twofold: to develop L2 learners’ proficiency but also to develop their academic literacy (Hyland & Hamp-Lyons, 2002). There is growing evidence that the latter can be accomplished through the fostering of digital literacy. In fact, though some instructors have admitted to technophobia regarding the use of technology in the classroom, computer-mediated practices and hybrid learning may be just as useful for students as traditional methods (Baralt & Gurzynski-Weiss, 2011; Brine & Franken, 2006; Perez, 2003). The current presentation explores this issue, offering practical applications of technology among beginner learners. In addition, the facilitation of digital literacy, especially among beginner learners, has the potential to promote self-regulated learning practices through the use of computer-mediated instruction. The concept of self-regulated learning as a way that learners set their own goals for learning to monitor, regulate and control their practices (Pintrich & Zusho, 2002) is explored through classroom examples.

Taming Textbooks: Empowering Learners to Read Genres Effectively

Jan Rog - Metropolitan Community College – Longview

First developed for instructors in KCBANCS (Kansas City Building an Alliance for New Careers in S.T.E.M.) this presentation was expanded when teachers in other disciplines sought ways to help English Learners and all students better study their respective textbooks. This session focuses on reading strategies and research techniques based on textbooks in the Physical Sciences, the Social Sciences, and the Humanities. Presented examples were drawn from actual textbooks used in college classes, and the respective professors collaborated with the TESL instructor in creating the lessons. Participants will receive idea packets about how to create similar collaborative lessons as well as research sources about genre theory and genre-based pedagogy.

Developing Sentence Writing in Zero-Level ELLs in University IEPs

Diane Taveggia - University of Kansas
Michelle Bruce - University of Kansas

Zero-level ELLs often find composing spoken or written English sentences difficult, given their limited knowledge of structure and vocabulary. The presenters collaborated to create a variety of activities to provide extensive practice in sentence writing, while drawing upon and reinforcing the vocabulary and grammar that learners are simultaneously studying in other classes.

De-mystifying Grammar and Usage with Some Help from Linguistics

Jen Brown - University of Iowa

English grammar is infamous for its vast array seemingly arbitrary rules, each with a horde of equally arbitrary exceptions. Traditional methods of explaining how the English language organizes itself take little or no advantage of the insights offered by linguistics, despite the fact that the science’s very purpose is to discover how language truly works. This presentation will discuss several insights from the fields of syntax and semantics that can be used in the ESL classroom to shed light on common points of confusion and stubborn grammar and usage errors.
Publishing an In-house E-journal at a University IEP

Marcellino Berardo - University of Kansas
Elizabeth Gould - University of Kansas

The presenters discuss the in-house e-journal they founded at their university IEP. Two main reasons to publish an e-journal are to provide a platform for communication among all faculty members and to facilitate professional development, which is important to meeting accreditation standards. A number of issues are addressed in the presentation including (1) kinds of topics to publish, (2) editing submissions, (3) the journal’s appearance, (4) the amount of time involved, and (5) producing and distributing the journal. The presenters conclude by showing issues of the e-journal.

Language Instruction for Young Dual Language Learners At-risk or with Disabilities

Chunlan Guan - University of Kansas
Gregory Cheatham - University of Kansas

Young dual language learners with disabilities need to learn both English and their home language, in order to form positive self-identities, build a strong relationship with their families, preserve their cultural roots, involve in their communities with equal opportunities. This presentation talked about current intervention research on language instruction for these children and gives implications on facilitating inclusion through bilingual education.

The Feasibility of Establishing an Extensive Reading Program

Jin Kyeong Jung - Georgia State University

Encouraging reading is considered a way to develop students’ literacy skills and English proficiency in and out-of-school contexts for both second language learners and foreign language learners. Considerable research has been reported on the benefits of extensive reading, however, perceptions of teachers as stakeholders and guides of the program are neglected in the previous research. The significance of this study is twofold: 1) perspectives from in-service teachers, and 2) implications from quantitative and qualitative data. This paper will discuss the implementation of extensive reading programs in English as a foreign language context and teachers’ perspectives.

Visit the TOPICS Entertainment exhibitor booth in the lobby of South Middle School for information about educational and travel videos!
### Preparing Nonnative Speaking TESOL Candidates for the Job Market

**Yin Lam Lee-Johnson** - Webster University

This is a semester long qualitative study about 8 TESOL master’s students’ negotiation of professional opportunities in New York City in Spring 2013. The 8 participants met once a week to discuss their fieldwork and job hunting experiences. Their group discussion was audiotaped and transcribed for further analysis. The findings suggest that more resources should be provided to these nonnative speaking TESOL candidates regarding their job search.

**Nonnative English Speakers in TESOL**

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### An Investigation of Test Accommodations Provided for English Language Learners

**Sherri Brantley** - Fort Hays State University

This session will introduce the audience to a doctoral qualitative case study of a Mid-west elementary school regarding the assessment accommodation plans for English language learners. The session will reveal the research results and a professional development plan from the three phases of the study: observations, interviews, and document analysis.

**Elementary Education, Teacher Education**

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### Using Captioned-video to Improve Listening and Speaking

**Meng Wang** - Southeast Missouri State University

Can captioned videos be used to improve learners’ listening comprehension and their spoken English in EFL classes? In this presentation, the presenter will examine the effects of using captioned videos in EFL classes and discuss approaches for effective adoption of captioned videos in EFL classes.

**English as a Foreign Language, Video and Digital Media**

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Special thanks to the Lawrence Convention and Visitors Bureau for providing the nametags and welcome bags for the MIDTESOL conference!
Cultural Differentiation in Lesson Plan Development

DJ Kaiser - Webster University  
Suzanne LeLaurin - International Institute  
Heather Tuckson - St. Louis Public Schools

The benefit of differentiated instruction in classrooms that include English Language Learners is well documented. This presentation will focus on differentiating instruction from a cultural perspective using Gert Hofstede’s dimensions of national culture. After an overview of differentiate instruction, Hofstede’s dimensions of national culture will be presented with an explanation of how these differences may affect ELLs in the classroom. Finally, examples of how lesson plans for a grade-school Math class can be differentiated based on these cultural dimensions will be presented to show how to make instruction more effective and to prepare ELLs to succeed in diverse learning environments.

Elementary Education, Intercultural Communication, Materials Writers, Refugee Concerns, Teacher Education

Understanding the Importance of Culture in Learning

Kay Dickerson - Missouri Western State University  
Barbara Voight - Missouri Western State University

Culture is one of the core components of every human being. Teachers must learn to use the culture of our students to engage, introduce, and reinforce instructional methodology to secure their academic success. This presentation will offer examples of how important it is to understand the differences in the cultural background of our students and how this will affect the learning process. Informational strategies will be used to help attendees better understand how culture can be integrated into classroom instruction.

Elementary Education, Higher Education, Intensive English Programs, Program Administration, Second Language Writing, Secondary Education, Teacher Education

Get the H.O.T.S. for ESL

Merica Clinkenbeard - Hollister School District  
Vicky Daniels  
Sandy Humbryd

This session will present effective practices to increase academic language in literacy and numeracy. Participants will leave with tools that they can implement immediately in small groups across all content areas.

Elementary Education

Reading Between the Lines: Inferring Meaning for Improved Comprehension

Vicki Michael Anderson - Concordia University Nebraska

In order to achieve academic success at any level, ESL students must develop mastery of a number of reading strategies that ensure comprehension of academic texts and building of English vocabulary. One important strategy to achieve this is the inference of the meaning of unknown words from context. Building on research conducted in reading strategy training, this session discusses the implications of this inference ability for ESL students and demonstrates several methods for teachers to use to train ESL students in effective use of this strategy.

Elementary Education, Intensive English Programs, Secondary Education
10:50 a.m. - 11:50 a.m. (continued)

LD and the ESL Student: Why Jung-Hee Can't Read
Jennifer Forth - University of Kansas

Learning disabled students can feel overwhelmed by the classroom environment yet this confusion is often dismissed as a problem with the language or culture shock. While LDs are treated with some trepidation, they are accepted as real in this country. Often foreign students in an ESL classroom have gone undiagnosed or have been diagnosed but have been sent abroad to "save face". Consequently, it is extremely difficult to address the question of an LD and even more difficult to address in the dual topic of ESL/LD instruction. (87 words)

Adult Education, Intensive English Programs, Social Responsibility

10:50 a.m. - 11:50 a.m.
Room 210

Bringing Theory into Practice: Assisting International Students in Transition
Susan Burkett - Iowa State University
Jiayi Hu
Hadyn Murphy

Our presentation will review salient theory relating to transitioning international students. Data will be disseminated from focus groups held during the spring of 2013. Observations of perceived needs of international students in their first-year in college will be shared, and we will examine factors that influence students’ persistence in American postsecondary institutions. Results from the small group luncheons revealed that English practice in listening and speaking, degree planning with university staff, and social and academic integration were positively related to perceived integration of international students. The results of the research illustrate the need for scaffolding in American colleges and universities.

Higher Education, Intensive English Programs, Program Administration

10:50 a.m. - 11:50 a.m.
Room 305

Barriers to International Students’ Adjustment to English-Speaking Universities
Jill Fox - University of Nebraska-Lincoln

What difficulties do NNES international students face in their transition to Anglophone universities or IEPs? What support services need to be present to ensure these students adjust successfully? The answers to these questions can help maximize the cross-cultural benefits that international students offer and receive during their university experience.

Higher Education, Intensive English Programs, Program Administration

10:50 a.m. - 11:50 a.m.
Room 306

Building Adult Student Success in the Classroom and Online
Mike Bennett - Cambridge University Press

Discover ways to make your adult ed students ready for college and/or careers – right from the start! In its new (2nd) Edition, Ventures features an updated Student's Book, Print and Online Workbooks, updated Student Arcade, Online Teacher's Resource Room, plus Career and Educational Pathways worksheets. All of which allows the classroom teacher the freedom to match materials with student needs and success in English language learning. Complimentary materials provided to all attendees.

Adult Education, Refugee Concerns
Teacher Ideas for Using Web 2.0

Christina Kitson - Kansas State University

In this presentation various Web 2.0 tools will be shown that teachers can use to create assignments, engaging class activities, and for their own organization and planning. All the tools are free and available either through a download or online. Many tools will be discussed including: tools for journaling, flashcards and quiz creating, creating timelines, voice collaboration, creating an animated movie, creating rubrics, creating a blog, and creating a webpage. Demonstrations and examples will be provided for the tools.

Blackboard Grammar Quizzes

Carla Buchheit - University of Kansas
Candace Bailey - University of Kansas

Instructors use Blackboard and Powerpoints to improve students’ grammar acquisition and assessment outcomes. Outside of class, students watch narrated, animated Powerpoint presentations, which supplement direct classroom instruction and review unit content. Thereafter, students take short quizzes on Blackboard created from large pools of unit-specific questions targeting grammar and paraphrasing skills. Students control their quiz participation, encouraging the development of autonomous learning. This action-research method of instruction resulted in positive assessment and performance outcomes in participating classrooms.

Approaches to Treating Student Written Error

Thu Tran - Missouri University of Science and Technology

Does providing corrective feedback improve student writing? What are some efficacious approaches to responding to student written errors? This presentation helps you answer the questions, and you will leave the session with a compiled table of various types of correction of student language errors.

Using Variety to Explore and Maintain Vocabulary Knowledge

Melissa Meisterheim - University of Iowa
Jennifer Brown - University of Iowa

Vocabulary learning improves when students use a wide range of strategies. The presenters demonstrate vocabulary-building activities that help students move from word-definition associations to grammatically and pragmatically appropriate production. Handouts for participants include instructions and samples for all activities as well as ideas for feedback and assessment.
Building Community Through Intercultural Communication Classroom Strategies

Davee Matlock - Drake University
Amy Ferguson - Drake University

Through the implementation of intentional cross-cultural enrollment, groupings, interactive classroom activities and reflection, the Introduction to American Culture course has become less of a history lesson and more of an intercultural exchange where students gain as much knowledge from each other as they do from the texts or professor. Students report that process and activities in this course help to build community in the classroom and beyond.

Go Beyond Monopoly and Scrabble: Customize Your Board Games

Wing Wong - Kansas State University

Students cannot resist the fun and interactive nature of board games which is a benefit of playing them. Another benefit is that they are adaptable to different topics and language skills. Also, they elicit spontaneous conversations. This session introduces two kinds of board games and three ways to customize them. They are the name-bound type and Snakes and Ladders. To customize board games, you can make use of the traditional layout and instructions but with your own content; make game rules that involve every student without waiting for his or her turn; and create multiple pathways to win.

Visit the Midwest Migrant & ELL Academy exhibitor booth in the lobby of South Middle School!

The Midwest Migrant & ELL Academy provides research-based professional development for educators who would benefit from additional training to ensure success for the Midwest's diverse K-12 migrant and ELL populations.

Metaphor Awareness in the Teaching of Phrasal Verbs

Ryan Kaduce - University of Iowa
Matthew Garrett - University of Iowa

Are you looking for a different way to help your ESL students learn phrasal verbs and use phrasal verb particles accurately? This presentation will explore an interesting approach to teaching some commonly used phrasal verbs. Rather than simply memorizing individual phrasal verb meanings, students can be made aware of meanings associated with orientational metaphors expressed in some phrasal verb particles. After providing a brief overview of the relevant theory and previous research, we will present the results of ongoing action research into this approach from our classes. We will also share some ESL students’ reflections on this strategy.
1:30 p.m. - 1:55 p.m.

Computer Assisted Language Learning Practices: A Student Perspective

Mansoor Al-Surmi - University of Central Missouri

Learner-centered vs. teacher-guided approaches in Computer Assisted Language Learning (CALL): What does theory tell us? What do ESL learners feel are most effective: self-directed learning plans or teacher-guided assignments? What pedagogical implications can we draw? Join the presentation for answers to these questions.


1:30 p.m. - 1:55 p.m.

Exploring the Potential of Gaming for Language Learning

Amber Kantner - Northern Arizona University

Gaming for language learning is a rapidly developing field in CALL. This session will explore aspects of language learning and gaming, while addressing gaming’s influence on language acquisition. Finally, the presenter addresses implications for teaching as it pertains to second language writing, while discussing curriculum development and classroom implementation.


1:30 p.m. - 1:55 p.m.

English Through Service: Engaging the Chinese Student

Ann Meechai - Saint Louis University
Bridget Coffey - Saint Louis University
Angela Hakim - Saint Louis University
Patricia Hunt - Saint Louis University
Megan O’Connell - Saint Louis University

In order to foster a consciousness of social justice as part of the mission of Saint Louis University, the English for Academic Purposes (EAP) program has implemented a service learning component as part of its curriculum. This presentation will discuss the challenges faced by a group of EAP instructors when trying to engage EAP students from China in building community partnerships and participating in service projects. The presentation will report on the action research findings of the newly established English through Service course and the implications of the experiential learning for all involved.

1:30 p.m. - 2:30 p.m.
Room 103

Increasing Classroom Teachers' Cultural Competencies: Ideas for Professional Development

Stephanie Christenot - University of Kansas

Culturally and linguistically diverse students are the fastest growing demographic in public schools and yet teacher education programs have been slow to adapt to this new reality. Many mainstream teachers are not prepared to implement culturally responsive teaching in the classroom and as a result student learning is impeded. This interactive session will center on demonstration of activities and approaches that can be reproduced for on-site teacher training programs, in-service workshops, and professional development opportunities that aim to increase content-area teachers' cultural competencies and open the door for more equitable education for all students.

Elementary Education, Intercultural Communication, Secondary Education, Teacher Education

1:30 p.m. - 2:30 p.m.
Room 101

That Book Was Just Right

Andrea Hellman - Missouri State University

Selecting "just right" texts for learners is key to motivating them and scaffolding their reading progress; however, it is a surprisingly complex task for teachers of second language learners. I demonstrate the use of three helpful tools: a text selection flow chart, a rubric for assessing qualitative features of text complexity, and a table that relates appropriate text difficulty to specific reading tasks.

Adult Education, Elementary Education, Intensive English Programs, Secondary Education

1:30 p.m. - 2:30 p.m.
Room 206

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. 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 (K – Adult).


1:30 p.m. - 2:30 p.m.
Room 208

Make a Mark: Teach English Abroad

Brian Skelton - English Language Fellow Program

The English Language Fellow Program sends highly qualified US Educators in the field of (TESOL) to participate in funded, ten-month long fellowships at academic institutions around the world. Funded by the Department of State and Administered by Georgetown University’s Center for Intercultural Education and Development, the EL Fellow program fosters mutual understanding between the people of the US and those of other countries. The program has placed over 1000 Fellows in 80+ countries since 2001.

1:30 p.m. - 2:30 p.m. (continued)

1:30 p.m. - 2:30 p.m.
Room 209

**Dreamer Advocacy: Supporting the Post-Secondary Educational Success of Undocumented Students**

Stacy Méndez - University of Kansas
Alejandra Hernández-Castro - University of Kansas

In this breakout session, participants will explore how educational professionals can support the educational success of college-bound undocumented students, also known as DREAMERS. Discussion topics will include 1) myths and realities; 2) economic, educational, and social barriers and resources; 3) current laws and proposed legislation; 4) tips and strategies; and 5) real-life stories.

*Elementary Education, Higher Education, Program Administration, Secondary Education, Social Responsibility, Teacher Education*

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1:30 p.m. - 2:30 p.m.
Room 210

**Mixexpectations: When Teachers and Students Get Mixed Messages**

Diana Pascoe-Chavez - Saint Louis University
Suzanne Van der Valk - Iowa State University
Guirong Qian - Wuhan University of Science and Technology

Teacher and student expectations of what is involved in teaching and learning a second language are not only different, but often in conflict. These expectations often involve pedagogical values that go beyond the observable differences in language or educational systems. The key to engaging students is how to establish a mutual understanding that involves adaptations on the part of both the students and the teachers. The presenters will discuss the challenges they have faced with students from China regarding motivation, learning outcomes and teaching strategies and then present some techniques that recognize different pedagogical expectations.

*Applied Linguistics, Higher Education, Intensive English Programs, Program Administration*

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1:30 p.m. - 2:30 p.m.
Room 305

**Creating an In-House Speaking Assessment**

Eric Kolkmeier - Donnelly College
Michelle Bridges
Phanh Vongphrachan

Many ESL programs have difficulty with speaking assessment. Few standardized speaking tests exist, and those that do may be cost prohibitive or ill-suited for a particular program for various reasons, yet creating in-house tools can seem daunting. This session will discuss the process used by the faculty of one program to create and implement a program-wide, holistic, time-efficient, in-house tool for speaking assessment. Through a highly collaborative process, the faculty developed a three-task assessment and an accompanying holistic rubric. Topics considered include various types of competence, cultural neutrality, non-verbal cues, task types, and benchmarks. Time for discussion will follow.

*Adult Education, Higher Education, Intensive English Programs*

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1:30 p.m. - 2:30 p.m.
Room 306

**Continuing Community: Increasing Motivation and Participation**

Kurtis Foster - Missouri State University

Creating a sense of community and increasing student motivation often go hand in hand. Both goals build on one another, and both can have an immensely positive impact on classroom performance and language skill attainment inside and outside of the classroom. Via an exploration of the initial planning, activities, and day to day teaching used to increase motivation and enhance community with Korean university students in the 2012-2013 Academic year, this presentation outlines an approach that attempts to maximize these potential results through activities, assignments, and projects that overtly and continually focus on the ideas of motivation and community themselves.

*Computer-Assisted Language Learning, English as a Foreign Language, Higher Education, Intensive English Programs, Materials Writers, Video and Digital Media*
1:30 p.m. - 2:30 p.m. (continued)

Room 308

Exploring Art & Language With the Google Art Project

Kelly Cunningham - Iowa State University

Educators constantly search for new ways to genuinely enhance the classroom experience. The presenter will showcase a variety of adaptable classroom tested activities that bring masterpieces to the classroom. Investigate the world’s museums as you learn to access and use the Google Art Project in your course.


Room 309

Master Verb Forms with the Verb Expansion Rule

Eric Bodin - University of Iowa
Jennifer Brown - University of Iowa

Overwhelmed by verb forms? Large portions of most ESL grammar books are dedicated to demonstrating how verbs change forms. This informative session will show you one rule which governs ALL main verb forms. You will quickly master it and we’ll give you the tools to help your students master it.

Applied Linguistics, Intensive English Programs, Materials Writers, Teacher Education

Room 310

Literature Circles for Adolescent/Adult ELLs

Debbie Garza - University of Kansas

Literature circles have been used in elementary classrooms for over 30 years with great success. Wanting to encourage older ELLs to read more critically and analytically, the presenter/instructor adapted the Literature Circles model for older learners. Literature circles are a good way for collaborative learning as well as student-centered learning as the discussion is guided by student questions and insights. Those interested in seeing a demonstration of Literature Circles for older ELLs are encouraged to attend.

Adult Education, English as a Foreign Language, Higher Education, Intensive English Programs, Secondary Education

Visit the Pearson exhibitor booth in the lobby of South Middle School!
2:05 p.m. - 2:30 p.m.  
Room 203

**Developing Distance Education Language Courses for Individual Needs**

Elizabeth Snyder - University of Iowa

Quality distance education courses are tailored to meet the needs and goals of invested parties. This session discusses components that need to be considered when creating, modifying or evaluating a distance education language course.

*Computer-Assisted Language Learning, Program Administration, Video and Digital Media*

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2:05 p.m. - 2:30 p.m.  
Room 204

**Three Changes We are Making in Japanese English Education**

Yoriko Homma - Iowa State University  
Akira Shimomura  
Tomohiro Yoshikawa  
Ryosuke Aoyama  
Ryoichi Fukushima

The objective of the new English “Course of Study” for senior high schools in Japan is “to develop students’ communication abilities.” While the lack of Japanese students’ communication abilities has been seen as a serious problem, teachers are making an effort to change and improve the situation. In this presentation, we will focus on current English education in Japan and show both problems and solutions from three perspectives: changes in teachers’ skills and attitudes, changes in English classes, and as a result changes in students’ abilities. We will reconsider what we have done so far and propose a possible idea for English education.

*Bilingual Education, English as a Foreign Language, Intercultural Communication, Secondary Education, Teacher Education*

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2:05 p.m. - 2:30 p.m.  
Room 205

**Engaging Adult Learners Through Cooperative Learning**

Beth Smith - Missouri State University

The purpose of this presentation is to demonstrate how student choice in a cooperative learning activity encourages student interaction and language ego with adult ESL students. A qualitative research study was conducted and data was gathered through a teacher survey, student surveys, and researchers’ observations. Results showed that choice and non-choice cooperative learning activities resulted in student interaction. But students felt more confident with the choice activity. It was concluded that adult ESL students should be given choices in cooperative learning activities.

*Adult Education*
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www.MIDTESOL.org

The MIDTESOL website provides information about our organization including:

- Contact information for the executive board members
- Conference information
- Travel and award information
- How to become a member
- Employment listings
Visit the English Language Fellow Booth to learn more.

The English Language Fellow Program sends highly qualified U.S. educators in the field of Teaching English to Speakers of Other Languages (TESOL) to participate in 10-month-long fellowships at academic institutions throughout the world.

Funded by U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs

Fellow Benefits
- Stipend
- Living allowance
- International roundtrip transportation
- Basic supplemental health benefit plan
- Miscellaneous allowances
- Enhance your career

Eligibility requirements
- U.S. Citizenship
- Master’s with a focus in TESOL
- Minimum two years professional TESOL experience
- Teacher training & curriculum/material development experience helpful

Application Deadline: Rolling
Applications will continue to be accepted until all projects are filled.

For more program information: [www.elfellowprogram.org/elf/](http://www.elfellowprogram.org/elf/) or contact:

Brian Skelton
Northcentral Recruitment Center
English Language Fellow Program
Email: skelton@fvtc.edu
Tel: 920-996-2832

Georgetown University
Center for Intercultural Education & Development
English Language Fellow Program
Email: www.elfellowprogram.org/elf/
Tel: 202-687-2608 Fax: 202-687-2555
Save the Date!

Next year’s MIDTESOL conference is taking place

**October 10-11, 2014**

on the campus of the

**University of Central Missouri**

in Warrensburg, Missouri—We hope to see you there!

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The mission of Mid-America Teachers of English to Speakers of Other Languages is to strengthen the effective teaching of English in Iowa, Kansas, and Missouri to people whose native language is a language other than English while respecting their individual language rights. As a regional affiliate of TESOL and a professional organization, MIDTESOL:

- Supports those involved with English language teaching, teacher education, administration and management, curriculum and materials design, and research;
- Provides leadership and direction through the dissemination and exchange of information and resources; and
- Encourages access to the standards for English language instruction, professional preparation and employment.