"Serving for a Better World"

**Selected Proceedings of the 2012
Michigan Teachers of English
to Speakers of Other Languages
Conference**

October 12-13, 2012

Editorial Team

James M. Perren

Dinah Ouano Perren

Trisha Dowling

2013

Serving for a Better World

Selected Proceedings of the

Michigan Teachers of English to Speakers of Other Languages Conference

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Editors:
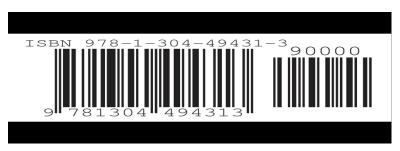
James M. Perren, Dinah Ouano Perren & Trisha Dowling

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The Selected Proceedings of the 2012 MITESOL Conference

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Preface

On October 12-13, 2012, The Michigan Teachers of English to Speakers of Other Languages (MITESOL) met on the campus of Madonna University in Livonia, Michigan, for its annual fall conference. The conference, chaired by President elect Andrew Domzalski, offered numerous talks, workshops, and poster sessions, as well as a Friday evening reception, Saturday luncheon and business meeting, Special Interest Group (SIG) meetings, and publisher exhibits.

Special guests for the conference were the keynote speakers. Dr. Angelika Kraemer (Michigan State University) was the featured speaker for Friday evening, delivering a session on engaging foreign language service-learning activities for undergraduates with K-12 students titled, *Engaging Students in and Preparing Them for K-12 Service-Learning Projects*. Dr. Adrian J. Wurr (The University of Tulsa) presented the Saturday afternoon keynote plenary address about service-learning as a solution to critical societal issues and its benefit in TESOL in gaining literacy skills titled, *Learning Service and Service-Learning in Turbulent Times.*

As previously offered in years past, MITESOL is continuing the service of publishing a selection of papers from its conferences. This particular edition of the conference proceedings contains nine articles, organized into four sections: (1) Plenary Presentations, (2) Issue Papers, (3) Research Papers and (4) Teaching Techniques and Materials Development.

The first section of this volume is the Plenary Presentation. We are pleased to include the conference's featured speaker's paper in this section. In the article titled, *Learning Service and Service-Learning in Turbulent Times,* Dr. Adrian J. Wurr discusses characteristics of successful service-learning programs and the value that they bring to both students and community partners.

The second section has two Issue Papers. The first article in this section, by Christen M. Pearson and Janet Navarro, titled, *Bullying, ELLs, and the Additional Confound of Disabilities: What are the Problems and What Can be Done About Them?,* discusses the vulnerability of ESL learners as targets for bullying and signs that teachers can look for in order to be proactive about this issue. The second article is, *Are Newly Immigrated Students Who We Think They Are as English Language Learners?,* by Aiman W. Mueller. This article examines the linguistic identities of newly immigrated ELLs by framing questions important to addressing ELL needs, as well as correlative questions pertinent to pedagogy and research.

One article is presented in this year's Research Papers section by Stephanie Casey and Zuzana Tomaš. This paper is titled, *Challenges and Opportunities in Teaching Content to Secondary English Language Learners: A Focus on Mathematics,* and discusses the needs of K-12 English Language Learners learning mathematics and provides instruction and materials to improve current practices.

The final section of this volume is Teaching Techniques and Materials Development. Presented first is the article by Jingjing Wei, titled, *Using iPad Applications to Teach ESL*, which provides iPad applications as sources for ESL instruction and materials to help motivate students. The second article is by Kirtland Eastwood, Lauryn Gallo, and Jessica Piggot. The title is, *Free, Effective eTools for Teaching Writing,* and discusses web-based teaching resources that allow students to actively engage in the writing process in a meaningful way. María Isabel García and

Miguel Fernández are the authors of the third article in this section, titled, *Improving Second Language Learners Self-Esteem through Writing*. This article presents an overview of seven different strategies that can be used to help students improve their writing of paragraphs and essays and develop a healthy sense of self-esteem. Each strategy is based on the reinforcement of socio-emotional skills. The fourth article is, *It's Okay to Have Fun*, by Jolene Jaquays and Sara Okello. These two authors discuss enjoyable activities that are a regular part of the classroom experience that promote a lower affective filter and higher language acquisition. The final article in this section is titled, *Using Wikis in the ESL Classroom*, by Kristin Jatkowski Homuth and Allison Piippo. This article discusses the pedagogical benefits of using wikis in the ESL classroom, provides brief instructions for creating a class wiki, and gives suggestions for how a wiki can be used in the classroom.

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

We would like to express our gratitude to the many people involved in completing this project. The authors contributed considerably as presenters, as well as by converting their talks into manuscripts. Each editor has taken on a significant responsibility in refining each manuscript for print. Dinah Ouano Perren again generously gave her time to mentor authors during the writing process and assisted substantially during the copy-editing and proofreading phases. Trisha Dowling was highly involved in reviewing articles and completing several copy-editing tasks that facilitated meeting critical deadlines. James Perren completed numerous tasks associated with this project, including mentoring authors and communicating with the editors and MITESOL community members. After completing three volumes of this publication, James Perren is stepping down from the Lead Editor position. He would like to kindly remind the MITESOL readership that the MITESOL Conference Proceedings are now conveniently available on the Eastern Michigan University Digital Commons website located here:

http://commons.emich.edu/mitesol/

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

James M. Perren (Eastern Michigan University)
Dinah Ouano Perren (Eastern Michigan University)
Trisha Dowling (Eastern Michigan University)

The Editors, September, 2013