



“Making Connections”

**Selected Proceedings of the 2007
Michigan Teachers of English to
Speakers of Other Languages
Conference**

October 19-20, 2007

Editors

Christen M. Pearson

Kay M. Losey

Nigel A. Caplan

Eastern Michigan University - Digital Commons Liaison Team

James Perren

Xuan (Anna) Li

2008

The Selected Proceedings of the 2007 MITESOL Conference

**Selected Proceedings of the 2007 MITESOL Conference:
*Making Connections***

The Michigan Teachers of English to Speakers of Other Languages (MITESOL), an affiliate of the international Teachers of English to Speakers of Other Languages (TESOL), celebrated its 32-year history by convening on the campus of Eastern Michigan University for its annual conference on October 19-20, 2007. The conference, chaired by President-Elect Lisa Hutchison, began late Friday afternoon with 23 evening breakout sessions. These were followed by a “light-hearted” plenary address given by Dorothy Zemach (Cambridge University Press) on materials development titled *Hasn't that Book Already Been Written?* A lively reception ran late into the evening, making for a very full start to the 2007 conference.

Saturday's events began with an early gathering of MITESOL's various special interest groups. Eighteen break-out sessions were then offered throughout the morning, followed by a short period of time solely devoted to perusing the exhibitors' displays of interesting books and learning tools. By late morning the yearly business-meeting-at-large was underway, followed by a luncheon filled with more lively discussions. The afternoon began with ten more breakout sessions on a variety of topics. Attendees then had the difficult choice of which featured talk to attend: Dorothy Zemach on *Whose Work Is It, Anyway? Teaching Writers How and Why to Avoid Plagiarism*; Dr. Wafa Hassan (Michigan State University) on *A Look at Teaching Methods in the Middle East*; and Dr. Carlos Lopez (Oak Park Public Schools) on *Connecting English Language Proficiency to Social Studies Content*.

Late afternoon included 15 breakout sessions, followed by a listing of the final raffle winners of materials generously donated by the exhibitors. In sum, it was a very busy and productive conference which included a total of 66 talks, posters, workshops, and computer labs, in addition to the plenary and featured talks. As evidenced by the above, MITESOL is a growing and dynamic organization!

From those 66 sessions, we are pleased to offer a special selection of 11 papers in the current conference proceedings. In this, our third year of publishing the proceedings, we follow the pattern begun at its inception, that of including three main areas: TESOL-Related Issues, Research, and Materials Development and Teaching Strategies. Within each area, papers are presented alphabetically by first authors' surnames. Under TESOL Related Issues, Domzalski and Gaterek discuss the concept of Greenberg's typological universals and their application to ESL instruction of grammatical structures. Pasquale, A. Pearson, and Ferwerda address the linguistic reconstruction of Chicano English from a sociolinguistic perspective, culminating in questions concerning its impact on ESL teaching. Xiping closes this section with an interesting insider's view of changes in China's EFL teaching practices, a timely piece in anticipation of the Olympic Games to be held in China shortly following publication of this volume.

In the research section, Hensley and Day explore adapting cooperative learning groups and Kagan structures to a new population—that of the university ESL setting—in the form of an action research project. C. Pearson then takes us on a “What done it?” exploration, attempting to unravel the mystery of language delay versus language disability in a longitudinal study of two ESL preschoolers. Concluding this section is further qualitative research by Porter-Szucs on the topic of

TESOL teacher preparation programs (for an introduction to this topic, see Porter-Szucs' paper in the 2006 conference proceedings).

Finally, in the Materials Development and Teaching Strategies section, readers will find a diverse selection of papers by both new and returning authors. Gelardi, Haxer, and Krause explain how regular content units across the curriculum can be tiered in order to better accommodate the needs of a diverse range of ESL learners, including both instruction and assessment. Gonsior discusses how to help intermediate to advanced post-secondary students tackle linguistic binomials—those “frozen” chunks of language consisting of two elements in a fixed order connected most often by the word *and*—such as “rock ‘n roll,” “his and hers,” and “salt and pepper.” Gordon and C. Pearson then take readers into an example of Project-Based Learning and Service Learning through a class theater production turned community project by Gordon's students. Next, Stokes, Caplan, and McCullough once again share useful strategies for helping students with their writing, this time using a tongue-in-cheek medical diagnosis format. Closing this section and this volume is Yoder and Letson's interesting paper on self-assessment, with a focus on second language writing in an American ESL context.

In closing, the editors would like to note that the papers in this volume have been printed in the form in which they were submitted, often after revisions requested by the editors, and with only minor further editing having taken place. Copyright and responsibility for the contents remain with each individual author; as such, all questions and requests for reprints or permission to photocopy should be obtained directly from the authors, whose correspondence addresses appear in the author note at the end of each paper.

We would like to thank all presenters who made the conference the success it was, and especially we would like to thank those presenters who submitted papers for consideration in this year's proceedings. The authors represented here are to be commended for their time, diligence, and cooperation throughout the often lengthy review and revision process. A special thank you goes to Carol Wilson-Duffy, who each year does the layout, formatting, cover design, and printing of the *Proceedings*; without her technical expertise, we would not be able to produce such a high-quality finished product. Finally, a heartfelt thank you to Nigel Caplan, whose attention to detail, writing expertise, and collegiality have made the first three years of this venture into publishing such a resounding success. Nigel will be leaving Michigan this summer to start a new path in his career, that of ESL Specialist in the Writing Center at the University of North Carolina – Chapel Hill. Though very sorry to see them go, we wish him and his family much happiness and success in their new life journey.

Enjoy the offerings in this volume, and we look forward to seeing you at the 2008 MITESOL Conference in East Lansing!

Christen M. Pearson (Grand Valley State University)
Kay Losey (Grand Valley State University)
Nigel A. Caplan (Michigan State University)
The Editors;
June, 2007