

1999 AMTESOL Conference

January 22-23, 1999

Ferguson Center
The University of Alabama
Tuscaloosa, AL



AMTESOL

ALABAMA-MISSISSIPPI TEACHERS OF ENGLISH
TO SPEAKERS OF OTHER LANGUAGES

Welcome to the 1999 AMTESOL Conference!

On behalf of the AMTESOL Executive Committee, I would like to welcome you to this year's conference. One of the goals in the planning of the conference was to contact and bring together more varieties of ESL teachers and educators in Alabama and Mississippi. In particular, since many K-12 teachers can feel isolated and alone, the goal was to involve more elementary and secondary teachers. I believe we were very successful in meeting this goal, and I hope that everyone in AMTESOL will benefit from increased K-12 membership.

We have an exciting conference planned, with a strong variety of concurrent sessions, ranging from story telling, to K-12 ESL standards, to dealing with writing in an L2. I'm sure that everyone will find something that interests and educates. In addition, we have with us an excellent speaker and educator, Dr. Karen Johnson. Her workshop and plenary will appeal to and be beneficial for every kind of ESL and language teacher. You can learn more about Dr. Johnson on the following page.

I wish to thank all those who have helped the planning of this year's event, as well as those who have volunteered to serve on the AMTESOL Executive Board this year and those who are presenting at the conference.

Thank you for your interest in and support of AMTESOL.

Enjoy the conference.

Sincerely,
Susan Lucas
Acting President
Conference Chair

Plenary and Workshop Information

The Executive Board of *AMTESOL* is proud to welcome **Karen E. Johnson**, Associate Professor of Speech Communication at the Pennsylvania State University, as our featured speaker at this year's conference. Dr. Johnson teaches in the MATESL program at Penn State, where her research focuses on teacher learning in language teacher education, the use of innovative technologies in language teacher education, and the dynamics of communication in L2 classrooms.

Dr. Johnson is the author of *Understanding Communication in Second Language Classrooms* (Cambridge), *Understanding Language Teaching: Reasoning in Action* (Heinle & Heinle), and the editor of the forthcoming *Teacher Education* volume of *Case Studies in TESOL Practice* (TESOL).

Workshop

Friday, January 22, 1999

7:00 p.m. - 8:30 p.m., Heritage Room

"Using Multimedia Technology to Foster Teacher Learning"

Dr. Johnson will demonstrate the program she developed which combines audio, video and hypertext to create an interactive learning environment designed to enable both novice and experienced language teachers to think critically about themselves and about their own teaching. Working with the program can enable teachers to understand the interrelationships between what they know, believe and think about second language teaching and learning and what they do in their classrooms.

Plenary

Saturday, January 23, 1999

12:15 p.m. - 1:00 p.m., Heritage Room

"Teachers' Reasoning: Understanding Language Teaching from the Inside Out"

In the plenary, Dr. Johnson will focus on three main areas that shape who teachers are, how they learn to teach, and what and how they teach in the classrooms. These include: 1) the teacher as a learner of teaching, 2) the impact that schools have on teachers' work, and 3) the complexities of the teaching process itself. Dr. Johnson will demonstrate three professional development activities that teachers can perform in their own classrooms in order to come to understand the complexities of their own teaching.



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Conference Schedule

Friday, January 22, 1999

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|------------------------|---|
| 6:00 p.m. - 8:00 p.m. | Registration, Second Floor Ferguson |
| 7:00 p.m. - 8:30 p.m. | "Using Multimedia Technology to Foster Teacher Learning," Dr. Karen E. Johnson, Penn State University, Heritage Room |
| 8:30 p.m. - 10:00 p.m. | Wine and Cheese, Anderson Room |
| | <i>Name That Tune</i> , hosted by Bill Wallace, Anderson Room |

Saturday, January 23, 1999

- | | |
|-------------------------|---|
| 7:00 a.m. - 8:00 a.m. | Executive Board Breakfast Meeting, Anderson Room |
| 7:00 a.m. - 9:30 a.m. | Registration, Second Floor Ferguson |
| 8:00 a.m. - 8:45 a.m. | Concurrent Sessions |
| 9:00 a.m. - 9:45 a.m. | Concurrent Sessions |
| 9:45 a.m. - 10:15 a.m. | Coffee Break, Anderson Room |
| 10:15 a.m. - 11:00 a.m. | Concurrent Sessions |
| 11:15 a.m. - 12:00 p.m. | Concurrent Sessions |
| 12:15 p.m. - 1:00 p.m. | Plenary, Dr. Karen E. Johnson, "Teachers' Reasoning: Understanding Language Teaching from the Inside Out," Heritage Room |
| 1:00 p.m. - 2:00 p.m. | Luncheon and General Business Meeting, Ballroom |

Concurrent Sessions

8:00-8:45 a. m.

How Often is Often: Perceptions of Frequency Adverbs

Brian O'Flynn

Room: 305

Significant differences exist in native speakers' perceptions of frequency adverbs according to the author's research, as well as previous studies. English language learners' perceptions of these expressions are also explored. The implication for ELT is a need for a flexible context-based approach. Practical ideas for the classroom are presented.

Consciousness Raising of K-12 ESL

Christina Womack

Room: 301

Michelle Phillips

The purpose of this session is for ESL Coordinators, Specialists and Teachers working in the K-12 schools to meet and discuss the current issues of ESL in Alabama and Mississippi, as well as to create a support network of colleagues.

Adapting Appropriate Methodology For One-to-One Teaching

Josie Prado

Room: 309

This paper is the result of a semester-long ethnographic study of a one-to-one teaching environment. It explores reasons why the student, a female Arabic speaker, initially resisted activities requiring verbal interaction. It also considers ways in which methodology can be adapted in order to meet her learning needs more efficiently.

Communicative Pronunciation Instruction: Rationale, Goals, Approaches, and Strategies

Rita C. Crider

Room: 313

Since communication and pronunciation are interrelated and cannot be separated, the question then lies in how to approach teaching pronunciation communicatively. Looking at elements of speech that interfere most with communication, the presenter will show that a "top down" approach focusing on the suprasegmentals (rhythm and intonation) is the "best approach" to pronunciation instruction.

Providing an Identity: The First Step to Approaching ESL Education

Hernan F. Prado

Room: 314

This presentation will explain the importance of "Providing an Identity" as the first requirement to start developing a comprehensive ESL program. The presentation will present the results of a model project, which included knowledge of goals, and encouraged personal commitment toward learning, implemented in a rural school with 26% LEP students.

Right-Brain/Left-Brain: Does It Matter?

Nita Hutchinson

Room: 315

Beverly Cook

Research done at MSU to see if being left- or right-brained has any effect on test scores will be presented. Activities which help both sorts of learners will also be included.

Concurrent Sessions

9:00-9:45 a. m.

ESL on the Internet

Jeff Martin

Room: 305

The presenter will describe the course he is teaching in which students explore the Net and improve their English. The presenter will also show some useful ESL sites for teachers.

Communicative Grammar

Jon Steigman

Room: 309

Recent research suggests that "traditional" grammar is not without its place in the communicative classroom, provided it is used only as a resource aid to acquisition. This presentation discusses a pilot study in which the presenter attempted to integrate traditional grammar instruction into a generally communicative language classroom.

Integrating ESL Students in the Mainstream Classrooms (K-12) Part I

Amy Allen

Room: 301

Ann Argo

Debra Suarez

Lisa Yount

The purpose of this presentation is to discuss the special needs of ESL students in the mainstream classroom and to highlight specific instructional strategies for meeting these special needs. Part 1 will cover: 1) the general mainstream classroom, 2) the foreign language class, 3) speech, and 4) adjustment behaviors. Teacher resources and lesson plans will be distributed.

The Art of Storytelling in the ESL Classroom

Mary Helen Nickerson

Room: 312

This demonstration gives practical advice on the use of story-telling techniques in the ESL classroom. Today, interest in this ancient art is increasing. By telling stories, a teacher can create an inviting atmosphere and help students remember mundane concepts. Storytelling can also be a good attention-getting device.

Teaching Communicative English in Japan

Takahiko Hattori

Room: 313

The main purpose of this presentation is to introduce the development of communicative English teaching in junior high schools in Japan. An English textbook authorized by the Ministry of Education in Japan and videos attached to this textbook will be introduced.

Build on Linguistic and Cultural Capital Via Cognitive Enrichment

Patricia Hughes

Room: 314

LEP students require hands-on, language-rich instruction which values and builds on their knowledge and experiences. The Talents Unlimited critical/creative thinking skills program empowers teachers to connect students' strengths with an academic curriculum. Through shared student responses and engagement in activities, participants will discover how this research-based program enhances instruction.

The Influence of Earlier Language Learning Approaches in Communicative Classrooms

Tsung-Yuan Lin

Room: 315

Chinese adult students' prior school learning approaches and their current experience in communicative adult education classrooms represent a cultural disjunction that can be ameliorated when teachers become informed about Chinese students' strengths as language learners. Participants will join in discussing implications of the presenter's research on this topic.

Concurrent Sessions

10:15-11:00 a. m.

Trends in English Language Teaching Internationally

Brian O'Flynn

Room: 305

The nineties have seen rapid growth in English Language Teaching worldwide. New markets and private universities provide challenges for the profession as a whole and for individual teachers. This presentation explores the lessons for IEPs and teachers in the USA.

Integrating ESL Students in the Mainstream Classrooms (K-12) Part II

Melissa Burt

Room: 301

Denise Watkins

Shannon Whitley

The purpose of this presentation is to discuss the special needs of ESL students in the mainstream classroom and to highlight specific instructional strategies for meeting these special needs. Part II will cover: 1) Language Arts, 2) Science, 3) Social Studies, and 4) language learning strategies. Teacher resources and lesson plans will be distributed.

English Language Spread: Ethical Considerations for Teachers of English

Angela Davis

Room: 309

This paper explores the imperial history of English language spread in an attempt to sensitize teachers to the ideology transfer inherent in language spread and to explore the current context of language instruction abroad.

To Tell a Tale

David E. Luellen

Room: 312

Like ESOL students, folktales come from every quarter of the globe. And like ESOL students, folktales are enriching resources for any classroom. This presentation includes the telling of folktales which can serve as channels for promoting cultural awareness among all students. Pointers for effective story telling will also be incorporated.

Using Literature in the Language Classroom: Rational and Strategies

Beryl Odom

Room: 313

Rita C. Crider

Incorporating literature into language classes is advisable and desirable because literature provides the perfect context to teach language meaningfully, communicatively, and enjoyably. Through a short story entitled, "The Carnival" by Michael Fedo, the presenters will demonstrate strategies for using literature in the ESL classroom.

Oral English for Pre-Literate Learners

James Crocker

Room: 314

This is a presentation of practical classroom activities for teaching ESL/EFL learners in the 4-7 age range. It focuses specifically on spoken English activities.

Brazilians' Attitudes Towards Accent

Ana Maria F. Barcelos

Room: 315

This paper explores attitudes towards foreign accents by examining articles of Brazilian newspapers and magazines. The results suggested Brazilians have a negative attitude towards their own accent as well as towards other foreign accents. Suggestions for raising language students' awareness of their own beliefs about accents are offered at the end.

Concurrent Sessions

11:15 a.m.-12:00 p. m.

Using Multimedia to Teach ESL Learners

Geri Michelsen

Room: 309

This Publisher's Session shows how multimedia technology and ELLIS, the English Language Learning and Instruction System, can assist you in teaching communication and life skills to English learners. A brief discussion on implementing technology and an in-depth demonstration of ELLIS will be included.

English as a Second Language Procedure and Identifying, Assessing, Placing, and Meeting the Educational Needs of LEP Students

Charles W. Shipp

Room: 301

This presentation will help the local school district write a plan to identify, assess, place and meet the educational needs of Limited English Proficient students. This plan meets the model outline requirements developed by OCR.

Drowning in the Mainstream: ESL students in Mainstream Classes

Kevin S. DeRonde

Room: 305

Sarah Worthington

A presentation of two studies on ESL students in Tuscaloosa public schools who participated more and enjoyed more success in groups of ESL students than in mainstream classes. This presentation suggests that, with teachers' increased sensitivity and more opportunities for collaborative learning, ESL students may prosper in mainstream classes.

'Face' and L2 Writing

Barbara Manning

Room: 312

The presenter reports the findings of a study which examines the notions of 'face' and 'politeness phenomena' in written communication, addressing, and, in particular, the writer-reader relationship, rhetorical voice, and culturally motivated word choice in L2 composition texts.

Family Style English

Janice Cate

Lifei Ji

Patrick Perkins

Room: 313

Jackson Public Schools' Bilingual Grant sponsors Family English classes which are held at the Adult Ed Center. Three staff members will discuss what has been done for ESOL families and possible future projects.

Kerry: A Case Study for Bilingual Education

Christy Beem

Robin Nail

Room: 315

The presenters will discuss a case study of a 2nd grade child experiencing immersion unsuccessfully, along with an in-depth look at bilingual education vs. immersion for students in K-12. This presentation will not only look at the pros and cons of immersion and bilingual education, but also propose and look at the need for it in Tuscaloosa County.

Southeast Regional TESOL Conference, 1999 Planning

Julia Austin

Susan Lucas

Room: Anderson

AMTESOL will be hosting the 1999 SE Regional TESOL conference in 1999. The conference is scheduled for November 4-6 in Birmingham. This planning session is for all those who have already volunteered their time, as well as for those who would like to volunteer. This is a very special opportunity for you to become more involved in AMTESOL.

Presenter Information

Amy Allen (aallen@mail.tds.net) has a B.A. in Spanish Language Education and is currently an MA in ESL/Bilingual Education Candidate at the University of Alabama.

Ann Argo (kaargo@aol.com) has a B.A. in Studio Art and Spanish and an MA in ESL/Bilingual Education Candidate at the University of Alabama.

Julia Austin (jaustin@uab.edu) directs the Graduate School Professional Development Program at the University of Alabama at Birmingham. She has taught ESL and administered programs for the past 15 years.

Ana Maria F. Barcelos (abarcelo@bamaed.ua.edu) is a doctoral candidate at the University of Alabama and is interested in the interaction between teachers' and students' language learning beliefs.

Christy Beem (cbeem@english.as.ua.edu) is an MATESOL student at the University of Alabama.

Melissa Burt (burt002@bama.ua.edu) has a B.A. in English Education and is currently an MA in ESL/Bilingual Education Candidate at the University of Alabama.

Janice Cate (JTCate1@Prodigy.net) has a B.S. and M.Ed. from Mississippi State. She is a full-time ESOL elementary teacher and a part-time family educator.

Beverly Cook is a teaching assistant in Spanish at Mississippi State University. She is working on a minor in ESL.

Rita C. Crider (rcrider@gadsdenst.cc.al.us) has a Master's degree in TESOL from the University of Maryland and is currently taking graduate courses at the University of Alabama. She has over 28 years of experience and is presently serving as the advisor and coordinator of International Student Affairs at Gadsden State Community College.

James Crocker (jcrocker@english.as.ua.edu) is currently an MATESOL student at the University of Alabama. He has taught in several countries as well as written ESL textbooks and children's literature.

Angela Davis (tiamat@prodigy.net) is a graduate student in the MATESOL program at the University of Alabama.

Kevin S. DeRonde (kderonde@english.as.ua.edu) is a second-year student in the MATESOL program at the University of Alabama.

Takahiko Hattori (hattori@otsuma.ac.jp) is associate professor of Foreign Studies at Otsuma Women's University in Tokyo, Japan.

Patricia Huges (hughesp@aspire.cs.uah.edu) serves as Project Director for Talents Unlimited. An experienced educator, she shares this program nationally and internationally.

Nita Hutchinson (nlh1@ra.msstate.edu) is a teaching assistant in German at Mississippi State University and is working on a minor in ESL.

Lifei Ji has a B.A. from Huazhong Normal University, and an M.A.TESOL from the University of Mississippi and is a full-time ESOL elementary teacher, and works part-time in Adult ESOL.

Tsung-Yuan Lin (lint@mail.doe.state.fl.us) received a doctoral degree in Multilingual/Multicultural Education at the Florida State University.

David E. Luellen, Ph.D., brings extensive Asian and Middle Eastern ESOL experience to his position as high school resource teacher for Shelby County (Alabama) Schools.

Susan Lucas (slucas@eli.ua.edu) teaches at the English Language Institute at the University of Alabama. She is AMTESOL First Vice-President, as well as Co-Chair for the Southeast Regional TESOL Conference in November of 1999.

Barbara Manning (bmanning@eli.ua.edu) teaches at the English Language Institute at the University of Alabama.

Jeff Martin (JM101@Hotmail.com) has taught EFL/ESL in the Peace Corps, at Mississippi State University and is currently teaching at the ELI at the University of Southern Mississippi.

Geri Michelsen (itdtrain@ix.netcom.com) is the Southeastern Regional Representative for Cali, Inc., producers of ELLIS ESL software.

Robin Nail (rnail@english.as.ua.edu) is a graduate student in the MATESOL program at the University of Alabama.

Mary Helen Nickerson (mhnicker@eli.ua.edu) graduated from Brigham Young University. She has taught English at universities in Utah, Guatemala and Alabama.

Beryl S. Odom has a Master's degree from Louisiana State University. She currently teaches at the Alabama Language Institute at Gadsden State Community College.

Brian O'Flynn (baoflynn@olemiss.edu) Now at the University of Mississippi IEP, Brian O'Flynn has taught and coordinated programs in Britain, Greece, Kuwait and Turkey.

Patrick Perkins has a M.Ed. from Lynchburg College, Lynchburg, VA. He has 3 years EFL experience in Hungary, and is certified by Education Services International. He is a family educator for Jackson Public Schools.

Michelle Phillips (lzss91a@prodigy.com) has a bachelor's degree in elementary education, with ESL certification and has been teaching for 8 years. She is currently teaching ESL elementary classes in Madison City Schools.

Hernan F. Prado (hprado@pacers.org) has worked for the past two years as PACER'S Hispanic Programs Coordinator developing an ESL program in northeast Alabama.

Josie Prado (jprado@english.as.ua.edu) tutored English for five years in Quito, Ecuador before beginning the MATESOL program at the University of Alabama.

Charles W. Shipp (czar@peop.tdsnet.com) Auburn University BID, 1965; University of Tennessee M.A. Secondary Ed. 1975; University of Alabama "AA" Certification in Educational Administration. He has taught social studies and served as a secondary principal and as an ESL coordinator.

Jon Steigman is a Ph.D. candidate in Modern Languages and Classics at the University of Alabama. He is working on a secondary specialization in TESOL.

Debra Suarez (dsuarez@bama.ua.edu) has a Ph.D. in Language Education. She is an Assistant Professor at the University of Alabama.

Denise Watkins (denisewatkins@hotmail.com) has a B.A. in German and History and is currently an MA in ESL/Bilingual Education Candidate at the University of Alabama.

Shannon Whitley (shanwhit@aol.com) has a B.A. in English and is currently an MA in ESL/Bilingual Education Candidate at the University of Alabama.

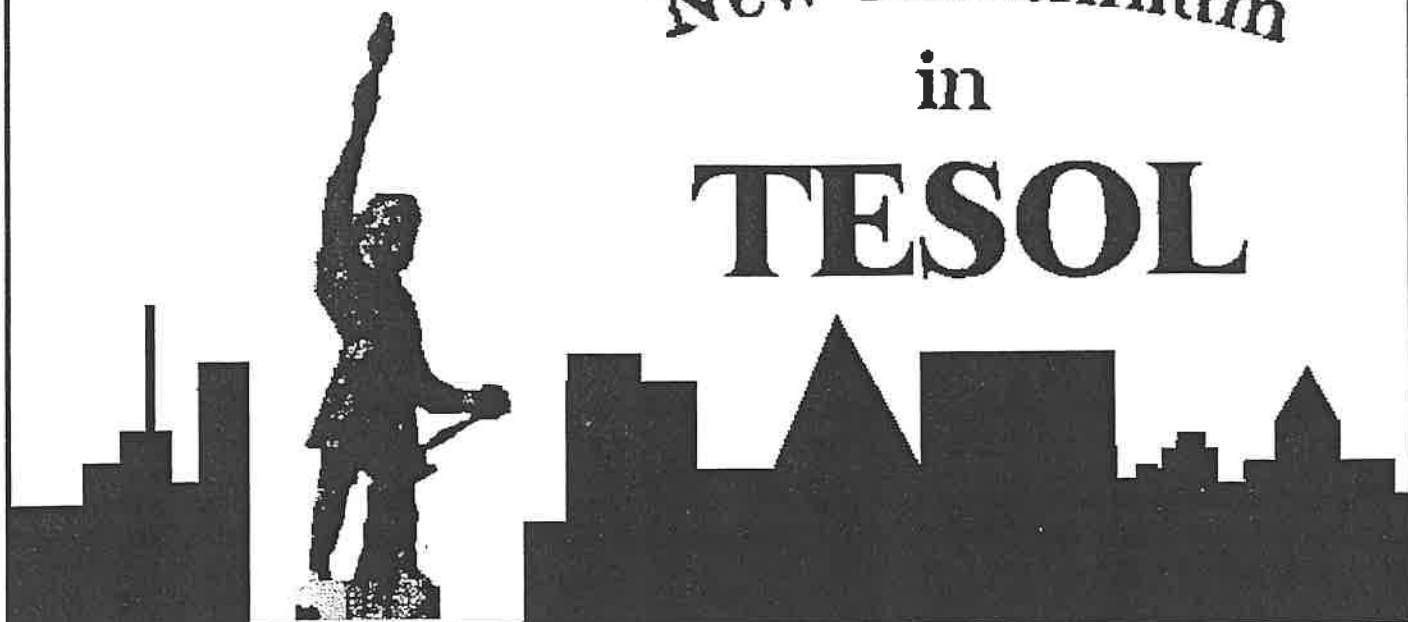
Christina Womack (swomack@dbtech.net) received her MA TESOL from the University of Alabama. She is currently the ESL Specialist for the Tuscaloosa County Schools.

Sarah Worthington (swrothin@english.as.ua.edu) is a graduate student in MATESOL at the University of Alabama. She is the ESL tutor at Englewood Elementary School in Tuscaloosa.

Lisa Yount has a B.A. in Speech Pathology and is currently an MA in ESL/Bilingual Education Candidate at the University of Alabama.

Southeast Regional TESOL Conference
Sheraton Birmingham
Birmingham, AL
November 4-6, 1999

Forging the New Millennium in TESOL



<http://www.ua.edu/international/setesol>

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www.tesol.edu**

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