

Got It? Flaunt It!



English as a Second Language Center



Exchanging Research, Ideas and Lessons

**AMTESOL 2004 • MISSISSIPPI STATE UNIVERSITY
JANUARY 23 - 24, 2004**



Welcome to the 2004 AMTESOL Conference:
Got It? Flaunt It!
Exchanging Research, Ideas, and Lessons

We are glad you made it to Mississippi State University, host of the 2004 AMTESOL conference. I am very excited that you have chosen to join us this year as we have a fun conference planned.

We have a great speaker, Judie Haynes, who has many creative ideas to help us become better teachers. The conference offers 20 different concurrent sessions ranging in topics from using science fiction to teach writing to dealing with culture shock to developing creative classroom ideas for all levels of ESL learners. There are several publishers with whom you can talk and make connections, and, of course, we offer the chance for you to meet and exchange ideas with other professionals in our field. We also have wonderful entertainment planned for Friday evening and door prizes that will be given out both at the Friday evening dinner and at the Saturday luncheon.

If you have any comments, questions, or suggestions about the conference or AMTESOL, please speak with me or any other member of the executive board. We want AMTESOL to serve your needs.

I hope you all take advantage of this opportunity to exchange ideas and learn more about what others are doing. Enjoy the conference!

Molly Watkins
2004 Conference Chair

About AMTESOL

AMTESOL was founded in 1982, and membership is open to everyone interested in and/or involved in the teaching and administration of programs in English as a second or foreign language. In Mississippi, we have members from various intensive English programs and public school systems in places such as Hattiesburg, Starkville, and Oxford. In Alabama, our members include ESL professionals from all over the state, including Mobile, Montgomery, Tuscaloosa, Huntsville, Birmingham, Gadsden, and numerous places in between.

AMTESOL strives to serve the needs of intensive program teachers, administrators, graduate students, and K-12 teachers in the field of ESL. Historically speaking, AMTESOL provided one of the few opportunities for ESL professionals in Alabama and Mississippi to receive local support, professional development, and opportunities to share ideas and experience. Today, AMTESOL strives to continue this service in combination with support programs that may already be in place. Over the years, members of AMTESOL have emphasized that one of the greatest benefits of membership is the connections made in the field of ESL, many of which have lasted for many years.

Purposes of AMTESOL:

- To collect and disseminate useful information about teaching English as a second language.
- To provide opportunities for interaction among ESL professionals.
- To identify and address TESOL problems of local, regional, and national concern.
- To stimulate professional development within the TESOL institutions of the area.
- To promote and actively support programs in local communities that will improve the teaching of English as a second language at all levels of education.
- To advocate the recognition of the specialized nature of the TESOL profession on the local, state, and national levels.

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We need 2004 officers. If you would like to nominate someone or would like to volunteer yourself for a position, please contact:

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2004 AMTESOL Conference Schedule

FRIDAY, JANUARY 23

4:30 – 7:30 P.M.
5:30 – 7:00 P.M.
7:00 – 8:00 P.M.
7:30 P.M.

BOST EXTENSION CENTER B

Conference Registration
Dinner
Conference Opening with Plenary Speaker
Entertainment

SATURDAY, JANUARY 24

7:30 – 8:00 A.M.
7:30 – 9:00 A.M.
8:00 – 8:50 A.M.
9:00 – 9:50 A.M.
9:50 – 10:10 A.M.
10:10 – 11:00 A.M.
11:10 A.M. – 12:00 P.M.
12:00 – 1:00 P.M.
1:00 – 1:30 P.M.

COLVARD STUDENT UNION

AMTESOL Executive Board Meeting
Faculty Lounge
Conference Registration
3rd Floor
Concurrent Sessions
3rd Floor
Concurrent Sessions
3rd Floor
Coffee Break
Faculty Lounge
Concurrent Sessions
3rd Floor
Concurrent Sessions
3rd Floor
Lunch and Plenary Speaker
Union Ballroom
AMTESOL Business Meeting
Union Ballroom

Featured Speaker

JUDIE HAYNES

Our featured speaker this year is Judie Haynes, teacher, author, and educator. She is the author and co-author of four books on helping classroom teachers with their second language population: *Newcomer Program Grades K-2*, *Newcomer Program Grades 3-6*, *Classroom Teacher's ESL Survival Kit #1*, and *Classroom Teacher's ESL Survival Kit #2*. She has also co-authored a chapter in TESOL's *Integrating Standards into Classroom Practice*. Judie is currently writing a column on elementary ESL for TESOL's new publication, *Essential Teacher*. She also maintains the helpful Web site: *everythingESL.net*.

Judie has taught elementary ESL for 24 years, the last 18 in River Edge, New Jersey. Her ESL program has won two awards from the NJ Department of Education over the past two years. In 2001, it was named a "Best Practice" and was recently selected as a NJ Model Program.

An active member of NJTESOL/NJBE, Judie is currently editor of *NJTESOL/NJBE Voices*, an affiliate newsletter. She is also a past Chair of TESOL's *Elementary Interest Section*.

While her experience is primarily in elementary ESL, her ideas are helpful for all teachers of ESL. Sharing lessons for all teachers and focusing on content-based instruction are specific topics that she will address. We are very excited about having her join us this year for our conference.

Conference At-a-Glance

SATURDAY, JANUARY 24
COLVARD STUDENT UNION

8:00 – 8:50 A.M.

Room 303	Teaching English to Germans — Some Key Aspects for ESL Teachers Christiane B. Schoernig
Room 304/5	"What to Do When..." Marlynn K. Martin, Marlene Shoop, and Stacy Covey
Room 309	Variation of /t/ and /d/ Pronunciation in Korean Learners of English Jonghee Shadix
Room 319	Evaluating Language, Rhetoric and Process in Selected ESL Writing Textbooks Russell Arent
Small Auditorium	What Are You Prepared to Do? Writing for Secondary ESL Meg Gillette

9:00 – 9:50 A.M.

Room 303	Presenting Self in Writing: Appropriate Linguistic and Rhetorical Choices Sylvia Koestner
Room 304/5	Culture Shock: Its Meaning and Significance for ESL Professionals Alan L. Webb
Room 309	Collaboration for Content Instruction Janice Cate
Room 319	Typical Grammatical Errors in English Writing Committed by Chinese Learners Weihua Zhu
Small Auditorium	Rhymes, Stories, and Songs in the ESL Classroom Joy L.M. Brown

10:10 – 11:00 A.M.

- Room 303 Authentically “Fantastic:” Using Science Fiction in the ESL Writing Classroom
Sean Hoade
- Room 304/5 Getting the Most Out of Your Video and DVD Clips
Russell Arent
- Room 309 Hispanic Preschool Education — Pros and Cons
James E. Powell
- Room 319 Managing Math with Literature
Robert Leier, Laureen Fregeau, Karen Van Vliet, and Carol Williams
- Small Auditorium Giving a Boost to Content Colleagues
David E Luellen

11:10 A.M. – 12:00 P.M.

- Room 303 Concerns of Principals Regarding English Language Learner Instruction
Richard Littleton
- Room 304/5 “It’s Nothing!” Exchanging Ideas About DOE (Daily Oral English)
Meg Gillette and Jody Stewart
- Room 309 L2 Writing — Research Findings and Implications for the Classroom
Carol Behel
- Room 319 Dialogue Journals for Assessment of Oral and Literacy Development in ELLs
Laureen A. Fregeau and Robert D. Leier
- Small Auditorium An Introduction to Learning Styles
Susan Spezzini

Concurrent Sessions

8:00 – 8:50 A.M.

Teaching English to Germans — Some Key Aspects for ESL Teachers

Christiane B. Schoernig

Room 303

With the growth of German industries in the US, and particularly in Alabama, there is a new need for specific ESL instruction for this population. This presentation will highlight aspects of language transfer and possible inference problems that ESL teachers will encounter when teaching English to this group.

Christiane B. Schoernig is an MA-TESOL student at UA. She has a BA in Applied Linguistics and has experience as an EFL instructor in Germany.

“What to Do When...”

Marlynn K. Martin, Marlene Shoop, and Stacy Covey

Room 304-305

This session answers “What do you do when ... ELL parents refuse instructional services for their children; ... there are no services provided in your district for ELLs; ... classroom teachers are frustrated with ELLs; ... administrators and counselors are insecure with the NCLB law; ... many lack sensitivity to other cultures; AND ... testing is pressuring everyone?” Attend and participate in learning what techniques and strategies have been successful for other working with ELL students, administrators, community, and parents.

Marlynn K. Martin is Assistant Director of Federal Programs in the Rankin County School District where she supervises the ELL program. She has a master’s in Music, Education Specialist in Curriculum & Instruction, and is pursuing her PhD at MSU in Education Leadership. She teaches English in the highlands of Guatemala in the summer.

Marlene Shoop is a registered nurse, bilingual, and has traveled extensively acquiring experiences and knowledge with other cultures.

She is the Rankin County School District BLL Parent/Community Liaison and tutor, and she has six years of ELL teaching experience.

Stacy Covey has three years of ELL experience in the Rankin County School District. She has acquired other ELL experiences, study, and training through the Mississippi Baptist Convention Board. She is an ELL tutor and manages all ELL testing for her school district.

Variation of /t/ and /d/ Pronunciation in Korean Learners of English

Jonghee Shadix
Room 309

Some Korean students pronounce gellid, whannyou, nonnet, and is illight for get rid, what you, not yet, and is it right. This sort of pronunciation causes communication breakdowns, which leads to loss of confidence in learners. This presentation proposes this issue should be added to pronunciation teaching.

Jonghee Shadix was born in Korea, is a lifetime learner of English, and completed the MA-TESOL program at UA. She teaches pronunciation to international scholars and graduates students at UAB graduate school.

Evaluating Language, Rhetoric and Process in Selected ESL Writing Textbooks

Russell Arent
Room 319

This paper evaluates selected ESL composition textbooks according to the treatment of language, rhetoric and process components. Although many ESL writing textbooks are often adopted due to visual appeal (graphics, layout, etc.), such texts typically only remain popular if language, rhetoric and process components are effectively dealt with.

Dr. Arent is the TESOL Director at Mississippi State University. He has previously taught ESL/EFL and teacher-training courses in Saudi Arabia, the UAE and Minnesota.

What Are You Prepared to Do? Writing for Secondary ESL

Meg Gillette
Small Auditorium

Writing instruction for secondary ESL students should be carefully planned to provide source material, plentiful models, explicit structure, time for revision, and the enjoyment of shared writing. Focusing on narrative, descriptive, and expository paragraph writing will assist students in their academic writing and prepare them to successfully navigate state-mandated testing.

Meg Gillette presently teaches ESL for Jefferson County Schools in Alabama. She has taught ESL in many settings to all ages of students since 1979.

9:00 – 9:50 A.M.

Presenting Self in Writing: Appropriate Linguistic and Rhetorical Choices

Sylvia Koestner
Room 303

This paper examines application letters of L2 writers enrolled in a university-level writing course. The data demonstrates how the instructor can facilitate the access to professional genres. The presentation will address how L2 writers acknowledge the unequal power relationship between themselves and their addressee and whether the politeness and face-saving strategies are considered appropriate for an American audience.

Sylvia Koestner is currently a PhD student in Applied Linguistics at the University of Alabama. She earned her MA in TESOL from UA in May 2002.

Culture Shock: Its Meaning and Significance for ESL Professionals

Alan L. Webb
Room 304-305

What is culture shock and how does it relate to the ESL classroom? The first part of this presentation describes the nature of culture shock and how it manifests in the lives of students. The second part explores specific and creative ways the ESL professional can use this information to function as one who advocates for and intervenes with the student who is experiencing the negative aspects of culture shock. This presentation is designed to be interactive, drawing upon the suggestions and experiences of the participants as well as the knowledge of the presenter.

Alan Webb holds master's degrees in Divinity and Theology and has had first-hand experience of culture shock on many occasions. In May of 2004, he will receive his master's degree in TESOL from Shenandoah University in Winchester, Virginia.

Collaboration for Content Instruction

Janice Cate
Room 309

How do ESL teachers and classroom teachers work together to deliver content instruction to ELLs? Come and share your ideas and learn about one way to work together to help your students.

Janice Cate, a National Board Certified Teacher, has 22 years of teaching experience, the last 14 with ELLs. She enjoys traveling and talking to teachers. In April she will have a session at TESOL in Long Beach.

Typical Grammatical Errors in English Writing Committed by Chinese Learners

Weihoa Zhu
Room 319

Much research has been done on various approaches to grammar teaching and what grammatical errors should be dealt with for

learners from EFL countries. This paper summarizes the top ten grammatical errors in English writing committed by adult Chinese-speaking learners and includes sets of activities to address these problems.

Weihoa Zhu is a graduate student of the TESOL program at the University of Alabama.

Rhymes, Stories, and Songs in the ESL Classroom

Joy L.M. Brown
Small Auditorium

This presentation is to demonstrate a variety of ways of incorporating music, rhymes, stories, and songs to build cultural knowledge and teach pronunciation and grammar in the ESL classroom. Using these in the ESL classroom can create an excellent learning experience for the ESL student.

Dr. Brown is an assistant professor of Education at the University of North Alabama where she teaches ESL methods classes.

10:10 – 11:00 A.M.

Authentically "Fantastic:" Using Science Fiction in the ESL Writing Classroom

Sean Hoade
Room 303

In selecting writing materials for ESL students, authenticity, usefulness, and appropriateness are key. This presentation will show how using science fiction can satisfy all of these because of its lexical variety, popularity across cultures, and target demographic of intermediate L1 readers. Included will be a full unit of lesson plans.

Sean Hoade is a graduate student in the MA-TESOL and MFA programs at the University of Alabama and author of the novel Ain't that America.

Getting the Most Out of Your Video and DVD Clips

Russell Arent
Room 304-305

This paper presents suggestions on ways that ESL teachers and teacher-trainers can maximize the use of video and DVD segments in their classrooms. Topics include: 1) selecting appropriate films/programs; 2) deciding on segment timings; 3) creating relevant follow-up tasks according to course objectives; and 4) processing evaluative feedback.

Dr. Arent is the TESOL Director at Mississippi State University. He has previously taught ESL/EFL and teacher-training courses in Saudi Arabia, the UAE and Minnesota.

Hispanic Preschool Education — Pros and Cons

James E. Powell
Room 309

Young children learn many language, social and practical skills in preschool that benefit them and enhance their chances for future achievement. Providing English language or other skills development classes for adults can bolster parents' belief in the value of the entire program, of which preschool is but one part, and can provide them with an education that can improve the quality of their lives. But, families should learn together as a whole. A dichotomy in the process can lead to conflict.

James E. Powell, EdD has been a trainer and consultant for Texas Migrant Corporation programs in Texas and an active Creative Curriculum presenter. A native of New Mexico, Dr. Powell has experience in working with migrant and Latino families. He works with the Lucile Pierce Family Literary and Resource Center, Inc.

Managing Math with Literature

Robert D. Leier, Laureen Fregeau, Karen Van Vliet, and Carol Williams
Room 319

This presentation is designed for ELLs who spend the majority of their school day in regular content area classrooms. Specific ideas for mainstream elementary, middle, and high school teachers will be presented to assist ELLs in understanding both story and math concepts through hands-on activities.

Robert D. Leier is an ESL teacher who instructs various grade and proficiency levels at a rural middle school. He is also an adjunct professor of Social Foundations at the University of South Alabama.

Laureen A. Fregeau is an associate professor of Social Foundations at the University of South Alabama. She has taught ESL to middle and high school ELLs.

Karen Van Vliet earned an ESL degree from the University of Hawaii and a business degree from the University of Notre Dame. She has taught grades K-12 in Hawaii, Kansas, and now, Alabama.

Carol Williams serves Mobile County Public Schools as an ESL teacher primarily of Asian students in a middle and a high school in south Alabama.

Giving a Boost to Content Colleagues

David E Luellen
Small Auditorium

Often without adequate training in ESOL best practices, our caring colleagues seek practical solutions to the challenge of presenting course content in meaningful ways to their English language learners. Commonly, their search ends up in the front yard of the ESOL teacher. This workshop provides ESOL practitioners with workable, adaptable plans to share with seeking colleagues.

Dr. David E Luellen has held long-term ESOL teaching and administrative positions in Vietnam, Laos, China, Saudi Arabia and Egypt. He has also presented in-service training seminars and taught

short-term graduate courses in five Latin American countries. David serves as Project ACCESS Director at the University of Alabama at Birmingham, School of Education.

11:10 a.m. – 12:00 p.m.

Concerns of Principals Regarding English Language Learner Instruction

Richard Littleton
Room 303

Growth in numbers of ELLs in schools throughout Alabama, federal and state mandates to provide appropriate instructional programs, and the apparent lack of preparation of teachers and principals to provide that instruction has presented unprecedented challenges to educational leaders. These and other changes are often expressed as concerns within the educational setting. The purpose of this study was to describe the concerns of principals regarding ELL instruction. The study's results can be used as a source of information for implementation of effective instructional programs, principal preparation programs, and professional development opportunities for principals regarding ELL instruction.

Richard Littleton, EdD, is a retired public school principal with over 30 years of service in Alabama. He has recently completed the doctoral program in Educational Leadership at the University of Alabama at Birmingham. He serves as part of the evaluation team for three ESL grant programs at UAB.

"It's Nothing!" Exchanging Ideas About DOE (Daily Oral English)

Meg Gillette and Jody Stewart
Room 304-305

See videotaped clips of daily routines and drills using the alphabet, numbers, colors, shapes, etc. in a beginning-level elementary ESL pull-out classroom. These activities utilize inexpensive materials such as construction paper and markers. This structure provides a safe learning experience inclusive of all students.

Meg Gillette presently teaches ESL for Jefferson County Schools in Alabama. She has taught ESL in many settings to all ages of students since 1979. Jody Stewart teaches ESL full time in Jefferson County, Alabama. This is her third year in ESL after teaching in regular education since 1985 and special education since 1972.

L2 Writing – Research Findings and Implications for the Classroom

Carol Behel
Room 309

A teacher, in an attempt to understand what her ELL students know about writing in English, conducts an action research project. This presentation will focus on this study's research findings as well as on tips on how to help students become better writers and produce better essays in various genres.

Carol Behel is the system-wide ELL teacher for the Florence City Schools. She recently completed her EdS in ESL/Bilingual Education.

Dialogue Journals for Assessment of Oral and Literacy Development in ELLs

Laureen A. Fregeau and Robert D. Leier
Room 319

This mini-workshop will begin by providing a brief theoretical background in the use of dialogue journals for English language development. It will be followed by participants examining actual dialogue journals written by ELLs. Participants will have the opportunity to participate in hands-on activities where they will learn how to implement dialogue journals in their classrooms. Additionally, they will learn how dialogue journals can be used as tools for teacher-student communication, communicative writing, student motivation, and assessing ELL literacy and oral language development.

Dr. Laureen A. Fregeau is associate professor of Social Foundations at the University of South Alabama. She prepares educators to work with diverse populations and has taught ESL to middle and high school ELLs and to adults.

Dr. Robert D. Leier is a Mobile County, Alabama ESL teacher who instructs ESL to mixed grade and proficiency level ELL students at a rural middle school. He is also an adjunct professor of Social Foundations at the University of South Alabama who instructs undergraduate and graduate education students on how to serve immigrant and minority students in education.

An Introduction to Learning Styles

Susan Spezzini
Small Auditorium

Participants are led through several activities for identifying students' learning styles. Activities include matching cartoons, value lines, graphs, and anecdotes. Participants then select instructional strategies for meeting the diverse learning styles in their respective classrooms.

Dr. Susan Spezzini directs Project EQUAL at the University of Alabama at Birmingham. Previously she taught linguistics at the National University in Paraguay and coordinated curriculum and staff development at the American School of Asuncion.

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Sally Hester
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AMTESOL Newsletter

AMTESOL News is a twice-yearly newsletter serving the Alabama and Mississippi TESOL affiliate.

Contributions from members about teacher preparation, student concerns, classroom ideas, and opportunities for professional growth are welcome. The editor is looking for people to join the staff in the following positions:

Advertising Representative: The ad rep would contact and follow up with several publishers who have expressed an interest in advertising in affiliate newsletters. Once a relationship has been established, the time investment should be minimal. This is an untapped resource for AMTESOL that needs to be utilized.

State Department of Education Representative: The state rep would be responsible for writing a column reporting news from the state agency about ESL matters at that level in both Alabama and Mississippi. The state rep would contact and follow up with the ESL coordinator at each state's department of education. Again, a relationship needs to be established, news gathered, and a column written. This column would add a much needed dimension to the newsletter.

Please contact Lyn Froning if you are interested in contributing in either of these ways. We need your help and support!

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