

Presenters & Presentations



Welcome Message from FSU

Dr. Paul Blake
Provost & Vice President for Academic Affairs

As Provost of Ferris State University, it is an honor for me to invite TESOL faculty from around the world to the Lighthouse Summer Symposium. As educators in a globalized world, we serve as cultural ambassadors connecting people and ideas. This symposium will provide an opportunity to network with colleagues from across the world and exchange ideas in best practices. We look forward to welcoming you to Ferris State University.



Message from West Michigan ELI Chair

Lisa vonReichbauer
Chair, West Michigan English Language Institute

On behalf of Ferris State University, it is my honor and privilege to welcome you to the 2018 Lighthouse Summer Symposium. As a former International Student Advisor and Designated School Official, I have had the pleasure of working with international students—and faculty, like you, who help build a bridge between the United States

and the world. This symposium provides an excellent opportunity for educators like us to network, share ideas, and learn best practices from our colleagues in this important work. Best wishes for a meaningful experience.



Message from the Symposium Host

Louis Arokiasamy
Academic Coordinator
West Michigan

This year we are tremendously happy to welcome Dr. Diane Larson-Freeman and Dr. Keith Folse. The success of Lighthouse has been due to the synergy that emanates from the presenters and the participants, and we know you'll make it a great experience this year as well. We hope Lighthouse sparks some great ideas, and that you'll return to your classrooms highly energized!

Dr. Diane Larsen-Freeman

Diane Larsen-Freeman (Ph.D. in Linguistics, University of Michigan) is Professor Emerita, Research Scientist Emerita, and former Director of the English Language Institute at the University of Michigan, Ann Arbor. She is also a Professor Emerita at the Graduate SIT Institute in Brattleboro, Vermont and a Visiting Senior Fellow at the University of Pennsylvania. Her most recent books are *Teaching Language: From Grammar to Grammar* (2003), *Complex Systems and Applied Linguistics* (2008, with L. Cameron), winner of the Modern Language Association's Kenneth Mildenberger Book Prize, the third edition of *Techniques and Principles* (2011, with M. Anderson), and the third edition of *The Grammar Book, Form, Meaning, and Use for English Language Teachers* (2015, with M. Celce-Murcia). She is also Series Director for the student textbook series *Grammar Dimensions: Form Meaning and Use*. She is currently Chair of the Board of the journal *Language Learning*, which she earlier edited for five years.

Keynote: /yuws/, not /yuwz/

"Grammar" has many definitions. It is important to be clear about the term because we teach a subject as we understand it. For me, teaching grammar is more than teaching structures. It is about teaching students to use grammar structures to make meaning. It is also about using structures appropriately in context. I have characterized these as the three dimensions of *Form*, *Meaning*, and *Use*. Often, when I speak about the three dimensions, teachers are confused. They think that I am speaking about use (/yuwz/), when instead, I intend to use (/yuws/). I will use this keynote to clarify this important difference.

Workshop: How is grammar like an eddy?

In this workshop, we will investigate how grammar structures are "patterns in the flux," just as eddies are whorls in a stream. Given this depiction of grammar, we will then consider what it takes to learn such patterns. We will also create activities to teach the form, meaning, and use of grammar structures most effectively using structure-essential tasks, iteration, and adaptation. Finally, some recent research reports concerning the teaching of grammar will be reviewed.

Katie Weyant, Lecturer, University of Michigan's English Language Institute

Workshop: Introducing iWeb: Exploring Grammar Choices with New BYU Corpus

The iWeb is the latest edition of COCA (Corpus of Contemporary American English) that's creating a buzz in the linguistic world. The iWeb contains 14 billion words from almost 95,000 systematically chosen websites, and is 25 times larger than COCA. This session will demonstrate and focus on what is practical and immediately applicable to ESL students and teachers, such as using the corpus to explore authentic examples of grammar and vocabulary choices commonly made in a variety of spoken and written contexts and genres.



Dr. Keith Folse

Keith Folse taught in the MA TESOL, PhD TESOL, and Undergraduate TEFL programs at the University of Central Florida. In his long career, he has taught ESL in the US and EFL in Saudi Arabia, Malaysia, Kuwait, and Japan. His areas of interest include teaching vocabulary, writing, grammar, and reading. He is the author of more than 55 books on various aspects of English language teaching and learning and has published numerous articles in TESOL journals. His latest book *The Grammar Answer Key: Short Explanations to 100 ESL Questions* was published in 2018. 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.



Keynote: The Grammar that Students Want to Know

In this talk, I will explain the results of a 10-year data collection project designed to identify the questions that ESL students most frequently ask us teachers. Some of these questions are easy to answer, while others cause some of us to freeze up, much as the proverbial deer in the headlights. The result of this project is a collection of the top 100 student questions. For most ESL teachers, the ins and outs of English as a second language may seem overwhelming, but the good news is that this study found that students do not submit thousands of different questions, so the seemingly infinite list of possible questions is not so infinite after all.

Workshop: Designing Better Speaking Activities for Our Classes

A speaking class may be deemed especially good if students have spoken a lot during that class. Even if students make mistakes in their spoken language, this is a positive step because they are becoming more familiar with the flow of the English language. In this workshop, we will look briefly at three factors about classroom speaking tasks that may improve the likelihood that students will speak up in class. We will also demonstrate three easy tasks that generate a lot of student English but produce no papers to grade.

Danielle Petersen, Teaching/Learning Manager, Delta College

Treats & Talk: Take a short break from grappling with grammar and enjoy some teatime treats while connecting with new and returning friends.

Danielle currently coordinates a variety of academic support services for students. Originally, from Upstate New York, Danielle completed her graduate work in TESOL/Linguistics and Spanish at Syracuse University and her undergraduate degree at St. John Fisher College. She has taught international students in New York, California, and Michigan and worked in a variety of administrative roles as well. From 2007-2016, Danielle was a lecturer in Central Michigan University's English Language Institute. In her free time, Danielle enjoys doing outdoor activities with her husband and three sons.





Jolene Jaquays



Melojeane Zawilinski



Anthony Taylor



Albert Urbanano

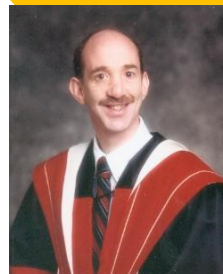
Workshop: Grammar through Song Lyrics

This presentation shares how music can be used in the teaching of a wide variety of grammar concepts. Most know that music can be used to teach listening and speaking skills as well as culture, but often it is overlooked as a tool for grammar. Not only can “lyrics be used like literature to analyze structure (Lems, 2005), but with its “Earworm effect,” music, also utilizes more primitive areas of the brain associated with “motivation, reward, emotion” (Levitin, 2006). We share various ways to expand your grammar instruction by incorporating music into your lesson planning. Jolene is an instructor at University of Michigan Flint and Melojeane teaches at Saginaw Valley State University. Albert teaches ESL in Thailand, and Anthony is a recent MTESL graduate.

Micheal Busch, ESL Educator

Workshop: Strategies for Teaching Complex Structures to L2 Learners

Complexity is an essential construct in second language learning, serving as an important criteria for grading assessment tasks and measuring L2 performance. Complexity is often defined as a multiplicity of elements—mental states, physical resources, a series of actions, simultaneous demands and responses, etc. However, in studies of L2 writing, four additional definitions of complexity can be found related to the descriptive, hierarchical, computational, and functional features of text. Knowledge of these definitions of complexity can help teachers develop strategies for improving students' written performance.



Entertainment by The Dangling Particles



The Dangling Particles are a Lansing-based band with a diverse song set ranging from folk and Americana to Latin jazz and blues. The band’s soulful vocals—shared by Tamiko Rothhorn and Austin Kaufmann—give the group its signature sound, rich in harmonies. Austin anchors the group on guitar and harmonica, with Tamiko adding cornet and ukulele. Tim Patterson fills out the low end on his upright bass and adds backing vocals. Dan Moreno rounds out the rhythm section on drums. Larry Zwier, one of the founding Particles, who occasionally still sits in with the band is making an appearance specially for Lighthouse friends.

6th Annual Lighthouse Summer Symposium

Friday, July 20th, 2018

8:00 – 9:00 AM	Light Breakfast
9:00 – 9:15 AM	Welcoming Remarks by Provost Dr. Paul Blake, WMELI Chair Lisa VonReichbauer & Symposium Host Louis Arokiasamy
9:15 – 9:45 AM	Keynote: Diane Larsen-Freeman /yuws/, not /yuwz/
10:00– 11:30 AM	Workshop: Jolene Jaquays, Melojeane Zawilinski, Albert Urbano & Anthony Taylor Teaching Grammar through Song Lyrics
11:30 – 1:00 PM	Lunch
1:00 – 2:15 PM	Workshop: Mike Busch Strategies for Teaching Complex Structures to L2 Learners
2:25 – 3:45 PM	Workshop: Diane Larsen-Freeman Workshop: How is Grammar like an Eddy?
3:45 – 4:45 PM	<i>Treats & Talk</i> by Danielle Petersen
4:45 – 6:00 PM	Workshop: Keith Folse Designing Better Speaking Activities for Our Classes
6:00 – 8:00 PM	Dinner at the Gypsy Nickel Lounge Performance by The Dangling Particles

Saturday, July 21st, 2018

8:00 – 9:00 AM	Light breakfast
9:00 – 9:15 AM	Welcoming Remarks by WMELI Chair Lisa VonReichbauer & Symposium Host Louis Arokiasamy
9:15 – 10:45 AM	Keynote: Keith Folse The Grammar that Students Want to Know
11:00 – 12:15 PM	Workshop: Katie Weyant Introducing iWeb: Exploring Grammar Choices with New BYU Corpus
12:15 – 1:45 PM	Closing remarks & lunch

LIGHTHOUSE
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