A distinction is made in the ELT literature between native and nonnative English speaking teachers, NESTs and non-NESTs for short (Medgyes, 2001). The contributions of qualified non-NESTs to ESL/EFL instruction are indispensable. Nevertheless, there are several stigmata attached to non-NESTs. This paper looks into the most salient problems that non-NESTs encounter by obtaining firsthand information from NESTs and non-NESTs (and their students). It also seeks out ways to tackle these problems.

Taddese Addo -- Assistant Professor, Reading and Study Skills, Community College of Denver; Lecturer, Addis Ababa University, Ethiopia (1993-1997); MPhil in General Linguistics, NTNU, Norway (1999); MA in TEFL, Addis Ababa University (1997)

Weldu Michael Weldeyesus -- PhD Candidate, Department of Linguistics, CU-Boulder; Lecturer, Addis Ababa University, Ethiopia (1992-1998); MPhil in General Linguistics, NTNU, Norway (2000); MA in TEFL, Addis Ababa University (1996)

Chanon teaches adult ESL at Aurora Public Schools. A UCD Master of Humanities student, his interests include comparative discourse patterns, student-centered instruction and critical theory.

Janet Aitchison is an Editorial Manager at Oxford University Press ESL Department in New York City.

Anne Bliss is a Senior Instructor and Coordinator of Services for ESL Students for the Program for Writing and Rhetoric at CU-Boulder.

Lauren Brombert (MA, Yale University) is the Academic Coordinator at Spring International. She is an experienced language learner and has taught ESL for ten years.

Janet Bruch is a student of the Basic Oxford Picture Dictionary program.
What happens when non-native speakers enter regular freshmen composition courses at the university? This presentation will provide information from case studies on learning styles, peer interaction, and particular linguistic and interactional challenges. It will also suggest some ways in which non-native speaker discourse styles expand native speaker learning.

Julie Bruch teaches at Mesa State College. Her degrees are in Applied and Theoretical Linguistics. Research interests include second language acquisition and comparative pragmatics.

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**Bruhn, Dieter**

**Success with songs and chants**

Friday, November 7, 2003  1:30-2:15  Cherry

Demonstration-45 minutes

GA

Songs and chants can be used to effectively stimulate a positive and successful classroom environment. In this lively and interactive demonstration, participants will take on the role of students and will take part in a variety of high-interest activities. Detailed handouts will be provided.

Dieter Bruhn is President and Founder of One World Training, which offers TEFL Certificate programs as well as business English and accent reduction training.

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**Budzak, Paula**

**Starting an ESL Library**

Friday, November 7, 2003  3:30-4:15  Plum

Paper-45 minutes

AE, GA, IEP / HE

Would you like to start an ESL library for your students, but you’re not sure how to do it? This session will provide information on why and how to start an ESL library based on the presenter’s experience creating a small lending library for ESL students and teachers at the Community College of Denver. Aspects of the presentation will include (1) rationale for starting an ESL library, (2) presentation of a list of resources, (3) overview of the steps involved in setting up an ESL library, (4) feedback from students and teachers who have used the ESL library at CCD, and (5) time for questions from the audience.

Paula Budzak teaches ESL part-time to adult students at the Community College of Denver and Focus Points Family Resource Center, also in Denver.

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**Buker, Suzanne**

**Self-directed learning in the speaking class**

Friday, November 7, 2003  2:30-3:15  West D

Demonstration-45 minutes

IEP / HE

One way teachers of speaking classes can empower intermediate and advanced students to take responsibility for improving comprehensibility and fluency is by incorporating self-directed learning. The presenter will discuss the role of the teacher as facilitator, provide descriptive student handouts, and share case studies illustrated by taped student talk.

Suzanne Buker teaches undergraduate and graduate international students at New Mexico State University, where she specializes in writing and speaking in academic contexts.

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**Burke, Gail**

Vanessa Bassock
Debra McKee
Lyn Rodriguez

**Special needs & ELLs - One district’s process**

Friday, November 7, 2003  11:15-12:00  West D

Paper-45 minutes

BE, EE, SE

A coalition of ESL/Bilingual and special educators in Jeffco Schools has spent the past six years developing a process for identification and assessment of English language learners who may have special needs. The presenters will share the latest procedures, including Jeffco’s parental interview and language acquisition summary components.

Vanessa Bassock, Speech Therapist for Jeffco’s MAST Team, shares her bilingual abilities as well as her experience from the medical field.

Gail Burke, ESL/BL Resource Teacher with Jeffco Schools, specializes in assessment issues, particularly focusing on ELLs with special needs.

Debra McKee has been a Special Education teacher and consultant in Jefferson County Schools for 20+ years, and is currently on the district MAST Team.

Lyn Rodriguez, MAST School Psychologist with Jeffco Schools, speaks Spanish, is the mother of two children (one has an IEP), and is doing her Ph.D. dissertation on assessment batteries for ELLs.

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**Caddoo, Karen**

**Building bridges between ESL and content teachers**

Friday, November 7, 2003  3:30-2:15  Cherry
Discussion - 45 minutes
BE, EE, SE

Besides chocolate, what works in building bridges between the ESL staff and the mainstream content teachers? Often as the immigrant population rises, so does anxiety for educators unaccustomed to teaching new immigrants. This discussion will examine what districts have in place to bridge the gaps in misunderstanding.

Karen Caddoo has taught in varied educational settings but is now lodged in Public Education as the ELA Coach for the Sheridan School District.

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Castellino, Shirlaine

Making the most out of a reading
Friday, November 7, 2003 2:30-3:15 Cherry

Demonstration - 45 minutes
IEP / HE

This demonstration will show different ways of presenting a reading material which not only provide a better understanding of an article, but also integrate other language skills like grammar and writing within the writing class.

Shirlaine Castellino teaches ESL at Spring International Language Center and coordinates the college ESL classes at Arapahoe Community College.

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Castro, Liliana

Increasing students' contribution in the assessment process
Saturday, November 8, 2003 11:15-12:00 West A

Demonstration - 45 minutes
PA, SE, IEP / HE

Student-centered instruction promotes student involvement in the learning process. While students have become more active in monitoring their learning, ways to better engage them in the grading and assessment process are under scrutiny. How can students contribute to their own assessment and the program assessment?

Liliana Castro leads the Foreign Language Program and the ESL Institute at Front Range Community College - Larimer campus. She has an M.A. in TESL and in Spanish from Colorado State University. Her areas of interest are assessment of student learning and teacher training preparation.

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Chun, Randy

Update - Fluency by phone - IVR for ESL
Saturday, November 8, 2003 1:30-2:15 Boulder

Paper - 45 minutes
AE

Fluency by Phone, a telephone-based system designed to improve pronunciation by enabling students to practice listening and speaking from home, was introduced at the 2002 CoTIESOL. This is a report on Beta Test results of utilization and evaluation by students, teachers and administrators. A great idea! Did it meet objectives?

Randy Chun combines twenty years of telecommunications experience with ESL teaching to develop "technology friendly" tools. He is also enhancing traditional computer tools to improve literacy.

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Clarke, Mark A.

Confusion, conflict, and coherence in troubled times
Friday, November 7, 2003 10:15-11:00 Evergreen

Paper - 45 minutes
GA

English language educators today are thrust into increasingly volatile debates as semi-if-unwittingly-official representatives of the global power of English. I will present an ecological perspective of action research in developing a post-method approach to language teaching and teacher education.

Clarke is a co-author of Reader's Choice and Choice Readings and author of A Place to Stand: Essays for Educators in Troubled Times.

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Clarke, Mark A.
Kelly Sippell
Honorine Nocon
Mia Thomas-Ruzic

Teacher Book Clubs as Systemic Disturbances
Friday, November 7, 2003 2:30-4:15 Evergreen

Panel/Symposium
GA, IEP / HE

Book clubs provide an opportunity for teachers to gather to discuss matters of personal and professional importance, and because they have become broadly accepted as ways of improving one’s mind, they also present opportunities for systems change. Join us to explore how this might be accomplished in your institution.

Mark Clarke, Honorine Nocon, and Mia Thomas-Ruzic are professors of Education at CU Denver. Kelly Sippell is ESL Product Development Manager at the University of Michigan Press. They are interested in working with teachers to foster change in educational institutions.

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Commins, Nancy
Frank Davila
Marcia Carr
Karla Esser  
Jennifer Larsson  

Colorado's second language development continua unveiled  

Friday, November 7, 2003  1:30-3:15  Jefferson  

Adult Education SIG Forum  

Panel/Symposium-90 minutes  

GA  

Panel will present the Second Language Developmental Continuums (L, S, R & W) developed locally with ADOBE support. Participants will:  

- learn how the continua were developed;  
- review the documents;  
- analyze how they are related to the ELD standards  

Feedback and suggestions for further professional development will be solicited.  


Frant Davila – Executive Director, Special Programs, Aurora Public Schools.  

Karla Esser – ELS Coordinator, Sheridan School District  


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Connor-Hall, Alice  

Nancy Herzog  

Sheltering research techniques in content instruction  

Friday, November 7, 2003  10:15-11:00  Golden  

Demonstration-45 minutes  

SE  

A sheltered plan that analyzes the tasks involved in teaching ELLs to write a research paper will be demonstrated. Participants will receive handouts containing the elements of the plan and forms that can be photocopied for student use. Video clips are of a middle school classroom.  

Nancy Herzog has taught ESL in secondary schools and graduate courses to teachers. She has a Master’s in reading and a Ph.D. in multicultural education.  

Alice Connor-Hall coordinates ELL at Thornton Middle/Adams 12. Alice is an Honorarium Instructor for UCD. Her M.A. is Curriculum and Instruction, emphasis ESL.  

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Conway, Ann  

Eileen M. Mattingly  

Martha Denney  

Patricia McGuire  

The Peace Corps in partnership with universities  

Friday, November 7, 2003  2:30-4:15  West C  

Panel/Symposium-90 minutes  

PA, GA, IEP / HE  

Peace Corps and university representatives will discuss the exciting synergy created on campuses through partnership activities such as the use of free cross-cultural training materials created from Volunteers’ experiences, Masters International and Fellows/USA graduate programs for pre- and post-service Volunteers, career opportunities arising from Peace Corps service, and more.  

Ann Conway, former elementary school teacher, Peace Corps Volunteer, and Peace Corps Country Director, is currently manager of Peace Corps’ Denver regional office.  

Eileen Mattingly, formerly a teacher of secondary English and social studies, is director of Coverdell World Wise Schools, the Peace Corps’ global education program.  

Martha Denney has traveled, lived, and worked in nearly forty different countries and currently serves as director of international education at Colorado State University.  

Former teacher Patricia McGuire chairs Western New Mexico University’s Gallup Graduate Studies Center, site of a Peace Corps Fellows/USA program in education.  

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Conway, Ann  

Eileen M. Mattingly  

Uncommon journeys: Classroom materials for understanding Cultures  

Saturday, November 8, 2003  1:30-3:15  Golden  

Demonstration-45 minutes  

EE, SE, GA  

Presenters will demonstrate lessons from a Peace Corps-based curriculum that you can use in your multicultural classroom, introduce you to free materials in language arts, social studies and science, and help you connect your classes to current Peace Corps Volunteers overseas.  

Ann Conroy, a former elementary school teacher and returned Peace Corps Volunteer and Country Director, is currently Regional Manager of the Peace Corps Denver recruiting office.  

Eileen Mattingly, formerly a teacher of secondary English and social studies, is Director of Coverdell World Wise Schools, the Peace Corps’ global education program.
Daise, Debra
Kim R. Turner

Effective activities for pronunciation integration
Saturday, November 8, 2003  1:30-3:15 Conifer
Workshop-90 minutes
IEP / HE, SE

The presenters provide effective activities for moving students’ pronunciation from discreet sound production to integrated speaking. The workshop focuses on intonation, rhythm, stress, three essential sound distinctions, and putting it all together. Participants try out activities and share ideas.

Debra Daise and Kim R. Turner teach at the International English Center at the University of Colorado at Boulder.

Dietz, Kathy

Empowerment through advocacy
Saturday, November 8, 2003  10:15-12:00 Golden
Workshop-90 minutes
GA

This workshop will offer participants the opportunity to develop an advocacy approach to problem solving and engage in a thought provoking exchange of ideas on issues of professional concern that will lead to producing, in groups, a statement of advocacy.

Kathleen (Kathy) Dietz has had extensive experience in the teaching of English as a second language at two institutions of higher education, Texas Tech University and Arizona State University. She has also conducted workshops in ESL/EFL for professors and teachers of English throughout Ecuador, South America and Bulgaria. These seminars were sponsored by the United States Information Agency in coordination with the Fulbright Commission and the British Council. Shortly after completing her assignment with the United States Information Agency in the early nineties, she trained teachers as a teacher-supervisor for the Peace Corps in Bulgaria. Currently she is Past President of AZ-TESOL.

Dikli, Semire

Schemata theory as a reading strategy
Saturday, November 8, 2003  2:30-3:15 West E
Paper-45 minutes
AE, BE, IEP / HE

This paper discusses the role of schemata in reading comprehension. After defining what the schema theory and describing components of the theory, the author further discusses the application of the theory to reading instruction and provides various techniques. Finally, she suggests several implications for ESL teachers.

Semire Dikli is a PhD student in the Multilingual/Multicultural Education program at the Florida State University. She is interested in ESL writing.

Dilts, Monica

Beyond language development: teaching young language learners to read
Saturday, November 8, 2003  10:15-12:00 Parker
Workshop-90 minutes
BE, EE

Children can learn to read while acquiring English. Integrating these two processes in literacy creates a more relevant learning experience for young learners.

Martha Page is a bilingual teacher in Denver Public Schools. Monica Dilts is an ELA and Literacy Specialist for Denver Public Schools. She also teaches part-time at the University of Colorado, Denver and at the University of Northern Colorado.

Dikli, Semire

Teachers’ perspectives toward ESL students
Saturday, November 8, 2003  1:30-2:15 West E
Paper-45 minutes
GA, IEP / HE

This qualitative study is designed to understand the perspectives of instructors in teaching students whose native language is other than English. Three international students and the instructor in a graduate level class are observed and interviewed.

Semire Dikli is a PhD student in the Multilingual/Multicultural Education program at the Florida State University. She is interested in ESL writing.
areas to support students’ acquisition of the academic language necessary to be successful in school. Examples of how to use content area key concepts to develop oral language as a foundation for reading and writing will be presented.

Monica Dilts is an English Language Acquisition and Literacy Specialist for Denver Public Schools. She also teaches part-time at the University of Colorado, Denver and at the University of Northern Colorado.

Dunn, Burna L
Myrna Ann Adkins
Barbara Sample

Catching the dream of literacy

Saturday, November 8, 2003  11:15-12:00  Cherry

Demonstration-45 minutes
AE, GA

The presenters will introduce the audience to the Somali Bantu through a brief video. They will present teaching techniques for use with pre-literate and low-level literacy students. Copies of resources produced through an ORR Technical Assistance will be provided.

Burna L. Dunn, Spring Institute Intercultural Learning in Denver, is the Director of the English Language Training Technical Assistance Project.

Barbara Sample is the Director of Educational Services for Spring Institute for Intercultural Learning.

Myrna Ann Adkins is the President and CEO for Spring Institute for Intercultural Learning.

Ellis, Michelle

Practical sheltering techniques for the content area

Friday, November 7, 2003  11:15-12:00  West E

Demonstration-45 minutes
AE, BE, SE, GA

This demonstration will give participants practical "tried and true" sheltering techniques to adapt and use in their classrooms. Techniques will focus on using content area videos, conducting successful hands-on activities, and scaffolding vocabulary.

Michelle has been teaching biology and ESL earth science at Arvada High School since 2000. Her main focus is using L1's in a diverse classroom.

Erikson, Eric

Beyond journals for secondary student writing

Friday, November 7, 2003  11:15-12:00  West C

Demonstration-45 minutes
SE, GA

Are you stuck with a mountain of student writing assignments? Do your students dread yet another assignment? The presenter will outline procedures and routines to go beyond journals for secondary student writing that holds interest, provides results, and saves time.

Erik is a teacher at South High School, Denver, Colorado

Feldman, Andrea

Increasing student participation in the ESL classroom

Friday, November 7, 2003  11:15-12:00  Conifer

Paper-45 minutes
AL, IEP / HE

Building on the work of linguists and educators specializing in the art of asking questions, this session aims to improve student participation and consequently critical thinking and learning. The presentation will examine sample ESL lessons for strategies designed to elicit maximal and balanced participation from all our students.

Andrea Feldman holds a Ph.D. in Linguistics, and teaches multicultural writing courses to both native and non-native speakers at CU.

Fennello, Lisa

Recruiting and working with bilingual parent volunteers

Friday, November 7, 2003  1:30-2:15  West E

Demonstration-45 minutes
EE, GA, SE

How can schools increase parent involvement from the ELL population while providing valuable benefits to students, teachers, schools, and communities? Create a bilingual volunteer program! Participants will learn how to recruit, train, maintain, and utilize the resources of a bilingual volunteer program. Presenter will detail the necessary steps to implementing a successful bilingual volunteer program by providing examples, facilitating an activity, presenting strategies for implementation, and providing take-home materials.

Lisa Fennello received her B.A. in Elementary Education from Arizona State University in 1993 and her M.A. in Cross-Cultural Education from St. Mary’s College in 2002. After spending seven years as an intermediate teacher in the San Francisco Bay Area, she currently teaches High School EL for the Chandler Unified School District and is an adjunct instructor for Maricopa Community Colleges. Lisa was recently elected to the AZ-TESOL Board of Directors as the Professional Standards Chair. She has experience working
with diverse student populations at all ages and ability levels, and she plans to continue her education in the field.

Flahive, Doug

**Synthesizing individual difference research**

Friday, November 7, 2003 3:30-4:15 West D

Paper-45 minutes

AL

In this presentation, the researcher critically examines individual difference studies of second language learning which have been conducted over the past 25 years. Results will be discussed with implications for extending the findings of this research by teacher-researchers within the contexts of their classrooms.

Doug Flahive teaches at Colorado State University. His current research interests focus on meta-analysis and metaphor processing in L2 learners.

Franklin, Dr. Elizabeth
Dr. Linda Button
Dr. Kathy Hamblin
James Duffy

**Meeting the needs of English language learners**

Friday, November 7, 2003 2:30-4:15 Boulder

Panel/Symposium-90 minutes

EE, GA, IEP / HE

Panelists discuss a CDE-funded ESL reform initiative in Northern Colorado and share work that has been done at the University of Northern Colorado, Aims Community College, and District 6 to improve the preparation of ESL teachers and to insure that all new teachers have second language content knowledge.

Elizabeth Franklin, a Professor of Hispanic Studies, directs the Center for Language Arts Education at UNC and teaches courses in ESL for teachers.

Linda Button, chair of Elementary Education at UNC, teaches literacy courses for teachers infused with second language content.

Kathy Hamblin, Director of Family and Life Education at Aims Community College, coordinates a program for paraprofessionals seeking an ESL endorsement.

James Duffy, Director of Federal Programs for Greeley-Evans District 6, coordinates ESL instruction for the district.

**Goodspeed, Kate**

**Teaching Freire in Workplace ESL Settings**

Friday, November 7, 2003 10:15-11:00 West D

Paper-45 minutes

AE, GA

Can Paulo Freire’s revolutionary educational philosophy be applied in workplace ESL settings with beginning and intermediate level refugees and immigrants? This disciple of Freire provides concrete examples of techniques used successfully to apply Freire’s critical pedagogy in these settings. Detailed handouts will be provided.

Kate Goodspeed has a Master's Degree from UCD, taught English in China for eight years, and is now teaching at Emily Griffith Opportunity School.

Goodspeed, Kate

**Jazz Chants and Songs for Young Learners**

Friday, November 7, 2003 3:30-4:15 Jefferson

Publishers Session

To explain the underlying theory of language acquisition through the rhythm of natural language, Ms Graham will perform jazz chants and songs for children. She will demonstrate teaching strategies and provide ideas for fun classroom activities. Free sampler will be provided.

Carolyn Graham has taught at New York University and Harvard University. Known throughout the world as the creator of Jazz Chants, she has conducted countless workshops and seminars on virtually every continent. Ms Graham currently lives in Paris and New York.
**Plenary Q & A**
Saturday, November 8, 2003  10:15-11:00  Boulder

**Greaser, Jane**
**Sandra Hubert**

**Senior citizen volunteers as ESOL conversation partners**

Friday, November 8, 2002   1:30-2:15

**Poster** - 45 minutes
AE, GA, IEP / HE

This poster session presents the SENIOR PARTNERS volunteer program in which senior citizens spend time with ESOL adults as their conversation partners and occasional tutors. Co-presenters Jane and Sandra will use photos and handouts to show you a successful and rewarding project.

Founder of SENIOR PARTNERS, ESOL instructor JANE GREASER has taught all levels and since 1996 has enjoyed Adult Learning at LCCC-ACC Teaching and Learning Center.

Sandra Hubert has a bachelor's degree in Communication and a master's in Outdoor Recreation and Natural Resources. This is her 4th year of teaching ESOL.

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**Harper, Dana**

**Discover having fun with dictations**

Friday, November 7, 2003   1:30-2:15   Golden

**Demonstration** - 45 minutes
SE, IEP / HE

I was trying to find new ways to assess a listening/speaking class when a friend suggested dictations. My mind immediately flipped to German class and the boring dictation that I had been doomed to. The whole idea was contrary to having fun in the classroom - one of my major concerns.

However, I decided to try them and in the process of trying to make them fun, discovered several different ways to do a dictation to improve not only the listening ability, but also the speaking. These are not your typical ways of doing dictations, but a way to have fun, engage the students, and help with the assessment of their listening. Some force the students to look at the grammar to know what type of words would come next while others play with the absurdity of English pronunciation and spelling. I will demonstrate 6 different types of dictations that I have had fun with in my classes that you can take to your classroom on Monday and use effectively.

Dana Harper has a Master’s Degree from UCD and currently teaches at Spring International and Emily Griffith. She team-taught techniques – RMTI 2003.

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**Harris, Nancy**

**Shared reading: Exploring methods for modeling strategies for comprehension**

Friday, November 7, 2003   10:15-11:00   West C

**Publishers Session**

Methods for modeling higher level reading strategies when working with ESL students will be covered in this session. Modeling multi-level strategies will be addressed. Various possible levels of support for introducing, reading, and
revisiting the text will be explored. Strategies for acquiring high levels of rigorous talk will be discussed.

Nancy Harris is a national educational consultant whose work with teachers includes workshops and coaching teachers on how to model reading and writing strategies.

Heiman, Joan D.

Approaching autonomy

Saturday, November 8, 2003  1:30-2:15  Evergreen

Paper-45 minutes
AE, IEP / HE

What is involved in the decision to approach greater student autonomy? The need to cover the curriculum; the battle against limited time; administrator, colleague, and student expectations; our own sense of responsibility and/or needs for control — all of these play their parts. While I believe offering choices, and hence, fostering responsibility is key to a successful learning situation, I have continued to struggle with all of the above constraints. This paper presentation discusses my on-going attempts to move from a teacher-controlled syllabus and pedagogy to one which shifts my own as well as my students’ conceptions about teachers’ and students’ responsibilities within the learning relationship. I will also present research supporting the effectiveness of increased autonomy regarding motivation, self-esteem, engagement, and love of learning. Finally, specific ideas for gently introducing and encouraging greater choice, independence, and autonomy will be offered.

Joan D. Heiman has taught ESL/EFL in community college and intensive English programs since 1990. She is currently Assistant Professor of ESL at the Community College of Denver.

Hess, Natalie

A Cultural Vision for TESOL

Saturday, November 8, 2003  2:30-3:15  Evergreen

Demonstration-45 minutes
AE, BE, GA, IEP / HE

The presenter will work through definitions of culture. Participants will note their own cultural and ethnocentric fallacies. Through the analysis of a scene from the film “Stand and Deliver,” participants will get a visual glimpse of how persistently and compellingly culture envelops us and forms our learning practices.

Dr. Natalie Hess is a professor of BME/ESL at NAU in Yuma, Arizona. She has taught EFL/ESL and been a teacher-educator in six countries. She is the author of numerous text-books, teacher resource books, and articles on pedagogical issues.

Hess, Natalie

Teaching large multi-level classes

Friday, November 7, 2003  3:30-4:15  Spruce

Demonstration-45 minutes
AE, BE, GA, IEP / HE

The presenter, who has written a book on how to teach large heterogeneous classes, will display 10 principles that work like dynamite in such classes. She will show how individualization and personalization both help to create a congenial classroom climate and will share strategies from her own 35-year classroom experience.

Dr. Natalie Hess is a professor of BME/ESL at NAU in Yuma, Arizona. She has taught EFL/ESL and been a teacher-educator in six countries. She is the author of numerous text-books, teacher resource books, and articles on pedagogical issues.

Hull, Peggy

Letting our learning inform our teaching

Saturday, November 8, 2003  11:15-12:00  Spruce

Paper-45 minutes
SE, GA, IEP / HE

SLA theory gives us the framework for understanding the SLA process, but learning language while teaching allows us to see that process from a student perspective. Through an analysis of my own experience teaching and studying second language, I will demonstrate how our learning can inform our teaching, making it more effective.

Peggy Hull is Associate Professor of ESL at Dodge City Community College. She has taught ESL in France and French in NYS, and studied Spanish and Bambara while a graduate student and associate instructor at IU-Bloomington, where she earned two MA’s in French and Applied Linguistics.

Jackson, Ph. D., Stephan L.
Lee Jane Esslinger
Louise Menchaca

Differentiating instruction based on relative language proficiency

Friday, November 7, 2003  10:15-12:00  Parker

Workshop-90 minutes
BE, EE, SE

Participants will discover multiple ways in which the results from a language proficiency test in English and Spanish can be used in a program for planning activities and strategies to meet the instructional needs of each student. Discussion focuses on grouping and scheduling based on Relative Language Proficiency (RLP).
For more than twenty years, Dr. Stephan L. Jackson has specialized in assessment with an emphasis on curriculum planning and instruction in second language acquisition/ESL/dual language programs.

Louise Menchaca, Director of Training for Stephan L. Jackson & Associates, has over 31 years experience in education working with second language acquisition/ESL.

Lee Jane Esslinger, is a Language Assessment Consultant for Stephan L. Jackson & Associates and has experience in second language acquisition and ESL.

Jacobs, O.D., Renee Kathleen
Marianne Arling

Improving visual and auditory processing to help struggling readers

Saturday, November 8, 2003  1:30-3:15  Parker
Demonstration-45 minutes
SE, EE, GA

The first hour is lecture. During the presentation you will learn about some common vision problems that impact a child’s ability to learn/succeed. You will also experience an introduction to multi-sensory teaching methods and materials. During the second hour, you will rotate through three workstations: eye exercises, computer based phonemic skills practice, and small group activities – to experience the concept as a learner, yourself. The Model: First, evaluate medical eye problems that can interfere with learning. Then use eye exercises to improve tracking, scanning, and reading efficiency; utilize advanced computer programs/technology for one-on-one phonemic skills practice; and facilitate small group activities to enhance both comprehension and test taking strategies. The goal of this session is let teachers experience new methods and materials for instruction, to learn to recognize vision problems that a mass school vision screening might miss, and to get hands-on experience with technology in teaching. A resource list hand out will be provided.

In addition to her credentials as a Doctor of Optometry, Dr. Jacobs is currently pursuing a Master’s Degree in Curriculum and Instruction with and Emphasis in Elementary Reading at CU Denver. She is half way through the program.

Marianne Arling: Pueblo Community College Community Based Reading Program Coordinator; Master’s Degree Special Education; PhonoGraphix trainer; Multi-sensory Reading Trainer; Elementary School Consultant; Certified Supplemental Services Provider

Jepson-Gilbert, Anita

Aspiring to clearer speech

Saturday, November 8, 2003  2:30-3:15  West D
Demonstration-45 minutes

AE, IEP / HE

Help students speak clearer English by showing them how to aspirate English consonants. Speaker will give some hints and then have adult students demonstrate how breathing differently holds the key to enhancing the sound and, thus, the clarity of spoken English.

Anita Jepson-Gilbert has taught pronunciation classes at the Community College of Denver for 4 years and has worked as a language coach at Avaya Communications for the past 12 years.

Johnson, Cristina

Promoting short-term and long-term vocabulary growth

Saturday, November 8, 2003  10:15-11:00  West E
Paper-45 minutes
AE, IEP / HE

This study combines "depth of processing" and "depth of knowledge" in order to determine the differing effectiveness of learner-centered versus instructor/researcher-centered input and processing tasks on promoting both short and long term vocabulary growth. Subjects are 30 international ESL students.

Cristina Johnson is a TESL/TEFL graduate student at Colorado State University and is teaching at the Intensive English Program. Colorado is her home. English is her L1.

Jones, Rosemary
Eileen Salsman

Bridging the academic gap for ELL students – at school and in the home

Friday, November 7, 2002  1:30-2:15  West B

How do you motivate students to learn and families to support that learning in their homes? Our program has created opportunities for schools and families to work together to bring effective learning experiences into their homes. In a recent study, our English Language Learners demonstrated 5 years’ growth in reading in 2 years’ time (9.6 grade level in 5th grade!).

Rosemary Jones is a Teacher on Special Assignment who serves all of Adams 50’s elementary schools in aligning curriculum and resources to facilitate family involvement and support to increase student achievement.

Keating, Kevin

Five great communicative picture and drawing activities

Saturday, November 8, 2003  10:15-12:00  Jefferson

Adult Ed SIG Forum
AE, GA, IEP / HE
Using pictures is a fun and effective way to help create a dynamic classroom. In this demonstration, participants walk through practical classroom-proven activities that utilize pictures and drawing to promote student interaction and provide active oral/aural practice.

Kevin Keating, a frequent conference speaker from the University of Arizona in Tucson, has taught ESL/EFL for more than 30 years around the world.

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**Kennedy, Dr. Teresa**

**Making content connections via the GLOBE program**

Friday, November 7, 2003  11:15-12:00 West A

Paper-45 minutes
BE, EE, HE, PA, SE, GA, IEP

The GLOBE Program, a science and education program active in 104 countries, provides the opportunity for integrated language and content instruction by weaving interdisciplinary lessons into everyday classroom teaching.

Dr. Teresa Kennedy, Assistant Professor of Foreign Language/Bilingual Education at the University of Idaho, has been working with the NASA Education Team since 1997 and is the Deputy Chief Educator and Assistant Director of U.S. Partnerships for the International GLOBE Program.

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**Lamb, Kaye**

**Catherine Pravoslavnov**

**Where's that book?**

Saturday, November 8, 2003  2:30-3:15 Boulder

Demonstration-45 minutes
AE, CALL, GA

Libraries offer unlimited learning resources for ESL students IF they can access it. Everybody loves hearing books read and participants will enjoy a demonstration of reading to beginning students. The steps to learning library organization and accessing online card catalogues will be included along with ideas on using the books.

Kaye Lamb has 27 years experience teaching ESL at Emily Griffith Opportunity School and abroad. She won the Virginia French Allen Award in 1993.

Catherine Pravoslavnov started at EGOS in ‘93 and has a BA in Linguistics from University of Texas, and an MA from the University of Denver.

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**McCreary, Sharon**

**Collected stories from journals to essays**

Friday, November 7, 2003  2:30-3:15 Golden

Demonstration-45 minutes
AE, IEP / HE

Adult immigrants arrive in the U.S. with a lack of English language skills, but with a wealth of personal history. For many, putting their history into words teaches self-expression along with basic composition skills. Learn how one group of students wrote journals and essays to educate themselves and their audience.

Sharon McCreary has an MA in TESL. She teaches adult refugees at Emily Griffith Opportunity School, and coordinates the CRESL Home Tutoring Program for Refugees.

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**Mielke, Larenda**

**Ancient Greek oratory and ESL speaking skills**

Saturday, November 8, 2003  1:30-2:15 West D

Discussion-45 minutes
AE, IEP / HE

Since the invention of TV, the use of electronic amplification for speeches, and yes, even the proliferation of PowerPoint, public speaking has been irrevokably changed. It's gotten boring! How do we teach advanced ESL students to speak with passion, moving an audience to action? The ancient Greeks have the answer.

Larenda Mielke teaches at the University of Denver, specializing in presentation skills and group dynamics for graduate students. She is passionate about public speaking.

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**Miller, Jane C.**

**TGIF! It's the Friday language lesson buffet**

Saturday, November 8, 2003  2:30-3:15 West C

Demonstration-45 minutes
AE, SE

When Friday comes around, adult ESL students need an energizing change of pace. Find out how one adult education program offered refugee and immigrant students a Fabulous Fridays enrichment program. Students attended a “language buffet” every Friday, where they could sample everything from grammar games to cooking with US measures.

Sharon McCreary has an MA in TESL. She teaches adult refugees at Emily Griffith Opportunity School, and coordinates the CRESL Home Tutoring Program for Refugees.

Kate Goodspeed has an MA in TESL, taught in China for eight years, and now teaches adult refugees and immigrants at Emily Griffith Opportunity School.
Sarah Yochim

Teaching and training in former Soviet Republics

Saturday, November 8, 2003  10:15-11:00  Conifer

Paper-45 minutes
IEP / HE, GA

Join an EFL teacher and a teacher trainer for slides and a discussion of a fascinating academic year in post-Soviet Moldova. We'll describe the limitations we encountered, the challenges we overcame, and the possibilities we capitalized on to become effective agents of change in this newly independent nation in transition.

Jane Miller, a Senior EL Fellow with the U.S. Department of State, trained EFL teachers at the Pedagogical University in Chisinau, Moldova, 2002-2003. She now works for the CDE.

Sarah Yochim, a Peace Corps volunteer, taught EFL to Moldovan students at Cahul State University. She is completing her M.A. at CSU.

Erica Ramsthaler has taught middle school ESL literacy and sheltered social studies for 6 years. She has a M.Ed in Secondary Education and K-12 ESL.

Moulton, Deb

High interest / low readability books

Friday, November 7, 2003  2:30-3:15  West B

Publishers Session

We will look at a variety of low-reading, high interest books, and at ways to use them with ELLs. Titles include fiction and non-fiction, reading levels from K-1 to 6, interest levels from elementary to adults, books with audio support, and books that support content areas.

Erica Ramsthaler has taught middle school ESL literacy and sheltered social studies for 6 years. She has a M.Ed in Secondary Education and K-12 ESL.

Munajat, Rama

Consciousness-raising strategy and grammar development

Saturday, November 8, 2003  10:15-11:00  Plum

Paper-45 minutes
IEP / HE

Why in the entirely experiential and meaning-focused learning some linguistic features cannot develop into their target-like forms? Learners' insufficient awareness may have lead to ignoring the elements. The presenter will discuss the tentative results and implications of a pilot study on using explicit grammar instruction as a consciousness-raising strategy.

The presenter is a PhD student in Applied Linguistics at Ball State University, Muncie, Indiana. His interests include second language learning and teaching and pragmatics.

Needham, Laura

Engaging activities for beginning learners

Friday, November 7, 2003  3:30-4:15  West B

Publishers Session

The two main purposes of this workshop are (1) to introduce teachers to interactive activities they can immediately use in their low-level ESL classes; (2) to introduce teachers to the two new series from Heinle Publishers, Stand Out and English in Action and provide free copies for trial use.

Nocon, Honorine

Mark Clarke

Socio theory, systemic change, and teacher preparation

Friday, November 7, 2003  1:30-2:15  Evergreen

Paper-45 minutes
EE, HE, SE

Data from partnership-based teacher preparation at urban elementary and middle professional development schools are used to explore efforts of systemic change as we work to socialize teacher candidates into a culture of reflective practice.

Honorine Nocon, Assistant Professor of teacher education, CU Denver. Nocon’s research explores language acquisition and collaboration in diversity in the design of learning contexts.

Mark Clarke, Professor of Language, Literacy, and Culture, CU Denver. His research explores multiple levels of interrelated change and change efforts in school-based systems.

Nocon, Honorine

ESL as lingua franca: divergent partner perceptions

Saturday, November 8, 2003  2:30-3:15  Plum

Paper-45 minutes
AL, BE, HE

Partners in a European collaborative project have different relations to ESL as a communicative tool. Perceptions of the importance of English proficiency diverge across national groups and contribute to marginalization in ways that replicate local minority-majority relations.

Honorine Nocon, Assistant Professor of teacher education, CU Denver. Nocon’s research explores language acquisition and collaboration in diversity in the design of learning contexts.

Norloff, Charl
Debra Daise

Activities for discovering grammar revisited

Friday, November 7, 2003  1:30-2:15  Parker

Demonstration-45 minutes
GA, IEP / HE

In this session, the presenters demonstrate several activities that help students develop the ability to discover complex grammar points for themselves. Examples of these activities are provided in the handout. Suggestions for adapting and creating ‘discovery’ activities are also included.

Debra Daise and Charl Norloff teach at the International English Center, University of Colorado, Boulder. Their interests include grammar and writing.

Opp, Suzanne (Usborne Books)

Publisher’s Session: Technology in the Bilingual Classroom

Friday, November 7, 2003 11:15-12:00  Plum

Would you like to dine with Geng his Khan? See your city from space? Test your Spanish skills? Usborne Internet-linked books expand an already fabulous book to the World Wide Web, where great websites can further learning, especially in different languages. Find out how your students and parents can all benefit from this tremendous resource.

Suzanne Opp is an award-winning Independent Supervisor with Usborne Books. Her focus is helping educators find the most effective teaching materials for their classrooms.

Panter, Tom

Accelerating listening speed through activities

Friday, November 7, 2003  10:15-11:00  West A

Paper-45 minutes
AE, AL, IEP / HE

The primary purpose of this study is to examine the acceleration of listening fluency through a series of classroom activities. The activities will attempt to increase automaticity and the use of chunking during listening. A secondary purpose is to test hypotheses relative to the interdependence of listening and reading skills.

Tom Panter is a graduate student in Colorado State University’s TESL/TEFL program and an instructor in the Intensive English program there.

Paris, Carol (Cambridge University Press)

Publisher’s Session:  Methods and materials preparing ESL students for academic classes

Friday, November 7, 2003  10:15-11:00  Plum

What skill deficiencies do students demonstrate when completing ESL courses that must be addressed for success in academic classes? Learn about methodologies and materials made available by Cambridge University Press and McGraw-Hill/Contemporary to build skills in reading, writing, grammar and vocabulary for academic purposes for college and GED students.

Carol Paris has represented both CUP and MHC in Southern California, Los Angeles County, for many years and now is representing these companies in Colorado, Utah, and Wyoming. She has worked in Adult Ed since 1982. She holds a BA and MBA.

Peterson, Laura

Manipulate English and create effective grammar rules

Friday, November 7, 2003  2:30-3:15  Parker

Demonstration-45 minutes
EE, SE, GA

Presenting grammar rules to students does not guarantee understanding, correct usage or remembering the rules. Students who manipulate English can see how grammar actually works. Students can then create their own grammar rules that promote better English language learning.

Laura Peterson enjoys finding ways to help students and teachers understand English. Her MA is from UCLA in ESL. She works with new teachers for Denver Public Schools.

Phillips, Chuck

English through songs--old and new

Saturday, November 8, 2003  11:15-12:00  Evergreen

Demonstration-45 minutes
EE, SE, IEP / HE

Experience highly motivational pop songs used for teaching a variety of English language learning objectives. Recordings and texts will be used, and attendees will have the opportunity to actively participate in the demonstration. A detailed handout will be provided.

Chuck Phillips has been teaching at CESL at the University of Arizona since 1993. He has a BA degree in English Literature and an Elementary Teaching Certification from the UNIVERSITY OF NEW ORLEANS, and an MA degree in TESL from the UNIVERSITY OF ARIZONA. In addition to designing and teaching courses in English for Special Purposes and English Through Music, recently, he has focused on issues involving pronunciation and grammar.

Pike, Maggie

Patty Coleman
The speakers will discuss the powerful insights they gained from their intensive, two-week Spanish immersion program in Guanajuato, Mexico. Their emphasis will be the implications for teaching ELLs. In a dialogue format, each speaker will highlight her experience of walking in a second-language learner’s shoes. Audience participation will be invited.

Patty Coleman teaches at South Middle School, Aurora. She’s working towards a Masters Degree in Curriculum and Instruction at UCD, with an ESL emphasis.

Sherry Keck has taught middle school for 20 years. She has a Masters Degree in Special Education and is working on an ESL endorsement.

Mary Madera is a literacy specialist at Douglas County High School and a Masters student at UCD. She previously taught ESL to Chinese workers in Micronesia.

Maggie Pike is a literacy specialist in Douglas County, and also teaches ESL to immigrant factory workers. She is concluding her course work for ESL endorsement.

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**Polycarpou, Susan**

**Phonics for the adult ESL learner**

Friday, November 7, 2003  10:15-11:00  Conifer

Demonstration-45 minutes
AE, IEP / HE

ESL learners are often bewildered by the seeming lack of correlation between the sounds of English and the patterns of orthography. Participants will learn ways to integrate pronunciation, listening, reading and spelling instruction. The presenter will also share a variety of engaging classroom activities.

Susan Polycarpou is the Academic Coordinator of Spring International Language Center at Arapahoe Community College.

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**Ramsthaler, Erica**

**High Point Materials for ELLs**

Saturday, November 8, 2003  10:15-11:00  West B

High Point is an excellent, comprehensive language program for ELLs, from monolingual newcomers to advanced students. It is theme and literature based, with content-area connections. A multitude of materials, including fabulous high interest, low readability books, teach reading, writing, and speaking, and listening from the very beginning of language development.

Erica Ramsthaler has taught middle school ESL literacy and sheltered social studies for 6 years. She has a M.Ed. in Secondary Education and K-12 ESL.

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**Ridley, Lia**

**Janis Angermayr**

**Components of an ELA program in action**

Saturday, November 8, 2003  10:15-12:00  West C

Workshop-90 minutes
EE, GA, SE

What are the main components of a successful ESL program? A balanced ESL program must include speaking, listening, reading and writing skills, specific strategies for monolinguals and ongoing collaboration with classroom teachers. We will explain, model and practice strategy applications for ESL students, and successfully implemented strategies and recommendations for classroom teachers.

Janis Angermayr has been an ESL4~adier in the Cherry Creek Schools since 1986. She’s an experienced, innovative teacher, able to maximize students’ and teachers’ learning.

Lia Ridley has been an ESL teacher, coach-trainer and an ESL Curriculum Specialist in Cherry Creek Schools. She’s been a workshop presenter for COTESOL since 1982.

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**Roemer, Ann**

**Susan Carkin**

**Michele Curtis**

**How corpus linguistics can change your teaching**

Friday, November 7, 2003  2:30-3:15  Spruce

Paper-45 minutes
IEP / HE

The presenters provide a general introduction to corpus linguistics and the Academic Word List. They then explain how one EAP instructor used the AWL to facilitate the teaching of vocabulary in an upper-intermediate reading class. Discussion will be encouraged and on-line corpus-based resources will be provided.

Susan Carkin teaches in the Intensive English Language
Institute at Utah State University. Her interests include applying findings and developing materials from corpus-based research to the EAP classroom.

Michele Curtis is a graduate student in the Master of Second Language Teaching program at Utah State University where she has taught advanced reading in the Intensive English Language Institute.

Ann Roemer teaches in the Intensive English Language Institute at Utah State University. She is currently writing an oral-communication textbook that makes use of research findings from corpus linguistics.

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Romney, Cameron

**Extracurricular television habits of IEP students**

Saturday, November 8, 2003  11:15-12:00  West E

Paper-45 minutes
AE, GA, IEP / HE

Many teachers struggle with how to make their homework assignments interesting and relevant, and how to integrate the students’ extracurricular experiences into the classroom. Research was conducted to determine the extracurricular television viewing habits of IEP students. The research results and classroom activities based on the results will be shared.

Cameron Romney has been teaching ESL/EFL for five years both here and abroad. He is currently working on an MA in Applied Linguistics at UCD.

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Romney, Cameron

**Student use of bilingual and monolingual dictionaries**

Friday, November 7, 2003  1:30-2:15  Plum

Paper-45 minutes
GA, IEP / HE

A research study was conducted to determine the difference, if any, of how students use bilingual and monolingual dictionaries during in-class reading assignments. Specifically, differences in the reading rate, comprehension and recall of lexical items. The research motivations, methods and results will be shared with participants.

Cameron Romney has been teaching ESL/EFL for five years both here and abroad. He is currently working on an MA in Applied Linguistics at UCD.

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Sargent, Margo

**Grammar with a goal**

Saturday, November 8, 2003  11:15-12:00  Plum

Demonstration-45 minutes
SE, IEP / HE

The presenter will introduce ‘final project’ assignments that target specific grammar forms (through interviews, surveys, demonstrations, debates, media programs, fact-finding and reporting, and discussion). All require direct interaction with native speakers. Students’ concentrated efforts reflect improvement in grammar, but also in listening, public speaking, writing, and self-confidence.

Margo Sargent has been an ELA teacher and the International Student Advisor at Smoky Hill High School in the Cherry Creek School District for 21 years.

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Schroeder, Tom

**The Myers-Briggs type indicator and learning styles**

Saturday, November 8, 2003  11:15-12:00  Conifer

Paper-45 minutes
GA

The Myers-Briggs Type Indicator (MBTI) is a personality measure based on Jungian principles. It produces a measure that describes how a person differs in his preferred method of social interaction, of taking in information, of making decisions, and of making judgments. The MBTI profiles indicate differences in learning styles based on personality variables.

Tom Schroeder is an Associate Professor at Utah State University where he has taught in the IEP for over 25 years.

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Scott, Robert Bruce

**Early interventions for culturally diverse learners**

Saturday, November 8, 2003  10:15-11:00  West A

Paper-45 minutes
BE, EE, SE

Early interventions at the systemic, instructional and individual levels can enable culturally and linguistically diverse students to adjust and succeed in a challenging and welcoming learning environment. These interventions will make it easier for a school to distinguish between the English language learning process and the presence of special needs.

Robb Scott is an assistant professor of special education/ESOL at Fort Hays State University, in Hays, Kansas, and vice-president of KATESOL.

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Scudder, Dr. Bonnie

**Addressing multiple needs - middle school ESL program**

Friday, November 7, 2003  11:15-12:00  Golden

Paper-45 minutes
SE
This presentation features a middle school ESL program which serves approximately 35 students, mostly from Mexico. Topics include: identification of students' needs, scheduling, materials, content area support, transitioning students to mainstream classes, specific issues, and achievement. Participants will receive handouts, see a video featuring students, and participate in networking discussion.

Dr. Bonnie Scudder, Wheat Ridge Middle School seventh grade ESL teacher (Jeffco), was formerly a DPS teacher, administrator, program evaluator, business consultant, and adjunct professor.

Shea, Sheri

**Strategies for effective reading and writing instruction**

Friday, November 7, 2003  1:30-2:15  West C

Publishers Session

This informative session will focus on providing effective and practical strategies, materials, and tools, to assist the second language learner. An emphasis on reading and writing in the content areas, and effective reading and writing instruction are at the center of this session. Opportunities will be given to peruse materials, share strategies, and compare notes with other Colorado ESL professionals.

A former Denver Public Schools, bilingual, “core team” teacher, and K—12 Literacy/Standards Coordinator, Sheri Shea, possesses a Master’s in Administration, Supervision, and Curriculum Development from CU, and is committed to providing strategies, assessments, and instruction that prepare second language learners.

Shekarow, Ellen
Cheri Boyer

**Making the most of newspapers**

Friday, November 7, 2003  2:30-3:15  Conifer

Demonstration-45 minutes
AE, BE, GA

In this demonstration participants will learn communicative activities that use the newspaper as a source. These activities are based on comic strips, ads, movie schedules and advice columns and require students to use all of their language skills.

Ellen Shenkarow has been an Adjunct Lecturer at CESL at the UA for over 25 years. She has a special interest in teaching reading.

Cheri Boyer has taught at CESL since 1989. She has taught every skill at all levels and especially enjoys teaching ESL writing.

Shirlaine Castellino
Marty Dawley
David Mindock

**What? You're still teaching ESL?**

Friday, November 7, 2003  10:15-12:00  Jefferson

IEP / HE Forum  90 minutes
IEP / HE, GA

ESL teachers, especially those in programs that focus on the student visa population, have been impacted by the significant downturn in student enrollment which, in turn, has affected their job security, salaries, and general morale. Why in the world do they stick it out? What is the appeal? Panelists, all long time ESL professionals, will discuss their reasons for happily continuing as ESL teachers in spite of the ups and downs of the international scene. Stories from their classrooms and workplaces will support the reasons for their commitment to the field for over 100 combined years of experience!

Margaret Gough is the Interim Director of the 25-year-old Intensive English Program at Colorado State University and the current Chair of the Higher Ed/IEP SIG on the CoTESOL Board.

Connie Shoemaker is one of the founders of Spring International Language Center, which celebrated its 24th anniversary in June of this year.

Linda Barrios, a lecturer at the English Language Center at Denver University, has 19 years of ESL experience.

Shirlaine Castellino, an instructor at Spring International at Arapaho Community College, has 21 years of ESL experience.

Marty Dawley, an instructor at Spring International, logs in at 28 years of ESL experience.

David Mindock, a lecturer at the English Language Center at Denver University, has 26 years of ESL experience.

Sippell, Kelly
Debra Shafer

**Let Samantha get your students talking**

Saturday, November 8, 2003  10:15-11:00  Evergreen

Publishers Session

This session will demonstrate how *Samantha* and *Samantha: The Sequel* can build adult students' speaking and reading fluency through the use of a soap opera storyline approach. These texts provide short, provocative episodes that prompt students to verbalize their ideas, practice reading, and learn high-frequency vocabulary.

Kelly Sippell is Editor and Manager, ESL Division,
Skelton, Elizabeth

Total physical response storytelling for ESL students

Saturday, November 6, 2003  10:15-12:00   West D

Workshop-90 minutes
AE, EE, SE

Learn how to adapt the highly effective language teaching methodology “Total Physical Response Storytelling” for ESL students. In this workshop, you will learn about the theory supporting TPRS, practice the 3 basic steps, and adapt the method for all ability levels and any content area lesson.

Elizabeth Skelton has a Master’s degree in TESOL from the University of New Mexico and 15 years of various teaching experiences in ESL, German, and Spanish.

Skulan, Ginny

Maria Thomas-Ruzic

Is It Kosovo or Kosova?

Friday, November 7, 2003  3:30-4:15   Conifer

Demonstration-45 minutes
GA, PE

The difference in the spelling of Kosova has an important political significance which is apparent to those who are refugees from this war-torn country. Mia and Ginny share their knowledge of the situation in former Yugoslavia and the implications this has in working with ESL students who have experienced war.

Maria (Mia) Thomas-Ruzic was a Fulbright scholar in Bosnia and Croatia (1980-82). She works in teacher education at the University of Colorado at Denver. Virginia (Ginny) Skulan earned a Master of Arts degree from UCD in Curriculum and Instruction with an emphasis in teaching English as a Second Language. She has experience teaching in France and Australia. She is an ESL teacher with Littleton Public Schools.

Spring, Jessica

Encouraging ELLs and SLLs in language use

Saturday, November 8, 2003  2:30-3:15   West A

Demonstration-45 minutes
EE, SE, GA

Teachers will learn ways to promote language use, cultural appreciation and social interaction between middle school

ELL (English Language Learners whose L1 is Spanish) and SLLs (Spanish Language Learners whose L1 is English). The activities require each group of students to interact and use the language they are learning.

Jessica Spring, ESL teacher for ten years, is currently developing the Summit Middle School ESL Program under a Title III grant.

Storer, Nancy

Barbara Sihombing

Supplementing intensive English classes with online instruction

Friday, November 7, 2003  10:15-11:00   West E

Demonstration-45 minutes
CALL, IEP / HE

The presenters demonstrate the ways in which online teaching platforms can be used to help students improve their language skills and to provide content-based instruction in intensive English classes. They will also discuss methods of designing effective online lessons.

Nancy Storer has taught in and administered ESL/EFL programs for 29 years. She is the assistant director at the University of Denver’s English Language Center.

Barbara Sihombing taught ESL for 24 years at the Economics Institute in Boulder, CO. She is currently an ESL Specialist with Longman Publishers.

Thomas-Ruzic, Maria

Connie Kowal

Resisting de-professionalization

Friday, November 7, 2003  1:30-2:15   Spruce

Paper-45 minutes
GA

The presenters describe a collaborative model for a practicum that places practicing teachers at the center of their professional learning. Participants will engage in a reflective activity, learn about the process and features of the model, and consider its relevance for their own professional development. A handout with references is provided.

Maria Thomas-Ruzic works in ESL, teacher education and teacher action research at CU-Denver.

Connie Kowal works in teacher education and training for Jefferson County Public Schools and CU-Denver.

Tombari, Chris

Andrew Karsian

Advocacy for immigrants, refugees, and asylees
Those who can’t vote need a voice! Using a brief overview of the legislative process, attendees will recognize strategic times to advocate for refugees. Through interactive brainstorming sessions, participants will discuss issues such as delivering an effective message and advocating as a nonprofit. The materials from this session can be appropriate for the adult ed classroom, too.

Chris Tombari, Employment Training Manager at Spring Institute in Denver, has worked with refugees since 1997 and is on the Colorado Refugee Network Council. He holds a BA in English and an MA in Applied Linguistics.

Andrew Karsian, Employment Training Coordinator at Spring Institute, has worked with refugees for over 5 years. He has a BA in English, a BS in Criminal Justice, and is working on his Masters of Nonprofit Management.

Weddel, Kathleen Santopietro

From competency statements to language learning

Friday, November 7, 2003  2:30-3:15   West A

Demonstration-45 minutes
AE, SE

Participants in this session review adult learner skill lists such as competencies, content standards, outcomes, etc. The presenter will share a step-by-step process for navigating from the lists to planning and delivering instruction as well as preparing for standardized and performance assessments.

Kathleen Santopietro Weddel is a consultant/teacher for the Northern Colorado Literacy Resource Center in Longmont specializing in curriculum and instruction.

Weddel, Kathleen Santopietro

TESOL adult education program standards

Saturday, November 8, 2003  1:30-2:15 Plum

Demonstration-45 minutes
AE, PA, IEP / HE

In this session participants learn about the Program Standards for Adult Education ESL programs published by TESOL. A variety of uses and purposes of the standards will be discussed. In addition, the self-review instrument included in the standards document will be modeled and sampled by participants.

Kathleen Santopietro Weddel is a consultant/teacher for the Northern Colorado Literacy Resource Center in Longmont specializing in curriculum and instruction.

Weldeyesus, Weldu Michael

ESL/EFL students' needs and classroom practices at odds

Friday, November 7, 2003   1:30-2:15   West D

Paper-45 minutes
AL, BE, GA

This paper attempts to address the dilemma that exists between students’ needs and actual classroom practices particularly focusing on teaching grammar. Basic objective is to reconsider how these contradictory phenomena can be reconciled. Besides, issues in ESP and conversation analysis will be discussed as they have relevance in bridging the gap.

Lecturer, Addis Ababa University (1992-1998); MA in TEFL (Addis Ababa University, Ethiopia, 1996); MPhil in General Linguistics (NTNU, Norway, 2000); Currently PhD Candidate (Department of Linguistics, CU-Boulder)

Welshon, Tammy

Increasing reading comprehension with teacher made materials

Friday, November 7, 2003  1:30-2:15   Boulder

Demonstration-45 minutes
BE, EE, SE

The session will demonstrate a variety of teacher made materials that focus on predicting and previewing skills to enhance reading comprehension. We will discuss the benefits of using these skills and you will receive directions on how to create your own.

Tammy Welshon teaches sheltered English Language Arts to pre-intermediate and intermediate English language learners in Jefferson County. She is currently working towards earning a
MA at University of Colorado at Denver. She has been teaching since 1987.

**Wert, Katrina**

**Kate Goodspeed**

**Put your best foot forward**

Friday, November 7, 2003   3:30-4:15   Parker

Demonstration-45 minutes
AE, SE, GA

Presenters will demonstrate classroom activities that get students on their feet and out of their books. These interactive techniques will be appropriate for all levels and will focus on speaking, listening, reading, and writing skills.

Kate Goodspeed has an MA in TESL, taught in China for eight years, and now teaches adult refugees and immigrants at Emily Griffith Opportunity School.

Katrina Wert teaches literacy-level learners at Emily Griffith Opportunity School. In 2003 she was selected as ESL Teacher of the Year at EGOS.

**Xie, Huimin**

**Past tense acquisition by Chinese English speakers**

Saturday, November 8, 2003   11:15-12:00   West B

Paper-45 minutes
AE, AL, BE

What are the factors that influence the past tense use by the Chinese learners, whose native language is tenseless? The presenter will demonstrate that both discourse structure and grammatical aspects play significant roles by explaining the relevant theoretical concepts and the data analysis.

Huimin Xie is a PhD student in Applied Linguistics in Ball State University. She has extensive ESL and EFL teaching experience. Her research interest is in the role of affective factors in second language acquisition as well as in the acquisition of English pragmatics.

**Youmans, Adele**

**Susan Lundquist**

**Computers, adult education ESOL standards, and grammar**

Friday, November 7, 2003   11:15-12:00   Boulder

Demonstration-45 minutes
AE, CALL, GA

The presenters will demonstrate their web site, an online curriculum bank which is aligned with ESOL content standards. A classroom activity and complementary computer activity, which also include supporting grammar, are offered for each function of the standards.

Adele Youmans has a Master's degree in TESOL and is a veteran ESOL teacher at Pima College Adult Education.

Susan Lundquist has a Master's degree in Anthropology and is a veteran ESOL teacher at Pima College Adult Education.

**Zimmerman, Kevin J.**

**Are your IEP students ready for university?**

Friday, November 7, 2003   3:30-4:15   West A

Paper-45 minutes
IEP / HE

The size of students’ vocabulary is correlated with their proficiency scores in reading, writing, speaking, and listening. The presenter will discuss to what extent vocabulary size corresponds to the proficiency levels students study in, as well as to what extent cognates influence their performance on the test.

Kevin J. Zimmerman, a MA student at Brigham Young University, teaches at an IEP in Provo, Utah. He has also taught EFL in Kiev, Ukraine.