Presentation Abstracts and Biographies
CoTESOL Fall Convention 2005

Jayne Adelson-Goldstein
Picture-perfect grammar with Oxford’s Grammar Activities
SATURDAY, NOVEMBER 5, 2005  1:30  WEST B
PUBLISHER SESSION

Research shows that contextualized grammar instruction increases the comprehension, retention, and use of grammatical structures. The presenter will use the multi-level instructional techniques from Oxford’s new Grammar Activity Book in conjunction with the contexts from The Oxford Picture Dictionary to demonstrate effective and fun instruction and practice activities. Complimentary copies available.

Jayne Adelson-Goldstein is an ESL teacher-trainer, curriculum consultant, and author of numerous ESL texts, including The Oxford Picture Dictionary and Read and Reflect.

Sayyah Al-Akash
Effects of teaching methods on L1 and L2 writing attitudes
SATURDAY, NOVEMBER 5, 2005  11:15  WEST A
PAPER-45 MINUTES  IEP / HE

This study investigates whether the implementation of collaborative approach to teaching writing could cause a change in college students’ attitudes toward writing. Data were collected from the participants using self-report instruments and were analyzed quantitatively. The results showed significant and insignificant differences and correlations within and between the groups.

Sayyah Al-Akash is an Assistant Professor at Yarmouk University/Jordan. He received an MA from Georgetown University and a PhD from Indiana University of Pennsylvania.

Eveline Altheia-Bacon
Mary Elizabeth McAllister-Bascunan
Bridging the gap
FRIDAY, NOVEMBER 4, 2005  2:30  SPRUCE
DEMONSTRATION-45 MINUTES  AE, CALL, IEP / HE

The activity was developed to challenge students to break away from ESL websites in the computer lab and help them bridge the gap between native language and English. Students used a local English language newspaper site to research a topic presented in class that was already familiar to them in their language.

Eveline Altheia-Bacon: A passionate ESL teacher with degrees in education and arts plus over five years of teaching experience abroad.

Mary Elizabeth McAllister-Bascunan: A computer lab manager who works in cooperation with the Spring Institute’s ELS program. Mary has a special interest in effective life-long learning.

Yansi Alvarez
Shirline Potts
Benchmark assessments maximize ESL students’ potential
SATURDAY, NOVEMBER 5, 2005  2:30  JEFFERSON
DEMONSTRATION-45 MINUTES  BE, EE, IEP / HE

Benchmark assessments prepare students for high-stakes tests and improve classroom instruction by evaluating and tracking student progress. The participants will examine a sample assessment result to evaluate its ability to determine growth and performance relative to achievement expectations. Additionally, audience members will identify curriculum interventions according to assessment results.

Dr. Shirline G. Potts’ tenure in education encompasses a total of 30 years as teacher, mentor, language specialist and public school administrator for thirty years. Presenter has acquired extensive training and hands on experiences in educational leadership.

Julie Arenson
Helping middle and high school students acquire English language proficiency while using grade appropriate content
FRIDAY, NOVEMBER 4, 2005  10:15  WEST B
PUBLISHER SESSION

Textbooks from AGS Publishing offer engaging lessons appropriate for ELI/ESL students. Research-based and designed to provide extra support, the textbooks use instructional methodology that makes learning accessible for all students. Participants will receive a complimentary teacher’s edition that gives suggestions on how to teach all students.

Julie Arenson has taught grades K-8 in both special and regular education and has been a national consultant for AGS Publishing for nine years.

Derinda Babcock
Improving vocabulary learning and retention
FRIDAY, NOVEMBER 4, 2005  10:15  CONIFER
DEMONSTRATION-45 MINUTES  EE, GA, SE
Academic vocabulary is one of the hardest areas to build. The purpose of this presentation is to show how, by restructuring how vocabulary is taught, students are more readily able to learn and remember content vocabulary, and how this restructuring helped me, as the instructional provider, to become more effective.

Derinda Babcock is an elementary/secondary ELL teacher. She teaches English and mathematics. Her high school are multi-aged multi-languages, and multi-ability levels.

**Charlotte Balkenbush**
**Using fiction to write non-fiction**  
**FRIDAY, NOVEMBER 4, 2005  2:30  GOLDEN DEMONSTRATION-45 MINUTES  AE, IEP / HE, SE**

An important part of learning to write well is learning to read well. This demonstration will provide participants with short pieces of literature for critical examination. Using reader-response methodology, learners will examine fictional writing as prompts and examples to create non-fictional works such as letters, summaries, and short expository essays.

Charlotte Balkenbush often uses literature to teach ESL/EFL. In 2005, she was the director of teacher training at a Taiwanese language institute employing the methods demonstrated in her workshop.

**Cheri Boyer**
**High-tech/low-tech writing activities**  
**FRIDAY, NOVEMBER 4, 2005  11:15  PLUM-50 SEATS DEMONSTRATION-45 MINUTES  AE, IEP / HE, SE**

Writing is a process that begins with brainstorming ideas. There are many tools available today, both high-tech and traditional, to make this step more interesting and interactive for our students. In this presentation, a few activities will be demonstrated that will motivate students to think, plan and write more effectively.

Cheri Boyer received an MA in TESL from the University of Arizona and has been teaching at the university’s Center for English as a Second Language since 1989.

**Kat Bradley-Bennett**
**Let's give them something to talk about**  
**SATURDAY, NOVEMBER 5, 2005  10:15  WEST C WORKSHOP-45 MINUTES  AE, IEP / HE**

Are your ESL students sometimes reticent to speak out in class? Do they need and want more opportunity to speak beyond dialog drills and presentations? This workshop will demonstrate simple, yet dynamic, activities based on odd news items to develop listening comprehension and promote conversation in high-level ESL students.

Kat Bradley-Bennett teaches ESL for St. Vrain Valley Adult Education in Longmont, CO. She’s taught EFL in South Korea and in China.
Dieter Bruhn is President and Founder of One World Training, which offers TEFL Certificate programs in Boulder.

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**Michael Bruhn**
**Virginia A. Lindley-Brunn**
**Leslie Grant**
**Yvonne Bogard**

**Challenges and practices of developing online programs**
**SATURDAY, NOVEMBER 5, 2005**  **10:15  WEST E**
**PANEL/SYMPOSIUM-105 MINUTES  **EE, IEP / HE, SE

Online ESL education programs enable higher education to reach ELL teachers beyond local boundaries, especially in rural areas. Challenges and solutions to the preparation of instructional materials, teacher-student and student-student interaction, assignments, a practicum, and others issues of one successful ESL education program will be discussed.

Michael Bruhn is the Director, ESL Education Program (ESLEP) in the College of Education, University of Colorado at Colorado Springs. His research is in language and literacy acquisition.

Virginia Lindley-Brunn is Executive Director of the ESLEP. Her organizational and people skills contribute to the successful human relations and outreach efforts of the program.

Leslie Grant teaches courses in and conducts research related to the ESLEP. Her research is grounded in assessment and instruction of second language learners.

Yvonne Bogard teaches courses and manages the online technical aspects of the ESLEP. Her expertise in eLearning and Distance Education adds support to the program.

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**Paula Budzak**

**Grammar Sense: On the page and on the screen**
**SATURDAY, NOVEMBER 5, 2005 2:30  WEST B**
**PUBLISHER SESSION**

Rev up your students’ grammar IQ in class and in the computer lab. *Grammar Sense* is a three-level, four-skill grammar series that now offers a dynamic interactive multimedia program. The series director shows how the texts and software can be used either in conjunction with each other or independently to move your students to new levels of accuracy and fluency.

Paula Budzak has an MA in Curriculum and Instruction from University of Colorado at Denver, taught ESL classes at the Community College of Denver, 2000-2005, and now teaches at the New America School, Thornton.

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**Judith Cale**

**Using graphic organizers in the ESL classroom**
**SATURDAY, NOVEMBER 5, 2005 10:15  WEST D**
**DEMONSTRATION-45 MINUTES  **BE, IEP / HE, SE

This presentation will supply ideas and give examples of how graphic organizers enhance the teaching of fiction and non-fiction reading selections in beginning to advanced ESL classrooms. Handouts with a variety of ready-to-use graphic organizers will be provided.

Judith Cale received her MA in Curriculum and Instruction and is an ELA teacher at Smoky Hill High School.

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**Karen Carr**

**Home school links: A connected approach**
**FRIDAY, NOVEMBER 4, 2005 10:15  PLUM**
**WORKSHOP-45 MINUTES  **AE, EE

Home school links are a unique way to support classroom learning in the home environment with low literacy parents. Come see how these ready-to-go materials can be adapted to fit your classroom, either adult or primary. We will create and share lessons specifically for your needs.

Karen is a licensed elementary and ESL teacher. She has taught English language learners from preschool through adult. Currently she works for the Colorado Department of Education with the Migrant Education Even Start program.

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**Shirlaine Castellino**

**Being a writing tutor**
**FRIDAY, NOVEMBER 4, 2005 10:15  CHERRY**
**DEMONSTRATION-45 MINUTES  **GA, IEP / HE, SE

Every ESL teacher is also a tutor, whether it be conferencing with individual students or tutoring outside of class. This presentation focuses on how tutors, especially new teachers, can be more effective in helping a student become a better writer. Experienced teachers are welcome to share their bright ideas.

Shirlaine Castellino is a full-time instructor at Spring International Language Center. She is also the ESL Coordinator at Arapahoe Community College.

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**Ranee Cervania**

**Teacher for a day—a student project**
**FRIDAY, NOVEMBER 4, 2005 3:30  WEST E**
**PAPER-45 MINUTES  **BE, IEP / HE

This paper presents a study on students’ perceptions of a small-group project approach, an alternative teaching approach that empowers students to become independent learners and helps teachers lighten their workload. Video excerpts of students’ presentations will be shown, as well as samples of students’ teaching materials and lesson plans.

Ranee Cervania, an advocate of Vygotsky’s sociocultural theory, completed her MA in ESL and PhD in Education at the University of Hawaii—Manoa.

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**Juvenal Cervantes**

**Who knows but one culture knows no culture**
**FRIDAY, NOVEMBER 4, 2005 1:30  WEST D**
**WORKSHOP-45 MINUTES  **BE, GA, PA

While one school of thought promotes language over culture and the other culture over language, it is critical for educators...
to have a healthy balance of both. Cultural competence in education is a key skill set for effective instruction.

A graduate in Hispanic studies and foreign language instruction at University of Northern Colorado, Greeley, Colorado, Juvenal is coordinator of English language learners for Centennial BOCES.

Mark Clarke
Don't pass the pressure on!
FRIDAY, NOVEMBER 4, 2005 1:30 SPRUCE PAPER-45 MINUTES GA

Many of the demands we face today arise from rules and regulations that appear rational in the abstract but become unreasonable in reality. I explore personal, institutional, and political contexts and I argue that we do not have to pass the pressure on.

Mark Clarke is Professor of Language, Literacy, and Culture at the University of Colorado at Denver. He is a past president of CoTESOL and 2nd vice president of TESOL.

Chris Colias
Scaffolding content reading and writing
SATURDAY, NOVEMBER 5, 2005 1:30 PARKER WORKSHOP-105 MINUTES SE

This session will focus on scaffolding content reading and expository writing for dependent readers and writers. It will showcase an innovative teaching framework that addresses the following questions:
1. How can teachers incorporate literacy into content-area teaching?
2. How can teachers enable dependent readers and writers to grasp grade-level content?

Chris Colias is an ESL teacher at Littleton High School where he specializes in content-based ESL. He spent four years teaching at a public high school in Chicago before moving to Colorado.

Nancy Commins
Building paragraphs through visual images
FRIDAY, NOVEMBER 4, 2005 11:15 WEST D DEMONSTRATION-45 MINUTES EE, SE, BE

This session will model an interactive strategy for paragraph writing with second language learners. Using visual images as a starting point, participants will generate words, phrases, and sentences to use as the basis for a group generated paragraph and subsequent independent work.

Nancy Commins, co-author of two books on linguistic diversity, is a Bilingual ESL Network faculty member. She works on school reform in Colorado and beyond.

Ann Conway
Building Bridges: Classroom materials for understanding cultures
FRIDAY, NOVEMBER 4, 2005 3:30 WEST B PUBLISHER SESSION

Help your students understand their own and other cultures through programs and classroom materials based on Peace Corps volunteers’ experiences. All participants will receive FREE copies of books with standards-based lessons plus information on opportunities for matching classrooms to Volunteers. Participants will experience activities from the books.

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

Christine Coombe
Multiple choice questions made easy
FRIDAY, NOVEMBER 4, 2005 10:15 EVERGREEN Workshop-45 minutes AE, IEP / HE, SE

According to the testing literature, good multiple-choice questions (MCQs) are the most difficult formats to develop. Although MCQs are still the most popular format, teachers lack proper training and experience in writing valid and reliable items. This workshop provides guidelines and hands-on experience in writing, critiquing, and analyzing multiple-choice items.

Christine has a PhD in ESL Education from The Ohio State University. She is currently on the English faculty of Dubai Men’s College and works as an Assessment Leader for the Higher Colleges of Technology in the UAE. Christine has worked in the Arabian Gulf for the past 13 years serving as President of TESOL Arabia and as the founder/co-chair of the TESOL Arabia Testing, Assessment, and Evaluation SIG whose members organize the Current Trends in English Language Testing (CTELT) Conference. During her tenure in the Middle East, she has won many awards including: the International Language Testing Association grant; the 2002 Spaan Fellowship for Research in S/FL Assessment; the 2002-03 TOEFL Outstanding Young Scholar Award, and the 2003-04 TOEFL Board Grant. More recently she was elected to the TESOL Board of Directors as Director Serving as Convention Chair for Tampa 2006.

Lisa Costanzo
Balancing instruction in two languages
FRIDAY, NOVEMBER 4, 2005 1:30 PLUM DISCUSSION-45 MINUTES BE, EE

The purpose of this discussion is to engage practitioners in a reflective discussion surrounding the challenges of balanced and structured instruction in two languages and ways to overcome those challenges.

Lisa Costanzo is a doctoral candidate at the University of Colorado at Boulder. Her area of emphasis is biliteracy.

Tom Dare
Sally Howard
Taking your students into a rich, realistic visual environment
SATURDAY, NOVEMBER 5, 2005 10:15 WEST A PUBLISHER SESSION
The presenters will demonstrate the many benefits and features of McGraw-Hill’s new standards-based, four-skill basal text. It features an activity-based “Big Picture” approach that systematically builds language and math skills around life-skill topics. All-Star creates an authentic environmental context within your classroom. Complimentary copies provided to all who attend.

Tom Dare is an ESL professional with 27 years in educational publishing. He has done over 300 ESL workshops and staff development seminars.

Sally Howard has been in telemarketing sales for the McGraw-Hill ESL/ELT Division since March 2004. She started her career with ESL publishing sales in 1987.

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Tom Dare
Sally Howard
Grammar instruction to match every student's learning style
FRIDAY, NOVEMBER 4, 2005  2:30  WEST B
PUBLISHER SESSION

Why do students need grammar instruction that activates every learning modality? Because they want to be empowered to “decipher” English within their individual learning styles. Two new McGraw-Hill grammar series offer students a variety of innovative ways to “get it,” including Carolyn Graham’s grammar chants. Complimentary copies provided.

Tom Dare is an ESL professional with 27 years in educational publishing. He has done over 300 ESL workshops and staff development seminars.

Sally Howard has been in telemarketing sales for the McGraw-Hill ESL/ELT Division since March 2004. She started her career with ESL publishing sales in 1987.

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Connie Davis
Nadeen Lester
Planning lessons to capitalize on learning styles
SATURDAY, NOVEMBER 5, 2005  11:15  WEST C
DEMONSTRATION-45 MINUTES  AE, GA

This session will investigate the impact of learning styles on student motivation and achievement in ESL classrooms. Learn how to exploit the strengths of the various learning styles to vamp up your planning and brighten up your instruction.

Connie Davis directs the Northern Colorado Literacy Resource Center. She contributes to regional professional development in Northern Colorado and teaches academic and occupational ESL at Front Range Community College.

Nadeen Lester is a licensed teacher who received her TESOL training at Front Range Community College in Longmont. She teaches ESL at Front Range Community College and St. Vrain Valley Adult Education.

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Joel Deuster
Effective research based reading strategies for secondary/newcomer ELD students
SATURDAY, NOVEMBER 5, 2005  2:30  WEST A
PUBLISHER SESSION

Participants will learn how the scientifically-based research strategies presented throughout Heinle’s newest course, Visions Introductory, address the needs of secondary newcomer and beginning level ELD students. Specific instructional strategies utilizing the wide array of components will be demonstrated. Hand outs and samples will be provided.

Joel Deuster is the Thomson Heinle local senior sales consultant. He has worked with ELL programs across the U.S. for over 20 years.

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Starla Dietrich
Teaching pronunciation can be fun
SATURDAY, NOVEMBER 5, 2005  1:30  CHERRY
DEMONSTRATION-45 MINUTES  AE

You can teach an applied pronunciation course with few resources and little pronunciation teaching background but with a good sense of humor and compassion. This is an active approach with less focus on phonetic symbols and linguistics and is fun for the student. Come find out how.

Starla Dietrich is an instructor in the English Language Institute at Pikes Peak Community College. She has taught a pronunciation class there for six years.

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Burna Dunn
Myrna Ann Adkins
Barbara J. Sample
But what about the teacher's culture shock?
FRIDAY, NOVEMBER 4, 2005  3:30  SPRUCE
DEMONSTRATION-45 MINUTES  AE
The presenters will discuss the culture shock curve, and look at how that curve applies to teachers with new refugee populations. Participants will identify themselves on the curve, and presenters will suggest activities providing ways to cope with culture shock.

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

Barbara J. Sample is the Vice President and Director of Educational Services for Spring Institute for Intercultural Learning.

Burna L. Dunn is the director of the English Language Technical Assistance Project for Spring Institute for Intercultural Learning.

Susan Duron
Lois Adams
Holly Porter

ELLEN toolkit: Systems and tools for student success
FRIDAY, NOVEMBER 4, 2005 10:15  GOLDEN
DEMONSTRATION-45 MINUTES  EE, GA, PA

The Colorado Department of Education launched the ELLEN Toolkit in 2004 to disseminate information to all educators to enhance their work with English language learners with special needs. This session will explain the toolkit, list tips for encouraging teachers to engage in ongoing conversations of learners, and share hints from practitioners using the Toolkit.

Susan Duron operates META Associates, an educational consulting firm serving federal, state, and local education agencies with evaluation, assessment, and system-wide planning and improvement services.

Lois Adams is an educator with expertise in teaching ELLs and students with disabilities. After 20 years with CDE, Lois is now a private consultant.

Holly Porter is the principal consultant at the Colorado Department of Education in the area of culturally and linguistically diverse students with Exceptional Needs.

Jean Echevarria
Ruth Brancard
Maria Halloran
Rebecca Hicks

Fresh ideas in Colorado community colleges
SATURDAY, NOVEMBER 5, 2005 10:15  PARKER
PANEL/SYMPOSIUM-105 MINUTES  IEP / HE, PA

Colorado community college ESL instructors create collaborative presentations for CoTESOL that will bring us together as a group. Building on one of our presentations last year, speakers from various Colorado community colleges will discuss recent practices that have resulted in success for our ESL programs and/or students.

Jean Echevarria is the director of the ESL program at Pikes Peak Community College in Colorado Springs.

Ruth Brancard serves as Senior Chair in the Center for Educational Advancement at Community College of Denver with responsibilities for ESL and developmental reading, English, and math programs.

Maria Halloran is the director of the ESL program at the Community College of Aurora.

Rebecca Hicks is a faculty member teaching ESL at the English Language Institute at the Pikes Peak Community College in Colorado Springs.

Christy Ehrhart
Building science background knowledge using children's literature
FRIDAY, NOVEMBER 4, 2005 10:15  SPRUCE
DEMONSTRATION-45 MINUTES  EE, SE

Reading is crucial to language development. Building background assists with closing some gaps in our students’ science knowledge. Not only will this demonstration offer a selection of book titles emphasizing various science process skills and concepts, it will also offer strategies to incorporate children’s literature into the science classroom.

Christy Ehrhart teaches 8th grade physical science. She has just received her ESL endorsement and is working on her MA.

Jim Epstein
A group project that isn't all business
SATURDAY, NOVEMBER 5, 2005 1:30  JEFFERSON
DEMONSTRATION-45 MINUTES  IEP / HE, SE

International university students have needs that are not always met in their local communities. For example, transportation, food, or entertainment may be lacking. This demonstration takes participants through a project in which student groups identify such needs and develop mock business proposals to present in class.

Jim Epstein teaches ESL at the University of Arizona. He has twenty-five years of ESL teaching experience at several institutions both here and abroad.

Erik Erikson
Manipulatives for grammar and vocabulary practice
FRIDAY, NOVEMBER 4, 2005 11:15  CONIFER
DEMONSTRATION-45 MINUTES  SE, GA

Expand your repertoire of techniques and tools by including manipulatives in the classroom. This presentation will focus on tactile learning as well as on its implications for language practice and acquisition. Participate in fun and successful techniques using easily made materials. Reproducibles, resources, and web site information will be available.

Erik Erikson teaches ESL at South High School in Denver.
Andrea Feldman
Pastiche: Imitating style, developing voice
FRIDAY, NOVEMBER 4, 2005  1:30  CHERRY
PAPER-45 MINUTES  IEP / HE, SE

This session will explore how students can use their own experiences to enhance their writing, with particular emphasis on style. One method for developing style is the pastiche, where students learn to imitate writers from a variety of genres. Participants will try to distinguish the student from the professional!

Andrea Feldman holds a PhD in linguistics, MA in Japanese, and two BA’s in Spanish and Linguistics. Her academic interests include first and second language acquisition, discourse analysis, sociolinguistics, and multicultural rhetoric. Andrea teaches ESL and multicultural issues in the Program for Writing and Rhetoric at the University of Colorado at Boulder. Her courses ask students to examine discourse from a diversity of voices and cultural perspectives. Students join this “global classroom” as they think critically about the roles of writing and language in forging a multicultural society.

Laura Fishman
A bag full of tricks
FRIDAY, NOVEMBER 4, 2005 10:15  PARKER
WORKSHOP-105 MINUTES  AE, BE, EE, GA, IEP / HE, SE

Participants in this workshop will leave knowing how to create simple, inexpensive games to teach vocabulary, conversation and listening skills. These games can be modified for all levels of ESL instruction and can be used with any age learner. Come and find out how to make learning FUN.

After 30 years of teaching high school in the public schools Laura retired to become a volunteer ESL teacher. She loves teaching adults!

Jeffra Flaitz
How schools back home affect classrooms here
SATURDAY, NOVEMBER 5, 2005  10:15  BOULDER
WORKSHOP-105 MINUTES  AE, EE, IEP / HE

How many times do teachers ask themselves if their ESOL students’ behavior is attributable to differences between the home and host culture? The presenter of this workshop will attempt to shed light on common classroom quandaries by particularly exploring the school environments and educational practices of 25 countries.

Jeffra Flaitz, Associate Professor of Linguistics and former Director of the English Language Institute at University of South Florida, co-authored Understanding Your International Students.

Barbara Freeman
Removing language barriers from learning math content
FRIDAY, NOVEMBER 4, 2005  2:30  EVERGREEN
DEMONSTRATION-45 MINUTES  IEP / HE, SE

The demonstration HELP (Help with English Language Proficiency), an online literacy-based program proven to help middle and high school ELL students overcome barriers to learning math. Illustrates sheltered instruction applied in an online environment, confidence boosters, bilingual support, alignment to standards and ELD continuum, and learning to read CSAP math questions.

Barbara Freeman is Chief Operating Officer and HELP Managing Director at Digital Directions International, a developer of digital educational software for the preK-12 market – focusing on ELLs.

Carla Garcia
Six-trait writing for the English language learner
FRIDAY, NOVEMBER 4, 2005  2:30  PARKER
WORKSHOP-105 MINUTES  BE, EE, GA

This workshop will introduce and provide opportunities to gain an understanding of the six traits of writing. It will focus on the identification, description, and evaluation of each trait in student writing. Participants will apply six-trait writing techniques to improve writing skills of English language learners.

Carla Garcia is the bilingual education coordinator and literacy specialist for Alamosa Public Schools. She has spent 26 years in the field of bilingual education.

Most recently, Monica Vialpando has been working as the academic skills coordinator for the Upward Bound Program at Adams State College. Her varied experiences in bilingual education span kindergarten through 12th grade.

Kelly Garcia
Developing metacognitive skills in adolescents and adults
FRIDAY, NOVEMBER 4, 2005  1:30  WEST A
PUBLISHER SESSION  AE, BE, SE

Metacognitive skills enable learners to be aware of, self-assess, and self-monitor their learning processes. The Adult Literacy Program for Knox County Schools pioneered a program of instruction with roots in metacognitive skills training, and this interactive workshop reviews the methods used and skills taught in this award-winning program.

Kelly Garcia has been the Steck-Vaughn High School and Adult Education specialist for Colorado for the last four years.

Wayne A. Gilbert
Debi Hunter
Phillip (Wod) Woodruff
"SHOCKING TRUTH"--Spoken-word poetry and improving literacy
FRIDAY, NOVEMBER 4, 2005  11:15  SPRUCE
PAPER-45 MINUTES  GA, IEP / HE, SE

Write-On Aurora (Community College of Aurora) mentored Aurora Central High teen poets in after-school workshops and poetry Slams. Many non-native English speakers developed voices and skills to improve literacy and student success. The
teens formed a club called "Shocking Truth." The paper will present our activities and their effects.

Wayne Gilbert is chair of arts and humanities at Community College of Aurora, advisor to Write-On Aurora, and a performance poet.

Debi Hunter is co-chair of Write-On Aurora, a Shocking Truth mentor, and a poet. She works for Aurora Public Schools and is a community activist.

Phillip (Wood) Woodruff is co-chair of Write-On Aurora and a poet. He is completed his AA degree last summer and plans to become a teacher.

Leslie Grant
Michael Brunn
Describing effective instruction in elementary school ESL
FRIDAY, NOVEMBER 4, 2005 3:30 WEST D PAPER-45 MINUTES EE, GA

What kinds of instructional practices work well for elementary school English language learners (ELLs)? Presenters will discuss the findings from a year-long ethnographic study of the practices and techniques of one successful kindergarten instructor. Transcripts and video clips will be used to demonstrate these practices and techniques.

Leslie Grant is an instructor at the University of Colorado at Colorado Springs.

Michael Brunn is an associate professor at the University of Colorado at Colorado Springs and directs the ESL Education Program.

Elizabeth Grassi
Evaluating teachers of second language learners
FRIDAY, NOVEMBER 4, 2005  10:15 BOULDER-75 WORKSHOP-105 MINUTES EE, PA, SE

This interactive workshop will introduce participants to an evaluation process and an observation protocol for evaluating teachers who shelter instruction for second language learners.

Elizabeth Grassi is an assistant professor at Regis University and a program evaluation consultant. Her specializations include bilingual education and evaluations of second language education.

Elizabeth Grassi
Service-learning: Innovative instruction for second language learners
SATURDAY, NOVEMBER 5, 2005  1:30 WEST D-60 PAPER-45 MINUTES AL, EE, SE

Best practices for TESOL teachers recommend asking higher-order questions and encouraging students to participate on a critical level. How do teachers achieve this with different levels of English speakers in their classes? This presentation will address this question and discuss service-learning as a manner of providing innovative instruction.

Elizabeth Grassi is an assistant professor of education at Regis University. Her teaching and research focus around second language education, social justice issues, and service-learning.

Jill Haver
Vicki Kaplan
Building classroom teacher capacity: A training model
FRIDAY, NOVEMBER 4, 2005  2:30 WEST D DEMONSTRATION-45 MINUTES EE, SE

In a district with no outside mandate for the training of regular classroom teachers in ELL strategies, training of classroom teachers is minimal. Nonetheless, all teachers are strongly encouraged to complete at least a first level of training - a 15-seat-hour course. One secondary and one elementary trainer will present the model used in Adams 12 and share successes and drawbacks of the model and the variations of implementation support that have been and are being used.

Jill Haver and Vicki Kaplan are language acquisition trainers with Adams 12 Five Star Schools and between them have taught ESL at all levels from Kindergarten through adult. Jill and Vicki have been working in teacher training and/or coaching in their district for six years.

Joan D. Heiman
Be here now: Getting present for learning
SATURDAY, NOVEMBER 5, 2005 10:15 CHERRY PAPER-45 MINUTES AE, IEP / HE, GA

When students miss class, they miss the lesson. When they are present in body but absent in heart or mind, they also miss the lesson. This presentation shares simple, quick centering techniques to get both you and your students present for learning. Peaceful and energizing experiences and resources provided.

Joan D. Heiman teaches full-time in the ESL program at the Community College of Denver. She is dedicated to teaching the importance of emotional intelligence, whole brain learning, and heart-felt engagement in the learning relationship.

Pam Herrlein
Barb Sample
Can this volunteer relationship be saved?
FRIDAY, NOVEMBER 4, 2005  11:15 GOLDEN DEMONSTRATION-45 MINUTES AE, GA, PA

Explore how effective teamwork between ESL classroom volunteers and teachers can inspire all parties, especially learners, to bring out the best in each other. Case studies ask the question, "Can this volunteer relationship be saved?"

Pam Herrlein, Spring Institute for Intercultural Learning, is the manager of a community-based, adult ESL program in partnership with the Arapahoe Library District.

Barb Sample is a founder of Spring Institute and currently serves as its Vice President and Director of Educational Services.
Welcome suggestions from others in the audience offer practical suggestions for ESL reading teachers and beyond the classroom and which practices do not. I will reading classroom prepare students to read in the world we can gain insights on which common practices in the ESL situations. Through observation of reading in the real world, in this paper, I will discuss how readers read in natural situations. Through observation of reading in the real world, we can gain insights on which common practices in the ESL reading classroom prepare students to read in the world beyond the classroom and which practices do not. I will offer practical suggestions for ESL reading teachers and welcome suggestions from others in the audience.

Natalie Hess
There is nothing like a good story
FRIDAY, NOVEMBER 4, 2005  11:15  EVERGREEN DEMONSTRATION-45 MINUTES AE, IEP / HE, GA

Telling stories is part of what we are as humans. We crave stories because they enable us to read and make sense of the story of our own lives. In this demonstration, the presenter will engage participants in a communicative strategy that will lift story from text to life.

Natalie Hess has taught ESL/EFL in several countries. She is the author of and co-author of numerous textbooks and teacher-resource books.

Andrea Heyman
A pronunciation class curriculum for adult ESL
SATURDAY, NOVEMBER 5, 2005  1:30  WEST C DEMONSTRATION-45 MINUTES AE, IEP / HE

This demonstration will provide step by step details of a pronunciation class curriculum that I developed and taught for ESL students Level 3 to Level 6. I will show what each class session looked like, specific materials I used to teach the class, and give suggestions on how to integrate these pronunciation lessons into an existing adult ESL class will be given.

Andrea Heyman has an MA degree in speech pathology. She has worked as a speech pathologist and currently teaches adult ESL classes at Front Range Community College.

Anita Jepson-Gilbert
Clearer speech is only a breath away
FRIDAY, NOVEMBER 4, 2005  2:30  WEST C DEMONSTRATION-45 MINUTES AE, BE, GA

The role of exhalation provides the missing link for helping students speak English so they can be better understood. Since many speakers of other languages do not employ the breath when articulating sounds, our students need to learn this from us. Come and hear the difference a breath can make.

Anita Jepson-Gilbert teaches ESL at CCD and works privately as a pronunciation coach. She recently published a bilingual children's book w/CD to promote English literacy among Hispanic learners.

Elliot L. Judd
Reading as a real-world activity
FRIDAY, NOVEMBER 4, 2005  3:30  Golden PAPER—45 MINUTES

In this paper, I will discuss how readers read in natural situations. Through observation of reading in the real world, we can gain insights on which common practices in the ESL reading classroom prepare students to read in the world beyond the classroom and which practices do not. I will offer practical suggestions for ESL reading teachers and welcome suggestions from others in the audience.

Elliot L. Judd is President of TESOL for 2005-2006. He was the founding editor of the TESOL Journal, Director of the 1982 TESOL Summer Institute, Associate Chair of the 1984 TESOL Convention in Houston and a Board Member of TESOL from 1984-1987. He is the Director of the MA TESOL Program at the University of Illinois at Chicago where he teaches courses in TESOL Methodology, TESOL Curriculum and Materials Design, TESOL Testing, and Language and Society. His research interests are in language policy in the U.S., sociopolitical issues in TESOL, and TESOL methodology, material design and curriculum design.

Kevin Keating
Grammar Wise--The wise approach to grammar
FRIDAY, NOVEMBER 4, 2005  2:30  WEST A PUBLISHER SESSION

Whatever core materials you use, the author shows how Grammar Wise is the most user-friendly grammar text for beginning and high beginning students. See how the clear, flexible presentation, reflected in an open, inviting layout, helps students acquire the grammar they need through practice in meaningful contexts with real-life transferability.

Kevin Keating has over 30 years’ experience in TEFL/TESOL. The author of Grammar Wise, he is also a lecturer at the University of Arizona’s Center for ESL.

Kevin Keating
A complete communicative lesson using a dialog
SATURDAY, NOVEMBER 5, 2005  10:15  GOLDEN DEMONSTRATION-45 minutes AE, GA, IEP / HE

Participants in this highly interactive demonstration walk through a complete lesson using a creative dialog and communicative activities to promote oral/aural skills. Learn fun and lively techniques to get your students actively talking and listening to each other.

Kevin Keating has taught ESL for more than thirty years in thirteen different countries. He teaches at CESL at the University of Arizona in Tucson.

Donna Lee Kennedy
Joel Deutser
Techniques to energize your grammar classroom
FRIDAY, NOVEMBER 4, 2005  11:15  WEST A PUBLISHER SESSION

Students learn more, remember more, and use grammar more effectively when they learn language in context. Contextualization makes grammar dynamic, enlightening, and energizing! Learn how to build an effective grammar curriculum while integrating culture and communication into your class. Walk away with new products, fresh ideas, and fun techniques.

Donna Lee Kennedy has over 12 years’ experience facilitating workshop on ESL methodology for the publishing industry.

As a senior ESL specialist, Joel Deutser has facilitated workshops on ESL for over 25 years.
Laura Le Drean is executive editor for higher education titles with Pearson Longman. She has also taught ESL/EFL for twenty years.

Sharon McCreary
Susan Renick
Melissa Nix
Learning in the community circle
FRIDAY, NOVEMBER 4, 2005  10:15  WEST E
DEMONSTRATION-45 MINUTES  AE

What happens when traditional American teaching environments aren’t embraced by a particular culture of learners? Find out how a community of agencies and volunteers came together and created a successful language learning experience for a group of Somali Bantu women.

Sharon McCreary teaches English to adult refugees at Emily Griffith Opportunity School, and is the program coordinator for the Colorado Refugee Home Tutoring Program.

Melissa Nix is the Curriculum and Intercultural Programming Coordinator in the Center for Service Learning at Regis University, and co-coordinator of the Saturday Bantu Women's Group.

Susan Renick is a volunteer in the Colorado Refugee ESL Program and co-coordinator of the Saturday Bantu Women's Group.

Madeline Milian
Dana Walker
Teri Hutchinson
Jean Kubat
Chris Gillmore
Kathy Smith
Teachers' experiences in an immersion program
SATURDAY, NOVEMBER 5, 2005  10:15  SPRUCE
PANEL/SYMPOSIUM-105 MINUTES  GA, IEP / HE, SE

This presentation will share the experiences and reflections of secondary teachers who participated in a federally funded educational immersion program in Mexico. Teachers will provide examples of how the experience has helped them improve instruction for ELL students in the classroom.

Madeline Milian is a professor and coordinator of the Bilingual/ESL Graduate Program at the University of Northern Colorado.

Dana Walker is an assistant professor of the Bilingual/ESL Graduate Program at the University of Northern Colorado.

Teri Hutchinson is an ESL teacher and instructional coach in Adams D50.
Jean Kubat is a math teacher and team leader at Conrad Middle School in Loveland.

Chris Gillmore is a science teacher at Overland Trail Middle School in Brighton District 27J.

Kathy Smith is a literacy coordinator and reading teacher at Lesher Junior High School in Fort Collins.

**Jane Miller**
**Pat Kirby**
**Out of your seats! Activities for ESL**
**FRIDAY, NOVEMBER 4, 2005  10:15  WEST C**
**WORKSHOP-105 MINUTES  AE, GA**

Energize your ESL classroom with active games. We'll use “lineups” to practice listening and conversation. We’ll move through “round robins” to learn vocabulary and clarification strategies. We’ll “race” for grammar points and “vote with our feet” for correct pronunciation. Be ready to “catch” some quick responses and “mime” to practice writing.

Jane Miller is the ESL Specialist at the Colorado Department of Education, Adult Education and Family Literacy unit. She enjoys teaching large, active, and noisy ESL classrooms.

Pat Kirby teaches ESL at the Intergenerational Learning Center in Commerce City. Students enjoy her energy, enthusiasm, and sense of humor.

**David Mindock**
**Writing case reports**
**FRIDAY, NOVEMBER 4, 2005  11:15  CHERRY**
**PAPER-45 MINUTES  IEP / HE, SE**

Case reports are a useful and stimulating writing activity. Critical thinking is encouraged as the students analyze the problem in a case and then argue for a solution. Prewriting activities include a discussion of the case and role-plays in which each student plays one of the main characters in the case.

David Mindock began teaching ESL as a Peace Corps volunteer in Senegal. Since 1986, he has taught at the English Language Center at the University of Denver.

**Alexandra Moreira Neves**
**SLA and action research: An innovative approach**
**SATURDAY, NOVEMBER 5, 2005  2:30  GOLDEN**
**PAPER-45 MINUTES  IEP / HE**

How can we link second language acquisition (SLA) theory with what actually happens in our classrooms? This presentation describes an SLA course for EFL teachers which incorporates an action research project in order to bridge SLA theory and classroom practice.

Alexandra Neves is currently a PhD student in the College of Education at New Mexico State University. Her interests are second language acquisition and teacher education.

**Maureen O’Brien**
**Let us now praise developmental writers**
**FRIDAY, NOVEMBER 4, 2005  3:30  CHERRY**
**DEMONSTRATION-45 MINUTES  IEP / HE**

The presenter will demonstrate how group-centered assignments, inquiry-based writing, and reflective writing enabled university freshmen—including Generation 1.5 students, taking a general education humanities course while taking a developmental writing/reading course to produce complex and sophisticated pieces of writing based on challenging reading assignments.

Maureen O’Brien is a lecturer in the Department of Linguistics and Language Development at San Jose State University, San Jose, California.

**Dennis Oliver**
**Tips for working with digital images**
**SATURDAY, NOVEMBER 5, 2005  1:30  GOLDEN**
**DEMONSTRATION-45 MINUTES  GA**

Participants in this demonstration will learn basic steps in working with digital photos, including offloading them from a digital camera and editing them in various ways for display on the Web and in word-processed documents. Participants will also brainstorm uses of digital photos in creating classroom materials.

Dennis Oliver, an ESL/English instructor at Estrella Mountain Community College in Avondale, Arizona, has more than 30 years’ professional ESOL experience in materials development, program administration, and classroom teaching. He has been interested in and involved with digital photography for a number of years and uses digital photos for a variety of purposes in his classes.

**Janet Pierce**
**Journal writing in the ESL classroom**
**FRIDAY, NOVEMBER 4, 2005  3:30  JEFFERSON**
**PAPER-45 MINUTES  AL, EE, SE**

“Why do journal writing in the ESL classroom?” To answer this question, I examine writing differences in native English speaker (NES) and those who are English as a Second Language (ESL) writers, ground it in ESL writing and journal writing literature, then look at several ESL/EFL journal studies and survey findings.

Janet Pierce is a doctoral student at Indiana University of Pennsylvania in the Composition and TESOL Program. She has taught ESL for 16 years.

**Maggie Pike**
**Carol Vernon**
**Designing a citizenship class for adult immigrants**
**FRIDAY, NOVEMBER 4, 2005  3:30  BOULDER**
**DEMONSTRATION-45 MINUTES  AE**
Imagine students gathering eagerly to learn everything about U.S. history and government and then wishing they could have more. It really happens—when the students are adult immigrants seeking U.S. citizenship. Learn what the U.S. Citizenship and Immigration Services (USCIS) expects immigrants to know and be able to do to become citizens.

Maggie Pike is an ESL teacher with Douglas County Schools. In collaboration with Douglas County libraries, she has taught citizenship classes for immigrants.

Carol Vernon is a District Adjudication Officer at USCIS where she interviews and makes decisions on applications for permanent residency and citizenship.

Enrique Pilleux
Moving into phonemic awareness
SATURDAY, NOVEMBER 5, 2005  11:15  WEST D PUBLISHER SESSION  BE, EE, PA

This workshop will introduce the basic elements of phonemic awareness in elementary education. It will include activities that will help ESL teachers to implement and use phonemic awareness exercises in the classroom, as well as suggest the use of *Moving into English* classroom materials.

Enrique Pilleux joined Harcourt School Publishers in March 2005 as the Midwest, Bilingual/ELL consultant. He holds an MA in English TESL from Central Washington University. Prior to that, Enrique worked as a consultant/representative with several publishing companies in Santiago, Chile, where he is from. As an ESL specialist, Enrique has a keen understanding of the needs and challenges that ESL students and educators face. Dedicated to language-learning education, Enrique has been a bilingual educator since 1997. His commitment to education led him to work with Harcourt School Publishers and he is dedicated to help and prepare bilingual and ESL teachers.

Erica Ramsthaler
New! Leveled readers for High Point
FRIDAY, NOVEMBER 4, 2005  10:15  WEST A-60 PUBLISHER SESSION

*High Point*’s three new theme libraries are great as an addition either to *High Point* texts or to your classroom library. For each theme, there are three books, each at a different readability level. The books were selected for secondary ELLs who read at levels between second and sixth grades.

Erica Ramsthaler has worked as an ESL teacher, coach, and trainer for eight years. She currently works for the Adams 12 School District.

Pacific Learning’s *New Heights* is an audio-supported reading program, designed for struggling readers, including ELLs and special education students. Materials provide motivation and support, fiction and non-fiction titles, and build students’ comprehension and fluency. Sets are available for first to fifth grade reading levels.

Erica Ramsthaler has worked as an ESL teacher, coach, and trainer for eight years. She currently works for the Adams 12 School District.

Lia Ridley
Learning styles and multiple intelligences—differentiating instruction
SATURDAY, NOVEMBER 5, 2005  1:30  BOULDER WORKSHOP-105 MINUTES  BE, EE, GA

What are the most effective ways of differentiating instruction? In this workshop we will explore students’ preferred learning styles and multiple intelligences. Participants will fill out surveys which will reveal their own talents and abilities. Strategies will be shared within a differentiated class to increase students’ achievement.

Lia Ridley has completed a 24-year career as the ESL Curriculum Specialist, Coach and Teacher in the Cherry Creek Schools. She begins her career anew as a literacy coach in Denver Public Schools.

Molly Robbins
Coaching student writers
SATURDAY, NOVEMBER 5, 2005  2:30  WEST E DEMONSTRATION-45 MINUTES  GA, SE

Teachers often believe in the need to conference one-on-one with their students about writing, but may not know how to structure this time. This demonstration offers a structure for teachers and students to follow when doing this important work.

Molly Robbins is a seventh grade language arts teacher at Liberty Middle School in Cherry Creek School District. She holds a MA in language, literacy, and culture with an emphasis in secondary and adult ESL.
**Rogelio Rodriguez**  
**Shannon Morris**  
**Patricia Moreno**

**Restorative practice at schools**  
**FRIDAY, NOVEMBER 4, 2005  10:15  WEST D**  
**DISCUSSION-45 MINUTES  AE, BE, EE, PA, SE, GA**

Restorative practice at schools is discipline structures that assist students with looking at their responsibilities in situations that impede their educational progress in the education system.

Rogelio Rodriguez is a middle school teacher who coordinates an alternative to suspension program for St. Vrain Valley schools in Longmont Colorado. In the last three years he has worked with at-risk youth developing programs that assist them with communication language that is positive, proactive, and productive. He has taken principles from a restorative justice program and has embedded these principles into discipline structures that are proactive and create an impact.

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**Ann Roemer**  
**A TESOL award for everyone**  
**FRIDAY, NOVEMBER 4, 2005  1:30  PARKER**  
**Paper-45 minutes  GA, PA**

Do you have a colleague who would benefit from attending a TESOL conference, but just can’t afford to do so? Are you an administrator who would like to recognize an outstanding teacher? Learn about all the awards available through TESOL—and how easy it is to apply. Ann will be joined by Elliot Judd and Christine Coome to discuss the benefits of TESOL membership and plans for the upcoming Tampa convention.

Ann Roemer teaches in the Intensive English Language Institute at Utah State University. She is the incoming chair of the TESOL Awards Committee.

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**Diane Rosen**  
**Annie Swanson**  
**Laurie Lopez**  
**Korilyn Peirce**

**Accessing core materials: Differentiating for ELLs**  
**FRIDAY, NOVEMBER 4, 2005  1:30  WEST E**  
**DEMONSTRATION-45 MINUTES  EE, GA**

Elementary/ESL teachers will demonstrate various techniques used to shelter core materials. They will share their expertise on how to make grade level text accessible for English language learners, demonstrate strategies to teach isolated skills, and share ways to extend and enrich the core to teach oral language development.

Annie Swanson teaches primary intensive ELL literacy at Alice Terry Elementary School in Sheridan. She is attending the Regis University program for endorsement in teaching linguistically different learners.

Laurie Lopez has taught for over 20 years in elementary schools in Colorado and has extensive experience teaching literacy and ESL. She teaches at Fort Logan Elementary in Sheridan.

Korilyn Peirce teaches ESL and literacy to intermediate elementary aged students. She has traveled to Africa to help build schools for African children. She teaches at Fort Logan Elementary School in Sheridan and has an MA from Western New Mexico University in Teaching English to Speakers of Other Languages.

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**Akiko Sasaki**  
**Metaphors in ESL instructors’ discourse**  
**SATURDAY, NOVEMBER 5, 2005  2:30  WEST D**  
**PAPER-45 MINUTES  AE, AL, IEP / HE**

Culturally based metaphors are often difficult for non-native speakers to understand. This study analyzes twenty canonical metaphors found in classroom discourse samples collected from ESL and non-ESL professors’ lectures. The presenter provides comparisons and contrasts of metaphor usage patterns in the two groups and discusses the implications for classroom practice.

The presenter is a doctoral candidate at New Mexico State University specializing in TESOL and Bilingual Education. Her special interests in research are metaphors.

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**Daniel Satterfield**  
**How can our students meet native speakers?**  
**FRIDAY, NOVEMBER 4, 2005  1:30  POSTER AREA**  
**POSTER SESSION-45 MINUTES  AE, PA, IEP / HE**

Why do international students come to the United States to study English? A key reason is the desire to interact with native speakers outside of the classroom. How can intensive English programs give students these opportunities? Victories and defeats at a program trying to foster these interactions will be discussed.

Daniel Satterfield is the academic director for ELS Language Centers in Denver. He holds both a BA and MA in linguistics.

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**Paula Schlusberg**  
**Building critical thinking skills seamlessly into ESL instruction**  
**FRIDAY, NOVEMBER 4, 2005  3:30  WEST A**  
**PUBLISHER SESSION**

How can critical thinking be successfully integrated into instruction for adult learners without taking extra preparation time? See how you can accomplish this in any lesson by looking through a “critical-thinking lens” at a range of instructional and supplemental materials from the low-beginning level. Materials will include workplace, general lifeskills, and reading.

Paula Schlusberg is acquisitions editor for New Readers Press. Previously, she taught ESL and EFL to university and adult students for over 16 years.

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**Tom Schroeder**  
**Culture as shown in the movies**
During the past year, the presenter has encouraged women students to write the stories of their lives: joyful, painful, wonderful stories about difficulties encountered, changing identities, and re-creation of lives in the U.S. This session includes some of their stories and explores the value of telling their stories, and ours.

Connie Shoemaker, director emeritus of Spring International, Arapahoe, has written or co-written five ESL textbooks and enjoys finding ways to encourage student writers.

--------------------------------------------------
Kelly Sippell
Teaching English skills for TOEFL success
SATURDAY, NOVEMBER 5, 2005  11:15  WEST B
PUBLISHER SESSION

With the new TOEFL’s academic focus, students must demonstrate proficiency in all four skills. The Michigan Guide helps teachers teach to this new test, but also to improve students’ academic skills, such as vocabulary, note-taking, summarizing, and speaking extemporaneously.

Kelly Sippell is ESL product development manager, the University of Michigan Press.

--------------------------------------------------
Kelly Sippell
What do good readers do?
FRIDAY, NOVEMBER 4, 2005  2:30  CHERRY
PUBLISHER SESSION

Which reading skills are the best predictors of academic success, and which truly lead to reading fluency? Participants will be introduced to new University of Michigan Press textbooks featuring tasks that develop cognitive strategies, word recognition skills, and the ability to read for different purposes. Samples will be provided.

Kelly Sippell is product development manager, the University of Michigan Press.

--------------------------------------------------
Elizabeth Skelton
The magic of TPRSStorytelling
SATURDAY, NOVEMBER 5, 2005  1:30  PLUM
WORKSHOP-105 MINUTES  EE, GA, SE

Total Physical Response Storytelling (TPRS) is revolutionizing language learning! In this workshop, you will experience how this dynamic method develops language at all ability levels and in content areas, learn the supporting language acquisition theory, and practice the 3 basic steps.

Elizabeth earned her MA in TESOL from University of New Mexico in 1994. She is the ELA Coach for Delta Schools and a Teacher Trainer for Colorado Department of Education.

--------------------------------------------------
Mary Jo Sobocinski
Strategies for teaching a conversation/pronunciation class
SATURDAY, NOVEMBER 5, 2005  11:15  CHERRY
DEMONSTRATION-45 MINUTES  AE, GA

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Connie Shoemaker, director emeritus of Spring International, Arapahoe, has written or co-written five ESL textbooks and enjoys finding ways to encourage student writers.
The presenter teaches a weekly conversation/pronunciation class to intermediate and advanced adult students. She will share some of her strategies for developing student-centered lessons, with an emphasis on adapting materials and techniques from many sources. Participants will be invited to share their ideas and will receive a handout and bibliography.

Mary Jo Sobocinski is an adult ESL instructor at McLain Community High School. She has a BA from Penn State and a teaching certificate from University of Colorado at Denver.

**Rita Stout**

**Multiple intelligences and language learning: The ultimate how-to**

**FRIDAY, NOVEMBER 4, 2005  1:30  WEST B**

**PUBLISHER SESSION**

Discover how to engage your students’ many intelligences when teaching languages! Friendly, practical, and fun, this cutting-edge session presents dozens of instant-use activities, useful MI inventories, and innovative ways to translate the theory of multiple intelligences into classroom practice—because there’s more than one way to smart learning!

Rita Stout currently teaches developmental reading at the Community College of Denver and has a number of ESL students in her class. She has been a representative for Alta for many years.

**Ya-Chen Su**

**Students' learning experiences of incorporating the integrated-skill approach into Taiwan's EFL college classes**

**SATURDAY, NOVEMBER 5, 2005  2:30**

**EVERGREEN**

**PAPER-45 MINUTES  AE, AL, IEP / HE**

The integrated-skill approach (ISA) which incorporates reading, writing, speaking, and listening has become a dominant trend in Taiwan’s EFL teaching. How do the instructors incorporate the ISA into their EFL college classes in Taiwan? Do students change their views about EFL instruction during the year of the coursework?

Ya-Chen Su received a PhD from the Department of Curriculum Studies at Indiana University, Bloomington. She is an assistant professor in the Department of Applied English at Southern Taiwan University of Technology, Tainan, Taiwan. Her specializations are second language acquisition, EFL reading instruction, and EFL reflective teaching.

**Maryna Tsehelska**

**Teaching politically correct language**

**SATURDAY, NOVEMBER 5, 2005  2:30  WEST C**

**DISCUSSION-45 MINUTES  AE, BE, IEP / HE**

The importance of teaching EFL students politically correct English is no longer argued today. Students who study English as second language should be aware of the importance of effort towards inclusiveness and acceptance of diverse lifestyles and ethnicities in English-speaking cultures. This issue is very important for those who want to be able to function in English-speaking academic and business settings. Teaching politically correct language in the English classroom not only provides important information for learners, but also gives them an opportunity to become aware of important cultural issues.

Maryna Tsehelska chairs the English Language and Methodology Department at Kryvyi Rih State Pedagogical University, Ukraine. She is researching social and political aspects of language change in the 2005-2006 academic year as a Fulbright Scholar at Hawaii Pacific University. She’s a member of TESOL-Ukraine.

**Mongkol Tungnala**

**Richard Pontius**

**Expanding vocabulary through life science teaching**

**SATURDAY, NOVEMBER 5, 2005  10:15  PLUM**

**DEMONSTRATION-45 MINUTES  BE, EE, SE**

Most educators concur that academic vocabulary is crucial to the educational success of ESL students. Teachers recognize that teaching isolated vocabulary words to ESL students will not properly prepare them to function in the classroom. The presenters will demonstrate strategies that help students acquire and internalize science vocabulary.

Mongkol Tungnala, EdD, is Director of the ESL/Bilingual Endorsement Program at Weber State University and specializes in ESL, EFL, Adult ESL, CALL, L2 acquisition, and multicultural education.

Richard Pontius, PhD, is an assistant professor at Weber State University and a former elementary teacher, specializing in science education.

**Barbara Vaille**

**Jennifer QuinnWilliams**

**From SLA research to program reality**

**FRIDAY, NOVEMBER 4, 2005  3:30  WEST C**

**DEMONSTRATION-45 MINUTES  AE, GA**

What does an ESL program that is based on Second Language Acquisition (SLA) research look like? Presenters will describe their innovative, comprehensive, and successful approach, called Authentic Immersion Multilevel Systems (AIMS), which addresses listening, speaking, reading, and writing, and offer suggestions for adapting it for all ages and stages of English language learners.

Barbara Vaille (Casey), 30-year ESL teacher and Gladys Doty Award recipient, developed Attribute Cards. She's co-creator and co-director of AIMS in Denver.

Jennifer QuinnWilliams is co-creator and co-director of AIMS. With Barbara, she is the teacher-trainer for seven adult ELL programs in Denver.

**Sara E. Vandenberg**

**Culture in literature**

**FRIDAY, NOVEMBER 4, 2005  2:30  PLUM**

**WORKSHOP-105 MINUTES  AE, IEP / HE, SE**
Literature contains vast amounts of cultural knowledge and influence. Let's explore culture and history found in multicultural literature and listen to the voices of immigrants, past and present. Let's look at a sampling from multicultural genres and discern what cultural benefits ELLs might gain in reading with this focus.

State trainer, veteran of adult and workplace ESOL, and district ELA coordinator, Sara will share what she has learned through an NEH Institute on American Pluralism.

**Laurie Wagner**
Writing bilingual autobiographies with K-5
**FRIDAY, NOVEMBER 4, 2005  1:30  Poster area**
**Poste r-45 minutes  EE**

Allowing your ESL students to share their home language and culture is key to their success at school. This once a year autobiography project helps them to share their unique experiences with their school community.

Laurie Wagner taught for 6 years on the Navajo reservation. She is currently an ESL educator for Academy District 20, Colorado Springs.

**Jalen Waltman**
Using graphic organizers with TPR storytelling
**SATURDAY, NOVEMBER 5, 2005  1:30**
**EVERGREEN**
**DEMONSTRATION-45 MINUTES  GA, SE, IEP / HE**

Enhance your TPR Storytelling lesson with a graphic organizer to encourage higher-order thinking, develop beginning writing skills, introduce pre-writing and composing strategies, and reinforce target vocabulary. Presenter will demonstrate a TPRS lesson and discuss where to find materials and select the organizer that best fits your lesson.

Jalen Waltman is a National Board Certified World Languages Teacher and ELL Facilitator for Lewis-Palmer School District.

**Kathleen Santopietro Weddel**
Are you listening to your classroom teacher talk?
**SATURDAY, NOVEMBER 5, 2005  11:15**
**PLUM**
**DEMONSTRATION-45 MINUTES  AE**

Classroom teacher language can have significant impact on adult learning and L2 acquisition. Ideas for simplifying teacher talk while modeling natural language as well as strategies for introducing, explaining, and restating concepts and processes will be demonstrated. Participants will receive a checklist of competencies and indicators that can be used for self-review.

Kathleen Santopietro Weddel is a consultant in curriculum, instruction, and assessment for the Northern Colorado Literacy Resource Center in Longmont.

**Mary Kay Wedum**
Correcting oral errors: When, why, how?
**FRIDAY, NOVEMBER 4, 2005  3:30**
**EVERGREEN**
**DEMONSTRATION-45 MINUTES  AE, GA, IEP / HE**

This demonstration will examine the perennial question of whether to correct students' spoken English errors in class, and if so, how and when to do so. A review of research into this matter will be presented, followed by the results of a survey conducted with both ESL teachers and students.

Self-proclaimed the "Grammar Police," Mary Kay Wedum has been correcting errors at the Intensive English Program at Colorado State University for many years.

**Tammy Welshon**
Scaffolding writing instruction for ELLs
**FRIDAY, NOVEMBER 4, 2005  2:30  CONIFER**
**PAPER-45 MINUTES  AE, BE, SE**

This session will include techniques the presenter uses with ELLs in her regular and sheltered high school English courses. Discussion will center around how to scaffold complex academic tasks and create graphic organizers to help the ELL student grasp and master the concept. Handout provided.

Tammy Welshon teaches ELLs in sheltered and regular classes at Arvada High School in Jefferson County. She holds a Master's degree from the University of Colorado at Denver.

**Jon Wilkerson**
"Improv" your ESL classroom
**SATURDAY, NOVEMBER 5, 2005  1:30**
**CONIFER**
**WORKSHOP-105 MINUTES  AE**

Are your students shy? A little nervous? Jon will give you the tools to fill your students with confidence and commitment. Learn games and skills developed from improvisational theater that will make your students bold and creative in their “real world” English conversations. Be prepared to participate—and have fun.

Jon Wilkerson is an improvisational actor and trainer with over 1,000 performances. He has spent two years giving workshops to both ESL students and instructor.

**Xun Zhao**
Cultural identity in second language teaching
**SATURDAY, NOVEMBER 5, 2005  2:30**
**CHERRY**
**PAPER-45 MINUTES  BE, EE**

Cultural identity, formatted in language learning and social discourse, is not interpretation of world imparted to individuals through enculturation but a tool that builds self in the contexts of power and language. This paper emphasizes the importance of cultural identity and suggests to negotiate students' identity and their relationship to English.

Xun Zhao, a doctoral student at New Mexico State University, is an ESL teacher from China. Research interests are political issues in language learning.