Pietro Alongi  
**Tools for effective academic writing**  
**Friday, October 27, 2006 10:15-11:00 Orly**  
**Publisher Session**  
Clear, focused instruction plays a crucial role in the development of writing skills necessary for academic success. The presenter demonstrates the approach of *Effective Academic Writing*, a new three-level series developed to make the teaching and learning of writing as transparent and practical as possible. Samples provided.

Pietro Alongi is a senior acquisitions editor at Oxford University Press.

---

**Lance Askildson**  
**Developing L2 reading via phonological recoding**  
**Friday, October 27, 2006 3:30-4:15 Room 318**  
**Paper - 45 minutes AE, AL, GA, IEP / HE**  
This paper will claim that the role of phonology in L2 reading development can be exploited with significant pedagogical effect through simple audio training as an accompaniment to silent reading. Experimental results from a large-scale study of ESL readers strongly supporting this claim will be presented alongside theoretical and pedagogical implications.

Lance Askildson is a PhD candidate in secondary language acquisition and teaching (SLAT), coordinator for teacher training, and lecturer at the Center for ESL (CESL), University of Arizona.

---

**Matt Baca**  
**Using U.S. television and movie clips to teach English and U.S. culture**  
**Saturday, October 28, 2006 10:15-12:00 National Workshop - 1 hour 45 minutes AE**  
In this interactive training, current U.S. television and movie clips will be used to stimulate discussion and to generate ideas on how to use U.S. media to teach both English language and frameworks and principles found in the general U.S. and business culture.

Matt Baca earned his undergraduate degrees in fine arts and Spanish, with a minor in Russian language and culture. In 1997 he received his MA in TESOL from the University of New Mexico. Since 1997, he has served as corporate trainer and instructor of international business students and professionals in universities and businesses spanning the globe, including Latin America, Europe, and Central and Far East Asia.

---

Amy E. Bennett  
**SQP2RS: Scaffolding non-fiction texts for all**  
**Saturday, October 28, 2006 11:15-12:00 Room 316**  
**Demonstration - 45 minutes BE, EE, GA**  
SQP2RS is a step-by-step how-to of the scaffolding technique discussed in *Making Content Comprehensible for English Learners: The SIOP Model*, 2nd Ed. Teachers will learn to use this application to teach reading comprehension and summary writing, and as a beginning point for student research projects.

Amy E. Bennett is an experienced ESL teacher who has worked in Chicago and the Denver-area with grades K-8 and adult learners.

---

**Nancy Berry**  
**Bridging academic vocabulary gaps from the outset**  
**Friday, October 27, 2006 11:15-12:00 Room 312**  
**Demonstration - 45 minutes IEP / HE**  
One challenge facing ESL learners who want to pursue academic studies at American universities is developing the vocabulary necessary to comprehend academic texts and lectures. The presenter will describe research, assessment tools, materials, and activities used to help beginning learners at an IEP start to bridge the academic vocabulary gap.

Nancy Berry has taught ESL at the Intensive English Program at Colorado State University for several years.

---

**Lisa Blackburn**  
**Intense content vocabulary instruction**  
**Friday, October 27, 2006 11:15-12:00 Room 303**  
**Demonstration - 45 minutes SE**  
ESL textbooks usually provide basic techniques for teaching content vocabulary, but are these sufficient? The presenter will demonstrate ways of teaching vocabulary that focus on meaning and compare test results obtained through intensive vocabulary instruction with those obtained through the prescribed textbook method.

Lisa Blackburn is the English language acquisition language arts instructor and team leader at Sheridan Middle School.

---

**Anne Bliss**  
**Teaching in Chile: A Fulbright fellow’s experiences**  
**Friday, October 27, 2006 2:30-3:15 Room 312**  
**Paper - 45 minutes AE, BE, EE, IEP / HE, SE, GA**  
Discussing experiences of a Fulbright ESL/EFL teacher in Chile, the presenter explains the work of Fulbright Fellows in Latin America and elsewhere. The presenter includes information about requirements, applications, making country contacts, and the day to day lives of Fulbrighters.

Anne Bliss is a senior instructor in the Program for Writing and Rhetoric at the University of Colorado-Boulder and was a Fulbright fellow to Chile in 2005.

---

**Kat Bradley-Bennett**
Ardith Loustalet
Mighty manipulatives, optimum organizers, terrific teaching tactics
Saturday, October 28, 2006 1:30-2:15 Templehof Workshop – 45 minutes AE, BE, AL, EE, HS, SE

Based on the teaching strategies of Maria Montaño-Harmon, this hands-on workshop will introduce teachers to easy-to-make manipulatives and easy-to-use graphic organizers to enhance ESL instruction. The strategies are simple to produce, require only basic classroom materials (provided), appeal to all learning styles, and make learning fun!

Kat Bradley-Bennett teaches ESL for St. Vrain Valley Adult Education in Longmont. She has taught English in South Korea and China.

Ardith Loustalet is the ESL component manager for St. Vrain Valley Adult Education in Longmont. She has taught English in Italy.

---------------------

Christina Brady
Advanced writing: Peers, citations, topics, electronics!
Friday, October 27, 2006 1:30-2:15 Room 305
Paper - 45 minutes IEP / HE

Peer reviews, citation styles, electronic paper correction, genre-specific paper topics, and brainstorming are the main areas to be discussed. Ideas from the audience will be encouraged.

Christina Brady has almost 15 years of experience in ESL and has taught advanced writing at the International English Center at the University of Colorado at Boulder for seven years. Christina has an MA in TESOL from Georgetown University and a BA in professional writing and French from Purdue University. Her specialties are advanced writing and accent reduction.

---------------------

Margie Brown
Brain research and English language learners
Friday, October 27, 2006 10:15-12:00 Room 301
Workshop - 1 hour 45 minutes EE, GA, SE

This workshop explores the implications of brain research for maximizing learning in the classroom. Participants will apply principles from David Sousa’s How the Brain Learns series to refine a lesson plan to increase retention, transfer, and complex thinking.

Margie Brown is an ESL coach in Colorado Springs School District 11.

---------------------

Paula Brown
Gail Carpenter
Linking assessment and instruction
Friday, October 27, 2006 11:15-12:00 LaGuardia Publisher Session—CTB/McGraw-Hill

Discover a comprehensive system of assessment and instructional tools to promote English language proficiency with Language Assessment Scales (LAS) Links. These engaging materials go beyond traditional language proficiency tests by integrating assessment, instruction, and professional development. With LAS Links, teachers can help each student find success both in and out of the classroom.

Paula Brown, evaluation consultant for CTB/McGraw-Hill, offers a wide array of assessment services to Colorado districts. She provides expertise in the area of formative and summative assessments.

---------------------

Dieter Bruhn
Fun with songs
Saturday, October 28, 2006 1:30-2:15 Room 314
Demonstration - 45 minutes GA

Making lessons fun and exciting is a great way to maintain student interest and encourage participation. In this lively and interactive demonstration, the presenter will take the audience through several high-interest activities based on songs. Detailed handouts will be provided.

Dieter Bruhn is president of One World Training, which offers TEFL Certificate programs in Boulder, as well as 2nd Vice President of CoTESOL.

2006 CoTESOL Teacher Innovation Grant Recipient
Laurel Cadwallader
Service learning for ELL (Empowered Literate Leaders)
Friday, October 27, 2006 10:15-11:00 Room 303
Demonstration - 45 minutes EE, SE, GA

How can service be integrated with academic learning and help students become empowered literate leaders in their classroom and community? Through student work and sample activities, the presenter will describe a project based on Paul Fleischman’s novel Seedfolks and share strategies for teachers to implement a text-based service-learning project.

Laurel Cadwallader, a teacher at Sunset Middle School in Longmont, is a recipient of a 2006 CoTESOL Teacher Innovation Grant.
Innovation Grant for her service-learning work.

---

Shirlaine Castellino
Becos speling has becom an isyu agin
Friday, October 27, 2006 3:30-4:15 Room 305
Discussion - 45 minutes AE, GA, IEP / HE

Spelling problems can interfere with the simplest sentences or paragraphs. Techniques that can be used to help improve spelling in writing classes and possibly other classes will be discussed. Come share your bright ideas and suggestions.

Shirlaine Castellino is an instructor at Spring International Language Center and the ESL coordinator at Arapahoe Community College.

---

Juvenal Cervantes
Michelle Campbell
Getting comfortable with difference
Saturday, October 28, 2006 10:15-11:00 Templehof
Paper - 45 minutes PA, SE, GA

Our classrooms are more diverse than ever before. The challenge of every teacher is to find ways to present a lesson that is relevant to all students. The solution is not necessarily doing something different, but doing what we are doing in a different way.

Juvenal Cervantes is program coordinator of Centennial BOCES and a trainer of the REACH Center.

Michelle Campbell is a lead trainer of the REACH Center.

---

Mark A. Clarke
How to respond reasonably to irrational demands
Friday, October 27, 2006 10:15-11:00 Kennedy
Paper - 45 minutes GA

Intended for teacher educators, administrators, and teachers, this paper explores strategies for responding to mandates from above in ways that do not merely pass the pressure on. Participants will leave with tools for Monday morning.

Mark Clarke is Professor of Language, Literacy, and Culture at the University of Colorado at Denver. He has served as president of CoTESOL and second vice president of TESOL.

---

Nancy L. Commins
English teaching: Instructional strategies and institutional maneuvers
Saturday, October 28, 2006 10:15-12:00 O'Hare
Workshop - 1 hour 45 minutes EE

We present vignettes to illustrate common problems faced by teachers of English language learners and will offer specific instructional strategies for diversifying instruction. We will also explore strategies for working with administrators and colleagues to support ELA instruction.

Mark Clarke is Professor of Language, Literacy, and Culture at the University of Colorado at Denver. He is the author of A Place to Stand, Common Ground and Contested Territory, and Reason to Write, Advanced, Oxford University Press.

---

Nancy Commins is an educational consultant and activist. She is the author of Linguistic Diversity and Teaching and Restructuring Schools for Linguistic Diversity.

Chris Colias
Scaffolding content reading and writing
Friday, October 27, 2006 2:30-4:15 Heathrow
Workshop - 1 hour 45 minutes SE

This workshop will guide participants through an eight-step framework intended to scaffold reading and expository writing for dependent readers and writers. Participants will experience portions of the framework which focuses upon incorporating literacy into content and enabling dependent readers and writers to grasp grade level material.

Chris Colias is an ESL teacher at Littleton High School.

---

Mary Colonna
Barbara Sarapata
Fun ways to teach grammar
Friday, October 27, 2006 10:15-11:00 Room 316
Demonstration - 45 minutes IEP / HE, SE

The presenters will focus on ways to make grammar fun. They will share attention-grabbing materials prepared from ads, songs, videos, poems, and newspaper articles. The materials are designed to introduce grammatical concepts to students on varied levels of English proficiency.

Mary Colonna, MA Linguistics, Columbia University, has been teaching ESL at Columbia University since 1977. She has written Reason to Write, Advanced, Oxford University Press.

Barbara Sarapata, MA TESOL, Hunter College, has taught ESL at Columbia University since 1998 and teacher training at New School University, Royal Society of Arts.

---

Mary Colonna
Barbara Sarapata
Adapting authentic materials for varied levels
Saturday, October 28, 2006 10:15-12:00 Heathrow
Workshop - 1 hour 45 minutes IEP / HE

This workshop will focus on how to design ESL materials which encourage the students to think critically regardless of their language levels. Lesson plans will be organized around the same authentic materials for both beginner and high-intermediate levels.

Mary Colonna, M.A. Linguistics, Columbia University, has been teaching ESL and training at Columbia University since 1977. She wrote Reason to Write, Advanced, Oxford University Press.

Barbara Sarapata, MA TESOL, Hunter College, has taught ESL at Columbia University since 1998 and teacher training at New School University, Royal Society of Arts.
Nancy L. Commins
Connecting language and literacy instruction to content area themes
Saturday, October 28, 2006  1:30-3:15  National Workshop - 1 hour 45 minutes  BE, EE, SE

Participants will experience and practice several strategies for connecting language and literacy instruction to content area themes. The presentation will focus mainly on poetry but will also include several other strategies to get at and play with the language of the content areas (alphabet walls, mix & match, sentence building).

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.

Rachel Connell
Incorporating the multiple intelligences in the ESL classroom
Saturday, October 28, 2006  11:15-12:00  Room 301
Paper - 45 minutes  GA

How can an ESL teacher enhance, encourage, and strengthen students' different learning styles as they are learning the English language? The presenter's action research paper describes significant improvement in English language acquisition in secondary students when Gardner’s multiple intelligences were incorporated in her teaching methods and curriculum.

Rachel Connell has been teaching ESL at Palmer High School in Colorado Springs for five years. She earned her MA in education from the University of Phoenix in 2004, where she completed an action research project on the multiple intelligences in the ESL classroom.

Lonnie DaiZovi
Music—no pain—so much gain
Saturday, October 28, 2006  10:15-11:00  LaGuardia
Publisher Session—Vibrante Press

Music is a very powerful tool to use in the ESL classroom at any age and any level. This presentation will show how music and musical chants can be used to teach all aspects of language (pronunciation, grammar, syntax) effectively and pleasantly. No singing ability is required to attend.

Lonnie DaiZovi is a high school ESL teacher in Albuquerque, New Mexico. She is also the author of over a dozen books and 10 CDs.

Dena Daniel
Preparation for success in academic listening and discussion
Friday, October 27, 2006  2:30-3:15  Orly
Publisher Session—Oxford University Press

ESL students in mainstream courses face tremendous challenges in understanding lectures and participating in discussions. In the Lecture Ready series, students attend lectures via DVD or video, practice target language, and learn key listening, discussion, and note-taking strategies, thus preparing them for the realities of the academic classroom. Samples provided.

Dena Daniel is an editor at Oxford University Press.

Tom Dare
Sally Howard
The New Quest, 2nd edition series: An accelerated approach for English for academic purposes
Friday, October 27, 2006  2:30-3:15  LaGuardia
Publisher Session—McGraw-Hill ESL/ELT

The presenters will introduce the new Quest, 2nd Edition series, which bridges the gap between English learning and successful college-level academic study. They will demonstrate Quest, 2/e’s combination of “scaffolding” techniques and critical thinking skills, enabling students to succeed with both college content and the new TOEFL iBT test. 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.

Connie Davis
Juli Lamb
Using authentic literature to build language skills
Saturday, October 28, 2006  1:30-3:15  O’Hare
Workshop - 1 hour 45 minutes  AE, GA

The presenters will use The Pearl, by John Steinbeck, as the basis for interactive and kinesthetic classroom activities which are inclusive of all four language skills, and adaptable for different student proficiency levels. Attendees will participate in activities during the session. Suggestions for other books and materials will be offered.

Connie Davis has taught Spanish and ESL in Bolivia as well as in schools and programs in Boulder Valley School District. She currently teaches ESL at Front Range Community College’s Boulder Campus and is the director of the Northern Colorado Literacy Resource Center in Longmont.

Juli Lamb is the lead faculty for the ESL program at Front Range Community College's Boulder Campus. She holds an MBA; her MA in linguistics from the University of College at Boulder is in progress.

Burna L. Dunn
Barbara Sample
Myrna Ann Adkins
Refugee health, mental health, and cultural adjustment
Friday, October 27, 2006  1:30-2:15  Room 316
Paper - 45 minutes  AE
Most life skills curricula for adult ESL learners include vocabulary on body parts and role plays for making a doctor’s appointment. This session will demonstrate additional classroom health activities which focus on prevention and improve health literacy.

Burna L. Dunn is the director of the English Language Training Technical Assistance Project which Spring Institute for Intercultural Learning manages for the Federal Office of Refugee Resettlement.

Myrna Ann Adkins is the president and chief executive officer for the Spring Institute for Intercultural Learning.

Barbara Sample is a founder of the Spring Institute and currently serves as its vice president and director of educational services.

**Jean Echevarría**
**Rebecca Hicks**
**Avoiding burnout: Recharging yourself and your students**
**Friday, October 27, 2006  3:30-4:15  Room 314**
**Discussion -  45 minutes  GA, IEP / HE**
Teaching is a demanding profession. Both teachers and their students can feel burned out over time. The presenters will introduce ways to avoid energy-draining workplace situations, to create energy enhancing practices within work routines, and to create options for energizing students throughout the semester.

Jean Echevarría and Rebecca Hicks teach for the English Language Institute of Pikes Peak Community College in Colorado Springs, Colorado.

**Andrea Feldman**
**Joining hands: Moving beyond the classroom to create community**
**Saturday, October 28, 2006  1:30-2:15  Room 303**
**Paper -  45 minutes  AE, AL, IEP / HE**
Many ESL students report on the difficulty of forming friendships with native speakers in the university community. This presentation will draw on the research regarding service learning as a way of forging community in the classroom. Examples of materials, portfolios, and student writing will be shown.

Andrea Feldman holds a PhD in linguistics, MA in Japanese, and two BAs, 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.

**Jean Louise Ferguson**
**Student scrapbooks as culminating grammar projects**
**Saturday, October 28, 2006  11:15-12:00  Room 305**
**Paper -  45 minutes  GA, IEP / HE**

The presenter describes a scrapbook project which provides ESL students with an opportunity to apply newly-learned grammatical knowledge and writing skills to an authentic, personally meaningful, creative task. The presentation details elements and offers guidelines for this very adaptable project.

Jean Louise Ferguson teaches ESL at Garden City Community College. She is completing her dissertation for a PhD in applied linguistics from Penn State.

**Dan Fichtner**
**Accelerated language learning prepares for high-stakes tests**
**Friday, October 27, 2006  3:30-4:15  Orly**
**Publisher Session--Pearson Longman**

Students need to develop skills and strategies for taking high-stakes exams. This demonstration will offer an instructional model integrating academic language and content with explicit instruction in learning strategies and differentiating learning through the use of various learning-group configurations. Free samples of materials that help students succeed will be provided.

Dan Fichtner has been involved with English learners for the past 25 years. He has a PhD in international education/cross cultural communication and presently is involved in the TESOL program at UCLA education extension.

**Mimi Fowler**
**Jian Guatney**
**Chinese education: Realities**
**Saturday, October 28, 2006  2:30-3:15  Room 305**
**Paper -  45 minutes  IEP / HE, GA, SE**

International comparisons of test scores rate Chinese education highly, but would you really want to exchange American education for Chinese? This presentation focuses on English language education in the People’s Republic of China to exemplify the philosophy and workings of Chinese education including: class size, hours spent in class, methodology, homework, tests, college entrance and teachers’ responsibilities.

Mimi Fowler spent five months in China in 2005, including doing teacher training in Suzhou and volunteering at Eastern Tibetan Language Institute in northwest Yunnan. Jian Guatney is a native of Shanghai and returns to visit family and friends every year. Both teach at the Community College of Denver.

**Susan Garza**
**Sheltered Instruction Observation Protocol (SIOP): Observations and cognitive coaching**
**Friday, October 27, 2006  2:30-3:15  Room 305**
**Discussion -  45 minutes  EE, SE**

This session will be a discussion about improving instruction for all students. Using the SIOP Observation Tool and Cognitive Coaching Conversations, teachers can continually improve delivery of content by participating in observations and conversations with coaches or other teachers.
Susan Garza has worked as an ESL teacher and coach for the last 11 years. She has two master's degrees in education (reading and ESL/Bilingual).

Mary Glazier
Using technology to improve language learning outcomes
Friday, October 27, 2006  3:30-4:15  LaGuardia
Publisher Session—Auralog

Auralog has been synonymous with language mastery since its inception in 1987. Auralog’s language learning software Tell me More is one of the highest acclaimed solutions available today. Equipped with advanced speech recognition exercises in addition to advanced traditional language learning exercises, students using Tell me More achieve unprecedented learning outcomes.

Mary Glazier is a highly valued asset to Auralog. Her dedication to the education industry and her professionalism are rare to find.

Kate Goodspeed
Can they truly do the job?
Saturday, October 28, 2006  11:15-12:00  Room 314
Paper - 45 minutes  AE, GA, IEP / HE

What skills and qualities do refugees need to get and keep entry-level jobs and how can ESL curriculum be re-designed to ensure that students obtain these quickly? Results of research and job-shadowing in two industries as well as trial changes in curriculum are shared along with copies of the paper.

Kate Goodspeed has an MA in education, teaches at Emily Griffith Opportunity School, and is writing a memoir about her eight years teaching in China.

Sharlie Graham
Chanon Adsanatham
Rebecca Smith
Fun, hands-on ideas for the multicultural classroom
Saturday, October 28, 2006  1:30-2:15  Logan
Demonstration - 45 minutes  AE

How can teachers incorporate multiculturalism into the classroom that moves beyond the curriculum and into one's teaching philosophy and practices? How is multiculturalism an advantage to language acquisition? Multiculturalism, the presenters believe, begins with recognizing each student's cultural and linguistic uniqueness. This demonstration provides fun, hands-on activities for the multicultural classroom.

Rebecca Smith is a graduate student in applied linguistics at the University of Colorado at Denver. She also teaches writing at the Community College of Denver.

Chanon Adsanatham was a community college ESL instructor and administrator. Now a graduate student of English, he has interests in rhetorical diversity, rhetoric, and language teaching.

Sharlie Graham received her MA in teaching writing at the University of Colorado at Denver. She has taught ESL/ABE for more than six years, one year in Barcelona, Spain, and four years at the Community College of Aurora. Currently she teaches GED at the Center for Work Education and Employment (CWEE).

Leslie Grant
Michael Brunn
Promoting cohesive groups and meaningful discussions online
Friday, October 27, 2006  3:30-4:15  Room 303
Paper - 45 minutes  AL, IEP / HE, GA

Many online courses include discussions, but most of the time they are flat, uninteresting, and surface level responses to a preformed question. Presenters discuss the design and implementation of an online discussion format that promotes cohesive groups and fosters meaningful discussions. Student sample interactions and feedback are included.

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. He developed the ESL Education Program on site and online courses.

Elizabeth Grassi
Obdulia Castro
Learning locally: Community-based "abroad" programs for teachers
Friday, October 27, 2006  11:15-12:00  Heathrow
Paper - 45 minutes  AE, BE, IEP / HE

This presentation will discuss the details of a community-based “study abroad” program in local neighborhoods and the impact of this program on pre-service ESL/bilingual teachers.

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

Obdulia Castro is assistant professor of Spanish at Regis. Her teaching and research focus around Spanish linguistics, second language acquisition, and foreign language learning difficulties.

Gretchen Hack
Doug Mason
Mirror of the world: ESL students publish
Friday, October 27, 2006  1:30-2:15  Registration area
Poster session - 45 minutes  AL, IEP / HE, GA

Does producing an ESL magazine affect changes in students? You bet! Students work in teams, become experts, feel ownership of their writing and editing, and see themselves as writers. On display will be a magazine-in-progress, a finished
product, and students’ comments. Presenters will answer questions and explain the process.

Gretchen Hack has been teaching English composition and ESL at the Community College of Denver since 1990. Her background includes magazine writing and editing.

Doug Mason started teaching English in Prague, Czech Republic. He now teaches ESL and developmental reading at the Community College of Denver.

Kathi Hart
Breaking the barriers to speaking English
Saturday, October 28, 2006  2:30-3:15  Heathrow
Demonstration - 45 minutes  AE, IEP / HE

In this session the presenter will demonstrate techniques she has used with intermediate and advanced ESL students to break the psychological barriers to their speaking English outside of class. The activities will address fear, self-criticism, and their attitudes toward themselves as language learners.

Kathi Hart has taught ESL overseas, in the public schools, in the university, and at two intensive English programs. She is currently working at the English Language Center at the University of Denver.

Jaleh Hassaskhah
Mir Massoud Azimi Rashti
A window on learners' beliefs and their classroom experience
Saturday, October 28, 2006  2:30-3:15  National
Paper - 45 minutes  AE, BE, EE, IEP / HE, PA, SE

There are many studies indicating that learner beliefs can be strong mediating factors in their experience in the classroom. These researchers tried to explore learners’ beliefs about different learning activities and the degree of discrepancy between the stated preferences and the realization of those preferences in foreign language learning settings.

Jaleh Hassaskhah is at an assistant professor in TEFL at Guilan University in Iran. Her areas of interest are testing and exploring new horizons in language teaching.

Mir Massoud Azimi Rashti, is the head of ALC Language center in Rasht, Iran. His areas of interest are language teaching and testing.

Lisa Hatfield and Teresa Kulow are para-professional pull-out tutors in Lewis-Palmer District #38 in Monument.

Joan D. Heiman
The effects of trauma on learning
Saturday, October 28, 2006  1:30-2:15  Heathrow
Paper - 45 minutes  AE, GA, IEP / HE

Trauma causes people to lose their sense of control, connectedness, and meaning. What this may look like in your classroom, trauma's impact on the learner's experience, and what we can do with compassion to help traumatized students is the subject of this session.

Joan D. Heiman is assistant professor of ESL at the Community College of Denver. She uses a heart-based approach to learning.

Andrea Heyman
12 ESL activities for new teachers
Saturday, October 28, 2006  1:30-3:15  Room 312
Workshop - 1 hour 45 minutes  AE

New teachers are usually hungry for fun ways to add spice to their lessons! We will all actively participate in learning these activities during this workshop. No quiet bystanders in this session! The goal of the presenter is to have these new teachers leave the workshop with at least 12 new activities to try out in their classes to make learning experiential and interesting.

Andrea Heyman teaches adult ESL at Front Range Community College in Ft. Collins. This is her 9th year with this program.

Jeanne Hind
TOEFL iBT-What’s new in 2006?
Saturday, October 28, 2006  11:15-12:00  Templehof

TOEFL iBT’s integrated skills approach is resulting in much better information about a candidate’s ability to communicate in academic settings. What have been the reactions from test takers and others? What are the score requirements for institutions in the US and Canada? Hear the answers to these and other questions.

Jeanne Hind is the director of Spring International Language Center at the Auraria Campus, Denver.

Sally Howard
Tom Dare
Promoting academic literacy for secondary English language learners
Saturday, October 28, 2006  10:15-11:00  Orly
Publisher Session—McGraw-Hill ESL/ELT

In order for ESL students to “ramp up” into the demanding world of academic learning, they need to develop their reading/writing skills from the very beginning levels. The On
Location series works with the LAS-Links to provide secondary ESL students with the gradual scaffolding they need to challenge academic content. 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.

Kay Howell
Language First!
Saturday, October 28, 2006 11:15-12:00 Orly Publisher Session—LeapFrog SchoolHouse

LeapFrog SchoolHouse (LFSH) introduces its English Picture Dictionary & Language First! Using the LFSH award-winning Personal Learning Tools (talking books), these programs combine to provide complementary instruction in key English language development skills. These research-tested programs will allow students to listen, record, and practice.

Kay Howell is the Colorado and Oklahoma sales specialist for Leap Frog SchoolHouse. She has been a member of the sales division since it was first begun in 1999.

Anita Jepson-Gilbert
Using bilingual materials with sound for beginning readers
Friday, October 27, 2006 3:30-4:15 Room 316
Paper - 45 minutes AE, BE, EE

Help beginning L2 students to read quickly and fluently by allowing them to read the material first in their own language and then to hear it read in English on tape or CD. Several bilingual materials will be shown, the majority of which will be in English and Spanish.

An ESL teacher for more than 20 years, Anita Jepson-Gilbert currently teaches at Community College of Denver. In 2004, she published a bilingual book with audio CD for beginning readers.

Mitzi Jontz
Maria Halloran
Supplemental learning activities for student success
Friday, October 27, 2006 10:15-11:00 Heathrow
Demonstration - 45 minutes GA, IEP / HE

ESL instructors know the frustration of the limited time of class instruction available with students. Instructors from the Community College of Aurora will discuss a menu of free on-campus learning activities that they have implemented to enhance student language acquisition. Sample menus and a list of resources will be distributed.

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

Mitzi Jontz is an ESL instructor at the Community College of Aurora. She has taught ESL for 17 years.

Evelyn Kaye
Michael F. Thomas
Kate Andersen
Travel and teach: How to do it
Saturday, October 28, 2006 2:30-3:15 Room 316
Discussion - 45 minutes GA

Three CoTESOL members who have spent time teaching in China, Arabia, Africa, Thailand, Bolivia and Chile share their experiences.

Evelyn Kaye graduated from Front Range Community College in 2005 and taught adults in Boulder and high schoolers at a Hangzhou, China, summer school. She was an author, journalist, and publisher for many years.

Michael F. Thomas has a BA in philosophy from Pennsylvania State and took his ESL training in Santa Monica, California. He has taught his way around the world for almost seven years in Korea, Brazil, Turkey, Taiwan, and China from kindergarten to university courses.

Kate Andersen is academic advisor at Front Range Community College, Westminster. She has lived and taught in Bolivia where she worked with orphans and practiced art therapy, and spent a year teaching in Santiago, Chile.

Kevin Keating
Simple, effective activities to get students communicating
Friday, October 27, 2006 11:15-12:00 Kennedy Demonstration - 45 minutes GA, AE

In this highly interactive demonstration, participants will walk through several simple but effective activities that promote student-to-student communication and improve oral/aural skills.

Kevin Keating has taught ESL for 35 years in 13 different countries. An author and frequent conference speaker, he teaches at the Center for English as a Second Language, University of Arizona, Tucson.

Teresa Kennedy
Highlighting the GLOBE program
Saturday, October 28, 2006 10:15-11:00 Room 301
Demonstration - 45 minutes BE, CALL, GA

National Aeronautics and Space Administration's Global Learning and Observations to Benefit the Environment (GLOBE) was recently highlighted in TESOL's new publication "Language Learning through Technology." This presentation highlights the GLOBE Program, active in 109 countries, as a model content-based ESL program as well as provides information regarding over 50 different NASA bilingual Web sites.

Teresa Kennedy is the director of International/U.S. Partnerships and Outreach for NASA’s GLOBE Program.
Students often lament that they want to learn “real” English—words and phrases they hear from friends, TV, and movies. This need is addressed by research in second language acquisition corpus linguistics—the study of how to use language databases to inform curricula. Learn how current research is informing new approaches in language teaching drawn from Touchstone.

Karen Kjelstrup, western regional manager, Cambridge University Press, has 25 years’ experience teaching and coordinating ESL programs in the U.S.

2006 CoTSEL Teacher Innovation Grant Recipient
Juli Lamb
Building book clubs from the ground up
Friday, October 27, 2006 10:15-11:00 Room 312
Demonstration - 45 minutes IEP / HE

This session will recount the creation of an ESL book club and development of interactive materials to supplement the reading. Attendees will participate in several activities during the session and receive reproducible, ready-to-go handouts of additional activities. The presenter will also address logistics, such as funding, publicity, and assessment.

Juli Lamb is lead faculty, ESL program, Front Range Community College, Boulder. She holds an MBA; her MA in linguistics at CU-Boulder is in progress.

Ardith Loustalet
A new look at adult ESL writing
Saturday, October 28, 2006 10:15-12:00 Room 312
Workshop - 1 hour 45 minutes AE, GA

Adult ESL students in Colorado programs showed strong gains in writing skills in a recent pilot of the Comprehensive Adult Student Assessment System (CASAS) Functional Writing Assessment. Take a look at the pilot results, examine the CASAS scoring rubric, and take home instructional techniques that help students at every level increase their writing skills.

Ardith Loustalet is an ESL teacher at St. Vrain Valley Adult Education in Longmont and the Colorado Department of Education State Trainer for the Comprehensive Adult Student Assessment System (CASAS) Functional Writing Assessment.

Janet Ludwig
Stepping into higher education
Saturday, October 28, 2006 1:30-2:15 Room 314
Paper - 45 minutes IEP / HE, SE

The presenters, advisors at University of Colorado, Denver / Health Science Center and Arapahoe Community College, will review admissions requirements for international students and those graduating from American high schools. They will discuss the biggest obstacles these students identify as they attend their college classes and suggest ways ESL teachers can help prepare their students for success in higher education.

Janet Ludwig is the international student advisor at Arapahoe Community College and taught ESL for 20 years in Africa, Iran, Algeria, and Spring School in Littleton.

Cheryl Kaas is an academic advisor at UCD/HSC. She taught ESL at Spring School in Littleton for 15 years and taught in Mexico as a Fulbright scholar.

2006 CoTSEL Teacher Innovation Grant Recipient
Tammy Luviano
Guiding students to publish an informational website
Friday, October 27, 2006 1:30-2:15 Room 301
Demonstration - 45 minutes GA, IEP / HE, SE

This demonstration will show the steps of guiding your students to publish an informational website. Motivate your students and refine their proofreading and revision skills! Three high school students put together the web pages for the ELL department, and their work will be showcased.

Tammy Luviano, a 10-year ELL instructor, has a master’s degree in educational technology. She is currently the ELL coordinator for Moffat County School District.

Mary Jo Meade
Kindling a passion for science
Friday, October 27, 2006 1:30-2:15 Room 303
Demonstration - 45 minutes AE, EE, SE

Science for Life readers are supplementary classroom materials that make science accessible and enjoyable for middle-school ELLs. Easy-to-read text and colorful images tell compelling, sophisticated, and sometimes quirky stories that invite students to explore and be creative. This presentation will offer strategies for integrating the readers into established curriculum.

Mary Jo Meade has been a journalist for 30 years and is using her experience to help translate the world for English language learners.

Barbara Melton
Immigration 101
Friday, October 27, 2006 3:30-4:14 Ballrooms A, B
Workshop – 45 minutes AE, BE, SE, IEP / HE

The presentation begins with an agency overview and an explanation of its separation from law enforcement. Terminology, agencies involved and the procedures for immigrating in the United States are reviewed. The session then reviews the naturalization process, eligibility requirements, available preparation tools, and future changes to the exam.
Barbara Melton, a senior officer of CIS (legacy INS), promotes the understanding of immigration benefits and the successful, productive integration of legal immigrants.

---

Sheryl D. Meyer
Linda Barrios
Kate Price
Nancy Storer

Enriching learning with extensive reading
Saturday, October 28, 2006  1:30-2:15  Room 305
Paper - 45 minutes  IEP / HE, PA

This presentation will describe the research background and implementation of an extensive reading program which has been integrated into the English Language Center (ELC) at the University of Denver. The presenters will discuss the organization of the program and the positive results they are observing across all language skills.

Linda Barrios has been teaching at the English Language Center at the University of Denver for 21 years. She especially enjoys using an integrated approach in her reading and composition classes.

Sheryl Meyer has been teaching ESL for 12 years, and she is currently teaching at the English Language Center at the University of Denver.

Kate Price has worked in international education in the U.S. and abroad since 1974. She currently teaches at the English Language Center at the University of Denver.

Nancy Storer is the assistant director of the ELC at DU. She has been an ESL instructor/administrator for more than 30 years.

---

Tamara Milbourn

How about using a writing portfolio?
Friday, October 27, 2006  1:30-2:15  Room 312
Discussion - 45 minutes  GA, IEP / HE

Teaching writing classes takes a lot of time, effort, and red ink, and teachers often feel overwhelmed. The presenter will begin by outlining her streamlined method of familiarizing ESL learners with the writing process by using writing portfolios. Then, the participants will be invited to share their ideas and experiences.

Tamara Milbourn earned her MA in 1997, has taught in Asia and Africa, and is currently an instructor at the International English Center at CU-Boulder.

---

Jane C. Miller
Christine Deines

Communicative pair work for adult learners
Friday, October 27, 2006  11:15-12:00  Room 314
Demonstration - 45 minutes  AE, SE, GA

Research has documented numerous benefits of pair work for low-level adult ESL learners. The presenters share findings from ESL laboratory research and from teachers using pair work in the classroom. Numerous examples (with handouts) of pair work activities that most effectively promote low-level learners’ negotiation of English are provided.

Jane Miller is the ESL specialist in the Adult Education and Family Literacy unit of the Colorado Department of Education. She enjoys designing communicative pair activities and active games for low-level ESL adults.

Christine Deines is the program director for The Learning Source. She enjoys teaching ESL classes, developing curriculum, and training ESL teachers and volunteers.

---

Susan Miller
Mia Thomas-Ruzic

Transitional perspectives: U.S.-Mexican high school youth
Friday, October 27, 2006  10:15-11:00  Room 305
Discussion - 45 minutes  BE, SE, GA

A transnational perspective on education investigates how culture and schooling in Mexico influence students’ experience in the US. The presentation features an overview of Mexican educational reforms as well as interviews with academically successful immigrant youth who discuss transitions, search for identity, and perceived or real barriers to higher education.

Susan Miller, MA, is a high school administrator in Jefferson County Schools and an honorium faculty at the University of Colorado at Denver. She was faculty at the Benimerita Universidad de Puebla (BUAP) in June 2006.

Maria Thomas-Ruzic, PhD, is a full-time professor in the department of Language, Literacy, and Culture at the University of Colorado at Denver. She was a Fulbright scholar at the BUAP in 2004 and summer faculty in 2006.

---

Thomas E. Mitchell

World Englishes: The case of Singapore
Saturday, October 28, 2006  1:30-2:15  National
Paper - 45 minutes  AL, GA

Singapore English or “Singlish,” a variety of the various world Englishes, arose from Singapore’s unique multilingual, multicultural environment as well as British colonialism. Factors leading to its development and variables that continue to influence Singlish are explored. Several cultural and linguistic attributes, such as phonology, grammar, lexicon, etc., are explained.

Tom Mitchell is pursuing a TEFL MA degree at Colorado State University. He previously lived in Singapore and Taiwan. He speaks English, Mandarin, and Spanish.

---

Steven J. Molinsky

Picture Perfect! The new Word by Word Picture Dictionary
Friday, October 27, 2006  1:30-2:15  LaGuardia
Publisher Session—Pearson Longmon

The presenter will introduce the exciting new edition of the picture dictionary famous worldwide for its ease-of-use,
humor, and ability to get students talking. The session will highlight outstanding new features, including the most user-friendly teacher’s guide imaginable, community tasks, life skills lessons, weblinks, and songs.

Steven J. Molinsky is professor of education at Boston University, where he directs the graduate TESOL program. He holds MA and PhD degrees in linguistics from Harvard University.

Alexandra Neves
From ESL students to ESOL teachers
Friday, October 27, 2006  2:30-3:15  Room 316
Paper - 45 minutes  IEP / HE, PA

What happens when former ESL students become bilingual/ESOL teachers? This question is discussed based on findings of a dissertation study involving six former bilingual/ESOL pre-service teachers. During this presentation, the presenter will discuss how much responsibility teacher preparation programs should take.

Alexandra Neves is a PhD candidate in curriculum and instruction at New Mexico State University. Her research interests are SLA, teachers’ identity, and curriculum design. She has worked as a teacher educator in Brazil and the USA.

Chad Nilep
My view from the inside
Saturday, October 28, 2006  2:30-3:15  Room 318
Paper - 45 minutes  AL, IEP / HE

In 2005, the presenter was able to study in a top-ranked intensive Japanese second language program. Despite generous, hardworking staff and talented, dedicated faculty, affective issues limited learning potential. This paper discusses those affective problems, and reflects on how to reduce them in other programs.

Chad Nilep is a teacher, applied linguist, and linguistic anthropologist. He has taught ESL/EFL in high school, college, and intensive language programs since 1997.

Charl Norloff
Debra Daise
Rethinking teaching practices in changing times
Friday, October 27, 2006  1:30-2:15  Heathrow
Demonstration - 45 minutes  IEP / HE, PA

In international education, our students are always changing, due to politics, economics, technology, and societal influences. The presenters suggest ways to rethink our teaching practices—and their effect on our students—in order to maintain excellence in teaching and learning in our classrooms.

Charl Norloff and Debra Daise have taught English for a long time at the International English Center, University of Colorado, Boulder.

Mark Overmeyer

Writing workshop for English language learners
Saturday, October 28, 2006  10:15-11:00  Room 316
Demonstration - 45 minutes  EE

This demonstration will model for teachers how to include English language learners in the writing workshop. Classroom tested ideas and student work samples from grades 1-5 will be shared.

Mark Overmeyer is a literacy coordinator for Cherry Creek Schools. His Stenhouse publication When Writing Workshop Isn't Working includes ideas for how to effectively implement a writing workshop approach with English language learners.

Maggie Pagan
Literacy development and English language learners
Saturday, October 28, 2006  2:30-3:15  Orly
Publisher Session—Rigby Professional Development Institute

This interactive session will focus on research-based strategies and activities for teachers and other practitioners interested in improving the literacy development of English language learners. The presenter will discuss basic theory, practices, strategies, and materials that will facilitate literacy development with ELLs. The presenter will demonstrate interactive and direct approaches.

Maggie Pagan is a national professional development consultant for Rigby Professional Development Institute. Prior to her current position, she was a full-time instructor at the University of Florida. Maggie has presented at national, state, and local conferences.

Shirley Penn
Penny Gonzales-Soto
The road to citizenship: What the instructor needs to know
Friday, October 27, 2006  10:15-11:00  National
Discussion - 45 minutes  AE, PA

This presentation will discuss the essential elements of setting up citizenship classes in a program and preparing instructors to teach. The legal issues that impact students desiring to apply for their citizenship will be discussed. Materials and resources for teaching citizenship classes will also be reviewed.

Penny Gonzales-Soto is an attorney, whose practice is focused on immigration matters. She is the legal advisor for citizenship classes sponsored by Right to Read in Greeley.

Shirley Penn is the workplace education coordinator for Morgan Community College. Her program has offered citizenship classes on site for 10 years.

Enrique Pilleux
Creating language ownership in the K-6 classroom
Friday, October 27, 2006  10:15-11:00  LaGuardia
Publisher Session—Harcourt School Publishers
What is the silent period? How can we overcome this feeling of vulnerability in our elementary ELL classroom? The answer is to create “ownership” for our students. Let’s take a look at how we will hold our students accountable for what they know. How can teach every ELL student at his or her grade level?

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. His commitment to education led him to work with Harcourt School Publishers and he is dedicated to help and prepare bilingual and ESL teachers.

Susan Polycarpou
Off-campus activities for low level learners
Friday, October 27, 2006 10:15-11:00 Room 314
Demonstration - 45 minutes IEP / HE

How can instructors create opportunities for students with limited English to explore the community surrounding their campus? The presenter will demonstrate several easy-to-facilitate activities that require lower level students to use English outside the classroom. In addition, participants will be asked to share ideas for other activities.

Susan Polycarpou has taught at Spring International Language Center on the Arapahoe Community College campus for over twenty years. She is currently the academic coordinator.

Erica Ramsthaler
Leveled readers for middle and high schools
Friday, October 27, 2006 3:30-4:15 O’Hare Publisher Session—Hampton Brown

Hampton Brown’s new theme libraries are great as either a companion to High Point or the new high school program, or as part of your classroom library. For each theme, there are three books, each at a different readability level. The books were selected for secondary English language learners who read at a second grade level and higher.

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

Erica Ramsthaler
Language through social studies and science content for newcomers and up: English Explorers
Friday, October 27, 2006 1:30-2:15 Orly Publisher Session—Benchmark

English Explorers gives your K-8 English language learners access to language development and content with leveled social studies and science readers. The readers are written at four different TESOL-aligned proficiency levels, starting with level 1, which has a repetitive sentence structure, 1-4 sentences per page, and photo and glossary support.

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

Catherine Raveczky
Empowering parents through awareness of second language acquisition
Friday, October 27, 2006 1:30-3:15 Room 314
Workshop - 1 hour 45 minutes AE, BE, EE

As educators, it is important to empower parents with the knowledge of second language acquisition. This workshop, designed for parents, will actively engage participants to explore the stages and process of second language development, strategies for developing strong native language skills, and expectation of literacy development in second language learners.

Catherine Raveczky has her MA in political science. After working in Latin America for three years, she is a parent liaison for Jefferson County Schools.

Molly Robbins
Sue Byrne
Conferring across the content areas
Saturday, October 28, 2006 10:15-11:00 Room 305
Demonstration - 45 minutes EE, SE

Talking about student writing across content areas can solidify understanding. English language learners who are offered authentic communication activities to discuss content will excel and more quickly reach standards. This demonstration will offer practical ideas in how teachers can frame conferences with students to help frame understandings.

Molly Robbins is a language arts teacher at Cherokee Trail High School in the Cherry Creek Schools. She has also taught at the middle school and the community college level. She holds a master's degree in teaching ELA from the University of Colorado at Denver.

Sue Byrne is a social studies teacher at Liberty Middle School in the Cherry Creek Schools. Previously, she was a math teacher. She is currently working on obtaining her master's in reading instruction.

Ann Roemer
The language of math
Friday, October 27, 2006 3:30-4:15 Kennedy Demonstration - 45 minutes IEP / HE, SE

All college students are required to take mathematics, yet few English for academic purposes textbooks include the language of math. The presenter shares examples of listening/speaking activities for intermediate-level ESL learners. She then provides guidelines for teachers to develop their own activities that promote the use of math.

Ann Roemer teaches in the Intensive English Language Institute at Utah State University. She is the author of College Oral Communication 2 (Houghton Mifflin).
Cross-cultural understanding is necessary to create the conditions for success of the Saudi students studying in Colorado. This workshop will present information about Saudi education, religion, language, and customs in addition to providing participants the opportunity to apply cultural understanding to critical incidents from the classroom, campus, and community.

Connie Shoemaker, Spring International Language Center, taught at American University in Cairo and has had a special interest in the Arab world for many years. Since 1980, Ahad Shahbaz has been overseeing the INTERLINK programs at various U.S. university and recently at Al Yamamah College in Riyadh.

Fouad Oujani is an Arabic language instructor at Arapahoe Community College and is interested in the contrast between Arabic and English.

### Effective Sentences can produce effective writers

**Kelly Sippell**  
*Effective Sentences* can produce effective writers  
Saturday, October 28, 2006   1:30-2:15   LaGuardia  
Publisher Session—University of Michigan Press

Although lower-level students may write at a basic level, they want to write with the complexity to match their thoughts. "Effective Sentences" is a new textbook that teaches students the basic elements of the English sentence and then offers practice building and expanding sentences, from simple to complex.

Kelly Sippell is ESL Product Development Manager, University of Michigan Press.
Total physical response (TPR) storytelling for content-based instruction  
Saturday, October 28, 2006 10:15-12:00 Kennedy Workshop - 1 hour 45 minutes  BE, EE, SE

Total Physical Response Storytelling is accelerating language acquisition worldwide. TPRS provides a comprehensive method for sheltering content, building academic language, and creating comprehensible language lessons. The presenter will demonstrate a content area TPRS lesson and guide participants through three basic steps for creating their own TPRS lesson.

Elizabeth Skelton earned her MA in TESOL from the University of New Mexico in 1994. She is an English language acquisition coach, independent consultant, and teacher trainer for the Colorado Department of Education.

Debbie Smith  
Organizing your classroom for language learning  
Saturday, October 28, 2006 1:30-2:15 Room 314  
Demonstration – 45 minutes  BE, EE, SE, AE

This session will share ways in which English language acquisition teachers can creatively utilize classroom space and materials for optimum language learning. Participants will learn how to make several kinds of content word walls, organize student "down time", and locate quality instructional materials.

Debbie Smith has been teaching ELA/ESL for 11 years in Denver and Cherry Creek Public Schools. She currently teaches 5th grade English language acquisition at Eastridge Elementary in Cherry Creek Public Schools.

Jordan Sowell  
Word association testing and vocabulary learning  
Friday, October 27, 2006 2:30-3:15 Room 318  
Paper – 45 minutes  AL, GA, IEP / HE

Word associations provide insight into the organization of the L1 and L2 lexicon. This paper explores the relation of the lexicons, and how they change as L2 fluency increases. Results from a study done in an intensive English program setting, sample activities, and implications for teaching will be discussed.

Jordan Sowell is a candidate for a master's degree in TESL/TEFL from Colorado State University. She currently teaches at the Intensive English Program at Colorado State University.

Linda Stratton  
Mary Hyde-Herrmann  
Integrating sheltered instruction with other education initiatives  
Saturday, October 28, 2006 1:30-3:15 Kennedy Workshop - 1 hour 45 minutes  EE, PA, SE

Participants will examine commonalities among features of high quality sheltered instruction and features of other educational initiatives in order to identify ways to integrate practices from multiple approaches. This presentation is recommended for ESL teachers and for coaches and trainers who work with classroom and content area teachers.

Linda Stratton has worked in ESL and teacher training programs. Most recently, she was a K-12 ESL coach and a visiting instructor at Colorado College.

Mary Hyde-Herrmann has taught at the elementary level and has served as a K-12 ESL coach. She is currently a literacy coach.

Julie Thornton  
Barbara Flocke  
Innovative listening and speaking techniques  
Friday, October 27, 2006 11:15-12:00 National Demonstration - 45 minutes  AE, IEP / HE

This demonstration will focus on how teachers can engage students in listening and speaking techniques that help students become active language learners inside and outside of the classroom using authentic material and interactions. The demonstration will include use of cartoons, videos, surveys, authentic speech, and the telephone.

Barbara Flocke has taught at the University of Denver for six years. While teaching in Japan, she became interested in engaging students in fun listening and speaking activities.

Julie Thornton has taught at the University of Denver for one year. At the University of Iowa, she began experimenting with the eavesdropping journal and other listening and speaking techniques.

Sharon Trompeter  
Lauren Hoyt  
Oral language: Assessment and development  
Friday, October 27, 2006 3:30-4:15 National Demonstration - 45 minutes  EE, GA, SE

Oral language is the basis for literacy development and content instruction. The presenters will give examples of oral language activities and assessment to improve oral language production so that all students can achieve.

Sharon Trompeter brings 12 years of experience as a bilingual teacher, ELL specialist, and building principal.

Lauren Hoyt has spent the past 36 years as an ELL specialist, teacher trainer in the USA and abroad. Currently she is the principal of a diverse school.

Mongkol Tungmala  
Richard Pontius  
Collaborative scaffolding using a physical science activity  
Friday, October 27, 2006 11:15-12:00 Room 316  
Demonstration - 45 minutes  EE, SE

Most educators recognize that grasping physical science concepts can be daunting for English language learners due to a vocabulary-based approach and complexity of academic
language. Through collaborative scaffolding, participants construct knowledge by engaging in a hands-on, problem-solving activities. Strategies enhancing comprehensible input will be highlighted and discussed.

Mongkol Tungmala, EdD, Northern Arizona University, 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
Enriching students oral language: An approach
Saturday, October 28, 2006 2:30-3:15 Room 314
Workshop - 1 hour 45 minutes AE, GA

How can you add depth and density to your students’ oral language? With attribute Cards! Presenters will demonstrate using attribute cards with content in this fun, interactive session. Participants will experience being second language learners, and develop and present lessons in English using life-skills content and this proven approach.

Barbara Vaille, 30-year ESL teacher and Gladys Doty Award recipient, developed attribute cards. She is co-director of AIMS English in Denver.

Jennifer QuinnWilliams is co-director of AIMS English. With Barbara, she is the teacher-trainer for 13 adult ELL programs housed in Denver Public Schools.

Sara Vandenberg
Adapting ESOL activities for content classes
Saturday, October 28, 2006 2:30-3:15 Logan
Workshop - 1 hour 45 minutes AE, EE, SE

Practice using strategies borrowed from English language development and apply them to content area lessons. After practicing with sample adaptations in small groups, workshop participants will create even more applications across the curriculum.

Sara Vandenberg is a teacher trainer for Adams State and University of Colorado, Colorado Springs. The ESL coordinator for Cheyenne Mountain School District, she is a veteran of adult education, workplace, family literacy and K-12.

Bobbie Ware
Ruth Brancard
Learning from the language of complaint
Friday, October 27, 2006 3:30-4:15 Logan
Demonstration - 45 minutes AE, AL, IEP / HE, GA, PA

In this interactive session, participants will be introduced to the work of Robert Kegan and Lisa Laskow. We will look at the language of complaint and explore the possibilities this language holds for learning about ourselves and our commitments.

Bobbie Ware is the coordinator of the English as a Second Language program at the Community College of Denver.

Ruth Brancard coordinated the English as a Second Language program at the Community College of Denver for many years and has served as senior chair for the Center for Educational Advancement. She continues to work on grant funded projects for the college.

Bobbie Ware
Jerry Kottom
Outdoor experiential learning in the ESL classroom
Poster session - 45 minutes AE, AL, BE, EE, GA, IEP / HE, SE

This presentation illustrates how English as a Second Language programs can partner with local park and recreation services to provide outdoor experiential learning activities to students. Learn how these types of experiences enhance student confidence and success and promote a sense of shared accomplishment and community among students and teachers.

Bobbie Ware is the ESL program coordinator at the Community College of Denver.

Jerry Kottom teaches ESL at the Community College of Denver. He earned an MA in experiential education from Minnesota State University.

Robin A. Waterman
Viable parent involvement through adult ESL instruction
Friday, October 27, 2006 11:15-12:00 Room 305
Paper – 45 minutes

Public schools frequently offer adult ESL classes in their buildings, with the expectation that they will automatically support parent involvement. This session critiques this misguided assumption, providing information about research on specific ways that school-based ESL classes can most effectively support both parent involvement skills and behaviors AND an increase in ESL skills.

Robin Waterman has worked in the field of adult and family literacy and ESL instruction for more than 20 years, in urban Colorado and rural Mexico and El Salvador.

Kathleen Santopietro Weddel
Strategies to help learners persist, succeed, and step forward
Saturday, October 28, 2006 2:30-3:15 LaGuardia
Publisher Session—Northern Colorado Literacy Resource Center

The wide spectrum of adult learners’ needs creates significant challenges. Learn how Step Forward, a new four-skills, standards-based course, helps educators meet these challenges while increasing learner persistence. Explore this series’ strategies for multilevel instruction, strong vocabulary and grammar strands, and built-in techniques that provide unparalleled classroom support. Samples provided.
Kathleen Santopietro Weddel is a teacher trainer for the Northern Colorado Literacy Resource Center specializing in curriculum design, materials development, and instruction.

**Kathleen Santopietro Weddel**

**Jane Miller**

**Extra eyes and ears: Classroom teacher observation**

*Friday, October 27, 2006  2:30-4:15  Room 301*  
*Workshop - 1 hour 45 minutes  AE, GA*

Whether conducted by a peer or supervisor, adult education classroom teacher observation is a powerful tool for self-reflection and development. The presenters will demonstrate effective pre-observation measures, ways to record what is observed, and meaningful post-observation conferences. Participants will receive observation tools they can use with colleagues.

Kathleen Santopietro Weddel is a consultant for the Northern Colorado Resource Center. She has learned a great deal from teacher observations in the past.

Jane Miller is the ESL Specialist at Colorado Department of Education, Adult Education and Family Literacy unit. She values her experience in classroom observation because it can inform teacher training.

**Tammy Welshon**

**A great literature unit for intermediate English language learners**

*Friday, October 27, 2006  1:30-2:15  Room 318*  
*Demonstration - 45 minutes  AE, GA, SE*

We will look at lesson plans for *In the Year of the Boar and Jackie Robinson*, a novel used with intermediate secondary English language learners. The focus is on using the literature and the writing process to enhance the study of the English language, reading strategies and student writing.

Tammy Welshon teaches English language learners in sheltered and regular classes at Arvada HS in Jefferson County Schools. She holds a master's degree from the University of Colorado at Denver.

**Stephen A. White**

**Instructional strategies in reading/writing for English language learners**

*Saturday, October 28, 2006  1:30-3:15  Room 301*  
*Workshop - 1 hour 45 minutes  EE*

The focus will be on design and maintenance of effective reading/writing instruction that will provide you time to work with small groups. You will leave with new perspectives, exciting new ideas and practical instructional strategies to help you strengthen your classroom.

Stephen A. White has been in the field of education for over 33 years. He is a classroom teacher, director, and consultant in the field of bilingual/ESL.

**Jon Wilkerson**

"Improv" your ESL classroom

**Friday, October 27, 2006  10:15-12:00  Logan**

**Workshop - 1 hour 45 minutes  AE, GA, IEP / HE**

Need to inject some energy into your classroom? The principles and games of improvisational theater outlined in this workshop will teach your students to be more courageous, more confident, and more creative in their encounters with native English speakers.

Jon Wilkerson is a professional improv performer with over 1,000 shows under his belt. He has used his ideas in Japan, England, and the US.

**Xun Zhao**

**Discourse analysis: Chinese secondary students' social interaction**

*Saturday, October 28, 2006  1:30-2:15  Room 318*  
*Paper - 45 minutes  BE, SE*

English has become the international language and plays an important role in Chinese students’ schooling and social interaction. This study analyzed discourse used in students’ social interactions with parents, peers, and other social members. English hegemony disguises itself as “a tool for success” and spreads out through social interaction.

Xun Zhao is studying in New Mexico State University. Her research includes critical pedagogy and teacher professional development.