Presentation Abstracts

John Ade
Pearson Longman
cindy.dodgion@pearson.com
Accelerating vocabulary: The on-ramp to academic success
Saturday, November 14, 2009 10:15-11:00 WEST D
Publisher Session 45 minutes SE, IEP / HE

With vocabulary being a key predictor of reading comprehension, systematic vocabulary instruction is critical to move English language learners forward. This session will explore how a multi-tiered approach to teaching vocabulary offers the best opportunity to equip learners with the skills they need for academic success.

Madeleine Adkins
International English Center, UCB
madeleine.adkins@colorado.edu
Exploring language ideologies with video
Saturday, November 14, 2009 10:15-11:00 WEST E
Paper 45 minutes AE, AL, BE, SE, IEP / HE

Language ideologies (Schieffelin, Woolard, Kroskrity 1998) can have a major impact on language acquisition, for better and for worse: they can attract or repel, encourage or discourage, and even distract and confuse language learners. This presentation will include an overview, hands-on activities using video clips, and small group discussions.

Myrna Ann Adkins
Spring Institute for Intercultural Learning
maadkins@springinstitute.org
Understanding the effects of trauma and torture in order to serve refugees better in class
Friday, November 13, 2009 1:30-3:15 CONIFER
Demonstration 105 minutes AE, GA

Burna Dunn
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Brandy Kramer
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Barbara Sample

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Trauma is inherent in the experience of refugee migration and resettlement. When teachers understand the nature and effects of trauma, they are better able to create lessons that assist their students in the adjustment process. This session will be in two parts. First, presenters will provide information about the effects of trauma, grief, and anxiety on learning and the challenges newcomers face as they learn English and move toward integration into their new lives. Second, presenters will describe a pilot ESL class offered at a center for survivors of torture and demonstrate classroom activities that address memory function, readiness to learn, and the ability to adjust to a new culture.

Cheri Amrine
Fort Lupton Middle School, Weld Re-8
camrine@ftlupton.k12.co.us
Measuring the affective filter: Guiding targeted change
Friday, November 13, 2009 2:30-3:15 PARKER
Paper 45 minutes AL, BE, EE, SE, IEP / HE

Susan Holloway
Fort Lupton High School, Weld Re-8
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Krashen brought the Affective Filter to the forefront. The researchers of this paper would like to continue and extend the professional conversation to include how to measure it, and how such measurement can guide changes in the classroom for the individual student, as well as the class as a whole.

Melissa Arnold
Oxford University Press
melissa.arnold@oup.com
Grammar as a writing tool
Saturday, November 14, 2009 10:15-11:00 WEST A
Publisher 45 minutes

How can we help learners apply their grammatical knowledge to their academic writing? This hands-on demonstration offers a highly practical approach to help advanced students synthesize their extensive yet often abstract knowledge of grammar.

Melissa Arnold
Oxford University Press
melissa.arnold@oup.com
Increasing students' active vocabulary with interactive white board
Friday, November 13, 2009 1:30-2:15 WEST A
Publisher 45 minutes

The Oxford Picture Dictionary (2nd edition) features two new exciting technology components: an interactive CD-ROM for students and an interactive classroom presentation tool for teachers. See how students will increase their active vocabulary in and out of the classroom.

Mary Louise Baez
Cambridge University Press
Come learn how Cambridge’s standards-based, five-level Ventures uses a wide array of components to encourage learner persistence and build community. Our authors’ respect for adult learners is exemplified by the relevant topics and systematic skill-building, which lead to student success. The program’s flexibility meets the varied needs of adult education classrooms.

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**Mary Louise Baez**  
Cambridge University Press  
mbaez@cambridge.org

Cambridge prepares students for academic success  
Saturday, November 14, 2009  1:30-2:15  WEST A  
Publisher Session  45 minutes

Are you looking for texts to prepare your students with academic skills? Come learn about Academic Encounters: The Natural World, Making Connections: Intermediate, and the new Cambridge dictionaries. The presenter will highlight the key features of each book, series, or dictionary, and involve the audience in short activities.

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**Patricia Baker**  
Skyline High School  
baker_patricia@stvrain.k12.co.us

Implementing an ESL mentorship program  
Saturday, November 14, 2009  11:15-12:00  SPRUCE  
Demonstration  45 minutes  EE, PA, SE

**Teddie Ryan**  
Skyline High School  
ryan_teddie@stvrain.k12.co.us

This demonstration outlines implementation of a mentorship program at Skyline High, the main objective being to promote success for new ESL students. Former ESL students are matched with new ESL students to mentor both academically and socially throughout the school year. Presenters will discuss successes and failures and possible changes.

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**Jay Baugher**  
Universidad de la Canada, Oaxaca, Mx.  
jay.baugher@usasalesconsulting.com

Teaching English in Mexico  
Saturday, November 14, 2009  1:30-2:15  GOLDEN  
Demonstration  45 minutes  IEP / HE, GA, SE

**Andrea Baugher**  
andrea.baugher@usasalesconsulting.com

If you’ve ever dreamed of going to Mexico to teach English, this is your chance to learn about the experience. The presenters went to a rural location in Oaxaca State for six months to teach at a local university. Paperwork, safety, travel, food preparation, housing, the students, narco-traficantes: they have the straight scoop.

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**Nancy Berry**  
Intensive English Program, Colorado State University  
nancy.berry@colostate.edu

Creating integrated skills projects using PhotoStory3  
Friday, November 13, 2009  10:15-11:00  CONIFER  
Demonstration  45 minutes  CALL, GA, IEP / HE

**Sharmini Gingras**  
Intensive English Program, Colorado State University  
sardonyx_77@hotmail.com

PhotoStory3 is an easy, free software program that students can use to create projects that naturally integrate all skills and increase language fluency and accuracy. Presenters will share examples of student-created PhotoStory3 projects and actually create a PhotoStory3 project during the session. A handout with step-by-step instructions will be provided.

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**Robert W. Blair**  
Brigham Young University  
robertwblair@yahoo.com

Interactive art lessons as teaching tools  
Friday, November 13, 2009  3:30-4:15  PARKER  
Demonstration  45 minutes  EE, GA

**Julia Blair**  
Brigham Young University

Teaching EFL in China in 1980 with no textbook, the presenters created lesson plans called “Art Lessons” in which students sketched dictated pictures that led to rich discussion and imaginative story creation. In years since, we’ve used “Art Lessons” to the delight of hundreds of students at various levels.

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**Dell Blair**  
dellblair@gmail.com

Tapping the gift children have for language  
Friday, November 13, 2009  1:30-2:15  WEST D  
Demonstration  45 minutes  AL, BE, EE

This is a demonstration/lecture showing materials and media developed for bilingual curricula to take level zero students to marginal competence. Using music, dance, illustrations, stories, and hands-on activities, the teacher guides the students into understanding and producing the target language.

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**Anne Bliss**  
University of Colorado Boulder  
anne.bliss@gmail.com

Globalization: World English  
Friday, October 13, 2009  9:15-10:00  PARKER  
Paper  45 minutes  AE, GA, IEP / HE

This presentation discusses the role of English as a world language and why certain features, e.g., word order, inflection, and number and sounds of vowels, enable many language groups to use English for international and interlingual communication. Related features of various "ishes"
Spanglish, Chinglish will also be discussed.

Kathy Bougher
University of Colorado Denver, Denver Public Schools, Coloradans for Immigrant Rights
kathybougher@hotmail.com

Immigration issues for educators
Friday, November 13, 2009 1:30-3:15 CHERRY-PLUM
Panel 105 minutes GA

LeeAnn Gott
Aurora Public Schools, Coloradans for Immigrant Rights
lgott88@msn.com

Jordan Garcia
Coloradans for Immigrant Rights, American Friends Service Committee
jgarcia@afsc.org

Immigration is a complicated, volatile issue that impacts students, families, and educators. Presenters will facilitate an immigration history timeline activity and a discussion on current proposals for immigration reform. Discussion will include implications for schools and families. Presenters will provide information on resources for teaching immigration topics in the classroom.

Kat Bradley-Bennett
St. Vrain Valley Adult Education / Northern Colorado Professional Development Center
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Task-based listening techniques for adult ESL
Friday, November 13, 2009 1:30-3:15 EVERGREEN
Workshop 105 minutes AE

This hands-on workshop will introduce ways to use task-based listening as a warm-up activity, a means of formal and informal assessments, and to provide students at any level the opportunity to engage in an activity and demonstrate comprehension without the stress of oral or written production.

Barbara Schuman Brekus
Community College of Denver
barbara@vark.us

Adapting the Sheltered Instruction Observation Protocol (SIOP) Model to the ESL lab
Friday, November 13, 2009 11:15-12:00 PARKER
Demonstration 45 minutes AE, AL, IEP / HE

Muge Sen-Gucuk
Community College of Denver
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The Sheltered Instruction Observation Protocol Method (SIOP) is very effective with second language learners. However, because of its emphasis on planning and building background, it needs modification for use in the Learning Lab. This presentation discusses modifications and demonstrates SIOP techniques used in the Community College of Denver ESL Lab.

John Brezinsky
Pearson Longman
cindy.dodgion@pearson.com
Academic preparation: Language, critical thinking, online learning
Friday, November 13, 2009 2:30-3:15 WEST A
Publisher Session 45 minutes SE, IEP / HE

Integrating language skills, grammar, and vocabulary into a comprehensive ESOL program including engaging content, critical thinking, and an online component is a significant challenge. The presenter describes one such program, the third edition of the NorthStar series.

Paula Brown
CTB/McGraw-Hill
paula_e_brown@ctb.com
The Colorado "No Surprises" language proficiency model
Friday, November 13, 2009 3:30-4:15 WEST E
Publisher Session 45 minutes BE, EE, SE, GA, IEP / HE

Enrique Pilleux
CTB/McGraw-Hill
enrique_pilleux@ctb.com
Anne Ramirez
Weld County School District RE-6
annramirez@greeleyschools.com

The Colorado “No Surprises” Model provides educators with a clear understanding of student language proficiency. Join CTB/McGraw-Hill and Anne Ramirez from Weld County School District in Greeley to determine how the LAS Links Benchmark Assessments can be used to track the progress of English language learners throughout the school year.

Dieter Bruhn
One World Training
dbruhn@oneworldtraining.com
Techniques for teaching beginners
Friday, November 13, 2009 3:30-4:15 CHERRY-PLUM
Demonstration 45 minutes AE, EE, SE

In this lively and interactive demonstration, the presenter will model techniques and activities for teaching beginners. Audience members will be put into the role of beginning language learners and will take part in a mini lesson conducted completely in Thai. A discussion will follow, and detailed handouts will be provided.

Carolyn Burtner
Rigby
carolyn.burtner@hmhpub.com
On Our Way to English (New 2010 Edition)
Friday, November 13, 2009 10:15-11:00 WEST A
Publisher Session 45 minutes

The new 2010 edition of On Our Way to English will be introduced. The program is a truly comprehensive program...
for English language learners that focuses on language, literacy, and content. Based on scientifically proven and effective research, On Our Way to English assures that ELL students will learn to read and write as effectively as their English-speaking peers.

Shirlaine Castellino  
Spring International Language Center  
shirlaine.castellino@arapahoe.edu  
The beauty of reading circles  
Saturday, November 14, 2009  
1:30-2:15  BOULDER  
Demonstration  45 minutes  
SE, IEP / HE

If you haven't heard of "reading circles," this is the session for you. The presenter aims to show how effective reading circles are at empowering students and developing responsibility and teamwork. Participants will go through the process themselves to understand how it works, especially in an advanced level reading class.

Ranee Cervania  
Community College of Denver  
raneecervania@ccd.edu  
Infusing critical thinking skills into your curriculum  
Friday, November 13, 2009  
1:30-2:15  GOLDEN  
Demonstration  45 minutes  
AE, AL, GA

Research has shown that many of our students lack 'higher-order' or critical thinking skills. Clement and Lockhead (1980) claim that teachers focus on the “what” (content) rather than the “how to” (thinking process). Participants will experience first-hand how to infuse critical thinking skills in a lesson on sequencing.

Cheng-Kan Chen  
University of Northern Colorado  
christine2c@hotmail.com  
Exploring Taiwanese students' perspectives toward academic English  
Friday, November 13, 2009  
2:30-3:15  WEST D  
Paper  45 minutes  
AE, Be, IEP / HE

This paper attempts to explore Taiwanese students’ perspectives toward academic English in American higher education by employing a narrative inquiry methodology. Four participants tell their stories about their previous English language learning experiences and language difficulties they encountered in the United States. Major findings and implications will be discussed.

Marilee Cloonan  
Ralston Public Schools  
marilee_cloonan@ralstonschools.org  
Latinas empowered: Group exploration within the school setting  
Saturday, November 14, 2009  
11:15-12:00  WEST D  
Demonstration  45 minutes  
AL, BE, SE

This presentation will demonstrate how Latina high school students engage in interactive examination of beliefs and experiences regarding educational/social/familial matters. Cultural context underlies discussion supporting the leadership of the group itself. The group culminates in career goals exploration and post-secondary planning. Framework, outline, and example discussions will be provided.

Beth Cloven  
Intensive English Program, Colorado State University  
beth.cloven@colostate.edu  
Making the most of conversation partners  
Friday, November 13, 2009  
1:30-2:15  WEST E  
Demonstration  45 minutes  
GA, IEP / HE

Having conversation partners in your classroom is a great opportunity for students; however, sometimes both students and conversation partners need guidance to help them interact successfully. The presenter will give suggestions for finding partners and designing effective activities, and discuss benefits and things to consider when working with conversation partners.

Anita Cooper  
Educational Consultant  
cooper_anita@yahoo.com  
Content area reading for struggling/unchallenged learners  
Saturday, November 14, 2009  
1:30-3:15  WEST D  
Workshop  105 minutes  
AL, EE, SE

Sarah Austin  
University of Colorado Denver, New America School  
knepaustin@msn.com  
Two workshop sessions: Ongoing Assessment and Independent Work Levels (1), and Centers, how to develop self-access centers, set up and effectively use in the Secondary Classroom (2). Participants will have time for practice with practical ideas, and with renewed knowledge and self-confidence effectively meet the needs of challenging populations.

Lindy Crawford  
University of Colorado Colorado Springs  
mcrawfor@uccs.edu  
Meeting the needs of secondary ELLs in math  
Friday, November 13, 2009  
9:15-10:00  CONIFER  
Demonstration  45 minutes  
BE, EE, SE, GA

Barbara Freeman  
Digital Directions International  
helpprogram@comcast.net  
In this session the presenters will demonstrate the various features of an innovative, web-based supplemental mathematics program designed for middle school English language learners. The program, HELP Math, presents middle school mathematics content via sheltered instruction techniques coupled with Spanish support. HELP Math has been researched extensively and has demonstrated success.
Debra Daise  
University of Colorado Boulder  
daise@colorado.edu  
Re-imagining vocabulary: A triathlon of activities  
Saturday, November 14, 2009  11:15-12:00  CHERRY-PLUM  
Demonstration  45 minutes  SE, IEP / HE

Charl Norloff  
University of Colorado Boulder  
norloff@colorado.edu  

Ruth Moore  
University of Colorado Boulder  
Ruth.Moore@colorado.edu  

We re-imagine our approaches to vocabulary development in this demonstration by presenting a triathlon of activities to help students finish with the vocabulary they need. We dive in with activities to introduce vocabulary, spin off with activities to reinforce the vocabulary, and run with activities to use the vocabulary.

Connie Davis  
St. Vrain School District  
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Multicultural classrooms and cross-cultural communication  
Saturday, November 14, 2009  10:15-12:00  PARKER  
Workshop  105 minutes  AE, GA

As teachers, we interact closely with students and family members from a variety of cultures. In this timely and interactive session, participants will discuss scenarios and situations involving cross-cultural communication (CCC), develop a broader awareness of cross-cultural experiences, and take home some tips, strategies, and resources for successful CCC.

Christine Deines  
Colorado Department of Education  
deines_c@cde.state.co.us  
Language learners and diversity resources at your local library  
Friday, November 13, 2009  11:15-12:00  SPRUCE  
Paper  45 minutes  AE, Be, EE, PA, GA, IEP / HE

Cindy McFadden  
Arapahoe Library District  
cmcfadden@ald.lib.co.us  
Warren Taylor  
University of Colorado Denver  
taylorwg@comcast.net

The library as both a curriculum and a vast community resource will enable students to become more connected with their community, U.S. culture, and customs, as well as provide them with the tools necessary to succeed in the U.S. as future citizens. The library is a perfect resource for all English language learners. Best of all, it’s FREE! Come find out about all the great ways your local library can enhance your ELA classrooms, learn library curriculum, and even find out about English classes offered at your local library!

Ruby Eichenour  
Community College of Aurora  
ruby.eichenour@ccaurora.edu  
Beyond Hangman: Effective, meaningful vocabulary practice activities  
Saturday, November 14, 2009  1:30-3:15  EVERGREEN  
Workshop  105 minutes  AE, GA, IEP / HE

How do we use the classroom to help students get the 12 meaningful encounters necessary to integrate new vocabulary? In this workshop participants will engage in various rich, fun, interactive vocabulary practice games, and will leave with a plan for making their classroom vocabulary instruction more dynamic and effective.

Anna Fichman  
University of Utah  
a.fichman@utah.edu  
Integrating poster presentations in ESL writing classes  
Friday, November 13, 2009  9:15-10:00  WEST C  
Demonstration  45 minutes  SE, IEP / HE

Teaching academic writing does not have to be tedious and unexciting. The presenter will show how engaging students in research projects and poster presentations related to their interests can motivate them to get involved in class activities and enhance their writing.

Anna Fichman  
University of Utah  
a.fichman@utah.edu  
Virtual campus: Email requests by ELLs  
Friday, November 13, 2009  3:30-4:15  CONIFER  
Paper  45 minutes  AE, CALL, IEP / HE

International students using email to communicate with their professors face a double challenge: lack of adequate linguistic skills, and unfamiliarity with the rules of netiquette. This paper investigates how NNS, in comparison with NS, formulate email requests and use standard email elements (title, greeting) in electronic messages to academic instructors.

Rebecca Fisher  
Spring International Language Center (Arapahoe Campus)  
r.fisher@spring.edu  
Challenges and solutions for pre-university Libyan students  
Saturday, November 14, 2009  11:15-12:00  BOULDER  
PAPER  45 minutes  IEP / HE

Heidi Peterson  
Spring International Language Center (Arapahoe Campus)  
heidip@spring.edu  

Nasser Bireni  
President of the Libyan Students Union, University of Colorado Denver
The cumulative effect of being a Libyan student in Colorado over the age of 30 with limited English proficiency on a governmental scholarship complicates admission to U.S. universities. Through student videos and discussion, the panel will detail statistics and the unique trials and successes of Libyan students.

Barbara Flocke
International English Center, University of Colorado Boulder
flocke@colorado.edu
The greening of an IEP curriculum
Friday, November 13, 2009 10:15-11:00  BOULDER
Demonstration 45 minutes  IEP / HE

Susan Fouts
International English Center, University of Colorado Boulder
fouts@colorado.edu
Sustainability -- the ability of humans to live in harmony with their environment -- is an essential concept today. Presenters will demonstrate the elements of a sustainable practices curriculum created at their IEP. Ideas for future curriculum development geared to business practice and across the four skills areas will also be presented.

Keith Folse
University of Central Florida
keith.folse@gmail.com
Great Writing: Less grading, smarter grammar, more vocabulary
Saturday, November 14, 2009 10:15-11:00  BOULDER
Demonstration 45 minutes  SE, IEP / HE, GA

An author of the brand-new edition of the five books in the Great Writing Series will explain how teachers can and should use activities that require less teacher grading, include a smarter selection of grammar, and promote more vocabulary learning as they help ELLs improve their composition skills.

Dr. Elizabeth Franklin
University of Northern Colorado
elizabeth.franklin@unco.edu
Strategies for teaching award-winning Latino books
Friday, November 13, 2009 2:30-3:15  SPRUCE
Demonstration 45 minutes  BE, EE, GA

Dr. Maria Lopez
University of Northern Colorado
maria.lopez@unco.edu
This session acquaints TESL K-12 teachers with four authentic award-winning Latino children’s literature books. Participants will also learn eight key strategies for teaching academic vocabulary development, comprehension, and critical thinking to the English learners reading these books.

Kathy Gamble
Front Range Community College, Boulder County Campus
kathy.gamble@frontrange.edu
Are you listening? Podcasts for ESL students
Friday, November 13, 2009 10:15-11:00  WEST D
Demonstration 45 minutes  AE, GA, IEP / HE

Helen Nielsen
Front Range Community College
helen.nielsen@frontrange.edu
Jim Piccolini
Front Range Community College
jim.picolini@frontrange.edu
How can instructors use podcasts to supplement classroom instruction? We will share examples of instructor-created audio and video mini-lessons in grammar, pronunciation, listening, reading, and authentic listening activities designed to assist ESL students transitioning to college degree programs. Suggestions for implementation will be included.

Leslie Grant
University of Colorado Colorado Springs
lgrant@uccs.edu
Podcasts and vodcasts for teacher training
Friday, November 13, 2009 2:30-3:15  GOLDEN
Demonstration 45 minutes  AL, GA, IEP / HE

Yvonne Bogard
Regis University
ybogard@regis.edu
Adding a podcast or vodcast (video podcast) to an online course makes content easier—and more interesting—to deliver online. The presenters demonstrate podcasts and vodcasts so that participants understand both the steps and benefits of this technology. Participants will leave with instructions for creating their own podcasts and vodcasts.

Krassan Gueorguiev
Spring Institute for Intercultural Learning
gueorguiev@springInstitute.org
The bus to Mogadishu
Friday, November 13, 2009 9:15-10:00  WEST B
Demonstration 45 minutes  AE

Burna Dunn
Spring Institute for Intercultural Learning
bdunn@springinstitute.org
What information do refugees need to integrate into American society? This interactive session will look at the issue of overseas and stateside cultural orientation and draw from the Spring Institute’s current cultural orientation curriculum to demonstrate activities to help newly arrived refugees navigate their new homeland.
What?! My paper’s not perfect?!
Friday, November 13, 2009 9:15-10:00 GOLDEN Discussion 45 minutes AL, SE, IEP / HE

How do ELL students recognize errors in their writing? Students say they want both classroom instruction and individual help, but what’s their effectiveness? Discussion will center on action research with community college advanced composition students. Surveys of three terms of students and experimentation with input processing will inform our reflection.

Kyla Hammond
University of Colorado Colorado Springs
kyla.hammond@ccsu.edu

ESL as the cornerstone for higher education global initiatives
Friday, November 13, 2009 9:15-10:00 WEST D Paper 45 minutes IEP / HE, GTA, PA

Anthony Shull
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Debby Jennings
University of Colorado Colorado Springs
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ESL is a vital component for internationalizing a university. Within an international framework, ESL programs are an important educational tool for emphasizing the value of diversity, providing exposure to other cultures, and building inclusiveness, and are the cornerstone of the new Office of Global Programs at University of Colorado Colorado Springs.

Dana Harper
Emily Griffith Opportunity School
d.harper10@gmail.com

Translating the TOEFL into classroom activities
Friday, November 13, 2009 10:15-11:00 SPRUCE Demonstration 45 minutes AE, IEP / HE

This presentation will demonstrate practical activities to teach some of the more difficult aspects of the TOEFL. These aspects include inserting sentences, paraphrasing, recognizing a good paraphrase, integrating reading and speaking for either writing or speaking, recognizing negative factual information, and taking notes.

Jill Haver
Hunters Glen & Prairie Hills Elementary Schools,
Adams 12
jill.haver@adams12.org

Engaging ELLs with iPods
Saturday, November 14, 2009 1:30-3:15 CHERRY-PLUM Workshop 105 minutes EE, SE, GA

Alicia Estis
Coronado Hills Elementary
alicia.estis@adams12.org

Shelley Stetler
Adams 12 Five Star Schools
shelley.stetler@adams12.org

Julie Bowlne
Adams 12 Five Star Schools
julie.bowlne@adams12.org

Adams 12 School District conducted a pilot project in 2008/09 where four ESL teachers sent home iPods with elementary students to increase their listening and reading time at home. Teachers were very pleased with the results and will expand the program in 2009/10. The presenters will share the program design, implementation, successes, and lessons.

Scott Hedblom
Denver Public Schools
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A novel idea
Friday, November 13, 2009 3:30-4:15 SPRUCE Demonstration 45 minutes AE, GA

This presentation will introduce classic literature in an adult education reading class through graded readers. Students learn the basic elements of literature, i.e., setting, plot, conflict, characters, and theme, and how these elements are essential in discussions and/or summaries of novels, short stories, play and movies.

Andrea Heyman
Front Range Community College
dickh@verinet.com

Teaching pronunciation in the adult ESL classroom
Friday, November 13, 2009 2:30-4:15 BOULDER Workshop 105 minutes AE, IEP / HE

This workshop will take the participant through the process of integrating pronunciation within their existing classes, as well as setting up a specific pronunciation curriculum. How to teach pronunciation, as well as several activities, will be presented in a sequential fashion to help the teacher organize his/her lesson plans.

Jeanne Hind
Spring International Language Center
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International enrollment management: IEPs and what it means
Friday, November 13, 2009 3:30-4:15 EVERGREEN Discussion 45 minutes PA, IEP / HE

Margie Gough
Intensive English Program, Colorado State University
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Intensive English programs must deal with fluctuations in student numbers. These impact the entire program: administrators, staff, teachers, and students. International enrollment management is the trend, but programs are not clear on what this means. This session looks at enrollment trends and introduces the issues and ways we manage enrollments.
Most educators recognize the relationship between language proficiency and achievement in text-heavy content areas such as language arts and social studies. What is not so obvious and therefore less understood is how language proficiency affects learning math. This session is a demonstration of the affect of English proficiency on math.

Andrea Feldman
University of Colorado Boulder
feldman@colorado.edu

Chinese students are studying at a variety of U.S. institutions in increasing numbers. What are their goals and how should institutions, teachers, administrators, and advisors take into account the “Chinese” and “American” cultures to help students achieve them? We will present contemporary insights and develop strategies for bridging cultures successfully.

Stephanie Johnson
Lewis Palmer School District
sjohnson@lewispalmer.org

Knock, knock, who’s there? A high school Non-English Proficient student (NEP)
Saturday, November 14, 2009 10:15-11:00 EVERGREEN
Discussion 45 minutes PA, SE, GA

Lisa Hatfield
Lewis Palmer High School
lhatfield@lewispalmer.org

What do you do when you come to work one morning and someone knocks on your high school classroom door with a brand new non-English speaking student? This discussion is centered on our anecdotal revelations, teaching philosophies, and no-kidding strategies for fire hose language acquisition while striving for meaningful learning.

Cayenna Johnson
Emily Griffith Opportunity School
cayenna_johnson@dpsk12.org

Improvitational storytelling
Saturday, November 14, 2009 10:15-11:00 CHERRY-PLUM
Demonstration 45 minutes AE, BE, IEP / HE

Love triangles, revenge, and misunderstandings are not only the building blocks of smutty TV. They are also the makings of an ABSolutely-FABulous ESL class. During this demonstration participants will create a story together using Total Physical Response (TPR), pictures, and improvizational acting. Then everyone will leave with a step-by-step handout to do it on their own.

Donna Kapp
Spring Institute for Intercultural Learning
donnajkapp@gmail.com

Reading to write well
Saturday, November 14, 2009 1:30-2:15 WEST B
Demonstration 45 minutes AE, IEP / HE

Teach writing by teaching reading. Not only will your students improve their writing, but reading like a writer can enhance your students’ vocabulary, understanding of grammar, and literary elements, critical thinking skills, and much more. Discussion of genres, suggested texts, writing prompts, and extension activities will be included.

Evelyn Kaye
Front Range Community College, Longmont
epkaye@msn.com

Fun field trips for adult ESL students
Saturday, November 14, 2009 1:30-2:15 SPRUCE
Demonstration 45 minutes AE, AL, GA

Field trips for adult ESL students can be to art museums, businesses, and libraries. These will be memorable educational experiences which enhance and enrich students’ knowledge of English. Practical information will focus on pre-trip preparation, trip ideas, and follow-up activities.

Laura Keiser
G. Stanley Hall Elementary, Papillion-LaVista School District
lkeiser@paplv.esu3.org

Unpacking content material for English language learners
Friday, November 13, 2009 11:15-12:00 EVERGREEN
Paper 45 minutes PA, SE, GA

Lora Vokoun
Parkview Heights Elementary, Papillion-LaVista School District
lvokoun@paplv.esu3.org

Whether attempting to make content comprehensible in the classroom, at grade level, or at the district level, the same strategies apply: analyzing the learning target, tiering vocabulary, identifying critical language and thinking skills, and differentiating activities for beginning and intermediate language level students.

Amelia Koopmann
Green Mountain Elementary, Jeffco Public Schools
ameliakoopman@hotmail.com
Anchor charts make learning and thinking visible
Friday, November 13, 2009  2:30-4:15  WEST C
Workshop  105 minutes  EE

Suanne Hawley
Green Mountain Elementary, Jeffco
shawley@jeffco.k12.co.us

What are anchor charts? How are they used to enhance literacy learning in a meaningful and purposeful way across different content areas? See real classroom examples and learn management strategies for making anchor charts useful for ALL students.

Juli Lamb
Spring International English Center
jl80303@gmail.com
Writing prompts that will engage your students
Saturday, November 14, 2009  11:15-12:00
EVERGREEN
Demonstration  45 minutes  AE, IEP / HE

Are your students tired of writing about the same old topics? This hands-on session presents fresh new writing prompts and teaching techniques that encourage students to truly express themselves in their writing. Attendees of this session will leave with ideas and reproducibles to use in their next class.

Sue Lavin
Pro Lingua Associates
info@ProLinguaAssociates.com
Building a life together in the U.S.
Friday, November 13, 2009  11:15-12:00  WEST A
Publisher Session  45 minutes

Pro Lingua’s new book Trials and Errors follows the life of a young couple. Ann returns to the U.S. with JD, a husband from another culture. His English needs work, and he needs work. The students listen, read, discuss, and role play their trials and correct JD’s errors.

Dianne Lefly
Colorado Department of Education
lefly_d@cede.state.co.us
English learners on the road to proficiency
Friday, November 13, 2009  1:30-2:15  PARKER
Paper  45 minutes  EE, PA, SE

Two related studies of ELL students are presented: 1) a matched cohort analysis of the relationship between the Colorado English Language Acquisition (CELA) assessment and the Colorado Student Achievement Program (CSAP) for ELLs, and 2) what the Colorado Growth Model tells us about Colorado’s English language learners.

Ardith Lousalet
St. Vrain Valley Adult Education
ncpdc@stvrain.k12.co.us
Great graphic organizers for better writing
Friday, November 13, 2009  1:30-2:15  WEST C
Demonstration  45 minutes  AE, GA

The CASAS Functional Writing Assessment (FWA) now verifies progress for adult learners at all intermediate and advanced ESL levels in Colorado. This presentation will inspire teachers to help learners at all levels use the visual and kinesthetic power of graphic organizers to improve their writing and their FWA scores.

Ardith Lousalet
St. Vrain Valley Adult Education
ncpdc@stvrain.k12.co.us
Ramp up classroom quality with volunteers
Saturday, November 14, 2009  2:30-3:15  GOLDEN
Demonstration  45 minutes  AE, GA

Greater demand for adult ESL may be in the air, but budgets don’t support expanded staffing. Thankfully, nationwide trends toward volunteerism can help programs by putting community members to work as classroom aides. It’s easy to recruit, train, and benefit from their services. This presentation suggests how to do it.

Jesse Markow
WIDA Consortium, Wisconsin Center for Educational Research, University of Wisconsin-Madison
markow@wisc.edu
Starting from CAN DO!
Friday, November 13, 2009  10:15-12:00  JEFFERSON
Workshop  105 minutes  AL, EE, SE

Learn how to use existing ELL knowledge and skills as a foundation for student academic language and academic achievement through the CAN-DO Descriptors, developed from the WIDA ELP Standards (the basis for TESOL Standards), in this interactive workshop.

Tamara Milbourn
International English Center, UCB
milbourn@colorado.edu
TOEFL vs. IELTS: What’s the difference
Friday, November 13, 2009  9:15-10:00  CHERRY-PLUM
Discussion  45 minutes  AE, IEP / HE

This past year, a surge in students taking the IELTS to get into institutions of higher learning occurred in Colorado. This presentation’s objective is to open a discussion about the IELTS, the TOEFL, and what action ESL educators might need to take in their programs to address this change.

Jane C. Miller
Colorado Department of Education
miller_j@cede.state.co.us
Adult immigrants improve English through U.S.A.
Learns website
Friday, November 13, 2009  9:15-10:00  EVERGREEN
Demonstration  45 minutes  AE, GA

Kay Elder
McLain Community High School
kayelder@earthlink.net
Sara Hamilton
Intergenerational Learning Center
shhamilt@adams14.org

Brandy Kramer
Spring Institute for Intercultural Learning
brandy.kramer@msn.com

The new U.S.A. Learns website for immigrant adults teaches English through videos and practice activities. The three co-presenters describe their experiences using U.S.A. Learns with adult learners from Low Beginning to High Intermediate, with fluent technology users and rank beginners, through independent study, computer labs, and whole group presentation using SmartBoards.

David Mindock
University of Denver
dmindock@du.edu

From book to book club: Extensive reading strategies in the IEP
Friday, November 13, 2009 10:15-11:00 PARKER
Demonstration 45 minutes AE, SE, IEP / HE

Kate Price
University of Denver
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Michelle Kryda Friedman
University of Denver
michelle.friedman@du.edu

Lisa Wexler
University of Denver
lisa.wexler@du

The presenters will outline the progression of the extensive reading program at the University of Denver's English Language Center to a student-managed book club format. Book Club is an informal, relaxed, communicative activity that is completely student-centered and student-driven.

Pierre Montagano
McGraw-Hill
shawntel_schmitt@mcdonald-hill.com

How technology is changing textbook publishing
Friday, November 13, 2009 10:15-11:00 WEST E
Publisher Session 45 minutes

The presenter will explore how robust digital platforms are reshaping ESL textbook publishing. Specific attention will be paid to how the next generation has abandoned print media and is more comfortable with online environments. Using different multimedia programs, the presenter will show how McGraw-Hill is adapting to the transformation.

Pierre Montagano
McGraw-Hill
shawntel_schmitt@mcdonald-hill.com

Grammar Form and Function (2nd Edition)
Saturday, November 14, 2009 11:15-12:00 WEST A
Publisher Session 45 minutes


Christine Muldoon
National Geographic/Hampton-Brown
cmuldoon4@msn.com
Inside from Hampton-Brown/National Geographic
Saturday, November 14, 2009 11:15-12:00 WEST D
Publisher Session 45 minutes

Step Inside and discover the power of reading, writing, and language instruction working together to move middle school English learners and striving readers to grade-level performance. The program includes the following: complete standards coverage to promote achievement, compelling content to inspire, strategies for language development, focused instruction to accelerate growth, and built-in assessment to ensure success.

Christine Muldoon
National Geographic/Hampton-Brown
cmuldoon4@msn.com
Hampton-Brown’s Edge: Reading, writing, and language
Friday, November 13, 2009 2:30-3:15 WEST E
Publisher Session 45 minutes

The presenter will introduce Hampton-Brown’s Edge: Reading Writing, and Language for high school striving readers and English learners. Learn about the series that is motivating and relevant, systematic and focused, standards-based and teacher-friendly, with built-in professional development.

Anita Mumm
Spring Institute for Intercultural Learning
amumm@yahoo.com
Creative writing for ESL Students
Saturday, November 14, 2009 1:30-3:15 WEST C
Workshop 105 minutes AE, IEP / HE

The workshop will focus on ways to use creative writing to enhance ESL students’ learning in either an IEP or adult education setting. The presenter will outline a possible curriculum and demonstrate sample activities based on the three major literary genres: fiction, nonfiction, and poetry.

Najiya Musbah
University of Colorado Denver
najiya.musbah@email.ucdenver.edu
Arabic interference into oral and written English:
Observation and diagnosis
Friday, November 13, 2009 9:15-10:00 SPRUCE
Paper 45 minutes BE, IEP / HE

In this experimental study on a group of ESL Libyan learners, the objective was to find out the typical mistakes those students tend to make in the area of oral and written English. It also gives some ideas to ESL teachers to better assist this group of students.
Dr. Mary Nance  
**Colorado Baptist General Convention**  
jomanance@peoplepc.com  
Using reader response translates into academic success  
Friday, November 13, 2009  9:15-10:00  WEST E  
Paper  45 minutes  AE, SE, IEP / HE

How can students with low reading interest and ability become achievers in higher education? From her doctoral research, the presenter will describe how the Reader Response Approach helped her students to quickly read higher texts and to enjoy reading, writing, and discussion assignments.

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Sally Nathenson-Mejia  
**University of Colorado Denver**  
sally.nathenson@cudenver.edu  
Growth through two languages: 3rd / 4th grades  
Saturday, November 14, 2009  1:30-2:15  CONIFER  
Demonstration  45 minutes  AL, BE, EE

Academic growth is taking place through two languages as these third and fourth grade teachers make decisions for using both Spanish and English. We will demonstrate the classrooms’ daily organization and instruction, and how this evolves throughout the year, based on students’ growing language and academic proficiencies.

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Maria Uribe  
**Denver Public Schools**  
maria_uribe@dpsk12.org

This presentation demonstrates two year growth of ELLs' reading proficiency in an urban elementary school. We describe the school-wide RtI program organized by language and reading proficiency and how the program uses collaborative decision-making and strategic language and literacy instruction to address the needs of all students in the school.

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Linnea Nelson  
**Littleton Public Schools**  
lnelson@lps.k12.co.us  
Co-teaching ELA students  
Friday, November 13, 2009  9:15-10:00  BOULDER  
Discussion  45 minutes  EE, GA

Chelsea Barger  
**Littleton Public Schools**

Sandi Mascio  
**Littleton Public Schools**

Learn about using co-teaching strategies with English language learners, specifically in a primary setting. Discussion topics include co-teaching methods, content-specific techniques, and daily routines.

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Helen Nielsen  
**Front Range Community College, Boulder County Campus**  
helen.nielsen@frontrange.edu  
Beyond conversation classes  
Saturday, November 14, 2009  11:15-12:00  WEST E  
Demonstration  45 minutes  IEP / HE, PA

Do your advanced-level ESL students need to be challenged beyond conversation classes? The presenter created and implemented the curriculum for an ESL public speaking class for this exact reason. Come hear how and what is taught, and how your program can do the same.

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Dana Plewka  
**Denver Post**  
dplewka@denverpost.com  
Information literate students  
Saturday, November 14, 2009  10:15-11:00  WEST C  
Publisher Session  45 minutes

Free access to digital Denver Post makes research and current events easy and fun. Translate articles to more than 50 languages. Students can listen to the stories read aloud while they read along. Engage students to think critically and make inferences.

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William Pulford  
**Spring International Language Center**  
andy.p@spring.edu  
Encouraging conversation  
Saturday, November 14, 2009  2:30-3:15  WEST E  
Demonstration  45 minutes  GA, SE, IEP / HE

Heidi Peterson  
**Spring International Language Center**  
nickypooh62@yahoo.com

While students often have the linguistic skills to handle conversations, they often do not possess the cultural skills for successful conversations. Presenters will define the challenges and demonstrate techniques that have aided students in acquiring the skills for successful two-way interactions. Video, sample activities, and suggestions for implementation will be included.

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Carol Raftis  
**Newark Board of Education**  
craftis@yahoo.com  
Creative ESL gardening communities: Sowing seeds of learning  
Friday, November 13, 2009  3:30-4:15  WEST D  
Workshop  45 minutes  AE, BE, EE

Through a combination of Powerpoint-based discussions and hands-on activities, teachers will be provided with ideas for
gardening with their students. We’ll cover multidisciplinary lessons through gardening, including math, social studies, literacy and science. Finally, we’ll discuss beginning a garden at your school, funding and donations, as well as a little horticultural how-to.

Lia Ridley  
Place Bridge Academy, Denver Public Schools  
liridley@comcast.net

Accountable talk within cooperative structure  
Saturday, November 14, 2009  10:15-12:00  GOLDEN  
Workshop  105 minutes  BE, EE, SE

Participants will experience and discuss how to create norms and skills of accountable talk, what it looks like in the classroom, the challenges, and ways of overcoming them. We will define accountable talk in our own words. Accountable Talk Moves and Prompts will be provided.

Elizabeth Rogers  
St. Vrain Valley Adult Education  
bhrogers@greenspeedisp.net

Four steps to improving Functional Writing Assessment performance  
Saturday, November 14, 2009  11:15-12:00  WEST C  
Demonstration  45 minutes  AE

Interested in a four-step process for improving performance of advanced adult ESL students on the CASAS Functional Writing Assessment? The presenter will detail activities to improve content, organization and word choice. A handout will be provided detailing each activity and including samples.

Tom Rohrbach  
Spring International Language Center  
rom@spring.edu

The WebRoom - An excellent portal website for ESL  
Saturday, November 14, 2009  1:30-2:15  PARKER  
Demonstration  45 minutes  AE, CALL, IEP / HE

Learn about the Spring International Language Center WebROOM, one of the most useful portal websites on the Internet for ESL learners and teachers, with hundreds of quality links. See what the WebRoom has to offer you and your students, and get ideas for creating an ESL portal for your school.

Maureen E. Rudy  
McLain Community High School, Jeffco School District, Catholic Charities  
rungaf@aol.com

Focusing on current events with ESL students  
Saturday, November 14, 2009  1:30-2:15  WEST E  
Demonstration  45 minutes  AE, GA

Given the richness of current events, how can ESL instructors utilize them as relevant and applicable teaching tools? In this session, discover new ways to engage students in query activities, incorporate cooperative learning strategies in the classroom, and provide concrete methods to link global issues with a student’s own community.

Barbara Sample  
Spring Institute for Intercultural Learning  
bbsample@springinstitute.org

Refugee women’s health care  
Friday, November 13, 2009  11:15-12:00  CONIFER  
Demonstration  45 minutes  AE, AL, GA

Burna Dunn  
Spring Institute for Intercultural Learning  
bdunn@springinstitute.org

Refugee women are at higher risk for critical chronic diseases. How can ESL lessons best educate learners about the effectiveness of prevention, early detection, and routine access to health care? This session will demonstrate strategies for dealing proactively with cervical cancer and cardiovascular health in an ESL classroom.

Tom Schroeder  
Utah State University  
tom.schroeder@usu.edu

Native speakers in the ESL classroom  
Friday, November 13, 2009  1:30-2:15  Poster Area  
Poster session  45 minutes  AE, GA, IEP / HE

Native speaking partners in communicative classrooms are seen by students as beneficial for practice. How this time is structured can increase the range of learning possibilities. Using native speakers as peers in group work, as models of pragmatics, as well as linguistic and cultural resources can maximize the use of such partners.

Tom Schroeder  
Utah State University  
tom.schroeder@usu.edu

Recent films with classroom application  
Friday, November 13, 2009  11:15-12:00  BOULDER  
Discussion  45 minutes  AE, SE, IEP / HE

This discussion will focus on the classroom application of this year's movies. From "Slumdog Millionaire" to “The Reader” from "Waltz with Bashir" to "Milk," there is a wealth of topical material. Particular emphasis will be on the undocumented experience in the "Visitor" and the International student experience in "Dark Matter."

Bonnie Scudder  
The Learner's Edge, Inc.  
bscudder@evcohs.com, ddi6790@aol.com

ELL Interventions: Think Sheets and other programs  
Friday, November 13, 2009  11:15-12:00  WEST E  
Publisher Session  45 minutes

Diane Johnson  
Ken Andrews

An ELL Intervention Program is presented—Think Sheets: A Reading Comprehension, Critical Thinking, Analytical Writing Program—which has had excellent results for grades 7-12. Also, elementary bilingual reading and math materials will be highlighted. Developed by a psychologist, these materials are based on sound psychological learning practice.
John Sivell  
Brock University, Canada  
jsivell@brocku.ca  
Making professional development work  
Saturday, November 14, 2009  10:15-11:00  WEST B  
Discussion  45 minutes AL, PA, GA

Sasima Charubusp  
Mae Fah Luang University (Thailand)

Engagement in professional development is a responsibility for all ESL/EFL teachers. Building on a simple but powerful theoretical framework for thinking about professional growth, this session will invite the discussion and exchange of effective professional development experiences, leading to collaborative production of an overview of best practices.

Elizabeth Skelton  
Consultant, Adams State College  
ellsbeth@bethskelton.com  
Building academic vocabulary  
Friday, November 13, 2009  10:15-12:00  CHERRY-PLUM  
Workshop  105 minutes EE, SE, GA

Are your ELLs "lost in translation?" Does the lack of academic vocabulary and concepts hinder their comprehension of lessons and texts? Come to this interactive workshop and leave with at least 10 practical, proven strategies that help ELLs build academic vocabulary.

Mary Jo Sobocinski  
McLain Community High School  
mjs@discursion.com  
Making speaking a priority in ESL classrooms  
Saturday, November 14, 2009  2:30-3:15  WEST B  
Demonstration  45 minutes AE, GA

Since research shows that participating in authentic conversation aids in second language acquisition, many teachers attempt to make speaking a priority in their own classrooms. Participants will discuss and evaluate strategies for incorporating speaking and conversation in the ESL classroom. A handout with ready-to-go activities will be included.

Ethel Swartley  
English Language Center, University of Denver  
ethel.swartley@cu.edu  
Uploading student performances to provide oral feedback  
Friday, November 13, 2009  1:30-2:15  BOULDER  
Demonstration  45 minutes CALL, IEP / HE

Julie Thornton  
English Language Center, University of Denver  
jthornt5@du.edu

Online learning platforms like Blackboard and Moodle allow teachers to provide oral feedback to technologically savvy IEP students. This demonstration will show how instructors can record, capture and upload student audio- and video-files to online platforms, providing students with feedback about specific class performances and improvement over time.

Fujuan Tan  
University of Wyoming  
ftan@uwyo.edu  
Practicing culturally responsive teaching in dual ways  
Saturday, November 14, 2009  2:30-3:15  WEST A  
Paper  45 minutes AE, IEP / HE

Mollie Steinke  
Laramie County Community College  
mollie_steinke@yahoo.com

Culturally responsive teaching can be practiced in dual ways to facilitate language acquisition and personal growth for adult ESOL students. Dual-way responsiveness to mainstream culture and students’ home cultures exemplifies instructors’ roles of being cultural brokers and culturally sensitive teachers. Classroom-based service learning is an effective strategy for such use.

Sharon Vaughn (Stertz)  
Denver Public Schools, University of Colorado  
sharon_vaughn@dpsk12.org  
Empowering English language learners through buddy reading  
Friday, November 13, 2009  10:15-12:00  GOLDEN  
Workshop  105 minutes EE, IEP / HE, SE

Gabbi Corona Torres  
Denver Public Schools  
Monica Vidales  
Denver Public Schools

Empowering English language learners to become teachers to their community members is an essential component lacking at many under-resourced schools. Students will demonstrate how they use SIOP reading strategies in a buddy reading format to teach their younger colleagues to read.

Wayne Walker  
Colorado State University  
wayne.walker@colostate.edu  
Using dictoglosses in form-focused classes  
Saturday, November 14, 2009  2:30-3:15  SPRUCE  
Demonstration  45 minutes SE, IEO / HE

David Virgili  
Colorado State University  
davidvirgili@yahoo.com

Dictoglosses are a popular classroom activity because they implement many current theories of second language pedagogy. But how can they best be used when teaching specific grammar points? The presenters will briefly discuss the research behind dictoglosses and demonstrate several grammar-based examples that have proven successful.

Anne Walter
Developing cultural understanding through an international cookbook
Friday, November 13, 2009  1:30-2:15  Poster Area
Poster session  45 minutes  AE, EE, GA

Mary Beth Johnson
Colorado State University
mbj@lamar.colostate.edu

How can cultural understanding be developed in the TESL/TEFL classroom? Presenters will describe a project designed for an internship in parent/child literacy, in which students created an innovative cookbook featuring recipes from their home countries.

Rebecca Wasil
English Language Institute at CSU-Pueblo
ry.wasil@colostate-pueblo.edu

Layers of interactive learning with native speakers
Friday, November 13, 2009  3:30-4:15  WEST B
Demonstration  45 minutes  SE, IEP / HE

Cathy Bergin
Garden Park Alternative High School
berginc@canoncityschools.org

Presenters will describe a collaboration with native speakers that engaged students in language arts activities while sharing varied cultural perspectives and experiential learning. They will conduct activities and present ideas to foster a similar collaboration between ELL learners and native speakers. Presenters will offer lessons, materials, and suggestions for implementation.

Kathleen Santopietro Weddel
Northern Colorado Professional Development Center
ncpdc@stvrain.k12.co.us

How to choose a good ESL textbook
Saturday, November 14, 2009  10:15-11:00  SPRUCE
Demonstration  45 minutes  AE, PA, GA

While there may not be a perfect ESL textbook, we have our standards! Participants understand the benefits of using textbooks and identify components of a core ESL series. In addition, specific criteria for choosing and evaluating adult learner-centered books will be reviewed. No, it's not a publisher session!

Lisa Wexler
English Language Center, University of Denver
lisa.wexler@du.com

Go interactive with academic writing!
Saturday, November 14, 2009  2:30-3:15  CONIFER
Demonstration  45 minutes  SE, IEP / HE

Michelle Kryda Friedman
English Language Center, University of Denver
michelle.friedman@du.edu

Discover annotation activities that turn academic reading into an interactive and communicative process. The presenters will demonstrate how this active reading strategy helps students discuss texts, design fantastic text questions, jigsaw effectively, and produce strong oral and written summaries. This session makes teaching academic reading fun and dynamic.