Presentation Abstracts

Myrna Ann Adkins  
Spring Institute for Intercultural Learning  
maadkins@springinstitute.org  
Trauma informed classes: Listening to refugee voices  
FRIDAY 10:15-11:00 GOLDEN  
PAPER AE, EE, SE

Burna Dunn  
Spring Institute for Intercultural Learning  
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Drucie Bathin  
Spring Institute for Intercultural Learning  
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Each new group of refugees brings experiences of trauma and resettlement stories that must be taken into account if teaching and learning are to be effective and efficient. Having refugees as part of this presentation will help illuminate how authentic content can come from and speak to refugee students.

Deborah Agar  
Regis University  
dagar@regis.edu

Beyond TPR: Kinesthetic language learning and socialization  
FRIDAY 10:15-12:00 SPRUCE  
PAPER AL, EE, GA, SE

Mackenzie Petersen  
Aurora Public Schools  
m.petersen@aps.k12.co.us

Diana Mittelstet  
Jefferson County School District  
dmittelk@jeffco.k12.co.us

In this presentation three graduates of Regis University's M.A. in education program will present research findings and lesson designs that help integrate language learning with kinesthetic learning principles. Research results include increased focus in classroom learning and improved socialization skills.

Nancy Albertson  
Fountain Fort Carson District Eight  
nalbertson@ffc8.org

Teachers and parents becoming partners for children  
SATURDAY 1:30-2:15 BOULDER  
PAPER AL, EE, GA

How can educators convince reluctant parents to become partners in their children’s education? The presenter shows recent research including: key aspects that will motivate parents, strategies to limit barriers, and new ways to build parents' confidence. Overhead slides with hard copies, audience participation, and group task solving will be included.

Jim Anderson  
Cambridge University Press  
kkjelstrup@cambridge.org

Improve writing with dictionary and grammar skills  
FRIDAY 2:30-3:15 WEST A  
PUBLISHER SESSION-Cambridge University Press

Do your students experience extreme anxiety when writing? Do they use simple grammar and vocabulary? Learn how Cambridge University Press’ Academic Content Dictionary, Grammar CD-ROMs and Writers At Work series support students to improve their vocabulary, become more proficient users of complex grammar structures, therefore improving their writing skills.

Madeleine Ballard  
Spring International Language Institute  
madeleine.b@spring.edu

From paragraph to essay  
FRIDAY 3:30-4:15 PARKER  
DEMONSTRATION AE, SE, IEP/HE

Heidi Petersen  
Spring International Language Institute  
heidi.p@spring.edu

Learning to write essays doesn’t have to be difficult. The presenters will show how students can use their own paragraphs as the basis for their essays, using simple techniques that help students structure and revise their work.

Amy Bennett  
Sherrelwood Elementary, Adams 50  
knomadik@hotmail.com

Using patterns to facilitate language learning  
FRIDAY 2:30-4:15 SPRUCE  
WORKSHOP EE, GA

Beth Ungerecht  
Sherrelwood Elementary, Adams 50  
mungerecht@adams50.org
Learn new applications of familiar strategies to teach English grammar and usage to English learners in this highly interactive workshop. This will be a “make and take” style workshop in which teachers will leave with “use it tomorrow” activities.

**Nancy Berry**  
IEP - CSU  
nancy.berry@colostate.edu

**Providing test-taking accommodations for international undergraduates**  
FRIDAY  11:15-12:00  WEST D  
DISCUSSION  IEP/HE, PA

**Mary Kay Wedum**  
IEP - CSU  
mary.wedum@colostate.edu

This session explores providing classroom test-taking accommodations, such as extended time and dictionary use for international freshmen in order to promote academic success. Results of surveys administered to students and faculty along with policies proposed will be presented. Participants are encouraged to share accommodation practices at their institutions.

**Bill Bliss**  
Language & Communication Associates  
blissmedia@aol.com

**The power of games, music, and fun!**  
SATURDAY  11:15-12:00  WEST B  
PUBLISHER SESSION-Pearson Longman

Fun is powerful! With curriculum checklists and standardized tests weighing down our language instruction, games and music lighten and liven up the classroom, promote students’ playfulness with language, reduce anxiety, and motivate students to persist enthusiastically. Samples of the new “Word by Word Communication Games” will be provided.

**William J. Bonk**  
Colorado Department of Education  
Bonk_W@cde.state.co.us

**Investigating the ear for foreign languages**  
FRIDAY  10:15-11:00  CONIFER  
PAPER  AE, BE, IEP/HE

This study investigated individual differences in students’ ability to perceive and maintain nonsense words. Results indicated a strong dissociation between performance in the L1 and L2, suggesting the existence of strong individual differences in L2 phonological aptitude. Analysis identified sub-processes in memory likely to cause the effects observed.

**Kathy Bougher**  
University of Colorado Denver  
kathybougher@hotmail.com

**Immigration issues for educators**  
FRIDAY  2:30-4:15  WEST E  
PANEL  GA

**Lee Ann Gott**  
Aurora Public Schools  
lgott88@msn.com

**Jordan Garcia**  
American Friends Service Committee  
jgarcia@afsc.org

How does the current immigration debate impact you, your students and their families? Get information about current and historical immigration issues, as well as resources on how you can advocate for students and families in your school and in the community. Session will include interactive activities, discussion and handouts.

**Rebecca Bourassa**  
Chamberlin Elem., Harrison S.D. 2  
bbourassa@hsd2.org

**Teaching vocabulary with non-linguistic representations**  
FRIDAY  1:30-2:15  WEST C  
DEMONSTRATION  EE, GA

Come in for a demonstration of several non-linguistic teaching strategies for vocabulary development that you can apply the next day! The presentation will end with time to share your favorite vocabulary game.

**Kat Bradley-Bennett**  
St. Vrain Valley Adult Education  
bennett_katharine@stvrain.k12.co.us

**Learner-centered instruction for adults**  
SATURDAY  1:30-3:15  WEST C  
WORKSHOP  AE

**Nadeen Lester**  
Front Range Community College Longmont Campus  
lester_nadeen@stvrain.k12.co.us

**Nancy Nangle**  
St. Vrain Valley Adult Education  
nangle_nancy@stvrain.k12.co.us

What is learner-centered instruction (LCI)? Why and how is it appropriate in an adult education setting? In this hands-on workshop we will explore the principles of LCI and how to implement more learner-centered instruction in any teaching setting (structured classes or one-on-one and small group instruction).

**Gary Brady-Herndon**  
Community College of Aurora  
gary.brady-herndon@ccaurora.edu

**When IT and ESL collide**  
SATURDAY  2:30-3:15  SPRUCE  
DISCUSSION  AE, AL, IEP/HE, PA, SE

**Chris Tombari**  
Community College of Aurora
Whose responsibility is it to make sure ELLs are computer literate: the students, teachers, or IT department? Participants will witness a short immersion exercise. After discussing the presenters' observations orienting ELLs to an online program, there will be a discussion on the unique needs of ELLs related to learning technology.

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**John Brezinsky**  
Pearson Longman  
john.brezinsky@pearson.com

**Current issues in academic reading and writing**  
FRIDAY 10:15-11:00 WEST A  
PUBLISHER SESSION-Pearson Longman

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.

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**Julie Bruch**  
Mesa State  
jbruch@mesastate.edu

**Future of English grammar: Part two**  
SATURDAY 10:15-11:00 WEST C  
PAPER IEP/HE, GA

English has been changing drastically in the past two decades. What will the English of tomorrow be like, and what are the implications of these changes for ESL? How can the field of ESL keep up with evolving forms of “standard” American English? Part two of a 2006 CoTESOL presentation.

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**Dieter Bruhn**  
One World Training  
dbruhn@oneworldtraining.com

**Effective techniques for teaching beginners**  
SATURDAY 10:15-11:00 EVERGREEN  
DEMONSTRATION AE, SE, GA

This fun and interactive demonstration is designed to model effective techniques for teaching beginners. Participants will be put into the role of students and will take part in a beginning lesson taught solely in Thai. A debrief will follow to discuss the techniques used, and detailed handouts will be provided.

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**Ranee Cervania**  
Community College of Denver  
raneecervania@ccd.edu

**Developing critical reading skills**  
SATURDAY 1:30-2:15 WEST B  
DEMONSTRATION AE, AL, GA

This presentation will demonstrate the use of the basic structure of a paragraph—topic, main idea, major and minor supporting details—from a reader’s perspective as a foundational framework for developing critical reading skills. Participants will learn first-hand the different types of questions to ask and clues to look for when reading critically.

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**Mark Clarke**  
University of Colorado Denver  
mark.clarke@ucdenver.edu

**Pragmatic aspects of transformative teaching and learning**  
FRIDAY 3:30-4:15 JEFFERSON  
PAPER AL, PA, GA

Transformative learning goes beyond acquisition of information and skills and results in profound changes in the way individuals see themselves and the world. Changes of this sort provoke significant disturbances. The presenter will explore personal, interpersonal, cultural, and institutional factors that require attention if we are to achieve our transformative potential.

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**Beth Cloven**  
IEP - CSU  
beth.cloven@colostate.edu

**Using colored pencils in writing classes**  
SATURDAY 11:15-12:00 WEST D  
DEMONSTRATION IEP/HE, GA

Do your intermediate-level students struggle with content and organization in their paragraph writing? This presenter has had success using colored pencils in an intermediate-level writing class to help students with these issues. The presenter will give suggestions and provide samples of activities that have worked well with her students.

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**Katie Collins**  
Denver Public Schools  
kathleen_collins@dpsk12.org

**Imagine pre-literate learners reading!**  
FRIDAY 3:30-4:15 CONIFER  
DISCUSSION AE, AL, GA

Are you wondering how to teach those pre-literate students that are mixed into your level one class? Come discuss and learn ideas that have been successful. Participants will have a chance to watch a short video of one strategy the presenter uses. Arrive with material suggestions or just open ears!

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**Linda Cressman**  
St. Vrain Valley Adult Education  
cressman_linda@stvrain.k12.co.us

**Extending the lesson beyond the classroom**  
FRIDAY 10:15-11:00 CONIFER  
DEMONSTRATION AE, AL, GA

Connie Davis  
Northern Colorado Professional Development Resource Center  
ncpdc@stvrain.k12.co.us.
How can teachers encourage students to use English outside of the classroom? One way is by giving them simple practice tasks to do after they leave class. Presenters will describe useful, effective, “real-life” activities through an interactive presentation using demonstration and materials to expand students' learning and language practice in their everyday lives.

Jennifer Daniels
Mesa County Valley School District 51
jen.daniels@d51schools.org

How to develop ELD curriculum frameworks
FRIDAY 9:15-10:00 WEST D
DEMONSTRATION EE, SE, GA

Nancy Alexander
Mesa County Valley School District 51
nancy.alexander@d51schools.org

The objective is to prepare teachers and teacher leaders for ELD curriculum development by sharing the process the presenters are using in District 51 and that has been a great success. Teachers select end-of-year targets in the four language domains for students in grade spans and language levels that match the WIDA ELP standards. The presenters will share the process of brainstorming and refining the Language Level Expectations on the ELD Curriculum Frameworks, and for development benchmark activities and progress monitoring tools that match the Frameworks.

Connie Davis
Northern Colorado Professional Development Resource Center
ncpdc@stvrain.k12.co.us

Teaching vocabulary is important - Ten great activities
SATURDAY 1:30-3:15 PARKER
WORKSHOP AE, GA

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

Vocabulary learning, an important and constant goal of every language learner, challenges instructors to increase their abilities to provide meaningful examples and a variety of different activities that help students practice and improve vocabulary. Presenters offer ten activities drawn from resources available from the Northern Colorado Professional Development Resource Center.

Jennifer Duarte
Mountain Vista Community School, Harrison District 2
jenniferjduarte@gmail.com

Everyone gets it - Technology use in math
FRIDAY 3:30-4:15 WEST D
DEMONSTRATION CA, SE, PS

Laura Zoromski
Ranum Middle School, Adams School District 50
lzoromski@adams50.org

Recent research has shown that effective incorporation of technology into content area classrooms has a positive effect on student performance. The utilization of these tools allows for all students, including those whose first language is not English, to access the content information at their individualized level. The objective of this session is to provide classroom teachers and program directors with specific strategies to incorporate technology into a math class.

Michelle Dujka
University of Denver
mdujka@du.edu

Video in the language classroom
SATURDAY 11:15-12:00 BOULDER
DEMONSTRATION AE, IEP/HE

How can the teacher effectively use video in the language classroom to meet objectives for that day? Using guidelines from “Video in Second Language Teaching” by Stempleski & Arcario, the presenter will show you how to meet a variety of objectives using different techniques with video clips.

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

Teaching customer service for the global village
FRIDAY 1:30-2:15 BOULDER
DEMONSTRATION AE

Myrna Ann Adkins
Spring Institute for Intercultural Learning
maadkins@springinstitute.org

Rose Mahosky
Spring Institute for Intercultural Learning
rose_schaefer@yahoo.com

Limited English Speakers are competing for jobs with the general public. Many of the entry-level jobs historically filled by LEPs now are fiercely competitive. This session looks at how adding customer service training to employment activities gives LEP students a distinct advantage in the job market.

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

Return on investment for workplace English
SATURDAY 1:30-2:15 WEST E
DEMONSTRATION AE

Rose Mahosky
Spring Institute for Intercultural Learning
rose_schaefer@yahoo.com

Workplace English is often frustrating for the company, instructor, and students. Class time added to work, relevancy
of materials, and support from supervisors can make or break a workplace class. This presentation will examine how a workplace English program design can include the elements needed for success.

Korrin Ebira  
ELI - University of Utah  
kebira@aoce.utah.edu

Dramatic English - from understudy to star  
FRIDAY 1:30-2:15 SPRUCE  
DEMONSTRATION IEP/HE

George Plautz  
ELI - University of Utah  
gplautz@aoce.utah.edu

Chad Bramble  
ELI - University of Utah  
chadbramble@gmail.com

Drama activities have often been relegated to a supporting role in the ESL speaking classroom. However, drama activities can take a major role by being carefully tied to teaching points, allowing students to display their knowledge in realistic situations. This strategy will be explained, examples given, and assessment tools shared.

Gavin Edwards  
Spring International - Auraria  
gavin@spring.edu

Teaching research skills in the IEP classroom  
FRIDAY  11:15-12:00 EVERGREEN  
PAPER SE, IEP/HE

Mavis Morua  
Spring International - Auraria  
mavis.morua@spring.edu

ELLs entering university must do research projects, yet few have the tools to do so successfully. What skills and strategies should IEP instructors teach to create competent researchers? What materials and techniques can be used to actively engage students in the research process?

Ruby Eichenour  
Community College of Aurora  
ruby.eichenour@ccaurora.edu

Imagining the possible by discussing the controversial  
FRIDAY  11:15-12:00 BOULDER  
DISCUSSION GA

Does homework help or hinder learning? Do writing rubrics help learning or simply facilitate grading papers? Imagining the possible includes engaging in ongoing conversations about meaningful and controversial topics in education. In this discussion we’ll do a jigsaw of some articles by Alfie Kohn to spark some discussions with colleagues.

Ruby Eichenour  
Community College of Aurora  
ruby.eichenour@ccaurora.edu

A dynamic introduction to the writing process  
SATURDAY 10:15-11:00 GOLDEN  
WORKSHOP AE, IEP/HE, GA

Is it possible to introduce learners to brainstorming, developing ideas, drafting, peer review, and audience in a single 50-minute writing lesson? Absolutely! In this interactive workshop, the attendee will: experience a fun process-writing lesson; explore the theories and techniques behind the lesson; and plan adaptations of the lesson for the individual’s context.

Kay Elder  
McLain Community High School, Jeffco  
kayelder@earthlink.net

SIMulate your students: Practicing life skills with computers  
FRIDAY  9:15-10:00 WEST A  
DEMONSTRATION AE, CALL, GA

Sherri Durman  
McLain Community High School, Jeffco  
sdurman2001@yahoo.com

This is a demonstration on using computers to “stimulate” students by “simulating” life skill situations which are contained in prepackaged computer games like Sims2™EA Games and internet websites that allow students to practice life skills such as daily routines, shopping, making travel plans, and completing job applications.

Renee L. Feather  
University of Denver  
featherr@georgetown.edu

Improving critical thinking by asking better questions  
SATURDAY  2:30-3:15 CONIFER  
PAPER AL, IEP/HE

Recent classroom research indicates that question formation and responses are critical skills that ESL students need for future success in university classrooms. This presentation provides research findings and examines how ESL instructors can improve their questions to promote the skills that students need to participate successfully in university classroom discussions.

Andrea Feldman  
University of Colorado Boulder  
feldman@colorado.edu

Dialogues on immigration: Connecting workers, students, and faculty  
SATURDAY  11:15-12:00 SPRUCE  
PAPER IEP/HE, GA

Pilar Prostko  
Boulder Valley School District, University of Colorado Boulder  
pilarasattler@yahoo.com

As ESL students enter the university, one obstacle they face is joining the community. At CU-Boulder, this concern was
addressed by hosting a dialogue day around the issue of immigration and differences among students, faculty and workers. This session provides strategies for participants to integrate constituencies on their own campuses.

Anna Fichman  
University of Utah  
a.fichman@utah.edu

Writing? I'm living it!  
SATURDAY 2:30-3:15 WEST D  
DEMONSTRATION  AE, IEP/HE, GA

Both novice and experienced teachers know how difficult it is to engage students in a writing classroom. This presentation will explore activities and strategies that not only empower students to improve their English writing but also help them discover their writing potential and develop positive attitudes toward writing.

Janet Fichter  
Blue Heron Elem., Jeffco  
jfichter@jeffco.k12.co.us

Seven effective strategies for building vocabulary  
FRIDAY 9:15-10:00 PARKER  
DEMONSTRATION  EE, GA, CA

Teachers need mnemonic tools as much as students do, so the presenter developed "Seven Effective Strategies for Building Vocabulary." (These strategies all end in the suffix -tion, making them easy to remember). Applying the strategies to all content areas will be highlighted. Making vocabulary development meaningful for students guides the presentation.

Rebecca Fisher  
Spring International Language Center  
r.fisher@spring.edu

Cheating trends among international students  
FRIDAY 9:15-10:00 WEST C  
PAPER  AE, IEP/HE

How is new technology impacting the way international students cheat? Are the motivations and methodologies employed by international students the same as American students? American high school students are motivated to cheat, in part, by high-stakes tests that influence their college admission. Similarly, internationals are also focused on graduating from their respective IEPs, sometimes with a required high GPA, in order to waive a college’s TOEFL or IELTS entrance requirement.

Rebecca Fisher  
Spring International Language Center  
r.fisher@spring.edu

Promoting English-only peer pressure in class  
SATURDAY 10:15-11:00 PARKER  
PAPER  IEP/HE

Currently many IEPs are composed mainly of students sharing the same L1. This session focuses on a peer-based teaching method that motivates students to use English. The results of the application of this technique to 17 ESL classes over the course of a seven-week period will be detailed.

Meredith Folley  
Community College of Aurora  
meredith.folley@ccaurora.edu

Beauty and the beast: Content-area writing  
FRIDAY 2:30-3:15 WEST D  
DISCUSSION  CA, IEP/HE

Participants will consult about standards for ELL-writing in higher education, with the goal of formulating individual goals for initiating consistent standards for ELL writing in content-area courses at their own institutions. Participants will use clickers to examine their range of opinions, evaluate sample writing, and discuss reasons for variability in standards.

Roger Frost  
International English Center – University of Colorado  
rfrost67@gmail.com

Keeping your class engaged  
FRIDAY 2:30-3:15 CHERRY/PLUM  
DEMONSTRATION  IEP/HE,SE

Keeping your students engaged and excited about class can sometimes be a challenge. By injecting a bit of humor, friendly competition, and a chance to be physically active, you can perk up that Monday morning grammar session or break up that two-hour long writing class.

Kathy Gamble  
Front Range Community College  
kathy.gamble@frontrange.edu

Collaboration that benefits ESL and TESL students  
FRIDAY 3:30-4:15 BOULDER  
DEMONSTRATION  AE, AL, GA

Collaboration is a power model that benefits both ESL and TESL students. Presenters will share activities currently being used to provide authentic, relevant experiences in ESL and TESL programs. Find out how you can use tutoring, podcasts, service learning, book clubs, computer literacy, seminars, etc. to enrich your curricular offerings.

Jeanne Gibson
Community involvement in an IEP: Imaginative possibilities
SATURDAY 10:15-11:00 SPRUCE
DEMONSTRATION AE, IEP/HE

Rebecca Wasil
Colorado State University Pueblo
rwasil@juno.com

Help students interact with Americans by inviting diverse members of the community to participate in your classes. From children to octogenarians, community visitors add interest and variety—the possibilities are endless! The presenters will offer suggestions for recruiting and plenty of ideas for both oral and written English activities.

Kate Goodspeed
Emily Griffith Opportunity School
goodkate88@yahoo.com

Stress-free activities for pre-literate students
FRIDAY 11:15-12:00 CONIFER
DEMONSTRATION AE

Are you tearing your hair out working with pre-literate adults who have never held a pencil? My hair is growing back now that I've developed many activities that work well with this challenging and rewarding population. The presenter will share these activities.

Margo Gottlieb
Houghton Mifflin Harcourt
mgottlieb@cntrmail.org

The ELL assessment solution for K-6
FRIDAY 2:30-3:15 CONIFER
PUBLISHER SESSION-Houghton Mifflin Harcourt

Assess all four domains of listening, speaking, reading, and writing in all four content areas: language arts, social studies, math, and science for grades K-6. Authored by the presenter and published in cooperation with TESOL, this assessment will inform instruction to achieve academic progress and success for your English Language Learners.

Liliana Graham
Colorado Department of Education
graham_l@cde.state.co.us

Leveraging state student assessment data for English language learners
SATURDAY 10:15-12:00 CHERRY/PLUM
WORKSHOP AL, EE, PA, SE, CA

Hands-on Workshop: You will be oriented to the student assessment data available on the CDE website. Through simulation activity you will have the opportunity to find and interpret data to develop plans to support and instruct English Language Learners.

Leslie Grant
University of Colorado Colorado Springs
lgrant@uccs.edu

Building cultural experiences for teacher training
FRIDAY 11:15-12:00 WEST C
PAPER AL, HE

Stephanie Dewing
University of Colorado Colorado Springs
sdewing2@uccs.edu

Teachers of ELLs grow professionally and personally when they engage in cultural experiences outside of their “comfort zones.” The presenters describe an assignment that involves an experience such as attendance at a religious service or cultural event that involves language and culture not part of the teachers’ usual interactions.

Daniel Hanlon
Weld RE-4 School District
daniel.hanlon@weldre4.k12.co.us

Building background and vocabulary for secondary ELLs
SATURDAY 11:15-12:00 WEST A
PUBLISHER SESSION- National Geographic School Publishing

ELL students require intensive vocabulary and background instruction to catch up to their native English-speaking peers, but this process must be accelerated for middle and high school students. How can teachers facilitate this, especially in a multi-level classroom? See how the effective, engaging curricula of Inside and Edge have helped.

Nancy Harris
Independent Educational Consultant
neharris@sprintmail.com

Targeting vocabulary, content, and language gaps
SATURDAY 10:15-11:00 BOULDER
DEMONSTRATION EE, SE, CA

Planning targeted literacy and content instruction over time using assessment data is modeled. Vocabulary, concept, and language development is addressed. Methods for explicitly modeling instruction in whole and small group settings are demonstrated. Text selection is addressed. Scaffolding instruction throughout the day is covered.

Linda Henriksen
International English Center, University of Colorado Boulder
lkhenriksen@yahoo.com

Reassessing writing needs of ESL/Multilingual students
SATURDAY 1:30-2:15 WEST D
PAPER AL, IEP/HE/GA

This paper is a report of an institutional case study conducted at a Midwest university, which surveyed first-year mainstream composition instructors and their
ESL/multilingual students regarding their respective perceptions of ESL/multilingual writers’ needs. The purpose was to determine justification for establishing separate sections of first-year composition courses for ESL/multilingual students.

**Cristina Hernandez**  
Pearson, Teacher Education and Development  
Cristina.hernandez@pearson.com

The way students learn: Making content comprehensible  
FRIDAY 3:30-4:15 WEST B  
PUBLISHER SESSION-Pearson, Teacher Education and Development

Practitioners will learn instructional strategies and implementation techniques for teaching content while developing academic language while meeting the English Language Proficiency Standards. The research validated SIOP Model is a lesson planning and delivery model of instruction which provides a framework for teaching within your district’s own initiatives.

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**Andrea Heyman**  
Front Range Community College  
dickh@verinet.com

12 ESL reading and writing activities  
FRIDAY 9:15-11:00 BOULDER  
WORKSHOP AE, IEP/HE

This session will focus on fun, interesting, and critical thinking reading and writing activities for the ESL classroom. This workshop is geared for intermediate and advanced ESL students.

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**Beth Hickernell**  
Federal Heights Elem., Adams 12 Five Star Schools  
betjotay@comcast.net

Games people play - for all ages  
SATURDAY 2:30-3:15 WEST E  
DEMONSTRATION AE, EE, IEP/HE

The presenter will show and describe various games for helping beginning to intermediate learners excel in English. Sample activities, video, and suggestions for implementation will be included.

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**Susan Holloway**  
Ft. Lupton Middle School  
wittmanholloway@yahoo.com

Closing the gap: ELLs move up in math  
FRIDAY 10:15-11:00 WEST D  
PAPER AL, SE, CA

**Cheri Amrine**  
Ft. Lupton Middle School  
c_amrine@msn.com

Presenters share a program model that provides remarkable results in “closing the math gap” for ELL’s. This action research was originally funded by a Colorado Council of Teachers of Mathematics grant. The presenters show how exacting use of curricula, assessments and relationships push students forward in the secondary mathematics hierarchy.

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**Gaye Horne**  
Spring Institute for Intercultural Learning  
ghorne@springinstitute.org

How parent involvement changed my school  
FRIDAY 1:30-2:15 EVERGREEN  
DISCUSSION AE, AL, EE

**Noemi Aguilar**  
Colorado Department of Education  
n_aguilar@cde.state.co.us

Linda McCaslin  
Bishop Elementary  
linda_mccaslin@englewood.k12.co.us

This interactive discussion will focus on how action research helped identify the need of supporting ELL parent and family engagement in an elementary school. Learn what one school did to change the total environment and make significant gains with learners. Learn some techniques in engaging parents with limited English-speaking capabilities. Discover ideas that motivate parents to attend meetings and events.

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**Karen Horton**  
Oxford University Press  
sarah.wears-garcia@oup.com

Choosing the right learner dictionary  
FRIDAY 1:30-2:15 WEST B  
PUBLISHER SESSION-Oxford University Press

Today’s learner dictionaries are an extraordinary resource for students and teachers alike. We will demonstrate how a good dictionary can facilitate the word learning process and become a solid foundation for helping to develop your students’ writing skills. We will provide specific classroom tips and activity templates for using dictionaries to develop learners’ vocabulary, writing skills, and critical thinking skills.

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**Karen Horton**  
Oxford University Press  
sarah.wears-garcia@oup.com

Promoting critical thinking and language skills together  
SATURDAY 10:15-11:00 WEST B  
PUBLISHER SESSION-Oxford University Press

**Debra Daise**  
English Language Center – University of Denver  
dadaise@gmail.com

**Charl Norloff**  
International English Center – University of Colorado Boulder  
norloff@colorado.edu

Language skills and proficiency ARE not the only factors holding students back from academic success. Many students struggle with basic academic skills, including the
ability to think critically about academic content. This presentation focuses on ways that teachers can incorporate student learning outcomes into their classroom to help their students learn both language skills and academic skills.

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**Kim Hosp**  
Emily Griffith Opportunity School  
kimberly_hosp@dpsk12.org

**Truly preparing all ESL levels for work**  
SATURDAY  1:30-2:15  SPRUCE  
PAPER  AE

**Kate Goodspeed**  
Emily Griffith Opportunity School  
katherine.goodspeed@dpsk12.org

Are you giving your adult ESL students what they truly need to be successful in the workplace? Through years of field research and running two innovative work skills programs, these presenters will share data on what employers really want and strategies to incorporate proven curriculum ideas into your own classes.

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**Lauren Hoyt**  
University of Colorado Boulder  
Lauren.Hoyt@Colorado.EDU

**Assessment that works for English language learners**  
FRIDAY  9:15-10:00  EVERGREEN  
DISCUSSION  AL, EE, SE

Participants will leave this session with an understanding of assessment that can transform instruction to support English Language Learners. Presenters will share (1) an overview of formative assessment, (2) examples of assessment tools, and (3) hands-on strategies for using them.

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**Anita Jepson-Gilbert**  
Community College of Denver  
anitajg5@aol.com

**The integrated skills class on a shoestring**  
FRIDAY  11:15-12:00  PARKER  
DEMONSTRATION  AE, AL, EE, IEP/HE, GA, CA

Is it possible to integrate reading, writing, speaking and grammar structure from a single source in an hour class? Come and see how this seemingly impossible task can be accomplished in an integrated and meaningful way at any level, from basic to intermediate to advanced students.

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**Laura B. Johnson**  
Cherry Creek Schools  
ljohnson5@cherrycreekschools.org

**ELA programming at the middle school level**  
SATURDAY  1:30-2:15  EVERGREEN  
PAPER  AE, SE, GA

This will be an overview of a successful ELA program at Prairie Middle School. We will look at student population, scheduling across grade levels, and student success rate. We will discuss scheduling and placing ELLs, how students advance through our program, and how they are exited and monitored.

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**Stephanie Johnson**  
Lewis Palmer School District  
sjohnson@lewispalmer.org

**Three learning chances - June, July, and August**  
SATURDAY  11:15-12:00  WEST E  
DEMONSTRATION  EE, SE, GA

**Lisa Hatfield**  
Lewis Palmer High School  
lhatfield@lewispalmer.org

**Amy Gammell**  
Lewis Palmer High School  
gammell@lewispalmer.org

The session is an overview of an ELL summer program instituted by Lewis Palmer School District. The program consisted of a bookmobile, a book club and a bridge program. They were designed to offer choice, self pacing and an incentive to maximize learning and preparedness for the new school year.

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**Carol M. Johnson**  
Renaissance Learning, Inc.  
carol.johnson@renlearn.com

**Learning in English while learning English**  
FRIDAY  11:15-12:00  GOLDEN  
DEMONSTRATION  BE, GA, CA

The biggest challenge for teachers of English language learners is finding a way to help students learn in the content areas while they are still learning English. The presenter will demonstrate how to develop background knowledge across the curriculum by selecting books in English and Spanish.

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**John R. Jordan**  
Intensive English Program, Colorado State University  
john.jordan@colostate.edu

**Wikis and emails and blogs (oh, my!): Online tools for ESL writing**  
SATURDAY  2:30-3:15  BOULDER  
DEMONSTRATION  CALL, IEP/HE

Myriad exciting new online media are available to educators and students; however, many educators (and a few students) feel tentative about using them. This presentation will demonstrate how wikis, e-mails, and blogs are being employed to enhance student learning and writing development in CSU’s IEP.

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**John R. Jordan**  
Intensive English Program, Colorado State University  
john.jordan@colostate.edu

It's showtime! Using audio and visual media effectively
Movies, songs, and books on tape all offer excellent opportunities to engage learners with authentic English. Using these media efficaciously is often a challenge; therefore, this presentation will demonstrate employing these media to maximal effect.

Elise Keaton  
Higher Education Access Alliance  
elise@heaacolorado.org  

Expanding access to higher-ed for Colorado graduates  
FRIDAY 9:15-10:00  SPRUCE  
DISCUSSION  AE, AL, BE, CALL, EE, IEP/HE, SE, GA  

Annually, high achieving high school students drop out because they are unable to afford higher education. The cost of attending college is prohibitively expensive for them because they are undocumented. HEAA is building support for a state policy allowing all Colorado graduates to pay in-state tuition rates at Colorado colleges.

Margaret Rohan Keefe  
Denver Public Schools  
margaret_keefe@dpsk12.org  

Authentic Voices  
FRIDAY 11:15-12:00  WEST E  
DEMONSTRATION  AL, SE, IEP/HE  

This 32-minute video presentation involves interviews with 19 secondary ELL students from 8 countries who respond to questions evoking their feelings on what teachers do to help them be more successful in school, and what makes learning difficult. Samples of several instructional strategies and video will be discussed and made available.

Erin Kimmel  
Spring Institute for Intercultural Communication  
ekimmel@springinstitute.org  

Keeping it real: Using authentic materials  
SATURDAY 2:30-3:15  CHERRY/PLUM  
DEMONSTRATION  AE  

The aim of this session is to describe how authentic materials can further the skills of adult learners. Participants will evaluate different activities for each skill to determine which are best for their class, and will learn how to use technology to introduce more authentic listening activities into their classroom.

Cheyne Kirkpatrick  
Intensive English Program, Colorado State University  
cheynekirkpatrick@gmail.com  

Using technology in the second language classroom  
SATURDAY 2:30-3:15  EVERGREEN  
DEMONSTRATION  AL, CALL, GA, IEP/HE  

Wayne Walker  
Intensive English Program, Colorado State University  
wayne.walker@colostate.edu  

It's always a worthwhile challenge to implement technology into the classroom. This session will demonstrate the use of various forms of technology that can be used in the skills areas of Reading, Writing, Grammar, Listening, and Speaking. Discussion and input from the audience is encouraged.

Jennifer Levin  
Colorado State University  
jennifer.levin@colostate.edu  

Supporting language development in freshman composition classrooms  
SATURDAY 11:15-12:00  WEST A  
DEMONSTRATION  AL, IEP/HE  

Rachel Dedeyn  
Colorado State University  
rdedeyn@gmail.com  

How can teachers help international students improve their language abilities in freshman composition? This demonstration presents strategies to integrate language instruction and support language development in both mainstream and ESL composition classrooms. Classroom activities will be modeled and practiced and a handout will be provided.

Jennifer Levin  
Colorado State University  
jennifer.levin@colostate.edu  

The development of a grammar consultation service  
FRIDAY 1:30-2:15  Poster Area  
POSTER  AE, IEP/HE  

Rachel Dedeyn  
Colorado State University  
rdedeyn@gmail.com  

Gwen Shonkwiler  
Colorado State University  
gshonkwiler@hotmail.com  

This poster presentation shows the development of a volunteer-run service to help freshman composition students find patterns of error in their essay drafts. The service provides support for both students and teachers, while helping volunteers to gain teaching experience.

Ardith Loustalet  
Northern Colorado Professional Development Center  
loustalet_ardith@stvrain.k12.co.us  

Effective intake and orientation  
SATURDAY 2:30-3:15  WEST A  
PAPER  AE, PA, GA  

Research shows that the first few weeks in an Adult Education program are critical for learners. Effective intake, along with follow-up care by the Intake Specialist, is highly correlated with every student’s continuing persistence. This
The presentation explores the “best practices” that will ensure effective intake and orientation for every learner.

**Ardith Loustalet**  
Northern Colorado Professional Development Center  
loustal_tardith@stvrain.k12.co.us

**Improving word choice…one, two, three**  
FRIDAY 2:30–3:15  BOULDER  
PAPER  AE, GA

The standardized CASAS Functional Writing Assessment officially verifies progress for adult learners at all intermediate and advanced ESL levels in Colorado. Teachers will leave this presentation with a three-step process and instructional activities to help learners gain new vocabulary, improve their writing and increase their FWA scores.

**Daphne Mackey**  
Cambridge University Press  
mbeaz@cambridge.org

**Engaging students by building content reading skills**  
FRIDAY 1:30–2:15  WEST A  
PUBLISHER SESSION-Cambridge University Press

Do your students enjoy reading in English? Help develop vocabulary and reading skills through fascinating real-life stories. Readings will motivate both students on an academic preparation track and those studying general English. *Read This!* is an excellent bridge for high-beginning to intermediate students who want to improve their reading skills.

**Colleen McGovern**  
Spring International Language Center  
c.mcgovern@spring.edu

**An investigation of the time management for instructors**  
FRIDAY 9:15–10:00  CONIFER  
DISCUSSION  AE, IEP/HE

Presenters will focus on the issues of time management, especially for grading and lesson preparation. The discussion will include results of a faculty survey and possible resources. Suggestions from the participants will be collated as we consider how to find a balance between work and personal time.

**Shirlaine Castellino**  
Spring International Language Center  
shirlaine.c@spring.edu

**Lillian Delaney**  
Spring International Language Center  
lilydelaney@gmail.com

Students in study abroad programs often spend several hours a day in a classroom. This presentation suggests an alternative approach in which students acquire an L2 through interaction with a community and projects. The presenters demonstrate various activities and show how technology can be incorporated in study abroad contexts.

**Kara Mitchell**  
University of Colorado Denver  
mitcheku@bc.edu

**Is English really ALL that matters?**  
SATURDAY 10:15–11:00  CONIFER  
PAPER  AL, SE, GA

By conducting an expansive review of scholarship regarding the education of secondary bilingual learners and their teachers, four common “majoritarian stories” were identified: there is no story about race, difference is deficit, meritocracy is appropriate, and English is all that matters. This presentation will explore and critique these identified stories.
Pierre Montagano  
McGraw-Hill  
pierre_montagano@mcgraw-hill.com

Bridging the net generation gap  
SATURDAY  10:15-11:00  WEST A  
PUBLISHER SESSION-McGraw-Hill

As the ‘Net Generation’ comes of age educators are met with increasing demands for delivering interactive learning. This innovative session will demonstrate different ways to deliver content to our students. Developing materials that uniquely meet our student educational goals is now easier in a digitized environment.

Don't choose materials for your class "CREATE''em!"
FRIDAY   11:15-12:00   WEST B  
PUBLISHER SESSION-McGraw-Hill

Create™ is a new, self-service website that allows you to create custom course materials by drawing upon McGraw-Hill’s comprehensive, cross-disciplinary content. Add your own content quickly and easily. Tap into other rights-secured third-party sources as well. Then, arrange the content in a way that makes the most sense.

Jessica Montgomerie  
University of Denver  
jessica.montgomerie@du.edu

Using plays to teach all skills  
FRIDAY   2:30-3:15   GOLDEN  
DEMONSTRATION   IEP/HE

This demonstration will show how dramatic literature can be used successfully with beginning level adult learners to get students engaged, build their vocabulary, increase their confidence in using English, and support them in developing critical thinking skills. The presenter will share activities and materials, including student samples.

Charl Norloff  
University of Colorado Boulder  
norloff@colorado.edu

Practical applications of psycholinguistics in ESL classrooms  
FRIDAY   11:15—12:00   WEST A  
PAPER   GA

Lise Menn  
University of Colorado Boulder  
liche.menn@colorado.edu

You already know more than you think about how the brain processes language. We present recent insights into how the brain does this and suggest practical applications for teaching key skills (pronunciation, vocabulary and reading) in the ESL classroom in ways that students can transfer to the real world.

Enrique Pilleux  
CTB/McGraw-Hill

Embedding RTI into progress monitoring for FEBPs  
FRIDAY   9:15-10:00   GOLDEN  
PUBLISHER SESSION-CTB/McGraw-Hill

Gail Carpenter  
CTB/McGraw-Hill  
gail_carpenter@ctb.com

Paula Brown  
CTB/McGraw-Hill

ELL students designated as FEP can be monitored for academic progress using CO Acuity, an online formative assessment system that contains pre-made CSAP-predictive benchmark tests; pre-made standards-aligned diagnostic tests; an item bank aligned to standards for building custom tests; and instructional resources. Presenters from CTB/McGraw-Hill will demonstrate how to utilize each features in an RTI model that addresses individual learning needs. Come and join us for discussion and door prizes!

George Plautz  
ELI - University of Utah  
gplautz@aose.utah.edu

Perfecting pronunciation through puppet performance  
SATURDAY   10:15-11:00   WEST E  
DEMONSTRATION   IEP/HE, GA

Korrin Ebira  
ELI - University of Utah  
kebira@aose.utah.edu

Rus Wilson  
ELI - University of Utah  
rwilson@aose.utah.edu

Puppetry allows ESL students to focus on their pronunciation while lowering the affective filter. Students can more easily focus on enunciation, correct rhythm and stress and even articulation, exaggerating those aspects of speech that cause problems in comprehensibility. Simple puppet making, stage construction and script ideas will be presented.

Danielle Rojas  
Colorado State University  
danivdre@lamar.colostate.edu

Teaching culture, vocabulary, and grammar through recipes  
FRIDAY   10:15-11:00   PARKER  
DEMONSTRATION   GA

Laci Rauch  
Colorado State University  
jrauch_14@hotmail.com

How does one teach grammar and vocabulary and still make time to teach culture? The answer: combine them by using realia such as recipes. Presenters will present strategies for the implementation of recipes into the classroom and provide example activities in which recipes can be implemented.
Barbara Sample  
Spring Institute for Intercultural Learning  
bsample@springinstitute.org

**Developing problem-solving skills using case studies**  
SATURDAY  11:15-12:00  CONIFER  
DEMONSTRATION  AE, SE, GA

Suzanne Saenz  
Spring Institute for Intercultural Learning  
ssaenz@springinstitute.org

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

People who have limited English skills often find themselves in challenging situations. Lack of cross-cultural understanding often leads to critical incidents. This session deals with incorporating case studies into the ESL lesson as a strategy for developing skills to avoid and solve problems, particularly at work.

Brenda Satar  
Community College of Aurora

**Research driven design to scaffold for success**  
FRIDAY  2:30-4:15  WEST C  
WORKSHOP  GA

Student achievement rests on how teachers build units for success. Keeping in mind Krashen's affective filter and Cummin's scaffolding of task difficulty, this workshop will lead teachers to design lessons that engage all and bring about learning to all levels of students in a class.

Bonnie Scudder  
The Learner's Edge, Inc.  
bscudder@rscudder.com

**Imagine secondary ELLs succeeding academically in English**  
FRIDAY  10:15-11:00  WEST B  
PUBLISHER SESSION-The Learner’s Edge, Inc.

Diane Johnson  
Ken Andrews

Imagine the possible! The solution for low-performing students. A proven secondary intervention program that develops strong literacy skills in long-term ELLs and other at-risk students, resulting in success on state assessments in reading and writing. This program addresses standards and “Race to the Top” requirements. Research and handouts will be provided.

John Segota  
TESOL  
jsegota@tesol.org

**Advocacy 101**  
FRIDAY  2:30-4:15  CHERRY/PLUM  
FORUM  GA

Want to be a better advocate for your students, your program, and your field? Learn everything you wanted to learn about advocacy, but were afraid to ask! This interactive workshop will feature detailed information on effective, grassroots-level techniques to get the attention of decision makers at local, state, and national levels.

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Lee Shainis  
Intercambio de Comunidades  
lee@intercambioweb.org

**How to effectively train volunteers to teach ELL students**  
SATURDAY  1:30-3:15  GOLDEN  
WORKSHOP  AE, AL, PA

Does your organization utilize volunteers to teach English? Do you feel like you can better equip them with skills they need to teach with confidence? This interactive workshop will help you to develop a short, effective and practical training for volunteers teaching ELL to immigrants in one-on-one or group settings.

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Lee Shainis  
Intercambio de Comunidades  
lee@intercambioweb.org

**Using an easy-to-use database to make your program more efficient**  
FRIDAY  1:30-2:15  CHERRY/PLUM  
DEMONSTRATION  AE, AL, PA

Do you wish that you had an easy-to-use database to keep track of your students and teachers, measure their progress, coordinate classes, print certificates, send mass emails, create attendance sheets, and more? This workshop will use a sample database to demonstrate components to make your program more efficient and effective.

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Lee Shainis  
Intercambio de Comunidades  
lee@intercambioweb.org

**Teaching what every immigrant needs to know**  
FRIDAY  2:30-3:15  WEST B  
PUBLISHER SESSION-Intercambio de Comunidades

Rachel Fuchs  
Intercambio de Comunidades  
rachel@intercambioweb.org

This interactive workshop will provide teachers of adult ESL with ideas for teaching and discussing U.S. laws, health, finances, education, cultural norms and other practical information in a respectful, interactive and fun way. Participants will walk away from the workshop with user-friendly materials, ideas, and activities to begin using immediately.

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Bridget Shaughnessy  
National Geographic  
bridget_shaughnessy@yahoo.com

**The next generation of language learning: REACH!**  
FRIDAY  1:30-2:15  WEST E  
PUBLISHER SESSION-National Geographic
REACH stimulates academic language learning through active engagement, emphasizes content vocabulary, integrates phonics thematically, and delivers focused skills and strategies instruction. REACH builds on the best of Avenues and goes beyond! REACH is the next generation of language, vocabulary, reading, writing, and content learning for English language learners!

Anthony Shull  
University of Colorado Colorado Springs  
ashull@uccs.edu

Collaboration on an English language village in South Korea  
FRIDAY 1:30-2:15 GOLDEN DISCUSSION EE, PA, GA

Georgina Segura  
University of Colorado Colorado Springs  
gsegura@uccs.edu

Chris Sauer  
University of Colorado Colorado Springs  
chris.s.sauer@gmail.com

One of the most viable educational tools in the world is the English language, and opportunities to partner with institutions in the world to teach ESL are growing. Many countries are undergoing the creation of an “English Language Village” to teach ESL. The challenges are many, the opportunities are endless.

Barbara Sihombing  
Pearson Longman  
barbara.sihombing@pearson.com

Dictionaries as a dynamic academic language tool  
FRIDAY 3:30-4:15 WEST A  
PUBLISHER SESSION-Pearson Longman

Dictionaries designed with the learner in mind can be used as powerful tools to explicitly teach vocabulary and support students in becoming confident, independent dictionary users. The presenter will demonstrate how using a dictionary specifically designed to help teachers make academic language instruction an integral part of lesson design.

Kelly Sippell  
University of Michigan Press  
ksippell@umich.edu

What skills do students need for college  
FRIDAY 9:15-10:00 WEST B  
PUBLISHER SESSION-MICHIGAN UNIVERSITY PRESS

Robyn Brinks Lockwood  
University of Michigan Press

How can you help students develop higher proficiency with complex academic skills like making presentations, participating in groups with native-speakers, and note-taking during long lectures that include digressions and interruptions? The presenters demonstrate listening, speaking, and vocabulary activities and show video clips that model successful academic interactions. Handouts provided.

Ethel C. Swartley  
English Language Center - University of Denver  
ethel.swartley@du.edu

English-learning experiences of students in Libya  
SATURDAY 1:30-2:15 CONIFER  
PAPER IEP/HE

This session presents the results of a survey of 20 Libyan graduate students about their English-learning experiences before coming to study at an American IEP. Differences in students’ experience based on age, gender, and educational background will be described, and implications for cross-cultural communication and classroom instruction will be discussed.

Karen Taylor  
Independent Consultant  
katmail68@yahoo.com

See what you hear with the color vowel chart  
SATURDAY 1:30-3:15 JEFFERSON  
WORKSHOP AE, AL, IEP / HE

Tired of elaborate charts, numbering systems, and other mnemonics to teach vowel sounds? Do your students spend more time learning phonetic symbols than actually improving pronunciation? This color-based approach to teaching pronunciation will help students focus on what really matters: vowel quality in word stress, phrase stress, and reduced speech.

Christine Tinner  
Colorado Mountain College  
ctinner@coloradomtn.edu

Developing critical literacy skills  
FRIDAY 9:15-10:00 CHERRY/PLUM  
PAPER AE, SE, IEP / HE

Adult English language learners with little or no experience reading and writing in their first language are often challenged by critical literacy skills. This workshop will focus on classroom instruction designed to assist adult students to develop higher order thinking skills such as analysis, evaluation, and synthesis.

Linda Van Doren  
Colorado School of English  
linda@englishamerica.com

The wired classroom: Using the internet effectively  
FRIDAY 3:30-4:15 GOLDEN  
DEMONSTRATION AE, CALL, IEP / HE

Chris Kilmer  
Colorado School of English  
chris@englishamerican.com

Participants will learn how to effectively use online tools to supplement their reading, writing, speaking, and listening
classes. Our group will demonstrate how to foster these core skills and encourage creative and critical thinking using materials that our students know and use daily (such as blogging, Facebook, Vimeo, and Wikipedia).

**Howard Vickers**  
Avatar Languages  
howard@avatarlanguages.com

**Learning with technology - teaching without**

FRIDAY 1:30-2:15 WEST D  
PAPER  AL, CALL, GA

How can teachers support mobile learning without using technology during class? The presentation explores how students can bring real-life, linguistic experiences into class and how teachers can help the students learn from these experiences. Through exploring case studies, you will gain both practical suggestions for activities and guiding pedagogical principles.

**Joyce Wade**  
Carlsbad Municipal Schools  
jowadek@aol.com

**Imagining the possible: Students teaching parents**

SATURDAY 11:15-12:00 WEST C  
DISCUSSION  AE, EE, GA

How can students learn a language when they don't hear it at home and have limited school settings? The presenter will describe how students can extend their school learning as mentors to their parents. The presenter will describe how this project as a Title One program with implications for ESL education.

**Bonnie Wetherbee**  
Grandview High, CCSD  
bonniesedai@yahoo.com

**Less stress, more learning in the classroom**

FRIDAY 2:30-3:15 JEFFERSON  
PAPER  SE, GA, IEP/HE

Stress can negatively impact students’ ability to learn. The presenter will offer a PowerPoint presentation to highlight current research, suggest simple modifications to some procedures that will reduce the negative effects of stress, and several activities that will allow the audience to participate in adapted activities.

**Bonnie Wetherbee**  
Grandview High, Cherry Creek School District  
bonniesedai@yahoo.com

**Communicative activities: Less teacher, more student talk**

FRIDAY 10:15-11:00 WEST C  
DEMONSTRATION  SE, GA, IEP/HE

Communicative activities focus on student use of the language in engaging and enjoyable ways. This interactive demonstration will allow teachers to participate in several creative activities and will provide descriptions and resources for many others, that can be quickly added to next week’s lesson plans.

**Bonnie Wetherbee**  
Grandview High, Cherry Creek School District  
bonniesedai@yahoo.com

**Working overseas: The English Language Fellow Program**

SATURDAY 2:30-3:15 WEST B  
PAPER  SE, GA, IEP/HE

The Department of State and Georgetown University offer a very accessible program for teachers to live overseas and work in various educational situations for ten months. The presenter will share a powerpoint of her experience in Uruguay and the steps to apply for this program.