CoTESOL 2011
Fall Convention & Exhibition
November 11-12, Denver, Colorado

35 Years and Beyond:
Creating, Connecting, and Crafting
One-on-one, comprehensive assessment centered on original fiction and nonfiction books

"The interpretation and use of benchmark assessment data are more important than the scores themselves."

Irene C. Fountas and Gay Su Pinnell

* Determine independent and instructional reading levels for ALL students
* Place students on the Fountas & Pinnell Text Level Gradient™
* Analyze data on oral reading and comprehension using the comprehensive Recording Form
* Connect assessment to instruction with The Continuum of Literacy Learning and the Continuo de adquisición de la lectoescritura

800.225.5800 | www.heinemann.com
Welcome to the 35th Annual Colorado TESOL Convention! We are happy that you can join us and hundreds of your colleagues at the Red Lion Hotel Denver Southeast to engage in this year’s convention.

CoTESOL’s 2011 convention features over 100 sessions ranging from discussions to papers to workshops to demonstrations. This year’s array of high-quality sessions covers the spectrum of the TESOL world and the latest trends in our field. In addition, CoTESOL Special Interest Groups (SIGs) are sponsoring forums, publishers have extensive exhibits, and coffee breaks offer opportunities for networking. The plenary and keynote speakers are six prominent members of our profession: Maggie Sokoli, Andrea DeCapua, Helaine W. Marshal, Doug Biber, Peter A. Sokolowsk, and Randi Reppe.

Friday’s luncheon provides a time to catch up with colleagues, and Saturday’s includes our annual business meeting and awards ceremony. The ever-popular publishers’ raffle with a cash bar and complimentary light snacks is Friday at 4:30. After that, there will be an exciting performance by multi-talented Santemu Aakhu, African story-teller and musician, on Friday from 5:30-6:15 in Jefferson Grand Ballroom.

Organizing and hosting a conference takes hard work. For much of this effort we would like to thank the CoTESOL Board of Directors. Special thanks go to Publishers’ Liaison Ruth Moore for arranging the publishers’ displays, to our new Online Newsletter Editor Hilario Benzon for keeping us informed, and to Executive Secretary Larry Fisher for doing so much to make our conference and our organization successful. Thanks, too, to our wonderful volunteers for making this event run smoothly, to the presenters for enthusiastically sharing their expertise, and to all of you for attending!

Don’t forget that the conversations and connections that are made here in Aurora can continue after the conference.

We hope you have a great conference!

Warm regards,

Erin Kimmel
2011 CoTESOL 2nd VP
Program Chair

Christine A. Deines
2011 CoTESOL President
Convention Co-chair

Shannon Svaldi
2011 CoTESOL 1st VP
Convention Co-chair

CoTESOL, 63 UCB, Boulder, CO. 80309-0063
Tel: (303) 735-4234  Fax: (303) 492-5515  Web: http://www.colorado.edu/iec/cotesol
Hotel Floor Plan
Upper Lobby

Lower Lobby
### 2011 CoTESOL Convention at a Glance

#### On-site Registration
- **Friday**: 7:45am – 3pm
- **Saturday**: 7:45am – Noon

#### Publisher’s Exhibit
- **Friday**: 8am – 6pm
- **Saturday**: 8am – Noon

#### Coffee & Breakfast Rolls
- **Friday**: 8am – Noon
- **Saturday**: 8am – Noon

#### Live Entertainment with Santemu (Jefferson)
- **Friday**: 5:30pm – 6:15pm

#### Friday Morning: Nov 11

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Plenary</td>
<td>8:45am – 10am</td>
<td>Jefferson</td>
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<tr>
<td>Concurrent Sessions</td>
<td>9:15am – Noon</td>
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<tr>
<td>Plenary</td>
<td>10:15am – Noon</td>
<td>Jefferson</td>
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<tr>
<td>Luncheon</td>
<td>Noon – 1:15pm</td>
<td>Dining Rm</td>
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#### Friday Afternoon

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<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Plenary</td>
<td>1:30pm – 2:15pm</td>
<td>Jefferson</td>
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<tr>
<td>Poster Session</td>
<td>1:30pm – 2:15pm</td>
<td>Lobby</td>
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<tr>
<td>Concurrent Sessions</td>
<td>1:30pm – 4:15pm</td>
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<tr>
<td>Publisher’s Raffle</td>
<td>4:30pm – 5:15pm</td>
<td>Arapahoe</td>
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<tr>
<td>Live Entertainment with Santemu</td>
<td>5:30pm – 6:15pm</td>
<td>Jefferson</td>
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#### Saturday Morning: Nov 12

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<thead>
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<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>Plenary</td>
<td>8:45am – 10am</td>
<td>Jefferson</td>
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<tr>
<td>Concurrent Sessions</td>
<td>9:15am – Noon</td>
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</tr>
<tr>
<td>Awards Luncheon &amp; Annual Business Meeting</td>
<td>Noon – 1:15pm</td>
<td>Dining Rm</td>
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#### Saturday Afternoon

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<td>Plenary</td>
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<tr>
<td>Concurrent Sessions</td>
<td>1:30pm – 4:15pm</td>
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**Friday Plenaries**

- "Getting Past "Wow!": Assessing Classroom Technology”  
  [Maggie Sokolik]
- "Cultural Perspectives: Students with Interrupted/Limited Education”  
  [Andrea DeCapua & Helaine W. Marshall]
- "Corpus Linguistics and Language Teaching”  
  [Doug Biber]

**Saturday Plenaries**

- "From Inkwell to Internet: Dictionaries in America”  
  [Peter A. Sokolowski]
- "Applying Corpora Research to the Language Classroom”  
  [Randi Reppen]

**Executive Board**

- President—Christine Deines  
- Convention Chair—Shannon Svaldi  
- Program Chair—Erin Kimmel  
- Publishers’ Liaison—Ruth Moore  
- Registration—Larry Fisher
## Friday, November 11 Morning Sessions at a Glance

<table>
<thead>
<tr>
<th>ROOM</th>
<th>8:45-10:00</th>
<th>10:15-11:00</th>
<th>11:15-12:00</th>
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</thead>
<tbody>
<tr>
<td>Jefferson</td>
<td>PLENARY</td>
<td>Joint Plenary / Content Area and Secondary Ed SIG Forums</td>
<td>Cultural Perspectives: Students with Interrupted/Limited Education</td>
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<tr>
<td></td>
<td>Getting Past “Wow!”: Assessing Classroom Technology</td>
<td>Andrea DeCapua</td>
<td>Helene W. Marshall</td>
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<td></td>
<td>Maggie Sokolik</td>
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<tr>
<td>Jefferson</td>
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<tr>
<td></td>
<td>From Teaching to Training</td>
<td>Follow the Standards to Quality Teaching</td>
<td>Get Ready to Share What You know!</td>
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<tr>
<td></td>
<td>Deborah Ferris</td>
<td>Jane Miller</td>
<td>Elizabeth Crockett</td>
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<tr>
<td></td>
<td>AL, GA</td>
<td>AE, PA, GA</td>
<td>AL, GA</td>
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<tr>
<td>Cherry/Plum</td>
<td>Using Popular Songs to Teach Grammar Concepts</td>
<td>Immigration Issues for Educators</td>
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<td></td>
<td>Jayne Loomis, Evelyn Pierro</td>
<td>Lee Ann Gott, Kathy Bougher, Jordan Garcia</td>
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<td>GA, IPA</td>
<td>GA</td>
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<tr>
<td>Conifer</td>
<td>Multiple Assessments in the Classroom: An Alternative to Standardized Testing</td>
<td>How to Keep It Hopping</td>
<td>Low-Tech Creative Crafts for the Literacy-Level Classroom</td>
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<tr>
<td></td>
<td>Najiya Musbah</td>
<td>Brenda Fox</td>
<td>Kate Goodspeed</td>
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<td>GA</td>
<td>GA</td>
<td>AE, GA</td>
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<tr>
<td>Evergreen</td>
<td>Trouble Abroad, Trouble at Heart</td>
<td>Reserved</td>
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<td></td>
<td>Amanda Pawelski</td>
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<td>GA, IPA</td>
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<tr>
<td>Golden</td>
<td>Oral Language Development Through Interactive Activities</td>
<td>Know, Understand, and Act</td>
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<td></td>
<td>Mary Weber, Eileen Conroy</td>
<td>Hilario Benzon, Catherine Baldwin-Johnson, Dr. Christina Bernal, Satli</td>
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<td></td>
<td>EE, GA, IPA</td>
<td>EE, GA</td>
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<tr>
<td>Parker</td>
<td>15 Ways to Engage Mixed-ability Students Simultaneously</td>
<td>Using Microsoft Excel in ESL Classes</td>
<td>Higher Order Thinking for ELLs: It’s Critical</td>
</tr>
<tr>
<td></td>
<td>Irene Schoenberg</td>
<td>Stephanie Lawton</td>
<td>Leticia King, Aimee Dyrek</td>
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<tr>
<td></td>
<td>(Publisher Session-Pearson Longman)</td>
<td>AE, PA, GA</td>
<td>BE, EE</td>
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<tr>
<td>Spruce</td>
<td>Beginning Process Writing</td>
<td>Planning: A Lot’s Changed Since College!</td>
<td>Engaging Beginner Middle Level Learners</td>
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<td></td>
<td>Ardhith Loustalet</td>
<td>Jennifer Duarte, Tiffany Trujillo, Cheryl Corpus</td>
<td>Laura Johnson</td>
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<tr>
<td></td>
<td>AE, GA</td>
<td>BE, PA, SE</td>
<td>AE, PA, SE, IPA</td>
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<tr>
<td></td>
<td>Barbara Ulrich</td>
<td>Tamara Milbourn, Nicole Sager</td>
<td>Randi Reppen</td>
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<td>AE, AL, CALL, EE, SE, IPA</td>
<td>AE, IPA</td>
<td>(Publisher Session-Cambridge)</td>
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<tr>
<td>West B</td>
<td>University Level: What Were They Expecting?</td>
<td>Teacher Education / Action Research SIG Forum</td>
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<tr>
<td></td>
<td>Sara Holzerlein</td>
<td>Let’s Demystify Action Research</td>
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<td></td>
<td>PA, IPA</td>
<td>David Bailey, Gaye Horne, Barbara Medina, Barbara Sample, Chris Tombari</td>
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<tr>
<td>West C</td>
<td>Thought Bubbles: A Shortcut in Teaching Pragmatics</td>
<td>Preparing Teachers to Work Effectively with ELLs</td>
<td>How to Effectively Train Volunteers to Teach ELL Students</td>
</tr>
<tr>
<td></td>
<td>Eric M. Hornen, Amro H. AbouAlAwar</td>
<td>Stephanie Dewing</td>
<td>Rachel Fuchs, Lee Shains, Shawn Camden</td>
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<td></td>
<td>AE, IPA</td>
<td>AL, GA, IPA</td>
<td>AE, PA, GA</td>
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<tr>
<td>West D</td>
<td>Writing, Technology, and Corpus Linguistics</td>
<td>Vocabulary Integration Activities</td>
<td>Vocabulary Selection: What, Why, and How</td>
</tr>
<tr>
<td></td>
<td>Randi Reppen, CALL, IPA</td>
<td>Sarita Crawford, Gloria Gleave</td>
<td>Kristopher Kyle, Jessica Kyle</td>
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<td>AE, GA, IPA</td>
<td>IPA, GA</td>
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<tr>
<td>West E</td>
<td>Modeling Work Values for Limited English Speakers</td>
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<tr>
<td></td>
<td>Barbara Sample, Suzanne Saenz, Rachel Graci, Donna Kapp</td>
<td>Integrating Movement and Touch into the Classroom</td>
<td>Amanda McCracken</td>
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<td></td>
<td>AE, BE, GA</td>
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<td>GA</td>
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### Other Events
- **Adult Education (AE), Bilingual Education (BE), Computer-Assisted Language Learning (CALL), Elementary Education (EE), Program Administration (PA), Secondary Education (SE), General Audience (GA), Intensive English Programs / Higher Education (IEP / HE), Teacher Education / Action Research (TE / AR), Content Area (CA)**

**Publishers’ Exhibits**

(Coffee Breaks – 7:30 a.m. to 12:00 noon)
<table>
<thead>
<tr>
<th>ROOM</th>
<th>1:30-2:15</th>
<th>2:30-3:15</th>
<th>3:30-4:15</th>
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<tbody>
<tr>
<td>Jefferson</td>
<td>PLenary</td>
<td>Higher Education Access Alliance (HEAA) and the Colorado ASSET Campaign</td>
<td>Teacher Embodiment in the EFL Classroom: Creating a Third Space</td>
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<td></td>
<td>Corpus Linguistics and Language Learning</td>
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<td>[Lauren Kuehster AL]</td>
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<td>Doug Biber</td>
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<tr>
<td>Boulder</td>
<td>Creating Discipline-Specific Workshops in the IEP</td>
<td>Surviving Academically in an L1 World</td>
<td>Interative Lecture: &quot;Students, take your phones out!&quot;</td>
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<tr>
<td></td>
<td>Elaine Steneck Maureen Ulevich IEP/HE</td>
<td>Kelly Sippell Robyn Brinks Lockwood (Publisher Session-Michigan)</td>
<td>[Tiffany Trujillo Jennifer Duarte Cheryl Corpus BE SE GA]</td>
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<tr>
<td>Cherry/Plum</td>
<td>Getting to the Future With Online English Language Proficiency Assessment</td>
<td>Sidestepping Adult ELL Performance Anxiety</td>
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<td></td>
<td>Gail Carpenter Enrique Pilleux (Publisher Session-CTB/McGraw-Hill)</td>
<td>Sara Vandenberg AE AL IEP/HE</td>
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<tr>
<td>Conifer</td>
<td>Teaching Adult ESL Learners about Laws, Finances, Education, and Culture</td>
<td>&quot;Off the Wall&quot; Word Wall Activities</td>
<td>Discussing the IELTS Test: Impacts and Test Preparation</td>
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<td></td>
<td>in Respectful Ways Lee Shains Rachel Fuchs AE PA GA</td>
<td>Nancy Berry Juiee Lee GA</td>
<td>[Cheyne Kirkpatrick GA SE IEP/HE]</td>
</tr>
<tr>
<td>Evergreen</td>
<td>Undergraduate Excellence: Building the Bridge for First Year Success</td>
<td>Exploring the IPAD's Classroom Potential</td>
<td>Six Creative Ways to Review the Material</td>
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<tr>
<td></td>
<td>Sheryl D. Meyer Matt Griffin Ethel Swartley Jessica Montgomery Michele</td>
<td>Russell Moon CALL IEP/HE</td>
<td>[Joy Grabiner SE GA IEP/HE]</td>
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<td>Morrison IEP/HE PA</td>
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<td>Barbara J. Dray, Ph.D. Erin Barton, Ph.D. BE EE PA</td>
<td>Elizabeth Franklin Alejandra Estrada BE EE</td>
<td>[Pam Acosta Sandoval Christine Wirth-Hawkins AL SE GA IEP/HE]</td>
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<tr>
<td>Parker</td>
<td>Powerpoint Empowers</td>
<td>13 Language Activities Integrating Art and Music</td>
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<td>Kay Elder Sherri Durman AE CALL GA</td>
<td>Andrea Heyman Jude Mattoon</td>
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<tr>
<td>Spruce</td>
<td>Practical Language Experience for Adult ESL and ABE</td>
<td>Adult Ed SIG Forum Workforce Preparation for Adult Learners</td>
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<td></td>
<td>Connie Davis Kat Bradley-Bennett AE</td>
<td>Jane Miller Rachel Graci Amanda Wiese Kim Hosp Caitlin Andrews</td>
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<tr>
<td>West A</td>
<td>Q Skills for Success</td>
<td>Creating and Connecting Successful Secondary ELL Programs</td>
<td>Building Background and Vocabulary for Secondary ELLs</td>
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<tr>
<td></td>
<td>Debra Daise Charli Norloff (Publisher Session-Oxford University Press)</td>
<td>Bonnie Scudder Ken Andrews Diane Johnson (Publisher Session-The Learner's</td>
<td>Daniel Hanlon (Publisher Session-National Geographic School Publishing)</td>
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<tr>
<td>West B</td>
<td>Teacher Talk and L2 Learners' Comprehension</td>
<td>Evaluating Rigor: Are They Prepared for Academics?</td>
<td>Student Learning and Assessment Through Student Eyes</td>
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<td></td>
<td>Jenia Ivanova AL IEP/HE</td>
<td>Chris Tombari David Bailey AE AL IEP/HE TE/AR</td>
<td>Eileen Malloy Ruth Moore Charli Norloff SE IEP/HE</td>
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<td>Ann Leonard AE GA TE/AR</td>
<td>Assessments Waye Walker John Jordan GA IEP/HE</td>
<td>Leslie Grant Angela Bell Stephanie Dewing AL IEP/HE</td>
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<tr>
<td>West D</td>
<td>How to Create ESL Readers</td>
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<td>Ruby Eichenour SE IEP/HE</td>
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<td>West E</td>
<td>Effective Strategies for Teaching Oral Presentation Skills</td>
<td>Using Technology in Work Readiness ESL Classes</td>
<td>Integrating Service Learning into the IEP Curriculum</td>
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<td></td>
<td>Renee L. Feather AE IEP/HE</td>
<td>Burna Dunn Barbara Sample AE AL CALL</td>
<td>[Julie K. Andersen Scott Gladden IEP/HE]</td>
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<tr>
<td>Area outside</td>
<td>Poster Sessions (1:30 - 2:15)</td>
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<tr>
<td>Grand Ballrooms</td>
<td>Narrative Writing for English Learners Studying Abroad</td>
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<td></td>
<td>Lauren Kuehster Jessica Novak Fouad Abdalhamid Andy Fuller Jn-Young Koh GA</td>
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<td>Searching for the Trees in the Digital Forest Randall Davis AE SE IEP/HE</td>
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<tr>
<td>Arapahoe /</td>
<td>Maximizing the Potential of Short-term English Programs</td>
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<tr>
<td>Douglas</td>
<td>Publishers' Exhibits</td>
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<td>ROOM</td>
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<tr>
<td>Jefferson</td>
<td>PLENARY&lt;br&gt;From Inkwell to Internet: Dictionaries in America&lt;br&gt;Peter Sokolowski</td>
<td></td>
<td>The Pathway to Academic Success: Developing Critical Thinking, Presentation, and Communication Skills&lt;br&gt;Joel Deutser (Publisher Session-National Geographic Learning / Cengage Learning)</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Encouraging English Language Learning Through Student Interviews&lt;br&gt;Kay Taylor&lt;br&gt;AE, SE, GA</td>
<td>Arab and American Cultural Perceptions&lt;br&gt;Connie Shoemaker&lt;br&gt;Dr. Isabella Morozova&lt;br&gt;Melissa Hull (IEP/HE, GA)</td>
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<tr>
<td>Boulder</td>
<td>Teachers’ Online Orientation to Colorado Adult Education&lt;br&gt;Jane Miller&lt;br&gt;AE, PA, GA</td>
<td>Successful School-Wide Practices for Multilingual Learners&lt;br&gt;Kara Mitchell&lt;br&gt;Honorine Nocon&lt;br&gt;Barbara Dray&lt;br&gt;Tracy Keenan (GA)</td>
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<tr>
<td>Conifer</td>
<td>Using Google Voice in Creating Meaningful Speaking Assessments&lt;br&gt;Randall Davis&lt;br&gt;CALL, SE, IEP/HE</td>
<td>Classroom Collaboration and Management through Modern Technology&lt;br&gt;Andrea Feldman&lt;br&gt;Yulin Feng&lt;br&gt;Dan Larsen (IEP / Higher Ed SIG Forum)</td>
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<tr>
<td>Evergreen</td>
<td>Group Research Paper Based on a Survey&lt;br&gt;David Mindock&lt;br&gt;SE, IEP/HE</td>
<td>Interactive Games for the Classroom&lt;br&gt;Dieter Bruhn&lt;br&gt;AE, SE, GA</td>
<td>Collaborating around Colorado’s Standards: Tools for Implementation&lt;br&gt;Mary Pittman&lt;br&gt;Liliana Graham (IB, EE, SE)</td>
</tr>
<tr>
<td>Golden</td>
<td>Byting Off More Than You Can Chew&lt;br&gt;Chris Tombari&lt;br&gt;AL, CALL, IEP/HE, TE/AR</td>
<td></td>
<td>Elementary Education SIG Forum&lt;br&gt;SB 191: The Future of Educator Evaluation and Effectiveness&lt;br&gt;Dr. Margaret Crespo&lt;br&gt;Kerrie Dallman&lt;br&gt;Angela Baber&lt;br&gt;D. Katy Anthes</td>
</tr>
<tr>
<td>Parker</td>
<td>Corpus for the Classroom Demystified and Simplified&lt;br&gt;Katherine Moran&lt;br&gt;CALL, IEP/HE</td>
<td>Now, Work Together&lt;br&gt;Ardith Loutalet&lt;br&gt;AE, GA</td>
<td>Reading Skills for International Students&lt;br&gt;Constance Leonard (IEP/HE)</td>
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<tr>
<td>Spruce</td>
<td>Improving Student-led Discussions of Controversial Topics&lt;br&gt;Mary Kay Wedum&lt;br&gt;Beth Cloven&lt;br&gt;SE, IEP/HE</td>
<td>How to Use the Colorado ELP Standards&lt;br&gt;Jennifer Daniels (BE, EE, SE)</td>
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<tr>
<td>West A</td>
<td>The Role of Culture in Classroom Management&lt;br&gt;Nichole Oberheu&lt;br&gt;SE, GA, IEP/HE</td>
<td>Thinking Critically in the Second Language&lt;br&gt;Carol M. Johnson (Publisher Session-Renaissance Learning)</td>
<td>Activities to Initiate Conversations on Life Skills&lt;br&gt;Lee Shainis&lt;br&gt;Rachel Fuchs&lt;br&gt;AE, PA, GA (Publisher Session-Intercambio)</td>
</tr>
<tr>
<td>West B</td>
<td>Transform Your ESL Classroom with AIM&lt;br&gt;Renee L. Villeneuve (Publisher Session-AIM)</td>
<td>Preparing Corpus-based Grammar Materials: Theory and Practice&lt;br&gt;Douglas Biber (Publisher Session-Pearson Longman)</td>
<td>REACH! Language, Literacy, Content&lt;br&gt;Bridget Shaughnessy (Publisher Session-National Geographic/Hampton Brown)</td>
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<tr>
<td>West C</td>
<td>Language Ideologies and How They Impact Language Learning&lt;br&gt;Madeline Adkins&lt;br&gt;AE, AL, BE, EE, IEP/HE, PA, GA</td>
<td>Pursuing Excellence through Developing and Teaching Electives&lt;br&gt;Debra Daise&lt;br&gt;Sheryl Meyer&lt;br&gt;Matt Griffin&lt;br&gt;David Mindock&lt;br&gt;PA, GA, IEP/HE</td>
<td>The Imperative of Care&lt;br&gt;Michael Suarez&lt;br&gt;Michael Dominguez&lt;br&gt;AL, BE, SE, IEP/HE</td>
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<td>West D</td>
<td>Creating a Reading Culture in Saudi Arabia&lt;br&gt;Saleh Alharthi&lt;br&gt;AE, BE, IEP/HE</td>
<td>The Missing Link - Collocations&lt;br&gt;Jenia Ivanova&lt;br&gt;AE, IEP/HE</td>
<td>Kazoo Youl&lt;br&gt;Macro-level Accent-Reduction Reminders&lt;br&gt;Laura Davies&lt;br&gt;Brenier&lt;br&gt;Chari Norloff&lt;br&gt;AE, IEP/HE</td>
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<td>West E</td>
<td>Teaching Pronunciation: A Color-Based Approach&lt;br&gt;Karen Taylor de Caballero&lt;br&gt;AE, AL, EE</td>
<td>Don’t Believe Everything You Believe&lt;br&gt;Kathi Hart&lt;br&gt;Debra Daise (GA)</td>
<td>Publishers’ Exhibits (Coffee Breaks – 7:30 a.m. to 12:00 noon)</td>
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Adult Education (AE), Bilingual Education (BE), Computer-Assisted Language Learning (CALL), Elementary Education (EE), Program Administration (PA), Secondary Education (SE), General Audience (GA), Intensive English Programs / Higher Education (IEP / HE), Teacher Education / Action Research (TE / AR), Content Area (CA)
<table>
<thead>
<tr>
<th>ROOM</th>
<th>1:30-2:15</th>
<th>2:30-3:15</th>
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| Jefferson | PLENARY: Applying Corpora Research to the Language Classroom  
Randi ReDeen                                                                                             | EFL Undergraduate Students’ Contextual Literacy Practices  
Hsiao-ong Wu                                                                                               |
| Boulder   | Scaffolding Instruction for English Language Learners  
Nadia Bourouba  
BE, SE, IEP/HE                                                                                           | Keeping it Real: Social Interactions in the Classroom  
Rebecca Furze Allison Herbert  
AE, BE, IEP/HE                                                                                             |
| Cherry/Plum | ELLs with Limited Prior Schooling: Six Instructional Guidelines  
Andrea DeCapua Helaine Marshall  
AE, SE                                                                                                      |                                                                                                                                 |
| Conifer   | The Transformation to a Multi-cultural Student  
Patricia Johnson Rebecca Fisher Andrea Feldman  
GA, IEP/HE                                                                                                 |                                                                                                                                 |
| Evergreen | Critical Thinking/Metaphors in the Real World  
Rane Cervania  
AE, GA, IEP/HE                                                                                             | Spelling Strategies  
Elizabeth Schroeder Meredith Folley  
AE, AL, SE, GA, IEP/HE                                                                                       |
| Golden    | Making Content Comprehensible with the SIOP Model  
Cristina Hernandez  
(Publisher Session-PEARSON School Achievement Services)                                                      | Collaboration Between Mainstream and ELL Teachers  
Angela Bell, Ph.D.  
BE, CALL, GA IEP/HE                                                                                          |
| Parker    | Creating an Entrepreneurial Adventure in Business English  
Glenna Tibbets  
IEP/HE                                                                                                      | People Describing People  
Deborah Ferris  
AL, IEP/HE, GA                                                                                               |
| Spruce    | A Campfire Song in Present Perfect  
Shira Halavi  
IEP/HE                                                                                                      | A Critical Glimpse at L2 Writing Instruction  
Michael Regan  
AL, IEP/HE                                                                                                   |
| West A    | Vibrant Vocabulary Today!  
Zulma Cifuentes-Pride  
(Publisher Session-HMH Publishing)                                                                              | Building a Successful Adult Education Program  
Scott McMillin Jerome Parent  
AE, BE                                                                                                       |
| West B    | Promoting Literacy Learning via Virtual Literature Circles  
Su Chia-Chun Chen Bo-An Feng Yu-Lin  
BE, CALL, IEP/HE                                                                                             | Teaching English in a Hong Kong Secondary School  
Hoi Yuen Chan  
AL, GA                                                                                                       |
| West C    | Meets Expectations - Good Enough?  
Margaret Gough Nancy Berry  
PA, GA, IEP/HE                                                                                               | Teacher Leadership: Advocacy for ELLs  
Amy Quezada Jessi Beller  
EE, SE, GA                                                                                                   |
| West D    | Changing the DNA of Cross-Cultural Training  
Randall Davis  
AE, SE, IEP/HE                                                                                               | Virtual Migrant Summer School  
Brandon Darrow  
BE, SE, GA                                                                                                   |
| West E    | Techniques That Improve Written Comprehension and Comprehensibility  
Jean Louise Ferguson  
SE, GA, IEP/HE                                                                                               | Motivating Secondary ELLs to Success  
Cynthia Valdez  
AL, BE, PA, SE, GA                                                                                             |

Adult Education (AE), Bilingual Education (BE), Computer-Assisted Language Learning (CALL), Elementary Education (EE), Program Administration (PA), Secondary Education (SE), General Audience (GA), Intensive English Programs / Higher Education (IEP / HE), Teacher Education / Action Research (TE / AR), Content Area (CA)
CoTESOL Plenary
Friday, November 11, 2011 | 8:45-10:00 AM | Jefferson

Getting Past "Wow!": Assessing Classroom Technology

**ABSTRACT:**
In this interactive presentation, we will discuss ways to get past the "wow" factor of new technologies, and assess the educational value of Web 2.0 tools and mobile applications. Participants will use a rubric to evaluate and categorize websites and apps. We will discuss ways to customize the online educational experience and eliminate advertising from sites used with students.

**BIO:**
Maggie Sokolik received a Ph.D. in Applied Linguistics from UCLA, and teaches College Writing Programs at UC Berkeley. She's written over twenty textbooks, and several video projects. She's the editor of TESL-EJ, and travels frequently to speak about grammar, writing, technology, and teacher education, most recently to India and Mexico.

**SPONSORED BY:** Heinle

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CoTESOL Plenary
Friday, November 11, 2011 | 10:15-12:00 PM | Jefferson

Cultural Perspectives: Student with Interrupted/Limited English

**ABSTRACT:**
Students with Interrupted/Limited Education (SLIFE) face numerous challenges: learning English, developing literacy skills and participating in Western-style schooling. These learners are often viewed from a deficit perspective. We take a cultural perspective and examine how SLIFE have a different, culturally based learning paradigm which differs in three major ways from the U.S. model of Western-style schooling: (1) orality versus literacy; (2) collectivism versus individualism; and (3) pragmatic ways of thinking versus academic ways of thinking. We examine each and describe our instructional model, the Mutually Adaptive Learning Paradigm (MALP), designed to create an optimal learning climate for SLIFE.

**BIOS:**
Andrea DeCapua is Associate Professor of Multilingual, Multicultural Studies in the Graduate School at The College of New Rochelle. She specializes in teacher training in two different areas: working with English language learners (ELLs) with limited or interrupted formal education, and in developing intercultural awareness for classrooms in a global society.

Helaine W. Marshall is Director of Language Education Programs and Associate Professor of Education at the Hudson Graduate Center of Long Island University at Westchester, where she teaches courses in TESOL, Linguistics, and Multicultural Education. Her research interests include bilingual adult literacy, nontraditional approaches to the teaching of grammar and online language teacher education.

**SPONSORED BY:** University of Michigan Press
CoTESOL Secondary Education and Content Area SIGs
Corpus Linguistics and Language Teaching

ABSTRACT:
This talk provides an overview of the research methods and goals of corpus linguistics, illustrating the kinds of analysis that are conducted from this perspective, and the surprising findings that emerge from corpus-based research (with case studies taken from the Longman Grammar of Spoken and Written English and from a study of American university discourse). These case studies further illustrate the unreliability of intuitions and the centrality of register for descriptions of language use. In conclusion, the talk discusses pedagogical implications of corpus-based research.

BIO:
Doug Biber is Regent's Professor of English (Applied Linguistics) at Northern Arizona University. Beginning with his involvement in adult education programs in Kenya and Somalia, followed by faculty appointments at USC and NAU, he has been actively training language teachers and professionals for over 30 years. Over the past few decades, Biber has focused especially on the question of how corpus linguistics research can be applied to the description of everyday language varieties ('registers'), and how those research findings can in turn be applied to English Language Teaching. These research efforts have resulted in several major publications that are of immediate relevance to ELT professionals, including a textbook on Register, Genre, and Style (Cambridge, 2009), the co-authored Longman Grammar of Spoken and Written English (1999), the college level Longman Student Grammar of Spoken and Written English (2002), and a recent ESL grammar textbook published by Longman: Real Grammar (Conrad and Biber, 2009).

From Inkwell to Internet: Dictionaries in America

ABSTRACT:
Have you ever wondered how a word gets into the dictionary? Why is American English spelled differently than British English? How dictionaries are making the transition to the Internet? The story of dictionaries in America begins with NoahWebster's textbooks and dictionaries and continues today with some of the busiest reference sites on the Web and dictionaries made specifically for English language learners. Details about famous editions and the trends of the most looked-up words online will be discussed, with time for questions about dictionaries, definitions, and usage.

BIO:
Peter A. Sokolowski joined Merriam-Webster in 1994. He has worked on several best-selling dictionaries including Merriam-Webster's Collegiate Dictionary, Eleventh Edition, is featured in videos and podcasts about language at Merriam-Webster.com, and represents Merriam-Webster as a lecturer and pronouncer for spelling bees worldwide. He has an M.A. from the University of Massachusetts.

SPONSORED BY: Pearson

SPONSORED BY: Merriam-Webster
ATTENTION:
During the last several years, there has been an increased interest in using corpus research to inform language teaching decisions, and in using corpora as a resource in the language classroom. This presentation will provide numerous concrete examples of how information from corpora can be used to inform and guide instruction and how corpora can serve as a resource for developing vocabulary and grammar materials. A general guide for integrating the use of corpora into your practice is also provided.

BIO:
Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University (NAU). She has extensive ESL and teacher training experience, including directing NAU’s Intensive English Program. Randi is the author of Using Corpora in the Language Classroom and an author of the series Grammar and Beyond, both published by Cambridge University press.

SPONSORED BY: Cambridge University Press

Special Discount on SLIFE Books by the Plenary Speakers

ANDREA DECAPUA
AND
HELAINE MARSHALL

40% off these titles during COTESOL

www.press.umich.edu/esl/
ABSTRACT:
Have you ever engaged in self-reflection after your lesson? Have you ever wanted to find out why a particular lesson went well...or didn’t? Research doesn’t just have to be something you publish in TESOL Quarterly. It can have immediate benefits to you and your colleagues’ work. It can make your job even more interesting in the larger picture. Come listen to and ask questions of our panel, representing traditional research and instructors who have engaged research, to learn more about conducting classroom research as we try to demystify the process. Bring your fears...bring your ideas.

PRESENTERS:
David Bailey, Ph.D, Director of Institutional Research, Community College of Aurora
David Bailey, Ph.D., is the Director of Institutional Research at the Community College of Aurora. Dr. Bailey previously worked in Institutional Research in Texas. He is also on the adjunct faculty at CCA. David.Bailey@CCAurora.edu

Gaye Horne joined the staff of Spring Institute in June 2008 as the Community ESL Program Manager. In her previous life she was an English Language Acquisition Coordinator, Kentucky State Migration and Refugee Resettlement Education Coordinator and Director of Catholic Charities Refugee School. She has written online classes for Verizon’s Thinkfinity and she worked as an interim EvenSTART Coordinator in El Paso, Texas. ghorne@springinstitute.org

Barbara M. Medina, Ph.D, is a career educator in Colorado, working in policy, research and practice as a teacher, K-12 administrator, professor and department chair in teacher preparation, and assistant commissioner of education at the state level. From the beginning of her career as a migrant family coordinator in the fields of southeast Colorado, Dr. Medina has continued to focus on academic access, opportunity and success for all students, especially those students who are culturally and linguistically diverse. medina_b@cde.state.co.us

Barbara Sample has an MA in Languages and Literature (Teaching English as a Foreign Language) and a BA in Sociology. She was the first president of CoTESOL and is active in RESULTS, a citizen advocacy group. Ms. Sample has lived and traveled extensively in Europe, Southeast Asia, the Middle East, and most recently China and Mongolia. bsample@springinstitute.org

Chris Tombari, M.A., is the Chair of ESL Department at the Community College of Aurora. He has worked extensively with Adult English Language Learners since 1993 in instruction, curriculum and program design, and teacher training. Christopher.Tombari@CCAurora.edu
ABSTRACT:
Every year, high achieving high school students drop out of Colorado schools because they are unable to afford higher education. The cost of attending college for these students is up to five times higher than for their peers for one reason -- they are undocumented. The Higher Education Access Alliance (HEAA) exists to build support for a state policy - Colorado ASSET- that would allow all Colorado high school graduates to pay in-state tuition rates at Colorado colleges and universities. Twelve states currently allow their undocumented immigrant high school graduates to access higher education at affordable tuition rates if they meet certain criteria. Our goal with this presentation is to enhance our network of concerned teachers, parents, administrators and community members willing to reach out to their others about the need to address the cost of college for our undocumented students.

Following the HEAA presentation, there will be a panel discussion with leading advocates on both sides of the issue engaging in an open dialogue about tuition equity for undocumented students.

DISCUSSION PANEL MODERATOR: Monica Rosenbluth

The Higher Education Access Alliance (HEAA) is a statewide organization committed to expanding access to higher education for undocumented high school graduates through in-state tuition rates.
ABSTRACT:

Finding work, getting a better job, or keeping the job they have is consistently cited as one of the greatest concerns of most students in Colorado adult English classes. This year’s Adult Education SIG forum will, therefore, address the most pressing need of the majority of adult English learners: employment. Our speakers come from a variety of private, public, and governmental organizations to discuss what a learner needs to know to succeed in today’s difficult job market. Speakers will describe community resources and programs available to adults residing in Colorado to better prepare them for the workplace. Teachers can benefit from attending by getting ideas of what to teach as well as where to send students for more specific job skill training.

PRESENTERS:

Caitlin Andrews, Mi Casa Resource Center
Rachel Graci, Spring Institute for Intercultural Learning
Kim Hosp, Emily Griffith Technical College
Jane Miller, Colorado Department of Education
Amanda Wiese, Denver Public Library

CoTEsOL’s Top Presentation

Free Trip to the 2011 TESOL Convention
Program Insert
Ballot Box @ Registration Table

Convention Evaluation

https://www.surveymonkey.com/s/cotesol
Drawing for ONE FREE night at ANY Red Lion
CoTESOL Intensive English Programs/Higher Ed SIG Forum
Chair: Kristen Sturm

Saturday, November 12, 2011 | 10:15 – 12:00 PM | Conifer

Classroom Collaboration and Management through Modern Technology

### Andrea Feldman: Assessing Student Learning with Digital Media

How can we create an environment in which students learn, assess their own learning, and determine whether or not they have achieved that learning? This presentation will address the difference between different types of knowledge, and give participants tools for implementing social media and digital literacy to address these concepts.

### Yulin Feng: Teachers' Perceptions about the Use of Technology

This study is aimed to explore the perceptions of technology among ESL teachers in intensive English programs. Twelve ESL teachers were interviewed to address the following research question. How do ESL teachers perceive technology integration and their roles in their English classroom? Pedagogical implications and various technology tools are discussed.

### Kirsten Sturm: Crossover To “New” Technology in the ESL Classroom: The Use of the Livescribe Smart Pen Among ESL teachers and ESL Learners in intensive English programs.

The Livescribe smart pen is a Montblanc-size computer with advanced processing power, audio and visual feedback, as well as substantial memory for handwriting capture, audio recording, and additional applications. This study explores scientific evidence demonstrating the effectiveness of the smart-pen technologies for improving teaching and learning in the ESL classroom. This presentation is aimed at the benefits learning support, and uses of the Livescribe smart pen for ESL learners and for teachers.

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CoTESOL Board Ballot
(Program Insert)

Ballot Box @ Registration Table
ABSTRACT:

We know from research and experience that the number one school-based factor most directly tied to student achievement is the quality of the student’s teacher. We also know that great leadership makes a difference in producing strong and sustained positive outcomes for students. This session will discuss the key elements of the CO statewide educator evaluation system, as outlined in S.B. 10-191. The purpose of the evaluation system is to increase the effectiveness of educators through relevant, actionable feedback that leads to ongoing professional growth and increased outcomes for students. The session will answer where the state is in the implementation, what challenges there are to the roll out and how you can get engaged in the process.

PRESENTERS:

Dr. Margaret Crespo is currently serving as the Director of Secondary Education for Thompson School District. Her career spans 20 years as a teacher, counselor, assistant principal and principal. She is a member of the State Council on Educator Effectiveness.

Kerrie Dallman is a high school social studies teacher and is currently representing over 500 licensed teachers as President of the Jefferson County Education Association. She is a member of the State Council on Educator Effectiveness.

Angela Baber is currently serving as the Educator Effectiveness Director for the Colorado Legacy Foundation where she works with and supports the state of Colorado in implementing comprehensive and nationally touted teacher and leader education effectiveness legislation.

Katy Anthes, Ph.D. is Colorado Department of Education’s (CDE) new Executive Director of Educator Effectiveness and will lead CDE’s efforts to recruit, prepare, evaluate, support and retain highly effective educators. An immediate priority is ensuring the successful implementation of the state’s educator evaluation and development system, pursuant to Senate Bill 10-191.
CoTESOL's Annual Convention Entertainment Gift to Its Members
Friday, November 11, 2011, 5:30 p.m.
Jefferson Grand Ballroom, Red Lion Hotel Denver Southeast

The multi-talented Santemu Aakhu has a style all her own. She has delighted the Denver metro area with her gift of storytelling for more than a decade. Santemu has performed her African Folktales and Songs for a wide variety of audiences. Along with her stories, Santemu uses various African instruments to embellish the art of the storyteller, of which the drums are her specialty. Santemu has recently extended her musical talents by recording two CDs. All songs are written and arranged by her. Her productions, “Trebled Heart” and “Love Notes”, were released in 2004 & 2005 respectively. Santemu performs as a self-accompanied singer and guitarist. We’re honored to have her entertain at this year’s CoTESOL Convention.

A Special Thanks to the CoTESOL Board Members for Planning and Organizing This 35th Annual Fall Convention

President—Christine Deines; 1st Vice President and Convention Chair—Shannon Svaldi; 2nd Vice President and Program Chair—Erin Kimmel; Publishers Liaison—Ruth Moore; Communications Liaison—Hilario Benzon; Executive Secretary—Larry Fisher; Past President/Entertainment Liaison—Dieter Bruhn; Adult Education SIG Chairs—Rita Berberian, Katie Collins; Teacher Education / Action Research SIG Chairs—Gaye Horne, Chris Tombari; Elementary Education SIG Chairs—Jennifer Shank, Hilario Benzon; IEP/Higher Education SIG Chairs—Elena Freeman, Kristen Sturm; Secondary Education SIG Chairs—Christine Loven-Santos, Liliana Graham; Content Area SIG Chair—Sandy Stokely Leeann Ribble; Socio-Political Liaison—Liz Henry.
Literacy Language and Culturally Responsive Teaching Program

Are you a professional educator striving to meet the literacy needs of all learners in culturally and linguistically diverse schools and classrooms?

Find out more about our nationally recognized and accredited program that helps professional educators gain an expertise in delivering effective literacy instruction to learners in classrooms, schools, and communities rich in cultural and linguistic diversity.

The Literacy, Language, and Culturally Responsive Teaching Program is focused on deepening educators' understandings of literacy, culture, oral and written language acquisition and development. We offer Master's degrees, endorsements, secondary English education, and graduate certificate programs.

Graduate certificates of study available in
  - Adolescent Literacy Certificate Program (online)
  - Early Literacy Certificate Program (online)
  - Literacy & Language Development for English Language Learners (delivered in partner districts)

Earn a Colorado Reading Teacher endorsement in 27 credits or less and add on the MA in Reading & Writing for only another 9 credits.

Or earn a Master's degree and 2 endorsements in CDE's Reading Teacher and Linguistically Diverse Education in 45 credits or less!

Teach Grants available for up to $8000 toward tuition!

For more information, www.ucdenver.edu/education/literacy or 303.315.6300
“35 Years and Beyond: Creating, Connecting, and Crafting”
Friday, November 11 – Saturday, November 12

Presentation Abstracts

FRIDAY, NOVEMBER 11  PLENARY
8:45 – 10:00
FRI., NOV. 11, 2011  8:45-10:00  JEFFERSON

Getting Past “Wow!”: Assessing Classroom Technology

In this interactive presentation, we will discuss ways to get past the “wow” factor of new technologies, and assess the educational value of Web 2.0 tools and mobile applications. Participants will use a rubric to evaluate and categorize websites and apps. We will discuss ways to customize the online educational experience and eliminate advertising from sites used with students.

Maggie Sokolik  University of California Berkeley
sokolik@berkeley.edu

FRIDAY, NOVEMBER 11
9:15 – 10:00
FRI., NOV. 11, 2011  9:15-10:00  BOULDER
DEMONSTRATION  GA, IEP/HE

Using Popular Songs to Teach Grammar Concepts

Music in the classroom energizes all students and provides auditory learners with the access they need. This presentation will show how popular songs can be utilized to teach and reinforce a variety of grammatical structures. Participants will leave with a list of song choices and worksheets to use with students.

Jayne Loomis  IEP at CSU
jaynel@mail.colostate.edu
Evelyn Pierro  IEP at CSU
evelynpierro@comcast.net

FRIDAY, NOVEMBER 11
9:15 – 10:00
FRI., NOV. 11, 2011  9:15-10:00  CONIFER
PAPER GA

Multiple Assessments in the Classroom: An Alternative to Standardized Testing

The study was conducted in Libya to gain insight into the challenges for teachers who are teaching English. The major assessment in Libya is through standardized testing which does not provide the best assessment for all students. This study was conducted through observing two classrooms in a school in Libya.

Najiya Musbah  University of Colorado Denver
hnayat_1080@yahoo.com

FRIDAY, NOVEMBER 11
9:15 – 10:00
FRI., NOV. 11, 2011  9:15-10:00  EVERGREEN
DISCUSSION  GA, IEP/HE

Trouble Abroad, Trouble at Heart

Whether due to war or the death of a family member, many students are overwhelmed by personal turmoil. How can teachers meet the needs of students suffering from unrest? Students’ experiences will be used as a basis for discussing the importance of building connections in the pursuit of academic success.

Amanda Pawelski  IEP at CSU

FRIDAY, NOVEMBER 11
9:15 – 10:00
FRI., NOV. 11, 2011  9:15-10:00  CHERRY/PLUM
DEMONSTRATION  GA, IEP/HE

From Teaching to Training

A skilled language teacher has much to offer new or less experienced teachers, yet may find the pathway into language teacher education insufficiently signposted. The presenter will identify issues that commonly occur when making the transition from teacher to trainer and generate discussion as to how to resolve them.

Deborah Ferris  University of New South Wales, Australia
d.ferris@unswglobal.unsw.edu.au

FRIDAY, NOVEMBER 11
9:15 – 10:00
FRI., NOV. 11, 2011  9:15-10:00  CHERRY/PLUM
DEMONSTRATION  GA, IEP/HE

Getting Past “Wow!”: Assessing Classroom Technology

In this interactive presentation, we will discuss ways to get past the “wow” factor of new technologies, and assess the educational value of Web 2.0 tools and mobile applications. Participants will use a rubric to evaluate and categorize websites and apps. We will discuss ways to customize the online educational experience and eliminate advertising from sites used with students.

Maggie Sokolik  University of California Berkeley
sokolik@berkeley.edu
Oral Language Development Through Interactive Activities

Oral language development is the key to academic success. We have developed materials to strengthen language development for ESL children at different stages of language acquisition. These materials are aligned with WIDA standards. We will demonstrate the variety of uses of these materials for application in your classroom.

Mary Weber  Jeffco Schools
mweberhome@msn.com
Eileen Conroy

15 Ways to Engage Mixed-ability Students Simultaneously

Realizing that students in almost all English language classes have mixed abilities, the presenter will demonstrate 15 different tasks that will allow students in a grammar class to work at their own level. The session will be interactive and teachers will be able to implement these techniques immediately.

Irene Schoenberg  Pearson
cindy.dodgion@pearson.com

Beginning Process Writing

Adult learners need "process writing" long before the five-paragraph essay. This session highlights a simple process for beginning writers: planning, text generation, revision. Using the CASAS Functional Writing Assessment rubric, prompts, and a long-term plan for practice, ESL teachers can offer low-level learners confident steps to true writing competence.

Ardith Loustalet  NCPDC
ardith.ncpdc@gmail.com

University Level: What Were They Expecting?

Students entering universities after completing English programs often face unexpected issues in the U.S. classroom culture. This presentation will look at classroom scenarios and demonstrate ways English programs can better prepare international students through in-class activities/projects or short workshops. Activities and suggestions for project/workshop designs and host partnership communication included.

Sara Holzberlein  Spring International Language Center
sholzberlein@yahoo.com

Thought Bubbles: A Shortcut in Teaching Pragmatics

This demonstration shows teachers how to raise students’ pragmatic awareness in the classroom by taking the mental dialogue of participants in a cross-cultural exchange and making it visible to observers by projecting their thoughts directly above their heads on a screen using thought bubbles in a slide presentation.

Eric M. Honnen  SIT Graduate Institute
eric.honnen@mail.sit.edu
Amro H. AbouAlAwar  SIT Graduate Institute
amro.aboualawar@mail.sit.edu

Writing, Technology, and Corpus Linguistics

This presentation uses technology and corpus research to enhance writing instruction. Through examples of web-based modules that are designed to address particular aspects of writing instruction (e.g., topic selection, writing conventions, evaluating sources), the audience will be provided with examples and resources for developing program-specific modules for writing instruction.

Randi Reppen  Northern Arizona University
randi.reppen@nau.edu

Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms

Research has shown that technological integration in the classroom is highly effective as well as motivational to learners. This workshop will give some practical examples of how to use technological tools in the classroom without having prior experience of these tools. Handouts will be provided.

Barbara Ulrich  FRCC

Modeling Work Values for Limited English Speakers

Extremely limited English language learners can learn to become valuable employees! WorkWise, a four-week course
focused on basic building blocks of American work culture, helps refugees and immigrants develop skills including dexterity, sorting, organizing, critical thinking, and understand values such as timeliness, sense of urgency, customer service, and being detailed.

Barbara Sample  Spring Institute for Intercultural Learning  bsample@springinstitute.org
Suzanne Saenz  Spring Institute for Intercultural Learning  ssaenz@springinstitute.org
Rachel Graci  Spring Institute for Intercultural Learning  rachelgraci@springinstitute.org
Donna Kapp  Spring Institute for Intercultural Learning  donnajkapp@gmail.com

**FRIDAY, NOVEMBER 11**

10:15 – 11:00

FRI., NOV. 11, 2011  10:15-11:00  BOULDER
DEMONSTRATION  AE, PA, GA

**Follow the Standards to Quality Teaching**

Many people think they know good teaching when they see it, but now the specific characteristics have been identified and published in the new Colorado Department of Education Standards of Quality for Adult Education Programs in Colorado. Come review two of the standards: Instruction and Learner Support and Retention.

Jane Miller  Colorado Department of Education  miller_j@state.co

**How to Keep It Hopping**

Fast-moving games and motivational strategies that keep students engaged while supporting language learning will add jazz to your teaching style! Take-home materials will be provided!

Brenda Fox  Community College of Aurora  brenda.fox@ccaaurora.edu

**Using Microsoft Excel in ESL Classes**

Using Excel can make some tasks quicker and easier to accomplish, and it’s not hard to learn. How can you utilize Excel in your ESL classes? Presenter will demonstrate how to make charts and graphs, do computations, and use Mail Merge with Excel data to create reports, letters, and labels.

Stephanie Lawton  Community College of Aurora  stephanie.lawton@ccaaurora.edu

**Planning: A Lot’s Changed Since College**

Teachers move through interactive stations to create a unit or lesson that includes 21st century skills (collaboration, critical thinking, communication) and engagement strategies to meet the needs for ESL learners in all classrooms.

Jennifer Duarte  Eagleview Middle School, District 20  jenniferjduate@gmail.com
Tiffany Trujillo  Wasson High School, District 11  tiffrtrujillo@yahoo.com
Cheryl Corpus  Mountain Vista Community School, Harrison District 2  ccorpus@hsd2.org

**Innovative College Readiness Curriculum: Beyond Language Skills**

Intensive English Programs tend to focus on test preparation and language skills. However, international students often lack cross-cultural competencies needed to excel in higher education. Participants will learn how teachers collaborated to create a curriculum that develops students’ academic and language skills while explicitly teaching American academic norms.

Tamara Milbourn  IEC at UCB  milbourn@colorado.edu
Nicole Sager  IEC at UCB  Nicole.sager@colorado.edu

**Preparing Teachers to work Effectively with ELLs**

The presenter describes mixed methods research that looks at how different teachers experience an online ESL for Educators course in different ways, taking into account prior experiences, background, gender, culture, etc. Preliminary findings from surveys, questionnaires, and interviews will be discussed.

Stephanie Dewing  UCCS  stephanie.dewing@uccs.edu

**Vocabulary Integration Activities**

Presenters will demonstrate activities for integrating new vocabulary into listening, speaking, reading, and writing for language mastery, based on implications of Fred Genesee’s (2000) research on brain function and learning conducted at
Activities for lower and upper level Intensive English Program, secondary, and life skills classes are included.

Sarita Crawford  IEO at CSU
sarita.crawford@gmail.com
Gloria Gleave  IEP at CSU
ggleave@gmail.com

Cultural Perspectives: Students with Interrupted/Limited Education

Students with Interrupted / Limited Education (SLIFE) face numerous challenges: learning English, developing literacy skills and participating in Western-style schooling. These learners are often viewed from a deficit perspective. We take a cultural perspective and examine how SLIFE have a different, culturally based learning paradigm which differs in three major ways from the U.S. model of Western-style schooling: (1) orality versus literacy; (2) collectivism versus individualism; and (3) pragmatic ways of thinking versus academic ways of thinking.

Andrea DeCapua  The College of New Rochelle
adecapua@cnr.edu

Know, Understand, and Act

This session is designed to provide educators with tools and strategies to implement the “Dimensions of Multicultural Education” developed by Dr. James A. Banks. The “Dimension of Multicultural Education” includes awareness of how culture affects teaching and learning, the knowledge we need to be culturally responsive and how we can implement these programs in our schools.

Hilario Benzon  Jeffco Schools
jbenzon@jeffco.k12.co.us

Catherine Baldwin-Johnson  Director, ESL/Dual Language Department
cbaldwin@jeffco.k12.co.us

Dr. Christina Bernal Sati  Assistant Director, ESL/Dual Language Department
cbernals@jeffco.k12.co.us

Get Ready to Share What You know!

With budget cuts, teachers must share knowledge and resources locally in order to grow professionally. Yet, presenting to colleagues can be intimidating. This workshop is for those interested in leading professional development opportunities, but seeking support getting started. Participants will discuss strategies, consider needs, and germinate presentation ideas and contexts.

Elizabeth Crockett  Fremont RE-2 School District
elizcrock@yahoo.com

Low-Tech Creative Crafts for the Literacy-Level Classroom

Enjoy this relaxed, creative, and low-tech workshop where you will make a village, a puppet, etc. Kate is bringing enough materials for 50 participants to go home with a bag of new realia and with clear ideas for how to use it on Monday in your classroom.
Higher Order Thinking for ELLs: It's Critical

How do we ask and model higher order thinking questions to ELLs of all levels of language acquisition? Join us examining this question using stages of Language Acquisition and Bloom's Taxonomy as well as a hands-on approach on how to get your ELLs to access and create HOT questions.

Leticia King  Pikes Peak Elementary, HSD
lking@hsd2.org

Alme Dyrek  Woodmen Roberts Elementary, ASD
ajesspeina@hotmail.com

FRI., NOV. 11, 2011  11:15-12:00  SPRUCE
PAPER  AE, PA, SE, IEP/HE

Engaging Beginner Middle Level Learners

This will be an overview of a beginning level middle school ELA class. We will go over the units we teach, vocabulary, homework, games, presentations, and projects. Units will include all four components of listening, speaking, reading, and writing.

Laura Johnson  Cherry Creek Schools
ljohnson5@cherrycreekschools.org

FRI., NOV. 11, 2011  11:15-12:00  WEST A
PUBLISHER SESSION

Best Practices in Grammar Teaching

Students are always looking for ways to improve their grammar. This session focuses on: the importance of context – is a structure used more in spoken or written language, teaching prepositions effectively, engaging students in editing activities, and ways grammar and writing intersect. Research-based strategies will be presented.

Randi Reppen  Northern Arizona University
randi.reppen@nau.edu

FRI., NOV. 11, 2011  11:15-12:00  WEST C
WORKSHOP  AE, PA, GA

How to Effectively Train Volunteers to Teach ELL students

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.

Rachel Fuchs  Intercambio

FRI., NOV. 11, 2011  11:15-12:00  WEST D
DEMONSTRATION  IEP/HE, GA

Vocabulary Selection: What, Why, and How

This session will demonstrate how to select the most beneficial vocabulary words from a particular text. Vocabulary research will be briefly reviewed, followed by a demonstration of the selection process using a young adult novel as a sample text. Attendees will gain both a theoretical and practical understanding of vocabulary selection.

Kristopher Kyle  IEP at CSU
esltutorkris@gmail.com

Jessica Kyle  IEP at CSU
jessica.t.kyle@gmail.com

FRI., NOV. 11, 2011  11:15-12:00  WEST E
DEMONSTRATION  GA

Integrating Movement and Touch into the Classroom

Learn about practical activities that can be used in different subject areas to integrate touch and movement into the static classroom experience. Be lead in several exercises that integrate movement and touch into the learning experience.

Amanda McCracken  IEC at UCB
AmandaMcracken@yahoo.com

FRI., NOV. 11, 2011  1:30-2:15  Poster Area
POSTER  GA

Narrative Writing for English Learners Studying Abroad

This presentation shows how TESOL graduate students organized, edited and published a booklet of the original narrative writing of English learners studying in the US for community distribution. We offer rationale for non-native narrative writing and a blueprint for how to organize this kind of work.

Lauren Kuehster  Colorado State University
laurenkuehster@gmail.com

Jessica Novak  Colorado State University
jmarienovak@hotmail.com

Fouad Abdalhamid  Colorado State University
fouaddenco@yahoo.com

Andy Fuller  Colorado State University
adub@lamar.colostate.edu

Jin-Young Koh  Colorado State University
rachel@intercambiosweb.org

Lee Shainis  Intercambio
lee@intercambiosweb.org

Shawn Camden  Intercambio
shawn@intercambiosweb.org
Maximize the Potential of Short-term English Programs

This session illustrates five basic steps that can guide the evaluation and implementation of a successful short-term program. This formula for success can be essential in helping short-term program administrators spend their time wisely in the development of short programs that will support and enrich the broader ESL program.

Glenna Tibbetts  ELI at University of Utah
gtibbetts@aoce.utah.edu

Searching for the Trees in the Digital Forest

Although students (and teachers) tend to gravitate toward Google for gathering information, many of the best online tools for finding quality information go unexplored, including visual search engines. The presenter will explain a variety of Internet tasks to help students learn how to dredge the Web better.

Randall Davis  University of Utah
eslrandall@yahoo.com

Corpus Linguistics and Language Teaching

This talk provides an overview of the research methods and goals of corpus linguistics, illustrating the kinds of analysis that are conducted from this perspective, and the surprising findings that emerge from corpus-based research (with case studies taken from the Longman Grammar of Spoken and Written English and from a study of American university discourse). These case studies further illustrate the unreliability of intuitions and the centrality of register for descriptions of language use. In conclusion, the talk discusses pedagogical implications of corpus-based research.

Doug Biber  Northern Arizona University
Douglas.Biber@nau.edu

Creating Discipline-Specific Workshops in the IEP

The IEP at the University of Northern Colorado has tried to meet student needs by developing a changing series of session-long workshops. The presenters will demonstrate the process of developing discipline-specific workshops from the initial identification of need through the creation of curriculum and evaluation of the workshop.

Elaine Steneck  University of Northern Colorado
elaine.steneck@unco.edu
Maureen Ulevich  University of Northern Colorado
maureen.ulevich@unco.edu

Getting to the Future with Online English Language Proficiency Assessment

The landscape for ELL assessment is changing rapidly and technology is playing a big role. Future ELL assessments will offer new ways of testing, scoring, and analyzing data that will positively impact instructional quality. At this session, you will see and experience: New technologies for administering, scoring, and reporting LAS Links; New LAS Links forms with connections to Common Core standards; New professional development to support your program; New opportunities to participate in national LAS Links field studies.

Gail Carpenter  Senior Assessment Solutions Consultant, CTB/McGraw-Hill
Gail_carpenter@ctb.com
Enrique Pilleux  Language Assessment Specialist, CTB/McGraw-Hill
Enrique_pilleux@ctb.com

Teaching Adult ESL Learners about Laws, Finances, Education, and Culture in Respectful and Interactive Ways

This interactive workshop will provide teachers of adult ESL students 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 leave with user-friendly materials, ideas, and activities to begin using immediately.

Lee Shainis  Intercambio
lee@intercambioweb.org
Rachel Fuchs  Intercambio
rachel@intercambioweb.org

Undergraduate Excellence: Building the Bridge for First Year Success

Having met all requirements for admission, new undergraduate international students often need support as
they navigate their first year in English speaking universities. This session describes one IEP’s collaboration with other university departments to develop a Bridge Program, including sheltered content courses, to meet the needs of matriculated first-year students.

Sheryl D. Meyer  ELC at DU  shemeyer@du.edu
Matt Griffin  ELC at DU  matthew.griffin@du.edu
Ethel Swartley  ELC at DU  eswartle@du.edu
Jessica Montgomerie  ELC at DU  jessica.montgomerie@du.edu
Michele Morrison  ELC at DU  michele.morrison@du.edu

FRI., NOV. 11, 2011  1:30-2:15  GOLDEN DEMONSTRATION  BE, EE, PA

Effective Practices for Multilingual Students with Autism

In this session, the presenters will review key principles of bilingualism for students with disabilities, discuss characteristics of students with autism, and describe effective approaches for working with students with autism from culturally and linguistically diverse backgrounds in inclusive settings.

Barbara J. Dray, Ph.D.  University of Colorado Denver  barbara.dray@ucdenver.edu
Erin Barton, Ph.D.  University of Colorado Denver  erin.barton@ucdenver.edu

FRI., NOV. 11, 2011  1:30-2:15  PARKER DEMONSTRATION  AE, CALL, GA

Powerpoint Empowers

Empower your students with usable technology while incorporating reading, writing, organization and speaking and listening skills. Powerpoint presentations are used in many educational, workplace and research venues. Parents will also understand how to help their students use this important tool. Apply these skills in both low and high-tech classroom settings.

Kay Elder  McLain Community High School  kayelder@earthlink.net
Sherri Durman  Jeffco  sdurman@jeffco.k12.co.us

FRI., NOV. 11, 2011  1:30-2:15  SPRUCE WORKSHOP  AE

Practical Language Experience for Adult ESL and ABE

Teachers around the world know the value of using the Language Experience Approach (LEA) to develop literacy skills from K-12 to ESL to ABE. This workshop will present the theory and techniques of LEA and allow participants to explore how they can use it in their own classroom(s).

Connie Davis  NCPDC  ncpdc@svsvd.org
Kat Bradley-Bennett  SVVAE, NCPDS  bennett_katharine@svsvd.org

FRI., NOV. 11, 2011  1:30-2:15  WEST A PUBLISHER SESSION

Q Skills for Success

English language learners at the secondary and college levels can achieve more success by instruction that blends language and academic skills. Many students struggle with academic skills, including ability to think critically about academic content. This presentation suggests ways ESL teachers can promote critical thinking and language skills with a learner-centered approach using student learning outcomes.

Charl Norloff  norloff@colorado.edu
Debra Daise  Debra.Daise@du.edu

FRI., NOV. 11, 2011  1:30-2:15  WEST B PAPER  AL, IEP/HE

Teacher Talk and L2 Learners’ Comprehension

The goal of the present study is to investigate whether a particular type of input to second language learners, namely "teacher talk", is an effective intelligibility strategy that affects learners' comprehension. Results show that listeners exhibit a significant effect of speech type, with teacher talk more intelligible than conversational speech.

Jenia Ivanova  ELI at University of Utah  jenia.ivanova@utah.edu

FRI., NOV. 11, 2011  1:30-2:15  WEST C DISCUSSION  AE, GA, TE/AR

Creating a Community of Action Researchers

How is action research launched and developed over time to transform inquiry into professional change? Bring your burning question and desire to reflect on your practice. Let’s then continue as a community of action researchers who re-convene next year to reflect on the experience.

Ann Leonard  Emily Griffith Opportunity School  lynnannleonard@gmail.com

FRI., NOV. 11, 2011  1:30-2:15  WEST E PAPER  AL, IEP/HE

Effective Strategies for Teaching Oral Presentation Skills

Teachers must provide students with language skills for oral presentations along with strategies that include elements such as planning considerations and design principles for
visual aids. This presentation guides the audience through the learning goals necessary to create an effective oral presentation course module for an ESL academic speaking class.

Renee L. Feather  Georgetown University
featherr@georgetown.edu

FRIDAY, NOVEMBER 11
1:30 – 3:15
FRI., NOV. 11, 2011 1:30-3:15 WEST D WORKSHOP  SE, IEP/HE

How to Create ESL Readers

How can we encourage young adult and adult ESL learners to become avid readers? In this highly interactive workshop, we’ll explore our successes and challenges around creating effective, extensive reading programs. You’ll leave with concrete suggestions for success, including a booklist of suggestions to start or improve your classroom library.

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

FRIDAY, NOVEMBER 11
2:30 – 3:15
FRI., NOV. 11, 2011 2:30-3:15 BOULDER PUBLISHER SESSION

Surviving Academically in an L1 World

How can you help students survive in an L1 setting? What strategies do they need to handle academic skills like understanding authentic academic readings across genres, participating in groups with native-speakers, completing complex writing assignments, and note-taking during long lectures? The role of vocabulary will be discussed as well.

Kelly Sippell  Michigan University Press
ksippell@umich.edu
Robyn Brinks Lockwood  Stanford University
rbrinks@stanford.edu

FRIDAY, NOVEMBER 11
2:30 – 3:15
FRI., NOV. 11, 2011 2:30-3:15 CHERRY/PLUM DISCUSSION  AE, AL, IEP/HE

Sidestepping Adult ELL Performance Anxiety

This session will examine the problem-solving process of teaching international interns in hotel workplace to rapidly improve speaking and listening fluencies for guest interactions. We will look beyond realia, cooperative groups, and topics to explore inhibitive cross-cultural classroom dynamics or workplace performance anxiety and to optimize social collaborations and brain friendly activities for language development.

Sara Vandenberg  UCCS
svanden2@uccs.edu

"Off the Wall" Word Wall Activities

Are you in a word wall rut? Has your word wall become colorful wallpaper? Join the presenters for a dynamic, interactive, off-the-wall word wall experience and come away with activities to implement in your classroom on Monday. Handouts provided.

Nancy Berry  IEP at CSU
nancy.berry@colorado.edu
Julie Lee  IEP at CSU
j2itl@hotmail.com

FRIDAY, NOVEMBER 11
2:30 – 3:15
FRI., NOV. 11, 2011 2:30-3:15 EVERGREEN DEMONSTRATION  CALL, IEP/HE

Exploring the IPAD's Classroom Potential

We will explore the effectiveness of the iPad as a teaching tool in the IEP classroom, with consideration of useful software for instruction and classroom management, its potential as a catalyst for student collaboration, its utility versus standard laptops, compatibility with display devices, hardware and peripheral configurations, and budget concerns.

Russell Moon  IEC at UCB
russell.moon@colorado.edu

FRIDAY, NOVEMBER 11
2:30 – 3:15
FRI., NOV. 11, 2011 2:30-3:15 GOLDEN DEMONSTRATION  BE, EE

Using Multicultural Poetry to Teach Written Language

This demonstration illustrates a method of teaching poetry to K-5 English language learners, using models of multicultural poems. The presenters will share multicultural poems, student work based on the models, techniques for teaching poetry, and research about the effectiveness of this approach for written language development.

Elizabeth Franklin  University of Northern Colorado
elizabeth.franklin@unco.edu
Alejandra Estrada  Archuleta Elementary School, DPS
alejandra_estrada@dpsk12.org

FRIDAY, NOVEMBER 11
2:30 – 3:15
FRI., NOV. 11, 2011 2:30-3:15 WEST A PUBLISHER SESSION

Creating and Connecting Successful Secondary ELL Programs

CREATE an intervention program as a solution for low-performing students. CONNECT your students to this 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. Program addresses standards. Research and handouts provided.

Bonnie Scudder  The Learner’s Edge, Inc.
bscudder@rsudder.com

Ken Andrews
Diane Johnson

FRIDAY, NOVEMBER 11
2:30 – 4:15
BOULDER PAPER AL

Evaluating Rigor: Are They Prepared for Academics?

At the Community College of Aurora, the ESL program is partnering with the Institutional Research department to develop and implement a research plan to assess its success in preparing students for the academic rigor of college-level courses. This presentation discusses the partnership, collaboration, research design, and latest outcomes.

Chris Tombari  Community College of Aurora
christopher.tombari@ccaurora.edu

David Bailey  Community College of Aurora
david.bailey@ccaurora.edu

Assessment Does Not Equal Grading: The Why and How of Alternative Assessments

How can language teachers best assess whether or not their lesson objectives are being met? Alternative assessment is a way to subjectively and qualitatively—but still effectively—assess the progress of learners and teachers while avoiding traditional tests and quizzes. This can lead to greater self-reflection for all involved and the adaptation and improvement of future lesson plans. The presenters will discuss several methods of alternative assessments designed for different competencies (reading, writing, listening, speaking, and grammar).

Wayne Walker  IEP at CSU
wayne.walker@colostate.edu

John Jordan  IEP at CSU
john.jordan@colostate.edu

Using Technology in Work Readiness ESL Classes

This interactive workshop demonstrates how touch screen tablets are used in low-level work readiness classes for adult refugees learning the English language. It will empower teachers to consider using technology in the classroom to prepare adults for what they encounter at the grocery store, bank, library, and at work.

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

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

FRIDAY, NOVEMBER 11
3:30 – 4:15
CHERRY/PLUM WORKSHOP BE, SE, GA

Teacher Embodiment in the EFL Classroom: Creating a Third Space

This presentation showcases theories from speech communication, applied linguistics, and cultural studies to understand the situation of native English speakers teaching EFL. It shows how teachers create a third space in which the cultures of the teacher and of the students can connect in ways that are mutually identity affirming.

Lauren Kuehster  Colorado State University
laurenkuehster@gmail.com

Interative Lecture: “Students, take your phones out!”

Whether your students have access to ipads, desktops, or their own smart technology, invite it, don’t fight it into your lecture and classroom. This session will expose participants to backchannel platforms and 1 to 1 technology integration.

Tiffany Trujillo  Wasson High School, District 11
tifthtrujillo@yahoo.com

Jennifer Duarte  Eagleview Middle School, District 20
jenniferjdurarte@gmail.com

Cheryl Corpus  Mountain Vista Community School, District 2
ccorpus@hsd2.org
Student Learning and Assessment Through Student Eyes

This presentation introduces threshold concepts and bottlenecks in student learning. Each presenter describes the action research she engaged in and the ways this research affected students, the class and her teaching. Ideas for how to set up simple ways to engage students in the learning and assessment process are provided.

Eileen Malloy  IEC at UCB
eomalloy2@mac.com
Ruth Moore  IEC at UCB
ruth.moore@colorado.edu
Charl Norloff  IEC at UCB
norloff@colorado.edu

Six Creative Ways to Review the Material

Looking for creative ways to review information? This presentation will demonstrate six games that can be used to review material as well as give tips on how to create games. Activities will be demonstrated and implementation tips will be included.

Joy Grabiner  CSU
j daggerblast@yahoo.com

Els on the Nation’s Report Card: NAEP

Learn how English Learners are performing nationwide and in Colorado on the only federally mandated national assessment. Also, see and hear about the Nation’s Report Card’s valuable resources for teachers, administrators, and parents. Free copies of these resources will be distributed.

Pam Acosta Sandoval  CDE
sandoval_p@cde.state.co.us
Christine Wirth-Hawkins
wirth-hawkins_c@cde.state.co.us

Building Background and Vocabulary for Secondary ELLs

Middle and high school ELL students require intensive background and vocabulary instruction to catch up to their native English-speaking peers. How can teachers facilitate this, especially in a multi-level classroom? See how the effective, engaging curricula of Inside and Edge can help produce confident readers.

Daniel Hanlon  Windsor RE 4, NatGeo School Publisher
daniel.hanlon@weldre4.k12.co.us

Native-Speaking Partners as Group Work Resources

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

Integrating Service Learning into the IEP Curriculum

Service Learning (S.L.) is an excellent way to raise IEP students’ awareness about social justice issues and increase community engagement. Through S.L. students are provided a forum for real English language usage and cultural
exchange. Speakers will present introductory information about S.L. and describe a program at an IEP.

Julie K. Andersen  ELC at DU
julie.andersen@du.edu
Scott Gladden  ELC at DU
Scott.Gladden@du.edu

SATURDAY, NOVEMBER 12  PLENARY
8:45 – 10:00
SAT., NOV. 12, 2011  8:45-10:00  JEFFERSON BALLROOM

From Inkwell to Internet: Dictionaries in America

Have you ever wondered how a word gets into the dictionary? Why American English is spelled differently from British English? How dictionaries are making the transition to the Internet? The story of dictionaries in America begins with Noah Webster’s textbooks and dictionaries and continues today with some of the busiest reference sites on the Web and dictionaries made specifically for English language learners. Details about famous editions and the trends of the most looked-up words online will be discussed, with time for questions about dictionaries, definitions, and usage.

Peter A. Sokolowski  Merriam Webster

SATURDAY, NOVEMBER 12
9:15 – 10:00
SAT., NOV. 12, 2011  9:15-10:00  BOULDER
DEMONSTRATION  AE, SE, GA

Encouraging English Language Learning Through Student Interviews

The presenter will demonstrate how interviews conducted with forty female students learning English in Malawi promoted language acquisition and cross cultural knowledge. Answers to eight key questions revealed students’ attitudes toward formal schooling, life mentors, their goals for their children and themselves, and why learning English was important to them.

Kay Taylor  Spring Institute
kayvince@gmail.com

SAT., NOV. 12, 2011  9:15-10:00  CHERRY/PLUM
DEMONSTRATION  AE, PA, GA

Teachers’ Online Orientation to Colorado Adult Education

Would you like a better understanding of the big picture of adult education in Colorado? Come explore a new self-paced course that describes adult education providers and services. Experience the adult learner’s journey through intake, assessment, goal setting, persistence, and transition. Learn interesting tidbits about adult education in our state.

Jane Miller  Colorado Department of Education
miller.j@state.co.us

SAT., NOV. 12, 2011  9:15-10:00  CONIFER
DEMONSTRATION  CALL, SE, IEP/HE

Using Google Voice in Creating Meaningful Speaking Assessments

Assessing students’ speaking skills and providing meaningful, and easy feedback, are challenges facing most teachers. Discover some concrete ideas on how to evaluate your students’ speaking progress using Google Voice and other online message services by blending sound pedagogy and useful technologies.

Randall Davis  University of Utah
eslrandal@yahoo.com

SAT., NOV. 12, 2011  9:15-10:00  EVERGREEN
PAPER  SE, IEP/HE

Group Research Paper Based on a Survey

In upper-level writing classes, an interactive assignment is to ask the students, working in groups of three or four, to write a research paper about a topic that involves analyzing the data acquired by interviewing 20-30 people as well as using information from academic articles.

David Mindock  ELC at DU
dmindock@du.edu

SAT., NOV. 12, 2011  9:15-10:00  GOLDEN
PAPER  AL, CALL, IEP/HE, TE/AR

Byting Off More Than You Can Chew

At the Community College of Aurora, our College Prep ESL program must prepare its students for the linguistic rigors of college-level work. But what about barriers facing students related to computer literacy? Are the students able to use the online system or not? Let’s do some action research and see...

Chris Tombari  Community College of Aurora
christopher.tombari@ccaaurora.edu

SAT., NOV. 12, 2011  9:15-10:00  PARKER
DEMONSTRATION  CALL, IEP/HE

Corpus for the Classroom Demystified and Simplified

This demonstration will use the Corpus of Contemporary American English to illustrate how a corpus can help students discover differences between seemingly synonymous words. A sample activity using recently and lately will be explained. An overview of corpus linguistics and a resource list will be included.

Katherine Moran  ELC at DU
kate.moran@gmail.com
Improving Student-led Discussions of Controversial Topics

Student-led discussions of controversial issues have long been an important component of our advanced level listening/speaking course. While effective, this activity is not without its challenges. In this demonstration, presenters will describe this assignment and discuss the rationale behind it. Concerns and efforts to address them will also be discussed.

Mary Kay Wedum  IEP at CSU
mary.wedum@colostate.edu

Beth Cloven  IEP at CSU
beth.cloven@colostate.edu

The Role of Culture in Classroom Management

How does one find compromise between conflicting expectations? Classroom environment varies from region to region, culture to culture. As teachers of diverse students, how do we reconcile student conceptions of the classroom with our own? How is classroom management implemented and maintained in multicultural classrooms? Come share ideas and experiences.

Nichole Oberheu  CSU
n.oberheu@gmail.com

Transform Your ESL Classroom with the Accelerative Integrated Methodology (AIM)

Learn how the Accelerative Integrated Methodology (AIM) brings true transformation to the experience of teaching and learning languages. In this session, Renée L. Villeneuve will show how the use of high-frequency vocabulary – introduced with gestures and contextualized in stories, drama, songs and dance – allows students to rapidly achieve levels of oral and written fluency rarely seen with conventional methods. You will explore the many aspects of the AIM through the program series titled Stories in Action!

Renée L. Villeneuve  AIM Language Learning
renee@aimlanguagelearning.com

Language Ideologies and How They Impact Language Learning

Language ideologies can have a major impact upon language acquisition, for better and for worse: learners can be variously motivated or discouraged by them, depending upon the situation. In addition, these ideologies can influence language educators, which can have an unintentional impact upon classroom dynamics. This presentation will include an overview of language ideology issues, example video clips, and small group strategizing discussions.

Madeleine Adkins  IEC at UCB
Madeleine.adkins@gmail.com

Creating a Reading Culture in Saudi Arabia

"Why do Saudis struggle with TOEFL and IELTS reading?" I asked myself and my fellow Saudi classmates. Saudi Arabia has a strong oral tradition, in which readers and the act of reading are not widely accepted. A reading revolution would involve parents, teachers, the Education Ministry, and the Saudi media.

Saleh Alharthi  UCB
abu_alal123@hotmail.com

Teaching Pronunciation: A Color-Based Approach

Participants will (literally!) discover a new visual tool for describing and teaching the sounds of English that will help learners focus on the important stuff: oral skills and vocabulary development. The presenter will introduce practical techniques for teaching pronunciation in context and without the use of phonetic symbols.

Karen Taylor de Caballero  Santa Fe Community College
katmail68@yahoo.com

Arab and American Cultural Perceptions

This session focuses on a study of the cross-cultural perceptions of Saudi Arabian ESL students, their American instructors, and host families. How do these attitudes affect the students' acculturation and success in learning English? Participants will learn strategies to make cross-cultural interactions positive and language learning successful.

Connie Shoemaker  Spring International Language Center
connie.shoemaker@yahoo.com

Dr. Isabella Morozova  Spring International Language Center
Interactive Games for the Classroom

In this dynamic and interactive demonstration, participants will be put into the role of learners and will take part in a number of exciting games and activities that are guaranteed to bring energy into their classrooms. Audience participation is strongly encouraged and detailed handouts will be provided.

Dieter Bruhn  One World Training
dbruhn@oneworldtraining.com
SAT., NOV. 12, 2011  10:15-11:00  PARKER
DEMONSTRATION  AE, GA

Now, Work Together

Maximizing resources often means increasingly multilevel classes. And regardless of skill placement, every class is really multilevel because each learner brings many differences. Effective grouping strategies facilitate organization and enhance learning. This session defines and demonstrates grouping strategies for adult ESL classrooms and helps teachers determine when to use them.

Ardith Loustalet  NCPDC
ardith.ncpdc@gmail.com
SAT., NOV. 12, 2011  10:15-11:00  WEST A
PUBLISHER SESSION

Thinking Critically in the Second Language

The biggest challenge for teachers of English language learners is helping students move beyond text comprehension to evaluating what they have read in light of their prior knowledge and understanding of the world. The presenter will demonstrate the effect of vocabulary on thinking critically when reading.

Carol M. Johnson  Renaissance Learning
SAT., NOV. 12, 2011  10:15-11:00  WEST B
PUBLISHER SESSION

Preparing Corpus-based Grammar Materials: Theory and Practice

Textbook authors make numerous decisions during the creation of an ESL grammar book, such as what grammatical topics (or words) to include; what sequence of topics; and how to describe patterns of variation and use in real-world contexts (in addition to structural descriptions). Traditionally, these decisions are made based on the author’s intuitions. However, it turns out that corpus research can provide information that will help guide such decisions. Using case studies taken from the author’s own previous research, this talk will illustrate how corpus research can inform ESL teaching and be transformed into teaching materials, with a focus on how corpus-based materials differ from traditional treatments.

Douglas Biber  Pearson/Longman
Douglas.Biber@nau.edu
SAT., NOV. 12, 2011  10:15-11:00  WEST C
PAPER  PA, GA, IEP/HE

Pursuing Excellence through Developing and Teaching Electives

Traditionally, programs develop elective classes with the focus on how they will benefit the students. While this is a primary concern, faculty also rejuvenate their teaching by designing and implementing new classes, learning new skills and content, and reflecting on how best to pursue excellence in their teaching.

Debra Daise  ELC at DU
debra.daise@du.edu
Sheryl Meyer  ELC and DU
sheryl.meyer@du.edu
Matt Griffin  ELC at DU
matt.griffin@du.edu
David Mindock  ELC at DU
david.mindock@du.edu
SAT., NOV. 12, 2011  10:15-11:00  WEST D
PAPER  PA, GA, IEP/HE

The Missing Link - Collocations

Learning academic English can be a daunting task for L2 learners. The missing link that can explain why many students do not make any perceived progress is collocations. Acquiring these multi-word units can assist learners in expanding their mental lexicon, improving their writing, and developing strategies for independent learning.

Jenia Ivanova  ELI at University of Utah
jenia.ivanova@utah.edu
SAT., NOV. 12, 2011  10:15-12:00  Golden

SB 191: The Future of Educator Evaluation and Effectiveness

(See SIG forums for abstract and presenters)
Teaching students to communicate meaningfully in English is one of the fundamental goals in teaching Grammar courses. The demonstration illustrates which grammar teaching techniques are found to be the most effective when teaching Passive Voice through the Present-Practice-Produce sequence: how the grammar structure is formed, what it means, and when and why the grammar structure is used?

Natasha Ralyk
natralyk63@gmail.com

SAT., NOV. 12, 2011 11:15-12:00 EVERGREEN
DISCUSSION BE, EE, SE

Collaborating around Colorado's Standards: Tools for Implementation

Colorado's revamped standards include new English Language Proficiency standards aimed to support students learning English as a second language while supporting the learning of grade level content. This presentation will explore the new standards and show educators how the standards can support learning for all students.

Mary Pittman  Colorado Department of Education
Pittman_M@cde.state.co.us
Liliana Graham  Colorado Department of Education
Graham_L@cde.state.co.us

SAT., NOV. 12, 2011 11:15-12:00 JEFFERSON
PUBLISHER SESSION

The Pathway to Academic Success: Developing Critical Thinking, Presentation, and Communication Skills

In this workshop, educators will learn how to develop their student’s language skills needed to achieve academic success. Learners master the elements of academic literacy through engaging content and video from National Geographic, offered in Heinle’s new Pathways series. Participants will learn to enhance overall fluency through the effective application of the following:

- Students become active, informed listeners in lectures and conversations through the progression of formal presentations to student-to-student interactions.
- Realistic contexts designed to model the academic classroom develop communication skills.
- Explicit critical thinking opportunities throughout each unit prepare learners to succeed in the academic classroom.

Joel Deutser  National Geographic / Cengage
Joel.deutser@cengage.com
**Reading Skills for International Students**

The US Air Force Academy has developed a course that teaches international students to read more efficiently with higher levels of comprehension and recall. Explore practical techniques and activities with a focus on vocabulary and cultural context that enhance students’ personal and professional reading skills.

_Constance Leonard_  United States Air Force Academy  
constance.leonard@usafa.edu

**Activities to Initiate Conversations on Life Skills**

This workshop will take you through a new conversation booklet with sample scenarios and questions to help you initiate practical discussions for conversation classes or for intermediate/advanced ELL students. There are 170 topics that touch on laws, housing, health care, education systems, jobs, cultural differences, and finances.

_Lee Shains_  Intercambio  
lee@intercambioweb.org

_Rachel Fuchs_  Intercambio  
rachel@intercambioweb.org

**REACH! Language, Literacy, Content**

The next generation of language, vocabulary, reading, writing, and content for elementary students is within Reach!

_Bridget Shaughnessy_  National Geographic  
bridget_shaughnessy@yahoo.com

**The Imperative of Care**

Our research questions how teachers mediate the complex space of maintaining their own academic goals for student progress, meeting accountability targets, all while without disenfranchising ESL students.

_Michael Suarez_  UCB  
michael.suarez@colorado.edu

_Michael Dominguez_  UCB  
comiguez.mc@gmail.com

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**Kazoo You! Macro-level Accent-Reduction Reminders**

Can your students produce most sounds but don’t sound native-like? On a ‘micro’ level they are pronouncing individual sounds intelligibly but still have trouble being understood. This demonstration will showcase ‘macro’-level techniques for word stress, focus words, intonation – phrasal pitch and stress, and reduced speech which matter in improving comprehensibility.

_Laura Davies Brenier_  IEC at UCB  
daviesd@colorado.edu

_Charl Norloff_  IEC at UCB  
norloff@colorado.edu

---

**Don’t Believe Everything You Believe**

The presenters examine how our beliefs fuel our inner talk and form our attitudes and behavior both in the classroom and the workplace. Being aware of our beliefs and the power they hold enables us to create and adopt those that serve us best.

_Kathi Hart_  ELC at DU  
khart3@du.edu

_Debra Daise_  ELC at DU  
debra.daise@du.edu

---

**Applying Corpora Research to the Language Classroom**

During the last several years, there has been an increased interest in using corpus research to inform language teaching decisions, and in using corpora as a resource in the language classroom. This presentation will provide numerous concrete examples of how information from corpora can be used to inform and guide instruction and how corpora can serve as a resource for materials development. In addition to specific examples for teaching vocabulary and grammar, resources that are available, and general guidelines that can be used in a variety of different contexts will also be provided.

_Randi Reppen_  Northern Arizona University  
randi.reppen@nau.edu

---

**Scaffolding Instruction for English Language Learners**

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Students come to classrooms with such diverse levels of background and language proficiency. For content-area teachers with limited experience, making the content accessible to English Language Learners (ELLs) may seem daunting. The presenter provides some strategies that can help and engage students in learning content area.

**Nadia Bourouba**  
SIT  
nadia.bourouba@mail.sit.edu  
SAT., NOV. 12, 2011  1:30-2:15  CHERRY/PLUM  
PAPER AE, SE

**ELLS with Limited Prior Schooling: Six Instructional Guidelines**

We have developed six guidelines for designing instruction to promote the language acquisition, content-knowledge development, literacy skills, and critical thinking skills of limited formally schooled ELLs. We demonstrate how to use these guidelines and provide a checklist for teachers to use in preparing their own classroom activities and projects.

**Andrea DeCapua**  
The College of New Rochelle  
adecapua@cnr.edu  

**Helaine Marshall**  
Long Island University  
helaine.marshall@liu.edu  

SAT., NOV. 12, 2011  1:30-2:15  EVERGREEN  
DEMONSTRATION AE, GA, IEP/HE

**Critical Thinking/Metaphors in the Real World**

This presentation will share an innovative approach to infusing critical thinking and metaphors and its application in the real world, particularly in a job interview setting. This approach will be discussed in detail and students’ feedback will be shared. Samples of students’ projects will be available for participants to view.

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

SAT., NOV. 12, 2011  1:30-2:15  GOLDEN  
PUBLISHER SESSION-PEARSON SCHOOL ACHIEVEMENT SERVICES

**Making Content Comprehensible with the SIOP Model**

Teachers need to consistently and systematically implement best practices to provide optimal learning for English learners. The SIOP Model, the only empirically validated model of sheltered instruction, provides a framework composed of research-based features of instruction that improve the achievement of English learners and supports RTI.

**Cristina Hernandez**  
Cristina.hernandez@pearson.com

SAT., NOV. 12, 2011  1:30-2:15  PARKER  
DEMONSTRATION IEP/HE

**Creating an Entrepreneurial Adventure in Business English**

A business English course becomes dynamic and exciting for students when they find their entrepreneurial spirit. This session demonstrates how ESL teachers can design a course that guides students step by step through the process of creating their own business. The integrated skills approach benefits all advanced ESL students.

**Gienna Tibbetts**  
University of Utah  
gtibbetts@aoce.utah.edu  

SAT., NOV. 12, 2011  1:30-2:15  SPRUCE  
DEMONSTRATION IEP/HE

**A Campfire Song in Present Perfect**

Learn and teach a campfire song, "Have You Ever Eaten S’mores?" Your students will enjoy learning Present Perfect syntax, irregular past participles and adverb placement. Music CDs, visual powerpoint lyrics, songsheets, and instructional materials provided.

**Shira Halevi**  
ELI at University of Utah  
shira.halevi@gmail.com  

SAT., NOV. 12, 2011  1:30-2:15  WEST A  
PUBLISHER SESSION

**Vibrant Vocabulary Today!**

Find out easy steps in a unique instructional model with engaging activities to use when introducing new concepts and vocabulary in any content area.

**Zulma Cifuentes-Pride**  
Houghton Mifflin Harcourt  
zulma.cifuentes@hmhpub.com  

SAT., NOV. 12, 2011  1:30-2:15  WEST B  
PAPER BE, CALL, IEP/HE

**Promoting Literacy Learning via Virtual Literature Circles**

How incorporated the technology into Liter Circles (LCs) activities can increase learners’ motivation and change their attitudes toward reading in an EFL context? Presenters will present an action research conducted in Taiwan’s universities and experiences for sharing. PPT, video, and suggestions for implications and practical recommendations will be included.

**Su Chia-Chun**  
Taipei College of Maritime Technology  
conniesu@mail.tcmt.edu.tw  

**Chen Bo-An**  
Tungnan University of Technology, Taiwan  
allen11062001@yahoo.com  

**Feng Yu-Lin**  
Texas A&M University  
gucci0702@hotmail.com
Meets Expectations - Good Enough?

The term “Meets Expectations”, commonly used on teacher evaluations, is not always understood the same way by teachers and their evaluators. The presenters will share this quandary and invite participants to discuss whether or not “meets expectations” is appropriate language, and if so, what those expectations should be.

Margaret Gough  Colorado State University  margaret.gough@colostate.edu
Nancy Berry  Colorado State University  nancy.berry@colostate.edu

Changing the DNA of Cross-Cultural Training

Although the majority of classroom instruction focuses on language learning, often little is done to culturally prepare ESL for the challenges of life in a new country. The presenters will highlight the main issues facing successful cultural adaptation and demonstrate simple, yet highly-engaging activities that foster positive cross-cultural understanding.

Randall Davis  University of Utah  eslrandall@yahoo.com

Techniques That Improve Written Comprehension and Comprehensibility

Common problems for language learners include comprehension and comprehensibility. Classroom techniques that explicitly draw attention to the parallel text structures in reading and writing help to improve both skills. Examples of activities and materials that provide helpful visual cues for learners and strategies for implementation are included.

Jean Louise Ferguson  Garden City Community College  jean.ferguson@gcccks.edu

EFL Undergraduate Students’ Contextual Literacy Practices

The presentation discusses linguistic features between academic essays and instant messaging chatting scripts through qualitative case study of 20 English-major undergraduate students in Taiwan. The study will compare lexical richness, lexical density, and syntactic complexity from different perspectives in order to examine positive and negative transition between two writing contexts.

Hsiao-oing Wu  The University of Texas, San Antonio  nitawu@hotmail.com

Keeping It Real: Social Interactions in the Classroom

What was your most challenging social interaction in the classroom? Was it related to culture, gender, or just personality? Based on theory and teacher interviews, we will explore positive approaches to the complex scenarios that face teachers every day. Come with a sense of humor and an open mind!

Kate Rebecca Furze  IEC at UCB  kate.furze@colorado.edu
Allison Herbert  ELC at DU  Allison.Herbert@du.edu

Spelling Strategies

This presentation will address the challenges of intermediate to advanced speakers of English who still have difficulty with spelling. CCA spelling instructors will share some of their findings, techniques and tools that have helped to chisel away at some bad habits and fossilization.

Elizabeth Schroeder  Community College of Aurora  elizabeth.schroeder@ccaaurora.edu
Meredith Folley  Community College of Aurora  meredith.folley@ccaaurora.edu
Collaboration Between Mainstream and ELL Teachers

Collaboration between mainstream and ELL teachers is often a recommended practice; yet, is easier said than done. Participants will gain an understanding of the contextual conditions necessary for effective collaboration via presentation of research findings, interactive scenarios, and stories of teachers who figured out how to successfully collaborate, despite challenges.

Angela Bell, Ph.D. UCCS
abell6@uccs.edu

People Describing People

The presenter examines recorded interviews to explore the language forms most commonly used when describing people. She compares them with those most commonly found in commercially produced materials, and then goes on to explore the implications of these findings in terms of selecting and exploiting materials.

Deborah Ferris University of New South Wales, Australia
d.ferris@unswglobal.unsw.edu.au

A Critical Glimpse at L2 Writing Instruction

What approaches to teaching L2 writing do language teachers adhere to and why? What impact might this have on learners? Drawing on current literature and research, the presenter will explore various responses to these questions as well as implications for L2 writing instruction to help the audience reflect on their own practices.

Michael Regan IEC at UCB
michael.regan@colorado.edu

Building a Successful Adult Education Program

Over the past three years the presenters have developed an adult education program that extends from ABE to college. The cornerstone of the program is the GED. Our GED students have a GED test success rate of 90% and a completion rate of nearly 10% per month.

Scott McMillin Cheyenne Mountain Re-Entry Center
scott.mcmillin@cecintl.com
Jerome Parent Cheyenne Mountain Re-Entry Center
jerome.parent@cecintl.com

Teaching English in a Hong Kong Secondary School

This article is about the conflict between Native English Teachers (NETs) and Local English Teachers (LETs) in a Chinese medium of instruction secondary School in Hong Kong. The presenter will discuss the effectiveness of NETs in teaching English when compared to LETs. Suggestions will be provided for prospective NETs.

Hoi Yuen Chan University of Wyoming
hoiyuen8@yahoo.com

Teacher Leadership: Advocacy for ELLs

Despite the need for a school wide initiative that will meet the needs of English Language Learners (ELLs), lack of professional development and misconceptions about ELLs still exist. This presentation discusses one teacher’s efforts at sparking change through a transformation in instruction, parent contact, and teacher leadership. Volunteering at a Freshman Orientation night at the high school helped her realize the lack of parent-student-faculty communication at her own school. This experience, in turn, helped her to implement change resulting in an increase of communication through translating, parent nights, and home visits. Her instruction was augmented after school through one-on-one work sessions with students in their areas of weakness. Recommendations on becoming an active advocate for ELLs are provided.

Amy Quezada Mesa State College
quezada@deltaschools.com
Jessi Beller Paonia Junior Senior High School
jbeller@deltaschools.com

Building a Successful Adult Education Program

In the summer of 2011 GOAL Academy, with financial support from SC BOCES, conducted a Migrant Summer School Pilot program in South Eastern Colorado. The program utilized Portable Assisted Study Sequence (PASS) curricula and leveraged web-based technology for maximum engagement.

Brandon Darrow GOAL Academy
br.darrow@goalac.org
Motivating Secondary ELLs to Success

Motivating secondary ELLs is essential to their attendance, willingness, effort, success and graduation. Connecting with your ELLs in ways that motivate them to desire to attend classes and to learn is essential for their success. Come explore tips and discuss what works to keep them coming and learning.

Cynthia Valdez  Mesa County S.D.
cynthia.valdez@d51schools.org
Special Thanks to Publishers and Exhibitors

CoTESOL would like to express gratitude to the publishers and their representatives, who have contributed greatly to the success of the 35th CoTESOL convention. Special thanks go to the various publishers for contributing instructional material for the raffle. One of the most important functions of our convention is to give ESL professionals the opportunity to review the latest professional references, student texts, and other teaching materials. We encourage convention participants to find time to visit the displays of materials in the exhibit area.

Please remember that the publishers’ material is available for purchase. Coffee and tea is available in the exhibit area so that you can review materials while taking a coffee break.

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Vibrante Press
Lonnie DaiZovi
lonnie@vibrante.com

Western Governors University
Jenny Pink
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Many thanks to CoTESOL’s Publisher/Vendor Liaison:

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Ruth.Moore@colorado.edu
Colorado Council International Reading Association
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February 1-4, 2012

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CoTESOL is a professional organization for those who are involved in various aspects of second language learning and teaching. Members include volunteers, paraprofessionals, students, professional instructors, program administrators, and researchers who are working with all age and ethnic groups at every level of the educational system. CoTESOL’s overall purpose is to provide a forum in which all of these educators can share information and thus enhance the educational experiences of all ESL students.

To facilitate the professional growth of its members, CoTESOL offers the following services:

Publications

CoTESOL Newsletter (published twice a year) contains features on local ESL programs and their teachers and students, articles on research and teaching methodology, book reviews, and affiliate news.

Rocky Mountain Regional Accord: CoTESOL is a member of the Rocky Mountain Regional affiliate comprising TESOL affiliates from Arizona, Colorado, Intermountain, and New Mexico.

Meetings

CoTESOL Annual Fall Convention: A yearly two-day convention featuring presentations by prominent speakers in the field, workshops, and demonstrations by local educators and publisher and vendor exhibits.

Special Interest Group Forums: Meetings organized by the adult education, teacher education / action research, elementary education, secondary education, intensive English programs/higher education, and content area groups.

Spring Conferences: Smaller gatherings than the Fall Convention, usually focusing on one topic and held outside the metropolitan Denver area, hosted by local chapters.

Awards and Scholarships

A large number of awards and scholarships are presented throughout the year to encourage teaching excellence and to assist students studying to be ESL instructors.

Advocacy

CoTESOL monitors governmental events that might have an impact on ESL both nationally and locally. In some cases, the organization will take a public position to protect the interests of our students and professionals.
Special Thanks

We would like to extend our sincere thanks to the many organizations and individuals who sponsored and/or contributed to convention functions and activities.

Publisher Exhibits / Program Advertising

Ruth Moore, Larry Fisher

Promotion

Larry Fisher, Hilario Benzon

Audio-Visual

To all the presenters and institutions who generously contributed equipment.

Convention Program Booklet

Christine Deines, Ruth Moore, Shannon Svaldi, Erin Kimmel, Larry Fisher, the CoTESOL Board Members, and the Raven Printing Company

Mailings and Office Support

Larry Fisher, Joel Fisher, Tiffany Fisher, Heather Titland, Saleh Alharthi, Nutthavuth Tamang, Pamela Tia, Peera Yingchatchaval, Pijiya Sookmark and the International English Center, UCB

Totebags and Totebag Stuffing

The totebags were generously donated by Pearson / Longman

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And to all the unsung heroes whose contribution both large and small made this convention possible, CoTESOL cannot thank you enough for making this another successful convention in the 35-year history of our organization.
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CoTESOL 35th Annual Fall Convention "35 Years and Beyond: Creating, Connecting, and Crafting"

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One-day attendance: 8 Professional Development Hours
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Presented by:
Colorado Teachers of English to Speakers of Other Languages
Record conference attendance below by entering the titles of each session attended.

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Building Background and Vocabulary for Secondary ELLs
National Geographic Learning

Saturday, November 12, 2011
11:15am - 12:00noon
Room West B
Red Lion Hotel
Denver Southeast

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