THE MUSIC OF SPOKEN ENGLISH: Setting the Tempo to the Tune of English

Students at all levels must achieve a basic threshold competence in the core musical system of spoken English before time and attention are devoted to more subtle topics. The reason is that it is hard to get the individual target sounds right if spoken in the wrong rhythm. Furthermore, rhythm is crucial to phonemic awareness, the necessary precondition for alphabetic literacy. The reason is that timing is crucial to identifying a sequence of sounds accurately. For all of these reasons, the musical cues specific to English are essential for intelligibility, listening comprehension, and competent reading. Techniques to make pronunciation teaching more effective for all age groups will be discussed, using a simple pyramid of the essential musical cues in spoken English.

Judy Gilbert

Learning to Use "LOL" and "OMG" Online

This multiple case study examined the ways in which six native Spanish speakers acquired nonstandard online writing styles (e.g., use of smiley faces, nonstandard spelling) to engage in Facebook communication. The findings suggested that participants were able to either first learn acceptable stylistic writing practices in Spanish and transfer this knowledge to English or simultaneously learn how to communicate online in both languages.

Dr. Jacqueline Riley
jr100885@yahoo.com

Language Acquisition 'On the Edge of Chaos'

Overview of evolving second language acquisition theories and metaphors about language associated with various theories. Focus on 'complexity theory' and its push to keep language acquisition 'on the edge of chaos.' This presentation will encourage teachers to examine which theories and language metaphors can best guide their classroom practices.

Julie Bruch
Colorado Mesa University
jbruch@coloradomesa.edu

New Colorado English Language Proficiency Assessments

Colorado will transition to new English language proficiency (ELP) assessments this year. The interactive workshop will address the transition to WIDA's W-APT™ and ACCESS for ELLs®. Administrators, content teachers as well as ELA specialists will benefit from this workshop.

Heather Villalobos Pavia
Colorado Department of Education
villalobos-pavia_h@cde.state.co.us

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

Portraiture Methodology and Second-language Teacher Identity

Transitioning English language learners from a temporary academic program to a mainstream classroom is a critical and complicated process. The presenter will tell narratives of classroom teachers who go through this process with struggle and success. Transitioning process, criteria, model, and implications will be presented.
International Students and American Higher Education

This paper presentation will provide a thought-provoking, historical frame through which teachers and administrators involved in higher education can better understand the current situation of international students in American higher education. Following this examination, the presenter will discuss the Americanization of international students versus the internationalization of American campuses.

Tamara Milbourn
International English Center, University of Colorado Boulder
milbourn@colorado.edu

Dynamic Stories

Published English language teaching materials often feature stories as sources of language input and macro skills practice. Their affective benefits are generally under-exploited. The presenter explores ways in which storytelling can provide useful teaching content, at the same time as improving classroom dynamics by generating learner interest, motivation and confidence.

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

ELLs and Critical Thinking Through Accountable Talk

Participants will learn effective accountable talk strategies for ELLs with emphasis on critical thinking by (a) using strategies to form opinions; (b) providing powerful sentence stems and academic language for discussions; (c) developing a platform for transferring skills to the mainstream; and (d) fostering a respectful environment that demands 100% participation.
**Motivating Beginners in Middle School with Games**

In this session I will demonstrate ways to motivate beginners at the beginning of the school year. Games, activities, projects and presentations are great ways to make students feel comfortable in their new environment. Getting students engaged early will lay the foundation for a successful and productive year.

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

---

**Anxiety and English Language Learners**

This discussion will examine the effects of anxiety on language learners and on student performance in second language acquisition, including: speaking, listening, reading, and writing. We will explore specific factors and teaching techniques that can lower anxiety and enhance comprehensible learning of language learners.

Linda Hagedorn  
Springs Ranch Elementary, Falcon S.D. 49  
lhagedorn@d49.org

---

**Teaching Reductions: Whatcha gonna do with 'em?**

English learners are often confused by the frequent reductions in spoken American English. Equipping learners to recognize, comprehend, and anticipate reduced speech increases listening skills and boosts conversational confidence. This presentation offers strategies, activities, and objectives for teaching common reductions and practical applications for teaching listening, grammar, writing, and vocabulary.

Heather L. Moffie  
INTO Colorado State University  
hmoffie@hotmail.com

---

**Facilitating the Transition to the U.S. Classroom**

Do you understand culturally-based learning style differences? Good! What do you know about your ELLs’ actual prior school experience, how they view school, what they assume? Their expectations about learning are grounded in lived experience. Come learn about “school view” and how to facilitate the transition to the U.S. classroom.

Jeffra Flaitz  
Saint Leo University  
Jeffra.flaitz@saintleo.edu

---

**The Influence of Culture on Saudi Students**

The purpose of this qualitative research is to investigate the influence of culture and cultural background knowledge on the learning of English as a second language by native speakers of Arabic from Saudi Arabia. The results of this research revealed how culture and cultural background knowledge affected Saudi students’ English language learning. The themes that emerged in relation to the influence of culture and cultural background knowledge stressed the strong relationship between language and culture.

Abdullah Moraya  
Southern Illinois University Carbondale  
a.moraya22@gmail.com

---

**Creating Books to Develop English Language Skills**

Looking for fun and effective ways to teach reading and writing to English language learners? Help students create their own books and enjoy learning the English language. Numerous examples, ideas, and templates will be shared for teaching reading and writing, ranging from non-English proficient students to advanced English learners.

Anita Sepp  
ASD 20  
asepp@asd20.org
WORKSHOP
TE/AR, PA, IEP/HE

ESL Students with Special Needs

International students with learning disabilities often struggle to master basic concepts. Participants will learn to identify such students informally. They will also learn several techniques and accommodations to increase their potential for success in an English language program.

Misty Davidson
Spring International Language Center
misty@spring.edu

---

Setting Tempo--Innovative Secondary ELL Programs

Several innovative secondary intervention programs are presented as a solution for low-performing ELL students. These proven approaches result in success on state assessments in reading and writing, as well as increased student self-confidence. These programs align with state standards and are presented through PowerPoint with video-clips. Handouts will be provided.

Bonnie Scudder
The Learner’s Edge
bscudder@evcohs.com

Ken Andrews
Diane Johnson

---

Recipe 4 Writing: Unlocking the Hidden Story

Using mentor text, teacher model, and blank mini-books combined with English language learner friendly writer’s workshop protocols provides a strong foundation for writing that allows all early elementary students to tap into the stories they have archived within and begin writing fluently.

Lisa R. Wolf
CSSD11
wolfir@d11.org

---

Building Background and Vocabulary for Secondary ELLs

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

Daniel Hanlon
National Geographic Learning

---

The SAMPLE Assessment: Secondary Assesstent for Math Placement of English Learners
The SAMPLE is a web-based math assessment specifically designed for incoming secondary English learners. Instead of guessing at which math class would be appropriate, students take the 30-minute assessment during intake. Teachers receive instant feedback on student math abilities and most appropriate course placement to set them up for success.

Susan Miller-Curley
The SAMPLE Assessment: Secondary Assessment for Math Placement of English Learners
susan@millercurley.com

Teaching Multicultural Texts: Exploring the LIST Paradigm

The LIST Paradigm explores four “keys to culture”—Language, Identity, Space, and Time—that can “unlock” a text for deeper learning. Using several short literary texts, the facilitators will demonstrate specific pre-reading, while-reading, and post-reading activities as well as share their experiences using the LIST Paradigm with their students.

Constance Leonard
United States Air Force Academy
connie@billaki.com

Durthy Washington
United States Air Force Academy
durthy.washington@usafa.edu

Addressing the Needs of Students with Interrupted/Limited Education

How can educators best address the needs of Students with Interrupted / Limited Education (SLIFE)? Rather than approach their difficulties in school from an achievement perspective – as in the achievement gap – we come from the perspective of Culturally Responsive Teaching. We believe that the key to helping this population is to shift our educational paradigm and be open to a new level of awareness of both our own and the students’ priorities. We examine these different priorities, describe our instructional model, the Mutually Adaptive Learning Paradigm (MALP), designed to create an optimal learning climate for SLIFE, and provide examples of innovative teaching approaches, including the flipped classroom.

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

Helaine W. Marshall
Long Island University at Westchester
Helaine.Marshall@liu.edu

Co-teaching: Meeting the Needs of English Learners

This session is designed to share research-based methods and strategies for co-teaching to meet the needs of English learners in the mainstream classroom. Content will look at the history of a successful co-teaching model, identifying elements for change, the exploration of co-teaching approaches, and creating a plan to implement co-teaching.

Lisa Drangsholt
Cherry Creek School District
ldrangsholt@cherrycreekschools.org

Holly Porter
Cherry Creek School District
hporter@cherrycreekschools.org

Lori Sayler
Cherry Creek School District
ldietrich-sayle@cherrycreekschools.org

Introverted Students in Extroverted Classrooms

The panel will discuss issues and techniques in dealing with introverted students who are reluctant to speak in our communicative classrooms. The Power Point will address some common perceptions these students have, particularly
Travel Experience as Inspiration for the Classroom

By taking lessons learned from our own travels, we can help students to have the most fulfilling experience possible here in America. The presenter will share several pieces of advice to help students make the most of their time here, including examples of practical, real world applications.

Brad Kloewer
Spring International Language Center
bkloewer@gmail.com

Math and Science Strategies for English Learners

What are effective ways to teach math and science to English learners in the elementary classroom? Strategies for building background, teaching academic vocabulary and scientific and mathematical language structures, and teaching features of discipline-specific reading and writing will be modeled by the presenters, using real classroom examples.

Dr. Elizabeth Franklin
University of Northern Colorado
elizabeth.franklin@unco.edu

Adriana Camacho

Hannah Hurd

Jessica Denny

Your Role in Important Changes to an Adult ESL Course

Teaching ESL to Adult Learners is one of the four required courses to obtain the state adult basic education credential, the Literacy Instruction Authorization. This session will include a review of the 11 current course competencies and a discussion of the relevancy and effectiveness of the competencies.

Jessie Hawthorn
Colorado Department of Education
hawthorn_j@cde.state.co.us

Successfully Integrating International Students into University Campuses

Universities across the nation are actively pursuing increased international enrollments, a beneficial process that is not without its challenges. The presenters will address this impact and provide information about how Colorado State University is working to ease the transition – from university classes to housing to orientation and ongoing integration.

Margaret Gough
INTO Colorado State University
margaret.gough@colostate.edu

Beth Cloven
INTO Colorado State University
Beth.cloven@colostate.edu

Jordan Sowell
INTO Colorado State University
Jordan.sowell@colostate.edu

Increasing the Rigor for English Language Learners Using Bloom's Taxonomy

FRI., NOV. 9, 2012  11:15-12:00  SPRUCE

WORKSHOP
TE/AR, BE, CA, EE, SE, GA, IEP/HE
This session will suggest ways that Bloom's Taxonomy can be used within the elementary classroom to increase the rigor of lessons for ELLs. Participants will learn ways to use Bloom's Taxonomy to create lesson objectives, tier lessons, as well as develop different levels of questioning.

Angela L. Valdez, Ed.D.
Harrison School District 2
avaldez@hsd2.org

Six principles for Teaching Grammar and Writing

Your students cannot afford to make grammatical mistakes when they write. This session explores 6 principles on how to teach grammar for writing. From a corpus of academic writing to discrete writing skills, these principles cover everything instructors need to know to effectively integrate grammar and writing.

Vincent Di Blasi
Cambridge University Press
vdiblasi@cambridge.org

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

Pathways: Listening, Speaking, and Critical Thinking, National Geographic’s new four-level academic skills series, helps students develop academic literacy skills, connect to the real world through National Geographic video, and achieve academic success! Presenters demonstrate clear pathways from formal presentations to student-to-student interactions, helping students become active, informed listeners in both lectures and conversations.

Nichol Clark
National Geographic Learning/Cengage Learning
Nichol.clark@cengage.com

Workplace English for Adult ESL Learners

How can we support the vocabulary development of adult ESL learners in the workplace? This presentation will discuss the importance of a language needs analysis, and demonstrate how to create corpus-based materials. A group discussion about how to apply this process in various contexts will be included.

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

Tips Our Mentors Gave Us
In this demonstration, the presenters share some tips for various classroom scenarios gleaned from mentors over the years in such areas as classroom management, decision making, and team building. In addition, the presenters provide time for participants to try out a few techniques and contribute tips from their own mentors.

Debra Daise  
University of Denver  
debra.daise@du.edu

Laura Brenier  
International English Center, University of Colorado Boulder  
laura.brenier@colorado.edu

Meaningful Language Development Through Service Learning

Service Learning is a vital component of the WorkWise pre-employment training for adult refugees with limited education. The Spring Institute training model integrates traditional English literacy activities with workplace values and job skills development. Participants practice English and increase their understanding of American work culture through meaningful community involvement.

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

Rachel Graci  
Spring institute for Intercultural Learning  
rachelgraci@springinstitute.org

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

Reading and Writing Strategies That Create Independent Learners

Reading, writing, listening, and speaking are the four skills that define language learning. But, what are the sub-skills that must be taught to create independent language learners? Come participate in a lesson that teaches high order skills through comprehensible text. Walk away with new strategies to use in your classroom.

Brenda Fox  
Community College of Aurora  
starrbees@comcast.net

Steps to Success in Second Language Writing

In January 2011, the Council of Writing Program Administrators developed a framework of the goals and expectations that will prepare students for college writing. This session will discuss how second-language writing teachers might best align themselves with these goals and which might present problems for ESL students.

Andrea Feldman  
University of Colorado Boulder  
andrea.feldman@colorado.edu

ELA Program Development, Implementation, and Evaluation

What data best informs and supports the development, implementation, and evaluation of a quality district English Language Acquisition (ELA) program? In this interactive workshop learn about a CDE project to collect and analyze data unique to Colorado. Participants will provide input on CDE draft ELA Program Quality Indicators (PQIs).

Morgan Cox  
Colorado Department of Education  
cox_m@cde.state.co.us

Liliana Graham  
Colorado Department of Education  
lgraham_l@cde.state.co.us, CDE

Cooperative Classroom Learning Strategies for Language Learners

Positive emotions such as belongingness, joy, and sense of achievement can fulfill the required needs that lead to the intrinsic motivation we all love. Therefore, classroom management that includes cooperative learning strategies,
empathy, and cultural awareness will guide students to language acquisition success in the classroom and beyond.

Tim Robinson  
English Language Center, University of Denver  
solsocks@hotmail.com

Making Technology Work for You

Creative use of technology tools can boost children's language development, content mastery, and cultural pride. Involve parents and reach out to global audiences. In this session, you’re sure to find an idea or two you can use immediately.

Boni Hamilton  
University of Colorado Denver  
bonitahamilton@ucdenver.edu

Making a Case for Teaching Email Communication

English Language Learners are often technically proficient, so students and teachers may not see the need for email writing instruction. This presentation makes a case for including email instruction as part of a curriculum and provides suggestions for language goals, classroom work, and also addresses assessment possibilities.

Renee L. Feather  
Georgetown University  
featherr@georgetown.edu

English Grammar in ESL Academic Writing

Different views about whether English grammar plays a positive or negative role in students’ writing have been shared in the literature. This presentation discusses Chinese students’ perception of the importance of English grammar in English academic writing and the relationship between them. The results will be shared and recommendations discussed.

Hoi Yuen Chan  
University of Wyoming  
hchan@uwyo.edu

Teaching in English DOESN’T Equal Teaching English

Teaching English is not enough for ELLs. Take a look at the way one district has interpreted and designed curricula for ELLs across content areas that explicitly teaches English form and function. Learn how to expand English language development into a school-wide process.

Karen Caddoo  
Adams 12 Five Star Schools  
Karen.caddoo@adams12.org

Carrie Moore  
Adams 12 Five Star Schools  
Carrie.moore@adams12.org
An update on the ELLs in Colorado

Joanna Bruno
Director, Language, Culture, and Equity, Colorado Department of Education

Sue Windels
District Education Advocate, Office of Congressman Jared Polis

Other Local and State Officials

FRIDAY, NOVEMBER 9
105-Minute Breakout Session
1:30 – 3:15

FRI., NOV. 9, 2012  1:30-3:15  JEFFERSON

Get the Rhythm of the New K-test

Here’s a chance to get hands-on practice with the new ACCESS for ELLs test for kindergarten English learners! It provides a great experience for kiddos, but it is a complex assessment, requiring more time, more management of pieces and parts, and within-test tiering decisions. Kindergarten testers only, please.

Jennifer Daniels
ELL Education & Equity Consulting
jen.daniels@bresnan.net

FRIDAY, NOVEMBER 9
45-Minute Breakout Sessions (Alphabetical by Room)
2:30 – 3:15

FRI., NOV. 9, 2012  1:30-3:15  WEST D

WORKSHOP
EE

FRIDAY, NOVEMBER 9
105-Minute Breakout Session
1:30 – 3:15

FRI., NOV. 9, 2012  1:30-3:15  WEST D

Strategies and Activities for Limited Resource Classrooms

This workshop will introduce strategies and activities “used abroad” for a resource limited classroom. These activities will cut down on time spent preparing for classes, but increase student acquisition and motivation. They are adaptable activities that can be used repeatedly while maintaining the basic structure of the activity intact.

Tim Robinson
English Language Center, University of Denver
solsocks@hotmail.com

Johanna Lopez
Accelerated Schools

FRIDAY, NOVEMBER 9
105-Minute Breakout Session
1:30 – 3:15

FRI., NOV. 9, 2012  1:30-3:15  EVERGREEN

PAPER
TE/AR, SE, IEP/HE

WORKSHOP
AE, TE/AR, IEP/HE

Refocusing Imagination for Educational Drama Activities

Combining her English teaching experience in South Korea with data gleaned from literature research, the presenter will guide a workshop exploring methods in process drama. Attendees will prepare masks and scripts focusing on culture and imagination necessary to enhance learning through drama activities.

Mary Koepp
Fountain District 8
chieflady@gmail.com

FRIDAY, NOVEMBER 9
45-Minute Breakout Sessions (Alphabetical by Room)
2:30 – 3:15

FRI., NOV. 9, 2012  2:30-3:15  GOLDEN

WORKSHOP
AE, CALL, PA, SE, GA, IEP/HE

Migrant Education Newcomer Academy (MENA)

The presentation will provide participants the opportunity to explore options when designing program delivery for Priority for Service (PFS) and OSY students. The presentation will describe a rural Colorado school district’s Migrant Education Program, and its affirmative response to the increased diversity of migrant students enrolled in the program.

Mark Rangel
Centennial BOCES
mrangel@cboces.org

FRIDAY, NOVEMBER 9
45-Minute Breakout Sessions (Alphabetical by Room)
2:30 – 3:15

FRI., NOV. 9, 2012  2:30-3:15  PARKER

DEMONSTRATION
SE, IEP/HE

Video Clips for Writing Practice

Students sometimes welcome a break from formal academic essay and grammar work in writing class. Watching a ten to twenty-minute video clip in the computer lab, followed by a related writing assignment, provides invigorating language practice. In this demonstration, the presenter will share several clips and accompanying writing tasks.

Jim Epstein
University of Arizona
epsteinj@email.arizona.edu
First Grade Bilinguals Engaging in Science Inquiry

Emerging bilingual first graders in an urban bilingual school engage in science using reading, writing, thinking, and problem solving. This presentation demonstrates how these students interacted with science materials and concepts to learn new information, engage in inquiry, create their own texts, and culminate the year with presentations of learning.

Sally Nathenson-Mejia
University of Colorado Denver
sally.nathenson@ucdenver.edu

Maribel Villanueva
Denver Public Schools
maribel_villanueva@dpsk12.org

Discover SOUND with the Color Vowel Chart

The sounds of English influence how we speak, listen, write, and read. Isn’t it about time we had an accurate and transparent way to teach those sounds? The Color Vowel Chart is a powerful visual tool that helps teacher educators, teachers, tutors, and learners explore sound across the curriculum.

Karen Taylor de Caballero
English Language Training Solutions, LLC
katmail68@yahoo.com

Success Formula: Mentoring, Workshops, and Career Focus

For the past three years, the CCA ESL department has been conducting an action research project to increase student success and retention through mentoring, student success workshops, and career exploration. Noting the benefits of these practices, the researchers extended them to the control group. Results will be shared and discussed.

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

A Blind Student Enrolls in College ESL

Some teachers refuse to accept blind students in their classes. This presentation hopes to allay fears and encourage teachers to be open and flexible to students with disabilities. A blind student and her reading instructor discuss their experience together, sharing the attitudes and technology that made the experience a success.

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

Flipping the ESL Classroom Using Technology
Creating and using web-based resources for the ESL classroom will be discussed. Included are lessons on the language fundamentals of writing (YouTube) and reading sites that allow students’ comprehensible input and the option of repetition to achieve language fluency.

Esther Smith
Lulubelle225@gmail.com

FRIDAY, NOVEMBER 9
Adult Education SIG Forum
2:30 – 4:15
FRI., NOV. 9, 2012  2:30-4:15  CHERRY/PLUM

The Other Side of the Job Coin: Staying Safe and Healthy at Work

This year’s Adult Education Special Interest Group forum will feature John Olaechea, Diverse Workforce/Limited English Proficiency Coordinator for OSHA (Occupational Safety and Health Administration) Region VIII, who will discuss what he actually sees out in the field (it’s not always pretty). He will come prepared to share curriculum ideas and OSHA materials and resources for teachers to use in the classroom.

A representative of SEIU (Service Employees International Union) and a teacher doing on-site English classes for Cargill will provide additional insight and curriculum ideas.

The purpose of this forum is not only to provide teachers with materials but also to stimulate a conversation among all participants. If you are involved in adult education, this issue impacts many of your students. Please come be part of this very important discussion.

John Olaechea
Occupational Safety and Health Administration (OSHA)
Service Employees International Union (SEIU) Representative
Cargill/Morgan County Community College Representative

FRIDAY, NOVEMBER 9
105-Minute Breakout Session
2:30 – 4:15
FRI., NOV. 9, 2012  2:30-4:15  CONIFER

WORKSHOP
BE, CA, EE, SE

The RAMP to Standards: How to Align the Common Academic Standards for All Learners

The Pikes Peak Regional ELL Directors Group shares their training program that brought awareness and application of the CELP Standards to ELL classroom teachers. In this session we present the training design, best practices, lessons learned, a practical template and engage other professionals in the field to share the same.

Stephanie Johnson
Lewis Palmer S. D.
sjohnson@lewispalmer.org

Lynda Idle
District 11
lynda.espinoza-idle@d11.org

Carol Pollard
Harrison S.D. 2
cpollard@hsd2.org,

Martina Meadows
Falcon S.D. 49
mmeadows@d49.org,

FRIDAY, NOVEMBER 9
45-Minute Breakout Sessions (Alphabetical by Room)
3:30 – 4:15
FRI., NOV. 9, 2012  3:30-4:15  BOULDER

PAPER
TE/AR, BE, CA, GA

Mother Tongue Approach to Combat Language Colonization

The only way forward to ensure a healthy and educated workforce would be to move away from the hegemony of English only policies and towards embracing a bilingual and eventual multilingual language policy.

Madhavi Tandon
University of Colorado Denver
madhavi_tandon@yahoo.com

FRIDAY, NOVEMBER 9
3:30 – 4:15  EVERGREEN

PAPER
TE/AR, SE, IEP/HE

Instructor Scaffolding of Online Discussions

Online discussions are part of most online courses, but the role of the instructor varies a great deal; in fact, at times instructors do not interact at all. The presenters share results of a study that analyzed how instructors can scaffold online discussions for better quality interactions.

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

Barbara Frye
University of Colorado Colorado Springs

FRIDAY, NOVEMBER 9
3:30 – 4:15  GOLDEN
DEMONSTRATION
TE/AR, BE, CA, SE, GA, IEP/HE

Classroom (Mis)management

What techniques help maintain a dynamic link between activity and focused learning? How can potential problems be foreseen and avoided? Can student and teacher perspectives on classroom management be incorporated? This presentation will help teachers who hope for the best to prepare for the worst and make more effective learning spaces.

Michael Regan
International English Center, University of Colorado Boulder
michael.regan@colorado.edu

---
FRI., NOV. 9, 2012  3:30-4:15  PARKER

PAPER
IEP/HE

Understanding the Unique Needs of Our Chinese Students

Has your IEP seen an influx of Chinese students? Presenters will give a brief introduction to the history of Chinese education and current teaching practices in China. Discussion and suggestions for how to effectively engage Chinese English language learners studying in U.S. classrooms will be offered.

Pamela Luke
University of Denver
pamela.luke@du.edu

Cheyne Kirkpatrick
University of Denver
cheyne.kirkpatrick@du.edu, DU

---
FRI., NOV. 9, 2012  3:30-4:15  SPRUCE

PAPER
BE, CA, EE, GA

English Language Skills: A K-5 Effectiveness Study

Researchers will discuss findings from a rigorous study of the effectiveness of a teacher professional development intervention coupled with teacher use of an English language development curriculum on the acquisition of English language skills of elementary school native Spanish-speaking English Language Learners (ELLs) in listening comprehension, reading/vocabulary comprehension, and writing.

Susan Shebby
McRel
sshebby@mcrel.org

Sheila Arens
McRel
Sarens@mcrel.org

---
FRI., NOV. 9, 2012  3:30-4:15  WEST A

WORKSHOP
EE, SE, PA

Refugees: Where Did They Come From?

While refugee resettlement is not new to Colorado, the patterns of who is coming and where they are living has changed in the past few years to include several new schools and districts across the state. This session will include an overview of refugee resettlement and identify some of the challenges and opportunities having refugee students in a school may present. By the end of this presentation, participants will have a better understanding of the profile of refugees in Colorado and will be able to identify resources available locally and nationally to educators working with newcomer refugee students. While the session will be largely focused on sharing information, there will be opportunities for participants to work in small groups and to network.

Erin Kimmel
New America School
ekimmel@newamericaschool.org

---
FRI., NOV. 9, 2012  3:30-4:15  WEST B

WORKSHOP
BE, CA, EE, SE

How to Address the Rigor in Informational Texts

Strategically reading informational texts is addressed. Planning comprehension instruction over time to meet the individual needs of ELL students is examined. Ongoing assessment and differentiated text selection is part of the conversation.

Nancy Harris
Educational Consultant
neharris@sprintmail.com

---
FRI., NOV. 9, 2012  3:30-4:15  WEST C

DEMONSTRATION
GA, IEP/HE

Introducing International Students to University Extracurricular Activities
This demonstration outlines a group project used in an EAP pathways course designed to familiarize newly arrived international students with extracurricular activities available on campus. Presenters will provide a rationale for the project, explain preparations necessary, detail project requirements, share the rubric for assessment, and report successes and challenges experienced.

Mary Kay Wedum
INTO Colorado State University
mary.wedum@colostate.edu

Nancy Berry
INTO Colorado State University
nancy.berry@colostate.edu

FRI., NOV. 9, 2012  3:30-4:15  WEST D
WORKSHOP
TE/AR, BE, CA, EE, PA, SE, GA

Data, Accountability, and English Language Development
Participants will: 1. Get a hands on understanding of the growth model applied to English language proficiency (ELP) assessments. 2. Discuss implications of accountability and CELApro data as the state changes to ACCESS, WIDA ELP assessment in 2013. 3. Examine the implication of new AMAO’s approved by federal waiver.

Alyssa Pearson
Colorado Department of Education
pearson_a@cde.state.co.us

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

FRI., NOV. 9, 2012  3:30-4:15  WEST E
DEMONSTRATION
EE, SE, GA, IEP/HE

Developing Meaningful Language Objectives for ELLs with Disabilities
Participants will learn about effective practices for ELLs with disabilities by (a) using assessment practices to coordinate effective programming; (b) mapping CO state standards for language and content to develop meaningful learning objectives, and (c) developing assessment strategies to support oral, listening, reading and writing skills during story retells.

Barbara Dray
University of Colorado Denver
barbara.dray@ucdenver.edu

Wenfei Wang
Graduate Student: University of Colorado Denver
wenfei.wang@ucdenver.edu

Alex Stawinski
Special Education Teacher: York International; Mapleton Public Schools
alexander.stawinski@ucdenver.edu

FRI., NOV. 9, 2012  3:30-4:15  WILLOW

Reading, Writing, Critical Thinking: Pathways to Academic Achievement
The presenter will demonstrate how the Reading Writing Strand of this new series develops academic reading and writing strategies and shows a clear connection between the two while developing critical thinking skills and developing the learners’ ability to evaluate, analyze, and synthesize information from a wide range of sources.

Nichol Clark
National Geographic Learning/Cengage Learning
Nichol.clark@cengage.com

SATURDAY, NOVEMBER 10

English and How It Got That Way
Have you ever been asked by a student why "rough," "cough," and "through" don't rhyme, even though they look like they should? Or why you can keep a cow but you eat beef? English is a uniquely complex language, but few people know why. Join Merriam-Webster Associate Editor Kory Stamper as she takes us through a short history of the English language and discusses language trends that have shaped English throughout the ages—past, present, and future.

Kory Stamper  Merriam Webster

SATURDAY, NOVEMBER 10

45-Minute Breakout Sessions (Alphabetical by Room)
9:15 – 10:00

BOULDER
DEMONSTRATION
AE, SE, IEP/HE

Speak UP! Accent Acquisition and Voice Coaching
This demonstration shows techniques to help teachers improve students' pronunciation and models a stand-alone accent class. It focuses not only on methods of accent reduction but also on ways for students to adopt the
American accent and speech patterns, gain confidence in speaking informally and formally, and improve listening comprehension.

Gunilla Johnson
ESL Academy, University of Colorado Denver
gunilla.johnson@ucdenver.edu

Anne Berdie Volcker
ESL Academy, University of Colorado Denver
anne.volcker@ucdenver.edu

SAT., NOV. 10, 2012  9:15-10:00  CHERRY/PLUM

WORKSHOP
TE/AR, EE, SE, GA

Creating Caring Classrooms by Unpacking the Knapsack

Two teachers of linguistically and culturally diverse students will share information and offer reflective activities about privilege and biases that may be held regarding such families and students. In addition, steps that can be taken to prevent cultural dissonance and promote a positive affective filter will be discussed.

Sarajane Herrboldt
Albany County S.D., ELL Dept.
sherrboldt@acsd1.org

Colleen Worman
Albany County S.D., ELL Dept.
cworman@acsd1.org

SAT., NOV. 10, 2012  9:15-10:00  CONIFER

DISCUSSION
PA, IEP/HE

Have You Learned?  Student Assessment of Progress

This session looks at what students say about what informs them about their learning. Using data from exit interviews and from an assessment class in which students participated, the presenter will lead a discussion on what factors students tend to look at when assessing their own learning.

Jeanne Hind
Spring International Language Center
auraria@spring.edu

SAT., NOV. 10, 2012  9:15-10:00  EVERGREEN

PAPER
GA

Ensuring Inequity:  Accountability Colorado Style

This session offers the findings of a critical policy analysis of Colorado’s SB 163 “Education Accountability Act of 2009,” coupled with an analysis of state wide data that focuses on the impacts and outcomes of these accountability policies on multilingual learners and their teachers.

Kara Mitchell
University of Colorado Denver
kara.mitchel@ucdenver.edu

Madhavi Tandon
University of Colorado Denver
madhavi.tandon@ucdenver.edu

Cristen Recker
University of Colorado Denver
cristen@ipsec.ws

SAT., NOV. 10, 2012  9:15-10:00  GOLDEN

DEMONSTRATION
IEP/HE, SE

Developing Academic Fluency by Learning Lexical Bundles

Recent research reveals the link between acquisition of lexical bundles, strings of three or more words, and increased fluency in academic speaking and writing. The presenters will introduce the Academic Formulas List, which outlines the most salient lexical bundles, and suggest strategies for incorporating it into the EAP classroom.

Nichole Oberheu
Colorado State University
n.oberheu@gmail.com

Nancy Berry
Colorado State University
nancy.berry@colostate.edu

SAT., NOV. 10, 2012  9:15-10:00  PARKER

WORKSHOP
BE, CA, GA, IEP/HE

Integrating All Skills with Audio Tools

The speaker will introduce various ways CDs and other audio tools can be used in an integrated skills type class. The session will include introduction of samples of audio tools and effective use in a classroom setting for vocabulary expansion, grammar introduction, pronunciation, critical thinking, writing and more.

Sharmini Gingras
INTO Colorado State University
sardonyx_77@hotmail.com

SAT., NOV. 10, 2012  9:15-10:00  SPRUCE
English Language Learners and Improvement Planning

In an interactive, hands on workshop participants will have the opportunity to understand the process of improvement planning. Participants will analyze English Language Learners (ELLs) assessment data, identify root cause, set targets for ELLs, and understand major improvement strategies.

Erin Loften
Colorado Department of Education
loften_e@cde.state.co.us

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

---

Sheltered Instruction: How to Make It Happen in Content Courses

Can rigor be maintained in content courses even with large populations of multi-lingual ELAs? Of course! Come and see how instruction can be scaffolded to reach even limited English proficient students while maintaining rigor and enriching the learning of regular education students. Yes, it’s really possible and fun to teach!

Brenda Fox
Community College of Aurora
starrbees@comcast.net

---

ESL Classroom Management Plan

All students come to your class bringing aspects of their own cultures, but as the teacher, it is your responsibility to blend these into a classroom culture of positive student growth. This workshop will guide you through creating a classroom management plan to run a positive and efficient classroom.

Jeana Smith
New America College
jsmith@newamericacollege.org

---

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 Uniting Communities
rachel@intercambioweb.org

Lee Shainis
Intercambio Uniting Communities
lee@intercambioweb.org

---

Playing Catch-up with Pre-literate Students

Pre-literate students who have no formal education are at a tremendous disadvantage when they begin to study ESL. Your class may be their first opportunity to sit in a classroom. Our new Orientation to Learning class helps these wonderful adult students catch up. Come see what it’s all about.

Kate Goodspeed
Emily Griffith Technical College
katherine_goodspeed@dpsk12.org

Alena Sims
Emily Griffith Technical College
alena_sims@dpsk12.org

---

Grammar Points Every ESL Teacher Should Know

How often have you wished you felt more confident with English grammar? This presentation is in response to requests for a session highlighting frequently-taught grammar points in ESL curricula. Presenters offer explanations of these points, as well as suggestions for effective classroom presentation and student practice.

Connie Davis
International English Center, University of Colorado Boulder
**Effective Technology for ESL Student Listening Practice**

Listening is a critical language skill, but it can be challenging to provide sufficient structured opportunities for student practice outside the classroom. This presentation will review available technologies to facilitate listening practice, and present the results of experience based on trials with several different delivery mechanisms.

**Peter Schmitt**  
schmittpeterj@yahoo.com

---

**More Fun with Funds: Personal Financial Literacy**

Research shows that students who are taught an economic way of thinking are self-confident, more competent in making financial decisions and more successful in building a career. Resources will be presented to help elementary teachers integrate personal financial literacy into their mathematics, social studies and language arts curriculum.

**Sandy Stokely**  
Colorado Council for Economic Education  
sandy_stokely@yahoo.com

---

**Positive Error Correction and the Adult Student**

A look at research, strategies, and techniques for correcting student errors in the adult ESL classroom. We'll look into the Why, What, When, and How of correcting student errors in ways that foster independent, autonomous learners and that align with adult learning theory.

**Kat Bradley-Bennett**  
bennett_katharine@svvsd.org
DEMONSTRATION
AE, GA, SE, IEP/HE

Promoting Critical Thinking Skills Through Literature

This session explores how promoting critical thinking skills in an ESL reading classroom can assist learners in developing their cognition which in turn affects the process of building their language proficiency and demonstrates strategies for designing critical thinking tasks that involve class discussions, in-class debates, and exploratory writing.

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

DISCUSSION
SE, IEP/HE

Ideas for Feedback on Student Essays

What kind of feedback best serves essay writers in the revision and editing process, and how can teachers best deliver it? To open this discussion, the presenter will briefly describe one approach and the rationale. Participants will then describe methods they have used and identify both pros and cons.

Jim Epstein
University of Arizona
epsteinj@email.arizona.edu

WORKSHOP
AE, EE, SE, GA, IEP/HE

Improvisional English

Inject a big dose of fun and enthusiasm into your classroom by using improvisational theater. In this fun seminar, you’ll learn the principles, the games, and the best way to teach them. Improv will give your students the skills they crave to tackle their language challenges with confidence and creativity.

Jon Wilkerson
International Funny Business

WORKSHOP
CALL, GA, IEP/HE

Using Multimedial Portfolios to Unify Language Learning

This session is for the tech impaired teacher who is willing and eager to incorporate new communication technologies
into classroom practices. Through Multimedial Portfolios, teachers can help students unite fragmented language skills, create language using the newest technologies available, and avoid the gimmickry that ails many techy teaching approaches.

**Vincent Adams**  
English Language Center, University of Denver  
vincent.adams@du.edu

**Emily Ellis**  
English Language Center, University of Denver  
emily.ellis@du.edu

---

**Why Setting Goals Isn’t Enough!**

It’s goal setting vs. goal achievement. This seminar will show why setting goals isn’t enough. You will learn four mistakes people make when setting goals. We’ll also cover the importance of having a clear vision, and what action steps and supportive structure will help the goals finally become achievable ones.

**Katie Collins**  
Katie Collins Coaching  
katiemae29@gmail.com

---

**How Skype Can Facilitate Targeted Admissions**

The use of Skype technology as a cost-effective means to interview prospective intensive English students is demonstrated. Step-by-step logistics and benefits are discussed. For instance, interviewing with Skype facilitates targeted admissions, aids proper level placement, clarifies institutional expectations to students, and allows the interviewer the opportunity to deny inappropriate students.

**Rebecca Fisher**  
University of Colorado Denver  
rebecca.fisher@ucdenver.edu

**Erika Wiggins**  
University of Colorado Denver  
erika.wiggins@ucdenver.edu

---

**Online Professional Development: Language Based Content Instruction**

This session will introduce participants to new free collaborative online learning opportunities that will be available in the fall of 2013 for classroom teachers. The online modules will help teachers improve their instruction to encompass academic language in content areas of math and science.

**Kara Mitchell**  
University of Colorado Denver  
kara.mitchel@ucdenver.edu

**Boni Hamilton**  
University of Colorado Denver  onita.hamilton@ucdenver.edu

**Nicole Russell**  
University of Colorado Denver  
nicole.m.russell@du.edu, DU

---

**8 ESL Vocabulary Activities for Adult Learners**

This workshop will focus on 8 ‘hands on’ interactive, experiential activities that will engage adults. Second language learners are always interested in increasing their vocabulary base, and this workshop will give teachers new ideas to help students do that while having fun!

**Andrea Heyman**  
Front Range Community College, Colorado State University  
dickh@verinet.com

---

**Have You Been to YouTubeia?**

Travel to the world of using appropriate internet video resources in the adult English classroom in many skill areas to furnish instruction or supplement existing materials. Many students are visiting sites like YouTube for entertainment, but they also provide a wealth of language acquisition materials for classroom and individualized instruction.

**Kay Elder**
Grammar and Writing: Tracking Growth, Targeting Challenges

Your student population may include ELLs with vastly different language and literacy experiences. How in the world can you track individual growth and target individual problems? This workshop presents a rubric and tools for documenting growth and targeting instruction to meet the specific needs of each student in your class.

Teri Ashley
Colorado State University
teri.ashley@colostate.edu

Is There Room for a Luddite in Teaching?

With the rapid rise of technology in the world and in the classroom, and with the pace of changes, has the dominant characteristic of a teacher become the ability to keep up with technology? If so, what are the implications for the teaching profession?

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

Acting in and on Standards Transformation

This poster session examines the Colorado Department of Education’s work with educators in the translation of Colorado English Language Proficiency (CELP) and Colorado Academic Standards (CAS) into curricular exemplars for all grades and content areas that evince an organized plan of instruction for engaging students in mastering the standards.

Dr. Brian Sevier
Colorado Department of Education
sevier_b@cde.state.co.us

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

First Citation Activities: A Series

International students often struggle with citations because citing external sources is both unfamiliar and arduous, and ESL textbooks rarely provide enough quality support. This demonstration will present a series of citation activities for intermediate students that systematically introduces in-text citations and end-of-text references while reinforcing paraphrasing and organization skills.

Tamara Milbourn
University of Colorado Boulder
milbourn@colorado.edu

Developing Oral Language through Interactive Activities

We have developed materials to strengthen oral language development for ESL children at different stages of language acquisition. These materials are aligned with WIDA standards and target vocabulary, basic sentence structure, expanded constructions and concept development. Our Oral Language Screening Tool aligns with these materials and the WIDA continuum.

Mary Weber
Jeffco Schools
mweber@jeffco.k12.co.us

Eileen Conroy
Jeffco Schools
esconroy@comcast.net,

Understanding the Refugee Students in Your Classroom
Refugees in the U.S. are increasingly leaving their first areas of resettlement and moving to places where schools and receiving communities are unfamiliar with the unique needs of these groups. The presenters will share tips and resources to help teachers learn what they need to know about their refugee students.

Sharon McCreary
Emily Griffith Technical College
sharon_mccreary@dpsk12.org

Slavica Park
Emily Griffith Technical College
slavica_park@dpsk12.org

---

SAT., NOV. 10, 2012  1:30-2:15  CONIFER

PANEL
AE, BE, CA, GA

Travel and Teach:” What to Expect When You Teach Abroad

Three experts who have taught in China, Japan, and Cambodia explain how to get jobs abroad and what it's like to teach English in a foreign country.

Evelyn Kaye
International English Center, University of Colorado Boulder
evelyn.kaye@colorado.edu

Kathleen Michel
International English Center, University of Colorado Boulder
kathleen.michel@colorado.edu

Russell Moon
International English Center, University of Colorado Boulder
russell.moon@colorado.edu

Boni Hamilton
University of Colorado Denver
bonitahamilton@ucdenver.edu

---

SAT., NOV. 10, 2012  1:30-2:15  WEST B

DISCUSSION
BE, CA, SE, IEP/HE

Bridging the Gap in Graduate Writing and Speaking

When international graduate students begin their graduate level programs in American universities, they sometimes lack sufficient academic skills in writing and/or speaking. This discussion will address graduate support courses which have recently been created with the objective of supporting international graduate students in academic writing and speaking in order to bridge gaps in these academic skills.

Cheyne Kirkpatrick
University of Denver
cheyne.kirkpatrick@du.edu

Julie Thornton
University of Denver
jthornt5@du.edu

---

SAT., NOV. 10, 2012  1:30-2:15  WEST C

PAPER
TE/AR, IEP/HE

Improving Critical Thinking by Asking Better Questions

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

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

---

SAT., NOV. 10, 2012  1:30-2:15  SPRUCE

DEMONSTRATION
EE, SE, GA

Online Tools That Support Language Learning

Students often know more than they can express, especially when they are translating between two or more languages. Online tools can improve their opportunities to understand and use language. Learn about picture dictionaries, audio-supported websites, and other tools that will benefit all students.

Boni Hamilton
University of Colorado Denver
bonitahamilton@ucdenver.edu

---

SAT., NOV. 10, 2012  1:30-2:15  JEFFERSON
**SATURDAY, NOVEMBER 10**

**105-Minute Breakout Sessions (Alphabetical by Room)**

1:30 – 3:15  
EVERGREEN

**WORKSHOP**

GA, EE, SE

---

**Immigration Issues for Educators**

How do immigration issues affect your students, their families, and you as an educator? Learn how to be an informed participant and advocate in the current immigration debate. Session will include activities, interactive discussion, handouts, and other resources.

**Lee Ann Gott**

Aurora Public Schools  
lgott88@msn.com

**Kathy Bougher**

University of Colorado, Denver  
kathybougher@hotmail.com

---

**Flippin’ It! Transforming Instructor and Student Roles**

Most students are using online sources to access information, putting traditional methods of instruction in competition with sites like Wikipedia, Google, and YouTube. Since students are already accessing these sites, why not utilize them for teaching? This session shows how a flipped classroom allows instructors to do that.

**Evelyn Pierro**

Colorado State University  
evelynpierro@comcast.net

**Laurel Bond**

Sarita Crawford

---

**Using Poetry to Teach Figurative Language**

In this workshop, you will learn about using "I Am" poems to teach ELLs how to use figurative language. Students who write these poems learn how to articulate who they are and how they feel. It is empowering, fun, and creative for students and teachers!

**Alison Wilson**

Emily Griffith Technical College  
alison_wilson@dpsk12.org

---

**21st Century Teaching and Learning with ELLs**

This workshop is designed for anyone who would like to learn more about the implementation of critical thinking, collaboration, invention, self-direction, and information literacy in a classroom packed with amazing ELL learners. We will share instructional strategies, resources (digital as well as analog) and fantastic success stories!

**Chris Moore**

East Elementary School LPS  
cmoor4@gmail.com

**Nicolette Vander Velde**

East Elementary School LPS  
vandervelde.nicolette@gmail.com

---

**Connecting the Academic and Emotional Self**

Connecting the Academic and Emotional Self: An engaging, hands on workshop connecting brain based research and its effects on language acquisition. Participants will walk away with implementable tools and strategies to tap into the brain needs of English Language Learners and deepen their motivation and connection to the classroom.

**Cheryl Corpus**

Harrison District 2  
cherylcorpus@gmail.com

**Jennifer Duarte**

Academy District 20  
jenniferjduarte@gmail.com

---

**WORKSHOP**

EE, SE, GA

---

**WORKSHOP**

TE/AR, BE, CA, EE, SE, IEP/HE, GA

---

**WORKSHOP**

SE, IEP/HE
Increase the Tempo Using Academic Controversy

Issues facing society are often broken down into Pro/Con debates thereby losing the multiple voices in the real world. Academic Controversy, a cooperative learning technique, exploits the full chorus of viewpoints to integrate all skills for advanced objectives. Participants will learn about and practice this technique in small groups.

Patricia Johnson
ELS Language Centers
pjohnson@els.edu

SATURDAY, NOVEMBER 10
45-MINUTE BREAKOUT SESSIONS (ALPHABETICAL BY ROOM)
2:30 – 3:15

BOULDER
SAT., NOV. 10, 2012 2:30-3:15

PAPER
TE/AR, BE, EE

Portraiture Methodology and Second-language Teacher Identity

The inquiry into how teacher identity is constructed and negotiated has received attention among teacher educators. The presenter will tell a story of two second-language teachers, illuminating the journey to become teachers. A portraiture methodology used in this study, vignettes, and implications will be shared and discussed.

Denchai Prabjandee
University of Northern Colorado
denchai.prabjandee@unco.edu

CHERRY/PLUM
SAT., NOV. 10, 2012 2:30-3:15

PAPER
AE, SE, IEP/HE

Identity: Interactions of Culture, Language, and Community

Intercultural understanding can be oblique, yet is essential in today’s global interactions. By using the lens of identity, community and resource allocations of a geographical region across history, students can better understand the mechanisms of cohesion and competition, of understanding or bias, and ultimately, of cooperation through multicultural identity formation.

Sara Vandenberg
University of Colorado Colorado Springs
svanden2@uccs.edu

CONIFER
SAT., NOV. 10, 2012 2:30-3:15

DEMONSTRATION

Using Learner-generated Corpora to Develop Writing Materials

It can be difficult to find good materials for a writing class, but teachers should not overlook the work of the learners themselves. A corpus of learners’ previous work can be a simple and fruitful source of writing classroom activities. Several examples will be demonstrated.

Wayne Walker
Colorado State University
wayne.walker@colostate.edu

JEFFERSON
SAT., NOV. 10, 2012 2:30-3:15

PAPER
AE, TE/AR, IEP/HE

A Model of Instruction for Adult Learners?

The Sheltered Instruction Observation Protocol (SIOP) is a model used by K-12 educators as a best practices approach to teaching English learners (Echevarria, Vogt, & Short, 2008). The presenters describe a study of the effectiveness of the SIOP model in adult learner settings, sharing experiences of the teachers and students.

Angela Bell
University of Colorado Colorado Springs
abell6@uccs.edu

SAT., NOV. 10, 2012 2:30-3:15

Meredith Roach
University of Colorado Colorado Springs
meredithroach@mac.com, UCCS

LESLIE GRANT
University of Colorado Colorado Springs
lgrant@uccs.edu, UCCS

SAT., NOV. 10, 2012 2:30-3:15

SPRUCE

WORKSHOP
AE, SE, IEP/HE

Language Learning Through Interreligious Dialogue

How can ESL instructors promote language learning and cultural integration through interreligious dialogue? The presenters will share their own experiences with interreligious dialogue in the ESL classroom and the broader college community. Learn how to start a similar interreligious initiative through classroom activities, panel discussions, brown bag lunches, and more.

Daniel M. Schweissing
Community College of Aurora
Understanding and Using Appropriate Support for Academic Essays

In advanced academic writing courses, using appropriate sources to support ideas is challenging for international university students. In this demonstration, we discuss how to present the rationale for this to students, give a summary of current research, and share classroom activities designed to assist students in mastering this skill.

Karen Duncan
Colorado State University
karen.duncan@colostate.edu

Activating Reading Skills Through Online Simulation Games

Want to captivate tech-addicted students? This demonstration will show Intensive English Program teachers how to incorporate online games as a way to activate reading skills. Presenters will explain a web-based game in which students build and manage a virtual environment. Pictures, materials, student feedback, and lessons learned will be shared.

Maryanna Brunkhorst
University of Denver
maryanna.brunkhorst@du.edu

Erin Strickland
University of Denver
erin.strickland@du.edu