Helping ELLs Access Content By Developing Academic Language Skills

This plenary presents research on English language learners that supports the integration of language and content learning and then demonstrates techniques that strengthen students’ background schema, academic vocabulary, and oral language skills to improve content area reading and writing.

Deborah Short, PhD
Director, American Language Research and Training Center for Applied Linguistics, Washington, DC

Trying to Flip the ESL Classroom

Academic strategies presented in textbooks are sound. However, students need to apply strategies beyond the samples to succeed in university settings and flipped classrooms. This session discusses flipping the ESL classroom to help students use the textbook outside the classroom and discuss and apply the material inside the classroom.

Robyn Brinks Lockwood, Stanford University, robynb@swbell.net

Self-Publishing for Next Generation ELT Teachers

Want to publish but still maintain control of your content? The presenters share their own process from needs assessment to publication, including how to develop materials that are customizable, sustainable, and usable for you and your Web 2.0 students.

Jessica Montgomerie, ELC – DU, jessica.montgoverie@du.edu
Debra Daise, ELC - DU, debra.daise@du.edu

Integrating Smartphones into the 21st Century Classroom

Once upon a time, the overhead projector was an advanced piece of technology for teachers. Eventually, it became commonplace and essential. Modern technology is now entering that realm. The presenter will show how to effectively integrate smart phones and cloud-based technology into tried-and-true activities and assessments.

Vincent Adams, DU, vincent.adams@du.edu
Implementing Research-informed Content Based Instruction

Intensive English program administrators document their step-by-step, year-long process of implementing engineering, business, architecture, and education content based instruction (CBI) into ESL classes. This session details several CBI models, authentic materials, and challenges to implementation. Scheduling logistics, timelines, and needs assessment procedures will be discussed in relation to CBI.

Rebecca Fisher, UCD, rebecca.fisher@ucdenver.edu
Marcel Bolintiam, ESL Academy - UCD

Quantifying Participation in Meaningful Ways: Behavior and Classroom Apps

Free apps (for mobile device or PC) can help with classroom management and promote quality participation. Through immediate positive reinforcement, such apps can turn “fluffy” participation points into meaningful feedback. The presenters describe such applications in their IEP courses, and how their implementation can benefit any educator seeking quality participation.

Chad Bramble, University of Utah, ELI, chadbramble@gmail.com
Russell Wilson, University of Utah, ELI, rwilson@utah.edu

What’s in a Name: Transitional Second Language Education

Ever wonder how the use and definition of ‘transitional’ has changed over the last forty years in relation to language acquisition programs? This session will help you discuss and understand these shifts as well as how they impact classroom decisions, participation in school professional development, and collaborative work with colleagues.

Shannon Svaldi, UCD, shannon.svaldi@ucdenver.edu

Motivating Secondary ELLs for Success

Motivating secondary ELLs is vital for success. Many factors need to be addressed when reaching out to our teenage language learners including culture and language. Most teachers use the same approach with all students, but this often won’t work with our ELLs. Help them reach their full potential and dreams.

Cynthia Valdez, Palisade H.S., D51 Mesa County, cynthia.valdez@d51schools.org
Sharon Jackson, Fruita Monument High, Fruita Middle, Redlands Middle, sharon.jackson@d51schools.org

Using Formative Assessment to Guide Instruction

Attendees to this hands-on workshop will analyze and use assessments to inform their instruction of English learners. Attendees can bring their own assessments or use examples provided by the facilitator, and will leave with concrete, practical ideas to improve their assessments of their English learners’ content and language acquisition.

Juli Sarris, UCB, juli.sarris@colorado.edu

College Bound: Mastering Skills for Academic Success

Preparing students for university success requires an approach that challenges students, builds academic knowledge, and develops core reading and writing skills. Through deliberate use of authentic readings and a writing approach that balances process with structure, the Longman Academic Reading and Writing programs will prepare ESL students for university success.

Jonathan Boggs, Pearson ELT, jonathan.boggs@pearson.com
Demonstration-45 Min.
IEP/HE

Teaching Students to Write Effective E-mails

Are you tired of reading e-mails from your students that open with “Hi My Dear Teacher!”? Help learners achieve better electronic communication. This session demonstrates a simple technique to teach students how to write e-mails in a more formal, academic style.

Alice Roussel, SILC, alice.roussel3@gmail.com
FRI., NOV. 8, 2013  9:15 A.M.  WMDC 1

Paper-45 Min.
AE, GA

Can you Teach Workplace Common Sense?

Employers expect new hires to have common sense, and these presenters have 7 years of experience teaching common sense strategies to refugees in work-readiness training programs at Emily Griffith Technical College. Participants will learn how they can build common sense reinforcement strategies into their ESL curriculum.

Kate Goodspeed, Emily Griffith Technical College, katherine.goodspeed@dpsk12.org
Kim Hosp, Emily Griffith Technical College, kimberly.hosp@dpsk12.org
FRI., NOV. 8, 2013  9:15 A.M.  ROOM 1246 (12TH FLOOR)

Paper-45 Min.
AE, CA, GA

TESOL for Business and Business for TESOL

Global business is here to stay, so it’s time to stop ignoring the growing field of business English. The presenter will provide some lessons for educators hoping to learn more about business English. Then, we’ll turn the tables and discuss what the TESOL field can learn from the business world.

Ellen Shuman, LCI, ellenashuman@gmail.com

Workshop-105 Min.
AE

Materials and Trainings That Allow Less Established ESOL Programs to Become Sustainable

In this workshop groups we will discuss the necessary elements to run an effective and sustainable ESOL program using volunteer teachers. Participants will experience examples of these elements and participate in interactive activities to evaluate gaps in their existing programs and discuss solutions.

Rachel Fuchs, Intercambio, rachel@intercambioweb.org
Debbie Goldman, Intercambio, debbie@intercambioweb.org
FRI., NOV. 8, 2013  10:15 A.M.  CHERRY/PLUM

Discussion-45 Min.
GA, IEP/HE

Facilitating Meaningful Acquisition in Intensive Language Programs

How can instructors facilitate meaningful language acquisition in fast-paced, curriculum-driven programs? Can we improve application of second language acquisition theory in our classrooms? This discussion raises vital questions about prioritizing acquisition amidst the challenges of intensive programs. Participants contribute their ideas, approaches, and experience to a collaborative document shared online.

Heather Moffie, INTO – CSU, heather.moffie@colostate.edu
Tara Brandenburg, INTO – CSU, tara.brandenburg@colostate.edu
FRI., NOV. 8, 2013  10:15 A.M.  CONIFER

Workshop-105 Min.
EE, GA, TE/AR

‘Rithmetic:’ Teaching Mathematics as a Foreign Language

Do you love math? If not, you are not alone! In this session we will explore aspects of math as a foreign language in alignment with WIDA standards so that you have the skills necessary to guide your ELA students to be able to access the content of mathematics.

Ellen Shuman, LCI, ellenashuman@gmail.com
**Amy Bennett**, Hodgkins Elem., Adams 50, knomadik@hotmail.com

**Jody Morris**, Field Elem., LPS, jojoberlingeri@gmail.com

**Beth Melton**, NW Colorado BOCES, beth.u.melton@gmail.com

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**FRI., NOV. 8, 2013  10:15 A.M.  GOLDEN**

**FEATURED PRESENTATION-105 MIN.**

**SPONSORED BY SECONDARY ED AND CONTENT ED SPECIAL INTEREST GROUPS**

**Cross-Content Core Curriculum: Implementation for Writing**

Janice Austin, jaustin@wcboe.org

Susan Ward, sward@wcdoe.org

(SIG Co-Chairs: Sarah Austin, Kelly Meeks-Boxer, Nina Ambruso, and Susan Hollway)

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**FRI., NOV. 8, 2013  10:15 A.M.  JEFFERSON**

**DEMONSTRATION-45 MIN.**

**GA**

**Blazing New Trails with Songs**

Songs can be used in a variety of ways to create high-interest and effective lessons. This dynamic presentation will guide participants through several innovative lessons that utilize songs to reinforce grammar, enhance listening comprehension, build cross-cultural awareness, and provide a springboard for discussion.

**Dieter Bruhn**, IEC – UCB, dbruhn@oneworldtraining.com

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**FRI., NOV. 8, 2013  10:15 A.M.  PARKER**

**DISCUSSION-45 MIN.**

**IEP/HE, TE/AR**

**Write...or Wrong? ESL Readiness for College Writing**

Community College of Aurora’s ESL and Institutional Research departments have been tracking ESL student outcomes for over 3 years to understand the students’ preparedness for writing at the college level. This presentation discusses the partnership and collaboration between the departments, the research design, and the latest outcomes of their efforts.

**Chris Tombari**, CCA, christopher.tombari@ccaurora.edu

**Dr. David Bailey**, CCA, David.Bailey@ccaurora.edu

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**FRI., NOV. 8, 2013  10:15 A.M.  SPRUCE**

**PAPER-45 MIN.PAPER-45 MIN.**

**AE, TE/AR**

**Enhancing Reading Comprehension through Drawing**

Will drawing external images facilitate L2 reading comprehension of different proficiency learners? This session will address the effectiveness of drawing external images and suggest pedagogical implications.

**MinHye Kim**, Boston University, minhye20@gmail.com

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**FRI., NOV. 8, 2013  10:15 A.M.  WEST C**

**DEMONSTRATION-45 MIN.**

**EE, SE, GA**

**Apple Applications for Use Across Language Domains**

Technology in the classroom is rapidly becoming the norm and in an increasingly digital world, it is necessary to obtain technology for use by all students. The demonstration will share Apple applications that our district found help for ELLs in all language domains and also link to Common Core Standards.

**Leah Parker**, Lewis Palmer School District, lparker@lewispalmer.org

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

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**FRI., NOV. 8, 2013  10:15 A.M.  WEST E**

**PUBLISHER SESSION-45 MIN.**

**Three Approaches to Teaching Reading: Literature-based, Skills-based, and Content-based**

Using three recently published reading skills texts, the presenter will demonstrate three markedly different approaches to the teaching of reading: literature-based, skills-based, and content-based. The presenter will describe the varied approaches and illustrate them by examining *Discovering Fiction, 2nd Edition*, *Making Connections, 2nd Edition*, and *Academic Encounters 2nd Edition*.

**Travis Hewgley**, Cambridge University Press, thewgley@cambridge.org

**Jessica Williams**

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**FRI., NOV. 8, 2013  10:15 A.M.  WILLOW**

**WORKSHOP-105 MIN.**

**EE, GA, SE**

**Immigration Issues for Educators**
Arm yourself with up-to-date information about immigration issues. Understand immigration laws and policies and how they impact on you, your students, and their families. This presentation will include handouts, interactive stations, teaching resources, discussion, and answers to frequently asked questions.

Lee Ann Gott, Colorado Immigrant Rights Coalition, lagott88@gmail.com
Kathy Bougher, UCD, kathybougher@hotmail.com

FRI., NOV. 8, 2013 10:15 A.M.  WMDC 1
DISCUSSION-45 MIN.
PA, IEP/HE

Elective Courses in English Language Programs

What are the challenges of offering elective or enrichment classes in an intensive English language program? Following a brief introduction on the approaches Spring International has taken, the presenters will lead a discussion focused on sharing ideas about selecting the content for these courses and about implementing them.

Susan Polycarpou, Spring International Language Center, susan@spring.edu
Shirlaine Castellino, Spring International Language Center, shirlaine.c@spring.edu

FRI., NOV. 8, 2013 10:15 A.M.  ROOM 1246 (12TH FLOOR)
DISCUSSION-45 MIN.
AE, GA, IEP/HE

Using Learning Logs to Build Active Learners

This presentation will examine the use of learning logs as an effective tool for students to articulate and reflect upon their learning. Content will include suggestions on implementing the logs and plenty of time for attendees to share experiences they have had using learning logs and other active-learning strategies.

Michael Vallee, IEC – UCB, Michael.vallee@colorado.edu

FRI., NOV. 8, 2013 11:15 A.M.  CHERRY/PLUM
PAPER-45 MIN.
AE, IEP/HE

Threshold Tests: Construction, Administration, Calibration, and Analysis

This presentation will focus on the details of creating and implementing a threshold test to strengthen program objectives at an IEP. The goals of the presentation are to inform educators, via power point and handouts, on how to construct, administer, calibrate, and analyze a threshold test.

Olivia Conner, IEC – UCB, olivia.conner@colorado.edu
Barbara Flocke, IEC - UCB, barbara.flocke@colorado.edu
Ruth Moore, IEC - UCB, ruth.moore@colorado.edu
Karren Eichhorn, IEC - UCB, karen.eichhorn@colorado.edu

FRI., NOV. 8, 2013 11:15 A.M.  EVERGREEN
PAPER-45 MIN.
SE, IEP, HE

Preparing ESL Students for Academic Success in Higher Education

This session will outline the skills and knowledge necessary to enhance students’ ability to become academically successful during their first year at university. We will offer suggestions for ways to allow students to transition into university life. Participants will discover strategies for targeting and handling distracting student errors.

Andrea Feldman, UCB, andrea.feldman@colorado.edu
John Nicholas Einterz, UCB, John.Einterz@colorado.edu
Pat Johnson, ELS Denver at FRCC, pjohnson@els.edu

FRI., NOV. 8, 2013 11:15 A.M.  JEFFERSON
PAPER-45 MIN.
IEP/HE, PA, TE/AR

Fostering Empathy in Teacher Preparation Programs

The presenter focuses on the importance of the affective domain in teacher preparation and has compiled a list of resources that have been shown to make an emotional impact or have fostered a sense of empathy for ELLs amongst teachers. The list of resources will be shared with attendees.

Stephanie Dewing, UCCS, sdewing2@uccs.edu

FRI., NOV. 8, 2013 11:15 A.M.  PARKER
PAPER-45 MIN.
AE, IEP/HE, PA, TE/AR

Undergraduate Writing: What Writing Tasks Are Required

This presentation will present an ongoing study of writing tasks in undergraduate courses at a large, American university. The writing tasks required across common undergraduate programs at this university, determined by
course syllabi analysis, will be used as part of a discussion concerning writing curriculum design in IEP and EAP courses.

Cheyne Kirkpatrick, ELC – DU, cheyne.kirkpatrick@du.edu
Rachel DeDeyn, ELC – DU, rdedeyn@gmail.com

FRI., NOV. 8, 2013  11:15 A.M.  SPRUCE

DEMONSTRATION-45 MIN.
AE, IEP/HE

Creating Interactive Tasks with Grammar Flashcards
Developing innovative, meaningful, and interactive activities that provide context for utilizing grammar structures can be a daunting task. The presenters will demonstrate how to create and use color-coded grammar flashcards in intriguing contextualized ways to facilitate L2 students’ spoken and written production at multilevel language competence.

Jenia Ivanova, ELI - University of Utah, jenia.ivanova@utah.edu
Hazel Rowe, ELI - University of Utah, hazel_rowe@utah.edu

FRI., NOV. 8, 2013  11:15 A.M.  WEST C

PUBLISHER SESSION-45 MIN.

Technology That Uncovers Student Challenges and Solves Them
Raising achievement and closing gaps for all students is challenging. i-Ready is a powerful online programs that meets and solves these challenges. i-Ready is an easy-to-use diagnostic and delivers instant reporting and engaging online instruction that gives your students the one-to-one attention they need to accelerate their learning.

Carolyn Burtner, Curriculum Associates, carolynburtner@concast.net

FRI., NOV. 8, 2013  11:15 A.M.  WEST D

PAPER-45 MIN.
IEP/HE, TE/AR

Does Free Reading Really Help Students Learn?
ESL teachers frequently recommend that students pursue free reading on subjects that they find interesting in order to build their reading skills, and vocabulary. But is such advice practical and effective? The presenter will report on a 30-day challenge he gave himself to read appropriate materials in a foreign language he had studied evaluating his progress in reading comprehension.

John Schillo, INTO – CSU, john.schillo@colostate.edu

FRI., NOV. 8, 2013  11:15 A.M.  WMDC 1

DEMONSTRATION-45 MIN.
AE, BE, CALL, CA, EE, SE

Flipped Out: How to Create Video Materials for ELLs
This quick demonstration leaves teachers with tools for themselves and students to use video for teaching and learning. Teachers will use video presentation to discover the power of tech books and teaching videos. Each teacher will walk away with video tools that are immediately usable in the classroom.

Esther Smith, lulubelle225@gmail.com

FRI., NOV. 8, 2013  11:15 A.M.  ROOM 1246 (12TH FLOOR)

WORKSHOP-45 MIN.
EE, GA, PA, TE./AR

Blazing a New Trail as an Offshoot from an Old Trail: Using Community Resources
New trails for learning begin with old trails that were proven effective. An example is using volunteers for teaching language literacy. Our trail is having a "Saturday School" for tutoring. Program explanation introduces program and discussion of possible trails participant’s may use, including churches, libraries, community centers, etc. volunteers.

Dr. Joyce Wade Gibbons Kinslow, Action Outreach Ministries, jowadek@aol.com

FRIDAY, NOVEMBER 8
POSTER SESSION
1:30 P.M.

FRI., NOV. 8, 2013  1:30 P.M.  LOBBY AREA

POSTER-45 MIN.
IEP/HE, PA
Adapting Resource Handbooks for L2 Learners' Orientation

How useful are standard orientation materials for newly arrived international students? Presenters discuss the process of creating a comprehensible resource handbook for incoming international students. This consists of revising existing university orientation materials and compiling community resource information to adapt to the language proficiency and experience of students on campus.

Devon Jancin, CSU, djancin@gmail.com
Tara Brandenburg, CSU, tbrandy@colorado.edu
Shannon Zeller, CSU, shannon.zeller@gmail.com

Blended Learning Deconstructed

What is blended learning? And more importantly, is it pedagogically sound? Is it here to stay? This session will provide you with a theoretical background, as well as some current research regarding blending learning environments and English Language Learners. Additionally, advantages for both educators and learners will be highlighted.

Christina M. Cavage
Dean of General Studies, ESL and Learning Support
Savannah Technical College

DEMONSTRATION-45
AE, TE/AR

Preparing for Citizenship, Content, and Communication

Would you like to learn the content areas, skills and materials your students will need to succeed in becoming US Citizens? The presenter will explain the application and preparation process for the Citizenship interview/test. Participants will experience an interactive mock interview. Citizenship resources will be displayed.

Irene O'Brien, CCA, ireneobrien@gmail.com

Performance-Based Assessments for University Placement

The session describes a customized assessment for placing international students into first-year graduate and undergraduate coursework at a private university. Presenters will describe how the assessment was designed and developed, how it was tested for usability, validity and reliability, and how it has been adapted to meet specific campus needs.

Ethel Swartley, ELC – DU, ethel.swartley@du.edu
Julie Thornton, ELC - DU, jthornt5@du.edu
Sheryl Meyer, ELC DU, shemeyer@du.edu
FEATURED PRESENTATION
SPONSORED BY THE TEACHER ED / ACTION RESEARCH SPECIAL INTEREST GROUP (SIG)-105 MIN.

Conducting Teacher Observations: Voices from the Field

This forum will review some of the ways several programs conduct teacher observations. What has worked for them and what hasn’t? What kinds of feedback do they give teachers and how do they create an atmosphere of opportunity and improvement during the process? The goal of this forum is to offer insights and stimulate ideas for better teacher observations and to provide an environment for us to highlight some of the difficulties and possible new paradigms for this important part of our professional work.

Moderators:
Stephanie Dewing, UCCS, sdewing2@uccs.edu
Connie Davis, IEC – UCB, constance.davis@colorado.edu

Panelists:
Chris Tombari, CCA, christopher.tombari@ccaurora.edu
Ruby Eichenour, CCA, ruby.eichenour@ccaurora.edu
Ruth Moore, IEC – UCB, ruth.moore@colorado.edu
Gaye Horne, Spring Institute, ghorne@springinstitute.org
Barbara Sample, bbsample@ix.netcom.com

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PAPER-45 MIN.
SE

Math Therapy for Language Learners in a Secondary Setting

Since one of the most commonly failed courses for secondary ESL students is mathematics, interdisciplinary collaboration can be essential for learner success. This presentation shares how the counselor and the math teacher at a secondary school serving ESL students work together to provide support for success in mathematics.

Susan Holloway, NAS, wittmanholloway@gmail.com
Mikiko Ellis, NAS, mellis@newamericaschool.org

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PUBLISHER SESSION-45 MIN.

Great Writing

Now with engaging images, students and teachers benefit from clear, straightforward writing instruction. A wide variety and quantity of writing models, vocabulary development activities, and grammar support are the building blocks for effective writing. The new edition of the Great Writing Series provides these necessary ingredients, including a NEW foundation level to address the needs of beginning writers.

Keith Folse
National Geographic Learning | Cengage Learning

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FEATURED PRESENTATION
SPONSORED BY THE ADULT ED SPECIAL INTEREST GROUP (SIG)-105 MIN.

TPR Storytelling for Adult English Language Learners

Participants in this dynamic and interactive workshop will experience the power of TPR Storytelling for adult English Language Learners. By participating in a demonstration lesson in a new language, participants will discover how and why the method works. Participants will create a list of strategies that worked based on their experience and leave the session with a sample TPRS lesson and a toolbox of strategies for engaging adult ESL students.

Elizabeth Skelton
Independent International Consultant

(SIG Co-chairs: Genevieve Hale and Alena Sims)

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PAPER-45 MIN.
IEP/HE, TE/AR

Preferences and Implementation of Electronic Writing Feedback

Responding electronically to ELL academic writing can be advantageous for both students and instructors. This presentation will include a summary of the presenters’ ongoing research regarding teacher and student preferences for electronic comments on L2 academic writing. In addition, tools and methods for electronically responding will be addressed.

Karen Duncan, INTO CSU, karen.duncan@colostate.edu
Amber Patterson, INTO CSU, amber.patterson@colostate.edu

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Your Learner’s Dictionary from the Inside Out

Learner’s dictionaries are important tools for the teacher and student, but few people give thought to what’s inside one. Learn from a dictionary editor how a learner’s dictionary is
created, how it differs from a dictionary a native speaker would use, and how to get the most out of one.

Kory Stamper, Merriam-Webster, kstamper@merriam-webster.com

FRI., NOV. 8, 2013  1:30 P.M.  WILLOW

WORKSHOP-105 MIN.
AE, TE/AR

ESL Activities and Resources for Pre-literate Classrooms

This session will explore activities and resources for pre-literate adult learners. Attendees will be presented with several activities and books to help them with their pre-literate students. Participants will come away with a greater understanding of pre-literate classrooms and the specific challenges and joys they present.

Emily Mowrer, Emily Griffith Opportunity School, emily_mowrer@dpsk12.org

FRI., NOV. 8, 2013  1:30 P.M.  WMDC 1

WORKSHOP-105 MIN.
EE, GA, SE

SACPIE: Partnering with Families, Increasing Student Achievement

The State Advisory Council on Parent Involvement in Education (SACPIE) was created in 2009 by the Colorado state legislature to advise on partnering with every family for positive student outcomes. This presentation will describe research-based partnering practices and provide opportunities to action plan for specific sites or situations.

Cathy Lines, CDE, Chair, SACPIE, clines1@comcast.net
Tomas Mejia, CDE, mejia_t@cde.state.co.us
Cindy Dascher, CDE, dascher_c@cde.state.co.us

FRI., NOV. 8, 2013  1:30 P.M.  ROOM 1246 (12TH FLOOR)

DEMONSTRATION-45 MIN.
CALL, IEP/HE, SE

Interactive Technologies Enhance Student Experience and Accountability

Join our demonstration about Edmodo, an interactive technological interface designed for classroom use. This presentation will teach you the basics of using this free website, as well as ways to implement the valuable tools it has to offer, including creating auto-graded quizzes and providing feedback on uploaded writing assignments.

Tegan Joy Waters, CSU, teganjoy@rams.colostate.edu
Kristie Yelinek, CSU, kyelinek11@hotmail.com

FRI., NOV. 8, 2013  2:30 P.M.  BOULDER

DEMONSTRATION-45 MIN.
IEP/HE, TE/AR

Experimenting with Alternative Assessments

This demonstration discusses various ways to implement alternative assessments in classrooms. We will focus on the development of versatile and creative assessments which meet specific learning objectives and can be tailored to all learning styles and classroom types, while being mindful of testing standards.

Kirby Stein, Bridge English, kstein@bridge.edu
Sara Bergerson, Bridge English, sbergerson@bridge.edu

FRI., NOV. 8, 2013  2:30 P.M.  CHERRY/PLUM

DISCUSSION-45 MIN.
EE, SE, PA, TE/AR

Bird’s-Eye View of State ELL Standards & Assessment

Come get the bird’s-eye view of the new changes and assessments going on in Colorado public schools. You’ll learn about the ELA Assessment—WIDA-ACCESS Placement Test (W-APT)—the screener to assist in the identification of students that qualify for English Language Acquisition (ELA) programming & PARCC which is a multi-state assessment consortium that is developing shared English language arts (ELA) and mathematics assessments.

Christine Deines, CDE, deines_c@cde.state.co.us
Liliana Graham, CDE, graham_l@cde.state.co.us
Stephanie Boyd, CDE, boyd_s@cde.state.co.us

FRI., NOV. 8, 2013  2:30 P.M.  CONIFER

WORKSHOP-105 MIN.
AE, GA, IEP/HE

Improvisational English

Want to empower your students? The principles of improvisational theater are just the thing to turn even the shyest learner into a bold and confident conversationalist. In this very fun interactive workshop, you’ll get all the tools you need to bring the power of improv into your classroom.

Jon Wilkerson, jongwilkerson@comcast.net
Learning Academic Language in Math and Science

This presentation will share writing samples of four English learners collected over a six-month period of time to show ELL academic language and discourse development in math and science in primary grades. 10 language-based strategies that supported ELL academic language development will also be shared.

Dr. Elizabeth Franklin, UNC, elizabeth.franklin@unco.edu

Exploring New Ways to Teach Vocabulary

This session will focus on creative ways to introduce, practice, and test academic vocabulary. A variety of vetted activities will be described and demonstrated. Participants will get practical ideas for how to teach vocabulary using traditional and multi-media sources in the classroom.

Irina Berger, DU, irina.berger@du.edu
Pamela Luke, DU, pamela.luke@du.edu
Rachel DeDeyn, DU, rachel.dedeyn@du.edu

Better Scaffolding for Advanced Academic Writing

It is common for Intensive English Program students to struggle with advanced classes, particularly in reading and writing. The presenter will discuss changes to an advanced reading/writing class to better ease learners into academic writing from sources, including elements of a "flipped" classroom and collaborative writing exercises.

Wayne Walker, CSU, wayne.walker@colostate.edu

Building Capacity through Co-Teaching and Collaboration

Building Capacity: it’s our motto and our passion. Moving away from separate programming into a collaborative, co-taught approach to meeting the needs of ELLs has been both successful and rewarding in our district. Over the past 6 years, we have developed and implemented a co-taught approach to programming for ELLs and have seen significant gains in their academic growth and performance. Come and learn all about it.

Holly Porter, Cherry Creek Schools, hporter3@cherrycreekschools.org
Lisa Drangsholt, Cherry Creek Schools, ldrangsholt@cherrycreekschools.org
Julie Ignacz, Cherry Creek Schools, jignacz2@cherrycreekschools.org
Lori Sayler, Cherry Creek Schools, ldietrich-sayle@cherrycreekschools.org

Teaching English in Kosovo: Embracing the Unexpected

TEFL in any developing country involves frequent unanticipated situations. In chronicling experiences as an English Language Fellow (a U.S. Department of State program) at the University of Prizren, Kosovo and at the American Corner in Prizren, the presenter discusses strategies for adjusting classroom teaching methods and addressing continual challenges.

Annette M. Charron, ELF, University of Prizren, Kosova, amtcharron@gmail.com

Computer-based Interactive Activities to Enhance Learning

Using technology from Future: English for Results, explore the use of computer-based activities that boost learning and encourage students to access English 24/7. We will look at activities that target listening, speaking, reading and writing skills at all levels. Workshop will enhance teacher’s ability to infuse technology into language studies.

Jonathan Boggs, Pearson ELT, jonathan.boggs@pearson.com

Exploring Diversity in Teaching

Diversity is often poorly understood and incompletely defined or realized, especially within a learning environment. Learn
from our mistakes and successes as we discuss the true meaning of diversity based on our experience teaching in the Aims Academic Pathways program.

Lucia Gonzales, Aims Community College, lucia.gonzales@aoms.edu
Dr. Paul Kordis, Aims Community College, paul.kordis@aims.edu
Sylvia Flores, Aims Community College, sylvia.flores@aims.edu

FRIDAY, NOVEMBER 8
Sessions (Alphabetical by Room)
Starting at 3:30 P.M.

FRI., NOV. 8, 2013  3:30 P.M.  BOULDER
DEMONSTRATION-45 MIN.
PA, IEP/HE

Saving ESL Teachers from Themselves

ESL instructors dealing with new teaching situations can adopt survival behaviors which may actually lead to feelings of inadequacy or burnout. Presenters profile such self-damaging behaviors and provide suggestions on how teachers can reform themselves and renew their joy of teaching.

George Plautz, ELI, University of Utah, gplautz@aoc.e.utah.edu
Korrin Ebira, ELI-University of Utah, kebira@aoc.e.utah.edu

FRI., NOV. 8, 2013  3:30 P.M.  CHERRY/PLUM
DEMONSTRATION-45 MIN.
BE, EE, SE, IEP/HE

Measuring Language Proficiency in an Online Environment

With more and more assessments moving to an online environment, language proficiency testing has traditionally been presented in paper/pencil format. How can today’s technology be used to measure language? What are the benefits to both teachers and students in an online environment? This session will introduce participants to LAS Links Online.

Genevieve Olvera, CTB, genevieve_olvera@ctb.com

FRI., NOV. 8, 2013  3:30 P.M.  EVERGREEN
DEMONSTRATION-45 MIN.
EE, PA, SE

How to Dive into ELL Student Data

CDE has developed a tool and a set of guiding questions to help Local Education Agencies dive deeper into their English language learner data and inform their English Language Acquisition programming. The session will include a demonstration of using the tool and its guiding questions to identify student needs.

Liliana Graham, CDE, Federal Programs, graham_l@cde.state.co.us
Nazanin Mohajeri-Nelson, CDE, Federal Programs, mohajeri-nelson_n@cde.state.co.us
Morgan Cox, CDE, Federal Programs, cox_m@cde.state.co.us

FRI., NOV. 8, 2013  3:30 P.M.  GOLDEN
DEMONSTRATION-45 MIN.
AE, IEP/HE

Practical Strategies for Teaching Academic Integrity

Student writers often struggle to correctly represent and attribute information from outside sources. In this session, the presenters will provide specific, practical strategies to help L2 students (1) understand plagiarism and academic dishonesty and (2) maintain academic integrity. Activities will be modeled and handouts will be distributed.

Jennifer Levin, CSU, jennifer.levin@colostate.edu
Hannah Nizam-Aldine, CSU, hannah.nizam-aldine@colostate.edu

FRI., NOV. 8, 2013  3:30 P.M.  PARKER
PAPER
GA, IEP/HE

When Native Speakers Break the Rules

How do you explain phrases like “He friend-requested me” or McDonald’s “I’m lovin’ it”? The presenters examine morphosyntactic curiosities from popular culture, relate them to theoretical concepts such as argument structure (valence and thematic roles) and coercion. The presenters also discuss how to address these ‘quirks’ in the classroom.

Debra Daise, ELC – DU, debra.daise@du.edu
Laura Brenier, IEC - UCB, laura.brenier@colorado.edu

FRI., NOV. 8, 2013  3:30 P.M.  WEST C
WORKSHOP-45 MIN.
EE

Turning up the Volume through Purposeful Talk

This action research study focuses on the effects of purposeful talk on student achievement in writing. Specifically, the emphasis is on scaffolded instruction using...
embedded and transparent sentence stems with small groups of students with English as their second language.

Eron Haubert, Thomson Elem., Jeffco, khaubert@jeffco.k12.co.us
Celia Knickelbein, Thomson Elem., Jeffco, cknickel@jeffco.k12.co.us

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**English Conversation Circles: Tips for Successful Facilitation**

Participants will learn how to begin an English Conversation Circle and understand the use of best teaching tools, methods, materials, and the role of volunteers. Four overarching dimensions—number of participants, varying fluency of participants, mix of primary languages, and number of facilitators will be discussed.

Gloria Chavira, Arapahoe Library District, gchavira@ald.lib.co.us
Chuck Shannon, Arapahoe Library District, canuckito@comcast.com
Susan Thailer, Arapahoe Library District, thailers@live.com

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**Blazing New Trails to Proficiency in English**

Intervention program for ELLs in grades 5-12 which develops strong literacy skills (reading comprehension, critical thinking, and analytical writing.) Students enjoy this approach and gain confidence as they become proficient in English. Program aligns with standards and results in student success in reading and writing! Research and handouts provided.

Bonnie Scudder, The Learner's Edge, bscudder@evcohs.com
Ken Andrews, The Learner’s Edge
Diane Johnson, The Learner’s Edge

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**Explore the Next Frontier of Service Learning**

Service learning experiences explode as pre-service teachers think of themselves as teacher leaders. Discover how, by empowering pre-service teachers to become TESL leaders, a significant transformation can occur not by altering the program’s curriculum, but rather by refocusing the professional lens of exploration and discovery.

Kathy Gamble, FRCC, kathy.gamble@frontrange.edu

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**Visual Media Advantages in the ESL Classroom**

This presentation demonstrates various helpful uses of visual media that benefit ESL students to better understand the English language, uses of slang and vocabulary, and overall culture.

Mike Hammond, IEC – UCB, mike.hammond@colorado.edu

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**Making Academic Tasks Accessible**

Second language (L2) students, whether they are international students or U.S. residents, often find academic literacy tasks daunting, especially when they enter institutions of higher education. These tasks are challenging for several reasons: Learners may be unfamiliar with the tasks, they may not have developed appropriate strategies for tackling such tasks in a higher education context, and, finally, they may not have the academic language that the tasks require. This presentation will explore three broad ways in which teachers and pedagogical materials can help make academic reading and writing tasks more accessible to L2 learners.

Jessica Williams
University of Illinois at Chicago

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**Bridging Cultures: Conversation Partners Link Students, Community**

Conversation Partners link Americans in the community with international students to provide cultural information, informal conversation practice, and friendship. Partners and students develop positive cultural perceptions from the experience, according to research. Participants will learn how
to recruit, train, and maintain a conversation partner program.

Connie Shoemaker, Spring International Language Center, connie.s@spring.edu

SAT., NOV. 9, 2013  9:15 A.M.  CHERRY/PLUM

PAPER-45 MIN.
IEP/HE, TE/AR

An Effective First-year ESL Writing Course

“The things I learned in this class are not really helping me.” This session presents some ideas to make a first-year writing course effective for ESL students at a U.S. university. The presenter shares findings and recommendations with participants who may be teaching similar courses at their respective universities.

Hoi Yuen Chan, hoiyuen8@yahoo.com

SAT., NOV. 9, 2013  9:15 A.M.  CONIFER

DISCUSSION-45 DISCUSSION-45
IEP/HE, PA

How Basic Is Basic?

In recent years, the number of zero-level and beginning-level students in IEPs has increased sharply. Backed by data documenting the success and failure of such students, presenters question how well the needs of these learners are addressed. Presenters and participants will share best practices and discuss new ideas.

Jordan Sowell, CSU, jordan.sowell@colostate.edu
Nancy Berry, CSU, nancy.berry@colostate.edu
Laurel Bond, CSU, laurel.bond@colostate.edu

SAT., NOV. 9, 2013  9:15 A.M.  EVERGREEN

FEATURED PRESENTATION
SPONSORED BY ELEMENTARY ED SPECIAL INTEREST GROUP-105 MIN.

The Colorado READ Act and Its Effect on ELLs

The new Colorado READ Act (Reading to Ensure Academic Development Act) was passed by the Colorado Legislature during the 2012 legislative session. While the READ Act keeps many of the fundamental elements of the CBLA (The Colorado Basic Literacy Act), it differs in several ways. The presenters of this panel will provide an overview of the READ Act and how it impacts daily instruction, provide current research behind the act, give examples, and discuss how it affects ELLs in our schools.

Lynda Espinoza-Idle, Colorado Department of Education, Office of Literacy, lynda.espinosa-idle@d11.org

Dian Prestwich, Colorado Department of Education, Office of Literacy, preistwich_d@cde.state.co.us

SAT., NOV. 9, 2013  9:15 A.M.  GOLDEN

PANEL-45 min.
AE, BE, IEP/HE

Raising Awareness about Fossilization

Fossilization is described as a condition in language learning when a learner’s progress appears to plateau and errors seem ingrained. This panel discussion will help clarify fossilization features and examine teachers’ and learners’ attitudes regarding this phenomenon. We will discuss different interpretations and share activities and techniques to raise teacher/learner awareness.

Michelle Raese, IEC – UCB, raese@colorado.edu
Connie Davis, IEC - UCB, constance.davis@colorado.edu
Charl Norloff, IEC - UCB, norloff@colorado.edu
Kate Furze, IEC - UCB, kate.furze@colorado.edu
Karen Easterday, IEC - UCB, karen.easterday@colorado.edu

SAT., NOV. 9, 2013  9:15 A.M.  PARKER

WORKSHOP-105 MIN.
GA, PA, TE/AR

Communicating with Angry Students and Disgruntled Colleagues

Have you ever left an unpleasant confrontation with a student or colleague feeling that it brought out the worst in you? This workshop will employ a variety of elicitive tools, role-plays, and small group activities to help participants learn and practice the skills needed to effectively resolve future conflicts.

Daniel Schweissing, CCA, daniel.schweissing@ccaurora

SAT., NOV. 9, 2013  9:15 A.M.  SPRUCE

WORKSHOP-105 MIN.
GA

Putting It into Practice: Strategies That Work

Create dynamic, hands-on lessons that foster rapid growth in language based on the research of Krashen, Cummins, Gardner, and Vygotsky. And, have fun practicing the learning strategies that create independent learners helping students to excel in reading and writing. This workshop will put into practice the theories presented in seminars.

Michelle Raese, IEC – UCB, raese@colorado.edu
Connie Davis, IEC - UCB, constance.davis@colorado.edu
Charl Norloff, IEC - UCB, norloff@colorado.edu
Kate Furze, IEC - UCB, kate.furze@colorado.edu
Karen Easterday, IEC - UCB, karen.easterday@colorado.edu

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Michelle Raese, IEC – UCB, raese@colorado.edu
Connie Davis, IEC - UCB, constance.davis@colorado.edu
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Kate Furze, IEC - UCB, kate.furze@colorado.edu
Karen Easterday, IEC - UCB, karen.easterday@colorado.edu

SAT., NOV. 9, 2013  9:15 A.M.  PARKER

WORKSHOP-105 MIN.
GA, PA, TE/AR

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Brenda Fox, CCA, Starbright Learning, starrbees@gmail.com
SAT., NOV. 9, 2013  9:15 A.M.  WEST C
PAPER-45 MIN.
AE, IEP/HE, TE/AR

Composition Students' Perceptions of Instructor Written Feedback

Written instructor feedback is an important pedagogical practice used to inform students’ future writing. Presenter will report on a study which examined the form and content of comments that ESL undergraduates perceive to be most helpful and intend to use. The questionnaire and suggestions for implementation will be provided.

Hannah Nizam-Aldine, CSU, haldine6368@gmail.com
SAT., NOV. 9, 2013  9:15 A.M.  WEST D
WORKSHOP-45 MIN.
PA, SE, GA

Interventions for Struggling ELLs Using RtI2 Model

Implementing interventions for struggling ELLs, including long-term ELLs, by using the RtI2 Model. Combining interventions and effective instruction forms the groundwork for helping ELLs succeed. Gathering data, collaborating, and being creative is essential to intervene effectively and efficiently for our struggling ELLs.

Cynthia Valdez, Palisade H.S., D51 Mesa County, cynthia.valdez@d51schools.org
Irene Almond, Mesa County D51, ESL Coordinator, irene.almond@d51schools.org
Kelly McGuire, Mesa County D51, Central High, kelly.mcguire@d51schools.org

PUBLISHER SESSION-PEARSON ELT
Moving Grammar Instruction Online: The Next Generation Approach

Looking for engaging materials to augment your teaching and increase learner gains? Presenters walk you through the next generation of grammar teaching and learning tools. Learn how to use online videos and other digital support materials to reinforce your course content, and give you more time for classroom production.

Christina Cavage, Savannah Technical College, bccavage@msn.com
SAT., NOV. 9, 2013  9:15 A.M.  WILLOW
WORKSHOP-45 MIN.
EE

We Can Do WIDA CAN Dos

How can teachers best plan for meeting the needs of their ELLs? Presenters will show how to use the WIDA can-dos in a way that helps scaffold instruction for all language levels. The presenters will also show how to write a learning objective with form, function, and supports for ELLs.

Denise Knochel, Greenlee Elem., DPS, denise_knochel@dpsk12.org
Jeanna Doung, Greenlee Elem., DPS, jeanna_doung@dpsk12.org

PAPER-45 MIN.
IEP/HE, PA

How to Scaffold an English Immersion Environment

How can intensive English programs influence students’ natural tendency to resort to their native language? This session details several English immersion tactics such as: writable walls, language pledge, peer conversation partners, positive systems of motivation, and negative deterrents. The efficacy and logistics of these methods and others will be discussed.

Rebecca Fisher, UCD, rebecca.fisher@ucdenver.edu
Erika Wiggins, UCD, erika.wiggins@ucdenver.edu
Kadie Goodman, UCD, kadie.goodman@ucdenver

ICE BREAKER MANIA

Want to establish a meaningful, supportive, trusting classroom environment that builds your adult students’ self-esteem while increasing comprehension? Do you want to move adults from their self-doubt toward independent and confident learning? We will use real-life experiences and background knowledge in various activities that will support all language levels.

Stephanie Newhouse, Greeley Evans School District 6, stephanienewhouse@gmail.com
Workshop: Pronunciation: Activities and Materials for EFL and ESL

The relationship between pronunciation and communicative competence is explored through pronunciation techniques, activities, and games. Promoting confident pronunciation is key for second language learners, so the focus of the workshop is practical, useful, and immediate hands-on activities to enhance the pronunciation of individual sounds, word and sentential stress, and intonation.

Candace Maher, University of Denver, Candace.maher@du.edu

Workshop: Building Capacity: Collaboration, Co-teaching, Caring Professional Development

Collaboration among administrators and faculty can simultaneously achieve building program capacity, evaluating teachers, and adding rich professional development. With a shared investment in success, hear how faculty and administrators have implemented a co-teaching model as a mechanism for teacher evaluations, professional development, student achievement and building program capacity.

Sara Vandenberg, UCCS, svanden2@uccs.edu
Mary Hanson, UCCS, mhanson3@uccs.edu

Featured Presentation: Hot Socio-political Topics and Advocacy for ELLs in Colorado

This session will feature a panel of presenters who will promote discussion of current socio-political concerns, a description of some work that is happening to advocate for ELLs, and an avenue to share what more we can do to come together to provide a voice for our ELLs and their families.

Stephanie Dewing, UCCS, sdewing2@uccs.edu

Patricia Juza, IEC-UCB, patricia.juza@colorado.edu
Liliana Graham, Colorado Department of Education, l_graham@cde.state.co.us
Margaret Kirkpatrick, Colorado Department of Education, m_kirkpatrick@cde.state.co.us

(Socio-Political Liaison: Angela Bell)

Featured Presentation: Emerging Academic Technologies in the Language Learning Classroom

This presentation will explore 3 technology supported approaches in the language learning classroom: classroom flipping, gamification, and online objectives tracking using a CMS. We will present methods, qualitative results from student surveys, and suggestions for best practices.

Russell Moon, IEC – UCB, russell.moon@colorado.edu
Nick Einterz, IEC – UCB, john.einterz@colorado.edu

Demonstration: Getting It Right with Writing

How can we make writing more creative, interesting and relevant for our students? This dynamic and interactive presentation will take the audience through several high interest writing activities that the presenter has successfully used in the classroom. Detailed handouts will be provided so participants can begin implementing these activities tomorrow.

Dieter Bruhn, IEC – UCB, dbruhn@oneworldtraining.com

Workshop: Blazing New Trails Is Easier with Teamwork

"Sticks in a bundle are unbreakable." ~Kenyan Proverb Do you find yourself saying, "I have a great group of employees, but I wish they were more of a TEAM"? Come learn why some teams fail and the attributes that all teams need in order to achieve a common goal.

Katie Collins, katiemae29@gmail.com
A New Look @ WIDA from an On-line Perspective

G.O.A.L Academy is well on its way to be the largest on-line high school with (20) drop-in centers throughout Colorado. The G.O.A.L Statewide ELL team (Directors, Interventionists, Specialists and Coaches) have developed an innovated streamline method of integrating WIDA goals, standards and accommodations to an effective instructional service plan that efficiently serves our online students. This clear and concise method allows for ELL G.O.A.L team role specific (Directors, Interventionists, Specialists & Coaches) to provide guided specific intervention that yields gains in reading, course completion and graduation. In addition, this plan allows for proper ELP identification decisions for classes and progress monitoring.

Joseph Hermocillo, G.O.A.L Academy, js.hermocillo@goalac.org
Brandon Darrow, G.O.A.L Academy, br.darrow@goalac.org

Mind Your Manners: English Usage for Teachers

A dictionary definition can be separated into two parts: the semantic and the social. All speakers of English are judged constantly by how they negotiate areas of disputed usage; this lecture explores grammar, word choice, and cultural assumptions essential to clear and correct English.

Peter Sokolowski, Merriam-Webster, Inc., psokolowski@merriam-webster.com

Culturally Responsive Teaching: Views from the Trenches

Culturally responsive teaching takes advantage of the unique cultural strengths our students bring to the classroom. During this session participants will explore a variety of interactive activities based on real world situations designed to foster this teaching pedagogy.

Constance Leonard, USAFA, constance.leonard@usafa.edu
Durthy Washington, USAFA, durthy.washington@usafa.edu

Innovation Imperatives: Views from an Alternative School

New America Schools were established to provide an alternative for students who have been excluded from conventional high schools – immigrants, young parents, troubled teens. The presenters describe initiatives aimed at responding to the unique needs of these students while negotiating a political environment that is ambivalent toward educational innovation.

Mark A. Clarke, mark.clarke@ucdenver.edu
Annie Trujillo, NAS - Lowry, atrujillo@newamericaschool.org
Robert Hubbard, NAS - Lowry, rhubbard@newamericaschool.org

Increase Student Engagement and Learning with PDP

How do teachers help learners actively engage with and learn from written texts, audio recordings, videos, or lectures? Pre-During-Post (PDP) lesson planning is one effective way. Whether PDP is new or old for you, this interactive demonstration will provide new ideas and insights for maximizing student learning by PDP planning.

Ruby Eichenour, CCA, ruby.eichenour@ccaurora.edu

Dipping a Toe in Technology

Teachers are encouraged to use technology, but many of us are reluctant to do so. How can we overcome this reluctance and make classroom technology work for us and our students? Explore these questions with a former Luddite who has come to love technology.

Lisa Blackburn, Spring International, lisa.b@spring.edu
Implementing a Formative Peer Observation Protocol

Peer observation is an efficient and effective method for faculty to develop professionally and build collegiality, but it can be challenging to implement as a non-evaluative tool. The presenters will describe the implementation of a peer observation protocol, the outcomes of a pilot program, and various formats for observation.

Nancy Berry, CSU, nancy.berry@colostate.edu
Debra Abrams, CSU, debra.abrams@colostate.edu
Teri Ashley, CSU, ashley@colostate.edu

Challenging IEP Placement Decisions Using Challenge Exams

Ensuring accurate placement is always a challenge for IEP instructors and administrators. This session explores the use of challenge exams—parallel versions of final exams—to increase the accuracy of placement decisions. Potential shortcomings are discussed and example exams are provided.

Stuart Landers, INTO – CSU, stuart.anders@colostate.edu
Beth Cloven, INTO - CSU, beth.cloven@colostate.edu
Evelyn Pierro, INTO - CSU, evelyn.pierro@colostate.edu

The Next Generation of Institutional Collaboration Online

Today’s educational institutions need one tool to incorporate both information-sharing and collaboration capabilities as they face many disparate communication technologies and an evolution from static to dynamic interfaces. The presenters explain how one university-based IEP met this need by identifying resources, surveying available options and ultimately implementing an institutional wiki.

Matthew Griffin, ELC – DU, matthew.griffin@du.edu
Jessica Montgomery, ELC - DU, jessicamontgomery@gmail.com

Contextualizing Literacy Instruction for Young English Learners

Teachers of culturally and linguistically diverse (CLD) students face the challenge making literacy instruction meaningful for their students while meeting various mandates imposed from the outside. The presenters describe and model a number of ways that literacy instruction can be made meaningful for learners of English within these constraints.

Leslie Grant, UCCS, lgrant@uccs.edu
Barbara Frye, UCCS, bfre@uccs.edu
Angela Bell, UCCS, abell6@uccs.edu

Tools to Start Discussions on Practical Information that Includes Laws, House, and Health Care

This workshop will take you through a conversation booklet with sample scenarios and questions to help you initiate practical discussions for conversation classes or for intermediate/advanced ELL students. There are 31 topics that touch on laws, housing, health care, education systems, jobs, cultural differences, and finances.

Rachel Fuchs, Intercambio, rachel@intercambioweb.org
Debbie Goldman, Intercambio, debbie@intercambioweb.org

Strategic L1 Planning to L2 Learner Outcomes

L1 use in an adult pre-beginner ESL class can be a helpful tool for the native L2 teacher. However, balancing L1 use is essential. Strategic planning becomes important in order to maintain L2 learner outcomes. This presentation addresses finding L1/L2 balance based on the experience of a graduate course practicum.

Sara Holzberlein, Spring International Language Center, sara@spring.edu
Saleh Al Harthi, UCB, salehmalharthi@gmail.com
Part of the Job: Answering Students’ Hot Seat Questions

As we carefully plan for each class, we take into account our students’ proficiency level, motivation, and actual language needs. As good teachers, we weave all of these facets together into a nicely crafted plan that we believe (or at least hope) will result in a smooth and interesting lesson. What happens in the middle of the lesson, however, when a student’s hand goes up with a question about something relatively connected to your lesson but not actually in your lesson? Experienced teachers have often built up an array of techniques to handle this very situation, but for many teachers, especially those new to English as a second language, panic sets in, as it did with me in my early years. In today’s talk, we will consider effective options in better answering difficult questions.

Keith Folse
National Geographic Learning | Cengage Learning

Changing the World: Schools, Families, Community Partnerships

The number of English learners continues to grow in Colorado schools and it’s vital that teachers and school leaders effectively partner with families of English learners to prepare their children for the educational demands of the 21st century. This presentation will provide practical resources and best practices to that end.

Genevieve Hale, CDE, hale_g@cde.state.co.us
Tomas Mejia, CDE, mejia_t@cde.state.co.us
Cindy Dascher, CDE, dascher_c@cde.state.co.us
Marilyn McGrath, CDE, mcgrath_m@cde.state.co.us

Five Paths to Preventing Plagiarism

In what ways can administrators, teachers and students collaborate to reduce incidents of plagiarism in academic writing? Presenters will demonstrate methods that address concerns about an uptick in plagiarism. Participants will view materials prepared for students, teachers and administrators, including the use of an audio-response system (clickers) to collect data.

Andy Pulford, Spring International Language Center, andy.p@spring.edu
Colleen McGovern, Spring International Language Center, c.mcgovern@spring.edu
Sarah Siddique, Spring International English Center, sarah.s@spring.edu

Fun and Games for Literacy Level Students on Up

Present. Practice. Consolidate. Review. These are the teaching steps this presenter learned in China. Games are a fun and student-centered way to consolidate and review. Play and take away 5 games from this workshop that can be easily set up and played with your literacy level students on up.

Kate Goodspeed, Emily Griffith Technical College, katherine_goodspeed@dpsk12.org

Making a Connection: Oral Language and Writing

“I don’t know what to write about.” If you’ve ever heard this, then come to learn and try-out what one teacher found works for developing the love of writing with her ELA.
students. We will use voice recorder technology and there will be a discussion to follow the practice activities.

Shannell Sedgwick, Poudre School District, ssedgwick@psdschools.org

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SAT., NOV. 9, 2013  1:30 P.M.  JEFFERSON

PAPER-45 MIN.
IEP/HE

Reinforcement of Critical Thinking Skills in IEP

Academic work challenges international students. The combination of critical thinking and linguistic skills deficiency presents a serious challenge for international students. Thus in our presentation we will demonstrate an effective Critical Thinking course that facilitates IEP students' academic transition by developing their high order thinking skills.

Evgeniya Borisova, UNC, evgeniya.borisova@unco.edu
Heidi Holycross Lui, UNC, heidi.holycross-lui@unco.edu
Nada Cohadzic, UNC, nada.cohadzic@unco.edu

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SAT., NOV. 9, 2013  1:30 P.M.  PARKER

PANEL-105 MIN.
SE, IEP/HE

Why Do My Students Write Like That?

How can teachers help beginning English writers avoid mistakes that their first language grammar predisposes them to make? Four ESL instructors whose native languages are other than English will identify and explain mistakes in writing samples from students with the same native language while sharing and brainstorming solutions with participants.

Mary Pellettier, CCA, mary.pellettier@ccaurora.edu
Eed Cefkin, CCA, eedcefkin@aol.com
Maria Halloran, CCA, maria.halloran@ccaurora.edu
Yelena Karbushin, CCA, yelena.karbushin@ccaurora.edu
Kebede Gellan, Colorado African Organization, kebede501@yahoo.com

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SAT., NOV. 9, 2013  1:30 P.M.  SPRUCE

WORKSHOP-45 MIN.
AE, GA, IEP/HE

Finding TOEFL Skills in the Real World

Skills needed for the Test of English as a Foreign Language (TOEFL) are not just confined to preparation for the exam. These skills can be found and used in everyday life and recognizing them will help and motivate students to prepare for the exam.

Sean Murtagh, New America College, sean.murtagh@colorado.edu

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SAT., NOV. 9, 2013  1:30 P.M.  WEST C

DEMONSTRATION-45
AE, IEP/HE, TE/AR

Application of Principles of Critical Language Pedagogy

This session will outline the why and how of critical language pedagogy and examine implications for critical language teacher education. We will look closely at critical needs analyses, principles of dialogue-based courses, negotiated syllabuses, and calls to action with the goal of indicating directions S/FL teacher education might take in the 21st century.

Michael Regan, IEC – UCB, michael.regan@colorado.edu

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SAT., NOV. 9, 2013  1:30 P.M.  WEST D

WORKSHOP-45 MIN.
EE

New Ways of Applying Best Practices

Attendees to this hands-on workshop will use a new professional development instrument to assess and document their use of best practices for teaching English learners. They will then apply the results to improve instructional practice, inform targeted professional development, and reduce unnecessary referrals of English learners to special education.

Juli Sarris, UCB, juli.sarris@colorado.edu
Dr. John Hoover, UCB, john.hoover@colorado.edu

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SAT., NOV. 9, 2013  1:30 P.M.  WEST E

PUBLISHER SESSION-45 MIN.
CAMBRIDGE UNIVERSITY PRESS

What's the Best Approach to Teaching EAP

Recent research has identified 3 common approaches to teaching Academic English, each different in its focus and offering different benefits. This presentation covers the makeup and benefits of each approach, how to apply them to different teaching situations, and how to assess which one is right for your school.

Travis Hewgley, Cambridge University Press, thewgley@cambridge.org
SAT., NOV. 9, 2013  1:30 P.M.  WILLOW

WORKSHOP-45 MIN.
AE, GA

Building a Teacher's Toolkit

At this workshop, you will learn how to put together a quick, fun and useful toolkit to take to each class you teach!

Rachel Fuchs, Intercambio, rachel@intercambioweb.org
Debbie Goldman, Intercambio, debbie@intercambioweb.org

SAT., NOV. 9, 2013  1:30 P.M.  WMDC 1

DEMONSTRATION-45 MIN.
GA

Singing Folksongs to Teach English

If you can play three chords on a guitar or find middle C on a keyboard, you own a valuable tool for teaching. This workshop will show how to introduce folk music into the classroom to engage, instruct, and edify learners of all ages. Be prepared to sing and enjoy.

Frank Hauser, Language Institute International
frank_hauser@hotmail.com

SAT., NOV. 9, 2013  1:30 P.M.  ROOM 1246 (12TH FLOOR)

PAPER-45 MIN.
IEP/HE

Dealing with Students' Notions about IELTS

This session will address how rumors and misinformation surrounding the IELTS test affect students, and how teachers can better prepare learners. Common IELTS myths will be discussed and debunked. Classroom strategies will also be presented.

Alice Roussel, SILC, alice.roussel3@gmail.com

SAT., NOV. 9, 2013  2:30 P.M.  CHERRY/PLUM

DEMONSTRATION-45 MIN.
IEP/HE

Don't Leave Your "Self" Outside the Classroom

The presenters will explore, demonstrate and suggest ways in which IEP instructors may integrate their unique characteristics and personal interests into their teaching style to enrich both the student and teacher experience.

Amanda McCracken, IEC – UCB, amanda.mccracken@colorado.edu
Carol Brunelli, IEC - UCB, carol.brunelli@colorado.edu

SAT., NOV. 9, 2013  2:30 P.M.  CONIFER

DISCUSSION-45 MIN.
AE, IEP/HE

Using Music in the ESL Classroom

This discussion will demonstrate different ways to bring music and song lyrics into ESL grammar, reading, listening, and writing classes.

Mike Hammond, IEC – UCB, mike.hammond@colorado.edu

SAT., NOV. 9, 2013  2:30 P.M.  GOLDEN

DEMONSTRATION-45 MIN.
AE, GA, IEP/HE

Speak Up! Accent and Voice Coaching

This demonstration shows simple techniques used at CU Denver that can help any teacher improve IEP students’ pronunciation and voice quality. The focus is on accent acquisition, improved speaking comprehensibility, listening comprehension and student confidence. The presentation includes student voice samples and hands-on activities.

Gunilla Johnson, ESL Academy, UCD, gunilla.johnson@ucdenver.edu
Anne Volcker, ESL Academy-UCD, anne.volcker@ucdenver.edu

SAT., NOV. 9, 2013  2:30 P.M.  SPRUCE

DEMONSTRATION-45 MIN.
SE

Integrative Teaching Methods Using Movie Films

When we hear the word “films”, the words “fun” or “interesting” are likely to come to mind. What are advantages of using movies for teaching EFL/ESL? The presenter discusses the benefits of integrative teaching using movies and provides sample activities based on the movie My Big Fat Greek Wedding (2002).

Sookhee Jeong, CSU, hwannhee@hanmail.net

SAT., NOV. 9, 2013  2:30 P.M.  CONIFER
Flying Away: Online Storytelling and Grammar Assessment

This session focuses on using a web-based application to create stories for an intermediate grammar class as a final assessment. Attendees will see examples of student work, including videos of students presenting their own stories, in order to demonstrate the quality of the stories and grammar possible for this level.

Heidi Holycross-Lui, UNC, heidi.holycrosslui@unco.edu

Classroom Research: Is It Worth Teachers' Time

The presenters discuss the advantages of engaging in classroom research and explain typical techniques for conducting it. Next, they introduce action research, a problem-solution oriented form of classroom research. Finally, the presenters describe the steps to carry out action research in a language classroom by providing examples of research projects.

Tatiana Nekrasova-Beker, CSU, t.nekrasova_beker@colostate.edu
Anthony Becker, CSU, tony.becker@colostate.edu

Coloring Pronunciation Across the Curriculum: Next Steps

The Color Vowel Chart makes it easier than ever to teach pronunciation. Come for a basic introduction to the Chart as a visual-kinesthetic tool, then explore steps you can take to adopt The Color Vowel Chart at the course or program level. Your students will thank you for going curricular!

Karen Taylor de Caballero, katmail68@yahoo.com

Measuring Participation Grades through Language Skill Activities

Syllabi that contain participation in the grading percentages often run the risk of scrutiny when accrediting bodies come to review. This presentation addresses language skill activities and data collection that can enable the teacher to informally see student ability and encourage participation that is measurable and aligned to learner outcomes.

Sara Holzerlein, Spring International Language Center, sara@spring.edu

Navigating the TESOL Job Application process

Designed for applicants and administrators, this presentation will focus on TESOL job applications as well as how to navigate the selection process. Included will be an examination of elements present in a successful application submission, vetting procedures, and information on how applicants and administrators can avoid common pitfalls.

Renee Feather, Georgetown University, featherr@georgetown.edu

An African Overland Experience

Need a break from ESL topics? Come and relax as this presenter takes you to Africa to see the Namib Desert's sand dunes, Kamanjab's Himba people, the Okavango Delta's wildlife, and more. Experience Africa, albeit vicariously, and learn from the guides who say, "It's not a holiday, it's an adventure."

Shirlaine Castellino, Spring International, shirlaine.c@spring.edu

Key to Abbreviations

BOCES - Boards of Cooperative Educational Services
CCA – Community College of Aurora
CDE – Colorado Department of Education
CSU – Colorado State University
DPS – Denver Public Schools
DU – University of Denver
EGTC – Emily Griffith Technical College
ELC – English Language Center
ELI – English Language Institute
### Alphabethical List of Presenters

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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 37th 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.

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