

(cover page)

CoTESOL 2017 Annual Convention Draft Program



CoTESOL 2017 CONVENTION AT A GLANCE

On-site Registration: Lobby

Friday 7:45 am – 3:00 pm

Saturday 7:45 am – Noon

Exhibits: Arapahoe/Douglas Rooms and Lobby (Coffee and breakfast rolls served in the Arapahoe/Douglas Rooms until noon)

Friday 8:00 am – 6:00 pm

Saturday 8:00 am – Noon

Live Entertainment: Jefferson Room Presenting Adolfo Romero



CoTESOL is the Colorado affiliate of TESOL
International Association

FEATURED PRESENTATIONS

- ▶ **A brief glimpse at the future, as seen from the stars** - Andy Curtis
- ▶ **Inspiring ELLs at the secondary level through language-rich classrooms** – Sarah Ottow
- ▶ **Being the best you can be: Tips for honing your teaching skills** – Chris Mares
- ▶ **Metaphors for teaching** – Dorothy Zemach
- ▶ **Adult development, transformation, and educational innovation** – Mark Clarke
- ▶ **Socio-Political SIG Surprise** –
- ▶ **Student engagement in writing: Real and virtual** – Maggie Sokolik
- ▶ **Portraits of teaching and learning: Teachers using action research to support English learners** – Beverly Troiano
- ▶ **How stories connect us all: A beginner's guide to using your own stories (or mine) in the classroom** – Chris Mares

Friday Morning: November 3

Featured Presentations	9:00, 10:00, & 11:00	Jefferson
Concurrent Sessions	9:00 – 11:45	
Luncheon	Noon – 1:15	Colorado

Friday Afternoon

Featured Presentations	1:30, 2:30, & 3:30	Jefferson
Poster Sessions	1:30-2:30	Arapahoe
Concurrent Sessions	1:30-4:15	
Publishers' Raffle	4:30-5:00	Arapahoe
Live Entertainment	5:00-6:00	Jefferson

Saturday Morning: November 4

Featured Presentations	9:00, 10:00, & 11:00	Jefferson
Concurrent Sessions	9:00 – 11:45	
Awards Luncheon & Annual Business Meeting	Noon – 1:15	Colorado

Saturday Afternoon

Concurrent Sessions	1:30-3:15	
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CONVENTION COMMITTEE

Past President – Sarah Austin
 President – Susan Holloway
 Convention Chair – Tom Germain
 Program Chair – Agnes Farkas-Roszell
 Publishers' Liaison – Bruce Rogers
 Hospitality and Entertainment Liaison – Dieter Bruhn
 Registration – Larry Fisher
 Convention Booklet Layout – Chris Tombari

SESSIONS AT A GLANCE

Friday, November 3 Morning

Room		9:00 – 9:45	10:00 – 10:45	11:00 – 11:45
Main level	Arapahoe / Douglas	Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)		
	Fireside	EFL Graduate Level Writing Assessment: Activity Theory Lens Abdullah Alshakhi (AE, HE, SoPol)	Beyond vocabulary Dana Burwell (EE, GA, IEP)	Stop blaming their parents: Students WILL learn! Dana Goodier (BE, GA, IEP)
	Jefferson	FEATURED PRESENTATION A brief glimpse at the future, as seen from the stars Andy Curtis	FEATURED PRESENTATION Inspiring ELLs at the secondary level through language-rich classrooms Sarah Ottow	FEATURED PRESENTATION Being the best you can be: Tips for honing your teaching skills Chris Mares
	Summit A	Exhibitor Session English professional training in Senegal, West Africa Katelynn Wright, Judy Beggs	Formative assessment for students' oral language development Carol Prais, Adrienne Knox (EE, SE, GA)	Write a winning TESOL/CoTESOL conference proposal Juli Sarris (TE/AR, PA, GA)
	Summit B	Re-conceptualizing fossilization Michelle Raese (TE/AR, AE, GA)	Exhibitor Session Phrase It™: An English learning game Alex Bricker	Reading the Holocaust, learning interfaith cooperation Daniel Schweissing (GA)
	Summit C	Señorita Rita's rockin' reading route book bus Rita Merrigan (EE, BE, GA)	Leyendo, leyendo, leyendo Para escribir, escribir, escribir! Beverly Cosey (EE, SE, BE)	Making co-teaching work! Jade Bomba, Darcie Borawski (EE, CA)
Lower level	Boulder	Teachers as critical assessment users for emerging bilinguals Ashley Chrzanowski (TE/AR, SoPol, GA)	Launching an instructional coaching initiative Stephanie Dewing, Anita Sepp, Leslie Grant, Monica Yoo, Chris Hanson (TE/AR, HE, GA)	Educators as active participants in immigrant rights Kathy Bougher, Lee Ann Gott (SoPol, TE/AR, GA)
	Club Room	Implementing technology in language learning hybrid classrooms Gloria Monzon (Tech, IEP, AE)	Walking in our newcomers' shoes Brad Russell (SE, EE, GA)	Exhibitor Session In the zone: Password and authentic reading Linda Butler (IEP, HE)
	Conifer	Engaging students: Low to no tech activities! Leigh Ann Russell (IEP, TE/AR, AE)	Is there life after IEP's? Bruce Rogers, Jeanne Hind, Dorothy Zemach, Barb Sihombing (IEP, HE)	Exhibitor Session The US English crisis: Integrating Spanish speakers David Stevens (AE, SoPol, SE)
	Evergreen	Speak up! Building confidence in ELLs Maggie Gourd-Barrett (AE, BE, IEP)	Improving student learning with inquiry-based, data-driven decision making Olivia Livneh (PA, IEP, TE/AR)	Crafting authentic reading assessments: From passage selection to test validation Olivia Livneh, Kathleen Mitchell, Nick Einterz (IEP, HE)
	Golden	Exhibitor Session Card games promote pronunciation, listening, vocabulary, interaction Terry Yang, Marsha Chan	Exhibitor Session AmEnglish pronunciation, writing, listening, vocabulary online programs Terry Yang, Marsha Chan	Critical reflection in experiential and task-based learning Barbara Flocke, Summer Webb (IEP, HE, AE)
	Parker	Changing outcomes one garden at a time Jill Szynskie (EE, AE, BE)	Extensive reading: Motivation through dialogue Thomas Germain (IEP, AE, GA)	Multicultural understanding in the classroom and beyond Stephanie Dewing, Mary Hanson (SE, EE, GA)
	Pikes Peak A / B	Speaking and acquisition: Breaking the silence Dieter Bruhn (SE, EE, GA)	Supporting students with undocumented/DACA/ASSET statuses in higher education Katie Janssen, Cara Schroeder (SE, HE, SoPol)	Academic language: It's more than just words! Beth Skelton, Andi Murphy (SE, CA, EE)
	Spruce	What's up with WIDA? Amber Patterson (SE, EE, CA)	Exhibitor Session TED Talks: Ideas to transform your listening and speaking classroom TBD, Talya Clay	Supporting language development through content instruction Manissa Featherstone, Megan Fiore (SE, EE)

Friday, November 3, Afternoon

Room		1:30 – 2:15	2:30 – 3:15	3:30 – 4:15
Main level	Arapahoe / Douglas	Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)		
		Poster sessions run 1:30 to 2:30		
		Poster Session African impact ALC curriculum development - Broc Bainter (AE, CA, GA) Poster Session Corpus analysis in online dating profiles - Dominique Garnett (GA, SoPol, Tech) Poster Session Designing curriculum for a content-based U.S. history course - Mark Sullivan (CA, IEP, AE)	Poster Session Cultivating Students' Voices: Translanagauing Pedagogy as a Case in Point - Hani Albelihi (AE) Poster Session L2 writers between ascribed and avowed identities - Dania Ammar (AE)	
	Jefferson	FEATURED PRESENTATION Metaphors for teaching Dorothy Zemach	FEATURED PRESENTATION Adult development, transformation, and educational innovation Mark Clarke	FEATURED PRESENTATION (Socio-Political SIG - TBD)
	Summit A	Teaching lexical bundles to learners of English Mohamed Almahti (IEP, HE)	Got depth? Angela Valdez, Leticia King (EE, IEP, BE)	Using social media news outlets in the classroom April Long (AE, HE, SoPol)
Summit B	DIBELS and the missing piece: Phonological awareness Lancia Elder, Jade Bomba, Holly Bosley (EE, CA)	Graphic organizer use with dual identified students Katherine Corrigan (SE, EE, CA)	A linguistic lens on adaptive mathematics instruction Sally Nathenson-Mejia, Maria Uribe, Nicola Hodkowsky, Ron Tzur (EE, CA, GA)	
Summit C	"I Have a dream too": Make reading and civics learning meaningful and memorable Lena Karabushin (SE, AE, SoPol)	You can make teaching satisfying again! Jim Vander Kamp (EE, SE, PA)	Student anxiety: How you can help Heather Tills (SE, TE/AR, SoPol)	
Lower level	Boulder	Increase student language demand, decrease management issues Whitney Robinson Johnson (TE/AR, EE, SE)	Teaching pronunciation to adult beginners Marsha Chan (AE, IEP, SE)	Adapting our pedagogy for incoming ELL students Amanda Harrenga, Jenna Shim (EE, SE, GA)
	Club Room	Getting bored students aboard through multi-sensory engagement Carol Kok (IEP, AE, TE/AR)	Taking integrated lessons to new heights Dieter Bruhn (SE, IEP, GA)	Exhibitor Session Personalize learning with English and Spanish data Carol Johnson
	Conifer	Reserved (Title to be determined) Maggie Sokolik	Vocabulary learning strategies for the writing classroom Kim McMillen (CA, HE, IEP)	Time for tortillas: ELL strategies that work! Holly Bosley, Lancia Elder, Jade Bomba (EE, CA)
	Evergreen	Using pronunciation in the adult ESL class Sarah James, Marcie Smith (AE, IEP, CA)	Using body-based components to effectively teach vocabulary Patrick T. Randolph (IEP, HE, TE/AR)	English language proficiency growth: Conversations on determining adequate yearly growth Clint Richards, Megan Edmiston (PA, GA)
	Golden	Utilizing rubrics to encourage a growth mindset Kathy Gamble, Kat Bennett (IEP, HE, AE)	Active learning, collaboration and conversation, oh my! Kathy Gamble, Andrea Bogue (IEP, HE, BE)	Gifted English learners: Illuminating pathways, nurturing promise Remy Rummel, Natasha Straayer, Cynthia Close (EE, SE, GA)
	Parker	Show and share your thinking: Reading strategies Carie Campos (SE, IEP, HE)	Exhibitor Session Academically speaking: Flipping the speaking classroom Kelly Sippell, Robyn Brinks Lockwood	Exhibitor Session Your pathway to academic readiness! TBD
	Pikes Peak A / B	Drop the mic! Public speaking activities Matt Morley (IEP, AE, GA)	ARRRRGH! Do I have to revise? Mary Hilken (IEP, HE, EE)	Lights, camera, English! Mike Hammond (IEP, CA, GA)
	Spruce	Exhibitor Session (English Language Fellows TBD)	Busy teachers and action research Shirlaine Castellino (IEP, GA, TE/AR)	Breaking language barriers with project-based learning Deb Harrison, Cynthia Haggen (CA, EE, SE)

Saturday, November 4, Morning

Room		9:00 – 9:45	10:00 – 10:45	11:00 – 11:45
Arapahoe / Douglas		Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)		
Fireside				
Main level	Jefferson	FEATURED PRESENTATION Student engagement in writing: Real and virtual Maggie Sokolik	FEATURED PRESENTATION Portraits of teaching and learning: Teachers using action research to support English learners Beverly Troiano	FEATURED PRESENTATION How stories connect us all: A beginner’s guide to using your own stories (or mine) in the classroom Chris Mares
	Summit A	Teaching adult refugees with limited schooling Nan Frydland (TE/AR, AE, SoPol)	Teaching requests in American English to ELLs Melinda Camp, Nahlah Al-qarawi (GA, IEP, TE/AR)	Tracking adaptive instruction in diverse classrooms Chelsea Walter (TE/AR, HE, GA)
	Summit B	Empowering students in their learning Leslie Hammond, Alice Steindler (SE, CA, GA)	Using work samples (aka demonstration lessons) in hiring new teachers Chad Bramble (PA, GA)	Teaching ESL using acronyms Susan Feringer-Coury, Neetika Kapur (IEP, SE, AE)
	Summit C	Preparing to study at the U.S university Anna Shur, Marian Stordahl (AE, TE/AR, HE)	Creating an Integrated TOEFL iBT Syllabus Samar Aal (AE, IEP, CA)	Leading teams and managing projects in education Ryan Yates (PA, AE, GA)
Lower level	Boulder	Empowering multicultural students in politicized educational environments Lizabeth C. Collier, Maryanna W. Brunkhorst, Felicia G. Manor (IEP, HE, SoPol)	Reaching your students through mobile app homework Virginia Nicolai (Tech, AE, HE)	Five free websites for enhancing reading skills Luke Coffelt, Karen Eichhorn (Tech, IEP, SE)
	Club Room	Exhibitor Session 10 tips for grammar teachers Stacy Hagen	Needs analysis and curriculum development for occupational ESP: English for hotel workers Jenny Stetson-Strange (AE, BE, CA)	Exhibitor Session The grammar you need for academic writing Michael Berman
	Conifer	Distinguishing noun clauses from adjective clauses Steven Olson (IEP, HE)	Observation journals: Inspiring ELLs to embrace life Patrick T. Randolph (IEP, HE, GA)	Exhibitor Session Teach abroad with U.S. embassies worldwide (English Language Fellows TBD)
	Evergreen	English for careers: An example from California Marsha Chan (CA, AE, HE)	Tell me a story Connie Davis, Carolyn Allen (IEP, HE, GA)	Exhibitor Session Reserved for C.U.P.
	Golden	Exhibitor Session Stand Out 3e: Critical thinking in the adult education classroom TBD	Read more: Building engaging extensive reading programs Summer Webb, Kathleen Mitchell (IEP, HE)	Blending digital feedback with writing conferences Michael Vallee, Nick Einterz (IEP, Tech, TE/AR)
	Parker	Using reflection to project ESL teachers’ expertise Chelsea Walter (TE/AR, PA, SE)	Exhibitor Session Reserved for C.U.P.	Close encounters of an intercultural kind Constance Leonard (HE, SE, IEP)
	Pikes Peak A / B	Laws, systems and culture for US success Sarah James, Lee Shainis (AE, SoPol, IEP)	An active learning journey in adult ESL Sarah James, Gracie Freeman (AE, IEP, SoPol)	Exhibitor Session Reserved
	Spruce	Engaging multilingual writers in classrooms and conferences Kiley Miller, Lauren Porter (TE/AR, GA)	Keys to drafting and analyzing writing prompts Jennifer Brooke, Carol Arnold (IEP)	What is "X?" - Tricks for teaching citations based on MLA Mary Hilken (HE, SE, CA)

Saturday, November 4, Afternoon

Room		1:30 – 2:15	2:30 – 3:15
Main level	Arapahoe / Douglas	Exhibitor area closed	
	Fireside		
	Jefferson	FEATURED PRESENTATION Can I be in two or more places at the same time? Thomas Healy	
	Summit A	Dyslexia remediation tools and second language learners Kirsten Stauffer (IEP, AE, GA)	The efficacy of captions on vocabulary acquisition Elias Bensalem (IEP, Tech)
	Summit B	Keep calm and beat plagiarism Susan Fouts, Samar Abdel Aal (IEP, GA)	Cross-cultural differences in ESL/EFL settings Alireza Pourastmalchi (IEP, AE, CA)
	Summit C	Effective collaboration among content area and ESL teachers Jenna Shim, Dixie Brackman, Dea Kobbe, Sandra Hogan (CA, TE/AR, GA)	It's a partnership! Evelyn Adams, Tomasita San Juan (BE, EE, GA)
Lower level	Boulder	Improving linguistically responsive teaching through professional development Chris Carlson (PA, EE, SE)	Embedding a pronunciation curriculum within an IEP Felicia Manor, Candace Maher (IEP)
	Club Room	Fun technology to increase speaking scores Linda Horne (GA, EE, SE)	ESOL course grades predict ESOL test scores?! Abdulrahman Olwi (CA, TE/AR, HE)
	Conifer	Enhancing emerging bilingual students' opportunities to learn Juli Sarris (CA, SE, TE/AR)	Using podcasts as authentic texts in post-secondary ESL classrooms Chelsea Walter (IEP, HE, Tech)
	Evergreen	Creating a positive culture in the classroom Gordon Gibson (TE/AR, SE, GA)	Breaking bad classroom monotony Mark Sullivan (IEP, AE)
	Golden	Creating a socially just classroom Andrea Feldman (HE, IEP, SoPol)	Teachers as agents of success: Revisiting motivation Irina Berger, Kim Bui (IEP, HE, GA)
	Parker	ELL read-a-thons: Actively performing the written word Patrick T. Randolph (IEP, HE, TE/AR)	The Effects of exercise on language learning Patrick T. Randolph, Mike Berman (IEP, SE, EE)
	Pikes Peak A / B	Teach English through drama Laura Vance, Katherine Kouris (IEP, AE, GA)	Capturing the melody of spoken English Marsha Chan (AE)
	Spruce	Authentic communication and community beyond the classroom Barbara Flocke, Michiko Kaneyasu (IEP, HE)	

SIGs - Special Interest Groups

AE - Adult Education, **BE** - Bilingual Education, **CA** - Content Area, **EE** - Elementary Education, **GA** - General Audience, **IEP** - Intensive English Programs, **HE** - Higher Education, **PA** - Program Administration, **SE** - Secondary Education, **TE/AR** - Teacher Education / Action Research, **SoPol** - Socio-Political Concerns, **Tech** - Learning and Teaching with Technology

FEATURED PRESENTATIONS

Featured Presentation A brief glimpse at the future, as seen from the stars

Friday, November 3

9:00-9:45

Jefferson Room



Andy Curtis

Abstract: Fourteen years ago, in 2003, in the UK national newspaper *The Guardian*, Robert Phillipson wrote an article titled 'The Future of ELT'. In that article, he stated that: "Language teaching faces many exciting challenges". This plenary presentation will, then, start by looking at Phillipson's predictions about the future of English language teaching and learning, and some of the challenges facing us as TESOL professionals today. More than a decade after the article in *The Guardian*, the then-President of the TESOL International Association, Deena Boraie, posted a blog, in February 2014, titled 'The Future of English Language Teaching and Learning Locally and Globally'. In her blog, Boraie wrote: "Ideologically, there is a growing movement that advocates that the best way to educate children is through their mother tongue, and within this movement this is seen as a basic human right." Much has happened since 2014, which may give us an indication of where we may be headed in the future, and how we might get to the stars.

Biography: Andy Curtis received his M.A. in Applied Linguistics, and his Ph.D. in International Education, from the University of York in England. He is currently working with the Graduate School of Education at Anaheim University, which is based in California, USA. From 2015 to 2016, Andy served as the 50th President of the TESOL International Association. In 2016, he received one of the Association's 50-at-50 Awards, when he was voted one of the Fifty Most Influential Figures in the Field, over the last 50 years. Over the last 25 years, Andy has published more than 100 articles, book chapters and books, and been invited to present to around 25,000 teachers in 50 countries, in Europe, Asia, Africa and the Middle East, as well as North, South and Central America. He is based in Ontario, Canada, from where he works as an independent consultant for teaching and learning organizations worldwide.

Sponsored by CoTESOL

Featured Presentation
**Inspiring ELLs at the secondary level through
language-rich classrooms**

Friday, November 3

10:00-10:45

Spruce



Sarah Ottow

Abstract: It is essential that we strive to inspire our secondary English Language Learners (ELLs) so that they find school meaningful and can be prepared for college, career and life. This session will show how middle school and high school teachers can enhance their instruction by making it more language-rich.

Biography: Sarah Ottow, founder and lead coach of Confianza and ELLstudents, has dedicated her career to empowering teachers and promoting equity for culturally and linguistically diverse students. She has served as a classroom teacher, an ELL specialist, a district coordinator and a bilingual literacy coach/reading specialist in Wisconsin, Massachusetts and Puerto Rico schools. Sarah has earned a Masters of Science in Curriculum and Instruction focused on social justice in urban education. As an ELL PD Specialist and WIDA Consultant, Sarah works with educators across the country to support their multilingual learners and their families.

**Sponsored by CoTESOL and the Secondary Education SIG
(Co-chairs Cara Schroeder & Beth Skelton)**

Featured Presentation
**Being the best you can be:
Tips for honing your teaching skills**

Friday, November 3

11:00-11:45

Jefferson Room



Chris Mares

Abstract: Teaching is both a skill and an art. It takes time to learn and time to become comfortable being the teacher you were meant to be. In this session I will look at some tips that helped me become who I am as a teacher. Hopefully they will help you, too.

Biography: Chris is teacher, teacher trainer, materials writer, creative writer, blogger, and administrator. He grew up in the UK but fled after Margaret Thatcher came to power. He has only returned to further his education and visit his family. He spent many happy years in teaching and writing in Japan before moving to Maine where he has also spent many happy years teaching and writing. Chris finds his greatest pleasure in the classroom working with students. Currently he is working on a storytelling project called Project Richard. He is happy to be at CoTESOL and will tell you more as the conference unfolds ...

**Sponsored by CoTESOL and the Intensive English Programs & Higher Education SIG
(Co-chairs Leigh Ann Russell and Suzanne Saenz)**

Featured Presentation Metaphors for teaching

Friday, November 3

1:30-2:15

Jefferson Room



Dorothy Zemach

Abstract: Teachers spend a lot of time—for instance, at conferences like this one—examining their teaching. While such reflection is valuable, sometimes it’s difficult to see that which we stare at directly. This presentation, then, invites participants to examine something in their lives that is entirely different; and through this examination to draw relevant metaphorical conclusions about teaching and learning. In their groundbreaking *Metaphors We Live By*, Philosopher Mark Johnson and linguist George Lakoff call metaphor “unavoidable, ubiquitous, and mostly unconscious,” claiming that “[w]e live our lives on the basis of inferences we derive via metaphor” (1980). To apply this, I’ll share insights gained from years of musical study and performance and show how examining and understanding this experience carries knowledge over into my linguistic and teaching work. A music student, after all, like a language student, must listen, repeat, practice patterns and drills, learn theory, rehearse alone and with others, and perform with meaning and passion in order to communicate. Musical examples will highlight the presentation.

Biography: Dorothy Zemach is a teacher trainer, author, writer, and editor. After teaching ESL for over 25 years, she now concentrates on writing materials and conducting teacher-training workshops. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. A prolific textbook author and editor, Dorothy has penned everything from the *Teddy Bear’s Magic Music teacher’s book* to the lowest and highest levels of Macmillan’s flagship course *Open Mind to English for Scammers* (self-published). In 2012 she founded a micropress, *Wayzgoose Press*, that publishes fiction, literary non-fiction, and ELT materials. She lives in Eugene, Oregon.

Sponsored by Wayzgoose Press

Featured Presentation
Adult development, transformation, and educational innovation

Friday, November 3

2:00 – 3:15

Jefferson Room



Mark Clarke

Abstract: In these troubled times the call for educational innovation and transformative teaching have become commonplace. We will take a critical look at frequently invoked expectations for educators – development of critical consciousness, empowerment, freedom, mindfulness, liberation education, etc. – and we will explore the limits of and possibilities for direct action.

Biography: Mark Clarke is Professor Emeritus of Education at the University of Colorado at Denver. He has taught and conducted teacher preparation workshops in Latin America, Europe, the Middle East, and Japan. He served as an officer of COTESOL and TESOL. He is a co-author of *Reader's Choice* and *Choice Readings*, (with Sandra Silberstein and Barbara Dobson), *Common Ground*, *Contested Territory*, and *A Place To Stand: Essays for Educators in Troubled Times*, all with the University of Michigan Press. Clarke received his B.A. at CU Boulder, his M.A. at the American University in Cairo, and his PhD at the University of Michigan.

**Sponsored by CoTESOL and the Adult Education SIG
(Co-chairs Connie Davis & Michelle Raese)**

Featured Presentation
**Student engagement in writing:
Real and virtual**

Saturday, November 4

9:00-9:45

Jefferson Room



Maggie Sokolik

Abstract: What engages multilingual students in writing courses? What are the barriers to engagement? Instructors are sometimes swift to blame loss of engagement on the distractions of smartphones, Facebook, and other gadgets. However, the challenge of engaging students in learning precedes electronic tools. This presentation will look at the barriers to engaging multilingual student writers fully in both face-to-face and online courses, and discuss practical solutions that participants can implement immediately in their own classrooms.

Biography: Maggie Sokolik holds a BA in Anthropology from Reed College, and an MA in Romance Linguistics and Ph.D. in Applied Linguistics from UCLA. She is the author of over twenty ESL and composition textbooks. She is Director of College Writing Programs at UC Berkeley. She has developed and taught several popular MOOC courses for ELLs through edX.org and in partnership with the US Department of State. She is a founding editor of TESL-EJ, a peer-reviewed journal for ESL/EFL professionals, one of the first online journals in any field, which has been active for over twenty years. Maggie travels frequently to speak about technology and writing, most recently to Scotland, Bosnia, Bulgaria, New Zealand, and China.

Sponsored by Wayzgoose

Featured Presentation
**Portraits of teaching and learning: Teachers using
action research to support English learners**

Saturday, November 4

10:00-10:45

Jefferson Room



Beverly Troiano

Abstract: As schools become more culturally and linguistically diverse, teacher education programs are incorporating ESL/bilingual endorsement coursework into pre-K through 12th grade licensure programs. This type of coursework is invaluable to all teachers and the students they serve. However, with the always-evolving nature of education and the increasingly diverse needs of students, teachers need the tools to be able to study their own practices, understand the specific needs of their English learners, and evaluate and transform their practices based on these needs. In this talk I present ways in which teachers have conducted action research in their classrooms to support of English learners. In particular, I show how pre-K- through 12th grade teachers have used action research methods to study their efforts to implement bilingual and/or ESL instructional practices. I show how these efforts transformed teachers' understanding of second language learning and their work with English learners.

Biography: Dr. Beverly Troiano is an Assistant Professor in the Department of Education at Elmhurst College in Illinois. She developed and directs the undergraduate and graduate Teaching English Learners program, an ESL/bilingual endorsement program. Prior to joining the faculty at Elmhurst, she taught for over ten years in P-12th grade settings in Germany and Chicago. She taught German as a second language in Berlin. In Chicago, she taught all levels of ESL in Chicago Public Schools, including creating and coordinating a Newcomer Center for immigrants and refugees and creating and directing ESL programs in a community high school. For six years, she served as the project coordinator of Project LSciMAAct (Transforming Literacy, Math, and Science through Action Research) at the University of Illinois at Chicago (UIC), where she earned her PhD in Curriculum & Instruction. Presently, she consults on Project ELMSA (English Learning through Math, Science, and Action Research) at UIC with K-8 in-service teachers on action research projects and curriculum development for English learners. Her research interests include teacher education and action research grounded in sociocultural theories of language and learning. She studies how in-service and preservice teachers use discourse analysis as an action research tool to reflect on their practice with English learners.

**Sponsored by CoTESOL and the Teacher Education and Action Research SIG
(Co-chairs Lena Karabushin & Olivia Livneh)**

Featured Presentation

How stories connect us all: A beginner's guide to using your own stories (or mine) in the classroom

Saturday, November 4

11:00-11:45

Jefferson Room



Chris Mares

Abstract: I have spent the past year writing stories for my students. Partly because I like writing and by using my own stories I can control the language and themes of the stories and thus tailor them to my students needs and interests. Over the year I have written over 200 stories and have found a template for what works. In this session I will share the template with you, read you a story or two, and explain why stories are such powerful pedagogic tools.

Sponsored by CoTESOL and the Intensive English Programs & Higher Education SIG

Featured Presentation

Can I be in two or more places at the same time?

Saturday, November 4

1:30 - 2:15

Jefferson Room



Thomas Healy

Abstract: No, but I wish I could. Each decision that I make in class leads us in one direction at the expense of another. When I am prioritizing the needs of some students, am I overlooking the needs of others? How can I deal with learners who are falling behind, or more advanced learners who may be bored? Already stretched for time, how can I find more time to review what I've already covered in class? This presentation looks at how to use free (or cheap) easy-to-use consumer technology in an effort to differentiate instruction in an English language learning class. We will start with a simple model of a blended learning environment, and then explore ways in which we can develop digital materials to provide students with multiple pathways through a course. This presentation is designed for both technologically and non-technologically minded instructors.

Biography: Thomas Healy is an instructor at the Pratt Institute in Brooklyn, New York and at Hyung Hee Cyber University, based in Seoul, South Korea. His research interests include developing self-supported technology solutions using widely available and easy to use digital tools. He is a co-author of the Smart Choice series published by Oxford University Press.

Sponsored by CoTESOL and the Learning and Teaching with Technology SIG
(Co-chairs Mary Hilken & Ryan Jeffers)

PRESENTATION ABSTRACTS

Friday, November 3
Sessions (alphabetical by room)
Starting at 9:00

FEATURED PRESENTATION

FRI, NOV. 3, 9:00 A.M., JEFFERSON

A brief glimpse at the future, as seen from the stars

Fourteen years ago, in 2003, in the UK national newspaper The Guardian, Robert Phillipson wrote an article titled 'The Future of ELT'. In that article, he stated that: "Language teaching faces many exciting challenges". This plenary presentation will, then, start by looking at Phillipson's predictions about the future of English language teaching and learning, and some of the challenges facing us as TESOL professionals today. More than a decade after the article in The Guardian, the then-President of the TESOL International Association, Deena Boraie, posted a blog, in February 2014, titled 'The Future of English Language Teaching and Learning Locally and Globally'. In her blog, Boraie wrote: "Ideologically, there is a growing movement that advocates that the best way to educate children is through their mother tongue, and within this movement this is seen as a basic human right." Much has happened since 2014, which may give us an indication of where we may be headed in the future, and how we might get to the stars.

Andy Curtis, Anaheim University

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 9:00 A.M., BOULDER

Paper, GA, TE/AR, SoPol

Teachers as critical assessment users for emerging bilinguals

The purpose of this exploratory study was to determine the extent to which teachers act as critical users of assessment for emerging bilingual students and to identify which factors affect their critical use. A critical user of assessment is a teacher who engages in both critical thinking and action.

Ashley Chrzanowski, UCB, ashley.m.kost@colorado.edu

FRI, NOV. 3, 9:00 A.M., CLUB ROOM

Demonstration, Tech, IEP, AE

Implementing technology in language learning hybrid classrooms

This presentation addresses the need for a class geared toward both traditional and non-degree-seeking students (for students who may not be continuing with an academic career, but who need to acquire both English and technological skills). I will demonstrate how to use Screencast-O-Matic and Recap. Recap focuses on using student video recordings. Videos are a more efficient and enjoyable way for instructors to gauge student progress than listening to simple audio recordings. In addition, the students have more time and flexibility to showcase their speaking skills in these video formats. Screen-Cast-O-Matic is used by the instructor to

explain the class organization to the students by means of a video that guides students through the LMS used in the course.

Gloria Monzon, UNC, gloria.monzon@unco.edu

FRI, NOV. 3, 9:00 A.M., CONIFER

Demonstration, IEP, TE/AR, AE

Engaging students: Low to no tech activities!

It is possible to engage your students with low to no tech activities that involve little prep time! Having taught in a wide range of ESL classrooms for nearly 20 years, these techniques are tried and true ways to give students effective and meaningful practice without having to deal with the myriad of wonderful (but sometimes practically challenging) technology out there today. These activities will help you personalize your teaching and allow you to have genuine interaction with your students. This demonstration may be especially helpful for new teachers, future Peace Corps volunteers, or those working in environments with few resources. However, the content is focused on ESL for academic instruction.

Leigh Ann Russell, IEC-UCB, leigh.russell@colorado.edu

FRI, NOV. 3, 9:00 A.M., EVERGREEN

Workshop, AE, BE, IEP

Speak up! Building confidence in ELLs

How can we create a classroom environment where ELL students learn to become teachers and develop more confidence required to accelerate English speaking skills? Workshop includes activities, video, and tools that aid in building confidence, addressing barriers to speaking English, and sharing techniques others are currently using in their classes.

Maggie Gourd-Barrett, *Project Worthmore/Jeffco Family Literacy Program*, maggie@projectworthmore.org

FRI, NOV. 3, 9:00 A.M., FIRESIDE

Paper, AE, HE, SoPol

EFL graduate level writing assessment: Activity Theory lens

This study explored the perceptions of EFL graduate students regarding writing assessment practices in the Saudi context. Informed by activity theory, this study investigated how Saudi graduate students at an M.A. Applied Linguistics program in a public Saudi university cope with and negotiate their teachers' writing assessment practices.

Abdullah Alshakhi, *King Abdulaziz University*, aalshakhi@hotmail.com

FRI, NOV. 3, 9:00 A.M., GOLDEN

Exhibitor Session, Workshop, GA

Card games promote pronunciation, listening, vocabulary, interaction

Games can motivate students, improve linguistic skills outside of a textbook, make repetitive exercises fun, provide instant feedback and let players fail without penalty. Participants experience activities with *Look in the Lake Pronunciation Cards* that can be adapted to fit different levels

and learning objectives. English! Engagement! Competition! Cooperation! Prizes!

Terry Yang, *Sunburst Media*, terry@sunburstmedia.com

Marsha Chan, *Sunburst Media*, marsha@sunburstmedia.com

FRI, NOV. 3, 9:00 A.M., PARKER

Workshop, EE, AE, BE

Changing outcomes one garden at a time

How can we bring America's #1 hobby into our classrooms? Adapting a program developed in the Bronx to Colorado's needs can and will broaden our youth's imagination and belief in themselves. Watch as kids get excited to care for something of their own via videos, curriculum material, and practical tools.

Jill Szynskie, *CCA*, jmsnspain@gmail.com

FRI, NOV. 3, 9:00 A.M., PIKES PEAK A/B

Demonstration, GA, SE, EE

Speaking and acquisition: Breaking the silence

This dynamic session challenges the importance of Stephen Krashen's silent period by putting participants into the role of complete beginners and taking them through a dynamic and engaging lesson taught 100% in Thai. By the end of the session, participants will be able to make a connection between speaking and acquisition.

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

FRI, NOV. 3, 9:00 A.M., SPRUCE

Paper, SE, EE, CA

What's up with WIDA?

What is new with WIDA? The presenter will share information gleaned from attending the WIDA National Conference, as well as experience with testing and re-designation of students using WIDA testing protocols. Also included will be practical ways to implement the plethora of WIDA tools into any classroom.

Amber Patterson, *Thompson School District, Conrad Ball Middle School*, amber.patterson@thompsonschoools.org

FRI, NOV. 3, 9:00 A.M., SUMMIT A

Exhibitor Session, Discussion, IEP, SoPol, GA

English professional training in Senegal, West Africa

Friends of Gueoul's English Teacher Training Program & Summer School is created to fuse teaching paradigms and pedagogy of English educators in Senegal, West Africa and educators from the United States. Senegalese educators are provided materials and skill training that they desperately need, and volunteers from the United States are given intercultural training and hands-on experience in a foreign country.

Katelynn Wright, *Friends of Gueoul*, katelynn.wright64@gmail.com

Judy Beggs, *Friends of Gueoul*, gueoul@mindsprings.org

FRI, NOV. 3, 9:00 A.M., SUMMIT B

Discussion, TE/AR, AE, GA

Re-conceptualizing fossilization

Fossilization is described as a condition in language learning when a learner's progress appears to plateau, and errors seem ingrained. This discussion will examine whether teachers' and learners' attitudes regarding this phenomenon have changed. We will discuss different interpretations, review research, and share activities and techniques to raise teacher/learner awareness.

Michelle Raese, *IEC-UCB*, raese@colorado.edu

FRI, NOV. 3, 9:00 A.M., SUMMIT C

Workshop, EE, GA, BE

Señorita Rita's rockin' reading route book bus

Señorita Rita's Rockin' Reading Route Book Bus Program started six summers ago because of the ELL need for access to books through the summer. You too can operate a summer lending library for your community! Learn how it got started, operates and raises funds.

Rita Merrigan, *Gunnison Elementary School and Lake School*, rmerrigan@gunnisonschools.net

Friday, November 3
Sessions (alphabetical by room)
Starting at 10:00

FEATURED PRESENTATION

FRI, NOV. 3, 10:00 A.M., JEFFERSON

Inspiring ELLs at the secondary level through language-rich classrooms

It is essential that we strive to inspire our secondary English Language Learners (ELLs) so that they find school meaningful and can be prepared for college, career and life. This session will show how middle school and high school teachers can enhance their instruction by making it more language-rich.

Sarah Ottow, *Confianza*

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 10:00 A.M., BOULDER

Panel, TE/AR, HE, GA

Launching an instructional coaching initiative

This panel discussion will address the design and implementation of coaching/supervision models for pre-service and in-service teachers who work with ELs. Panelists will share successes and challenges thus far and will provide participants with a handout containing resources and recommendations for coaching teachers of ELs.

Stephanie Dewing, *UCCS*, sdewing2@uccs.edu

Anita Sepp, *UCCS*, asepp@uccs.edu

Leslie Grant, *UCCS*, lgrant@uccs.edu

Monica Yoo, *UCCS*, myoo@uccs.edu

Chris Hanson, *UCCS*, chanson4@uccs.edu

FRI, NOV. 3, 10:00 A.M., CLUB ROOM

Demonstration, SE, EE, GA

Walking in our newcomers' shoes

Many colleagues do not have personal experience as language learners. This demonstration will help them experience what our newcomers face by incorporating elements of Pauline Gibbons' mode continuum as we work with a series of texts. By understanding the challenges, they will be better prepared to provide meaningful support strategies.

Brad Russell, *Mapleton Public Schools*, russellb@mapleton.us

FRI, NOV. 3, 10:00 A.M., CONIFER

Panel, IEP, HE

Is there life after IEPs?

In these current times of lower enrollments for intensive English programs, many in the field are considering new career directions and wondering what options are out there for using our talents and moving beyond the IEP classroom. This panel will explore career redesign from personal perspectives and discuss options with the audience.

Bruce Rogers, *National Geographic Learning/SILC*, brogersboulder@yahoo.com

Jeanne Hind, *SILC*, jeanne@spring.edu

Dorothy Zemach, *Freelance author*, zemach@comcast.net

Barb Sihombing, *Pearson Learning*, barbara.sihombing@pearson.com

FRI, NOV. 3, 10:00 A.M., EVERGREEN

Demonstration, PA, IEP, TE/AR

Improving student learning with inquiry-based, data-driven decision making

Teachers and administrators often collect assessment data, e.g. exam scores, but many are unaware of ways to utilize that data to improve student learning. This presentation will discuss how inquiry and dialogue can support data-driven decision-making within the classroom or within the institution as a whole.

Olivia Livneh, *IEC-UCB*, olivia.livneh@colorado.edu

Nick Einterz, *IEC-UCB*, john.einterz@colorado.edu

FRI, NOV. 3, 10:00 A.M., FIRESIDE

Workshop, EE, GA, IEP

Beyond vocabulary

We all know the value of academic vocabulary, but just knowing words isn't enough. How do we move students from learning vocabulary to using vocabulary in effective communication? This session will explore the approach one school system has taken to fully develop oral language and empower students with the communication skills necessary to develop community, collaboration and academic success.

Dana Burwell, *Oak Grove Elementary School, Montrose County School District*, dana.burwell@mcsd.org

FRI, NOV. 3, 10:00 A.M., GOLDEN

Exhibitor Session, Demonstration, GA, IEP, Tech

AmEnglish pronunciation, writing, listening, vocabulary online programs

Observe demonstration of cloud-based and computer-based programs, blended learning solutions, online course materials for beginning, intermediate and advanced English learners. Sample interactive learning activities in pronunciation of segmentals and suprasegmentals; grammar, syntax, and writing; TOEFL vocabulary, idioms, and phrasal verbs. Learn about on- and off-campus delivery methods and classroom management.

Terry Yang, *Sunburst Media*, sales@sunburstmedia.com

Marsha Chan, *Sunburst Media*, marsha@sunburstmedia.com

FRI, NOV. 3, 10:00 A.M., PARKER

Workshop, IEP, AE, GA

Extensive reading: Motivation through dialogue

Extensive reading in an IEP/EAP setting presents significant challenges, but students cannot afford to miss out on the rich benefits of this activity. This demonstration highlights learning tasks that support enjoyment of reading through dialogue. Participants will gain ideas and activities to inform and enhance their own approach to extensive reading.

Thomas Germain, *IEC-UCB*, thomas.germain@colorado.edu

FRI, NOV. 3, 10:00 A.M., PIKES PEAK A/B

Discussion, SE, HE, SoPol

Supporting students with undocumented/DACA/ASSET statuses in higher education

What pathways and supports exist for undocumented students seeking higher education in Colorado? Presenters will give an overview of financial, legal, and academic services and resources available to undocumented students at Aims Community College and Colorado State University, as well as describe Colorado's efforts to make higher education more accessible and affordable to undocumented students.

Katie Janssen, *Aims Community College*, kathrine.janssen@gmail.com

Cara Schroeder, *Cara.schroeder@colostate.edu*

FRI, NOV. 3, 10:00 A.M., SPRUCE

Exhibitor Session, Workshop, HE, IEP, AE

TED Talks: Ideas to transform your listening and speaking classroom

Inspiring thinkers and innovators share their ideas on the TED stage generating billions of views at TED.com. Come explore practical strategies TED speakers use to spread new ideas and learn how TED Talks can be used to help learners improve their communication and presentation skills, all while broadening their knowledge.

(presenter TBD), *National Geographic Learning*,

Talya Clay, *National Geographic Learning*, talya.clay@cengage.com

FRI, NOV. 3, 10:00 A.M., SUMMIT A

Workshop, GA, EE, SE

Formative assessment for students' oral language development

Participants will learn about the implementation of the Dynamic Language Learning Progressions (DLLPs) approach as a formative assessment to assess students' oral language development. Participants will learn how to assess students' ability to use target vocabulary to explain a process or procedure based on the content students are learning.

Carol Prais, *Hope Online Learning Academy*, carol.prais@hopeonline.org

Adrienne Knox, *Hope Online Learning Academy*,
adrienne.knox@hopeonline.org

FRI, NOV. 3, 10:00 A.M., SUMMIT B

Exhibitor Session, Workshop, IEP, AE, EE

Phrase It™: An English learning game

Phrase It is a card and dice game designed to enhance the practice of English expressions and phrasal verbs. The purpose is to see millions of English Language Learners get 'aha' moments through fun and innovation. This workshop discusses how to play *Phrase It* with teachers and students.

Alex Bricker, *FRCC Center for Adult Learning*, alex@eslwithpurpose.com

FRI, NOV. 3, 10:00 A.M., SUMMIT C

Discussion, EE, SE, BE

Leyendo, leyendo, leyendo Para escribir, escribir, escribir!

In this academic session, participants will discuss: how text structures assist and encourage students to monitor their comprehension of expository texts, how to plan language teaching with common types of text structures, and how text structures are an integral part of the reading and writing connection.

Beverly Cosey, *Aurora Public Schools*, beverlycosey@yahoo.com

**Friday, November 3
Sessions (alphabetical by room)
Starting at 11:00**

FEATURED PRESENTATION

FRI, NOV. 3, 11:00 A.M., JEFFERSON

Being the best you can be: Tips for honing your teaching skills

Teaching is both a skill and an art. It takes time to learn and time to become comfortable being the teacher you were meant to be. In this session I will look at some tips that helped me become who I am as a teacher. Hopefully they will help you, too.

Chris Mares, *University of Maine*, siff.mares@hotmail.com

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 11:00 A.M., BOULDER

Panel, GA, SoPol, TE/AR

Educators as active participants in immigrant rights

Educators can become active participants in immigrant rights movements! How can you support students and families? Participants will learn about Know Your Rights campaigns, movements to support families facing deportation, and issues facing DACA (Deferred Action for Childhood Arrivals) students, and more. Presenters will share community resources and background information.

Kathy Bougher, *UCD*, kathybougher@gmail.com

Lee Ann Gott, *Colorado People's Alliance*, lagott88@gmail.com

FRI, NOV. 3, 11:00 A.M., CLUB ROOM

Exhibitor Session, Demonstration, IEP, HE

In the zone: Password and authentic reading

Come learn how the *Password* series for reading and vocabulary, now in its third edition, is designed to fit right into "the pedagogical zone"—that sweet spot where learners know 95-98% of the vocabulary, allowing them an authentic reading experience.

Linda Butler, *Pearson ELT*, butleresl@gmail.com

FRI, NOV. 3, 11:00 A.M., CONIFER

Exhibitor Session, Discussion, AE, SoPol, SE

The US English crisis: Integrating Spanish speakers

Spanish speakers are not integrating into American communities because of language and cultural barriers. Attending this session will help you understand why Spanish speakers aren't learning English and how to create programs that will solve the biggest challenge that most ESL teachers face today.

David Stevens, *The Language School*, david@Thelanguageschool.us

FRI, NOV. 3, 11:00 A.M., EVERGREEN

Demonstration, IEP, HE,

Crafting authentic reading assessments: From passage selection to test validation

While EAP programs recognize the importance of reading skills, teachers often struggle to create reading assessments that mirror university tasks. In this session, participants learn strategies for adapting university textbook passages and developing more authentic reading assessment tasks. They leave with practical ideas that have been piloted and validated.

Olivia Livneh, *IEC-UCB*, olivia.livneh@gmail.com

Kathleen Mitchell, *IEC-UCB*, kathleen.mitchell@colorado.edu

Nick Einterz, *IEC-UCB*, john.einterz@colorado.edu

FRI, NOV. 3, 11:00 A.M., FIRESIDE

Discussion, BE, GA, IEP

Stop blaming their parents: Students WILL learn!

How can teachers be more effective in delivering instruction to ELLs, especially to newcomers with little English language immersion outside the classroom? Participants will learn how to effectively manage student behavior in the case of unmotivated and disengaged students, which can be due to low levels of English acquisition. Levels of student language output will increase and students will perform higher on high-stakes assessments.

Dana Goodier, *Douglas County Schools*, dagoo_1999@yahoo.com

FRI, NOV. 3, 11:00 A.M., GOLDEN

Demonstration, IEP, HE, AE

Critical reflection in experiential and task-based learning

Experiential learning and task-based projects add meaning to our classes, but how do we assess learning? Reflection assignments are an integral part of assessment but they should go beyond simple descriptions and

expressions of feelings. Come learn how to integrate meaningful critical reflection tied closely to student learning outcomes.

Barbara Flocke, *IEC-UCB*, barbara.flocke@colorado.edu

Summer Webb, *IEC-UCB*, summer.webb@colorado.edu

FRI, NOV. 3, 11:00 A.M., PARKER

Discussion, GA, SE, EE

Multicultural understanding in the classroom and beyond

This discussion will be about getting to know the diverse educational and personal backgrounds of our EL population. This increased knowledge and awareness will hopefully lead to better understanding and foster an environment conducive to student success and positive partnerships between school and home.

Stephanie Dewing, *UCCS*, sdewing2@uccs.edu

Mary Hanson, *UCCS*, mhanson3@uccs.edu

FRI, NOV. 3, 11:00 A.M., PIKES PEAK A/B

Workshop, SE, CA, EE

Academic language: It's more than just words!

In this interactive session, you will experience the differences between the language of math, science, social studies, language arts, and social interactions. You will leave with a better understanding of how WIDA standards support content standards and tools to help ELLs acquire the language necessary to succeed in each discipline.

Beth Skelton, *Educational Consultants, LLC* ellbeth@bethskelton.com

Andi Murphy, *Moffat County School District*, andrea.murphy@moffatsd.org

FRI, NOV. 3, 10:00 A.M., PIKES PEAK A/B

Discussion, SE, HE, SoPol

Supporting students with undocumented/DACA/ASSET statuses in higher education

What pathways and supports exist for undocumented students seeking higher education in Colorado? Presenters will give an overview of financial, legal, and academic services and resources available to undocumented students at Aims Community College and Colorado State University, as well as describe Colorado's efforts to make higher education more accessible and affordable to undocumented students.

Katie Janssen, *Aims Community College*, kathrine.janssen@gmail.com

Cara Schroeder, *Cara.schroeder@colostate.edu*

FRI, NOV. 3, 11:00 A.M., SPRUCE

Discussion, SE, EE

Supporting language development through content instruction

Most English Language Learners receive approximately 45 minutes of dedicated language instruction during the school day. What about the other six and a half hours of school? In Adams 12 Five Star Schools we have developed language support pages for content teachers to continue explicit language instruction for ELLs within the context of their specific standards. They offer suggestions for sheltering content, demonstrating

content knowledge, and target language forms based on functions derived from the standards. Learn how we are empowering all teachers to be language teachers, and giving all ELLs the academic language tools to be successful both during the secondary education experience and beyond.

Manissa Featherstone, *Adams 12 Schools*, manissa.featherstone@adams12.org

Megan Fiore, *Adams 12 Schools*, megan.m.fiore@adams12.org

FRI, NOV. 3, 11:00 A.M., SUMMIT A

Workshop, TE/AR, GA, PA

Write a winning TESOL/CoTESOL conference proposal

Are you forever submitting conference proposals to TESOL and CoTESOL, only to have them rejected? This presentation will provide tips and strategies for writing a winning proposal so that you too can present. Attendees will leave with a template and a first draft of their proposal for next year's conferences.

Juli Sarris, *UCB; UCD*, jl80303@gmail.com

FRI, NOV. 3, 11:00 A.M., SUMMIT B

Workshop, GA

Reading the Holocaust, learning interfaith cooperation

How do we respectfully engage religious diversity in our classrooms, campuses, and communities? Participants will evaluate readings, activities, and sample lessons from a thematic reading unit on the Holocaust, considering how they affirm students' religious and nonreligious identities, enhance religious literacy, encourage dialogue, and inspire collective action for the common good.

Daniel Schweissing, *CCA*, Daniel.Schweissing@ccaaurora.edu

FRI, NOV. 3, 11:00 A.M., SUMMIT C

Discussion, EE, CA

Making co-teaching work!

Learn how you can best utilize two teachers in one classroom and maximize student learning through a glimpse into a 2nd grade, co-taught, writing classroom. You will be introduced to co-planning, different co-teaching models, and how to make co-teaching work for you.

Jade Bomba, *Highland Elementary School*, bombaline13@yahoo.com

Darcie Borawski, *Highland Elementary School*, dborawski@garfieldre2.net

Friday, November 3
Sessions (alphabetical by room)
Starting at 1:30

FEATURED PRESENTATION

FRI, NOV. 3, 1:30 P.M., JEFFERSON

Metaphors for teaching

Teachers spend a lot of time—for instance, at conferences like this one—examining their teaching. While such reflection is valuable, sometimes it's difficult to see that which we stare at directly. This presentation, then, invites participants to examine something in their lives that is entirely different; and through this examination to draw relevant metaphorical conclusions about teaching and learning. In their groundbreaking

Metaphors We Live By, Philosopher Mark Johnson and linguist George Lakoff call metaphor “unavoidable, ubiquitous, and mostly unconscious,” claiming that “[w]e live our lives on the basis of inferences we derive via metaphor” (1980). To apply this, I'll share insights gained from years of musical study and performance and show how examining and understanding this experience carries knowledge over into my linguistic and teaching work. A music student, after all, like a language student, must listen, repeat, practice patterns and drills, learn theory, rehearse alone and with others, and perform with meaning and passion in order to communicate. Musical examples will highlight the presentation.

Dorothy Zemach, *Watzgoose*, zemach@comcast.net

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 1:30 P.M., BOULDER

Workshop, TE/AR, EE, SE

Increase student language demand, decrease management issues

Participants will learn how to dramatically increase the amount of time they spend on language instruction and decrease the amount of time they spend on giving multiple warnings and repeated requests for misbehavior.

Whittney Robinson Johnson, *Ed Movement LLC*, rojo.edmovement@gmail.com

FRI, NOV. 3, 1:30 P.M., CLUB ROOM

Workshop, IEP, AE, TE/AR

Getting bored students aboard through multi-sensory engagement

Participants in this workshop will experience a multi-sensory learning environment with sounds, aromas, and visual stimuli which act as a catalyst for learning. They will learn strategies used to build the learning environment. Eventually, they will create outcomes-based, student-focused activities that energize learning by stimulating the senses.

Carol Kok, *SILC*, carol@spring.edu

FRI, NOV. 3, 1:30 P.M., CONIFER

TBD

TBD

TBD

Maggie Sokolik, *UC Berkeley*, sokolik@berkeley.edu

FRI, NOV. 3, 1:30 P.M., EVERGREEN

Workshop, AE, IEP, CA

Using pronunciation in the adult ESL class

Being understood is a key to adult English language learning success. This workshop focuses on two tools for helping with pronunciation; the *Color Vowel™ Chart* and *Intercambio's Pronunciation Fun*. Learn and practice different techniques to teach recognition of sounds and how to help your student produce the tricky sounds in English.

Sarah James, *Intercambio Uniting Communities*, sarah@intercambio.org

Marcie Smith, *Intercambio*, marcie@intercambio.org

FRI, NOV. 3, 1:30 P.M., GOLDEN

Workshop, HE, AE, IEP

Utilizing rubrics to encourage a growth mindset

Success in the 21st century favors learners who embrace challenges, are persistent, creative, critical thinkers who embrace a growth mindset. Participants will discuss and modify evaluation rubrics in order to include teacher feedback that encourages and supports student passion for hard work and learning over a quest for approval.

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

Kat Bennett, *FRCC*, Katharine.bennett@frontrange.e

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session

L2 writers between ascribed and avowed identities

In this autoethnography, I explore my avowed and ascribed identities that writing in a second language has come to fashion. I also question the ESL classroom pedagogies and ideologies that contributed to and/or interfered in the formation of my written identity. This reflection is enriched by my experiences as a Syrian-Palestinian refugee, a Saudi-born woman, a Muslim, an introvert in an extroverted world, and a second-language writer and writing teacher in the US.

Dania Ammar, *University of New Mexico*, dammar@unm.edu

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session

Cultivating Students' Voices: Translanguaging Pedagogy as a Case in Point

With the increasing diversity in today's ESL classroom, translanguaging has gained relevance as it could afford a more meaningful learning milieu for students. Yet, for many educators, the implications of this theory remain in the realm of the abstract. This poster will offer hands-on techniques for teachers to effectively implement a translanguaging pedagogy in ESL settings.

Hani Albelihi, *University of Qassim/UNM*, albelihihani@gmail.com

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session, CA, IEP, AE

Designing curriculum for a content-based U.S. history course

Designing curriculum and teaching content can be tricky, but these strategies might help. Research shows that content-based instruction helps develop learners' language skills, but how can we design curriculum and implement activities to build language skills? Learn strategies for designing curriculum and getting students engaged in content while improving their language skills.

Mark Sullivan, *IEC-UCB*, mark.i.sullivan@colorado.edu

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session, AE, CA, GA

African impact ALC curriculum development

The goal of this project was to create a curriculum for an adult literacy course run through the African Impact non-profit in Livingstone, Zambia. The course was added to the existing curriculum aimed at improving the

adults' English proficiency. Poster includes samples of curriculum, revisions and assessment results.

Broc Bainter, *CSU*, bainter.b@gmail.com

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session, GA, SoPol, Tech

Corpus analysis in online dating profiles

The current study examines the use of the word "love" in online dating profiles of straight identifying men and women of different age groups. The presenter will explain corpus findings on how these users linguistically represent the word "love" in their profiles.

Dominique Garnett, *CSU*, dgarnett@colostate.edu

FRI, NOV. 3, 1:30 P.M., PARKER

Demonstration, SE, HE, IEP

Show and share your thinking: Reading strategies

Focus on Close Reading: Empower students to SHOW their thinking when reading, and learn strategies for them to SHARE that thinking with others. Presenter will share strategies students can use in sustained silent reading, and content area reading to boost academic vocabulary, interaction, and self-confidence. Rubrics, templates, student samples provided.

Carie Campos, *Loveland High School*, carie.campos@thompsonschoools.org

FRI, NOV. 3, 1:30 P.M., PIKES PEAK A/B

Demonstration, IEP, AE, GA

Drop the mic! Public speaking activities

This session gives useful tips and activities that help your students build confidence in public speaking. While these activities were designed for an ongoing Public Speaking Club, these activities can be incorporated into listening/speaking and communicative classrooms.

Matt Morley, *IEC-UCB*, matthew.morley@colorado.edu

FRI, NOV. 3, 1:30 P.M., SPRUCE

Exhibitor Session, TBD

English Language Fellows

FRI, NOV. 3, 1:30 P.M., SUMMIT A

Paper

Teaching lexical bundles to learners of English

Although there are many studies that concern lexical bundles, pedagogical research that investigates teaching lexical bundles has been scarce. The presentation reflects a variety of ways in which practitioners can teach lexical bundles to learners. The 14 activities are influenced by Nation's (2001) framework: noticing, retrieving, and generating.

Mohamed Almahdi, *CSU*, mohamed.almahdi@colostate.edu

FRI, NOV. 3, 1:30 P.M., SUMMIT B

Discussion, EE, CA

DIBELS and the missing piece: Phonological awareness

Are you using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test but frustrated with the results? Why are many of your English Language Learners not responding to intervention? The answer lies in the foundational skills of phonological awareness. This presentation will cover a basic understanding of phonological awareness and demonstrate teaching ideas.

Lancie Elder, *Highland Elementary School*, lmarolf@garfieldre2.org

Jade Bomba, *Highland Elementary*, jbomba@garfieldre2.net

Holly Bosley, *Highland Elementary*, hbosley@garfieldre2.net

FRI, NOV. 3, 1:30 P.M., SUMMIT C

Demonstration, SE, AE, SoPol

"I Have a dream too": Make reading and civics learning meaningful and memorable

How can we teach academic reading skills, combine them with civics content, and connect it all to the students' personal lives? With project-based learning! Students in one advanced reading class spend a semester studying the life and work of Martin Luther King, Jr., learning about the civil rights movement of the 1960s, and discussing the concepts of prejudice and discrimination in the U.S. and around the globe. They then write their own "I have a dream" poems. Lastly, to celebrate their many identities and experiences, beyond any stereotypes or prejudices, the students participate in a photo project "I am."

Lena Karabushin, *CCA*, yelena.karabushin@cgaurora.edu

Friday, November 3
Sessions (alphabetical by room)
Starting at 2:30

FEATURED PRESENTATION

FRI, NOV. 3, 2:30 P.M., JEFFERSON

Adult development, transformation, and educational innovation

In these troubled times the call for educational innovation and transformative teaching have become commonplace. We will take a critical look at frequently invoked expectations for educators – development of critical consciousness, empowerment, freedom, mindfulness, liberation education, etc. – and we will explore the limits of and possibilities for direct action.

Mark Clarke, *UCD*, mark.clarke@ucdenver.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 2:30 P.M., BOULDER

Demonstration, AE, IEP, SE

Teaching pronunciation to adult beginners

Should we teach pronunciation to beginners, particularly with competing objectives—grammar, vocabulary, reading, composition? Yes! Pronouncing clearly is a vital part of speaking. Teachers can help learners establish good habits in pronunciation and perception from the beginning with focused listening and speaking tasks, appropriate strategies, illuminating resources, and informed choices.

Marsha Chan, *Mission College & Sunburst Media*, marsha@sunburstmedia.com

FRI, NOV. 3, 2:30 P.M., CLUB ROOM

Workshop, GA, SE, IEP

Taking integrated lessons to new heights

Designing engaging lessons that effectively combine the four skills with grammar can be challenging. This dynamic workshop takes participants through an interactive skills-based lesson that utilizes high-interest activities to involve students in the learning process and provides a clear model for teachers to create their own powerful lesson plans.

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

FRI, NOV. 3, 2:30 P.M., CONIFER

Discussion, CA, HE, IEP

Vocabulary learning strategies for the writing classroom

How can we boost students from intermediate writers to proficient writers? Despite an awareness for the need of greater vocabulary knowledge, curricula and textbooks lack many resources. Through discussion, the presenter and participants will share activities and implementation suggestions for using Vocabulary Learning Strategies to expand vocabulary and writing proficiency.

Kim McMillen, *IEC-UCB*, kimc8221@colorado.edu

FRI, NOV. 3, 2:30 P.M., EVERGREEN

Demonstration, IEP, HE, TE/AR

Using body-based components to effectively teach vocabulary

This interactive session offers a fun and effective neurolinguistics-based method proven to help ELLs successfully acquire and confidently use vocabulary. Participants learn about and practice several body-based components like embodied-semantic associations and body-based associations. Through practicing the activities, participants learn how the method solidifies words in their ELLs' long-term memory.

Patrick T. Randolph, *UNL*, patrickrandolph@yahoo.com

FRI, NOV. 3, 2:30 P.M., GOLDEN

Workshop, AE, HE, SE

Active learning, collaboration and conversation, oh my!

"It is the one who does the work who does the learning" (Doyle 2008). Students must be actively engaged in relevant, meaningful activities in order to learn. Presenters will share templates for collaborative, learner-centered activities. Working together, participants will modify, create, and share examples of active learning appropriate for ELLs.

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

Andrea Bogue, *FRCC*, Andrea.Bogue@frontrange.edu

FRI, NOV. 3, 2:30 P.M., PARKER

Exhibitor Session, Demonstration, HE, IEP

Academically speaking: Flipping the speaking classroom

Working in groups, participating in discussions, and talking to professors and advisors as well as native speakers are important skills necessary for successful communication at the college level. This session shows how to

flip the speaking classroom and presents activities that students can apply to a variety of authentic settings.

Kelly Sippell, *University of Michigan Press*, ksippell@umich.edu

Robyn Brinks Lockwood, *Stanford University*, rbrinks@stanford.edu

FRI, NOV. 3, 2:30 P.M., PIKES PEAK A/B

Workshop, HE, IEP, EE

ARRRGH! Do I have to revise?

This will be a workshop and discussion about how to best teach revision in writing classes. The concept of revision will be explored and summarized as a discussion. Techniques will be shared about how to enhance the process of revision.

Mary Hilken, *CCA*, mary.hilken@cgaurora.edu

FRI, NOV. 3, 2:30 P.M., SPRUCE

Discussion, IEP, GA, TE/AR

Busy teachers and action research

How do we make action research work for busy teachers? The presenter intends to discuss how one intensive program involved the teachers in the awareness and implementation of basic action research. Both positive and negative aspects of the process will be presented. Sharing and discussion will be highly encouraged.

Shirlaine Castellino, *SILC*, shirlaine.c@spring.edu

FRI, NOV. 3, 2:30 P.M., SUMMIT A

Workshop, EE, IEP, BE

Got depth?

How can teachers ensure that their ELLs ranging from levels 1-6 receive instruction within each level of Depths of Knowledge? The answer to this question as well as the implications for instruction will be addressed by the presenters.

Angela Valdez, *Harrison School District 2*, avaldez@hsd2.org

Leticia King, *Harrison School District 2*, lking@hsd2.org

FRI, NOV. 3, 2:30 P.M., SUMMIT B

Paper, SE, EE, CA

Graphic organizer use with dual identified students

How can the use of an intentionally designed and explicitly taught graphic organizer improve organization and development in our dual-identified middle school students?

Katherine Corrigan, *Thomson School District*, katie.corrigan@thompsonschoools.org

FRI, NOV. 3, 2:30 P.M., SUMMIT C

Workshop, EE, SE, PA

You can make teaching satisfying again!

Every teacher desires an atmosphere that affords them time to actually teach. A strong, positive approach to discipline that allows mutual respect and establishes clear lines of personal responsibility is needed so that both

teachers and students can have a satisfying classroom experience. Learn strategies to get back that time.

Jim Vander Kamp, *Independent educational consultant*,
jevanderkamp@yahoo.com

**Friday, November 3
Sessions (alphabetical by room)
Starting at 3:30**

FEATURED PRESENTATION

TBD

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 3:30 P.M., BOULDER

Discussion, GA, EE, SE

Adapting our pedagogy for incoming ELL students

Throughout this presentation I will discuss strategies that educators of all grade levels can use to work with ELL students to ensure an equal and equitable education. I will discuss strategies and tools that can be taken back and implemented in classrooms. I hope to encourage educators of ELL students.

Amanda Harrenga, *University of Wyoming*, aharrenga24@gmail.com

Jenna Shim, *University of Wyoming*, jshim@uwyo.edu

FRI, NOV. 3, 3:30 P.M., CLUB ROOM

Exhibitor Session, Workshop, EE, BE, GA

Personalize learning with English and Spanish data

Helping students reach their potential is the goal. Whether a student performs above or below grade level, personalizing instruction requires identifying where the student is relative to where he needs to be. In this workshop, participants will consider ways to personalize student learning using English and Spanish assessment data.

Carol Johnson, *Renaissance*, carol.johnson@renaissance.com

FRI, NOV. 3, 3:30 P.M., CONIFER

Demonstration, EE, CA,

Time for tortillas: ELL strategies that work!

Using quality, researched-based ELL strategies in your content lessons can dramatically improve the effectiveness of your instruction and the level of engagement with both native and second language learners. Come participate in a sample writing lesson that models using multiple strategies then create your own for your classroom this year.

Holly Bosley, *Highland Elementary School*, hbosley@garfieldre2.net

Lancie Elder, *Highland Elementary School*, lelder@garfieldre2.net

Jade Bomba, *Highland Elementary School*, jbomba@garfieldre2.net

FRI, NOV. 3, 3:30 P.M., EVERGREEN

Discussion, PA, GA

English language proficiency growth: conversations on determining adequate yearly growth

The session explores how a data model for analyzing the results of ACCESS for ELLs can be utilized to engage colleagues at the classroom, building, and/or district levels given disparate levels of familiarity with regard to analyzing students' English language proficiency growth. Participants will also explore the role this data model has played for one Colorado school district in providing clear and engaging communication that allows ELD stakeholders to analyze students' English language proficiency growth as it relates to their own work as practitioners. The data model presented in this session is a template that ELD stakeholders in various educational settings can utilize with their own ACCESS for ELLs data in order to identify important trends.

Clint Richards, *Thompson School District*,
clint.richards@thompsonschoos.org

Megan Edmiston, *Thompson School District*,
megan.edmiston@thompsonschoos.org

FRI, NOV. 3, 3:30 P.M., GOLDEN

Workshop, GA, EE, SE

Gifted English learners: Illuminating pathways, nurturing promise

CLD learners continue to be underserved in gifted education programs. Participants will explore the unique educational and socio-cultural needs of Gifted ELs, identification tools designed to evaluate language acquisition aptitude while outlining critical cultural considerations, and practical guidelines for creating culturally responsive learning opportunities and environments.

Remy Rummel, *Douglas County School District*,
remy.rummel@dcsdk12.org

Natasha Straayer, *DCSD*, natasha.straayer@dcsdk12.org

Cynthia Close, *DCSD*, cynthia.close@dcsdk12.org

FRI, NOV. 3, 3:30 P.M., PARKER

Exhibitor Session, Workshop, HE, IEP, AE

Your pathway to academic readiness!

Pathways is an academic English program that helps students develop the language skills, critical thinking, and learning strategies they need to succeed academically. Now in a new edition, *Pathways* incorporates authentic and relevant content from *National Geographic*, into carefully developed lessons that teach listening, speaking, reading, writing, grammar and vocabulary.

(presenter TBD), *National Geographic Learning*

Talya Clay, *National Geographic Learning*, talya.clay@cengage.com

FRI, NOV. 3, 3:30 P.M., PIKES PEAK A/B

Demonstration, IEP, CA, GA

Lights, camera, English!

A presentation based on the use of cameras, scripts and film making to help ESL students practice English skills, enhance their use of gestures, body language and facial communication to increase their understanding of the connection between language and bodily presentation in English.

Mike Hammond, *IEC-UCB*, mike.hammond@colorado.edu

FRI, NOV. 3, 3:30 P.M., SPRUCE

Breaking language barriers with project-based learning

How can teachers engage emerging English Language Learners to participate in core classes? Teachers will learn to intentionally scaffold meaningful projects to meet the diverse language needs of their students. Teachers will participate in a project-based activity and reflect on how they can apply these strategies to encourage collaborative discourse.

Deb Harrison, *Homestake Peak School*,
deborah.harrison@eagleschools.net

Cynthia Haggen, *Berry Creek Middle School*,
cynthia.haggen@eagleschools.net

FRI, NOV. 3, 3:30 P.M., SUMMIT A

Paper, AE, HE, SoPol

Using social media news outlets in the classroom

According to Pew Research 47% of adults 18-35 get their news online or via social media. With a shift in how the emerging generation obtains their news, how we deliver it as teachers also needs to evolve. The news outlets shared in this presentation will assist teachers in generating numerous different activities to incorporate in their classrooms. These news outlets are both unique in their content and grab students' attention.

April Long, *NAC*, along@newamericacollege.org

FRI, NOV. 3, 3:30 P.M., SUMMIT B

Paper, EE, CA, GA

A linguistic lens on adaptive mathematics instruction

This 3-year NSF project brings a linguistic and cultural lens to mathematical assessment and instruction with students acquiring English. We have introduced Student Adaptive Pedagogy to help teachers support students' linguistic needs as they simultaneously address their mathematical conceptual learning. We will share successes, challenges and next steps.

Sally Nathenson-Mejia, *UCD*, sally.nathenson@ucdenver.edu

Maria Uribe, *UCD*, maria.uribe@ucdenver.edu

Nicola Hodkowski, *UCD*, nicola.hodkowski@ucdenver.edu

Ron Tzur, *UCD*, ron.tzur@ucdenver.edu

FRI, NOV. 3, 3:30 P.M., SUMMIT C

Workshop, SE, TE/AR, SoPol

Student anxiety: How you can help

Student behaviors typically attributed to motivation issues, poor comprehension, social distractions, and general defiance can signal differing reactions to anxiety. In this workshop, participants will gain insight about how to approach student differences in classroom behavior in ways that respect students as individuals and inspire the self-confidence to overcome anxiety.

Heather Tills, *CSU*, hmtills2@gmail.com

Saturday, November 4
Sessions (alphabetical by room)
Starting at 9:00

SAT, NOV. 4, 9:00 A.M., JEFFERSON

Student engagement in writing: Real and virtual

What engages multilingual students in writing courses? What are the barriers to engagement? Instructors are sometimes swift to blame loss of engagement on the distractions of smartphones, Facebook, and other gadgets. However, the challenge of engaging students in learning precedes electronic tools. This presentation will look at the barriers to engaging multilingual student writers fully in both face-to-face and online courses, and discuss practical solutions that participants can implement immediately in their own classrooms.

Maggie Sokolik, *UC Berkeley*, sokolik@berkeley.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 9:00 A.M., BOULDER

Discussion, IEP, HE, SoPol

Empowering multicultural students in politicized educational environments

This presentation discusses tools for empowering multicultural, multilingual students to participate in authentic experiences in educational settings and in the community, including activities that may create interactions with individuals who use the current political climate as an excuse for demonstrating public intolerance toward those from different cultural or linguistic backgrounds.

Lizabeth C. Collier, *DU*, lizabeth.collier@du.edu

Maryanna W. Brunkhorst, *DU*, maryanna.brunkhorst@du.edu

Felicia G. Manor, *DU*, felicia.manor@du.edu

SAT, NOV. 4, 9:00 A.M., CLUB ROOM

Exhibitor Session, Demonstration, IEP, HE,

10 tips for grammar teachers

Would you like to correct student papers more quickly? Make sure your corrections aren't ignored? Find out the answers to these two grammar-for-writing challenges, and gather other useful tips for classroom management and student success. Sample exercises from the latest edition of *Understanding and Using English Grammar* will be shown.

Stacy Hagen, *Pearson ELT*, stacyhagen@comcast.net

SAT, NOV. 4, 9:00 A.M., CONIFER

Paper, HE, IEP

Distinguishing noun clauses from adjective clauses

Grammatical errors resulting from misidentification of appositive noun clauses and relative clauses adversely affect a student writer's persona. To reduce such errors, student writers need to distinguish between these clauses. The presenter discusses means by which students and teachers might accomplish this task. Sample texts and discussion questions are provided.

Steven Olson, *IEC-UCB*, steven.olson@colorado.edu

SAT, NOV. 4, 9:00 A.M., EVERGREEN

Demonstration, CA, AE, HE

English for careers: An example from California

ESL professionals can help meet the intersecting needs of adults to learn English and train for a career. One California community college created an English for Child Care-Child Development curriculum with positive results. Participants brainstorm solutions for collaborations between ESL and local workforce careers to promote linguistic pathways for success.

Marsha Chan, *Mission College & Sunburst Media*,
marsha@sunburstmedia.com

SAT, NOV. 4, 9:00 A.M., GOLDEN

Exhibitor Session, Workshop, AE, BE, HE

Stand Out 3e: Critical thinking in the adult education classroom

Critical thinking activities ensure that students engage and communicate while seamlessly developing College and Career Readiness in ESL instruction. The presenter will demonstrate how *Stand Out* is designed to provide evidence-based instruction and critical thinking for real learning. The new edition includes new *National Geographic* content and new technology tools.

(presenter TBD), *National Geographic Learning*

Talya Clay, *National Geographic Learning*, talya.clay@cengage.com

SAT, NOV. 4, 9:00 A.M., PARKER

Paper, TE/AR, PA, SE

Using reflection to project ESL teachers' expertise

In order to provide equal educational opportunities for students, our research methodologies must evolve. This presentation outlines a study which asked secondary ESL teachers of refugee, SIFE (students with interrupted formal education), and first generation students in the US how they reflected and adapted instruction to meet needs of their culturally and linguistically diverse students.

Chelsea Walter, *Colorado College*, clwalter@buffalo.edu

SAT, NOV. 4, 9:00 A.M., PIKES PEAK A/B

Workshop, AE, SoPol, IEP

Laws, systems and culture for US success

What information helps ease transition for those living in the United States for the first time? This workshop has a threefold purpose; to provide real-life information in adult ESL class(es), to give ideas on creating stimulating discussion in conversation groups, and common approaches in leading a workshop in your community.

Sarah James, *Intercambio Uniting Communities*, sarah@intercambio.org

Lee Shainis, *Intercambio*, sarah@intercambio.org

SAT, NOV. 4, 9:00 A.M., SPRUCE

Discussion, TE/AR, GA

Engaging multilingual writers in classrooms and conferences

This discussion will highlight ELL writing research that demonstrates a need for more effective teaching strategies to provide efficient and intentional support for writers. Strategies for classroom and conference settings will be explored in this interactive, discussion-based presentation

where participants will receive a handout and collaborate to explore successful strategies.

Kiley Miller, *CSU*, kileykmiller@gmail.com

Lauren Porter, *CSU*, lporter0812@gmail.com

SAT, NOV. 4, 9:00 A.M., SUMMIT A

Workshop, TE/AR, AE, SoPol

Teaching adult refugees with limited schooling

Culturally responsive teaching addresses the needs of low literacy adult immigrants and refugees, transitioning them to academic tasks and thinking, even at the beginner level. Step-by-step instructions to create surveys, projects, and booklets will be presented. Handouts include project instructions, handout samples, and a final product.

Nan Frydland, *International Rescue Committee*, nanfrydland@gmail.com

SAT, NOV. 4, 9:00 A.M., SUMMIT B

Demonstration, SE, CA, GA

Empowering students in their learning

Finding the right balance of support for intermediate level ELLs can be difficult. We have found a way that works well for our school. Maybe it will work for your students too.

Leslie Hammond, *Garfield Re2 School District - Rifle High School*,
lhammond08@gmail.com

Alice Steindler, *Rifle High School*, asteindler@garfieldre2.net

SAT, NOV. 4, 9:00 A.M., SUMMIT C

Workshop, AE, TE/AR, HE

Preparing to study at the U.S university

Presenters will demonstrate the use of task-based approach in the adult ESL classroom. The series of meaningful tasks is aimed at helping adult ESL learners of different proficiency levels to brush up on their skills in all four language domains and prepare for studying at the U.S. university.

Anna Shur, *University of Wyoming*, ashur@uwyo.edu

Marian Stordahl, *University of Wyoming*, Marian.Stordahl@uwyo.edu

Saturday, November 4
Sessions (alphabetical by room)
Starting at 10:00

FEATURED PRESENTATION

Portraits of teaching and learning: Teachers using action research to support English learners

As schools become more culturally and linguistically diverse, teacher education programs are incorporating ESL/bilingual endorsement coursework into pre-K through 12th grade licensure programs. This type of coursework is invaluable to all teachers and the students they serve. However, with the always-evolving nature of education and the increasingly diverse needs of students, teachers need the tools to be able to study their own practices, understand the specific needs of their English learners, and evaluate and transform their practices based on these needs. In this talk I present ways in which teachers have conducted action research in their classrooms to support of English learners. In particular, I

show how Pre-K through 12th grade teachers have used action research methods to study their efforts to implement bilingual and/or ESL instructional practices. I show how these efforts transformed teachers' understanding of second language learning and their work with English learners.

Beverly Troiano, *Elmhurst College*, beverly.troiano@elmhurst.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 10:00 A.M., BOULDER

Workshop, Tech, AE, HE

Reaching your students through mobile app homework

This presentation will explore free apps that instructors can use to assign students homework on their mobile devices. We will examine how to create and track classes in Duolingo and Quizlet, as well as how to share audio and video recordings. Please bring your smartphone or tablet to participate.

Virginia Nicolai, *Colorado Mountain College*, vnicolai@coloradomtn.edu

SAT, NOV. 4, 10:00 A.M., CLUB ROOM

Paper, AE, BE, CA

Needs analysis and curriculum development for occupational ESP: English for hotel workers

The presenter will discuss why needs analyses are important for creating informed curriculum that addresses the needs of ELLs and how implementing the curriculum will assist language learners, who work in the vocational industry. The presenter will describe the in-depth needs analysis process conducted at a Northern Colorado hotel, which examined the language gaps of ELLs, and will present several lesson plan examples of the curriculum. The presenter will explain how this curriculum was implemented around hotels in Northern Colorado.

Jenny Stetson-Strange, *CSU*, jennys@thematthewshouse.org

SAT, NOV. 4, 10:00 A.M., CONIFER

Demonstration, IEP, HE, GA

Observation journals: Inspiring ELLs to embrace life

This motivational session looks at how observation journals can help create acute observers, critical thinkers, better writers, and inspire a clearer understanding of the ELLs' host culture. Common challenges to this type of writing are identified and effective solutions are given. Participants will receive grading rubrics and suggested observation topics.

Patrick T. Randolph, *UNL*, patrickrandolph@yahoo.com

SAT, NOV. 4, 10:00 A.M., EVERGREEN

Demonstration, IEP, HE, GA

Tell me a story

Stories and storytelling can motivate learners and inspire creativity. This presentation offers an overview of how storytelling was used in an IEP class as a medium to develop oral communication and presentation skills. Learners incorporated stories as they created personal statements, practiced job interview scenarios, and experienced other fun activities.

Connie Davis, *IEC-UCB*, constance.davis@colorado.edu

Carolyn Allen, *IEC-UCB*, Carolyn.Allen@colorado.edu

SAT, NOV. 4, 10:00 A.M., GOLDEN

Demonstration, IEP, HE

Read more: Building engaging extensive reading programs

While extensive reading has long been a part of ESL programs, teachers need fresh ideas on how to integrate extensive reading into their classes. This session will demonstrate book selection criteria, classroom activities, and alternative assessments. Participants will leave with practical ideas of how to energize their extensive reading programs.

Summer Webb, *IEC-UCB*, summer.webb@colorado.edu

Kathleen Mitchell, *IEC-UCB*, Kathleen.Mitchell@Colorado.EDU

SAT, NOV. 4, 10:00 A.M., PARKER

Exhibitor Session, TBD

Cambridge University Press

SAT, NOV. 4, 10:00 A.M., PIKES PEAK A/B

Workshop, AE, IEP, SoPol

An active learning journey in adult ESL

How do you teach adult learners and set up your class for success? Come learn ways that you can prepare and set goals for optimal student engagement and fun in your class. Example activities and E.P.I.C. tools to use in class will also be discussed in this interactive workshop.

Sarah James, *Intercambio Uniting Communities*, sarah@intercambio.org

Gracie Freeman, *Intercambio*, sarah@intercambio.org

SAT, NOV. 4, 10:00 A.M., SPRUCE

Workshop, IEP

Keys to drafting and analyzing writing prompts

Timed writing is ubiquitous and necessary in ESL writing classroom assessment, and the quality of student writing is often linked to the quality of the prompt. Attendees will practice writing quality prompts and learn how to train students to analyze prompts, leading to a better timed writing experience for all.

Jennifer Brooke, *Saginaw Valley State University*, jennifercbrooke@gmail.com

Carol Arnold, *Michigan State University*, carnold@msu.edu

SAT, NOV. 4, 10:00 A.M., SUMMIT A

Paper, GA, IEP, TE/AR

Teaching requests in American English to ELLs

This project addresses cultural differences in the realization of the speech act of requests between Saudi Arabic and American English speakers. Issues pertaining to curriculum development, including specific activities to help teach American English requests in the classroom will be discussed to encourage instructors to tackle the instruction of pragmatics.

Melinda Camp, *CSU*, melinda.camp@colostate.edu

Nahliah Al-qarawi, *CSU*, nahliah.al-qarawi@colostate.edu

SAT, NOV. 4, 10:00 A.M., SUMMIT B

Paper, PA, GA

Using work samples (aka demonstration lessons) in hiring new teachers

How does your school hire new teachers? In this presentation of a Masters Research Paper, focus was given to research that had been done previously on improving interviews in general by using structured interviews and by using work samples. Does this translate to the specific field of teaching? Can we make use of structured interviews and work samples (aka, demonstration or mock lessons) when hiring? If so how?

Chad Bramble, *University of Utah English Language Institute*, chadbramble@gmail.com

SAT, NOV. 4, 10:00 A.M., SUMMIT C

Discussion, AE, IEP, CA

Creating an integrated TOEFL iBT syllabus

Teaching each section on the TOEFL iBT separately may not always lead to mastery of the skills. What if we can teach all four sections each class? The presenter will share a syllabus that integrates all sections allowing learners to practice the four skills every class.

Samar Aal, *IEC-UCB*, saab9719@colorado.edu

**Saturday, November 4
Sessions (alphabetical by room)
Starting at 11:00**

FEATURED PRESENTATION

How stories connect us all: A beginner's guide to using your own stories (or mine) in the classroom

I have spent the past year writing stories for my students. Partly because I like writing and by using my own stories I can control the language and themes of the stories and thus tailor them to my students' needs and interests. Over the year I have written over 200 stories and have found a template for what works. In this session I will share the template with you, read you a story or two, and explain why stories are such powerful pedagogic tools.

Chris Mares, *University of Maine*, siff.mares@hotmail.com

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 11:00 A.M., BOULDER

Demonstration, Tech, IEP, SE

Five free websites for enhancing reading skills

Finding the most appropriate online resources that are approachable and useful for learners can be challenging. In this 45-minute demonstration, the presenters will showcase five free websites that can be used in multiple levels from elementary and secondary education to IEP contexts to enhance learners' reading skills.

Luke Coffelt, *IEC-UCB*, luke.coffelt@colorado.edu

Karen Eichhorn, *IEC-UCB*, karen.eichhorn@colorado.edu

SAT, NOV. 4, 11:00 A.M., CLUB ROOM

Exhibitor Session, Demonstration, HE, IEP, SE

The grammar you need for academic writing

The editor of the new *Grammar You Need* series of fold-out cards demonstrates methods of teaching core grammar structures at basic, intermediate and advanced ESL levels. Participants leave with practical techniques and useful materials. This three-card series on grammar for writing presents essential grammar visually and efficiently.

Michael Berman, *Language Arts Press*, mberman@languageartspress.com

SAT, NOV. 4, 11:00 A.M., CONIFER

Exhibitor Session, Demonstration, HE, AE, BE

Teach abroad with U.S. embassies worldwide

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

(presenter TBD), *U.S. Department of State English Language Programs*, fellow@elprograms.org

Rebecca Copeland, *English Language Programs*, fellow@elprogram.org

SAT, NOV. 4, 11:00 A.M., EVERGREEN

Exhibitor Session, TBD

Cambridge University Press

SAT, NOV. 4, 11:00 A.M., GOLDEN

Demonstration, IEP, Tech, TE/AR

Blending digital feedback with writing conferences

Online feedback can be a useful revision tool for many students, yet due to the vast amount of comments and correction marks available, it may also cause confusion for others. This presentation will consider the combining of digital feedback with traditional writing conferences to better ensure effective revisions.

Michael Vallee, *IEC-UCB*, michael.vallee@colorado.edu

Nick Einterz, *IEC-UCB*, john.einterz@colorado.edu

SAT, NOV. 4, 11:00 A.M., PARKER

Workshop, HE, SE, IEP

Close encounters of an intercultural kind

Participants will engage in *Brief Encounters*, an intercultural simulation game, which asks participants to role-play in two cultures. After experiencing the simulation at the beginning of the semester, international students were able to examine their own stressors and US students developed an understanding of their international peers.

Constance Leonard, *US Air Force Academy*, constance.leonard@usafa.edu

SAT, NOV. 4, 11:00 A.M., PIKES PEAK A/B

Exhibitor Session - TBD

SAT, NOV. 4, 11:00 A.M., SPRUCE

Demonstration, HE, SE, CA

What is "X?" - Tricks for teaching citations based on MLA

Teaching MLA citations is a difficult task. What if you had a better formula for both you and your students to learn how to implement MLA in research papers? In this demonstration, learn what is "X."

Mary Hilken, CCA, mary.hilken@ccaurora.edu

SAT, NOV. 4, 11:00 A.M., SUMMIT A

Paper, TE/AR, HE, GA

Tracking adaptive instruction in diverse classrooms

The purpose of this presentation is to understand how educators can best teach English in a culturally and sociolinguistically diverse context. This presentation will provide a detailed explanation and view of novice and veteran ESL teachers' adaptive expertise development via the practice of immediate oral reflection.

Chelsea Walter, Colorado College, clwalter@buffalo.edu

SAT, NOV. 4, 11:00 A.M., SUMMIT B

Demonstration, IEP, SE, AE

Teaching ESL using acronyms

Vocabulary is difficult to store, however, we have devised an effective technique to engage learners and help them retain new information and advanced vocabulary. Through acronyms, the presenters will share tips and engaging activities that help ELL students in advanced reading writing classes make sense of their world and its global connections while providing the necessary language skills to succeed. Contributions from participants will be solicited.

Susan Feringer-Coury, SILC, couryfamily@hotmail.com

Neetika Kapur, SILC, neetika.kapur@gmail.com

SAT, NOV. 4, 11:00 A.M., SUMMIT C

Paper, PA, AE, GA

Leading teams and managing projects in education

In education, leaders are often promoted because they were superstar teachers. However, the skill sets are not the same. The paper presented will situate current research in positive organizational behavior and project management into the setting of educational institutions and provide concrete techniques suited for this environment.

Ryan Yates, EGTC, ryan.yates@emilygriffith.edu

Saturday, November 4
Sessions (alphabetical by room)
Starting at 1:30

FEATURED PRESENTATION

Can I be in two or more places at the same time?

No, but I wish I could. Each decision that I make in class leads us in one direction at the expense of another. When I am prioritizing the needs of some students, am I overlooking the needs of others? How can I deal with learners who are falling behind, or more advanced learners who may be bored? Already stretched for time, how can I find more time to review what I've already covered in class? This presentation looks at how to use free (or cheap) easy-to-use consumer technology in an effort to differentiate instruction in an English language learning class. We will start

with a simple model of a blended learning environment, and then explore ways in which we can develop digital materials to provide students with multiple pathways through a course. This presentation is designed for both technologically and non-technologically minded instructors.

Thomas Healy, Pratt Institute, thomas.healy@gmail.com

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 1:30 P.M., BOULDER

Workshop, PA, EE, SE

Improving linguistically responsive teaching through professional development

In this session, we will take a look at the e-workshops available from the eCALLMS project. Participants will learn how teams of teachers are using these free, grant-funded, online resources to create meaningful, flexible professional development experiences that support linguistically responsive teaching.

Chris Carson, UCD, christopher.carson@ucdenver.edu

SAT, NOV. 4, 1:30 P.M., CLUB ROOM

Demonstration, GA, EE, SE

Fun technology to increase speaking scores

Come have fun learning about how you can use apps and web-based technology to increase your students' speaking scores. We will explore some fun ideas to get you thinking outside of the box and getting your kids speaking and recording at higher levels.

Linda Horne, C2E, lhorne@c2e.org

SAT, NOV. 4, 1:30 P.M., CONIFER

Workshop, CA, SE, TE/AR

Enhancing emerging bilingual students' opportunities to learn

Content areas have language overhead: their own vocabulary, writing conventions, and forms of discussions. This session begins with an overview of "opportunities to learn" and will then present strategies to scaffold literacy and oracy skills in content areas. Attendees will leave with concrete strategies to implement immediately in their classrooms.

Juli Sarris, UCB, jl80303@gmail.com

SAT, NOV. 4, 1:30 P.M., EVERGREEN

Workshop, TE/AR, SE, GA

Creating a positive culture in the classroom

How can teachers avoid arguments with students and reduce distractions to learning in the classroom? Presenter will describe a program developed by Dr. Madeline Hunter and Coach John Wooden. Sharing of best practices for classroom management and creating a positive culture in the classroom will be discussed.

Gordon Gibson, Center for Teacher Effectiveness/Time to Teach, gordonrgibson@gmail.com

SAT, NOV. 4, 1:30 P.M., GOLDEN

Workshop, HE, IEP, SoPol

Creating a socially just classroom

We can create socially just classrooms by sharing the responsibility of our work with our students. This session will examine challenging classroom practices and suggest solutions. Videos of international students sharing their opinions will be included. Practical assignments, prompts, and tips to give voice to identity will be demonstrated.

Andrea Feldman, *UCB*, andrea.feldman@colorado.edu

SAT, NOV. 4, 1:30 P.M., PARKER

Demonstration, IEP, HE, TE/AR

ELL read-a-thons: Actively performing the written word

This energy-filled session helps participants discover the fascinating world of drama-based read-a-thons. Through these read-a-thons, the written word comes to life: Words and content are personalized and learners analyze language in a new light. Participants will engage in a mini-read-a-thon and discuss how to implement read-a-thons at their respective schools.

Patrick T. Randolph, *UNL*, patrickrandolph@yahoo.com

SAT, NOV. 4, 1:30 P.M., PIKES PEAK A/B

Demonstration, IEP, AE, GA

Teach English through drama

We will demonstrate three different creative ways to build vocabulary, pronunciation skills, and confidence through drama. Puppet theater, short skits, and movie scripts adaptable for a wide range of levels will be presented. We will show a video of student performances, demonstrate how to use puppets, and provide resources.

Laura Vance, *SILC*, laura.vance@spring.edu

Katherine Kouris, *SILC*, katherine@spring.edu

SAT, NOV. 4, 1:30 P.M., SPRUCE

Demonstration, IEP, HE

Authentic communication and community beyond the classroom

Would you like to help your students engage in authentic conversation outside of the classroom? Presenters will share how their English and Japanese programs created an opportunity for students to practice their target language and build relationships. Attendees learn and discuss ways to incorporate similar types of experiential learning activities.

Barbara Flocke, *IEC-UCB*, barbara.flocke@colorado.edu

Michiko Kaneyasu, *UCB*, michiko.kaneyasu@colorado.edu

SAT, NOV. 4, 1:30 P.M., SUMMIT A

Demonstration, IEP, GA, AE

Dyslexia remediation tools and second language learners

Since dyslexia affects 15-20% of the population, it is a probability that one or more learners with this disability are in each class. Participants will learn about dyslexia, experience common symptoms of the disorder, and discover remediation strategies to help second language learners (with and without this disability) to be successful.

Kirsten Stauffer, *IEC-UCB*, kirsten.stauffer@colorado.edu

SAT, NOV. 4, 1:30 P.M., SUMMIT B

Discussion, IEP, GA,

Keep calm and beat plagiarism

How can teachers keep calm and handle plagiarism issues in the classroom? The presenters will shed light on cultural and educational patterns that precipitate plagiarism by international students. They will suggest strategies for teachers to use in helping students adopt new styles of learning free of the temptation to plagiarize.

Susan Fouts, *IEC-UCB*, fouts@colorado.edu

Samar Abdel Aal, *IEC-UCB*, Samar.AbelAal@colorado.edu

SAT, NOV. 4, 1:30 P.M., SUMMIT C

Panel, CA, TE/AR, GA

Effective collaboration among content area and ESL teachers

This presentation reports on the study that explored the practical possibilities of collaboration among content area teachers and ESL specialists in the K-12 schools in Wyoming. The presentation focuses on an investigation of the factors that promote and/or hinder effective collaboration from the perspectives of content area teachers, ESL specialists.

Jenna Shim, *University of Wyoming*, jshim@uwyo.edu

Dixie Brackman, *Albany County School District*, dbrackman@acsd1.org

Dea Kobbe, *Albany County School District*, dkobbe@uwyo.edu

Sandra Hogan *Albany County School District*, SHOGAN_1@msn.com

Saturday, November 4
Sessions (alphabetical by room)
Starting at 2:30

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 2:30 P.M., BOULDER

Demonstration, IEP

Embedding a pronunciation curriculum within an IEP

Most IEP curricula lack a systematic way to teach pronunciation. Although accurate pronunciation is a key part of communicative competence, integration of pronunciation skills development into classrooms remains a challenge for practitioners. This presentation will demonstrate how one IEP has undertaken to embed a pronunciation curriculum within its larger curriculum.

Felicia Manor, *ELC-DU*, manorf@comcast.net

Candace Maher, *ELC, DU*, Candace.Maher@du.edu

SAT, NOV. 4, 2:30 P.M., CLUB ROOM

Paper, CA, TE/AR, HE

ESOL course grades predict ESOL test scores?!

This paper investigated the ESOL academic performance of teacher candidates who majored in different educational majors with an ESOL endorsement. A secondary data analysis was conducted to examine the relationship among the teacher candidates' ESOL course grades and teacher competency test scores as well as the academic majors of study.

Abdulrahman Olwi, *Taibah University*, amaolwi@gmail.com

SAT, NOV. 4, 2:30 P.M., CONIFER

Demonstration, HE, Tech, IEP

Using podcasts as authentic texts in post-secondary ESL classrooms

This demonstration will describe the creation of a college course that targets challenges international students encounter stemming from contrastive rhetoric. Through the use of National Public Radio's (NPR) podcast Serial, culturally and linguistically diverse college students can explore the nuances of western academic reading, writing, speaking, and listening.

Chelsea Walter, *Colorado College*, chelsea.walter@coloradocollege.edu

SAT, NOV. 4, 2:30 P.M., EVERGREEN

Demonstration, IEP, AE

Breaking bad classroom monotony

We all know the show "Breaking Bad," but do we always Break Bad classroom monotony? Sometimes we come up with a variety of reasons why our classes aren't engaged in the classroom, but oftentimes it's as simple as breaking up the lesson with short, fun, active games that can bring back their motivation to continue learning.

Mark Sullivan, *IEC-UCB*, mark.l.sullivan@colorado.edu

SAT, NOV. 4, 2:30 P.M., GOLDEN

Discussion, IEP, HE, GA

Teachers as agents of success: Revisiting motivation

Intrinsic motivation is seen as a crucial factor for academic success, yet studies have shown that extrinsic motivation can be as influential. Join us to discuss our roles as agents of success, understand what motivates our students, and share strategies for addressing both forms of motivation in the class.

Irina Berger, *DU - English Language Center*, irina.berger@du.edu

Kim Bui, *DU - ELC*, kim-lan.bui@du.edu

SAT, NOV. 4, 2:30 P.M., PARKER

Demonstration, IEP, SE, EE

The Effects of exercise on language learning

This high-energy session examines physical exercise's powerful effects on the brain. Language learning benefits are discussed and participants will practice six fun and effective exercises guaranteed to help strengthen their ELLs' attention and memory. Two academic-based activities are offered that focus on a metacognitive awareness of exercise's impact on learning.

Patrick T. Randolph, *UNL*, patrickrandolph@yahoo.com

Mike Berman, *Montgomery College*, michael.berman@montgomerycollege.edu

SAT, NOV. 4, 2:30 P.M., PIKES PEAK A/B

Demonstration

Capturing the melody of spoken English

Capture the melody of spoken English. Learn how to incorporate melody, rhythm and movement into listening-speaking lessons. Activities demonstrated include scaffolding elements of speech, capturing the hidden prosodic elements of stress, intonation, and rhythm, and enabling learners to attain the music of English. Engage your visual, auditory, and kinesthetic modalities!

Marsha Chan, *Mission College & Sunburst Media*, marsha@sunburstmedia.com

SAT, NOV. 4, 2:30 P.M., SUMMIT A

Paper, IEP, Tech

The efficacy of captions on vocabulary acquisition

An increasing number of videos enhanced with captions are used in foreign language classes to help second language (L2) learners process authentic input, which is a real challenge for them. This study investigates whether the availability of two types of captions (full captions and keyword captions) facilitates L2 vocabulary acquisition

Elias Bensalem, *Northern Border University*, ebsalem@gmail.com

SAT, NOV. 4, 2:30 P.M., SUMMIT B

Workshop, IEP, AE, CA

Cross-cultural differences in ESL/EFL settings

The presenter will first review the research findings on global cultural dimensions that are employed by different social communities and their impact on corporate world. Next, he will discuss how some of these cultural aspects (e.g. 'high- and low-context cultures', 'masculinity', and 'individualism') can be targeted in English classroom settings.

Alireza Pourdamalchi, *CSU*, alireza_pdt@yahoo.com

SAT, NOV. 4, 2:30 P.M., SUMMIT C

Workshop, BE, EE, GA

It's a partnership!

Our interactive presentation will provide strategies for engaging and strengthening school and family partnerships. The focus will be on learning strategies teachers and parents can use to support K-12 ELLs' learning at home. This system will engage and bridge the learning and communication gap, strengthen a climate of partnership, and introduce ways to enhance communication.

Evelyn Adams, *Harrison*, eadams@hds2.org

Tomasita San Juan, *Harrison*, tjuan@hds2.org

LIST OF ACRONYMS

CCA – Community College of Aurora
CSU – Colorado State University
CCD – Community College of Denver
CDE – Colorado Department of Education
DPS – Denver Public Schools
DU – University of Denver
ECDC – Ethiopian Community Development Council
EGTC – Emily Griffith Technical College
ELC-DU – English Language Center, University of Denver
FRCC – Front Range Community College
IEC-UCB – International English Center, University of Colorado Boulder
Jeffco – Jefferson County Public Schools
MCC – Morgan Community College
NAC – New America College
NAS – New America School
SIIL – Spring Institute for Intercultural Learning
SILC – Spring International Learning Center
UCB – University of Colorado Boulder
UCCS – University of Colorado, Colorado Springs
UCD – University of Colorado Denver
UNC – University of Northern Colorado
WWCC - Western Wyoming Community College