

Beverage stations: 8:45-11:00 and 1:45-4:00

<b>8:00-8:45</b>	<p><b>Amy Hewett-Olatunde</b>, English teacher of Students with Limited/Interrupted Formal Education; Minnesota Teacher of the Year <i>How Classroom Practice Can Be Transformational if Constructivism, Culturally-Relevant Pedagogy and Community Building are Key Components</i></p>		
<b>9:00-11:45</b>	<p><b>Workshop A:</b> Cornwall <b><i>Mysteries of Intuitive Teaching Revealed</i></b> We have all seen teaching that just seems natural and effortless. This may be the result of years of experience or an in-born intuition that shines in certain aspects of classroom instruction. Whatever the reason for the effortless instruction, the essential teaching skills that underpin and inform intuitive teaching can be learned. This workshop will focus on these skills in the areas of classroom and student management. Participants in this workshop will learn: How to use the board, Error correction, Grouping strategies, Lesson staging and expansion, How to deal with disruptive student behavior, and How to motivate adult learners. <i>Monte Erwin, Bryan Lowry, Natalie A. Twelkemeier (University of Alabama at Birmingham)</i></p>	<p><b>Workshop B:</b> Avon <b><i>Teaching Productive Skills—Speaking and Writing</i></b> Effective speaking and writing classes involve providing a lot of purposeful practice and targeted feedback. From creative models for grouping and interactive practice to methods for meaningful feedback, experienced teachers will explore ideas for excellence in speaking and writing instruction in this workshop, designed to give you tools and ideas to take back to the classroom. Participants will benefit from very experienced teachers giving their practical and easily applicable ideas. <i>Dana Cox, Monica Cantwell, Susan Blazer (University of Alabama at Birmingham)</i></p>	<p><b>Workshop C:</b> Devon <b><i>Our Students as Cross-Cultural Learners</i></b> As teachers of multi-lingual and multi-cultural classrooms, it is essential to learn or remind ourselves of the process of acculturation faced by our students. How do adults form new cultural identities? What is the connection between culture and language? How can we support our students' acculturation process in the language classroom? What are the various aspects of culture that we can use to discuss and analyze cultural differences? What are the essential aspects of American culture generally and academic American culture specifically that we should focus on for our students? These questions will guide this workshop. <i>Ariel Gil (University of Alabama at Birmingham)</i></p>
<i>11:45-12:45</i>	<p><i>Starting at 11:45, a buffet lunch will be served in Wyndsor 1 &amp; 2 and Ivorys, which are located downstairs on Level One. Please have your lunch ticket ready.</i></p>		
<b>1:00-3:45</b>	<p><b>Workshop D:</b> Cornwall <b><i>Immigrants and Communities: Promoting Advocacy &amp; Cultural Responsiveness</i></b> In this workshop, attendees will learn about concepts of cultural responsiveness and community action. They will discuss some challenges educators face in 2017. Attendees will also be introduced to a model of community action. To develop advocacy skills, participants will engage in hands-on activities to analyze their organizations' situation. Last, they will develop a custom-tailored action plan that can be shared with their organizations and can be used as professional development or staff training. Participants should bring their digital devices (laptops, tablets, etc.) to the session to take notes and to collaborate with others digitally. Further, they will have the opportunity to download resources during the workshop. <i>Christel Broady (Georgetown College, Kentucky)</i></p>	<p><b>Workshop E:</b> Avon <b><i>Teaching Receptive Skills—Listening and Reading</i></b> How do you actively teach listening or reading other than just telling students to go practice? What skills and strategies can you explicitly present in order to help students improve their receptive competence in English? How do you plan an effective listening or reading skills lesson? These questions and more will be examined in this workshop for how to teach the often overlooked and misunderstood skills of listening and reading. Get ready for a very hands-on, practical approach led by experienced ESL teachers. <i>Kathy Martell, Anna Skees, Rachel Scott (University of Alabama at Birmingham)</i></p>	<p><b>Workshop F:</b> Devon <b><i>Promoting Pronunciation Pedagogy through Perception, Practice &amp; Prediction</i></b> Successful pronunciation teaching entails much more than just having students listen and repeat. To help students improve pronunciation, instructors can guide them with <i>perceiving</i> new sound patterns by using awareness raising tasks, <i>practicing</i> new sound patterns by using communicative pedagogical activities, and <i>predicting</i> new sound patterns by applying phonological rules. Attendees gain foundational knowledge for addressing common pronunciation challenges and learn pedagogical techniques for teaching pronunciation and designing mini-lessons. They also participate in several hands-on demonstrations and receive an activities packet. By using these techniques, attendees will be able to guide their students in perceiving, practicing, and predicting new sound patterns and, by doing so, help them become more intelligible when speaking English. <i>Suzanne Franks (Univ. of Illinois at Urbana-Champaign)</i></p>
<b>4:00-4:45</b>	<p><b>Dr. Stephen Krashen</b>, Professor Emeritus; University of Southern California</p>		