

SETESOL

Knoxville, Tennessee

2012

CONNECTING AND REFLECTING

Knoxville Convention Center September 26-29, 2012



Welcome to SETESOL 2012's *Connecting and Reflecting*!

We would like to welcome you to Knoxville for the 2012 Southeastern TESOL Conference. In its twenty-sixth year, the SETESOL conference continues to provide educators, researchers, authors, administrators, professors, students, and volunteers who share a commonality of teaching and learning the opportunity to *connect* educational concepts, instructional strategies, research-based best practices, and collaborative paradigms in the discipline of English to Speakers of Other Languages. The theme of this year's conference blends the action verbs *connecting* and *reflecting*. The concurrent sessions offer some terrific topics and strategies for you to *connect* and apply with your own students in your own schools. This week we have *connected* you with some dynamic keynote speakers who will inspire and motivate us to *self-reflect*. Our exhibitor's concourse is a wonderful place to patron and *connects* the latest print and electronic books, technology, and manipulatives with your educational needs. We have built some face time in the schedule this week to facilitate *connecting* and *reflecting* with new and old friends alike. This year we are pleased to be joined by many core academic educators from K-12 who are attending to learn more about meeting the educational and cultural needs of ELs. Find a hot spot or a cup of coffee and begin the conversation with one of these folks.

Additionally, we encourage you to make this week all about the kids! You will want to take one of the envelopes found on our decorative stems. Read the letter from one of six hundred English Learners who have taken the time to uplift you this week. When you return home, take a moment to pen a response to that child and *reflect* on why it is that we do what we do. We hope this time of *connecting* and *reflecting* is as meaningful to you as it is to these learners.

Knoxville and East Tennessee has much to offer during your stay. Check out the Visit Knoxville booth for value cards to many downtown shops and eateries, information about several shopping destinations, and maps for walking, jogging, or hiking one of several greenways in our city.

Should you have any questions or need assistance during the conference, please visit our information booth. We want your stay to be meaningful and productive. As you leave Knoxville, we hope you continue the conversation of *connecting* and *reflecting*.

Byron A. Booker

Conference Chair

Danny Hinson, PhD

Program Chair

About SETESOL

Southeast Teachers of English to Speakers of Other Languages (SETESOL) is a regional council of nine TESOL, Inc. affiliates representing 11 states in the southeastern United States. All affiliate members are considered members of SETESOL. Each affiliate has representatives on the SETESOL regional council. The council meets twice a year, and the regional conference is hosted by one of the state affiliates each year on a rotating basis. The parent organization, TESOL, is a non-profit international organization headquartered in Alexandria, Virginia. TESOL's mission is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages. Collaboration in a global community, interaction of research and reflective practice for educational improvement, and respect for diversity and multiculturalism are among the core values of both the regional council and the parent organization.

SETESOL's mission is to collect and disseminate information about developments in the teaching of English as a second language and to stimulate professional development by arranging for regional annual conferences.

SETESOL Association of Affiliates

Alabama-Mississippi	http://www.amtesol.org/
Arkansas	http://arktesol.org/
Florida	http://sstesol.org/
Georgia	http://www.georgiatesol.wildapricot.org/
Kentucky	http://www.kytesol.org/
Louisiana	http://www.latesol.org/
North/South Carolina	http://carolinalesol.shuttlepod.org/
Tennessee	http://www.tntesol.org/
Virginia	http://www.vatesol.cloverpad.org/

Upcoming SETESOL Conferences

2013	South Carolina
2014	Arkansas

Wednesday, September 26, 2012

KEYNOTE SPEAKER

*Dr. David Silva
Vice Provost, Academic Affairs
Professor of Linguistics and
Distinguished Teaching
Professor,
The University of Texas,
Arlington*



Embracing the Classical Foundations of Education in the Age of the Jestons

David J. Silva earned a bachelor's degree in linguistics from Harvard University in 1986 and a doctorate in linguistics from Cornell University in 1992. Soon thereafter, he joined the linguistics faculty at The University of Texas at Arlington, where he currently serves as Vice Provost for Academic Affairs, Professor of Linguistics, and Distinguished

Teaching Professor. As a scholar, he has explored how social identities and attitudes are reflected in speech, grounding his research in languages as diverse as Portuguese, Korean, Dinka (Southern Sudan), and English. His work has been supported by the Fulbright Program, the Langeloth Foundation, and the Korea Foundation. Dr. Silva has also earned

multiple teaching honors, including membership in UT Arlington's Academy of Distinguished Teachers and a 2009 University of Texas System "Regents' Outstanding Teaching Award." In August 2010, he was elected as the South-Central Regional Representative for the Honor Society of Phi Kappa Phi.

Wednesday Agenda

12:00 p.m.— 6:30 p.m.

PCI Registration

1:00 p.m. – 5:45 p.m.

PCI Concurrent Sessions

5:45 p.m. – 6:15 p.m.

Dinner

at the Knoxville Convention Center

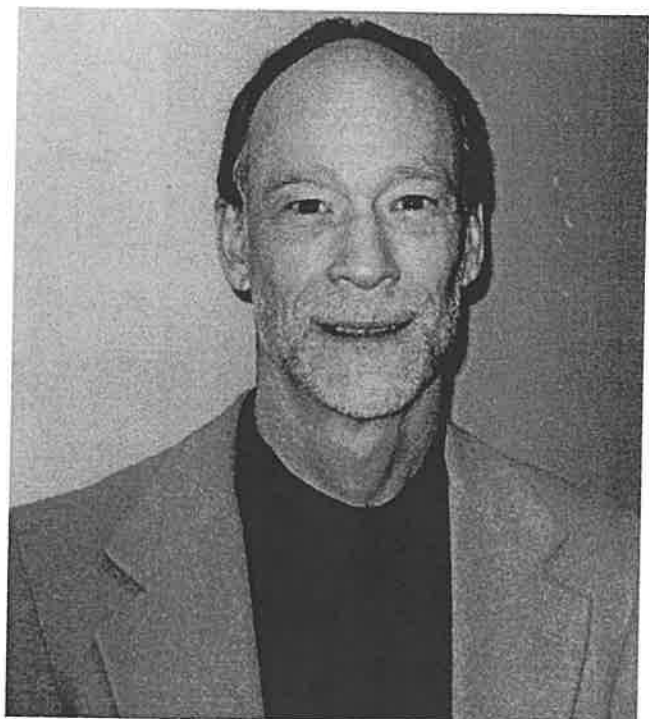
Pre-Conference Institute

6:30 p.m. – 7:15 p.m.

Dr. David Silva, Keynote



Stephen Stoyhoff, Invited Speaker



Stephen Stoyhoff is Professor of English and Distinguished Faculty Scholar at Minnesota State University, Mankato, in the United States, where he teaches courses in research methods, second language assessment, and second language literacy, in the MA TESL program. He is co-editor, with Carol Chapelle, of *ESOL Tests and Testing* (TESOL, 2005) and co-editor, with Christine Coombe, Peter Davidson, and Barry O'Sullivan, of *The Cambridge Guide to Second Language Assessment* (2012). He has served on numerous editorial and scholarly association boards and advisory groups, including the TESOL association Board of Directors, U.S. Fulbright Award selection committees, *ELT Journal* board, and as editor of *TESOL Journal*.

Wednesday at a Glance

Wednesday Sessions and Time	300A	300B	300C	300D
12:00 – 6:30	Registration Business Center			
1:00 – 2:00			Jennifer Long	Jan Lanier
2:15 – 3:15			Jennifer Long	Jan Lanier
3:30 – 4:30			Stephen Stoyhoff	Mark Littlefield
4:45 – 5:45			Stephen Stoyhoff	Mark Littlefield
5:45 – 6:15	Dinner at the Knoxville Convention Center (300 A-B)			
6:30 – 7:15	Dr. David Silva, Keynote (300 A– B)			

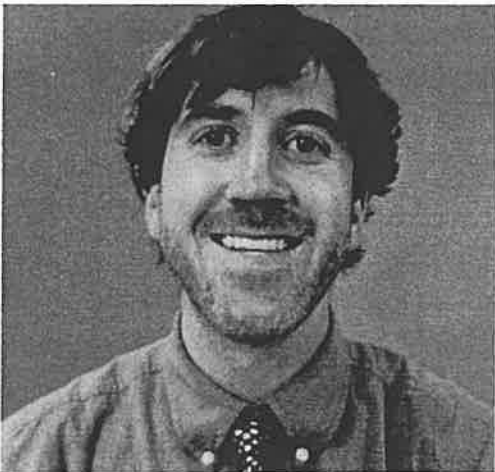


Jan Lanier, Invited Speaker

Jan Lanier is the current ESL Coordinator for Federal Programs in the Tennessee Department of Education. She serves as the Project Manager and Consultant for Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students, and liaison to the Title VI Civil Rights office for the State.

Before working with the Tennessee State Department of Education, Ms. Lanier worked as Program Assistant to the Title III Coordinator in Metropolitan Nashville Public Schools. Previous experience includes Lead Teacher for Glencliff Comprehensive High School where more than one-third of the student population was LEP or NELB, 15 years working in the Center for Orientation Programs in English at Vanderbilt University, 2 years at the International English Institute, and 2 years working with adult ESL in Nashville.

Ms. Lanier served as TNTESOL president from 2003 to 2005. She was involved as regional planner for SETESOL in 1987 and 2004. She currently sits on the TNTESOL Executive Board as an ad hoc member and liaison between the State of Tennessee and TNTESOL.



Mark Littlefield, Invited Speaker

Mark Littlefield graduated from Free Will Baptist Bible College in 2002 with a double major. His focus was in Theology and Psychology & Learning with a K-8 licensure. He taught kindergarten ELL for two years before leaving to teach for a year in Honduras. Upon returning, he pursued a Master's in ELL while teaching fourth grade ESL at J.E. Moss Elementary from 2005-2009. From March of 2009 to June of 2011, he was an ESL Technology Integration Coach. He took his current position as a technology teacher at Paragon Mills Elementary in August of 2011.

Paragon Mills has a very large EL population and Mark is always thinking of ways to use technology to increase understanding for students whose primary language is not English. He is available for workshops and inservice activities. He can be found online at www.mrlittlefield.com or via email at markuswoodrow@gmail.com.



Jennifer Long, Invited Speaker

Jennifer Long serves as a teacher of ELs at A.L. Lotts Elementary for Knox County Schools in Knoxville, Tennessee. She holds a B.A. in Elementary Education, an M.A. in Holistic Education and an ESL endorsement from Johnson University. In addition, she holds an Educational Specialist degree in Instructional Leadership from Tennessee Tech University. She has taught elementary through high school ELs from various countries, languages, and educational backgrounds for twelve years. She currently serves on the Tennessee Department of Education ESL Task Force. She has served as a district EL mentor because of her love of coaching new teachers. She provides professional development for teachers in order to strengthen their knowledge of best practices for ELs. She has coached teachers in SIOP (Sheltered Instructional Observation Protocol) so that both language and content instruction strengthens and increases achievement for ELs. Her newest endeavor includes using Skype to provide instruction for children in SE Asia.

Index of Wednesday Presentations and Abstracts

Looking at the Old and the New to Utilize Technology for your Students and Parents

The chalkboard was once the most prized possession to have in a classroom. Also, TV was once thought to replace teachers. Let's look at how technology is changing and what can you do to use it in an impactful way.

Making Content Comprehensible: The SIOP Way!

Jennifer Long, Knox County Schools, Knoxville TN

The Sheltered Instruction Observation Protocol (SIOP) provides all teachers a template for providing content and language instruction for English learners in the content classroom. The following eight areas of effective and research-based for EL instruction will be discussed: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment.

Classroom-based Language Assessment: Improving the Design and Use of Teacher-developed Assessments

Stephen Stoyanoff, Minnesota State University

In this session, the presenter summarizes key trends in classroom language assessment, shares resources, and suggests ways teachers can enhance their expertise in language assessment. Participants use a rubric based on research and best practices to critique the design and use of classroom language assessments for three different ESOL contexts.

Higher Goals, Higher Success for Tennessee's English Learners

Jan Lanier, TN Department of Education

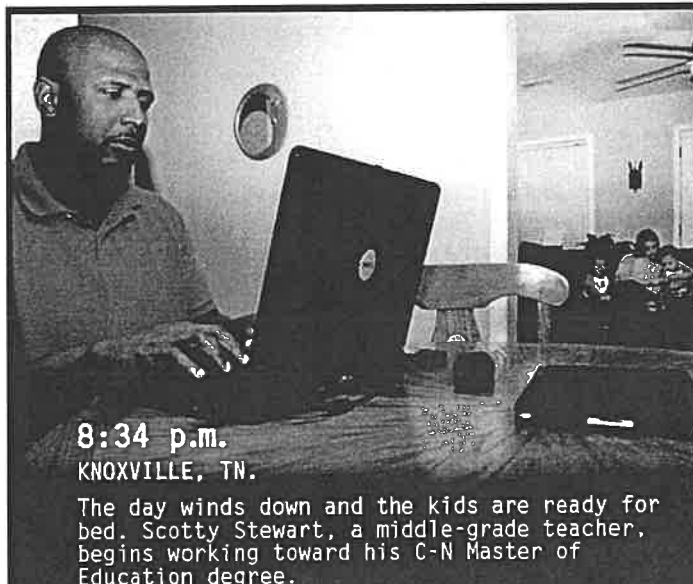
Although 23rd in growth of the 50 states and District of Columbia, Tennessee has boasted three-digit growth in the immigrant population since 1990. This year, we are 4th in immigrant growth in the nation. This workshop will explore current English Learner (EL) statistics, legislation related to ELs, program requirements,

Embracing the Classical Foundations of Education in the Age of the Jestons

David Silva, The University of Texas, Arlington

Keynote (300 A– B)

Just as new technologies have redefined many of the ways in which we deliver instruction, so, too, has such innovation compelled us to reassess many of the values and relationships that define us as teachers. Such provocations of thought and the emotions they evoke will certainly beget a succession of questions about what, when, where, and how we teach, as well as "the biggie": why we teach. In this presentation, I seek to address several of these issues by exploring ways in which we might strive to recognize, understand, and appreciate the educational expectations of today's students, with an eye toward impressing upon them the enduring value of mastering grammar, logic, and rhetoric in world seemingly unconstrained by rules, boundaries, or convincing arguments.



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Carson-Newman College Center for Global Education

The University of Tennessee, Knoxville

Kate Jackson, Lynne Armstrong, and the staff of the Knoxville Convention Center

Diane Hamilton and the Knoxville Museum of Art

Kelli Gibson, Laney Shorter, and Visit Knoxville

New Reader Press

National Geographic Learning/CENGAGE

Wal-Mart Stores

Corwin Press

Imagine Learning

Rebecca Cobbs and the Hilton Knoxville

David Schwartz and the Holiday Inn, Downtown World's Fair Site

Say Cheese Photo Booth

DJ Party Boys

Dr. David Silva

Dr. Stephen Stoyloff

Dr. Rebecca Oxford

Dr. Luciana de Oliveira

Dr. David Vawter

Becky Guinn

Amber Warren

Maria Dove

Andrea Honigsfeld

Danny Trent

Knox Central High School

Connie Banks and Crystal Fields, Carolina TESOL- Hosts for SETESOL 2013

SETESOL 2004- Jan Lanier, Susan Howell, Frank Leach, and Diane Mackey

TESOL

Sunita Watson & TNTESOL

SETESOL Council

All of our exhibitors and concurrent session presenters

Thursday, September 27, 2012

KEYNOTESPEAKER

Dr. Rebecca L. Oxford
Professor of Language
Education
Air University



How Can You Help Children Learn More Effectively: A Treasure Trove of Learning Strategies

Rebecca L. Oxford, Ph.D., is Professor of Language Education and Research at Air University, a graduate university of the US Air Force. She has published more than 160 articles and book chapters on language learners, language learning, instructional technologies, culture, and teaching methods.

She edited and authored many books on teaching foreign languages and culture and served as a series editor of a multivolume program, Tapestry, used around the world for teaching English as a second or foreign language. The Lifetime Achievement Award she received from Heinle/Thomson states

that her research "has changed the way the world teaches languages." She has new books coming out on the language of peace, global cultures of peace, and transformative eco-education.

Thursday Agenda



7:00 a.m. - 6:00 p.m.

Registration

8:00 a.m. - 5:00 p.m.

Exhibitors' Concourse Open

7:00 a.m. - 8:30 a.m.

Breakfast at KCC

7:15 a.m. - 7:45 a.m.

Newcomers' Orientation

8:00 a.m. - 12:15 p.m.

Morning Concurrent Sessions

10:45 a.m. - 11:15 a.m.

Energy Break @ KCC: Henley Concourse

12:30 p.m. - 1:30 p.m.

Lunch, KCC Ballrooms D-G

1:30 p.m. - 2:30 p.m.

Rebecca Oxford, Keynote

2:45 p.m. - 4:30 p.m.

Afternoon Concurrent Sessions

4:30 p.m. - 5:00 p.m.

Door Prizes in Exhibitors' Concourse

5:00 p.m. - 6:45 p.m.

Dinner on Your Own

7:00 p.m. - 9:00 p.m.

TNT (Thursday Nite in Tennessee)

@ Knoxville Museum of Art

Thursday at a Glance

Thursday Sessions and Time	300A	300B	300C	300D
7:00 – 6:00	Registration Business Center			
7:15-7:45	Newcomers' Orientation KCC 301A			
8:00 – 5:00	Exhibitors' Concourse Cumberland			
7:00-8:30	Breakfast KCC: Cumberland & Henley Concourses			
8:00-8:45	Creating and Implementing Standardized Editing Symbols for IEPs A. Chrisman	Nurturing Biliteracy: Guiding Latino Students (K-5) to Make Connections A. Cain	Kigali and Phoenix: Parallels between Pre-genocide Rwanda and Arizona's Anti-Immigration Wave E. Dwyer	Exploring Language and Values, Changing Lives: Service-Learning in Atlanta D. Clark, M. Aberle-Grasse, & C. Followill
9:00-9:45	Focusing on Writing: The Importance of Mentor Text K. Pruitt		Using Parents' Stories to Raise Cultural Awareness and Understanding T. Davis	Building Balanced Bilinguals: A Platform for International Success T. Beard
10:00-10:45	From Practice to Publication: You can be a Published Author! J. Paraiso & D. Craig	Cultural Immersion Program: University Undergraduate Student Involvement in IEPs N. Bloemke	The ESL Juggling Act: Teaching Content Language and Literacy D. Siege	Student Learning Outcomes in the IEP Reading Curriculum S. Meyer

Thursday at a Glance

301A	301B	301C	301D	301E
Registration Business Center				
Newcomers' Orientation KCC 301A				
Exhibitors' Concourse Cumberland				
Breakfast KCC: Cumberland & Henley Concourses				
The Cumulative Sentence: Why Teach It? S. Bolger & M. Burka	Connecting ELL Specialists Content Area Teachers through Reflective Professional Development C. Smith & P. Carter	Evidence of Language Transfer in Native Arabic Speakers' Writing T. Mohammad	ESL Coaching: Moving from Serving Students to Mentoring Teachers C. Ponder & R. Carden	The Need for Different Strategies in Homogeneous and Heterogeneous ESL Classes T. Nemanic
Active Learning Strategies for Engaging Students David Silva	Visual Techniques of Presenting English Grammar to ESL Students E. Haas	Picture Books and English Learners: Building the Mathematical Achievement Gap R. Reed	Crafting Multi-Culturalism in a Not So Multi-Cultural School E. Kiani, R. Chapman, & H. Simmons	National Geographic Learning/Cengage M. Huckaby
Utilizing Technology to Increase Pronunciation and Intonation Proficiencies for Adult L2 English Learners D. Kellerman	Image Grammar: Enhancing Students' Writing C. Davenport	LTEs: Special Challenges Facing Secondary Teachers G. Kirby	Engage Your Students! Creating Independent Learners Through Hands-on Literacy Activities M. Mousa & S. Fred	English Learners and the Mathematical Practice Standards L. Trower

Thursday at a Glance

Thursday Sessions and Time	300A	300B	300C	300D
10:45-11:15	Energy Break KCC: Cumberland Concourse			
11:30-12:15	Students of the Roundtable: Teaching and Assessing Academic Discussion Skills L. Bowles, A. Chrisman, V. Ghaderi, & K. Gude	Experiential Learning for Beginner Students A. Green & L. Ray	Connecting Classrooms with Community: Empowering and Educating ESL Families J. Harrison & T. Loftis	Differentiating Instruction in College-Level Chinese EFL Settings C. Liu, L. Xue, & M. Wilson-Patton
12:30-1:30	Lunch at Knoxville Convention Center Ballrooms D-G			
1:30-2:30	How Can You Help Children Learn More Effectively: A Treasure Trove of Learning Strategies Rebecca Oxford, Keynote Speaker Ballrooms D-G			
2:45-3:30	Here and Now: The WRITE Time and WRITE Place to Be! C. Fields	Echoes from the Field: Examination of Fieldwork in ESL Licensure Coursework D. Craig	EXITO! P. Gaddis & J. Castaneda	Understanding Arabic: Insights to Improve your ESL Instruction to Arabic Speakers J. Garlington
3:45-4:30	Reading, Reading, and More Reading-An Extensive Reading Elective L. Sanford	Faculty Perceptions of English Usage among Non-Native-English Speaking Students M. Diamond, A. Head, B. Topping, L. Boone, D. Raffalovich	Reaching Beyond the Classroom: Why, When and How M. Jimenez, E. Craig, R. Schubert & J. Vrieswyk	Reflecting on the Characteristics of Successful Saudis in the Academic Classroom E. Thomas & E. Brittain
4:45-5:00	Door Prizes in Exhibitors' Concourse			
5:00-6:00	Dinner on Your Own			
7:00-9:00	Thursday Nite in Tennessee Knoxville Museum of Art			

Thursday at a Glance

301A	301B	301C	301D	301E
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Energy Break

KCC: Cumberland Concourse

Enhancing Communication: Teaching Listening and Speaking Strategies R. Oxford	Speaking Class PAIRadise: New Pairing Method Reinvigorates Classic Oral Activities A. Lackey & J. Cristofi	Writing Through Genre Study Using the Optimal Learning Model and Conferencing H. Woodroof	Fun with Phrasal Verbs T. Gonzales & T. Craft	Best Practices in Grammar Teaching M. Baez
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Lunch at Knoxville Convention Center

Ballrooms D-G

How Can You Help Children Learn More Effectively: A Treasure Trove of Learning Strategies

Rebecca Oxford, Keynote Speaker

Ballrooms D-G

Eye Openers: 1 Hr. Classroom Exchanges between ESL and University Students R. Guler	Connecting the Language of Math with Math Instruction J. Terrell & E. Thurmond	Co-Teaching in the Content Classroom: Collaborating to Meet Academic Needs of ELs E. Choi & B. Booker	Effective Coaching for Effective Teaching E. Paredes, L. Bowles & L. Sanford	Interactive Ideas to Teach Practical Information Including Laws, Finances, and Education R. Fuchs
Addressing Academic Language and the Common Core in Multilevel, Multicultural Classrooms M. McClosky & M. Wilson-Patton	Connect...They <i>Will</i> Learn: Techo ELL Resources for Millennials, X and Gen-Yers P. Davis-Wiley	What?! Me, Accommodate?! D. Vaughn	Maximize Your Time: How to Be an Effective (Overloaded) EL Teacher H. Hubbard, D. Buhl, & A. Foss	How to Turn a Table Into a Cave: Connecting to Curriculum S. Watson

Door Prizes in Exhibitors' Concourse

Dinner on Your Own

Thursday Nite in Tennessee

Knoxville Museum of Art

Index of Thursday Presentations and Abstracts

Creating and Implementing Standardized Editing Symbols for IEPs

Ada Chrisman, Virginia Tech Language and Culture Institute

8-8:45

300A

Learn how one IEP created a standardized set of editing symbols through an instructor led collaborative process. Find out how the standardized symbols were implemented and how they streamline the writing process making grading faster for teachers and maintaining consistency for students across levels while improving their ability to self-correct.

Practice-oriented, higher education, instructional methods

Nurturing Biliteracy: Guiding Latino Students (K-5) to Make Connections

Amy Cain, Georgia State University

8-8:45

300B

Conference will include a theoretical understanding of biliteracy, connections between English and Spanish (cognates, morphology, and similarities/differences), and strategies for connecting with students' background knowledge and prior experiences.

Practice-oriented, teacher education, bilingual instruction

Kigali and Phoenix: Parallels between Pre-genocide Rwanda and Arizona's Anti-immigrant Wave

Eric Dwyer, Florida International University

8:00-8:45

300C

In this session, the presenter reports that current events regarding Arizona's immigrants actually resemble those of pre-genocide Rwanda. He offers several parallels between these two eras and invites participants to consider discussion of the parallels as a means of advocating for language minority students.

Research-oriented, policy, teacher education

Exploring Language and Values, Changing Lives: Service-Learning in Atlanta

*Dana Clark, Melissa Aberle-Grasse, Crystal Followill
Georgia Tech Language Institute*

8:00-8:45

300D

Presenters will show and discuss an integrated-skills service-learning course in which students volunteered at the Boys and Girls Club. They will highlight key logistical considerations of setting up a service-learning course, demonstrate the process of reflecting on and refining activities, and share videos and scripts of the inspirational outcomes.

Practice-oriented, higher education, culture, instructional methods

The Cumulative Sentence: Why Teach It?

*Susan Bolger, Melissa Burka
Metropolitan Nashville Public Schools*

8:00-8:45

301A

A fun, versatile, HOT way of writing, cumulative sentence structure will transform even beginners into confident writers. Learn how to use the six traits of good writing rubric with peer review, conferencing, and revision.

Practice-oriented, secondary, adult education, higher education, instructional methods, media and technology

Connecting ELL Specialists and Content Area Teachers through Reflective Professional Development

*Claudia Triana-Smith, Patricia Calderon-Carter
Petal School District, Petal, MS*

8:00-8:45

301B

Attendants will experience a model of how to connect ELL specialists with content-area teachers through professional development. Presenters will show how teachers with limited resources, in areas with small ELL populations, can convey the importance of understanding the difference between social and academic language and its classroom implications for instructions.

Workshop, elementary, secondary, instructional methods, teacher education

Index of Thursday Presentations and Abstracts

Evidence of Language Transfer in Native Arabic Speakers' Writing

Teba Mohammad

English Language Institute (University of Florida)

8-8:45

301C

This presentation focuses on specific experiences teaching English as a Second Language to Arabic native speakers. The presenter provides insight into error patterns that Arab students make in written language and the affect that their first language has on the English language learning process.

Practice oriented, adult education, error analysis, language transfer

ESL Coaching: Moving from Serving Students to Mentoring Teachers

Cindy Ponder & Rachael Carden

AMTESOL

8-8:45

301D

Imagine our surprise when our school system (three weeks into the school year) moved from ESL Pullout/Resource to working with classroom teachers! How can one person serve 5 to 8 schools? What successes did we celebrate in our first year? What did this first year teach us to better serve our ESL students in this way?

Practice oriented, elementary, secondary

The Need for Different Strategies in Homogeneous and Heterogeneous ESL Classes

Todd Nemanic

Savannah College of Art and Design

8-8:45

301E

How can we maximize the advantages of homogeneous and heterogeneous classes while minimizing the disadvantages? Teaching a roomful of same-first-language students and a group composed of students with a variety of first languages and cultures, utilizing the same strategies, will underserve at least one of those classes.

Practice oriented, higher education, instructional methods, teacher education

From Practice to Publication: You can be a Published Author!

*Johnna Paraiso, Rutherford County Schools,
& Dorothy Valcarcel Craig, Middle Tennessee
State University*

9-9:45

300A

TNTESOL Journal needs you! Sharing your "best practices" and research via a published article is both rewarding and beneficial to the profession. This session will take you through the steps of preparing a publication for TNTESOL Journal. This interactive session will help participants convert ideas into possible published articles!

Practice oriented, elementary, secondary, TNTESOL Journal

Index of Thursday Presentations and Abstracts

Using Parents' Stories to Raise Cultural Awareness and Understanding

Tammy Davis

Alabama-Mississippi TESOL

9-9:45

300C

The presenter will tell how using the stories of parents of English Learners helped increase cultural awareness, understanding, and tolerance among faculty and administrators in an elementary school with a rapidly growing Hispanic population.

Practice-oriented, elementary, secondary, culture

Building Balanced Bilinguals: A Platform for International Success

Todd M Beard

Head of English as an Additional Language at the International School of London in Surrey

9-9:45

300D

Is L1 important? The understanding that monolinguals have the advantage is still prevalent. Knowing the benefits of bilingualism and supporting it throughout education is vital to a student's long-term success. Hear how bilingual education works in a UK-based international school and why it is important in a changing world.

Practice-oriented, elementary, secondary, program administration, policy, bilingualism, bilingual instruction

Active Learning Strategies for Engaging Students

David Silva

At this session, participants will learn about and share ideas about techniques for encouraging students to take a more active role in their own learning by engaging them during class meetings.

Visual Techniques of Presenting English Grammar to ESL Students

Evgeniya Haas

ELS Language Centers –Clear Lake

9-9:45

301B

Participants will learn and practice various engaging techniques of visual representation of grammar that assist students with better comprehension of grammar structures and meaning.

Practice-oriented, higher education, instructional methods

Picture Books and English Learners: Bridging the Mathematical Achievement Gap

Rebekah Reed

Hamilton County

9-9:45

301C

This presentation will demonstrate how teachers can bring picture books into the classroom as a means to bridge the gap between English learners and the abstract concepts of mathematics. Sample lessons and a variety of concepts will be addressed to give teachers another avenue to pursue when our ELs struggle.

Practice-oriented, elementary, secondary, culture

Crafting Multi-Culturalism in a Not So Multi-Cultural School

Erica Kiani, Rachel Chapman, Haley Simmons

Etowah County Schools EL Program

9-9:45

301D

All elementary teachers love a colorful classroom, but not all teachers know how to create a multi-cultural classroom. We will share simple steps that can be done quickly to revamp your room. You will leave this presentation with ideas to implement in your own classroom and to share with colleagues.

Practice-oriented, elementary, secondary, culture, teacher education

Index of Thursday Presentations and Abstracts

Using YouTube Videos in IEP Conversation Classes

LaTasha Charbonnet Gonzales

9-9:45

301E

Finding interesting and relevant topics for conversation classes can be challenging. In this session, the presenter shows several YouTube video clips used in Conversation classes to improve speaking skills and develop critical thinking skills as well as keeping students engaged and interested.

Practice-oriented, higher education, materials, media and technology

Focus on Writing: The Importance of Mentor Text

Keith Pruitt

*Words of Wisdom Educational Consulting/ Pearson
ELT*

10-10:45

300A

Do you have difficulty getting students to write? All students, regardless of age, can learn how to write using a very simple mentor text process. Come see how the dynamics of writing can change when we focus on writing using mentor texts.

Practice-oriented, elementary, secondary, applied linguistics, instructional methods

Cultural Immersion Program: University Undergraduate Student Involvement in IEPs

Nate Bloemke

University of Florida English Language Institute

10-10:45

301B

Undergraduate students are an important resource for university-affiliated Intensive English Programs. This presentation highlights how native English-speaking university students can serve as guides and encourage oral communication by filling different roles within an IEP cultural immersion program.

Practice-oriented, higher education, program administration, culture

The ESL Juggling Act: Teaching Content, Language, and Literacy

Dana Siegel

TNTESOL

10-10:45

301C

Do you feel as though you are juggling content and language instruction in your lessons? Learn how to integrate these focus areas into your ESL instructional program. Real life examples of stellar lessons (and those that were less than mediocre) will be shared and discussed.

Practice-oriented, elementary, secondary, instructional methods, materials

Student Learning Outcomes in the IEP Reading Curriculum

Suzanne Meyer

English Language Institute, University of Tennessee

10-10:45

301D

In the IEP setting, "skills" courses are often taught discretely; however, connecting skill sets is essential when developing student learning outcomes (SLOs) for the reading curriculum. Specifically, practical techniques are presented to develop SLOs that function at the course level, connect courses, and contribute to a cohesive curriculum.

Practice-oriented, higher education, program administration, materials, curriculum

Image Grammar: Enhancing Students' Writing

Charity Davenport

English Language Institute, University of Tennessee

10-10:45

301A

This session will consider writing techniques that help ESL students improve grammar use and increase understanding of grammar knowledge. These techniques also help students build a more native writer-like "voice" while formulating their own voice in writing. The strategies are based on ideas found in Image Grammar: Using Grammatical Structures to Teach Writing (1999) by Harry R. Noden, which is widely used by public school teachers in mainstream English (not ESOL) classes.

Practice-oriented, secondary, higher education, instructional methods

Index of Thursday Presentations and Abstracts

Utilizing Technology to Increase Pronunciation and Intonation Proficiencies Adult L2 English Learners

Deborah Kellermann

University of Florida English Language Institute

10-10:45

301B

This effective plan utilizes a software audio recording program, Audacity, as a tool to improve the pronunciation and intonation patterns of adult intermediate and advanced level ESL students. The steps include using TOEFL iBT speaking task practices and then Dr. Seuss books as recording material.

Practice-oriented, adult education, higher education, instructional methods, media and technology

LTELs: Special Challenges Facing Secondary Teachers

Gail Kirby

Western Kentucky University

10-10:45

301C

Long-term English Learners (LTELs) pose unique challenges in secondary education. This presentation will highlight effective prevention and approaches for teachers to take to assist students in overcoming these challenges.

Practice-oriented, secondary, higher education, teacher education

Engage Your Students! Creating Independent Learners through Hands-on Literacy Activities

Meredith Mousa & Sandy Fred

Lenoir City Elementary School, TN

10-10:45

301D

Come learn about ways to engage your students in literacy activities that allow students to practice, demonstrate, and extend learning independent of the teacher. A PowerPoint will be presented to explain and show specific activities in use. A list of activities will be available for immediate use in the classroom.

Practice-oriented, elementary, instructional methods, materials

English Learners and the Mathematical Practice Standards

Leticia M. Trower

SIOP Coach, Gaston County Schools NC

10-10:45

301E

What do the new Common Core State Standards for Mathematical Practice mean for English Learners? How can educators support ELs' language development as they strive to meet these new standards? In this session, participants will answer these questions and more by deconstructing the standards and developing appropriate classroom activities.

Practice-oriented, elementary, secondary, instructional methods

Students of the Roundtable: Teaching and Assessing Academic Discussion Skills

Liz Bowles, Ada Chrisman, Vanessa Ghaderi, Kay Gude

Virginia Tech Language and Culture Institute

11:30-12:45

300A

How can we help students develop the ability to actively participate in academic discussions? This session will introduce the roundtable discussion technique of teaching, practicing, and assessing academic discussion skills. Rubrics for instructor and peer assessment will be provided.

Practice-oriented, higher education, assessment/evaluation, instructional methods

Experiential Learning for Beginner Students

Ashley Green & Laura Ray

Old Dominion University

11:30-12:15

300B

Experiential learning allows beginner students to experience English outside of the classroom, while gaining linguistic and cultural competence. The presentation will share practical ideas for creating a new course, with examples of activities, assessment, and teaching methods.

Practice-oriented, higher education, culture, instructional methods

Index of Thursday Presentations and Abstracts

Connecting Classrooms with the Community: Empowering and Educating ESL Families

*Julie Harrison, Federal Programs Supervisor, Wilson
County Schools*

*Tara Loftis, Parent Involvement, Federal Programs,
Wilson County Schools*

11:30-12:15

300C

This workshop will demonstrate useful parent involvement strategies that are designed to educate and empower ESL parents. Attendees will learn creative ways to integrate formative assessment strategies in their classrooms, facilitate workshops, and use outside community resources to build ESL parent involvement while promoting community awareness.

*Workshop, elementary, secondary, teacher education, effective ESL parent
and community involvement strategies*

Differentiating Instruction in College-Level Chinese EFL Settings

*Chen Liu, Department of Teaching and Learning,
Peabody College, Vanderbilt University*

*Lu Xue, Department of Teaching and Learning,
Peabody College of Education and Human
Development, Vanderbilt University*

*Mary Elizabeth Wilson-Patton, Belmont University
School of Education*

11:30-12:15

300D

This presentation examines the culture/history of EFL instruction in China, current observations in Chinese college-level EFL classrooms, and examples of uses of differentiated instruction in the U.S. and the world. It then explores possibilities, challenges, and strategies related to implementing DI in Chinese college-level EFL classrooms.

Practice-oriented, higher education, instructional methods

Enhancing Communication: Teaching Listening and Speaking Strategies

Rebecca Oxford

9-9:45

301A

Speaking Class PAIRadise: New Pairing Method Reinvigorating Classic Oral Activities

Andrew Lackey & Jason Cristofi

11:30-12:15

301B

Group interaction is key to any oral class and often the most efficient groups are groups of two. Teachers need techniques to insure a variety of partners. "PAIRadise" maximizes our ability to form multiple sets of unique pairs. By using this pairing method, we are able to randomize partner selection.

Practice-oriented, instructional methods

Writing Through Genre Study Using the Optimal Learning Model and Conferencing

Heather Woodroof

Metropolitan Nashville Public Schools

11:30-12:15

301C

Using video clips, student work samples and examples of modeled and shared writing, the presenter will demonstrate an approach to writing focusing on a particular genre. Key elements of the approach include immersion into the genre, identifying genre characteristics, modeled writing, shared writing and conducting public revision and editing conferences.

Practice-oriented, elementary, secondary, instructional methods

Index of Thursday Presentations and Abstracts

Fun with Phrasal Verbs

Tara Gonzales & Terri Craft
Arkansas State University

Want some fun strategies to engage your students when presenting phrasal verbs? *Fun with Phrasal Verbs* is the right choice. In this session, you will see how to use games and group activities to help students more fully comprehend the subtle nuances of phrasal verbs.

11:30-12:15

Practice-oriented, adult education, higher education, culture, instructional methods

301D

Best Practices in Grammar Teaching

Mary Louise Baez, Cambridge University Press

11:30-12:15

Students are always looking for ways to improve their grammar. This session describes ways to maximize student learning by: focusing on the way grammar is used in written and spoken contexts, facilitating noticing, creating effective activities, eliminating common mistakes, and applying grammar in writing. Examples come from *Grammar and Beyond*.

301E

Practice-oriented, higher education, program administration, instructional methods, materials

Here and Now: The WRITE Time and WRITE Place to Be!

Crystal Fields, Carolina TESOL, Lancaster County
School District, SC

2:45-3:30

Looking for strategies to focus students' attention and electrify their minds with ideas to transform their writing from dry and boring into authentic and creative? Discover ways to make writing come to life using beliefs and experiences as the foundation to inspire and improve writing. The WRITE place to be!

300A

Practice-oriented, elementary, secondary, instructional methods

Echoes from the Field: Examination of Fieldwork in ESL Licensure Coursework

Dorothy Valcarcel Craig
Middle Tennessee State University

2:45-3:30

This session will present findings from a study, which examined the structure and role of fieldwork in ESL licensure coursework. Data collected involved artifacts selected from classroom-based tasks that focused on problem identification, ethnography, and improving practice for ELLs in the areas of instruction and assessment.

300C

Research-oriented, higher education, teacher education, action research for ESL practitioners

EXITO!

Paula Gaddis, Tennessee Department of Education
Jessica Castaneda, Tennessee Opportunity Programs

2:45-3:30

EXITO is an effective way to help non-English speaking parents prepare their children for kindergarten. This session will share the EXITO program the Tennessee Migrant Education Program uses to help parents learn games to play with their children that help them master subjects such as colors, numbers, shapes, and ABC's.

300C

Practice-oriented, migrant education, instructional methods, pre-school

Understanding Arabic: Insights to Improve Your ESL Instruction to Arabic Speakers

Joseph Garlington
UTK English Language Institute

2:45-3:30

In this presentation, the role of Arabic as a key component of Arab identity will be reviewed as well as key linguistic components of Arabic including common structural, syntactic and pronunciation errors. These insights into the language will help instructors improve ESL instruction by better understanding Arab identity as well as identifying and understanding certain common errors rooted in L1. While many of the ideas are presented in an IEP context, they are easily applicable to other teaching situations.

300D

Practice-oriented, higher education, culture, instructional methods

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Eye Openers: 1 Hr. Classroom Exchanges between ESL and University Students

Rebecca Guler

ELS Language Centers- Houston Clear Lake

12:45-3:30

301A

ESL students are a valuable, free, often overlooked resource for cultural interaction on campuses. Learn how ESL and university staff partner for 1-hr. classroom interactions, providing genuine culture for university students and speaking practice for ESL learners. Presentation includes highlights of successful partnerships year-round at two universities and their IEPs.

Practice-oriented, higher education, applied linguistics, culture

Addressing Academic Language and the Common Core in Multilevel, Multicultural Classrooms

Mary Lou McCloskey, Educo

Mary Elizabeth Wilson-Patton, Belmont University

2:45-3:30

301B

Success for ELLs requires the development of strong academic language skills, as reflected in English language, Common Core, and subject area standards. Presenters review research on building academic language, discuss strategies/techniques to enhance ELL academic language proficiency, and demonstrate application in a thematic unit addressing "Cultural Conflict in America."

Practice-oriented, secondary, instructional methods

Co-Teaching in the Content Classroom: Collaborating to Meet the Academic Needs of English Learners

Elizabeth Choi, Metro Nashville Public Schools

Byron Booker, Knox County Schools

Laicee Hatfield, Knox County Schools

2:45-3:30

301C

The collaborative classroom creates multiple opportunities for ELs to be successful. Presenters will share effective models of co-teaching, classroom anecdotes, and data that supports the practice of collaboration. Participants will take away specific co-teaching strategies that make content accessible and engage all learners.

Workshop, secondary, instructional methods, collaborative practices

Effective Coaching for Effective Teaching

Elsie E. Paredes, Liz Bowles, Linda Sanford

Virginia Tech Language & Culture Institute

2:45-3:30

301D

Faculty supervision and evaluation are two essential but separate functions that program administrators must carry out to promote teacher growth and effectiveness. This session will describe and discuss a supervision/evaluation model that an IEP uses to enhance teacher performance. Participants will learn effective classroom coaching techniques and practices.

Practice-oriented, higher education, program administration/supervision

How to Turn a Table Into a Cave: Connecting to Curriculum

Sunita Watson

TNTESOL

2:45-3:30

301E

Ready to move into the realm beyond BICS? This session will help you gain insights into relating content and language acquisition. Come prepared to go spelunking, dive into the depths of the sea, or put on your battle armor. We will turn a classroom into an extreme site for learning!

Workshop, elementary, instructional methods, materials

Reading, Reading, and More Reading – An Extensive Reading Elective

Linda Sanford

Virginia Tech Language and Culture Institute

3:45-4:30

300A

The implementation of an extensive reading elective in an IEP will be described. A brief overview of the principles of extensive reading programs will be provided, as well as the curriculum developed for the class. Preliminary student data and curriculum evaluation will also be reviewed.

Practice-oriented, higher education, instructional methods, materials

Index of Thursday Presentations and Abstracts

Faculty Perceptions of English Usage among Non-Native-English-Speaking Students

Mary Diamond, Auburn University-International Scholars English Center

Anna Head, Enterprise State Community College

Beth Topping, Auburn University and Chattahoochee Valley Community College

Lauren Boone, Harding University

Daniel Raffalovich, Auburn University

3:45-4:30

300C

This panel presents results of surveys conducted on four campuses regarding faculty perceptions of NNS students' English use and instructors' linguistic, teaching, and social backgrounds and faculty perceptions of their own English ability. Also examined are effects of increasing numbers of non-native-English-speaking students in higher education on faculty perception

Panel discussion, higher education, program administration, culture

Reaching Beyond the Classroom: Why, When and How

Marisol Jimenez, Ellen Craig, Rita Schubert, Jacob Vrieswyk, Stacy Williams

Hamilton County Schools

3:45-4:30

300C

All ESOL teachers are aware of the cultural and economic obstacles that keep our students and their families from fully utilizing the resources of their communities. The question we face is "Should we help?" This session will help those of us who answer "Yes!" to discuss why and how.

Panel discussion, elementary, secondary, justice

Reflecting on the Characteristics of Successful Saudis in the Academic Classroom

Elizabeth Thomas & Elise Brittain

International English Institute

3:45-4:40

300D

What successful characteristics do Saudi Arabian learners exhibit? How does this inform teaching practice in institutions of higher education within the U.S.? Session attendees will be invited to interpret the results of a survey designed within an IEP to reveal insight into these questions.

Research-oriented, adult education, higher education, culture teacher education

Connecting the Language of Math with Math Instruction

Jeff Terrell & Elaine Thurmond

GATESOL

3:45-4:30

301A

No matter their previous educational experience, ELLs need vocabulary instruction in the area of math. In addition, students need to be encouraged to discuss the hows and whys of problem solving. Participants will learn strategies for small groups and individual activities to increase math vocabulary, engagement and classroom performance.

Practice-oriented, elementary, secondary, instructional methods

Connect...They Will learn: Tech ELL Resources for Millennials, X and Gen-Yers

Patricia Davis-Wiley, The University of Tennessee

3:45-4:30

301B

This fast-paced session shares a plethora of internet-accessible, teacher-friendly, student-focused activities, resources and tools to connect, engage, challenge and delight today's millennial ELLs, from ELDA pre-functional to proficient levels.

Practice-oriented, elementary, secondary, higher education, instructional methods, media and technology

Index of Thursday Presentations and Abstracts

What?! Me, Accommodate?!

Debbie Vaughn, *TNTESOL*

3:45-4:30

Teachers of content areas (Mathematics, Social Studies, Science) often need the ESL teacher's professional advice and guidance on exactly how to help Language Learners use and understand academic language. Get specific tools to do just that...

301C *Practice-oriented, elementary, secondary, program administration, teacher education*

Maximize Your Time: How to Be an Effective (Overloaded) EL Teacher

Holly Hubbard, De Anna Buhl, Amanda Foss

Etowah County Schools, Gadsden, AL

3:45-4:30

Our school system has 3 EL teachers to serve 250 students in 20 schools. Over time, we have developed ways to overcome difficulties with time and limited resources. During this presentation, you will learn strategies using technology, higher education resources, and other ideas to increase your effectiveness.

Practice-oriented, elementary, secondary, instructional methods

301D

Interactive ideas to teach practical information including laws, finances and education

Lee Shainis, *Intercambio Uniting Communities*

3:45-4:30

This interactive workshop will provide teachers of adult ELL students with ideas for teaching and discussing U.S. laws, health, finances, education, culture and other practical information in a respectful, interactive and fun way. Participants will walk away from the workshop with user-friendly materials, ideas, and activities to begin using immediately.

301E

Demonstration, adult education, higher education, culture, teacher education



Carson-Newman College is pleased to invite you to continue your professional development through four of our Master of Education online programs! Program options include:

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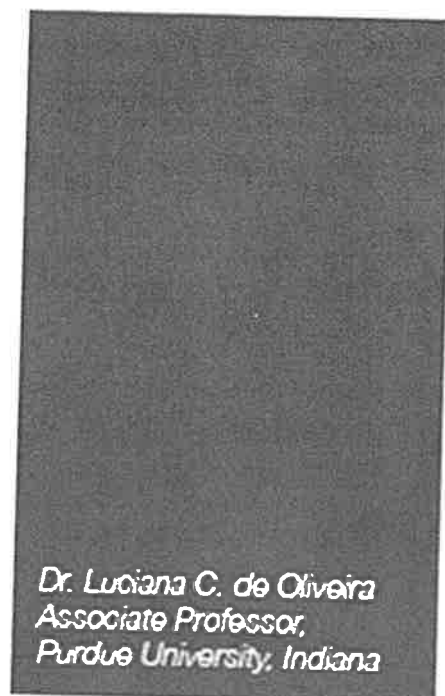
Dr. Sharon T. Teets, Chair of Education Department; Carson-Newman College; Jefferson City, TN 37760; steets@cn.edu or call 865-471-3462.

Interested in an Ed.D. or Ed.S.? We are proposing a new program with a projected start date of 2013! Contact us!



Friday, September 28, 2012

KEYNOTESPEAKER



*Dr. Luciana C. de Oliveira
Associate Professor,
Purdue University, Indiana*



Connecting Language and Content: Reflecting on the Role of Language in the K-12 Content Area Classroom

Dr. Luciana C. de Oliveira is Associate Professor of Literacy & Language Education and Director of the English Language Learning (ELL) licensure program in the Dept of Curriculum & Instruction at Purdue University. Her research focuses on issues related to teaching English Language Learners (ELLs) at the K-12 level, including the role of language in learning the

content areas and teacher preparation for working with ELLs. Her work has appeared in Teachers College Record, Journal of Teacher Education, Journal of English for Specific Purposes, English Education, The History Teacher, and other books and journals. She is the author of *Knowing and Writing School History: The Language of Students' Expository Writing and Teachers' Expectations*, which received the David

E. Eskey Award for Curriculum Innovation from the California TESOL (CATESOL) organization. She has held several leadership positions within international, national, and state professional organizations. She is Past President of the Indiana TESOL (INTESOL) association. Dr. de Oliveira has over 20 years of teaching experience with ELLs across different grade levels.

Friday, September 28, 2012

INVITED SPEAKER



What can we learn from 'literacy-based' teaching?

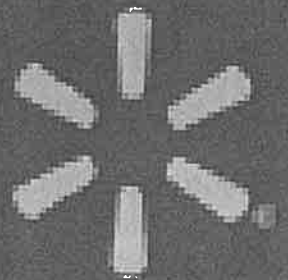
Amber Warren is a PhD student and Associate Instructor in the Literacy, Culture and Language Education Department at Indiana University where she teaches graduate and undergraduate teacher education courses in pedagogy of writing instruction, content-area literacy, and mentorship

and coaching. Her teaching experience includes EFL and ESL in K-12 settings in the US, South Korea, and Thailand. She has co-designed and led workshops in the use of wikis for SEETA (the Southeastern European Teacher's Association), served on the board of INTESOL (Indiana TESOL), and is the current president of her department's

graduate student organization. Her areas of interest include digital and new literacy studies, writing for academic purposes, and content-based and literacy-based methods in language teaching. Her current research is focused on using literacy-based methods with preservice World Languages and ESL teachers.

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Friday, September 28, 2012

KEYNOTESPEAKER



*Becky Guinn
Former Alabama State
Teacher of the Year*

Through the Looking Glass: A Reflective Perspective

Becky Guinn, a lifetime artist, has overcome many obstacles to continue her passion for the arts. After losing both her arms and legs to a catastrophic reaction to medication in 2002, she has diligently worked to return to the talents she developed throughout her life.

She returned to her position as a full-time high school art teacher in the fall of 2003, just

seven months after her quadruple amputations. In the summer of 2003, she completed her master's degree in Educational Curriculum and Technology. In 2008, she retired from her teaching career and began a non-profit venture, Hooked on Art. Through this program, in conjunction with the Alabama Art Educators Association, she travels to schools throughout Alabama and provides

needed art instruction. In her free time, she continues to paint and produce meaningful works of art that express her appreciation for beauty and life.

Becky's determination remains as inspiration to her friends and family. She credits her strength and endurance to her faith and encouragement of those around her.

Friday, September 28, 2012

INVITED SPEAKERS



Common Core Collaborations: An Integrated Service Delivery System for ELLs & Seven Co-teaching Models to Support ELLs

Andrea Honigsfeld, Ed.D. is a professor and **Maria G. Dove, Ed.D.,** is an assistant professor both in the Division of Education at Molloy College, in Rockville Centre, New York. Employing their extensive experience as ESL specialists and TESOL teacher educators, they have published articles and book chapters concerning the

education of ELLs. They frequently provide professional development regarding teacher collaboration and inclusive approaches for instruction. Their best-selling coauthored book *Collaboration and Co-teaching: Strategies for English Learners* was published by Corwin in 2010, and their coedited volume *Co-teaching and*

other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendation published in 2012 by Information Age Publishing. They also co-edited the Fall 2012 Special Topic Issue of *TESOL Journal* and currently working on three Corwin Press publications related to the Common Core State Standards.

Friday Agenda



7:00 a.m. - 5:00 p.m.

Registration

8:00 a.m. - 5:00 p.m.

Exhibitors' Concourse Open

7:00 a.m. - 8:00 a.m.

Breakfast at KCC

7:15 a.m. - 7:45 a.m.

Newcomers' Orientation

8:00 a.m. - 10:45 a.m.

Morning Concurrent Sessions

10:45 a.m. - 11:15 a.m.

Energy Break

11:15 a.m. - 12:15 a.m.

Luciana de Oliveria, Keynote

12:30 p.m. - 1:30 p.m.

Lunch on Your Own

1:45 p.m. - 3:30 p.m.

Afternoon Concurrent Sessions

3:45 p.m. - 4:30 p.m.

Becky Guinn, Keynote

4:30 p.m. - 5:00 p.m.

Door Prizes in Exhibitors' Concourse

4:30 p.m. - 6:00 p.m.

SETESOL Council Meeting

4:30 p.m. - 7:00 p.m.

TNTESOL Executive Board Meeting

Friday at a Glance

Friday Sessions and Time	300A	300B	300C	300D
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7:15-7:45	Newcomers' Orientation KCC 301A			
8:00 – 5:00	Exhibitors' Concourse Cumberland			
7:00-8:30	Breakfast KCC: Henley & Cumberland Concourses			
8:00-8:45	Using Your ESL Textbook Creatively K. Boswell	Reading Difficulties of a Hindi Language Speaker in English V. Taneja	Listening to EL Families: Building Bridges for Student Learning N. Morel & C. Cushman	Our Story: A Model of Student and Teacher Collaboration S. White & J. Gonzales
9:00-9:45	Working for You: The National Council of State Title III Directors J. Lanier & S. Hale	Which Comes First- Curriculum or Discipline? P. Pitts	Classroom Culture Produces Pre-Service Success S. Hixson, G. Johnson, & K. Stroud	Everyday English Verb Wheels: Understanding Informal Phrasal Verbs in English E. Chitty
10:00-10:45	FUTURE: The Perfect Pathway to Careers K. Pruitt	Orienting New Teachers to an Intensive English Program B. Teague	Building Academic Skills through 3 Content- based Models M. Baez	Visual Metaphors in Academic Writing: Connecting to Diverse Learners L. Roth

Friday at a Glance

301A	301B	301C	301D	301E
Registration Business Center				
Newcomers' Orientation KCC 301A				
Exhibitors' Concourse Cumberland				
Breakfast KCC: Henley & Cumberland Concourses				
Wrenching Common Sense from the Jaws of Absurdity: Committing to Meaningful Classroom-Based Assessment in Spite of Standardized Testing P. Ryan	AAVE, Patois, SAE? Language Choice and Caribbean Adolescents' Identity Construction Processes K. Bryan	Promoting Second Language Literacy and Multiculturalism Through the Use of Sacred Texts N. Henderson	All Hooked Up and Plugged In! 20 Great Websites for the Tech Savvy Wannabe I. Scaramucci	Employing Video Technology and On-Resources To Increase Correct Usage of Phrasal Verbs D. Kellermann & A. Wilson
C. Patti	From Parish to Prison: Preparing and Supporting Volunteer Tutors L. DeRocher	DIY Language Labs K. Hargrove, K. Henegar, & H. Stansell	Best Practices Interdisciplinary Vocabulary Development L. Navarrette	Planning is not Enough: Evidence from L1 and Writers' Texts M. Johnson, C. Nicodemus, & A. Acevedo
What Can We Learn from "Literacy-Based" Teaching A. Warren	Modifications and Expectations: Serving the NEW Generation of ESOL Students J. Gonzales	Let's Hear it for the Boys: Activities that Engage Male Students E. Choi	Deep Scaffolding to Increase Reading Comprehension with ELLs C. Brown	

Friday at a Glance

Friday Sessions and Time	300A	300B	300C	300D
10:45-11:15	Energy Break and Swap Shop Session KCC: Cumberland Concourse			
11:15-12:15	Connecting Language and Content: Reflecting on the Role of Language in the K-12 Content Area Classroom Luciana de Oliveira, Keynote Speaker Ballrooms D-G			
12:30-1:30	Lunch on Your Own			
1:45-2:30	Should We Blame the Learner?: Pre-Service Teachers' Changing Perceptions of ELLs C. Hite & S. Hixon	Integrating Cultural Exploration into Academic IEP Curricula L. Bergschneider	Ignite Vocabulary with a Multimedia Approach K. Pruitt	Program Review: Preparing for and Hosting External Reviewers J. Hamrick, S. Meyer, T. Allen & M. Forbes
2:45-3:30	Good-bye Affective Filter-Games that Engage ELLS M. Plaisance & J. Malcolm	Improving Vocabulary and Comprehension with Realia and Pictures L. Patterson	Connecting Multicultural Children's Literature to Bullying and Harassment Prevention of Els S. Hancock, C. Haring & K. Valdeos	Incorporating Sensory Input: Idea for Teaching to Multiple Intelligences J. Ramos & T. Allen
3:45-4:30	Through the Looking Glass: A Reflective Perspective Becky Guinn, Keynote Ballrooms D-G			
4:30-5:00	Door Prizes in Exhibitors' Concourse			
4:30-6:00	SETESOL Council Meeting 301B			
4:30-7:00	TNTESOL Executive Board Meeting 301A			

Friday at a Glance

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Energy Break and Swap Shop Session

KCC: Cumberland Concourse

Connecting Language and Content: Reflecting on the Role of Language

in the K-12 Content Area Classroom

Luciana de Oliveira, Keynote Speaker

Ballrooms D-G

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Lunch on Your Own

Common Core Collaborations: An Integrated Service Delivery System for ELLs A. Honigsfeld & M. Dove	Jazz It Up!-Reading and Writing Strategies E. Taylor & A. Applegate	Push-In and Pull-Out Sessions: Strategies for Success T. Beard	Putumayo's World Playground: Content-Based Instruction Using World Music J. Meyer	Making Higher Order Thinking Accessible for ELLs J. Wolfe & J. Quigley
Seven Coteaching Models to Support ELLs A. Honigsfeld & M. Dove	Ten Years Later: Ongoing Effects from and ESL Teacher Certification Program S. Spezzini & J. Austin	Meet the New Kid on the BrainPOP Block J. Whinery	Connecting the Common Core State Standards with Writing: Reflecting about Teaching Second Language Writers de Oliveira	Which Road to Take? Survival or Academic? A Migrant Family's Choice R. Gonzales

Through the Looking Glass: A Reflective Perspective

Becky Guinn, Keynote

Ballrooms D-G

Door Prizes in Exhibitors' Concourse

SETESOL Council Meeting

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TNTESOL Executive Board Meeting

301A

Index of Friday Presentations and Abstracts

Using Your ESL Textbook Creatively

Keith Boswell, VATESOL

8-8:45

300A

Are you bored with your ESL course textbook and want ideas on how to use it more creatively? This presentation will demonstrate how any practice exercise in your assigned course textbook can be adjusted to become more useful, more real, more fun, or just different from the routine.

Practice-oriented, secondary, higher education, instructional methods, materials

Reading Difficulties of a Hindi Language Speaker in English

Vandana Taneja, HCDE

8-8:45

300B

Describe the origin of Hindi and other Indian languages in India. Hindi is a phonetic language with sound and symbol correspondence. Hindi alphabet has 11 vowels and 25 consonants. I will focus on a contrastive analysis. There are no articles or prepositions in Hindi. The subject verb order is also different from English.

Panel discussion, elementary, secondary, applied linguistics, ESOL

Listening to EL Families: Building Bridges for Student Learning

Nina J. Morel, Lipscomb University

Carla Cushman, Sumner County Schools (TN)

8-8:45

300C

Often teachers think of parent communication as communicating to parents. In this session, you will learn about "Professional Listening Communities" that bring together parents, teachers, and coaches to discover ways to get information from parents that will help schools make greater connections for student learning.

Practice-oriented, elementary, secondary, culture, program administration

Our Story: A Model of Student and Teacher Collaboration

Sara White & Joaquin Gonzalez, Shenandoah University

8-8:45

300D

An instructor and an undergraduate ESL student, who became a teaching assistant, describe the valuable process of their collaboration and its benefits to the ESL classroom.

Practice-oriented, higher education, instructional methods

Wrenching Common Sense from the Jaws of Absurdity: Committing to Meaningful Classroom-Based Assessment in Spite of Standardized Testing

Phillip Ryan, Union University

8-8:45

301A

This presentation addresses the key components to an integrative approach to meaningful classroom-based assessment in the language classroom. Classroom-based assessment, unlike standardized testing, provides language teachers and learners with more realistic, ethically informed, and contextually relevant insights into learners' gains and needs. In this presentation, language educators will be given a practical set of guidelines and considerations for analyzing and innovating their existing classroom-based assessment approaches.

Practice-oriented, assessment, washback

AAVE, Patois, SAE? Language Choice and Caribbean Adolescents' Identity Construction Processes

Kisha C. Bryan, Florida State College at Jacksonville

8-8:45

301B

This presentation explores the role of language ideology and choice in the identity construction and negotiation processes of Caribbean immigrant students. It further explores the dominant discourses that they have encountered regarding language, race, and ethnicity in K-12 settings in the U.S.

Research-oriented, secondary, adult education, culture, teacher education

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All Hooked Up and Plugged In! 20 Great Websites for the Tech Savvy Wannabe

Isabella Scaramucci, Memphis City Schools

8-8:45

301D

Do you want your students to engage in project-based learning & peer collaboration while strengthening their oral and written communication skills? We'll explore 20 applications I've *really* used and tested in my classroom. I'll demonstrate how you can effectively use these apps with Newcomer and struggling students.

Practice-oriented, elementary, secondary, media and techn

Promoting Second Language Literacy and Multiculturalism Through the Use of Sacred Texts

Natalia Henderson, Troy University

8-8:45

301C

This presentation will focus on the importance of promoting multicultural literature and embracing all religious beliefs of second language student. The use of the Bible and Koran as instructional materials to teach vocabulary, integrate all four skills, and develop cultural awareness will be discussed and illustrated.

Practice-oriented, materials, culture, higher education

Employing Video Technology and On-Line Resources To Increase Correct Usage of Phrasal Verbs

Deborah Kellermann & Andrew Wilson, University of Florida English Language Institute

8-8:45

301E

This effective set of lesson plans uses online practice and instruction websites and student created videos to increase learning and the correct usage of phrasal verbs in writing and speaking.

Practice-oriented, adult education, instructional methods, media and technology

Working for You: The National Council of State Title III Directors

Jan Lanier & Shelda Hale, NCSTI/D

9-9:45

300A

The NCSTI/D supports Title III Directors at state and local levels with information. This year the Council will hold its third annual meeting in Washington D.C. with speakers from the Office of English Language Acquisition, the Office of Elementary and Secondary Education, the Department of Justice, and other informative speakers.

Practice-oriented, policy, program administration

Which Comes First-Curriculum or Discipline?

Penelope Pitts, Time to Teach

9-9:45

300B

You can reduce misbehaviors without using gimmicks or bribing students. Win back more time to do what you love – teach – while empowering your students to make better choices and achieve success.

Practice-oriented, elementary, secondary, instructional methods, classroom management

Classroom Culture Produces Pre-Service Success

Sharon Hixon, Ginny Johnson, Karol Stroud
Dalton State College

9-9:45

300C

In this qualitative study, pre-service teachers shared their impressions of placement environments and how the culture of the schools and the culture of the individual classrooms within the schools impacted their abilities to incorporate SIOP® and other best practices for ELLs into their observed lessons.

Research-oriented, elementary, program administration, teacher education

Everyday English Verb Wheels: Understanding Informal Phrasal Verbs in English

Em Turner Chitty, University of Tennessee

9-9:45

300D

Teaching and learning phrasal verbs in English is often random and ineffective. In teaching phrasal verbs, I focus on the prepositions used in these collocations, grouping and classifying verbs that have similar meanings, such as *clean out*, *dry out*, *figure out*, *fill out*, *work out* (all, her meaning completeness of some kind) with mind-mapping software. They are called Word Wheels.

Practice-oriented, applied linguistics, instructional methods

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From Parish to Prison: Preparing and Supporting Volunteer Tutors

Linda A. DeRocher, The Literacy Council of Central Alabama

9-9:45

301B

Learn how one literacy agency with a small staff, a limited budget and a large service area meets the needs of learners by providing professional training to an army of dedicated volunteer tutors working in very different environments—from church parishes to state prisons.

Practice-oriented, adult education, migrant education, volunteer tutoring training and support

DIY Language Labs

Sharon Hargrove, Kim Henegar, Warren County; Heidi Stansell, Jefferson County, TN

9-9:45

301C

What is a language lab? Does it have to be an expensive computer-based program to be effective? Using what is available in your classroom, you can set up a lab one day to use the next. Students love it! (Winner of the 2011 TATESOL Travel Grant Award)

Practice-oriented, elementary, secondary, instructional methods

Best Practices Interdisciplinary Vocabulary Development: The Rule of 3

Linda Ventriglia-Navarrette, National University, Sacramento, California

9-9:45

301D

Did you know that vocabulary development has the highest correlation with school success for English learners? The Rule of 3 is an innovative approach for systematic vocabulary development using the Common Core State Standards. It is based on 12 years of matched schools research. LINGOLINK was funded by the U. S. Office of Education

Practice-oriented, elementary, secondary, instructional methods

Planning is not Enough: Evidence from L1 and L2 Writers' Texts

Mark D. Johnson, Middle Tennessee State University; Christine L. Nicodemus; Anthony Acevedo & Leonardo Mercado, Instituto Cultural Peruano Norteamericano

9-9:45

301E

Common sense and current trends dictate that planning helps students improve their writing. However, we present two experiments which indicate that planning is no silver bullet. We then demonstrate approaches to teaching students to use planning as one technique for achieving their rhetorical goals.

Research-oriented, secondary, higher education, applied linguistics, L2 writing

FUTURE: The Perfect Pathway to Careers

Keith Pruitt, Words of Wisdom Educational Consulting/ Pearson ELT

10-10:45

300A

What is the most important element of literacy to the ESOL student? Survival! This interactive presentation examines methods of instruction in Future: English for Results, Pearson ELT's 21st century skills based literacy program. See how building schema, vocabulary and using multiple-modality instruction promote student achievement.

Practice-oriented, adult education, instructional methods, materials

Orienting New Teachers to an Intensive English Program

Brad Teague, INTERLINK Language Center at UNCG

10-10:45

300B

This presentation focuses on new teacher orientation in an intensive English program. The presenter will share a plan developed for this purpose as well as details about how the plan was implemented and revised over several terms. Lessons learned vis-à-vis successes and challenges will be discussed.

Practice-oriented, higher education, program administration, teacher education

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Building Academic Skills through 3 Content-based Models

Mary Louise Baez, Cambridge University Press

10-10:45

300C

Students need of acquiring academic skills while they acquire language. Three models of content-based instruction will be presented: sustained-content, dual-skill and single-skill. Teachers will consider which model best meets students learning objectives. Cambridge University Press' Academic Encounters series and McGraw-Hill's Quest and Interactions/Mosaic series, including e-course will be demonstrated.

Practice-oriented, higher education, program administration, instructional methods, materials

Visual Metaphors in Academic Writing: Connecting to Diverse Learners

Linda Roth, TESOL

10-10:45

300D

Academic writing students representing disciplines ranging from engineering to law have diverse learning modalities. Teaching core writing principles using typical terms and methodology may be helpful for verbally oriented students, but not for the visually oriented. This presentation highlights visual metaphors proved effective in bridging these learning style differences.

Practice-oriented, secondary, higher education, instructional methods

What Can We Learn from "Literacy-Based" Teaching

Amber Warren, Indiana University

10-10:45

301A

This presentation will demonstrate the potential usefulness of adopting a literacy-based approach to teaching ESL, including lesson ideas for teaching from this perspective. Increasingly, a multiliteracies, or literacy-based perspective, is influencing the way that we view teaching and learning. Its use within first-language classrooms has been well documented and this approach is becoming more prominent within mainstream teacher education in general. However, despite the influence of this approach on research, comparatively little is available in terms of practical, pedagogical advice. A multiliteracies, or literacy-based approach, which offers students opportunities for situated practice and overt instruction while also providing a critical framework and opportunities for transformed practice, may offer a way to bridge communicative-focused and literature-focused language study and provide a missing perspective for content centered teaching. In this session, you will learn the tenets of this approach, gather lesson ideas, and hear teacher perspectives on its use.

Modifications and Expectations: Serving the NEW Generation of ESOL Students

J. Roberto Gonzalez, Carolina TESOL President

10-10:45

301B

Why are students still in ESOL in middle and high school when they've been in the ESOL program since kindergarten? The assumptions inherent in US schools which challenge students and teachers will be discussed while also identifying strategies used to effectively teach language and content.

Practice-oriented, secondary, instructional methods, teacher education

Let's Hear it for the Boys: Activities that Engage Male Students

Elizabeth Choi, MNPS

10-10:45

301C

Keeping male students engaged can be a challenge. This session shares a set of dynamic instructional methods that have boys hooked from the start and begging to play again. See how these game-like, competitive activities can be implemented in the ESL class as well as other content areas.

Practice-oriented, secondary, instructional materials

Deep Scaffolding to Increase Reading Comprehension with ELLs

Clara Lee Brown, The University of Tennessee, Knoxville

10-10:45

301D

English Language Learners (ELLs) read below grade level and require sustained support throughout the entire reading process in order to succeed in reading comprehension. Findings from this action research study showed that increasing the frequency and intensity of reading support through Deep Scaffolding enhanced ELLs' reading comprehension.

Research-oriented, elementary, secondary, instructional methods, teacher education

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Should We Blame the Learner?: Pre-Service Teachers' Changing Perceptions of ELLs

Clare Hite & Sharon L. Hixon, Dalton State College

1:45-2:30

300A

In this qualitative study, pre-service teachers completed open-ended surveys addressing perceptions about the development of English skills for ELLs and the best practices for teaching ELLs. Do the attitudes and perceptions change as the pre-service teachers take ESOL methods courses and have multiple structured and unstructured experiences with ELLs?

Research-oriented, elementary, teacher education

Integrating Cultural Exploration into Academic IEP Curricula

Lynn Bergschneider, INTERLINK Language Center at UNCG

1:45-2:30

300B

This presentation will provide specific ideas on how to integrate exploration of cultural differences into an academic IEP program. The presenter will share culturally focused activities and materials for essay writing, academic reading, and class discussion as well as ideas for collaborating with university departments.

Practice-oriented, higher education, instructional methods, materials

Ignite Vocabulary with a Multimedia Approach

Keith Pruitt, Words of Wisdom Educational Consulting

1:45-2:30

300C

This award winning workshop examines strategies for vocabulary instruction using multiple media including schema cards, video, living museums, virtual tours and web cams, etc. to broaden the background knowledge of students.

Practice-oriented, elementary, secondary, applied linguistics, instructional methods

Program Review: Preparing for and Hosting External Reviewers

J. Hamrick, S. Meyer, English Language Institute, University of Tennessee, Knoxville; T. Allen & M. Forbes, English Language Institute, University of Florida

1:45-2:30

300D

Postsecondary language programs regularly undergo *program reviews* which often involve a site visit by external reviewers. This session will help personnel prepare for site visits by considering various types of review; the backgrounds of reviewers; preparation of self-study reports; assisting reviewers on site; and managing expectations of review outcomes.

Practice-oriented, higher education, program administration, assessment

Common Core Collaborations: An Integrated Service Delivery System for ELLs

A. Honigsfeld & M. Dove

Molloy College, in Rockville Centre, New York

1:45-2:30

301A

The main focus of the CCSS is on learning expectations and not instructional delivery. The purpose of this workshop is to address the CCSS in ELA through the lens of working with K-12 ELLs and other at-risk students and to explore a unique perspective on collaborative instructional practices to support the common core implementation. Since the CCSS document states that "instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school" (p. 4), we will discuss opportunities for teacher collaboration as well as outline a collaborative approach to meet the ELA standards while working with English learners and other at-risk students.

Jazz It Up!-Reading and Writing Strategies

Ellen Taylor & Ann Applegate, ARKTESOL

1:45-2:30

301B

Jazz It Up! This session will demonstrate how using jazzy words, a simple graphic organizer, and a six step reading process can prepare ESOL students to read and write more effectively. Participants will receive hands-on materials they can use immediately in the classroom. Appropriate for grades 3-8.

Practice-oriented, elementary, secondary, instructional methods, materials

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Push-In and Pull-Out Sessions: Strategies for Success

Todd M Beard, International School of London in Surrey

1:45-2:30

301C

Are you frustrated with your pull-out sessions with your EL students? Feeling ineffective? Are supporting students in class but still being treated like a teaching assistant? Learn how to make your sessions more effective and how you can build more linguistically competent students in just minutes a day.

Practice-oriented, elementary, secondary, instructional methods, materials

Good-bye Affective Filter-Games that Engage ELLS

Michelle Plaisance & Jeanne Malcolm, University of North Carolina- Charlotte

2:45-3:30

300A

This interactive, face-paced session will equip teachers of adolescents and adults with gaming strategies they can use in the classroom immediately. Six games that support language development and vocabulary building will be introduced, explained and even demonstrated. Take-home materials serve as tools to take back and incorporate into instructional programs.

Practice-oriented, secondary, higher education, instructional methods

Making Higher Order Thinking Accessible for ELLs

Jamie Wolfe & Jenna Quigley, Knox County Schools, Tennessee

1:45-2:30

301E

This session will focus on how to improve ELLs' abilities to use higher order thinking, a Common Core focus, through nonlinguistic representations. Teachers will build on this skill, developing strategies to improve students' academic language.

Practice-oriented, elementary, instructional methods, teacher education

Putumayo's World Playground: Content-Based Instruction Using World Music

Jennifer Meyer, Rutherford County Schools, TN

1:45-2:30

301D

Join me on a musical journey across the continents and delve into a variety of content areas. This session will introduce participants to world music and how to incorporate content areas into EL instruction. Please come collaborate and create and take home new ideas for your classrooms.

Practice-oriented, elementary, secondary, adult education, culture, instructional methods

Improving Vocabulary and Comprehension with Realia and Pictures

Lindy Patterson, Gilmer County Schools

2:45-3:30

300B

This presentation will focus on the importance of including realia and pictures in vocabulary and comprehension lessons. The presenter will incorporate literature into the presentation and share unique ideas for introducing key words and concepts from the stories. The participants will complete interactive activities that emphasize the importance of real-life connections.

Practice-oriented, elementary, instructional methods

Connecting Multicultural Children's Literature to Bullying and Harassment Prevention of ELs

Sandra Hancock, Tennessee Technological University; Cynthia Haring, Pasco County, Florida, Schools; Katia Valdeos, Hernando County, Florida, Schools

2:45-3:30

300C

The linguistic and cultural differences of ELs can make them targets of bullies. Bullying prevention campaigns can be integrated into multicultural literature-based language arts activities through problem-based activities. Participants will have the opportunity to explore various titles and brainstorm ideas about how they can use literature for this purpose.

Practice-oriented, elementary, secondary, instructional methods, teacher education

Incorporating Sensory Input: Idea for Teaching to Multiple Intelligences

Jen Ramos & Todd Allen, University of Florida English Language Institute

2:45-3:30

300D

As language teachers, we face students with different strengths and learning styles in the spectrum of multiple intelligences. Connecting the five senses to language allows language learners access to a rich variety of materials and allows them to activate higher order thinking skills with a variety of cognitive demands.

Practice-oriented, adult education, higher education, instructional methods

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Seven Coteaching Models to Support ELLs

*A. Honigsfeld & M. Dove, Molloy College, in
Rockville Centre, New York*

2:45-3:30

301A

This presentation is designed to accomplish two major goals. As an outcome, participants will be able to (1) determine co-teaching can become an effective support for inclusive practices to accommodate the needs of diverse English Language learners, help all students meet the Common Core State Standards, and enhance collaboration between ESL and mainstream teachers; (2) Select and adapt several possible collaborative arrangements presented that would be feasible for their own teaching situation.

Ten Years Later: Ongoing Effects from and ESL Teacher Certification Program

*Susan Spezzini & Julia Austin, University of Alabama
at Birmingham*

2:45-3:30

301B

The presenters describe a mixed-methods study that explored the longitudinal effects and overall impact on a county school system ten years after having introduced a site-based ESL teacher certification program. Findings suggest that the program's long-lasting effects resulted from its professional learning communities, cyclical reflective activities, and action research projects.

Research-oriented, elementary, secondary, teacher education

Meet the New Kid on the BrainPOP Block

Joseph Whinery, Williamson County Schools

2:45-3:30

301C

BrainPOP and BrainPOP Junior create their movies from curriculum-based content aligned to Tennessee academic standards, highly engaging animations, interactive as well as print support. Now BrainPOP ESL provides new levels of animated story lines presented in context for enhancing vocabulary, grammar and enhancing all modalities (listening, speaking, reading, writing) of English fluency.

Practice-oriented, elementary, secondary, instructional methods, media and technology

Connecting the Common Core State Standards with Writing:

Reflecting about teaching second language writers

de Oliveira

Drawing on the common core state standards for English language arts, the presenter explains expectations for writing addressed in the standards. Participants discuss how ESL teachers can address the needs of second language writers while addressing the common core.

2:45-3:30 301D

Which Road to Take? Survival or Academics: A Migrant Family's Choice

R. Gonzales

2:45-3:30

301E

Meeting the multiple needs of migrant families is a difficult task for anyone. Learn how a concentrated community team effort can increase the effectiveness of meeting the economic, social, and academic needs of this special population....migrant families.

Panel discussion, migrant education, culture, teacher education

Saturday, September 29, 2012

KEYNOTESPEAKER

*Dr. David Vawter
Director of Secondary
Social Studies Education
Counseling, Leadership &
Educational Studies
Winthrop University
Rock Hill, South Carolina*



Suspendisse feugiat mi sed lectus
aoreet nec interdum

Dr. David Vawter, from Winthrop, is an outstanding teacher and teacher trainer.

Recognized as one of the most outstanding teachers in his state, Dave has also trained over 80,000 teachers in over 46 states and provinces on effective instructional strategies, differentiation and brain compatible instruction.

Dave's authorship credits include: Changes Associated with Block

Scheduling in American Secondary Schools. Other publications include Middle School Block Scheduling and Teaching From Bell to Bell, as well as a contributing author to Teaching in the Block by Canady and Rettig. His most recent publications include: Understanding the Middle School Mind and handbooks on Differentiation and Advanced Differentiated Instruction.

He has won awards from his faculty at the high school as they voted him the Most Innovative Teacher and Most Inspirational Teacher. Students at both the high school and college have voted him to a number of teacher awards.

Dave's graduated from OSU, UNC-Charlotte, and UVA.

Saturday Agenda



7:00 a.m. - 11:00 a.m.

Registration

8:00 a.m. - 12:00 p.m.

Exhibitors' Concourse Open

7:00 a.m. - 8:00 a.m.

Breakfast at KCC

8:00 a.m. - 10:45 a.m.

Concurrent Sessions

10:45 a.m. - 11:15 a.m.

Door Prizes in Exhibitors' Concourse

11:15 - 12:00

David Vawter, Keynote

Saturday at a Glance

Saturday Sessions and Time	300A	300B	300C	300D
7:00 – 11:30	Registration Business Center			
8:00 – 12:00	Exhibitors' Concourse Cumberland			
7:00-8:00	Breakfast KCC: Henley & Cumberland Concourses			
8:00-8:45	Psycho-Social Factors Impacting Learning Among Refugee and Immigrant Youth and Families M. Lakhwani	A Look at EFL Instruction in Saudi Arabia and Taiwan K-12 S. Alkahtani & W. Chuang	ESL 101: Independent Professional Development for Adult Education D. Saint	Teaching for Academic Success by Targeting Vocabulary Instruction K. Pruitt
9:00-9:45	Demonstrating Communicative Competence Through Narration N. Miller-Beckmann	Vocabulary Acquisition Strategies for Any EAP Course R. Howard & D. Terry		Application of Web 2.0 Tools: Use Pintrest in Large EFL Classrooms W. Sun, X. Qiao, & Y. Tang
10:00-10:45	A Proposal of Literacy and Library Development in Post-Colonial Rwanda E. Dwyer	Walking the Talk: Advocating for Immigrants and ELs S. Hancock, K. Bryan, C. Haring, & K. Valdeos	Using News for You in the Classroom S. Willey	Teaching English Conversation Classes: Internationals en route to becoming ESL Teachers K. Shaw-Saleh
10:45-11:15	Door Prizes in Exhibitors' Concourse			
11:15-12:00	David Vawter Ballrooms D-G			

Saturday at a Glance

301A	301B	301C	301D	301E
Registration				
Business Center				
Exhibitors' Concourse				
Cumberland				
Breakfast				
KCC: Henley & Cumberland Concourses				
Building a Model Parent Outreach Program: How TransACT Can Strengthen Communications J. Osgoodby	Ellevation: A Technology Partner for ELL Program Excellence O. Smith	Teaching English in North Korea: A Look into the Unknown D. Hinson & J. Hinson	Tricks of the Traits: Strategies to Promote ELL Writing Proficiency S. Watson	Quizlet.com for Learning in the ESL Classroom K. Gilbertson
Teaching Students to Research without Plagiarizing M. Jackson	Fostering Literacy Through Family Involvement S. Seay	Such Audacity! Voice Recordings Improve the Speaking Confidence of ELs J. Whinery		Discovering Student Voices: A Multiliteracies Approach N. Ward
Social Networks: ESL Teachers Connecting Without Borders J. Paraiso	Building Academic Language for Refugees Using Culture, Technology, and Art A. Martin	The Missing Ingredient for Academic Success: Writing to Learn with ELs J. McClain	Language Impaired ELs J. Meyer	Washback Effects of Standardized Assessments: The Good, the Bad, and the Ugly H. Robinson
Door Prizes in Exhibitors' Concourse				
David Vawter				
Ballrooms D-G				

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Psycho-Social Factors Impacting Learning Among Refugee and Immigrant Youth and Families	<i>M. Lakhwani</i>	Mental health concerns and needs of refugee and immigrant students can impact the classroom environment and impede learning. Building awareness among school staff is the first step in creating an empowering and safe classroom environment. Presenters will share experience in creating effective and collaborative networking through the school and community.	<i>Practice-oriented, instructional methods, materials</i>
A Look at EFL Instruction in Saudi Arabia and Taiwan K-12	<i>Saeed Saleh Alkahtani & Chuang Wu Chien, The University of Tennessee</i>	In this session, the presenters, EFL teachers in Saudi Arabia and Taiwan, will present a first-hand overview of K-12 English instruction in their respective countries. Curriculum, instructional methodologies, preparation, selection of EFL teachers and evaluation techniques will be shared with the session participants.	<i>Practice-oriented, elementary, secondary, instructional methods, materials, teacher education</i>
ESL 101: Independent Professional Development for Adult Education	<i>Dawn Saint</i>	Adult educators are invited to take advantage of one state's online professional development kit for ESL teachers including a video and downloadable resources. Hands-on demonstrations include making progress with standard assessments, and simple activities for leveled or multileveled classes. Join us for ideas and resources to share with colleagues.	<i>Practice-oriented, adult education, higher education, instructional methods</i>
Teaching for Academic Success by Targeting Vocabulary Instruction	<i>Keith Pruitt, Words of Wisdom Educational Consulting/ Benchmark Education</i>	Academic success begins with words. In this interactive and high octane presentation, attendees will engage a proven 8 step process engaging students in words and learning across the curriculum. Want to know how to engage Common Core vocabulary instruction - this is it!	<i>Practice-oriented, elementary, secondary, applied linguistics, instructional methods</i>
Building a Model Parent Outreach Program: How TransACT Can Strengthen Communications	<i>Jamie Osgoodby</i>	What are the components of a model parent outreach program? Join Jamie Osgoodby, Account Manager of TransACT, for a look at how the TransACT collections can assist your district to ensure effective parental communication and meet federal and state Title III monitoring requirements.	
Language Impaired ELs: Contradictions, Concerns, and Conundrums	<i>J. Meyer</i>	What is a language impaired EL? Aren't all ELs "language impaired" to a certain extent? Actually, language impairment is a disorder which can affect receptive and expressive communication. What are the typical signs of language impairment? How do I distinguish these from typical language development in ELs? How can I teach a language impaired EL? If you find yourself facing the same questions or even know some of the answers, please join us for a collaborative conversation.	

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Teaching English in North Korea: A Look into the Unknown

Danny Hinson & Jan Hinson, Carson-Newman College

8-8:45

301C

This presentation will share information about teaching English in a country unknown to many in the western world. The history of English Education, proficiency levels of the students, the use of English, and personal experiences teaching in North Korea will be shared with the group. Participants will be given time to ask questions at the end of the session.

Practice-oriented, higher education, methods

Tricks of the Traits: Strategies to Promote ELL Writing Proficiency

Sunita Watson, Rutherford County Schools, Tennessee

8-9:30

301D

Unlock the keys to magic using the 6 trait writing model for ELLs. Learn tricks to help identify characteristics of each trait. Practice the magic of writing to the traits. See the amazing writing your students will conjure!

Workshop, elementary, instructional methods, materials

Quizlet.com for Learning in the ESL Classroom

Keith Gilbertson, Eastern Kentucky University EELI Program

8-8:45

301E

We will promote the idea of students going beyond the role consumer to producer. www.quizlet.com works as an active method to engage students of all levels to take charge of their own education.

Practice-oriented, secondary, higher education, instructional methods, media and technology

Demonstrating Communicative Competence Through Narration

Nicole R. Miller-Beckmann, University of Kentucky

9-9:45

300A

Communicative competence – an L2s knowledge of grammar and how and when to use it – can be assessed through writing; more specifically, through writing narratives based solely on visual cues, such as photographs and non-verbal animation.

Practice-oriented, adult education, higher education, instructional methods, media and technology

Vocabulary Acquisition Strategies for Any EAP Course

Ronnie Howard & Doug Terry, English Language Institute, University of Tennessee

9-9:45

300B

While a critical component of any language, vocabulary is often overlooked, and even ignored. We propose a common sense approach to vocabulary teaching in which the student must become responsible for developing their individual vocabulary base. This happens through everyday coursework, review and testing.

Practice-oriented, secondary, higher education, instructional methods

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Application of Web 2.0 Tools: Use Pinterest in Large EFL Classrooms

Wenyang Sun, Xue Qiao & Ying Tang, Vanderbilt University

9-9:45

300D

Pinterest allows participants to create and share their thematic picture or video collections via virtual pin boards. The presenters will share their experience of using this Web 2.0 tool in large EFL classrooms in China, which proves to be proficient to engage students and promote their English Learning.

Practice-oriented, elementary, higher education, instructional methods, media and technology

Teaching Students to Research without Plagiarizing

Markay Jackson, Maryville City Schools, TN

9-9:45

301A

Do you want to teach students to research and write about a topic only to find they plagiarize rather than write it in their own words? This instructional method encourages students to reflect on their knowledge, assess what they know, gather information, and write without plagiarizing.

Practice-oriented, elementary, secondary, instructional methods

Fostering Literacy Through Family Involvement

Susan Seay, University of Alabama at Birmingham

9-9:45

301B

The presenter will share findings from a research study on the effects of explicitly teaching reading comprehension strategies to parents in a family literacy class. Participants will also learn about the design and implementation of this award-winning family literacy program.

Research-oriented, elementary, adult education, instructional methods, literacy

Such Audacity! Voice Recordings Improve the Speaking Confidence of ELs

Joseph Whinery, Williamson County Schools

9-9:45

301C

Can voice recording help students to improve their fluency and gain the confidence to speak at length in front of others? Participants learn to use free recording software to record, edit, and package the students' own voices for presentations with pleasantly unexpected results. Participants are encouraged to bring a laptop.

Practice-oriented, elementary, secondary, instructional materials, media and technology

Discovering Student Voices: A Multiliteracies Approach

Natalia Ward, The University of Tennessee, Knox County Schools

9-9:45

301E

Empowering students to explore their identities and developing digital literacy are critical parts of academic success. In this presentation, see how 4th and 5th grade ELLs used digital tools to create multimodal narratives designed to connect home and school identities.

Practice-oriented, multiliteracies studies, elementary, methods

A Proposal of Literacy and Library Development in Post-colonial Rwanda

Eric Dwyer, Florida International University

10-10:45

300A

The presenter, a Fulbright recipient to Rwanda, encountered vibrant colleagues promulgating insights on pedagogy, multiculturalism, literacy development, and bilingualism in impoverished settings. He relays stories about his experiences and offers a model, including views on preservice internships and in-class library development, for approaching literacy development in impoverished regions.

Research-oriented, policy, teacher education

Walking the Talk: Advocating for Immigrants and ELs

Sandra Hancock, Tennessee Technological University

Kisha Bryan, Florida State College

Cynthia Haring, Pasco County, Florida, Schools

Katia Valdeos, Hernando County, Florida

10-10:45

300B

Simply complaining to friends, colleagues, and family about socio-political, -cultural, and -economic issues faced by immigrants and ELs does nothing to address these problems. Drawing on personal experiences, each panel member will briefly describe an issue and share advocacy strategies to "walk the talk" rather than standing still.

Panel discussion, elementary, secondary, advocacy

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Using News for You in the Classroom

S. Willey

10-10:45

300C

In this hands-on workshop, discover how *News for You*, America's only weekly news source for adult learners-can be used to provide instruction to literacy and ESL students. *News for You* is available both in print and online versions.

Practice-oriented, instructional methods

Teaching English Conversation Classes: Internationals en route to becoming ESL Teachers

Kristi Shaw-Saleh, & Ferdous Jaradat
University of Alabama at Birmingham

10-10:45

300D

The presenters describe how graduate students in an MAEd/ESL program meet their practicum requirement by teaching English conversation classes for adult learners. This opportunity fosters the development of teaching skills and career identity. International MAEd/ESL students are also able to more quickly integrate into American culture and successfully navigate academia.

Practice-oriented, adult education, higher education, instructional methods, teacher education

Social Networks: ESL Teachers Connecting Without Borders

Johnna Paraiso, Rutherford County Schools, TN

10-10:45

301A

ESL teachers may feel politically or socially isolated in their school districts. The use of online social networks to connect with other educators can be valuable both personally and professionally. This session will explore the types of social networks ESL teachers use and how we can benefit from them.

Practice-oriented, elementary, secondary, media and technology

Building Academic Language for Refugees Using Culture, Technology, and Art

Angel Martin, DeKalb County Schools

10-10:45

301B

Many EL Refugees are challenged with having gaps in their schooling and adjusting to new educational systems. However, flexible grouping, technology, art, and cultural relevance can be used to build language, content, and self-esteem. These concepts will assess the students' reading, writing, speaking, and listening to improve overall academic achievement.

Practice-oriented, elementary, secondary, assessment, culture

The Missing Ingredient for Academic Success: Writing to Learn with ELs

Janna Brown McClain, Hobgood Elementary School

10-10:45

301C

This presentation defines writing to learn and explains why it is an essential ingredient for empowering English Learners for academic success. Participants will engage in multiple writing activities to learn strategies. There will also be time to determine how writing to learn can be applied in various educational contexts.

Practice-oriented, elementary, secondary, instructional methods

Ellevation: A Technology Partner for ELL Program Excellence

Orion Smith, Ellevation, LLC

8-8:45

301B

Ellevation develops online software programs that help ELL professionals better manage their ELL programs, so that they can save time, ensure compliance, and improve instruction. Spend more time with students, and less on paperwork!

Practice-oriented, program administration, K-12

Washback Effects of Standardized Assessments: The Good, the Bad, and the Ugly

Heather Robinson, Vanderbilt University

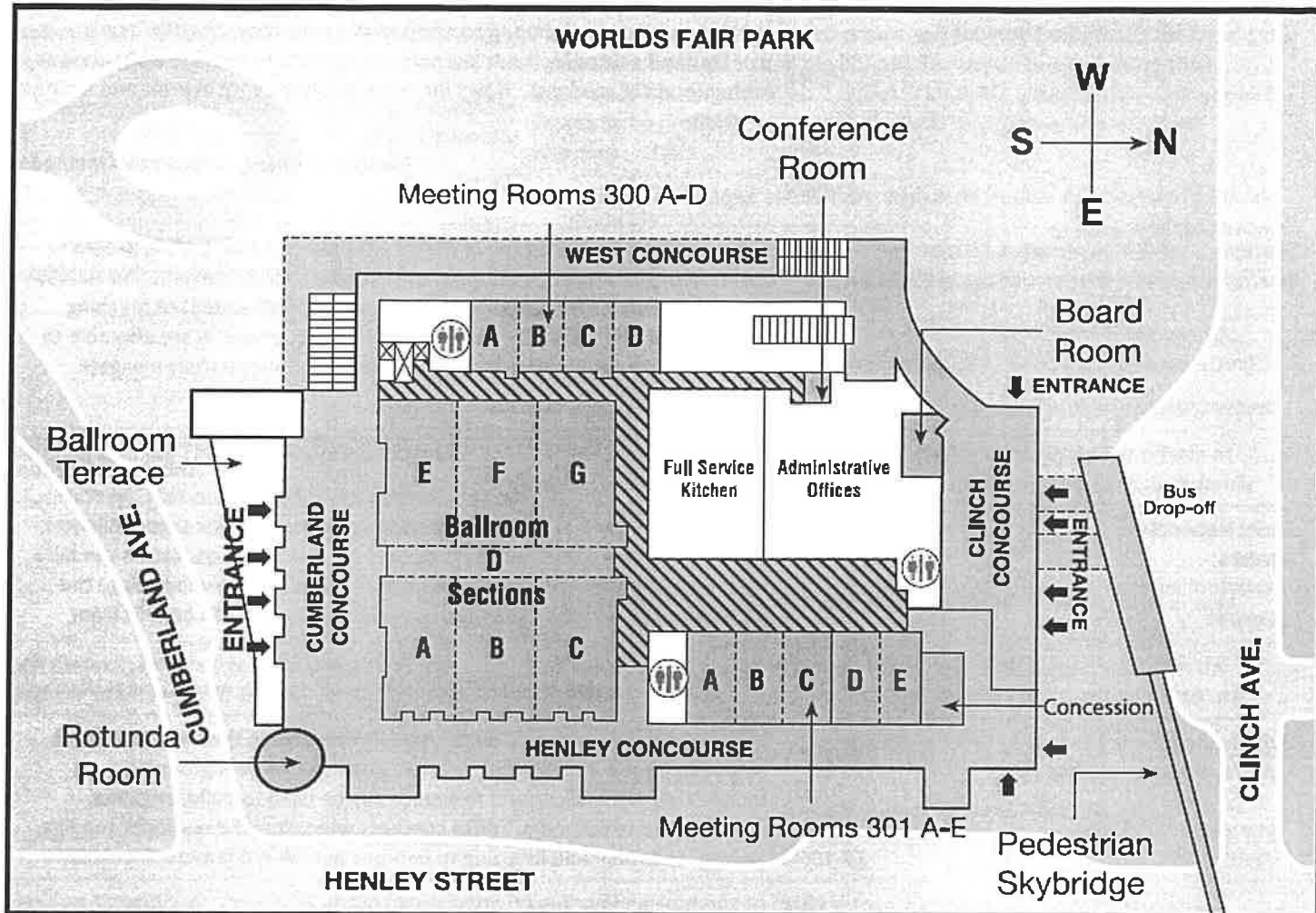
10-10:45

301E

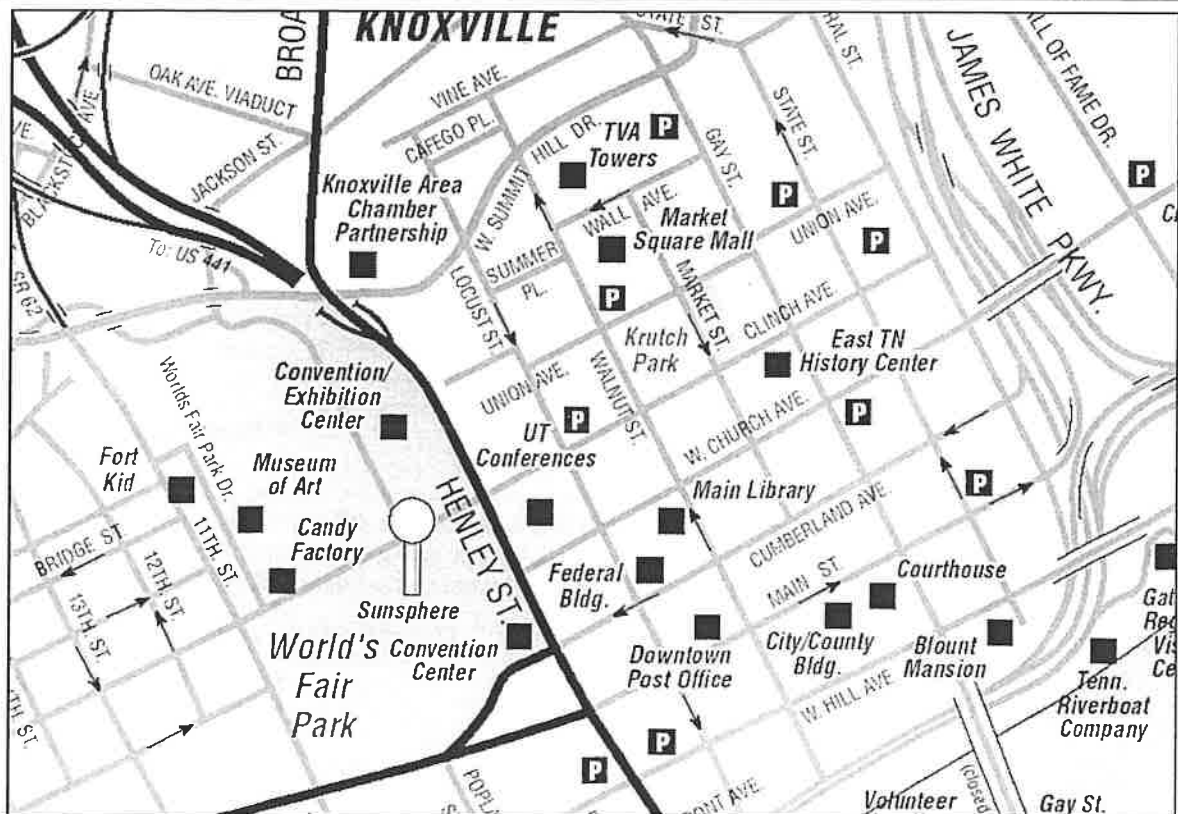
In this session, we will explore how teachers have altered their pedagogical practices to conform to the expectations imposed by NCLB, and how these modifications have affected English language learners.

Research-oriented, elementary, secondary, assessment/evaluation

Knoxville Convention Center - Third Floor



Downtown Knoxville



Certificate of Attendance

The following certifies that

_____ attended



September 26-29, 2012

Byron A. Booker

Byron Booker, Conference Chair

09/29/2012

date