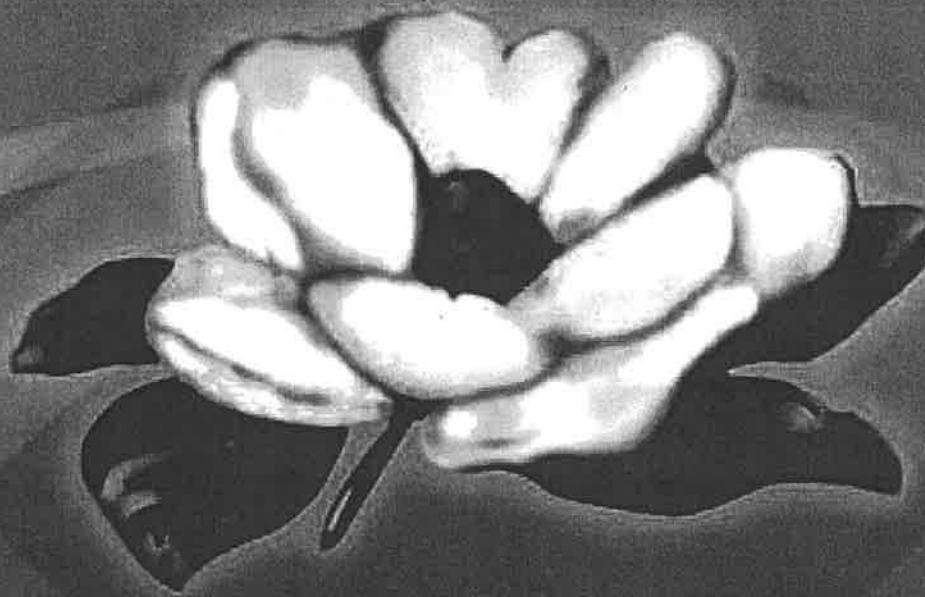




~A Passion for Language and Teaching~

SETESOL Regional 2009

**Thursday, September 17 – Saturday, September 19
Atlanta, GA**

In the Hilton Atlanta Hotel & Convention Center

Hosted by Georgia TESOL

WELCOME FROM THE CONFERENCE CHAIR

Welcome to Atlanta! Georgia TESOL is proud to be hosting the 2009 Southeast TESOL Conference. I personally am so glad to see you all here! As educators, the time and effort we put into our students reflects our true dedication to the profession. Thus, the conference title *A Passion for Language and Teaching* embodies that. I believe we do what we do because we are passionate about it. When my father passed away just four short months ago, aside from grief and sadness, I often thought about what he taught me, "if you're going to do something, don't do it half-#\$. So with that advice engrained in me, I plunged into the continued planning and organizing of this event that was required and expected of me as Chair. I dedicate my part of this to him and in his honor.

It is my hope that you gain as much insight, appreciation, admiration and inspiration from this year's plenary speakers, featured speakers, invited guests and presenters as possible. With leaders in the field from K-12, Higher Education, Adult Education, and beyond this is bound to be a learning experience and event not to be missed. Most important I hope that you are encouraged to become more involved in International TESOL and your state's TESOL affiliate, which provide opportunities for us to continue to grow professionally. Thank you for spending the next few days here in Atlanta, GA. I hope you enjoy the conference.

Ayanna Cooper, Ed.D.
Conference Chair
Georgia TESOL VP

A brief history of the SETESOL Regional Conference

The first official SETESOL Regional Conference was held in 1988 in Orlando, Florida with approximately 375 people in attendance. At this 1988 conference, the first Regional Council Meeting was held, during which the accords for the ongoing organization of the conference were approved. As a regional conference, SETESOL is quite vibrant, with over 900 attendees in Birmingham last year. Unlike state affiliates, there is no separate executive board or membership to SETESOL, but the council, comprised of representatives from the 9 southeastern TESOL affiliates listed below, meets twice a year, once at the regional and once at the international TESOL. If you are interested in becoming a member in your state, please visit its website.

SETESOL affiliate states:

Alabama Mississippi TESOL (<http://www.amtesol.org/>)
Arkansas TESOL (<http://arktesol.org/>)
Carolina TESOL (<http://carolinalesol.shuttlepod.org/>)
Georgia TESOL (<http://www.gatesol.org/new/>)
Kentucky TESOL (<http://www.kytesol.org/>)
Louisiana TESOL (<http://latesol.org/>)
Sunshine State TESOL (<http://www.sunshine-tesol.org/>)
Tennessee TESOL (<http://www.tntesol.org/>)
Virginia TESOL (<http://www.vatesol.cloverpad.org/>)



Upcoming SETESOL Regional Conferences

2010 to be hosted by SSTESOL in Miami, Florida
2011 to be hosted by VATESOL in Richmond, Virginia
2012 to be hosted by TNTESOL in Knoxville, Tennessee
2013 to be hosted by Carolina TESOL
2014 to be hosted by ARKTESOL

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Pre-Conference Institute

— Wednesday

Southeast TESOL PCI Descriptions



Wednesday September 16, 2009 9:00 a.m. – 12:00 p.m.			
Dual Language Education 101 Ms. Dell Perry Giles Dual Language Coordinator Clayton County Schools	The Power of Writing for Language Learners, K-8 Dr. Marylou McCloskey Director of Teacher Education and Curriculum Development, Educo, Inc.	Differentiating Instruction for ELLs using the Understanding by Design framework Ms. Maria Montalvo-Balbed Metro RESA, Director of ELL Programs	
What's all the buzz about DLE? This session will introduce participants to DLE, beginning with a theoretical overview and then delving into the nuts and bolts of how to design and implement a successful program. Participants will leave with a full understanding of what it looks like, sounds like and feels like to provide standards-based instruction while promoting fluency and literacy in two languages.	Writing is a powerful environment for language development of English learners at all levels, providing cultural relevance, opportunities to collaborate, growth in reading comprehension, differentiation, content integration, and formative assessments. Using many examples of English learners' writing, the presenter will outline research on the benefits of writing and the expected paths of writing development for English learners. The presenter and participants will engage in demonstrations of writing strategies for learners at a variety of levels.	Understanding by Design (Wiggins and McTighe, 2006) serves as a supporting framework for differentiating instruction for English language learners. How we differentiate instruction in the mainstream classroom is key to providing access to the academic language of the content area. In this workshop, participants will come away with the MRESA ELL Planning Tool which will help them plan instruction with the end in mind.	
Lunch on your own 1:00 p.m. – 4:00 p.m.			
Strategies for Effective Interaction in the Classroom Dr. Susan K. Spezzini Assistant Professor of ELL Education University of Alabama at Birmingham	Writing for Publication Dr. Hema Ramanathan Associate Professor of Education University of West Georgia	Passionate Advocacy in ESL Teaching and Learning Ms. Tonna Harris-Bosselmann GATESOL Socio-Political Concerns Interest Section; Gainesville State College Laura Grace Fark , Bilingual Community Liaison, Fulton County Dorothy Foster , HIPPOS Consultant; Gainesville State College Jacqueline Standon , Athens-Clarke County Literacy Council; Gainesville State College. Representative from GALEO (The Georgia Association of Latino Elected Officials)	Introduction to the WIDA English Language Proficiency (ELP) Standards Ms. Maureen Kethley WIDA Professional Development Consultant
Participants will experience interactive peer-to-peer oral techniques (IPOTs) that promote comprehensible output among ELLs of all ages. Such IPOTs include gap-filling tango, turn & tell, discovery channel, carousel charts, concentric circles, parallel lines, roaming reporters, and hot onion review.	You teach this wonderful lesson that you want to share. But how do you write it up for publication in a journal? This workshop will set you on your way. Come with an outline for an article, an idea, or just a desire to see your name in print.	The session begins with an update of current national and state legislation impacting ELLs and immigrants living in the U.S. Panelists discuss various forms of advocacy in the areas of K-12, higher education, adult education and immigrant rights in general. Participants work in groups to identify issues and develop their own plans of advocacy.	This session will provide an overview of the WIDA English Language Proficiency (ELP) Standards. In addition, the presenter will demonstrate how these ELP Standards can be used to build collaboration between ESL and content teachers, while at the same time, allowing ELLs to have access to the same curriculum, instruction and assessment.

Conference Schedule at a Glance

— Thursday to Saturday

Wednesday, September 16

Registration open 8:30am—5:30pm

Pre-conference Institute (see previous page for details on sessions)

Thursday, September 17

7:30 a.m. – 4:00 p.m. Registration hours

8:00—8:45 First-timers' Session

9:00 a.m. – 9:45 a.m. Concurrent Sessions

10:00 a.m. – 10:45 p.m. Concurrent Sessions

11:00 a.m. Exhibit Hall, Grand Opening in Grand Salon West

11:00 a.m. – 11:45 a.m. Poster Session I/Visit Exhibitors

11:45 a.m. – 12:30 p.m. Plenary I – Ester de Jong

12:30 p.m. – 2:00 p.m. Lunch on your own/Visit Exhibitors

2:00 p.m. – 2:45 p.m. Concurrent Sessions

3:00 p.m. – 3:45 p.m. Concurrent Sessions

4:00 p.m. – 4:45 p.m. Plenary II – Margarita Calderon

5:00 p.m.—6:00 p.m. Reception for all attendees sponsored by WIDA

Friday, September 18

7:30 a.m. – 4:00 p.m. Registration

9:00 a.m. – 9:45 a.m. Concurrent Sessions

10:00 a.m. – 10:45 p.m. Concurrent Sessions

10:45 a.m.— 11:15 am Visit Exhibitors

11:15 a.m. – 12:00 p.m. Lunch for all attendees in Grand Ballroom East

12:00 p.m. – 12:45 p.m. Plenary III – Immaculee Ilibagiza

1:15 p.m. – 2 p.m. Concurrent Sessions

2:15 p.m. – 3 p.m. Concurrent Sessions

3:15 p.m. – 4 p.m. Concurrent Sessions

4:15 p.m. – 5 p.m. Plenary IV – Keith Folse

Saturday, September 19

7:30 am– 12 noon Registration

8:00 a.m.— 8:45 a.m. First-timers' session

9:00 a.m. – 9:45 a.m. Concurrent Sessions

10:00 a.m. – 10:45 p.m. Concurrent Sessions

10:45 a.m. – 11:30 a.m. Poster Session II/Visit Exhibitors

11:30 a.m. – 12:15 p.m. Plenary V –Elaine Tarone

12:15 p.m. – 1:15 p.m. Lunch on your own/Visit Exhibitors

1:30 p.m. – 2:15 p.m. Concurrent Sessions

2:30 p.m. – 3:15 p.m. Concurrent Sessions

Visit our Exhibitors Daily in Grand Salon West

Thursday from 11 am—5 pm

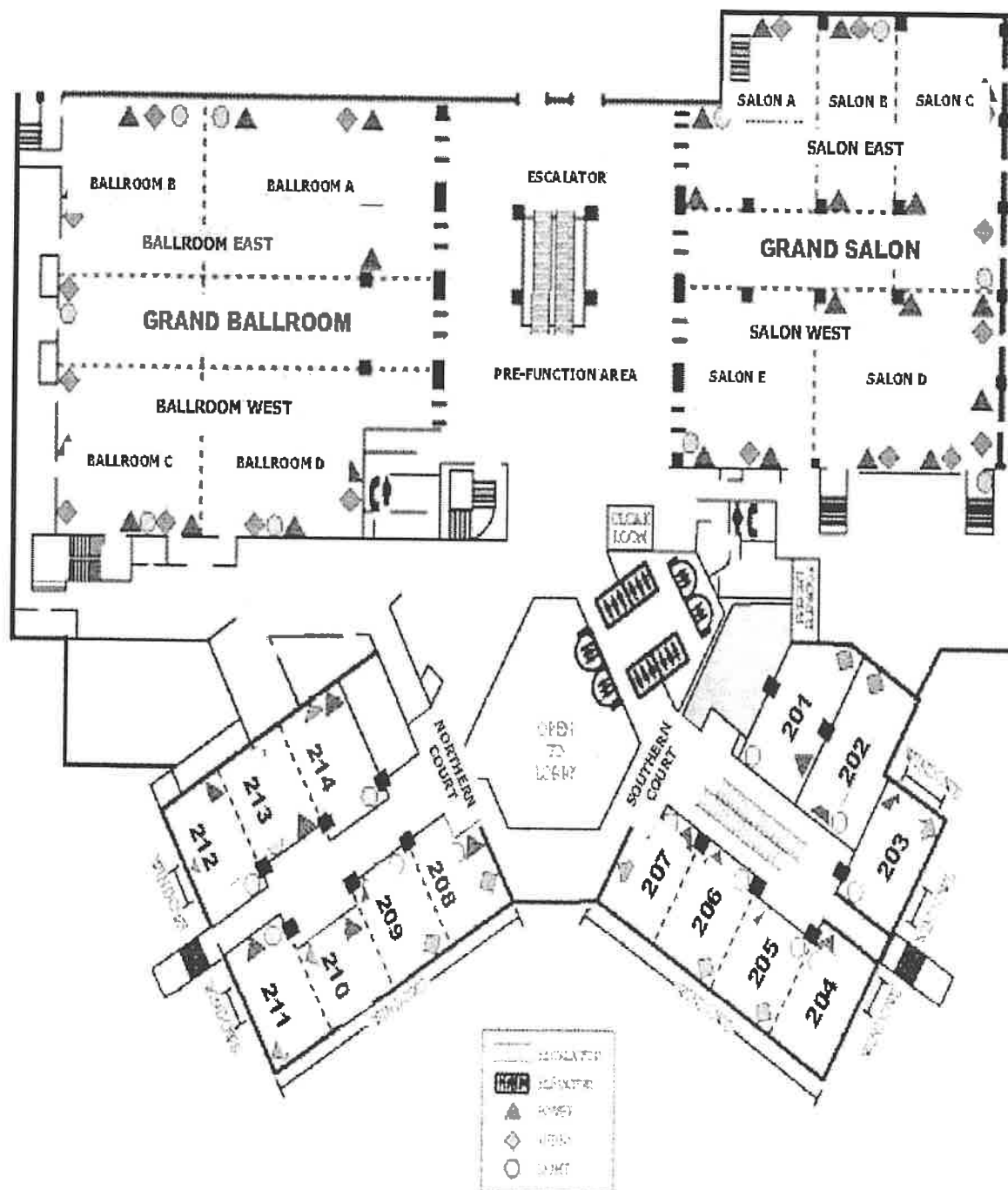
Friday from 9 am—5 pm

Saturday from 9 am—1:30 pm



Hilton Atlanta

SECOND FLOOR MEETING FACILITIES

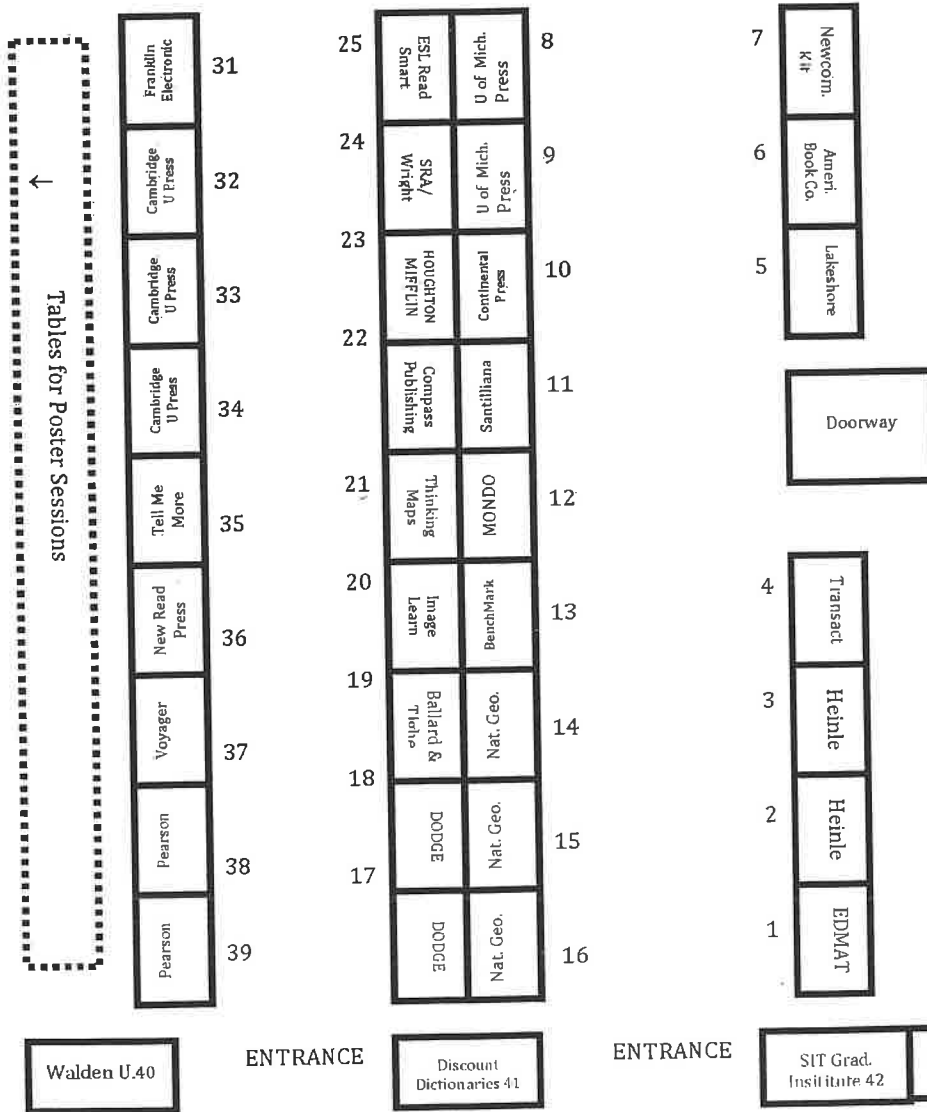


Exhibitor Layouts and Assignment

Grand Salon West

~GRAND SALON WEST ~ Exhibit Area ~
2009 Southeast TESOL Conference

Lesley U	Ren. Learning	OXFORD	OXFORD	Third Wave learning	Doorway
30	29	28	27	26	



Exhibitor Layouts and Assignment

1	The EDMAT Company, Inc
2-3	Heinle, Cengage Learning
4	TransACT
5	Lakeshore Learning Materials
6	American Book Company
7	ELL Newcomer Kit
8-9	University of Michigan Press
10	Continental Press
11	Santillana USA Publishing
12	Mondo Publishing
13	Benchmark Education
14-16	National Geographic School Publishing
17-18	Dodge Learning Resources for Heinemann & Millmark
19	Ballard & Tighe, Publishers
20	Imagine Learning
21	Thinking Maps, Inc.
22	Compass Publishing
23	Houghton Mifflin Harcourt
24	SRA/Wright Group McGraw Hill
25	ESL Reading Smart
26	ThirdWave Learning
27-28	Oxford University Press
29	Renaissance Learning
30	Lesley University
31	Franklin Electronic Publishers, Inc.
32-34	Cambridge University Press
35	TELL ME MORE
36	New Readers Press/Proliteracy
37	Voyager Expanded Learning
38-39	Pearson Longman
40	Walden U
41	Discount Dictionaries
42	SIT Grad Institute
43	Liz's Arts & Crafts

Georgia TESOL Executive Board 2008-2009

Office	Name	School / Affiliation
President	Karen Kuhel	Kennesaw State University
Past President	Karen Harris	University of West Georgia
1st Vice President	Ayanna Cooper	ESL Consultant
2nd Vice President (Membership)	Julie Elmore	Barrow County
Secretary	Paula DeVivo	Gwinnett County
Treasurer	Celeste Hentz Gilmore	Clayton County
Member-At-Large (2nd Year)	Heather Boldt	Emory University
Member-At-Large (2nd Year)	Elizabeth Paulos	Social Circle Public Schools
Member-At-Large (1st Year)	Dee Ann Dozier	Clayton County
Member-At-Large (1st Year)	Kelly Lamb	Forsyth County
Member-At-Large (1st Year)	Stephen Fowler	Atlanta Public Schools
Member-At-Large (1st Year)	Dana Geller	Fulton County
Member-At-Large (1st Year)	Beth Wallace	Georgia Perimeter College
Member-At-Large (1st Year)	Cherrilynn Woods	Atlanta Public Schools

**GATESOL is proud to sponsor the
2009 SETESOL Regional conference.**

Yellow pamphlet available at registration with:

- 2009-2010 GATESOL Executive Board Slate
- Committees & Liaison Officers 2008-2009
- Past Presidents

**The GATESOL Annual Business Meeting will
take place Saturday in the Grand Ballroom East
from 3:30 –4:15.**



*Please don't forget to cast
your vote for the 2009-2010
board members.*





**GATESOL would like to thank
the following sponsors for their support:**

- **Discount Dictionaries**
- **Dodge Learning Resources**
- **ELL Newcomer Kit**
- **ESL ReadingSmart**
- **Intensive English Program, Georgia State University**
- **Lesley University**
- **National Geographic School Publishing**
- **Pearson Longman**
- **Santillana USA Publishing**
- **The Boldt & Cooper families**
- **The EDMAT Company**
- **Thinking Maps, Inc.**
- **WIDA Consortium**

SETESOL 2009

Atlanta, GA

September 17–19, 2009

PEARSON LONGMAN PRESENTS:



FEATURED SPEAKER: Judith Ortiz Cofer
**"Writing an Island Like You:
Creating Stories from the Real World"**
DATE: Thursday, September 17, 2009
TIME: 9:00am – 9:45am



**"Accelerating Vocabulary: The On-Ramp
to Literacy and Language Development"**
DATE: Thursday, September 17, 2009
TIME: 2:00pm – 2:45pm



**"Close the Achievement Gap with
Longman Cornerstone and Longman Keystone"**
DATE: Friday, September 18, 2009
TIME: 9:00am – 9:45am



"Prepare Your Adult Ed Students for the Future"
DATE: Saturday, September 19, 2009
TIME: 1:30am – 2:15am



For more information,
please contact Chanelqua Williams-Moss, ELL Specialist
1-800-375-2375 VM# 9130 or e-mail: chanelqua.williams-moss@pearson.com

Thursday, September 17

Grand Ballroom East

Featured
Speaker

Judith Ortiz Cofer
9—9:45 am

“Writing an Island Like You: Creating Stories from the Real World”

The presenter will give a short reading and talk about how her reading led her to writing and how she uses her teaching experiences in her creative work. She will also share some writing that began as stories in her life, often included as examples of student-oriented writing in textbooks.

The presenter will be introduced by Dana Geller, GATESOL Member-at-large.



Biography: Judith Ortiz Cofer was born in Puerto Rico and raised in Paterson, New Jersey. Judith now makes her home in Georgia. She is a poet, essayist, and novelist, whose work explores the experience of being Puerto Rican and living, writing, and teaching in the United States. Judith Ortiz Cofer is currently the Regents' and Franklin Professor of English and Creative Writing at the University of Georgia. She lives in Athens, Georgia and Louisville, Georgia with her husband, John Cofer, a fellow educator.

Thursday, September 17

Grand Ballroom East

Plenary Speaker

Dr. Ester de Jong 11:45am—12:30 pm

ELL Professionals and Advocacy: ELLs, Good Teaching and More

The expertise base and roles of teachers of English language learners have increasingly become more diverse, with many components of our profession being incorporated into regular education policies and practices. As ELLs and their schooling are being "mainstreamed," advocacy at the classroom, school, and district level becomes more crucial than ever. We will explore four principles where our profession indeed makes a difference: equity, affirming student identities, valuing multilingualism, and transformation through integration.

The presenter will be introduced by Dr. Karen Kuhel, GATESOL President.



Biography of Ester de Jong, Associate Professor, ESOL/bilingual education, University of Florida: After graduating from the doctoral program with a specialization in Bilingual Education at Boston University, Ester de Jong worked as the Assistant Director for Bilingual Education for the Framingham Public Schools in Massachusetts and worked closely with teachers in three different programs: two-way immersion, a general bilingual education, and an English as a Second Language Program. In 2001, she accepted a tenure-track position in ESOL/Bilingual Education at the University of Florida in Gainesville where she is now an associate professor. Her research interests focus on how teachers and administrators can promote quality education for bilingual children, linking policy and practice. In particular, her work has centered on two-way immersion programs as an effective model to promote bilingualism/ multilingualism and biliteracy for all children. Another area of interest is language policy and its impact on teachers and teacher practices. Dr. de Jong published in the Bilingual Research Journal, Teacher Education Quarterly, Journal of Adult and Adolescent Literacy, and Educational Policy among others.

**Stay & Meet
Dr. de Jong
after her Plenary
12:30—1 pm**

Thursday, September 17

Grand Ballroom East

Plenary
Speaker

Dr. Margarita Calderón
4—4:45 pm

**Expediting Reading Comprehension for English Language Learners
in Middle and High School**

The diversity of adolescent Long-Term English Language Learners (LTELs), ELLs in special education, and Students with Interrupted Formal Education (SIFE) in 4th through 12th grades ranges from pre-literate to reading at a 4th grade level in English, and even in their primary language. Yet, schools must be accountable for their progress and engage in data-driven reform. Recent research and effective practices are showing ways to accelerate the development of academic language, literacy, and content domain knowledge as an integrated comprehensive program approach. A four-year study called ExC-ELL was funded by the Carnegie Corporation of New York and conducted in secondary schools in Kauai, New York City schools, and Villages in Alaska. Instructional sequences that cut across all content areas were developed and piloted, yielding amazing academic results for ELLs and each school. In this presentation, participants will experience and learn highlights of evidence-based instructional strategies for helping ELLs, SIFE and LT-ELLs develop different types of academic vocabulary, reading comprehension strategies, oracy (descriptive, question generation, summarization), and content-related writing.

The presenter will be introduced by Dell Perry Giles, GATESOL Past President.



**Meet the Author
After her Plenary
4:45—5:15**

Dr. Margarita Calderón is a Professor and Senior Research Scientist at the Johns Hopkins University' School of Education. She serves on national panels and committees such as: National Research Council's Committee on Teacher Preparation, National Literacy Panel for Language Minority Children and Youth, Carnegie Adolescent ELL Literacy Panel, The WIDA Formative Language Assessment Records for ELLs (FLARE) in Secondary School, National Institute for Family Literacy (NIFL) Multicultural Advisory, Professional Advisory Board of the National Center for Learning Disabilities, and ETS Visiting Panel on Research. She is principal investigator in a 5-year study in middle and high schools called *ExC-ELL* on professional development of science, social studies, and language arts teachers of ELLs, and *RIGOR* for teaching language and reading to SIFE, ELLs in Special Education, and Newcomers in New York City Schools funded by the Carnegie Corporation of New York. She is Co-PI with Robert Slavin on the 5-year randomized evaluation of English immersion, transitional, and two-way bilingual elementary programs funded by the Institute for Education Sciences/U.S. Dept. of Education. Other research has been funded by the U.S. Department of Education, U.S. Department of Labor, National Institutes of Health, and Texas Education Agency.

She has over 100 publications. Three recent publications are: *The MacGraw-Wright Group Series - Science Essentials for ELLs*; *Teaching Reading to English Language Learners, Grades 6-12: A Framework for Improving Achievement in the Content Areas* and *Reading Instructional Goals for Older Readers (RIGOR)* that has won the 2008 Distinguished Achievement Award from The Association of Educational Publishers. She is an international speaker and conducts comprehensive professional development programs throughout the country.

Friday, September 18

Grand Ballroom East

Plenary Speaker

Immaculée Ilibagiza 12:00 — 12:45 pm

Left to Tell: A Rwandan genocide survivor's story of faith, hope, and forgiveness

Immaculée Ilibagiza is a living example of faith put into action. Immaculée's life was transformed dramatically in 1994 during the Rwanda genocide when she and seven other women huddled silently together in a cramped bathroom of a local pastor's house for 91 days. Immaculée entered the bathroom a young university student with a loving family weighing 110 pounds. She emerged from the bathroom weighing 65 pounds only to find that her entire family (with the exception of one brother who had been studying outside of the country) had been brutally murdered. Her first book, and national best-seller, "Left to Tell" was released in March of 2006, and she has been featured on numerous national and international networks. Today Immaculée is regarded as one of world's top speakers on peace, faith, and forgiveness. She has shared her universal message with world dignitaries, school children, multinational corporations, churches, and at many conferences. Immaculée works hard to spread her message and to raise awareness for her Left to Tell Charitable Fund which directly benefits the children orphaned by the genocide.

The presenter will be introduced by Dr. Karen Harris, GATESOL Past President.



**Meet the Author
After her Plenary
12:45—1:15**

Biography: Prior to going into hiding in 1994 in the Rwanda genocide, Immaculée's father, a devout Catholic, gave her a set of rosary beads. Immaculée started her ordeal in extreme anger for the circumstances she found herself in. Rather than succumbing to the rage that she felt, Immaculée instead turned to prayer. She began to pray the rosary that her father had given her as a way of drowning out the negativity that was building up inside her. Through prayer, she eventually found it impossible to not forgive her tormentors, including the man who killed her mother and brother. In 1998 Immaculée emigrated to the United States where she worked with the United Nations. During her time at the United Nations she saw the impact that her story had on her co-workers and friends and she felt compelled to write it all down. Three days after writing her manuscript she met best selling author Dr. Wayne Dyer who within minutes of meeting her offered to help her publish her book. Dyer is quoted as saying, "There is something much more than charisma at work here - Immaculée not only writes and speaks about unconditional love and forgiveness, but she radiates it wherever she goes." Immaculée's first book, "Left to Tell" was released in March of 2006. "Left to Tell" quickly became a New York Times best seller. Today "Left to Tell" has been translated into fifteen languages worldwide. Immaculée's story has also been made into a documentary titled "The Diary of Immaculée". Immaculée has appeared on 60 Minutes and been featured on CNN, The CBS Early Morning Show, EWTN, Aljazeera, and many other domestic and international networks. She was also recently featured in Michael Collop's "Architects of Peace" a project which includes Mother Teresa, Jimmy Carter, Nelson Mandela, and the Dalai Lama. Immaculée has received honorary doctoral degrees from The University of Notre Dame and Saint John's University. She has been recognized and honored with numerous humanitarian awards including: The Mahatma Gandhi International Award for Reconciliation and Peace 2007; a finalist as one of Belifnet.com's "Most Inspiring People of the Year 2006", American Legacy's Women of Strength & Courage Award, and a Christopher Award, "affirming the highest values of human spirit." "Left to Tell" has been chosen as Outreach Magazine's selection for "Best Outreach Testimony/Biography Resource of 2007". Villanova University has chosen "Left to Tell" for their 2007-2008 "One Book Program" which makes "Left to Tell" mandatory reading for 6,000 students.

Friday, September 18

Grand Ballroom East

Plenary Speaker

Keith Folse 4:15 —5 pm

The Least ESL Grammar You Should Know

Grammar is the backbone of any language, but what is grammar for English Language Learners (ELLs)? In this talk, we will start by looking at the difference between traditional native speaker grammar and ESL grammar. How are they different? How are they similar?

ESL grammar can inform the ability of all teachers to work successfully with their ELLs. A kindergarten teacher's song, a high school teacher's history lesson, and a college/university intensive English teacher's lesson—no matter whether it targets reading, composition, or just grammar—all rely on ESL grammar. In addressing ELLs' most common grammar needs, this talk will focus on 15 key grammar points that are basic to a wide variety of types of teachers. I will argue that these 15 key grammar points represent the least that a teacher should know about ESL grammar.

Finally, I will suggest options for teachers in dealing with students' grammar questions that the teacher does not initially know how to answer. When students put teachers on the proverbial hot seat, what are some good teaching strategies that will actually benefit the ELLs?

The presenter will be introduced by Heather Boldt, SETESOL Program Chair/GATESOL Member-at-large.



Dr. Keith Folse is Associate Professor of TESOL at the University of Central Florida. He has taught ESL in the US and EFL in Saudi Arabia, Malaysia, Japan, and Kuwait. He has given talks in countries all over the world, from Argentina to Uzbekistan. He is the author of many journal articles as well as 50 textbooks. His most recent teacher reference book is *Keys to Teaching Grammar to English Language Learners*, and his most recent textbooks are *Four Point, Listening/Speaking 2* and *Four Point, Reading/Writing, Book 2* (University of Michigan Press).

**Meet the Author
After his Plenary
5—5:30 pm**

Saturday, September 19

Grand Ballroom East

Featured Speaker

Margarita Pinkos 10—11:15 am

Effective Strategies for English Language Learners: *Knowing What Works---Doing What Matters*

Few educators in the U.S. today can say they work in schools where English is not a second language for at least some—if not most—of the student population. And many schools and school districts across the country wrestle with the multiple threads involved with the perfect “mosaic” required to fulfill the needs of ELLs.

This presentation examines the multifaceted challenges encountered and strategies available for supporting English language learners on their journey to English language and academic proficiency. Educational leaders will review key points on research-based practices for instruction that accelerate the academic and language success of students. Significant roles we can play and actions we can take across programs and funding to optimize student achievement will be explored. Participants will leave with understanding and enthusiasm for building comprehensive systems of support and accountability to ensure that ELL students participate fully in the learning experience and achieve the ultimate outcome: preparedness for the global marketplace and workplace.

The presenter will be introduced by Barbara Beaverson, GATESOL Past President.



Margarita P. Pinkos, Ed.D., is a dynamic educational leader whose remarkable 25-year career has been dedicated to building the capacity of students and families, and the educators who serve them. Her professional journey started in 1984 as an elementary school teacher and includes service as a school principal, and district-level executive in the School District of Palm Beach County, Florida—the 11th largest public school system in the United States. One career distinction is her appointment by former President George Bush as assistant deputy director and director of the Office of English Language Acquisition (OELA) in the United States Department of Education (USDOE) where she worked with state and local education systems across the country to support high quality instructional programs for linguistically and culturally diverse students.

In early 2009, she returned to the South Florida school district from Washington, D.C., resuming her leadership as executive director of the Multicultural Education Department to optimize the academic success of the 17,000 English Language Learners (ELLs) in Palm Beach County schools.

Saturday, September 19

Grand Ballroom East

**Plenary
Speaker**

**Elaine Tarone
11:30 am—12:15 pm**

Alphabetic Literacy Level and Oral L2 Processing

A variationist perspective on second language acquisition (SLA) requires the inclusion of data from second language learners in a wide range of social contexts, both traditional and non-traditional. Mainstream research on SLA has focused on oral skills, but neglected an individual difference that characterizes large numbers of second language (L2) learners in non-academic settings: alphabetic print literacy. The presenter reports on a collaborative research project (Tarone, Bigelow & Hansen 2009) that documents the significant impact of low alphabetic literacy level on the processing of oral L2 input. This project replicated some standard SLA studies (e.g., on the noticing of formal corrective feedback and performance of elicited imitation tasks). Performance on these tasks correlated significantly with the learners' alphabetic literacy levels. These findings are consistent with research in cognitive psychology experimentally comparing the phonological awareness of illiterate and literate adults in Brazil, Spain and Portugal. This line of research needs to be pursued further, and the implications for pedagogical approaches for ESL instruction of low literate adults and adolescents explored.

The presenter will be introduced by Dr. Ayanna Cooper, GATESOL Vice President/SETESOL Conference Chair.



Elaine E. Tarone is the Director of the Center for Advanced Research on Language Acquisition (CARLA), and Distinguished Teaching Professor in English as a Second Language at the University of Minnesota, where she has provided preparatory coursework for MA ESL students since 1979. Professor Tarone's research publications focus on the impact of social context and literacy level on oral second language processing, production, and acquisition. CARLA has been a Title VI Language Resource Center since 1993, and is known for its large web-site of resources for language teachers, its intensive summer institutes and conferences, its working papers and electronic newsletters.

**Stay & Meet
Dr. Tarone
after her Plenary
12:15—12:45 pm**

Saturday, September 19

Grand Ballroom East

Featured Panel

Black Englishes in the Classroom

1:30—2:15

This session discusses the varieties of English spoken by communities of the African Diaspora in the US, the Caribbean, and Africa. Discussion includes the history and linguistic features of the “Englishes”, the implications of their presence in the L1 and L2 classrooms, and recommendations for educators and TESOL regarding these issues. Topics include

History of Black English

Grammatical Features of Black English

Black English in the L1 classroom

Black English in the L2 classroom

The presenters will be introduced by Stephen Fowler, GATESOL Member-at-large.



Photo left to right:

Zaline M. Roy-Campbell, Theresa Austin, Willisa Roland, Sybil Ishman

Presenters:

Willisa Roland has an M.A. in Applied Linguistics. She is an Assessment Director at Educational Testing Service where she writes and reviews questions for the TOEFL test.

Mabel Asante, Ph.D., English Linguistics, is currently an assistant professor at BMCC/CUNY. Her research focus is varieties of English with specialization in Ghanaian English.

Dr. Sybil Ishman has a Ph.D. in linguistics and is presently an Associate Professor at Rochester Institute of Technology in Rochester, New York.

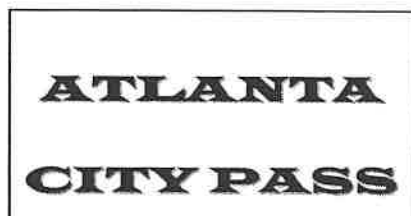
Zaline M. Roy-Campbell, Ph.D., is Associate Professor in the Reading and Language Arts Department at Syracuse University. She is Director of the Masters Program in Teaching English Language Learners.

Each of the presenters is also a member of TESOL's Black English Language Professionals and Friends (BELPaF) Forum.

Other Conference Events

Event	Day & Time	Location
First-timers' Session (see p. 30 for more details)	Thursday, 8:15—8:45 & Saturday, 8:15—8:45	Room 207
SETESOL Regional Council Business Meeting	Thursday, 12:45—1:30	Room 208
GATESOL Sociopolitical Concerns Interest Section Meeting	Thursday, 1—1:45	Room 209
Reception for all attendees hosted by WIDA Consortium	Thursday, 5—6 See p. 41 for more details	Salon Corridor
Lunch for all attendees	Friday, 11:15—12	Grand Ballroom East
GATESOL Annual Business Meeting	Saturday, 3:30—4:15	Grand Ballroom East

Atlanta Area Attractions



Interested in sightseeing? Check out the Atlanta City Pass at

<http://www.citypass.com/city/atlanta.html>

Includes admission to Georgia Aquarium, World of Coca-Cola, Zoo Atlanta, Inside CNN Studio Tour, Fernbank Museum of Natural History OR Atlanta Botanical Garden, and the High Museum of Art OR Atlanta History Center

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Note: Offers only valid during conference.



Interest Section Abbreviations

AE	Adult Education	MW	Material Writers
AL	Applied Linguistics	PA	Program Administration
BE	Bilingual Education	RC	Refugee Concerns
CALL	Computer Assisted Language Learning	RS	Research
EE	Elementary Education	SLW	Second language Writing
EFL	English as a Foreign Language	SS	Secondary Schools
ESP	English for Specific Purposes	SPC	Socio-political concerns
IEP	Intensive English Programs	SPL	Speech Pronunciation Listening
IC	Intercultural Communication	TE	Teacher Education
ITA	International Teaching Assistants	VDM	Video and Digital Media
HE	Higher Education		



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Thursday Morning at a Glance

ROOM	9—9:45	10—10:45
Grand Ballroom East	Featured Speaker: Judith Ortiz Cofer See p. 14 for more details	
Grand Salon West	Exhibitor Hall: Grand Opening 11 am on Thursday	
Room 201	Scaffolding Content for ELLs with Foldables (TE)	
Room 202	Read-Aloud Strategy for ESL Adults' Oral Proficiency (AE)	
Room 203	Increasing Autonomy and Retention by Improving ESL Student Services (IEP)	Teaching Public Speaking and Presentation Skills in Oral Communication Classes (IEP)
Room 204	Using "Friends" in the ESL classroom (EFL)	Culturally and Linguistically Diverse Students and the Language of Mathematics (EE)
Room 205	Addressing the "Whole" in Multilevel Instruction (AE)	Oxford Picture Dictionary, Second Edition: Defining Vocabulary Development (SS)
Room 206	ESL Students & Community Involvement: It's a Win/Win Proposition! (IC)	Language and Literacy Assessment of Refugee Students: Seeking alternative paths (RC)
Room 207	Libraries for the ESL Classroom (EE)	A Crime Scene Investigation: Romeo and Juliet for 9th Grade Sheltered English (SS)
Room 208	YouTube for Academic Prep (IEP)	Effective Reading and Vocabulary Strategies Using Real World Content (HE)
Room 209	ACCESS for ELLs ® Score Report Interpretation (AL)	
Room 212	Literacy Instruction for Culturally and Linguistically Diverse Learners at Risk (EE)	
Room 213	Using calendars to instruct and communicate with parents (SS)	Meeting the academic needs of Generation 1.5 in the transition from high school to college (HE)
Room 214	A Vietnam Journey (VDM)	Building Connections Through Thinking Maps (TE)
Crystal Ballroom A/F	Using Technology to Improve Program Delivery (PA)	ESOL 101: Resources for providing ongoing staff development to general education teachers within your school.(EE)
Crystal Ballroom B/E	ESL Workshop in a Box What Teachers Really Need to Know (TE)	Pronunciation Instruction: Any Way you Chunk it (SPL)
<i>For a list of interest section abbreviations, please see p. 23</i>		

FIRST-TIMERS' SESSION

8:00—8:45, Room 207
See p. 30 for more details

Poster Sessions

11—11:45 am

In Grand Salon West/Corridor

See p. 35 for more details

GATESOL Sociopolitical Concerns Interest Section Meeting

1—1:45 Room 209

Plenary Speaker

Dr. Ester de Jong

11:45 —12:30

See p. 15 for more details

Thursday Afternoon at a Glance

ROOM	2—2:45	3—3:45
Grand Ballroom East	NCLB/ESEA Reauthorization: Be ready for the upcoming parent notification changes to Title I, III, IX, X, FERPA, PPRA and OCR	
Grand Salon West	Exhibitor Hall: Stop by and visit our exhibitors/open until 5 pm	
Room 201	Challenges of Teaching Teachers to Use Web 2.0 Technologies in the ESOL Classroom (TE)	
Room 202	The many faces of adult education: focusing on alternative perspectives and methods in ESL teaching (AE)	
Room 203	TBA	Teaching Language through Digital Story-Telling (EFL)
Room 204	Help Students Step Up Their English for the iBT (HE)	Cultural Adjustment and Identity Negotiation: An Ethnographic Study of an Egyptian Ph.D. Student in a U.S. Academic Community (IC)
Room 205	The Proven Path to English Proficiency (EE/SS)	Learning English with Big Brothers, Big Sisters (IEP)
Room 206	Fulbright - An Opportunity to be the Ambassador of our Profession (EFL)	Using Digital Media Stories to Re-Teach, Re-Assess, and Re-Inforce Math Concepts (VDM)
Room 207	ELL Students Driven to Succeed, Not a Misnomer but an ELL Secondary Classroom Intervention (SS)	Push-In and Pull-Out Instructional Delivery Models: Teachers' Beliefs on Social Interaction and Second Language Performance (EE)
Room 208	Partnering with Technology for Language Learning Success (CALL)	Utilizing technology to assist with English Language Learners excel in the classroom (CALL)
Room 209	ESL Program Designs to Fit Diverse Needs, Diverse Situations and Diverse Students (PA)	
Room 212	Color Me a Story: Imaginative Storytelling through Music-Inspired Corporate Art (SS)	Bilingual Foto-novelas for Parents in the ESL Classroom (AE)
Room 213	Tools for Working with ELL Students in Content Area Courses (TE)	ESL Teachers Inform Content Teachers: Three Things You Didn't Learn in Education Courses (EE)
Room 214	Accelerating Vocabulary: The On-Ramp to Literacy and Language Development (EE)	50 Fabulous Read-Alouds for Middle School ELLs (SS)
Crystal Ballroom A/F	Beware the Accidental Plagiarist: Teaching Ethical Paraphrase and Citation to International Graduate Students (SLW)	Spotlight on English: English Language, Reading and Content for ALL Students! (EE)
Crystal Ballroom B/E	Integrating Corpus-Based Approaches and Teaching Materials in ESL (HE)	Bringing Culture, Language and Music Together: Starting a Mariachi Program in the Barrow County, Georgia Public Schools (SS)
<i>For a list of interest section abbreviations, please see p. 21</i>		

Plenary Speaker
Dr. Margarita Calderón

Grand Ballroom East
4—4:45 pm
See p. 16 for more details

Reception for all attendees
hosted by WIDA Consortium

Salon Corridor
5—6 pm
See p. 41 for more details

Friday Morning at a Glance

ROOM	9—9:45	10– 10:45
Grand Salon West	Exhibitors open at 9 - Please visit the hall from 10:45—11:15 before joining us for lunch	
Room 201	ESOL and Special Education Programs Together Providing a Continuum of Services to ELLs (SE)	
Room 202	Higher Education Roundtable: What's Working in the Classroom (HE)	
Room 203	Exploring the Design of an E-mentoring Project with Preservice and In-service Teachers (TE)	Lesson Plan Writing for ELLs (SS)
Room 204	Situating a critical model to promote ESL students' identities in communication classes (SPL)	Floating on Multiple Worlds: Learning to Communicate and Teach Across Cultures from Teachers of Hmong Students (IC)
Room 205	Ventures: Building Community in Adult ESL (Basic – High-intermediate) (AE)	Library Research Skills for Intermediate Language Learners (HE)
Room 206	Using the New York Times in an ESL Advanced Composition Class (HE)	Songs and Singing Games that Teach Standards to Elementary ELD Students (EE)
Room 207	The Notes of the Trade: Using Music as a Learning Device and Effective Instructional Strategy in an ESL Classroom (EE)	Teaching Academic Vocabulary to ELLs (SS)
Room 208	Pod-Casting with ELLs (VDM)	Corpus for Classrooms: Ideas for Material Design (CALL)
Room 209	CLIMBS ® - A WIDA Professional Development Course for Teachers of ELLs (AL)	
Room 212	Teaching Vocabulary Effectively (EE)	
Room 213	Writing to Speak: Effects of on-line discussions (RS)	Utilizing Corpus Linguistics to Guide Classroom Instruction (SS)
Room 214	Charting the Course: Serving ELL Students in Smaller Rural Areas (PA)	Keeping It Real: The importance of Reality in ESOL Intervention (BE)
Crystal Ballroom A/F	Literacy, Teen Refugees, and Soccer: A Summer Boot Camp for the Whole Learner	An Overview of Title III
Crystal Ballroom B/E	Close the Achievement Gap with Longman Cornerstone and Longman Keystone (TE)	Expanding Language Skills & Maintaining Interest: A New Approach for English Language Learners (IEP)
<i>For a list of interest section abbreviations, please see p. 23</i>		

Please Join Us for Lunch
in Grand Ballroom East

11:15 am —12:00 pm
Followed by Plenary Address
by Immaculée

Plenary Speaker
Immaculée Ilibagiza

Grand Ballroom East
12—12:45 pm
See p. 17 for more details

Friday afternoon at a Glance

ROOM	1:15-2:00	2:15-3:00	3:15-4:00
Grand Salon West	Exhibitor Hall: Stop by and visit our exhibitors/open until 5 pm		
Room 201	Pushing in, not Pushed around: The Evolving Role of the Collaborative ESOL Teacher (PA/EE/SS)		The Effects of Language Background on Intelligibility and Comprehensibility Ratings of Chinese Accented English Speeches (EFL)
Room 202	A Passion for English Language Learners, an Administrators Perspective (PA)		How a Web-based CALL System Facilitates English Listening and Speaking Acquisition (RS)
Room 203	Reading, Writing, and ...More Writing? (SLW)	Structural and Rhetorical Patterns in the Academic Writing of College-Level Generation 1.5 ESL Learners (HE)	Passion for Art and Now Language: Balancing Student Interest with Language Instruction (HE)
Room 204	Teaching Science Concepts and Non-Fiction (EE)	Teach Abroad in the English Language Fellow Program (EFL)	Connect-to-Success: Collaboration between college ESL students at GPC and their younger counterparts in DeKalb County (SS)
Room 205	Thinking Maps: The Tool to "Make it Happen" for English Language Learners (TE)	The Parent Leadership Academy "Training and Teaching Parents to be Ambassadors in the Community" (IC)	Science Vocabulary & Concept Strategies for ELLs (SS)
Room 206	Utilizing TESOL Resource Center's Multimeadia Presentation of "Authentic Voices" of ELL High School Students (SS)	Learning for All: The Transformation of a District (TE)	Teaching Reading through Writing (EE)
Room 207	Making time to teach culture without taking time (IC)	Language Education Politics: Implications for Policy Studies and Practice (AL)	Raising Awareness of Critical Analysis Skills in an IEP (IEP)
Room 208	Utilizing technology to facilitate text analysis and target direct academic vocabulary instruction (CALL)		The online writing evaluation system panacea: myth or reality? (CALL)
Room 209	Passion + Voice = What It Takes To Succeed, An ELL Student Documentary (SS)		"Please don't stop the music!" (SLW)
Room 212	Designing Reading Activities that Foster Student Participation and Accountability (IEP)	School-based Speech-Language Pathologists' Assessment Practices with ELLs (SE)	Case Methods: Bridging Teacher Preparation and Practice (TE)
Room 213	Everything ESL teachers need to know about dictionaries for their students (EFL)	Math: It's not all numbers (CALL)	Humpty Dumpty's Wall EE)
Room 214	Leading ELL Students into Grade Level and Beyond (BE)	Reader's Theater: Lights! Camera! Read! (EE)	MATH STANDARDS - The Illustrated Version (ESP)
Crystal Ballroom A/F	Preparing International Students for administrative interactions in English (HE)	Content-Based, Corpus-Informed EAP (HE)	Differentiating Instruction for ELLs in Mainstream Classrooms: Teaching Language and Content (TE)
Crystal Ballroom B/E	Authentic Materials and Language Learning Technology (CALL)	Is it H.O.T. enough? (TE)	Using authentic material to improve ESL/EFL learners' telephone skills (ESP)

Plenary Speaker: Keith Folsie
Grand Ballroom East, 4:15—5:00 pm
See p. 18 for more details

Saturday Morning at a Glance

ROOM	9:00-9:45	10:00-10:45
Grand Ballroom East	NCLB/ESEA Reauthorization: Be ready for the upcoming parent notification changes to Title I, III, IX, X, FERPA, PPRA and OCR	Featured Speaker (10—11:15 am) Margarita Pinkos See p. 19 for more details
Grand Salon West	Exhibitor Hall: Stop by and visit our exhibitors/open until 1:30 pm today	
Room 201	A Systemic and Systematic Approach to the Instruction of ELLs (PA)	
Room 202	Developmental Psychology: The Complexities of Culture and Communication (IC)	
Room 203	ESL Instruction plus Academic Reading: Improving Ninth Grade ELL Students' Reading Comprehension (SS)	Assessing Oral Communication Using Authentic University Tasks (SPL)
Room 204	How Americans Use Past Simple vs. Present Perfect in Spoken Context: Implications for ESL Instruction (AL)	Enhancing the Energy Level in Your Classroom (TE)
Room 205	Passionate About Teaching Lexis: Engaging Activities to Review Vocabulary (IEP)	IEP Students as Ethnographers: An Exploratory Approach to Critical Pedagogy (IEP)
Room 206	Fostering group cohesiveness in ESL classrooms: Why, when, how (TE)	Implementing a Token Economy in a Small Literacy Group (RS)
Room 207	TBA	Texts, Tasks and Advanced Language Learning in the Year 2009 (HE)
Room 208	Using Online Voice Discussion Boards for Oral Journals (CALL)	As easy as ABC: Using an ActiVote system to enhance ESOL teaching (CALL)
Room 209	A Connection Between Pronunciation and Vocabulary Acquisition? (HE)	Accelerating ELLs Access to the Grade Level Core Science Curriculum (EE)
Room 212	Adding Rigor to LEP Content Courses through the use of Thinking Maps (SS)	The Southern Accent: A Model for ESL Students? (AL)
Room 213	A framework for advancing oral proficiency in international graduate students (HE)	English Language Learners reach Milestones to School Success with academic vocabulary from Dr. Marzano (SS)
Room 214	English for housecleaners (ESP)	Facebook-2-Face: Social Networking Meets Service Learning (IEP)
Crystal Ballroom A/F	Using introspective methods to understand language learning and teaching (RS)	Interactive Learning: Motivating students through hands on activities (EE/SS)
Crystal Ballroom B/E	Does the Teacher Work Sample Work for ESOL? (TE)	Give Your Students an Ego Boost through Service Learning (HE/AE)
For a list of interest section abbreviations, please see p. 23		

FIRST-TIMERS SESSION

8:00—8:45, Room 207
See p. 30 for more details

Poster Sessions
Grand Salon West/Corridor
10:45—11:30 am
See p. 57 for more details

Plenary Speaker **Elaine Tarone**

Grand Ballroom East
11:30 am—12:15 pm
See p. 20 for more details

Saturday Afternoon at a Glance

ROOM	1:30-2:15	2:30-3:15
Grand Ballroom East	Featured Panel Black Englishes in the Classroom See p. 21 for more details	
Grand Salon West	Exhibitor Hall: Closes at 1:30 on Saturday afternoon	
Room 201	Designing Innovative ESP/EAP Courses in Higher Education: A Panel Discussion (ESP)	
Room 202	Prepare your Adult Ed students for the Future (AE)	Effective Strategies for Developing Academic English: A Study of Classroom Practices (EE)
Room 203	Linguistic vocabulary acquisition: A case study of in-service teachers in an online introductory linguistics course (AL)	TBA
Room 204	Pathways to Teaching for ELL Students: Building Immersion Programs in Georgia (BE)	Language Instruction in China: Tradition and Innovation (IC)
Room 205	Teaching Business English to Refugees in Transition (RC)	Academic Encounters –Introducing Scientific Topics to Students through Sustained Content (SS)
Room 206	Teaching Sheltered Language Arts at the Secondary Level: The Struggling Jugglers (SS)	New language, new self: Personal narratives of young refugee women (RC)
Room 207	Using poetry and music to help ESL students journey through African-American history (HE)	Teaching and Assessing Public Speaking in College ESL (SPL)
Room 208	Movie Making 101(CALL)	Technology for Classrooms: Ideas for Teaching Online (CALL)
Room 209	The Effects of Article Instruction on ESL Students' Writing (SLW)	Conducting a Program Evaluation in the Field: Lessons Learned (PA)
Room 212	Beyond Role-Playing: Developing Teachers' Professional Identity in Second Language Teacher Education (TE)	TBA
Room 213	Developing Character Sketches to Improve Vocabulary Comprehension (IEP)	What does “describe” mean? Let’s get technical with language (TE)
Room 214	Japanese Graduate Students in American Universities: Gaining Access to Discourse Communities (HE)	Backwards Instructional Design: Using Language Objectives to Scaffold Instruction in the Content Area (EE)
Crystal Ballroom A/F	Ten Activities to SPICE-UP Your Teaching (EE)	Language Development v. Academic Achievement: Response-to-Intervention for Speakers of African American Vernacular English (SPC)
Crystal Ballroom B/E	Assessing the Value of a Pre-service ESOL Course for Teachers (RS)	Videotaping ESL/EFL Students for Increased Motivation, Proficiency, Interaction and Fun (IEP)
For a list of interest section abbreviations, please see p. 23		

GATESOL
Annual Business Meeting
Grand Ballroom East
3:30—4:15 pm

See p. 62 for more details

Thursday, September 17

FIRST-TIMERS' SESSIONS

Attending a conference for the first time? Everything seem a little overwhelming? Come join us at the First-timers' Session where we can help you plan your time to make the most of this regional conference.
Facilitated by Beth Wallace, Georgia Perimeter College.

We have two sessions available:

Thursday, September 17, 8—8:45 am

Saturday, September 19, 8—8:45 am

Both sessions will be held in Room 207.

9—10:45 am

Concurrent Sessions

ACCESS for ELLs ® Score Report Interpretation

AL, Interactive Workshop, Rm 209

How do you begin to meet the academic needs of your ELLs? What tools are available to build collaboration with ESL and mainstream/content staff? This session will provide an overview of the ACCESS for ELLs ® assessment, ACCESS for ELLs ® Score Reports and small group time to review sample 2009 ACCESS for ELLs ® Teacher Reports, discussing what the programmatic implications would be for these ELLs in participants' local districts/schools.

Maureen Keithley, WIDA Consortium

Literacy Instruction for Culturally and Linguistically Diverse Learners at Risk

EE, Interactive Workshop, Rm 212

This session will: (a) introduce participants to research results of decoding instruction coupled with Specially Designed Academic Instruction in English (SDAIE) methods which address the needs of culturally and linguistically diverse learners; (b) teach participants specific methods that work for culturally and linguistically diverse learners at all language proficiency levels.

Almitra Berry, University of Phoenix School of Advanced Studies CA

Read-Aloud Strategy for ESL Adults' Oral Proficiency

AE, Panel Discussion, Rm 202

Grammar-Translation approach has been very prevailing in the TESOL curriculum in most oriental countries. The presenter, based on her five case studies, will present the read-aloud strategy that successfully integrated the four modes in second language acquisition and develop the ESL learners' oral proficiency.

Lucia Lu, Valdosta State University GA

Scaffolding Content for ELLs with Foldables

TE, Interactive Workshop, Rm 201

This highly interactive, hands-on session offers new and experienced ESOL teachers alike the opportunity to learn to apply foldables in all content areas to guide ELLs through difficult content material. Foldables will enhance student learning of vocabulary and standards.

Daniel Fisher, Conyers Middle School GA

April Roberts, Conyers Middle School GA

Thursday, September 17

9—9:45 am

Concurrent Sessions

A Vietnam Journey

VDM, Demonstration, Rm 214

A Vietnam Journey is my photographic essay imaging the culture, geography and charm of Vietnamese people. You will see architecture, ethnic minorities, Pagodas, beaches, markets, families, and cities. You will leave with a meaningful picture of this heritage and be better equipped to meet your students learning needs. Margery Diamond, Dekalb County Public Schools GA

Using calendars to instruct and communicate with parents

SS, Demonstration, Rm 213

This Demonstration will highlight annual calendars created by ELL (English Language Learners) students. These calendars are multilingual and multicultural. They are a culminating activity after a thematic unit of instruction. We will discuss various thematic units used to create the calendars and ways they are used as a vehicle to communicate with parents.

Molly Anderson, Port Charlotte Middle School FL

Addressing the “Whole” in Multilevel Instruction

AE, Demonstration (C), Rm 205

Multi-level instruction is a reality in adult ESL classrooms. How do we integrate effective strategies into positive learning experiences for our students? Two teachers present “tried and true” multilevel activities that build community, provide level specific instruction and promote peer tutoring. The handout integrates activities into purposeful lesson plans.

K. Lynn Savage, City College of San Francisco (retired), Cambridge University Press MA

Increasing Autonomy and Retention by Improving ESL Student Services

IEP, Descriptive Report, Rm 203

This session provides detailed, practical information regarding student services within an IEP. MSU's ESL Center implemented new service policies in 2008. The Center now offers “survival one-pagers” for students, weekly service activities and office hours, and a new-student orientation that is integrated into the curriculum through a “real world” class.

Alexis Powe, Mississippi State University
Yasma Jacobs, Mississippi State University
Alison Stamps, Mississippi State University

ESL Students & Community Involvement: It's a Win/Win Proposition!

IC, Descriptive Report, Rm 206

This presentation will discuss different ways to place ESL students in community scenarios to enhance both the ESL students' and local residents' understanding of each other. Audience members will be encouraged to share their experiences with community involvement. Strategies and suggestions for overcoming obstacles and limitations will also be considered.

Lynn Patterson, Intensive English Program, UT Martin
Frank Leach, Intensive English Program, UT Martin
Sandra Baker, Intensive English Program, UT Martin

ESL Workshop in a Box: What Teachers Really Need to Know

TE, Descriptive Report, Crystal Ballroom B/E

Presenters describe a user-friendly workshop series developed for professional development and to encourage communities of practice. Workshops covers critical concepts teachers need to know to work with ESL students in mainstream classrooms. The reproducible series consists of three stand-alone parts: methods and techniques, assessment and strategies, and cultural issues. Handouts.

Angela B. Thevenot, The University of Memphis
Teresa S. Dalle, The University of Memphis
Emily A. Thrush, The University of Memphis

Libraries for the ESL Classroom: A Great Read

EE, Interactive Workshop, Rm 207

The workshop will present a conceptual framework for the establishment of libraries in ESL classrooms. Presenters will share classroom experiences with literacy and access to books, implementation design and function, and funding resources. Participants will receive samples of task-based activities and research materials, and door prizes to start ESL libraries.

Selena Lawrence, Knox County Schools TN
Jamie Wolfe, Knox County Schools TN
Byron Booker, Knox Central High School TN

Thursday, September 17

9—9:45 am

Concurrent Sessions

Using "Friends" in the Classroom

EFL, Demonstration, Rm 204

The TV sitcom "Friends" offers the perfect vehicle for a variety of studies in the ESL classroom from pronunciation to idiomatic expressions to specialized vocabulary. This Demonstration includes videos of student performances as well as suggestions to help teachers adapt "Friends" to use in the classroom. Worksheets will be provided.

Jon E. Shepler, ESL St. Petersburg FL

YouTube for Academic Prep

IEP, Demonstration, Rm 208

Today's students are tech savvy and easily bored by standard textbooks and audio CDs. This presentation helps you in discover how YouTube videos, for in-class use or for homework, help students with listening, speaking, vocabulary and critical thinking skills needed for TOEFL preparation and academic success. Links and handouts provided.

Alison Rice, IELI Hunter College NY

Using Technology to Improve Program Delivery

PA, Descriptive Report, Crystal Ballroom A/F

In the age of accountability, it is more important than ever that school systems can clearly define their target student populations, how services are delivered and the results. In this session, we will explore the uses of technology from student intake, teaching and learning, assessment, parent communication and accountability.

Beth Arnow, Gwinnett County Public Schools GA
Victoria Webbert, Gwinnett County Public Schools GA

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Dr. Karen Kuhel, TESOL Coord.

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Ms. Alisha Bello, Grad Programs Office

abello1@kennesaw.edu 770-423-6043

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Ms. Marj Kellogg 770-423-6347 mkellogg@kennesaw.edu



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Department of Inclusive Education
1000 Chastain Road MD #0124
Kennesaw, GA 30144
770-423-6577

<http://www.kennesaw.edu/education/ined>

Watch for tenure-track faculty positions at www.kennesaw.edu/education — soon to be announced.

Thursday, September 17

10—10:45 am

Concurrent Sessions

Pronunciation Instruction: Any Way you Chunk it SPL, Demonstration, Crystal Ballroom B/E

Corpus linguistics shows that much of our spoken language consists of prefabricated chunks. We'll explore some high priority pronunciation features that we can easily teach as we move toward a focus on multi-word chunks in the classroom.

Linda Grant, Georgia State University

Effective Reading and Vocabulary Strategies Using Real World Content

HE, Demonstration (C), Rm 208

Learn effective strategies for teaching reading and vocabulary through National Geographic content and video with Heinle's NEW Reading Explorer series for all learners and The Footprint Reading Library for K-12 learners. Presenters will provide interactive examples on ways to effectively integrate captivating video and audio to ensure comprehension, vocabulary development, and [a love of reading](#) in ESL classrooms.

Stacy Hilliard; Heinle, Cengage Learning FL

Teaching Public Speaking and Presentation Skills in Oral Communication Classes

IEP, Demonstration, Rm 203

Specific instruction on how to give a presentation or public speech can work wonders in an oral communication class. In this presentation, the presenter will describe several presentation strategies such as creating an effective hook, establishing credibility, and fielding questions and demonstrate how to teach those skills to students in an oral communication class.

Alison Camacho, Georgia State University

Meeting the academic needs of Generation 1.5 in the transition from high school to college

HE, Descriptive Report, Rm 213

This presentation focuses on new research contrasting the reading needs of English language learners in high school and college. We then discuss what is needed at the high school and college level to fill those gaps and support them in becoming successful college students.

Jacqueline Saindon, Gainesville College GA

Harriett Allison, University of Georgia

Karen Peters, Gainesville College GA

Oxford Picture Dictionary, Second Edition: Defining Vocabulary Development

SS, Demonstration (C), Rm 205

Come work with key vocabulary learning strategies that help students develop their active vocabulary. Explore the meaningful contexts, rich visual support and authentic language tasks of the Oxford Picture Dictionary, Second Edition

Amy Hegi, Oxford University Press FL

Culturally and Linguistically Diverse Students and the Language of Mathematics

EE, Demonstration, Rm 204

This presentation highlights the journey of an ESOL teacher in her search to provide Culturally and Linguistically Diverse (CLD) newcomer students with adequate mathematics support. Valuable insights and methodological advice is provided on how to help CLD students feel and be successful in the field of mathematics.

Ana T. Solano-Campos, Emory University GA

Language and Literacy Assessment of Refugee Students: Seeking alternative paths

RC, Research Report, Rm 206

Teenage refugees who come to the US with little or no formal education present teachers with enormous challenges. In this session, we focus on alternative ways of assessing their language and literacy levels, presenting data from young refugee women attending a new school especially designed for them.

Eliana Hirano, Georgia State University

Lesley Coia, Agnes Scott College GA

A Crime Scene Investigation: Romeo and Juliet for 9th Grade Sheltered English

SS, Descriptive Report, Rm 207

A Crime Scene Investigation: Romeo and Juliet for 9th Grade Sheltered English – a unique approach to a very traditional piece of literature.

Reginald Williams, Clarkston High School GA

Thursday, September 17

10—10:45 am

Concurrent Sessions

Building Connections Through Thinking Maps

TE, Demonstration, Rm 214

This presentation aims at demonstrating how Thinking Maps can help second language learners build important connections to learn language skills, culture, and develop academic strategies to perform better in their mainstream classroom. First, an overview on the foundations of Thinking Maps will be discussed. After that, the different Thinking Maps will be introduced with their respective function. Next, practical ideas and classroom experiences will be shared. Finally, the audience will be invited to create an activity with Thinking Maps that meets the needs of a specific situation.

Maia Anderson, Wilkes County Schools NC

ESOL 101: Resources for providing ongoing staff development to general education teachers within your school

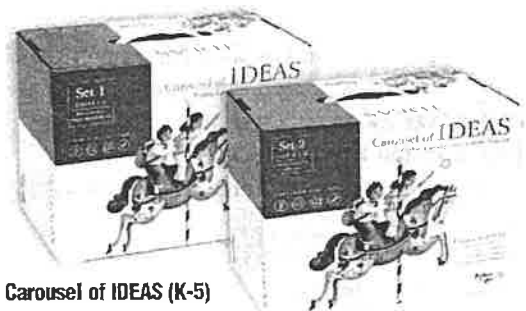
EE, Demonstration, Crystal Ballroom A/F

In the age of increased accountability for ESOL students, schools are recognizing the need for ESOL staff development for mainstream classroom teachers. Since ESOL teachers are being tapped to provide teacher training to the school staff, this presentation will provide them with tools and resources for implementing quality ongoing staff development.

Lydia Rice, Hapeville Elementary School GA

Dana Geller, Hapeville Elementary School GA

Teaching English vs. Teaching In English



Carousel of IDEAS (K-5)



Champion of IDEAS (6-12)

As an ESL/ELD publisher, our focus is on English language learners (ELLs). We believe there is a difference between teaching English and teaching in English. At Ballard & Tighe, we design programs that teach your ELL students English.

Carousel of IDEAS (K-5) and Champion of IDEAS (6-12) are comprehensive and systematic language development programs that:

- Help teachers meet AMAOs
- Prepare students for success in mainstream academic classes
- Integrate all four domains of language with scaffolded instruction
- Deliver differentiated instruction through a proficiency based program
- Minimize learning gaps by the explicit and systematic delivery of language instruction

Visit www.ballard-tighe.com to download free sample materials, or contact us for more information.

Ballard Tighe helping English learners realize their full potential
... one student at a time

Web site: www.ballard-tighe.com | Toll Free: 800.321.4332 | E-mail: customerservice@ballard-tighe.com

Poster Sessions
Thursday 11—11:45 am
Grand Salon West/Corridor



Brain-Based Strategies for English Language Learners Heather C. Toner Gwinnett County Schools	Recruiting ESOL & Special Education Teacher Education Candidates Dr. Phyllis N. Levert Kennesaw State University	Think Fast! Say It Quick! Melissa Egger Metropolitan Nashville Public Schools	International Students - Unveiling Beautiful Minds Smaranda (Mada) Livescu Druid Hills High School
Is is language or reading? Teaching ELLs how to read: The difference and research-based methods to meet their needs Yanira Alfonso Gwinnett County Schools	Language of male and female politicians Su Jeong Lee Georgia State University	Language, Culture and Education: Perceptions and experiences of international students studying in the United States Mueen A. Zafar and Aliya M. Zafar University of Florida	Project PHUN (Painless Homework with Unique Notions) Danielle Hickerson Walden University
Senegalese Perspectives: Language Learning in the United States Lauren Larson Georgia State University	Addressing language and social needs of immigrant families in rural Georgia Dorothy Foster Nacoochee Presbyterian Church Hispanic Ministry	Language, identity and power: Promoting equity through language and education Aliya Zafar University of Florida	GATESOL Regional Liaison Recruitment

Thursday, September 17

2—3:45 pm

Concurrent Sessions

ESL Program Designs to Fit Diverse Needs, Diverse Situations and Diverse Students

PA, Panel Discussion, Rm 209

Nine models of ESL service delivery will be discussed by districts from the state. Each district represented will explore the successes and struggles that have been faced due to the choice of the model. Growth patterns and changing designs are complimentary.

Jan Lanier, Tennessee Department of Education TN

LaWanna Shelton, Nashville Public Schools TN

Diane Mackey, Rutherford County Schools TN

Sharon Fishbach, Knox County Schools TN

Andy Duck, Memphis City Schools TN

Todd Goforth, Shelby County Schools TN

The many faces of adult education: focusing on alternative perspectives and methods in ESL teaching

AE, Panel Discussion, Rm 202

This presentation explores the rationale and use of alternative methods such as photography for working with adult English Language Learners. We emphasize the diverse refugee communities being settled in the Southeast. Time for interaction with each presenter is built into this workshop. For K-12 and Adult Educators.

Bernadette Musetti, Kennesaw State University GA

Jayne Jacobs, Georgia State University

Lisa Shanti Chaudhari, Catholic Charities and University of Georgia

Rachel Lang-Balde, Catholic Charities GA

Monira Silk, Clarke County School District GA

Loretta Siefferman, Catholic Charities GA

Lina Rodriguez, Catholic Charities GA

Challenges of Teaching Teachers to Use Web 2.0 Technologies in the ESOL Classroom

TE, Panel Discussion, Rm 201

This panel (composed of representatives from higher education, district office, school administration, and classroom) addresses issues surrounding teaching teachers to integrate new technologies into ELL classrooms. Web 2.0 technology tools, such as smart boards, wikis, blogs, podcasts, digital audio/visual recordings, and social networking sites are powerful teaching tools. However, many teachers still lack experience with technology beyond basic level skills.

Karen Kuhel, Kennesaw State University GA

Margaret McKenzie, Cobb County Schools GA

Jennifer Aldama, Cobb County Schools GA

Sally Campbell, Forsyth County Schools GA

German Suarez, Cobb County Schools GA



Thank you for attending the
SETESOL Regional Conference
—we're glad you are here.

Thursday, September 17

2—3:45 pm

Concurrent Sessions

NCLB/ESEA Reauthorization: Be ready for the upcoming parent notification changes to Title I, III, IX, X, FERPA, PPRA and OCR

GRAND BALLROOM EAST

Be ready for the upcoming reauthorization of NCLB/ESEA with TransACT; online parent notifications in multiple languages. The session will focus on the parent notification responsibilities and online support and accountability tools including the NCLB RoadMap. In addition, the law firm of **Brustein and Manasevit** will provide legal review for all the updated parent notices, so you can relax, and let TransACT do the hard work ahead. With the TransACT subscription, you have access to a robust collection of more than 200 legal and policy parent notifications fully supporting the parent communication mandates (Title I, III, IX, X, FERPA, PPRA and OCR) of the No Child Left Behind Act of 2001. The NCLB collection is available in seven languages and includes a powerful NCLB RoadMap tool to help ensure that your schools send the right document at the right time. Compliance coverage includes requirements such as AYP, highly qualified staff, ELL, public school choice, SES, safe schools, private schools, homeless, parent involvement, student record privacy/FERPA, Title I schoolwide program eligibility and restructuring. In addition, the GenEd collection is available in 21 languages providing broad compliance support for most priority languages.

Dr. Chris Scott – Program Manager, ESOL and Title III, Georgia Department of Education
Rick Passovoy – President/CEO of TransACT

2—2:45 pm

Concurrent Sessions

Help Students Step Up Their English for the iBT
HE, Demonstration (C), Rm 204

Students want to begin studying for the TOEFL as soon as possible, even if their English isn't strong enough. A new series helps students begin preparing for the TOEFL iBT at this point by giving focused practice in grammar, pronunciation, and vocabulary as well as those tested on the iBT.

Nigel Caplan, University of North Carolina at Chapel Hill

Kelly Sippell, University of Michigan Press

Accelerating Vocabulary: The On-Ramp to Literacy and Language Development

EE, Demonstration (C), Rm 214

With vocabulary being a key predictor of reading comprehension, systematic vocabulary instruction is critical to move English Language learners forward. Using Longman Cornerstone, this session will explore how a multi-tiered approach to teaching vocabulary offers the best opportunity to equip learners with the skills they need for academic success.

Tara Maceyak, Pearson Longman NY

Beware the Accidental Plagiarist: Teaching Ethical Paraphrase and Citation to International Graduate Students

SLW, Demonstration, Crystal Ballroom A/F

Many graduate ESL students seem unaware of U.S. conventions against plagiarism, unafraid of getting caught, and/or lacking in effective paraphrasing/citation skills. Starting with a case study, this interactive Demonstration invites students to explore the issue, its consequences, and most importantly, how they can move toward more ethical writing habits.

Jennifer Greer, University of Alabama at Birmingham

Color Me a Story: Imaginative Storytelling through Music-Inspired Corporate Art

SS, Demonstration, Room 212

Participants experience hands-on the value of arts integration in the ESOL classroom in telling original stories inspired by corporately created art. The power of music, imagination, and community will become evident as attendees explore storytelling and other art forms as paths to language acquisition in a safe and enjoyable environment.

Dawn Roberts, Chapel Hill High School/Douglas County Schools GA

Thursday, September 17

2 - 2:45 p.m.

Concurrent Sessions

Integrating Corpus-Based Approaches and Teaching Materials in ESL

HE, Descriptive Report, Crystal Ballroom B/E

This paper overviews current corpus-based approaches in TESL and discusses the general contexts and challenges of integrating corpus materials and corpus-based learning activities in ESL classrooms. The presentation focuses on two empirical case studies involving methodological factors in designing data-driven lessons using hands-on work with corpora.

Eric Friginal, Georgia State University

Fulbright - An Opportunity to be the Ambassador of our Profession

EFL, Descriptive Report. Rm 206

If you want to have hands full of acculturation, demanding assignments, wide spectrum of everyday use of English teaching techniques, and rewarding "forget-me-not" farewell, then you will make a very good Fulbright educator. The workshop will take you through the steps of becoming a Fulbright alumna. It will provide important information and insights through questions and answers activity. Participants will receive informational materials.

Smaranda (Mada) Livescu, Dekalb County Schools/
Druid Hills High School GA

The Proven Path to English Proficiency

EE/SS, Demonstration (C), Rm 205

ESL ReadingSmart - online covers newcomers/advanced, grades 3-12. It incorporates vocabulary and reading skills from basic to advanced Lexiled selections. This 24/7 academic program offers 148 lessons in 5 genres, hundreds of lesson plans and student activities. Standard-based, including WiDA, aligned to ARRA, winner of several awards - BESSIE, MEDIA & METHODS, EDDIE, and the Association of Educational Publishers award as the best online ESL program.

Martin Loperena, ESL Reading Smart TX

ELL Students Driven to Succeed, Not a Misnomer but an ELL Secondary Classroom Intervention

SS, Research Paper, Rm 207

A concern for high school ELLs is a lack of academic accomplishment. The five stages of Driven-succeeding illustrate that learning is internally motivated, and students do possess within themselves the knowledge and experience to take a more active role in progressing through these stages to achieve academic success. This grounded action study analyzes ELL beliefs about their own learning within my grades 9-12 college preparatory classrooms.

Gale Lyons, Cobb County Schools GA

Partnering with Technology for Language Learning Success

CALL, Demonstration (C), Rm 208

Put technology to work for you and your students. Technological advancements and innovative publishers like Auralog, creator TELL ME MORE, elevate CALL to another level to deliver multi-sensory, multimedia learning that not only engages and keeps students on task, but produces results. Join us and see how you can partner with technology.

Boris Morew, TELL ME MORE AZ

Tools for Working with ELL Students in Content Area Courses

TE, Demonstration, Rm 213

We believe that teachers should work together to ensure the academic success of all our students. This presentation shares our staff-development course designed to help content area teachers work with English Language Learners more effectively. The presentation will explore methods of helping ELLs implement differentiated instruction, assignments, and assessments. It will share ways to help teachers plan lessons that incorporate features designed to support language development as well as content. As well as show how teachers can better access and utilize supports and tools available to them.

Annette Ingram, Carroll County Schools GA

Erin Ortiz, Carroll County Schools GA

Gretchen Watson, Carroll County Schools GA

Thursday, September 17

3 - 3:45 p.m.

Concurrent Sessions

50 Fabulous Read-Alouds for Middle School ELLs

SS, Demonstration, Rm 214

Come see and hear Janet's favorites among recently published books: beautiful children's books, fascinating non-fiction and addictive adolescent fiction. These books are guaranteed to hook your middle school ELLs and reel them into the reading club! Criteria for choosing books will also be shared.

Janet Turner-McDonald, Nashville Public Schools TN

Cultural Adjustment and Identity Negotiation: An Ethnographic Study of an Egyptian Ph.D. Student in a U.S. Academic Community

IC, Research Report, Rm 204

The present research reports an ethnography study of a new Egyptian female PhD candidate's cultural adjustment and identity negotiation in a U.S. academic community. More specifically, this study utilized in-depth interviews as well as class observations to examine how a nonnative English speaker from Egypt, Rachel (a pseudonym), negotiated her learning and participation in a PhD program at a Southeastern university.

Wei Cai, Georgia State University

ESL Teachers Inform Content Teachers: Three Things You Didn't Learn in Education Courses

EE, Descriptive Report, Rm 213

This presentation provides ESL teachers an overview of some complicated but helpful concepts they may share with content teachers. The three concepts were identified by in-service teachers as "most helpful to know." Attendees will be provided a PowerPoint presentation designed specifically for them to use in directing their own in-service to content teachers.

Teresa Dalle, University of Memphis TN

Emily Thrush, University of Memphis TN

Teaching Language through Digital Story-Telling.

EFL, Descriptive Report, Rm 203

This presentation is a combination of a descriptive report as well as a demonstration for middle and high school as well as adult students. I will be sharing how to inspire and easily motivate your students to create a personal digital story-telling that can be submitted to the Media Festival. Additionally, samples of students' work will be presented. In this project, students will greatly benefit by applying writing skills, grammar, pronunciation, and artistic computer skills while proudly producing a successful and evocative anecdote.

Magda Kahn, Groves High School GA

Conference Organizing Committee 2009

Ayanna Cooper, Conference Chair

Heather Boldt, Program Chair

Dana Geller, PCI Institute Chair

Paula DeVivo, Registration Chair

Thursday, September 17

3 - 3:45 p.m.

Concurrent Sessions

Spotlight on English: English Language, Reading and Content for ALL Students!

EE, Interactive Workshop (C), Crystal Ballroom A/F
Spotlight on English offers K-5 teachers a content-driven instructional approach for ELLs. The presenter will demonstrate how to engage students in learning Academic English by using content as vehicle of instruction. Presenter will share how to incorporate meaningful learning activities, differentiated instruction, and opportunities for all students to be successful.

Marcia Spielberger, Santillana USA

Learning English with Big Brothers, Big Sisters IEP, Descriptive Report, Rm 205

Presentation will describe a service learning course in which IEP ESL students volunteered as mentors with Big Brothers, Big Sisters. Presenter will discuss her perspective, including advantages and disadvantages, after one year of implementation. Presenter will also discuss considerations for those who are considering implementing this type of program.

Lacrystal Maness, University of North Alabama

Bringing Culture, Language and Music Together: Starting a Mariachi Program in the Barrow County, Georgia Public Schools

SS, Descriptive Report, Crystal Ballroom B/E

The presenters will share the challenges and successes of developing and gaining support for a new course offering in a public high school's music program. The course blends the study of music, Spanish language, Mexican culture, academic service-learning, and also provides the opportunity for parental and community engagement.

Kerry Bryant, Barrow County Schools GA

Julie Elmore, Barrow County Schools GA

Bilingual Foto-novelas for Parents in the ESL Classroom

AE, Interactive Workshop, Room 212

This session will highlight two bilingual foto-novelas designed for Hispanic parents and an accompanying Practitioner Guide featuring 12 lesson plans for their use in adult ESL classrooms. Participants will engage in a live Demonstration of the materials and receive a sample of the foto-novelas and Practitioner Guide.

Deborah J. Hasson, National Center for Family Literacy KY

Using Digital Media Stories to Re-Teach, Re-Assess, and Re-Inforce Math Concepts

VDM, Demonstration, Rm 206

This session is for educators looking for alternative math class assessments. The goal is to show how our students can demonstrate mastery through digital media. Participants will be able to take the free download back to their schools and implement a non-linguistic assessment piece to their math curriculum.

Robert Donovan, Cobb County School District GA

Jennifer Nash, Cobb County School District GA

Push-In and Pull-Out Instructional Delivery Models: Teachers' Beliefs on Social Interaction and Second Language Performance

EE, Research Report, Rm 207

This mixed-methods investigation explored the beliefs of elementary ESOL teachers on social interaction within two instructional delivery models. An analysis of teacher interviews and examination of students' language proficiency scores provided more knowledge about the conditions within both instructional environments that effect social interaction and students' second language performance.

Olivia Broxey, Unidos Dual Language Charter School GA

Iris Kirksey, Unidos Dual Language Charter School GA

Lilia Gonzalez, Unidos Dual Language Charter School GA

Utilizing technology to assist with English Language Learners excel in the classroom

CALL, Interactive Workshop (C), Rm 208

Imagine Learning English is an educational software program developed to provide effective oral language and literacy instruction for English Language Learners in grades Pre-K through 6th. Oral language instruction includes basic communication skills and academic vocabulary. Literacy instruction targets all areas from phonemic awareness through reading comprehension.

Ty West, Imagine Learning NC

Paige Dirscherl, Imagine Learning NC

Randy Tingey, Imagine Learning NC



All SETESOL participants are invited to attend a

WIDA Reception

Thursday, September 17

5:00 – 6:00 p.m.

The Salon Corridor

Refreshments and snacks will be provided.

WIDA staff will be present to answer your questions or discuss WIDA's offerings for the instruction and assessment of English language learners, including professional development and research. Opportunities exist for educators from any state.

WIDA is a consortium of 20 member states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. To learn more, please visit:

www.wida.us

Featuring the WIDA MODEL™ Assessment, WIDA English Language Proficiency Standards, and WIDA ELL CAN DO Booklets

Friday, September 18th

9:00—10:45 A.M.

CLIMBS® - A WIDA Professional Development Course for Teachers of ELLs

AL, Interactive Workshop, Rm 209

If you are looking for an on-going professional development opportunity for your school team/s that will assist you in scaffolding instruction with the WIDA English Language Proficiency (ELP) Standards, then this session is for you! Come and "CLIMB® with us" through the course structure and experience an activity, pulled from the five-live workshops.

Mariana Castro, WIDA Consortium KY
Maureen Keithley, WIDA Consortium KY

Higher Education Roundtable:

What's Working in the Classroom

HE, Panel Discussion, Room 202

This year's roundtable focuses on successful strategies and techniques for teaching English for Academic Purposes (EAP) to international graduate students and scholars. Small-group discussions facilitate the sharing of proven approaches with multi-lingual teaching assistants, academic writers, and oral communicators; sponsored by Emory University and the University of Alabama at Birmingham.

Moderators:

Julia Austin, University of Alabama at Birmingham
Grace Canseco, Emory University
Jennifer Greer, University of Alabama at Birmingham

Presenters:

Nigel Caplan, University of North Carolina at Chapel Hill
Jennifer Greer, University of Alabama at Birmingham
Sharon Cavusgil, Georgia State University
Peggy Wagner, Emory University GA
Alan Forsyth, Emory University GA
Don Rubin, Emory University and University of Georgia

Concurrent Sessions

ESOL and Special Education Programs Together Providing a Continuum of Services to ELLs

SE, Demonstration, Rm 201

Presenters will provide participants with the tools to advocate for their ELL students in three areas: identification, intervention and assessment. Some of the topics that will be discussed are differentiating between language delay and language learning disorder, advocating for valid Eligibility Report and Individualized Education Program (IEP) as well as determining appropriate implementation of the IEP.

Dr. Mae Lombos Wlazlinski, Georgia DOE
Ms. Susan Eckhart, Division for Special Education Services, Georgia DOE

Teaching Vocabulary Effectively

EE, Interactive Workshop, Rm 212

Numerous educational research has proven the connection between vocabulary and reading comprehension and successful achievement in all content areas is extremely strong. The purpose of this interactive workshop is to provide research-based and classroom-based strategies to enhance vocabulary instruction.

Jennifer Grimes, Lakeshore Learning Materials CA

Friday, September 18th

9:00—9:45 A.M.

Charting the Course: Serving ELL Students in Smaller Rural Areas

PA, Descriptive Report, Rm 214

Often ELL students are spread out among many schools across a rural district. This workshop will present specific examples of meeting the challenges of serving all students, both in scheduling and in providing a standards-based, differentiated curriculum. The discussion will allow participants opportunities to network creative solutions to programming structure.

Carolina Faust Ed.D, Ware County Schools GA

Laura King, Ware County Schools GA

Close the Achievement Gap with Longman Cornerstone and Longman Keystone

SS, Demonstration (C), Crystal Ballroom B/E

Pearson Longman introduces the only comprehensive core series for struggling readers and English learners in grades K-12. Longman Cornerstone and Longman Keystone are designed to provide explicit, intensive, and focused instruction that accelerates students' language acquisition and reading comprehension skills, to achieve greater academic success in their coursework across the curriculum.

Tara Maceyak, Pearson Longman NY

Exploring the Design of an E-mentoring Project with Preservice and In-service Teachers

TE, Interactive Workshop, Rm 203

Presenters will share their design for an e-mentoring project, providing examples and discussing considerations for the program. During an interactive activity, participants will explore the most effective ways to design an e-mentoring program. Presenters will report the impact of the participants' suggestions for Project E-MENT during a future conference.

Debra Coffey, Kennesaw State University GA

Karen Kuhel, Kennesaw State University GA

Doug Herrington, Kennesaw State University GA

Concurrent Sessions

Pod-Casting with ELLs

VDM, Interactive Workshop, Rm 208

Pod-casting offers limitless opportunities for language learners. From accessing pre-made FREE podcasts to creating your own (or teaching students to create them), pod-casting is both innovative and effective! In this interactive workshop, see examples from a Social Studies and ESOL classroom, plus learn how to do it yourself!

Kelli Bivins, Clarke County School District GA

Kevin Smith, Clarke County School District GA

Situating a critical model to promote ESL students' identities in communication classes

SPL, Descriptive Report, Rm 204

The significance of acknowledging Arabic-speaking ESL learners' identities is explored by comparing English and Arabic phonological systems and situating a critical model to capture their psychological and socio-cultural selves while learning the target language. Findings indicate the amenability of the critical model to tailoring classes to particular contexts.

Eman Ghanem, Georgia State University

The Notes of the Trade: Using Music as a Learning Device and Effective Instructional Strategy in an ESL Classroom.

EE, Demonstration, Rm 207

Using the notes of the trade, music becomes a very effective learning device to teach vocabulary, grammar or content material. Through music, students have an opportunity to improve their reading, writing, listening and speaking of English as well as building self confidence. Come and learn about one practitioner's quest to make learning fun, engaging, meaningful and transferrable.

Isabella Scaramucci, Memphis City Schools TN

Friday, September 18th

9:00—9:45 A.M.

Using the New York Times in an ESL Advanced Composition Class

HE, Descriptive Report, Rm 206

The presenters use The New York Times for advanced ESL writing students. They will relate how the primarily out-of-class assignment sometimes leads to dramatic results. In end-of-course essays, students report that benefits include not only improved language, but also increased status, self confidence, and understanding.

Tim Brotherton, Georgia Perimeter College

Caroline Anderson, Georgia Perimeter College

Ventures: Building Community in Adult ESL (Basic to High-intermediate)

AE, Demonstration (C), Rm 205

Come learn how Cambridge's standards-based, 5-level Ventures uses a wide array of components to encourage learner persistence and build community. Our author's respect for adult learners is exemplified by the relevant topics and systematic skill-building which lead to student success and subsequent confidence when using English outside the classroom.

K. Lynn Savage, City College of San Francisco (retired),
Cambridge University Press MA

Concurrent Sessions

Writing to Speak: Effects of on-line discussions

RS, Research Report, Rm 213

This two-year qualitative study investigated the academic socialization of a Chinese student to a doctoral program in the United States. Two themes that recurred regularly in the data were the student's negotiation with two unfamiliar pedagogical techniques: posting on-line and speaking in class.

Gayle L. Nelson, Georgia State University

Yanbin Lu, Georgia State University

Literacy, Teen Refugees, and Soccer: A Summer Boot Camp for the Whole Learner

SS, Research Report, Crystal Ballroom A/F

The FugeesFamily, a program established by Coach Luma Mufleh, includes soccer and academic support for teenage refugees in Clarkston, Georgia. Because low-income, immigrant learners tend to regress during the summer, the FugeesFamily has developed a summer Academic Boot Camp. Presenters, who have been involved with the FugeesFamily for two years, describe the curriculum and processes of the program, examples of learner accomplishments, evidence of progress made, and implications for future research.

Mary Lou McCloskey, Educo

Eric Dwyer, Florida International University

10:00—10:45 A.M.

Concurrent Sessions

Teaching Academic Vocabulary to ELLs

SS, Interactive Workshop, Rm 207

The presenter will demonstrate a variety of strategies for helping ELLs master academic vocabulary. Participants will complete a number of different activities, each demonstrating a strategy that helps build a framework of knowledge enabling students to understand and use content-area vocabulary.

Terry Williams, Gwinnett County Public Schools GA

Utilizing Corpus Linguistics to Guide Classroom Instruction

SS, Descriptive Report, Rm 213

Meeting and exceeding academic expectations is challenging for the best teacher and language learner. This session focuses on utilizing corpus linguistics as a tool enhancing content instruction. Participants will learn about corpus linguistics, how to adapt it to any classroom and strategies to integrate these tools quickly into any lesson.

F.J. "Harvey" Oaxaca, Fulton County Schools GA

Friday, September 18th

10:00—10:45 A.M.

Corpus for Classrooms: Ideas for Material Design

CALL, Interactive Workshop, Rm 208

Using corpora, as a teaching and learning tool, is a new, yet challenging, trend in EFL classrooms. The presenters will guide the audience on how to use online corpora to design classroom materials and activities that are tailored to attend to the different needs and levels of the EFL students.

Salma Waly, The American University in Cairo

Neveen Al Saeed, The American University in Cairo

Keeping It Real: The importance of Reality in ESOL Intervention

BE, Demonstration, Rm 214

Who said that school can't be fun?! "Keeping it Real" will inspire you to dig through your garage, rummage through your attic and always be on the look out for things that will make your lessons real to your ELL students. You will discover astonishing ideas of how to make what are often abstract and confusing concepts for ELL students come alive.

Cynthia McGee, Dresden Elementary GA

Expanding Language Skills & Maintaining Interest: A New Approach for English Language Learners

IEP, Descriptive Report, Crystal Ballroom B/E

In response to English language students who want more instruction before entering a university or profession, three upper level curriculum designs were framed. The advanced courses are developed around three themes and focus on multiple language skills. Pedagogical rationale, lesson plans, tasks, interactions, and ongoing changes are described.

Jesica daSilva, English for Internationals GA

Christy Hunt, English for Internationals GA

Lauren Rein, English for Internationals GA

Lesson Plan Writing for ELLs

SS, Interactive Workshop, Rm 203

Teachers, learn to put your lessons into a format that is designed to include both Georgia Performance Objectives and WIDA standards.

Janie Coates, Cook County Schools GA

Concurrent Sessions

Floating on Multiple Worlds: Learning to Communicate and Teach Across Cultures from Teachers of Hmong Students

IC, Research Paper, Rm 204

Presenters will share both photographic and narrative results of a study of teachers of Hmong students, including suggestions for culturally appropriate pedagogical practice and teacher preparation.

Bernadette Musetti, Kennesaw State University GA

Julie Elmore, Barrow County Schools GA

Library Research Skills for Intermediate Language Learners

HE, Descriptive Report, Rm 205

Librarians are an under-utilized resource for ESL teachers, yet collaboration between them could be effective for their students' language development and academic success. This presentation highlights librarians' and ESL teachers' shared goals and describes several language learning activities that also strengthen students' library and information literacy skills.

Amanda Starrick, Georgia State University

Songs and Singing Games that Teach Standards to Elementary ELL Students

EE, Interactive Workshop, Rm 206

Participants learn simple songs and singing games that teach standards in Balanced Literacy and Math while building skills in listening, speaking, reading, and writing. Music is a mnemonic device that takes the drudgery out of drill. Great song-based book ideas for Shared Reading. Play instruments! Have fun!!

Melissa Javors, Paragon Mills Elementary TN

Title III Overview

EE/SS, Descriptive Report, Crystal Ballroom A/F

This session will be an overview of Title III of the Elementary and Secondary Education Act, as amended. This session will provide an overview of national trends and demographics for the ELL populations as well as information on Title III implementation from a national perspective. The session will also include best practices from the field on models of instruction.

Amy Weinmann, United States DOE/State Accountability and Student Achievement Division/Office of Elementary and Secondary Education

Friday, September 18th

1:15—3:00 P.M.

A Passion for English Language Learners, an Administrators Perspective

PA, Panel Discussion, Rm 202

Awareness and productivity at the administrative level is necessary to support and encourage student achievement among ELLs. A panel of school administrators from metro Atlanta will discuss their population of English language learners. Topics such as student identification, placement, assessments, program monitoring and staffing will be discussed.

Ms. Sandra Nuñez, ELL Studies Program Director
Dr. Evelyn Hall, ELL Studies Program Coordinator
Dr. Sherry Everett, Clarkston HS Principal
Dr. LaShawn McMillan, Cross Keys HS Principal
Brittany Cunningham, Sequoyah MS Principal
Michael Jones, Freedom MS Principal
Lloyd McFarlane, McClendon ES Principal
Oliver Lewis, Hightower ES Principal
Chanda Austin, ELL Instructional Coach
Steve Cawthon, ELL Instructional Coach
Dr. Deborah Momon, ELL Instructional Coach
Margo Williams, ELL Instructional Coach

Utilizing technology to facilitate text analysis and target direct academic vocabulary instruction

CALL, Interactive Workshop, Rm 208

This session provides teachers with research-based methods to identify academic vocabulary in content-area texts, helping teachers develop strategies to promote direct vocabulary instruction in classrooms with second language learners. Teachers should come prepared with their laptop and a digital text of their choosing related to the subject area they teach.

Katherine Stocking, Cobb County Schools GA
German Suarez, Cobb County Schools GA

1:15—2:00 P.M.

Designing Reading Activities that Foster Student Participation and Accountability

IEP, Demonstration, Rm 212

Reading is the gateway for the acquisition of a variety of skills but creating enjoyable and interactive reading activities can be a difficult task for teachers. This presentation will include activities that I have found particularly successful.

Stephanie Rummel, INTERLINK Language Center NC

Concurrent Sessions

Pushing in, not Pushed around: The Evolving Role of the Collaborative ESOL Teacher

PA/EE/SS, Panel Discussion, Rm 201

How does the push-in model of collaborative teaching look like in the classroom? Panelists discuss processes and outcomes of collaboration between ESOL and general education teachers. Participants will examine collaborative teaching models and determine their applicability in different ESOL contexts. Participants will explore ways to trounce challenges, resolve conflicts, define teachers' roles and actions of implementation. Panelists and participants will develop a rubric for successful collaboration and a checklist of required structural supports. Implications on promoting professional development and serving ELLs' academic needs will be discussed.

David Fikis, Georgia State University
Amanda Harrison, Rome City Schools
Connie Johnson, Clayton County Schools
Kim May, Colquitt County Schools
Juan Ramirez, Colquitt County Schools
Ellen Roberts, Rome City Schools
Dr. Hattie Walker, Colquitt County Schools
Dr. Mae Lombos Wlazlinski, Georgia DOE
Dr. Chris Scott, Georgia DOE

Passion + Voice = What it Takes to Succeed: An ELL Student Documentary

SS, Panel Discussion, Rm 209

Students in a high school ESOL program screen their documentary about what it takes to succeed in mainstream classrooms. The film presents a variety of perspectives through interviews with current and former English language learners, high school administrators, and mainstream teachers. A question and answer period follows.

Sarah Mantegna, Fulton County Schools GA

Leading ELL Students into Grade Level and Beyond

BE, Descriptive Report, Rm 214

Leading ELL Students into Grade Level and Beyond is a presentation of strategies and techniques designed to support instruction and create success in ELL students struggling with language rich grade level material.

Reginald Williams, Clarkston High School GA

Friday, September 18th

1:15—2:00 P.M.

Authentic Materials and Language Learning Technology

CALL, Demonstration (C), Crystal Ballroom B/E

Yes—they do exist together! Discuss the importance of authentic materials to ESL acquisition and their impact on student success. Learn how to incorporate language learning technology built from authentic materials into your classroom and class plans. New advances in technology solutions feature current events and cultural activities that will engage your students, improve their pronunciation skills, and have them wanting more!

Boris Morew, TELL ME MORE AZ

Reading, Writing, and ...More Writing?

HE, Descriptive Report, Rm 203

Writing is often the most difficult domain for ELLs to conquer. Realizing the frustrations my students felt toward writing, I created a differentiated writing unit and conducted an Impact on Student Learning Analysis to monitor students' growth. Data showed improvements, but the greatest improvement was the students' attitudes towards writing.

Holly Arnold Weber, Pine Mountain Middle School GA

Thinking Maps: The Tool to "Make it Happen" for English Language Learners

Demonstration (C), Rm 205

Thinking Maps should not be confused with graphic organizers. They are not the same! Thinking Maps are a set of visual tools used for constructing knowledge, differentiating instruction, and scaffolding language, in a manner consistent with brain research and English Learner theory. A brief overview and Demonstration will be provided.

Jane Buckner, Thinking Maps, Inc. NC

Making time to teach culture without taking time

IC, Demonstration, Rm 207

Eighteen hours of teaching culture during a semester without damaging your language curriculum? Does it sound realistic? Learn how to manage your lesson time to introduce culture. The presenter gives examples of short cultural capsules for reading, writing, listening, and speaking lessons that can be easily used in any class period.

Elena Shvidko, Brigham Young University UT
Stefanie Rasmussen, Utah Valley University

Concurrent Sessions

Preparing international students for administrative interactions in English

HE, Descriptive Report, Crystal Ballroom A/F

Non-native English speakers may not know how to effectively communicate with administrators and officials across the university campus, and this communication disconnect often causes problems. This session explains how ESL faculty can prepare students for these interactions and encourage campus officials to be more accommodating to ESL learners.

Brittany Polat, Georgia State University

Everything ESL teachers need to know about dictionaries for their students

EFL, Descriptive Report (C), Rm 213

The first book ESL students use is their dictionary. However, most teachers don't know enough about dictionaries. We will examine: 1. citation vs. corpus 2. descriptive vs. prescriptive 3. bilingual vs. English dictionaries 4. Online vs. print dictionaries 5. How to help ESL students use dictionaries to learn English

Arthur Chou, Discount Dictionaries CA

Utilizing TESOL Resource Center's Multimedial Presentation of "Authentic Voices" of ELL High School Students

SS, Demonstration, Rm 206

This presentation involves a video of 19 ELL high school students from 8 countries, who responded to questions, intended to elicit their feelings on what helps them be successful in school, and what makes learning difficult. Instructional materials include graphic organizers, vocabulary games and alternative assessment techniques will be distributed.

Margaret Keefe, Gilmer County School District GA

Teaching Science Concepts and Non-Fiction

EE, Demonstration (C), Rm 204

How can teachers make grade level science materials accessible to ELLs? The presenter will demonstrate how to best pre-teach both academic process and academic content vocabulary and how visualization and graphic organizers can help accelerate students' access to the core science curriculum.

Ines Lormand, Wright Group/McGraw-Hill TX

Friday, September 18th

2:15—3:00 P.M.

Is it H.O.T. enough?

TE, Interactive Workshop, Crystal Ballroom B/E

Ready for an interactive challenge? How do you “ramp up” the academic challenge in your classroom? In what ways have you explored questioning? How do you pose higher level questions to low language students? What strategies and activities could you use in tomorrow’s lesson? Why don’t you join us?

Carolyn Patton, Wake County Public Schools NC

School-based Speech-Language Pathologists' Assessment Practices with ELLs

SE, Research Report, Rm 212

The purpose of this study was to investigate current assessment practices with English Language Learners in the public school setting among speech-language pathologists. Specifically, the researcher was interested in learning what tools and methods are used to identify students with diverse linguistic backgrounds for speech-language pathology services.

Karen P. Harris, University of West Georgia

Language Education Politics: Implications for Policy Studies and Practice

AL, Discussion, Rm 207

A discussion of the politics of bilingual and English Only policies in California and Georgia. Participants learn how these policies impact struggles for belonging and power in schools; and how to apply 4 key ideas about language education policy to engage all stakeholders and improve the achievement of all students.

Kim Anderson, Georgia Department of Education

Teach Abroad in the English Language Fellow Program

EFL, Descriptive Report, Rm 204

Learn how you can participate in the English Language Fellow Program, a 10-month project helping US Embassies worldwide promote English language learning, teach English, train English teachers, provide ESP instruction, and develop materials and curricula

Antoinette d'Oronzio, Hillsborough Community College FL

Concurrent Sessions

Learning for All: The Transformation of a District

TE, Descriptive Report, Rm 206

How do you train all teachers to teach all students so that all learn? Follow the fifteen-year journey of one school district in the development of a systemic job-embedded professional development program designed to provide all teachers with the knowledge and skills to work with a diverse population of students.

Mary Bridgforth, Springdale Public Schools AR

Kathy Morledge, Springdale Public Schools AR

Kimberly Glass, Springdale Public Schools AR

Math: It's not all Numbers

CALL, Demonstration (C), Rm 213

Because math is seen as a numbers thing, people generally think it is less difficult for ELLs than other subjects. The purpose of this session is to demonstrate how English in a Flash and Accelerated Math together provide students with individualized vocabulary development and math practice.

Carol Johnson, Renaissance Learning AZ

Reader's Theater: Lights! Camera! Read!

EE, Interactive Workshop, Rm 214

Enjoy the thrill of Readers Theater as you actively see and hear ELL instructors and their students bring performance to the classroom. How To's on implementation (from selection of material to performance), video footage of actual classroom performances and tips on writing user-friendly scripts will be presented.

Alice Weber, Metro Nashville Public Schools TN

Mathew Portell, Metro Nashville Public Schools

Lauren Binkley, Metro Nashville Public Schools

Norma Yoos, Metro Nashville Public Schools

Structural & Rhetorical Patterns in the Academic Writing of College-Level Generation 1.5 ESL Learners

HE, Research Report, Rm 203

The writing performance of college-level Generation 1.5 learners of English in the U.S. remains inadequately understood. This study examines common structural and rhetorical patterns in the writing of such students at the college developmental level and suggests strategies that college writing instructors might adopt.

Justin Jernigan, Georgia Gwinnett College

Friday, September 18th

2:15—3:00 P.M.

The Parent Leadership Academy "Training & Teaching Parents to be Ambassadors in the Community"

IC, Descriptive Report, Rm 205

The Parent Leadership Academy helps parents' gain knowledge and skills needed to function in meaningful leadership roles and represent the "parent voice" needed to help shape their families and community. Members of the academy work together as "real" partners, holding themselves mutually accountable for improving the achievement of all students.

Donna Power, Louise Radloff Middle School GA

Sara Paucar, Louise Radloff Middle School GA

Denise Burks, Louise Radloff Middle School GA

Luz Otero, Louise Radloff Middle School GA

Sandra Cabrera, Louise Radloff Middle School GA

Concurrent Sessions

Content-Based, Corpus-Informed EAP

HE, Research Paper, Crystal Ballroom A/F

This session presents research on language use in four high frequency general education courses: biology, psychology, freshman composition, and humanities. Participants will learn about a localized corpus collection process, key findings from a community college corpus sample, applications to materials and curriculum development and strategies for faculty development.

Pat Byrd, Georgia State University

Cynthia M. Schuemann, Miami Dade College FL

Kate Moran, Georgia State University

Kelly Hernandez, Miami Dade College FL

3:15—4:00 P.M.

Concurrent Sessions

The online writing evaluation system panacea: myth or reality?

CALL, Research Report, Rm 208

This study aims to provide insights about student perceptions of using an online writing evaluation system in a college ESL classroom. The results of this study will suggest important pedagogical implications by providing ESL writing instructors with further insights regarding the use of such programs in their classrooms.

Susan Bleyle, Georgia Gwinnett College

Semire Dikli, Georgia Gwinnett College

Using authentic material to improve ESL/EFL learners' telephone skills

ESP, Demonstration, Crystal Ballroom B/E

Are your students terrified of speaking on the phone? Are they unable to deal with making appointments, requesting information or making a complaint over the phone? This presentation demonstrates tools designed to improve telephone skills by providing authentic material which enables learners to be more effective in their necessary telephone interaction. Ready to use worksheets provided.

Karolina Goldberg, ELS Language Centers FL

Humpty Dumpty's Wall

EE/SS, Demonstration, Rm 213

What does your wall look like? Come join us as we use research and strategies to build a one of a kind wall. Help your students build a strong wall that is fun and colorful and connects to ideas.

Dr. Yvette Sage Drew, Dekalb County Schools GA

Friday, September 18th

3:15—4:00 P.M.

Raising Awareness of Critical Analysis Skills in an IEP

IEP, Demonstration, Rm 207

Three IEP instructors provide different perspectives on the issue of critical analysis skills, including their experiences with teaching international students, a majority of whom are Arabic speakers, critical analysis skills to help in reading and writing as well as on various standardized tests in the United States.

Robert Bushong, University of Central Florida

Mark Kerlin, University of Central Florida

Karen Tinsley-Kim, University of Central Florida

Science Vocabulary & Concept Strategies for ELLs

SS, Interactive Workshop (C), Rm 205

This presentation will address vocabulary and concept development in the content area of Science using research-based strategies. Attendees will participate in activities that can be used in the classroom that will help teach English Language Learners the Science vocabulary and concepts found on state content standards.

Stacy Hilliard, Heinle/Cengage Learning FL

Susan Edwards, Heinle/Cengage Learning FL

Teaching Reading through Writing

EE, Descriptive Report. Rm 206

"My Study Buddy Book" and picture and word wall give the students the confidence and knowLaedge through visuals as to what they can write and read.

Bobbie Branum, Amqui Elementary TN

Please don't stop the music

SLW, Research Report, Rm 209

Learn how to create interactive, enjoyable and stimulating students' interest and motivation writing classes by using music. The presenter gives several innovative ideas of writing lessons that are enhanced by implementing music and provide interactive activities for practicing summarizing, paraphrasing, telling, describing, narrating, comparing, contrasting, and persuading.

Elena Shvidko, Brigham Young University UT

Stefanie Rasmussen, Utah Valley University

Concurrent Sessions

The Effects of Language Background on Intelligibility and Comprehensibility Ratings of Chinese Accented English Speeches

EFL, Interactive Workshop, Rm 201

Previous research on the rater effect in speaking performance assessment has revealed that raters' background characteristics affect various aspects of rater behaviors such as decision making and self-consistency in their judgment (Bachman, Lynch, & Mason, 1995; Eckes, 2005, 2008). Based on the findings of these previous studies, the present study investigates the impact of raters' language background on the performance of test takers of both genders in oral proficiency test, and tries to find external cues of predicting the result of testees' oral performance.

Wei Cai, Georgia State University

How a Web-based CALL System Facilitates English Listening Acquisition

RS, Research Report, Rm 202

How does Web-based CALL facilitate English listening acquisition? How do students perceive such learning?

This presentation will answer these questions and end with a discussion of potential issues to be considered and recommendations for implementation.

Li-Mei Chen, Valdosta State University GA

MATH STANDARDS - The Illustrated Version

ESP, Interactive Workshop, Rm 214

This workshop will allow educators to learn how to visually present standards in their classroom. Participants will work with actual standards to create a visual framework that goes beyond the use of simple graphic organizers.

Catherine Porch, Cobb County School District GA

Robert Donovan, Cobb County School District GA

Friday, September 18th

3:15—4:00 P.M.

Concurrent Sessions

Case Methods: Bridging Teacher Preparation and Practice

TE, Descriptive Report (C), Rm 212

This presentation will explain the use of case methods in teacher professional development. Participants will learn about the advantages of this approach, experience a multimedia case, and engage in case analysis. Our research-based model was developed at the University of Virginia. CaseNEX offers full ESOL endorsement in Georgia.

Mercedes Cordero, Ph.D., CaseNEX FL

Connect-to-Success: Collaboration between college ESL students at GPC and their younger counterparts in DeKalb County

SS, Descriptive Report, Rm 204

This presentation will describe a collaborative service-learning project between international students at Georgia Perimeter College, Clarkston High School, and North Indian Creek Elementary. The presenters will first describe origins, goals, and student populations of the project. Next, teachers will describe particular activities of college students in classroom settings.

Barbara Hall, Georgia Perimeter College

Jacqueline Freni, Clarkston High School, GA

Sarah Finch, Indian Creek Elementary GA

Nancy Henry, Clarkston High School GA

Passion for Art and Now Language: Balancing Student Interest with Language Instruction

HE, Descriptive Report, Rm 203

"We attend Savannah College of Art and Design to study art, not ESL" was the ESL mantra summarizing student belief that language study delayed, rather than enhanced, major studies. This session outlines SCAD's ESL curriculum revision including: interpreting administrative directives, surveying stakeholders, collaborating with colleagues, and creating content and assessment.

Laura Chason, Savannah College of Art and Design GA

Differentiating Instruction for ELLs in Mainstream Classrooms: Teaching Language and Content

TE, Descriptive Report, Crystal Ballroom A/F

Engage in an overview of Sheltered Instruction Observation Protocol (SIOP) and professional development delivery options for mainstream teachers. A clear connection will be made between using WIDA standards and writing Language Objectives that promote language development across the domains of listening, speaking, reading, and writing.

Laura Moak, Gwinnett County Public Schools GA

Conference Evaluation

Please fill out the 2009 SETESOL Conference Evaluation form available at the registration desk OR (*even better—save paper*) go to the following link to complete the survey online:

http://www.surveymonkey.com/s.aspx?sm=cpxeRMpnwSuAPGux8ipzwA_3d_3d

We appreciate your feedback.



Saturday, September 19

FIRST-TIMERS' SESSION

Attending a conference for the first time? Everything seem a little overwhelming? Come join us at the First-Timers' Session where we can help you plan your time to make the most of this regional conference. *Facilitated by Beth Wallace, Georgia Perimeter College.*

Saturday, September 19, 8—8:45 am, Room 207

NCLB/ESEA Reauthorization: Be ready for the upcoming parent notification changes to Title I, III, IX, X, FERPA, PPRA and OCR

**GRAND BALLROOM EAST
9—9:45 am**

Be ready for the upcoming reauthorization of NCLB/ESEA with TransACT; online parent notifications in multiple languages. The session will focus on the parent notification responsibilities and online support and accountability tools including the NCLB RoadMap. In addition, the law firm of **Brustein and Manasevit** will provide legal review for all the updated parent notices, so you can relax, and let TransACT do the hard work ahead. With the TransACT subscription, you have access to a robust collection of more than 200 legal and policy parent notifications fully supporting the parent communication mandates (Title I, III, IX, X, FERPA, PPRA and OCR) of the No Child Left Behind Act of 2001. The NCLB collection is available in seven languages and includes a powerful NCLB RoadMap tool to help ensure that your schools send the right document at the right time. Compliance coverage includes requirements such as AYP, highly qualified staff, ELL, public school choice, SES, safe schools, private schools, homeless, parent involvement, student record privacy/FERPA, Title I schoolwide program eligibility and restructuring. In addition, the GenEd collection is available in 21 languages providing broad compliance support for most priority languages.

Dr. Chris Scott – Program Manager, ESOL and Title III, Georgia Department of Education
Rick Passovoy – President/CEO of TransACT

9:00—10:45 a.m.

Concurrent Sessions

A Systemic and Systematic Approach to the Instruction of ELLs

PA, Panel Discussion, Rm 201

U.S. public schools are experiencing significant growth in student diversity. Educational leaders and educators must consider the organizational knowLedge and skills they use on a daily basis and how these skills affect the ability of their organizations to respond the growing diversity.

Beth Arnow, Gwinnett County Public Schools GA
Victoria Webbert, Gwinnett County Public Schools GA
Suzie Kipling, Gwinnett County Public Schools GA
Terry Williams, Gwinnett County Public Schools GA

Developmental Psychology: The Complexities of Culture and Communication

IC, Interactive Workshop, Rm 202

This interactive workshop involves a study the presenter is conducting that involves cultural communication in the classroom setting. One of many questions concerns the possibility that educators carry assumptions about diverse cultures into their classrooms. Erick Erickson's theory of human lifespan development will be discussed. Break-out sessions are included.

Dr. Faith E. Giavaras, Ph.D., Rockbridge Elementary
GA

Saturday, September 19

9:00—9:45 a.m.

Concurrent Sessions

Using introspective methods to understand language learning and teaching

RS, Interactive Workshop, Crystal Ballroom A/F

This interactive workshop will bring the participants to the world of three introspective methods for researching language learning and teaching: think-aloud, stimulated recall, and diaries. Participants will learn and practice with the three research methods by designing studies pertinent to their own teaching contexts and practices.

WeiWei Yang, Georgia State University

Eman Ghanem, Georgia State University

Pamela Pearson, Georgia State University

A Connection Between Pronunciation and Vocabulary Acquisition?

HE, Descriptive Report, Rm 209

Is pronunciation accuracy related to vocabulary acquisition in L2 learners? If a student is unable to pronounce a word correctly, will he or she have difficulty recalling the meaning of the given word? Students in a low-intermediate ESL course were tested on vocabulary recollection and their perception of correct pronunciation.

Danny Meadows, Georgia Perimeter College

Adding Rigor to LEP Content Courses through the use of Thinking Maps

SS, Demonstration, Rm 212

This session will focus on adding rigor to academic content in LEP sheltered courses, as well as acquisition courses, through the use of Thinking Maps. You will learn how using this common visual tools can enhance academic achievement of ELLs in content area courses.

Dr. Paula McVicker, Marietta City Schools GA

Using Online Voice Discussion Boards for Oral Journals

CALL, Demonstration, Rm 208

The facilitator will demonstrate how to use voice-enabled discussion boards for student produced oral journals and will provide sample lesson plans, rubrics, and practical ideas for using online oral journals in class.

Jennifer Brown, Georgia Institute of Technology

Fostering group cohesiveness in ESL classrooms:

Why, when, how?

TE, Descriptive Report, Rm 206

Fostering group cohesiveness in multicultural ESL classrooms can be a challenging task for novice and experienced teachers. The presenters discuss characteristics of a cohesive and cooperative group of learners, why and when teachers should foster group cohesion, and describe practical ways for building and maintaining group cohesiveness in ESL classrooms.

Joseph J. Lee, Georgia State University

Caroline Payant, Georgia State University

ESL Instruction plus Academic Reading: Improving Ninth Grade ELL Students' Reading Comprehension

SS, Descriptive Report, Rm 203

In order for ninth grade ELL students to succeed in content-area classes, it is known that reading comprehension must be developed. ESL and Academic Reading teachers further reading skills through close collaboration and a balanced curriculum, rooted in meaningful text.

Jenna Street, Knox County Schools TN

Tiffany Simms, Knox County Schools TN

A framework for advancing oral proficiency in international graduate students

HE, Demonstration, Rm 213

This demonstration presents an approach based on ACTFL's Oral Proficiency Guidelines for advancing graduate students' success in classes and teaching. Participants will view video recordings demonstrating various levels of oral proficiency and receive classroom activities based on the Guidelines that build communicative competence within the context of graduate level tasks.

Alan Forsyth, Emory University GA

Peggy Wagner, Emory University GA

Grace Song, Emory University GA

Saturday, September 19

9:00—9:45 a.m.

English for housecleaners

ESP, Demonstration, Rm 214

We know about the needs of people who learn a language for a specific end (e.g., travel, work, etc.). Some researchers in teaching foreign languages have focused on learning according to the students needs. My purpose is to show how teachers of English Language Learners can utilize ESP strategies to attend students emerging needs. Giselle Goncalves, Wheeler High School GA

How Americans Use Past Simple vs. Present Perfect in Spoken Context: Implications for ESL Instruction

AL, Research Paper, Rm 204

This study investigated whether native speakers of English use the past simple in spoken language when the present perfect should be used. Statistical analyses revealed that the participants often did not follow established rules on the use of the present perfect, thereby presenting usage challenges to ESL/EFL students.

Luciana Junqueira, The University of Alabama

Kiatipong Rerkwanchai, The University of Alabama

Concurrent Sessions

Does the Teacher Work Sample Work for ESOL?

TE, Discussion, Crystal Ballroom B/E

Whether you are enthralled with the Teacher Work Sample (TWS), despise it, or are wondering what it is, come share your thoughts and experiences. Possible issues for discussion include the uniqueness of the TWS for ESOL and strategies for making the TWS both meaning-filled for teachers and acceptable to NCATE reviewers.

David Marlow, University of South Carolina Upstate

Passionate About Teaching Lexis: Engaging Activities to Review Vocabulary

IEP, Demonstration, Rm 205

Interested in enlivening your mundane vocabulary lessons? If so, this hands-on Demonstration offers an attractive array of activities that are entertaining, engaging, and practical, encourage vocabulary acquisition and provide a refreshing addition to everyday classroom setting.

Renata Bobakova, University of South Carolina

10:00—10:45 a.m.

Concurrent Sessions

Implementing a Token Economy in a Small Literacy Group

RS, Descriptive Report, Rm 206

Interested in improving your instructional practices? Give action research a try! This presentation describes an action research project that was implemented in a small literacy group. Action research and token economies are discussed and a real-life example of implementing a token economy in an ESL classroom is presented.

Nicole Hines, Troy University GA

The Southern Accent: A Model for ESL Students?

AL, Research Paper, Rm 212

This presentation is on the English dialect in the American south. Research indicates this highly stigmatized English dialect is spreading. Finally, the presentation will address implications of teaching highly stigmatized features of this accent.

David Johnson, Kenensaw State Univeristy GA

Saturday, September 19

10:00—10:45 a.m.

IEP Students as Ethnographers: An Exploratory Approach to Critical Pedagogy

IEP, Descriptive Report, Rm 205

The presenter describes a microethnographic project conducted during an academic writing course based on anthropology content. Through interviewing their peers and writing summaries and responses, the student ethnographers provided insights into their own perceptions of the culture generated within the IEP and its importance for their academic and personal development. Amanda Lanier Temples, Georgia State University

Accelerating ELLs Access to the Grade Level Core Science Curriculum

EE, Descriptive report (C), Rm 209

The presenter will show how to teach grade level content including the key academic vocabulary in a way that allows ELLs to grasp essential ideas and concepts. The presenter will demonstrate pre-selection of vocabulary for a science lesson and how to best connect science instruction and literacy instruction.

Ines Lormand, Wright Group/McGraw-Hill TX

As easy as ABC: Using an ActiVote system to enhance ESOL teaching

CALL, Demonstration, Rm 208

ActiVote and other electronic classroom polling systems are becoming increasingly popular in mainstream K-12 and university level classrooms across the country. ESOL teachers should consider this simple but effective technological teaching enhancement as well. This session will demonstrate techniques applicable for all students from kindergarten through university levels.

David Marlow, University of South Carolina Upstate

Give Your Students an Ego Boost through Service Learning

HE/AE, Demonstration, Crystal Ballroom B/E

Engage students and give them confidence in English through an ego boost. The presenter will discuss a service-learning project where ESL students in an Academic English course tutor senior immigrants in an adult ed program. Presenter will demonstrate how this project impacts the ESL students, the community, the faculty, and how YOUR students can do the same!

Beth Wallace, Georgia Perimeter College, GA

Concurrent Sessions

Assessing Oral Communication Using Authentic University Tasks

IEP, Demonstration, Rm 203

This demonstration describes techniques for assessing learners' listening and speaking skills in an English for Academic Purposes (EAP) environment. Focusing on EAP students' academic goals, the presenters will discuss assessment procedures that they have developed for evaluating students' participation in academic discussion and presentation development.

Meredith Bricker, Georgia State University

Amanda Starrick, Georgia State University

Dara Suchke, Georgia State University

English Language Learners reach Milestones to School Success with academic vocabulary from Dr. Marzano

SS, Demonstration (C), Rm 213

Using Heinle's new Milestones series, educators will learn effective strategies on how to teach ESL students academic vocabulary, highlighting the methodology of Dr. Robert Marzano, Milestones program advisor, grammar, reading fluency and comprehension, and writing to ensure their academic success. Ongoing assessment and differentiated instruction strategies will also be presented.

Stacy Hilliard, Heinle/Cengage Learning FL

Susan Edwards, Heinle/Cengage Learning FL

Interactive Learning: Motivating students through hands on activities, Crystal Ballroom A/F

EE/SS, Interactive Workshop, Crystal Ballroom A/F

Participants will learn various interactive games and activities that can be used across the content areas for both the beginning as well as the advanced English Language Learners.

Teresa Ferguson, Cobb County Schools GA

Enhancing the Energy Level in Your Classroom

TE, Interactive Workshop, Rm 204

Even as a passionate teacher are you challenged to achieve dynamic and interesting classes? The choices are within your classroom, individual persona and activities. In this interactive workshop, participants will brainstorm how to liven up their environment, methods and techniques. Come, share and change. Handouts provided. Karen Grubbs, ELS Language Centers St. Petersburg FL

Saturday, September 19

10:00—10:45 a.m.

Texts, Tasks and Advanced Language Learning in the Year 2009

HE, Descriptive Report, Rm 207

"Advancedness" is the buzz in language education these days. But what specifically should we be doing -- at both administrative and practical levels -- to produce English language users at advanced levels of proficiency? This report draws on current approaches in FL education, and suggests an approach for ESL settings.

Pamela Pearson, Georgia State University

Ashley Titak, Georgia State University

Caroline Payant, Georgia State University

Concurrent Sessions

Facebook-2-Face: Social Networking Meets Service Learning

IEP, Descriptive Report. Rm 214

With a joint venture between an American university and its IEP, Facebook became a way for international students to feel comfortable communicating in English and for American students to gain cultural awareness. This session discusses how social networking can be used in education to promote language acquisition, cultural awareness, service, and leadership.

Yasma Jacobs, Mississippi State University

Alison Stamps, Mississippi State University

Alexis Powe, Mississippi State University



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For more information, contact
the conference chair,
Heather Boldt,
at heatherboldt@yahoo.com

Poster Sessions
Saturday 10:45—11:30
Grand Salon West



Writing Silenced Stories: Biliteracy in a Fifth Grade English-Only Classroom Stephanie Baker Fair Street IB World School	Cultivate English In the Garden Amalia B Stephens Fulton County Schools	Educational Media & Vocabulary Acquisition by English Language Learners: Can Dora the Explorer Teach Terms for Politeness? Renea Bartlett Georgia State University	From Passive Writers to Published Authors: Encouraging ELLs to Write Iris Kirksey, Lilia Gonzalez, and Olivia Broxey Clayton County Schools
Illegal and Undocumented: Aliens, Immigrants, Workers Sophia Waugh Georgia State University	Theory to Practice: What We Learned from an English Language Learners Writing Project Shawn O'Neil and Yiwen Bi University of North Carolina Greensboro	Linguistic Attitudes: Perceived Credibility based on an Instructor's Accent in Girls' Education Elizabeth Law Nighman Georgia State University	Linguistic Characteristics of Non-Native Speaker Writing in English: A Corpus-Based Analysis Azilee Davis Georgia State University
Move it to Memory -- Kinetic Learning for Upper Elementary and Beyond Monica Whitaker DeMartino Metropolitan Nashville Public Schools	New Land, New Culture, New Life - How One School Embraces A Refugee Community Linda Dorage and Rebecca Lutz International Community School	Discovering Mexico's public educational system: Discussions with teachers and teacher educators John Bunting, Teresa de Jesus Munoz Parra, Cesar Maldonado Garcia, Francisco Javier Barron Serrano, Daniel Loreto Garcia Georgia State University	The Opportunity of a Lifetime: Teaching English Abroad through the English Language Fellow Program Antoinette B. d'Oronzio Hillsborough Community College
The utilization of song lyrics and music as a tool for English language acquisition Pat Heys North Springs Charter High School	Teaching English in Korea Michelle Woo Kennesaw State University	GATESOL Regional Liaison Recruitment	

Saturday, September 19

1:30—3:15 pm

Concurrent Sessions

Designing Innovative ESP/EAP Courses in Higher Education: A Panel Discussion

ESP, Panel Discussion, Rm 201

This panel discussion explores methodological factors involved in the design of four innovative ESP courses in a university-level TESL program: English for the Arts, Corpus-Based English for Academic Purposes, English for International Teaching Assistants, and English for the Hospitality and Travel Industry. Sample course syllabi and lessons will be provided.

Eric Friginal, Georgia State University
Elizabeth Neely, Georgia State University
Danny Housley, Georgia State University
Youjin Kim, Georgia State University

1:30—2:15 pm

Concurrent Sessions

Japanese Graduate Students in American Universities: Gaining Access to Discourse Communities

HE, Research Report, Rm 214

The narratives of three Japanese graduate students in the process of earning advanced degrees at American universities are presented and analyzed, with focus on how they negotiate membership in academic discourse communities. The role of social and academic networks, institutional support, power relationships, and identity in academic success are examined. Michael Hood, Nihon University, College of Commerce Japan

The Effects of Article Instruction on ESL Students' Writing

SLW, Demonstration, Rm 209

This study investigated whether formal instruction on the English article system in ESL writing classes resulted in improved accuracy in new pieces of writing. Statistical analyses revealed that the experiment group's accuracy improved significantly after the treatment and that they also significantly outperformed the control group in the posttest. Luciana Junqueira, The University of Alabama

Assessing the Value of a Pre-service ESOL Course for Teachers

RS, Research Paper, Crystal Ballroom B/E

Because responsibility for English language learners' academic progress falls heavily on mainstream teachers, we assess the value of ESOL course activities about language, language learning, and culture in teaching those learners. We will present findings of our survey of elementary, early childhood, and special education majors at a major Florida University. Elizabeth Platt, Florida State University
Felicia Ciappetta, Florida State University

Beyond Role-Playing: Developing Teachers' Professional Identity in Second Language Teacher Education

TE, Research Paper, Rm 212

What are the parameters of ESL teachers' professional identities? How can teacher education help in the process of constructing such identities? The presenter discusses possible parameters of ESL teachers' professional identity and ways teacher education can foster the development of the various dimensions of teachers' professional identity. Joseph J. Lee, Georgia State University

Saturday, September 19

1:30—2:15 pm

Concurrent Sessions

Developing Character Sketches to Improve Vocabulary Comprehension

IEP, Demonstration, Rm 213

This demonstration will actively provide participants with an opportunity to create their own character sketches and dialogs for practicing targeted vocabulary words. By the end of the presentation, participants will have a working dialog that they can present to the class.

Karen Shock, Savannah College of Art And Design
GA

Linguistic vocabulary acquisition: A case study of in-service teachers in an online introductory linguistics course

AL, Research Paper, Rm 203

This study assessed acquisition of linguistic terminology by students in an online graduate Introduction to Linguistics course. Data came from students' personal reflections on different topics of linguistics. WordSmith Tools (4.0) was used to analyze frequency and context of selected linguistic terms to evaluate acquisition.

Liang Guo, Georgia State University
Cynthia Walker, Georgia Perimeter College

Movie Making 101

CALL, Demonstration, Rm 208

Windows Movie Maker is a free software that teachers can use to monitor language development, make movies of field trips, work projects, video pen pals, or various other activities throughout the classroom. Feel free to bring your laptops and work along.

Mark Littlefield, Metro Nashville Public Schools
TN

Ten Activities to SPICE-UP Your Teaching

EE, Demonstration, Crystal Ballroom A/F

This presentation will offer learning strategies, teacher techniques, games and group-centered methods to use in any classroom to make learning fun and engaging for everyone!

Torrie Voss, Fulton County Schools GA

Pathways to Teaching for ELL Students: Building Immersion Programs in Georgia

BE, Research Paper, Rm 204

The demand for immersion/dual-language instruction in Georgia is growing. To meet the needs of teacher training and capacity, a new initiative seeks to identify future teachers while they are still in the classroom, provide a clear pathway to college, and place these current ELLs and future teachers in Georgia classrooms.

Jon Valentine, Georgia Department of Education -
Languages and International Education

Prepare your Adult Ed students for the Future

AE, Demonstration (C), Rm 202

Your students' Future is in your hands! Learn about techniques that enable students to progress through a program that prepares students for 21st Century skills both inside and outside the classroom. Future, a new 6-level adult course from Pearson Longman, is about R.E.S.U.L.T.S.--for the teacher and for the student.

Judith Plumb, Pearson Longman NY

Teaching Business English to Refugees in Transition

RC, Interactive Workshop, Rm 205

Refugees displaced in the Middle East are referred to as refugees in transition. The presenters will report on an ESP business course they developed for a group of refugees. They will discuss the process of designing this course starting from a needs analysis and moving to developing a teacher supplement.

Ebtihal Elbadry, The American University in Cairo
Salma Waly, The British University in Egypt

Saturday, September 19

1:30—2:15 pm

Concurrent Sessions

Using poetry and music to help ESL students journey through African-American history
HE, Descriptive Report, Rm 207

Although challenging for ESL students, using poetry in the African-American history track of an ESL content course provides a vivid picture of the African-American experience in Jim Crow America. This presentation will discuss activities developed to make poetry more accessible to students and will include samples of poetry and music. Mary Middlemas, Georgia Perimeter College

Teaching Sheltered Language Arts at the Secondary Level: The Struggling Jugglers
SS, Interactive Workshop, Rm 206

Sheltered language arts teachers struggle to meet demands within education such as Benchmark Tests, End of Course Tests, Graduation Tests and state standards and develop the language skills mandated by WIDA and the SIOP method. We seek to offer strategies to help teachers cope with the strain of this constant juggle and foster the progress of our students.

Jana Lott, Elizabeth Andrews High School GA
Brenda Pearson-Alexander, Elizabeth Andrews High School GA

2:30—3:15 pm

Concurrent Sessions

Academic Encounters—Introducing Scientific Topics to Students through Sustained Content
SS, Demonstration (C), Rm 205

Academic Encounters—The Natural World and *Academic Listening Encounters: The Natural World* from Cambridge University Press present students with topics in earth science and biology and relate them to everyday life. Designed for low-intermediate students, *The Natural World* is the newest of the Academic Encounters Series. K. Lynn Savage, City College of San Francisco (retired), Cambridge University Press MA
Donna Kennedy, Cambridge University Press MA

Backwards Instructional Design: Using Language Objectives to Scaffold Instruction in the Content Area

EE, Demonstration, Rm 214

This session is designed to (1) provide background information on the rationale for backwards design (2) display guidelines for aligning core content standards and English language proficiency standards in upper elementary language arts lessons derived from WIDA and TESOL Language Proficiency Standards (3) demonstrate integration of content and language objectives in a lesson plan. Victoria Isabelle, Mundy's Mill Middle School GA

Conducting a Program Evaluation in the Field: Lessons Learned

PA, Descriptive Report, Rm 209

In this session, the presenter will share the lessons she learned from conducting a program evaluation of an ESL program. In her description of the program evaluation/case study, the presenter will provide recommendations for developing a program evaluation plan as well as implementing program evaluation activities. Eileen Galang, University of Tennessee Knoxville

Effective Strategies for Developing Academic English: A Study of Classroom Practices

EE, Research Paper, Rm 202

In this observational study of teaching practices in fourth and fifth grade classrooms, we focused on teachers' methods of developing students' knowledge of academic vocabulary and language. Findings indicate that explicit teaching practices, such as direct vocabulary instruction, were prevalent among teachers with high achieving English language learners.

Shanan Fitts, Appalachian State University NC
Erica Bowers, California State University Fullerton

Saturday, September 19

2: 30—3:15 pm

Concurrent Sessions

Language Development v. Academic Achievement: Response-to-Intervention for Speakers of African American Vernacular English

SPC, Research Paper, Crystal Ballroom A/F

This session presents an implementation model for using response-to-intervention with speakers of African American Vernacular English at-risk for reading failure and/or referral to special education. The implementation model is based on several experimental comparison studies on effects of specific reading instruction for learners at-risk of reading failure in high-poverty settings.

Almitra Berry, University of Phoenix School of Advanced Studies CA

Language Instruction in China: Tradition and Innovation

IC, Descriptive Report, Rm 204

English is now a required language for all students in China beginning in third grade. How do language educators in China address the needs of a diverse population, including fifty-six ethnic minorities? Come see what language instruction looks like in China and hear what Chinese educators hope to improve.

Kara Morrison, Nesbit Elementary School GA

New language, new self: Personal narratives of young refugee women

RC, Research Paper, Rm 206

A qualitative study of how personal narratives are constructed by young refugee women attending a school designed to meet their particular needs.

Lesley Coia, Agnes Scott College GA

Eliana Hirano, Georgia State University

Videotaping ESL/EFL Students for Increased Motivation, Proficiency, Interaction and Fun

IEP, Demonstration, Crystal Ballroom B/E

The video camera is an effective tool that can be used to both engage students in their own learning and to increase student interaction. The presenter describes two ways to use the video camera in class: for an individual academic presentation and for a creative absurd invention infomercial group project.

Alison Camacho, Georgia State University

Teaching and Assessing Public Speaking in College ESL

SPL, Demonstration, Rm 207

This session introduces strategies and materials for teaching and assessing public speaking in college ESL courses where presentation skills are part of an overarching integrated focus. Attention is given to content and organization as well as delivery. Participants will receive handouts that can be used in their own courses.

Eric Kendrick, Georgia Perimeter College

Rick Robinson, Georgia Perimeter College

Tracie Justus, Georgia Perimeter College

Technology for Classrooms: Ideas for Teaching Online

CALL, Demonstration, Rm 208

Teaching and learning online is taking over in today's language classrooms. The presenters will report on two courses that they designed for teaching English writing and ESP online. They will also discuss the challenges that EFL teachers and institutions face in the process of changing face-to-face classes into hybrid classes.

Salma Waly, American University in Cairo

Neveen Al Saeed, American University in Cairo

What does "describe" mean? Let's get technical with language

TE, Interactive Workshop, Rm 213

Most state standards begin with "describe," "identify," and "explain." What do these words mean when applied to performance of ELLs at differing levels? This presentation guides participants through sample state standards and demonstrates how to use WIDA and TESOL resources to create lessons using a backward design model. Linda Iza, PELL—Programs for English Language Learners Patricia Allison, WIDA Professional Development Consultant

David Forker, W.R. Coile Middle School GA

GATESOL Members:

The GATESOL Annual Business Meeting
will take place Saturday in the
Grand Ballroom East
from 3:30 –4:15.



Please see yellow pamphlet, available at the registration desk, for more information on

- **2009-2010 GATESOL Executive Board Slate**
- **Committees & Liaison Officers 2008-2009**
 - **Past Presidents**



*Also, please don't forget to cast your vote for the
2009-2010 GATESOL board members. Look for the
ballot box on the 2nd floor.*

Conference Evaluation

Please fill out the 2009 SETESOL Conference Evaluation form available at the registration desk OR (*even better—save paper*) go to the following link to complete the survey online:

http://www.surveymonkey.com/s.aspx?sm=cpxeRMpnwSuAPGux8ipzwA_3d_3d

We appreciate and value your feedback.



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