

SE

TESOL

Regional Conference

ESL Partnerships:

Connecting Families to

Schools and Communities



November 29—December 2, 2006
Peabody Hotel and Convention Center
Little Rock, Arkansas



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Session Descriptions Key

E = Elementary	AE = Adult Ed.	TT = Teacher Trning	R = Research
M = Middle	AD = Admin	HE = Higher Ed	
S = Secondary	IE = Intensive English	MG = Migrant	



This conference program is dedicated to my father, French Tozier, for the creative spirit and energy he instilled in me as a child. No teacher is greater than one's own parents.

Ruth Anne Tozier Kennedy



Dear Colleagues and Friends:

The ARKTESOL Executive Board in partnership with the conference planning team welcome you to the 2006 SETESOL Regional conference, *ESL Partners: Connecting Families to Schools and Communities*. We trust that this conference will provide you a rich opportunity to enhance your knowledge base with new ideas that you can use when working with English Learners. We hope that you have a chance to network with other professionals who share your passion for diversity and multi-cultural understanding.

We are extremely pleased that you have chosen to spend time with us in Little Rock, Arkansas.

Sincerely,

The ARKTESOL Executive Board of Directors and Conference Planning Team!

2006 SETESOL REGIONAL CONFERENCE PLANNING COMMITTEE

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- Judy Hobson, Chair
- Judy Story, Co-Chair

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- Mary Bridgforth
- Judy Story

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- Jane Ann Bilon
- Lana Tollett

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- Judy Hobson, Editor

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- Jane Ann Bilon
- Lana Tollett

Speaker Liaison:

- Judy Hobson, Chair

Signage and Logo:

- Julia Correia, Signs and T-Shirts
- Joe Correia, SETESOL Logo Design

Exhibitors and Sponsors:

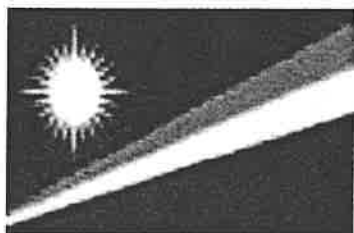
- Mary Bridgforth, Chair
- Anita Munguia, Co-Chair
- Chris Black



Thank you SETESOL Affiliates for supporting the Regional Conference this year!



~ ARKTESOL Executive Board and Conference Planning Committee ~



*A **Special Thanks** to the Marshallese students of Parson Hills Elementary in Springdale, Arkansas for sharing your culture with us through the beautiful dance and music of your islands*

2006 ARKTESOL Community Board Members

- Dr. Andre Guerrero
- Dr. Jim Rollins
- Dr. Philip Less
- Dr. Ursula Chandler

We Genuinely Appreciate Your Support!



SETESOL REGIONAL CONFERENCE SCHEDULE

PEABODY HOTEL

LITTLE ROCK, ARKANSAS

NOVEMBER 29-DECEMBER 2, 2006

WEDNESDAY - NOVEMBER 29, 2006

- 7:30 – 8:30 Registration for Pre-Conference on Balcony Level
- 9:00 – 12:00 Pre-Conference – **Lynda Franco**
Conway Room –
Differentiated Instruction for ELs
- 12:00-1:00 Lunch (included) in Riverside
- 1:00-3:00 Pre-Conference with Lynda Franco continues in Conway
- 12:00-7:30 Registration for General Conference on Balcony Level
Exhibitors will be setting up on the Balcony Level

THURSDAY - NOVEMBER 30, 2006

- 7:00 – 4:30 Registration on Balcony Level
- 7:00 – 8:00 Visit Exhibitors on Balcony Level. Pastries and coffees will be served.
- 8:00 – 8:45 Concurrent Session I. There will be 9 separate presentations
- 8:45 – 9:00 Break
- 9:00 – 10:15 General Session I in Salons A- C
Dr. David and Dr. Yvonne Freeman – UT at Brownsville, TX
Closing the Achievement Gap of English Language Learners
- 10:15 – 10:30 Break
- 10:30 – 11:15 Concurrent Session II – 9 separate presentations
- 11:15 – 12:00 Scheduled time to visit exhibitors. Exhibitors will be open during lunch as well. **Book signing by the Freemans at the Heinemann Exhibit. You may bring or purchase a book for autographing.**
- 12:00 – 1:30 Lunch (you will need a ticket which you will receive at registration)
Salons A-C
Welcome to Little Rock from Little Rock Vice-Mayor, Brad Cazort Corinne de Orbegoza & Rico Novales
- Local entertainment**
- 1:45-2:30 Concurrent Session III – 9 separate presentations
- 2:30- 2:45 Break



- 2:45 – 3:30 Concurrent Session IV – 9 separate presentations
- 3:30 – 4:30 Scheduled time to visit exhibitors.
- Book signing continued by the Freemans in the exhibitor area**
- 6:00 – 9:00 Reception and tour at the William J. Clinton Presidential Library
- Doors will open at 5:30 to allow extra time for people to go through security
- You will need your ticket for this event as well – no exceptions
- We will have directions to the Library in your program
- Finger foods will be served at the reception
- There will be a jazz band playing the entire evening the Great Hall where the reception will be held
- There will be a cash bar available

FRIDAY- DECEMBER 1, 2006

- 7:00- 4:30 Registration
- 7:00 – 8:00 Visit exhibitors on Balcony Level. Pastries and Coffee served.
- 8:00-8:45 Concurrent Session V – 9 separate presentations
- 8:45 – 9:00 Break
- 9:00 – 10:30 General Session II – Salons A-C
- Deputy Secretary of USDOE, **Mr. Raymond Simon** –
- LEP Partnerships and NCLB Updates**
- Dr. Keith Folse** – University of Central Florida, Orlando, FL
- Ten Things that I Wish I Had Known Before I Took Up TESOL**
- 10:30-10:45 Break
- 10:45 – 11:30 Concurrent Session VI – 9 separate presentations
- 10:45 – 12:00 SETESOL Affiliate Representatives will meet in room TBA
- 11:30 – 12:00 Visit Exhibitors. **Book signing by Dr. Keith Folse at the U of Michigan Press Exhibit. You may purchase one on site or bring one of your own.**
- 12:00 – 1:30 Lunch in Salons A-C. You will need to have your ticket at the door.
- Marshallese Dancers and Principal, Maribel Childress from Parson Hills Elementary, Springdale Schools will bring greetings from the Marshall Islands**
- 1:30-1:45 Break
- 1:45-2:30 Concurrent Session VII – 9 separate presentations
- 2:30 – 2:45 Break
- 2:45 – 3:30 Concurrent Session VIII – 9 separate presentations
- 3:30 – 4:30 Visit exhibitors. **Book signing by Dr. Keith Folse continued.**

**SATURDAY - DECEMBER 2, 2006**

- 7:00 – 8:00 Visit the exhibitors. Pastries and coffees will be served.
- 8:00 – 8:45 Concurrent Session IX – 9 separate sessions
- 8:45 – 9:00 Break
- 9:00 – 9:45 Concurrent Session X – 9 separate sessions
- 9:45 – 10:00 Break
- 10:00 – 11:30 General Session III – Salons A-C
Dr. MaryEllen Vogt, Lake Tahoe, CA (SIOP co-author)
Vogt's Top Ten: Or What I've Learned About Teaching Reading
- 11:30 – 12:00 Adjourn and do evaluations

2006 ARKTESOL EXECUTIVE BOARD OF DIRECTORS CONTACT INFORMATION

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PRE-CONFERENCE

Lynda Franco

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720-212-0740



Lynda Franco has been an educator for the past 26 years. During that time she has taught all grades pre-K through grade 12, content-based, sheltered ESOL vocational classes, undergraduate courses, and graduate courses both in the United States and abroad. She also leads seminars for university faculty across the nation. Lynda has been an administrator of programs and a bilingual teacher/trainer for 17 years.

Presently, Lynda is president of Olé Education, a group of education reform specialists focusing on the needs of diverse learners. Until

December 2005, Lynda worked as the Assistant Director and Special Projects Director at the English Language Acquisition Unit for the Colorado Department of Education, where for three years she administered the state's Title II Teacher Quality Enhancement Grant, led statewide staff development projects centering on developing improved teaching skills for meeting the needs of English language learners (ELLs) including training trainers, developing training materials, and providing training to parents, university faculty, program administrators, teachers, and paraprofessionals. She also served as ELL advisor to the Colorado State Reading First initiatives. Lynda was awarded the 2006 Colorado Parent Involvement Award by the Colorado Statewide Parent Coalition.

As part of the Title II TQE grant, and in an effort to assist colleges of education at institutes of higher education throughout Colorado in updating their skills and programs, Lynda led numerous seminars at universities across the Colorado for university faculty. Professors attended these sessions to gain information they included in the teacher preparation classes they deliver. Professors modified their existing syllabi as a contingency of their participation.

For nine years, Lynda served as an adjunct instructor for the Education and World Languages and Linguistics Departments at the University of South Florida in Tampa, Florida, where she taught graduate and undergraduate courses in linguistics and ESOL education. Around the nation, she has led ESOL seminars for the professors of Colleges of Education at a number of universities where she assisted them in revising their existing curricula to include competencies centering on the needs of limited English speakers, including developing literacy skills. Lynda has worked on several national literacy initiatives, including Reading First, Reading Success Network, Reading Rescue, and Reading Recovery, specializing in issues for diverse learners.

Lynda is co-author of two Center for Applied Linguistic publications: *Enhancing English Language Learning in Elementary Classrooms*, a comprehensive professional development program for elementary teachers of



President, Olé Education

English language learners, and *What's Different About Teaching Reading to English Language Learners?* She authored the Teachers' Guides and 30 Phonics Readers to accompany the *Delta Phonics* series published by Delta Systems, Inc. She is co-author of the publications to lead workshops for parents in Spanish and English: *Reading at Home With Your Child*. She is also the author of the *NABE Star Series Professional Development for Teachers and Administrators Working with English Language Learners*, published by the National Association of Bilingual Education. She has developed a second language and literacy program and authored books for the *Leap Pad*, part of the *Leap Frog* educational toy company, and is editor of the ELL supplemental materials for the *SRA Open Court* series. In addition, she has authored government publications including *A Guide to Assist Parents in Understanding Alternative Assessments* and self-publishes *The Harmonious Classroom Using Music to Develop Language and Literacy Skills*. She is also advisor to the PBS children's program *Between the Lions* and other PBS shows in development. Her newest publications, companion materials to the nation's only phonics materials developed specifically for English language learners, *Delta Phonics*, is being presented at this year's National TESOL Conference in February.

Using her dynamic, interactive presentation style and practical examples directly applicable to the classroom, Lynda has designed and delivers professional development, including training of trainers, *in-class coaching and mentoring with follow up*, covering these topics:

- o Reading for all children grades pre-K through 12
- o Reading specific to the needs of limited English speakers
- o Writing for all children grades pre-K through 12
- o Writing specific to the needs of limited English speakers
- o Integrated instruction (integrating language development and content instruction)
- o Interactive mathematics instruction in the elementary grades
- o Content area ESOL instruction (sheltered instruction)
- o Alternative assessments
- o Creating rubrics for daily assessment of progress
- o Learning styles and multiple intelligences
- o Cross-cultural issues in education
- o Effective teaching methodologies for the ESOL classroom
- o Aligning curriculum with standards
- o Cooperative learning
- o Using music in the classroom to enhance language learning
- o Effective teacher-trainer strategies
- o Differentiation of Instruction for All Learners
- o Workshops for Parents: How to Read at Home with Your Child



PRE-CONFERENCE AT A GLANCE

Wednesday - November 29, 2006

7:30-9:00	Conference Registration for Pre-Conference on the Balcony Level
12:00-7:30	Registration for regular conference on Balcony Level Exhibitor Setup on the Balcony Level
9:00 - 3:00	Pre-Conference in the Conway Room Lunch in the Riverview Room

Differentiated Instruction

Presented by: Lynda Franco, Olé Education

Differentiated Instruction...

IS

A differentiated classroom offers a variety of learning options designed to tap into different readiness levels, interests, and learning profiles. In a differentiated class, the teacher uses (1) a variety of ways for students to explore curriculum content, (2) a variety of sense-making activities of processes through which students can come to understand and "own" information and ideas, and (3) a variety of options through which students can demonstrate or exhibit what they have learned.

IS NOT

A class is not differentiated when assignments are the same for all learners and the adjustments consists of varying the level of difficulty of questions for certain students, grading some students harder than others, or letting students who finish early play games for enrichment. It is not appropriate to have more advanced learners do extra math problems, extra book reports, or after completing their "regular work" be given extension assignments. Asking students to do more of what they already know is hollow. Asking them to do "the regular work, plus..." inevitably seems punitive to them.

This presentation is designed to illustrate, through a demonstrative, hands-on format, a more detailed picture of what a differentiated classroom looks like – and doesn't look like – for all learners -- at all levels, k-12.



WILLIAM J. CLINTON PRESIDENTIAL LIBRARY

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Designed to tell the story of how a young man from Hope grew up to become president of the United States, the William J. Clinton Presidential Center and Park encompasses a museum, presidential archives, and educational and research facilities.

The massive structure of steel and glass is nearly four times the size of a football field, with a total of 148,000 square feet of exhibit space, including the presidential limousine exhibit.

Other highlights of the museum include an exact replica of the Oval Office and Cabinet Room, both complete with multiple computers stations to create and interactive experience for each guest.

SETESOL CONFERENCE PARTICIPANTS RECEPTION INVITATION

Reception and tour at the William J. Clinton Presidential Library

Thursday, November 30, 2006

6:00—9:00 p.m.

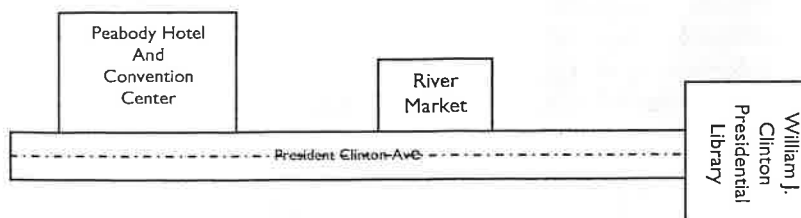
Doors will open at 5:30 to allow extra time for people to go through security

You will need your ticket for this event as well – no exceptions

Finger foods will be served and entertainment will be provided in the Great Hall

Cash bar will be available

Shuttle service from hotel available





David and Yvonne Freeman
University of Texas, Brownsville

Keynote Speakers
Thursday, 9:00-10:15, Salons A-C

"Closing the Achievement Gap for English Language Learners"

Dr. Yvonne Freeman is a professor of bilingual education and Dr. David Freeman is a professor of language arts/ESL at The University of Texas at Brownsville. Both are interested in literacy education for English language learners. In addition to doing staff development with school districts across the country, they present regularly at international, national, and state conferences.



The Freemans have published books, articles and book chapters jointly and separately on the topics of second language teaching, biliteracy, bilingual education, and second language acquisition. Their newest book is the second edition of *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms*. Their other books include: *Dual Language Essentials for Teachers and Administrators*, *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*, *Closing the Achievement Gap: How to Reach Limited Formal Schooling and Long-Term English Learners*, the second edition of *Between Worlds: Access to Second Language Acquisition*, which received the Mildenerger Award from the Modern Language Association for outstanding research in the field of foreign and second language teaching, *La enseñanza de la lectura y la escritura en español en el aula bilingüe*, and *ESL/EFL Teaching: Principles for Success*. In addition, to their other publications, the Freemans are authors of Harcourt Achieve/Rigby's ESL programs, *On Our Way to English* and *Literacy by Design*.



MaryEllen Vogt
California State University, Long Beach

Keynote Speaker
Saturday, 9:00-10:15, Salons A-C

"Vogt's Top Ten: Or What I've Learned About Teaching Reading"

MaryEllen Vogt is Professor Emerita of Education at California State University, Long Beach. A former reading specialist and special education teacher for 15 years, she received her doctorate from the University of California, Berkeley. A co-author of six books, including *Reading Specialists and Literacy Coaches in the Real World* (2nd Ed.; 2007) and *Making Content Comprehensible for English Learners: The SIOP Model* (3rd Ed.; 2008), her research interests include improving comprehension in the content areas, teacher change and development, and content literacy and language acquisition for English learners. She was inducted into the California Reading Hall of Fame and received her university's Distinguished Faculty Teaching Award. She is a co-author/consultant of several reading and social studies programs published by Houghton Mifflin. Dr. Vogt served as President of the International Reading Association in 2004-2005.

**Keith S. Folse**

University of Central Florida

Keynote Speaker

Friday, 9:00-10:30, Salons A-C

**“Ten Things that I Wish I Had Known Before I Took Up TESOL”**

Dr. Keith Folse is Associate Professor and Coordinator of the MATESOL Program at the University of Central Florida. He has taught ESL/EFL in the U.S., Saudi Arabia, Malaysia, Japan, and Kuwait. He has written over 40 textbooks on vocabulary, composition, reading, speaking, and grammar and is a frequent presenter at regional and international TESOL conferences. His main research interests include understanding the role of vocabulary in ESL and identifying best teaching practices in diverse teaching settings.

Like many ESL teachers today, I did not set out to be an ESL teacher. In fact, like many of my colleagues, I accidentally stumbled into ESL. To be sure, it was a good stumble, but nonetheless, it was an indirect path.

I learned most of what I know today about teaching a second language through my actual teaching. Yes, I did learn some of the basics in my college education classes, but most of what I know I learned the hard way: while standing at a blackboard in my own classroom for the past twenty-seven years.

In this plenary, I will talk about ten of the many things that I learned during these years of teaching – things that I wish I had known beforehand. As you and I think back on the students that we have taught over the years—no matter whether we have taught for thirty, thirteen, or only three years—we know we have made some mistakes along the way. If only someone had told us certain things, our classes might have been somewhat different.

**Raymond Simon**

Deputy Secretary, U.S. Department of Education

Special Guest Speaker

Friday, 9:00-10:30, Salons A-C

President Bush nominated Raymond Simon to the position of United States Deputy Secretary of Education and the Senate confirmed him on May 26, 2005. As Deputy Secretary, Mr. Simon plays a pivotal role overseeing and managing the development of policies, recommendations and initiatives that help define a broad, coherent vision for achieving the President's education priorities, especially the No Child Left Behind Act. He also provides overall supervision and direction of program organizations of the Department. He had previously served as the Assistant Secretary for Elementary and Secondary Education.

Simon was the Chief State School Officer for Arkansas for six years – a position he held until his initial appointment by President Bush. He also served as superintendent of the Conway (Arkansas) School District from 1991 to 1997.

A native of Conway, Arkansas, Simon has been involved in Arkansas education since 1966, when he began his career as a mathematics teacher at North Little Rock High School. While at North Little Rock, he was also Director of School Food Services and Director of Computer Services until moving back to Conway to serve as Assistant Superintendent for Finance. In addition, he has been an adjunct professor for both educational technology and school finance at the undergraduate and graduate levels.



CONFERENCE AT A GLANCE

Thursday - November 30, 2006

7:00 – 4:30	Registration Balcony Level Tickets for all events will be in your packets. They cannot be replaced.				
7:00 – 8:00	Visit Exhibitors – Balcony Level – Coffee and donuts served				
	Manning	Hoffman	Chicot	Neosho	Pinnacle
SESSION I 8:00-8:45	Setting Up a Successful ELL Classroom J. Lanier	Bringing Families and Communities Together with EASY S. Nugent	Effective ESL Teaching Strategies M. Ramirez	Best Practices in Effective Instruction of ELL Students C. Morrison	Picture This: Art Prints Making Learning Comprehensible D. Plitt D. Hutcheson
GENERAL SESSION I Salons A-C 9:00-10:15	Keynote Speakers: David and Yvonne Freeman, Professors at University of Texas, Brownsville “Closing the Achievement Gap for English Language Learners” Facilitators: Judy Hobson, ARKTESOL President and Judy Story, ARKTESOL Vice President				
SESSION II 10:30-11:15	Teaching American Ideals Through Great Speeches D. Bart	"NELLCLB" Strategies for Teaching Content L. Brewer C. Bell C. Leslie	What Research Teaches Us About L2 Reading Instruction, K. Sippell	What's Wrong with this Picture? S. Howell	Literature for All Content Areas K. Buckley A. Applegate
11:15 – 12:00	Scheduled time to visit exhibitors. Book signing by the Freemans at the Heinemann Booth				
Lunch 12:00 – 1:30 Salons A-C	Please turn in lunch tickets at the door Vice-Mayor of Little Rock, Brad Cazort and Corinne de Orbegoza & Rico Novales Facilitator: Jane Ann Bilon, ARKTESOL Secretary				
SESSION III 1:45-2:30	Tackling Text Comprehension Problem E. Lee	Successfully Implementing Reliable Technology in the ESOL Classroom S. Nugent	Weaving Grammar with Content for Low Level Students M. Boyd J. Boyd	Beyond Model Conversations: Enabling Real Discussions J. Brezinsky	Turning Striving Students into Thriving Students M. Guenette
SESSION IV 2:45-3:30	Partnerships in Culture: Connecting ESL Classrooms to Southern Communities A. Oggs	Fluency vs. Accuracy: A Win-Win Situation F. Bowles	Give Students Writing Power with the In Focus Approach K. Sippell	Schools Connecting with Families L. Moore A. Harber G. Davis	
3:30-4:30	Scheduled time to visit exhibitors. Book signing by the Freemans at the Heinemann Booth				



	Harris Brake	White Oak	Ouachita	Grampas
SESSION I 8:00-8:45	Beyond the Classroom-Service Learning for ELLs T. Howlett T. Patterson	The Role of the Grammar Teacher J. Brezinsky	Reading at Home With Your Child: A Training for Trainers L. Franco	Using Technology to Improve Language Learning Outcomes T. O'Hagan L. Krout
GENERAL SESSION I Salons A-C 9:00-10:15				
SESSION II 10:30-11:15	Songs and Stories in the English Classroom J. Brown	Breaking Barriers Between ESOL Parents and Schools J. House I. Davis	Achieving Academic Success by Teaching Language Through Content R. Lemay	Starting Your Own Community Volunteer Interpreter Program D. Worthen
Scheduled time to visit exhibitors.				
LUNCH				
SESSION III 1:45 – 2:30	Developing Academic Language for School Success D. Freeman Y. Freeman	Our Reasons to C.A.R.E. D. Cardiel C. Archer	Educating Content Area Teachers about ESL Refugee Students J. Flaitz	Partnerships: It Takes a Community to Prepare a Teacher P. Carlin S. Streiff-Vena S. Nichols C. Barnard
SESSION IV 2:45-3:30				
Scheduled time to visit exhibitors				



THURSDAY Session Descriptions

Concurrent Session I 8:00 – 8:45

Setting Up a Successful ELL Classroom

Presenter(s): Janette Lanier, Tennessee DOE, Nashville, TN

Presentation Type: Workshop

Area of Focus: E, M, S

Room: **Manning**

Abstract: Students learn in a challenging environment. Teachers who commit energy to providing this environment have fewer behavior problems, more productive students, and the support of administrators. Come and see how you can set up your classroom for success.

Bringing Families and Communities Together with EASY

Presenter(s): Stacey Nugent, ThirdWave Learning, Inc., Ft. Lauderdale, FL

Presentation Type: Demonstration

Area of Focus: M, S, AE, AD, IE, HE, MG

Room: **Hoffman**

Abstract: This session will give the participants an in-depth look at EASY, English Academic Success for You, which successfully integrates literacy, basic computer skills, life skills, and ESOL. Participants will learn how EASY can help connect families with their local communities.

Effective ESL Teaching Strategies

Presenter(s): Marla H. Ramirez, PhD, University of Arkansas Monticello, AR

Presentation Type: Workshop

Area of Focus: M, HE

Room: **Chicot**

Abstract: The workshop will focus on a number of effective instructional strategies that teachers of ESL students can use in their classrooms. The methods will follow the SIOP model of instruction as a guide for developing these strategies. The audience will be asked to participate in the workshop by sharing their experiences with the group in a number of different ways which will help model effective ESL teaching strategies.

Best Practices in Effective Instruction of ELL Students

Presenter(s): Chris Morrison, McGraw-Hill, Burr Ridge, IL

Presentation Type: Workshop

Area of Focus: E, M, S, TT, MG

Room: **Neosho**

Abstract: This presentation will focus on those activities that make for instructionally effective learning environments for ELL students, and how effective assessment programs can enhance the learning of English and facilitate academic achievement of ELL students.

Picture This: Art Prints Making Learning Comprehensible

Presenter(s): Doris Plitt and Della Hutcheson, Eastside ES, Rogers, AR

Presentation Type: Workshop



Area of Focus: E

Room: **Pinnacle**

Abstract: Looking for new ways to engage students while correlating grade level standards with frameworks for language learners? Spend a little time with us to see if introducing art prints into content areas can assist you in meeting language learners' needs.

Beyond the Classroom - Service Learning for ELLs

Presenter(s): Tina Howlett and Tanya Patterson, ESOL Specialists, Rogers PS, Rogers, AR

Presentation Type: Workshop

Area of Focus: E, S, AE HE, TT

Room: **Harris Brake**

Abstract: This presentation will provide ideas and practical tips for engaging ELLs in meaningful and relevant contexts promoting civic engagement through community/service-learning initiatives. Participants will leave this session with a workable plan for designing and implementing a classroom service-learning project.

The Role of the Grammar Teacher

Presenter(s): John Brezinsky, Pearson Longman, White Plains, NY

Presentation Type: Demonstration

Area of Focus: AE, HE

Room: **White Oak**

Abstract: Some students find grammar difficult, confusing, or boring and have a love-hate relationship. In this session, the presenter will demonstrate a proven approach to teaching grammar that makes the relationship more positive and that clarifies the role of the grammar teacher.

Reading at Home with Your Child: A Training for Trainers

Presenter(s): Lynda Franco, Consultant, Tampa, FL

Presentation Type: Demonstration

Area of Focus: All,

Room: **Ouachita**

Abstract: This session is designed for anyone who delivers training sessions to parents about how to read at home with their children. It introduces session participants to video-based materials, in English and Spanish, that have been put together to lead two parent workshops: an initial session about how to get started reading at home and a follow-up session.

Using technology to improve language learning outcomes

Presenter(s): Tim O'Hagan and Leah Krout, Auralog, Phoenix, AZ

Presentation Type: Demonstration

Area of Focus: E, M, S, AE, TT, HE

Room: **Hoffman**

Abstract: Since its inception in 1987, Auralog has been synonymous with language mastery. Auralog's Tell me More® immerses the learner fully into the target language, using speech recognition exercises, as well as grammar, vocabulary, and reading and writing tasks.

Concurrent Session II

10:30 – 11:15

Teaching American Ideals Through Great Speeches

Presenter(s): Deborah Bart, ELS Language Centers, Nashville, TN

Presentation Type: Demonstration

Area of Focus: IE

Room: **Manning**



Abstract: *This paper describes how to create a listening course, organized around great American speeches. Students learn distinctly American rhetorical patterns and are introduced to discourse features—voice, audience, topic and rhetorical logic. Course content, materials, and teaching methods are presented.*

"No ELL Student Left Behind" Strategies for Teaching Content

Presenter(s): LaDonna Brewer, Van Buren HS; Cindy Leslie, Butterfield JHS, Van Buren, AR; Chasity Bell, Waldron SD, Waldron, AR

Presentation Type: Workshop

Area of Focus: E, M, S

Room: Hoffman

Abstract: *ELL students do not need to be "left behind" the other students in their content learning. This presentation will demonstrate lessons, share ideas and experiences, and curriculum examples as to how learning content knowledge and English can go "hand in hand" for the ELL student in any classroom environment. Hand outs will be provided.*

What Research Teaches Us About L2 Reading Instruction

Presenter(s): Kelly Sippell, U of Michigan Press, Ann Arbor, MI

Presentation Type: Demonstration

Area of Focus: S, IE, HE

Room: Chicot

Abstract: *Which reading skills best predict academic success and which lead to reading fluency? Participants will be introduced to MICHIGAN ESL textbooks featuring tasks that develop cognitive strategies, word recognition skills, and the reading for different purposes. Samples will be provided.*

What's Wrong with this Picture?

Presenter(s): Susan Howell, Metro Nashville PS, Nashville, TN

Presentation Type: Workshop

Area of Focus: E, M, S, AE, TT, MG

Room: Neosho

Abstract: *In spite of the best efforts of mainstream teachers, English language learners continue to be left behind. The focus of this session will be on effective training strategies that ELL staff can use to help mainstream teachers meet the needs of our unique population.*

Literature for All Content Areas

Presenter(s): Kelly Buckley, Lingle MS and Ann Applegate, Kirksey MS, Rogers PS, AR

Presentation Type: Workshop

Area of Focus: M, S, AE

Room: Pinnacle

Abstract: *This session will evaluate the effectiveness of using novel units to develop reading and writing strategies and skills while at the same time integrating multiple core content areas such as history, geography, math (including economics), and science.*

Songs and Stories in the English Classroom

Presenter(s): Joy L.M. Brown

Presentation Type: Workshop

Area of Focus: E, M, S, AE, MG

Room: Harris Brake

Abstract: *This presentation explores ways to use nursery rhymes, stories, and songs to build cultural knowledge, and teach pronunciation and grammar in the English classroom and to create excellent learning experiences for students of any age.*

**Breaking Barriers Between ESOL Parents and Schools**

Presenter(s): Jade House and Ileana Davis, Westside ES, Rogers PS, AR

Presentation Type: Workshop

Area of Focus: E, M, S, AD

Room: **White Oak**

Abstract: Parents are the most important resource your students have. What about your ESOL parents? This presentation shows how teachers and administrators can come together to help welcome and involve their ESOL families into their schools.

Achieving Academic Success by Teaching Language Through Content

Presenter(s): Ron Lemay, Pearson Longman, White Plains, NY

Presentation Type: Demonstration

Area of Focus: M, S

Room: **Ouachita**

*Abstract: **Shining Star**, a program for English Language Learners in grades 6-12, utilizes content from Social Studies, Science, and Literature to provide grade-appropriate content knowledge with vocabulary, grammar, discourse and literacy development. This presentation will focus the special needs of Newcomers.*

Starting Your Own Community Volunteer Interpreter Program

Presenter(s): Diana Gonzales Worthen, PhD, ESOL Curriculum Supervisor, Springdale PS, AR

Presentation Type: Demonstration

Area of Focus: E, M, S, AD

Room: **Grampas**

Abstract: The goal of this workshop is to assist participants in developing and implementing a Community Volunteer Interpreter Program in their school or organization. Participants will learn to identify, recruit, train, schedule and recognize volunteers.

Concurrent Session III

1:45 – 2:30

Tackling Text Comprehension Problem

Presenter(s): Elizabeth Lee, Wright Group/McGraw-Hill, Dallas, TX

Presentation Type: Demonstration

Area of Focus: E

Room: **Manning**

Abstract: Using research by Taffy E. Raphael and Kathryn H. Au on Question and Answer Relationship (QAR), the presenter will demonstrate how students can become better readers and test takers. Participants will receive sample readers related to science and social studies.

Using the ELLIS Learning System to Develop Language Proficiency

Presenter(s): Stacey Nugent, ThirdWave Learning, Inc., Ft. Lauderdale, FL

Presentation Type: Demonstration

Area of Focus: M, S, AE, AD, IE, HE

Room: **Hoffman**

Abstract: The presenter will demonstrate how ELLIS, an award-winning learning system, is successfully integrated into the ESOL curriculum. This interactive presentation will focus on effectively infusing technology and basic computer skills as the student develops solid language proficiency.

Weaving Grammar with Content for Low Level Students

Presenter(s): John and Mary Ann Boyd, Illinois State University, Towanda, IL

Presentation Type: Demonstration



Area of Focus: M, S, AE, TT, MG

Room: **Chicot**

Abstract: *This presentation demonstrates how grammar can be woven into content based ESL with low proficiency students. Participants will be provided with techniques and handouts which they can adapt to their individual teaching situations.*

Beyond Model Conversations: Enabling Real Discussions

Presenter(s): John Brezinsky, Pearson Longman, White Plains, NY

Presentation Type: Demonstration

Area of Focus: AE, HE

Room: **Neosho**

Abstract: *Free discussion is a challenge for all language learners. To succeed, students need provocative topics and the skill of accessing language. This interactive session will demonstrate how to enable learners of all ability levels to participate in discussions with greater confidence.*

Turning Striving Students into Thriving Students – 1:45-3:30

***90 Minute Session**

Presenter(s): Melanie Guenette, Hampton-Brown, Charlotte, NC

Presentation Type: Workshop

Area of Focus: M

Room: **Pinnacle**

Abstract: *Are you looking for more ways to help your English Learners access grade level content and literacy standards? Come learn about High Point, a research-based program that closes gaps in language and literacy and equips teachers for effective instruction. You'll walk away with ideas and sample materials you can use in your classrooms right away.*

Developing Academic Language for School Success 1:45-3:30

***90 Minute Session**

Presenter(s): David and Yvonne Freeman, PhD, U of Texas at Brownsville, TX

Presentation Type: Workshop

Area of Focus: AE

Room: **Harris Brake**

Abstract: *The presenters define the different aspects of academic language. They show how teachers can help students build academic language by including both content and language objectives. Through pictures of classrooms, they demonstrate how teachers can use specific strategies and organize materials to develop academic vocabulary and content knowledge.*

Our Reasons to C.A.R.E. 1:45-3:30

***90 Minute Session**

Presenter(s): Dorothy Cardiel and Cynthia Archer, Eastside ES, Roger PS, AR

Presentation Type: Demonstration

Area of Focus: E, M, AD, IE

Room: **White Oak**

Abstract: *C. A. R. E. (Children At Risk Empowered) is an intervention program. It brings together classroom, special education, and ESOL teachers, with administrators and parents to assist in empowering our students to greater achievement. Come and learn about intervention ideas, management of meetings, and helpful forms.*

Educating Content Area Teachers about ESL Refugee Students 1:45-3:30

***90 Minute Session**

Presenter(s): Jeffra Flaitz, U of South Florida, Tampa, FL

Presentation Type: Demonstration

Area of Focus: E, M, S, AE, AD, IE, TT, HE, MG

Room: **Ouachita**

Abstract: *This session attempts to improve articulation between the ESL and mainstream classroom. The presenter will prepare participants for making in-service presentations and holding informal discussions with their content area counterparts*



about the backgrounds, expectations, and needs of refugee and immigrant students.

Partnerships: It Takes a Community to Prepare a Teacher 1:45-3:30 *90 Minute Session

Presenter(s): Patricia H. Carlin and Sera Streiff-Vena, U of Central Arkansas; Sharon Nichols and Christi Barnard, Conway PS, Conway, AR

Presentation Type: Panel

Area of Focus: E, M, S, AE, TT, HE

Room: **Grampas**

Abstract: *Preparing competent teachers via a limited program (four ESL endorsement courses) is a challenge. This session describes one community's response. Panelists will share a collaborative model designed to prepare both new and seasoned P-12 teachers to work effectively with ELLs.*

Concurrent Session IV

2:45 – 3:30

Partnerships in Culture: Connecting ESL Classrooms to Southern Communities

Presenter(s): Anna Oggs, Auburn University, Auburn, AL

Presentation Type: Paper

Area of Focus: E, M, S, AE, IE, HE

Room: **Manning**

Abstract: *Why should ESL teachers in Southern U.S. share Southern culture with their students? How can it be done successfully? This presentation offers suggestions on how to connect our students with their new Southern communities through grammar, reading, and conversation.*

Fluency vs. Accuracy: A Win-Win Situation

Presenter(s): Freddie Bowles, U of Arkansas, Fayetteville, AR

Presentation Type: Demonstration

Area of Focus: M, S, AE, IE

Room: **Hoffman**

Abstract: *The presenter will give a brief history of teaching for form and meaning, an overview of current research in teaching for accuracy, and some examples of how to teach for accuracy in ESL and content area classes.*

Give Students Writing Power with the In Focus Approach

Presenter(s): Kelly Sippell, U of Michigan, Press, Ann Arbor, MI

Presentation Type: Demonstration

Area of Focus: IE, HE

Room: **Chicot**

Abstract: *A new writing textbook series by the University of Michigan Press focuses on academic and business writing. The FOCUS approach is a new pre-writing technique that clarifies student goals, and the POWER writing process makes the writing process manageable.*

Schools Connecting with Families

Presenter(s): Leslie Moore and Angie Harber, Siloam Springs PS; Grace Davis, John Brown University, Siloam Springs, AR

Presentation Type: Workshop

Area of Focus: E, M, S, AE, AD, MG

Room: **Neosho**

Abstract: *Steps necessary for a positive successful relationship between schools and families will be answered in three areas: schools' responsibilities, parent contact, and additional family resources. Legal issues, literacy development, and community partnerships will be framed by NCLB. Resources will be provided.*



CONFERENCE AT A GLANCE

Friday - December 1, 2006

7:00 – 4:30	Registration Balcony Level Tickets for all events will be in your packets. They cannot be replaced.				
7:00 – 8:00	Visit Exhibitors – Balcony Level – Coffee and donuts served				
	Manning	Hoffman	Chicot	Grampas	Pinnacle
SESSION V 8:00-8:45	English Language Learners, Shakespeare, et.al. L. Kelly L. Smith	ESL ReadingSmart M. Loperena	Activating US History, Culture and Language Learning R. Clark	Many Faces, Many Needs: Discover the Avenues to Success M. Guenette	Family/School Connection: Relieving the Pressure on Language Brokers C. Benz
GENERAL SESSION II Salons A-C 9:00-10:30	Special Guest: Raymond Simon, Deputy Secretary of Education, USDOE Keynote: Dr. Keith Folsie, U of Central Florida, MATESOL, "The Ten Things I Wish I Had Known Before Taking Up TESOL" Facilitators: Sharon Nichols, ARKTESOL Treasurer and Judy Hobson, ARKTESOL President				
SESSION VI 10:45-11:30	Technology Enhanced Curriculum for Hispanic Students J. Cleek B. Hearn	Technology Integration - Help for the Non-Techie J. Paraiso Torok	Venturing into Vocabulary: Building Vocabulary in the ELL Classroom V. Saucedo	Provide Access Across Content Areas for your ELL Students D. Simpson	"Padres" Power at School: Increasing Latino Parental Involvement E. Arellano M. Hildreth
11:45 – 12:00	Scheduled time to visit exhibitors. Book signing by Dr. Keith Folsie at the U of Michigan Press Booth.				
Lunch 12:15 – 1:30 Salons A-C	Please have your tickets at the door. Jim Stack—Greetings from TESOL Marshallese Dancers—Parson Hills Elementary, Springdale, Arkansas				
SESSION VII 1:45-2:30	Increasing Interaction and Comprehension in Math and Science N. Siddens	Every Child Has the Right to Learn Culture, Content, Communities and Celebrations: Leveled Texts = Equal Access C. Carro	Teaching the iBT TOEFL Communicatively K. Grubbs	Input vs. Output Practice in SLA by College Students A. Andreou	Struggling Grammar Students? English on a Roll is Great L. Koran
SESSION VIII 2:45-3:30			Using Learner Corpora to Enhance Teaching Modals C. Walker	Leap into English with Leap-Frog School House Learning for ELLs L. Franco	
3:30-4:30	Scheduled time to visit exhibitors. Book signing by Dr. Keith Folsie at the U of Michigan Press Booth				



	Harris Brake	White Oak	Petit Jean	Ouachita
SESSION V 8:00-8:45	Tales Through The Ages A. Haerr and E. Fulkerson	Accommodating Instruction for Academic Success 90 minute session Con't in session II C. Carro	Becoming Successful International Teaching Assistants F. Lincoln K. Shiga	Project GLAD: A Model That Works in Multilingual Classrooms A. Filapek 90 minute session Con't in session VI
GENERAL SESSION II Salons A-C 9:00-10:30				
SESSION VI 10:45-11:30	Research-Based Criteria for ESOL Supplementary Programs B. Lesley	Accommodating Instruction for Academic Success Con't from session I C. Carro	SETESOL Affiliate Meeting 10:45 – 12:00	Project GLAD: A Model That Works in Multilingual Classrooms Con't session V Repeats in Session VII and VIII today
Scheduled time to visit exhibitors				
Lunch				
SESSION VII 1:45 – 2:30	ESL Aerobics - Teacher and Student-friendly Exercises That Really Work, 90 minute session P. Davis-Wiley	Using language/ Cultural Focus Groups to Inform Curriculum Development 90 minute session F. Lincoln	They're Here. Now What? 90 minute session J. House I. Davis	Project GLAD: A Model That Works in Multilingual Classrooms A. Filapek 90 minute session
SESSION VIII 2:10 – 3:00				
Scheduled time to visit exhibitors				



FRIDAY Session Descriptions

Concurrent Session V 8:00 – 8:45

English Language Learners, Shakespeare, et.al.

Presenter(s): LeeAnn Kelly and Linda Smith, Shelby County Schools, Memphis, TN

Presentation Type: Demonstration

Area of Focus: S

Room: **Manning**

Abstract: Invite your high school students to enjoy and experience Shakespeare. This presentation will focus on Romeo and Juliet. This is a good tool to actively engage all learners. Other simple and creative ideas will be presented.

ESL ReadingSmart

Presenter(s): Martin Loperena, ESL Reading Smart, Houston, TX

Presentation Type: Demonstration

Area of Focus: E, M, S, AE

Room: **Hoffman**

Abstract: ESL ReadingSmart, the Web-based multimedia, multilevel reading program that supports elementary to high school curriculum. It is the first ESL online program ever adopted in Texas.

Activating US History, Culture and Language Learning

Presenter(s): Ray Clark, Pro Lingua, Brattleboro, VT

Presentation Type: Workshop

Area of Focus: S, AE, IE

Room: **Chicot**

Abstract: Program Summary: Participants will dramatize a short play "Fireworks in Philadelphia," engage in a talk show about the American Industrial Revolution, tell North American Indian tales and role play being one of 52 American heroes.

Many faces, Many Needs: Discover the Avenues to success

Presenter(s): Melanie Guenette, National Geographic, Carmel, CA

Presentation Type: Workshop

Area of Focus: E, AD, TT

Room: **Grampas**

Abstract: Look at the little faces in your classroom. Many of them have limited background knowledge and lack the language development and vocabulary needed for success in the content areas. Come and explore strategies to help your English learners make Adequate Yearly Progress.

Family/School Connection: Relieving the Pressure on Language Brokers

Presenter(s): Cheryl Benz, Georgia Perimeter, Atlanta, GA

Presentation Type: Paper

Area of Focus: E, M, AE, HE, MG

Room: **Pinnacle**

Abstract: Language brokering is translation by bilinguals who have no special training. Immigrant/refugee children often act as brokers, which can cause immense academic, social, and family pressure. What can ESOL educators do to help their students who act as brokers?



Tales Through The Ages

Presenter(s): Amy Haerr and Emily Fulkerson, Wilson County Schools, Lebanon, TN
Presentation Type: Demonstration
Area of Focus: E, M, S

Room: **Harris Brake**

Abstract: *ESL teachers are often required to prepare instruction at various grades. This presentation hopes to demonstrate ways in single lesson template can be used at the elementary, middle, and high school levels with slight changes to meet level standards.*

Accommodating Instruction for Academic Success continues 10:45-11:30

***90 Minute Session**

Presenter(s): Candy Carro, National Geographic, Carmel, CA
Presentation Type: Workshop
Area of Focus: E, M, AD, TT

Room: **White Oak**

Abstract: *Teachers and parents are worried that as students advance through the grades the academic demands of learning the content areas becomes more and more difficult. How can we help ALL Students reach their highest achievement? Come and explore the options.*

Becoming Successful International Teaching Assistants

Presenter(s): Felicia Lincoln, PhD and Kumiko Shiga, U of Arkansas, Fayetteville, AR
Presentation Type: Paper
Area of Focus: HE

Room: **Petit Jean**

Abstract: *Many universities hire international teaching assistants (TA) who teach with different perspectives and teaching styles to teach in the United States universities today. What are the essential knowledge and skills for TAs to be successful in the United States?*

Project GLAD: A Model That Works in Multilingual Classrooms continues 10:45-11:30

***90 Minute Session**

Presenter(s): Ana Filipek, Project GLAD, Garden Grove, CA
Presentation Type: Workshop
Area of Focus: E, M, S, AD, TT

Room: **Ouachita**

Abstract: *Nationally-recognized Project GLAD (Guided Language Acquisition Design) brings together the current research and best practices used by teachers in successful multilingual classrooms – a practical, fast-paced, hands-on, teacher-friendly workshop that gives participants a "taste" of the GLAD model, concepts, and strategies.*

Concurrent Session VI

10:45 – 11:30

Technology Enhanced Curriculum for Hispanic Students

Presenter(s): Judy Cleek and Beverly J. Hearn, U of Tennessee, Martin, TN
Presentation Type: Demonstration
Area of Focus: TT, HE, R

Room: **Manning**

Abstract: *Share the excitement of West Tennessee teachers who participated in the University of Tennessee at Martin's TECH grant as they updated their computer skills, knowledge of Spanish language and culture, and adapted curriculum to ELL levels. Attendees will view instructional clips by the grantees.*

**Technology Integration - Help for the Non-Techie**

Presenter(s): Johnna Paraiso Torok, Rutherford County Schools, Murfreesboro, TN

Presentation Type: Workshop

Area of Focus: E, M, S

Room: **Hoffman**

Abstract: Technology integration for ESL is challenging under the best of circumstances. For classrooms that have limited access to resources, bridging the digital divide can be daunting. In this workshop we will discuss ways to incorporate creative and innovative things with limited technological resources.

Venturing into Vocabulary: Building Vocabulary in the ELL Classroom

Presenter(s): Vanessa Saucedo, Paragon Mills ES, Metro-Nashville PS, TN

Presentation Type: Workshop

Area of Focus: E, M

Room: **Chicot**

Abstract: A solid foundation in vocabulary is essential in the life of an ELL student. We will explore exciting and productive ways of teaching vocabulary using picture cards, stories, and games. Practical suggestions will be presented along with activities to use in building your ELL students' vocabularies.

Provide Access Across Content Areas for your ELL Students

Presenter(s): Debra Simpson

Presentation Type: Demonstration

Area of Focus: E, M, S, HE

Room: **Grampas**

Abstract: This session will introduce participants to strategies and materials that help English Language Learners build language and learning skills across the content areas of English, Mathematics, Science and American History, focusing on moving them to the fluent use of academic language.

"Padres" Power at School: Increasing Latino Parental Involvement

Presenter(s): Eilem Arellano and Mark Hildreth, Edwards ES, Sanford, NC

Presentation Type: Workshop

Area of Focus: E, TT

Room: **Pinnacle**

Abstract: This workshop will offer insights into one school's successful parental involvement program. Attendees will view a bilingual multimedia presentation developed for parents and will receive practical tips on how to build an active parental community within their respective schools.

Research-Based Criteria for ESOL Supplementary Programs

Presenter(s): Dr. Bonnie A. Lesley, Creative Education Institute, Waco, TX

Presentation Type: Demonstration

Area of Focus: E, M, S, AE, AD, IE, HE, R, MG

Room: **Harris Brake**

Abstract: Research-Based Criteria for ESOL Supplementary Programs identifies the scientific evidence needed to establish criteria for selecting supplementary programs in reading and mathematics. Evidence of effectiveness will be included.

Accommodating Instruction for Academic Success continues from Session I***90 Minute Session**

Presenter(s): Candy Carro, National Geographic, Carmel, CA

Presentation Type: Workshop

Area of Focus: E, M, AD, TT

Room: **White Oak**



Abstract: Teachers and parents are worried that as students advance through the grades the academic demands of learning in the content areas becomes more and more difficult. How can we help ALL Students reach their highest achievement? Come and explore the options.

SETESOL Affiliate Board Meeting

Presenter(s): Representatives from each of the 8 affiliates

Presentation Type: Board Meeting

Area of Focus:

Room: **Petit Jean**

Abstract: At least one affiliate representative should attend to be a part of the SETESOL organizational processes. SETESOL 2006 will be visited and SETESOL 2007 will be discussed. Future events in the Regional Affiliate will also be on the agenda.

Project GLAD: A Model That Works in Multilingual Classrooms continues from Session I***90 Minute Session**

Presenter(s): Ana Filipek, Project GLAD, Garden Grove, CA

Presentation Type: Workshop

Area of Focus: E, M, S, AD, TT

Room: **Ouachita**

Abstract: Nationally-recognized Project GLAD (Guided Language Acquisition Design) brings together the current research and best practices used by teachers in successful multilingual classrooms – a practical, fast-paced, hands-on, teacher-friendly workshop that gives participants a "taste" of the GLAD model, concepts, and strategies.

Concurrent Session VII

1:45 – 2:30

Increasing Interaction and comprehension in Math and Science 1:45-3:30***90 Minute Session**

Presenter(s): Nancy Siddens, McDougal Littell, Boston, MA

Presentation Type: Demonstration

Area of Focus: M, S

Room: **Manning**

Abstract: Research emphasizes the importance of increasing interaction and comprehension when teaching English learners. Strategies that achieve one or both of these goals will be presented within Math and Science lessons, including examples from Earth, Physical and Life Science.

Every Child Has the Right to Learn Culture, Content, Communities and Celebrations:**Leveled Texts = Equal Access 1:45 – 3:30*****90 Minute Session**

Presenter(s): Candy Carro, National Geographic, Carmel, CA

Presentation Type: Workshop

Area of Focus: E, M, S, AD, TT

Room: **Hoffman**

Abstract: How can my students learn the content material when they can't read the text? Theme Sets are your answer. Texts at four different levels will focus on three key concepts of a topic using nonfiction features that support comprehension for all readers.

Teaching the iBT TOEFL Communicatively

Presenter(s): Karen H. Grubbs, ELS Language Centers, Clearwater, FL

Presentation Type: Demonstration



Area of Focus: AE, AD, IE, TT, HE

Room: **Chicot**

Abstract: *This demonstration shows what really works in an iBT TOEFL preparation communicative curriculum with ideas for jig-sawing, note-taking and speaking activities, in a CALL or traditional classroom no matter what your budget restraints. Hand-outs provided.*

Input vs. Output Practice in SLA by College Students

Presenter(s): Anna-Maria Andreou, Intercollege, Nicosia, Cyprus

Presentation Type: Paper

Area of Focus: AE, HE, R

Room: **Grampas**

Abstract: *This paper reports the results of an experimental study of a between subjects design on the impact of structured-input instruction, which requires rule explanation and attention on form, and meaning oriented output-based instruction.*

Struggling Grammar Students? English on a Roll is Great 1:45 – 3:30

***90 Minute Session**

Presenter(s): Linda Koran, English on a Roll, Olympia, WA

Presentation Type: Demonstration

Area of Focus: E, M, S, AE, IE, TT, MG

Room: **Pinnacle**

Abstract: *Help your struggling students with English on a Roll a multi-sensory program for teaching grammar. Fun for all, 40 cubes enable students to build the fundamentals of English. Review our new manual: 150+ pages of lessons and reproducible materials!*

ESL Aerobics - Teacher and Student-friendly Exercises That Really Work 1:45-3:30

***90 Minute Session**

Presenter(s): Dr. Patricia Davis-Wiley, U of Tennessee, Knoxville, TN

Presentation Type: Demonstration

Area of Focus: E, M, S, AE, TT, HE

Room: **Harris Brake**

Abstract: *This session will present a plethora of fast-moving, hands-on, multi-sensory student-centered activities for the second language classroom, adaptable to multiple levels of language proficiency, and exercising all linguistic skills! Handouts provided.*

Using language/Cultural Focus Groups to Inform Curriculum Development 1:45-3:30

***90 Minute Session**

Presenter(s): Felicia Lincoln, PhD, Freddie Bowles, et.al, U of Arkansas, Fayetteville, AR

Presentation Type: Paper

Area of Focus: E, M, S, AE, AD, IE, TT, HE, R, MG

Room: **White Oak**

Abstract: *Presenters will report on a research project to establish a data-base from a variety of communities in Northwest Arkansas to better understand the needs and challenges of educating all communities living in this region.*

They're Here. Now What? 1:45-3:30

***90 Minute Session**

Presenter(s): Jade House and Ileana Davis, Westside ES, Rogers PS, AR

Presentation Type: Workshop

Area of Focus: E

Room: **Petit Jean**

Abstract: *Have you ever been in your classroom when the secretary brings down an ELL student that knows little or no English? This presentation is designed to empower teachers by giving them the strategies they need to help ELL students succeed.*

**Project GLAD: A Model That Works in Multilingual Classrooms 1:45-3:30*****90 Minute Session**

Presenter(s): Ana Filipek, Project GLAD, Garden Grove, CA

Presentation Type: Workshop

Area of Focus: E, M, S, AD, TT

Room: **Ouachita**

Abstract: Nationally-recognized Project GLAD (Guided Language Acquisition Design) brings together the current research and best practices used by teachers in successful multilingual classrooms – a practical, fast-paced, hands-on, teacher-friendly workshop that gives participants a "taste" of the GLAD model, concepts, and strategies.

Concurrent Session VIII**2:45 – 3:30****Using Learner Corpora to Enhance Teaching Modals**

Presenter(s): Cynthia Walker, Georgia Perimeter College, Atlanta, GA

Presentation Type: Paper

Area of Focus: S, AE, IE, TT, HE, R

Room: **Chicot**

Abstract: What do students really have to know about modals to pass a high-stakes writing assessment? The presenters report on learner-corpus-based analysis of an exit essay in a two-year college ESL program and how that analysis informed their teaching.

Leap into English with LeapFrog School House Learning for ELLs

Presenter(s): Lynda Franco, Consultant, Ole' Education, Tampa, FL

Presentation Type: Demonstration

Area of Focus: E, AD, TT, MG

Room: **Grampas**

Abstract: Lynda Franco will present products she designed specifically for LeapFrog School House to meet the needs of ELLs. These interactive multi-media products include instructions in six different languages and target a variety of proficiency levels. Hear about how these materials are being used in programs around the nation in elementary programs through adult education programs; in before, during, and after school programs and get other innovative application ideas to see how these materials can support your students learning English.

"A teacher effects eternity; he can
never tell where his influence stops."

~ Henry Adams (1838 - 1918) ~





CONFERENCE AT A GLANCE

Saturday - Dec 2, 2006

7:00 – 11:30 Please take time before you leave to fill out a conference evaluation.

7:00 – 8:00 Visit Exhibitors – Balcony Level – Coffee and donuts served

	Manning	Hoffman	Chicot	Pinnacle	
SESSION IX 8:00-8:45	Language in Disaster B. Powell C. Miles	Multiple Perspectives on Teaching Accuracy through Fluency F. Lincoln F. Bowles	Connecting IEP Students to the Community Through Service Learning M. Diamond K. Lim	Implementing Word Study with ELLs A. Ballance	
SESSION X 9:00-9:45	Making Grammar Fun: Games for Teaching Advanced Grammar L. Boone	Reading for Pleasure, Writing for Purpose: a Novel Idea L. Tunceren	ESL Partnerships in Action – LU-LAC-AR M. Touchstone C. Cervantes D. Smith J. Calzada		
GENERAL SESSION III Salons A-C 9:00-10:15 10:00 - 11:15	<i>Keynote: MaryEllen Vogt, EdD Professor of Reading at California State University at Long Beach, "Vogt's Top Ten: Or What I've Learned About Teaching Reading"</i> <i>Facilitators: Judy Hobson, ARKTESOL President and Judy Story, ARKTESOL Vice President</i>				
11:30-12:00 Salons A-C	Adjourn and Conference Evaluations				
12:00-1:30	ARKTESOL and Conference Committee Luncheon at the Peabody.				



"A mind once stretched by a new idea
never regains its original dimensions."
~ Oliver Wendell Holmes (1809 - 1894) ~



	Harris Brake	White Oak	Grampas		
SESSION IX 8:00-8:45	Evaluating LEP Programs B. Lesley K. Broadnax M. Vasquez J. Magness	Oral Language in FLES - Where It All Begins! E. Lee	New TESOL Standards J. Stack L. Stack		
SESSION X 9:00-9:45			Vocabulary Strategies for Content Area Reading K. Folse K. Clemmons		

GENERAL SESSION III
Salons A-C
9:00-10:15

Adjourn and Conference Evaluations



"When schools flourish,
all flourishes."
~ Martin Luther ~
1483 - 1546



SATURDAY Session Descriptions

Concurrent Session IX 8:00 – 8:45

Language in Disaster

Presenter(s): Bill Powell and Chris Miles, U of Southern Mississippi, Hattiesburg, MS

Presentation Type: Demonstration

Area of Focus: ALL

Room: **Manning**

Abstract: This session explores the information and language used during a disaster. The presenters look at how limited-English populations might be informed during a disaster like Hurricane Katrina and how such language can be incorporated into instructional settings.

Multiple Perspectives on Teaching Accuracy through Fluency

Presenter(s): Felicia Lincoln, PhD, Freddie Bowles and Kumiko Shiga, U of Arkansas, Fayetteville, AR

Presentation Type: Paper

Area of Focus: M, S, AE, IE

Room: **Hoffman**

Abstract: The age-old debate of fluency versus accuracy returns with a vengeance in the current realm of high-stakes accountability. Three teacher educators look at how to teach accuracy in ESL and FL at the adult level.

Connecting IEP Students to the Community Through Service Learning

Presenter(s): Mary Stephens Diamond and Kim Lim, Auburn University, Auburn, AL

Presentation Type: Paper

Area of Focus: IE, HE

Room: **Chicot**

Abstract: Though students do presentations as English practice, authentic experiences are difficult to provide. Similarly, local elderly enjoy learning and interaction, but few no-charge opportunities exist. This paper describes a program for students' authentic and mutually-beneficial interaction with independent-living facility residents.

Implementing Word Study with ELLS 8:00- 9:45***90 Minute Session**

Presenter(s): Ann E. Ballance, National Literacy Consultant, Las Vegas, NV

Presentation Type: Workshop

Area of Focus: E, AD, TT

Room: **Pinnacle**

Abstract: Come sort with us! Using a Word Study approach, teachers are able to work with learners at their developmental levels of reading and writing to build their skills in vocabulary, fluency and spelling.

Evaluating LEP Programs 8:00-9:45***90 Minute Session**

Presenter(s): Dr. Bonnie Lesley and Judy Magness, Creative Education Institute; Dr. Karen Broadnax, Little Rock PS, AR; Mark Vasquez, Attorney, Rojas and Vasquez, Dallas, TX

Presentation Type: Workshop

Area of Focus: E, M, S, AD, IE, R



Room: **Harris Brake**

Abstract: *Evaluating LEP Programs is a workshop/presentation on how to design and produce an evaluation of LEP programs for the improvement of student performance. Content includes legal, historical, scholarly, and practitioner advice and suggestions.*

Oral Language in FLES - Where It All Begins! 8:00-9:45

***90 Minute Session**

Presenter(s): Elizabeth Lee, Curriculum Specialist, Wright Group/McGraw Hill, Dallas, TX

Presentation Type: Demonstration

Area of Focus: E, AD

Room: **White Oak**

Abstract: *Oral language development plays an important part in comprehension with the ultimate goal of literacy. Wright Group's new Oral Language Builder kits lead elementary students in developing oral competency through thematic, wordless big books.*

New TESOL Standards

Presenter(s): Jim and Lydia Stack, San Francisco, CA

Presentation Type: Demonstration

Area of Focus: ALL

Room: **Grampas**

Abstract: *The new TESOL Standards will be presented with examples and strategies for classroom use in public schools and post secondary arenas.*

Concurrent Session X

9:00 – 9:45

Making Grammar Fun: Games for Teaching Advanced Grammar

Presenter(s): Lauren Boone, Auburn University, Auburn, AL

Presentation Type: Demonstration

Area of Focus: S, AE, IE

Room: **Manning**

Abstract: *Are you burned out on the same old grammar textbook exercises? Come learn games to communicatively reinforce some of the more advanced grammar structures that both students and teachers find boring. Structures covered include dependent clauses and passive voice.*

Reading for Pleasure, Writing for Purpose: a Novel Idea

Presenter(s): Li-Le Tunceren

Presentation Type: Demonstration

Area of Focus: S, AE, IE, HE, TT

Room: **HoffmanA**

Abstract: *The presenter will showcase online resources designed to accompany a novel of southern historical fiction read in advanced ESL classes. This e-guide to A Land Remembered facilitates schema-building; enhances comprehension; builds topic-related and academic vocabulary; assesses reading skills; and provides stimulating writing assignments in an interactive environment.*

ESL Partnerships in Action – LULAC-AR

Presenter(s): Maria Touchstone, N. Little Rock PS, AR; Charles Cervantes, David Smith and Julian Calzada, LULAC, Little Rock, AR

Presentation Type: Panel



Area of Focus: E, M, S

Room: **Chicot**

Abstract: ESL Partnerships in Action- The League of United Latin American Citizens- Arkansas Panel Discussion Highlighting LULAC programs and efforts throughout the state to assist Language Minority Populations by providing programs targeting academic growth, promoting assimilation into communities, and establishing financial assistance for students who wish to pursue a college education.

Vocabulary Strategies for Content Area Reading

Presenter(s): Keith Folse, PhD and Karina Clemmons, U of Central Florida, Orlando, FL

Presentation Type: Workshop

Area of Focus: E, M, S, AE, TT, HE, R

Room: **Grampas**

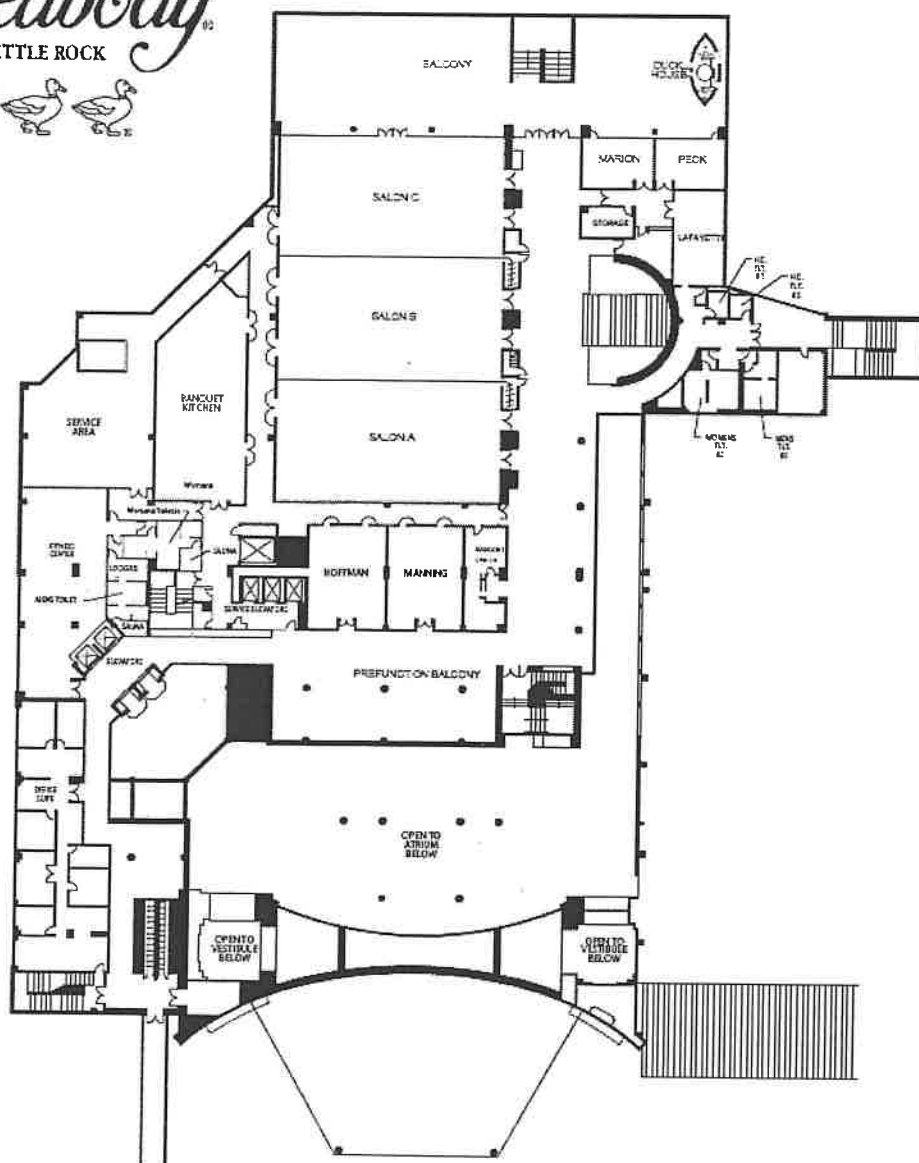
Abstract: Vocabulary in content area reading remains a daunting obstacle. Findings from a current study with a fourth grade science textbook address the usefulness of word lists and suggest strategies that K-12 and adult content area teachers can use with ELL's

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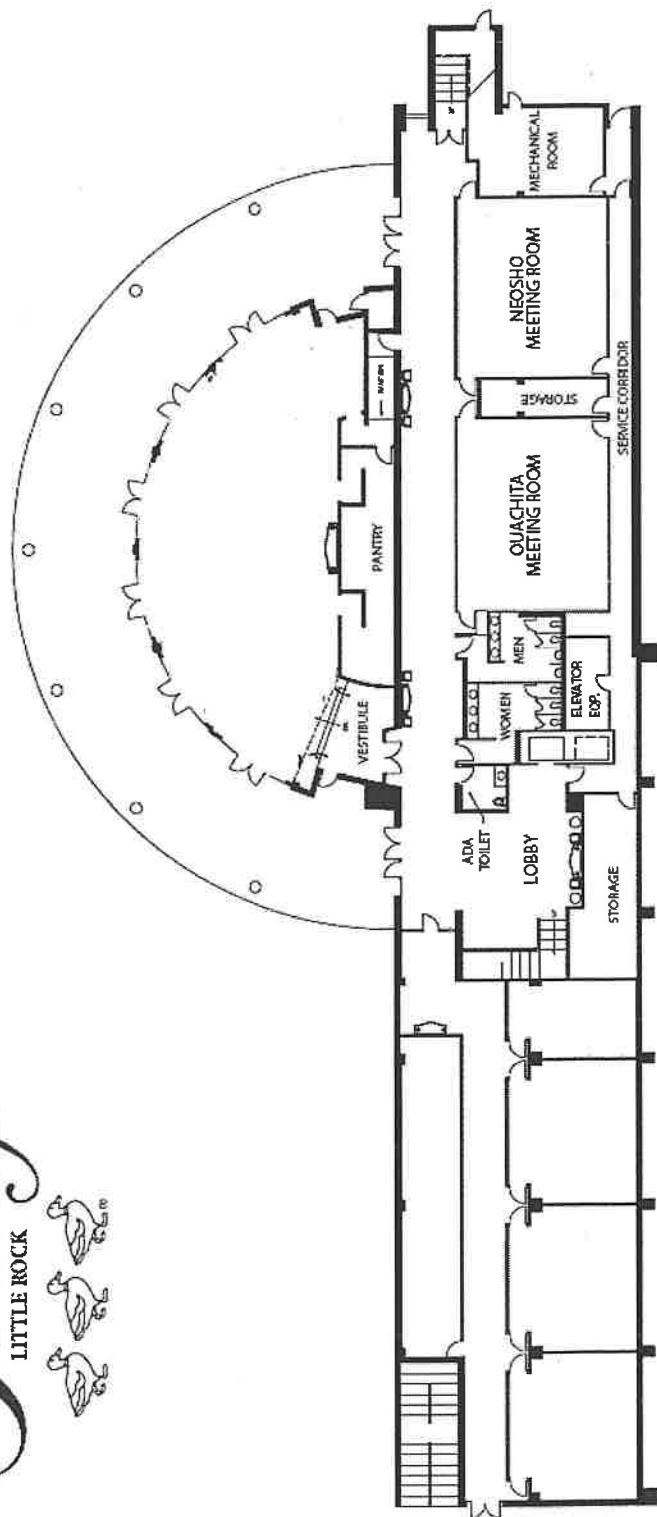
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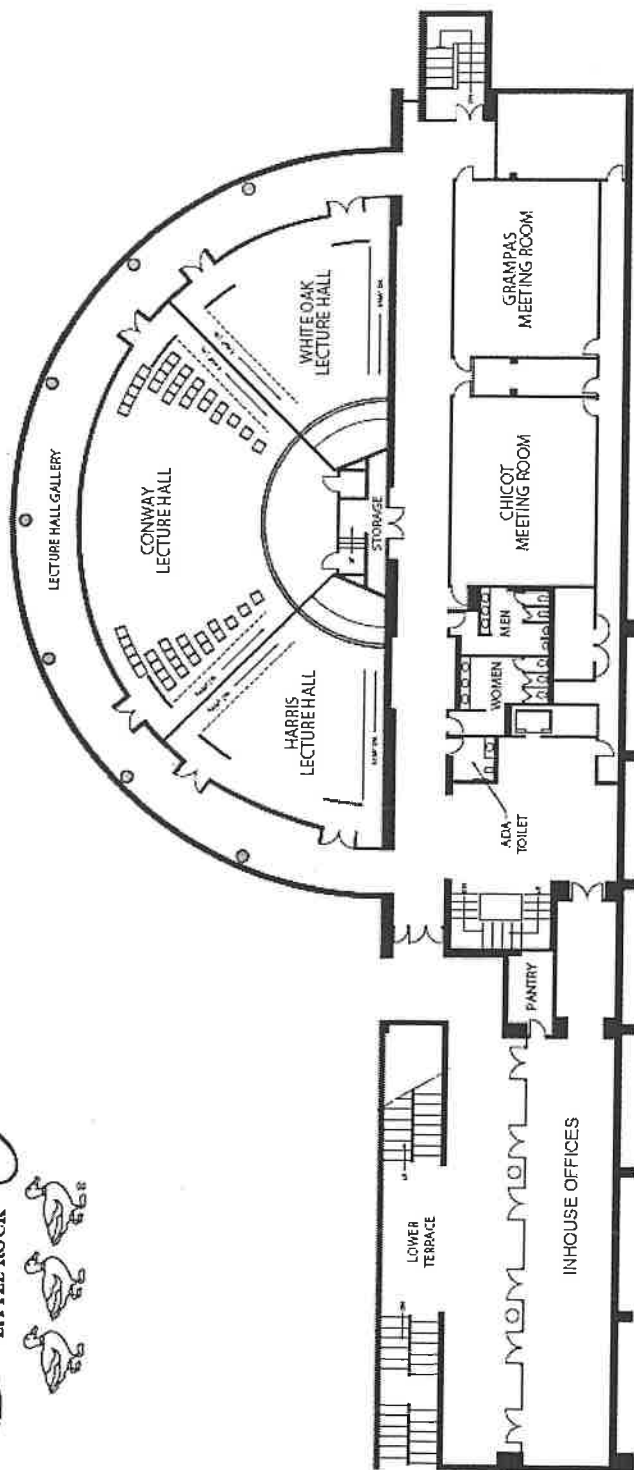
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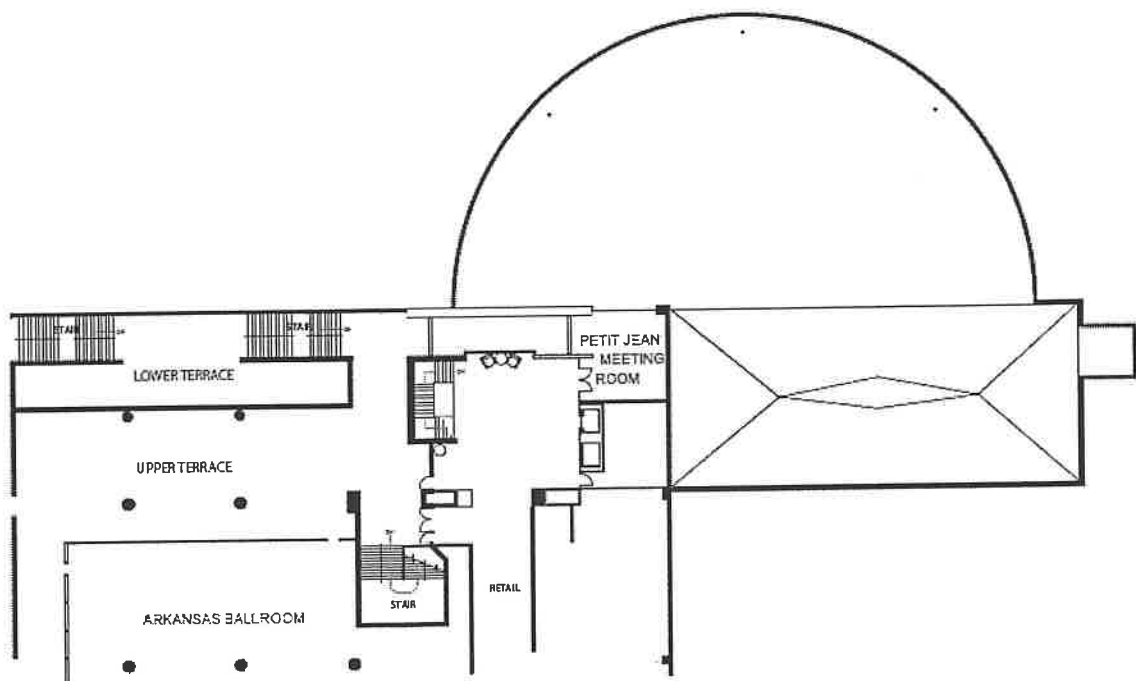
RIVERSIDE LEVEL 1



ESL PARTNERSHIPS: CONNECTING FAMILIES TO SCHOOLS AND COMMUNITIES



LECTURE HALL LEVEL 2



CONFERENCE-3
LEVEL



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