



"A WORLD OF OPPORTUNITIES"



**2002 Southeast
Regional
TESOL Conference
Committee**

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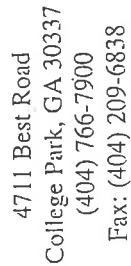
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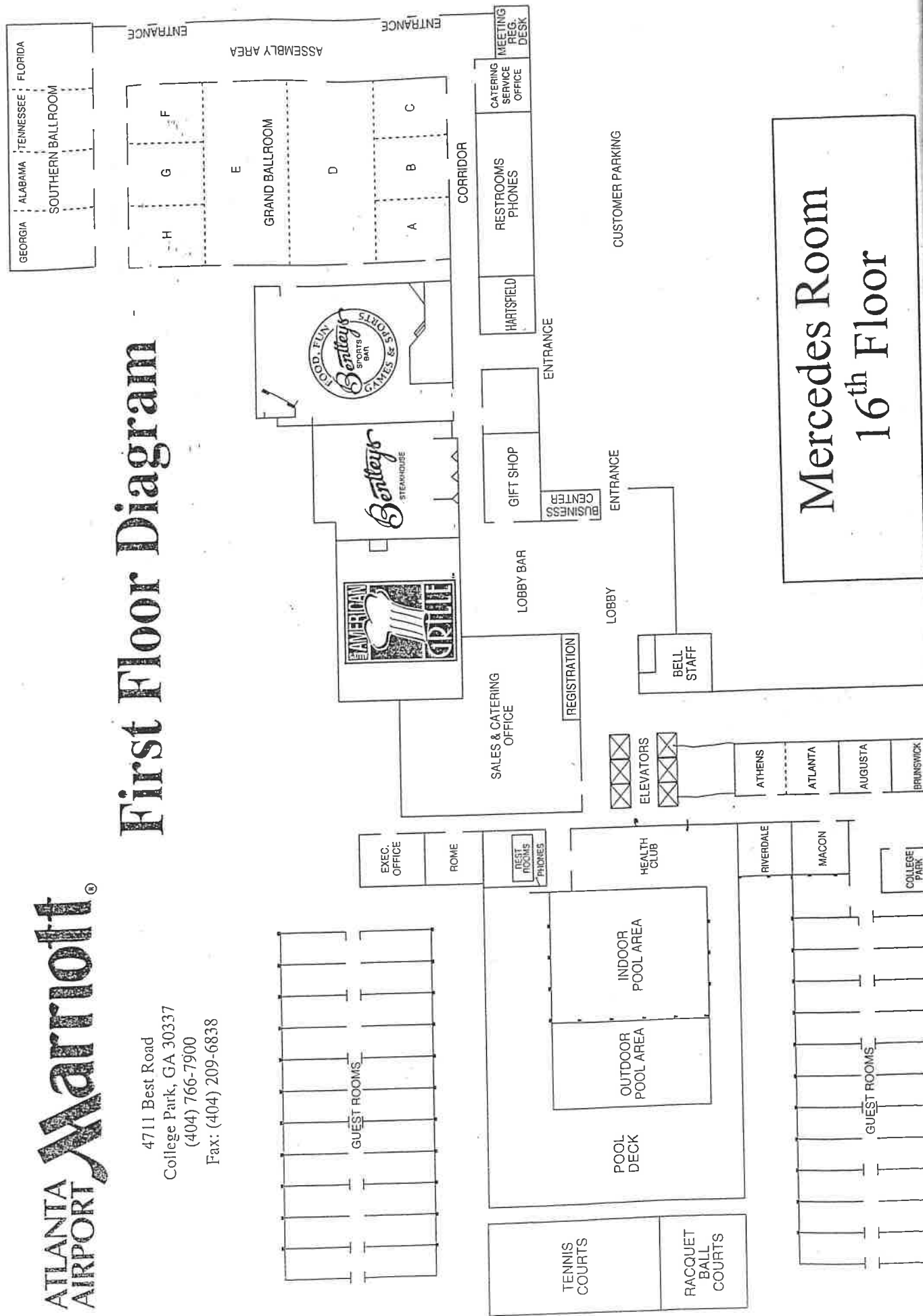


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GUEST ROOMS



Conference at a Glance

Thursday, September 19

7:00-5:00	Registration
7:00-5:00	Exhibits Open
8:30-10:00	Plenary Speaker—Dr. Mary Ann Christison
10:10-12:00	Concurrent Sessions and Workshops
12:00-12:30	Visit Exhibits
12:30-1:30	Lunch
1:40-5:30	Concurrent Sessions and Workshops
5:45-12:00	Ticketed Event—Atlanta Braves Baseball
5:45-10:00	Minivan Trips—Sign up/Meet in Hospitality Area

Friday, September 20

7:00-12:00	Registration
7:00-5:00	Exhibits Open
8:30-10:00	Award Presentation
	Plenary Speaker—Dr. Jim Cummins
10:10-12:00	Concurrent Sessions and Workshops
12:00-12:30	Visit Exhibits
12:30-1:30	Lunch
1:40-5:30	Concurrent Sessions and Workshops
5:30-7:00	Southeast Regional Council meeting (Athens Room)
5:45-10:00	Minivan Trips—Sign up/Meet in Hospitality Area

Saturday, September 21

7:00-9:00	Registration
7:00-12:00	Exhibits Open
8:30-10:00	Award Presentation
	Plenary Speaker—Dr. Mary Lou McCloskey
10:10-12:00	Concurrent Sessions and Workshops

FEATURED SPEAKER

Thursday, September 19, 2002

Plenary 8:30 - 10:00 a.m.

Dr. Mary Ann Christison

Dr. Mary Ann Christison is a professor in the Linguistics Department at the University of Utah in Salt Lake City. She teaches courses in the graduate programs and coordinates the K-12 teacher education program for ESL certification and endorsement. She is the author of over 70 published and refereed articles on language teaching and second language research and 15 books including *Look Who's Talking*, *Community Spirit*, *Purple Cows and Potato Chips*, *Drawing Out*, *A Guidebook for Applying MI Theory in the ESL/EFL Classroom*, *Becoming a Language Teacher*, and *A Handbook for Language Program Administrators*. She has also authored a teacher education course on audio tapes entitled TREATS. Dr. Christison was TESOL President 1997-98 and served on the Board of TIRF (the TESOL International Research Foundation). She has been a classroom teacher for 29 years and a teacher educator for 18 years, working with EFL teachers in over 20 countries.

FEATURED SPEAKER

Friday, September 20, 2002
Plenary 8:30 - 10:00 a.m.

Dr. Jim Cummins

Dr. Jim Cummins received his Ph.D. in 1974 from the University of Alberta in the area of educational psychology. In May 1997, he was awarded an honorary Doctorate in Humane Letters from the Bank Street College of Education in New York City. He is currently a professor in the Department of Curriculum, Teaching, and Learning in the Ontario Institute for Studies in Education of the University of Toronto. His research has focused on the nature of language proficiency and second language acquisition with particular emphasis on the social and educational barriers that limit academic success for culturally diverse students. He has also examined the role of technology in education in general and for second language learning in particular. His most recent books are: *Language, Power, and Pedagogy: Bilingual Children in the Crossfire* (Multilingual Matters, 2000) and *Negotiating Identities: Education for Empowerment in a Diverse Society* (2nd Edition) (California Association for Bilingual Education: www.bilingualeducation.org). Dr. Cummins is also an author of Scott Foresman ESL: *Accelerating English Language Learning*, a Grade 1-8 ESL program published in 1996. (Other authors are Anna Uhl Chamot, Carolyn Kessler, J. Michael O'Malley, and Lily Wong Fillmore.) He is also an author of the Scott Foresman Spanish reading program, *Lectura*, and has contributed to Scott Foresman Science, Math, Reading, and Social Studies programs. In the area of test development he is an author of the Bilingual Verbal Abilities Test (with Ana Muñoz-Sandoval, Criselda Alvarado, and Mary Ruef; Riverside Publishers).

FEATURED SPEAKER

Saturday, September 21, 2002

Plenary 8:30 - 10:00 a.m.

Dr. Mary Lou McCloskey

Dr. Mary Lou McCloskey, 2002-2003 TESOL President, is Director of Teacher Education and Curriculum Development for Educo in Atlanta, Georgia, and an adjunct professor at Georgia State University. Active as a staff development specialist, consultant, writer, curriculum developer, and researcher in the area of English for school-age speakers of other languages, she has worked with teachers, teacher educators, and departments and ministries of education on four continents and in 31 of the United States. She was awarded the 1999 Moss Chair of Excellence in English, the TESOL D. Scott Enright Service Award, and the Georgia TESOL Professional Service Award. She is co-author of two programs for learners of English to be published this spring: *Visions* (Heinle) and *On Our Way to English* (Rigby), has also authored *Voices in Literature*; *Making Connections*; and *Teaching Language, Literature and Culture*. Dr. McCloskey served on the TESOL Task Force to develop TESOL/NCTE Teacher Standards and the Task Force on AIDS and Health Education. She considers her most important credential, however, her teaching experience with students from many cultural and linguistic backgrounds in levels from preschool through university.

Conference Program Sessions

Thursday, September 19, 2002

Thursday Plenary

Dr. Mary Ann Christison

Thursday Workshops

- Session 1 Luby, Jeni & Sery, Linda
 Session 2 Anderson, Neil
 Session 3 Christison, Mary Ann

Thursday Concurrent Sessions

- Session 4 Jeries, Zeina M.
 Session 5 Kennedy, Donna Lee
 Session 6 Benz, Cheryl
 Session 7 Cho, S. & Tankersley, J.
 Session 8 Hammond, Julie
 Session 9 Smith, T. & Moye, M.
 Session 10 Hobson, Helen
 Session 11 Cavanaugh, Terence
 Session 12 Fernandez, Oliva
 Session 13 Mahavier, L. & Brockett, R.
 Session 14 Noble, Priscilla G.
 Session 15 Benvenuto, Adriana M.
 Session 16 Dusterhoff, Barbara

Thursday Concurrent Sessions

- Session 17 Firestone, Susan Ann
 Session 18 Holloway, Randy
 Session 19 Krase, Ethan
 Session 20 Braxley, Karen
 Session 21 Lineberger, James
 Session 22 Cargill, Carol
 Session 23 Watkins, Molly
 Session 24 Strange, Patrice
 Session 25 Boyd, John
 Session 26 Salyer, Monte & Jackson, D.
 Session 27 Cancelled
 Session 28 Hall, Barbara
 Session 29 Froning, L. & Austin, J.

8:30 – 10:00 a.m.

Grand Ballroom

The Neurobiology of Learning and the Language Teacher

10:10 a.m. – 12:00 p.m.

Room F

Letting in Light: An Integrated Math and Science Unit

Georgia Room

Improving Learning Through Metacognition

Mercedes Room

An Update on Gardner's Theory of MI for the L2 Classroom

10:10 -- 11:00 a.m.

Alabama Room

Materials Development: An Integrated Skills Unit for Survival English

Athens Room

Writing to Learn: From Process to Product

Atlanta Room

Generation 1.5--Collaboration Between High Schools and Community

Augusta Room

Case Studies on the Experience of Native EFL Teachers in East Asia

Brunswick Room

Contemporary Topics: Listening Skills Preparation that Students Will Love

Florida Room

The Best Reading/Writing ESL Computer Program: OpenBook to Literacy

Room G

English Language Teaching Methodology and Communication in Japan

Room H

Assistive Technology for ESOL Education

Hartfield Room

Ideas for Activating Language Production Skills

Macon Room

Techniques for Successful ESOL Math Teaching

Riverdale Room

Immigrants Left Behind with the New Education Law

Rome Room

From Classical Literature to Pop: Shakespeare and Sting

Tennessee Room

Teaching Reading Comprehension and Vocabulary Using World War II Theme

11:10 -- 12:00 a.m.

Alabama Room

Get a Grip on Grammar

Athens Room

Gang-Related Behavior in Schools

Atlanta Room

Academic Enculturation and L2 Writers

Augusta Room

Getting By with a Little Help from Your Friends: Strategies International Students Use

Brunswick Room

Ten Tantalizing Talk Techniques

Florida Room

Assessing Listening Comprehension--multiple factors

Room G

Act Out!: Using Drama in the ESL Classroom

Room H

Bridging the Social Gap Between LEP and Mainstream Students

Hartfield Room

Is Low Level Grammar Study an Oxymoron?

Macon Room

Steps to College: An ESOL Enrichment Summer School Program

Riverdale Room

Rome Room

Tracking College-Level ESL Students from Departmental Exit through Regents'

Tennessee Room

Teachers Solving Local Problems Through Action Research

Thursday Workshops

- Session 30 Musetti, Bernadette
31 Crider, R., et. al.
32 Hargis, Angela

Thursday Concurrent Sessions

- Session 33 Anderson, Jim
34 Howard, Sandi
35 Le, Cindy & Sacks, Rita
36 Tracy, Cindy
37 Barna, R., et. al.
38 Bigler, Elizabeth
39 Sawyer, Pat
40 Cavanaugh, Terence
41 Craig, Dorothy V.
42 Ochoa, Adrienne P.
43 Humphries, R. & Rubio-Festa, G.
44 Franklin, Kelly
45 Hope, Donna

Thursday Concurrent Sessions

- Session 46 Williams, Eddie
47 Hall, J.K., et. al.
48 Potter, Frank
49 Tennyson, Christine
50 Denzer, D. & Tucker, B.
51 Young, Charleise T.
52 Ringenwald, G. & Andrade, M.
53 Montalvo-Balbed, M. & Dean, C.
54 Fernandez, Oliva
55 Long, F. & McQueen, S.
56 Carroll, D. & Murray, D.
57 Benvenuto, Adriana M.
58 Hutchinson, Nita

Thursday Workshops

- Session 59 Cork, Delores Freeman
60 Rogers, Patricia
61 Hammond, Julie
62 Reiss, Jodie

1:40 -- 3:30 p.m.

- Brunswick Room
Georgia Room
Mercedes Room

The Simultaneous Approach: Language and Content for English Learners
Fun and Effective Use of Literary Texts in the ESL/EFL Context
Balanced Literacy in the ESL Classroom

1:40 -- 2:30 p.m.

- Alabama Room
Athens Room
Atlanta Room
Augusta Room
Room F
Florida Room
Room G
Room H
Hartsfield Room
Macon Room
Riverdale Room
Rome Room
Tennessee Room

Cambridge TOEFL Test Preparation: A Tale of Two TOEFLs
Connecting Vocabulary: Making Words Make Sense Across the Curriculum
Get More from Grammar!
The Oxford Picture Dictionary Interactive CD-Rom
Accomplished ESL/Bilingual Teaching: National Board Certification--The Process
Making & Using Story Boards in the Classroom: Kamishibai
A 4-Day Training Model for Adult ESOL Practitioners
EBooks & ESOL
Baseball Saved Us: Thematic, Integrated Instruction for ESL Learners
The "Odd Man Out" Syndrome
The LEAD Project (Learning English at a Distance)
SEVIS + SEVP = Severance? Your Job and the INS
Accent Reduction: From Argentina to Zimbabwe

2:40 -- 3:30 p.m.

- Alabama Room
Athens Room
Atlanta Room
Augusta Room
Room F
Florida Room
Room G
Room H
Hartsfield Room
Macon Room
Riverdale Room
Rome Room
Tennessee Room

I'm Spread So Thin You Can See Through Me
Rhyme and Reason: Dialogue in the Global Community
ESL Course Placement Issues--Common Assessment and Evaluation
Using Cameras to Teach Language
Shifting to a Content-Based Curriculum in Higher Ed ESL
Music Partners and Rounds
In and Outside the Box with ESOL
Limited Schooling Literacy Program
EL/Civics Getting the Tools You Need for Beginners!
Ways of Approaching ESOL Students Across Content Areas
Lights, Camera, Action
Using the Monolingual Dictionary with Beginners
Pump Up the Volume!: Learning English Through Music

3:40 -- 5:30 p.m.

- Brunswick Room
Georgia Room
Macon Room
Mercedes

Dictionary Diacritics to Overcome Obstacles in ESL and Reading
Creating Theme Units for Multi-level English Language Instruction
Understanding and Teaching Pronunciation
ESL Students CAN Learn Content! Strategies that Really Work

Thursday Concurrent Sessions

Session 63	Valverde-Jensen, A., Winfrey, M.
64	Kennedy, Donna Lee
65	Smythe-Pineda, L., et. al.
66	Johnson, D., Holzman J.
67	Hough, S. & Thompson, P.
68	Asbury, Jacqui
69	Olmstead-Wang Susan
70	Bedsworth, Marilyn
71	Coleman, Elizabeth I.
72	Williams, Terry N.
73	Friedman, Marjorie
74	Udry, Larry

3:40 -- 4:30 p.m.

Alabama
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Rome
Tennessee

Teaching Empowerment at Meadowcreek ES--An LEP Family Literacy Program Join the Club
Beyond the Academics: ESOL Counselors and Parent Liaisons
An Innovative Approach to ESL Endorsement
Technology for the Technologically Inept
Here's a Radical Idea: "Let's Talk!"
Developing English Second Language Medical Writing Skills
Cultural Cognizance
Using Music and Poetry to Encourage Oral Language Development
Romeo and Juliet for Intermediate ESOL Students
Employers' Views on Hiring Domestically and Abroad
Basketball Madness: Content-Based Instruction for Basketball: the 6-T Way

Thursday Concurrent Sessions

Session 75	Vaddhanayana, V., et. al.
76	Bagby, S. & Douvanis, G.
77	Coffin, Stephanie
78	Russell-Pinson, L., et. al.
79	Nystrom, S., et. al.
80	Tom, Abbie
81	Page, Laura
82	White, Jeanne V.
83	Boyd, J. & Boyd, M.A.
84	Reynier, Juan
85	Boothe, D. & Smith, K.
86	Anglade, Steven

4:40 -- 5:30 p.m.

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Refugee Resettlement Project--Parent Outreach Program
Legal Issues in ESOL Instruction
Denied College Entrance: A Pilot Curriculum for College-Bound ESL Students
Developing Mainstream Teachers' Cultural Awareness: Project MORE
We're in ESL for the Food
Classroom Games for Learning English
Plug-in Pronunciation Practice
Portfolios for Assessment
Meeting Students' Needs in Multi-level Classrooms
Harness New Possibilities with Longman English Online!
Strengthening Linguistic Development through an Innovative Mathematics Curriculum
Nan Tet Ansanm: Using ESOL in the Mainstream Classroom

Friday, September 20, 2002

Friday Plenary

Dr. Jim Cummings

8:30 – 10:00 a.m.

Grand Ballroom

Friday Workshops

Session 87

Harris, S., et. al.

88

Cummings, Jim

89

Foster, Dorothy

Language & Education: What Every Teacher & Administrator Needs to Know

10:10 a.m. – 12:00 p.m.

Georgia

Mercedes

Tennessee

Retire If You Must, But Can You Afford To?
The Three Faces of Language Proficiency

Addressing the Mental Health Needs of Teenage Refugees through Support Groups

Friday Concurrent Sessions

Session 90

Luellen, D.

91

Lucas, T. & Mendoza, M.

92

Khetsuriani, Nana

93

Le, C. & Sacks, R.

94

Lysen, Lana

95

Mooney, I., et. al.

96

Hixon, S. & Young, R.

97

Fitzgerald, Margo

98

Pfinstag, N., et. al.

99

Cleek, Judy A.

100

Carroll, D. & Norman, N.

101

Cook, Kimberly

102

Smith, K., et. al.

ESOL Best Practices for Non-academic Staff
Creating Videos and Newsletters: Using Language for Real!

Language Interference: Difficulties in Teaching Present Progressive Tenses

Engaging Activities for Beginning Learners
Anatomy of Process Writing: Steps That Work

ESOL Endorsement Courses via WebCT: Teaching, Learning and Building Community

Strengthening the ESL Student's Chances for Success

Rosetta Stone: English Learned through Immersion, Interactivity & Multi-Media

Planning, Implementing, and Surviving a Curriculum Revision

Stock Market Game Promotes Language Skills

The Little ELL Student That Could

Reciprocal Teaching: A Collaborative Strategic Reading Model

Many ESOL Programs; One that Is Not and Works!

Friday Concurrent Sessions

Session 103

Heyer, Mary Beth

104

Deltac, S., & Clark, M.

105

Lim, H. & Rubin, D.

106

Mackay, Mary

107

Sippell, K. & Brown, G.

108

Navarrette, P. & Anderson, T.

109

Schick, Jo-Anne

110

Eckard, Ron

111

Stamps, Alison

112

Payne, C. & Tettelbach, V.

113

Silveira, E., Levitt, E., Segars, D.

114

Kennedy, Donna Lee

115

Nelson, G., et. al.

11:10 a.m. -- 12:00 p.m.

Alabama

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Georgia Department of Education and ESOL
Games Around the World

Are Student Evaluations of International Instructors Biased?

The New LifePrints: Real Language, Real Situations

Introducing the New and Improved Reader's Choice

Alternative Assessment in the ESOL Classroom

Calling All Georgia K-12 Teachers!

Preparing Teacher Educators to Address Cultural and Linguistic Diversity

American Culture: Classroom Opportunities

Using a Teacher Inquiry Group to Learn About Diversity

Language Transitional Program

Interactions Mosaic

Beginning & Sustaining Professional Development

Friday Workshops

- Session 116 Fishkin, M. & Stromberg, G.
 117 Arnow, Beth, et. al.

1:40 – 3:30 p.m.Georgia
MercedesLights! Music! Grammar!
Standards-Based Instruction for ELLs: A Multi-Dimensional Systemic Approach**Friday Concurrent Sessions**

- Session 118 Moore, L. & Davis, G.
 119 Beaverson, Barbara
 120 McGarry, Richard
 121 Ochoa, Adrienne P.
 122 Benz, C. & Schuermann, C.
 123 Ahn, Jeong hee
 124 Luellen, D. & Hendrix, B.
 125 Watkins, M. & Bonfanti, P.
 126 Trites, L. & Sroda, S.
 127 Lineberger, Janie, et. al.
 128 Giusto, Susan Cain
 129 Combs, K. C.
 130 Naim, Jelena, et. al.
 131 Santos, G.

1:40 – 2:30 p.m.Alabama
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Promoting ESOL through a Professional Development School
 Bridging the Gap--Supporting the ESOL Student in the Mainstream
 LinCs for Success: A New Paradigm for College ESL
 No Satisfaction: Awareness of Language in Music
 How Corpus Linguistics Will Change the Way You Teach
 Teacher Talk as Contextual Shaper
 Magic Moments
 Revitalizing an English Language Program through Marketing and Curriculum
 Service Learning in Preservice TESOL Programs: Procedures and Pitfalls
 "Substitute Solutions" Dealing with Teacher Absences
 War! Working Toward Peace in the ESL Classroom
 Teaching English Interactively Through Southern Culture
 Pulling Together a Tutoring Lab
 Sayings, Language & Videotapes

Friday Concurrent Sessions

- Session 132 Howell, Susan
 133 Collins, Tim
 134 Mendoza, M. & Lucas, T.
 135 Spencer, J. & Stalcup, J.
 136 Ashcraft, Nikki
 137 Allameh, Joy
 138 Byrd, Robert Glen
 139 Vaddhanayana, Valerie
 140 Eap, Marsha
 141 Delk, C., Kegely, S., Yancey, J.
 142 Wienges, C., et. al.
 143 Browning, Mary Ann
 144 Blitch, B. & Blitch, T.
 145 Dalle, T. & Thrush, E.

2:40 – 3:30 p.m.Alabama
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Calming the Nerves of Regular Education Teachers
 Preparing Adult ESL Learners for Today's Technology-Driven Workplace
 Studying Construction of Word Meaning through Conversation Analysis
 CALL It Culture or English
 Adult Hispanic Immigrants' Secret Language Learning Lives
 Introduction of ESL to Teacher Ed Majors
 A La Mode: Dream It! Write It! Book It!
 Teachers' Attitudes Toward Mainstream ESOL Students
 A Jump Start to Learning English
 Designing the Extracurricular Component of an IEP
 Confronting Change: Latino Community Connections
 Applying Multiple Intelligences Theory to Teach Reading to the ESOL Student
 English Literacy: A Balanced Approach for All
 Practicing Oral Skills in Extremely Large Classes

Friday Workshops

Session 146 Page, Laura
 147 Cox, Suttiwan
 148 Fredella, Laureen

3:40 – 5:30 p.m.

Room F
 Georgia
 Mercedes
 Pronunciation Analysis--"Ears-On" Training
 ESOL on a Shoestring
 Adult Education: Developing a Philosophy of Teaching

Friday Concurrent Sessions

Session 149 Welch, Virginia Lekeena
 150 Fernandez, O. & Collins, T.
 151 Nicholson, M. & Bruehler, A.
 152 Rice, Annamarie
 153 Barone, S., Calonge, N., Roth, L.
 154 Lancaster, Joyce W.
 155 Asbury, Jacqui
 156 Hills, Norma & Hills, David
 157 Young, B. & Morrissey, G.
 158 Pierce, Katy, et. al.
 159 Smith, Melissa, et. al.
 160 Cifuentes, Zulma
 161 Bethke, Teresa, et. al.

3:40 – 4:30 p.m.

Alabama
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 Tennessee
 Oral Dialogue Journals: An Illustration of Action Research
 Integrating Workskills and Lifeskills in Adult Ed Classes
 To Split or To Not Split: That is the Question
 Teaching Tips for Writing: The "Great..." Series by HARCO
 EAP Needs Analysis for Program, Course, and Syllabus Design
 Double Dipping: Teaching Literacy Skills Through Content
 What's New About New Interchange?
 The World is YOUR Opportunity
 Adult ESL Instruction
 All of Us Will Learn: An Interdisciplinary Curriculum
 Creepy Crawlies!: An Integrated Unit for Elementary ESOL Students
 Language and Literacy Development for Newcomers in Secondary School
 Creative Activities for Your Classroom!

Friday Concurrent Sessions

Session 162 Pickering, Lucy
 163 Kleckova, Gabriela
 164 Bruehler, Anne
 165 McGowan, Veronica
 166 Kemner, Susan
 167 Williams, Eddie
 168 Folse, K. & Solomon, E.
 169 Allison, Harriett
 170 Hammond, Julie
 171 Cavanaugh, Terence
 172 Heath, Inez Avalos
 173 Kennedy, Donna Lee
 174 Hutchens, Robert

4:40 – 5:30 p.m.

Alabama
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 Tennessee
 Improving the Discourse Intonation Patterns of English Language Learners
 Watchmen versus Maus--Choosing Appropriate Graphic Literature for ESL
 Get Moving: Kinesthetic Activities for Grammar and Writing
 Practical Suggestions for Writing Effective Multiple Choice Questions
 Effectively Presenting American Classroom Culture through Powerpoint
 Gaining Control with the Palm In Your Hand
 Great Writing Class Activities that Save Teacher Time
 Avoiding Online Garbage: Teaching Effective ESL Internet Research Skills
 Why Students Want Grammar
 Technology for Reading and Writing Enhancement
 The Digital Rural ESL Community
 Super Goal: Solutions for Delivering Programs to LEP Students
 Games and Activities for Teaching Verbs

Saturday, September 21, 2002**Saturday Plenary**

Dr. Mary Lou McCloskey

Saturday Workshops

Session 175 Smith, V., Hanson, M., Walker, J.
 176 Hansen, J. & Liu, J.

8:30 – 10:00 a.m.

Grand Ballroom

Implementing Change in Language Teaching and Learning

10:10 a.m. – 12:00 p.m.Georgia
MercedesOvercoming Obstacles: Reaching the Adult Learner Through Television
Using Peer Response in L2 Writing Classrooms**Saturday Concurrent Sessions**

Session 177 Grayson, K. & Martin, M.
 178 Lim, Hyun-Woo
 179 Jackson, Cynthia W.
 180 Williams, Wendy
 181 Diniz, L. & Wallace, E.
 182 McLaughlin, Susanne
 183 Stein, Elizabeth
 184 Biehl, J. & Folse, K.
 185 Kaufman, Dorothy
 186 Wlazlinski, M. & McDowell, J.
 187 Allison, Harriett
 188 Davies, Catherine Evans
 189 Bigler, Elizabeth
 190 Boldt, H. & Nystrom, S.

10:10 -- 11:00 a.m.Alabama
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Language Learning Through Arts Integration
 Dances with English: Linguistic/Cultural Adjustment of Korean International Students
 Using Dynamic Assessment for Students in ESOL
 Exploring the Comprehensibility and Intelligibility of ITA Speech
 Learn Your Future on the Web
 Information Literacy, the Web and ESL Learners
 Teaching Conversation Strategies to Adult IEP Students
 Grammar Games and Activities to Help Learners and Teachers
 Let's Talk about Content
 Creating Spaces for Students' Voices through Literature and Art
 Learning Communities: Mutually Beneficial for ESL and Mainstream Classes
 Gender in Context and Language-Learner Socialization
 OHP Shadow Puppet Shows: Using the Overhead for Drama
 Teaching Academic Writing Creatively

Saturday Concurrent Sessions

Session 191 Welch, David
 192 McCarthy, Philip
 193 Le, C. & Sacks, R.
 194 Lindemann, Stephanie
 195 Cavanaugh, C. & Cavanaugh, T.
 196 Camalo, R. & Middlemas, M.
 197 Thrush, Emily A.
 198 Folse, Keith S.
 199 Wendt, Neusa
 200 Wilson, Frances
 201 Putnam, Mark
 202 Gillette, Meg
 203 Bedsworth, M.
 204 Blankenship, Ernie

11:10 a.m. - 12:00 p.m.Alabama
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Tennessee

Teddy Bear English: The First Virtual "Teacher's Assistant"
 Personalized Readers for Young Children
 Reading Solutions: Strategies and Materials that Work
 Considering the Native in Native-Nonnative-Speaker Communication
 Evaluating Web Sites for Student Learning
 Accomplishing the Dual Purpose of Sustained Content-Based Instruction
 From Mexico, With Love
 Discussion Starters for Beginning, Intermediate, and Advanced Students
 B.R.I.D.G.E.S. Program: Enrichment Action Plan for Minorities
 Modification Strategies for Regular Classroom Teachers
 MATESOL Program and an IEP: A Dialogue
 Reading Aloud: Strategies and Materials for Using this Powerful Tool
 Education in Rural Mexico and Initial Carryover USA
 Using the Visual Intelligence to Enhance Instruction to ELLs

Thursday

SE TESOL 2002 Atlanta

Plenary
8:30 – 10:00 a.m.

**Dr. Mary Ann
Christison**

The Neurobiology of Learning and the Language Teacher

The methods and strategies we use in the second language classroom can either be compatible with or antagonistic to the brain's rules for meaningful learning. In this plenary, Dr. Christison will focus on some recent research in neurobiology that is relevant for language teachers and talk about the implications and possible applications of this research for the second language classroom. Dr. Christison will describe some exemplary L2 techniques and strategies that support brain-based principles for learning.

WORKSHOPS
10:10 a.m. – 12:00 p.m.

ROOM F

1. Letting in Light: An Integrated Math and Science Unit

Jeni Luby and Linda Sery Lilburn Middle School
Gwinnett County Public Schools, GA
Workshop—Elementary, Middle, and High School
Participants will learn how to make a kaleidoscope that can be duplicated by students in the classroom to study color, light, and geometry. They will enjoy

learning how we develop conceptual understanding of light and color and design through vocabulary and a hands-on activity.

GEORGIA ROOM

2. Improving Learning Through Metacognition Neil J. Anderson Centro Cultural Costarricense Norteamericano and The University of Costa Rica, San Jose, Costa Rica/Brigham Young University Workshop—All Areas

Engaging in metacognition is one way for teachers to improve their teaching. Metacognition results in critical but healthy reflection that may result in making specific changes in teaching. This workshop will engage teachers in the use of a variety of tools to engage in appropriate metacognition.

MERCEDES ROOM (16TH FLOOR)

3. An Update on Gardner's Theory of MI for the L2 Classroom

Mary Ann Christison University of Utah
Workshop—All Areas

This workshop will focus on an update of Howard Gardner's Theory of Multiple Intelligences and relates it to second and foreign language learning and teaching. The workshop is for participants who already had some experience with the theory and are mostly interested in its application to the L2 classroom. Participants will use inventories and experience fun and creative activities and lesson plans. Extensive handout.

CONCURRENT SESSIONS

10:10 – 11:00 a.m.

ALABAMA ROOM

4. Materials Development: An Integrated Skills Unit for Survival English

Zeina Maalouf Jeries University of Georgia
Paper—Adult Ed

This is a detailed presentation of the contents, structure, and procedures of an integrated skills unit for elementary survival English. The presentation also includes the guidelines that can be followed in materials development and the rationale behind opting for an integration of skills in an EFL context.

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ATHENS ROOM

- 5. Writing to Learn! From Process to Product**
 Donna Lee Kennedy McGraw-Hill/Contemporary
 Demonstration—High School, Higher Ed
 Designed to help students develop writing skills for academic and vocational success, *Writing to Learn* uses a consistent thematic approach as it guides students through the writing process. Specific activities will begin with pre-writing and continue through the writing process to the editing phase. Participants will discuss the use of personal, unedited, daily writing practice in the classroom and how to respond to journal writing.

ATLANTA ROOM

- 6. Generation 1.5—Collaboration Between High Schools and Community Colleges**
 Cheryl Benz Georgia Perimeter College
 Paper—High School, Higher Ed., Research
 How can we best meet the needs of Generation 1.5? (NNS students who immigrate during adolescence) This presentation analyzes the challenges for Generation 1.5ers and advocates for collaboration between high schools and community colleges. Innovative programs (in Hawaii, Florida, New Jersey, and Maryland) that attempt to meet to students' needs are highlighted.

AUGUSTA ROOM

- 7. Case Studies: Experiences of NS EFL Teachers**
 Seonhee Cho and John Tankersley
 University of Tennessee
 Paper—EFL
 The authors' focus in this presentation is to report the experiences of six native EFL teachers who have EFL teaching experiences in East Asia such as China, Japan, and Korea. In addition to reporting on obstacles faced by the teachers, the strategies used to overcome those challenges will be enumerated in order to prepare potential EFL teachers for better service.

BRUNSWICK ROOM

- 8. Contemporary Topics: Listening Skills Preparation That Students will Love**
 Julie Hammond Longman ESL
 Demonstration—High School, Higher Ed., IEPs
 Do you want to do more to develop your students' listening skills? Come learn about *Contemporary Topics*, an outstanding listening series for college-bound students. Our new editions are full of strategies and note-taking tips and include topics accessible to students of all backgrounds. You've Got to Hear This!

FLORIDA ROOM

- 9. The Best Reading/Writing ESL Computer Program: OpenBook to Literacy**
 Tammy Smith and Marsha Moye
 OpenBook to Literacy
 Demonstration—Elementary, Middle, High School, Adult Ed.
 OpenBook is an interactive multimedia program designed exclusively to teach students of all ages the skills necessary to read, write and speak English. It is a strong phonics program using a well balanced Whole Language Approach. OpenBook has a Spanish translator, a fantastic writing component and a Learning Styles Assessment.

ROOM G

- 10. English Language Teaching Methodology and Intercultural Communication in Japan**
 Helen Hobson Cobb County Schools
 Paper--All areas
 The presentation will explore facets of English language teaching methodology in Japan and the issues of intercultural communication between Japan and the United States. The presenter will use slides and video footage taken on her educational study tour to Japan sponsored by the Fulbright Memorial Fund.

ROOM H

- 11. Assistive Technology for ESOL Education**
 Terence Cavanaugh University of North Florida
 Demonstration—All areas
 Assistive technology is an educational tool that's growing in its use and importance. In this presentation, easy to find (or create) and use assistive technology devices will be demonstrated concerning their application to education of ESOL students. Learn to incorporate these concepts and tools into teaching for everyone.

HARTSFIELD ROOM

- 12. Ideas for Activating Language Production Skills**
 Oliva Fernandez Longman ESL
 Demonstration—Adult Ed.
 This workshop will be an interactive session with many suggestions on how to integrate lifeskills competencies, develop students' test taking skills, and enhance cross-cultural awareness and understanding. Participants will walk away with practical applications and hands-on activities that can be used in the classroom immediately. Free samples and handouts!

MACON ROOM

13. Techniques for Successful ESOL Math Teaching

Lee Mahavier and Rhonda Brockett
Meadowcreek High School, Gwinnett County
Paper—Middle and High School
The authors give techniques for increasing comprehension of ESOL math students in a mainstream class setting, and they describe teaching methods for the unique needs of sheltered mathematics classes. They illustrate applications of the outstandingly successful Moore Method for ESOL math learners.

RIVERDALE ROOM

14. Immigrants Left Behind with the New Education Law

Priscilla Garrido Noble Georgia State University
Paper—Elementary, Middle, and High School
In light of President Bush's new law "No child left behind," the author attempts to prove the benefits of dual language immersion against English only policies in the instruction of ELL students. The former emphasizes the preservation of the child's first language while the latter is mostly used to transition them into the mainstream classroom.

ROME ROOM

15. From Classical Literature to Pop: Shakespeare and Sting

Adriana M. Benvenuto Universidad Nacional del Comahue Patagonia, Argentina
Demonstration—High School, Higher Ed., Adult Ed.
Educators struggle to make classical literature motivating. This demonstration will help you tap on your students' motivation by linking Shakespeare and pop work such as Sting. Intertextuality will be presented to make the connection explicit. This will assist teachers and motivate students to link classical and contemporary literature. Handouts provided.

TENNESSEE ROOM

16. Teaching Reading Comprehension and Vocabulary Using A World War II Theme

Barbara Dusterhoff Marietta City Schools
Demonstration—Elementary Ed.
This session will demonstrate materials and ideas used to teach World War II in an exciting fashion that will draw in all children and increase their interest in history and reading. Novels and other materials will be used in this unit that ties in history, writing, cultures, geography, and reading.

11:10 a.m. – 12:00 p.m.

ALABAMA ROOM

17. Get a Grip on Grammar

Susan Ann Firestone Georgia State University
Demonstration—High School, Higher Ed., Adult Ed.
Learn how to help your students get in touch with the meaning, punctuation, and word order of complex sentences in this hands-on demonstration of tactile, kinesthetic activities for high beginning, intermediate, and advanced students. The presenter discusses strategies for adaptation to various instructional settings and provides handouts.

ATHENS ROOM

18. Gang-Related Behavior in Schools

Randy Holloway Gwinnett County Public Schools
Demonstration—All Levels
Officer Randy Holloway will show teachers some of the clothing, gestures, and other symbols used by gang members. Learn to identify signs of gang activity in your school.

ATLANTA ROOM

19. Academic Enculturation and L2 Writers

Ethan Krase University of Tennessee
Paper—Higher Ed., Research
This paper contributes to the research on academic literacy which suggests that the acquisition of advanced, discipline-specific literacy skills might be most meaningfully understood through an examination of learner enculturation into academic discourse communities. It also explores what it means to be an L2 writer working in an environment where privilege is conferred, intelligence is judged, and identity is determined through textual production.

AUGUSTA ROOM

20. Getting by with a Little Help from Your Friends

Karen Braxley University of Georgia
Paper—Higher Ed.
International graduate students in America face many challenges, particularly the need to write academic English. Using a sociocultural framework, this interview study investigated how such students meet the challenges and found they used various strategies including getting help from others, drafting essay outlines, and using reading to facilitate writing.

Thursday

BRUNSWICK ROOM

21. Ten Tantalizing Talk Techniques

James Lineberger Walton County School System
Janie Lineberger The English Gallery, Athens, GA
Demonstration—All Areas

The presenters in this fast-paced session have successfully used these ten engaging activities to stimulate conversation in a variety of ESOL classrooms. A discussion of preparation, methodology, and benefits will be followed by audience members demonstrating the practical and quick-to-use activities.

FLORIDA ROOM

22. Assessing Listening Comprehension—Multiple Factors

Carol Cargill University of South Florida
Paper—Higher Ed., Adult Ed.

Human communication relies on accurate speech production as well as effective listening comprehension. The elements which go into successful listening comprehension are numerous. This presentation will examine the variables, including those of cultural, dialectal, generational, and other linguistic and nonlinguistic origins.

ROOM G

23. Act Out!: Using Drama in the ESL Classroom

Molly Watkins Mississippi State University
Demonstration—Higher Ed., IEP

Having students actively participate in theatre and drama activities develops a basis for speaking, listening, pronunciation, and non-verbal communication. Games, activities, and sample exercises will be demonstrated.

ROOM H

24. Bridging the Social Gap Between LEP and Mainstream Students

Patrice Strange Cumming Elementary School, GA
Demonstration—Elementary, Middle, High School
By using classroom techniques and extracurricular activities, the presenter will show how shy LEP students can become valued and popular in the mainstream student culture.

HARTSFIELD ROOM

25. Is Low Level Grammar Study an Oxymoron?

John Boyd and Mary Ann Boyd
Illinois State University

Demonstration—High School, Adult Ed.
This presentation demonstrates several innovative techniques to engage low-proficiency students in the

first steps of grammar usage. The goal is to spark an awareness of the potential for meaningful grammar study with low-level students and to provide participants with techniques which they can adapt to their teaching situations.

MACON ROOM

26. Steps to College: An ESOL Enrichment Summer School Program

Monte Salyer Dalton State College
Daphne Jackson Dalton Middle School, GA
Paper—Middle School, High School, Higher Ed.
Steps to College brings 7th-9th grade Latino students to college for a month of educational enrichment classes. The program prepares students to pass the Georgia High School Graduation Exams in Math, Science, Social Studies, and Writing. As a result, otherwise at-risk Hispanic students become motivated to attend college.

RIVERDALE ROOM

27. Cancelled

ROME ROOM

28. Tracking College-Level ESL Students from Departmental Exit through Regents'

Barbara Jean Hall Georgia Perimeter College
Paper—High School, Higher Ed.

The presenter will discuss the findings of a long-term project which tracks the results of 68 at-risk college ESL students who took an ESL Departmental Writing Exit in 2000 or 2001, then proceeded through college composition courses, and to the statewide Regents' Writing Test.

TENNESSEE ROOM

29. Teachers Solving Local Problems Through Action Research

Lyn Froning and Julia Austin
University of Alabama at Birmingham
Demonstration—High School, Higher Ed., Adult Ed.
One ESL teacher education program uses action research to empower public school teachers to make changes in the learning environment of their ESL students. Teachers untrained in ESL research and pedagogy work collaboratively to systematically address a problem they identify and want to solve in their school systems.

WORKSHOPS

1:40 – 3:30 p.m.

BRUNSWICK ROOM

30. The Simultaneous Approach: Language and Content for English Learners

Bernadette B. Musetti University of Georgia
Workshop—Elementary and Middle School

The presenter will describe how K-5 teachers in diverse classrooms are able to reach "all learners" through the use of an integrated, thematic, and community-based curriculum.

GEORGIA ROOM

31. Fun and Effective Use of Literary Texts in the ESL/EFL Context

Rita C. Crider and Meredith Tumlin
Gadsden State Community College

Maria Cristina P. Campos
Universidade Federal de Vicosa, Brazil

Workshop—All Areas

The use of a literary text will allow for the total involvement of the learner in the process of language acquisition in a fun and effective way. This workshop will demonstrate how to use various types of texts and selected activities, applying them to the areas of listening, speaking, reading, and writing.

MERCEDES ROOM (16TH FLOOR)

32. Balanced Literacy in the ESL Classroom

Angela Hargis Fayetteville Public Schools
Workshop—Elementary and Middle School

This presentation will include many proven reading, writing and language acquisition strategies that can be applied to the practical classroom. There will be examples of actual classroom proven strategies. You will receive a complete packet of instructions.



CONCURRENT SESSIONS

1:40 – 2:30 p.m.

33. Cambridge TOEFL Test Preparation: A Tale of Two TOEFLs

Jim Anderson Cambridge University Press
Demonstration—Higher Ed.

The third edition of *Cambridge Preparation for the TOEFL Test* is now available. Fully revised and updated for the computer-based test, the program offers a comprehensive test preparation course. The presenter will demonstrate various features of the book and CDROM component.

ATHENS ROOM

34. Connecting Vocabulary: Making Words Make Sense Across the Curriculum

Sandi Howard Options
Demonstration—Elementary and Middle School

This interactive session will focus on strategies, activities and resources to teach academic vocabulary, maximize reading comprehension across the content areas, and to help improve student performance in reading and writing to meet the testing challenge. Explore how to improve student understanding of word relationships and enjoy playing with language!

ATLANTA ROOM

35. Get More from Grammar!

Cindy Le and Rita Sacks
Heinle/Thomson Learning

Demonstration—High School, Higher Ed., Adult Ed. Meaningful and relevant practice, contextualized presentation, and truly engaging communicative activities can transform the ESL grammar classroom into a rich environment for language learning. Participants will learn about three exciting new grammar series from Heinle & Heinle, and will walk away with sample materials and practical ideas to use.

AUGUSTA ROOM

36. The Oxford Picture Dictionary Interactive CD-ROM

Cindy Tracy Oxford University Press/World of Reading

Demonstration—High School, Higher Ed., Adult Ed. This interactive CD-ROM brings the words and illustrations of the *Oxford Picture Dictionary* to life with sound and animation. Come to the presentation

Thursday

and see all the features it provides: vocabulary is presented with sound and visual images, engaging activities, built-in word processor, reports, management system, and much more.

ROOM F

37. ESL/Bilingual Teaching: National Board Certification—The Process

Rosemary Barna Glenridge Middle School, FL
Wanda Carmenate Southwood Elementary School
Laural Barnett Winter Park High School
Demonstration—Elementary, Middle, and High School

This session will provide a forum for all interested conferees (candidates, teachers, and other support personnel) in learning about the National Board for Professional Teaching Standards Performance Assessment for bilingual and ESL teachers. In this assessment teachers examine their teaching practice using the English as a New Language Teaching Standards.

FLORIDA ROOM

38. Making and Using Story Boards in the Classroom: Kamishibai

Elizabeth Bigler Seigakuin Atlanta
International School

Demonstration—Elementary and Middle School
Kamishibai is an ancient Japanese form of storytelling. Instead of a bound book, the kamishibai story boards are a series of large cards which have the pictures on the front and the writing on the back of the previous card ("page.") This simple difference from a traditional bound book opens a world of possibilities for the ESOL classroom. This session will explore the possibilities!

ROOM G

39. A 4-Day Training Model for Adult ESOL Practitioners

Pat Sawyer University of Tennessee
Demonstration—Adult Ed.

This session demonstrates ready-to-use in-service training materials for adult ESOL teachers and supervisors. What to do the first and second day in an ESOL class, observing and evaluating the ESOL students, and creating and using Student Learning Plans (lesson plans) will be presented.

ROOM H

40. EBooks & ESOL

Terence W. Cavanaugh University of North Florida
Paper—All Areas
Learn about eBooks as educational materials.
EBooks are books that have been digitally converted.

Discover free software to create eBooks, and methods to locate and work with existing eBooks. EBooks can be more accommodating for the ESOL reader with features like interactive dictionaries, highlighting, bookmarking, display, mapping, and notes.

HARTSFIELD ROOM

41. Baseball Saved Us: Thematic, Integrated Instruction for ESL Learners

Dorothy Valcarcel Craig and Tracy Williams
Middle Tennessee State University

Doris Sander Wilson County Schools, TN
Demonstration—All Areas

Using "our national pastime" as a high-interest commonality, the ESL teacher can incorporate ingredients for success including: a) integrated, thematic instructional procedures, b) high quality, award-winning children's literature, c) skills-based methods, and d) integrated reading, writing, and communicating. Participants will engage in an interactive session to explore process writing, integrated language arts methods, and communication skills for ESL learners.

MACON ROOM

42. The "Odd Man Out" Syndrome

Adrienne P. Ochoa Georgia State University
Paper—Higher Ed., IEP

Should we use only English in the classroom? Reconsider what has recently become a political issue from a purely pedagogical standpoint. What happens to those learners in heterogeneous classrooms who do not share an L1 with any other students? Presenter will address affective as well as SLA issues.

RIVERDALE ROOM

43. The LEAD Project (Learning English at a Distance)

Rachel Humphries and Gilda Rubio-Festa
Central Piedmont Community College

Demonstration—Adult Ed., Family Literacy
This presentation highlights the need for distance learning, focuses on a model for distance learning: Crossroads Café Classroom, and reviews various implementation models. The attendee will leave with a clear understanding of the challenges of distance learning/teaching and will find strategies for program implementation.

ROME ROOM

44. SEVIS + SEVP = Severance? Your Job and the INS

Kelly Franklin Maryville College
Paper—Higher Ed., Adult Ed., All

The SEVP (Student and Exchange Visitor Program) system being implemented by INS may have drastic impact on intensive English program enrollments and even in K-12 schools. Learn what it is, how it works, how it will impact your job, and how to counsel students about the many changes it entails.

TENNESSEE ROOM

45. Accent Reduction: From Argentina to Zimbabwe

Donna Hope American English School
Demonstration—High School, Higher Ed., Adult Ed.
This is an explanation and video demonstration of a phonemic approach to accent reduction. Particular focus is on how ESOL instructors can incorporate effective accent reduction training in their classes. How to teach specific sound production and how to obtain carryover into spontaneous speech are included.

2:40 – 3:30 p.m.

ALABAMA ROOM

46. I'm Spread So Thin You Can See Through Me

Eddie Williams Weber Associates
Demonstration—All Areas
As the sheer volume of responsibilities and workload in our everyday jobs has grown, everyone is being asked to do more, with less, faster, cheaper, and better. Participants learn to master crucial skills for effective and efficient Time Management in an interactive, upbeat, and funny session.

ATHENS ROOM

47. Rhyme and Reason: Dialogue in the Global Community

Joan Kelly Hall University of Georgia
Susan Gill American Language Program, UGA
Jeff Orr Southern Polytechnic State University
Sean Q. Hendricks Digital Language Research Laboratory, UGA
Paper—Higher Ed., Adult Ed., IEPs
The presenters discuss their experiences in a unique semester-long seminar bringing together NNS students in an IELP and matriculated NS university students and designed to enhance learners' cross-cultural communication skills and understandings through explorations of social issues. They will share theirs and student perceptions of the course taken from written reflections, interviews and class interactions.

ATLANTA ROOM

48. ESL Course Placement Issues—Common Assessment, Cut-Scores, and Evaluation

Frank Potter ACT, Inc.
Demonstration—Higher Ed., Adult Ed.
This session will include a demonstration of the ACT ESL Course Placement Test. Data on setting initial cut-scores appropriate for your institution, pros and cons of the use of common cutoff scores and information on piloting the COMPASS/ESL software will be shared. Handouts will include the ACT's most recent national descriptive profile on ESL students.

AUGUSTA ROOM

49. Using Cameras to Teach Language

Christine Tennyson Rutherford County Schools, TN
Paper—Elementary, Middle and High School
With disposable cameras, students can take pictures of familiar things to learn how to talk and write about them. The presentation centers around a project in which the students took cameras home and then wrote using the pictures. The cameras were purchased with grant money. Other uses for cameras and pictures will be discussed.

ROOM F

50. Shifting to a Content-Based Curriculum in Higher Ed. ESL

Debra Denzer and Brad Tucker
Georgia Perimeter College
Paper—Higher Ed.
This paper describes the initial tensions brought about by the change from a skills-based curriculum to a content-based curriculum including both the apprehensions of students and teachers and the issues surrounding assessment. The presenters hope to raise the attendees' awareness of some of the pitfalls inherent in such a fundamental shift and to share highlights that may help others avoid those pitfalls.

FLORIDA ROOM

51. Music Partners and Rounds

Charleise T. Young Clark Atlanta University
Demonstration—Elementary, Middle and High School
This session will feature songs that teach language skills, encourage interaction and add a lot of enjoyment to the learning process. Students can use their imagination; they can sit, stand or move lively to the beat of the music. Some students will create words to go with the melody they hear. Participants will work with simple songs, partner songs and rounds suitable for beginners, intermediate and/or advanced students.

Thursday

ROOM G

52. In and Outside the Box with ESOL

Gail Ringenwald and Marie Andrade
Lilburn Middle School, Gwinnett County, GA
Demonstration—Elementary, Middle and High School
In this presentation we will demonstrate how to teach ESOL using hands-on approaches. We will do interdisciplinary units, thematic units, and a show and tell of many successful units completed in our classrooms this year.

ROOM H

53. Limited Schooling Literacy Program

Maria Montalvo-Balbed and Carla Dean
Fulton County Public Schools, GA
Paper—Elementary School
Fulton County is in its second year of piloting a supplemental literacy program for LEP students K-5. It targets those students who have achieved a LAB score of 10-15% but have limited verbal language development and limited schooling experience in their native language.

HARTSFIELD ROOM

54. EL/Civics Getting the Tools You Need for Beginners!

Olivia Fernandez Longman ESL
Demonstration—Higher Ed., Adult Ed.
In this session, the presenter offers strategies for integrating English literacy and civics instruction in adult ESL lessons. She presents ways on how to introduce topics in U.S. history and government to beginning-level learners and how to promote students' active participation in community life. Handouts and free samples will be provided.

MACON ROOM

55. Ways of Approaching ESOL Students Across Content Areas

Frankie Long and Sandy McQueen
Sutton Middle School, GA
Demonstration—Middle School
This session will teach basic sight words to help unlock curriculum, present ways to systematically expand vocabulary in the four primary areas of language acquisition and in the content areas, and provide handouts of basic sight word lists and vocabulary for content areas. Middle school students will demonstrate some of the methods and materials.

RIVERDALE ROOM

56. Lights, Camera, Action

Deborah M. Carroll and Denise Murray
Franklin Special School District, TN
Demonstration—Elementary and Middle School

Participants will leave with easy to use ideas for integrating technology into listening, writing, speaking, and reading. Presentation includes creative ideas for differentiating instruction for ESL students and information to access prepared sites for immediate instruction. Teachers will be able to link ELL to their school culture, the community, and their homes through student prepared productions.

ROME ROOM

57. Using the Monolingual Dictionary with Beginners

Adriana M. Benvenuto Universidad Nacional
del Comahue Patagonia, Argentina
Demonstration—Elementary and Middle School
The exploration of monolingual dictionaries can expand students' vocabulary and build study skills. The dictionary will be used to trigger a set of activities to help learners to acquire pronunciation, collocations, shades of meaning and grammar. Fun and creative activities can enhance learning while having only the dictionary as a resource.

TENNESSEE ROOM

58. Pump up the Volume!: Learning English Through Music

Nita Hutchinson Mississippi State University
Demonstration—Higher Ed., IEP
Through learning about and listening to American music of the 20th century, students increase their vocabulary, improve their listening skills, further develop their speaking skills, and enhance their understanding of American history and pop culture. Sample lesson plans, activities, and exercises will be demonstrated.

WORKSHOPS

3:40 – 5:30 p.m.

BRUNSWICK ROOM

59. Dictionary Diacritics to Overcome Obstacles in ESL and Reading

Delores Freeman Cork Central Alabama Laubach
Literacy and Trenholm State Technical College
Workshop—All Areas
Learn how to explain English inconsistencies with diacritics. Cork's one-page story and 51 symbols super-imposed onto pictures of story key words become a "common language" between teacher and students of all levels. ESL pronunciation, GED vocabulary, better reading...all adult students and teachers benefit from this method.

GEORGIA ROOM**60. Creating Theme Units for Multi-level English Instruction**

Patricia "Pat" McBride Rogers
Fulton County Board of Education
Workshop—Elementary and Middle School
Participants will create a theme unit with scope and sequences and lesson plans for beginning, intermediate, and advanced English language learners. Scott Foresman textbooks and materials will be used for the presentation.

MACON ROOM**61. Understanding and Teaching Pronunciation**

Julie Hammond Longman ESL
Workshop—High School, Higher Ed., IEPs
Want to learn about the value of pronunciation work? We invite you to attend this workshop to get a REAL feel of what it is to pronounce/spell words in another language and to learn how to empower your students with a few pronunciation tips and techniques.

MERCEDES ROOM (16TH FLOOR)**62. ESL Students CAN Learn Content! Strategies that Really Work**

Jodi Reiss Longman ESL
Workshop—Elementary, Middle, and High School
Teachers are faced with the challenge of making content teaching more comprehensible to the growing number of English language learners in their classrooms. This workshop offers a multitude of easy-to-learn, hands-on, practical strategies to adapt teaching, textbooks, and assignments, and to facilitate learning for ESL students.

CONCURRENT SESSIONS

3:40 – 4:30 p.m.

ALABAMA ROOM**63. Teaching Empowerment at Meadowcreek—An LEP Family Literacy Program**

Amy Valverde-Jensen and Maggie Winfrey
Meadowcreek Elementary School, GA
Demonstration—All Areas
Teaching Empowerment at Meadowcreek (TEAM) is a family literacy program. TEAM is for ESOL families and provides evening English classes for the whole family. This presentation will explain the origins of the program, how it empowers the families, and give ideas for lessons and materials to use.

ATHENS ROOM**64. Join the Club**

Donna Lee Kennedy McGraw-Hill/Contemporary
Demonstration—Higher Ed.
Teaching idioms and getting students to use idioms correctly in everyday speech is a demanding and challenging proposition for both teachers and students. The goal of this session is to provide participants with a conceptual framework for teaching idioms through a new series from McGraw-Hill/Contemporary, entitled "Join the Club." Designed for high intermediate to advanced levels, this two volume series is designed to help students master idioms for academic and social success.

ATLANTA ROOM**65. Beyond the Academics: ESOL Counselors and Parent Liaisons**

Lesley Smythe-Pineda Riverwood High School
Cynthia Iredale River Eves Elementary
Maritza Morelli Heard's Ferry Elementary
Fulton County Schools, GA
Demonstration—Elementary, Middle and High School
ESOL Counselors? Parent Liaisons? Come and see the new personnel that have been created in Fulton County Schools! You will learn how teachers, counselors, and parent liaisons use a total teamwork approach to serve the needs of the ESOL student. Specific duties of each position and level will be discussed.

AUGUSTA ROOM**66. An Innovative Approach to ESL Endorsement**

David Johnson and Judy Holzman
Kennesaw State University
Paper—Higher Ed.
In order to meet the growing demand for ESOL teachers in Georgia, an innovative ESOL Endorsement Program was developed for local teachers. This presentation describes the strengths and weakness of a program that was onsite at a school, utilized a hybrid method of instruction, and addressed the Hispanic dropout rate.

ROOM F**67. Technology for the Technologically Inept**

Sharon Hough Meadowcreek High School
Patsy Thompson Shiloh High School
Gwinnett County Public Schools, GA
Demonstration—Middle and High School
Simple computer projects appropriate for beginning and intermediate ESOL students will be shown with step by step instructions. Examples will include

Library

student-made brochures and Powerpoint presentations.

FLORIDA ROOM

68. Here's a Radical Idea: "Let's Talk!"

Jacqui Asbury Cambridge University Press
Demonstration—

Let's Talk, the popular conversation text from Cambridge University Press, has been expanded to a three-level course. Join us to learn how to get your students talking and having fun in the process.

ROOM G

69. Developing English Second Language Medical Writing Skills

Susan Olmstead-Wang University of Alabama
Paper—Higher Ed.

With the increased use of English as an international medical and professional language, nonnative writers and speakers need high levels of communicative competence to participate in scientific meetings, to contribute to the medical literature, to win admission to medical school, and to take leadership in the English-speaking communities they serve.

ROOM H

70. Cultural Cognizance

Marilyn Bedsworth Piedmont Migrant Education
Agency, GA

Demonstration—All Areas

Recognize culturally-based gestures, words and concepts which have different meanings, often leading to misunderstandings between persons from diverse cultural backgrounds. Discover alternatives to soften the encounters and detour potential trouble spots. Focus is on interactions between American, Latin American and Southeast Asian peoples; bilingual English/Spanish handout.

HARTSFIELD ROOM

71. Using Music and Poetry to Encourage Oral Language Development

Elizabeth I. Coleman Greenway Elementary School
Marion County District Schools, FL

Demonstration—All Areas

This demonstration will show participants how to motivate and engage ELLs, using music and poetry to promote the natural acquisition of oral language while building content specific vocabulary. See how to evoke emotion, reduce stress, and create the optimal, authentic, language-rich environment, using rhyme, rhythm and repetition.

RIVERDALE ROOM

72. *Romeo and Juliet* for Intermediate

ESOL Students

Terry N. Williams Meadowcreek High School
Gwinnett County Public Schools, GA

Demonstration—High School

The presenter will discuss ways to make *Romeo and Juliet* accessible to intermediate-level ESOL students. Specific techniques, activities, and resources, including websites, will be presented.

ROME ROOM

73. Employers' Views on Hiring Domestically and Abroad

Marjorie Friedman Eckerd College

Demonstration—All Areas

This interactive demonstration will take participants through the job application process, beginning with the first employer contact by means of a cover letter and resume, and ending with the techniques for a successful initial interview. Handouts will be used and questions encouraged.

TENNESSEE ROOM

74. Basketball Madness: Content-Based

Instruction for Basketball: The 6-T Way

Larry Udry University of Tennessee-Martin
Demonstration—Middle, High School, Higher Ed.

Participants will briefly discuss the theory of content-based language learning in a university Intensive English Program setting, evaluate real and adapted materials in a basketball content class using all the skill areas and finally discuss the participants' content classes. Handouts will be available.

4:40 – 5:30 p.m.

ALABAMA ROOM

75. Refugee Resettlement Project—Parent Outreach Program

Valerie Vaddhanayana, Hattie Hill-Victrum,
and Donna Houseal

Clarkston High School, Dekalb County, GA

Eliso Frutiger Republic of Georgia

Demonstration—All Areas

Evening and Saturday classes were implemented at Clarkston High School for refugee parents. Goals were to bridge the language and cultural barriers, include isolated refugee parents in the school community, solve the mystery of the American school system for the refugee parents, and introduce career awareness program.

ATHENS ROOM

76. Legal Issues in ESOL Instruction

Sonja Bagby and Gus Douvanis
University of West Georgia
Paper—Elementary, Middle and High School
This paper examines the statute and case law implications of the rights of ESOL students to receive appropriate educational services. Implications for practice will be discussed.

ATLANTA ROOM

77. Denied College Entrance: A Pilot Curriculum for College-Bound ESL Students

Stephanie Coffin Georgia Perimeter College
Paper—High School, Higher Ed., Adult Ed.
In the 2000-2001 school year, Georgia Perimeter College, the largest two-year college in Georgia, denied entrance to over 500 ESL students because of language deficiency. The presenter will discuss the exclusion of ESL students from higher education in the metro Atlanta area and describe a proposed curriculum incorporating students in the college.

AUGUSTA ROOM

78. Developing Mainstream Teachers' Cultural Awareness: Project MORE

Lisa Russell-Pinson, Boyd Davis, and Caroline Linse
University of North Carolina-Charlotte
Paper—All Areas
This paper describes Project MORE, an initiative designed to assist mainstream public school teachers in Charlotte, North Carolina, to better understand and address the needs of the ESL students in their classes.

ROOM F

79. We're In ESL For The Food

Sigrid Nystrom, Heather Boldt, and Dana Pavluck
Georgia State University
Demonstration—High School, Higher Ed., Adult Ed.
This playful demonstration shows how to teach language, using food as the central theme. A smorgasbord of activities will be served, ranging from grammar and vocabulary to pronunciation. Using the media and the students' personal experiences, we'll show how the L2 learner becomes the expert of his/her own culture as well as the culture of American dining.

FLORIDA ROOM

80. Classroom Games for Learning English

Abbie Tom Durham Technical Community College
Demonstration—Middle and High School, Adult Ed.
The presenter will demonstrate classroom games which are appropriate for secondary and adult students. These games enable students to practice

English in a relaxed atmosphere as they communicate with each other. Each game is easily adapted for differing content and levels.

ROOM G

81. Plug-In Pronunciation Practice

Laura Page Gainesville City Schools, GA
Demonstration—All Areas
Opportunities to practice pronunciation occur during almost all oral lessons. This demonstration shows how to "plug-in" techniques to practice pronunciation with various types of lessons, levels and ages of students. Examples will include a children's story book, ESL texts, and a newspaper excerpt.

ROOM H

82. Portfolios for Assessment

Jeanne Vosecky White Gainesville College, GA
Demonstration—Elementary School
Portfolios can be used to evaluate the progress of elementary students. The portfolio contents include selections of writing, handouts given in the process of reading stories, teacher comments, and parent comments from conferences. This presentation will show examples of the portfolios of the students and how it helped in the evaluation of the students.

HARTSFIELD ROOM

83. Meeting Students' Needs in Multi-Level Classrooms

John Boyd and Mary Ann Boyd
ABACA BOOKS, INC.
Demonstration—High School, Adult Ed.
This presentation introduces participants to a truly unique method to reach students in a multi-level class. The presenters demonstrate several innovative techniques that allow teachers to teach a single lesson to students at different proficiency levels as each student works through the activities at his/her own level.

RIVERDALE ROOM

84. Harness New Possibilities with Longman English Online!

Juan Reyneri Longman ESL
Demonstration—Higher Ed.
Longman English Online, a new multimedia course for self-access or distance learning adult students, gives teachers a powerful way to amplify or complement traditional classroom instruction. The presenter will highlight the benefits of personalized, interactive online learning and demonstrate how course management tools can boost effectiveness in the classroom.

Thursday

ROME ROOM

85. Strengthening Linguistic Development Through an Innovative Mathematics Curriculum

Diane Boothe and Karen Smith
State University of West Georgia

Paper—All Areas

This presentation includes an overview of the value, challenges, and key strategies for success focusing on ESOL mathematics programs and integrated instruction. The major components addressed are designing an integrated mathematics curriculum, classroom climate, collaborative problem-based learning, ESOL opportunities, tackling word problems, and incorporation of integrated thematic instructional techniques.

TENNESSEE ROOM

86. Nan Tet Ansanm: Using ESOL in the Mainstream Classroom

Steven E. Anglade University of Florida
Paper—Middle and High School, Higher Ed.

This presentation will highlight the benefits of using English as a Second Language (ESL) methodology with "at-risk", Limited English Proficient (LEP), and mainstream students. The ESL strategies will be illustrated with various techniques, such as the use of graphic organizers and accommodating students' learning styles in the classroom.



Friday

Plenary

8:30 – 10:00 a.m.

Dr. Jim Cummins

Language and Education: What Every Teacher and Administrator Needs to Know

Every school has an implicit language policy reflected in the assumptions about language and the ways in which language is used, taught, and assessed within the school. In some cases, however, this implicit policy is unplanned and inconsistent from one classroom to another. In addition, there may be little shared collective knowledge among the school staff about central concerns such as how to include English language learning (ELL) students meaningfully in instruction and assessment within the mainstream content class. The presentation will review the knowledge base relevant to developing and implementing school language policies with particular attention to issues relating to the achievement of culturally and linguistically diverse students.

WORKSHOPS

10:10 a.m. – 12:00 p.m.

GEORGIA ROOM

87. Retire If You Must, But Can You Afford To?

Sandra S. Harris and Valencia Thornton
DeKalb County Board of Education
Shiva Alexandria ValuTeachers
Workshop—All Areas

Will your retirement portfolio allow you to retire when you want or force you to stay because you can't afford to leave? Let me show you how to increase your savings, decrease your taxes and still retire with dignity. Speak the Universal Language—Money, Money, Money!

MERCEDES ROOM (16TH FLOOR)

88. The Three Faces of Language Proficiency: Their relationship to Instruction, Reading, Academic Achievement, Standardized Testing, and Technology

Jim Cummins
University of Toronto

Workshop—All Areas
The presentation will outline distinctions between conversational fluency, discrete language skills, and academic language proficiency and describe the typical developmental patterns of each dimension over the course of schooling for both English language learners and English L1 students. Each dimension of proficiency relates differently to academic achievement and standardized assessment at different grade levels and each responds differently to harnessing technology in support of academic language development.

TENNESSEE ROOM

89. Addressing the Mental Health Needs of Teenage Refugees through Support Groups

Dorothy Foster
Hippos, Inc.

Workshop—All Areas
ESOL teachers often observe refugees in their classrooms that have difficulty in learning. This session will discuss the symptoms of post traumatic stress disorder and their effect on learning English. A possible way to help is through support groups. A handbook will be shared that is useful for teachers interested in starting a support group, using community and parent assistance.

CONCURRENT SESSIONS

10:10 – 11:00 a.m.

ALABAMA ROOM

90. ESOL Best Practices for Non-Academic Staff

David E Luellen
University of Alabama at Birmingham
Demonstration—Elementary, Middle, High School
Not the domain of teachers alone, ESOL best practices are best practiced by all school personnel. How can bus drivers, secretaries and other non-teaching staff effectively serve students acquiring

English? Participants will discover ways to help these coworkers become more aware of multicultural issues.

ATHENS ROOM

91. Creating Videos and Newsletters: Using Language for Real!

Teresa Lucas and Maria Beatriz Mendoza
Florida State University

Language learning occurs when students are motivated and using language for real communication. Making newsletters and producing videos are two effective means of stimulating student interest and participation, while providing opportunities for real language use. This demonstration shows the process of students creating newsletters and videos at an intensive English institute.

ATLANTA ROOM

92. Language Interference: Difficulties in Teaching Present Progressive Tenses

Nana Khetsuriani
Tbilisi State University of Language and Culture
Paper—Higher Ed., Adult Ed.

The presenter will speak about the language interference while learning English Present Progressive Tenses. She has conducted a constrastive study of the Present Progressive Tenses in the English, Georgian and Spanish Languages for overcoming the problem of interference. She will share the theoretical and practical experience with her colleagues.

AUGUSTA ROOM

93. Engaging Activities for Beginning Learners

Cindy Le and Rita Sacks
Heinle/Thomson Learning

Demonstration—High School, Adult Ed.
Teaching low-level ESL students raises many questions. How does a teacher ensure all skills (listening, speaking, reading, writing, and grammar) are appropriately addressed? How does a teacher keep the pacing lively but not too challenging? What activities are meaningful and fun in the classroom? What published materials are available to help? Sample materials provided.

BRUNSWICK ROOM

94. Anatomy of Process Writing: Steps that Work

Lana Lysen
Broward City Schools, FL
Demonstration—Middle and High School, Adult Ed.
This interactive session provides a demonstration of successful process writing strategies to help ESOL

Friday

students succeed on the Florida Writes. Emphasis is on elaboration and organizational skills, prewriting and modeling of a lesson with student work samples. Audience participation will be encouraged.

ROOM F

95. ESOL Endorsement Courses via WebCT: Teaching, Learning and Building Community

Irene Welch Mooney Armstrong Atlantic
State University
Claire LeRoux Brunswick High School
Janice Taylor Burroughs-Molette
Elementary School Glynn County, GA
Paper—All Areas

The experiences of the instructor and two participants who completed the three graduate ESOL endorsement courses online will be shared. The WebCT courses provided a network for reflection on theory and practice of linguistic, methodological and cultural issues and considerations for Southeast Georgia's immigrant students.

FLORIDA ROOM

96. Strengthening the ESL Student's Chances for Success

Sharon L. Hixon Dalton State College, GA
Rebecca Young Univ. of Tennessee-Knoxville
Demonstration—All Areas

With the increasing influx of nonnative speakers into our public schools, there is a great need for the regular classroom teacher to have access to appropriate methodologies to help these students meet with success. This interactive demonstration for ESL and/or regular classroom teachers will introduce scaffolding and strategy training.

ROOM G

97. Rosetta Stone: English Learned through Immersion, Interactivity and Multi-Media

Margo Fitzgerald Fairfield Language Technologies
Demonstration—All Areas
The Rosetta Stone English, Levels 1 and 2 (Level 3 available Fall, 2002) is an immersion approach to language learning, incorporating reading, writing, speech recognition and listening, starting with the beginning learner and continuing through high school, college, and adult. Available on CDROM and through Internet delivery.

ROOM H

98. Planning, Implementing and Surviving a Curriculum Revision

Nancy Pfingstag, Jeff Adams-Davis, Barbara Mattingly, Allie Wall, Meriam Brown, Jill Moran, Allison Hase, and Jean Linehan

University of North Carolina-Charlotte
Paper—Higher Ed., Adult Ed.

Curriculum revision is difficult work because of all the considerations that must be juggled. There should be sufficient concern with the existing curriculum to warrant revision as well as strong theoretical support for the proposed revised curriculum. The impact on faculty and students must also be weighed, and new textbooks need to be found.

HARTSFIELD ROOM

99. Stock Market Game Promotes Language Skills

Judy A. Cleek University of Tennessee-Martin
Demonstration—Middle, High School, Higher Ed., Adult Ed.

The presenter will outline the ten steps which will take ESL students through the American experience of stock market investing. The presenter will discuss how the stock market can be used as content to enhance intermediate to advanced reading classes and how to develop an entire elective course. Handouts of the ten-step plan will be provided.

MACON ROOM

100. The Little ELL Student That Could

Deborah M. Carroll and Naomi Norman
Franklin Special School District, TN
Demonstration—Elementary and Middle School
Come learn how one Art Teacher and one Technology Integration Specialist have combined the best of both to produce a puppet show to motivate ELL students to practice language skills. This activity is easy to do and can be applied in any discipline and at all grade levels.

RIVERDALE ROOM

101. Reciprocal Teaching: A Collaborative Strategic Reading Model

Kimberly C. Cook Loften High School, FL
Paper—All Areas

This presentation will describe how reciprocal teaching is being incorporated with ESOL students in an adult program. Teachers model the reading strategies incorporated in reciprocal teaching. Students gradually assume responsibility for the process in a collaborative setting thus internalizing those strategies.

ROME ROOM

102. Many ESOL Programs; One That is Not and Works!

Kevin Smith, John Ruch, and Elizabeth Hernandez
Lilburn Elementary School, Gwinnett County, GA

Demonstration—Elementary and Middle School
In the midst of incomprehensible academics and the challenge of living in a different cultural environment, what is the one thing that ESOL students need to survive and strive in the American system? A systematic program will provide them with the necessary tools to become more successful academically as well as socially.

11:10 a.m. – 12:00 p.m.

ALABAMA ROOM

103. The Georgia Department of Education and ESOL

Mary Beth Heyer Georgia Department of Education
Paper—Elementary, Middle and High School
This presentation will include a brief discussion on sources of funding and current Georgia Department of Education publications for ESOL. Ms. Heyer will also provide a complete review of the federal law, state law and State Board rules governing the state-funded ESOL program.

ATHENS ROOM

104. Games Around the World

Sandra M. Deltac Hopkins Elementary School
Mary Clark Jackson Elementary School
Gwinnett County Public Schools, GA
Demonstration—All Areas
Join us to learn how to create simple games for students young and old to enjoy in and out of the classroom. Although these ancient games originated around the globe, their benefits are timeless and enjoyed by all. Learn how to teach English through games and adapt this theme for diverse ages and all proficiency levels.

ATLANTA ROOM

105. Are Student Evaluations of International Instructors Biased?

Hyun-Woo Lim and Don Rubin
University of Georgia
Paper—Higher Ed.
Educators suspect that NNS instructors receive unduly harsh student evaluations, but it is difficult to verify such concerns. Using on-line archives, we examined teacher evaluations at six institutions. Findings suggest that student ratings are contaminated by xenophobia. We therefore propose that multicultural initiatives on campuses incorporate programming to fight xenophobia.

AUGUSTA ROOM

106. The New *Lifeprints: Real Language, Real Situations*

Mary Mackay New Readers Press
Demonstration—Adult Ed.
Discover the scope and flexibility of the new edition of *LifePrints: ESL for Adults*, an innovative series from literacy through intermediate levels. Learn how it integrates teaching authentic language skills—real language for real situations. See how it correlates with SPLs, SCANS, EFF and other standards, and how assessment is integrated.

BRUNSWICK ROOM

107. Introducing the *New Reader's Choice*

Kelly Sippell and Giles Brown
The University of Michigan Press
Demonstration—Higher Ed.
Join us for an exploration of teaching reading using the new, fourth edition of *Reader's Choice*. Examine web-based influences in contemporary discourse, and discuss ways of engaging students in thoughtful interaction with a wide variety of reading material.

ROOM F

108. Alternative Assessment in the ESOL Classroom

Paula Navarrete and Jim Anderson
Piper Community School, FL
Paper—Adult Ed.
The presenters will discuss the importance and efficiency of Alternative Assessment in adult ESOL classrooms as a measure of documenting student progress. Alternative assessment provides instructors with real assessment tools without taking time off instruction and makes assessment fun, real, and interesting for the adult ESOL learner.

FLORIDA ROOM

109. Calling All Georgia K-12 Teachers!

Jo-Anne Schick, Moderator The Georgia Project
Governor's Commission on Hispanic Affairs Subcommittee: Erwin Mitchell (Chair), Sally Harrell (State Representative), Carol Jackson (State Senator), Charles Kuck, and Luz Marti
Focus Group—Georgia K-12 Educators
The Committee will be here to listen to suggestions and recommendations from teachers who work with English language learners. They are especially interested in ideas on the following issues:
1. effective program models/instructional strategies,
2. policies/procedures governing ESOL teachers,
3. effective preparation of ESOL teachers, and
4. testing and evaluation of ELLs.
This is an opportunity to provide invaluable input.

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ROOM G

110. Preparing Teacher Educators to Address Cultural and Linguistic Diversity

Ron Eckard Western Kentucky University
Demonstration—Higher Ed.

Many P-12 mainstream teachers have no training in TESL and very little familiarity with multiculturalism. At the same time the numbers of ESL students in traditionally rural, monolingual communities throughout the Southeast continues to grow. The presentation introduces a model for infusing more multicultural content in preservice teacher education programs.

ROOM H

111. American Culture: Classroom Opportunities

Allison Stamps Mississippi State University
Demonstration—Higher Ed., IEP

Having students learn about American culture in a classroom provides opportunities for students to feel comfortable asking questions about "typical" American culture. Those attending will be provided with a variety of resources, a list of classroom ideas, and fun activities to use when integrating culture into any ESL class.

HARTSFIELD ROOM

112. Using a Teacher Inquiry Group to Learn About Diversity

Cathy R. Payne and Vicky Tettelbach
Gwinnett County Public Schools, GA
Paper—Elementary and Middle School, Adult Ed.
Cathy Payne facilitated a teacher inquiry group at her elementary school to explore issues of linguistic and cultural diversity. This paper explores how participation in the inquiry group changed teachers' knowledge about cultural diversity, their interactions with parents, and teaching practices. Participants will share their experiences.

MACON ROOM

113. Language Transitional Program

Elizabeth Silveira, Elaine Levitt, and Don Segars
Gainesville Middle School, GA

Paper—Middle School
The presenters' school designed a Language Transition Program (LTP). ESOL students were served in sheltered teams that provided them the opportunity to acquire English through content. This year the school is implementing "Programs of Choice," a new instructional setting which driven by focuses like Humanities, Core Knowledge, or Environmental Science.

RIVERDALE ROOM

114. Interactions Mosaic

Donna Lee Kennedy McGraw-Hill/Contemporary
Demonstration—Higher Ed., Adult Ed.

Using the *Interaction Mosaic*, 4th Edition series, participants will investigate how the use of themes, presented in each skill book, can provide a whole language, integrated approach to teaching reading, writing, listening/speaking and grammar in preparation for academic instruction. The use of video for active viewing will be demonstrated across these skills.

ROME ROOM

115. Beginning and Sustaining Professional Development

Gayle Nelson, Pat Byrd, John Murphy, and Jodi Nelms
Georgia State University
Paper/Panel—Adult Ed., IEPs, ELIs

In this session, four faculty members from Georgia State University will present on a professional development enterprise that either triggered or renewed their interest in their profession. Each will provide a brief narrative followed by specific steps that others who are interested in the enterprise can follow. Interaction is encouraged.

WORKSHOPS

1:40 – 3:30 p.m.

GEORGIA ROOM

116. Lights! Music! Grammar!

Monica Fishkin University of Central Florida
Gladys Stromberg Valencia Community College
Workshop—Higher Ed., IEPs

This workshop will demonstrate techniques for teaching and applying music to language learning skills. Hands-on classroom activities, practical lyric-finding ideas, and uses for different music will be shared. Well-known songs by contemporary artists, such as Phil Collins, Backstreet Boys, Enrique Iglesias and others, will be used.

MERCEDES ROOM (16TH FLOOR)

117. Standards-Based Instruction for ELLs:

A Multi-Dimensional Systemic Approach

Beth Arnow, Marsha Taylor, Roland Caissie, Susan Burke, Cristina Zakis, Victoria Perruc, Pat Allison
Gwinnett County Public Schools (GCPS), GA
Workshop—Elementary, Middle and High School

Ensuring that K-12 English Language Learners (ELLs) achieve challenging academic standards requires a multi-dimensional approach that includes the classroom teachers, the ESL/ESOL teachers and a clear focus on the academic and linguistic skills of the individual learner. Serving over 9,000 ELLs, GCPS addresses this through professional development for all and a collaborative instructional plan for each student.

CONCURRENT SESSIONS

1:40 – 2:30 p.m.

ALABAMA ROOM

118. Promoting ESOL through a Professional Development School

Leslie Moore Siloam Springs School District, ARK
Grace Youmans Davis John Brown University
Paper-Elementary, Middle, High School, Teacher Ed.
Presenters demonstrate how to maximize an existing Professional Development School's avenues for collaboration to accelerate the development of a public school ESOL program and university pre-service ESOL teacher training. This need emerged from the unprecedented, unexpected and rapid increase of non-English speaking families in a rural, homogeneous community.

ATHENS ROOM

119. Bridging the Gap—Supporting the ESOL Student in the Mainstream

Barbara Beaverson Fulton County Schools
Paper—Middle and High School
Participants in this session will learn how to develop a mainstream support model for ESOL students who have exited from the ESOL program, and continue to need academic support. Valuable handouts and information will be presented concerning the development of a support program, scheduling and the role of the mainstream support teacher.

ATLANTA ROOM

120. LinCs for Success: A New Program for International Students

Richard McGarry Appalachian State University
Paper—Higher Ed., Adult Ed.
This presentation introduces a unique university ESL program, the International LinC (Learning in Community). Emphasizing "The Language of American Culture," the international LinC joins courses in U.S. culture/ESL, academic skills and

service learning. The LinC broadens international students' understanding of the culture, campus and English necessary for classroom success.

AUGUSTA ROOM

121. No Satisfaction: Awareness of Language in Music

Adrienne P. Ochoa and Luciana S. Diniz
Georgia State University
Demonstration—High School, Higher Ed., Adult Ed.
In this presentation, we will use music to show the difference between "standard" English (what students get in the classroom) and "nonstandard" English (what students encounter in everyday life.) Discussion about sociolinguistic implications will follow.

BRUNSWICK ROOM

122. How Corpus Linguistics Will Change the Way You Teach

Cheryl Benz Georgia Perimeter College
Cynthia M. Schuemann Miami-Dade Community College
Demonstration—Elementary, Middle, High School, Higher Ed.
This presentation demonstrates how teachers can take advantage of recent developments in linguistic research. Participants will create exercises appropriate to the age and level of their students that exploit the natural reoccurring patterns of language. They will also be introduced to on-line and print based resources for creating these exercises.

ROOM F

123. Teacher Talk as Contextual Shaper

Ahn Jeong Hee University of Alabama-Tuscaloosa
Paper—Higher Ed.
The presenter will give an analysis of teacher talk in the perspective of context shaping, which is videotaped and transcribed for the purpose of seeing through the constructive role of teacher's languaging in a classroom setting at the university level.

FLORIDA ROOM

124. Magic Moments

David E Luellen University of Alabama at Birmingham
Bonnie Luellen Hendrix Walker County Schools
Demonstration—Elementary, Middle, High School, Adult Ed.
Time to spare? Make productive use of those scary blanks when the time on the clock stretches beyond the notes in the lesson plan. Be ready with a number of up-my-sleeve activities to turn those blanks into magic moments.

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ROOM G

125. Revitalizing an English Language Program Through Marketing and Curriculum

Molly Watkins and Phil Bonfanti
ESL Center at Mississippi State University
Demonstration—Higher Ed., IEP
Creating and marketing exciting, up-to-date curriculum can revitalize a program, increasing student enrollment and retention, as well as teacher motivation. This session will provide an in-depth look at the marketing strategy and curriculum at the ESL Center at Mississippi State University that increased enrollment 200%.

ROOM H

126. Service Learning in Pre-Service TESOL Programs: Procedures and Pitfalls

Laticia Trites and Sue Sroda
Murray State University
Paper—Higher Ed., Adult Ed.
This presentation will discuss the procedures concerning the development of our service learning project from its inception to its current state and benefits of the program with respect to TESOL pre-service professional development.

HARTSFIELD ROOM

127. "Substitute Solutions":

Dealing with Teacher Absences

Janie Lineberger The English Gallery, Athens, GA
Jackie Saindon and Glenn Hawes
American Language Program, UGA
Demonstration—All Areas
Every educational institution faces the problem of covering classes for an unavailable teacher. To ensure that classes are not cancelled and that there is a continuity of instruction, a group of teachers at American Language Program, University of Georgia, has developed a system called "Substitute Solutions" to address the problem.

MACON ROOM

128. War! Working Toward Peace in the ESL Classroom

Susan Cain Giusto South Aiken High School, SC
Demonstration—High School
Not always harmonious, a multi-cultural ESL classroom can sometimes expose dysfunctional prejudices that disrupt the learning process where understanding and tolerance are critical. This demonstration will give techniques for recognizing, intervening, and challenging prejudicial attitudes as manifested in the ESL classroom.

RIVERDALE ROOM

129. Teaching English Interactively Through Southern Culture

K.C. Combs Mississippi State University
Demonstration—High School, Higher Ed., Adult Ed.
Students will improve their English skills by studying the history, music, food, literature, art, and unique characteristics of the American South. They'll also participate in hands-on activities, including cooking, dancing, group projects, and field trips. Hopefully, students will develop a love (or at least an appreciation) for all things Southern!

ROME ROOM

130. Pulling Together a Tutoring Lab

Jelena Naim, Omer Ari, John Mullens,
Brandy Smith, and Nick Taggart
Georgia State University (GSU)
Paper—Higher Ed.
The presenters will discuss the methods used to pull together the diverse strands of the ESL Tutoring Lab at GSU. The clarified goals and policies, revised schedule and forms, improved training and communication, and newly organized and digitized resources have all contributed to a Tutoring Lab that better meets the needs of its constituencies.

TENNESSEE ROOM

131. Sayings, Languages & Videotapes

G. Santos Miami-Dade County Public Schools
Demonstration—High School, Higher Ed., Adult Ed.
The presenter will demonstrate the use of videos to introduce cultural customs, phrases and traditions, while fulfilling curriculum standards mandated to teach ESOL. Techniques will be shown which apply a few of these required standards. Every participant will review a Word formatted floppy disk with materials and lesson plans.

2:40 – 3:30 p.m.

ALABAMA ROOM

132. Calming the Nerves of Regular Education Teachers

Susan Howell Davidson County Public Schools, TN
Demonstration—Elementary, Middle, High School
This session will address the ways in which ESL teachers can assist regular education teachers who are confronted with the task of teaching ESL students in mainstream classes. It will offer practical suggestions for helping mainstream teachers set appropriate, realistic goals for all levels of ESL students.

ATHENS ROOM

133. Preparing Adult ESL Learners for Today's Technology-Driven Workplace

Tim Collins National-Louis University, Chicago
Paper—Adult Ed.

One of the biggest challenges facing teachers and trainers of adult ESL learners is preparing learners for today's high-tech workplace. In this session, the presenter discusses the technology skills today's workplaces demand and presents concrete strategies to develop instruction that provides the technology skills and language skills learners need.

ATLANTA ROOM

134. Studying Construction of Word Meaning Through Conversation Analysis

Maria Beatriz Mendoza and Teresa Lucas
Florida State University

Paper—Second Language Acquisition Research
Conversation analysis is in the forefront of current research methods which investigate the construction of word meaning among second language learners. The studies presented are examples of the use of this method to examine the ways in which adult ESL learners construct the meaning of unknown words through collaborative dialogue.

AUGUSTA ROOM

135. CALL It Culture or English

June Spencer and Joan Stalcup
Georgia Southern University
Demonstration—Higher Ed.

Our presentation will demonstrate how CALL and Culture classes may be integrated to help students develop their creativity and critical thinking skills while learning valuable information and perhaps more English than in traditional ESL classes.

BRUNSWICK ROOM

136. Adult Hispanic Immigrants' Secret Language Learning Lives

Nikki Ashcraft University of Georgia
Paper—Adult Ed.

Findings from a qualitative research study will be reported. Interviews were conducted with ten adult Hispanic ESL learners about their in-class and out-of-class language learning experiences. Implications for curriculum planning in community-based adult ESL programs will be discussed.

ROOM F

137. Introduction of ESL to Teacher Ed Majors

Joy Allamah Eastern Kentucky University
Paper—All Areas

With the dire need for English as a Second Language (ESL) teachers across the nation, all those in teacher education should experience an enthusiastic introduction to a field they may never have encountered in their previous education courses. This presenter will highlight magnetizing, mesmerizing, attractions of teaching ESL.

FLORIDA ROOM

138. A La Mode: Dream It! Write It! Book It!

Robert Glen Byrd University of Tennessee-Martin
Paper—Higher Ed.

A La Mode is a method of creative writing allowing students to demonstrate their understanding of how various modes are used and developed within a total writing. It allows students time to edit and revise by experimenting with uses of grammar, vocabulary and organization. The end result is a published work.

ROOM G

139. Teachers' Attitudes Toward Mainstream ESOL Students

Valerie Vaddhanayana Clarkston High School, GA
Paper—High School

This presentation resulted from the SIP project for college. The presenter will discuss teachers' beliefs and perceptions toward ESOL students in mainstream classrooms at Clarkston High School in Dekalb County, GA.

ROOM H

140. A Jump Start to Learning English

Marsha Earp Gwinnett County Public Schools, GA
Demonstration—Elementary School

This presentation will share with the elementary ESOL teachers a program developed specifically to meet the needs of a beginning non proficient English student. It uses as its basis the natural sequential stages of learning English. Included are the areas of grammatical structures, vocabulary, and others. Accountability is a component.

HARTSFIELD ROOM

141. Designing the Extracurricular Component of an IEP

Cheryl Delk, Sarah Kegely, and Jennifer Yance
Georgia State University

Paper—Higher Ed.

The presenters will describe a successfully designed extracurricular component of an IEP that includes a

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range of recreational and service learning opportunities. Descriptions of such activities, as well as logical considerations and benefits to students and the community, will be discussed.

MACON ROOM

142. Confronting Change:

Latino Community Connections

Cheryl Wienges, Joyce Rucker, and Christine Brosky
Gainesville City Schools, GA

Paper—Elementary, Middle and High School
This session describes how one school system has gone beyond adjustment to a radically different student population. Through innovative initiatives such as a grant-funded community computer learner center and English and literacy classes for parents to staff development in Mexico, Gainesville City Schools has embraced its community of learners.

RIVERDALE ROOM

143. Applying Multiple Intelligences Theory to Teach Reading to the ESOL Students

Mary Ann Browning

Fayette County Board of Education, GA

Demonstration—Middle and High School

The presenter will review a variety of methods to identify the needs of ESOL students in word identification, word meanings, and reading comprehension. Several sample materials will be offered. Using the influences of Howard Gardner's Theory of Multiple Intelligences, the presenter will demonstrate strategies at improving decoding skills, word analysis, vocabulary and reading comprehension.

ROME ROOM

144. English Literacy: A Balanced Approach for All

Bryan T. Blich Berkeley County Schools, SC

Theresa S. Blich Dorchester District

Demonstration—Elementary School

Implementing a literacy program that meets all students' needs, especially ESL students', is a balancing act. Using a balanced literacy approach, strategies and activities will be provided to strengthen English literacy with the typically diverse ESL population.

TENNESSEE ROOM

145. Practicing Oral Skills in Extremely Large Classes

Teresa Dalle and Emily Thrush

The University of Memphis

Demonstration—All Areas

Even experienced teachers find the task of teaching oral skills to large classes too demanding. However, certain techniques have proven especially effective, even in communicative classrooms. Moreover, techniques suitable for large classes can be effective with small classes too. The demonstration will include such things as AGREE/DISAGREE cards, information gap, and TPR activities.

WORKSHOPS

3:40 – 5:30 p.m.

ROOM F

146. Pronunciation Analysis—

"Ears-on" Training

Laura Page Gainesville City Schools

Demonstration—High School, Higher Ed., Adult Ed.

After an overview of potential pronunciation problems in English L2 speakers, participants will listen, analyze and transcribe actual student tapes, focusing on pattern differences in suprasegmentals (consonants and vowels). Audio samples include a Japanese and an Indian speaker.

GEORGIA ROOM

147. ESOL On a Shoestring

Suttiwan Cox

KIPP: PATH Academy

Workshop—All Areas

ESOL students should be constantly involved in activities that are both realistic and meaningful. The presenter will demonstrate how to use fun and meaningful materials and activities and show how imagination can create a lesson that is relevant. Participants will take part in creating lessons from materials provided by the presenter.

MERCEDES ROOM (16TH FLOOR)

148. Adult Education: Developing a Philosophy of Teaching

Laureen Fredella Latin American Association

Workshop—Adult Ed.

In this session, practitioners will explore their own belief systems and investigate the ways in which their students learn. Through several reflective activities, they will begin to identify their own assumptions about the nature of language, learning and teaching, start to articulate their philosophy of

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teaching, and contemplate how this can be reflected in their practice.

CONCURRENT SESSIONS

3:40 – 4:30 p.m.

ALABAMA ROOM

149. Oral Dialogue Journals:

An Illustration of Action Research

Virginia Lekeena Welch Georgia State University

Paper—High School, Higher Ed., Adult Ed.

This paper describes my exploration as an EAP instructor of what a journal is, how it should be implemented (and for what purpose), and the outcomes of the framework. It will describe a three-in-one structure for the journals and the corresponding feedback; i.e. guided, free form, and read aloud.

ATHENS ROOM

150. Integrating Workskills and Lifeskills in Adult Ed Classes

Oliva Fernandez and Tim Collins
Longman ESL

Demonstration—Adult Ed.

This interactive session will address the civics and workplace needs of the ESL classroom in a communicative context. The presenter will demonstrate ways to integrate work and lifeskills objectives into the adult ESL classroom. Participants will receive sample materials, practical ideas, and hands-on activities to use right away.

ATLANTA ROOM

151. To Split or To Not Split; That is the Question

Maura Nicholson and Anne Bruehler
Georgia State University

Paper—High School, Higher Ed., Adult Ed.

Now that it has been declared acceptable to use split infinitives, what should we teach our students?

Although the descriptive rule seems to prevail, what are teachers accepting? What do teachers in other fields accept? This paper examines current practices amongst a variety of university professors and their grading practices.

AUGUSTA ROOM

152. Teaching Tips for Writing:

The "Great..." Series by HMCO

Annamarie L. Rice Houghton Mifflin Co.

Paper—Higher Ed., Adult Ed.

The "Great..." series (*Great Sentences*, *Great Paragraphs*, and *Great Essays*) by Houghton Mifflin offers a basic step-by-step approach to writing, one that any teacher can teach from and any learner can learn from. You will learn many practical tips for teaching writing.

BRUNSWICK ROOM

153. EAP Needs Analysis for Program, Course, and Syllabus Design

Susan M. Barone, Linda Roth, and Nancy Calonge
Vanderbilt University

Paper—Higher Ed.

Understanding learner needs is critical when designing EAP programs, courses and syllabi. When performing needs analyses, teachers must consider the needs of learners as perceived by administrators, faculty, and the learners themselves. The presenters discuss a practical flowchart they created for using needs analysis as a guide to program design.

FLORIDA ROOM

154. Double-Dipping: Teaching Literacy Skills Through Content

Joyce W. Lancaster Ballard & Tighe Publishers

Demonstration—Elementary, Middle, High School

New federal legislation requires Adequate Yearly

Progress in reading and writing. Here is a way to

meet all this challenge by teaching reading and

writing within the context of American history.

Specific strategies for all levels of literacy will be demonstrated using activities from Ballard & Tighe's *Explore America*.

ROOM G

155. What's New About *New Interchange*?

Jacqui Asbury Cambridge University Press

Demonstration—High School, Higher Ed., Adult Ed.

New Interchange has many new exciting supplements! These supplements include a teacher-

training video program, web support, a

placement/evaluation program, videos and CD

ROMs, and a Business Companion. The presenter

will demonstrate the new supplements to keep your students interested and involved.

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ROOM H

- 156. The World is YOUR Opportunity**
Norma F. Hills and David Hills
English for Internationals
Paper—All Areas

English for Internationals began 11 years ago in a basement with one student. Since then, over 7,000 students from 50+ countries have studied English with this family-owned corporation. How did we start? How did we grow? Could this incredibly satisfying adventure be in your future?

HARTSFIELD ROOM

- 157. Adult ESL Instruction**
Barbara N. Young and Gloria Morrissey
Middle Tennessee State University
Paper—Adult Ed.

Results emerging from an action research study involving an ESL class comprised of native Spanish speakers (Mexican-Americans) will be shared with participants. In addition, recommendations that teachers can take home to their classrooms will also be shared. A paper and bibliography, as well as supplementary teaching materials, will be provided.

MACON ROOM

- 158. All of US Will Learn:
An Interdisciplinary Curriculum**

Katy Pierce, Susie Griffin, Tawny Bastian,
Patrick J. Egan III, and Mercedes Martinez
KIPP:PATH Academy
Paper—Elementary and Middle School
PATH Academy teachers will discuss and demonstrate how they work together to develop a curriculum and daily lessons and activities for interdisciplinary teaching of regular and ESOL 5th graders at their school.

RIVERDALE ROOM

- 159. Creepy Crawlies!: An Integrated Unit for Elementary ESOL Students**

Melissa M. Smith, Betty Bruce, DeDe Lyons,
Susan Goddard, Nancy Pallansch, and
Deborah Gouldstone
Gwinnett County Public Schools, GA
Demonstration—Elementary Ed.
Creepy Crawlies! is an integrated unit for elementary ESOL students. Content is taught throughout the unit by using a wide variety of materials including technology. Examples of centers, lessons and materials will be displayed.

ROME ROOM

- 160. Language and Literacy Development for Newcomers in Secondary School**

Zulma Cifuentes Hampton-Brown Co.
Demonstration—Middle and High School
In this session the participants will discover effective strategies to develop beginning language and reading skills for newly arrived students. The participants will also find strategies that will aid the development of important academic language necessary for other content areas such as math, science and social studies.

TENNESSEE ROOM

- 161. Creative Activities for Your Classroom!**

Teresa Bethke, Rosemarie Goodrum, Jackie Saindon
The American Language Program, UGA
Demonstration—All Areas
We believe an active classroom builds a better learning environment, where students participate in a learning community, show cultural knowledge and sensitivity, and in turn, generate language in a meaningful way. Using film, literature, art, music, and technology, we will demonstrate activities that promote a creative, active classroom.

4:40 – 5:30 p.m.

ALABAMA ROOM

- 162. Improving the Discourse Intonation Patterns of English Language Learners**

Lucy Pickering University of Alabama
Paper—Higher Ed., Adult Ed.
Although nonnative speakers' use of intonation is considered to be crucial for intelligible speech, there is less agreement about what difficulties learners face in using intonation appropriately. This paper diagnoses problems in students' control of the intonation system by examining NNS prosodic patterns within a discourse context.

ATHENS ROOM

- 163. Watchmen versus Maus—Choosing Appropriate Graphic Literature for ESL**

Gabriela Kleckova The University of Memphis
Paper—Higher Ed., Adult Ed.
Reading graphic literature, that is, literature that combines text and visuals, can be a highly challenging task for ESL learners. The presentation explores problems an ESL learner can face when reading graphic novels and what instructional techniques help an ESL learner to fully comprehend and enjoy graphic novels.

ATLANTA ROOM

164. Get Moving: Kinesthetic Activities for Grammar and Writing

Anne Bruehler Georgia State University
 Demonstration—High School, Higher Ed., Adult Ed.
 This interactive demonstration shows that it is possible to teach grammar and writing using kinesthetic activities. They break the monotony of typical oral/aural teacher presentations and provide a new avenue for student engagement and learning. Participants will leave with three foundational kinesthetic activities they can implement into their daily lives.

AUGUSTA ROOM

165. Practical Suggestions for Developing Effective Multiple Choice Questions

Veronica McGowan University of Central Florida
 Paper—Higher Ed., Adult Ed., Online Ed.
 Writing good multiple choice questions is a challenging task. The presenter will demonstrate techniques for constructing clear, consistent test items that correctly measure student skills. Attendees will practice these techniques through an activity for improving sample questions for ESL reading, writing, grammar, and vocabulary. Detailed handouts will be provided.

BRUNSWICK ROOM

166. Effectively Presenting American Classroom Culture through Powerpoint

Susan Kemner Savannah College of Art & Design
 Demonstration—High School, Higher Ed., Adult Ed.
 What do international students often not know about American classroom culture, and how can you effectively communicate this to them during new student orientation? By understanding presentation basics for Powerpoint, you can transform a traditional-styled lecture into a dynamic presentation that students will retain long after orientation.

FLORIDA ROOM

167. Gaining Control with the Palm™ in Your Hand

Eddie Williams Weber Associates
 Demonstration—All Areas
 Find out what the Palm™ Handheld device can do. Learn the basics of the Calendar, To Do List, Address Book and Memo functions. Learn advanced skills of the Graffiti™ language, beaming, creating shortcuts, and setting reminders and alarms. Forty Palm™ devices will be available to participants who are unfamiliar with the device. Those already having one are encouraged to bring it.

ROOM G

168. Great Writing Class Activities that Save Teacher Time

Keith S. Folse and Elena Vestri Solomon
 The University of Central Florida
 Demonstration—High School, Higher Ed., Adult Ed.
 Everyone agrees that students need to write a lot to improve writing, but what happens when you collect student papers? Learners, especially adult learners, rightfully expect meaningful feedback. In this session, the presenters will demonstrate classroom activities and teacher techniques that reduce teacher grading time while maximizing student writing time.

ROOM H

169. Avoiding Online Garbage: Teaching Effective ESL Internet Research Skills

Harriett Allison Gainesville College, GA
 Paper—Higher Ed.
 In response to the increasing impact of internet research use in academic classes, this presentation describes a method that provides ESL students with a systematic approach to conducting Internet searches, assessing Internet sites, summarizing and integrating Internet content into papers and essays, and correctly citing sources in academic work.

HARTSFIELD ROOM

170. Why Students Want Grammar

Julie Hammond Longman ESL
 Paper—High School, Higher Ed., IEP
 Why do so many students ask for grammar? They want to know how language works. Why do so many teachers use the *Azar Grammar* series? It works. Come learn why so many teachers and students choose Azar—there is no substitute.

MACON ROOM

171. Technology for Reading and Writing Enhancement

Terence W. Cavanaugh and Cathy Cavanaugh
 University of North Florida
 Demonstration—All Areas
 Learn about technology that can be used to improve reading and writing abilities: readability statistics analyzers and screen readers. Readability statistics show the grade level of written work, useful for classroom generated or web based writing. Screen readers "read" text aloud, assisting students in both the reading and writing processes.

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RIVERDALE ROOM

- 172. The Digital Rural ESL Community**
Inez Avalos Heath Valdosta State University
Demonstration—All Areas

This presentation outlines the on-going process of designing and maintaining the interactive web site, "Working With English Language Learners 4Y2K+" developed for teachers in rural southeastern communities who have limited access to resources and training in ESL and are serving newly arrived migrant and immigrant students and their families.

ROME ROOM

- 173. Super Goal: Solutions for Delivering Programs to LEP Students**

Donna Lee Kennedy McGraw-Hill/Contemporary
Demonstration—Middle and High School
Using the Super Goal American English series as a model, this session will focus on an integrated approach to communicative English. Participants will learn how the integration of speaking, listening, reading, and writing, with an emphasis on using grammar in communication activities, will prepare students for their academic studies.

TENNESSEE ROOM

- 174. Dealing with a Tense Situation: Games and Activities for Teaching Verb Tenses**

Robert Hutchens Maryville College CELL
Demonstration—High School, Higher Ed., Adult Ed.
Verb tenses either daunt second language learners or fail to impress them altogether. The acquisition of English tenses requires time and exercise. The presenter will share a number of games and activities he has used to help students sense the time and occasion in which various tenses are needed.



Saturday

Plenary

8:30 – 10:00 a.m.

Dr. Mary Lou McCloskey

Implementing Change in Language Teaching and Learning

Our jobs as researchers, teacher educators, administrators, and teachers are to be change agents, yet effecting change is complex and elusive. To make change happen in how we plan and implement language teaching and learning, we must accommodate cultural, historical, and human factors to make that change effective and lasting. Seven "golden rules" for implementing change are presented, and three change efforts are explored in the light of these principles: a project to develop standards for teachers; a project to introduce the English language to younger learners; and a national educational reform.

WORKSHOPS

10:10 a.m. – 12:00 p.m.

GEORGIA ROOM

- 175. Overcoming Obstacles: Reaching the Adult Learner Through Television**

Virginia T. Smith, Jean Walker, Margaret Hanson
Workshop—All Areas

A mother at home with her children, unable to help them with their homework. The man working manual labor, too tired to go to English classes. This workshop shows how a pioneering non-profit

organization is working to bring English lessons into the home of the adult learner through an innovative television show.

MERCEDES ROOM (16TH FLOOR)

176. Using Peer Response in L2

Writing Classrooms

Jette G. Hansen and Julie Liu
University of Arizona
Workshop—All Areas

This hands-on, interactive workshop instructs teachers in making peer response effective in their own classrooms, focusing on such issues as instructing students in responding; choosing the foci (content, rhetoric, and/or grammar) and mode (computer, written, oral) of peer response, and instructing students in revision. Examples and materials will be provided.

CONCURRENT SESSIONS

10:10 – 11:00 a.m.

ALABAMA ROOM

177. Language Learning Through Arts Integration

Kristin Grayson and Marlynn Martin
Oklahoma City Public Schools
Demonstration—Elementary, Middle, High School
Using an arts integration approach, students can improve language and comprehension of content knowledge. This demonstration will show how the teaching of the core curriculum and target language through the medium of the arts (i.e., music, visual arts, and physical movement) strengthens language and comprehension of content areas.

ATHENS ROOM

178. Dances with English: Linguistic/Cultural Adjustment of Korean International Students

Hyun-Woo Lim University of Georgia
Paper—Higher Ed
Korean international students entering U.S. academia dream dancing with English freely SOME DAY! Language educators need to understand the unique emotional struggles with English that Koreans must pass before joining in the dances. This presentation details Korean students' own voices in their traditional process from agonized egos to identity reformulation.

ATLANTA ROOM

179. Using Dynamic Assessment for Students in ESOL

Cynthia W. Jackson
State University of West Georgia
Paper—Elementary, Middle and High School
Dynamic assessment is a nontraditional assessment that measures a student's ability in a pretest-intervention-posttest mode and allows the teacher to gauge how effective the chosen teaching methods are for the particular student. Teachers using dynamic assessment can directly tie the instructional goals to the assessment.

AUGUSTA ROOM

180. Exploring the Comprehensibility and Intelligibility of ITA Speech

Gwendolyn Williams University of Georgia
Paper—Higher Ed.
For better comprehension and rating of ITA speech, one must distinguish between comprehensibility and intelligibility. The presenter will discuss the difference and show how the ITA instructor can increase these by providing more meaningful feedback from native speakers. Interactive strategies will be given to facilitate communication between undergraduate students and their ITAs.

BRUNSWICK ROOM

181. Learn Your Future on the Web

Luciana Smirne Diniz and Elizabeth Wallace
Georgia State University
Demonstration—Adult Ed.
This presentation demonstrates ways of using free internet websites to teach adult ESL learners how to communicate about future time events. While the material is being demonstrated, the audience will have the opportunity to share their experiences and impressions of both the websites utilized in the presentation.

ROOM F

182. Information Literacy, the Web and ESL Learners

Susanne McLaughlin Roosevelt University, IL
Paper—High School, Higher Ed., Adult Ed.
ESL learners often lack the language ability and cultural background to choose and evaluate information sources in appropriate ways, especially when using the WWW. This paper focuses on how to teach students to become critical web-users within the context of information literacy. Handouts outlining activities and WWW sources are provided.

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FLORIDA ROOM

183. Teaching Conversation Strategies to Adult IEP Students

Elizabeth Stein University of Memphis
Paper—Adult Ed.

Students can become more confident in participating in conversations in English if they adopt strategies that can be taught in the classroom. The presenter will discuss both background research in teaching learner strategies as well as some specific teaching techniques that can be implemented in the classroom.

ROOM G

184. Grammar Games and Activities to Help Learners and Teachers

Janet Biehl and Keith Folse
University of Central Florida

Demonstration—High School, Higher Ed., Adult Ed.
A good grammar class consists of much more than just repetitive drills. Besides engaging classroom explanations and solid textbook exercises, teachers should use a variety of fun grammar games and activities in class. The presenters will explain ten grammar games. Detailed handouts will be provided.

ROOM H

185. Let's Talk about Content

Dorothy Kauffman
Center for Applied Linguistics, Washington, D.C.
Demonstration—Elementary and Middle School
Author Dorothy Kauffman, Ph.D., will demonstrate lessons from the *Oxford Picture Dictionary for the Content Areas*. This program presents vocabulary from the content areas of social studies, history, science, and math. Participants will be given a complimentary copy of the *Dictionary* and a complete lesson they can use in class.

HARTSFIELD ROOM

186. Creating Spaces for Students' Voices Through Literature and Art

Mae Lombos Wlazlinski Berry College, GA
Demonstration—Elementary, Middle, High School
This demonstration explores activities that integrate language and the arts and produce authentic, performance-based assessments. Multicultural literature and visual images are used to evoke feelings and provoke thoughts about cultural identity and social justice, resulting in poetry, prints, collages, and paintings. Lesson plan templates will be shared. The audience will try one activity.

MACON ROOM

187. Learning Communities: Mutually Beneficial for ESL and Mainstream Classes

Harriett Allison Gainesville College, GA
Paper—Higher Ed.

Paired sections of ESL and English 1101 classes in learning communities provide opportunities for ESL students to gain first-hand knowledge about future classmates and tasks in core courses. Mainstream students get to know international students as contributing peers as both groups collaborate on projects and assignments.

RIVERDALE ROOM

188. Gender in Context and Language-Learner Socialization

Catherine Evans Davies University of Alabama
Paper—High School, Higher Ed., Adult Ed.

This paper examines gender-role-associated language use of individual native English speakers in "peer conversation groups" with English learners that supplement classroom instruction in an Intensive English Program. The data are videotaped group sessions. The mixed findings are interpreted in terms of the power of context to shape behavior.

ROME ROOM

189. OHP Shadow Puppet Shows; Using the Overhead Projector for Drama

Elizabeth Bigler
Seigakuin Atlanta International School
Demonstration—Elementary, Middle, High School
Culture and language-rich shadow puppet shows can easily be put together using an overhead projector, transparencies, markers, cardboard, and other every day items. Let your students adapt their favorite stories, or make one of their own! A sample show will be performed, and then broken down into its components. MAGICAL!

TENNESSEE ROOM

190. Teaching Academic Writing Creatively

Heather Boldt and Sigrid Nystrom
Georgia State University

Demonstration—High School, Higher Ed., Adult Ed.
This interactive demonstration will illustrate how teaching academic writing can be BOTH scholarly and creative. The presenters will show how students can master academic writing structures by tapping into their own life experiences and creative energy. Participants will walk away with a variety of activities that they can implement immediately.

11:10 a.m. – 12:00 p.m.

ALABAMA ROOM**191. Teddy Bear English: The First Virtual "Teacher's Assistant"**

David Welch Teddy Bear Education, Inc.
 Demonstration—Elementary and Middle School
 The audience will "pretend to be an ESL class" as the presenter demonstrates this unique program. Ted E. will interact with both the teacher (presenter) and the class (audience) showing how creative multimedia can provide a very powerful yet inexpensive alternative to the typical language lab. Teddy teaches vocabulary, conversation, pronunciation, and songs.

ATHENS ROOM**192. Personalized Readers for Young Children**

Philip McCarthy University of Memphis, TN
 Demonstration—All Areas
 To make personalized readers for children: first, practice a dialogue. Then take digital photographs during various phases of the dialogue. Next, on the computer, combine the photos with dialogue text-bubbles. The children have fun reading and reviewing the stories because they are the stars.

ATLANTA ROOM**193. Reading Solutions: Strategies and Materials that Work**

Cindy Le Heinle/Thomson Learning
 Demonstration—Middle, High School, Higher Ed., Adult Ed.
 This session will review a variety of reading materials, including Heinle's cultural reader series *Rethinking America*, Neil Anderson's new reading series, *ACTIVE Skills for Reading*, as well as the three-level reading skills development program *Facts & Figures, Thoughts & Notions*, and *Cause & Effect*. Ways of helping students become more effective and efficient readers will be considered.

AUGUSTA ROOM**194. Considering the Native in Native-Nonnative-Speaker Communication**

Stephanie Lindemann Georgia State University
 Paper—Higher Ed., Adult Ed., Research
 This presentation considers what native-speaker strategies are helpful in interactions with nonnative speakers and how strategy choice may relate to the NS's attitude about NNSs. An understanding of native speaker variables is crucial for fair assessment

of a NNS's proficiency; additionally, communication may be improved if NSs learn helpful strategies.

BRUNSWICK ROOM**195. Evaluating Web Sites for Student Learning**

Cathy Cavanaugh and Terrence Cavanaugh
 University of North Florida
 Demonstration—All Areas
 Many state and national area standards include effective information finding, evaluation of source information, and how to do research on the web. Learn about strategies and tools for assessing the appropriateness of web pages for general student use and specific strategies and tools for using the web with ESOL students.

ROOM F**196. Accomplishing the Dual Purpose of Sustained Content-Based Instruction**

Rose Ann Camalo and Mary Middlemas
 Georgia Perimeter College
 Demonstration—Higher Ed.
 The presenters will demonstrate specific activities they have used in a sustained content-based course centered on "Slavery, Civil Rights, and Racism,"—activities designed to push students' English language skills to new levels while engaging them in authentic academic tasks. Examples include writing and speaking assignments, group discussion, pre- and post-testing activities.

FLORIDA ROOM**197. From Mexico, With Love**

Emily A. Thrush University of Memphis
 Demonstration—Elementary, Middle, High School
 The presenter will discuss what she learned on a Fulbright in Mexico about the Mexican K-12 school system, the current state of ESL teaching, and the expectations students from Mexico have when entering the U.S. system.

ROOM G**198. Discussion Starters for Beginning, Intermediate, and Advanced Students**

Keith S. Folse University of Central Florida
 Demonstration—High School, Higher Ed., Adult Ed.
 What kinds of activities improve students' oral fluency? Which classroom management techniques can facilitate successful discussion? Using some results from second language acquisition research, the presenter will demonstrate five specific classroom activities for successful discussions with beginning, intermediate, and advanced ESL/EFL students. Detailed handouts will be provided.

Saturday

ROOM H

199. B.R.I.D.G.E.S: An Enrichment Program for Minorities

Neusa Wendt / Lyman Hall Elementary, GA
Paper—Elementary School

The B.R.I.D.G.E.S Program was designed to minimize the gap between ESOL and Gifted Education Programs. It is an alternative to high achievers, regardless of language barriers. In this session, this program's identification process will be presented step-by-step, and examples of creative cross-curricular activities will be shared.

HARTSFIELD ROOM

200. Modification Strategies for Regular Classroom Teachers

Frances Wilson / Walton County Schools, GA
Demonstration—Elementary, Middle, High School
In this session we will discuss and practice several strategies for actively involving the ESOL student in the mainstream curriculum. These techniques can be used successfully in collaborative or sheltered academic classrooms as well. Activities are appropriate for upper elementary through post-secondary classes.

MACON ROOM

201. MATESOL Program and an IEP: A Dialogue

Mark Putnam / The University of Tampa
Paper—Higher Ed.

This paper presents highlights from transcripts of a first-time conversation amongst teachers/supervisors from an Intensive English Program (IEP), the MATESOL director and MATESOL student-teachers. Topics discussed included the internship experience, the structure of the internship, potential changes for future internships as well as programmatic constraints.

RIVERDALE ROOM

202. Reading Aloud: Strategies and Materials for Using This Powerful Tool

Meg Gillette / Hoover City Schools, AL
Demonstration—Middle School

Read-alouds using a variety of source materials such as poetry, textbooks, picture books, plays, and selections from novels, news or magazine articles promote reading comprehension, vocabulary development, the use of reading strategies and most importantly, an enjoyment of and love for reading.

ROME ROOM

203. Education in Rural Mexico and Initial Carryover USA

Marilyn Bedsworth
Piedmont Migrant Education Agency, GA
Demonstration—All Areas

Come see photo posters taken on site in Mexico and Guatemala! Gain new insights into the realities of public education, school attendance and classroom interactions there and in the USA. Understanding your LEP students' previous educational experiences empowers you to communicate more effectively, enhancing both your teaching and their learning.

TENNESSEE ROOM

204. Using the Visual Intelligence to Enhance Instruction to ELLs

Ernie Blankenship / Grayson High School, GA
Demonstration—All Areas

This fun session will focus primarily, but not exclusively, on the visual intelligence. The presenter will give a variety of methods and strategies for incorporating visuals into every lesson. Participants will come away with hands-on activities that will stimulate discussion and segue into writing activities.





The University of Georgia

Language Education

The College of Education • UGA

Teaching Additional Languages (TESOL and Languages other than English) Graduate Programs

M.Ed.

The program is designed for students who want advanced professional preparation and study in teaching second or foreign languages to children, adolescents, or adults in the U.S. or abroad. The program is designed for those seeking initial training in adult or college-level TESOL in the U.S. or abroad; those teaching in U.S. public schools seeking T-5 certification; and those seeking advanced study in TESOL or in the teaching of languages other than English.

Ed.S.

This program is designed for K-12 teachers who have earned a master's degree in Teaching Additional Languages or a related program and are seeking T-6 Georgia teacher certification.

Ph.D.

This program is designed to prepare advanced scholars and educators in the broad field of Teaching Additional Languages. Graduates of the program go on to become regional, national and internationally renowned scholars and practitioners of language learning and teaching.

For more information, contact

Graduate Coordinator (**Dr. Linda DeGroff**, ldegroff@arches.uga.edu) for information about programs and admissions.

Graduate Secretary (**Ms. Becky Hendren**, bhendren@coe.uga.edu) for information about the status of your application.

Graduate School Admissions (<http://www.gradsch.uga.edu>) for an application.

PRESENTERS

Atlanta, 2002

Jeff Adams-Davis is the director of the English Language Training Institute at UNC Charlotte. Session 98.

Ahn Jeong hee, a second-year student pursuing an MA in TESOL at the University of Alabama, has been teaching writing courses for nonnative students since 2000. macli9@hotmail.com Session 123.

Shiva Alexandria comes from Corporate America with a wealth of knowledge. She has served as a substitute teacher and bus driver in Dekalb County, Georgia. Session 87.

Joy Allameh, an Associate Professor of English at Eastern Kentucky University, designed and directs the eleven-year-old ECU English Language Instruction Program (EELI). Joy.allameh@eku.edu Session 137.

Harriett Allison is the ESL Coordinator and Instructor of ESL/English at Gainesville College. Her major areas of interest are ESL Reading, Learning Communities, and online instruction. hallison@gc.peachnet.edu Sessions 169 and 187.

Pat Allison is a Teacher on Special Assignment (Elementary) with ESOL Programs in Gwinnett County, Georgia. pat_allison@gwinnett.k12.ga.us Session 117.

Jim Anderson lives in Augusta, Georgia. He has worked with Cambridge University Press since 1996. As an ESL Specialist, he covered the Southeast from 1998-2001 and is currently the ESL Sales Manager for the U.S. janderson@cup.org Session 33.

Neil J. Anderson is a Fulbright Fellow at The University of Costa Rica. He is past president of TESOL. neil_Anderson@byu.edu Session 2.

Dr. Tim Anderson has been the community school administrator at Piper for 15 years. His commitment to community education speaks for the success of his community school. Session 108.

Marie Andrade is an ESOL teacher at Lilburn Middle School in Gwinnett County, Georgia. Session 52.

Steven E. Anglade is a Haitian-American licensed secondary English teacher with an ESOL endorsement. He teaches "at-risk" and LEP students in mainstream classes. SEAnglade@prodigy.net Session 86.

Omer Ari is an MATESL degree candidate in the Department of Applied Linguistics and ESL of Georgia State University and has worked as a tutor in the ESL Tutoring Lab. ariomer@hotmail.com Session 130.

Beth Arnow is Coordinator of ESOL Programs and the International Newcomer Center in Gwinnett County Public Schools (GCPS) in Georgia. Beth_arnow@gwinnett.k12.ga.us Session 117.

Jacqui Asbury has taught ESL in K-12, Adult Ed., IEPs, and refugee programs. She now teaches in Columbia, SC and is a rep for Cambridge University Press. Sessions 68 and 155.

Nikki Ashcraft has taught in the U.S., Mexico, and Kuwait. She is currently a doctoral student in Adult Education at the University of Georgia. gonikki@hotmail.com Session 136.

Dr. Julia Austin, the principal investigator of *New Teachers for New Students*, is the Director of Staff Development Programs for the UAB Graduate School. Session 29.

Sonja Bagby is the Director of the Writing Center at the University of West Georgia, where she is pursuing her Ed.D. in School Improvement. sbagby@westga.edu Session 76.

Rosemary Barna is a former ESOL teacher in Orlando, Florida. She taught at the middle school level for 14 years and achieved National Board Certification in EAYA/ENL in 2000. barnar@ocps.net Session 37.

Laurel Barnett teaches ESOL at Winter Park High School in Orange County, Florida. She achieved National Board Certification in EAYA/ENL in 2001. Session 37.

Susan Barone is the Interim Academic Director of Vanderbilt University's English Language Center. Her interests include EAP and CALL. susan.m.barone@vanderbilt.edu Session 153.

PRESENTERS

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Jean Linehan is a member of the English Language Training Institute's core faculty at UNC Charlotte. Session 98.

Caroline Linse is co-principal investigator for Project MORE. She is a recent recipient of a Fulbright to Minsk, Belarus. Session 78.

Jun Liu, Assistant Professor of English at the University of Arizona, co-authored *Peer Response in Second Language Writing Classrooms* (2002, University of Michigan Press). Session 176.

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Sessions 81 and 146.

Nancy Pallansch has taught in Gwinnett County, Georgia, for the past nine years. She graduated from James Madison University in Virginia. Session 159.

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