

CoTESOL's 40TH ANNUAL FALL CONVENTION

NOVEMBER 4TH AND 5TH, 2016
RADISSON HOTEL DENVER SOUTHEAST



PAST CoTESOL PRESIDENTS & FEATURED SPEAKERS
(Note: Speakers are in all CAPS)



Colorado Teachers of English to Speakers of Other Languages
Upholding the profession of English language teaching since 1976

M.A. TEFL/TESL Program



Colorado State University

Program Overview:

- The program provides graduates with practical, theoretical, and critical knowledge of methods as well as a comprehensive understanding of the form and communicative functions of the English language.
- A curriculum that integrates pedagogy, linguistics and classroom experience in order to prepare graduates to be teachers and/or administrators in the U.S. and abroad, as well as for advanced studies in applied linguistics.
- The courses are designed to promote reflective inquiry, to provide students with the necessary tools for ongoing professional growth, and to serve as models of effective pedagogy.
- A joint M.A. in TEFL/TESL and in a Foreign Language is offered.

Program Benefits:

- Low faculty-to-student ratio ensuring personal interaction
- Diverse student population
- Opportunities to apply knowledge including: formal supervised teaching, internships, and assistantships
- Graduate student association enables students to network within the greater TEFL/TESL community
- Availability of Composition assistantships and internships
- Affiliation with Peace Corps Masters International program

Program Curriculum:

- Theories of Foreign/Second Language Learning
- Teaching English as a Foreign/Second Language
- Syntax for TEFL/TESL
- Phonology/Morphology for TEFL/TESL
- Assessment in TEFL/TESL
- Professional ESL Teaching
- Electives (e.g., Research Methods, Sociolinguistics, Language across Cultures)
- Portfolio, Project, or Thesis

Resting against the foothills of the Rocky Mountains, Fort Collins is one of Money magazine's "Best Places to Live" for a reason. When you're not on campus, you'll find plenty of ways to occupy your time. Old Town has a vibe that few cities can match. Fort Collins' location provides easy access to the mountains and is just one hour north of Denver.

INTO Colorado State University



Working collaboratively with CSU, INTO (an intensive English language program), offers TEFL/TESL graduate students:

- Professional development opportunities
- Volunteer opportunities
- Conversation partner experiences
- Graduate teaching assistantships
- Internships

Graduate Reflections



"CSU provides a comfortable learning environment and offers a variety of internship and volunteer opportunities for [TEFL/TESL] students."

-Sookhee Jeong

(S. Korea)

For more information:



Email: english@colostate.edu



Dear CoTESOL Colleagues,

Welcome to the 40th Annual Colorado TESOL Convention! Fostering connection, collaboration, and community among TESOL educators continues to be the primary mission of CoTESOL as we mark this milestone of 40 years of active commitment to our field. Our 40th anniversary presents a wonderful opportunity to reflect on the many ways that CoTESOL has helped to transform the teaching and learning of English. As a leading TESOL affiliate, CoTESOL strives to offer a vibrant and diverse forum which both reflects and responds to current trends and innovations while enabling TESOL practitioners to keep pace – and perhaps even to help set the pace of change.

This year’s convention boasts more than 110 sessions, which include featured presentations by such luminaries as Yilin Sun, Keith Folse, Peter Sokolowski, and Thomas Healy; exhibitor sessions by leading publishers and organizations; and many SIGnature presentations that speak to specific issues and contexts. These conference highlights will motivate you as you actively engage each session, exhibit, and opportunity to exchange ideas and connect.

Our special interest groups (SIGs) are sponsoring presentations and panels, publishers are exhibiting their latest materials and ideas, and featured presenters are exploring views and trends important to our everyday teaching and learning. The many other presenters will not only be sharing their insight and expertise but inviting you to share your own.

Each day you will enjoy networking with your colleagues, meeting up for coffee breaks and lunch, and joining in other fun events. On Friday afternoon at 4:30, we encourage you to avoid the rush hour and instead cheer the winners of the publisher’s raffle while partaking of the cash bar and complimentary snacks. At 5:30 in the Jefferson Grand Ballroom, help us complete the day with an energizing performance by the acapella group, Fastlane. Then rejoin us on Saturday for the balance of the convention, which includes our annual business meeting and awards ceremony, where we will recognize notable contributions of members of the CoTESOL community.

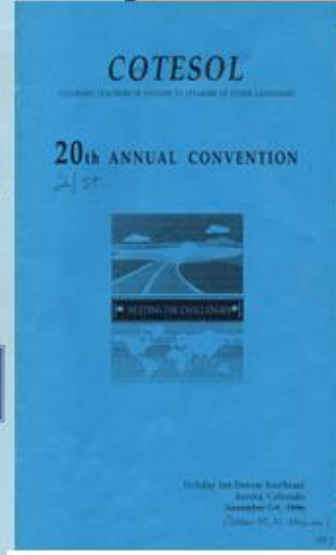
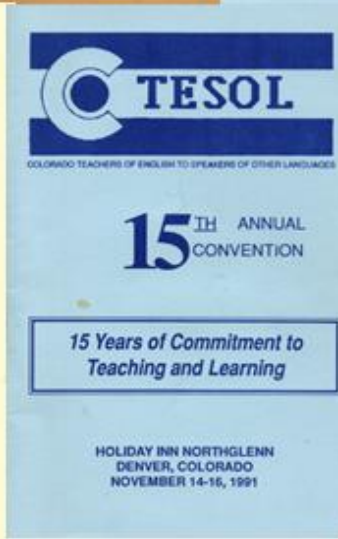
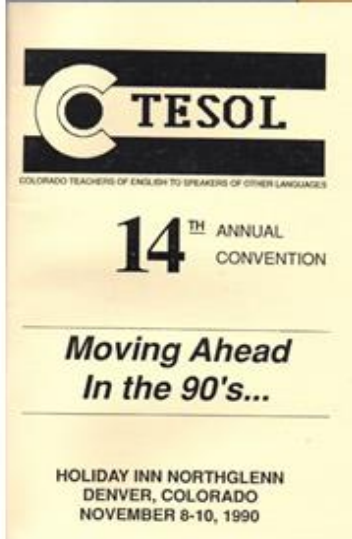
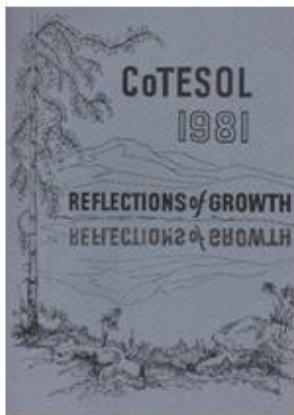
It is our hope that the theme, *40 Years of Transformation*, inspires you to celebrate the many dramatic and positive changes that have occurred since 1977. As we reflect, we must also highlight the importance of what remains constant: the commitment of people intent on making CoTESOL an enduring success.

Throughout this exciting program booklet you will see “CoTESOL memories” sprinkled here and there. We hope they will not only make you smile with recognition but also invite you to enjoy sharing your own!

Finally, thank you for *your* part in this ongoing story of transformation. Enjoy the conference!

Warm regards,

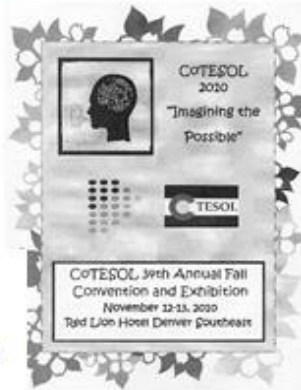
Thomas Germain
2016 CoTESOL 2nd VP
Program Chair



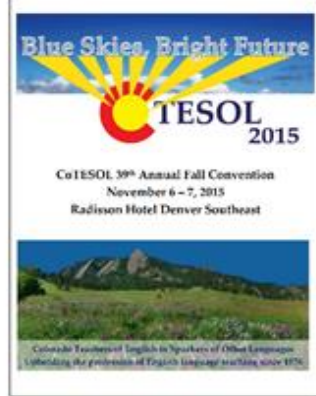
CoTESOL 2007
Staying Ahead



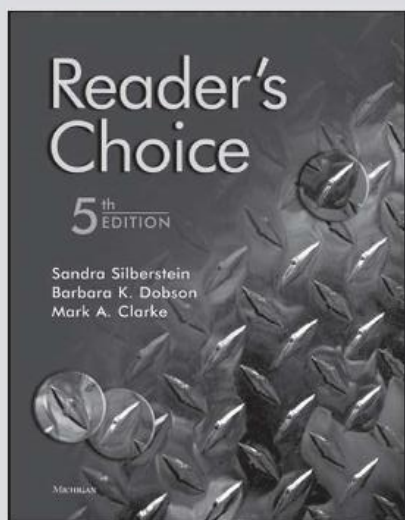
CoTESOL 2009
Local practice
versus
global trends



BLAZING NEW TRAILS



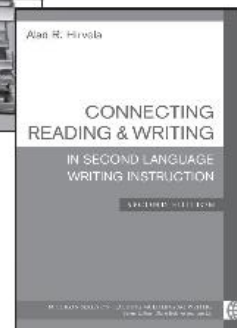
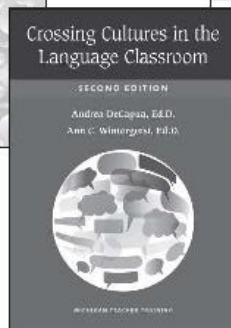
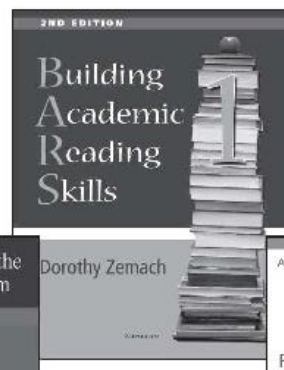
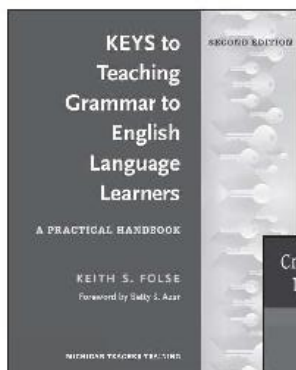
**Celebrating 40 Years
of *Reader's Choice***



**Q&A with the Authors:
40 Years of *Reader's Choice* with
Sandra Silberstein and Mark Clarke**

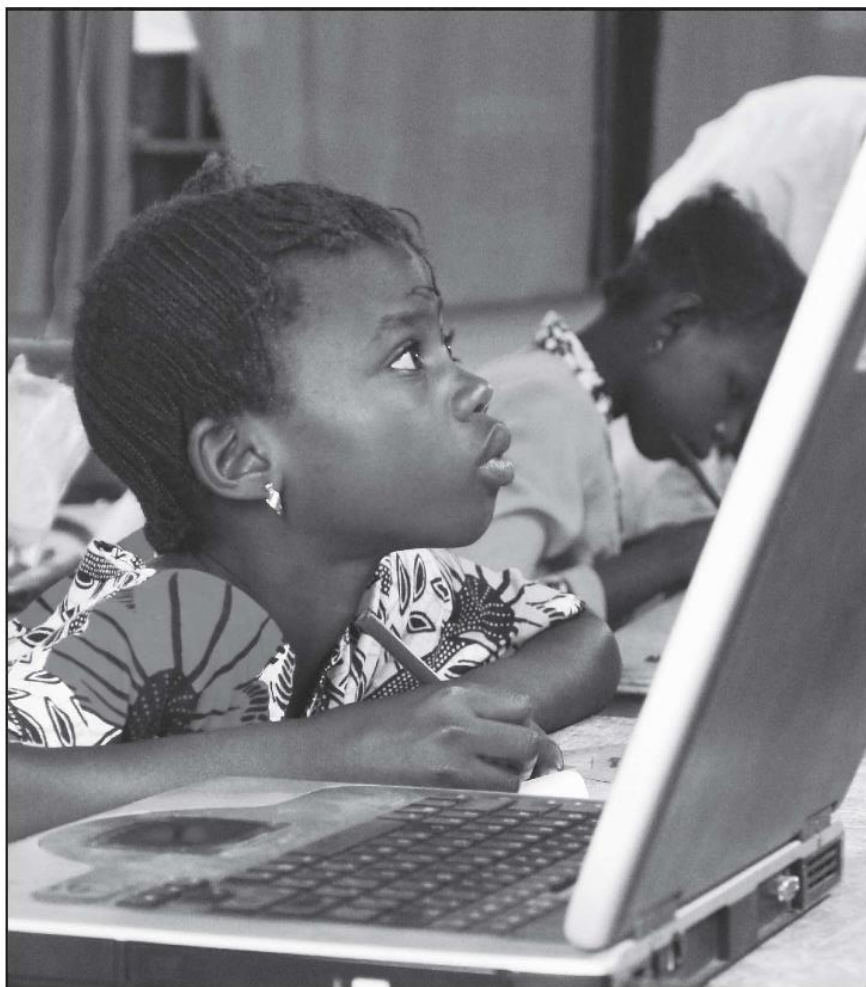
**FRIDAY, NOVEMBER 4, 10:15-11:00,
EVERGREEN/GOLDEN**

OTHER NEW EDITIONS



MICHIGAN

www.press.umich.edu/esl/



**Volunteer with a team going to
Guéoul, Sénégal
to Create ESL teacher training.**

- July 17 – September 17, 2017 or the first portion of that period
- Join our team to develop an ESL teacher training program for Sénégalese teachers
- In collaboration with a University of Denver internship
- Delicious Sénégalese cooking, famed hospitality
- And in your spare time, classes in African drumming, trips to the beach, visit historic Saint Louis (the former capital of French West Africa), visit the almost-completed new University of Guéoul, celebrate Tabaski (the most important holiday of the year) and spend several days exploring Dakar.

**See our information booth at the convention.
Hear details at 9:45 am on Friday.**

Check out our website: www.gueoul.org

**Phone Judy at 303-788-1716
(720-273-2073 during the convention)**

**Promoting education of
impovertised girls since 2005
3120 S. Race St. Englewood, CO 80113**



CoTESOL 2016 CONVENTION AT A GLANCE

On-site Registration: Lobby

Friday 7:45 am – 3:00 pm
Saturday 7:45 am – Noon

Exhibits: Arapahoe/Douglas Rooms and Lobby (Coffee and breakfast rolls served in the Arapahoe/Douglas Rooms until noon)

Friday 8:00 am – 6:00 pm
Saturday 8:00 am – Noon

Live Entertainment: Jefferson Room

Presenting Fastlane Quartet, “an eclectic repertoire of traditional barbershop ballads and up-tunes, blues, spirituals, swing, jazz, Broadway, holiday, and contemporary songs”
Friday 5:00 – 6:00 pm



FEATURED PRESENTATION

**Celebrating 40 years of transformation:
Striving for excellence in ELT**

Yilin Sun

[Friday, 8:45 – 10:00 am, Jefferson Room]

FEATURED PRESENTATION

**The forest for the trees:
Observing grammar in academic writing**
Keith Folse

[Friday, 1:30 – 2:15 pm, Jefferson Room]

FEATURED PRESENTATION

**The dictionary as data:
What the online dictionary tells us about English**
Peter Sokolowski

[Saturday, 8:45 – 10:00 am, Jefferson]

FEATURED PRESENTATION

Seeing the big picture: A selfie-help guide
Thomas Healy

[Saturday, 11:15 – 12:00 pm, Jefferson]

CONVENTION COMMITTEE

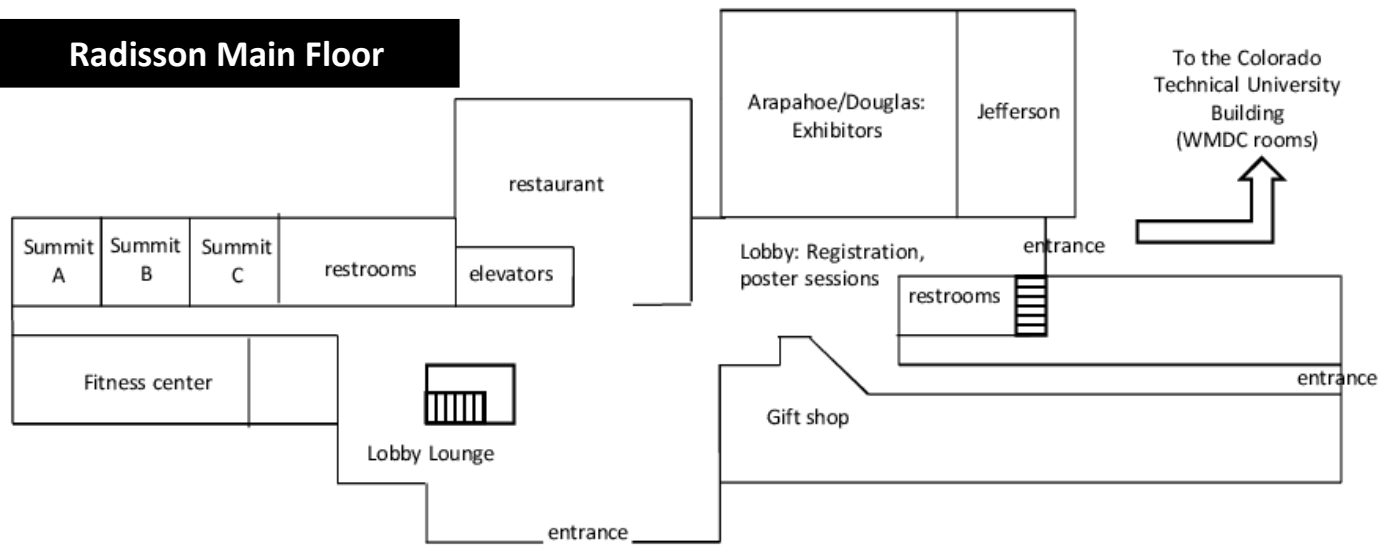
Past President – Jennifer Shank
President – Sarah Austin
Convention Chair – Susan Holloway
Program Chair – Tom Germain
Publishers’ Liaison – Bruce Rogers
Hospitality and Entertainment Liaison – Dieter Bruhn
Registration – Larry Fisher
Convention Booklet Layout – Chris Tombari

Friday Morning: November 4		
Featured Presentation	8:45-10:00	Jefferson
Concurrent Sessions	9:15-12:00	
Luncheon	Noon-1:15	Colorado
Friday Afternoon		
Featured Presentation	1:30-2:15	Jefferson
Poster Sessions	1:30-2:15	Lobby
Concurrent Sessions	1:30-4:15	
Publishers’ Raffle	4:30-5:00	Arapahoe
Live Entertainment	5:00-6:00	Jefferson
Saturday Morning: November 5		
Featured Presentation	8:45-10:00	Jefferson
Featured Presentation	11:15-12:00	Jefferson
Concurrent Sessions	9:15-12:00	
Awards Luncheon & Annual Business Meeting	Noon-1:15	Colorado
Saturday Afternoon		
Concurrent Sessions	1:30-3:15	

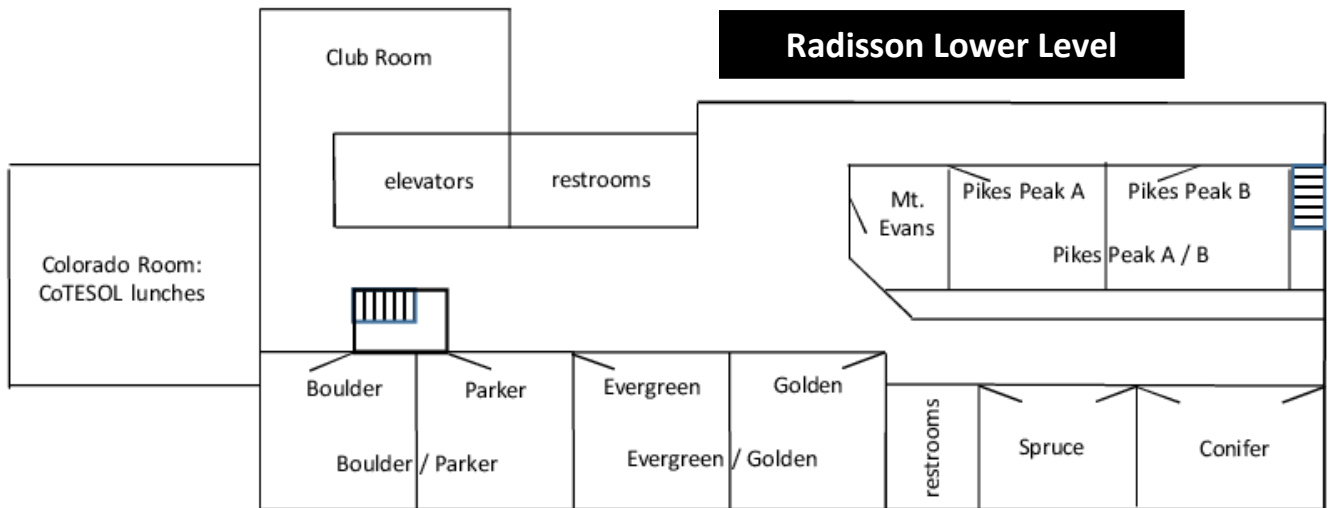
CoTESOL is the Colorado affiliate of TESOL International Association



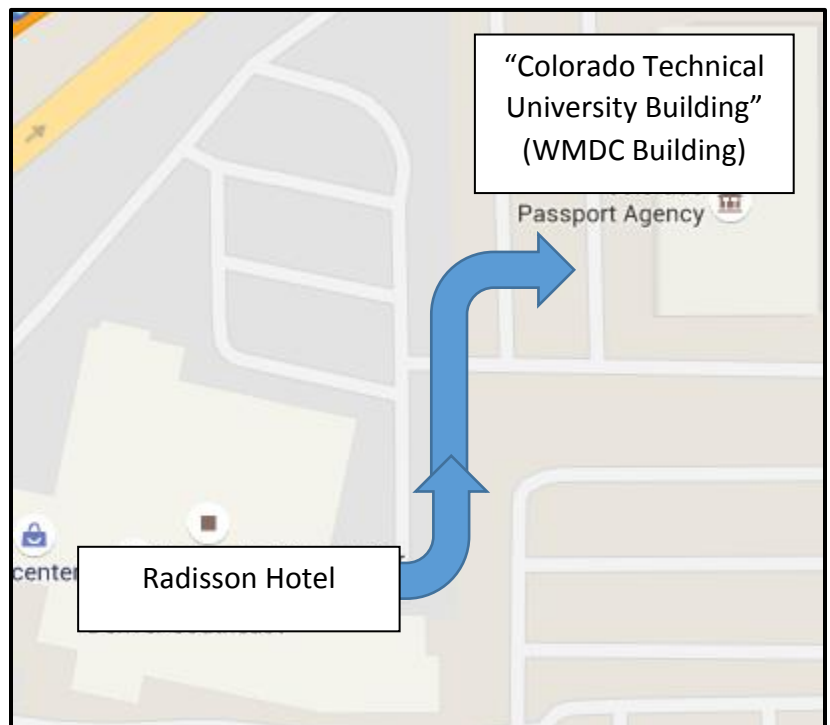
Radisson Main Floor



Radisson Lower Level



“Colorado Technical University Building”
 This building is across from the rear parking lot of the Radisson. Enter through the rear door, walk to the lobby, and take the elevator to the 3rd floor for more sessions. The rooms here are: WMDC1, WMDC2, and WMDC3.



Friday, November 4 – Morning Sessions at a Glance

Room	8:45	9:15-10:00	10:15-11:00	11:15-12:00
Arapahoe / Douglas	Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)			
Jefferson	Featured Presentation Celebrating 40 years of transformation: Striving for excellence in ELT Yilin Sun	Getting bored students aboard through multi-sensory engagement Carol Kok (IEP/HE, AE, TE/AR)	Needs analysis in ESP: Outcomes and implications Lauren Porter and panel (IEP/HE, GA)	
Summit A	Exhibitor Session Teach abroad with U.S. embassies worldwide Danielle Yates, Toni Hull, Annette Charron (U.S. Department of State English Language Programs)	Exhibitor Session How to use free access to digital newspapers Dana Plewka (<i>Denver Post</i>)	Exhibitor Session Using TED Talks in the classroom Ian Martin (National Geographic Learning)	
Summit B	Exhibitor Session Conversational English, volunteering at Sahara's edge Judith Ann Beggs (Friends of Guéoul)	Exhibitor Session Idioms, usage, & habit: Why learners need a learner's dictionary Peter Sokolowski (Merriam-Webster)	Socratic seminars for elementary English language learners Lisa Hammond, Nickole D'Onofrio, Laura Myers (EE, CA)	
Summit C	SIGNature Presentation Building academic language through visual primary sources Anne Ryan Bell	SIGNature Presentation Learn to love primary sources through baseball Anne Ryan Bell	Systems theory as a lens on assessment Thomas Germain (IEP/HE, AE, PA)	
Boulder / Parker	Academic writing for adult English language learners Adele Lonas, Sufang Hou, Krista Boddy (AE, CA, GA)	Teaching the language of math Beth Skelton (EE, CA, SE)	Taming the grammar monster: See/say cards Meredith Folley (AE, EE, SE)	
Club Room	Tweeting to build language awareness Tamara Milbourn, Karen Easterday, Venus Robinson, Jennifer Kunches (Tech, BE, IEP/HE)	Partnership to provide bilingual teacher's assistants Jessie Hawthorn, Carrie Cisneros, Bridget Galati, Heather Hernandez, Natalia Devlin (PA, AE)	SIGNature Presentation TESOL Policy Outlook: What Happens Next in DC? John Segota	
Conifer	Exploring campus culture through task-based projects Summer Webb, Barbara Flocke, Kirsten Stauffer (IEP/HE)	Comprehension out loud: Collaborative strategic activities for building reading skills Ruth Moore, Barbara Flocke (IEP/HE, SE)	Classroom research: What matters and who cares? Mark Clarke, Erin Kimmel (SE, TE/AR, PA)	
Evergreen / Golden	Scaffolding reading with comprehension outlines John Schillo (IEP/HE, TE/AR)	Exhibitor Session 40 years of (the textbook) "Reader's Choice" Sandra Silberstein, Mark Clarke (University of Michigan Press)	Effective mentoring through team teaching Shirlaine Castellino, Kristine Miller, Anne Lanctôt (IEP/HE, PA, GA)	
Mt. Evans WMDC4	Successful strategies for ELL parent involvement Irina Adams, Susan Kembel (EE, SE, AE)	Teach me how to budget (ESL friendly project) Kimberly Sanchez (SE, CA)	A glimpse into the world of recruiting Andy Pulford (IEP/HE, PA)	
Pikes Peak A / B	Using extended writing assignments to empower students Charl Norloff, Amy Renehan (IEP/HE, SE)	SIGNature Presentation I LEARN AMERICA: How to amplify the voices of your students Jean Michel Dissard		
Spruce	I am my brother's keeper: Engaging boys and young men of color Hilario Benzon, Jason Firestone, Arianne Rivera (SE, EE, TE/AR)	Skype™ conference calls in the EFL classroom Alma Alicia Peralta Aguillón, Maria Eugenia Méndez Ramirez (SE, Tech, TE/AR)	SIGNature Presentation Supporting adult ELs in dismantling the school-to-prison-pipeline Juli Sarris	
WMDC 1	Acting out English on video Mike Hammond (IEP/HE, CA, Tech)	Incorporating art into daily content instruction Nancy Reif (CA, EE, BE)	Giving reading and writing new life Dieter Bruhn (GA, SE, AE)	
WMDC 2	Shall we play a game? Constance Leonard (IEP/HE, GA)	Ten fun vocabulary games Jennifer Caines, Matthew Morley (IEP/HE, EE, SE)	Engaging students through drama and music Summer Webb, Kirsten Stauffer (IEP/HE, AE, EE)	
WMDC 3	Successful grouping arrangements for content area instruction Chris Carson (CA, EE, SE)	Secondary literacy workshop model Rita Meskel, Lorrie Joseph (SE, CA, IEP/HE)	Lesson plan makeovers with culturally responsive teaching Nan Frydland (AE, SoPol, TE/AR)	

Radisson Main Floor

Radisson Lower Level

WMDC Building,
3rd Floor

Friday, November 4 – Afternoon Sessions at a Glance

Room	1:30-2:15	2:30-3:15	3:30-4:15
Arapahoe / Douglas	Exhibitors		
Jefferson	Featured Presentation The forest for the trees: Observing grammar in academic writing Keith Folse	Accelerating academic success for long-term ELLs Tory Baldwin, Christine Manzo (SE, IEP/HE)	Icebreakers and warm-ups galore Agnes Farkas-Roszell, Connie Davis (IEP/HE, AE, GA)
Lobby	Poster sessions 1:30-2:15	Math achievement for ELL girls: "Ophelia effect"? Susan Holloway (CA, SE, SoPol)	Meeting the educational challenges of immigrant students Ahlam Alhudithi, Heather Kholif, Carmen Polka (SE, BE, GA)
		Experiences of parent engagement with sojourner mothers Heather Kholif (BE, EE, SE)	Building bridges: A teaching exchange in Vietnam Kristie Yelinek (IEP/HE, PA, GA)
		Arabic-Spanish contact Omar Alknonini (IEP/HE, BE, AE)	Reducing anxiety among English language learners Elham Alhudithi, Lauren Porter, Jenny Stetson-Strange (IEP/HE, AE, GA)
Summit A	Exhibitor Session Finally, a pronunciation literacy game for everyone! Karen Taylor de Caballero (ELTS/The Color Vowel Chart)	Exhibitor Session Affordable interactive software for English language learning Terry Yang, Marsha Chan (Sunburst Media)	Exhibitor Session Pronunciation cards promote listening, speaking, vocabulary, interaction Terry Yang, Marsha Chan (Sunburst Media)
Summit B	Exhibitor Session Grammar Explorer: Preparing students for real language Rob Jenkins (National Geographic Learning)	Exhibitor Session Teaching collocations and patterns in academic writing Michael Berman (Language Arts Press)	Promoting biliteracy through paired literacy Jeanna Doung (BE, EE)
Summit C	Metalanguage: Talking about language in fun and meaningful ways Rachel Gilbert, Ian Hooper, Monica Hurtado (BE, EE, SE)		Why America won't be a multilingual nation Rocky Hill (SoPol, GA, IEP/HE)
Boulder / Parker	Students and seniors bridging generations and cultures Sylvie Chevallier, Amanda McCracken (IEP/HE, AE, GA)	Developing speaking skills through story reading Yilin Sun (GA)	Exhibitor Session Grammar for Great Writing: Motivating your students to become more powerful academic writers Keith Folse
Club Room	Collaborative structures to increase engagement: Beyond the think pair share Lorrie Joseph, Matt Wilkinson (CA, EE, SE)	We are New York: TV lessons Cara Schroeder (AE, GA, IEP/HE)	Are my students making progress? Brad Russell (TE/AR, EE, SE)
Conifer	Balancing mandated innovation and personal/professional development Mark A. Clarke, Annie Trujillo, Robert Hubbard, Christine Loven-Santos (SE, TE/AR, PA)	SIGNature Presentation Reading skills for the selfie generation Thomas Healy	
Evergreen / Golden	ePortfolios: Showcasing ESL student learning and engagement Andrea Feldman (IEP/HE, PA)	Vibrant colorful writing (Part 1: Paragraphs) Mary Hilken (EE, IEP/HE, GA)	Vibrant colorful writing (Part 2: Essays) Mary Hilken (AE, EE, IEP/HE)
Mt. Evans WMDC4	Better assessments, faster returns with Google Forms Robert Newman (Tech)	Coaching: A powerful tool for life achievement Rosa Enilda Vasquez (GA, AE, IEP/HE)	CLIL: Uniting research and teacher development Zehra Gabillon (EE, TE/AR, BE)
Pikes Peak A / B	PSA experiential learning project Connie Davis, Parmelee Welsh (IEP/HE, GA)	Nice apps! Michelle Raese, Connie Davis (IEP/HE, SE, TE/AR)	Put the teach back in teaching Kathy Jones, Roy Jones (SE, EE, IEP/HE)
Spruce	SIGNature Presentation What should they read? Motivation and readability for English learners Andrea Hellman		Hosting CoTESOL's Spring Conference in your community Daniel Schweissing, Virginia Nicolai, Stephanie Dewing, Larry Fisher, Chris Tombari (GA, TE/AR, PA)
WMDC 1	SIGNature Presentation Advancing teacher leadership through advocacy John Segoda	An innovative World English program in China Anne Bliss, Alexandria Fox, Rod Bennet (IEP/HE, PA)	Forming identities through code-switching Saleh Alharthi (BE, IEP/HE, AE)
WMDC 2	Code-switching usage by Saudis in the U.S. Ahmed Alahmadi (AE, BE, SoPol)	Going deeper into depth of knowledge Erica Berg, Andrew Koch (CA, EE, SE)	Service learning: Lessons from local & global engagement Pamela Luke (IEP/HE, AE)

Radisson Main Floor

Radisson Lower Level

WMDC Building

Saturday, November 5 – Morning Sessions at a Glance

Radisson Main Floor

Radisson Lower Level

Room	8:45	9:15-10:00	10:15-11:00	11:15-12:00
Arapahoe / Douglas	Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)			
Jefferson	Featured Presentation The dictionary as data: What the online dictionary tells us about English Peter Sokolowski		Using songs as a springboard to communication Dieter Bruhn (EE, SE, GA)	Featured Presentation Seeing the big picture: A selfie-help guide Thomas Healy
Summit A		Exhibitor Session Stand Out 3e: Critical thinking for adult-ed Rob Jenkins (National Geographic Learning)	Exhibitor Session Practice English anytime, anywhere from any device! Hugo Loyola, Laurel Pollard (ALTA English)	Exhibitor Session Preparing students to thrive in university settings Charl Norloff (Pearson English Language Teaching)
Summit B		Exhibitor Session Targeting instruction with STAR Spanish Carol Johnson (Renaissance Learning)	Helping students communicate openness to diversity Julie George (IEP/HE, SoPol)	Exhibitor Session Learner's dictionary mind your manners: English usage for teachers and learners Peter Sokolowski (Merriam- Webster)
Summit C		Why it's worth repeating Debbie Goldman (AE, GA)	Exhibitor Session Teaching English to Spanish Speakers David Stevens (The Language School)	Student-driven learning: Listening and reading groups Megan Kobzej (IEP/HE)
Boulder		A multidisciplinary toolbox for motivating diverse students Michael Berman (IEP/HE, SE, GA)	The emotional side of ELT Peter Reilly (TE/AR, GA, AE)	Speaking activities that work for Chinese students Sarah Vollmann (IEP/HE, GA)
Club Room		Multimodality: leading teachers and students into the digital world Adriana Isabel Corona (TE/AR, Tech, GA)	Inspiring language Gaye Horne (AE, IEP/HE, TE/AR)	Engage adult readers with graphic novels Sara Schroeder (IEP/HE, AE, GA)
Conifer		Learning to serve through service learning Cara Schroeder, Katie Janssen (IEP/HE)	Ten tips for first-time faculty and supervisors Nada Rossiter, Elaine Steneck (IEP/HE, PA, GA)	Exhibitor Session Make your own interactive challenges to teach academic language Michael Huckaby (Speak Agent)
Evergreen		Engaging multilingual students and their families in STEM Violeta Garcia (EE, BE, CA)	Leveraging technology to publish and share materials Ryan Jeffers, Ryan Yates (Tech, GA, TE/AR)	Inspiring transformation in your ESL program Virginia Nicolai, Sharon Aguiar, Lorraine Miller, Jessica Yandle (PA, AE, IEP/HE)
Golden		Development at a distance: ESL online courses Nick Einterz, Kirsten Stauffer, Olivia Livneh (Tech, GA, IEP/HE)	SIGNature Presentation Myths and realities of international students Sandra Silberstein	
Mt. Evans WMDC4		Pursuing a more valid, reliable faculty evaluation process Beth Hasbrouck, Laurel Bond (IEP/HE, PA)	Group culture in a district newcomer program Megan Edmiston (TE/AR, SoPol, SE)	Learn English anywhere, anytime Maria Soto, Alexandra Soto (AE)
Parker		SIGNature Presentation English for the workplace George O'Clair	SIGNature Presentation Bringing employers and employees together through training George O'Clair	Developing supplementary ESP modules in Tourism Management Sarah Van Nostrand, Courtney Van Evera, YuanYuan Sun (IEP/HE, BE, AE)
Pikes Peak A		SIGNature Presentation Immigrants' Rights and Realities Margie McHugh, Frank Waterous	No Wrong Door for Adult Learners? Margie McHugh (GA)	Managing cultural diversity in the ESL classroom Renee Feather, Jena Mathews (TE/AR, GA, IEP/HE)
Pikes Peak B		Fool-proof, all-purpose, 4-point presentations for ESL Tamara Carlin (IEP/HE, AE, GA)	Motivating students to complete homework thoughtfully Devon Jancin (IEP/HE, AE)	Mice, monitors, keyboards, and cursors Kat Bradley-Bennett (AE, Tech)
Spruce		Refugee 101 Jennifer Gueddiche, Erin Frank (SoPol, TE/AR, GA, IEP/HE)	Poster sessions in listening and speaking courses Michael Vallee, Karen Eichhorn, Leigh Ann Russell (Tech, GA, TE/AR)	Preparing future teachers for inclusive classrooms Leslie Grant, Barbara Frye (IEP/HE, PA, TE/AR)

Saturday, November 5 – Afternoon Sessions at a Glance

	1:30-2:15	2:30-3:15	
Radisson Main Floor	(Exhibitor booths closed)		
	Jefferson	The privilege walk Kat Bradley-Bennett, Elizabeth Schroeder (GA, SocPol)	
	Summit A	Advising and motivating IEP populations who fail Parmelee Welsh, Susan Fouts (IEP/HE, PA, TE/AR)	Play Go Fish! in the ESL classroom Steven Klein, Alex Bricker (AE, BE)
	Summit B	Ability to Benefit: Making the Connection Gaye Horne (GA)	Enriching the language classroom through music Kelly Foster (IEP/HE, AE, GA)
	Summit C	Digital composition: Transforming the language-learner narrative Jennifer Campbell (Tech, IEP/HE, TE/AR)	Everyone’s Favorite Topic: Food and Nutrition in the ESL Classroom Paula Frey, Kelly Strampe (AE, GA, SE)
Radisson Lower Level	Boulder	Cross-cultural learning and collegiality on campus Catherine Lasswell, Maria Thomas-Ruzic (IEP/HE, AE)	What promotes teachers’ professional development? Fatima Encinas, Veronica Sanchez Hernandez, Maria Thomas-Ruzic (TE/AR, IEP/HE, GA)
	Club Room	Making informed decisions on placement testing David Parker (IEP/HE, Tech)	The cultural importance of THE Dorothea Steinke (AE, GA, BE)
	Conifer	Assessment awareness in theory and practice Stuart Landers, Nancy Berry, Kyla Masciarelli (IEP/HE, PA, TE/AR)	Integrating e-learning into ESL curricula Neetika Kapur (Tech, AE, GA)
	Evergreen	Structured phonics instruction for adult ELLs Ryan Yates (AE, TEAR, Tech)	Pronunciation: Techniques for the ESL classroom Gunilla Johnson (AE, IEP/HE)
	Golden	Screencasting for teachers & teacher educators Lisa Hernbloom (TE/AR, IEP/HE, SE)	Put yourself in their shoes Kathy Jones (TE/AR, IEP/HE, SE)
	Mt. Evans WMDC4	Using your public libraries for learner-centered instruction Tiffany Curtin (AE, Tech)	English pronunciation for Chinese and Vietnamese speakers Marsha Chan (AE, IEP/HE, TE/AR)
	Parker	Lesson planning and student engagement Marcie Smith, Debbie Goldman, Leanne Chacon (IEP/HE, AE)	Natural order of language acquisition in grammar classes Evgeniya Borisova, Nada Rossiter (IEP/HE, PA, BE)
	Pikes Peak A	Design thinking: A creative problem-solving process Jessie Hawthorn, Alexandra Soto (TE/AR, GA)	Transform mini-lessons: Flip them into mini-videos Amber Patterson (AE, IEP/HE)
	Pikes Peak B	Formative assessment techniques for new teachers Rebecca Booterbaugh (AE, SE)	Tracking CLD students' metacognition and help-seeking behaviors Chelsea Walter (IEP/HE, GA)
	Spruce	Enhancing descriptive writing through creative tasks Sandra Greenstreet (IEP/HE, AE)	Humanizing the English language: Building relationships Amanda Ergun (IEP/HE, AE)

SIGs - Special Interest Groups

AE - Adult Education, **BE** - Bilingual Education, **CA** - Content Area, **EE** - Elementary Education, **GA** - General Audience,
IEP/HE - Intensive English Programs / Higher Education, **PA** - Program Administration, **SE** - Secondary Education,
TE/AR - Teacher Education / Action Research, **SoPol** - Socio-Political Concerns, **Tech** - Learning and Teaching with Technology

Didn't get a handout?



Want a copy of that PowerPoint?

Some presenters have uploaded files (e.g., .docx, .pdf, .ppt) to the CoTESOL wiki for attendees to download. The wiki site is open to the public and requires no password. To download files from the wiki, visit www.cotesol2016.pbworks.com.

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Easy English NEWS

May 2016



Volume XXI Number 9

See page 10 for prices and ordering information.

New health problem: the Zika virus*

The Zika virus first came into the news in 2015 when there was a sudden epidemic* in Brazil. More than 1.5 million people got the Zika virus. Some of those people were pregnant* women. Soon after, 6,000 babies were born with birth defects*. Many of the babies had very small heads (microcephaly [muy kro SEF uh lee]).



An army truck sprays* to kill mosquitoes in Havana, Cuba, on March 15, 2016. AP Photo/Denmond Toylan

The virus quickly spread* to other countries in South America, Central America and the Caribbean islands. The epidemic may come to the U.S.

How do people get the Zika virus?

The Zika virus is spread by

mosquitos. A mosquito bites a person who has the virus and then bites another person. That second person can get the virus. A man who has the Zika virus can pass it to another person through sexual contact.

The symptoms* of Zika can be fever*, rash*, pain in the joints*.

(continued on page 2)

How to avoid mosquito bites

Stay in rooms that have screens on the windows or are air-conditioned. When you go outside, wear long sleeves, long pants, socks, shoes, and a hat. Spray uncovered skin with a mosquito repellent*.



Mosquito
Bugsstockphoto.com

Ask your pharmacist* to recommend* a safe and effective repellent.

Read the directions on the repellent carefully. Do not spray it on your face. (Spray it on your hands and tap it onto your face.) Avoid* the eyes and mouth.

Do not spray the repellent on a child. Spray it onto your hands and then put it on the child. Do not put the repellent on the child's hands, as the child may touch his or her mouth or eyes.

When you are back indoors, wash the repellent off with soap and water.

Words in black print with a star (*) are in WORD HELP on page 12.

Life in the U.S.A. Job benefits*

For most people, the most important benefit of a job is a paycheck. People get other benefits from their jobs, too. People may enjoy their work. People may like working with other people. They may like creating things, building things, and being useful. They like learning new skills*.

The law does not tell employers* to pay for vacations, holidays, life insurance, dental or vision* insurance, uniforms*, scholarships, bonuses*, sick days*, personal days*, discounts*, retirement plans*, or severance pay*. These are all called fringe benefits*.

There are many jobs that do not have such fringe benefits.

(The law does say that employers with 50 or more workers must have a health plan such as one of the Affordable Care Act* plans. The law does not include small businesses or part-time workers.)

Some employers want to give these

fringe benefits. Fringe benefits help employers to get good employees* and keep them happy. At some jobs, unions* work to get the benefits for workers. The unions sign contracts* with employers about pay and benefits for workers.

(continued on page 10)



Then, my pay is not very high, but my benefits are good. iStockphoto.com © MachineTests

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CoTESOL Memory:
CoTESOL experienced financial difficulties during its early days and reached out to TESOL and its founding director James Alatis for help. This is a quote from Alatis' 1980 letter to then CoTESOL president Mark Clarke expressing his consternation with CoTESOL.



JAMES ALATIS

I don't know whether it's Denver or Colorado or the climate or the altitude or what, but it is beginning to appear to me that there is something "special" about your part of the country that is causing all these complications. It seems to me that one of these days soon I'm going to have to come and talk with you and the Executive Committee to see if there are certain guidelines that I have failed to give you that might help you in the future.

Some CoTESOL Past Presidents



Featured Presentation

Celebrating 40 years of transformation: Striving for excellence in ELT

Friday, November 4

8:45 to 10:00

Jefferson Room

Abstract: Over the past 40 years, the field of TESOL has witnessed significant transformation in research and practice. Today the ELT field is diverse, complicated, multifaceted and global. In this Featured Presentation, the speaker will address major evolutions in the ELT field and share strategies that TESOL professionals need to have to continuously empower our learners and themselves in the changing global ELT field.



Yilin Sun

Biography: Yilin Sun has served as president of TESOL International Association (2013-2016), as chair of the TESOL Affiliate Leadership Council, and president of Washington Association for the Education of Speakers of Other Languages (WAESOL). In 2011-2012, Dr. Sun was a Fulbright Senior Scholar in Taiwan at the National Taiwan Normal University. Dr. Sun received her doctorate in applied linguistics/curriculum and instruction from the Ontario Institute for Studies in Education/University of Toronto, Canada. She has more than 29 years of experience in the field of TESOL as a teacher educator, a researcher, a classroom teacher, and a program leader with various institutions of higher education in China, Canada, and the United States. She is the author and co-author of books, book chapters, and research papers in refereed professional journals. She has also frequently been invited to give keynote and featured speeches at national and international conferences. Her research interests include curriculum development, program assessment and evaluation, L2 reading, vocabulary learning, critical thinking, classroom-based action research, teacher education, adult education, World Englishes, ESP and non-native English speaking teachers (NNEST) in the ELT field.

Sponsored by CoTESOL

CoTESOL Memory: Hand-written note delivered to Dr. James Alatis at the 11th annual TESOL convention, Miami, 1977

“We...feel there is a sufficient number of ESL teachers throughout Denver and Boulder to warrant the formation of a chapter of TESOL.” -Shelley Ray, Linda Peerson, 1977

Featured Presentation

The forest for the trees: Observing grammar in academic writing

Friday, November 4

1:30 to 2:15

Jefferson Room



Keith Folse

Abstract: When most ESL teachers talk about grammar in the context of academic writing, the focus is almost always on errors in student writing. Common teacher comments include: “You need to use a gerund here.” “That’s not the right verb tense to use in a conditional sentence like that.” “You need the here, not an.” To be certain, errors in ESL writing can matter. However, even if you correct the ESL errors targeted in these three teacher comments, there are still grammatical differences between how an ESL writer and a peer native writer compose their English to complete common college writing tasks, and these differences go way beyond mere errors. Most of us who teach writing have not considered these important differences, however, because we have been so focused on the obvious and frustrating errors.

In this Featured Presentation, we will consider what grammar for writing might focus on by looking at some examples of grammar for writing by comparing an ESL writer’s work with that of a peer college native writer. The mistakes are obvious differences, but a more careful eye can go beyond the errors to look at other important differences, that is, the proverbial “forest for the trees.”

Biography: Dr. Keith Folse is Professor of TESOL at the University of Central Florida. His main research interests include the teaching of vocabulary, grammar, and ESL writing. Dr. Folse is a frequent presenter at TESOL conferences, and this will be his third visit to COTESOL. He has written over 50 books, including composition and grammar books with National Geographic Cengage Learning.

Sponsored by National Geographic / Cengage Learning and CoTESOL

CoTESOL is a member of the Rocky Mountain regional TESOL accord



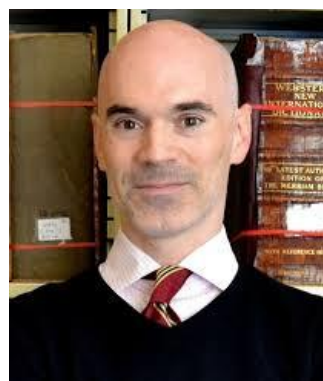
Featured Presentation

The dictionary as data: What the online dictionary tells us about English

Saturday, November 5

8:45 to 10:00

Jefferson Room



Peter Sokolowski

Abstract: What makes a person look up a word? When do you use a dictionary? Looking up a word in the dictionary is an intimate act for each of us as individuals, but the words sought by millions of users put together tell us a surprising story about the English language. By watching a billion annual word lookups in an online dictionary, lexicographers track which entries are being consulted at any given moment. Some words are perennial sources of curiosity, while others show spikes of interest triggered by news from the worlds of politics, entertainment, and sports. Some words express the general mood of the culture; others reflect a poignant specificity. At the same time, this Web traffic tells a story about the changing business of dictionaries -- and what is expected of a dictionary in the 21st century.

Bio: Peter Sokolowski joined Merriam-Webster in 1994 as the company's first French-language editor, and has since defined and edited entries for many of the company's dictionaries. He blogs at Merriam-Webster Unabridged, appears in the Ask the Editor videos at M-W.com, and was named among TIME's 140 Best Twitter Feeds of 2013. Active as a lecturer, he has led workshops for the U.S. State Department and serves as pronouncer for spelling bees worldwide. Peter attended the University of Paris and earned his M.A. in French Literature at the University of Massachusetts. He is also a freelance musician and a music host at New England Public Radio.

Sponsored by Merriam-Webster

CoTESOL Memory from the 1992 newsletter:

"On his retirement from the board, Mark Clarke was recognized at the convention. People who worked with him on the board, people who took a class from him, and people who used his books were asked the stand up. The entire room was standing."

Featured Presentation

Seeing the big picture: A selfie-help guide

Saturday, November 5

11:15 to 12:00

Jefferson Room



Thomas Healy

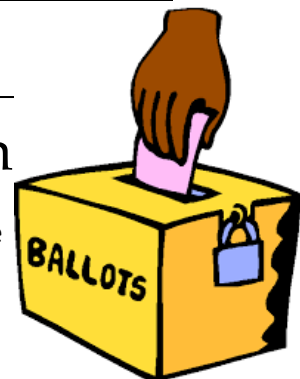
Abstract: Engrossed in the everyday reality of lesson-planning, teaching classes, and evaluating learners, it is understandable that we can easily lose our perspective on what we are trying to accomplish as educators. In this session I will describe my own struggle “to see the forest for the trees” and explore instances of where I lost sight of the big picture. Following an analysis of some of my own myopic teaching practices, we will explore ways in which we can gain better insight into what we actually do, as opposed to what we are trying to achieve, in the classroom. We will discuss strategies for how we can bridge this gap. In particular, I will share my experience of using a smartphone and social media for the purposes of reflective teaching. Attendees can expect to take selfies, read a newspaper, play golf and come away with some ideas that they can use in their own classrooms. Unfortunately, vision, forest and breadcrumb metaphors will be unavoidable in the session.

Biography: Thomas Healy is an instructor at the Pratt Institute in Brooklyn, New York and at Hyung Hee Cyber University, based in Seoul, South Korea. His research interests include developing self-supported technology solutions using widely available and easy to use digital tools. He is a co-author of the *Smart Choice* series published by Oxford University Press.

Sponsored by CoTESOL

VOTE!...for CoTESOL's Top Presentation

CoTESOL will recognize one presenter from this convention as “Best of CoTESOL.” Before you leave the convention, please vote for the best presenter based on the sessions you attended. There are ballots in your tote bag and at registration. The ballot box is at registration. The CoTESOL board will choose one presenter based on all the votes and reasons for these votes. Depending on the availability of funds, the presenter chosen as “Best of CoTESOL” will receive a **fully funded trip to TESOL 2017 in Seattle.**



SIGNature Presentation

Building academic language through visual primary sources

Friday, November 4

9:15 to 10:00

Summit C Room

Abstract: Using transportation as a theme, experience strategies for taking your elementary students back in time to develop conceptual understanding, analyze visual images, chart change over time, and practice academic English language and vocabulary. Learn how to access FREE digitized primary sources and teacher resources from the Library of Congress.

SIGNature Presentation

Learn to love primary sources through baseball

Friday, November 4

10:15 to 11:00

Summit C Room

Abstract: What exactly are primary sources, and how can they support English language learning? Gain clarity on these questions through a brief lesson on baseball, race and ethnicity. Included is an introduction to the Library of Congress website, including free online collections for students and tools and resources for teachers.



Anne Ryan Bell

Biography: Anne Ryan Bell is an educator with 15 years' experience leading professional development initiatives. She is passionate about equipping and empowering individuals for greater impact in their spheres of influence, especially those in teaching roles. Her background also includes teaching at the high school and community college levels, as well as roles in the field of communication and media. She holds a PhD in Educational Technology and currently serves on the board of Colorado Geographic Alliance (COGA). Most recently, Dr. Bell directed the Teaching with Primary Sources program at University of Northern Colorado for nine years. The program, funded and led by the Library of Congress, engages K-12 teachers in integrating primary sources into lessons to support inquiry-based learning. She is looking forward to sharing these resources and strategies with the COTESOL community.

Sponsored by CoTESOL's Content Area Special Interest Group

Co-chairs: Donna Kapp and Juli Sarris

SIGNature Presentation

I LEARN AMERICA: How to amplify the voices of your students

Friday, November 4

10:15 to 12:00

WMDC Building, 3rd Floor, Room 3

Abstract: Find out how to amplify the voices of your students through personal storytelling and exchange of shared experiences. Through screenings and workshops, schools and universities around the country connect the stories in the film, I LEARN AMERICA, to their students. During this session, director Jean Michel Dissard will invite you to get involved and to use the film to build bridges between newcomers, their classmates, your schools, your communities and their new land. He will present clips of the film and showcase the work done throughout the states and abroad through the "Human Library" of students stories inspired by I LEARN AMERICA.



Jean-Michel Dissard

Biography: With support from the Mac Arthur Foundation, Jean-Michel Dissard directed and produced I LEARN AMERICA. Prior to this documentary, Jean-Michel produced critically acclaimed films chronicling adolescent youth, including: "Raising Victor Vargas" by Peter Sollett, a fiction about Latino youth in New York City (selected at the Cannes Film Festival and Sundance); "Rikers High," a Showtime documentary about 3 incarcerated teenagers on NYC's Rikers Island (won best New York Documentary at the Tribeca Film Festival); and "Ezra," a fiction about the child soldiers of Liberia. Jean-Michel was one of the writers and producers on "Down to the Bone," directed by academy award nominee Debra Granik. Jean Michel is on the Advisory Board of Cine-Institute, the only film school in Haiti. Building on the needs and creativity of local allies, Jean-Michel also uses I LEARN AMERICA to spark "home-grown" events addressing issues of immigration and education in schools and communities in "receiving" and "migrating" countries around the world. Originally from France, Jean-Michel migrated to United States when he was a teenager. He is a dual citizen.

Sponsored by CoTESOL's Secondary Education Special Interest Group

Co-chairs: Sarah Klieforth and Cara Schroeder

CoTESOL Memory:

"CoTESOL has much to be proud of at the end of its first year as a TESOL affiliate. The organization now has 180 members. The organization has come a long way since the first interest/testing meetings of a handful of people in 1976." -Mike Donlin, 1979

SIGNature Presentation

Supporting adult ELs in dismantling the school-to-prison-pipeline

Friday, November 4

11:15 to 12:00

Spruce Room



Juli Sarris

Abstract: Many of our adult English learners have children in the public schools. These children are often at risk of being absorbed into the school-to-prison-pipeline, a phenomenon in which students of color, including Latinas/os, English learners, and students labeled Special Education (a disproportionate number of which are English learners) are more harshly disciplined by the schools than are their European-American counterparts. Current research has shown that students facing this harsh punishment are more likely to be arrested and incarcerated in the future.

Adult ESL instructors are in a unique position to support their adult English learners such that they can better support their children and disrupt this pipeline. Attendees at this session will learn more about the pipeline and will take away concrete methods to empower the parents in their adult ESL classes to navigate the public school system, talk with principals and administrators, and advocate for their children with confidence and positivity.

Biography: Juli Sarris has been teaching for over 30 years, 15 of those years in ESL and in teacher education programs. She has taught in many different settings, including community college adult ESL programs, intensive English programs, and family literacy programs, as well as in teacher education programs through Front Range Community College, CU-Boulder and University of Northern Colorado. Juli holds a PhD in Education: Social, Multicultural, and Bilingual Foundations of Equity, Education, and Cultural Diversity and an MA in Linguistics/TESOL, both from CU-Boulder. She lives with her family in Boulder, and enjoys hiking, camping, and knitting.

Sponsored by CoTESOL's Adult Education Special Interest Group

Co-chairs: Michelle Raese and Connie Davis

CoTESOL Memory:

Before laptops, projectors, PowerPoint, and Prezi, there were chalkboards and overhead projectors...



SIGNature Presentation

TESOL policy outlook: What happens next in DC?

Friday, November 4

11:15 to 12:00

Club Room

Abstract: Now that the general election has concluded, what does the future hold for policies such as Race to the Top, the Every Student Succeeds Act, and the Workforce Innovation and Opportunities Act? Where do things stand on comprehensive immigration reform? What other issues, such as the Common Core State Standards, are impacting ELLs and the TESOL field? This session will present an overview of the current state of affairs in Washington, DC, and provide an update on national education policy.

SIGNature Presentation

Advancing teacher leadership through advocacy

Friday, November 4

1:30 to 2:15

WMDC 1 Room

Abstract: All educators play a critical role in improving the lives of their students, however this is especially true for educators in the TESOL field. Advocacy is at the core of being a TESOL educator, but what is the best way to be an effective advocate for students and programs? This presentation will discuss how TESOL educators can answer the call for advocacy, and identify ways that educators can shape the policies that impact their programs, their jobs, and their students' lives.



John Segota

Biography: John Segota, Associate Executive Director for Public Policy & Professional Relations, has been with TESOL International Association (TESOL) since 1996. John's responsibilities at TESOL include government relations, policy analysis, media relations and communications, oversight of standards development, and management of TESOL's advocacy activities. John works closely with TESOL's senior leadership on policy management, strategic planning, public relations, and governance issues. John has presented both nationally and internationally on public policy as it relates to English language education, and has written extensively on issues of education policy. When he is not working, John enjoys traveling, film, photography, and theatre, where he has volunteered in numerous capacities both on stage and behind the scenes. John has a BA in Political Science with a concentration in International Studies from the College of the Holy Cross in Worcester, MA, and is pursuing a Master's in Public Leadership at the George Washington University. He has also received a graduate certificate in Project Management from the Keller Graduate School of Management, and has earned the Certified Association Executive (CAE) designation from the American Society of Association Executives.

Sponsored by CoTESOL's Socio-political Concerns Special Interest Group
Co-Chairs: Kat Bradley-Bennett and Elizabeth Schroeder

SIGNature Presentation

What should they read? Motivation and readability for English learners

Friday, November 4

1:30 to 3:15

Spruce Room



Andrea Hellman

Abstract: Do you struggle with how to motivate English learners to read? Are your students frustrated with leveled readers? Are you puzzled by grade level readability metrics? Choosing the right books to read is the key to motivating readers and guiding them to reach the standards. Readability for a language learner is surprisingly complex and confusing for teachers because a host of variables contribute to it. This workshop will hand you practical tools to select the right text for specific reading tasks to help you boost your learners' motivation and self-efficacy with reading. You will also learn techniques language learners should know to choose authentic books that are just right for them to propel them to engage in reading and achieve grade level skills.

Biography: Dr. Andrea Hellman is a teacher educator and applied linguist at Missouri State University in the College of Arts and Letters, where she coordinates the undergraduate and graduate programs in TESOL. Previously, she prepared elementary and early childhood teachers for working with language minority students in mainstream classes and collaborating with their families. She served as principal TESOL faculty and research associate for Project SPEAK, a Title III National Professional Development grant. She holds a doctorate from Boston University and earned the Christopher Brumfit award for dissertation of the year in language education from Cambridge University Press. Andrea is a frequent presenter at various regional and international conferences; she is a Hungarian-English bilingual and adult immigrant to the United States.

Sponsored by CoTESOL's Intensive English Programs/Higher Education Special Interest Group

Co-chairs: Daniel Schweissing and Agnes Farkas-Roszell



Colorado State University

Earn Academic Credit

Both university graduate credit and Continuing Education Units (CEUs) are available to attendees through Colorado State University Department of English. CSU will have representatives at their exhibit table in the registration area to answer questions and take applications.

SIGNature Presentation

Reading skills for the selfie generation

Friday, November 4

2:30 to 4:15

Conifer Room



Thomas Healy

Abstract: Our students have more access to more information than ever before. Yet, the ready availability of content, especially digital content, provides them with challenges. How can they keep on track while reading given multiple hyperlinks? What is the most effective way of using these links without, like Alice in Wonderland, falling down a seeming endless rabbit hole? How can they identify content that is appropriate for their work?

Teachers also have multiple challenges. Knowing that students still need to read print material, how can we make it stimulating for learners who are used to interactive material? The continued importance of printed text means we need to continue to focus on traditional reading skills and strategies, but how do these strategies translate in the world of digital content? What newer skills do our students need that we might be overlooking?

In this session, we will discuss the implications of teaching reading skills in the 21st Century. We will explore the broader issue of information literacy, and consider what this means for our own teaching practice. In particular, we will look at how to use easy-to-use consumer applications such as *Camtasia* and *Adobe Acrobat* to enrich teacher-generated classroom materials, and examine ideas of how to teach traditional skills and strategies in the context of digital media.

Biography: Thomas Healy is an instructor at the Pratt Institute in Brooklyn, New York and at Hyung Hee Cyber University, based in Seoul, South Korea. His research interests include developing self-supported technology solutions using widely available and easy to use digital tools. He is a co-author of the *Smart Choice* series published by Oxford University Press.

Also sponsored by CoTESOL's Learning and Teaching with Technology Special Interest Group

Co-chairs: Nick Einterz and Mary Hilken

SIGNature Presentation

Immigrants' Rights and Realities

Saturday, November 5

9:15 to 10:00

Pikes Peak A Room

Abstract: This Socio-Political SIG Forum will provide a range of perspectives on policies and trends that affect English language learners and their families with featured speakers from the Migration Policy Institute, the Bell Policy Center, and the firsthand experiences of an immigrant from Colorado.

Panelists:



Margie McHugh (Migration Policy Institute) Margie McHugh is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. The Center is a national hub for leaders in government, community affairs, business and academia to obtain the insights and knowledge they need to respond to the challenges and opportunities that today's high rates of immigration pose for communities across the United States. It provides in-depth research, policy analysis, technical assistance, and information resource services on a broad range of immigrant integration issues. Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary and workforce skills programs. She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States.



Frank Waterous (Senior Policy Analyst, The Bell Policy Center) Frank Waterous has over 30 years of experience working on a broad range of public policy issues and in postsecondary education. Since joining the Bell Policy Center in 2005, he has worked on policy initiatives spanning the preschool-through-postsecondary education spectrum, and on efforts to expand education, skills-development, and workforce opportunities for adults. Prior to joining the Bell, he was a senior policy analyst for the Colorado Community College System and a senior analyst for the U.S. Government Accountability Office (GAO) in Denver. He previously worked as an administrator and faculty member at colleges in Colorado and Minnesota. Frank holds a bachelor of arts degree in anthropology from Dartmouth College; master of arts degrees in anthropology from the University of Pennsylvania and in education from the University of Colorado, Boulder; and a Ph.D. in education from the University of Minnesota, Department of Educational Policy and Administration.

American Friends Services Committee Representative

Sponsored by CoTESOL's Socio-political Concerns Special Interest Group
Chair: Kat Bradley-Bennett and Elizabeth Schroeder

SIGNature Presentation English for the workplace

Saturday, November 5

9:15 to 10:00

Parker Room

Abstract: How do you modify vocational training materials to instruct English language learners? Are there principles which are appropriate for any career and can be transferred from program to program? Students in the vocational ESL courses at Morgan Community College are preparing for work in a variety of industries.

SIGNature Presentation Bringing employers and employees together through training

Saturday, November 5

10:15 to 11:00

Parker Room

Abstract: What kinds of employees are businesses in your community looking for? Identifying employer needs and forming partnerships with local employers ensures program effectiveness and supports students as they prepare for new jobs and career advancement.



George O'Clair

Biography: George O'Clair joined the United States Navy from his home town in New Hampshire where he started his electrical career. O'Clair holds electrical licenses in multiple states and owned his own electrical company. He lived in Maine, Vermont, Virginia, Illinois, and Wyoming before moving to Colorado to work for the railroad. George has spent the last seven years teaching adults. He began teaching vocational classes for adults, including electrical classes, while he was working in the electrical field. He later went on to teach English language one, two, three, High School Equivalency, college preparation and electrical transition classes for Morgan Community College at Cargill's Workplace Education. George is serving as President-Elect on the Colorado Adult Education Professional Association (CAEPA). O' Clair serves on several committees within the CAEPA board in addition to the boards of several other vocational and service oriented organizations.

Sponsored by CoTESOL's Content Area Special Interest Group

Co-chairs: Donna Kapp and Juli Sarris

SIGNature Presentation

Myths and realities of international students

Saturday, November 5

10:15 to 12:00

Golden Room



Sandra Silberstein

Abstract: This session reports a rich set of quantitative and qualitative data capturing the experiences and voices of faculty and students. The results confound stereotypes of international students but also express concerns. The presentation outlines a variety of support developed at the University of Washington and leaves time for audience input.

Biography: Sandra Silberstein is Professor of English and Director of the MATESOL Program at the University of Washington, where she also serves as Arts & Sciences Coordinator of International Student Academic Support. She has been editor of the *TESOL Quarterly*; her books include the ESOL reading textbooks *Reader's Choice* and *Choice Readings* (with Mark Clarke and Barbara Dobson), *Techniques and Resources in Teaching Reading*, and *War of Words: Language, Politics, and 9/11*.

Sponsored by CoTESOL's Teacher Education / Action Research Special Interest Group
Co-chairs: Olivia Conner and Lena Karabushin



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CoTESOL presents...
Live entertainment in the Jefferson Ballroom
Friday, November 4, 5:00 pm

FASTLANE

Fastlane Quartet is comprised of members of the Sound of the Rockies men's a cappella chorus who have been singing together since 2011. The group collectively features over 50 years of quartet experience, actively supports engaging youth in the joy of barbershop and a cappella singing, and enjoys honing its craft.

The quartet has performed at numerous small venues in the Denver area, including church performance series, business meetings and celebrations, schools, radio and television shows, parties, and Sound of the Rockies chapter shows. It regularly competes in Barbershop Harmony Society competitions.

Fastlane sings an eclectic repertoire of traditional barbershop ballads and up-tunes, blues, spirituals, swing, jazz, Broadway, holiday, and contemporary songs.



A special thanks to the CoTESOL board members for planning and organizing this 40th Annual Fall Convention

Past President- **Jennifer Shank**; President- **Sarah Austin**; 1st Vice President and Convention Chair- **Susan Holloway**; 2nd Vice President and Program Chair-**Tom Germain**; Publishers' Liaison-**Bruce Rogers**; Communications Liaisons-**Hilario Benzon & Christine Deines**; Executive Secretary-**Larry Fisher**; Socio-political Liaisons-**Kat Bradley-Bennett & Elizabeth Schroeder**; Entertainment/Hospitality Liaison-**Dieter Bruhn**; Adult Education SIG Chairs-**Connie Davis & Michelle Raese**; Content Area SIG Chairs-**Donna Kapp & Juli Sarris**; Elementary Education SIG Chairs-**Sandy Stokely & Maritza Helson**; IEP/Higher Education SIG Chairs- **Daniel Schweissing & Anges Farkas-Roszell**; Learning and Teaching with Technology SIG Chairs-**Nick Einterz & Mary Hilken**; Secondary Education SIG Chairs-**Sarah Klieforth & Cara Schroeder**; Teacher Education/Action Research SIG Chairs-**Olivia Connor & Lena Karabushin**; Western Slope Liaison-**Stephanie Dewing & Virginia Nicolai**; Member-at-Large-**Liliana Graham**.



Friday, November 4
Sessions (alphabetical by room)
Starting at 8:45

FEATURED PRESENTATION – 75 MINUTES

Sponsored by CoTESOL

FRI, NOV 4, 8:45 A.M., JEFFERSON

Celebrating 40 years of transformation: Striving for excellence in ELT

Over the past 40 years, the field of TESOL has witnessed significant transformation in research and practice. Today the ELT field is diverse, complicated, multifaceted and global. In this Featured Presentation, the speaker will address major evolutions in the ELT field and share strategies that TESOL professionals need to have to continuously empower our learners and themselves in the changing global ELT field.

Yilin Sun *TESOL International Association* yilsuntesol@gmail.com

Friday, November 4
Sessions (alphabetical by room)
Starting at 9:15

FRI, NOV 4, 9:15 A.M., BOULDER/PARKER

Paper - 45 minutes, AE, CA, GA

Academic writing for adult English language learners

After discussing the results of a needs analysis conducted with AELLs, the presenters will introduce a curriculum supporting AELLs' transition from non-accredited ESL programs to accredited programs. The curriculum integrates supporting academic process writing, basic academic writing skills, and strategies for completing community college placement essays. Handouts will be provided.

Adele Lonas *Colorado State University* avlonas@hotmail.com

Sufang Hou *Colorado State University* sufanghou1019@gmail.com

Krista Boddy *The Center for Adult Learning* krista_boddy@hotmail.com

FRI, NOV 4, 9:15 A.M., CLUB ROOM

Demonstration - 45 minutes, Tech, BE, IEP/HE

Tweeting to build language awareness

Language teachers have traditionally struggled with ways to increase students' ability and motivation to notice how language is used outside the classroom. Presenters will demonstrate how Twitter can be leveraged by teachers to increase not only students' awareness of language use, but also their ability to analyze it.

Tamara Milbourn *University of Colorado* milbourn@colorado.edu

Karen Easterday *University of Colorado Boulder* karen.easterday@colorado.edu

Venus Robinson *University of Colorado Denver* venus.robinson@ucdenver.edu

Jennifer Kunches *University of Colorado Denver* jennifer.kunches@ucdenver.edu

FRI, NOV 4, 9:15 A.M., CONIFER

Demonstration - 45 minutes, IEP/HE, AE

Exploring campus culture through task-based projects

International students face various cultural adjustment challenges on campus. Presenters demonstrate university preparation projects exploring real-world situations to help students overcome these obstacles. Participants leave with modifiable task-based projects targeting an integrated skills approach and resources to foster student transition to university.

Summer Webb *International English Center-UCB* summer.webb@colorado.edu

Barbara Flocke *International English Center-UCB* barbara.flocke@colorado.edu

Kirsten Stauffer *International English Center-UCB* kirsten.stauffer@colorado.edu

FRI, NOV 4, 9:15 A.M., EVERGREEN/GOLDEN

Demonstration - 45 minutes, IEP/HE, TE/AR

Scaffolding reading with comprehension outlines

How do we teach students to identify main ideas amidst complex grammar and innumerable details? The demonstrator will model techniques to build comprehension outlines, which start by identifying main clause subjects and verbs, followed by distinguishing relevant details, organizing notes, writing summaries, and raising awareness of grammar issues. Samples provided.

John Schillo *INTO Colorado State University* john.schillo@colostate.edu

FRI, NOV 4, 9:15 A.M., MT. EVANS

Demonstration - 45 minutes, EE, SE, AE

Successful strategies for ELL parent involvement

How can elementary and secondary teachers involve ELL parents in their children's education and build positive and long-lasting relationships with the ELL community? This presentation will offer a variety of strategies to build relationships with ELL families by showing them practical ways to help their children succeed academically.

Irina Adams *Mesa County Valley School District 51* Irina.Adams@d51schools.org

Susan Kembel *Mesa County Valley School District 51* Susan.Kembel@d51schools.org

FRI, NOV 4, 9:15 A.M., PIKES PEAK A/B

Demonstration - 45 minutes, IEP/HE, SE

Using extended writing assignments to empower students

The presenters outline an approach for engaging students in extended writing that develops writing, critical thinking, time management, and organizational skills for academic success. Specific tasks including analyzing extended writing assignments, finding and integrating sources, and drafting papers are addressed along with adapting the approach to various academic settings.

Charl Norloff *University of Colorado Boulder* norloff@colorado.edu

Amy Renehan *University of Washington* arenehan@uw.edu

FRI, NOV 4, 9:15 A.M., SPRUCE

Workshop - 45 minutes, SE, EE, TE/AR

I am my brother's keeper: Engaging boys and young men of color

This session will give participants an overview of the risk factors that are currently the most pressing for boys and young men of color. We will also explore the implementation of research-based strategies and tools in

today's classroom to increase the engagement and academic success of our boys and young men of color.

Hilario Benzon *Jefferson County Public Schools* jbenzon@jeffco.k12.co.us

Jason Firestone *Jefferson County Public Schools* jfiresto@jeffco.k12.co.us

Ariane Rivera *Jefferson County Public Schools* arivera@jeffco.k12.co.us

FRI, NOV 4, 9:15 A.M., SUMMIT A

Exhibitor Session – 45 minutes

Teach Abroad with U.S. embassies worldwide

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Danielle Yates *U.S. Department of State English Language Programs* Fellow@elprograms.org

Toni Hull *U.S. Department of State English Language Programs* Fellow@elprograms.org

Annette Charron *U.S. Department of State English Language Programs Alumna*

FRI, NOV 4, 9:15 A.M., SUMMIT B

Exhibitor Session – 45 minutes

Conversational English, volunteering at Sahara's edge

Volunteer at the edge of the Sahara at a summer conversational English program. The remote village of Guéoul, Sénégal is building a new branch university. English is required for admission to university. Learn local dancing, drumming, singing. Eat well. Live with a family. Train teachers. Help in the classroom.

Judy Beggs *Friends of Gueoul* gueoul@mindspring.com

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by the Content Area Special Interest Group

FRI, NOV 4, 9:15 A.M., SUMMIT C

Building academic language through visual primary sources

Using transportation as a theme, experience strategies for taking your elementary students back in time to develop conceptual understanding, analyze visual images, chart change over time, and practice academic English language and vocabulary. Learn how to access FREE digitized primary sources and teacher resources from the Library of Congress.

Anne Ryan Bell *University of Northern Colorado* anne.bell@unco.edu

FRI, NOV 4, 9:15 A.M., WMDC1

Demonstration - 45 minutes, IEP/HE, CA, Tech

Acting out English on video

A presentation on teaching English to non-native speakers using techniques unique to acting classes and film production.

Mike Hammond *International English Center-UCB* mike.hammond@colorado.edu

FRI, NOV 4, 9:15 A.M., WMDC2

Workshop - 45 minutes, IEP/HE, GA

Shall we play a game?

In this interactive session, participants will experience easily adaptable games and activities for adult learners from the past four decades. Using poster paper, pen and paper, PowerPoint, and Prezi, these games will whet our students' desire to learn while addressing a number of learner preferences and skill areas.

Constance Leonard *US Air Force Academy* constance.leonard@usafa.edu

FRI, NOV 4, 9:15 A.M., WMDC3

Workshop - 45 minutes, CA, EE, SE

Successful grouping arrangements for content area instruction

What type of grouping arrangement works best for content area instruction in linguistically diverse classrooms? Participants will engage in collaborative learning activities for science instruction and discuss grouping considerations for bilingual learners. We will also discuss opportunities for further learning through eCALLMS professional learning communities.

Chris Carson *University of Colorado Denver* christopher.carson@ucdenver.edu

Friday, November 4

Sessions (alphabetical by room)

Starting at 10:15

FRI, NOV 4, 10:15 A.M., BOULDER/PARKER

Workshop - 45 minutes, EE, CA, SE

Teaching the language of math

Isn't math a universal language? This workshop addresses the linguistic challenges math presents English Language Learners. Participants will analyze a video clip of students in an elementary math class, engage in cooperative learning strategies designed to develop mathematical language, and apply three basic principles to support ELLs in math.

Beth Skelton *Beth Skelton Consulting* ellbeth@bethskelton.com

FRI, NOV 4, 10:15 A.M., CLUB ROOM

Discussion - 45 minutes, PA, AE

Partnership to provide bilingual teacher's assistants

There is high demand for bilingual teacher's assistants in Denver area K-12 classrooms to support English language learners. This employment opportunity can lead to a career in education. Learn about an innovative partnership between Denver Public Schools and Spring Institute to prepare bilingual parents for success in the hiring process.

Jessie Hawthorn *Spring Institute for Intercultural Learning* jhawthorn@springinstitute.org

Bridget Galati *Denver Public Schools* bridget_galati@dpsk12.org

Carrie Cisneros *Denver Public Schools* carrie_cisneros@dpsk12.org

Heather Hernandez *Spring Institute* treekhugginmama@gmail.com

Natalia Devlin *Spring Institute* ternatalia@googlemail.com

FRI, NOV 4, 10:15 A.M., CONIFER

Demonstration - 45 minutes, IEP/HE, SE

Comprehension out loud: Collaborative strategic activities for building reading skills

Are you looking for engaging ways to help your students build academic reading comprehension skills? Presenters demonstrate scaffolded group activities for students to summarize, paraphrase and respond to main ideas while ensuring individual accountability and equal participation. Participants leave with resources for designing reading lessons that get students talking.

Ruth Moore *International English Center-UCB* ruth.moore@colorado.edu

Barbara Flocke *International English Center-UCB* barbara.flocke@colorado.edu

FRI, NOV 4, 10:15 A.M., EVERGREEN/GOLDEN

Exhibitor Session – 45 minutes

40 Years of (the textbook) "Reader's Choice"

The authors and publisher talk about the evolution of a reading skills textbook—what's changed in 40 years and what is the same. The panelists discuss how the teaching of reading has changed and what that means for materials development (past, present, and future).

Sandra Silberstein *University of Michigan Press* tq@uw.edu

Mark Clarke *University of Colorado-Denver* Mark.Clarke@ucdenver.edu

FRI, NOV 4, 10:15 A.M., JEFFERSON

Workshop - 45 minutes, IEP/HE, AE, TE/AR

Getting bored students aboard through multi-sensory engagement

Participants in this workshop will experience a multi-sensory learning environment with sounds, aromas, and visual stimuli which act as a catalyst for learning. They will learn strategies used to build the learning environment. Eventually, they will create outcomes-based, student-focused activities that energize learning by stimulating the senses.

Carol Kok *Spring International Language Center* carol@spring.edu

FRI, NOV 4, 10:15 A.M., MT. EVANS

Workshop - 45 minutes, SE, CA

Teach me how to budget (ESL friendly project)

Get your high school students ready for the real world by teaching them how to manage money, create a budget for their future lives, and to make decisions about their future based on how they visualize their future. You will receive all of the scaffolds, the project worksheets, and even some insights on how to use technology to enhance your project.

Kimberly Sanchez *International High School at Lafayette* ksanchez1@inths.org

FRI, NOV 4, 10:15 A.M., WMDC3

Workshop - 45 minutes, SE, IEP/HE, CA

Secondary literacy workshop model

The Secondary Literacy Workshop Model is adapted from elementary to meet the needs of ELLs across all four domains. The Workshop model has changed the mindset of Secondary ESL Teachers from a traditional lecture/ESL approach to a collaborative and constructivist model. The results of implementation will be shared.

Rita Meskel *Jeffco Public Schools ESL/DL* rmeskel@jeffco.k12.co.us

Lorrie Joseph *Jeffco Public Schools ESL/DL* ljoseph@jeffco.k12.co.us

FRI, NOV 4, 10:15 A.M., SPRUCE

Paper - 45 minutes, SE, Tech, TE/AR

Skype™ conference calls in the EFL classroom

The article presents the results of the implementation of Skype™ conference calls to promote the use of speaking skills in the EFL classroom. The findings of this study showed that Skype™ conference calls are a powerful tool to foster communication and motivation in the L2.

Alma Alicia Peralta Aguillón *Benemérita Universidad Autónoma de Puebla* almaliciapa@hotmail.com

Maria Eugenia Méndez Ramirez *Benemérita Universidad Autónoma de Puebla* mendez_geny@hotmail.com

FRI, NOV 4, 10:15 A.M., SUMMIT A

Exhibitor Session – 45 minutes

How to use free access to digital newspapers

This presentation will show how using digital newspapers with ELL students of all ages increases motivation and engagement and provides

social and community context to what you are already teaching. Free access to newspapers & teaching materials.

Dana Plewka *Denver Post* dplewka@denverpost.com

FRI, NOV 4, 10:15 A.M., SUMMIT B

Exhibitor Session – 45 minutes

Idioms, usage, & habit: Why learners need a learner's dictionary

Learner's dictionaries differ greatly from traditional monolingual dictionaries, and are changing the way English teachers think about using references in and out of the classroom. A learner's dictionary gives more idiomatic and usage information about register, context, and syntax, so it's a textbook and a reader as well as a practical guide to grammar. This is a tour of a learner's dictionary from the inside out, with ideas for exercises for classroom use or homework.

Peter Sokolowski *Merriam-Webster* psokolowski@m-w.com

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by the Content Area Special Interest Group

FRI, NOV 4, 10:15 A.M., SUMMIT C

Learn to love primary sources through baseball

What exactly are primary sources, and how can they support English language learning? Gain clarity on these questions through a brief lesson on baseball, race and ethnicity. Included is an introduction to the Library of Congress website, including free online collections for students and tools and resources for teachers.

Anne Ryan Bell *University of Northern Colorado* anne.bell@unco.edu

FRI, NOV 4, 10:15 A.M., WMDC1

Workshop - 45 minutes, CA, EE, BE

Incorporating art into daily content instruction

You don't need to be an artist to learn engaging and effective methods to incorporate art into your content area lessons. Come with questions about specific content areas and leave with creative ideas to support your students' academic growth. This session is intended to be a dynamic conversation addressing participants' needs.

Nancy Reif *Silverthorne Elementary (Summit RE-1)* nreif@summitk12.org

FRI, NOV 4, 10:15 A.M., WMDC2

Demonstration - 45 minutes, IEP/HE, EE, SE

Ten fun vocabulary games

This demonstration shows teaching English vocabulary to non-native speakers using games and activities that are fun and interactive. The games are appropriate for all levels and ages.

Jennifer Caines *CU* jennifer.caines@colorado.edu

Matthew Morley *CU* matthew.morley@Colorado.EDU

SIGNATURE PRESENTATION – 105 MINUTES

Sponsored by the Secondary Education Special Interest Group

FRI, NOV 4, 10:15 A.M., Pikes Peak A/B

I LEARN AMERICA : How to amplify the voices of your students

Find out how to amplify the voices of your students through personal storytelling and exchange of shared experiences. Through screenings and workshops, schools and universities around the country connect the stories in the film, I LEARN AMERICA, to their students. During this session, director Jean Michel Dissard will invite you to get involved and to use the film to build bridges between newcomers, their classmates, your schools, your communities and their new land. He will present clips of the film and showcase the work done throughout the states and abroad through the "Human Library" of students' stories inspired by I LEARN AMERICA.

Jean Michel Dissard jdissard@bway.net

Friday, November 4
Sessions (alphabetical by room)
Starting at 11:15

FRI, NOV 4, 11:15 A.M., BOULDER/PARKER

Demonstration - 45 minutes, AE, EE, SE

Taming the grammar monster: See/Say cards

This See-Say-Card Method offers a simple way of teaching English by using images on cards. Students rely directly on “seeing and saying,” (rather than reading) in order to comprehend and communicate ideas. Grammar patterns are seen as images that help elicit corresponding sound patterns of English speech.

Meredith Folley *Meredithfolley@gmail.com*

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by the Socio-political Concerns Special Interest Group

FRI, NOV 4, 11:15 A.M., CLUB ROOM

TESOL policy outlook: What happens next in DC?

When the general election has concluded, what does the future hold for policies such as Race to the Top, the Every Student Succeeds Act, and the Workforce Innovation and Opportunities Act? Where do things stand on comprehensive immigration reform? What other issues, such as the Common Core State Standards, are impacting ELLs and the TESOL field? This session will present an overview of the current state of affairs in Washington, DC, and provide an update on national education policy.

John Segota *TESOL International Association jsegota@tesol.org*

FRI, NOV 4, 11:15 A.M., CONIFER

Paper - 45 minutes, SE, TE/AR, PA

Classroom research: What matters and who cares?

Presenters report on classroom research in an alternative high school serving low-income, refugee, and immigrant youth. The process yields a rich picture of life and language learning, but district mandates are crafted from narrowly focused, political goals. Tensions between approaches become sites for strategic engagement with policies and players.

Mark Clarke *CU Denver mark.clarke@ucdenver.edu*

Erin Kimmel *New America School ekimmel@newamericaschool.org*

FRI, NOV 4, 11:15 A.M., EVERGREEN/GOLDEN

Demonstration - 45 minutes, IEP/HE, PA, GA

Effective mentoring through team teaching

Hands-on mentoring through team teaching is an effective way to guide less-experienced teachers and establish solid professional growth and development. The presenters will describe a successful process that has both mentor and mentee team teaching a class, a method that provides additional edge to any mentoring program.

Shirlaine Castellino *Spring International Language Center shirlaine.c@spring.edu*

Kristine Miller *Spring International Language Center kristine@spring.edu*

Anne Lanctôt *Spring International Language Center anne.lanctot@spring.edu*

FRI, NOV 4, 11:15 A.M., JEFFERSON

Panel - 45 minutes, IEP/HE, GA

Needs analysis in ESP: Outcomes and implications

Panelists will discuss the needs analysis conducted for ESP courses and highlight the language (including collocations, technical terms, Academic Word List frequencies, and General Service Word List items) that

instructors can target to prepare students for engineering and MBA programs. Handouts with pedagogical suggestions for preparatory programs will be provided.

Lauren Porter *Colorado State University lporter0812@gmail.com*

Elham Alhudithi *Colorado State University elham@rams.colostate.edu*

Broc Bainter *Colorado State University bainter.b@gmail.com*

Sharayah Grattan *Colorado State University sharayah.grattan@colostate.edu*

Jenny Stetson-Strange, Joel Grove, Tony Beker, Titiana Nekrasova-Beker

FRI, NOV 4, 11:15 A.M., MT. EVANS

Discussion - 45 minutes, IEP/HE, PA

A glimpse into the world of recruiting

Sometimes we think of recruiting trips as exotic travels to foreign lands. Who wouldn't want to visit Japan, China, Korea, Saudi Arabia, UAE, or some other exciting location? However, there is much more to recruiting students for intensive English programs than just sitting on a beach and telling students about your language program.

Andy Pulford *Spring International Language Center andy.p@spring.edu*

FRI, NOV 4, 11:15 A.M., WMDC3

Workshop - 45 minutes, AE, SoPol, TE/AR

Lesson plan makeovers with culturally responsive teaching

Make over your lesson plans and materials to engage struggling SLIFE, using a culturally responsive learning model, the Mutually Adaptive Learning Paradigm® (MALP®). Learn how projects, booklets and surveys can engage learners who have been challenged by more traditional methods and materials.

Nan Frydland *International Rescue Committee nanfrydland@gmail.com*

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by Adult Education Special Interest Group

FRI, NOV 4, 11:15 A.M., SPRUCE

Supporting adult ELs in dismantling the school-to-prison pipeline

Adult ESL instructors are in a unique position to support their adult English learners such that they can better support their children and disrupt this pipeline. Attendees at this session will learn more about the pipeline and will take away concrete methods to empower the parents in their adult ESL classes to navigate the public school system, talk with principals and administrators, and advocate for their children with confidence and positivity.

Juli Sarris *CoTESOL Board jl30303@gmail.com*

FRI, NOV 4, 11:15 A.M., SUMMIT A

Exhibitor Session – 45 minutes

Using TED Talks in the Classroom

Using examples from National Geographic Learning's 21st Century Communication – Listening and Speaking program, attendees see how TED Talks are used to develop 21st century skills, including critical thinking, collaboration, and visual literacy. Presenters show how speaking, pronunciation, and presentation skills, inspired by TED speakers, prepare learners to become powerful communicators.

Ian Martin *National Geographic Learning ian.martin@cengage.com*

FRI, NOV 4, 11:15 A.M., SUMMIT B

Demonstration - 45 minutes, EE, CA

Socratic seminars for elementary English language learners

Socratic Seminars are perfect for achieving Common Core standards by promoting close reading, critical thinking, oral language, and listening skills. Can Socratic Seminars be effective with elementary students, especially ELLs? Presenters will briefly introduce Socratic Seminars, provide adaptations for ELL students, and share experiences in implementing them with young learners.

Lisa Hammond *University Hill Elementary School*
lisa.hammond@bvsd.org

Nickole D'Onofrio *Uni-Hill Elementary School* nickole.donofrio@bvsd.org

Laura Myers *Uni-Hill Elementary School* laura.myers@bvsd.org

FRI, NOV 4, 11:15 A.M., SUMMIT C

Paper - 45 minutes, IEP/HE, AE, PA

Systems theory as a lens on assessment

The presenter will share the results of qualitative research in which key concepts from systems theory helped uncover teacher, student, and administrator attitudes about assessment. This presentation will explore some implications of that research and invite participants to apply systems theory as a lens on their own educational contexts.

Thomas Germain *International English Center-UCB*
thomas.germain@colorado.edu

FRI, NOV 4, 11:15 A.M., WMDC1

Workshop - 45 minutes, GA, SE, AE

Giving reading and writing new life

In this highly interactive workshop, participants will be put into the role of students and will take part in several dynamic reading and writing activities that have been shown to greatly increase student interest and engagement. Audience participation is expected and detailed handouts will be provided.

Dieter Bruhn *One World Training* dbruhn@oneworldtraining.com

FRI, NOV 4, 11:15 A.M., WMDC2

Demonstration - 45 minutes, IEP/HE, AE, EE

Engaging students through drama and music

"All the world is a stage." Drama and music can be used as powerful tools to practice listening and speaking in the ESL classroom. Presenters will demonstrate engaging activities employing these mediums while targeting contextualized language development of students' vocabulary, grammar, and pronunciation abilities.

Summer Webb *International English Center-UCB*
summer.webb@colorado.edu

Kirsten Stauffer *International English Center-UCB*
kirsten.stauffer@colorado.edu

Friday, November 4
Sessions (alphabetical by room)
Starting at 1:30

FRI, NOV 4, 1:30 P.M., BOULDER/PARKER

Workshop - 45 minutes, IEP/HE, AE, GA

Students and seniors bridging generations and cultures

How do students benefit from language activities with seniors at senior-living communities? Learn how to create meaningful experiential-learning activities for students and seniors, what students contribute and gain in

terms of life, culture, and language lessons, and how this can be a potent opportunity for cultural learning and community building.

Sylvie Chevallier *International English Center-UCB*
sylvie.chevallier@colorado.edu

Amanda McCracken *International English Center-UCB*
Amanda.McCracken@colorado.edu

FRI, NOV 4, 1:30 P.M., CLUB ROOM

Workshop - 45 minutes, CA, EE, SE

Collaborative structures to increase engagement: Beyond the think-pair-share

Collaborative structures are an important aspect of classroom management to increase student engagement and rigor. Participants will engage in collaborative strategies as learners, reflect on the process, and walk away with practical strategies they can use in their classroom to aid in differentiation and reach deeper levels of knowledge.

Lorrie Joseph *Jeffco Public Schools ESL/DL* ljoseph@jeffco.k12.co.us

Matt Wilkinson *Jeffco Public Schools* mwilkins@jeffco.k12.co.us

FRI, NOV 4, 1:30 P.M., CONIFER

Paper - 45 minutes, SE, TE/AR, PA

Balancing mandated innovation and personal/professional development

Districts respond to federal and state mandates by adopting the latest Best Practice. Faculty are expected to adjust. Question: How to avoid the Big Brother Double Bind of "Think for yourself/Do as I say?" Answer: Participate in this session where presenters explore strategies for personal development in Orwellian times

Mark Clarke *CU Denver* mark.clarke@ucdenver.edu

Annie Trujillo *New America School* atrujillo@newamericaschool.org

Robert Hubbard *New America School* rhu Hubbard@newamericaschool.org

Christine Loven-Santos *New America School* cloven-santos@newamericaschool.org

FRI, NOV 4, 1:30 P.M., EVERGREEN/GOLDEN

Paper - 45 minutes, IEP/HE, PA

ePortfolios: Showcasing ESL student learning and engagement

As ESL students prepare for careers, internships, and higher education, one way to highlight and reflect on their writing is to create an ePortfolio. This session will demonstrate student examples of ePortfolios including video projects. Handouts with specific assignment suggestions to foster reflective writing and audience awareness will be provided.

Andrea Feldman *University of Colorado at Boulder*
andrea.feldman@colorado.edu

FEATURED PRESENTATION – 45 MINUTES

Sponsored by National Geographic / Cengage Learning and CoTESOL

FRI, NOV 4, 1:30 P.M., JEFFERSON

The forest for the trees: Observing grammar in academic writing

In this Featured Presentation, we will consider what grammar for writing might focus on by looking at some examples of grammar for writing by comparing an ESL writer's work with that of a peer college native writer. The mistakes are obvious differences, but a more careful eye can go beyond the errors to look at other important differences, that is, the proverbial "forest for the trees."

Keith Folse *University of Central Florida* keith.folse@gmail.com

FRI, NOV 4, 1:30 P.M., LOBBY

Poster Session - 45 minutes, SE, BE, GA

Meeting the educational challenges of immigrant students

With the landscape of education shifting, it is imperative to recognize and understand the challenges that many immigrant students face in navigating American schools. Presenters will discuss academic and non-academic challenges that these immigrant students face along with factors of success that lead them to be on track for graduation.

Ahlam Alhudithi *University of Northern Colorado*
miss.ahlamabdul@gmail.com

Heather Kholif *University of Northern Colorado*
live4love2learn@gmail.com

Carmen Polka *University of Northern Colorado* carmenpolka@yahoo.com

FRI, NOV 4, 1:30 P.M., LOBBY

Poster Session - 45 minutes, IEP/HE, AE, GA

Reducing anxiety among English language learners

Presenters will describe the types of anxiety among English language learners and introduce activities that reduce anxiety to help achieve the goals of an English course. The audience will receive information on how to help students who experience anxiety in the classroom, including handouts with detailed descriptions of each activity.

Elham Alhudithi *Colorado State University* elham@rams.colostate.edu

Lauren Porter *Colorado State University* lporter0812@gmail.com

Jenny Stetson-Strange *Colorado State University* jennystets@gmail.com

FRI, NOV 4, 1:30 P.M., LOBBY

Poster Session - 45 minutes, IEP/HE, BE, AE

Arabic-Spanish contact

This project aims to investigate Spanish-Arabic contact and to determine the nature of Arabic's influence on Spanish. Specifically, it discusses the lexical items borrowed from Arabic into Spanish and the phonological processes those original words have undergone after being borrowed.

Omar Alkhonini *George Mason University* oalkhoni@masonlive.gmu.edu

FRI, NOV 4, 1:30 P.M., LOBBY

Poster Session - 45 minutes, AE, BE, PA

Content-based instruction for parents and providers

Since 2000, when a Latina child care providers community organization requested customized English language classes, our college has been meeting the specific needs – linguistic, cultural, and vocational – of parents and providers whose home language is not English. The presentation includes interdepartmental collaboration and support, assessment, ESL content-based curriculum and materials development.

Marsha Chan *Mission College & Sunburst Media*
marsha@sunburstmedia.com

FRI, NOV 4, 1:30 P.M., LOBBY

Poster Session - 45 minutes, CA, SE, SoPol

Math achievement for ELL girls: "Ophelia effect"?

This poster presents data about female students as they move through the K-12 system in an investigation of how poverty and language learning status impact math achievement and growth. K-12 CDE data tells a rich story of how female students respond to mathematics instruction outside of their own cultures.

Susan Holloway wittmanholloway@yahoo.com

FRI, NOV 4, 1:30 P.M., LOBBY

Poster Session - 45 minutes, BE, EE, SE

Experiences of parent engagement with sojourner mothers

Within this ethnographic case study the researcher considered the nature of Arab sojourner mothers' involvement in their child(ren)'s education and the impact of culture on these experiences. This study spanning four months included sixty hours of observations, four interviews, and a focus group interview that confirmed findings encompassing six primary themes: (1) Mother as the Primary Conduit of Educational Support, (2) Significant Involvement within the Private Sphere, (3) Priority of High Expectations and Language Support, (4) Centrality of Faith, (5) Impact of relationships on experiences in education, and (6) Resiliency that was manifested through the profound narratives of each mother.

Heather Kholif *Poudre School District - University of Northern Colorado*
live4love2learn@gmail.com

FRI, NOV 4, 1:30 P.M., LOBBY

Poster Session - 45 minutes, IEP/HE, PA, GA

Building bridges: A teaching exchange in Vietnam

In 2016, the presenter was a visiting instructor at a Vietnamese university as part the university's goal to implement their first English academic program. This poster focuses on the challenges and rewards of modifying a writing course with tips for instructors interested in becoming involved in similar exchange programs.

Kristie Yelinek *Colorado State University* kristina.yelinek@colostate.edu

FRI, NOV 4, 1:30 P.M., MT, EVANS

Workshop - 45 minutes, Tech, IEP/HE, AE

Better assessments, faster returns with Google Forms

Is it possible to administer, grade and return rigorous, accurate and differentiated exams in one day? Yes, with Google Forms. In this workshop, participants will learn how to create and grade tests in Forms. By the end of the workshop, participants will have a finished product that they can use.

Robert Newman *New America School, Lowry* zrenrob07@gmail.com

FRI, NOV 4, 1:30 P.M., PIKES PEAK A/B

Demonstration - 45 minutes, IEP/HE, GA

PSA experiential learning project

The presenters prepared, piloted, and implemented an experiential learning project in an IEP to build listening, speaking, and teamwork skills as students created Public Service Announcements in groups. Come to engage in discussion about the challenges and rewards of this class project and to see samples of student-created projects.

Connie Davis *International English Center-UCB*
constance.davis@colorado.edu

Parmelee Welsh *International English Center-UCB*
parmelee.welsh@colorado.edu

SIGNATURE PRESENTATION – 105 MINUTES

Sponsored by the Intensive English Programs/Higher Education Special Interest Group

FRI, NOV 4, 1:30 P.M., SPRUCE

What should they read? Motivation and readability for English learners

Do you struggle with how to motivate English learners to read? Are your students frustrated with leveled readers? Are you puzzled by grade level readability metrics? Choosing the right books to read is the key to motivating readers and guiding them to reach the standards. Readability

for a language learner is surprisingly complex and confusing for teachers because a host of variables contribute to it. This workshop will hand you practical tools to select the right text for specific reading tasks to help you boost your learners' motivation and self-efficacy with reading. You will also learn techniques language learners should know to choose authentic books that are just right for them to propel them to engage in reading and achieve grade level skills.

Andrea Hellman *Missouri State University*
AndreaHellman@MissouriState.edu

FRI, NOV 4, 1:30 P.M., SUMMIT A

Exhibitor Session – 45 minutes

Finally, a pronunciation literacy game for everyone!

Color it out! is a compelling game that bridges the gap between spoken and written English. Based on the Color Vowel Chart, the game brilliantly scaffolds learners to succeed with sight words and long words. Come see how Color it out! supports all learners: young and old, beginning and advanced.

Karen Taylor de Caballero *ELTS / The Color Vowel Chart*
katmail68@yahoo.com

Laura McIndoo *Central New Mexico CC* lauramcindoo@yahoo.com

FRI, NOV 4, 1:30 P.M., SUMMIT B

Exhibitor Session – 45 minutes

Grammar Explorer: Preparing students for real language

We've all faced the challenge of getting students to use the grammar we teach. With real-world content from National Geographic and a systematic progression, see how students can be motivated to apply grammar using all skills. In this workshop, participants learn techniques for getting students to actually use grammar.

Rob Jenkins *National Geographic Learning* robjenkins.esl@gmail.com

FRI, NOV 4, 1:30 P.M., SUMMIT C

Workshop - 105 minutes, BE, EE, SE

Metalanguage: Talking about language in fun and meaningful ways

Metalanguage is thinking and talking about language. When students think metalinguistically, they deepen their understanding of subject matter and strengthen their language competence. In this session, we will explore why metalanguage should be an integral part of instruction and how it supports the Jefferson Area's focus on language for achievement. Participants will leave with strategies to get all students (both ELLs and native English speakers) talking in fun and meaningful ways about language.

Rachel Gilbert *Jeffco Public Schools* rkgilber@jeffco.k12.co.us

Ian Hooper *Jeffco Public Schools* ihooper@jeffco.k12.co.us

Monica Hurtado *Jeffco Public Schools* mhurtado@jeffco.k12.co.us

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by the Socio-political Concerns Special Interest Group

FRI, NOV 4, 1:30 P.M., WMDC1

Advancing teacher leadership through advocacy

All educators play a critical role in improving the lives of their students; however this is especially true for educators in the TESOL field. Advocacy is at the core of being a TESOL educator, but what is the best way to be an effective advocate for students and programs? This presentation will discuss how TESOL educators can answer the call for advocacy, and identify ways that educators can shape the policies that impact their programs, their jobs, and their students' lives.

John Segota *TESOL International Association* jsegota@tesol.org

FRI, NOV 4, 1:30 P.M., WMDC2

Paper - 45 minutes, AE, BE, SoPol

Code-switching usage by Saudis in the U.S.

Most of the conducted research in the area of code-switching or code-mixing concerns Saudis students in Saudi Arabia. Few studies have examined code-switching or code-mixing of Saudi students in the U.S. This research should benefit literature of sociolinguistics as well as bilingual and multilingual framework. The research introduces data that could target the uniqueness of Saudis' usage of code-switching or code-mixing in the U.S.

Ahmed Alahmadi *The University of Memphis* alahmadi@memphis.edu

Friday, November 4

Sessions (alphabetical by room)

Starting at 2:30

FRI, NOV 4, 2:30 P.M., BOULDER/PARKER

Workshop - 45 minutes, GA

Developing speaking skills through story reading

This interactive session shares research-based approaches and techniques for developing speaking and reading skills. She will also share a few effective questioning techniques to facilitate learners' critical thinking as part of the language proficiency development.

Yilin Sun *TESOL International Association* yilsuntesol@gmail.com

FRI, NOV 4, 2:30 P.M., CLUB ROOM

Demonstration - 45 minutes, AE, GA, IEP/HE

We are New York: TV lessons

How can TV programming connect English Language Learners to vital city and state resources? The presenter will share the Emmy Award winning television series *We Are New York* created to help immigrants practice English while informing them of city resources. Video, sample activities, and suggestions for implementation will be included.

Cara Schroeder *Community College of Aurora/CSU*
caravango@gmail.com

SIGNATURE PRESENTATION – 105 MINUTES

**Sponsored by the Learning and Teaching with Technology
Special Interest Group**

FRI, NOV 4, 2:30 P.M., CONIFER

Reading skills for the selfie generation

In this session, we will discuss the implications of teaching reading skills in the 21st Century. We will explore the broader issue of information literacy, and consider what this means for our own teaching practice. In particular, we will look at how to use easy-to-use consumer applications such as Camtasia and Adobe Acrobat to enrich teacher-generated classroom materials, and examine ideas of how to teach traditional skills and strategies in the context of digital media.

Thomas Healy *Pratt Institute* thomas.healy@ymail.com

FRI, NOV 4, 2:30 P.M., EVERGREEN/GOLDEN

Workshop - 45 minutes, EE, IEP/HE, GA

Vibrant colorful paragraph writing (Part 1: Paragraphs)

How can Second Language Learners/English Language Learners better meet the academic expectations of English writing? The presenter will demonstrate how to teach academic writing using a colorful and hands-on approach for paragraph organization and development. Workshop handouts and suggestions for implementation will be included.

Mary Hilken *Community College of Aurora* mary.hilken@ccaaurora.edu

FRI, NOV 4, 2:30 P.M., JEFFERSON

Paper - 45 minutes, SE, IEP/HE

Accelerating academic success for long-term ELLs

To address the unique needs of LTELLs at the secondary level, Jeffco has developed curricula focusing on the literacy skills that are requisite for academic success. Presenters will describe the philosophy of “literacy acceleration,” the courses’ impact on students, and recent curriculum revisions.

Tory Baldwin *Jeffco Public Schools* vbaldwin@jeffco.k12.co.us

Christine Manzo *Jeffco Public Schools* cmanzo@jeffco.k12.co.us

FRI, NOV 4, 2:30 P.M., MT. EVANS

Workshop - 45 minutes, GA, AE, IEP/HE

Coaching: A powerful tool for life achievement

In this workshop participants will learn more about coaching as a tool to be implemented in order to achieve personal and professional life goals. They will also learn to create their own achievement plan in order to master short and long term goals as an important part of self-realization.

Rosa Enilda Vasquez *John F. Kennedy Institute, Inc.*
vasquezhresources@yahoo.com

FRI, NOV 4, 2:30 P.M., PIKES PEAK A/B

Demonstration - 45 minutes, IEP/HE, SE, TE/AR

Nice apps!

This demonstration overviews free apps as engagement tools in the classroom and describes their applicability and use at an IEP. We will discuss using apps to meet students in their own contemporary norms. Attendees will have the opportunity to try them out and share ideas for adoption in any classroom.

Michelle Raese *International English Center-UCB* raese@colorado.edu

Connie Davis *International English Center-UCB*
Constance.Davis@colorado.edu

FRI, NOV 4, 2:30 P.M., SUMMIT A

Exhibitor Session – 45 minutes

Affordable interactive software for English language learning

Demonstration of engaging interactive cloud-based and computer-based programs and blended learning solutions for use with beginning to advanced learners in classrooms, labs, and home. Build fluency in English pronunciation of segmentals and suprasegmentals; grammar, syntax, and writing; idioms, phrasal verbs, TOEFL vocabulary; science and poetry; total physical response and expansion.

Terry Yang *Sunburst Media* sales@sunburstmedia.com

Marsha Chan *Sunburst Media* marsha@sunburstmedia.com

FRI, NOV 4, 2:30 P.M., SUMMIT B

Exhibitor Session – 45 minutes

Teaching collocations and patterns in academic writing

Developing students’ proficiency with key academic vocabulary together with corresponding language patterns and collocations is essential for their success in academic writing. Coauthor of the *Word Combination Card* demonstrates how to teach students to use high-frequency academic vocabulary, collocations and language patterns correctly and confidently. Materials provided.

Michael Berman *Language Arts Press* mberman@languageartspress.com

FRI, NOV 4, 2:30 P.M., WMDC1

Panel - 45 minutes, IEP/HE, PA

An Innovative World English Program in China

Xi’an, China’s Jiaotong University’s intensive Summer English Program for 4500 first-year students is an innovative World English program. The presenters designed the structure, set the curriculum, and recruited 65 teachers from 12 nations. They will discuss this unique and very successful program involving interactive and communicative English.

Anne Bliss *University of Colorado Boulder* anne.bliss@gmail.com

Alexandria Fox *University of Colorado Denver* adarko32@gmail.com

Rod Bennet *Emily Griffith Technical College* sleeper223@yahoo.com

Jamal Khlifat *University of Colorado Boulder* jakh2662@colorado.edu

FRI, NOV 4, 2:30 P.M., WMDC2

Workshop - 45 minutes, CA, EE, SE

Going deeper into depth of knowledge

Intentional planning and rigorous instruction are dependent upon the depth of understanding, quality questioning, and how students apply what they’ve learned. How can we create a classroom that promotes a rigorous learning environment? The language of achievement places high level cognitive demands on students that require them to reason, justify, synthesize, analyze, and solve problems. Join us for some practical strategies and walk away with resources and tools you can use in your classroom when you return.

Erika Berg *Jeffco Public Schools ESL/DL* eberg@jeffco.k12.co.us

Andrew Koch *Jeffco Public Schools* akoch@jeffco.k12.co.us

Friday, November 4

Sessions (alphabetical by room)

Starting at 3:30

FRI, NOV 4, 3:30 P.M., BOULDER/PARKER

Exhibitor Session – 45 minutes

Grammar for Great Writing: Motivating your students to become more powerful academic writers

Good ESL writing depends on many factors, including student motivation, language mastery, content knowledge, and organization. One factor that all ESL writers and their teachers are aware of is grammar. In this session, the presenter explains how the new series *Grammar for Great Writing* addresses all of these important factors.

Keith Folse *University of Central Florida* keith.folse@gmail.com

FRI, NOV 4, 3:30 P.M., CLUB ROOM

Demonstration - 45 minutes, TE/AR, EE, SE

Are my students making progress?

Teachers and administrators need to understand how their students are progressing toward proficiency. This demonstration will focus on how to use WIDA’s Interpretive Guide for Score Reports to understand scale scores and proficiency levels and balance them with student portraits to create a more three-dimensional view of progress.

Brad Russell *Mapleton Public Schools* russellb@mapleton.us

FRI, NOV 4, 3:30 P.M., EVERGREEN/GOLDEN

Workshop - 45 minutes, EE, IEP/HE

Vibrant colorful writing (Part 2: Essays)

Part II: ESSAY WRITING: How can Second Language Learners/English Language Learners better meet the academic expectations of English writing? The presenter will demonstrate how to teach academic writing

using a colorful and hands-on approach for expanding an academically organized paragraph into a five paragraph essay with organization and development. Workshop, handouts and suggestions for implementation will be included.

Mary Hilken *Community College of Aurora* mary.hilken@ccaaurora.edu

FRI, NOV 4, 3:30 P.M., JEFFERSON

Demonstration - 45 minutes, IEP/HE, AE, GA

Icebreakers and warm-ups galore

Everyone needs a refresher on icebreakers and warm-ups from time to time. Come see a demonstration of some successful, innovative, tried and true, and delightful ideas. Attendees will receive the presenters' collection for use in their classes.

Agnes Farkas-Roszell *International English Center-UCB*
agnes.farkasroszell@colorado.edu

Connie Davis *International English Center-UCB*
constance.davis@colorado.edu

FRI, NOV 4, 3:30 P.M., MT. EVANS

Paper - 45 minutes, EE, TE/AR, BE

CLIL: Uniting research and teacher development

This presentation describes a collaborative CLIL project conceived to investigate the effective ways of teaching school subjects using English and Tahitian in a French Polynesian elementary school context. The presentation explains how classroom data are employed to enhance teaching practices and to develop a CLIL framework suitable for young learners.

Zehra Gabillon *The University of French Polynesia* zehra.gabillon@upf.pf

FRI, NOV 4, 3:30 P.M., PIKES PEAK A/B

Workshop - 45 minutes, SE, EE, IEP/HE

Put the teach back in teaching

So much of a teacher's time is committed to the handful of students who are continuously disrupting the classroom and having to be addressed. "Time to Teach" is a set of classroom strategies proven to eliminate the multiple warnings and repeated requests in a way that is efficient and effective.

Kathy Jones *Time to Teach* kathyjones@timetoteach.com

Roy Jones *Time to Teach* jonesr53g@gmail.com

FRI, NOV 4, 3:30 P.M., SPRUCE

Panel - 45 minutes, GA, TE/AR, PA

Hosting CoTESOL's Spring Conference in your community

Interested in bringing CoTESOL's spring conference to your community? Join us as we share our experience organizing conferences on the Western Slope, and learn how you can partner with CoTESOL to bring our spring conference to your location, perhaps as soon as next spring.

Daniel Schweissing *Community College of Aurora*
Daniel.Schweissing@CCAurora.edu

Virginia Nicolai *Colorado Mountain College* vnicolai@coloradomtn.edu

Stephanie Dewing *Summit School District* sdewing@summit.k12.co.us

Larry Fisher *International English Center-UCB* larry.fisher@colorado.edu

Chris Tombari *Community College of Aurora*

Chris.Tombari@ccaaurora.edu

FRI, NOV 4, 3:30 P.M., SUMMIT A

Exhibitor Session – 45 minutes

Pronunciation cards promote listening, speaking, vocabulary, interaction

Games can motivate students, improve linguistic skills outside of a textbook, make repetitive exercises fun, provide instant feedback and let

players fail without penalty. Participants experience activities that incorporate multi-word phrases and lexico-grammatical patterns, invoke left-brain and right-brain activity, and can be adapted to fit different levels and learning objectives.

Terry Yang *Sunburst Media* sales@sunburstmedia.com

Marsha Chan *Sunburst Media* marsha@sunburstmedia.com

FRI, NOV 4, 3:30 P.M., SUMMIT B

Workshop - 45 minutes, BE, EE

Promoting biliteracy through paired literacy

Paired Literacy is a strategic approach to biliteracy where students are learning to read, write, speak, and listen in two languages. Paired literacy, through its structure, supports students and teachers in meeting the shifts of the Common Core.

Jeanna Doung *Denver Public Schools* jeanna_doung@dpsk12.org

FRI, NOV 4, 3:30 P.M., SUMMIT C

Discussion - 45 minutes, SoPol, GA, IEP/HE

Why America won't be a multilingual nation

There is much energy expended on the notion of a multilingual, or at least a bi-lingual America. That energy is mostly wasted, misspent and misleading. Many factors come together to produce citizens inclined to speak more than the local vernacular language, and the U.S. has hardly any of those factors operating.

Rocky Hill *Blue Mouse Trailer Court and Athletic Club*
Raymond.Hill@Colorado.EDU

FRI, NOV 4, 3:30 P.M., WMDC1

Paper - 45 minutes, BE, IEP/HE, AE

Forming identities through code-switching

Due to different cultural, linguistic, social and behavioral factors, code-switching is viewed in different ways. People consider this phenomenon either positively, negatively or neutrally. This paper explores how code-switching could influence the interlocutors' communication, identity, and self-representation when conversation occurs.

Saleh Alharthi *University of Memphis* smlhrthi@memphis.edu

FRI, NOV 4, 3:30 P.M., WMDC2

Workshop - 45 minutes, IEP/HE, AE,

Service learning: Lessons from local & global engagement

Are you looking for ways to get your students meaningfully engaged in the community? Presenter will describe a Service Learning course designed for university level IEP. Reflections on how the course has developed, example lessons, student reflections, and resources will be included.

Pamela Luke *University of Denver* pamela.luke@du.edu

Saturday, November 5

Sessions (alphabetical by room)

Starting at 8:45

FEATURED PRESENTATION – 75 MINUTES

SAT, NOV 5, 8:45 A.M., JEFFERSON

The dictionary as data: What the online dictionary tells us about English

What makes a person look up a word? When do you use a dictionary? Looking up a word in the dictionary is an intimate act for each of us as individuals, but the words sought by millions of users put together tell us a surprising story about the English language. By watching a billion annual word lookups in an online dictionary, lexicographers track which entries are being consulted at any given moment. Some words are perennial

sources of curiosity, while others show spikes of interest triggered by news from the worlds of politics, entertainment, and sports. Some words express the general mood of the culture; others reflect a poignant specificity. At the same time, this Web traffic tells a story about the changing business of dictionaries -- and what is expected of a dictionary in the 21st century.

Peter Sokolowski *Merriam-Webster* psokolowski@m-w.com

Saturday, November 5

Sessions (alphabetical by room)

Starting at 9:15

SAT, NOV 5, 9:15 A.M., BOULDER

Demonstration - 45 minutes, IEP/HE, SE, GA

A multidisciplinary toolbox for motivating diverse students

The presenter will review research on motivation from across diverse fields and identify five principles common to these bodies of literature that can be employed effectively in the ESL classroom. From these five core principles, the presenter will share concrete strategies for cultivating effort, commitment and engagement in ELL students.

Michael Berman *Montgomery College*
michael.berman@montgomerycollege.edu

SAT, NOV 5, 9:15 A.M., CLUB ROOM

Paper - 45 minutes, TE/AR, Tech, GA

Multimodality: Leading teachers and students into the digital world

Becoming more literate in multimodal material within classroom dynamics can aid teachers in engaging students and facilitating learning processes. The presenter will discuss practical applications and how successfully incorporating multimodal classes can provide students with more resources to construct meaning and benefit language learning.

Adriana Isabel Corona *Benemerita Universidad Autonoma de Puebla*
adriana_corona_reyes@hotmail.com

SAT, NOV 5, 9:15 A.M., CONIFER

Discussion - 45 minutes, IEP/HE

Learning to serve through service learning

How can we teach international students the value of serving others through service learning? Presenters will define service learning, provide examples of successful implementation and open discussion for ways in which service learning can be applied to your educational setting. Video, sample activities, and suggestions for implementation will be included.

Cara Schroeder *Colorado State University* caraschroeder@yahoo.com

Katie Janssen *INTO Colorado State University*
katherine.janssen@gmail.com

SAT, NOV 5, 9:15 A.M., EVERGREEN

Discussion - 45 minutes, EE, BE, CA

Engaging multilingual students and their families in STEM

Science, technology, engineering, and math (STEM) careers provide opportunities for students to enter lucrative fields and to solve important problems in our world, yet less than 8% of all STEM degrees are attained by Latinos. Learn about current STEM initiatives in Colorado advancing students historically underrepresented in these fields.

Violeta Garcia *STEM Learning by Design*
violeta@stemlearningbydesign.com

SAT, NOV 5, 9:15 A.M., GOLDEN

Paper - 45 minutes, GA, Tech, IEP/HE

Development at a distance: ESL online courses

This presentation will provide an overview of online course creation for TESOL learners. Attendees will learn how to implement an online TESOL course, including curriculum and Learning Management System design, instructor collaboration, student interaction, and time management. In short, the presenters will prepare attendees to design their own online courses.

Nick Einterz *University of Colorado Boulder* john.einterz@colorado.edu

Kirsten Stauffer *University of Colorado Boulder*
kirsten.stauffer@colorado.edu

Olivia Livneh *University of Colorado Boulder* olivia.livneh@colorado.edu

SAT, NOV 5, 9:15 A.M., MT. EVANS

Workshop - 45 minutes, IEP/HE, PA

Pursuing a more valid, reliable faculty evaluation process

As IEP enrollments tend to fluctuate regularly, having a valid, reliable faculty evaluation process in place is essential in making crucial decisions about faculty retention. Presenters will describe ongoing innovative, research-based revisions to their program's faculty evaluation process and will discuss challenges, lessons learned, and future goals for this process.

Beth Hasbrouck *INTO Colorado State University*
beth.hasbrouck@colostate.edu

Laurel Bond *INTO Colorado State University* laurel.bond@colostate.edu

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by the Content Area Special Interest Group

SAT, NOV 5, 9:15 A.M., PARKER

English for the workplace

How do you modify vocational training materials to instruct English language learners? Are there principles which are appropriate for any career and can be transferred from program to program? Students in the vocational ESL courses at Morgan Community College are preparing for work in a variety of industries.

George O'Clair *Morgan Community College*
George.oclair@morgancc.edu

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by the Socio-political Concerns Special Interest Group

SAT, NOV 5, 9:15 A.M., PIKES PEAK A

Panel Discussion: Immigrants' rights and realities

This Socio-Political SIG Forum will provide a range of perspectives on policies and trends that affect English language learners and their families with featured speakers from the Migration Policy Institute, the Bell Policy Center, and the firsthand experiences of an immigrant from Colorado.

Margie McHugh *Migration Policy Institute* McHugh@MigrationPolicy.Org

Frank Waterous *Bell Policy Center* waterous@bellpolicy.org

Panelist-to-be-named *American Friends Service Committee*

SAT, NOV 5, 9:15 A.M., PIKES PEAK B

Demonstration - 45 minutes, IEP/HE, AE, GA

Fool-proof, all-purpose, 4-point presentations for ESL

Giving clear and confident public presentations is essential to success in American life. Focusing on format removes the fear and mystery of public

speaking for students of all English levels. The presentation will include instructional strategies, scaffolding paths, faculty and peer assessment rubrics, plus audience practice and participation.

Tamara Carlin *ESL Academy-UCD* tamara.carlin@ucdenver.edu

SAT, NOV 5, 9:15 A.M., SPRUCE

Workshop - 45 minutes, TE/AR, GA, IEP/HE

Refugee 101

Who are refugees and how do they get here? How does having refugee status make one different from immigrants who arrive here from South and Central America? This workshop will explain the unique status of refugees and the journeys they take to become American citizens.

Jennifer Gueddiche *Spring Institute for Intercultural Learning*
jgueddiche@springinstitute.org

Erin Frank *ECDC/African Community Center* erin@acc-den.org

SAT, NOV 5, 9:15 A.M., SUMMIT A

Exhibitor Session – 45 minutes

Stand Out 3e: Critical thinking for Adult-Ed

Critical thinking activities ensure that students engage and communicate while seamlessly developing College and Career Readiness in ESL instruction. The presenter will demonstrate how *Stand Out* is designed to provide evidence-based instruction and critical thinking for real learning. The new edition includes new National Geographic content and new technology tools.

Rob Jenkins *National Geographic Learning* robjenkins.esl@gmail.com

SAT, NOV 5, 9:15 A.M., SUMMIT B

Exhibitor Session – 45 minutes

Targeting instruction with STAR Spanish

ELLs at your school receive instruction in English and Spanish. Your students currently achieve at a higher level in Spanish than English. Wouldn't it be great to know what skills they already have yet cannot demonstrate in English to better target your instruction? Come see how with STAR Spanish.

Carol Johnson *Renaissance Learning* carol.johnson@renaissance.com

SAT, NOV 5, 9:15 A.M., SUMMIT C

Demonstration - 45 minutes, AE, GA

Why it's worth repeating

Students need lots of practice to master English. Learn techniques to incorporate engaging and meaningful repetition in your classes. Techniques for both vocabulary and grammar will be demonstrated.

Debbie Goldman *Intercambio Uniting Communities*
debbie@intercambio.org

Saturday, November 5
Sessions (alphabetical by room)
Starting at 10:15

SAT, NOV 5, 10:15 A.M., BOULDER

Workshop - 45 minutes, TE/AR, GA, AE

The emotional side of ELT

When we are sensitive to emotions that may arise while working with our students, opportunities emerge for us to become more authentic and empathic professionals. The presenter will guide participants through a series of experiential tasks designed to increase emotional awareness. Classroom implications of this awareness will also be discussed.

Peter Reilly *Universidad Panamericana* reilly_english@yahoo.com

SAT, NOV 5, 10:15 A.M., CLUB ROOM

Workshop - 45 minutes, AE, IEP/HE, TE/AR

Inspiring language

As Adult Education programs continue to deepen their work with Adult College and Career Readiness Standards there is a need to find strategies that help students access and use more complex language. This presentation will expose attendees to some conversation structures that are intended to enhance and support more rigorous academic learning.

Gaye Horne *Colorado Dept. of Education* horne_g@cde.state.co.us

SAT, NOV 5, 10:15 A.M., CONIFER

Workshop - 45 minutes, IEP/HE, PA, GA

Ten tips for first-time faculty and supervisors

An IEP faculty member and director discuss the journey of first-year teacher acculturation into an IEP. Participants gain insightful suggestions for supporting novice faculty and for surviving immersion as an IEP faculty member. Talking points include lesson planning, preparation of materials, use of resources, classroom management, and supervision.

Nada Rossiter *University of Northern Colorado* nada.rossiter@unco.edu

Elaine Steneck *University of Northern Colorado* elaine.steneck@unco.edu

SAT, NOV 5, 10:15 A.M., EVERGREEN

Demonstration - 45 minutes, Tech, GA, TE/AR

Leveraging technology to publish and share materials

Do you wish you had an easy way to share classroom materials you've created with students and other educators? Presenters will outline processes for sharing teacher generated materials, showcase technology available to teachers who want to publish their original materials, and suggest automation and workflow techniques to simplify the process.

Ryan Jeffers *Emily Griffith Technical College*
ryan.jeffers@emilygriffith.edu

Ryan Yates *Emily Griffith Technical College* ryan.yates@emilygriffith.edu

SIGNATURE PRESENTATION – 105 MINUTES

**Sponsored by the Teacher Education / Action Research
Special Interest Group**

SAT, NOV 5, 10:15 A.M., GOLDEN

Myths and realities of international students

This session reports a rich set of quantitative and qualitative data capturing the experiences and voices of faculty and students. The results confound stereotypes of international students but also express concerns. The presentation outlines a variety of support developed at the University of Washington and leaves time for audience input.

Sandra Silberstein *University of Washington* tq@uw.edu

SAT, NOV 5, 10:15 A.M., JEFFERSON

Workshop - 45 minutes, EE, SE, GA

Using songs as a springboard to communication

This fun and interactive workshop will introduce participants to several exciting and highly engaging activities that use songs as a springboard to effective communication. Audience participation will be paramount and detailed handouts will be provided.

Dieter Bruhn *One World Training* dbruhn@oneworldtraining.com

SAT, NOV 5, 10:15 A.M., MT. EVANS

Paper - 45 minutes, TE/AR, SoPol, SE

Group culture in a district newcomer program

This dissertation presentation utilizes interactional ethnographic and portraiture methodologies to explore the individual and group cultures of

emergent bilingual immigrant students in a public middle school newcomer program. Research questions focus on how these students negotiate their multiple identities, especially regarding language and literacy repertoires.

Megan Edmiston *University of Northern Colorado*
edmi7664@bears.unco.edu

SIGNATURE PRESENTATION – 45 MINUTES

Sponsored by the Content Area Special Interest Group

SAT, NOV 5, 10:15 A.M., PARKER

Bringing employers and employees together through training

What kinds of employees are businesses in your community looking for? Identifying employer needs and forming partnerships with local employers ensures program effectiveness and supports students as they prepare for new jobs and career advancement.

George O'Clair *Morgan Community College*
George.oclair@morganc.c.edu

SAT, NOV 5, 10:15 A.M., PIKES PEAK A

Demonstration - 45 minutes, SoPol, GA

No Wrong Door for Adult Learners?

The Workforce Innovation and Opportunity Act's mandatory performance measures will likely have profound effects on the ability of Colorado's adult education system to meet the needs of low-educated and/or LEP individuals. This session will discuss data resources and strategies that can help preserve ESOL services for key populations that need them.

Margie McHugh *Migration Policy Institute* McHugh@MigrationPolicy.Org

SAT, NOV 5, 10:15 A.M., PIKES PEAK B

Discussion - 45 minutes, IEP/HE, AE

Motivating students to complete homework thoughtfully

Encouraging students to complete daily homework thoughtfully can be challenging. The presenter will facilitate a discussion about specific empowering class activities for reviewing homework, holding students accountable, encouraging critical thinking, and providing low preparation, high engagement lessons. Participants will walk away with specific student-directed activity ideas and materials.

Devon Jancin *Colorado State University* devon.jancin@colostate.edu

SAT, NOV 5, 10:15 A.M., SPRUCE

Demonstration - 45 minutes, IEP/HE, SE, GA

Poster sessions in listening and speaking courses

Poster sessions engage students because they can speak on topics of their choice. However, to arrive at the final product, students must first take part in the academic processes of inquiry, research, analysis and design. Learn the steps to integrate a poster project into a listening and speaking course.

Michael Vallee *International English Center-UCB*
michael.vallee@colorado.edu

Karen Eichhorn *International English Center-UCB*
karen.eichhorn@colorado.edu

Leigh Ann Russell *International English Center-UCB*
leigh.russell@colorado.edu

SAT, NOV 5, 10:15 A.M., SUMMIT A

Exhibitor Session – 45 minutes

Practice English anytime, anywhere from any device!

Come and learn about our growing library of online English courses for busy people, accessible from any computer, tablet, or mobile device that

is connected to the Internet. Our courses are expertly written and developed by English teaching practitioners who deeply care about your success in the 21st-century classroom.

Hugo Loyola *ALTA English* hugo@altaenglishpublishers.com

Laurel Pollard *ALTA English* lpollard@dakotacom.net

SAT, NOV 5, 10:15 A.M., SUMMIT B

Demonstration - 45 minutes, IEP/HE, SoPol

Helping students communicate openness to diversity

How can ESOL instructors help students communicate openness to perspectives different from their own? Participants will learn how this concept was integrated into an advanced speaking/listening class through Chimamanda Adichie's popular TED Talk, several "hands-on" exercises, steps on how to verbally/non-verbally communicate openness, and guest speakers representing different perspectives.

Julie George *Penn State University* jeg47@psu.edu

SAT, NOV 5, 10:15 A.M., SUMMIT C

Exhibitor Session – 45 minutes

Teaching English to Spanish Speakers

What is the most effective way to teach Spanish speakers English? Presenters will discuss the importance of a dual language classroom, conversation to achieve fluency, and small group classes. Videos, student testimony, and sample activities will be included.

David Stevens *The Language School* info@thelanguageschool.us

Saturday, November 5
Sessions (alphabetical by room)
Starting at 11:15

SAT, NOV 5, 11:15 A.M., BOULDER

Workshop - 45 minutes, IEP/HE, GA

Speaking activities that work for Chinese students

IEPs have seen a significant increase in Chinese student populations. This presentation will provide several activities that lower their affective filters and help students at all levels. Come ready to practice as well as discuss what techniques you use.

Sarah Vollmann *University of Colorado Boulder*
sarah.vollmann@colorado.edu

SAT, NOV 5, 11:15 A.M., CLUB ROOM

Demonstration - 45 minutes, IEP/HE, AE, GA

Engage adult readers with graphic novels

Graphic novels (a.k.a. comic books for adults!) can be an effective way to engage adult ESL students in reading, as well as to work on grammar, vocabulary, and inference skills. This demonstration will highlight adaptable activities for using graphic novels in your own reading classroom.

Sara Schroeder *University of Montana* saraschroeder3@gmail.com

SAT, NOV 5, 11:15 A.M., CONIFER

Exhibitor Session - 45 minutes

Make your own interactive challenges to teach academic language

Learn how to effortlessly create digital activities, including interactive challenges, that help your elementary ELLs learn academic language in math, reading, science, social studies and other subjects. With Speak Agent, it's quick and easy to find high-quality audiovisual resources,

activities — even entire lessons -- and adapt them to your needs. Shave hours off preparation time and receive progress reports!

Michael Huckaby *Speak Agent* michael@speakagent.com

SAT, NOV 5, 11:15 A.M., EVERGREEN

Discussion - 45 minutes, PA, AE, IEP/HE

Inspiring transformation in your ESL program

How do you meet institutional requirements for cost-effectiveness while maintaining educational integrity? The presenters will share their community college's recent redesign experience and facilitate a discussion about program transformation. Participants will brainstorm ways to provide innovative services that meet both their students' needs and their institution's goals.

Virginia Nicolai *Colorado Mountain College* vnicolai@coloradomtn.edu

Sharon Aguiar *Colorado Mountain College* saguiar@coloradomtn.edu

Lorraine Miller *Colorado Mountain College* lmiller@coloradomtn.edu

Jessica Yandle *Colorado Mountain College* jyandle@coloradomtn.edu

SAT, NOV 5, 11:15 A.M., JEFFERSON

Featured Presentation – 45 minutes

Seeing the big picture: A selfie-help guide

Following an analysis of some of my own myopic teaching practices, we will explore ways in which we can gain better insight into what we actually do, as opposed to what we are trying to achieve, in the classroom. We will discuss strategies for how we can bridge this gap. In particular, I will share my experience of using a smartphone and social media for the purposes of reflective teaching. Attendees can expect to take selfies, read a newspaper, play golf and come away with some ideas that they can use in their own classrooms. Unfortunately, vision, forest and breadcrumb metaphors will be unavoidable in the session.

Thomas Healy *Pratt Institute* thomas.healy@gmail.com

SAT, NOV 5, 11:15 A.M., MT. EVANS

Demonstration - 45 minutes, AE

Learn English anywhere, anytime

Education is a priority for low-skilled adults, but there are many competing priorities. How can you extend learning beyond the classroom while still being available to answer questions and provide guidance? Learn about a free online learning management system to help learners build language and 21st century skills.

Maria Soto *Spring Institute for Intercultural Learning* mariasotospring@gmail.com

Alexandra Soto *Spring Institute for Intercultural Learning* asoto@springinstitute.org

SAT, NOV 5, 11:15 A.M., PARKER

Panel - 45 minutes, BE, IEP/HE, AE

Developing supplementary ESP modules in Tourism Management

Presenters will describe the semi-technical vocabulary, necessary writing skills, and cultural challenges that ESP students face within the Master of Tourism Management domain. Presenters will demonstrate a teaching module developed to target these gaps. Next, presenters will outline a website utilized to host modules. Handouts will be provided to participants.

Sarah Van Nostrand *Colorado State University* sarahvannostrand03@gmail.com

Courtney Van Evera *Colorado State University* cvan.ev@gmail.com

YuanYuan Sun *Colorado State University* karensun21@gmail.com

SAT, NOV 5, 11:15 A.M., PIKES PEAK A

Paper - 45 minutes, TE/AR, GA, IEP/HE

Managing cultural diversity in the ESL classroom

This presentation will make a case for the importance of cultural competence and offer suggestions on how to incorporate culturally responsive management into the ESL classroom. Participants will have the opportunity to reflect on personal biases and identify situations where cultural differences cause friction and evaluate culturally sensitive responses.

Renee Feather *Educational Consulting Services, LLC* reneelongofeather@gmail.com

Jena Mathews *New America College* jena.r.mathews@gmail.com

SAT, NOV 5, 11:15 A.M., PIKES PEAK B

Workshop - 45 minutes, AE, Tech

Mice, monitors, keyboards, and cursors

AEFLA-funded AE programs are restricted in their ability to provide computer instruction. This workshop demonstrates how to embed computer instruction into English lessons that develop mouse and keyboard skills in a population of learners who have limited access to or abilities in computer technology.

Kat Bradley-Bennett *El Comite Community Adult Education* katpbennett@gmail.com

SAT, NOV 5, 11:15 A.M., SPRUCE

Paper - 45 minutes, IEP/HE, PA, TE/AR

Preparing future teachers for inclusive classrooms

Presenters introduce a new teacher education program that transforms the way teachers are prepared to work effectively with all students. They outline the Bachelor of Arts in Inclusive Elementary Education, a program focused on preparing teachers to meet the needs of students learning English as well as students with disabilities.

Leslie Grant *UCCS* lgrant@uccs.edu

Barbara Frye *UCCS*

SAT, NOV 5, 11:15 A.M., SUMMIT A

Exhibitor Session – 45 minutes

Preparing students to thrive in university settings

How can we effectively prepare language learners for their transition to a mainstream academic environment? Intensive skills development, extensive application, and authentic university content are the basis for a three-step developmental approach designed to address students' linguistic needs and academic challenges. This session introduces *University Success*, a blended three-strand course.

Charl Norloff *University of Colorado Boulder (ret.)* norloff@colorado.edu

SAT, NOV 5, 11:15 A.M., SUMMIT B

Exhibitor Session – 45 minutes

Learner's dictionary mind your manners: English usage for teachers and learners

A dictionary definition can be separated into two parts: the semantic and the social. All speakers of English are judged constantly by how they negotiate areas of disputed usage; this lecture explores grammar, word choice, and cultural assumptions essential to clear and correct English.

Peter Sokolowski *Merriam-Webster* psokolowski@m-w.com

SAT, NOV 5, 11:15 A.M., SUMMIT C

Demonstration - 45 minutes, IEP/HE, AE

Student-driven learning: Listening and reading groups

Listening and reading groups are an easy way to make your classroom more interactive and student-driven. Learn techniques you can adapt for

your students and begin using in your classroom right away. Materials such as rubrics and student reflection forms will be provided.

Megan Kobzej *New America College* megan.kobzej@gmail.com

Saturday, November 5
Sessions (alphabetical by room)
Starting at 1:30

SAT, NOV 5, 1:30 P.M., BOULDER

Paper - 45 minutes, IEP/HE, AE

Cross-cultural learning and collegiality on campus

When an ESL writing instructor and a linguistics instructor paired their undergraduate students for out-of-class conversations over informal assignments and readings, rich cross-cultural exchanges of inclusivity benefited both groups of students. The authors present the project's objectives, assignments, outcomes, and student testimonials. Handouts include guidelines for structuring similar encounters.

Catherine Lasswell *University of Colorado Boulder*
catherine.lasswell@colorado.edu

Maria Thomas-Ruzic *University of Colorado Boulder* maria.thomas-ruzic@colorado.edu

SAT, NOV 5, 1:30 P.M., CLUB ROOM

Workshop - 45 minutes, IEP/HE, Tech

Making informed decisions on placement testing

With so many placement testing options out there, how can your Intensive English Program know which test is the best for your program? The presenter will guide participants in making informed decisions on choosing and implementing effective placement tests for their program's needs.

David Parker *English Language Center-DU* david.g.parker@du.edu

SAT, NOV 5, 1:30 P.M., CONIFER

Paper - 45 minutes, IEP/HE, PA, TE/AR

Assessment awareness in theory and practice

How can IEPs bridge the gap between their instructors' current assessment knowledge and the knowledge needed to create assessments that align with learning outcomes? The presenters describe the process undertaken by an IEP to develop faculty assessment awareness. Attendees receive guidelines for fostering assessment awareness at their IEPs.

Stuart Landers *Colorado State University* stuart.landere@colostate.edu

Nancy Berry *Colorado State University* nancy.berry@colostate.edu

Kyla Masciarelli *Colorado State University* kyla.masciarelli@colostate.edu

SAT, NOV 5, 1:30 P.M., EVERGREEN

Demonstration - 45 minutes, AE, TE/AR, Tech

Structured phonics instruction for adult ELLs

Adult Literacy level English students can be challenging to teachers due to a lack of quality resources available. This session will present an approach to teaching phonics to adult English students with limited literacy backgrounds. The presenter will cover methods and strategies, and share high quality materials he has created.

Ryan Yates *Emily Griffith Technical College* ryan.yates@emilygriffith.edu

SAT, NOV 5, 1:30 P.M., GOLDEN

Workshop - 45 minutes, TE/AR, IEP/HE, SE

Screencasting for teachers and teacher educators

If YouTube's billion plus users are logging millions of hours viewing videos, we can infer that videos are capable of engaging learners. This

presentation explores the potential of screencasting for both English language educators and education professors, and assists participants in creating a screencast and uploading it to YouTube.

Lisa Hernbloom *CSU Global* lisa.hernbloom@csuglobal.edu

SAT, NOV 5, 1:30 P.M., JEFFERSON

Workshop - 45 minutes, SoPol, GA

The privilege walk

What do ESL teachers know about their students? Who is a citizen, permanent resident, or undocumented immigrant? What do these labels mean and how do they impact students? In this workshop, participants will take part in a demonstration of how one's immigration status affects one's ability to move ahead and succeed.

Kat Bradley-Bennett *El Comite Community Adult Education*
katpbennett@gmail.com

Elizabeth Schroeder *Community College of Denver*
elizabeth.schroeder@ccd.edu

SAT, NOV 5, 1:30 P.M., MT. EVANS

Demonstration - 45 minutes, AE, Tech

Using your public libraries for learner-centered instruction

So I have engaged my student in a motivational interview, now what? This presentation will demonstrate common physical and electronic resources that can enhance learner centered instruction available through Colorado public libraries.

Tiffany Curtin *Douglas County Libraries* tcurtin@dclibraries.org

SAT, NOV 5, 1:30 P.M., PARKER

Workshop - 45 minutes, IEP/HE, AE

Lesson planning and student engagement

This workshop will provide a free and easy-to-use tool for planning each part of your adult ESL lesson and engagement strategies to make your class more dynamic. Using this tool and modeling various engagement techniques, the workshop participants will work in small teams to plan different parts of the lesson.

Marcie Smith *Intercambio Uniting Communities*
marcie@intercambioweb.org

Debbie Goldman *Intercambio Uniting Communities*
Debbie@intercambio.org

Leanne Chacon *Intercambio Uniting Communities* Leane@intercambio.org

SAT, NOV 5, 1:30 P.M., PIKES PEAK A

Workshop - 45 minutes, GA

Design thinking: A creative problem-solving process

Are there changes you want to make in your classroom or program that you just never seem to have the time to work on or that seem overwhelming? Learn about and use the five phases of a user-friendly process, design thinking. Video, interactive activities and access to a toolkit included.

Jessie Hawthorn *Spring Institute for Intercultural Learning*
jhawthorn@springinstitute.org

Alexandra Soto *Spring Institute for Intercultural Learning*
asoto@springinstitute.org

SAT, NOV 5, 1:30 P.M., PIKES PEAK B

Demonstration - 45 minutes, AE, SE

Formative assessment techniques for new teachers

How do you know when your learners are "getting it"? This presentation is for novice teachers, or those who want to refresh their toolkits. Leave the

session with a list of formative assessment techniques you can implement immediately. The session will include hands-on demonstrations and practice.

Rebecca Booterbaugh *El Comite Community Adult Education*
reschmecka@hotmail.com

SAT, NOV 5, 1:30 P.M., SPRUCE

Workshop - 45 minutes, IEP/HE, AE

Enhancing descriptive writing through creative tasks

Descriptive writing is a discovery and development process. Students learn that writing a description is creating a picture using words. Students use the five senses along with other parts of speech to discover what is going on around them. The key to describing is using specific details to create your image.

Sandra Greenstreet *American English Institute, University of Oregon*
sandyg@uoregon.edu

SAT, NOV 5, 1:30 P.M., SUMMIT A

Workshop - 45 minutes, IEP/HE, PA, TE/AR

Advising and motivating IEP populations who fail

Failing students are difficult enough, but what about IEP populations who decide to intentionally fail? Why do they fail? What are some ways to motivate these students? The presenters will address these difficult questions from the perspectives of administrators, advisors and teachers addressing orientation, appreciative advising, communication and supporting research.

Parmelee Welsh *International English Center-UCB*
parmelee.welsh@gmail.com

Susan Fouts *International English Center-UCB* Susan.Fouts@colorado.edu

SAT, NOV 5, 1:30 P.M., SUMMIT B

Workshop - 45 minutes, GA

Ability to Benefit: Making the Connection

This presentation will dig deeper in the new opportunities provided by the Ability to Benefit, which is a new financial aid rule. In this interactive session participants will explore ways to use Ability to Benefit to allow for dual enrollment, provide career counseling, and align with Workforce sectors within each region.

Gaye Horne *CDE* Horne_G@cde.state.co.us

SAT, NOV 5, 1:30 P.M., SUMMIT C

Demonstration - 45 minutes, Tech, IEP/HE, TE/AR

Digital composition: Transforming the language-learner narrative

How can digital-storytelling technology transform the language-learner classroom? The presenter will demonstrate a digital-narrative project designed to teach personal-narratives, develop writing-process practices, and assess productive-English proficiency in a university composition course. Orientation to technologies options, overview of project details and student samples, and discussion of future implications will be included.

Jennifer Campbell *University of Colorado Boulder* jennifer.campbell-1@colorado.edu

Saturday, November 5
Sessions (alphabetical by room)
Starting at 2:30

SAT, NOV 5, 2:30 P.M., BOULDER

Paper - 45 minutes, IEP/HE, GA

What promotes teachers' professional development?

However outstanding and well intentioned, teacher professional development is misguided unless it takes into account what teachers already believe, feel, think and do. The presenters report on their research

into Mexican English teachers' beliefs and professional trajectories, and argue for the place of teacher collaboration and research.

Fatima Encinas *Benemerita Univ Autonoma de Puebla*
fatimaencinas@gmail.com

Veronica Sanchez Hernandez *Benemerita Univ Autonoma de Puebla*
verher12@gmail.com

Maria Thomas-Ruzic *University of Colorado* miathomasr@yahoo.com

SAT, NOV 5, 2:30 P.M., CLUB ROOM

Paper - 45 minutes, AE, GA, BE

The cultural importance of THE

Some languages segregate all nouns by "male" or "female." Some don't. Gain a better understanding of how gender segregation affects students' identities, vis-a-vis assimilation into the American community. Get some ideas on how to open a discussion of these differences and promote a culture of equality in the classroom.

Dorothea Steinke *Literacy Coalition of Colorado*
dorothea@numberworks4all.com

SAT, NOV 5, 2:30 P.M., CONIFER

Demonstration - 45 minutes, Tech, AE, GA

Integrating e-learning into ESL curricula

Welcome to this presentation that shall lead you towards "Mindful e-learning" to keep and advance learning pace for your learners by: highlighting the foundation principles for integrating e-learning into ESL curricula; showing effective assessment strategies that incorporate educational technologies; and presenting easy to replicate e-learning and teaching classroom practices.

Neetika Kapur *Spring International Language Center* neetika@spring.edu

SAT, NOV 5, 2:30 P.M., EVERGREEN

Demonstration - 45 minutes, IEP/HE, AE

Pronunciation: Techniques for the ESL classroom

This demonstration shows and lets audience members practice simple techniques used at CU Denver that can help any ESL teacher improve IEP/adult students' pronunciation and speaking patterns. These techniques help accent acquisition, speaking comprehensibility, listening comprehension, and student confidence.

Gunilla Johnson *ESL Academy-UCD* gunilla.johnson@ucdenver.edu

SAT, NOV 5, 2:30 P.M., GOLDEN

Workshop - 45 minutes, TE/AR, IEP/HE, SE

Put yourself in their shoes

What does it feel like to be in a conversation in a language you do not know? Immerse yourself in this situation as the presenter speaks in an island language. Then experience it again with research-based teaching strategies for second language learners. Come join this powerful demonstration!

Kathy Jones *Odessa College* jonesks1956@yahoo.com

SAT, NOV 5, 2:30 P.M., MT. EVANS

Demonstration - 45 minutes, AE, IEP/HE, TE/AR

English pronunciation for Chinese and Vietnamese speakers

Pronunciation Doctor explains and demonstrates concrete and practical activities to enable speakers of Vietnamese, Cantonese, and Mandarin to pronounce English in a more listener-friendly way so that they may engage in spoken English communication with greater ease. Emphasis is on prosodic elements demonstrations, including airstream, segmentals, stress, tone, intonation, rhythm.

Marsha Chan *Mission College and Sunburst Media*
marsha@sunburstmedia.com

SAT, NOV 5, 2:30 P.M., PARKER

Paper - 45 minutes, IEP/HE, PA, BE

Natural order of language acquisition in grammar classes

This research-oriented presentation discusses the 'natural order' of acquisition of grammatical structures in SLA as a guiding framework for readdressing the content of grammar courses. Two SLA theories: Nativism and Creative Construction serve as a platform for the discussion of appropriate and relevant course objectives of IEP Grammar courses.

Evgeniya Borisova *University of Northern Colorado*
evgeniya.borisova@unco.edu

Nada Rossiter *University of Northern Colorado* nada.rossiter@unco.edu

SAT, NOV 5, 2:30 P.M., PIKES PEAK A

Paper - 45 minutes, IEP/HE, AE

Transform mini-lessons: Flip them into mini-videos

In writing classes, mini-lessons and flipped videos can be especially useful. The presenter will discuss combining these two powerful tools to personalize instruction and feedback. Information based on both research and experience will be shared. Examples of videos and implementation suggestions for all skills will be provided

Amber Patterson *INTO Colorado State University*
amber.patterson@colostate.edu

SAT, NOV 5, 2:30 P.M., PIKES PEAK B

Paper - 45 minutes, IEP/HE, GA

Tracking CLD students' metacognition and help-seeking behaviors

How can we encourage writing development for culturally and linguistically diverse (CLD) students? This paper presents ongoing research from a year-long study tracking first-year CLD college students' metacognitive stances and help-seeking behaviors with regard to their writing abilities in a compressed format higher education setting.

Chelsea Walter *Colorado College* chelsea.walter@coloradocollege.edu

SAT, NOV 5, 2:30 P.M., SPRUCE

Paper - 45 minutes, IEP/HE, AE

Humanizing the English language: Building relationships

ELLs view language as a flat tool for communication and education. However, human qualities of relationship building are imbedded within the English language. By emphasizing humanistic qualities of relationship building as the teaching foundation of ESL/EFL, instructors provide ELLs

with language retention, internalization, and meaningful application of the target language.

Amanda Ergun *Fort Hays State University* akergun@fhsu.edu

SAT, NOV 5, 2:30 P.M., SUMMIT A

Demonstration - 45 minutes, BE, AE

Play Go Fish! in the ESL classroom

Through hands-on game playing, attendees will practice several ways to use the card game Go Fish! in the ESL classroom. The repetitive structure of the game allows ESL students to learn and reinforce vocabulary, grammar, and pronunciation, all while improving their speaking and listening skills and having fun.

Steven Klein *Center for Adult Learning, Front Range Community College*
steve.klein@frontrange.edu

Alex Bricker *Center for Adult Learning Front Range Community College*
alex.bricker@frontrange.edu

SAT, NOV 5, 2:30 P.M., SUMMIT B

Demonstration - 45 minutes, IEP/HE, AE, GA

Enriching the language classroom through music

Using music as a language learning tool makes the learning process more meaningful and fun. In this session, the presenters go beyond the cloze and provide language teachers with meaningful activities that engage students with language. Attendees will discover activities to promote grammar, writing, speaking, summary, and critical thinking skills.

Kelly Foster *Spring International Language Center*
fosterhope@hotmail.com

SAT, NOV 5, 2:30 P.M., SUMMIT C

Workshop - 45 minutes, AE, GA, SE

Everyone's Favorite Topic: Food and Nutrition in the ESL Classroom

Food gives us energy and nutrition, but it's also tied up with beliefs, customs, emotions, and memories; which makes the topic appealing to our ESL students. This interactive workshop will use food as a springboard to present a complete learning unit, using all the teaching modalities. Presenters will share a PowerPoint, and attendees will be given handouts of highly engaging activities.

Paula Frey *Western Wyoming Community College*
pfrey@westernwyoming.edu

Kelly Strampe *Western Wyoming Community College*
kstrampe@westernwyoming.edu



How was the convention?

Please take some time to evaluate your experience at the CoTESOL Annual Fall Convention on the CoTESOL website www.cotesol.org. The survey should take no longer than 2-3 minutes to complete. Your feedback will help the incoming board improve next year's convention by taking a few minutes to complete it. The survey will remain open until November 30, 2016. Responders may enter a raffle for 1 free Radisson hotel stay (1 night) at CoTESOL 2017.

May 5, 1978

Dr. James E. Alatis, Dean 202-337-7264
School of Languages and Linguistics
Georgetown University
Washington, D. C. 20057

Dear Dr. Alatis:

As per our conversation in Mexico City, Colorado TESOL wishes to become an official affiliate of TESOL. Please find enclosed a copy of our constitution and a twenty-five (\$25.00) check made out to TESOL.

We have already held several workshops, as well as monthly executive committee meetings, but our first "official meeting" is scheduled for October 7, 1978, from 10:00 a.m. to 5:00 p.m. We would like to invite you to attend the workshop in order to "supervise" this extremely important first meeting. As well, we would like for Bernard Spolsky to serve as by-note speaker.

We have not as yet established a theme for the workshop, but we will be doing so at the next executive committee meeting on May 18, 1978. I will telephone you after that meeting to further discuss the October 7 workshop.

If you require any additional information regarding CO-TESOL prior to May 18, please contact me at your convenience.

Sincerely,

Jerry Dean Loudenback, President
CO-TESOL

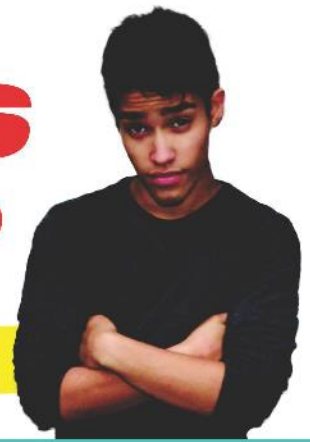
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Enclosure

ELS Language Center

JERRY LOUDENBACK
DIRECTOR
C/O LORETTA HEIGHTS COLLEGE
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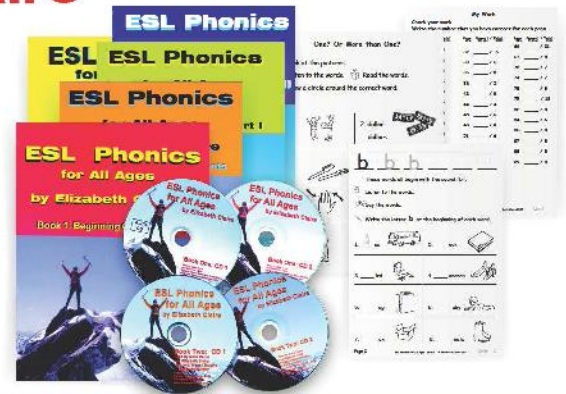
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<p>Teacher's Guide and Answer Pages for Books 1, 2, and 3: \$18</p>			<p>Answer Pages: FREE with Purchase</p>	<p>Answer Pages: FREE with Purchase</p>

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LIST OF PRESENTERS

BUAP - Benemerita Universidad Autonoma de Puebla

CCA – Community College of Aurora

CSU – Colorado State University

CCD – Community College of Denver

CDE – Colorado Department of Education

DPS – Denver Public Schools

DU – University of Denver

ECDC – Ethiopian Community Development Council

EGTC – Emily Griffith Technical College

FRCC – Front Range Community College

IEC-UCB – International English Center, University of Colorado Boulder

LNAME	FNAME	ORG	DAY	TIME
Adams	Irina	Mesa County Valley School District 51	NOV. 4	9:15
Aguiar	Sharon	CMC	NOV. 5	11:15
Alahmadi	Ahmed	The University of Memphis	NOV. 4	1:30
Alharthi	Saleh	University of Memphis	NOV. 4	3:30
Alhudithi	Ahlam	University of Northern Colorado	NOV. 4	1:30
Alhudithi	Elham	CSU	NOV. 4	1:30
Alkhonini	Omar	George Mason University	NOV. 4	1:30
Baldwin	Tory	Jeffco	NOV. 4	2:30
Beggs	Judy	Friends of gueoul	NOV. 4	9:15
Benzon	Hilario	Jeffco	NOV. 4	9:15
Berg	Erika	Jeffco ESL/DL	NOV. 4	2:30
Berman	Michael	Language Arts Press	NOV. 4	2:30
Berry	Nancy	CSU	NOV. 5	1:30
Bliss	Anne	UCB	NOV. 4	2:30
Bond	Laurel	INTO-CSU	NOV. 5	9:15
Booterbaugh	Rebecca	El Comite Community AEucation	NOV. 5	1:30
Borisova	Evgeniya	UNC	NOV. 5	2:30
Bradley-Bennett	Kat	El Comite Community AEucation	NOV. 5	11:15
Bricker	Alex	Center for Adult Learning, FRCC	NOV. 5	2:30
Bruhn	Dieter	One World Training	NOV. 4	11:15
Caines	Jennifer	UCB	NOV. 4	10:15

Jeffco – Jefferson County Public Schools

MCC – Morgan Community College

NAC – New America College

NAS – New America School

SIIL – Spring Institute for Intercultural Learning

SILC – Spring International Learning Center

UCB – University of Colorado Boulder

UCCS – University of Colorado Colorado Springs

UCD – University of Colorado Denver

UNC – University of Northern Colorado

WWCC - Western Wyoming Community College

LNAME	FNAME	ORG	DAY	TIME
Campbell	Jennifer	UCB	NOV. 5	1:30
Carlin	Tamara	UCD ESL Academy	NOV. 5	9:15
Carson	Chris	UCD	NOV. 4	9:15
Castellino	Shirlaine	SILC	NOV. 4	11:15
Chan	Marsha	Mission College & Sunburst Media	NOV. 4	1:30
Chevallier	Sylvie	IEC-UCB	NOV. 4	1:30
Clarke	Mark	UCD	NOV. 4	11:15
Corona	Adriana Isabel	BUAP	NOV. 5	9:15
Curtin	Tiffany	Douglas County Libraries	NOV. 5	1:30
Davis	Connie	IEC-UCB	NOV. 4	2:30
Devlin	Natalia	SIIL	NOV. 4	10:15
Dissard	Jean Michel		NOV. 4	10:15
D'Onofrio	Nickole	Uni-Hill Elementary School	NOV. 4	11:15
Doung	Jeanna	DPS	NOV. 4	3:30
Easterday	Karen	UCB	NOV. 4	9:15
Edmiston	Megan	UNC	NOV. 5	10:15
Eichhorn	Karen	IEC-UCB	NOV. 5	10:15
Einterz	Nick	UCB	NOV. 5	9:15
Encinas	Fatima	BUAP	NOV. 5	2:30
Ergun	Amanda	Fort Hays State University	NOV. 5	2:30
Eugenia Méndez Ramirez	Maria	Universidad Autónoma de Puebla	NOV. 4	10:15
Farkas-Roszell	Agnes	IEC-UCB	NOV. 4	3:30

LNAME	FNAME	ORG	DAY	TIME
Feather	Renee	Educational Consulting Services, LLC	NOV. 5	11:15
Feldman	Andrea	UCB	NOV. 4	1:30
Firestone	Jason	Jeffco	NOV. 4	9:15
Fisher	Larry	UCB	NOV. 4	3:30
Flocke	Barbara	IEC-UCB	NOV. 4	9:15
Folley	Meredith		NOV. 4	11:15
Folse	Keith	University of Central Florida	NOV. 4	3:30
Foster	Kelly	SILC	NOV. 5	2:30
Fouts	Susan	IEC-UCB	NOV. 5	1:30
Fox	Alexandria	UCD	NOV. 4	2:30
Frank	Erin	ECDC/African Community Center	NOV. 5	9:15
Frey	Paula	WWCC	NOV. 5	2:30
Frydland	Nan	International Rescue Committee	NOV. 4	11:15
Frye	Barbara	UCCS	NOV. 5	11:15
Gabillon	Zehra	The University of French Polynesia	NOV. 4	3:30
Galati	Bridget	DPS	NOV. 4	10:15
Garcia	Violeta	STEM Learning by Design	NOV. 5	9:15
George	Julie	Penn State University	NOV. 5	10:15
Germain	Thomas	SILC	NOV. 4	11:15
Gilbert	Rachel	Jeffco	NOV. 4	1:30
Goldman	Debbie	Intercambio Uniting Communities	NOV. 5	1:30
Grant	Leslie	UCCS	NOV. 5	11:15
Grattan	Sharayah	CSU	NOV. 4	11:15
Greenstreet	Sandra	American English Institute, University of Oregon	NOV. 5	1:30
Gueddiche	Jennifer	SIIL	NOV. 5	9:15
Hammond	Mike	IEC-UCB	NOV. 4	9:15
Hasbrouck	Beth	INTO-CSU	NOV. 5	9:15
Hawthorn	Jessie	SIIL	NOV. 4	10:15
Healy	Thomas	Pratt Institute	NOV. 4	2:30

LNAME	FNAME	ORG	DAY	TIME
Hellman	Andrea	Missouri State University	NOV. 4	1:30
Hernandez	Heather	SIIL	NOV. 4	10:15
Hernbloom	Lisa	CSU Global	NOV. 5	1:30
Hilken	Mary	CCA	NOV. 4	2:30
Hill	Rocky	Blue Mouse Trailer Court and Athletic Club	NOV. 4	3:30
Holloway	Susan		NOV. 4	1:30
Hooper	Ian	Jeffco	NOV. 4	1:30
Horne	Gaye	CDE	NOV. 5	10:15
Hou	Sufang	CSU	NOV. 4	9:15
Huckaby	Michael	Speak Agent	NOV. 5	11:15
Hull	Toni	U.S. Department of State English Language Programs	NOV. 4	9:15
Iglesias	Patricia	BUAP	NOV. 5	11:15
Jancin	Devon	CSU	NOV. 5	10:15
Janssen	Katie	INTO-CSU	NOV. 5	9:15
Jeffers	Ryan	EGTC	NOV. 5	10:15
Jenkins	Rob	National Geographic Learning	NOV. 4	1:30
Johnson	Gunilla	ESL Academy at UCD	NOV. 5	2:30
Jones	Kathy	Odessa College	NOV. 5	2:30
Joseph	Lorrie	Jeffco ESL/DL	NOV. 4	1:30
Kapur	Neetika	SILC	NOV. 5	2:30
Kembel	Susan	Mesa County Valley School District 51	NOV. 4	9:15
Khlifat	Jamal	UCB	NOV. 4	2:30
Kholif	Heather	Poudre School District - UNC	NOV. 4	1:30
Kimmel	Erin	NAS	NOV. 4	11:15
Klein	Steven	Center for Adult Learning, FRCC	NOV. 5	2:30
Kobzej	Megan	NAC	NOV. 5	11:15
Koch	Andrew	Jeffco	NOV. 4	2:30
Kok	Carol	SILC	NOV. 4	10:15
Kunches	Jennifer	UCD	NOV. 4	9:15
Landers	Stuart	CSU	NOV. 5	1:30

LNAME	FNAME	ORG	DAY	TIME
Lasswell	Catherine	UCB	NOV. 5	1:30
Leonard	Constance	US Air Force Academy	NOV. 4	9:15
Lonas	Adele	CSU	NOV. 4	9:15
Loven-Santos	Christine	NAS	NOV. 4	1:30
Loyola	Hugo	ALTA English	NOV. 5	10:15
Luke	Pamela	DU	NOV. 4	3:30
Manzo	Christine	Jeffco	NOV. 4	2:30
Martin	Ian	National Geographic Learning	NOV. 4	11:15
Mathews	Jena	NAC	NOV. 5	11:15
McCracken	Amanda	IEC-UCB	NOV. 4	1:30
McHugh	Margie	Migration Policy Institute	NOV. 5	10:15
McIndoo	Laura	Central New Mexico CC	NOV. 4	1:30
Meskel	Rita	Jeffco ESL/DL	NOV. 4	10:15
Milbourn	Tamara	UCB	NOV. 4	9:15
Miller	Kristine	SILC	NOV. 4	11:15
Moore	Ruth	IEC-UCB	NOV. 4	10:15
Morley	Matthew	IEC-UCB	NOV. 4	10:15
Newman	Robert	NAS	NOV. 4	1:30
Nicolai	Virginia	CMC	NOV. 5	11:15
Norloff	Charl	UCB	NOV. 5	11:15
O'Clair	George	MCC	NOV. 5	9:15
Parker	David	ELC - University of Denver	NOV. 5	1:30
Patterson	Amber	INTO-CSU	NOV. 5	2:30
Peralta Aguillón	Alma Alicia	BUAP	NOV. 4	10:15
Plewka	Dana	Denver Post	NOV. 4	10:15
Pollard	Laurel	ALTA English	NOV. 5	10:15
Porter	Lauren	CSU	NOV. 4	11:15
Pulford	Andy	SILC	NOV. 4	11:15
Raese	Michelle	IEC-UCB	NOV. 4	2:30
Reif	Nancy	Silverthorne Elementary (Summit RE-1)	NOV. 4	10:15
Reilly	Peter	Universidad Panamericana	NOV. 5	10:15
Renehan	Amy	University of Washington	NOV. 4	9:15

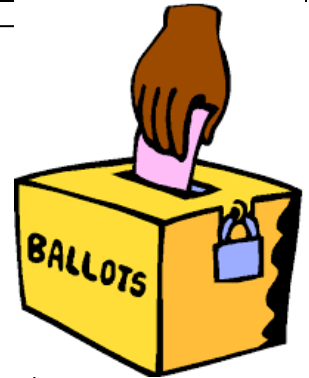
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Rossiter	Nada	UNC	NOV. 5	2:30
Russell	Brad	Mapleton Public Schools	NOV. 4	3:30
Ryan Bell	Anne	UNC	NOV. 4	9:15
Sanchez	Kimberly	International High School at Lafayette	NOV. 4	10:15
Sanchez Hernandez	Veronica	BUAP	NOV. 5	2:30
Sarris	Juli		NOV. 4	11:15
Schillo	John	INTO-CSU	NOV. 4	9:15
Schroeder	Cara	CCA/CSU	NOV. 4	2:30
Schroeder	Elizabeth	CCD	NOV. 5	1:30
Schweissing	Daniel	CCA	NOV. 4	3:30
Segota	John	TESOL International Association	NOV. 4	11:15
Silberstein	Sandra	University of Michigan Press	NOV. 4	10:15
Silberstein	Sandra	University of Washington	NOV. 5	10:15
Skelton	Beth	Beth Skelton Consulting	NOV. 4	10:15
Smith	Marcie	Intercambio Uniting Communities	NOV. 5	1:30
Sokolowski	Peter	Merriam-Webster	NOV. 5	8:45
Sokolowski	Peter	Merriam-Webster	NOV. 4	10:15
Soto	Alexandra	SIIL	NOV. 5	1:30
Stauffer	Kirsten	IEC-UCB	NOV. 4	11:15
Steinke	Dorothea	Literacy Coalition of Colorado	NOV. 5	2:30
Steneck	Elaine	UNC	NOV. 5	10:15
Stetson-Strange	Jenny	CSU	NOV. 4	11:15
Stevens	David	The Language School	NOV. 5	10:15
Strampe	Kelly	WWCC	NOV. 5	2:30
Sun	Yilin	TESOL International Association	NOV. 4	8:45
Taylor de Caballero	Karen	ELTS / The Color Vowel Chart	NOV. 4	1:30
Thomas-Ruzic	Maria	UCB	NOV. 5	1:30
Tombari	Chris	CCA	NOV. 4	3:30
Trujillo	Annie	NAS	NOV. 4	1:30
Vallee	Michael	IEC-UCB	NOV. 5	10:15
Van Evera	Courtney	CSU	NOV. 5	11:15

LNAME	FNAME	ORG	DAY	TIME
Van Nostrand	Sarah	CSU	NOV. 5	11:15
Vasquez	Rosa Enilda	John F. Kennedy Institute, Inc	NOV. 4	2:30
Vollmann	Sarah	UCB	NOV. 5	11:15
Walter	Chelsea	Colorado College	NOV. 5	2:30
Waterous	Frank		NOV. 5	9:15
Webb	Summer	IEC-UCB	NOV. 4	9:15
Welsh	Parmelee	IEC-UCB	NOV. 4	1:30

LNAME	FNAME	ORG	DAY	TIME
Wilkinson	Matt	Jeffco	NOV. 4	1:30
Yandle	Jessica	CMC	NOV. 5	11:15
Yang	Terry	Sunburst Media	NOV. 4	2:30
Yates	Danielle	U.S. Department of State English Language Programs	NOV. 4	9:15
Yates	Ryan	EGTC	NOV. 5	10:15
Yelinek	Kristie	CSU	NOV. 4	1:30

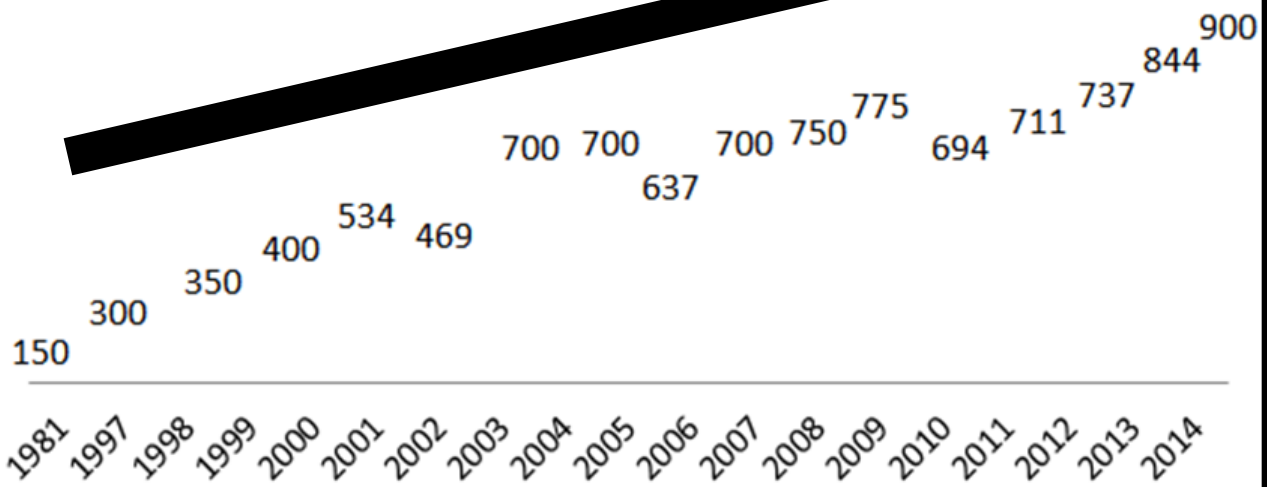
VOTE!...for CoTESOL's Top Presentation

CoTESOL will recognize one presenter from this convention as "Best of CoTESOL." Before you leave the convention, please vote for the best presenter based on the sessions you attended. There are ballots in your tote bag and at registration. The ballot box is at registration. The CoTESOL board will choose one presenter based on all the votes and reasons for these votes. Depending on the availability of funds, the presenter chosen as "Best of CoTESOL" will receive a **fully funded trip to TESOL 2017 in Seattle.**



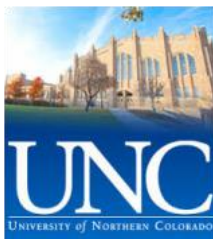
CoTESOL Memory:
CoTESOL has experienced continual attendance growth to its annual conventions.

Attendees





Elizabeth Claire's
Easy English NEWS
2100 McComas Way, Suite 607
Virginia Beach, VA 23456 USA



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A SPECIAL THANKS

We would like to extend our sincere thanks to the many organizations and individuals who sponsored and/or contributed to convention functions and activities.

Exhibitors / Program Advertising / Raffle: Bruce Rogers, Larry Fisher

Promotion: Larry Fisher, Chris Tombari, Hilario Benzon, Christine Deines, CoTESOL Board

Tech Support: Nick Einterz, Hilario Benzon, Joel Fisher, Chad Pennington, Mike Vallee, Larry Fisher, Radisson Hotel

Convention Program Booklet: Chris Tombari, Bruce Rogers, Dieter Bruhn, Larry Fisher, Tom Germain, the CoTESOL Board, and the Raven Printing Company

Website, Mailings, and Office/Department Support: Chris Tombari, Larry Fisher, Joel Fisher, Lija Fisher, David Hernandez Vera, Hilario Benzon, Christine Deines, and the entire office staff of the International English Center, University of Colorado Boulder

Newsletter: Hilario Benzon, Christine Deines, and the CoTESOL Board

Totebag Stuffing: The CoTESOL Board

Academic and Professional Development Credit: Gerry Delahunty, Colorado State University

Registration Volunteers: David Hernandez-Vera, Charl Norloff, Anne Bliss, Joel Fisher, Lija Fisher and the entire CoTESOL Board

Our speaker sponsors: National Geographic / Cengage Learning, Merriam-Webster

Entertainment: Dieter Bruhn, Fastlane, Chad Pennington

Radisson Hotel Denver Southeast: Jennifer Connelly, Eve Steffen, and the entire Radisson staff

And to all the unsung heroes whose contribution both large and small made this convention possible, CoTESOL cannot thank you enough for making this another successful convention in the 40-year history of our organization



TESOL 2017

International Convention & English Language Expo

21-24 MARCH 2017 • SEATTLE, WASHINGTON, USA



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CoTESOL NEWSLETTER

No. 1

September 17, 1977

An affiliate of TESOL

First CoTESOL Conference

Saturday, October 22

1:00 - 4:00

Tower Bldg., University of Colorado at Denver

14th and Arapahoe (Downtown)

Arapahoe St. Entrance

Teaching of English to non-native speakers in Colorado is really happening these days. In the past few years programs in English for speakers of other languages have increased in all spheres--the public schools, adult and continuing education, university preparation, vocation, bi-lingual, and specialized programs. A TESOL affiliate in Colorado seems to be "an idea whose time has come". The advantage of a group for teachers who all deal with foreign students are many. It provides an opportunity for the exchange of ideas, a forum for off-the-job training, a time for communication between teachers, and a place to address issues such as professional standards and maintaining quality in EFL programs.

It is exciting to be a part of the beginnings of a TESOL organization in Colorado. A bit of history: a number of interested individuals enthusiastic about starting a local TESOL group met on two Saturday mornings in July and August. Work began immediately. Several of those people drafted a constitution, several compiled a list of people to contact with this newsletter (please pass on your copy to anyone you know that we missed!), and others began working on the steering committee to get things going for the first six months; from this group, four have agreed to be officers, and other members-at-large have volunteered to work on the newsletter and to work on membership. They are Rosie Casey, Michael Donlin, Jean Engler, Jean Greathouse (newsletter), Cecelia Lang (membership), Bernie Seward, Samira Shami (newsletter), and officers Barb Sample (president) Jim Jobst (vice-president), Nancy McLamb (secretary) and Shelley Ray (treasurer). Election of new officers will be held in the spring. We feel it is important to have participation and representation on the board of people from programs in different parts of the state as well as from a variety of types of programs. Let us know your interests, talents, and willingness.

I'm looking forward to meeting many of you at the October 22 meeting when Mark Clarke (one of the authors of the new text Reader's Choice) will be the featured speaker. His topic: "We, us, our; pronouns of power and solidarity" or "making our professional organization work for us". It promises to be an exciting event: a chance to see what others are doing in the state, to look at materials brought by publishers representatives, just to talk with each other, and to begin addressing issues of concern to us all. See you then.

Barb Sample, President
Sept. 9, 1977

Notes





Notes



CERTIFICATE OF ATTENDANCE

attended

*COTESOL 40th Annual Fall Convention
“40 years of transformation”
November 4 - 5, 2016 - Denver, CO*

One-day attendance: 8 Professional Development Hours
Two-day attendance: 16 Professional Development Hours
Each presentation: 10 Professional Development Hours

PRESENTED BY:

Colorado Teachers of English to Speakers of Other Languages



Record conference attendance below by entering the titles of each session attended.

Fri. Featured Presentation:	
Fri. Breakout Session 1:	
Fri. Breakout Session 2:	
Fri. Breakout Session 3:	
Fri. Breakout Session 4:	
Fri. Breakout Session 5:	
Fri. Breakout Session 6:	
Fri. Presentation of Attendee:	
Sat. Featured Presentation:	
Sat. Breakout Session 1:	
Sat. Breakout Session 2:	
Sat. Breakout Session 3:	
Sat. Breakout Session 4:	
Sat. Breakout Session 5:	
Sat. Presentation of Attendee:	

CoTESOL, c/o Larry R. Fisher, 63 UCB, Boulder, CO. 80309-0063
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University Success

Preparing students to thrive in university settings



CHARL NORLOFF

University of Colorado Boulder

DATE Saturday, November 5

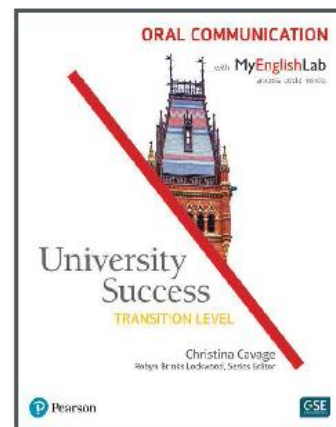
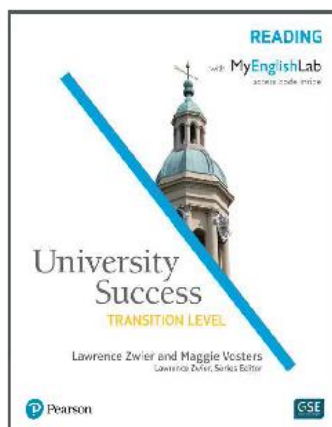
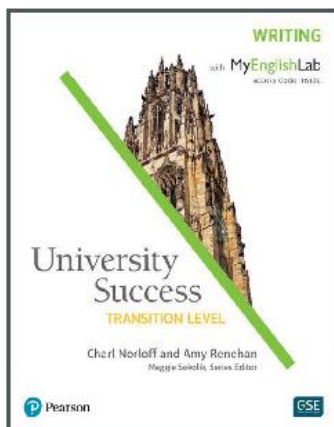
TIME 11:15-12:00

PLACE Summit A room

How can we effectively prepare language learners for their transition to a mainstream academic environment?

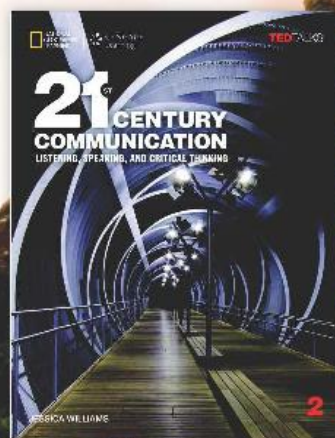
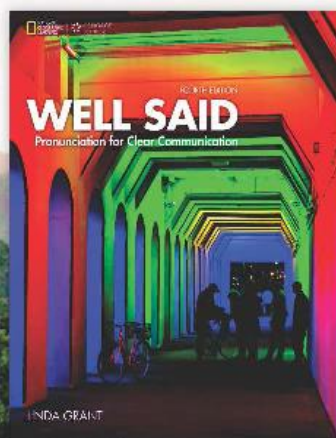
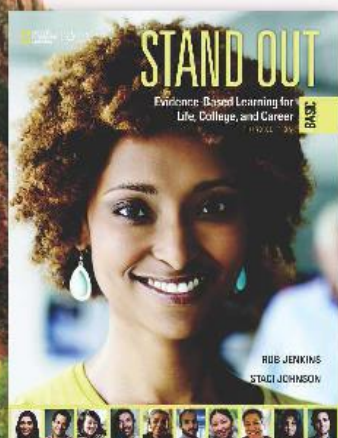
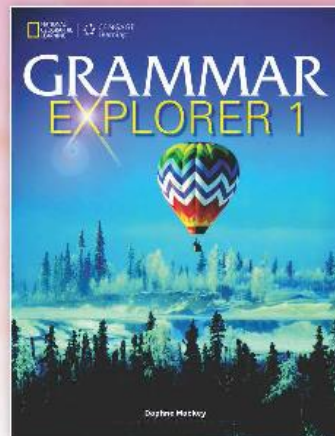
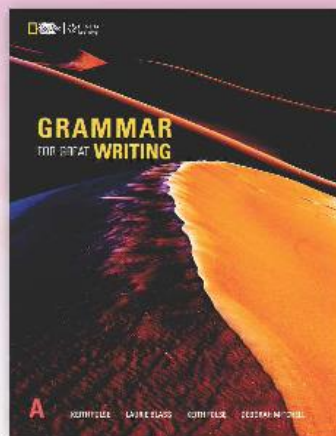
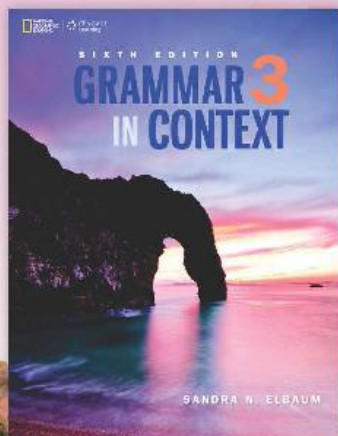
Intensive skills development, extensive application, and authentic university content are the basis for a three-step developmental approach designed to address students' linguistic needs and academic challenges. This session introduces *University Success*, a blended three-strand course.

Visit the Pearson ELT booth at CoTESOL to review the ***University Success*** course.



Ask about getting digital review copies of ***University Success***

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To learn more about these and other programs, please visit NGL.Cengage.com/ELT

Workshops

Ian Martin

Using TED Talks in the classroom

Friday, November 4th at 11:15 am – 12:00 pm; Room Summit A

Rob Jenkins

Grammar Explorer: Preparing students for real language

Friday, November 4th at 1:30 – 2:15 pm; Room Summit B

Keith Folse

Grammar for Great Writing: Motivating your students to become more powerful academic writers

Friday, November 4th at 3:30 – 4:15 pm; Room Boulder/Parker

Rob Jenkins

Stand Out, Third Edition: Critical thinking for adult education

Saturday, November 5th at 9:15 – 10:00 am; Room Summit A

Joel Deutser, Adult and Academic Sales Consultant

Office: 719-209-2487 Joel.Deutser@cengage.com