CoTESOL’s 41st Annual Convention

Launching the Future, Reaching the Stars
November 3-4, 2017
Radisson Hotel Denver Southeast

Colorado Teachers of English to Speakers of Other Languages
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Dear CoTESOL Colleagues,

Welcome to yet another wonderful convention! This is our 41st Annual CoTESOL Convention, and this year we chose the theme “Launching the Future, Reaching the Stars”. I would like to welcome our new members, thank our loyal members for their dedication to our field, and extend my appreciation and gratitude to all my colleagues on the CoTESOL Board for doing such a superb job. I also thank our excellent presenters for sharing their wonderful innovations in our field.

We have more than 130 presentations with outstanding invited featured speakers from many different states, such as California, Illinois, Maine, Massachusetts, and Florida. I would also like to welcome with great enthusiasm representatives from 13 Asian countries participating in the U.S. State Department’s International Visitor Leadership Program. We hope they will take away great ideas and valuable professional and personal connections from our great state of Colorado.

We have some exciting events going on. Following tradition, our exhibitors showcase the best of ESL materials published in the United States, and I urge you to attend their sessions and take the time to explore their booths in the Arapahoe/Douglas Room. Colorado State University is granting academic credit for professional development (page 33). Adolfo Romero “El Cholfo” will dazzle attendees with his songwriting and guitar stylings (page 5). Finally, our luncheons will provide you with a chance to network and make valuable new connections with your peers.

I would like to mention that the CoTESOL 2018 Spring Conference will be held in Grand Junction where participants will benefit from their colleagues’ expertise sharing numerous practical and theoretical teaching ideas and the latest trends in the TESOL field (see page 34).

I am happy to announce that the President’s Award will be changed to the Barbara June Sample President’s Award, honoring our first CoTESOL President in 1976. Barbara has been a strong supporter and mentor to many teachers.

So, let’s blast off and reach for the stars! Have a great convention!

Best regards,

Agnes Farkas-Roszell
2017 CoTESOL 2nd Vice President
Program Chair
CoTESOL 2017 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 Adolfo Romero
5:00 p.m. (after the publisher raffle)

CoTESOL is the Colorado affiliate of TESOL
International Association

Featured Presentations

- A brief glimpse at the future, as seen from
  the stars - Andy Curtis
- Inspiring ELLs at the secondary level through
  language-rich classrooms – Sarah Ottow
- Being the best you can be: Tips for honing
  your teaching skills – Chris Mares
- Metaphors for teaching – Dorothy Zemach
- Adult development, transformation, and
  educational innovation – Mark Clarke
- What is the Dream Act and why should we
  care? – The Office of Sen. Michael Bennett
- Student engagement in writing: Real and
  virtual – Maggie Sokolik
- Portraits of teaching and learning: Teachers
  using action research to support English
  learners – Beverly Troiano
- How stories connect us all: A beginner’s
guide to using your own stories (or mine) in
the classroom – Chris Mares
- Can I be in two or more places at the same
time? – Thomas Healy

Convention Committee
Past President – Sarah Austin
President – Susan Holloway
Convention Chair – Tom Germain
Program Chair – Agnes Farkas-Roszell
Publishers’ Liaison – Bruce Rogers
Hospitality and Entertainment Liaison – Dieter Bruhn
Registration – Larry Fisher
Convention Booklet – Chris Tombari

Friday Morning: November 3

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Featured Presentations</td>
<td>9:00, 10:00, &amp; 11:00</td>
<td>Jefferson</td>
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<tr>
<td>Concurrent Sessions</td>
<td>9:00 – 11:45</td>
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<tr>
<td>Luncheon</td>
<td>Noon – 1:15</td>
<td>Colorado</td>
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Friday Afternoon

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<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Featured Presentations</td>
<td>1:30, 2:30, &amp; 3:30</td>
<td>Jefferson</td>
</tr>
<tr>
<td>Poster Sessions</td>
<td>1:30-2:30</td>
<td>Arapahoe</td>
</tr>
<tr>
<td>Concurrent Sessions</td>
<td>1:30-4:15</td>
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<tr>
<td>Publishers’ Raffle</td>
<td>4:30-5:00</td>
<td>Arapahoe</td>
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<tr>
<td>Live Entertainment</td>
<td>5:00-6:00</td>
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Saturday Morning: November 4

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<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Featured Presentations</td>
<td>9:00, 10:00, &amp; 11:00</td>
<td>Jefferson</td>
</tr>
<tr>
<td>Concurrent Sessions</td>
<td>9:00 – 11:45</td>
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<tr>
<td>Awards Luncheon &amp; Annual Business Meeting</td>
<td>Noon – 1:15</td>
<td>Colorado</td>
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Saturday Afternoon

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<tr>
<th>Event</th>
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<tr>
<td>Concurrent Sessions</td>
<td>1:30-3:15</td>
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CoTESOL Presents: Adolfo Romero

Friday, November 3, 2017
5:00 p.m. (after the publisher raffle)
Jefferson Grand Ballroom

Adolfo Romero “El Cholfo” is a Chilean visual artist, songwriter, poet, and cultural project developer currently residing in Colorado. “My musical compositions are based on the existential reflection of humankind and the social issues, understanding the mission of singing and guitar as a permanent search for reasons and new forms. In addition, I love interpreting the South American music of each country, as this is an essential part of my roots.”
# Sessions at a Glance

**Friday, November 3 Morning**

<table>
<thead>
<tr>
<th>Room</th>
<th>9:00 – 9:45</th>
<th>10:00 – 10:45</th>
<th>11:00 – 11:45</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arapahoe / Douglas</strong></td>
<td><strong>Exhibitors</strong> (Coffee Breaks – 7:30 a.m. to 12:00 noon)</td>
<td><strong>Beyond vocabulary</strong> Dana Burwell (EE, GA, IEP)</td>
<td><strong>Stop blaming their parents: Students WILL learn!</strong> Dana Goodler (BE, GA, IEP)</td>
</tr>
<tr>
<td><strong>Fireside</strong></td>
<td><strong>EFL Graduate Level Writing Assessment: Activity Theory Lens</strong> Abdullah Alshakhki (AE, HE, SoPol)</td>
<td><strong>FEATURED PRESENTATION</strong> Inspiring ELLs at the secondary level through language-rich classrooms Sarah Ottow</td>
<td><strong>FEATURED PRESENTATION</strong> Being the best you can be: Tips for honing your teaching skills Chris Marès</td>
</tr>
<tr>
<td><strong>Jefferson</strong></td>
<td><strong>FEATURED PRESENTATION</strong> A brief glimpse at the future, as seen from the stars Andy Curtis</td>
<td><strong>FEATURED PRESENTATION</strong> Formative assessment for students' oral language development Carol Prais, Adrienne Knox (EE, SE, GA)</td>
<td><strong>FEATURED PRESENTATION</strong> Writing a winning TESOL/CoTESOL conference proposal Juli Sarris (TE/AR, PA, GA)</td>
</tr>
<tr>
<td><strong>Summit A</strong></td>
<td><strong>Exhibitor Session</strong> English professional training in Senegal, West Africa Katelynn Wright, Judy Beggs (Friends of Gueou)</td>
<td><strong>Exhibitor Session</strong> Phrase It!™: An English learning game Alex Bricker (FRCC)</td>
<td><strong>Exhibitor Session</strong> Reading the Holocaust, learning interfaith cooperation Daniel Schweissing (GA)</td>
</tr>
<tr>
<td><strong>Summit B</strong></td>
<td><strong>Exhibitor Session</strong> Re-conceptualizing fossilization Michelle Raese (TE/AR, AE, GA)</td>
<td><strong>Exhibitor Session</strong> Walking in our newcomers' shoes Brad Russell (SE, EE, GA)</td>
<td><strong>Exhibitor Session</strong> Making co-teaching work! Jade Bomba, Darcie Borawski (EE, CA)</td>
</tr>
<tr>
<td><strong>Summit C</strong></td>
<td><strong>Exhibitor Session</strong> Senorita Rita's rockin' reading route book bus Rita Merrigan (EE, BE, GA)</td>
<td><strong>Exhibitor Session</strong> Leyendo, leyendo, leyendo para escribir, escribir, escribir! Beverly Cosey (EE, SE, BE)</td>
<td><strong>Exhibitor Session</strong> Educators as active participants in immigrant rights Kathy Bougher, Lee Ann Gott (SoPol, TE/AR, GA)</td>
</tr>
<tr>
<td><strong>Boulder</strong></td>
<td><strong>Teachers as critical assessment users for emerging bilinguals</strong> Ashley Chrzanoski (TE/AR, SoPol, GA)</td>
<td><strong>Launching an instructional coaching initiative</strong> Stephanie Dewing, Anita Sepp, Leslie Grant, Monica Yoo, Chris Hanson (TE/AR, HE, GA)</td>
<td><strong>Implementing technology in language learning hybrid classrooms</strong> Gloria Monzon (Tech, IEP, AE)</td>
</tr>
<tr>
<td><strong>Club Room</strong></td>
<td><strong>Implementing technology in language learning hybrid classrooms</strong> Gloria Monzon (Tech, IEP, AE)</td>
<td><strong>Walking in our newcomers' shoes</strong> Brad Russell (SE, EE, GA)</td>
<td><strong>Exhibitor Session</strong> In the zone: Password and authentic reading Linda Butler (Pearson ELT)</td>
</tr>
<tr>
<td><strong>Conifer</strong></td>
<td><strong>Engaging students: Low to no tech activities!</strong> Leigh Ann Russell (IEP, TE/AR, AE)</td>
<td><strong>Is there life after IEP's?</strong> Bruce Rogers, Jeanne Hind, Dorothy Zemach, Barb Sihombing (IEP, HE)</td>
<td><strong>Exhibitor Session</strong> The US English crisis: Integrating Spanish speakers David Stevens (The Language School)</td>
</tr>
<tr>
<td><strong>Evergreen</strong></td>
<td><strong>Speak up! Building confidence in ELLs</strong> Maggie Gourd-Barrett (AE, BE, IEP)</td>
<td><strong>Improving student learning with inquiry-based, data-driven decision making</strong> Olivia Livneh (PA, IEP, TE/AR)</td>
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</tr>
<tr>
<td><strong>Golden</strong></td>
<td><strong>Exhibitor Session</strong> Card games promote pronunciation, listening, vocabulary, interaction Terry Yang, Manha Chan (Sunburst Media)</td>
<td><strong>Exhibitor Session</strong> AmEnglish pronunciation, writing, listening, vocabulary online programs Terry Yang, Manha Chan (Sunburst Media)</td>
<td><strong>Critical reflection in experiential and task-based learning</strong> Barbara Flocke, Summer Webb (IIP, HE, AE)</td>
</tr>
<tr>
<td><strong>Parker</strong></td>
<td><strong>Changing outcomes one garden at a time</strong> Jill Szynskie (EE, AE, BE)</td>
<td><strong>Extensive reading: Motivation through dialogue</strong> Thomas Germain (IEP, AE, GA)</td>
<td><strong>Multicultural understanding in the classroom and beyond</strong> Stephanie Dewing, Mary Hanson (SE, EE, GA)</td>
</tr>
<tr>
<td><strong>Pikes Peak A / B</strong></td>
<td><strong>Speaking and acquisition: Breaking the silence</strong> Dieter Bruhn (SE, EE, GA)</td>
<td><strong>Supporting students with undocumented/DACA/ASSET statuses in higher education</strong> Katie Janssen, Cara Schroeder (SE, HE, SoPol)</td>
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<tr>
<td><strong>Spruce</strong></td>
<td><strong>What's up with WIDA?</strong> Amber Paterson (EE, SE, CA)</td>
<td><strong>Exhibitor Session</strong> TED Talks: Ideas to Transform Your Listening and Speaking Classroom Andrew O’Shea (National Geographic Learning)</td>
<td><strong>Supporting language development through content instruction</strong> Manissa Featherstone, Megan Fiore (SE, EE)</td>
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**CANCELLED**
### Friday, November 3, Afternoon

<table>
<thead>
<tr>
<th>Room</th>
<th>1:30 – 2:15</th>
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<tr>
<td>Arapahoe / Douglas</td>
<td><strong>Exhibitors</strong> <em>(Coffee Breaks – 7:30 a.m. to 12:00 noon)</em></td>
<td><strong>Poster Session</strong> African impact ALC curriculum development - Broc Bainter (AE, CA, GA)</td>
<td><strong>Poster Session</strong> Cultivating Students’ Voices: Translanguaging Pedagogy as a Case in Point - Hani Albelhi (AE)</td>
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<td></td>
<td><strong>Poster Session</strong> Corpus analysis in online dating profiles - Dominique Garnett (GA, SoPol, Tech)</td>
<td><strong>Poster Session</strong> Designing curriculum for a content-based U.S. history course - Mark Sullivan (CA, IEP, AE)</td>
<td><strong>Poster Session</strong> L2 writers between ascribed and avowed identities - Dania Ammar (AE)</td>
</tr>
<tr>
<td>Fireside</td>
<td><strong>Exhibitor Session</strong> Your Answer to WIOA, IET, and IEL/CE Martin Loa (Burlington English)</td>
<td><strong>FEATURED PRESENTATION</strong> Metaphors for teaching Dorothy Zemach</td>
<td><strong>FEATURED PRESENTATION</strong> What is the Dream Act and why should we care? The Office of Sen. Michael Bennett</td>
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<td>Adult development, transformation, and educational innovation Mark Clarke</td>
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<tr>
<td>Summit A</td>
<td>Teaching lexical bundles to learners of English Mohamed Almahdi (IEP, HE)</td>
<td>Got depth? Angela Valdez, Leticia King (EE, IEP, BE)</td>
<td>Using social media news outlets in the classroom April Long (AE, HE, SoPol)</td>
</tr>
<tr>
<td>Summit B</td>
<td>DIBELS and the missing piece: Phonological awareness Lanie Elder, Jade Bomba, Holly Bosley (EE, CA)</td>
<td>Graphic organizer use with dual identified students Katherine Corrigan (SE, EE, CA)</td>
<td>A linguistic lens on adaptive mathematics instruction Sally Nathenson-Meija, Maria Uribe, Nicola Hodkowski, Ron Tzur (EE, CA, GA)</td>
</tr>
<tr>
<td>Summit C</td>
<td>“I have a dream, too”: Making reading and civics learning meaningful and memorable Lena Karabushin (SE, AE, SoPol)</td>
<td>You can make teaching satisfying again! Jim Vander Kamp (EE, SE, PA)</td>
<td>Student anxiety: How can you help Heather Tills (SE, TE/AR, SoPol)</td>
</tr>
<tr>
<td>Boulder</td>
<td>Increase student language demand, decrease management issues Whitnley Robinson Johnson (TE/AR, EE, SE)</td>
<td>Teaching pronunciation to adult beginners Marsha Chan (AE, IEP, SE)</td>
<td>Adapting our pedagogy for incoming ELL students Amanda Harrenga, Jenna Shim (EE, SE, GA)</td>
</tr>
<tr>
<td>Club Room</td>
<td>Getting bored students aboard through multi-sensory engagement Carol Kok (IEP, AE, TE/AR)</td>
<td>Taking integrated lessons to new heights Dieter Bruhn (SE, IEP, GA)</td>
<td><strong>Exhibitor Session</strong> Personalize learning with English and Spanish data Carol Johnson (Renaissance)</td>
</tr>
<tr>
<td>Conifer</td>
<td>Helping students transition to university-level study Maggie Sokolik (IEP, HE)</td>
<td>Vocabulary learning strategies for the writing classroom Kim McMillien (CA, HE, IEP)</td>
<td>Time for tortillas: ELL strategies that work! Holly Bosley, Lanie Elder, Jade Bomba (EE, CA)</td>
</tr>
<tr>
<td>Evergreen</td>
<td>Using pronunciation in the adult ESL class Sarah James, Marcie Smith (AE, IEP, CA)</td>
<td>Using body-based components to effectively teach vocabulary Patrick T. Randolph (IEP, HE, TE/AR)</td>
<td>English language proficiency growth: Conversations on determining adequate yearly growth Clint Richards, Megan Edmiston (PA, GA)</td>
</tr>
<tr>
<td>Parker</td>
<td>Show and share your thinking: Reading strategies Carie Campos (SE, IEP, HE)</td>
<td><strong>Exhibitor Session</strong> Academically speaking: Flipping the speaking classroom Kelly Sippell, Robyn Brinks Lockwood (University of Michigan Press)</td>
<td><strong>Exhibitor Session</strong> Your Pathway to Academic Readiness! Andrew O’Shea (National Geographic Learning)</td>
</tr>
<tr>
<td>Pikes Peak A / B</td>
<td>Drop the mic! Public speaking activities Matt Morley (IEP, AE, GA)</td>
<td><strong>Exhibitor Session</strong> An epic journey: A journey across worlds Aarthi SoPol (IEL/CE, ALC)</td>
<td>Lights, camera, English! Mike Hammond (IEP, CA, GA)</td>
</tr>
<tr>
<td>Spruce</td>
<td><strong>Exhibitor Session</strong> US Department of State’s Worldwide English Language Programs Jennifer Hudson (U.S. Department of State)</td>
<td>Busy teachers and action research Shirlaine Castellino (IEP, GA, TE/AR)</td>
<td>Breaking language barriers with project-based learning Deb Harrison, Cynthia Haggen (CA, EE, SE)</td>
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<tr>
<td>Room</td>
<td>9:00 – 9:45</td>
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<td>11:00 – 11:45</td>
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<td><strong>FEATURED PRESENTATION</strong> Student engagement in writing: Real and virtual Maggie Sokolik</td>
<td><strong>FEATURED PRESENTATION</strong> Portraits of teaching and learning: Teachers using action research to support English learners Beverly Troiano</td>
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<tr>
<td>Summit A</td>
<td>Teaching adult refugees with limited schooling Nan Frydland (TE/AR, AE, SoPol)</td>
<td>Teaching requests in American English to ELLs Melinda Camp, Nahlah Al-qarawi (GA, IEP, TE/AR)</td>
<td>Tracking adaptive instruction in diverse classrooms Chelsea Walter (TE/AR, HE, GA)</td>
</tr>
<tr>
<td>Summit B</td>
<td>Empowering students in their learning Leslie Hammond, Alice Steindler (SE, CA, GA)</td>
<td>Using work samples (aka demonstration lessons) in bilingually new Chad Bramble (PA, GA)</td>
<td>Teaching ESL using acronyms Susan Feringer-Coury, Neetika Kapur (IEP, SE, AE)</td>
</tr>
<tr>
<td>Summit C</td>
<td>Preparing to study at the U.S. university Anna Shur, Marian Stordahl (AE, TE/AR, HE)</td>
<td>Creating an integrated TOEFL iBT syllabus Samar Aal (AE, IEP, CA)</td>
<td>Leading teams and managing projects in education Ryan Yates (PA, AE, GA)</td>
</tr>
<tr>
<td>Club Room</td>
<td><strong>Exhibitor Session</strong> 10 tips for grammar teachers Stacy Hagen (Pearson ELT)</td>
<td>Needs analysis and curriculum development in English Jenny Stetson-Strange (AE, BE, CA)</td>
<td><strong>Exhibitor Session</strong> The grammar you need for academic writing Michael Berman (Language Arts Press)</td>
</tr>
<tr>
<td>Conifer</td>
<td>Distinguishing noun clauses from adjective clauses Steven Olson (IEP, HE)</td>
<td>Observation journals: Inspiring ELLs to embrace life Patrick T. Randolph (IEP, HE, GA)</td>
<td><strong>Exhibitor Session</strong> Teach abroad with U.S. embassies worldwide Jennifer Hodgson, Rebecca Copeland (U.S. Department of State)</td>
</tr>
<tr>
<td>Golden</td>
<td><strong>Exhibitor Session</strong> Stand Out 3e: Critical Thinking in the Adult Education Classroom Taiya Clay (National Geographic Learning)</td>
<td>Read more: Building engaging extensive reading programs Summer Webb, Kathleen Mitchell (IEP, HE)</td>
<td>Blending digital feedback with writing conferences Michael Vallee, Nick Einterz (IEP, Tech, TE/AR)</td>
</tr>
<tr>
<td>Parker</td>
<td>Using reflection to project ESL teachers’ expertise Chelsea Walter (TE/AR, PA, SE)</td>
<td>Tell me a story Connie D. (Foreign Language)</td>
<td>Close encounters of an intercultural kind Constance Leonard (HE, SE, IEP)</td>
</tr>
<tr>
<td>Spruce</td>
<td>Engaging multilingual writers in classrooms and conferences Kiley Miller, Lauren Porter (TE/AR, GA)</td>
<td>Keys to drafting and analyzing writing prompts Jennifer Brooke, Carol Arnold (IEP)</td>
<td>What is “X?” - Tricks for teaching citations based on MLA Mary Hilken (HE, SE, CA)</td>
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### Saturday, November 4, Afternoon

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<td>Arapahoe / Douglas</td>
<td><strong>FEATURED PRESENTATION</strong>&lt;br&gt;Can I be in two or more places at the same time?&lt;br&gt;Thomas Healy</td>
<td>Exhibitor area closed</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Dyslexia remediation tools and second language learners&lt;br&gt;Kirsten Stauffer (IEP, AE, GA)</td>
<td>The efficacy of captions on vocabulary acquisition&lt;br&gt;Elias Bensalem (IEP, Tech)</td>
</tr>
<tr>
<td>Summit A</td>
<td>Keep calm and beat plagiarism&lt;br&gt;Susan Fouts, Samar Abdel Aal (IEP, GA)</td>
<td>Cross-cultural differences in ESL</td>
</tr>
<tr>
<td>Summit B</td>
<td>Effective collaboration among content area and ESL teachers&lt;br&gt;Jenna Shim, Dixie Brockman, Dea Kobbe, Sandra Hogan (CA, TE/AR, GA)</td>
<td>It’s a partnership!&lt;br&gt;Evelyn Adams, Tomasita San Juan (BE, EE, GA)</td>
</tr>
<tr>
<td>Summit C</td>
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<tr>
<td>Boulder</td>
<td>Improving linguistically responsive teaching through professional development&lt;br&gt;Chris Carson (PA, EE, SE)</td>
<td>Embedding a pronunciation curriculum within an IEP&lt;br&gt;Felicia Manor, Candace Maher (IEP)</td>
</tr>
<tr>
<td>Club Room</td>
<td>Fun technology to increase speaking scores&lt;br&gt;Linda Horne (GA, EE, SE)</td>
<td>ESOL course grades predict ESOL test scores?!&lt;br&gt;Abdulrahman Olwi (CA, TE/AR)</td>
</tr>
<tr>
<td>Conifer</td>
<td>Enhancing emerging bilingual students’ opportunities to learn&lt;br&gt;Juli Sarris (CA, SE, TE/AR)</td>
<td>Using podcasts as authentic texts in post-secondary ESL classrooms&lt;br&gt;Chelsea Walter (IEP, HE, Tech)</td>
</tr>
<tr>
<td>Evergreen</td>
<td>Creating a positive culture in the classroom&lt;br&gt;Gordon Gibson (TE/AR, SE, GA)</td>
<td>Breaking bad classroom monotony&lt;br&gt;Mark Sullivan (IEP, AE)</td>
</tr>
<tr>
<td>Golden</td>
<td>Creating a socially just classroom&lt;br&gt;Andrea Feldman (HE, IEP, SoPol)</td>
<td>Teachers as agents of success: Revisiting motivation&lt;br&gt;Irina Berger, Kim Bui (IEP, HE, GA)</td>
</tr>
<tr>
<td>Parker</td>
<td>ELL read-a-thons: Actively performing the written word&lt;br&gt;Patrick T. Randolph (IEP, HE, TE/AR)</td>
<td>The Effects of exercise on language learning&lt;br&gt;Patrick T. Randolph, Mike Berman (IEP, SE, EE)</td>
</tr>
<tr>
<td>Pikes Peak A / B</td>
<td>Teach English through drama&lt;br&gt;Laura Vance, Katherine Kouris (IEP, AE, GA)</td>
<td>Capturing the melody of spoken English&lt;br&gt;Marsha Chan (AE)</td>
</tr>
<tr>
<td>Spruce</td>
<td>Authentic communication and community beyond the classroom&lt;br&gt;Barbara Flocke, Michiko Kaneyasu (IEP, HE)</td>
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### SIGs - Special Interest Groups

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

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**A special thanks to the CoTESOL board members for planning and organizing this 41st Annual Fall Convention**

Past President- Sarah Austin; President- Susan Holloway; 1st Vice President and Convention Chair- Tom Germain; 2nd Vice President and Program Chair-Agnes Forkas-Roszell; 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 Nelson; IEP/Higher Education SIG Chairs-Leigh Ann Russell & Suzanne Saenz; Learning and Teaching with Technology SIG Chairs-Mary Hilken & Ryan Jeffers; Secondary Education SIG Chairs-Cara Schroeder & Beth Skelton; Teacher Education/Action Research SIG Chairs-Lena Karabushin & Olivia Livneh; Colorado Springs Liaison-Stephanie Dewing; Western Slope Liaison-Virginia Nicolai; Spring Conference Liaison Daniel Schweissing; and Member-at-Large-Liliana Graham
Featured Presentation

A brief glimpse at the future, as seen from the stars

Friday, November 3  
9:00-9:45  
Jefferson Room

Abstract: Fourteen years ago, in 2003, in the UK national newspaper The Guardian, Robert Phillipson wrote an article titled ‘The Future of ELT’. In that article, he stated that: “Language teaching faces many exciting challenges”. This plenary presentation will, then, start by looking at Phillipson’s predictions about the future of English language teaching and learning, and some of the challenges facing us as TESOL professionals today. More than a decade after the article in The Guardian, the then-President of the TESOL International Association, Deena Boraie, posted a blog, in February 2014, titled ‘The Future of English Language Teaching and Learning Locally and Globally’. In her blog, Boraie wrote: “Ideologically, there is a growing movement that advocates that the best way to educate children is through their mother tongue, and within this movement this is seen as a basic human right.” Much has happened since 2014, which may give us an indication of where we may be headed in the future, and how we might get to the stars.

Biography: Andy Curtis received his M.A. in Applied Linguistics, and his Ph.D. in International Education, from the University of York in England. He is currently working with the Graduate School of Education at Anaheim University, which is based in California, USA. From 2015 to 2016, Andy served as the 50th President of the TESOL International Association. In 2016, he received one of the Association’s 50-at-50 Awards, when he was voted one of the Fifty Most Influential Figures in the Field, over the last 50 years. Over the last 25 years, Andy has published more than 100 articles, book chapters and books, and been invited to present to around 25,000 teachers in 50 countries, in Europe, Asia, Africa and the Middle East, as well as North, South and Central America. He is based in Ontario, Canada, from where he works as an independent consultant for teaching and learning organizations worldwide.

Sponsored by CoTESOL

Vote for CoTESOL’s top presentation

There are ballots in your tote bag and at registration. The ballot box is at registration.

Take the online survey

Evaluate your experience at the CoTESOL Annual Fall Convention on the CoTESOL website www.cotesol.org. Responders may enter a raffle for 1 free Radisson hotel stay (1 night) at CoTESOL 2018.
### Featured Presentation

**Inspiring ELLs at the secondary level through language-rich classrooms**

**Abstract:** It is essential that we strive to inspire our secondary English Language Learners (ELLs) so that they find school meaningful and can be prepared for college, career and life. This session will show how middle school and high school teachers can enhance their instruction by making it more language-rich.

**Biography:** Sarah Ottow, founder and lead coach of Confianza and ELL students, has dedicated her career to empowering teachers and promoting equity for culturally and linguistically diverse students. She has served as a classroom teacher, an ELL specialist, a district coordinator and a bilingual literacy coach/reading specialist in Wisconsin, Massachusetts and Puerto Rico schools. Sarah has earned a Masters of Science in Curriculum and Instruction focused on social justice in urban education. As an ELL PD Specialist and WIDA Consultant, Sarah works with educators across the country to support their multilingual learners and their families.

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### Featured Presentation

**Being the best you can be: Tips for honing your teaching skills**

**Abstract:** Teaching is both a skill and an art. It takes time to learn and time to become comfortable being the teacher you were meant to be. In this session I will look at some tips that helped me become who I am as a teacher. Hopefully they will help you, too.

**Biography:** Chris is teacher, teacher trainer, materials writer, creative writer, blogger, and administrator. He grew up in the UK but fled after Margaret Thatcher came to power. He has only returned to further his education and visit his family. He spent many happy years in teaching and writing in Japan before moving to Maine where he has also spent many happy years teaching and writing. Chris finds his greatest pleasure in the classroom working with students. Currently he is working on a storytelling project called Project Richard. He is happy to be at CoTESOL and will tell you more as the conference unfolds...

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**Sponsored by CoTESOL and the Secondary Education SIG**
*(Co-chairs Cara Schroeder & Beth Skelton)*

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**Sponsored by CoTESOL and the Intensive English Programs & Higher Education SIG**
*(Co-chairs Leigh Ann Russell and Suzanne Saenz)*
**Featured Presentation**

**Metaphors for teaching**

Friday, November 3  
1:30-2:15  
Jefferson Room

**Abstract:** Teachers spend a lot of time—for instance, at conferences like this one—examining their teaching. While such reflection is valuable, sometimes it’s difficult to see that which we stare at directly. This presentation, then, invites participants to examine something in their lives that is entirely different; and through this examination to draw relevant metaphorical conclusions about teaching and learning. In their groundbreaking *Metaphors We Live By*, Philosopher Mark Johnson and linguist George Lakoff call metaphor “unavoidable, ubiquitous, and mostly unconscious,” claiming that “[w]e live our lives on the basis of inferences we derive via metaphor” (1980). To apply this, I’ll share insights gained from years of musical study and performance and show how examining and understanding this experience carries knowledge over into my linguistic and teaching work. A music student, after all, like a language student, must listen, repeat, practice patterns and drills, learn theory, rehearse alone and with others, and perform with meaning and passion in order to communicate. Musical examples will highlight the presentation.

**Biography:** Dorothy Zemach is a teacher trainer, author, writer, and editor. After teaching ESL for over 25 years, she now concentrates on writing materials and conducting teacher-training workshops. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. A prolific textbook author and editor, Dorothy has penned everything from the Teddy Bear’s Magic Music teacher’s book to the lowest and highest levels of Macmillan’s flagship course Open Mind to English for Scammers (self-published). In 2012 she founded a micropress, Wayzgoose Press, that publishes fiction, literary non-fiction, and ELT materials. She lives in Eugene, Oregon.

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**Sponsored by Wayzgoose Press**

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**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 2018 in Chicago.
**Featured Presentation**

**Adult development, transformation, and educational innovation**

Friday, November 3  
2:00 – 3:15  
Jefferson Room

**Abstract:** In these troubled times the call for educational innovation and transformative teaching have become commonplace. We will take a critical look at frequently invoked expectations for educators – development of critical consciousness, empowerment, freedom, mindfulness, liberation education, etc. – and we will explore the limits of and possibilities for direct action.

**Biography:** Mark Clarke is Professor Emeritus of Education at the University of Colorado at Denver. He has taught and conducted teacher preparation workshops in Latin America, Europe, the Middle East, and Japan. He served as an officer of COTESOL and TESOL. He is a co-author of Reader’s Choice and Choice Readings, (with Sandra Silberstein and Barbara Dobson), Common Ground, Contested Territory, and A Place To Stand: Essays for Educators in Troubled Times, all with the University of Michigan Press. Clarke received his B.A. at CU Boulder, his M.A. at the American University in Cairo, and his PhD at the University of Michigan.

**Sponsored by CoTESOL and the Adult Education SIG**

*(Co-chairs Connie Davis & Michelle Raese)*
Featured Presentation

Student engagement in writing: Real and virtual

Saturday, November 4  9:00-9:45  Jefferson Room

Abstract: What engages multilingual students in writing courses? What are the barriers to engagement? Instructors are sometimes swift to blame loss of engagement on the distractions of smartphones, Facebook, and other gadgets. However, the challenge of engaging students in learning precedes electronic tools. This presentation will look at the barriers to engaging multilingual student writers fully in both face-to-face and online courses, and discuss practical solutions that participants can implement immediately in their own classrooms.

Biography: Maggie Sokolik holds a BA in Anthropology from Reed College, and an MA in Romance Linguistics and Ph.D. in Applied Linguistics from UCLA. She is the author of over twenty ESL and composition textbooks. She is Director of College Writing Programs at UC Berkeley. She has developed and taught several popular MOOC courses for ELLs through edX.org and in partnership with the US Department of State. She is a founding editor of TESL-EJ, a peer-reviewed journal for ESL/EFL professionals, one of the first online journals in any field, which has been active for over twenty years. Maggie travels frequently to speak about technology and writing, most recently to Scotland, Bosnia, Bulgaria, New Zealand, and China.

Sponsored by Wayzgoose Press

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.cotesol2017.pbworks.com.
**Featured Presentation**

**Portraits of teaching and learning: Teachers using action research to support English learners**

Saturday, November 4  
10:00-10:45  
Jefferson Room

**Abstract:** As schools become more culturally and linguistically diverse, teacher education programs are incorporating ESL/bilingual endorsement coursework into pre-K through 12th grade licensure programs. This type of coursework is invaluable to all teachers and the students they serve. However, with the always-evolving nature of education and the increasingly diverse needs of students, teachers need the tools to be able to study their own practices, understand the specific needs of their English learners, and evaluate and transform their practices based on these needs. In this talk I present ways in which teachers have conducted action research in their classrooms to support English learners. In particular, I show how pre-K- through 12th grade teachers have used action research methods to study their efforts to implement bilingual and/or ESL instructional practices. I show how these efforts transformed teachers’ understanding of second language learning and their work with English learners.

**Biography:** Dr. Beverly Troiano is an Assistant Professor in the Department of Education at Elmhurst College in Illinois. She developed and directs the undergraduate and graduate Teaching English Learners program, an ESL/bilingual endorsement program. Prior to joining the faculty at Elmhurst, she taught for over ten years in P-12th grade settings in Germany and Chicago. She taught German as a second language in Berlin. In Chicago, she taught all levels of ESL in Chicago Public Schools, including creating and coordinating a Newcomer Center for immigrants and refugees and creating and directing ESL programs in a community high school. For six years, she served as the project coordinator of Project LSciMAct (Transforming Literacy, Math, and Science through Action Research) at the University of Illinois at Chicago (UIC), where she earned her PhD in Curriculum & Instruction. Presently, she consults on Project ELMSA (English Learning through Math, Science, and Action Research) at UIC with K-8 in-service teachers on action research projects and curriculum development for English learners. Her research interests include teacher education and action research grounded in sociocultural theories of language and learning. She studies how in-service and preservice teachers use discourse analysis as an action research tool to reflect on their practice with English learners.

**Sponsored by CoTESOL and the Teacher Education and Action Research SIG**
(Co-chairs Lena Karabushin & Olivia Livneh)
**Featured Presentation**

**How stories connect us all: A beginner’s guide to using your own stories (or mine) in the classroom**

Saturday, November 4  
11:00-11:45  
Jefferson Room

**Abstract:** I have spent the past year writing stories for my students. Partly because I like writing, and by using my own stories I can control the language and themes of the stories and thus tailor them to my students needs and interests. Over the year I have written over 200 stories and have found a template for what works. In this session I will share the template with you, read you a story or two, and explain why stories are such powerful pedagogic tools.

**Sponsored by CoTESOL and the Intensive English Programs & Higher Education SIG**

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**Featured Presentation**

**Can I be in two or more places at the same time?**

Saturday, November 4  
1:30 - 2:15  
Jefferson Room

**Abstract:** No, but I wish I could. Each decision that I make in class leads us in one direction at the expense of another. When I am prioritizing the needs of some students, am I overlooking the needs of others? How can I deal with learners who are falling behind, or more advanced learners who may be bored? Already stretched for time, how can I find more time to review what I’ve already covered in class? This presentation looks at how to use free (or cheap) easy-to-use consumer technology in an effort to differentiate instruction in an English language learning class. We will start with a simple model of a blended learning environment, and then explore ways in which we can develop digital materials to provide students with multiple pathways through a course. This presentation is designed for both technologically and non-technologically minded instructors.

**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 and the Learning and Teaching with Technology SIG**  
(Co-chairs Mary Hilken & Ryan Jeffers)
**Presentation Abstracts**

**Featured Presentation**

**Friday, November 3**

**Sessions (alphabetical by room)**

**Starting at 9:00**

**Featured Presentation**

FRI, NOV. 3, 9:00 A.M., JEFFERSON

A brief glimpse at the future, as seen from the stars

Fourteen years ago, in 2003, in the UK national newspaper The Guardian, Robert Phillipson wrote an article titled “The Future of ELT.” In that article, he stated that: “Language teaching faces many exciting challenges”. This plenary presentation will, then, start by looking at Phillipson’s predictions about the future of English language teaching and learning, and some of the challenges facing us as TESOL professionals today. More than a decade after the article in The Guardian, the then-President of the TESOL International Association, Deena Boraie, posted a blog, in February 2014, titled ‘The Future of English Language Teaching and Learning Locally and Globally’. In her blog, Boraie wrote: ‘Ideologically, there is a growing movement that advocates that the best way to educate children is through their mother tongue, and within this movement this is seen as a basic human right.’ Much has happened since 2014, which may give us an indication of where we may be headed in the future, and how we might get to the stars.

Andy Curtis, **Anaheim University**, andycurtiswork@gmail.com

**Academic and Exhibitor Presentations**

**Academic and Exhibitor Presentations**

FRI, NOV. 3, 9:00 A.M., BOULDER

Paper, GA, TE/AR, SoPol

**Teachers as critical assessment users for emerging bilinguals**

The purpose of this exploratory study was to determine the extent to which teachers act as critical users of assessment for emerging bilingual students and to identify which factors affect their critical use. A critical user of assessment is a teacher who engages in both critical thinking and action.

Ashley Chrzansowski, **UCB**, ashley.m.kost@colorado.edu

FRI, NOV. 3, 9:00 A.M., CLUB ROOM

Demonstration, Tech, IEP, AE

**Implementing technology in language learning hybrid classrooms**

This presentation addresses the need for a class geared toward both traditional and non-degree-seeking students (for students who may not be continuing with an academic career, but who need to acquire both English and technological skills). I will demonstrate how to use ScreenCast-O-Matic and Recap. Recap focuses on using student video recordings. Videos are a more efficient and enjoyable way for instructors to gauge student progress than listening to simple audio recordings in addition, the students have more time and flexibility to showcase their speaking skills in these video formats. Screen-Cast-O-Matic is used by the instructor to explain the class organization to the students by means of a video that guides students through the LMS used in the course.

Gloria Monzon, **UNC**, gloria.monzon@unco.edu

FRI, NOV. 3, 9:00 A.M., CONIFER

Demonstration, IEP, TE/AR, AE

**Engaging students: Low to no tech activities!**

It is possible to engage your students with low to no tech activities that involve little prep time! Having taught in a wide range of ESL classrooms for nearly 20 years, these techniques are tried and true ways to give students effective and meaningful practice without having to deal with the myriad of wonderful (but sometimes practically challenging) technology out there today. These activities will help you personalize your teaching and allow you to have genuine interaction with your students. This demonstration may be especially helpful for new teachers, future Peace Corps volunteers, or those working in environments with few resources. However, the content is focused on ESL for academic instruction.

Leigh Ann Russell, **JEC-UCB**, leigh.russell@colorado.edu

FRI, NOV. 3, 9:00 A.M., EVERGREEN

Workshop, AE, BE, IEP

**Speak up! Building confidence in ELLs**

How can we create a classroom environment where ELL students learn to become teachers and develop more confidence required to accelerate English speaking skills? Workshop includes activities, video, and tools that aid in building confidence, addressing barriers to speaking English, and sharing techniques others are currently using in their classes.

Maggie Gourd-Barrett, **Project Worthmore/Jefferco Family Literacy Program**, maggie@projectworthmore.org

FRI, NOV. 3, 9:00 A.M., FIRESIDE

Paper, AE, HE, SoPol

**EFL graduate level writing assessment: Activity Theory lens**

This study explored the perceptions of EFL graduate students regarding writing assessment practices in the Saudi context. Informed by activity theory, this study investigated how Saudi graduate students at an M.A. Applied Linguistics program in a public Saudi university cope with and negotiate their teachers’ writing assessment practices.

Abdullah Alshakhi, **King Abdulaziz University**, aalshaikhi@hotmail.com

FRI, NOV. 3, 9:00 A.M., GOLDEN

Exhibitor Session, Workshop, GA

**Card games promote pronunciation, listening, 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 with Look in
the Lake Pronunciation Cards that can be adapted to fit different levels and learning objectives. English! Engagement! Competition! Cooperation! Prizes!

Terry Yang, Sunburst Media, terry@sunburstmedia.com

Marsha Chan, Sunburst Media, marsha@sunburstmedia.com

FRI, NOV. 3, 9:00 A.M., PARKER
Workshop, EE, AE, BE

Changing outcomes one garden at a time
How can we bring America’s #1 hobby into our classrooms? Adapting a program developed in the Bronx to Colorado’s needs can and will broaden our youth’s imagination and belief in themselves. Watch as kids get excited to care for something of their own via videos, curriculum material, and practical tools.

Jill Szynskie, CCA, jmsnspain@gmail.com

FRI, NOV. 3, 9:00 A.M., PIKES PEAK A/B
Demonstration, GA, SE, EE

Speaking and acquisition: Breaking the silence
This dynamic session challenges the importance of Stephen Krashen’s silent period by putting participants into the role of complete beginners and taking them through a dynamic and engaging lesson taught 100% in Thai. By the end of the session, participants will be able to make a connection between speaking and acquisition.

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

FRI, NOV. 3, 9:00 A.M., SPRUCE
Paper, SE, EE, CA

What’s up with WIDA?
What is new with WIDA? The presenter will share information gleaned from attending the WIDA National Conference, as well as experience with testing and re-designation of students using WIDA testing protocols. Also included will be practical ways to implement the plethora of WIDA tools into any classroom.

Amber Patterson, Thompson School District, Conrad Ball Middle School, amber.patterson@thompsonschools.org

FRI, NOV. 3, 9:00 A.M., SUMMIT A
Exhibitor Session, Discussion, IEP, SoPol, GA

English professional training in Senegal, West Africa
Friends of Gueoul’s English Teacher Training Program & Summer School is created to fuse teaching paradigms and pedagogy of English educators in Senegal, West Africa and educators from the United States. Senegalese educators are provided materials and skill training that they desperately need, and volunteers from the United States are given intercultural training and hands-on experience in a foreign country.

Katelynn Wright, Friends of Gueoul, katelynn.wright64@gmail.com

Judy Beggs, Friends of Gueoul, gueoul@mindsprings.org

FRI, NOV. 3, 9:00 A.M., SUMMIT B
Discussion, TE/AR, AE, GA

Re-conceptualizing fossilization
Fossilization is described as a condition in language learning when a learner’s progress appears to plateau, and errors seem ingrained. This discussion will examine whether teachers’ and learners’ attitudes regarding this phenomenon have changed. We will discuss different interpretations, review research, and share activities and techniques to raise teacher/learner awareness.

Michelle Raese, IEC-UCB, raese@colorado.edu

FRI, NOV. 3, 9:00 A.M., SUMMIT C
Workshop, EE, GA, BE

Señorita Rita’s rockin’ reading route book bus
Señorita Rita’s Rockin’ Reading Route Book Bus Program started six summers ago because of the ELL need for access to books through the summer. You too can operate a summer lending library for your community! Learn how it got started, operates and raises funds.

Rita Merrigan, Gunnison Elementary School and Lake School, rmerrigan@gunnisonschools.net

Friday, November 3
Sessions (alphabetical by room)
Starting at 10:00
FEATURED PRESENTATION

FRI, NOV. 3, 10:00 A.M., JEFFERSON

Inspiring ELLs at the secondary level through language-rich classrooms
It is essential that we strive to inspire our secondary English Language Learners (ELLs) so that they find school meaningful and can be prepared for college, career and life. This session will show how middle school and high school teachers can enhance their instruction by making it more language-rich.

Sarah Ottow, Confianza, sarah@ellconfianza.com

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 10:00 A.M., BOULDER
Panel, TE/AR, HE, GA

Launching an instructional coaching initiative
This panel discussion will address the design and implementation of coaching/supervision models for pre-service and in-service teachers who work with ELs. Panelists will share successes and challenges thus far and will provide participants with a handout containing resources and recommendations for coaching teachers of ELs.

Stephanie Dewing, UCCS, sdewing2@uccs.edu
Anita Sepp, UCCS, asepp@uccs.edu
Leslie Grant UCCS, lgrant@uccs.edu
Monica Yoo UCCS, myoo@uccs.edu
Chris Hanson UCCS, chanson4@uccs.edu
Walking in our newcomers' shoes

Many colleagues do not have personal experience as language learners. This demonstration will help them experience what our newcomers face by incorporating elements of Pauline Gibbons' mode continuum as we work with a series of texts. By understanding the challenges, they will be better prepared to provide meaningful support strategies.

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

Is there life after IEPs?

In these current times of lower enrollments for intensive English programs, many in the field are considering new career directions and wondering what options are out there for using our talents and moving beyond the IEP classroom. This panel will explore career redesign from personal perspectives and discuss options with the audience.

Bruce Rogers, National Geographic Learning/SILC, brogersboulder@yahoo.com
Jeanne Hind, SILC, jeanne@spring.edu
Dorothy Zemach, Freelance author, zemach@comcast.net
Barb Sihombing, Pearson Learning, barbara.sihombing@pearson.com

Improving student learning with inquiry-based, data-driven decision making

Teachers and administrators often collect assessment data, e.g. exam scores, but many are unaware of ways to utilize that data to improve student learning. This presentation will discuss how inquiry and dialogue can support data-driven decision-making within the classroom or within the institution as a whole.

Olivia Livneh, IEC-UCB, olivia.livneh@colorado.edu
Nick Einterz, IEC-UCB, john.einterz@colorado.edu

Beyond vocabulary

We all know the value of academic vocabulary, but just knowing words isn’t enough. How do we move students from learning vocabulary to using vocabulary in effective communication? This session will explore the approach one school system has taken to fully develop oral language and empower students with the communication skills necessary to develop community, collaboration and academic success.

Dana Burwell, Oak Grove Elementary School, Montrose County School District, dana.burwell@mcisd.org
assess students’ oral language development. Participants will learn how to assess students’ ability to use target vocabulary to explain a process or procedure based on the content students are learning.

Carol Prais, Hope Online Learning Academy, carol.prais@hopeonline.org

Adrienne Knox, Hope Online Learning Academy, adrienne.knox@hopeonline.org

FRI, NOV. 3, 10:00 A.M., SUMMIT B
Exhibitor Session, Workshop, IEP, AE, EE

Phrase It™: An English learning game

Phrase It is a card and dice game designed to enhance the practice of English expressions and phrasal verbs. The purpose is to see millions of English Language Learners get ‘aha’ moments through fun and innovation. This workshop discusses how to play Phrase It with teachers and students.

Alex Bricker, FRCC Center for Adult Learning, alex@eslwithpurpose.com

FRI, NOV. 3, 10:00 A.M., SUMMIT C
Discussion, EE, SE, BE

Leyendo, leyendo, leyendo para escribir, escribir, escribir!

In this academic session, participants will discuss: how text structures assist and encourage students to monitor their comprehension of expository texts, how to plan language teaching with common types of text structures, and how text structures are an integral part of the reading and writing connection.

Beverly Cosey, Aurora Public Schools, beverlycosey@yahoo.com

FRI, NOV. 3, 11:00 A.M., JEFFERSON
Being the best you can be: Tips for honing your teaching skills

Teaching is both a skill and an art. It takes time to learn and time to become comfortable being the teacher you were meant to be. In this session I will look at some tips that helped me become who I am as a teacher. Hopefully they will help you, too.

Chris Mares, University of Maine, siff.mares@hotmail.com

FRI, NOV. 3, 11:00 A.M., BOULDER

Panel, GA, SoPol, TE/AR

Educators as active participants in immigrant rights

Educators can become active participants in immigrant rights movements! How can you support students and families? Participants will learn about Know Your Rights campaigns, movements to support families facing deportation, and issues facing DACA (Deferred Action for Childhood Arrivals) students, and more. Presenters will share community resources and background information.

Kathy Bougher, UCD, kathybougher@gmail.com

Lee Ann Gott, Colorado People’s Alliance, lagott88@gmail.com

FRI, NOV. 3, 11:00 A.M., CLUB ROOM
Exhibitor Session, Demonstration, IEP, HE

In the zone: Password and authentic reading

Come learn how the Password series for reading and vocabulary, now in its third edition, is designed to fit right into “the pedagogical zone”—that sweet spot where learners know 95-98% of the vocabulary, allowing them an authentic reading experience.

Linda Butler, Pearson ELT, butleresl@gmail.com

FRI, NOV. 3, 11:00 A.M., CONIFER
Exhibitor Session, Discussion, AE, SoPol, SE

The US English crisis: Integrating Spanish speakers

Spanish speakers are not integrating into American communities because of language and cultural barriers. Attending this session will help you understand why Spanish speakers aren’t learning English and how to create programs that will solve the biggest challenge that most ESL teachers face today.

David Stevens, The Language School, david@Thelanguageschool.us

FRI, NOV. 3, 11:00 A.M., EVERGREEN
Demonstration, IEP, HE,

Crafting authentic reading assessments: From passage selection to test validation

While EAP programs recognize the importance of reading skills, teachers often struggle to create reading assessments that mirror university tasks. In this session, participants learn strategies for adapting university textbook passages and developing more authentic reading assessment tasks. They leave with practical ideas that have been piloted and validated.

Olivia Livneh, IEC-UCB, olivia.livneh@gmail.com

Kathleen Mitchell, IEC-UCB, kathleen.mitchell@colorado.edu

Nick Einterz, IEC-UCB, john.einterz@colorado.edu

FRI, NOV. 3, 11:00 A.M., FIRESIDE
Discussion, BE, GA, IEP

Stop blaming their parents: Students WILL learn!

How can teachers be more effective in delivering instruction to ELLs, especially to newcomers with little English language immersion outside the classroom? Participants will learn how to effectively manage student behavior in the case of unmotivated and disengaged students, which can be due to low levels of English acquisition. Levels of student language output will increase and students will perform higher on high-stakes assessments.

Dana Goodier, Douglas County Schools, dagoo_1999@yahoo.com

FRI, NOV. 3, 11:00 A.M., GOLDEN
Demonstration, IEP, HE, AE

Critical reflection in experiential and task-based learning

Experiential learning and task-based projects add meaning to our classes, but how do we assess learning? Reflection assignments are an integral
part of assessment but they should go beyond simple descriptions and expressions of feelings. Come learn how to integrate meaningful critical reflection tied closely to student learning outcomes.

Barbara Flocke, IEC-UCB, barbara.flocke@colorado.edu

Summer Webb, IEC-UCB, summer.webb@colorado.edu

FRI, NOV. 3, 11:00 A.M., PARKER

Discussion, GA, SE, EE

Multicultural understanding in the classroom and beyond

This discussion will be about getting to know the diverse educational and personal backgrounds of our EL population. This increased knowledge and awareness will hopefully lead to better understanding and foster an environment conducive to student success and positive partnerships between school and home.

Stephanie Dewing, UCCS, sdewing2@uccs.edu

Mary Hanson, UCCS, mhanson3@uccs.edu

FRI, NOV. 3, 11:00 A.M., PIKES PEAK A/B

Workshop, SE, CA, EE

Academic language: It’s more than just words!

In this interactive session, you will experience the differences between the language of math, science, social studies, language arts, and social interactions. You will leave with a better understanding of how WIDA standards support content standards and tools to help ELLs acquire the language necessary to succeed in each discipline.

Beth Skelton, Educational Consultants, LLC eilbeth@bethskelton.com

Andi Murphy, Moffat County School District, andrea.murphy@moffatsd.org

FRI, NOV. 3, 10:00 A.M., PIKES PEAK A/B

Discussion, SE, HE, SoPol

Supporting students with undocumented/DACA/ASSET statuses in higher education

What pathways and supports exist for undocumented students seeking higher education in Colorado? Presenters will give an overview of financial, legal, and academic services and resources available to undocumented students at Aims Community College and Colorado State University, as well as describe Colorado’s efforts to make higher education more accessible and affordable to undocumented students.

Katie Janssen, Aims Community College, kathrine.janssen@gmail.com

Cara Schroeder, Cara.schroeder@colostate.edu

FRI, NOV. 3, 11:00 A.M., SPRUCE

Discussion, SE, EE

Supporting language development through content instruction

Most English Language Learners receive approximately 45 minutes of dedicated language instruction during the school day. What about the other six and a half hours of school? In Adams 12 Five Star Schools we have developed language support pages for content teachers to continue explicit language instruction for ELLs within the context of their specific standards. They offer suggestions for sheltering content, demonstrating content knowledge, and target language forms based on functions derived from the standards. Learn how we are empowering all teachers to be language teachers, and giving all ELLs the academic language tools to be successful both during the secondary education experience and beyond.

Manissa Featherstone, Adams 12 Schools, manissa.featherstone@adams12.org

Megan Fiore, Adams 12 Schools, megan.m.fiore@adams12.org

FRI, NOV. 3, 11:00 A.M., SUMMIT A

Workshop, TE/AR, GA, PA

Write a winning TESOL/CoTESOL conference proposal

Are you forever submitting conference proposals to TESOL and CoTESOL, only to have them rejected? This presentation will provide tips and strategies for writing a winning proposal so that you too can present. Attendees will leave with a template and a first draft of their proposal for next year’s conferences.

Juli Sarris, UCB; UCD, js80303@gmail.com

FRI, NOV. 3, 11:00 A.M., SUMMIT B

Workshop, GA

Reading the Holocaust, learning interfaith cooperation

How do we respectfully engage religious diversity in our classrooms, campuses, and communities? Participants will evaluate readings, activities, and sample lessons from a thematic reading unit on the Holocaust, considering how they affirm students’ religious and nonreligious identities, enhance religious literacy, encourage dialogue, and inspire collective action for the common good.

Daniel Schweissing, CCA, Daniel.Schweissing@ccaurora.edu

FRI, NOV. 3, 11:00 A.M., SUMMIT C

Discussion, EE, CA

Making co-teaching work!

Learn how you can best utilize two teachers in one classroom and maximize student learning through a glimpse into a 2nd grade, co-taught, writing classroom. You will be introduced to co-planning, different co-teaching models, and how to make co-teaching work for you.

Jade Bomba, Highland Elementary School, bombaline13@yahoo.com

Darcie Borawski, Highland Elementary School, dborawski@garfieldre2.net

Friday, November 3
Sessions (alphabetical by room)
Starting at 1:30
FEATURED PRESENTATION

FRI, NOV. 3, 1:30 P.M., JEFFERSON

Metaphors for teaching

Teachers spend a lot of time—for instance, at conferences like this one—examining their teaching. While such reflection is valuable, sometimes it’s difficult to see that which we stare at directly. This presentation, then, invites participants to examine something in their lives that is entirely different; and through this examination to draw relevant metaphorical
conclusions about teaching and learning. In their groundbreaking
Metaphors We Live By, Philosopher Mark Johnson and linguist George
Lakoff call metaphor “unavoidable, ubiquitous, and mostly unconscious,”
claiming that “[w]e live our lives on the basis of inferences we derive via
metaphor” (1980). To apply this, I’ll share insights gained from years of
musical study and performance and show how examining and
understanding this experience carries knowledge over into my linguistic
and teaching work. A music student, after all, like a language student,
must listen, repeat, practice patterns and drills, learn theory, rehearse
alone and with others, and perform with meaning and passion in order to
communicate. Musical examples will highlight the presentation.

Dorothy Zemach, Wayzgoose Press, zemach@comcast.net

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session

L2 writers between ascribed and avowed identities

In this autoethnography, I explore my avowed and ascribed identities that
writing in a second language has come to fashion. I also question the ESL
classroom pedagogies and ideologies that contributed to and/or
interfered in the formation of my written identity. This reflection is
enriched by my experiences as a Syrian-Palestinian refugee, a Saudi-born
woman, a Muslim, an introvert in an extroverted world, and a second-
language writer and writing teacher in the US.

Dania Ammar, University of New Mexico, dammar@unm.edu

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session

Cultivating students’ voices: Translangaguing pedagogy as a case in point

With the increasing diversity in today’s ESL classroom, translanguaging has
gained relevance as it could afford a more meaningful learning milieu for
students. Yet, for many educators, the implications of this theory remain
in the realm of the abstract. This poster will offer hands-on techniques for
teachers to effectively implement a translanguaging pedagogy in ESL
settings.

Hani Albelihi, University of Qassim/UNM, albelihi@gmail.com

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session, CA, IEP, AE

Designing curriculum for a content-based U.S. history course

Designing curriculum and teaching content can be tricky, but these
strategies might help. Research shows that content-based instruction
helps develop learners’ language skills, but how can we design curriculum
and implement activities to build language skills? Learn strategies for
designing curriculum and getting students engaged in content while
improving their language skills.

Mark Sullivan, IEC-UCB, mark.l.sullivan@colorado.edu

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session, AE, CA, GA

African impact ALC curriculum development

The goal of this project was to create a curriculum for an adult literacy
course run through the African Impact non-profit in Livingstone, Zambia.

The course was added to the existing curriculum aimed at improving the
adults’ English proficiency. Poster includes samples of curriculum,
revisions and assessment results.

Broc Bainter, CSU, bainter.b@gmail.com

FRI, NOV. 3, 1:30 P.M., ARAPAHOE/DOUGLAS

Poster Session, GA, SoPol, Tech

Corpus analysis in online dating profiles

The current study examines the use of the word “love” in online dating
profiles of straight identifying men and women of different age groups
sumen and women of different age groups who identify as straight. The
presenter will explain corpus findings on how these users linguistically
represent the word “love” in their profiles.

Dominique Garnett, CSU, dgarnett@colostate.edu

FRI, NOV. 3, 1:30 P.M., BOULDER

Workshop, TE/AR, EE, SE

Increase student language demand, decrease management issues

Participants will learn how to dramatically increase the amount of time
they spend on language instruction and decrease the amount of time they
spend on giving multiple warnings and repeated requests for misbehavior.

Whitney Robinson Johnson, Ed Movement LLC,
rojo.edmovement@gmail.com

FRI, NOV. 3, 1:30 P.M., CLUB ROOM

Workshop, IEP, 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, SILC, carol@spring.edu

FRI, NOV. 3, 1:30 P.M., CONIFER

Demonstration, IEP, HE

Helping students transition to university-level study

English language learners are often frustrated by their first exposure to
the rigorous expectations of academic settings. The relatively short and
inauthentic materials that students work with in IEPs or other English
language classes often do not resemble the assignments and materials
they face as college students. Academic English programs need to
introduce longer, more challenging, STEAM-related content. In this
session, we will discuss useful strategies and examples of how to help
students bridge this important gap as they prepare for university work.

Maggie Sokolik, UC Berkeley, sokolik@berkeley.edu

FRI, NOV. 3, 1:30 P.M., EVERGREEN

Workshop, AE, IEP, CA

Using pronunciation in the adult ESL class

Being understood is a key to adult English language learning success. This
workshop focuses on two tools for helping with pronunciation: the Color
Vowel™ Chart and Intercambio's Pronunciation Fun. Learn and practice
different techniques to teach recognition of sounds and how to help your student produce the tricky sounds in English.

Sarah James, Intercambio Uniting Communities, sarah@intercambio.org

Marcie Smith, Intercambio, marcie@intercambio.org

FRI, NOV. 3, 1:30 P.M., FIRESIDE
Exhibitor Session, Demonstration

Your Answer to WIOA, IET, and IEL/CE
As Adult Education and the learning goals we have for our students evolve, schools are looking for programs to meet their growing needs. Burlington English is a blended, digital program created specifically for the adult English language learner and for those teachers and administrators who service these students. Come see how Burlington’s multiple courses and levels will help you address WIOA with Integrated Education and Training (IET) and Integrated English and Civics Education (IEL/CE). Participants will get a look at Burlington’s comprehensive suite of programs to understand how the program works in the classroom, lab, distance learning, and mobile settings. We will highlight how to use Burlington English to respond directly to the demands of WIOA.

Martin Loa, Burlington English, martin.l@burlingtonenglish.com

FRI, NOV. 3, 1:30 P.M., GOLDEN
Workshop, HE, AE, IEP

Utilizing rubrics to encourage a growth mindset
Success in the 21st century favors learners who embrace challenges are persistent, creative, critical thinkers who embrace a growth mindset. Participants will discuss and modify evaluation rubrics in order to include teacher feedback that encourages and supports student passion for hard work and learning over a quest for approval.

Kathy Gamble, FRCC, kathy.gamble@frontrange.edu

Kat Bennett, FRCC, Katharine.bennett@frontrange.e

FRI, NOV. 3, 1:30 P.M., PARKER
Demonstration, SE, HE, IEP

Show and share your thinking: Reading strategies
Focus on Close Reading: Empower students to SHOW their thinking when reading, and learn strategies for them to SHARE that thinking with others. Presenter will share strategies students can use in sustained silent reading, and content area reading to boost vocabulary, interaction, and self-confidence. Rubrics, templates, student samples provided.

Carie Campos, Loveland High School, carie.campos@thompsonschools.org

FRI, NOV. 3, 1:30 P.M., PIKES PEAK A/B
Demonstration, IEP, AE, GA

Drop the mic! Public speaking activities
This session gives useful tips and activities that help your students build confidence in public speaking. While these activities were designed for an ongoing Public Speaking Club, these activities can be incorporated into listening/speaking and communicative classrooms.

Matt Morley, IEC-UCB, matthew.morley@colorado.edu

FRI, NOV. 3, 1:30 P.M., SPRUCE
Exhibitor Session, HE, AE

US Department of State’s Worldwide English Language Programs
Learn how the Office of English Language Programs at the US Department of State works globally to sustain partnerships with English language professionals, encourage membership in mutually supportive global networks, promote professional development, enhance English teaching and learning, and positively influence students’ lives.

Jennifer Hodgson, U.S. Department of State, fellow@elprograms.org

FRI, NOV. 3, 1:30 P.M., SUMMIT A
Paper

Teaching lexical bundles to learners of English
Although there are many studies that concern lexical bundles, pedagogical research that investigates teaching lexical bundles has been scarce. The presentation reflects a variety of ways in which practitioners can teach lexical bundles to learners. The 14 activities are influenced by Nation’s (2001) framework: noticing, retrieving, and generating.

Mohamed Almahdi, CSU, mohamed.almahdi@colostate.edu

FRI, NOV. 3, 1:30 P.M., SUMMIT B
Discussion, EE, CA

DIBELS and the missing piece: Phonological awareness
Are you using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test but frustrated with the results? Why are many of your English Language Learners not responding to intervention? The answer lies in the foundational skills of phonological awareness. This presentation will cover a basic understanding of phonological awareness and demonstrate teaching ideas.

Lancie Eider, Highland Elementary School, lrmarolf@garfieldre2.org

Jade Bomba, Highland Elementary, jbomba@garfieldre2.net

Holly Bosley, Highland Elementary, hbosley@garfieldre2.net

FRI, NOV. 3, 1:30 P.M., SUMMIT C
Demonstration, SE, AE, SoPol

"I have a dream, too": Make reading and civics learning meaningful and memorable
How can we teach academic reading skills, combine them with civics content, and connect it all to the students’ personal lives? With project-based learning! Students in one advanced reading class spend a semester studying the life and work of Martin Luther King, Jr., learning about the civil rights movement of the 1960s, and discussing the concepts of prejudice and discrimination in the U.S. and around the globe. They then write their own “I have a dream” poems. Lastly, to celebrate their many identities and experiences, beyond any stereotypes or prejudices, the students participate in a photo project “I am.”

Lena Karabushin, CCA, yelena.karabushin@ccaurora.edu

FRI, NOV. 3, 2:30 P.M., JEFFERSON

Adult development, transformation, and educational innovation
In these troubled times the call for educational innovation and transformative teaching have become commonplace. We will take a
critical look at frequently invoked expectations for educators – development of critical consciousness, empowerment, freedom, mindfulness, liberation education, etc. – and we will explore the limits of and possibilities for direct action.

Mark Clarke, UCD, mark.clarke@ucdenver.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 3, 2:30 P.M., BOULDER
Demonstration, AE, IEP, SE

Teaching pronunciation to adult beginners
Should we teach pronunciation to beginners, particularly with competing objectives—grammar, vocabulary, reading, composition? Yes! Pronouncing clearly is a vital part of speaking. Teachers can help learners establish good habits in pronunciation and perception from the beginning with focused listening and speaking tasks, appropriate strategies, illuminating resources, and informed choices.

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

FRI, NOV. 3, 2:30 P.M., CLUB ROOM
Workshop, GA, SE, IEP

Taking integrated lessons to new heights
Designing engaging lessons that effectively combine the four skills with grammar can be challenging. This dynamic workshop takes participants through an interactive skills-based lesson that utilizes high-interest activities to involve students in the learning process and provides a clear model for teachers to create their own powerful lesson plans.

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

FRI, NOV. 3, 2:30 P.M., CONIFER
Discussion, CA, HE, IEP

Vocabulary learning strategies for the writing classroom
How can we boost students from intermediate writers to proficient writers? Despite an awareness for the need of greater vocabulary knowledge, curricula and textbooks lack many resources. Through discussion, the presenter and participants will share activities and implementation suggestions for using Vocabulary Learning Strategies to expand vocabulary and writing proficiency.

Kim McMillen, IEC-UCB, kimc8221@colorado.edu

FRI, NOV. 3, 2:30 P.M., EVERGREEN
Demonstration, IEP, HE, TE/AR

Using body-based components to effectively teach vocabulary
This interactive session offers a fun and effective neurolinguistics-based method proven to help ELLs successfully acquire and confidently use vocabulary. Participants learn about and practice several body-based components like embodied-semantic associations and body-based associations. Through practicing the activities, participants learn how the method solidifies words in their ELLs’ long-term memory.

Patrick T. Randolph, UNL, patricktrandolph@yahoo.com

FRI, NOV. 3, 2:30 P.M., GOLDEN
Workshop, AE, HE, SE

Active learning, collaboration and conversation, oh my!
“It is the one who does the work who does the learning” (Doyle 2008). Students must be actively engaged in relevant, meaningful activities in order to learn. Presenters will share templates for collaborative, learner-centered activities. Working together, participants will modify, create, and share examples of active learning appropriate for ELLs.

Kathy Gamble, FRCC, kathy.gamble@frontrange.edu

Andrea Bogue, FRCC, Andrea.Bogue@frontrange.edu

FRI, NOV. 3, 2:30 P.M., PARKER
Exhibitor Session, Demonstration, HE, IEP

Academically speaking: Flipping the speaking classroom
Working in groups, participating in discussions, and talking to professors and advisors as well as native speakers are important skills necessary for successful communication at the college level. This session shows how to flip the speaking classroom and presents activities that students can apply to a variety of authentic settings.

Kelly Sippell, University of Michigan Press, ksippell@umich.edu

Robyn Brinks Lockwood, Stanford University, rbrinks@stanford.edu

FRI, NOV. 3, 2:30 P.M., PIKES PEAK A/B
Workshop, HE, IEP, EE

ARRRGH! Do I have to revise?
This will be a workshop and discussion about how to best teach revision in writing classes. The concept of revision will be explored and summarized as a discussion. Techniques will be shared about how to enhance the process of revision.

Mary Hilken, CCA, mary.hilken@ccaurora.edu

FRI, NOV. 3, 2:30 P.M., SPRUCE
Discussion, IEP, GA, TE/AR

Busy teachers and action research
How do we make action research work for busy teachers? The presenter intends to discuss how one intensive program involved the teachers in the awareness and implementation of basic action research. Both positive and negative aspects of the process will be presented. Sharing and discussion will be highly encouraged.

Shirlaine Castellino, SILC, shirlaine.c@spring.edu

FRI, NOV. 3, 2:30 P.M., SUMMIT A
Workshop, EE, IEP, BE

Got depth?
How can teachers ensure that their ELLs ranging from levels 1-6 receive instruction within each level of Depths of Knowledge? The answer to this question as well as the implications for instruction will be addressed by the presenters.

Angela Valdez, Harrison School District 2, avaldez@hsd2.org

Leticia King, Colorado Springs Distric 11, leticia.king@d11.org

Angela Outlaw, Harrison School District 2, aoutlaw@hsd2.org
Friday, November 3
Sessions (alphabetical by room)
Starting at 3:30

FEATURED PRESENTATION

What is the Dream Act and why should we care?

ESL teachers at all levels know how strongly federal immigration policies and proposed reforms can affect the learners who come into our classrooms. In this session you will have the opportunity to hear from Senator Michael Bennet’s office about what’s happening at the federal level in regards to immigration, including the Dream Act, and the ramifications for Colorado ELLs.

The Office of Sen. Michael Bennet

ACADEMIC AND EXHIBITOR PRESENTATIONS

Adapting our pedagogy for incoming ELL students

Throughout this presentation I will discuss strategies that educators of all grade levels can use to work with ELL students to ensure an equal and equitable education. I will discuss strategies and tools that can be taken back and implemented in classrooms. I hope to encourage educators of ELL students.

Amanda Harrenga, University of Wyoming, aharrenga24@gmail.com

Jenna Shim, University of Wyoming, jshim@uwyo.edu

Personalize learning with English and Spanish data

Helping students reach their potential is the goal. Whether a student performs above or below grade level, personalizing instruction requires identifying where the student is relative to where he needs to be. In this workshop, participants will consider ways to personalize student learning using English and Spanish assessment data.

Carol Johnson, Renaissance, carol.johnson@renaissance.com

Time for tortillas: ELL strategies that work!

Using quality, researched-based ELL strategies in your content lessons can dramatically improve the effectiveness of your instruction and the level of engagement with both native and second language learners. Come participate in a sample writing lesson that models using multiple strategies then create your own for your classroom this year.

Holly Bosley, Highland Elementary School, hbosley@garfieldre2.net

Lancie Elder, Highland Elementary School, lelder@garfieldre2.net

Jade Bomba, Highland Elementary School, jbomba@garfieldre2.net

Gifted English learners: Illuminating pathways, nurturing promise

CLD learners continue to be underserved in gifted education programs. Participants will explore the unique educational and socio-cultural needs of Gifted ELs, identification tools designed to evaluate language acquisition aptitude while outlining critical cultural considerations, and practical guidelines for creating culturally responsive learning opportunities and environments.

Remy Rummel, Douglas County School District, remy.rummel@dcsdk12.org

Natasha Straayer, DCSD, natasha.straayer@dcsdk12.org

Cynthia Close, DCSD, cynthia.close@dcsdk12.org
FRI, NOV. 3, 3:30 P.M., PARKER
Exhibitor Session, Workshop, HE, IEP, AE

Your Pathway to Academic Readiness!
Pathways is an academic English program that helps students develop the language skills, critical thinking, and learning strategies they need to succeed academically. Now in a new edition, Pathways incorporates authentic and relevant content from National Geographic into carefully developed lessons that teach listening, speaking, reading, writing, grammar and vocabulary.
Andrew O’Shea, National Geographic Learning, andrew.oshea@cengage.com

FRI, NOV. 3, 3:30 P.M., PIKES PEAK A/B
Demonstration, IEP, CA, GA
Lights, camera, English!
A presentation based on the use of cameras, scripts and film-making to help ESL students practice English skills, enhance their use of gestures, body language and facial communication to increase their understanding of the connection between language and bodily presentation in English.
Mike Hammond, IEC-UCB, mike.hammond@colorado.edu

FRI, NOV. 3, 3:30 P.M., SPRUCE
Workshop, CA, EE, SE
Breaking language barriers with project-based learning
How can teachers engage emerging English Language Learners to participate in core classes? Teachers will learn to intentionally scaffold meaningful projects to meet the diverse language needs of their students. Teachers will participate in a project-based activity and reflect on how they can apply these strategies to encourage collaborative discourse.
Deb Harrison, Homestake Peak School, deborah.harrison@eagleschools.net
Cynthia Haggen, Berry Creek Middle School, cynthia.haggen@eagleschools.ne

FRI, NOV. 3, 3:30 P.M., SUMMIT A
Paper, AE, HE, SoPol
Using social media news outlets in the classroom
According to Pew Research, 47% of adults 18-35 get their news online or via social media. With a shift in how the emerging generation obtains their news, how we deliver it as teachers also needs to evolve. The news outlets shared in this presentation will assist teachers in generating numerous different activities to incorporate in their classrooms. These news outlets are both unique in their content and grab students’ attention.
April Long, NAC, along@newamericacollege.org

FRI, NOV. 3, 3:30 P.M., SUMMIT B
Paper, EE, CA, GA
A linguistic lens on adaptive mathematics instruction
This 3-year NSF project brings a linguistic and cultural lens to mathematical assessment and instruction with students acquiring English. We have introduced Student Adaptive Pedagogy to help teachers support students’ linguistic needs as they simultaneously address their mathematical conceptual learning. We will share successes, challenges and next steps.
Sally Nathenson-Mejia, UCD, sally.nathenson@ucdenver.edu
Maria Uribe, UCD, maria.uribe@ucdenver.edu
Nicola Hodkowski, UCD, nicola.hodkowski@ucdenver.edu
Ron Tzur, UCD, ron.tzur@ucdenver.edu
FRI, NOV. 3, 3:30 P.M., SUMMIT C
Workshop, SE, TE/AR, SoPol
Student anxiety: How you can help
Student behaviors typically attributed to motivation issues, poor comprehension, social distractions, and general defiance can signal differing reactions to anxiety. In this workshop, participants will gain insight about how to approach student differences in classroom behavior in ways that respect students as individuals and inspire the self-confidence to overcome anxiety.
Heather Tills, CSU, hmtills2@gmail.com

Saturday, November 4
Sessions (alphabetical by room)
Starting at 9:00

FEATURED PRESENTATION

SAT, NOV. 4, 9:00 A.M., JEFFERSON
Student engagement in writing: Real and virtual
What engages multilingual students in writing courses? What are the barriers to engagement? Instructors are sometimes swift to blame loss of engagement on the distractions of smartphones, Facebook, and other gadgets. However, the challenge of engaging students in learning precedes electronic tools. This presentation will look at the barriers to engaging multilingual student writers fully in both face-to-face and online courses, and discuss practical solutions that participants can implement immediately in their own classrooms.
Maggie Sokolik, UC Berkeley, sokolik@berkeley.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 9:00 A.M., BOULDER
Discussion, IEP, HE, SoPol
Empowering multicultural students in politicized educational environments
This presentation discusses tools for empowering multicultural, multilingual students to participate in authentic experiences in educational settings and in the community, including activities that may create interactions with individuals who use the current political climate as an excuse for demonstrating public intolerance toward those from different cultural or linguistic backgrounds.
Lizbeth C. Collier, DU, lizbeth.collier@du.edu
Maryanna W. Brunkhorst, DU, maryanna.brunkhorst@du.edu
Felicia G. Manor, DU, felicia.manor@du.edu
Distinguishing noun clauses from adjective clauses

Grammatical errors resulting from misidentification of appositive noun clauses and relative clauses adversely affect a student writer’s persona. To reduce such errors, student writers need to distinguish between these clauses. The presenter discusses means by which students and teachers might accomplish this task. Sample texts and discussion questions are provided.

Steven Olson, IEC-UCB, steven.olson@colorado.edu

English for careers: An example from California

ESL professionals can help meet the intersecting needs of adults to learn English and train for a career. One California community college created an English for Child Care-Child Development curriculum with positive results. Participants brainstorm solutions for collaborations between ESL and local workforce careers to promote linguistic pathways for success.

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

Stand Out 3e: Critical Thinking in the Adult Education Classroom

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.

Talya Clay, National Geographic Learning, talya.clay@cengage.com

Using reflection to project ESL teachers’ expertise

In order to provide equal educational opportunities for students, our research methodologies must evolve. This presentation outlines a study which asked secondary ESL teachers of refugee, SIFE (students with interrupted formal education), and first generation students in the US how they reflected and adapted instruction to meet needs of their culturally and linguistically diverse students.

Chelsea Walter, Colorado College, clwalter@buffalo.edu

Laws, systems and culture for US success

What information helps ease transition for those living in the United States for the first time? This workshop has a threefold purpose; to provide real-life information in adult ESL class(es), to give ideas on creating stimulating discussion in conversation groups, and common approaches in leading a workshop in your community.

Sarah James, Intercambio Uniting Communities, sarah@intercambio.org

Teaching adult refugees with limited schooling

Culturally responsive teaching addresses the needs of low literacy adult immigrants and refugees, transitioning them to academic tasks and thinking, even at the beginner level. Step-by-step instructions to create surveys, projects, and booklets will be presented. Handouts include project instructions, handout samples, and a final product.

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

Empowering students in their learning

Finding the right balance of support for intermediate level ELLs can be difficult. We have found a way that works well for our school. Maybe it will work for your students too.

Leslie Hammond, Garfield Re2 School District - Rifle High School, lhammond08@gmail.com

Alice Steinlinder, Rifle High School, asteindler@garfieldre2.net
Preparing to study at the U.S. university

Presenters will demonstrate the use of task-based approach in the adult ESL classroom. The series of meaningful tasks is aimed at helping adult ESL learners of different proficiency levels to brush up on their skills in all four language domains and prepare for studying at a U.S. university.

Anna Shur, University of Wyoming, ashur@uwyo.edu
Marian Stordahl, University of Wyoming, Marian.Stordahl@uwyo.edu

Saturday, November 4
Sessions (alphabetical by room)
Starting at 10:00

FEATURED PRESENTATION

Portraits of teaching and learning: Teachers using action research to support English learners

As schools become more culturally and linguistically diverse, teacher education programs are incorporating ESL/bilingual endorsement coursework into pre-K through 12th grade licensure programs. This type of coursework is invaluable to all teachers and the students they serve. However, with the always-evolving nature of education and the increasingly diverse needs of students, teachers need the tools to be able to study their own practices, understand the specific needs of their English learners, and evaluate and transform their practices based on these needs. In this talk I present ways in which teachers have conducted action research in their classrooms to support of English learners. In particular, I show how Pre-K through 12th grade teachers have used action research methods to study their efforts to implement bilingual and/or ESL instructional practices. I show how these efforts transformed teachers’ understanding of second language learning and their work with English learners.

Beverly Troiano, Elmhurst College, beverly.troiano@elmhurst.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 10:00 A.M., SUMMIT C
Workshop, TE/AR, HE

Reaching your students through mobile app homework

This presentation will explore free apps that instructors can use to assign students homework on their mobile devices. We will examine how to create and track classes in Duolingo and Quizlet, as well as how to share audio and video recordings. Please bring your smartphone or tablet to participate.

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

SAT, NOV. 4, 10:00 A.M., SUMMIT C
Paper, AE, BE, CA

Needs analysis and curriculum development for occupational ESP: English for hotel workers

The presenter will discuss why needs analyses are important for creating informed curriculum that addresses the needs of ELLs and how implementing the curriculum will assist language learners, who work in the vocational industry. The presenter will describe the in-depth needs analysis process conducted at a Northern Colorado hotel, which examined the language gaps of ELLs, and will present several lesson plan examples of the curriculum. The presenter will explain how this curriculum was implemented around hotels in Northern Colorado.

Jenny Stetson-Strange, CSU, jennys@thematthewhouse.org

SAT, NOV. 4, 10:00 A.M., SUMMIT C
Demonstration, IEP, HE, GA

Observation journals: Inspiring ELLs to embrace life

This motivational session looks at how observation journals can help create acute observers, critical thinkers, better writers, and inspire a clearer understanding of the ELLs’ host culture. Common challenges to this type of writing are identified and effective solutions are given. Participants will receive grading rubrics and suggested observation topics.

Patrick T. Randolph, UNL, patricktrandolph@yahoo.com

SAT, NOV. 4, 10:00 A.M., SUMMIT C
Exhibitor Session, Demonstrations

Critical thinking done right: A full-pyramid approach

Today’s students need a wide range of academic skills. They need to analyze data, formulate their own opinions, and express themselves clearly. The presenter will demonstrate an approach that uses teaching the language of higher order thinking skills as the foundation for academic success.

Wendy Asplin, Cambridge University Press, wendy.asplin@gmail.com

SAT, NOV. 4, 10:00 A.M., SUMMIT C
Demonstration, IEP, HE, GA

Read more: Building engaging extensive reading programs

While extensive reading has long been a part of ESL programs, teachers need fresh ideas on how to integrate extensive reading into their classes. This session will demonstrate book selection criteria, classroom activities, and alternative assessments. Participants will leave with practical ideas of how to energize their extensive reading programs.

Summer Webb, IEC-UCB, summer.webb@colorado.edu
Kathleen Mitchell, IEC-UCB, Kathleen.Mitchell@Colorado.EDU

SAT, NOV. 4, 10:00 A.M., PARKER
Demonstration, IEP, HE, GA

Tell me a story

Stories and storytelling can motivate learners and inspire creativity. This presentation offers an overview of how storytelling was used in an IEP class as a medium to develop oral communication and presentation skills. Learners incorporated stories as they created personal statements, practiced job interview scenarios, and experienced other fun activities.

Connie Davis, IEC-UCB, constance.davis@colorado.edu
Carolyn Allen, IEC-UCB, Carolyn.Allen@colorado.edu
SAT, NOV. 4, 10:00 A.M., PIKES PEAK A/B
Workshop, AE, IEP, SoPol

An active learning journey in adult ESL
How do you teach adult learners and set up your class for success? Come learn ways that you can prepare and set goals for optimal student engagement and fun in your class. Example activities and E.P.I.C. tools to use in class will also be discussed in this interactive workshop.

Sarah James, Intercambio Uniting Communities, sarah@intercambio.org
Gracie Freeman, Intercambio, sarah@intercambio.org

SAT, NOV. 4, 10:00 A.M., SPRUCE
Workshop, IEP

Keys to drafting and analyzing writing prompts
Timed writing is ubiquitous and necessary in ESL writing classroom assessment, and the quality of student writing is often linked to the quality of the prompt. Attendees will practice writing quality prompts and learn how to train students to analyze prompts, leading to a better timed writing experience for all.

Jennifer Brooke, Saginaw Valley State University, jennifercbrooke@gmail.com
Carol Arnold, Michigan State University, carnold@msu.edu

SAT, NOV. 4, 10:00 A.M., SUMMIT A
Paper, GA, IEP, TE/AR

Teaching requests in American English to ELLs
This project addresses cultural differences in the realization of the speech act of requests between Saudi Arabic and American English speakers. Issues pertaining to curriculum development, including specific activities to help teach American English requests in the classroom will be discussed to encourage instructors to tackle the instruction of pragmatics.

Melinda Camp, CSU, melinda.camp@colorado.edu
Nahlah Al-qarawi, CSU, nahlah.al-qarawi@colorado.edu

SAT, NOV. 4, 10:00 A.M., SUMMIT B
Paper, PA, GA

Using work samples (aka demonstration lessons) in hiring new teachers
How does your school hire new teachers? In this presentation of a Masters Research Paper, focus was given to research that had been done previously on improving interviews in general by using structured interviews and by using work samples. Does this translate to the specific field of teaching? Can we make use of structured interviews and work samples (aka, demonstration or mock lessons) when hiring? If so how?

Chad Bramble, University of Utah English Language Institute, chadbramble@gmail.com

SAT, NOV. 4, 10:00 A.M., SUMMIT C
Discussion, AE, IEP, CA

Creating an integrated TOEFL IBT syllabus
Teaching each section on the TOEFL ibt separately may not always lead to mastery of the skills. What if we can teach all four sections each class? The presenter will share a syllabus that integrates all sections allowing learners to practice the four skills every class.

Samar Aal, IEC-UCB, saab9719@colorado.edu

Saturday, November 4
Sessions (alphabetical by room)
Starting at 11:00

FEATURED PRESENTATION

How stories connect us all: A beginner’s guide to using your own stories (or mine) in the classroom
I have spent the past year writing stories for my students. Partly because I like writing and by using my own stories I can control the language and themes of the stories and thus tailor them to my students’ needs and interests. Over the year I have written over 200 stories and have found a template for what works. In this session I will share the template with you, read you a story or two, and explain why stories are such powerful pedagogic tools.

Chris Mares, University of Maine, siff.mares@hotmail.com

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 4, 11:00 A.M., BOULDER
Demonstration, Tech, IEP, SE

Five free websites for enhancing reading skills
Finding the most appropriate online resources that are approachable and useful for learners can be challenging. In this 45-minute demonstration, the presenters will showcase five free websites that can be used in multiple levels from elementary and secondary education to IEP contexts to enhance learners’ reading skills.

Luke Coffelt, IEC-UCB, luke.coffelt@colorado.edu
Karen Eichhorn, IEC-UCB, Karen.eichhorn@colorado.edu

SAT, NOV. 4, 11:00 A.M., CLUB ROOM
Exhibitor Session, Demonstration, HE, IEP, SE

The grammar you need for academic writing
The editor of the new Grammar You Need series of fold-out cards demonstrates methods of teaching core grammar structures at basic, intermediate and advanced ESL levels. Participants leave with practical techniques and useful materials. This three-card series on grammar for writing presents essential grammar visually and efficiently.

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

SAT, NOV. 4, 11:00 A.M., CONIFER
Exhibitor Session, Demonstration, HE, AE, BE

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.

Jennifer Hodgson, U.S. Department of State, fellow@elprograms.org
Rebecca Copeland, English Language Programs, fellow@elprogram.org
GET STUDENTS SPEAKING WITH FLUENCY AND CONFIDENCE!

Engage your students’ use of real language with Cambridge’s dynamic, flexible 6-level Touchstone/Viewpoint series. With abundant multimedia options, teachers choose the best way to deliver the course: print, online, or a blend of the two using our LMS built to facilitate self-directed online language learning, while maximizing a student-centered classroom. A tour of the Cambridge LMS and how it improves students’ learning through immediate feedback and increased interaction will culminate the session.

Wendy Asplin, Cambridge University Press, wendy.asplin@gmail.com

SAT, NOV. 4, 11:00 A.M., GOLDEN
Demonstration, IEP, Tech, TE/AR

BLENDING DIGITAL FEEDBACK WITH WRITING CONFERENCES

Online feedback can be a useful revision tool for many students, yet due to the vast amount of comments and correction marks available, it may also cause confusion for others. This presentation will consider the combining of digital feedback with traditional writing conferences to better ensure effective revisions.

Michael Vallee, IEC-UCB, michael.vallee@colorado.edu
Nick Einterz, IEC-UCB, john.einterz@colorado.edu

SAT, NOV. 4, 11:00 A.M., PARKER
Workshop, HE, SE, IEP

CLOSE ENCOUNTERS OF AN INTERCULTURAL KIND

Participants will engage in Brief Encounters, an intercultural simulation game, which asks participants to role-play in two cultures. After experiencing the simulation at the beginning of the semester, international students were able to examine their own stressors and US students developed an understanding of their international peers.

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

SAT, NOV. 4, 11:00 A.M., PIKES PEAK A/B
Exhibitor Session, Demonstration

EBOOK? WHAT’S AN EBOOK?

Perhaps you’ve heard that ebooks are inexpensive and convenient. But what exactly are they? How do they work? What can you—and your students—use them for? What are their advantages and disadvantages? How can you find and identify the good ones? Come and find out! In this interactive session, participants will download some ebooks to explore, so bring your wifi-capable device (smartphone, tablet, or laptop). (People familiar with ebooks are welcome too, but the session is geared to those who are just starting out.)

Dorothy Zemach, Wayzgoose Press, zemach@comcast.net

SAT, NOV. 4, 11:00 A.M., SPRUCE
Demonstration, HE, SE, CA

WHAT IS "X"? - TRICKS FOR TEACHING CITATIONS BASED ON MLA

Teaching MLA citations is a difficult task. What if you had a better formula for both you and your students to learn how to implement MLA in research papers? In this demonstration, learn what is “X.”

Mary Hilken, CCA, mary.hilken@ccaurora.edu

SAT, NOV. 4, 11:00 A.M., SUMMIT A
Paper, TE/AR, HE, GA

TRACKING ADAPTIVE INSTRUCTION IN DIVERSE CLASSROOMS

The purpose of this presentation is to understand how educators can best teach English in a culturally and sociolinguistically diverse context. This presentation will provide a detailed explanation and view of novice and veteran ESL teachers’ adaptive expertise development via the practice of immediate oral reflection.

Chelsea Walter, Colorado College, clwalter@buffalo.edu

SAT, NOV. 4, 11:00 A.M., SUMMIT B
Demonstration, IEP, SE, AE

TEACHING ESL USING ACRONYMS

Vocabulary is difficult to store, however, we have devised an effective technique to engage learners and help them retain new information and advanced vocabulary. Through acronyms, the presenter will share tips and engaging activities that help ELL students in advanced reading writing classes make sense of their world and its global connections while providing the necessary language skills to succeed. Contributions from participants will be solicited.

Susan Feringer-Coury, SILC, couryfamily@hotmail.com
Neetika Kapur, SILC, neetika.kapur@gmail.com

SAT, NOV. 4, 11:00 A.M., SUMMIT C
Paper, PA, AE, GA

LEADING TEAMS AND MANAGING PROJECTS IN EDUCATION

In education, leaders are often promoted because they were superstar teachers. However, the skill sets are not the same. The paper presented will situate current research in positive organizational behavior and project management into the setting of educational institutions and provide concrete techniques suited for this environment.

Ryan Yates, EGTc, ryan.yates@emilygriffith.edu

Saturday, November 4
Sessions (alphabetical by room)
Starting at 1:30
FEATURED PRESENTATION

CAN I BE IN TWO OR MORE PLACES AT THE SAME TIME?

No, but I wish I could. Each decision that I make in class leads us in one direction at the expense of another. When I am prioritizing the needs of some students, am I overlooking the needs of others? How can I deal with learners who are falling behind, or more advanced learners who may be bored? Already stretched for time, how can I find more time to review what I’ve already covered in class? This presentation looks at how to use free (or cheap) easy-to-use consumer technology in an effort to differentiate instruction in an English language learning class. We will start with a simple model of a blended learning environment, and then explore ways in which we can develop digital materials to provide students with multiple pathways through a course. This presentation is designed for both technologically and non-technologically minded instructors.

Thomas Healy, Pratt Institute, thomas.healy@ymail.com
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<th><strong>ACADEMIC AND EXHIBITOR PRESENTATIONS</strong></th>
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<td><strong>SAT, NOV. 4, 1:30 P.M., BOULDER</strong></td>
<td><strong>SAT, NOV. 4, 1:30 P.M., PARKER</strong></td>
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<tr>
<td>Workshop, PA, EE, SE</td>
<td>Demonstration, IEP, HE, TE/AR</td>
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<tr>
<td><strong>Improving linguistically responsive teaching through professional development</strong></td>
<td><strong>ELL read-a-thons: Actively performing the written word</strong></td>
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<td>In this session, we will take a look at the e-workshops available from the eCALLMS project. Participants will earn how teams of teachers are using these free, grant-funded, online resources to create meaningful, flexible professional development experiences that support linguistically responsive teaching.</td>
<td>This energy-filled session helps participants discover the fascinating world of drama-based read-a-thons. Through these read-a-thons, the written word comes to life: Words and content are personalized and learners analyze language in a new light. Participants will engage in a mini-read-a-thon and discuss how to implement read-a-thons at their respective schools.</td>
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<tr>
<td><strong>Chris Carson, UCD, <a href="mailto:christopher.carson@ucdenver.edu">christopher.carson@ucdenver.edu</a></strong></td>
<td><strong>Patrick T. Randolph, UNL, <a href="mailto:patrickrandolph@yahoo.com">patrickrandolph@yahoo.com</a></strong></td>
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<tr>
<td><strong>SAT, NOV. 4, 1:30 P.M., CLUB ROOM</strong></td>
<td><strong>SAT, NOV. 4, 1:30 P.M., PIKES PEAK A/B</strong></td>
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<tr>
<td>Demonstration, GA, EE, SE</td>
<td>Demonstration, IEP, AE, GA</td>
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<td><strong>Fun technology to increase speaking scores</strong></td>
<td><strong>Teach English through drama</strong></td>
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<td>Come have fun learning about how you can use apps and web-based technology to increase your students’ speaking scores. We will explore some fun ideas to get you thinking outside of the box and getting your kids speaking and recording at higher levels.</td>
<td>We will demonstrate three different creative ways to build vocabulary, pronunciation skills, and confidence through drama. Puppet theater, short skits, and movie scripts adaptable for a wide range of levels will be presented. We will show a video of student performances, demonstrate how to use puppets, and provide resources.</td>
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<tr>
<td><strong>Linda Horne, C2E, <a href="mailto:lphorne@c2e.org">lphorne@c2e.org</a></strong></td>
<td><strong>Laura Vance, SILC, <a href="mailto:laura.vance@spring.edu">laura.vance@spring.edu</a></strong></td>
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<td><strong>SAT, NOV. 4, 1:30 P.M., CONIFER</strong></td>
<td><strong>Katherine Kouris, SILC, <a href="mailto:katherine@spring.edu">katherine@spring.edu</a></strong></td>
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<tr>
<td>Workshop, CA, SE, TE/AR</td>
<td><strong>SAT, NOV. 4, 1:30 P.M., SPRUCE</strong></td>
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<tr>
<td><strong>Enhancing emerging bilingual students’ opportunities to learn</strong></td>
<td>Demonstration, IEP, HE</td>
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<td>Content areas have language overhead: their own vocabulary, writing conventions, and forms of discussions. This session begins with an overview of “opportunities to learn” and will then present strategies to scaffold literacy and oracy skills in content areas. Attendees will leave with concrete strategies to implement immediately in their classrooms.</td>
<td><strong>Authentic communication and community beyond the classroom</strong></td>
</tr>
<tr>
<td><strong>Juli Sarris, UCB, <a href="mailto:jil80303@gmail.com">jil80303@gmail.com</a></strong></td>
<td>Would you like to help your students engage in authentic conversation outside of the classroom? Presenters will share how their English and Japanese programs created an opportunity for students to practice their target language and build relationships. Attendees learn and discuss ways to incorporate similar types of experiential learning activities.</td>
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<td><strong>SAT, NOV. 4, 1:30 P.M., EVERGREEN</strong></td>
<td><strong>Barbara Flocke, IEC-UCB, <a href="mailto:barbara.flocke@colorado.edu">barbara.flocke@colorado.edu</a></strong></td>
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<tr>
<td>Workshop, TE/AR, SE, GA</td>
<td><strong>Michiko Kaneyasu, UCB, <a href="mailto:michiko.kaneyasu@colorado.edu">michiko.kaneyasu@colorado.edu</a></strong></td>
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<tr>
<td><strong>Creating a positive culture in the classroom</strong></td>
<td><strong>SAT, NOV. 4, 1:30 P.M., SUMMIT A</strong></td>
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<td>How can teachers avoid arguments with students and reduce distractions to learning in the classroom? Presenter will describe a program developed by Dr. Madeline Hunter and Coach John Wooden. Sharing of best practices for classroom management and creating a positive culture in the classroom will be discussed.</td>
<td>Demonstration, IEP, GA, AE</td>
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<tr>
<td><strong>Gordon Gibson, Center for Teacher Effectiveness/Time to Teach, <a href="mailto:gordonrgibson@gmail.com">gordonrgibson@gmail.com</a></strong></td>
<td><strong>Dyslexia remediation tools and second language learners</strong></td>
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<td><strong>SAT, NOV. 4, 1:30 P.M., GOLDEN</strong></td>
<td>Since dyslexia affects 15-20% of the population, it is a probability that one or more learners with this disability are in each class. Participants will learn about dyslexia, experience common symptoms of the disorder, and discover remediation strategies to help second language learners (with and without this disability) to be successful.</td>
</tr>
<tr>
<td>Workshop, HE, IEP, SoPo</td>
<td><strong>Kirsten Stauffer, IEC-UCB, <a href="mailto:kirsten.stauffer@colorado.edu">kirsten.stauffer@colorado.edu</a></strong></td>
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<tr>
<td><strong>Creating a socially just classroom</strong></td>
<td><strong>SAT, NOV. 4, 1:30 P.M., SUMMIT B</strong></td>
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<td>We can create socially just classrooms by sharing the responsibility of our work with our students. This session will examine challenging classroom practices and suggest solutions. Videos of international students sharing their opinions will be included. Practical assignments, prompts, and tips to give voice to identity will be demonstrated.</td>
<td>Discussion, IEP, GA,</td>
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<tr>
<td><strong>Andrea Feldman, UCB, <a href="mailto:andrea.feldman@colorado.edu">andrea.feldman@colorado.edu</a></strong></td>
<td><strong>Keep calm and beat plagiarism</strong></td>
</tr>
<tr>
<td><strong>SAT, NOV. 4, 1:30 P.M., BARTON</strong></td>
<td>How can teachers keep calm and handle plagiarism issues in the classroom? The presenters will shed light on cultural and educational patterns that precipitate plagiarism by international students. They will</td>
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suggest strategies for teachers to use in helping students adopt new styles of learning free of the temptation to plagiarize.

**Susan Fouts, IEC-UCB, fouts@colorado.edu**

**Samar Abdel Aal, IEC-UCB, Samar.AbdelAal@colorado.edu**

**SAT, NOV. 4, 1:30 P.M., SUMMIT C**

Panel, CA, TE/AR, GA

**Effective collaboration among content area and ESL teachers**

This presentation reports on the study that explored the practical possibilities of collaboration among content area teachers and ESL specialists in the K-12 schools in Wyoming. The presentation focuses on an investigation of the factors that promote and/or hinder effective collaboration from the perspectives of content area teachers, ESL specialists.

**Jenna Shim, University of Wyoming, jshim@uwyo.edu**

**Dixie Brackman, Albany County School District, dbrackman@acsd1.org**

**Dea Kobbe, Albany County School District, dkobbe@uwyo.edu**

**Sandra Hogan Albany County School District, SHOGAN_1@msn.com**

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**Saturday, November 4**

**Sessions (alphabetical by room)**

**Starting at 2:30**

**ACADEMIC AND EXHIBITOR PRESENTATIONS**

**SAT, NOV. 4, 2:30 P.M., BOULDER**

Demonstration, IEP

**Embedding a pronunciation curriculum within an IEP**

Most IEP curricula lack a systematic way to teach pronunciation. Although accurate pronunciation is a key part of communicative competence, integration of pronunciation skills development into classrooms remains a challenge for practitioners. This presentation will demonstrate how one IEP has undertaken to embed a pronunciation curriculum within its larger curriculum.

**Felicia Manor, ELC-DU, manorfly@comcast.net**

**Candace Maher, ELC, DU, Candace.Maher@du.edu**

**SAT, NOV. 4, 2:30 P.M., CLUB ROOM**

Paper, CA, TE/AR, HE

**ESOL course grades predict ESOL test scores?!**

This paper investigated the ESOL academic performance of teacher candidates who majored in different educational majors with an ESOL endorsement. A secondary data analysis was conducted to examine the relationship among the teacher candidates’ ESOL course grades and teacher competency test scores as well as the academic majors of study.

**Abdulrahman Olwi, Taibah University, amaolwi@gmail.com**

**SAT, NOV. 4, 2:30 P.M., CONIFER**

Demonstration, HE, Tech, IEP

**Using podcasts as authentic texts in post-secondary ESL classrooms**

This demonstration will describe the creation of a college course that targets challenges international students encounter stemming from contrastive rhetoric. Through the use of National Public Radio’s (NPR) podcast Serial, culturally and linguistically diverse college students can explore the nuances of western academic reading, writing, speaking, and listening.

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

**SAT, NOV. 4, 2:30 P.M., EVERGREEN**

Demonstration, IEP, AE

**Breaking bad classroom monotony**

We all know the show “Breaking Bad,” but do we always Break Bad classroom monotony? Sometimes we come up with a variety of reasons why our classes aren’t engaged in the classroom, but oftentimes it’s as simple as breaking up the lesson with short, fun, active games that can bring back their motivation to continue learning.

**Mark Sullivan, IEC-UCB, mark.l.sullivan@colorado.edu**

**SAT, NOV. 4, 2:30 P.M., GOLDEN**

Discussion, IEP, HE, GA

**Teachers as agents of success: Revisiting motivation**

Intrinsic motivation is seen as a crucial factor for academic success, yet studies have shown that extrinsic motivation can be as influential. Join us to discuss our roles as agents of success, understand what motivates our students, and share strategies for addressing both forms of motivation in the class.

**Irina Berger, DU - English Language Center, irina.berger@du.edu**

**Kim Bui, DU - ELC, kim-lan.bui@du.edu**

**SAT, NOV. 4, 2:30 P.M., PARKER**

Demonstration, IEP, SE, EE

**The Effects of exercise on language learning**

This high-energy session examines physical exercise’s powerful effects on the brain. Language learning benefits are discussed and participants will practice six fun and effective exercises guaranteed to help strengthen their ELLs’ attention and memory. Two academic-based activities are offered that focus on a metacognitive awareness of exercise’s impact on learning.

**Patrick T. Randolph, UNL, patrickrandolph@yahoo.com**

**Mike Berman, Montgomery College, michael.berman@montgomerycollege.edu**

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

Demonstration

**Capturing the melody of spoken English**

Capture the melody of spoken English. Learn how to incorporate melody, rhythm and movement into listening-speaking lessons. Activities demonstrated include scaffolding elements of speech, capturing the hidden prosodic elements of stress, intonation, and rhythm, and enabling learners to attain the music of English. Engage your visual, auditory, and kinesthetic modalities!

**Marsha Chan, Mission College & Sunburst Media, marsha@sunburstmedia.com**
The efficacy of captions on vocabulary acquisition

An increasing number of videos enhanced with captions are used in foreign language classes to help second language (L2) learners process authentic input, which is a real challenge for them. This study investigates whether the availability of two types of captions (full captions and keyword captions) facilitates L2 vocabulary acquisition.

Elias Bensalem, Northern Border University, ebsalem@gmail.com

Cross-cultural differences in ESL/EFL settings

The presenter will first review the research findings on global cultural dimensions that are employed by different social communities and their impact on corporate world. Next, he will discuss how some of these cultural aspects (e.g., ‘high- and low-context cultures’, ‘masculinity’, and ‘individualism’) can be targeted in English classroom settings.

Alireza Pourdastmalchi, CSU, alireza_pdt@yahoo.com

**List of Acronyms**

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  
ELC-DU – English Language Center, University of Denver  
FRCC – Front Range Community College  
IEC-UCB – International English Center, University of Colorado, Boulder  
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

**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.
Join us for the
CoTESOL Spring Conference 2018
Saturday, March 24, 2018
at Grand Junction High School
1400 N 5th St, Grand Junction, CO 81501

More information forthcoming at:
www.cotesol.org

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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, 2017. Responders may enter a raffle for 1 free Radisson hotel stay (1 night) at CoTESOL 2018.
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<td><a href="mailto:marketing@aztecsoftware.com">marketing@aztecsoftware.com</a></td>
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