CoTESOL’s 40th Annual Fall Convention
November 4th AND 5th, 2016
Radisson Hotel Denver Southeast

Past CoTESOL Presidents & Featured Speakers
(Note: Speakers are in all CAPS)

Colorado Teachers of English to Speakers of Other Languages
Upholding the profession of English language teaching since 1976
M.A. TEFL/TESL Program

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

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

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

INTO Colorado State University

Working collaboratively with CSU, INTO (an intensive English language program), offers TEFL/TESL graduate students:
- Professional development opportunities
- Volunteer opportunities
- Conversation partner experiences
- Graduate teaching assistantships
- Internships

Graduate Reflections

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

- Sookhee Jeong
  (S. Korea)

For more information:

Email: english@colostate.edu

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

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

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

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

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

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

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

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

Warm regards,

Thomas Germain
2016 CoTESOL 2nd VP
Program Chair
Celebrating 40 Years of Reader’s Choice

Q&A with the Authors:
40 Years of Reader’s Choice with Sandra Silberstein and Mark Clarke
FRIDAY, NOVEMBER 4, 10:15-11:00, EVERGREEN/GOLDEN

MICHIGAN
www.press.umich.edu/esl/

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

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

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

Check out our website: www.gueoul.org

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

Promoting education of impoverished girls since 2005
3120 S. Race St. Englewood, CO 80113
CoTESOL 2016 Convention at a Glance

On-site Registration: Lobby
- Friday 7:45 am – 3:00 pm
- Saturday 7:45 am – Noon

Exhibits: Arapahoe/Douglas Rooms and Lobby
(Coffee and breakfast rolls served in the Arapahoe/Douglas Rooms until noon)
- Friday 8:00 am – 6:00 pm
- Saturday 8:00 am – Noon

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

Friday Morning: November 4
- Featured Presentation 8:45-10:00 Jefferson
- Concurrent Sessions 9:15-12:00
- Luncheon Noon-1:15 Colorado

Friday Afternoon
- Featured Presentation 1:30-2:15 Jefferson
- Poster Sessions 1:30-2:15 Lobby
- Concurrent Sessions 1:30-4:15
- Publishers’ Raffle 4:30-5:00 Arapahoe
- Live Entertainment 5:00-6:00 Jefferson

Saturday Morning: November 5
- Featured Presentation 8:45-10:00 Jefferson
- Featured Presentation 11:15-12:00 Jefferson
- Concurrent Sessions 9:15-12:00
- Awards Luncheon & Annual Business Meeting Noon-1:15 Colorado

Saturday Afternoon
- Concurrent Sessions 1:30-3:15

Featured Presentation
Celebrating 40 years of transformation:
Striving for excellence in ELT
Yilin Sun
[Friday, 8:45 – 10:00 am, Jefferson Room]

Featured Presentation
The forest for the trees:
Observing grammar in academic writing
Keith Folse
[Friday, 1:30 – 2:15 pm, Jefferson Room]

Featured Presentation
The dictionary as data:
What the online dictionary tells us about English
Peter Sokolowski
[Saturday, 8:45 – 10:00 am, Jefferson]

Featured Presentation
Seeing the big picture: A selfie-help guide
Thomas Healy
[Saturday, 11:15 – 12:00 pm, Jefferson]

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

CoTESOL is the Colorado affiliate of TESOL International Association
This building is across from the rear parking lot of the Radisson. Enter through the rear door, walk to the lobby, and take the elevator to the 3rd floor for more sessions. The rooms here are: WMDC1, WMDC2, and WMDC3.
<table>
<thead>
<tr>
<th>Room</th>
<th>8:45</th>
<th>9:15-10:00</th>
<th>10:15-11:00</th>
<th>11:15-12:00</th>
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</thead>
<tbody>
<tr>
<td>Arapahoe / Douglas</td>
<td></td>
<td>Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)</td>
<td>Getting bored students aboard through multi-sensory engagement Carol Kok (IEP/HE, AE, TE/AR)</td>
<td>Needs analysis in ESP: Outcomes and implications Lauren Porter and panel (IEP/HE, GA)</td>
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<tr>
<td>Jefferson</td>
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<tr>
<td>Summit A</td>
<td>Exhibitor Session Teach abroad with U.S. embassies worldwide Danielle Yates (U.S. Department of State English Language Programs)</td>
<td>Exhibitor Session How to use free access to digital newspapers Dana Plewka (Denver Post)</td>
<td>Exhibitor Session Using TED Talks in the classroom Ian Martin (National Geographic Learning)</td>
<td>Socratic seminars for elementary English language learners Lisa Hammond, Nickole D’Onofrio, Laura Myers (EE, CA)</td>
</tr>
<tr>
<td>Summit B</td>
<td>Exhibitor Session Conversational English, volunteering at Sahara’s edge Judith Ann Beegs (Friends of Guéoul)</td>
<td>Exhibitor Session Idioms, usage, &amp; habit: Why learners need a learner’s dictionary Peter Sokolowski (Merriam-Webster)</td>
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<tr>
<td>Summit C</td>
<td>SigNature Presentation Building academic language through visual primary sources Anne Ryan Bell</td>
<td>SigNature Presentation Learn to love primary sources through baseball Anne Ryan Bell</td>
<td></td>
<td>Systems theory as a lens on assessment Thomas Germain (IEP/HE, AE, PA)</td>
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<tr>
<td>Boulder / Parker</td>
<td>Academic writing for adult English language learners Adele Lonas, Sufang Hou, Krista Boddy (AE, CA, GA)</td>
<td>Teaching the language of math Beth Skelton (EE, CA, SE)</td>
<td></td>
<td>Taming the grammar monster: See/say cards Meredith Folley (AE, EE, SE)</td>
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<tr>
<td>Evergreen / Golden</td>
<td>Scaffolding reading with comprehension outlines John Schillo (IEP/HE, TE/AR)</td>
<td>Exhibitor Session 40 years of the textbook &quot;Reader’s Choice&quot; Sandra Silverstein, Mark Clarke (University of Michigan Press)</td>
<td></td>
<td>Effective mentoring through team teaching Shirlae Castellino, Kristine Miller, Anne Lanctôt (IEP/HE, PA, GA)</td>
</tr>
<tr>
<td>Mt. Evans</td>
<td>Successful strategies for ELL parent involvement Irina Adams, Susan Kembel (EE, SE, AE)</td>
<td>Teach me how to budget (ESL friendly project) Kimberly Sanchez (SE, CA)</td>
<td></td>
<td>A glimpse into the world of recruiting Andy Pulford (IEP/HE, PA)</td>
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<tr>
<td>Pikes Peak A / B</td>
<td>Using extended writing assignments to empower students Charl Norloff, Amy Renahan (IEP/HE, SE)</td>
<td>Secondary literacy workshop model Rita Meskel, Lorrie Joseph (SE, CA, IEP/HE)</td>
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<td>Lesson plan makeovers with culturally responsive teaching Nan Fryland (AE, SoPol, TE/AR)</td>
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<td>Spruce</td>
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<tr>
<td>WMDC 1</td>
<td>Acting out English on video Mike Hammond (IEP/HE, CA, Tech)</td>
<td>Incorporating art into daily content instruction Nancy Reif (CA, EE, BE)</td>
<td></td>
<td>Giving reading and writing new life Dieter Bruhn (GA, SE, AE)</td>
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<tr>
<td>WMDC 3</td>
<td>Successful grouping arrangements for content area instruction Chris Carson (CA, EE, SE)</td>
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<td>Room</td>
<td>1:30-2:15</td>
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<tr>
<td>Arapahoe / Douglas</td>
<td><strong>Featured Presentation</strong> The forest for the trees: Observing grammar in academic writing Keith Folse</td>
<td><strong>Accelerating academic success for long-term ELLs</strong> Tony Baldwin, Christine Manzo (SE, IEP/HE)</td>
<td>Icebreakers and warm-ups galore Agnes Farkas-Rosszell, Connie Davis (IEP/HE, AE, GA)</td>
<td></td>
</tr>
<tr>
<td>Jefferson</td>
<td><strong>Poster sessions</strong> Math achievement for ELL girls: “Ophelia effect”? Susan Holloway (CA, SE, SoPol)</td>
<td><strong>Meeting the educational challenges of immigrant students</strong> Ahlam Alhudithi, Heather Kholfi, Carmen Polka (SE, BE, GA)</td>
<td><strong>Reducing anxiety among English language learners</strong> Elham Alhudithi, Lauren Porter, Jenny Stetson-Strange(IEP/HE,AE,GA)</td>
<td></td>
</tr>
<tr>
<td>Lobby</td>
<td><strong>Exhibitor Session</strong> Experiences of parent engagement with sojourner mothers Heather Kholfi (BE, EE, SE)</td>
<td><strong>Exhibitor Session</strong> Building bridges: A teaching exchange in Vietnam Kristie Yelinek (IEP/HE, PA, GA)</td>
<td><strong>Exhibitor Session</strong> Content-based instruction for parents and providers Marsha Chan (AE, BE, PA)</td>
<td></td>
</tr>
<tr>
<td>Summit A</td>
<td><strong>Exhibitor Session</strong> Finally, a pronunciation literacy game for everyone! Karen Taylor de Caballero (ELTS/The Color Vowel Chart)</td>
<td><strong>Exhibitor Session</strong> Affordable interactive software for English language learning Terry Yang, Marsha Chan (Sunburst Media)</td>
<td><strong>Exhibitor Session</strong> Pronunciation cards promote listening, speaking, vocabulary, interaction Terry Yang, Marsha Chan (Sunburst Media)</td>
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<tr>
<td>Summit B</td>
<td><strong>Exhibitor Session</strong> Grammar Explorer: Preparing students for real language Rob (National Geographic Learning)</td>
<td><strong>Exhibitor Session</strong> Teaching collocations and patterns in academic writing Michael Berman (Language Arts Press)</td>
<td>Promoting illiteracy through paired literacy Jeanna Doung (BE, EE)</td>
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<tr>
<td>Summit C</td>
<td><strong>Exhibitor Session</strong> Metalanguage: Talking about language in fun and meaningful ways Rachel Gilbert, Ian Hooper, Monica Hurtado (BE, EE, SE)</td>
<td><strong>Exhibitor Session</strong> Why America won’t be a multilingual nation Rocky Hill (SoPol, GA, IEP/HE)</td>
<td><strong>Exhibitor Session</strong> Grammar for Great Writing: Motivating your students to become more powerful academic writers Keith Folse</td>
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<tr>
<td>Boulder / Parker</td>
<td>Students and seniors bridging generations and cultures Sylvie Chevallier, Amanda McCracken (IEP/HE, AE, GA)</td>
<td>Developing speaking skills through story reading Yilin Sun (GA)</td>
<td><strong>Exhibitor Session</strong> Reading skills for the selfie generation Thomas Healy</td>
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<tr>
<td>Club Room</td>
<td>Collaborative structures to increase engagement: Beyond the think pair share Lorrie Joseph, Matt Wilkinson (CA, EE, SE)</td>
<td>We are New York: TV lessons Cara Schroeder (AE, GA, IEP/HE)</td>
<td>Are my students making progress? Brad Russell (TE/AR, EE, SE)</td>
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<tr>
<td>Conifer</td>
<td>Balancing mandated innovation and personal/professional development Mark A. Clarke, Annie Trujillo, Robert Hubbard, Christine Loven-Santos (SE, TE/AR, PA)</td>
<td><strong>SIGnature Presentation</strong> Reading skills for the selfie generation Thomas Healy</td>
<td><strong>SIGnature Presentation</strong> What should they read? Motivation and readability for English learners Andrea Hellman</td>
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<tr>
<td>Pikes Peak A / B</td>
<td>PSA experiential learning project Connie Davis, Parmelee Welsh (IEP/HE, GA)</td>
<td>Nice apps! Michelle Raese, Connie Davis (IEP/HE, SE, TE/AR)</td>
<td><strong>Put the teach back in teaching</strong> Kathy Jones, Roy Jones (SE, EE, IEP/HE)</td>
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<td>Spruce</td>
<td><strong>SIGnature Presentation</strong> What should they read? Motivation and readability for English learners Andrea Hellman</td>
<td><strong>Hosting CoTOSOL’s Spring Conference in your community</strong> Daniel Schweissing, Virginia Nicolai, Stephanie Dewing, Larry Fisher, Chris Tombari (GA, TE/AR, PA)</td>
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<td>WMDC 1</td>
<td><strong>SIGnature Presentation</strong> Advancing teacher leadership through advocacy John Segoda</td>
<td><strong>An innovative World English program in China</strong> Anne Bliss, Alexandira Fox, Rod Bennet (IEP/HE, PA)</td>
<td>Forming identities through code-switching Saleh Alharthi (BE, IEP/HE, AE)</td>
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## Saturday, November 5 – Morning Sessions at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>8:45-9:00</th>
<th>9:15-10:00</th>
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<td>The dictionary as data: What the online dictionary tells us about English</td>
<td>Peter Sokolowski</td>
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<tr>
<td></td>
<td><strong>Exhibitor Session</strong></td>
<td>Practice English anytime, anywhere from any device!</td>
<td>Hugo Loyola, Laurel Pollard (ALTA English)</td>
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<tr>
<td>Summit A</td>
<td><strong>Exhibitor Session</strong></td>
<td>Stand Out 3: Critical thinking for adult-ed</td>
<td>Rob Jenkins (National Geographic Learning)</td>
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<tr>
<td>Summit B</td>
<td><strong>Exhibitor Session</strong></td>
<td>Targeting instruction with STAR Spanish</td>
<td>Carol Johnson (Renaissance Learning)</td>
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<tr>
<td>Summit C</td>
<td><strong>Exhibitor Session</strong></td>
<td>Why it’s worth repeating</td>
<td>Debbie Goldman (AE, GA)</td>
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<td></td>
<td><strong>Exhibitor Session</strong></td>
<td>Teaching English to Spanish Speakers</td>
<td>David Stevens (The Language School)</td>
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<td></td>
<td><strong>Exhibitor Session</strong></td>
<td>Experiential learning: A multidisciplinary toolbox for motivating diverse students</td>
<td>Michael Berman (IEP/HE, SE, GA)</td>
<td>Student-driven learning: Listening and reading groups</td>
</tr>
<tr>
<td>Boulder</td>
<td>A multidisciplinary toolbox for motivating diverse students</td>
<td>Peter Reilly (TE/AR, GA, AE)</td>
<td>Speaking activities that work for Chinese students</td>
<td>Sarah Vollmann (IEP/HE, GA)</td>
</tr>
<tr>
<td>Club Room</td>
<td>Multimodality: leading teachers and students into the digital world</td>
<td>Gaye Horne (AE, IEP/HE, TE/AR)</td>
<td>Engage adult readers with graphic novels</td>
<td>Sara Schroeder (IEP/HE, AE, GA)</td>
</tr>
<tr>
<td>Conifer</td>
<td>Learning to serve through service learning</td>
<td>Nada Rossiter, Elaine Steneck (IEP/HE, PA, GA)</td>
<td>Ten tips for first-time faculty and supervisors</td>
<td></td>
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<tr>
<td>Evergreen</td>
<td>Engaging multilingual students and their families in STEM</td>
<td>Ryan Jeffers, Ryan Yates (Tech, GA, TE/AR)</td>
<td>Inspiring transformation in your ESL program</td>
<td>Virginia Nicolai, Sharon Aguair, Lorraine Miller, Jessica Yandle (PA, AE, IEP/HE)</td>
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<tr>
<td>Golden</td>
<td>Development at a distance: ESL online courses</td>
<td>Joy Delgado (The Language School)</td>
<td>SiGnature Presentation</td>
<td>Myths and realities of international students</td>
</tr>
<tr>
<td>Mt. Evans</td>
<td>Pursuing a more valid, reliable faculty evaluation process</td>
<td>Megan Edmiston (TE/AR, SoPol, SE)</td>
<td>Group culture in a district newcomer program</td>
<td>Maria Soto, Alexandra Soto (AE)</td>
</tr>
<tr>
<td>Parker</td>
<td>SiGnature Presentation</td>
<td>English for the workplace</td>
<td>George O’Clair</td>
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<tr>
<td>Pikes Peak A</td>
<td>SiGnature Presentation</td>
<td>Immigrants’ Rights and Realities</td>
<td>Margie McHugh (Frank Waterous)</td>
<td>Managing cultural diversity in the ESL classroom</td>
</tr>
<tr>
<td>Pikes Peak B</td>
<td>SiGnature Presentation</td>
<td>Fool-proof, all-purpose, 4-point presentations for ESL</td>
<td>Tamara Carlin (IEP/HE, AE, GA)</td>
<td>Mice, monitors, keyboards, and cursors</td>
</tr>
<tr>
<td>Spruce</td>
<td>SiGnature Presentation</td>
<td>Refugee 101</td>
<td>Jennifer Gueddiche, Erin Frank (SoPol, TE/AR, GA, IEP/HE)</td>
<td>Preparing future teachers for inclusive classrooms</td>
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(Coffee Breaks – 7:30 a.m. to 12:00 noon)
### Saturday, November 5 – Afternoon

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

### SIGs - Special Interest Groups

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

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**Didn’t get a handout?**

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

The Zika virus first came into the news in 2015 when there was a sudden epidemic in Brazil. More than 1.5 million people got the Zika virus. None of those people were pregnant. Soon, after, 6,000 babies were born with birth defects. Many of the babies had very small heads (micronephaly, also known as “microcephaly”)

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

How do people get the Zika virus?

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

The symptoms of Zika can be fever*, rash*, joint pain*, and muscle pain.

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

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

The law does not tell employers* to pay for vacations, holidays, 401(k) insurance, dental or vision insurance, uniforms*, scholarships, bonuses*, sick days*, personal days*, discounts*, retirement plans*, or severance pay*. These are all called fringe benefits*

There are many jobs that do not have such fringe benefits. (The law does say that employers with 50 or more workers must offer a health plan, just like one of the Affordable Care Act plans. The law does not include small businesses or part-time workers.)

Some employers want to give these fringe benefits. Fringe benefits help employers get good employees* and keep them happy. At some jobs, someone* must work to get the benefits for workers. The success sign contractors* with employees about pay and benefits for workers.

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

Some CoTESOL Past Presidents
Featured Presentation
Celebrating 40 years of transformation: Striving for excellence in ELT

Friday, November 4
8:45 to 10:00
Jefferson Room

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

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

Yilin Sun

Sponsored by CoTESOL

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

“We...feel there is a sufficient number of ESL teachers throughout Denver and Boulder to warrant the formation of a chapter of TESOL.” -Shelley Ray, Linda Peerson, 1977
Abstract: When most ESL teachers talk about grammar in the context of academic writing, the focus is almost always on errors in student writing. Common teacher comments include: “You need to use a gerund here.” “That’s not the right verb tense to use in a conditional sentence like that.” “You need the here, not an.” To be certain, errors in ESL writing can matter. However, even if you correct the ESL errors targeted in these three teacher comments, there are still grammatical differences between how an ESL writer and a peer native writer compose their English to complete common college writing tasks, and these differences go way beyond mere errors. Most of us who teach writing have not considered these important differences, however, because we have been so focused on the obvious and frustrating errors.

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

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

Sponsored by National Geographic / Cengage Learning and CoTESOL

CoTESOL is a member of the Rocky Mountain regional TESOL accord
The dictionary as data: What the online dictionary tells us about English

Saturday, November 5  
8:45 to 10:00  
Jefferson Room

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

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

Sponsored by Merriam-Webster

CoTESOL Memory from the 1992 newsletter:

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

**Seeing the big picture: A selfie-help guide**

Saturday, November 5  
11:15 to 12:00  
Jefferson Room

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

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

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**Sponsored by CoTESOL**

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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 2017 in Seattle.
SIGnature Presentation
Building academic language through visual primary sources

Friday, November 4
9:15 to 10:00
Summit C Room

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

SIGnature Presentation
Learn to love primary sources through baseball

Friday, November 4
10:15 to 11:00
Summit C Room

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

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

Sponsored by CoTESOL’s Content Area Special Interest Group
Co-chairs: Donna Kapp and Juli Sarris
**SI Gnatures Presentation**

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

Friday, November 4  
10:15 to 12:00  
WMDC Building, 3rd Floor, Room 3

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

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

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**Sponsored by CoTESOL’s Secondary Education Special Interest Group**

**Co-chairs:** Sarah Kliefforth and Cara Schroeder

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**CoTESOL Memory:**

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

Friday, November 4  
11:15 to 12:00  
Spruce Room

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

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

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

Sponsored by CoTESOL’s Adult Education Special Interest Group

Co-chairs: Michelle Raese and Connie Davis

CoTESOL Memory:
Before laptops, projectors, PowerPoint, and Prezi, there were chalkboards and overhead projectors...
**SIGnature Presentation**

**TESOL policy outlook: What happens next in DC?**

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

**Friday, November 4**

11:15 to 12:00

Club Room

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**SIGnature Presentation**

**Advancing teacher leadership through advocacy**

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

**Friday, November 4**

1:30 to 2:15

WMDC 1 Room

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**Biography:**

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

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**Sponsored by CoTESOL’s Socio-political Concerns Special Interest Group**

Co-Chairs: Kat Bradley-Bennett and Elizabeth Schroeder
<table>
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<tr>
<th>Friday, November 4</th>
<th>1:30 to 3:15</th>
<th>Spruce Room</th>
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**Abstract:** Do you struggle with how to motivate English learners to read? Are your students frustrated with leveled readers? Are you puzzled by grade level readability metrics? Choosing the right books to read is the key to motivating readers and guiding them to reach the standards. Readability for a language learner is surprisingly complex and confusing for teachers because a host of variables contribute to it. This workshop will hand you practical tools to select the right text for specific reading tasks to help you boost your learners’ motivation and self-efficacy with reading. You will also learn techniques language learners should know to choose authentic books that are just right for them to propel them to engage in reading and achieve grade level skills.

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

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

Co-chairs: Daniel Schweissing and Agnes Farkas-Roszell

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**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.
**SI Gniture Presentation**

**Reading skills for the selfie generation**

Friday, November 4  
2:30 to 4:15  
Conifer Room

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

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

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

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

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

Co-chairs: Nick Einterz and Mary Hilken
SI Gnature Presentation
Immigrants’ Rights and Realities
Saturday, November 5  
9:15 to 10:00  
Pikes Peak A Room

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

Panelists:

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

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

American Friends Services Committee Representative

Sponsored by CoTESOL’s Socio-political Concerns Special Interest Group
Chair: Kat Bradley-Bennett and Elizabeth Schroeder
### SIGnature Presentation

**English for the workplace**

Saturday, November 5

9:15 to 10:00

Parker Room

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

### SIGnature Presentation

**Bringing employers and employees together through training**

Saturday, November 5

10:15 to 11:00

Parker Room

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

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

**George O’Clair**

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Sponsored by CoTESOL’s Content Area Special Interest Group

Co-chairs: Donna Kapp and Juli Sarris
**SIGnature Presentation**

**Myths and realities of international students**

Saturday, November 5  
10:15 to 12:00  
Golden Room

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

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

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

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

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

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

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

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

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

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

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

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

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

Scaffolding reading with comprehension outlines

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

John Schillo  INTO Colorado State University  john.schillo@coloros.edu

Successful strategies for ELL parent involvement

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

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

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

Using extended writing assignments to empower students

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

Charl Norloff  University of Colorado Boulder  norloff@colorado.edu

Amy Renehan  University of Washington  arenghan@uw.edu

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

This session will give participants an overview of the risk factors that are currently the most pressing for boys and young men of color. We will also explore the implementation of research-based strategies and tools in
today’s classroom to increase the engagement and academic success of our boys and young men of color.

Hilario Benzon  Jefferson County Public Schools  jbenzon@jeffco.k12.co.us
Jason Firestone  Jefferson County Public Schools  jfiresto@jeffco.k12.co.us
Ariane Rivera  Jefferson County Public Schools  arivera@jeffco.k12.co.us

FRI, NOV 4, 9:15 A.M., SUMMIT A
Exhibitor Session – 45 minutes

Teach Abroad with U.S. embassies worldwide

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

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

FRI, NOV 4, 9:15 A.M., SUMMIT B
Exhibitor Session – 45 minutes

Conversational English, volunteering at Sahara’s edge

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

Judy Beggs  Friends of Gueoul  gueoul@mindspring.com

SIGNATURE PRESENTATION – 45 MINUTES
Sponsored by the Content Area Special Interest Group

FRI, NOV 4, 9:15 A.M., SUMMIT C
Building academic language through visual primary sources

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

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

FRI, NOV 4, 9:15 A.M., WMDC1
Demonstration - 45 minutes, IEP/HE, CA, Tech

Acting out English on video

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

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

FRI, NOV 4, 9:15 A.M., WMDC2
Workshop - 45 minutes, IEP/HE, GA

Shall we play a game?

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

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

FRI, NOV 4, 9:15 A.M., WMDC3
Workshop - 45 minutes, CA, EE, SE

Successful grouping arrangements for content area instruction

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

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

FRI, NOV 4, 10:15 A.M., BOULDER/PARKER
Workshop - 45 minutes, EE, CA, SE

Teaching the language of math

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

Beth Skelton  Beth Skelton Consulting  ellbeth@bethskelton.com

FRI, NOV 4, 10:15 A.M., CLUB ROOM
Discussion - 45 minutes, PA, AE

Partnership to provide bilingual teacher’s assistants

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

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

Bridget Galati  Denver Public Schools  bridget_galati@dpsk12.org

Carrie Cisneros  Denver Public Schools  carie_cisneros@dpsk12.org

Heather Hernandez  Spring Institute  treehugginmama@gmail.com

Natalia Devlin  Spring Institute  ternatalia@googlemail.com

FRI, NOV 4, 10:15 A.M., CONIFER
Demonstration - 45 minutes, IEP/HE, SE

Comprehension out loud: Collaborative strategic activities for building reading skills

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

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

Barbara Flocke  International English Center-UCB  barbara.flocke@colorado.edu
4 Years of [the textbook] “Reader’s Choice”
The authors and publisher talk about the evolution of a reading skills textbook—what’s changed in 40 years and what is the same. The panelists discuss how the teaching of reading has changed and what that means for materials development (past, present, and future).

Sandra Silberstein  University of Michigan Press  tq@uw.edu
Mark Clarke  University of Colorado-Denver  Mark.Clarke@ucdenver.edu

FRI, NOV 4, 10:15 A.M., JEFFERSON
Workshop - 45 minutes, IEP/HE, AE, TE/AR

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

Carol Kok  Spring International Language Center  carol@spring.edu

FRI, NOV 4, 10:15 A.M., MT. EVANS
Workshop - 45 minutes, SE, CA

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

Kimberly Sanchez  International High School at Lafayette  ksanchez3@lins.org

FRI, NOV 4, 10:15 A.M., PIKES PEAK A/B
Workshop - 45 minutes, SE, IEP/HE, CA

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

Rita Meskel  Jeffco Public Schools ESL/DL  rmeskel@jeffco.k12.co.us
Lorrie Joseph  Jeffco Public Schools ESL/DL  ljoseph@jeffco.k12.co.us

FRI, NOV 4, 10:15 A.M., SPRUCE
Paper - 45 minutes, SE, Tech, TE/AR

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

Alma Alicia Peralta Aguillón  Benemérita Universidad Autónoma de Puebla  almaliciapa@hotmail.com
Maria Eugenia Méndez Ramirez  Benemérita Universidad Autónoma de Puebla  mendez_geny@hotmail.com

FRI, NOV 4, 10:15 A.M., SUMMIT A
Exhibitor Session – 45 minutes

How to use free access to digital newspapers
This presentation will show how using digital newspapers with ELL students of all ages increases motivation and engagement and provides social and community context to what you are already teaching. Free access to newspapers & teaching materials.

Dana Plewka  Denver Post  dplewka@denverpost.com

FRI, NOV 4, 10:15 A.M., SUMMIT B
Exhibitor Session – 45 minutes

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

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

SIGNature Presentation – 45 minutes
Sponsored by the Content Area Special Interest Group
FRI, NOV 4, 10:15 A.M., SUMMIT C

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

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

FRI, NOV 4, 10:15 A.M., WMDC1
Workshop - 45 minutes, CA, EE, BE

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

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

FRI, NOV 4, 10:15 A.M., WMDC2
Demonstration - 45 minutes, IEP/HE, EE, SE

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

Jennifer Caines  CU  jennifer.caines@colorado.edu

SIGNature Presentation – 105 minutes
Sponsored by the Secondary Education Special Interest Group
FRI, NOV 4, 10:15 A.M., WMDC3

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

Jean Michel Dissard  jdissard@bway.net
FRI, NOV 4, 11:15 A.M., BOULDER/PARKER
Demonstration - 45 minutes, AE, EE, SE
Taming the grammar monster: See/Say cards
This See-Say-Card Method offers a simple way of teaching English by using images on cards. Students rely directly on “seeing and saying,” (rather than reading) in order to comprehend and communicate ideas. Grammar patterns are seen as images that help elicit corresponding sound patterns of English speech.
Meredith Folley  Meredithfolley@gmail.com

SIGNature Presentation – 45 MINUTES
Sponsored by the Socio-political Concerns Special Interest Group
FRI, NOV 4, 11:15 A.M., CLUB ROOM
TESOL policy outlook: What happens next in DC?
When the general election has concluded, what does the future hold for policies such as Race to the Top, the Every Student Succeeds Act, and the Workforce Innovation and Opportunities Act? Where do things stand on comprehensive immigration reform? What other issues, such as the Common Core State Standards, are impacting ELLs and the TESOL field? This session will present an overview of the current state of affairs in Washington, DC, and provide an update on national education policy.
John Segota  TESOL International Association  jsegota@tesol.org

FRI, NOV 4, 11:15 A.M., CONIFER
Paper - 45 minutes, SE, TE/AR, PA
Classroom research: What matters and who cares?
Presenters report on classroom research in an alternative high school serving low-income, refugee, and immigrant youth. The process yields a rich picture of life and language learning, but district mandates are crafted from narrowly focused, political goals. Tensions between approaches become sites for strategic engagement with policies and players.
Mark Clarke  CU Denver  mark.clarke@ucdenver.edu
Erin Kimmel  New America School  ekimmel@newamericaschool.org
FRI, NOV 4, 11:15 A.M., EVERGREEN/GOLDEN
Demonstration - 45 minutes, IEP/HE, PA, GA
Effective mentoring through team teaching
Hands-on mentoring through team teaching is an effective way to guide less-experienced teachers and establish solid professional growth and development. The presenters will describe a successful process that has both mentor and mentee team teaching a class, a method that provides additional edge to any mentoring program.
Shirllaine Castellino  Spring International Language Center  shirllaine.c@spring.edu
Kristine Miller  Spring International Language Center  kristine@spring.edu
Anne Lanctôt  Spring International Language Center  anne.lanctot@spring.edu
FRI, NOV 4, 11:15 A.M., JEFFERSON
Panel - 45 minutes, IEP/HE, GA
Needs analysis in ESP: Outcomes and implications
Panelists will discuss the needs analysis conducted for ESP courses and highlight the language (including collocations, technical terms, Academic Word List frequencies, and General Service Word List items) that instructors can target to prepare students for engineering and MBA programs. Handouts with pedagogical suggestions for preparatory programs will be provided.
Lauren Porter  Colorado State University  lporter0812@gmail.com
Elham Alhudithi  Colorado State University  miss-elham@windowslive.com
Broc Bainter  Colorado State University  bainter.b@gmail.com
Sharayah Grattan  Colorado State University  sharayah.grattan@colostate.edu
Jenny Stetson-Strange, Joel Grove, Tony Beker, Titiana Nekrasova-Beker
FRI, NOV 4, 11:15 A.M., MT. EVANS
Discussion - 45 minutes, IEP/HE, PA
A glimpse into the world of recruiting
Sometimes we think of recruiting trips as exotic travels to foreign lands. Who wouldn’t want to visit Japan, China, Korea, Saudi Arabia, UAE, or some other exciting location? However, there is much more to recruiting students for intensive English programs than just sitting on a beach and telling students about your language program.
Andy Pulford  Spring International Language Center  andyp@spring.edu

SIGNature Presentation – 45 MINUTES
Sponsored by Adult Education Special Interest Group
FRI, NOV 4, 11:15 A.M., PIKES PEAK A/B
Workshop - 45 minutes, AE, SoPol, TE/AR
Lesson plan makeovers with culturally responsive teaching
Make over your lesson plans and materials to engage struggling SLIFE, using a culturally responsive learning model, the Mutually Adaptive Learning Paradigm® (MALP®). Learn how projects, booklets and surveys can engage learners who have been challenged by more traditional methods and materials.
Nan Frydland  International Rescue Committee  nanfrydland@gmail.com

SIGNature Presentation – 45 MINUTES
Sponsored by the Socio-political Concerns Special Interest Group
FRI, NOV 4, 11:15 A.M., SPRUCE
Supporting adult ELs in dismantling the school-to-prison pipeline
Adult ESL instructors are in a unique position to support their adult English learners such that they can better support their children and disrupt this pipeline. Attendees at this session will learn more about the pipeline and will take away concrete methods to empower the parents in their adult ESL classes to navigate the public school system, talk with principals and administrators, and advocate for their children with confidence and positivity.
Juli Sarris  CoTESOL Board  j30303@gmail.com

FRI, NOV 4, 11:15 A.M., SUMMIT A
Exhibitor Session – 45 minutes
Using TED Talks in the Classroom
Using examples from National Geographic Learning’s 21st Century Communication – Listening and Speaking program, attendees see how TED Talks are used to develop 21st century skills, including critical thinking, collaboration, and visual literacy. Presenters show how speaking, pronunciation, and presentation skills, inspired by TED speakers, prepare learners to become powerful communicators.
Ian Martin  National Geographic Learning  ian.martin@cengage.com
Socratic seminars for elementary English language learners

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

Lisa Hammond  University Hill Elementary School  lisa.hammond@bvsd.org
Nickole D’Onofrio  Uni-Hill Elementary School  nickole.donofrio@bvsd.org
Lauri Myers  Uni-Hill Elementary School  laura.myers@bvsd.org

FRI, NOV 4, 11:15 A.M., SUMMIT C
Paper - 45 minutes, IEP/HE, PA

Systems theory as a lens on assessment

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

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

FRI, NOV 4, 11:15 A.M., WMDC1
Workshop - 45 minutes, GA, SE, AE

Giving reading and writing new life

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

Dieter Bruhn  One World Training  dbruhn@oneworldtraining.com

FRI, NOV 4, 11:15 A.M., WMDC2
Demonstration - 45 minutes, IEP/HE, AE, EE

Engaging students through drama and music

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

Summer Webb  International English Center-UCB  summer.webb@colorado.edu
Kirsten Stauffer  International English Center-UCB  kirsten.stauffer@colorado.edu

FRI, NOV 4, 11:30 A.M., SUMMIT B
Demonstration - 45 minutes, EE, CA

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

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

Lorrie Joseph  Jeffco Public Schools  ljoseph@jeffco.k12.co.us
Matt Wilkinson  Jeffco Public Schools  mwilkins@jeffco.k12.co.us

FRI, NOV 4, 1:30 P.M., CONIFER
Paper - 45 minutes, SE, TE/AR, PA

Balancing mandated innovation and personal/professional development

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

Mark Clarke  CU Denver  mark.clarke@ucdenver.edu
Annie Trujillo  New America School  atrujillo@newamericaschool.org
Robert Hubbard  New America School  rhubbard@newamericaschool.org
Christine Loven-Santos  New America School  cloven-santos@newamericaschool.org

FRI, NOV 4, 1:30 P.M., EVERGREEN/GOLDEN
Paper - 45 minutes, IEP/HE, PA

ePortfolios: Showcasing ESL student learning and engagement

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

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

FRI, NOV 4, 1:30 P.M., JEFFERSON
Workshop - 45 minutes, CA, EE, SE

Sponsored by National Geographic / Cengage Learning and CoTESOL

The forest for the trees: Observing grammar in academic writing

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

Keith Folse  University of Central Florida  keith.folse@gmail.com
Meeting the educational challenges of immigrant students

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

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

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

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

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Reducing anxiety among English language learners

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

**Elham Alhudithi**  
*Colorado State University*  
miss.elham@windowslave.com

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

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

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Arabic-Spanish contact

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

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

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Math achievement for ELL girls: “Ophelia effect”?

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

**Susan Holloway**  
wittmanholloway@yahoo.com

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Experiences of parent engagement with sojourner mothers

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

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

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Better assessments, faster returns with Google Forms

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

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

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PSA experiential learning project

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

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

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

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SIGnature Presentation — 105 MINUTES

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

**What should they read? Motivation and readability for English learners**

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

Andrea Hellman  Missouri State University  AndreaBHellman@MissouriState.edu

**FRI, NOV 4, 1:30 P.M., SUMMIT A**
Exhibitor Session – 45 minutes

Finally, a pronunciation literacy game for everyone!

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

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

Laura McIndoo  Central New Mexico CC  lauramcindoo@yahoo.com

**FRI, NOV 4, 1:30 P.M., SUMMIT B**
Exhibitor Session – 45 minutes

**Grammar Explorer: Preparing students for real language**

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

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

**FRI, NOV 4, 1:30 P.M., SUMMIT C**
Workshop - 105 minutes, BE, EE, SE

**Metalinguage: Talking about language in fun and meaningful ways**

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

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

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

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

**SIGNATURE PRESENTATION – 45 MINUTES**

Sponsored by the Socio-political Concerns Special Interest Group

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

Advancing teacher leadership through advocacy

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

John Segota  TESOL International Association  jsegota@tesol.org

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

Paper - 45 minutes, AE, BE, SoPol

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

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

Ahmed Alahmadi  The University of Memphis  alahmadi@memphis.edu

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

**Developing speaking skills through story reading**

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

Yilin Sun  TESOL International Association  yilsuntesol@gmail.com

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

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

**We are New York: TV lessons**

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

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

**SIGNATURE PRESENTATION – 105 MINUTES**

Sponsored by the Learning and Teaching with Technology Special Interest Group

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

Reading skills for the selfie generation

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

Thomas Healy  Pratt Institute  thomas.healy@ymail.com

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

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

**Vibrant colorful paragraph writing (Part 1: Paragraphs)**

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

Mary Hilken  Community College of Aurora  mary.hilken@ccaurora.edu
FRI, NOV 4, 2:30 P.M., JEFFERSON
Paper - 45 minutes, SE, IEP/HE

**Accelerating academic success for long-term ELLs**

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

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

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

FRI, NOV 4, 2:30 P.M., MT. EVANS
Workshop - 45 minutes, GA, AE, IEP/HE

**Coaching: A powerful tool for life achievement**

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

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

FRI, NOV 4, 2:30 P.M., PIKES PEAK A/B
Demonstration - 45 minutes, IEP/HE, SE, TE/AR

**Nice apps!**

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

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

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

FRI, NOV 4, 2:30 P.M., SUMMIT A
Exhibitor Session – 45 minutes

**Affordable interactive software for English language learning**

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

**Terry Yang**  Sunburst Media  sales@sunburstmedia.com

**Marsha Chan**  Sunburst Media  marsha@sunburstmedia.com

FRI, NOV 4, 2:30 P.M., SUMMIT B
Exhibitor Session – 45 minutes

**Teaching collocations and patterns in academic writing**

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

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

FRI, NOV 4, 2:30 P.M., WMDC1
Panel - 45 minutes, IEP/HE, PA

**An Innovative World English Program in China**

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

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

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

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

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

FRI, NOV 4, 2:30 P.M., WMDC2
Workshop - 45 minutes, CA, EE, SE

**Going deeper into depth of knowledge**

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

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

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

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

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

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

FRI, NOV 4, 3:30 P.M., BOULDER/PARKER
Exhibitor Session – 45 minutes

**Starting at 3:30**

**Are my students making progress?**

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

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

FRI, NOV 4, 3:30 P.M., EVERGREEN/GOLDEN
Workshop - 45 minutes, EE, IEP/HE

**Vibrant colorful writing (Part 2: Essays)**

Part II: ESSAY WRITING: How can Second Language Learners/English Language Learners better meet the academic expectations of English writing? The presenter will demonstrate how to teach academic writing
using a colorful and hands-on approach for expanding an academically organized paragraph into a five paragraph essay with organization and development. Workshop, handouts and suggestions for implementation will be included.

Mary Hilken  Community College of Aurora  mary.hilken@ccaurora.edu

FRI, NOV 4, 3:30 P.M., JEFFERSON
Demonstration - 45 minutes, IEP/HE, AE, GA

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

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

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

FRI, NOV 4, 3:30 P.M., MT. EVANS
Paper - 45 minutes, EE, TE/AR, BE

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

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

FRI, NOV 4, 3:30 P.M., PIKES PEAK A/B
Workshop - 45 minutes, SE, EE, IEP/HE

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

Kathy Jones  Time to Teach  kathyjones@timetoteach.com
Roy Jones  Time to Teach  jones53g@gmail.com

FRI, NOV 4, 3:30 P.M., SPRUCE
Panel - 45 minutes, GA, TE/AR, PA

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

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

Virginia Nicolai  Colorado Mountain College  vinicola@coloradomtn.edu

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

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

Chris Tombari  Community College of Aurora
Chris.Tombari@ccaurora.edu

FRI, NOV 4, 3:30 P.M., SUMMIT A
Exhibitor Session – 45 minutes

Pronunciation cards promote listening, speaking, vocabulary, interaction
Games can motivate students, improve linguistic skills outside of a textbook, make repetitive exercises fun, provide instant feedback and let players fail without penalty. Participants experience activities that incorporate multi-word phrases and lexico-grammatical patterns, invoke left-brain and right-brain activity, and can be adapted to fit different levels and learning objectives.

Terry Yang  Sunburst Media  sales@sunburstmedia.com

Marsha Chan  Sunburst Media  marsha@sunburstmedia.com

FRI, NOV 4, 3:30 P.M., SUMMIT B
Workshop - 45 minutes, BE, EE

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

Jeanna Doud  Denver Public Schools  jeanna_doung@dpsk12.org

FRI, NOV 4, 3:30 P.M., SUMMIT C
Discussion - 45 minutes, SoPol, GA, IEP/HE

Why America won’t be a multilingual nation
There is much energy expended on the notion of a multilingual, or at least a bi-lingual America. That energy is mostly wasted, misspent and misleading. Many factors come together to produce citizens inclined to speak more than the local vernacular language, and the U.S. has hardly any of those factors operating.

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

FRI, NOV 4, 3:30 P.M., WMDC1
Paper - 45 minutes, BE, IEP/HE, AE

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

Saleh Alharthi  University of Memphis  smxhrthi@memphis.edu

FRI, NOV 4, 3:30 P.M., WMDC2
Workshop - 45 minutes, IEP/HE, AE,

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

Pamela Luke  University of Denver  pamela.luke@du.edu
A multidisciplinary toolbox for motivating diverse students

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

Michael Berman  
Montgomery College  
michael.berman@montgomerycollege.edu

Multimodality: Leading teachers and students into the digital world

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

Adriana Isabel Corona  
Benemérita Universidad Autónoma de Puebla  
adriana_corona_reyes@hotmail.com

Learning to serve through service learning

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

Cara Schroeder  
Colorado State University  
caraschroeder@yahoo.com

Engaging multilingual students and their families in STEM

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

Violeta Garcia  
STEM Learning by Design  
violeta@stemlearningbydesign.com

Development at a distance: ESL online courses

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

Nick Einterz  
University of Colorado Boulder  
nick.einterz@colorado.edu

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

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

Pursuing a more valid, reliable faculty evaluation process

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

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

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

SIGNature Presentation – 45 minutes

Sponsored by the Content Area Special Interest Group

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

English for the workplace

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

George O’Clair  
Morgan Community College  
George.oclair@morganccl.edu

SIGNature Presentation – 45 minutes

Sponsored by the Socio-political Concerns Special Interest Group

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

Panel Discussion: Immigrants’ rights and realities

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

Margie McHugh  
Migration Policy Institute  
mchugh@migrationpolicy.org

Frank Waterous  
Bell Policy Center  
waterous@bellpolicy.org

Panelist-to-be-named  
American Friends Service Committee

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

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

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

Giving clear and confident public presentations is essential to success in American life. Focusing on format removes the fear and mystery of public
speaking for students of all English levels. The presentation will include instructional strategies, scaffolding paths, faculty and peer assessment rubrics, plus audience practice and participation.

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

SAT, NOV 5, 9:15 A.M., SPRUCE
Workshop - 45 minutes, TE/AR, GA, IEP/HE

Refugee 101
Who are refugees and how do they get here? How does having refugee status make one different from immigrants who arrive here from South and Central America? This workshop will explain the unique status of refugees and the journeys they take to become American citizens.

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

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

SAT, NOV 5, 9:15 A.M., SUMMIT A
Exhibitor Session – 45 minutes

Stand Out 3e: Critical thinking for Adult-Ed
Critical thinking activities ensure that students engage and communicate while seamlessly developing College and Career Readiness in ESL instruction. The presenter will demonstrate how Stand Out is designed to provide evidence-based instruction and critical thinking for real learning. The new edition includes new National Geographic content and new technology tools.

Rob Jenkins  National Geographic Learning  robjenkins esl@gmail.com

SAT, NOV 5, 9:15 A.M., SUMMIT B
Exhibitor Session – 45 minutes

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

Carol Johnson  Renaissance Learning  carol.johnson@renaissance.com

SAT, NOV 5, 9:15 A.M., SUMMIT C
Demonstration - 45 minutes, AE, GA

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

Debbie Goldman  Intercambio Uniting Communities  debbie@intercambio.org

SAT, NOV 5, 10:15 A.M., BOULDER
Workshop - 45 minutes, TE/AR, GA, AE

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

Peter Reilly  Universidad Panamericana  reilly_english@yahoo.com

SAT, NOV 5, 10:15 A.M., CLUB ROOM
Workshop - 45 minutes, AE, IEP/HE, TE/AR

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

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

SAT, NOV 5, 10:15 A.M., CONIFER
Workshop - 45 minutes, IEP/HE, PA, GA

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

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

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

SAT, NOV 5, 10:15 A.M., SPRUCE
Demonstration - 45 minutes, Tech, GA, TE/AR

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

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

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

SIGNATURE PRESENTATION – 105 MINUTES
Sponsored by the Teacher Education / Action Research Special Interest Group

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

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

Sandra Silberstein  University of Washington  tq@uw.edu

SAT, NOV 5, 10:15 A.M., JEFFERSON
Workshop - 45 minutes, EE, SE, GA

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

Dieter Bruhn  One World Training  dbruhn@oneworldtraining.com

SAT, NOV 5, 10:15 A.M., MT. EVANS
Paper - 45 minutes, TE/AR, SoPol, SE

Group culture in a district newcomer program
This dissertation presentation utilizes interactive ethnographic and portraiture methodologies to explore the individual and group cultures of
emergent bilingual immigrant students in a public middle school newcomer program. Research questions focus on how these students negotiate their multiple identities, especially regarding language and literacy repertoires.

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

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**SIGNATURE PRESENTATION – 45 MINUTES**

**Sponsored by the Content Area Special Interests Group**

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

**Bringing employers and employees together through training**

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

George O’Clair Morgan Community College George.oclair@morgancc.edu

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

Demonstration - 45 minutes, SoPol, GA

**No Wrong Door for Adult Learners?**

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

Margie McHugh Migration Policy Institute McHugh@MigrationPolicy.Org

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

Discussion - 45 minutes, IEP/HE, AE

**Motivating students to complete homework thoughtfully**

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

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

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

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

**Poster sessions in listening and speaking courses**

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

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

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

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

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

Exhibitor Session – 45 minutes

**Practice English anytime, anywhere from any device!**

Come and learn about our growing library of online English courses for busy people, accessible from any computer, tablet, or mobile device that is connected to the Internet. Our courses are expertly written and developed by English teaching practitioners who deeply care about your success in the 21st-century classroom.

Hugo Loyola ALTA English hugo@altaenglishpublishers.com

Laurel Pollard ALTA English lpollard@dakotacom.net

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

Demonstration - 45 minutes, IEP/HE, SoPol

**Helping students communicate openness to diversity**

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

Julie George Penn State University jeg47@psu.edu

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

Exhibitor Session – 45 minutes

**Teaching English to Spanish Speakers**

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

David Stevens The Language School info@thelanguageschool.us

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**Saturday, November 5**

**Sessions (alphabetical by room)**

**Starting at 11:15**

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

Workshop - 45 minutes, IEP/HE, GA

**Speaking activities that work for Chinese students**

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

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

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

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

**Engage adult readers with graphic novels**

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

Sara Schroeder University of Montana saraschroeder3@gmail.com

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

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

**Inspiring transformation in your ESL program**

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

**Virginia Nicolai**  Colorado Mountain College  vnicolai@coloradomtn.edu
**Sharon Aguiar**  Colorado Mountain College  saguiar@coloradomtn.edu
**Lorraine Miller**  Colorado Mountain College  lmiller@coloradomtn.edu
**Jessica Yandle**  Colorado Mountain College  jyandle@coloradomtn.edu

**SAT, NOV 5, 11:15 A.M., JEFFERSON**
Featured Presentation – 45 minutes

### Seeing the big picture: A self-help guide

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

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

**SAT, NOV 5, 11:15 A.M., MT. EVANS**
Demonstration - 45 minutes, AE

### Learn English anywhere, anytime

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

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

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

**SAT, NOV 5, 11:15 A.M., PARKER**
Panel - 45 minutes, BE, IEP/HE, AE

### Developing supplementary ESP modules in Tourism Management

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

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

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

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

**SAT, NOV 5, 11:15 A.M., PIKES PEAK A**
Paper - 45 minutes, TE/AR, GA, IEP/HE

### Managing cultural diversity in the ESL classroom

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

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

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

**SAT, NOV 5, 11:15 A.M., PIKES PEAK B**
Workshop  - 45 minutes, AE, Tech

### Mice, monitors, keyboards, and cursors

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

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

**SAT, NOV 5, 11:15 A.M., SPRUCE**
Paper  - 45 minutes, IEP/HE, PA, TE/AR

### Preparing future teachers for inclusive classrooms

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

**Leslie Grant**  UCCS  lgrant@uccs.edu

**Barbara Frye**  UCCS

**SAT, NOV 5, 11:15 A.M., SUMMIT A**
Exhibitor Session  – 45 minutes

### Preparing students to thrive in university settings

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

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

**SAT, NOV 5, 11:15 A.M., SUMMIT B**
Exhibitor Session – 45 minutes

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

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

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

**SAT, NOV 5, 11:15 A.M., SUMMIT C**
Demonstration  - 45 minutes, IEP/HE, AE

### Student-driven learning: Listening and reading groups

Listening and reading groups are an easy way to make your classroom more interactive and student-driven. Learn techniques you can adapt for your students and begin using in your classroom right away. Materials such as rubrics and student reflection forms will be provided.

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

### Cross-cultural learning and collegiality on campus

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

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

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

SAT, NOV 5, 1:30 P.M., CLUB ROOM  
Workshop - 45 minutes, IEP/HE, Tech

Making informed decisions on placement testing

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

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

SAT, NOV 5, 1:30 P.M., CONIFER  
Paper - 45 minutes, IEP/HE, PA, TE/AR

Assessment awareness in theory and practice

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

Stuart Landers  
Colorado State University  
stuart.landers@colostate.edu

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

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

SAT, NOV 5, 1:30 P.M., EVERGREEN  
Demonstration - 45 minutes, AE, TE/AR, Tech

Structured phonics instruction for adult ELLs

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

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

SAT, NOV 5, 1:30 P.M., GOLDEN  
Workshop - 45 minutes, TE/AR, IEP/HE, SE

Screencasting for teachers and teacher educators

If YouTube’s billion plus users are logging millions of hours viewing videos, we can infer that videos are capable of engaging learners. This presentation explores the potential of screencasting for both English language educators and education professors, and assists participants in creating a screencast and uploading it to YouTube.

Lisa Hernbloom  
CSU Global  
lisa.hernbloom@csuglobal.edu

SAT, NOV 5, 1:30 P.M., JEFFERSON  
Workshop - 45 minutes, SoPol, GA

The privilege walk

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

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

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

SAT, NOV 5, 1:30 P.M., MT. EVANS  
Demonstration - 45 minutes, AE, Tech

Using your public libraries for learner-centered instruction

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

Tiffany Curtin  
Douglas County Libraries  
tcurtin@dclibraries.org

SAT, NOV 5, 1:30 P.M., PARKER  
Workshop - 45 minutes, IEP/HE, AE

Lesson planning and student engagement

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

Marcie Smith  
Intercambio Uniting Communities  
marcie@intercambioweb.org

Debbie Goldman  
Intercambio Uniting Communities  
Debbie@intercambio.org

Leanne Chacon  
Intercambio Uniting Communities  
Leane@intercambio.org

SAT, NOV 5, 1:30 P.M., PIKES PEAK A  
Workshop - 45 minutes, GA

Design thinking: A creative problem-solving process

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

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

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

SAT, NOV 5, 1:30 P.M., PIKES PEAK B  
Demonstration - 45 minutes, AE, SE

Formative assessment techniques for new teachers

How do you know when your learners are "getting it"? This presentation is for novice teachers, or those who want to refresh their toolkits. Leave the session with a list of formative assessment techniques you can implement immediately. The session will include hands-on demonstrations and practice.

Rebecca Bootebaugh  
El Comite Community Adult Education  
reschmecka@hotmail.com

SAT, NOV 5, 1:30 P.M., SPRUCE  
Workshop - 45 minutes, IEP/HE, AE

Enhancing descriptive writing through creative tasks

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

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

SAT, NOV 5, 1:30 P.M., SUMMIT A
Workshop - 45 minutes, IEP/HE, PA, TE/AR

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

Parmeele Welsh  International English Center-UCB
parmeele.welsh@gmail.com

SAT, NOV 5, 1:30 P.M., SUMMIT B
Workshop - 45 minutes, GA

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

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

SAT, NOV 5, 1:30 P.M., SUMMIT C
Demonstration - 45 minutes, Tech, IEP/HE, TE/AR

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

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

SAT, NOV 5, 2:30 P.M., PARKER
Paper - 45 minutes, AE, IEP/HE

What promotes teachers' professional development?
However outstanding and well intentioned, teacher professional development is misguided unless it takes into account what teachers already believe, feel, think and do. The presenters report on their research into Mexican English teachers' beliefs and professional trajectories, and argue for the place of teacher collaboration and research.

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

SAT, NOV 5, 2:30 P.M., EVERGREEN
Paper - 45 minutes, AE, IEP/HE

Intercultural Competence: A Case Study of Saudi Female Students
In this collective instrumental case study, the focus was on understanding the issue of Intercultural Competence within Saudi female students. The purpose of this study was to determine how Saudi female students gain intercultural competence through the development of attitudes, knowledge, and skills, as defined by Deardorff's (2006) process model of intercultural competence.

Saleh Alharthi  University of Memphis
smlhthi@memphis.edu

SAT, NOV 5, 2:30 P.M., PARKER
Paper - 45 minutes, IEP/HE, PA, BE

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

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

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

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

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

**Transform mini-lessons: Flip them into mini-videos**

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

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

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

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

**Tracking CLD students’ metacognition and help-seeking behaviors**

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

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

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

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

**Humanizing the English language: Building relationships**

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

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

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

**Demonstration - 45 minutes, BE, AE**

**Play Go Fish! in the ESL classroom**

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

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

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

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

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

**Enriching the language classroom through music**

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

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

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

**Workshop - 45 minutes, AE, GA, SE**

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

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

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

Kelly Strampe  
*Western Wyoming Community College  
kstrampe@westernwyoming.edu*
How was the convention?

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

**BUAP - Benemerita Universidad Autonoma de Puebla**
**CCA – Community College of Aurora**
**CSU – Colorado State University**
**CCD – Community College of Denver**
**CDE – Colorado Department of Education**
**DPS – Denver Public Schools**
**DU – University of Denver**
**ECDC – Ethiopian Community Development Council**
**EGTC – Emily Griffith Technical College**
**FRCC – Front Range Community College**
**IEC-UCB – International English Center, University of Colorado Boulder**
**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**

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**VOTE!...for CoTеОSOL’s Top Presentation**

CoTеОSOL will recognize one presenter from this convention as “Best of CoTеОSOL.” 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 CoTеОSOL 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 CoTеОSOL” will receive a fully funded trip to TESOL 2017 in Seattle.

**CoTеОSOL Memory:**
CoTеОSOL has experienced continual attendance growth to its annual conventions.
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We would like to extend our sincere thanks to the many organizations and individuals who sponsored and/or contributed to convention functions and activities.

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

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

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

Website, Mailings, and Office/Department Support: Chris Tombari, Larry Fisher, Joel Fisher, Lija Fisher, David Hernandez Vera, Hilario Benson, and the entire office staff of the International English Center, Continuing Education at CU-Boulder

Totebags and Totebag Stuffing: CoTESOL Board Members

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

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

Our speaker sponsors and advertisers

Entertainment: Dieter Bruhn, Fastlane

Radisson Hotel Denver Southeast: hotel staff

And to all the unsung heroes whose contribution both large and small made this convention possible, CoTESOL cannot thank you enough for making this another successful convention in the 40-year history of our organization.
Teaching of English to non-native speakers in Colorado is really happening these days. In the past few years, programs in English for speakers of other languages have increased in all spheres—the public schools, adult and continuing education, university preparation, vocation, bi-lingual, and specialized programs. A TESOL affiliate in Colorado seems to be "an idea whose time has come". The advantage of a group for teachers who all deal with foreign students are many. It provides an opportunity for the exchange of ideas, a forum for off-the-job training, a time for communication between teachers, and a place to address issues such as professional standards and maintaining quality in EFL programs.

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

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

Barb Sample, President
Sept. 9, 1977
CERTIFICATE OF ATTENDANCE

attended

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

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

PRESENTED BY:
Colorado Teachers of English to Speakers of Other Languages
Record conference attendance below by entering the titles of each session attended.

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University Success
Preparing students to thrive in university settings

CHARL NORLOFF
University of Colorado Boulder
DATE Saturday, November 5
TIME 11:15-12:00
PLACE Summit A room

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

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

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

Ask about getting digital review copies of University Success.

Pearson
Explore National Geographic Learning’s new academic and adult education programs...

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

Workshops

Ian Martin
Using TED Talks in the classroom
Friday, November 4th at 11:15 am – 12:00 pm; Room Summit A

Rob Jenkins
Grammar Explorer: Preparing students for real language
Friday, November 4th at 1:30 – 2:15 pm; Room Summit B

Keith Folse
Grammar for Great Writing: Motivating your students to become more powerful academic writers
Friday, November 4th at 3:30 – 4:15 pm; Room Boulder/Parker

Rob Jenkins
Stand Out, Third Edition: Critical thinking for adult education
Saturday, November 5th at 9:15 – 10:00 am; Room Summit A

Joel Deutser, Adult and Academic Sales Consultant
Office: 719-209-2487 Joel.Deutser@cengage.com

NATIONAL GEOGRAPHIC LEARNING  CENGAGE Learning

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