



THURSDAY SPECIAL EVENTS

WELCOME

Brett Thomas, 2008 CATESOL Conference Chair

CATESOL SPIRIT OF TEACHING AWARD

Sponsored by: Pearson-Longman

Presented by: Kathleen Flynn, CATESOL President-Elect

INTRODUCTION OF PLENARY PERFORMERS AND SPEAKER

Dan Fichtner, CATESOL President, 2007-2008

CATESOL EDUCATION FOUNDATION MIXER

Hyatt Tahoe

4:30 – 5:30 p.m.

Join us first for a mixer to celebrate the start of the CATESOL Education Foundation! The mixer will be held in the Hyatt Tahoe room, from 4:30 – 5:30 pm. Musical entertainment, art exhibits, and a no-host bar

will be provided for you as a way to relax after a busy day of Pre-Conference Workshops. Learn more about the mission of the new Education Foundation and meet some of CATESOL's Board Members while surrounded by the work of local artists. Open to all, no registration required.

REGISTER EARLY!

Convention Center West Lobby

Thursday, April 10, 4:00 – 9:00 p.m. (7:00 -9:00 only if you've received your badge by mail)

CATESOL 2008 OPENING RECEPTION & GUEST SPEAKER

Sheraton Camellia/Gardenia Ballrooms

Thursday, April 10, 6:30 – 9:30 p.m.

Join your colleagues to unwind after your journey to the capital. Network, mingle, sing and dance to Ojalá!, and gather your strength for three big conference days. Make plans for Friday and Saturday with your friends, and enjoy a light fajita buffet and no-host bar.



ABOUT THE THURSDAY PERFORMERS: OJALÁ

OJALÁ is a group of 6 talented women who combine a mixture of traditional Afro-Cuban folkloric music, contemporary and infectious funky rhythms, beautiful vocals and imaginative original songs. OJALÁ uses traditional rhythms and songs to express their own unique creative talents.

Carolyn Brandy, a groundbreaking Bay Area female percussionist, is the musical director of the band, and the inspiring and moving vocals are led by Regina Wells and Elouise Burrell. Joining them are Ava Square LeVias, Annette Acosta, and Sue Matthews.



NEWCOMERS' ORIENTATION BREAKFAST

Hyatt Regency C

7:00 a.m. - 7:45 a.m.

Scott Forrest, CATESOL

As an experienced CATESOL member, Scott Forrest will give an overview of conference resources, services, and opportunities for CATESOL attendees. He will guide you through the conference handbook to help you plan the most effective use of your time at CATESOL 2008. Additionally, there will be a special focus on becoming actively involved through the CATESOL Interest Groups. There will be time for introductions, questions, conversation, coffee, and breakfast treats. Come prepared to network, socialize, and get involved. *The Newcomer Orientation scheduled for Saturday will be held in conjunction with the Second All-Interest Group Breakfast/Rap Sessions.*

LEGEND

Below is the key to identifying educational levels and interest groups for sessions and workshops:

E	Elementary
S.....	Secondary
A	Adult
CC.....	Community College
CU.....	College/University
IEP.....	Intensive English Program
All	All Levels

8:00 – 9:30 A.M.

A MEANINGFUL APPROACH TO GRAMMAR

Staci Johnson - Rob Jenkins, Santa Ana College, School of Continuing Education

Demonstration: A

Convention Center 204

8:00 – 9:30 a.m.

Context. Purpose. Building Blocks. Skills. Meaningful Tasks. Creativity. Come see how this approach to teaching grammar will give your students challenging opportunities to be successful in their language-learning experience. This success will help them develop the confidence to become independent, lifelong adult learners. Handouts of reproducible exercises will be provided.

SEE SAY ENGLISH: AN INTERACTIVE ESL COMPUTER PROGRAM

Yves Jacot, See Say English, Inc.

Demonstration: All

Convention Center 205

8:00 – 9:30 a.m.

The presentation of See Say English will demonstrate how this interactive, fully illustrated computer program can be integrated into the K-Adult classroom or be made into an individual ESL program for the computer lab or for a home study program to learn the basic structure of spoken English.

IMPROVING YOUR STUDENTS' WRITING BY CREATING A NEWSLETTER

Kristy Reyes

Demonstration: A

Hyatt Carmel A

8:00 – 9:30 a.m.

Participants will learn hands-on how to use Microsoft Word to create a newsletter by adding columns, headers and footers, word art, page borders, clip art and pictures, and changing fonts. Samples will be shown. A handout will be provided at the end of the workshop.

ANALYSIS AND SYNTHESIS CREATE INNOVATIVE LESSONS

Peggy Marcy - Margaret Teske, Mt. San Antonio College

Demonstration: CC

Convention Center 311

8:00 – 9:30 a.m.

Analysis and synthesis are two parts of the learning scaffold that help learners soak in new information and

go past comprehension and application. How can you develop analysis and synthesis exercises from the listening and speaking textbooks you use now? Come and work through the process with us.

DEVELOPING AN ESL FRIENDLY LEARNING ASSISTANCE CENTER

Christina Anketell, Los Angeles Valley College

Demonstration: CC

Convention Center 312

8:00 – 9:30 a.m.

ESL students' success in their coursework and the assimilation process can be enhanced by utilizing campus-wide resources like the writing and tutoring centers. This presentation will focus on strategies, like tutor training and providing learner-specific resources, which enable learning centers become sensitive to the needs of ESL students. Handouts will be provided.

OPD 2E—GROWING DEMOCRACY ONE VERB AT A TIME

Monique Jackson, Oxford University Press

Demonstration: A

Convention Center 315

8:00 – 9:30 a.m.

Increasing our learners' active vocabulary has a direct effect on their ability to fully participate in their communities, and *The Oxford Picture Dictionary* has been growing our learners' vocabulary for more than twenty years. Come tour the updated content and multilevel curriculum of the new 2008 edition. Sample materials provided.

GETTING STUDENTS TO USE GERUNDS, INFINITIVES, AND CAUSATIVES CORRECTLY

Carol Bander, Saddleback College; Colleen Hildebrand, UC Irvine, Irvine Valley College; Kathleen Smith, Saddleback College

Demonstration: CC

Convention Center 316

8:00 – 9:30 a.m.

Presenters will explain the definition and rationale for the frequency of gerund use. An icebreaker activity and engaging classroom activities using film, video, TV clips, songs, correspondence, cartoons, games, and group decision making will show how gerunds, infinitives, verbs of perception, and causatives can be taught clearly, communicatively, and contextually.

HARNESSING THE POTENTIAL OF ESL LEARNER LEADERSHIP

Maricel Santos, San Francisco State University; Lourdes Muguerza, Nuestra Casa; Amy McCarthy, San Francisco State University

Demonstration: A

Convention Center 319

8:00 – 9:30 a.m.

What is "ESL learner leadership"? How do learners define leadership? How can we support leadership development in the classroom and community? These questions will frame this interactive session, in which the audience is invited to discuss the future of learner leadership in adult ESL.

APPLYING CORPUS FINDINGS IN TEACHING ACADEMIC ENGLISH

Robin Persiani, Sierra College; Janis van Zanne, Independent scholar and author

Demonstration: C/U

Hyatt Big Sur A

8:00 – 9:30 a.m.

Corpus studies give us new, sometimes surprising, insights into the nature of academic speech and writing. What are the linguistic challenges that EAP students face in U.S. colleges and universities? How can we best prepare students to meet these challenges? Presenters highlight selected topics and provide practical applications.

POWER UP YOUR CLASSROOM WITH DIGITAL STORIES

Suzanne Ludlum, Oakland Adult & Career Education

Computer Lab: A

Hyatt Golden B

8:00 – 9:30 a.m.

Learn the basics of Windows Movie Maker. Teach your students how to transform personal experiences into dazzling multimedia that will help them become critical thinkers and engaged learners. Bring your flash drive!

USING CCC CONFER TO ENHANCE ONLINE LEARNING

Marsha Chan, Mission College (Santa Clara), Sunburst Media for Language Learners

Demonstration: CC

Hyatt Carmel B

8:00 – 9:30 a.m.

The presenter will demonstrate how she presents content to online students using slides, application sharing, text

**BOARD SPONSORED:
IMPORTANT ISSUES RELATED
TO NON-NATIVE EDUCATORS**

Terry Doyle, City College of San Francisco; Cassia de Abreu, San Diego Community College

IG Featured Colloquium

Convention Center 203

8:00 – 9:30 a.m.

Issues like the following important to non-native language educators will be discussed: (1) dealing with discrimination; (2) dealing with the fear of failure; (3) becoming more aware of the advantages non-native teachers bring to classrooms; (4) implementing change among hiring practices. Participants will be encouraged to introduce their own issues.

chat, and telephone or voice over Internet protocol via CCC Confer, free to California Community Colleges. Oral augments visual to provide rich distance learning. No special software, equipment required.

VIRTUAL SCHOOL: BEGINNING ESL LEARNERS COLLABORATE ACROSS CALIFORNIA

Sharon Danserau, Santa Barbara City College; Ann Marie Damrau, San Diego City College

Demonstration: A

Hyatt Regency E

8:00 – 9:30 a.m.

The Internet is a great place for collaboration. Can beginners collaborate? Three classrooms from across the state, Santa Barbara, San Diego, and Santa Ana decided to try collaborating on the Internet with three beginning level classes. In this demonstration, the presenters will take you through their journey. The presentation will be begin with an overview of the presenters and how they networked together. Next you will be taken through preparation and presentation by the individual classes. Finally you will hear about both successful strategies and ones that were changed.

HOW TO SUCCEED IN THE CALIFORNIA ESL JOB MARKET

Julian Heather, CSU Sacramento; Keiko Komura, American River College; Robby Ching, CSU Sacramento; Jacqueline Matranga, Old Marshall Adult Education Center

Demonstration: C/U

Sheraton Bataglieri

8:00 – 9:30 a.m.

Drawing on many years of experience hiring for community college, adult education, and university ESL programs, panel participants will provide job seekers with information on the qualities of effective applications, preparation strategies for interviews, typical interview questions, and techniques for impressing during the interview and/or teaching demonstration.

INCORPORATING YOUR COMMUNITY AND SCHOOL INTO ESL LEARNING MATERIAL

Beverly Beisbier, City College of San Francisco, The College Board

Demonstration: IEP

Sheraton Beavis

8:00 – 9:30 a.m.

Engage students in learning and bring the real world into classrooms by creating custom material to reflect your school, community, and region. Participants explore examples of grammar, listening, and speaking activities with community-based content. They then examine features of their schools and communities and generate materials with local themes.

SINGING-BASED WORKSHOP FOR ESL STUDENTS

Miki Melton, De Anza College

Demonstration: CC

Sheraton Bondi

8:00 – 9:30 a.m.

A jazz vocalist, former ESL student, and ESL teaching assistant will demonstrate a “singing-based” approach, focusing on suprasegmentals in the lyrics, for training adult ESL students to speak English more fluently. Come, sing together, and learn how to train ESL students’ tongues through song!

THE ADULT ESL CLASSROOM: IN DEFENSE OF AUTHENTIC TEXTS

Serena Gould, University of Southern California, Pasadena City College, CSU Los Angeles

Demonstration: C/U

Sheraton Camellia

8:00 – 9:30 a.m.

Research has shown a high degree of transfer in literary

skills from the L1 to the L2. Reading authentic literary texts will allow non-native students to access cultural and linguistic information, provide excellent input for second language acquisition, and provide a springboard for better and more advanced writing skills.

WRITING IT RIGHT: SELF-EDITING SUCCESS

Monica Snow-Alcaraz - Lorrie Winter - Heather Snavely, American Language Program, CSU Fullerton

Demonstration: IEP

Sheraton Compagno

8:00 – 9:30 a.m.

IEPs are experiencing an influx of student populations that require self-editing skills which will improve writing autonomy and ensure academic success. The presenters will give a “hands-on” demonstration of practical techniques that will empower students to self-edit by using isolation exercises, reading methods, and oral error analysis. Handouts provided.

OUT AND ABOUT: TEACHERLESS ACTIVITIES FOR BEGINNERS

Jamie Cross - Rick Kappra, Alta Book Center

Demonstration: A

Hyatt Regency D

8:00 – 9:30 a.m.

Want to get your students up on their feet speaking English from day one? The innovative techniques and teacherless activities in this dynamic session help increase student involvement and reduce teacher prep time—plus give students the confidence they need for real-world English interactions! Includes handouts with ready-to-go classroom materials.

PREPARING STUDENTS FOR THE OLD AND NEW CITIZENSHIP EXAMS

Bill Bliss, Author

Paper: A

Convention Center 313

8:45 – 9:30 a.m.

Our citizenship classes currently contain students who need to prepare for the old citizenship exam or the new one, depending on when they plan to take the test. This presentation will offer strategies for preparing students for both exams while integrating basic English instruction and meeting California EL/Civics requirements.

BOARD SPONSORED:

JOINING OTHERS: ADVANCED STUDENT PERSPECTIVES ON GRADUATE EDUCATION EXPERIENCES

Clarissa Ryan, California State University, East Bay

Panel

Conference Center 202

8:00 – 9:30 a.m.

Cultivating democracy within a classroom requires teachers and students to help each other become comfortable with differences in individual and classroom cultures. In this panel, international grad students from the CSUEB MATESOL program will discuss their experiences with intercultural conflict and what helped them achieve comfort in their advanced academic environment.

SOCIO-POLITICAL WORKSHOP PANEL

Jeffrey Frost, CATESOL Legislative Advocate;

Bette Empol, CATESOL Socio-Political

Coordinator; Charlene Ruble, CATESOL Socio-Political Coordinator

Panel

Sheraton Tofanelli

8:00 – 9:30 a.m.

What is CATESOL doing to promote legislation which supports ESL teachers and their students? What is the latest on the 2008-2009 Education Budget? How might it affect your level? What's next to preserve the CBET Program? Participants will learn about these issues and have an opportunity to review the legislative process. Time will be allowed to ask questions. Appropriate for all levels.

LEGEND

E– Elementary

S – Secondary

A – Adult

CC – Community College

CU – College/University

IEP – Intensive English

Program

All – All Levels

10:00 – 10:45 A.M.

**REFUGEE YOUTH FROM AFRICA:
BARRIERS TO FULL PARTICIPATION**

Denise Murray, Macquarie University

Paper: A

Convention Center 201

10:00 – 10:45 a.m.

Refugees from Africa, like those in previous waves, have experienced dislocation and trauma, which affect their language learning and settlement in a third country. Refugees from Africa also face a range of different challenges, in part due to their own expectations, and in part to issues in the receiving country.

**COMPUTER-ILLITERATE TO
COMPUTER-GEEK IN ONE
SEMESTER**

Barbara Loveless, Grossmont College

Paper: CC

Convention Center 205

10:00 – 10:45 a.m.

This presentation will show how students transformed from computer illiterate to proficient enough to meet the demands of their teachers regarding computer use and succeed in mainstream computer classes, all in one semester.

**IDENTITY AND ITS
MANIFESTATION IN WRITTEN AND
VERBAL FEEDBACK**

Emily Levison, UC Davis

Paper: C/U

Convention Center 317

10:00 – 10:45 a.m.

This paper will compare two novice teachers' feedback to students to identify the points of teacher identity development and how the embodiment of their lived experiences has molded their approach to teaching. The socialization of these teachers into TESOL will be analyzed through their verbal and written feedback to students.

LEGEND	CU – College/University
E – Elementary	IEP – Intensive English
S – Secondary	Program
A – Adult	All – All Levels
CC – Community College	

**DEVELOPING AN
INTERDISCIPLINARY TEACHER
TRAINING PROGRAM FOR ADULT
READING**

Julian Heather, CSU Sacramento, Dept. of English;

Fiona Glade, CSU Sacramento, Dept. of English;

Robby Ching, CSU Sacramento, Learning Skills

Program; Sue McKee, CSU Sacramento, Learning

Skills Program

Paper: C/U

Sheraton Beavis

10:00 – 10:45 a.m.

Panelists will discuss a new interdisciplinary certificate in teaching reading to adults developed at CSU Sacramento to meet local adult reading programs' need for adequately-prepared teachers. An in-depth discussion of the process of needs analysis, curriculum development, and program approval will be of interest to teacher trainers.

**TEACHING CULTURE IN ESL
CLASSROOMS: FROM DIALOGUE
TO INTERCULTURALITY?**

Julia Menard-Warwick; UC Davis

Paper: A

Sheraton Camellia

10:00 – 10:45 a.m.

Based on observations and interviews, this qualitative study examines teachers' approaches to cultural issues in five California adult ESL classrooms. The paper focuses on teacher-student dialogues in which areas of cultural difference or misunderstanding were explored; it concludes with implications for intercultural pedagogies.

**THREE SURE-FIRE CONVERSATION
LESSONS**

Jim Scofield, ELS Language Centers, San Diego; UCSD
Extension

Paper: IEP

Sheraton Carr

10:00 – 10:45 a.m.

Here are three lively lessons that can be used at any level. The high interest, personal relevance activities mirror authentic social interchanges. The activities include What's in your wallet?, What was your favorite ____ as a child?, and What do you do for fun?

VENTURES: A CONTINUUM FOR ADULTS LEARNING ESL

Mary Louise Baez, Cambridge University Press; K. Lynn Savage, Consultant

Paper: A

Sheraton Gardenia

10:00 – 10:45 a.m.

Cambridge's new 5-level series, *Ventures*, takes students from Beginning ESL Literacy through High-Intermediate levels using a 4-skills integrative, engaging, and motivating syllabus. A wide range of components, including the innovative *AddVentures*, addresses multilevel challenges and learner persistence. The series' flexibility allows teachers to use it successfully in open and managed-enrollment settings.

WORKPLACE ESL MATERIALS DEVELOPMENT: NUTS AND BOLTS

Ingrid Greenberg, Continuing Education, San Diego Community College District

Paper: A

Sheraton Bondi

10:00 – 10:45 a.m.

You have been asked to develop materials for a workplace ESL project. Now what? Learn the 6 steps to identify the client's needs and develop effective materials. Delivery methods (e.g., distance learning, face-to-face, lab) and types of media (print, PowerPoint) will be discussed. Time for questions and handouts provided.

WHY KANJI TEACHING TECHNIQUES ARE USEFUL TO EFL/ESL

Kenichi Namai, Waseda University

Paper: S

Sheraton Tofanelli

10:00 – 10:45 a.m.

Applications of kanji teaching techniques to English instruction help students (a) sustain intense concentration, (b) develop listening/reading skills, and most importantly, (c) gain confidence in English. From a cultural perspective, this presentation explains why these techniques are effective in helping shy EFL/ESL students.

10:00 – 11:30 A.M.

FEATURED TOPIC: *HETEROSEXISM AND HOMOPHOBIA 101*

Rick Kappra, City College of San Francisco

Board Sponsored: FT Demo

Conference Center 311

10:00 – 11:30 a.m.

Confused about heterosexism? Not sure what it is or how to fight it? This interactive workshop will introduce participants to basic concepts related to heterosexism—what is it, how does it affect us, and what can we do about it? Sample ESL lesson plans and numerous handouts will be provided.

INTERNET FAIR

10:00 – 11:30 a.m.

Golden State A

(Electronic Village Browsing Room)

The Internet Fair features educators who use particular Web sites for language learning/teaching. They briefly demonstrate and explain their work to small groups of participants at computer "stations" around the Electronic Village. Presentations are informal and conducive to question and answer. Handouts are provided.

INTERACTIVE WHITEBOARD ACTIVITIES FOR EVERY LEVEL

Blair Roy, Garden Grove USD

Demonstration: A

Hyatt Carmel B

10:00 a.m. – 11:30 a.m.

Got an interactive whiteboard or thinking about getting one? There are so many ways to take advantage of this technology! This workshop will show you how to use PowerPoint slides with the whiteboard, with examples for every level. A variety of student activities will be demonstrated, including some that use clickers for tabulating student responses.

FRIDAY

GETTING THE MOST OUT OF YOUR MULTILEVEL CLASS

Rob Jenkins - Staci Johnson, Santa Ana College

Demonstration: A

10:00 a.m. - 11:30 a.m.

Convention Center 315

Been to all the workshops on Multilevel Instruction and still find it overwhelming? Trying to do it all and getting worn out? Get practical advice from presenters who have been in the multilevel trenches. Come and participate in a workshop where we explore basic multilevel ideas, and find solutions!

REDISCOVERING BOTTOM-UP LISTENING SKILLS

Angela Blackwell, Oxford University Press

Demonstration: CC

Conference Center 202

10:00 - 11:30 a.m.

Approaches to listening skills development often focus on top-down skills, with less attention to bottom-up skills. The presenter will highlight the role of bottom-up processing in listening comprehension and provide practical suggestions for helping students develop these skills.

COACHING: PROBLEMS, PITFALLS, AND THEN SUCCESS

Bonnie Blakley - Karen Giuffre, Santa Barbara City College Adult Education

Demonstration: A

Convention Center 203

10:00 - 11:30 a.m.

For instructors and administrators who currently have a Peer Coaching or Mentoring Program or are planning one for the future. Presenters will give a brief history of different types of programs they have tried and what has not worked well and then share what has worked best. Participants will be asked to share their concerns, experiences, and successes.

INTERACTIVE STUDENT-GENERATED SPEAKING AND LISTENING ACTIVITIES

Sarah Young, Center for Applied Linguistics

Demonstration: A

Convention Center 204

10:00 - 11:30 a.m.

This workshop offers an instructional model for students

to participate and find a voice in and out of the classroom by asking and answering real questions, practicing appropriate communication techniques and classroom protocol, and integrating grammar and vocabulary into the mix. It's guaranteed to engage everyone in authentic oral communication!

THE NEW "SIDE BY SIDE PLUS" PROMOTES LEARNER PERSISTENCE

Bill Bliss, Author

Demonstration: A

Convention Center 312

10:00 - 11:30 a.m.

New standards-based lessons and multilevel activities offer adult learners English for life skills and work in the new Side by Side PLUS. The presenter will demonstrate how the program promotes learner persistence through its core methodology and its motivating media and text materials that encourage learning at home.

TEACHER CANDIDATES' KNOWLEDGE AND DISPOSITION RELATED TO ENGLISH LEARNERS

Margarita Berta-Avila - Dr. Adele Arellano - Dr. Albert Lozano, CSU Sacramento

Demonstration: CIU

Convention Center 313

10:00 - 11:30 a.m.

Data-based studies of the preparation of teacher candidates to work with English Learners (EL) are few. This study examines the results of over 500 teacher candidates' performance on a survey designed to track their developing knowledge regarding the effective instruction of EL students and to provide feedback to credential programs.

TEACHING THE LANGUAGE OF THE UNIVERSITY

Kathy Sherak - Peg Sarosy, American Language Institute at San Francisco State University

Demonstration: IEP

Convention Center 314

10:00 - 11:30 a.m.

To successfully prepare students for college and university lectures and classroom discussions, it's essential to teach specific language strategies which students can transfer to their future academic listening and speaking challenges. Presenters will share an instructional sequence for teaching "lecture language" and discussion language strategies.

STRATEGIES FOR LEARNER GOAL SETTING

Ronna Magy, Los Angeles Unified School District

Demonstration: A

Convention Center 316

10:00 – 11:30 a.m.

Current research tells us that the establishment of student learning goals is one of the most important factors in building adult learner persistence. In this session, learn how to turn research into practical classroom goal-setting activities designed for the adult English language learner.

ARE COMMON ASSESSMENTS BECOMING MORE COMMON?

Kay Foster, Sierra College; Sharon Jaffe, Santa Monica College; Susan Trant, Sierra College; Laura Walsh, City College of San Francisco

Demonstration: CC

Convention Center 318

10:00 – 11:30 a.m.

Accreditation standards and measurement of Student Learning Outcomes (SLOs) have prompted college credit ESL programs to explore common assessments such as department exams, group-graded tests, and portfolios. Presenters will discuss common assessment models at three colleges including selection, development, buy-in, and evaluation.

LET'S BLOG!

Eli Clarke - Kristi Reyes, MiraCosta College

Computer Lab: A

Hyatt Carmel A

10:00 – 11:30 a.m.

A blog is a weblog—an online journal for sharing ideas and commentary. Participants will set up their own blogs for personal or class use and will create their own talking avatars (a virtual representation of oneself) to welcome visitors to their blogs.

MAKE POWERPOINTS MORE POWERFUL—POST THEM ONLINE

Beth Bogage, San Diego Community College, Continuing Education

Computer Lab: A

Hyatt Golden B

10:00 – 11:30 a.m.

Participants will learn how to enhance traditional PowerPoint Presentations by using PowerPoint's

“Narration” sound feature. Participants will also learn how to put their (and their students’) PowerPoint presentations online. Presenters will provide handouts with detailed, step by step, illustrated instructions, as well as some excellent PowerPoint resources.

USING TECHNOLOGY TO TEACH ENGLISH WITH WORDCHAMP.COM

Laura Manfre, GlobalLinguist, Inc.

Demonstration: A

Hyatt Regency D

10:00 – 11:30 a.m.

This workshop will show you how you can increase your productivity in the classroom with WordChamp.com, a free online resource for teachers which allows you to assign interactive English language activities to students at any level, and speaking any language.

THIS I BELIEVE: LEARNING BELIEFS IN THE ESL CLASSROOM

Anna Joaquin, University of California, Los Angeles

Demonstration: C/U

Hyatt Regency E

10:00 – 11:30 a.m.

“This I Believe” is a weekly podcast radio program. Everyday Americans share their personal philosophies that guide their daily lives. Using this program as a starting point, students engage in a listening and speaking activity that uses authentic audio material to learn about and share different beliefs, philosophies, and values.

TEACHING LANGUAGE FOR IMMIGRANT RIGHTS

Nancy McNee, City College of San Francisco

Demonstration: A

Sheraton Bataglieri

10:00 – 11:30 a.m.

What can teachers of Adult ESL do in a time when hardworking immigrants are being rounded up by ICE in the middle of the night? We can help our students learn that migrant rights are human rights and we can teach the language needed to help defend these rights. In this workshop, Adult ESL instructors will learn about the legal rights of their students, regardless of status, and will learn creative ways to teach language for immigrant rights.

WRITING UP RESEARCH: THE INTERNATIONAL CHOCOLATE EXPERIMENT

Lisa Quijano, Stanford University; Foothill College

Demonstration: C/U

Sheraton Compagno

10:00 – 11:30 a.m.

As the basis for teaching graduate ESL students to write a classic research report, the presenter has created a simple, fun experiment: a comparative international chocolate study. Learn how to construct the experiment and guide and evaluate the students' writing.

TEN WAYS TO GROW DEMOCRACY IN THE ESL CLASSROOM

Lee Chen, Palomar College

Demonstration: S

Hyatt Santa Barbara

10:00 – 11:30 a.m.

To determine when students understand a lesson's main concepts, a teacher must check for comprehension. But how does one know if they all got it? This presentation demonstrates seven ways to quickly check everyone's comprehension with little or no preparation of support materials.

POSTER SESSION 1

THE CHOICES PROGRAM (FROM BROWN UNIVERSITY) IN ESL CLASSES

Michael Climo, LA Mission College

Poster: CC

Conference Center 104 & 105

10:00 – 11:30 a.m.

The choices program offers curriculum "to empower people with the skills, knowledge, and participatory habits to be engaged citizens who are capable of addressing international issues through thoughtful public discourse and informed decision making." Learn how to adapt and use their affordable units in intermediate and higher level ESL classes.

THE IMPACT OF POSITIVE EMOTIONS ON LEARNING AND SELF-ESTEEM

Frank Carbajal, Valley State Adult School

Poster: A

Conference Center 104 & 105

10:00 – 11:30 a.m.

This workshop will explore how positive thoughts and emotions can energize students. Participants will activate their own positive thoughts and emotions through relaxation and a focusing technique. Various strategies including: positive self-talk, affirmations, poetry, and humor will be demonstrated. When students are more positive, their self-esteem and classroom performance increases. An extensive handout will be provided.

VIDEOTAPING IN THE PRACTICUM: TO SEE IS TO REFLECT

Kao Mei-yu Huang, National Ilan University, Taiwan, Alliant International University, San Diego

Poster: C/U

Conference Center 104 & 105

10:00 – 11:30 a.m.

Research indicates that the TESOL practicum constitutes an important component in most ESL/EFL pre-service teacher training programs. This paper will report on the effectiveness of using videotaping in an EFL practicum to increase opportunities for self- and peer- observations and thereby facilitate student teachers' professional development through critical reflexivity.

PREPARING THE LANGUAGE INSTITUTE LEARNER FOR COLLEGE SUCCESS

Pamela Harrington - Chris Dawson, CSU Chico

Poster: C/U

Conference Center 104 & 105

10:00 – 11:30 a.m.

When transitioning between ALI programs to the University, a gap exists for International Students. Language knowledge is not enough; students must adjust to the rigors of the American educational system. The purpose of this curriculum is to provide an equal opportunity for international students to succeed at an American college/university.

PERSPECTIVES ON THE ROLES OF NNS ESL TEACHERS

Wen-Chieh Liao - Yi-Chia Agnes Lin - Hui-Wen Chen - et al., YuDa University & Alliant International University

Poster: CC

Conference Center 104 & 105

10:00 – 11:30 a.m.

Does being an NS or NNS of English make a difference in teaching English? The presenters will share the results of a qualitative study that explores the stories of NNS teachers and the perspectives of their students, their native colleagues, and their administrators.

NEIGHBORS TO THE NORTH: ESL IN OREGON

James Wilson, Linn-Benton Community College

Poster: CC

Conference Center 104 & 105

10:00 – 11:30 a.m.

The presenter teaches adult ESL in Oregon after having taught ESL in California for 13 years. It may interest California practitioners to hear of Oregon's ESL population for comparison purposes: demographics, numbers, participation, attitudes, etc. This poster session will present data pertinent to immigrant participation in Oregon education.

WINNING STRATEGIES FOR TEACHING GRAMMAR TO SPANISH-SPEAKING ESL STUDENTS

Elizabeth Weal, Sequoia Adult School

Poster: A

Conference Center 104 & 105

10:00 – 11:30 a.m.

This session will present a step-by-step approach to teaching English grammar to Spanish-speaking students with little formal education. It will pinpoint those aspects of English grammar that pose a particular challenge to Spanish-speakers and introduce the types of exercises that are most effective for teaching these students.

INTERACTION AND INTERTEXTUALITY IN THE DEVELOPMENT OF L2 VOCABULARY

Kimberli Huster, Simpson University, Indiana

University of Pennsylvania

Poster: CIU

Conference Center 104 & 105

10:00 – 11:30 a.m.

A discourse analysis of a conversational tutoring session involving advanced L2 users will provide evidence that incorporating intertextuality into the interaction can result in enhancing the understanding of complex vocabulary. This observation will lead to the assertion that ESL students can benefit from the use of intertextuality in teaching vocabulary.

CREATING A LANGUAGE LAB ON A LIMITED BUDGET

Janice Coury - Lori Buehring, UCSC-Extension ELI

Poster: IEP

Conference Center 104 & 105

10:00 – 11:30 a.m.

Today, establishing a language lab at an IEP may require creativity and frugality. Limited budgetary resources do not mean you can't create a language lab which allows students to customize their learning. This poster session will present a Step by Step guide to creating a language lab on the cheap!

BRINGING DEMOCRACY INTO THE ESL CLASSROOM

Tulin Good, City College of San Francisco

Poster: CC

Conference Center 104 & 105

10:00 – 11:30 a.m.

This poster session focuses on how to integrate democracy training into the average ESL classroom. The presenter will provide rationales, ideas, and activities for familiarizing students with the principles and workings of democracy through participatory activities in the ESL classroom. A handout of sample activities will be provided.

JOURNALISM ELECTIVE IN IEPS

Sonja Lovelace, University of Southern California

Poster: IEP

Conference Center 104 & 105

10:00 – 11:30 a.m.

This demonstration/workshop describes features of a journalism elective in an Intensive English Program and explores ways this kind of elective can utilize all four language skills while encouraging learner's creativity, improving self-editing, and developing writing style. Members of the class prepare a weekly newsletter for their classmates in the program.

GRADUATE STUDENT FORUM, PANEL A

10:00 – 11:30 A.M.
CONVENTION CENTER 319

CROSSING THE THRESHOLD: FROM NOVICE TO PROFESSIONAL IN TEACHING

Colin Vandergraaf, UC Davis

Graduate Student Forum: All

This presentation will investigate how direct experience in managing individual learning acts in the classroom contributes to development and to the professional socialization of novice ESL teachers. The presenter will qualitatively illustrate how beginning teachers forge concepts of pedagogy and learning in ways that directly apply to classroom teaching.

PASADENA CITY COLLEGE ECONOMICS COURSE NEEDS ASSESSMENT

Edward Chong - Jessie Chen - May Yu - et al., CSU Los Angeles

Graduate Student Forum: CC, CIU

Writing Across the Curriculum instructional assistants will report on results and implications of a needs assessment administered to a group of fifty-one community college students in an Economics class who lacked college level writing proficiency. Curriculum

design suggestions will be recommended in accordance with the results.

TEACHERS' IDENTITY AND ITS EFFECT ON CLASSROOM PARTICIPATION

Rei Hirota - Sergio I. Quiroz, CSU Los Angeles

Graduate Student Forum : CIU

The presenters report findings on factors that affect IEP students' classroom participation and how the teacher contributes to it. The presenters also analyze the contrast of the students' attitudes towards classroom participation and discuss the implication for future study on the improvement of L2 classroom construction.

GENDER AND SECOND LANGUAGE LEARNERS

Valentina Zargaryan, CSU Los Angeles

Graduate Student Forum : All

The presentation will include the findings of the study about men and women interacting in a second language classroom based on whole and small group discussions. The results will be shared with the audience. Also, this study will teach future teachers to be careful of the gender related words they use in the classroom and understand how it would influence their students' participation.

11:00 – 11:45 A.M.

PRACTICE SPEAKING ENGLISH WITH ESL ROBOTS

Ron Lee, Pasadena City College

Paper: CC

Sheraton Bondi

11:00 – 11:45 a.m.

The presentation describes the results of the ESL Online Robots Project at Pasadena City College. The project uses robot technology to create an environment in cyberspace for ESL students to practice speaking skills. The animated characters and intelligent responses from robots make English learning effective and entertaining.

POLITENESS AMONGST KOREAN STUDENTS ONLINE AND OFFLINE

Jennifer Chang, CSU Los Angeles

Paper: IEP

Convention Center 201

11:00 – 11:45 a.m.

The presentation reports a study which consisted of six ESL Korean students' usage of positive and negative politeness strategies. These strategies revolved around face-to-face conversations during class and online Web chats with the instructor.

K-12 STANDARDS-BASED ELD TEACHER PREPARATION

Natalie Kuhlman, San Diego State University; Lydia Stack, San Francisco USD

Paper: CIU

Convention Center 205

11:00 – 11:45 a.m.

This workshop will provide California educators the opportunity to have input on the TESOL p-12 ESL Teacher Standards, which are currently being revised. These standards offer recognition from the National Council for the Accreditation of Teacher Education (NCATE), and can be the basis for a secondary ESL credential in California.

NARRATIVE TO EXPOSITORY: REVISION TECHNIQUES FOR MULTILINGUAL WRITERS

Duane Leonard, UC Davis

Paper: CIU

Convention Center 317

11:00 – 11:45 a.m.

Students making the transition from high school to university level writing often are not aware of the expected expository genre conventions. This presentation, using student writing, will demonstrate how explicit instruction of the differences between narrative and expository writing can be very beneficial in the revision process. Lesson plans provided.

MEXICAN IMMIGRANT FAMILY'S SOCIOCULTURAL SOCIOLINGUISTICS: EDUCATIONAL EXPERIENCES CASE STUDY

**Michelle Ueland, Center for Applied Linguistics;
University of New Mexico**

Paper: A

Sheraton Beavis

11:00 – 11:45 a.m.

The Mexico/U.S. border is where the geo-political edges of two nations meet. U.S. schools, however, are often where linguistic and cultural edges meet for immigrant students and families. This session will present qualitative dissertation results based on a Mexican immigrant family's sociocultural and sociolinguistic experiences in family literacy educational programs.

AN INVESTIGATION OF THE COMMUNITY-BASED ENGLISH TUTORING PROGRAM (CBET)

**Barbara Pongsrikul, San Diego Community College
District**

Paper: A

Sheraton Camellia

11:00 – 11:45 a.m.

This presentation will be about past research on the San Diego Unified School District/San Diego Continuing Education CBET Program along with the components of the present program and new data collection system that will collect data on K-12 pupil student achievement scores.

IT'S A BRAVE NEW READING WORLD

Kelly Sippell, University of Michigan Press

Paper: CC, CIU

Sheraton Carr

11:00 – 11:45 a.m.

What does it mean to “read” something today, and how will that change? Discover the answers to these questions through the exploration of dynamic, new reading materials (including new editions) that prepare students for today's brave new reading world. All materials support current L1 and L2 reading pedagogy. Samples provided.

KEYS TO SUCCESS FOR ADULT LITERACY LEARNERS

Lynn Savage, Retired, City College of San Francisco

Paper: A

Sheraton Gardenia

11:00 – 11:45 a.m.

This session focuses on three issues in developing the English literacy skills of adult learners not literate in their first language: placing letters in context, grouping letters by shape, and sequencing letters based on their frequency in the English language. Participants receive handouts for incorporating these into their teaching.

LEGEND

E– Elementary

S – Secondary

A – Adult

CC – Community College

CU – College/University

IEP – Intensive English

Program

All – All Levels

FRIDAY PRESIDENT'S LUNCHEON

BY TICKET ONLY

HYATT REGENCY BALLROOMS A-B-C, 12:00 – 1:00 P.M.

Friday Plenary Session follows the President's Luncheon – Open to All Conference Attendees

FRIDAY PRESIDENT'S LUNCH PLENARY

1:00 – 2:00 P.M.

Call to Order and Welcome of Honorary Guests –
Dan Fichtner, CATESOL President 2007–08

CATESOL Election Results
Kathleen Flynn, CATESOL President-Elect

Presentation of Awards
Fourth Annual David E. Eskey
Memorial Award for Curriculum Innovation
Lia D. Kamhi-Stein
Award winner: Cheryl Boyd Zimmerman

Elementary Level Essay Award, Pearson Online
Publishers
Margarita Berta-Avila, Elementary Level Chair
Award winners: Breuna Pantoja & Gaocheng Yang

Secondary Level Essay Award, Heinle Cengage
Learning

Tricia Lima, Secondary Level Chair
Award winner: Maximiliano Canales

Adult Level Writing Contest Award
John Dicker of Greenfield Learning, Inc.
G. Vittoria Abbate-Maghsoudi, Adult Level Chair
Award winner: Viet N. Ton

Sadae Iwataki Service Award
Presenter: Dan Fichtner

Conference Welcome
Brett Thomas, 2008 CATESOL Conference Chair

Introduction of the Speaker
Dan Fichtner, President

FEATURED SPEAKER

José Montoya
California State University, Sacramento, Professor
Emeritus

1:00 – 2:00 p.m.

Hyatt Regency Ballrooms ABC

Using Art to Nurture Creativity in the Classroom
Mr. Montoya will share his fascination with art and storytelling, focusing on how the arts can be a motivator to students of all ages, from pre-school all the way through college and beyond. Mr. Montoya will discuss his “Barrio Art Program,” share some of his strategies for teaching, and read from his poetry.

José Montoya is one of the most influential Chicano bilingual poets in the U.S. His work has been published in many well-known anthologies and magazines, and he was appointed Sacramento's first Poet Laureate in 2004. Previously, he co-founded the Rebel Chicano Art Front, an artists' collective internationally recognized for its mural and poster work and for its synthesis of creative expression and community activism. Montoya's own work depicts everyday barrio life and urban types through visual art, poetry, and song lyrics. He has taught art at every level of the public school system, from preschool to graduate courses for prospective teachers. Most notably, he taught for over 25 years at California State University, Sacramento, where he retired in 1996. He continues to remain active professionally, and his artwork continues to be displayed in exhibits locally, nationally, and internationally.

2:15 – 3:00 P.M.

DESIGNING CURRICULA FOR EFL PRE-K AND THEIR TEACHERS

**Jenny Cogswell - Nicole Doty, Monterey Institute of
International Studies**

Paper: CIU

Convention Center 316

2:15 – 3:00 p.m.

As teaching English progresses to younger generations of students, we share about our experiences in designing a curriculum for a pre-kindergarten EFL program in Cairo, Egypt. We hope you will benefit from our discussion of important things to consider in the process, implementation, and assessment of the curriculum.

LET THE BODY REMEMBER

Charles Belbin - Lin Tan, City College of San Francisco

Paper: CC

Convention Center 318

2:15 – 3:00 p.m.

How do you remember something in a language you don't know? Kinesthetic mnemonics is a good way for students to remember new words. Somewhat like large arm movements in first learning to write, physical movement while learning words and phrases helps students remember. We will demonstrate; you can participate.

HELPING CHINESE STUDENTS SUCCEED AS AMERICAN FRESHMEN

**Sarah McGregor - John Driscoll, American Language
Program, CSU East Bay**

Paper: IEP

Sheraton Bondi

2:15 – 3:00 p.m.

The presenters will discuss the results of a longitudinal study of Chinese students as they moved through an intensive English program (IEP) into freshman year in university. What aspects of American university culture did they find most challenging? How did the IEP help prepare them to succeed academically and socially?

LEXICAL BUNDLES AND COLLEGE ESL WRITING

**Stacia Levy, University of the Pacific, National
University, Sierra College**

Paper: CIU

Sheraton Camellia

2:15 – 3:00 p.m.

The presenter will discuss her research in teaching college ESL writers lexical bundles, sequences of words that occur together, such as “on the other hand.” Teaching lexical bundles is a way to help students improve their fluency as well as vocabulary, grammar, and register accuracy.

DISCOVERING FICTION AT LOWER LEVELS

**Bernard Seal, Cambridge University Press,
Commissioning Editor**

Paper: CC, CIU

Sheraton Carr

2:15 – 3:00 p.m.

The presenters will demonstrate how classic short stories that have been artfully adapted can be used to develop students' reading and vocabulary skills, while at the same time teaching how to appreciate literature. They will illustrate with examples from the new lower level to Cambridge's *Discovering Fiction* series.

USING TECHNOLOGY TO MOUNT A COLLABORATIVE PRONUNCIATION TUTORING PROJECT

**Donna Brinton - John Walker, SOKA University of
America**

Paper: CIU

Sheraton Compagno

2:15 – 3:00 p.m.

The presentation highlights collaborative efforts between a university teacher education program and its English language program to mount a pronunciation tutoring project for matriculated ESL students. Included is a rationale for collaboration, suggestions for how an online course management system can facilitate the project, and a discussion of its results.

EMPLOYING HUMOR IN THE ESL CLASSROOM

Myo Myint, Mission College (Santa Clara)

Paper: CC

Sheraton Gardenia

2:15 – 3:00 p.m.

The presentation will focus on “how” and “when” humor should be employed rather than “why.” Pitfalls to be avoided when employing humor will also be discussed in detail. Participants will walk away with practical strategies they can employ to enliven their classrooms and make the learning of ESL “fun.”

FRIDAY

THE CALPRO ESL NEW TEACHER RESOURCE GUIDE

Liz Koenig, Los Angeles Unified School District

Paper: A

Sheraton Tofanelli

2:15 – 3:00 p.m.

A must for new ESL teachers and new teacher trainers! The free CALPRO ESL New Teacher Resource Guide covers lesson planning, instructional strategies, multilevel models, integrating workplace basics, assessment, goal setting, online resources, and much more! See all this free guide has to offer. Handouts provided.

2:15 – 3:45 P.M.

BOARD SPONSORED: USING TECHNOLOGY TO GROW DEMOCRACY

**Marian Thacher - Barry Bakin - Larry Ferlazzo
OTAN; Adult Education, LAUSD; Luther Burbank
High School, Sacramento**

IG Featured Colloquium

Hyatt Regency E

2:15 p.m - 3:45 p.m.

The Technology-Enhanced Language Learning Interest Group hosts a panel to report on the use of technology to enhance participation in the community. The panel will report on projects such as one at a Sacramento high school to provide laptops and Internet service to the families of high school English learners.

ONLINE DISTANCE LEARNING FAIR

2:15 – 3:45 p.m.

Golden State A

(Electronic Village Browsing Room)

This fair features ESL professionals showing Internet tools they use in distance learning environments. Demonstrations may include discussion boards, real-time chats, file exchange, video, virtual groups, self-assessment, portfolios, online testing, grading, student tracking. Some use course/learning management systems (Moodle, BlackBoard, WebCT, etc). Others integrate various free tools from commercial and non-commercial sites.

FEATURED TOPIC: IS FREEDOM OF SPEECH FOR ALL?

Rick Kappa, City College of San Francisco

Panel

Conference Center 314

2:15 – 3:45 p.m.

Do all students have the freedom to be heard, to be seen, and to have all of their identities recognized and validated? In this colloquium, we will explore issues of identity from multiple perspectives and discuss implications of the recent clashes between immigrant groups and sexual minorities in California.

USING FREE VOICE-RECORDING SOFTWARE FOR ASSESSMENT AND PRACTICE

Jee-Eun Oh - Roger Dupuy, UC Irvine Extension

Demonstration: IEP

Hyatt Big Sur B

2:15 – 3:45 p.m.

Achieving a more authentic and valid assessment and feedback is possible through the use of simple new recording software called Audacity. Two different balanced techniques will be introduced and demonstrated – one for practicing iBT speaking and one for giving feedback to writing tasks. Handouts.

METACOGNITIVE PRACTICES IN ADULT ESL

James Wilson, Linn-Benton Community College

Demonstration: CC

Convention Center 201

2:15 – 3:45 p.m.

Metacognition allows for greater learner autonomy. The presenter will explain and give examples of metacognition and related activities that can be used in adult and community college ESL contexts. Discussion will include how such processes and activities benefit second language learners. Handouts will be provided to participants.

ACTIVITIES FOR SYNTHESIZING SOURCES IN ACADEMIC WRITING

Natalia Conrad, CSU Sacramento; Sierra College

Demonstration: CIU

Conference Center 202

2:15 – 3:45 p.m.

This interactive presentation will show how to move from analyzing sources to synthesizing information in support of a specific topic for an argumentative essay. Materials showing how to explore any given topic, how to analyze information from numerous sources, how to classify, sort, and interpret the information, and build knowledge in support of a specific topic will be included.

INCREASING ADULT ESL STUDENT RETENTION: ONE PROGRAM'S PATH

Jack Bailey, Santa Barbara Adult Education

Demonstration: A

Convention Center 203

2:15 – 3:45 p.m.

To improve student retention, numerous administrative and instructional changes were implemented program-wide last fall including new student orientation, managed enrollment, shorter terms, and adoption of a program-wide core text. Initial data indicates a significant increase in retention. Current status of program intervention and statistics will be shared.

WHY LEARN ABOUT THE 2008 ELECTION? WHY (MOCK) VOTE?

Margaret Teske, Mt. San Antonio College

Demonstration: A

Convention Center 204

2:15 – 3:45 p.m.

The 2008 US election is a hot issue! The presenter will demonstrate developing thoughtful, objective lessons enabling students to understand the differences between political parties and candidates. All students can then vote in a mock classroom election, while learning to become informed future voters in the US or abroad. Handouts.

TECHNOLOGY-ENHANCED STORYBOOKS FROM OTHER CULTURES FOR THE ESL CLASSROOM

Yan-An Jou, ChungChou Institute of Technology; Pei-Ju Chien, Alliant International University

Demonstration: IEP

Convention Center 205

2:15 – 3:45 p.m.

Diverse ESL learners can benefit from created technology-

enhanced storybooks, particularly those incorporating recently improved technology in voice, sound, and graphics, to increase cultural awareness in classroom. The presenters will demonstrate some practical e-storybook applications and techniques that can be used in the classroom for language teachers.

PRONUNCIATION PRIORITIES: A PYRAMID APPROACH

Judy Gilbert, Independent Consultant

Demonstration: A

Convention Center 311

2:15 – 3:45 p.m.

This workshop will present a pyramid of core concepts essential to intelligibility. These elements must be mastered before time and energy are used for more subtle topics. Participants will work with practical tools to teach these elements.

ELICITING ANALYTICAL RESPONSES IN TIMED WRITING EXAMS

Darlene Jantz - Rebecca Mitchell - Robby Ching, CSU Sacramento

Demonstration: C/U

Convention Center 312

2:15 – 3:45 p.m.

When asked to write an opinion on an issue in a timed writing exam, multilingual students often depend too much on the opinions of “experts” in readings instead of developing and relying on their own critical voice. This presentation examines preparation processes and prompt styles that help elicit this voice.

ESL AND ENGLISH INTERFACE: GODZILLA MEETS FRANKENSTEIN?

Ron Balsamo - Gary Allen, Santa Rosa Junior College

Demonstration: CC

Convention Center 313

2:15 – 3:45 p.m.

Working with your English Department colleagues? Struggling with your Basic Skills initiative? In the effort to align ESL and English composition courses one level below transfer English, ESL and English faculty met to norm essays and discuss standards. This workshop will replicate our effort and give suggestions for your institution.

USING VIDEOS FOR SERIOUS LEARNING AND FUN!

Terry Doyle, City College of San Francisco; Yoko Sakurai, Hibiya High School; Ahhyang Rim, Duksung High School

Demonstration: CC

Convention Center 315

2:15 – 3:45 p.m.

The presenters will demonstrate using authentic movies with adult ESL and high school EFL students. They will share sample materials and demonstrate how they use intensive listening activities, discussion topics, and role plays. They will give a rationale for including more intensive listening practice and distribute an extensive handout.

IMPROVE STUDENT LISTENING AND SPEAKING WITH YOUTUBE™

Nathan D. Crandall - Steve MacIsaac, University of Southern California

Demonstration: IEP

Hyatt Big Sur A

2:15 – 3:45 p.m.

ESL classes with listening and speaking components can benefit greatly from the popular video sharing website YouTube™. Participants will be given a step-by-step technical overview of the site, shown how to find and use appropriate materials, and instructed in the site's use as an assessment tool.

TIME SAVING TIPS & TRICKS WITH MS WORD

Kimberly Grogan-Donner, Academy of Art University San Francisco

Computer Lab: CC

Hyatt Carmel A

2:15 – 3:45 p.m.

In this hands-on workshop, you will learn some of the most essential Word shortcuts and time saving tips and tricks. Learn to create captivating and colorful handouts for your students in record time! Detailed handouts and resources will be provided.

TEACHING GRAMMAR WITH DIGITAL VIDEO CLIPS

John Liang, Biola University

Demonstration: C/U

Hyatt Golden State B

2:15 – 3:45 p.m.

This presentation shows how TV and movie video clips can be creatively exploited to engage students in both deductive and inductive learning, in teacher-guided learning and self-directed learning, in focused practices and extensive interactions, and in skill-isolated practices and skill-integrated tasks. Video editing techniques will also be discussed.

VERY SIMPLE WAYS TO START USING WEB-BASED INSTRUCTION

Barry Bakin, Division of Adult and Career Education, Los Angeles Unified School District

Demonstration: A

Hyatt Regency D

2:15 – 3:45 p.m.

New web-tools make it easier than ever to use web-based instruction with your classes. Create a homepage in minutes that easily directs students to their internet-based assignments. Add a blog, wiki or podcast to deliver engaging content and assign tasks.

IN-SERVICE IDEAS FOR COORDINATORS

Margaret Teske, Mt. San Antonio College; Karen Dennis, Santa Ana College Continuing Education

Demonstration: A

Sheraton Bataglieri

2:15 – 3:45 p.m.

How do you know what your faculty want to learn and need to learn? What are some motivating techniques to engage your faculty? This demonstration looks at EL Civics, technology, and flex trainings. Handouts include survey information, potential workshop agendas, and resources for our participants' institutions.

USE MICROSOFT WORD TO BREAK THE PHOTOCOPIER HABIT!

Kristi Reyes, MiraCosta College

Demonstration: A

Sheraton Beavis

2:15 – 3:45 p.m.

Participants will learn hands-on how to use Microsoft Word as a publishing tool to create original and attractive class handouts, quizzes, agendas, and more. A complete step-by-step handout will be provided.

**CATESOL WORKSHOP – THE
WRITE INSTITUTE: LITERARY
RESPONSE AND ANALYSIS**

**Julie Goldman - Lynn Franco-Chow, WRITE
Institute, San Diego County Office of Education**

Demonstration: CC

Hyatt Carmel B

2:15 – 3:45 p.m.

The Writing Reform Institute for Teaching Excellence (WRITE) is offering a writing packet to scaffold literary response and analysis writing for secondary and college students. Participants will experience interactive demonstrations of instructional strategies to help English learners and struggling students summarize, analyze, and respond to literary works. WRITE is a proven national model for the staff development of teachers of English Learners at the San Diego County Office of Education.

**PROFICIENT ACADEMIC WRITING
FROM PROFICIENT ACADEMIC
READING**

Marianne Brems, Mission College

Poster: CC

Convention Center 104 & 105

2:15 – 3:45 p.m.

Students need a process for focused critical analysis of academic readings before they can write thoughtful substantive academic essays. This presentation provides a simple eight-step strategy designed to help students gain proficiency in the critical thinking and synthesizing of ideas in academic readings necessary to create sound academic essays.

**ADDRESSING LIFESKILLS AND
TEST PREPARATION IN ADULT
ESOL INSTRUCTION**

Mary Ann Florez, National Consultant, Pearson

Poster: A

Convention Center 104 & 105

2:15 – 3:45 p.m.

How can adult ESOL teachers help their learners develop relevant lifeskills language and content skills as well as test taking strategies for demonstrating gains on standardized assessments? This workshop demonstrates a variety of activities and supplemental materials that can help teachers integrate both lifeskills and test preparation in their instruction.

**METACOGNITIVE PRACTICES IN
ADULT ESL**

James Wilson, Linn-Benton Community College

Poster: CC

Convention Center 104 & 105

2:15 – 3:45 p.m.

Metacognition allows for greater learner autonomy. The presenter will explain and give examples of metacognition and related activities that can be used in adult and community college ESL contexts. Discussion will include how such processes and activities benefit second language learners. Handouts will be provided to participants.

LEGEND

Below is the key to identifying educational levels and interest groups for sessions and workshops:

- EElementary
- S..... Secondary
- A Adult
- CC..... Community College
- CU..... College/University
- IEP..... Intensive English Program
- All All Levels

TEXTBOOK READING STRATEGIES AT THE COMMUNITY COLLEGE

Shazia Khan, University of La Verne, Chaffey College

Poster: CC

Convention Center 104 & 105

2:15 – 3:45 p.m.

The presenter will propose two textbook reading strategies for community college ESL students. Textbook reading strategies are important for ESL students to possess because of the large number of those attending community colleges today. The presenter will show with examples the advance organizer and KWL chart.

“UNPLUGGING” STUDENTS AND FREEING THE DESCRIPTIVE IMAGINATION

Kaye Sanders, San Jose State University, Evergreen Valley College; Zerrin Erkal, San Jose State University, San Jose City College

Poster: C/U

Convention Center 104 & 105

2:15 – 3:45 p.m.

Presenters will demonstrate activities intended to encourage students to disconnect from their isolated technological worlds and immerse themselves in physical world experience in order to stimulate their imagination and descriptive skills. These activities emphasize the use of sensory details and creativity for presenting and developing students' ideas.

DIFFERENTIATED USE OF PASSIVE VOICE IN SCIENTIFIC ABSTRACTS

Cory Messing, UC Davis

Poster: C/U

Convention Center 104 & 105

2:15 – 3:45 p.m.

This paper will examine published scientific abstracts written by both native and non-native speakers of English and compare the verb tense conventions followed by each group. Based on the analysis, materials are developed to guide learners in identifying their discipline specific conventions. Handouts will be provided.

UNDERSTANDING AND IMPROVING ORAL LANGUAGE PROFICIENCY IN ADULT ESL

Michelle Ueland - Sarah Young, Center for Applied

Linguistics, University of New Mexico

Poster: A

Convention Center 104 & 105

2:15 – 3:45 p.m.

Participants will view video benchmark examples of adult ESL learners at varying levels of oral proficiency. Links will be made to classroom activities that promote oral communication based on principles of second language acquisition involving interaction, negotiation, vocabulary, listening comprehension, organization and elaboration of thoughts, and comprehensibility.

PROBLEMS IN GRAMMAR/ PRONUNCIATION FOR LATINO AND VIETNAMESE SPEAKERS

Cherita W. Stevens, Garden Grove Adult Education

Poster: A

Convention Center 104 & 105

2:15 – 3:45 p.m.

The extreme differences in grammar constructions, alphabets, and phonetic structures of languages creates problems for the second language learner. This dilemma presents itself daily to the ESL instructor, both to the experienced and to the novice. This workshop examines specific problem areas and suggests instructional strategies for overcoming each type of pronunciation and grammar problem.

EXILED TIBETAN MONKS' DESIRE FOR ENGLISH

Sophia Jin, UC Davis, Department of Linguistics

Poster: A

Convention Center 104 & 105

2:15 – 3:45 p.m.

This case study will situate exiled Tibetan monks learning English in Northern India in the larger sphere of English as the global language. Areas of particular interest are their language learning motivations, which shape their perceived selves as unjustly displaced beings instructed by an ethnically Chinese English teacher.

ZERO TO DIGITAL MEDIA LAB IN (ALMOST) 60 SECONDS

Kim St. Charles, USC Language Academy

Poster: IEP

Convention Center 104 & 105

2:15 – 3:45 p.m.

Creating a Digital Media Lab component for your

ESL program can enhance your students' learning experience. This session will describe how faculty and staff collaborated to create a twice-weekly Digital Media Lab workshop for IEP students with a minimum of time and expense. Attendees will receive handouts of selected websites.

DEVELOPING DETAILED RUBRICS FOR ORAL PRESENTATION ASSESSMENT

Nina Ito - Christopher Mefford, ALI-CSU Long Beach

Poster: IEP

Convention Center 104 & 105

2:15 – 3:45 p.m.

Students are often surprised to learn that an oral presentation in class will be graded on much more than content. This session deals with the development of rubrics that clearly show students that paralinguistic features such as eye contact, visual aids, and audience rapport are important too!

LEGEND

E– Elementary

S – Secondary

A – Adult

CC – Community College

CU – College/University

IEP – Intensive English Program

All – All Levels



**CATESOL 2008
GROWING
DEMOCRACY**

GRADUATE STUDENT FORUM, PANEL B

Convention Center 319

2:15 – 3:45 p.m.

WHAT CALIFORNIA'S IMMIGRANTS THINK ABOUT LANGUAGE POLICY

Christiene Woods, CSU Los Angeles

Graduate Student Forum: A

The presenter will report results of a study that reveals the attitude of soon-to-be citizens in a citizenship class in Los Angeles toward language policy from assimilationist and multiculturalist paradigms. The presenter will describe results and will discuss the implications of these attitudes for language educators.

THE GLOBALIZATION OF ENGLISH AS THE NEW LINGUA FRANCA

Laya Moghadam, CSU Los Angeles

Graduate Student Forum: All

The presentation explores the literature and discusses its implications for future ESL classes to implement a Lingua Franca. It suggests possible programs for eradicating the concept of teaching ESL with the goal of imitating native speakers and focuses on intelligibility and identity that is in keeping with sociolinguistic realities.

“NOT YOUR TURN!” – INTERCULTURAL COMMUNICATION IN THE LANGUAGE CLASSROOM

**Amel Farghaly, Monterey Institute of
International Studies; Defense Language Institute**

Graduate Student Forum: All

As TESOL professionals, we communicate with a diverse body of individuals. Have you ever had Arabic speaking students whose communication style left you wondering? Could an understanding of “turn-taking” norms for Arabic speakers achieve better communication? Come and learn about how turn-taking patterns of Arabic speakers can affect your class.

3:15 – 4:00 P.M.

**IN-SERVICE TEACHER
EDUCATION IN LOW RESOURCE
ENVIRONMENTS**

**Donna Brinton, Soka University of America, MA
TESOL Program**

Paper: C/U

Convention Center 316

3:15 – 4:00 p.m.

Today, there are growing opportunities for CATESOL educators to plan and conduct short-term international in-service programs for teachers. The presenter highlights components of in-service curricula she developed for low resource environments aimed at changing teacher practices and developing a culture of making the most of resources that are already available.

**DEVELOPING COMMUNITY
THROUGH AN ESL FOR CHILD
CARE PROVIDERS CLASS**

Julaine Rosner, Mission College, West Valley College

Paper: CC

Convention Center 318

3:15 – 4:00 p.m.

In this session, the presenter will describe the activities and strategies she uses in her college ESL for Child Care Providers class. She will highlight how she helps her diverse, multi-level group of students create community within and beyond the classroom. Participants will receive handouts and enjoy fun, interactive activities.

**FROM RECEPTIVE TO
PRODUCTIVE: READING/WRITING
FOR ADULT SLA**

**Serena Gould, University of Southern California,
Pasadena City College, CSU Los Angeles**

Demonstration: C/U

Hyatt Regency F

3:15 – 4:00 p.m.

Connecting input/output is a major focus of concern for language teachers. The presenter will share the results of her research, both theory and practice, on receptive/productive language skills for adult SLA. Sample texts, both authentic and academic, will be demonstrated for teaching reading/writing and the important links between them.

**YES, THE FIRST GENERATION CAN
LEARN TO USE ARTICLES**

Kristan Cavina, De Anza Press

Paper: All

Hyatt Santa Barbara

3:15 – 4:00 p.m.

Some ESL professionals feel that first-generation speakers cannot learn English articles. Nonnative speakers can, however, come to understand the English system. The presenter discusses ambiguities resulting from incorrect article use, clarifies unhelpful teaching practices regarding articles, and shares strategies that enable nonnative speakers to understand and use articles correctly. Handout.

**THE ROLE OF WORD KNOWLEDGE
IN READING**

**Kelly Sippell, University of Michigan Press; Keith
Folse, University of Central Florida**

Demonstration: CC, C/U

Sheraton Bondi

3:15 – 4:00 p.m.

Reading classes overlook reading rate, which depends on the ability to recognize a word (automaticity). In this demonstration, the presenter will explain examples of rapid word practice activities designed for ESL students and how these activities can be integrated into existing reading courses. Samples provided.

**ONE STEP FEEDBACK, TWO STEPS
FORWARD**

**Karen Russikoff - Liliane Fucaloro, Cal Poly University,
Pomona**

Paper: C/U

Sheraton Camellia

3:15 – 4:00 p.m.

Feedback is the best and worst part of teaching composition, but are your techniques efficient? Presenters will explain which methods steal time and provide no advantage and offer others which allow you to be delivered from the paper pile while still drawing students' attention and accountability. Handouts.

**GREAT SHORT STORIES FOR
LISTENING AND SPEAKING**

Joan Ashkenas, JAG Publications

Paper: A

Sheraton Carr

3:15 – 4:00 p.m.

Stories by internationally famous writers such as Kipling, Poe, Tolstoy, and O. Henry are adapted for ESL and beautifully illustrated. About four hours of listening includes story readings and a great variety of exercises for pronunciation and vocabulary practice. Male and female voices alternate throughout, speaking casual American English.

**FROM THEORY TO PRACTICE:
INDIVIDUALIZED MENTORING
FOR PRE-SERVICE TEACHERS**

Sarah Nielsen, CSU East Bay; Saly Richardson-Cooperman, CSU East Bay, Las Positas College, ALP

Paper: C/U

Sheraton Compagno

3:15 – 4:00 p.m.

Are the pre-service teachers in your MA TESOL program diverse in their cultural, linguistic, and educational backgrounds? Do they have different long-term professional goals? The presenters of this session, both experienced MA TESOL faculty, will describe their collaborative, individualized approach for preparing a diverse population of pre-service ESL teachers.

**USING STUDENT QUESTIONS TO
MODIFY TEACHING**

**Joyce PODEVYN, Las Positas Community College,
Ohlone Community College**

Paper: IEP

Sheraton Gardenia

3:15 – 4:00 p.m.

What types of questions do students have at the end of class and how can these questions improve teaching and learning? This presentation reports on a mini action research project completed in an intensive summer program. The collection, types of questions, and their use to modify teaching will be discussed.

ENERGY BREAK

3:45 – 4:15 p.m.

Convention Center Exhibit Halls D & E

LEGEND

E – Elementary

S – Secondary

A – Adult

CC – Community College

CU – College/University

IEP – Intensive English

Program

All – All Levels

4:00 – 5:30 P.M.

**IMPROVE STUDENT LISTENING
AND SPEAKING WITH YOUTUBE™**

Steve MacIsaac, USC Language Academy, CATESOL

Demonstration: IEP

Sheraton Bondi

4:00 – 5:30 p.m.

Internet video streaming allows teachers to easily and systematically incorporate peer review into Oral Skills classes. Participants will learn how to create a YouTube account for academic use, covering such areas as establishing contact lists, uploading video, controlling privacy settings, and utilizing self and peer evaluation worksheets.

**INFORMATION OVERLOAD AND
CRITICAL EVALUATION**

Alison Evans, University of Oregon, TESOL

Demonstration: C/U

Hyatt Big Sur B

4:00 – 5:30 p.m.

The unprecedented quantity of information available to students writing research papers is overwhelming and challenging. Effective key word searches and strong critical reading skills are essential for making decisions about appropriate sources. The paper describes strategies and materials designed to help guide advanced second-language writers through this process.

**EXTENSIVE READING WITH THE
OXFORD BOOKWORMS LIBRARY**

Monique Jackson, Oxford University Press

Demonstration: S

Convention Center 201

4:00 – 5:30 p.m.

The benefits of extensive reading, including dramatic improvements in writing skills and test scores, have been documented widely. The presenter identifies the key elements of a successful extensive reading program, and demonstrates how the Oxford Bookworms Library provides these elements with minimal teacher preparation. Samples provided.

FRIDAY

IMMIGRANT COMMUNITIES: EXPLORING CONNECTIONS: AN ESOL CURRICULUM

Maxine Einhorn, KQED; Matt Holsten - Ann Fontanella, City College of San Francisco

Demonstration: A

Conference Center 202

4:00 – 5:30 p.m.

This workshop will offer lesson plans and resources that focus on immigration issues, inviting teachers to identify commonalities between immigrant communities, in order to foster understanding between diverse student groups.

The workshop will engage teachers in sample activities, which can be adapted for different levels of student proficiency in English.

LEARNER-CENTERED PRACTICE IN ADULT AND FAMILY ESL/LITERACY

Gail Weinstein, San Francisco State University; Maricel Santos, Center for Immigrant and Refugee Community Literacy Education

Demonstration: A

Convention Center 203

4:00 – 5:30 p.m.

This interactive symposium discusses how to incorporate learner-centered principles into the fabric of their teaching, curriculum and program design. A model using learner stories as catalysts for mastering language mechanics, creating meaning, and exploring everyday themes will be presented. Materials developed will also be shared and future directions for connecting materials development with professional development in these and similar programs will be explored.

INSTRUCTIONAL TECHNOLOGY AND PROFESSIONAL DEVELOPMENT SOLUTIONS FOR ENGLISH LEARNERS

Chuck Obeso-Bradley - Arnoldo Rodriguez, Pearson Curriculum Digital Products; National Manager; ELL Curriculum Professional Development, Pearson

Demonstration: E

Convention Center 204

4:00 – 5:30 p.m.

This session demonstrates practical ways to enhance instruction with proven instructional technology and professional development strategies to help K-12 and

adult learners develop English skills and comprehend subject matter concepts. Explore instructional tools and techniques to help English learners achieve immediate and long-term academic gains.

DEVELOPING COUNTERARGUMENT LESSONS FOR COMPOSITION COURSES

Jennifer Malia, University of Southern California

Demonstration: C/U

Convention Center 205

4:00 – 5:30 p.m.

The presenter will suggest how to use action research in the university composition classroom to teach ESL students how to write counterarguments. Particular lessons for teaching qualifications and refutations will be demonstrated, followed by a discussion to help participants develop their own lessons for teaching counterarguments.

TWO NEW CBET COURSE OUTLINES FROM LAUSD

Liz Koenig, CALPRO; Barry Bakin, LAUSD

Demonstration: A

Convention Center 311

4:00 – 5:30 p.m.

See two new LAUSD CBET course outlines! The LAUSD CBET Tutoring Course provides K-5 parents with English skills along with strategies to help children succeed in school. The CBET Computer Course teaches basic computer skills in the context of boosting K-12 academic achievement. Complete course outlines, lessons, and handouts provided.

PAPA VINNY'S PIZZA-GRAMMAR TO GO!

Eunice Cerezo, Edward Harris Middle School; Elk Grove; CA

Demonstration: S

Convention Center 312

4:00 – 5:30 p.m.

Fresh from the oven, pepperoni and cheese. May I take your order? Grammar if you please, Papa Vinny's Pizza, Grammar to Go! Designed for SDAIE instruction, attendees will learn up-beat, palatable, fun, and deliciously easy grammar jazz chants written to introduce all of the eight parts of speech.

AMERICAN ENGLISH AND ACADEMIC ENGLISH: TWO NEW CAMBRIDGE DICTIONARIES

**Jim Anderson, Cambridge University Press, National
Sales Manager**

Demonstration: S, A, CC

Convention Center 313

4:00 – 5:30 p.m.

The *Cambridge Dictionary of American English*, second edition (CDAE2), and the *Cambridge Academic Content Dictionary* (CACD) are new corpus-based dictionaries for ELLs. Both offer up-to-date coverage of American English. CDAE2 is designed for the general learner, while CACD offers content-area and general academic vocabulary. Both are available with CD-ROMs.

GRADING STUDENTS' IN- CLASS PARTICIPATION: SOME CONSIDERATIONS

**Elena Solomon - Margaret Hoppe - Jessica Cline,
University of Nevada, Las Vegas**

Demonstration: C/U

Convention Center 314

4:00 – 5:30 p.m.

The presenters will share information on the concept of 'participation' as an assessable skill in the ESL classroom. The presenters will briefly summarize research on the role of active participation, present student and instructor perceptions of participation, and offer teacher techniques to aid in assessing participation.

ONE STORY: AN EXAMPLE OF IMMIGRANTS PARTICIPATING IN DEMOCRACY

Mary Louise Baez, Cambridge University Press

Demonstration: A

Convention Center 316

4:00 – 5:30 p.m.

Time Magazine described Sacramento as the most integrated city in America. The presenter will share her family's immigration story interspersed with classroom activity and project ideas that can be used to acknowledge students' schema while building language skills and cultural knowledge to navigate the new country.

ESL TEACHERS AS TECHNOLOGY INTEGRATION MENTORS

Branka Marceta, OTAN; Shin Song, North Orange

**County CC; Myrna Montenegro, North Hollywood
Polytechnic Adult School**

Demonstration: A

Hyatt Big Sur A

4:00 – 5:30 p.m.

ESL Technology Integration Mentors engage in projects at their schools, working together with one or more fellow-teachers/mentees to effectively integrate technology in teaching and learning. As you hear about their results, you will learn a few tips and tricks to use at your school on Monday.

MULTIPLE INTELLIGENCES AND LANGUAGE LEARNING – THE ULTIMATE HOW-TO

Mary Ann Christison - Jamie Cross, Alta Book Center

Demonstration: A

Convention Center 318

4:00 – 5:30 p.m.

Discover how to engage your students' many intelligences when teaching languages! Friendly, practical, and fun, this cutting-edge session presents dozens of instant-use activities, useful MI inventories, and innovative ways to translate the theory of multiple intelligences into classroom practice – because there's more than one way to smart learning!

GET AWAY FROM THE COPY MACHINE!

Deborah Brooks, Merritt College

Demonstration: CC

Convention Center 319

4:00 – 5:30 p.m.

In this fun and interactive workshop, participants will practice ways to be more creative and more effective with less prep time. Students bring great life experience into the classroom. Instead of books or photocopies, use their lives as your content. They do the work and learn more in the process!

BE MORE PRODUCTIVE WITH TABLES IN MS WORD

**Kimberly Grogan-Donner, Academy of Art University,
San Francisco**

Demonstration: CC

Hyatt Golden State B

4:00 – 5:30 p.m.

One of Microsoft Word's least known and most useful feature is Tables. You will learn to organize your data in

tables, create calendars, seating charts, sign-in sheets, and enhance your table by manipulating borders and shading. This hands-on workshop has all the key information you will need to conquer Word Tables!

CYBER-GRADING: TEACH A PAPERLESS WRITING CLASS WITH “ONE-CLICK” COMMENTING

Randall Rightmire, UC Santa Barbara, Santa Barbara City College, UCSB Extension

Computer Lab: C/U

Hyatt Carmel A

4:00 – 5:30 p.m.

Used right, a computer is the fastest way to make comments or corrections on student writing. In this workshop, you'll learn to teach a "paperless" writing class: exchanging papers with students online; marking up documents and linking them to web pages for grammar/editing mini-lessons.

Bonus: a "one-click" commenting tool!

US CITIZENSHIP PODCAST

Jennifer Gagliardi, Milpitas Adult Education

Demonstration: A

Hyatt Regency D

4:00 – 5:30 p.m.

Demonstration of podcasts, wiki-pages, and other computer-based activities to encourage life-long learning of US history, politics, and culture in support of the USCIS interview and beyond.

MAKING THE JUMP: DEVELOPING CURRICULUM BACKWARDS TO MOVE LEARNERS FORWARD'

John Ade

Demonstration: S

Hyatt Regency E

4:00 – 5:30 p.m.

With so much pressure to move ELLs quickly into the mainstream, a carefully crafted approach is needed to ensure students are properly prepared. This session will explore how "Understanding by Design" offers the best opportunity to equip English learners with the skills they need to "make the jump" to the mainstream.

OUT AND ABOUT IN THE WORLD OF COMPUTERS

Tina Sander - Jamie Cross, Alta Book Center

Demonstration: A

Hyatt Regency F

4:00 – 5:30 p.m.

Empower beginning English language learners to plunge into the world of computers by developing their skills and confidence with Microsoft Word, the Internet, and email while simultaneously reinforcing their English skills! This session is the ultimate "how to," featuring key insights and instant-use activities from an all-new program!

DRAMA ACTIVITIES FOR FLUENCY

Meg Morris

Demonstration: E

Sheraton Bataglieri

4:00 – 5:30 p.m.

The presenter will offer activities from theater training to help K-12 or adult students improve fluency, speak with confidence, and develop interpersonal skills. Participants will engage in these activities that are motivating and targeted to specific skills. Connections to California Language Arts standards and content subjects will be examined.

COMBINE GRAMMAR WRITING AND COMPETENCIES FOR EXCELLENT RESULTS

Mark Buchholz - Tom Dare - Betty Longfellow, McGraw-Hill ESL/ELT

Demonstration: A

Sheraton Beavis

4:00 – 5:30 p.m.

The presenters will use the new *Excellent English* series to demonstrate how we can use a grammar foundation to build a structure of academic and vocational success for our adult students, which includes writing. This will be done in a demonstration/workshop format. (Complimentary copies provided).

CASAS HANDBOOK FOR ADULT ESL TEACHERS: AN INTERACTIVE RESOURCE GUIDE

Patty Long, CASAS

Demonstration: A

Convention Center 103

4:00 – 5:30 p.m.

CASAS is preparing to launch a new, interactive Teacher's Handbook in June 2008. Topics cover testing, data collection and using data to design lessons. Sections of the Handbook will be presented, and the audience will have a chance to review the Handbook and provide feedback before it is published. A copy of the final handbook will be mailed to each participant.

FEATURED TOPIC:

CAN WE DEVELOP STATEWIDE ESL PLACEMENT TESTS FOR CALIFORNIA COMMUNITY COLLEGES?

Kitty Moriwaki, ESL Instructor/Assessment & Prerequisite Coordinator, City College of San Francisco/Co-Chair of CCC Assessment Association Test-Development Feasibility Task Force; Mark Samuels, Assessment Specialist/Counselor, Southwestern College/Co-Chair, Co-Chair of CCC Assessment Association Test-Development Feasibility Task Force; Angelia Jovanovic, Sacramento City College, Member of CCCAA Task Force

Panel

Conference Center 315

4:00 – 5:30 p.m.

The CCC Assessment Association Task Force seeks community college ESL faculty input regarding the feasibility of CC-developed ESL placement tests available for statewide use. We seek input regarding ESL placement assessment needs.

CSU TESOL MEETING

Sarah Nielsen, CSU East Bay

Meeting: All

Convention Center 103

4:30 – 5:30 p.m.

This session is an informal meeting of CSU faculty and students as well as others interested in TESOL-related issues in the CSU. Please join us for a lively discussion of the interesting work that is happening on our campuses.

BOARD-SPONSORED BUSINESS MEETINGS

TELL-IG BUSINESS MEETING

Marian Thacher, OTAN

Sheraton Gardenia

5:00 p.m. - 6:00 p.m.

The Technology-Enhanced Language Learning Interest Group holds its annual business meeting at the conference. If you are a technology enthusiast and are looking for a way to get more involved in CATESOL, please attend! Learn about the work of the interest group and meet some interesting and creative people.

INTERCULTURAL COMMUNICATION INTEREST GROUP BUSINESS MEETING

Clarissa Ryan, California State University, East Bay

Sheraton Tofanelli

5:00 p.m. - 6:00 p.m.

Anyone interested in intercultural topics should attend this meeting. Potential new ICIG members can

learn about the group's goals, meet current members, and discuss their own intercultural concerns. In addition, brief official business such as elections will be conducted.

TEW-IG ANNUAL MEETING

Margaret Lyman - Ingrid Greenberg, ProActive English; CATESOL; San Diego Community College

Sheraton Compagno

5:00 p.m. - 6:00 p.m.

Members of the Teaching English in the Workplace Interest Group meet to discuss activities of the 2007 Steering Committee and elect new members to the 2008 Steering Committee.

NNLEI BUSINESS MEETING

Terry Doyle, CATESOL

Sheraton Carr

5:00 p.m. - 6:00 p.m.

Members of the NNLEI interest group will conduct their business meeting for the year 2008.

CONTINUING EDUCATION



CONTINUING EDUCATION CREDIT AND PROFESSIONAL DEVELOPMENT VERIFICATION

Continuing Education Credit:

Earn Continuing Education Units (CEUs) through UC Davis Extension by participating in the CATESOL 2008 State Conference in Sacramento April 10-14. Participants must verify participation in at least 5 hours (0.5 CEU), 10 hours (1.0 CEU), or 15 hours (1.5 CEUs) of conference sessions and complete a required 2-4 page reflective paper after the conference. The cost is \$75 for .5 and 1 CEU or \$100 for 1.5 CEUs. Registration forms are available on the CATESOL 2008 Conference Web site and on the hospitality table at the conference.

Professional Development Verification

Conference participants who just need official verification of attendance at a certain number of hours can receive a letter on CATESOL letterhead, specifying the number of hours spent in conference sessions. Forms for keeping track of attendance are on the next page of the conference program book.

Steps to Earn Continuing Education Credit or Professional Development Verification:

As you attend conference sessions, including plenary sessions and the lunchtime Educational Level Rap Sessions, fill out and complete the hour verification form (printed on the next page). Please ask the presenter or a room monitor to initial your form at each session you attend. Round to the nearest 30 minutes when recording time (i.e. a 45 minute session is 1 hour; a 90 minute session is 1.5 hours).

If you are requesting a letter of Professional Development Verification, mail your hour verification form to the address below. Requests should be postmarked no later than **April 23, 2008**. Expect to receive a letter in the mail in approximately one month.

If you are requesting Continuing Education credit, pick up a Continuing Education Credit packet (available at the Hospitality Services table in the Convention Center West Lobby) and complete the course registration form in addition to the hour verification form. Mail both forms, payment by credit card or check (payable to UC Regents), and your two-to-four page paper to the address below by April 30, 2008. Notification of your grade will be sent in mid-June.

All requests for letters of Professional Development Verification and Continuing Education Credit should be mailed to:

Betsy Gilliland
4141 Cowell Blvd. #57
Davis, CA 95618

If you have any questions during the conference, call Betsy Gilliland at 408-821-0060. Leave your name and a callback number. Please address any questions or concerns after the conference to Betsy at 530-792-1227 or betsygilliland@gmail.com.

