

CoTESOL's 42nd Annual Convention

Engagement

Encouragement



Empowerment

November 2-3, 2018

Radisson Hotel Denver - Aurora

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



(IEC full-page color ad)



Welcome to CoTESOL's 42nd Annual Fall Convention and Exhibition: Engagement, Encouragement, Empowerment!!!

If this is your first time attending CoTESOL's fall convention, we are thrilled to host you. If this is not your first time with us, we are grateful for your continued support!

Please take a moment to follow CoTESOL on Facebook and share the news about this convention with your social network.

For our 42nd Fall Convention, we have chosen the theme Engagement, Encouragement, and Empowerment to inspire participants to seek new opportunities, make new connections, and find new ways to support one another. We hope that you will keep this phrase in mind as you encounter new ideas and perspectives. Once again, we have brought together over 500 incredible ESL professionals from around the world to share their knowledge and passion for teaching and learning. Please turn the page to see descriptions of the many featured speakers, veteran presenters, and new presenters who will be actively engaging, encouraging, and empowering us all.

We encourage attending each presentation or workshop with an open mind and hope that these encounters foster discussion and opportunities to view things in new ways. Let's show our support for the presenters by engaging in open and productive dialogues in order to explore diverse points of view. While speaking with your colleagues over the next few days, please ask yourself how you can engage, encourage, and empower the people you're are meeting!

Aside from the new connections you will make and excellent presentations you will attend, please consider the various professional development opportunities offered at this year's convention. Through Colorado State University, both university graduate credit and Continuing Education Units (CEUs) are available. In addition, the Colorado Department of Education has partnered with CoTESOL to provide a Culturally and Linguistically Diverse (CLD) track of qualifying sessions to support relicensing, which can provide up to 10 hours of professional development credit. Please visit our registration desk for more details. Finally, the convention program booklet includes a certificate of attendance which can be completed by all attendees.

As a final note, CoTESOL would like to give special thanks to the exhibitors who not only sponsor the convention, but who, through their participation, help to keep CoTESOL up to date with current trends in ELL education. We would like to invite you to show your appreciation by visiting the exhibit hall and exploring their exceptional publications, ideas, and other products and services. Please thank them for supporting Colorado's ESL professionals and making this event possible.

Sincerely, your 2018 CoTESOL Team,

Tom Germain, President
Agnes Farkas-Roszell, Convention Chair
David Stevens, Program Chair
Bruce Rogers, Publishers' Liaison
Dieter Bruhn, Hospitality Liaison
Larry Fisher, Secretary

PS – Don't forget, we're here to party too! Join us Friday at 5 in the Jefferson Ballroom, right after the Publisher Book Raffle, for some live entertainment and drinks!



(Townsend press full page B/W ad)



CoTESOL 2018 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 Glitter Architects
5:00 p.m. (after the publisher raffle)

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



CoTESOL is the Colorado affiliate of TESOL International Association

FEATURED PRESENTATIONS

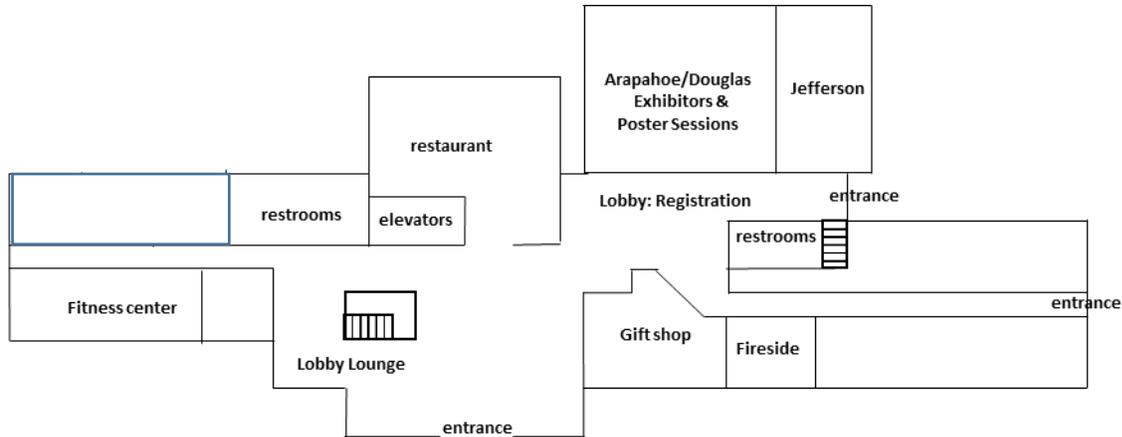
-  **Top ten tips to increase learner engagement** – Michael Rost
-  **Teachers' conversations about race in TESOL** – Suhanthie Motha
-  **Reimagining education as enterprise** – Michael Yokum
-  **Engaging, encouraging, empowering teachers and learners with technology** – Christine Bauer-Ramazani
-  **Critical advocacy for bilingual learners** – Susan Hopewell
-  **Preparing your students for employability** – Robert Jenkins
-  **Strategic planning for K12 programming** – Kristin Nelson-Steinhoff
-  **Individual and organizational thriving in difficult times** – Britt Johnson
-  **A Roadmap to engaging English learner families** – Andrea B. Hellman
-  **Seven elements of a successful academic listening lesson** – Michael Rost
-  **Race, empire, and English language teaching** – Suhanthie Motha
-  **Graduating English Language Learners college and career ready: Practices, programs and policies that work!** – Maria Santos
-  **Engaging Learners in and out of the Classroom: A Collaborative Speaking Project with Mobile, Cloud, and Classroom Technology** – Christine Bauer-Ramazani

CONVENTION COMMITTEE

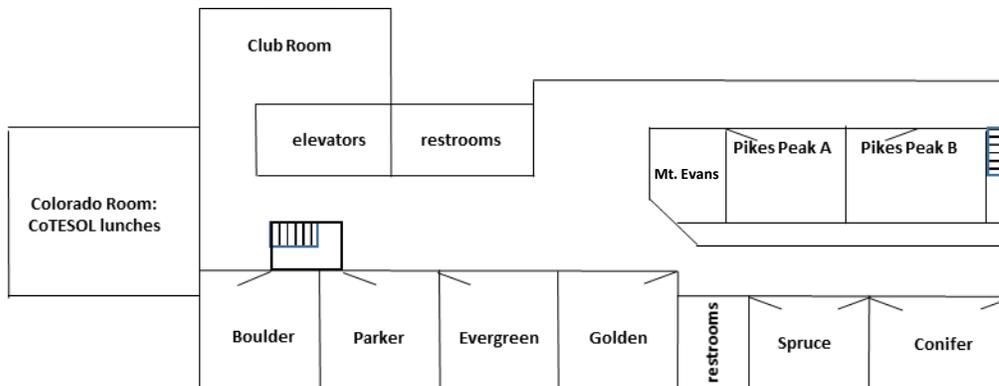
Past President – Susan Holloway; President – Tom Germain; Convention Chair – Agnes Farkas-Roszell; Program Chair – David Stevens; Publishers' Liaison – Bruce Rogers; Hospitality and Entertainment Liaison – Dieter Bruhn; Registration – Larry Fisher; Convention Booklet – Chris Tombari



Radisson Main Floor



Radisson Lower Level



CoTESOL Presents: Glitter Architects

Friday, November 2, 2018

5:00 p.m. (after the publisher raffle)

Jefferson Grand Ballroom



Photo © Katie Day Weisberger

Glitter Architects, featuring singer-songwriter Laurie Amodeo, is a musical outfit intent on bringing scintillating grooves and spreading joy across time and space. Laurie Amodeo writes and performs across genres of music including funk, pop, electronica and jazz. For several years she performed original and composed music across New York City. She is currently based in Boulder, CO, where she can be found producing music in her home studio and singing with some of the Front Range's most talented jazz musicians.

Attention K-12 educators!

The 2018 CoTESOL convention will offer a re-certification track with up to 10 hours of CLD credit.

CDE and CoTESOL are partnering to help you, Colorado educators, get the most out of your attendance of CoTESOL's Annual Fall Convention. We will be initiating a new "tracks" feature this fall that will help inform your choice of sessions so that you can strategically plan your professional development. You may want to take a focused approach and choose presentations that will enhance your knowledge of just one of the four quality standards, or you may wish to take a balanced approach that helps you to meet two, three, or all four of the standards. CoTESOL's convention program is just as flexible as before, but now you'll be empowered to earn up to 10 hours of targeted credit toward the 45 clock hours of applicable professional development in Knowledge of Culturally and linguistically diverse teaching and learning practices.

CoTESOL/CDE Certificate of Hours

CDE and CoTESOL have designed an official certificate of hours to help you to document your chosen 10 hours of professional development as you work toward meeting licensure requirements. Given that the licensure period is five years, this new certificate will make it easy to log all PD earned through your ongoing participation in CoTESOL. Certificate information will be available at the registration table in the lobby. A certificate is only given and delivered once a chosen track is verified at the end of your conference experience. After the convention has ended, CoTESOL staff will verify and email certificates to convention attendees who have completed ten hours of PD!



The English Learner Educator Licensure Requirements

From the CDE website: In order to ensure that all Colorado educators are well equipped and able to teach Colorado's diverse student population, the Colorado State Board of Education approved new rules for educator licensure. The new rules include four quality standards and eight elements for supporting the learning of culturally and linguistically diverse students that educators must meet.

- **5.12 Quality Standard I:** Educators are knowledgeable about CLD populations
- **5.13 Quality Standard II:** Educators should be knowledgeable in first and second language acquisition.
- **5.14 Quality Standard III:** Educators should understand literacy development for CLD students.
- **5.15 Quality Standard IV:** Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.

Key

CLDE – Culturally and Linguistically Diverse Endorsement: Look for the following CDE/CLDE Standards codes on pages 8 to 11 to plan your CLD PD Path.

- | | |
|---|------------------------------------|
| • CLDE S I — 5.12 Quality Standard I | up to 6 PD hours available |
| • CLDE S II — 5.13 Quality Standard II | up to 9 PD hours available |
| • CLDE S III — 5.14 Quality Standard III | up to 11 PD hours available |
| • CLDE S IV — 5.15 Quality Standard IV | up to 4 PD hours available |



Sessions at a Glance

Friday, November 2 Morning

	Room	9:00 – 9:45	10:00 – 10:45	11:00 – 11:45
Main level	Arapahoe / Douglas	Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)		
	Jefferson	FEATURED PRESENTATION Top ten tips to increase learner engagement Michael Rost CLDE S II	FEATURED PRESENTATION Teachers' conversations about race in TESOL Suhanthie Motha	Purposeful professional development for teachers of ELs Leslie Grant, Monica Yoo, Stephanie Dewing, Mary Higgins, Veronica Garza (GA, HE, TE/AR)
	Fireside	Making text accessible to all Danielle Bailey, Jenny Peed (EE, GA, SE) CLDE S III	Teaching vowel pronunciation using the Color Vowel Chart Julia Hedges, James Gilness (GA, HE, IEP)	The true meaning of Mother Goose rhymes Priscilla Wright (EE, GA, SE)
Lower level	Boulder	Low tech engagement activities Linda Horne (EE, GA, TECH) CLDE S II	Practical ideas for teaching pronunciation Agnes Farkas-Roszell, Michelle Raese (AE, IEP, TE/AR)	Curricularizing reading fluency Shirlaine Castellino, Colleen McGovern (GA, IEP, PA) CLDE S III
	Club Room	Using embodied semantics to acquire vocabulary Patrick T. Randolph (GA, HE, IEP)	FEATURED PRESENTATION Reimagining education as enterprise Brett Yokom	Using creative writing to enhance academic writing Patrick T. Randolph, Dieter Bruhn (BE, HE, IEP) CLDE S III
	Conifer	Exhibitor Session Teach abroad with the English Language Fellow Program Rebecca Copeland (U.S. Dept of State)	Exhibitor Session Early literacy for English learners Kelly Reider (English Learner Portal) CLDE S III	Productive reading habits through technology Thomas Germain (AE, HE, IEP) CLDE S III
	Evergreen	Conquering language plateaus through reflective speaking activities Summer Webb, Barbara Flocke (IEP, HE) CLDE S II	Providing faith-based services to refugees and immigrants Marcel Narucki, Daniel Schweissing, Stephanie Sittner, Sandy Stokely, Tracy Small (AE, GA, PA)	Exhibitor Session Teaching "Barefoot" with Barefoot Books: Ready-made plans Heidi Holycross-Lui (Barefoot Books) CLDE S III
	Golden	I am gifted; estoy dotado; أنا موهوب; 我很有天賦; s; Я одарен Remy Rummel, Natasha Straayer, Cynthia Close, Misty Burkhart, Jennifer Gottschalk (CA, EE, SE) CLDE S I	Exhibitor Session Enhance your curriculum with ESL Library Print & Digital Ben Buckwold (ESL Library) CLDE S III	Exhibitor Session Connecting the dots between Ventures and WIOA Annette Acosta (Cambridge University Press)
	Mt. Evans	Data-based language program improvement Nick Einterz, Olivia Livneh (IE, PA, TECH)	Widening the goals of the 4-3-2 technique Jonathan Buck, Travis West (AE, HE, IEP)	Building bridges: Collaboration to implementation Brian Lemos, Stacie Datteri (IEP, SOPOL, TE/AR)
	Parker	Seven steps to separating difference from disability Sheri Collier (AE, CA, EE) CLDE S I	Vocabulary box for engaging academic language learning Brad Russell (EE, IEP, SE) CLDE S II	Exhibitor Session Is VIPKID right for me? Taniuska Worsham (VIPKID)
	Pikes Peak A	Impact of discussion groups in the calculus classroom Zeynep Karaoglu (CA, GA, SE) CLDE S II	How to conduct Text Analysis Presentations (TAPs) Tracy Bhoola (AE, HE, SE) CLDE S III	New directions in international student research Tamara Milbourn (HE, IEP, SOPOL)
	Pikes Peak B	Using augmented reality to improve reading skills Elham Fallatah, Samiah Alsolamy (TECH, EE, SE)	In-house publishing: Avenues for professional development Parmelee Welsh, Lorie Wood (HE, IEP, TE/AR)	Empowering students through integrated support services Virginia Nicolai, Lisa Runck (AE, HE)
	Spruce	Collaborative practices for critical thinking and writing Andrea Feldman (GA, HE, IEP)	The ins and outs of ESL mentoring Kat Bradley-Bennett, Kathy Gamble (AE, EE, SE)	Refugee struggles: Planning for English language relevance Katelyn Ponte-Krygowski, Chris Kilmer (AE)

Friday, November 2, Afternoon

Room		1:30 – 2:15	2:30 – 3:15	3:30 – 4:15
Main level	Arapahoe / Douglas	Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)		
	Jefferson	FEATURED PRESENTATION Engaging, encouraging, empowering teachers and learners with technology Christine Bauer-Ramazani CLDE S II	Colorado's High School Diploma Endorsement for Biliteracy Lourdes Lulu Buck	FEATURED PRESENTATION Preparing your students for employability Robert Jenkins (National Geographic)
	Fireside	Online class management tools for community ESL Jessika Harcey (AE, TECH)	Advocating for ELs and their teachers: Our experience in DC Susan Holloway, Brian Lemos, Liliana Graham (BE, GA, SOPOL)	Communicating culture between classrooms and residence life Kim McMillen, Kirsten Stauffer, Robert Samuel Peglow (HE, IEP, TE/AR)
Lower level	Boulder	Thinking outside the box and the box itself Mohamed Almahdi (GA, IEP, TECH) CLDE S II	Using ESA animals in an ESL classroom Linda Hagedorn, Paige Vincent (EE, GA, TE/AR) CLDE S I	The unofficial community college networking session Daniel Schweissing, Virginia Nicolai (AE, HE)
	Club Room	Exhibitor Session Preparing students for success in the 21 st century Andrew O'Shea (National Geographic Learning) CLDE S II CLDE S III	Exhibitor Session Color It Out!: A Compelling Pronunciation Literacy Game for Everyone Laura McIndoo (ELTS) CLDE S III	Interlanguage: The Empowerment of a unique linguistic system Evelyn Adams, Erin Tomky (EE, IEP, TE/AR) CLDE S II
	Conifer		Fanfiction: Using television to inspire writing Katie Mitchell (AE, IEP, TECH)	Everyday English for life: What refugees want Nan Frydland (AE, SOPOL, TE/AR)
	Evergreen	Teaching at Coconut Water House in Cambodia Constance Leonard, Gina Ibbert-Shea (GA, HE, SOPOL)	BAM! JAM! POW! Michelle Henriksen, Monica Strass (CA, EE, GA) CLDE S III	Exhibitor Session Sparking light bulb moments for adult learners Patricia Nichols-Johnson (English Works)
	Golden	Exhibitor Session iLit: Improving outcomes for struggling ELL readers Wayne Eichen, Portia Naze (Pearson) CLDE S III	Exhibitor Session Accelerate English learning by practicing phrasal verbs Alex Bricker (ESL with Purpose) CLDE S II	Transitioning IEP students to mainstream university coursework Kendra Staley (CA, HE, IEP)
	Mt. Evans	Conflict resolution skills for adult immigrants/refugees Karin Bates, Gurusewak Khalsa (AE, GA, SE)	I-Best and Culinary QuickStart workforce training Chris Kilmer, Katie Kirwan (AE, GA)	Shifting planning from documentation to process thinking Natalia Devlin, Blake Pendergrass (AE, GA)
	Parker	FEATURED PRESENTATION Critical advocacy for bilingual learners Susan Hopewell	Engaging students through structured academic discourse/writing Jessica Cooney, Sarah Vazquez, Cassie Guy (EE, IEP, SE) CLDE S III	FEATURED PRESENTATION Strategic planning for K12 programming Kristin Nelson-Steinhoff
	Pikes Peak A	Exhibitor Session Teaching English in China makes your amazing happen Patricia Nichols-Johnson (English Works)	Lesson planning using CCRS math and language arts standards Brenda Gierczak, Paige Wenzivsky, Beckie Graham (AE, CA)	Exhibitor Session Free access to digital newspapers & curriculum Dana Plewka (Denver Post) CLDE S III
	Pikes Peak B			
	Spruce	Lifting voices, lifting students Amanda Pawelski (BE, CA, SE) CLDE S II CLDE S IV	Apps and sites for language growth Linda Horne (EE, GA, TECH) CLDE S III	Student engagement and motivation with story telling Jim Utterback, Deborah Nash-Utterback (AE, EE, SE) CLDE S II

Saturday, November 3, Morning

Room		9:00 – 9:45	10:00 – 10:45	11:00 – 11:45
Main level	Arapahoe / Douglas	Exhibitors (Coffee Breaks – 7:30 a.m. to 12:00 noon)		
	Jefferson	FEATURED PRESENTATION Individual and organizational thriving in difficult times Britt Johnson	FEATURED PRESENTATION A Roadmap to engaging English learner families Andrea B. Hellman CLDE S I	FEATURED PRESENTATION Race, empire, and English language teaching Suhanthie Motha CLDE S I
	Fireside	Hostel environments: Engage, encourage, empower L2 learners Patricia Babbitt (GA, HE, TE/AR)	A Life goal: Financial fitness Sandy Stokely (BE, CA, EE)	Migrant students and binational teacher exchange program Kristine Van Deraa (EE, SE)
Lower level	Boulder	Listening truths and techniques Connie Davis (GA, HE, IEP) CLDE S IV	Screen capturing for video feedback Ryan Cloyd (GA, HE, TECH) CLDE S IV	FEATURED PRESENTATION Graduating English Language Learners college and career ready: Practices, programs and policies that work! Maria Santos CLDE S I
	Club Room	Vocabulary dictionary April Long (AE, IEP, HE) CLDE S III	FEATURED PRESENTATION Seven elements of a successful academic listening lesson Michael Rost CLDE S II	Write faster: Agile writing for language classrooms Glenda Leung (GA, HE, IEP) CLDE S III
	Conifer	Online learning, student perceptions, and outcomes Karen Easterday, Allison Needham (AE, IEP, TECH)	Speak up: Fluency activities that work Dieter Bruhn (AE, IEP, SE) CLDE S II	Empower: Xi'an Jiaotong University Summer English Program Anne Bliss, Rod Bennett, Jamal Khlifat (HE, IEP, SOPOL)
	Evergreen		Content-based instruction: Empowering EFL/ESL learners Kirsten Stauffer, Andrea Fuentealba (CA, HE, IEP) CLDE S III	Spelling exploration: Build learner intuition and confidence Laura McIndoo (HE, GA, IEP) CLDE S II
	Golden	Putting theory into practice: Creating small teaching TiPs for educators Chelsea Walter (GA, TE/AR)	EL focus in standardized assessment development and accommodations Heather Villalobos Pavia, Mindy Roden (EE, GA, SE) CLDE S IV	Learning through listening with dictogloss Brad Russell (EE, IEP, SE) CLDE S III
	Mt. Evans	Lesson plan yourself to health Brooke Selb (EE, GA, SE)	Meaningful activities for intermediate readers Karen Eichhorn (AE, IEP, SE) CLDE S III	Exploring learner autonomy to develop speaking proficiency Smriti Singh, Sadeqa Ghazal (BE, SOPOL, TE/AR)
	Parker	Effective and fun activities for language learning Shineth Cunanan-Gonzales (Aims Community College)	Exhibitor Session Chunking aids teaching reading and listening skills Arthur Burrowa (Pro Lingua) CLDE S III	FEATURED PRESENTATION Engaging Learners in and out of the Classroom: A Collaborative Speaking Project with Mobile, Cloud, and Classroom Technology Christine Bauer-Ramazani
	Pikes Peak A	Patterns of citing sources in academic papers Tiffany Daigle (AE, BE, HE)	Exhibitor Session Publishing for children Lija Fisher (Author)	Exhibitor Session English teachers as citizen diplomats Toni Hull (The U.S. Department of State English Language Programs)
	Pikes Peak B	The Idea of critical thinking Young Kyung Min (AE, HE, PA)	A hungry girl's guide to transformative learning Nan Frydland (AE, SOPOL, TE/AR)	Medical English: Strengthening communication between global professionals Kendra Staley, Carolyn Allen, Anna Hamp (CA, HE, IEP)
	Spruce	Exhibitor Session University Success: Academic skill building with a Stanford Connection Ruth Moore, Charl Norloff (Pearson)	Multilingualism and anxiety among ESL learners Elias Bensalem (AE)	Development of second language reading skills Anna Shur (AE, HE, IEP) CLDE S III



Saturday, November 3, Afternoon

		1:30 – 2:15	2:30 – 3:15
Main level	Arapahoe / Douglas	Exhibitor area closed	
	Fireside	Oral language/vocabulary development for university success Lizabeth Collier (HE, IEP, TE/AR)	
Lower level	Boulder	Strategies for writing effective conference proposals Luke Coffelt, Connie Davis (GA)	A discussion-led reading project powered by Newsela.com Luke Coffelt (IEP, SE, TECH) CLDE S III
	Club Room	Little Roja Riding Hood: Translanguaging mentor texts Elizabeth Mahon (EE, GA, SE) CLDE S II CLDE S III	Working with words off the wall Beth Skelton (AE, EE, SE) CLDE S III
	Conifer	Teaching effectively in the EL blending-learning classroom Stephanie McKay (CA, SE, TECH) CLDE S IV	Adult ESL: Where are the classes? Dorothea Steinke (AE, GA)
	Evergreen	Advocating for our students: Inspiring the 4Ms Patrick T. Randolph (AE, IEP, SE) CLDE S I	Engaging ELLs in local community research projects Patrick T. Randolph (HE, IEP)
	Golden	Bringing students together through culturally relevant teaching! Karla Del Carpio (HE, IEP) CLDE S I	Speech recognition: Empowering learner autonomy through emerging technologies Matt Morley, Nick Einterz (GA, IEP, TECH) CLDE S II
	Mt. Evans	Making curriculum work for students Susan Gong (AE, TE/AR)	Building ELLs' information literacy Hannah Caballero, Kristie Yelinek, Amanda Memoli (GA, HE, IEP) CLDE S II
	Parker	Mindfulness and socio-emotional learning in the SLIFE/SIFE classroom Rakibat Abiola (SE, EE, SOPOL) CLDE S I	Exhibitor Session Project-based learning in the ESL classroom Robert Jenkins (National Geographic) CLDE S II
	Pikes Peak A	Integrating critical reading in advanced writing classes Michael Vallee (CA, HE, IEP)	A global look at metacognitive reading strategies Tracey McCormick (GA, HE, SE) CLDE S III
	Spruce	Empowering student learning through peer tutoring Leslie Hammond (CA, GA, SE)	Academic English in relation to race, class, and language Chris Carson, Sofia Chaparro (GA, SOPOL, TE/AR) CLDE S I

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

How was the convention?

Please take time to evaluate your convention experience by completing a short survey at www.cotesol.org. The survey takes about 2-3 minutes to complete, and the feedback gathered will greatly help CoTESOL's incoming board to improve next year's convention. This survey will remain open until November 30, 2018. Responders may enter a raffle for 1 free Radisson hotel stay (1 night) at CoTESOL 2019.



(ITEP full-page B/W ad)

Featured Presentations

Top ten tips to increase learner engagement

Friday, November 2

9:00 – 9:45

Jefferson



Michael Rost

Session: Increasing learner engagement is at the heart of successful teaching, particularly for developing oral skills. In this presentation, Michael Rost will reveal what he has found to be the most consistently successful tips for increasing and sustaining active learning. The tips include both mindset shifts and practical teaching strategies, from transferring responsibility to learners to gamifying learning tasks. The tips are adaptable to a variety of contexts, ages, and proficiency levels.

Biography: Michael Rost an independent scholar, author, editor, and teacher trainer based in San Francisco. Formerly a member of the TESOL faculties at Temple University and University of California, Berkeley, Michael is the author of the widely cited *Listening in Language Learning* (Pearson) and *Teaching and Researching Listening* (Routledge), as well as a number of monographs on second language oral communication instruction and assessment. He is also author or editor of several online and classroom learning series, including *Pearson English Interactive*, *Contemporary Topics*, *English Firsthand*, and *Impact Issues*. Michael enjoys traveling, visiting language classes, and meeting teachers in order to gain new insights into the best methods of teaching and learning.

Sponsored by Pearson

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 2019 in Atlanta.**



Teachers' conversations about race in TESOL

Friday, November 2

10:00 – 10:45

Jefferson



Suhanthie Motha

Session: This presentation draws from a series of everyday conversations, set in TESOL teacher education classes, that engage with complicated questions about race-related challenges in English language teaching classrooms. The presenter discusses the promise offered by TESOL teacher education as a site of potential intervention, possibility, and hope.

Biography: Suhanthie Motha's research explores the complicated workings of race in the context of the English language teaching profession. An associate professor in the English Department at the University of Washington, she is the author of *Race, Empire, and English Language Teaching* which won the 2015 American Educational Studies Association (AESA) Critics' Choice Book Award and the Comparative and International Education Society's (CIES) Globalization and Education SIG's 2015 Book Award. Her work has been published in journals including *TESOL Quarterly*, *Modern Language Journal*, *Critical Inquiry in Language Studies*, *Race Ethnicity and Education*, and *Language Teaching*, and as chapters in several books.

Sponsored by CoTESOL and the Teacher Education / Action Research SIG
(Co-chairs Julia Hedges & Olivia Livneh)

Didn't get a
handout?



Want a copy of that
PowerPoint?

Some presenters have uploaded files (e.g., .docx, .pdf, .ppt) to the CoTESOL wiki for attendees to download. The wiki site is open to the public and requires no password. To download files from the wiki, visit www.cotesol2018.pbworks.com.

Reimagining education as enterprise

Friday, November 2

10:00 – 10:45

Club Room



Brett Yokom

Session: For decades, language instructors have maintained a classroom model that places traditional concepts of pedagogy above all else. Generational shifts, financial concerns, political uncertainty and technological advances are combining in ways that should cause attendees to evaluate the risk of continuing with the status quo. As we close out the second decade of the 21st century, new questions need to be asked, such as: Are Millennials and post-Millennials bringing a new set of expectations to our language institutions and schools? Is it time for a new ‘customer-centric’ focus in the world of language education? As tuition and other costs associated with attending our institutions continue to significantly outpace inflation, how much does ‘customer satisfaction’ matter as an outcome? Could learner outcomes be changed or improved if educators took a more entrepreneurial approach to their profession? This session will examine whether we should consider a new approach whereby: (1) students are treated as customers, (2) teaching is considered a professional service, and (3) classroom materials managed as product. The presenter will go on to explore our profession’s level of preparedness in the face of unprecedented competition from disruptive technological innovations like big data, machine learning and artificial intelligence. Are language and communication educators doomed to further marginalization or even extinction if they aren’t able to “pivot” in the face of the looming changes on the horizon? A more entrepreneurial approach to language and communication education could put educators and students on a different and more successful path toward the future.

Biography: Brett Yokom is an instructor at UC Berkeley Extension’s International (Business) Diploma Program, Humanities and Languages Program, and College Foundations Program. Fortunate to have lived overseas and traveled extensively, he understands firsthand what it is like to be an adult language learner in a new country and culture. Having worked in Silicon Valley and the startup world for almost two decades, he’s now able to combine his business knowledge, intercultural communication experience and language instruction skills in his work as an educator. His areas of expertise include professional Communication for NNS, Adult/Academic ESL, and Business English.

Sponsored by CoTESOL the Content Area SIG
(Co-chairs Matthew Morley & Juli Sarris)



Engaging, encouraging, empowering teachers and learners with technology

Friday, November 2

1:30 – 2:15

Jefferson



Christine Bauer-Ramazani

Session: With online, mobile, and blended learning being ubiquitous, it is important for teachers to have a lot of tech tools at their fingertips to engage, encourage, and empower their learners. In addition, they need to make sure that the technology tools they select fit into a framework of learning outcomes that make up a larger curriculum. As the NMC Horizon Report: 2017 K-12 Edition claims, “Recognizing that simply understanding how to use a device or certain software is not enough; teachers, staff, and students must be able to make connections between the tools and the intended outcomes, leveraging technology in creative ways that allow stakeholders to more intuitively adapt from one context to another” (p. 9). Thus, in this presentation, the speaker will show how teachers can employ technology not only to inspire and support students in 21st century pedagogies, skills, and literacies but also integrate it into the curricular framework of the Four-Strands Model (Nation and Macalister, 2010), which seeks to balance meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Through examples, the presenter will illustrate tools and projects for the different language areas of English language learning as well as for collaborative learning in blended, flipped, or online contexts.

Biography: Christine Bauer-Ramazani (MA, MEd, MBA), a native German, is a teacher, teacher trainer, and Director of English Language Programs at Saint Michael’s College in Vermont, integrating technology into teaching and learning. Passionate about CALL, she has designed and taught online graduate courses for her college and TESOL, co-founded the Electronic Village Online of TESOL, and chaired the CALL-Interest Section of TESOL, receiving the D. Scott Enright Award for her service. Christine presents regularly at TESOL and has given keynote addresses and workshops on teaching with technology, as well as strategic planning and training for technology both in the US and abroad. Her work has been published in peer-reviewed journals and books. Not limited to CALL, Christine’s professional interests include teacher education, curriculum design, content-based instruction, English for special purposes, assessment, and business.

Sponsored by CoTESOL

Critical advocacy for bilingual learners

Friday, November 2

1:30 – 2:15

Parker



Susan Hopewell

Session: Our kids and families deserve the best we have to offer. The current political climate presents a challenging context within which we must remain vigilant while serving bilingual learners. In this session, we will examine how to center justice and advocacy to ensure students have access to research-based curricula, well-prepared teachers, and adequate resources. Leave inspired to take action!

Biography: Susan Hopewell is Assistant Professor of Educational Equity and Cultural Diversity. She focuses on issues of language, culture, equity, and identity especially as they impact, or are affected by, literacy practices. Her current research studies examine the strategic use of Spanish during ESL literacy, the impact that teacher-student interactions have on bilingual writing development, and a longitudinal K-5 biliteracy study aiming to reconceptualize the how we assess, interpret, and understand the development of biliteracy. Prior to joining the CU faculty, Dr. Hopewell was a research assistant with the BUENO Center for Multicultural Education. Her K-12 public school teaching experience includes 8 years as a classroom teacher in a dual-language elementary school, and 4 years as the literacy coach in a maintenance bilingual program. Susan Hopewell currently serves as Secretary for the Colorado Association for Bilingual Education (CABE).

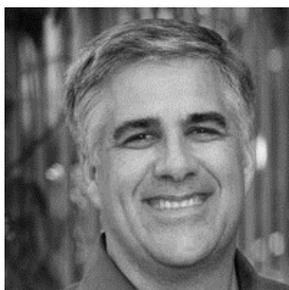
Sponsored by CoTESOL

Preparing your students for employability

Friday, November 2

3:30 – 4:15

Jefferson



Robert Jenkins

Session: The real purpose of the classroom experience is to prepare our students for academic environments, employability, and to function in the real world. The presenter will share evidence-based techniques to ensure success beyond the classroom.

Biography: Rob Jenkins is a professor of ESL and the Faculty Development Coordinator serving over 300 instructors teaching for Santa Ana College School of Continuing Education in California. He is a recipient of the Santa Ana College Distinguished Faculty Award. Rob is also a textbook author and consultant for National Geographic Learning. He is the author of Stand Out and series editor for World English, and also consults on state and national projects. Rob and Staci Johnson, his co-author, were awarded the Heinle Outstanding Achievement Award for their contribution to publishing in 2013.

Sponsored by National Geographic

Strategic planning for K12 programming

Friday, November 2

3:30 – 4:15

Parker



Kristen Nelson-Steinhoff

Session: The presenter will share a recent process for developing a strategic plan for district-wide language development programming.

Biography: Kristin Nelson-Steinhoff is currently in her second year of serving as the Director of Language Development for the Boulder Valley School District. She started her professional career as a social worker, supporting children and families in the foster system, before moving into the classroom to work with kindergarten, third, and fourth graders. Kristin spent an amazing fifteen years as an elementary school administrator, focused on developing effective programs for students learning through ESL, transitional, maintenance, and one and two-way dual immersion programs. She is also a former president of the Colorado Association for Bilingual Education.

Sponsored by CoTESOL and the Elementary Education SIG
(Co-chairs Maritza Helson & Sandy Stokely)

Individual and organizational thriving in difficult times

Saturday, November 3

9:00 – 9:45

Jefferson



Britt Johnson

Session: Organizational thriving at its very core is the result of trust, transparency, and active awareness and appreciation of the collective effort and common purpose. These very ideals become much more difficult when there is significant programmatic change, staff reductions, and increased workload and stress. This presentation offers a deep dive into the day to day interactions and moments that define who we are as practitioners and leaders, not only in our areas of immediate responsibility, but in the interface among all participants in the workplace. Sustaining excellent communication in the individual moments of our work, with heightened consciousness of the personal impact of our communications, in the face of high levels of stress and loss, is the focus of this presentation.

Biography: Britt Johnson is currently a Senior instructor at the American English Institute at University of Oregon. She has served in a number of administrative and instructional roles in higher education and adult education, and has taught in ESL, TFL, and adult education contexts.

Sponsored by CoTESOL and the Adult Education SIG
(Co-chairs Samar Abdel Aal & Mary Hilken)

A roadmap to engaging English learner families

Saturday, November 3

10:00 – 10:45

Jefferson



Andrea B. Hellman

Session: The *Every Student Succeeds Act* (ESSA, 2016) has made all Title I schools accountable for involving the parents of English learners in the education of their children. Schools and teachers nationwide are outfitting their family engagement plans to include best practices that are specifically suited for the language minority families they are serving. Naturally, they are looking to EL specialists to advise them on what they should do. Come to this session to find out what a comprehensive family engagement plan can look like for schools that serve English learner families. Learn about ways to build lasting partnerships with families around the six key areas of involvement (Epstein et al., 2009): parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Gather many ideas and resources to take home with you to share with the teachers who look to you for guidance.

Biography: Dr. Andrea Hellman is a teacher educator and TESOL faculty at Missouri State University in the College of Arts and Letters, where she directs the iELT-Ozarks Project, a National Professional Development grant. The project prepares in-service educators for teaching English learners in mainstream classes and collaborating with their families. The main goal of her scholarship is to better the educational outcomes of immigrants, so they can thrive as citizens of their adopted country. An adult immigrant to the United States from Hungary, Andrea's purpose is seeded in her own identity. As a teacher, she has contributed to the language education of thousands of English learners over 25 years. Andrea was a member of the writing team that created *The 6 Principles for Exemplary Teaching of English Learners: K-12* (TESOL, 2018) under the leadership of Deborah Short.

Sponsored by CoTESOL



Earn Academic Credit

Colorado State University, through a partnership with CoTESOL, is offering university graduate credit and continuing education units (CEU) for attendees to this year's convention. CSU will have a table in the exhibit area to answer questions.

Seven elements of a successful academic listening lesson

Saturday, November 3

10:00 – 10:45

Club Room



Michael Rost

Most teachers develop a personal repertoire of effective learning activities for academic training, but may inadvertently ignore some essential aspects of academic instruction. This presentation will focus on identifying and sequencing of activities that are crucial to developing effective academic listening. Seven areas are discussed, including vocabulary activation, guided note-taking and reconstruction, recycling listening targets, and assessment. Examples will be taken from *Contemporary Topics, 3rd edition* (Pearson, 2017), the presenter's own academic skills series.

Sponsored by Pearson

Engaging learners in and out of the classroom: A collaborative speaking project with mobile, cloud, and classroom technology

Saturday, November 3

11:00 – 11:45

Parker



Christine Bauer-Ramazani

Session: In this presentation participants will see how technology is leveraged to support pedagogy in both face-to-face and flipped classroom situations. The presenter will show how mobile phones, computer applications, and cloud storage were integrated to conduct a speaking project. The project had to meet learning outcomes for interaction and collaboration in an authentic environment and using technology for the co-creation of content and communication. Participants will see how high-intermediate-level learners used scaffolded materials, instructions, and examples on a shared Google Drive document to construct their project. The presenter will show how the computer app *PollEverwhere* was used to construct a survey and how the same app was used on mobile phones to poll 15 members in the campus community. Participants will see how the survey results were integrated into *Google Slides* or *PowerPoint* and how *Google Drive* was used to construct and then share the slide presentations. Videos of the survey interviews and the presentations shared on *Google Drive* will also be shown.

Sponsored by CoTESOL and the Learning and Teaching with Technology SIG
(Co-chairs Lena Karabushin & Nicolas Pares)

Graduating English Language Learners college and career ready: Practices, programs and policies that work!

Saturday, November 3

11:00 – 11:45

Boulder

Session: Maris Santos will discuss and outline strategies that prepare teachers to better meet the needs of English Language Learners (ELLs). The New academic and language demands placed on students require the development of new skills among teachers and school leaders. Even among educators who have been successful at educating ELLs under traditional supports and programs, the level of knowledge required to do the job successfully has increased. Additionally, she will introduce considerations that are more aggressive and creative capacity-building initiatives that strengthen and integrate the disciplinary teaching strategies with literacy and language development strategies. Furthermore, she will engage the audience in the value and implications of new partnerships and structures for collaboration in the design and delivery of teacher preparation and professional development.



Maria Santos

Biography: María Santos is the Engagement Director for School and District Services in the Comprehensive School Assistance Program (CSAP) at WestEd. Ms. Santos provides management, oversight, and leadership to CSAP senior engagement managers and school and district facilitators. She is also the Co-Chair and Senior Advisor for Leadership at Understanding Language, Stanford University. This project focuses on helping English language learners meet the rigor of the Common Core State Standards and the Next Generation Science Standards. From 2010–2014, Santos served as Deputy Superintendent for Instruction, Leadership, and Equity-in-Action for the Oakland (CA) Unified School District. Prior to 2010, she was the Senior Instructional Manager and Superintendent for the Office of English Language Learners at the New York City Department of Education. Ms. Santos also served as Associate Superintendent in the San Francisco Unified School District, where she supervised the development of major instructional improvement initiatives and gained SFUSD the recognition as an Exemplary Site by the U.S. Department of Education's National Award for Professional Development. She holds a M.S. in Educational Administration from San Francisco State University. Ms. Santos is the lead author of *Preparing English Learners for College and Career: Lessons from successful high schools*, a 2018 Teachers College Press Publication.

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



Presentations

Friday, November 2
Starting at 9:00

FEATURED PRESENTATION

FRI, NOV. 2, 9:00am, JEFFERSON ROOM

Top ten tips to increase learner engagement (see page 13)

Michael Rost

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 2, 9:00am, FIRESIDE ROOM

Academic session, SE, EE, GA

Making text accessible to all

Finding grade appropriate content in multiple levels can be a challenge. In this session, we will be taking an in-depth look at how to make text accessible for ELL students in every content area. You can expect several strategies, techniques, and examples that can be easily implemented into your own classroom. Can't wait to see you there!

Danielle Bailey, *Riverside Middle School*, dnoble@garfieldre2.net

Jenny Peed, *Riverside Middle School*, jpeed@garfieldre2.net

FRI, NOV. 2, 9:00am, BOULDER ROOM

Academic session, EE, SE, GA

Low tech engagement activities

Have you ever wanted to have a "snowball fight" with your students? Come and experience this, and many other ways to engage students in all areas of language development. Reading, writing, speaking, and listening have never been so much fun!

Linda Horne, *Challenge to Excellence*, lhorne@c2e.org

FRI, NOV. 2, 9:00am, CLUB ROOM

Academic session, IEP, HE, GA

Using embodied semantics to acquire vocabulary

This interactive session introduces embodied semantics as a new way to teach vocabulary. This method helps ELLs personalize and internalize lexical items so that they forge permanent pathways in their long-term memory. Participants will learn the six-step method and practice mindfulness in pronunciation, mind-body gestures, visualization techniques, and reflective writing.

Patrick T. Randolph, *University of Nebraska-Lincoln*,

patrickrandolph@yahoo.com

FRI, NOV. 2, 9:00am, CONIFER ROOM

Exhibitor session

Teach abroad with the English Language Fellow Program

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.

Rebecca Copeland, *The U.S. Department of State English Language Programs*, Fellow@elprograms.org

FRI, NOV. 2, 9:00am, EVERGREEN ROOM

Academic session, IEP, HE

Conquering language plateaus through reflective speaking activities

Help your IEP students overcome their speaking plateaus by implementing a series of critical reflection activities founded in course objectives. Tasks include Google surveys, self-evaluations, transcription exercises, peer observations, and targeted speaking activities. You will leave with examples of and adaptations to these reflective activities to implement in your classes.

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

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

FRI, NOV. 2, 9:00am, GOLDEN ROOM

Academic session, CA, EE, SE

I am gifted; estoy dotado; أنا موهوب; 我很有天赋; s; Я одарен

ELs continue to be under-represented in gifted education programs. Presenters will share identification tools to evaluate language acquisition aptitude and outline critical socio-cultural considerations of gifted ELs. Participants will explore research-based frameworks for serving gifted ELs, guidelines for creating culturally responsive learning opportunities, and strategies to nurture and develop excellence.

Remy Rummel, *Douglas County Schools*, rrummel@dcsdk12.org

Natasha Straayer, *Douglas County Schools*,

nlstraayer@dcsdk12.org

Cynthia Close, *Douglas County Schools*, cdcclose@dcsdk12.org

Misty Burkhart, *Douglas County Schools*,

mhburkhart@dcsdk12.org

Jennifer Gottschalk, *Douglas County Schools*,

jgottschalk@dcsdk12.org

FRI, NOV. 2, 9:00am, MT. EVANS ROOM

Academic session, PA, IEP, TECH

Data-based language program improvement

Presenters describe how database and data analysis results prompted strategic changes to assessment, textbooks, curriculum and technology in their IEP. Participants will learn data collection techniques, data analyses, and how to effectively leverage data and databases to strengthen student performance and enhance faculty discourse concerning formative and summative assessment.

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

Olivia Livneh, *IEC-UCB*, olivia.livneh@colorado.edu

FRI, NOV. 2, 9:00am, PARKER ROOM

Academic session, AE, EE, CA

Seven steps to separating difference from disability

There remain challenges facing education professionals working with students with learning/behavior problems, especially those from diverse language and culture backgrounds. We will address 7 steps for instruction, intervention, assessment and placement for students who exhibit learning/behavior problems while they are learning English as an additional or standard language.

Sheri Collier, *CCDES*, shericollier@hotmail.com



FRI, NOV. 2, 9:00am, PIKES PEAK A ROOM

Academic session, SE, CA, GA

Impact of discussion groups in the calculus classroom

How does “discussion groups” instructional strategy affect Culturally and Linguistically Diverse learners’ academic success in a Calculus class? Presenter will describe an action research study conducted in an urban K-12 Aurora charter school using a sample of nine culturally and linguistically diverse learners and report its results and findings.

Zeynep Karaoglu, *Gateway High School*, zkaraoglu@hotmail.com

FRI, NOV. 2, 9:00am, PIKES PEAK B ROOM

Academic session, TECH, EE, SE

Using augmented reality to improve reading skills

ELLs often have difficulty with developing various reading skills. Augmented reality (AR) is a tool that could help develop these skills. In this presentation, the presenters will demonstrate how to use AR and create reading lessons with AR apps. Attendees will leave knowing how to implement AR in their classrooms.

Elham Fallatah, *Arizona State University*, efallat1@asu.edu
Samiah Alsolamy, *Arizona State University*, salsolam@asu.edu

FRI, NOV. 2, 9:00am, SPRUCE ROOM

Academic session, HE, IEP, GA

Collaborative practices for critical thinking and writing

This session focuses on establishing rhetorical context and audience, generating a claim or position, and finding supporting evidence. Participants will engage in interactive activities, role-plays, and scenarios that encourage and empower students to hone their critical thinking skills and express them in their writing. Handouts will include ready-to-use classroom exercises.

Andrea Feldman, *UCB*, andrea.feldman@colorado.edu

Friday, November 2
Starting at 10:00

FEATURED PRESENTATIONS

FRI, NOV. 2, 10:00am, JEFFERSON ROOM

Teachers’ conversations about race in TESOL (see page 14)

Suhanthie Motha

FRI, NOV. 2, 10:00am, CLUB ROOM

Reimagining education as enterprise (see page 15)

Brett Yokom

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 2, 10:00am, FIRESIDE ROOM

Academic session, IEP, HE, GA

Teaching vowel pronunciation using the Color Vowel Chart

This workshop is designed for teachers who have never been exposed to the color vowel chart, or who want to explore it in depth and share teaching ideas with peers. You will leave with a basic understanding of how to use the color vowel chart as a mnemonic device for everyday vowel practice, and to give students a visual to connect with in order to better retain accurate pronunciation of challenging vowel sounds.

Julia Hedges, *Defence Language Institute*, juliahedges@hotmail.com
James Gilness, *UC Denver*, JAMES.GILNESS@UCDENVER.EDU

FRI, NOV. 2, 10:00am, BOULDER ROOM

Academic session, IEP, AE, TE/AR

Practical ideas for teaching pronunciation

In this presentation, we will give practical ideas for teaching pronunciation effectively at an IEP. We will provide a rationale and refer to theory and research during our discussion. We will demonstrate some simple activities. We will close with audience discussion and exchange of ideas.

Agnes Farkas-Roszell, *IEC-UCB*, agnes.farkasroszell@colorado.edu
Michelle Raese, *IEC-UCB*, raese@colorado.edu

FRI, NOV. 2, 10:00am, CONIFER ROOM

Exhibitor session

Early literacy for English learners

Early Literacy depends upon a student's oral language. Learn to maximize oral language development to develop literacy. Explore what's normal in literacy for English learners. Get the most bang for your buck in literacy development across proficiency levels. Discover teaching sequences that have students reading above their assessed level!

Kelly Reider, *English Learner Portal*, info@englishlearnerportal.com

FRI, NOV. 2, 10:00am, EVERGREEN ROOM

Academic session, AE, PA, GA

Providing faith-based services to refugees and immigrants

Interested in effectively serving the needs of refugees and immigrants? Our panelists—representing a number of faith-based organizations—will share their experiences in starting, growing, and sustaining faith-based ESL classes, homework tutoring programs, refugee resettlement assistance, and much more. Handouts and additional resources will be provided.

Daniel Schweissing, *CCA*, Daniel.Schweissing@CCAurora.edu
Stephanie Sittner, *Crossroads Church Northglenn*, sittners@gmail.com
Sandy Stokely, *Grace Chapel Englewood*, sandy_stokely@yahoo.com

FRI, NOV. 2, 10:00am, GOLDEN ROOM

Exhibitor session

Enhance your curriculum with ESL Library Print & Digital

We believe that great teachers need great content. One of the biggest challenges teachers face today is finding affordable, professional resources that meet the needs of dynamic English language learners. Learn how the ESL Library team is developing printable and digital lessons for in-class and remote use for all ages and levels. Our content is meant to spur conversation, debate, and interaction between ELLs. ESL Library is one of the world's leading resource sites for English teachers. Find out how to access thousands of ready-made lesson plans, resources, and vocabulary images to keep your students engaged in every lesson.

Ben Buckwold, *ESL Library*, taylor@redriverpress.com

FRI, NOV. 2, 10:00am, MT. EVANS ROOM

Academic session, HE, AE, IEP

Widening the goals of the 4-3-2 technique

This workshop will outline the basics of the 4-3-2 technique – a fluency-developing activity where learners are asked to repeat the same idea three times under increasing time pressure. Presenters



will demonstrate how this activity was modified to achieve a variety of different linguistic goals at a university in Japan.

Jonathan Buck, *Toyo University*, buck@toyo.jp
Travis West, *Rikkyo University*, twest@rikkyo.ac.jp

FRI, NOV. 2, 10:00am, PARKER ROOM

Academic session, EE, SE, IEP

Vocabulary box for engaging academic language learning

Tired of teaching vocabulary only to find your students didn't actually learn it? How can we make the process of learning – and retaining – vocabulary more interactive and fun? This session will demonstrate how to create a vocabulary box, including variations for science, math, world languages, and the Academic Word List.

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

FRI, NOV. 2, 10:00am, PIKES PEAK A ROOM

Academic session, AE, HE, SE

How to conduct Text Analysis Presentations (TAPs)

This demonstration will describe and provide a practical, adaptable and communicative presentation activity for students encompassing major and minor English language skills, critical thinking and reflection skills. ESL Teachers can immediately use TAPs to help improve ESL teaching and language proficiency, activate background knowledge and inspire creativity and confidence in students.

Tracy Bhoola, *York University*, tgoode@yorku.ca

FRI, NOV. 2, 10:00am, PIKES PEAK B ROOM

Academic session, IEP, TE/AR, HE

In-house publishing: Avenues for professional development

Writing, researching, and publishing are academic pursuits that are encouraged among instructors, but how often do we actively participate in these professional development opportunities? In-house publishing can offer advantages to editors, authors and educational institutions, through engaging in professional dialogue, experiencing collaboration, and training in the writing to publishing process.

Parmelee Welsh, *IEC-UCB*, parmelee.welsh@colorado.edu

Lorie Wood, *IEC-UCB*, Lorie.Wood@Colorado.edu

FRI, NOV. 2, 10:00am, SPRUCE ROOM

Academic session, AE, EE, SE

The ins and outs of ESL mentoring

In this workshop, we will look at some of the questions and concerns ESL teachers have about being a mentor to TESL students. We will explore some of the pitfalls that mentors might encounter, as well as some best practices for being a mentor.

Kat Bradley-Bennett, *FRCC*, katpbennett@gmail.com

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

Friday, November 2
Starting at 11:00

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 2, 11:00am, JEFFERSON ROOM

Academic session, TE/AR, HE, GA

Purposeful professional development for teachers of ELs

This presentation describes how embedded professional development with coaching and coursework focused on academic

language and outreach to families impacts pre-service and in-service teachers' professional learning and work with students.

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

Monica Yoo, *UCCS*, myoo@uccs.edu

Stephanie Dewing, *UCCS*, sdewing2@uccs.edu

Mary Higgins, *UCCS*, mhiggins@uccs.edu

Veronica Garza, *UCCS*, vgarza@uccs.edu

FRI, NOV. 2, 11:00am, FIRESIDE ROOM

Academic session, SE, EE, GA

The true meaning of Mother Goose rhymes

The true meaning behind some of the popular Mother Goose rhymes- murder, religion, politics, gossip, ancient spells, and more. History and literacy blended together in an interesting way!

Priscilla Wright, *Colorado Christian University*, pwright@ccu.edu

FRI, NOV. 2, 11:00am, BOULDER ROOM

Academic session, IEP, PA, GA

Curricularizing reading fluency

This session will evaluate how an intensive English language program can create a systematic approach to building reading fluency into a curriculum. With opportunities for comparisons, discussion will focus on the conclusions and decisions that were made to achieve this during two successive terms at Spring International Language Center.

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

Colleen McGovern, *SILC*, c.mcgovern@spring.edu

FRI, NOV. 2, 11:00am, CLUB ROOM

Academic session, IEP, HE, BE

Using creative writing to enhance academic writing

This hands-on session focuses on the cognitive and emotional value of using creative writing genres and techniques as logical and natural tools to strengthen ELLs' academic writing skills. Participants engage in four dynamic creative writing activities that will develop and enhance their ELLs' comfort, control, and confidence in academic writing.

Patrick T. Randolph, *University of Nebraska-Lincoln*,

patrickrandolph@yahoo.com

Dieter Bruhn, *President, One World Training*,

dbruhn@oneworldtraining.com

FRI, NOV. 2, 11:00am, CONIFER ROOM

Academic session, IEP, HE, AE

Productive reading habits through technology

How can ELLs build more productive reading habits through the use of technology? The presenter will highlight proven reading strategies and other learner-support strategies that can be adapted and reinvented with the help of cell phones, laptops, and the Internet.

Thomas Germain, *IEC-UCB*, thomas.germain@colorado.edu

FRI, NOV. 2, 11:00am, EVERGREEN ROOM

Exhibitor session

Teaching "Barefoot" with Barefoot Books: Ready-made plans

This demonstration will offer participants the opportunity to see how select titles from Barefoot Books Publishing can support rigorous academic learning in elementary-age ESL students. Participants will take home a packet of information about these



titles along with ready-made activities to support elementary teachers.

Heidi Holycross-Lui, *Barefoot Books*,
heidi.holycrosslui@gmail.com

FRI, NOV. 2, 11:00am, GOLDEN ROOM

Exhibitor session

Connecting the dots between Ventures and WIOA

Discover how Ventures activities, in both the Student's Book and online resources, link to key statements in the WIOA as essential for student success. Participants review materials at all levels in the Venture series that link to those statements. Topics covered include: career pathways, softs skills, critical thinking, civic participation.

Annette Acosta, *Cambridge University Press*,
aacosta@cambridge.org

FRI, NOV. 2, 11:00am, MT. EVANS ROOM

Academic session, SOPOL, TE/AR, IEP

Building bridges: Collaboration to implementation

Participants will engage and reflect on their own current district practices, discuss the importance of partnerships with CDE, district personnel and community stakeholders, data review and analysis, and develop and lead change efforts.

Brian Lemos, *Weld County School District 6*,
jgallegos16@greeleyschools.org
Dr. Stacie Datteri, *Weld County School District 6*,
sdatteri@greeleyschools.org

FRI, NOV. 2, 11:00am, PARKER ROOM

Exhibitor session

Is VIPKID right for me?

VIPKID is one of the leading Chinese online education firm that offers an American elementary education experience to Chinese students aged 4–12. The company hires instructors to give 25-minute, one-on-one, fully immersive lessons delivered via the company's learning platform and based on U.S. Common Core State Standards. The process adheres to a flipped classroom model, entailing a pre-class video that introduces key learning points, interactive one-on-one instruction that reinforces learning objectives, and follow-up, post class homework. Its mission is to inspire and empower every child for the future.

Taniuska Worsham, *VIPKID*, tmworsham@gmail.com

FRI, NOV. 2, 11:00am, PIKES PEAK A ROOM

Academic session, HE, IEP, SOPOL

New directions in international student research

I will discuss my analysis of recent trend changes in the academic research conducted to investigate international students' academic success at American universities. I will also present some preliminary data from my research into international student academic success in general education courses, with a focus on the role instructors play.

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

FRI, NOV. 2, 11:00am, PIKES PEAK B ROOM

Academic session, AE, HE

Empowering students through integrated support services

Programs funded by the Workforce Innovation and Opportunity Act have been asked to increase cognitive rigor and prepare

students for college and careers. The presenters will share data from a pilot study where a college counselor embedded psychosocial skills into a developmental English class. Implications for courses that transition ELLs to college will be discussed.

Virginia Nicolai, *CMC*, vnicolai@coloradomtn.edu
Lisa Runck, *CMC*, lrunck@coloradomtn.edu

FRI, NOV. 2, 11:00am, SPRUCE ROOM

Academic session, AE, GA

Refugee struggles: Planning for English language relevance

As refugees move to Colorado, challenges they face are daunting. This session will explore those challenges and how to plan English language lessons that address daily needs. We'll share our successes at Emily Griffith Technical College in making lessons relevant to refugee students' needs and facilitate a lesson planning workshop.

Katelyn Ponte-Krygowski, *EGTC*, katelyn.krygowski@emilygriffith.edu
Chris Kilmer, *EGTC*, chris.kilmer@emilygriffith.edu

Friday, November 2
Starting at 1:30

FEATURED PRESENTATIONS

FRI, NOV. 2, 1:30pm, JEFFERSON ROOM

Engaging, encouraging, empowering teachers and learners with technology (see page 16)

Christine Bauer-Ramazani, cbauer-ramazani@smcvt.edu

FRI, NOV. 2, 1:30pm, PARKER ROOM

Critical advocacy for bilingual learners (see page 17)

Susan Hopewell, *UCB*, Susan.Hopewell@Colorado.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 2, 1:30pm, FIRESIDE ROOM

Academic session, AE, TECH

Online class management tools for community ESL

How can an adult education teacher leverage technology and online tools to maximize their time outside of class hours? Presentation will showcase a teacher's experience using online management tools and technology in a community ESL setting. Suggestions on how to use these tools will be provided.

Jessika Harcey, *The Learning Source*, jharcey@gmail.com

FRI, NOV. 2, 1:30pm, BOULDER ROOM

Academic session, IEP, GA, TECH

Thinking outside the box and the box itself

These days, technology plays an important role in our lives. Everyday, there is a new application or website. This session encourages ESL instructors to think about those websites and applications outside the box and the box itself. It suggests some creative ideas to use some applications and websites such as Mentimeter and Drunk Locker.

Mohamed Almahdi, *AIMS COMMUNITY COLLEGE*,
mohamed.almahdi@aims.edu

FRI, NOV. 2, 1:30pm, CLUB ROOM

Exhibitor session

Preparing students for success in the 21st century

How can you prepare adult ESL students for work and academic readiness while keeping them engaged and motivated? English in Action is a standards-based, integrated language learning program featuring authentic National Geographic content. Learners will

improve their English proficiency while learning 21st-century skills for further education or career pathway.

Andrew O'Shea, *National Geographic Learning*,
andrew.oshea@cengage.com

FRI, NOV. 2, 1:30pm, EVERGREEN ROOM

Academic session, HE, SOPOL, GA

Teaching at Coconut Water House in Cambodia

In this panel, U.S. Air Force Academy cadets and their instructors present their experiences on a cultural immersion, which took them to Thailand and Cambodia in the summer of 2018. In Cambodia they taught at an NGO called Ptea Teuk Dong (Coconut Water House) in the Battambang region.

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

Dr. Gina Iberri-Shea, *US Air Force Academy*, gina.iberri-shea@usafa.edu

FRI, NOV. 2, 1:30pm, GOLDEN ROOM

Exhibitor session

iLit: Improving outcomes for struggling ELL readers

iLit ELL, a device-based reading program promotes 2 years reading growth in one year. iLit contains 3,000 ebooks, translations in 47 languages, uses culturally relevant content written for MS and HS, has SIOP strategies embedded in the lesson plans, with research provided by Jim Cummins and other Reading Researchers,

Wayne Eichen, *Pearson*, wayne.eichen@pearson.com

Portia Naze, *portia.naze1@pearson.com*,
portia.naze1@pearson.com

FRI, NOV. 2, 1:30pm, MT. EVANS ROOM

Academic session, AE, SE, GA

Conflict resolution skills for adult immigrants/refugees

Conflict resolution is a skill that benefits adult ELLs not only in the workplace, but also at home as they integrate into a new culture. The presenter and co-presenter will explain a lesson plan and discuss possibilities for further integrating topics related to mental health into the adult ELL curriculum.

Karin Bates, *Immigrant and Refugee Center of Northern Colorado*,
karin.lynn.bates@gmail.com

Gurusewak Khalsa, *Univ of Northern Colorado*,
gskhalsa@gmail.com

FRI, NOV. 2, 1:30pm, PIKES PEAK A ROOM

Exhibitor session

Teaching English in China makes your amazing happen

Nichols-Johnson's, "Teaching English in China Absolutely Makes Your Amazing Happen" informs and encourages anyone interested in teaching English to adults in China. She has taught in China as a team member, an invited foreign teacher, and an EFL Methodology trainer via Skype and offers reflective and informative cross-cultural and language-teaching insights.

Patricia Nichols-Johnson, *English Works*,
englishworks@comcast.net

FRI, NOV. 2, 1:30pm, SPRUCE ROOM

Academic session, SE, BE, CA

Lifting voices, lifting students

Help students lift their voices, share their stories, and build both personal and academic efficacy and empowerment through multilingual spoken word poetry events.

Amanda Pawelski, *CSU*, amanda.pawelski@gmail.com

Friday, November 2
Starting at 2:30

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 2, 2:30pm, JEFFERSON ROOM

Colorado's High School Diploma Endorsement for Biliteracy

This presentation provides participants an overview of Senate Bill 17-123 in providing the minimum requirements for the High School Diploma Endorsement for Biliteracy. Learn how districts are implementing this opportunity for students. Learn how you can start up your team in your school in providing the endorsed diploma to your students.

Lourdes Lulu Buck, *CDE*, Buck_L@cde.state.co.us

FRI, NOV. 2, 2:30pm, FIRESIDE ROOM

Academic session, SOPOL, BE, GA

Advocating for ELs and their teachers: Our experience in DC

Advocacy... how does it move us towards engagement, encouragement, and empowerment? What does TESOL International advocate? How did we advocate in Washington, DC? Next steps, what should CoTESOL do? How can you engage to make a difference in you context? How will that engage and empower your students? Let's talk.

Susan Holloway, *self*, wittmanholloway@yahoo.com

Brian Lemos, *Greeley Public Schools*, blemos@greeleyschools.org

Liliana Graham, *Educational Consultant*, sragraham@yahoo.com

FRI, NOV. 2, 2:30pm, BOULDER ROOM

Academic session, GA, EE, TE/AR

Using ESA animals in an ESL classroom

Participants will know the value of using an Emotional Support Animal (ESA) in their ESL classrooms through research and data. Presenters will be empowered on how to implement and conduct an ESA program in their classroom and the positive outcomes ESL student achieve using an ESA. (Live animals)

Linda Hagedorn, *D-49 Colorado Springs*, lhagedorn@d49.org

Paige Vincent, *D-49 Colorado Springs*, pvincent@d49.org

FRI, NOV. 2, 2:30pm, CLUB ROOM

Exhibitor session

Color It Out!: A Compelling Pronunciation Literacy Game for Everyone

Color It Out! 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. See how this teacher-created game is connecting schools with families and learners of all ages and levels for improved confidence.

Laura McIndoo, *Central New Mexico Community College*,
LAURAMCINDOO@YAHOO.COM

FRI, NOV. 2, 2:30pm, CONIFER ROOM

Academic session, AE, IEP, TECH

Fanfiction: Using television to inspire writing

This session will explore a fanfiction curriculum at an IEP where students use the characters in Sherlock Holmes stories and television shows to create their own original writing. Attendees



will learn how to implement this integrated skills curriculum and try out some of the most successful activities.

Katie Mitchell, *IEC-UCB*, ktmitchl@gmail.com

FRI, NOV. 2, 2:30pm, EVERGREEN ROOM

Academic session, EE, GA, CA

BAM! JAM! POW!

BAM! JAM! POW! Want your students to feel like superheroes? Want to give them the superpowers of writing? Join us for a collaborative session on adaptable writing formats born directly from students/teacher team work. Walk away feeling like a superhero with ready to use tools.

Michelle Henriksen, *Self Employed: Consulting at Crown Pointe Academy*, iyq2bu@gmail.com

Monica Strass, *Crown Pointe Academy*, monicatheteacher@gmail.com

FRI, NOV. 2, 2:30pm, GOLDEN ROOM

Exhibitor session

Accelerate English learning by practicing phrasal verbs

Learn how phrasal verbs help enhance student learning through a fun and interactive method using the Phrase It card game.

Alex Bricker, *ESL with Purpose*, alex@eslwithpurpose.com

FRI, NOV. 2, 2:30pm, MT. EVANS ROOM

Academic session, AE, GA,

I-Best and Culinary QuickStart workforce training

Workforce training helps people advance in their careers, but usually requires good English to succeed. We implemented the I-Best model of simultaneous language and content training in the Culinary Quick Start program, which provides basic training for restaurant employees. This session will discuss challenges faced, successes and advice for integrating language instruction into workforce training.

Chris Kilmer, *EGTC*, chris.kilmer@emilygriffith.edu

Katie Kirwan, *EGTC*, katherine.kirwan@emilygriffith.edu

FRI, NOV. 2, 2:30pm, PARKER ROOM

Academic session, IEP, SE, EE

Engaging students through structured academic discourse/writing

This presentation goes beyond the basics of academic discourse. Attendees will learn how to enrich discourse using specific structures and how to seamlessly move from discourse into academic writing.

Jessica Cooney, *Greeley Evans School District 6*,

jcooney1@greeleyschools.org

Sarah Vazquez, *Greeley Evans School District*,

svazquez@greeleyschools.org

Cassie Guy, *Greeley Evans School District*,

cguy@greeleyschools.org

FRI, NOV. 2, 2:30pm, PIKES PEAK A ROOM

Academic session, AE, CA,

Lesson planning using CCRS math and language arts standards

Participants at this session will learn how to plan and execute a lesson, or project, utilizing content from both the math and language arts CCRS standards area. Each lesson will meet both a math and language arts standard together to develop a dynamic learning opportunity for students. The panel will discuss

successful lesson and projects that were developed to meet the standards in a subject area.

Brenda Gierczak, *CCA*, brenda.gierczak@ccaaurora.edu

Paige Wenzivsky, *CCA*, paige.wenzivsky@ccaaurora.edu

Beckie Graham, *CCA*, Rebecca.Dague@ccaaurora.edu

FRI, NOV. 2, 2:30pm, SPRUCE ROOM

Academic session, GA, EE, TECH

Apps and sites for language growth

This session will focus on introducing teachers to multiple apps and sites that can be used to increase the growth of both academic and conversational English. We will discuss how this technology could be applied to allow students to access the curriculum, provide needed supports, and allow for demonstrations of their learning. Some of the items we will be looking at are: Imagistory, SeeSaw, Screencastify, Pictochart, The Noun Project, and MANY more.

Linda Horne, *Challenge to Excellence*, lphorne@c2e.org

Friday, November 2 Starting at 3:30

FEATURED PRESENTATIONS

FRI, NOV. 2, 3:30pm, JEFFERSON ROOM

Preparing your students for employability (see page 17)

Robert Jenkins, *Santa Ana College*, sayaka.kawano@cengage.com

FRI, NOV. 2, 3:30pm, PARKER ROOM

Strategic planning for K12 programming (see page 18)

Kristen Nelson-Steinhoff, *Boulder Valley School District*, kristin.nelson-stein@bvsd.org

ACADEMIC AND EXHIBITOR PRESENTATIONS

FRI, NOV. 2, 3:30pm, FIRESIDE ROOM

Academic session, IEP, HE, TE/AR

Communicating culture between classrooms and residence life

Adjusting to dorm life can affect all aspects of an international student's life, especially when roommates experience intercultural miscommunication. Participants will leave with new insight into intercultural roommate barriers based on the presenters' research and suggestions to connect academic skills with acceptable communication strategies to manage residential situations.

Kim McMillen, *IEC-UCB*, Kimberly.mcmillen@colorado.edu

Kirsten Stauffer, *IEC-UCB*, kirsten.stauffer@colorado.edu

Robert Samuel Peglow, *UCB*, Robert.Peglow@Colorado.edu

FRI, NOV. 2, 3:30pm, BOULDER ROOM

Academic session, HE, AE

The unofficial community college networking session

Grab a cup of coffee, and join us as we take some time out to get acquainted with each other, share our work, exchange ideas, and lay the groundwork for future teaching collaboration within and beyond the classroom. All current, former, and aspiring community college educators are welcome!!!

Daniel Schweissing, *CCA*, dschweissing@gmail.com

Virginia Nicolai, *Colorado Mountain College*,

vnicolai@coloradomtn.edu

FRI, NOV. 2, 3:30pm, CLUB ROOM

Academic session, EE, IEP, TE/AR

Interlanguage: The Empowerment of a unique linguistic system

A second language learner's interlanguage system is a unique linguistic system that is governed by systematic rules, is dynamic, and contains variables which influence their English Language acquisition. Presenters will discuss the importance of accessing the interlanguage system that can propel or serve as a barrier for English Language proficiency.

Evelyn Adams, *Academy District 20*, evelyn.adams@asd20.org

Erin Tomky, *Harrison*, etomky@hsd2.org

FRI, NOV. 2, 3:30pm, CONIFER ROOM

Academic session, AE, SOPOL, TE/AR

Everyday English for life: What refugees want

Student surveys can provide advice for teaching adult immigrants and refugees. In one program, learners reported that formal education caused their high dropout rates, and asked to learn language for everyday activities, and help in navigating American culture. The presenter shows how she did it, and you can, too.

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

FRI, NOV. 2, 3:30pm, EVERGREEN ROOM

Exhibitor session

Sparking light bulb moments for adult learners

It's a challenge explaining the idiosyncrasies of English in creative, succinct and pragmatic ways to adult students who have little opportunity outside class to explore what they didn't understand in class, so "Let's Look at It This Way!" was compiled to complement textbook information for both instructors and students.

Patricia Nichols-Johnson, *English Works*, englishworks@comcast.net

FRI, NOV. 2, 3:30pm, GOLDEN ROOM

Academic session, IEP, HE, CA

Transitioning IEP students to mainstream university coursework

Comparing and contrasting as well as synthesizing authentic materials prepare intermediate-level students for mainstream university coursework and expectations. Scaffolded lesson plans with adaptable activities provide participants with the rationale and flexibility to introduce challenging academic skills into their own B2 CEFR level classroom.

Kendra Staley, *IEC-UCB*, kstaley327@gmail.com

FRI, NOV. 2, 3:30pm, MT. EVANS ROOM

Academic session, AE, GA

Shifting planning from documentation to process thinking

Planning is a critical element of effective instruction, yet writing a lesson plan might consume a large portion of teacher's paid and unpaid time. And with the arrival of College & Career Readiness standards, planning includes tailoring what we already have to a new set of outcomes. In this discussion, a coach and a teacher focus on what works in lesson planning and share what they do to avoid being consumed by standards, templates, and frameworks. We take a look at the familiar WIPPEA lesson model (Hunter, 1982), templates we use and requirements we have to follow and approach lesson planning as a writing process.

Natalia Devlin, *Adams 14 Adult Learning Center*, ndevlin@adams14.org

Blake Pendergrass, *Adams 14 Adult Learning Center*, bpendergrass@adams14.org

FRI, NOV. 2, 3:30pm, PIKES PEAK A ROOM

Exhibitor session

Free access to digital newspapers & curriculum

How to use free access to digital newspapers & curriculum with all your students. High interest / low vocabulary, primary sources, multilingual, searchable.

Dana Plewka, *Denver Post*, dplewka@denverpost.com

FRI, NOV. 2, 3:30pm, SPRUCE ROOM

Academic session, AE, SE, EE

Student engagement and motivation with story telling

Story telling is meant to capture the senses, mind, and heart. Story telling is used to draw in students and connect them with content. In this participatory breakout session, learn how to tell a story and other strategies that use visual, audio, kinesthetic and emotional anchors to engage and motivate.

Jim Utterback, *Palm Beach County School District*, coachjim@gmail.com

Deborah Nash-Utterback, deborahnashutterback@gmail.com

Saturday, November 3

Starting at 9:00

FEATURED PRESENTATION

SAT, NOV. 3, 9:00am, JEFFERSON ROOM

Individual and organizational thriving in difficult times (see page 18)

Britt Johnson, *American English Institute, University of Oregon*, brjohnson1969@gmail.com

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 3, 9:00am, FIRESIDE ROOM

Academic session, GA, HE, TE/AR

Hostel environments: Engage, encourage, empower L2 learners

A student's learning environment can have a huge impact on how learning takes place. The presenter's 35+ years as a foreign/second language teacher and learner will guide the discussion while looking at how different formal and informal environments--including hostels for travelers--can help language learners thrive.

Patricia Babbitt, *CSU*, patricia.babbitt@colostate.edu

SAT, NOV. 3, 9:00am, BOULDER ROOM

Academic session, IEP, HE, GA

Listening truths and techniques

Listening is difficult. Teaching listening effectively requires a focus on the actual process of listening and a willingness to devote time to practicing the skill of listening. This presentation offers research-based listening activities and techniques to carry out in our classrooms.

Connie Davis, *IEC-UCB*, constance.davis@colorado.edu

SAT, NOV. 3, 9:00am, CLUB ROOM

Academic session, AE, HE, IEP

Vocabulary dictionary

In the English language, vocabulary is separated between active (words we use) and passive (words we understand). Most ESL

learners tend to be satisfied with an active vocabulary and learn academic words but don't use them beyond comprehension. A vocabulary dictionary is an arsenal of words students maintain. In this personal dictionary, students learn, record, and reference these words beyond initial introduction. A personal vocabulary dictionary allows vocabulary to go beyond memorization and encourage students to use higher level words in many aspects in their academic journey.

April Long, *NAC*, along@newamericacollege.org

SAT, NOV. 3, 9:00am, CONIFER ROOM

Academic session, AE, HE, TECH

Online learning, student perceptions, and outcomes

What do adult ESL students think about using online learning tools to increase their English proficiency skills in order to expand career options? Presenters will share results of a survey conducted and will lead a discussion to examine issues and implications both for students and programs to meet their goals.

Karen Easterday, *SILL*, kareneasterday@gmail.com

Allison Needham, *SILL*, aneedham@springinstitute.org

SAT, NOV. 3, 9:00am, GOLDEN ROOM

Academic session, TE/AR, GA,

Putting theory into practice: Creating small teaching TIPS for educators

This workshop will begin by demonstrating a TIP which briefly explains theory and then demonstrates how theory can manifest in practice. Participants will then begin creating a TIP for their own colleagues to engage, encourage, and empower all educators to provide the best education for our CLD students.

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

SAT, NOV. 3, 9:00am, MT. EVANS ROOM

Academic session, GA, SE, EE

Lesson plan yourself to health

You spend all your time lesson planning for your students, but what about planning for your own health? In this workshop-style session, you will apply the same rules of backwards design to your own health goals. Participants will walk away with a 8-week action plan to implement right away.

Brooke Selb, *Douglas County School District*, bselb@dcsdk12.org

SAT, NOV. 3, 9:00am, PARKER ROOM

Academic session, AE, HE

Effective and fun activities for language learning

How can an ESL Instructor make lesson fun and engaging for adult learners? Presenter will share effective ESL activities, games for language learning and teaching strategies used for over 18 years in Asia and United States. Sample lesson plans and activities will be included. Audience participation is encouraged.

Shineth Cunanan-Gonzales, *Aims Community College/ U.S. Army Reserves*, shineth.gonzales@aims.edu

SAT, NOV. 3, 9:00am, PIKES PEAK A ROOM

Academic session, BE, AE, HE

Patterns of citing sources in academic papers

This presentation reports on an investigation of quoting and stance expression found in both ELL's and NS's academic papers written for courses in the CSU MA TEFL/TESL program. Comparisons are made between the quoting practices of the ELLs

and NSs. Furthermore, implications for the findings will be discussed.

Tiffany Daigle, *CSU*, spicydaigle@gmail.com

SAT, NOV. 3, 9:00am, PIKES PEAK B ROOM

Academic session, HE, PA, AE

The Idea of critical thinking

Critical thinking is a popular buzzword in academia. Drawing on the findings of an ethnographic study that examines how the disciplinary contexts of L1 and L2 writing programs shape their critical thinking instruction, this paper illustrates the situated nature of critical thinking. The presenter will show examples of critical thinking exercises in both programs and guide the audience to understand the implications of such approaches for the students' undergraduate education.

Young Kyung Min, *UCB*, young.min@colorado.edu

SAT, NOV. 3, 9:00am, SPRUCE ROOM

Exhibitor session

University Success: Academic skill building with a Stanford Connection

To make progress, EAP students need academically credible content, extensive fundamental and critical thinking skill building and challenging practice that more closely matches the discourse of mainstream academic environments. University Success, in three levels and three strands, offers an effective approach meeting the challenge using authentic content from Stanford professors.

Ruth Moore, *Pearson*, ruth.moore@colorado.edu

Charl Norloff, norloff@colorado.edu

**Saturday, November 3
Starting at 10:00**

FEATURED PRESENTATIONS

SAT, NOV. 3, 10:00am, JEFFERSON ROOM

A Roadmap to engaging English learner families (see page 20)

Andrea B. Hellman, *Missouri State*

SAT, NOV. 3, 10:00am, CLUB ROOM

Seven elements of a successful academic listening lesson (see page 20)

Michael Rost

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 3, 10:00am, FIRESIDE ROOM

Academic session, EE, CA, BE

A Life goal: Financial fitness

Colorado State Standards have been modified this year to include Personal Financial Literacy under Economics. The presenter will describe a program developed to make Personal Financial Literacy accessible to primary elementary students with teacher and parent support. Materials, sample activities and practical ideas for easy integration in the classroom will be included.

Sandy Stokely, *Mrs.*, sandy_stokely@yahoo.com

SAT, NOV. 3, 10:00am, BOULDER ROOM

Academic session, TECH, GA, HE

Screen capturing for video feedback

Are you interested in cutting the time you spend on giving feedback for written assignments? Have you ever considered



giving video feedback? In this demonstration I'll be guiding you through the steps and software I've used to give feedback to students in an intermediate writing class. This feedback method could be used for any other skill as well.

Ryan Cloyd, *IEC-UCB*, ryan.cloyd@colorado.edu

SAT, NOV. 3, 10:00am, CONIFER ROOM

Academic session, SE, AE, IEP

Speak up: Fluency activities that work

This dynamic and engaging workshop introduces participants to several fun and highly-interactive activities that encourage students to speak more fluidly and with greater confidence. Audience participation is encouraged and detailed handouts will be provided.

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

SAT, NOV. 3, 10:00am, EVERGREEN ROOM

Academic session, IEP, HE, CA

Content-based instruction: Empowering EFL/ESL learners

Content-based instruction (CBI) empowers L2 learners to acquire language skills through specific subject matter. Presenters will discuss EFL/ESL benefits and challenges of CBI and demonstrate four engaging techniques that support content-based learning. Participants will leave with materials and ideas that are effective and easy to implement.

Kirsten Stauffer, *IEC-UCB*, kirsten.stauffer@colorado.edu
Andrea Fuentealba, *Universidad Católica del Maule*,
lfuentealba@ucm.cl

SAT, NOV. 3, 10:00am, GOLDEN ROOM

Academic session, EE, SE, GA

EL focus in standardized assessment development and accommodations

In line with the conference theme of empowerment, this workshop will present and explain standardized assessment to attendees. Colorado educators are involved in assessment development, and participants will learn how to become involved. Information will be shared on instructional and assessment accommodations.

Heather Villalobos Pavia, *CDE*, VillalobosPavia_H@cde.state.co.us
Mindy Roden, *CDE*, roden_m@cde.state.co.us

SAT, NOV. 3, 10:00am, MT. EVANS ROOM

Academic session, IEP, SE, AE

Meaningful activities for intermediate readers

How to build better understanding of academic text and assess understanding of the text among ESL readers. Presenter will share ways to help students summarize text, respond to text, build understanding and usage of vocabulary, and increase reading speed and comprehension. Summarizing both orally and in written form is needed in life and academic settings to demonstrate understanding. Responding to text helps build views and opinions. Understanding vocabulary and its different structural forms creates better understanding of texts. Being able to read faster and retain or increase comprehension is a goal that students want. Techniques, websites, and textbooks used will be the focus in this presentation.

Karen Eichhorn, *IEC-UCB*, karen.eichhorn@colorado.edu

SAT, NOV. 3, 10:00am, PARKER ROOM

Exhibitor session

Chunking aids teaching reading and listening skills

Teachers will discuss the use of chunking in teaching reading and listening. Chunking a reading text builds reading fluency at all proficiency levels, and practicing texts while focusing on suprasegmental chunking improves listening skills and enhances clear speech. Discussion based on handouts. Raffle at the end.

Arthur Burrowa, *Pro Lingua Associates*,
andy@ProLinguaAssociates.com

SAT, NOV. 3, 10:00am, PIKES PEAK A ROOM

Exhibitor session

Publishing for children

Are you a writer who dreams of publishing a middle-grade or young-adult novel? Come to this discussion to chat with Lija Fisher (Larry's daughter!) who just published her first book, a middle-grade adventure novel titled THE CRYPTID CATCHER, with Macmillan. She'll discuss the ins and outs of the publishing world.

Lija Fisher, *Self-employed*, misslija@hotmail.com

SAT, NOV. 3, 10:00am, PIKES PEAK B ROOM

Academic session, AE, TE/AR, SOPOL

A hungry girl's guide to transformative learning

The presenter shares her struggle to learn how to reach adult immigrants and refugees as an ESOL teacher, and to earn a master's degree in TESOL. As an adult learner, she faced many of the obstacles that her students face. She shares how she was transformed by the experience

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

SAT, NOV. 3, 10:00am, SPRUCE ROOM

Academic session, IEP, HE

Multilingualism and anxiety among ESL learners

Mobile phones, computer applications, and cloud storage were integrated to conduct a speaking project. The project had to meet learning outcomes for interaction and collaboration in an authentic environment and using technology for the co-creation of content and communication. Participants will see how high-intermediate-level learners used scaffolded materials, instructions, and examples on a shared Google Drive document to construct their project. The presenter will show how the computer app PollEverwhere was used to construct a survey and how the same app was used on mobile phones to poll 15 members in the campus community. Participants will see how the survey results were integrated into Google Slides or PowerPoint and how Google Drive was used to construct and then share the slide presentations. Videos of the survey interviews and the presentations shared on Google Drive will also be shown.

Elias Bensalem, *Northern Border University*,
bensalemelias@gmail.com

Saturday, November 3
Starting at 11:00

FEATURED PRESENTATIONS

SAT, NOV. 3, 11:00am, JEFFERSON ROOM

Race, empire, and English language teaching (see page 22)

Suhanthie Motha



SAT, NOV. 3, 11:00am, BOULDER ROOM

Graduating English Language Learners college and career ready: Practices, programs and policies that work! (see page 22)

Maria Santos

SAT, NOV. 3, 11:00am, PARKER ROOM

Engaging learners in and out of the classroom: A collaborative speaking project with mobile, cloud, and classroom technology (see page 20)

Christine Bauer-Ramazani, cbauer-ramazani@smcvt.edu

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 3, 11:00am, FIRESIDE ROOM

Academic session, EE, SE

Migrant students and binational teacher exchange program

How can we better support migrant students and families in K-12 education? Presenter(s) will discuss lessons learned after participating in CDE's binational teacher exchange program. Discussion will also include information regarding CDE's Migrant Education Program, binational student transfer document and how you can participate in the teacher exchange or host a visiting teacher.

Kristine Van Deraa, *Yuma Schools-1*, vanderaak@yumaschools.net

SAT, NOV. 3, 11:00am, CLUB ROOM

Academic session, IEP, GA, HE

Write faster: Agile writing for language classrooms

Inspired by agile methodologies of software development, this talk reframes writing as a non-linear activity. Agile writing consists of smaller writing activities and collaborations, empowering students and instructors to be agile in their roles. Guided writing sprints with synchronous feedback allow quicker writing and error remediation, ultimately improving writing quality.

Glenda Leung, *SDL*, glendaleung13@gmail.com

SAT, NOV. 3, 11:00am, CONIFER ROOM

Academic session, IEP, HE, SOPOL

Empower: Xi'an Jiaotong University Summer English Program

The Xi'an Jiaotong University Summer English Program of intensive academic and cultural exchange completed its fourth successful year with 4400 students, 68 teachers from 10 countries and 100+ Chinese faculty. The panel discusses this exciting program and exchange opportunity that engages, encourages and empowers all participants.

Anne Bliss, *UCB Xi'an Jiaotong University*, anne.bliss@gmail.com

Rod Bennett, *Emily Griffith (Denver)*, sleeper223@yahoo.com

Jamal Khlifat, *UCB*, jamal.khlifat@colorado.edu

SAT, NOV. 3, 11:00am, EVERGREEN ROOM

Academic session, AE, IEP, GA

Spelling exploration: Build learner intuition and confidence

English spelling is conventionally taught as rules and exceptions that must be memorized. Using the Color Vowel Chart, learners take a sound-based approach, connecting pronunciation to the written word and discovering unexpected spelling patterns. This

profoundly simple approach inspires curiosity and empowers learners to develop their own speaking-spelling intuition.

Laura McIndoo, *Central New Mexico Community College*, LAURAMCINDOO@YAHOO.COM

SAT, NOV. 3, 11:00am, GOLDEN ROOM

Academic session, EE, SE, IEP

Learning through listening with dictogloss

Effective listening and note-taking skills are vital at all levels of education even in a visual culture like ours. Participants will experience a variety of approaches for using dictogloss in ESL or content classrooms for students at all levels of proficiency to build a deeper understanding of academic language.

Brad Russell, *Mapleton Public Schools*, russell.brad.1@gmail.com

SAT, NOV. 3, 11:00am, MT. EVANS ROOM

Academic session, TE/AR, BE, SOPOL

Exploring learner autonomy to develop speaking proficiency

Lack of fluency in English, incorrect pronunciation, fear of speaking in English are some of the problems that learners of English face at all levels. This study takes the concept of autonomy, covering a period of 8 months and using the methodology of Action Research to develop spoken proficiency in English among engineering undergraduates in India.

Smriti Singh, *Indian Institute of Technology Patna*, smritichotu@gmail.com

Sadeqa Ghazal, *IIT Patna*, sghazal@gmail.com

SAT, NOV. 3, 11:00am, PIKES PEAK A ROOM

Exhibitor session

English teachers as citizen diplomats

In an increasingly globalized world, English language skills are essential and in high demand in nearly every country because of the educational and economic opportunities they provide. Meet American TESOL professionals who are alumni of U.S. State Department programs and learn how they supported U.S. foreign policy by strengthening English teaching around the world.

Toni Hull, *The U.S. Department of State English Language Programs*, rc1315@georgetown.edu

SAT, NOV. 3, 11:00am, PIKES PEAK B ROOM

Academic session, CA, IEP, HE

Medical English: Strengthening communication between global professionals

This ESP presentation showcases a Medical English program that was originally developed for Turkmen medical specialists by an EL Fellow and then adapted for Mexican Navy cadets at an IEP in Colorado. Attendees will leave with easily-adaptable lesson plans and activities for beginning-to-advanced English levels and various medical professions.

Kendra Staley, *IEC-UCB*, kstaley327@gmail.com

Carolyn Allen, *IEC-UCB*, carolyn.allen@colorado.edu

Anna Hamp, *IEC-UCB*, anna.hamp@colorado.edu

SAT, NOV. 3, 11:00am, SPRUCE ROOM

Academic session, HE, AE, IEP

Development of second language reading skills

This paper examined the factors that influence the development of second language reading comprehension skills among adult German- and Russian-speaking English learners. These factors

included first language morphological awareness, English morphological awareness, and English vocabulary knowledge. The study revealed different patterns of developing reading skills based on participants' first language.

Anna Shur, *University of Wyoming*, ashur@uwyo.edu

Saturday, November 3 Starting at 1:30

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 3, 1:30pm, FIRESIDE ROOM

Academic session, HE, IEP, TE/AR

Oral language/vocabulary development for university success

For English learners to succeed when they enter university-level classrooms, continued oral language development and vocabulary development is critical. This discussion will focus on how to support ELs in university bridge or support-level English language classes, particularly international students who have recently graduated from a university IEP.

Lizabeth C. Collier, *DU*, Lizabeth.Collier@du.edu

SAT, NOV. 3, 1:30pm, BOULDER ROOM

Academic session, GA

Strategies for writing effective conference proposals

Presenting at conferences can be invaluable for one's professional development; however, submitting a winning conference proposal can be challenging. In this workshop, attendees will engage in the proposal writing process by learning about the organizational structure of proposals, analyzing rubrics, and working in groups to revise ineffective summaries and abstracts.

Luke Coffelt, *IEC-UCB*, Luke.Coffelt@Colorado.EDU

Connie Davis, *IEC-UCB*, constance.davis@colorado.edu

SAT, NOV. 3, 1:30pm, CLUB ROOM

Academic session, EE, SE, GA

Little Roja Riding Hood: Translanguaging mentor texts

Bilingual authors often weave home languages into texts that are primarily written in English. For example, Little Roja Riding Hood is an example of translanguaging. In this session, participants will study translanguaging mentor texts and practice strategies to support bilingual students' use of translanguaging in their own writing.

Elizabeth Mahon, *UCD*, elizabeth.mahon@ucdenver.edu

SAT, NOV. 3, 1:30pm, CONIFER ROOM

Academic session, TECH, SE, CA

Teaching effectively in the EL blending-learning classroom

How can a teacher in a blended classroom support students in achieving higher levels of language acquisition within the domains of Listening, Speaking, Reading, and Writing? Presenters will describe GOAL Academy High School's continuous work to support language and advocacy.

Stephanie McKay, *GOAL Academy High School*, sa.mckay@goalac.org

SAT, NOV. 3, 1:30pm, EVERGREEN ROOM

Academic session, IEP, SE, AE

Advocating for our students: Inspiring the 4Ms

How can teachers become insightful advocates for their students while simultaneously inspiring them to want to learn on their

own? The answer lies in raising teacher- and student-awareness about the power of the 4Ms: miracles, muscles, mindfulness, and mirror neurons. This session addresses these concepts and offers activities for each.

Patrick T. Randolph, *University of Nebraska-Lincoln*, patricktrandolph@yahoo.com

SAT, NOV. 3, 1:30pm, GOLDEN ROOM

Academic session, GA

Bringing students together through culturally relevant teaching!

Learning a second language involves learning about a different reality and about your own history, language, and culture. Some ideas of the different activities that can be used to teach in a culturally relevant way will be shared in this presentation.

Karla Del Carpio, *Hispanic Studies, UNC*, chiapaskarla@gmail.com

SAT, NOV. 3, 1:30pm, MT. EVANS ROOM

Academic session, AE, TE/AR

Making curriculum work for students

Lesson planning for community ESL classes can be an overwhelming endeavor. How does one merge an institution's curriculum with competencies from standardized tests like CASAS and TABE, and make time for students' interests, goals, and specific needs? In this workshop, participants will explore ways to plan lessons and adapt curriculum.

Susan Gong, *The Learning Source*, susan.gong@thelearningsource.org

SAT, NOV. 3, 1:30pm, PARKER ROOM

Academic session, SE, EE, SOPOL

Mindfulness and socio-emotional learning in the SLIFE/SIFE classroom

Students with limited or interrupted formal education constantly face a multitude of challenges. Mindfulness and Socio-emotional learning provide tools to sharpen the mind and become more open individuals. This can start in the classroom through activities that foster students' abilities to understand themselves better, communicate openly, and regulate stress levels.

Rakibat Abiola, *NYC Department of Education*, rabiola@inths.org

SAT, NOV. 3, 1:30pm, PIKES PEAK A ROOM

Academic session, IEP, HE, CA

Integrating critical reading in advanced writing classes

Using academic articles as the basis for writing assignments develops critical reading and thinking skills and helps bridge the gap from IEP to university. This presentation will provide a model to integrate reading and writing skills, scaffold complex readings, and develop writing assignments based on close comprehension of texts.

Michael Vallee, *IEC-UCB*, michael.vallee@colorado.edu

SAT, NOV. 3, 1:30pm, SPRUCE ROOM

Academic session, SE, CA, GA

Empowering student learning through peer tutoring

A peer tutoring program at Rifle High School is beginning its third year and is helping many second language learners feel more empowered about their education. It brings students together to help and support one another with training and support from teachers, counselors, and administrators.

Leslie Hammond, *Rifle High School*, lhammond@garfieldre2.org



**Saturday, November 3
Starting at 2:30**

ACADEMIC AND EXHIBITOR PRESENTATIONS

SAT, NOV. 3, 2:30pm, BOULDER ROOM

Academic session, IEP, TECH, SE

A discussion-led reading project powered by Newsela.com

Academic textbook readings often lack the authenticity and timeliness that news articles embody. Fortunately, by using Newsela.com, ELLs themselves can choose interesting and up-to-date reading texts. This session showcases a discussion-led group reading project and provides step-by-step instructions to create one to promote learner autonomy and enhance academic reading skills.

Luke Coffelt, *IEC-UCB*, luke.coffelt@colorado.edu

SAT, NOV. 3, 2:30pm, CLUB ROOM

Academic session, EE, SE, AE

Working with words off the wall

Words occupy key real estate on most classroom walls. However, students need to interact with those words in order to effectively acquire them. In this session, you will practice at least 4 different strategies for working with words that build comprehension, develop connections, and ensure acquisition of key vocabulary.

Beth Skelton, *Educational Consultants, LLC*,
ellbeth@bethskelton.com

SAT, NOV. 3, 2:30pm, CONIFER ROOM

Academic session, AE, GA,

Adult ESL: Where are the classes?

Children and youth who speak other languages receive English language training in school. But where can adults go for ESL services? Learn about the new MAP OF CLASSES on the Literacy Coalition of Colorado website. Bring your questions, comments and information to help us continually improve this community resource.

Dorothea Steinke, *Literacy Coalition of Colorado*,
steinkedb@literacycolorado.org

SAT, NOV. 3, 2:30pm, EVERGREEN ROOM

Academic session, IEP, HE

Engaging ELLs in local community research projects

This dynamic presentation looks at successful projects that get ESL students to examine their local communities through human behavior, conversation analysis, body language, and academic policy changes. The presenter demonstrates, in detail, the steps of these projects and supplies a sample lesson plan complete with student examples of written work.

Patrick T. Randolph, *University of Nebraska-Lincoln*,
patrickrandolph@yahoo.com

SAT, NOV. 3, 2:30pm, GOLDEN ROOM

Academic session, TECH, IEP, GA

Speech recognition: Empowering learner autonomy through emerging technologies

Presenters show how free speech-to-text and text-to-speech technologies have become more accurate and accessible for

language learning. Attendees will take away specific techniques that repurpose these technologies to enhance students' accurate production of syllable stress and prosodic patterns, increase reading speed, expand vocabulary, and improve listening comprehension.

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

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

SAT, NOV. 3, 2:30pm, MT. EVANS ROOM

Academic session, HE, IEP, GA

Building ELLs' information literacy

The spread of misinformation makes it more difficult for ELLs to identify credible sources, rendering source evaluation skills increasingly important. This demonstration will present a lesson plan with materials and resources for instructors to guide students through source evaluation. The materials and suggestions for implementation will be provided.

Hannah Caballero, *CSU*, haldine6368@gmail.com

Kristie Yelinek, *CSU*, Kristina.Yelinek@colostate.edu

Amanda Memoli, *CSU*, amanda.memoli@colostate.edu

SAT, NOV. 3, 2:30pm, PARKER ROOM

Exhibitor session

Project-based learning in the ESL classroom

This session will show how the latest edition of Stand Out integrates project-based learning to promote the "4 C's" often associated with Career and College Readiness: Communication, Collaboration, Critical thinking, and Creativity. Author Rob Jenkins will use examples from Stand Out and provide strategies that can be applied to your classroom with minimal or no preparation.

Robert Jenkins, *Santa Ana College*, sayaka.kawano@cengage.com

SAT, NOV. 3, 2:30pm, PIKES PEAK A ROOM

Academic session, SE, HE, GA

A global look at metacognitive reading strategies

We'll take a global look at the literature on Metacognitive Awareness of Reading Strategies Inventory (MARS) and second language learners. We'll practice the MARS strategies: global, problem-solving, and support. Participants will learn high-impact reading strategies and an understanding of how metacognition supports students' agency in second language acquisition.

Tracey McCormick, *NAS*, tmccormick@newamericaschool.org

SAT, NOV. 3, 2:30pm, SPRUCE ROOM

Academic session, GA, SOPOL, TE/AR

Academic English in relation to race, class, and language

Teaching "Academic English" continues to be the focus of professional development efforts, often tied with discussions of race, class, and home language (for example, the oft-cited 30 million word gap). In this session, we critically examine the associations made between student background and expectations in relation to academic English.

Chris Carson, *UCD*, christopher.carson@ucdenver.edu

Sofia Chaparro, *UCD School of Education*,
sofia.chaparro@ucdenver.edu

LIST OF ACRONYMS

CCA – Community College of Aurora

CSU – Colorado State University

CDE – Colorado Department of
Education

CMC – Colorado Mountain College

DU – University of Denver

EGTC – Emily Griffith Technical College

FRCC – Front Range Community College

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

NAC – New America College

NAS – New America School

SIIL – Spring Institute for Intercultural
Learning

SILC – Spring International Learning
Center

UCB – University of Colorado Boulder

UCD – University of Colorado Denver

UNC – University of Northern Colorado

A special thanks to the CoTESOL board members for planning and organizing this 42nd Annual Fall Convention

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Colorado Teachers of English to Speakers of Other Languages



Record convention attendance below by entering the titles of each session attended

Friday Session 1	
Friday Session 2	
Friday Session 3	
Friday Session 4	
Friday Session 5	
Friday Session 6	
Saturday Session 1	
Saturday Session 2	
Saturday Session 3	
Saturday Session 4	
Saturday Session 5	

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