Thursday

9:00 am – 11:00 am
Special Topic Workshops

PASSport to Success
Juan A. Seda   Cypress Room
Workshop – Secondary, Dropout Prevention

The Portable Assisted Study Sequence (PASS) Program consists of semi-independent study courses, which enable migrant students to earn secondary-level semester credits for high school graduation. Participants take these courses in order to make up credits, meet graduation requirements or cope with scheduling difficulties. The PASS courses are parallel to the regular academic courses offered in Florida. Students are able to continue course work as they move from district to district or even state to state.

Teaching “Writing” or “Composition” – Ensuring Learner Success
Marie Wilson Nelson   Magnolia Room
Workshop – Secondary, Community College, Higher Ed., Adult

How does “writing” differ from “composition”? What does research say about how writers teach? Can I succeed if I’m not a writer myself? How will my student do on tests? This highly interactive workshop answers questions and helps interested teachers move gradually in directions supported by research.

Increasing Teachers’ Language Awareness through Questioning (Higher Order Thinking)
Marie Derrick-Mescua   Palm Room
Dr. Ester de Jong
Workshop – Teacher Training

The workshop provides practice in writing higher order thinking questions in integrated language and content lessons for second language learners, especially beginners. Participants will analyze examples of questions for students of different proficiency levels, and analyze their questions for academic development using Bloom’s taxonomy.

Closing the Achievement Gap for Learners of English
Mary Lou McCloskey, Ph.D.   Salon D
Workshop

There is a great demand on schools and teachers in the US to close “the achievement gap.” What causes this achievement gap between learners of English and other students? This session will first explore these questions and then describe and demonstrate instructional approaches to literacy development that have been shown by research to be effective in accelerating achievement of English language learners.

9:15 am – 10:00 am
45 Minute Workshops

Grammar Form and Function – Photos Add Context!
Tom Dare   Citrus Room
Demonstration – Secondary, Higher, Adult

The presenters will demonstrate how adding memorable, compelling photos to grammar presentation enhances a student’s acquisition and
Complimentary copies will be provided.

I Ain’t Make No Mistakes: Who Cares About Correction?

Nelson Vidaurrazaga  Salon A

Paper – Higher Ed, Adult

This paper will show why error correction needs to be handled in the “non-traditional” way. Through different techniques used in the classroom, this presentation will demonstrate strategies for error correction, which will not have a negative impact on the students, while teaching correct syntax, grammar, and pronunciation.

Teaching English to Haitian Kreyol Speaking Students

Roger E. Savain  Salon B

Paper – Teacher Training

It is not an easy task to teach a new language to speakers of another language. This is particularly challenging when the students must learn other basic subjects at the same time. The ideal approach would be to teach these basic subjects in the students’ language first, and introduce the teaching of the new language after. However, as it is not the common approach here in the United States, ESOL teachers must be well trained in bilingual education and have sufficient cognizance of the language and culture of their learners. No child should be left behind because of language barrier.

Florida Works and Adult ESOL

Tony Lagos  Salon C

Paper – Community College, Adult, Teacher Training

Florida Works offers Adult ESOL instructors free classroom activities addressing Workforce Development Skills on Checklists from LCP B through LCP E. Instructors will learn to choose which activities work for students, download the activities from the Internet then make copies and walk into class with a ready-made lesson.

Focusing on Conversation in the ESOL Classroom

Laurie Shapero  University Board Room

Demonstration – Higher

One of the downfalls of the ESOL classroom is the abundance of “teacher talk” with students’ participation reduced to a minimum. Learn how to minimize your instruction and maximize the students’ participation and production of language. This workshop will provide instructors with conversational approaches while utilizing the ESOL checklists.

10:00 am – 6:00 pm
Publisher’s Exhibits
Salon E, F, G

10:15 am – 11:00 am
45 Minute Workshops

Debate or Discuss? Conversation Tips for Mid-Level Students

Giles Brown  Citrus Room

Demonstration

Program Summary: A new Text, "Great Debates," offers mid-level students a chance to pick a side of a non-controversial but fun issue (cats or dogs? time or money? famous or anonymous?) and improve their communication skills. Tips for improving conversations and
learning English are also provided. Come participate in a lively demonstration!

**Mini Detectives: Helping ESL Students Crack the Vocabulary Case**

Anabel Verez  
Salon A


Anabel Verez set out to teach vocabulary to ESL learners in a new way. Through reading, students become mini detectives cracking the vocabulary case. The teacher equipped her students with strategies such as, semantic mapping and analysis, and the Frayer Model to get an authentic understanding of words from reading.

**Considering Multiple Perspectives in International Students’ Language Needs Assessment**

Wei Zhu  
Salon B

Jeffra Flaitz

Paper – Higher Ed

This presentation discusses a study, which used the focus group methodology and considered multiple perspectives in the examination of international students’ academic language needs. The presenters will describe the research methodology, report the results, and discuss the implications of the study for English for Academic Purposes curriculum development and instruction.

**Multiple Versions of Exit Tests: Documenting Adult ESOL Completers**

Dr. Maria Koonce  
Salon C

Maria Rodriguez

Paper – Adult, Assessment

Multiple short versions of the exit tests for each level of the Basic Adult ESOL program were generated from the Test Bank. In addition, the Comprehensive Exit Performance Portfolio for the Literacy Course was field-tested. Presenters will share findings, and practical utilization of the tests for documentation of LCPs.

**Setting Up a SSTESOL Chapter**

Dr. Betty Green  
University Board Room

Panel Discussion – Interested in setting up New Chapters

Learn all the important information on how to setup your own TESOL Chapter. Handouts will be provided.

**11:15 am – 12:00 pm**

**45 Minute Workshops**

**Collaboration for Secondary Literacy and University Pre-service Teacher Preparation**

Debra Giambo, Ph.D.  
Cypress Room

Mercedes Pichard

Paper – Secondary, Teacher Training

The presenters will provide a description of a field experience for pre-service teachers, who are learning to implement reading comprehension and literacy strategies, in a high school ESOL classroom and will explain the process of setting up such a program and the benefits to both the college and secondary students.

**Celebrating the Puerto Rican Culture: A Culture Kit**

Carmen A. Morales-Jones  
Magnolia Room

Demonstration – Elementary, Secondary, Higher, Teacher Training

The purpose of this presentation is two-fold: demonstrate the concept of a Culture Kit, and through the use of realia, expose the audience to typical aspects of the Puerto Rican culture. The
audience will be exposed to a useful tool or celebrating culture in the classroom.

**Multi-Cultural Literacy Practices**

Julie Ezell   Citrus Room

Paper – Research

This research paper focuses on multi-cultural literacy practices as seen in literacy programs created especially for women in underdeveloped nations. Even though women are developing literacy in many different parts of the world, the common thread that binds them together in their crusade for the power of knowledge is overwhelmingly similar.

**Program Reviews: How They Make You Better**

Jude Lupinetti   Palm Room
Michael Pierce

Paper – Teacher Training

*Program Reviews* is a presentation geared to faculty in teacher education programs. It briefly outlines the ESOL program approval process in Florida, address SACS accreditation, and describes the anchor/capstone approach to ESOL program design with attention to the practicum and internship experiences.

**The 6 in 1 Magical Worksheet**

Karen Grubbs   Salon A

Demonstration – Teacher Training

Do you enjoy creating your own material, yet time is a big constraint? What if you could use ONE worksheet for SIX different communicative class activities? Once the form of the worksheet is developed it can easily be changed on the computer for specific grammar and/or vocabulary structures. Best yet, your students will really enjoy it. Does it sound like MAGIC? Come and learn how to create this magical worksheet. Participants will be walked through a sample “magical worksheet” and handouts are provided.

**Varying Activities to Grade Less Papers**

April Muchmore-Vokoun   Salon B

Panel Discussion – Community College, Higher

Providing students with many opportunities to practice their writing skills often leaves instructors faced with daunting piles of papers to assess. In this session, participant will be provided with classroom activities that will give students a variety of writing opportunities while also allowing instructors to collect, read, and grade fewer papers.

**Get “Connected” with Your Students**

Jim Anderson   Salon C

Come and learn about *Connect*, the new series that will have your students talking in no time. *Connect* is a fun, four-level, multi-skill course for language learners aged 11-15. It fosters successful learning by engaging students with a high-interest material relevant to today’s adolescents. Come get a free copy of *Connect*.

**Exploring the Needs & Strengths of ESOL Students Through Unique Partnership**

Dr. Edwidge Crevecoeur-Bryant   Salon D
Jayme DePaolo, Beverly Chavis
Meta Parkinson, Valerie Johnson

Paper – Elementary

This session will expound on ESOL assessment methods, learning strategies and necessary program facets of a unique partnership model used to strengthen ESOL performance, achievement and success, also providing a wealth of information about how to bridge the gap between school and community involvement for public and adult ESOL programs.
12:15 pm – 1:00 pm
45 Minute Workshops

Adult ESOL Tutorial Program in Miami-Dade County

Monica Oliva  Cypress Room
Matilde Martinez

Demonstration – Adult

Presentation will highlight the ESOL tutorial model implemented in several adult centers around Miami-Dade County. Presenters will discuss how the use of small group tutorial sessions has contributed to significant literacy gains by adult ESOL students. The development, monitoring, and evaluation process of this program will be reviewed.

Supporting English Language Learners Through Differentiated Instruction

Beatrice Jean Baptiste  Magnolia Room

Demonstration – Elementary, Teacher Training

This session will focus on how to implement differentiated instruction in a thematic lesson using strategies and practices for supporting and meeting the needs of ELL students at all stages of language acquisition and literacy development.

Interactive ESL Storytelling Activities

Mary Sousa  Citrus Room

Demonstration – Elementary, Secondary, Community College, Higher, Adult

This is a demonstration of ESL storytelling activities focused on various language objectives: listening practice, focus on a grammar point, segue from one part of a lesson to the next, and more. Participants will learn storytelling skills and receive a handout containing a “starter” repertory of stories with accompanying activities.

Fun ESOL Teaching Activities

Laurie Shapero  Palm Room

Demonstration – Adult, ABE

Research has shown that using games and fun activities in the classroom greatly enhances learning. This session will provide lots of ideas to add to your ESOL Bag of Tricks. Learn how to adapt ESOL activities to the VESOL or Workplace Readiness Curriculum too.

Strategies for Reading Success

Lana Lysen  Salon A

Demonstration – Secondary, Adult

Strategies for Reading Success will demonstrate and model research-based vocabulary and comprehension strategies used effectively with ESOL students. Essential questions with cluster stems will include the Sunshine State Standards. Pre-active, interactive and reflective strategies will be presented. Audience participation will be encouraged.

Interdependence – The Missing Link in Language Development

Marie Wilson Nelson  Salon B

Workshop – Secondary, Community College, Higher, Adult

How do groups aid writing development? How can they integrate speaking, writing, listening, reading and critical thinking instruction? Come see how students get by with a little help from friends and learn to help them acquire whatever they need to learn painlessly, even joyously, in small, focused writing groups.

Growing the American Dream

Dr. Dolly Aizenman  Salon C
Demonstration – Elementary, Higher, Computer-Assisted, Teacher Training, ESE

Teenagers see American dream as playing with computers and making money! Presenter will demonstrate an applied technology approach to content-based language acquisition designed within the framework of Florida’s Preparing All Learners for the Work Force goals. Business plans developed by middle school students will be shared and analyzed.

**Project Presentation: “Clearly Said – Clearly Read”**

Pamela Patterson  
Celeste Donohue

Salon D

This session will provide an overview of the project “Clearly Said – Clearly Read,” a packet of 25 phonemic awareness infused lesson plans, a demonstration of teaching strategies used in one of the lessons, and an explanation of how the Phonemic awareness Speaking and Listening (PSL) language lab is utilized.

**Phonics Phun: Research-based Reading Instruction for Adult ELL’s**

Cheryl Garayta

University Board Room

**Paper – Adult**

The Miami Dade College State Leadership Grant for Reading focuses on incorporating research-based instruction in the areas of phonemic awareness, systematic phonics, and reading comprehension skills at the Adult ESOL 1 level. MDC has developed twelve, twenty-minute reading and phonics skills lesson plans related to the Adult Foundations Curriculum Checklist.

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**Limited English Proficient Students in No Child Left Behind Act of 2001: New Challenges for School Administrators and Teachers**

**Salon D**

**2:30 pm – 3:15 pm**

**45 Minute Workshops**

**Stepping into Action!**

Aline Harrison  
Darunee Dujsik

Cypress Room

Demonstration – Elementary, Secondary

**Beyond Hotdogs and Pizza: Teaching American Culture through Cooking**

Laura Starkey  
Mary Sousa

Magnolia Room

International students often arrive in the US thinking that Americans eat nothing but fast food. We will show how students can learn American recipes and basic cooking skills during a fun, delicious afternoon with classmates and Americans. This activity teaches basic life skills and American culture and caters to parental/community involvement. Handouts: sample activities and recipes.

**ESOL Infusion in Higher Education Programs: New Challenges and Concerns**

Aixa Perez-Prado  
Citrus Room

1:15 pm – 2:15 pm

**Plenary Session**

**Rony Joseph**
Carmen Morales-Jones  
Ester J de Jong, Tony Erben, Eric Dwyer

Panel Discussion – Higher, Teacher Training, Program Admin.

This panel will discuss the ESOL Infusion program at universities throughout Florida. Each presenter will give a summary of how infusion is advancing at his or her particular institution, including the challenges and concerns that each location may be experiencing at this time. A question and answer period will be provided.

Strengthening Written Language Using Informational Texts and Manipulatives

Linda Rourke  
Palm Room

Demonstration – Elementary

Informational text provides an excellent resource for developing conceptual understanding as it exposes students to many features of written English. This hands-on session will examine different text types and engage participants in hands-on activities for investigating sound spelling relationships, parts of speech, and English grammar drawn from concepts, vocabulary, and sentence structures found in informational Big Books and leveled texts.

English on a Roll: Fun, Effective Grammar Learning Tool!

Linda Koran  
Salon A

Demonstration – Elementary, Secondary, Community College, Higher, Adult

Research informs us: Multisensory learning is best. Interested in effective, fun, hands-on tools for language instruction and assessment? Come learn to use this innovative new manipulative, English on a Roll, a set of 40 cubes which enables students (6 through adult) to build all fundamental forms of grammar and syntax.

Creating Critical Thinkers in the NorthStar Classroom

Kate McLoughlin  
Salon B

Demonstration – Secondary, Community College, Higher

With the NorthStar program, students explore fascinating content while building language competence and critical thinking skills. The presenter demonstrates how the program leads students to develop a foundation for interpreting and responding to thought-provoking content, while also providing a complete program for language development.

Medical English for Foreign-Trained Medical Professionals

Dr. Edwina Hoffman  
Salon C

Dr. Jocelyn Pretell

Paper – Adult

Miami-Dade County Public Schools has been awarded a state leadership grant to conduct medical English classes for foreign-trained medical professionals. The MOVER (Medical Occupations and Vocation English Resources) state leadership project has been conducted for the last year and a half at Lindsey Hopkins Technical Education Center in Miami, Florida.

Making Reading Interesting by Creating a New Atmosphere

Mabel Magarinos  
Salon D

Jacci Hoskins

Demonstration – Elementary, Secondary, Adult

It’s reading time! What can I do to make this class interesting? See how you can change your classroom into a reading lab in just one minute. A change in the class atmosphere will help create a new world and will encourage students to read with more enthusiasm. See how to set up a low cost mobile reading lab for your school.

Teaching English Language Learners in the Mainstream Classroom

Kate McLoughlin  
Salon B

Demonstration – Secondary, Community College, Higher

With the NorthStar program, students explore fascinating content while building language competence and critical thinking skills. The presenter demonstrates how the program leads students to develop a foundation for interpreting and responding to thought-provoking content, while also providing a complete program for language development.
Michele Sloan  University Board Room

Workshop – Elementary

How can students with minimal English skills participate in meaningful instructional activities in content classes? How can a teacher make academic content comprehensible to a student with limited English proficiency? This session will address the challenges that mainstream teachers face when English Language Learners enter the classroom. Participants will learn strategies that promote English language acquisition and academic achievement.

3:15 pm – 3:45 pm
Publisher Rounds

3:45 pm – 4:30 pm
45 Minute Workshops

Pronunciation Development Workshop

Mary Goodman  Salon A

Workshop – Teacher Training, Community College, Higher

This workshop will provide teachers with fun, motivating, and dynamic activities to encourage greater pronunciation development via physical movements set to aerobic music as well as visual aids, games, songs, rhymes, & tongue twisters. Participants will get out of their chairs and “feel” the language in a sensory/visual way.

Literacy Strategies Employed by Illiterate ESOL Adults to Navigate Their Environment

Dr. Edwidge Crevecoeur-Bryant  Salon B

Paper – All

Participants will be provided with up to date information on the role environmental print plays on literacy socialization of Haitian and Spanish speaking illiterate adults in Florida. Emphasis will be placed on the strategies these adults use to navigate their environment. Research updated to include universal signs that students are expected to master in the literacy acquisition process.

3:45 pm – 5:15 pm
90 Minute Workshops

ACTs’ COMPASS/ESL Placement System on the WEB

Frank Potter  Cypress Room

Workshop – Secondary, Community College, Higher, Adult, Program Admin.

Workshop will include demonstration of test setup, test center setup (on and off campus), and scheduling students for distant testing and have discussion relating to positives and negatives. COMPASS/ESL instrument, the most up-to-date ESL computer-adaptive assessment will also be demonstrated in Reading Skills, Grammar/Usage Skills and Listening Skills delivered on the Web. Participants will have the opportunity to see and discuss all of these assessments. Special discounted price.

Service Learning 101: Volunteerism Builds Bridges to the Community

Barbara Smith-Palinkas  Magnolia Room
Scott Redfern

Workshop – Community College, Higher, Adult

This workshop is for administrators and instructors interested in adding a service-learning component to their ESL curriculum. During the workshop, participants will develop a plan for a course combining classroom instruction with volunteer service in the community. Presenters will address administrative and classroom aspects, offer suggestions, and share their experiences.
Mini Lesson Madness

Elizabeth Giles  Citrus Room

Workshop – Elementary

Mini Lesson Madness is a presentation of writing mini lessons. Participants will be actively involved in sample mini lessons and will receive a handout with a set of lesson plans. Be prepared to write and share ideas.

Singlish – Building Language the Fun Way!

Ida Larsen  Salon C

Workshop – Elementary, Secondary, Teacher Training

Language theorists have long advocated “TPR” as a natural, stress-free approach to accelerating language and learning. The children are seeing it, hearing it, singing along, acting it out and loving it! The repertoire reflects the oral traditions of our national musical heritage. The songs include concepts such as counting, colors, days of the week, body parts, articles of clothing, foods and storytelling. This lively presentation includes samples to use in your classroom.

Images, Imagination and the Internet: Collaborative Writing for ESOL

Aixa Perez-Prado  Salon D
Amy Lora

Workshop – Elementary, Secondary, Community College, Higher, Adult, Computer Assisted

This demonstration aims to show teachers a process by which learners can build their vocabulary and writing skills through interactive activities in the classroom. There are three phases to the demonstration process that participants will go through. Specific examples for online and face-to-face classrooms will be provided.

4:30 pm – 5:15 pm
45 Minute Workshops

A Novel Way to Teach Reading & Vocabulary Skills

Debbie Wilke  Salon A
Jennifer Maxwell

Demonstration – Secondary, Community College

This is a multi-faceted, multimedia program for utilizing a novel to teach reading and vocabulary skills. The Sign of the Beaver by Elizabeth Speare is an adolescent novel that is suitable for Middle school, High school or adult students.

Adult ESL Students get “The Big Picture: with All-Star

Tom Dare  Salon B

Demonstration – Secondary, Higher, Adult

The presenters will demonstrate a novel way to use an activity-based, picture dictionary approach that systematically builds language and math skills around life skill topics and to customize these activities for different student needs. They will also preview a CD ROM that utilizes these “big pictures’ to practice computer and language skills. Complimentary copies will be provided.

4:30 pm – 5:15 pm
Poster Sessions

He’s Just a Bad Test Taker

Maria Sagaro  Palm Room

Poster Session – Elementary

For years many students have failed traditional paper and pen tests due to problems stemming
from a lack of basic reading and writing skills in their first language. This presentation deals with the preparation and implementation of oral portfolios, an alternative form of assessment for students who cannot succeed with traditional assessment tools.

**Online ESOL Teaching Resources: Using Technology to Improve Instruction for ELLs**

Sara Acosta Palm Room

Poster Session – Elementary, Secondary, Community College, Higher, Adult, Research, Computer Assisted

The purpose of this project is to display ESOL online resources available to teachers, which they can use to improve instruction delivered to English language learners. The poster will include available online resources (e.g. grammar activities, games, visuals, etc.) for each level of second language acquisition: beginners, intermediate and advanced learners of English as a second language.

**Efficient Ways to Teach Vocabulary to ESL/EFL Students**

Yenhui Wang Palm Room

Poster Session – ESOL, EFL

Learning vocabulary has been one of the challenges to ESL/EFL students. If students attain enough vocabulary, they will have less trouble learning English. In my study, I will present several teaching methods in previous study and give suggestions for ESL/EFL teachers to teach vocabulary.

**Northeast Florida TESOL Celebrates the Year**

Meredith Kemper Palm Room

This poster session will detail the activities of Northeast Florida TESOL for the 2003-2004 year. More information about future plans of the organization and membership forms will be available.

**A Cool Needs Assessment**

Semire Dikli Palm Room

Poster Session – Secondary, Community College, Adult

The needs assessment is designed for teachers to assess reading, writing, listening, and speaking skills of young ESL students. Theses four skills are integrated under on topic to promote authenticity and meaningfulness. The subject is a famous movie star, which is a highly interesting topic for young ESL learners.

**Hernando County Extended Day ESOL Program**

Joanne Long Palm Room Judith Hutchison

Poster Session – Elementary

This after-school program for K-5 LEP students focuses on language development through cooperative group activities. ESOL endorsed teachers and Hispanic bilingual paraprofessionals supervise and assist students two afternoons each week for 12 weeks. Pictures, program letters, list of activities, and executive summary with evaluation will be part of this poster display.
Improvising in ESL
Douglas Magrath  Cypress Room

Paper – Higher
Perhaps the books are late or you need a realistic communication-based activity. The presenter will show how to modify readily available materials for ESL, which cover the skills areas of speaking, language, reading and writing. Three specific examples—an apartment guide, and advertisement and a city map—will be used as ESL lessons.

School Improvement for English Language Learners
Dr. Evelyn Torrey  Magnolia Room
Dr. Marta Cruz-Janzen

Demonstration – Teacher Training, Elementary, Secondary, Higher, Research, Parental Involvement
A fast-paced overview of a federally-funded master’s degree program equipping 90 teachers to research and implement school improvement needs assessments, recommendations, and presentations to advocate for school improvement for language minority students and families. Participants will receive a composite list of recommendations, links to PowerPoint presentation, and bibliography of useful resources.

Using Multimedia: New Dimensions in ESOL Teacher Preparation Classes
Dr. T. Erben  Citrus Room
Iona Sarieva

Demonstration – Elementary, Secondary, Adult
This presentation will address the way new technology and multimedia is implemented at USF to enhance pre-service teacher preparation in the area of ESOL and language acquisition. The project to be demonstrated is a collection of CD-ROMs presenting a range of language samples and case studies representative of English Language Learners.

Technology and Learning: A Winning Pair
Sandy Wagner  Palm Room
Michelle Cohen

Demonstration – Elementary, Secondary, Community College, Higher, Adult, Computer-Assisted, Teacher Training
No Child Left Behind and Florida curriculum frameworks both highlight the importance of integrating technology into teaching and learning. Webtivities provide activities and strategies and utilize Internet resources and technology skills to fulfill this mission and offer learning opportunities in the computer lab, the classroom, and at a distance.

English for Hospitality Service Employees
Ruth Harrold  Salon A

Demonstration – Adult, Literacy, Workplace, VESOL
To meet the need the English for hospitality service employees in the Northeast Florida area, this presentation focuses on English taught to employees working in the areas of maintenance, sales, laundry, housekeeping and dining services. The material and lessons were developed after meetings with supervisors of the service employees. The presenter will demonstrate sample of workplace lessons and activities. The intended audience for this presentation is adult education, literacy educators and those teaching a VESOL related curriculum.
Activating ESOL Students from Collectivistic Cultures in Peer Response

Rui Cheng  Salon B

Paper – Community College, Higher

This paper presents different communication patterns of students from collectivistic and individualistic cultures in peer response groups in ESOL writing classes. Culture building processes to diminish these differences are introduced for the success of peer response activities and better quality writing.

Teaching with the Basic Oxford Picture Dictionary

Janet Aitchison  Salon C

Demonstration – Secondary, Community College, Adult

Find solutions to the challenges of teaching literacy and beginning-level classes with The Basic Oxford Picture Dictionary program. The new edition of this unique program now offers an updated dictionary and comprehensive teacher’s book including interactive activities, grammar practice and complete lesson plans. Program samplers provided.

At the Movies! Unlocking Language & Literature with DVDs

Alicia Bartol Thomas  Salon D
Caludia Govic

Demonstration – Elementary, Secondary, Higher

Learn how to use movie clips and award-winning feature films in the classroom to enhance communicate skills, increase LEP students’ access to quality curriculum, and improve motivation to read and write. Presenters will provide lists of films, demonstrate the technology used, share lessons ad activities, and address copyright issues.

CRISS Across Cultures

Linda Damsky  University Board Room

Demonstration and Workshop – Secondary

The presenter will demonstrate how Creating Independence through Student-owned Strategies can help ESOL students learn more effectively in all content areas. Students from various cultures may have different learning styles. Merging CRISS theory with ESOL techniques will assist teachers to better meet the specific needs of our linguistically diverse population

9:00 am – 4:00 pm
Publisher’s Exhibits
Salon E, F, G

9:00 am – 9:45 am
45 Minute Workshops

Revisiting Pronunciation: Why Pronunciation Lessons May Not Be Working

Mark Putnam  Cypress Room

Paper – Higher

This paper will revisit psychological issues and theories related to pronunciation by exploring individual psychological factors that may affect a student’s ability to effectively master L2 pronunciation. Discussion of working with psychological factors in teaching should give attendees a new approach for teaching pronunciation more effectively.

How can I get them to talk? Use silence breakers!

Marjorie Friedman  Magnolia Room
Demonstration – Elementary, Secondary, Community College, Higher, Adult, Teacher Training

It happens to each of us, no matter the age of our students or their English level. There are days when one, two, or even the entire class just won’t speak. “How can I get them to talk,” we wonder. The presenter will lead participants through a month’s worth of silence breakers.

Meeting the Needs?: Migrant Farmworking Families in Northcentral Florida

Maria Coady, Ph.D. Citrus Room
Students from HABLA (Hispanic Association for Bilingual Assistance)

Paper – Teacher Training, Refugee Concerns, Bilingual Education

In this presentation we will describe a recent ESL language and literacy initiative for migrant and settling farm workers and families in the greater Gainesville area. We will share our successes and challenges of the project and discuss the implications for schools faced with a growing Spanish speaking, migrant population.

English – No Problem! Language for Home, School, Work, Community

Maria Koonce Palm Room
William Koonce

Demonstration – Secondary, Community College, Adult

English – No Problem! offers a complete, integrated program for authentic language use through project- and task-based work. Theme-based units help students apply English, life skills, and cultural knowledge to their roles as family and community members and workers. English – No Problem! provides extensive teacher support, including integrated assessment, photocopy masters, and a free online lesson-plan builder.

Impediments to Chinese Students’ Speaking Ability

Jinping Zhu Salon A

Paper – Applied Linguistics

Although many overseas Chinese students have learned English for many years, why do they still have difficulty in understanding cultural pragmatics, using idiomatic expression and pronouncing correctly? This presentation will focus on factors influencing their speaking ability. Then the possible pedagogical implications will be discussed briefly.

Analyzing the Academic Writing of ESL Students

Elena Vestri Solomon Salon B

Paper – Community College

This paper reveals error patterns/trends that hinder non-native speakers’ proficiency in academic writing. Included in the session will be the most prevalent types of writing errors in the academic ESL population, frequency of errors, and percentage of errors. Implications of the study results and teaching suggestions will also be presented.

Effective Strategies for a Dual Language Program

Deborah Oms Salon C
Brenda Santos, Gladys Moreta

Paper – Elementary, Teacher Training, Parental Involvement

This program is a 60/40 model providing integrated English and Spanish instruction. It develops oral, written and reading proficiency in both languages. Establishes strong literacy foundation in students’ first language from which to build an easy acquisition of the second language. Parents are involved in students’ educational process and acquisition of both languages.
Integrating TESOL Standards into the Elementary Classroom

Linda New Levine  Salon D

Demonstration – Elementary

This demonstration will familiarize participants with the goals and standards contained in the TESOL standards. These will be described using K-5 classroom content. Participants will see how progress indicators can be used to create lesson objectives and discover how the TESOL standards relate to the Florida ESOL standards.

Statewide Assessment System and Curriculum Frameworks in Adult ESOL

Dr. John Butcher  University Board Room
Dr. Edwidge Crevecoeur-Bryant

Paper – Community College, Adult, Research, Program Admin.

The Florida Adult ESOL Assessment Instrument Study is a comprehensive qualitative/quantitative examination of how teachers/administrators in publicly-funded adult education centers, community education centers, and community colleges in the state of Florida place and exit their program clients, adult English language learners enrolled in ESOL classes. The purpose of the study is to identify the instruments used in districts across the state.

9:45 am – 10:15 am
Publisher’s Rounds

10:00 am – 11:30 am
Plenary Speaker
Quality Quinn

10:30 am – 11:15 am
45 Minute Workshops

Pronunciation Patterns – The Dynamic CD Program!

Denise Henry  Cypress Room

Demonstration – Community College, Higher, Adult, computer Assisted

Pronunciation Patterns is a powerful CD program for ESOL students who want to improve their pronunciation. Using patterns and phonics, students can practice over 4,000 vocabulary words. The alphabet – vowels – consonants –tips – rules – silent letters are included. Participants will receive an overview of the program and a demonstration of its 54 patterns choices. *2 Pronunciation Pattern CDs raffled off!

Preparing Reading Teachers for ELLs: “Infusing” the Reading Endorsement

Candace Harper  Magnolia Room
Beth Dawkins, Lauren Gabler, Sandra Hancock, Barbara Rodgers, Joyce Tardaguila-Harth

Panel Discussion – Elementary, Secondary, Teacher Training

This panel discussion outlines foundational knowledge and teaching skills related to L2 reading. We expand on selected Florida Reading Endorsement competencies addressing Language and Cognition, Research-Based Practices, and Assessment to specify: a) unique characteristics of L2 reading, b) language-specific examples,
and c) instruction and assessment practices appropriate for ELLs.

**Listening, Speaking, and Looking at English in Action**

Cindy Le  Citrus Room

Demonstration – High, Adult

Variety and motivation are key elements to success. Using examples from the English in Action series, the presenter will demonstrate various activities that use visual and aural input to illustrate language elements in context. Participants will see how theme-based readings and authentic writings engage the learner and stimulate the writing process. Warm-up activities to engage the language learner will be featured as an essential part of teaching and lesson planning.

**Avenues to FCAT Success!**

Rebecca Gigliotti  Palm Room

Demonstration – Elementary

Using comprehensive, standards-based instruction at each student’s level of proficiency, this session will demonstrate effective strategies for building language and literacy skills of English language learners. Through Avenues, the presenter will demonstrate specific lessons, including hands-on activities, and share planning and assessment tools. (Handouts and sample material provided.)

**How Cultural Adaptation Affects Generation 1.5**

Cheryl Benz  Salon A

Mary Middlemas

Paper – Community College, Higher Applied Linguistics, Research

Do traditional cultural values help or hinder the academic success of Generation 1.5 students? The presenters teach at a two-year institution with a significant number of Generation 1.5 students. This study considers if students’ cultural adaptation affects their attitudes towards academics and academic success.

**Perception and Motivation of Second Language Speakers**

Janneke J. van der Aa  Salon B

Jessica Boylan

Paper – Adult, Research, Foreign Languages

Two speakers will focus on second language acquisition. The first discusses the relationship between the second language learner’s ability to speak English and their perception of how they speak English. The second uses Krashen’s Theory to examine the factors involved in adults learning a foreign language in their native country.

**Playing Games With Adult Learners**

John T. Brezinsky  Salon C

Demonstration – Community College, Higher, Adult

Two types of game are presented: opening/”break time” games and longer games suitable for fluency-based practice of target language. Complaints about games’ appropriateness in language classrooms are addressed. Both types are explained and demonstrated, as well as strategies for making games effective and enjoyable for adults.

**Where are your Grammar Troublespots?**

Jim Anderson  University Board Room

Grammar Troublespots, by Anne Raimes, is available a new edition. Come see how Grammar Troublespots can help your writing students work their way through some of the stickier areas of grammar and become more effective editors of their work. All participants will receive a free copy of the book.
12:00 pm – 2:00 pm
Networking
Luncheon/Business Meeting
Salon A, B, C, D

2:30 pm – 3:00 pm
Publisher Rounds
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3:00 pm – 3:30 pm
Swap Shop
University Board Room

3:30 pm – 4:15 pm
45 Minute Workshops

The ICLA Curriculum: An Accredited Textbook-less Approach to ESOL
Peter Maximilian  Cypress Room


The presentation focuses on The ICLA Curriculum, which has successfully been delivering a dynamic language acquisition program at TLA since 04/2000. The student/client evaluations (as per the most developed teacher/program evaluation process in the business) have rendered a 90+% customer satisfaction rating. Furthermore, The ICLA Curriculum is the only accredited textbook-less Multicultural ESOL curriculum.

Vocabulary Acquisition and Morphological Analysis
Tom Bellomo  Magnolia Room

Paper – Community College

The English Language Institute at Daytona Beach Community College prepares non-native speakers of English for academic rigor in higher education. Content areas consist of Grammar, Reading, Writing, and Communication. Additionally, a course designed to prepare students for the TOEFL exam is offered to students possessing upper-level English language proficiency.

A Service Learning Project for ESOL: Habitat for Humanity
Meredith Kemper  Citrus Room
Aleen Marsh, Catherine Rifkin

Paper – Secondary, Community College, Higher, Adult

The presenters will describe a successful service-learning project with Habitat for Humanity that they developed for their ESOL community college students. They will outline the steps they followed and provide handouts so that participants can implement a similar service-learning project in their own schools.

You Can’t Learn Much From Books You Can’t Read
Joyce Lancaster, Ed.D.  Palm Room

Demonstration – Secondary

With NCLB, all students must have access to the social studies curriculum. What features, besides readability, affect comprehension? Find out through audience participation activities in this session. Ballard & Tighe’s new historical reading

How Do You Feel About the Felt Board?
Gerda Mullen      Salon A
Alison Mullen

Demonstration – Elementary, Secondary, Adult, Teacher Training

This demonstration shows teachers how the felt board and cut-out pictures can help students comprehend a foreign language. The cut-outs can be used to illustrate a story, provide visual stimuli for vocabulary words, or facilitate the understanding or certain grammar points.

The Winds of Change in Adult ESL

Allene Grognet      Salon B

Paper – Adult

This paper will look back at what the profession has learned about adult ESL, as well as look forward towards five factors which reflect our current challenges: the nature of the adult ESL students, what we teach and how we teach it, employment, technology, and lastly, ourselves.

Grammar: What’s the Use?

Susan Kesner Bland      Salon C
Dr. Louisa Rogers

Demonstration – Community College, Higher, Adult

Why learn grammar? For meaningful communication! Grammar Sense is Oxford’s new comprehensive three-level grammar series based on the authentic use of English grammar in discourse. This workshop will show how the series systematically presents, explains, and practices grammatical form, meaning, and use in a communicative, learner-centered environment.

Are Florida’s ESOL Programs Ready for NCLB?

Elizabeth Platt      Salon D
Maria Beatriz Mendoza, Semire Dikli

In this panel discussion research conducted with Florida ESOL administrators on the consequences of No Child Left Behind will be presented. Two of those administrators will then comment on program models, assessment issues, and implementation of NCLB in their districts. Audience members will be asked to relate their own experiences with NCLB.

An Alternative Education Case Study Instructional Model

Sheila Acevedo      University Board Room

Paper – Secondary, Program Administration, At-Risk Youth

The Alternative Education Case Study Model addresses the needs of at-risk youth who may be expelled, incarcerated, in residential or day treatment therapy, or on house arrest. These youth have often been “lost” in the system. This presentation provides information about a model ESOL program serving youth at 20+ sites.

4:15 pm – 6:15 am
Board Meeting
Salon D

4:15 pm – 5:45 pm
90 Minute Workshops

4:15 pm – 5:45 pm

Picture Book Perfect

Elizabeth Giles      Cypress Room

Workshop – Elementary

Participants will be actively involved in sample lessons that use picture books to teach English language structure and writing traits such as organization, word choice, conventions, and genres. Be prepared to write and share ideas. Handouts include a bibliography of picture books with suggested teaching topics.
ESOL Make and Take

Karen McGinnis  Magnolia Room
Susan Duvall, Ada Settle, Patricia Hall, Marie Alonso

Workshop – Elementary, Secondary

Created for elementary through high school teachers this workshop will be a hands on class. Participants will find projects that will assist students in learning as well as tie ins to different literature and cultures.

Plan of Action: Practical Research Tools for Reflective Teaching

Elizabeth de Sousa  Citrus Room
Mark McGrath, Justine VanDyke

Workshop – Elementary, Secondary, Community College, Higher, Adult

This workshop provides teachers with a practical tool for solving problems and improving teaching in their own classrooms – an action research plan. Each step of the process is modeled and illustrated with authentic examples. Participants draw on materials provided as well as peer support to complete their own plan.

4:15 pm – 5:00 pm
45 Minute Workshops

Benefits of Blackboard: A TESOL Experience

Dr. Samuel Perkins  Palm Room

Demonstration – Teacher Training

This demonstrated provides information about various Blackboard features that can be used to develop and deliver online courses related to TESL. This is accomplished via an analysis of a fully online Applied Linguistics course developed and delivered for pre and in-service teachers.

Achieving Academic Success by Teaching Language Through Content

Carol Donile  Salon A

Demonstration – Secondary

Shining Star, a new series for English language learners, uses readings from Social Studies, Science, and Literature to explicitly teach reading and writing and grade-appropriate content vocabulary. The instructional model presented integrates academic language and content with explicit instruction in the Learning Strategies for academic success in the mainstream classroom.

Activities for Teaching Directions to ESOL Intermediate Level Students

Elizabeth Terranora  Salon B
Yongju Park

Demonstration – Community College, Adult

This presentation will focus on the teaching of directions through hands-on activities, which have been successfully used in ESL classroom. The authentic activities that mimic real life situation will motivate students and promote their language skills as well. The presenters will also provide various materials for teaching directions.

Creating an ESOL Field Experience for Pre-service Teachers

Barbara Hruska  Salon C

Paper – Elementary, Teacher Training

The new ESOL Endorsement requirement for pre-service teachers in Florida includes field experiences with ESOL students. This presentation will describe how the University of Tampa is addressing the early field placement requirement for elementary education majors by implementing an ESOL after school program in
Vocabulary Based Speaking and Listening Activities

Susan Reynolds  University Board Room

Demonstration – Elementary, Community College, Higher, Adult, Applied Linguistics, Computer-Assisted

Learning vocabulary is important for successfully acquiring a second language. The question for teachers is how do we provide communicative tasks that help the ESL learners. In this session, the presenters will demonstrate activities that help ESL learners practice and remember vocabulary. Handouts will be provided.

5:15 pm – 6:00 pm
45 Minute Workshops

Pedagogical Humor in the Language Classroom

Lance Askildson  Palm Room

Paper – Community College, Higher, Adult, Research

This presentation will examine the pedagogical implications of humor in the language classroom. The benefits of general affective humor will be discussed alongside the use of specific humorous items aimed at teaching a variety of integrated linguistic units. In addition, recent survey data collected by the researcher will be applied to this discussion.

A Blended Distance Learning Model for ESOL

Ramon Madrigal  Salon B

Paper- Higher

To meet the challenge of preparing tomorrow’s teachers to provide comprehensible instruction for all children in Florida, including LEP student, Florida College created and developed a blended distance learning model for the tow anchor ESOL courses in its Elementary Education program. This presentation summarizes the key theoretical and practical issues involved in the implementation of this model.

Using Music in the ESOL Classroom

Antony Bessire  Salon C
Vivian Artigas, Priscilla Fitzgerald

Paper – Elementary

We have developed musical CDs to help teachers introduce and maintain long-term concrete learning tools for the state mandated benchmarks. Developed by Tony Bessire, this program is research based and is proven to work. Educational studies indicate that students improve their tests results through the use of music.
Saturday
8:00 am – 8:45 am
45 Minute Workshops

Speaking Up and Loving It

Stephen Moir  Cypress Room

Demonstration – Elementary, Secondary, Community College, Higher, Adult

This demonstration will include handouts and visual aids about communicative ESOL classroom techniques that may be used to help students increase their oral language fluency by lowering their affective filters. It is especially well suited for ESOL students in adult education but may be adapted to various levels of ESOL.

Teaching English in Russia

John T. Brezinsky  Magnolia Room

Paper – Secondary, Adult, ESOL Abroad (in Russia)

Based on his own experience, as well as informal research, the presenter discusses what a teacher should expect when working in Russia. Topics include working with primarily L1 Russian learners, a cross-section of typical child and adult learners, the market in Russia, the major schools, and living in Russia.

Joseph: Portrait of a Generation 1.5 Learner

Elizabeth Ramsay  Citrus Room

Paper – Higher

This paper reports on a series of interviews with Joseph, an ESL student at a large community college in Florida. Joseph’s first-hand descriptions of school life are sometimes funny and sometimes frustrating. Implications for educators are explored from the perspectives of curriculum design, instructional strategies, and students support services.

Dialogue Journals and Adult English Language Learners

Robert Kelso  Palm Room

Paper – Community College, Adult

The use of personal or dialogue journals in the English as a Second Language (ESL) classroom has a number of proponents in the field. Journals provide students the opportunity to initiate a dialogue, albeit a journal dialogue, similar to that of an oral conversation.

Is ‘I + 1’ enough for English Language Learners?

Elizabeth Platt  Salon A

Paper – Administration

A county ESOL administrator and a university researcher will question the adequacy of Krashen’s I +1 theory of second language learning. They will then demonstrate how in one county performance data hand indicated low performance by ELLs, but will also show steps taken to remedy the problems. Audience members will contribute.

Short, Sweet, and Simple: Peer Editing and Correction

Amanda Agila  Salon B

Paper – Community College, Adult, Teacher Training

The presenter will discuss how peer editing and correcting is used in the classroom and show examples of student work. The presenter will also demonstrate the guidelines used for peer editing, as well as allow the audience to edit and correct some samples of students’ work.
Creole Discourse Structure and Development of English Academic Genres

Arlene Clachar  Salon C

Paper – Applied Linguistics

Paper discusses the effect of Creole discourse structure on the use of paratactic features in students’ written academic discourse.

Content for Conversation Partners

Kathleen Olson  Salon D

Demonstration – Community College, Higher, Adult

The presenter discusses the need for providing content in Conversation Partner Programs or conversation classes and suggests qualities of good content that provides students with information they need or would like to know as well as American cultural information. Participants sample stimulating discussion topics interspersed with interesting American cultural tidbits.

9:00 am – 3:00 pm
Meeting for EAP Consortium Cypress Room

9:00 am – 9:45 am
45 Minute Workshops

CONTENT CUES: Developing Comprehensible Input

Rachel La Forgia  Magnolia Room

Paper- Secondary

It has been identified within my classroom, most English as Second Language Learners can communicate effectively socially. However, these students just don’t have the academic language associated within the content areas to make them a successful academic student.

Interested in Volunteering for TESOL 2006 in Tampa?

Christine Coombe  Citrus Room
TESOL 2006 Convention Chair
José A. Carmona

Please, attend this workshop if you would like to volunteer for TESOL 2006 in Tampa.

Dynamic Interaction of L1 and L2 in Bilingual Reading

Eunmee Lee  Palm Room

Demonstration – Research

To find out the process of bilingual reading, think-aloud data will be presented along with brief review of articles on ‘interaction of L1 and L2 in reading.’ After listening to the data, participants will identify the reading process and strategies of bilingual readers and they dynamic power of L1.

Let’s Talk! Get ESOL Students to Participate in Class

Indera Rampersaud  Salon A

Paper – Elementary

Today many more ESOL students are being mainstreamed. As teachers we are responsible for providing a welcoming and comfortable learning environment for all of our students. I will share some strategies I have found useful to help my ESOL students participate and feel welcomed in my classroom.

Community Involvement in Language Learning

Amna Mohamed  Salon B
Mildred Abreu
Panel Discussion – Community Involvement

First presenter, Amna Mohamed, will give a short description of the ELI’s program of Student Services and the duties of the three coordinators responsible for activities and advising. Second presenter will share information on the various activities offered at the ELI, which help students to adjust to their new host culture, and how the two areas of responsibilities collaborate to help students more involved in the community.

Teaching Library Skills in ESL

Adrianne Aiko Thompson  Salon C
Glenda Phipps, Elizabeth Basinger

Demonstration – Community College, Higher, Adult, Computer-Assisted

Two ESL faculty and one faculty librarian from Miami Dade College will show how they collaborated to design a series of assignments and activities to teach intermediate and advanced EAP students how to use databases and Web sites.

ELL Buddies: Collaborative Online and Offline Partnership

Aixa Perez-Prado  Salon D


This paper will describe a study that was conducted pairing TESOL graduate students, and English language learners in online partnerships. Results from the study suggest that there are both benefits and difficulties in establishing online partnerships with these two groups of learners. Suggestions for establishing similar partnerships will be provided.

Games to Teach Classroom Routines and Rules

Roger Thompson  Magnolia Room

Demonstration – Elementary, Secondary

How can we teach new ESL students the classroom rules and routines needed for a proper learning environment? The answer is through action games. After we try out a few, we will learn how to create games of our own to teach the language we need to manage our classroom.

Celebrating Diversity Through the Arts

Jude Lupinetti  Citrus Room
Michele Gregoire

Demonstration – Elementary

Celebrating Diversity Through the Arts is a hands-on presentation focusing on energizing the classroom by using experiential learning techniques and the arts to teach English language skills and specific content learning. Participants will be encouraged to share their own experience and to network with each other.

Reflection and the Language Teacher: 21st Century Superhero

Joe Terantino  Palm Room

Demonstration – Teacher Training

This presentation demonstrates the process of teacher reflection by providing 7 examples including: journals, lesson reports, surveys and questionnaires, audio or video recording of lessons, observation, action research, and portfolios. It also explains the challenges (commitment, lack of training, teacher readiness, interpretation) and benefits (flexibility, practicality, professionalism, sustainability) to reflection.

10:00 am – 10:45 am
45 Minute Workshops
Have a (Charity) Ball to Support ESL Initiatives
Jeffra Flaitz  Salon B


Organize your own charity ball fundraiser to support poorly funded but critical ESL initiatives. Review the essential elements of a successful gala: recruiting volunteers, finding a clear focus and theme, budget planning, identifying sponsors, designing publicity, planning the program, and addressing post-event issues. Take home templates, samples, examples, agenda, photos, etc.

Vocabulary Strategies for English Language Learners With Learning Disabilities
Joyce Tardaguila-Harth  Salon C
Julie Cotter

Paper – ESOL in Special Education

This presentation will include a review of key principles for effective vocabulary instruction and a demonstration of instructional strategies that have proven to be successful in promoting the vocabulary acquisition of English language learners with learning disabilities.

A Closer Look at the USF ESOL Infusion Program
Sara Acosta  University Board Room


The main goal of the USF ESOL Infusion program is to prepare teachers to work with LEP students. With such ESOL training plan, on the one hand, the institution complies with the law, i.e. Florida Consent Decree, and on the other, teachers are guaranteed to be well prepared to teach the LEP population.

10:00 am – 11:00 am
Plenary Session
Nina Sichel
The Mosaic Identity Finding
Voice, Creating a Composite Self
Cypress Room

10:00 am – 11:30 am
90 Minute Workshop
Reciprocal Teaching: A Collaborative Strategic Reading Model for ESOL
Carol James  Salon A

Workshop – Elementary, Teacher Training

This presentation describes and demonstrates how reciprocal teaching is implemented with ESOL students in an intermediate grade classroom. Comprehension strategies of RT: predicting, clarifying, questioning, and summarizing, are demonstrated and then practiced by participants through various activities. The RT process is then carried out in a collaborative setting.

11:00 am – 11:45 am
45 Minute Workshops
Sink or Swim: A Survival Kit for Adult ESL
Zeinab Abu Samuk  Magnolia Room
Semire Dikli, Dogossou Houroumtcho

Demonstration – Adult, Refugee Concerns

The goal in designing this task-based syllabus is to equip students with the language skills necessary to help them function in the first days of their arrival in the United States. There will
be eight tasks, i.e. using maps, using automated machines doing grocery shopping, to achieve this goal.

**Teaching ESL Writing Creatively With E-mail and Chat**

Marla Wolfe  
Citrus Room

Demonstration – Adult

The development of computer technology and the Internet have revolutionized communication. ESOL teachers should utilize new and authentic forms of communication to teach language. Researchers have discovered that mediums such as e-mail and chat can effectively develop writing skills. One creative writing activity teachers can use is e-mail pen pals.

**School and University Partnership Possibilities for Better Bilingual Programs**

Aixa Perez-Prado  
Palm Room
Eric Dwyer

Paper – Teacher Training, Program Admin.

This paper will report on highlights of a study conducted in Miami, Florida, which examined bilingual school principals’ perceptions of needs in teacher preparation and development. A plan to incorporate courses taught bilingually in to the teacher education curriculum at the university level in response to principals’ expressed needs will be discussed.

**Development of Effective Language Teaching Skills Through Peer Observation**

Punahm Park  
Salon A


The Language Education Center, embedded at Chonnam National University in South Korea, is a vital component of the Foreign Language Education to increase students’ foreign language proficiency. The center serves over 3,000 students in Conversational Language courses, special purpose courses, and TOEIC classes. Teacher Training Programs for Korean teachers of English, Intensive Language French, Japanese and Chinese language courses, and credit courses for various departments of the University.

**I’m Not Stupid Because I’m a Marginal Student**

Gina van Eyssen  
Salon B

Demonstration – Secondary

There is a need for authentic assessment for ESOL students because schools cannot determine the quality of the LEP student’s work based on standardized testing. This demonstration will consist of using computer assessment software that mirrors real life situations to evaluate students learning of spreadsheets, data processing and presentations knowledge.

**Welcome Newcomers**

Semire Dikli  
Salon C
Teresa Lucas, Zeinab Abu-Samuk

Demonstration – Community College, Adult, Computer-Assisted

The main focus of this presentation is on a website that is integrated into a classroom session. The overall goal of this project is to introduce English as a second language (ESL) students to the organizations and activities that are available to them on the Florida State University (FSU) campus.

**Strategies for Teaching Reading and Writing to Adult Speakers of Arabic**

Galila Salib  
University Board Room

Paper – Elementary

This talk is about strategies for teaching Reading and Writing skills to students from Arab background, to be engaged in university tasks.
11:45 am – 12:30 pm
Lunch-On-Your-Own

12:30 pm – 2:30 pm
Post-Conference Technology Demonstrations (All at USF Campus)

12:30 pm – 2:30 pm
Incorporating a Free Web-based Tool into ESL Instruction

Annmarie Gorenc Zoran
Nolan Weil, Raymond Cepko

Post-Conference Technology Demonstration – Computer-Assisted
This session will provide an introduction to Nicenet, a free we-based tool. Nicenet allows teachers to design and administer entire courses or single lessons by computer and enables students to access class schedules, useful links, and on-line documents. In addition, all users can participate in conferences and e-mail discussions.

Low Cost Technology Resources for the Classroom

Debbie Wilke

Post-Conference Technology Demonstrations – Elementary, Secondary, Community College, Higher, Adult, Computer-Assisted, Teacher Training
Low Cost Technology Resources for the Classroom is a hands on workshop presented with computers. Have the opportunity to take a guided tour through resources many of which are free. Discover ways to find the specific resource that you need for multi-level students! Each participant will receive a disc full of sites.

1:30 pm – 2:30 pm
Blended Learning – CYBER SPACE IN THE CLASSROOM

Susan Benson

Post-Conference Technology Demonstration - Community College, Higher, Adult, Applied Linguistics, Computer-Assisted, Teacher Training
The web can provide a timesaving environmentally friendly alternative to a text-based course. In this presentation, many of the simple possibilities of using the web to compliment current trends in the ESL classroom will be explored.

Say What? Sound Advice for Designing Online ESL Courses

Li-Lee Tunceren

Post-Conference Technology Demonstration – Community College, Higher, Computer-Assisted
Attendees will browse advanced and intermediate ESL courses and see how community college students complete web-based listening exercises; engage in real time chat with voice; and produce and upload slide shows with narration, all with the goal of improving their pronunciation and overall conversational skills in an online environment. The presenter will share first-hand teaching experiences and lessons learned via much trial and error over a four-year period of designing ESL courses online.