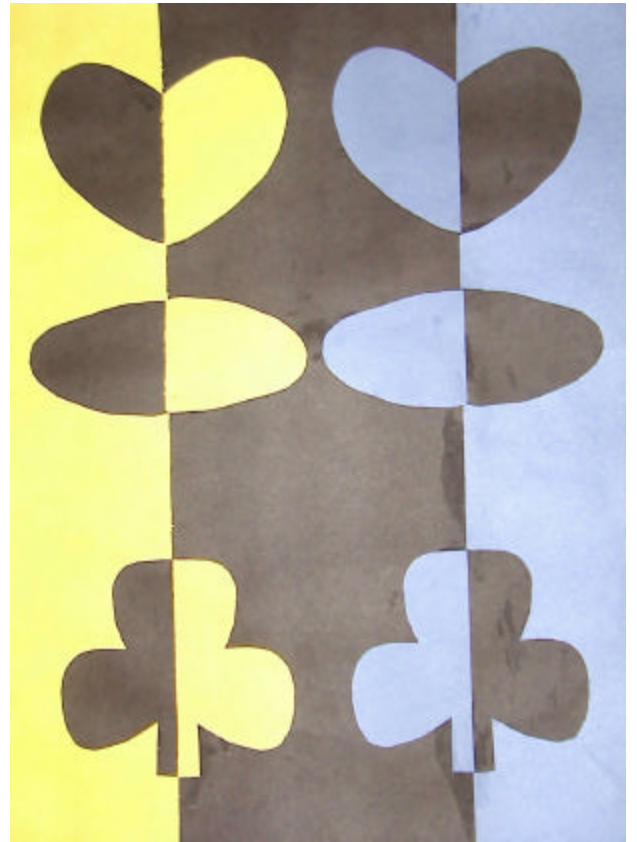


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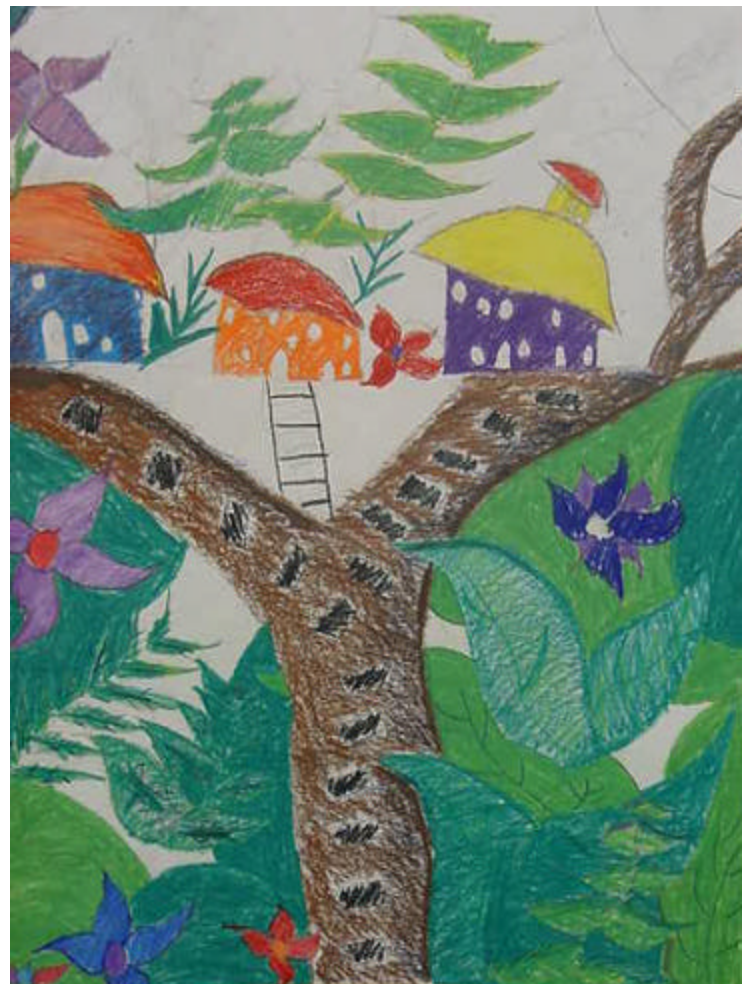
Guidebook
of
Sessions
at the
40th Annual
TESOL
Convention
Tampa, Florida

TESOL 2006: 'Daring To Lead'





The artwork in this guide was created by young ESL artists at the Ollie Detwiler Elementary School in Las Vegas, Nevada, the Longridge Elementary School in Rochester, New York, the Sawyer Elementary School in Marietta, Georgia, and the Antioch Elementary School in Dalton, Georgia.



Welcome from the EEIS Chair:

Welcome to the TESOL 2006 Convention “**Daring to Lead**” held in the Tampa convention Center, Tampa, Florida. This EEIS Convention Guide, which has been compiled by Jennifer Brown, Nancy Ferington, Jane Salminen with the cover created by Ari Sherris, is designed to help you locate all the the EEIS presentations. We are pleased to offer you professional growth opportunities through an assortment of excellent sessions. There are 9 discussion groups, 10 poster presentations, 6 papers, 7 workshops, 20 demonstrations, 4 reports, 3 intersection sessions, 1 academic session (in two parts), 1 colloquium, and an author session. In addition, the guide includes spotlight and board sessions which may be of interest to EEIS members.

We want to acknowledge the generous support of three publishers, Oxford, Scholastic and McGrawHill, for their contributions to our business meeting raffle.

Judith B. O’Loughlin, EEIS Chair
2005-2006

Newsletter

Our EEIS Newsletter Coordinators, Janet Orr [jkorr@tealservices.org] and Carlyn Syvanen [syvanenx@teleport.com} have worked diligently to coordinate and edit articles from our members so that we can learn and share with one another. Please consider writing a short article for the EEIS newsletter in the future. Share an activity, a unit of instruction, a strategy, and a story about your students or any other type of article you may wish to write. Send articles any time for inclusion in the next issue.

EEIS Listserve [eeis-l@lists.tesol.org]

I’d personally like to thank Sonna Opstad for sharing the responsibilities of co-managing the EEIS listserv with me. She has helped to keep the lines of communication open on the listserv and brings her own special research expertise and provides a balance to my classroom perspective to discussions on the list. Everyone is welcome to join the list to share information, news, current happenings, pose questions, request help with problems, and, most of all, to become a part of our EEIS community.

Proposal Readers

Many of you volunteered to read EEIS proposals and I am so appreciative of your participation in this particularly difficult task. I’d like to thank: Barbara Apanites, Sandra Baillargeon, Deborah Becker, Joy Brown, Nancy Cloud, Linda New Levine, Janice Thornton Cate, Dan Doorn, Judie Haynes, Sylvie Helmer, Jake Kimball, Melinda Leitner, Susan Litt, Elva R. Mellor, Sonna Opstaad, Shirlie Pinkham, Ester Retich, Dino Lynn Salin, Jane Salminen, Marsha Robbins Santelli, Gladys V. Scott, Betty Ansin Smallwood, Carlyn Syvanen, Alicia Van Borssum, and Beth Witt.

Buttons

Each year, the EEIS distributes buttons to members and other participants. The buttons contain a title, illustration, and author of a book that a particular child has read.

Participants attending the convention are encouraged to choose a button and send a post card from his/her home state or country to the child whose name and school address appear on the back of the button and writing to the student.

EEIS Booth

I'd like to thank Ede Thompson for chairing the organization and set up of the Elementary Education booth, which is in the Exhibit Hall. In addition, I'd like to also thank Dino Salin for her work on securing the children's art that is displayed in the booth.

Academic Session

Collaboration with mainstream teachers was suggested as a "hot topic" at the EEIS planning meeting last year in San Antonio. Linda New Levine, Jan Lacina, and Patience Sowa have been conducting research in this area and agreed to present their findings at the EEIS Academic Session. A new format, which splits the session into two parts- the main presentation on Friday morning and a targeted discussion on Friday afternoon- is being tried this year.

InterSections

This format allows two or more interest sections to join together to create a presentation around a topic of interest for members both/all the groups. This year, InterSections have been planned with the EFL (English as a Foreign Language), Material Writers, and CALL (Computer-Assisted Language Learning) Interest Sections. EEIS members are also participating in InterSections with the Teacher Education and the Intercultural Communication Interest Sections.

Discussion Groups

Janet, or Immediate Past chair, organized 9 discussion group sessions. These 45-minute interactive presentations provide convention participants with an opportunity to focus on and discuss issues, teaching techniques, and general topics of interest to EEIS members. Discussion groups are scheduled for every morning of the conference at 7:30 AM and some evenings at 7:00 PM.

Planning Meeting

This year we have scheduled our Planning Meeting at a new time: 12:00-1:00 PM in Room 7 of the Convention Center. Although the Program Book lists our meeting time as 4 PM, we have determined that participants may be leaving the convention some time Saturday afternoon. We hope, by moving the time up to mid-day, that you will join us to plan next year's conference in Seattle. We welcome your ideas to energize the Elementary Education Interest Section.

Wednesday March 15th

#2565 The Magic of Total Physical Response Storytelling

Discussion Group (Content-based instruction, Integrated skills)

Wednesday 7:30am-8:15am Convention Center Room 12

Not to be confused with classic TPR, Total Physical Response Storytelling (TPRS) is revolutionizing language learning! Come experience a short demonstration followed by a discussion of how this dynamic, results-oriented method develops natural language in all areas, including content-based academics.

Elizabeth Skelton- Colorado Department of Education, Colorado Springs, Colorado, USA

Elizabeth Bigler- Seigakuin Atlanta International School, Atlanta, Georgia, USA

#2667 Writing Poetry With Children

Discussion Group (Writing/composition, Second language acquisition)

Wednesday 7:30am-8:15am Convention Center Room 30B

Writing poetry is a way for students to develop fluency and gain confidence in themselves as writers. Join with others to share poetry writing ideas.

Carlyn Syvanen- Portland Public Schools, Portland, Oregon, USA

#2655 Content Across Genres

Demonstration (Content-based instruction)

Wednesday 8:30am-9:15am Marriott Waterside Florida Salon VI

Presenters share two intermediate grade content units, one science and one social studies, which incorporate literature from multiple genres: historical fiction, traditional literature, informational books, biographies, poetry and plays.

Jennifer Brown- Greece Central School District, Rochester, New York, USA

Nancy Ferington- Greece Central School District, Rochester, New York, USA

#4596 Stretching Young Learners' Literature Toward New Understandings

InterSection- Intercultural Communication/Video and Digital Media/ EEIS/ EFL

Wednesday 8:30am-10:15am Marriott Waterside Florida Salon IV

The presenters note how literature for children and adolescents promotes both language learning and cultural sensitivity. Cultural values embedded in literature for the young can encourage or demean, elevate or degrade. Presenters understand how analysis of such literature both in text and film reflects and creates cultural norms.

Natalie Hess- Northern Arizona University, Yuma, Arizona, USA

Jane Hoelker- Qatar Foundation, Doha, Qatar

Armeda Reitzel- Humboldt State University, Arcata, California, USA

Betty Ansin Smallwood- Center for Applied Linguistics, Washington, District of Columbia, USA

Johanna Katchen- National Tsing Hua University, Hsinchu, Taiwan Republic of China

#4855 NCLB Accountability Provisions for English Language Learners

Spotlight

Wednesday 8:30am-10:15am Convention Center Room 18

What do all teachers need to know to ensure that English language learners develop English proficiency and achieve high standards in academic subjects? Kathleen Leos, Assistant Deputy Secretary for the Office of English Language Acquisition, discusses Title III No Child Left Behind accountability requirements and the importance of aligned standards, assessments, and research-based curriculum and instruction, as well as provides an update on progress states and schools are making in improving standards and assessments for English language learners.

Kathleen Leos- U.S. Department of Education, Washington, District of Columbia, USA

#4835 Planning and Implementing EFL for Young Learners

Spotlight

Wednesday 8:30am-11:15am Marriott Waterside Grand Salon E

Professionals in EFL for young learners from five different continents discuss challenges they face in developing programs for young learners and the program design, teacher education, and curriculum they have developed to meet those challenges.

Mary Lou McCloskey, Marlene Dolitsky, Zeinab El Naggat, Elsa Patricia Jiménez Florez, Yasemin Kirkgoz, Yi-Hsuan Gloria Lo, Lucilla Lopriore, Linda New Levine, Tony Mahon, Jayashree Mohanraj, Janet Orr, Sung-Hee Park, Carmen Pinilla-Padilla, Ha Van Sinh, Lilia Savova, Barbara Thornton, Gertrude Tinker Sachs

#2645 Cooperative Learning and ESL

Paper ((Second language acquisition, Sociolinguistics/culture)

Wednesday 9:30am-10:15am Convention Center Room 35

Learning ESL is a long-term process. Successful educational experiences are likely to happen when students are fully included in mainstream schooling and when respect is shown for linguistic and cultural differences.

Irlande Alfred- Catholic Education Office, Republic of Mauritius, Mauritius
Patricia Legrand- Catholic Education Office, Republic of Mauritius, Mauritius
Georgette Favory- Catholic Education Office, Republic of Mauritius, Mauritius
Jacqueline Raboude- Catholic Education Office, Republic of Mauritius, Mauritius

#4660 Writing Elementary Materials That Incorporate TESOL's Standards

InterSection- Material Writers/ ESOL in Elementary Education

Wednesday 9:30am-11:15am Marriott Waterside Meeting Room 12

Established materials writers, experienced elementary teachers, and a publisher discuss how the preparation and publication of elementary ESL materials is being affected by the new TESOL standards. The presenters offer insight into how the standards have influenced their writing, the publishers' expectations, and the submission of proposals.

Tom Collins- National-Louis University, Chicago, Illinois, USA
Judie Haynes- River Edge Public Schools, River Edge, New Jersey, USA
Margo Gottlieb- Illinois Resource Center- Des Plaines, Illinois, USA
Mona Scheraga- Educational Consultant, Paterson, New Jersey, USA
Donald Wulbrecht- Pearson Longman, White Plains, New York, USA

#1984 Improve Reading of Struggling ELLs Through Collaboration

Demonstration (Reading/literacy, Second language acquisition)

Wednesday 9:30am-10:15am Marriott Waterside Florida Salon VI

The presenters describe the yearlong collaboration between ESL and reading specialists to study struggling ELL readers in a K-5 public school setting. They detail the collaborative process undertaken, the data collected, and the strategies that emerged from the initiative.

Christopher Winters- Greenwich Public Schools, Greenwich, Connecticut, USA

Jennifer Sijmons- Greenwich Public Schools, Greenwich, Connecticut, USA

Amy Mitchell- Greenwich Public Schools, Greenwich, Connecticut, USA

Helene Becker- Greenwich Public Schools, Greenwich, Connecticut, USA

Michele Sabin- Greenwich Public Schools, Greenwich, Connecticut, USA

#2561 Let's Build Children's Vocabulary Through Collaborative Learning

Workshop (Vocabulary/lexicon, Second language acquisition)

Wednesday 9:30am-11:15am Marriott Waterside Grand Salon B

Teachers can promote vocabulary learning in young children by planning collaborative activities that provide repeated exposure to the form, meaning, and use of words while the children have fun. Participants learn by doing in this interactive workshop.

Teresa Lucas- Florida International University, Miami, Florida

Maria B. Mendoza- Florida State University, Tallahassee, Florida

Irene Perez-Puentes- Irving and Beatrice Peskoe Elementary, Miami, Florida, USA

#1906 Using Wordless Books in an ESOL Classroom

Demonstration (Reading/literacy, Integrated skills)

Wednesday 10:30am-11:15am Marriott Waterside Florida Salon IV

The presenter shows how to choose an appropriate wordless book, how to use it to compose a story, and how to develop follow-up activities. She also demonstrates how to develop the skills of oral communication, reading and writing.

Susan Litt- Kean University, Union, New Jersey, USA

#3442 Increasing ESOL Parent Involvement

Demonstration (Curriculum/materials development, Content-based instruction)

Wednesday 10:30am-11:15am Convention Center Room 24

The presenters demonstrate activities from an award-winning curriculum, designed to encourage ESOL parents to take active roles in their children's education. The reproducible, multilevel curriculum can be used to meet the parent education mandate of No Child Left Behind.

Karen Hilgeman- Adult Learning Resource Center, Des Plaines, Illinois, USA

Catherine Porter- Adult Learning Resource Center, Des Plaines, Illinois, USA

#4633 The Best Children's Books for Beginners

Poster (Reading/literacy, Second language acquisition)

Wednesday 12:30pm-1:15pm Convention Center Ballroom C and D

How does one get beginning ESL students to participate in reading activities? This presentation suggests comprehensible literature that is compatible with oral activities such as drama, chanting, TPR and other strategies.

Ana L. Lado- Marymount University, Arlington, Virginia, USA

#4648 Writing Instructional Practices for English Language Learners

Poster (Second language acquisition, Writing/composition)

Wednesday 12:30pm-1:15pm Convention Center Ballroom C and D

There has been little concern for writing in SLA research although writing can serve as a critical mode for second language learning. Then, currently, what is the nature of writing instructional practices that early English learners receive for learning English?

Tae-Eun Kim- University of Illinois, Urbana, Illinois, USA

#2377 A Success Story of Real Parent Involvement

Demonstration ((Leadership, Sociolinguistics/culture)

Wednesday 2:00pm-2:45pm Convention Center Room 14

The presenters demonstrate how to minimize cultural miscommunications and misinterpretations while building substantive and comprehensive parent involvement. This is the story of a school with 90% FARM students, 40% ESOL students; many noneducated, non-English-speaking parents; and a regular PTA attendance of more than 200.

Sandi Jimenez- Langley Park McCormick Elementary School, Hyattsville, Maryland, USA

Carolyn Bernache- Langley Park McCormick Elementary School, Hyattsville, Maryland, USA

#2340 Teaching Writing Through a Traits-Based Approach

Demonstration (Writing/composition, Reading/literacy)

Wednesday 2:00pm-2:45pm Marriott Waterside Meeting Room 1

Participants learn how to use a traits-based approach to advance the writing skills of their second language learners. They see how this approach links instruction with assessment and how it links children's literature with the teaching of writing.

Nancy Cloud- Rhode Island College, Providence, Rhode Island, USA

#2869 Cross-Age Reading in a Multi-Age Bilingual School

Paper (Reading/literacy, Speaking/pronunciation/phonology/listening)

Wednesday 2:00pm-2:45pm Marriott Waterside Florida Salon IV

Watch young students concentrate in a reading class where the teacher is an older student. Observe them being read to in their mother tongue. The presenter introduced Korean, Japanese, and English cross-age reading schoolwide.

Jill C. Christopher- Lycee Franco-Japonaise, Tokyo, Japan

#2571 Picture It! Introducing Content Through Picture Books

Demonstration (Content-based instruction, Second language acquisition)

Wednesday 3:00pm-3:45pm Marriott Waterside Florida Salon VI

The presenter demonstrates how to introduce content concepts; build background knowledge; and shelter mathematics, social studies, and science instruction for elementary English language learners through well-crafted, visually rich picture books. Participants receive a bibliography of suggested materials.

Judith B. O'Loughlin- Educational Consultant, San Ramon, California, USA

Elementary Education Interest Section Open Business Meeting

Wednesday

5:00pm-7:00pm

Convention Center Room 7

COME.....MEET....SHARE....NETWORK

Join other EEIS members in a discussion of last year's events. Share ideas for the upcoming year. Learn about the EEIS's role in TESOL and what opportunities exist for you to become actively involved in our interest section.

#2671 Help for Newcomers and Their Teachers

Discussion Group (Assessment/testing, Second language acquisition)

Wednesday

7:00pm-7:45pm

Marriott Waterside Meeting Room 4

When newcomers with different English proficiency levels enter mainstream classes, both teacher and students need help. Guidelines for assessing and instructing newcomers will be discussed.

Elva Mellor- Chula Vista Elementary School, Chula Vista, California, USA

María Ramirez- University of Nevada, Las Vegas, Nevada, USA

#4755 Using Authentic Literature to Support Middle School Students

Discussion Group

Wednesday

7:00pm-7:45pm

Marriott Waterside Meeting Room 10

What literature books have worked for middle school students? What authors do they like? Can they relate to? Let's talk about books that work! Share titles, authors, and strategies for the transitioning student.

Ruthann Weinstein- Boston Public Schools, Belmont, Massachusetts, USA

Thursday March 16th

#2512 Effects of Workshop-Oriented Training on Elementary School Teachers

Discussion Group (Curriculum/materials development, Content-based instruction)

Thursday

7:30am-8:15am

Convention Center Room 3

This session will discuss the attitudes English teachers hold toward the benefits or limitations of workshop-oriented training programs. A study conducted in Taiwan will be highlighted.

Grace Chin-Wen Chien- Chung-Hu Elementary School, Taoyuan, Taiwan Republic of China

#3486 Structured Peer Tutoring Leaves No Child Behind

Demonstration (Reading/literacy)

Thursday

8:30am-9:15am

Convention Center Room 11

How can ELL teachers help young students to develop reading comprehension to meet current NCLB mandates? The presenters share activities and strategies on how to effectively implement a structured peer-tutoring program in a Latino-dominant public school.

Ju-Hee Song- Prince George's County Public Schools, Upper Marlboro, Maryland, USA

Supreet Anand- Maryland State Department of Education, Baltimore, Maryland, USA

#3831 Writing Activities With Wordless Books

Demonstration (Writing/composition)

Thursday 8:30am-9:15am Marriott Waterside Meeting Room 12

An amazing way to engage students in the writing process is to partner them with any number of wordless books. The thoughtful pictures provide the palate for their own stories. A hundred examples are presented, and a bibliography is given.

Jane E. Salminen- Greece Central School District, Rochester, New York, USA

#1236 Hands-On Academic Language for Social Studies

Workshop (Content-based instruction, Curriculum/materials development)

Thursday 8:30am-10:15am Marriott Waterside Grand Salon D

No Child Left Behind requires that English language learners attain high levels of academic language competence. But how? The presenters assist participants in developing hands-on elementary social studies lessons. Realia such as cultural and natural artifacts are used to teach concepts and academic vocabulary.

Alicia A. Van Borssum- Monroe 2 BOCES, Hilton, New York, USA

Nora Coleman- Hilton Central School District, Hilton, New York, USA

#2936 Book Clubs for Middle Schoolers

Demonstration (Reading/literacy, Writing/composition)

Thursday 10:30am-11:15am Convention Center Room 2

How can book clubs be used with middle schoolers in extended summer session? What works with mixed grade levels and language proficiency? What is the teacher's role? What are the students' roles?

Janice T. Cate- Jackson Public Schools, Jackson, Mississippi, USA

Anne Matheny- Jackson Public Schools, Jackson, Mississippi, USA

#2611 Teaching ESOL Through Science Fair Projects

Demonstration (Content-based instruction)

Thursday 10:30am-11:15am Marriott Waterside Florida Salon 11

Increase interest and add excitement to your ESOL curriculum through science-based content instruction. This session features ideas for choosing a topic, researching, and conducting the experiment.

Judie Haynes- River Edge Public Schools, River Edge, New Jersey, USA

#3209 Experiential Activities for Young EFL Learners

Demonstration (English as an international language, Integrated skills)

Thursday 10:30am-11:15am Marriott Waterside Grand Salon D

In this session, the presenter leads the audience, as active participants, in games and activities using music, songs, and chants to develop language proficiency and communicative skills for young EFL learners.

Keiko Abe-Ford- Communication and Language Associates, Tokyo, Japan

#3087 Family Language Learning

Poster (Second language learning, Personal development)

Thursday
C and D

12:30pm-1:15pm

Convention Center Ballroom

Stories of five families' language learning experiences with their children are shared. The stories are told via short written pieces and photographs. The presenter highlights organizations that provide language learning opportunities for children, relevant web sites, and publishers.

Judith C. Gex- LaGuardia Community College, CUNY, Long Island City, New York, USA

#2654 Assessing Reading Comprehension Using Authentic Assessment Tasks

Demonstration (Reading/literacy, Assessment/testing)

Thursday

2:00pm-2:45pm

Marriott Waterside Meeting Room 8

Providing ongoing assessment of levels of reading comprehension need not be an onerous task. It takes only a few minutes to prepare a tool that will provide ongoing data and specifically target levels of comprehension.

Sylvia C. Helmer- Vancouver School District, Vancouver, British Columbia, Canada

#2988 Developing an ESL Curriculum for K-12

#3101 Assessing Math Achievement Without Measuring Language Achievement?

Reports

Thursday

2:00pm-2:45pm (shared time) Marriott Waterside Meeting Room 13

(#2988) This report discusses the development of a K-12 ESL curriculum designed with the incorporation of the newly published ESL Proficiency Standards in New Jersey. The presenters discuss the alignment with these standards. Sample units are available.

Virginia Schirripa- Piscataway Township Schools, Piscataway, New Jersey, USA

Diana Sefchik- North Plainfield Public Schools- North Plainfield, New Jersey, USA

(#3101) The presenter describes the process and lessons learned to date in developing state math assessments for limited-English-proficient learners. The tests minimize construct irrelevant linguistic complexity while measuring the same math standards as mainstream tests.

Anita M. Dualeh- Minnesota Department of Education, Roseville, Minnesota, USA

#3586 Stories of Collaboration in Teacher Research

Colloquia

Thursday

2:00pm-3:45pm

Marriott Waterside Grand Salon 1

Educators involved in an ongoing collaborative project in teacher research share their discoveries from the classroom and their experiences with both the research and collaborative processes. Audience members are invited to join the discussion and collaborate on future research.

Sonna L. Opstad- New York University, New York City, New York, USA

Dan Doorn- Azusa Pacific University, Azusa, California, USA

#4848 High-stakes Tests, States, Teachers, ESOLers, and Moms

Spotlight

Thursday

2:00pm-3:45pm

Convention Center Room 18

The Florida Comprehensive Assessment test and other such tests affect the academic and emotional progress of ESOLers, thus concerning all who have a direct interest in these students. In this session, an administrator, a professor, a teacher, and a mother of an ESOL student examine how these tests profoundly affect their lives.

Eric Dwyer- Florida International University, Miami, Florida, USA
Idalis Álvarez- Ojus Elementary School, Miami, Florida, USA
Natalie Kuhlman- San Diego State University, San Diego, California, USA
Jamal Adedi- University of California, Los Angeles, California, USA
Audra Platero- Fort Defiance Elementary School, Fort Defiance, Arizona, USA
Sylvia Boynton- University of Florida, Gainesville, Florida, USA
Monica Grefe- Clearwater High School, Clearwater, Florida, USA

#2191 Community Partners Creating an Afterschool Program

Paper (Content-based instruction, Reading/literacy)

Thursday

3:00pm-3:45pm

Convention Center Room 14

This presentation describes an ESL afterschool pilot program developed by six partner agencies addressing diversity in the community. The program benefits K-6 students by providing individualized instruction, science and math discovery lessons, social activities, homework help, and mentoring.

Aija Saario Pocock- Indiana University-Purdue University, Columbus, Indiana, USA
Debra Thomas- Bartholomew Consolidated School Corporation, Columbus, Indiana, USA

#4759 Visual Arts as a Language Learning Medium

InterSection- ESOL in Elementary Education/ English as a Foreign Language

Thursday

3:00pm-4:45pm

Marriott Waterside Grand Salon E

The presenters, with varied experience in ESL and EFL settings, share activities and projects that use art as a means to strengthen personal identity, hone analytical thinking skills, develop students' conversational and writing skills, and enhance classroom atmosphere. Lessons use student-created pieces as well as those done by masters.

Sara Chang- Pineview Elementary School, Leon County, Florida, USA
Jill C. Christopher- Lycee Franco-Japonais, Tokyo, Japan
Ricardo Saito- University of Sao Paulo, Sao Paulo, Brazil
Susan Toerge- Langley Park McCormick Elementary, Hyattsville, Maryland, USA

#3171 Teaching to the New Math Standards

Demonstration (Content-based instruction, Standards)

Thursday

4:00pm-4:45pm

Convention Center Room 12

New math standards require students to problem solve, to describe steps, and to write explanations. This presentation explores ways to help ESOL learners with this complex use of English.

Carlyn Syvanen- Portland Public Schools, Portland, Oregon, USA

#2991 The Math-Language Connection

Workshop (Content-based instruction, Curriculum/materials development)

Thursday

4:00pm-5:45pm

Marriott Waterside Meeting Room 13

This workshop outlines language features that can make math word problems difficult to comprehend for ELLs. Several activities that facilitate the use of math language are demonstrated, and participants create an activity for their own students.

Kathryn Heinze- Hamline University, St. Paul, Minnesota, USA

#2417 SIOP K-2 Language and Math Development

Paper (Content-based instruction, Curriculum/materials development)

Thursday 5:00pm-5:45pm Marriott Waterside Meeting Room 1

This session presents a research model that integrates language development and math in both bilingual and ESL programs. We report on Year 2 of a 5-year study with K-2 teachers to optimize student achievement.

Deborah Short- Center for Applied Linguistics, Washington, District of Columbia, USA

Arieh (Ari) Sherris- Center for Applied Linguistics, Washington, District of Columbia, USA

Friday March 17th

#3106 Guided Reading for Elementary ELL Students

Discussion Group (Reading/literacy, Vocabulary/lexicon)

Friday 7:30am-8:15am Convention Center Room 20

Elementary ELL students have a wide range of reading abilities. How can teachers best support the needs of English language learners? There will be a discussion about guided reading and strategies that allow students to develop as readers within small groups using literature designed for ELL students.

Rebecca S. Watson- Orange County Public Schools, Orlando, Florida, USA

Christine M. Pankonin- Orange County Public Schools, Orlando, Florida, USA

#4760 Advantages of Different Types of Elementary ESOL Program Formats

Discussion Group

Friday 7:30am-8:15am Convention Center Room 3

English language instruction is given in many different formats in elementary schools in the United States. Advantages and disadvantages of several types of programs, such as pullout, resource room, inclusion, and bilingual will be discussed.

Susan G. Coakley- University of Delaware, Newark, Delaware, USA

#1978 What Content Teachers Need to Know

Demonstration (Content-based instruction, Discourse/pragmatics)

Friday 8:30am-9:15am Convention Center Room 25

Classroom teachers of school-age learners need support in planning educational experiences that include English language learners and meet their learning needs. Presenters offer techniques for determining, teaching, and assessing academic language objectives in content classes.

Linda New Levine- ESL/EFL Consultant, Vero Beach, Florida, USA

Mary Lou McCloskey- Educo, Atlanta, Georgia, USA

#3755 Sing and Read Your Way Through ESOL

Demonstration (Reading/literacy, Literature/arts/media)

Friday 8:30am-9:15am Convention Center Room 22

Come to sing, smile, and have fun while experiencing reading materials that help PK-6 English language learners enjoy learning English and also integrate components of the National Reading Panel (2000). Singable books, teaching points, curricular connections, and annotated booklists are shared.

Betty Ansin Smallwood- Center for Applied Linguistics, Washington, District of Columbia, USA

#2746 From Talking Journals to Writer's Theater

#3785 K-12 Activities to Get Somalis Engaged

Reports

Friday 8:30am-9:15am (shared time) Convention Center Room 12

(2746) Talking journals provide ELLs the opportunity to share science and social studies content with family and adult volunteers through correspondence and mini dramas. The presenter shares four talking journal formats to develop students' personal voice while focusing on content standards.

Mitchell Bobrick- Palm Beach County School District, Palm City, Florida, USA

(3785) Best practices for K-12 Somali students are discussed: cultural aspects influencing educational choices; effective techniques, activities, and assessments; and strategies and suggestions for how other small rural districts can guide and advocate for English language learners.

Dale O. Gable- University of Wisconsin, Eau Claire, Wisconsin, USA

Lynn M. Emmons- Woodland Elementary and Riverview Middle School, Barron, Wisconsin, USA

#4787 Teacher Resilience Under Mandated Educational Reforms

InterSection- Teacher Education/ ESOL in Elementary Education

Friday 8:30am-10:15am Convention Center Room 21

Teachers face contextual realities that mandated educational reforms often do not anticipate or consider significant. This panel of international teacher educators connects how teachers in South Africa, Southeast Asia, and the United States enact resilience in the classroom that enables them to reclaim professional expertise and enhance student development.

Janina Brutt-Griffler- York University, York, United Kingdom

Jill Burton- University of South Australia, Adelaide, Australia

Meg Gebhard- University of Massachusetts, Amherst, Massachusetts, USA

Judith B. O'Loughlin- Educational Consultant, San Ramon, California, USA

Margaret Probyn- Rhodes University, Grahamstown, South Africa

Ken Tamai- Kobe City University, Kobe, Japan

Hiro Yoshida- Hyogo University of Teacher Education, Hyogo, Japan

#2956 Language Teaching and Assessment Challenges Under NCLB

Paper (Assessment/testing, Second language acquisition)

Friday 9:30am-10:15am Convention Center Room 37

This paper examines the challenges of language teaching and assessment under No Child Left Behind (NCLB). The presenter discusses the tensions between NCLB requirements and normal second language acquisition processes. She also shares classroom strategies used with ELLs to meet NCLB requirements.

Shondel Nero- St. John's University, Queens, New York, USA

#4722 Elementary Education: Collaborative Partnerships for All Our Students

Academic Session

Friday 9:30am-11:15am Convention Center Room 23

Creating collaborative cultures in schools is a difficult task requiring teachers to move from positions of independent autonomy to interdependent support. This session reviews the characteristics and advantages of effective collaborative partnerships between teachers. The findings are gleaned from research at elementary schools in Texas, Missouri and Florida.

Linda New Levine- ESL/EFL Consultant, Vero Beach, Florida, USA

Jan Lacina- Texas Christian University, Fort Worth, Texas, USA

Patience Sowa- Rockhurst University, Kansas City, Missouri, USA

#2986 Collaborative Identification and Support for Special Needs ELLs

Demonstration (Assessment/testing, Curriculum/materials development)

Friday 10:30am-11:15am Convention Center Room 9

How can ESL and special education staff collaboratively create programs for English language learners (ELLs) with special needs? The presenters demonstrate an effective referral and identification process leading to successful support programs for ELLs with disabilities.

Laura Lukens- Shawnee Mission Public Schools, Lenexa, Kansas, USA

Carol Rupert- Shawnee Mission Public Schools, Lenexa, Kansas, USA

Lyle Holthus- Shawnee Mission Public Schools, Lenexa, Kansas, USA

#4628 Empowering ESL Paraeducators Through Targeted Professional Development

Poster (Content-based instruction, Reading/literacy)

Friday 12:30pm-1:15pm Convention Center Ballroom C and D

This poster highlights a 45-hour professional development course designed specifically for K-12 English ESL paraeducators. Instructional activities addressing a number of relevant topics are described, and ideas for replicating the course are provided.

Shelley Fairbairn- Heartland Area Educational Agency, Johnston, Iowa, USA

Stephaney Jones -Vo- Heartland Area Educational Agency, Johnston, Iowa, USA

#4231 Using History and Folk Stories

Poster (Content-based instruction, Literature/arts/media)

Friday 12:30pm-1:15pm Convention Center Ballroom C and D

Stories are energizers, primers, super-teachers. History stories and folk stories can hook learners into learning more. Come see how to use well-researched dramatizations of American history and authentic folk stories. Good medicine for all ages.

Myrtis Mixon- University of San Francisco, San Francisco, California, USA

#1977 Using Cinderella to Combine ELA and Content

Poster (Sociolinguistics/culture, Writing/composition)

Friday 12:30pm-1:15pm Convention Center Ballroom C and D

Teach ELA and social studies while analyzing Cinderella's origin and involve your ESL students in research, analysis, discussion, reading, and writing activities. This session gives many multicultural and practical tips on combining social studies content with ELA.

Dorothy T. Rudolph- DCMO BOCES, Unadilla, New York, USA

#2402 Guided Reading for Elementary ELL Students

Poster (Reading/literacy, Content-based instruction)

Friday 12:30pm-1:15pm Convention Center Ballroom C and D

Elementary ELL students have a wide range of reading abilities. How can teachers best support the needs of ELL learners? The answer is guided reading, which allows students to develop as readers within small groups using literature designed for ELL students.

Christine M. Pankonin- Orange County Public Schools, Orlando, Florida, USA

Rebecca S. Watson- Orange County Public Schools, Orlando, Florida, USA

#4856 Building a Boat of Words When All the World's at Sea

Author Session and Book Signing

Friday 2:00pm-3:45pm Marriott Waterside Florida Salon VI

Award-winning children's book author Jane Kurtz grew up in Ethiopia, but she spent two painful school years in the United States, where she struggled with the disorientation of finding herself in a new world where almost nobody understands the old one. In this session, she shares specific reading and writing skills that ultimately helped her not only survive but cherish a confusing life.

Jane Kurtz- Author, Hesson, Kansas, USA

#4663 Elementary and Secondary Uses of CALL

InterSection- Computer-Assisted Language Learning/ EEIS/ESL in Secondary Schools

Friday 2:00pm-3:45pm Marriott Waterside Florida Salon V

Presenters demonstrate effective uses of integrating computers and other kinds of technology into the elementary and secondary classroom. Examples of technology that not only supplement, but also augment learning are presented, as is how to modify your classroom to become more technology enhanced.

Mitchell Bobrick- Palm Beach County School District, Palm City, Florida, USA

Elizabeth Low - Prince George's County Public Schools, Adelphi, Maryland, USA

Sookhee Kim Plotkin- Prince George's County Public Schools, Adelphi, Maryland USA

Allison M. Rainville- Cushing Academy, Ashburnham, Massachusetts, USA

Steven Sharp- Prince George's County Public Schools, Adelphi, Maryland, USA

#4723 Elementary Education: Effective Collaboration for Higher Student Achievement

Academic Session

Friday 4:00pm-4:45pm Convention Center Room 23

This session focuses on problems arising from teachers' attempts to collaborate with their colleagues. The discussion revolves around a typical case study and attempts to resolve the issues presented there. The presenters share strategies and techniques learned from research at elementary schools in Texas, Missouri, and Florida.

Linda New Levine- ESL/EFL Consultant, Vero Beach, Florida, USA

Jan Lacina- Texas Christian University, Fort Worth, Texas, USA

Patience Sowa- Rockhurst University, Kansas City, Missouri, USA

#396 Managing Transitions in EFL Young Learner Classrooms

Workshop (Second language acquisition, Sociolinguistics/culture)

Friday 4:00pm-5:45pm Marriott Waterside Florida Salon VI

Classroom management is necessary for teaching and learning to take place in all cultures and classrooms. The cultural confluence of beliefs about child and teacher behavior, management methods, and EFL purposes are discussed and demonstrated during this interactive workshop.

Susan Bresee- University of Maryland, Baltimore, Maryland, USA
Helen de Pando- Instituto Cultural Peruano Norteamericano, Lima, Peru
Isabel Tejada- Centro Colombo Americano, Bogota, Colombia
Monica Rueda- Instituto Cultural de Norteamericano, Lima, Peru
Fabiola Maticorena- Instituto Cultural de Norteamericano, Lima, Peru
Pilar Bravo- Centro Colombo Americano, Bogota, Colombia

#2742 Using Literature Learning Centers for Teaching EFL

Workshop (Literature/arts/media, Reading/literacy)

Friday 4:00pm-5:45pm Convention Center Room 36

Using learning centers for literature-based activities may be widespread in ESL contexts in North America, but can such learning centers also be used productively in EFL contexts? Are learning centers an efficient and effective way of teaching EFL to beginners?

Oana Matache- European School of Bucharest, Bucharest, Romania

#2166 Fostering Oral Language Development and Fluency

Demonstration (Speaking/pronunciation/ phonology/listening)

Friday 5:00pm-5:45pm Convention Center Room 13

This demonstration enables teachers to develop unique strategies for structuring oral language development in the ESOL classroom. Participants practice these strategies to use and teach them to non-ESOL teachers for developing academic vocabulary and oral language in a risk-free environment.

Jeffrey S. Hacker- Montgomery County Public Schools, Rockville, Maryland, USA
Sonja Bloetner- Montgomery County Public Schools, Rockville, Maryland, USA
Rosemary C. Millican- Montgomery County Public Schools, Rockville, Maryland, USA

#2942 Staff Development That Works for You

Discussion Group (Personal development, Employment/certification)

Friday 7:00pm-7:45pm Convention Center Room 14

What kinds of staff development do you like? How can you get administrators to offer staff development that fits your needs? What can we do to improve ourselves when staff development is lacking? Come and discuss!

Janice Cate- Jackson Public Schools, Jackson, Mississippi, USA
Jun Li- Jackson Public Schools, Jackson, Mississippi, USA

Saturday March 18th

#3669 Itinerant Teaching, What a Joy

Discussion Group (Personal development)

Saturday

7:30am-8:15am

Convention Center Room 6

There is no book on itinerant teaching, but we can learn by sharing with colleagues. Topics will include scheduling, space, communication, collaboration and materials. The facilitator will share a handout. Bring your questions, suggestions and ideas to discuss.

Jane E. Salminen- Greece Central School District, Rochester, New York, USA

#3825 Meeting Standards? Identifying Culturally-responsive Practices and Exemplars

Demonstration (Content-based instruction, Standards)

Saturday

8:30am-9:15am

Marriott Waterside Meeting Room 3

Effectively responding to diverse student populations is a priority for all teachers. Presenters will share a descriptive classroom context and instructional episode with prompts for participants to identify rich exemplars of practice that are responsive to students' diverse backgrounds and needs.

Sherry Taylor- University of Colorado at Denver, Denver, Colorado, USA

Donna M. Sobel- University of Colorado at Denver, Denver, Colorado, USA

#4840 Daring to Lead At-Risk English Language Learners

Spotlight

Saturday

8:30am-9:15am

Marriott Waterside Meeting Room 1

In this session, a panel of leader-practitioners addresses issues and concerns relating to at-risk K-12 English language learners and provides insight into strategies and program models that successfully address the needs of these learners, allowing students to successfully complete high school.

Sheila D, Acevedo- School District of Palm Beach County, West Palm Beach, Florida, USA

George Iber- Nova Southeastern University, Fort Lauderdale, Florida, USA

Berta Petrillo- Newark Public Schools, Newark, New Jersey, USA

Mercedes Pichard- Lee County Schools, Fort Myers, Florida, USA

Gwen Riles- Seattle Public Schools, Seattle, Washington, USA

#2325 13 Ways of Using Poetry for TESOL

Workshop (Writing/composition, Reading/literacy)

Saturday

8:30am-10:15am

Convention Center Room 32

Aimed at poetry-skeptics, this hands-on workshop explores why poetry is especially powerful for teaching English to speakers of other languages. Teachers take away 13 classroom activities for reading and writing poetry with their students to try at home.

Jennifer E. MacArthur- U.S. Embassy, Bucharest, Romania

#3083 Action Research in the ESL Environment

Workshop (Leadership, Second-language acquisition)

Saturday 8:30am-10:15am Marriott Waterside Meeting Room 12

Teachers as researchers in the regular education and ESL environment can provide insights into issues, concerns, and problems related to second language learning by engaging in action research. The process- when conducted collaboratively- assists in improving practice and student success.

Dorothy V. Craig- Middle Tennessee State University, Murfreesboro, Tennessee, USA
Kathryn B. Patten- Middle Tennessee State University, Murfreesboro, Tennessee, USA
Johnna P. Torok- Rutherford County Schools, Murfreesboro, Tennessee, USA
Brandi Nunnery- Rutherford County Schools, Murfreesboro, Tennessee, USA

#4129 Assessing Oral Language for State Standards

Demonstration (Assessment/testing, Standards)

Saturday 10:30am-11:15am Convention Center Room 14

The presenters demonstrate how to assess oral language using a teacher-designed state standards-based scoring rubric. Participants rate videotaped oral language samples with the rubric. Examples of classroom activities for assessing oral language are provided.

Lorraine V. Pierce- George Mason University, Fairfax, Virginia, USA
Teddi Predaris- Fairfax County Public Schools, Fairfax, Virginia, USA

#2160 Building Leadership in Low-Incidence Districts

Paper (Leadership, Sociopolitical concerns)

Saturday 10:30am-11:15am Convention Center Room 7

In Wisconsin, and across the United States, the number of districts with a low incidence of ELLs continues to rise, creating particular challenges. The presenters share vignettes and discuss leadership strategies for creating successful ELL programs.

Mercedes Martin- Sun Prairie School District, Sun Prairie, Wisconsin, USA
Elizabeth Hartung- Monona Grove School District, Monona, Wisconsin, USA

#3857 Vocabulary is a Word Affair

Poster (Integrated skills, Grammar)

Saturday 12:30pm-1:15pm Convention Center Ballroom C and D

Don't just teach single vocabulary words; teach homonyms. Don't just teach phrasal verbs; teach them as nouns and adjectives. English is best learned in chunks, context, and collocations, so use rebuses, idioms, and puns to accelerate learning.

Carole Adams- Rochester City School District, Rochester, New York, USA
Cathy Yorio- Rochester City School District, Rochester, New York, USA

#3187 Daring to Develop Authentic Family Involvement

Poster (Reading/literacy, Sociolinguistics/culture)

Saturday 12:30pm-1:15pm Convention Center Ballroom C and D

What do you really know about your students' home cultures? Kindergarten ESOL teachers share insights from their first year implementing a home-visit program in their culturally diverse classroom. This engaging poster explains why and how participants can, too.

Diann W. Garnett- Allentown School District, Allentown, Pennsylvania, USA
Jason D. Sizemore- Allentown School District, Allentown, Pennsylvania, USA

#2465 Real-World Issues Inspire Adolescent ESL Learners

Poster (Curriculum/materials development, Content-based instruction)

Saturday 12:30pm-1:15pm Convention Center Ballroom C and D

The presenters share the design and outcomes of an interdisciplinary unit on refugees that they developed for their middle grades ESL students using free resources from organizations such as the United Nations, Doctors Without Borders, and Oxfam, among others.

Gabriela Davila- Colegio Ingles, Garza Garcia, Mexico

Ryanne Flattery- Colegio Ingles, Garza Garcia, Mexico

Kathia Contreras- Colegio Ingles, Garza Garcia, Mexico

Janice L. Silva- Colegio Ingles, Garza Garcia, Mexico

Elementary Education Open Planning Meeting

Saturday 12:00pm-1:00pm Convention Center Room 7

This is an informal meeting to begin planning for **TESOL 2007** in Seattle, Washington. The plenary and poster sessions are also scheduled for this time period, so feel free to come to the meeting whenever you are available. This is an opportunity for you to give specific feedback about this year's conference and to make suggestions for next year. Your opinions and ideas are important!

EEIS Feedback- TESOL 2006

Please take the time to fill out any or all parts of this form. It is through your feedback that we can best plan for the upcoming year. Suggestions or comments about this conference will enable us to organize EEIS activities for TESOL 2007 in Seattle.

There are three options for returning this form: **1)** Drop it in the suggestion box at the EEIS booth in the publishers' area **2)** bring it to the closing meeting on Saturday noon-1:00pm or **3)** mail it to: Jennifer Brown, 97 Harper Street, Rochester, NY 14607

1) General comments about EEIS and this year's conference:

2) Specific suggestions for change or improvement:

3) Suggestions about specific aspects of the conference:

General sessions:

Special sessions- InterSessions, Academic Session/ Author Session:

Discussion groups:

EEIS dinner:

Business meeting:

EEIS booth:

EEIS buttons:

4) Suggestions for “Hot Topics” for intersessions or academic session

5) Suggestions for newsletter article topics:

