

2011 Northern Regional

CATESOL Conference

Showcasing
Teaching
and
Research

November 5, 2011

Department of Linguistics, UC Davis

Capital Area CATESOL

Davis, California

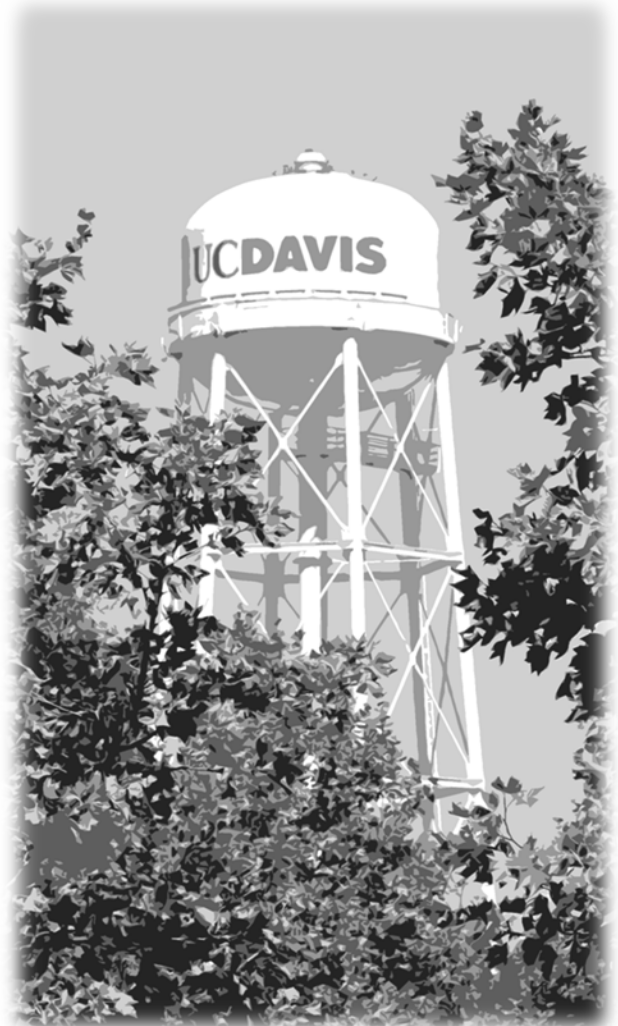


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Welcome from the CATESOL President



Dear Colleagues,

Welcome to the 2011 Northern Regional CATESOL Conference: Showcasing Teaching and Research. Thank you for coming to learn and support CATESOL and your colleagues from all levels in our ESL/ELD professional community.

The conference today is focused on you. I sincerely hope that you leave today with some new contacts and new knowledge and/or understanding that will empower your students to succeed in their goals and in the larger community. Feel free to drop a suggestion by the CATESOL welcome and membership table. Any comments will be passed on to your Board of Directors.

Change is inevitable. The more we know, the better we can navigate the transitions ahead. With this uncertain economy, it is always a good idea to network with colleagues from other institutions. Take time today to find out what is happening at your level so that you are up to date with teaching techniques, upcoming legislation, and textbooks and resources.

Glad to see that you are so committed to professionalism,

Margaret Teske

CATESOL President
2011 – 2012

Welcome from the Capital Area Chapter

The Capital Area Chapter of CATESOL welcomes you to UC Davis for the Northern Regional Conference today. Many members of the Capital Area Chapter have worked hard to make sure that your experience in our region today is enjoyable. If you are from the greater Sacramento area, please stop by our table in the Exhibit Hall to learn more about the various professional development and networking activities our chapter does throughout the year.

Leslie Freeland
Chapter Coordinator



Welcome from the UCD Department of Linguistics

As a co-host of the 2011 CATESOL Northern Regional Conference, the Department of Linguistics at UC Davis warmly welcomes you to our campus. Being part of this conference has offered us a wonderful opportunity to showcase our research in the field of teaching English as a second language and second language acquisition and has given our students and faculty the chance to participate in planning the conference and to attend its sessions.

Patrick Farrell, Chair, Department of Linguistics, UC Davis

Julia Menard-Warwick, ESL Director, Department of Linguistics, UC Davis

Welcome from the Conference Chairs



On behalf of the entire CATESOL 2011 Northern Regional Conference Committee, we welcome you to UC Davis!

When we agreed to chair this conference in April while attending the CATESOL Conference, we had no idea what we were getting into. Learning all the details involved in putting on a successful conference has proved to be daunting. However, over the last six months, a stellar group of our colleagues—from as far away as San Jose and the Sierra foothills—have worked tirelessly to prepare the outstanding program we are offering you.

Today we will learn the stories of our two keynote speakers, Casey Chin and Brenda Nakamoto. Their presentations will be complemented by a strong suite of concurrent sessions, including workshops, papers, demonstrations, and posters. We also encourage you to check out one of the three featured panels that showcase the work UC Davis faculty

members and students are doing with English language learners at all levels.

Enjoy your day in CATESOL at UC Davis, and thanks for coming!

Betsy Gilliland, PhD Candidate, School of Education

Ellen Lange, Lecturer Emerita, Department of Linguistics



General Schedule

CATESOL Northern Regional 2011 Schedule Overview

Time	Activity/Sessions
8:00 – 9:00	Registration, Coffee, and Networking
9:00 – 9:45	Keynote Speaker Casey Chin; Concurrent Sessions A
10:00 – 10:45	Concurrent Sessions B
11:00 – 11:45	Concurrent Sessions C; Poster Sessions (through lunch)
12:00 – 1:30	Lunch and Rap Sessions (Rap Sessions begin at 12:30.)
1:45 – 2:30	Concurrent Sessions D
2:45 – 3:30	Keynote Speaker Brenda Nakamoto; Concurrent Sessions E
3:30 – 4:30	Exhibitors' Hour, Snacks, and Raffle

Raffles will be held at breaks, lunch, and at end of day in Exhibit Lounge.

Conference Committee

Chairs: Betsy Gilliland and Ellen Lange

Program Chairs: Angela Foin, Jim Davis,
and Jeff Lee

Site Chair: Duane Leonard

Treasurer: Stephanie Anderson

AV Coordinators: Kristin Scheiber and
Daniel Moglen

Exhibits and Ads: Sharon Stranahan

Evaluations: Heather Sturman

Featured Topics: Miki Mori and
Audrey Moreno

Level and Interest Group Events: Li-Fen Lin

Poster Sessions: Marie Helt, Julian Heather,
and Joel Brodsky

Print and Publicity: Kim Benbow

Donations: Judy Hu and Laura Leek

Food: Laura Rodman

Facilities: Duane Leonard

Registration: Margaret Goka and
Heather Sturman

Signs: Ann Overton and Dennis Mahler

Volunteers: Leslie Freeland, Amber Kantner,
and Joanna Wong

Hospitality: Laura Rodman

Keynote Speakers

Session A: Casey Chin

9 – 9:45 a.m. (Wellman 2)

Welcome address by Conference Co-Chairs Ellen Lange and Betsy Gilliland

Keynote speaker presented by Jeff Lee, UC Davis Department of Linguistics

In *From California to Kaiping: Retracing Roots in China*, his documentary shown on KVIE, Casey Chin, a native of Sacramento, chronicles his “personal odyssey to rediscover his ancestral roots,” the journey he took from Sacramento to rediscover the village in Guangzhou Province in China that his grand-parents immigrated from to settle in California over 70 years ago. Right from the start, we are captivated by a life of contrasts as he super-imposes a Chinese tune over American music while playing his guitar and when he shows his father working on his Harley-Davidson in the living room while watching cowboy movies.



“But when does cultural identity become lost in the melting pot, and when do individual notes become lost in the chorus?”

Interspersing the past, the recent past, and the present, Chin leads us to understand the path first and second generation immigrants took in the Central Valley of California and the impact that past still has on the third generation.

Session E: Brenda Nakamoto

2:45 – 3:30 p.m. (Wellman 2)

Keynote speaker presented by Ellen Lange, Conference Co-Chair

Brenda Nakamoto's *Peach Farmer's Daughter* is sheer poetry in prose, a collection of short essays that centers on growing up on a peach farm in Gridley. From this focal point, she expands her view to touch on many subjects, including the Japanese-American community, life on a farm whose crop is subject to the whims of temperature and rain, musings on writing, and reflections on being a caregiver to her aging parents.

“This is how my mind has worked—okazu, goulash, fish, sushi—all so different and yet in some ways much the same.”



A long-time staff member at UC Davis, Brenda has continually nurtured her talent as a writer by participating in writing workshops given by the Davis Art Center, Sacramento City College, University Extension at UC Davis, and privately from Rae Gouriand, poet. From her work, we, as ESL teachers, can better understand the backgrounds of our students as she brings to life her grandparents' and her parents' lives as first and second generation immigrants, and listening to her work can rekindle in us all that common desire we have to write our own memoirs.

Schedule At a Glance – Concurrent Sessions

Room	Sessions A 9:00 – 9:45	Sessions B 10:00 – 10:45	Sessions C 11:00 – 11:45	Rap Sessions 12:30 – 1:30	Sessions D 1:45 – 2:30	Sessions E 2:45 – 3:30
Lounge	Exhibits open all day. Exhibitor Reception 3:30 – 4:30 pm. Raffles at breaks, lunch, and 4:00 pm.					
2	Keynote Speaker 1: Casey Chin <i>From California to Kaiping: Retracing Roots in China</i>	BC1 UCD Panel: English for Science and Technology: Voices from the Sciences		Adult	D1: Make a Difference! Teach Abroad with the EL Fellow Program	Keynote Speaker 2: Brenda Nakamoto <i>Peach Farmers' Daughter</i>
7	AB1: Using iPhones for Listening and Speaking			Intensive English Programs	D2: Generation 1.5 in the Multilingual Classroom: Challenges and Strategies	
25		BC2 UCD Panel: For Write or Wrong: Challenges and Successes in EL Writing Development from "K – College"		College/University	D3: Wait! They Already Invented the Wheel! Didn't They?	
27	A1: Showcasing Art and Research in Teaching English Using Movies	B1: Visual Thinking Strategies: Developing Language and Critical Thinking through Art	C2: You've Got Mail: Teaching Email Correspondence for the 21st Century	Technology Enhanced Language Learning	D4: Bringing the Outside in to Develop Excellent Presentation Skills	
101		Poster set-up	P1-P6: Poster sessions		Poster take-down	
105		B2: Employing and Positioning Students as Teachers in the ESL Classroom	C3 UCD Panel: Teaching EFL in Japan: The New Curriculum	Elementary and Secondary	D5: Academic Vocabulary Lessons: A Supplemental Program for Any University Course	E1: Language Learning and Digital Media: Possibilities and Probabilities
107	AB2: Sexual Identity in the ESL Classroom		C4: Teaching Speaking and Presentation Skills with TED.com	Community College	D6: Beyond the Classroom: How to be a Professional ESL Tutor	E2: English and Digital Literacy Acquisition in Perfect Harmony
125		B3: Top Ten Tips for Tired Teachers	C5: English for Transformative Purposes: Positioning ESL Learners as Leaders		DE1: Turn Your Teaching Beliefs into Teaching Practice	
127	AB3: Speakers' Listening Mastery and Motivation: The Critical Components in Conversational Mastery		C6: Culture in the classroom: Conflict and Contradiction		D7: Using STEM Content to Teach English as a Second Language	E3: A Study of Language Awareness Among Transitional Middle School Students
129		B4: Social Media in Adult/ESL Education (Mostly Facebook)	C7: The Poetry of Langston Hughes in the ESL Classroom		D8: Showcase-worthy Resources for Teaching Academic Reading	
205	A2: Pathways to Academic Success: Developing Critical Thinking, Presentation, and Communication Skills	B5: Using Comic Strips to Enhance Grammar Lessons	C8: Teaching Listening and Pronunciation Online	Intercultural Communication	D9: Tips from the Pronunciation Doctor	E5: Putting English into Action

Concurrent Sessions (continued)

Room	Sessions A 9:00 – 9:45	Sessions B 10:00 – 10:45	Sessions C 11:00 – 11:45	Rap Sessions 12:30 – 1:30	Sessions D 1:45 – 2:30	Sessions E 2:45 – 3:30
207		B6: Collaborating to Build a Community of Language Learners	C9: Using Moodle to Supplement Instruction in the ESL Classroom	Part-Time Educators	DE2: How to Teach Business English	
209		B7: Students Are the Center: 21st Century Skill-Building through Listening/Speaking Activities	C10: Teaching Coherence and Cohesion	Teaching English in the Workplace	DE3: Promising Practices—Proven Strategies for Program Success	
211	A3: Implications of Code- Switching and Turn- Taking for Student and Teacher Agency	B12: Computer-Based Versus Paper and Pencil Tests for English Language Learners: A Comparability Study	C11: Making Grammar- teaching Useful with a Corpus-informed Approach		D10: Analysis of the UCD Graduate Level ESL Placement Exam	E4: The Meaning of Citizenship: Tests, Policy, and English Proficiency
216	A4: Conversational Competency in the Real World: Practical Solutions	B9: Video Theater Sampling	C12: Transitioning Students from ESL to Work and Academic Settings		D11: Computer-Based Interactive Activities to Enhance Learning	E6: Achieving Second Language Acquisition Using First Language Acquisition Techniques
234	A5: Vocabulary Strategies (and Dictionaries) That Support Transitions	B10: <i>Focus on Grammar:</i> An Integrated Skills Approach to Grammar Instruction	C13: <i>Q: Skills for Success!</i> "What's All the Buzz?"		D12: Best Practices in Grammar Teaching	
235		B11: Showcasing Two Drama Projects for Beginning Non-credit Adult Students		Non-Native Language Educators' Issues	D13: Teaching Vocabulary to High Beginners: Beyond Individual Words	

Join us at the Exhibitors' Reception in the Exhibit Hall from 3:30–4:30 pm. See if you have won prizes from raffles held throughout the day! You must pick up your prize by 4:00 pm. before the final raffle will be held.

Thank You to Our Proposal Readers

Stephanie Anderson

Joel Brodsky

Angela Foin

Leslie Freeland

Margaret Goka

Barbara Gunn

Julian Heather

Marie Helt

Ellen Lange

Daniel Moglen

Miki Mori

Audrey Moreno

Ann Overton

Laura Rodman

Heather Sturman

Thank You to Our Sponsors

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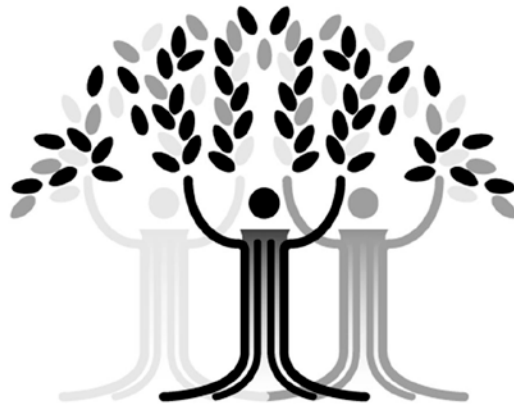
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Time to start thinking about...

CATESOL 2012

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&
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SUBMIT PROPOSALS BY NOVEMBER 15, 2011
SUPER-SAVER REGISTRATION DEADLINE NOVEMBER 30, 2011

VISIT THE CONFERENCE WEBSITE FOR INFORMATION AND TO VOLUNTEER
[HTTP://CATESOL.ORG/ANNUALCONFERENCE](http://catesol.org/annualconference)

Awards and Contests

David E. Eskey Award

Purpose

To honor Professor Eskey's memory by recognizing accomplishments related to his professional endeavors in literacy, teacher preparation, research and evidence-based innovations in classroom practice (ESL/EFL language and literacy development at Community College, Adult, and Higher Education). Submissions are encouraged in a variety of formats including recently published books or book proposals, articles, curriculum guides, and course design models.

Eligibility

Selection criteria:

- CATESOL member
- Strength and clarity of the project's purpose, organization and expression
- Relevance and depth of Dr. Eskey's influence on the project

Submission Procedure

Prepare an MS Word or Adobe Acrobat document that includes the information below, but eliminate any references to the author.

- A cover sheet with your name, address, affiliation, telephone and fax numbers, e-mail address, and the title of the work.
- Verification of current CATESOL membership.
- The rationale or theoretical basis for the project, the target population and language level, and the outcomes of the project, including an explanation of the relevance and depth of Dr. Eskey's influence on the project (up to 2,000 words).

Materials

- An entire article
- An unpublished curriculum project (25 pages max.)
- A published book (25 pages max.)
- A book proposal

Contact: Linda Jensen, Chair of David E. Eskey Award,
jensen@humnet.ucla.edu.

Deadline: February 1, 2012

Sponsored by CATESOL





CATESOL Graduate Student Research Contest

Sponsored by the University of Michigan Press

To be awarded at the CATESOL 43rd Annual State Conference in Oakland

April 12 –15, 2012

The University of Michigan Press and CATESOL encourage new work by graduate students in applied linguistics and language education by hosting a contest for outstanding research. We invite submissions of papers on research-based language policy, classroom-based research, and action research.

Award

- The winner will receive a \$500 award from the University of Michigan Press to be presented at the CATESOL 43rd Annual Conference in Oakland.
- The winner will also present his/her research at the College/University Level Rap Session at the CATESOL 43rd Annual Conference in Oakland.
- The winner's article will be submitted to the *CATESOL Journal* for review, editing, and publication as a feature article.
- Please note that co-authors will share the \$500 award from the University of Michigan Press.

Rules

- The contest is open only to members of CATESOL who are current graduate students and recent graduates (one year or less) from colleges or universities in California and Nevada.
- The article can be single- or co-authored (two authors maximum).
- The article should be no more than 30 pages long including references, following the guidelines below.
- The article must be unpublished and not submitted for publication elsewhere.
- Preference given to work relevant to students or teachers in California and Nevada.
- Submission deadline: The article must be received on or before February 15, 2012.

Submission Guidelines

Email the following information to the CATESOL College/University Level Chair, Dr. Sharmin Khan, at sharminskhan@yahoo.com:

- Email address
- Phone numbers (including home telephones and cell phones)
- Graduate school and department information
- Title of research article
- Fifty-word biography
- Contact information for professor familiar with student's research

Attach to the above email message the paper in MS Word, .rtf or .pdf formatted as follows:

- Style and bibliographic references conforming to APA conventions
- No reference to the author in the manuscript
- Page one with title and 150-word abstract
- All figures, charts, tables, appendices, and illustrations included in the document.

Questions? Email College/University Level Chair, Dr. Sharmin Khan, at sharminskhan@yahoo.com.

Showcasing Teaching and Research at UC Davis

UC Davis faculty, students, and alumni take on a wide variety of tasks in their research and teaching with English learners at all grades and language levels. The following three panels were created to highlight some of this diverse work.

BC1: English for Science and Technology: Voices from the Sciences	
<i>Judith L. Kjelstrom, UC Davis Biotechnology Program</i> <i>Laura Morales, UC Davis Department of Ecology</i> <i>Erin Schwartz, UC Davis Department of Microbiology</i> <i>Zachary Sabato, UC Davis Mechanical and Aerospace Engineering</i> <i>Ricard Myers, UC Davis College of Biological Sciences</i>	College/University Wellman 2
BC2: For Write or Wrong: Challenges and Successes in EL Writing Development from "K - College"	
<i>Kerry Enright, UC Davis School of Education</i> <i>Shannon Pella, UC Davis School of Education</i> <i>Ann Jacobsen, Sacramento City College, Solano Community College</i> <i>Hogan Hayes, UC Davis School of Education</i>	College/University Wellman 25
C3: Teaching EFL in Japan: The New Curriculum	
<i>Masanobu Furuya, Nagasaka Junior High School</i> <i>Mutsuko Karahashi, Meiken Junior High School</i> <i>Sanae Mori, Hakozaki-seisyo Junior High School</i> <i>Takeshi Sakai, Sasakami Junior High School</i> <i>Hiroaki Shioda, Oizumi Junior High School</i>	Secondary Wellman 105

The following concurrent sessions are presented by UC Davis faculty, students, and alumni:

A3: Implications of Code-Switching and Turn-Taking for Student and Teacher Agency

Caleb Bloodworth, UCD Graduate Student

B9: Video Theater Sampling

Susan Steinbach, UCD Extension Instructor

B12: Computer-Based Versus Paper and Pencil Tests for English Language Learners: A Comparability Study

Thomas Shirley, UCD Graduate Student

C6: Culture in the Classroom: Conflict and Contradiction

Dennis Mahler, UCD Graduate Student

P6: Inglés Abre Puertas: Chilean English Language Policy and Pedagogy

Whitney Whitener, UCD Graduate Student

D5: Academic Vocabulary Lessons: A Supplemental Program for Any University Course

Jeff Lee, UCD Graduate Student

D10: Analysis of the UCD Graduate Level ESL Placement Exam

Daniel Moglen, UCD Graduate Student

DE3: Promising Practices—Proven Strategies for Program Success

Lori Howard, Marilyn Knight-Mendelson (member of UC Davis Extension TESOL Advisory Board), and Lynn Bartlett

E:4 The Meaning of Citizenship: Tests, Policy, and English Proficiency

Ariel Loring, UCD Graduate Student

E1: Language Learning and Digital Media: Possibilities and Probabilities

Mong Thi Nguyen, UCD Graduate Student

Concurrent Sessions A: 9–9:45

A1: Showcasing Art and Research in Teaching English Using Movies

Terry Doyle, City College of San Francisco
SoHee Kim, Gachon University

Community College
Wellman 27

The presenters will describe activities which illustrate the usefulness of combining research and art in the teaching of ESL using movies. Five activities undoubtedly new to attendees will be demonstrated. They will also show the results of student surveys and how these results guided their choice of teaching activities.

A2: Pathways to Academic Success: Developing Critical Thinking, Presentation, and Communication Skills

Steven Maggiore, Heinle/Cengage Learning

College/University
Wellman 205

Pathways: Listening, Speaking and Critical Thinking: Heinle's new four-level academic skills series helps students develop academic literacy skills, connect to the real world through National Geographic video, and achieve academic success! Presenters demonstrate clear pathways from formal presentations to student-to-student interactions helping students become active, informed listeners in both lectures and conversations.

A3: Implications of Code-Switching and Turn-Taking for Student and Teacher Agency

Caleb Bloodworth, UC Davis Graduate Student

Adult School
Wellman 211

This study addresses turn-taking, code-switching, the use of the students' first language, and who controls them within the context of the adult ESL classroom as a manner of determining the relative agentive power of the parties involved and the linguistic norms of this speech community.

A4: Conversational Competency in the Real World: Practical Solutions

Irena Dewey, Independent/Petaluma Adult School

College/University
Wellman 216

This innovative video-based online listening and reading comprehension course will fill the usually unaddressed needs of your intermediate to advanced level students in developing "Real World" conversational and cultural competencies. Equipped with its own learning management system, it is a turn-key core course or supplemental material for any ESL program.

A5: Vocabulary Strategies (and Dictionaries) That Support Transitions

Jayne Adelson-Goldstein, Lighthearted Learning

Adult School
Wellman 234

How can we help our learners acquire the 17,000 word families needed to successfully transition academically and in the workplace? The answer: Direct instruction of vocabulary strategies! Come learn to teach these key strategies at all levels, starting with picture dictionaries and transitioning into basic, intermediate and advanced learner dictionaries.



Rita Moen
Field Territory Manager
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135 W. Market St., Harrisonburg, VA 22801 USA

Concurrent Sessions AB: 9–10:30

AB1: Using iPhones for Listening and Speaking

Marsha Chan, Mission College, Santa Clara

Community College
Wellman 7

The speaker will present six ways to use mobile phones for immediate and extended aural-oral practice with sound and camera functions and free apps. Each activity will be described, explained, and exemplified with student and teacher audio and video. Sample lesson plans include objectives, methodology, outcomes, sharing platforms, rewards, challenges.

AB2: Sexual Identity in the ESL Classroom

Elizabeth Wadell, International Education Center, Diablo Valley College
Kathryn Frei, International Education Center, Diablo Valley College

Adult School
Wellman 107

How do you respond to students' questions, comments, or teasing about sexual identity? In this interactive workshop participants will reflect on their own classroom practices and try out strategies for reframing classroom comments and discussions around sexual identity.

AB3: Speakers' Listening Mastery and Motivation: The Critical Components in Conversational Mastery

Foroud Beigi, North Orange County Community College District

Community College
Wellman 127

The presenter will interactively engage participants in conversation (discourse) exercises demonstrating the importance of speakers' (1) mastery of the art of listening and (2) motivation and purpose in what he/she is saying. A syllabus for a conversation class will be proposed. Participants' observations are welcomed. Handouts will be provided.

Concurrent Sessions B: 10–10:45

B1: Visual Thinking Strategies: Developing Language and Critical Thinking through Art

Virginia Jardim, California College of the Arts

College/University
Wellman 27

Visual Thinking Strategies (VTS) is a student-centered, research-based teaching method that uses art to build the capacity to make complex observations, make inferences and interpretations based on those observations, consider multiple viewpoints, and express ideas in discussion and writing. It's fun, interesting, and you will experience it in this workshop!

B2: Employing and Positioning Students as Teachers in the ESL Classroom

Charlotte Cox, Asian Immigrant Women Advocates (AIWA)
Jeff McClelland, The Women's Building (TWB) and Mujeres Unidas y Activas (MUA)

Adult School
Wellman 105

Based on the presenters' experience teaching and coordinating ESL classes for immigrant members of three San Francisco Bay Area grassroots organizations that promote women's leadership and civic participation (AIWA, MUA and TWB), this workshop will explore strategies for choosing, training, positioning and employing peer teachers in the ESL classroom.

B3: Top Ten Tips for Tired Teachers

Allison Tubio, International Education Center at Diablo Valley College
Anrisa Fannin, International Education Center at Diablo Valley College

Intensive English Program
Wellman 125

It's hard to be excellent when you are feeling tired and overworked. In this workshop, we will present ways we have used to save time and increase productivity both during class and while grading. Participants will also share and walk away with tips that help them manage their workload.

Concurrent Sessions B (continued)

B4: Social Media in Adult/ESL Education (Mostly Facebook)

Branka Marceta, OTAN

Adult School
Wellman 129

Social media carry the promise for programs and teachers to reach potential learners, who are not currently being served, as well as to reinforce and deepen communication with current students and alumni. Participants will analyze promising Facebook examples and receive a step-by-step handout about how to create an official page.

B5: Using Comic Strips to Enhance Grammar Lessons

Myo Myint, Mission College

Community College
Wellman 205

The presenter will describe how he has used comic strips to enhance grammar lessons in his basic and low intermediate level grammar classes. Attendees will discover how comic strips can enliven a grammar lesson and walk away with ideas and materials which they can apply in their own grammar classes.

B6: Collaborating to Build a Community of Language Learners

Angie Lee, CSUEB

Intensive English Program
Wellman 207

Would you like to make your class into a community of language learners? Come and learn a fun hands-on activity to promote teamwork in your classroom.

B7: Students Are the Center: 21st Century Skill-building through Listening/Speaking Activities

Danielle Pelletier, *Studies in American Language* / San Jose State University
Chris Fathman, *Studies in American Language* / San Jose State University

Intensive English Program
Wellman 209

Wondering how to incorporate 21st century skills—critical thinking, collaboration, communication and creativity—into fun and meaningful listening/speaking activities? Learn how two student-centered activities, Student-Led Discussions and Student Panels, provide authentic and engaging opportunities for student production, participation, and problem solving in your intermediate-advanced oral communication courses.

B9: Video Theater Sampling

Susan Steinbach, Seabright Group, Instructional Media

Intensive English Program
Wellman 216

Come sample four different DVDs for ESL/EFL training on the following topics: conversational style (hesitation and interruption techniques, backchanneling, turntaking), orientation to life in the USA, body language around the globe, and public speaking skills in a second language. Learn their use in the classroom as a supplement to your lessons.

B10: Focus on Grammar: An Integrated Skills Approach to Grammar Instruction

Tracy Bailie, Pearson

Community College
Wellman 234

Communicating effectively in diverse environments is critical for students as they transition from the ESL classroom to other academic or career-oriented fields. *Focus on Grammar* will give students the confidence and capacity to articulate thoughts and ideas effectively. The presenter will demonstrate an integrated skills approach to grammar instruction using examples from the newest edition.

Concurrent Sessions B (continued)

B11: Showcasing Two Drama Projects for Beginning Non-credit Adult Students

Erica Cheung, Monroe Elementary School
Terry Doyle, City College of San Francisco

Adult School
Wellman 235

The presenters will describe two classes in which students performed a short drama called *The Giving Tree*. After experiencing three warm-up activities, participants will hear about the procedures used to have students understand, memorize, rehearse, and perform the drama. Participants will view exemplary recorded performances and receive an extensive handout.

B12: Computer-Based Versus Paper and Pencil Tests for English Language Learners: A Comparability Study

Thomas Shirley, UC Davis School of Education

Secondary School
Wellman 211

This study examined the impact of a computer based test with bundled accommodations on the test outcomes for English language learners. The computer administration mode enabled several additional accommodations to be offered for students to select: font adjustment, text read-aloud, and mouse-over glossary.



Let's Get REAL!

Real People, Real Conversations

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Concurrent Sessions BC: 10–11:30

BC1: English for Science and Technology: Voices from the Sciences

Judith L. Kjelstrom, UC Davis Biotechnology Program
Laura Morales, UC Davis Department of Ecology
Erin Schwartz, UC Davis Department of Microbiology
Zachary Sabato, UC Davis Mechanical and Aerospace Engineering
Ricard Myers, UC Davis College of Biological Sciences

College/University
Wellman 2

This panel will provide a unique opportunity to hear from faculty and graduate students in the sciences who will discuss the language and communication needs of English language learners in their respective fields and work to develop ways to better address these needs. Audrey Moreno, Moderator

BC2: For Write or Wrong: Challenges and Successes in EL Writing Development from "K - College"

Kerry Enright, UC Davis School of Education
Shannon Pella, UC Davis School of Education
Ann Jacobsen, Sacramento City College, Solano Community College
Hogan Hayes, UC Davis School of Education

College/University
Wellman 25

Writing has become a cornerstone of education, but how do EL learners develop their writing? This panel will discuss the various issues, obstacles, and successes concerning how EL students learn to write, ranging from K-12 to college levels. Panel members will briefly discuss their insights on the issue and then engage the audience in problem-solving activities and discussion. Miki Mori, Moderator

Concurrent Sessions C: 11–11:45

C2: You've Got Mail: Teaching Email Correspondence for the 21st Century

Danielle Pelletier, English League

College/University
Wellman 27

Email correspondence—the most common type of professional writing today—is a necessary skill. Discover how corpus-based research of authentic emails in the U.S. workplace informed practical lessons on email writing skills for intermediate-advanced students and learn how you can use these lessons with your students.

C3: Teaching EFL in Japan: The New Curriculum

Masanobu Furuya, Nagasaka Junior High School
Mutsuko Karahashi, Meiken Junior High School
Sanae Mori, Hakozaki-seisyo Junior High School
Takeshi Sakai, Sasakami Junior High School
Hiroaki Shioda, Oizumi Junior High School

Secondary
Wellman 105

In 2002, in its secondary schools, Japan began to emphasize using a practical communicative approach to teaching English in the areas of speaking and listening. Now, in 2012, Japan is expanding that approach to the teaching of reading and writing in a curriculum designed to enable students to express their opinions and ideas in English in an increasingly international world. This panel, composed of junior high school teachers of English from Japan studying at UC Davis, will discuss the new curriculum and its impact on teachers and students. This panel will be highly informative for those who have taught in Japan or who are interested in doing so as well as those who teach international students. Ellen Lange, Moderator.

Concurrent Sessions C (continued)

C4: Teaching Speaking and Presentation Skills with TED.com

Marina Broeder, Mission College

Community College
Wellman 107

In this hands-on demonstration, you will learn how to navigate and adapt the TED website to be used as an engaging and motivational online tool in teaching speaking, listening, pronunciation and presentation skills. You will view a number of collaborative activities and useful exercises designed for intermediate to advanced language learners.

C5: English for Transformative Purposes: Positioning ESL Learners as Leaders

Jeff McClelland, *The Women's Building (TWB)* and *Mujeres Unidas y Activas (MUA)*

Adult School
Wellman 125

Based on the presenter's experience teaching ESL to Latina members of two San Francisco non-profit organizations that promote women's leadership and civic participation (MUA and TWB), this workshop will explore ways to develop and implement ESL lessons and assessments that support students in developing, practicing and evaluating their leadership skills.

C6: Culture in the Classroom: Conflict and Contradiction

Dennis Mahler, UC Davis

College/University
Wellman 127

This project sought to ascertain if university-level ESL students would discuss and co-construct concepts of culture. This classroom was conceptualized as a cultural contact zone, where students from various backgrounds co-construct culture. Analysis of qualitative data revealed that students discuss cultural themes but these vary in their nature and interpretations.

C7: The Poetry of Langston Hughes in the ESL Classroom

Ann Overton, City College of San Francisco

Intensive English Program
Wellman 129

The poetry of Langston Hughes, rooted in African American experience, is appreciated by people worldwide. Its humanistic expression is well received by ESL students. We will focus on using two of his poems as writing and discussion prompts. Participants will receive classroom handouts and other material.

C8: Teaching Listening and Pronunciation Online

Robert Wachman, Yuba College

Community College
Wellman 205

Teaching listening and pronunciation online has strong advantages over face-to-face instruction. Following a tour of the Blackboard-based online component of a web-enhanced class, participants will learn how to use the Voxopop website for audio recording and playback as well as the more sophisticated ANVILL "virtual language lab," both free.

C9: Using Moodle to Supplement Instruction in the ESL Classroom

Blair Roy, OTAN

Adult School
Wellman 207

Moodle is an open-source course management system giving teachers great control for providing online information, activities, and assessments to ESL students. An open discussion will be encouraged to discuss implementation strategies, answer specific questions, and see example ESL courses, including OTAN repository courses for advanced ESL and USA Learns.

Concurrent Sessions C (continued)

C10: Teaching Coherence and Cohesion

Belinda Braunstein, UC Merced

College/University
Wellman 209

Non-native speakers in university classes must produce writing that has both cohesion and coherence if they are to succeed in writing tasks across majors. In this workshop, the presenter demonstrates techniques for teaching these elements in an engaging way that participants can use in their own writing classes.

C11: Making Grammar-teaching Useful with a Corpus-informed Approach

Robin Persiani, Sierra College

Community College
Wellman 211

The results of corpus-based research have great potential for advancing ESL instruction. How can ESL teachers—even those with limited knowledge about corpus linguistics—make use of what has been discovered? The presenter highlights some important findings and useful tools and offers practical classroom applications for them.

C12: Transitioning Students from ESL to Work and Academic Settings

Mary Louise Baez, Cambridge University Press

Adult School
Wellman 216

In this workshop, the presenter discusses the issues involved in teaching students some of the skills essential to making a successful transition into the workplace and academic programs. Participants learn ways to connect the classroom to the workplace, contextualize materials, and incorporate work and academic readiness skills into their teaching practice.

C13: Q: Skills for Success! "What's All the Buzz?"

Rob Walters, Oxford University Press
Jenny Bixby, Oxford University Press
Jenefer Johnson, Oxford University Press

Community College
Wellman 234

Have you heard "all the buzz" from your colleagues regarding Oxford's innovative new academic series, *Q: Skills for Success*? This session will be one part publisher presentation and one part panel discussion with a group of teachers who are currently using the series. Handouts and samples will be provided.



Poster Sessions: 11:00 am – 1:30 pm

All Poster Sessions take place in Wellman 101.

P1: Where Student Writers Are Coming From	
<i>James Wilson, Cosumnes River College</i>	Community College
<p>How seriously should academic instructors mark down for student writing errors in grammar, sentence structure, and spelling? CSU EAP instructs not to mark down too much for 2nd language errors. Do we ever look at their 1st language writing? Should we? The presenter collected student writing from a variety of languages and had students translate a relatively simple phrase to look at differences between those samples and the target.</p>	

P2: Fun and Games That Teach English for Child Care	
<i>Marianne Brems, Mission College</i>	Community College
<p>Learn how interactive songs, games, and child care-specific activities teach the competencies parents, child care providers, and preschool teachers need to communicate effectively as caregivers. Themes include health, safety, and developmental stages. Functions include talking about illnesses and injuries, giving safety commands, making requests, and dealing with screen time.</p>	

P3: Starting a Community ESL Program: Best Practices and Lessons Learned	
<i>Alexis Ferreri, Alliant International University</i> <i>Julia Schulte, San Francisco State University</i>	Adult School
<p>The presenters will share their experience piloting a free ESL class for adult immigrant students. They will discuss the operational and pedagogical aspects of the program, sharing both successes and challenges. Practical and theoretical considerations and solutions will be discussed.</p>	

P4: Preferred Assessment Methods Among International ESL Students	
<i>Molly McCann, St. Mary's College of California</i>	Intensive English Program
<p>How do an international ESL student's background and experience relate to how he or she prefers to be assessed? This quantitative study looks at correlations between age, gender, educational background, country of origin, and language learning experiences and what types of formative and summative language assessment methods students prefer.</p>	

P5: Using Classroom Improvisation to Raise Learners' Pragmatic Awareness	
<i>Lobar Glenn, International Education Center at Diablo Valley College</i>	Community College
<p>Classroom improvisation can help learners to make connections between target language and real life communication, between structural and emotional sides of language, and between verbal and non-verbal communication. All these aspects can lead to foreign/second language pragmatic development.</p>	

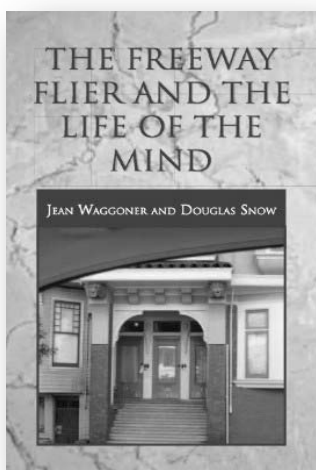
Poster Sessions (*continued*)

P6: Inglés Abre Puertas: Chilean English Language Policy and Pedagogy

Whitney Whitener, UC Davis

Secondary

I have recently gone to Chile and conducted interviews with Chilean English teachers about the language policy "English Opens Doors" and am currently sifting through this data in terms of the disconnect between how the policy is presented to the public and how teachers perceive the policy and the effect this disconnect has on the classroom.



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Rap Sessions: 12:30 – 1:30

R1: Community College Level Rap Session

Aparna Sinha, UC Davis School of Education and UCD Extension

Wellman 107

In this rap session, join fellow community college instructors to discuss hot topics that affect students at our colleges. One issue we may choose to talk about is the possibility of maximum unit allowances for students, a problem that could affect ESL students more than others. You may also bring up your own issues.

R2: Intercultural Communication Interest Group Rap Session

Barbara Gunn, UC Davis Student Academic Success Center
Peter Hendricks, International English and Professional Programs, UC Davis Extension

Wellman 205

Come to this rap session to discuss issues related to intercultural communication with students at all levels and in all settings. One topic we may discuss is managing cultural shock. You may also bring up your own issues.

R3: Part-Time Educators Interest Group Rap Session

Joel Brodsky, Pronunciation Institute

Wellman 207

Part-time ESL educators now have a voice in CATESOL! Come meet others interested in the Part-Time Educators Interest Group and talk about issues that concern you. Sign up for the PTE-IG listserv to share issues specific to part-time faculty and participate in the initial survey to profile part-time faculty's needs and concerns.

R4: Elementary and Secondary Level Rap Session

Patty Hubble, Secondary Level Chair

Wellman 105

This rap session is intended for K-12 teachers and those interested in elementary and secondary education. We will be discussing recent legislation related to the education of English learners across the grade levels. Also, participants will be encouraged to share "best practices" and will have the opportunity to network. Bring your lunch and join us!

R5: Adult Level Rap Session

Jack Bailey, SBCC Continuing Education

Wellman 2

At this rap session, participants will be informed of pending state legislation pertinent to adult level teachers. In addition, participants will learn about great CATESOL resources including local chapters, workshops, awards and listserves. Finally we will discuss recruitment and retention ideas to strengthen adult ESL programs.

Rap Sessions (continued)

R6: College/University Level Rap Session

Sharmin Khan, San Jose State University
Valerie Kiadeh, San Jose State University

Wellman 25

Please bring your lunch and join us in an open forum to discuss issues of interest facing students and faculty at the college/university level. We will rap informally on topics such as academic preparedness, literacy issues, developmental writing, assessment, use of technology, academic integrity, generation 1.5, budgetary woes, etc. Bring your comments, questions, and concerns to share with other colleagues.

R7: Developing Learner Autonomy in the Culturally Diverse IEP Classroom Rap Session

Julian Elias, Sacramento State University *ELI and Cosumnes River College*

Wellman 7

In the IEP classroom, we teach students from a wide variety of countries. These students all come to the U.S. with their own culturally influenced learning habits, which can be very different from what is expected of them in order to succeed in American academia. In academically focused IEPs, students are encouraged not to rely too heavily on the teacher but to work independently. This can be a new concept for students coming from different cultures. Please join us at the IEP Level Rap Session as we discuss what we, as instructors, can do to promote learner autonomy in the classroom.

R8: Technology Enhanced Language Learning Interest Group Rap

Branka Marceta, TELL-IG Webmaster

Wellman 27

TELLIG is dedicated to finding the most effective and meaningful ways to incorporate technology into the language-learning classroom! Whether you are a seasoned technology enthusiast or you are starting to incorporate technology into your classes, join us as we work and learn together in this exciting, fast-growing, and ever-changing field. You may also bring up your own issues.

R9: Teaching English in the Workplace (TEW-IG) Rap Session

Blythe Musteric, TEW-IG Coordinator

Wellman 209

This rap session will be a discussion on teaching classes inside companies, as well as a chance to brainstorm ideas on how we can improve our TEW website. You may also bring up your own issues.

R10: Non-Native Language Educators' Issues (NNLEI-IG) Rap Session

Li-Fen Lin, NNLEI-IG Coordinator
Terry Doyle, City College of San Francisco
Chigusa Katoku, Mission College

Wellman 235

Come and discuss issues important to non-native teachers of ESL. Possible topics may include job discrimination against non-native teachers, strategies for novice and experienced non-native ESL teachers to enhance their professionalism, and issues related to international (non-native) MA TESOL students. You may also bring up your own issues. Also, find out how to network with other teachers interested in non-native teacher and World English issues and also how to become more involved in our CATESOL NNLEI IG.

Concurrent Sessions D: 1:45–2:30

D1: Make a Difference! Teach Abroad with the EL Fellow Program

Carly Reci, Monterey Institute of International Studies

College/University
Wellman 2

The English Language Fellow (ELF) Program places talented, highly qualified U.S. educators with Master's degrees in TEFL/TESL or Applied Linguistics in all regions of the world. Fellows fulfill exciting, challenging U.S. embassy projects and return to the States to share their expertise and experiences with their communities and professional colleagues.

D2: Generation 1.5 in the Multilingual Classroom: Challenges and Strategies

Heidi Fridriksson, ESL – SFSU
Carrie Hall, Composition – SFSU and Foothill College

College/University
Wellman 7

Educators from Composition and ESL programs will explore and discuss what it means to be labeled Generation 1.5 as well as explore tactics for teaching Generation 1.5 students alongside students with very different language needs.

D3: Wait! They Already Invented the Wheel! Didn't They?

Blair Roy, OTAN

Adult School
Wellman 25

Looking to expand online classes? OTAN can help! OTAN developed two new courses, "Advanced ESL" and "USA Learns Second English Course Moodle Wrap-around," which can be hosted by OTAN or at your site. This session will give you a basic introduction and means to request the courses.

D4: Bringing the Outside In to Develop Excellent Presentation Skills

Barbara Nathan, The English Center

Intensive English Program
Wellman 27

Differences in ESL learners' cultures, education, and accents often mean that their presentations are not understood by their classmates, and learning is not maximized. By "bringing the outside in"—using the neighborhood as a point of common reference—students learn how to create focused, coherent, and interesting presentations.

D5: Academic Vocabulary Lessons: A Supplemental Program for Any University Course

Jeff Lee, UC Davis

College/University
Wellman 105

Students always want to learn vocabulary. Since it's not always easy to incorporate vocabulary lessons into an already-planned curriculum, I offer a free, supplemental vocabulary program based on the Academic Word List that can be implemented in any university level ESL course with minimal instructor work.

D6: Beyond the Classroom: How to be a Professional ESL Tutor

Susan Bremond, Retired from Santa Clara Adult Education

Adult School
Wellman 107

Do you have an ESL tutoring service or have been considering starting one? Come share your experiences, best practices, and questions on teaching in a one-on-one situation. Learn and discuss how to take your classroom experience and apply it effectively to teach the individual learner/client.

Concurrent Sessions D (continued)

D7: Using STEM Content to Teach English as a Second Language

Daniel Presson, Advocacy for STEM in ESL

Community College
Wellman 127

The concepts found in STEM (Science - Technology - Engineering - Mathematics) are universal. Teaching language through STEM content not only teaches language but also introduces the ESL student to the excitement of exploration inherent in STEM disciplines. The presentation discusses how STEM can be incorporated into the ESL classroom.

D8: Showcase-worthy Resources for Teaching Academic Reading

Cristin Boyd, SAL/San Jose State University

Intensive English Program
Wellman 129

Need to expand your academic reading resources? Don't miss this session! The presenter will share several proven, reliable resources for helping high-intermediate and advanced readers improve comprehension, speed, and confidence as academic readers. Focusing on ideas vs. words, using context (beyond definitions), and advanced reading skills will be addressed. Handouts provided.

D9: Tips from the Pronunciation Doctor

Marsha Chan, Mission College, Santa Clara

Community College
Wellman 205

With a focus on selected pronunciation problems of English language learners, "symptoms" related to articulation, stress, and rhythm will be "diagnosed" by the Pronunciation Doctor. She will offer descriptions, explanations, and "prescriptions" using innovative techniques and simple tools to make teaching and learning engaging, memorable and effective for positive "prognoses."

D10: Analysis of the UCD Graduate Level ESL Placement Exam

Daniel Moglen, UC Davis

College/University
Wellman 211

The graduate level ESL placement test serves as a filter to determine which newly admitted international students are required to take an ESL course at UC Davis and which are not. This presentation will analyze the test itself, as well as the scoring process and the scores.

D11: Computer-Based Interactive Activities to Enhance Learning

Jonathan Boggs, Pearson

Adult School
Wellman 216

Computer-based Interactive Activities to Enhance Learning will explore the use of computer-based activities that boost learning and encourage students to access English literacy 24/7. The presenter will look at activities that target listening, speaking, reading and writing at all levels. The workshop will enhance a teacher's ability to infuse technology in class and prepare students to effectively use computer-based activities at home.

Concurrent Sessions D (continued)

D12: Best Practices in Grammar Teaching

Mary Louise Baez, Cambridge University Press

Community College
Wellman 234

Students are always looking for ways to improve their grammar. This session focuses on the importance of context (is a structure used more in spoken or written language?), teaching prepositions effectively, engaging students in editing activities, and ways that grammar and writing intersect. Research-based strategies will be presented.

D13: Teaching Vocabulary to High Beginners: Beyond Individual Words

Naoki Ikenoya, San Francisco State University (M.A.TESOL)

Community College
Wellman 235

High beginners are often already used to learning individual words. For further vocabulary development, however, they also need to be aware of lexical phrases, such as collocations and phrasal verbs. This presentation provides various classroom activities to raise high beginners' awareness of lexical phrases and practice in using them.

Concurrent Sessions DE: 1:45–3:15

DE1: Turn Your Teaching Beliefs into Teaching Practice

Carolyn Peipher, The English Center
Katherine Meyer, The English Center and ProActive English

Community College
Wellman 125

Maintaining a strong relationship between TESOL principles and classroom teaching is more important than ever. How do you identify and align your core teaching beliefs with your day-to-day lesson planning? In small-group collaboration, you will explore your beliefs and leave with a lesson plan that best reflects your teaching philosophy.

DE2: How to Teach Business English

Blythe Musteric, Ovient English

College/University
Wellman 207

If you've been asked to teach a business English class and don't know where to begin, this workshop is for you. The presenter will explore what business English is, suggest ways to approach a curriculum, and describe typical issues that you might face with your business English students.

DE3: Promising Practices—Proven Strategies for Program Success

Marilyn Knight-Mendelson, Napa Valley Adult Education
Lynn Bartlett, San Juan Unified School District Adult Education
Lori Howard, CASAS

Adult School
Wellman 209

Promising practices are new, innovative, or proven strategies implemented in California ESL programs. Come hear presenters share promising practices for workplace training, distance learning, and Communities of Practice. See how these practices and strategies can be applied to your program.

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Concurrent Sessions E: 2:45–3:30

E1: Language Learning and Digital Media: Possibilities and Probabilities

Mong Thi Nguyen, UC Davis School of Education

Secondary School
Wellman 105

The purpose of this workshop is to generate a discussion among language educators and researchers about the possibilities and probabilities of digital media and language learning and will include a presentation of relevant scholarship, analysis of digital artifacts, and demonstrations of digital media that facilitates language-learning opportunities.

E2: English and Digital Literacy Acquisition in Perfect Harmony

A. Huckleberry Greenlee, YWCA in San Francisco

Adult School
Wellman 107

In order to be competitive in today's current economy in the United States, it is critical for adults to be proficient in the areas of computers and English. This workshop examines how these two vital skills can be effectively taught in the classroom side by side.

E3: A Study of Language Awareness Among Transitional Middle School Students

Ondine Gage, UC Santa Cruz

College/University
Wellman 127

This paper will briefly summarize a qualitative doctoral study examining affordances for Language Awareness present in schooling which impact language learning. Drawing on ethnographic and case study methods of data collection, the presenter will describe the analytic process which has provided insights into student learning.

E4: The Meaning of Citizenship: Tests, Policy, and English Proficiency

Ariel Loring, UC Davis

Adult School
Wellman 211

This presentation addresses the concept of U.S. citizenship in government policy and practice. The citizenship test is analyzed to discover the types of knowledge and level of English required to pass. Observations of an adult citizenship class suggest that teacher and students define citizenship differently than what the government endorses.

E5: Putting English into Action

Steven Maggiore, Heinle/Cengage Learning

Wellman 205

Putting English into action makes a successful class. Active Vocabulary, Active Grammar, Active Listening/Speaking, Active Technology, Active Reading, and Active Writing are all components of the new edition of *English in Action 2/e* by Heinle publishers. This hands-on workshop shows how to do it! Free samples provided.

E6: Achieving Second Language Acquisition Using First Language Acquisition Techniques

Elizabeth Kuizenga Romijn, City College of San Francisco

Adult School
Wellman 216

Can students acquire English much as they do their first language? Using a variety of true-to-life techniques, I demonstrate how to help them efficiently acquire grammatical features and basic vocabulary as they focus on meaning. You will discover how to bring about real acquisition, not just learning.

Presenters Index

2011 Northern Regional CATESOL Conference

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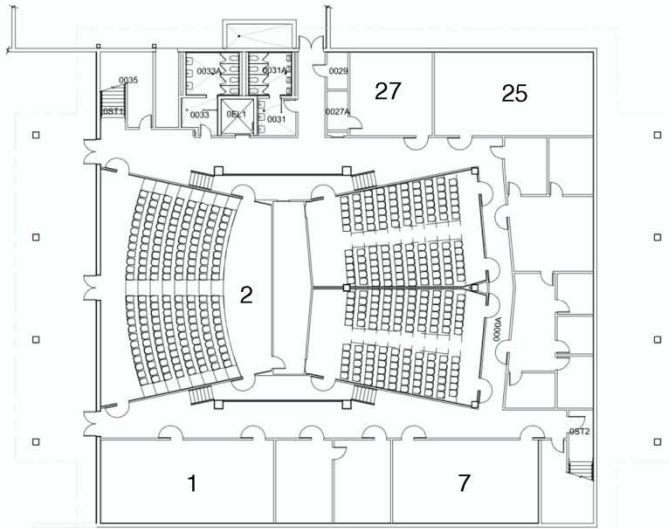
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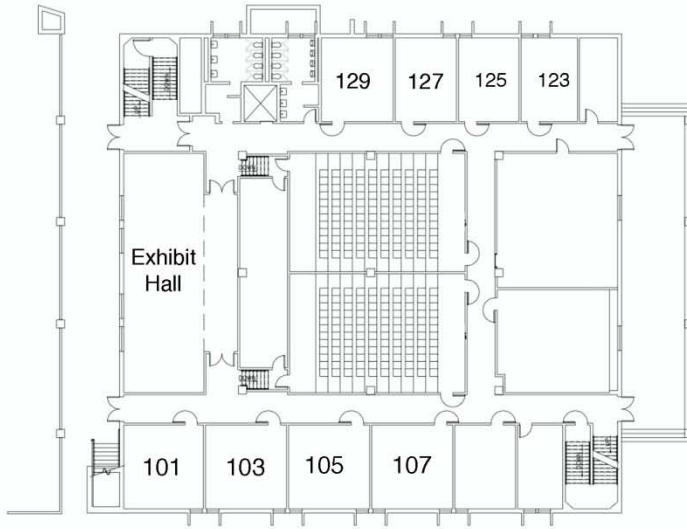
Notes

Wellman Hall Room Map

Ground Floor



First Floor
(entry level)



Second Floor

