



2015 CATESOL Northern Regional Conference

Promoting a Common Core for Academic Success



May 9, 2015

San Joaquin County Office of Education
Wentworth Education Center
2707 Transworld Drive
Stockton, CA 95213



San Joaquin County Office of Education



Welcome

from the Conference Committee . . .

Educators are caring individuals and your presence here today shows your dedication to the profession and your students. Your willingness to sacrifice a Saturday to learn, share and network is commendable. We hope you enjoy your day and find the speakers and presentations worthwhile.

Conference Committee: Barbara Ishida, Annie Duong, Toni Ludolph, Sengmany Kingkhilysack, Paige Endo, and Ellen Lange

from California Association for Asian Pacific Bilingual Education and San Joaquin County Office of Education . . .

On behalf of California Association for Asian Pacific Bilingual Education (CAFABE) and San Joaquin County Office of Education, I would like to welcome you to the 2015 CATESOL Northern Regional conference at the San Joaquin County Office of Education! Your dedication to our profession and students is truly appreciated. I wish all of you a wonderful experience.

Annie BichLoan Duong, CAFABE President & SJCOE Multilingual Education Coordinator

James A. Mousalimas, SJCOE County Superintendent of Schools
Karin Linn-Nieves, SJCOE Multilingual Office Director
Toni Ludolph, SJCOE Multilingual Office Administrative Assistant
Sengmany Kingkhilysack, SJCOE Multilingual Office Staff Secretary

| Overview of the Day | |
|----------------------------|---|
| 8:00 – 8:45 am | Registration - Lobby Publishers' Exhibits - Burwood 1 Continental Breakfast |
| 9:00 – 10:00 am | <i>Welcome and</i> Keynote Speaker: Albert Lozano “Writing and the California Common Core State Standards: How English learners & ESL students will be writing in our classrooms” Burwood 2 |
| 10:15 - 11:30 am | Concurrent Sessions A Rooms: Greenwood 1-5, Chartville 1 & 2, Burwood 2, Justice and Emerson Wi-Fi available: SJCOE Guest |
| 11:45 am – 12:30 pm | Lunch <i>served in the cafeteria</i> Publishers' Exhibits <i>and</i> Rap Sessions |
| 12:45 – 1:45 pm | Keynote Speaker: Mary Soto “Engaging English Learners in Reading through Novels in a Common Core Era” Burwood 2 |
| 2:00 – 3:15 pm | Concurrent Sessions B Rooms: Greenwood 1-5, Chartville 1 & 2, Burwood 2, Justice and Emerson Wi-Fi available: SJCOE Guest |
| 3:30 – 4:00 pm | Closing and Raffle Burwood 2 |

Keynote Speaker: Albert Lozano

CSU Sacramento

“Writing and the California Common Core State Standards: How English learners and ESL students will be writing in our classrooms”

9:00 – 10:00 am

Burwood 2

Concurrent Sessions A

10:15 - 11:30 am

Pragmatically Speaking...Genres, Discourse, and the Multiskills ESL Class

Malia Chang, University of California, Davis

Paper Presentation

CC, C/U, IEP, Adult, S - *Int, Adv EL levels*

Justice

This presentation examines the ways in which explicit genre instruction affords second language learners valuable writing and speaking skills. Inclusion of the learners’ perspectives will also inform practitioners seeking to incorporate explicit genre instruction in their classes and implications for academic discourse will be addressed.

Authentic Materials: Creating Engaging Listening and Speaking Lessons

Patricia Carobus, De Anza College

Demonstration

CC, IEP, Adult – *Int EL levels*

Greenwood 1

The presenter will demonstrate how the use of TED talks and other authentic listening materials constitutes a powerful and innovative way of building a college-level Listening and Speaking class and exciting the students in the process. Practical and engaging sample lesson plans will be shared during the presentation.

Impact of Dual-Language Program on Parent Engagement and Interactions

Marinka Swift, University of California, Davis

Paper Presentation

Adult C/U, CC, IEP - *All EL levels*

Greenwood 2

This study considers the role of a dual-language program for parents in contributing to parent participation, engagement, and attitudes around language learning. The objective of this study is to examine the impact of a dual-language program on parent interactions.

Target Audience: E= Elementary, S = Secondary, CC = Community College, C/U = College/University, IEP = Intensive English Program, Adult = Adult School

EL Level: Int = intermediate, Adv = advanced

Concurrent Sessions A**10:15 - 11:30 am****Effective Advocacy Strategies for Professional Equity**

Julia Schulte, ALI at San Francisco State University

Workshop

All –*All EL levels***Greenwood 4**

Discrimination against non-native English speaking teachers affects every TESOL professional, yet few of us are prepared to effectively respond to instances of inequity. The presenters will raise participants' awareness of discriminatory practices and share concrete strategies to advocate for equity for all TESOL professionals.

Teaching Academic Vocabulary in an L2 Writing Course

Sherry Schafer, University of California, Davis

Paper Presentation

All – *Adv EL levels***Chartville 1**

The precise use of academic vocabulary is a key element of effective academic writing. In this research-based presentation, I discuss the development of three vocabulary-related activities in a writing course I taught for international graduate students. Survey results will be presented along with implications for vocabulary instruction.

The Chinese presence in the English composition classroom

Aylin Baris Atilgan, University of California, Davis

Paper presentation

All - *Int, Adv levels***Emerson**

According to the Institute of International Education Open Report (2014), there are currently 886,052 international students in the U.S. higher education system. With the addition of immigrants, 1.5 generation, bi- and multilingual students, the number of second language writers is even higher. In order to effectively serve the writing needs of second language writers, it is important to know their needs. This presentation informs research findings on the linguistic, rhetoric, and strategic needs of Chinese students in the English composition classroom and suggests ESL/EFL teaching practices.

CASAS: From the Inside Out

Patty Long, CASAS

Demonstration

CC, Adult – *All EL levels***Greenwood 3**

You've heard of CASAS (Comprehensive Student Assessment Systems.) You may even be using CASAS testing now in your non-credit programs. In this presentation, discover what the tests REALLY cover, how they can help determine program and class placement, how they help target instruction and monitor student improvement.

Target Audience: E= Elementary, S = Secondary, CC = Community College, C/U = College/University,

IEP = Intensive English Program, Adult = Adult School

EL Level: Int = intermediate, Adv = advanced

Concurrent Sessions A**10:15 - 11:30 am****College and Career Readiness with BurlingtonEnglish**

Miranda LaBatt, BurlingtonEnglish

Publisher Presentation

Adult, CC – *All EL levels***Burwood 2**

Burlington English is committed to helping students transition into careers or higher education by offering over 40 unique Career Extensions and General English courses that are focused on higher level academic strategies. Burlington English is an innovative blended program that provides teachers and students the tools necessary to make those transitions and proceed on a pathway to success!

Making Feedback Count: Peer review as a formal essay process

Sarah Michals, University of California, Santa Cruz

Demonstration

C/U, CC – *Adv EL level***Chartville 2**

The presenter will advocate for implementing peer review through a formal essay assignment as a supplement to in-class feedback. Through such an assignment, students develop skills in reading, writing, and using metalanguage to talk about the practice of composing college-level texts. Assignments and strategies will be shared

Practice Makes Progress!

Paige Endo, Mt. Diablo Adult Education

Workshop

Adult, IEP, S - *All EL levels***Greenwood 5**

Many new ELD/ESL teachers have something in common: the need to provide and allow time for students to practice, in a variety of ways, the language structures and vocabulary taught in class. Come learn some engaging ways to give your students more in-class practice so they can make more progress!

LUNCH

served in the cafeteria

Publishers' Exhibits

11: 30 am – 12:30 pm

and

Rap Sessions

11:45 am – 12:30 pm

| Rap Sessions | | 11:45 am – 12:30 pm |
|--|--|----------------------------|
| Technology Enhanced Language Learning (TELL)-Interest Group Level Rap | | |
| Francisco Pineda, Soledad Adult School | | Greenwood 1 |
| In this Rap session participants will share ways to use technology in the classroom. | | |
| Teaching of Pronunciation (ToP) Level Rap: Pronunciation Teaching Strategies and Activities that Work | | |
| Marina Broeder, Mission College | | Greenwood 2 |
| Join your colleagues in an open discussion about the most effective ways to teach pronunciation. What are your go-to activities? What resources do your students find helpful? How can ToP-IG better support its members? Bring your ideas, questions, and comments to share. | | |
| College/University Rap: Classroom Participation - The Group Dynamic | | |
| Roshini Joseph, San Jose State University | | Greenwood 3 |
| Come and rap with colleagues on ways to get students talking and participating in class. How do you get the silent ones to talk? How do you manage the ones who dominate the conversation? Come and share your best practices on getting the class to participate and establishing a positive group dynamic. | | |
| Non-native Language Educators' Issues (NNLEI) Interest Group Rap Session | | |
| Julia Schulte , ALI at San Francisco State University | | Greenwood 4 |
| Bring your lunch, meet other non-native English language educators and allies, and discuss strategies for countering job discrimination against non-native teachers, enhancing professionalism of novice and experienced teachers, and energizing the NNLEI interest group. | | |
| Community College Rap Session | | |
| Meryl Siegal | | Greenwood 5 |
| Adult Level Rap Session | | |
| Kristen Pursley | | Chartville 2 |
| Elementary and Secondary Rap Session | | |
| Laura Rodman | | Chartville 1 |

Keynote Speaker: Mary Soto

CSU Chico

“Engaging English Learners in Reading through Novels in a Common Core Era”

12:45 – 1:45 pm

Burwood 2

Concurrent Sessions B

2:00 – 3:15 pm

Critical Thinking Warm-ups for all Levels

Sharmin Khan , San Jose State University

Kelly Glover, San Jose State University

Demonstration

C/U, CC, S, E – Int/Adv EL levels

Greenwood 4

Time to think! Warm-up activities should do more than transition students’ attention to the classroom. This workshop presents compelling critical thinking warm-ups which engage students and promote academic language skills. We suggest a design for motivational warm-ups, which are skill specific and topic specific. Adaptable for any level. Handouts provided.

ESL Students’ Usage of Compensation Strategies: Overcoming Language Barriers

Elizabeth Wu, University of California, Davis

Paper Presentation

C/U, CC, IEP, Adult – All EL levels

Greenwood 2

This paper shares finding from research on ESL students that analyzes the relationship between learners’ reported frequency of compensation strategy usage and learner’s background, showing how students use different strategies at different stages of their language acquisition process within social interactions as cognitive tools to independently develop their language skills.

Ipad + Apple TV in the ESL Class

Francisco Pineda , Soledad Adult School

Workshop

Adult – All EL levels

Greenwood 1

All you need is an Ipad and an Apple TV or mirroring program to fully engage your students and teach them technology skills.

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Concurrent Sessions B**2:00 – 3:15 pm****Online Job Announcements: Authentic and Relevant Content for the Classroom**

Brandon Lambert, Middlebury Institute of International Studies at Monterey,
MA TESOL Student

Workshop

C/U, CC, IEP, Adult – *All EL levels***Greenwood 5**

In this workshop, participants will explore communication-related requirements and responsibilities in online job announcements, engage in several classroom tasks, consider how these tasks can be adapted or differentiated, and reflect on whether the use of these announcements belongs in a common core of best practices for adult learners.

Developmental Patterns of Interlanguage Pragmatics: Compliments and Responses to Compliments

Hao-Che Wu, Middlebury Institute of International Studies at Monterey

Paper Presentation

C/U, CC, IEP, Adult – *All EL levels***Emerson**

This presentation is centered on the study of Wu and Takahashi (in press) investigating Taiwanese EFL learners' developmental patterns of pragmatic transfer in the speech acts of giving and responding to compliments. The presenter will discuss the research findings and pedagogical implications regarding teaching intercultural pragmatics in the ESL/EFL classroom.

Achieving Goals through Fun and Games

Dennis Johnson, City College of San Francisco (retired)

Publisher Presentation

Adult – *All EL levels***Burwood 2**

Just because activities are fun doesn't mean they can't add real value to the learning experience. Good games and interactive activities provide multiple exposures to new vocabulary, develop listening and speaking skills, and keep students engaged. Discover how fun collaborations positively impact learning outcomes in the adult education classroom.

Culturally Relevant ESL for the Community College Classroom

Jeff Moran, College of Alameda

Paper Presentation

CC, IEP, Adult – *All EL levels***Chartville 1**

Come learn how to turn your ESL classroom into a culturally rich language incubator! Teachers always want to engage their students with meaningful language and material. However, this is difficult in a large, culturally diverse classroom. We will explore theories and practices to make your classroom a culturally-rich learning environment.

Concurrent Sessions B continued on next page

Concurrent Sessions B**2:00 – 3:15 pm****Forum: Adult School Literacy Programs for Families Revisited**

Inocencia Dacumos, West Contra Costa Adult School

Ken Ryan, West Contra Costa Adult School

Kristen Pursley, West Contra Costa Adult School

Ppanel

All – All EL levels

Chartville 2

What is literacy and why is it important for the community good? Position: Adult Schools are Community Schools and are ideally situated for literacy programs. Do you agree or disagree? Is adult education perceived to be integral to the mission of K-12? If not, how can this perception be changed? Let's discuss. Please come prepared to share an aspect of your literacy program.

Open to all.

Marvelous Multi-Mode Practice

Jeanie Lundbom, Mt. Diablo Adult Education, DVC, Las Positas College

Demonstration

Adult, IEP, CC – All EL levels

Justice

As teachers, we may neglect to provide our students with adequate practice after teaching a new point. This demonstration will give you ideas on how to provide this practice through a variety of modes. Whether you are a new or seasoned teacher, you will come away with new ideas!

Thank You!***Publishers/Exhibitors . . .******BurlingtonEnglish***

Miranda LaBatt

Pearson ELT

Jonathan Boggs

Cambridge University Press

Annette Acosta

Spring Book Center

Luis Coloma

Pacific Gas & Electric Company Energenius Program

Carol Adair

Volunteers . . .

Doreen Ewert

Kara Hunter

Meryl Siegal

Gail Simons

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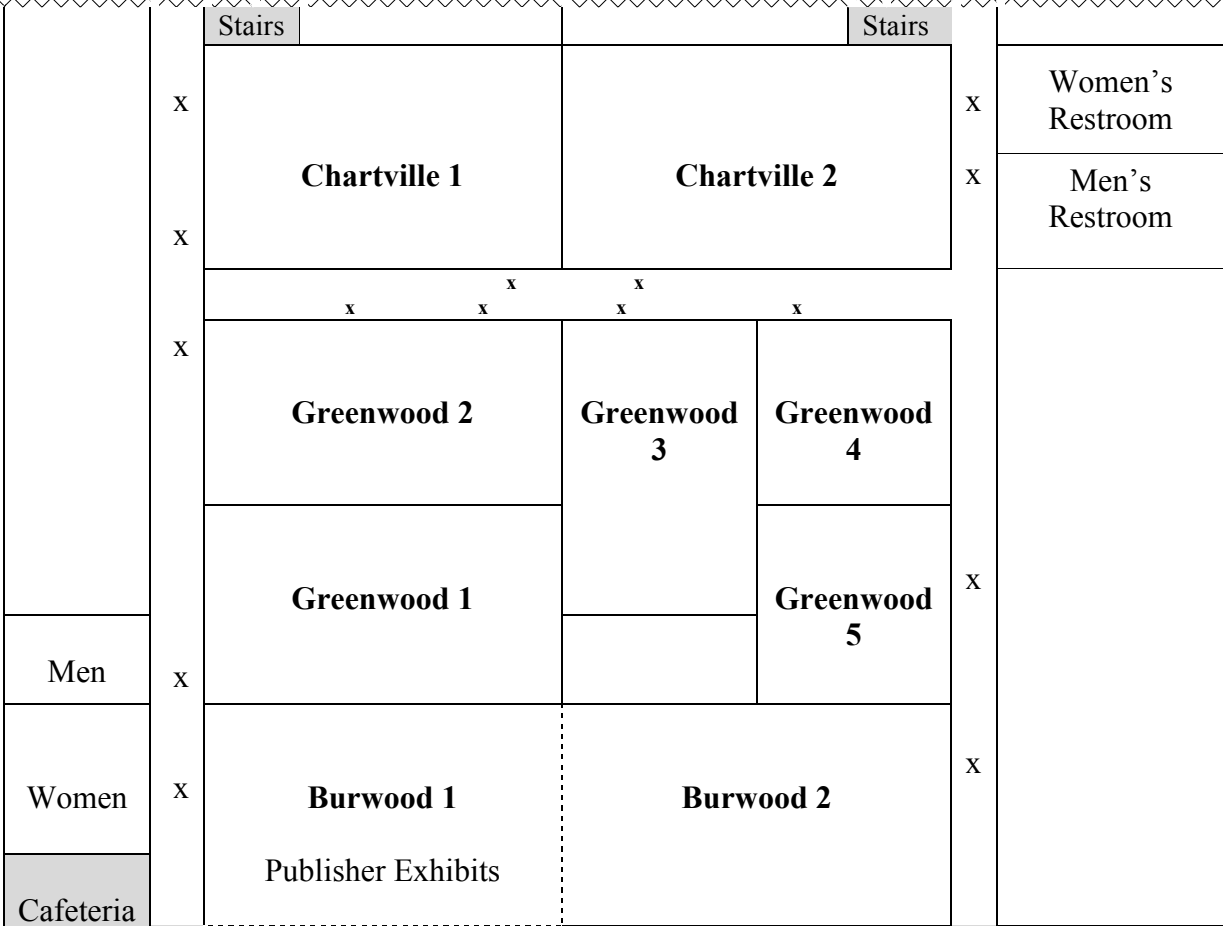
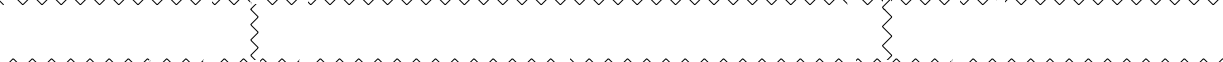
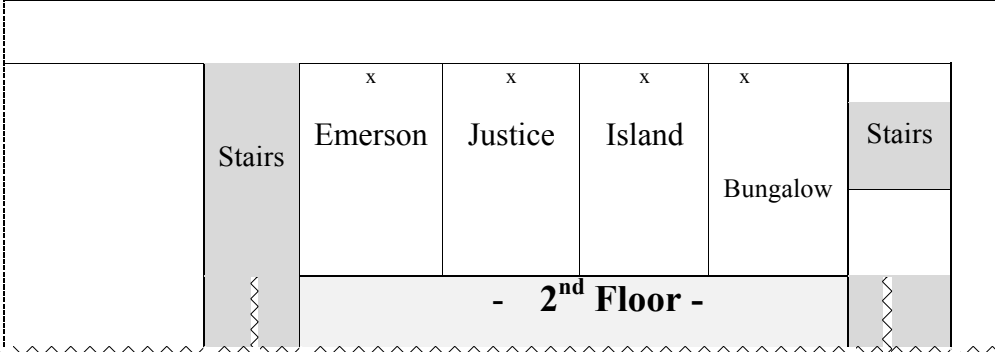
Activities & Games

Adult & Young Adult Courses

Photo & Picture Dictionaries

MAP

Offices



LOBBY
1st Floor

x = door