

2016 San Diego Regional CATESOL Conference
San Diego Miramar College

Paths
to



SUCCESS

MARCH 12, 2016

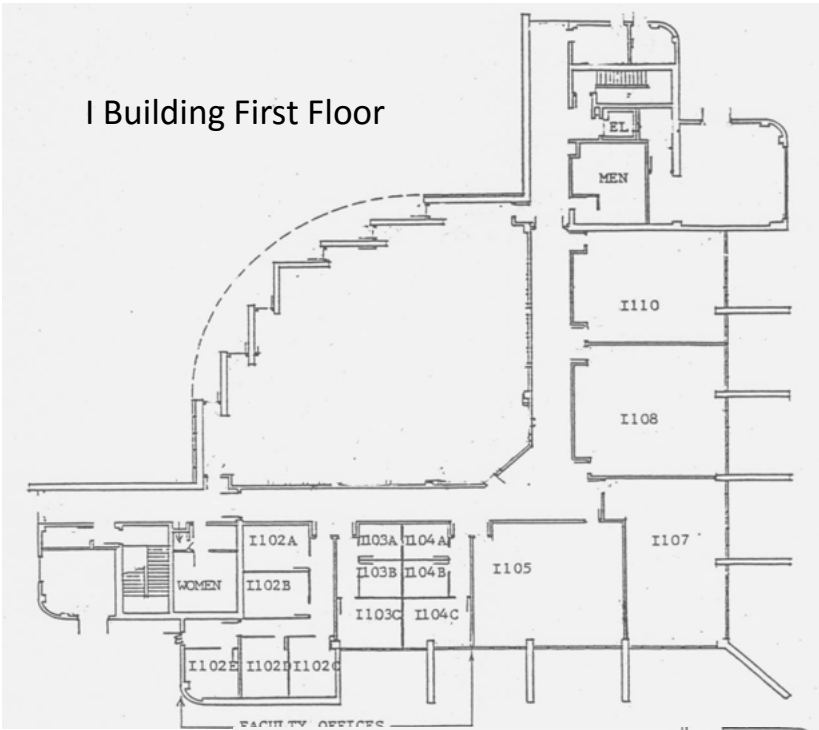
San Diego



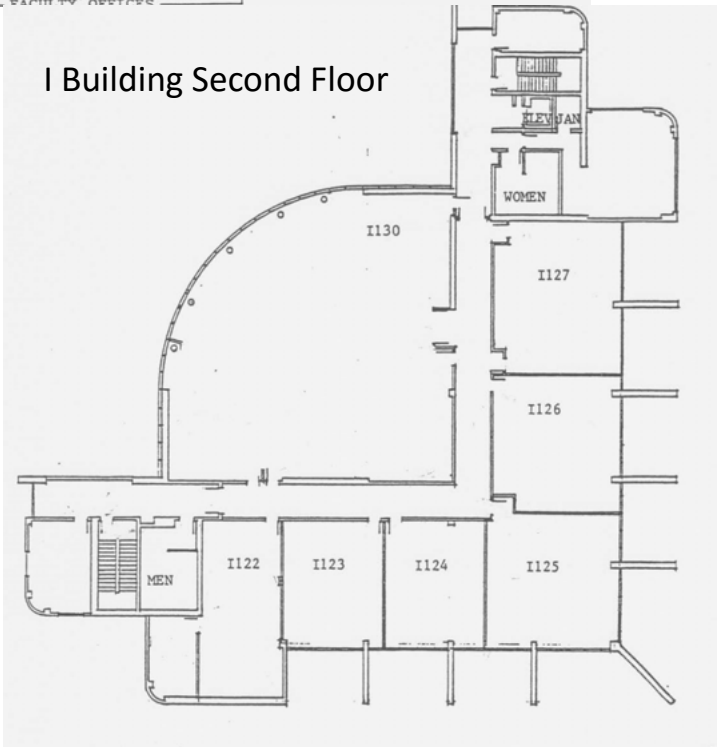
CATESOL

SAN DIEGO
Miramar COLLEGE

I Building First Floor



I Building Second Floor



Paths to Success

Conference Schedule

8:00 - 9:00	Breakfast I-130
9:00 -10:00	Plenary —Eniko Csomay L-105 Auditorium
10:10– 10:55	Session I
11:00 – 11:25	Exhibitors and Poster Presentations Room I-130
11:30-12:15	Session 2
12:15-1:15	Lunch <i>Rap Sessions and Poster Presentations begin at 12:30</i>
1:25-2:10	Session 3
2:20—3:05	Session 4
3:10—3:30	Opportunity Drawing

Welcome to Paths to Success—the 2016 San Diego Regional CATESOL Conference!

There are many definitions of success, a word that can have different meanings in different contexts, especially in teaching and learning. For instance, what does success mean to a student? What makes a class successful? When can a teacher feel successful? Is a teacher's perception of success different from a student's? Likewise, once defined, how does one attain that success? What is the path—or paths—to take to get there?

It is these multiple lenses to view success and paths to success that drew the conference committee to this theme. It is also through these lenses that we invite you to discover and develop a meaning for Paths to Success for yourself and for the unique contexts that make up your school and classroom.

In the sessions today, you will find a variety of topics that tie into this theme of success. Dr. Eniko Csomay's plenary address will get us started by thinking about engagement and how that fosters success. The featured speakers will also discuss a variety of topics that examine success—College and Career Readiness Standards, teaching abroad, student social entrepreneurship, and getting involved with CATESOL. Many of the sessions directly tie into this theme, and others invite you to forge that connection yourself by prompting the question, "How can this strategy, research, or idea help me become a more successful educator?" All the speakers, sessions, and exhibitors offer rich insight to get us thinking about success and what it means to us.

For us at the conference committee, CATESOL has been a path to success as teachers of ESOL. From the valuable resources produced by CATESOL to the professional development and networking opportunities, we all have grown tremendously because of our involvement. We encourage you to find ways to get involved with CATESOL, whether through presenting at a conference, attending an event, serving on a committee, or volunteering. To learn more about CATESOL as a path to success, be sure to check out the San Diego CATESOL Chapter table and the CATESOL Annual Conference table in the Exhibits area and attend the featured session about getting involved with the organization.

For this conference today, many hours have been put in by the conference committee to provide a high-quality event that helps you define and find success for yourself. Likewise, the San Diego Regional CATESOL Liaison, CATESOL Board Members, and San Diego Miramar College have been extremely gracious with their time, energy, and resources, and we are very appreciative.

Attendees, volunteers, presenters, and exhibitors: We deeply appreciate your presence today. It truly shows your dedication to the field. Once again, welcome to Paths to Success!

Enjoy the conference,

Stefanie A. Johnson Shipman
Conference Chair

Plenary Address– Engagement: A Path to Success

L-105 - 9:00-10:00

Eniko Csomay, Ph.D., San Diego State University

Engagement has been defined from both disciplinary and non-disciplinary perspectives and has been interpreted in many ways. In this talk, I will focus on student engagement, identifying paths in and outside of the classroom that, in my experience, foster success. First, I will briefly describe the literature on student engagement and how that relates to academic success. Second, I will outline aspects of the context– in and outside of the classroom– and where I believe there is a rich ground for student engagement. Third, I will look at the language of university classrooms, providing evidence where we, teachers, succeed and/or fail in providing a path for students to succeed. Finally, I will highlight the activities and (research) projects that my students and I have been involved in together that made a difference in both of our lives. After all, we are all in it together!



Eniko Csomay, Professor at San Diego State University, is an international teacher-scholar. She studied in Hungary (B.A.), in England (M.A.), and in the United States (Ph.D.). She regularly teaches courses on research methods and computer-assisted language learning/teaching. As a teacher educator, she has extensive experience working with pre- and in-service teachers nationally and internationally (e.g., Navajo Reservation, Montenegro, Mexico, and Singapore). She was awarded an English Language Specialist Fellowship from the U.S. Department of State (2009 & 2015) to work with teachers in Morocco and in Hungary, respectively.

In her corpus-based research on university classroom discourse, she reports on the relationship between interactivity and language use and on ways in which teachers and students use language differently in varying disciplines and levels of instruction. She has published articles in *Applied Linguistics* (2013), *Journal of English for Academic Purposes* (2006, 2007) and *Linguistics and Education* (2005). She edited *Contemporary Perspectives on Discourse and Corpora* (2012), co-edited *Corpus-based Research in Applied Linguistics: Studies in Honor of Doug Biber* (2015), and co-authored *Doing Corpus Linguistics* (2016).

As a former Fulbright scholar and the current President of the Fulbright Association's San Diego Chapter, she organizes events for Fulbright visitors and alumni. She likes art and theatre.

Welcome Message from CATESOL President Sydney Rice

Welcome to the 2016 CATESOL San Diego Regional Conference! As I began reflecting on the theme for this year's conference – Pathways to Success – I am again reminded that language is often the key students need to help them achieve their personal and professional goals. Student success is what drives many of us to do what we do day in and day out. Awareness of the concerns and the issues learners face coupled with pedagogically appropriate responses which lead students to success are the hallmarks of our membership. It is clear: our students' success is our success.

As you begin to look at the conference program, you will realize what an exciting day you have in store! The committee has done an outstanding job of organizing this year's program. With a variety of presentations, there are many opportunities for you to learn and to grow in your knowledge of teaching, of students, and of advocacy at all levels. I encourage you to not only attend presentations, but to talk with each other. Exchange ideas. Ask questions. Listen. Reflect. Engage! As they embark on their pathways, you are a vital connection and an incredible asset to the learners you serve.

Learn Well. Serve Well.

Sydney Rice
President, CATESOL

CATESOL 2016

47th Annual State Conference

2020
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November 17-20, 2016

San Diego, California

Town and Country Resort & Convention Center

www.catesol.org

CATESOL San Diego Chapter Presents:
“Transition to College: Making the Leap”
A 3-Part Workshop Series

Session 1: Transition to College: Making the Leap

Presenters:

Susan Morgan, San Diego Continuing Education-San Diego Community College District; *Mariko Poupard*, American Language Institute – San Diego State University; *Soo Min Lee*, Alliant University; *Marcela Gomez*, Palomar College

An expert panel will discuss and answer questions about the challenges ESL students face when transitioning to college. The panel, representing the multiple perspectives of a teacher, student, counselor, and coordinator, will provide advice and suggestions about what we can do, as teachers, to ensure our students' success.

Session 2: Transition to College Class – What the Heck Is It?

Presenters:

Magdalena Kwiatkowski, San Diego Continuing Education-San Diego Community College District; *Susan Morgan*, San Diego Continuing Education-San Diego Community College District

Transitioning students to college is currently a national topic in education. In this workshop you will learn about the need for transition classes, teachers' resistance to the class, students' personal qualities and cultural views on educational opportunities promoting academic success, and placement tests. Numerous handouts will be provided.

Session 3: Transition to College: Effective Activities for the Classroom

Presenters:

Marie Webb, American Language Institute San Diego State University; *Matthew Pizzorno*, Palomar College; *Maria Allan*, San Diego Continuing Education-San Diego Community College District; *Holly Bell*, American Language and Culture Institute-California State University San Marcos

Looking for practical, ready-to-use activities that prepare students for college readiness? Then be sure to attend this session! Teachers from several different educational contexts will present classroom activities that are designed to help students make the leap into college successfully. An extensive handout will be provided.

Session 1
10:10-10:55

Featured Presentation: Cultivating Changemakers in the English Language Classroom

Room I-125

Presenter: Kelly Shah, American Language Institute at SDSU

In this session, the presenter provides an in-depth look into an innovative Social Entrepreneurship program at a local IEP. Designed to raise awareness around contemporary global issues and enhance students' entrepreneurial skills, this program not only builds practical English competencies but also fosters a vibrant and globally conscious community.

Kakao Talk: Using your Mobile Device in Class

Room I-124 IEP

Presenter: Gi Jung Lee, Alliant International University

Motivate your students with the latest Mobile Assisted Language Learning tool! Using an app called Kakao Talk, students can interact with teachers and classmates easily: anytime, anywhere. Additional chatroom functions enable the use of pictures, and stories, including sending Prezis and WordClouds. Let's teach lessons with this fabulous app! Handouts provided.

Student Motivation at a Top Tier Japanese University

Room I-107 HE

Presenter: Brent Amburgey, Hitotsubashi University

This presentation is intended to give insight into the reality of second/foreign language learning in higher education in Japan, specifically at one of the country's top universities. With both government and educational institutions increasingly pushing an agenda of globalization, the climate is not yet conducive to student language learning success.

Need to Develop Students' Reading Quickly? I'll Show You How!

Room I-108 E, S, A, CC, HE, IEP

Presenter: Eliana Santana-Williams, Southwestern College

Develop students' reading skills quickly - from beginning to high intermediate in a few months. You will learn to use a scientifically-based reading routine that can be used regardless of material. Learn how to assess reading and how a CMS (i.e., Blackboard) can be used to motivate and assist reading.

Refugee Experience and How it Affects the Classroom

Room I-127 A

Presenters: Joyce Thompson and Bryan Hicks, SD Continuing Education

Many of the students in our adult education classes come to the US as refugees. What is the refugee process? What is the process they go through to gain refugee status and how does that affect their experience in the classroom?

Chapter Workshop Series: Transition to College: Making the Leap

Room I-123

Presenters: Susan Morgan, San Diego Continuing Education-San Diego Community College District; Mariko Poupard, American Language Institute– San Diego State University; Soo Min Lee, Alliant University; Marcela Gomez, Palomar College

An expert panel will discuss and answer questions about the challenges ESL students face when transitioning to college. The panel, representing the multiple perspectives of a teacher, student, counselor, and coordinator, will provide advice and suggestions about what we can do, as teachers, to ensure our students' success.

Managing the Paper Pile

Room I-126

Presenter: Karen Russikoff, Cal Poly Pomona University

Do you spend your weekends grading papers? Would you like some of your life back? Come learn how the topics you create and the process you use to provide feedback may be costing you unnecessary time. The presenter will provide multiple ways to cure this problem in a timely manner.

Exhibitor Presentation: Critical Thinking in Adult Education Classrooms

Room I-110

Presenters: Rob Jenkins and Staci Johnson, National Geographic/Cengage Learning

Students learning to learn, working through problems, and addressing new ideas is at the forefront of College and Career Readiness standards. Students at all levels can engage in critical thinking activities. Learn how to help students learn to learn in this interactive workshop using the NEW 3rd edition of Stand Out.

Elementary Education = E

Secondary Education = S

Community College = CC

Intensive English Program = IEP

Adult Education = A

Higher Education = HE

Poster Sessions: Room I-130

11:00-11:25 and 12:30-1:15

Teacher Training: Increasing Training Transfer

Kara MacDonald, Defense Language Institute

Teaching practice is influenced by input over a sustained period of time, becoming a personal performance. Insight gained from an action research study highlights the needs of foreign language teachers as individuals and the necessity for training to occur over time with ongoing support, rather than in multiple isolated events.

Thai Massage and English Teaching

Asako Kajjura, Niigata Rehabilitation University

The presenter is an English teacher, qualified Thai masseuse, and yoga instructor. Using TPR, she combines these fields to teach English for medical purposes. Her students study English, health issues, anatomy, and how to move their patients' bodies. This poster presentation will introduce her teaching and class management techniques.

Facebook and ESL

Khaled Layali, Alliant International University

This poster will showcase primary research studies in relation to Facebook and ESL writing. Advantages of using Facebook for ESL writing will be cited. Some limitations of using Facebook in ESL writing will be explained. Tips for maximizing the benefits of Facebook in ESL writing will also be shared.

Subject-Verb Agreement Writing Errors

Charles Kovach, Southwestern and San Diego City Colleges

Applying concepts from workshops by Dr. Suzanne Borman, Dr. Joel Levine, Professor Yuki Yamamoto, and Dr. Sylvia Garcia-Navarrete, this poster displays how students can correct errors with subject-verb agreement in their writing.

The Decision-Making Process of Noncredit ESL Adult Learners

Futoshi Nakagawa, CSU Fullerton

The purpose of this poster session is to present the findings of my doctoral research that focused on adult learners who were nearing completion of the noncredit ESL class sequence offered at their institution and how and if their experiences influenced their decision-making process regarding their goals for the future.

Using Phone Apps to Improve English Pronunciation

Christine Kim, Tokyo International University

This poster presentation will demonstrate how various phone applications (apps) can be used as teaching tools to help improve student awareness, articulation, and fluency of English pronunciation. Lessons/teaching techniques for these apps and how they can enable more successful English speaking inside and outside of the classroom will be shared.

Pronoun Use and Turn-Taking in Academic Lectures

Stephanie DeVera, San Diego State University

Academic lectures are frequently teacher-centered with little student participation. However, an analysis of a new corpus constructed from Open Yale Lectures shows that the increased use of personal pronouns from instructors and students may increase the number and length of student turns in classroom discourse.

Effective QTEL Activities for ESL Students

Margarita Bacigalupo, SD Unified School District and Continuing Education

All ESL levels use their four language skills to learn about one of the Wonders of the World: Chichen Itza, though the topics can vary. QTEL work usually takes 30 minutes of students working in groups of 4 for about 4 days. Teacher gives input and assesses students while students are working in their groups.

**Exhibitors: 11:00-11:25 and 12:15-1:15
Room I-130**

Accelerate Change (Revolution English)

Veronika Geronimo: veronika@acceleratechange.org

Compass Publishing

Albert Chiang: compasspub@sbcglobal.net

Cengage/National Geographic

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Burlington English

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Annual CATESOL Conference

catesol2016chair@gmail.com

San Diego CATESOL Chapter

Holly Bell: catesolsd@gmail.com

Session 2
11:30-12:15

Featured Presentation: Integrating College and Career Readiness: Shifts in ESL

Room I-125

Presenters: Donna Price, San Diego Community College Continuing Education; Sylvia Ramirez, MiraCosta College

The College and Career Readiness (CCR) Standards call for three instructional shifts: complexity, evidence and building knowledge. What does it all mean for ESL instructors? Come explore these three instructional shifts and consider some concrete examples of texts and activities that promote these shifts in ESL classrooms.

Paving the Path: Formative Assessment with Technology

Room I-124 CC, A

Presenters: Jose Lopez-Mercedes and Kristi Reyes, Mira Costa College

Classroom formative assessment techniques and technology go hand in hand. Discover how to use interactive Web sites and apps on computers, tablets, or cell phones to engage students and gauge their learning. Bring your own device to fully experience the interactivity of quizzes, polls, and games.

A Frequency/Sentiment Study of Online Comments

Room I-127 HE

Presenter: Hasan Autman, San Diego State University Linguistics Department

This study sought to design a specialized corpus to determine the amount and types of ethnically charged language in online comment sections of the popular social networking sites and the sentiment attached to said comments. Specialized corpora of this type can have various uses in a classroom.

Chapter Workshop Series: Transition to College Class – What the Heck Is It?

Room I-123

Presenters: Magdalena Kwiatkowski, San Diego Continuing Education -San Diego Community College District; Susan Morgan, San Diego Continuing Education-San Diego Community College District

Transitioning students to college is currently a national topic in education. In this workshop you will learn about the need for transition classes, teachers' resistance to the class, students' personal qualities and cultural views on educational opportunities promoting academic success, and placement tests. Numerous handouts will be provided.

Comics in the Classroom

Room I-107 S, A, CC, HE, IEP

Presenter: Amy Pascucci, UCSD Extension ELI

Comics can be integrated into many different classes, from beginner conversation to advanced grammar. Participants will see how one teacher uses comics on a regular basis in multiple contexts with different purposes, and will then get a chance to discuss how to apply the tools presented in their own classrooms.

Exhibitor Presentation: Cultivating Proficient Academic Writers

Room I-126 CC, IEP

Presenter: Mary Louise Baez, Cambridge University Press

Academic writing ranks among the most challenging of courses in the ESL curriculum for both teachers and students. This session will give writing teachers fresh ideas for designing writing curricula that prepares students for success in mainstream college and university classes.

Session 2 Teaching Tips: Two 15-minute Presentations

Room I-108 E, S, A, CC, HE, IEP

Help Students “Log” Their Success

Presenter: Jessica Quinn, UCSD English Language Institute

Students can become more responsible for their success by logging their work. Logs are adaptable for different levels and skills, students recognize their progress, and teachers can easily grade or quickly check for completion. Example logs will be shared and ways to adapt them for different levels will be discussed.

Freewriting

Presenter: Charles Kovach, Southwestern College and San Diego City College

This teaching tip demonstration-- which applies concepts from Dr. Suzanne Borman, Dr. Joel Levine, Professor Yuki Yamamoto, and Dr. Sylvia Garcia-Navarrete--will show how critical thinking questions can enhance students' free writing. Attendees to this teaching tip demonstration will receive handouts that will help their students in free-writing activities.

Rap Sessions: 12:30-1:15

Grab your lunch and join a Special Interest Group Rap Session!

Adult Level Interest Group

Room I-123

Presenter: Dave Coleman, Adult Level Chair

We will engage in discussion around WIOA and AEBG updates to sharpen our focus in serving our students. Possible questions include: How are we building partnerships to work regionally in order to develop the workforce? How does this impact those whose goals are not the workforce—and our work?

Technology Enhanced Language Learning Interest Group

Room I-125

Presenters: Alisa Takeuchi, Lincoln Education Center, and Kristi Reyes, Mira Costa College

TELL (Technology Enhanced Language Learning) Come join this session to discuss current uses of technology in the classroom. Session will be relatively informal--let's take advantage of the great ideas from the audience in an authentic TNT. A range of ideas can be discussed from veteran teachers in the field as well as questions from new teachers needing some guidance and lessons. Looking forward to seeing you!

Community College Level Interest Group

Room I-105

Presenter: Monica Cueva, Level Chair, SD Community College District

Bring your lunch and join other colleagues in this informal rap session to discuss ideas and network. Share your issues, questions, concerns, and discussion topics that are relevant to instructors and administrators at the community college level.

Intensive English Program Interest Group

Room I-110

Presenters: Maria Allen, IEP Level Chair and Amy Pasucci, UCSD Extension

“IEP Level Paths to Success!” Join other IEP colleagues during lunch break to share strategies/activities that promote student, faculty, and program success!

Non-Native Language Educators’ Issues Interest Group

Room I-126

Presenters: Olya Suhanova and Lety Banks, CSUSM-UCSD

Join us for the brown-bag rap session to get connected with other multilingual ESL educators in San Diego! Topics may include challenges we have faced in the classroom and strategies to overcome those challenges. This is an open forum, so anyone who is interested in nonnative language educators’ issues, has questions about the issues, and/or just wants to gain new insights into teaching in general is welcome.

English Language Development Interest Group

Room I-108

Presenter: Lisa Ireland, ELD Chair, AVID Teacher, Escondido High School

Bring your lunch and discuss current issues affecting secondary level students and teachers. This lunch RAP Session will focus on the newly reauthorized ESEA (Elementary and Secondary Education Act), known as the Every Student Succeeds Act (ESSA). ESSA was signed by President Obama in December of 2015, replacing the 2002 version of ESEA, known as No Child Left Behind (NCLB).

Session 3

1:25– 2:10

Featured Presentation: Paths to Successfully Teaching Abroad

Room I-125

Presenters: Jason Greeno and Allan Pascua, American Language Institute at SDSU

EFL. Travel. Life learning. Multiculturalism. There are many reasons to teach abroad, but how do you do so successfully? The presenters will spotlight strategies to traverse the myriad of international job postings, how to successfully apply to them, what to avoid, what to expect overseas, as well as which countries to target in 2016. If you plan to teach abroad, this is the session for you.

Content-Based Materials: Creation and Adaption

Room 1-107 S, A, CC, HE, IEP

Presenter: Greg Goodmacher, Keiwa College

This practical workshop is for teachers/writers who want to improve themselves as developers of educational materials for content-based ESL classes. The presenter will show materials he created by adapting authentic texts. Attendees will collaboratively analyze various media texts, extract language and content teaching points, and design ESL lessons.

Best Practice Materials for Service Learning in TESOL

Room 1-127 HE

Presenter: James Perren, Alliant International University

Service-learning in TESOL increases learners' insight on culture, provides authentic communication, and enhances literacy. This session provides activities for community-based civic engagement learning in ESL and EFL contexts. The presenter explains how to combine critical thinking, problem solving, and practical experience with class materials to optimize English language learning.

Web-Based Video Lessons: “Lean Forward” Engaging Experiences

Room I-124 A

Presenters: Mariana Silva and Kristi Reyes, MiraCosta College

Video quiz tools offer teachers the chance to engage students, check comprehension, and extend the learning. Attend this workshop to learn about two free Web tools that can transform video lessons from passive experiences into active, participatory ones.

Chapter Workshop Series: Transition to College: Effective Activities for the Classroom

Room I-123

Presenters: Marie Webb, American Language Institute-SDSU; Matthew Pizzorno, Palomar College; Maria Allen, San Diego Continuing Education-San Diego Community College District; Holly Bell, American Language and Culture Institute-California State University San Marcos

Looking for practical, ready-to-use activities that prepare students for college readiness? Then be sure to attend this session! Teachers from several different educational contexts will present classroom activities that are designed to help students make the leap into college successfully. An extensive handout will be provided.

Lederer on Language

Room I-126

Presenter: Richard Lederer, Verbivore Inc.

Bestselling language writer Richard Lederer, author of *Anguished English*, will take you on a joy ride through the glories and oddities of our marvelous English language, in which you drive in a parkway and park in a driveway and your nose can run and your feet can smell. Here's your chance to meet and ask question to the most wordstruck man you will ever encounter.

Exhibitor Presentation: Grammar Explorer: Systematically Preparing Students for Academic Success

Room 1-105

Presenters: Rob Jenkins and Staci Johnson, National Geographic/Cengage Learning

Experience success in grammar through captivating National Geographic content. See how reading, writing, listening, and speaking are integrated into a balanced approach that systematically prepares students for academic success while learning to communicate accurately and successfully. Join us for this interactive session where grammar comes alive with real-world content!

Session 3 Teaching Tips: Two 15-minute presentations

Room I-108 S, A, CC, IEP

Insights on ESL/EFL Teaching and Learning of English Number Idioms

Presenter: Ibtihal Al Tameemi, University of Baghdad

Some effective strategies are proposed to facilitate the process of teaching and learning English number idioms. For ESL /EFL learners it is difficult to predict the figurative meaning of English number idioms. They should learn comprehending English number idioms effectively as well as apply them practically.

The Critical Nature of Developing Schema

Presenter: Jarrod Heiser, San Diego State University

Taking a discourse community perspective to the teaching of English to second language learners, the teacher is the expert and is meant to apprentice his students into the community under study. Therefore, teachers should have a clear idea of how to give students access to the community. Through creative pre-teaching activities as well as process based discourse community instruction, strategies will be offered on how to be give students the opportunity to succeed.

Session 4

2:20-3:05

Featured Presentation: What CATESOL Is and What It Can Do For You!

Room I-125

Presenter: Dr. Karen Russikof, Cal Poly Pomona University

The CATESOL Organization offers numerous opportunities for the betterment of ESL/EFL teachers and students. We are not just conferences! Come hear what the organization can do for you and how you can contribute to make it even better. Trust me, it's an exciting place to be!

Getting a Job in ESL: Qualifications, Procedures, and Openings

Room I-123 A, CC, HE, IEP

Presenters: Gretchen Bitterlin and Magdalena Kwiatkowski, San Diego Continuing Education

A panel of school representatives will describe the credentialing requirements, qualifications, procedures for getting hired, and future openings for a variety of ESL programs in San Diego. Information on salaries and benefits will also be shared. Handouts from each school will include the above information and contact information.

Beyond the Textbook

Room I-107 A, IEP

Presenter: Alisa Takeuchi, Lincoln Education Center-GGUSD

Come learn how to use your textbooks beyond what's in them. The presenter will demonstrate ways to supplement the vocabulary and grammar from common textbooks for all levels--even Beginning Literacy! Handouts will be provided to all participants to put into practice on Monday.

Technology as a Pathway to Classroom Community

Room I-124 CC

Presenter: Denise Maduli-Williams, Miramar College

Technology does not always isolate our students; instead it can be a powerful pathway to build and sustain classroom community. Presenter will showcase technology activities that increase participation, strengthen group interaction, sustain students' interest, and allow students to individualize learning. Applicable to any level of face-to-face, online, or hybrid classes.

Arab-American ELL Identity and Social Capital in the Classroom: Implications for Instruction

Room I-108 S, IEP, HE

Presenters: Kara MacDonald, Defense Language Institute; Joshua Sargeant, University of Southern California

Minority ELL youth face explicit forms of racism as well as subtle forms. For instance, Arab-American youth experience distinct acts of racism stemming from negative and positive stereotypes; both impact their negotiation of identity. The session describes the results of initial research and recommends instructional practices for inclusive teaching.

Diversifying Language Assessment in the ESL Classroom

Room I-127 HE, A, CC, IEP

Presenter: Marie Webb, SDSU American Language Institute/Mira Costa College

Another grammar test in grammar? Another presentation in speaking? In this session, teachers will learn how to diversify their assessments in order to provide students creative opportunities to improve and prove their English abilities. Come learn about project-based assessments like graded discussions, graded annotations, online presentations, and reader's theatre presentations.

The Journey of a Non-Native Speaking ESL Teacher in the United States

Room I-105 CC, HE, A, IEP

Presenter: Soo Min Lee, Alliant International University

This qualitative research study explored an NNS ESL teacher's journey as a TESOL professional in the US. This research describes how the participant's identity was shaped by the experiences and challenges she faced as an English learner, TESOL doctoral student, and full-time professor in U.S. higher education.

*Exhibitor Presentation: **Dynamic ESL Instruction***

Room I-126, CC, A

Presenter: Amy Goeltzenleuchter, Burlington English

Burlington English is a state-of-the-art blended learning program that provides an individualized online student program, printable classroom activities, and projectable in class lessons for direct instruction. If you are interested in practical, relevant technology for your classroom, Burlington English is what you've been looking for!

Don't Forget:

**Join Us In Room I-130 at 3:10 for the
Opportunity Drawing!**



New for 2016 *Side by Side Extra*
and *Side by Side Plus* with eText!



eText



Embedded
Audio



FunZone



Video
Flashcards

Side by Side like you've never experienced it before!

Side by Side Plus with eText provides:

- Enhanced career and academic readiness content
- Expanded reading and writing practice
- Connected eText with point-of-use audio embedded
- Interactive FunZone with game-based learning

For more information, contact:



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Please notify the photographer or videographer if you do not wish your photo to be taken or to be on camera.

**2016 SD Regional CATESOL
Conference Committee**

Thank you!

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Site	Taisa Haluszka
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Volunteer	Starley Dullien
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Featured Sessions	Vickie Mellos
Social Media & Photography	Denise Maduli-Williams
CATESOL Liaison	Magdalena Kwaitkowski

A Special Thanks to the Following for their Assistance and Support:

Dr. Carmen Jay, ECWL Department Chair, Miramar College

Dr. Lou Ascione, Dean of Liberal Arts, Miramar College

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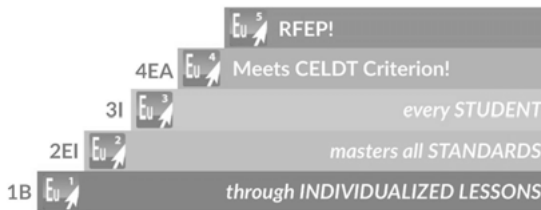
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Easy English NEWS

Volume XX Number 1

September 2014

Is English your new language?
This paper is for you!
(It's for anyone else, too!)



Children at the border*

In the past nine months, more than sixty thousand children have crossed the border between Mexico and the United States. More children will be coming soon.

Most of these children are from Honduras, Guatemala, and El Salvador. Many of these young people traveled 3,000 miles hanging onto trains for 15 days. It was a very dangerous trip. Some children fell off the train. Some died on the way.

Some mothers came with their young children. **Criminals*** robbed, hurt, and **abused*** many of the children on the way. Some parents paid thousands of dollars to "coyotes*" (kay OH teez) to bring their children across the border.

The children and mothers entered the United States **illegally***. Most arrived in Texas. They went to the **Border Patrol***. They asked for **asylum*** in the United States.

A humanitarian* crisis*

The U.S. government was not prepared for this sudden rush of

illegal immigrants. It became a humanitarian crisis. The U.S. Department of Health and Human Services set up special areas to hold the large numbers of immigrants. The **Federal Emergency Management Agency*** (FEMA) has supplied food, cots*, bathrooms and showers. Hundreds of women and children slept on cots in **military bases***.

(continued on page 10)



Being held up at a U.S. Customs and Border Protection facility in Brownsville, Texas, June 18, 2014. AP Photo/Eric Gay

Words in **black print** with a star (*) are in **WORD HELP** on page 12.

Life in the U.S.A. What comes after high school?

The last year of high school is a busy time for students. They have decisions to make. Should they get a job? Should they continue their education after they graduate high school?



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A high-school **diploma*** is important. Colleges, the **military***, and many training programs **require*** a high school diploma.

Some students **drop out*** of high school. However, there is another way to get a high school diploma. Students can take a General Education Development (GED) test. Many colleges



Students use the Internet to search for information about careers, jobs, colleges, and technical schools. bigapplephoto.com

accept* the GED as equal to a high school diploma.

Career* Day

On career day, people in different **occupations*** come to school to talk about their jobs. This helps students make choices about their own careers in the future.

(continued on page 6)

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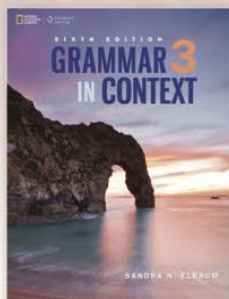
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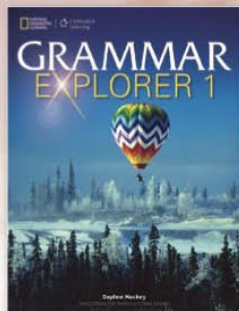


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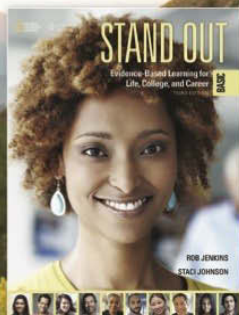
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