



## Los Padres CATESOL Fall 2008 Conference: **Communities of Learning** Presentation Abstracts

Session 1

10:15-11:00

### **Excellent English (Language Development for Career and Educational Success)**

**By: McGraw-Hill**

Jennifer Parker

**Excellent English** equips students with the grammar and skills they need to develop a foundation for educational and career success, while accessing community resources. The presenter will demonstrate how to accelerate student language skill development by presenting grammar and delivering skill development with a familiar, picture-based approach.

\***Levels:** Adult, Community College

### **Building Communities on Moodle**

Clara Bauler

This demonstration will show how teacher and students used a Course Management System (Moodle) to construct a community inside and outside the ESL classroom. In order to do that, the presenter will show examples of activities and practices students and teacher engaged in using Moodle.

\***Levels:** All

### **The Hollywood Classroom: Using Movies to Enhance Language Acquisition**

**By: Rock Talk**

Jenny Redding

The reproducible lessons contain three separate level lesson plans: high beginning, intermediate, and advanced. The author will demonstrate the use of each section, such as conversation and role-play; ideal for use in multi-level settings. Samples will be distributed by Jenny Redding who also created the **Rock Talk** series.

\***Levels:** High beginning, Intermediate, Advanced

### **Find Yourself in the Museum**

**(Collaborative ESL Projects with the Santa Barbara Museum of Art)**

Susie Naughton and Patsy Hicks

The purpose of this workshop is to promote the wealth of resources and teaching opportunities possible for ESL teachers interested in doing projects with the Santa Barbara Museum of Art. We will showcase some past collaborative efforts, share teaching materials and highlight this year's upcoming exhibits. We will also talk about the annual ESL Family Night at the museum scheduled for this spring. Teachers can ask nuts and bolts questions about the logistics of students visiting the museum.

\***Levels:** All

## **Building Cross-Cultural Bridges through Counseling Interventions (Paper presentation)**

Michele Zucolata

The purpose of this study is to examine the impact counselors have on the adjustment of international students as they attempt to build cross-cultural bridges. This research explores the ways in which international students improve along the way as a result of effective support received from college/university counselors. This analysis attempts to discover the personal and social concerns of international students and effectiveness of counseling services when addressing their needs.

**\*Levels:** University and Community College

## **Pronunciation Solutions for Asian Students**

Paul Mori

The differences between English and the Asian languages of Japanese, Korean, and Chinese need not be obstacles to successful English pronunciation. Instead, these differences can be the source for targeted solutions and the means to bridge teachers and students. This case examination of Japanese and English demonstrates that solutions can be easy and at hand.

**\*Levels:** All

*Session 2*

**11:15-12:00**

## **Creating Internet-Based Content**

Anthony Halderman

This presentation will address both the excitement and the benefits for instructors to create their own internet-based ESL/EFL material. The age of information and technology allows the international ESL/EFL community to network and develop creative, personal internet-based content.

**\*Levels:** All

## **Blogging in the Classroom: Technology and our Students**

Jenifer Otani

As our society increases its dependence on technology and the use of computers in everyday life, many individuals are left behind. As educators of current and future contributors of our social, cultural and economic society, we are responsible for integrating that knowledge into our classrooms. The use of a blog page in your classroom will develop communication, facilitate discussion, integrate technology and basic computer literacy skills, generate student participation and increase students' technological prowess.

**\*Levels:** Intermediate and Advanced

## **ESL Student Panel**

Paul Mori

Do you ever wonder what your students think about you or your teaching methods? Now is your chance to ask current ESL students from various programs and schools what they think about many different issues and topics.

## **Introducing [www.pumarosa.com](http://www.pumarosa.com) Software for Spanish Speakers**

Paul Rogers

This website is a free, interactive ESL website for beginning and intermediate Spanish speaking adults. It is bilingual and phonetically arranged (with voice) to be taught and used in a step by step fashion. Because there is no registration, typing, or navigation, it is very user-friendly. Teachers have found the website to be an effective teacher's aide, and use of the website seems to lead to greater student retention and interest.

\***Levels:** Adult and Secondary

## **The Impact of Non-native Speaker on a Collaborative Writing Project (Paper presentation)**

Jeffrey Hanson

At the University of California, Santa Barbara, our entry-level business communication course requires a major collaborative project. Because of the varying levels of linguistic competence of our diverse student body, we sought to measure the impact of non-native speakers on this project. This session will describe the result of our hypothesis, our methods, and analysis of over 800 student responses to a confidential survey. Implications for instructors will frame the presentation and subsequent open discussion.

\***Levels:** Community College and University

## **Employer's Panel—ESL jobs in Santa Barbara County**

Andrew Harper

At this panel you will have an opportunity to hear from many different employers of ESL teachers within Santa Barbara County. Who is hiring? What are the qualifications for particular organizations? How much do they pay? All of your questions will be answered.

**Using Stations in Multi-Level Classes: How to reach all Levels and Stay Sane!**

Liz Stull

Trying to find a way to meet all of the needs of your multi-level students as they come in and out of the revolving Open Enrollment door? Try teaching with stations Montessori style. This demonstration will show you the layout of creating learning stations (reading and writing, listening, conversation, and grammar & games). You will see how to keep track of who is where and what they are doing while teaching to their level.

**\*Levels:** Adult, General**Three Internet Tricks for Great Vocabulary**

Randall Rightmire

Do you wish your students could stop writing “excellently” essays and start writing “excellent” ones? Would you like them to spend less time “making” their homework and more time “doing” it? This workshop will introduce collocations and word formation, two ideas that can be applied in intermediate to advanced ESL grammar, vocabulary, or writing classes. We will investigate Internet-based tools students can use to solve collocation and word form problems; we will discuss how to apply the tools to different levels and assignments of different types.

**\*Levels:** General**Winning Strategies and Techniques to Enliven your Classroom\*\***

Olga Spuskanyuk

In this hands-on workshop, the presenter will describe various effective and dynamic activities that will increase your students' involvement and their motivation to achieve progress and success. The presentation will highlight creative approaches, strategies and techniques to integrate speaking, reading, writing and listening skills in many interesting ways. Detailed, step-by-step handouts with ready-to-go materials will be provided.

**\*Levels:** Adult and Beginning**\*\*This is a double session that will run from 1:15 until 3:00****1001 Tales from Teaching ESL in the Middle East**

Andrew Harper, Ingrid Bowman, Deborah Gordon, Jaala Thibault

A panel of four presenters will describe the range of current job opportunities in the Middle East and North Africa (MENA), give suggestions as to how to find a job in the MENA region, and talk about what it is like to live there. The presenters will briefly describe their own experiences as ESL professionals in both the public and private sectors in Iran, Tunisia, Egypt, Oman, and Jordan. The audience will be invited to ask questions.

## **Engaging Everyone: Communicative Activities for all Levels\*\***

Jayme Adelson-Goldstein

Throughout the workshop, participants will use seven activity templates—survey, categories, peer dictation, roundtable brainstorm, teacher tango, grid games, sentence maker—to reflect on the practice activities’ role in the multilevel ESL lesson. For example, participants will *categorize* activities as like-ability or cross-ability practice and then *survey* each other to determine which activities they use most often in their classes.

\***Levels:** Secondary, Adult, Community College, General

\*\*This is a double session that will run from 1:15 until 3:00

*Session 4*

**2:15-3:00**

### **Four Square Writing**

Deborah Alexander

*Four Square Writing* is an approach to writing which is based on the use of graphic organizers which support students through each step of the writing process ensuring success. It is designed to help writers compose multi-paragraph essays by guiding them through the construction of clear thesis and topic sentences and the concrete supportive details and commentary needed to produce purposeful writing.

\***Levels:** Elementary, Secondary, Adult, Community College

### **Adding Math and Science to the ESL Equation**

Marilynn Spaventa

Come discuss why it is critical to expose ESL students at all levels to the language, skills and concepts of math and science. Learn strategies and have fun applying them to design activities that enhance lessons in current ESL texts. Leave with a new perspective and exercises for next week’s classes.

\***Levels:** Secondary, Adult, Community College, IEP

### **Using Literature Circles to Empower the Reading Experience**

John Robertson

In *Literature Circles*, small groups of 3-6 students select and read the same book independently, then meet together in their “book clubs” to discuss the book and support each other’s comprehension. This workshop will highlight the budding *Literature Circles* project begun this term at Santa Barbara City College in the ESL program in levels 3-5. Attendees will participate in a brief *Literature Circle* experience before discussing how the concept is being implemented at SBCC. Participants will be encouraged to consider adopting *Literature Circles* in their own ESL curriculum.

\***Levels:** All

## **Keys to Student Success**

Silvia Morgan and Cassie Koop

Do students know how to make their time in class count and solve problems that could interfere with learning? Do teachers prepare their students for success? Can the tools for student success be taught? Join us to identify and work with the tools students need to succeed in the learning process. Find out how you can implement these tools in your classes from the first day of class. A Student Success class has been developed and is being offered to all incoming students at SBCC Adult Education. Two instructors who have participated in the design and implementation of this program will share why all teachers should incorporate a student success component into their classes. You will walk away with bright ideas and multilevel activities to use in your own classroom. Come and learn how to help your students be the best students they can be!

\***Levels:** Adult, teaching English in the workplace

*Session 5*

**3:15-4:00**

## **Good Stuff Cheap: How to Find, Use, and Store Realia**

Pamela Lavigne

Students learn better when they have something to hold on to (literally): actual objects, models, and pictures. In this demonstration we will discuss where to find this good stuff for free or at a low cost, what to do with it in class, and how to store it. Creativity will be celebrated, so participants are encouraged to bring a success story from their practice or an effective “thing” from their teacher’s toolbox.

\***Level:** Adult literacy; beginning

## **Practicing Language Functions and Grammar Points While Playing Cards**

Karen Harrison

## **Step Forward into Technology**

Douglas Smith

The presentation / workshop will focus on how teachers can use computers and digital projectors in conjunction with Step Forward materials including the texts, workbooks, Multilevel Activity Books, Grammar Exercises and Tests.

\***Level:** Adult

## **Making the Most of Multilevel with the Oxford Picture Dictionary 2<sup>nd</sup> Edition**

Jayne Adelson-Goldstein

In this demonstration, the author of the OPD will show participants how visuals provide access to meaning for all learners; how to conduct needs assessments to determine which of the OPD topics matches learners' workplace, community, academic interests, and family needs; and enable them to work with these lesson plans' leveled objectives and like- and cross-ability group work. She will also guide participants through the new literacy support materials: the OPD story pages, leveled stories and new OPD readers.

**\*Levels:** Secondary, Adult, Community College, and University