

PRESENTATIONS FOR THE MD TESOL FALL CONFERENCE
November 5, 2005AV REQUESTS
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#	NAME	Co-PRESENTERS NAMES & TITLES	TITLE OF PROPOSAL	TITLE / ORGANIZATION	IS	FORMAT EQUIPME NT REQUEST	DESCRIPTION
1	Adriana Medina-Lopez-Portillo, Dr.		Understanding cultural differences in the ESOL classroom	University of Maryland Baltimore County	SE, AE	W O	Through practical exercises, participants will reflect upon US cultural values and enhance their understanding of the values of other cultures. A discussion of the importance of understanding cultural differences in the ESOL classroom will follow.
2	Ashley J. Hastings, Professor of TESOL	Brenda Murphy, Associate Professor of TESOL Shenandoah University	A focused approach to the revised P-K-12 standards	Shenandoah University	EE, SE, TE	Paper C	This paper shows how the pedagogical and curricular principles of FOCAL SKILLS can be blended with TESOL's newly revised P-K-12 ESL standards to create effective, motivating lessons and logical, well-integrated curricular sequences for ESOL students in all content areas and at all grade and proficiency levels.
3	Barbara Denman		Teaching Listening Comprehension	Prince George's County Public Schools Adult Education	AE	W C (or O)	Learn to develop and use effective listening comprehension exercises to develop communication skills. The presenter will discuss the characteristics of good listening comprehension exercises, factors to consider in designing exercises, techniques for using listening activities in class, and identifying sources, including authentic materials.
4	Bridget McNamara, ESL Teacher Specialist		Altering Guided Reading Strategies for the Elementary ELL's	Frederick County Public Schools, Frederick, MD	EE, TE	W C	This ELL Reading workshop demonstrates how mainstream and ESL teachers can alter their techniques of teaching guided reading to optimize fluency and comprehension for primary ESL readers.
5	Bridget McNamara, ESL Teacher Specialist		"Proving Progress" A Step by Step Guide to Promoting Powerful Portfolios	Frederick County Public Schools, Frederick, MD	EE, SE	W C	Learn the components of a comprehensive ESL portfolio and its importance to both daily instruction and the pre-referral process. Attendees will receive complete materials to establish ESL portfolios for their students.
6	Brock Brady, Coordinator		Strengths and Concerns NNESTs Bring to ELT Classrooms	TESOL Program, American University	All	Paper C	An overview of the strengths and unique characteristics that Nonnative English Speaking Teachers (NNESTs) bring to classrooms, concerns that NNESTs have that differ from those of native-speaking counterparts (including job discrimination and unintentional, unconscious prejudice), issues in Teacher Education for NNEST candidates and a history of NNEST research.
7	Carol L. Romett		Using Grammar for Coherence in Academic Writing	Georgetown University, Center for Language Education and Development	HE	Paper O	Beyond the use of familiar connectors and transitions, the grammatical choices that a writer makes can help to achieve more coherent paragraphs. This presentation will explore and illustrate key ways that choices in grammar and syntax can help students to write with greater coherence and readability.

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8	Chrissy Gregg		Pleasure Reading Project	Howard Community College ESL Department	AE	W	O, C	ESL Students need motivation to read outside of the classroom. This project was designed to promote reading at home, based on a point and reward system. The teacher gives the students the extra incentive by creating a "classroom contest" to see who earns the most points. The students develop a stronger desire to read, improve reading comprehension and English speaking skills by reading aloud, learn new vocabulary and the "parts of a story." They are introduced to the library, its resources, and most importantly a variety of reading materials.
9	Dr. Christa de Kleine	Dr. Debra Suarez	"The Self Directed Teacher": Cultivating a Theoretical Foundation for Effective ESL Instruction.	College of Notre Dame of Maryland	EE, SE, AE	W	C, O	Language acquisition theory informs all ESL teaching. But what are <i>key variables of language acquisition that contribute most to an ESL teacher's theoretical foundation?</i> This session shows how teachers can critically examine second language acquisition theory (perhaps challenging their own beliefs) to cultivate a theoretical foundation which enriches their instruction.
10	Christian A Clausen, ESOL Specialist	Armanda Ligabue, Learner Coordinator	Tutor & Teacher Training for ESOL/Literacy	The Greater Homewood Community Corporation	AE, TE	W	O	An increasing number of adult ESOL learners with little or no literacy are coming to Baltimore. Last Spring, we received a MDTESOL Professional Development Grant to develop a seminar to train ESOL teachers and tutors who are working with this population. In this workshop, we will discuss the results of our trainings and demonstrate some of the methods that we presented to the teachers.
11	Colleen Shaughnessy, Curriculum Specialist		Teaching the Somali Bantu!	Baltimore City Community College & University of Maryland, Baltimore County	AE & TE	Paper & W	C	This session will focus on a culturally and personally relevant approach to literacy as designed for a Somali Bantu literacy class. The class is comprised of women and their young children and takes place in one of the women's homes. Materials and activities will be demonstrated, experiences and ideas will be shared, and literacy issues facing the Somali Bantu will be discussed.
12	Dorothy Kauffman, Author		Picture Dictionaries: Tools for Meeting the Standards	Oxford University Press	EE, SE	Vend or Session - W	O	Today's teachers face a dual challenge: educate students who lack basic English skills and help them meet high academic content standards. The presenter will explain how Oxford's family of picture dictionaries with accompanying readers can help students in grades K-8 meet these standards and increase their English skills. Samples provided.
13	Edie Taleb, Family Literature teacher & ESOL/Linguistics		Peer Tutoring in the Multilevel ESOL	CCBC Baltimore	All esp. AE	W	O	In a multilevel class, how can a teacher use peer tutoring in a way that benefits both tutor and tutee? There are ways to plan peer tutoring so that everyone learns.
14	Elise Couper, Adjunct Fac., Anne Arundel Community College_		Classroom Strategies for Teaching Older Language Learners	Anne Arundel Community College	AE	W	C, (or O)	By the year 2010, twenty-five percent of foreign-born immigrants in the United States will be over the age of 50. Many of these immigrants will enroll in our ESL classes. In this session, the presenter will discuss current research in second language acquisition by older students and demonstrate classroom strategies that enhance language learning for this population.

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15	Gail Holm		You've Gotta Be Kidding!	UMBC English Language Center	SE, AE, HE,	W	V, O	Humor is notoriously difficult to understand in a foreign language, nevertheless, it can provide an effective vehicle for teaching and learning language and culture. In this workshop participants will explore resources and methods of teaching with humor.
16	Joe Chapple, National Marketing Manager		Grammar Sense on the Page and on the Screen	Oxford University Press	SE, AE, HE, TE	Vend or Session -W	C, O	Rev up your students' grammar IQ in class and in the computer lab. <i>Grammar Sense</i> is a three-level, four-skills grammar series that now offers a dynamic interactive multimedia program. The Series Director how the texts and software can be used either in conjunction with each other or independently to move your students to new levels of accuracy and fluency.
17	John Nelson – Co-Director ESOL MA Program		MOPPUM – A Guide for Examining Your ESOL Instructional Program	UMBC	EE, SE, AE, HE, TE	Paper	C	MOPPUM stands for Model, Objective, Presentation, Practice, Use and Motivation, 6 elements of any potential second language learning program. This paper will present the relevance of these 6 elements with reference to various methods of instruction to help ESOL teachers prepare a more effective instructional program.
18	Karen Gianninoto	Stephanie Shultz, Somerset Adult Education Teacher and Dr. Joaquin Vila, Salisbury University	Teaching Using Garbage	MSDE	AE	W	O; C	Using commonly found items can be the focus of authentic lessons for students who are acquiring a second language. Lesson ideas will be modeled, shared and discussed with the participants.
19	Laurette Simmons	Tamara Jones ESL/ESOL Specialist	Working Less and Enjoying it More With Turnkey Teaching Materials	Howard Community College ESL Department	HE	W	LCD	ESOL/ESL/EFL teachers do not have to be so overworked! This workshop showcases a new set of materials (including visual aids) that engage the students and ease the teacher's workload. First 10 attendees of this session will receive a complete copy of the manuscript and visual aids.
20	Leo Brenninkmeyer – President Hispanic Compass		Communication , Teaching and Integration of Immigrants	Hispanic Compass Outreach organization for Latinos = ALMAA		Paper		Social integration of Hispanics depends largely on their ability to learn English. Jobs and Education all depend upon their language skills. Teaching Immigrants English is crucial and understanding their emotional needs in the learning process is an important part of turning teaching in to learning.
21	Linda L. Mahler, Special Education and ESOL Teacher	Dr. Amy Mazur, Director of Bilingual Special Education Programs	Why Hispanics are Dropping out of School and What Can be Done to Prevent it: Implications for Teaching, School Administration and Teacher Training	The George Washington University	TE, PA, SE	Paper	O	This study examines the personal and institutional factors that pressure Hispanic students to drop out before they finish high school. It recommends steps to take in classrooms, schools and teacher preparation programs to help keep Hispanic students in school. The presentation will include a review of the literature.
22	Linda Lark, ESL Instructor	Rachele Lawton, Assistant Professor, Assistant Coordinator of ESOL, Community College of Baltimore County	ESL Students and Service Learning: A Winning Combination	Howard Community College	HE & AE	W	C	Service Learning, the combination of volunteerism and academic content, can help ESL students gain confidence with language and intercultural communication skills. Presenters from two community colleges discuss their service learning experiences with ESL students and explain how to establish successful community-based projects. Attendees take home useful ideas and materials

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23	Linda Lark, ESL Instructor	Roger Stott, Tech Specialist, HCC	Success with Distance Learning at HCC	Howard Community College	HE, AE	W	C, V	After choosing "Crossroads Cafe" for our first foray into distance learning, we set about gradually improving, updating and fine-tuning it to better meet our students' needs. Despite its ups and downs, the program has blossomed and become a real boon to several sets of students. Here's how we did it!
24	Michael Huckaby, Field Sales Manager		ELL reading and writing "on ramp" into secondary academic skills...	McGraw-Hill ESL/ELT	AE	Vend or Sessi on -W	C	For ELL students to "ramp up" into the demanding world of academic learning, they need to develop their reading/writing skills and academic concepts from the very beginning. The On Location series provides Secondary ELL Students with the gradual scaffolding they'll need to successfully access academic content. <i>Complimentary copies provided.</i>
25	Michael Huckaby, Field Sales Manager		Grammar instruction to match every student's learning style...	McGraw-Hill ESL/ELT	SE, AE, HE	Vend or Sessi on -W	C	Why do students need grammar instruction that activates every learning modality? Because they want to be empowered to 'decipher' English within their individual learning styles. Two new McGraw-Hill grammar series offer students a variety of innovative ways to "get it," including Carolyn Graham's grammar chants. <i>Complimentary copies provided.</i>
26	Millicent I. Kushner	Janet Medina, Psy.D. Assistant Professor of Education at McDaniel College and Vice President of MDABE; Ruby Costea, Program Administrative Coordinator for Bilingual Education: Training for All Teachers Program at	Bilingual Instruction in General and Special Education	University of Maryland, College Park	EE, SE, HE, TE	Panel	O, C	Research suggests that ELLs with and without disabilities profit from mediated instruction that capitalizes on the dynamic relationship between students' developing language and literacy abilities in L1 and L2. Presenters will lead a discussion of the role of the native language in scaffolding instruction in both general and special education.
27	Myles B. Hoenig, Teacher		10 things to take back with you on Monday	Baltimore City Public School System	EE, SE, AE	W	VCR	10 simple but meaningful lessons you can take back with you. Copies, instructions, handouts, etc. provided to make life on Monday
28	N. BethVolk		How Communications in International Business can Inform the Teaching of Business English		AE, HE, TE, other esp. ESP	Paper	C	Globalization and technology have increased the demands on non-native Business English speakers in multinational corporations. Findings from an interdisciplinary review of research in international business communications and second language teaching are discussed. A framework is offered that broadly addresses some of the gaps between these speakers' needs and current pedagogy.
29	Pamela Hickey, ESOL Teacher	Halla Jmourko	Using Reader's Theater to Enhance Reading Fluency and Comprehension	Prince George's County Public Schools	EE	W	C, V	Readers' Theater is an ideal way for ELLs to reinforce vocabulary, improve comprehension, and practice fluency and expression. It also helps students identify character traits and story mood. Whether using props or just voices, students find RT motivating. The workshop includes RT video, strategies for adapting texts, and costume/set tips.

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30	Pamela Hickey, ESOL Teacher	Nancy Radcliffe, ESOL Teacher	Creating Books to Strengthen Literacy and Self Expression	Prince George's County Public Schools	EE	W	VCR, C	Making books allows elementary English language learners to discover vocabulary and grammar as they create comprehensible texts. What are the possibilities of form and content for mini-books? Join us as we explore strategies that support student authorship. Participants will create at least one book as they investigate the possibilities.
31	Pat Hatch		Caring Beyond the Classroom: A Look at New and Pending Federal Legislation Affecting ESOL Students and Their Families	MD Office for New Americans (MONA)	All; esp. AE	W	C	Several new federal laws and many pieces of pending federal legislation are likely to have a dramatic effect on the lives of many ESOL students and their families. This workshop will provide you with information about these laws and legislation, so that you can better understand the changing legal landscape that affects your students and their families. Information on websites you can visit for periodic updates will also be provided.
32	Roger Stott, Instructional Technologist		Blogs: The next great thing! (Or not!)	Howard Community College	All, esp. HE & AE	W	C	In this workshop we will learn how to quickly set up a blog (under 5 minutes!), discuss the pedagogical considerations with blogging, and look at blogs being used in ESL classrooms to see what makes an effective classroom blog. Time will be reserved for teachers to share their blogging experiences.
33	Ryan Monroe		Improving Standardized Assessment of ELL Students: A Critical Ethnographic Study	UMBC Doctoral Candidate/PGCPS/McDaniel College	EE, SE, TE, Adv	W	C	Ryan will present his dissertation research on how standardized assessment is situated in the lives of seven Salvadoran fifth graders in a Maryland school. The research highlights cultural disconnects with parents and offers some possibilities for change. Workshop participants can join in the research process by contributing their insights to a discussion on standardized testing of ELL students.
34	Supreet Anand & Bonnie Naef	State Specialists Supreet Anand and Bonnie Naef will present the Maryland English Language Proficiency Standards currently being piloted in the state and address the links to the content areas. A time- line for state approval, and questions and answer	Maryland English Language Proficiency Standards and their links to the Content Areas	MSDE	All (esp. K- 12)	Paper	C	State Specialists Supreet Anand and Bonnie Naef will present the Maryland English Language Proficiency Standards currently being piloted in the state and address the links to the content areas. A time-line for state approval, and questions and answer period will be included.