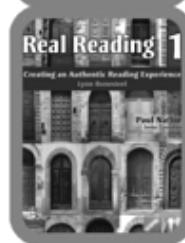
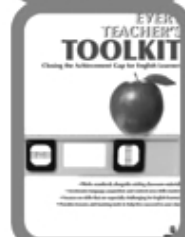
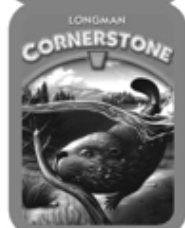
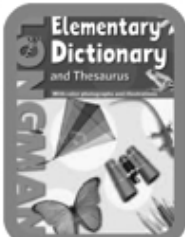


AZ-TESOL's 2010 State Conference:
***Building Our Community,
Enhancing Our Profession***



**October 8th and 9th, 2010
Four Points by Sheraton Hotel
10220 North Metro Parkway East
Phoenix, AZ 85051**



Pearson Longman applauds AZTESOL teachers, researchers, and administrators in all that you do for your students, for the profession, and for the community!

- **Expert** authors, **quality** materials, **knowledgeable** reps... Come by the PL booth to meet your local PL Representative.



Kendra Whittaker

Serving the states of:

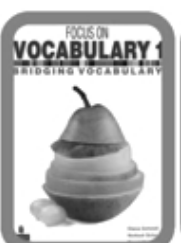
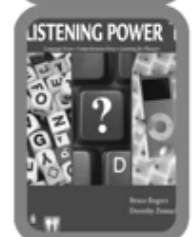
AZ-UT-NV-NM & El Paso, TX

Kendra.whittaker@pearson.com

480-274-2614 cellular



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Building Our Community, Enhancing Our Profession
October 8th and 9th, 2010



Building Our Community, Enhancing Our Profession

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President's Welcome



Welcome, colleagues!

It is with much excitement that I welcome you all to the 2010 AZ-TESOL State Conference, “Building Our Community, Enhancing Our Profession.” The theme for this conference says it all: the greatest asset in our profession is our network of colleagues. By interacting with our fellow ESL professionals, we enrich ourselves, our classrooms, and our students. We expand and reinforce our knowledge by exposing ourselves to new ideas and revisiting old ones. We find out about new trends in research and discover practical applications for the classroom. We make new friends and visit with old ones. On behalf of the AZ-TESOL Executive Board, I encourage you to interact with your colleagues to the fullest by attending all the sessions, keynote addresses, and roundtable discussions that you can during this year’s conference; it is a stellar one.

I’d like to give special thanks to the conference committee of Richard Bailey, Craig Lefever, Cindi Leyva, Irene Wharry, Marjaneh Gilpatrick, and Carol Kubota for the amazing efforts they put forth during the past year to make this magnificent conference possible. Anyone who has ever worked on one of these committees knows of the enormous amount of work, coordination, and attention to detail that is necessary to make it happen. Congratulations! They did a superb job of selecting the presentations for this year’s conference, as there is an incredible array of choices. I’d like to recognize the presenters, as well, for all the hard work they have put into their sessions; we would not have a conference without you. Furthermore, a robust thank you goes out to our three keynote speakers this year: Associate Professor of TESOL at the University of Central Florida Keith Folse, who is widely recognized for his *Great Writing* series; refugee advocate Carolyn Manning; and director of ASU’s American English and Culture Program Mark Rentz. We are incredibly fortunate to have you, and we all look forward with great anticipation to your speeches! Last but not least, I’d like to thank all the publishers who made the trip to Phoenix this year. Please go out and buy their wares. There is no better investment than great tools!

I wish you all a wonderful conference experience. Thank you for coming.

Chris Parisoff
President, AZ-TESOL

Acknowledgments

AZ-TESOL extends its heartfelt gratitude to all who have contributed to this year's state conference. ***Thank you!***

Special Thanks to

Grand Canyon University for making LCD projectors available for use in conference presentations;

Teaching Stuff for donating 150 gift bags and ten \$10.00 gift cards;

Treasures 4 Teachers for giving AZ-TESOL a free membership, plus other items;

all those who have volunteered to help with various tasks during the conference.

The 2010 State Conference Planning Team

Richard Bailey (Co-Coordinator)

Camelback High School (Phoenix)

Craig Lefever (Co-Coordinator)

Yavapai College (Prescott)

Marjaneh Gilpatrick

Grand Canyon University

Carol Kubota

AECP at ASU

Cindi Leyva

Bostrum High School (Phoenix)

Irene Wharry

Lutheran Social Services (Phoenix)

General Information

AZ-TESOL Membership

Please note that AZ-TESOL membership is **included** in the registration fee for this conference.

Conference Evaluation Forms

A Conference Evaluation Form is included in your conference packet. Please take time to complete it and deposit it at the registration table before you leave the conference. You will also be notified of an online evaluative survey; please complete it as well. Only your feedback can provide information on how to better meet your needs in our next conference.

Continuing Education Unit (CEU) Certificates

Attendance at this conference is eligible, according to Arizona State Department of Education guidelines, toward accumulation of Continuing Education Units (CEUs). One CEU is normally defined as ten clock hours of participation in an organized continuing-education experience under responsible sponsorship, capable direction, and qualified instruction. As such, the keynote addresses, concurrent sessions, and roundtable discussions are CEU-eligible, but other conference events are not. A total of 330 minutes is possible for attendance at CEU-eligible events on Friday, and a total of 210 minutes is possible for attendance at CEU-eligible events on Saturday.

Each individual attendee is responsible for recording and documenting the activities he/she has attended at the conference. Certificate of Attendance forms will be available at the registration table at the end of each day's conference activities.

Disability Accommodations

Handicapped parking spaces are clearly marked in the hotel parking lots.

Lost and Found

The registration table is the designated lost-and-found location.

Smoking

Arizona law prohibits smoking inside public buildings and the Four Points by Sheraton Hotel is 100% smoke-free.

Other Questions

For other questions, see the volunteers at the registration table.

Keynote Speakers



Keith Folse

Friday midday, Saturday morning

Dr. Folse has taught ESL/EFL for more than 30 years in the U.S., Saudi Arabia, Malaysia, Kuwait, and Japan. He has written 55 books on vocabulary, reading, speaking, writing, grammar, and listening, including the popular *Great Writing* series (Heinle/Cengage) and has won many teaching and research awards. He teaches both undergraduate and graduate courses at the University of Central Florida, including a course on research on vocabulary acquisition in UCF's PhD in TESOL program.



Carolyn Manning

Saturday afternoon

Carolyn Manning, the founder of the Welcome to America Project (WTAP), established the organization in November of 2001. She has worked in the social service field with elderly, seriously mentally ill, abused children, and for refugees as a volunteer, crisis worker, case manager, and director since 1987. Currently, Mrs. Manning serves as the Economic and Community Development Manager for the Arizona Refugee Resettlement Program. She has won numerous awards for WTAP and most recently was selected as a CNN Hero of 2009. She currently participates in three local refugee-service-related organizations: Community Outreach and Advocacy for Refugees (COAR), Arizona Refugee Advancement Coalition (AZRAC), and the Refugee Women's Health Clinic, Maricopa Integrated Health Systems. She has a B.A. in Philosophy from the University of Notre Dame and a Masters' in Public Administration from Seattle University.



Mark Rentz

Friday morning

Mark Rentz, the director of the American English and Culture Program at Arizona State University since 1984, has taught ESL/EFL both abroad and in the U.S., traveled extensively, arranged special programs at the AECF for students from numerous countries, served as president of AZ-TESOL, and is a published author. In addition, he has trained English teachers from Korea, Japan, France, Libya, Peru, China, and Iraq and developed National English Plans for the Ministries of Education in Vietnam, Libya, and Iraq.

Conference Exhibitors

AZ-TESOL thanks the exhibitors listed below for their support of the 2010 Conference. Exhibitors' Representatives will be available to assist you at their tables throughout the day on both Friday and Saturday; please visit our fine exhibitors early and often! They offer materials and resources that are on the cutting edge in our field. Let them know that their presence and participation are appreciated.

We are grateful for the support that these companies and sales representatives provide to the Arizona TESOL conference.

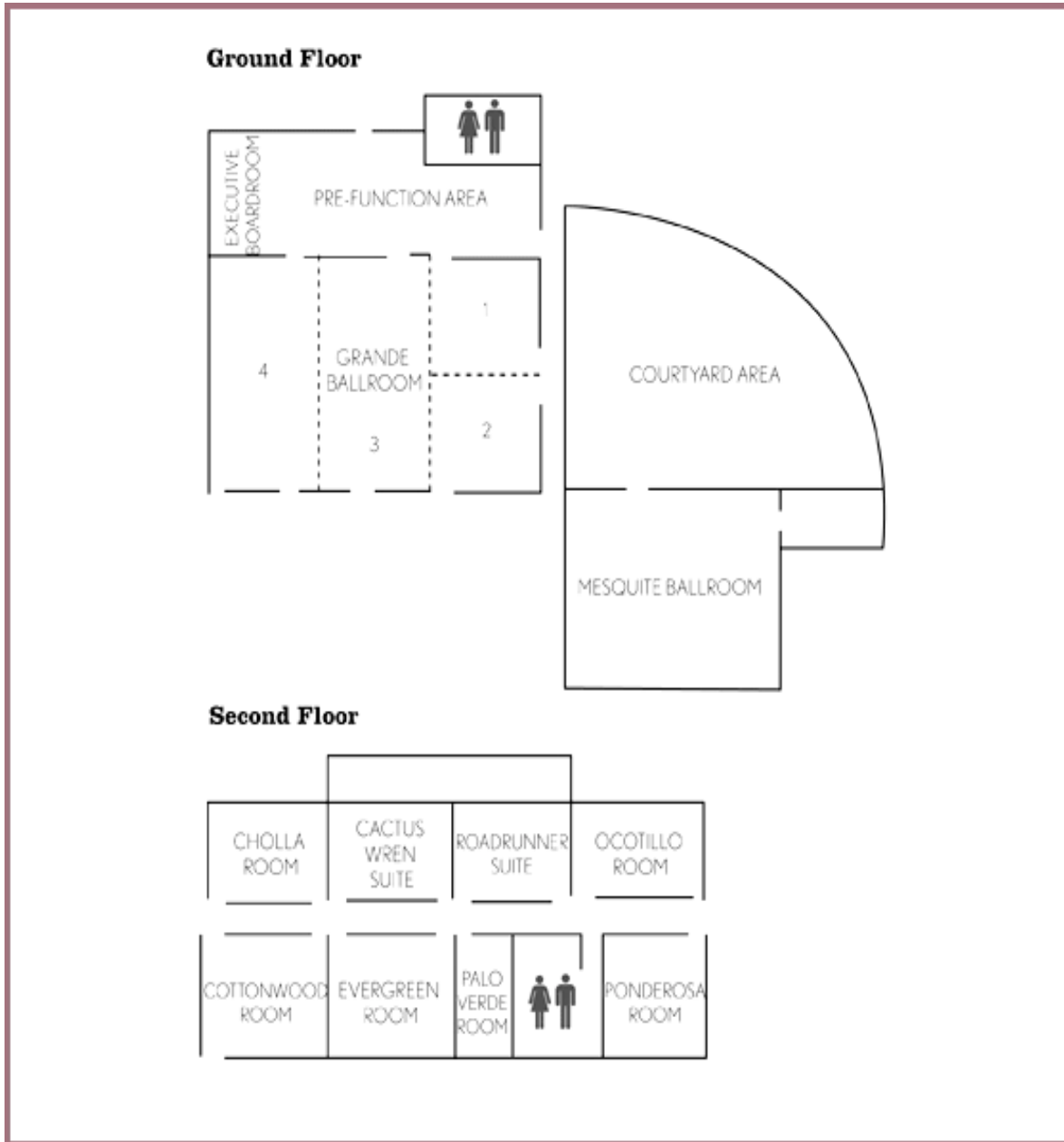
Exhibitor	Representative	Contact
ALTA-ESL	JoDina Errichetti	jodinae@yahoo.com 480-948-5068
Cambridge University Press	Vince DiBlasi	vdiblasi@cambridge.org 800-580-3711
Compass Publishing	Albert Chiang	compasspub@sbcglobal.net 562-698-9023
Education Solutions, LLC	Dan Weinberger Linda Weinberger	dweinberger@cox.net 480-767-3480
English Central	Renee Weiss	nicole@englishcentral.com rweisslanguageconnection@cox.net 866-518-4170
English Language Fellows Program	Carly Reçi	elfp@miis.edu 510-414-8924
Gifts 4 Teachers	Donna-Jean Wilson	donnajean@gifts4teachers.com 480-274-1625
Heinemann	Nancy Chalex	chalexn@cox.net 480-247-6750
Heinle/Cengage	Joel Deutser	joel.deutser@cengage.com 719-209-2487
IELTS, Inc.	Richard Halstead	uekts@ieltsintl.org 323-255-2771
McGraw-Hill ESL	Sally Howard	Shawntel_schmitt@macgraw-hill.com Sally_howard@mcgraw-hill.com
Mondo Publishing	Terry Chalex	chalexn@cox.net 480-247-6750

Conference Exhibitors, continued

Exhibitor	Representative	Contact
National Geographic Hampton/Brown, Benchmark Education	Dick Cloud Jacqui Perry OR Lisa Maestas	cloudassociates@aol.com 602-866-7820
Oxford University Press	Anita Linton	anita.linton@oup.com 866-694-3832
Pearson	Nancy Campbell	Nancy.L.Campbell@pearson.com 602-315-0588
Pearson Longman ELT	Kendra Whittaker	Kendra.Whittaker@pearson.com 480-274-2614
Pro Lingua Associates	Ray Clark	ray@ProLinguaAssociates.com 802-257-7779
Tell Me More	Steve Geinitz	carrie.myhre@tellmemore.com 602-648-9655
University of Phoenix	Jaime Norris	steven.ross@phoenix.edu 480-557-2112

**Please visit our exhibitors early and often,
and let them know that they are appreciated!**

Floor Plan of the Four Points Meeting Areas



**Conference at a Glance
Thursday, October 7th, 2010**

5:30–6:30 PM	Bag-Stuffing Party	Grande Ballroom
6:30–8:00 PM	Welcome Reception: Friends of AZ-TESOL and Board Members	Grande Ballroom

**Conference at a Glance
Friday, October 8th, 2010**

6:00–7:00 AM	Publishers' Set-Up	Mesquite Ballroom
7:00–8:00 AM	Breakfast with the Publishers Registration	Grande Ballroom Ballroom Four
8:00–9:15 AM	Conference Welcome Keynote Address: Mark Rentz	Grande Ballroom
9:30–10:15 AM	Concurrent Sessions I	See page 11
10:30–11:15 AM	Concurrent Sessions II	See page 12
11:15–11:45 AM	Entertainment, Visit with the Publishers	Mesquite Ballroom
11:45 AM–12:30 PM	Lunch	Grande Ballroom
12:30–1:15 PM	Keynote Address: Keith Folse	Grande Ballroom
1:15–2:00 PM	Concurrent Sessions III	See page 13
2:00–2:30 PM	Break with Entertainment Visit with the Publishers	Mesquite Ballroom
2:30–4:00 PM	Concurrent Sessions IV	See page 14
4:00–5:00 PM	Distribution of Attendance Certificates, Registration	Registration Table
5:00–7:00 PM	AZ-TESOL Board Meeting	Executive Board Room

Conference at a Glance
Saturday, October 9th, 2010

7:00–8:00 AM	Breakfast with the Publishers Registration	Grande Ballroom Ballroom Four
8:15–9:00 AM	Keynote Address: Keith Folse	Grande Ballroom
9:00–9:30 AM	Break with the Publishers	Mesquite Ballroom
9:30–10:15 AM	Concurrent Sessions V	See page 15
10:15–10:45 AM	Break with the Publishers	Mesquite Ballroom
10:45–11:45 AM	Lunch and Awards	Grande Ballroom
11:45 AM–12:15 PM	AZ-TESOL General Meeting, Election	Grande Ballroom
12:30–1:15 PM	Concurrent Sessions VI	See page 16
1:15–2:00 PM	Burmese Choir Keynote Address: Carolyn Manning	Grande Ballroom
2:00–2:15 PM	Break with the Publishers	Grande Ballroom
2:45–3:30 PM	Concurrent Sessions VII	See page 17
3:00–5:00 PM	Volunteer Appreciation Reception Pick up Attendance Certificates	Grande Ballroom Registration Table

Concurrent Sessions: Friday, October 8th, 2010
Session 1: 9:30–10:15 AM

Room	Presenters	Presentations
Evergreen	Mary Chang	Building Community through the Grammar Knowledge Exchange
Cottonwood	Jonathan Smart	Using Corpora to Support Grammar Instruction
Cactus Wren	Don Miller	Popular ESL Reading Textbooks vs Target Texts in ESP
Roadrunner	Cui Zhang	Teaching Synthesis Writing to ESL Students
Cholla	Glen Piskula	Teaching Assessment to ELLs in an Online Environment
Ocotillo	Pu Chen	Cope with Varied Challenges in ESL/ELL
Ponderosa	J. M. Dunn	Understanding and Teaching Articles in English
Ballroom Four	Nouman Hamid, Yunjin Kim, Sultan Muhammad, Anna Nesterova, Kabelo Sebolai, Pakize Uludag, SonCa Vo, Fredricka Stoller	A Tour of ELT around the Globe (NAU Graduate Student Panel)

Concurrent Sessions: Friday, October 8th, 2010
Session 2: 10:30–11:15 AM

Room	Presenters	Presentations
Evergreen	Mansoor Al-Surmi	Language Plans vs Teacher Assignments in CALL: Reactions and Implications
Cottonwood	Rachel Koch	Writing as a Second Language: L1 and L2 Language Instruction Insights
Cactus Wren	Pakize Uludag	Five Tips for Feasible Reading Instruction in ESL Classes
Roadrunner	Hassan Qutub, Sylvia Renfro, Melissa Squiers, Wendy McFeely	Teaching Muslim Students: Cultural Insights and Successful Strategies
Cholla	Olga Geissler	Establishing Social, Cognitive, and Teaching Presence in Online Teacher-Training Courses
Ocotillo	Ulugbek Nurmukhamedov	Teaching Collocations Using Technology: Food for Thought?
Ponderosa	Stephen Doolan	Language-Related Issues in Generation 1.5 College Writing
Ballroom Four	Mary McGroarty	Language Attitudes and Ideologies: Foundations and Recent Insights

Concurrent Sessions: Friday, October 8th, 2010
Session 3: 1:15–2:00 PM

Room	Presenters	Presentations
Evergreen	AZ-TESOL Board	AZ-TESOL Town Meeting
Cottonwood	Rosalva Bustamante Pérez, María Aurora Gómez Trejo	Identifying and Managing Learning Styles in Class
Cactus Wren	Jesse Egbert, Yunjin Kim, John Laird, David Chandler Prince	Using Corpus Tools and Findings to Enhance Your Classroom
Roadrunner	Anthony Becker, Sawako Matsugu, Cui Zhang, Mansoor Al-Surmi	Achievement Testing in the ESL Classroom: Examining Stakeholders' Perspectives
Cholla	William Crawford, Jacqueline Evans	Observing Teachers: Live or on Video?
Ocotillo	Shelley Staples	Using Corpora in the Classroom: What the Research Shows
Ponderosa	Marjaneh Gilpatrick	What's UbD Doing in Higher Education? Utilizing the Understanding by Design Model in Designing Programs of Study in Higher Education
Ballroom Four	Mark Rentz, Shane Dixon, Scott Welsh, Marie Mitchell, Kimberly Chamberlain, Adam Henry, Husna Ali-Khan	Training EFL Trainers in Iraq— A Nation-Wide Plan

Concurrent Sessions: Friday, October 8th, 2010
Session 4: 2:30–4:00 PM

Room	Presenters	Presentations
Evergreen	Betsy Jo Divine, Anna Nesterova	Five Creative Activities for Teaching Reading and Vocabulary (90 minutes)
Cottonwood	Jessica Davis	Process Drama: Bringing ESL Lessons to Life (90 minutes)
Cactus Wren	Hassan Qutub	The Appropriateness of Saudi EFL Learners' Apology Strategies (45 minutes)
Roadrunner	Okim Kang, SonCa Vo	Pronunciation Errors and Listeners' Judgments in an L2 Speech (45 minutes)
Cholla	Aaron Monroe, Pakize Uludag	Incorporating Activities in the L2 Writing Classroom (90 minutes)
Ocotillo	Stella Pope Duarte	Toads and Diamonds: Creating Dynamic Connections in Writing (90 minutes)
Ponderosa	Natalie Hess	WOW Them with Stories from Real Life (45 minutes) You're a Poet and You Didn't Know It! (45 minutes)
Ballroom Four	Bill Crawford, Jacqueline Evans, Stephen Randall, Mark Rentz	Language, Culture, and Gatekeeping: IEPs in Arizona Universities (90 minutes)

Concurrent Sessions: Saturday, October 9th, 2010
Session 5: 9:30–10:15 AM

Room	Presenters	Presentations
Evergreen	Elena Poltavtchenko	Digital Storytelling in the ESL Classroom: Projects that Engage
Cottonwood	Laura Zurio	Aligning Instruction with Needs Analysis and the ELAA Standards
Cactus Wren	Alecia Hamaker, Allison Nielson	Cultivating Students' "I Story": Tools to Strengthen L2 Identity
Roadrunner	Wendy McFeely	Content-Based Instruction: Planning Engaging Thematic Units
Cholla	Amy Sams	Understanding and Teaching Prepositions
Ocotillo	Christine Nicodemus	Methods for Teaching Pronunciation in an ESL Classroom
Ponderosa	Kristina Scholz	Blogging: Six Activities for Practicing Writing
Ballroom Four	William Grabe, Stephen Doolan, Mark Johnson, Cui Zhang	Empirical Approaches to L2 Writing Development

Concurrent Sessions: Saturday, October 9th, 2010
Session 6: 12:30–1:15 PM

Room	Presenters	Presentations
Evergreen	CeAnn Myers, SonCa Vo	Creating a Theatrical Production to Enhance Language Learning
Cottonwood	Lori Doemland-Smith, Gayle Johnson-Becker	Using Flip Cameras in the ESL Classroom
Cactus Wren	Renee Poginy	Writing Complexity Levels in Ninth Grade Native English Speakers and Generation 1.5 Students
Roadrunner	Anthony Acevedo, Mark D. Johnson, Leonardo Mercado,	Planning and its Effect on Second Language Writing
Cholla	Matthew Hammill	Refugee Students in Adult ESL Contexts: Then and Now
Ocotillo	Elisabeth Goodwin	Paperless or Less Paper— A Way of Teaching ELAA
Ponderosa	Kristin Lane	Evaluating ESL Speaking Skills: Building Self-Confidence and Competence
Ballroom Four	William Grabe, Fredricka Stoller	Classroom Activities for Helping Students Improve their Reading Fluency

**Concurrent Sessions: Saturday, October 9th, 2010
Session 7: 2:45–3:30 PM**

Room	Presenters	Presentations
Evergreen	Carol Kubota	Help Your Students Speak Up and Act Out
Cottonwood		
Cactus Wren	Shannon Fitzsimmons-Doolan	What's the Objective?: Content and Language Objectives
Roadrunner	April Minerich	Using Cuisenaire Rods for Classroom Activities: Basic and Beyond
Cholla	Doug Magrath	The Multi-Level ESL Classroom
Ocotillo	Lois Malone	African Students in the ESL Classroom
Ponderosa	Karen Taylor de Caballero	See What You Hear with the Color Vowel Chart
Ballroom Four	Paula Schlusberg Bethany Gray Natalie Hess Chris Parisoff Beth Witt Richard Bailey	Roundtable Discussions Advocacy Roundtable: Key Issues and Effective Actions Corpus Linguistics Is There Really a Difference Between Content and Language? New Funding for Adult Education K–12 Standards Educational Issues Facing the U.S. and México: Beginning a Cross-Border Dialogue

Presenters, Presentation Titles, and Summaries by Session
Session 1: Friday, 9:30–10:15 AM

Presenters	Presentation Title and Abstract	Location
Chang, Mary	Building Community through the Grammar Knowledge Exchange Sometimes, students say they know grammar yet fail to demonstrate this in their communications. The Grammar Knowledge Exchange is a series of teacher-supervised peer tutoring sessions where accomplished students (potentially graduate students) assist lower level students in their use and understanding of grammar. Mary Chang is Associate Director of the American English and Culture Program at ASU and has been teaching ESL/EFL for more than 12 years.	Evergreen
Smart, Jonathan	Using Corpora to Support Grammar Instruction Although language corpora have been promoted by proponents as potentially valuable resources for language educators and learners, actually using corpora in the classroom may often seem unnecessary, overly complicated, or even intimidating to many teachers. This presentation challenges these criticisms and offers practical ideas and techniques for using corpora and corpus-based materials to supplement and support grammar instruction. Jonathan Smart, a Ph.D. student at NAU Flagstaff, teaches writing and grammar at its Program in Intensive English.	Cottonwood
Miller, Don	Popular ESL Reading Textbooks vs Target Texts in ESP Questioning the efficacy of using non-academic texts for English for Academic Purposes (EAP) training, this talk reports on a comparative, lexico-grammatical analysis between texts in three ESL reading skill development textbooks commonly used in university-based intensive English programs and a corpus of lower-division university textbook excerpts. Don Miller is a doctoral candidate in Applied Linguistics at NAU Flagstaff. His research interests are in English for Academic Purposes vocabulary and reading materials development.	Cactus Wren
Zhang, Cui	Teaching Synthesis Writing to ESL Students Synthesis writing (writing from source texts) is a frequently required task in the university setting. This presentation discusses lessons learned from a university-level ESL class where synthesis writing is incorporated into the curriculum, approaches undertaken to address the problems occurred, and the effect of instruction on students' synthesis writing quality. Cui Zhang is a graduate assistant teaching reading and writing in the Program in Intensive English at NAU Flagstaff	Roadrunner

Presenters, Presentation Titles, and Summaries by Session
Session 1: Friday, 9:30–10:15 AM, continued

Presenters	Presentation Title and Abstract	Location
Piskula, Glen	Teaching Assessment to ELLS in an Online Environment This demonstration briefly addresses recent research on the subject of teaching ESL in online environments and then demonstrates the use of the online platforms D2L and Elluminate. The presenter will also discuss aspects of student motivation and logistical challenges. Teachers who are interested in online instruction are encouraged to attend. Glen Piskula teaches at the University of Arizona’s Center for English as a Second Language (CESL), where he also develops and instructs online courses.	Cholla
Chen, Pu	Cope with Varied Challenges in ESL/ELL This presentation will focus on major concerns of ELL/ESL students in public schools, including the influence of SB1070 and Prop 101, 4-block program, and standardized tests. The discussion will cover the issues of helping students, promoting student achievement, establishing feasible educational goals, building up “lean” administration, and managing programs effectively. Dr. Pu Chen is an ELAD Specialist at Westwood High School in Mesa and has experience working with K–12, college, and university students.	Ocotillo
Dunn, J. M.	Understanding and Teaching Articles in English Using <i>a</i> , <i>an</i> , and <i>the</i> well is a big problem for learners whose L1 has no equivalent forms. In this workshop we will discuss how articles are really used, how they are presented in textbooks, and how to better teach their use. Easily reproducible activities will be shared and discussed. J. M. Dunn taught English in Japan for 10 years. He is now pursuing an MA in TESOL and teaching in the Program in Intensive English at NAU Flagstaff .	Ponderosa

Presenters, Presentation Titles, and Summaries by Session
Session 1: Friday, 9:30–10:15 AM, continued

Presenters	Presentation Title and Abstract	Location
Hamid, N.; Kim, Y.;	A Tour of ELT around the Globe	Ballroom Four
Muhammad, S.;	No need for passports to learn about English language teaching	
Nesterova, A.;	(ELT) in Pakistan, Russia, South Africa, South Korea, Turkey,	
Sebolai, K.;	and Vietnam. A panel of ELT professionals explores circumstances	
Uludag, P.;	that influence ELT in their countries, including official languages,	
Vo, S.;	teaching methods, teacher training, attitudes toward ELT, and	
Stoller, F.	teacher, student, and societal changes.	

Fredricka L. Stoller, Professor of TESL and Applied Linguistics at NAU, is interested in reading, methods, curriculum, and disciplinary writing. Nouman Hamid, a Pakistani Fulbrighter and an NAU MA-TESL student, is interested in the English teaching situation in Pakistan. Yunjin Kim is an MA-TESL student at NAU. She is interested in English grammar, corpus linguistics, and forensic linguistics. Sultan Muhammad, a Pakistani Fulbrighter and an NAU MA-TESL student, is interested in reading, materials development, and program administration. Anna Nesterova, an MA-TESL student at NAU from Russia, is interested in ESL grammar and corpus linguistics. Kabelo Sebolai, a Fulbrighter from South Africa and an NAU MA-TESL student, is interested in reading, writing, and assessment. Pakize Uludag, a Fulbrighter from Turkey and NAU MA-TESL student, is interested in SLA and language assessment. [SonCa Vo](#), a Fulbrighter from Vietnam and an MA-TESL student at NAU, is interested in L2 pronunciation and bilingualism.

Presenters, Presentation Titles, and Summaries by Session
Session 2: Friday, 10:30–11:15 AM

Presenters	Presentation Title and Abstract	Location
Al-Surmi, Mansoor	Learning Plans vs. Teacher Assignments in CALL: Reactions and Implications Learner-centered vs. teacher-guided approaches in Computer Assisted Language Learning (CALL): What does theory tell us? What do ESL learners feel are most effective: self-directed learning plans or teacher-guided assignments? What pedagogical implications can we draw? Join the presentation for answers to these questions. Mansoor Al-Surmi is a doctoral student and graduate assistant in the Program in Intensive English at NAU Flagstaff.	Evergreen
Koch, Rachel	Writing as a Second Language: L1 and L2 Writing Instruction Insights Learning to write is like learning a second language; thus, native (L1) and non-native (L2) speakers struggle to successfully write for different audiences and purposes. This paper presents four insights to better assist L1 and L2 instructors based on my training in Teaching English as a Second Language (TESL) and my experience teaching composition. Rachel Koch, MA TESL, recently graduated from NAU Flagstaff. She has taught freshman composition at the university level for two years.	Cottonwood
Uludag, Pakize	Five Tips for Feasible Reading Instruction in ESL Classes This presentation derives pedagogical implications from the personal reading instruction experience with ESL beginners and their evaluations for the fluency and reading comprehension activities used in the classroom. Additionally, this presentation will include a brief overview of the current research on reading and combine the empirical findings with personal discoveries. Pakize Uludag, a Fulbrighter from Turkey and NAU MA TESL student, is interested in SLA and language assessment.	Cactus Wren

Presenters, Presentation Titles, and Summaries by Session
Session 2: Friday, 10:30–11:15 AM, continued

Presenters	Presentation Title and Abstract	Location
McFeely, W.; Qutub, H.; Renfro, S.; Squiers, M.	Teaching Muslim Students: Cultural Insights and Successful Strategies Learn practical strategies for helping Muslim students succeed in the classroom and the community. Panelists will share insights gained from working with Muslim students in a variety of contexts, including a pre-academic class for women, grades K–12, and the Program in Intensive English (PIE) at NAU. Wendy McFeely is an MA-TESL student at NAU Flagstaff; she has lived in the Middle East and has experience teaching ESL and Arabic to Muslim students. Hassan Qutub is a full-time MA-TESL student at NAU Flagstaff. Sylvia Renfro, another MA-TESL student at NAU Flagstaff, has a special interest in women’s roles in Islamic cultures. Melissa Squiers is also an MA-TESL student at NAU Flagstaff; her interests are in enhancing her scholarship and becoming a better teacher.	Roadrunner
Geissler, Olga	Establishing Social, Cognitive, and Teaching Presence in Online Teacher-Training Courses This presentation will bridge the Community of Inquiry Model (Garrison, (1998) and interaction and learning as they apply to online teacher-training courses. It will further examine current research findings in the area of social, cognitive, and teaching presence, its applications, and effects on teacher training in online courses. Olga Geissler is a doctoral student engaged in current research on online program designs and interfaces to teach ESL in wider contexts worldwide. She is also Coordinator of Online Programs for the Center for English as a Second Language at the University of Arizona.	Cholla
Nurmukhamedov, Ulugbek,	Teaching Collocation Using Technology: Food for Thought? Most ESL/EFL teachers have traditionally used (text)book resources to teach collocations. In an attempt to offer learner-friendly electronic devices to help learners of English notice and learn collocations, the presenter demonstrates a pool of Web-based and CD-ROM collocation tools and offers ideas of how to use them successfully in class. Ulugbek Nurmukhamedov is a first-year PhD student in Applied Linguistics at NAU Flagstaff. His research interests include L2 writing, grammar, and vocabulary.	Ocotillo

Presenters, Presentation Titles, and Summaries by Session
Session 2: Friday, 10:30–11:15 AM, continued

Presenters	Presentation Title and Abstract	Location
Doolan, Stephen	Language-Related Issues in Generation 1.5 Community College Writing Generation 1.5 students are often defined as multilingual students who have received many years of education in U.S. schools but still face language-related challenges with academic English literacy. This presentation reports on dissertation research that investigates the language-related writing challenges of Generation 1.5 students and pedagogical implications for writing instructors. Stephen Doolan is a doctoral candidate at NAU Flagstaff conducting dissertation research on Generation 1.5 writing.	Ponderosa
McGroarty, Mary	Language Studies and Ideologies: Foundations and Recent Insights This paper summarizes foundational research and recent studies on language attitudes and ideologies to provide ESL teachers with a grasp of the complexities identified in related scholarship. Knowledge of these nuances can assist L2 professionals in framing Arizona’s language situation more accurately for other audiences. Mary McGroarty is Professor of Applied Linguistics at NAU Flagstaff. Her special interests are bilingualism, language policy, and language pedagogy.	Ballroom Four

Presenters, Presentation Titles, and Summaries by Session
Session 3: Friday, 1:15–2:00 PM

Presenters	Presentation Title and Abstract	Location
AZ-TESOL Board	AZ-TESOL Town Meeting	Evergreen
	<p>Come and voice your thoughts on issues related to AZ-TESOL and the state of ESL instruction in Arizona. This town-hall style-meeting will allow participants to discuss their concerns with the incoming AZ-TESOL President and other Board members, who will use input from the meeting to formulate and refine AZ-TESOL's organizational objectives for the coming year.</p>	
Bustamente Pérez, R.; Gómez Trejo, M ^a A.	Identifying and Managing Learning Styles in Class	Cottonwood
	<p>This presentation provides general background information about the theory of multiple intelligences, how to identify your students' learning styles, and, therefore, how to account for a broader range of human potential in children and adults through meaningful teaching.</p> <p>Rosalva Bustamente Pérez teaches EFL at the Instituto Tecnológico Superior de Cananea and at the University of Sonora. María Aurora Gómez Trejo teaches EFL at an elementary school and at the Instituto Tecnológico Superior de Cananea. Both are from Cananea, Sonora, México.</p>	
Egbert, J.; Kim, Y.; Laird, J.; Prince, D.	Using Corpus Tools and Findings to Enhance Your Classroom	Cactus Wren
	<p>If you can use a search engine and a text editor, then you are only one step away from using corpus tools to enhance vocabulary and grammar instruction in your classroom. Our step-by-step demonstration will help you provide students with the accurate and authentic classroom materials they require.</p> <p>Jesse Egbert is a second-year student in the MA TESL program at NAU Flagstaff, where he also teaches English 105. Yunjin Kim is from South Korea and is an MA-TESL student at NAU Flagstaff, where she also teaches in the Program in Intensive English. John Laird is a second-year student in NAU Flagstaff's MA-TESL program and also serves as CALL Coordinator for the Program in Intensive English. David Chandler Prince, an MA-TESL student at NAU Flagstaff, has taught in South Korea and currently teaches in the Program in Intensive English.</p>	

Presenters, Presentation Titles, and Summaries by Session
Session 3: Friday, 1:15–2:00 PM

Presenters	Presentation Title and Abstract	Location
Al-Surmi, M.; Becker, A.; Matsugu, S.; Zhang, C.	Achievement Testing in the ESL Classroom: Examining Stakeholders' Perspectives The process of developing, implementing, and improving classroom-based achievement tests can greatly benefit from the input offered by test developers, teachers, and students. Intended for anyone interested in second-language testing, this panel discussion will provide several different perspectives from stakeholders involved in the testing process in an Intensive English Program. Mansoor Al-Surmi, Anthony Becker, Sawako Matsugu, and Cui Zhang are doctoral students and graduate assistants in the Program in Intensive English at NAU Flagstaff.	Roadrunner
Crawford, B.; Evans, J.	Observing Teachers: Live or on Video? This presentation explores the advantages and disadvantages of observing teachers by visiting the classroom or filming a class session and viewing it later. The perspective taken in this presentation is that considering alternate methods of observations can support teachers' development and self-reflection, a primary goal of observations. Bill Crawford and Jacqueline Evans are Director and Associate Director, respectively, at the Program in Intensive at NAU Flagstaff.	Cholla
Staples, Shelley	Using Corpora in the Classroom: What the Research Shows Why use corpora in the classroom or to inform your classroom teaching? This presentation, intended for practicing teachers as well as applied linguists, will first cover the rationale for corpus-based instruction (having students use corpora in the classroom) and corpus-informed instruction (consulting a corpus to help guide your teaching). Second, it will discuss how these methods can be combined with other well-known teaching methods. Finally, it will briefly review studies that have tested the effectiveness of corpus-based instruction to determine the impact of using corpora to facilitate language learning. Shelley Staples, a PhD student in Applied Linguistics at NAU Flagstaff, previously taught EAP for 8 years at University of Virginia.	Ocotillo

Presenters, Presentation Titles, and Summaries by Session
Session 3: Friday, 1:15–2:00 PM, continued

Presenters	Presentation Title and Abstract	Location
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Gilpatrick, Marjaneh	What's UbD Doing in Higher Education? Utilizing the Understanding by Design Model in Designing the Programs of Study in Higher Education	Ponderosa
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Wiggins and McTighe's Understanding by Design (2001) has been utilized in the K-12 arena for a number of years to design, deliver, and assess student learning experiences. In this interactive workshop session, participants will find out how this program was used by Grand Canyon University to transform one of its programs of study, Master's in TESOL. Participants will learn how to unwrap professional TESOL standards; create essential questions; identify enduring understandings; and design authentic assessments and learning experiences for learners who wish to pursue a higher degree in TESOL.

Dr. Marjaneh Gilpatrick serves as Assistant Dean and both Assistant Professor and Chair of the TESOL and MAT programs in the College of Education at Grand Canyon University in Phoenix. She has lived in Iran, Trinidad and Tobago, Michigan, Louisiana, and California as well as Phoenix and has also taught at the K–12 and community college levels.

Ali-Khan, H.; Chamberlain, K.;	Teaching EFL Trainers in Iraq— A Nation-Wide Plan	Ballroom Four
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Dixon, S.;		
Henry, A.;		
Mitchell, M.;	Sponsored by the U.S. Embassy in Baghdad, ASU's American English and Culture Program created a nation-wide plan to improve English language teaching in Iraq consisting of 3 stages: training 200 Iraqi teachers in Baghdad, training 25 top Iraqi trainers at ASU, and working with Iraqi trainers for one year through an interactive website. The panel shares how the project is progressing.	
Rentz, M.;		
Welsh, S.		

Mark Rentz, Kimberly Chamberlain, Shane Dixon, Adam Henry, Marie Mitchell, and Scott Welsh are at the American English and Culture Program at ASU. Husna Ali-Khan is the Iraqi Training Coordinator for the AED in Washington, D.C.

Building Our Community, Enhancing Our Profession

Presenters, Presentation Titles, and Summaries by Session
Session 4: Friday, 2:30–4:00 PM

Presenters	Presentation Title and Abstract	Location
Divine, B.; Nesterova, A.	Five Creative Activities for Teaching Reading and Vocabulary Looking for ways to spice up your reading and vocabulary instruction? This workshop will introduce teachers to five innovative and interactive task-based learning activities that aim to increase student motivation and interest. For each activity, participants will receive practical and easy-to-follow materials, suggestions for adaptations, and handouts. Betsy Jo Divine is a full-time instructor and Anna Nesterova is a part-time instructor at the Program in Intensive English at NAU Flagstaff.	Evergreen
Davis, Jessica	Process Drama: Bringing ESL Lessons to Life How can we bring language and content to life in the classroom? Process drama is an exciting, relatively new method of immersing students in classroom content that helps ESL/EFL teachers (at any level or teaching situation) address issues with student motivation, understanding, and participation. Materials and handouts will be provided. Jessica Davis is a full-time instructor in the Program in Intensive English at NAU Flagstaff.	Cottonwood
Qutub, Hassan	The Appropriateness of Saudi EFL Learners' Apology Strategies Performance of apologies is an area in which cultural miscommunication is more likely to happen. The current study presents an account of problematic areas that Saudi Arabian students have when conveying apologies in English and suggests some teaching implications addressing ways to tackle potential problems in the performance of apologies. Hassan Qutub is a full-time graduate student in the MA-TESL program at NAU Flagstaff.	Cactus Wren
Kang, Okim Vo, SonCa	Pronunciation Errors and Listeners' Judgments in L2 Speech What kind of pronunciation errors contributes to listeners' judgments of intelligibility and comprehensibility in Vietnamese L2 English speech? Does mastery of suprasegmental features make more contribution to intelligibility and comprehensibility than mastery of suprasegmentals? The answers will be found in this study. Okim Kang, an Applied Linguistics Professor at NAU, is interested in L2 pronunciation, speech perception, and oral assessment. SonCa Vo, a Fulbright scholar from Vietnam and an NAU MA-TESL student, is interested in L2 production and bilingualism.	Roadrunner

Presenters, Presentation Titles, and Summaries by Session
Session 4: Friday, 2:30–4:00 PM, continued

Presenters	Presentation Title and Abstract	Location
Monroe, Aaron Uludag, Pakize	<p>Incorporating Interactive Activities in the L2 Writing Classroom</p> <p>How can we, as teachers, make the writing process more interesting while teaching students the skills to become better writers? Through incorporating interactive activities in the classroom, teachers can create a more student-centered classroom while helping students build their critical thinking and editing skills. Materials and handouts will be provided.</p> <p>Aaron Monroe is an MA-TESL student at NAU Flagstaff and an instructor in its Program in Intensive English. Pakize Uludag, a Fulbright scholar from Turkey, is also an MA-TESL at NAU Flagstaff. His research interests are SLA and language assessment.</p>	Cholla
Duarte, Stella P.	<p>Toads and Diamonds: Creating Dynamic Connections</p> <p>How do toads connect with diamonds? How does a teddy bear connect with mashed potatoes? Participants in this workshop will be inspired to construct relationships between seemingly obscure items in order to teach children how to create profound meaning in their writing. Creative connections make for unforgettable poetry and prose.</p> <p>An author and educator, Stella Pope Duarte has won awards nationwide, including a 2009 American Book Award and a Pulitzer Prize nomination.</p>	Ocotillo
Hess, Natalie	<p>WOW Them with Stories from Real Life</p> <p>The presenter/co-author will demonstrate a new multi-skills text for low-level adult and teenage students. You will find compelling stories with dramatic illustrations, and an abundance of innovative exercises skillfully designed to give your students the kind of practice they need. Here are stories of finding family, of losing and finding treasured objects, and of discovering friendships. There is ample room both for guided and for free practice, and while the language is simple, there is real depth of meaning.</p> <p>You're a Poet and You Didn't Know It</p> <p>Poetry blooms inside all of us, hiding in unexpected places. Poetry packs meaning into a few words. We all write poetry. Unknowingly, we do it every day. In this workshop, the participants, with slight support of the presenter, will re-visit meaningful places and write poems linked to those hidden sites.</p> <p>Dr. Natalie Hess, professor of BME/ESL at NAU in Yuma, is the author and co-author of several ELL teacher resource books and has served as a teacher educator in six countries. She has also served on the AZ-TESOL Board.</p>	Ponderosa

Presenters, Presentation Titles, and Summaries by Session
Session 4: Friday, 2:30–4:00 PM

Presenters	Presentation Title and Abstract	Location
Crawford, B.; Evans, J.; Randall, S.; Rentz, M.	Language, Culture, and Gatekeeping: IEPs in Arizona Universities Intensive English programs (IEPs) have the primary goal of preparing students for academic success but also address wider student issues. This presentation brings together representatives of t Arizona IEPs to discuss some of the challenges that are specific to these institutions as well as issues that are relevant in all three contexts. Dr. Bill Crawford is an Associate Professor of Applied Linguistics and Director of the Program in Intensive English, while Jacqueline Evans is Associate Director of the Program in Intensive English. Both are at NAU Flagstaff. Steven Randall is Coordinator of the Center for English as a Second Language at the University of Arizona. Mark Rentz is Director of the American English and Culture Program at ASU.	Ballroom Four

Session 5: Saturday, 9:30–10:15 AM

Presenters	Presentation Title and Abstract	Location
Poltavchenko, Elena	Digital Storytelling in the ESL Classroom: Projects that Engage By using pictures, videos, text, music, and narration, digital stories can be used in ESL classrooms for a variety of projects and practice in all four skills. Additionally, digital storytelling promotes critical thinking, research, and technology skills. This demonstration showcases benefits of digital storytelling and practical tips for ESL teachers. Elena Poltavtchenko, a third-year PhD student at NAU Flagstaff, is interested in second-language writing and English for Specific Purposes.	Evergreen
Zurio, Laura	Aligning Instruction with Needs Analyses and the ELAA Standards This presentation will explore practical techniques for aligning instruction with the ELAA standards while addressing learner needs. It will provide participants with ideas and templates for performing a needs analysis and creating an instructional alignment notebook that can be readily used as a resource for lesson planning. Laura Zurlo is an MA TESL student at NAU. She teaches both ABE/GED and ELAA at Coconino Community College in Flagstaff, as well as for the Program in Intensive English at NAU Flagstaff.	Cottonwood

Presenters, Presentation Titles, and Summaries by Session
Session 5: Saturday, 9:30–10:15 AM, continued

Presenters	Presentation Title and Abstract	Location
Hamaker, A.; Nielsen, A.	Cultivating Students' "I Story": Tools to Strengthen L2 Identity Students who struggle with fluency in English may be held back by their own self-image. Research indicates that learning a second language can be threatening to ones identity. Journal writing is one way to help students see themselves as valid speakers of English by allowing them to develop their "I-story." Alecia Hamaker and Allison Wright Nielsen teach ESL at the American English and Culture Program at ASI.	Cactus Wren
McFeely, Wendy	Content-Based Instruction: Planning Engaging Thematic Units This paper presents an overview of how to successfully plan and implement a thematic unit in a content-based classroom. Ideas for motivating students by relating learning to the real world will be presented. Suggestions for overall unit planning, supplemental resource gathering, and classroom activities will also be discussed. Wendy McFeely is an MA-TESL student Northern Arizona University and an instructor in the university's Program in Intensive English.	Roadrunner
Sams, Amy	Understanding and Teaching Prepositions Prepositions are perhaps one of the most confusing aspects of grammar for students and instructors alike. This paper attempts to uncover why learning prepositions is so difficult. Suggestions are given of ways to go beyond the standard teaching method of memorization activities and present prepositions in meaningful ways. Amy Sams is a graduate student in the English Language & Linguistics Program at the University of Arizona.	Cholla
Nicodemus, Christine	Methods for Teaching Pronunciation in an ESL Classroom This demonstration is for ESL teachers. Ideas for instructors of a variety of age groups and language backgrounds will be given. Both traditional and technologically-driven activities will be presented. Christine Nicodemus has an MA-TESL degree from NAU Flagstaff and is now working toward teacher certification in the state of Arizona.	Ocotillo

Presenters, Presentation Titles, and Summaries by Session
Session 5: Saturday, 9:30–10:15 AM, continued

Presenters	Presentation Title and Abstract	Location
Scholz, Kristina	Blogging: Six Activities for Practicing Writing Learn about six blogging activities that enable ESL learners to practice writing in a low-stress, highly personalized context. The activities relate to specific writing forms and incorporate various creative Internet-based tools. These activities were designed for a mixed-level university ESL class, but can be modified to fit any teaching situation! Kristina Scholz, an MA-TESL candidate at NAU Flagstaff, is interested in technology use and language instruction.	Ponderosa
Grabe, W.; Doolan, S.; Johnson, M.; Zhang, C.	Empirical Approaches to L2 Writing Development This panel examines three empirical approaches to L2 writing development: the role of pre-writing planning and its affect on L2 student writing quality, differences between L1 and Generation 1.5 writing, and instructional tasks for L2 students that require synthesis of multiple texts. All presentations involve quantitative approaches with multiple measures. William Grabe, NAU Flagstaff Regents' Professor in Applied Linguistics, is interested in L2 reading and writing development. Stephen Doolan, a doctoral candidate in Applied Linguistics at NAU Flagstaff, has a background in composition and L2 writing. Mark Johnson is also a doctoral candidate in Applied Linguistics at NAU Flagstaff and is interested in the role of planning in L2 writing. Cui Zhang, another NAU Flagstaff doctoral student in Applied Linguistics, is interested in L2 discourse synthesis writing.	Ballroom Four

Session 6: Saturday, 12:30–1:15 PM

Presenters	Presentation Title and Abstract	Location
Myers, CeAnn Vo, SonCa	Creating a Theatrical Production to Enhance Language Learning Do you want your students to become Hollywood superstars in your language classroom? Learn how to create an effective multi-level language class by staging a theatrical production. Learn how to choose the best script, create a drama course, and help students improve their language skills as well. CeAnn Myers and SonCa Vo are MA-TESL students at NAU Flagstaff. Ms. Myers is interested in second language pedagogy and teaching English in Spain, while Ms. Vo (a Fulbright scholar from Vietnam) is interested in L2 production and bilingualism.	Evergreen

Presenters, Presentation Titles, and Summaries by Session
Session 6: Saturday, 12:30–1:15 PM, continued

Presenters	Presentation Title and Abstract	Location
Doemland-Smith, L.; Johnson-Becker, G.	Using Flip Cameras in the ESL Classroom Flip cameras are simple, inexpensive, and user-friendly, and playback is immediate. The presenters will introduce how to use the camera and present ideas on how to use this new technology in the ESL classroom. Lori Doemland-Smith and Gayle Johnson-Becker are both Lecturers at ASU’s American English and Culture Program. Both also serve on the AZ-TESOL Board.	Cottonwood
Poginy, Renee	Writing Complexity Levels in Ninth Grade Native English Speakers and Generation 1.5 Students This is a presentation on a research study that investigates the linguistic complexity in ninth grade students; the participants are native speakers of English and non-native speakers who have tested into mainstream English classes by ninth grade. The results have implications for mainstream classroom teachers. Renee Poginy spent four years in Glendale, Arizona teaching ninth and eleventh grade Language Arts. She is currently working on her Master's degree in Teaching English as a Second Language at NAU Flagstaff. Her area of interest is second-language writing.	Cactus Wren
Acevedo, A.; Johnson, M.; Mercado, L.	Planning and its Effect on Second Language Writing What can teachers do to improve their students’ writing? Few will argue that planning first can go a long way toward improving an essay; however, little is known about the effectiveness of different types of planning. This study examined the effect of different planning types on Spanish-speaking students’ writing. Mark Johnson is a doctoral student at NAU Flagstaff. Anthony Acevedo and Leonardo Mercado are affiliated with the Instituto Cultural Peruano-Norteamericano.	Roadrunner
Hammill, Matthew	Refugee Students in Adult ESL Contexts: Then and Now This presentation will discuss developments in research concerning refugees in Adult ESL contexts. Topics to be discussed include the role of writing in the classroom, job training and economic empowerment, mental health concerns, and the challenges of working with refugee students with interrupted schooling and limited literacy backgrounds. Matthew Hammill is a doctoral student in Applied Linguistics at ASU; his studies focus on Adult ESL issues.	Cholla

Presenters, Presentation Titles, and Summaries by Session
Session 6: Saturday, 12:30–1:15 PM, continued

Presenters	Presentation Title and Abstract	Location
Goodwin, Elisabeth	Paperless or Less Paper— A Way of Teaching ELAA What advantages and disadvantages are there to using fewer paper-based materials when teaching English to adult students? In this interactive workshop, the presenter will take participants through exercises created to teach Beginning English with the help of a whiteboard, a computer, a projector, a document camera, and maybe an occasional handout. Elisabeth Goodwin (Pima Community College) has taught languages for over 30 years and has used computers to enhance language instruction since the eighties.	Ocotillo
Lane, Kristin	Evaluating ESL Speaking Skills: Building Self-Confidence and Competence Learn to create meaningful criteria for evaluating ESL speaking skills. Participants will construct an evaluation template applicable to the specific needs of their ESL learners. By creating and applying meaningful criteria for evaluating speaking skills, teachers will turn the subjective into the objective, build learners' self-confidence, and offer targeted strategies for improved competency. Kristin Lane is an ESL Instructor at ASU's American English and Culture Program. She has also taught in community college, adult education, and refugee-resettlement programs.	Ponderosa
Grabe, W.; Stoller, F.	Classroom Activities for Helping Students Improve their Reading Fluency Reading fluency can be addressed in many ways in L2 classrooms. Participants will experience first hand recognition exercises, oral paired rereading activities, rereading for different purposes, performance reading, and integrated fluency activities. Participants will be equipped to develop similar activities and integrate them into their own reading instruction. William Grabe, NAU Flagstaff Regents' Professor in Applied Linguistics, is the author of numerous publications on L2 reading. Fredricka Stoller, professor of TESL and Applied Linguistics at NAU Flagstaff, is the co-author of <i>Teaching and Researching Reading</i> (Pearson).	Ballroom Four

Presenters, Presentation Titles, and Summaries by Session
Session 7: Saturday, 2:45–3:30 PM

Presenters	Presentation Title and Abstract	Location
Kubota, Carol	<p>Help your Students to Speak Up and Act Out</p> <p>Help your ELL/ESL students find and use their new English voices by integrating meaningful and interactive speaking activities in class. This presentation will provide some very useful techniques such as charades, role plays, and mini theater presentations to encourage your students to “speak up” and “act out.” No acting experience is required.</p> <p>Carol Kubota has an MATESOL and has been teaching ESL for 35 years, with experience teaching in Intensive English Programs, high school, and elementary school. She has taught English in Japan and México. Her interests in teaching acting to her students started when she taught at Western Michigan University, where she helped the students put on a play once a year. Carol is not a professional actress.</p>	Evergreen
Fitzsimmons-Doolan, Shannon	<p>What’s the Objective?: Content and Language Objectives</p> <p>Throughout Arizona, educators are being asked to include content and language objectives in their lesson plans. This paper; ideal for teachers, coaches, and curriculum developers; defines and describes content and language objectives, examines motivation for use of these planning features, and concretely demonstrates how to develop such objectives for lessons.</p> <p>Shannon Fitzsimmons-Doolan is a doctoral student in Applied Linguistics at NAU Flagstaff and is also a certified Arizona educator.</p>	Cactus Wren

Presenters, Presentation Titles, and Summaries by Session
Session 7: Saturday, 2:45–3:30 PM, continued

Presenters	Presentation Title and Abstract	Location
Minerich, April	Using Cuisenaire Rods for Classroom Activities: Basic and Beyond What are <i>Cuisenaire Rods</i> ? How can these little wooden blocks be used effectively in an ESL class? This presentation will demonstrate use of Cuisenaire Rods with activities that appeal to hands-on learners from the Basic to Advanced levels. A grab bag of lesson plan ideas will be shared. April Minerich is currently teaching ESL at the American English and Culture Program at ASU. She spent four years teaching in Thailand and has also worked in IEPs in Colorado, Georgia, Nevada, and Arizona.	Roadrunner
Magrath, Doug	The Multilevel ESL Classroom The multi-level classroom presents a unique challenge to the ESL teacher used to the standard model of a group of students working through a book at the same pace. Students may acquire different skills resulting in a group that has some members who are very proficient in reading, while others may read poorly but be able to speak quite well. The author will make suggestions, present some teaching tips, and provide a handout of sample exercises. Doug Magrath teaches Arabic Studies and ESL at Embry-Riddle University in Prescott and has published in the fields of Arabic Studies and Language Teaching Methodology, including the <i>New Ways</i> series (TESOL), <i>Perspectives on Community College ESL</i> (TESOL), <i>Foreign Language Annals</i> (ACTFL), and <i>The Journal of Arabic Literature</i> .	Cholla
Malone, Lois	African Students in the ESL Classroom An overview of some of the cultural contexts of ESL students from Africa and how these can shape their ESL learning. This session will be useful for anyone teaching a classroom with African students (particularly refugee or university-preparation students) present. Lois Malone grew up internationally and has taught ESL/EFL around the globe. She currently is an instructor in the AECF program at ASU.	Ocotillo
Taylor de Caballero, Karen	See What You Hear with the Color Vowel Chart Tired of elaborate charts, numbering systems and confusing phonetic symbols to teach vowel sounds? Do your students spend more time learning phonetic symbols than actually improving pronunciation? This color-based approach to teaching pronunciation will help students focus on what really matters: vowel quality in word stress, phrase stress, and reduced speech. Karen Taylor is a teacher trainer specializing in pronunciation and curriculum design. She is a consultant in Santa Fe, NM and is also affiliated with Santa Fe Community College.	Ponderosa

**Roundtable Facilitators and Discussion Titles
Session 7: Saturday, 2:45–3:30 PM**

Facilitators	Roundtable Discussion Titles	Location
Paula Schlusberg	Advocacy Roundtable: Key Issues and Effective Actions	Ballroom Four
Bethany Gray	Corpus Linguistics	Ballroom Four
Natalie Hess	Is There Really a Difference between Content and Language?	Ballroom Four
Chris Parisoff	New Funding for Adult Education	Ballroom Four
Beth Witt	K–12 Standards	Ballroom Four
Richard Bailey	Educational Issues Facing the U.S. and México: Beginning a Cross-Border Dialogue	Ballroom Four



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and the AZ-TESOL website for information on the
2011 conference (to be held in Prescott).