Welcome to the 2012 Ohio TESOL Conference in Conjunction with the Lau Resource Center

Thank you for choosing to join us at the 2012 Ohio TESOL Conference. Ohio TESOL and the Lau Resource Center, Ohio Department of Education, are the proud sponsors of this annual conference. The theme for 2012 is “Leading Language Learning.”

The goal of the Ohio TESOL conference is to provide quality professional development for educators as they endeavor to improve student achievement. We are confident that we will reach this goal through diverse presentations, technology and poster sessions, networking opportunities, and displays of exhibitors’ materials.

We are especially proud to have a local educator as the keynote speaker. Dr. Abdinur Mohamud serves as educational consultant and Title III state coordinator with the Lau Resource Center for English as a Second Language, Bilingual and Multicultural Education at the Ohio Department of Education. Dr. Mohamud also is an adjunct professor at Otterbein University. Dr. Mohamud holds a doctoral degree in education administration from Ohio University. While recently on leave from the Ohio Department of Education, Dr. Mohamud served as Minister of Education, Culture and Higher Education to the former Transitional Federal Government of Somalia. The keynote address will highlight the new demands that come with our responsibilities as educators for diverse learners and implications for leading language learning in the 21st century.

The 2012 conference includes 99 concurrent sessions reflecting a vast array of topics from which to choose including:

- The New Attendees Orientation for those who are attending the conference for the first time (Friday, 7:50 a.m. to 8:10 a.m.),
- Exhibitor displays of the current educational materials for teaching English as a Second Language (Friday, 9:00 a.m. to 4:30 p.m.; Saturday, 9:00 a.m. to 12:00 p.m.) When you visit the exhibitors, be sure to complete a slip for Ohio TESOL’s **drawing for an Apple iPad** to be given away at the Saturday business meeting.
- The opportunity to meet with leading TESOL practitioners to discuss current issues in the field during **The State of the Profession** series (Friday, 9:45 a.m. to 10:35 a.m.),
- During Friday’s lunch, **Ohio TESOL and the Lau Center will honor educators** who have made outstanding contributions to the profession,
- The **Technology Fair** (Friday, 1:25 p.m. to 2:15 p.m.),
- The **annual business meeting** at the conclusion of the conference (Saturday, 12:25 p.m. to 1:00 p.m.). This year in addition to the drawing for exhibitors’ generous donations, there will be a drawing for an Apple iPad.

We are deeply appreciative of the efforts of the volunteer members of Ohio TESOL. Board members and the Lau Resource Center staff gave valuable time to plan and carry out this event. Thanks are in order for the many
volunteers who assist with various tasks during the conference. Finally, we wish to thank Betty Garrett Hospitality and the staff at the OSU Union for their help in making the conference run smoothly.

If you would like to be involved in the 2013 conference, please let a Board member know, or send an email to Ohio TESOL at ohioticsol@gmail.com.

Bev Good, Ohio TESOL President
Brenda Custodio and Brenda Refaei
Ohio TESOL 2011 Conference Co-Chairs

Dan Fleck and Abdinur Mohamud
Lau Resource Center
Ohio Department of Education

Note: The program cover was created by Heather Lamb, a student in Professor Lisa Timman’s Print Production course at the University of Cincinnati, Blue Ash College.

2012 OHIO TESOL CONFERENCE
IN CONJUNCTION WITH THE LAU RESOURCE CENTER
LEADING LANGUAGE LEARNING

PROGRAM

Friday, November 9, 2012

7:30 a.m. to 8:30 a.m. Registration and Continental Breakfast
9:00 a.m. to 4:30 p.m. Publishers’ Displays – Great Hall
7:50 a.m. to 8:10 a.m. New Attendee Orientation
8:15 a.m. to 8:40 a.m. Welcome and Orientation – Presiding: Beverly Good, President, Ohio TESOL
Welcoming Remarks: Dan Fleck, Ohio Department of Education, Lau Resource Center
8:45 a.m. to 9:30 a.m. Keynote Session: Leading Language Learning: A Global Perspective
Abdinur Mohamud, Ph.D., Education Consultant, Ohio Department of Education, Lau Resource Center
9:45 a.m. to 10:35 a.m. Concurrent Sessions “A”
Featured Speakers: State of the Profession: Gloria Gillette (Adult Education); Abdinur Mohamud and Dan Fleck (PreK-12); Don Beck (Higher Education)
10:50 a.m. to 11:40 a.m. Concurrent Sessions “B”
Keynote Address

Presenter: Abdinur Mohamud, Ph.D. is an educational consultant and Title III state coordinator with the Lau Resource Center for English as a Second Language, Bilingual and Multicultural Education of the Ohio Department of Education. Dr. Mohamud also served as Minister of Education, Culture and Higher Education to the former Transitional Federal Government of Somalia. Dr. Mohamud holds a doctoral degree in education administration from Ohio University.

Overview: Leading Language Learning: A Global Perspective

In an increasingly shrinking world and heightened global mobility and interconnectedness through migration, business relocation and technology, today's American classrooms bring together learners of diverse backgrounds and educational needs. The transitional English as a Second Language program serves as a bridge and a gateway for many English Language Learners (ELL) to a new world of cultural, linguistic and academic challenges and opportunities. As teachers guide these language learners into an adventurous, frightening, yet promising journey, ELLs and their parents begin to appreciate the key role of the ELL educators as leaders of language learning.
As a leader of language learning myself, I have been fortunate enough to have had the opportunity to actively advocate for the removal of the barriers and challenges faced by some of our ELLs both from two distinct perspectives. As an educator with the Lau Resource Center, leading language learning and advocating for equal access to education for ELLs continues to be the primary focus of our daily work with Ohio schools and educators. As a Minister in charge of education in Somalia last year, I was able to witness first hand the impact of twenty-year long civil war as the root cause of forced migration of many Somali children and their parents. From what once was a stable home, community and school, these children and their parents flee to refugee centers in neighboring countries seeking protection and shelter. With frequent interruptions of their education, these youngsters come to our classrooms traumatized, unprepared, yet eager to learn. The keynote address will highlight the new demands that come with our responsibility as educators for diverse learners and what it takes to lead language learning in the 21st century.

Room: Grand Ballroom (2nd Floor)

<table>
<thead>
<tr>
<th>Sessions A: Friday, November 9, 2012 – 9:45 am to 10:35 am</th>
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</thead>
<tbody>
<tr>
<td>A-1: Featured Session: State of the Profession – PreK-12</td>
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<tr>
<td>Presenters: Dan Fleck and Abdinur Mohamud, Education Consultants, Ohio Department of Education, Lau Resource Center</td>
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<tr>
<td>The presenters will share updated information and resources related to the instruction of English Language Learners in Ohio’s elementary and secondary schools.</td>
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<tr>
<td>Room: Cartoon (3rd Floor) Intended Audience: Grades PreK-12</td>
</tr>
</tbody>
</table>

A-2: Featured Session: State of the Profession: Adult Education

Presenter: Gloria Gillette, Director; Northeast ABLE Resource Center

This session will provide information about national and state legislation, trends and initiatives, as well as updates and policy changes for adult education. There will be a question and answer period and time for peer sharing from the field.

Room: Interfaith (3rd Floor) Intended Audience: Adult Education

A-3: Featured Session: State of the Profession – Higher Education

Presenter: Don Beck, Assistant Professor, The University of Findlay
This session will address trends and issues relating to the education of ELLs in higher education settings.

Room: **U.S. Bank Theater (1st Floor)** Intended Audience: **Higher Education**

**A-4:** The Contemporary Music Approach to Teaching ESL – *Publisher Session*

Presenter: **Ronald Anton**, Creator/President, Via Music Communications since 1986

The CMA is a simple yet effective way to teach ten key grammar lessons necessary for language acquisition. Just follow the eight simple steps. Cooperative learning, choreography and original composition all make-up the CMA. (handouts and raffle).

Room: **Senate Chamber (2nd Floor)** Intended Audience: **Grades K-12, Higher Education**

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**Note:** Go to the following website links to submit conference evaluations


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**A-5:** Get TOTAL MIND-Ed! – *Publisher Session*

Presenter: **James Phillips**, Owner, James Phillips International

The "get TOTAL MIND ed! Workshop" is back! Come to this powerful, entertaining, and experiential workshop to understand the fundamentals of brainwave enhancement, the dynamics of stress management and deep relaxation and how teach your students to become lifelong learners.

Room: **Meeting Room 1 (1st Floor)** Intended Audience: **Higher Education, Teacher Trainers, Workplace Literacy, Adult Education, Refugee/Immigrant**
Sessions B: Friday, November 9, 2012 – 10:50 am to 11:40 am

B-6: “Oh, the Places You’ll Go!” Dr. Seuss Can Help Your Students’ English to Grow

Presenter: Armeda Reitzel, Professor; Humboldt State University

B-7: Practical Tips and Curricular Ideas from a Traveling ESL Teacher

Presenter: Jennifer Wiebe, ESL Instructor; West Clermont Local Schools

As a traveling elementary ESL teacher, I will present many practical tips and ideas for different games and curricular activities that go beyond standard ESL curriculum that I found best serve my students at five different schools.
B-8: Big Ideas to Support ELLs in Reading

**Presenters:** Vicki Burlingame, ESL Teacher/Literacy Coach; Jean Lampe, Intermediate Literacy Coach; South-Western City Schools

Innovative ideas for reading instruction to support ELLs will be presented. Those in attendance will learn about Big Ideas, Deep not Wide, and Slow Down to Speed Up to assist in reading comprehension.

Room: **Cartoon (3rd Floor)**  
**Intended Audience:** Grades K-6

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B-9: Meeting Learner Needs and Moving Students Forward in a High School Sheltered English Class

**Presenter:** Patricia Neilson, High School ESL Teacher; Dublin City Schools

Come participate in strategies designed to move ELL students forward on an energetic, learner-centered continuum with the goal of mastering primary objectives of the regular high school English curriculum. Go home with student-tested activities you can use with your classes next week.

Room: **Traditions (2nd Floor)**  
**Intended Audience:** Grades 9-12, New to Field

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**Sessions B: Friday, November 9, 2012 – 10:50 am to 11:40 am - continued**

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**B-10:** Not Enough Drama! Inspiring Multimodal Communication

**Presenters:** Margaret Martin, Instructor, Instructor; Xavier University; Kate Wilford, Trainer, Afterschool Acting

Through examples and demonstrations, session participants will learn ways to adapt and implement several drama activities that help students explore modes of representation, such as intonation, facial expressions, gestures, proxemics, and coherence relations.

Room: **Founders (2nd Floor)**  
**Intended Audience:** Grades 7-12, Higher Education

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B-11: Quarters to Semesters: Academic Calendar Conversion in University Intensive Programs
Presenters: Louis Holschuh, Lecturer; and Julie Taaffe, Academic Program Specialist, The Ohio State University; Jeannette Horwitz, Lecturer and Director of LEAP, Wright State University; Linn Forhan, Lecturer, Ohio University

The State of Ohio has mandated that state institutions using the quarter calendar convert to semesters beginning in autumn 2012, posing special challenges to intensive English programs. A panel representing three IEPs will discuss how their programs have met this requirement.

Room: Barbie Tootle (3rd Floor)  Intended Audience: Higher Education, Program Administrators

B-12: Transitions in ESOL
Presenter: Bethany Pierce, Special Projects Coordinator; Northeast ABLE Resource Center

This presentation will share tips and strategies on helping ESOL students transition to a career and post-secondary education. The presenter will share lessons learned at the TESOL International Association's Academy in June, curricula from the National Career Awareness Project and other best practices for transitions in ESOL. Participants will receive curriculum and instructional ideas to implement with students.

Room: Interfaith (3rd Floor)  Intended Audience: Adult Ed.-Refugee/Immigrant

B-13: USCIS: Interviewing for the Naturalization Test
Presenter: Jacqueline Guevara, Community Relations Officer; U.S. Citizenship and Immigration Services

Join this session for a mock interview demonstration. Learn interviewing tips to share with students preparing to take the Naturalization test. Participants will have a chance to ask questions with their USCIS Community Relations Officer.

Room: Senate Chamber (2nd Floor)  Intended Audience: Adult Ed.-Refugee/Immigrant

B-14: ESL Teacher Attitudinal Survey: What Teachers Actually Think
Presenter: Allison Sigler, Doctoral Student, The Ohio State University

This presentation will address the results of a graduate research project conducted during Spring 2012. The research focused on exploring ESL Teacher attitudes about teaching ESL as well as their attitudes about co-workers and students.

Room: Tanya Rutner (3rd Floor)  Intended Audience: Higher Education, New to Field, Program Administrators

B-15: Matching up ESL Learners and Teachers-in-Training to Maximize Learning

Presenters: Dawn Bikowski, Director, English Language Improvement Program; Jessy Hendrickx, Visiting Lecturer, Ohio University

This presentation will report on a 10-week collaborative project between an Intensive English Program (IEP) Advanced English class in an MA Pedagogical Reading and Writing Teacher Trainer course. The structure of the collaboration, students’ learning, and student recommendations will be covered.

Room: Hayes Cape (3rd Floor)  Intended Audience: Higher Education, Teacher Trainers, Program Administrators

Sessions B: Friday, November 9, 2012 – 10:50 am to 11:40 am - continued

B-16: Digital Storytelling Projects–Start to Finish– in the L2 Classroom

Presenter: David Smith, Columbus City Schools

This session will walk you through some real world digital storytelling projects as they unfolded from start to finish. Any level of experience with digital storytelling is appropriate for this session and the emphasis is on classroom created video and digital images from storyboarding to publishing.

Room: Digital Lab (3rd Floor)  Intended Audience: Grades K-12, Higher Education

B-17: ELL Assessment Update
Presenter: **Paula Mahaley**, Assistant Director, Office of Curriculum and Assessment, Ohio Department of Education

This session will provide updated information regarding the participation of the English Language Learner (ELL) in the state’s assessment system including current guidelines on accommodations for eligible ELLs. The presenter will also discuss the national consortia developing ELP standards that correspond to the Common Core Student Standards; information will also be shared on the development of a new ELP assessment. Handouts will be distributed and time will be allowed for questions.

Room: **U.S. Bank (1st Floor)**  Intended Audience: **Grades K-12**

B-18: **National Geographic’s The Pathway to Academic Success – Publisher Session**

Presenter: **Rita Sacks**, Academic & Adult Education Specialist, National Geographic Learning

Participants will learn to enhance overall fluency through the effective application of the following: Students become active, informed listeners in lectures and conversations through the progression of formal presentations to student-to-student interactions; realistic contexts designed to model the academic classroom develop communication skills; explicit critical thinking opportunities throughout each unit prepare learners to succeed in the academic classroom.

Room: **Meeting Room 1 (1st Floor)**  Intended Audience: **Higher Education**

**Poster Sessions: Friday, November 9, 2012 – 11:40 am to 12:10 pm**

**P-1:** Developing Oral Presentation Skills with Pecha Kucha

Presenter: **David Brauer**, The Ohio State University

Are your students’ oral presentations lackluster? Do they create numbing PowerPoint presentations? If so, consider pecha kucha. This presentation style makes presentations more enjoyable for the audience and the presenter. Visit this poster session to transform your oral presentation assignments.

Room:  Intended Audience: **Grades K-6, Grades 7-12, Higher Education**

**P-2:** Cultural Hour: How to Make English Interactive Outside the Classroom

Presenters: **Lilia Moyer**, ESL Instructor; Wright State University; **Mailinh Nguyen**, Visiting ESL Instructor; Wright State University
This poster presentation provides information on creating culture-themed activities outside the classroom to help student practice their English speaking skills and to help them understand how to act in a given real-world cultural situation.

Room: Intended Audience: Higher Education

P-3: 100% Parent Participation- It's Possible!

Presenter: Liz Diemer, ESL Specialist K-6 and Deedee Russell, ESL Teacher, Delaware City Schools
Due to unique collaboration of local resources, Laura Woodward Elementary (K-4), Delaware City Schools, has been able to have close to 100% parent participation for Parent-Teacher Conferences for second language families for the past several years. This poster presentation will show how every effort is made to help second language families feel comfortable at their school.

Room: Intended Audience: Grades K-6

P-4: Rubrics: Evaluative Tools for Not Only Teachers, But Also Students

Presenters: Megan McDannel, Instructor; Tammie Southall, Instructor; ELS
Our poster will demonstrate how a writing rubric influences ESL students’ performances and perceptions while engaging in the academic writing process. The poster will include the following: a student survey, a sample writing rubric, teacher survey results, and student results.

Room: Intended Audience: Higher Education, Program Administrators

Poster Sessions: Friday, November 9, 2012 – 11:40 am to 12:10 pm - continued

P-5: From ESL to ESP: Overcoming Barriers

Presenters: Shauna McMillan, ESP Instructor; Umar Sulayman, ESP Director; Zebo Abduvakhabova, ESP Instructor, Ohio Northern University
ESP programs enable students to learn English through the context of their professions. ESL instructors need to adapt as the demand for ESP increases. This presentation will discuss difficulties and considerations faced by ESL instructors implementing ESP for prison management.

Room: Intended Audience: Higher Education

P-6: Co-teaching with a Science Teacher to Spotlight Students’ Academic English Writing through a CALL Project

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Presenters: Shiao-Chen Tsai, PhD student/Graduate Teaching Assistant; The Ohio State University

The presenter will explain a “High School Science-Writing Collaborative Project” led by an outreach team from a university. Student writing samples and curriculum design for teaching Ohio General Test essay writing and webpage content will be displayed in the poster.

Intended Audience: Grades 7-12, Teacher Trainers

Ohio TESOL Technology Fair 2012
Friday 1:25-2:15
Event Coordinator: Mike Dombroski
http://ohiotesolmoodle.org/2012/handouts/tech/otesol12tech.html

An Online Writing Lab for ELLs - The ESL Writing Online Workshop (ESL-WOW), an online multimedia program designed to guide non-native speakers of English through the writing process, will be demonstrated. ESL-WOW addresses each stage of the pre-writing, while-writing, and post-writing processes: 1) Getting Ready to Write; 2) Developing Your Ideas, 3) Revising Your Work, and 4) Editing and Polishing. An important component is a tutorial on plagiarism, which is designed to help ELLs understand what plagiarism is in the context of higher education in the United States, how plagiarism is detected, what the consequences might be, and, most importantly, how to avoid it. While ESL-WOW is intended specifically for ELLs at community colleges, it will be available to all individuals and educational institutions free of charge.

Room: Maudine Cow Room (Lower Level)

Sessions C: Friday, November 9, 2012 – 1:25 pm to 2:15 pm

C-19: Designing Pull-Out Instruction

Presenter: Jennifer Fennema-Bloom, Assistant Professor/Director of Graduate TESOL; The University of Findlay

This demonstration discusses the purpose of pull-out instruction in K-12 settings and illustrates how to design congruent language curriculum and instruction to optimize instructional time with pull-out ESL students.

Room: Cartoon (3rd Floor) Intended Audience: Grades K-6, Grades 7-12, Program Administrators

C-20: Monitoring the Progress of Elementary ELLs

Presenter: Jill Kramer, ESL Teacher; Dublin City Schools

What progress measures do you use? Join this discussion group as we share ways to
monitor progress, devise an assessment schedule for different proficiency levels, and discuss how to use the data we gather to make instructional decisions.

Room: Interfaith (3rd Floor)  Intended Audience: Grades K-6

C-21:  ESL Best Practices: Only the Best for our ELLs!

Presenter: Kay Almy, ESL Coordinator; PSI Affiliates, Inc.

Many factors influence an ELL student’s success. This interactive Power Point presentation will address critical components that enhance ELL student achievement, including: instructional ESL time, ESL curriculum, current ESL teaching practices, competent teacher characteristics, and ESL/mainstream teacher collaboration.

Room: Traditions (2nd Floor)  Intended Audience: Grades K-6, Grades 7-12, Teacher Trainers

C-22:  Addressing Professionalism in ESOL Teacher Preparation

Presenters: Tim Micek, Director, MATESOL Program, Ohio Dominican University; Soonhyang Kim, Assistant Professor, Education, Pace University

Many ESOL teachers fail not for lack of content knowledge or pedagogical skill but for lack of professionalism. How can professionalism be addressed through TESOL training? Both the problem and possible solutions are discussed.

Room: Founders (2nd Floor)  Intended Audience: Grades K-6, Grades 7-12, Teacher Trainers

Sessions C: Friday, November 9, 2012 – 1:25 pm to 2:15 pm - continued

C-23:  Measuring Student Learning Outcomes and MyEnglishLab – Publisher Session

Presenter: Christina Cavage, Consultant, Author; Pearson ELT

MyEnglishLab is a powerful online environment that allows practitioners to blend face-to-face classroom experiences with a web-based tool. This session will demonstrate how teachers and program directors can easily track and measure course and program student learning outcomes.

Room: Meeting Room 1 (1st Floor)  Intended Audience: Higher Education, Program Administrators

C-24:  The Importance of Captivating Your Students on the First Day: Classroom Management Tips for New Teachers
**Presenter:** Mairi Wilkins, Lecturer; the Ohio State University American Language Program

This interactive presentation will cite research on classroom management strategies for ESL and non-ESL classes. The presenter will talk about her first year teaching ESL in an Intensive English Program and discuss why classroom management matters at the college level.

**Room:** Rosa Ailabouni (3rd Floor)  
**Intended Audience:** Higher Education, Teacher Trainers

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**C-25:** Better Serving ESL Students in the Workplace  
**Presenters:** Brian Skelton and Gillian Giles, Fox Valley Technical College

Teaching ESL in business and industry can be problematic due to factors such as employer expectations and the language ability of students. How can ESL teachers harmonize instruction so students are successful and employer expectations are met? The presenters demonstrate a model that develops successful workplace environments and curriculum.

**Room:** Barbie Tootle (3rd Floor)  
**Intended Audience:** Higher Education, Adult Ed.-Refugee/Immigrant

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**C-26:** Animated Short Films: Using Humor in a Multi-Level Classroom to Increase Effective English Communication  
**Presenter:** Denise Friend, ESOL Instructor; Polaris ABLE

Increasing effective English communication across multiple levels can be a daunting task. Integrating lessons that encourage humor by using animated short films is one way to overcome this. Participants will have the opportunity to design a lesson around a video.

**Room:** Student-Alumni (2nd Floor)  
**Intended Audience:** Adult Ed.-Refugee/Immigrant

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**C-27:** What You Need to Know to Go
This panel discusses whether international students feel prepared to adequately handle the assignments given to them in their academic classes. The results of a survey and a discussion including the audience and several current international students will provide answers to these questions.

C-28: **Reflective Teaching Through Data Visualization**

**Presenter:** Jeff Kuhn, Assistant Director Learning Resource Center; Ohio University

Learn how to use Google Docs, Wordle and Gapminder to create visual representations of data generated by students during computer-based activities. This presentation will introduce these tools and explain how teachers can use them to move from subjective to objective reflective teaching.

Room: **Tanya Rutner (3rd Floor)**

Intended Audience: **Grades 7-12, Higher Education, Teacher Trainers**

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C-29: **Equipping Students to Conquer Word Choice in Academic Writing**

**Presenter:** Kristina Guyton, Ohio University

A common writing challenge for non-native English speakers is appropriate word choice. This workshop explains how to navigate Netspeak.org and teach students to use it to proofread for and correct word choice in their own academic writing.

Room: **Digital Lab (3rd Floor)**

Intended Audience: **Grades 7-12, Higher Education**

C-30: **Ohio’s New Academic Standards: Implications for English Language Learners (ELLS)**
Presenters: Tracy Cindric and Cathy Holmes, Educational Consultants, Office of Curriculum and Assessment, Ohio Department of Education

Are you currently implementing Ohio’s 2010 Academic Content Standards for ELL students? ODE wants to hear from you about your ideas, successes and challenges. The purpose of this session is to identify and establish networks for Ohio school teachers and administrators who are currently using the 2010 Ohio Academic Content Standards for ELA, Social Studies, Science, or Mathematics in their classrooms.

Room: U.S. Bank (1st Floor)  Intended Audience: Grades K-12, Program Administrators

C-31: Teaching phonological awareness to young Chinese-English bilingual children

Presenter: Xuejiao Diao, University of Cincinnati

The presentation will compare English and Chinese writing systems and introduce the different phonological awareness involved in the reading process. Then tips will be offered on how to teach phonological skills to young Chinese-English bilingual children.

Room: Hayes Cape (3rd Floor)  Intended Audience: Grades K-6, Teacher Trainers

Sessions D: Friday, November 9, 2012 – 2:30 pm to 3:20 pm

D-32: Developing Content Area Writing Skills for ELLs

Presenter: David Mars, TESOL Teacher; South-Western City Schools

This presentation outlines the work of a TESOL teacher and a math teacher to develop content area writing skills in math. Data will be presented reflecting the effectiveness of incorporating writing into the math curriculum.

Room: Cartoon (3rd Floor)  Intended Audience: Grades K-6, Grades 7-12

D-33: Make Your Teaching of EPIC Proportions

Presenter: Kathy Olson, Consultant
One of our goals as teachers should be to make our teaching larger-than-life and totally unforgettable….in other words, of EPIC proportions. This presentation, based on current research, promotes the use of teaching that is Emotional, Participatory, Image-rich and connected to learner’s lives for maximum learning in the classroom. The presenter will share a variety of activities that incorporate these elements.

Room: **Senate Chamber (2nd Floor)**  Intended Audience: **Grades K-6, Grades 7-12, Adult Ed.-Refugee/Immigrant**

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<th>D-34:</th>
<th>So, What Do I Do Now? Linking Intervention Strategies to Classroom-based Assessments</th>
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<tbody>
<tr>
<td>Presenters:</td>
<td>Wei Zhang, Assistant Professor of Linguistics; Lynn Smolen, Professor of Education; The University of Akron</td>
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<td></td>
<td>Informal, classroom-based assessments are useful to teachers to inform and guide their instruction. The presenters share examples of classroom-based assessments and demonstrate how assessment results can be translated into effective intervention strategies that lead to improved student performance.</td>
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<tr>
<td>Room: <strong>Traditions (2nd Floor)</strong></td>
<td>Intended Audience: <strong>Grades K-6, Grades 7-12, Teacher Trainers</strong></td>
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**Sessions D: Friday, November 9, 2012 – 2:30 pm to 3:20 pm - continued**

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<th>D-35:</th>
<th>Using Book Clubs to Challenge Advanced Adult ESOL Learners</th>
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<tr>
<td>Presenter:</td>
<td>Denise Friend, ESOL Instructor; Polaris ABLE</td>
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<td></td>
<td>A book club is a motivating tool which provides advanced learners a platform to improve their vocabulary and writing, and stretch their reading genres. Materials written to accompany two books will be discussed: <em>Seedfolks</em> and <em>The House on Mango Street</em>.</td>
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<tr>
<td>Room: <strong>Hayes Cape (3rd Floor)</strong></td>
<td>Intended Audience: <strong>Adult Ed.-Refugee/Immigrant</strong></td>
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<tr>
<th>D-36:</th>
<th>Motivating Vocabulary Learning Through Games</th>
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<tr>
<td>Presenters:</td>
<td>Sally Behrenwald, Instructor; Mykhaylo Zakryzhevskyy, Instructor; Ohio University</td>
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</table>
This demonstration is designed to show teachers a wide variety of vocabulary games that can be easily prepared and give students opportunities to use language in new, creative ways.

Room: **Barbie Tootle (3rd Floor)**  
Intended Audience:  
**Grades 7-12, Higher Education, New to Field**

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<tr>
<th>D-37: IEP Faculty Textbook Evaluation Surveys</th>
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<tbody>
<tr>
<td><strong>Presenter:</strong> Michael Klug, ESL Specialist; The University of Toledo American Language Institute</td>
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<td>Intensive English programs typically depend on professionally-published textbooks in order to maintain consistency and continuity. This presentation includes a project description and data analysis of a faculty survey of textbooks conducted at the UT American Language Institute.</td>
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</table>
| Room: **Rosa Ailabouni (3rd Floor)**  
Intended Audience: **Higher Education, Program Administrators** |

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**Sessons D: Friday, November 9, 2012 – 2:30 pm to 3:20 pm - continued**

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<tr>
<th>D-38: Integrating Career Awareness into the Adult ESOL Classroom</th>
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<tbody>
<tr>
<td><strong>Presenter:</strong> Christina Solomon, ESOL, Great Oaks</td>
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<td>This session is based on the presenter’s ideas in regards to the National Career Awareness pilot project. The session will include tips on creating lesson plans based on the course work, ways it could be introduced to students, and potential problems to avoid. The presenter will model one or two lessons and will encourage a participatory approach on ways to extend/shorten the lessons as well as adjust the level of the lessons.</td>
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</table>
| Room: **Tanya Rutner (3rd Floor)**  
Intended Audience: **New to Field, Adult Education, Refugee/Immigrant** |
D-39: The Future of Adult Education – Curriculum, or Not? And How?
Presenter: Vilvi Vannak, Academic Support Services Coordinator; The Columbus Literacy Council

Adult education teachers must address the needs and concerns of their students while also covering a certain amount of academic material. This session seeks to explore how that balance can be achieved.

Room: Meeting Room 1 (1st Floor)  Intended Audience: Adult Ed.-Refugee/Immigrant

D-40: Using Technology in the ESL Classroom
Presenter: Barbara Gilbert, Associate Professor; Sinclair Community College

Using technology in the ESL classroom is very beneficial to ESL students. Technology can be used in Speaking and Listening Courses, Reading and Writing Courses, and Basic, Intermediate, and Advanced courses. This presentation will share many ways to use technology.

Room: Interfaith (3rd Floor)  Intended Audience: Higher Education

Sessions D: Friday, November 9, 2012 – 2:30 pm to 3:20 pm - continued

D-41: Flipping the Classroom with Animated Lectures
Presenter: Joel Bloch, Instructor; The Ohio State University

Flipping the classroom refers to having students listen to lectures outside the class and allowing them to discuss the lectures during class time. I will discuss flipping the classroom with a series of short videos using an animation called Xtranormal.

Room: Student-Alumni (2nd Floor)  Intended Audience: Higher Education

D-42: Creating Dynamic Presentations In ESL Classrooms
Presenter: Marsha Appling-Nunez, Instructor; ELS Language Centers, Cleveland
For instructors looking to create invigorating presentations and/or engaging student presentations that foster ESL students’ speaking and grammar goals consider prezitations. Instructors’ prezitations aid in presenting learning objectives as well as differentiated ESL instruction in a non-linear fashion.

Room: Digital Lab (3rd Floor)   Intended Audience: Grades 7-12, Higher Education

D-43: Ohio Teacher Evaluation System

Presenter: Carol King, Education Consultant; Office of Equity and Talent, Ohio Department of Education

The Ohio Teacher Evaluation System is a research- and standards-based model designed to assess the performance of Ohio teachers. The system is created to ensure professional growth of educators. The presentation will provide information on the structure of the evaluation model within the summative evaluation scoring system. Attendees will learn the components of the Ohio evaluation system and the requirements for evaluation of teachers in Ohio per legislation.

Room: U.S. Bank (1st Floor)   Intended Audience: Grades K-12, Program Administrators, Teacher Trainers

Sessions D: Friday, November 9, 2012 – 2:30 pm to 3:20 pm - continued

D-44: English for Special Purposes (ESP): Restoring Content in ESL Programs

Presenters: Zebo Abduvakhabova, ESP Instructor; Umar Sulayman, ESP Director; Shauna Millan, ESP Instructor; Ohio Northern University

ESP is a growing concentration in ESL. As specialized focus is needed in various disciplines, ESP instructors are challenged to find or develop specialized materials that meets student and program needs. This presentation addresses key considerations in developing ESP materials.

Room: Founders (2nd Floor)   Intended Audience: Higher Education, New to the Field, Program Administrator
The English Language Fellow Program sends highly qualified U.S. educators in the field of Teaching English to Speakers of Other Languages (TESOL) to participate in 10-month-long fellowships at academic institutions throughout the world.

Funded by U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs

**Visit the English Language Fellow Booth to learn more.**

For more program information: [http://elf.georgetown.edu](http://elf.georgetown.edu) or contact:

**Brian Skelton**  
Northcentral Recruitment Center  
English Language Fellow Program  
Email: skelton@fvtc.edu  
Tel: 920-996-2832

**Georgetown University**  
Center for Intercultural Education & Development  
English Language Fellow Program  
Email: elf@georgetown.edu  
Tel: 202-687-2608  
Fax: 202-687-2555

**Application Deadline: February 1, 2013**  
Applications will continue to be accepted until all projects are filled.

**Fellow Benefits**  
- Stipend  
- Living allowance  
- International roundtrip transportation  
- Basic supplemental health benefit plan  
- Miscellaneous allowances  
- Enhance your career

**Eligibility requirements**  
- U.S. Citizenship  
- Master’s with a focus in TESOL  
- Minimum three years professional TESOL experience  
- Teacher training & curriculum/material development experience helpful

**Sessions E: Friday, November 9, 2012 – 3:45 pm to 4:35 pm**

**E-45:**  
Yes, I am a Reading Teacher (Listening, Speaking and Writing, Too)

Presenter: **Jennifer Reardon**, ELL Teacher; Dublin City Schools

ELL Teachers have often fought against being called "Reading Teachers." This presentation explores an ELL teacher's experience with Literacy Lessons, a program based on Reading Recovery.

Room: **Cartoon (3rd Floor)**  
Intended Audience: **Grades K-6**

**E-46:**  
Never Fear! Help is Near! Games for Newcomers!
E-47:  Teaching for Academic Success by Targeting Vocabulary Instruction

Presenter: Keith Pruitt, Owner/Consultant; Words of Wisdom Educational Consulting/Benchmark Education

Academic success begins with words. In this interactive and high octane presentation, attendees will engage a proven 8 step process engaging students in words and learning across the curriculum. Want to know how to engage Common Core vocabulary instruction- this is it!

Room: Interfaith (3rd Floor)  Intended Audience: Grades K-6, Grades 7-12

E-48:  Immigration Issues

Presenter: Inna Simakovskiy, Immigration Lawyer

Join this session to discuss immigration issues that our students confront. There will be time for questions.

Room: Barbie Tootle (3rd Floor)  Intended Audience: Adult Ed.-Refugee/Immigrant, All

E-49:  International Panelists Share Teaching Tips to Engage and Empower Non-Native English Speaking Teachers and Students

Presenters: Shiao-Chen Tsai, PhD student with GA position; ArTanti Sari, PhD student; Renka Ohta, PhD student with GA position; Janice Jung, PhD student, The Ohio State University

The panelists are English teachers from Taiwan, Japan, Indonesia and South Korea. They will share teaching tips to engage ESL students and empower non-native English speaking teachers in ESL classrooms by exploring the teacher-student relationship, peer...
pressure, and stereotypes.

Room: Senate Chamber (2\textsuperscript{nd} Floor)  
Intended Audience: Grades 7-12, Higher Education, Teacher Trainers

E-50:  
**Arabesque: A Cultural Journey from the Arabian Nights to the Arab Spring**

Presenter: **Najwa Badawi**, Teacher; Owens ABLE/ESOL Program

Given the fact that there are over 200,000 Arab Americans living in Ohio, this session will present information about the culture, religion, etiquette and some history of the Middle East.

Room: Traditions (2\textsuperscript{nd} Floor)  
Intended Audience: Adult Ed.-Refugee/Immigrant, Higher Education, New to Field

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E-51:  
**A Study on Taiwanese American English Pronunciation Difficulties**

Presenter: **Ku-Yun Chen**, Doctoral Student; Ashland University

This study reveals the English pronunciation difficulties among Taiwanese students in the United States. It helps ESL/EFL teachers understand the cause and effect of why American teachers sometimes have problems to understand their non-American students.

Room: Hayes Cape (3\textsuperscript{rd} Floor)  
Intended Audience: Higher Education, Teacher Trainers, Adult Ed.-Refugee/Immigrant, English, Language Centers in Universities

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E-52:  
**The Influence of Dynamic Assessment in a Low-educated ESL Classroom**

Presenters: **Jillian Altus**, Doctoral Student; **Dana Ng**, Doctoral Student; University of Cincinnati

Graduate research that currently examines vocabulary acquisition by using the practical approach of dynamic assessment in low-educated ESL students.

Room: Student-Alumni (2\textsuperscript{nd} Floor)  
Intended Audience: Adult Ed.-Refugee/Immigrant

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E-53:  
**Improving Teacher Preparation to Enhance Academic Achievement of English Language Learners**
The National Comprehensive Center for Teacher Quality identified 5 elements of teaching English Language Learners (ELL). This research organizes teacher questions about ELL around these elements to make recommendations for teacher preparation that will enhance academic achievement of ELL.

**Presenters:** Carol Harper, Undergraduate Researcher; Patricia Hart, Full Professor, PhD; University of Dayton

**Room:** Senate Chamber (2nd Floor)  
**Intended Audience:** Higher Education, Teacher Trainers, New to Field

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**E-54:**  
**Identifying Mental Health Issues in International Students**

**Presenter:** Kristy Stewart; University of Dayton

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**E-55:**  
**Incorporating Web 2.0 Tools into the Communicative Classroom**

**Presenters:** Kyle Butler, Adjunct Instructor; Christin Butler, Instructor; Capital University

This session explores VoiceThread, a free collaborative online discussion platform, and its various uses in the classroom. A brief presentation including student samples and best practices will be followed by an interactive brainstorming session.

**Room:** Digital Lab (3rd Floor)  
**Intended Audience:** Grades 7-12, Higher Education, New to Field

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**E-56:**  
**EMIS Reporting Requirements Relating to LEP Students in K-12 Schools**

**Presenter:** Sheila Milligan, Data Administration Manager; Ohio Department of Education

The presenter will review information and guidelines regarding the collection and entry of LEP/ELL data into Ohio's Educational Management Information System (EMIS) for school year 2012-2013. Time will be provided for questions and answers.

**Room:** U.S. Bank (1st Floor)  
**Intended Audience:** Grades PreK-12
E-57: **Active Strategies for Engaging Students in the Classroom – Publisher Session**

**Presenter:** Stacey Thomas, Ohio Consultant, Teacher Created Materials

Join this session and participate in active strategies to assist in student engagement. A variety of strategies will be used, and all participants will leave with 5 templates for future use.

**Room:** Meeting Room 1 (1st Floor)  
**Intended Audience:** Grades K-8; Teacher

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**Set English language learners up for success!**

*Language Power: Building Language Proficiency Grades K-8*

- Listening
- Speaking
- Reading
- Writing

Empower English language learners to build language proficiency with this highly differentiated and rich instructional resource!

Stacey Thomas, Ohio Consultant  
Phone: 614-975-0749  
Email: stthomas@tcmpub.com

800.858.7339  
www.tcmpub.com

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**Ohio TESOL Interest Group Session Meetings**

**Networking Opportunities!**

Friday, November 9 – 4:45 p.m. to 5:30 p.m.

**Grades PreK-12**

- Immigration issues: Deferred Action Policy, Status of Dream Act
- Ohio’s New Academic Standards: Implications for ELLs
- Third-Grade Guarantee and ELLs
- Other issues and concerns related to ELLs in grades PreK-12.

**Moderator:** Elizabeth McNally, Columbus City Schools  
**Room:** Cartoon (3rd Floor)

**Adult/Refugee and Immigrant Education**

- Discussion of issues and concerns in adult education.
Higher Education /Research/Teacher Education/Applied Linguistics

- Higher Education Enrollments (nature and number)
- TESOL programs (types and formats)
- edTPA (TESOL Handbook)

Moderator: Tim Micek, Ohio Dominican University 
Room: U.S. Bank Theater (1st Floor)

Ohio State University ESL Programs Reception and Open House
Friday, November 9, 2012
5:30 p.m. – 6:30 p.m.

Are you interested in finding out about ESL Programs at The Ohio State University? After the Ohio TESOL conference on Friday, November 9, come visit our location in Arps Hall, just a few minutes from the Ohio Union, and learn about the three ESL programs at OSU.

The American Language Program, The Spoken English Program for International Graduate Students, and the ESL Composition Program welcome you to tour our facilities, meet our faculty and staff, and learn more about each program.

To get to Arps Hall, walk north on College Road or board a free northbound CABS campus bus in front of the Ohio Union. Arps Hall is one stop away from the Ohio Union. Enter Arps Hall from the College Road side and follow the signs to the reception.

Refreshments will be provided. We look forward to seeing you!
Be Professional

- Three tracks: Master’s in TESOL/Bilingual Education, Master’s with Endorsement and Endorsement Only
- Small classes with both domestic and international students
- Personalized attention
- Hands-on experiences in the classroom and the community
- Highly-placed graduates; many go on to study at the doctoral level.

WWW.FINDLAY.EDU
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<th>Session</th>
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<td>F-58</td>
<td>“Whadawe Do Now?”: Integrating Reduced Forms Comprehension in the Listening and Speaking Classroom</td>
<td>Jessica Hill; Ohio University, OPIE</td>
<td>This presentation uses online video series and commercials to teach listening for reduced forms in connected speech and encourage learner interaction with authentic materials. It will demonstrate how to integrate reduced forms practice activities into different curricular contexts through technology.</td>
<td>Barbie Tootle (3rd Floor)</td>
<td>Grades 7-12, Higher Education</td>
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<tr>
<td>F-59</td>
<td>What Does an Interactive Reading Lesson for ESL Learners Look Like?</td>
<td>Michael Reed, Professor of TESOL &amp; Bilingual Education; The University of Findlay</td>
<td>This session will explore the component parts of an Interactive Approach to reading as applied to teaching K-6 English Language Learners. The presenter will detail the elements of an Interactive Approach and show how they apply to reading instruction for second language readers.</td>
<td>Interfaith (3rd Floor)</td>
<td>Grades K-6</td>
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<td>F-60</td>
<td>Greatly Reduce Test Anxiety and Stress with an Easy-to-Learn, Highly Effective Stress Management Technique</td>
<td>Michelle Pittinger, ESOL Instructor; The University of Akron, English Language Institute</td>
<td>In this interactive demonstration, participants will be able to easily learn and practice a new cutting-edge stress management technique that will greatly reduce or eliminate test anxiety and stress for K-12 and college students.</td>
<td>Founders (2nd Floor)</td>
<td>Grades K-6, Grades 7-12, Higher Education</td>
</tr>
</tbody>
</table>
### F-61: What Factors Affect the Success of Candidates in Graduate TESOL Programs?

**Presenters:** Tim Micek, Director, MATESOL Program, Ohio Dominican University; Soonhyang Kim, Assistant Professor, Education, Pace University

Factors influencing the success of candidates in graduate TESOL programs were examined. Correlations were found between several independent variables and success as measured by graduate GPA. The study has implications for both administration and pedagogy in graduate TESOL programs.

Room: **Senate Chamber (2nd Floor)**  
Intended Audience: **Teacher Trainers**

### F-62: Utilizing the Undergraduate Resource: Peer, Native Speaker Volunteers in the University ESL Classroom

**Presenter:** Tara Koger, Lecturer; American Language Program (Ohio State University)

In an attempt to accommodate the nontraditional student's lifestyle and language learning needs, bringing volunteer native speakers from relative peer groups into the classroom proves an effective and worthwhile investment of both the instructor's time as well as the students'. This presentation will explore the logistics and benefits of this project.

Room: **Tanya Rutner (3rd Floor)**  
Intended Audience: **Higher Education**

### F-63: Using a Multi-Media Case Study of an ELL for Professional Development

**Presenter:** Patricia Hart, Professor; University of Dayton

This multi-media case study about a 3rd grade ELL has both video segments and authentic artifacts that represent her language learning. The case will be shared as a form of professional development for both inservice and preservice teachers.

Room: **Hayes Cape (3rd Floor)**  
Intended Audience: **Higher Education, Teacher Trainers**

### F-64: Teaching Refugees in Adult Education

**Presenter:** Danielle Drake, ESOL Instructor, Parma City Schools ABLE

Learning needs of refugees are unique from other ESOL students. In addition to English, life skills such as banking, transportation, safety, healthcare and more are incorporated.

Room: **Cartoon Room 1 (3rd Floor)**  
Intended Audience: **Adult Edudcation; Refugee/Immigrant Issues**
F-65: Make a Mark: Teach English Abroad as an English Language Fellow

**Presenter:** Brian Skelton, Recruiter, English Language Fellow Program

This presentation gives an overview of the English Language Fellow Program, which sends highly qualified U.S. educators in the field of TESOL to participate in funded, ten-month long fellowships at academic institutions around the world.

**Room:** Maudine Cow (Lower Level)  
**Intended Audience:** Higher Education, Teacher Trainers, Program Administrators

F-66: Using a Theme to Integrate Language Skills

**Presenters:** Charis Elliott, Visiting Instructor; Karen Berry, Visiting Instructor; Wright State University LEAP Program

Integrated approaches to instruction have been shown to increase language acquisition in second-language learners. This presentation will demonstrate and describe a series of activities for various language skills for intermediate-level students using a common theme: food.

**Room:** Traditions (2nd Floor)  
**Intended Audience:** Grades 7-12, Higher Education, Adult Ed.-Refugee/Immigrant

F-67: Use National Geographic resources to Boost Academic Communication Skills in English Learners to Boost Results – Publisher Session

**Presenter:** Angela Terry, National Consultant, National Geographic Learning

In this session, participants will learn to enhance academic language skills through the effective application of the following: collaborative learning activities to get students talking; big questions to spur ongoing student discussion and dialogue; cooperative learning routines that provide frequent opportunities for student discussion.

**Room:** Meeting Room 1 (1st Floor)  
**Intended Audience:** Grades K-6
F-68: Digging Deeper: Examining the Instructional Shifts Presented in Ohio’s New Learning Standards for English Language Arts K-12

Presenter: Shantelle Hill, Education Consultant, Ohio Department of Education, Office of Curriculum and Assessment

This session will focus on promoting a deeper understanding of the English Language Arts Common Core State Standards by examining the instructional shifts that are present in Reading, Writing, and Language. Participants will also be introduced to the alignment toolkit which includes the gap analysis tool as well as the curriculum revision tool.

Room: Student-Alumni (2nd Floor) Intended Audience: Grades K-12

F-69: Closing the Achievement Gap: Two Federally-Funded Grant Projects Support Teachers and School Districts in Ohio

Presenters: Lynn A. Smolen, Professor and Wei Zhang, Assistant Professor, The University of Akron; Beverly Good, Adjunct Professor and Susan Constable, Professor, Otterbein University.

The presenters will share information on the five-year National Professional Development grant that their institutions received in May, 2012. The University of Akron’s research-based grant, Project ACHIEVE, focuses on providing coursework in teaching English as a second language to teachers in Northeast Ohio, particularly those specializing in science, technology, engineering, math, and special education who work with English learners (ELs) so as to accelerate the academic language and content knowledge of these students. Otterbein University’s project, the Central Ohio English Learners’ Education Collaborative (COELEC), provides an opportunity for Central Ohio educators to develop their instructional skills to improve academic achievement of ELs and for ELs themselves to gain the training, skills and licensure to become educators.

Room: Rosa Ailabouni (3rd Floor) Intended Audience: Grades K-12, Program Administrators

F-70: Using Google Docs to Facilitate Language Assessment

Presenter: Erica Coffelt, Intern Instructor; Ohio University

A Google Form provides the perfect vehicle for creating, editing, delivering, grading, reporting, and analyzing various test items. This presentation demonstrates all of the steps and benefits of using this free technology and provides attendees with detailed instructions for implementation.

Room: Digital Lab (3rd Floor) Intended Audience: Grades K-6, Grades 7-12, Higher Education
### Sessions F: Saturday, November 10, 2012 – 9:15 am to 10:05 am - continued

**F-71:** Supporting ELL’s Learning Throughout the Day  
**Presenters:** Pat Neilson, ESL Teacher; Jenn Moracco, Science Teacher; Dublin City Schools  
Why must I scaffold and how can I support my ELLs while increasing academic rigor? What resources are available to content-area teachers responsible for moving ELLs forward? What strategies and lesson plans work best with ELLs? What to do when the student doesn't talk to you at all?  
**Room:** Cartoon 2 (3rd Floor)  
**Intended Audience:** Grades 7-12, New to the Field

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### Sessions G: Saturday, November 10, 2012 – 10:15 am to 11:20 am

**G-72:** Beyond the Playground: Boosting Academic Vocabulary  
**Presenters:** Jennifer Petticord, ESL Teacher, grades 5-12; Anne-Frances Zaborniak-Budz, MA, TESOL; World Language Teacher; Westlake City Schools  
Social and academic language are both important to the ELL, but the mastery of academic language will ensure success in the classroom. Join us as we discuss some of our favorite strategies for boosting academic language.  
**Room:** Barbie Tootle (3rd Floor)  
**Intended Audience:** Grades K-6, Grades 7-12, New to Field

**G-73:** “Don’t Panic But I Am Leaving”, Making Teacher Transition Less Stressful for ESL Students  
**Presenters:** Lillian Acker, HS ESL teacher (retired), TESOL Board member; Rachel Thomas, HS ESL teacher; Gahanna-Jefferson Schools  
What happens when a long standing teacher plans to leave her/his ESL class? How to de-stress the students by making the transition to a new teacher the easiest way possible.  
**Room:** Hayes Cape (3rd Floor)  
**Intended Audience:** Grades 7-12, Teacher Trainers, New to Field
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<tr>
<td>G-74</td>
<td>Transforming Textbook Exercises into Interactive Classroom Activities</td>
<td>Lisa Varandani, Coordinator of TESOL Initiatives; University of Dayton</td>
<td>Participants will be led through an examination of common textbook exercises and offered suggestions for quick and easy ways to convert them into interactive classroom activities that reach the same objectives.</td>
<td>Cartoon 1 (3rd Floor)</td>
<td>Grades 7-12, Higher Education, Adult Ed.-Refugee/Immigrant</td>
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<td>G-75</td>
<td>Quiet in the Classroom: Balancing Introversion and Extraversion in an ESL Setting</td>
<td>Leah Konicki, IEP Instructor/Administrator; University of Dayton</td>
<td>Most teachers have faced a classroom containing both outgoing, talkative students and quieter more reserved students. This presentation explores the extent to which introversion/extraversion are culture- or personality-bound and explores how to create a classroom that accommodates both types.</td>
<td>Student-Alumni (2nd Floor)</td>
<td>Higher Education, Teacher Trainers, New to Field</td>
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<td>G-76</td>
<td>How to Ethically Address Plagiarism in University Level Intensive English Programs</td>
<td>Thomas Fenton, Visiting Instructor; Wright State University</td>
<td>The author explores the moral and cultural implications surrounding plagiarism in university level intensive English programs with an emphasis on recognizing various forms of plagiarism, and responding to them fairly.</td>
<td>Cartoon 2 (3rd Floor)</td>
<td>Higher Education</td>
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<td>G-77</td>
<td>20 Variations on Classic Games Adapted for the ESL Classroom</td>
<td>Sarah Hernandez, Instructor; University of Dayton, IEP</td>
<td>Come play games! And learn 20+ ways to use Taboo, Outburst Jr., Go Fish, Scattergories, ThinkBlot, Apples to Apples, and Rory’s Cubes in your classroom in order to improve students’ vocabulary, grammar, speaking, listening, and writing skills.</td>
<td>Traditions (2nd Floor)</td>
<td>Higher Education</td>
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<td>G-78</td>
<td>Integrating Technology into a Multi-Level ESOL Classroom</td>
<td><strong>Stephanie Schab</strong>, ESOL Teacher and Technology Point Person, Parma City Schools</td>
<td>Senate Chamber (2nd Floor)</td>
<td>Adult Ed.-Refugee/Immigrant, Adult Ed-ESOL</td>
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<td>This realistic and interactive session will allow participants to</td>
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<td>gain some insight on how to expose a multi-level ESOL class to</td>
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<td>technology, while following the traditional ESOL curriculum. During</td>
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<td>this session, participants should expect to learn different</td>
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<td>resources and gain a realistic approach to integrating technology</td>
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<td><strong>Room:</strong> Senate Chamber (2nd Floor)</td>
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<td>G-79</td>
<td>Stop, Talk, and Roll! Using Foldables and Templates in a Multi-Level</td>
<td><strong>Sara Levitt</strong>, ESOL Instructor; Whitehall City Schools</td>
<td>Maudine Cow (Lower Level)</td>
<td>Grades K-6, Grades 7-12, Adult Education,</td>
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<td>This workshop style session has participants create game boards,</td>
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<td>charts, and other lecture/guided notes supports to engage students</td>
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<td>and scaffold learning. Come adapt foldables and other templates</td>
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<td>for your multi-level classroom. All materials will be provided.</td>
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<td>G-80</td>
<td>Leading Language Instruction within the Resident Educator Process</td>
<td><strong>Crystal Kaiser</strong>, Assistant Professor Early Childhood; <strong>Donna Villareal</strong>, Assistant Professor Intervention Specialist; Ashland University</td>
<td>Rosa Ailabouni (3rd Floor)</td>
<td>Teacher Trainers, New to Field</td>
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<td>What is Ohio's resident educator induction process for new teachers?</td>
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<td>current information about Ohio's 4-year Resident Educator license</td>
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<td>and generate discussion about how ESL teachers can support and</td>
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G-81: “What’s in Your Bag?” Clarifying Abstract Concepts with Everyday Objects

**Presenters:** Lara Wallace, Lecturer; Chris Hitchcock, Lecturer; Ohio University

The presenters share innovative ways in which they have taught organization, centrality, and metadiscourse in summaries and research papers by having students interact visually and kinesthetically with everyday concepts and objects.

**Room:** Tanya Rutner (3rd Floor)  
**Intended Audience:** Higher Education

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G-82: ELL Title III Consortia: Compliance and Accountability

**Presenter:** Abdinur Mohamud, Education Consultant, Lau Resource Center, Ohio Department of Education

Are you fiscal agent, a district member, or considering joining a Federal Title III ELL consortium? If so, this session is for you. The session will detail accountability and compliance responsibilities under Federal No Child Left Behind Act for member districts and fiscal agents. Procedures for ODE periodic reviews of Title III grantees including site visits will be discussed.

**Room:** Interfaith (3rd Floor)  
**Intended Audience:** Grades K-12, Program Administrators

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G-83: Ohio’s Early Learning Challenge Grant and English Language Learners

**Presenters:** Lisa Baker, Assistant Director, and James A. Scott, Jr., Assistant Director, Office of Early Learning and School Readiness, Ohio Department of Education

This session will describe Ohio’s Race to the Top Early Learning Challenge grant. The grant is Ohio’s early childhood reform initiative to build more efficient and effective early childhood systems. The presenters will provide an overview of the grant and an update on the creation of an English Language Learners Advisory Group that will provide recommendations related to the development of new standards, assessments and professional development.

**Room:** Founders (2nd Floor)  
**Intended Audience:** Grades PreK-2; Program Administrators
G-84: Making the Paperless Classroom a Reality  
Presenter: Christopher Distasio, Instructor, Ohio University

Through free online tools, the presenter used classroom computers to almost completely eliminate the need for photocopies in two university ESL classes. The usefulness of these tools, as well as benefits and drawbacks of them, will be examined and discussed.

Room: Digital Lab (3rd Floor)  
Intended Audience: Higher Education, Program Administrators, Adult Education, Refugee/Immigrant

G-85: Benefits of a Blended Learning Model – Publisher Session  
Presenter: Christina Cavage, Consultant, Author; Pearson ELT

What is a blended learning environment? And more importantly, can it really benefit English Language Learners? This session will cover what blended learning is, and how employing a blended learning environment can benefit both students and teachers.

Room: Meeting Room 1 (1st Floor)  
Intended Audience: Higher Education, Program Administrators

H-86: Integrating Diverse Grammar Levels Using Scaffolding and Peer Work  
Presenters: Daryl Hausman, Visiting Instructor; Janice Connie, Adjunct Instructor; Wright State University

Presenters will briefly review research regarding scaffolding and peer-assisted learning. They will then discuss two activities and classroom application concerning a combined low-beginner and intermediate grammar class, share tips on how to integrate diverse levels, and provide positive student feedback.

Room: Traditions (2nd Floor)  
Intended Audience: Grades K-6, Grades 7-12, Higher Education
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<thead>
<tr>
<th>Session</th>
<th>Title</th>
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<td><strong>H-87:</strong></td>
<td>Abstraction and Simulation: A Framework for Understanding and Evaluating Language Teaching Methodologies</td>
<td><strong>David Bell</strong>, Ohio University</td>
<td><strong>Hayes Cape (3rd Floor)</strong></td>
<td><strong>Grades 7-12, Higher Education, Teacher Trainers</strong></td>
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<td>Language teaching methodologies involve two basic ingredients: abstraction and simulation. This paper shows how both older methodologies and current practices can be distinguished and evaluated according to both the type and degree of abstraction and simulation they emphasize.</td>
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<td><strong>Room</strong>: Hayes Cape (3rd Floor)</td>
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<td><strong>Intended Audience</strong>: Grades 7-12, Higher Education, Teacher Trainers</td>
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<td><strong>H-88:</strong></td>
<td>Tutoring the NNES in University Writing Centers - Tips, Research and Plans for Tutors</td>
<td><strong>Elise Geither</strong>, Tutoring the NNES in University Writing Centers; Baldwin Wallace</td>
<td><strong>Rosa Ailabouni (3rd Floor)</strong></td>
<td><strong>Higher Education, New to Field</strong></td>
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<td>This presentation will provide tips and suggestions for university writing center tutors as they engage with NNES students and work with these students on improving academic writing.</td>
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<td><strong>H-89:</strong></td>
<td>Academic Language Notebooks; The Language of Math – Publisher Session</td>
<td><strong>Mary Gantzer, Brad Ayers</strong> and <strong>Jeff Valentik</strong>, Sales Representatives, Perfection Learning,</td>
<td><strong>Meeting Room 1 (1st Floor)</strong></td>
<td><strong>Grades 3-5</strong></td>
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<td>The presenters will discuss strategies and resources to ensure English Language Learners’ academic success with on-level math curriculum. Also, they will show how to help ELLs at the intermediate and advanced levels of English language proficiency learn and practice essential mathematics language and concepts. Resources are targeted for grades 3, 4, and 5.</td>
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H-90: ESL/Core Teacher/Bilingual Aide Collaboration: Take the lead in teaching our ELLs in the regular classroom!

Presenter: Kay Almy, ESL Coordinator; PSI Affiliates, Inc.

Learn how ESL/Bilingual/Classroom teachers can proactively collaborate to address the cultural, linguistic and academic needs of ELLs in the classroom. Strategies, hands-on activities and implementation of both language and content objectives will be introduced to help guide and instruct ELLs.

Room: Student-Alumni (2nd Floor)  Intended Audience: Grades K-6, Grades 7-12, Teacher Trainers

H-91: Shifting the Center: How Student-Centered Should Our IEP Classes Be?

Presenters: Sharon Tjaden-Glass, IEP Instructor; Melanie Baker, IEP Instructor; University of Dayton: Intensive English Program

How can teachers acclimate students of China and the Middle East to student-centered classrooms? Qualitative and quantitative data collected from class observations across five levels of an intensive English program will reveal many ways student-centeredness can be achieved in instruction.

Room: Cartoon 2 (3rd Floor)  Intended Audience: Higher Education

H-92: Creative Color in the Classroom

Presenter: Wendy Buckey, ESOL Instructor; Tolles Career & Technical Center

Are you looking for ways to make your class a little more interesting and fun? Strategies about using color to emphasize your lesson/ materials will be shared. We will also come up with ideas together in this hands-on demonstration of creative classroom thinking.

(previously presented in 2006)

Room: Maudine Cow (Lower Level)  Intended Audience: Higher Education, New to Field, Adult Ed.-Refugee/Immigrant
H-93: Aligning Technology to Achievement for ELLs Through the Use of the iPad

Presenter: Helen Vassiliou, ESL Teacher; Lakota Local Schools

This presentation will show primary ESL teachers how to incorporate technology like the iPad as support to existing intervention and as enrichment, keeping in mind the 5 big ideas of the National Reading Panel. I will share apps to use to enrich language learning.

Room: Barbie Tootle (3rd Floor)  Intended Audience: Grades K-6

H-94: Internationalization and the First Year Experience: American and International Undergraduate Perspectives

Presenter: Laura Thomas, Academic Program Specialist; The Ohio State University

This presentation will describe the perspectives of American and international undergraduate students as they begin their first year of academic study. Attitudes towards cross-cultural interaction and ways to foster it will be addressed.

Room: Senate Chamber (2nd Floor)  Intended Audience: Higher Education

H-95: Promoting In-Depth Discussion in the ITA Classroom: Three Winning Activities

Presenter: Lara Wallace, Lecturer; Ohio University

The presenter will explain how reflexive photography, topic blogs, and discussion leading can serve as extended speaking opportunities for introverts and extroverts of varying language proficiencies in the oral communication classroom.

Room: Founders (2nd Floor)  Intended Audience: Higher Education

H-96: Revised English Language Proficiency Standards that Correspond to Common Core State Standards

Presenter: Dan Fleck, Education Consultant, Lau Resource Center, Ohio Department of Education

Ohio is working toward the goal of having updated English Language Proficiency (ELP) Standards to ensure that programs for English Language Learners focus on the academic language required to access the Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as Ohio’s other revised academic standards. This session will provide an update on the progress made toward this goal.

Room: Interfaith (3rd Floor)  Intended Audience: Grades K-12, Program Administrators
H-97: **Refugees in Ohio: Information and Resources for Educators**

**Presenters:** Enid Fisher, Coordinator of the School Impact Grants; Ohio Department of Job and Family Services; Victoria Standard and Ron Koly, Akron City Schools; Brenda Custodio and Erica King, Columbus City Schools

This session will provide demographic trends and statewide refugee student data, and give an overview of the Ohio Refugee School Impact Grant program. It will provide examples of best practices used in Ohio schools and resources for educating refugee students. Information shared in this session also will be applicable to other immigrant and ELL populations.

**Room:** Cartoon 1 (3rd Floor)  
**Intended Audience:** Grades PreK-12; Refugee/Immigrant

H-98: **OpenSim: Making and Using Free, Open-Source Virtual Worlds for ESL Learning and Teaching**

**Presenter:** Douglas Coleman, Professor, University of Toledo

Sometimes teachers want to simulate a "real-world" environment for ESL students, but cannot effectively do so within a classroom. OpenSim, free open-source software, offers a solution. After introducing OpenSim, the presenter demonstrates a street directions lesson.

**Room:** Digital Lab (3rd Floor)  
**Intended Audience:** Higher Education, Program Administrators, Adult Education, Refugee/Immigrant, (actually could be relevant to anyone interested in technology in education)

H-99: **Help ELLs Practice for a Successful Assessment – Publisher Session**

**Presenters:** Brad Ayers, and Mary Gantzer, Sales Consultants, Continental Publishers

This presentation offers support for your ELLs by providing practice in the format and types of questions found on your local assessments. *Finish Line for ELLs* gives practice in multiple-choice, written response, and oral response questions across four domains—listening, reading, writing, and speaking. This practice helps minimize test anxiety. Presenters will also demonstrate the e-book version of the program which will support the collection of data for your ELLs.

**Room:** Tanya Rutner (3rd Floor)  
**Intended Audience:** Grades K-12
EXHIBITORS

Booksourc
PO Box 6926
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Dan Fleck, Educational Consultant
Abdinur Mohamud, Educational Consultant
Anita Bowden, Administrative Assistant

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