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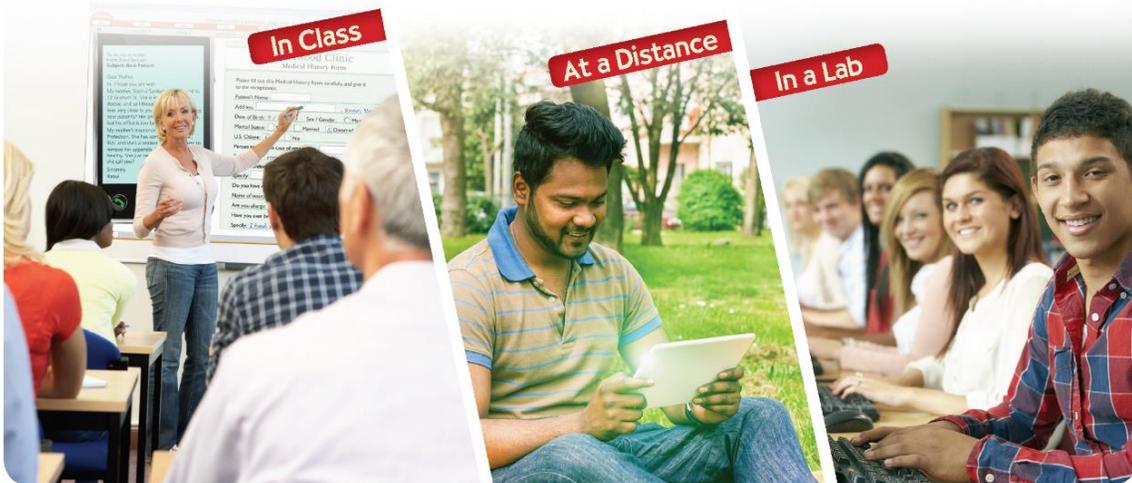


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## The 2017 WITESOL Board

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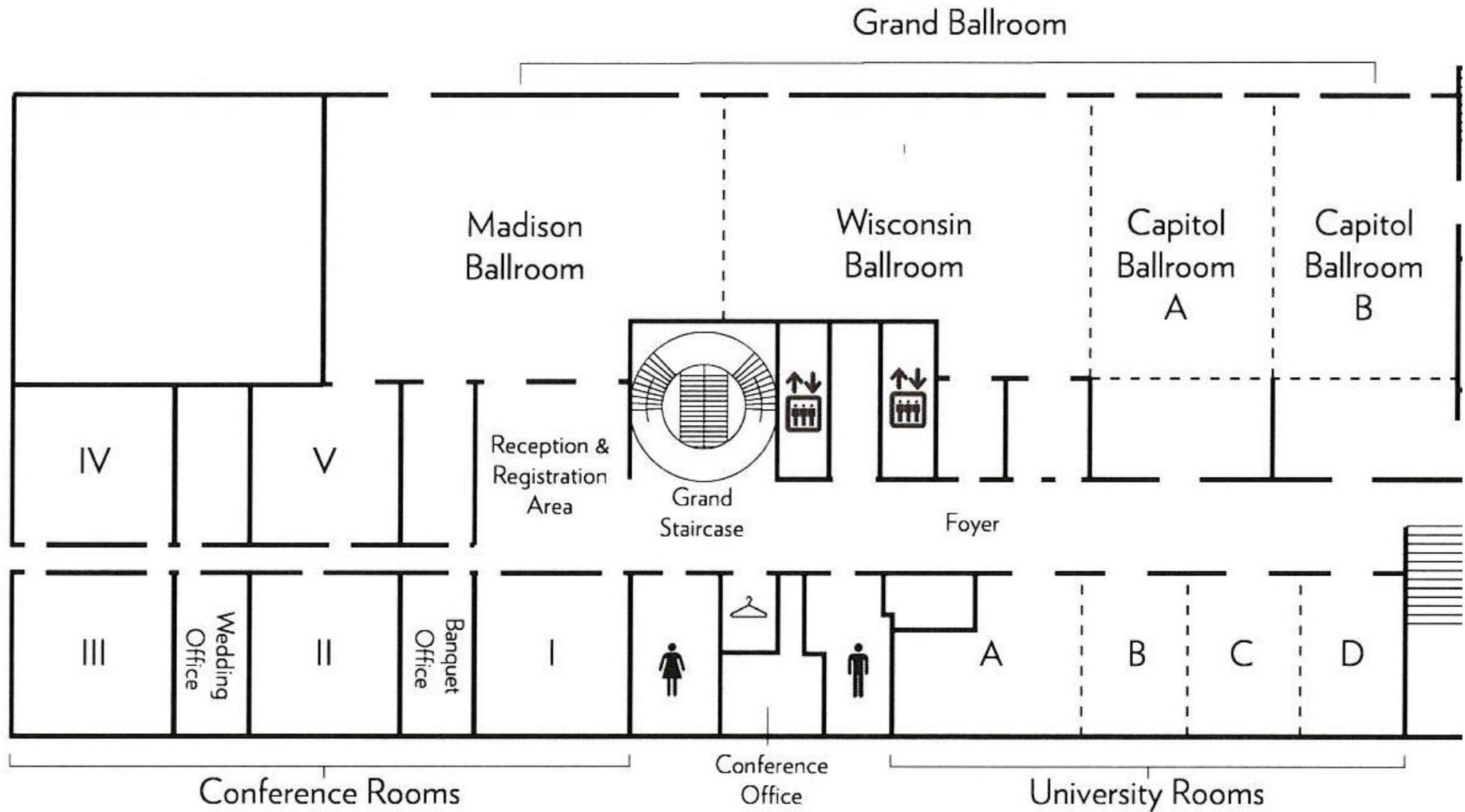
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# Schedule of Events

<b>8:30 – 9:30</b>	<b>Registration / Book Displays / Commercial Exhibits</b>				
<b>9:30 – 10:45 KEYNOTE</b>	<b>Welcome Ceremony / Keynote</b> <b>Reflective Practice for Language Teachers</b> Thomas S.C. Farrell, Brock University Madison Ballroom				
<b>Room:</b>	<b>Madison Ballroom</b>	<b>Conference II</b>	<b>Conference III</b>	<b>Conference IV</b>	<b>Conference V</b>
<b>SESSION 1 11:00 – 11:45</b>	<b>ROUND TABLE SESSIONS</b>  (See page 8 for details)	<b>COMMERCIAL SESSION</b> <b>Building Student Careers at all Levels!</b> Margo Hernandez Rainwater, Burlington English	<b>"Because it's Like You're with the Teacher:" Video Feedback</b>  Lee Friederich, UW- Barron County	<b>Reflective Journals: Helping Students Take Control of Their Own Learning</b>  Sara Daniels, University of Iowa	<b>"The Prison in Your Eyes:" Writing Poems for Vocabulary Acquisition</b>  Rossitza Ivanova, UW- Whitewater
<b>12:00 – 1:00</b>	<b>Lunch / WITESOL Annual Business Meeting (Capitol Ballroom A / Madison Ballroom)</b>				
<b>SESSION 2 1:15 – 2:00</b>	<b>PANEL DISCUSSION</b> <b>Multilingual Project- based Learning: Lessons and Challenges from a School-University Partnership</b> Gail Prasad, UW- Madison, Amanda Clarahan, MMSD +3	<b>COMMERCIAL SESSION</b> <b>Teach Abroad with the English Language Fellow Program</b>  Robert Palisin and Emily Ferlis, English Language Fellow Program	<b>Changing Mindset and Goal Orientation to Enhance Learning</b>  Douglas Margolis, UW- River Falls	<b>Reflecting on Dimensional Divide: Connecting Individualist Instructors and Collectivist Classrooms</b>  Jolene Wierschke, ELS Language Centers, Kenosha	<b>Beyond the Research Paper: Writing for Academic Access in College</b>  Susan Huss-Lederman, Brianna Deering, UW- Whitewater
<b>SESSION 3 2:15 – 3:00</b>	<b>Introduction to the Wisconsin EL Policy Handbook</b>  Audrey Lesondak, Wisconsin Department of Public Instruction	<b>COMMERCIAL SESSION</b> <b>The Pathway to Academic Readiness</b>  Jill Pomerantz, National Geographic Learning	<b>Infusing Rigor from the Beginning: Helping English Language Learners Shine</b>  Carolyn Nason, Joy Lehmann, MATC, Deb Gylund, Fox Valley Technical College	<b>TAG yourself! - Reflective Teaching Practice Through Teacher Activity Groups</b>  Rageshree Mukherjee, British Council	<b>Visualizing Adolescents' Communicative Repertoires Though Self-Portraiture, Communication Maps, and Digital Photography</b>  Lisa Velarde, Gail Prasad, UW-Madison
<b>3:15 – 4:00 CLOSING PLENARY</b>	<b>Transforming the Conversation: Reflecting on Student Assets and Teacher Assets</b> Jon Nordmeyer, WIDA Madison Ballroom				
<b>4:00 – 4:15</b>	<b>Closing Ceremony / Prize Drawing (Madison Ballroom)</b>				

# The Madison Concourse Hotel



# Dr. Thomas S.C. Farrell, Brock University



**Thomas S.C. Farrell** is Professor of Applied Linguistics at Brock University, Canada. His professional interests include reflective practice, and language teacher education and development. Professor Farrell has published widely in academic journals and has presented at major conferences worldwide on these topics. His latest books are *Promoting Teacher Reflection in Language Education: A Framework for TESOL Professionals* (Routledge, 2015), and *From Trainee to Teacher: Reflective Practice for Novice Teachers* (Equinox, 2016). His webpage is: [www.reflectiveinquiry.ca](http://www.reflectiveinquiry.ca)

## Jon Nordmeyer, WIDA



**Jon Nordmeyer** has been an international educator for 25 years and currently serves as the International Programs Director at WIDA, a research center at UW-Madison. Jon believes that an asset-based approach to professional collaboration can both ignite student learning and fuel teacher growth. He has contributed to national and international journals, co-edited the book *Integrating Language and Content* (TESOL 2010) and serves on the editorial review board of *Globally Informed*, a peer-reviewed journal for international educators. Jon earned a BA in Classical Archaeology from Dartmouth College and MA in TESOL from School for International Training. He is pursuing his PhD in Educational Leadership and Policy Analysis at the University of Wisconsin-Madison.

## **KEYNOTE SPEAKER – Madison Ballroom, 9:45 – 10:45**

### **Reflective Practice for Language Teachers**

Dr. Thomas S.C. Farrell, Brock University

**Abstract:** In the past 30 years there has been an increasing and sometime bewildering choice of teaching methods and means available to teachers of English to speakers of other languages (TESOL). In this keynote I outline how language teachers can reflect on their practice in TESOL. Reflecting on our practice suggests that our teaching experience is not enough, for we do not learn much from experience as much as we learn from reflecting on that experience; thus experience combined with reflections can lead to growth and this is how we become more effective language teachers. Such reflecting on practice encourages us to maintain our curiosity in our practice, identify significant interests/issues in our practice that we may want to reflect deeper on, and value and seek dialogue with our colleagues as a source of support in the analysis of these interests/issues. Thus by engaging in reflective practice language teachers can develop resourcefulness and resilience required to face future challenges and changes in profession.



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## **CLOSING PLENARY – Madison Ballroom, 3:15 – 4:00**

### **Transforming the Conversation: Reflecting on Student Assets and Teacher Assets**

Jon Nordmeyer, WIDA

**Abstract:** How can we catalyze a shift from viewing multilingualism as a problem to viewing multilingualism as a resource? 21st century school communities need to reflect a new paradigm in which ALL teachers share responsibility for ALL students. Professional collaboration has the potential to build on strengths of both students and teachers. This session will explore how we can build culture and structures for supporting professional collaboration - to ignite student learning and fuel teacher growth.

# Concurrent Session 1. 11:00 – 11:45

## Madison Ballroom

### ROUND TABLE SESSIONS

Round table sessions will take place simultaneously in the Madison Ballroom after Dr. Thomas Farrell's plenary talk. Each presentation will last between 5-10 minutes and will be repeated three or four times during the session. A round table presentation is a more personal, more informal, and more flexible style of presentation which allows session attendees to move from table to table, learning about each presenter's work.

#### **Expectation + Reality = Reflection + Adaptation: Teacher Training in Cambodia**

Renee Lajcak, UW-Madison

**Abstract:** Overseas teachers and trainers can gain substantially from reflective practice. This presentation describes a recent teacher-training project for a Cambodian NGO. When expectations face on-site reality, reflection can be an important tool not only for understanding, adapting, and developing workable solutions, but also for examining EFL teaching itself.

#### **Exploring Reflection to Practice: Lessons Learned from a Reading Group on Race**

Tracy Iftikar, Andrea Poulos, Parthy Schachter, UW-Madison

**Abstract:** Why is it important for ESOL teachers to examine race? How does this reflection impact teaching? Join us as we share topics that we have explored in a reading group on race for ESOL teachers and staff in our program, and discuss ways we have integrated ideas into our teaching.

#### **Student-Teacher Writing Conferences: Opportunities for Reflection**

Heidi Evans, Kristin Dalby, UW-Madison

**Abstract:** In writing courses, student-teacher conferences provide opportunities for students to discuss teacher feedback on their writing, plan revisions, and reflect on their efforts and overall learning goals. The presenters will share materials for conference preparation, tips for instructor feedback, and frameworks for facilitating conferences to maximize student participation and reflection.

#### **Helping ESL Writers Create Coherence in Academic Writing**

Cecile Despres-Berry, Lawrence University

**Abstract:** Many ESL writers learn to use transition words to connect sentences and create coherence. However, using only this technique can limit the coherence of their writing. Helping students use a wider variety of coherence strategies, including repetition, known-new links, and order of ideas can help them write more coherently.

#### **Workplace ESL Competency Development and Implementation for Adult Education**

Cassandra Pilarski, Marie Simpson, Literacy Network

**Abstract:** Immigrants starting work in unskilled labor in the U.S. not only have to learn procedures specific to their workplace, but also operate in an environment where the most common language is not their native tongue. This demonstration includes an overview of curriculum development and strategies when planning for workplace ESL.

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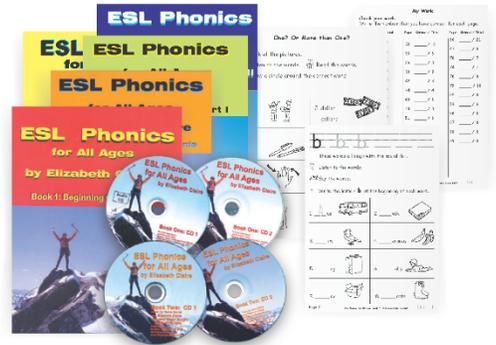
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## Conference Room II



### **Commercial Presentation: Building Student Careers at all Levels!**

Margo Hernandez Rainwater, Burlington English

**Abstract:** Exploration of how to utilize a blended curriculum to assist students' career advancements. Participants will be introduced to methods for applying IET principles in the classroom. Using the Career Extensions and Wordlists, we will review tools that allow students to choose and assess their future career plans. This introduction is the first step to fully implementing IET using BurlingtonEnglish courses in your program.

## Conference Room III

### **"Because it's Like You're with the Teacher": Video Feedback**

Lee Friederich, UW-Barron County

**Abstract:** This practice-oriented presentation will build off Sommer's ground-breaking research about the ineffectiveness of written comments for L1 students of composition in an examination of the motivation for supplementing conferencing in the L2 writing classroom with video feedback. Benefits, platforms, and samples of video feedback will also be explored.

## Conference Room IV

### **Reflective Journals: Helping Students Take Control of Their Own Learning**

Sara Daniels, University of Iowa

**Abstract:** Reflective journals are useful tools that allow students to think deeply about English and pinpoint specific areas where they can improve. This presentation will showcase several examples of speaking, listening, reading, writing, and grammar journals that are designed to help students reflect on their own learning processes.

## Conference Room V

### **"The Prison in Your Eyes": Writing Poems for Vocabulary Acquisition**

Rossitza Ivanova, UW-Whitewater

**Abstract:** Effective vocabulary acquisition happens when students apply vocabulary in their own writing and speaking, and through fun activities. The workshop will discuss one vocabulary poem assignment that uses words from an assigned reading and will show strategies that encourage multiple repetitions of new words, but in varying and creative contexts. Participants will create a vocabulary poem based on several different texts and leave with applicable ideas for their own classes.

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## Easy English NEWS

Volume XXII Number 8

April 2017

See page 10 for prices and ordering information.

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



### Going, going, gone?

April is Earth Month. *Easy English NEWS*' first article every April is about the earth and how we can care for it.

How many **dinosaurs\*** have you seen lately?

None? That's because dinosaurs have been **extinct\*** for 65 million years. A **catastrophic\*** event wiped them out. It wiped out 70% of all other animals alive at that time, too.

The earth is about 4.8 billion years old. How many different **species\*** of animals and plants have ever lived on it? Scientists think that number might be five billion. There were several **massive\*** extinctions\* in the earth's past. Most of those earlier plants and animals became extinct before humans existed\*.

Today, scientists **estimate\*** that there are between 10 million and 14 million different species alive on our planet.

Some scientists believe that another massive extinction is happening now. They say that 30% to 50% of species alive today will be extinct by the year 2200. They say that human activity is causing most of these extinctions.

#### We are all connected

Without these species, humans will be in danger, too! Each species is connected to a whole **web\*** of other species.



A family of African elephants at a watering hole that has dried up. (iStockphoto.com)

Wild animals, birds, insects, fish, and shellfish are food for people and for each other. Birds eat harmful insects and lower the mosquito population. Wolves and wildcats keep rat and rabbit populations low. Plants are food and a **source\*** of medicine for people and animals.

(continued on page 9)

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



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### Finding a place to live Renting an apartment

Are you looking for a place to live? Most newcomers rent a place first. People who rent are called **tenants\***. They pay rent to the **landlord\*** of their building.

#### How to find an apartment

Tell your friends and family that you are looking for an apartment. Put a note on the **bulletin board\*** at your work place. Look at the ads in the **real-estate\*** section of the newspaper or on **craigslist.org\***.

Go to a real-estate website and look at the apartments. Some real-estate



When you visit an apartment, ask the landlord where the fire exits are. Tall apartment buildings have fire escape stairs on the outside of the building. (iStockphoto.com)

websites are: **Zillow.com**, **Trulia.com**, and **Realtor.com**. Type in your city or ZIP code. You can choose a **price range\***, the size of the apartment, and more. You can see many photos of apartments for rent.

You can use a **real-estate agent\*** to help you find an apartment. The agent's **fee\*** is usually one month's rent.

#### What do you want?

Write down the things you want and need in an apartment.

How many bedrooms and bathrooms do

(continued on page 10)

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# Concurrent Session 2. 1:15 – 2:00

## Madison Ballroom

### Panel Discussion: Multilingual Project-based Learning: Lessons and Challenges from a School-University Partnership

Gail Prasad, UW-Madison, Amanda Clarahan, Madison Metropolitan School District, Bingjie Zheng, Patricia Ratanapraphart, Asmahan Sandokji, UW-Madison

**Abstract:** This panel brings together a university professor, school-based educators and graduate students to discuss the collaborative school-wide design, implementation and outcomes of multilingual project-based learning as a way of critically and creatively leveraging students' multilingual resources across the curriculum and building all students' language awareness and appreciation for linguistic diversity.

## Conference Room II



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### Commercial Presentation: Teach Abroad with the English Language Fellow Program

Robert Palisin and Emily Ferlis, English Language Fellow Program

**Abstract:** Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

## Conference Room III

### Changing Mindset and Goal Orientation to Enhance Learning

Douglas Margolis, UW-River Falls

**Abstract:** "Mindset" and "Goal Orientation" may impede learning and the effectiveness of your teaching, according to Stanford University Professor Carol Dweck. This presentation, based on an investigation to test Dweck's framework, describes three techniques for promoting a growth mindset and mastery goal orientation when teaching listening and speaking skills.

## Conference Room IV

### Reflecting on Dimensional Divide: Connecting Individualist Instructors and Collectivist Classrooms

Jolene Wierschke, ELS Language Centers, Kenosha

**Abstract:** An instructor's worst nightmare for a communicative activity comes when no student raises their hand or when they are simply met with blank stares after delivering instructions. This presentation shares classroom activities and management techniques--including setting classroom expectations, valuing group work, and explicit instructions--for engaging hesitant students.

## Conference Room V

### **Beyond the Research Paper: Writing for Academic Access in College**

Susan Huss-Lederman, Brianna Deering, UW-Whitewater

**Abstract:** In this practice-oriented presentation, attendees will learn how theme-based writing instruction, coupled with strategic campus engagement, supported international English learners in their first year of university study. Attendees will draft an action plan and receive a list of resources helpful for their own course design.

## **Concurrent Session 3. 2:15 – 3:00**

### Madison Ballroom

#### **Introduction to the Wisconsin EL Policy Handbook**

Audrey Lesondak, Wisconsin Department of Public Instruction

**Abstract:** The Every Student Succeeds Act (ESSA) of 2016 requires states to adopt standardized statewide procedures and criteria for entry into and exit from EL status. Wisconsin Department of Public Instruction (DPI) has designed an EL Policy Handbook to communicate changes driven by the implementation of ESSA. The presenters will share this guidance and facilitate a conversation about the handbook's content. Participants will have an opportunity to ask questions and offer suggestions for implementation.

### Conference Room II



#### **Commercial Presentation: The Pathway to Academic Readiness**

Jill Pomerantz, National Geographic Learning

**Abstract:** Your Pathway to Academic Readiness! Pathways is an academic English program that helps students develop the language skills, critical thinking, and learning strategies they need to succeed academically. Now in a new edition, Pathways incorporates authentic and relevant content from National Geographic into carefully developed lessons that teach listening, speaking, reading, writing, grammar and vocabulary.

### Conference Room III

#### **Infusing Rigor from the Beginning: Helping English Language Learners Shine**

Carolyn Nason, Joy Lehmann, Milwaukee Area Technical College, Deb Gylund, Fox Valley Technical College

**Abstract:** Meeting beginning ELLs' needs as they embark on their journey to college, career and civic readiness means increasing access to academic language, complex texts and critical thinking tasks from the first day of class. Participants explore various strategies, tweaks, tasks and projects that move beginning learners closer to their goals.

## Conference Room IV

### **TAG yourself! - Reflective Teaching Practice through Teacher Activity Groups**

Rageshree Mukherjee, British Council

**Abstract:** This interactive session with handy ideas will talk about TAGs which helps teachers reflect and act on action points in an organised and constructive manner. The session includes a brief background and some demonstration activities. It is a useful session for anyone who is actively involved in teacher education.

## Conference Room V

### **Visualizing Adolescents' Communicative Repertoires through Self-Portraiture, Communication Maps and Digital Photography**

Lisa Velarde, Gail Prasad, UW-Madison

**Abstract:** This research presentation showcases qualitative tools and how they have been used by university-based researchers and school-based teachers and teacher candidates in Madison area schools to make students' diverse multilingual and multimodal language and literacy practices visible in order to leverage adolescents' communicative repertoires for academic purposes and social understanding.



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**You snooze, you lose.** I was too late to get a vendor table at the WITESOL conference. Timeliness has never been my **long suit**. Oh, well, **no use crying over spilled milk**. I was going **make a pitch** & show you videos of some of the 700 American slang phrases at [Slang4US.com](http://Slang4US.com). Now I'll just have to go with **Plan B** & **weigh in** with a simple ad.

For some sample videos, **fiddle around** with the [Slang4US.com](http://Slang4US.com) home page & Slang4US on Facebook & YouTube. You may decide Slang4US isn't right for you or your students. That's **no skin off my nose**. But, it might be the neatest tool you've seen in **umpteenth** years. You won't know until you take a look. *You can SUBSCRIBE for all 700 phrases at the home page.*

**When you get down to brass tacks**, if your students don't know 500 of these 700 slang phrases (soon to be 1,000?), they don't know American English. I think they're informative, interesting, and amusing (with a few English lessons snuck in). I hope they'll be a valuable tool to you & your students. **Give it a shot**.

\* Yup. There's a video for each of these slang phrases.

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**You can complete a conference evaluation survey on paper at the conference, or take our online version at:**

**[witesol.com/fall-conference/evaluation/](http://witesol.com/fall-conference/evaluation/)**

# Wisconsin TESOL

## Writing and Art Contest 2017 - 2018

### Theme: Everyone is Important



Photo by Herb Neufeld via Flickr

Students can explore this theme with an essay, a poem or art. Students can write about why they think everyone is important, or share a personal story that shows how someone is important to them.

For art, students can create images that show special human connections or people communicating importance to others. Art can also honor groups of people. Poems can be about why everyone is important or they can focus on an important person. Character poems are also welcome. Any idea that honors the importance of a human being or group of people is acceptable.

WITESOL will be accepting submissions from December 15, 2017 until February 19, 2018. Any Wisconsin teacher who is a WITESOL member can enter up to 3 ELL entries per category. Student work from the 2017-2018 school year is eligible. We look forward to viewing artwork and reading personal essays and poems from students of all ages.

For more information and to see winning pieces from last year's contest, please visit our website at [WITESOL.com](http://WITESOL.com).

# Presenter Biographies

(in alphabetical order by family name)

**Amanda Clarahan** is an elementary school Multilingual Educator in Madison, WI. She comes to this position from a background of community-based education as an AmeriCorps volunteer in Massachusetts, a Peace Corps volunteer in Paraguay, and a tutor with Casa Central in Chicago, Illinois. She earned her B.A. in International Relations from Michigan State University and her M.A. in Elementary Education from DePaul University. Her professional interests include exploring best practices for family engagement, recognizing students as funds of knowledge, and teaching everyone a little bit of Guaraní (one of the national languages of Paraguay). **Contact:** [aclarahan@madison.k12.wi.us](mailto:aclarahan@madison.k12.wi.us)

**Sara Daniels** is an instructor in the ESL Department at The University of Iowa. Her experience in teaching is mostly with adult learners enrolled in a university degree program, but she also has experience teaching in an Intensive English program and tutoring students of various ages. She received a Bachelor's Degree in Global and International Studies from Western Michigan University in 2011 and a Master's degree in Applied Linguistics and TESOL from Southern Illinois University in 2014. **Contact:** [sara-daniels@uiowa.edu](mailto:sara-daniels@uiowa.edu)

**Cecile Despres-Berry** is the Director of ESL and Waseda at Lawrence University in Appleton, WI where she teaches courses in English for Academic Purposes and Education. Her EAP courses focus on helping non-native speakers of English adapt to both the linguistic challenges and academic culture of college. Courses include the study of academic writing, pragmatics, pronunciation, and an introduction to liberal learning that students take in the summer before their freshman year. She has taught English language learners in the Appleton public schools, in a conversation school in Chiba, Japan, and in a refugee center in Texas. She has a BA in Japanese studies from Earlham College and an MA in foreign language education with a focus on English from the University of Texas at Austin. **Contact:** [despresc@lawrence.edu](mailto:despresc@lawrence.edu)

**Kristin Dalby** began her English Language Teaching career in South Korea in 2000. The English language classroom was a good fit and she has enjoyed teaching many different kinds of English in several places since then. In addition to teaching students, Kristin has been a teacher trainer and has even dabbled in the management of English language programs. She earned a Master's in Applied Linguistics and TESOL from Leicester University in the UK and currently works in the ESL Program at University of Wisconsin-Madison. **Contact:** [kdalby@wisc.edu](mailto:kdalby@wisc.edu)

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