

DAY	EVENT	Presenter/Related Links	NOTES
MONDAY 1-5pm	<b>Pre-Convention Institute:</b> Helping ELL's Make Sense of Non-Fiction Texts	Mary Hall, Karyn Niles FFX Co Public Schools <a href="http://www.academicesl.com">www.academicesl.com</a>	Slides available on website <ul style="list-style-type: none"> <li>Identifying reading challenges</li> <li>Marzano Strategies</li> <li>Purpose for reading</li> <li>Creating Interest</li> <li>Note-taking/Summarizing</li> <li>Visualizing</li> <li>Similarities &amp; Differences as reading tool</li> <li>Cooperative Learning</li> <li>Vocabulary-Classify as subject specific and academic for all purposes</li> </ul>
WEDNESDAY 8:30-915	<b>Demonstration:</b> iPods in the Classroom	Troy Cox, Robb McCollum, Ben McMurry: Brigham Young University <a href="http://www.elc.byu.edu/ipods/TESOL.html">www.elc.byu.edu/ipods/TESOL.html</a>  <a href="http://www.podcasttutorial.com">www.podcasttutorial.com</a>	Handout available on website <a href="http://www.elc.byu.edu/ipods/handout.pdf">http://www.elc.byu.edu/ipods/handout.pdf</a> <ul style="list-style-type: none"> <li>Tips for Using Tech in Classrooms <ol style="list-style-type: none"> <li>iTunes Podcast store-free audio tours w/photos and maps</li> <li>record S's presentations/speech in class</li> <li>S's use to interview others-recorded and posted on blogs or wikis</li> <li>Covert movie/video clips to iPod video format</li> <li>National Geographic video shorts-downloaded to pods and used for a variety of tasks</li> </ol> </li> <li>Ideas with Digital recorders</li> <li>Ideas for Audio</li> <li>Ideas for Video</li> <li>Useful for Process writing: SurfTV-podcast which describes and shows the steps needed to learn how to surf. Model of Process writing for S's</li> <li>Information Gap activities w/iPods</li> <li>Use as external hard-drive when not in Tech Classroom-only need a TV and cable to connect iPod to TV screen.</li> <li>Information regarding the iPod products-5<sup>th</sup> generation now</li> </ul>

<p>WEDNESDAY 9:30-10:15</p>	<p><b>Exhibitor Session:</b> “Digital Natives” and How They Learn Language</p>	<p>Rosetta Stone <a href="http://www.rosettastone.com/en/">http://www.rosettastone.com/en/</a></p>	<p><i>Very much a sales pitch by an over-zealous salesman, but useful data regarding <b>D</b>igital <b>N</b>ative <b>L</b>earners who:</i></p> <ul style="list-style-type: none"> <li>• Learn in sprints (10-15mins at a time)</li> <li>• Multi-skilled taskers: search, scan, snip, store=access later</li> <li>• Simultaneous access to multiple sources</li> <li>• DNL’s control the experiential/experimental process: Finding sources-analyzing and making mistakes to learn better is norm</li> <li>• Learn in social and digital networks</li> <li>• Are <i>READING</i> images</li> </ul> <p><b>Issue of cheating is newly defined:</b> <b>WAS:</b> relying on someone else’s information instead of my own ideas <b>NOW:</b> S’s ask “Don’t you really WANT to test my ability to find that information, assess it for relevancy, and then use it to say something which can, but doesn’t have to be MY idea?” <b>Must ask ourselves as T’s:</b> “How do we use this Tech to assist a DNL in his learning-to partner w/our instructional process.</p>
<p>WEDNESDAY 10:30-11:15</p>	<p><b>Demonstration:</b> Culture Based Obstacles to ESL Speaking Skills</p>	<p>Mr. Mamdouh Zaki Matta Nasr American Univ. in Cairo School of Cont. Ed. <a href="mailto:mamdmata@aucegypt.edu">mamdmata@aucegypt.edu</a></p>	<p><i>Not at all what was anticipated by the title/description of event. Presenter offered a case specific description of his Language Teachers who teach English to Arabic Speaking Middle Easterners.</i></p> <p><b>Problem presented:</b> His T’s are frustrated that they can’t get their S’s to speak!</p> <ul style="list-style-type: none"> <li>• Offered surprising information relating to the intra-cultural blocks to speaking in the classroom.</li> <li>• Useful information about the culture of ME’s and why they are reluctant to speak English-what hinders a ME</li> <li>• Helpful tips for establishing a useful classroom culture for programs enrolling ME’s</li> </ul>
<p>WEDNESDAY 12:30-1:45</p>	<p><b>Poster Session:</b> Aim for Effective Group Online Discussions</p>	<p>Rui Cheng Univ. of S. Florida <a href="mailto:rcheng@mail.usf.edu">rcheng@mail.usf.edu</a></p>	<p>Handout:</p>

<p>THURSDAY 7:30-8:15</p>	<p><b>Discussion:</b> Novel ways to use MP3 Technologies, known popularly today as Podcasts</p>	<p>Thomas Robb, Kyoto Univ. Japan <a href="http://www.kyoto-su.ac.jp/~trobb/">http://www.kyoto-su.ac.jp/~trobb/</a></p>	<ul style="list-style-type: none"> <li>• MP3 Files for receptive/productive purposes: more than just <i>listening</i> to podcasts</li> </ul> <p>See handout available at <a href="http://www.kyoto-su.ac.jp/~trobb/podcasting2.html">http://www.kyoto-su.ac.jp/~trobb/podcasting2.html</a> Use <a href="http://moodle.org">http://moodle.org</a> to manage a class online and use Mp3's.</p>
<p>THURSDAY 9:30-10:30</p>	<p><b>eVillage:</b> Easy Podcasting: create instant/effective podcasts for listening activities</p>	<p>Diane Wallis City College of San Fran <a href="mailto:dkwallis@earthlink.com">dkwallis@earthlink.com</a>  <a href="http://www.dianewallis.podomatic.com">http://www.dianewallis.podomatic.com</a></p>	<p>Handout: Get your own Podcasting site: TOTALLY user friendly and DON'T NEED AN iPod! <a href="http://www.podomatic.com">www.podomatic.com</a></p>
<p>THURSDAY 11:30-12:15</p>	<p><b>Special Session:</b> From ESL to Harvard: An Immigrant's Perspective</p>	<p>Mawi Asgedom <a href="mailto:info@mawispeaks.com">info@mawispeaks.com</a>  <a href="http://www.mawispeaks.com/">http://www.mawispeaks.com/</a>  <a href="http://www.oprah.com/tows/pastshows/tows_past_20011031.jhtml">http://www.oprah.com/tows/pastshows/tows_past_20011031.jhtml</a>  <a href="http://www.oprah.com/tows/bookseen/tows_book_20011031_mawispeaks.jhtml">http://www.oprah.com/tows/bookseen/tows_book_20011031_mawispeaks.jhtml</a></p>	<ul style="list-style-type: none"> <li>• Fled civil war in Ethiopia and survived in a Sudanese refugee camp for 3 years. After being resettled in the US at 7 years old, Mawi overcame welfare, language barriers, and personal tragedy to graduate from Harvard University.</li> <li>• Since 1999, Mawi has spoken to an uplifted more than 300,000 teenagers, written 3 books &amp; 4 Cd's, and had been named one of the "40 Most Inspiring African-Americans" and one of "30 Black Leaders Under 30" and has appeared on Oprah.</li> </ul>
<p>THURSDAY 12:30-1:45</p>	<p><b>Poster Session:</b> 5 Essential Steps to Blogging EAP</p>	<p>Scott Ray Douglas, U of Calgary <a href="mailto:sdouglas@ucalgary.ca">sdouglas@ucalgary.ca</a>  <a href="http://weblogs.ucalgary.ca/">http://weblogs.ucalgary.ca/</a></p>	<ol style="list-style-type: none"> <li>1. <a href="http://www.englishforacademicpurposes.blogspot.com/">http://www.englishforacademicpurposes.blogspot.com/</a> See the Poster session on this blog and read the presenters abstract and comments about his poster session.</li> <li>2. Handout available here: <a href="https://webdisk.ucalgary.ca/~sdouglas/public_html/index.html">https://webdisk.ucalgary.ca/~sdouglas/public_html/index.html</a> I think the "Theory" is the part most important to address first. Using a Blog should not be a "stylish" choice for the classroom. That is, it, and any other technology, should support/make better/make easier/motivate/ and or connect with the purpose of your lesson.</li> </ol>

			<p>3. Make/get your own Podcasts at:</p> <p><a href="http://www.blogger.com">www.blogger.com</a>  <a href="http://www.blogspot.com">www.blogspot.com</a>  <a href="http://www.edublogs.com">www.edublogs.com</a>  <a href="http://www.opendiary.com">www.opendiary.com</a></p> <p><b>Some More Podcasting Sites:</b></p> <p>English as a Second Language Podcast:  <a href="http://www.eslpod.com">http://www.eslpod.com</a></p> <p>ITESLJ Links: <a href="http://iteslj.org/links/ESL/Listening/Podcasts/">http://iteslj.org/links/ESL/Listening/Podcasts/</a></p> <p>Voice of America:  <a href="http://www.voanews.com/specialenglish/index.cfm">http://www.voanews.com/specialenglish/index.cfm</a></p>
<p>THURSDAY 2:00-2:45</p>	<p><b>Workshop:</b> TOEFL iBT Curriculum Challenges &amp; Strategies</p>	<p>Cindy Ochoa, ETS Trainer  <a href="mailto:cindy@barnesochoa.com">cindy@barnesochoa.com</a></p>	<ul style="list-style-type: none"> <li>• Curriculum should be based on <u>integrated skills</u></li> <li>• Faculty should consider having 1-2 as ETS raters to keep the program informed.</li> </ul> <p><b>Consider building an Integrated Curriculum by asking these questions:</b></p> <ol style="list-style-type: none"> <li>1. What are we already doing at each level that is INTEGRATED? <i>Highlight existing aspects of iBT in curriculum and course materials.</i></li> <li>2. What are strategies for teaching integrated skills at lower levels?</li> <li>3. How are we teaching key academic skills (such as paraphrasing, summarizing (oral and written), note-taking at each level?</li> <li>4. How are we focused on pragmatic understanding at each level?</li> <li>5. How are we linking grammar instruction at all levels for success on the iBT and beyond?</li> <li>6. What are the learning objectives-expected outcomes for each level?</li> </ol> <p>NOTE: Try to think in terms of “Receptive to Productive”</p>

<p>THURSDAY 3:00-3:45</p>	<p><b>Workshop:</b> Community Building through Writing Online</p>	<p>Mary Lee Wholey Concordia University, Montreal <a href="mailto:ml_wholey@hotmail.com">ml_wholey@hotmail.com</a></p> <p>I have hard copy handouts--not digitally available</p>	<p><b>In blogging, her goals were:</b> To motivate S's to</p> <ol style="list-style-type: none"> <li>1. Examine evidence</li> <li>2. Look for/recognize alternative interpretations</li> <li>3. Integrate inferences</li> <li>4. Appreciate points of view</li> <li>5. Questions what they read <ul style="list-style-type: none"> <li>• This was introduced through reading, practiced through Writing/Listening/Speaking assignments which integrated skills.</li> <li>• Reading were introduced on the blog or in hard copy in class</li> <li>• Writing took place on the blog</li> <li>• Blog responses were read out in class and used in group discussions of point of view, interpretations, evidence, inference, etc.</li> </ul> </li> </ol> <p><b>SIDE EFFECT:</b> Blogging offered a sense of mutual respect and nonjudgemental attitudes towards writing. S's helped one another with all forms of advice from personal encouragement when some were frustrated with the writing process on a formal assignment to peer feedback on written responses with respect to the original goals (above).</p> <p>The Instructor was then in the position of instructional designer, while S's were focusing themselves on important elements of the instructional goals.</p>
<p>FRIDAY 10:30-11:15</p>	<p><b>Spotlight Session:</b> The Power of the Internet</p>	<p>Dave Sperling <a href="http://www.daveseslcafe.com">www.daveseslcafe.com</a></p> <p>Podcast about the café: <a href="http://www.englishmeeting.com/DaveSperling-ESLCafe.htm">http://www.englishmeeting.com/DaveSperling-ESLCafe.htm</a></p> <p>More Podcasts at <a href="http://www.englishmeeting.com/">http://www.englishmeeting.com/</a></p>	<p><i>ESLCelebrity Teacher</i>, Dave Sperling, discussed the powerful and exciting possibilities in using tech in ESL classrooms as well as the challenges facing teachers in this gae of digital natives.</p> <p>Abstract of session: <a href="http://www.daveseslcafe.com/tesol7.htm">http://www.daveseslcafe.com/tesol7.htm</a></p> <p><b>MAJOR ADVICE to teachers:</b> Don't be afraid to know LESS than your students. Abandon ego and idea that they cannot teach you a better way to share information!</p>