

LaTESOL 37th Conference

October 31st, 2019

University of Louisiana at Lafayette

Engaging and Empowering English Learners



LaTESOL 37th Annual Conference

PACE Day

Thursday, October 31st, 2019

University of Louisiana at Lafayette

Featured Speakers

Dr. Michelle Haj-Broussard, Elizabeth Mohan, Tera Melancon, Araceli Guerrero, Julia Lopez
University of Louisiana at Lafayette
Lafayette Parish School System

Dr. Susan Spezzini
English Learner Education
University of Alabama at Birmingham

Sheltered Instruction Trainers

Dr. Maria Ruiz
Special Education
University of Louisiana at Lafayette

Dr. Natalie Keefer, Julia Lopez and Jyhane Jimenez
University of Louisiana at Lafayette
Lafayette Parish School System

Conference Overview

8:00-9:00 AM	Registration and Light Breakfast <i>Exhibitors available throughout the day</i>
9:00-9:10 AM	Welcome: Carolyn Jones (President of LaTESOL)
9:10-10:00 AM	Plenary Speaker: Susan Spezzini, Ph.D.
10:10-11:00 AM	Concurrent Sessions A
11:10-12:00 AM	Concurrent Sessions B
12:00-1:00 PM	Lunch (Cypress Cafeteria)
1:10 – 2:00 PM	Plenary Speaker: Michelle Haj-Broussard, Ph.D.
2:10 – 3:00 PM	Concurrent Sessions C



Plenary Speaker
Susan Spezzini, Ph.D.
Professor of English Learner Education
Program Director of Secondary Education and ESL
University of Alabama at Birmingham

9:10 –10:00 AM
Helma Constantine Room 209

Dr. Spezzini is a Professor of English Learner Education, Program Director of Secondary Education and ESL, and Principal Investigator for professional development grants from the U.S. Department of Education's Office of English Language Acquisition (OELA). She has established a research agenda on the preparation of educators for effectively serving English learners and coupled it with her career interest in issues related to English learner pronunciation. In a recent study, she and her colleagues examined the impact of their National Professional Development grants. In another study, they examined the oral English proficiency of non-native English speakers pursuing graduate degrees in education and factors related to their identity and perceptions of self-efficacy as teachers. In earlier studies, they examined how mainstream teachers learn to implement ESL Best Practices and how they help their colleagues through collaborative mentoring. She also explored how visual analogies in "The Fun-Analogy Train" served to empower graduate students in understanding phonological concepts and in using such concepts to help ELLs improve their pronunciation.

She currently teaches EESL 625 "Phonology for Second Language Teachers" in the master's degree program for teaching ESL and world languages, EDC 732 "Culturally and Linguistically Responsive Instruction" for the EdS in ESL and secondary education, and EDC 760 "Engaging Glocal Communities" in the Educational Studies in Diverse Populations PhD program. She has given presentations at over 80 conferences (in 20 states and 5 countries) and have conducted professional development workshops for over 4,000 educators in Alabama, Georgia, and Mississippi as well as Nicaragua, Ecuador, Paraguay, and Uruguay.

Helping English Learners Overcome Pronunciation Difficulties

English learners (ELs) often experience pronunciation difficulties that can lead to negative outcomes at school and beyond. This keynote explores *why* teachers should be aware of their ELs' pronunciation difficulties, describes *how* communication breakdowns can negatively affect ELs' academic development, and highlights *what* can be done to help ELs improve their pronunciation.

CONCURRENT SESSIONS A

10:10 – 11:00 AM

TITLE #1: Making Response to Intervention Work for English Learners

PRESENTER: Dr. Maria Ruiz, University of Louisiana at Lafayette

Type of presentation: Workshop

Location: Pelican Room 207, Repeated Session at 2:10 pm

Intended audience: Assessment/K-12

Description: The presenter will share a framework for implementing Response to Intervention (RTI) with English Learners (ELs) which has been designed to help schools consider unique factors that might influence ELs' performance, develop culturally and linguistically appropriate intervention plans, and rule out the presence of a disability. Case scenarios will be used to provide participants with practice applying the framework.

TITLE #2: Gathering Funds of Knowledge from Heritage and Traditions: An Elementary Social Studies

Unit Plan for Bilingual Education Settings

PRESENTER: Dr. Natalie Keefer (UL Lafayette), Julia Lopez and Jyhane Jimenez (LPSS)

Type of presentation: Practice-Oriented Presentation

Location: River Room 208, Repeated Session at 11:00 am

Intended audience: Elementary Ed

Description: At the nexus of social studies and world language curriculums is an opportunity to explore students' funds of knowledge with a vocabulary-rich content designed to teach and reinforce language acquisition. The lessons in this unit plan are well-aligned to state and national standards, and include student-centered activities that facilitate students' exploration of the geography, music, dance, foodways, and folk art traditions that are part of their heritage.

TITLE #3: Using Picture Books for Language and Vocabulary Acquisition

PRESENTER: Dr. Jennifer Geer, University of Louisiana at Lafayette

Type of presentation: Practice-Oriented Presentation

Location: Bayou Room 211, Repeated Session at 11:10 am

Intended audience: Elementary Ed

Description: This workshop will show how to use picture books to connect with readers and language learners of all ages with an emphasis on learning English vocabulary and basic skills such as reading from left to right.

TITLE #4: More Tips on Helping ELs with their Pronunciation Challenges

PRESENTER: Dr. Susan Spezzini, University of Alabama at Birmingham

Type of presentation: Practice-Oriented Presentation

Location: Shadows Room 212

Intended audience: K-12

Description: Attendees learn several tips for helping ELs with their pronunciation challenges. After practicing several easy techniques during this session, attendees will be able to use these techniques, as needed, for assisting ELs in their own K-12 classrooms. After ELs learn to perceive and produce challenging English sounds, they often experience increased confidence and self-assuredness not just with speaking English but also with reading and writing.

TITLE #5: SIOP Training A: The fundamentals of SIOP (Sheltered Instruction Observation Protocol)

PRESENTER: Dr. Michelle Haj-Broussard (UL Lafayette), Elizabeth Mohan, Tera Melancon, Araceli Guerrero, Julia Lopez (LPSS)

Type of presentation: Workshop

Location: Magnolia Room 210

Intended audience: Bilingual Ed/EFL

Description: Our trainers were trained by Center for Applied Linguistics to give the SiOP fundamental training. This series of three workshops goes over all of the SiOP fundamentals of teaching language through content in the classroom.

CONCURRENT SESSIONS B

11:10 – 12:00

TITLE #1: Academic Language Literacy: Hands-On Decoding a Math Word Problem

PRESENTER: Dr. Christel Broady, Georgetown College

Type of presentation: Practice-Oriented Presentation

Location: Pelican Room 207, Repeated Session at 2:10 pm

Intended audience: K-12

Description: In this hands-on session, participants will be asked to assume the role of an English learner by being immersed in a non-English language activity. They will experience how learners feel and how they work through a math problem. By their active participation in the session, participants will learn which strategies and resources will help students to be successful in an academic activity. Participants can implement similar strategies in their classrooms and disciplines. This session is particularly suited for content teachers or ESL teachers collaborating with content teachers.

TITLE #2: Gathering Funds of Knowledge from Heritage and Traditions: An Elementary Social Studies Unit Plan for Bilingual Education Settings

PRESENTER: Dr. Natalie Keefer(UL Lafayette), Julia Lopez and Jyhane Jimenez (LPSS)

Type of presentation: Practice-Oriented Presentation

Location: River Room 208, Repeated session at 10:10 am

Intended audience: Elementary Ed

Description: At the nexus of social studies and world language curriculums is an opportunity to explore students' funds of knowledge with a vocabulary-rich content designed to teach and reinforce language acquisition. The lessons in this unit plan are well-aligned to state and national standards, and include student-centered activities that facilitate students' exploration of the geography, music, dance, foodways, and folk art traditions that are part of their heritage.

TITLE #3: Using Picture Books and Illustrated Books for Reading Comprehension and Higher-Order Thinking Skills

PRESENTER: Dr. Jennifer Geer, UL Lafayette

Type of presentation: Practice-Oriented Presentation

Location: Bayou Room 211, Repeated Session at 10:10 am

Intended audience: Grades 6-12

Description: This workshop will show how to use picture books to promote higher-order thinking skills and analysis while remaining within a relatively simple vocabulary.

TITLE #4: Lines and Circles: Keep 'em Talking

PRESENTER: Dr. Susan Spezzini, University of Alabama at Birmingham

Type of presentation: Practice-Oriented Presentation

Location: Shadows Room 212

Intended audience: K-12

Description: Attendees learn techniques for grouping students into lines and circles in order to *keep them talking* about academic content. After experiencing these techniques first-hand, attendees will be able to incorporate lines and circles in their own K-12 classrooms to enhance content instruction and, if applicable for their schools, to support the Sheltered Instruction Observation Protocol (SIOP). Although these techniques help all students use oral language in a targeted content area, they are especially useful for English learners in reaching higher levels of English proficiency.

TITLE #5: SIOP Training B: The fundamentals of SIOP (Sheltered Instruction Observation Protocol)

PRESENTER: Dr. Michelle Haj-Broussard (UL Lafayette), Elizabeth Mohan, Tera Melancon, Araceli Guerrero, Julia Lopez (LPSS)

Type of presentation: Practice-Oriented Presentation

Location: Magnolia Room 210

Intended audience: Bilingual Ed/EFL

Description: Our trainers were trained by Center for Applied Linguistics to give the SiOP fundamental training. This series of three workshops goes over all of the SiOP fundamentals of teaching language through content in the classroom.

LUNCH

12:00 – 1:00 PM

Cypress Cafeteria (Room 220, 2nd floor)

Conference badge is your lunch ticket



Plenary Speaker

Michelle Haj-Broussard, Ph.D.

**Associate Professor, Department of Curriculum and Instruction
University of Louisiana at Lafayette**

1:10 – 2:00 PM

Helma Constantine Room 209

Dr. Michelle Haj-Broussard is a recipient of the Chevalier of the Order of the Palmes Académiques, a French order for distinguished academics. Michelle is the president of the Louisiana Consortium of Immersion Schools (LCIS), on the executive board of the Council for the Development of French in Louisiana (CODOFIL), and an active committee member of the CODOFIL Education committee, which works to expand French Immersion and professional development for immersion teachers. She taught at the K-12 level, both French and French Immersion, for over 10 years. Michelle has taught in higher education for 14 years in a number of areas ranging from Math Methodology, Gifted Education, Foreign/ESL Language Methodology, Classroom Management, and Immersion Methodology. She is currently working with the University of Louisiana at Lafayette to launch their French Immersion M.A.T as well as an online graduate certificate program in immersion pedagogy. Dr Haj-Broussard is currently running a 5 year National Professional Development grant from the office of English Language Acquisition where she is training teachers to utilize a more content-based approach to teaching.

Introduction to the integrated approach: Learning from immersion research and methods

This plenary will look at some state of the art research and immersion methods that are applicable to contexts for English language learners. Specifically, the integrated approach and biliteracy.

CONCURRENT SESSIONS C

2:10 – 3:00 PM

TITLE #1: Making Response to Intervention Work for English Learners

PRESENTER: Dr. Maria Ruiz, University of Louisiana at Lafayette

Type of presentation: Workshop

Location: Pelican Room 207, Repeated Session at 10:10 am

Intended audience: Assessment/K-12

Description: The presenter will share a framework for implementing Response to Intervention (RTI) with English Learners (ELs) which has been designed to help schools consider unique factors that might influence ELs' performance, develop culturally and linguistically appropriate intervention plans, and rule out the presence of a disability. Case scenarios will be used to provide participants with practice applying the framework.

TITLE #2: Using Simple Vocabulary to Talk About Science

PRESENTER: Dr. Mark Honegger, University of Louisiana at Lafayette

Type of presentation: Practice-oriented presentation

Location: River Room 208

Intended audience: K-8

Description: This workshop will demonstrate an approach to using simple words that are universally available in every language in order to teach scientific concepts to children.

TITLE #3: Academic Language Literacy: Hands-On Decoding a Math Word Problem

PRESENTER: Dr. Christel Broady, Georgetown College

Type of presentation: Practice-Oriented Presentation

Location: Bayou Room 211, Repeated Session at 11:10 am

Intended audience: K-12

Description: In this hands-on session, participants will be asked to assume the role of an English learner by being immersed in a non-English language activity. They will experience how learners feel and how they work through a math problem. By their active participation in the session, participants will learn which strategies and resources will help students to be successful in an academic activity. Participants can implement similar strategies in their classrooms and disciplines. This session is particularly suited for content teachers or ESL teachers collaborating with content teachers.

TITLE #4: Interactive Peer-to-Peer Oral Techniques: Strategies for Effective Classroom Interaction

PRESENTER: Dr. Susan Spezzini, University of Louisiana at Lafayette

Type of presentation: Practice-Oriented Presentation

Location: Shadows Room 212

Intended audience: K-12

Description: Attendees take part in several Interactive Peer-to-peer Oral Techniques (IPOTs) for promoting oral interaction in their K-12 classrooms among all students, but with a special focus on English learners. These IPOTs include favorites such as gap-filling tango, turn and tell, carousel charts, roaming reporters, chants, and many more. Throughout this session, participants brainstorm how they can best incorporate IPOTs in their own classrooms to promote content and language learning.

TITLE #5: SIOP Training C: The fundamentals of SIOP (Sheltered Instruction Observation Protocol)

PRESENTER: Dr. Michelle Haj-Broussard (UL Lafayette), Elizabeth Mohan, Tera Melancon, Araceli Guerrero, Julia Lopez (LPSS)

Type of presentation: Practice-Oriented Presentation

Location: Magnolia Room 210

Intended audience: Bilingual Ed/EFL

Description: Our trainers were trained by Center for Applied Linguistics to give the SiOP fundamental training. This series of three workshops goes over all of the SiOP fundamentals of teaching language through content in the classroom.

1st day of conference ends