

# WELCOME TO NM TESOL's "SPOTLIGHT ON STUDENTS" FALL CONFERENCE OCTOBER 18 & 19, 2019

CNM's MONTROYA CAMPUS – H BUILDING  
4700 MORRIS ST NE, ALBUQUERQUE, NM 87111

## FRIDAY, OCTOBER 18

7:30-9:00 AM

**H  
126**

**SIGN-IN & CONTINENTAL BREAKFAST  
OPENING REMARKS & PUBLISHERS' EXHIBITION**

## SESSION 1 ~ 9:00-10:15 AM

**H  
113**

**(THE PERC)**

This session will also be presented on Saturday from 9-10:15

### **Orientation to the 'PERC'**

*\* This session requires pre-registration*

*Catherine Lewis, ESL Consultant*

Be among the first to explore the PERC, our brand new statewide Professional ESL Resource Center at CNM. Learn about the origins of the PERC, its many components, uses and availability to NM TESOL members and the CNM community.

Join your colleagues in an educational "treasure hunt" (yes, a real treasure hunt!) to discover the variety and breadth of materials available at the PERC to support your ESL instruction.

**H  
115**

### **Dictogloss: An Interactive Technique to Promote Collaborative Language and Culture Learning**

*Evelyn Almeida, Andrea Rosero, Andrea Alban; EFL faculty at Universidad Central del Ecuador*

Years of research have shown that there is a strong connection between collaborative work and language learning. Dictogloss is an interactive technique to promote the development of integrated skills in ESL/EFL students. This presentation aims to encourage collaborative learning with the use of a hands-on dictogloss activity.

You will also have the opportunity to learn about Ecuadorian culture and traditions.

<p><b>H 116</b></p>	<p><b>Diagnostic Assessments: How They Can Be Used</b>  <i>Judy Ma, Brigham Young University</i></p> <p>Any ESL instructors who create and use formative assessments are welcome to attend this round-table discussion focusing on the design and use of diagnostic assessments. The facilitator will initiate the discussion by asking about current practices at classroom and institutional levels for assessing students' needs. The facilitator will then share the process of developing a diagnostic assessment, followed by a discussion on the classroom teachers' challenges and ways to overcome these challenges as teachers develop their own diagnostic assessments.</p> <p>The participants will be able to reflect on their own formative test-writing process, identify how they can align the purpose of the test with what they intend to achieve, and ameliorate their process to give more informative feedback.</p> <p><b>*this session is a round-table discussion</b></p>
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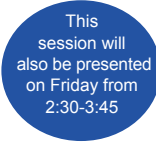

<p><b>H 117</b></p>	<p><b>Integrating Critical Information About Laws, Scams and US Systems in Adult ESOL Classes</b>  <i>Lee Shainis, Executive Director of Intercambio</i></p> <p>English classes can provide an important opportunity to discuss the ins-and-outs of surviving and succeeding in a society that is very different from what our English learners are used to in their native country. Too often, our students learn life lessons outside the classroom about laws, scams, systems and cultural norms the hard way.</p> <p>You will walk away from this workshop with specific tools and life-changing topics to integrate easily into your existing classes. These discussions also provide a great opportunity for teachers to learn more from their students' histories and perspectives.</p>
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<p><b>H 126</b></p>	<p><b>PUBLISHERS' EXHIBITION, ESL LOUNGE FOR NETWORKING, NM TESOL MEMBERSHIP &amp; PERC SIGN-UP</b></p>
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**SESSION 2 ~ 10:30-11:45 AM**

<p><b>H 113 (PERC)</b></p> <div data-bbox="105 1732 267 1879" style="border: 1px solid blue; border-radius: 50%; padding: 5px; width: fit-content; margin: 10px auto;"> <p>This session will also be presented on Saturday from 10:30-11:45</p> </div>	<p><b>20<sup>t</sup>/80<sup>s</sup> – What Does it Mean?</b>      <i>* This session requires pre-registration</i>  <i>Catherine Lewis, ESL Consultant</i></p> <p>Are you spending too much time talking at your students? Are you standing in front of your class most of the time? Or, are your students fully engaged, having fun and speaking English throughout their time in your class as you move among them?</p> <p>Learn new techniques designed to reduce “teacher speak” and increase “student speak.” Using materials from the PERC and working in small groups, you will develop a lesson plan with structured and sequential activities designed to keep your students interacting and speaking English for 80% of your next class.</p> <p>Goal of session: Learn to talk less while students learn more.</p>
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<p><b>H 115</b></p>	<p><b>One Conversation, Many Voices – Sharing Multiple Perspectives on Adult Language Learning</b>  <i>Teresa Guevara, Director of Educational Programs; David Ruben Lopez; Patricia Bonilla, ESL Instructor; Encuentro; Maria de Jesus Gallardo</i></p> <p>Many adult second language (L2) learners experience social and linguistic isolation and face barriers that hinder access to Anglophone social settings and networks. Given this marginality, classroom facilitated practice and relationship building can provide essential foundations in the development of communication skills, confidence and self-efficacy. Encuentro’s Basic ESL program uses a community based educational approach that engages multiple stakeholders - the ESL learner, the ESL instructor, the English-speaking volunteer, and the Program Director - in the development of learners’ L2 skills and confidence to enhance social participation in contexts beyond the classroom.</p> <p>This session will examine the social and contextual nature of language learning and harvest the perspectives of multiple stakeholders engaged in Encuentro’s language learning model.</p>
<p><b>H 116</b></p>	<p><b>NMPED English Language Development Framework Guidance Handbook</b>  <i>Andrea Chavez, Deming Public Schools/EL Language Specialist; Beth Anthony; Melissa Gooch; Ann Swickard; Maria Burns; Rebecca Cabido</i></p> <p>The ELD Taskforces created an English Language Development Instructional Framework (ELDIF) Guidance Handbook and Culturally and Linguistically Responsive Instruction (CLRI) for American Indian ELs in New Mexico Guidance Document. These resources were designed to support ELD teachers as they leverage the time allotted for the ELD instructional block. The resources are also an attempt to provide common language and expectations that may be used by school leaders and content teachers. Serving ELs is a shared responsibility and these guidance documents are a starting point that may be adapted to meet local needs. In this session, you will have an opportunity to learn about the ELDIF and provide questions and feedback to the ELD Taskforce.</p>
<p><b>H 117</b></p> <p></p>	<p><b>Literacy Engagement for Middle and High School Newcomer through LTEL Students</b>  <i>Nikki DeJulia, Account Executive at Pearson Education</i></p> <p style="text-align: right;">  <b>Publisher's session</b></p> <p>Do your secondary EL students cringe when you hand them a book made for an elementary school student? Do you find that your LTELs are stuck for years without making much progress in reading comprehension and writing? Do you long for a teacher-led program that addresses reading, writing, speaking, and listening and also gives you a pulse on student performance daily?</p> <p>If you answered yes to these questions, then you’ll want to experience a program that has the power to overcome these challenges and more. In order to see this program through the eyes of the student, please bring an internet-enabled device (not a smart phone) if you have one. If not, there will be a few extras to use.</p>
<p><b>H 126</b></p>	<p><b>PUBLISHERS’ EXHIBITION, ESL LOUNGE FOR NETWORKING, NM TESOL MEMBERSHIP &amp; PERC SIGN-UP</b></p>

## RB 105: (ACROSS THE COURTYARD)

**12:00: LUNCH:** Boxed Lunches catered by Atrios are available for everyone who registered and pre-selected a lunch choice.

### **12:30: FEATURE PRESENTATION: 'SPOTLIGHT ON STUDENTS'**


Please join us for a celebration of learning and hope: the joys and challenges of sowing the seeds of poetry in an ESL conversation group, and the surprising harvest which resulted in Immigrant Memories and Poetic Ambitions. This book is included in your NM TESOL bag for your enjoyment.

## IMMIGRANT MEMORIES AND POETIC AMBITIONS

Poetry Readings by CNM's Conversation Group Students


Fatima Mustafa, <i>Jordan</i>	"Travel Tales"
Khuloud Al-Hakim, <i>Syria</i>	"Where I Am From"
Nafeesa Popal, <i>Afghanistan</i>	"My Love for Allah and Studying"
Jing Li, <i>China</i>	"I Want to Be..."
Merlin Martinez, <i>Guatemala</i>	"Eterna Primavera Quauhtlemallan"
Silvia Sansana, <i>Brazil</i>	"Saudame"
Deborah Glauss, <i>Brazil</i>	"I See You/ Eu Vejo Voce"
Yueh Ni (Vicky) Lin, <i>Taiwan</i>	"Beloved Imm Ma: Tender & Protective"
Antonio Marquez, <i>Cuba</i>	"Who?"
Nelson Macias Campos, <i>El Salvador</i>	"Tierra de Esperanza"
Sibely Viera, <i>Brazil</i>	"La Bella Giornata"
Deysi H. Henkel, <i>Honduras</i>	"Tierra Catracha"
Veronica Uribe, <i>Mexico</i>	"I Am"

## SESSION 3 ~ 1:00-2:15 PM

<b>H 115</b>	<p><b>The Poetics of Community in the ESL Classroom</b>  <i>Laura Jijon, ESL Instructor/ACE Writing Tutor;            Kat Crespin, IRW Instructor/ACE Writing Tutor;            Gregg Cappetto, ACE Supervisor; CNM</i></p> <p>In this presentation, ESL conversation group leaders Laura Jijon and Kat Crespin will introduce their project based curriculum and the various lessons which they have used throughout the past year to inspire creativity, provide applicable language skills, and create a strong community among ESL students.</p>
<b>H 116</b>	<p><b>Digital Storytelling for Student Engagement</b>  <i>Kristen Waring, NM Adult Ed PD Team Senior Training Consultant;            Claudia Lopez, Next Steps AE Training Specialist/Spanish AE instructor</i></p> <p>This interactive session will demonstrate how to use digital storytelling as an engaging instructional tool which makes learning fun for both instructors and students. Our session will follow brain-based interactive lesson designs which use active learning strategies and activities. Participants will get an opportunity for hands on experience with digital tools such as VoiceThread, Padlet, Adobe Spark and many others.</p> <p>Participants will leave the session with a personal digital story and a repertoire of online, digital tools that they will be able to use immediately in their classrooms. All participants should bring a device with internet capabilities. Laptops are preferred.</p>
<b>H 117</b>	<p><b>Managing Mistakes</b>  <i>John Kongsvik, Director of TESOL Trainers</i></p> <p>Managing mistakes is a big part of teaching and learning language. In an experiential format, participants will examine the role mistake management plays and explore a five step process to manage them that sets all students up for success.</p>
<b>H 118</b>	<p><b>The Color Vowel Approach: Sound Strategies for Every Classroom</b>  <i>Shirley Thompson, Co-author of the Color Vowel Chart</i></p> <p style="text-align: right;">   <b>Publisher's session</b> </p> <p>The Color Vowel Chart is a simple visual tool that powerfully supports listening, pronunciation, vocabulary, and spelling in ESL/EFL classrooms for all ages and levels. Learn how the Chart is revolutionizing TESOL around the world as you discover the Color Vowel Approach through multimodal participation and technique practice.</p>

<b>H 126</b>	<p><b>PUBLISHERS' EXHIBITION, ESL LOUNGE FOR NETWORKING,            NM TESOL MEMBERSHIP &amp; PERC SIGN-UP</b></p>
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## SESSION 4 ~ 2:30-3:45 PM

<b>H 115</b>	<p><b>The Identity Project: Discovery of Self as Writer via Student-Generated Content</b>  <i>Dafyd Rawlings, ESL Program Coordinator at Santa Fe Community College</i></p> <p>The journey of acquiring English is one of discovery in which new aspects of identity are formed: that of an English language user. This session will describe what happened when an intermediate/advanced ESL reading/writing class used their own student-generated content to discover who they are as writers and how learning English has impacted them in their own lives.</p> <p>This presentation will offer to ESL reading and writing instructors the process and results of a writing project at a community college. The process of how student content was generated, how readings were chosen, processed, and sequenced will be described. The writing process will be explained to show how various types of writing are prepared, written, and reviewed. In the end, an anthology was produced and will be shown and described. A brief question and answer period will be included.</p>
<b>H 116</b>	<p><b>Tech Slam</b>  <i>Cash Clifton and Kristen Waring, NM Adult Ed PD Team Senior Training Consultants</i></p> <p>A tech slam is a fast-paced, fun, and interactive session where educators share their favorite learning technology tips with colleagues while learning about new tools from each other. Please bring your favorite tips and/or questions to ask the group! The tech slam may include websites, applications, browser extensions, or anything else you use with your students to digitally enhance learning. Attendees who want to try new tech during the session should bring a mobile device or laptop.</p>
<b>H 117</b>	<div style="text-align: right;">  <p><b>Publisher's session</b></p> </div> <p><b>Literacy Engagement for Middle and High School Newcomer through LTEL Students</b>  <i>Nikki DeJulia, Account Executive at Pearson Education</i></p> <p>Do your secondary EL students cringe when you hand them a book made for an elementary school student? Do you find that your LTELs are stuck for years without making much progress in reading comprehension and writing? Do you long for a teacher-led program that addresses reading, writing, speaking, and listening and also gives you a pulse on student performance daily?</p> <p>If you answered yes to these questions, then you'll want to experience a program that has the power to overcome these challenges and more. In order to see this program through the eyes of the student, please bring an internet-enabled device (not a smart phone) if you have one. If not, there will be a few extras to use.</p>
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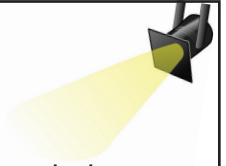


**H  
118**

## **Rhythm, and Chants, and Songs, Oh My!**

*Karen Taylor, Co-author of the Color Vowel Chart*

English learners can spend years learning grammar and building their vocabulary, yet still feel helpless when it comes to actually speaking English. What's often missing is rhythm, a vital synthesis of pronunciation, grammar, and vocabulary that supports speaking confidence. In this session, you will learn how to create and use chants integrated with Color Vowel Approach.



**4:00-6:00 PM**

### **JOIN US FOR THE OPENING RECEPTION OF THE PROFESSIONAL ESL RESOURCE CENTER (PERC)**

in H 113

Very exciting news for education in New Mexico –  
a new Professional ESL Resource Center at CNM

**Finally** – New Mexico will have a professional and comprehensive ESL (English as a Second Language) Resource Center available for New Mexico educators and learning communities statewide.

In a unique cooperative venture, private donors Catherine and Mac Lewis, NM TESOL (New Mexico Teachers of English to Speakers of Other Languages) and CNM (Central New Mexico Community College) have come together to establish the new Professional ESL Resource Center (PERC) on CNM's Montoya Campus.

The PERC houses an extensive array of commercial and custom-developed ESL teaching materials, accumulated and created by the Lewises over more than a decade in support of Catherine's highly successful ESL work with English language learners. The materials range from pre-K to adult and offer a broad variety of resources to help students learn, practice and improve their English skills.



**The PERC is located at:**

**CNM's Montoya Campus  
Room H-113  
4700 Morris St NE  
Albuquerque, NM 87111**

# SATURDAY, OCTOBER 19

## SESSION 1 ~ 9:00-10:15 AM

**H  
126**

**CONTINENTAL BREAKFAST  
PUBLISHERS' EXHIBITION, ESL LOUNGE FOR NETWORKING,  
NM TESOL MEMBERSHIP & PERC SIGN-UP**

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(THE PERC)

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**H  
115**

### **Teach Easy, Practice Hard**

*Herman Padilla, ESL instructor at Santa Fe Community College*

In teaching easy and practicing hard, the facilitator introduces simple concepts (i.e. for beginners "My name is..." and "I'm from...") to students very gradually and then students are given various methods to put their newly learned knowledge to practice. To engage different learning styles, students are given an opportunity to sketch themselves, yell-out dialogue in chants, interact with neighbors, and provided an opportunity to meet everyone in the class in a 'talking line' which also fosters community. This approach is intended to get students out of their chairs, to interact, and to have fun while learning another language. Additionally, the methods used can be tailored to any class level, and the focus in these activities will be on listening and speaking.

**H  
116**

### **A New Equity Lens for Adult ELL**

*Lee Shainis, Executive Director and Co-Founder of Intercambio*

**Publisher's session**

In this session, we will discuss how we can be culturally humble and competent teachers to create safer, more perspective-sparking environments for our learners. Our brand new curriculum, Confidence and Connections, will be incorporated into the presentation to show how it fosters cultural humility and two-way learning.

**H  
126**

**PUBLISHERS' EXHIBITION, ESL LOUNGE FOR NETWORKING,  
NM TESOL MEMBERSHIP & PERC SIGN-UP**



**H  
117**

### **Best Practices: A Call to Collaborate**

*Claire Schneider, Director of Language Matters*

In this fast paced, interactive and collaborative workshop, teachers will share their best ideas as well as learn new tools and strategies. Participants will brainstorm and document their best practices and resources regarding: 1) vocabulary building, 2) pronunciation strategies, and 3) review techniques. Attendees will leave with a plethora of new activities to add to their teaching toolbox.

## **SESSION 2 ~ 10:30-11:45 AM**

**H  
113**

**(THE PERC)**

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### **20<sup>t</sup>/80<sup>s</sup> – What Does it Mean?**

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Goal of session: Learn to talk less while students learn more.

**H  
115**

### **Using Children’s Literature as a Cultural Bridge**

*Monique Stone, Ph.D; Lawrence Public Schools.*

This session will discuss research on using international children’s picture books with adult ESL students and some pointers on how to do it effectively in your own classroom. The research took place in New Mexico in an intensive English program, yet has applications to many other scenarios. The presentation will include how to select and access international children’s picture books, example assignments, and finally a guided work session to explore and customize the use of picture books for attendees’ teaching contexts.

*\*This session will be remote from Massachusetts*

**H  
116**

### **You’ve Got to Move it! Move it! – Getting Students Actively Involved in the Classroom**

*Amy Christensen, ESL Faculty at CNM*

To appeal to kinesthetic learners, the presenter will share activities that get students moving in the classroom. The activities can be adapted for all levels of ELL students. Participants in this lively workshop will practice these activities that reinforce vocabulary acquisition and the understanding of grammatical concepts.

<p><b>H 117</b></p>	<p><b>Chinese Students in German Institutions of Higher Education: Intercultural Adaptation Revisited</b></p> <p><i>Xiaofei Rao, Ph.D, College of Education at New Mexico State University;</i> <i>Anita Hernandez, Ph.D, College of Education, New Mexico State University</i></p> <p>This presentation, based on a qualitative questionnaire inquiry of the intercultural adaptation experience of Chinese students studying in a German university, understands challenges they encounter while learning and communicating interculturally in foreign academic settings. The identified challenges will be explored in terms of difficulties in academic and communicational language in use, changed styles of teaching and learning, different recreational and socializing modes, and relationships with German peers and professors.</p> <p>Presenters will address the role of different Chinese cultural norms in education and invite attendees to discuss how international students could be better served. The intended outcome is to recommend integrated and supportive pedagogical and intercultural strategies for students, educators, and institutions to realize reciprocal relationship and academic achievement. The format will be informational and interactive. The intended audience includes secondary and post-secondary educators.</p>
<p><b>H 126</b></p>	<p><b>PUBLISHERS' EXHIBITION, ESL LOUNGE FOR NETWORKING, NM TESOL MEMBERSHIP &amp; PERC SIGN-UP</b></p>

**OPEN PERC TIME: SATURDAY 12-1**

<p><b>H 113</b> (THE PERC)</p>	<p>Stop by the PERC to see and explore the high-quality English language learning resources that this innovative and exciting collaboration has to offer. Activate your PERC account at the NM TESOL table at any time during the conference. During this open PERC time, you will be able to check out materials once you have an account. We will also have sign up forms available for you in H 113.</p> <p>If you are unable to join us during this time, the PERC will be open on a regular basis. Please check the NM TESOL website or our Facebook page for hours. You may also contact us to schedule an appointment at <a href="mailto:nmtesol@gmail.org">nmtesol@gmail.org</a>. We will be staffing the PERC on a volunteer basis, and we will do our best to provide open PERC times.</p>
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Got a few minutes? Consider becoming a member (or renewing your membership) to NM TESOL! Stop by our table in H 126 to sign up, or online at [nmtesol.org](http://nmtesol.org). Membership benefits include discounts on future conferences and workshops, and the support of your fellow colleagues around the state. We're also looking to fill some Board of Directors positions! Interested?

## NEW MEXICO TESOL WOULD LIKE TO THANK:

- Catherine and Mac Lewis for their phenomenal donation of the PERC resources
  - CNM Instructional Leadership Team for giving us H 113 to house the PERC
  - All of our incredible presenters for sharing their expertise with us
  - CNM's ESL students for their inspirational poetry presentation
  - Laura Jijon, Kat Crespin, and Gregg Capetto for their support and enthusiasm
  - CNM for supporting and hosting the conference at Montoya Campus
  - CNM Deans LouAnne Lundgren and Donna Diller for their ongoing support
  - CNM's SAGE and BIT for their sponsorship of attendees
  - Atrios Catering for the delicious lunch and hors d'oeuvres
  - Intercambio and Color Vowel for their donations to the PERC
- and you! Thank you for participating in our Fall Conference. We hope you will stay involved with NM TESOL. See you in the spring for our Spring Workshop!

Warm regards,

*Laura, Amy, Claire, Dean, and Judith*

NM TESOL Board of Directors



### NM TESOL's Board of Directors:

Co-Presidents: **Laura McIndoo & Amy Christensen**

Secretary: **Claire Schneider**

Treasurer: **Dean Sundberg**

Newsletter Editor: **Judith Thomasson**

