



**Words Matter: Empowering Learners and
Teachers (in Challenging Times)**

Saturday, November 5th, 2016

Oshkosh Convention Center

Oshkosh, WI

**Pre-Registration Rates Available until October
10th!**

[REGISTER HERE!](#)

We have two fabulous speakers to highlight!



Deborah Crusan, Wright State University

Deborah Crusan is professor of TESOL/Applied Linguistics at Wright State University, Dayton, OH. At Wright State, she teaches introductory linguistics, assessment, and grammar in the MATESOL program, preparing teachers for the language classroom, and writing assessment in the English graduate program. Additionally, she teaches an L2 writing section of the required composition course. Her work has appeared in academic publications including *Across the Disciplines*, *Assessing Writing*, *The Companion to Language Assessment*, *The Encyclopedia of Applied Linguistics*, *English for Specific Purposes*, *International Journal of TESOL and Learning*, *Language Testing*, *TESOL Quarterly*, *The Norton Field Guide*, and edited collections about second language writing. Her latest article, *Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices* with Lia Plakans and Atta Gebril (*Assessing Writing*, 28) uncovers some of the issues in teaching training in writing assessment around the world. Her research interests include writing assessment particularly for placement of second language writers, writing teacher education, directed self-placement and its consequences for second language writers, and the politics of assessment. Her book, *Assessment in the Second Language Writing Classroom*, was published by University of Michigan Press. She serves as an elected member of the Board of Directors of TESOL International Association (2016-2019).



Tim Boals, WIDA

Tim Boals is executive director of WIDA. He holds a Ph.D. in curriculum from the University of Wisconsin-Madison with an emphasis in the education of English language learners (ELLs). His background includes language education, educational policy for ELLs, and Spanish language and literature. As executive director, Tim oversees operations, long range planning, research, professional learning and consortium outreach efforts. He recently co-published two books, *Formative Language Assessment for English Learners and Multilingual Learners* and *Academic Literacies: Sociocultural Contexts of Literacy Development in Adolescents*. Other recent publications include a chapter on how Latinos' school success is influenced by cultural perceptions and an AERA article on trends in language assessment. Tim frequently presents at conferences in the US and internationally on the challenges facing linguistically and culturally diverse learners. WIDA projects he is particularly excited about include WIDA's Spanish Academic Language Standards, Early Years Standards and Language Assessment Portrait, WIDA International Standards and the new digital MODEL, professional development efforts around formative assessment, and the data-driven school improvement materials and coaching processes within the WIDA LADDER project.

WITESOL Writing and Art Contest 2016 - 2017

Theme: What does the world need more of?



This year's theme tackles a very important question, and students have a lot of options when it comes to giving an answer. Students can take an environmental spin or explore social avenues for a better world. Teachers can encourage thoughtfulness and creativity to approach this theme any way they see fit. WITESOL will be accepting submissions from December 16, 2016 until February 17, 2017. Any Wisconsin teacher who is a WITESOL member can enter up to 3 ELL entries per category. Student work from the 2016-2017 school year is eligible. We look forward to viewing artwork and reading personal essays and poems from students of all ages.



Students from Mexico's Proyecta 100,00 program pose with their teachers from UW-Whitewater. (Fall 2014)

JOB POSTING:

ELL Teaching Opportunity at UW-Whitewater

UW-Whitewater is once again hosting adult students from Mexico for the Proyecta 100,000 program. They are in need of a master level teacher to teach during the day from the end of October until mid November. If you or someone you know is interested, please check out the job posting at <http://witesol.com/job-postings/>

**Get more details about the
WITESOL Conference:**

<http://witesol.com/fall-conference/>

Concurrent Sessions at WITESOL 2016

Session Details

Session 1: 10:15 – 11:00

Title: Sustainability as thematic content: empowering students to solve real-world challenges

Lead Presenter: Mr. Sam Herrington, UW-River Falls

Session Type: Workshop

Abstract: With guidance, ESL students can contribute to discussions of sustainability—both the global challenges and local solutions. This session provides the rationale, objectives, and steps for a sustainability module in a university-level ESL academic grammar course. Participants will also discuss how to adapt this module or create their own.

Title: Get This Write: Sentence-writing practice builds confidence through competence

Lead Presenter: Ms. JoEllen Christians, Get This Write, LLC

Session Type: Commercial Workshop

Abstract: Do your middle school, high school, university, or adult learners speak better than they write? Get This Write® offers them a unique self-checking online program with clear grammar explanations and controlled sentence-writing practice. Learners gain skill and confidence through this self-paced practice so teachers can focus on other writing activities.

Title: Powerful Words: Three Poetry Writing Exercises Accessible to ELLs

Lead Presenter: Dr. Rossitza Ivanova UW-Whitewater

Session Type: Workshop

Abstract: Participants will learn about poems ELLs can write to explore identity, connect with the environment, and learn vocabulary. Presenters will share how they successfully implemented poetry in an intensive English program. Participants

will engage in a hands-on activity, view student examples, and learn why poetry writing is useful.

Title: A Conversation about Culturally Responsive Teaching: What Does it Really Mean?

Lead Presenter: Dr. Heather Linville UW-La Crosse

Session Type: Research Presentation

Abstract: Have you ever wondered how to bring ELLs' culture into the classroom in ways that go beyond holidays, food, and clothing ("big C" cultural elements)? In this research-based discussion of culturally responsive teaching, learn how to incorporate "little c" cultural elements (values, beliefs, and ways of knowing) into classroom teaching.

Title: World English: Fostering Dialogues about Language and Culture through a TESOL Certificate

Lead Presenter: Dr. Don Hones, UW-Oshkosh

Session Type: Panel

Abstract: This session shares aspects of a TESOL certificate program at our university. Providing perspectives on this program and its potential value will be an American undergraduate, two Korean teachers working on a graduate program, and the program's director. The panel welcomes questions and comments from the audience.

Session 2: 11:15 – 12:00

Title: Improving Practice through a Reading Group on Race

Lead Presenter: Ms. Tracy Iftikar, UW-Madison

Session Type: Workshop

Abstract: Research indicates one-time professional development workshops are limited in their effectiveness compared with ongoing discussion groups. We will share our experiences with a practitioner-inspired and led reading group focused on race and its role in ESOL classrooms. Participants will explore possibilities for

a reading group on race at their institutions.

Title: Forthcoming

Lead Presenter: Mr. Tim Boals, WIDA Session Type: Featured Session

Abstract: Forthcoming

Title: Training Students for Successful Peer Response in Writing Classes

Lead Presenter: Ms. Gail Ibele UW-Madison

Session Type: Workshop

Abstract: By providing students with clear procedures and training, instructors can facilitate effective peer response in the writing classroom. Tips for forming peer groups and clarifying expectations, along with role-play, modeling, and practice tasks to help students identify what to comment on and how to frame their comments will be demonstrated.

Title: Empowering English Learners for Impromptu Essay Writing

Lead Presenter: Ms. Xiaoqi Wang UW-River Falls

Session Type: Research Presentation

Abstract: This presentation reports research that investigated 42 in-class essay exams to identify strengths, weaknesses, and progress trajectories of advanced level English learners. In addition to the research findings, participants will walk away with strategies and techniques for empowering learners' impromptu essay writing.

Title: World English: Five Strategies for the First Time English Teacher in Taiwan

Lead Presenter: Mr. Alex Hatheway

Session Type: Panel

Abstract: Are you planning to teach English in the Chinese-speaking world? Want to prepare yourself? Come listen to a panel discussion on the Taiwan Teach Abroad Program, a cross-cultural program in which student teachers developed teaching strategies and techniques to get Chinese-speaking students to engage

in spontaneous, natural English conversation.

Session 3: 1:15 – 2:00

Title: Preparing Students for the Challenges of Reading College (and Beyond) Texts

Lead Presenter: Dr. Sheryl Slocum, Alverno College

Session Type: Workshop

Abstract: Many students feel overwhelmed by the reading they must do in college. While there are no quick fixes for improving reading speed and comprehension, teachers can model and provide opportunities to practice various reading strategies. This presentation looks at strategies for previewing for comprehension, building vocabulary, and decoding dense prose.

Title: The Power of Chunks

Lead Presenter: Ms. Christine Marks, Ladybug Literacy

Session Type: Commercial Workshop

Abstract: The Chunk Reading Program is a research-based phonics curriculum that is fun, effective, and easy to teach. This complete program teaches ALL stages of reading development. The program's analogy-based approach and strong visuals make learning phonics patterns easy, with proven results for the ELL population. Students make quick progress!

Title: Powerful Words: Designing effective scoring rubrics for any assignment

Lead Presenter: Ms. Heidi Evans UW-Madison

Session Type: Workshop

Abstract: Rubrics are scoring tools that facilitate accurate, efficient assessment of student work and support classroom instruction by making teacher expectations and levels of performance explicit for the learner. Participants will examine example rubrics, identify the components of an effective rubric, and learn how to adapt rubric templates for various assignments.

Title: Developing Academic Writing through Sentence Strategies

Lead Presenter: Ms. Cecile Despres-Berry, Lawrence University

Session Type: Research Presentation

Abstract: English language learners often struggle to develop the academic language that will help them write clearly and effectively in school. This session presents strategies and materials for empowering ESL writers to use sentence structures that will help them improve the overall accuracy and clarity of their academic writing.

Title: World English: The Transition to ESSA: What does it mean for English Learners in Wisconsin?

Lead Presenter: Ms. Audrey Lesondak, WI DPI

Session Type: Panel

Abstract: With the passage of Every Student Succeeds Act (ESSA) last December comes some significant changes with regard to English Learners (ELs). In this session, representative/s from Wisconsin's Department of Public Instruction (DPI) will provide both questions and answers with regard to how schools need to identify ELs and are held accountable for students' growth and attainment of English language proficiency and academic content knowledge. The presenter/s will outline key elements of the legislation impacting ELs and layout some opportunities and challenges for educators to think about.

Session 4: 2:15 – 3:00

Title: Forthcoming

Lead Presenter: Dr. Deborah Crusan, Wright State University

Session Type: Featured Session

Abstract: Forthcoming

Title: Forthcoming

Lead Presenter: Mr. Tim Boals, WIDA

Session Type: Featured Session

Abstract: Forthcoming

Poster Presentation Session: 8:00 – 1:00

Title: Supporting Students in College Reading with Kurzweil 3000 and Rewordify

Lead Presenter: Ms. Haley Baltes, UW-Whitewater

Session Type: Poster

Abstract: This poster presents results of a study examining how 18 international students in a first-year, ESL college composition course used the web-based tools Kurzweil 3000 and Rewordify over the course of one semester to read and summarize sources in preparing a research essay.

