



2009 MinneTESOL Conference
Pre-conference Workshops
November 6, 2009 from 2:30-5 pm



**BUILDING A SUPPORT-NETWORK FOR
ENGLISH LEARNERS AND THEIR FAMILIES**

This interactive, hands-on workshop will include research-based information and ideas on ways to build support for English language learners (K-12 to college and adult ESL) through a network of support from school, community, and families. It is designed to be especially helpful for teachers, administrators, and community members working with newcomer students and families. Time will be given for participants to share ideas and begin mapping out a support grid to best fit your students' needs.

Facilitator: *Sarah Tahtinen-Pacheco*

Sarah Tahtinen-Pacheco, PhD. is an associate professor of Modern World Languages and TESOL/TEFL program director at Bethel University in St. Paul, MN. She also currently serves teaching mentor for the university. She has over 20 years of teaching experience in several settings including: ESL, Bilingual, Adult/Family ESL, EFL, program administration, and teacher education.

**PREPARING TEACHERS TO EXPLORE
LEARNER LANGUAGE**

Learner language is a constant source of intriguing puzzles and problems for language teachers as learners use their new language in unexpected or creative ways. This workshop will help teachers analyze what learner language might reveal about the learner's knowledge and how to adjust their teaching to best help the learner. In this workshop, the participants will view sample exercises from a new workbook with videos of English as a Second Language learners, practice analyzing the language used by these learners, and will develop skills to help address their queries about their own language classrooms.

Facilitators: *Elaine E. Tarone and Bonnie Swierzbin*

Elaine E. Tarone is the Director of the Center for Advanced Research on Language Acquisition (CARLA), and Distinguished Teaching Professor in English as a Second Language at the University of Minnesota, where she has provided preparatory coursework for MA ESL students since 1979.

Bonnie Swierzbin teaches in the TESOL-accredited ESL Licensure program and supervises Master's students' research at Hamline University. Her research interests include the integration of grammar and academic content in teaching. Drs. Tarone and Swierzbin are the authors of *Exploring Learner Language* (2009, Oxford University Press).



You can register for the workshops online at <https://www.acteva.com/go/minnetesol>

LISTEN UP, SPEAK OUT!! PROMOTING ACADEMIC LISTENING, SPEAKING AND PRONUNCIATION SKILLS

How can you challenge and engage high-intermediate to advanced level ESL learners in your classes? One way is through high-interest, content-based units for teaching listening, speaking and pronunciation. This session demonstrates content-based lessons that integrate these skill areas, with a focus on promoting higher order thinking skills, advanced note-taking strategies, and awareness of speaking and pronunciation skills needed to communicate effectively at advanced levels of ESL, particularly in academic settings. Be ready to try out activities, reflect on how to use and adapt them in your programs, and to explore integrating content you may not have considered using before.

Facilitator: *Betsy Parrish*

Betsy Parrish is Professor and Coordinator of the Adult ESL and TEFL Certificate Programs in the School of Education at Hamline University. She is the author of *Teaching Adult ESL* (McGraw Hill 2004) and *Four Point: Advanced Listening and Speaking* (University of Michigan Press 2009). In her over 25 years in the field she has worked as an ESL/EFL teacher, teacher educator, and consultant in the US, France, South Asia and Russia.

PRINCIPLES AND PRACTICES OF EFFECTIVE ONLINE TEACHING

Teaching and learning in an online environment is an exciting and challenging experience for teachers and students alike. Online learning promises much to the learner - we've all heard the "study in your pajamas!" pitch - but can all too easily fail to live up to those promises when we turn too far away from the linchpin of any good course: a skilled and knowledgeable teacher. The teacher's role is as central in the online learning environment as it is in the classroom, perhaps even more so. For while the challenges posed by technology-mediated language learning are new, the learners' core needs remain the same: high quality instruction, an engaged and active community of learners, and a feeling of connection with the teacher. In this session we will explore these and other principles that guide us as online teachers and try out practical ideas for meeting our online learners' needs.

Facilitator: *Susan Wetenkamp-Brandt*

Susan Wetenkamp-Brandt is an online learning specialist and Educational Technology Trainer at the Minnesota Literacy Council. She has taught English, computer, and basic literacy skills to immigrant and refugee adults, and has developed and facilitated online courses for adult learners, teachers, and volunteers.



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