



**RENNERT**  
New York TESOL CENTER



## Adult Ed./IEP Mini-Conference: *Teaching Ideas to Enrich Instruction and Increase Motivation*

Saturday, September 30, 2017

### PROGRAM

8:30 – 9:00	<b>Registration and Networking Breakfast</b>				
9:00 – 9:15	<b>Opening Remarks</b> James Stakenburg, Center Director, Rennert New York/NY TESOL Center & A Representative from NYS TESOL				
	<b>TESOL A</b>	<b>TESOL B</b>	<b>Room 1</b>	<b>Room 6 (Exhibitor Sessions)</b>	<b>Room 7 (Sponsor Sessions)</b>
9:15 – 10:15	<b>Tackling Pronunciation in the ESL Classroom</b>  <i>Noga La'or</i> Director of ESL Programs, English Language Institute, LIU - Brooklyn Campus	<b>Brain-Friendly Grammar Systems Part 2</b>  <i>William Linn</i> Adult Education Professional Development Associate, Literacy Assistance Center	<b>Empathy is a Skill, So Teach It!</b>  <i>Tim McLaughlin</i> Instructor, American Language Program, Columbia University	<b>Insuring Success: Teaching the Language of Higher Order Thinking Skills</b>  <i>Regina M. Snyder</i> Sales Representative, Cambridge University Press	
10:15 – 10:30	<b>COFFEE BREAK</b>				
10:30 – 11:30	<b>Encore Session: Tackling Pronunciation in the ESL Classroom</b>  <i>Noga La'or</i> Director of ESL Programs, English Language Institute, LIU - Brooklyn Campus	<b>An Analysis of Classroom Exercises Used for Academic Writing</b>  <i>Doug Willcox</i> Head Teacher, Target International Student Center	<b>Teaching Multi-level Classes</b>  <i>Autumn Westphal</i> Head of Teacher Training, Rennert NY TESOL Center	<b>Your Pathway to Academic Readiness!</b>  <i>Cheri Allen</i> Educational Sales Consultant, National Geographic Learning	<b>NYS TESOL: What Your Professional Organization Can Do for You</b>  <i>Michelle Maturen, VP Advocacy, NYS TESOL</i> <i>Ashley Fifer, VP Membership, NYS TESOL</i> <i>Cynthia Wiseman, Business Manager, NYS TESOL</i>
11:30 – 11:45	<b>COFFEE BREAK</b>				
11:45 – 12:45	<b>Teaching Beginners 101</b>  <i>Selina Josephs</i> Teacher Trainer, Rennert New York TESOL Center	<b>Engaging Grammar Activities</b>  <i>Terence Helsel</i> Director of Studies, Rennert New York	<b>Technology for the Classroom</b>  <i>Chris Berry</i> Teacher Trainer, Rennert New York TESOL Center	<b>The GSE Job Profile – Using Granular Can Do Objectives to Explore O'Net Job Skills</b>  <i>Sara Davila</i> Learning Expert, Pearson English	
12:45 – 1:00	<b>Closing Remarks and Raffle</b> Autumn Westphal, Head of Teacher Training, Rennert New York TESOL Center				

**2:00pm-5:00pm: IELTS Workshop (pre-registration required)**

## SESSION DESCRIPTIONS

### 9:15 – 10:15 Sessions:

#### **TESOL A: Tackling Pronunciation in the ESL Classroom** (Noga La'or, Director of ESL Programs-ELI, LIU)

In this workshop, we will review the 6 aspects of Pronunciation (Sounds, Word Stress, Sentence Stress, Rhythm [or Chunking], Intonation, and Connected Speech) and explore activities that you can use in your classroom to help your students focus on these elements and reduce breakdowns in communication due to pronunciation errors. We will also discuss how teachers can incorporate daily pronunciation aides, such as the Color Vowel Chart, into their lessons. Participants will leave the workshop with a variety of tools and activities that you can use to help your students tackle pronunciation in a fun and productive way!

#### **TESOL B: Brain-Friendly Grammar Systems Part 2** (William Linn, Adult Ed. Professional Development Associate, Literacy Assistance Center)

Students often know “the rules” of grammar, but are still stricken by the question of when to use the grammar that they know so well. This workshop will focus on interactive activities to help students (and teachers) organize several of English’s most challenging grammatical idiosyncrasies into very learnable systems. The workshop will specifically focus on prepositions, organizing the tenses in conversation, and passive voice. Attendees will not only learn simple ways to explain these sometimes complex topics, but they will also try out a number of classroom-ready activities for helping students to discover the brain-friendly patterns behind the aforementioned grammar points.

#### **Room 1: Empathy is a Skill, So Teach It!** (Tim McLaughlin, Instructor, American Language Program, Columbia University)

Empathy is how we come to know our students. But its value extends beyond the teacher-student dyad; students use it to trust us and each other. Drawing on research from various disciplines, this presentation recommends specific, evidence-based practices for how teachers and students can work together to create empathetic, learning-rich classrooms.

#### **Room 6 (Exhibitor Session): Insuring Success: Teaching the Language of Higher Order Thinking Skills**

(Regina M. Snyder, Sales Representative, Cambridge University Press)

The presenter will demonstrate an approach that uses teaching the language of higher order thinking skills as the foundation for academic success. Today’s students need a wide range of academic skills in order to analyze data, formulate their own opinions, and express themselves clearly. By using a topic-based approach, higher order thinking can be accessible to all.

The presenter will demonstrate a systematic approach to critical thinking, covering the full pyramid of Bloom’s taxonomy. By using a corpus-based approach, it is possible to expose students to the vocabulary and collocations that are both high “frequency of encounter” and “utility of use” in academic discourse. The presenter will demonstrate how video can be used to introduce the topics and create a powerful context for the lessons. Free materials will be provided.

## 10:30 – 11:30 Sessions:

### **TESOL A: ENCORE SESSION: Tackling Pronunciation in the ESL Classroom** (Noga La'or, Director of ESL Programs-ELI, LIU)

In this workshop, we will review the 6 aspects of Pronunciation (Sounds, Word Stress, Sentence Stress, Rhythm [or Chunking], Intonation, and Connected Speech) and explore activities that you can use in your classroom to help your students focus on these elements and reduce breakdowns in communication due to pronunciation errors. We will also discuss how teachers can incorporate daily pronunciation aides, such as the Color Vowel Chart, into their lessons. Participants will leave the workshop with a variety of tools and activities that you can use to help your students tackle pronunciation in a fun and productive way!

### **TESOL B: An Analysis of Classroom Exercises Used for Academic Writing**

(Doug Willcox, Head Teacher, Target International Student Center)

The workshop will begin with an overview of the broad range of issues related to Academic Writing (AW) as seen through several gold standard resources on AW. This will be followed by analysis of a spectrum of tools used to teach AW for college-level students. These ready-to-use classroom activities and rubrics will provide novice and veteran AW teachers alike with additional tools for their pedagogical tool belts. Working in small groups, participants will review and discuss the strengths and weaknesses of one of the following tools. Each small group will then present a brief summary of their findings to the other workshop participants. Activities discussed in the workshop include an activity for comparing the use of holistic vs. analytic rubrics to assess writing, a Cloud-based activity for teaching vocabulary found on the academic word list, an exercise for teaching the proper usage of formal (vs. informal) lexis, an exercise for teaching by using the hourglass method, using computer-mediated communication to facilitate extensive (outside) reading to teach writing, the use of peer assessment, and the use of students' self-assessment. Participants will receive all resources in PDF form, including an annotated bibliography of recognized resources in AW.

### **Room 1: Teaching Multi-level Classes** (Autumn Westphal, Head of Teacher Training, Rennert New York TESOL Center)

Addressing the needs of different levels of students in the same classroom can create many challenges for the teacher. In this workshop, we will brainstorm common challenges that arise when teaching a multi-level class and share solutions to solve these problems. Additional solutions and strategies will be presented which include the use of specialized class configurations as well as needs analyses and student self-assessment questionnaires.

### **Room 6 (Exhibitor Session): Your Pathway to Academic Readiness!**

(Cheri Allen, Educational Sales Consultant, National Geographic Learning)

Pathways is an academic English program that helps students develop the language skills, critical thinking, and learning strategies they need to succeed academically. Now in a new edition, Pathways incorporates authentic and relevant content from National Geographic, into carefully developed lessons that teach listening, speaking, reading, writing, grammar and vocabulary.

### **Room 7 (Sponsor Session): NYS TESOL: What Your Professional Organization Can Do for You**

(Michelle Maturen, NYS TESOL VP of Advocacy; Ashley Fifer, NYS TESOL VP of Membership; Cynthia Wiseman, NYS TESOL Business Manager)

New York State Teachers to Speakers of Other Languages (NYS TESOL) is the New York State Affiliate of TESOL International whose mission is to advocate, advance, and enrich TESOL education and professionalism statewide. To that end, NYS TESOL supports the education of English language learners at all levels of public and private education in New York State. NYS TESOL is your professional organization. Participants will find out how to network through NYS TESOL to discover and share classroom practices, research, program and curriculum development, employment, funding, and legislation.

## 11:45 – 12:45 Sessions:

### **TESOL A: Teaching Beginners 101** (Selina Josephs, Teacher Trainer, Rennert New York TESOL Center)

How do you feel about teaching beginners? Is your brain flooding with questions? Teaching beginners can be a daunting (and humbling) experience for both the teacher and the student. This workshop will give you a good starting point and some things to consider when approaching your lessons for beginner level students. We will cover the basics you need to feel confident working with this group of learners. Topics such as how to give effective instructions as well as implications for the use of L1 in the L2 classroom will be addressed.

### **TESOL B: Engaging Grammar Activities** (Terence Helsel, Director of Studies, Rennert New York)

Feeling stuck in a rut of gap-fills and verb charts? Then mix up your grammar lessons with some of these fun, classroom-ready activities! We'll look at and practice dynamic, student-centered activities that will make grammar fun and memorable for ESL students of any level.

### **Room 1: Technology for the Classroom** (Chris Berry, Teacher Trainer, Rennert New York TESOL Center)

Now that Wi-Fi has become a basic human need and our phones are an extension of ourselves, it's important that we begin to incorporate on-line and off-line technologies into our teaching. For the purpose of this workshop we will try out a few readily available (and free!) apps and websites that can be useful for adding some pizzazz to the classroom. Please come with smartphones on standby and set phasers to fun!

### **Room 6 (Exhibitor Session): The GSE Job Profile – Using Granular Can Do Objectives to Explore O'Net Job Skills**

(Sara Davila, Learning Expert, Pearson English)

The Common European Framework for Languages (CEFR, Council of Europe 2001) was created to provide a research-based framework for adult learners – focusing on the communicative acts likely to be performed by this group in the real world. This internationally adopted scale provides clarity into communicative proficiency and a language of communication for teachers working with learners at various levels. Building on the work of the CEFR – the Global Scale of English, is a comprehensive research-based framework of granular Can Do statements to explore English across domains including: English for academic purposes, English for professional purposes, and English for young learners aged 6-14. The results of this research are provided through a freely accessible resource kit: the GSE Teacher Toolkit

Using the GSE for professional purposes, additional work has been conducted to look at alignment of language skills against job skills surfaced in the O'Net database. Extensive research has allowed for the development of a Job Profile tool, useful for educators as a tool to plan, assess, validate and grow language programs for vocational purposes. In this workshop participants will be introduced to the Can Do descriptors and resources for immediate application in the review and development of curricular materials.



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## FEEDBACK FORM

Please circle the answer that best fits your experience at the mini-conference.

**Session Attended (9:15am):** \_\_\_\_\_

**1. This session was well-organized and presented**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**2. This session was helpful for me. I can use this directly in my job.**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**3. The presenter was well-prepared.**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Session Attended (10:30am):** \_\_\_\_\_

**1. This session was well-organized and presented**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**2. This session was helpful for me. I can use this directly in my job.**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**3. The presenter was well-prepared.**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Session Attended (11:45am):** \_\_\_\_\_

**1. This session was well-organized and presented**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**2. This session was helpful for me. I can use this directly in my job.**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**3. The presenter was well-prepared.**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**A. The mini-conference was well organized.**

<b>Disagree</b>	<b>Partially Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**B. At a future mini-conference, I would be interested in sessions on (list topics):**

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**C. Would you recommend this conference to a colleague? Why/ Why not? \_\_\_\_\_**

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**D. Would you be interested in in-house professional development by Rennert at your institution? If yes, please provide contact details. YES / NO \_\_\_\_\_**

**E. Additional Feedback for the presenters or conference organizers:**

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**F. OPTIONAL: Name \_\_\_\_\_**

**Organization \_\_\_\_\_**

**Thank you!**

Do we have your permission to use your comments for promotional purposes of our course?	Yes _____	No _____
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