

Illinois TESOL-BE Fall 2019 Workshop

Intersections in ESL



Schedule of Events

Registration
8:30 - 9:00
D190

Vendor Showcase
9:00 - 11:55
D190

CDPUs
12:00 - 12:30
D190

Session 1 9:00 - 9:55	<p>Maria Remigio Advocating and Promoting Parent Engagement D158</p> <p>This presentation will focus on parent engagement of bilingual families. You will learn how EL teachers can empower their families to actively participate in their child's education at school, at home and in the community.</p> <p><i>Maria A. Remigio has taught for 23 years. She is the ESL Specialist at Lisle School District 202.</i></p>	<p>Marcia Luptak Successful ESL Student Transitions to College through Learning D172</p> <p>ESL students are often challenged in the transition from ESL classes to college level coursework. At Elgin Community College, learning communities combined with community partnerships have proven to be an effective way to help adult ESL students make this transition. In this session, the development, successes, and challenges of this model will be discussed.</p> <p><i>Marcia Luptak has worked in adult education for 24 years.</i></p>	<p>Jaehan Park Intersections in University IEP, Online Education, and Graduate Pathway D174</p> <p>This workshop will facilitate participants' reflection on important administrative and pedagogical considerations concerning developing and teaching online IEP for international students. It will present pedagogical approaches for teaching online ESL as well as online technologies to make online learning happen. Participants will also learn about options for textbook, online learning platform, and online assessment for understanding needs and language proficiency.</p> <p><i>Jaehan Park is the IEP Coordinator of Chicago State University.</i></p>
	<p>Pat Fiene and Ben Lobpries Strategy-Based Reading in the ESL Classroom D178</p> <p>This talk examines differences in struggling readers' and proficient readers' approaches to reading, with an emphasis on major problems of L2 students in the beginning stages of reading academic texts. The presentation includes global, problem-solving, and support reading strategies for ESL adult readers, including pre-reading, during reading, and post-reading strategies.</p> <p><i>Pat Fiene is Director of ESL at Midwestern Career College. Ben Lobpries is Lead ESL Instructor at Midwestern Career College.</i></p>	<p>Maria Barragan Ortiz Academic and Social-Emotional Success in the Dual Language Classroom D 195 (Lecture Hall)</p> <p>Establishing a positive and productive learning environment within the dual language classroom is crucial for students' academic, emotional and social success. This presentation will provide classroom activities, restorative practices and strategies to create an environment characterized by a climate of safety, where interactions are highly respectful and individuals background and differences are celebrated.</p> <p><i>Maria Barragan Ortiz is a Dual Language Gifted teacher at the Middle School level.</i></p>	

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Session 2 10:00 - 10:55	<p>Maria Remigio Teaching Language Through Content D158</p> <p>This presentation focuses on employing instructional strategies that provide comprehensible input to ESL students in order to get the right output. You will learn how to make grade level content comprehensible by adapting and differentiating instruction based on students' ELP levels while teaching language through content.</p> <p><i>Maria A. Remigio is National Board certified and earned a Masters degree in Bilingual Ed. and Educational Leadership.</i></p>	<p>Katie Neginsky Women's Empowerment in ELA Classrooms D172</p> <p>Women have the unique power to lift communities out of poverty. Those in attendance will learn about background data which supports the need for women's empowerment in ELA classrooms, the theoretical underpinnings behind empowering women and specific lesson plan and activity ideas to utilize in the classroom.</p> <p><i>Katie Neginsky has been teaching refugees and immigrants for ten years and has an MA in Curriculum and Instruction with an emphasis in ESL.</i></p>	<p>Wesley Barnes Practical Activities to Improve Reading and Speaking Fluency D174</p> <p>This presentation will demonstrate three effective activities for both reading and speaking fluency building. The audience will receive ready to use ideas.</p> <p><i>Wesley Barnes holds an MA TESOL and M.Ed. Special Education. He has taught the full spectrum of levels and various student populations.</i></p>
	<p>Seo Hyun Park The Intersection of In-Class and Out-of-Class Learning in IEP D178</p> <p>This session presents a college-governed IEP's recent effort to track and encourage students' English language learning not only in class but out of class so that they can be exposed to autonomous, authentic, and everyday language input and output while staying in the IEP for the limited time up to two years.</p> <p><i>Dr. Seo Hyun Park currently directs and teaches at the Intensive English Language Institute at Divine Word College in Epworth, Iowa.</i></p>	<p>Emily Crement Creating Pathways to Biliteracy between Pre-K 9 and High School D195 (Lecture Hall)</p> <p>This session will focus on the collaboration between LaGrange 105 and Lyons Township High School, and how we celebrate students who are on a Pathway to Biliteracy at the 6th and 8th grade levels. You will leave this session with information and resources to start the Pathway to Biliteracy Award in your own elementary district.</p> <p><i>Emmie Crement is currently the principal of Hodgkins School in LaGrange 105. She holds a doctorate in Educational Leadership from National Louis University.</i></p>	
<p>Caitlin Cornell Lessons Learned at the Intersection of Second Language Acquisition, Learners with Disabilities, and Accessible Teaching and Learning D195 (Lecture Hall)</p> <p>This talk will introduce two distinct special populations of second language learners: university second language learners with disabilities and English Language Learners in the K-12 context who have disabilities. The speaker will illustrate the educational experiences of second language learners with disabilities, discuss how educators should approach our language choices to describe students' needs and resources within these educational contexts, and lay out an action plan for how teachers and administrators can make second language learning more accessible to learners with disabilities.</p>	<p><i>Caitlin Cornell is a third year Ph.D. student in Second Language Studies at Michigan State University. She earned her MA in Linguistics and TESOL from the University of Illinois at Chicago. Caitlin's work lies at the intersection of language development, learning experiences, and accessibility. Specifically, she explores the second language learning of special populations. This broad label includes learners with specific learning difficulties like dyslexia, as well as learners who are blind or visually impaired and learners who are deaf or hard-of-hearing.</i></p>		
Plenary 11:00 - 11:55			

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