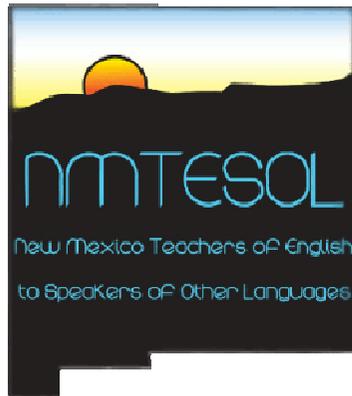


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Thank you for your participation!



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Thanks to the School of Adult and
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The 3rd Annual NMTESOL Spring Workshop

Saturday, April 6th, 2013

Central New Mexico Community College
525 Buena Vista SE Albuquerque

Max Salazar Building
Rooms 313, 314, 315

SCHEDULE

9:30 am – 9:45 am Sign-in

9:45 am – 10:00 am Welcome

10:00 am – 11:15 am Session 1

Room 313 Yolanda Denny

Room 314 Cathy Varney

Room 315 Gabriel Roybal

11:15 am -11:45 am Refreshments and
Networking

11:45am -1:00 pm Session 2

Room 313 Nicholas Santavicca

Room 314 Cathy Varney

Room 315 Amber Gallup Rodriguez

Special Thanks to...

Dr. Pam Étre-Peréz and the School of Adult and General Education
(SAGE) at CNM for hosting this event.

Session 1**10:00 am - 11:15 am**

<p align="center"><u>Room 313</u></p> <p align="center">Yolanda Denny</p> <p>Yolanda Denny has over forty years of experience. She has taught every level from pre-school to post-secondary, spent time as an administrator, and developed an individualized remedial computer-based K-12 curriculum for math, reading, and language arts. Her post-secondary experience includes teaching English and College Success Strategies at ITT-Tech and today works at CNM.</p>	<p align="center">Creating a “Wow” Classroom</p> <p>Compilation of great ideas shared by faculty at this year's Southwest Seminar for Great Teaching. Great teaching tips, practical suggestions and examples to remind us of what can be done to keep classrooms focused and interesting.</p>
<p align="center"><u>Room 314</u></p> <p align="center">Cathy Varney</p> <p>Cathy Varney is author of <i>Outside the Textbook</i>, a manual for tutors. She was a volunteer tutor and teacher at Readwest for fifteen years. She has trained over 600 ESL tutors for Proliteracy, helped Ruth Colvin (the founder of Literacy Volunteers of America) with her Spanish Literacy program, and taught English to parents in Even Start for Rio Rancho School District. Cathy has a nice dog, three cats, a teenager, and a husband--everything but a job.</p>	<p align="center">Speak to be Understood Part 1 (Part 2 in Session 2 – Newcomers will be welcomed!)</p> <p>“I know you’re speaking English but I can’t understand you!” This two-part lively and entertaining workshop will give you tips and techniques to help you help your learner/s to be understood and/or improve fluency. We will include speaking and listening because the ability to distinguish sounds is important to both. You may bring particular case problems you have noticed for the second session.</p>
<p align="center"><u>Room 315</u></p> <p align="center">Gabriel Roybal</p> <p>Gabriel Roybal is a Business English teacher who prepared students for the GMAT, TOEFL and Cambridge Exam suite in the Russian Federation for four years. He is a former AmeriCorps VISTA and a former teacher intern with the Breakthrough Collaborative, also known as Summerbridge. Gabriel received his B.A. from the University of New Mexico and an M.A. from St. John's College. He currently enjoys helping students succeed as an on-call ESL/GED tutor.</p>	<p align="center">Training the Whole Brain: Successful Applications of Cognitive Theory in ESL Vocabulary and Phrasal Verb Acquisition</p> <p>How can teachers successfully boost the study of vocabulary when the traditional method of memorizing definitions falls short? How can we transform the study of phrasal verbs into a colorful game of challenge and accomplishment? The presenter will discuss the cognitive and constructivist theories of Piaget and Vygotsky and how various applications of these theories paired with the Communicative Method can enhance the second language learning experience.</p>

Session 2**11:45 am - 1:00 pm**

<p align="center"><u>Room 313</u></p> <p align="center">Nicholas Santavicca</p> <p>Nicholas Santavicca is the Director of the ESL Program at Eastern New Mexico University. Mr. Santavicca’s Ph.D. (Summer 2013) is in ESL Education/Bilingual Curriculum and Instruction from Texas Tech University. He has lectured at Columbia University, University of Delaware, and the University of Cincinnati where he received his M.Ed. in TESL/Literacy. Mr. Santavicca has taught and lived in Spain and China.</p>	<p align="center">4 Ps of ESL: Pragmatics, Prosody, Pronunciation and Participation</p> <p>Current research has demonstrated the crucial role that prosody, pragmatics, pronunciation, and participation plays in the intelligibility of speakers. Yet the impact of this research on teacher cognition—the beliefs and knowledge that teachers possess in relation to their classroom practices—has received limited attention. This workshop explores how research into English prosody/pragmatics has influenced pronunciation instruction in the ESL classroom, and what teachers believe to be the most effective way to improve their knowledge in this area to create meaningful participation. The workshop will aid educators to understand and implement strategies on several important features of spoken English that are not apparent in the written language.</p>
<p align="center"><u>Room 314</u></p> <p align="center">Cathy Varney</p>	<p align="center">Speak to be Understood Part 2</p> <p align="center">Newcomers welcome! Come try out some new techniques for getting your students to practice pronunciation.</p>
<p align="center"><u>Room 315</u></p> <p align="center">Amber Gallup Rodriguez</p> <p>Amber Gallup Rodriguez is director of Essential Language, a consulting organization providing workforce and content-based ESL curriculum design, courses, and instructor training for businesses, government agencies, and labor unions. Essential Language also helps organizations re-tool their communications for non-native and low literacy audiences. Before relocating to New Mexico, Amber worked as an adult ESL specialist at the Center for Applied Linguistics and served as an adjunct instructor at numerous institutions, including the National Labor College and American University. She holds an M.A. in TESOL and Applied Linguistics and an M.A. in Hispanic Linguistics.</p>	<p align="center">Strategies for Teaching Multilevel Adult ESL Classes</p> <p>This presentation will begin with an overview of key recommendations for multilevel classes, including the use of whole-group activities and strategies for grouping learners effectively. Some content for this portion of the presentation will draw upon Jill Bell’s text, <i>Teaching Multilevel Classes in ESL</i>. Then, I will focus the remainder of the session on the presentation and demonstration of specific communicative activities that are recommended for use in whole group contexts, equal ability groups and pairs, and cross ability groups and pairs. Participants will have the opportunity to participate in the activity demonstrations and to discuss instructional responses to common multilevel class challenges. Handouts will be provided.</p>