

28th Annual
Bilingual/ESL
Conference



**Language Diversity:
Special Gifts
and Challenges**

WILLIAM PATERSON UNIVERSITY

28th Annual Bilingual/ESL Conference

Language Diversity: Special Gifts and Challenges

Friday, December 5, 2008

8:00 a.m. - 4:15 p.m.

1600 Valley Road, Wayne, NJ

Snow Date: Saturday, December 6

**WILLIAM
PATERSON
UNIVERSITY**

CENTER FOR CONTINUING AND PROFESSIONAL EDUCATION

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Conference Highlights

- Keynote Speaker: Dr. Alba Ortiz, Professor of Special Education and Director of the Office of Bilingual Education for the College of Education, University of Texas
- Workshops focusing on different age levels and various teaching areas
- Book exhibition featuring teaching and learning materials

Conference Sponsors

- Bilingual/ESL Graduate Program, Department of Languages and Cultures, College of Humanities and Social Sciences
- Center for Continuing and Professional Education
- College of Education

**Language Diversity:
Special Gifts
and Challenges**

28th Annual Bilingual/ESL Conference

Recognized as one of the most stimulating education forums, the William Paterson University Bilingual/ESL Conference explores the best way to meet the educational needs of language-minority students.

Language Diversity: Special Gifts and Challenges

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Program Description

Today, the professions of Bilingual Education and English As a Second Language have become more interdisciplinary and more interdependent upon other areas of inquiry and practice. A growing problem confronting practitioners is the complex interface between the Bilingual/ESL field and that of Special Education. Issues related to the misclassification of English Language Learners as students with learning disabilities are at the forefront. Another important concern is the unique situation of these learners when their language and cultural diversity are compounded by other special challenges and gifts.

Over the course of 28 years, this Conference has been highly recognized as one of the most stimulating language education forums. Success stems from our commitment to exploring the best ways of meeting the educational needs of language-minority students. The Conference continues to offer access to in-depth, applied research and up-to-date techniques. Topical and thought provoking plenary sessions sharpen the language professional's mind for pedagogical insights, and a wide range of book exhibits expand the scope of our knowledge about teaching and learning materials.

The keynote speaker for this year's event is Dr. Alba Ortiz, Professor of Special Education and Director of the Office of Bilingual Education of the College of Education at the University of Texas in Austin. Dr. Ortiz holds the President's Chair for Academic Excellence. Her research and teaching focuses on the prevention of inappropriate referrals of English Language Learners to special education, service delivery models for English Language Learners, and assessment in Special Education and Second Language Acquisition. Among her many publications are *English Language Learners with Special Needs* and *Schools and the Culturally Diverse Exceptional Student*.

Our Conference has scheduled fifteen workshops for teachers of different age levels and in various teaching areas. These workshops feature such topics as: Distinguishing between ELLs' Special Needs and Behavior Issues, Teaching Cultural Competence to Adolescent ESL Students, A Framework for Distinguishing Language Difference from Language Disorder, Benefits of Sheltered Instruction, Virtual Environments for Gifted English Language Learners, and more.

Please join us for an enriching, productive and inspirational day!

Conference Committee

Chair

Bruce Williams, Professor and Director, Bilingual/ESL Graduate Program, Department of Languages and Cultures, William Paterson University

Honorary Chair

Keumil Kim-Yoon, Professor of Linguistics, Bilingual/ESL Graduate Program, Department of Languages and Cultures, William Paterson University

Coordinators

Judy Bernstein, Associate Professor, Bilingual/ESL Graduate Program; **Nancy Friend**, Program Manager, Center for Continuing and Professional Education; **Gladys Scott**, Assistant Professor, Bilingual/ESL Graduate Program

Facilitators

Eva Rogozinski, New Jersey TESOL; **Janina Tsupa**, Graduate Assistant, and Graduate Students of the Bilingual/ESL Program, William Paterson University

PROGRAM

8:00 – 9:00 a.m.

Registration, Coffee, and Book Display

9:00 – 10:00 a.m.

Concurrent Session I

A Saving Face and Telling Fibs: Teaching Cultural Competence to Adolescent ESL Students (Secondary)

Teaching English as a Second Language must go beyond structure and vocabulary to include pragmatic competence. To effectively communicate with others and understand implied meanings, ESL students need to learn about cultural values, taboos, and politeness strategies. The importance of “face” for adolescents cannot be overemphasized. Sometimes saving face may require such speech strategies as telling a white lie or offering an unsolicited compliment. Participants will engage in hands-on activities for teaching the “social rules of speaking” to their ESL high school students and will also be encouraged to do action research on the topic.

Donna Del Prete, Teachers College, Columbia University

Rebekah Johnson, Teachers College, Columbia University and Pace University

B Assessment Writing to Inform Instruction: Building on Students’ Strategies (Elementary)

In this session, participants will have the opportunity to examine student writing samples. Discussion will revolve around crafting writing instruction that meets the needs of students and corresponds to the New Jersey Language Arts Core Curriculum Content Standards and the WIDA Can Do Descriptors. Emphasis will be placed on planning writing instruction that builds on students’ strengths.

Andrea André, Southern Regional Coordinator, Office of Reading First, New Jersey Department of Education

C Distinguishing between ELLs’ Special Needs and Behavior Issues (All Ages)

Using case studies from K-12 and a community college, the workshop will illustrate research-based differentiation strategies enabling teachers to separate disability from diversity in ELLs’ behavior. The relationship between cognition and culture along with K-12 instructional intervention models is discussed. Suggestions for adult populations are included.

Elena Nehrebecki, Director of ESL/Bilingual Program, Hudson Community College

D Key Issues in Bilingual Special Education (Secondary)

This workshop addresses diverse issues related to special education students, who are also English Language Learners. It will explore such aspects as student entitlement, instruction, and assessment. Strategies for fostering parental engagement will also be addressed.

José Fraga, Caldwell College

E How Sheltered Instruction and Differentiation Can Help All ELLs (Elementary and Middle School)

This workshop is designed for ESL teachers, content area teachers, and I & RS teams to create appropriate plans to accommodate students when they are referred to the committee. Teachers will look at ACCESS score reports and students’ cultural and linguistic profiles to create a modification plan.

Eva Rogozinski, New Jersey TESOL

10:15 – 11:15 a.m.

Plenary Session

Presiding Bruce Williams, Director, Bilingual/ESL Graduate Program, William Paterson University

Welcome Isabel Tirado, Dean, College of Humanities and Social Sciences, William Paterson University

Conference Remarks Ana Maria Schuhmann, Dean, College of Education, William Paterson University

Introduction of Keynote Speaker Judy Bernstein, Bilingual/ESL Graduate Program, William Paterson University

Keynote Address “The Bilingual/ESL and Special Education Interface: Lessons from the Past and Visions for the Future,” Alba Ortiz, University of Texas

11:30 – 12:30 p.m.

Concurrent Session II

F How to Get Second Language Learners to Think Beyond the Language (All Ages)

Language, itself, may often hide and confuse more than it reveals, and this is a particular challenge for second language learners. Learners need to be able to think beyond the surface cues. Workshop participants will have the opportunity to explore specific teaching strategies for developing cognitive awareness about the literacy embedded in the vocabulary, grammar and content challenges of a second language.

Mary Carpenter, New York University

PROGRAM

G NJASK 2009: Writing Responses that Shine! (Elementary and Middle School)

This workshop will share skills, strategies, and tips that will enable participants to better prepare English Language Learners for the writing tasks on the NJASK. Participants will gain an understanding of this as a genre of writing.

Hope Blecher-Sass, Literacy Coach and Educational Consultant

Maryellen Moffitt, Gifted and Talented Coordinator and Educational Consultant

H ELLs and Special Education: A Framework for Distinguishing Language Difference from Language Disorder (All Ages)

How do we identify students in the bilingual/ESL program who we think may have a learning problem? This issue is critical to appropriate identification of a learning disability. The presenters will provide a framework to determine normal processes of second language acquisition from what constitutes a language learning disorder. Information will be presented that will be beneficial to the Intervention and Referral Services (I & RS) Committee.

Barbara Tedesco, New Jersey TESOL and Educational Consultant

Elizabeth "BJ" Franks, New Jersey TESOL and Educational Consultant

I Cross-Cultures across Continents: Spreading Diversity and Cultural Knowledge through Bilingual Education (Secondary)

One of the goals of bilingual education is often acculturation. Although in many regions there is a dominant culture in the class, there is still a natural resistance to "lose" one's identity and language. For the minority culture, this is felt even greater. One method to gain appreciation and respect for each other's native customs and cultural values is to be a part of that culture for a period of time. Since this is not a practical solution for most people, this workshop will present methods for spreading cultural experiences within the classroom through programs used by other foreign schools.

Daniel Sweetman, Drew University

12:30 - 2:00 p.m.

Lunch

2:00 - 2:30 p.m.

Book Display

2:30 - 3:15 p.m.

Concurrent Session III

L Creating Virtual Learning Environments for Gifted Linguistically and Culturally-Diverse Learners (Elementary)

Educators must recognize their culturally-diverse gifted and talented students and their need to have their abilities challenged. Teachers must find creative ways to stimulate their thinking and create higher-order learning opportunities. This presentation will illustrate how elementary teachers can infuse best practices from both gifted and talented education and information technology to benefit the culturally-diverse gifted and talented learner. The creation of a virtual learning environment uses the Internet to integrate thematic units, lesson plans, games and museum tours to supplement curriculum materials.

Chris Mulrine, William Paterson University

M A Round of Applause: The NJASK Goes to Broadway (Elementary and Middle School)

This workshop examines ways of incorporating song, dance, and other arts as a vehicle for engaging English Language Learners and bilingual students in the learning process. It shares strategies for tapping students' interest and strength in the arts and building upon this foundation to prepare for the NJASK.

Hope Blecher-Sass, Literacy Coach and Educational Consultant

Maryellen Moffitt, Gifted and Talented Coordinator and Educational Consultant

N Immigration, Individuation and ELL Students (All Ages)

Immigration can cause profound psycho-social changes that can mimic characteristics of a special education student. In order to understand these changes, including individuation, the presenter will discuss the findings from the research of bilingual psychologist Salman Akhtar (1991) and others as they relate to ELL students. Audience feedback will be welcomed.

Linda Watkins-Goffman, Hostos Community College

PROGRAM

O Language and Cultural Identity Maintenance in Community-Based Language Schools: The Case of a Turkish Saturday School in NYC (All Ages)

Many English-speaking communities in New York City maintain their ethno-linguistic and cultural continuity through community-based schools. These schools play an important role in shaping the identities of children from different ethnic backgrounds. Although a large number of students attend, still little is known about such schools. This workshop introduces a Turkish Saturday School in the City, and focuses on its role and function in maintaining Turkish language and constructing Turkish cultural identity. The workshop reflects the beliefs and social practices (linguistic, educational, and cultural) of the parents, school administrators, teachers, and students.

Bahar Otcu, Teachers College, Columbia University

3:15 - 4:00 p.m.

P Debrief, Socialize and Network

This session is open to anyone who is interested in debriefing after the conference and establishing professional networks.

Come relax and enjoy!

Please indicate your intention to participate in this informal session on your registration form.

REGISTRATION PROCEDURES

1. Submit attached registration form with check, money order, purchase order or completed credit card form to:
**Center for Continuing and Professional Education
William Paterson University
1600 Valley Road
Wayne, NJ 07470**
2. Make check payable to William Paterson University.
3. In-person registration will be possible on a space-available basis.

Refund Policy: A full refund less a \$25 administrative fee is given when the Center for Continuing and Professional Education receives a written notice of withdrawal via fax, e-mail, or mail three business days prior to the start of the conference. If the Center for Continuing and Professional Education should need to cancel the conference, a full refund will be given.

You may also register online at www.wpunj.edu/cpe or via fax at 973.720.2298.

For further information, please contact Rosa Williams at 973.720.2354.

CREDIT CARD AUTHORIZATION FORM

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REGISTRATION FORM

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Conference Number: CPE-E215 (6 contact hours or .6 CEUs)

Fee: \$135

\$125 William Paterson University Alumni

\$ 50 William Paterson University current students/faculty/staff

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Concurrent Sessions (circle one from each group)

CS I: A B C D E

CS II: F G H I

CS III: L M N O

P (attend "Debrief, Socialize, Network") Yes No