

29th Annual
Bilingual/ESL
Conference

WILLIAM PATERSON UNIVERSITY

29th Annual
Bilingual/ESL Conference

Building Blocks of Language: Addressing the Needs of English Language Learners with Communication Disorders

Friday, December 4, 2009

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

1600 Valley Road, Wayne, NJ

Snow Date: Saturday, December 5

Conference Highlights

- Keynote Speaker: Deborah Jill Chitester, M.S., CCC/SLP
- Workshops focusing on different age levels and various teaching areas

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

Building Blocks
of
Language



William Paterson University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.4 ASHA CEUs (Various levels, Professional area)

29th 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.

Building Blocks of Language:

Addressing the Needs of English Language Learners with Communication Disorders

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Program Description

As the demographics in schools shift and language diversity continues to grow, the Bilingual Education/ESL profession will increasingly need to interface with other realms of endeavor. The profession is becoming progressively more interdisciplinary, and new avenues of convergence are coming to the forefront. Of considerable importance to today's educators is the relationship between Bilingual Education/ESL and Communication Disorders. ESL/Bilingual professionals should understand the needs of speech pathologists who work with children whose first language is not English. We must further actively identify our tasks as both language specialists and advocates for English Language Learners in this new professional encounter.

Over the course of its 29 years, this Conference has been highly recognized as one of the most stimulating language education forums. This success stems from its 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 pedagogical techniques. Topical and thought provoking plenary sessions sharpen the language professional's mind for pedagogical insight.

The keynote speaker for this year's event is Deborah Jill Chitester, M.S., CCC/SLP, a noted bilingual speech pathologist. Her expertise involves the development of appropriate assessment techniques to accurately determine if an English Language Learner has a communication disorder, and to identify the issues in second language learning and cultural differences that intervene in the process. Deborah Jill Chitester is an expert on the role of spoken language as a tool for the development of bi-literacy.

The Conference has scheduled three sessions of parallel workshops for K-12 teachers on such areas as Receptive and Expressive Language Differences in K-12 Students, Making the Most Out of Title III, Addressing the Cognitive Demands of Interpersonal Communication, and Using Multiliteracies for Adolescent 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

Keumsil 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; **Yanina Tsupa**, Graduate Assistant, and Graduate Students of the Bilingual/ESL Program, William Paterson University

PROGRAM

8:00 – 9:00 a.m.

Registration and Coffee

9:00 – 10:00 a.m.

Concurrent Session I

A Receptive and Expressive Language Differences and Disorders in Bilingual/ESL Students (All Ages)

This session will present our current understanding about the possible etiologies of receptive and expressive language development in bilingual individuals. It will address the characteristics of receptive and expressive language differences and disorders, as well as etiologies and characteristics of articulation disorders exhibited by bilingual individuals. Intervention principles with ELLs in schools will be discussed.

Betty Kollia, William Paterson University

B Fostering Multiculturalism in the ELL Classroom through the Teaching of Literature (All Ages)

The English language learner may often feel overwhelmed when adjusting to a new culture while simultaneously acquiring a second language. At the same time, this student will be painfully aware that there are others sharing the same experience. One method to enhance the multicultural awareness while augmenting the student's exposure to the English language is through the teaching of literature.

Daniel Sweetman, Drew University

C Framework of Interventions (All Ages)

How do we intervene with students in the bilingual/ESL program who we think may have a communication disorder? The presenters will use the Response to Intervention (RtI) model to discuss this issue. Suggestions for adult populations will also be included.

Barbara Tedesco, New Jersey TESOL and Educational Consultant

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

D Making the Most Out of Title III: Using Federal Funds to Support a Model Bilingual ESL Program

This interactive session will provide an overview of the new Title III of ESEA, with specific examples from a Bilingual/ESL program designated as a NJDOE Regional Model Program. Best instructional practices in ESL, professional development, SIOP, and extended day and year programs for ELLs will be discussed. Program implementation and school improvement for the ELL population will be highlighted.

Janina Kusielewicz, Clifton Public Schools and New Jersey TESOL

10:15 – 11:15 a.m.

Plenary Session

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

Welcome Kara Rabbitt, Interim 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 Gladys Scott, Bilingual/ESL Graduate Program, William Paterson University

Keynote Address "Language Difference and Language Disorder: An Important Distinction," Deborah Jill Chitester, M.S., CCC/SLP Bilingual Speech-Language Pathologist

11:30 – 12:30 p.m.

Concurrent Session II

E A State Perspective on Recent Changes

This workshop will explore new state mandates and other recent decisions relevant to New Jersey K-12 teachers in the fields of Bilingual Education and ESL.

Raquel Sinai, New Jersey State Department of Higher Education

F Changing Standards!

This workshop session will address the changes in the TESOL and WIDA standards and how they will affect the manner in which the instruction of ELLs will be addressed in the ESL and content area classrooms. Instructors will engage in scaffolding lesson plans to meet the needs of varying proficiency levels.

Eva Rogozinski, New Jersey TESOL

G Addressing the Cognitive Demands of Interpersonal Communication Skills (All Ages)

The concepts of basic interpersonal communication skills (BICS) and cognitive academic linguistic proficiency (CALP) enjoy much support. What often gets ignored or neglected is that interpersonal communication can be as cognitively demanding as academic language. Approaching interpersonal communication skills as less cognitively demanding may contribute to communication breakdown. Strategies for addressing some of the cognitive challenges of BICS will be explored in this workshop.

Mary Carpenter, New York University

H Learning English in Puerto Rico: An Approach-Avoidance Conflict (All Ages)

This workshop will explore the range of influences that both promote and constrain learning English in Puerto Rico. Variables that affect English acquisition in Puerto Rico include: socioeconomic status, regional differences, sub-cultural attitudes towards English, access to native or near-native English input, career paths and educational aspirations, media, migration issues, and political considerations. This research is broadly relevant as the variables affecting English acquisition in Puerto Rico are present in many other post-colonial settings in which English plays a substantial role but is viewed with mixed feelings by speakers of more local languages.

Mirian Eisenstein Ebsworth, New York University

Timothy John Ebsworth, The College of New Rochelle

2:15 - 3:15 p.m.

Concurrent Session III**I The Special Needs of Chinese ESL Learners (All Ages)**

This workshop examines the special needs of ELLs whose native language is Chinese. It explores both linguistic and cultural factors essential to their language acquisition process.

Xiaoxi Che, Weifang College of Education, Shandong, China

J Using Multiliteracies for Adolescent English Language Learners (Middle and Secondary)

This workshop will introduce a range of ways that encourage reading and writing for adolescent English Language Learners (ELLs) using a concept of multiliteracies. The workshop is a series of hands-on activities that include a variety of strategies and techniques that promote positive literacy experiences for adolescent ELLs. Participants will learn about how to connect the reading and writing processes and how to build on ELLs' language skills to teach reading and writing by using comics, visual arts, and technology.

Carrie Hong, William Paterson University

K The Double Indemnity of Dual Advocacy (Elementary and Middle)

How does a Bilingual or ESL teacher effectively advocate among schools, districts and parents to meet the special needs of students who have the combined needs of both English language acquisition and a communication disorder? This workshop examines effective strategies for addressing issues essential to an effective resolution of this problem, including cultural biases against such disorders on the part of parents.

L Non-Verbal Communication, Education and Culture (All Ages)

This workshop will explore ways that non-verbal expression differs across cultures and how these differences can cause misunderstandings. We will discuss ways that non-verbal communication can inform classroom teaching, and how as teachers, we can give the wrong signals to our students. Additionally, participants will learn how to avoid misunderstanding what is communicated non-verbally.

Linda Watkins-Goffman, Hostos Community College

12:30 - 2:00 p.m.

Lunch

PROGRAM

3:15 - 4:00 p.m.

M Debrief, Socialize and Network

This session is open to anyone who is interested in debriefing after the conference and establishing professional networks. Please indicate your intention to participate in this informal session on your registration form.

Come relax and enjoy!

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

Please charge the amount of \$ _____ for the

29th Annual Bilingual/ESL Conference

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REGISTRATION FORM

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Friday, December 4, 2009
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Conference Number: CPE-E215 (6 contact hours or .6 CEUs)

Fee: \$135

\$125 WPU Alumni

\$ 50 WPU current students/faculty/staff

Last Name _____

First Name _____

Street _____

City _____

State _____ Zip _____

Cell Number _____

Daytime Phone _____

School District _____ Grade Level _____

Amount Enclosed \$ _____

E-mail address _____

Concurrent Sessions (circle one from each group)

CS I: A B C D

CS II: E F G H

CS III: I J K L

M Attend "Debrief, Socialize, Network" Yes No

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