The 38th Annual Bilingual/ESL Conference

Dynamic Language Learning at Any Age

Friday, December 7, 2018
8:00 AM – 4:00 PM
William Paterson University
1600 Valley Road Wayne, NJ 07470

Conference Keynote

Dr. Diane Larsen-Freeman

Dr. Diane Larsen-Freeman is professor emerita at the University of Michigan as well as at the Graduate School for International Training. Since 2012 she has been a visiting senior fellow in the Educational Linguistics Division of the Graduate School of Education, University of Pennsylvania. Dr. Larsen-Freeman was the editor of the journal Language Learning for five years. She is the author of eight books, among them: The Grammar Book: Form, Meaning and Use for English Language Teachers, Techniques and Principles in Language Learning, and Teaching Language: From Grammar to Grammaring.

Dr. Larsen-Freeman focuses her research and interests on attempting to understand the process of second language acquisition. She regards English grammar as an important resource for making meaning and for adapting language appropriately to the communicative context. In addition, she has found that chaos/complexity theory provides new insights into language, its acquisition, and its use. She sees all three as complex, non-linear, dynamic processes. Such a perspective has contributed to her dynamic view of language, which she has applied to teaching grammar or “grammaring” as she calls it.

Over the course of its 38 years, this Conference has been highly recognized as one of the most stimulating language education forums in the U.S. 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. Topics and thought-provoking plenary sessions sharpen the language professional’s mind for pedagogical insight.

Teachers will receive 7 Professional Development Hours
Agenda for the 38th Annual Bilingual/ESL Conference

8:00 am – 9:00 am: Registration, Coffee Service

9:00 am – 10:15 am: Concurrent Session I

A. Supporting English Learners with IEPs for Life After High School

Who are English learners with disabilities? How can educators support dually identified students to increase positive outcomes after high school? We will describe this population of students, report on their transition experiences based on data from a national survey, and provide clear connection between this information and how to help students in the transition to life after high school. We will share helpful resources for teachers, students, and their families related to career planning and financial aid.

Presenters: D. Nicole Deschene and Rachel Elizabeth Traxler, New York University

B. Language Samples from Bilingual Learners: Considerations for Valid Assessment

Speech-language pathologists’ caseloads are increasing, especially with ELLs/bilingual children. Standardized tests do not always provide accurate information during assessment. Similarly, best practice recommendations may not offer practical alternatives to current procedures. Language sample analysis provides valuable insights into a child’s actual natural language use. However, language sampling is a time-intensive process. Recently, a methodology abbreviating this analysis was studied and normed on monolingual children (Pavelko and Owens, 2017). Preliminary evidence with young Spanish-English bilingual children indicates that this method may be successfully used with them as well. Implications will be discussed.

Presenters: Betty Kollia, CCC-SLP, Megan Perry, Dara Bassin, and Melissa Pana, William Paterson University

C. Utilizing Learning Targets and Formative Assessments with English Learners

Learning targets provide focus and direction for both teachers and students. During this workshop participants will learn how to create learning targets for English learners to take ownership of their learning. Participants will then learn various methods of formative assessment to check for understanding and provide ELs with effective feedback.

Presenter: Kimberly Moreno, Passaic Academy for Science & Engineering, Passaic Public Schools
D. Transnational Child Migration: Impact on English Language (Re) Learning and Cultural (Re) Integration

Transnational migrant children constitute a special type of second language learners, who experience language-learning interruption in two phases. In the context of this presentation, transnational child migrant refers to a child born in the parents’ country of immigration (or immigrated with the parents as a baby) who, at a certain age, gets involuntarily sent to the parents’ country of origin for a longer stay and, later on, come back to live with their parents again. Whereas the case of students with interrupted formal education (SIFE) is familiar in TESOL literature, little is known about unaccompanied transnational migrant children. This presentation will provide understanding of who these children are, the complexity of their language and cultural socialization, and how to ensure their smooth transition back into the US classrooms.

Presenter: Aminata Diop, City University of New York Graduate Center and City College of New York School of Education

E. Freedom through Constraint: Oulipo, Erasure, & Flarf as Poetic Prompts for English Learners

In the 1960's a movement known as "Oulipo," roughly translated as a "workshop of potential literature," was founded by French poets and mathematicians who sought to generate material by way of imposing constraints upon the method of writing. A similar idea, though not an exact example, would be the use of "mad libs." Likewise, in the early 21st century, "Flarfists" sought to create poetics out of the random, often mining source material from Internet search terms. While formal limitations may seem counterintuitive to creativity, such devices can liberate English learners, allowing for whimsy and joy in the writing process. When ELs are not bogged down with "what to write" or "how to write," they engage in the language learning process more fully. During this workshop will participants will learn about the freedom and power of "not making sense" to develop language proficiency.

Presenter: Elizabeth Estella, New York University
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10:30 am – 11:45 am: Plenary Session (location: V1012)

Conference Welcome:
Dr. Sandra De Young, Acting Provost and Senior Vice President for Academic Affairs, WPU
Dr. Gladys M. Vega, Conference Coordinator, Department of Languages & Cultures, WPU
Dr. Kara Rabbitt, Dean, College of Humanities and Social Sciences, WPU
Dr. Venkat Sharma, Dean, College of Science and Health, WPU

Introduction of Keynote Speaker: Dr. Judy Bernstein, Department of Languages & Cultures, WPU

Keynote Speaker: Dr. Diane Larsen-Freeman, University of Michigan

Old Enough (to Learn Grammar)

Dr. Larsen-Freeman proposes an alternate view to grammar as an abstract system, and views it as an exquisite meaning-making resource. For this reason, it makes sense for learners of all ages to be taught grammar. For the teaching to be effective, however, it needs to go beyond teaching grammar rules. Practicing grammar dynamically helps learners be able to use grammar communicatively—and this is appropriate at any age.

11:45 am – 12:15 pm: Lunch Location: Valley Café

12:30 pm – 1:45 am: Concurrent Session II

F. Bilingualism and Autism Spectrum Disorders

The significance increase of both bilingual children and children with Autism Spectrum Disorder in our caseloads and in our schools has implications for assessment, interventions and support offered to families. This session will examine the current research on the impact of bilingualism on the language development of children with ASD. Additionally, this presentation will also present the current research on parent perceptions, concerns about bilingualism and the language choices for their children with ASD.

Presenter: Stella Kyprianou, CCC-SLP, Brooklyn College, CUNY
G. Writing in a Second Language from Kindergarten to college: Challenges and Strategies on the Road to Bi-literacy

Our presentation will explore the challenges encountered by Emergent Bilingual learners in second language writing. We will consider the specific requirements of writing in particular genres in light of variables such as the age of the learners, the kinds of writing they need to produce, academic and social expectations for particular students, the role of literacy in the first language and the writers’ educational backgrounds. Our data come from student and teacher perspectives ranging from elementary school to college. We will consider strategies to facilitate learners' bi-literacy and invite all participants to share their own experiences and perspectives.

*Presenters: Miriam Eisenstein Ebsworth, New York University
Timothy John Ebsworth, The College of New Rochelle*

H. Teaching Grammar in the Bilingual/ESL Classroom via Google Suite Applications

This interactive session will provide demonstrations on how to develop technology-rich lesson plans using various Google Suite applications, such as Drive, Docs, Sheets, and Forms. Additional Internet resources will be incorporated into this session that enhance lesson plan design or stimulate student involvement. This session will provide hands-on opportunities for educators to set up a Google Classroom, add students and create lessons that will be engaging to English language learners.

*Presenter: Mary Bonitatibus-Garrity, Paterson Public Schools*

I. Content-based Lessons: An Effective Approach for Securing Comprehension of Language Forms and Functions

Language comes alive when communicating a message. Forms and functions of language embedded in meaningful content-based lessons afford learners the opportunity to explore and analyze how the meaning of forms contribute to the message being communicated. In so doing, the learners become more consciously aware of the role and value of structural forms. Too often, grammar is taught in a decontextualized manner in which learners see little value or connection with real language use. Workshop participants will explore the pedagogical potential for activating grammatical structural awareness in both a math and a history lesson.

*Presenter: Mary Carpenter, New York University and the City College of New York*
J. Twelve Ways to Support English Learners in the Mainstream Classroom

Teaching second language learners to speak, read, and write English is always challenging. Meeting the needs of English language learners in the mainstream classroom can be even more challenging, especially when dealing with multiple levels of English language proficiency. This workshop will discuss a variety of ways to successfully support ELL students in the mainstream classroom today.

Presenter: Annamarie Altomonte and Vicky Santana, Parsippany-Troy Hills Public Schools

K. Culturally Responsive and Sustaining Pedagogy: Revisiting Approaches to Multicultural and Diversity Education

In this workshop, we will examine and discuss the schooling experiences of students from diverse socio-economic, linguistic, and cultural backgrounds and the qualities of teachers, teaching, and schooling that foster their learning. We will critically examine our own assumptions and perceptions about sociocultural and linguistic identity and revisit classroom approaches to multicultural and diversity education that shape instructional practices and multicultural students’ experiences in public schools.

Presenter: Fernando Naiditch, Montclair State University

L. Advocacy of, for, and by English Learners: Taking it to the Next Level

"Speak English, this is America!" or "You can't apply to college because you're not a citizen and they'll never accept you." - Have you heard members of the educational world communicating these messages to students with a condescending tone? Do you want to make a difference in the lives of our English language learners? Find out how you can advocate on their behalf. We will discuss how to use resources, such as Diplomatic Tools: Combating Inequality and Discrimination, NJDOE Laws and Different Programs, Knowledge is Power: Research-Based Myth-Breaking Facts, and Advocacy at the next level: Voicing Their Needs and Rights, in ways that help and not hinder progress. Participants will explore different forums available in order to help advocate at local, regional, and national levels.

Presenter: Jeannette Sosa, Paterson Public Schools
M. Engaging English Learners within a Sheltered Instruction Classroom and School Community

This interactive workshop will focus on sheltered instruction strategies implemented in a content specific (science) classroom. The strategies presented in the workshop will focus on engaging English learners of varying language levels in order to help them communicate their understanding of the world around them. By actively using these strategies in the workshop, you will be able to modify them for your classroom needs. In addition to this, we will work on ways to help your colleagues become more aware of the needs of ELs in your district.

Presenter: M. Annette Bicksler, North Plainfield Public Schools

N. Cross-Language Effects and Acquisition of English as a Second Language

An understanding of cross-language effects in semantic and morphosyntactic abilities is an important pre-requisite to the successful acquisition of English as a second language in school-age children of all ages. Unlike monolingual English-speaking students, language-minority students bring abilities that are linked to their first language—both its oral and written forms. Studies on cross-language/modal effects show in what ways the additional linguistic resources of language-minority students influence their language development in English. Taking first-language influences into account does not necessitate teaching in the first language. Rather, it means, incorporating first-language effects in our understanding of the progress of language-minority students in school, when seeking to identify the sources of difficulty individual students may have in mastering English as a second language, and when devising educational curricula that are relevant and appropriate to language-minority students even if their education is entirely through the medium of English.

Presenter: Mahchid Namazi, CCC-SLP, Kean University

O. Motivate the Heck out of them! Get ELLs to Speak, Read, & Write!

This presentation will focus on how to motivate students to find their voice and produce academically with a writing project. It will explore how to go BIG with projects by forging community partnerships for awesome guest speakers, trips, and incentives. Participants will view student work from IMovie, read alouds typed and recorded on Power Point, samples of a student-generated book, and a STEM-related song. You will be surprised what English language learners are able to complete when everyone works together.

Presenter: Jason Valente, Paterson Public Schools