

CATESOL San Diego Chapter Fall 2015 Workshop Presentations



Theater				
9:00-10:30	<p>Multiword Vocabulary: What, Why and How? Deborah Gordon, Santa Barbara City College/University of California Santa Barbara Extension</p> <p>A large portion of our vocabulary is comprised of multiword units, yet most students still view vocabulary development as learning words as the accumulation of single item units. Multiword vocabulary is rarely taught explicitly. In addition, multiword vocabulary is difficult for students to identify on their own. The presenter will discuss the research on multiword vocabulary, demonstrate its importance, and present tips for teaching it. Participants will practice recognizing multiword vocabulary and will share ideas of their own on how to incorporate it into their teaching.</p>			
	Room 181	Room 182	Room 184	Room 185
11:00-11:45	<p>Research-based Approaches to Teaching Vocabulary (and Reading) Ann Johns & Rhea Faldonea-Walker, San Diego State University/Sweetwater Union High School District</p> <p>Presenters will use readings and hands-on activities to demonstrate how vocabulary acquisition and reading comprehension can be enhanced by employing word association, predicted and discovered meanings, and the language of text structuring (metadiscourse) activities at all levels of ESL/ELL instruction.</p> <p style="text-align: center;">ADULT/MULTILEVEL</p>	<p>Engaging Strategies to Promote Vocabulary Learning Stefanie Johnson & Jessica Quinn, Miramar College/Cuyamaca College</p> <p>Word knowledge is a key part of reading fluency, so techniques for vocabulary development are essential. Interactive, high-interest vocabulary strategies are effective ways to build vocabulary; they are engaging, utilize multiple learning styles, and promote automaticity. The presenters will share specific vocabulary activities, and handouts will be provided.</p> <p style="text-align: center;">CC/ALL LEVELS</p>	<p>Lassoing the Implicit Schema of Vocabulary Eric Miller, San Diego Continuing Education</p> <p>How do we, as experienced readers, distinguish between a business letter and a love letter so easily, apart from register and genre conventions? While schema theory traditionally credits this to our background knowledge, we also perceive schema through the vocabulary itself. How can we highlight this for inexperienced ESL readers?</p> <p style="text-align: center;">ADULT/INT LEVEL</p>	<p>Getting a Job in ESL/EFL: Qualifications, Procedures & Openings G. Bitterlin & C. Layton, San Diego Continuing Education; M. Allan, CSU San Marcos; B. Bass, SDSU American Language Institute; Robb Hill, Peace Corps; S. Rice, Imperial Valley College; M. Webb, MiraCosta College; K. Zunic, City College</p> <p>CHAPTER-SPONSORED WORKSHOP A panel of school representatives will describe the credentialing requirements, qualifications, procedures for getting hired, and future openings for a variety of ESL programs in San Diego and abroad. Information on salaries and benefits will also be shared. Handouts from each school will include a contact list of ESL programs in San Diego.</p>
12:00-12:45	<p>Three Strategies to Help Students Read Better and Faster Donna Price, San Diego Continuing Education</p> <p>One of the obstacles to enter into vocational, high school completion or college programs is standardized reading tests. How can we prepare students for these high stakes reading entrance exams? The presenter will demonstrate and participants will practice three reading strategies for improving students' reading fluency and accuracy: (1) Timed reading with reading graph; (2) Say Something; and (3) Making Connections.</p> <p style="text-align: center;">ADULT/ALL LEVELS</p>	<p>Increasing Student Motivation to Do Homework Assignments Suzanne Woodward, Palomar College</p> <p>How often have you assigned reading for homework only to have students come unprepared and your lesson based on their having done it falls flat? This session will present activities that can be used to increase student motivation and help them take responsibility for their learning through participation in next-day group activities.</p> <p style="text-align: center;">CC/ADV LEVEL</p>	<p>Promoting Sustained Reading Through Book Club Roles Taisa Haluszka & Tina-Marie Freeman, University of San Diego</p> <p>Presenters showcase experiences implementing a social book club in order to increase reading motivation. In this interactive workshop, implementation phases and multiple member roles are described and then practiced by the audience. Participants gain skills for creating a self-sustaining book club within a classroom or community.</p> <p style="text-align: center;">CC/INT LEVEL</p>	<p>Job Interviewing Tips Robb Hill, Peace Corps; M. Allan, CSU San Marcos; G. Bitterlin, San Diego Continuing Education; B. Bass, SDSU American Language Institute;; S. Rice, Imperial Valley College; M. Webb, MiraCosta College; K. Zunic, City College</p> <p>CHAPTER-SPONSORED WORKSHOP A panel of experts will present general tips for interviewing for contract teaching positions and share personal experiences of job interviews or job interviewing situations. Then participants will be asked to share their experiences or ask questions of the panel.</p> <p style="text-align: center;">ALL SCHOOLS/ALL LEVELS</p>