

***Teaching Readers of English:
A Multidisciplinary Perspective***

Friday-Sunday, July 10–12

TENTATIVE SCHEDULE

Friday, July 10

9:30-9:50	Welcome/Introduction
10:00-12:00	Opening Session: Understanding Second Language Reading
12:00-12:45	Lunch
12:45-1:45	Second Language (L2) Reading: Focus on the Reader
1:45-4:30	L2 Reading: Selecting and Analyzing a Text for Intensive Reading Instruction
4:30-5:00	Discussion

Saturday, July 11

9:30-12:00	Designing an Intensive Reading Sequence
12:00-12:45	Lunch
12:45-1:45	Extensive Reading: Issues and Option
1:45-4:30	Vocabulary in the L2 Reading Class
4:30-5:00	Discussion

Sunday, July 12

9:30-12:00	Putting it All Together: Course & Lesson Design and Assessment for L2 Reading
12:00-12:45	Lunch
12:45-2:55	Course & Lesson Design and Assessment
3:00-3:45	Closing Discussion
4:00-4:45	Closing Reception

 AMERICAN UNIVERSITY
WASHINGTON, D.C.
DEPARTMENT OF LANGUAGE AND
FOREIGN STUDIES
4400 MASSACHUSETTS AVENUE, NW
WASHINGTON, DC 20016-8045

The 15th Annual American University
Summer TESOL Institute
Intensive Workshop;
***Teaching Readers of English
A Multidisciplinary Perspective***



*For all those who work with
multilingual readers—ESL and
mainstream reading instructors*

- Learn practical strategies for working with multilingual learners
- Learn to design more effective reading lessons
- Learn more about reading assessment

**Instructional Component:
Friday-Sunday, July 10-12**

Additional component for the 3-credit option:
Friday and Sunday, July 24 and 26

Featuring Workshop Leaders:

**John Hedgcock, Monterey Institute of
International Studies**

**Dana Ferris, California State University,
Sacramento**

Register for the 1-credit or the 3-credit option.



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DAYS AND TIMES

1-credit option (TESL.560.N02): Friday - Sunday, July 10 – July 12, 9:00 am to 5:30 pm.

3-credit option (TESL.560.N01): Friday - Sunday, July 10 - July 12, 9:00 am to 5:30 pm; debriefing & presentation sessions on Friday, July 24 & Sunday, July 26.

WORKSHOP DESCRIPTION: With the global spread of English as a *lingua franca* for professional and academic communication, the ability to read accurately, effectively, and efficiently in English is critical for all who work in professional and academic contexts. As the population of multilingual students has continued to grow (in North America and elsewhere), working with such students is now an integral part of the professional preparation of all English teachers - regardless of their disciplinary backgrounds. Nonetheless, the fundamentals of providing systematic reading instruction in academic literacy education are often overlooked.

This workshop, designed for both secondary and college-level English teachers, is based on the workshop leaders' recently published "Teaching Readers of English" (2009: Taylor & Francis), which won the 2009 CATESOL David Eskey Award.

A range of topics will be covered, including: an overview of characteristics of multilingual readers, the elements of English texts and how they may be problematic for L2 readers, the process of designing intensive reading lessons, working with vocabulary in the context of reading and implications for text selection, course/lesson design, and reading assessment.

Understanding that there is no single "one size fits all" approach in working with second language literacy students, participants will also explore ways to develop instructional practices that respond to students' linguistic and cultural differences and to the ways their previous educational pathways have (or have not) prepared them to read English effectively at advanced academic levels.

Participants in the 1-credit option will complete a short reflective report related to workshop principles. Those enrolled in the 3-credit option will engage in a more extensive project to be evaluated on Friday, July 24; and give an oral presentation on their project on Sunday, July 26. Breakfast and lunch will be provided July 10–12 and July 26. There is a \$100 material fee for the course. On-campus housing is available if desired, with both single and double occupancy options.

WORKSHOP LEADERS:

Dana Ferris (Ph.D. Applied Linguistics, USC, 1991) is Associate Professor and Associate Director for Lower-Division Writing in the University Writing Program, Dana returned to UC Davis, her undergraduate alma mater (B.A. English, 1982) in 2008 after 18 years as Professor of English at California State University, Sacramento, where she directed the MA TESOL



Program and the ESL writing program. Dana has been living in Davis with her family since 1991. She has published a number of books, chapters, and journal articles. Her books include *Teaching ESL Composition* and *Teaching Readers of English* (both with John Hedgcock), *Response to Student Writing*, and *Treatment of Error in Second Language Student Writing*. Her research has focused extensively on responses to student writing and on written corrective feedback in second language writing. Dana also serves on the Editorial Board of the *Journal of Second Language Writing* and has served on the Board of Directors of CATESOL (California Teachers of English to Speakers of Other Languages).



John Hedgcock is Professor of Applied Linguistics at the Monterey Institute of International Studies. A faculty member in the MATESOL/MATFL Program, he is co-author of *Teaching Readers of English* and *Teaching ESL Composition*, (both with Dana Ferris).

His recent publications include articles and chapters on L2 literacy, classroom second language learning, and teacher education. He currently serves on the Editorial Board of Applied Language Learning and the TOEFL Committee of Examiners.

PROJECT EVALUATORS:



Brock Brady, Co Director, American University TESOL Programs, teaches courses in Language Assessment, Cultural Issues in the ESL/EFL Classroom, and Curriculum and Materials Development. His research interests include cross cultural discourse analysis, teaching pronunciation, association management, and distance learning. Brady, a former TESOL Board member and Chair Elect of the Nonnative English Speaking Teachers Interest Section, is now the President Elect of TESOL. A former Fulbright Scholar and Peace Corps Volunteer, Brady has taught in Angola, Egypt, Korea, France, Panama, South Africa, and the United States, as well as managing English Teaching Programs for the US State Department in Burkina Faso and Benin.



Angela Dadak received her BA in Russian Area Studies from Dartmouth, and then after teaching English abroad in Poland and Peru, she returned to the US and earned her MA in TESOL from the Monterey Institute of International Studies on the central coast of California. In her position as International Student Coordinator for the College Writing Program (CWP) at AU, she primarily works with students adjusting to US academic work and with the CWP faculty who have international students in their classes.

ADDITIONAL INFORMATION

Tuition (per credit): Graduate: \$1,178
Undergraduate: \$1,093

Fees: In addition to the cost of tuition, there is a workshop fee of \$100 to cover materials and supplies.

On-campus housing for the week of the instructional portion of workshop may be requested (double and single occupancy rooms available).

For more information contact the AU TESOL office at 202-885-2582 or email tesol@american.edu.