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international  
association

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**TESOL**

**CHICAGO  
2018**

**PROGRAM BOOK**

**TESOL 2018**  
International Convention  
& English Language Expo

27-30 MARCH 2018 • CHICAGO, ILLINOIS, USA



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# TESOL 2018

## International Convention & English Language Expo

27-30 MARCH 2018 • CHICAGO, ILLINOIS, USA



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# The World Comes Together at TESOL Once Again in Chicago, Illinois, USA

As we congregate for the TESOL convention in Chicago, close to 7,000 TESOL professionals are in attendance, ranging from elementary teachers to adult educators, from district supervisors to ministers of education. Present and future practitioners, administrators, researchers, and advocacy leaders will engage in conversations about language education and policy to enrich our knowledge, network, and professional experience. What makes this association unique is how we share with one another across the TESOL community.

This 52nd annual TESOL convention provides a forum for networking and collaboration; for starting, continuing, and culminating conversations; for re-envisioning the work we do in teaching, research, training, and administration and in pursuing an ongoing cycle of inquiry, reflection, and action. In particular, the 2018 convention aims to provide a time and place for sustaining dialogues across our community. Participants will choose from four keynote speakers, 30 Preconvention Institutes, five educational site visits, Doctoral Research and Master's Student Forums, affiliate workshops and assemblies, 27 Teas with Distinguished TESOLers, 177 poster sessions, more than 900 educational sessions including 19 invited speaker sessions, and a PreK-12 Day with 24 sessions spanning six strands.

While here, explore, be an active listener, share your own innovations, join in conversation. Learn about and contribute to TESOL's fundamental work in the areas of advocacy, professional development, research, and standards. Last year, the focus was to explore the future and enrich and empower yourself. This year, we encourage you to share and collaborate as you join in sustaining dialogues across the TESOL community.

On behalf of the Conferences Professional Council members, and the convention local co-chairs and team leaders, we welcome you and invite you to take advantage of all that TESOL 2018 has to offer.

## **Katherine Lobo**

*2017-2018 Conferences Professional Council Chair*

## 2018 Convention Planning Team

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Oakton Community College

#### **Tea With Distinguished TESOLers**

##### **Jack A. Hardy**

Oxford College of Emory  
University

#### **PreK-12 Day**

##### **Maria Alanis**

Xenia

#### **Networking Sessions**

##### **Margi Wald**

University of California,  
Berkeley

11:23 PM

Working on lesson  
plan — needs coffee

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RAHM EMANUEL  
MAYOR

March 27, 2018

Dear Friends:

As Mayor, and on behalf of the City of Chicago, I am pleased and proud to extend warm greetings to all of those gathered for the TESOL 2018 International Convention & English Language Expo.

Founded more than 50 years ago, the TESOL International Association has provided a community of learning for educators, researchers, administrators, and students alike. The demand for English language learning is at its highest, and TESOL has worked tirelessly to advance the quality of the teaching of the English language through development, research, standards, and advocacy. With over 12,000 members in 160 countries, and hundreds of affiliates worldwide, TESOL continues to lead the charge of finding new and innovative ways to the teaching and learning of the English language.

This year's convention will provide educational sessions and career enhancing networking opportunities for over 6,500 educators and administrators. With more than 800 sessions from presenters in over 100 countries, this year's event will bring educators together to seek out new ideas, resources, and technology to increase success in classrooms all over the world. I recognize TESOL and all involved for their tireless efforts in impacting change both locally and globally.

It is my hope that after learning about and discussing what's new and changing, you will take time to explore and take advantage of everything Chicago has to offer. An exciting variety of restaurants, nightlife, universities and world-class museums accented by our iconic skyline, incredible lakefront, and historic neighborhoods that make Chicago one of the world's greatest cities.

Please accept my best wishes for an enjoyable and informative conference, and much success in the future.

Sincerely,

Mayor



# TESOL 2018 Week at a Glance

All events listed here are located in the McCormick Place Convention Center unless otherwise noted(\*)

## REGISTRATION HOURS

Monday . . . . . 3 pm–6 pm  
 Tuesday . . . . . 7 am–7 pm  
 Wednesday . . . 6:30 am–4:30 pm  
 Thursday . . . . 6:30 am–4:30 pm  
 Friday . . . . . 6:30 am–12:30 pm

## ENGLISH LANGUAGE EXPO HOURS

Wednesday . . . 8:30 am–5:30 pm  
 Thursday . . . . 8:30 am–5:30 pm  
 Friday . . . . . 8:30 am–3:30 pm

## RECRUITER PAVILION HOURS

Wednesday . . . 8:30 am–5:30 pm  
 Thursday . . . . 8:30 am–5:30 pm  
 Friday . . . . . 8:30 am–3:30 pm

## TESOL PRESS BOOKSTORE HOURS

*Located in the Registration Area*

Monday . . . . . 3 pm–6 pm  
 Tuesday . . . . . 7 am–5:30 pm  
 Wednesday . . . 7:30 am–5:30 pm  
 Thursday . . . . 7:30 am–5:30 pm  
 Friday . . . . . 7:30 am–3:30 pm

## SOCIAL MEDIA

Join the Conversation!



#TESOL18 and #myTESOL18

## Monday, 26 March 2018

9 am–9 pm **Preconvention Institutes+**  
 (various times)

## Tuesday, 27 March 2018

7 am–5 pm Doctoral Research Forum+  
 7 am–5 pm Master's Student Forum+  
 8 am–12 pm **Educational Site Visits+**  
 8 am–5 pm **Preconvention Institutes+**  
 (various times)  
 8:30 am–11:30 am Leadership Forum  
 1 pm–5 pm TESOL Professional Council Meetings  
 3:30 pm–5 pm Reception for New Members & First-Time Attendees  
 5:30 pm–7 pm **Opening Keynote: Shabana Basij-Rasikh**  
 7 pm–9 pm Interest Section Steering Committee Meetings

## Wednesday, 28 March 2018

8 am–9 am **Presidential Keynote: Ester de Jong**  
 12:30 pm–1:45 pm Poster Sessions  
 3 pm–3:45 pm Tea With Distinguished TESOLers+  
 3:15 pm–4:15 pm Interest Section myTESOL Workshop  
 4 pm–5 pm Town Meeting  
 5 pm–6:30 pm Interest Section Open Meetings  
 6:45 pm–8:15 pm Interest Section Open Meetings

## Thursday, 29 March 2018

8 am–9 am **James E. Alatis Plenary: Zoltán Dörnyei**  
 11:15 am–12:45 pm Affiliate Colloquium  
 12:30 pm–1:45 pm Poster Sessions  
 1 pm–3 pm Interest Section Assembly  
 3 pm–3:45 pm Tea With Distinguished TESOLers+  
 5 pm–6:30 pm TESOL Annual Business Meeting\*  
 7 pm–9 pm TESOL's Taste of Chicago Celebration\*

## Friday, 30 March 2018

8 am–9 am **Friday Keynote: Mary Helen Immordino-Yang**  
 12:30 pm–1:45 pm Poster Sessions  
 2 pm–2:45 pm Tea With Distinguished TESOLers+

## Saturday, 31 March 2018

8 am–4:15 pm **PreK–12 Day+**

Concurrent and exhibitor sessions are Wednesday and Thursday, beginning at 7 am each day with the last session starting at 5 pm, and Friday beginning at 7 am with the last session starting at 2 pm.

+ Ticketed Event  
 \*Hyatt Regency McCormick

# About TESOL

For more than 50 years, TESOL International Association has been bringing together educators, researchers, administrators, and students to advance the profession of teaching English to speakers of other languages.

With more than 12,000 members representing 160 countries, and more than 115 worldwide affiliates, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community where professionals like you connect with and inspire each other to achieve the highest standards of excellence.



## Is this your first TESOL convention? Are you a new member of TESOL?

**The Reception for New Members & First-Time Attendees is for you.**

**TUESDAY, 27 MARCH, 3:30 PM-5 PM  
MCCORMICK PLACE CONVENTION CENTER, E353**

There is so much going on with so many opportunities at the TESOL convention, it can really help to have someone sort it all out for you. In much the same way, if you're a new TESOL member, it's very helpful to learn about all that TESOL International Association has to offer.

### SO HERE IS YOUR CHANCE...

- **HEAR** from TESOL volunteer leadership and staff. Ask questions directly to TESOL's president and executive director.
- **MEET** the TESOL Ambassadors and veteran members of TESOL and listen to their helpful suggestions on how to navigate the convention and the many benefits of the association.
- **CONNECT** with other attendees and share your thoughts about TESOL and the international convention.
- **WIN** something! A drawing will be held at the end of the reception for some special TESOL prizes.



**The Reception for New Members and First-Time Attendees is sponsored by:**



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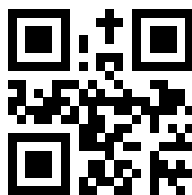
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# TESOL Organizational Meetings

All events listed here are located in the McCormick Place Convention Center unless otherwise noted (\*).

## Tuesday, 27 March 2018

8:30 am–11:30 am	<b>Leadership Forum</b> . . . . .	Grant Park*
8:30 am–5 pm	<b>Affiliate Leaders' Workshop</b> . . . . .	N226
1 pm–3 pm	<b>Interest Section Leaders' Workshop</b> . . . . .	E451a
1 pm–5 pm	<b>TESOL Professional Council Meetings</b> . . . . .	various
7 pm–9 pm	<b>Interest Section Steering Committee Meetings</b> . . . . .	E451a

## Wednesday, 28 March 2018

12:30 pm–2:30 pm	<b>Affiliate Communications Workshop</b> . . . . .	E270
2 pm–3 pm	<b>Interest Section Editors' Workshop</b> . . . . .	E266
3:15 pm–4:15 pm	<b>Interest Section myTESOL Workshop</b> . . . . .	E266
4 pm–5 pm	<b>Town Meeting</b> . . . . .	E259

This meeting will be led by TESOL President Ester de Jong and attended by the Board of Directors and the Executive Director. The meeting provides a forum for the membership to ask questions about TESOL's professional activities and offer comments and suggestions relating to current and upcoming activities.

### INTEREST SECTION OPEN MEETINGS

5 pm–6:30 pm	<b>Adult Education</b> . . . . .	N131
	<b>Bilingual Education</b> . . . . .	N126
	<b>Computer-Assisted Language Learning</b> . . . . .	N135
	<b>Elementary Education</b> . . . . .	N128
	<b>English as a Foreign Language</b> . . . . .	N137
	<b>Higher Education</b> . . . . .	N132
	<b>International Teaching Assistants</b> . . . . .	N129
	<b>Materials Writers</b> . . . . .	N133
	<b>Secondary Schools</b> . . . . .	N127
	<b>Teacher Education</b> . . . . .	N230a
6:45 pm–8:15 pm	<b>Applied Linguistics</b> . . . . .	N136
	<b>English for Specific Purposes</b> . . . . .	N137
	<b>Intensive English Programs</b> . . . . .	N131
	<b>Intercultural Communication</b> . . . . .	N127
	<b>Nonnative English Speakers in TESOL</b> . . . . .	N126
	<b>Program Administration</b> . . . . .	N129
	<b>Refugee Concerns</b> . . . . .	N133
	<b>Second Language Writing</b> . . . . .	N135
	<b>Social Responsibility</b> . . . . .	N132
	<b>Speech/Pronunciation/Listening</b> . . . . .	N230a
<b>Video and Digital Media</b> . . . . .	N128	



## Thursday, 29 March 2018

9:30 am–11:00 am	<b>Affiliate Assembly</b> . . . . .	N226
11:15 am–12:45 pm	<b>Affiliate Colloquium</b> . . . . .	N226
1 pm–3 pm	<b>Interest Section Assembly</b> . . . . .	E265
5 pm–6:30 pm	<b>TESOL Annual Business Meeting</b> . . . . .	Grant Park*

This meeting is open to all attendees. Members learn about the state of the association and observe the installation of newly elected officers of TESOL.

\*Hyatt Regency McCormick

# Awards, Travel Grants, and Scholarships

The TESOL Awards Professional Council thanks the many readers who volunteered their time adjudicating these awards and the institutional and university sponsors who support many of the awards.

## TESOL is proud to offer the following awards, travel grants, and scholarships:

- › Albert H. Marckwardt Travel Grants
- › D. Scott Enright TESOL Interest Section Service Award
- › James E. Alatis Award for Service to TESOL
- › Mary Finocchiaro Award for Excellence in Nonpublished Pedagogical Materials
- › Ruth Crymes TESOL Academies Fellowships
- › Ruth Crymes TESOL Fellowship for Graduate Study

### 2017 Award Winner

**Ju Seong (John) Lee**

#### Featured Session

**Informal Digital Learning of English and English Learning Outcomes**

Thursday, 29 March, 3 pm–3:45 pm; N132

### 2015 Award Winner

**Namhee Suk**

#### Featured Session

**A Guide to Implementing Extensive Reading in ESL/EFL Classrooms**

Thursday, 29 March, 1 pm–1:45 pm; N132

- › TESOL Award for an Outstanding Paper on NNEST Issues  
*presented by Eastern Carolina University*
- › TESOL Award for Distinguished Research

### 2018 Award Winners

**Andrea Révész, Laura Gurzynski-Weiss**

#### Featured Session

**What Makes a Task Difficult: Teacher and Researcher Perspectives**

**Wednesday, 28 March**

10:30 am–11:15 am; N135

- › TESOL Teacher of the Year Award  
*presented by National Geographic Learning*

### 2018 Award Winner

**Scott Brian Freiburger**

#### Featured Session

**Enhancing Curriculum Access and Classroom Equity Through Academic Language**

Thursday, 29 March, 10:30 am–11:15 am; N139

- › TESOL Awards for International Participation at TESOL  
*presented by ETS TOEFL*

### 2018 Award Winners

**Ronny Ruiz Navarrete**

#### Featured Session

**EAP in Ecotourism: The Costa Rican Experience (Research Oriented)**

Thursday, 29 March, 5 pm–5:45 pm; N130

**Margarita M. Lopez**

#### Featured Session

**Public-Private Partnership for Colombian EFL Learners: Strategy for Social Equity (Dialogue)**

Friday, 30 March, 9:30 am–10:15 am; E265

**Bal Ram Adhikari**

#### Featured Session

**Mapping Out Different Reading Zones for ELs (Practice Oriented)**

Thursday, 29 March, 10:30 am–11:15 am; E271b

**ThanhLuan Nguyen**

#### Featured Session

**ELT Major Education in Vietnamese Higher Education: Insights From Implementation (Research Oriented)**

Thursday, 29 March, 1 pm–1:45 pm; N133

- › TESOL Leadership Mentoring Program
- › TESOL Professional Development Scholarships
- › TESOL Research Mini-Grants
- › TESOL Virginia French Allen Award
- › TESOL/TEFL Travel Grant
- › Betty Azar Travel Grants for Practicing ESL/EFL Teachers presented by Betty Azar
- › University of Pittsburgh Travel Grant for IEP Students  
*presented by the University of Pittsburgh*
- › Rosa Aronson TESOL Professional Learning Scholarships

## Did you know?

Every year, TESOL International gives away more than US\$50,000 through its awards.



➤➤ To apply for an award or nominate a colleague, go to [www.tesol.org/awards](http://www.tesol.org/awards)

# Keynote Speakers

## OPENING KEYNOTE

**Shabana Basij-Rasikh**

Tuesday, 27 March 2018

5:30 pm–7 pm

### ***Afghanistan's First and Only All-Girls Boarding School: Stories and Challenges***

Afghanistan has been torn apart by decades of war, and Basij-Rasikh believes the best way to create a stable and prosperous country is to raise a highly educated leadership generation. Basij-Rasikh shares how the School of Leadership, Afghanistan, is addressing the challenges Afghan girls face to accessing quality education.

**Shabana Basij-Rasikh** is cofounder and president of the School of Leadership, Afghanistan, a nonprofit dedicated to providing Afghan girls a rigorous education and helping them enter universities worldwide. She has received the Davis Peace Prize and was named one of National Geographic's 2014 Emerging Explorers and one of CNN International's Leading Women of 2014.



The Opening Keynote is sponsored by



## PRESIDENTIAL KEYNOTE

**Ester de Jong**

Wednesday, 28 March 2018

8 am–9 am

### ***TESOL as Nexus: Strategies for the Future***

Our profession increasingly expects us to sustain interconnectedness and encourage dialogue among widely diverse constituents. Being part of these conversations can challenge long-held beliefs and accepted practice. Why should we embrace this challenge? How can we engage with each other as ELT professionals to address the needs of the future?

**Ester de Jong** is a professor in the School of Teaching and Learning, University of Florida. She teaches courses in bilingual and bicultural education and in curriculum, methods, and assessment for ESOL. Her research interests include two-way bilingual education and other integrated models for language minority schooling, educational language policy, and teacher preparation for bilingual students.



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# Keynote Speakers, continued

## JAMES E. ALATIS PLENARY

### Zoltán Dörnyei

Thursday, 29 March 2018

8 am–9 am

#### *Engaging Language Learners in the 21st Century*

ELLs face an unprecedented variety of distractions in today's globalised, digital age. Finding ways of generating student motivation and engagement has become a principal challenge for classroom practitioners. Dörnyei outlines a comprehensive framework of strategies to engage learners with aspects of the learning environment, language learning tasks, and target language.

Zoltán Dörnyei is professor of psycholinguistics at the School of English, University of Nottingham. He has published extensively on various aspects of language learner characteristics and second language acquisition, and he is the author of more than 20 books, including "Motivating Learners, Motivating Teachers: Building Vision in the Language Classroom" (2014, with M. Kubanyiova).



## FRIDAY KEYNOTE

### Mary Helen Immordino-Yang

Friday, 30 March 2018

8 am–9 am

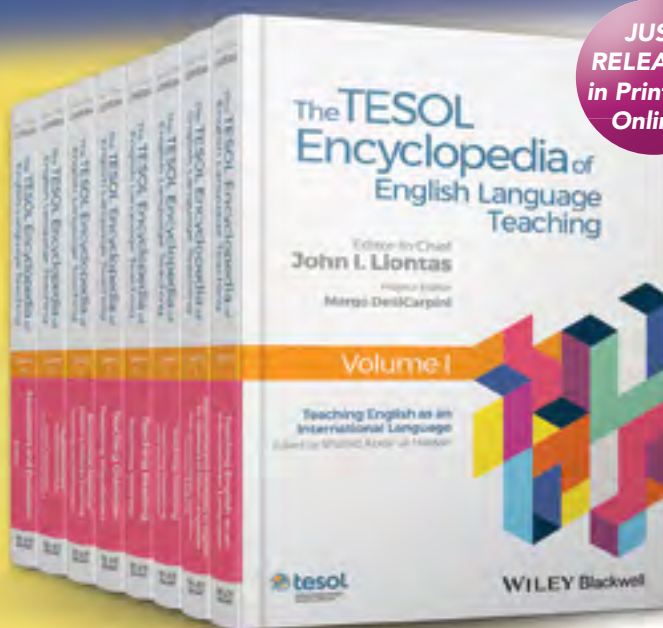
#### *Embodied Brains, Social Minds, Cultural Meaning: Why Emotions Are Fundamental to Learning*

Immordino-Yang presents her research on the neuropsychology of social-emotional feelings, including their deep visceral roots in the feeling and regulation of the body and consciousness, their propensity to heighten one's own subjective sense of self-awareness and purpose, and their connections to memory and cultural learning.

Mary Helen Immordino-Yang is a social-affective neuroscientist and human development psychologist who studies social emotion and self-awareness across cultures, connections to resilience and morality, and implications for education. She is associate professor of education, psychology, and neuroscience at the University of Southern California and has received numerous national awards for her research and for engaging the public with science.



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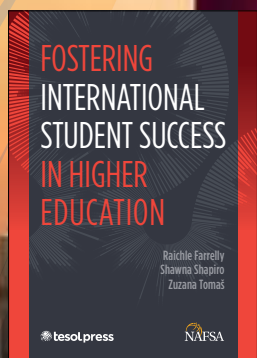
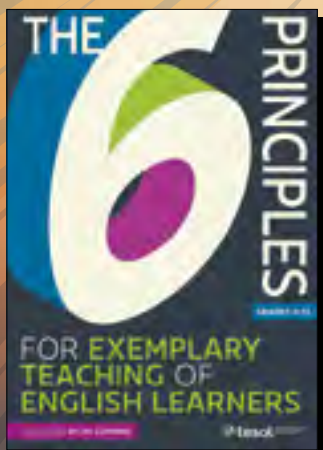




ILLUSTRATION BY RAFAEL LÓPEZ

The **American Federation of Teachers** is proud to sponsor the **TESOL International Convention** as it brings together champions of children and youth to advance the profession of teaching English to speakers of other languages.

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# TESOL in Focus

What initiatives is your association spearheading to advance the field? Learn more about special projects and other initiatives at these special sessions sponsored by TESOL. All sessions listed here are located in the McCormick Place Convention Center.

## Wednesday, 28 March

### › TESOL National Recognition Through CAEP

PRESENTERS: Anita Bright, Latricia Trites, Heather Linville  
10:30 am–11:15 am; E253a

### › Revised Standards for TESOL Pre-K–12 Teacher Preparation Programs

PRESENTERS: Anita Bright, Anne Marie Foerster Luu, Lorraine Valdez Pierce, Vivian Lindhardsen  
11:30 am–12:15 pm; E267

### › Unpacking the TESOL Encyclopedia: Answers From Across the TESOL Community

PRESENTER: John Liontas  
2 pm–2:45 pm; N135

### › Advancing the Future of the TESOL Profession

PRESENTERS: TESOL Leadership  
2 pm–3:15 pm; N231

### › How to Get Published in TESOL and Applied Linguistics Serials

PRESENTER: Peter De Costa, Charlene Polio  
2 pm–4 pm; E267

### › Keep Your Students Tuned In: Use Music!

PRESENTERS: Jean Arnold, Elena Shvidko, Nadezda Pimenova, Ann Bouma, Timothy Janda, Crystal Bock Thiessen, Emily Herrick  
3 pm–3:45 pm; N135

## Thursday, 29 March

### › Peace Corps EFL Teaching Across 36 Countries: What's Working

PRESENTER: Brock Brady  
10:30 am–11:15 am; N140

### › A Guide to Implementing Extensive Reading in ESL/EFL Classrooms

PRESENTER: Namhee Suk  
1 pm–1:45 pm; N132

### › Reflecting on Professional Development

PRESENTER: Thomas Farrell  
1 pm–1:45 pm; N135

### › The Future of the TESOL Profession

PRESENTERS: Denise Murray, Sarah Sahr, John Segota, David Cutler  
1 pm–1:45 pm; E363b

### › The 6 Principles in Action

PRESENTERS: Deborah Short, Helene Becker, Nancy Cloud, Andrea B. Hellman, Linda New Levine  
2 pm–2:45 pm; N135

### › Focus Learning With Can-Do Statements

PRESENTER: Ali Moeller  
2 pm–2:45 pm; E253d

### › Get Published! Writing a Book for TESOL Press

PRESENTER: Gilda Martinez-Alba, Ke Xu, Myrna Jacobs, Meghan Moran  
2 pm–3:45 pm; N140

### › Informal Digital Learning of English and English Learning Outcomes

PRESENTER: Ju Seong (John) Lee  
3 pm–3:45 pm; N132



## Friday, 30 March

### › Engaging Research and Transforming Classroom Practices

PRESENTER: Holly Hansen-Thomas  
9:30 am–10:15 am; N135

### › Exploring Pre-K–12 Family and Community Engagement

PRESENTER: David Cutler, Sarah Sahr  
10 am–10:45 am; E253c

### › HELTA Honduras TESOL

Mini-Summit: The Experience  
PRESENTERS: Grazzia Maria Mendoza Chirinos, Karen Vasquez  
10:30 am–11:15 am; E253b

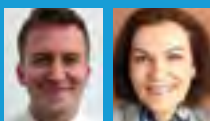
### › Enriching Your Grammar Lessons Easily and Quickly

PRESENTER: Andrea Kevech, Connie Rylance  
10:30 am–11:15 am; N135



# Join us at TESOL 2018 for our five dynamic sessions:

**Step Forward: Standards-based language learning for work and academic readiness**

Dylan Forsyth  
& Paulette Stamey



 Wednesday, March 28, 2018

 11:30 AM - 12:15 PM  E253c

**Teaching Pragmatics: Research findings and applications**

Naoko Taguchi



 Wednesday, March 28, 2018

 2:00 PM - 2:45 PM  E253b

**College at the Ready: A teacher's perspective**

Colin S. Ward




 Thursday, March 29, 2018



 9:30 AM - 10:15 AM  N137

**Enabling students to become autonomous learners of vocabulary**

Stuart Alexander Webb



 Thursday, March 29, 2018



 9:30 AM - 10:15 AM  E261

**Forward thinking: Steps to autonomy with the language of collaboration**

Jayne Adelson-Goldstein







 Thursday, March 29, 2018

 10:30 AM - 11:15 AM  E261

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# Electronic Village and Technology Showcase

Visit us in the Exhibit Hall for ideas on technology and language learning! For more information on any of these sessions, see the 2018 TESOL CALL-IS Electronic Village and Technology Showcase Events Program Book included in your TESOL convention bag.

Electronic Village is sponsored in part by



## The TESOL Computer-Assisted Language Learning Interest Section welcomes you to the Electronic Village (EV) and Technology Showcase.

Conference attendees can explore computer-based and other technology resources for language teaching and learning in face-to-face classrooms and online. Highlights include the latest in **computer-assisted language learning (CALL)** technology and teaching, such as presentations and demonstrations by teachers, software and web designers, curriculum specialists, CALL authors, and other CALL practitioners. Topics include multimedia, internet-based resources, hardware, and mobile technology devices and applications.

The **EV** and the **Technology Showcase** are hosted by the CALL Interest Section (IS). The Technology Showcase features presentations that are open for all to attend. The EV is open to attendees who have purchased an EV Pass (\$US10), available on-site at registration or at the EV.

## EV EVENTS COORDINATOR

### Jack Watson

University of New Brunswick, Fredericton, NB Canada

## EV MANAGERS

### Andy Bowman

Wichita State University, Kansas, USA

### Justin Shewell

Arizona State University, Arizona, USA

### Jack Watson

University of New Brunswick, Fredericton, New Brunswick, Canada

## ELECTRONIC VILLAGE EVENTS

*(pass required)*

### › CALL for Newcomers

Learn CALL basics from experts and enhance your teaching with computer resources in this 80-minute hands-on introduction to CALL.

COORDINATORS: Ellen Dougherty, José Antônio Da Silva, Robert Wachman

### › Ask Us: Advice for CALL

The EV is open to all attendees who wish to explore and learn about using technology, computers, software, and websites, or practice what they have learned in EV workshops. Our CALL expert volunteers are available to answer questions and share expertise in incorporating CALL into the ESL/FL curriculum.

COORDINATOR: Tom Robb

### › Electronic Village Technology Fairs

Explore ways to use CALL in your classroom from presenters stationed around the EV computer lab space. Discover how your colleagues use the online materials and the latest technologies. Ask questions and get hands-on experience. This event offers multiple presentation times focusing on presentations of interest to specific ISs. EV Technology Fair themes include mobile devices, self-access technology, and classroom use.

COORDINATORS: José Antônio Da Silva, Marta Halaczkiwicz

### › EV Technology Fair Classics

EV Fair Classics are repeat performances of outstanding presentations from past EV Fairs. Explore tried-and-true ways to use CALL in your classroom or extended classroom. Several presentations will be webcast from the EV Technology Fair Classics.

COORDINATORS: Maria Tomeho-Palermينو, Justin Shewell, Christine Sabieh

### › EV Mini-Workshops

Get hands-on practice using a software application or internet-based resource in a small-group, workshop format with a tech subject-matter expert. Space is limited, so stop by the EV early to sign up.

COORDINATORS: Sandy Wagner, James May, Heather Benucci

## TECHNOLOGY SHOWCASE EVENTS

*(open for all)*

The Technology Showcase features the **CALL-IS Academic Session** as well as **InterSection sessions**, and a Hot Topics presentation on open educational resources. On the Cutting Edge: Graduate Student Research Panels also makes its return this year. Many Technology Showcase sessions will be webcast.

### › Mobile Apps for Education

The Mobile Apps for Education Showcase session provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite mobile apps.

COORDINATORS: Audra Anjum, Tom Robb, Ellen Dougherty

### › Developers' Showcase

Discover the latest ideas in applied technology for ESOL educational settings, including stand-alone software and internet-based applications. Attend this presentation to see unique and original creations designed by teachers and researchers.

COORDINATORS: Andy Bowman, Claire Bradin Siskin

### On the Cutting Edge: Graduate Student Panels

COORDINATOR: Stephanie Korslund

*Special Sessions include:*

#### CALL-IS Academic Session

Blended Learning: Creating (or Promoting) Effective Tech-Supported Teaching/Learning Spaces

#### InterSection (CALL-IS with TEIS)

Education Standard 2e, Teacher Training, Technology, Apps, and Digital Resources

#### Hot Topic: The Positive and Negative Uses of OER: The Real Picture

SPECIAL SESSIONS COORDINATOR: Christine Sabieh

Find webcasts of Technology Showcase events at [callis2018.pbworks.com](http://callis2018.pbworks.com)

# Electronic Village and Technology Showcase (continued)

## 2018 Electronic Village (EV) Schedule at a Glance (Located in the Exhibit Hall)

An EV pass (US\$10) is available when you register on-site or at the EV.

Times	Wednesday, March 28	Thursday, March 29	Friday, March 30	
8:30 am	<b>Exhibit Hall opens at 8:30 am</b>	<b>Exhibit Hall opens at 8:30 am</b>	<b>Exhibit Hall opens at 8:30 am</b>	
	<b>Ask Us: Free Advice for CALL</b>	<b>Ask Us: Free Advice for CALL</b>	<b>Ask Us: Free Advice for CALL</b>	
9 am	<b>Technology Fair: Mobile Devices*</b> 9 am–9:50 am	<b>EV Mini-Workshop†</b> 9 am–10:30 am	<b>Technology Fair: Classroom Tools*</b> 9 am–9:50 am	
9:30 am				
10 am	<b>Technology Fair: Self-Access*</b> 10 am–10:50 am	<b>Ask Us: Free Advice for CALL</b>	<b>Technology Fair: Mobile Devices*</b> 10 am–10:50 am	
10:30 am				
11 am	<b>Technology Fair: Classroom Tools*</b> 11 am–11:50 am	<b>Technology Fair: Self-Access*</b> 11 am–11:50 am	<b>Technology Fair: Classics</b> 11 am–11:50 am	
11:30 am				
12 pm	<b>CALL for Newcomers</b> 12 pm–1:20 pm	<b>Ask Us: Free Advice for CALL</b>	<b>Ask Us: Free Advice for CALL</b>	
12:30 pm				
1 pm	<b>EV Mini-Workshop†</b> 1:30 pm–3 pm	<b>Technology Fair: Mobile Devices*</b> 12:30 pm–1:20 pm	<b>EV Mini-Workshop†</b> 12:30 pm–2 pm	
1:30 pm				
2 pm		<b>Technology Fair: Classics</b> 1:30 pm–2:20 pm	<b>Technology Fair: Classroom Tools*</b> 2:10 pm–3 pm	
2:30 pm				
3 pm	<b>Ask Us: Free Advice for CALL</b>	<b>Technology Fair: Classroom Tools</b> 2:30 pm–3:20 pm	<b>EV closed at 3pm</b> <b>See you next year!</b>	
3:30 pm				
4 pm	<b>EV Mini-Workshop†</b> 3:30 pm–5 pm	<b>EV Mini-Workshop†</b> 3:30 pm–5 pm		
4:30 pm				
5 pm	<b>EV closed after 5 pm</b> <b>CALL-IS Open Meeting</b> N135 <b>EV Planning to follow</b>	<b>EV closed after 5 pm</b> <b>TESOL Annual Business Meeting</b> 5 pm–6:30 pm <b>Taste of Chicago Celebration</b> 7 pm–9 pm		

HIGHLIGHTS

## 2018 Technology Showcase Schedule at a Glance (Located in the Exhibit Hall)

11 pt	Wednesday, March 28	Thursday, March 29	Friday, March 30	
8:30 am	<b>Exhibit Hall opens at 8:30 am</b>	<b>Exhibit Hall opens at 8:30 am</b>	<b>Exhibit Hall opens at 8:30 am</b>	
9 am	<b>On the Cutting Edge: Graduate Student Panels</b> 9 am–10:20 am	<b>CALL-IS/ICIS/Globetrotters Forum</b> <b>InterSection: Addressing Intercultural Awareness and CALL Importance in a Globetrotting Endeavor</b> 9:30 am–11:15 am	<b>On the Cutting Edge: Graduate Student Panels</b> 9 am–10:20 am	
9:30 am				
10 am				
10:30 am				
11 am	<b>Best of EVO 2018</b> 10:30 am–12:20 pm	<b>TESOL Sponsor Presentation: CAL</b> 11:30 am–12:15 pm	<b>Developers' Showcase:</b> 10:30 am–12:20 pm	
11:30 am				
12 pm				
12:30 pm		<b>TESOL Sponsor Presentation: VOXY</b> 12:30 pm–1:15 pm		
1 pm	<b>CALL-IS/VDMIS InterSection:</b> Is Video Making It a SMALL World? 1 pm–2:45 pm	<b>Mobile Apps for Education</b> 2 pm–3:30 pm	<b>CALL-IS Academic Session:</b> Blended Learning: Creating (or Promoting) Effective Tech-Supported Teaching/Learning Spaces 1 pm–2:45 pm	
1:30 pm				
2 pm				
2:30 pm	<b>TEIS/CALL-IS InterSection:</b> Education Standard 2e, Teacher Training, Technology, Apps, and Digital Resources 3 pm–4:45 pm	<b>Hot Topic: The Positive and Negative Use of OER: The Real Picture</b> 3:45 pm–5 pm	<b>Technology Showcase closed at 3pm</b> <b>See you next year!</b>	
3 pm				
3:30 pm				
4 pm				
4:30 pm				
5 pm	<b>Technology Showcase closed after 5 pm</b>	<b>Technology Showcase closed after 5 pm</b>		

\* Note that specific themes are subject to change. Please see the CALL-IS EV Program Book for more information.

† Please visit the EV ahead of time to pick up a free ticket. First come, first served. Limited to 20 seats.

# Invited Speaker Sessions

Find abstracts for these sessions in the program book under the date and time for each session. All sessions take place in room E451a in McCormick Place, Lakeside.

## Wednesday, 28 March

- › **Adjectives, Articles, Nouns, Oh My!**  
PRESENTER: William J. Stone  
2 pm–2:45 pm
- › **Application of Artificial Intelligence in English Language Teaching and Learning**  
PRESENTERS: Jun Liu, Qifeng Zhu, Zhihong Huang  
4 pm–4:45 pm
- › **Collaboration: Students, Curriculum, and Instruction**  
PRESENTERS: Andrea Honigsfeld, Maria G. Dove  
10:30 am–11:15 am
- › **Perspectives on EL Advocacy and Action: A Dialogue**  
PRESENTERS: Diane Staehr Fenner, Amy Hewett-Olatunde, Michelle Benegas, Laura Baecher  
11:30 am–1:15 pm
- › **Reviewing Manuscripts for Journals: Editors' Perspectives**  
PRESENTERS: Mary Jane Curry, Yasuko Kanno, Paul Kei Matsuda  
9:30 am–10:15 am
- › **The Dictionary as Data: English and the Online Dictionary**  
PRESENTER: Peter Sokolowski  
3 pm–3:45 pm
- › **Writing EAP and ESP Materials: What to Learn and Unlearn**  
PRESENTER: Lawrence Zwier  
5 pm–5:45 pm

## Thursday, 29 March

- › **#Covfefe Anyone? Cracking Trump Code on Language Learning and Policy**  
PRESENTER: Aria Razfar  
2 pm–2:45 pm
- › **Beyond the Classroom: High-Impact Practices and Experiential Learning**  
PRESENTER: Michael S. Renehan  
10:30 am–11:15 am
- › **Culturally Responsive Teaching for Students With Limited/Interrupted Formal Education**  
PRESENTER: Andrea DeCapua  
3 pm–3:45 pm
- › **Developing Language Practices: Engaging ELs' Sense of Social Justice**  
PRESENTER: Aida Walqui  
7 am–7:45 am
- › **Innovative Collaborators in Campus Internationalization and Faculty Support**  
PRESENTERS: Kathy Larson, Christina Gamino, Jason Schneider, Mark Lazio  
5 pm–5:45 pm
- › **Preparing L2 Writers for College and University Content Courses**  
PRESENTERS: Gena Bennett, Jan Frodesen, Diane Schmitt, Margi Wald  
11:30 am–1:15 pm
- › **That's My Story! Young Immigrants and Refugees in Children's Literature**  
PRESENTER: Anne Sibley O'Brien  
4 pm–4:45 pm
- › **The Impact of Defining Assessment Constructs in Teaching Target Language Skills**  
PRESENTER: Ahmet Dursun  
9:30 am–10:15 am




## Friday, 30 March

- › **Chicagoland English: What's Up With "Caught - Cot - Cat"?**  
PRESENTERS: Richard R. Cameron, David Durian  
2 pm–2:45 pm
- › **Cinderella No More! L2 Pronunciation Research and Practice**  
PRESENTER: John M. Levis  
9:30 am–10:15 am
- › **I Learn America: From Personal Storytelling to Classroom Action**  
PRESENTER: Jean Michel Dissard  
11:30 am–1:15 pm
- › **Sustaining Dialogue Across the TESOL Community Through Language Teachers' Associations**  
PRESENTERS: Aymen Elsheikh, Christine Coombe, Okon Effiong  
10:30 am–11:15 am

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# Tea With Distinguished TESOLers

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Each tea topic is limited to nine attendees. Teas will take place 3 pm–3:45 pm Wednesday and Thursday and 2 pm–2:45 pm on Friday. Tickets are not transferable and are only valid for the tea printed on each ticket. A light snack is provided.

**All teas are US\$50.** Tickets to Tea With Distinguished TESOLers that are not sold in advance can be purchased on-site at the TESOL registration desk. To order tickets, please see the registration form. These teas sell out quickly, so register early!

Tea With Distinguished TESOLers is sponsored by



Wednesday, 28 March 2018		
Session #	Host	Topic
T2	<b>Dilin Liu</b>	Effective Uses of Corpora in Language Teaching
T5	<b>Thomas Farrell</b>	Reflective Practice for Language Teachers
T6	<b>Farahnaz Faez</b>	Teacher Beliefs and Second Language Teacher Education
T7	<b>Christine Tardy</b>	Teaching Second Language Writing
T8	<b>Rosa Aronson</b>	Leadership in ELT
T9	<b>Ali Shehadeh</b>	Task-Based Language Teaching
Thursday, 29 March 2018		
T3	<b>Peter De Costa</b>	Converting Your Conference Presentation Into a Publication
T11	<b>Anne Pomerantz</b>	Using Humor to Develop Learners' Intercultural Competence
T12	<b>Alan Hirvela</b>	Academic Socialization in TESOL
T13	<b>Marie Friesema</b>	Teaching English at America's Thoroughbred Horse Racetracks
T14	<b>Mary Jane Curry</b>	The Social Practices of Writing for Publication
T15	<b>Viviana Cortes</b>	Corpora in the Classroom
T16	<b>Jan Edwards Dormer</b>	Talking ESL With Your School Principals
T17	<b>Maxi-Ann Campbell</b>	More Than a Native Speaker: Teaching Abroad
T19	<b>Diane Larsen-Freeman</b>	Grammaring in the English Language Classroom
T27	<b>Neil J Anderson</b>	Taking Charge of Our Professional Development
Friday, 30 March 2018		
T20	<b>Marla Tritch Yoshida</b>	Challenges and Successes in Teaching Pronunciation
T21	<b>Charlene Polio</b>	Common Problems in Submitting Manuscripts for Publication
T22	<b>Christian W. Chun</b>	Critical Pedagogy in the English Language Classroom
T23	<b>Dana Ferris</b>	Reading, Writing, and Response to Writing
T24	<b>Averil Coxhead</b>	Planning for Vocabulary in TESOL
T25	<b>William Stone</b>	Humor in the ESL Classroom
T26	<b>Christine Feak</b>	Academic Writing Instruction for Graduate Students

# TESOL Advocacy & Policy Summit

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- Booth #507
- Wednesday, March 28 1pm E253c
- Thursday, March 29 11:30am E261

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# Public Policy and Advocacy Sessions

What are some of the new education initiatives coming out of Washington, DC? What is happening with legislation impacting K-12, adult education, and immigration reform? To answer these and other questions, TESOL International Association has arranged for speakers from the U.S. Department of Education, Migrant Legal Action Program, and U.S. Department of Homeland Security and other experts to present information on education laws, policies, and initiatives impacting English language teaching and learning.

Public policy and advocacy sessions are sponsored by



*A Union of Professionals*

Unless otherwise noted (\*), all public policy and advocacy sessions will take place in McCormick Place, Lakeside, E253b.

## U.S. Advocacy and Policy

### WEDNESDAY, 28 MARCH

#### ▶ Hot Topics and Updates From SEVP

Featuring representatives from the Student and Exchange Visitor Program, U.S. Department of Homeland Security  
9:30 am–10:15 am

#### ▶ Hot Topics in Enrollment, VISAS, SEVP, and Advocacy for IEPs

Featuring representatives from English USA and the University and College Intensive English Programs (UCIEP)  
1 pm–1:45 pm

#### ▶ TESOL U.S. Federal Policy and Legislative Update\*

2 pm–3:15 pm; E253c

### THURSDAY, 29 MARCH

#### ▶ Update From the Office of English Language Acquisition\*

9 am–10:45 am; Lakeside, E253c

#### ▶ Implementing Integrated English Literacy and Civics Education for Adults

Featuring speakers from the U.S. Department of Education's Office of Career, Technical, and Adult Education  
9:30 am–11:15 am

#### ▶ Update on the Implementation of ESSA

On overview of the federal legislation's effects on ELs and updates on changes made to the law's regulations  
10:30 am–11:15 am

#### ▶ Special Public Policy Session: ELLs, Immigrant Students, and U.S. Law\*

Featuring the Migrant Legal Action Program and other invited guests  
12:30 pm–4:30 pm; Lakeside, E253c

### FRIDAY, 30 MARCH

#### ▶ Exploring Pre-K–12 Family and Community Engagement\*

10 am–10:45 am; Lakeside, E253c





## Illinois Advocacy and Policy

### WEDNESDAY, 28 MARCH

#### › Overview of Chicago Public Schools Office of Language and Cultural Education

Featuring the chief officer from the Office of Language and Cultural Education at Chicago Public Schools  
10:30 am–11:15 am

### THURSDAY, 29 MARCH

#### › State WIOA Adult ESOL Initiatives and Innovations

Featuring speakers from state adult learning resources center, including Illinois, Wisconsin, Minnesota, and Virginia  
11:30 am – 12:15 pm

#### › Chicago Public Schools: Pathways to Biliteracy

Featuring staff from Chicago Public Schools  
1 pm–1:45 pm

#### › Chicago Public Schools Parent Engagement Initiatives

Featuring staff from Chicago Public Schools  
2 pm–2:45 pm

## U.S. Citizenship and Naturalization

The Office of Citizenship at the U.S. Department of Homeland Security is sponsoring a series of special sessions and workshops with information and resources on the naturalization process in the United States.

### WEDNESDAY, 28 MARCH

#### › Providing Refugees With the Tools for U.S. Citizenship and Life

3 pm–3:45 pm

#### › Understanding the Naturalization Process for ESL and Citizenship Teachers

4 pm–4:45 pm

### THURSDAY, 29 MARCH

#### › The Skills and Knowledge Needed for the Naturalization Test

3 pm–3:45 pm

#### › Starting and Maintaining a Comprehensive Adult Citizenship Preparation Program

4 pm–4:45 pm

### FRIDAY, 30 MARCH

#### › Contextualized Learning and the Adult Citizenship Classroom

9:30 am–10:15 am



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# Research Spotlight

TESOL is strongly committed to research as a way to improve professional knowledge and inform classroom practice. TESOL's Research Professional Council (RPC) created the following sessions, which are led by experienced researchers. Anyone interested in research is encouraged to attend. Find abstracts for these sessions in the program book under the date and time for each session. All events listed here are located in the McCormick Place Convention Center.

## TUESDAY, 27 MARCH

### RPC Workshop

1 pm–5 pm; N230b

#### › Research Mentoring Workshop for Novice Researchers

FACILITATORS: Lucilla Lopriore, Fares J. Karam, John Rogers, Lottie Baker, Deena Boraie, Kathleen M. Bailey

## WEDNESDAY, 28 MARCH

### Joint Session With AAAL

9:30 am–11:15am; E260

#### › AAAL at TESOL: Toward Greater Research Synergy

PRESENTERS: Peter De Costa, Charlene Polio, Viviana Cortes, Nihat Polat, Amanda Kibler, Bonny Norton, Kathleen Bailey

### Research Colloquium A

3 pm–4:45pm; E260

#### › Research and Practice: More Than Meets the Eye

PRESENTERS: Lucilla Lopriore, Peter De Costa, Meg Gebhard, Margaret R. Hawkins, Paula Golombek, Caitlin Cornell, Kathryn Accurso, Grace Harris, Jennie Schuetz, Mario López-Gopar and Sara Goldberg, Patrick Klager, Raquel Rojas

### TESOL Award For Distinguished Research

10:30 am–11:15 am; N135

#### › What Makes a Task Difficult: Teacher and Researcher Perspectives

PRESENTERS: Andrea Révész, Laura Gurzynski-Weiss



## THURSDAY, 29 MARCH

### TESOL Research Agenda Fair

9:30 am–11:15 am; E260

#### › Whose Agenda? Whose Priorities? Revisiting and Re-envisioning TESOL's Research Agenda

PRESENTERS: Fauzia Shamim, Kathleen Bailey, Donald Freeman, Judy Sharkey, Harry Kuchah

2017 TESOL MINI-GRANT RECIPIENTS: Beverly Troiano, Heather Linville, Polina Vinogradova, Tabitha Kidwell

### Research Colloquium B

2 pm–3:35 pm; E260

#### › Shaping Educational Policy: What Role Does Research Play?

PRESENTERS: Fares J. Karam, Diane August, Amy J. Heineke, David C. Johnson, John Segota

## FRIDAY, 30 MARCH

### Research Colloquium C

9:30 am–11:15 am; E260

#### › What Works in Professional Development: Research, Practice, and Evaluation

PRESENTERS: Lottie Baker, Jana E. Moore, Deborah Short, Paula Golombek, Jennifer Uhler, Kimberly Johnson

# Affiliate Network Sessions

## Sessions for Affiliate Leaders

### Affiliate Leaders' Workshop

Tuesday, 27 March, 8:30 am–5 pm; N226

### Affiliate Communications Workshop

Wednesday, 28 March, 12:30 pm–2:30 pm; E270

### Affiliate Assembly

Thursday, 29 March, 9:30 am–11 am; N226

## Best of Affiliate Sessions

The Best of Affiliate sessions are chosen from submissions from TESOL affiliates. Affiliates are encouraged to submit sessions that showcase their members and the topics they are discussing. Find abstracts for these sessions in the program book under the date and time for each session. Unless otherwise noted (\*), these sessions are hosted in McCormick Place, North Building, N131.

### Center for English Teaching Excellence

#### › Foreign Language Learning Environment in Large and Mixed-Ability Classes

PRESENTER: Nino Sharvashidze  
28 March, 10:30 am–11:15 am

### Michigan TESOL

#### › Promoting Active Vocabulary Learning Using Context Clues in Academic Writing

PRESENTERS: Wendy Wang, Kay Strempler, Susan Ruellan, Martina Syrova  
28 March, 3 pm–3:45 pm

### Washington Association for the Education of Speakers of Other Languages

#### › Native American Boarding Schools: The Continent's First ESL Immersion Program

PRESENTER: Joan A. Johnston Nelson  
28 March, 4 pm–4:45 pm

### Northern New England TESOL

#### › Engage in Strategies That Move Adolescent ELs Beyond Intermediate Fluency

PRESENTER: Elizabeth Hartung-Cole  
29 March, 2 pm–2:45 pm



### Mid-America TESOL

#### › A Guaranteed, Humanistic Four-Step Process to Help Prevent Plagiarism

PRESENTER: Patrick T. Randolph  
29 March, 3 pm–3:45 pm

### Argentina TESOL

#### › Caring for the Kinesthetic Students Through Music and Song

PRESENTER: Silvia Schnitzler  
30 March, 2 pm–2:45 pm

### Affiliate Colloquium

#### The Impact of Advocacy Programs on TESOL Communities 29 March, 11:15 am–12:45 pm; N226

The purpose of the 2018 TESOL Affiliate Colloquium is to share advocacy plans and practices successfully implemented in culturally diverse TESOL communities and world regions. Presenters share their experiences and views on how different types of advocacy programs have impacted the vision and mission of the affiliates they represent.

FACILITATOR: Ana M. Rocca, Argentina TESOL


PRESENTERS: Misty Adoniou, Australian Council of TESOL Associations; Richard Niyibigira, Association of Teachers of English in Rwanda; Natalia Komissarova, National Association of Teachers of English; Tatyana Margaryan, National Association of Teachers of English

# What is the importance of learning outcomes in language education?

## A panel discussion with English Language Teaching experts

Educators have a variety of objectives to choose from: ELP, Global Scale of English, ACTFL, WIDA, and more. How do learning objectives serve language learning? This discussion will examine the impact of objectives and discuss the future implications across the industry.


**Featuring**



Scott  
Thornbury



Sara  
Davila



David  
Nunan

**Moderator**  
Mike Mayor

## Join Us!

**Thursday, March 29, 2018**

1:00pm Burnham Room

Hyatt Regency McCormick Place



**Pearson**

— Also, don't miss these great presentations! —

<b>Wed 28th</b>	10:30 am	<b>Connecting to Distance Learners</b> Presenter: Christina Cavage	E256
	11:30 am	<b>Five Steps: Fluency and Accuracy in Open-Ended Speaking and Writing</b> Presenter: Irene Schoenberg	E255
<b>Thur 29th</b>	10:30 am	<b>12 Tips for Grammar and Writing Instruction</b> Presenter: Stacy Hagen	E262
	11:30 am	<b>Paving the Pathways to Career and Academic Readiness</b> Presenters: Bill Bliss and Steve Molinsky	E262
	3:00 pm	<b>Creating the Confident Language Learner</b> Presenter: Ken Beatty	E261
	4:00 pm	<b>University Success: Better EAP with a Stanford Connection</b> Presenters: Robin Brinks Lockwood, Maggie Sokolik and Lawrence Zwier	E261
<b>Fri 30th</b>	10:30 am	<b>Aligning Language Learning to Career Pathways</b> Presenter: Sara Davila	E253d
	1:00 pm	<b>The Global Scale of English—Applications from Research</b> Presenters: Mike Mayor and Sara Davila	E253c



# Colloquia & Presentations From Colleague Organizations

Find abstracts for these sessions in the program book under the date and time for each session. Unless otherwise noted (\*), all sessions are located in McCormick Place, Lakeside, E253d.

› **Accounting for Student Assessment in an Outcomes-Based Curriculum**

*Sponsored by The Commission on English Language Program Accreditation (CEA)*

PRESENTERS: Mary Reeves, Heidi Vellenga  
28 March, 9:30 am–10:15 am

› **AAAL Public Affairs and Engagement Initiative: Collaborating for Social Justice**

*Sponsored by The American Association for Applied Linguistics (AAAL)*

PRESENTER: Netta Avineri  
28 March, 10:30 am–11:15 am

› **Engaging All Students in Science Through Children’s Literature**

*Sponsored by the National Science Teachers Association (NSTA)*

PRESENTER: Christine Royce  
28 March, 11:30 am–12:15 pm

› **TIRF-Sponsored Research on Language Education Policies: Contexts and Realities**

*Sponsored by The International Research Foundation for English Language Education (TIRF)*

PRESENTERS: Kathleen Bailey, Ryan Damerow, Laura Hamman, Nicole Pettitt, Tomoyo Okuda, Sarah Braden, Jun Liu, Jodi Crandall  
28 March, 1pm–2:30 pm

› **Help ELLs Succeed: Free Professional Development Resources for Pre-K–12 Educators**

*Sponsored by the American Federation of Teachers (AFT)*

PRESENTER: Giselle Lundy-Ponce  
28 March, 3 pm–3:45 pm

› **IEPs: Varied Approaches**

*Sponsored by NAFSA: Association of International Educators*

PRESENTER: Joann Ng Hartmann  
28 March, 4 pm–4:45 pm

› **Engaging All Students in Science Using the NGSS and Phenomena**

*Sponsored by the National Science Teachers Association (NSTA)*

PRESENTER: David Crowther  
29 March, 11:30 am–12:15 pm

› **Focus Learning With Can-Do Statements**

*Sponsored by the American Council for the Teaching of Foreign Languages (ACTFL)*

PRESENTER: Ali Moeller  
29 March, 2 pm–2:45 pm

› **The Fundamentals of Developing Writing Rubrics\***

*Sponsored by the International Language Testing Association (ILTA)*

PRESENTERS: Diane Schmitt, Deborah Crusan, Lia Plakans, Sara Cushing  
30 March, 9:30 am–11 am; E353c



# CREATING OPPORTUNITY WORLDWIDE

At the British Council, we're passionate about the English language and those who teach it. We're delighted to showcase our new resources for English language practitioners around the world at TESOL Chicago 2018.

## **LANGUAGE ASSESSMENT IN THE CLASSROOM**

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**Talk to us at booth 326 to find out more**

## **JOIN US**

Wednesday  
28 March

9.10 – 10.15  
Room E253c

## **SESSION: SEVENTY FIVE YEARS OF ASSESSMENT INNOVATION AT THE BRITISH COUNCIL**

This session explores the history of innovation in language testing at the British Council. Innovations range from using recordings to standardise speaking assessment in the 1940s to the development of the first communicative EAP test (ELTS) in the 1970s introduction of an accessible and localisable testing service in the 2010s.

[www.britishcouncil.org](http://www.britishcouncil.org)

# Recruiter Pavilion

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# ELT Leadership Management Certificate Program

The **ELT Leadership Management Certificate Program** (ELT LMCP) provides quality professional development and leadership training for ELT professionals in their current or future leadership, administrative, or management roles in various kinds of ELT organizations and institutions. This program is open to TESOL members and nonmembers.

To earn the 10-hour certificate, participants must complete a 7-hour required workshop and two 90-minute elective workshops (3 hours total). All workshops must be completed at the 2018 TESOL convention.

**FEES:** US\$300 for members, US\$375 for nonmembers

## ELT LMCP Registration Terms

Enrollment is limited to 100 participants for the 7-hour required workshop; all other workshops are limited to approximately 35 participants. Participants will be admitted to the ELT LMCP on a first-come, first-served basis. Pre-purchased tickets can be picked up on-site at the registration area of the convention center.

**NOTE:** The updated Leadership Development Certificate Program (LDCP) provides training for TESOL members (membership required) interested in developing their knowledge and skills as current or future leaders within TESOL International Association. The LDCP is now offered as an online self-study program. The TESOL website has information about all of TESOL's certificate training programs at [www.tesol.org/leadershiptraining](http://www.tesol.org/leadershiptraining).

## Required ELT LMCP Workshop

### › LMCP: Leadership and Management Fundamentals Tuesday, 27 March, 9 am–5 pm

This interactive workshop focuses on three key areas of leadership and management: qualities of effective leaders, strategic planning, and leadership for teacher change (supervision).

**WORKSHOP LEADERS:** **Neil J Anderson**, Brigham Young University, Hawaii, USA; **Fernando Fleurquin**, University of Michigan, Flint, Michigan, USA; **Christine Coombe**, Dubai Men's College, United Arab Emirates

## Required Elective Workshops (choose two)

### › LMCP1: Financial Planning: Budgets and Course Costing Wednesday, 28 March, 9:30 am–11 am

This workshop provides an introduction to budgeting and course costing. ELT professionals who are not familiar with financial concepts will be able to prepare and understand institutional or program budgets and to determine the cost of a course or program.

**WORKSHOP LEADER:** **Fernando Fleurquin**, University of Michigan, Flint, Michigan, USA

### › LMCP2: Hiring Essentials Wednesday, 28 March, 12:30 pm–2 pm

This workshop focuses on the skills you need to recruit and vet applicants for positions in your organization. Workshop participants consider how to match the skills required for specific positions with appropriate applicants in order to find the right persons for the jobs.

**WORKSHOP LEADERS:** **Renee Feather**, Educational Consulting Services, LLC, Colorado, USA; **Wendy Asplin**, University of Washington, Seattle, Washington, USA; **Jennifer Evans**, University of Washington, Seattle, Washington, USA

### › LMCP3: How to Run Effective Meetings Thursday, 29 March, 9:30 am–11 am

This workshop focuses on the essential components of organizing and running a good meeting from the perspective of working as a team. Participants discuss setting agendas, establishing priorities, keeping the meeting on track, and dealing with difficult people.

**WORKSHOP LEADER:** **Richard Robison**, Azusa Pacific University, California, USA

› **LMCP4: Facilitating Groups and Building Teams**

**Thursday, 29 March, 11:30 am–1 pm**

This workshop focuses on the skills you need to facilitate groups and build teams. Workshop participants consider the advantages and disadvantages of working in teams and groups, examine what characteristics make a good team, understand the dysfunctions of teams, and review team leadership functions.

**WORKSHOP LEADER: Suzanne Matula**, Georgetown University, Washington, DC, USA

› **LMCP5: Effective Time Management Strategies for ELT Leaders/ Professionals**

**Thursday, 29 March, 3 pm–4:30 pm**

This workshop focuses on the skills, strategies, and tools you need to more effectively manage your time. Workshop participants explore their current definitions and uses of time, learn about the most common time wasters, and review the most successful time management strategies identified in the literature.

**WORKSHOP LEADERS: Christine Coombe**, Dubai Men's College, United Arab Emirates; **Justin Shewell**, Arizona State University, Arizona, USA; **Mashaal Al-Hamly**, Kuwait University, Kuwait



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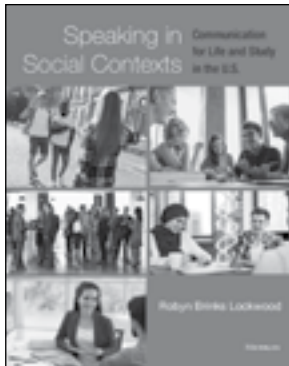
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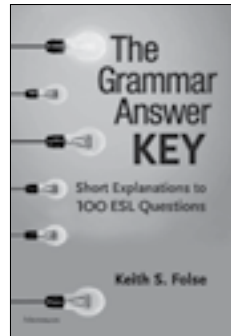
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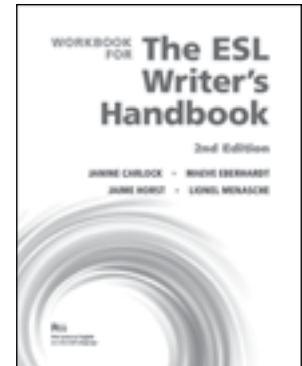
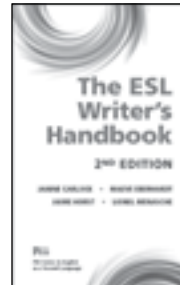
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## Visit us in Booth 253

Look for our exhibitor sessions on:

**March 28, 9:30-10:15 am, Room E264**

*Speaking Naturally: Preparing Students for Academic and Professional Success*  
Robyn Brinks Lockwood

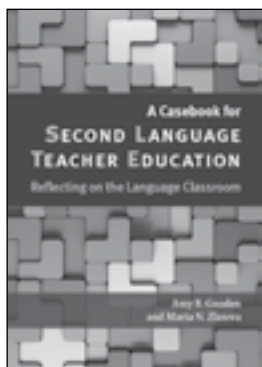
**March 28, 10:30-11:15 am, Room E264**

*Teaching through Genre: An Antidote to the 5-Paragraph Essay*  
Nigel Caplan, Dana Ferris, Ann Johns, Christine Tardy

**March 28, 11:30 am-12:15 pm, Room E264**

*The Key to Answering Your Students' Grammar Questions*  
Keith Folse

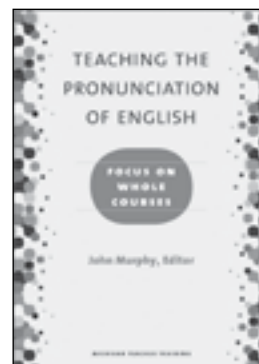
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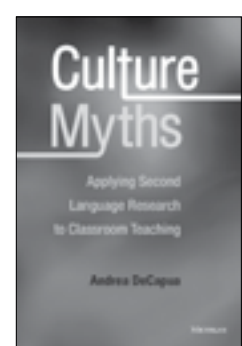
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# Thank You

TESOL would like to thank the following reviewers and interest section leaders who helped with the adjudication process for all concurrent and poster proposals. (Interest section leaders and interim strand coordinators are indicated in **bold**.)

Paul Abraham	Rosemarie Brefeld	Jan Dormer	Stephanie Gollobin Ventura	Rania Jabr
Della Abrahams	Kimberley Briesch Sumner	Angela Dornbusch	Amitha Gone	<b>Laura Jacob</b>
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Julie Riddlebarger  
Michel Riquelme Sanderson  
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Shaheed Sabrin  
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Aysenur Sagdic  
Pramod Sah  
Amira Salama  
Araceli Salas  
Ashraf Salem  
Derina Samuel  
Harisimran Sandhu  
Arthur Sanford  
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Brooke Schreiber

**Cynthia M. Schuemann**  
Mariah Schuemann  
Stephanie Sebolt  
Ali Fuad Selvi  
Arindam Sengupta  
Roxanna Senyshyn  
Fauzia Shamim  
Frances Shapiro-Skrobe  
Judy Sharkey  
Annis Shaver  
Donna Shaw  
Beth Sheppard  
Justin Shewell  
Karen Shock  
Elena Shvidko  
Megan Siczek  
Anthony Silva  
Tony Silva  
Katie Silvester  
Lindsey Simanowitz  
Virginia Simmons  
Jayshree Singh  
Meera Singh  
Pamela Smart-Smith  
Raymond Smith  
Tamara Smith  
Debra Snell  
Ann Snider  
Monica Snow  
Shannon Snyder  
Amir H. Soheili-Mehr  
Margaret Sokolik  
Sinem Sonsaat  
LuAnn Sorenson  
Rania Spiridakou  
Jennifer Staben  
Suzan Stamper  
**Elke Stappert**  
John Stasinopoulos  
Angel Steadman  
Jennifer Stenseth  
Scott Sterling  
**Peggy Street**  
Lilian Surth  
Rebecca Tang  
Gordon Tapper  
Christine Tardy  
Heather Tatton-Harris  
Brad Teague  
Annela Teemant  
Karen Terrell  
Laura Thomas  
Zuzana Tomas  
**Thu Tran**  
Maria Trapero Davila  
Sarah Trumble  
Pakize Uludag  
Baburhan Uzum

Rita Van Dyke-Kao  
Margaret Van Naerssen  
Sara Vandenberg  
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Lindsay Vecchio  
Heidi Vellenga  
Deryn Verity  
Vander Viana  
Nha Vu  
Sandy Wagner  
Angela Waigand  
Margi Wald  
Lara Wallace  
Joanna Waluk  
Jingjing Wang  
Wendy Wang  
Zhaozhe Wang  
Phalangchok Wanphet  
Tamara Warhol  
Amber Warren  
Brad Washington  
Natalya Watson  
Jodi Weber  
Cara Wenig Mori  
Riah Werner  
Debbie West  
Jennifer Wiebe  
Beth Wiens  
Lisa Wilkinson  
Amy Williams  
Carol Williams  
Christy Williams  
Gwendolyn Williams  
Carol Wilson-Duffy  
Carter Winkle  
Ilene Winokur  
Ann Wintergerst  
Cynthia S Wiseman  
Mae Wlazlinski  
Bryan Woerner  
Melanie Wong  
Wing Wong  
Karen Woodman  
Saihua Xia  
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Lora Yasen  
**Bedrettin Yazan**  
**Ramin Yazdanpanah**  
Tugba Yegin  
Rana Yildirim  
Ying Yue  
**Debbie Zacarian**  
Sandra Zappa-Hollman  
Deqi Zen  
Yanan Zhao  
Ally Zhou  
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- Leading Dual Language Programs for Student Success: A CAL Leadership Institute
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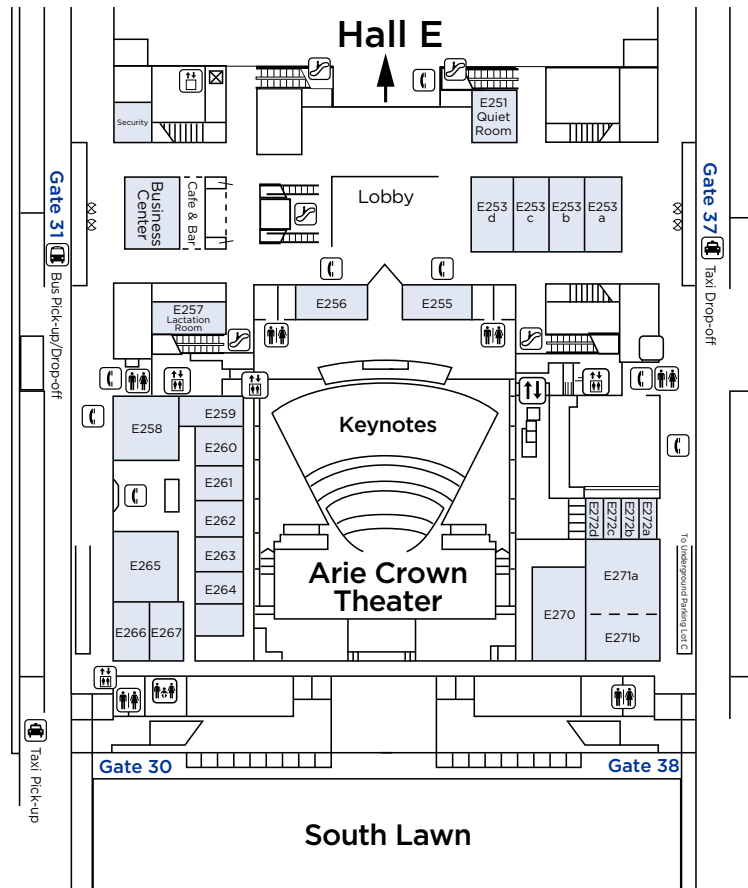
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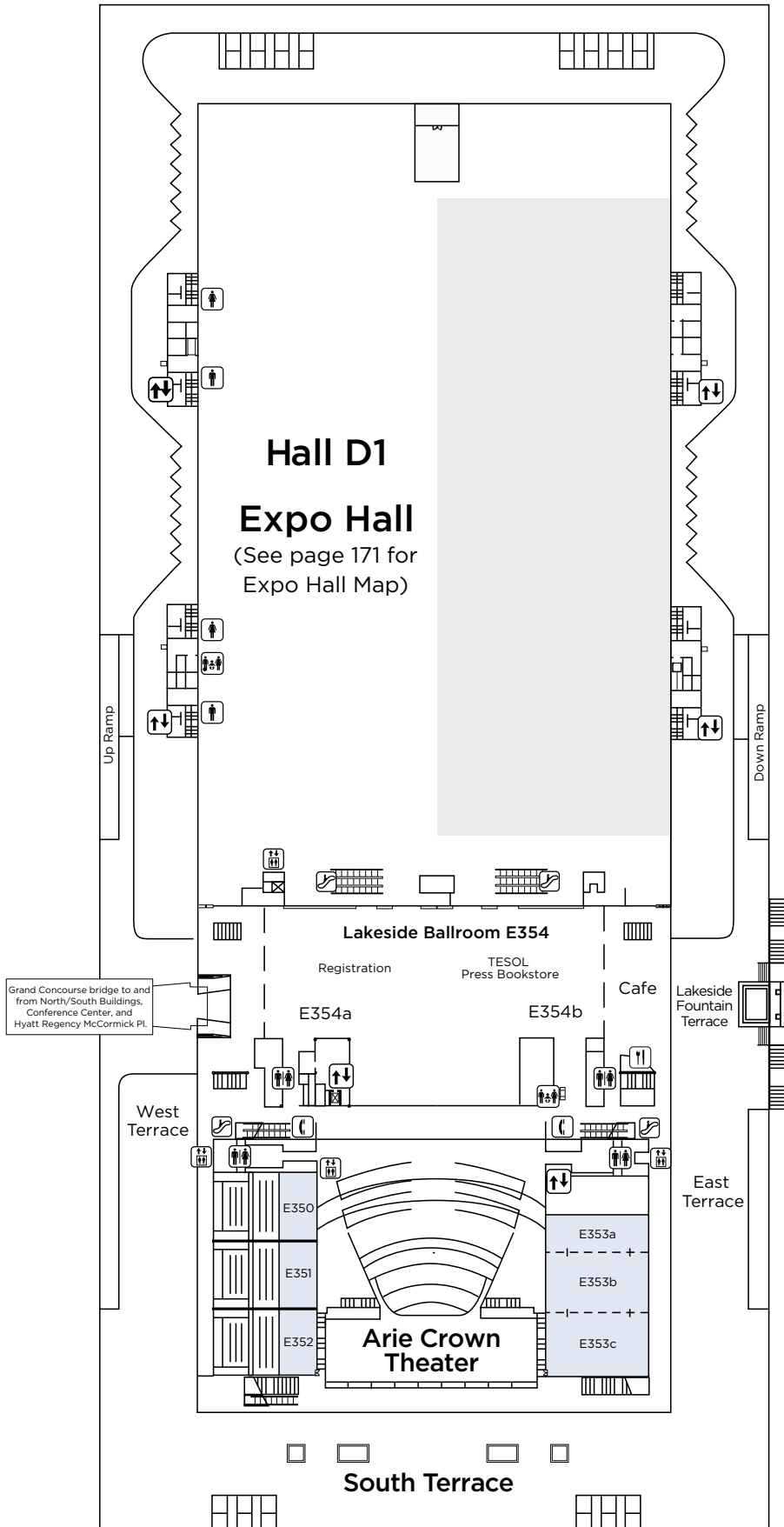
# McCormick Place Convention Center Campus



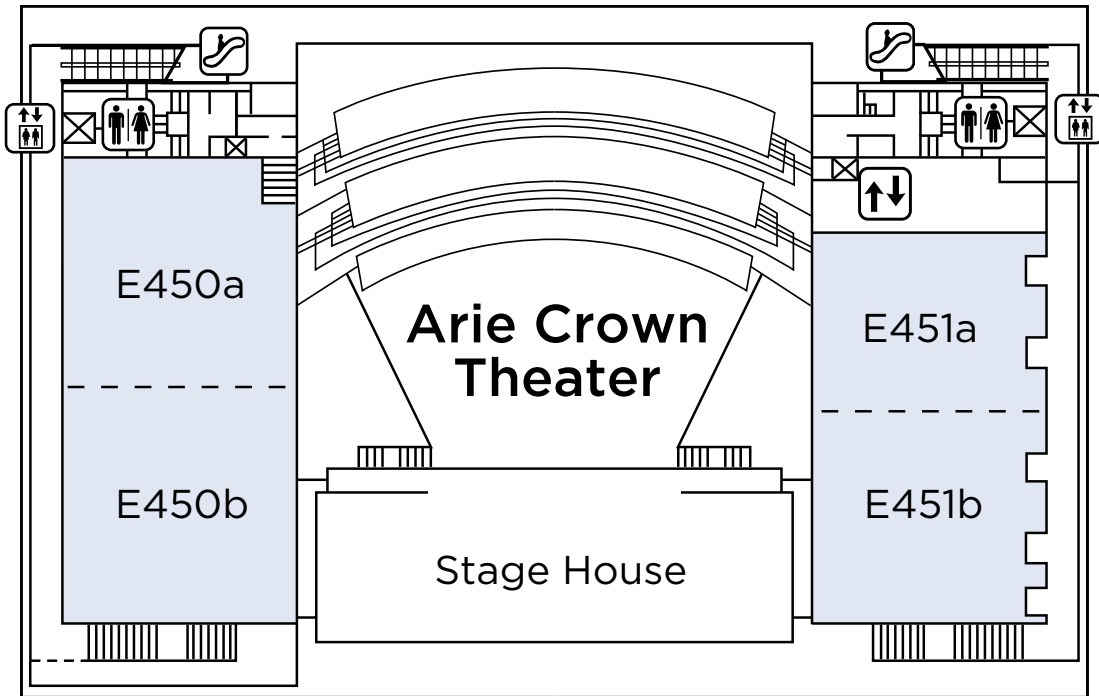
## Lakeside Level 2



# Lakeside Level 3



# Lakeside Level 4



## Stop by **TESOL Central**

»»» Located in the Expo Hall

**Chat with TESOL Staff and Volunteer Leadership**

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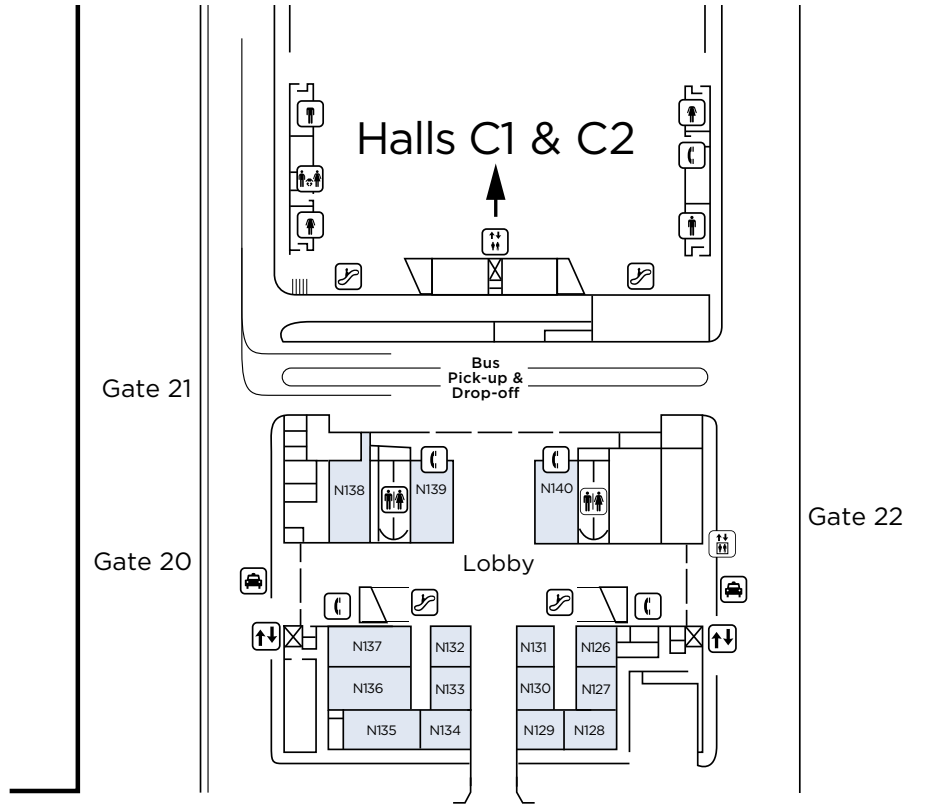
Daily Prize Drawings:  
Wednesday & Thursday, 3:45 pm  
Friday, 2:45 pm

**Meet the TESOL Interest Sections and Affiliates**

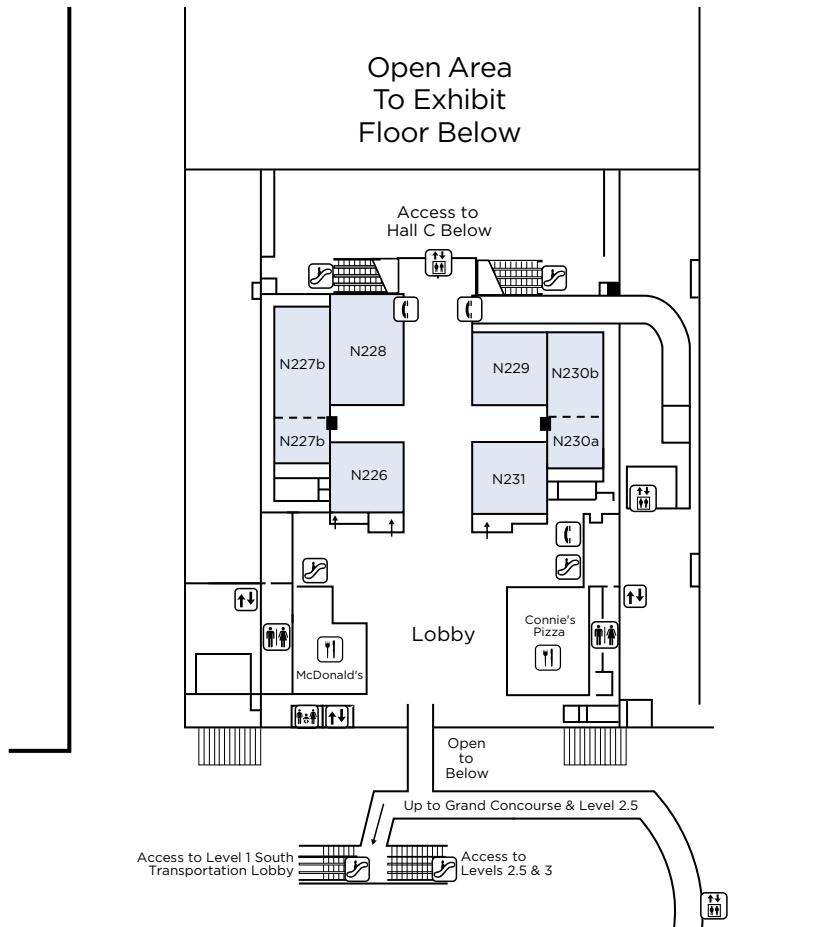
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# North Level 1



# North Level 2



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These partnerships are current as of 15 February 2018.

# How to Use This Book

## Types of Sessions



-  **Academic Session** (1 hour, 45 minutes): An in-depth session sponsored by a specific interest section.
-  **Dialogue** (45 minutes): Peer-to-peer facilitated discussions about a hot topic in TESOL.
-  **Exhibitor Session** (45 minutes): A session sponsored by an exhibitor.
-  **InterSection:** (1 hour, 45 minutes): Academic sessions that represent a collaboration between two or more interest sections or other entities.
-  **Invited Speaker** (45 minutes or 1 hour, 45 minutes): Sessions featuring a speaker selected by the program committee because he or she has a message that is important to TESOL members.
-  **Networking Session** (45 minutes): Peer-to-peer facilitated discussions, limited to the first nine attendees per table.
-  **Panel** (1 hour, 45 minutes): Multiple short presentations and discussion of a current ELT issue focusing on practice, research, and/or advocacy.
-  **Practice-Oriented Presentation** (45 minutes): A session that shows, as well as tells, a technique for teaching or testing.
-  **Research-Oriented Presentation** (45 minutes): An oral summary, with occasional reference to notes or a text, that discusses the presenters' work in relation to theory and/or practice.
-  **Teaching Tip** (20 minutes): Similar in content to a practice-oriented presentation but shorter. It is an oral summary, with occasional reference to notes or a text, that discusses the presenter's work in relation to practice.
-  **TESOL in Focus:** Sessions sponsored by TESOL highlighting special projects and initiatives to further the field, or partnerships with colleague associations.
-  **Ticketed Event:** Ticketed events are a great way to enhance your convention experience. By attending a ticketed event, you are assured of a more intimate and interactive session. Any remaining tickets for events may be purchased at the registration counters.
-  **Workshop** (1 hour, 45 minutes): A carefully structured, hands-on, professional development activity. The leader helps participants solve a problem or develop a specific teaching or research technique.

## Interest Section & Strand Icons

-  **AE** Adult Education
-  **AL** Applied Linguistics
-  **BE** Bilingual Education
-  **CC** Community Colleges
-  **CALL** Computer-Assisted Language Learning
-  **EE** Elementary Education
-  **EFL** English as a Foreign Language
-  **ESP** English for Specific Purposes
-  **HE** Higher Education
-  **IEP** Intensive English Programs
-  **IC** Intercultural Communication
-  **ITA** International Teaching Assistants
-  **MW** Materials Writers
-  **NNEST** Nonnative English Speakers in TESOL
-  **PPD** Personal and Professional Development
-  **PA** Program Administration
-  **R** Reading
-  **RC** Refugee Concerns
-  **SS** Secondary Schools
-  **SLW** Second Language Writing
-  **SPL** Speech, Pronunciation, and Listening
-  **SR** Social Responsibility
-  **TE** Teacher Education
-  **TCA** TESOLers as Change Agents
-  **VDM** Video and Digital Media

## Sample Abstract

Please note: Abstracts are arranged by date followed by start time, then by end time, and then in alphabetical order by title.

TYPE OF SESSION ICON	 	Wednesday, 1:00 pm–1:45 pm N140 (North Building)	DAY, TIME SITE, ROOM
SESSION TITLE	<b>Analyzing Students' Negotiation of Identity and Power in Feedback Practices</b>		
DESCRIPTION	This presentation explores 21 university students' written responses to teacher feedback on student writing. Using discourse analysis, the presenters examined how students expressed their identity and negotiated power in feedback practices. Based on the findings, the presenters suggest ways ESL teachers can engage students as active agents in the feedback process.		
PRESENTER	<b>Julie Dykema</b> , University of Washington, USA <b>Hee-Seung Kang</b> , Sheridan College, Canada		

**Poster Sessions** are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session, there will be a corresponding bulletin board display. Conference attendees may stroll through the poster session area in the Expo Hall to discuss the topics with presenters. The displays and presenters change each day. Poster sessions are listed on page page 163.



# Abstracts

Please check the addendum for cancellations and changes to sessions.

**Monday, 26 March 2018**  
For the location of a ticketed session, please check your ticket.

**9:00 am**



Monday, 9:00 am–4:00 pm  
Ticketed Event

## Best Practices in Classroom Assessment: What Every Teacher Should Know

Content Area: Assessment/Testing

This workshop develops participant language assessment literacy by focusing on the knowledge and skills teachers need to effectively measure and promote language learning in the classes that they teach. All participants become more assessment literate, with positive consequences for their students, courses, programs, and institutions.

**Eddy White**, University of Arizona, USA

**Mariana Menchola-Blanco**, University of Arizona, USA



Monday, 9:00 am–4:00 pm  
Ticketed Event

## Collaboration With WIDA: Building on Student Assets and Teacher Assets

Content Area: Personal and Professional Development

Collaboration enriches both teacher and student learning. Participants explore how an asset-based approach can enhance coplanning, coteaching, coassessing, and coreflecting to serve multilingual learners. Participants are also introduced to the WIDA framework and leave with tools to initiate new partnerships and deepen existing coteaching relationships.

**Andrea Honigsfeld**, Molloy College, USA

**Jon Nordmeyer**, WIDA Consortium, USA



Monday, 9:00 am–4:00 pm  
Ticketed Event

## Phonological Awareness for Educators: Sound Practices for Teaching English

Content Area: Speaking

Stop listening with your eyes, and train your ears. What learners perceive in spoken English is often different from what you think you are modeling for them. Participate in a series of multimodal phonological awareness activities and discover practical techniques that support a sound approach for teaching pronunciation and vocabulary development.

**Karen A. Taylor**, English Language Training Solutions, USA

**Robin C. Barr**, The American University, USA

**Shirley Thompson**, English Language Training Solutions, USA



Monday, 9:00 am–4:00 pm  
Ticketed Event

## Practical Approaches to Teaching Pronunciation

Content Area: Pronunciation

Deepen your knowledge and expand your repertoire of fun and engaging methods to teach features of English pronunciation. Get ready to curl your hands through the “r” sound, grunt and cheer through vowels, and convert the “air pointer” into gestures along with rhythm. Novice to expert teachers are welcome.

**DJ Kaiser**, Webster University, USA



Monday, 9:00 am–4:00 pm  
Ticketed Event

## Supporting Multilingual Writers Through Writing Center and Tutor Development

Content Area: Writing

As part of an ongoing effort to encourage writing center and TESOL dialogue, this workshop focuses on the importance of tutor development in helping writing centers and other writing-support programs better meet the needs of multilingual writers, no matter the context.

**Jennifer E. Staben**, College of Lake County, USA

**Linnea A. Spitzer**, Portland State University, USA

**Sarah Kirk**, University of Alaska-Anchorage, USA

**Gracielle Pereira-Rocha**, Pontificia Universidad Católica de Chile, Chile

**Rachel Neubauer**, College of Lake County, USA

**1:00 pm**



Monday, 1:00 pm–5:00 pm  
Ticketed Event

## A Systematic Approach to Vocabulary Instruction

Content Area: Vocabulary/Lexicon

This workshop demonstrates a systematic way of presenting vocabulary. Participants engage in activities for presenting vocabulary, checking understanding, presenting and practicing lexical chunks, and reviewing vocabulary. Throughout, participants are encouraged to consider how to implement these practices in their own classes.

**Curt Reese**, University of Texas at Austin, USA

**John Fowler**, University of Texas at Austin, USA







Monday, 1:00 pm–5:00 pm  
Ticketed Event

### Communicative Activities for Motivating With Accompanying Award-Winning Picture Books

*Content Area: Reading*

Implement communicative language teaching strategies with matching award-winning picture books. Accelerate oral, written, and integrated skill development using guessing games, information gap, total physical response, language experience approach, substitution, recitation, reader's theater, and model-based writing. Practice with books and an online TESOL-oriented database of picture books for all ages.

**Ana Lado**, Marymount University, USA



Monday, 1:00 pm–5:00 pm  
Ticketed Event

### Effective Lesson Observation: More Than Meets the Eye

*Content Area: Accreditation/Credentialing*

Lesson observation is one of the most pervasive tools for teacher evaluation. In this workshop, we explore the map and the compass metaphors for lesson observation. The premise of both tools is that, by working with the observed person's agenda, we can cognitively coach his or her development toward more focused teaching.

**Gabriel Diaz Maggioli**, CLAEH University, Uruguay



Monday, 1:00 pm–5:00 pm  
Ticketed Event

### Games for the IEP Classroom

*Content Area: Curriculum/Materials Development*

Play is an important part of learning. This workshop walks participants through several games that can effectively be used in the IEP classroom to enhance learning and engage learners. Additionally, participants modify and adapt games to meet the needs of their students.

**Christina Cavage**, Savannah College of Art and Design, USA

**Rachel Hayward**, Savannah College of Art and Design, USA



Monday, 1:00 pm–5:00 pm  
Ticketed Event

### Teaching Beginning Literacy: Essential Principles and Practices for Deep Learning

*Content Area: Reading*

Literacy students need "deep learning" to reach mastery. Their hard-working teachers need low-prep activities that provide meaningful opportunities for developing foundational literacy and offer repetition without boredom. This highly interactive workshop offers engaging, repeatable classroom activities that help students acquire basic literacy skills as they learn to speak English.

**Shelley H. Lee**, Wake County Public School District, USA

5:00 pm



Monday, 5:00 pm–9:00 pm  
Ticketed Event

### Engaging EFL/ESL Learners Through Personalized Lessons

*Content Area: Curriculum/Materials Development*

This hands-on workshop focuses on the development of personalized activities and materials for EFL/ESL learners. Participants gain an understanding of the benefits of personalizing lessons by creating, adapting, and incorporating those activities and materials into their EFL/ESL settings. Participants leave with handouts and templates to be used within their classrooms.

**Mauricio Arango**, Universidad de Caldas, Colombia

**Margarita M. Lopez**, Universidad de Caldas, Colombia



Monday, 5:00 pm–9:00 pm  
Ticketed Event

### Making Academic Writing Meaningful: Recommendations for Engaging Academic Student Writers

*Content Area: Writing*

Writing teachers struggle to make instruction meaningful to their students because the genres they teach or assignments they require often seem inauthentic or hard to relate to. This workshop presents 10 approaches that have been shown to make instruction meaningful to L2 writers, thus improving student outcomes and reenergizing instructors.

**Zuzana Tomaš**, Eastern Michigan University, USA

**Jennifer A. Mott-Smith**, Towson University, USA



Monday, 5:00 pm–9:00 pm  
Ticketed Event

### Supporting Students With Interrupted Formal Education

*Content Area: K–12 Teacher Education*

This workshop provides answers to these questions: Who are these students with interrupted education, where do they come from, what are the causes of their interrupted education, and, most important, what can we, as educators, do to help them make up for lost time?

**Judith O'Loughlin**, Language Matters Education Consultants, LLC, USA

**Brenda Custodio**, Newcomer and ELL Services, USA





Monday, 5:00 pm–9:00 pm  
Ticketed Event

### Vocabulary Games and Activities for Academic Success

*Content Area: Vocabulary/Lexicon*

A rich vocabulary is a key predictor of academic success, but finding new ways to teach it can be challenging. In this hands-on workshop, participants learn engaging, low-prep vocabulary activities and games to help their students understand, retain, and accurately use academic vocabulary.

**A.C. Kemp**, Massachusetts Institute of Technology, USA



Monday, 5:00 pm–9:00 pm  
Ticketed Event

### Using Music and Song to Teach ESL

*Content Area: K–12 Teacher Education*

ESL teachers are aware of the power of music and song in teaching English as a new language—but they may not know all of the amazing ways music supports learners' progress. This PCI demonstrates a wide range of activities, including content area, genre study, all four domains, and the area of communicative competence. Come ready for interaction and inspiration.

**Kristin Lems**, National Louis University, USA

**Tuesday, 27 March 2018**

*For the location of a ticketed session, please check your ticket.*

**8:00 am**



Tuesday, 8:00 am–12:00 pm  
Ticketed Event

### Design, Deliver, Respond: Best Practices in Instructor and Course Evaluations

*Content Area: Teacher Training*

This interactive workshop focuses on how to tailor ESL course and instructor evaluations to create stable, cohesive, and responsive instruction. Participants learn how to improve the design of their evaluation instruments, increase the richness of the feedback they receive, and effectively analyze and respond to evaluation data.

**Ben McMurry**, Brigham Young University, USA

**James Hartshorn**, Brigham Young University, USA

**Judson Hart**, Brigham Young University, USA



Tuesday, 8:00 am–12:00 pm  
Ticketed Event

### Listen Again: Strategies for an Integrated Approach to Listening Skills

*Content Area: Listening*

Listening is a skill learners report wanting to learn; however, teaching practices often fail to advance control of listening processes. This workshop offers a systematic approach to teaching—not testing—listening. Participants practice using pre- and postinstruction assessments, checklists, exercises, and strategies to advance learner ability to process aural input.

**Marnie Reed**, Boston University, USA



Tuesday, 8:00 am–12:00 pm  
Ticketed Event

### Teaching Writing Using Communicative Language Teaching Activities

*Content Area: Writing*

Maintaining student interest in writing in the age of instant interconnectivity is problematic. Communicative language teaching activities engage students while developing their intercultural writing skills. This workshop presents activities and the instructional research validating their use. Participants come away with ideas, materials, and confidence for teaching writing.

**Melanie Rockenhaus**, Scuola Normale Superiore, Italy





Tuesday, 8:00 am–12:00 pm  
Ticketed Event

### Techniques for Teacher Observation, Coaching, and Conferencing

*Content Area: Teacher Training*

This workshop for anyone interested in teacher observation explores guidelines for maximizing the benefits of observations and conferences. Topics include etiquettes of observation, ways of promoting reflection, and techniques for giving useful feedback that recipients can comfortably hear.

**Christopher Stillwell**, University of California, Irvine, USA



Tuesday, 8:00 am–12:00 pm  
Ticketed Event

### The GO TO Strategies: Guiding Teachers to Scaffold Content Language

*Content Area: K–12 Teacher Education*

This workshop provides hands-on experience with instructional strategy resources for teachers of ELLs. The GO TO Strategies help teachers create scaffolded lessons that connect with language proficiency levels and research-based principles. Participants become familiar with the GO TO Strategies resources and participate in strategy demonstrations throughout the workshop.

**Laura Lukens**, North Kansas City Schools, USA

**Linda New Levine**, Independent, USA

**Betty Ansin Smallwood**, Succeeding With ELLs, USA

9:00 am



Tuesday, 9:00 am–4:00 pm  
Ticketed Event

### Advancing Conversations on Rigor: A Catalyst for Reaching ELLs' Goals

*Content Area: Curriculum/Materials Development*

Adult ELLs must work rigorously to develop strategies that will enable them to demonstrate critical thinking, problem solving, and soft skills. Instruction must be equally rigorous and intentional. This session invites you to collaboratively embrace the rigor: exploring, analyzing, and developing tasks and projects to meet learners' needs across levels.

**Debra Gylund**, Fox Valley Technical College, USA

**Shawn Jensen**, Northeast Wisconsin Technical College, USA

**Ginger Karaway**, Gateway Technical College, USA

**Joy Lehmann**, Milwaukee Area Technical College, USA

**Carolyn V. Nason**, Milwaukee Area Technical College, USA

**Kristi M. Weisenburger**, Milwaukee Area Technical College, USA



Tuesday, 9:00 am–4:00 pm  
Ticketed Event

### Essentials of Pronunciation Teaching and Learning

*Content Area: Pronunciation*

Through explanations and demonstrations, participants gain skill and confidence in meeting the challenges of teaching pronunciation to learners from a variety of backgrounds. Participants are familiarized with the core features of pronunciation along with techniques for addressing those elements of speech that have the most impact on overall intelligibility.

**Donna Brinton**, Independent, USA

**Lynn Henrichsen**, Brigham Young University, USA

**Tamara Jones**, Howard Community College, USA

**Colleen Meyers**, University of Minnesota, USA

**Carolyn Quarterman**, North Carolina State University, USA



Tuesday, 9:00 am–4:00 pm  
Ticketed Event

### Pre-K–12 ELLs 101: What Works?

*Content Area: Personal and Professional Development*

Are you new to teaching ELLs or are you a veteran teacher of ELLs looking for information and resources to bring back to your newbie colleagues? Either way, this workshop is for you. Come learn about this group of students and the social and instructional supports they need to succeed in school.

**Giselle Lundy-Ponce**, American Federation of Teachers, USA



Tuesday, 9:00 am–4:00 pm  
Ticketed Event

### Scaffolding Close Reading for ELLs in Grades 3–12

*Content Area: Reading*

This workshop provides research-based methods for ELLs to meet challenging standards in English language arts. Participants learn scaffolding techniques for providing essential background and for identifying and teaching vocabulary, as well as for accessing and engaging with more complex text during close reading. The workshop includes time for teachers to practice the techniques.

**Lisa M. Tabaku**, American Institutes for Research, USA



Tuesday, 9:00 am–4:00 pm  
Ticketed Event

### Tools for Building a Productive Academic Vocabulary Toolkit

Productive word knowledge, the ability to competently use a word in speech and writing, is pivotal to school and workplace achievement. Drawing on scholarship and extensive classroom experience, the presenter introduces research-based instructional principles and practices to prepare ELLs for the vocabulary demands of academic interaction, text analysis, and constructed response.

**Katherine Kinsella**, San Francisco State University, USA



1:00 pm



Tuesday, 1:00 pm–5:00 pm  
Ticketed Event

### Academic Content and Fluency Development

*Content Area: Curriculum/Materials Development*

Critical thinking and excellent communication skills are central characteristics of an academically prepared learner. Active engagement in communicating about content can generate both content knowledge and language fluency, or “content-fluency.” Participants in this hands-on workshop sharpen skills in designing content-engaging fluency-building tasks that require learner collaboration and skill integration.

**Doreen Ewert**, University of San Francisco, USA



Tuesday, 1:00 pm–5:00 pm  
Ticketed Event

### Creating a Rich Language Environment for the Best Words

*Content Area: Vocabulary/Lexicon*

This interactive presentation provides research-based practical resources for strategic vocabulary instruction to ELs. The focus is on fostering a motivating content and language learning environment that is rich in words, delivering instruction of high-utility vocabulary, and encouraging approaches to promote independent word-learning skills.

**Annie L. Duguay**, Center for Applied Linguistics, USA



Tuesday, 1:00 pm–5:00 pm  
Ticketed Event

### Designing More Engaging Listening Activities

*Content Area: Curriculum/Materials Development*

Participants learn how to develop intermediate-level listening activities. The workshop begins with analysis of activities found in many intermediate textbooks to develop supplemental activities. Then, participants focus on identifying appropriate listening sources from the internet and creating activities that promote deeper learner engagement with the passage.

**Jim Rogers**, Utah State University, USA



Tuesday, 1:00 pm–5:00 pm  
Ticketed Event

### Planning Adult ESOL Instruction Using the English Language Proficiency Standards

*Content Area: Teacher Training*

Adult ELLs are tasked with meeting the same college and career readiness standards as their English-speaking peers. Investigate ways to help learners meet this challenge using the 2016 English Language Proficiency Standards. Collaborate, using ready-made planning tools, to correlate learning objectives, language strategies, instructional scaffolds, and standards. All resources provided.

**Jayne Adelson-Goldstein**, Lighthearted Learning, USA

**Patsy Egan**, Hamline University, USA

**Lori Howard**, CASAS, USA

**Sylvia Ramirez**, MiraCosta College (Retired), USA

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Tuesday, 1:00 pm–5:00 pm  
Ticketed Event

### Preventing Long-Term ELs: Strategies That Make a Difference

Content Area: Reading

Participants interactively practice innovative research-based strategies and analyze programmatic elements proven to prevent ELs from stagnating at the intermediate level, whether in integrated or specialized classes in Grades 4–12. These strategies promote learner engagement, rich academic vocabulary, and control of complex structures across content areas. Attendees receive supportive resources.

**Elizabeth Hartung-Cole**, Retired, USA

**Nancy Cloud**, Rhode Island Teachers of English Language Learners, USA



Tuesday, 1:00 pm–5:00 pm  
Ticketed Event

### Research Mentoring Workshop for Novice Researchers

Designed to support *novice researchers* in their approach to research, a team of the Research Professional Council and two invited speakers will address different aspects of research design and TESOL Research Agenda. Participants discuss research issues and their experience with the support of the International Research Foundation (TIRF).

**Lucilla Lopriore**, Roma Tre University, Italy

**Fares Karam**, University of Nevada, USA

**John Rogers**, University of Hong Kong, Hong Kong

**Lottie Baker**, The George Washington University, USA

**Deena Boraie**, The American University in Cairo, Egypt

**Kathleen Bailey**, Middlebury Institute of International Studies, USA

5:30 pm



Tuesday, 5:30 pm–7:00 pm  
Arie Crown Theater (Lakeside)

### Afghanistan's First and Only All-Girls Boarding School: Stories and Challenges

Afghanistan has been torn apart by decades of war, and Basij-Rasikh believes the best way to create a stable and prosperous Afghanistan is to raise a highly educated leadership generation. Basij-Rasikh shares how the School of Leadership, Afghanistan is addressing the challenges females face to access quality education in Afghanistan.

**Shabana Basij-Rasikh**, School of Leadership, Afghanistan

Wednesday, 28 March 2018  
For the location of a ticketed session, please check your ticket.

7:00 am



Wednesday, 7:00 am–7:20 am  
N138 (North Building)

### Building Cohesion in Presentations

Content Area: Speaking

Compared to textual cohesion, significantly less research has focused on oral cohesive devices, despite their importance to students' academic sociolinguistic competence, speech clarity, and audience engagement. Learn how to scaffold instruction using TED talks, oral storytelling, and peer review to help students develop more complex, varied, and memorable speech linkages.

**Lisa K. Leopold**, Middlebury Institute of International Studies at Monterey, USA



Wednesday, 7:00 am–7:20 am  
N138 (North Building)

### Participatory Classrooms: Navigating by the Stars

Content Area: Culture/Intercultural Communication

Resulting from a study framed in cultural practices and educational beliefs and using Anne Burns' action research approach to investigate classroom interactions, this session presents one teacher's authentic and practical teaching strategies for navigating teachers' and students' differing expectations toward participatory classroom activities.

**Kara G. Reed**, University of Arizona, USA



Wednesday, 7:00 am–7:20 am  
E263 (Lakeside)

### Pronunciation 101: Engaging Learners With Syllables and Word Stress

Content Area: Pronunciation

No time or knowledge in teaching pronunciation? Learn how to teach the very basics of pronunciation: syllables and word stress. Participants leave this presentation with a lesson plan that sequences engaging pedagogical tools and activities such as anecdotes for rationale and rhythm games.

**Ayaka Ihara**, San Francisco State University, USA



Wednesday, 7:00 am–7:20 am  
E262 (Lakeside)

### Recognizing and Avoiding Plagiarism for Beginner and Low-Intermediate Students

Content Area: Writing

This presentation guides instructors in raising awareness of American standards for recognizing and avoiding plagiarism with beginner and low intermediate IEP students. Attendees leave this presentation with confidence to teach these students the basic mechanics of citation as well as some materials to use in their classrooms.

**Molly M. Kelley**, University of Iowa, USA





Wednesday, 7:00 am–7:20 am  
N230b (North Building)

### Rethinking Your Online Instruction: Going From Zero to Hero

*Content Area: Personal and Professional Development*

The number of students taking courses online is increasing, in part because it is easier for students to take classes in that format if they are in remote areas, have families, or work. Come learn how to transform your online course using Universal Design for Learning and high leverage practices.

**Gilda Martinez-Alba**, Towson University, USA

**Judith Cruzado-Guerrero**, Towson University, USA



Wednesday, 7:00 am–7:20 am  
N139 (North Building)

### Sound and Simple Approach to an Extensive Reading Project

*Content Area: Reading*

The evidence is undeniable that extensive reading (ER) improves reading comprehension, vocabulary, and motivation. Nevertheless, ER is often neglected in classrooms. In order to introduce ER to more teachers' repertoires, this teaching tip present a developed, principled, and practical ER project suitable for almost any classroom teaching situation.

**Jordan D. Gusich**, Indiana University-Purdue University Indianapolis, USA

**Sarah Grace Fraser**, Indiana University-Purdue University Indianapolis, USA



Wednesday, 7:00 am–7:20 am  
E256 (Lakeside)

### Using the Syllabus to Promote Reading Skills and Student Interest

*Content Area: Reading*

Reading the syllabus to students is a common first-day activity in ESOL classrooms. However, there are ways to maximize this act and transform it into engaging activities that increase students' interest and comprehension as well as provide practice with reading skills, such as predicting, fluency, and scanning.

**Stefanie A. Johnson Shipman**, San Diego Miramar College, USA



Wednesday, 7:00 am–7:45 am  
E253a (Lakeside)

### Advocating for ELLs in the Era of Trump

*Content Area: Advocacy*

This session presents an empirical study on teacher advocacy in three K–16 ELT contexts. Analysis revealed that while students expressed confusion and insecurity amidst the U.S. political climate, teachers' advocacy efforts positively influenced student affect and sense of identity. Implications for teachers and future research are discussed.

**Jackie Ridley**, Ohio State University, USA

**Nicole King**, Ohio State University, USA

**Esther Yoon**, Ohio State University, USA



Wednesday, 7:00 am–7:45 am  
N227a (North Building)

### After the Restructure: Leadership Skills for Survivors

*Content Area: Leadership*

Increasingly, program administrators must embrace change leadership when faced with abrupt industry transition. Borrowing from organizational management and positive organizational behavior, this presentation situates the challenges and opportunities leaders confront, from downsizing organizations to restructuring workloads. Discussion includes practical strategies to prepare for transition and rebuilding teams.

**Erin N. O'Reilly**, Defense Language Institute Foreign Language Center, USA

**Britt R. Johnson**, University of Oregon, USA



Wednesday, 7:00 am–7:45 am  
E351 (Lakeside)

### Agency for All: Practical Materials for the Translingual Writing Classroom

*Content Area: Materials/Curriculum Development*

Global university writing programs currently encounter students from backgrounds that are not only increasingly linguistically diverse, but also defy the separation between L1 and international, or multilingual, users of English. Our classroom-tested materials focus on creating agency for all students as writers and English language users.

**Kimberly Specht**, New York University Abu Dhabi, United Arab Emirates

**Zachary Shellenberger**, New York University Abu Dhabi, United Arab Emirates



Wednesday, 7:00 am–7:45 am  
E271b (Lakeside)

### Audio-Recorded Feedback and Using Technology in the TBLT Classroom

*Content Area: Action/Classroom-Based Research*

The study discussed investigates the effectiveness of L2 audio-recorded feedback in the writing of intermediate learners in the TBLT classroom. It reports on students' reactions to using recorded feedback in L2 and phone applications as part of the writing process. Findings revealed the effectiveness of electronic feedback at organization and sentence levels.

**Noureddine Cherif**, Qatar University, Qatar





Wednesday, 7:00 am–7:45 am  
E350 (Lakeside)

### Demystifying Synthesis in Academic Written Discourse Through Strategy Development

Content Area: Writing

L2 writers often struggle with academic discourse synthesis tasks that involve combining information from multiple sources and incorporating their own commentary. Building on the strategies and cognitive operations that high-performing writers employ, the presenters demonstrate practical activities to improve strategy use and overall competence in discourse synthesis tasks.

**Susanne Rizzo**, The American University in Cairo, Egypt  
**Mariah J. Fairley**, The American University in Cairo, Egypt  
**Alissa Nostas**, Arizona State University, USA



Wednesday, 7:00 am–7:45 am  
N135 (North Building)

### Hands-On Corpus Searches: Helping Students Discover Authentic Pragmatic Routines

Content Area: Applied Linguistics

This session shows teachers how to use a free online corpus to teach pragmatic routines. Participants learn how to (1) identify expressions, (2) create supported searches, and (3) develop noticing activities. Participants who want to do hands-on searches are invited to bring devices.

**Kathleen Bardovi-Harlig**, Indiana University, USA  
**Sabrina Mossman**, Indiana University, USA  
**Yunwen Su**, Indiana University, USA



Wednesday, 7:00 am–7:45 am  
E450a (Lakeside)

### Effects of Written Corrective Feedback and Language Aptitude on Accuracy

Content Area: Writing

This session reports on a study that examined essays written by 151 ESL learners to investigate the effects of direct and metalinguistic written feedback and the extent to which differences in language-analytic ability mediated the effects. Best practices are discussed based on current research in L2 writing.

**Susan D. Benson**, St. Petersburg College, USA



Wednesday, 7:00 am–7:45 am  
E353c (Lakeside)

### Integrated Language and Content Instruction: ELs in Social Studies

Content Area: Primary and Secondary Education

Based on an ongoing study of secondary cotaught social studies classes, the presenter shares two case studies to provide a rich selection of practices the coteaching teams incorporated in their classes to increase students' conceptual understanding of content while integrating language and content instruction through the LACI framework.

**Carrie McDermott**, Molloy College, USA  
**Andrea Honigsfeld**, Molloy College, USA



Wednesday, 7:00 am–7:45 am  
N227b (North Building)

### Embedding a Pronunciation Curriculum Within the Larger IEP Curriculum

Content Area: Pronunciation

Most IEP curricula lack a systematic way to teach pronunciation. Although accurate pronunciation is a key part of the goal of communicative competence, its integration into the classroom has been sorely underserved. This presentation demonstrates how one IEP has undertaken to embed a pronunciation curriculum within its larger curriculum.

**Felicia G. Manor**, University of Denver, USA  
**Candace Maher**, University of Denver, USA



Wednesday, 7:00 am–7:45 am  
N127 (North Building)

### Japanese Students' Agency in Constructing NEST-Led Classes: A Case Study

Content Area: Action/Classroom-Based Research

This presentation reports results from a qualitative case study in NEST-led classrooms. Findings indicate that Japanese students' social relationship with their teacher, not language proficiency, was the primary difference between NEST/NNEST-led classrooms. The interrelationship between learner agency and the coconstruction of teacher identity, and implications for professional development are discussed.

**Bunya Suzuki**, Lancaster University, United Kingdom  
**Diane Potts**, Lancaster University, United Kingdom





Wednesday, 7:00 am–7:45 am  
E353a (Lakeside)

### Language, Culture, and Community Online: Preparing International Students for Success

*Content Area: Culture/Intercultural Communication*

International graduate students in the United States must employ general academic and discipline-specific language, navigate unfamiliar academic norms and expectations, and adjust to a new cultural context. This session describes an asynchronous online prearrival course that prepares international graduate students to face these challenges when they arrive on campus.

**Angelo M. Pitillo**, University of Michigan, USA

**Pamela Bogart**, University of Michigan, USA



Wednesday, 7:00 am–7:45 am  
N228 (North Building)

### Using Dialogue-Free Videos to Get Students Talking

*Content Area: Materials/Curriculum Development*

Using videos as prompts for oral summaries, predictions, and general discussion works well unless the language level of the videos is too high. A solution is to use dialogue-free videos for these tasks. The presenters demonstrate activities using appropriate video prompts to elicit meaningful responses.

**Nina Ito**, University of Southern California, USA

**Lily Ball**, University of Southern California, USA



Wednesday, 7:00 am–7:45 am  
N136 (North Building)

### Making Grammar Great Again: Documenting International Experiences With Online Portfolios

*Content Area: Grammar*

“Grammar is boring!” The presenters debunk this belief by focusing on the use of online portfolios to create meaningful tasks, while discussing successes, challenges, and future recommendations implementing online portfolios. Participants, regardless of their comfort with technology, explore ways to maximize student engagement using online portfolios in their own classrooms.

**Katie McClintic**, University of Missouri, USA

**Amy Jammeh**, University of Missouri, USA



Wednesday, 7:00 am–7:45 am  
E352 (Lakeside)

### Weaving Through Texts: Teaching Text Structure to ELs

*Content Area: Primary and Secondary Education*

The presentation uses the text analysis tools in Systemic Functional Linguistics to engage the participants in the analysis of text structures of content texts. It also showcases instructional strategies to teach text structure to English learners to support their disciplinary literacy development.

**Wei Zhang**, The University of Akron, USA



Wednesday, 8:00 am–9:00 am  
Arie Crown Theater (Lakeside)

### TESOL as Nexus: Strategies for the Future

Our profession increasingly expects us to sustain interconnectedness and encourage dialogue among widely diverse constituents. Being part of these conversations can challenge long-held beliefs and accepted practice. Why should we embrace this challenge? How can we engage with each other as ELT professionals to address the needs of the future?

**Ester de Jong**, University of Florida, USA



Wednesday, 7:00 am–7:45 am  
E353b (Lakeside)

### Reflecting on Balancing Accuracy and Fluency

*Content Area: Speaking*

Some students painstakingly produce error-free language that impedes natural, fluent, and smooth communication. Others use English confidently and seemingly fluently, but their language is noticeably problematic in terms of pronunciation, grammar, and vocabulary. This session shows participants ways to help these students attain accuracy and fluency in speaking.

**Thu Tran**, Missouri University of Science and Technology, USA

Wednesday, 9:30 am–9:50 am  
E266 (Lakeside)



### Collaborative Contracts: Facilitating a Dialogue on Plagiarism Through Autonomous Learning

*Content Area: Writing*

This presentation discusses an activity to involve ESL students in the prevention of plagiarism. Based on the idea of autonomous learning, it challenges students to become architects of their own plagiarism policy. ESL instructors at the university level will find this talk practical and engaging.

**Molly M. Kelley**, University of Iowa, USA

**Lindsey T. Quinn**, University of Iowa, USA







Wednesday, 9:30 am–9:50 am  
E264 (Lakeside)

### Writing Recommendation Letters and LinkedIn Recommendations

*Content Area: Writing*

In their careers, learners will likely write letters of recommendation or LinkedIn recommendations, yet these genres are not widely taught in Business English courses. Using authentic materials, this lesson helps learners (1) understand the rhetorical moves of such recommendations; (2) enhance their vocabulary before writing a recommendation for a classmate.

**Lisa K. Leopold**, Middlebury Institute of International Studies at Monterey, USA



Wednesday, 9:30 am–10:15 am  
E271b (Lakeside)

### Beliefs and Emotions About OCF: An Argentinean EFL Classroom Perspective

*Content Area: Action/Classroom-Based Research*

Contextualized in an Argentinean university course, this presentation reports on an EFL teacher's and seven students' beliefs and emotions toward oral corrective feedback (OCF). Findings revealed that they held similar beliefs and emotions. They shared the belief that the provision of OCF should not evoke negative emotions. Classroom implications are discussed.

**Adelina Sánchez Centeno**, Universidad Nacional de Río Cuarto, Argentina

**Silvana Yanina Ponce**, Universidad Nacional de Río Cuarto, Argentina



Wednesday, 9:30 am–10:15 am  
E253c (Lakeside)

### 75 Years of Assessment Innovation at the British Council

This session explores the history of innovation in language testing at the British Council. Innovations range from using recordings to standardise speaking assessment in the 1940s to the development of the first communicative EAP test (ELTS) in the 1970s introduction of an accessible and localisable testing service in the 2010s.

**Barry O'Sullivan**, British Council, United Kingdom



Wednesday, 9:30 am–10:15 am  
E351 (Lakeside)

### Deconstructing Awkwardness and Building Flow in Academic Writing

*Content Area: Writing*

L2 writers often struggle with achieving coherence or flow in academic writing because of limited knowledge of textual progressions and formulaic language. The presenters provide a background in these essential discourse patterns and share practical activities to help transform awkwardness into coherence.

**Mariah J. Fairley**, The American University in Cairo, Egypt

**Susanne Rizzo**, The American University in Cairo, Egypt

**Alissa Nostas**, Arizona State University, USA



Wednesday, 9:30 am–10:15 am  
E253d (Lakeside)

### Accounting for Student Assessment in an Outcomes-Based Curriculum

Applicant and accredited IEPs must analyze their assessment practices relative to CEA Student Achievement standards regarding measuring achievement of student learning outcomes and making progression decisions based on outcomes. This session presents the rationale for the standard's requirements and, drawing on CEA's qualitative data sets, provides examples of compliant practices.

**Mary Reeves**, Commission on English Language Program Accreditation, USA

**Heidi Vellenga**, Commission on English Language Program Accreditation, USA



Wednesday, 9:30 am–10:15 am  
E352 (Lakeside)

### Empowering ELLs Through Assessing L2 Pragmatics

*Content Area: Applied Linguistics*

Pragmatic competence is a challenging yet crucial ability to master for ELLs. This presentation demonstrates how one instructor uses three assessment tools and corpus to measure IEP learners' receptive and productive pragmatic knowledge. Participants receive ready-to-implement materials to incorporate pragmatic assessment in their classroom setting.

**Aysenur Sagdic**, Georgetown University, USA



Wednesday, 9:30 am–10:15 am  
E262 (Lakeside)

### Activating Reflective Practice in In-Service TEFL Professional Development

*Content Area: Teacher Training*

Join us to discuss the several features that we found when researching reflective journals that we introduced into in-service courses for experienced EFL teachers. One particular phenomenon to be discussed is the construct that we call predictive reflective practice, a potentially powerful tool for professional development.

**Bridget R. Schvarcz**, Bar-Ilan University, Israel

**Valerie Jakar**, Shaanan College, Israel





Wednesday, 9:30 am–10:15 am  
E256 (Lakeside)

### Grammatically Speaking: Activities to Improve Grammatical Complexity in Oral Production

Content Area: Grammar

This practice-oriented presentation offers activities to enhance grammatical complexity in oral language production tasks. Participants explore six techniques that promote grammatical complexity in speaking: information-opinion gap, personalization, game element, writing element, repetition, and schema bending. Rubrics to assess activities are also presented.

**Leslie L. Siebert**, Portland State University, USA



Wednesday, 9:30 am–10:15 am  
E451a (Lakeside)

### Peer Reviewing Manuscripts for Journals: Editors' Perspectives

Peer reviewing is an essential part of the process of publishing high-quality new research articles and other types of articles. In this session, three editors of journals in the field of TESOL discuss the purposes of peer review, what goes into a good review, and how to become involved in journal reviewing.

**Mary Jane Curry**, University of Rochester, USA

**Yasuko Kanno**, Boston University, USA

**Paul Kei Matsuda**, Arizona State University, USA



Wednesday, 9:30 am–10:15 am  
Networking Area in Expo Hall (Lakeside Center)

### GRE/GMAT Preparation for International Students

**Monica Farling**, University of Delaware, USA

**Dan Murray**, University of Delaware, USA



Wednesday, 9:30 am–10:15 am  
E263 (Lakeside)

### Personalization in an Impersonal World

How can you achieve personalization in the classroom? If the goal is to use real-world content, how can we help students make personal connections with these global topics? In this presentation, I'll explore these questions and share practical activities using examples from National Geographic Learning materials.

**John Hughes**, National Geographic Learning, United Kingdom



Wednesday, 9:30 am–10:15 am  
E253b (Lakeside)

### Hot Topics and Policy Updates From SEVP

Representatives from the Student and Exchange Visitor Program within the U.S. Department of Homeland Security provide policy and program updates.

**Meredith Duffy**, Student and Exchange Visitor Program, USA



Wednesday, 9:30 am–10:15 am  
N140 (North Building)

### Scaffolded Reading for ESL Emergent Readers

Content Area: Reading

Scaffolded reading is a repeatable sequence that can be used with any short beginner text to teach phonemic awareness, letter/sound relationships, tracking with text, decoding, and fluency. This low-prep, dynamic approach combines ESL and literacy teaching techniques that engage your students, increasing their decoding skills, fluency, and vocabulary.

**Shelley H. Lee**, Wake County Public Schools, USA



Wednesday, 9:30 am–10:15 am  
N136 (North Building)

### Implementing Hands-On, Teacher-Led, Technology Trainings in TESOL Programs

Content Area: Teacher Training

This session demonstrates how to promote teacher technology use through peer-led, in-house, Electronic Village–style training. Teachers felt motivated to attend these flexible, needs-based sessions, which created a community atmosphere where teachers shared successes and challenges and experimented with new technology. Attendees leave with strategies to implement trainings.

**Clarissa Moorhead**, University of Miami, USA

**Barbara Barrett**, University of Miami, USA

**Enrique Duran**, University of Miami, USA



Wednesday, 9:30 am–10:15 am  
N138 (North Building)

### Shifting Student Paradigms: Beyond Main Ideas and 5-Paragraph Essays

Content Area: Writing

The requirements of an ESL classroom differ drastically from mainstream college courses. The gap that exists leaves ELLs feeling ill-equipped. This presentation provides practical solutions on bridging that gap. We invite you to join us in considering alternative perspectives for reading and writing when preparing ELLs for academic success.

**Ikuko Fujiwara**, Richland College, USA

**Pamela Chui**, Richland College, USA



Wednesday, 9:30 am–10:15 am  
Networking Area in Expo Hall (Lakeside Center)

### Information Literacy and Academic Writing

**Janine Carlock**, Duquesne University, USA





Wednesday, 9:30 am–10:15 am  
E258 (Lakeside)

### Strategies for Sustaining and Promoting Dialogues in TESOL

*Content Area: Personal and Professional Development*

If you have research, skills, and instructional ideas or techniques to share but have not made it to a professional conference program book, this session is for you. Attendees leave this session with strategies and resources to develop outstanding proposals to sustain and promote dialogues in TESOL via conference presentations.

**Thu Tran**, Missouri University of Science and Technogy, USA



Wednesday, 9:30 am–10:15 am  
N133 (North Building)

### Transgressing Borders in Dialogic Spaces: A Refugee Women’s Book Club

*Content Area: Social Responsibility/Sociopolitical Concerns*

Results from the study of a refugee women’s book club offer insights into women’s lives in resettlement and suggest implications for educators working with refugee-background students. Dialogic lenses bring language, multiplicity, flexibility, imagination, and transformation to the foreground, and conclusions offer counter narratives to prevailing deficit discourses.

**Amy Pelissero**, Global Village Project, USA



Wednesday, 9:30 am–10:15 am  
E255 (Lakeside)

### Teaching Team Work Skills for Successful Group Work

Group work projects are frequently assigned by teachers. However, it is important to teach students how to work as part of a team before they start to ensure success. This session demonstrates some classroom-tested team building activities that help students succeed in group work assignments.

**Patrice Palmer**, Global Training and Development, Canada



Wednesday, 9:30 am–10:15 am  
N231 (North Building)

### Understanding of Positionality and Improved Dispositions for Teachers of ELs

*Content Area: Culture/Intercultural Communication*

This session demonstrates the necessity for teachers of ELs to understand their positionality and positionalities of their students. It demonstrates how this understanding can be fostered through service-learning, reflective narrative, and linguistic and cultural autobiography. Participants leave the session with tools to promote teachers’ understanding of positionality.

**Michaela Colombo**, University of Massachusetts Lowell, USA



Wednesday, 9:30 am–10:15 am  
Networking Area in Expo Hall (Lakeside Center)

### TESOL Access Exchange Program: Developing ELT Communities of Collaboration

**Fatou Kine Ndiaye**, Grand-Yoff Middle School, Senegal  
**Kunjarmani Gautam**, Nepal English Language Teachers’ Association, Nepal  
**Natalia Kasatkina**, Yaroslavl State University, Russia  
**Ha Nguyen Thi Hai**, University of Languages and International Studies, Viet Nam



Wednesday, 9:30 am–10:15 am  
N135 (North Building)

### Using Picture Books as Mentor Texts to Advance Language Proficiency

*Content Area: Reading*

Helping ELLs grow in their English language proficiency is a primary goal of all ELL programs and now a state accountability target of ESSA. Explore how to conduct close reading with culturally responsive picture books as mentor texts to push oral and written language forward for students of all proficiency levels.

**Nancy Cloud**, Rhode Island College, USA



Wednesday, 9:30 am–10:15 am  
N227a (North Building)

### Transforming ELL Deficit Discourse to Asset Orientation Through Distributed Leadership

*Content Area: Leadership*

In one year, our high school’s ELL exit rate increased from 8% to 22%. This dramatic growth stems from implementing unique collaborative structures that distribute teacher leadership throughout our 150-member faculty through horizontally and vertically-aligned, data-driven Professional Learning Communities. The presenters share their structures and implementation process in this session.

**Brad Evans**, Valley High School, USA  
**Dawn Saines**, Valley High School, USA  
**Margaret Marschner-Coyne**, Valley High School, USA



Wednesday, 9:30 am–10:15 am  
N230b (North Building)

### Using the EPOSTL to Promote Dialogue in EFL Teacher Education

*Content Area: K–12 Teacher Education*

This session discusses how the European Portfolio of Student Teachers for Languages (EPOSTL) is used in dialogue with EFL student teachers as a tool for, training and assessment; bridging theory and practice; and instilling reflective and autonomous teaching practices and how it meshes with attendees’ teacher training demands.

**Holli Schaubert**, University of Geneva, Switzerland





Wednesday, 9:30 am–11:15 am  
E260 (Lakeside)

### AAAL at TESOL: Toward Greater Research Synergy

Given AAAL's and TESOL's common interests in advancing our understanding of language, language learning, and language teaching, and the fact that many colleagues hold memberships in both professional organizations, this colloquium brings together six scholars who explore how AAAL and TESOL can build on each other's research strengths.

**Peter De Costa**, Michigan State University, USA

**Charlene Polio**, Michigan State University, USA

**Viviana Cortes**, Georgia State University, USA

**Nihat Polat**, Duquesne University, USA

**Amanda Kibler**, University of Virginia, USA

**Bonny Norton**, University of British Columbia, Canada

**Kathleen Bailey**, Middlebury Institute of International Studies at Monterey, USA



Wednesday, 9:30 am–11:15 am  
N127 (North Building)

### Culturally Relevant Personal Stories and Strategies to Share Them

The aim of this InterSection panel is to show ways of sharing immigrant and refugee background students' personal narratives. These narratives were compiled through student-centred activities and biography-guided project-based learning. Presenters share how their learners discovered voice and belonging and built community while constructing their narratives.

**Juan A. Rios**, Bradley University, USA

**Sarah Forbes**, Winooski School District, USA

**Raichle E. Farrelly**, St. Michael's College, USA



Wednesday, 9:30 am–11:15 am  
E353a (Lakeside)

### Designing, Marketing, and Protecting Materials: Inspirations From Leading ELT Entrepreneurs

Learn from award-winning authors and entrepreneurs of ELT materials as they share their tips and expertise in creating compelling content and design while effectively marketing materials and protecting their work. Novice and seasoned writers gain valuable insight toward developing outstanding materials in an age of disruption and opportunity.

**Jane Petring**, Cegep Edouard-Montpetit, Canada

**Nik Peachey**, Peachey Publications, United Kingdom

**Dorothy Zemach**, Wayzgoose Press, USA

**Nicky Hockly**, The Consultants-E, Spain



Wednesday, 9:30 am–11:15 am  
E450b (Lakeside)

### Communities of Practice: Developing Culturally Responsive Pedagogy Through Near-Peer Mentoring

*Content Area: Personal and Professional Development*

Because of changing landscapes of pre-K–12 education demographics in the United States, teachers need to be prepared to teach diverse students, including ELLs. Various accreditation guidelines inspired the genesis of a community of practice through a near-peer mentoring series focusing on culturally responsive pedagogy for student teachers and in-service teachers.

**Heljä Antola Crowe**, Bradley University, USA

**Roxanne Parks**, Bradley University, USA

**Patricia Nugent**, Bradley University, USA

**Katherine Hart**, Bradley University, USA



Wednesday, 9:30 am–11:15 am  
E450a (Lakeside)

### Developing a Community of Practice as a Vehicle for Change

*Content Area: Leadership*

By developing a community of practice (CoP) as a vehicle for change, educators gain a positive outlook toward professional development through increased teacher autonomy. This workshop introduces CoP components and successes from a CoP transnational case study. Participants gain tips and insights for developing a successful CoP.

**Mari M. Bodensteiner**, English Language Programs, Lao People's Democratic Republic

**Ami Christensen**, English Language Programs, Thailand

**Eric Wenninger**, English Language Programs, Viet Nam

**Kim Chilmonik**, English Language Programs, Cambodia

**Cam Tu Thi Dang**, Hue University of Foreign Languages, Viet Nam

**Sarina Monh**, Royal University of Phnom Penh, Cambodia



Wednesday, 9:30 am–11:15 am  
E353c (Lakeside)

### Creating a Welcoming Environment for Diverse Students and Their Families

*Content Area: Culture/Intercultural Communication*

This session explores ways teachers can create an environment in which diverse students and their families feel welcomed at school. Participants learn about steps several teachers took to create a school environment that welcomed linguistic diversity, valued students' funds of knowledge, and expressed respect through literacy practices.

**Lori Edmonds**, University of North Carolina at Chapel Hill, USA

**Beverly Schieman**, Chapel Hill Carrboro City Schools, USA

**Christine Mallinson**, University of Maryland, Baltimore County, USA

**Jodi Crandall**, University of Maryland, Baltimore County, USA





Wednesday, 9:30 am–11:15 am  
N129 (North Building)

### EFL and ESP: Programs, Connections, and Contextual Experiences

ESP as part of the umbrella of EFL means establishing connections in the classroom. There are many paths to follow and many ways to approach it. Panelists discuss different case studies from different regions and expand on how methodologies, assessment, and instruction play an important role in program design.

- Chadia Mansour**, Qatar University, Qatar
- Elise Geither**, Case Western State University, USA
- Shahid Abrar-ul-Hassan**, University of British Columbia, Canada
- Kevin R. Knight**, Kanda University of International Studies, Japan



Wednesday, 9:30 am–11:15 am  
N226 (North Building)

### From Student of Writing to Writing Teacher: Successful Transitions

*Content Area: Personal and Professional Development*

This panel discusses teachers' transitions from being students of writing to being writing teachers in their own right. Presenters share research on preservice and in-service writing teachers' professional development and identity formation through coursework, reflection, and dialogue within and across disciplines.

- Betsy Gilliland**, University of Hawai'i at Mānoa, USA
- Ditlev Larsen**, Winona State University, USA
- Gena Bennett**, Independent, USA
- Kelly Crosby**, University of California, Davis, USA



Wednesday, 9:30 am–11:15 am  
N137 (North Building)

### Mainstream Teacher Preparation for Multilingual Learners: A Cross-Institutional Discussion

*Content Area: K–12 Teacher Education*

All K–12 teachers and administrators need to be prepared to meet the needs of multilingual learners in their schools. Panelists from four different universities discuss local initiatives at the state and university levels, including advocacy, multilingual education, teacher education curricular changes, university/school partnerships, and licensure renewal requirements.

- Ruslana A. Westerlund**, WIDA, USA
- Trish Morita-Mullaney**, Purdue University, USA
- Michelle Benegas**, Hamline University, USA
- Ann Mabbott**, Hamline University, USA
- Jenna Cushing-Leubner**, University of Wisconsin-Whitewater, USA



Wednesday, 9:30 am–11:15 am  
N139 (North Building)

### Organizational Culture in University and Proprietary IEPs: Challenges and Changes

*Content Area: Accreditation/Credentialing*

To meet accreditation and enrollment requirements, many university and proprietary IEPs have experienced changes in their organizational culture, resulting in a blend of collegial and managerial styles. Panelists discuss differences in university and proprietary management approaches, and participants take away ideas for managing cultural change in their organization.

- Alan Broomhead**, Approach International Student Center, USA
- Amy Fenning**, University of Tennessee at Martin, USA
- Bill Hellriegel**, Southern Illinois University, USA
- Michelle Bell**, University of Southern California, USA
- Carol Swett**, ELS Language Centers, USA



Wednesday, 9:30 am–11:15 am  
N228 (North Building)

### Pragmatics Instruction for ITAs Using Role-Plays

*Content Area: Culture/Intercultural Communication*

This workshop provides hands-on experience developing lessons using role-plays for ITA pragmatics instruction. Participants learn how to deconstruct difficult ITA/undergraduate encounters into basic components, combine them into a series of increasingly complex scenarios, and apply these in the classroom. Participants leave with instructions for developing their own materials.

- Kathleen Bardovi-Harlig**, Indiana University, USA
- Debra Friedman**, Indiana University, USA
- Kim Hallback**, Indiana University, USA



Wednesday, 9:30 am–11:15 am  
N229 (North Building)

### Quality Assurance in Online Language Teacher Education

*Content Area: Accreditation/Credentialing*

This panel explores issues related to quality assurance in OLTE from three different perspectives—the perspective of (a) individuals, (b) standards for technology in language teaching, and (c) accreditation. Papers follow a short Q & A session and time is allotted for general discussion.

- Mary Ann Christison**, University of Utah, USA
- Denise Murray**, Macquarie University, Australia
- Deborah Healey**, University of Oregon, USA
- Nicky Hockly**, The Consultants-E, Spain





Wednesday, 9:30 am–11:15 am  
E267 (Lakeside)

### Sparking and Sustaining Best Practices for College and Career Readiness

Content Area: Writing

Adult ESL instructors are searching for ways to challenge ELLs and accelerate their career and academic pathways. The presenters, 1) demonstrate how to integrate College and Career Readiness (CCR) standards into the classroom, 2) describe new institutional partnerships, and 3) showcase classroom strategies in Integrated Education and Training programs.

**Jennifer E. Bell**, Harper College, USA  
**Jane Suarez del Real**, Harper College, USA  
**Kathryn Powell**, Harper College, USA



Wednesday, 9:30 am–11:15 am  
E259 (Lakeside)

### Sustaining Professional Dialogue in TESOL Retirement

Content Area: Leadership

Join us to learn more about TESOL retirement options. TESOL is a professional world that comes together and sustains dialogue - even when we retire and we're spread across the globe! Join four presenters to hear more about your retirement options in TESOL!

**Liz England**, Liz England and Associates, USA  
**Rosa Aronson**, TESOL Executive Director (Retired), USA  
**Jun Liu**, Stony Brook University, USA  
**Lisa Morgan**, Liz England and Associates, USA



Wednesday, 9:30 am–11:15 am  
N230a (North Building)

### Speaking Up and Pushing Back: Women of Color in Academia

Content Area: Advocacy

Fifteen years after the publication of their co-authored article in a leading TESOL journal, theorizing the institutional contexts in which women of color working in the TESOL academy operate, seven established TESOL scholars share their evolving analysis of strategies for "Speaking Up and Pushing Back."

**Suhanthie Motha**, University of Washington, USA  
**Stephanie Vandrick**, University of San Francisco, USA  
**Ryuko Kubota**, University of British Columbia, Canada  
**Shelley Wong**, George Mason University, USA  
**Gertrude Tinker-Sachs**, Georgia State University, USA  
**Rachel Grant**, City University of New York, USA



Wednesday, 9:30 am–11:15 am  
E350 (Lakeside)

### Systematizing Support for ELLs With Disabilities in Higher Education

Content Area: Special Education/Disabilities

ESL and EFL teachers and administrators in higher education are often unequipped to meet the needs of students with disabilities. In this panel session, stakeholders from diverse contexts share proactive, systematic interventions that advocate for language students with disabilities to achieve an optimal learning environment for all students.

**Maiko Hata**, University of Oregon, USA  
**Davey Young**, Rikkyo University, Japan  
**Nasrin Nazemi**, University of Washington, USA



Wednesday, 9:30 am–11:15 am  
N128 (North Building)

### Teaching and Technology: How Many Different Hats Can Teachers Wear?

With technology readily available, teaching has changed considerably. This session reviews learning benefits of videos as in-class and independent practice tools. The presenter also show teachers how to wear different hats: educator, scriptwriter, videographer, editor. The session welcomes participants with no or intermediate technology skills.

**Stephanie Burnes**, The New York Public Library, USA  
**Jennifer Lebedev**, English with Jennifer, USA  
**Elke Stappert**, The New York Public Library, USA  
**Pamela Vittorio**, The New School, USA



Wednesday, 9:30 am–11:15 am  
N227b (North Building)

### Strategies for Effective and Efficient Writing Assessment and Feedback

Content Area: Writing

As ELLs advance, they are expected to write longer, more critically complex assignments. Therefore, the amount of time necessary to assess written assignments also increases. This increases the workload and stress on instructors. This workshop presents strategies for creating reasonable writing assignments, assessing those assignments and providing accessible, meaningful feedback.

**Robert Schoenfeld**, Arizona State University, USA



10:30 am



Wednesday, 10:30 am–11:15 am  
N133 (North Building)

### A Strengths-Based Approach to Training Community Tutors of Refugees

Content Area: Teacher Training

Presenters share their experiences revising and administering a 2-day professional development series created for instructors and community tutors of ESL adult emergent readers from refugee backgrounds. Survey results from experienced instructors and newly trained community volunteers are discussed, as are observations and reflections from the professional development coordinators.

- Amanda Snell**, University of Arizona, USA
- Jenna A. Altherr Flores**, University of Arizona, USA
- Kate Van Roekel**, Literacy Connects, USA
- Lissa Fogel**, Pima Community College, USA



Wednesday, 10:30 am–11:15 am  
E253d (Lakeside)

### AAAL Public Affairs and Engagement Initiative: Collaborating for Social Justice

The AAAL Public Affairs and Engagement (PAE) initiative brings AAAL members' collective expertise to issues of public and social importance related to language. We collaborate on position statements, resolutions, events, and outreach activities. This presentation discusses the PAE Committee's current work and future goals and considers partnerships with TESOL moving forward.

- Netta Avineri**, Middlebury Institute of International Studies at Monterey, USA
- Kathleen Bailey**, Middlebury Institute of International Studies at Monterey, USA



Wednesday, 10:30 am–11:15 am  
E271b (Lakeside)

### Arab Learners' Perceptions of Plagiarism and Source Use in Academic Writing

Content Area: Action/Classroom-Based Research

Plagiarism is prevalent among Arab learners. This session reports the findings of a study exploring Arab learners' difficulty in academic writing and research and possible instructional interventions beyond definition, detection, and deterrence. Implications of Arab learners' perceptions are presented to develop an appropriate pedagogy of writing in the Middle East.

- Yogesh K. Sinha**, Sohar University, Oman
- Manisha Rajhansh Sinha**, Sohar University, Oman



Wednesday, 10:30 am–11:15 am  
E451a (Lakeside)

### Collaboration: Students, Curriculum, and Instruction

Presenters offer a collaborative presentation focusing on collective teacher efficacy and the power of collaboration. Through video case vignettes, they discuss how classroom teachers and ESOL teachers engage in dialogue about their students, the curriculum, and the integrated instruction they deliver.

- Andrea Honigsfeld**, Molloy College, USA
- Maria G. Dove**, Molloy College, USA



Wednesday, 10:30 am–11:15 am  
E256 (Lakeside)

### Connecting to Distance Learners

Online courses face two challenges: (1) Is there content available that is engaging enough to truly foster language learning, and (2) what tools can be used to keep students engaged and learning? In this session, learn effective strategies for developing an online course and tools that can keep students engaged and learning.

- Christina Cavage**, Savannah College of Art and Design, USA



Wednesday, 10:30 am–11:15 am  
Networking Area in Expo Hall (Lakeside Center)

### Digital Literacies as a Tool for Activism: Impact on TESOL

- Madji Fall**, Rowan University, USA



Wednesday, 10:30 am–11:15 am  
E264 (Lakeside)

### Engage Students More Using 4 Pillars of Meaning

Drawing from Simon Sinek's concept, "start with why," this session reminds excellent teachers of the core goal of teaching, and it highlights how adding Esfahani Smith's four pillars of meaning into the classroom can significantly stimulate teacher and student success, belonging, and sense of purpose.

- Erik Seversen**, Language Linq, USA



Wednesday, 10:30 am–11:15 am  
E258 (Lakeside)

### Expanding ELT Objectives to Meet 21st-Century Students' Needs

Content Area: Primary and Secondary Education

ELT professionals are challenged to expand their teaching beyond traditional language skills to prepare students for learning, work, and society. This presentation introduces 21st-century competences, such as critical thinking, collaboration, communication, and citizenship, while showing attendees how to embed them in classroom practice aiming at students' democratic empowerment.

- Silvia Breiburd**, Independent, Argentina





Wednesday, 10:30 am–11:15 am  
N131 (North Building)

### Foreign Language Learning Environment in Large and Mixed-Ability Classes

The presenter found that teaching foreign languages came closer to teaching real communication in large and mixed-ability classes, especially in heterogeneous language environments. This was despite methodology being unable to establish an effective system for teaching communication skills and only a minority of students managing to acquire such skills.

**Nino Sharvashidze**, Center For English Teaching Excellence, Georgia



Wednesday, 10:30 am–11:15 am  
E253b (Lakeside)

### Parent Engagement Initiatives

Family engagement is critical to the academic success of students. CPS students attend over 600 schools and come from homes where at least 140 languages are spoken. Come hear about how CPS Office of Language and Cultural Education (OLCE) effectively engages with families of English learners.

**Hilda Calderon-Pena**, Chicago Public Schools, USA

**Anna Szuber**, Chicago Public Schools, USA



Wednesday, 10:30 am–11:15 am  
N138 (North Building)

### Getting Up to Speed: Implementing an IEP Reading Fluency Program

*Content Area: Reading*

Although fluency is an earmark of proficient readers, it is often underemphasized or haphazardly implemented in IEPs. Presenters share how research and data from their program's reading classes led to the implementation of a structured fluency program. Presenters also offer insights into materials selection, student learning outcomes, and teacher training.

**Jennifer C. Brooke**, Saginaw Valley State University, USA

**Kate Scott**, Saginaw Valley State University, USA

**Amy Cook**, Saginaw Valley State University, USA



Wednesday, 10:30 am–11:15 am  
N230b (North Building)

### Preparing Teachers = Preparing ELLs for Success

*Content Area: Teacher Training*

The National Center for Education Statistics reports there are ELLs in all 50 states. Teacher Education programs must include TESOL preparation in their curricula to serve the growing number of ELLs. Learn about the ESOL endorsement incorporated in a program in a state with a 9% ELL population.

**Teresa A. Lucas**, Florida International University, USA



Wednesday, 10:30 am–11:15 am  
E255 (Lakeside)

### Pronunciation Training and Oral English Improvement Among Adult ESL Beginners

*Content Area: Pronunciation*

This study investigates the effect of adding pronunciation training to a seven-week intensive ESL program designed for adult beginner-level students. The participants' standardized test scores significantly increased, especially their listening and speaking subscores. More importantly, their own language development reports show how pronunciation training has facilitated improved oral communication.

**Esther (Eunjeong) Lee**, Claflin University, USA



Wednesday, 10:30 am–11:15 am  
N227a (North Building)

### Implementing an Objectives-Driven, Results-Oriented, Sustainable Professional Development Program

*Content Area: Social Responsibility/Sociopolitical Concerns*

Professional development offered is often ad hoc and unevaluated. The presenters share insight into a professional development program they developed that focuses on setting program objectives, creating tailored options, and evaluating effectiveness. Participants leave with concrete ideas on how to make their professional development more intentional and effective.

**James I. Stakenburg**, Pace University, USA

**Autumn Westphal**, Rennert, USA



Wednesday, 10:30 am–11:15 am  
Networking Area in Expo Hall (Lakeside Center)

### Reading Fluency at All Levels

**Judith Cruzado-Guerrero**, Towson University, USA

**Gilda Martinez-Alba**, Towson University, USA



Wednesday, 10:30 am–11:15 am  
E262 (Lakeside)

### MET Go! Measuring Proficiency From Ages 11-15

Debuting in November 2018, MET Go! is an engaging four-skill assessment for CEFR levels A1 to B1. With lively full-color graphics, it bridges between MYLE and MET in the Michigan English Test suite. This presentation introduces the design and applications of this new test from Michigan Language Assessment.

**Mickey Bonin**, CaMLA, USA







Wednesday, 10:30 am–11:15 am  
E265 (Lakeside)

### Specialization for the 21st Century Learner and Workforce

The 21<sup>st</sup> century workplace has been transformed by globalization and digitalization. To achieve success, learners must develop the specialized skills employers require. Career Paths offers a unique approach to ESP by developing students' vocational English abilities while simultaneously improving their abilities to communicate, collaborate, think critically and create.

**Patrick Painter**, Express Publishing, United Kingdom



Wednesday, 10:30 am–11:15 am  
E253a (Lakeside)

### TESOL National Recognition Through CAEP

This session discusses how the TESOL P–12 Professional Teaching Standards are used by the Council for the Accreditation of Educator Preparation (CAEP) for national recognition of ESL licensure programs. Information is also shared applying the standards in other contexts both in the United States and internationally for professional development in schools, districts, and beyond.

**Anita Bright**, Portland State University, USA

**Latricia Trites**, Murray State University, USA

**Heather Linville**, University of Wisconsin La Crosse, USA



Wednesday, 10:30 am–11:15 am  
N231 (North Building)

### Sustaining ELL Expertise: Teacher Educators and ELL Infusion

*Content Area: Personal and Professional Development*

This presentation discusses findings from a study regarding the professional development (PD) of teacher educators in elementary teacher preparation programs. Findings reveal key factors that influence the PD and its impact on mainstream teacher educators' ability to infuse ELL-related content in their courses. Implications for effective faculty PD are discussed.

**Ester de Jong**, University of Florida, USA

**Masashi Otani**, University of Florida, USA

**Shuzhan Li**, University of Florida, USA

**Hyunjin Jinna Kim**, University of Florida, USA

**Aicha Ouzia**, University of Florida, USA

**Cindy Naranjo**, University of Florida, USA



Wednesday, 10:30 am–11:15 am  
N136 (North Building)

### Using Online Discussion Boards for Reflective Writing

*Content Area: Writing*

Online discussion boards can prepare ESL students for their future academic studies and introduce them to the genre of reflective writing. This presentation covers the best practices and steps involved in facilitating an online discussion board. During the session, attendees can participate in an online forum using their handheld devices.

**Sally L. Thelen**, Western Michigan University, USA

**Dyanne Foskey**, Western Michigan University, USA



Wednesday, 10:30 am–11:15 am  
E351 (Lakeside)

### Using Structured Reflection to Facilitate Students' Academic Literacy Development

*Content Area: Writing*

This presentation focuses on a reflective writing assignment from a first-year writing class for international students designed to promote overall academic literacy development. Students examine language practices they encounter and reflect on their own language use as students in a university context. The session includes reflection prompts and student responses.

**Carlo Cinaglia**, Saint Joseph's University, USA



Wednesday, 10:30 am–11:15 am  
N140 (North Building)

### Task-Based Vocabulary Learning: Lessons From a Real World Context

*Content Area: Vocabulary/Lexicon*

This multicase study examined vocabulary acquisition through real-world tasks during a study abroad TBLT project. Students' use of target vocabulary, the amount of negotiation of meaning during real-world tasks, and their production test scores were analyzed. The findings showed greater vocabulary acquisition as students transitioned from classroom to real-world contexts.

**Ruth M. Nolen**, Georgia State University, USA

**YouJin Kim**, Georgia State University, USA



Wednesday, 10:30 am–11:15 am  
E263 (Lakeside)

### What's New in Neuroscience

Today, everyone talks about 'brain-based' approaches to language learning. For 30 years, DynEd has integrated neuroscience research with pedagogical best practices to guarantee student progress. The presenters discuss how recent (2015+) research informs DynEd courseware and can help teachers in any language-learning setting.

**Andy Blasky**, DynEd International, USA

**Kevin McClure**, DynEd International, USA





Wednesday, 10:30 am–11:15 am  
E353b (Lakeside)

### Whole School Essentials for Dual Language Programs

*Content Area: Bilingual Education*

There are several whole school essentials that should be present for dual language programs at the elementary or secondary level to succeed. The presenters describe five essentials practices for effective dual language programs, supporting each with PowerPoint slides with pictures of classrooms, documents, and explanations from dual language educators.

**Yvonne Freeman**, University of Texas Rio Grande Valley, USA

**David Freeman**, University of Texas Rio Grande Valley, USA



Wednesday, 11:30 am–12:15 pm  
E255 (Lakeside)

### 5 Steps: Fluency and Accuracy in Open-Ended Speaking and Writing

For 40 years, communicative competence has been the gold standard in language teaching. But for many learners, it has been at the expense of correct form. This session demonstrates five ways that the principled approach of the new *Focus on Grammar* leads to accuracy and fluency.

**Irene Schoenberg**, Hunter College, USA



Wednesday, 11:30 am–12:15 pm  
N136 (North Building)

### 6 Models of Flipped Learning Instruction

*Content Area: CALL/Video/Digital Media/Technology in Education*

As flipped learning becomes more common in the TESOL field, educators need to determine which model of this approach best suits their instructional context. Learn about six different models of flipped learning and explore how each one can be implemented for English language instruction.

**Helaine Marshall**, Long Island University Hudson, USA



Wednesday, 11:30 am–12:15 pm  
N140 (North Building)

### Book Club Café: A New Approach to Extensive Reading

*Content Area: Reading*

Book Club Café is a successful, innovative program in which college students are motivated to engage in extensive reading with follow-up vocabulary activities in a café-like classroom setting. This presentation provides a practical and flexible model that teachers can implement in their own teaching contexts.

**Lesley C. Speer**, Macquarie University, Australia

**Jose Lara**, Macquarie University, Australia



Wednesday, 11:30 am–12:15 pm  
E353a (Lakeside)

### Bottom-Up Listening Practice and Assessment in the EAP Classroom

*Content Area: Listening*

This presentation highlights the intersecting challenges of teaching and assessing bottom-up listening skills in the EAP classroom. Practical research and materials are presented, including appropriate text and task types that can be used to reliably and authentically assess student skills.

**Abigail Mason-Marshall**, University of Iowa, USA



Wednesday, 11:30 am–12:15 pm  
E262 (Lakeside)

### CASAS: Supporting Adult ELLs to Become College and Career Ready

This session showcases the resources CASAS offers—many at no cost—that help agencies implement quality ELL programs with standardized accountability measures. The CASAS framework assists programs to assess, instruct, and track youth and adult ELLs' progress from beginning literacy through transition to postsecondary education and the workforce.

**Jane Eiguez**, CASAS, USA



Wednesday, 11:30 am–12:15 pm  
N137 (North Building)

### Creating Classroom Materials That Think Critically

*Content Area: Materials/Curriculum Development*

Despite consensus that critical thinking skills are essential to the successful student, materials and activities often fall short of challenging students to think critically. Presenters address this gap with tips on how to adapt and create engaging classroom materials to expand critical thinking across different skills and levels.

**Kelly A. Hill Zirker**, Diplomatic Language Services, Brazil

**Nancy Overman**, Georgetown University, USA

**Heather Weger**, Georgetown University, USA



Wednesday, 11:30 am–12:15 pm  
E253a (Lakeside)

### Cross-Departmental Dialogues for Sustainable Success of English-Taught Programs

*Content Area: Materials/Curriculum Development*

The growing presence of university English-taught programs (ETPs) is an international phenomenon. Utilizing a typology of challenges to implementation, this presentation reports on a study of an EAP program supporting an ETP. It highlights the importance of interdepartmental communication for effective ETPs and offers discussion of related contexts and issues.

**Vanessa Armand**, Tokyo International University, Japan

**Amanda Tomanek**, Tokyo International University, Japan

**Brandon Imamura**, Tokyo International University, Japan





Wednesday, 11:30 am–12:15 pm  
E352 (Lakeside)

### Dialogues Nobody Wants to Have

*Content Area: Culture/Intercultural Communication*

Have colleagues contacted you about your students' personal hygiene or inappropriate restroom behavior? Do your students know what sexual harassment is? Do they know how to protect themselves from predators? This session explains how to start the conversation on sensitive topics with your students in a supportive and nonthreatening manner.

**Gail Lugo**, Trine University, USA  
**Graham Reeves**, Trine University, USA  
**Leah Jenkins**, Trine University, USA



Wednesday, 11:30 am–12:15 pm  
E253d (Lakeside)

### Engaging All Students in Science Through Children's Literature

The use of children's literature as a source for science content provides opportunities to readers at all levels. Through differentiation of reading levels, text sets, engaging illustrations, and accompanying investigations, students can be engaged in science content along with developing language skills. Join us as we share examples.

**Christine Royce**, Shippensburg University, USA  
**David Crowther**, University of Nevada-Reno, USA



Wednesday, 11:30 am–12:15 pm  
N128 (North Building)

### Digital Repertoires and ELT in the 21st Century

*Content Area: CALL/Video/Digital Media/Technology in Education*

Based on a study of immigrant high school students in Canada, this session discusses the need for English language teachers to understand the diverse digital repertoires of learners and their impact on opportunities for language learning, and proposes teaching strategies for learners to become truly literate in the 21st century.

**Ron Darvin**, University of British Columbia, Canada



Wednesday, 11:30 am–12:15 pm  
N230a (North Building)

### Enriching Intercultural Awareness in EFL Contexts Through Immersion Programs

*Content Area: Culture/Intercultural Communication*

This session focuses on the activities and resources used to foster teachers' intercultural awareness in the Colombia Bilingue project immersions. Presenters discuss how foreign volunteer trainers have engaged EFL teachers in developing intercultural awareness while participating in the 3-week immersions held in the Colombian Coffee Region.

**Mauricio Arango**, Universidad de Caldas, Colombia  
**Jair Ayala**, Educational Testing Service, Colombia



Wednesday, 11:30 am–12:15 pm  
E256 (Lakeside)

### Embedding Academic Rigor in Adult English Language Instruction

*Content Area: Reading*

Explore how to systematically embed increased rigor in your adult ELT. Presenters share activities that address analyzing texts, building vocabulary with an emphasis on academic words, and infusing academic language and critical thinking at beginning, intermediate, and advanced levels. Participants receive access to online resources.

**Sylvia Ramirez**, MiraCosta College (Retired), USA



Wednesday, 11:30 am–12:15 pm  
E263 (Lakeside)

### From Whiteboard to Dashboard: Lessons From Online Coaching

Creating an online blended learning environment often poses challenges in design, delivery, platform, consistency, and overall quality. Using analytical tools and goal-based learning mechanisms, however, we can help ease the sometimes-difficult transition from the physical to the online classroom.

**Alfonso Lara**, DynEd International, USA  
**Sylvaine Montaudouin**, DynEd International, USA



Wednesday, 11:30 am–12:15 pm  
N138 (North Building)

### Embracing Multilingualism/Pluralism for Social Justice in a Globalized World

*Content Area: Culture/Intercultural Communication*

With globalization, multilingualism has become a common phenomenon across the globe. This presentation illuminates how to embrace multilingualism, pluralism, and translanguaging in ESL/ELL program delivery and classroom teaching for social justice, diversity, and inclusion in a globalized world.

**Navin K. Singh**, Bronx Community College, USA



Wednesday, 11:30 am–12:15 pm  
E265 (Lakeside)

### Fulbright English Teaching Assistant Awards: Suitability, Feasibility, and Outcomes

This session provides an overview of ETA awards and information for those seeking to apply. As the flagship international exchange program, sponsored by the U.S. Department of State-ECA, the program places college graduates and young professionals as English teaching assistants in primary and secondary schools or universities overseas.

**Lee A. Rivers**, Institute of International Education, USA





Wednesday, 11:30 am–12:15 pm  
N231 (North Building)

### **Globetrotting Educators Inspire Dialogue Throughout TESOL’s Worldwide Community and Classrooms**

*Content Area: Culture/Intercultural Communication*

The Globetrotter Forum panel explores professional enrichment opportunities internationally, including extended and short-term teaching/training, conference presentations, and volunteer projects. Global educators infuse schools, classrooms, and curricula with perspectives and approaches to prepare students to develop world citizenship competencies. Share and compare your experiences as a globally minded TESOL educator.

**John Schmidt**, Texas International Education Consortium, USA

**Rosa Aronson**, TESOL Executive Director (Retired), USA

**Liz England**, Liz England and Associates, LLC, USA

**Christine Coombe**, Dubai Men’s College, United Arab Emirates

**Jane Hoelker**, Wenzhou-Kean University, China

**Steven Kroman**, Texas Intensive English Program, USA



Wednesday, 11:30 am–12:15 pm  
E253b (Lakeside)

### **Innovation in ESL Teacher Communities: A VIPKID Case Study**

Strong communities are critical for ESL teachers. But how do online teachers come together for professional development, knowledge and skill building, and resource sharing? Learn how VIPKID cultivates communities, both online and offline, for tens of thousands of teachers.

**Kevyn Klein**, VIPKID, China



Wednesday, 11:30 am–12:15 pm  
N230b (North Building)

### **Innovative Formative Assessments That Enhance Dispositions and Motivations**

*Content Area: Assessment*

Cutting-edge formative assessments in ESL/EFL are most needed when motivation to learn languishes. Discover ways to use formative assessment to spark the disposition to learn English as assessment becomes the engine that propels instruction, setting an informative starting point and adding fuel along the way to the drive to excel.

**Lynne Diaz-Rico**, California State University, San Bernardino, USA

**Julie Ciancio**, California State University, San Bernardino, USA



Wednesday, 11:30 am–12:15 pm  
E351 (Lakeside)

### **Helping Student Writers Go Deeper: Focus on Rhetorical Moves**

*Content Area: Writing*

Do your college writing students have trouble finding enough to say? Do you have difficulty explaining what will make their writing sound more sophisticated? This presentation addresses both issues. The presenters explain how teaching rhetorical moves engenders critical thinking, provide a list of moves, and present effective ways to teach moves.

**Jennifer A. Mott-Smith**, Towson University, USA

**Zuzana Tomaš**, Eastern Michigan University, USA



Wednesday, 11:30 am–12:15 pm  
E353c (Lakeside)

### **Literacy Strategies in Math Classes**

*Content Area: Primary and Secondary Education*

This presentation demonstrates strategies for reading and writing in math classes to improve literacy skills of all students, especially ELLs. Strategies include power writing, four square vocabulary, backwards math, writing definitions and descriptions, and writing instructions. All strategies give students a real audience and purpose for their writing.

**Emily Austin Thrush**, University of Memphis, USA

**Teresa Dalle**, University of Memphis, USA

**Angela Thevenot**, University of Memphis, USA



Wednesday, 11:30 am–12:15 pm  
E350 (Lakeside)

### **Pizza and Plagiarism: Multiunit Collaboration for Promoting Academic Integrity**

*Content Area: Writing*

Many universities have established means for helping their international students avoid plagiarism. However, unilateral approaches may allow some students to slip through the cracks. One university’s ESL, library and writing center leadership shares a collaborative workshop approach to training students on academic integrity and anti-plagiarism resources.

**Carolyn S. Trachtova**, Webster University, USA

**Carolyn Brown**, Webster University, USA

**Emily Scharf**, Webster University, USA



Wednesday, 11:30 am–12:15 pm  
N127 (North Building)

### **NNET and Teacher Trainer Professional Identity Formation: An Autoethnography**

*Content Area: Action/Classroom-Based Research*

The study discussed examines the professional identity formation of a nonnative non-Japanese English teacher and teacher trainer in Japan through an autoethnography. The presenter discusses the challenges she has experienced during her professional journey to become a more reflective practitioner.

**Tiina J. Matikainen**, Keio University, Japan





Wednesday, 11:30 am–12:15 pm  
E259 (Lakeside)

### Professional Faculty Training: Sustaining Connections Between General Education and ESL

*Content Area: Personal and Professional Development*

This session provides you with some proven ideas for implementing faculty training in best practice for ELLs. Join us for a demonstration of what works and for collaborating on ideas for further development to help keep your institution in compliance with governmental regulations.

**Jennifer Meyer**, Williamson County Schools, USA  
**Joseph Whinery**, Williamson County Schools, USA  
**Mohammed Albakry**, Williamson County Schools, USA



Wednesday, 11:30 am–12:15 pm  
E260 (Lakeside)

### Service-Learning and Civic Engagement Dialogue

*Content Area: Social Responsibility/Sociopolitical Concerns*

I want to make a difference! What teacher or student hasn't thought this? Learn how through a facilitated discussion of service-learning in TESOL, from syllabus development, logistical concerns, effective reflection techniques, and managing meaningful community partnerships to promotion and tenure documentation.

**Adrian J. Wurr**, Gulf University of Science & Technology, USA  
**James M. Perren**, Alliant International University, USA



Wednesday, 11:30 am–12:15 pm  
N227a (North Building)

### Reasons and Strategies for Developing an EAP Tutoring Service

*Content Area: Accreditation/Credentialing*

The presentation considers the justification for creating an EAP tutoring center, strategies for communicating with stakeholders, articulating with other units, staffing under financial duress, tutor training and supervision, daily operations, documentation/assessment, and future plans. The audience share experiences from other institutions and consider strategies for tutoring center success.

**Estela Ene**, Indiana University–Purdue University Indianapolis, USA



Wednesday, 11:30 am–12:15 pm  
E253c (Lakeside)

### Step Forward: Standards-Based Language Learning for Work and Academic Readiness

Discover how the new Step Forward Second Edition provides the essential language, skills and rigorous content Adult ELLs need to move confidently towards their work and academic goals. Newly revised to align with CCRS and ELPS, *Step Forward* ensures that learners are prepared to use English in the real world.

**Nicole Kavanaugh**, Oxford University Press, USA



Wednesday, 11:30 am–12:15 pm  
E258 (Lakeside)

### Sustaining Proper Strategies to Accommodate Students With Learning Disabilities

*Content Area: Special Education/Disabilities*

Teachers are required to deal with an increasing number of students with learning disabilities. This session focuses on presenting teaching strategies to support learners with difficulties through elements favoring resilience. Presenters provide attendees with conceptual tools to understand students' disorders and address sustainable accommodations.

**Fernanda Da Costa Melo Negro**, Casa Thomas Jefferson, Brazil  
**Luciola Dias Lima Souto**, Casa Thomas Jefferson, Brazil



Wednesday, 11:30 am–12:15 pm  
E267 (Lakeside)

### Revised Standards for TESOL Pre-K–12 Teacher Preparation Programs

The performance-based Standards for TESOL Pre-K–12 Teacher Preparation Programs are used by the Council for the Accreditation of Educator Preparation (CAEP) for national recognition of initial ESL licensure programs. Presenters discuss the revised standards that will go into effect in 2019.

**Valerie Novick**, TESOL International Association, USA  
**Anita Bright**, Portland State University, USA  
**Anne Marie Foerster Luu**, Montgomery County Public Schools, USA  
**Lorraine Valdez Pierce**, George Mason University, USA  
**Vivian Lindhardsen**, Columbia University, USA



Wednesday, 11:30 am–12:15 pm  
N229 (North Building)

### Teaching Reading Through STEM Literacy to ELLs

*Content Area: Primary and Secondary Education*

Several K–12 schools have started to adopt STEM curriculum nationwide. One of the most important issues in STEM education is providing *equal and quality* STEM instruction for diverse learners. In this presentation, some teaching methods in teaching literacy to ELLs through STEM are discussed.

**Nilufer Guler**, Avila University, USA



Wednesday, 11:30 am–12:15 pm  
N228 (North Building)

### Revisiting Vocabulary Cards: Classroom Techniques and Cognitive Processes

*Content Area: Vocabulary/Lexicon*

Vocabulary cards are efficient, effective, and fun. This interactive presentation demonstrates a dozen familiar and innovative techniques. The focus is on cognitive processes as well as interaction and language knowledge. Attendees gain a practical perspective on what to do with vocabulary cards and why we use them.

**John M. Busch**, University of Oregon, USA





Wednesday, 11:30 am–12:15 pm  
N226 (North Building)

### The 20 X-Words: Keys to Understanding English Verb Patterns

Content Area: Grammar

In this workshop, participants are reintroduced to English verb patterns from the perspective of X-word grammar, a classroom application of Robert Allen’s Sector Analysis. Teachers and students who learn to look at verb forms in this way are pleasantly surprised by the simplicity, regularity, and beauty of the English verb.

**Akiko Ota**, Governors State University, USA



Wednesday, 11:30 am–12:15 pm  
N135 (North Building)

### Using Writing to Separate Typical Language Development From Learning Disability

Content Area: Special Education/Disabilities

Presenters demonstrate how analyzing writing samples can help separate language development from learning disability (LD). Presenters report on typical and atypical patterns of writing development among elementary ELs. Analyzing writing development provides a systematic lens to identify a need for more focused instruction or the possibility of a language-based LD.

**Paul Abraham**, Simmons College, USA

**Gareth Lindwall-Honig**, Newton Public Schools, USA

**Greta Phillips**, Newton Public Schools, USA

**Adrienne Viscardi**, Bedford Central School District, USA



Wednesday, 11:30 am–12:15 pm  
E353b (Lakeside)

### The Persistence of Grammar

Content Area: Grammar

Most TESOL curricula have a prominent grammar focus, organised around a canonical list of discrete items. There is little evidence to show this is the most effective way of organising a program, yet my research shows that it persists because of inertia and a (mistaken?) perception of what learners expect.

**Scott Thornbury**, The New School, Spain



Wednesday, 11:30 am–12:15 pm  
N129 (North Building)

### Utilizing Authentic ITA Teaching Videos: Collaborating Across Universities

Content Area: Teacher Training

Discussion of critical incidents is beneficial in ITA training, but current resources are either outdated or not focused on ITAs. The presenters share how two universities collaborated using authentic TA videos and provide participants an opportunity to explore available video resources, identifying those best fitting their program’s needs.

**Stacy A. Suhadolc**, Pennsylvania State University, USA

**Derina S. Samuel**, Cornell University, USA



Wednesday, 11:30 am–12:15 pm  
E264 (Lakeside)

### Using Images to Elicit Language

Join ESL Library’s founder Ben Buckwold for tips and techniques on using vocabulary images to elicit, teach and reinforce language structures. Ben also demo ESL Library’s Flashcard Library, which has over 2,000 images that teachers can print or display for vocabulary games and activities.

**Ben Buckwold**, ESL Library, Canada



Wednesday, 11:30 am–12:15 pm  
E271b (Lakeside)

### What Do They Want? A Content Analysis of Job Announcements

Content Area: Teacher Training

Every institution desires to recruit most competent teachers so as to provide highest quality education to the populations they serve. Who are these teachers? What kinds of qualities and qualifications are expected from them? This session aims to examine trends in market demand for ELT professionals by using job announcements.

**Bengu Caliskan Selvi**, Middle East Technical University, Northern Cyprus Campus, Turkey



Wednesday, 11:30 am–12:15 pm  
N131 (North Building)

### Using The 3-Minute Thesis Competition to Improve Student Speaking

Content Area: Speaking

The 3-Minute-Thesis (3MT) competition, held annually in over 50 countries, challenges students to present research clearly and concisely. The presenters demonstrates activities in which nonnative English speakers mirror first-rate 3MT presentations to improve production of the expected peaks and valleys of thought groups and learn to use gesture to enhance speech.

**Heather P. Boldt**, Emory University, USA

**Margareta Larsson**, Georgia State University, USA





Wednesday, 11:30 am–12:15 pm  
N139 (North Building)

### When Is Difficult Too Difficult? Readability Tools for Predicting Comprehension

Content Area: Reading

Readability tools aid in matching text levels of books to students. This session discusses three free text readability tools and how to use them to predict L2 reading difficulty. Based on a study of 475 L2 college readers, the most effective approaches to readability tools for the classroom are demonstrated.

**Alisha Biler**, University of South Carolina, USA  
**Ray Knight**, University of South Carolina, USA



Wednesday, 11:30 am–1:15 pm  
E451a (Lakeside)

### Perspectives on EL Advocacy and Action: A Dialogue

This dialogue takes place between an EL Teacher of the Year, two university faculty, and an author on EL advocacy. Each will offer her perspective on advocating for ELs and share examples of ways in which she has advocated for ELs at the K–12, university, and national levels.

**Diane Staehr Fenner**, SupportEd, USA  
**Amy Hewett-Olatunde**, St. Paul Public Schools, USA  
**Michelle Benegas**, Hamline University, USA  
**Laura Baecher**, Hunter College, USA



Wednesday, 11:30 am–1:15 pm  
E451b (Lakeside)

### Data and Dialogue: Planning for Pushing In

Content Area: Primary and Secondary Education

Do your ELs' language development data show that they would benefit from push-in model ESOL services, but you struggle with the implementation of this model? During this session, the presenter shares push-in teachers' challenges and successes and offers ideas to assist with the implementation of the model.

**Margo H. Williams**, DeKalb County Schools, USA



Wednesday, 11:30 am–1:15 pm  
E450a (Lakeside)

### So You Wanna Talk About Race? Addressing Our Blind Spots

Content Area: Personal and Professional Development

Teaching racially diverse students and facilitating race-based dialogues in ELT requires mindfulness of our own language and thinking. Participants identify common blind spots and facilitation pitfalls, engage in model dialogues, and explore tools for disrupting uncomfortable microaggressions in classroom and professional conversations and presentations about race.

**Heidi J. Faust**, University of Maryland Baltimore County, USA  
**Lavette Coney**, White People Challenging Racism, USA



Wednesday, 11:30 am–1:15 pm  
N227b (North Building)

### Engaging L2 Learners: Communicative Activities for the Reading/Writing Classroom

Content Area: Reading

Integrating communicative language teaching (CLT) into your practice may encourage L2 learners to be more motivated and engaged in the learning process. This interactive workshop introduces CLT tasks for adult L2 learners, taking into consideration adults may be more resistant to CLT because of their varied learning backgrounds.

**Sarah A. Warfield**, U.S. Department of State, USA



Wednesday, 12:30 pm–1:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Building Oral Language

**Monica Lahiri Hoherchak**, Stamford Public Schools, USA  
**Cynthia Manifold**, Stamford Public Schools, USA



Wednesday, 12:30 pm–1:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### How Do We Do Extensive Reading?

**Thomas Robb**, Kyoto Sangyo University, Japan



Wednesday, 11:30 am–1:15 pm  
E450b (Lakeside)

### I-BEST: Model for Precollege Student Success in College Transfer Programs

Content Area: Action/Classroom-Based Research

Lake Washington's Academic Integrated Basic Education and Skills Training (I-BEST) pathway was designed with several objectives: to allow ELLs access to academic degree programs, experiment with curriculum formats, and implement a team-teaching approach. The session explains this successful model and provides data to support its effectiveness.

**Doug Emory**, Lake Washington Institute of Technology, USA  
**Karen Lee**, Lake Washington Institute of Technology, USA  
**Linda Raymond**, Lake Washington Institute of Technology, USA  
**Stephanie Walsh**, Lake Washington Institute of Technology, USA



1:00 pm



Wednesday, 1:00 pm–1:45 pm  
N138 (North Building)

### American Plays: A Rich But Underutilized Resource

Content Area: Reading

Plays are a rich language-learning resource, yet they are underutilized in ESL curricula. This presentation focuses on exploiting American theatrical works in the ESL classroom by examining student and teacher attitudes to plays, sharing activities to improve proficiency and expand cultural understanding, and offering a list of recommended works.

**Frances Boyd**, Columbia University, USA

**Christopher Collins**, Columbia University, USA



Wednesday, 1:00 pm–1:45 pm  
N140 (North Building)

### Analyzing Students' Negotiation of Identity and Power in Feedback Practices

Content Area: Writing

This presentation explores 21 university students' written responses to teacher feedback on student writing. Using discourse analysis, the presenters examined how students expressed their identity and negotiated power in feedback practices. Based on the findings, the presenters suggest ways ESL teachers can engage students as active agents in the feedback process.

**Julie Dykema**, University of Washington, USA

**Hee-Seung Kang**, Sheridan College, Canada



Wednesday, 1:00 pm–1:45 pm  
E256 (Lakeside)

### Authentic Texts for Adult ELLs With Limited Literacy

Content Area: Reading

Adult ELLs with limited literacy often require instructor modifications in the classroom. This session explores methods and strategies to utilize and develop authentic community-based texts that empower learners to access and develop their language and literacy skills.

**Emily Skalet**, New York Public Library, USA



Wednesday, 1:00 pm–1:45 pm  
E352 (Lakeside)

### Best Practices for Developing Academic Discourse Through Contrastive Corpus Analysis

Content Area: Applied Linguistics

This session merges research on sociolinguistics and contrastive corpus analysis to provide teachers with applications for improving students' academic discourse. Brief video vignettes of students using the proposed strategies move past theory and illustrate how real-world applications from these fields can effectively develop learner autonomy and academic discourse.

**Brad Evans**, Valley High School, USA



Wednesday, 1:00 pm–1:45 pm  
E264 (Lakeside)

### Create or Supplement Your Curriculum With ESL Library

Great teachers need great content! ESL Library is one of the world's leading resource sites and content providers for English teachers. Find out how to subscribe and access hundreds of ready-made lesson plans, resources, and vocabulary images to keep your students engaged in every lesson.

**Ben Buckwold**, ESL Library, Canada



Wednesday, 1:00 pm–1:45 pm  
N230b (North Building)

### Creating a Third-Space for Engagement in Online TESOL Programs

Content Area: Teacher Training

Online programs have become a resourceful way to support the development of TESOL professionals. Using Zeichner's notion of third-space and Ball's theory of generative change, this presentation focuses on how to design successful assignments and create student engagement in online courses for TESOL practitioners.

**Elena T. King**, Greensboro College, USA

**Michelle Plaisance**, Greensboro College, USA

**Paula Wilder**, Greensboro College, USA



Wednesday, 1:00 pm–1:45 pm  
E255 (Lakeside)

### Curriculum Innovation With Information Technology: Teacher Change and Professional Development

Content Area: Personal and Professional Development

This presentation reports an investigation into innovation and change relating to technology and teacher professional development. It reviews the factors that affect the incorporation of technological innovation for curriculum change and argues that the decisive factor for successful change lies with the teachers who implement changes in the classroom.

**Lillian L.C. Wong**, University of Hong Kong, Hong Kong



Wednesday, 1:00 pm–1:45 pm  
N136 (North Building)

### Developing an Online Listening and Speaking Course

Content Area: CALL/Video/Digital Media/Technology in Education

For university ESL programs seeking to develop an online curriculum, creating a rigorous listening and speaking course may pose the greatest challenge. This presentation highlights the cohort development model for training instructors, investigating limitations, selecting technology, and rethinking pedagogy for a listening and speaking course in an online environment.

**Austin J. Kaufmann**, Michigan State University, USA

**Luca Giupponi**, Michigan State University, USA

**Kimberly Benedicto**, Michigan State University, USA







Wednesday, 1:00 pm–1:45 pm  
N131 (North Building)

### Doing Practical Task-Based Needs Analysis in an EAP Program

*Content Area: Materials/Curriculum Development*

Using the results of a task-based EAP needs analysis as an illustrative example, the study discussed aims to provide a set of guidelines and procedural steps to help teachers identify the task-based language learning needs of students in their own classrooms, and to use triangulation to ensure reliability.

**George F. Smith**, University of Hawai'i at Mānoa, USA



Wednesday, 1:00 pm–1:45 pm  
E353c (Lakeside)

### Essentials for Effective Shared Responsibility in the Teaching of ELs

*Content Area: Personal and Professional Development*

Teacher collaboration and its benefits for ELs have been widely researched. However, the notion of shared responsibility does not characterize many Pre-K–12 mainstream classrooms that serve ELs. This session outlines the benefits of teacher collaboration and its drawbacks, and presents best practices for collaboration and strategies for coplanning and coteaching.

**Solange A. Lopes-Murphy**, The College of New Jersey, USA



Wednesday, 1:00 pm–1:45 pm  
E353b (Lakeside)

### Electronic Portfolios: Leveraging the English-Speaking Self

*Content Area: CALL/Video/Digital Media/Technology in Education*

Electronic portfolios (EPs) help ELLs seeking to leverage their English proficiency and international experience. This presentation concentrates on successes and challenges of EPs and analyzes examples from an IEP EP pilot program. Attendees learn how to implement, monitor, and market EPs. The session closes with questions, answers, and brainstorming.

**Mackenzie Kerby**, ELS Language Centers, USA



Wednesday, 1:00 pm–1:45 pm  
E262 (Lakeside)

### Focus on EL Literacy: CAL Solutions Services and Online Learning

Explore CAL's EL literacy services and online self-paced courses for which participants receive a CAL Certificate of Completion for continuing education credit. Learn effective strategies and get practical tools for literacy development and instruction. Sample classroom activities are demonstrated. Enter to win a free online course registration.

**Annie L. Duguay**, Center for Applied Linguistics, USA

**Sophia Birdas**, Center for Applied Linguistics, USA



Wednesday, 1:00 pm–1:45 pm  
E260 (Lakeside)

### ELL Teachers and Executive Orders: The Cost in Emotion Labor

*Content Area: Social Responsibility/Sociopolitical Concerns*

The presenters share findings from K–12 ELL teachers' accounts of their experiences encountering and attempting to manage worry, fear, and confusion in the wake of executive orders on immigration. ELL teachers at schools isolating their students had the highest cost in emotion labor as teachers refused to follow the feeling rules.

**Gina M. Petrie**, Eastern Washington University, USA

**Janine Darragh**, University of Idaho, USA



Wednesday, 1:00 pm–1:45 pm  
E253b (Lakeside)

### Get This Write: Sentence-Writing Practice Builds Confidence Through Competence

Do your middle school, high school, university, or adult learners speak better than they write? Get This Write® offers them a unique self-checking online program with clear grammar explanations and controlled sentence-writing practice. Learners gain skill and confidence through this self-paced practice so teachers can focus on other writing activities.

**JoEllen Christians**, Get This Write, LLC, USA



Wednesday, 1:00 pm–1:45 pm  
E253b (Lakeside)

### Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEPs

This session provides updates on trends in enrollment, visa issuance, SEVP (Student Exchange and Visitor Program) policy, and advocacy efforts for IEPs. Teachers and administrators gain insight on latest advocacy efforts and how they can assist the industry and their own programs.

**Cheryl L. Delk-Le Good**, EnglishUSA, USA

**Bill Wallace**, University of Alabama, USA

**Marcel Bolintiam**, University of Colorado-Denver, USA

**Patricia Juza**, University of Colorado-Boulder, USA



Wednesday, 1:00 pm–1:45 pm  
E258 (Lakeside)

### Empowering Tanzanian Students Through Multilingual Storytelling, Drama, and Digital Publishing

*Content Area: CALL/Video/Digital Media/Technology in Education*

A multimodal, multilingual storytelling club created a space for Tanzanian students to share their stories and improve their English through drama and digital publishing. This session highlights the international collaboration behind the project, shares students' stories, and provides a framework for participants to start similar clubs in their own communities.

**Catherine Njau**, Mboni Secondary School, United Republic of Tanzania

**Riah Werner**, National Pedagogical Institute for Technical and Professional Training, USA





Wednesday, 1:00 pm–1:45 pm  
E353a (Lakeside)

### It's How You Say It: Improving Student Discussion Skills

Content Area: Speaking

One of the more common activities used to improve student speaking abilities is group discussions. However, many students find these activities difficult and struggle to participate. In this practice-oriented session the presenters share practical classroom activities they have developed to improve students' ability to engage in group discussions.

**Cameron Romney**, Doshisha University, Japan  
**Michael Stout**, University of Tsukuba, Japan



Wednesday, 1:00 pm–1:45 pm  
E351 (Lakeside)

### Sustaining Interest in Academic Writing: Spark It Up With Creativity

Content Area: Writing

We all teach the ubiquitous five paragraph essay in academic writing classes. Students need authentic writing tasks, and the five paragraph essay, while a cornerstone of every writing class, can suppress creativity and motivation. From infographics to infotainment, this presentation is guaranteed to spark your students' interest in writing.

**Jolene L. Jaquays**, University of Michigan–Flint, USA  
**Diane Deacon**, Saginaw Valley State University, USA



Wednesday, 1:00 pm–1:45 pm  
E350 (Lakeside)

### Meeting the Needs of All Graduate Students for Disciplinary Writing

Content Area: Writing

This presentation addresses the need to move beyond the native and nonnative speaker divide in courses for matriculated graduate students. The presenters give an overview of a new program model, Academic Literacies for Specific Purposes, and then highlight needs and opportunities for both groups of students, assessment, and university collaboration.

**Dawn M. Bikowski**, Ohio University, USA  
**Joseph J. Lee**, Ohio University, USA



Wednesday, 1:00 pm–1:45 pm  
E253c (Lakeside)

### Teach Abroad With the English Language Fellow Program

Enhance ELT capacity abroad through 10-month paid teaching fellowships designed by the U.S. Department of State for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

**Jennifer Hodgson**, The U.S. Department of State, USA



Wednesday, 1:00 pm–1:45 pm  
N231 (North Building)

### Teacher-Centered Online Networking to Support and Inspire English Language Learning

Content Area: Personal and Professional Development

The teacher-centered online network was initiated for educators to share strategies, resources, and expertise to enhance instructional practices and promote English language learning. The online platform utilized the SIOP Model as a framework to prompt dialogue in a professional learning environment focused on best practices for ELLs.

**Kristin Lee**, Canisius College, USA



Wednesday, 1:00 pm–1:45 pm  
N139 (North Building)

### Reading Fluency in the EAP Classroom: Instructors' Knowledge and Practice

Content Area: Teacher Training

Reading fluency is critical for success in academic contexts; however, EAP reading instructors implement fluency activities with varying consistency. This questionnaire-based study investigated instructors' knowledge of fluency theory, their awareness of activities that support fluency, their use of these activities, and any personally held arguments *against* regular activity use.

**Eleanor K. Wolf**, Northern Arizona University, USA



Wednesday, 1:00 pm–1:45 pm  
E263 (Lakeside)

### The Color Vowel Approach: Sound Strategies for Every Classroom

The Color Vowel Chart is a simple visual tool that powerfully supports listening, pronunciation, vocabulary, and spelling in ESL/EFL classrooms for all ages and levels. Learn how the Chart is revolutionizing TESOL around the world as you discover the Color Vowel Approach through multimodal participation and technique practice.

**Karen A. Taylor**, English Language Training Solutions, USA  
**Shirley Thompson**, English Language Training Solutions, USA



Wednesday, 1:00 pm–1:45 pm  
E267 (Lakeside)

### Strategies for Success: Flipping the EAP Classroom

Flipped classrooms have documented impact on student learning can lead to better learning in the EAP classroom. Participants gain an understanding of the purpose and benefits of flipped learning environments. The presenter looks at strategies for flipping learning using *Prism*, a new paired skills series.

**Kathryn L. Adams**, Illinois Institute of Technology, USA





Wednesday, 1:00 pm–1:45 pm  
N135 (North Building)

### Translanguaging Strategies for Elementary Classrooms

*Content Area: Bilingual Education*

The strategic use of students' home languages promotes the acquisition of academic language and content knowledge. This presentation uses PowerPoint slides with classroom pictures and demonstrations to show how teachers can use translanguaging strategies, including linguistic comparisons, grouping strategies, bilingual children's literature, and preview, view with their elementary English learners.

**Yvonne Freeman**, The University of Texas at Brownsville, USA  
**David Freeman**, The University of Texas at Brownsville, USA  
**Sandra Mercuri**, Independent, USA



Wednesday, 1:00 pm–2:30 pm  
E253d (Lakeside)

### TIRF-Sponsored Research on Language Education Policies: Contexts and Realities

The International Research Foundation (TIRF)-sponsored research about the interface between policy and educational programs is the basis of this panel. Under discussion are empirical studies of an after-school book club, dual language immersion, refugee women in the US, writing centers in Japan, a language center in China, and language socialization in high-school physics classes.

**Ryan Damerow**, The International Research Foundation for English Language Education, USA  
**Kathleen Bailey**, The International Research Foundation for English Language Education, USA  
**Laura Hamman**, University of Wisconsin-Madison, USA  
**Nicole Pettitt**, Youngstown State University, USA  
**Tomoyo Okuda**, University of British Columbia, Canada  
**Sarah Braden**, Utah State University, USA  
**Jun Liu**, Stony Brook University, USA  
**Jodi Crandall**, University of Maryland, Baltimore County, USA



Wednesday, 1:00 pm–1:45 pm  
E259 (Lakeside)

### Twitter 101: Using Twitter for Professional Development

*Content Area: Personal and Professional Development*

Attendees walk away with knowledge of the inner workings of Twitter. For example, attendees will know how to send/reply to tweets, participate in Twitter chats and obtain knowledge for professional development. Attendees learn of ELL educators on Twitter, common ELL Twitter chats and explore different ways of collaborating with other ELL educators and students through Twitter.

**Melissa A. Eddington**, Dublin City Schools, USA



Wednesday, 1:00 pm–2:45 pm  
N137 (North Building)

### An Identity-Oriented Lens to TESOL Teachers' Lives

Many studies on ELT identity focus on native/nonnative speakers of English, a dichotomy neither stable nor universal. This panel highlights perspectives that construct teacher identity as intersectional, multidimensional, and contradictory. It provides teacher educators and administrators with a lens to understand teacher learning, professionalization, and ongoing negotiation/reconstruction of identities.

**Kristen M. Lindahl**, University of Texas at San Antonio, USA  
**Bedrettin Yazan**, University of Alabama, USA



Wednesday, 1:00 pm–1:45 pm  
N128 (North Building)

### Video Making for Everyone

*Content Area: Materials/Curriculum Development*

Videos are increasingly popular in the language class, and both teachers and students can benefit from learning how to make their own. The presenters shows example materials, share lesson ideas, and demonstrate how to use free tools to create videos and add interactive features.

**Dana C. Simionescu**, Ohio University, USA  
**Kyle Butler**, Ohio University, USA



Wednesday, 1:00 pm–2:45 pm  
N229 (North Building)

### Developing Attentive Listening Skills for Productive Academic Discussion and Collaboration

*Content Area: Listening*

Collaborative assignments and academic discussion place extraordinary demands on an ELs' listening faculties. ELs need a productive toolkit of language strategies and skills to appropriately exert control when they experience lapses in comprehension or retention. This interactive workshop offers research-informed principles, modeled practices, and extensive practical resources.

**Katherine Kinsella**, San Francisco State University, USA





Wednesday, 1:00 pm–2:45 pm  
Technology Showcase Area in Expo Hall (Lakeside Center)

### Is Video Making It a SMALL World?

Smartphones and mobile devices are taking a central role in communication and delivery of information, and the use of videos for mobile-assisted language learning (MALL) has become more prevalent. In this panel, an overview of videos for MOOCs, online games, language learning apps, and augmented reality is discussed.

**Suzi Lee**, Georgia Tech Language Institute, USA  
**Rodrigo Carvalho**, Georgia Tech Language Institute, USA  
**James May**, Valencia College, USA  
**Tony Erben**, University of Tampa, USA



Wednesday, 1:00 pm–2:45 pm  
N227a (North Building)

### Refugee-Background Students With Trauma: Research, Pedagogy, and Community Resources

Refugee-background students often come to the ESL classroom having experienced trauma. This panel presentation explore the impact of PTSD symptoms on classroom learning, introduce trauma-informed pedagogies that promote healing and learning in youth and adult classes, and explore community resources for educators and teachers seeking to address trauma.

**Rachel Johnson**, University of Minnesota, USA  
**Kristiina Montero**, Wilfrid Laurier University, Canada  
**Raichle E. Farrelly**, St. Michael's College, USA  
**Jenna A. Altherr Flores**, University of Arizona, USA



Wednesday, 1:00 pm–2:45 pm  
N129 (North Building)

### Responding to Challenges of Teaching Pronunciation in Varied ESP Contexts

ESP practitioners are faced with multiple challenges in teaching pronunciation in EFL and ESL settings around the world. The panel explores approaches to meet the challenges and enable learners to achieve communicative competence. Pedagogical tools, techniques, and priorities are examined for teaching pronunciation in healthcare, law, and business.

**Esther Perez Apple**, Perez Apple & Company, USA  
**Najma Janjua**, Kagawa Prefectural University of Health Sciences, Japan  
**Mari Sakai**, Georgetown University Law Center, USA



Wednesday, 1:00 pm–2:45 pm  
N226 (North Building)

### Scaffolding Writing Through Collaborations Between Language Specialists and Disciplinary Faculty

*Content Area: Writing*

Collaborations between language specialists and disciplinary faculty improve the teaching of writing in undergraduate courses. Three examples are presented of successful professional development for ESL and content-area faculty that raised awareness of the linguistic needs of writing in the disciplines.

**Silvia Pessoa**, Carnegie Mellon University, USA  
**Thomas Mitchell**, Carnegie Mellon University, USA  
**Sandra C. Zappa-Hollman**, University of British Columbia, Canada  
**Nigel Caplan**, University of Delaware, USA



Wednesday, 1:00 pm–2:45 pm  
N230a (North Building)

### Sustaining Dialogues Across TESOL: Women in Higher Education Leadership Roles

Women hold 51% of doctoral degrees yet represent 41% tenure track/tenured faculty, 30% full professors, 30% college presidencies, (Ward&Eddy 2013; Texas A&M 2015): A stark underrepresentation in the leadership positions that help shape US HE institutions and policy. This five-woman panel seeks to promote a dialogue calling upon HE institutions to support women's professional advancement in leadership positions.

**Katherine Earley**, University of New Hampshire, USA  
**Michaela Colombo**, University of Massachusetts-Lowell, USA  
**Christine Montecillo Leider**, Boston University, USA  
**Kara Viesca**, University of Nebraska-Lincoln, USA  
**Julie Whitlow**, Salem State University, USA



Wednesday, 1:00 pm–2:45 pm  
N228 (North Building)

### Theory in Practice: Hands-On Activities for Teaching SLA Concepts

*Content Area: Applied Linguistics*

For several reasons, major SLA theories often remain out of reach for language instructors. This session aims to bridge that gap with hands-on, reflective activities that make SLA intuitive. Participants experience several activities and leave with ways to bring these theories to life in SLA or ESL courses.

**William L. Linn**, The Literacy Assistance Center, USA





Wednesday, 1:00 pm–2:45 pm  
N127 (North Building)

### Trends in K-Adult Education: Teaching Basic and Academic Oracy

This panel focuses on instruction in oral language and oral academic language among emergent bilinguals at different proficiency levels and time in English, from early childhood to adulthood. Presenters highlight oral language teaching practices and perspectives, teacher theory of practice about teaching oral language, and useful tools for the classroom.

- Juliet M. Luther**, Fordham University, USA
- Carol Cochi**, Fordham University, USA
- Aida Nevárez-La Torre**, Fordham University, USA
- Patricia Velasco**, Queens College–CUNY, USA
- Aida Walqui**, WestEd, USA
- Olga Griswold**, California State Polytechnic University, Pomona, USA
- Jessica Burchett**, Marion City Schools, USA

2:00 pm



Wednesday, 2:00 pm–2:45 pm  
E265 (Lakeside)

### 360-Degree Support for ELs: Classroom, Family, Community

How can we apply best practices in whole child instruction to support our ELs? How can we foster social emotional development while facilitating language acquisition? How can we have meaningful dialogue about the impact of modern media messages? Join this dynamic panel for a timely discussion about these and other critical questions.

- Sylvia Acevedo**, Houghton Mifflin Harcourt, USA
- Katherine Kinsella**, Houghton Mifflin Harcourt, USA



Wednesday, 2:00 pm–2:45 pm  
E262 (Lakeside)

### A Fresh Look at Language Assessment: Through the CAL Lens

Learn more about effective assessment through the lens of CAL's latest work, including WIDA ACCESS for ELLs® and a demo of the CAL Test Platform coming with BEST Plus 3.0 and the CAL English Proficiency Tests for teachers and students in Latin America. Win free CAL resources.

- Laura Ballard**, Center for Applied Linguistics, USA
- Jorge Rivera**, Center for Applied Linguistics, USA
- Sophia Birdas**, Center for Applied Linguistics, USA



Wednesday, 2:00 pm–2:45 pm  
E260 (Lakeside)

### A Minority Within a Minority: Working With Indigenous Mayan ELLs

*Content Area: Social Responsibility/Sociopolitical Concerns*

Educational obstacles faced by immigrant Mayan ELLs in the United States are typically compounded by residual effects of inequity originally experienced in their home countries. Join us to learn about specific challenges that come with teaching ELLs from Mayan backgrounds; together we explore effective ways to overcome these challenges.

- Maria Konkel**, Educational Testing Service, USA
- Elizabeth Jenner**, Educational Testing Service, USA



Wednesday, 2:00 pm–2:45 pm  
E256 (Lakeside)

### Accelerate to Achieve: Engineering Language and Literacy Instruction

With limited instructional minutes, how do we provide access to core standards with severely struggling readers? This interactive session emphasizes instruction engineered to incorporate language and literacy strategically, in precisely leveled, content-rich, high-interest texts. Bring core concepts to life. Make read to learn a reality in our diverse classrooms!

- Jennifer K. Boyle**, Benchmark Education Company, USA



Wednesday, 2:00 pm–2:45 pm  
E351 (Lakeside)

### Action-Packed Writing: Transformation Through Nominalization

*Content Area: Writing*

Academic writing requires packing content in efficient grammatical structures. One fundamental packing tool is nominalization, or summarizing complex concepts as simple nouns, a process that can transform student writing. The definition of, rationale for, and instructional methodology of nominalization are presented along with sentence revision practice and take-home teaching resources.

- Kenneth J. Cranker**, University of Delaware, USA
- Sarah Shull Petersen**, University of Delaware, USA

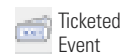


Wednesday, 2:00 pm–2:45 pm  
E451a (Lakeside)

### Adjectives, Articles, Nouns, Oh My!

*The presenter's first chemistry class:* three adjectives or none? In books and online we find that anything that precedes a noun describes/modifies it and is considered an adjective. The presenter demonstrates why this definition is erroneous and unhelpful while providing a grammar-based description that will work for all students.

- William J. Stone**, Northeastern Illinois University, USA





Wednesday, 2:00 pm–2:45 pm  
E350 (Lakeside)

### Applying Quality Matters Criteria for Effective Online ESL Courses

*Content Area: CALL/Video/Digital Media/Technology in Education*

This presentation explores how challenges with online ESL courses can be overcome by applying Quality Matters criteria to the course design. Based on their recent experience designing two hybrid ESL courses, the presenters share best practices and offer important insights into how to offer a high-quality online course.

**Gordon O. Dunne**, Salt Lake Community College, USA  
**George Ellington**, Salt Lake Community College, USA



Wednesday, 2:00 pm–2:45 pm  
E259 (Lakeside)

### Confessions of a MOOCer: An Autoethnographic Inquiry on Online Education

*Content Area: Personal and Professional Development*

This presentation reports on findings from an autoethnographic inquiry into the viability of Massive Open Online Courses (MOOCs) for teacher professional development in developing countries, such as the Philippines. Findings reveal that MOOCs' openness as afforded by cheap and ubiquitous technology serves as a practical platform for teacher professional advancement.

**Romualdo A. Mabuan**, Lyceum of the Philippines University, Philippines



Wednesday, 2:00 pm–2:45 pm  
E255 (Lakeside)

### CALL Practice and Theory for 21st-Century CATESOL

This session presents research from a new computer-assisted language learning (CALL) publication that integrates context-specific solutions to online ESL and EFL pedagogical environments. The goals are to provide CATESOL teachers and teacher trainers with research illustrating key innovations in online CALL applications. Practitioner-friendly information is available for teachers new to CALL.

**James M. Perren**, Alliant International University, USA  
**Ken Kelch**, Alliant International University, USA  
**Seth Cervantes**, Alliant International University, USA  
**Jin-Suk Byun**, Alliant International University, USA  
**Setareh Safavi**, Alliant International University, USA



Wednesday, 2:00 pm–2:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Creating Histories for TESOL Affiliates

**Robert J. Dickey**, Keimyung University, Republic of Korea



Wednesday, 2:00 pm–2:45 pm  
E352 (Lakeside)

### Designing an EAP Undergraduate Research Course: Problems and Processes

*Content Area: Materials/Curriculum Development*

This session addresses how EAP and Pathways programs can bridge the gap between international students' prior experience with research and university expectations, through developing a dedicated research course. Presenters share assignments, lessons, and materials that can be implemented and how to structure the course within a CBI framework.

**Andrea Beard**, International Study Center, USA  
**Anna Maria Johnson**, James Madison University, USA  
**Hong Embree**, International Study Center, USA



Wednesday, 2:00 pm–2:45 pm  
E263 (Lakeside)

### Color It Out!: A Compelling Pronunciation Literacy Game for Everyone

Color It Out! bridges the gap between spoken and written English. Based on the Color Vowel Chart, the game brilliantly scaffolds learners to succeed with sight words and long words. See how this teacher-created game is connecting schools with families and learners of all ages and levels for improved confidence.

**Karen A. Taylor**, English Language Training Solutions, USA  
**Laura McIndoo**, English Language Training Solutions, USA



Wednesday, 2:00 pm–2:45 pm  
E258 (Lakeside)

### English-Medium Courses at University in Japan: Factors for Success

*Content Area: Materials/Curriculum Development*

Recently, there has been increased focus on English-medium instruction at the university level in non-English-speaking countries. Though desirable, the implementation of such courses can prove to be problematic. This presentation outlines practices that can lead to success: adequate class contact time, instructor collaboration, and content integration.

**Bethany Iyobe**, Duquesne University, USA  
**Jia Li**, University of Niigata Prefecture, Japan





Wednesday, 2:00 pm–2:45 pm  
N128 (North Building)

### Extending Professional Development Through Community: Teaching Young Learners in Peru

*Content Area: Leadership*

Teaching English to young learners requires specific knowledge and skills different from the adult classroom. Findings of a 2-year case study of a professional learning community indicate the importance of teacher-school leader collaboration and the role of community in increasing professionalism and knowledge among teachers of adults teaching young learners.

**Moises E. Alcantara Ayre**, Instituto Cultural Peruano Norte Americano, Peru

**Heidi J. Faust**, University of Maryland, Baltimore County, USA



Wednesday, 2:00 pm–2:45 pm  
N136 (North Building)

### It's Gettin' HOTT in Here: Higher Order Thinking With Technology

*Content Area: CALL/Video/Digital Media/Technology in Education*

Technology engages students, but are they cognitively engaged? Make your class HOTT by designing lessons that promote higher order thinking with technology. Learn about technology-driven activities that allow students to connect with concepts in meaningful ways. Identify ways tech can be used to facilitate class discussion and deepen understanding.

**Becky Shiring**, Squirrels, LLC, USA



Wednesday, 2:00 pm–2:45 pm  
N131 (North Building)

### Needs Analyses as a Teaching Tool to Enhance ESP Curricula

*Content Area: Materials/Curriculum Development*

ESP students have specific academic and social needs distinct from their L1 English-speaking counterparts. To help instructors and curriculum developers systematically address challenges that students face, attendees learn to design, carry out, and interpret formal and informal needs analyses to develop or revive an existing ESP curriculum.

**Julie B. Lake**, Georgetown University Law Center, USA



Wednesday, 2:00 pm–2:45 pm  
E353b (Lakeside)

### Harnessing the Popularity of Tabletop Games: Authentic Interaction and Assessment

*Content Area: Materials/Curriculum Development*

Tired of the same dry language games? This session demonstrates how little-known tabletop games can be engaging, outcome-driven opportunities for both practice and assessment. Participants learn to adapt these games to a variety of contexts and leave with concrete resources to bring back to their EAP classrooms.

**Jennifer S. Grode**, University of Southern California, USA

**Lily Ball**, University of Southern California, USA

**Michael Garnett**, University of Southern California, USA



Wednesday, 2:00 pm–2:45 pm  
E264 (Lakeside)

### NEW on ESL Library: Materials for Teaching Young Learners

Join ESL Library's publishing team as we debut our new section for teaching young learners. Our writers unveil our new young learner content and look for feedback and suggestions from you. Come out and share your ideas and be part of ESL Library's exciting expansion!

**Ben Buckwold**, ESL Library, Canada



Wednesday, 2:00 pm–2:45 pm  
N230b (North Building)

### Individual Education Plan or Language Plan? ELLs With Special Needs

*Content Area: Special Education/Disabilities*

ELLs with special needs pose a unique challenge for schools. These students' abilities and needs may be hidden by factors related to culture and language. This presentation discusses ways to prevent incorrect placement in special education and methods educators can use with ELLs for positive outcomes in the classroom.

**Joy M. Brown**, University of North Alabama, USA



Wednesday, 2:00 pm–2:45 pm  
N138 (North Building)

### Observation as a Skill: Teaching Students to Counter Stereotypes

*Content Area: Culture/Intercultural Communication*

Based on the idea that intercultural concepts need to be approached as skills, this session covers a 3-day unit that helps ESL students develop good observation skills to counter negative stereotyping. The participants learn to understand how to move from giving knowledge to teaching a skill.

**Maggie E. Dale**, Mukogawa Fort Wright Institute, USA





Wednesday, 2:00 pm–2:45 pm  
N133 (North Building)

### Starting and Sustaining an Online Teaching Career

*Content Area: Personal and Professional Development*

Have you thought about teaching independently online? Learn tips for starting and sustaining an online teaching career. The presenters talk about choosing platforms, establishing your presence, and handling the demand for original content. Gain insights and practical advice from two former classroom teachers who successfully transitioned to an online environment.

**Jennifer Lebedev**, Independent, USA  
**Annemarie Fowler**, Independent, France



Wednesday, 2:00 pm–2:45 pm  
E353a (Lakeside)

### Teaching Conversational Closings: Why “How Are You?” Is Not Enough

*Content Area: Speaking*

Ending conversations is just as important as starting them. But do we prepare learners to use and recognize appropriate closing sequences in conversation? This session outlines a lesson on conversational closings with activities for in and out of class that will raise learners’ awareness of closings and other conversational routines.

**Carlo Cinaglia**, Saint Joseph’s University, USA



Wednesday, 2:00 pm–2:45 pm  
E253b (Lakeside)

### Teaching Pragmatics: Research Findings and Applications

Pragmatics involves a complex interplay among language, language users, and context of language use. Based on a review of 58 studies, the presenter reports empirical findings on effective methods for teaching pragmatics and presents sample instructional tasks. The presenter also presents recent, technology-enhanced instructional materials as options for future research.

**Naoko Taguchi**, Oxford University Press, USA



Wednesday, 2:00 pm–2:45 pm  
N135 (North Building)

### Unpacking the TESOL Encyclopedia: Answers From Across the TESOL Community

Unparalleled in scope, *The TESOL Encyclopedia of English Language Teaching* is an indispensable professional resource for ELT/ESL practitioners everywhere. Join the editor-in-chief, the project editor, and several associate editors and authors to explore the theoretical and practical aspects of English language instruction. Answers from across the TESOL community await you!

**John Liontas**, University of South Florida, USA  
**Margo DelliCarpini**, The University of Texas, USA  
**Kate Mastruserio Reynolds**, Central Washington University, USA  
**Thomas Farrell**, Brock University, Canada  
**Eli Hinkel**, Seattle Pacific University, USA  
**Rebecca Oxford**, University of Maryland, USA



Wednesday, 2:00 pm–2:45 pm  
N140 (North Building)

### Viewing Variable Voices in Learner Language Through a Heteroglossic Lens

*Content Area: Applied Linguistics*

University-level English L2 learners at different developmental levels produce structurally variable voices of others as they construct dialogue in language play, revealing hitherto unresearched dimensions of their interlanguage competence. Bakhtin’s (1934/1981) theory of heteroglossia is invoked to account for these results, thereby contributing to our understanding of SLA and bilingualism.

**Darren LaScotte**, University of Minnesota, USA  
**Elaine Tarone**, University of Minnesota, USA



Wednesday, 2:00 pm–3:15 pm  
N231 (North Building)

### Advancing the Future of the TESOL Profession

TESOL is debuting two exciting strategic initiatives at this Convention. *The Action Agenda for the Future of the TESOL Profession* and *The 6 Principles for Exemplary Teaching of English Learners* both advance TESOL’s role as the trusted global authority for English language teaching. Join TESOL leaders to see how these initiatives, as well as the new strategic plan, connect to you.

**Presenters:** TESOL Leadership, TESOL International Association



Wednesday, 2:00 pm–3:15 pm  
E253c (Lakeside)

### TESOL U.S. Federal Policy and Legislative Update

Join TESOL International Association staff in learning about the latest U.S. federal education initiatives, legislative efforts, and budget updates. Issues covered include ESSA, WIOA, immigration reform, and more!

**David Cutler**, TESOL International Association, USA  
**John Segota**, TESOL International Association, USA







Wednesday, 2:00 pm–3:45 pm  
E450a (Lakeside)

### Bridging the Gap Between Oral Language and Academic Literacy

Content Area: Primary and Secondary Education

Oral discussions allow students to synthesize prior knowledge as they develop content knowledge, building a bridge to written literacy. Oral language instruction is a powerful and underutilized tool for capitalizing on students' oral proficiencies to bolster reading/writing performance. This workshop models rich conversational activities that transition into written tasks.

**Annie L. Duguay**, Center for Applied Linguistics, USA  
**Marybelle Marrero-Colón**, Center for Applied Linguistics, USA



Wednesday, 2:00 pm–3:45 pm  
E450b (Lakeside)

### Creating a 2.0 Classroom in a 1.0 Class Environment

Content Area: CALL/Video/Digital Media/Technology in Education

Digital tools abound, but if you are limited on the number of computers in your classroom and/or students do not have their own devices, it can be challenging to incorporate digital literacy. In this session, explore some phone-friendly and one-computer-classroom-friendly tools, tips, and tricks.

**Glenda Rose**, Texas A&M University, USA



Wednesday, 2:00 pm–3:45 pm  
N227b (North Building)

### Discovering Assessment Tools to Engage the 21st-Century Learner

Content Area: Assessment

Leveraging the power of technology to meet assessment goals not only supports sound teaching methods but also engages today's students who require a more dynamic learning environment. By the end of this session, participants will have unpacked, analyzed, and practiced different technology tools used for assessment purposes.

**Monica L. McCuiston**, University of Kansas, USA  
**Summer Peixoto**, University of Kansas, USA



Wednesday, 2:00 pm–3:45 pm  
E353c (Lakeside)

### Social Justice and Immigrant Writers: Rethinking Student and Teacher Roles

Content Area: Writing

In this workshop, writing teachers and activists will address the current political climate by sharing activities they use in writing classrooms that examine and model activist writing. Workshop participants work on constructing their own activities that are relevant to their institutions and the activism their students are doing.

**Todd C. Ruecker**, University of New Mexico, USA  
**Genevieve Garcia de Mueller**, University of Texas Rio Grande Valley, USA  
**Marino Fernandes**, University of New Hampshire, USA  
**Christina Ortmeier-Hooper**, University of New Hampshire, USA  
**Erick Martinez**, University of New Mexico, USA  
**Mariya Tseptsura**, University of New Mexico, USA



Wednesday, 2:00 pm–3:45 pm  
E451b (Lakeside)

### The GO TO Strategies: MORE Scaffolding Options for ELL Teachers

Content Area: Primary and Secondary Education

How can teachers develop academic language while scaffolding content instruction? This workshop builds upon previous GO TO Strategies workshops by showing how academic language development occurs when teachers implement strategies that are aligned to research-based principles of instruction. Facilitators lead participants through strategy demonstrations and share a lesson-planning framework.

**Laura Lukens**, North Kansas City Schools, USA  
**Linda New Levine**, Independent, USA  
**Betty Ansin Smallwood**, Succeeding With ELLs, USA



Wednesday, 2:00 pm–4:00 pm  
E267 (Lakeside)

### How to Get Published in TESOL and Applied Linguistics Serials

This session provides authors with advice on how to get published in academic journals. Editors from a number of journals discuss what they are looking for in submissions to their journals and answer audience questions.

**Peter De Costa**, Michigan State University, USA  
**Charlene Polio**, Michigan State University, USA



3:00 pm



Wednesday, 3:00 pm–3:45 pm  
E258 (Lakeside)

### 10 Strategies to Improve Students' Listening Comprehension

Content Area: Listening

Listening is one of the most needed and the least practiced skill international students should acquire to be successful in all areas of their life. The presentation offers useful strategies on improving listening comprehension instructors could use in their classrooms.

**Olga Uzun**, North Carolina State University, USA

**Nan Clarke**, North Carolina State University, USA



Wednesday, 3:00 pm–3:45 pm  
E262 (Lakeside)

### Achieving Early Fluency via Comprehensible Input and High-Frequency Structures

Learn about the keys to early fluency in class: Keep everything comprehensible, always; orally input only high-frequency structures and vocabulary; speak at a pace that allows full comprehension; check comprehension often; and provide enough comprehensible oral input of high-frequency structures and vocabulary for students to internalize them and produce them at will.

**Cantee Seely**, Command Performance Language Institute, USA



Wednesday, 3:00 pm–3:45 pm  
E352 (Lakeside)

### Authentic Assessment: Developing Metacognitive Skills via Student Portfolios and Self-Assessments

Content Area: Assessment

Traditional assessment (e.g., multiple-choice) is an effective way to measure mastery of knowledge but cannot measure critical thinking. Authentic assessment measures ability to think critically through real-life performative tasks. By highlighting sample portfolios, the presenters introduce showcase, growth, and evaluation portfolios that can be applied across all levels and macroskills.

**Nina Y. Kang**, University of Southern California, USA

**Reka Clausen**, University of Southern California, USA



Wednesday, 3:00 pm–3:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Bridging the Saudi Student Academic Literacy Divide

**Timothy Cauller**, Lehigh University, USA



Wednesday, 3:00 pm–3:45 pm  
N139 (North Building)

### Comically Inclined: Comic Book Usage for Academic Reading

Content Area: Reading

Can comics be used to elevate student reading levels across academic genres? This study reveals the advantages of comics for multilingual freshman composition students in reading workshops conducted with thematic cycles and academic writing outcomes. Variables of clarity, cultural schemata, and engagement are presented.

**Hanna Wallace**, Cal Poly Pomona, USA

**Karen Russikoff**, Cal Poly Pomona, USA

**Edward Coronado**, Cal Poly Pomona, USA



Wednesday, 3:00 pm–3:45 pm  
E350 (Lakeside)

### Designing Effective Scoring Rubrics for Academic Tasks and Assignments

Content Area: Assessment

Rubrics are scoring tools that facilitate accurate, efficient assessment of student work and support classroom instruction by making teacher expectations and levels of performance explicit for learners. Participants examine example rubrics, identify the components of an effective rubric, and learn how to adapt rubric templates for higher education contexts.

**Heidi M. Evans**, University of Wisconsin, USA

**Kristin Dalby**, University of Wisconsin, USA



Wednesday, 3:00 pm–3:45 pm  
E264 (Lakeside)

### Digital Tasks for Interactive Language Classrooms

Pair and group work are integral parts of language learning environments. Technology, when used thoughtfully, can prompt great classroom conversation without getting in the way. Learn how the ESL Library team is developing digital tasks for in-class and remote use, meant to spur conversation and interaction between language learners.

**Ben Buckwold**, ESL Library, Canada



Wednesday, 3:00 pm–3:45 pm  
E353b (Lakeside)

### EFL Teacher and Learner Preferences: Isolated and Integrated Form-Focused Instruction

Content Area: Grammar

Using the questionnaires designed by Valeo and Spada, the study discussed here investigated EFL teacher and learner preferences for isolated and integrated form-focused instruction (FFI). The results show both teachers and learners are more favorable toward integrated than isolated FFI. However, neither group indicated a constant preference for one over the other.

**Mahmoud Abdi Tabari**, Oklahoma State University, USA





Wednesday, 3:00 pm–3:45 pm  
E253d (Lakeside)

### Help ELLs Succeed: Free Professional Development Resources for Pre-K–12 Educators

Since 2004, Colorín Colorado—a free online resource for Pre-K–12 ELL educators—has provided educators and parents with resources on literacy skills, academic content, and parent outreach. Whether you are a mainstream teacher, paraprofessional, or veteran educator who wants to be up to date, this workshop is for you.

**Giselle Lundy-Ponce**, American Federation of Teachers, USA



Wednesday, 3:00 pm–3:45 pm  
E265 (Lakeside)

### Intentional, Interactive Writing Support for Academic ELs

ELs need interactive instruction that addresses academic language voids. Rather than silently journaling or receiving misinformation from peers, Dr. Kinsella details resources for cross-curricular writing imperatives with focused rubrics; rhetorical devices for specific writing types; and brief, frequent doses of teacher-meditated practice to build competencies for longer, independent assignments.

**Katherine Kinsella**, San Francisco State University, USA



Wednesday, 3:00 pm–3:45 pm  
N138 (North Building)

### I Don't Have Culture: Engaging University Students in Intercultural Dialogue

*Content Area: Culture/Intercultural Communication*

The Department of Teacher Education and the Intensive English Program of a medium-sized university partnered to create an intercultural communication program called iLEAD (International Language Exchange and Dialogue). The presenter briefly share the theoretical framework of the iLEAD program before sharing the structure, design, and implementation of individual sessions.

**Sharon R. Tjaden-Glass**, University of Dayton, USA



Wednesday, 3:00 pm–3:45 pm  
N135 (North Building)

### Keep Your Students Tuned In: Use Music!

Learn how music can be incorporated into your classroom to decrease anxiety and increase motivation and retention. *New Ways in Teaching with Music*, the latest in TESOL Press's *New Ways* series, includes 101 classroom-ready activities for students at all levels for effective, engaging, and enjoyable language learning.

**Jean Arnold**, Victoria University of Wellington, New Zealand

**Elena Shvidko**, Utah State University, USA

**Nadezda Pimenova**, Purdue University, USA

**Stacie Swinehart**, University of Nebraska–Lincoln, USA

**Ann Bouma**, University of Nebraska–Lincoln, USA

**Timothy Janda**, University of Nebraska–Lincoln, USA

**Crystal Bock Thiessen**, University of Nebraska–Lincoln, USA

**Emily Herrick**, University of Nebraska–Lincoln, USA



Wednesday, 3:00 pm–3:45 pm  
E256 (Lakeside)

### Idioms? Piece of Cake With Concept Maps, Games, and More

In a pickle teaching idioms? With Idioms as the sample topic, the presenter demonstrates this online platform that engages students with animated movies, games, concept maps, and more. Take the bull by the horns and teach language and content with fun, creative tools and resources.

**Beverly E. Fine**, BrainPOP, USA



Wednesday, 3:00 pm–3:45 pm  
N131 (North Building)

### Promoting Active Vocabulary Learning Using Context Clues in Academic Writing

Emphasizing the interconnection between academic reading and writing, the presenters discuss ways of engaging students in using context clues as an effective strategy to promote active vocabulary learning and use in academic writing.

**Wendy Wang**, Eastern Michigan University, USA

**Kay Stremler**, Eastern Michigan University, USA

**Susan Ruellan**, Eastern Michigan University, USA

**Martina Syrova**, Eastern Michigan University, USA



Wednesday, 3:00 pm–3:45 pm  
N230b (North Building)

### Innovations for Online Discussion Boards for Teacher Education

*Content Area: Teacher Training*

In TESOL teacher education classes, online discussion promotes interaction and learning, yet students often find the questions and overall format to be monotonous and unengaging. In this session, two MA TESOL program directors provide practical approaches to reinvent the online discussion forum for optimal learning and engagement to occur.

**Jennifer Hirashiki**, Westcliff University, USA

**Tasha M. Bleistein**, Azusa Pacific University, USA



Wednesday, 3:00 pm–3:45 pm  
E253b (Lakeside)

### Providing Refugees With the Tools for U.S. Citizenship and Life

This session explores the issues refugees face in the United States and provides solid instructional approaches to address their needs.

**Shawn Chakrabarti**, U.S. Department of Homeland Security, Office of Citizenship, USA



Invited Speaker



Networking Session



Practice-Oriented



Research-Oriented



Teaching Tip



Ticketed Event



Workshop



Wednesday, 3:00 pm–3:45 pm  
E255 (Lakeside)

### Students First, Always: Activating Learner-Centered Instruction Through Online Learning

Overview of the Students First, Always philosophy and how it's behind Anaheim University's online certificate, master's, and doctoral TESOL programs. Courses are taught in small classes online with residential sessions by a world-class faculty (David Nunan, Hayo Reinders, Rod Ellis, Kathleen Bailey, Denise Murray, MaryAnn Christison, Andy Curtis, and more.)

**David Bracey**, Anaheim University, USA



Wednesday, 3:00 pm–3:45 pm  
N140 (North Building)

### TED Talks: Why Ideas Matter

Ideas inspire us, transform our understanding of the world, and bring the classroom to life. In this session, we explore how language lessons based upon relevant ideas from TED Talks motivate students to communicate confidently in English and fully prepare them for success in their academic, professional, and social lives.

**Anders Bylund**, National Geographic Learning, USA

**Ian Martin**, National Geographic Learning, USA



Wednesday, 3:00 pm–3:45 pm  
E451a (Lakeside)

### The Dictionary as Data: English and the Online Dictionary

What makes a person look up a word? Looking up a word in the dictionary is an intimate act for each of us, but the words looked up by millions of users tell a surprising story about English. Online searches of words show the intersection of vocabulary and culture.

**Peter Sokolowski**, Merriam-Webster, USA



Wednesday, 3:00 pm–3:45 pm  
E271b (Lakeside)

### The STAR Framework: Toward More Communicative Classes

*Content Area: Speaking*

The presenters show the results of the implementation of the STAR framework used to teach EFL classes. The participants leave with ideas on how to enhance students' oral abilities and boost their confidence, autonomy and participation through the successful use of the framework incorporating the TBI methodology.

**Cynthia Olivares**, Universidad Nacional de Costa Rica, Costa Rica

**Verónica Brenes**, Universidad Nacional de Costa Rica, Costa Rica

**Lena Barrantes**, Universidad Nacional de Costa Rica, Costa Rica



Wednesday, 3:00 pm–3:45 pm  
E351 (Lakeside)

### Using Can-Do Statements in a Simulation-Based ESL Classroom

*Content Area: Writing*

The session explores the incorporation of the ACTFL Can-Do Statements (2015) in the context of simulation-based ESL composition classes, provides specific examples of activities, and demonstrates how Can-Do statements for presentational speaking and writing lead to increased motivation, heightened awareness, self-reflection and objective self-assessment of these skills.

**Galina Shleykina**, Miami University, USA

**Gene Halleck**, Oklahoma State University, USA



Wednesday, 3:00 pm–3:45 pm  
N136 (North Building)

### Using Digital Storytelling to Foster EFL Learners' Writing Skills

*Content Area: CALL/Video/Digital Media/Technology in Education*

This presentation explores ways in which digital storytelling becomes an effective teaching strategy to help EFL learners improve their writing skills. The presenters share their experience using digital storytelling in a current bilingual project held in some Colombia coffee region towns. Participants leave with samples to implement in their contexts.

**Samir Andres Villalobos Guzman**, Universidad de Caldas, Colombia

**Mauricio Arango**, Universidad de Caldas, Colombia



Wednesday, 3:00 pm–3:45 pm  
E263 (Lakeside)

### What Innovation in the Classroom Can Look Like

Buzzwords come and go, as do arguments for pedagogical shifts. What if innovation in the classroom involved the marriage of solid teaching principles and genuinely useful content and skills development for 21<sup>st</sup> century students? In this session the presenter examines some materials that facilitate positive innovation in the classroom.

**Nicole Graham**, English Central, Canada



Wednesday, 3:00 pm–3:45 pm  
E353a (Lakeside)

### Where to Start If You Want to Teach Pronunciation

*Content Area: Pronunciation*

Because of the lengthy sovereignty of Communicative Language Teaching, pronunciation is often deemphasized or ignored. Teachers who want to include pronunciation do not know where to begin. In this interactive presentation, participants learn guidelines for working on pronunciation as they create simple activities that works in their teaching context.

**Charles Hall**, Alfaisal University, Saudi Arabia

**Dawn Arrol**, University of Miami, USA





Wednesday, 3:00 pm–4:45 pm  
N127 (North Building)

### Action Research in the Adult Education Classroom

Teachers are informed by research, and they can also be researchers thanks to their frequent contact with learners. However, not all teachers are well trained in research. It is imperative for teachers to be supported in carrying out quality action research. This session gives participants approaches to conducting action research.

- Thu Tran**, Missouri University of Science and Technology, USA
- Elizabeth A. Evans**, Burlington High School, USA
- Yilin Sun**, South Seattle College, USA
- Sarina C. Molina**, University of San Diego, USA



Wednesday, 3:00 pm–4:45 pm  
N137 (North Building)

### Bringing a Critical Lens to Theory and Praxis in Applied Linguistics

This panel bring several scholars into dialogue to consider the central questions raised by critical approaches to applied linguistics. Calling into question fundamental assumptions about what we mean by language, language competence, and context, the panel addresses how a critical approach impacts research and teaching in TESOL.

- Kathryn M. Howard**, California State University, San Bernardino, USA
- Elizabeth Miller**, University of North Carolina, USA
- Christian W. Chun**, University of Massachusetts, USA
- Suhanthie Motha**, University of Washington, USA



Wednesday, 3:00 pm–4:45 pm  
Technology Showcase Area in Expo Hall (Lakeside Center)

### Education Standard 2e, Teacher Training, Technology, Apps, and Digital Resources

Considering the 2017 TESOL Draft Teacher Education Standard 2e, the CALL-IS and TEIS panel showcase what pre- and in-service teachers need to know about uses of technology, apps, and digital resources to assist teachers in their lessons, activities, instruction, assessments, and communication with coteachers, supervisors, students and families, and the leadership.

- Christine N. Sabieh**, Notre Dame University, Lebanon
- Connie Jo Mitchell**, Prince Sultan University, Saudi Arabia
- Kristen M. Lindahl**, University of Texas at San Antonio, USA
- Damaris Gutierrez**, University of Texas at San Antonio, USA
- Martha Sidury Christiansen**, University of Texas at San Antonio, USA
- Christel Broady**, Georgetown College, USA



Wednesday, 3:00 pm–4:45 pm  
N133 (North Building)

### ELs and the Seal of Biliteracy: Access and Achievement

*Content Area: Bilingual Education*

The Seal of Biliteracy acknowledges students who demonstrate bilingualism in English and another language prior to high school graduation. This panel explores the implications for ELs with presenters sharing unique perspectives on how states, districts, and schools leverage the Seal of Biliteracy to promote English language development and biliteracy.

- Amy Heineke**, Loyola University Chicago, USA
- Kristin Davin**, University of North Carolina at Charlotte, USA
- Luis Narvaez**, Chicago Public Schools, USA
- Justin Fisk**, Stevenson High School District, USA
- Arthur Chou**, SealofBiliteracy.org, USA
- Amy Bedford**, Loyola University Chicago, USA



Wednesday, 3:00 pm–4:45 pm  
N227a (North Building)

### ELT and Social Justice Within the Current Political Milieu

English teaching is not value-neutral. It has political, racial, and colonial foundations, and in the current political climate, ELTs find themselves at the epicenter of tensions within classrooms, teacher's lounges, and ourselves. In this session, panelists explore how best to support international students, immigrant students, their families, and each other.

- Carter A. Winkle**, Barry University, USA
- Maitham Al Lami**, Barry University, USA
- Anne Marie Foerster Luu**, Montgomery County Public Schools, USA
- Lejla Bilal-Maley**, Antioch University, USA
- Laura Jacob**, Mt. San Antonio College, USA



Wednesday, 3:00 pm–4:45 pm  
E253a (Lakeside)

### English for Hope: Toward Peace and Understanding in Latin America

*Content Area: Social Responsibility/Sociopolitical Concerns*

Building a hopeful future, regardless of violence/conflicts, is the mission of English teachers in Latin-America. We need to create welcoming environments of peace, safety, and compassion to support our students' learning. Presenters discuss experiences, strategies to deal with violence, and the construction of a positive outlook through these hard times.

- Grazzia Maria Mendoza Chirinos**, HELTA Honduras TESOL, Honduras
- Araceli Salas**, Benemerita Universidad Autonoma de Puebla, Mexico
- Elizabeth Ortiz**, World English Institute, Ecuador
- Evelin Suij-Ojeda**, VENTESOL, Venezuela
- Mauricio Arango**, Universidad de Caldas, Colombia
- Mary Scholl**, Centro Espiral Mana, Costa Rica
- Gabriel Diaz Maggioli**, Teacher Education Council, Uruguay





Wednesday, 3:00 pm–4:45 pm  
N228 (North Building)

### Enhancing ELs' Speaking Skills Through Metrical Phonology

*Content Area: Pronunciation*

Close analyses of metrical phonology in teaching speaking skills in the ESOL classroom has not been proposed before. The study discussed fills that hole by developing a lesson plan that integrates generative metrical theories in teaching L2 English speaking skills. Results showed that students favored this approach.

**Xingzhong Charles Li**, Central Washington University, USA



Wednesday, 3:00 pm–4:45 pm  
N230a (North Building)

### Learn to Innovate: Ideas for Growing Your English Language Program

To prepare for lean times and stay robust during good times, progressive administrators of both flush and struggling programs continually look for innovative ways to grow their programs. Panelists in this session describe innovations they have piloted, discuss the implementation and marketing of these innovations, and evaluate their success.

**Elizabeth Gould**, University of Kansas, USA

**Sandra M. Issa**, University of Kansas, USA

**Elizabeth Iannotti**, LaGuardia Community College, USA

**Jill Fox**, Creighton University, USA

**Ketty Reppert**, Kansas State University, USA

**Johanna Gleason**, San Diego State University, USA



Wednesday, 3:00 pm–4:45 pm  
N229 (North Building)

### Preparing Next Generation of Multilingual Teachers: Partnership With Guangdong University

*Content Area: K–12 Teacher Education*

The panel present their sustainable partnership of preservice MA in Teaching students from China and the USA. The innovative model produced state-licensed teachers who are teaching Mandarin in a dual-immersion class in US. Candidates are assessed and instructed in English with the additional support of the academic English program.

**Rebecca T. Valdovinos**, George Fox University, USA

**Carol Brazo**, George Fox University, USA

**Huiyin Li**, Guangdong University of Foreign Studies, China

**Yu Jiang**, Guangdong University of Foreign Studies, China



Wednesday, 3:00 pm–4:45 pm  
E260 (Lakeside)

### Research and Practice: More Than Meets the Eye

The Research Professional Council's aim is to highlight the relationship between research and practice, too often taken for granted but seldom unveiled. Four groups of researchers and practitioners present and discuss their collaboration and the lessons learnt on both sides as well as the implications for research and education.

**Lucilla Lopriore**, Roma Tre University, Italy

**Peter De Costa**, Michigan State University, USA

**Meg Gebhard**, University of Massachusetts, Amherst, USA

**Margaret Hawkins**, University of Massachusetts-Amherst, USA

**Paula Golombek**, University of Florida, USA



Wednesday, 3:00 pm–4:45 pm  
N126 (North Building)

### Targeting Professional Communication Skills for International Dialogue

*Content Area: Leadership*

The panel introduces a multinational collaborative ESP project and curriculum to standardize professional communication skills training events for a flagship U.S State Department education initiative. Participants receive access to the curriculum and all materials which can be adapted to a variety of educational settings.

**Ami Christensen**, English Language Fellow Program, USA

**Donna Brinton**, English Language Specialist Program, USA

**Rawiwan Bupphanhasamai**, Chulalongkorn University Language Institute, Thailand

**Mari M. Bodensteiner**, English Language Fellow Program, USA

**Kim Chilmonik**, English Language Fellow Program, Cambodia

**Eric Wenninger**, English Language Fellow Program, Viet Nam



Wednesday, 3:00 pm–4:45 pm  
N128 (North Building)

### Teachers of Color Use Testimonios to Narrate Their Teaching Experiences

*Content Area: Culture/Intercultural Communication*

Four teachers of color use their *testimonios* to explore how teaching English, as a colonizing and colorblind language, within the United States and overseas intersects issues of gender, race/ethnicity, language accent, colorism, phenotype, and sexual orientation. The participants share how they developed a pedagogy of resistance and hope.

**Juan A. Rios**, Bradley University, USA

**Veronica Forte**, University of Panama, Panama

**Talibah Sun**, U.S. Embassy of Colombia, Colombia

**Brittany Horton**, Bradley University, USA





Wednesday, 3:00 pm–4:45 pm  
N129 (North Building)

### Transdisciplinarity in ITA Research and Practice

This Intersection introduces a transdisciplinary framework for ITA research that draws on studies in Applied Linguistics. Presenters share ITA findings from discourse analysis, communities of practice, and course logic perspectives, weaving a nuanced picture of academic interaction, the communities in which ITAs socialize, and the process of instructional planning.

- Maria B. Mendoza**, Florida State University, USA
- Shereen Bhalla**, Center for Applied Linguistics, USA
- Greta Gorsuch**, Texas Tech University, USA
- Dale Griffie**, Texas Tech University, USA
- Gordon Tapper**, University of Florida, USA

4:00 pm



Wednesday, 4:00 pm–4:20 pm  
N136 (North Building)

### Responding to Student Writing By Using Categorized, Color-Coded Comments

*Content Area: Writing*

The presenter demonstrate an approach to responding to student writing that is based on the idea of categorizing and color-coding feedback comments. The presenter suggests that this approach may help students better understand the point of each teacher comment as well as identify their most frequently occurring writing issues.

- Elena Shvidko**, Utah State University, USA



Wednesday, 4:00 pm–4:45 pm  
E353a (Lakeside)

### 60-Second Podcasts: Connecting Text, Activity, and Student Learning Outcomes

*Content Area: Listening*

The purpose of this practice-oriented presentation is to provide teachers with guidelines to create engaging web-based listening activities using short podcasts. The presenters share how to choose an appropriate text and design items that are connected to student learning outcomes.

- Dawn McCormick**, University of Pittsburgh, USA
- Heather L. McNaught**, University of Pittsburgh, USA



Wednesday, 4:00 pm–4:45 pm  
E350 (Lakeside)

### A Faculty Development Model to Support Nonnative-English-Speaking Students

*Content Area: Leadership*

This presentation reports the findings of a faculty development initiative to support nonnative-English-speaking students. This research began with a campus-wide survey on faculty and student attitudes toward these students. The presenters report the survey findings and then describe a faculty development model created by a faculty learning community.

- Dawn M. Bikowski**, Ohio University, USA
- Talinn Phillips**, Ohio University, USA



Wednesday, 4:00 pm–4:45 pm  
E451a (Lakeside)

### Application of Artificial Intelligence in English Language Teaching and Learning

Using artificial intelligence in English language teaching and learning is the future of TESOL. This session, jointly presented by experts in artificial intelligence and TESOL, shares the results of a longitudinal study among 14 million students in 13,000 schools in China. Technological guidance and pedagogical suggestions are discussed.

- Jun Liu**, Stony Brook University, USA
- Qifeng Zhu**, Suzhou Qingrui Information and Technology Company, China
- Zhihong Huang**, Guangdong Academy of Education, China



Wednesday, 4:00 pm–4:45 pm  
E264 (Lakeside)

### Creating Activities for the Academic English Classroom From TOEFL® Resources

Use TOEFL's free online resources to create classroom activities that will help your students improve their academic English. By adapting actual TOEFL materials, you can increase students' ability to succeed in the higher education classroom. Presenters review sample activities and discuss the use of rubrics to reinforce learning objectives.

- Marian N. Crandall**, Educational Testing Service, USA



Wednesday, 4:00 pm–4:45 pm  
E263 (Lakeside)

### Critical Thinking, Skills, and Language Development in EAP

Work on global skills, like making presentations and writing essays, must be done in tandem with the development of critical thinking and subskills (e.g., using intonation patterns expressing attitude and using hedging structures). In doing this, the new edition of *Skillful* excels in preparing students for their future studies.

- Nicole Graham**, English Central, Canada





Wednesday, 4:00 pm–4:45 pm  
N135 (North Building)

### Differentiated Discourse: A Strategic Approach to Expressive Language Production

*Content Area: Primary and Secondary Education*

The presenter shares practical resources and tools developed during years of coaching teachers, schools, and districts with ELL programs. In particular, this presentation examines scaffolding of language and task, and the modification of expressive language for targeted language growth. This presentation includes hands-on practice analyzing oral language and writing samples.

**Alexandra S. Guilamo**, TaJu Educational Solutions, LLC, USA



Wednesday, 4:00 pm–4:45 pm  
E353c (Lakeside)

### Modifying the Test: Making Classroom Assessments Accessible for ELs

*Content Area: Assessment*

Knowing how to modify assessments for ELs is an important task that is also essential to many instructional models, such as SIOP. This presentation explores approaches to assessment adaptation in a middle school social studies classroom while looking at student achievement and student feedback regarding each type of assessment.

**Tatyana Vdovina**, Center for Applied Linguistics, USA



Wednesday, 4:00 pm–4:45 pm  
E262 (Lakeside)

### Help ELLs Cross the Finish Line: Practice for Successful Assessment

This presentation offers support for your LEP students by providing practice in the format and types of questions found on your local assessments.

*Finish Line for ELLs* gives practice in multiple-choice, written response, and oral response questions across four domains—listening, reading, writing, and speaking. The practice is presented as online or print accessible.

**Eric Beck**, Continental, USA



Wednesday, 4:00 pm–4:45 pm  
E351 (Lakeside)

### Moving an EAP Writing Class Online: Rationale, Process, and Recommendations

*Content Area: Writing*

Developing online EAP writing courses presents technological and pedagogical advantages and challenges. Keeping this in mind, this presentation describes the process of converting an existing face-to-face EAP course to an online version. It demonstrates course components and features that make it a sound alternative to a face-to-face class.

**Dmitri Stanchevici**, George Washington University, USA

**Megan Siczek**, George Washington University, USA

**Natalia Dolgova**, George Washington University, USA



Wednesday, 4:00 pm–4:45 pm  
E253d (Lakeside)

### IEPs: Varied Approaches

A panel of IEP experts shares the common components and varied approaches to designing and administering an IEP, including topics on structures, benefits and costs, and accreditation.

**Joann Ng Hartmann**, NAFSA: Association of International Educators, USA

**Jeff Hutcheson**, ELS Educational Services, Inc., USA

**Patricia Juza**, University of Colorado Boulder, USA

**Jim Hamrick**, University of Tennessee, Knoxville, USA



Wednesday, 4:00 pm–4:45 pm  
N131 (North Building)

### Native American Boarding Schools: The Continent's First ESL Immersion Program

Inspired by first hearing her grandfather's ancestral language spoken in 1980, the presenter explores the history of Native American boarding schools, including their role in education today. The presenter discusses the societal impact boarding schools have had and what this means to ELLs and Native education in current contexts.

**Joan A. Johnston Nelson**, WAESOL, USA



Wednesday, 4:00 pm–4:45 pm  
E256 (Lakeside)

### Michigan's Placement/Progress Tests for Students from CEFR A1 to C1

Looking for reliable, flexible, affordable tests for multilevel language programs? The Michigan English Placement Test (formerly CaMLA EPT), Writing Test, and Speaking Test can be used singly or in combination for initial placement and also after an instructional program to demonstrate student progress and the achievement of your program goals.

**Mickey Bonin**, CaMLA, USA



Wednesday, 4:00 pm–4:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Self-Publishing/Self-Distribution: CreateSpace, TeachersPayTeachers, and Kindle, Oh My!

**Walton Burns**, English Advantage, USA







Wednesday, 4:00 pm–4:45 pm  
E258 (Lakeside)

### Taking Notes in an L2: A Pedagogic Model

*Content Area: Action/Classroom-Based Research*

Instructional practices and guidance for note-taking exist are lacking in the literature and teacher manuals. This presentation reports on an intervention study that introduced scaffolded note-taking instruction. The presenter describes the note-taking instruction, discusses findings from pre/postinstruction tests, and uses examples of student work to illustrate changes in note-taking behavior.

**Joseph Siegel**, Örebro University, Japan



Wednesday, 4:00 pm–4:45 pm  
N139 (North Building)

### Turning Listening on Its Ear: How to Improve Listening Comprehension

*Content Area: Listening*

Have you ever felt as if the activities in listening textbooks include only listening *tests* with little guidance on teaching students *how* to listen? This session is for anyone interested in improving students' listening comprehension. Learn the listening process, listening activities, and pronunciation activities surprisingly useful for listening comprehension.

**Melinda G. Brown-Mason**, North Kansas City Schools Adult Education and Literacy, USA



Wednesday, 4:00 pm–4:45 pm  
N230b (North Building)

### Teacher Candidates Learn to Teach From EL Students' Lives

*Content Area: Teacher Training*

This session explores how teacher candidates in a Second Language Methods course used photovoice with K-5 ELs. They practiced how to build comprehensible input, how to scaffold academic conversations, how to elicit student thinking, and how to connect the diverse personal experiences and background knowledge of ELs to content instruction.

**Susan H. Atkins**, University of Michigan, USA



Wednesday, 4:00 pm–4:45 pm  
E352 (Lakeside)

### Tutor Training: Helping the University Writing Center Support ELs

*Content Area: Teacher Training*

University writing centers often grapple with how to support ELLs' academic writing. This session models an inclusive ELL training for writing center tutors. Participants engage with lesson plans and materials, and leave with ideas to help their university's writing center work with ELL writers more effectively.

**Sara M. Gramley**, Brown University, USA

**Anne Kerkian**, Brown University, USA



Wednesday, 4:00 pm–4:45 pm  
E265 (Lakeside)

### The New and Improved Teacher's Guide to IELTS

In Summer 2018, IELTS USA will launch a 1.5 day workshop with ESL professionals interested in learning about IELTS. The presenter preview prep course development resources and sample curriculum. The new teacher workshop includes examples of short- and long-term prep course materials and templates, and offer complimentary resources.

**Kate McKeen**, IELTS USA, USA



Wednesday, 4:00 pm–4:45 pm  
E253b (Lakeside)

### Understanding the Naturalization Process for ESL and Citizenship Teachers

This session walks teachers through each step of the naturalization process from obtaining a Green Card to the naturalization oath ceremony.

**Kelton Williams**, U.S. Department of Homeland Security, Office of Citizenship, USA



Wednesday, 4:00 pm–4:45 pm  
E255 (Lakeside)

### The Right Blend: Digital Differentiation for Language, Literacy, Content Achievement

ELLs face increasing pressure to acquire English fluency rapidly, while gaining proficiency in content learning. This interactive session provides comprehension, vocabulary, and fluency strategies that integrate language learning with core content. Supportive print and digital text criteria are emphasized. Close achievement gaps for ALL diverse learners with the right blend!

**Jennifer K. Boyle**, Benchmark Education Company, USA





Wednesday, 4:00 pm–5:45 pm  
E450a (Lakeside)

### A Collaborative, Peer-to-Peer Approach to Instructional Development and Observation

*Content Area: Personal and Professional Development*

We developed this peer observation process because we desired an effective instructional dialogue between our pathway program EAP colleagues that is collaborative, supportive of self-reflection, and mutually beneficial. This workshop's aim is to engage participants considering a similar approach at their institutions.

**Carolyn Heacock**, University of Kansas, USA

**Baiba Šedriks**, University of Kansas, USA

**Summer Peixoto**, University of Kansas, USA

**Melissa Stamer-Peterson**, University of Kansas, USA

**Marina Greene**, University of Kansas, USA



Wednesday, 4:00 pm–5:45 pm  
E451b (Lakeside)

### Differentiated Writing Instruction: Synthesizing English Language Arts and ESL Principles

*Content Area: Writing*

Because of demanding content standards, K–12 teachers must emphasize the development of writing abilities in ELs and non-ELs alike. This workshop guides teachers and teacher educators in synthesizing principles from English language arts and ESL to design assignments reflecting differentiated expectations for ELs at differing levels of language development.

**Suzanne Swiderski**, University of Wisconsin-Parkside, USA

**Shelley Fairbairn**, Drake University, USA



Wednesday, 4:00 pm–5:45 pm  
E450b (Lakeside)

### Accelerating Access to Careers Through Contextualized Instruction

*Content Area: Materials/Curriculum Development*

Adult immigrants experience many hurdles in reaching their career goals. Embedding English language instruction with workforce training accelerates ELLs toward careers and family-sustaining wages. Learn how two career pathways were developed with inspiration from national standards. Participants experience and create a contextualized lesson and receive steps for pathway design.

**Heather Tatton-Harris**, Carlos Rosario International Public Charter School, USA

**Rosemary Downing**, Carlos Rosario International Public Charter School, USA

**Erin Ellingson**, Carlos Rosario International Public Charter School, USA

**Kaylin Wainwright**, Carlos Rosario International Public Charter School, USA



Wednesday, 4:00 pm–5:45 pm  
E353b (Lakeside)

### Integrating Language and Content: Training ESL, EFL, and CLIL Teachers

*Content Area: Teacher Training*

This panel explores how educators in four countries train preservice and in-service teachers to integrate language and content within different program models: sheltered instruction (ESL/SIOP), content-based EFL, and content and language integrated learning (CLIL). Panelists present methods and research findings. Discussion compares designs, examines challenges, and offers tips.

**Baburhan Uzum**, Sam Houston State University, USA

**Lucilla Lopriore**, Roma Tre University, Italy

**Lourdes Rey Paba**, Universidad del Norte, Colombia

**Deborah Short**, Academic Language Research & Training, USA

**Gabriela Kleckova**, University of West Bohemia, Czech Republic



Wednesday, 4:00 pm–5:45 pm  
N227b (North Building)

### Activities for Building Intercultural Communication Skills Among IEP Students

*Content Area: Culture/Intercultural Communication*

Building intercultural communicative competence in the IEP classroom helps students work together and make sense of their encounters outside the classroom. This workshop-style presentation introduces teachers to a set of classroom activities that have a focus on building intercultural communicative competence while simultaneously developing language skills.

**Bruce Rindler**, Boston University, USA

**Joe McVeigh**, Saint Michael's College, USA



Wednesday, 4:00 pm–5:45 pm  
N231 (North Building)

### L2 Writing Teacher Preparation and Development in International Contexts

*Content Area: Teacher Training*

This panel explores L2 writing teacher education through the complex layers of L2 writing in global contexts. Presenters address a range of research and pedagogical issues in the area of writing instruction, which is influenced by various local factors such as the L1 writing tradition and approaches to teacher training.

**Sarah A. Henderson Lee**, Minnesota State University, USA

**Tanita Saenkhum**, University of Tennessee, Knoxville, USA

**Alev Özbilgin Gezgin**, Middle East Technical University, Northern Cyprus Campus, Turkey

**Betil Eröz Tuğa**, Middle East Technical University, Northern Cyprus Campus, Turkey

**Lourdes Cerezo**, Universidad de Murcia, Spain

**Alan Hirvela**, Ohio State University, USA

**Lisya Seloni**, Illinois State University, USA





Wednesday, 4:00 pm–5:45 pm  
N140 (North Building)

### Sustaining Dialogues About the Knowledge-Base of Language Teacher Education

*Content Area: Teacher Training*

Returning to dialogues about reconceptualizing the knowledge-base of LTE, the presenters addresses how the landscape of ELT and LTE has changed over the past 20 years and what a new framework for the knowledge-base of LTE needs to address for an increasingly diverse, mobile, and globalized world.

- Karen Johnson**, Pennsylvania State University, USA
- Donald Freeman**, University of Michigan, USA
- Megan Madigan Peercy**, University of Maryland, USA
- Judy Sharkey**, University of New Hampshire, USA
- Russell Cross**, University of Melbourne, Australia
- Paula Golombek**, University of Florida, USA
- Lucilla Lopriore**, Roma Tre University, Italy

5:00 pm



Wednesday, 5:00 pm–5:20 pm  
N139 (North Building)

### Gamification in Extensive Reading for Reluctant Readers

*Content Area: Reading*

Motivating reluctant readers for extensive reading is always challenging for teachers, but the tools of gamification can make it more successful. Drawing on research conducted at a university in the Arabian Gulf, the presenter shares how elements of gamification are working to successfully motivate reluctant readers to read extensively.

**Amanda C. Bradford**, Zayed University, United Arab Emirates



Wednesday, 5:00 pm–5:45 pm  
E258 (Lakeside)

### Artificial Intelligence in Education: Panacea or Pandora's Box?

*Content Area: CALL/Video/Digital Media/Technology in Education*

Students, meet your new teacher, Mr. Robot. In some laboratories around the world, scientists are developing highly programmed machines that are guided by artificial intelligence software. The presenter explains what artificial intelligence in education is and sets out the arguments against it.

**Nara Avtandilyan**, Algonquin College of Kuwait, Kuwait



Wednesday, 5:00 pm–5:45 pm  
N228 (North Building)

### Building Bridges: Combining IEP and Academic Content Courses

*Content Area: Action/Classroom-Based Research*

Students from IEP programs often have trouble integrating into academic content courses once completing their IEP coursework. This presentation demonstrates how colleges can create academic bridge programs for these students and highlights the positive outcomes for not only the international students, but also the domestic students and all faculty involved.

- Renate Sorg**, Green River College, USA
- Megan Reiser**, Green River College, USA



Wednesday, 5:00 pm–5:45 pm  
E351 (Lakeside)

### Building Community in First-Year Composition Courses Through Collaborative Writing Projects

*Content Area: Writing*

Writing reviews is an authentic way to involve first-year composition students in their community while providing an assignment that is engaging and challenging. Collaborative writing facilitates social interaction, autonomy, creativity, and problem-solving. Presenters share lesson plans, videos, and tips for implementing, scaffolding, and adapting this exciting group project.

- Kayla Landers**, Lehigh University, USA
- Mary E. Newbegin**, Lehigh University, USA



Wednesday, 5:00 pm–5:45 pm  
E352 (Lakeside)

### Building on the Building Blocks of Language

*Content Area: Vocabulary/Lexicon*

When students encounter new multiword expressions or lexical bundles, the patterns of their uses can be informative for teachers and students. Teachers need to be aware of how such language building blocks are most effectively taught and learnt, and use their knowledge to inform practical classroom techniques.

- Eli Hinkel**, Seattle Pacific University, USA
- Randi Reppen**, Northern Arizona University, USA





Wednesday, 5:00 pm–5:45 pm  
N227a (North Building)

### Did You Get It?: An Approach to Authentic Listening

*Content Area: Listening*

This workshop presents an approach that encourages intensive, interactive, and responsive listening. By participating in realistic conflict-resolution role-plays, intermediate and advanced students develop top-down listening skills while recognizing their own listening practices. Participants leave with a modifiable lesson plan and an approach to meaningful, goal-focused listening instruction.

**Mary Ritter**, American Language Institute, USA

**Abby Porter Mack**, American Language Institute, USA



Wednesday, 5:00 pm–5:45 pm  
E350 (Lakeside)

### Online Resources Supporting International Graduate Student Writing

*Content Area: Writing*

The presenter introduces 10 websites selected as favorites by groups of students who regularly complete online exercises for independent practice with academic vocabulary, grammar, and punctuation to support development of advanced writing skills. Find out which sites were rated as most engaging and helpful, and see highlights from each.

**Patricia A. Pashby**, University of Oregon, USA



Wednesday, 5:00 pm–5:45 pm  
E267 (Lakeside)

### Discussing Issues in ESP Pedagogy and the School of Pharmacy

*Content Area: Materials/Curriculum Development*

International students in the School of Pharmacy must learn to communicate successfully in professional settings. Unfortunately, international students have few opportunities to develop their professional English. In this session, participants discuss how university IEPs can meet the language needs of students in pharmacy and other professional schools.

**Marcellino A. Berardo**, University of Kansas, USA



Wednesday, 5:00 pm–5:45 pm  
N230b (North Building)

### Open Badges: A New Way to Prove Skills

*Content Area: Personal and Professional Development*

In an increasingly competitive job market, how can you ensure credentials stand out? Open badges are a new way of recognising and credentialing skills and experience beyond the key planks on a CV. The presenters discuss what badges are, the value they add, and how they can be used.

**Mary Whiteside**, Cambridge English Language Assessment, United Kingdom



Wednesday, 5:00 pm–5:45 pm  
N226 (North Building)

### Read, Write, Cite: Discussing Research Methods at the Lower Levels

*Content Area: Writing*

Instruction in the use and documentation of source material is often seen as the domain of upper-level English language writing instructors. This dialogue focuses on an alternative view—the idea that it is almost never too early to begin teaching the conventions surrounding the use of sources.

**Timothy Janda**, University of Nebraska–Lincoln, USA

**Crystal Bock Thiessen**, University of Nebraska–Lincoln, USA



Wednesday, 5:00 pm–5:45 pm  
E263 (Lakeside)

### Fast Facts About IEPs: Snapshot of EnglishUSA Membership and Benefits

Panelists present comprehensive information from EnglishUSA member IEPs, including program statistics and overviews of enrollment, length and structure, and staffing and curriculum. In addition, the panelists discuss the highlights of the benefits of membership, including tools that faculty, staff, and teachers can use to engage with others.

**Cheryl L. Delk-Le Good**, English USA, USA

**Bessie Karras-Lazaris**, California State University, Northridge, USA

**Lisa Besso**, UTP High Schools, USA



Wednesday, 5:00 pm–5:45 pm  
E353c (Lakeside)

### Reading and Writing Translanguaging Strategies for Secondary ELLs

*Content Area: Bilingual Education*

Secondary ELLs often struggle with reading and writing. Drawing on students' home languages and cultures helps students build literacy and affirms their identities. The presenters demonstrate ways secondary teachers can use translanguaging strategies, including cultural graffiti boards, cultural Venn diagrams, bilingual texts, and I Am From poems to motivate students.

**David Freeman**, University of Texas Rio Grande Valley, USA

**Yvonne Freeman**, University of Texas Rio Grande Valley, USA

**Mary Soto**, California State University, Eastbay, USA



Wednesday, 5:00 pm–5:45 pm  
E264 (Lakeside)

### Gamification and Practical Application for EFL Learners

Keeping students actively engaged in lessons can often be a challenge for teachers. Gamification creates a motivating environment for learners of all ages and provides opportunities for autonomous learning and cognitive development. Students will view learning as a more enjoyable experience while teachers can collect valuable information on their progress.

**George Kokolas**, Express Publishing, United Kingdom





Wednesday, 5:00 pm–5:45 pm  
N138 (North Building)

### Smile! You're in America!: Cultural Views on Smiling

*Content Area: Culture/Intercultural Communication*

The exhortation to smile is pervasive in American culture, from school yearbook photos to job interviews. But how do others around the world feel about smiling? The presenter discusses recent intercultural research in psychology and demonstrates four classroom activities for raising awareness of cultural views of this nonverbal communicative behavior.

**Joan Bartel**, Humber College Institute of Technology & Advanced Learning, Canada



Wednesday, 5:00 pm–5:45 pm  
E265 (Lakeside)

### Spreading the Word: Empowering Teachers in the Communications Age

After years of misinformation, it's time for teachers to stand up for themselves and let everyone know what a great job they're doing. In this session, the presenter destroys the myth of America's failing public schools and set out an agenda to make sure that everyone soon agrees that all teachers, especially EL educators, should be better paid and more appreciated!

**Daniel Ward**, *Language Magazine*, USA



Wednesday, 5:00 pm–5:45 pm  
E353a (Lakeside)

### Sustaining Digital Dialogues Through Podcasting

*Content Area: CALL/Video/Digital Media/Technology in Education*

Podcasting is an engaging way for students to focus on pronunciation, grammar, and organization while creating content for an authentic audience. In this session you hear sample podcasts from students of different levels, then explore how to scaffold a podcasting assignment for your own class.

**Elizabeth Wadell**, Berkeley City College, USA

**Anna Cortesio**, Laney College, USA



Wednesday, 5:00 pm–5:45 pm  
E255 (Lakeside Center)

### Technology Use in Community Colleges: Where Is It?

*Content Area: Personal and Professional Development*

This presentation reports on findings from an electronic Delphi study on the use of technology in California community college credit ESL programs. Findings revealed limited and limiting use of technology and identified a lack of training, a lack of funding, and a lack of time as key barriers to technology use. Implications for not integrating technology and calls for further research are discussed.

**Heather Maclean**, College of the Canyons, USA



Wednesday, 5:00 pm–5:45 pm  
E262 (Lakeside)

### Thrive...Don't Just Survive Overseas

Living overseas has many cultural challenges. Some teachers just survive while other teachers thrive. What are the keys to thriving while living cross-culturally? In this dialogue-driven session, attendees learn the 12 signals for thriving cross-culturally and practical ways to thrive.

**Mark Silvers**, Crossworld, USA



Wednesday, 5:00 pm–5:45 pm  
E451a (Lakeside)

### Writing EAP and ESP Materials: What to Learn and Unlearn

Materials writers have much to learn—not just a publisher's intent with each project but, (especially with EAP or ESP), the arcana of many pursuits. But unlearning is necessary too, lest books be dull and error persist.

**Lawrence Zwier**, Michigan State University, USA

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good teachers  
never stop learning

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ABSTRACTS  
WEDNESDAY, 28 MARCH



**Thursday, 29 March 2018**  
 For the location of a ticketed session, please check your ticket.

**7:00 am**

 Thursday, 7:00 am–7:20 am  
 E253d (Lakeside)

**10 Tips for EFL Teachers to Promote LGBTIQ Inclusion**

*Content Area: Social Responsibility/Sociopolitical Concerns*

Do you have LGBTIQ students in class? Do you know what to do, or how to treat them?. The presenter shows ten tips for educators to combat issues of discrimination, inequity, bullying, and create safe welcoming classrooms, and schools to our LGBTIQ students, offering empathy, and improve learning environments.

**Orquidia V. Flores**, Colegio Universitario de Caracas, Bolivarian Republic of Venezuela

 Thursday, 7:00 am–7:20 am  
 E264 (Lakeside)

**Differentiated Teacher Education: Toward 2.0 Teachers**

*Content Area: Teacher Training*

Becoming a 2.0 teacher involves being brave enough to explore new paths. This session describes an in-service training program based on the needs and queries of the participants, fostering the development of 2.0 skills in a differentiated and collaborative learning environment.

**Cecilia Cabrera**, Escuela y Liceo Elbio Fernández, Uruguay

 Thursday, 7:00 am–7:20 am  
 N230b (North Building)

**Finding Success in Found Poetry: Using Blackout Poetry With ELLs**

*Content Area: Writing*

This session introduces ways to incorporate a form of found poetry called blackout poetry in the ELT classroom. Besides being a creative outlet, found poetry serves as a platform for teaching grammar and linguistic devices.

After creating their own blackout poems, participants discuss practical uses and potential challenges.

**Rebekah Gordon**, Michigan State University, China

 Thursday, 7:00 am–7:20 am  
 E255 (Lakeside)

**Hedge, Block, or Go-Ahead? A Conversation Analysis-Informed Lesson on Invitations**

*Content Area: Speaking*

Recognizing preinvitations and how to appropriately respond are integral parts of everyday interaction. Learn how one instructor incorporated research from conversation analysis to design a lesson using authentic conversation from native and nonnative speakers to help low-intermediate ELLs appropriately recognize, extend, accept, and decline invitations in a North American context.

**Jennifer A. Brown-Rocheleau**, University of Illinois at Urbana-Champaign, USA

 Thursday, 7:00 am–7:20 am  
 N139 (North Building)

**Increasing Student Engagement With Young Adult Literature**

*Content Area: Reading*

Building on classroom research conducted with three different groups, this session discusses how the use of young adult literature may impact engagement and L2 reading comprehension of ESL students enrolled in the IEP courses. Teaching strategies, lesson plans, activities, interactive tasks, and book lists are presented.

**Shokhsanam Djalilova**, The University of Mississippi, USA

 Thursday, 7:00 am–7:20 am  
 E262 (Lakeside)

**Motivating Job-Seeking Students: Workplace Situated Activities and Role-Plays**

*Content Area: Materials/Curriculum Development*

Job-seeking students are often unhappy to be stuck in an ESL classroom. Short workplace role-plays and scenario activities (critical moments) that demonstrate how accurate language and soft skills help to avoid awkwardness at work motivate students to attend. The presenter shows sample activities and discusses creating your own.

**Joan Bartel**, Humber College Institute of Technology & Advanced Learning, Canada

 Thursday, 7:00 am–7:20 am  
 N229 (North Building)

**On Self-Care: Reflecting, Recharging, and Saying No**

*Content Area: Personal and Professional Development*

Teaching is one of the most challenging and rewarding occupations. This presentation seeks to provide some strategies for avoiding teacher burnout by empowering teachers to reflect, recharge, and say no. The presenter provides specific examples and resources for immediate use.

**Alicia R. Ambler**, University of Iowa, USA





Thursday, 7:00 am–7:20 am  
E260 (Lakeside)

### Online Paraphrasing Tools: The Next Step in Electronic Plagiarism

*Content Area: CALL/Video/Digital Media/Technology in Education*

Regardless of why ESOL students plagiarize, teachers need to be familiar with the online paraphrasing tools that bypass plagiarism software like Turnitin.com. In this session, participants learn about and use some common online paraphrasing tools. Participants receive recommendations on how to handle this kind of electronic plagiarism.

**Haedy A. Liu**, University of Mary Hardin-Baylor, USA



Thursday, 7:00 am–7:20 am  
E263 (Lakeside)

### Using Multimedia to Motivate EFL Students in Secondary Schools

*Content Area: CALL/Video/Digital Media/Technology in Education*

The presenter shares his experience of using multimedia in the classroom to motivate students and enhance their language skills. This study can also be useful for EFL teachers to discover the role of the technology in their teaching process.

**Bushra Mohammed Hussein**, Nuhud Model Secondary School, Sudan



Thursday, 7:00 am–7:20 am  
E261 (Lakeside)

### Online Resources for Students to Improve Spelling

*Content Area: Writing*

Do your Arabic students exhibit great difficulty in spelling English words correctly? If so, this session is designed for you to help them build an easy bridge to move from poor spelling to impeccable spelling of English words using available online resources.

**Thu Tran**, Missouri University of Science and Technology, USA



Thursday, 7:00 am–7:45 am  
N227b (North Building)

### Adapting a Mainstream Composition Curriculum for an IEP Bridge Course

*Content Area: Materials/Curriculum Development*

IEP university bridge classes should reflect mainstream university courses as closely as possible; however, some adaptation is necessary to meet the needs of the students. We illustrate how it is possible to work with various stakeholders and theory to adapt a university composition curriculum for L2 English students.

**Nicholas Rhea**, Northern Arizona University, USA

**Rachel Koch**, Northern Arizona University, USA



Thursday, 7:00 am–7:20 am  
N128 (North Building)

### Spiral and Recap: Online Tools That Capture Classroom Engagement

*Content Area: CALL/Video/Digital Media/Technology in Education*

With the prevalence of technology and smartphones, it has become harder for educators to sustain and assess students' engagement and understanding of content. This presentation describes online tools such as Spiral and Recap that can help capture attention and engage students in various ESL classroom environments.

**Suzanne Bardasz**, UC Davis Extension, USA



Thursday, 7:00 am–7:45 am  
E451a (Lakeside)

### Developing Language Practices: Engaging ELs' Sense of Social Justice

This presentation reports on the design and implementation of "high challenge/high support" units of study developed for Chicago Public Schools. The work prepares ELs to be community, college, and career ready while growing their autonomy, voice, and agency. Guidelines for the construction of well-supported, stimulating lessons are offered.

**Aida Walqui**, WestEd, USA



Thursday, 7:00 am–7:20 am  
N137 (North Building)

### The Vowel Elevator: A Method for Teaching the Vowel Space

*Content Area: Pronunciation*

With the metaphor of the vocal apparatus as a building with elevators that move between stories, this method of pronunciation practice helps learners make sense of the vowel space using movement, sight, and sound; meanwhile, the vowel system is kept in the basic organization of high-mid-low and front-central-back articulation.

**Nancy C. Elliott**, University of Oregon, USA



Thursday, 7:00 am–7:45 am  
N130 (North Building)

### Enhancing Dialogues and Critical Thinking Skills With Nonfiction Texts

*Content Area: Reading*

International students enrolled in English-medium institutes of higher education may be reluctant to fulfill ESL requirements. This session outlines a reading-based, student-centered seminar designed to improve critical thinking, discussion, class participation, and intercultural communication skills, complete with assessment tools and classroom activities.

**Kelli Rowedder**, The Johns Hopkins Carey Business School, USA





Thursday, 7:00 am–7:45 am  
E259 (Lakeside)

### Kiswahili and English in Tanzanian Education: The Clash of Titans

*Content Area: Bilingual Education*

The study discussed assessed pedagogical implications of the assumption that a switch from English to Kiswahili or vice versa in Tanzania is a panacea to language mediocrity in education. Findings indicate that classroom use of the languages is more accidental than it is structured bilingualism. Transitional bi/multilingual education should be adopted.

**Hashim Issa Mohamed**, Sokoine University of Agriculture, United Republic of Tanzania

**Onesmo Simon Nyinondi**, Sokoine University of Agriculture, United Republic of Tanzania

**Abdulkarim Shaban Mhandeni**, Sokoine University of Agriculture, United Republic of Tanzania



Thursday, 7:00 am–7:45 am  
E271b (Lakeside)

### Occupy the School: Discovering New Spaces for Learning

*Content Area: CALL/Video/Digital Media/Technology in Education*

Despite changes in teaching that focus on student centeredness, some practices can still be adapted to teach learner autonomy. Using design thinking principles and mobile learning, this presentation demonstrates how instruction can occur outside classroom walls. Participants see that school facilities can be occupied and transformed into learning spaces.

**Erika A. Oya**, Casa Thomas Jefferson, Brazil

**José A. Da Silva**, Casa Thomas Jefferson, Brazil



Thursday, 7:00 am–7:45 am  
N138 (North Building)

### Navigating Cultural Divides in Indonesia: Teachers' Learning, Beliefs, and Practices

*Content Area: Culture/Intercultural Communication*

This presentation shares findings from a qualitative case study examining novice Indonesian English teachers' learning, beliefs, and practices regarding the teaching of culture. Implications focus on the preparation of novice language teachers. Participants gain a better understanding of the challenges related to teaching culture in diverse settings worldwide.

**Tabitha Kidwell**, University of Maryland, USA



Thursday, 7:00 am–7:45 am  
E267 (Lakeside)

### Principal Leadership: How Principals Learn to Improve Education for ELs

*Content Area: Leadership*

Attendees learn about professional development that promotes principal instructional leadership in schools with high numbers of ELs. Findings from a four-year study suggest that engagement in regular and systematic visits to classrooms in each other's schools followed by focused debriefing results in instructional leadership that improves instruction for ELs.

**Michaela Colombo**, University of Massachusetts Lowell, USA



Thursday, 7:00 am–7:45 am  
N231 (North Building)

### Revamping a Train-the-Trainer Program for EFL Teachers in Cuba

*Content Area: Teacher Training*

Learning English has become a necessity due to the wide professional exchange opportunities available for Cuban professionals. This session discusses a nationwide train-the-trainer program designed to improve EFL teacher instructional skills. Participants learn about effective strategies in designing and implementing a training program in similar contexts.

**Mayda Ramos**, Ministerio de Educación de Cuba, Cuba

**Elsie E. Paredes**, Virginia Tech, USA

**Elizabeth Smolcic**, Pennsylvania State University, USA



Thursday, 7:00 am–7:45 am  
E351 (Lakeside)

### Not Just Avoiding Plagiarism: Connecting Source Integration to Disciplinary Development

*Content Area: Writing*

In IEPs, EAP courses, and throughout undergraduate and graduate study, students are expected to successfully engage with and integrate source materials. This pedagogy-focused session provides a theoretically informed approach to the teaching and learning of source integration and its vital connection to disciplinary development.

**Karyn E. Mallett**, George Mason University, USA

**Anna Habib**, George Mason University, USA

**Paul Rogers**, George Mason University, USA







Thursday, 7:00 am–7:45 am  
E350 (Lakeside)

### Sustaining Practitioner Research as PD in Higher Education EAP Settings

*Content Area: Personal and Professional Development*

Practitioner-research offers substantive ways for self-directed professional development in TESOL—complementing ‘outsider-experts’ imparting of knowledge about teaching and research to ‘insider-practitioners’. Grounding her work in existing scholarship and her own practitioner inquiries, the presenter shares methodologies, methods, and tools to make practitioner-research sustainable as a form of professional development.

**Rashi Jain**, Montgomery College, USA



Thursday, 7:00 am–7:45 am  
E352 (Lakeside)

### Where in the World Am I: Place-Based ESL Curriculum Design

*Content Area: Materials/Curriculum Development*

This presentation describes a qualitative study of 16 Japanese, university-aged students in an IEP housed in the southern United States. Findings show that through an eight-week, place-based course, students formed place attachments to the city of the program and that these attachments led to identity shifts.

**Daniel S. Harper**, University of Memphis, USA



Thursday, 7:00 am–7:45 am  
N136 (North Building)

### Teaching in the Digital Age: An Online Academic Reading Course

*Content Area: Reading*

Teaching language in an online classroom requires different skills, pedagogy, and course design from the face-to-face classroom. The presenter describes the development, delivery, challenges, and outcomes of an online academic reading course. Leave with ideas and practical advice for how to develop and teach your own online course.

**Kimberly Benedicto**, Michigan State University, USA

**Carlee N. Salas**, Michigan State University, USA



Thursday, 7:00 am–7:45 am  
N230a (North Building)

### Which Tech Tools Will Help Me Reach My Pronunciation Goals?

*Content Area: Pronunciation*

Despite its great promise, technology sometimes seems more like an enemy than an ally. But by focusing on pronunciation teaching goals and tasks, we can find tools that support our objectives. Learn to choose tech tools to provide pronunciation models, record learners’ pronunciation, and offer effective pronunciation practice.

**Marla C. Yoshida**, University of California, Irvine, USA



Thursday, 7:00 am–7:45 am  
E258 (Lakeside)

### The Panamá Bilingüe Program: Empowering Teachers Through Multifaceted Professional Development

*Content Area: K–12 Teacher Education*

*Panamá Bilingüe* is an ambitious initiative by the Ministry of Education to improve English language proficiency throughout the nation. We focus on the program’s professional development component, which provides multiple training and coaching experiences. The goal is to empower teachers by increasing their linguistic/pedagogical skills, and creating support networks.

**Maria Dantas-Whitney**, Western Oregon University, USA

**Isabel Cubilla**, Panamanian Ministry of Education, Panama

**Tathiana Sanjur**, Panamanian Ministry of Education, Panama



Thursday, 8:00 am–9:00 am  
Arie Crown Theater (Lakeside)

### Engaging ELLs in the 21st Century

ELLs face an unprecedented variety of distractions in today’s globalised, digital age; finding ways of generating student motivation and engagement has become a principal challenge for classroom practitioners. Dörnyei outlines a comprehensive framework of strategies to engage learners with aspects of the learning environment, language learning tasks, and target language.

**Zoltán Dörnyei**, University of Nottingham, United Kingdom



Thursday, 9:30 am–10:15 am  
E265 (Lakeside)

### 10 Tips for Digital Literacy

*Content Area: CALL/Video/Digital Media/Technology in Education*

Can English language students recognize clickbait, likefarming, memes, spam, hoaxes, and fake news? What do our students need to improve their digital literacy and reading skills? The presenter introduces a variety of activities used in a critical thinking course at a tertiary institution in Hong Kong.

**Suzan E. Stamper**, Yew Chung Community College, Hong Kong





Thursday, 9:30 am–10:15 am  
E350 (Lakeside)

### Being Connected: Academic and Social Integration of International Students

*Content Area: Culture/Intercultural Communication*

The study discussed investigates the relationships between academic, social, and language acculturation. The findings reveal that international and domestic students interact with peers and instructors differently. The presenter suggests a built-in syllabus and peer collaboration in a university setting to enhance formal academic integration and formal social integration.

**Kyongson Park**, Purdue University, USA



Thursday, 9:30 am–10:15 am  
E256 (Lakeside)

### Creating a Literacy Vocational ESL Curriculum for Adult Refugee Learners

*Content Area: Materials/Curriculum Development*

There is a gap in employment-related materials specifically for teaching literacy-level adult ESL learners. This presentation describes the development of a curriculum created to fill this gap focusing on contextualized lessons that target two specific skills: filling out a job application and answering questions in a job interview.

**Phan Ly**, San Francisco State University, USA

**Steven Chinnvaso**, San Francisco State University, USA

**Maria Jose Bastias**, San Francisco State University, USA

**Jessica Marcela Racca**, San Francisco State University, USA



Thursday, 9:30 am–10:15 am  
E271b (Lakeside)

### Building a Good EFL Teaching Foundation: 7 Essential Elements

*Content Area: Teacher Training*

Based on teaching observation data from 21 EFL countries, some teacher practices occur with alarming regularity—practices that are counter to the fundamentals of good EFL teaching. Consequently, returns on time invested are low. Participants learn seven ways avoid these pitfalls and establish a sound foundation for EFL teaching.

**Brock Brady**, U.S. Peace Corps, USA



Thursday, 9:30 am–10:15 am  
N231 (North Building)

### Creating Cultures of Language Awareness in Content-Based Contexts

*Content Area: Applied Linguistics*

Why should language awareness be confined to language classrooms? In this interactive, practical session, presenters provide a rationale and strategies for creating cultures of language awareness for entire schools that go beyond the borders of the ESL classroom. Content applies to administrators, teachers, paraeducators, ESL/bilingual specialists, and students.

**Kristen M. Lindahl**, University of Texas at San Antonio, USA



Thursday, 9:30 am–10:15 am  
N140 (North Building)

### Correlation Between Student Evaluation of Teachers and Average Class Grades

*Content Area: Teacher Training*

This presentation reports the results of an investigation into the relationship between grades given by instructors at an IEP and evaluation scores given to the instructors by the students in these same classes. Implications for teaching and for students' perceptions of instructional quality are discussed.

**Burgel R. M. Levy**, ELS Language Centers, USA



Thursday, 9:30 am–10:15 am  
N230b (North Building)

### Designing and Implementing Innovative Coaching and Supervision Models

*Content Area: K–12 Teacher Education*

This presentation outlines the design and implementation of our coaching/supervision models for preservice and in-service teachers who work with ELs. Participants receive resources and recommendations for implementing their own coaching and supervision models.

**Stephanie Dewing**, University of Colorado, Colorado Springs, USA

**Leslie Grant**, University of Colorado, Colorado Springs, USA

**Monico Yoo**, University of Colorado, Colorado Springs, USA

**Anita Sepp**, University of Colorado, Colorado Springs, USA

**Christopher Hanson**, University of Colorado, Colorado Springs, USA





Thursday, 9:30 am–10:15 am  
N133 (North Building)

### Developing Teacher Identities Through ELF Pedagogy

*Content Area: Teacher Training*

This presentation reports on a qualitative study exploring the teacher identity of a group of student-teachers in Indonesia activated through ELF pedagogy in a Microteaching course. The findings illustrate a strong correlation between the choice of pedagogy and teacher identity. Pedagogical implications for practicing ELF pedagogy are discussed.

**Nugrahenny T. Zacharias**, Miami University, USA



Thursday, 9:30 am–10:15 am  
E353b (Lakeside)

### Establishing Equity for ESL/EFL Professionals of Color

*Content Area: Advocacy*

The bias against ESL/EFL educators of color adversely affects all stakeholders, including students. This dialogue session provides participants the opportunity to discuss ways to establish equity and inclusiveness for ESL/EFL professionals of color at the individual, organizational, and programmatic levels.

**Hemamalini Ramachandran**, INTO University of South Florida, USA  
**Chantelle Daniels**, INTO University of South Florida, USA



Thursday, 9:30 am–10:15 am  
N135 (North Building)

### Does My EL Indeed Have a Disability?

*Content Area: Special Education/Disabilities*

Determining whether an EL's academic struggle is due to a difficulty learning the language or to a disability is not an easy task. This dialogue session allows participants to share their challenges and instructional practices as they consider whether an EL should be referred to special education.

**Solange A. Lopes-Murphy**, The College of New Jersey, USA



Thursday, 9:30 am–10:15 am  
N229 (North Building)

### Exploring and Explaining Student Teacher Pedagogical Grammar Cognitions

*Content Area: Applied Linguistics*

Cognitions—what teachers know, believe, and think—play an important role in language teacher learning. This presentation discusses the findings from a 4-year mixed-methods project in the Netherlands showing that EFL student teachers' pedagogical grammar cognitions remained fairly traditional and how teacher education inadvertently contributed to perpetuating these cognitions.

**Johan Graus**, HAN University of Applied Sciences, Netherlands



Thursday, 9:30 am–10:15 am  
E261 (Lakeside)

### Enabling Students to Become Autonomous Learners of Vocabulary

In this session, the presenter discusses how teachers can help students to successfully use strategies to effectively and efficiently learn words and describes the strategies that are most useful and will lead to more autonomous vocabulary learning.

**Stuart Alexander Webb**, Oxford University Press, USA



Thursday, 9:30 am–10:15 am  
E263 (Lakeside)

### Hands-On Comprehension Strategies for All Students

Many ELLs struggle to read and comprehend even basic texts. Evidence-based, hands-on comprehension strategies can change that. In this interactive workshop, participants learn proven activities and strategies to boost comprehension for all levels of ELLs.

**Jill L. Haney**, Saddleback Educational Publishing, USA



Thursday, 9:30 am–10:15 am  
E353c (Lakeside)

### Engaging Secondary Newcomers in Critical Thinking Using Short Videos

*Content Area: Primary and Secondary Education*

Newcomer students entering high school are immediately challenged to respond critically and analytically in all disciplines. This presentation highlights how to use short videos to develop critical analysis as newcomers are acquiring English. These classroom-tested strategies are easily adaptable for use in any secondary newcomer program.

**Edith L. Trumbell**, Wyoming High School, USA  
**Lisa J. DeMaagd**, Wyoming High School, USA



Thursday, 9:30 am–10:15 am  
E255 (Lakeside)

### How Autonomy Can Help Drive Your School to Excellence

*Content Area: Teacher Training*

This presentation reports on findings from an investigation into the cognitions and practices of school autonomy in two secondary schools in India. Findings revealed that the principals' and ESL teachers' off-kilter understanding of school autonomy and its ramifications stymied school growth and effectiveness. Implications for effective principal-teacher training are discussed.

**Harisimran S. Sandhu**, Independent, India





Thursday, 9:30 am–10:15 am  
N128 (North Building)

### Immersive Games, Language Learning, and Literacy

*Content Area: CALL/Video/Digital Media/Technology in Education*

Games have emerged as a leading technology medium for education over the last decade. How excited should we be as educators? How can we use the research to make informed decisions about games for learning? This session presents both research and application on what makes a good game in ELT.

**Rosalia Valero**, Cambridge English Language Assessment, United Kingdom



Thursday, 9:30 am–10:15 am  
N130 (North Building)

### Oral Case Briefing: An Integrated Approach to Improving Legal Communication

*Content Area: Action/Classroom-Based Research*

Oral case briefing is a classroom-tested approach to making students better legal communicators, which makes them more successful law students. The presenters, who are instructors of legal English, show how they use oral case briefing to build and assess their students' speaking, listening, reading, writing, and critical thinking skills.

**Pamela G. Dzunu**, Washington University, USA

**Marta L. Baffy**, Georgetown University, USA

**Shelley Saltzman**, Columbia University, USA



Thursday, 9:30 am–10:15 am  
E253b (Lakeside)

### Implementing Integrated English Literacy and Civics Education for Adults

This session provides an update on implementation challenges and successes for the Integrated English Literacy and Civics Education (IELCE) program under the Workforce Innovation and Opportunity Act (WIOA). Changes in WIOA resulted in new requirements for the IELCE program. This session updates participants on lessons learned to date.

**Christopher Coro**, U.S. Department of Education, Office of Career, Technical, and Adult Education, USA

**Sue Liu**, Manhattan Strategy Group, USA



Thursday, 9:30 am–10:15 am  
N131 (North Building)

### Social Justice, Remediation, and the Urban Curriculum: Tensions in Teaching

*Content Area: Social Responsibility/Sociopolitical Concerns*

Leveraging participatory qualitative data, this session theorizes an early career teacher's thwarted attempts to enact a social justice curriculum while addressing the remedial literacy instruction mandated by his administrators. Findings argue for targeted support for early-career teachers' enactment of advocacy for ELLs in high needs schools.

**Elena T. King**, Greensboro College, USA

**Spencer Salas**, University of North Carolina at Charlotte, USA



Thursday, 9:30 am–10:15 am  
E258 (Lakeside)

### Making Waves: Radio Waves, That Is

*Content Area: Listening*

In rural areas, ELL resources are scarce. Radio programming can help solve this problem. Through 17 community radio stations, the American English Radio Project reaches 500,000 Bangladeshi listeners, and many listen and interact in listening clubs. This is an easily replicated way to reach underserved learners.

**Beth Trudell**, U.S. Department of State, USA

**Raihana Sultana**, U.S. Embassy, Bangladesh

**Mark Manash Saha**, Bangladesh NGOs Network for Radio and Communication, Bangladesh



Thursday, 9:30 am–10:15 am  
E264 (Lakeside)

### Speaking Naturally: Preparing Students for Social, Academic, and Professional Success

Despite many years of study, students often find themselves overwhelmed when they must converse in English with native speakers in social conversations, academic discussions, and professional meetings. This session shares new materials designed to better prepare students to extend beyond learning correct English to speaking more naturally and confidently.

**Kelly Sippell**, University of Michigan Press, USA

**Robyn Brinks Lockwood**, Stanford University, USA



Thursday, 9:30 am–10:15 am  
N136 (North Building)

### Strategies to Support ELs in the Mainstream Classroom

*Content Area: K–12 Teacher Education*

Learn how to use Google Slides and Screencastify to preteach and reinforce concepts, how to provide meaningful feedback on Docs and Slides, and how to create Classrooms for reference purposes and with shared access for easy communication between classroom teachers and specialists.

**Sandra L. Macintosh**, Arcadia Unified School District, USA





Thursday, 9:30 am–10:15 am  
E253d (Lakeside)

### Sustaining Dialogues: A Guide to Creating Collaborative Mini-Professional Development Conferences

*Content Area: Personal and Professional Development*

This insightful session offers IEP instructors and administrators a model for low-budget collaborative mini-conference days to present and share valuable teaching activities. The presenters discuss the benefits of cooperative professional development, share tips for collaborating and utilizing local resources, and offer an easy-to-follow method for other institutes to implement.

**Patrick T. Randolph**, University of Nebraska–Lincoln, USA  
**Elizabeth A. Musil**, Kansas State University, USA



Thursday, 9:30 am–10:15 am  
N138 (North Building)

### Transform Your Classroom With a TED English Learning Experience

Today, learning English is now considered an essential part of a 21<sup>st</sup> century education. Explore how a TED English Learning Experience goes beyond traditional language practice to prepare learners with the communication and 21<sup>st</sup> century skills they need to be successful global citizens and future leaders of the planet.

**Anders Bylund**, National Geographic Learning, USA  
**Lewis Thompson**, National Geographic Learning, USA



Thursday, 9:30 am–10:15 am  
N139 (North Building)

### Turn Left or Go Straight? Creating Interactive Graded Readers

*Content Area: Materials/Curriculum Development*

Interactive graded readers with multiple story paths encourage ELLs to build reading fluency through motivating situations wherein they make choices while rereading passages in pursuit of alternative endings. This session guides participants in developing and implementing these readers through exploration of a pilot project in Timor-Leste.

**Joanie Andruss**, National University of Timor-Leste, Timor-Leste



Thursday, 9:30 am–10:15 am  
N137 (North Building)

### Taking Students on an Academic Journey From Start to Finish

How can we ensure our students are learning academic and English skills from Level 0? And how do we build upon those skills incrementally and intentionally? This session explores how language and critical thinking skills can be taught simultaneously to accelerate students' learning from no English to college-level mastery.

**Colin S. Ward**, Oxford University Press, USA



Thursday, 9:30 am–10:15 am  
Networking Area in Expo Hall (Lakeside Center)

### Using Videos as a Professional Development Tool

**Monica Lahiri Hoherchak**, Stamford Public Schools, USA



Thursday, 9:30 am–10:15 am  
E451a (Lakeside)

### The Impact of Defining Assessment Constructs in Teaching Target Language Skills

This presentation highlights the need for language assessments that measure the ability to *use* language and curriculum designed to fit these assessments (i.e., reverse design). Recently developed assessments and courses from the University of Chicago will be used to demonstrate examples of putting theory into practice.

**Ahmet Dursun**, University of Chicago, USA



Thursday, 9:30 am–10:15 am  
Networking Area in Expo Hall (Lakeside Center)

### What Kind of Questioning Can Lead to Intercultural Understanding?

**Rosemarie Brefeld**, University of Missouri–St. Louis, USA



Thursday, 9:30 am–10:15 am  
E352 (Lakeside)

### The Science and Math Academic Corpus for Kids (SMACK)

*Content Area: Vocabulary/Lexicon*

The researchers collected a linguistic corpus—the SMACK—of over 8 million running words from over 150 K–12 science and mathematics textbooks. Findings of the STEM-based corpus, including word lists representative of academic language, are offered. Participants are invited to discuss in-class activities, proficiency determination, and materials development.

**S.J. Ehsanzadeh**, Florida International University, USA  
**Eric Dwyer**, Florida International University, USA



Thursday, 9:30 am–10:15 am  
E267 (Lakeside)

### Written vs. Screen Capture Feedback: Which Do ESL Students Prefer?

*Content Area: CALL/Video/Digital Media/Technology in Education*

ESL instructors at community colleges often spend a lot of time giving feedback on student writing. Do students find this feedback valuable? This session reviews student perceptions of various feedback methods for L2 writing and provide participants with tips for implementing and adapting video feedback in their teaching contexts.

**Steven K. Ahola**, North Hennepin Community College, USA  
**Karen Carr**, North Hennepin Community College, USA



Invited Speaker



Networking Session



Practice-Oriented



Research-Oriented



Teaching Tip



Ticketed Event



Workshop



Thursday, 9:30 am–10:15 am  
E351 (Lakeside)

### Yes, S.I.R.! A Paradigm for Developing K-6 ELL Writing Tasks

*Content Area: Materials/Curriculum Development*

This workshop offers guidance which simplifies the challenge of developing engaging writing tasks for K-6 ELLs. The presenter outlines principles embodied in the S.I.R acronym, i.e. make it Social, Interactive and Realistic, and provide participants with numerous examples and suggestions of writing activities they can use in their classrooms.

**Michael Reed**, The University of Findlay, USA



Thursday, 9:30 am–11:15 am  
E451b (Lakeside)

### Backward and Upside Down: The Journey Through Project-Based Learning

*Content Area: Materials/Curriculum Development*

Come participate in this interactive workshop using backward design to implement project-based learning in your context while creating an open dialogue about new project ideas. Participants leave this session feeling more confident about implementing project-based learning, and they receive materials, tools, and ideas to take home.

**Kristine A. Adams**, Universidad del Norte, Colombia  
**Giovanna Alessio**, University of North Carolina at Greensboro, USA



Thursday, 9:30 am–10:45 am  
E253c (Lakeside)

### Update From the Office of English Language Acquisition

Join leaders from the U.S. Department of Education Office of English Language Acquisition for an in-depth update on current and future initiatives.

**David Cutler**, TESOL International Association, USA



Thursday, 9:30 am–11:15 am  
N230a (North Building)

### College and Career Readiness Standards: Program Integration Realities

Are you an adult educator? How successfully have you integrated the College and Career Readiness Standards into your programs? This session gives you insights into how the standards are employed in realities. The presenters offer you an overview of the standards and share their successful strategies for using them.

**Thu Tran**, Missouri University of Science and Technology, USA  
**Rob Sheppard**, Quincy Asian Resources, USA  
**Betsy Parrish**, Hamline University, USA  
**Lisa Gonzalves**, Alameda Adult School, USA  
**Lia Olson**, Hamline University, USA



Thursday, 9:30 am–11:15 am  
Technology Showcase Area in Expo Hall (Lakeside Center)

### Addressing Intercultural Awareness and CALL Importance in a Globetrotting Endeavor

In a special IS panel, the CALL-IS, the ICIS, and the Globetrotters Forum address technology, culture, and language communication in global contexts through experience sharing. The panelists discuss cultures of learning and cultural variations within the tech-supported environments to facilitate cultural and/or intercultural exchange and competence and language learning globally.

**Christine N. Sabieh**, Notre Dame University, Lebanon  
**Christine Coombe**, Dubai Men's College, United Arab Emirates  
**Claire Bradin Siskin**, Independent, USA  
**Jessica Raczkowski**, EF Education First, USA  
**Nahida K. El Assi**, University of Montreal, Canada  
**John Schmidt**, Texas International Education Consortium, USA



Thursday, 9:30 am–11:15 am  
E259 (Lakeside)

### Dialogues That Drive Professional Growth: Problematizing Field-Based Teacher Education

*Content Area: Teacher Training*

This panel session problematizes taken-for-granted assumptions and identities in field-based ESL internships. In the session, speakers who have participated as cooperating teachers, interns and supervising professors challenge the complexities of authority, identity, practice and enrichment as enacted in the ESL internship classroom. Audience participation will be facilitated and encouraged.

**Francis Bailey**, University of Kentucky, USA  
**Elka Todeva**, SIT Graduate Institute, USA  
**Karen Papp**, University of Kentucky, USA  
**Angela Garner**, University of Kentucky, USA  
**Xavier Munoz**, Literacy Council of Northern Virginia, USA  
**Lindsey Capps**, International Studies Abroad (ISA), USA



Thursday, 9:30 am–11:15 am  
N132 (North Building)

### Apps, Smartphones, Action!: Avatars and Storytelling With Toontastic

*Content Area: CALL/Video/Digital Media/Technology in Education*

Attendees explore practical uses of avatars and storytelling through free, easy-to-use apps and smartphones in the EFL environment that boost students' creativity. Guide students in turning ideas into short stories, creating conversations in different settings, customizing characters, and, most importantly, having fun while learning English.

**Adan D. Zegarrundo Torrico**, Fundación Educativa y Cultural Centro Boliviano Americano Sucre, Plurinational State of Bolivia  
**Banny Andrade Pérez**, Fundación Educativa y Cultural Centro Boliviano Americano Sucre, Plurinational State of Bolivia





Thursday, 9:30 am–11:15 am  
N228 (North Building)

### Drama for Social Justice in ELT

*Content Area: Primary and Secondary Education*

Drama can help ELLs counter dominant narratives, develop empathy, and understand their identities, all while developing their language skills and addressing social issues. This interactive workshop provides a framework for integrating drama for social justice into English classes and provides teachers an opportunity to experience dramatic activities firsthand.

**Riah Werner**, National Pedagogical Institute for Technical and Professional Training, USA



Thursday, 9:30 am–11:15 am  
E253a (Lakeside)

### Grassroots Advocacy: Empowering Teachers, Supporting Students

*Content Area: Advocacy*

Empowering teachers is a critical step in ensuring equitable educational opportunities for ELLs in U.S. public schools. This colloquium presents a teacher-centered framework for grassroots advocacy by teachers and their allies. Handouts and resources are provided to highlight procedures and potential pitfalls.

**Jennifer A. Raponi**, Monroe 2 BOCES, USA



Thursday, 9:30 am–11:15 am  
N126 (North Building)

### Empowering Pre-K-K Families to Enrich Literacy in Multiple Languages

*Content Area: Bilingual Education*

Children with strong L1 foundations achieve greater academic success. In English-only settings, teachers can engage parents in supporting home language. Explore ideas to connect with families and consider issues of text selection, choice, interest, family literacy levels, and resource availability. Leave with practical ideas for engaging families and supporting biliteracy.

**Kelly L. Hill**, University of Alabama at Birmingham, USA

**Julie Paul**, University of Alabama at Birmingham, USA

**Kaitlyn Allen**, University of Alabama at Birmingham, USA

**Jessica Smith**, University of Alabama at Birmingham, USA



Thursday, 9:30 am–11:15 am  
E270 (Lakeside)

### Incorporating Trauma-Sensitive Practices in K-12 Classrooms With Refugees

*Content Area: Primary and Secondary Education*

How can educators mitigate the effects of trauma on refugee students? In this workshop, the effects of trauma on brain function and its educational and behavioral impacts are shared, along with practical strategies to reach and teach vulnerable refugee students. Participants explore and practice trauma-sensitive strategies and create care plans.

**Laura Lukens**, North Kansas City Schools, USA

**Chris Homiak**, North Kansas City Schools, USA



Thursday, 9:30 am–11:15 am  
N129 (North Building)

### Enriching Dialogues: Using RTI Effectively With ELs

Increasing dialogues around struggling ELs is essential to provide the best education to meet their needs. Understanding language/cultural differences when students are struggling is important in determining why students are having academic issues.

**Jessica Burchett**, Marion City Schools, USA

**Marybelle Marrero-Colón**, Center for Applied Linguistics, USA

**Maureen Fox**, Portland Public Schools, USA

**Patricia Rice Doran**, Towson University, USA

**Jean Larson**, South Dakota State-Wide Title III & Migrant Consortia, USA

**Marcia Gaudet**, Sioux Falls School District, USA



Thursday, 9:30 am–11:15 am  
N127 (North Building)

### Integrating Social Justice Into Teacher Education

A diverse panel of TESOL experts share international and U.S.-based research and practice to address the integration of social justice topics into preservice and in-service teacher education. Topics include increasing student and teacher agency, advocacy, examining linguistic ideologies, gender, regional sociopolitical justice issues, and developing critical literacy.

**Arifa Rahman**, University of Dhaka, Bangladesh

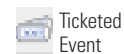
**Heather Linville**, University of Wisconsin LaCrosse, USA

**Yecid Ortega**, University of Toronto, Canada

**Mariana A. Ricklefs**, National Louis University, USA

**Cathryn R. Crosby**, Teachers College Columbia University, USA

**Hoang Thi Hang**, University of Language and International Studies, VNU-Hanoi





Thursday, 9:30 am–11:15 am  
N227a (North Building)

### Research-Based Assessment Practices for ITA Programs

Language assessment is a vital part of all ITA programs. The panelists share their current research and experience on a variety of language assessment practices, including assessment of speaking, pronunciation and writing in ITA classes. Attendees have the opportunity to discuss how best to implement these research-based practices.

- Veronica Gabriela Sardegna**, University of Pittsburgh, USA
- Jing Wei**, Center for Applied Linguistics, USA
- Pamela M. Pollock**, Harvard University, USA
- Derina S. Samuel**, Cornell University, USA



Thursday, 9:30 am–11:15 am  
N227b (North Building)

### The Gift of Gab or a Teaching Curse?

*Content Area: K–12 Teacher Education*

When classroom talk is dominated by the instructor, there are few opportunities for students to engage in plenty of authentic, meaningful communication. In this workshop, participants examines several familiar classroom scenarios, evaluate the TTT, and discuss approaches to teaching that facilitate student discussion and reduce TTT in each scenario.

- Tamara Jones**, Howard Community College, USA



Thursday, 9:30 am–11:15 am  
E353a (Lakeside)

### Trandisciplinarity, Teaching, and Teacher Education

Prominent scholars discuss how the integration of knowledge from theoretically diverse perspectives in SLA informs future research on multilingualism and how teachers and teacher educators can work within the trans-disciplinary framework in designing effective practices of teaching English as an additional language in a multifaceted, complex, dynamic multilingual world.

- John Schumann**, University of California, Los Angeles, USA
- Diane Larsen-Freeman**, University of Michigan, USA
- Joan Kelly Hall**, Pennsylvania State University, USA
- Karen Johnson**, Pennsylvania State University, USA
- Patricia Duff**, University of British Columbia, USA



Thursday, 9:30 am–11:15 am  
E450a (Lakeside)

### Voices in Learner Language: Heteroglossia and Language Play in SLA

*Content Area: Applied Linguistics*

The participants share three studies demonstrating how L2 learners used oral language play to appropriate and express different identities and patterns of speaking (voices) associated with TL speech communities. Blending sociolinguistic and Bakhtinian sociocultural theory, the audience explores the implications for our understanding of interlanguage, and for improved L2 pedagogy.

- Elaine Tarone**, University of Minnesota, USA
- Darren LaScotte**, University of Minnesota, USA
- Colleen Meyers**, University of Minnesota, USA
- Leah Moreno**, University of Minnesota, USA



Thursday, 9:30 am–11:15 am  
E260 (Lakeside)

### Whose Agenda? Whose Priorities? Revisiting and Re-envisioning TESOL's Research Agenda

The changes our world has seen since TESOL's 2014 Research Agenda have created daunting yet exciting challenges for the profession. How has the agenda served us? What's missing? A panel of leading TESOL scholars and mini-grant awardees share insights, challenges and invitations for input on the 2019 TESOL Research Agenda.

- Fauzia Shamim**, University of Karachi, Pakistan
- Kathleen Bailey**, Middlebury Institute of International Studies at Monterey, USA
- Donald Freeman**, University of Michigan, USA
- Judy Sharkey**, University of New Hampshire, USA
- Harry Kuchah**, University of Bath, United Kingdom
- Tabitha Kidwell**, University of Maryland, College Park, USA
- Heather Linville**, University of Wisconsin, La Crosse, USA
- Polina Vinogradova**, The American University, USA
- Beverly Troiano**, Elmhurst University, USA

10:30 am



Thursday, 10:30 am–11:15 am  
E262 (Lakeside)

### 12 Tips for Grammar and Writing Instruction

This is a practical presentation with advice for teachers on grammar for writing, classroom management, and student success. Based on recent research in cognitive science and best practices, these tips help make writing correction more effective, the classroom less intimidating, and students more independent and successful learners.

- Stacy Hagen**, Azar Associates, USA







Thursday, 10:30 am–11:15 am  
E263 (Lakeside)

### AmEnglish Online Programs Develop Pronunciation, Writing, Listening, and Vocabulary Skills

Observe demonstration of cloud-based and computer-based programs, blended learning solutions, and online course materials for beginning, intermediate, and advanced ELs. Sample interactive learning activities in pronunciation of segmentals and suprasegmentals; grammar, syntax, and writing; and TOEFL vocabulary, idioms, and phrasal verbs. Learn about on- and off-campus delivery methods and classroom management.

**Marsha Chan**, Sunburst Media, USA



Thursday, 10:30 am–11:15 am  
E451a (Lakeside)

### Creating a Course Your Students Will Never Forget

An IELP instructor shares how he incorporates Kolb's experiential learning theory and Kuh's high impact educational practices to integrate off-campus trips, service learning, student learning assistantships, intensive written work, team teaching, and student-faculty collaboration to create an enriched learning environment that leaves a lasting memory.

**Michael S. Renehan**, Moraine Valley Community College, USA



Thursday, 10:30 am–11:15 am  
N128 (North Building)

### But Wait, There's More! The English Language Infomercial Project

*Content Area: CALL/Video/Digital Media/Technology in Education*

Are your students tired of the same old listening practice? Looking for a funny, engaging, and creative way for them to work on their speaking skills? This session introduces you to the Junk Infomercial Project: guaranteed to produce laughter and improved verbal skills, or your money back!

**Crystal Bock Thiessen**, University of Nebraska–Lincoln, USA



Thursday, 10:30 am–11:15 am  
E353b (Lakeside)

### English Articles: Beyond Rules, Exceptions, and Abstract Explanations

*Content Area: Grammar*

Teaching English articles effectively is no simple task. Tired of recycling hard-to-understand textbook explanations? Tired of students consistently finding exceptions to rules and posing seemingly unanswerable questions? This session demonstrates how simple visuals can be used to help learners gain a more concrete understanding of the functional meanings of articles.

**Benjamin J. White**, St. Michael's College, USA



Thursday, 10:30 am–11:15 am  
Networking Area in Expo Hall (Lakeside Center)

### CALL in Low/Variable Tech or Developing Areas

**Helen Johnson**, Universidad Internacional del Ecuador, Ecuador



Thursday, 10:30 am–11:15 am  
E253d (Lakeside)

### ESP Support for Students in an International Engineering Design Contest

*Content Area: Writing*

This session focuses on coaching students outside regular EFL classes for an engineering design contest. Attendees gain insights into a rewarding ESP niche for both student and teacher motivation, as the support provided tends to be appreciated by students, which, in turn, may boost employment satisfaction for teachers.

**Dietmar Tatzl**, FH Joanneum University of Applied Sciences, Austria



Thursday, 10:30 am–11:15 am  
Networking Area in Expo Hall (Lakeside Center)

### Classroom Assessment: Challenges and Choices

**Eddy White**, University of Arizona, USA



Thursday, 10:30 am–11:15 am  
N135 (North Building)

### Coteaching Between ESOL and Content-Area Teachers: Opportunities and Challenges

*Content Area: Teacher Training*

In 2015, New York State implemented regulations that require content-area and ESOL teachers to collaborate in integrated periods during which ELLs work side by side with mainstream, English-speaking peers. This presentation demonstrates findings from the real and immediate problems and successes 12 pairs of coteachers experienced as the state regulations were implemented.

**Clara Bauler**, Adelphi University, USA

**Emily Kang**, Adelphi University, USA



Thursday, 10:30 am–11:15 am  
E261 (Lakeside)

### Forward Thinking: Steps to Autonomy With the Language of Collaboration

Adult ELLs need to acquire language that allows them to demonstrate their collaborative, interpersonal, problem-solving, and critical thinking skills. Guided by the series director, participants experience and explore how the collaborative team tasks and instructional materials from Step Forward Second Edition support adult learners' language development, autonomy, and agency.

**Jayme Adelson-Goldstein**, Lighthearted Learning, USA





Thursday, 10:30 am–11:15 am  
E258 (Lakeside)

### Implementing CBI for Chinese Study-Abroad Students in Thailand

*Content Area: Action/Classroom-Based Research*

This session details the experience of implementing a CBI class for Chinese university study-abroad students in Thailand. Participants acquire a brief overview of CBI practice in Asia, participate in interactive activities, and are encouraged to consider CBI in their own teaching context.

**Alison Scherer**, Khon Kaen University, Thailand  
**Vanessa Moll**, Khon Kaen University, Thailand



Thursday, 10:30 am–11:15 am  
N137 (North Building)

### Language Teacher Education in the Digital Age

How can we prepare English language teachers to face the challenges of the 21st-century classroom? Drawing on World Learning's face-to-face, blended, and online teacher education programs, participants look at effective ways of helping teachers develop knowledge and skills they will need in the digital age.

**Radmila Popovic**, World Learning, USA  
**Kara McBride**, World Learning, USA



Thursday, 10:30 am–11:15 am  
N130 (North Building)

### Integrating Case Study Tasks in Business English Courses

*Content Area: Speaking*

Many university business courses rely on the case-study method, which can present language and cognitive challenges for international students. This presentation examines the design, implementation, and outcomes of two ESP business English courses centred around case studies to prepare international students for university-level business courses.

**Randall S. Rebman**, Oregon State University, USA  
**Christine Scott**, Oregon State University, USA  
**Ariana Van Beurden**, Oregon State University, USA



Thursday, 10:30 am–11:15 am  
E271b (Lakeside)

### Mapping Out Different Reading Zones for ELs

*Content Area: Reading*

The session proposes three different zones of reading—the core, the peripheral, and the expanding—to overcome constraints of teaching reading in the EFL context. It further presents procedures and activities for blending intensive and extensive modes of reading, followed by five major recommendations for teachers.

**Bal Ram Adhikari**, Mahendra Ratna Campus, Tribhuvan University, Nepal



Thursday, 10:30 am–11:15 am  
N230b (North Building)

### Narrating a Novice Teacher Self: Storytelling in TESOL Course Discussions

*Content Area: Teacher Training*

This session uses narrative analysis of classroom discourse to explore the complexities involved when novice language teachers tell stories about their teaching experiences, particularly about challenging moments, within TESOL course discussions. Implications for language teacher educators are discussed.

**Kristina B. Lewis**, University of Pennsylvania, USA



Thursday, 10:30 am–11:15 am  
N138 (North Building)

### Intercultural Competence: ELLs, TESOLers, and the Greater Educational Community

*Content Area: Culture/Intercultural Communication*

Many colleges and universities in the United States are incorporating globalization efforts into their strategic plans. In this dialogue session, participants share their organizations' internationalization initiatives as well as any contributions their English language programs have made to help raise the intercultural competence of their greater educational community.

**Ariadne D. Miranda**, INTO University of South Florida, USA  
**Susan Brown**, INTO University of South Florida, USA



Thursday, 10:30 am–11:15 am  
N231 (North Building)

### Pakistan Diaries: Creating an Impact Through Outreach Teacher Development

*Content Area: Personal and Professional Development*

Outreach programmes are an increasingly popular approach to engage with teacher development in areas that lack resources and facilities. This session reports on a 5-year teacher development initiative in rural Pakistan that has resulted in a structured outreach initiative drawing local participation and resources from around the world.

**Naziha Ali Raza Jafri**, Emirates Aviation College, United Arab Emirates  
**Christine Coombe**, Dubai Men's College, Higher Colleges of Technology, United Arab Emirates



Thursday, 10:30 am–11:15 am  
E352 (Lakeside)

### Language Learning Strategy Use Among ESL Beginners

*Content Area: Applied Linguistics*

The study discussed investigates differences in language learning strategies used by ESL beginners from Latin America, both before and after participants completed a 7-week intensive ESL program at a U.S. university. All the participants reported more frequent cognitive, metacognitive, and social strategies, as well as higher standardized test scores.

**Esther (Eunjeong) Lee**, Claflin University, USA





Thursday, 10:30 am–11:15 am  
N140 (North Building)

### Peace Corps EFL Teaching Across 36 Countries: What's Working

Peace Corps TEFL volunteers—2,300 of them—are working in 36 countries in Asia, the Middle East, Eastern Europe, Africa, Latin America, and the Pacific. Find out about what strategies are working and where challenges still lie. Also learn the latest on the progress of Peace Corps' TEFL Certificate program.

**Brock Brady**, U.S. Peace Corps, USA



Thursday, 10:30 am–11:15 am  
N133 (North Building)

### Student Perceptions of Critical Thinking Activities: Insights for Materials Design

*Content Area: Materials/Curriculum Development*

The necessity of critical thinking (CT) skills has become increasingly highlighted in TESOL literature, leaving educators in need of activities that provide in meaningful, engaging CT skill practice. This action research study of student perception of effectiveness/enjoyment of communicative CT activities identifies five key components of successful communicative CT materials.

**Vanessa Armand**, Tokyo International University, Japan



Thursday, 10:30 am–11:15 am  
E350 (Lakeside)

### Supporting Postgraduate Students Writing in the Disciplines

*Content Area: Writing*

This session presents case studies of ESL university students in the Sciences and Humanities disciplines writing a literature review. Comparing and contrasting drafts and interviewing students about their perceptions of disciplinary expectations and of their supervisors' demonstrate common and contrasting features between the two cognate disciplinary groups.

**Lillian L.C. Wong**, The University of Hong Kong, Hong Kong



Thursday, 10:30 am–11:15 am  
E264 (Lakeside)

### Teaching Through Genre: An Antidote to the 5-Paragraph Essay

Concerned about (or tired of?) the limitations of the five-paragraph essay? Genre-based instruction enables students to evolve and reflect as writers in varied rhetorical contexts. Three experienced teacher/researchers justify and discuss genre-based assignments in their undergraduate writing classes, debunking the myth that the five-paragraph essay is relevant to all situations.

**Ann Johns**, San Diego State University, USA

**Dana R. Ferris**, University of California, Davis, USA

**Christine Tardy**, University of Arizona, USA

**Nigel Caplan**, University of Delaware, USA

**Kelly Sippell**, University of Michigan Press, USA



Thursday, 10:30 am–11:15 am  
E351 (Lakeside)

### The Impact of Intercultural Rhetoric on Translingualism: EAP/ESP Writing Studies

*Content Area: Applied Linguistics*

How might the tenets of intercultural rhetoric be used to ameliorate the pedagogical implementation of English as a lingua franca and translingualism in English for EAP/ESP writing studies? The presenters discuss connections between these frameworks and provide practical recommendations to promote EAP/ESP in an ever-changing globalized world.

**Kyle McIntosh**, University of Tampa, USA

**Ulla Connor**, Indiana University Purdue University Indianapolis, USA

**Esen Gokpinar-Shelton**, Indiana University Purdue University Indianapolis, USA



Thursday, 10:30 am–11:15 am  
E267 (Lakeside)

### The Transformation of Capital as Resources: International Students in Taiwan

*Content Area: Social Responsibility/Sociopolitical Concerns*

The study discussed explores how Taiwan's higher education institutions interacted with international students' linguistic lives, including their envisioned future, ownership of linguistic capitals, and access to resources. The findings demonstrate that Taiwan's international students' linguistic paths are shaped by their learning trajectory, aspirations, and resources and the internationalization-related practices.

**Shih-ching Huang**, National Tsing Hua University, Taiwan



Thursday, 10:30 am–11:15 am  
N136 (North Building)

### Transforming Language Learning With Augmented Reality

*Content Area: CALL/Video/Digital Media/Technology in Education*

Augmented reality (AR) is a new form of technology which integrates digital information with the real world. In this presentation, the potential of AR for language learning will be analyzed, and apps, hands-on activities and strategies are presented. Bring your mobile device and laptop if possible.

**María M. Kamijo**, Leaders English Language Centre, Argentina



Thursday, 10:30 am–11:15 am  
E253b (Lakeside)

### Update on the Implementation of ESSA

Join TESOL International Association staff members to learn about and discuss the latest changes to the Every Student Succeeds Act and its first year of implementation across the country.

**David Cutler**, TESOL International Association, USA

**John Segota**, TESOL International Association, USA





Thursday, 10:30 am–11:15 am  
E353c (Lakeside)

### Using Visual Literacy Strategies to Facilitate ELs' Content-Area Learning

Content Area: K–12 Teacher Education

English Learners at secondary schools face the challenge of learning content. This presentation shares visual literacy strategies that not only support ELs' content learning, but also facilitate their expression of what they know through multiple modalities. The participants walk away with visual literacy guidelines applicable to any content area.

**Xiaoning Chen**, National Louis University, USA

**Mariana A. Ricklefs**, National Louis University, USA



Thursday, 10:30 am–12:15 pm  
E265 (Lakeside)

### The Curriculum That Dare Not Speak Its Name: Queering TESOL

Content Area: Social Responsibility/Sociopolitical Concerns

LGBTQ educators and allies oftentimes seek to employ inclusive pedagogy and curriculum, offering opportunities for Queer as a Second Language (QSL) (Nelson, 2009) content absent from published curriculum. This workshop session provides mediated opportunity for attendees to develop and evaluate QSL curriculum.

**Lara M. Ravitch**, University of Oregon, USA

**Carter A. Winkle**, Barry University, USA

**Sherri Martin-Baron**, Monroe Community College, USA



Thursday, 11:15 am–12:45 pm  
N226 (North Building)

### The Impact of Advocacy Programs on TESOL Communities

The purpose of the 2018 TESOL Affiliate Colloquium is to share advocacy plans and practices successfully implemented in culturally diverse TESOL communities and world regions. Presenters share their experiences and views on how different types of advocacy programs have impacted the vision and mission of the affiliates they represent.

**Ana M. Rocca**, Affiliate Leadership Council, Argentina

**Natalia Komissarova**, NATE, Russia

**Misty Adoniou**, ACTA, Australia

**Richard Niyibigira**, ATER, Rwanda



Thursday, 11:30 am–12:15 pm  
N131 (North Building)

### Amigos de Cuba: Voices of Change and Collaboration

Content Area: Social Responsibility/Sociopolitical Concerns

This forum session examines the changing dynamics between English language teachers in the United States and Cuba. With new projects for collaboration now possible, forum members can discuss matters at length.

**Robert Griffin**, Oklahoma City University, USA



Thursday, 11:30 am–12:15 pm  
N230a (North Building)

### Balancing Form and Meaning in the Speaking and Listening Classroom

Content Area: Speaking

In speaking and listening courses we strive to inspire thought and interaction. One challenge is facilitating student expression of rich, meaningful ideas with appropriate structure. This presentation offers an approach to balancing instruction so that students can build skills in creating meaning in grammatically and syntactically appropriate ways while speaking.

**Maryanne D. Bragaw**, University of Delaware, USA

**Jack Chen**, University of Delaware, USA



Thursday, 11:30 am–12:15 pm  
E353a (Lakeside)

### Bridges to Literacy for Students With Interrupted Formal Education

Content Area: Reading

Educators struggle to meet the needs of a growing population of adolescent newcomers, students with interrupted formal education. Analyzing linguistic structures and data from a literacy diagnostic in students' L1s, presenters provide suggestions for transanguaging practices and opportunities for transfer of skills to achieve literacy in secondary school English.

**Rebecca Curinga**, College of Staten Island–CUNY, USA

**Ingrid Heidrick**, Graduate Center–CUNY, USA



Thursday, 11:30 am–12:15 pm  
N135 (North Building)

### Creating Classroom-Based Events to Strengthen Student Learning and Family-School Partnerships

Content Area: Primary and Secondary Education

Classroom-based events co-created with students, colleagues, and families can powerfully strengthen students' learning outcomes and family-school partnerships. Participants interactively explore, see the rationale, and be guided in creating events for social purposes, making learning transparent, drawing on the rich resources of families, and building a home-school culture of learning.

**Debbie Zacarian**, Debbie Zacarian, EdD & Associates, LLC, USA





Thursday, 11:30 am–12:15 pm  
N130 (North Building)

### Developing a Project-Based Writing Course for Graduate STEM Students

*Content Area: Materials/Curriculum Development*

Many EAP courses do not prepare students adequately for their major-specific writing tasks. This presentation focuses on the development of an advanced STEM-specific writing course that implements basic and authentic science experiments to teach advanced writing to graduate students.

**Ariana Van Beurden**, INTO Oregon State University, USA

**Michael Grimm**, INTO Oregon State University, USA

**Erich White**, INTO Oregon State University, USA



Thursday, 11:30 am–12:15 pm  
N126 (North Building)

### Exploring the Intersecting Identities of Graduate ITAs

*Content Area: Personal and Professional Development*

This qualitative case study investigates the intersecting identities of ITAs in a Midwestern teaching and research university in the United States. Through constructing the stories of ITAs, this study unveils their experiences. Implications are made on ITAs' needs of support on both their personal and professional development.

**Junfu Gao**, The University of Kansas, USA



Thursday, 11:30 am–12:15 pm  
E267 (Lakeside)

### Finding Our Voice in the Academic Dialogue: Empowering Advocates

*Content Area: Advocacy*

Dialogue is a discussion between equal partners. Although EFL has long been a legitimate academic discipline worldwide, ESL is often left out of campus dialogues in the United States. This presentation demonstrates a three-pronged approach to strategic advocacy in order to strengthen the voice of academic ESL on college campuses.

**Vivian Leskes**, Holyoke Community College, USA

**Eileen Kelley**, Holyoke Community College, USA



Thursday, 11:30 am–12:15 pm  
E253d (Lakeside)

### Engaging All Students in Science Using the NGSS and Phenomena

The Framework for K–12 Science Education and the Next Generation Science Standards advocate for a three-dimensional (3D) approach to teaching science. This session uses a natural phenomena to engage participants and then model the 3D structure of the NGSS to model a science lesson on Polymers for Grades 3–8.

**David Crowther**, National Science Teachers Association, USA

**Christine Royce**, National Science Teachers Association, USA



Thursday, 11:30 am–12:15 pm  
E260 (Lakeside)

### Hate Crimes on the Rise: What Should Teachers Do?

*Content Area: Social Responsibility/Sociopolitical Concerns*

Considering the dramatic rise in hate crimes following a xenophobic U.S. presidential campaign, the prevailing expectation that educators maintain neutrality in the classroom needs to be closely reexamined. Participants are invited to share in a discussion of how ESL teachers can navigate discourses of social inequality in the classroom.

**Rita M. Van Dyke-Kao**, Mt. San Antonio College, USA

**Lauren D. Carroll**, Azusa Pacific University, USA



Thursday, 11:30 am–12:15 pm  
E256 (Lakeside)

### English Language Education for Democracy and Citizenship

*Content Area: Advocacy*

In this session, the presenter explores the relations among democracy, English language education, and citizenship; draws on insight gained from a study on English language teachers and learners who are motivated by English for the purposes civic engagement; and discusses the theoretical underpinnings and practical applications of teaching ESL for citizenship.

**Bahar Biazar**, Seneca College, USA



Thursday, 11:30 am–12:15 pm  
N136 (North Building)

### Integrating Drama, Music, and Smartphones for Language Learning

*Content Area: Materials/Curriculum Development*

Drama and music can be combined with mobile-assisted language learning for meaningful language learning. Come learn about two engaging projects employing these mediums while targeting contextualized language development of students' vocabulary, grammar, pronunciation, and presentation abilities.

**Kirsten L. Stauffer**, University of Colorado Boulder, USA

**Summer Webb**, University of Colorado Boulder, USA



Thursday, 11:30 am–12:15 pm  
N137 (North Building)

### Exploring Synchronous Mobile-Assisted Language Instruction for EFL Oral Proficiency

*Content Area: CALL/Video/Digital Media/Technology in Education*

This presentation reports a case study of investigating ESL teachers' instruction via the synchronous mobile-assisted language learning (MALL) platform to develop EFL students' oral proficiency. Findings revealed effectiveness of the synchronous MALL teaching depends on teachers' cross-linguistic and pedagogical expertise. Implications for synchronous MALL teaching and oral proficiency are discussed.

**Chih-Hsin Hsu**, American College of Education, USA





Thursday, 11:30 am–12:15 pm  
E350 (Lakeside)

### International Student Adaptation to Unfamiliar Learning Approaches and Expectations

*Content Area: Culture/Intercultural Communication*

International students attending North American universities must quickly adapt to unfamiliar language learning approaches and expectations. Using self-regulation of learning framework, this presentation explores how such students self-reflect and adapt to new learning environments and also suggests ways teachers can help such students achieve success in unfamiliar educational contexts.

**H. Douglas Sewell**, University of Calgary, Canada



Thursday, 11:30 am–12:15 pm  
N227b (North Building)

### Project-Based Learning: Connecting All 4 Skills

*Content Area: Materials/Curriculum Development*

Practical, time saving tips on how to develop and use project based learning. Project based learning fosters a dynamic, involved learning environment where knowledge from all four skills can be activated. Participants leave with clear ideas and practical teaching tips for creating a dynamic learner-centered project resulting in authentic production.

**Robina Blundell**, American Language Center, USA

**Lana Koyadinovich**, American Language Center, USA



Thursday, 11:30 am–12:15 pm  
N129 (North Building)

### Linking Faculty Across Disciplines

*Content Area: Teacher Training*

With a large demographic of L2 students in their classrooms, content faculty are often underprepared in adjusting their teaching to accommodate the reality of these learners. This session discusses practical ways that content and language faculty can cooperate to support language learning across disciplines.

**Sherise Lee**, Academy of Art University, USA



Thursday, 11:30 am–12:15 pm  
E352 (Lakeside)

### Raciolinguistics and ELL Identity: Narratives From Chinese Immigrant Students

*Content Area: Social Responsibility/Sociopolitical Concerns*

What contributes to the complexities of minority language learner identity? Could raciolinguistic ideologies provide an explanation? This presentation reports findings from a narrative-inquiry study of 1.5-generation Chinese immigrant students in the United States. It suggests that the students' hybrid identities and linguistic struggles further complicate and challenge appropriateness-based language learning.

**Jialei Jiang**, Indiana University of Pennsylvania, USA



Thursday, 11:30 am–12:15 pm  
N230b (North Building)

### Math as the Universal Language: Deconstructing the Myth

*Content Area: Primary and Secondary Education*

In this session, participants examine math educators' ideologies about the role of language in math instruction during math lessons delivered in languages other than their own. Findings demonstrate that monolingual math educators take minimal risks with language and content whereas multilingual math teachers take greater risks.

**Sungae Kim**, Purdue University, USA

**Taejung Ma**, Purdue University, USA

**Trish Morita-Mullaney**, Purdue University, USA



Thursday, 11:30 am–12:15 pm  
N139 (North Building)

### Reading: The Underemphasized Skill

*Content Area: Reading*

ELLs struggling with reading do so because of two issues: learner-based reading problems, and text-based difficulties. When ELLs dislike L2 reading and/or teachers have little choice in the texts they must use, teaching reading is a struggle. This presentation discusses strategies for working with such issues.

**Geraldine Ryan**, ELIC, Canada



Thursday, 11:30 am–12:15 pm  
N127 (North Building)

### Scaffolding Transformational Reflection for Developmentally Diverse Teachers

*Content Area: K–12 Teacher Education*

This session explores how L2 teacher education programs can encourage increasingly transformational reflection among teachers with diverse meaning-making perspectives. After an overview of constructive developmental theory, the presenters model scaffolds for reflection, including observation tasks, reflection rubrics, differentiated reflection prompts, and a framework for instructor feedback on reflections.

**Julia E. Reimer**, Hamline University, USA

**Jen Ouellette-Schramm**, Riverland Community College, USA



Thursday, 11:30 am–12:15 pm  
E262 (Lakeside)

### Paving the Pathways to Career and Academic Readiness

Building pathways to work and academic success requires a solid foundation, wide paths of basic language skills, and narrower paths branching toward learners' divergent goals. Making instruction relevant for all learners but simultaneously launching them in many work and school directions is challenging. Our paving stones and toolkits can help.

**Bill Bliss**, Language & Communication Workshop, USA

**Steven J. Molinsky**, Boston University, USA





Thursday, 11:30 am–12:15 pm  
N128 (North Building)

### Secondary Teachers' Negotiation of 2-Way Immersion Practices

*Content Area: Bilingual Education*

This presentation explores the practices of secondary two-way immersion teachers using Ruiz's (1984) orientations towards language planning. From the interviews with three middle school and three high school teachers, teachers identified the instruction of two-way immersion students as focus on student collaboration, cultural competence, language proficiency, and collaboration.

**Carol I. Bearse**, Touro College, USA



Thursday, 11:30 am–12:15 pm  
E261 (Lakeside)

### Teach Abroad With the English Language Fellow Program

Enhance ELT capacity abroad through 10-month paid teaching fellowships designed by the U.S. Department of State for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

**Jennifer Hodgson**, The U.S. Department of State English Language Programs, USA



Thursday, 11:30 am–12:15 pm  
E253b (Lakeside)

### State WIOA Adult ESOL Initiatives and Innovations

Presenters from diverse states describe one significant adult ESOL initiative they have instituted to address a particular requirement of WIOA. These brief overviews from each state focus on a program, issue, or product that can be of value and benefit to other states.

**Sue Barauski**, Adult Learning Resource Center, USA

**Patsy Egan**, Hamline University, USA

**Alejandro Nunez**, Wisconsin Technical College System, USA

**Susan Watson**, Virginia Commonwealth University, USA



Thursday, 11:30 am–12:15 pm  
E264 (Lakeside)

### The Key to Answering Your Students' Grammar Questions

Good teachers encourage students to ask questions, but sometimes good questions do not directly deal with the lesson material. What does the teacher do then? This session introduces techniques for dealing with these types of questions and discusses answers to five of the most common student questions.

**Keith Folse**, University of Central Florida, USA

**Kelly Sippell**, University of Michigan Press, USA



Thursday, 11:30 am–12:15 pm  
E351 (Lakeside)

### Structured Writing Instruction for ELLs With and Without Disabilities

*Content Area: Writing*

An effective, culturally responsive, self-regulated strategy for writing for ELLs with and without disabilities will be described. Positive outcomes from high school and college studies using the intervention are discussed. Participants also receive sample materials and information on how to adapt for their grade, content, and students' needs.

**Caroline Torres**, Kapi'olani Community College, USA



Thursday, 11:30 am–12:15 pm  
E271b (Lakeside)

### Uniting Nonnative Teachers in Fostering Multicultural Learners' Needs

*Content Area: Culture/Intercultural Communication*

Whether a native or a non-native instructor, you bring unique potential to the ESL/FL classroom. What aspects of successful teaching strategies outweigh the possible deficiencies in each of the cases and how can instructors unite their efforts to meet the learning objectives of the target group – multicultural learners?

**Alicja Trembowski**, Algonquin College, Canada



Thursday, 11:30 am–12:15 pm  
N132 (North Building)

### Supporting Teacher-Researchers Through the Development of Research Literacy

*Content Area: Personal and Professional Development*

This presentation reports on findings from an investigation into the support that teachers require for them to develop their research literacy. It highlights the views of teacher educators, teacher association leaders, and academics working in a broad range of international contexts. Implications and recommendations for those supporting teacher-researchers are discussed.

**Daniel Xerri**, University of Malta, Malta



Thursday, 11:30 am–12:15 pm  
E258 (Lakeside)

### Video Dubbing: A Key to Dialogue in EFL Classroom

*Content Area: CALL/Video/Digital Media/Technology in Education*

In this highly interactive presentation, the presenter shows different ways of implementing video dubbing activities to motivate students to learn EL. Attendees have the greatest opportunity to dub their favourite video clips, to dialogue and share their feelings with each other. Get inspired and learn how to inspire all of your students!

**Mokhidil Mamasolieva**, Uzbek State University of World Languages, Uzbekistan





Thursday, 11:30 am–12:15 pm  
E253a (Lakeside)

### Virtual Office Hours and Support for ITAs

*Content Area: Speaking*

This dialogue explores the need to re-examine the adequacy of the longstanding norms of ITA education and the new competencies needed by ITAs teaching in virtual office hours. The presenters discuss the types of supports that might be beneficial for ITAs as they navigate this new teaching and learning space.

**Christine Feak**, University of Michigan, USA  
**Brenda Prouser Imber**, University of Michigan, USA



Thursday, 11:30 am–1:15 pm  
E255 (Lakeside)

### Contextualized ELA Classes in Preparation for Career and Postsecondary Education

*Content Area: Materials/Curriculum Development*

This session is for teachers and administrators of ESL programs interested in designing frameworks and professional development aimed at instruction in college and career readiness, critical thinking, integrated skills, numeracy, and digital literacy. Panelists highlight the successes and challenges in implementing activities from the Literacy Information Communication System ESL Pro Project.

**Melissa Zervos**, Maryland Department of Labor, USA  
**Jodi Crandall**, University of Maryland, Baltimore County, USA  
**Emma Ostendorp**, Howard County Library System, USA  
**Naomi Verratti**, Howard Community College, USA



Thursday, 11:30 am–12:15 pm  
E263 (Lakeside)

### Vocabulary and Grammar Practice for Building Your Academic Voice

This workshop explores how systematic study of vocabulary and grammar develops students' academic writing voices. Presenters discuss corpus-informed approaches to designing EAP curricula and the vocabulary and grammar needed for academic discourse. They also present grammatical structures for rhetorical modes. Participants leave with resources and activities.

**Jeanne Lambert**, The New School, USA  
**Randi Reppen**, Northern Arizona University, USA



Thursday, 11:30 am–1:15 pm  
N228 (North Building)

### Mapping Support for ELs: Advocacy Strategies in Higher Education

*Content Area: Advocacy*

In this workshop, ESL program administrators offer an interactive discussion of successful strategies for supporting linguistically diverse institutions. Presenters share a visual model of an institution-wide language support network to encourage discussion of how attendees can identify advocacy avenues and find allies on their campuses.

**Jenica Draney**, College of Western Idaho, USA  
**Gail Shuck**, Boise State University, USA  
**Katie L. Silvester**, Indiana University, USA  
**Missy Watson**, The City College of New York, USA



Thursday, 11:30 am–1:15 pm  
E450a (Lakeside)

### Building Global Citizenship Through Intercultural Language Teaching

*Content Area: Culture/Intercultural Communication*

The ability to critically engage with diverse cultures and divergent perspectives is essential in the 21st century. This workshop shares research-based teaching strategies to help students develop intercultural communicative competence. By integrating intercultural awareness in the TESOL classroom, language teachers can help students become curious, engaged, conscientious global citizens.

**Tabitha Kidwell**, University of Maryland, USA



Thursday, 11:30 am–1:15 pm  
E451a (Lakeside)

### Preparing L2 Writers for College/University Content Courses

How can L2 writing teachers design curricula, courses, and assignments that best support multilingual students writing across and within the disciplines? The presenters discuss possibilities from a variety of perspectives, including interviews with students and faculty, corpus-based and genre models, and their own experience with materials and course design.

**Gena Bennett**, Independent, USA  
**Jan Frodesen**, University of California, Santa Barbara, USA  
**Diane Schmitt**, Nottingham Trent University, United Kingdom  
**Margi Wald**, University of California, Berkeley, USA







Thursday, 11:30 am–1:15 pm  
E270 (Lakeside)

### Students With Limited or Interrupted Formal Education: Challenges and Solutions

Content Area: Advocacy

Students with limited or interrupted formal education (SLIFE) face a unique set of challenges and require specific forms of academic and socio-cultural support. Join us to explore how to respond to the needs of your SLIFE population using a research-based framework. Continue the discussion after TESOL using an online forum.

**Maria Konkel**, Educational Testing Service, USA  
**Diane Staehr Fenner**, SupportEd, USA



Thursday, 11:30 am–1:15 pm  
N140 (North Building)

### The Learning Curve of Building a Pathways Model Program

Content Area: Materials/Curriculum Development

IEPs are continually trying to increase student preparation while also helping them realize their end goal of graduating from a university. A number of university-affiliated programs are moving to a model where students can accrue university credits while developing language skills. Architects of one such program share their experiences.

**Scott F. Duarte**, University of Delaware, USA  
**Scott Partridge**, University of Delaware, USA  
**Nigel Caplan**, University of Delaware, USA  
**Karen Asenavage**, University of Delaware, USA

12:30 pm



Thursday, 12:30 pm–1:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Future Directions for TESOL Retirement Redefined

**Liz England**, Liz England and Associates, USA



Thursday, 12:30 pm–1:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Supporting Students With Disabilities eGroup: Updates and Networking

**Maiko Hata**, University of Oregon, USA



Thursday, 12:30 pm–4:30 pm  
E253c (Lakeside)

### ELLs, Immigrant Students, and U.S. Law

Immigrant children and ELLs often face barriers in receiving an equal education and participating in activities in U.S. schools. This session discusses the rights of students and responsibilities in schools under current U.S. law, and what schools can and cannot require of immigrant children and ELLs.

**Roger Rosenthal**, Migrant Legal Action Program, USA

1:00 pm



Thursday, 1:00 pm–1:45 pm  
N132 (North Building)

### A Guide to Implementing Extensive Reading in ESL/EFL Classrooms

This session provides guidelines for incorporating extensive reading into existing intensive reading classes drawn from the findings of the presenter's research, which investigated the effects of extensive reading in a Korean EFL university setting. The presenter shares instructional techniques and insightful tips for promoting extensive reading.

**Namhee Suk**, Pukyong National University, Republic of Korea



Thursday, 1:00 pm–1:45 pm  
E262 (Lakeside)

### An Overview of Teaching and Learning Vocabulary: The Ultimate Challenge

Participants experience techniques for teaching vocabulary as they explore the dimensions of a lexeme, the metalanguage of morphology, a planned vocabulary lesson, and unplanned vocabulary teaching. The session concludes with an approach to teaching vocabulary and selected techniques for teaching beginners through advanced students. A raffle concludes the session.

**Raymond C. Clark**, Southern New Hampshire University, USA



Thursday, 1:00 pm–1:45 pm  
E260 (Lakeside)

### Authentic Community Educational Engagement Through Participatory Research Projects

Content Area: Culture/Intercultural Communication

This presentation describes a family-school engagement research project in which university researchers collaborated with community members from immigrant communities as coresearchers to create more inclusive schools for ELLs. Participants learn about the benefits of these projects and how to overcome some of the challenges in implementing them.

**Katie A. Brooks**, Butler University, USA  
**Brooke Kandel-Cisco**, Butler University, USA  
**Catherine Bhatena**, Butler University, USA  
**Laura Skaggs**, Butler University, USA





Thursday, 1:00 pm–1:45 pm  
N133 (North Building)

### ELT Major Education in Vietnamese Higher Education: Unheard Voices

*Content Area: Personal and Professional Development*

This presentation reports on the preliminary findings from an investigation into how Vietnamese tertiary ELT majors perceive their education program in terms of curriculum aspects, pedagogical practices, and assessment strategies. Results revealed their different perceptions of their education program focusing on their learning-to-teach practice. Implications for ELT major education are discussed.

**Thanh Luan Nguyen**, University of Newcastle, Australia

**James Albright**, University of Newcastle, Australia

**Rachel Burke**, University of Newcastle, Australia



Thursday, 1:00 pm–1:45 pm  
N129 (North Building)

### Encouraging Growth and Innovation for In-Service Teachers

*Content Area: Personal and Professional Development*

Helping ourselves and others become better teachers involves growth and change—processes that most humans naturally resist. In this session, participants explore the barriers to change and the presenter shares gentle but effective methods to encourage improvement and innovation in teaching practices.

**Joe McVeigh**, Independent, USA



Thursday, 1:00 pm–1:45 pm  
E264 (Lakeside)

### Enhancing Learners' Pragmatic Competence Using a Haptic Approach

This session provides training in using haptic (movement + touch) techniques to teach speech acts to ELLs. These techniques are used to foreground intonational features (pitch, volume, stress) that can be mapped haptically onto existing speech acts (e.g., apologies, requests) to develop learners' pragmatic competence.

**Amanda Baker**, University of Wollongong, Australia

**Michael Burri**, University of Wollongong, Australia



Thursday, 1:00 pm–1:45 pm  
E351 (Lakeside)

### I Just Temporarily Accept: Delayed Resistance to Writing Tutor Advice

*Content Area: Writing*

This session uses microethnographic analysis of graduate peer writing tutor sessions and follow-up interviews to explore interactions in which multilingual writers appear to accept tutor advice but later reject it, often partially on the basis of misunderstandings of the tutor's rationale. Implications for peer tutor training are discussed.

**Kristina B. Lewis**, University of Pennsylvania, USA



Thursday, 1:00 pm–1:45 pm  
E256 (Lakeside)

### Low-Level Adult ESL and CCRS: What's the Scoop?

*Content Area: Materials/Curriculum Development*

Adult ESL is becoming more rigorous as we align to content standards such as the College and Career Readiness Standards (CCRS). How can beginning-level teachers build a foundation toward mastery of CCRS skills? Where do the new English Language Proficiency standards fit? The presenter shares Minnesota's journey and many freely accessible resources.

**Patsy Egan**, Hamline University, USA



Thursday, 1:00 pm–1:45 pm  
E271b (Lakeside)

### Motivating and Recharging Learners' Language Competency Battery With Cummins' Framework

*Content Area: Primary and Secondary Education*

To meet the diversity of students' individual competencies, Cummins proposes a distinction between social and academic language to tailor the classroom activities. The presenter offers applicable ways of how to recharge the students' language proficiency batteries by applying suitable to level activities with the four quadrants of Cummins' framework.

**Nesreen Bahgat El-Nesr**, Ministry of Education, Egypt



Thursday, 1:00 pm–1:45 pm  
E253b (Lakeside)

### Overview of the CPS Office of Language and Cultural Education

CPS Office of Language and Cultural Education (OLCE) oversees the education of approximately 70,000 English learners (through dual and transitional bilingual programs), World Language programs, Title VI Programs for American Indians, and refugees. Come hear how our strategies and initiatives to ensure equitable access to quality education for all.

**Ernesto Matias**, Chicago Public Schools, USA



Thursday, 1:00 pm–1:45 pm  
N138 (North Building)

### Partnerships With International Students: How to Prepare for Intercultural Learning

*Content Area: Culture/Intercultural Communication*

Intercultural contact on a college campus is inevitable, but how do we move from contact to meaningful engagement of L1 speakers with international L2 peers for language and culture exchange? Though there is often more focus on international students, this session discusses how to prepare L1 speakers for intercultural engagement.

**Roxanna Senyshyn**, Pennsylvania State University, USA





Thursday, 1:00 pm–1:45 pm  
E261 (Lakeside)

### Personal Best Skills: Is There Life Beyond GIST?

The communicative era has turned the “don’t worry about what you don’t understand mantra into an article of faith. But ignoring a problem won’t make it disappear. We owe it to our students to find ways to make activities more effective. What does this entail? How might it impact interlanguage restructuring?

**Luiz Otavio Barros**, Richmond ELT, Mexico



Thursday, 1:00 pm–1:45 pm  
N135 (North Building)

### Reflecting on Professional Development

The need for ongoing teacher development has been a recurring theme in language teaching in recent years in TESOL. This interactive discussion discusses Teacher Career Cycle Trajectories and examines how teachers can plan professional development opportunities using the English Language Teacher Development series, as well as introducing the latest books in the series.

**Thomas Farrell**, Brock University, Canada



Thursday, 1:00 pm–1:45 pm  
N139 (North Building)

### Speak Up! Reimagining Reading Projects Through Speaking Activities

*Content Area: Reading*

How can we engage students in building communities that not only cross cultural boundaries through reading but also foster spoken English proficiency? This session explores how reimagining reading projects furthers students’ critical thinking and speaking confidence in an EFL setting. Presenters share easily-adaptable handouts about their project.

**Kendra N. Staley**, University of Colorado Boulder, USA

**Erica Ferrer**, Universidad del Norte, Colombia



Thursday, 1:00 pm–1:45 pm  
N230a (North Building)

### Stress-Free Pronunciation Activities That Get Results

*Content Area: Pronunciation*

Use pop-culture to captivate your audience and add bits of pronunciation practice into other classes. Presenters illustrate activities that engage, motivate, and provide lots of authentic language in a lively atmosphere. We focus on mimicry activities including singing, reenacting movie scenes and speeches, reader’s theater, jokes, poetry and tongue twisters.

**Nicole Kaup**, NW School of Accent Reduction, China

**Steven Taillard**, Henry Ford College, USA



Thursday, 1:00 pm–1:45 pm  
E353b (Lakeside)

### The Future of the TESOL Profession

TESOL International Association led a strategic conversation with respected and innovative thought leaders from a variety of international context regarding the future of the TESOL Profession. In the coming months, TESOL will release a Call to Action with 5 strategic priorities and multiple recommendations for action. This session not only summarizes our process, but what happens next.

**Denise Murray**, Macquarie University, Australia

**Sarah Sahr**, TESOL International Association, USA

**John Segota**, TESOL International Association, USA

**David Cutler**, TESOL International Association, USA



Thursday, 1:00 pm–1:45 pm  
N136 (North Building)

### Sustaining Cross-Border Dialogues: University Telecollaboration With Remote, Resource-Limited Sites

*Content Area: Culture/Intercultural Communication*

University educators from ESL/TESOL, Emergency Medicine, Global Public Health and Deaf Education created a remote-site learning program with partners in resource-limited areas of Guatemala. After three years, this improbable collaboration is building sustainable distance learning systems. Presenters address and discuss pedagogical, technological and logistical developments for effective distance learning.

**Elizabeth Wittner**, University of Virginia, USA

**David Burt**, University of Virginia, USA

**Penny Carlisle**, University of Virginia, USA



Thursday, 1:00 pm–1:45 pm  
E258 (Lakeside)

### The Conceptual Differences and Interferences Between L1 and L2 in Idioms Learning

*Content Area: Applied Linguistics*

The study discussed investigated whether L2 learners use knowledge of their L1 to comprehend and produce idioms in the L2. Results showed the uses of inter- and intralingual strategies help the interpretations and interference between L1 and L2.

**Hsiao-Ping Wu**, Texas A&M University–San Antonio, USA



Invited Speaker



Networking Session



Practice-Oriented



Research-Oriented



Teaching Tip



Ticketed Event



Workshop



Thursday, 1:00 pm–1:45 pm  
E259 (Lakeside)

### The Experience of Curriculum Design in the EFL Context

*Content Area: Materials/Curriculum Development*

This presentation discusses the experience of developing a new curriculum for teaching English as a foreign language in a multilingual context which was preceded by a change in language policy and planning. It is especially significant for a culturally diverse and poor country creating hurdles along the way.

**Amna M. Bedri**, Ahfad University for Women, Sudan



Thursday, 1:00 pm–1:45 pm  
N231 (North Building)

### Universal Design: Making the ESOL Classroom Accessible to All Students

*Content Area: Advocacy*

This session introduces the practices of universal design, which make daily teaching presentations, classroom materials, and assignments accessible to all students, including those with physical and intellectual disabilities. Teachers are provided with a list of easy-to-implement ways to make learning less stressful for all students and their instructors.

**Heidi R. Wright**, Carnegie Mellon University, USA

**Areej Ahmed**, Ohio University, USA



Thursday, 1:00 pm–2:45 pm  
N127 (North Building)

### 3 Years After: Reflections on a Collaborative MOOC

*Content Area: CALL/Video/Digital Media/Technology in Education*

In 2015, EFL professionals from the U.S. and ten countries across Central/Eastern Europe met and planned a MOOC, English for Journalists. With three years of participation data, we examine the course's barriers and advantages, and what we've learned from moving it from a small, personalized experience to a larger MOOC.

**Margaret Sokolik**, University of California, Berkeley, USA

**Yaroslava Fedoriv**, National University of Kyiv, Ukraine

**Dragana Filipovic**, University of Belgrade, Serbia

**Adisa Imamović**, University of Tuzla, Bosnia and Herzegovina

**Beāte Kaupasa**, Nordic High School, Latvia

**Fazli Rrezja**, Vocational Judicial-Economy Secondary School, Kosovo

**Elena Smykovskaya**, Belarusian State University, Belarus

**Timea Tiboldi**, SEAS, Hungary

**Meri Lazarevska**, Ss. Cyril and Methodius University of Skopje, Macedonia (the former Yugoslav Republic of)



Thursday, 1:00 pm–2:45 pm  
E353c (Lakeside)

### Building Efficient Rubrics to Increase Grading Speed and Reliability

*Content Area: Assessment*

This workshop provides a quick overview of pedagogical tools and resources that facilitate the creation of rubrics to assess students' language production skills. Participants walk away with rubrics adaptable for use in their classrooms and with a list of resources to generate rubrics for any level of language production.

**Bahiyih Hardacre**, California State University, Los Angeles, USA

**Jeremy Kelley**, California State University, Los Angeles, USA

**Laila Hualpa**, California State University, Los Angeles, USA



Thursday, 1:00 pm–2:45 pm  
N226 (North Building)

### Critical Conversations: How to Sustain Dialogue in Challenging Contexts

*Content Area: Leadership*

Are you looking for a better way to address challenging situations? Do you struggle to respond when a colleague or supervisee gets defensive in a conversation? In this workshop, participants learn strategies and language for navigating difficult conversations using guided role-plays and hands-on activities.

**Michelle Bell**, University of Southern California, USA

**Elena Sapp**, INTO Oregon State University, USA



Thursday, 1:00 pm–2:45 pm  
N128 (North Building)

### Current Trends and Future Directions in ELT

*Content Area: Teacher Training*

Though predicting the future landscape of the TESOL profession is not easy, determining current trends and future directions in ELT requires serious deliberation. Five leaders share their knowledge and predictions of where TESOL will be and what our educational landscape will look like in the next two decades.

**Kate Mastruserio Reynolds**, Central Washington University, USA

**Thomas Farrell**, Brock University, Canada

**John Liontas**, University of South Florida, USA

**Eli Hinkel**, Seattle Pacific University, USA

**Rebecca Oxford**, U.S. Air Force Culture and Language Center, USA





Thursday, 1:00 pm–2:45 pm  
N130 (North Building)

### Diasporic Mexican and Puerto Rican Emergent Bilinguals: Linguistic, Cultural Capital

Educated in the 50 states for some part of life, returnees or first-time entrants to Mexico and Puerto Rico present special challenges. They also possess great strengths. Panelists illuminate the potential of the rich linguistic and cultural resources of diverse emergent bilinguals of Mexican and Puerto Rican backgrounds.

**Juliet M. Luther**, Fordham University, USA

**Ma. Guadalupe Martínez Ortiz**, Escuela Normal Miguel F. Martínez, Mexico

**Mary Petron**, Sam Houston State University, USA

**Kevin Carroll**, Universidad de Puerto Rico, Recinto de Río Piedras, Puerto Rico

**Erika Caban Morales**, Universidad de Puerto Rico, Recinto de Río Piedras, Puerto Rico

**Andrea Jiménez**, Universidad de Puerto Rico, Recinto de Río Piedras, Puerto Rico

**Alsu Gilmetdinova**, Kazan National Research and Technical University named after A.N. Tupolev, Russia

**Tatyana Kleyn**, The City College of New York–CUNY, USA



Thursday, 1:00 pm–2:45 pm  
E451b (Lakeside)

### Multimodal, Embodied Learning: An Interactive Workshop

*Content Area: Personal and Professional Development*

Participate in interactive multimodal and embodied L2 pedagogical activities drawn from theater and visual arts, exploring how artistic approaches may be adapted to various contexts to promote language learning. As each activity (drama games, artistic creations) unfolds, evaluate their strengths, challenges, and adaptable applications through collaborative discussion.

**Kathleen R. McGovern**, University of Georgia, USA



Thursday, 1:00 pm–2:45 pm  
N137 (North Building)

### Preparing Educators to Engage Families Constructively

Constructive family engagement is an essential knowledge, skill and dispositional base for PreK–12 educators. The TESOL 2017 Teacher Preparation Standards (draft) include family engagement standards for instruction, assessment, sociocultural understandings and communication. Teacher educators learn about the standards and tools to empower teachers to work productively with caregivers.

**Angela Bell**, University of Colorado Colorado Springs, USA

**Kathryn Ciechanowski**, Oregon State University, USA

**Laura Lukens**, North Kansas City Schools, USA

**Michael Wei**, University of Missouri-Kansas City, USA

**Debbie Zacarian**, Debbie Zacarian, EdD & Associates, LLC, USA



Thursday, 1:00 pm–2:45 pm  
N126 (North Building)

### Empowering ITAs Through Research

*Content Area: Culture/Intercultural Communication*

This panel examines a teacher research study on ITAs' perceptions on their needs from a preparation program; a needs analysis that informed ITA preparation curriculum design; and how preservice information sessions can be used to share findings in the ITA field with ITAs.

**Soha Youssef**, Bowling Green State University, USA

**Viviana Cortes**, Georgia State University, USA

**Rebecca A. Oreto**, Carnegie Mellon University, USA



Thursday, 1:00 pm–2:45 pm  
N230b (North Building)

### Scholarship on L2 Writing in 2017: The Year in Review

*Content Area: Writing*

Having difficulty keeping up with the scholarship in your research area? Even in a relatively small field like second language writing, staying abreast of the current literature can be challenging. To address this situation, this session provides an overview and synthesis of second language writing scholarship published during 2017.

**Tony Silva**, Purdue University, USA

**Ji-young Shin**, Purdue University, USA

**Yachao Sun**, Purdue University, USA

**Phuong Tran**, Purdue University, USA

**Kai Yang**, Purdue University, USA



Thursday, 1:00 pm–2:45 pm  
E350 (Lakeside)

### Low Enrollment Changes Everything

*Content Area: Materials/Curriculum Development*

Has low enrollment forced you to rethink your higher education ESL program? Come hear how administrators and teachers can take advantage of smaller numbers by trying out new ideas. Also learn ways to help survive low tide and improve your program for when the tide comes back in.

**Gail Lugo**, Trine University, USA

**Graham Reeves**, Trine University, USA

**T. Leo Schmitt**, Lehman College, USA

**Leah Jenkins**, Trine University, USA





Thursday, 1:00 pm–2:45 pm  
N227a (North Building)

### Supporting the Professional Development of Faculty Administrators

Many language programs draw administrators from faculty. These faculty need support and training not only as they transition into but also as they continue in administrative roles. This panel discusses professional development resources and gaps, and gives recommendations to better support faculty administrators to assume and succeed in leadership roles.

- Alicia Rose Going**, University of Oregon, USA
- Thomas Tasker**, University of Oregon, USA
- J. Alexandra Rowe**, University of South Carolina, USA
- Bruce Rindler**, Boston University, USA
- Rhonda Petree**, University of Wisconsin-River Falls, USA
- Ketty Reppert**, Kansas State University, USA
- Laura G. Holland**, University of Oregon, USA
- Britt R. Johnson**, University of Oregon, USA



Thursday, 1:00 pm–2:45 pm  
E353a (Lakeside)

### Teaching Writing From a Biliteracy Perspective in K-12 Education

The session explores the complex issues surrounding teaching writing in a new or additional language, aiming to promote biliteracy in today's bilingual programs. Panel members explain current research and theories, institutional and local challenges, and successful examples of biliteracy practices for the bilingual classroom.

- Tanita Saenkhum**, University of Tennessee, USA
- Yvonne Freeman**, The University of Texas Rio Grande Valley, USA
- David Freeman**, The University of Texas Rio Grande Valley, USA
- Mark Chapman**, WIDA at the Wisconsin Center for Education Research, USA
- Mariana Castro**, WIDA at the Wisconsin Center for Education Research, USA
- María Brisk**, Boston College, USA
- Aida Walqui**, WestEd, USA



Thursday, 2:00 pm–2:45 pm  
E451a (Lakeside)

### #Covfefe Anyone? Cracking Trump Code on Language Learning and Policy

From the elimination of Spanish websites to California's passage of Proposition 58, the United States has come to a critical crossroads in language education. Drawing on the NIDALS sociocultural framework and semiotic data visualization of Twitter use, the presenter examines the challenges and possibilities for language learning and policy in the age of Trump.

- Aria Razfar**, University of Illinois at Chicago, USA



Thursday, 2:00 pm–2:45 pm  
E351 (Lakeside)

### Academic Rebels? Informality in L1 and L2 University Student Writing

*Content Area: Writing*

Based on a taxonomy of the most common informal features mentioned in style manuals, this presentation reports findings of a comparative corpus-based analysis of informal elements in L1 and L2 university student argumentative essays. Implications for L2 composition instruction are discussed.

- Joseph J. Lee**, Ohio University, USA
- Tetyana Bychkovska**, George Mason University, USA
- James Maxwell**, Ohio University, USA
- Michelle Larue**, Ohio University, USA



Thursday, 2:00 pm–2:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Connecting as Language Professionals in Central Asia

- Nancy M. Ackles**, Fulbright U.S. Scholar Program, USA



Thursday, 2:00 pm–2:45 pm  
N227b (North Building)

### Developing Instructors' Language Assessment Literacy in an IEP

*Content Area: Teacher Training*

Knowledge of assessment is important for any language instructor, but many instructors lack sufficient assessment literacy. IEPs are then responsible for developing their instructors' knowledge of assessment fundamentals. This presentation describes the process undertaken by one IEP to develop its instructors' assessment literacy. Guidelines for fostering assessment literacy are provided.

- Stuart H. Landers**, Colorado State University, USA
- Tony Becker**, Colorado State University, USA
- Nancy Berry**, Colorado State University, USA



Thursday, 2:00 pm–2:45 pm  
N132 (North Building)

### Developing MEd TESOL Students Into Autonomous Researchers

*Content Area: Teacher Training*

This study evaluates the process in and extent to which K–12 in-service teachers enrolled in an MEd TESOL program develop into autonomous researchers, as measured through the Research Skill Development framework, through their participation in a 1-year research series of assignments that lead to a graduation thesis.

- Evelyn Doman**, University of Guam, USA





Thursday, 2:00 pm–2:45 pm  
N230a (North Building)

### Encouraging Students to Value Note-Taking

*Content Area: Listening*

There is little debate that note-taking is a critical skill for international students' academic success. ESL instructors understand this, but how do instructors motivate ESL students to realize the importance of note-taking? This session introduces a variety of activities that encourage ESL students to see the value in note-taking.

**Sarah E. Lowen**, University of Iowa, USA

**Nicole Metzger**, University of Iowa, USA



Thursday, 2:00 pm–2:45 pm  
N231 (North Building)

### Fast-Track Endorsement and the Changing Role of K-12 ESL Teachers

*Content Area: K-12 Teacher Education*

Fast-track ESL endorsement results in inconsistently prepared teachers entering U.S. schools. Well-prepared ESL teachers have deep knowledge of language acquisition and instruction. How do they support language development differently from core classroom teachers? How do we redefine what ESL teachers do? This session includes a case study and a structured discussion.

**Paul Abraham**, Simmons College, USA

**Janet Chumley**, Simmons College, USA



Thursday, 2:00 pm–2:45 pm  
N131 (North Building)

### Engage in Strategies That Move Adolescent ELs Beyond Intermediate Fluency

Participants engage in hands-on practice of research-based strategies known to move secondary ELs "stuck" at intermediate fluency to proficiency in academic English. These innovative strategies build control of linguistic structures unique to math, social studies, and language arts while promoting student confidence, especially among long-term ELs. Attendees receive supportive resources.

**Elizabeth Hartung-Cole**, NNETESOL, USA



Thursday, 2:00 pm–2:45 pm  
E253d (Lakeside)

### Focus Learning With Can-Do Statements

Participants experience processes ready to use with their department to unwrap the organization of the Can-Do Statements and reflect on applications to support learners' language development. Participants analyze how to use Can-Do Statements to guide educators' instruction and assessment and learners' focus on how to reach their language goals.

**Ali Moeller**, American Council on the Teaching of Foreign Languages, USA



Thursday, 2:00 pm–2:45 pm  
N136 (North Building)

### Engaging Students in Collaborative Writing Projects With Google Apps

*Content Area: CALL/Video/Digital Media/Technology in Education*

In today's university learning contexts, students must increasingly employ digital tools, particularly those for collaborative learning. The presenters demonstrate collaborative writing activities using Google Apps for Education (GAFE) for three different team projects and share criteria for designing those activities that encourage students' critical thinking and effective collaboration using GAFE.

**Donette Brantner-Artenie**, Georgetown University, USA

**Sigrun Biesenbach-Lucas**, Georgetown University, USA



Thursday, 2:00 pm–2:45 pm  
N129 (North Building)

### Improving Student Learning With Inquiry-Based, Data-Driven Decision Making

*Content Area: Assessment*

Teachers and administrators often collect data (e.g., exam scores), but utilizing data to improve student learning can seem daunting. This presentation provides techniques to foster inquiry and dialogue among faculty, and action items for effective data collection and use that support data-driven decision-making within the institution as a whole.

**John N. Einterz**, University of Colorado, USA

**Olivia L. Livneh**, University of Colorado, USA



Thursday, 2:00 pm–2:45 pm  
E271b (Lakeside)

### Enriched Reading Experience Through Dialogues and Discussions

*Content Area: Reading*

International students frequently do not enjoy reading in English because they feel bored or lost. Based on a body of solid research, structured but free-flowing reading discussions promote willing engagement in the reading process, empower students to direct their own learning, and enrich the reading experience for all.

**Olga Uzun**, North Carolina State University, USA

**Nan Clarke**, North Carolina State University, USA



Thursday, 2:00 pm–2:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Independent School ELL Teachers

**Allison Rainville**, Tilton School, USA





Thursday, 2:00 pm–2:45 pm  
E253a (Lakeside)

### **Integrating Eco-Pedagogy and Sustainability Literacy in ESL Teacher Preparation**

*Content Area: Social Responsibility/Sociopolitical Concerns*

In this present moment, the field of TESOL must grapple with ecological sustainability as part of ESL professional training. Through facilitated conversations informed by the presenter's experiences teaching in two ESL teacher education programs, this dialogue explores how eco-pedagogies and sustainability literacies can be integrated into ESL teacher preparation.

**John Katunich**, Pennsylvania State University, USA



Thursday, 2:00 pm–2:45 pm  
E352 (Lakeside)

### **Students' Perceptions of Apology Productions to Instructors**

*Content Area: Applied Linguistics*

This study reports the use of retrospective verbal protocols to examine the perceptions of native-English-speaking and nonnative-English-speaking students, who apologized to their instructors in coursework-related situations. Results showed that students' perceptions were influenced by different cognitive factors and warranted pedagogical interventions on how apologies should be made in academic communication.

**Dongmei Cheng**, Texas A&M University-Commerce, USA



Thursday, 2:00 pm–2:45 pm  
E253b (Lakeside)

### **Pathways to Biliteracy**

CPS has set an ambitious goal of having 50% graduating seniors receive Illinois' Seal of Biliteracy. Come hear how we are leveraging Dual Language, EL, and World language programs to open up the pathways to biliteracy for all students, including Pathways to Biliteracy Awards in 5th/8th grade.

**Luis Narvaez**, Chicago Public Schools, USA



Thursday, 2:00 pm–2:45 pm  
E263 (Lakeside)

### **TESOL at The New School**

Alumni of the MA TESOL at the New School explains what motivated them to take a graduate program, how it changed their interaction with the world and how it had an impact on their trajectory in the ELT field. The presenters speak to various aspects of the MA TESOL which make the program distinctive including the role of social justice in English teaching today and the role of English in the world.

**Lesley A. Painter-Farrell**, The New School, USA



Thursday, 2:00 pm–2:45 pm  
E259 (Lakeside)

### **Professional Development Through Conferences: Takeaways and Trickling Down Effects**

*Content Area: Personal and Professional Development*

The study discussed was conducted in the Middle East to determine the factors that contribute to the retention and subsequent implementation of knowledge gained from academic conferences. Questionnaire and interview data suggest that presenter personality, engagement, and attendees' learning styles contributed to subsequent implementation of gains in the classroom.

**Okon Effiong**, Qatar University, Qatar



Thursday, 2:00 pm–2:45 pm  
N135 (North Building)

### **The 6 Principles in Action**

Explore *The 6 Principles for Exemplary Teaching of English Learners: Grades K–12*, a new book from TESOL Press that describes effective instructional and assessment practices and optimal conditions for L2 learning. Join the writing team for an overview of these six core principles and their applications for Grades K–12.

**Deborah Short**, Academic Language Research and Training, USA

**Helene Becker**, Norwalk Public Schools, USA

**Nancy Cloud**, Rhode Island Teachers of English Language Learners, USA

**Andrea B. Hellman**, Missouri State University, USA

**Linda New Levine**, Independent, USA



Thursday, 2:00 pm–2:45 pm  
N139 (North Building)

### **Promoting ELL Information Literacy With a Research Methods Class**

*Content Area: Materials/Curriculum Development*

The presenter provides the rationale and course objectives for a Research Methods course at a university IEP, focusing on key word search, database tools, and proper source citation. Participants leave with lesson plans and activities to promote research skills in an advanced reading and writing curriculum.

**Paul C. Dykman**, University of Southern California, USA



Thursday, 2:00 pm–2:45 pm  
E262 (Lakeside)

### **The Refugee and Immigrant Experience in 11 Easy Mini-Novels**

The need for significant ESL materials featuring the refugee and immigrant experience has never been greater. Pro Lingua's Hopes and Dreams series is a fascinating collection of easy-to-read mini-novels that engross readers in the making of America. Having read one, your ELLs will want to read them all.

**Arthur Burrows**, Pro Lingua Associates, USA

**Raymond C. Clark**, Marlboro College, USA







Thursday, 2:00 pm–2:45 pm  
E258 (Lakeside)

### The Sneetches of Taiwan: Using Storytelling to Teach EFL

Content Area: Reading

Taiwanese elementary school English story telling competitions create an opportunity for participating students to increase language fluency, vocabulary retention, and overall confidence. This presentation outlines how scripts can be prepared and students can be coached to adapt competition training methods into ESL classroom activities.

**Nicholas M. Gareca**, Temple University, USA



Thursday, 2:00 pm–2:45 pm  
E255 (Lakeside)

### Thinking Critically With National Geographic Learning

How can we help learners make sense of copious information in another language? Using TED Talk materials, and National Geographic content from the new editions of *Life* and *Pathways*, the presenters show how critical thinking—the ability to analyze, evaluate and respond to information—can be incorporated into everyday teaching.

**John Hughes**, National Geographic Learning, United Kingdom

**Sean Bermingham**, National Geographic Learning, Singapore



Thursday, 2:00 pm–2:45 pm  
N133 (North Building)

### Visual Design 101: Boosting the Impact of Your ELT Materials

Content Area: Materials/Curriculum Development

Graphic design in language instruction means optimizing the visual aspect of our teaching materials for understanding, retention, and engagement. This session explores ways to integrate visual elements effectively by applying graphic design principles; the presenter also share example materials, discuss copyright issues, and introduce free tools and resources.

**Dana C. Simionescu**, Ohio University, USA



Thursday, 2:00 pm–2:45 pm  
N138 (North Building)

### What a NNEST Understands That a NEST Misses

Content Area: Culture/Intercultural Communication

Nonnative-English-speaking teachers (NNESTs) can have understandings that native-English-speaking teachers (NESTs) might not about different cultural and linguistic aspects, and ignoring these aspects could negatively influence their students' self-efficacy and academic outcomes. This presentation uses anecdotal data to reflect on those understandings. Effective recommendations impact NESTs' perceptions of their students.

**Abir El Shaban**, Washington State University, USA



Thursday, 2:00 pm–3:45 pm  
E353b (Lakeside)

### Building Academic Language

Content Area: Vocabulary/Lexicon

This session focuses on academic language, specifically targeting the vocabulary, grammar, and discourse structures students need to develop their academic language repertoire at all educational levels. Teaching techniques and strategies are suggested for explicit instruction to effectively assist students to improve the quality of their academic reading and writing.

**Marguerite Ann Snow**, California State University, Los Angeles, USA

**Brent A. Green**, Salt Lake Community College, USA

**Jan Frodesen**, University of California, Santa Barbara, USA

**Eli Hinkel**, Seattle Pacific University, USA



Thursday, 2:00 pm–3:45 pm  
E267 (Lakeside)

### Collaborative Cross-Curricular Global Projects: Virtual Field Trips for Time Travellers

Content Area: CALL/Video/Digital Media/Technology in Education

This session provides the audience with strategies, tools, and tips for designing and implementing cross-curricular global projects. It also showcases venues for empowering students to create their own virtual field trips by cocreating with students from other countries while trying to meet a variety of academic standards.

**Margareta V. Tripsa**, Vision International School, Romania



Thursday, 2:00 pm–3:45 pm  
E450b (Lakeside)

### Designing Online Learning to Create Successful ELLs

Content Area: Materials/Curriculum Development

How can you apply instructional principles for delivering ESOL content online to your own courses, modules, or lessons? This hands-on workshop help you align your objectives to content, streamline navigation, and engage students with interactive learning. At the end, share your progress and receive feedback from participants and workshop leaders.

**Mary Peacock**, Richland College, USA

**Sarah Barnhardt**, Community College of Baltimore County, USA





Thursday, 2:00 pm–3:45 pm  
N140 (North Building)

### Get Published! Writing a Book for TESOL Press

Want to write a book? Move your idea from proposal to publication with TESOL Press. Learn tips and tricks from experienced authors as they share their publishing stories. Get advice and consultation in this workshop-style session, and take advantage of the rare opportunity to receive one-on-one feedback from TESOL Press representatives.

**Gilda Martinez-Alba**, Towson University, USA

**Ke Xu**, City University of New York, USA

**Myrna Jacobs**, TESOL International Association, USA

**Meghan Moran**, TESOL International Association, USA



Thursday, 2:00 pm–3:45 pm  
E260 (Lakeside)

### Shaping Educational Policy: What Role Does Research Play?

This colloquium addresses the role of research in shaping educational policies related to English learners. More specifically, panelists share their perspectives on how research impacts the decision making processes of both macro-level policymakers and micro-level educators and provide examples and suggestions of how researchers can be more involved in language policy and planning for English learners.

**Fares Karam**, University of Nevada, Reno, USA

**Diane August**, American Institutes for Research, USA

**Amy Heineke**, Loyola University Chicago, USA

**David Johnson**, University of Iowa, USA

**John Segota**, TESOL International Association, USA



Thursday, 2:00 pm–3:45 pm  
N228 (North Building)

### The Pedagogy of Partying: Bringing Party Games to the ESL Classroom

*Content Area: Primary and Secondary Education*

The games played at parties and family get-togethers are perfect for the ESL classroom. They increase students' motivation, strengthen the classroom community, and give students ample opportunities for communication. In this session, you learn how to apply four popular party games to your ESL lessons. Come party down!

**Emily Wong**, University of California, Irvine, USA

**Helen Nam**, University of California, Irvine, USA

3:00 pm



Thursday, 3:00 pm–3:45 pm  
N131 (North Building)

### A Guaranteed, Humanistic, 4-Step Process to Help Prevent Plagiarism

The act of plagiarizing can destroy the student-teacher bond of trust. How can this perennial problem be permanently solved? The answer lies in four simple steps. This interactive session guides participants through a humanistic, useful, and effective process that guarantees to reduce plagiarism and cheating in the ELL classroom.

**Patrick T. Randolph**, University of Nebraska, USA



Thursday, 3:00 pm–3:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Capturing and Cultivating Student-Teachers' Professional Identities via Narrative Inquiry

**Rawia Hayik**, Sakhnin Academic College for Teacher Education, Israel



Thursday, 3:00 pm–3:45 pm  
E353a (Lakeside)

### Creating and Implementing the International Year One Program

*Content Area: Action/Classroom-Based Research*

This presentation reports on the creation, implementation, and evaluation of the International Year One (IYO) program at a U.S. university. Findings reveal that students benefit from the special courses/services the IYO program offers. Recommendations for programs supporting international students' needs are made based on IYO participants' responses and engagement.

**Jie Li**, La Salle University, USA



Thursday, 3:00 pm–3:45 pm  
E350 (Lakeside)

### Creating Intervention Programs From the Diagnostic Results of Placement Tests

*Content Area: Assessment*

This presentation reports on the results of a study on the relationship of placement test diagnostic data and independent student variables to create appropriate academic intervention programs. The results showed students could be grouped into interventions based on placement test section scores. Implications for managing and analyzing student data are discussed.

**Eric L. Sutherland**, Adelphi University International, USA

CANCELED





Thursday, 3:00 pm–3:45 pm  
E261 (Lakeside)

### Creating the Confident Language Learner

Motivation is essential to learning a language, but confidence is key using it. Challenges to student confidence include the gap between classroom language and social language. This session explores how phone-based media projects can build student confidence so students apply language learning and find opportunities to extend what they know.

**Ken Beatty**, Anaheim University, Canada



Thursday, 3:00 pm–3:45 pm  
E256 (Lakeside)

### Cultivating Innovative Leaders to Make EL Pedagogy Actionable

This workshop gives participants an understanding of equity-based pedagogy and Nearpod’s role in supporting those efforts. Presenters share implications of ESSA on EL best practices and opportunities to leverage Nearpod’s digital lesson creation platform.

**Karin Simelaro**, Nearpod, USA



Thursday, 3:00 pm–3:45 pm  
E451a (Lakeside)

### Culturally Responsive Teaching for Students With Limited/Interrupted Formal Education

Students with limited or interrupted formal education struggle greatly in school, making culturally responsive teaching essential. This requires that educators develop deep awareness of their own and their students’ culturally derived learning priorities. The presenter examines key contrasting priorities and presents a culturally responsive instructional approach to promote learning.

**Andrea DeCapua**, New York University, USA



Thursday, 3:00 pm–3:45 pm  
E253a (Lakeside)

### Finding X in Student Success: Parental Engagement and ELT Practices

*Content Area: Primary and Secondary Education*

Turning parents from critics to collaborators, from spectators to effective team-players, and from external evaluators to partners implies developing fruitful home-school bonds based on mutual empathetic understanding. This presentation explores parental engagement under a generational framework and provides attendees with strategies for better home-school partnerships toward increased academic results.

**Silvia Breiburd**, Independent, Argentina



Thursday, 3:00 pm–3:45 pm  
N126 (North Building)

### Fostering Institutional Support for ITA Programs

*Content Area: Personal and Professional Development*

Academic departments, international students, and higher level administration all play a role in ITA program success. Though many are thriving, some ITA programs struggle to gain adequate institutional support. Using the results of an ITA program survey, participants have the opportunity to discuss these challenges and collaboratively articulate possible solutions.

**Marilyn Seid-Rabinow**, University of California, Berkeley, USA

**Liz Tummons**, University of Missouri, USA

**Vandana Loebel**, University of Illinois at Chicago, USA

**Janay Crabtree**, University of Virginia, USA



Thursday, 3:00 pm–3:45 pm  
N132 (North Building)

### Informal Digital Learning of English and English Learning Outcomes

Attendees can gain in-depth insights into how the quantity and quality of informal digital learning of English can make a unique contribution to EFL learners’ overall English outcomes and determine how educational stakeholders (e.g., institutions, teachers, and parents) can help.

**Ju Seong (John) Lee**, University of Illinois at Urbana-Champaign, USA



Thursday, 3:00 pm–3:45 pm  
N136 (North Building)

### International Teaching Exchange: The Impact on TEFL Teachers’ CALL Practice

*Content Area: Personal and Professional Development*

This presentation reports findings from a multiple case-study investigating five Fulbright Language Teaching Assistants’ (FLTAs) development of computer-assisted language learning (CALL) practice and beliefs. The FLTAs, from various backgrounds, teach their L1 in the United States for 1 year. Implications for supporting CALL teaching exchanges across various contexts are discussed.

**Jeffrey Maloney**, Michigan State University, USA



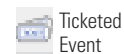
Thursday, 3:00 pm–3:45 pm  
E259 (Lakeside)

### Jane Addams, America’s First Immigrant Advocate

*Content Area: Teacher Training*

Jane Addams opened Hull House in Chicago in 1889, providing ESL classes, employment training, hot showers, a place to socialize, and much more. Addams set the tone for a century to follow, welcoming the “tired and poor” to America. This portrait comes from the granddaughter of one of Addams’ “Hull House children.”

**Kristin Lems**, National Louis University, USA





Thursday, 3:00 pm–3:45 pm  
E263 (Lakeside)

### Maximizing Ventures to Fulfill CCR Standards and WIOA Requirements

The College and Career Readiness (CCR) standards, ELP standards, and WIOA requirements present new challenges for Adult ESL. In this session, presenters provide an overview of the new requirements and focus on how the Ventures series addresses these challenges. Participants experience one unit and receive sample support materials.

**Gretchen Bitterlin**, San Diego Continuing Education, USA  
**Dennis Johnson**, City College of San Francisco, USA  
**Donna Price**, San Diego Continuing Education, USA  
**Sylvia Ramirez**, City College of San Francisco, USA



Thursday, 3:00 pm–3:45 pm  
N139 (North Building)

### More Than Words: Infographics for Language Teaching and Learning

*Content Area: CALL/Video/Digital Media/Technology in Education*

Infographics are a dynamic and stimulating way of internalizing and presenting information, meaning they're also great for language learning. This presentation demonstrates activities and lessons in using infographics for building skills in oral expression, creative writing, information literacy, research, and more for all levels of ELs.

**Crystal Bock Thiessen**, University of Nebraska–Lincoln, USA



Thursday, 3:00 pm–3:45 pm  
E253d (Lakeside)

### Practicing Play-Way Method: Acing in Access

*Content Area: Primary and Secondary Education*

Evoking and sustaining the interest of the learners in classroom is the major concern in EFL/ESL classes. Learning through Play-Way-Method creates an environment of autonomy and spontaneity in which students improve their language skills dramatically.

**Saima Abedi**, Evolution, Pakistan



Thursday, 3:00 pm–3:45 pm  
N231 (North Building)

### Preparing TESOL Teachers as Resource Teachers for Pre-K-12 Schools

*Content Area: K-12 Teacher Education*

The TESOL 2017 draft standards include an objective to prepare future ESL/ELL educators as Resource Teachers. This interactive session will share the knowledge and skill sets needed by ESL/ELL Resource Teachers based upon surveys and interviews. Participants develop their abilities to meet the standard and needs of TESOL students.

**Kate Mastruserio Reynolds**, Central Washington University, USA  
**Cathryn R. Crosby**, Teachers College Columbia University, USA  
**Scott Lehrman**, Central Washington University, USA



Thursday, 3:00 pm–3:45 pm  
E271b (Lakeside)

### Presentation Skills for EFL Teachers

*Content Area: Teacher Training*

This presentation aims at identifying the most significant factors that an EFL teacher should work to develop in order to become an accomplished public speaker and thus a greatly effective leader.

**Mohamed Ashraf A. El-Zamil**, Ajman University, United Arab Emirates



Thursday, 3:00 pm–3:45 pm  
E352 (Lakeside)

### The Effects of Pretask Instruction on Task-Based Learning

*Content Area: Action/Classroom-Based Research*

This study investigates the impact of pretask grammar instruction on the process and product aspects of task-based instruction. The results suggest an adverse impact of pretask instruction on task performance and the importance of general proficiency and prior knowledge in affecting the outcomes of task-based learning.

**Shaofeng Li**, University of Auckland, New Zealand



Thursday, 3:00 pm–3:45 pm  
E253b (Lakeside)

### The Skill and Knowledge Needed for the Naturalization Test

In this session, the presenter deconstructs each component of the test and outlines the civics knowledge needed as well as the English skills required.

**Michael R. Jones**, U.S. Department of Homeland Security, Office of Citizenship, USA



Thursday, 3:00 pm–3:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Tips for a Successful L2 Writing Conference Proposal

**Betsy Gilliland**, University of Hawai'i at Mānoa, USA



Thursday, 3:00 pm–3:45 pm  
N227b (North Building)

### Using Film to Teach Modern U.S. History to ELLs

*Content Area: Materials/Curriculum Development*

While films have long been a useful pedagogical resource for TESOL faculty to teach all skill areas, they can also be utilized to teach U.S. history in an engaging and unique content-based course for intermediate to advanced ELLs. Participants receive sample syllabi, teaching tips, and data on student feedback.

**Kenneth Janjigian**, The American University, USA





Thursday, 3:00 pm–3:45 pm  
E262 (Lakeside)

### Utilizing a Language Lab to Maximize Language Acquisition

Finding adequate time for students to practice the target language can be a challenge and it is no secret that a language lab can help. See why we chose Robotel's SmartClass+ and how it can transform your teaching. Also see an introduction to Robotel's English language learner curriculum.

**Lindsey A. Klein**, Robotel Inc., USA



Thursday, 3:00 pm–4:45 pm  
N230a (North Building)

### Destabilizing Critical Assumptions Regarding Identity, Experience, (In)equity, and Interaction

This panel destabilizes normalized critical assumptions founded on the idea that the contextualized complexity of identity, experience, privilege-marginalization, (in)equity, and interaction can and/or should be apprehended and attended to, via categories embedded within binaries (e.g., NEST/NNEST; local NNEST/Other). The panel subsequently explores future directions for criticality in ELT.

**Nathanael J. Rudolph**, Mukogawa Women's University, Japan

**Damian J. Rivers**, Future University, Japan

**Ana Solano-Campos**, University of Massachusetts Boston, USA

**Christine Manara**, Atma Jaya Catholic University, Indonesia

**Mayez Almayez**, University of Southampton, United Kingdom

**Margaret Lieb**, Mukogawa Women's University, Japan



Thursday, 3:00 pm–3:45 pm  
E351 (Lakeside)

### Writing Instruction That Supports and Complicates Early Childhood L2 Writing

*Content Area: Writing*

This presentation is based on the findings of a year-long study of 6 bilingual children's learning-to-write process in a general education kindergarten classroom, without ESL services. The researchers documented the ways in which the teacher's evidence-based writing instruction and scripted writing curriculum supported and complicated the children's learning to write.

**Cheri Williams**, University of Cincinnati, USA

**Tina Stanton-Chapman**, University of Cincinnati, USA



Thursday, 3:00 pm–4:45 pm  
N127 (North Building)

### Preparing Students for High-Stakes Writing Tests

*Content Area: Writing*

Presenters demonstrate how they interweave preparation for high-stakes written tests into their English lessons. Examples from panelists' teaching experience and classroom practice include preparing students for 1) English language university entrance exams; 2) high school equivalency tests; and 3) law school bar exams.

**Kirsten Schaezel**, Emory University, USA

**Shelley Saltzman**, Columbia University, USA

**Charlotte Wallace**, Washington University, USA



Thursday, 3:00 pm–4:45 pm  
N137 (North Building)

### Analytic Syllabuses: Integrating Content, Task, and Project

Synthetic syllabuses take linguistic systems as their point of departure. Analytic syllabuses begin with a specification of learner needs which provide a basis for the specification of experiential content and learning processes. The presenters explore ways of integrating content-based and task-based instruction through language learning projects.

**David Nunan**, University Of Hong Kong, Hong Kong

**Donna Brinton**, University of California, USA

**Lisa Chou**, Academy of Arts University, USA

**Sherise Lee**, Academy of Arts University, USA



Thursday, 3:00 pm–4:45 pm  
E258 (Lakeside)

### Redefining Classroom English Competence

*Content Area: Teacher Training*

Building teachers' capacity to use English to deliver English language instruction is a challenge faced by national education ministries worldwide. This session examines an online approach implemented successfully in 24 countries. The presenters and panel members representing several countries discuss the challenges and successes of design and implementation.

**Donald Freeman**, University of Michigan, USA

**Anne Katz**, The New School, USA

**Anne Burns**, University of New South Wales, Australia

**Deena Boraie**, The American University in Cairo, Egypt

**Lucilla Lopriore**, Roma Tre University, Italy

**Marguerite Ann Snow**, California State University, Los Angeles, USA

**Abdulrahman Al-furaih**, Ministry of Education, Saudi Arabia

**Pham Thi Hong Nhung**, Hue University of Foreign Languages, Viet Nam



Thursday, 3:00 pm–4:45 pm  
N227a (North Building)

### Criticality in Language Education and Development of Intercultural Competencies

When meeting the challenges presented by an increasingly globalized world, criticality is one of the goals of education in both pre- and postsecondary contexts. In this session, panelists discuss what criticality is and how it can be integrated into curricula and pedagogy, and they conclude with reflections on lessons learned from practice.

**Natalia Balyasnikova**, University of British Columbia, Canada

**Roxanna Senyshyn**, Pennsylvania State University, USA

**Amy Chastain**, University of Iowa, USA

**Barbara Lapornik**, Liceo Scientifico, Italy





Thursday, 3:00 pm–4:45 pm  
N226 (North Building)

### Shifts in Practice: Supporting ELs in Mainstream Classrooms

*Content Area: Primary and Secondary Education*

Drawing on two tools—a teacher learning framework, which provides a guide for structured reflection on practice, and digital stories, used for meta-reflection on learning—practitioners represent their shifts in knowledge and practice based on learning in an ESL methods class, and implications for primary, secondary and teacher education.

**Margaret Hawkins**, University of Wisconsin-Madison, USA

**Laura Hamman**, University of Wisconsin-Madison, USA

**Cory Hayden**, La Follette High School, USA

**Reid Woolworth**, La Follette High School, USA

**Jennifer Tranberg**, Marshall Early Learning Center, USA

**Lisa Velarde**, University of Wisconsin-Madison, USA



Thursday, 3:00 pm–4:45 pm  
E451b (Lakeside)

### Using Mentor Texts to Scaffold ELL Writing

*Content Area: Primary and Secondary Education*

This presentation provides ready-to-use strategies for strengthening your ELL students' writing. The presenter demonstrates what she has done in her class, and will share student samples. At the end of the presentation, participants are able to help their students notice and employ features from mentor texts.

**Isabel E. Haller-Gryc**, Pullman Public Schools, USA



Thursday, 3:00 pm–4:45 pm  
E265 (Lakeside)

### Using the English Language Proficiency Standards to Support Task Demands

*Content Area: Materials/Curriculum Development*

Standards-based Adult ESL instruction calls for rigorous instructional tasks that move learners beyond life skills. Learn to use a task analysis tool to identify content, language, and analytical demands of instructional tasks, and then explore how using the English Language Proficiency Standards can help learners meet those task demands.

**Betsy Parrish**, Hamline University, USA



Thursday, 3:00 pm–4:45 pm  
N138 (North Building)

### Sustaining Dialogues Across TESOL: What We Know About Successful Conferences

*Content Area: Personal and Professional Development*

Meetings, conferences, and conventions are one means by which professions sustain dialogs. The nature of these events is changing, and the members of the TESOL Task Force on the Convention of the Future share their insights and lead attendee dialog about the assessing the elements of successful conferences

**Mark Algren**, University of Missouri, USA

**Elena Andrei**, Cleveland State University, USA

**Lucilla Lopriore**, Roma Tre University, Italy

**Shelley Taylor**, Western University, Canada

**Lillian L.C. Wong**, University of Hong Kong, Hong Kong



Thursday, 3:00 pm–4:45 pm  
N128 (North Building)

### VR and 360 Video in the Classroom: Some Practical Suggestions

*Content Area: CALL/Video/Digital Media/Technology in Education*

There is a lot of hype and excitement about VR and 360 video at the moment, but what are the applications that can make a difference right now? This session looks at early research and practical applications that utilise simple and cheaply-available technology to make the most of these technologies.

**Mary Whiteside**, Cambridge English Language Assessment, United Kingdom

**Rosalia Valero**, Cambridge English Language Assessment, United Kingdom



Thursday, 3:00 pm–4:45 pm  
E353c (Lakeside)

### Teaching Literature Reviews: Insights From Research and Classroom Practice

*Content Area: Applied Linguistics*

This graduate level workshop focuses on teaching literature reviews as stand-alone assignments. Insights drawn from a large scale, cross-disciplinary meta-analysis and common student questions and challenges are presented. Teachers interact with materials designed to guide students through literature review creation and discourse organization.

**Heidi R. Wright**, Carnegie Mellon University, USA



4:00 pm



Thursday, 4:00 pm–4:20 pm  
E256 (Lakeside)

### Teaching Structures Through Context-Manipulation Activities

Content Area: Grammar

Have you noticed that traditional grammars teaching tenses in contextually and culturally isolated tense-time frames don't foster effective communication? Have you found your students to be just as frustrated? This presentation illustrates how combining tenses in shared cultural contexts that emphasize the tense-aspect part of verbs may just do this.

**Lilia Savova**, Indiana University of Pennsylvania, USA



Thursday, 4:00 pm–4:45 pm  
E351 (Lakeside)

### An Activity Theory Study: ESL Undergraduates, Plagiarism, and Academic Writing

Content Area: Writing

This presentation reports on findings from a study that investigated five ESL undergraduates' concerns with plagiarism as they engaged in source-based writing assignments. Findings revealed that students struggled with both discipline-specific paraphrasing and a lack of clarity in assignment guidelines. Implications for source-based writing assignments are discussed.

**Warren D. Merkel**, University of Iowa, USA



Thursday, 4:00 pm–4:45 pm  
E353a (Lakeside)

### Assessing Degree Faculty's Experiences With Nonnative-English-Speaking Students

Content Area: Teacher Training

The presenters share the results and methodology of a university-wide survey assessing the experiences, perceptions, and needs of degree faculty facing increasing numbers of nonnative-English-speaking students (NNESs). The findings inspired meaningful dialogue across the university on how to build greater support for faculty and integrate NNESs into the learning community.

**Caitlin Morgan**, The New School, USA

**Jacqueline Smith**, The New School, USA

**Tet Lopez-Rabson**, The New School, USA



Thursday, 4:00 pm–4:45 pm  
N227b (North Building)

### Collaborative Test Development in an IEP: Challenges, Choices, and Consequences

Content Area: Assessment

This presentation describes a project set up for teacher-made common final exams in a university IEP. The presenters describe the rationale for this ongoing project, how it was implemented, the views of teachers involved, and choices and changes made along the way.

**Angelina Serratos**, University of Arizona, USA

**Tahnee Bucher**, University of Arizona, USA

**Tara Chandler**, University of Arizona, USA

**Mariana Menchola-Blanco**, University of Arizona, USA

**Eddy White**, University of Arizona, USA



Thursday, 4:00 pm–4:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Developing Tools to Minimize L1 Interference

**Najma Janjua**, Kagawa Prefectural University of Health Sciences, Japan



Thursday, 4:00 pm–4:45 pm  
E253a (Lakeside)

### ELL Advocacy in Professional Organizations

Content Area: Advocacy

This session illustrates that cross-communication about challenges and success in local- and state-level advocacy are advantageous by offering prior studies' findings of state affiliate bilingual and ESL organizations' published advocacy efforts; opening focused discussions on bilingual/ESL advocacy application challenges, successes, and best practices; and brainstorming new advocacy methods.

**Yuliya Summers**, Texas A&M University, USA

**Alex D. Monceaux**, Lamar University, USA



Thursday, 4:00 pm–4:45 pm  
N129 (North Building)

### Exploring ELs' Learning Opportunities in Gifted Programs

Content Area: Primary and Secondary Education

The presenter discusses the findings of a study concerning the influence of culture, identification procedures, and policy implementation on ELs' learning opportunities in gifted programs of four sample schools in two school districts. She also demonstrates efficacious ways of unmasking giftedness in ELs, regardless of English language proficiency.

**Arlene Costello**, Center for Cultural and Educational Services, USA





Thursday, 4:00 pm–4:45 pm  
E352 (Lakeside)

### Exploring the Impact of Learning Assistants on ELLs' Writing Outcomes

*Content Area: Writing*

Learning assistants provide one-on-one support for students enrolled in specific classes in the university. This presentation explores the effects of having learning assistants as a facet of instruction in college introductory writing classes, examining ELLs' writing cohesion and their learning experiences as outcomes.

**Pauline Ho**, University of California, Irvine, USA



Thursday, 4:00 pm–4:45 pm  
E350 (Lakeside)

### Grammar for College Composition: Dialogue Between Writing and Language Instructors

*Content Area: Grammar*

This presentation addresses the need for explicit grammar instruction by examining students' ability to recognize and correct errors in specific grammatical structures in college-level academic writing. Findings reveal that students have difficulties perceiving and correcting errors, and often correct stylistically rather than grammatically. Explicit training in editing strategies is needed.

**Olga Griswold**, California State Polytechnic University, Pomona, USA

**Jennie Watson**, California State Polytechnic University, Pomona, USA



Thursday, 4:00 pm–4:45 pm  
N131 (North Building)

### Extending the Dialogue Across Teachers of Multiple Faiths

*Content Area: Culture/Intercultural Communication*

Sustained dialogue requires listening to each other deeply enough to understand empathetically, and consequently be changed. In this session, panelists representing different faith traditions discuss how their faith influences their teacher identities and pedagogical practices. After each presentation, another panelist responds in a manner that reflects deep listening.

**Richard Robison**, Azusa Pacific University, USA

**Kassim Shaaban**, The American University of Beirut, Lebanon

**Mary Ann Christison**, The University of Utah, USA

**Zoltán Dörnyei**, University of Nottingham, United Kingdom

**David Smith**, Calvin College, USA



Thursday, 4:00 pm–4:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Guiding Principles for Exemplary Teaching of ELs

**Deborah Short**, Academic Language Research & Training, USA



Thursday, 4:00 pm–4:45 pm  
E262 (Lakeside)

### Hi-Lo Fiction and Nonfiction for Newcomers

Adapting to a new country, its systems, and its cultural expectations is one of the greatest challenges facing newcomers. This session highlights fiction and nonfiction books developed around topics critical to newcomers. Strategies for using these books in middle and high school classrooms are explored.

**Jill L. Haney**, Saddleback Educational Publishing, USA



Thursday, 4:00 pm–4:45 pm  
N136 (North Building)

### Gamifying Language Learning

*Content Area: CALL/Video/Digital Media/Technology in Education*

This session presents several options for using online gaming as support for task-based curricula. It emphasizes facilitating asynchronous specific skills development in multilevel adult intensive ESOL contexts. The pedagogical implications and applicability constraints of several types of games for specific skills development and curriculum development are discussed.

**John C. Locke**, University of Pennsylvania, USA



Thursday, 4:00 pm–4:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### How to Get a TESOL/SLW Academic Job in Today's Market

**Aylin Baris Atilgan**, University of California, Davis, USA



Thursday, 4:00 pm–4:45 pm  
N231 (North Building)

### International Service Learning With U.S. MA TESOL Students

*Content Area: Teacher Training*

International service learning is exciting as participants can experience teaching English and simultaneously be learners of language and culture. The presenters share findings from a U.S. MA TESOL program in which faculty have traveled with students to Costa Rica and the Dominican Republic and exchange guiding practices.

**Laura Baecher**, Hunter College–CUNY, USA

**Beth Clark-Gareca**, University at New Paltz–SUNY, USA

**Samantha Chung**, New York City Department of Education, USA







Thursday, 4:00 pm–4:45 pm  
E267 (Lakeside)

### Irregular Verbs: A Corpus Analysis of Lists From Grammar Books

*Content Area: Grammar*

This presentation reports on a study in which frequencies of irregular verbs from 10 grammar book lists were extracted from the Corpus of Contemporary American English. Findings revealed a relatively arbitrary inclusion of such verbs on lists. An order of frequency list is shared with participants and practical implications discussed.

**Alex Davies**, University of Central Florida, USA  
**Ekaterina V. Goussakova**, Seminole State College of Florida, USA  
**Nicole Carrasquel**, University of Central Florida, USA



Thursday, 4:00 pm–4:45 pm  
N135 (North Building)

### Scaffolding to Support ELLs' Literacy Development

*Content Area: Primary and Secondary Education*

Scaffolding is a challenging task in elementary classrooms. Drawing on a research study, presenters describe how a first grade teacher utilized six principles of scaffolding - connection, culture, code-breaking, community and collaboration, challenge, and classroom interactions - as a way to provide scaffolding to support ELLs' literacy learning.

**Sharon Smith**, University of Miami, USA  
**Loren Jones**, University of Miami, USA  
**Luciana de Oliveira**, University of Miami, USA



Thursday, 4:00 pm–4:45 pm  
E264 (Lakeside)

### Personal Accounts: U.S. Department of State's English Language Programs' Impact

In an interactive poster fair, over a dozen international program participants discuss how US Department of State programs have supported their professional development, enhanced teaching and learning of English in their communities, encouraged mutually supportive global networks, and positively impacted their lives and those of their students.

**Thomas Santos**, The U.S. Department of State English Language Programs, USA



Thursday, 4:00 pm–4:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Sharing Techniques for Successful Online ESL/EFL Courses

**Sarah Barnhardt**, Community College of Baltimore County, USA



Thursday, 4:00 pm–4:45 pm  
E260 (Lakeside)

### Skills for Sustaining Peacebuilding Dialogue Across the Classroom Community

*Content Area: Social Responsibility/Sociopolitical Concerns*

Peacebuilding in the English language classroom has gained prominence in the field of TESOL in recent years. However, sustaining peacebuilding dialogue in the ESOL classroom requires specific skills – both in teaching and in learning. This session provides a chart of peacebuilding skills, aligning these with English teaching and learning goals.

**Jan E. Dornier**, Messiah College, USA  
**Cheryl Woelk**, Language for Peace, Republic of Korea



Thursday, 4:00 pm–4:45 pm  
N130 (North Building)

### Professional Development for Refugee English Teachers: Case Studies

*Content Area: Personal and Professional Development*

A close-up of Syrian refugee teachers living and working in a refugee camp in Jordan, while endeavoring to continue their professional growth through online courses. This presentation highlights the personal and professional challenges displaced teachers face, and discuss best practices for supporting their professional development.

**Bee Jenkins**, FHI 360, USA  
**Roger Cohen**, U.S. Embassy Amman, Jordan  
**Curtis Chan**, U.S. Department of State, USA  
**John Mark King**, U.S. Department of State, USA



Thursday, 4:00 pm–4:45 pm  
E253b (Lakeside)

### Starting and Maintaining a Comprehensive Adult Citizenship Preparation Program

This session provides educators with the tools needed to create a comprehensive citizenship program.

**Michael R. Jones**, U.S. Department of Homeland Security, Office of Citizenship, USA





Thursday, 4:00 pm–4:45 pm  
E271b (Lakeside)

### Teaching for Successful 21st-Century Learning: Make It Happen

*Content Area: K–12 Teacher Education*

Real-world problems require real-world learners. This presentation explores core 21st-century skills and how to include them in ELT classes. Along the workshop, attendees are provided with practical strategies to create authentic learning opportunities that cater to the cognitive and noncognitive needs of the present generation of students.

**Silvia Breiburd**, Independent, Argentina

**Debora Nacamuli Klebs**, IES en Lenguas Vivas Juan Ramón Fernández, Argentina



Thursday, 4:00 pm–4:45 pm  
E261 (Lakeside)

### University Success: Better EAP With a Stanford Connection

To make progress, EAP students need academically credible content, honesty about academic English, and challenging practice. Most materials fall short, stagnating in ESL-y lessons that misrepresent academic discourse. Three professionals describe how the *University Success* series, featuring the work of Stanford professors in five disciplines, provides a new way forward.

**Robyn Brinks Lockwood**, Stanford University, USA

**Margaret Sokolik**, University of California Berkeley, USA

**Lawrence Zwier**, Michigan State University, USA



Thursday, 4:00 pm–4:45 pm  
E263 (Lakeside)

### Testing, Testing. Embracing Teachers' Assessment Literacy to Facilitate Learning

Through the lens of contemporary developments in testing theory, this practical session explores the pitfalls and potential of assessment practices, revealing how developing a progressive assessment literacy can enable teachers to unlock a fuller learning experience. The import and challenges of assessment literacy training across teacher communities are explored.

**Alex L. Thorp**, Trinity College, United Kingdom



Thursday, 4:00 pm–4:45 pm  
N139 (North Building)

### Using Language and Playing a Part: English and the Performing Arts

*Content Area: Culture/Intercultural Communication*

Students in IEP/EAP settings study language, but their contextualized use of the language can be rare. Two instructors from different disciplines, TESOL and Theatre, designed a course meant to provide students with access to the cultural aspects of language in a performing arts content class. Students watched TV shows and plays, performed scenes, wrote scripts and worked with American students in meaningful ways.

**Carmela A. Romano Gillette**, University of Michigan, USA

**Deric McNish**, Michigan State University, USA



Thursday, 4:00 pm–4:45 pm  
E451a (Lakeside)

### That's My Story! Young Immigrants and Refugees in Children's Literature

Author-illustrator Anne Sibley O'Brien shares her award-winning book about three immigrant children, *I'm New Here*, followed by a review of recent, recommended fiction titles—picture book through young adult—about contemporary immigrants, and how books can be used to support new arrival students and their mainstream classmates.

**Anne Sibley O'Brien**, Independent, USA



Thursday, 4:00 pm–5:45 pm  
E450b (Lakeside)

### A Systematic Approach to Teaching Multiword Units to L2 Learners

*Content Area: Vocabulary/Lexicon*

This workshop raises awareness of important issues that should be considered in the process of designing L2 materials for teaching multiword lexical and grammatical chunks. The workshop provides a model and example materials illustrating the sequencing and scaffolding of the different stages of the process.

**Krassimira D. Charkova**, Southern Illinois University Carbondale, USA

**Sarah Gibson**, Southern Illinois University Carbondale, USA

**Mary Meadows**, Southern Illinois University Carbondale, USA

**Nurcan Gumus**, Southern Illinois University Carbondale, USA

**Bachir Kane**, Southern Illinois University Carbondale, USA



Thursday, 4:00 pm–4:45 pm  
N126 (North Building)

### Translingualism in Bilingual Education: A Research-Based Lesson on Poetry

*Content Area: Bilingual Education*

The presenters (1) report on a poetic inquiry about a Korean-American scholar's experiences from early childhood to K–12; (2) share her Sijo, Korean poetry, and the translanguaged dialogue for the poems; (3) highlight the possibility of teaching translingual poetry in classrooms. The session concludes by introducing a Sijo instructional unit.

**Kyung Min Kim**, Miami University, USA

**Gloria Park**, Indiana University of Pennsylvania, USA



TESOL  
in Focus



Academic  
Session



Colloquium



Discussion  
Group



Exhibitor  
Session



InterSection



Thursday, 4:00 pm–5:45 pm  
E450a (Lakeside)

### Coach Your Colleagues to Work With ELs

*Content Area: Primary and Secondary Education*

K–12 ESL teachers are school-based context and language experts. Funded by the U.S. Department of Education, the English Learners in the Mainstream Project prepares ESL teachers in coaching mainstream colleagues to ensure ELs' academic success. This workshop provides the tools needed for you to develop customized training for your peers.

- Michelle Benegas**, Hamline University, USA
- Ann Mabbott**, Hamline University, USA
- Amy O. Stolpestad**, Hamline University, USA



Thursday, 4:00 pm–5:45 pm  
N229 (North Building)

### Designing Professional Development for Pre- and In-Service Educators

*Content Area: Teacher Training*

The session showcases the designs of two professional development programs for pre- and in-service teachers, both awardees of the National Professional Development grant competition. The presenters detail each program's theory of change, goals and objectives, implementation benchmarks, curricular plan and key assessments, signature interventions, and program evaluation framework.

- Andrea B. Hellman**, Missouri State University, USA
- Gisela Ernst-Slavit**, Washington State University, USA
- Yuliya Ardasheva**, Washington State University Tri-Cities, USA
- Sarah Newcomer**, Washington State University Tri-Cities, USA
- Angela Bell**, Missouri State University, USA
- Ximena Uribe-Zarain**, Missouri State University, USA
- Steven Morrison**, Washington State University, USA
- Jennifer Rojas-McWhinney**, Missouri State University, USA
- Alexis González**, Missouri State University, USA



Thursday, 4:00 pm–5:45 pm  
E253d (Lakeside)

### Effective Listening Instruction for L2 Learners: Research and Strategies

Listening is a crucial aspect of communication, but often when instructors "teach" listening, they are actually "testing" it. In this academic session, presenters share research that focuses on effective listening instruction and propose strategies for improving L2 learners' listening performance.

- Katya Nemtchinova**, Seattle Pacific University, USA
- Marnie Reed**, Boston University, USA
- Joseph Siegel**, Orebro University, Japan



Thursday, 4:00 pm–5:45 pm  
N228 (North Building)

### Enhancing and Sustaining Academic English With CBI

*Content Area: Materials/Curriculum Development*

Learn to integrate CBI throughout your EAP program. This workshop demonstrates how to build content from a common undergraduate course into reading, writing, and listening courses. The presenters provide examples of classroom activities and lead participants through practice exercises and discussion. Participants learn strategies for collaborating and creating CBI materials.

- Amy E. Roither**, Webster University, USA
- Carolyn S. Trachtova**, Webster University, USA
- Adelia Mazzella Chace**, Webster University, USA



Thursday, 4:00 pm–5:45 pm  
E259 (Lakeside)

### ESL Teachers as Coaches in Early Childhood Settings

*Content Area: Leadership*

Many ESL teachers are being asked to serve as coaches for mainstream teachers; however, few have been trained in effective teacher coaching models that meet the specific needs of adult learners. During this session, presenters introduce a reflective coaching model that helps to develop capacity within mainstream teachers.

- Kelly L. Hill**, University of Alabama at Birmingham, USA
- James Ernest**, University of Alabama at Birmingham, USA
- Julie Paul**, University of Alabama at Birmingham, USA
- Kaitlyn Allen**, University of Alabama at Birmingham, USA
- Jessica Smith**, University of Alabama at Birmingham, USA



Thursday, 4:00 pm–5:45 pm  
N230b (North Building)

### Program Redesign to Facilitate Retention of Resident Multilingual Writers

*Content Area: Writing*

This panel focuses on how writing instructors and writing program administrators can support the retention and success of resident multilingual students. The presenters outline a multilayered approach to program redesign that encompasses institutional support, faculty development, and classroom practices. Practical programmatic strategies and specific pedagogical activities will be provided.

- Kimberly Harrison**, Florida International University, USA
- Ming Fang**, Florida International University, USA
- Cayce Wicks**, Florida International University, USA
- Christine Gregory**, Florida International University, USA



5:00 pm



Thursday, 5:00 pm–5:20 pm  
N139 (North Building)

### Combining Speed Reading and Repeated Reading to Develop Fluency

Content Area: Reading

Both speed reading and repeated reading are effective methods to develop reading fluency. This session presents a classroom activity that efficiently combines both speed reading and repeated reading.

Ethan Lynn, Brigham Young University, USA



Thursday, 5:00 pm–5:20 pm  
E353b (Lakeside)

### Infographics: Explaining Grammar Points in the EFL Classroom

Content Area: Grammar

Infographics are believed to assist in facilitating grammar comprehension in English language learning by turning abstract ideas into clear pictures. How to select infographics for a textbook lesson and how to apply them to the classroom setting as well as their impact on learning outcomes and motivation are discussed.

Mengjiao Wu, Shanghai Maritime University, China

Nadeen Katz, Kuwajima, Asia University

Japan Kuwajima, Meijo University, Japan



Thursday, 5:00 pm–5:45 pm  
N137 (North Building)

### Acculturation of International Students Inside and Outside the Classroom

Content Area: Culture/Intercultural Communication

The growing number of international students leads educators to think about ways to integrate the students into American culture. This session shows how to teach both language and culture through unabridged classic American novels and how to incorporate students into local community through partnership with the city library.

Anna Krylova, Temple University, USA



Thursday, 5:00 pm–5:45 pm  
N227b (North Building)

### Building Plurilingual and Pluricultural Competence in TESOL

Content Area: Culture/Intercultural Communication

Though the new 2017 CEFR calls for a shift in language teaching suggesting the inclusion of plurilingual and pluricultural competence in TESOL, practical application is still a challenge. This practice-oriented session invites participants to explore tasks that have proven to be effective by ESL/EAP teachers (N=7) in a Canadian university.

Christina D. Cole, University of Toronto, Canada

Angelica Galante, University of Toronto, Canada



Thursday, 5:00 pm–5:45 pm  
E352 (Lakeside)

### Creating Identity Texts Through Drama: Perceived Effects on SLA

Content Area: Applied Linguistics

Explore how incorporating identity work into L2 instruction affects students' perceptions of their L2 development. Through this interactive exploration of a yearlong ethnographic study on collaboratively creating performances based on adult ESL students' lives, attendees consider student resistance to and perceptions of innovative praxis across various contexts.

Kathleen R. McGovern, University of Georgia, USA



Thursday, 5:00 pm–5:45 pm  
N130 (North Building)

### EOP in Ecotourism: The Costa Rican Experience

Content Area: Materials/Curriculum Development

This presentation reports on findings into EFL learners' needs of English for occupational purposes (EOP) in ecological tourism in Costa Rica. Data analysis revealed the need for course redesign to meet learners' needs and account for effective job-related, communicative, and task-oriented skills. Suggestions for course redesign and a demonstration of ESP materials are discussed.

Roberto E. Rojas, University of Illinois at Urbana-Champaign, USA

Ronny Ruiz Navarrete, Universidad de Costa Rica, Costa Rica



Thursday, 5:00 pm–5:45 pm  
E350 (Lakeside)

### Experiences of University Content-Area Faculty Teaching ELLs

Content Area: Teacher Training

This session presents findings from a study that explored experiences of five university professors teaching first-year general education courses. Findings revealed that participants possessed pedagogical and curricular knowledge to address the needs of ELLs enrolled in their content-area classes. Implications for TESOL and curriculum and instruction fields are discussed.

Olena Drozd, Barry University, USA





Thursday, 5:00 pm–5:45 pm  
E351 (Lakeside)

### From IEP to Composition: Facilitating the Development of Argumentation

Content Area: Writing

This presentation reports on findings from an inquiry-based, interdisciplinary investigation into the trajectory of student learning in constructing arguments using sources as students move through an IEP, a university L2 writing program, and a composition program, and discusses the opportunity for teachers to reconceptualize this process together.

**Thomas Tasker**, University of Oregon, USA

**Emily Simnitt**, University of Oregon, USA

**Ilsa Trummer**, University of Oregon, USA



Thursday, 5:00 pm–5:45 pm  
E353a (Lakeside)

### International Student Success: Reorientation to an Academic Community of Practice

Content Area: Materials/Curriculum Development

This presentation highlights a mixed-methods study about international students' perspectives on how credit-bearing ESL courses contributed to their English proficiency, academic achievement, and social life. Participants learn how courses provide necessary orientation resources for students to integrate into the university community, the wider local community, and the academic community.

**Shannon M. Hilliker**, Binghamton University, USA



Thursday, 5:00 pm–5:45 pm  
E353c (Lakeside)

### Guided Reading for Students With Limited or Interrupted Formal Education

Content Area: Reading

Newcomer middle school learners with interrupted education—still developing oral English language, literacy in any language, and needed background cultural knowledge—are challenged by reading in English. Presenters describe the rationale, processes, outcomes, successes, and challenges of 3 years of adapting guided reading to meet the needs of these learners.

**Mary Lou McCloskey**, Global Village Project, USA

**Anne Garbarino**, Global Village Project, USA

**Amy Pelissero**, Global Village Project, USA



Thursday, 5:00 pm–5:45 pm  
N138 (North Building)

### Learning Intercultural Competence From ELs

Content Area: K–12 Teacher Education

Service-learning and ESL converge in globalized, linguistically diverse communities, affording opportunities for developing intercultural competence. Such opportunities beg for exploration and implementation. The presenters draw from their 4-year, qualitative study to identify steps taken in an English-focused service-learning project for developing intercultural competence, and outcomes leading to changes in practice.

**Mary E. Curran**, Rutgers University, USA

**Jessie H. Curtis**, Rutgers University, USA

**Christelle Palpacuer-Lee**, Rutgers University, USA



Thursday, 5:00 pm–5:45 pm  
E267 (Lakeside)

### Mobilizing NNEST Identity as Resources of College Writing Instruction

Content Area: Social Responsibility/Sociopolitical Concerns

This presentation reviews current research on NNESTs in writing and reports the main findings of a 6-month study on a college writing program. The presenter illuminates the support NNESTs need to thrive in the professionalization process for the consideration of teacher training programs and writing program administration.

**Zhenzhen He-Weatherford**, University of Washington, USA



Thursday, 5:00 pm–5:45 pm  
E451a (Lakeside)

### Innovative Collaborators in Campus Internationalization and Faculty Support

Internationalization is a strategic goal for many universities. The presenters describe a campus-wide Global Classroom initiative to support university faculty teaching international students. The project team includes collaborators from the IEP, academic departments, and teaching/learning and technology centers who developed a faculty survey, workshops, centralized teaching resources, and peer consulting.

**Kathy Larson**, DePaul University, USA

**Christina Gamino**, DePaul University, USA

**Jason Schneider**, DePaul University, USA

**Mark Lazio**, DePaul University, USA





Thursday, 5:00 pm–5:45 pm  
N133 (North Building)

### Native-Speaker Teachers: Canadian and Emirati Perspectives in Higher Education

*Content Area: Social Responsibility/Sociopolitical Concerns*

This presentation discusses the longstanding, but unjustified, belief that native-speaker teachers are intrinsically better than nonnative-speaker teachers. A mixed-method multiple case study reveals perceptions and experiences relating to favoritism for native-speaker teachers from students and teachers in Canadian and Emirati higher education. Practical ways to challenge current attitudes are provided.

**Sarah L. Hopkyns**, Zayed University, United Arab Emirates



Thursday, 5:00 pm–5:45 pm  
E451b (Lakeside)

### Nonacademic Composing and Success in the ESL Writing Classroom

*Content Area: Writing*

This presentation reports on a study of first-year college ESL writers' personal, nonacademic composing and its impact on academic writing development. The results show that students who are encouraged to do increasingly diverse kinds of personal writing can see direct and clear benefits in their class-based writing.

**Tony Cimasko**, Miami University, USA



Thursday, 5:00 pm–5:45 pm  
E265 (Lakeside)

### Redesigning Djibouti's EFL Program: Replacing Western Textbooks With Culturally Relevant Curriculum

*Content Area: Culture/Intercultural Communication*

Presenters discuss the importance of culturally appropriate EFL instruction, which provides relevant content that draws-upon students' communities and customs. Participants also learn classroom-tested instructional strategies, for combining cultural competency with 21<sup>st</sup> century skills, so our students become global citizens while maintaining their cultural integrity.

**Kelly Vassar**, Georgetown University, Djibouti  
**Abdikarim Hersi**, Ministry of Education, Djibouti



Thursday, 5:00 pm–5:45 pm  
E271b (Lakeside)

### Rubrics as Teaching Tools: Clarifying Expectations and Improving Outcomes

*Content Area: Assessment*

Rubrics are not just useful for evaluation; they can also be teaching tools. In this session, presenters explain various approaches to using rubrics, helping students better understand and achieve the expectations of writing and speaking tasks. Attendees leave with strategies for using rubrics as instructional tools in their own contexts.

**Heather Gregg Zitlau**, Georgetown University, USA  
**Stephanie L. Gallop**, Georgetown University, USA  
**Andrew Screen**, Georgetown University, USA



Thursday, 5:00 pm–5:45 pm  
N135 (North Building)

### Sheltered vs. Mainstream: ELL Verbal Engagement in 2 Instructional Settings

*Content Area: Primary and Secondary Education*

What impact do peers and classroom setting play in student engagement? This session highlights the quantitative and qualitative findings of a comparative mixed-method study of verbal interactions in elementary mainstream and sheltered classrooms. Factors influencing student interaction are discussed along with implications for practitioners, administrators, and policy makers.

**Joan A. Johnston Nelson**, JJJ Training and Consulting, USA



Thursday, 5:00 pm–5:45 pm  
N230a (North Building)

### Sustaining Linking Words in Dialogue: Linking Theory and Practice

*Content Area: Materials/Curriculum Development*

Linking is an important aspect of sounding natural and achieving fluency in L2 dialogues. Presenters provide theoretical grounding and practical suggestions for teaching linking. Sample pronunciation activities are designed to raise awareness and provide controlled, guided, and communicative practice for L2 English speakers. Attendees participate in pronunciation teaching techniques.

**Suzanne C. Franks**, University of Illinois at Urbana-Champaign, USA  
**Susan Spezzini**, University of Alabama at Birmingham, USA  
**Josephine Prado**, University of Alabama at Birmingham, USA





Thursday, 5:00 pm–5:45 pm  
E258 (Lakeside)

### Variability in Ultimate L2 Attainment: A Tale of 2 Learners

Content Area: Speaking

This session investigates the individual factors involved in variable L2 learning experience of two Bangladeshi EFL learners currently living in the U.S. Based on two structured interviews, this presentation studies their L2 learning history to compare the varying individual factors affecting their levels of L2 attainment in English.

**Md. Mijanur Rahman**, Illinois State University, USA



Thursday, 5:00 pm–5:45 pm  
N231 (North Building)

### Word Knowledge: A Neglected Area of Teacher Language Awareness

Content Area: K–12 Teacher Education

This study reports on 60 novice ESL teachers' ability to apply their language and pedagogical knowledge to the identification, analysis, feedback, and design of instruction for addressing ESL students' written lexical errors. Suggestions are offered for more effective teacher preparation and need for word knowledge in facilitating students' vocabulary development.

**Anne Ediger**, Hunter College–CUNY, USA



Thursday, 5:00 pm–5:45 pm  
E256 (Lakeside)

### Workplace ESL Competency Development and Implementation for Adult Education

Content Area: Materials/Curriculum Development

Immigrants starting work in unskilled labor in the U.S. not only have to learn procedures specific to their workplace, but also operate in an environment where the most common language is not their native tongue. This presentation includes an overview of curriculum development and strategies when planning for workplace ESL.

**Cassandra L. Pilarski**, Literacy Network, USA

**Marie Simpson**, Literacy Network, USA



Thursday, 5:00 pm–5:45 pm  
E260 (Lakeside)

### Yes, We Can! Black Male Recruitment and Retention in TESOL

Content Area: Advocacy

Social justice scholarship in TESOL has generally sidelined discussion of Black male teachers' advocacy for ELL. Theorizing a suite of interviews, this session recounts an African-American male's journey into TESOL and the critical incidents that marked his way—with implications for minority male teacher recruitment and retention.

**Tamera D. Moore**, University of North Carolina at Charlotte, USA

**Jonimay Morgan**, University of North Carolina at Charlotte, USA

**Bobbi Siefert**, Furman University, USA

Friday, 30 March 2018

For the location of a ticketed session, please check your ticket.

7:00 am



Friday, 7:00 am–7:20 am  
E263 (Lakeside)

### 2-Minute Mindfulness: Making It a Regular Practice in Your Classroom

Content Area: Personal and Professional Development

Mindfulness has garnered a lot of attention recently, but how can it be incorporated into a busy language classroom? The presenter shares his experiments with the practice of 2-Minute Mindfulness. Participants experience mindfulness practices and leave with the materials necessary to develop a mindfulness practice with their own students.

**Kyle Butler**, Ohio University, USA



Friday, 7:00 am–7:20 am  
E259 (Lakeside)

### Empowering TESOL Practitioners' Pronunciation Pedagogy Through Utilizing Thought Groups

Content Area: Pronunciation

It sometimes feels as if teaching pronunciation is just one more item on a busy teacher's to-do list. Come learn how to create and use focused, integrated, in-class materials designed to improve students' pronunciation and intelligibility through thought group instruction.

**Mark Tanner**, Brigham Young University, USA

**Katie Blanco**, Brigham Young University, USA



Friday, 7:00 am–7:20 am  
N230a (North Building)

### How to Move a Chair: Toward a Healthful, Energetic Classroom

Content Area: Teacher Training

A growing body of evidence suggests that we sit too much and it's causing us health problems. The very design of classrooms sends a message: Learning is best done in chairs behind desks. By getting students out of their desks, teachers can help break the harmful cycle of sitting.

**Kevin McCaughey**, U.S. Department of State, South Africa





Friday, 7:00 am–7:20 am  
N226 (North Building)

### Improving Students' Register Awareness Using Authentic Materials

*Content Area: Vocabulary/Lexicon*

A lack of register awareness is a common shortcoming in learners' academic writing, but explicit noticing and productive tasks can help learners improve. Learn how one instructor used authentic video clips and texts to help international graduate students improve register awareness.

**Lisa K. Leopold**, Middlebury Institute of International Studies at Monterey, USA



Friday, 7:00 am–7:20 am  
N139 (North Building)

### It's Rocket Science: Engaging Highly Unmotivated Readers With Hidden Figures

*Content Area: Primary and Secondary Education*

This presentation covers how the presenters' ESL students went from apathy to engagement in an advanced book, *Hidden Figures*, through a standards-based unit. The presenters highlight project-based learning, multimedia use, connections to the current political state, the power of civic engagement, and intersectionality in low-literacy, high risk, highly impacted students.

**Hannah E. Powers**, Jefferson High School, USA  
**Thea Elizabeth Samson**, Jefferson High School, USA



Friday, 7:00 am–7:20 am  
E262 (Lakeside)

### Memoir Project: Walking Down Memory Lane

*Content Area: Writing*

Looking for a project that integrates critical thinking, speaking, writing, and pronunciation? Through a memoir project, students can reflect on and share important life experiences by creating a video presentation using pictures and storytelling techniques. Attendees see samples and learn how to set up and implement a memoir project.

**Heather L. Snavey**, California State University, Fullerton, USA  
**Lily Hyo Eun Roh**, California State University, Fullerton, USA



Friday, 7:00 am–7:20 am  
N138 (North Building)

### Promoting Multiple Document Literacy in ESL Classrooms

*Content Area: Reading*

Multiple document literacy involves synthesizing, transforming, and applying knowledge acquired across various texts. Multiple-document classroom practices may lead students to access complex texts, become critical consumers of information, develop perspective taking skills, and meet Common Core Standards. Here, the presenter reviews research and offers instructional practices to build this literacy.

**William J. Oliver**, Tucson Unified School District, USA



Friday, 7:00 am–7:20 am  
E261 (Lakeside)

### Reading Logs and Listening Logs: A Grading Nightmare Turned Around

*Content Area: Listening*

Reading and Listening Logs are assignments that both unmotivated students and teachers dread completing and grading, respectively, due to their formulaic layout. This session provides ideas to transform the format so that it assists students in navigating the language and ideas of authentic passages while easing the instructor's grading process.

**Emily Wong**, University of California, Irvine, USA



Friday, 7:00 am–7:20 am  
E264 (Lakeside)

### Sparked: How Digital Literacy Ignites Dialogue, Learner Autonomy, and Self-Advocacy

*Content Area: CALL/Video/Digital Media/Technology in Education*

How can students be enticed to dialogue actively and extensively with peers? Try fusing good old-fashioned narrative-technique with technology that appeals to the modern-day language learner. This Teaching Tip showcases incorporating Adobe Spark, a new user-friendly visual story making tool, with a narrative-based assignment designed to empower student voice.

**Mariah Schuemann**, University of Miami, USA



Friday, 7:00 am–7:20 am  
N128 (North Building)

### YouTubers Are the Best English Teachers

*Content Area: CALL/Video/Digital Media/Technology in Education*

YouTube has been a great source of free of charge learning English. This teaching tip show how daily vlogs can be of a benefit to learners of English. I explain how teachers can use these vlogs as teaching materials and how students can benefit from them.

**Omar ATA Yacoub**, Indiana University of Pennsylvania, USA



Friday, 7:00 am–7:45 am  
E267 (Lakeside)

### Applied Professional Development in Adult Education: A Model That Works

*Content Area: Personal and Professional Development*

Adult education ESL instructors are frequently hired with little prior training and may undergo subsequent professional development that has little effect on their teaching. The presenters demonstrate an effective training model that incorporates required application activities through which teachers apply professional development content to their classrooms, resulting in improved instruction.

**Catherine Porter**, Adult Learning Resource Center, USA  
**Laurie Martin**, Adult Learning Resource Center, USA







Friday, 7:00 am–7:45 am  
N130 (North Building)

### Can I Refuse Doing Labs in My Science Class?

*Content Area: Primary and Secondary Education*

This presentation presents a case study on five Chinese adolescents' experiences in U.S. secondary science classrooms. Findings revealed that Chinese students had a more positive attitude towards western classroom practices such as lab activities when their personal learning needs were addressed by both their science and ESL teachers.

**Fang Yu**, University at Albany, USA



Friday, 7:00 am–7:45 am  
E451b (Lakeside)

### Effective Development, Utilization, and Analysis of ESL Teacher Evaluations

*Content Area: Teacher Training*

This presentation describes the development of successful teacher evaluations through identifying institutional values and effective TESOL practices. It also reports on essential insights gleaned from the analysis of thousands of student-generated evaluations. These include specific pedagogical practices that produce the most favorable teacher evaluations.

**James Hartshorn**, Brigham Young University, USA

**Judson Hart**, Brigham Young University, USA

**Ben McMurry**, Brigham Young University, USA



Friday, 7:00 am–7:45 am  
E271b (Lakeside)

### Communicative Language Teaching: Teachers' Experiences and Struggles in EFL Contexts

*Content Area: Action/Classroom-Based Research*

Communicative language teaching in an EFL context is a dynamic process involving teachers' perspectives and practices. To better understand such complexity, including how local context shapes experiences, the presenters report findings from a study of three Ukrainian teachers. The presentation also includes discussion of communicative resources for teachers in comparable environments.

**Andrea R. Mason**, University of Idaho, USA

**Caroline Payant**, Universite du Quebec a Montreal, Canada



Friday, 7:00 am–7:45 am  
N129 (North Building)

### Facilitating Dialogue and Collaboration Across Faculty and Staff Teams

*Content Area: Personal and Professional Development*

Language program faculty and staff serve the same students but may operate with little understanding of one another's roles. Join this dialogue session to discuss ways language program administrators can increase faculty–staff communication and collaboration, increasing organizational learning and contributing to the overall strength of your program.

**Kristin E. Hiller**, New York University Shanghai, China



Friday, 7:00 am–7:45 am  
N137 (North Building)

### Did You Hear That? Discourse Analysis in the EAP Classroom

*Content Area: Action/Classroom-Based Research*

At universities, listening and note-taking are vital tasks for success, yet the development of these skills often deteriorates into cycles of practicing and testing. This session explores several innovations that engage students in analyzing academic discourse using TED Talks and yield benefits for their listening, speaking, and critical thinking skills.

**William C. Cole-French**, Massachusetts College of Pharmacy and Health Sciences University, USA



Friday, 7:00 am–7:45 am  
E350 (Lakeside)

### How ESL Instructional Contexts Shape ELLs' Argumentative Writing Practices

*Content Area: Writing*

This 2-year longitudinal study of a high school ESL classroom explores the relationship between instructional contexts and the structure and content of ELLs' argumentative essays. Findings reveal that the teacher's developing expertise in teaching argumentative writing generated the differing ways of coconstruction of spoken and/or written texts of argumentation.

**Hyun Jung Joo**, Ohio State University, USA





Friday, 7:00 am–7:45 am  
E450b (Lakeside)

### I Kind of Used the Rubric...and How I Felt

*Content Area: Assessment*

This presentation reports the findings of an investigation of seven adult IEP teachers' assessment practices as well as an in-depth analysis of their professional identities as assessors and instructors. We argue that a strong assessment identity is necessary for the acquisition of adequate assessment practices. Professional training on developing teacher assessment identity is discussed.

**Melissa Y. Parra**, University of Texas San Antonio, USA  
**Yangting Wang**, University of Texas San Antonio, USA  
**Juliet Langman**, University of Texas San Antonio, USA  
**Becky H. Huang**, University of Texas San Antonio, USA  
**Lauren Heather**, University of Texas San Antonio, USA



Friday, 7:00 am–7:45 am  
E258 (Lakeside)

### Insights From EFL Instructors of Color to Preservice Teachers

*Content Area: Personal and Professional Development*

Preservice teachers face many predictable concerns prior to employment. As China's need for English language teachers expands, more instructors of color are opting to enter their market but encounter additional occupational challenges (culturally, socially, linguistically). This presentation highlights observations and advice from EFL instructors of color about their experiences working in China.

**Marcel K. Daniels**, New York University Shanghai, China



Friday, 7:00 am–7:45 am  
E265 (Lakeside)

### Investigating Algerian Preservice Teachers' Listening Strategies

*Content Area: Listening*

The study discussed aims at investigating listening strategy training and metacognitive listening strategies awareness among Algerian preservice teachers who learn EFL and to examine the effect of strategy training on their listening comprehension performance and strategy use.

**Abdelaziz Benkheddoudja**, Ecole Normale Supérieure de Bouzareah, Algeria



Friday, 7:00 am–7:45 am  
E351 (Lakeside)

### L2 Writers in the Writing Center

*Content Area: Writing*

Writing centers play a large role in supporting L2 writers at the college level, but do not always address L2 needs effectively. Participants discuss what we perceive those needs to be, why they are not always met, and how we can assist students in getting the most out of writing center visits.

**Renata M. Fitzpatrick**, Carleton College, USA



Friday, 7:00 am–7:45 am  
E353b (Lakeside)

### Learning Communities: A Higher Education Support Model for International Students

*Content Area: Speaking*

This dialogue aims to engage participants in a discussion of the role of learning communities, an innovative academic and language support model, for international students enrolled in institutions of higher education. Participants discuss how a peer-mentored learning community model could be applicable on their own campuses.

**Mihaela Giurca**, University of Washington, USA  
**Tait Bergstrom**, University of Washington, USA



Friday, 7:00 am–7:45 am  
E253a (Lakeside)

### Strategy Training for Independent Vocabulary Learning

*Content Area: Vocabulary/Lexicon*

Teaching students to independently learn vocabulary is crucial because most vocabulary learning occurs outside of a formal classroom. The presenters share a learning strategies approach for ELL vocabulary development including a sequence of guided classroom activities and recommendations for online tools to support learner autonomy.

**Shalle Leeming**, California College of the Arts, USA  
**Amy Shipley**, Academy of Art University, USA  
**David Skolnick**, California College of the Arts, USA



Friday, 7:00 am–7:45 am  
E353a (Lakeside)

### Supporting U.S. College Writing Instructors' Developing Language Knowledge and Beliefs

*Content Area: Teacher Training*

The place of language instruction in U.S. college composition classrooms remains unclear for many teachers. This presentation discusses a qualitative study tracing the developing language knowledge and beliefs of U.S. college writing instructors. Implications are shared for teacher development based on study participants' needs and gaps in language-related knowledge and institutional support.

**Madelyn T. Pawlowski**, University of Arizona, USA





Friday, 7:00 am–7:45 am  
E266 (Lakeside)

### Sustaining Dialogues: Turn-Taking in L2 Conversations

*Content Area: Applied Linguistics*

Do your NNEST students and colleagues feel uncertain about taking turns in and sustaining L2 conversations? Could the linguistic and pragmatic features of L2 conversations offer an explanation? This presentation reports findings from the conversation analysis of 50 textbook conversations, explaining what's wrong and how it could be addressed.

**Jialei Jiang**, Indiana University of Pennsylvania, USA

**Lilia Savova**, Indiana University of Pennsylvania, USA



Friday, 7:00 am–7:45 am  
E260 (Lakeside)

### Teaching Academic Discussion Skills Through Engagement With Social Issues

*Content Area: Speaking*

This presentation introduces an approach to teaching EAP speaking that engages Thai students across disciplinary backgrounds in dialogue on social and environmental issues. We share activities, materials, and assessments for an integrated skills course that scaffolds the development of academic discussion sub-skills and present evidence of improved interactional competence.

**Dan Brown**, Grand Valley State University, USA

**Alexander Nanni**, Mahidol University, Thailand

**Joseph Serrani**, Mahidol University, Thailand



Friday, 7:00 am–7:45 am  
N227b (North Building)

### Sustaining Progress: How to Successfully Hire and Orient New Teachers

*Content Area: Personal and Professional Development*

How can program administrators weed through numerous candidates, pick out stellar teachers, and help instructors adapt to their new work environment? In this dialogue session, participants discuss their professional experiences as the presenters share tried and tested hiring strategies and Orientation Sessions that can be implemented into any IEP.

**Noga La'or**, Long Island University, USA

**Joy MacFarland**, FLS International, USA



Friday, 7:00 am–7:45 am  
N227a (North Building)

### The Effects of EFL Pronunciation Instruction on Fluency and Intelligibility

*Content Area: Pronunciation*

This quantitative study assessed the effects of pronunciation instruction (PI) on Vietnamese adult EFL learners' speech in a semi-extemporaneous context. Results revealed different effects of segmental and suprasegmental instruction but generally, meaningful gains of fluency and intelligibility. Implications for effective PI and improved methodological practice are discussed.

**Tuc C. Chau**, University of South Florida, USA

**Amanda Huensch**, University of South Florida, USA



Friday, 7:00 am–7:45 am  
N231 (North Building)

### Teachers' Cognitions About Principles of Curriculum-Design and Their Own Roles

*Content Area: Materials/Curriculum Development*

On what basis do EFL teachers make decisions about curriculum design for implementation in the classroom? How do their cognitions typically reveal about their thinking on these important decisions? This presentation reports findings of a study into these two major aspects and discusses their implications for school-university partnerships in teacher-education.

**Lawrence Jun Zhang**, University of Auckland, New Zealand

**Muhammad Rahimi**, University of Auckland, New Zealand

**Nasim Nasr Esfahani**, Isfahan (Khorasgan) Branch, Islamic Azad University, Islamic Republic of Iran



Friday, 7:00 am–7:45 am  
E450a (Lakeside)

### Translanguaging as a Pedagogical Option in a Social Studies Class

*Content Area: Primary and Secondary Education*

Students in a multilingual social studies classroom were assisted in learning social studies content through translanguaging. This presentation describes how the teacher in a sheltered social studies class engaged students in producing a Common Craft video with the option of presenting it in English and their L1.

**Zaline M. Roy-Campbell**, Syracuse University, USA

**Lauren Cirulli**, Nottingham High School, USA





Friday, 7:00 am–7:45 am  
N140 (North Building)

### Using Emojis to Engage Student Learning

*Content Area: CALL/Video/Digital Media/Technology in Education*

This research presentation focuses on the usage of Emojis in communication among language learners in Sino-Foreign universities. Emoji, interconnected with language, is a current daily discourse form among students of diverse age range and cultural background. This presentation highlights students' and teachers' perception of using emojis and its' effectiveness for learning and teaching.

**Anthea Tse**, Xi'an Jiaotong Liverpool University, China

**Yan Wei**, Xi'an Jiaotong Liverpool University, China



Friday, 7:00 am–7:45 am  
E352 (Lakeside)

### Voices From the Wilderness: Principals Making Sense of Black Language

*Content Area: Leadership*

Focus group interviews were conducted with 15 urban administrators discussing the use of African American Language (AAL) in urban schools. Using discourse analysis participants, we identified 29 language ideological stances toward AAL ranging from deficit to empowerment. We argue for the essential role of applied linguistics in principal preparation.

**Aria Razfar**, University of Illinois at Chicago, USA

**Joseph Rumenapp**, Judson University, USA



Friday, 8:00 am–9:00 am  
Arie Crown Theater (Lakeside)

### Embodied Brains, Social Minds, Cultural Meaning: Why Emotions Are Fundamental to Learning

Immordino-Yang presents her research on the neuropsychology of social-emotional feelings, including their deep visceral roots in the feeling and regulation of the body and consciousness, their propensity to heighten one's own subjective sense of self-awareness and purpose, and their connections to memory and cultural learning.

**Mary Helen Immordino-Yang**, University of Southern California, USA



Friday, 9:30 am–10:15 am  
N231 (North Building)

### Academic Listening Pedagogy: University-Based IEP Teachers' Cognitions and Practices

*Content Area: Listening*

Vandergrift asserts learners report listening as the most desirable skill, yet teachers are least prepared to teach it. This study investigated Vandergrift's claim by observing and interviewing master's-level English language teachers. Findings revealed three barriers to teaching listening: misdirected focus of instruction, failure to teach this integrated skill, and inadequate training.

**Jennifer A. Lacroix**, Boston University, USA



Friday, 9:30 am–10:15 am  
N129 (North Building)

### Be Prepared: Managing Program-Disruptive Crises

*Content Area: Leadership*

Program administrators must be prepared to deal with emergencies that cause significant program disruptions. The presenters review the range of program-disrupting events and discuss advance planning. Participants leave with resources and suggestions for creating their own program plans to ensure steady direction during and after a disruption.

**Maureen Burke**, University of Iowa, USA

**Mark Algren**, University of Missouri, USA

**Irene Juzkiw**, University of Missouri, USA



Friday, 9:30 am–10:15 am  
N130 (North Building)

### Beyond He/She: Teaching Outside the Gender Binary in ESOL

*Content Area: Social Responsibility/Sociopolitical Concerns*

Have you wondered how to make your classroom more inclusive of transgender and gender nonconforming students? Whether and how you should teach students about gender-neutral pronouns such as the singular *they*? Learn how ESOL teachers can join the conversation about current developments in the English language.

**Gabriel Winer**, Berkeley City College, USA

**Elizabeth Wadell**, Berkeley City College, USA

**David Ruiz**, National Autonomous University of Mexico, Mexico





Friday, 9:30 am–10:15 am  
E263 (Lakeside)

### Campus Carry: Engage in the Dialogue

*Content Area: Social Responsibility/Sociopolitical Concerns*

Ten states allow concealed weapons on campus, and 23 states leave the decision to allow or ban weapons to the college or university. Participants discuss their programs' policies and what steps can be taken to prevent loss of life in the event of a shooting.

**Julie R. Doty**, University of North Texas, USA

**Barbara Hefka**, University of North Texas, USA



Friday, 9:30 am–10:15 am  
E253b (Lakeside)

### Contextualized Learning and the Adult Citizenship Classroom

This session explores methods to use contextualized instruction to help immigrants be successful during the naturalization interview and test.

**Kelton Williams**, U.S. Department of Homeland Security, Office of Citizenship, USA



Friday, 9:30 am–10:15 am  
N128 (North Building)

### Creating Podcasts to Improve Speaking Skills

*Content Area: Speaking*

The process of creating a podcast helps students focus on different speaking skills, such as intonation, stress, thought groups, and overall fluency. With minimal technology, students can grow as speakers as they record and analyze their conversations. These podcasts can then be shared online with a larger audience.

**Jesus Villegas**, Purdue University Northwest, USA



Friday, 9:30 am–10:15 am  
E451a (Lakeside)

### Cinderella No More! L2 Pronunciation Research and Practice

Second language (L2) pronunciation, once a language teaching mainstay, had a long Cinderella crisis in which its role in TESOL and foreign language teaching was relegated to the sidelines. This presentation describes changes promising a bright future both in influencing language teaching and in increasing integration into the language teaching mainstream.

**John M. Levis**, Iowa State University, USA



Friday, 9:30 am–10:15 am  
E265 (Lakeside)

### Colombian EFL Learners' Public-Private Partnership: Strategy for Social Equity

*Content Area: Social Responsibility/Sociopolitical Concerns*

This session explores the contributions a Public-Private Partnership is offering to EFL learners in the Colombian Coffee Region, as a strategy for social equity. The presenters share the planning and implementation of this collaborative initiative. Attendees are invited to ask questions and discuss possible applications to their own settings.

**Margarita M. Lopez**, Universidad de Caldas, Colombia

**Mauricio Arango**, Universidad de Caldas, Colombia



Friday, 9:30 am–10:15 am  
E264 (Lakeside)

### Demystifying English Ability With the Duolingo English Test

The Duolingo English Test (DET) is an online computer-adaptive general English proficiency test used by institutions worldwide. In this session, we explore the development of the DET, its computer-adaptive design, and score interpretation. Participants will have the opportunity to review and discuss actual DET results and video interviews.

**Cynthia Berger**, Duolingo, Inc., USA

**Jeffrey Tousignant**, Duolingo, Inc., USA



Friday, 9:30 am–10:15 am  
Networking Area in Expo Hall (Lakeside Center)

### Dual Immersion for Better Biliteracy

**Suzanne Rajkumar**, Corporate Bilingual Consultancy, USA



Friday, 9:30 am–10:15 am  
E350 (Lakeside)

### Comparing Perceptions and Use of Electronic Feedback by Writing Teachers

*Content Area: Writing*

This presentation explores the alignment between teacher perception and actual use of teacher e-feedback in ESL composition classes at a U.S. university. E-feedback given on papers and in online chats are analyzed in light of teachers' stated feedback priorities. Implications for implementing effective electronic feedback are discussed.

**Estela Ene**, Indiana University–Purdue University Indianapolis, USA

**Thomas A. Upton**, Indiana University–Purdue University Indianapolis, USA



Friday, 9:30 am–10:15 am  
E353b (Lakeside)

### EFL Students' Beliefs About How They Learn Grammar Best

*Content Area: Grammar*

This presentation reports on the findings of a study on EFL students' beliefs about how they learn grammar. Data were collected from 600 students through a questionnaire on four construct pairs: meaning- versus form-focused instruction, focus on form versus focus on forms, implicit versus explicit instruction, and inductive versus deductive instruction.

**Ayşegül Daloğlu**, Middle East Technical University, Turkey





Friday, 9:30 am–10:15 am  
E271a (Lakeside)

### Engage, Enrich, and Empower IEP Students to Demonstrate Academic Readiness

*Content Area: Writing*

An IEP designed and implemented the Exit Level Program as an alternative to standardized entrance exams. For the past 3 years, qualitative and quantitative data has been gathered to demonstrate the program's effectiveness. Presenters explain the design and implementation of the program, describe the findings, and discuss their implications.

**Helen Schmidt**, Iowa State University, USA



Friday, 9:30 am–10:15 am  
N135 (North Building)

### Engaging Research and Transforming Classroom Practices

This presentation introduces a new TESOL series, Engaging Research, which highlights ways that research can be put into practice in a variety of educational settings. The session focuses on the first two volumes of this four-books series, which cover elementary and middle school, and spotlights published research from TESOL publications.

**Holly Hansen-Thomas**, Texas Woman's University, USA

**Judy Sharkey**, University of New Hampshire, USA

**Kristen M. Lindahl**, University of Texas at San Antonio, USA



Friday, 9:30 am–10:15 am  
N136 (North Building)

### Examining Technology Use in North American EAP Programs

*Content Area: CALL/Video/Digital Media/Technology in Education*

This presentation reports on government-funded research examining technology use in EAP university and college programs across North America. Findings share program successes, challenges, and emerging areas of technology-enhanced EAP teaching and learning. Implications for ELT, teacher education, curriculum design, and ongoing research are discussed.

**Geoff Lawrence**, York University, Canada

**Farhana Ahmed**, York University, Canada

**Kris Johnston**, York University, Canada

**Christina D. Cole**, University of Toronto, Canada



Friday, 9:30 am–10:15 am  
N127 (North Building)

### Invisible No More: Caribbean Teachers in the TESOL Industry

*Content Area: Advocacy*

Little has been written on Caribbean nationals who teach EFL. This presentation highlights the perspectives of anglophone Caribbean teachers on the TESOL job market, the discrimination they encounter, and the important role they play in TEFL. The findings offer recommendations for an antidiscriminatory international code of conduct in the industry.

**Jenson JA Deokiesingh**, Macau University of Science and Technology, Macau



Friday, 9:30 am–10:15 am  
N133 (North Building)

### Language Loss and Language Recursion: L2 Learners' Linguistic Experiences

*Content Area: Advocacy*

The study discussed explores culturally and linguistically diverse students' experiences during language loss and language recursion. Results indicated that the subtractive language ideologies that favor the use of English in schools, homes, and peer worlds resulted in language loss among CLD adolescents while intrinsic and extrinsic factors encouraged their recursive bilingualism.

**Tuba Yilmaz**, University of Florida, USA



Friday, 9:30 am–10:15 am  
E267 (Lakeside)

### Making Writing Center Workshops More Accessible to Community College ELLs

*Content Area: Writing*

A community college writing center instructor and an EAP classroom teacher modified writing workshops conducted in-class with ELs over three semesters. Their pioneering collaboration is presented with examples, anecdotes, student comments, and data. Participants receive samples from workshops on grammar errors, essay structure, and outlining for in-class use.

**Elyse T. Meredith**, Montgomery College, USA

**Diane Dunlap**, Montgomery College, USA



Friday, 9:30 am–10:15 am  
E253d (Lakeside)


### Motivating the Bilingual Learner in the ESL Classroom in Nigeria

*Content Area: Bilingual Education*


L2 learners in Nigeria find it difficult to grasp the codes of their mother tongue and English, making English uninteresting to them. This session considers the use of motivation for English language teaching and learning in the ESL environment.

**Adebola S. Michael**, Federal Polytechnic, Nigeria



 Friday, 9:30 am–10:15 am  
Networking Area in Expo Hall (Lakeside Center)

**Networking With Cuban TESOLers**  
**Robert Griffin**, Oklahoma City University, USA

 Friday, 9:30 am–10:15 am  
E271b (Lakeside)


**Promoting Out-of-Class English Learning Opportunities Through WhatsApp**

*Content Area: Action/Classroom-Based Research*

Out-of-class language learning can be promoted using WhatsApp, allowing ELLs to improve different language skills and autonomous learning.

This presentation describes language learning opportunities WhatsApp promotes out of class, as well as learners' attitudes and perceptions toward the use of this application.

**Liliana B. Valle**, Universidad de Cordoba, Colombia  
**Danilsa Lorduy**, Universidad de Cordoba, Colombia


 Friday, 9:30 am–10:15 am  
N230b (North Building)

**Reconceptualizing Teachers' Narrative Inquiry as Professional Development**

*Content Area: Personal and Professional Development*

This research-oriented session recognizes the value of teacher narrative inquiry in fostering teacher agency and teacher/teaching expertise. The presenters argue for the attention to the pivotal role that expert mediation, by skilled teacher educators acting intentionally and systematically, also plays in supporting teacher professional development through narrative inquiry.

**Paula Golombek**, University of Florida, USA  
**Karen Johnson**, Pennsylvania State University, USA

 Friday, 9:30 am–10:15 am  
N131 (North Building)

**Speak Up: Teaching Advanced ESP Learners the Value of Integration**

*Content Area: Culture/Intercultural Communication*

International graduate students often lack the confidence needed to communicate with a highly skilled domestic student body. In a prematriculation IEP for international law students, scaffolding oral development through a four-stage process of exploring professional identity instills students' confidence in both their oral skills and their professional value.

**Nell Novara**, Northwestern Pritzker School of Law, USA  
**John Thornton**, Northwestern Pritzker School of Law, USA

 Friday, 9:30 am–10:15 am  
E262 (Lakeside)

**The Future is Online: Mastering ESL Skills With VIPKID**

More and more ESL students, especially children, are learning ESL online. How do ESL instructors adjust their teaching techniques for this new mode of education? This session provides an overview of the mechanisms used by VIPKID to support its tens of thousands of online teachers.

**Stephenie Lee**, VIPKID, China

 Friday, 9:30 am–10:15 am  
E261 (Lakeside)

**The Role of Written Corrective Feedback and Revision for L2 Development**

*Content Area: Writing*

This study investigates whether providing opportunity for revision would enhance the effects of written corrective feedback on EFL learners' acquisition of the simple past tense. The results demonstrate that metalinguistic explanation followed by revision leads to greater L2 improvement. The study design and both theoretical and pedagogical implications are discussed.

**Tiefu Zhang**, The University of Sydney, Australia

 Friday, 9:30 am–10:15 am  
E255 (Lakeside)

**U.S. Department of State's Worldwide English Language Programs**

Learn how the Office of English Language Programs at the US Department of State works globally to sustain partnerships with English language professionals, encourage membership in mutually supportive global networks, promote professional development, enhance English teaching and learning, and positively influence students' lives.

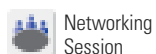
**John Mark King**, U.S. Department of State, USA

 Friday, 9:30 am–10:15 am  
E256 (Lakeside)

**What's the Big Idea? Using Graded Readers for Fluency**

Extensive reading is its own reward. As learners build vocabulary and grammar fluency, they also gain content knowledge that can enable them to be better communicators in English. Learn how to use Big Ideas graded readers in lesson planning both in reading classes and across the ESOL curriculum.

**Alice Savage**, Wayzgoose Press, USA





Friday, 9:30 am–11:00 am  
E353c (Lakeside)

### The Fundamentals of Developing Writing Rubrics

Join a workshop which explores the development of rubrics. The presenter introduces fundamental principles for developing writing rubrics. Participants are given sample writing assignments and receive guided hands-on experience of developing rubrics. They leave the workshop armed with tools they can apply to their own assignments.

- Diane Schmitt**, Nottingham Trent University, United Kingdom
- Deborah Crusan**, Wright State University, USA
- Sara Cushing**, Georgia State University, USA
- Liyang Cheng**, Queens University, Canada
- Joyce Kling**, Copenhagen University, Denmark



Friday, 9:30 am–11:15 am  
E259 (Lakeside)

### Building a Professional Learning Community in an ESL Program

*Content Area: Personal and Professional Development*

Most language programs strive to provide high-quality instruction with limited resources and competing demands. This presentation emphasizes individual team members as the most valuable resource for ESL programs and demonstrates why and how a professional learning community can help a program be much more than the sum of its parts.

- Matthew C. Allen**, Purdue University, USA
- Nadezda Pimenova**, Purdue University, USA
- April Ginther**, Purdue University, USA



Friday, 9:30 am–11:15 am  
N139 (North Building)

### Building Partnerships to Foster Advocacy Work With Refugee Background Students

Advocating for refugee background students relies heavily upon partnerships, relationships, and collaboration. This panel brings together voices of practitioners and researchers who share experiences with advocacy partnerships that fostered successful outcomes for refugee background students. Panelists share strategies, resources, and materials for adaptation in a range of contexts.

- Raichle E. Farrelly**, St. Michael's College, USA
- Yilin Sun**, South Seattle College, USA
- Lyn Morland**, Bank Street College of Education, USA
- Andrea E. Lypka**, University of South Florida, USA



Friday, 9:30 am–11:15 am  
E450a (Lakeside)

### Conference Proposals 101: Titles, Abstracts, and Session Descriptions

*Content Area: Personal and Professional Development*

This workshop is designed for anyone interested in writing better conference proposals. After reviewing findings from a study of more than 3,000 TESOL proposals, the presenters include instructions on how to incorporate some of the strategies of previously successful scholars.

- Jack A. Hardy**, Emory University, USA
- Caroline Payant**, Université du Québec à Montréal, Canada



Friday, 9:30 am–11:15 am  
N227a (North Building)

### ESP Material and Curriculum Development in Technical/Engineering Fields

ESP material and curriculum development for engineering, science, and technology can be a challenging task. In this academic session dedicated to Thomas Orr, a leader in both ESP and IEEE, the panelists share their expertise and experience in ESP course and material development for engineering fields.

- Jie Shi**, University of Electro-Communications, Japan
- Ismaeil Fazel**, Simon Fraser University, Canada
- Anne Lomperis**, Language Training Designs, USA
- John R. Jordan**, Alfaisal University, Saudi Arabia
- Marvin D. Hoffland**, Carinthia University of Applied Sciences, Austria



Friday, 9:30 am–11:15 am  
N228 (North Building)

### Finding Success in the Cotaught EL Classroom: Models and Strategies

*Content Area: Primary and Secondary Education*

This session equips educators with realistic steps for creating a successful cotaught classroom. Led by a content teacher and two EL teachers, the workshop models ways to foster partnerships that combine content and language. Participants develop coteaching models, gain planning strategies, and walk away ready to sidestep common roadblocks.

- Erin Griffin Boyle**, Bloomington Public Schools, USA
- Jackie Christensen**, Spencer Community Schools, USA
- Doneva Batty**, Valley View Middle School, USA







Friday, 9:30 am–11:15 am  
E353a (Lakeside)

### Intercultural Insights in Creating and Implementing EFL Content

What considerations do teachers and authors make in determining content for an EFL environment? Should focus be on the target language or local culture? Take a trip around the world as panelists share insights, constraints, and “good mistakes” in creating and implementing materials in Iran, China, Colombia, Vietnam, and more.

- Jane Petring**, Cegep Edouard-Montpetit, Canada
- Eric H. Roth**, University of Southern California, USA
- Jane Hoelker**, Wenzhou-Kean University, China
- Negin H. Goodrich**, Purdue University, USA
- Mauricio Arango**, Universidad de Caldas, Colombia



Friday, 9:30 am–11:15 am  
N226 (North Building)

### Planning to Face New Challenges in a Changing IEP Market

In the current ESOL climate, IEPs are facing new challenges. Institutions must explore and implement innovative approaches and programs to sustain and thrive in the current market. Panel presenters present solid, viable approaches they have implemented in their programs which have led to both big and small successes.

- Peggy Street**, ELS, USA
- Tammy Johnson**, California State Polytechnic University, USA
- Carrie Woods**, ELS, USA
- Elsie E. Paredes**, Virginia Tech Language and Cultural Institute, USA
- Linh T. Phung**, Chatham University, USA



Friday, 9:30 am–11:15 am  
E451b (Lakeside)

### Learning In-Between Languages and Cultures: Implications for Curricula and Classrooms

*Content Area: Materials/Curriculum Development*

Let’s paint accurate portraits of our ELs and maximize their success. Let’s reveal ELs’ oft invisible understandings and talents—what they can know and do in-between languages and between cultures. Let’s examine why and how translanguistic and transcultural knowledge should be planned for in curricula and honored in classrooms.

- Olivia Mulcahy**, Illinois Resource Center, USA



Friday, 9:30 am–11:15 am  
N230a (North Building)

### Professional Dialogues: Enriching Practices in Early Childhood and Elementary Education

Engaging in dialogues with stakeholders is essential when working with English learners. This session focuses on best practices in the areas of preschool education, collaboration among classroom teachers, and community/parent engagement.

- Debbie Zacarian**, Debbie Zacarian, EdD & Associates, LLC, USA
- Karen Nemeth**, Language Castle LLC, USA
- Kelly L. Hill**, The University of Alabama at Birmingham, USA
- Jessica Burchett**, Marion City Schools, USA



Friday, 9:30 am–11:15 am  
N227b (North Building)

### Let’s Chit Chat: Small Talk in Academic Communities

*Content Area: Speaking*

In this interactive workshop, participants are introduced to corpus-based data reflecting the importance of small talk in academic communities. They engage in communicative tasks for teaching small talk strategies to L2 learners in academic language communities, including focusing on the lexico-grammatical features of small talk.

- Sarah A. Warfield**, U.S. Department of State, USA



Friday, 9:30 am–11:15 am  
E258 (Lakeside)

### Project-Based Instruction in East Africa: Challenges and Lessons Learned

*Content Area: Action/Classroom-Based Research*

Project-based Instruction builds students’ English while helping them develop 21<sup>st</sup> century communication and collaboration skills. In this presentation, panelists discuss the development and implementation of thematic projects in secondary EFL classrooms in Sudan, Cameroon, Burundi, Ethiopia and Chad. Session participants learn strategies to successfully implement projects in under-resourced contexts.

- Tabitha Kidwell**, University of Maryland, USA
- Obed Charway**, Access Microscholarship Program, Sudan
- Athanase Niyongabo**, Access Microscholarship Program, Cameroon
- Aladeen Abubakr A. Sidahmed**, Access Microscholarship Program, Burundi
- Tewodros Manguday Siyoum**, Access Microscholarship Program, Ethiopia
- Jean Claude Tcheuntche**, Access Microscholarship Program, Cameroon



Friday, 9:30 am–11:15 am  
E266 (Lakeside)

### Performing Awareness in a Diverse Society: Reflections on Identity

*Content Area: Culture/Intercultural Communication*

How far inside and across borders could a project reach? From small learner hubs, to a global community of writers, artists and educators, we have been exploring identities and languages. This workshop gives practical ideas on how to set the stage for *languaging* in our ever-growing multicultural learning environments.

- Christina Chorianopoulou**, TESOL Greece, Greece
- Efstratia Tzouri**, TESOL Greece, Greece





Friday, 9:30 am–11:15 am  
E253a (Lakeside)

### Putting TESOL Advocacy Into Practice

*Content Area: Advocacy*

In this panel, presenters address the nexus of advocacy and English language teaching/learning, and the multidimensional role advocacy takes in practice in different contexts and with different populations. The panel serves as a means for participants to examine different ways advocacy can be put into practice in their own context.

**James C. Whiting**, Plymouth State University, USA

**Heather Linville**, University of Wisconsin La Crosse, USA

**Heather Tatton-Harris**, Carlos Rosario International Public Charter School, USA

**Polina Vinogradova**, The American University, USA

**Jamie Harrison**, Auburn University, USA



Friday, 9:30 am–11:15 am  
N137 (North Building)

### Researching, Teaching, and Assessing Argumentation in L2 Writing

The panel discusses the current state of argumentation in L2 writing, highlighting its important role in different academic disciplines and addressing its various dimensions of difficulties L2 students encounter. Through successful examples, speakers--established L2 writing scholars--delineate ways in which argumentative writing can be researched, taught, and assessed.

**Tanita Saenkhum**, University of Tennessee, USA

**Alan Hirvela**, Ohio State University, USA

**Silvia Pessoa**, Carnegie Mellon University in Qatar, Qatar

**Ann Johns**, San Diego State University, USA

**Atta Gebril**, The American University in Cairo, Egypt

**Lia Plakans**, University of Iowa, USA



Friday, 9:30 am–11:15 am  
N138 (North Building)

### Roundtable on Overcoming NNEST Workplace Discrimination in Higher Education

Nonnative English speaking teachers (NNESTs) sometimes face discrimination and marginalization in U.S.-higher education ESL settings. In this roundtable, attendees explore a case study of an NNEST who faced discrimination in the workplace. Participants focus on possible solutions to this marginalization as a community of practitioners who value diversity.

**Kevin Martin**, Virginia International University, USA

**Bedrettin Yazan**, University of Alabama, USA

**Brock Brady**, U.S. Peace Corps, USA

**Rashi Jain**, Montgomery College, USA



Friday, 9:30 am–11:15 am  
N132 (North Building)

### Sustaining and Extending Best Practices Through Action Research

*Content Area: Action/Classroom-Based Research*

Action research empowers teachers to initiate their own professional development. This workshop describes the action research process and its application with junior faculty in Southeast Asia. Participants gain resources to begin their own action research and to advocate for this form of professional development in their respective contexts.

**Eric Wenninger**, University of Languages and International Studies, Viet Nam

**Ami Christensen**, Chulalongkorn University, Thailand

**Robert Cunningham**, US Department of State, Myanmar

**Mari M. Bodensteiner**, Institute of Foreign Affairs, USA

**Kim Chilmonik**, Institute of Foreign Languages, Cambodia

**Hanh Hoang**, University of Languages and International Studies, Viet Nam



Friday, 9:30 am–11:15 am  
E450b (Lakeside)

### Sustaining Teacher Development and Engagement Over Time

*Content Area: Culture/Intercultural Communication*

Why do some teachers grow and flourish, while others get stuck or eventually quit the classroom? Do teachers follow predictable developmental paths? What factors shape development over time? This session draws on trajectory research to explore questions about teachers' careers, novice and expert differences, and how contexts catalyze teacher learning.

**Donald Freeman**, University of Michigan, USA

**Kathleen Graves**, University of Michigan, USA



Friday, 9:30 am–11:15 am  
E260 (Lakeside)

### What Works in Professional Development: Research, Practice, and Evaluation

How do we know that professional development (PD), an integral aspect of TESOL's mission and activities, impacts teacher and student learning? In this session, TESOL's Professional Development and Research Professional Councils bring together researchers, practitioners, and PD providers to share their perspectives on this critical question.

**Lottie Baker**, The George Washington University, USA

**Jana Moore**, Hawaii Department of Education, USA

**Deborah Short**, Academic Language Research & Training, USA

**Paula Golombek**, University of Florida, USA

**Jerry Frank**, U.S. Department of State, USA

**Kimberly Johnson**, Minnesota State, USA



10:00 am



Friday, 10:00 am–10:45 am  
E253c (Lakeside)

### Exploring Pre-K-12 Family and Community Engagement

TESOL International Association recently published a comprehensive guide on community and family engagement for PreK–12 TESOL professionals. This session summarizes the new guide and highlights a number of helpful examples for engaging communities and families.

**David Cutler**, TESOL International Association, USA  
**Sarah Sahr**, TESOL International Association, USA

10:30 am



Friday, 10:30 am–11:15 am  
E256 (Lakeside)

### 50 Ways to Improve Your Teaching

This presentation covers several different tips and tricks from the 50 Ways to Teach series by Wayzgoose Press, including teaching reading; teaching with technology; teaching online; and teaching grammar, reading, speaking, pronunciation, and vocabulary. Join us to learn how to improve your teaching and have a little fun along the way.

**Justin Shewell**, Arizona State University, USA



Friday, 10:30 am–11:15 am  
E271b (Lakeside)

### A Web-Based Program for Developing the Integrated Skills

*Content Area: Primary and Secondary Education*

This presentation reports on findings from an investigation of a web-based program and how it affects the integrated skills of the sixth-grade students. The findings showed that the students of the experimental group made progress and improvement after experimentation.

**Walaa Salem**, Ministry of Education, Egypt



Friday, 10:30 am–11:15 am  
E267 (Lakeside)

### Advising L2 Learners Toward Successful Completion of Community College Curricula

*Content Area: Personal and Professional Development*

Though advising in community college settings is rarely a simple, straightforward exercise, it can be especially challenging when L2 learners are involved. With audience input, this session explores common L2 learner contexts in community colleges and offers recommendations for identifying, tracking, and retaining L2 students, especially in curriculum contexts.

**Christine L. Nicodemus**, Pitt Community College, USA



Friday, 10:30 am–11:15 am  
E253d (Lakeside)

### Aligning Language Learning to Career Pathways

The Global Scale of English for Professional Purposes provides language skills for business. Cross-research examined language for employability in 250 industries. The GSE Job Profile allows educators to explore language skills in a tool useful for vocational English, career pathways, adult education for employability, and WIOA alignment.

**Sara Davila**, Pearson ELT, USA



Friday, 10:30 am–11:15 am  
E255 (Lakeside)

### Authentic Biliteracy Development for Dual Language Immersion/Bilingual Students

Authentic literature is popular in bilingual/dual language classrooms. While teachers use authentic Spanish literature, they often translate the Spanish text into English for English language development (ELD) curricula. Authentic biliteracy development connects ELD with Spanish language development. It helps students develop critical thinking skills for biliteracy comprehension and multicultural awareness.

**Arthur Chou**, Velazquez Press, USA



Friday, 10:30 am–11:15 am  
N129 (North Building)

### Changing International Students' Perception of Academic Advising Through Proactive Communication

*Content Area: Culture/Intercultural Communication*

Successful, proactive advising approaches for international students in both IEP and university ESL settings are shared, followed by an opportunity for program administrators and academic advisors to reflect on their programs' academic advising approaches. Discussion focuses on best practices in advising and supporting international students.

**Thomas Tasker**, University of Oregon, USA  
**Angela J. Dornbusch**, University of Oregon, USA



Friday, 10:30 am–11:15 am  
Networking Area in Expo Hall (Lakeside Center)

### Developing Distance-Based Mentoring Programs for New Teachers Worldwide

**Richard Silberg**, U.S. Department of State, Office of English Language Programs, USA

**Sen Sonita**, Sen Kantuot High School, Cambodia





Friday, 10:30 am–11:15 am  
N135 (North Building)

### Enriching Your Grammar Lessons Easily and Quickly

Many students have grown to dread English grammar lessons. Textbooks present the grammar well and offer adequate practice, but often teachers want a quick, easy, and interactive way to reinforce the concepts. The presenters share their stories and provide lessons from *New Ways in Teaching Grammar*.

**Andrea Kevech**, Stanford University, USA

**Connie Rylance**, Stanford University, USA



Friday, 10:30 am–11:15 am  
N130 (North Building)

### Facework and Negotiation of Meaning in Synchronous Transnational Telecollaboration

*Content Area: Culture/Intercultural Communication*

The presenters provide research data and results from a corpus of synchronous telecollaborative interactions in English and other languages between secondary school students from five European countries. They posit that a task-based approach provides for student-centred exchanges and show that this, in turn, leads to more autonomous and meaningful interactions.

**Barry Pennock-Speck**, Universitat de Valencia, Spain

**Begona Clavel-Arroitia**, Universitat de Valencia, Spain



Friday, 10:30 am–11:15 am  
N127 (North Building)

### Helping ITAs Successfully Facilitate Discussions Across Disciplines

*Content Area: Teacher Training*

Classroom discussions are an effective strategy to actively engage students and promote learning but can often be particularly difficult for ITAs because of linguistic and cross-cultural differences. Presenters address these challenges by sharing strategies and resources to prepare ITAs to effectively and confidently facilitate discussions across disciplines.

**Elena V. Stetsenko**, University of Minnesota, USA

**Colleen Meyers**, University of Minnesota, USA

**Zeynep Altinsel**, Michigan State University, USA

**Derina S. Samuel**, Cornell University, USA



Friday, 10:30 am–11:15 am  
E253b (Lakeside)

### HELTA Honduras TESOL Mini-Summit: The Experience

This presentation describes insights/perspectives gained from replicating the TESOL summit as a mini-summit at the HELTA Honduras annual conference. It details Honduran teachers' view of the field, understanding of local and global opportunities, and contributions to be made through their work. Examples and short interviews of participants are presented.

**Grazzia Maria Mendoza Chirinos**, HELTA Honduras TESOL, Honduras

**Karen Vasquez**, Eternity Christian School and Institute, Honduras



Friday, 10:30 am–11:15 am  
E351 (Lakeside)

### How Useful Are Corpus Linguistic Tools for Learners' Error Correction?

*Content Area: Applied Linguistics*

This presentation explores feasibility and efficacy of using corpus linguistic tools for instructed L2 writing. Specifically, the study aimed to gain insight into learners' corpus-assisted error correction in written production, and the results provide implications regarding error types that are most compatible with the use of corpus tools.

**Natalia Dolgova**, George Washington University, USA



Friday, 10:30 am–11:15 am  
E451a (Lakeside)

### International Perspectives on Dialoguing Across the TESOL Associations

Language teachers' associations (LTAs) provide important platforms for engaging in and sustaining dialogue across the TESOL community. However, a vexed question remains unanswered: Are LTAs successful in facilitating and sustaining such dialogue? This moderated dialogue attempts to answer this question by highlighting the experiences of LTAs from around the globe.

**Aymen Elsheikh**, Texas A&M University–Qatar, Qatar

**Okon Effiong**, Qatar University, Qatar

**Christine Coombe**, Dubai Mens College, United Arab Emirates



Friday, 10:30 am–11:15 am  
N140 (North Building)

### Making the Insignificant Significant: Using Critical Incidents in the Classroom

*Content Area: Culture/Intercultural Communication*

Panamanian IEP students wrote about several events they found to be amusing, troubling, or confusing. This research addresses how these events can be construed as critical incidents which can be used to foster greater linguistic competence and be used in context to raise linguistic, pragmatic, and cultural awareness.

**Jason T. Roberts**, University of Southern Mississippi, USA

**Chris Miles**, University of Southern Mississippi, USA

**Felipe Kerschbaum**, University of Maryland, Baltimore County, USA



Friday, 10:30 am–11:15 am  
N133 (North Building)

### Marginal Identity as Resource: Voices From 12 NNESTs in Myanmar

*Content Area: Social Responsibility/Sociopolitical Concerns*

Observations and interviews with 12 Buddhist and Christian English teachers in Myanmar revealed that linguistic, ethnic, and religious identities impacted both why and how they taught. While their marginalized identities constrained their vocational trajectories, they also empowered the teachers. Implications of marginal-identity-as-resource for NNEST are discussed.

**Mary Shepard Wong**, Azusa Pacific University, USA

**Doi R. Lahtaw**, Azusa Pacific University, USA





Friday, 10:30 am–11:15 am  
E271a (Lakeside)

### Measuring Vocabulary Development in IEPs

*Content Area: Vocabulary/Lexicon*

This large-scale longitudinal study investigates vocabulary development in IEPs around the United States. Using a pretest/posttest design, the presenters examine growth in receptive vocabulary knowledge at the 1K–5K bands over two semesters. Presenters discuss findings and implications for IEP curricula and instruction, including setting expectations for IEP students' vocabulary growth.

**Jennifer C. Brooke**, Saginaw Valley State University, USA

**Aaron Ohlrogge**, Michigan State University, USA

**Aline Godfroid**, Michigan State University, USA



Friday, 10:30 am–11:15 am  
E353b (Lakeside)

### Supervising Academic Writing: Issues, Challenges, and Possible Solutions

*Content Area: Writing*

Graduate faculty in many universities today are facing an increasing challenge in supervising academic writing for graduate students who are underprepared for academic writing and who are writing in English as a second/foreign language. This diagnose engages participants in discussion of issues, challenges, and possible solutions in supervising academic writing.

**Deqi Zen**, Southeast Missouri State University, USA

**Katya Nemtchinova**, Seattle Pacific University, USA



Friday, 10:30 am–11:15 am  
E352 (Lakeside)

### More Effective Approach for International EAP Students: Monolingual or Plurilingual?

*Content Area: Applied Linguistics*

This presentation reports on findings from a study comparing two approaches in a university EAP program: monolingual and plurilingual. Results suggest that, compared to a monolingual approach, a plurilingual approach offers several benefits, such as enhancement of plurilingual and pluricultural competence, agency, and motivation. Implications for teacher training are discussed.

**Angelica Galante**, University of Toronto, Canada



Friday, 10:30 am–11:15 am  
E265 (Lakeside)

### Sustaining Dialogues: (Re)shaping ELT Materials in a Global World

*Content Area: Materials/Curriculum Development*

In 1985, linguist Braj Kachru developed the Three-circle Model of World Englishes. Yet over 30 years later, ELT materials are still shaped by Anglosphere varieties. This session discusses the degree to which ELT materials need to be reshaped in non-Anglosphere countries where English has an official status.

**Heather A. Mehrtens**, University of Maryland, USA

**Shweta Khanna**, U.S. Embassy, India



Friday, 10:30 am–11:15 am  
N136 (North Building)

### Social Media Literacy in L2 Environments: Navigating Anonymous User-Generated Content

*Content Area: Action/Classroom-Based Research*

The study discussed adapted Flanagin and Metzger's model of assessing credibility in online environments to investigate the challenges ELLs face when encountering user-generated content. Participants were introduced to a content aggregation and discussion website (i.e., Reddit). The unique challenges ELLs encounter in the digital wilds are presented.

**Ellen Yeh**, Columbia College Chicago, USA

**Nicholas Swinehart**, University of Chicago, USA



Friday, 10:30 am–11:15 am  
N231 (North Building)

### Task-Based Learning in the Middle East: Teachers' Attitudes and Understandings

*Content Area: Teacher Training*

This presentation shares findings from a study that investigated twenty-five teacher's attitudes and understandings of task-based learning and its implementation in the embedded courses of the Foundation English Program at a Middle Eastern University. It also outline teachers' perceptions on the implications of Task-Based Learning process.

**Ndeye Diallo**, Qatar University, Qatar

**Karma Choepel Dolma**, Qatar University, Qatar





Friday, 10:30 am–11:15 am  
N230b (North Building)

### The Common Core's Long Reach: How Policies Control Teachers' Practices

*Content Area: K–12 Teacher Education*

The Common Core State Standards (CCSS) have been critiqued for attempting to control teachers' classroom practices. Using critical discourse analysis, this study examined a CCSS-related text to understand how this might occur. Participants learn the study's findings and discuss how teacher educators can prepare students to resist outside control.

**Angela Mooney**, University of Central Oklahoma, USA



Friday, 10:30 am–11:15 am  
N128 (North Building)

### The How and Why of Experiential Learning Group Video Projects

*Content Area: CALL/Video/Digital Media/Technology in Education*

Since experience is an effective teacher, experiential learning is an effective model for ESL students. The experience of producing Public Service Announcement videos in groups is the focus of this session. Participants gain insights and applications into the methods, advantages, goals and outcomes of this media project.

**Constance Davis**, International English Center, USA

**Parmelee Welsh**, International English Center, USA



Friday, 10:30 am–11:15 am  
E261 (Lakeside)

### The Power of Content: Preparing Students for Academic Success

When students are interested they work harder, persist longer, and remember more accurately. Authentic, relevant and global content, incredible photography, fascinating stories, and inspiring ideas from National Geographic Learning and TED catch and hold students' interest. Join us as we demonstrate how great content prepares collegebound students for academic success.

**Sherrise Roehr**, National Geographic Learning, USA

**Laura LeDrean**, National Geographic Learning, USA

11:30 am



Friday, 11:30 am–12:15 pm  
N135 (North Building)

### Activity-Based, Communicative Strategies for New Learners in Diverse Settings

*Content Area: Primary and Secondary Education*

Activity-based, communicative strategies, supported by research and practice, promote powerful academic content and language learning for newcomers in a wide range of contexts. The presenters provide descriptions, explanations, and video demonstrations for four versatile, effective strategies for the language and literacy development of school-age new learners of English in four contexts.

**Mary Lou McCloskey**, Global Village Project, USA

**Lydia Stack**, Understanding Language Project, USA

**Gabriela Kleckova**, University of West Bohemia, Czech Republic



Friday, 11:30 am–12:15 pm  
E267 (Lakeside)

### Adopting a New EAP Placement Test and Procedure

*Content Area: Assessment*

Best-fit placements benefit students, teachers, and program administrators, but there is no perfect placement tool. The presenters share an effective process for new placement test adoptions based on recent experiences transitioning from COMPASS-ESL to ACCUPLACER-ESL (with a local test branch) including teamwork, test reviews, implementation, cut score setting, and adaptations.

**Cynthia Schuemann**, Miami Dade College, USA

**Kathleen Biache**, Miami Dade College, USA

**Patricia Nation**, Miami Dade College, USA



Friday, 11:30 am–12:15 pm  
N136 (North Building)

### Assessing Pragmatic Competence Using Video-Conferencing Role-Play

*Content Area: Assessment*

Thirty participants took part in a study centered around pragmatic competence under two speaking assessment delivery modes. The investigation compares pragmatic competence and examinees' perceptions elicited from the two delivery modes and revealed that scores are similar regardless of participants preferences for video-conferencing tests over in-person tests.

**Shi Chen**, Northern Arizona University, USA





Friday, 11:30 am–12:15 pm  
N127 (North Building)

### Beyond Language: Broadening Our Views of ITAs and Their Needs

*Content Area: Personal and Professional Development*

Using the lense of graduate student socialization, ITA professionals reflect on the issues facing international PhD students by analyzing one program's student profiles. Based on the analysis, ITA trainers brainstorm ways to meet the needs of the diverse international graduate student population and think more broadly about ITA training.

**Pamela M. Pollock**, Harvard University, USA



Friday, 11:30 am–12:15 pm  
E353b (Lakeside)

### Challenges and Possibilities: Working With ESL Graduate Students

*Content Area: Personal and Professional Development*

This session offers graduate-level ESL instructors/administrators an opportunity to understand the unique needs of their students and consider how their classrooms and programs are meeting the needs of their students. Presenters cover key academic skills at the graduate level, as well as cultural issues in seminar-style education.

**Jeanne Lambert**, The New School, USA  
**Randi Reppen**, Northern Arizona University, USA



Friday, 11:30 am–12:15 pm  
E253d (Lakeside)

### Beyond the Novelty Effect: Using an Online Student Response System

*Content Area: CALL/Video/Digital Media/Technology in Education*

This year-long study investigated Taiwanese university students' perceptions of Zuvio, an innovative internet-based student response system, as a pedagogical tool in EFL instruction and its effects. Specifically, the investigation explored whether students' perceptions changed over time. The presentation concludes with implications for classroom practice, faculty development, and future research.

**Wen-Hsien Hsu**, National Taiwan University, Taiwan



Friday, 11:30 am–12:15 pm  
N139 (North Building)

### Challenges Implementing Extensive Reading in IEPs

*Content Area: Reading*

Though the value and necessity of extensive reading has been widely researched, implementation of extensive reading practice into a packed IEP curriculum is still a quandary. This dialogue session affords participants the opportunity to exchange methods they have employed in implementing reading models that have benefited student learning.

**Kendra Bradecich**, University of Delaware, USA  
**Christopher Pinkerton**, University of Delaware, USA



Friday, 11:30 am–12:15 pm  
N132 (North Building)

### Blended English Language Learning for Refugees: Challenges and Possibilities

*Content Area: Social Responsibility/Sociopolitical Concerns*

This session presents a study exploring the obstacles refugees in the Middle East face in accessing online or blended learning that could help them develop the English skills needed for educational or employment opportunities. Findings of the study are shared, along with implications for English language programs for displaced students.

**Helena Simas**, AMIDEAST, Lebanon  
**Rasha Halat**, Lebanese International University, Lebanon



Friday, 11:30 am–12:15 pm  
E259 (Lakeside)

### Creating Community Dialogue Through an Evolving Professional Development Committee

*Content Area: Personal and Professional Development*

Many IEP faculty get frustrated without fulfilling opportunities for professional growth. Professional development can become a stressor rather than a motivator. This session focuses on how a professional development committee can support faculty in their professional growth and promote dialogue among teachers, administrators, colleagues, and the greater TESOL community.

**Dawn Arrol**, University of Miami, USA  
**Calla Gudheim**, University of Miami, USA  
**Matthew Kaeser**, University of Miami, USA



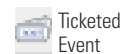
Friday, 11:30 am–12:15 pm  
E352 (Lakeside)

### Brave New World: Understanding Social Media's Impact on TESOL

*Content Area: Culture/Intercultural Communication*

This session presents the results of an investigation into the various discourse practices of social media platforms such as Facebook, Twitter, and Tumblr. The presenters discuss the impact of social media on TESOL and the issues and challenges it presents, including the way it complicates the accepted expectations of the English classroom.

**Karl Uhrig**, Valparaiso University, USA  
**Nola Prough**, Valparaiso University, USA





Friday, 11:30 am–12:15 pm  
N231 (North Building)

### Creating Educational Opportunity for ELLs Through Mutually Beneficial School-University Partnerships

*Content Area: Leadership*

Increasing ESL populations combined with calls for enhanced university-school partnerships creates opportunities for clinically rich practice that focuses on ELL achievement. Presenters share productive school-university partnerships that create educational opportunities and academic language development for ELLs and discuss the roles, challenges, and effective development and sustaining of such partnerships.

**Margo DelliCarpini**, University of Texas at San Antonio, USA

**Juliet Langman**, University of Texas at San Antonio, USA

**Belinda Bustos Flores**, University of Texas at San Antonio, USA

**Carmen Fies**, University of Texas at San Antonio, USA

**Lorena Claeys**, University of Texas at San Antonio, USA



Friday, 11:30 am–12:15 pm  
N138 (North Building)

### Enhancing Undergraduate-B1 EFL Students' Intelligibility Using Suprasegmentals

*Content Area: Applied Linguistics*

This presentation reports on the impact on intelligibility resulting from training a group of B1 undergraduate EFL Colombian students on the use of suprasegmentals. Findings revealed that intonation had a prominent correlation with intelligibility. Implications for effective classroom practices and the use of a formative assessment model are discussed.

**Claudia Patricia Alvarez Ayure**, Universidad de La Sabana, Colombia

**Alfredo Cadena Aguilar**, Universidad de La Sabana, Colombia



Friday, 11:30 am–12:15 pm  
E253a (Lakeside)

### Cultural Safety: Moving Beyond Cultural Competence to Support ELLs

*Content Area: Social Responsibility/Sociopolitical Concerns*

Cultural safety moves us forward from the concept of cultural competence by addressing historical and structural inequalities that exist in society and are reflected in the educational system. In this discussion of cultural safety, participants consider its relevance for their context and share strategies for creating a culturally safe environment.

**Jennifer L. Ballard-Kang**, University of Louisville, USA



Friday, 11:30 am–12:15 pm  
E265 (Lakeside)

### ESL Teacher Dialogue: Addressing Issues of Gender Identity and Curriculum

*Content Area: Social Responsibility/Sociopolitical Concerns*

As the fluidity of gender identity continues to gain social acceptance, English language pedagogy, which is a representation of the American language and culture, should reflect these changes. Participants discuss how ESL instruction can better represent a sense of inclusivity.

**Alla Bokhman**, ELS Language Centers, USA



Friday, 11:30 am–12:15 pm  
N130 (North Building)

### ESP Learning Needs of Vietnamese Learners of Maritime Safety Engineering

*Content Area: Materials/Curriculum Development*

This session investigates the learning needs with regard to a new ESP course for Maritime Safety Engineering students. Participants enrolled in a survey of learning preferences and perceptions of the course and joined the follow-up interviews. Desired language areas, language skills, and content-based topics were identified through the need analysis.

**Anh Hong Nguyen**, Vietnam Maritime University, Viet Nam

**Yuah Chon**, Hanyang University, Republic of Korea



Friday, 11:30 am–12:15 pm  
E256 (Lakeside)

### ELL Classification and Assessment: Tools and Resources

This session covers three primary parts of support for ELLs: (1) classification/reclassification processes, (2) the WIDA Screener assessment tool, and (3) available resources to assist with WIDA score interpretation.

**Scott Gomer**, University of Wisconsin-Madison, USA



Friday, 11:30 am–12:15 pm  
E351 (Lakeside)

### Examining Linguistic Development in ESL Writing: A Mixed-Methods Approach

*Content Area: Writing*

This mixed-methods study investigates the lack of language development in an academic writing context. Results indicate that teachers placed minimal emphasis on accurate language production, prioritizing higher order skills. Students, despite goals to improve their language, did not focus on language while writing, in part, because of time constraints.

**Charlene Polio**, Michigan State University, USA

**Magda Tigchelaar**, Michigan State University, USA

**Jungmin Lim**, Michigan State University, USA



Friday, 11:30 am–12:15 pm  
E253b (Lakeside)

### ELL Read-a-Thons: Feeling the Language Through Performing the Written Word

*Content Area: Speaking*

This energy-filled session helps participants discover the fascinating world of drama-based read-a-thons. Through these read-a-thons, the written word comes to life: Words and content are personalized and learners analyze language in a new light. Participants engage in a mini-read-a-thon and discuss how to implement read-a-thons at their respective schools.

**Patrick T. Randolph**, University of Nebraska–Lincoln, USA

**Laura Ramm**, Michigan State University, USA

**Joseph Ruppert**, Western Michigan University, USA







Friday, 11:30 am–12:15 pm  
N140 (North Building)

### Fostering International and Intercultural Competences in Language Programs

*Content Area: Culture/Intercultural Communication*

Defining international and intercultural competences for a language program is a daunting task. Presenters share their experience in identifying the competences the main stakeholders of a Colombian university consider important and also give practical advice for how to develop these competences in language classes.

**Kathleen A. Corrales**, Universidad del Norte, Colombia  
**Lourdes Rey Paba**, Universidad del Norte, Colombia



Friday, 11:30 am–12:15 pm  
N137 (North Building)

### Pronunciation Teacher Education: Researching a Blended Online and On-Campus Design

*Content Area: Pronunciation*

This presentation explores the development of a blended delivery system for teaching L2 pronunciation pedagogy in a TESOL teacher education program. The impact of this system on graduate student learning for both on-campus and online-only students is analysed and implications for teacher education programs are discussed.

**Amanda Baker**, University of Wollongong, Australia  
**Michael Burri**, University of Wollongong, Australia



Friday, 11:30 am–12:15 pm  
E258 (Lakeside)

### From Recitation to Participation: Understanding Student Engagement in the Philippines

*Content Area: Teacher Training*

The research study discussed explores how 141 secondary English education majors in the Philippines understand student engagement. The findings will begin a dialogue that moves the understanding of student engagement in the Philippines from one of recitation to participation and suggest how to build a classroom environment for 21st-century learners.

**Kelly A. Wonder**, University of Wisconsin Eau Claire, USA



Friday, 11:30 am–12:15 pm  
N129 (North Building)

### Short Programs: Stability and Diversity in Difficult Times for IEPs

*Content Area: Personal and Professional Development*

With current deep declines in IEP enrollments, administrators must now rethink what it means to be an intensive English program. To that end, this session explores the increasingly important role of short-term programming in an IEP and discuss ways those looking to grow short programs can aim for success.

**Margaret Coffey**, University of Kansas, USA



Friday, 11:30 am–12:15 pm  
N227a (North Building)

### How Do Chinese EFL Teachers Perceive and Respond to Plagiarism?

*Content Area: Teacher Training*

This presentation reports an interview-based study of Chinese English-language teachers' knowledge, attitudes, and professional experience concerning plagiarism. Its findings underscore the need to equip EFL teachers with the understanding and stance that enable them to foster legitimate textual borrowing practice and socialize their students into the norms of intertextuality.

**Xiaoya Sun**, National Institute of Education, Singapore  
**Guangwei Hu**, National Institute of Education, Singapore



Friday, 11:30 am–12:15 pm  
N230a (North Building)

### Side Hustling: Using Online Platforms to Make Extra Money

*Content Area: Materials/Curriculum Development*

Imagine a side hustle that not only provides extra income, but also allows language teachers to develop professionally by learning basic marketing skills and interacting digitally with students worldwide. This presentation describes three side hustles enabling teachers to earn money while continuing to do what they love and developing professionally.

**Kallie-Jo Ho**, Urbana Adult Education Center, USA  
**Xin Xiang**, University of Illinois at Urbana-Champaign, USA  
**Valerie Abbott**, Writing Help KC, USA



Friday, 11:30 am–12:15 pm  
E353c (Lakeside)

### Partnering With Content Teachers: How Can ELTs Spread Responsibility?

*Content Area: Primary and Secondary Education*

ELLs are a growing population in many schools, yet the job of integrating and accommodating these students still falls mainly to English language teachers. In this dialogue session, participants have the opportunity to share the challenges they face in building partnerships and collaborating with content teachers.

**Eleanor L. Robinson**, Interlochen Arts Academy, USA



Friday, 11:30 am–12:15 pm  
E271b (Lakeside)

### Strategies for Learning Academic Vocabulary by EFL University Students

*Content Area: Vocabulary/Lexicon*

This presentation discusses the findings of a study on the strategies for learning academic vocabulary by EFL university students. The dominant strategies found include the use of writer's lexical familiarization devices, online tools for vocabulary, academic word lists, contextual guessing, dictionaries, note-taking, word formation, and contextual encoding.

**Huong HP Le**, Hue University, Viet Nam





Friday, 11:30 am–12:15 pm  
E271a (Lakeside)

### Students' Preferences About Oral Corrective Feedback

*Content Area: Speaking*

Are you interested in gaining more insight into giving oral corrective feedback? This study reveals different kinds of oral corrective feedback that students like and dislike. After the session, attendees can take home a tool to determine types of feedback that best suit their students' preferences.

**Thu Tran**, Missouri University of Science and Technogy, USA



Friday, 11:30 am–12:15 pm  
E451b (Lakeside)

### The Controversy Continues: Curricular Decisions on Grammar Sequencing

*Content Area: Grammar*

Despite years of theory and research, the manner of sequencing grammar curriculum, particularly as integrated curriculum, remains an area for further study. The presenters overview grammar theory as well as discuss current opinions on grammar, culminating in a discussion on program-wide curriculum development and sequencing.

**Emily J. Clark**, The University of Kansas, USA  
**Elizabeth Gould**, The University of Kansas, USA



Friday, 11:30 am–12:15 pm  
E350 (Lakeside)

### The Messiness of Feedback: Developing International Students' Dissertation Writing

*Content Area: Writing*

This presentation for postgraduate supervisors, researchers in second language writing and writing tutors, examines the interplay between formative feedback and international postgraduate students' development as independent researchers. Discussion explores links between writing development, contingent formative assessment and students' emergent conceptual understanding as well as dialogic feedback's productive messiness.

**Diane Potts**, Lancaster University, United Kingdom  
**Mengqi Xu**, Lancaster University, United Kingdom



Friday, 11:30 am–12:15 pm  
E266 (Lakeside)

### The Role of TESOL in Peacebuilding in Conflict Zones: Libyan Students' Perspectives

*Content Area: Teacher Training*

The presenter discusses the findings of a qualitative study that was conducted to explore Libyan students' understandings and perceptions of the role of TESOL in sustaining peacebuilding dialogues in the ESOL classroom in conflict zones.

**Entisar Elsherif**, Indiana University of Pennsylvania, USA



Friday, 11:30 am–12:15 pm  
N227b (North Building)

### Universal Design Reinvented: Supporting Students With Suspected Learning Disabilities

*Content Area: Special Education/Disabilities*

IEP students often have learning disabilities that remain undiagnosed, limiting their access to campus support services. Thus, instructors must independently find classroom-based solutions. This session demonstrates how principles of Universal Design can be used in lesson planning and assessment to support all learners, including those with suspected learning disabilities.

**Lara M. Ravitch**, University of Oregon, USA  
**Maiko Hata**, University of Oregon, USA



Friday, 11:30 am–12:15 pm  
E260 (Lakeside)

### White Privilege and TESOL

*Content Area: Social Responsibility/Sociopolitical Concerns*

In an attempt to continue the conversation on race and TESOL, this presentation discusses research into the question: Are ELLs from white, European backgrounds given advantages in the ESL classroom? The presenter discuss insights to this topic via data gathered from teacher interviews and classroom observations.

**Scott S. Stillar**, University of Wisconsin-Madison, USA



Friday, 11:30 am–1:15 pm  
N229 (North Building)

### Collective Efficacy: Dialogues to Bridge ESL and Core Content Communities

*Content Area: K–12 Teacher Education*

ELs and their teachers continue to strive for academic success. As the EL population grows, all teachers must teach academic language, reading strategies, and writing in their classrooms. When ESL/bilingual/core content teachers receive school-wide professional development and follow-up, their collective efficacy benefits all.

**Margarita Calderon**, Margarita Calderon & Associates, USA  
**Shawn Slakk**, Margarita Calderon & Associates, USA

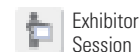


Friday, 11:30 am–1:15 pm  
E451a (Lakeside)

### I Learn America: From Personal Storytelling to Classroom Action

Today, images of migrants seem to be everywhere, but how can we create a climate where our students can tell their own stories? In this session, participants explore a framework and strategies that will encourage students to recognize their own power as civic actors within the public conversation around immigration.

**Jean Michel Dissard**, I Learn America, USA





Friday, 11:30 am–1:15 pm  
N133 (North Building)

### Materials Development: Supporting and Sustaining Materials Writers Across Africa

*Content Area: Social Responsibility/Sociopolitical Concerns*

The need for culturally relevant teaching materials continues to be a concern across the continent. Panelists from Senegal, Ivory Coast, South Africa, and Guinea share successes and challenges with developing and publishing materials. Handouts include tips and strategies on materials development for the continent. Audience feedback is encouraged.

**Kathleen F. Malu**, William Paterson University, USA  
**Alpha Camara**, Guinean English Language Teacher Association, Guinea  
**Eran Williams**, U.S. Embassy, Senegal  
**Adama Sidibé**, Institut de Français pour Étudiants Etranger, Senegal  
**Nanda Klapwijk**, University of South Africa, South Africa



Friday, 11:30 am–1:15 pm  
E450a (Lakeside)

### Sustaining Dialogues by Incorporating History to Illuminate Social Justice Issues

*Content Area: Social Responsibility/Sociopolitical Concerns*

Immigrant, refugee, and migrant ELLs are increasingly at the center of conflicts about social justice issues. However, these issues are not new. This interactive workshop provides examples of how to incorporate history into lesson on contemporary social justice issues affecting ELLs, while providing listening, speaking, reading, and writing practice.

**Mary Romney**, Capital Community College, USA



Friday, 11:30 am–1:15 pm  
N131 (North Building)

### The Massachusetts Next Generation ESL Project: From Dialogue to Action

*Content Area: Action/Classroom-Based Research*

This dialogue on one Massachusetts district's implementation of Next Generation ESL Project: Model Curriculum Units includes the perspectives of ESL classroom teachers along with state and district leaders. Attendees learn how content and WIDA integrated units were developed in collaboration with MATSOL and piloted in ESL classrooms.

**B. Page**, Holyoke Public Schools, USA  
**Anna Lugo**, Holyoke Public Schools, USA  
**Fernanda Kray**, Massachusetts Department of Elementary and Secondary Education, USA  
**Diana Yousfi**, Holyoke Public Schools, USA  
**Kelly Cooney**, Nantucket Public School, USA



Friday, 11:30 am–1:15 pm  
N228 (North Building)

### Planning Adult ESOL Instruction Using the English Language Proficiency Standards

*Content Area: Materials/Curriculum Development*

Adult ELLs are tasked with meeting the same college and career readiness standards as their English-speaking peers. Investigate ways to help learners meet this challenge using the 2016 English Language Proficiency Standards. Collaborate, using ready-made planning tools, to correlate learning objectives, language strategies, instructional scaffolds and standards. All resources provided.

**Lori Howard**, CASAS, USA  
**Jayne Adelson-Goldstein**, Lighthearted Learning, USA  
**Sylvia Ramirez**, MiraCosta College (Retired), USA  
**Patsy Egan**, Hamline University, USA

12:30 pm



Friday, 11:30 am–1:15 pm  
E450b (Lakeside)

### Promoting Language and Literacy in the Content Classroom: Preservice Collaboration

*Content Area: Teacher Training*

Instructional experts on language and literacy development partnered with an MAT program to create lesson modules related to developing language skills in the middle school content classroom. In this workshop, the presenter describes the collaboration, module creation and outcomes as well as engage with sample activities and discuss classroom implications.

**Annie L. Duguay**, Center for Applied Linguistics, USA



Friday, 12:30 pm–1:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Adult Education Interest Section Networking Meetup

**Elizabeth Schade**, New York Public Library, USA



Friday, 12:30 pm–1:45 pm  
Networking Area in Expo Hall (Lakeside Center)

### Advocacy for and Sustainable Practices in IEPs

**Katherine Earley**, University of New Hampshire, USA  
**Amy K. Pascucci**, UC San Diego Extension, USA



1:00 pm



Friday, 1:00 pm–1:45 pm  
E255 (Lakeside)

#### 4 Conditions for Building Classroom Community

We all want to build community in class. but it takes more than being nice and doing a few icebreakers. The presenter discusses the four conditions necessary to build rapport in the classroom and demonstrates activities that create those very conditions, leading to a strong classroom community.

**Walton Burns**, Alphabet Publishing, USA



Friday, 1:00 pm–1:45 pm  
E271b (Lakeside)

#### Addressing the Challenges and Neglect of Speaking Assessment in EFL

*Content Area: Speaking*

Findings are shared on research that explored the ways in which assessment for learning assists the integration of speaking assessment into language curricula. The presentation shares suggestions for principled criteria generation in spoken assessment and how to integrate assessment for learning strategies into syllabi.

**Simon Wilkins**, Tokai University, Japan



Friday, 1:00 pm–1:45 pm  
E271a (Lakeside)

#### An Investigation of the Validity of an ESL Placement Assessment

*Content Area: Assessment*

The study discussed investigates the concurrent and face validity of an IEP's ESL placement assessment using a mixed-methods design. Theoretical contributions to the field of language assessment and practical implications for improving the IEP's ESL placement assessment are discussed.

**Mingxia Zhi**, University of Texas at San Antonio, USA

**Yangting Wang**, University of Texas at San Antonio, USA

**Becky H. Huang**, University of Texas at San Antonio, USA



Friday, 1:00 pm–1:45 pm  
N135 (North Building)

#### Creating Linguistic Third Spaces That Promote Agency and Metalinguistic Awareness

*Content Area: Vocabulary/Lexicon*

In this presentation, participants reflect on how translanguaging and poststructural language practices can be incorporated into language and literacy instruction. Participants view videos and reflect on the teacher-student interactions that promote or constrain linguistic third spaces to consider what approaches might work best for participants' specific contexts.

**Marcela Ossa Parra**, Boston College, USA

**Renata Love Jones**, Boston College, USA



Friday, 1:00 pm–1:45 pm  
E260 (Lakeside)

#### Creative Media as Tangible Advocacy for Global Educators

*Content Area: Advocacy*

Facing global sociopolitical uncertainty, we must expand our language professional roles to advocate for students. It can be difficult to know where to start or what tools to use. Learn to use creative media as a tangible vehicle to raise the effectiveness of advocacy work in the classroom and community.

**Elisabeth L. Chan**, Northern Virginia Community College, USA

**Zsuzsanna Kozák**, Visual World Foundation, Hungary



Friday, 1:00 pm–1:45 pm  
N130 (North Building)

#### Cultural Construction in Plagiarism: Rethink Chinese ESL Students' Textual-Borrowing Issue

*Content Area: Writing*

This presentation reports findings of a pilot study on Chinese ESL students' textual-borrowing in English academic writing. Findings suggest that Chinese ESL students' inappropriate textual borrowing is less of a cultural behavior than a language issue. Teaching implications for assisting students to improve academic language skills are discussed.

**Yu Tian**, University of Arizona, USA

**Marino Fernandes**, University of New Hampshire, USA



Friday, 1:00 pm–1:45 pm  
N231 (North Building)

#### Engaging Early Preservice Teachers in Reflection Through Action Research

*Content Area: Personal and Professional Development*

This presentation demonstrates how one TESOL program uses action research that guides preservice teachers through planning, conducting, and reflecting upon a research project to promote reflective practice and professional development. Following an overview of principles and steps of action research, the study's findings, caveats, and recommendations are discussed.

**Katya Koubek**, James Madison University, USA



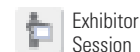
Friday, 1:00 pm–1:45 pm  
N230b (North Building)

#### I Want to Be Me: Novice ESL Teacher Identity Development

*Content Area: Personal and Professional Development*

This presentation reports on the professional role identity of three novice College ESL teachers in Canada in their first year. The study attempts to answer: When novice teachers talk regularly about their practice in a new teacher group, what do they communicate about their role identity as language teachers?

**Thomas Farrell**, Brock University, Canada





Friday, 1:00 pm–1:45 pm  
E353b (Lakeside)

### Implications of the Changing Landscape of TESOL on Teacher Preparation

*Content Area: Teacher Training*

With the changing landscape in the TESOL field, teacher educators are faced with how to effectively prepare teachers to meet the new challenges. This proposal is for a dialogue among teacher educators to consider how we can create coherence between our programs and the realities of classrooms.

**Zaline M. Roy-Campbell**, Syracuse University, USA



Friday, 1:00 pm–1:45 pm  
E258 (Lakeside)

### Multiplicity in TESOL: Multilingualism, Multimodality, and Multiple Intelligences

*Content Area: Primary and Secondary Education*

As teachers of developing multilinguals, we want our students to draw on all their linguistic, communicative, and intellectual resources. This session presents a classroom research project conducted in Ecuador that combined plurilingual pedagogy with Gardner's multiple intelligences and provides activity ideas and resources for incorporating multiplicity into your own classes.

**Riah Werner**, National Pedagogical Institute for Technical and Professional Training, USA



Friday, 1:00 pm–1:45 pm  
N136 (North Building)

### Incorporating Augmented Reality in the Classroom: Lessons and Activities

*Content Area: CALL/Video/Digital Media/Technology in Education*

Augmented reality (AR) involves combining real-time three-dimensional computer-generated models into the surrounding environment, creating a powerful learning experience. Attendees learn to create their own AR activities and leave with useful resources for lesson development.

**Reima Abobaker**, Savannah College of Art Design, USA



Friday, 1:00 pm–1:45 pm  
N138 (North Building)

### New Techniques for Digital Story Creation With Adolescent SIFEs

*Content Area: CALL/Video/Digital Media/Technology in Education*

New and advanced tools for digital storytelling, such as the use of Green Screen, are demonstrated through examples of literacy curriculum made with SIFE adolescents. Teachers walk away with concrete model readings, tasks, free tools, modeled techniques, and digital how-to resources for supporting high school students with developing literacies.

**Victoria Vazquez**, Hunter College, USA  
**Christine Rosalia**, Hunter College, USA  
**Areum Kang**, Hunter College, USA



Friday, 1:00 pm–1:45 pm  
N227a (North Building)

### Integrative Motivation in High School Latino Immigrant Youth

*Content Area: Social Responsibility/Sociopolitical Concerns*

What social capital can educators provide to help instill integrative motivation for English acquisition? Focusing on the demographic of Latino male immigrant youth between the ages of 16 and 18 in high schools, this presentation draws on literature to provide advice for educators to help with engagement in the multilingual learner classroom.

**Alexandra A. Lazaridis**, Teachers College Columbia University, USA



Friday, 1:00 pm–1:45 pm  
E259 (Lakeside)

### Planned Happenstance: A Strategic Approach to a Career in TESL

*Content Area: Personal and Professional Development*

Planned happenstance explains how preparation and direction, in combination with natural curiosity and openness to the unexpected, can lead to professional accomplishment and satisfaction. Participants are invited to share experiences of intentionality and serendipity in the development of their career paths and offer advice to fellow TESL professionals.

**Anne Berry**, St. Olaf College, USA



Friday, 1 pm–1:45 pm  
E261 (Lakeside)

### Language and 21st-Century Skills Adult Learners Need to Succeed

Learning English is no longer sufficient if you want your adult ESL learners in the United States to succeed. The demands are higher, and if your ESL classes are simply focused on the language, you are limiting your learners. Learn how our material prepares adults for work, school, and life.

**Rob Jenkins**, Santa Ana Community College, USA  
**Andrew O'Shea**, National Geographic Learning, USA





Friday, 1:00 pm–1:45 pm  
N140 (North Building)

### Teaching Private and Public Apologies in American English

*Content Area: Culture/Intercultural Communication*

Though face-threatening speech acts are challenging, targeted instruction using authentic models can help learners develop pragmatic competence. Learn how one instructor incorporated pragmatics research, authentic emails, and written public announcements from native speakers to help international graduate students write culturally appropriate private and public apologies in American English.

**Lisa K. Leopold**, Middlebury Institute of International Studies at Monterey, USA



Friday, 1:00 pm–1:45 pm  
E267 (Lakeside)

### Teaching Soft Skills for the Workplace

*Content Area: Materials/Curriculum Development*

ELLs need more than technical proficiency to excel in the workplace. Soft skills, which require critical thinking combined with nuanced cultural and language knowledge, are becoming increasingly necessary for workplace success. This presentation suggests hands-on activities for teaching communication, teamwork, decision-making, and other soft skills for the workplace.

**Stephanie R. Youngblood**, University of California, Los Angeles, USA



Friday, 1:00 pm–1:45 pm  
E350 (Lakeside)

### The Essay Was Bad: Test-Takers' Perceptions of Writing Exams

*Content Area: Assessment*

This study investigated test-takers' perceptions of two writing exams: an impromptu timed-writing exam and a process-based timed-writing exam. Eighty-one advanced ESL learners took the exams and answered a questionnaire and participated in interviews about their opinions of the exams. The results and their implications to L2 writing assessment are discussed.

**Virginia David**, Western Michigan University, USA



Friday, 1:00 pm–1:45 pm  
E253c (Lakeside)

### The Global Scale of English: Applications From Research

Since the initial debut of the Global Scale of English (GSE) in 2014, there have been numerous discoveries from applications in the field. In this session we explore case studies on the use of the GSE to inform curricular auditing, program development, scaffolding, and reporting on progress and improvement.

**Mike Mayor**, Pearson ELT, United Kingdom

**Sara Davila**, Pearson ELT, USA



Friday, 1:00 pm–1:45 pm  
N132 (North Building)

### The Implications of L1 Literacy in Access to Social Services

*Content Area: Social Responsibility/Sociopolitical Concerns*

What barriers do adult refugees with low L1 literacy experience to accessing social services and to settlement? What resources do they employ in order to access those services? The answers to these questions offer insight into the provision of effective, responsive L2 literacy instruction and programming.

**Theresa L. Wall**, Hamline University, Canada



Friday, 1:00 pm–1:45 pm  
N129 (North Building)

### The Pragmatics of Emailing: Who Is Competent?

*Content Area: Culture/Intercultural Communication*

Combining qualitative and quantitative analysis, the present study offers a unique approach that promises a more nuanced understanding of faculty perceptions about who is competent in email pragmatics. Participants are able to critically examine research on Email interactions for the ILP assessment, and gain insights for carrying out such research in future.

**Iftikhar Haider**, Missouri State University, USA



Friday, 1:00 pm–2:45 pm  
N227b (North Building)

### 6 Steps to Developing Successful Academic Reading Materials

*Content Area: Materials/Curriculum Development*

Participants follow essential steps in designing reading materials we develop when textbooks fail to meet our university-bound students' needs, including practice with longer, more authentic texts in various genres. Participants select texts, design prereading and while-reading activities, develop critical thinking tasks, exploit vocabulary/grammar, identify follow-up texts, and design synthesis activities.

**Sigun Biesenbach-Lucas**, Georgetown University, USA

**Donette Brantner-Artenie**, Georgetown University, USA





Friday, 1:00 pm–2:45 pm  
N137 (North Building)

### Adult ELs With Disabilities: Providing and Sustaining Support

Because of diverse linguistic and cultural backgrounds, learning disabilities (LDs) among adult ELs are challenging for instructors to accommodate. Based on classroom experience, presenters discuss identifying LDs and classroom strategies balancing the demands of intensive adult ESL programs and the varied needs of students.

- Peggy Street**, ELS Language Centers, USA
- Raj Khatri**, University of Victoria, Canada
- Luciola Dias Lima Souto**, Casa Thomas Jefferson, Brazil
- Deirdre McMurtry**, University of Nebraska, USA
- Fernanda Melo**, Casa Thomas Jefferson, Brazil



Friday, 1:00 pm–2:45 pm  
N230a (North Building)

### ELs in the Social Studies Classroom: Analyzing Primary Sources

*Content Area: Advocacy*

Participants actively engage in a social studies lesson utilizing primary source documents. The nonlinguistic nature of many primary sources can be very inviting to ELs. The presenter discusses and demonstrates strategies that align with the Center for Applied Linguistics guiding principles for effective instruction of ELs

- Giselle Lundy-Ponce**, American Federation of Teachers, USA



Friday, 1:00 pm–2:45 pm  
Technology Showcase Area in Expo Hall (Lakeside Center)

### Blended Learning: Creating (or Promoting) Effective Tech-Supported Teaching/Learning Spaces

This CALL-IS academic session shares blended learning components the panelists feel may create or promote effective tech-supported teaching and learning spaces. The panelists showcase suggestions related to blended or hybrid lesson planning; methodologies, strategies, and activities; online content material, including open education resources (OER); tools and resources; and assessment.

- Christine N. Sabieh**, Notre Dame University, Lebanon
- Justin Shewell**, Arizona State University, USA
- Dawn M. Bikowski**, Ohio University, USA
- Georgios V. Kormpas**, Al Yamamah University, Saudi Arabia
- Randall Davis**, University of Utah, USA



Friday, 1:00 pm–2:45 pm  
N226 (North Building)

### Identities in Conversation: Reciprocal Influences of Monolingual and Multilingual Writers

*Content Area: Action/Classroom-Based Research*

This panel investigates theories of identity construction as they relate to both multilingual and monolingual students in the writing classroom. The presenters explore students' perceptions of ownership in English writing and consider the influence these perspectives have on the identities students construct for themselves and each other as writers.

- Kristin Raymond**, University of New Hampshire, USA
- Christina Ortmeier-Hooper**, University of New Hampshire, USA
- Denise Desrosiers**, University of New Hampshire, USA
- Lyana Sun Han Change**, University of New Hampshire, USA



Friday, 1:00 pm–2:45 pm  
E351 (Lakeside)

### Integrating Content and Language: An Array of Approaches

*Content Area: Teacher Training*

How can a college ESL program, committed to students' success in their majors, best support those learners' language needs along with integrating content from those majors? Panelists discuss four specific content-based approaches that address this question. Participants evaluate these approaches based on the needs within their own contexts.

- Jarrod Armour**, Academy of Art University, USA
- Hilaire Fong**, Academy of Art University, USA
- Natasha Haugnes**, Academy of Art University, USA
- Sherise Lee**, Academy of Art University, USA



Friday, 1:00 pm–2:45 pm  
N126 (North Building)

### Dialoging Across Content Areas: Teaching ELLs the Language of Math

*Content Area: Primary and Secondary Education*

The language of mathematics is challenging for ELLs because of the specialized vocabulary and grammatical knowledge that is required. The presenters identify specific linguistic features utilized when reading and writing about quantitative information in different content areas and present strategies for the instruction of these features.

- Melissa E. Latham Keh**, Bridgewater State University, USA
- Mary Hughes**, Boston University, USA





Friday, 1:00 pm–2:45 pm  
E266 (Lakeside)

### Intercultural Dialogue: Speaking and Listening for Understanding

*Content Area: Culture/Intercultural Communication*

ELLs often study with people from diverse cultures and groups, making intercultural communication skills a positive course goal. Structured dialogue provides intercultural skill practice that increases understanding, empathy, and genuine communication, and that helps learners be heard. Participants actively explore the steps and techniques for dialogue facilitation.

**Lois M. Scott-Conley**, World Learning, USA  
**Andy Noonan**, World Learning, USA



Friday, 1:00 pm–2:45 pm  
E253d (Lakeside)

### Sustaining Dialogue Across the TESOL Community: Role of TESOL Affiliates

*Content Area: Advocacy*

The panel representing selected TESOL affiliates in South East Asia and the MENA region aims to provide a platform for affiliates to review and carve out their role in sustaining dialog, started recently at the TESOL summit 2017, across the TESOL community. An expected outcome is regional collaboration for this purpose.

**Fauzia Shamim**, Society of Pakistan English Language Teachers, Pakistan  
**Zakia Sarwar**, Society of Pakistan English Language Teachers, Pakistan  
**Ganga Gautum**, Tribhuvan University, Nepal  
**Arifa Rahman**, University of Dhaka, Bangladesh  
**Aymen Elsheikh**, Abu Dhabi University, United Arab Emirates  
**Rajni Badlani**, Forum for Teachers of English Language and Literature, India  
**Christine Coombe**, Higher Colleges of Technology, United Arab Emirates



Friday, 1:00 pm–2:45 pm  
E353c (Lakeside)

### Task Complexity in L2 Writing

*Content Area: Applied Linguistics*

This interactive workshop examines task complexity and its effect on general L2 development and L2 writing performance. Attendees use Robinson's triadic componential framework to first analyze writing tasks for features which promote L2 performance and/or L2 development, then create writing tasks to target aspects of L2 writing performance/development.

**Mark D. Johnson**, East Carolina University, USA



Friday, 1:00 pm–2:45 pm  
E265 (Lakeside)

### TESOL Professionals of African Descent: Challenges in the Middle East

*Content Area: Advocacy*

This colloquium serves as a platform to discuss ways to take a stand towards change and find solutions to the numerous challenges that TESOL professionals of African descent face in the Middle East be it in relation to their intellectual abilities, credentials or national origins with their colleagues and students.

**Ndeye Diallo**, Qatar University, Qatar  
**Chadia Mansour**, Qatar University, Qatar  
**Lavette Coney**, Diversity Collaborative, USA  
**Yasmin Motassin**, Qatar University, Qatar  
**Anta Lo**, Qatar University, Qatar



Friday, 2:00 pm–2:45 pm  
E255 (Lakeside)

### 50 Ways to Be a Better Teacher

Teaching is an art. It is more than a system of procedures and learning outcomes; it is a complex and multifaceted human activity. This session, by an experienced program director, presents effective practical strategies so you can develop yourself personally and professionally into the best teacher you can be.

**Chris Mares**, Wayzgoose Press, USA



Friday, 2:00 pm–2:45 pm  
E271a (Lakeside)

### A Dialogue With Students: Writing Enjoyment

*Content Area: Writing*

In classroom writing instruction, enjoyment is not a frivolous consideration but rather a requirement for successful learning that enriches learning. What, then, constitutes an enjoyable writing activity? A qualitative study conducted at an IEP opened up a dialogue with students that revealed high-impact features identified by students themselves.

**Eui Jung (Ana) Kim**, University of Delaware, USA  
**Sarah Shull Petersen**, University of Delaware, USA







Friday, 2:00 pm–2:45 pm  
E260 (Lakeside)

### A Model for Integrating Critical Pedagogy and L2 Teaching

*Content Area: Social Responsibility/Sociopolitical Concerns*

Increases in anti-immigrant rhetoric necessitate that L2 teachers engage in the methodology of critical pedagogy and multicultural education. This session offers secondary and adult instructors a model for designing pedagogical language tasks which build to a target task that offers students an opportunity to impact their situation of oppression.

**Helen Hobson**, Kennesaw State University, USA



Friday, 2:00 pm–2:45 pm  
N127 (North Building)

### Can't Stop Caring: Professional Lives of Latino/a Bilingual Educators

*Content Area: Bilingual Education*

Few Latino/a undergraduates choose to become bilingual educators, and the field of bilingual education has high teacher attrition rates. The study discussed explores how six Latino/a bilingual teachers in Texas narrate and evaluate their professional lives with the goal of understanding the challenges they face and their motivations.

**Mary Petron**, Sam Houston State University, USA

**Burcu Ates**, Sam Houston State University, USA

**Helen Berg**, Sam Houston State University, USA



Friday, 2:00 pm–2:45 pm  
E353a (Lakeside)

### Advocating for Multilinguals: Linguistically Responsive Instruction in Higher Education

*Content Area: Advocacy*

Given the increasing number of international students in English-medium universities, it is important for disciplinary faculty to support advanced proficiency in academic registers. This presentation provides a rationale for and description of linguistically responsive instruction in higher education that language educators can use in university-wide faculty development.

**Jennifer Haan**, University of Dayton, USA

**Colleen E. Gallagher**, University of Dayton, USA



Friday, 2:00 pm–2:45 pm  
N131 (North Building)

### Caring for Kinesthetic Students Through Music and Song

Educational professionals have been arguing about multiple intelligences and learning styles for a while. Yet, the presenter believes that not all intelligences are being addressed evenly. The presenter demonstrates how to apply some tools to cater to the less predominant intelligences.

**Silvia Schnitzler**, ARTESOL, Argentina



Friday, 2:00 pm–2:45 pm  
N130 (North Building)

### Balancing Content, Language, and Student Needs: A Conversation

*Content Area: Materials/Curriculum Development*

Balancing language and content is a difficult task for any language teacher working in a specific disciplinary context. Using legal English as an example, this dialogue session brings together disciplinary specialists and language teachers to discuss how to balance students' needs and how to collaborate more effectively.

**Alissa J. Hartig**, Portland State University, USA

**Lurene Contento**, The John Marshall Law School, USA



Friday, 2:00 pm–2:45 pm  
E451a (Lakeside)

### Chicagoland English: What's Up With "Caught - Cot - Cat"?

Learners of Chicagoland English confront a set of vowels called the Northern Cities Chain Shift. This shift rotates the positions of vowel pronunciation. Questions remain as to how and when this started and whether the change has stabilized. Based on speakers born between 1875 and 1990, the presenters address these questions.

**Richard R. Cameron**, University of Illinois at Chicago, USA

**David Durian**, Rice University, USA



Friday, 2:00 pm–2:45 pm  
E352 (Lakeside)

### Critical Translanguaging: Bridging Translanguaging, Social Justice Pedagogy, and Critical Literacy

*Content Area: Advocacy*

Today's society requires that we equip our children with critical, action-oriented, social justice perspectives. This dialogue session provides educators and researchers with opportunities to explore the positive synergies of critical literacy and translanguaging, both conceptually and empirically, and shares how to utilize translanguaging as pedagogy to promote students' critical literacy.

**Zhongfeng Tian**, Boston College, USA

**Raul A. Mora**, Universidad Pontificia Bolivariana, Colombia





Friday, 2:00 pm–2:45 pm  
E350 (Lakeside)

### Examining Identity in L2 Students' Personal Essays

*Content Area: Culture/Intercultural Communication*

This session summarizes a study of various identity types constructed in personal essays of first-year L2 students. It discusses the types and their unique characteristics. The presentation concludes with recommendations for giving students more control over the identity projected in their writing.

**Evgeniya Dame**, University of New Hampshire, USA



Friday, 2:00 pm–2:45 pm  
N138 (North Building)

### Learning to Teach English Pronunciation: From Student to Novice Teacher

*Content Area: Pronunciation*

Few studies have examined the connection between pronunciation teacher preparation and actual teaching practices. This session presents a longitudinal study exploring how the practices of novice instructors developed and how that development related to their graduate education. Following an overview of the findings, implications for language teacher education are discussed.

**Michael Burri**, University of Wollongong, Australia  
**Amanda Baker**, University of Wollongong, Australia



Friday, 2:00 pm–2:45 pm  
N230b (North Building)

### Peer-Based Coaching: An Alternative to Teacher Supervision

*Content Area: Teacher Training*

This presentation documents the design and application of a collegial and reflective TA supervision model at an IEP. The advantages of peer-based coaching over hierarchical supervision models are evidenced through a step-by-step description of planned activities including collaborative materials development, peer and supervisor observation, reflective writing, and shared feedback.

**Silvana Dushku**, Columbia University, USA  
**Kallie-Jo Ho**, University of Illinois at Urbana-Champaign, USA  
**Jennifer A. Brown-Rocheleau**, University of Illinois at Urbana-Champaign, USA



Friday, 2:00 pm–2:45 pm  
N133 (North Building)

### Positional Identities of K-12 Hispanic Teachers: A Narrative Study

*Content Area: K-12 Teacher Education*

Although research on the identities of ELLs is vast, little is known about racially, ethnically, and linguistically diverse teachers. Building on positioning theories and teacher identity literature and using autobiographical narratives, the presenter describes professional and linguistic identity construction and negotiations of Hispanic teachers, challenging the static native/nonnative identity categories.

**Hayriye Kayi Aydar**, University of Arizona, USA  
**Curtis Allen Green-Eneix**, University of Arizona, USA



Friday, 2:00 pm–2:45 pm  
N227a (North Building)

### Preservice Teachers' Understandings About the Role of Language in Mathematics

*Content Area: K-12 Teacher Education*

This presentation reports on a study of 97 preservice teachers' (PST) understandings of the role of language in the mathematics classroom. Findings indicate that using the *Language Demands in the Mathematics Classroom* tool focused PSTs' attention on how language is used in mathematics in order to better support ELLs.

**Amanda Sugimoto**, Portland State University, USA



Friday, 2:00 pm–2:45 pm  
N135 (North Building)

### Rewiring Language Pedagogy: A Reflection on Technology Use in Classrooms

*Content Area: CALL/Video/Digital Media/Technology in Education*

Technology has altered language education significantly, and a national convention is a valuable time to reflect on these changes. This discussion revisits past predictions and explores new theories about the trajectory of technology in language education. Participants can share their experiences and offer advice on best classroom and institutional level practices.

**Nicole Schmidt**, University of Arizona, USA





Friday, 2:00 pm–2:45 pm  
E450a (Lakeside)

### Secondary Coteaching: Content and ESL Teacher Identities and Collaboration

*Content Area: Personal and Professional Development*

This presentation reports on findings from a qualitative study exploring the positionality and identities of a secondary ESL and content teacher in a co-teaching context. Findings revealed an imbalance in teacher status and identity, decreasing potential teacher effectiveness of both teachers. Implications for administrative support, pedagogy, and learning are discussed.

**Francine M. Johnson**, The University of Texas at San Antonio, USA



Friday, 2:00 pm–2:45 pm  
N132 (North Building)

### Sustaining Dialogues of Advocacy: Teacher (Educator) Agency in ESL Education

*Content Area: Advocacy*

The presenters share how teacher educators across different types of institutions prepare candidates to advocate for ELs and address programmatic challenges posed by hegemonic institutional structures. They provide an in-depth analysis on how teacher educators embrace the notion of hope by effectively resisting structures that stifle language teaching and learning.

**Katherine Barko-Alva**, The College of William and Mary, USA

**Kisha C. Bryan**, Tennessee State University, USA



Friday, 2:00 pm–2:45 pm  
N140 (North Building)

### Strategies to Enact Culturally Responsive Teaching

*Content Area: Culture/Intercultural Communication*

ESL/EFL teachers understand the importance of including culture in the classroom. However, we often lack strategies and ideas to integrate and highlight the deep structures of culture, such as diverse values, beliefs, and ways of thinking and knowing. In this presentation, explore strategies to more fully enact culturally responsive teaching.

**Heather Linville**, University of Wisconsin, La Crosse, USA



Friday, 2:00 pm–2:45 pm  
E259 (Lakeside)

### Teaching Active Learning Techniques to ELTs in Private Universities, Afghanistan

*Content Area: Teacher Training*

Private universities in Northern Afghanistan have strong demand for EFL curriculum, but most current EFL instructors were never exposed to active learning techniques. This presentation discusses our workshops in India and UAE (2014-2016) that were designed to help EFL instructors in Afghanistan update their curriculum and their instructional techniques.

**Beth Richards**, University of Hartford, USA

**Saleh Keshawarz**, University of Hartford, USA



Friday, 2:00 pm–2:45 pm  
N139 (North Building)

### Sustaining Dialogue in the Classroom Through Literature Circles

*Content Area: Reading*

This presentation features Literature Circles as a method of sustaining critical thinking, reading, and discussion in the IEP classroom. It includes an overview of the theoretical benefits and a method and materials for implementation. After participating in a circle, attendees understand how to implement the circles in their classrooms.

**Morgan Scott**, Saint Francis University, USA

**Sarah Wood**, Saint Francis University, USA

**Soyoung Burke**, Saint Francis University, USA



Friday, 2:00 pm–2:45 pm  
N231 (North Building)

### The Effects of Coaching to a Critical Sociocultural Pedagogy

*Content Area: Personal and Professional Development*

This session explores the impact of an ESL instructional coaching model designed for general education teachers that explicitly promotes use of six critical sociocultural teaching practices. Findings from quasi-experimental and correlational studies highlight teacher growth, sustainability of growth, and which practices hold the most promise for improving ELs' learning outcomes.

**Annela Teemant**, Indiana University-Purdue University Indianapolis, USA



Invited Speaker



Networking Session



Practice-Oriented



Research-Oriented



Teaching Tip



Ticketed Event



Workshop



Friday, 2:00 pm–2:45 pm  
N129 (North Building)

**Translanguaging: The Wave of the Future**

*Content Area: Bilingual Education*

A transformational concept has emerged that turns much of what we have believed about bilingual education on its head. Are we doing right by our students when we keep a strict division between the two languages when we design programs and classroom strategies? Translanguaging offers a new way.

**Teresa A. Lucas**, Florida International University, USA



Friday, 2:00 pm–2:45 pm  
E258 (Lakeside)

**Understanding EFL Teachers' Motivations Toward Research: A Vietnamese Case Study**

*Content Area: Personal and Professional Development*

This presentation reports on a study into three Vietnamese tertiary EFL teachers' motivations to start and remain engaged in research. Findings confirm the importance of teachers' research experience and action maintenance strategies, but challenges common assumptions about extrinsic demand and intrinsic interest. Implications for encouraging teacher research are discussed.

**My Thi Truong**, Hanoi University, Viet Nam



Friday, 2:00 pm–2:45 pm  
E450b (Lakeside)

**Validating IEP Placement Testing With K-Cluster Analysis and Qualitative Review**

*Content Area: Assessment*

This session focuses on validating IEP placement testing both for placement reliability and Commission on English Language Program Accreditation standards. Attendees learn the strengths and weaknesses of quantitative (Hierarchical and K-cluster analysis) and qualitative decision-making based on a specific data set from a university IEP in the USA.

**Alan Juffs**, University of Pittsburgh, USA





# Poster Presentations

Poster Sessions are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session, there will be a corresponding bulletin board display. Conference attendees may stroll through the poster session area to discuss the topics with presenters. The displays and presenters change each day. **Poster Session Area is located in the Expo Hall (McCormick Place, Lakeside).**

**Wednesday, 28 March 2018**  
**12:30 pm–1:45 pm**

**IEP** **5 Steps to Effective Implementation of ESL Student Portfolios**  
*Content Area: Assessment*  
**Marina P.C. Rolim**, Southeast Missouri State University, USA

**CALL** **5 Strategies for Effective Hybrid Course Design**  
*Content Area: Materials/Curriculum Development*  
**Luke M. Coffelt**, University of Colorado, USA

**IEP** **50 Considerations in Combating Cheating**  
*Content Area: Assessment*  
**Nina Ito**, University of Southern California, USA  
**Shirlaine B. Castellino**, Spring International Language Center, USA

**TE** **Asking Questions the Right Way**  
*Content Area: Action/Classroom-Based Research*  
**Rohan Ranatunge Mudalige**, Pasdunrata National College of Education, Sri Lanka  
**Manjula Vithanapathirana**, University of Colombo, Sri Lanka

**IEP** **Authentic Practice in Dialogue: A Student Poster Session**  
*Content Area: Speaking*  
**Eileen F. Kramer**, Boston University, USA

**IEP** **Beyond Academics: All-Inclusive Support Services for IEP Students**  
*Content Area: Personal and Professional Development*  
**Angela J. Dornbusch**, University of Oregon, USA

**EFL** **Beyond Professional Development: Action Research for Social Justice**  
*Content Area: Action/Classroom-Based Research*  
**Melissa B. Hauber-Özer**, George Mason University, USA  
**Melek Gultac Alver**, Istanbul Bilgi University, Turkey

**SPL** **Challenging The Notion: “Japanese Learners Cannot Distinguish /R/ and /L/”**  
*Content Area: Pronunciation*  
**Braden Chase**, Brigham Young University, USA  
**Mark Tanner**, Brigham Young University, USA  
**Shawn Nissen**, Brigham Young University, USA  
**James Hartshorn**, Brigham Young University, USA

**CC** **Charting New Paths: ESL and Linguistics at a Community College**  
*Content Area: Teacher Training*  
**Kathleen A. Reynolds**, Harper College, USA  
**Alina Pajtek**, Harper College, USA  
**Kelly Coronado**, Harper College, USA

**SLW** **Collaborative Writing in EFL Classrooms: University Students’ Performance and Perceptions**  
*Content Area: Writing*  
**Hyun-Jin Kim**, Korea University, Republic of Korea

**EFL** **Creative Speaking and Writing Lessons With Visuals at Hand**  
*Content Area: Materials/Curriculum Development*  
**Maria R. Ramirez-Avila**, Universidad Casa Grande, Ecuador

**HE** **Cultivating Multilingual Spaces Through a Lingua Franca Englishes Approach**  
*Content Area: Applied Linguistics*  
**Robert Higgins**, University of Nottingham, UK

**SLW** **Developing Learner Autonomy in an Academic EFL Writing Course**  
*Content Area: Writing*  
**Javid Rasooly**, Social Development and Research Organization for Afghans, Afghanistan

**ESP** **Development of Engineering English Curriculum in a non-English-speaking Country**  
*Content Area: Materials/Curriculum Development*  
**Yuxiu Hu**, Southern University of Science and Technology, China

**EFL** **Effective or Not: Ability Grouping for EFL Students at University**  
*Content Area: Action/Classroom-Based Research*  
**Yukie Aoyagi**, Seitoku University, Japan

**AL** **Effects of Mixed Pair Work on Article Use**  
*Content Area: Grammar*  
**Sam Bendekgey**, Kent State University, USA  
**Antonina N. Pakholkova Mohamed**, Kent State University, USA  
**Katelyn E. Kridler**, Kent State University, USA

**HE** **Embracing Multilingualism in a Generation 1.5 Program**  
*Content Area: Bilingual Education*  
**Nataliia Dunina**, Saint Peter’s University, USA  
**Alicia Gillies D’Amato**, Saint Peter’s University, USA

**IEP** **English Through Service**  
*Content Area: Action/Classroom-Based Research*  
**Ann K. Meechai**, INTO Saint Louis University, USA  
**Patricia Hunt**, INTO Saint Louis University, USA  
**Bridget Coffey**, INTO Saint Louis University, USA  
**Liz Burke**, INTO Saint Louis University, USA  
**Stacey Claspill**, INTO Saint Louis University, USA

**IEP** **Expanding Roles as IEPs Struggle With Enrollment**  
*Content Area: Teacher Training*  
**Judy E. Emerson**, Lewis-Clark State College, USA

- EFL** **Exploring Transformations in English and TEFL in Cuba Today**  
*Content Area: Social Responsibility/Sociopolitical Concerns*  
**Melanie J. Baker**, University of Maryland, USA  
**Jeremy Gombin-Sperling**, University of Maryland, USA
- IC** **Fostering Cultural Awareness in ELT: Public Speaking and Ethics**  
*Content Area: Speaking*  
**Julien R.P. Hardy**, Mahidol University International College, Thailand  
**Alexander Nanni**, Mahidol University International College, Thailand
- TE** **Girls and Boys: Classroom Participation in English Courses**  
*Content Area: Culture/Intercultural Communication*  
**Mohammad Naser Seddiqi**, Kahkashan-e-Sharq University, Afghanistan
- EE** **Guided Reading: An Effective Strategy for Developing Productive Skills**  
*Content Area: Reading*  
**Nowrin Akther Koly**, Anandaniketan English Medium School, Bangladesh
- RC** **Health Literacy Partnerships: Improving Health Literacy for Multibarriered Refugees**  
*Content Area: Advocacy*  
**Monica M. Leong**, Calgary Health Literacy Partnership, Canada
- SR** **I Don't Wanna Talk About That**  
*Content Area: Social Responsibility/Sociopolitical Concerns*  
**Gail Lugo**, Trine University, USA  
**Graham Reeves**, Trine University, USA
- Identity Research Becomes Art: New World View Pushes One's Potential**  
**Asim Hussain**, @studentAsim, Canada
- RC** **Identity, Language, and Issues of Teachers of Refugees in Malta**  
*Content Area: K-12 Teacher Education*  
**Eileen Ariza**, Florida Atlantic University, USA  
**Rina Bousalis**, Florida Atlantic University, USA  
**Susanne Slapp**, Florida Atlantic University, USA  
**Renee Zelden**, FIU Global, USA
- SR** **Imagining ELL Religious Identities: Sustaining Classroom Dialogue Through Religious Literacy**  
*Content Area: Culture/Intercultural Communication*  
**Erin Reid**, McGill University, Canada
- IEP** **Increasing IEP Student Satisfaction: Encouraging a Community Connection**  
*Content Area: Materials/Curriculum Development*  
**Angela J. Dornbusch**, University of Oregon, USA
- VDM** **Integrating Augmented Reality Technology in a Thai EFL Reading Classroom**  
*Content Area: CALL/Video/Digital Media/Technology in Education*  
**Payungsak Kaenchan**, Mahidol University, Thailand
- AL** **Interaction Between L2 Willingness to Communicate and Foreign Language Anxiety**  
*Content Area: Applied Linguistics*  
**Tokuji Noro**, Hiroasaki University, Japan
- HE** **Japanese University Students' Beliefs in Learning English**  
*Content Area: Action/Classroom-Based Research*  
**Sachiko Takahashi**, Okayama Prefectural University, Japan  
**Chieko Miyanaga**, Osaka Prefecture University, Japan
- EFL** **Jokes and the Teaching of Grammar; Jokes and Cultural Competency**  
*Content Area: Culture/Intercultural Communication*  
**Omar ATA Yacoub**, Indiana University of Pennsylvania, Egypt
- MW** **Learners' Perspectives on Authentic Materials in the EFL University Classroom**  
*Content Area: Materials/Curriculum Development*  
**Mitaka Yoneda**, Mukogawa Women's University, Japan  
**Christopher Valvona**, Okinawa Christian University, Japan
- AL** **Linguistic and Racial Others to Visible Minority Women**  
*Content Area: Advocacy*  
**Seungku Park**, Slippery Rock University of Pennsylvania, USA
- SPL** **Listening Journals: Facilitating Strategy Use in Academic Listening**  
*Content Area: Listening*  
**Aiko Minematsu**, Seikei University, Japan
- BE** **"Listen to Me": Stories of an Emergent Bilingual Student**  
*Content Area: Bilingual Education*  
**Xiaochen Du**, University of Florida, USA
- IEP** **Mandatory Service Learning in an IEP: Challenges and Rewards**  
*Content Area: Social Responsibility/Sociopolitical Concerns*  
**Christine C. Guro**, University of Hawai'i at Mānoa, USA  
**Daniel Holden**, Tokyo International University, Japan
- EFL** **Meaningful Oral Feedback: Strike While the Error is Hot**  
*Content Area: Speaking*  
**Mamiko C. Nakata**, Kanda University of International Studies, Japan
- NNEST** **Nonnative College Students' Dual Attitudes Toward Nonnative Instructors**  
*Content Area: Bilingual Education*  
**Youngjoo Seo**, Indiana University, USA
- R** **One Book at a Time: Promoting Extensive Reading**  
*Content Area: Reading*  
**Deanna Rasmussen**, Texas A&M University at Qatar, Qatar  
**Sherry Ward**, Texas A&M University at Qatar, Qatar
- TCA** **Planning a Successful TESOL Conference**  
*Content Area: Personal and Professional Development*  
**Jeffrey McIlvenna**, Instituto Superior de Educación, Paraguay  
**German Caballero**, U.S. Embassy, Paraguay

**TE Prepared to Teach ELs: Service-Learning With Teacher Candidates***Content Area: Teacher Training***Michele L. Regalla**, University of Central Florida, USA**SR Preventing Islamophobia Through Intercultural Literacy***Content Area: Social Responsibility/Sociopolitical Concerns***Melissa B. Hauber-Özer**, George Mason University, USA**TE Primary Teacher Empowerment Through Education Community Projects: Underserved Vietnamese Contexts***Content Area: Personal and Professional Development***Dao H. Nguyen**, Hanoi University of Science and Technology, Viet Nam**EE Puppetry to Creatively Engage ELLs in Meaningful Dialogue***Content Area: Primary and Secondary Education***Susan Strand**, Lower Columbia College, USA  
**Maria San Cristobal**, Universidad de Talca, Chile**AE Radio in the Trenches: "English with Oleseya," Ukraine With Peace***Content Area: Listening***Oleseya Dmytriieva**, Donbas State Pedagogical University, Ukraine  
**Kevin McCaughey**, U.S. Department of State, USA**HE SLA Theory Workshops: Generating Dialogues Between EAP and Content Instructors***Content Area: Applied Linguistics***Angela U. Waigand**, University of Calgary in Qatar, Qatar  
**Jody Shimoda**, University of Calgary in Qatar, Qatar**R Smartphones as Learning and Assessment Tools in EFL Extensive Reading***Content Area: CALL/Video/Digital Media/Technology in Education***Minami Kanda**, Chiba Prefectural University of Health Sciences, Japan**TE Stages of Teacher Professional Development: Revisiting the Journey Toward Expertise***Content Area: Personal and Professional Development***Rosalina M. Romo**, Universidad de Guanajuato, Mexico  
**Perla V. Villegas-Torres**, Universidad de Guanajuato, Mexico**ESP Strategic Communication Successes in ESP***Content Area: Speaking***Peggy Garza**, George C. Marshall European Center for Security Studies, Germany**SR Strengthening ELLs' Environmental Awareness Through Project-Based Learning***Content Area: Social Responsibility/Sociopolitical Concerns***Alexander Nanni**, Mahidol University International College, Thailand  
**Joseph Serrani**, Mahidol University International College, Thailand**SS Student-Generated Scoring Rubrics for Improving EFL Students' Writing Performance***Content Area: Assessment***Yunjung Nam**, Georgia State University, USA**EFL Sustainable Improvement: Language Learning Projects in Chinese Higher Education***Content Area: Personal and Professional Development***Sharon A. Graham**, Fort Hays State University, USA**IEP Sustaining Dialogue With Low-Level ELLs***Content Area: Action/Classroom-Based Research***Melissa Nye**, INTO University of South Florida, USA  
**Elena Erick**, INTO University of South Florida, USA**SLW The Successful Writer's Pyramid***Content Area: Writing***Jon Mullineaux**, Columbus State Community College, USA**RC Using Total Physical Response Activities in the Adult Refugee Classroom***Content Area: Materials/Curriculum Development***Jennifer A. Makowsky**, Pima Community College, USA**CALL WebSCoRE: Effective and Enjoyable for Beginner Level Remedial Grammar***Content Area: Grammar***Kiyomi Chujo**, Nihon University, Japan**Thursday, 29 March 2018**  
**12:30 pm-1:45 pm****IEP 5-7-5: Using Haiku to Meet Course Objectives***Content Area: Writing***Jessica Mathers**, University of Southern California, USA**TCA A Story to Tell: Seniors Find English Voice in Autobiography***Content Area: Culture/Intercultural Communication***Fernanda da S. Carvalho**, Eastern Michigan University, USA  
**Pamela Bogart**, University of Michigan, USA**EE Affirming Diverse Voices Through Language Instruction and Social Studies***Content Area: Social Responsibility/Sociopolitical Concerns***Steven Morrison**, Washington State University, USA  
**Gisela Ernst-Slavit**, Washington State University, USA**ESP Authentic Materials for Career-Readiness of University English Majors***Content Area: Action/Classroom-Based Research***Christopher Valvona**, Okinawa Christian University, Japan  
**Mitaka Yoneda**, Mukogawa Women's University, Japan**IEP Comic Books as a Teaching Tool***Content Area: Reading***Alathea Barks**, The Language Company, USA  
**Megan R. Wright**, The University of Iowa, USA

**TC A** **Comments From the Field: The State of the Profession**

*Content Area: Personal and Professional Development*  
**Clarissa K. Codrington**, Henry Ford College, USA  
**Trisha Dowling**, Washtenaw Community College, USA

**IEP** **Creative Formative Assessments: Engaging Students and Highlighting Language Improvement**

*Content Area: Assessment*  
**Arturo Weiss**, EF Education First, USA

**SR** **Critical Literacy in English Teaching and Learning**

*Content Area: Reading*  
**Ming-Tso Chien**, The University of Maine, USA

**IEP** **Data in the Details: Designing Effective Digital Surveys**

*Content Area: Materials/Curriculum Development*  
**Katherine E. Houseman**, Drexel University, USA

**EFL** **Developing and Facilitating MOOC for EFL Teachers: Stories From Indonesia**

*Content Area: Action/Classroom-Based Research*  
**Hendrik J. Maruanaya**, Universitas Pattimura, Indonesia  
**Daniel Ginting**, Ma Chung, Indonesia

**HE** **Developing and Piloting an Advanced Writing Course for PhD Students**

*Content Area: Materials/Curriculum Development*  
**Elizabeth Long**, Duke University, USA

**MW** **Developing Tasks to Maximize Learners' Engagement and Language Production**

*Content Area: Speaking*  
**Linh T. Phung**, Chatham University, USA

**EFL** **Effective Blended Learning Techniques in Chinese University EFL Settings**

*Content Area: CALL/Video/Digital Media/Technology in Education*  
**Rebekah Gordon**, Michigan State University, USA

**AL** **Effects of L2 Learning on L1 Development**

*Content Area: Applied Linguistics*  
**Hilal Peker**, Florida State University, USA  
**Michele Regalla**, University of Central Florida, USA

**R** **EL Identity in Leveled Reading Programs**

*Content Area: Reading*  
**Michelle Plaisance**, Greensboro College, USA

**IEP** **Electronic Portfolios: Leveraging the English-Speaking Self**

*Content Area: CALL/Video/Digital Media/Technology in Education*  
**Mackenzie Kerby**, ELS Language Centers, USA

**SR** **Empowering Immigrant University Employees With a Targeted Curriculum**

*Content Area: Social Responsibility/Sociopolitical Concerns*  
**Lisana Mohamed**, University of South Florida, USA  
**Ariadne D. Miranda**, University of South Florida, USA

**R** **Enhancing Reading Comprehension Through the Use of Extensive Authentic Reading**

*Content Area: Reading*  
**Fang Wang**, University of Iowa, USA

**AL** **Evaluating ESL Conversations' Authenticity: A Tool for Developing Pragmatic Competence**

*Content Area: Speaking*  
**Lilia Savova**, Indiana University of Pennsylvania, USA

**IEP** **Everyday Leadership: Teaching Leadership Skills in the ESL Classroom**

*Content Area: Leadership*  
**Kristina Allison**, Interlink Language Center, USA

**HE** **Experiential Learning: Accessing the Classroom Through the Kitchen**

*Content Area: Materials/Curriculum Development*  
**Caitlin Cornell**, Michigan State University, USA  
**Luke Daly**, Kendall College, USA

**EFL** **Facilitating an Engineer's Language: EAP Instructors' Disciplinary Literacy Teaching Strategies**

*Content Area: Materials/Curriculum Development*  
**Laura M. Kennedy**, Michigan State University, USA

**SPL** **Focus Words, Sentence Stress, Prominence: Helping Students Make Their Point**

*Content Area: Pronunciation*  
**Dana Saito-Stehberger**, UC Irvine Continuing Education, USA  
**Gail M. Schwartz**, UC Irvine Continuing Education, USA  
**Rachel Fernandez**, UC Irvine Continuing Education, USA

**IEP** **Fostering and Sustaining Student Collaboration in Multicultural EAP Group Projects**

*Content Area: Culture/Intercultural Communication*  
**Ling Hu**, University of Guelph, Canada  
**Nataliya Borkovska**, University of Guelph, Canada

**IEP** **IEP or University EAP/ESP Support Program: Finding Your Fit**

*Content Area: Personal and Professional Development*  
**Lynn Bergschneider**, Duke University, USA  
**Brad Teague**, Duke University, USA

**VDM** **Improving EFL Speaking Performance Through a Transcribing Task**

*Content Area: Speaking*  
**Tsuyoshi Sato**, Hiroshima University, Japan

**PPD** **Intercultural Competence: A Key to Successful Teachers of ELLs**

*Content Area: Culture/Intercultural Communication*  
**Sung Shim Choi**, George Mason University, USA

**SLW** **It, This, and That in ELs' Academic Writing**

*Content Area: Writing*  
**Erik Larson**, University of Minnesota, USA



**EE** **K-12 ELLs: Acknowledging Student Schemas in Pedagogy and Testing**

*Content Area: Primary and Secondary Education*  
**Lauren E. Raubaugh**, University of Central Florida, USA

**IEP** **K-12 Tips and Tricks for the IEP Reading Classroom**

*Content Area: Reading*  
**Jennifer S. Grode**, University of Southern California, USA

**AE** **Korean Students' Wives' Preconceptions/Misconceptions/Perceptions About U.S. ESL**

*Content Area: Culture/Intercultural Communication*  
**Seungku Park**, Slippery Rock University of Pennsylvania, USA

**RC** **Language and Literacy Instruction: Implications for Resettled Syrian Refugee Children**

*Content Area: Advocacy*  
**Mary C. Wofford**, Florida State University, USA

**AE** **Look Backward to Move Forward in Curriculum Design**

*Content Area: Materials/Curriculum Development*  
**Amy V. Christensen**, Central New Mexico Community College, USA  
**Kristina Lauer**, Central New Mexico Community College, USA  
**David Williams**, Central New Mexico Community College, USA

**CC** **Making It Stick With Sketchnoting**

*Content Area: Materials/Curriculum Development*  
**Denise Maduli-Williams**, San Diego Miramar College, USA

**EFL** **Managing Large Classes Through Communicative Tasks: Nepalese EFL Classroom Constraints**

*Content Area: Action/Classroom-Based Research*  
**Tirtharaj Acharya**, Janata Multiple Campus, Nepal

**TE** **Meeting TESL Graduate Students' Needs Through Service-Learning: Benefits and Challenges**

*Content Area: Teacher Training*  
**Stephanie H. Kim**, California State University Northridge, USA  
**Anna Dina L. Joaquin**, California State University Northridge, USA

**SR** **"Me No More Come": What ESL Means to Hispanic Adult Learners**

*Content Area: Social Responsibility/Sociopolitical Concerns*  
**Taewoong John Kim**, The University of Oklahoma, USA

**VDM** **Metacognitive Instruction in Peer Interaction and Feedback**

*Content Area: Materials/Curriculum Development*  
**Maria F. Paredes Fernandez**, University of Pennsylvania, USA

**TE** **New Ways of EFL Preservice Teachers' Professional Development in Russia**

*Content Area: Teacher Training*  
**Albina R. Abdrafikova**, Kazan Federal University, Russian Federation  
**Tatiana S. Pimenova**, Kazan Federal University, Russian Federation

**CALL** **Online vs. Print Materials for L2 Vocabulary Acquisition**

*Content Area: Vocabulary/Lexicon*  
**John D. Howrey**, Nanzan University, Japan

**SR** **Parental-School Partnership as a Social Responsibility**

*Content Area: Primary and Secondary Education*  
**Said R. Al Harthy**, Indiana University of Pennsylvania, USA

**AL** **Pragmatics of Emailing: Who Is Competent?**

*Content Area: Applied Linguistics*  
**Iftikhar Haider**, Missouri State University, USA

**IEP** **Problem-Posing Pedagogy in the IEP Classroom**

*Content Area: Action/Classroom-Based Research*  
**Dyanis A. Popova**, University of South Dakota, USA  
**Pamela Smart-Smith**, Virginia Tech, USA

**IEP** **Short Story Presentations: Storytelling in the 21st Century**

*Content Area: Reading*  
**MaryLynn Patton**, Alliant International University, USA

**SPL** **Speaking Curricular Field Studies: Fostering Communication Skills and Intercultural Understanding**

*Content Area: Speaking*  
**Cynthia Lennox**, Duquesne University, USA

**ESP** **STEM Teacher Self-Professional Development Through SIOP-Model Online Training Courses**

*Content Area: Personal and Professional Development*  
**Dao H. Nguyen**, Hanoi University of Science and Technology, Viet Nam  
**Ha Nguyen Thi Hai**, University of Languages and International Studies, VNU-Hanoi, Viet Nam

**IC** **Students' Graphic Representations of Arabic vs. English Writing**

*Content Area: Culture/Intercultural Communication*  
**John R. Jordan**, Alfaisal University, USA

**AE** **Study Partner Logs: A Tool For Enhancing Language Learning**

*Content Area: Speaking*  
**Judith E. Trupin**, Literacy Assistance Center, USA

**CALL** **Successful Blended EFL Learning: Comparison of High vs Low Achievers**

*Content Area: Action/Classroom-Based Research*  
**Jiehui Hu**, University of Electronic Science and Technology, China

**SR** **Teacher Communication Project Helps Teachers of English Address Public Health**

*Content Area: Social Responsibility/Sociopolitical Concerns*  
**Trinidad R. Hernandez**, Pasdunrata National College of Education, USA

**EFL** **Teaching English and Leadership Skills to Students of Afro-Peruvian Descent**

*Content Area: Bilingual Education*  
**Vanessa Z. Mari**, Nevada State College, USA

**EE** **TEFL Collaborative Practices Using a Model for Improvement***Content Area: Action/Classroom-Based Research***Yali Horta**, Fundacion Educacional Oportunidad, Chile  
**Carolina Soto**, Fundacion Educacional Oportunidad, Chile**TE** **The Factors Influencing the Identity Development of Generation 1.5 Students***Content Area: Primary and Secondary Education***Jiunn-Ying Kung**, University of Florida, USA**ITA** **The Fast and the Furious: Short Pronunciation/Grammar Exercises for ITAs***Content Area: Pronunciation***Jennifer C. Grill**, Florida State University, USA  
**Maria B. Mendoza**, Florida State University, USA**TE** **The Inadequacies of U.S. Education Policies: ELLs and Reaching Equity***Content Area: Advocacy***Emma G. Everson**, Indiana University, USA**NNEST** **The Instruction Design for Immigrant Women by Using Children's Storybooks***Content Area: Reading***Kye Gon Lee**, University of Iowa, USA**EFL** **The Magic of Reading Poetry on Surface Information Recall***Content Area: Reading***Mohamed A. Yacoub**, Indiana University of Pennsylvania, USA**SLW** **Understanding EAP Learners' Attitudes and Needs in Academic Writing***Content Area: Writing***Renata Pavanelli**, Florida International University, USA**TE** **University and Pre-K-12 Partnerships: Administrative Perspectives on ESOL Service-Learning***Content Area: Teacher Training***Antonio M. Losavio**, University of Central Florida, USA  
**Alex Davies**, University of Central Florida, USA**R** **Use of Graphic Novels in Chinese College English Reading Class***Content Area: Reading***Qingqing Chen**, Baylor University, USA**CALL** **Using a Mobile Application as a Classroom Supplement: Students' Perspectives***Content Area: CALL/Video/Digital Media/Technology in Education***Tyson P. De Moura Umberger**, Tokyo International University, Japan**IEP** **Using Mobile Apps With Adults: Simultaneously Boosting the 4 Skills***Content Area: CALL/Video/Digital Media/Technology in Education***Julie Vorholt**, Lewis & Clark College, USA**EFL** **Using Quizzes in the EFL Context: Teacher Perspectives***Content Area: Assessment***Hungche Chen**, Kahazawa Institute of Technology, Japan**AL** **Vocabulary Knowledge and Oral Ability: Investigating Dialogic and Monologic Tasks***Content Area: Applied Linguistics***Dion Clingwall**, Hiroshima University, Japan**SS** **Writing Our Stories Online***Content Area: Writing***Janice T. Cate**, Madison County Public Schools, USA**Friday, 30 March 2018**  
**12:30 pm-1:45 pm****EFL** **"What I Want Is No Homework"***Content Area: Teacher Training***Andres Paredes**, Escuela Politecnica Nacional, Ecuador**TE** **Actionable Feedback for Teacher Candidates Teaching ELs in Mainstream Classrooms***Content Area: Teacher Training***Carine S. Strel Halpern**, Stetson University, USA**ESP** **Adapting Healthcare OER for a Content-Based Approach***Content Area: Materials/Curriculum Development***Shannon Mullins**, Salt Lake Community College, USA**IEP** **Arabic-Speaking ESL Students' Avoidance of the English Present Perfect***Content Area: Applied Linguistics***Islam M. Farag**, The American University in Cairo, Egypt**EFL** **Asynchronous Telecollaboration for Developing Global Competencies***Content Area: CALL/Video/Digital Media/Technology in Education***Paul D. Wicking**, Meijo University, Japan**PA** **Building Flexible Curricula: Strategic Course Numbering and Course Description Loopholes***Content Area: Materials/Curriculum Development***Gail Lugo**, Trine University, USA  
**Graham Reeves**, Trine University, USA**HE** **Challenging Assumptions: What Do Students Need to Succeed?***Content Area: Advocacy***Anne Kerkian**, Brown University, USA  
**Sarah Lopolito**, Pinehurst Educational Consultants, USA**SR** **Creating Deeper Community Connections Through Service Learning***Content Area: Social Responsibility/Sociopolitical Concerns***Trisha Dowling**, Washtenaw Community College, USA**EFL** **Developing CLIL in Kazakhstan***Content Area: Teacher Training***Albina Kassenova**, National Center for Professional Development 'Orleu', Kazakhstan

- EFL** **Empowered Writers: Strengthening Dialogue and Peer-Review in EFL Writing**  
*Content Area: Assessment*  
**Marcela C. Hidalgo**, U.S. Embassy, Chile  
**Gracielle K. Pereira**, Pontificia Universidad Católica de Chile, Chile
- TCA** **English Language Policies: A Chinese EFL Student's Voice**  
*Content Area: Advocacy*  
**Zhenjie Weng**, The Ohio State University, USA
- ESP** **English Pathways to Child Care and Child Development**  
*Content Area: Culture/Intercultural Communication*  
**Marsha Chan**, Mission College, USA
- SPL** **ESL Learners' Experiences Using Electropalatographic Biofeedback to Improve Pronunciation**  
*Content Area: Pronunciation*  
**Yuting Li**, Brigham Young University, USA  
**Mark Tanner**, Brigham Young University, USA  
**Shawn Nissen**, Brigham Young University, USA  
**James Hartshorn**, Brigham Young University, USA
- PPD** **Essential Components of Teacher Preparation to Improve ELLs' Academic Achievement**  
*Content Area: Teacher Training*  
**Alexandra Dema**, Bridgewater State University, USA
- IEP** **Follow the Evolving Disney Princess to Linguistic and Cultural Competence**  
*Content Area: Culture/Intercultural Communication*  
**Ellen A. Sherriffs Hall**, Mukogawa Fort Wright Institute, USA
- AE** **From Detail to Context: Developing Language Skills Through Artworks**  
*Content Area: Writing*  
**Monica Maxwell-Paegle**, Georgetown University, USA
- IEP** **Google Drive to Enhance Students' Compositions Through Collaboration.**  
*Content Area: Action/Classroom-Based Research*  
**Maria R. Ramirez-Avila**, Universidad Casa Grande, Ecuador
- TE** **Helping Preservice TESOL Teachers' Dialogue Through Reflective Teaching Journals**  
*Content Area: Teacher Training*  
**Cassandra Sanders**, Brigham Young University, USA  
**Mark Tanner**, Brigham Young University, USA  
**Ben McMurry**, Brigham Young University, USA
- R** **Improving Book Reports Through Creativity and Variety**  
*Content Area: Reading*  
**John D. Howrey**, Nanzan University, Japan
- AL** **Indexicality and L2 Education: A Perspective on Ochs's Indexical Model**  
*Content Area: Applied Linguistics*  
**Emily C. Hicks**, Pennsylvania State University, USA
- IEP** **Integrated Tutoring Center Impacts Students' Academic and Cultural Success**  
*Content Area: Culture/Intercultural Communication*  
**Elizabeth Lee**, University of Delaware, USA  
**Kenneth Hyde**, University of Delaware, USA
- SLW** **Investigating Reading and Writing Strategies by L2 English Writers**  
*Content Area: Writing*  
**Jun Takahashi**, Indiana University Bloomington, USA
- ITA** **Involving Culturally Responsive Teaching Methodology in ITA Training**  
*Content Area: Teacher Training*  
**Qingqing Chen**, Baylor University, USA
- IEP** **It's Not All Fun and Games: Low-Tech Games**  
*Content Area: Materials/Curriculum Development*  
**Amy E. Metcalf**, Intensive English Language Center, USA  
**Margaret V. Layton**, Intensive English Language Center, USA
- AL** **Language Literacy Autobiography: Helping Novice Researchers to Choose a Topic**  
*Content Area: Personal and Professional Development*  
**Mir Abdullah Miri**, Herat University, Afghanistan
- HE** **Learning About Plagiarism and ELLs in Higher Education: An Autoethnography**  
*Content Area: Personal and Professional Development*  
**Hyunjin Jinna Kim**, University of Florida, USA  
**Aleksandra Olszewska**, University of Florida, USA
- HE** **Literature as a Source for Students' Long-Term Life Skills**  
*Content Area: Reading*  
**Said R. Al Harthy**, Indiana University of Pennsylvania, USA
- IEP** **Microlessons Taught by Student Teams Help Everyone Learn**  
*Content Area: Vocabulary/Lexicon*  
**Nina Ito**, University of Southern California, USA  
**Jessica Mathers**, University of Southern California, USA
- PA** **Motivating ELs to Make Use of Self-Access Facilities**  
*Content Area: Personal and Professional Development*  
**John James Bankier**, Soka University, Japan  
**Jonathan Bolick**, Soka University, Japan
- SR** **No Boys Allowed: Women's Intercultural Clubs**  
*Content Area: Culture/Intercultural Communication*  
**Gail Lugo**, Trine University, USA  
**Leah Jenkins**, Trine University, USA
- SPL** **Online Resources for Learners and Teachers of English Pronunciation**  
*Content Area: Pronunciation*  
**Lynn Henrichsen**, Brigham Young University, USA
- ESP** **Race, Class, and Gender: Teaching EAP in a Pathway Program**  
*Content Area: Materials/Curriculum Development*  
**Baiba Sedriks**, University of Kansas, USA

**CALL Sustain the Dialogue by Saying “Take Out Your Phones”**

*Content Area: CALL/Video/Digital Media/Technology in Education*  
**Wendy L. McBride**, Spring International Language Center, USA

**AE Sustaining Dialogue While Exploring Identity With Beginner Adult ESL Learners**

*Content Area: Action/Classroom-Based Research*  
**Melissa A. Quasunella**, Eastern Michigan University, USA

**SPL Teaching Suprasegmental Features Through the Usage of Traditional Poetic Forms**

*Content Area: Pronunciation*  
**Islam M. Farag**, The American University in Cairo, Egypt

**SR Teaching Tolerance Through Literary Texts in the Classroom**

*Content Area: Social Responsibility/Sociopolitical Concerns*  
**Natalia Kasatkina**, Yaroslavl State University, Russian Federation

**VDM The Effectiveness of Using Video Tools in ESL Classrooms**

*Content Area: CALL/Video/Digital Media/Technology in Education*  
**Ahmed A. Alshammari**, Taibah University, Saudi Arabia

**IEP The Relationship Between L2 and L1 Reading Comprehension: A Meta-Analysis**

*Content Area: Reading*  
**Fahad Alharbi**, Taibah University, Saudi Arabia

**SS The Voices and Experiences of Biliterate Youth in Northwest Arkansas**

*Content Area: Advocacy*  
**Kristina M. Howlett**, The University of Arkansas, USA

**TE Theory for What? Scaffolding ESOL Teacher Knowledge of SLA**

*Content Area: K–12 Teacher Education*  
**Jesse Gleason**, Southern Connecticut State University, USA  
**Elu Tu**, Southern Connecticut State University, USA

**TE Transferring ELT Training to Bangladeshi Secondary Classrooms: Challenges and Recommendations**

*Content Area: Teacher Training*  
**Md. Nahid Ferdous Bhuiyan**, National Academy for Educational Management, Bangladesh  
**Md. Shamsul Huda**, National Academy for Educational Management, Bangladesh

**IEP Transforming EAP: Creativity, Critical Reflection, Communication, and Collaboration**

*Content Area: Action/Classroom-Based Research*  
**Heidi A. Reid**, Times Academy, Australia

**NNEST U.S.- and Taiwan-Educated Taiwanese Teachers of English: Capital and Agency**

*Content Area: Advocacy*  
**Pei-Chia Liao**, Feng Chia University, Taiwan

**IEP Understanding Emotion Through Dance Improves Vocabulary in ELLs**

*Content Area: Action/Classroom-Based Research*  
**Urmimala Das**, Aga Khan Foundation, India

**EFL Usefulness of Home-Grown Materials for Nonnative Learners**

*Content Area: Materials/Curriculum Development*  
**Pranab Kanti Deb**, Sylhet International University, Bangladesh

**IC Using an International Neighbors Program to Foster Cross-Cultural Dialogue**

*Content Area: Culture/Intercultural Communication*  
**Kelly D. Slater**, University of Mississippi, USA

**CALL Using Digital Tools to Inform on Student Progress and Needs**

*Content Area: Assessment*  
**Susan Brown**, INTO University of South Florida, USA  
**Christy A. Williams**, INTO University of South Florida, USA

**VDM Using TED Talks to Foster Class Discussions with English Learners**

*Content Area: Speaking*  
**Marietta Bradinova**, Virginia International University, USA

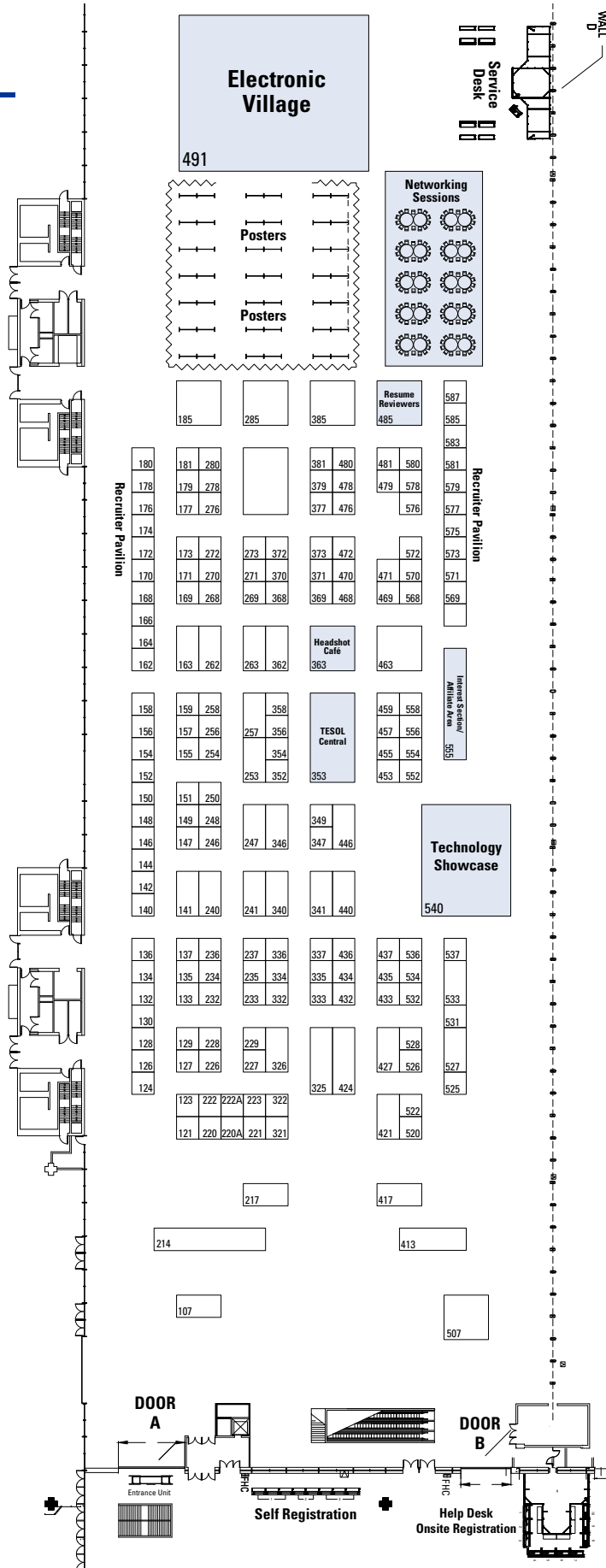
**SPL Validation of 2 English Public Speaking Self-Efficacy Scales**

*Content Area: Speaking*  
**Xue Zhang**, Washington State University, USA  
**Yuliya Ardasheva**, Washington State University, USA  
**Joy Egbert**, Washington State University, USA  
**Sarah Ullrich-French**, Washington State University, USA

**HE Vocabulary Learning Strategies to Improve Writing in Ecuadorian EFL Classrooms**

*Content Area: Writing*  
**Monica Ortiz**, University of Guayaquil, Ecuador  
**Rosa Varas**, University of Quevedo, Ecuador

# English Language Expo and Recruiter Pavilion — Exhibit Hall Map





# Exhibitor Booth Numbers

**These exhibitors are current as of 23 January 2018. Please check the addendum for additions and changes.**

@studentAsim	370	Mawi Learning	380
Alelo, Inc.	236	McGraw-Hill Education	240
Alliant International University	522	MM Publications	446
Allied Powers LLC	455	Multilingual Matters, LTD	335
American Federation of Teachers	347	National Background Check, Inc.	135
American Homestay Network	250	National Clearinghouse for English Language Acquisition	246
Amerigo Education	164	National Geographic Learning	214
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Ballard & Tighe, Publishers	273	Northrup Grumman	162
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Cambridge University Press	413	Reading Plus	576
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ELS Educational Services Inc.	349	Texas A&M University-Commerce	221
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Get This Write, LLC	332	University of San Francisco School of Education	554
Heinemann	281	University of Wollongong, School of Education	468
Houghton Mifflin Harcourt	427	Velazquez Press	337
IELTS USA	526	VIPKID	107
IIE - Fulbright U.S. Student Program	222	Voxy, Inc.	<b>Electronic Village</b>
Imagine Learning	459	Wayzgoose Press	226
Kaeden Books	126	WestEd	258
Language Arts Press	333	WIDA	525
<i>Language Magazine</i>	532	Wiley	453
LearningU	471	WRiTE BRAiN BOOKS	227
Little Sponges	377	Xi'an Jiaotong-Liverpool University	569
Math Teachers Press, Inc.	234	Yasar University School of Foreign Languages	567

# Exhibitor Listings

## BOOTH #370

### @studentAsim

772 Eaglemount Cres.  
Mississauga, ON L5C 1N9 Canada  
Contact: Asim Hussain  
Website: [studentasim.com](http://studentasim.com)

Three hundred languages on a poster! Dazzle your ELLs with this diversity and 21st-century resource. Reflect your student body and watch this learning tool create many conversations and learning moments. The convenient user guide helps you explore 50+ topics. Additionally, four fun story books to choose from for exploring life literacy concepts.

## BOOTH #236

### Alelo, Inc.

6171 W. Century Blvd, Ste 360  
Los Angeles, CA 90045 USA  
Phone: +1 310.574.7508  
Contact: W. Lewis Johnson  
Website: [www.alelo.com](http://www.alelo.com)

Alelo's new Enskill platform helps learners develop communication skills in conversations with artificially intelligent interactive characters. Enskill supports unscripted conversation instead of reading or selecting screen prompts. The system automatically evaluates learner performance and feedback, relieving teachers of the burden of rating student speech.

## BOOTH #522

### Alliant International University

10455 Pomerado Rd  
San Diego, CA 92131 USA  
Phone: +1 866.825.5426  
Contact: Ken Kelch  
Website: [tesol.alliant.edu](http://tesol.alliant.edu)

Alliant International University is a WASC-accredited institution offering certificate, master's, and doctoral programs in TESOL. Alliant offers on-campus, hybrid, and online learning formats. Visit [tesol.alliant.edu](http://tesol.alliant.edu) for scholarship and program details.

## BOOTH #455

### Allied Powers LLC

9474 Twister Trace St  
Las Vegas, NV 89178 USA  
Phone: +1 702.283.6401  
Contact: Josh Greenman  
Website: [www.hidow.com](http://www.hidow.com)

Allied Powers' product employs the latest in TENS/EMS technology. With a fully rechargeable lithium battery, our devices are portable and easy to use.

## BOOTH #347

### American Federation of Teachers

555 New Jersey Ave, NW  
Washington, DC 20001 USA  
Phone: +1 202.393.5688  
Contact: Giselle Lundy-Ponce  
Website: [www.aft.org](http://www.aft.org)

The American Federation of Teachers, an affiliate of the AFL-CIO, was founded in 1916 and today represents 1.6 million members in more than 3,000 local affiliates nationwide.

## BOOTH #250

### American Homestay Network

8201 164th Ave NE, Ste 200  
Redmond, WA 98052 USA  
Phone: 888.268.1903 x88826  
Contact: Julie Manche  
Website: [homestaynetwork.com](http://homestaynetwork.com)

The American Homestay Network is setting a new global standard for homestay. Established in 2012, the company's network of regional offices supports a pool of hosts and partners who strive to provide short- and long-term international students with a culturally enriching homestay experience in an American home.

## BOOTH #164

### Amerigo Education

208 S. Jefferson St  
The Studio  
Chicago, IL 60661 USA

## BOOTH #220

### Anaheim University

Admissions Office Room 110  
1240 S. State College Blvd  
Anaheim, CA 92806 USA  
Phone: +1 714.772.3330  
Contact: Kate Strauss  
Website: [www.anaheim.edu](http://www.anaheim.edu)

Anaheim University offers accredited online doctoral, master, graduate/undergraduate diploma and certificate programs in TESOL as well as an online certificate in teaching English to young learners. World-acclaimed TESOL faculty (including five former TESOL presidents) teach live weekly HD webcam classes.

## BOOTH #368

### Antidote

1435 Rue Saint-Alexandre, Bureau 1040  
Montreal, QC H3A 2G4 Canada  
Phone: +1 514.484.4998 x51420  
Contact: Lucie Guillemette  
Website: [www.druide.com](http://www.druide.com)

Antidote includes an advanced grammar checker with smart filters, a rich collection of dictionaries, and a set of interactive language guides. Seamlessly integrated with major word processors and email programs, Antidote's tools are available instantaneously right from your text.

## BOOTH #273

### Ballard & Tighe, Publishers

471 Atlas St  
Brea, CA 92821 USA  
Phone: +1 800.321.4332  
Contact: Melissa Cortez  
Website: [www.ballard-tighe.com](http://www.ballard-tighe.com)

ELL educational materials for Pre-K–12. Ballard & Tighe offers assessments in both English and Spanish (oral, reading, and writing) as well as instructional materials for the classroom.

**BOOTH #369****Barron's Educational Series, Inc.**

250 Wireless Blvd  
Hauppauge, NY 11788 USA  
Phone: +1 800.645.3476 x211  
Contact: Frederick Glasser  
Website: [www.barronseduc.com](http://www.barronseduc.com)

Barron's is a publisher of TOEFL, IELTS, TOEIC, and ESL supplementary materials, as well as bilingual and Spanish books for children.

**BOOTH #257****Benchmark Education**

145 Huguenot St  
New Rochelle, NY 10801 USA  
Phone: +1 914.637.7255  
Contact: Kristin DeMarco  
Website: [www.benchmarkeducation.com](http://www.benchmarkeducation.com)

Benchmark Education publishes ESL and Spanish resources that help ELs meet the new standards for literacy, language, and content knowledge. Resources include Big Books, language-leveled and reading-leveled texts, genre study books, text pairs with matching content, and the RIGOR intervention series for older ELs reading at primary levels.

**BOOTH #336****BrainPOP ELL**

71 W. 23rd St  
New York, NY 10010 USA  
Phone: +1 212.574.6031  
Contact: Mike Casagrande  
Website: [www.brainpopesl.com](http://www.brainpopesl.com)

BrainPOP ELL is the newest addition to BrainPOP's products. Lessons involve an animated movie and supporting features that reinforce vocabulary, grammar, pronunciation, reading comprehension, and writing.

**BOOTH #326****British Council**

10 Spring Gardens  
London, SW1A 2BN UK  
Phone: +44 (0) 20 7389 3005  
Contact: Rebecca Maher  
Website: [www.britishcouncil.org](http://www.britishcouncil.org)

The British Council is the United Kingdom's cultural relations organisation. We are on the ground in more than 100 countries, with a remit to widen the knowledge and use of the English language across the world. We work in the following areas: language policy, English language teaching and training, and qualifications.

**BOOTH #413****Cambridge University Press**

1 Liberty Plaza  
New York, NY 10006 USA  
Phone: +1 212.337.5067  
Contact: James Marceda  
Website: [cambridge.org/cambridgeenglish](http://cambridge.org/cambridgeenglish)

Cambridge University Press delivers real-life English language learning, teaching, and assessment through world-class research and a profound commitment to delivering educational value for the benefit of society as a whole.

**BOOTH #247****CaMLA**

Argus 1 Bldg  
535 W. William St, Ste 310  
Ann Arbor, MI 48103-4978 USA  
Phone: +1 734.763.2944  
Contact: Alexis Kielwasser  
Website: [www.cambridgemichigan.org](http://www.cambridgemichigan.org)

CaMLA combines the expertise of two world-class universities—the University of Cambridge and the University of Michigan—with a proven track record in providing language assessments and consultancy, and our products and services are shaped by research and experience. CaMLA is widely recognized by schools, universities, and employers around the world.

**BOOTH #121****CASAS**

5151 Murphy Canyon Rd, Ste 220  
San Diego, CA 92129 USA  
Phone: +1 858.292.2900 x125  
Contact: Jane Eguez  
Website: [www.casas.org](http://www.casas.org)

CASAS, an independent not-for-profit organization, offers the most widely used system for assessing the basic language skills of youth and adults in common life and work situations. CASAS provides resources to build a curriculum framework for implementing quality programs with a built-in standardized accountability system.

**BOOTH #373****Caslon Inc.**

825 N. 27th St  
Philadelphia, PA 19130 USA  
Phone: +1 215.765.3260  
Contact: Rebecca Field  
Website: [caslonpublishing.com](http://caslonpublishing.com)

Caslon is an independent publisher. We make books and electronic resources for preservice and practicing administrators and teachers who work with ELLs/bilingual learners in their classes, schools, and districts.

**BOOTH #421****Center for Applied Linguistics**

4646 40th St, NW  
Washington, DC 20016 USA  
Phone: +1 202.362.0700  
Contact: Sophia Birdas  
Website: [www.cal.org](http://www.cal.org)

The Center for Applied Linguistics promotes language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.



**BOOTH #322****Command Performance Language Institute**

28 Hopkins Ct  
Berkeley, CA 94706 USA  
Phone: +1 510.524.1191  
Contact: Contee Seely  
Website: [www.cpli.net](http://www.cpli.net)

Amazing proficiency-building products! Real acquisition in the classroom with effective comprehensible input techniques: 7th edition of Fluency Through TPR Storytelling; two dynamic interactive TPR software programs; Live Action English book; TPR Is More Than Commands book. Conversation via quick-draw symbols. Bingo for vocabulary, grammar, sound discrimination. Easy readers.

**BOOTH #130****Compass Publishing**

306 El Divisadero Ave  
Walnut Creek, CA 94598 USA  
Phone: +1 562.698.9023  
Contact: Albert Chiang  
Website: [www.compasspub.com](http://www.compasspub.com)

Compass Publishing is an international ELT publishing and media company. Compass provides a full list of English language learning materials including course books, supplemental, skill books, readers, test preparation materials, ESP, and digital content. Today's educators use Compass to find direction in education. Inspired to teach. Inspired to learn.

**BOOTH #358****Continental Press**

520 E. Bainbridge St  
Elizabethtown, PA 17022 USA  
Phone: +1 800.233.0759  
Contact: Eric Beck  
Website: [www.continentalpress.com](http://www.continentalpress.com)

Continental's K–12 ELL materials cover phonics, assessment, and academic literacy programs. We offer more than 300 leveled readers along with our popular Finish Line for ELLs 2.0. Visit us to see the new TEAM Kits for Academic Literacy and Exploring English Grammar. Preview on our website.

**BOOTH #362****Corwin**

2455 Teller Rd  
Thousand Oaks, CA 91320 USA  
Phone: +1 603.343.8592  
Contact: Maura Sullivan  
Website: [www.corwin.com](http://www.corwin.com)

Corwin is the premier publisher of professional resources that equip Pre-K–12 educators with innovative tools to improve teaching and learning so all children can succeed. Our books and multimedia products offer practical, research-based strategies created by experts. Visit our website for resources on language development, reading, literacy coaching, and more.

**BOOTH #235****Crossworld**

10000 N. Oak Trafficway  
Kansas City, MO 64155 USA  
Phone: +1 816.479.7324  
Contact: Tamara Zajac  
Website: [crossworld.org](http://crossworld.org)

Disciple-makers from all professions bringing God's love to life in the world's least-reached marketplaces.

**BOOTH #463****DaDaABC**

567 Tianshanxi Road, 10th Floor  
Changning, Shanghai 200050 China  
Phone: +86 156 1840 2070  
Contact: Wei Ding  
Website: [www.dadaabc.com/teacher/job](http://www.dadaabc.com/teacher/job)

DaDaABC is the leading online English education platform based in China.

**BOOTH #536****Duolingo English Test**

5900 Penn Ave  
Pittsburgh, PA 15206 USA  
Phone: +1 412.419.1850  
Contact: Jeffrey Tousignant  
Website: [englishtest.duolingo.com/edu](http://englishtest.duolingo.com/edu)

The Duolingo English Test is a modern language proficiency tool for today's international students and institutions. It integrates a proficiency score, video interview, and writing sample to provide a complete picture of English ability. Accessible on demand, and results are available within 48 hours.

**BOOTH #325****DynEd International, Inc.**

1350 Bayshore Hwy, Ste 850  
Burlingame, CA 94010 USA  
Phone: +1 650.375.7011 x133  
Contact: Edda Cortez  
Website: [www.DynEd.com](http://www.DynEd.com)

DynEd is dedicated to improving the quality of language education. DynEd's blended approach combines the best of teachers and technology. Our programs are built around brain-based learning, a major breakthrough in language learning. More than 20 million students in 55+ countries have used DynEd's award-winning technology-based English Language Teaching (ELT/ESL) solutions.

**BOOTH #417****Educational Testing Service**

660 Rosedale Rd  
Princeton, NJ 08541 USA  
Phone: +1 609.683.2726  
Contact: Laura Plemenik  
Website: [www.ets.org/toefl](http://www.ets.org/toefl)

The TOEFL® tests for student success! Provide your students with more opportunities worldwide. From admissions to placement and progress monitoring, you get the accurate and comprehensive information you need to confidently guide your students in English language learning. The TOEFL tests—TOEFL iBT®, TOEFL® ITP, and TOEFL® Junior™.

**BOOTH #520****Ellevation Education**

38 Chauncy St, 9th Floor  
Boston, MA 02111 USA  
Phone: +1 617.307.5755  
Contact: Marion Kennedy Amos  
Website: [www.ellevationeducation.com](http://www.ellevationeducation.com)

Ellevation is a software company focused exclusively on ELLs and the educators who serve them. With more than 10 years of experience, our platform is used by more than 550 districts across the United States to streamline ELL program management, enable effective collaboration among all stakeholders, and improve instruction.

**BOOTH #349****ELS Educational Services Inc.**

7 Roszel Rd  
Princeton, NJ 08540 USA  
Phone: +1 843.349.6465  
Contact: Kathe Drost  
Website: [www.els.edu](http://www.els.edu)

The mission of ELS is to provide English language and educational exchange programs that exceed the academic, professional, and social expectations of our clients throughout the world.

**BOOTH #340****ELTS/Color Vowel Chart**

1107 Lancaster Rd  
Takoma Park, MD 20912 USA  
Phone: +1 301.219.6297  
Contact: Karen Taylor  
Website: [www.colorvowelchart.org](http://www.colorvowelchart.org)

ELTS is an educational training and publishing company dedicated to reaching teachers and learners with innovative techniques and instructional tools that bridge the gap between spoken and written English. Teacher-owned and inspired, ELTS is home to the Color Vowel Chart, Color it out!, and the revolutionary Color Vowel Approach.

**BOOTH #241****English Central**

60 St. Clair Avenue E.  
Toronto, ON M4T 1N5 Canada  
Phone: +1 877.518.4170 x33  
Contact: Nicole Graham  
Website: [www.englishcentral.net](http://www.englishcentral.net)

English Central distributes innovative, award-winning ELT publishers to schools, bookstores, and individuals in the United States and Canada. We are proud to represent Helbling English, Garnet Education, Macmillan Education, Express Publishing, Abax, DELTA, and EnglishCentral.com.

**BOOTH #268****EnglishUSA**

1827 Powers Ferry Rd  
Bldg 14, Ste 100  
Atlanta, GA 30339 USA  
Phone: +1 404.567.6875  
Contact: Cheryl Delk-Le Good  
Website: [englishusa.org](http://englishusa.org)

EnglishUSA, the American Association of Intensive English Programs, is the largest organization of IEPs in the United States. There are more than 450 members that include university-governed programs, proprietary companies, and private language schools. Our mission is to provide support, standards, and advocacy for all IEPs in the United States.

**BOOTH #269****ESL Boot Camp**

4848 W. 136th St  
Hawthorne, CA 90250 USA  
Phone: +1 310.487.1047  
Contact: Erik Seversen  
Website: [www.ESLbootcamp.com](http://www.ESLbootcamp.com)

ESL Boot Camp changes people's lives. Through seminars, workshops, and coaching, we teach simple techniques that help students get better grades, learn more quickly, and feel more comfortable with teachers and native English speakers. Through proven strategies and motivational content, we help ESL students reach their dreams in English.

**BOOTH #341****ESL Library/Red River Press**

301-915 Grosvenor Ave  
Winnipeg, MB R3M 0M5 Canada  
Phone: +1 204.452.8241  
Contact: Ben Buckwold  
Website: [ESLlibrary.com](http://ESLlibrary.com)

ESL Library is a subscription-based resource site for English language teachers. For less than US\$5 per month, teachers receive access to 900+ professionally made lessons and 2,000+ flashcards. Download, print, and photocopy whatever you need, whenever you need it. New materials added monthly! Sign up at the booth or online.

**BOOTH #533****Express Publishing**

Liberty House, Greenham Business Park  
Newbury, RG19 6HW UK  
Phone: +30 21 0212 0871  
Contact: Kristy Kors  
Website: [www.expresspublishing.co.uk](http://www.expresspublishing.co.uk)

Express Publishing is an independent U.K. publisher, specializing in English language learning and teaching. With a presence in more than 90 countries and a variety of more than 3,500 teaching materials as well as ministerial adoptions in many countries, it has been nominated multiple times by the British Council Innovation Awards.

**BOOTH #123****Extempore, The Speaking Practice App**

PO Box 14226  
St. Paul, MN 55114 USA  
Phone: +1 651.492.7299  
Contact: Carlos Seoane  
Website: [extemporeapp.com](http://extemporeapp.com)

Extempore is the first all-in, purpose-built speaking platform. Nothing to install. Create speaking assignments in minutes. Your students can answer on the phone or on the web. You can grade and provide feedback (audio or written) on your computer or on the go.

**BOOTH #469****Federal Trade Commission**

600 Pennsylvania Ave NW  
Washington, DC 20580 USA  
Phone: +1 202.326.3266  
Contact: Bridget Small  
Website: [consumer.gov](http://consumer.gov)

Consumer.gov and Consumidor.gov provide plain language information about financial literacy. The Federal Trade Commission websites explain how to manage and use money wisely, use credit and loans carefully, and protect your identity and money.

## **BOOTH #169**

### **Fuel Education**

2300 Corporate Park Dr  
Herndon, VA 20171 USA  
Phone: +1 703.728.0461  
Contact: Barb Jones  
Website: [www.fueleducation.com](http://www.fueleducation.com)

Fuel Education provides innovative digital curriculum, technology, instruction, and support enabling you to create a learning environment that is just right for your students.

## **BOOTH #332**

### **Get This Write, LLC**

PO Box 258  
Milwaukee, WI 53201-0258 USA  
Phone: +1 414.533.5080  
Contact: JoEllen Christians  
Website: [www.GetThisWrite.com](http://www.GetThisWrite.com)

Get This Write is a unique online sentence-writing program for low-intermediate through advanced learners of American English. This self-paced, self-checking program provides clear grammar explanations and extensive controlled practice. Get This Write can be used in class or independently. It helps learners gain confidence and skill in writing sentences correctly.

## **BOOTH #281**

### **Heinemann**

361 Hanover St  
Portsmouth, NH 03801 USA  
Phone: +1 800.541.2086  
Contact: McKenna DeMelo  
Website: [www.heinemann.com](http://www.heinemann.com)

Heinemann is a publisher of professional resources and a provider of educational services for K–12 educators, including resources for math and science. Our commitment to our work and customers' enthusiastic response to our offerings has made us a leading publisher.

## **BOOTH #427**

### **Houghton Mifflin Harcourt**

9400 Southpark Center Loop  
Orlando, FL 32708 USA  
Phone: +1 407.345.2132  
Contact: Chelsie Hocker  
Website: [HMHCO.com](http://HMHCO.com)

Houghton Mifflin Harcourt is a global learning company committed to changing lives by fostering passionate, curious learners. HMH creates engaging, dynamic, and effective educational content and experiences from early childhood to K–12 and beyond the classroom.

## **BOOTH #526**

### **IELTS USA**

825 Colorado Blvd, Ste 221  
Los Angeles, CA 90041 USA  
Phone: +1 323.255.2771  
Contact: Kate McKeen  
Website: [www.ielts.org/usa](http://www.ielts.org/usa)

IELTS is an English language proficiency test designed to test communicative abilities of nonnative speakers who want to study or work in English-speaking environments. It is accepted by more than 10,000 organizations worldwide, including more than 3,000 U.S. institutions, and includes standard varieties of English—American, Australian, and British.

## **BOOTH #222**

### **IIE- Fulbright U.S. Student Program**

809 UN Plaza  
New York, NY 10017 USA  
Phone: +1 832.369.3488  
Contact: Lee Rivers  
Website: [www.us.fulbrightonline.org](http://www.us.fulbrightonline.org)

Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, the Fulbright U.S. Student Program offers 1,900 fellowships abroad for one academic year to U.S. graduating college seniors, graduate students, young professionals, scientists, and artists.

## **BOOTH #459**

### **Imagine Learning**

382 W. Park Circle  
Provo, UT 84604 USA  
Phone: +1 801.377.5071  
Contact: Anabel Richards  
Website: [www.imaginelearning.com](http://www.imaginelearning.com)

Imagine Learning's mission is to teach language, literacy, and mathematics to the children of the world. For this purpose, Imagine Learning has created its high-quality and award-winning software products: Imagine Language & Literacy, Imagine Español, Imagine Math, and Imagine Math Facts.

## **BOOTH #126**

### **Kaeden Books**

PO Box 16190  
Rocky River, OH 44116 USA  
Phone: +1 440.617.1400 x103  
Contact: Grant Urmston  
Website: [www.kaeden.com](http://www.kaeden.com)

Kaeden is a publisher and distributor of educational content for Grades K–6. We work with schools to design custom collections for guided reading. We are the sole source for the K–2 books to support the Teachers College Reading & Writing Project Assessment, by Lucy Calkins.

## **BOOTH #333**

### **Language Arts Press**

PO Box 4467  
Rockville, MD 20849 USA  
Phone: +1 301.424.8900  
Contact: Michael Berman  
Website: [www.LanguageArtsPress.com](http://www.LanguageArtsPress.com)

Language Arts Press is dedicated to higher education ESL teachers and students. We understand that we must keep one foot firmly rooted in teaching to be a truly relevant publisher. Come see the results! We have developed cutting-edge materials and mobile apps for pronunciation, grammar, academic writing, and vocabulary.

**BOOTH #532****Language Magazine**

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Contact: Emma Sutton  
Website: [www.languagemagazine.com](http://www.languagemagazine.com)

*Language Magazine* provides tens of thousands of ESL, literacy, and bilingual educators with career advice, methodologies, product reviews, grants, and news. Articles by internationally renowned experts cover all aspects of language and literacy acquisition. As a teacher, you deserve all the help you can get, so subscribe now!

**BOOTH #471****LearningU**

1220 N. Main Street, Ste 6  
Springville, UT 84663 USA  
Phone: +1 801.602.1781  
Contact: Cameron Loflin  
Website: [www.learningu.com](http://www.learningu.com)

LearningU is a leading provider of online ESL learning solutions and test preparation for students, government agencies, educational institutions, and businesses. We specialize in providing the innovative tools and interactive resources necessary for nonnative English speakers to enhance their careers and obtain their educational goals.

**BOOTH #377****Little Sponges**

Woodstock Office  
Woodstock, GA 30188-2006 USA  
Phone: +1 513.739.6246 x51373  
Contact: Natalya Seals  
Website: [www.little-sponges.com](http://www.little-sponges.com)

Little Sponges®—the first and only bilingual curriculum that leverages the power of real-life videos and interactive games to teach young students listening, speaking, and reading skills in English, Spanish, Chinese, French, German, and Russian. It closes the ELL achievement gap by 85% in one school year.

**BOOTH #234****Math Teachers Press, Inc.**

4850 Park Glen Rd  
Minneapolis, MN 55416 USA  
Phone: +1 952.545.6535 x95254  
Contact: Rob Marold  
Website: [www.movingwithmath.com](http://www.movingwithmath.com)

Math Teachers Press, Inc. is the publisher of Moving with Math®. Our programs for pre-K through high school students include research-based strategies for ELL that improve math achievement. We emphasize vocabulary development, manipulatives, and pictures that develop conceptual understanding, scaffolding, and front loading. Scientifically based studies document achievement gains.

**BOOTH #380****Mawi Learning**

105 S. York St, Ste 220  
Elmhurst, IL 60126 USA  
Phone: +1 331.642.0665  
Contact: Whitney Peterson  
Website: [mawilearning.com](http://mawilearning.com)

Mawi Learning is the SEL training solution that gets results by driving application. We transform abstract concepts into tangible mental models and tools that empower educators and students to put SEL into action. Our solutions equip ELs with tools to accelerate academic success and prepare for college and career.

**BOOTH #240****McGraw-Hill Education**

Statesman House  
Stafferton Way  
Maidenhead, SL6 1AD UK  
Phone: +1 647.554.8799  
Contact: Loula March  
Website: [www.mheducation.com](http://www.mheducation.com)

McGraw-Hill Education is a learning science company that delivers personalized learning experiences that help students, parents, educators, and professionals drive results. McGraw-Hill Education has offices across North America, India, China, Europe, the Middle East, and South America and makes its learning solutions available in more than 60 languages.

**BOOTH #446****MM Publications**

129 Colney Hatch Lane, Muswell Hill  
London, N10 1HD UK  
Phone: +30 6981 464042  
Contact: Vassilis Vlachokyriakos  
Website: [www.mmpublications.com](http://www.mmpublications.com)

MM Publications is an international publishing house specialising in the production of English language teaching books and e-learning material. It was established in 1993 and has developed rapidly since then. MM Publications can be found on all continents, with offices, distributors, and agents in more than 100 countries.

**BOOTH #335****Multilingual Matters**

St Nicholas House  
31-34 High St  
Bristol, BS1 2AW UK  
Phone: + 44 11 7815 8562  
Contact: Laura Longworth  
Website: [www.multilingual-matters.com](http://www.multilingual-matters.com)

Multilingual Matters is dedicated to publishing the very best textbooks and research monographs in the fields of applied linguistics, literacy education, multicultural education, and immigrant language learning.

**BOOTH #135****National Background Check, Inc.**

4140 Executive Parkway, Ste 119  
Westerville, OH 43081 USA  
Phone: +1 877.932.2435  
Contact: Melanie Jasniewski  
Website: [www.nationalbackgroundcheck.com](http://www.nationalbackgroundcheck.com)

National Background Check, Inc. (NBCI) is one of the leading FBI Channeling agencies in the United States. NBCI's services include providing expedited FBI background checks, via electronic (web portal) or mail (hard copy), for individuals planning to work or study abroad. In need of super fast service? Try same-day service!

**BOOTH #246****National Clearinghouse for English Language Acquisition (NCELA)**

8757 Georgia Ave, Ste 460  
Silver Spring, MD 20910 USA  
Phone: +1 866.347.6864  
Contact: Raquel Nogales  
Website: [ncela.ed.gov](http://ncela.ed.gov)

**BOOTH #214****National Geographic Learning**

20 Channel Center St  
Boston, MA 02210 USA  
Phone: +1 617.289.7812 x27812  
Contact: Beth Leonard  
Website: [ngl.cengage.com](http://ngl.cengage.com)

National Geographic Learning brings the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, students develop the language and skills they need to be successful global citizens and leaders.

**BOOTH #531****Nearpod**

18305 Biscayne Blvd, Ste 301  
Aventura, FL 33160 USA  
Phone: +1 305.890.6616  
Contact: Mari Lasnetski  
Website: [www.nearpod.com](http://www.nearpod.com)

Nearpod is a unique mobile learning platform designed for the use of mobile devices in education. With Nearpod, teachers can create content, engage students digitally, and assess them in real time.

**BOOTH #568****Northeastern Illinois University**

5500 North St. Louis Ave  
Lech Walesa Hall 3062  
Chicago, IL 60625 USA  
Phone: +1 773.442.5873  
Contact: Jeanine Ntahirageza  
Website: [www.neiu.edu](http://www.neiu.edu)

NEIU's TESOL faculty has more than 75 years combined experience teaching TESOL and 80 years combined teacher training experience. Whether you are interested in earning your MA or graduate certificate or adding an endorsement in teaching ESL in the state of Illinois, our expert faculty is ready to meet your needs.

**BOOTH #162****Northrup Grumman**

2340 Dulles Corner Blvd  
Herndon, VA 22042 USA

**BOOTH #424****Oxford University Press**

198 Madison Ave #8  
New York, NY 10016 USA  
Phone: +1 212.726.6350  
Contact: Nicole Kavanaugh  
Website: [www.oup.com/elt](http://www.oup.com/elt)

Oxford University Press is the world's authority on the English language. As part of the University of Oxford, we are committed to furthering English language learning worldwide. We continuously bring together our experience, expertise, and research to create resources, helping millions of learners of English to achieve their potential.

**BOOTH #432****Pearson ELT**

221 River St  
Hoboken, NJ 07030 USA  
Phone: +1 914.267.7712  
Contact: Stuart Radcliffe  
Website: [pearsoneltusa.com](http://pearsoneltusa.com)

Pearson ELT is the leading publisher of English language learning materials for adult and higher education. We focus on innovative ways of combining content, assessment, technology, and services to help teachers and students achieve their English teaching and learning goals.

**BOOTH #217****Pro Lingua Associates**

74 Cotton Mill Hill, Ste A315  
Brattleboro, VT 05301 USA  
Phone: +1 802.257.7779  
Contact: Andy Burrows  
Website: [ProLinguaAssociates.com](http://ProLinguaAssociates.com)

Pro Lingua Associates is a publisher of ELL texts and teacher resource materials (mostly photocopyable) designed to foster student-centered language learning by students of all ages and proficiency levels anywhere. We are celebrating support for and by the TESOL community since 1980! Thank you!

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## Easy English NEWS

Volume XXII Number 8

April 2017

See page 10 for prices and ordering information.

### Going, going, gone?

April is Earth Month. *Easy English NEWS*' first article every April is about the earth and how we can care for it.

How many **dinosaurs\*** have you seen lately?

None? That's because dinosaurs have been **extinct\*** for 65 million years. A **catastrophic\*** event wiped them out. It wiped out 70% of all other animals alive at that time, too.

The earth is about 4.8 billion years old. How many different **species\*** of animals and plants have ever lived on it? Scientists think that number might be five billion. There were several **massive\* extinctions\*** in the earth's past. Most of those earlier plants and animals became extinct before humans existed\*.

Today, scientists **estimate\*** that there are between 10 million and 14 million different species alive on our planet.

Some scientists believe that another massive extinction is happening now. They say that 30% to 50% of species alive today will be extinct by the year 2200. They say that human activity is causing these extinctions.



A family of African elephants at a watering hole. Photo by Bigstockphoto.com

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Words in **black print** with a star (\*) are in **WORD HELP** on page 12.



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### Finding a place to live Renting an apartment

Are you looking for a place to live? Most newcomers rent a place first. People who rent are called **tenants\***. They pay rent to the **landlord\*** of their building.



When you visit an apartment, ask the landlord where the fire exits are. Tall apartment buildings have fire escape stairs on the outside of the building. Bigstockphoto.com

How to find an apartment

Tell your friends and family that you are looking for an apartment. Put a note on the **bulletin board\*** at your work place. Look at the ads in the **real-estate\*** section of the newspaper or on **craigslist.org\***.

Go to a real-estate website and look at the apartments. Some real-estate

websites are: **Zillow.com**, **Trulia.com**, and **Realtor.com**. Type in your city or ZIP code. You can choose a **price range\***, the size of the apartment, and more. You can see many photos of apartments for rent.

You can use a **real-estate agent\*** to help you find an apartment. The agent's **fee\*** is usually one month's rent.

What do you want?

Write down the things you want and need in an apartment.

How many bedrooms and bathrooms do

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NOTE: All 12:30 pm–1:45 pm sessions are poster sessions and can be found on pages 193–204.

## Accreditation/Credentialing

### MONDAY

1:00 pm–5:00 pm Effective Lesson Observation: More Than Meets the Eye

### WEDNESDAY

9:30 am–11:15 am Organizational Culture in University and Proprietary IEPs: Challenges and Changes

Quality Assurance in Online Language Teacher Education

11:30 am–12:15 pm Reasons and Strategies for Developing an EAP Tutoring Service

## Action/Classroom-Based Research

7:00 am–7:45 am Audio-Recorded Feedback and Using Technology in the TBLT Classroom  
Japanese Students' Agency in Constructing NEST-Led Classes: A Case Study

9:30 am–10:15 am Beliefs and Emotions About OCF: An Argentinean EFL Classroom Perspective

10:30 am–11:15 am Arab Learners' Perceptions of Plagiarism and Source Use in Academic Writing

11:30 am–12:15 pm NNET and Teacher Trainer Professional Identity Formation: An Autoethnography

11:30 am–1:15 pm I-BEST: Model for Precollege Student Success in College Transfer Programs

12:30 pm–1:45 pm Asking Questions the Right Way  
Beyond Professional Development: Action Research for Social Justice  
Effective or Not: Ability Grouping for EFL Students at University

English Through Service  
Japanese University Students' Beliefs in Learning English  
Sustaining Dialogue With Low-Level ELLs

4:00 pm–4:45 pm Taking Notes in a Second Language: A Pedagogic Model

5:00 pm–5:45 pm Building Bridges: Combining IEP and Academic Content Courses

### THURSDAY

9:30 am–10:15 am Oral Case Briefing: An Integrated Approach to Improving Legal Communication

10:30 am–11:15 am Implementing CBI for Chinese Study-Abroad Students in Thailand

12:30 pm–1:45 pm Authentic Materials for Career-Readiness of University English Majors

Developing and Facilitating MOOC for EFL Teachers: Stories From Indonesia

Managing Large Classes Through Communicative Tasks: Nepalese EFL Classroom Constraints

Problem-Posing Pedagogy in the IEP Classroom

Successful Blended EFL Learning: Comparison of High vs Low Achievers

TEFL Collaborative Practices Using a Model for Improvement

3:00 pm–3:45 pm Creating and Implementing the International Year One Program

The Effects of Pretask Instruction on Task-Based Learning

### FRIDAY

7:00 am–7:45 am Communicative Language Teaching: Teachers' Experiences and Struggles in EFL Contexts  
Did You Hear That? Discourse Analysis in the EAP Classroom

9:30 am–10:15 am Promoting Out-of-Class English Learning Opportunities Through WhatsApp

9:30 am–11:15 am Project-Based Instruction in East Africa: Challenges and Lessons Learned

Sustaining and Extending Best Practices Through Action Research

10:30 am–11:15 am Social Media Literacy in L2 Environments: Navigating Anonymous User-Generated Content

11:30 am–1:15 pm The Massachusetts Next Generation ESL Project: From Dialogue to Action

12:30 pm–1:45 pm Google Drive to Enhance Students' Compositions Through Collaboration.

Sustaining Dialogue While Exploring Identity With Beginner Adult ESL Learners

Transforming EAP: Creativity, Critical Reflection, Communication, and Collaboration

Understanding Emotion Through Dance Improves Vocabulary in ELLs

1:00 pm–2:45 pm Identities in Conversation: Reciprocal Influences of Monolingual and Multilingual Writers

## Advocacy

### WEDNESDAY

- 7:00 am–7:45 am Advocating for ELLs in the Era of Trump
- 9:30 am–11:15 am Speaking Up and Pushing Back: Women of Color in Academia
- 12:30 pm–1:45 pm Health Literacy Partnerships: Improving Health Outcomes for Low Literacy Refugees  
Linguistic and Racial Others to Visible Minority Women

### THURSDAY

- 9:30 am–10:15 am Establishing Equity for ESL/EFL Professionals of Color
- 9:30 am–11:15 am Grassroots Advocacy: Empowering Teachers, Supporting Students
- 11:30 am–12:15 pm English Language Education for Democracy and Citizenship  
Finding Our Voice in the Academic Dialogue: Empowering Advocates
- 11:30 am–1:15 pm Mapping Support for ELs: Advocacy Strategies in Higher Education  
Students With Limited or Interrupted Formal Education: Challenges and Solutions
- 12:30 pm–1:45 pm Language and Literacy Instruction: Implications for Resettled Syrian Refugee Children  
The Inadequacies of U.S. Education Policies: ELLs and Reaching Equity
- 1:00 pm–1:45 pm Universal Design: Making the ESOL Classroom Accessible to All Students
- 3:00 pm–3:45 pm Jane Addams, America's First Immigrant Advocate
- 4:00 pm–4:45 pm ELL Advocacy in Professional Organizations
- 5:00 pm–5:45 pm Yes, We Can! Black Male Recruitment and Retention in TESOL

### FRIDAY

- 9:30 am–10:15 am Invisible No More: Caribbean Teachers in the TESOL Industry  
Language Loss and Language Recursion: L2 Learners' Linguistic Experiences
- 9:30 am–11:15 am Putting TESOL Advocacy Into Practice
- 12:30 pm–1:45 pm Challenging Assumptions: What Do Students Need to Succeed?  
English Language Policies: A Chinese EFL Student's Voice  
The Voices and Experiences of Biliterate Youth in Northwest Arkansas  
U.S.- and Taiwan-Educated Taiwanese Teachers of English: Capital and Agency
- 1:00 pm–1:45 pm Creative Media as Tangible Advocacy for Global Educators
- 1:00 pm–2:45 pm ELs in the Social Studies Classroom: Analyzing Primary Sources

- Sustaining Dialogue Across the TESOL Community: Role of TESOL Affiliates
- TESOL Professionals of African Descent: Challenges in the Middle East
- 2:00 pm–2:45 pm Advocating for Multilinguals: Linguistically Responsive Instruction in Higher Education  
Critical Translanguaging: Bridging Translanguaging, Social Justice Pedagogy, and Critical Literacy  
Sustaining Dialogues of Advocacy: Teacher (Educator) Agency in ESL Education

## Applied Linguistics

### WEDNESDAY

- 7:00 am–7:45 am Hands-On Corpus Searches: Helping Students Discover Authentic Pragmatic Routines
- 9:30 am–10:15 am Empowering ELLs Through Assessing L2 Pragmatics
- 12:30 pm–1:45 pm Interaction Between L2 Willingness to Communicate and Foreign Language Anxiety  
SLA Theory Workshops: Generating Dialogues Between EAP and Content Instructors
- 1:00 pm–1:45 pm Best Practices for Developing Academic Discourse Through Contrastive Corpus Analysis
- 1:00 pm–2:45 pm Theory in Practice: Hands-On Activities for Teaching SLA Concepts
- 2:00 pm–2:45 pm Viewing Variable Voices in Learner Language Through a Heteroglossic Lens

### THURSDAY

- 9:30 am–10:15 am Creating Cultures of Language Awareness in Content-Based Contexts  
Exploring and Explaining Student Teacher Pedagogical Grammar Cognitions
- 9:30 am–11:15 am Voices in Learner Language: Heteroglossia and Language Play in SLA
- 10:30 am–11:15 am Language Learning Strategy Use Among ESL Beginners  
The Impact of Intercultural Rhetoric on Translingualism: EAP/ESP Writing Studies
- 12:30 pm–1:45 pm Effects of L2 Learning on L1 Development  
Pragmatics of Emailing: Who Is Competent?  
Vocabulary Knowledge and Oral Ability: Investigating Dialogic and Monologic Tasks
- 1:00 pm–1:45 pm The Conceptual Differences and Interferences Between L1 and L2 in Idioms Learning
- 2:00 pm–2:45 pm Students' Perceptions of Apology Productions to Instructors
- 3:00 pm–4:45 pm Teaching Literature Reviews: Insights From Research and Classroom Practice
- 5:00 pm–5:45 pm Creating Identity Texts Through Drama: Perceived Effects on SLA

## FRIDAY

- 7:00 am–7:45 am Sustaining Dialogues: Turn-Taking in L2 Conversations
- 10:30 am–11:15 am How Useful Are Corpus Linguistic Tools for Learners' Error Correction?  
More Effective Approach for International EAP Students: Monolingual or Plurilingual?
- 11:30 am–12:15 pm Enhancing Undergraduate-B1 EFL Students' Intelligibility Using Suprasegmentals
- 12:30 pm–1:45 pm Arabic-Speaking ESL Students' Avoidance of the English Present Perfect  
Indexicality and L2 Education: A Perspective on Ochs's Indexical Model
- 1:00 pm–2:45 pm Task Complexity in L2 Writing

## Assessment

### MONDAY

- 9:00 am–4:00 pm Best Practices in Classroom Assessment: What Every Teacher Should Know

### WEDNESDAY

- 9:30 am–10:15 am Using the EPOSTL to Promote Dialogue in EFL Teacher Education
- 11:30 am–12:15 pm Innovative Formative Assessments That Enhance Dispositions and Motivations
- 12:30 pm–1:45 pm 5 Steps to Effective Implementation of ESL Student Portfolios  
50 Considerations in Combating Cheating  
Student-Generated Scoring Rubrics for Improving EFL Students' Writing Performance
- 2:00 pm–3:45 pm Discovering Assessment Tools to Engage the 21st-Century Learner
- 3:00 pm–3:45 pm Authentic Assessment: Developing Metacognitive Skills via Student Portfolios and Self-Assessments  
Designing Effective Scoring Rubrics for Academic Tasks and Assignments
- 4:00 pm–4:45 pm Modifying the Test: Making Classroom Assessments Accessible for ELs

### THURSDAY

- 12:30 pm–1:45 pm Creative Formative Assessments: Engaging Students and Highlighting Language Improvement  
Using Quizzes in the EFL Context: Teacher Perspectives
- 1:00 pm–2:45 pm Building Efficient Rubrics to Increase Grading Speed and Reliability
- 2:00 pm–2:45 pm Improving Student Learning With Inquiry-Based, Data-Driven Decision Making
- 3:00 pm–3:45 pm Creating Intervention Programs From the Diagnostic Results of Placement Tests
- 4:00 pm–4:45 pm Collaborative Test Development in an IEP: Challenges, Choices, and Consequences

- 5:00 pm–5:45 pm Rubrics as Teaching Tools: Clarifying Expectations and Improving Outcomes

## FRIDAY

- 7:00 am–7:45 am I Kind of Used the Rubric...and How I Felt
- 11:30 am–12:15 pm Adopting a New EAP Placement Test and Procedure  
Assessing Pragmatic Competence Using Video-Conferencing Role-Play
- 12:30 pm–1:45 pm A Comparative Study of Different Types of Assessment in EFL Writing  
Empowered Writers: Strengthening Dialogue and Peer-Review in EFL Writing  
Using Digital Tools to Inform on Student Progress and Needs
- 1:00 pm–1:45 pm An Investigation of the Validity of an ESL Placement Assessment  
The Essay Was Bad: Test-Takers' Perceptions of Writing Exams
- 2:00 pm–2:45 pm Validating IEP Placement Testing With K-Cluster Analysis and Qualitative Review

## Bilingual Education

### WEDNESDAY

- 10:30 am–11:15 am Whole School Essentials for Dual Language Programs
- 12:30 pm–1:45 pm "Listen to Me": Stories of an Emergent Bilingual Student  
Embracing Multilingualism in a Generation 1.5 Program  
Nonnative College Students' Dual Attitudes Toward Nonnative Instructors
- 1:00 pm–1:45 pm Translanguaging Strategies for Elementary Classrooms
- 3:00 pm–4:45 pm ELs and the Seal of Biliteracy: Access and Achievement
- 5:00 pm–5:45 pm Reading and Writing Translanguaging Strategies for Secondary ELLs

### THURSDAY

- 7:00 am–7:45 am Kiswahili and English in Tanzanian Education: The Clash of Titans
- 9:30 am–11:15 am Empowering Pre-K–K Families to Enrich Literacy in Multiple Languages
- 11:30 am–12:15 pm Secondary Teachers' Negotiation of 2-Way Immersion Practices
- 12:30 pm–1:45 pm Teaching English and Leadership Skills to Students of Afro-Peruvian Descent
- 4:00 pm–4:45 pm Translingualism in Bilingual Education: A Research-Based Lesson on Poetry

## FRIDAY

- 9:30 am–10:15 am Motivating the Bilingual Learner in the ESL Classroom in Nigeria

2:00 pm–2:45 pm Can't Stop Caring: Professional Lives of Latino/a Bilingual Educators  
Translanguaging: The Wave of the Future

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## CALL/Video/Digital Media/Technology in Education

### WEDNESDAY

11:30 am–12:15 pm 6 Models of Flipped Learning Instruction  
Digital Repertoires and ELT in the 21st Century

12:30 pm–1:45 pm Smartphones as Learning and Assessment Tools in EFL Extensive Reading

1:00 pm–1:45 pm Developing an Online Listening and Speaking Course  
Electronic Portfolios: Leveraging the English-Speaking Self  
Empowering Tanzanian Students Through Multilingual Storytelling, Drama, and Digital Publishing

2:00 pm–2:45 pm Applying Quality Matters Criteria for Effective Online ESL Courses  
It's Gettin' HOTT in Here: Higher Order Thinking With Technology

2:00 pm–3:45 pm Creating a 2.0 Classroom in a 1.0 Class Environment

3:00 pm–3:45 pm Using Digital Storytelling to Foster EFL Learners' Writing Skills

5:00 pm–5:45 pm Artificial Intelligence in Education: Panacea or Pandora's Box?  
Sustaining Digital Dialogues Through Podcasting

### THURSDAY

7:00 am–7:20 am Online Paraphrasing Tools: The Next Step in Electronic Plagiarism  
Spiral and Recap: Online Tools That Capture Classroom Engagement  
Using Multimedia to Motivate EFL Students in Secondary Schools

7:00 am–7:45 am Occupy the School: Discovering New Spaces for Learning

9:30 am–10:15 am 10 Tips for Digital Literacy  
Immersive Games, Language Learning, and Literacy  
Written vs. Screen Capture Feedback: Which Do ESL Students Prefer?

9:30 am–11:15 am Apps, Smartphones, Action!: Avatars and Storytelling With Toontastic

10:30 am–11:15 am But Wait, There's More! The English Language Infomercial Project  
Transforming Language Learning With Augmented Reality

11:30 am–12:15 pm Exploring Synchronous Mobile-Assisted Language Instruction for EFL Oral Proficiency  
Video Dubbing: A Key to Dialogue in EFL Classroom

12:30 pm–1:45 pm Effective Blended Learning Techniques in Chinese University EFL Settings  
Electronic Portfolios: Leveraging the English-Speaking Self  
Using a Mobile Application as a Classroom Supplement: Students' Perspectives  
Using Mobile Apps With Adults: Simultaneously Boosting the 4 Skills

1:00 pm–2:45 pm 3 Years After: Reflections on a Collaborative MOOC

2:00 pm–2:45 pm Engaging Students in Collaborative Writing Projects With Google Apps

2:00 pm–3:45 pm Collaborative Cross-Curricular Global Projects: Virtual Field Trips for Time Travellers

3:00 pm–3:45 pm More Than Words: Infographics for Language Teaching and Learning

3:00 pm–4:45 pm VR and 360 Video in the Classroom: Some Practical Suggestions

4:00 pm–4:45 pm Gamifying Language Learning

### FRIDAY

7:00 am–7:20 am Sparked: How Digital Literacy Ignites Dialogue, Learner Autonomy, and Self-Advocacy  
YouTubers Are the Best English Teachers

7:00 am–7:45 am Using Emojis to Engage Student Learning

9:30 am–10:15 am Examining Technology Use in North American EAP Programs

10:30 am–11:15 am The How and Why of Experiential Learning Group Video Projects

11:30 am–12:15 pm Beyond the Novelty Effect: Using an Online Student Response System

12:30 pm–1:45 pm Asynchronous Telecollaboration for Developing Global Competencies  
Sustain the Dialogue by Saying "Take Out Your Phones"  
The Effectiveness of Using Video Tools in ESL Classrooms

1:00 pm–1:45 pm Incorporating Augmented Reality in the Classroom: Lessons and Activities  
New Techniques for Digital Story Creation With Adolescent SIFEs

2:00 pm–2:45 pm Rewiring Language Pedagogy: A Reflection on Technology Use Classrooms

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## Culture/Intercultural Communication

### WEDNESDAY

7:00 am–7:20 am Participatory Classrooms: Navigating by the Stars

7:00 am–7:45 am Language, Culture, and Community Online: Preparing International Students for Success

9:30 am–10:15 am Understanding of Positionality and Improved Dispositions for Teachers of ELs



- 9:30 am–11:15 am Creating a Welcoming Environment for Diverse Students and Their Families  
Pragmatics Instruction for ITAs Using Role-Plays
- 11:30 am–12:15 pm Dialogues Nobody Wants to Have  
Embracing Multilingualism/Pluralism for Social Justice in a Globalized World  
Enriching Intercultural Awareness in EFL Contexts Through Immersion Programs  
Globetrotting Educators Inspire Dialogue Throughout TESOL’s Worldwide Community and Classrooms
- 12:30 pm–1:45 pm Girls and Boys: Classroom Participation in English Courses  
Imagining ELL Religious Identities: Sustaining Classroom Dialogue Through Religious Literacy  
Jokes and the Teaching of Grammar; Jokes and Cultural Competency
- 2:00 pm–2:45 pm Observation as a Skill: Teaching Students to Counter Stereotypes
- 3:00 pm–3:45 pm I Don’t Have Culture: Engaging University Students in Intercultural Dialogue
- 3:00 pm–4:45 pm Teachers of Color Use Testimonios to Narrate Their Teaching Experiences
- 4:00 pm–5:45 pm Activities for Building Intercultural Communication Skills Among IEP Students
- 5:00 pm–5:45 pm Smile! You’re in America!: Cultural Views on Smiling

#### THURSDAY

- 7:00 am–7:45 am Navigating Cultural Divides in Indonesia: Teachers’ Learning, Beliefs, and Practices
- 9:30 am–10:15 am Being Connected: Academic and Social Integration of International Students
- 10:30 am–11:15 am Intercultural Competence: ELLs, TESOLers, and the Greater Educational Community
- 11:30 am–12:15 pm International Student Adaptation to Unfamiliar Learning Approaches and Expectations  
Uniting Nonnative Teachers in Fostering Multicultural Learners’ Needs
- 11:30 am–1:15 pm Building Global Citizenship Through Intercultural Language Teaching
- 12:30 pm–1:45 pm A Story to Tell: Seniors Find English Voice in Autobiography  
Fostering and Sustaining Student Collaboration in Multicultural EAP Group Projects  
Intercultural Competence: A Key to Successful Teachers of ELLs  
Korean Students’ Wives’ Preconceptions/ Misconceptions/Perceptions About U.S. ESL  
Students’ Graphic Representations of Arabic vs. English Writing
- 1:00 pm–1:45 pm Authentic Community Educational Engagement Through Participatory Research Projects

- Partnerships With International Students: How to Prepare for Intercultural Learning  
Sustaining Cross-Border Dialogues: University Telecollaboration With Remote, Resource-Limited Sites
- 1:00 pm–2:45 pm Empowering ITAs Through Research
- 2:00 pm–2:45 pm What a Nonnative Teacher Understands That a Native Misses
- 4:00 pm–4:45 pm Extending the Dialogue Across Teachers of Multiple Faiths  
Using Language and Playing a Part: English and the Performing Arts
- 5:00 pm–5:45 pm Acculturation of International Students Inside and Outside the Classroom  
Building Plurilingual and Pluricultural Competence in TESOL  
Redesigning Djibouti’s EFL Program: Replacing Western Textbooks With Culturally Relevant Curriculum

#### FRIDAY

- 9:30 am–10:15 am Speak Up: Teaching Advanced ESP Learners the Value of Integration
- 9:30 am–11:15 am Performing Awareness in a Diverse Society: Reflections on Identity
- 10:30 am–11:15 am Changing International Students’ Perception of Academic Advising Through Proactive Communication  
Facework and Negotiation of Meaning in Synchronous Transnational Telecollaboration  
Making the Insignificant Significant: Using Critical Incidents in the Classroom
- 11:30 am–12:15 pm Brave New World: Understanding Social Media’s Impact on TESOL  
Fostering International and Intercultural Competences in Language Programs
- 12:30 pm–1:45 pm English Pathways to Child Care and Child Development  
Follow the Evolving Disney Princess to Linguistic and Cultural Competence  
Integrated Tutoring Center Impacts Students’ Academic and Cultural Success  
No Boys Allowed: Women’s Intercultural Clubs  
Using an International Neighbors Program to Foster Cross-Cultural Dialogue
- 1:00 pm–1:45 pm Teaching Private and Public Apologies in American English  
The Pragmatics of Emailing: Who Is Competent?
- 1:00 pm–2:45 pm Intercultural Dialogue: Speaking and Listening for Understanding
- 2:00 pm–2:45 pm Examining Identity in L2 Students’ Personal Essays  
Strategies to Enact Culturally Responsive Teaching

## Curriculum/Materials Development

### MONDAY

- 1:00 pm–5:00 pm Games for the IEP Classroom  
5:00 pm–9:00 pm Engaging EFL/ESL Learners Through Personalized Lessons

### TUESDAY

- 9:00 am–4:00 pm Advancing Conversations on Rigor: A Catalyst for Reaching ELLs' Goals  
1:00 pm–5:00 pm Academic Content and Fluency Development  
Designing More Engaging Listening Activities

## Grammar

### WEDNESDAY

- 7:00 am–7:45 am Making Grammar Great Again: Documenting International Experiences With Online Portfolios  
9:30 am–10:15 am Grammatically Speaking: Activities to Improve Grammatical Complexity in Oral Production  
11:30 am–12:15 pm The 20 X-Words: Keys to Understanding English Verb Patterns  
The Persistence of Grammar  
12:30 pm–1:45 pm Effects of Mixed Pair Work on Article Use  
WebSCoRE: Effective and Enjoyable for Beginner Level Remedial Grammar  
3:00 pm–3:45 pm EFL Teacher and Learner Preferences: Isolated and Integrated Form-Focused Instruction

### THURSDAY

- 10:30 am–11:15 am English Articles: Beyond Rules, Exceptions, and Abstract Explanations  
12:30 pm–1:45 pm Spanish Heritage Child Grammatical Mastery in L1 and L2 Structures  
4:00 pm–4:30 pm Teaching Structures Through Context-Manipulation Activities  
4:00 pm–4:45 pm Grammar for College Composition: Dialogue Between Writing and Language Instructors  
Irregular Verbs: A Corpus Analysis of Lists From Grammar Books  
5:00 pm–5:20 pm Infographics: Explaining Grammar Points in the EFL Classroom

### FRIDAY

- 9:30 am–10:15 am EFL Students' Beliefs About How They Learn Grammar Best  
11:30 am–12:15 pm The Controversy Continues: Curricular Decisions on Grammar Sequencing

## K-12 Teacher Education

### MONDAY

- 5:00 pm–9:00 pm Supporting Students With Interrupted Formal Education  
Using Music and Song to Teach ESL

### TUESDAY

- 8:00 am–12:00 pm The GO TO Strategies: Guiding Teachers to Scaffold Content Language

### WEDNESDAY

- 9:30 am–11:15 am Mainstream Teacher Preparation for Multilingual Learners: A Cross-Institutional Discussion  
12:30 pm–1:45 pm Identity, Language, and Issues of Teachers of Refugees in Malta  
3:00 pm–4:45 pm Preparing Next Generation of Multilingual Teachers: Partnership With Guangdong University

### THURSDAY

- 7:00 am–7:45 am The Panamá Bilingüe Program: Empowering Teachers Through Multifaceted Professional Development  
9:30 am–10:15 am Designing and Implementing Innovative Coaching and Supervision Models  
Strategies to Support ELs in the Mainstream Classroom  
9:30 am–11:15 am The Gift of Gab or a Teaching Curse?  
10:30 am–11:15 am Using Visual Literacy Strategies to Facilitate ELs' Content-Area Learning  
11:30 am–12:15 pm Scaffolding Transformational Reflection for Developmentally Diverse Teachers  
2:00 pm–2:45 pm Fast-Track Endorsement and the Changing Role of K-12 ESL Teachers  
3:00 pm–3:45 pm Preparing TESOL Teachers as Resource Teachers for Pre-K-12 Schools  
4:00 pm–4:45 pm Teaching for Successful 21st-Century Learning: Make It Happen  
5:00 pm–5:45 pm Learning Intercultural Competence From ELs  
Word Knowledge: A Neglected Area of Teacher Language Awareness

### FRIDAY

- 9:30 am–11:15 am Sustaining Teacher Development and Engagement Over Time  
10:30 am–11:15 am The Common Core's Long Reach: How Policies Control Teachers' Practices  
11:30 am–1:15 pm Collective Efficacy: Dialogues to Bridge ESL and Core Content Communities  
12:30 pm–1:45 pm Theory for What? Scaffolding ESOL Teacher Knowledge of SLA  
2:00 pm–2:45 pm Positional Identities of K-12 Hispanic Teachers: A Narrative Study  
2:30 pm–3:15 pm Preservice Teachers' Understandings About the Role of Language in Mathematics

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## Leadership

### WEDNESDAY

- 7:00 am–7:45 am After the Restructure: Leadership Skills for Survivors
- 9:30 am–10:15 am Transforming ELL Deficit Discourse to Asset Orientation Through Distributed Leadership
- 9:30 am–11:15 am Developing a Community of Practice as a Vehicle for Change
- Sustaining Professional Dialogue in TESOL Retirement
- 2:00 pm–2:45 pm Extending Professional Development Through Community: Teaching Young Learners in Peru
- 3:00 pm–4:45 pm Targeting Professional Communication Skills for International Dialogue
- 4:00 pm–4:45 pm A Faculty Development Model to Support Nonnative-English-Speaking Students

### THURSDAY

- 7:00 am–7:45 am Principal Leadership: How Principals Learn to Improve Education for ELs
- 12:30 pm–1:45 pm Everyday Leadership: Teaching Leadership Skills in the ESL Classroom
- 1:00 pm–2:45 pm Critical Conversations: How to Sustain Dialogue in Challenging Contexts
- 4:00 pm–5:45 pm ESL Teachers as Coaches in Early Childhood Settings

### FRIDAY

- 7:00 am–7:45 am Voices From the Wilderness: Principals Making Sense of Black Language
- 9:30 am–10:15 am Be Prepared: Managing Program-Disruptive Crises
- 11:30 am–12:15 pm Creating Educational Opportunity for ELLs Through Mutually Beneficial School-University Partnerships

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## Listening

### TUESDAY

- 8:00 am–12:00 pm Listen Again: Strategies for an Integrated Approach to Listening Skills

### WEDNESDAY

- 11:30 am–12:15 pm Bottom-Up Listening Practice and Assessment in the EAP Classroom
- 12:30 pm–1:45 pm Listening Journals: Facilitating Strategy Use in Academic Listening
- Radio in the Trenches: “English with Oleseya,” Ukraine With Peace
- 3:00 pm–3:45 pm 10 Strategies to Improve Students’ Listening Comprehension
- 4:00 pm–4:45 pm 60-Second Podcasts: Connecting Text, Activity, and Student Learning Outcomes
- Turning Listening on Its Ear: How to Improve Listening Comprehension
- 5:00 pm–5:45 pm Did You Get It?: An Approach to Authentic Listening

### THURSDAY

- 9:30 am–10:15 am Making Waves: Radio Waves, That Is
- 12:30 pm–1:45 pm Students’ Listening Strategy Use in an Intensive Korean Basic Program
- 2:00 pm–2:45 pm Encouraging Students to Value Note-Taking

### FRIDAY

- 7:00 am–7:20 am Reading Logs and Listening Logs: A Grading Nightmare Turned Around
- 7:00 am–7:45 am Investigating Algerian Preservice Teachers’ Listening Strategies
- 9:30 am–10:15 am Academic Listening Pedagogy: University-Based IEP Teachers’ Cognitions and Practices

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## Materials/Curriculum Development

### WEDNESDAY

- 7:00 am–7:45 am Agency for All: Practical Materials for the Translingual Writing Classroom
- Using Dialogue-Free Videos to Get Students Talking
- 11:30 am–12:15 pm Creating Classroom Materials That Think Critically
- Cross-Departmental Dialogues for Sustainable Success of English-Taught Programs
- 12:30 pm–1:45 pm 5 Strategies for Effective Hybrid Course Design
- Creative Speaking and Writing Lessons With Visuals at Hand
- Development of Engineering English Curriculum in a non-English-speaking Country
- Increasing IEP Student Satisfaction: Encouraging a Community Connection
- Learners’ Perspectives on Authentic Materials in the EFL University Classroom
- Using Total Physical Response Activities in the Adult Refugee Classroom
- 1:00 pm–1:45 pm Doing Practical Task-Based Needs Analysis in an EAP Program
- Video Making for Everyone
- 2:00 pm–2:45 pm Designing an EAP Undergraduate Research Course: Problems and Processes
- English-Medium Courses at University in Japan: Factors for Success
- Harnessing the Popularity of Tabletop Games: Authentic Interaction and Assessment
- Needs Analyses as a Teaching Tool to Enhance ESP Curricula
- 4:00 pm–5:45 pm Accelerating Access to Careers Through Contextualized Instruction
- 5:00 pm–5:45 pm Discussing Issues in ESP Pedagogy and the School of Pharmacy

### THURSDAY

- 7:00 am–7:20 am Motivating Job-Seeking Students: Workplace Situated Activities and Role-Plays

7:00 am–7:45 am	Adapting a Mainstream Composition Curriculum for an IEP Bridge Course Where in the World Am I: Place-Based ESL Curriculum Design	International Student Success: Reorientation to an Academic Community of Practice Sustaining Linking Words in Dialogue: Linking Theory and Practice
9:30 am–10:15 am	Creating a Literacy Vocational ESL Curriculum for Adult Refugee Learners Turn Left or Go Straight? Creating Interactive Graded Readers Yes, S.I.R.! A Paradigm for Developing K–6 ELL Writing Tasks	Workplace ESL Competency Development and Implementation for Adult Education
9:30 am–11:15 am	Backward and Upside Down: The Journey Through Project-Based Learning	
10:30 am–11:15 am	Student Perceptions of Critical Thinking Activities: Insights for Materials Design Supporting Postgraduate Students Writing in the Disciplines	
11:30 am–12:15 pm	Developing a Project-Based Writing Course for Graduate STEM Students Integrating Drama, Music, and Smartphones for Language Learning Project-Based Learning: Connecting All 4 Skills	
11:30 am–1:15 pm	Contextualized ELA Classes in Preparation for Career and Postsecondary Education The Learning Curve of Building a Pathways Model Program	
12:30 pm–1:45 pm	Data in the Details: Designing Effective Digital Surveys Developing and Piloting an Advanced Writing Course for PhD Students Experiential Learning: Accessing the Classroom Through the Kitchen Facilitating an Engineer’s Language: EAP Instructors’ Disciplinary Literacy Teaching Strategies Look Backward to Move Forward in Curriculum Design Making It Stick With Sketchnoting Metacognitive Instruction in Peer Interaction and Feedback	
1:00 pm–1:45 pm	Low-Level Adult ESL and CCRS: What’s the Scoop? The Experience of Curriculum Design in the EFL Context	
1:00 pm–2:45 pm	Low Enrollment Changes Everything	
2:00 pm–2:45 pm	Promoting ELL Information Literacy With a Research Methods Class Visual Design 101: Boosting the Impact of Your ELT Materials	
2:00 pm–3:45 pm	Designing Online Learning to Create Successful ELLs	
3:00 pm–3:45 pm	Using Film to Teach Modern U.S. History to ELLs	
3:00 pm–4:45 pm	Using the English Language Proficiency Standards to Support Task Demands	
4:00 pm–5:45 pm	Enhancing and Sustaining Academic English with CBI	
5:00 pm–5:45 pm	EOP in Ecotourism: The Costa Rican Experience	
<b>FRIDAY</b>		
7:00 am–7:45 am		Teachers’ Cognitions About Principles of Curriculum-Design and Their Own Roles
9:30 am–11:15 am		Learning In-Between Languages and Cultures: Implications for Curricula and Classrooms
10:30 am–11:15 am		Sustaining Dialogues: (Re)shaping ELT Materials in a Global World
11:30 am–12:15 pm		ESP Learning Needs of Vietnamese Learners of Maritime Safety Engineering Side Hustling: Using Online Platforms to Make Extra Money
11:30 am–1:15 pm		Planning Adult ESOL Instruction Using the English Language Proficiency Standards
12:30 pm–1:45 pm		Adapting Healthcare OER for a Content-Based Approach Building Flexible Curricula: Strategic Course Numbering and Course Description Loopholes It’s Not All Fun and Games: Low-Tech Games Race, Class, and Gender: Teaching EAP in a Pathway Program Usefulness of Home-Grown Materials for Nonnative Learners
1:00 pm–1:45 pm		Teaching Soft Skills for the Workplace
1:00 pm–2:45 pm		6 Steps to Developing Successful Academic Reading Materials
2:00 pm–2:45 pm		Balancing Content, Language, and Student Needs: A Conversation
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<b>Personal and Professional Development</b>		
<b>MONDAY</b>		
9:00 am–4:00 pm		Collaboration With WIDA: Building on Student Assets and Teacher Assets
<b>TUESDAY</b>		
9:00 am–4:00 pm		Pre-K–12 ELLs 101: What Works?
<b>WEDNESDAY</b>		
7:00 am–7:20 am		Rethinking Your Online Instruction: Going From Zero to Hero
9:30 am–10:15 am		Strategies for Sustaining and Promoting Dialogues in TESOL
9:30 am–11:15 am		Communities of Practice: Developing Culturally Responsive Pedagogy Through Near-Peer Mentoring From Student of Writing to Writing Teacher: Successful Transitions

10:30 am–11:15 am Implementing an Objectives-Driven, Results-Oriented, Sustainable Professional Development Program  
Sustaining ELL Expertise: Teacher Educators and ELL Infusion

11:30 am–12:15 pm Professional Faculty Training: Sustaining Connections Between General Education and ESL

11:30 am–1:15 pm So You Wanna Talk About Race? Addressing Our Blind Spots

12:30 pm–1:45 pm Beyond Academics: All-Inclusive Support Services for IEP Students

Planning a Successful TESOL Conference

Primary Teacher Empowerment Through Education Community Projects: Underserved Vietnamese Contexts

Stages of Teacher Professional Development: Revisiting the Journey Toward Expertise

Sustainable Improvement: Language Learning Projects in Chinese Higher Education

1:00 pm–1:45 pm Curriculum Innovation With Information Technology: Teacher Change and Professional Development

Essentials for Effective Shared Responsibility in the Teaching of ELs

Teacher-Centered Online Networking to Support and Inspire English Language Learning

Twitter 101: Using Twitter for Professional Development

2:00 pm–2:45 pm Confessions of a MOOCer: An Autoethnographic Inquiry on Online Education

Starting and Sustaining an Online Teaching Career

4:00 pm–5:45 pm A Collaborative, Peer-to-Peer Approach to Instructional Development and Observation

5:00 pm–5:45 pm Open Badges: A New Way to Prove Skills

## THURSDAY

7:00 am–7:20 am On Self-Care: Reflecting, Recharging, and Saying No

7:00 am–7:45 am Sustaining Practitioner Research as PD in Higher Education EAP Settings

9:30 am–10:15 am Sustaining Dialogues: A Guide to Creating Collaborative Mini-Professional Development Conferences

10:30 am–11:15 am Pakistan Diaries: Creating an Impact Through Outreach Teacher Development

11:30 am–12:15 pm Exploring the Intersecting Identities of Graduate ITAs Supporting Teacher-Researchers Through the Development of Research Literacy

12:30 pm–1:45 pm Comments From the Field: The State of the Profession  
IEP or University EAP/ESP Support Program: Finding Your Fit

STEM Teacher Self-Professional Development Through SIOP-Model Online Training Courses

1:00 pm–1:45 pm ELT Major Education in Vietnamese Higher Education: Unheard Voices

1:00 pm–2:45 pm

Encouraging Growth and Innovation for In-Service Teachers

Multimodal, Embodied Learning: An Interactive Workshop

2:00 pm–2:45 pm

Professional Development through Conferences: Takeaways and Trickle-down Effects

3:00 pm–3:45 pm

Fostering Institutional Support for ITA Programs

International Teaching Exchange: The Impact on TEFL Teachers' CALL Practice

3:00 pm–4:45 pm

Sustaining Dialogues Across TESOL: What We Know About Successful Conferences

4:00 pm–4:45 pm

Professional Development for Refugee English Teachers: Case Studies

## FRIDAY

7:00 am–7:20 am

2-Minute Mindfulness: Making It a Regular Practice in Your Classroom

7:00 am–7:45 am

Applied Professional Development in Adult Education: A Model That Works

Facilitating Dialogue and Collaboration Across Faculty and Staff Teams

Insights From EFL Instructors of Color to Preservice Teachers

Sustaining Progress: How to Successfully Hire and Orient New Teachers

9:30 am–10:15 am

Reconceptualizing Teachers' Narrative Inquiry as Professional Development

9:30 am–11:15 am

Building a Professional Learning Community in an ESL Program

Conference Proposals 101: Titles, Abstracts, and Session Descriptions

10:30 am–11:15 am

Advising L2 Learners Toward Successful Completion of Community College Curricula

11:30 am–12:15 pm

Beyond Language: Broadening Our Views of ITAs and Their Needs

Challenges and Possibilities: Working With ESL Graduate Students

Creating Community Dialogue Through an Evolving Professional Development Committee

Short Programs: Stability and Diversity in Difficult Times for IEPs

12:30 pm–1:45 pm

Language Literacy Autobiography: Helping Novice Researchers to Choose a Topic

Learning About Plagiarism and ELLs in Higher Education: An Autoethnography

Motivating ELs to Make Use of Self-Access Facilities

1:00 pm–1:45 pm

Engaging Early Preservice Teachers in Reflection Through Action Research

I Want to Be Me: Novice ESL Teacher Identity Development

Planned Happenstance: A Strategic Approach to a Career in TESL



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Pronounce Live is currently available for Google Chrome browser and on Android as an app.

2:00 pm–2:45 pm Secondary Coteaching: Content and ESL Teacher Identities and Collaboration  
 Technology Use in Community Colleges: Where Is It?  
 The Effects of Coaching to a Critical Sociocultural Pedagogy  
 Understanding EFL Teachers' Motivations Toward Research: A Vietnamese Case Study

3:00 pm–4:45 pm Shifts in Practice: Supporting ELs in Mainstream Classrooms  
 Using Mentor Texts to Scaffold ELL Writing  
 Exploring ELs' Learning Opportunities in Gifted Programs  
 Scaffolding to Support ELLs' Literacy Development  
 Coach Your Colleagues to Work With ELs  
 Sheltered vs. Mainstream: ELL Verbal Engagement in 2 Instructional Settings

## Primary and Secondary Education

### WEDNESDAY

7:00 am–7:45 am Integrated Language and Content Instruction: ELs in Social Studies  
 Weaving Through Texts: Teaching Text Structure to ELs  
 10:30 am–11:15 am Expanding ELT Objectives to Meet 21st-Century Students' Needs  
 11:30 am–12:15 pm Literacy Strategies in Math Classes  
 Teaching Reading Through STEM Literacy to ELLs  
 11:30 am–1:15 pm Data and Dialogue: Planning for Pushing In  
 12:30 pm–1:45 pm Puppetry to Creatively Engage ELLs in Meaningful Dialogue  
 1:00 pm–2:45 pm Developing Attentive Listening Skills for Productive Academic Discussion and Collaboration  
 2:00 pm–3:45 pm Bridging the Gap Between Oral Language and Academic Literacy  
 The GO TO Strategies: MORE Scaffolding Options for ELL Teachers  
 4:00 pm–4:45 pm Differentiated Discourse: A Strategic Approach to Expressive Language Production

### THURSDAY

9:30 am–10:15 am Engaging Secondary Newcomers in Critical Thinking Using Short Videos  
 9:30 am–11:15 am Incorporating Trauma-Sensitive Practices in K–12 Classrooms With Refugees  
 11:30 am–12:15 pm Creating Classroom-Based Events to Strengthen Student Learning and Family-School Partnerships  
 Math as the Universal Language: Deconstructing the Myth  
 12:30 pm–1:45 pm K–12 ELLs: Acknowledging Student Schemas in Pedagogy and Testing  
 Parental-School Partnership as a Social Responsibility  
 The Factors Influencing the Identity Development of Generation 1.5 Students  
 1:00 pm–1:45 pm Motivating and Recharging Learners' Language Competency Battery With Cummins' Framework  
 2:00 pm–3:45 pm The Pedagogy of Partying: Bringing Party Games to the ESL Classroom  
 3:00 pm–3:45 pm Finding X in Student Success: Parental Engagement and ELT Practices  
 Practicing Play-Way Method: Acing in Access

### FRIDAY

7:00 am–7:20 am It's Rocket Science: Engaging Highly Unmotivated Readers With Hidden Figures  
 7:00 am–7:45 am Can I Refuse Doing Labs in My Science Class?  
 Translanguaging as a Pedagogical Option in a Social Studies Class  
 9:30 am–11:15 am Finding Success in the Cotaught EL Classroom: Models and Strategies  
 10:30 am–11:15 am A Web-Based Program for Developing the Integrated Skills  
 11:30 am–12:15 pm Activity-Based, Communicative Strategies for New Learners in Diverse Settings  
 Partnering With Content Teachers: How Can ELTs Spread Responsibility?  
 1:00 pm–1:45 pm Multiplicity in TESOL: Multilingualism, Multimodality, and Multiple Intelligences  
 1:00 pm–2:45 pm Dialoging Across Content Areas: Teaching ELLs the Language of Math

## Pronunciation

### MONDAY

9:00 am–4:00 pm Practical Approaches to Teaching Pronunciation

### TUESDAY

9:00 am–4:00 pm Essentials of Pronunciation Teaching and Learning

### WEDNESDAY

7:00 am–7:20 am Pronunciation 101: Engaging Learners With Syllables and Word Stress  
 7:00 am–7:45 am Embedding a Pronunciation Curriculum Within the Larger IEP Curriculum  
 10:30 am–11:15 am Pronunciation Training and Oral English Improvement Among Adult ESL Beginners  
 12:30 pm–1:45 pm Challenging The Notion: "Japanese Learners Cannot Distinguish /R/ and /L/"  
 3:00 pm–3:45 pm Where to Start If You Want to Teach Pronunciation  
 3:00 pm–4:45 pm Enhancing ELs' Speaking Skills Through Metrical Phonology

### THURSDAY

7:00 am–7:20 am The Vowel Elevator: A Method for Teaching the Vowel Space

7:00 am–7:45 am Which Tech Tools Will Help Me Reach My Pronunciation Goals?

11:30 am–12:15 pm Identity Matters: Nonnative-English-Speaking Teachers' Pronunciation and Accent

12:30 pm–1:45 pm Focus Words, Sentence Stress, Prominence: Helping Students Make Their Point  
The Fast and the Furious: Short Pronunciation/ Grammar Exercises for ITAs

1:00 pm–1:45 pm Stress-Free Pronunciation Activities That Get Results

**FRIDAY**

7:00 am–7:20 am Empowering TESOL Practitioners' Pronunciation Pedagogy Through Utilizing Thought Groups

7:00 am–7:45 am The Effects of EFL Pronunciation Instruction on Fluency and Intelligibility

11:30 am–12:15 pm Pronunciation Teacher Education: Researching a Blended Online and On-Campus Design

12:30 pm–1:45 pm ESL Learners' Experiences Using Electropalatographic Biofeedback to Improve Pronunciation  
Online Resources for Learners and Teachers of English Pronunciation  
Teaching Suprasegmental Features Through the Usage of Traditional Poetic Forms

2:00 pm–2:45 pm Learning to Teach English Pronunciation: From Student to Novice Teacher

When Is Difficult Too Difficult? Readability Tools for Predicting Comprehension

11:30 am–1:15 pm Engaging L2 Learners: Communicative Activities for the Reading/Writing Classroom

12:30 pm–1:45 pm Guided Reading: An Effective Strategy for Developing Productive Skills  
One Book at a Time: Promoting Extensive Reading

1:00 pm–1:45 pm American Plays: A Rich But Underutilized Resource  
Authentic Texts for Adult ELLs With Limited Literacy

3:00 pm–3:45 pm Comically Inclined: Comic Book Usage for Academic Reading

5:00 pm–5:20 pm Gamification in Extensive Reading for Reluctant Readers

**THURSDAY**

7:00 am–7:20 am Increasing Student Engagement With Young Adult Literature

7:00 am–7:45 am Enhancing Dialogues and Critical Thinking Skills With Nonfiction Texts  
Teaching in the Digital Age: An Online Academic Reading Course

10:30 am–11:15 am Mapping Out Different Reading Zones for ELs

11:30 am–12:15 pm Bridges to Literacy for Students With Interrupted Formal Education  
Reading: The Underemphasized Skill

12:30 pm–1:45 pm Comic Books as a Teaching Tool  
Critical Literacy in English Teaching and Learning  
EL Identity in Leveled Reading Programs  
Enhancing Reading Comprehension through the Use of Extensive Authentic Reading  
K–12 Tips and Tricks for the IEP Reading Classroom  
Short Story Presentations: Storytelling in the 21st Century  
The Instruction Design for Immigrant Women by Using Children's Storybooks  
The Magic of Reading Poetry on Surface Information Recall  
Use of Graphic Novels in Chinese College English Reading Class

1:00 pm–1:45 pm Speak Up! Reimagining Reading Projects Through Speaking Activities

2:00 pm–2:45 pm Enriched Reading Experience Through Dialogues and Discussions  
The Sneetches of Taiwan: Using Storytelling to Teach EFL

4:00 pm–4:45 pm Guiding Principles for Exemplary Teaching of ELs

5:00 pm–5:20 pm Combining Speed Reading and Repeated Reading to Develop Fluency

**FRIDAY**

7:00 am–7:20 am Promoting Multiple Document Literacy in ESL Classrooms

**Reading**

**MONDAY**

1:00 pm–5:00 pm Communicative Activities for Motivating With Accompanying Award-Winning Picture Books  
Teaching Beginning Literacy: Essential Principles and Practices for Deep Learning

**TUESDAY**

9:00 am–4:00 pm Scaffolding Close Reading for ELLs in Grades 3–12

1:00 pm–5:00 pm Preventing Long-Term ELs: Strategies That Make a Difference

**WEDNESDAY**

7:00 am–7:20 am Sound and Simple Approach to an Extensive Reading Project  
Using the Syllabus to Promote Reading Skills and Student Interest

9:30 am–10:15 am Scaffolded Reading for ESL Emergent Readers  
Using Picture Books as Mentor Texts to Advance Language Proficiency

10:30 am–11:15 am Getting Up to Speed: Implementing an IEP Reading Fluency Program

11:30 am–12:15 pm Book Club Café: A New Approach to Extensive Reading  
Embedding Academic Rigor in Adult English Language Instruction



11:30 am–12:15 pm Challenges Implementing Extensive Reading in IEPs  
 12:30 pm–1:45 pm Improving Book Reports Through Creativity and Variety  
 Literature as a Source for Students' Long-Term Life Skills  
 The Relationship Between L2 and L1 Reading Comprehension: A Meta-Analysis  
 2:00 pm–2:45 pm Sustaining Dialogue in the Classroom Through Literature Circles

## Social Responsibility/Sociopolitical Concerns

### WEDNESDAY

9:30 am–10:15 am Transgressing Borders in Dialogic Spaces: A Refugee Women's Book Club  
 11:30 am–12:15 pm Service-Learning and Civic Engagement Dialogue  
 12:30 pm–1:45 pm Exploring Transformations in English and TEFL in Cuba Today  
 I Don't Wanna Talk About That  
 Mandatory Service Learning in an IEP: Challenges and Rewards  
 Preventing Islamophobia Through Intercultural Literacy  
 Strengthening ELLs' Environmental Awareness Through Project-Based Learning  
 1:00 pm–1:45 pm ELL Teachers and Executive Orders: The Cost in Emotion Labor  
 2:00 pm–2:45 pm A Minority Within a Minority: Working With Indigenous Mayan ELLs  
 3:00 pm–4:45 pm English for Hope: Toward Peace and Understanding in Latin America

### THURSDAY

7:00 am–7:30 am 10 Tips for EFL Teachers to Promote LGBTIQ Inclusion  
 9:30 am–10:15 am Social Justice, Remediation, and the Urban Curriculum: Tensions in Teaching  
 9:30 am–11:15 am Drama for Social Justice in ELT  
 10:30 am–11:15 am The Transformation of Capital as Resources: International Students in Taiwan  
 10:30 am–12:15 pm The Curriculum That Dare Not Speak Its Name: Queering TESOL  
 11:30 am–12:15 pm Amigos de Cuba: Voices of Change and Collaboration  
 Hate Crimes on the Rise: What Should Teachers Do?  
 Raciolinguistics and ELL Identity: Narratives From Chinese Immigrant Students  
 12:30 pm–1:45 pm "Me No More Come": What ESL Means to Hispanic Adult Learners  
 Affirming Diverse Voices Through Language Instruction and Social Studies  
 Empowering Immigrant University Employees With a Targeted Curriculum

Teacher Communication Project Helps Teachers of English Address Public Health  
 2:00 pm–2:45 pm Integrating Eco-Pedagogy and Sustainability Literacy in ESL Teacher Preparation  
 4:00 pm–4:45 pm Skills for Sustaining Peacebuilding Dialogue Across the Classroom Community  
 5:00 pm–5:45 pm Mobilizing NNEST Identity as Resources of College Writing Instruction  
 Native-Speaker Teachers: Canadian and Emirati Perspectives in Higher Education

### FRIDAY

9:30 am–10:15 am Beyond He/She: Teaching Outside the Gender Binary in ESOL  
 Campus Carry: Engage in the Dialogue  
 Colombian EFL Learners' Public-Private Partnership: Strategy for Social Equity  
 10:30 am–11:15 am Marginal Identity as Resource: Voices From 12 NNESTs in Myanmar  
 11:30 am–12:15 pm Blended English Language Learning for Refugees: Challenges and Possibilities  
 Cultural Safety: Moving Beyond Cultural Competence to Support ELLs  
 ESL Teacher Dialogue: Addressing Issues of Gender Identity and Curriculum  
 White Privilege and TESOL  
 11:30 am–1:15 pm Materials Development: Supporting and Sustaining Materials Writers Across Africa  
 Sustaining Dialogues by Incorporating History to Illuminate Social Justice Issues  
 12:30 pm–1:45 pm Creating Deeper Community Connections Through Service Learning  
 Teaching Tolerance Through Literary Texts in the Classroom  
 1:00 pm–1:45 pm Integrative Motivation in High School Latino Immigrant Youth  
 The Implications of L1 Literacy in Access to Social Services  
 2:00 pm–2:45 pm A Model for Integrating Critical Pedagogy and L2 Teaching

## Speaking

### MONDAY

9:00 am–4:00 pm Phonological Awareness for Educators: Sound Practices for Teaching English

### WEDNESDAY

7:00 am–7:20 am Building Cohesion in Presentations  
 7:00 am–7:45 am Reflecting on Balancing Accuracy and Fluency  
 11:30 am–12:15 pm Using The 3-Minute Thesis Competition to Improve Student Speaking

- 12:30 pm–1:45 pm Authentic Practice in Dialogue: A Student Poster Session  
Fostering Cultural Awareness in ELT: Public Speaking and Ethics  
Meaningful Oral Feedback: Strike While the Error is Hot  
Strategic Communication Successes in ESP
- 1:00 pm–1:45 pm It’s How You Say It: Improving Student Discussion Skills
- 2:00 pm–2:45 pm Teaching Conversational Closings: Why “How Are You?” Is Not Enough
- 3:00 pm–3:45 pm The STAR Framework: Toward More Communicative Classes

### THURSDAY

- 7:00 am–7:30 am Hedge, Block, or Go-Ahead? A Conversation Analysis–Informed Lesson on Invitations
- 10:30 am–11:15 am Integrating Case Study Tasks in Business English Courses
- 11:30 am–12:15 pm Balancing Form and Meaning in the Speaking and Listening Classroom  
Virtual Office Hours and Support for ITAs
- 12:30 pm–1:45 pm Developing Tasks to Maximize Learners’ Engagement and Language Production  
Evaluating ESL Conversations’ Authenticity: A Tool for Developing Pragmatic Competence  
Improving EFL Speaking Performance Through a Transcribing Task  
Speaking Curricular Field Studies: Fostering Communication Skills and Intercultural Understanding  
Study Partner Logs: A Tool For Enhancing Language Learning
- 5:00 pm–5:45 pm Variability in Ultimate L2 Attainment: A Tale of 2 Learners

### FRIDAY

- 7:00 am–7:45 am Learning Communities: A Higher Education Support Model for International Students  
Teaching Academic Discussion Skills Through Engagement With Social Issues
- 9:30 am–10:15 am Creating Podcasts to Improve Speaking Skills
- 9:30 am–11:15 am Let’s Chit Chat: Small Talk in Academic Communities
- 11:30 am–12:15 pm ELL Read-a-Thons: Feeling the Language Through Performing the Written Word  
Students’ Preferences About Oral Corrective Feedback
- 12:30 pm–1:45 pm Validation of 2 English Public Speaking Self-Efficacy Scales
- 1:00 pm–1:45 pm Addressing the Challenges and Neglect of Speaking Assessment in EFL

## Special Education/Disabilities

### WEDNESDAY

- 9:30 am–11:15 am Systematizing Support for ELLs With Disabilities in Higher Education
- 11:30 am–12:15 pm Sustaining Proper Strategies to Accommodate Students With Learning Disabilities.  
Using Writing to Separate Typical Language Development From Learning Disability
- 2:00 pm–2:45 pm Individual Education Plan or Language Plan? ELLs With Special Needs

### THURSDAY

- 9:30 am–10:15 am Does My EL Indeed Have a Disability?

### FRIDAY

- 11:30 am–12:15 pm Universal Design Reinvented: Supporting Students With Suspected Learning Disabilities

## Teacher Training

### TUESDAY

- 8:00 am–12:00 pm Design, Deliver, Respond: Best Practices in Instructor and Course Evaluations  
Techniques for Teacher Observation, Coaching, and Conferencing
- 1:00 pm–5:00 pm Planning Adult ESOL Instruction Using the English Language Proficiency Standards

### WEDNESDAY

- 9:30 am–10:15 am Activating Reflective Practice in In-Service TEFL Professional Development  
Implementing Hands-On, Teacher-Led, Technology Trainings in TESOL Programs
- 10:30 am–11:15 am A Strengths-Based Approach to Training Community Tutors of Refugees  
Preparing Teachers = Preparing ELLs for Success
- 11:30 am–12:15 pm Utilizing Authentic ITA Teaching Videos: Collaborating Across Universities  
What Do They Want? A Content Analysis of Job Announcements
- 12:30 pm–1:45 pm Charting New Paths: ESL and Linguistics at a Community College  
Common Core Math in an ESL Classroom: Effective Teaching Strategies  
Expanding Roles as IEPs Struggle With Enrollment  
Prepared to Teach ELs: Service-Learning With Teacher Candidates
- 1:00 pm–1:45 pm Creating a Third-Space for Engagement in Online TESOL Programs  
Reading Fluency in the EAP Classroom: Instructors’ Knowledge and Practice

- 3:00 pm–3:45 pm Innovations for Online Discussion Boards for Teacher Education
- 4:00 pm–4:45 pm Teacher Candidates Learn to Teach From EL Students' Lives  
Tutor Training: Helping the University Writing Center Support ELs
- 4:00 pm–5:45 pm Integrating Language and Content: Training ESL, EFL, and CLIL Teachers  
L2 Writing Teacher Preparation and Development in International Contexts  
Sustaining Dialogues About the Knowledge-Base of Language Teacher Education

## THURSDAY

- 7:00 am–7:20 am Differentiated Teacher Education: Toward 2.0 Teachers
- 7:00 am–7:45 am Revamping a Train-the-Trainer Program for EFL Teachers in Cuba
- 9:30 am–10:15 am Building a Good EFL Teaching Foundation: 7 Essential Elements  
Correlation Between Student Evaluation of Teachers and Average Class Grades  
Developing Teacher Identities Through ELF Pedagogy  
How Autonomy Can Help Drive Your School to Excellence
- 9:30 am–11:15 am Dialogues That Drive Professional Growth: Problematizing Field-Based Teacher Education
- 10:30 am–11:15 am Coteaching Between ESOL and Content-Area Teachers: Opportunities and Challenges  
Narrating a Novice Teacher Self: Storytelling in TESOL Course Discussions
- 11:30 am–12:15 pm Linking Faculty Across Disciplines
- 12:30 pm–1:45 pm Meeting TESL Graduate Students' Needs Through Service-Learning: Benefits and Challenges  
New Ways of EFL Preservice Teachers' Professional Development in Russia  
University and Pre-K–12 Partnerships: Administrative Perspectives on ESOL Service-Learning
- 1:00 pm–2:45 pm Current Trends and Future Directions in ELT
- 2:00 pm–2:45 pm Developing Instructors' Language Assessment Literacy in an IEP  
Developing MEd TESOL Students Into Autonomous Researchers
- 3:00 pm–3:45 pm Presentation Skills for EFL Teachers
- 3:00 pm–4:45 pm Redefining Classroom English Competence
- 4:00 pm–4:45 pm Assessing Degree Faculty's Experiences With Nonnative-English-Speaking Students
- 4:00 pm–5:45 pm Designing Professional Development for Pre- and In-Service Educators
- 5:00 pm–5:45 pm Experiences of University Content-Area Faculty Teaching ELLs

## FRIDAY

- 7:00 am–7:20 am How to Move a Chair: Toward a Healthful, Energetic Classroom
- 7:00 am–7:45 am Effective Development, Utilization, and Analysis of ESL Teacher Evaluations  
Supporting U.S. College Writing Instructors' Developing Language Knowledge and Beliefs
- 10:30 am–11:15 am Helping ITAs Successfully Facilitate Discussions Across Disciplines
- 11:30 am–12:15 pm From Recitation to Participation: Understanding Student Engagement in the Philippines  
How Do Chinese EFL Teachers Perceive and Respond to Plagiarism?  
The Role of TESOL in Peacebuilding in Conflict Zones: Libyan Students' Perspectives
- 11:30 am–1:15 pm Promoting Language and Literacy in the Content Classroom: Preservice Collaboration
- 12:30 pm–1:45 pm "What I Want Is No Homework"  
Actionable Feedback for Teacher Candidates Teaching ELs in Mainstream Classrooms  
Developing CLIL in Kazakhstan  
Essential Components of Teacher Preparation to Improve ELLs' Academic Achievement  
Helping Preservice TESOL Teachers' Dialogue Through Reflective Teaching Journals  
Involving Culturally Responsive Teaching Methodology in ITA Training  
Transferring ELT Training to Bangladeshi Secondary Classrooms: Challenges and Recommendations
- 1:00 pm–1:45 pm Implications of the Changing Landscape of TESOL on Teacher Preparation
- 1:00 pm–2:45 pm Integrating Content and Language: An Array of Approaches
- 2:00 pm–2:45 pm Peer-Based Coaching: An Alternative to Teacher Supervision  
Teaching Active Learning Techniques to ELTs in Private Universities, Afghanistan

## Vocabulary/Lexicon

### MONDAY

- 1:00 pm–5:00 pm A Systematic Approach to Vocabulary Instruction
- 5:00 pm–9:00 pm Vocabulary Games and Activities for Academic Success

### TUESDAY

- 1:00 pm–5:00 pm Creating a Rich Language Environment for the Best Words

### WEDNESDAY

- 10:30 am–11:15 am Task-Based Vocabulary Learning: Lessons From a Real World Context

- 11:30 am–12:15 pm Revisiting Vocabulary Cards: Classroom Techniques and Cognitive Processes
- 5:00 pm–5:45 pm Building on the Building Blocks of Language

**THURSDAY**

- 9:30 am–10:15 am The Science and Math Academic Corpus for Kids (SMACK)
- 12:30 pm–1:45 pm Differentiated Strategies for the Acquisition of Vocabulary in EFL/ESL Classrooms  
Online vs. Print Materials for L2 Vocabulary Acquisition
- 2:00 pm–3:45 pm Building Academic Language
- 4:00 pm–5:45 pm A Systematic Approach to Teaching Multiword Units to L2 Learners

**FRIDAY**

- 7:00 am–7:20 am Improving Students’ Register Awareness Using Authentic Materials
- 7:00 am–7:45 am Strategy Training for Independent Vocabulary Learning
- 10:30 am–11:15 am Measuring Vocabulary Development in IEPs
- 11:30 am–12:15 pm Strategies for Learning Academic Vocabulary by EFL University Students
- 12:30 pm–1:45 pm Microlessons Taught by Student Teams Help Everyone Learn
- 1:00 pm–1:45 pm Creating Linguistic Third Spaces That Promote Agency and Metalinguistic Awareness

**Writing**

**MONDAY**

- 9:00 am–4:00 pm Supporting Multilingual Writers Through Writing Center and Tutor Development
- 5:00 pm–9:00 pm Making Academic Writing Meaningful: Recommendations for Engaging Academic Student Writers

**TUESDAY**

- 8:00 am–12:00 pm Teaching Writing Using Communicative Language Teaching Activities

**WEDNESDAY**

- 7:00 am–7:20 am Recognizing and Avoiding Plagiarism for Beginner and Low-Intermediate Students
- 7:00 am–7:45 am Demystifying Synthesis in Academic Written Discourse Through Strategy Development  
Effects of Written Corrective Feedback and Language Aptitude on Accuracy
- 9:30 am–9:50 am Collaborative Contracts: Facilitating a Dialogue on Plagiarism Through Autonomous Learning  
Writing Recommendation Letters and LinkedIn Recommendations
- 9:30 am–10:15 am Deconstructing Awkwardness and Building Flow in Academic Writing

- 9:30 am–11:15 am Shifting Student Paradigms: Beyond Main Ideas and 5-Paragraph Essays  
Sparking and Sustaining Best Practices for College and Career Readiness  
Strategies for Effective and Efficient Writing Assessment and Feedback
- 10:30 am–11:15 am Using Online Discussion Boards for Reflective Writing  
Using Structured Reflection to Facilitate Students’ Academic Literacy Development
- 11:30 am–12:15 pm Helping Student Writers Go Deeper: Focus on Rhetorical Moves  
Pizza and Plagiarism: Multiunit Collaboration for Promoting Academic Integrity
- 12:30 pm–1:45 pm Collaborative Writing in EFL Classrooms: University Students’ Performance and Perceptions  
Developing Learner Autonomy in an Academic EFL Writing Course  
Digital Creative Writing and Academic Writing Skills  
The Successful Writer’s Pyramid
- 1:00 pm–1:45 pm Analyzing Students’ Negotiation of Identity and Power in Feedback Practices  
Meeting the Needs of All Graduate Students for Disciplinary Writing  
Sustaining Interest in Academic Writing: Spark It Up With Creativity
- 1:00 pm–2:45 pm Scaffolding Writing Through Collaborations Between Language Specialists and Disciplinary Faculty
- 2:00 pm–2:45 pm Action-Packed Writing: Transformation Through Nominalization
- 2:00 pm–3:45 pm Social Justice and Immigrant Writers: Rethinking Student and Teacher Roles
- 3:00 pm–3:45 pm Using Can-Do Statements in a Simulation-Based ESL Classroom
- 4:00 pm–4:20 pm Responding to Student Writing By Using Categorized, Color-Coded Comments
- 4:00 pm–4:45 pm Moving an EAP Writing Class Online: Rationale, Process, and Recommendations
- 4:00 pm–5:45 pm Differentiated Writing Instruction: Synthesizing English Language Arts and ESL Principles
- 5:00 pm–5:45 pm Building Community in First-Year Composition Courses Through Collaborative Writing Projects  
Online Resources Supporting International Graduate Student Writing  
Read, Write, Cite: Discussing Research Methods at the Lower Levels

**THURSDAY**

- 7:00 am–7:20 am Finding Success in Found Poetry: Using Blackout Poetry With ELLs
- 7:00 am–7:45 am Online Resources for Students to Improve Spelling  
Not Just Avoiding Plagiarism: Connecting Source Integration to Disciplinary Development

- 10:30 am–11:15 am ESP Support for Students in an International Engineering Design Contest
- 11:30 am–12:15 pm Structured Writing Instruction for ELLs With and Without Disabilities
- 12:30 pm–1:45 pm 5-7-5: Using Haiku to Meet Course Objectives  
It, This, and That in ELs' Academic Writing  
Understanding EAP Learners' Attitudes and Needs in Academic Writing  
Writing Our Stories Online
- 1:00 pm–1:45 pm I Just Temporarily Accept: Delayed Resistance to Writing Tutor Advice
- 1:00 pm–2:45 pm Scholarship on L2 Writing in 2017: The Year in Review
- 2:00 pm–2:45 pm Academic Rebels? Informality in L1 and L2 University Student Writing
- 3:00 pm–3:45 pm Writing Instruction That Supports and Complicates Early Childhood L2 Writing
- 3:00 pm–4:45 pm Preparing Students for High-Stakes Writing Tests
- 4:00 pm–4:45 pm An Activity Theory Study: ESL Undergraduates, Plagiarism, and Academic Writing
- 4:00 pm–5:45 pm Program Redesign to Facilitate Retention of Resident Multilingual Writers
- 5:00 pm–5:45 pm From IEP to Composition: Facilitating the Development of Argumentation  
Nonacademic Composing and Success in the ESL Writing Classroom

## FRIDAY

- 7:00 am–7:20 am Memoir Project: Walking Down Memory Lane
- 7:00 am–7:45 am How ESL Instructional Contexts Shape ELLs' Argumentative Writing Practices  
L2 Writers in the Writing Center
- 9:30 am–10:15 am Comparing Perceptions and Use of Electronic Feedback by Writing Teachers  
Engage, Enrich, and Empower IEP Students to Demonstrate Academic Readiness  
Making Writing Center Workshops More Accessible to Community College ELLs  
The Role of Written Corrective Feedback and Revision for L2 Development
- 10:30 am–11:15 am Supervising Academic Writing: Issues, Challenges, and Possible Solutions
- 11:30 am–12:15 pm Examining Linguistic Development in ESL Writing: A Mixed-Methods Approach  
The Messiness of Feedback: Developing International Students' Dissertation Writing
- 12:30 pm–1:45 pm From Detail to Context: Developing Language Skills Through Artworks  
Investigating Reading and Writing Strategies by L2 English Writers  
Vocabulary Learning Strategies to Improve Writing in Ecuadorian EFL Classrooms

- 1:00 pm–1:45 pm Cultural Construction in Plagiarism: Rethink Chinese ESL Students' Textual-Borrowing Issue
- 2:00 pm–2:45 pm A Dialogue With Students: Writing Enjoyment

## No Content Area

### TUESDAY

- 9:00 am–4:00 pm Tools for Building a Productive Academic Vocabulary Toolkit
- 1:00 pm–5:00 pm Research Mentoring Workshop for Novice Researchers
- 5:30 pm–7:00 pm Afghanistan's First and Only All-Girls Boarding School: Stories and Challenges

### WEDNESDAY

- 8:00 am–9:00 am TESOL as Nexus: Strategies for the Future
- 9:30 am–10:15 am 75 Years of Assessment Innovation at the British Council  
Accounting for Student Assessment in an Outcomes-Based Curriculum  
GRE/GMAT Preparation for International Students  
Hot Topics and Policy Updates From SEVP  
Information Literacy and Academic Writing  
Peer Reviewing Manuscripts for Journals: Editors' Perspectives  
Personalization in an Impersonal World  
Teaching Team Work Skills for Successful Group Work  
TESOL Access Exchange Program: Developing ELT Communities of Collaboration
- 9:30 am–11:15 am AAAL at TESOL: Toward Greater Research Synergy  
Culturally Relevant Personal Stories and Strategies to Share Them  
Designing, Marketing, and Protecting Materials: Inspirations From Leading ELT Entrepreneurs  
EFL and ESP: Programs, Connections, and Contextual Experiences  
Teaching and Technology: How Many Different Hats Can Teachers Wear?
- 10:00 am–10:45 am Foreign Language Learning Environment in Large and Mixed-Ability Classes  
TESOL National Recognition Through CAEP
- 10:30 am–11:15 am AAAL Public Affairs and Engagement Initiative: Collaborating for Social Justice  
Collaboration: Students, Curriculum, and Instruction  
Connecting to Distance Learners  
Digital Literacies as a Tool for Activism: Impact on TESOL  
Engage Students More Using 4 Pillars of Meaning  
MET Go! Measuring Proficiency From Ages 11–15  
Parent Engagement Initiatives  
Reading Fluency at All Levels

	Specialization for the 21st Century Learner and Workforce	2:00 pm–2:45 pm	360-Degree Support for ELs: Classroom, Family, Community
	What’s New in Neuroscience		A Fresh Look at Language Assessment: Through the CAL Lens
11:30 am–12:15 pm	5 Steps: Fluency and Accuracy in Open-Ended Speaking and Writing		Accelerate to Achieve: Engineering Language and Literacy Instruction
	CASAS: Supporting Adult ELLs to Become College and Career Ready		Adjectives, Articles, Nouns, Oh My!
	Engaging All Students in Science Through Children’s Literature		CALL Practice and Theory for 21st-Century CATESOL
	From Whiteboard to Dashboard: Lessons From Online Coaching		Color It Out!: A Compelling Pronunciation Literacy Game for Everyone
	Fulbright English Teaching Assistant Awards: Suitability, Feasibility, and Outcomes		Creating Histories for TESOL Affiliates
	Innovation in ESL Teacher Communities: A VIPKID Case Study		NEW on ESL Library: Materials for Teaching Young Learners
	Revised Standards for TESOL Pre-K–12 Teacher Preparation Programs		Teaching Pragmatics: Research Findings and Applications
	Step Forward: Standards-Based Language Learning for Work and Academic Readiness	2:00 pm–3:15 pm	Unpacking the TESOL Encyclopedia: Answers From Across the TESOL Community
	Using Images to Elicit Language		Advancing the Future of the TESOL Profession
11:30 am–1:15 pm	Perspectives on EL Advocacy and Action: A Dialogue	2:00 pm–4:00 pm	TESOL U.S. Federal Policy and Legislative Update
12:30 pm–1:45 pm	Building Oral Language		How to Get Published in TESOL and Applied Linguistics Serials
	How Do We Do Extensive Reading?	3:00 pm–3:45 pm	Achieving Early Fluency via Comprehensible Input and High-Frequency Structures
	Identity Research Becomes Art: New World View Pushes One’s Potential		Bridging the Saudi Student Academic Literacy Divide
	Identity Research Becomes Art: New World View Pushes One’s Potential		Digital Tasks for Interactive Language Classrooms
1:00 pm–1:45 pm	Create or Supplement Your Curriculum With ESL Library		Help ELLs Succeed: Free Professional Development Resources for Pre-K–12 Educators
	Focus on EL Literacy: CAL Solutions Services and Online Learning		Idioms? Piece of Cake With Concept Maps, Games, and More
	Get This Write: Sentence-Writing Practice Builds Confidence Through Competence		Intentional, Interactive Writing Support for Academic ELs
	Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEPs		Keep Your Students Tuned In: Use Music!
	Strategies for Success: Flipping the EAP Classroom		Promoting Active Vocabulary Learning Using Context Clues in Academic Writing
	Teach Abroad With the English Language Fellow Program		Providing Refugees With the Tools for U.S. Citizenship and Life
	The Color Vowel Approach: Sound Strategies for Every Classroom		Students First, Always: Activating Learner-Centered Instruction Through Online Learning
1:00 pm–2:45 pm	An Identity-Oriented Lens to TESOL Teachers’ Lives		TED Talks: Why Ideas Matter
	Is Video Making It a SMALL World?		The Dictionary as Data: English and the Online Dictionary
	Refugee-Background Students With Trauma: Research, Pedagogy, and Community Resources	3:00 pm–4:45 pm	What Innovation in the Classroom Can Look Like
	Responding to Challenges of Teaching Pronunciation in Varied ESP Contexts		Action Research in the Adult Education Classroom
	Sustaining Dialogues Across TESOL: Women in Higher Education Leadership Roles		Bringing a Critical Lens to Theory and Praxis in Applied Linguistics
	Trends in K–Adult Education: Teaching Basic and Academic Oracy		Education Standard 2e, Teacher Training, Technology, Apps, and Digital Resources
			ELT and Social Justice Within the Current Political Milieu
			Learn to Innovate: Ideas for Growing Your English Language Program

4:00 pm–4:45 pm	<p>Research and Practice: More Than Meets the Eye Transdisciplinarity in ITA Research and Practice</p> <p>Application of Artificial Intelligence in English Language Teaching and Learning</p> <p>Creating Activities for the Academic English Classroom From TOEFL® Resources</p> <p>Critical Thinking, Skills, and Language Development in EAP</p> <p>Help ELLs Cross the Finish Line: Practice for Successful Assessment</p> <p>IEPs: Varied Approaches</p> <p>Michigan’s Placement/Progress Tests for Students from CEFR A1 to C1</p> <p>Native American Boarding Schools: The Continent’s First ESL Immersion Program</p> <p>Self-Publishing/Self-Distribution: CreateSpace, TeachersPayTeachers, and Kindle, Oh My!</p> <p>The New and Improved Teacher’s Guide to IELTS</p> <p>The Right Blend: Digital Differentiation for Language, Literacy, Content Achievement</p> <p>Understanding the Naturalization Process for ESL and Citizenship Teachers</p>	9:30 am–10:45 am	Update From the Office of English Language Acquisition
		9:30 am–11:15 am	<p>Addressing Intercultural Awareness and CALL Importance in a Globetrotting Endeavor</p> <p>College and Career Readiness Standards: Program Integration Realities</p> <p>Enriching Dialogues: Using RTI Effectively With ELs</p> <p>Integrating Social Justice Into Teacher Education</p> <p>Research-Based Assessment Practices for ITA Programs</p> <p>Trandisciplinarity, Teaching, and Teacher Education Whose Agenda? Whose Priorities? Revisiting and Re-envisioning TESOL’s Research Agenda</p>
		10:30 am–11:15 am	<p>12 Tips for Grammar and Writing Instruction</p> <p>AmEnglish Online Programs Develop Pronunciation, Writing, Listening, and Vocabulary Skills</p> <p>CALL in Low/Variable Tech or Developing Areas</p> <p>Classroom Assessment: Challenges and Choices</p> <p>Creating a Course Your Students Will Never Forget</p> <p>Language Teacher Education in the Digital Age</p> <p>Peace Corps EFL Teaching Across 36 Countries: What’s Working</p> <p>Teaching Through Genre: An Antidote to the 5-Paragraph Essay</p> <p>Update on the Implementation of ESSA</p>
5:00 pm–5:45 pm	<p>Fast Facts About IEPs: Snapshot of EnglishUSA Membership and Benefits</p> <p>Gamification and Practical Application for EFL Learners</p> <p>Spreading the Word: Empowering Teachers in the Communications Age</p> <p>Thrive...Don’t Just Survive Overseas</p> <p>Writing EAP and ESP Materials: What to Learn and Unlearn</p>	11:15 am–12:45 pm	The Impact of Advocacy Programs on TESOL Communities
		11:30 am–12:15 pm	<p>Engaging All Students in Science Using the NGSS and Phenomena</p> <p>Paving the Pathways to Career and Academic Readiness</p> <p>State WIOA Adult ESOL Initiatives and Innovations</p> <p>Teach Abroad With the English Language Fellow Program</p> <p>The Key to Answering Your Students’ Grammar Questions</p> <p>Vocabulary and Grammar Practice for Building Your Academic Voice</p>
<b>THURSDAY</b>		11:30 am–1:15 pm	Preparing L2 Writers for College/University Content Courses
7:00 am–7:45 am	Developing Language Practices: Engaging ELs’ Sense of Social Justice	12:30 pm–1:45 pm	<p>Future Directions for TESOL Retirement Redefined</p> <p>Supporting Students With Disabilities eGroup: Updates and Networking</p>
8:00 am–9:00 am	Engaging ELLs in the 21st Century	12:30 pm–4:30 pm	ELLs, Immigrant Students, and U.S. Law
9:30 am–10:15 am	<p>Enabling Students to Become Autonomous Learners of Vocabulary</p> <p>Hands-On Comprehension Strategies for All Students</p> <p>Implementing Integrated English Literacy and Civics Education for Adults</p> <p>Speaking Naturally: Preparing Students for Social, Academic, and Professional Success</p> <p>Taking Students on an Academic Journey From Start to Finish</p> <p>The Impact of Defining Assessment Constructs in Teaching Target Language Skills</p> <p>Transform Your Classroom With a TED English Learning Experience</p> <p>Using Videos as a Professional Development Tool</p> <p>What Kind of Questioning Can Lead to Intercultural Understanding?</p>	1:00 pm–1:45 pm	<p>A Guide to Implementing Extensive Reading in ESL/EFL Classrooms</p> <p>An Overview of Teaching and Learning Vocabulary: The Ultimate Challenge</p> <p>Enhancing Learners’ Pragmatic Competence Using a Haptic Approach</p>

	Overview of the CPS Office of Language and Cultural Education		Destabilizing Critical Assumptions Regarding Identity, Experience, (In)equity, and Interaction
	Personal Best Skills: Is There Life Beyond GIST?	4:00 pm–4:45 pm	Developing Tools to Minimize L1 Interference
	Reflecting on Professional Development		Hi-Lo Fiction and Nonfiction for Newcomers
	The Future of the TESOL Profession		How to Get a TESL/SLW Academic Job in Today’s Market
1:00 pm–2:45 pm	Diasporic Mexican and Puerto Rican Emergent Bilinguals: Linguistic, Cultural Capital		International Service Learning With U.S. MA TESOL Students
	Preparing Educators to Engage Families Constructively		Personal Accounts: U.S. Department of State’s English Language Programs’ Impact
	Supporting the Professional Development of Faculty Administrators		Sharing Techniques for Successful Online ESL/EFL Courses
	Teaching Writing From a Biliteracy Perspective in K–12 Education		Starting and Maintaining a Comprehensive Adult Citizenship Preparation Program
2:00 pm–2:45 pm	#Covfefe Anyone? Cracking Trump Code on Language Learning and Policy		Testing, Testing. Embracing Teachers’ Assessment Literacy to Facilitate Learning
	Connecting as Language Professionals in Central Asia		That’s My Story! Young Immigrants and Refugees in Children’s Literature
	Engage in Strategies That Move Adolescent ELs Beyond Intermediate Fluency		University Success: Better EAP With a Stanford Connection
	Focus Learning With Can-Do Statements		Effective Listening Instruction for L2 Learners: Research and Strategies
	Independent School ELL Teachers	4:00 pm–5:45 pm	Guided Reading for Students With Limited or Interrupted Formal Education
	Pathways to Biliteracy	5:00 pm–5:45 pm	Innovative Collaborators in Campus Internationalization and Faculty Support
	TESOL at The New School		
	The 6 Principles in Action		
	The Refugee and Immigrant Experience in 11 Easy Mini-Novels		
	Thinking Critically With National Geographic Learning		
2:00 pm–3:45 pm	Get Published! Writing a Book for TESOL Press		
	Shaping Educational Policy: What Role Does Research Play?		
3:00 pm–3:45 pm	A Guaranteed, Humanistic, 4-Step Process to Help Prevent Plagiarism		
	Capturing and Cultivating Student-Teachers’ Professional Identities via Narrative Inquiry		
	Creating the Confident Language Learner		
	Cultivating Innovative Leaders to Make EL Pedagogy Actionable		
	Culturally Responsive Teaching for Students With Limited/Interrupted Formal Education		
	Informal Digital Learning of English and English Learning Outcomes		
	Maximizing Ventures to Fulfill CCR Standards and WIOA Requirements		
	The Skill and Knowledge Needed for the Naturalization Test		
	Tips for a Successful L2 Writing Conference Proposal		
	Utilizing a Language Lab to Maximize Language Acquisition	9:30 am–11:00 am	
3:00 pm–4:45 pm	Analytic Syllabuses: Integrating Content, Task, and Project	9:30 am–11:15 am	
	Criticality in Language Education and Development of Intercultural Competencies		
			<b>FRIDAY</b>
		8:00 am–9:00 am	Embodied Brains, Social Minds, Cultural Meaning: Why Emotions Are Fundamental to Learning
		9:30 am–10:15 am	Cinderella No More! L2 Pronunciation Research and Practice
			Contextualized Learning and the Adult Citizenship Classroom
			Demystifying English Ability with the Duolingo English Test
			Dual Immersion for Better Biliteracy
			Engaging Research and Transforming Classroom Practices
			Networking With Cuban TESOLers
			The Future is Online: Mastering ESL Skills With VIPKID
			U.S. Department of State’s Worldwide English Language Programs
			What’s the Big Idea? Using Graded Readers for Fluency
		9:30 am–11:00 am	The Fundamentals of Developing Writing Rubrics
		9:30 am–11:15 am	Building Partnerships to Foster Advocacy Work With Refugee Background Students
			ESP Material and Curriculum Development in Technical/Engineering Fields



	Intercultural Insights in Creating and Implementing EFL Content		The Power of Content: Preparing Students for Academic Success
	Planning to Face New Challenges in a Changing IEP Market	11:30 am–12:15 pm	ELL Classification and Assessment: Tools and Resources
	Professional Dialogues: Enriching Practices in Early Childhood and Elementary Education	11:30 am–1:15 pm	I Learn America: From Personal Storytelling to Classroom Action
	Researching, Teaching, and Assessing Argumentation in L2 Writing	12:30 pm–1:45 pm	Adult Education Interest Section Networking Meetup
	What Works in Professional Development: Research, Practice, and Evaluation	1:00 pm–1:45 pm	Advocacy for and Sustainable Practices in IEPs
10:00 am–10:45 am	Exploring Pre-K–12 Family and Community Engagement		4 Conditions for Building Classroom Community
10:30 am–11:15 am	50 Ways to Improve Your Teaching		Language and 21st-Century Skills Adult Learners Need to Succeed
	Aligning Language Learning to Career Pathways	1:00 pm–2:45 pm	The Global Scale of English: Applications From Research
	Authentic Biliteracy Development for Dual Language Immersion/Bilingual Students		Adult ELs With Disabilities: Providing and Sustaining Support
	Developing Distance-Based Mentoring Programs for New Teachers Worldwide	2:00 pm–2:45 pm	Blended Learning: Creating (or Promoting) Effective Tech-Supported Teaching/Learning Spaces
	Enriching Your Grammar Lessons Easily and Quickly		50 Ways to Be a Better Teacher
	HELTA Honduras TESOL Mini-Summit: The Experience		Caring for Kinesthetic Students Through Music and Song
	International Perspectives on Dialoging Across the TESOL Associations		Chicagoland English: What’s Up With “Caught - Cot - Cat”?



# TESOL SELF-STUDY COURSES

Flexible online learning that meets the demands of your busy schedule.

*Everything was very valuable.  
I feel more ready to teach  
ESL students.*

*- Jezail J., Teaching & Assessing  
Young Learners Participant*

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- NEW** Exploring Grammar: Phrasal Structures
- NEW** Exploring Grammar: Multiclaue Structures
- Fundamentals of TESOL
- Teaching & Assessing Adult Learners
- Teaching & Assessing Young Learners

*As a novice teacher,  
learning about the basics  
and reflecting on my own  
language learning journey  
was very helpful.*

*- Brennan H., Fundamentals  
of TESOL Participant*



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