The TOEFL® tests for student success

- The TOEFL tests provide your students with more opportunities worldwide.

We know the effort you put in to prepare your students for the future and we’re here to support you as you help your students realize their full potential.

When you use the TOEFL® family of assessments, you get the accurate and comprehensive information you need to confidently guide students to the next step of their English language learning journey.

Visit www.ets.org/toefl/teachers_advisors to learn more.

Copyright © 2016 by Educational Testing Service. All rights reserved. ETS, the ETS logo, TOEFL iBT, TOEFL Junior are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. TOEFL ITP and TOEFL Primary are trademarks of ETS. 20714
The British Council was founded to create a friendly knowledge and understanding between the people of the UK and the wider world. We are delighted to partner with TESOL International Association on the 50th Anniversary Celebration Block Party and VIP Reception.

We work in over 100 countries, connecting millions of people with high quality English language programmes and services to help them gain access to career and study prospects worldwide.

We work with hundreds of partners globally from national and local government, education institutions and businesses. We draw on over 80 years’ experience in design, development and delivery of English language work in developing and post-conflict countries, harnessing the best expertise from the UK and our well-established global network.

Visit our booth (218) to meet senior British Council colleagues to discuss relevant, affordable and high quality solutions that respond to your needs.

Our areas of expertise:
- English for education systems
- Pre-service and in-service teacher training
- Curriculum development
- Assessment
- Teaching
- Research
- Market and education intelligence.
# TABLE OF CONTENTS

- Welcome ........................................................................................................... 5
- 2016 Convention Planning Team and Leaders .................................................. 5
- Week at a Glance ................................................................................................. 7
- New Member Orientation ..................................................................................... 8
- About TESOL ....................................................................................................... 8
- TESOL Organizational Meetings ......................................................................... 11
- Awards, Travel Grants, and Scholarships ........................................................... 13
- Keynote Speakers ............................................................................................... 15
- TESOL in Focus ................................................................................................... 16
- The TESOL Classroom of the Future ................................................................. 17
- Electronic Village and Technology Showcase .................................................. 19
- TESOL 50th Anniversary Celebration & Block Party .......................................... 21
- Tea With Distinguished TESOLers ..................................................................... 22
- Invited Speaker Sessions .................................................................................... 23
- Public Policy and Advocacy ............................................................................... 25
- Research Spotlight ............................................................................................. 27
- Best of Affiliate Sessions ................................................................................... 28
- Colloquia & Presentations From Colleague Organizations ............................... 29
- Job MarketPlace .................................................................................................. 31
- ELT Leadership Management Certificate Program ......................................... 32
- Thank you ............................................................................................................ 34
- Maps
  - Baltimore Convention Center .......................................................................... 36
  - Hilton Baltimore .................................................................................................. 38
- TESOL Strategic and Event Partners .................................................................. 41
- How To Use This Book ....................................................................................... 43
- Community College Day ..................................................................................... 44
- PreK-12 Day ......................................................................................................... 46
- Abstracts ................................................................................................................ 49
- Poster Sessions .................................................................................................... 200
- English Language Expo
  - Classroom of the Future Sessions ................................................................. 206
  - Exhibit Hall Map ............................................................................................... 207
  - Exhibitor Booth Numbers ............................................................................... 208
  - Exhibitor Listings .............................................................................................. 209
- Indexes
- Presenter Index and Email Directory ................................................................ 217
- Content Area Index ............................................................................................. 236
- Notes .................................................................................................................... 259
The American Federation of Teachers salutes the TESOL International Association on its 50th anniversary, as it brings together champions of children and youth to advance the profession of teaching English to speakers of other languages.

TESOL has been the leading voice for best practices in English language teaching and learning—and has worked to achieve the highest standards of excellence.

Across the nation, the AFT’s 1.6 million members are working with parents and community partners to reclaim the promise of public education. We are fighting to preserve neighborhood public schools where all children can find the building blocks of success—including high-quality early childhood education, parental and community involvement, and an enriching curriculum and after-school activities that support the whole child.

As part of our commitment to English language learners, the AFT and PBS station WETA have collaborated for over a decade to produce ColorinColorado.org, the nation’s leading online source of research-based ELL information and materials for educators and parents.

The AFT will continue to work with TESOL members and others to build bridges with students and communities of diverse backgrounds.
Congratulations! You are helping to make history by participating in this 50th anniversary convention of TESOL International Association.

Since 1966, the annual convention has drawn scholars from around the world to share the most up-to-date research and practices in the field of teaching English to speakers of other languages. This year, we celebrate and reflect on that history as we move beyond the borders and limitations of the past to share new research and innovative practices.

Here in Baltimore, you will find more than 1,000 sessions to choose from, including keynotes and other invited presentations as well as those from among the best of our affiliates worldwide, from TESOL members everywhere, and from those who support the profession. To get the most out of the convention, plan your schedule of sessions and 50th anniversary events for each day in advance and include time to explore the latest materials in the Expo Hall, the Electronic Village, and the Technology Showcase. To get involved with TESOL beyond your membership, attend the TESOL Town Meeting and at least one interest section open meeting on Wednesday and the Annual Business Meeting on Friday.

On behalf of the 2016 Convention Team, welcome to TESOL’s celebration of the past 50 years—and commitment to the next 50 years.

Leslie Barratt, Convention Program Chair
Brock Brady, Associate Convention Program Chair
Diane Carter, Associate Convention Program Chair
Great teachers need great content.

Join ESL Library to download, print, and photocopy our student-focused English lessons and flashcards to help you teach a better class.

Visit us at booth 313 for a chance to win an Apple Watch!

New content every month

800+ lessons

2000+ flashcards

ESLlibrary

@ESLlibrary

esllibrary.com
### Walter E. Washington Convention Center

#### WELCOME WEEK AT A GLANCE

<table>
<thead>
<tr>
<th><strong>MONDAY, 4 APRIL 2016</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–5:15 pm</td>
<td>PreK–12 Dream Day+</td>
<td>various times/locations, BCC</td>
</tr>
<tr>
<td>8 am–5:15 pm</td>
<td>Community College Day+</td>
<td>various times/locations, BCC</td>
</tr>
<tr>
<td>5 pm–9 pm</td>
<td>Preconvention Institutes+</td>
<td>various locations, BCC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TUESDAY, 5 APRIL 2016</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–12 pm</td>
<td>Educational Site Visits+</td>
<td>various locations, Off-Site</td>
</tr>
<tr>
<td>8 am–5 pm</td>
<td>Preconvention Institutes+</td>
<td>various locations, BCC</td>
</tr>
<tr>
<td>8:30 am–4:30 pm</td>
<td>Affiliate Workshop</td>
<td>317, BCC</td>
</tr>
<tr>
<td>8:30 am–4:45 pm</td>
<td>Doctoral Research Forum</td>
<td>Holiday 2–3, Hilton Baltimore</td>
</tr>
<tr>
<td>8:30 am–4:45 pm</td>
<td>Master’s Student Forum</td>
<td>Holiday 2–3, Hilton Baltimore</td>
</tr>
<tr>
<td>3:30 pm–5 pm</td>
<td>Reception for New Members &amp; First-Time Attendees</td>
<td>Key 1–6, Hilton Baltimore</td>
</tr>
<tr>
<td>5:30 pm–7 pm</td>
<td>Opening Keynote: Aziz Abu Sarah</td>
<td>Ballroom, BCC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THURSDAY, 7 APRIL 2016</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>Presidential Keynote: Andy Curtis</td>
<td>Ballroom, BCC</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions</td>
<td>Expo Hall, BCC</td>
</tr>
<tr>
<td>4 pm–5 pm</td>
<td>Town Meeting</td>
<td>Holiday 3, Hilton Baltimore</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Interest Section Open Meetings</td>
<td>see page 11</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Interest Section Open Meetings</td>
<td>see page 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WEDNESDAY, 6 APRIL 2016</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>James E. Alatis Plenary: Jeanette Altarriba</td>
<td>Ballroom, BCC</td>
</tr>
<tr>
<td>9 am–10 am</td>
<td>The Wizard of Oz: A TESOL Tale (a musical)</td>
<td>Ballroom, BCC</td>
</tr>
<tr>
<td>11:15 am–12:45 pm</td>
<td>Affiliate Colloquium</td>
<td>Key 6, Hilton Baltimore</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions</td>
<td>Expo Hall, BCC</td>
</tr>
<tr>
<td>1 pm–4 pm</td>
<td>Interest Section Assembly</td>
<td>Peale, Hilton Baltimore</td>
</tr>
<tr>
<td>1:30 pm–2:30 pm</td>
<td>Ice Cream Break</td>
<td>Expo Hall, BCC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FRIDAY, 8 APRIL 2016</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>Friday Keynote: Anne Curzan</td>
<td>Ballroom, BCC</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions</td>
<td>Expo Hall, BCC</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>TESOL Annual Business Meeting</td>
<td>Key 7–8, Hilton Baltimore</td>
</tr>
<tr>
<td>7 pm–9 pm</td>
<td>TESOL’s 50th Anniversary Celebration</td>
<td>Eutaw Street, Hilton Baltimore</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SATURDAY, 9 APRIL 2016</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–12 pm</td>
<td>Postconvention Institutes+</td>
<td>various locations, Hilton Baltimore</td>
</tr>
</tbody>
</table>

Concurrent and exhibitor sessions are Wednesday, Thursday, and Friday beginning at 9:30 am each day, with the last session starting at 5 pm.

+ Ticketed Event  BCC = Baltimore Convention Center
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, 5 April, 3:30 pm–5 pm

Key 1–6, Hilton Baltimore

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 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.

For nearly 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 13,000 members representing 160 countries, and more than 105 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.

50
Reflecting Forward 1966–2016

The very first official gathering of the field took place in Tucson, Arizona in 1964 and was organized by the five founding associations of TESOL. The second and third gatherings were in San Diego, California and New York, New York. It was at the New York gathering that TESOL International Association was founded. The first convention of the new association was in Miami Beach, Florida in 1967. From those humble beginnings, the international convention has grown to be the largest gathering of ESOL professionals in the world, with more than 6,500 attendees from more than 75 countries representing all areas of the field.
THE BESTSELLING FOUNDATIONAL TEXT ON SECOND LANGUAGE TEACHING METHODS, now fully updated

ESL TEACHING Principles for Success Revised Edition
YVONNE S. FREEMAN DAVID E. FREEMAN MARY SOTO • ANN EBE

A cornerstone text for research-based second language teaching methods and practices, the Freeman’s ESL Teaching: Principles for Success is now better than ever with the latest research on best practices for emergent bilingual students.

Grades K-12
978-0-325-06249-5
2016 • 320 pp est. • $30.00 est.

Also Available Now from Heinemann

Reading to Learn for ELs
Motivation Practices and Comprehension Strategies for Informational Texts
Ana Taboada Barber
Grades 3-8
978-0-325-06251-8
2016 • 184 pp est. • $21.50 est

Cultivating Knowledge, Building Language
Literacy Instruction for English Learners in Elementary School
Nonie K. Lesaux and Julie Russ Harris
Grades K-5
978-0-325-06250-1
2015 • 168 pp • $20.00

Heinemann.com | P 800.225.5800 | F 877.231.6980
Stop by **TESOL Central**, located in the Expo Hall

- Chat with TESOL Staff and Board Members
- Meet the TESOL Interest Sections
- Enjoy an Ice Cream Break
  - Thursday, 1:30 pm
- Enter to win Daily Prizes
  - Daily Prize Drawings:
    - Wednesday & Thursday, 3:45 pm
    - Friday, 2:45 pm
- Browse the TESOL Press Bookstore
  - all titles 30% off list price!

---

**U.S. Department of State**

**Interested in paid teaching fellowships abroad?**

Visit booth #501 or attend a session:
- April 6 at 10:30am in Key 5
- April 7 at 2:00pm in Key 12

[www.elprograms.org](http://www.elprograms.org)
Meetings listed here are located in the Hilton Baltimore or the Baltimore Convention Center (*).

**TUESDAY, 5 APRIL**

- 8:30 am–11:30 am  Leadership Briefing  Holiday 6
- 8:30 am–4:30 pm  Affiliate Leaders’ Workshop  317*
- 1 pm–5 pm  IS Leaders’ Workshop  Holiday 6
- 1 pm–5 pm  TESOL Committee & Council Meetings  various
- 7 pm–9 pm  IS Steering Committee Meetings  Holiday 6

**WEDNESDAY, 6 APRIL**

1 pm–3 pm  Affiliate Editors’ Workshop  Ruth
2 pm–3 pm  IS Editors’ Workshop  Paca
3 pm–4 pm  IS Community Managers’ Workshop  Carroll
4 pm–5 pm  Town Meeting  Holiday 3

This meeting will be led by TESOL President Andy Curtis 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  
- Adult Education  321*
- Bilingual Education  316*
- Elementary Education  318*
- English as a Foreign Language  324*
- Higher Education  322*
- International Teaching Assistants  319*
- Materials Writers  323*
- Secondary Schools  317*
- Teacher Education  320*

6:45 pm–8:15 pm  
- Applied Linguistics  326*
- Computer-Assisted Language Learning  Holiday 4
- English for Specific Purposes  324*
- Intensive English Programs  321*
- Intercultural Communication  317*
- Nonnative English Speakers in TESOL  318*
- Program Administration  319*
- Refugee Concerns  323*
- Second Language Writing  325*
- Speech/Pronunciation/Listening  320*
- Social Responsibility  322*
- Video and Digital Media  316*

**THURSDAY, 7 APRIL**

9:30 am–11 am  Affiliate Assembly  Key 6
1 pm–2 pm  IS Assembly  Peale

**FRIDAY, 8 APRIL**

5 pm–6:30 pm  Annual Business Meeting  Key 7–8

This meeting is open to all attendees. Members vote on resolutions, learn about the state of the association, and observe the installation of newly elected officers of TESOL. Eligible voting members will be wearing badges encoded with the word “member” and will be seated in a designated area.
Visit the TESOL Press Bookstore located in the Expo Hall

30% OFF list price on more than 100 titles enter to win daily prizes

Don’t Miss the Pop-Up Bookstore, located in Registration
Monday: 7 am-10 am, 3 pm-6 pm
Tuesday: 7 am-5:30 pm

Regular Bookstore & Expo Hall Hours
Wednesday: 8:30 am-5:30 pm
Thursday: 8:30 am-5:30 pm
Friday: 8:30 am-3:30 pm
The TESOL Awards Committee 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**
  - **2014 AWARD WINNER:** Shelley Staples
  - **FEATURED SESSION:** Development and Evaluation of a Corpus-Informed Curriculum for International Nurses
    - Friday, 8 April, 1 pm–1:45 pm; 318, BCC

- **TESOL Award for Distinguished Research**
  - **presented by ETS TOEFL**
  - **2016 AWARD WINNERS:** Bonny Norton and Ron Darvin
  - **FEATURED SESSION:** Investment and the Right to Speak in the 21st Century
    - Wednesday, 6 April, 1 pm–1:45 pm; Key 11, Hilton Baltimore

- **TESOL Teacher of the Year Award**
  - **presented by National Geographic Learning**
  - **2016 AWARD WINNER:** Shannon Tanghe
  - **FEATURED SESSION:** Teaching to Learn: Focus on Teacher Inquiry Stance
    - Thursday, 7 April, 10:30 am–11:15 am; Holiday 3, Hilton Baltimore

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

- **TESOL Leadership Mentoring Program**

- **TESOL Professional Development Scholarships**

- **TESOL Virginia French Allen Award**

- **TESOL/TEFL Travel Grant**

- **Professional Development Travel Grant for Practicing ESL/EFL Teachers**
  - **presented by Betty Azar**

---

**DID YOU KNOW?**

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

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

**AZIZ ABU SARAH**

Tuesday, 5 April 2016
5:30 pm–7 pm

*Revolutionizing Education: Building Peace in a Divided World*

Aziz Abu Sarah shares how education played a major role in his transformation from a radical to a peacebuilder, and how his educational work in Syria, Afghanistan, Israel-Palestine, and the United States has helped bridge the gap between hostile communities. Abu Sarah explores how education has the power to heal conflicts, from the geopolitical stage to the classroom.

**JEANETTE ALTARRIBA**

Thursday, 7 April 2016
8 am–9 am

*Beyond Linguistic Borders: Language Learning Cradled in Cognition*

The key to fluency in a second language lies in knowing basic contextual and motivational features that must be present in order to facilitate language learning. This plenary reviews evidence-based research nestled in a cognitive approach promoting effective language learning and theories used to derive those approaches for classroom use.

**PRESIDENTIAL KEYNOTE**

**ANDY CURTIS**

Wednesday, 6 April 2016
8 am–9 am

*Reflecting Forward, Reflecting Back: Looking in the Mirror at 50*

The idea of teachers as reflective practitioners has been part of English language teacher training and development for a long time. Central to the metaphor of reflection is the mirror. Who do we see when we look in the mirror, how did we get here, and where are we going?

**ANNE CURZAN**

Friday, 8 April 2016
8 am–9 am

*Survey Says....: Determining What English Usage Is and Isn't Acceptable*

Is it acceptable to use “impact” as a verb? “They” as a singular generic pronoun? How should ESL/EFL instructors or students decide? Curzan offers a lively historical perspective on well-known grammar/style rules and an insider’s look at completing the annual ballot for the *American Heritage Dictionary* usage panel.

**MORNING KEYNOTE**

**JAMES E. ALATIS PLENARY**

**JEANETTE ALTARRIBA**

Thursday, 7 April 2016
8 am–9 am

*Beyond Linguistic Borders: Language Learning Cradled in Cognition*

The key to fluency in a second language lies in knowing basic contextual and motivational features that must be present in order to facilitate language learning. This plenary reviews evidence-based research nested in a cognitive approach promoting effective language learning and theories used to derive those approaches for classroom use.

Dr. Jeanette Altarriba is professor in the Department of Psychology at the University at Albany–SUNY. Dr. Altarriba is vice provost and dean for undergraduate education, and she directs a research program in the areas of bilingual language processing, second language acquisition; and emotion, attention, memory, and cognition.

**SPONSORED BY:**

NATIONAL GEOGRAPHIC LEARNING

CENGAGE Learning

**ANNE CURZAN**

is Arthur F. Thurnau Professor of English at the University of Michigan. She previously taught ESL at a university in Wuhan, China for 2 years. Her research focuses on the history of the English language, attitudes about language change, language and gender, lexicography, and pedagogy.
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 take place at the Hilton Baltimore or the Baltimore Convention Center (*).

Wednesday, 6 April

- **The TESOL P–12 Professional Teaching Standards**  
  PRESENTER: Diane Staehr Fenner  
  10 am–10:45 am; Key 1
- **Becoming a Leader in TESOL International Association**  
  PRESENTER: Andy Curtis  
  11:30 am–12:15 pm; Carroll
- **Implementing the Short-Term TEFL/TESL Certificate Standards in Online Programs**  
  PRESENTER: Sarah Sahr  
  11:30 am–12:15 pm; 319*
- **The CCSS in Mathematics for ELLs: High School**  
  PRESENTER: Luciana de Oliveira  
  1 pm–1:45 pm; Key 10
- **The CCSS in Content-Area Literacy for ELLs: Grades 6–12**  
  PRESENTER: Luciana de Oliveira  
  2 pm–2:45 pm; Key 10
- **How to Get Published in TESOL and Applied Linguistics Journals**  
  PRESENTER: Brian Paltridge  
  2 pm–4 pm; Peale
- **Pronunciation in the Classroom: The Overlooked Essential**  
  PRESENTER: Tamara Jones  
  2 pm–2:45 pm; Holiday 3
- **Social Justice in English Language Teaching**  
  PRESENTER: Laura Jacob  
  3 pm–3:45 pm; Holiday 3
- **Affiliate Task Force Update**  
  PRESENTER: Valerie Borchelt  
  4 pm–4:45 pm; Holiday 1

Thursday, 7 April

- **Strategies for Writing Successful TESOL International Convention Session Proposals**  
  PRESENTER: John Schmidt  
  10 am–10:45 am; Key 5
- **Developing and Delivering Successful TESOL International Convention Presentations**  
  PRESENTER: Trish Morita-Mullaney  
  11 am–11:45 am; Key 5
- **Beyond Borders: The TESOL Encyclopedia of English Language Teaching**  
  PRESENTER: John Liontas  
  11:30 am–12:15 pm; Key 10
- **Challenges and Opportunities: Visions of TESOL Publications Beyond the Borders**  
  PRESENTER: Ke Xu  
  1 pm–2:45 pm; Brent

Friday, 8 April

- **The Future of TESOL Interest Sections**  
  PRESENTERS: Sarah Sahr, Joe McVeigh  
  2 pm–2:45 pm; Peale
- **I Want to Write a Book! Getting Published With TESOL**  
  PRESENTER: Robyn Brinks Lockwood  
  2 pm–3:45 pm; Holiday 4
- **Sharing Responsibility, Engaging Families, and Advocating for English/Dual Language Learners**  
  PRESENTER: Sarah Sahr  
  9:30 am–10:15 am; 320*
- **Cat Got Your Tongue? Inspiring Teachers While Demystifying English Idioms**  
  PRESENTER: Patrick T. Randolph  
  10 am–10:45 am; Holiday 3
- **Wordless Books to Work on Words and More!**  
  PRESENTER: Gilda Martinez-Alba  
  11 am–11:45 am; Holiday 3
THE TESOL CLASSROOM OF THE FUTURE

- What will a “standard” classroom look like 5, 10, or even 20 years from now?
- What new advances in pedagogy will be available?
- What sort of devices or technology will teachers and students be using?
- What kinds of classroom design and classroom furniture might we be using?

See a list of Classroom of the Future presentations on page 206.

The TESOL Classroom of the Future attempts to help answer these kinds of questions. This area in the English Language Expo features sessions from your peers, as well as demonstrations of cutting-edge technology from the exhibitors featured on the floor.

Check the TESOL website, mobile app, and special program insert for a complete list of presentation and demonstration times.
The Center for English Language Learning offers English courses that support many of the University of Missouri’s 2,500+ international students representing nearly 120 countries. We’re an exciting, vibrant and growing Center, and we’re honored to support your fun at the TESOL 50th Anniversary Block Party.

Visit us in beautiful Columbia, Missouri, one of the USA’s most livable small cities. https://cellmu.missouri.edu/

Irene A. Juzkiw, Director, English Language Support Program
Lily Sorenson, Director, Intensive English Program
Mark S. Algren, Executive Director, Center for English Language Learning

100% Online TESOL Master’s Degree and Certificate at the University of Missouri
TESOL degree and certificate programs are offered by the Department of Learning, Teaching and Curriculum in the MU College of Education.

Master’s of Education in Learning, Teaching, and Curriculum with a TESOL focus
Complete details at: http://online.missouri.edu/degreeprograms/ed-tesol/masters.aspx

Graduate Certificate in TESOL
Complete details at: http://online.missouri.edu/degreeprograms/ed-tesol/gradcertificate.aspx

Learn from classmates who are practicing teachers around the world! Current students are teaching in China, Czech Republic, Egypt, Germany, Japan, Korea, Laos, Philippines, Qatar, Singapore, Thailand, and the U.S.A.

Contact:
Dr. Rachel Pinnnow
TESOL Program Coordinator
pinnowr@missouri.edu

Dr. Nikki Ashcraft
ashcraftn@missouri.edu
**ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASE**

Visit Holiday Ballrooms 4 & 5 (2nd Floor Hilton Baltimore) for Ideas on Technology and Language Learning!

### Electronic Village

**Hilton Baltimore, Holiday Ballroom 5**

- **CALL for Newcomers**
  - Learn CALL basics from experts and enhance your teaching with computer resources in this 90-minute hands-on introduction to CALL.
  - **COORDINATORS:** John Madden, Deborah Healey

- **Ask Us: Free 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’ve learned in Pre- and Postconvention Institutes and EV workshops. Our CALL expert volunteers are available to answer questions and share expertise incorporating CALL into the ES/FL curriculum.
  - **COORDINATORS:** Deborah Healey, Tom Robb

- **Electronic Village Technology Fairs**
  - Explore ways to use CALL in your classroom from presenters who are 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 interest sections.
  - **EV Technology Fair Themes** include mobile devices, hardware, and mobile technology devices and applications.
  - **COORDINATORS:** Claudio Fleury, José Antônio da Silva

### Technology Showcase Events

**Hilton Baltimore, Ballroom 4**

- **CALL Academic Session**
  - Project-based learning (PBL), a dynamic learner-centered approach to active exploration of real-world problems and challenges, promotes the use of authentic resources, critical thinking skills, collaboration, and other beneficial strategies for English language proficiency development. New possibilities abound when PBL is facilitated in online, mobile, and blended learning environments.
  - **COORDINATOR:** Jack Watson

- **Special InterSection (CALL with SRIS)**
  - **Innovating Language Learning Through Technology for Environmental Responsibility**
    - Thursday: 9:30 am–11:15 am

- **Mobile Apps for Education Showcase**
  - This session provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite mobile applications.
  - **COORDINATORS:** Tom Robb, Audra Hilterbran

- **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.
  - **COORDINATOR:** Andy Bowman

- **Hot Topics Sessions**
  - **Online Course Development in MOOCs**
  - **Free Online Tools for Teachers and Learners**
  - **CALL in K–12**


---

**Special Events**

The Electronic Village (EV) and the **Technology Showcase** are hosted by the Computer-Assisted Language Learning (CALL) Interest Section.

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 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.

**EV Events Coordinator**

- **Aaron Schwartz**, Ohio University, Kansas, USA

**EV Managers**

- **Andy Bowman**, Wichita State University, Arizona, USA
- **Stephanie Korslund**, Iowa State University, Iowa, USA
- **Justin Shewell**, Arizona State University, Arizona, USA

Access the EV schedule online at [http://call-is.org/ev/schedule.php](http://call-is.org/ev/schedule.php)

or scan this code with a QR-enabled mobile device:

![QR Code](image-url)
### 2016 Electronic Village Schedule At-A-Glance (Holiday Ballroom 5, 2nd Floor Hilton)

<table>
<thead>
<tr>
<th>Times</th>
<th>Wednesday, April 6</th>
<th>Thursday, April 7</th>
<th>Friday, April 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am</td>
<td>Ask Us: 8 am–8:30 am</td>
<td>Ask Us: 8 am–8:30 am</td>
<td>Ask Us: 8 am–8:30 am</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Technology Fair: Mobile Devices*</td>
<td>Technology Fair: Classroom Tools*</td>
<td>Technology Fair: Classroom Tools*</td>
</tr>
<tr>
<td>9 am</td>
<td>8:30 am–9:20 am</td>
<td>8:30 am–9:20 am</td>
<td>8:30 am–9:20 am</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Ask Us: 9:30 am–10 am</td>
<td>Ask Us: 9:30 am–10 am</td>
<td>Ask Us: 9:30 am–10 am</td>
</tr>
<tr>
<td>10:30 am</td>
<td>10 am–10:50 am</td>
<td>10 am–10:50 am</td>
<td>10 am–10:50 am</td>
</tr>
<tr>
<td>11 am</td>
<td>Technology Fair: Classroom Tools*</td>
<td>Technology Fair: Mobile Devices*</td>
<td>Technology Fair: Mobile Devices*</td>
</tr>
<tr>
<td>11:30 am</td>
<td>11 am–11:50 am</td>
<td>11 am–11:50 am</td>
<td>11 am–11:50 am</td>
</tr>
<tr>
<td>12 pm</td>
<td>CALL for Newcomers</td>
<td>CALL for Newcomers</td>
<td>Ask Us: 12 pm–12:30 pm</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>12 pm–1:30 pm</td>
<td>12 pm–1:30 pm</td>
<td>Ask Us: 12:30 pm–1:30 pm</td>
</tr>
<tr>
<td>1 pm</td>
<td>EV Miniworkshop†</td>
<td>EV Miniworkshop†</td>
<td>EV Miniworkshop†</td>
</tr>
<tr>
<td>2 pm</td>
<td>Technology Fair Classics</td>
<td>Technology Fair Classics</td>
<td>EV Miniworkshop†</td>
</tr>
<tr>
<td>3 pm</td>
<td>Ask Us: 3:10 pm–3:30 pm</td>
<td>Technology Fair: Classroom Tools*</td>
<td>2 pm–3:20 pm</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>EV Miniworkshop†</td>
<td>Technology Fair Classics</td>
<td>Ask Us: 3:30 pm–4:30 pm</td>
</tr>
<tr>
<td>4 pm</td>
<td>EV Miniworkshop†</td>
<td>Technology Fair: Classroom Tools*</td>
<td>Ask Us: 4:30 pm–5 pm</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>EV Miniworkshop†</td>
<td>EV closed after 5 pm</td>
<td>EV closed after 5 pm</td>
</tr>
<tr>
<td>5 pm</td>
<td>EV closed after 5 pm</td>
<td>CALL-IS Open Meeting &amp; Steering Committee Election</td>
<td>TESOL Annual Business Meeting</td>
</tr>
</tbody>
</table>

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

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

Key for abbreviations: EV = Electronic Village; Ask Us = Ask Us: Free Advice for Call.
NEW SESSION:
The Electronic Village Online: Best of 2015
For 5 weeks in January and February, participants and ESOL experts engage in collaborative, online discussion or hands-on virtual workshops of professional and scholarly benefit. These 5-week sessions allow a fuller development of ideas than is possible in convention sessions.
EVO sessions are sponsored by a TESOL interest section or affiliate, an IATEFL special interest group, or other groups or affiliates. Sponsors provide no financial support.
Come to the EVO session in the Holiday 4 Ballroom on Wednesday, 1 pm, or to learn more, visit http://evosessions.pbworks.com/#evosessions

The Classroom of the Future
Located in the Exhibit Hall, the Classroom of the Future will include a showcase of the future of classroom design, technology, and pedagogy. Come experience the future today! See session titles and descriptions on page 206.

The Electronic Village Schedule is Available Online
Visit http://call-is.org
or scan this code with a QR-enabled mobile device:
Selected Technology Showcase events will be webcasted at http://callis2016.pbworks.com

TESOL 50TH ANNIVERSARY CELEBRATION & BLOCK PARTY
Friday, 8 April 2016 • 7 pm–9 pm
LOCATION: Eutaw Street
(The outdoor area between the two Baltimore Hilton buildings)
Join your TESOL colleagues in celebration of TESOL’s 50 years at TESOL’s biggest networking event ever. Enjoy food from Baltimore’s various ethnic communities and celebrate with some TESOL birthday cake.

TESOL THANKS ITS GENEROUS 50TH ANNIVERSARY PARTNER
National Geographic Learning
AND SUPPORTING EVENT PARTNER
British Council
THANKS TO EVENT PARTNERS
University of Missouri Center for English Language Learning
CAL—Center for Applied Linguistics
Visit Baltimore
Renew your energy with a light snack and gather with a small, casual group of colleagues to discuss a current topic of interest with a leading TESOL expert.

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

All teas are US$45. 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!

**Wednesday, 6 April 2016**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T01</td>
<td>Brock Brady</td>
<td>Rethinking Classroom Management for Both Novice and Seasoned Teachers</td>
</tr>
<tr>
<td>T02</td>
<td>Liying Cheng</td>
<td>From Testing to Assessment: Connecting Language Teaching, Learning, and Assessment</td>
</tr>
<tr>
<td>T03</td>
<td>Christine Coombe</td>
<td>Mentoring: An Essential Leadership Development Skill</td>
</tr>
<tr>
<td>T04</td>
<td>Elizabeth Hanson-Smith</td>
<td>Gamify (Turn Activities Into Games) Your Class: It Works!</td>
</tr>
<tr>
<td>T05</td>
<td>Joyce Kling</td>
<td>English Medium Instruction</td>
</tr>
<tr>
<td>T06</td>
<td>Suhanthie Motha</td>
<td>Race and Empire in TESOL</td>
</tr>
<tr>
<td>T07</td>
<td>Dudley Reynolds</td>
<td>Finding Your Place in TESOL’s Next 50 Years</td>
</tr>
<tr>
<td>T09</td>
<td>Joan Kang Shin</td>
<td>Teaching English to Young Learners With International Children’s Songs</td>
</tr>
</tbody>
</table>

**Thursday, 7 April 2016**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T10</td>
<td>Kyung-Hee Bae</td>
<td>Graduate ESL Students: Understanding/Addressing Their Communicative Needs and Experiences</td>
</tr>
<tr>
<td>T11</td>
<td>Gary Carkin</td>
<td>Methods of Teaching English Through Drama</td>
</tr>
<tr>
<td>T12</td>
<td>Mary Ann Christison, Denise Murray</td>
<td>Online Language Teacher Education</td>
</tr>
<tr>
<td>T13</td>
<td>Ayanna Cooper</td>
<td>Supporting Educators of ELLs Through Strong Leadership</td>
</tr>
<tr>
<td>T14</td>
<td>Andy Curtis</td>
<td>Leading and Managing Change and Innovation in TESOL</td>
</tr>
<tr>
<td>T15</td>
<td>Ester de Jong</td>
<td>Preparing Mainstream Teachers to Work With ELLs</td>
</tr>
<tr>
<td>T16</td>
<td>Beverley Earles</td>
<td>The Impact of Unspoken Rules in IEP Management and Survival</td>
</tr>
<tr>
<td>T17</td>
<td>David Nunan</td>
<td>Fostering Autonomy Through Contact Assignments</td>
</tr>
<tr>
<td>T18</td>
<td>Tarana Patel</td>
<td>Exploring Business Avenues for Entrepreneurial Opportunities in TESOL</td>
</tr>
<tr>
<td>T20</td>
<td>Christel Broady</td>
<td>Advocacy for Immigrant Families and Their K–12 Children in the USA</td>
</tr>
</tbody>
</table>

**Friday, 8 April 2016**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T19</td>
<td>Jeanette Altarriba</td>
<td>Cognitive Approaches to Encoding a New Language</td>
</tr>
<tr>
<td>T21</td>
<td>Deena Boraie</td>
<td>Exploring Your Assessment Literacy by Critically Evaluating an Assessment Task</td>
</tr>
<tr>
<td>T22</td>
<td>Keith Folse</td>
<td>Teaching Vocabulary in TESOL</td>
</tr>
<tr>
<td>T23</td>
<td>Donald Freeman</td>
<td>Exploring What Works in ELT Professional Development</td>
</tr>
<tr>
<td>T24</td>
<td>Deborah Healey</td>
<td>How Lessons Learned From the MOOC Can Inform Classroom Teaching</td>
</tr>
<tr>
<td>T25</td>
<td>Awad Ibrahim</td>
<td>What TESOLers Need to Know About Hip Hop and Blackness</td>
</tr>
<tr>
<td>T26</td>
<td>Rashi Jain</td>
<td>Beyond Native/Nonnative Borders: Exploring Translingualism in Teacher Identity</td>
</tr>
<tr>
<td>T27</td>
<td>Mary Lou McCloskey</td>
<td>Reading Development for Students With Interrupted Education</td>
</tr>
</tbody>
</table>
INVIDTED SPEAKER SESSIONS

Find abstracts for these sessions in the program under the date and time for each session. All sessions take place in Holiday 6 in the Hilton.

Wednesday, 6 April

› The Every Teacher Challenge for K–12 Schools
  PRESENTER: Annela Teemant
  2 pm–2:45 pm

› Five Essential Tips for Using Songs to Teach English
  PRESENTER: Joan Kang Shin
  9:30 am–10:15 am

› Perils and Strategies in Retention and Completion Within Community College IEPs
  PRESENTER: Jose Carmona
  3 pm–3:45 pm

› Preparing ELLs for College and Career Success
  PRESENTER: Libia Gil
  1 pm–1:45 pm

› The Use of Captions: Theoretical and Pedagogical Considerations
  PRESENTERS: Susan Gass, Paula Winke
  10:30 am–11:15 am

Thursday, 7 April

› 50 Years of TESOL Materials for Teaching and Learning Vocabulary
  PRESENTER: Keith Folse
  1 pm–1:45 pm

› Conflict Zones and Two Teacher Trainers
  PRESENTER: Eric Dwyer
  10:30 am–11:15 am

› IEPs and Students: Challenges, Opportunities With Universities, Accreditation, Private Partnerships
  PRESENTERS: Mark Algren, Kurk Gayle, Suzanne Panferov, JoAnn McCarthy, Mary Reeves, Michelle Bell
  3 pm–4:45 pm

› People at Risk: Mobility Beyond Borders
  PRESENTER: Earlene Gentry
  9:30 am–10:15 am

› Rethinking Written Feedback: Theory and Practice
  PRESENTER: Ahmar Mahboob
  2 pm–2:45 pm

Friday, 8 April

› African Storytelling: A Journey Across Borders
  PRESENTER: Raouf Mama
  10:30 am–11:15 am

› Breaking Borders With the Stories: Birth to Death
  PRESENTER: Joan Wink
  9:30 am–10:15 am

› Creating TESOL: Five Fantastic Founders’ 50 Years of Forward Reflection
  PRESENTERS: Jun Liu, Amy Schlessman, Rosemary Feal, Terrance Wiley
  3 pm–3:45 pm

› Do You See Me? Knowing the Reality of Immigrants
  PRESENTER: Christel Broady
  1 pm–1:45 pm

› Personal and Professional Growth Through Life Satisfaction
  PRESENTERS: Neil J Anderson, Christine Coombe
  2 pm–2:45 pm
Support Your Teachers and Students With ELL Experts

Partner with Corwin authors and experts to develop PD programs that give teachers the knowledge and skills to support English learners in every classroom.

Debbie Zacarian
Margo Gottlieb
Diane Staehr Fenner
Judie Haynes
Margarita Calderón
Shelley Fairbairn

Visit Corwin booth #227 or www.corwin.com
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, U.S. Department of State, U.S. Department of Homeland Security, U.S. Department of Justice, and other experts to present information on education laws, policies, and initiatives impacting English language teaching and learning.

All of the following sessions will be in the Hilton Baltimore, Holiday 2.

Wednesday, 6 April
› When Scammers Target Your Students: Tips and Tools for Teachers
   FEATURING: Representatives from the U.S. Federal Trade Commission
   9:30 am–10:15 am

› Hot Topics and Updates From SEVP
   FEATURING: Representatives from the Student and Exchange Visitor Program, U.S. Department of Homeland Security
   11:30 am–12:15 pm

› Hot Topics for Intensive English Programs
   FEATURING: Speakers from English USA and the Consortium of University and College Intensive English Programs (UCIEP)
   1 pm–2:45 pm

› Immigration 101
   FEATURING: Speakers from the American Immigration Council
   5 pm–5:45 pm

Thursday, 7 April
› U.S. Federal Education and Language Policy Update
   An overview of the legislative proposals and federal initiatives TESOL International Association is monitoring
   10 am–11:45 am

› National and State Initiatives in Adult ESL
   FEATURING: Representatives from the Office of Vocational and Adult Education, U.S. Department of Education
   2 pm–3:45 pm

Friday, 8 April
› Crossing Borders With Digital Storytelling
   FEATURING: Speakers from the American Immigration Council
   10:30 am–11:15 am

SPECIAL PUBLIC POLICY SESSION:
› ELLs, Immigrant Students, and U.S. Law
   FEATURING: Representatives from the Office of Civil Rights at the U.S. Department of Education, the U.S. Department of Justice, and the Migrant Legal Action Program
   1 pm–4:45 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.

Thursday, 7 April
› Becoming a U.S. Citizen: The Naturalization Process
   1 pm–2:30 pm

› Improving Listening Skills for the Naturalization Process
   3 pm–4:30 pm

Friday, 8 April
› The U.S. Naturalization Test: Teaching Objectives
   9:30 am–10:30 am

› Guide to the Adult Citizenship Education Content Standards: An Overview
   11:30 am–12:30 pm
CAL is proud to be a sponsor for the TESOL 2016 International Convention and English Language Expo and to celebrate TESOL’s 50th anniversary.

CAL looks forward to continuing our long collaboration with TESOL for many years to come as we work together to advance English language teaching and learning.

HERE’S TO ANOTHER 50 YEARS OF TESOL SUCCESS.

SPOTLIGHT ON CAL RESOURCES

CAL Institutes
Research-based professional development workshops
CAL Institutes provide research-based strategies and practical, hands-on tools to help English learners succeed in the classroom.

www.cal.org/institutes

Fundamentals of Sheltered Instruction: Featuring the SIOP Model
New Self-Paced Online Course from CAL
This affordable online course helps teachers and administrators increase their knowledge of research-based sheltered instruction to support the language and content learning needs of English learners.

www.cal.org/siop

www.cal.org
TESOL is strongly committed to research as a way to improve professional knowledge and inform classroom practice. TESOL’s Research Standing Committee (RSC) 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 of these sessions are in Hilton Baltimore or the Baltimore Convention Center (*)

Tuesday, 5 April

RSC WORKSHOP
1 pm–4:45 pm; 327*
› Research Mentoring Workshop
This event is designed to support emergent and early-career researchers in various stages of their research design and development, such as framing, methodological considerations, implementation, and data analysis.
FACILITATORS: Lucilla Lopriore, Anne Burns, Rebeca Tapia, Xuesong (Andy) Gao, John Rogers, Patrick Ng Chin Leong

Wednesday, 6 April

RESEARCH COLLOQUIUM A
10 am–11:45 am; Key 11
› Teachers’ Engagement With Research in Practice, Advocacy, and Professional Growth
PRESENTERS: Judy Sharkey, Thomas Farrell, Mary Scholl, Carla Lynn Reichmann, Brian Morgan

TESOL AWARD FOR DISTINGUISHED RESEARCH
1 pm–1:45 pm; Key 11
› Investment and the Right to Speak in the 21st Century
In this session, the recipients of the 2016 TESOL Award for Distinguished Research present the empirical study for which the award was given.
PRESENTERS: Bonny Norton, Ron Darvin

RESEARCH COLLOQUIUM B
3 pm–4:45 pm; Key 11
› Ethics in Transnational Research: Researcher Perspectives
PRESENTERS: Peter De Costa, Scott Sterling, Sandra Kouritzin, Satoru Nakagawa, Xuesong (Andy) Gao, Jian Tao, Christine Casanave, Mike Baynham, Jessica Bradley

Thursday, 7 April

TESOL RESEARCH AGENDA FAIR
9:30 am–11:15 am, Key 3
› Reflecting Forward: The Next 50 Years of TESOL Research
PRESENTERS: Lucilla Lopriore, Gertrude Tinker Sachs, Suhanthie Motha, Ryuko Kubota, Rachel Grant, Mashael Al-Hamly

RESEARCH COMMITTEE OPEN DISCUSSION
11:30 am–1:45 pm; 318*
› Beyond Research Borders: TESOL Quarterly and TESOL Journal
FACILITATORS: Rebeca Tapia, Brian Paltridge, Ahmar Mahboob, Robert Johnson Rogers

JOINT SESSION WITH NABE
2 pm–3:45 pm; Key 3
› Addressing Multiliteracies and Multimodalities for Learners of English: NABE/TESOL Connections
PRESENTERS: Rachel Grant, Marjorie Haley, Theresa Austin, Maria José Botelho, Marie Christine Polizzi, Anita Pandey, Sylvia Sanchez

Friday, 8 April

RESEARCH COLLOQUIUM C
10 am–11:45 am; Key 1
› Language Teacher Identity and Agency: Insights From Research
PRESENTERS: Manka Varghese, Suhanthie Motha, John Gilbert, Hayriye Kayi-Aydar, Jenelle Reeves, Xuesong (Andy) Gao

A “BROWN BAG” CONVERSATION
12:30 pm–1:30pm; Exhibit Hall, Roundtable Area*
› Building Collaborative Practitioner-Researcher Networks
Bring your lunch and share your thoughts.
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. Finds abstracts for these sessions in the program book under the date and time for each session; all sessions are hosted in the Hilton Baltimore.

**AFFILIATE COLLOQUIUM**

<table>
<thead>
<tr>
<th>TESOL Affiliates’ Role in Intercultural Competence Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 April, 11:15 am–12:45 pm; Key 6</td>
</tr>
<tr>
<td>Intercultural communicative competence (ICC) recognizes English as a world language considering international contexts as settings of English language use impacted by different cultures and circumstances. Panel participants representing TESOL affiliates discuss aspects of ICC as it relates to ICC development, and impact within and between TESOL affiliates.</td>
</tr>
<tr>
<td>PRESENTERS: Sanjay Arora, English Language Teachers’ Association of India; Arifa Rahman, Bangladesh English Language Teachers Association; Sarah E. Elia, New York State TESOL; Mira Namsrai, Mongolia TESOL; Nazihah Ali, TESOL Arabia; Mohamed Azaza, TESOL Arabia; Sufian Abu Rmaileh, TESOL Arabia</td>
</tr>
</tbody>
</table>

**MEXICO TESOL**

- **Encouraging Mindfulness Through Active Learning**
  6 April, 9:30 am–10:15 am; Douglas
  PRESENTER: Leticia Vela

**YAKUT TESOL**

- **Effectiveness of Audio Feedback for EFL Students in Online Courses**
  6 April, 3 pm–3:45 pm; Douglas
  PRESENTER: Natalya Alexeeva

**KENTUCKY TESOL**

- **Garnering the Power of Technology for Coteaching and Collaboration**
  6 April, 5 pm–5:45 pm; Douglas
  PRESENTER: Christel Broady

**MINNESOTA TESOL**

- **Planning for Language Instruction With Common Core Standards**
  7 April, 2 pm–2:45 pm; Douglas
  PRESENTER: Kristina Robertson

**TESOL ARABIA**

- **Emotional and Social Intelligence Effects on Classroom Motivation and Behavior**
  7 April, 3 pm–3:45 pm; Douglas
  PRESENTER: Sufian Abu Rmaileh

**MICHIGAN TESOL**

- **Making Smartphones and Tablets Work Toward, Not Against, Classroom Efficacy**
  8 April, 9:30 am–10:15 am; Douglas
  PRESENTER: Courtney King

**MASSACHUSETTS TESOL**

- **Flipping the Classroom to Teach English for Academic Purposes**
  8 April, 10:30 am–11:15 am; Douglas
  PRESENTER: Ilka Kostka

**TESOL ITALY**

- **Content and EFL Teachers’ Collaboration in CLIL**
  8 April, 2 pm–2:45 pm; Douglas
  PRESENTER: Lina Vellucci
Find abstracts for these sessions in the program book under the date and time for each session. All sessions are located in the Hilton Baltimore or the Baltimore Convention Center (*).

› **Connecting Language Acquisition and Academic Achievement; The Latest From WIDA**
  
  *Sponsored by WIDA*
  
  6 April, 9:30 am–10:15 am; Holiday 1
  
  PRESENTER: Jesse Markow

› **Teacher Voices, English, and Multilingualism: Building Peace Through Language Planning**
  
  *Sponsored by TIRF*
  
  6 April, 10:30 am–12 pm; Holiday 1
  
  PRESENTERS: Kathleen Bailey, Ryan Damerow, Joseph Lo Bianco

› **Preparing Mainstream Teachers to Work With ELLs**
  
  *Sponsored by the National Science Teachers Association*
  
  6 April, 1 pm–1:45 pm; Holiday 1
  
  PRESENTER: Carolyn Hayes

› **Time for Multilingualism?: Bilingual(ized) English Instruction for Improved Outcomes**
  
  *Sponsored by NABE*
  
  6 April, 2 pm–2:45 pm; Holiday 1
  
  PRESENTER: Anita Pandey

› **Empowering Language Learners by Developing and Recognizing 21st-Century Literacies**
  
  *Sponsored by ACTFL*
  
  6 April, 3 pm–3:45 pm; Holiday 1
  
  PRESENTERS: Marty Abbott, Paul Sandrock, Elvira Swender

› **All In! How Educators Can Advocate for ELLs**
  
  *Sponsored by NEA*
  
  7 April, 1 pm–1:45 pm; Holiday 1
  
  PRESENTER: William Moreno III

› **Maximizing Association Networks for Member Value**
  
  *Sponsored by the International Literacy Association*
  
  8 April, 9:30 am–10:15 am; Holiday 1
  
  PRESENTERS: Marcie Post, Tiffany Sears

› **The IEP as a Collaborator in Campus Internationalization**
  
  *Sponsored by NAFSA: Association of International Educators*
  
  8 April, 11:30 am–12:15 pm; Holiday 1
  
  PRESENTERS: Joann Ng Hartmann, Scott Stevens

› **ELLs and the Common Core State Standards**
  
  *Sponsored by AFT*
  
  8 April, 1 pm–1:45 pm; Holiday 1
  
  PRESENTER: Giselle Lundy-Ponce

› **Strategies for Classroom Assessment at Different Proficiency Levels**
  
  *Sponsored by the International Language Testing Association*
  
  8 April, 3 pm–3:45 pm; 336*
  
  PRESENTERS: Diane Schmitt, Deborah Crusan, Lia Plakans
Bringing Relevant Learning to Multicultural Settings

The TESOL programs at Azusa Pacific equip teachers with the vision and skills to educate diverse populations of English learners, both locally and internationally. Graduates have taught around the globe in more than 40 countries, passionately pursuing their calling to bridge cultural and linguistic differences and make a meaningful impact in the lives of students.

- Enjoy engaging, practical training led by experienced faculty.
- Gain valuable teaching tools grounded in a Christian worldview.
- Choose from flexible program formats tailored to meet your needs.
- Study abroad options and conference travel awards available.

Programs Offered:
M.A. in TESOL
Certificate in TESOL
Certificate in TEFL

On campus | Field-based | Online

Contact us today!
(626) 815-3844 | tesol@apu.edu | apu.edu/tesol
901 E. Alosta Ave., Azusa, CA 91702
Looking for a job? Have jobs to fill? Curious about trends in English language teaching employment? Don’t miss the Job MarketPlace at the TESOL convention, Baltimore Convention Center, Level 100, Halls E/F.

Every year, recruiters and job seekers from all over the world meet at Job MarketPlace to fill a variety of English language education jobs available worldwide: long and short term; teaching and administrative; public and private; Pre-K-12, adult, and higher education.

START HERE: www.tesol.org/jmp

FREE admission to Job MarketPlace with your paid convention registration.

Only registered convention attendees may interview in the Job MarketPlace. Even if you have not registered with the Job MarketPlace, feel free to stop by and browse through the jobs, and see which companies and institutions have come to recruit: You never know what you might find.
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 2016 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. Prepurchased 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-only 4-week course. The TESOL website has information about all of TESOL’s certificate training programs at www.tesol.org/leadershiptraining.
REQUIRED ELT LMCP WORKSHOP

› **LMCP**: Leadership and Management Fundamentals  
  Tuesday, 5 April, 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 North Texas, Texas, USA

REQUIRED ELECTIVE WORKSHOPS (choose two)

› **LMCP1**: Financial Planning: Budgets and Course Costing  
  **Wednesday, 6 April, 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 North Texas, Texas, USA

› **LMCP2**: Hiring Essentials  
  **Wednesday, 6 April, 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 LEADER:** Renee Feather, Educational Consulting Services, LLC, Colorado, USA

› **LMCP3**: How to Run Effective Meetings  
  **Thursday, 7 April, 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, 7 April, 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:** Renee Feather, Educational Consulting Services, LLC, Colorado, USA

› **LMCP5**: Effective Time Management Strategies for ELT Leaders/Professionals  
  **Thursday, 7 April, 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; Mashael Al-Hamly, Kuwait University, Kuwait
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 are indicated in **bold**.)

Elizabeth P. Aamodt
Monique Abbott
Randa Abdelmagid
Paul Abraham
Della Abraham
Shahid Abrar-ul-Hassan
Shady Abyufusy
Yalda Ahmadvand
Al Tyb Al khayali
Jalal Albsagh
Mark Albee
Moises Elias Alcantara Ayne
Julie Alemany
Nazihia Ali
Amany H. Alkhayat
Danilo Alipizar Lobo
Jawharah Alizuwaas
Khalid Al Sehayyer
Aaron Alvero
Mokhtar Al-Zuraiki
Kyung-Hee Bae
Ahmed Awaad
Jane Averill
Mohamed Ashraf El Zamil
Renee Ashmeade
Nikki Ashcraft
Tuba Angay-Crowder
Elena Andrei
Michael Anderson
Mokhtar Al-Zuraiki
Mohammed Atea
Sarah Emory
Eman Elturki
Elda Elizondo
Nahida El Assi
Anne Ediger
Samuela Eckstut
Katherine Earley
Kaye Dunn
Beverly M. Earles
Katherine Earley
Samuela Eckstaid
Anne Ediger
Ilknur Egilin
Nahida El Assi
Abir El Shahban
Elda Elizondo
Olga Eliss
Emam Efthimiou
Sarah Emory
Liz England
Zohreh Eslami
Bettny Esther
Mohammad Eslamaliev
Jacqueline Evans
Beth Evans
Rhoda Fagerlander
Anne Fairbrother
Ming Fang
Heidi Faust
David Fay
Miguel Fernandez
Shanan Fits
Shannon Fitzsimmons-
Doolan
Claudio Fleury Sasse
Monika Floyd
Glady's Focho
Anne Marie Foerster Luu
Jenny Forsmo
Douglas Forster
Efy Forsythe
Abby Franchitti
Carolina Pereira Barretto
Freire de Castro
Debra Friedman
Jing Fu
Donna T. Fujimoto
Sunao Fukunaga
Susan Gaer
Lauren Gallo
Yonghia Galloway
Bernadette Garcia
Ismael Garrido
Peggy Gara
Roger Gee
Elise Gerheit
Earlene Gentry
Linda Gerena
Ginger Gibbs
Lauren Gibson
Karen Gibson
Judy Gilbert
Jas Gill
Betsy Gilliland
Rosario Giraldiez
Marie C. Girault
Jaclyn J. Gishbaugh
Mihaela Giurca
Melanie Gobert
Heather Godfrey Gaddis
Alicea Rong
Kristin Goldenberg
Deborah Goldman
Lynn Goldstein
Robert Golke
Stephanie Golobin
Sean Gomez
Manel De Jesus Gomez
Portillo
Melanie Gonzalez
Casey Gordon
Barbara Gourlay
John Graney
Kim Green
Betty Green
Brent A. Green
Bridge Green
Susan Greene
Bonnie Greenwood
Rob Griffith
Olga Griswold
Janet Groess
Ya Han
Denise Maria Guarino De Felice
Nilufar Guer
Margaret Gunten
Christina Guro
Kyoung-Young Ha
Mary Beth Hean
Debbie Hodes
Elizabeth Haga
Helena Hall
Andy Halvorsen
Pascal Hamon
Feifei Han
Julie Hanks
Lindsay Hansen
Elizabeth Hansen-Smith
Christopher Hastings
Jeri Haynes
Patty Heiser
Graciela Helguero-Balcells
Andrew Helmeman
Shara Hemmady
Joel Heng Harts
Tracy Hemminger-Willey
Erin Hernandez
Kristin Hiller
Mary Hills
Jennifer Himmel
Eli Hinkel
Eliana Hiranado
Jennifer Hirashiki
Cecelia Hitte
Jane Hoekler
Marvin D. Hoffland
Bobbie Hojman
Camilla Hofling
Laura Holland
Melody Holm-Terasaki
Ann Hood
Katherine Houseman
Peggy Hrolenok
Marianne Hsu Santelli
Jim Hu
Philip Hubbard
Wanda Huber
Amanda A. Huechsen
Toni Hull
Ibetsam Hussein
Jo-Ar Hwang
Matha Iansu
Brenda P. Im
Constantine Ioannou
Yuko Iwai
Rania Jabr
Michelle Jackson
Valerie S. Jakar
Enjoe Lang
Nadjia Janjua
Melina Jimenez
Melanie Jipping
M. Karen Jogan
Ann Johns
Brianna Johnson
Debbi Johnson
Mark Johnson
Stefanie Johnson
Kerry Johnson
Kathleen Margaret
Johnson Scholl
Brian Johnston
Kelly Johnston
Sunny Jonas
Camille Jones
Tamara Jones
Terry Jordens
Jin Kyung Jung
Joi Henchman-Rizzo
Iris Kaiser
Afshaneh Kamangar
Hee-Seung Kang
Seo-Young Kang
Michael Karas
Eva Kavachova
Naguwa Kassaby
Dorothy Kaufman
Hayriye Kayi-Aydar
Kenneth Kelch
Kristina Kellermann
Rochelle Keogh
David Kertzer
Sara Keysay
Sara Khali
Raj Khati
Pokharel Khila
Tahitha Kidwell
Cynthia Kilpatrick
Ye-Kyung Kim
Soonhyang Kim
Soo Hyon Kim
EunYongKim
Yozo Kimura
Elena King
Cheyne Kirkpatrick
Yurko Kite
Christina Kitson
Hale Hatice Kizikiz
Gabriela Kloczkova
Bozana Knezic
Laura Knudson
Joanna Koch
Reiko Komiyama
Akira Kondo
John Kopco
Stephanie Korslund
Ilka Kostka
Katy Koubek
HILTON BALTIMORE, 1ST FLOOR

Concurrent Sessions
TESOL International Association gratefully acknowledges the generous support of its partners.

**STRATEGIC PARTNERS**

- National Geographic Learning
- Cengage Learning
- AFT
- British Council

**EVENT PARTNERS**

- ETS
- TOEFL
- Voxy
- CAL Center for Applied Linguistics
- Center for English Language Learning, University of Missouri
- Corwin
- ESLlibrary.com
- Hilton Baltimore
- Visit Baltimore

These partnerships are current as of 17 February 2016.
Hamline has been a leader in the EFL/ESL/TESOL fields for more than 25 years. With seven different programs, Hamline has something for everyone.

**ONLINE MA IN TESOL**
- Cohort program. Finish in two years.
- Taught by experts in the field and online education.
- Next start fall 2016.
- Scholarships available.

**PROGRAMS**
- MA-TESOL (fully online)
- MA-ESL with K-12 Licensure (online and on-campus offerings)
- K-12 Additional Licensure (online and on-campus offerings)
- Adult ESL Certificate (online and on-campus offerings)
- ESL for Mainstream Teachers Certificate (online and on-campus offerings)
- Teaching English as a Foreign Language Certificate (on campus)
- Advanced TEFL Certificate (online and on-campus offerings)

Learn more at [hamline.edu/TESOL16](http://hamline.edu/TESOL16)

Visit us at **BOOTH 631**
Sample Abstract:

**TYPE OF SESSION ICON**

**SESSION TITLE**

**DESCRIPTION**

**PRESENTER**

---

**Do You See Me? Knowing the Reality of Immigrants**

This presentation explores the realities of immigrant families in the USA and the effect of home culture and language on how children connect to U.S. schooling. Also, it provides strategies to connect better to ELL families and to transform schools into culturally responsive communities for all members.

**Christel Broady**, Georgetown College, USA

---

**Interest Section Icons**

- **AE**: Adult Education
- **AL**: Applied Linguistics
- **BE**: Bilingual Education
- **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
- **NNES**: Nonnative English Speakers in TESOL
- **PA**: Program Administration
- **RC**: Refugee Concerns
- **SS**: Secondary Schools
- **SLW**: Second Language Writing
- **SPL**: Speech, Pronunciation, and Listening
- **SR**: Social Responsibility
- **TE**: Teacher Education
- **VDM**: Video and Digital Media

**Please note:** Abstracts are arranged by date followed by start time, then by end time, and then in alphabetical order by title.
COMMUNITY COLLEGE DAY
An interactive 1-day program for teachers and administrators of community college programs.

This one-of-a-kind event is designed exclusively for community college educators and features sessions on a variety of topics such as curriculum redesign, formative assessment, teaching grammar, literature in academic writing, working with ELLs with special needs, and much more.

MONDAY, 4 APRIL 2016
For the location of a ticketed session, please check your ticket.

8:30 am – 9:45 am

STRAND A: Accommodating Changing Laws and Federal/State Mandates: Reaching English Language Proficiency on the Road to Completion
Usha Venkatesh, Montgomery College, USA
Carrie D. Shaw, Montgomery College, USA

STRAND B: Not Your Ordinary ESL Lab: Creating a Comprehensive Support System for Multilingual Students
Elena Lawrick, Reading Area Community College, USA

STRAND C: New Ideas in Placement Testing
Muhammad Ali Khan (MAK), Michigan Technological University, USA

STRAND D: Does Literature Have a Role in Teaching Academic Writing?
Jona Colson, Montgomery College, USA
Robert Giron, Montgomery College, USA

STRAND E: Learning Communities: A Place to Transition to College-Credit Courses
Lori Edmonds, Montgomery College, USA
Amanda LeBleu, Montgomery College, USA

10:00 am – 11:15 am

STRAND A: Beyond the ESL Classroom: Writing Curricula and Post-ESL Support Reconsidered
Stephanie Landon, Frederick Community College, USA

STRAND B: Personal Devices in the Classroom: Distraction or Engagement?
Nellie Deutsch, Atlantic University, Canada

STRAND C: Setting a Clear Framework and Assessment Goals to Facilitate Transition From Adult ESL Into Academic ESL Programs
Goedele Gulikers, Prince George’s Community College, USA

STRAND D: Teaching Grammar More Efficiently and More Effectively
John Nelson, University of Maryland, USA

STRAND E: Working With Special-Needs Students Who Have a Learning Disability
Maria Ammar, Salt Lake Community College, USA
### 11:30 am–12:30 pm

**KEYNOTE SPEAKER:**

*All Together Now: The Need for Collaboration and Activism in Pre-K–Higher Education Classrooms*

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

### 1:30 pm–2:45 pm

**STRAND A:** Looking Back at the Road Ahead: Implications of Changing Pedagogies and Theories for the EAP classroom

**Henry N. Caballero,** Montgomery College, USA  
**Usha Venkatesh,** Montgomery College, USA

**STRAND B:** Tech Tools With Mobile Devices for Community College Language Teachers

**Susan Gaer,** Santa Ana College School of Continuing Education, USA

**STRAND C:** Rubrics Revealed and More! Demystifying the Marvels of Formative Assessment

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

**STRAND D:** When Is Second Language Writing Good Enough?

**Denise L. Warner,** Lansing Community College, USA

### 3:00 pm–4:15 pm

**STRAND A:** Meeting Students Where They Are: EAP for the 21st-Century Classroom

**Ann Sallie,** Montgomery College, USA  
**Usha Venkatesh,** Montgomery College, USA

**STRAND B:** Distance Education Viability in ESL: The Case for Hybridity

**Linda Robinson Fellag,** Community College of Philadelphia, USA  
**Girija Nagaswami,** Community College of Philadelphia, USA  
**Lyn Buchheit,** Community College of Philadelphia, USA

**STRAND C:** Defining Success: Student Goals vs Institutional Standards

**Eileen Cotter,** Montgomery College, USA

**STRAND D:** From “Dealing With” to “Learning With” Multilingual Writers: The Importance of Staff Development in a Community College Writing Center

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

### 4:30 pm–5:30 pm

**STRAND E:** Crossing Cultural Borders

**Diane L. Ogden,** Snow College, USA  
**Udambor Bumandalai,** Snow College, USA

**PANEL DISCUSSION:** Myths and Misperceptions About Generation 1.5

**Olga Weston,** Bergen Community College, USA  
**Bill Jiang,** Bergen Community College, USA  
**Minah C. Woo,** Howard Community College, USA  
**Grace Lin,** Northern Virginia Community College, USA  
**Eileen Cotter,** Montgomery College, USA  
**Henry N. Caballero,** Montgomery College, USA
PreK-12 Day is designed to equip attendees with new strategies and resources for working with ELLs.

STRAND A: Academic Language and Common Core Expectations
STRAND B: Scaffolding Rigor in Learning
STRAND C: Meaningful Content-Area Connections
STRAND D: Ensuring Equity Through Leadership
STRAND E: Hot Topics

PreK-12 Day is generously sponsored by

A Union of Professionals

MONDAY, 4 APRIL 2016
For the location of a ticketed session, please check your ticket.

8:30 am – 9:45 am

STRAND A: Supporting ELLs With Writing in the Content Areas
Pamela Mesta, Carroll County Public Schools, USA
Olga Reber, Carroll County Public Schools, USA
Melissa Thomas, Carroll County Public Schools, USA

STRAND B: Assessment as and for Language Learning
Margo Gottlieb, WIDA Consortium, University of Wisconsin–Madison, USA

STRAND C: Using the Practices of the Next Generation Science Standards and the Common Core State Standards to Inform Teaching
Emily Miller, University of Wisconsin–Madison, USA

STRAND D: Inclusive Teacher Evaluation for All Educators of ELLs
Diane Staehr Fenner, DSF Consulting, USA
Ayanna Cooper, Consultant, USA

STRAND E: Connecting PreK to Elementary With Developmentally Appropriate Practices for ELLs
Karen Nemeth, Language Castle LLC, USA

10:00 am – 11:15 am

STRAND A: Persuasion and Argument: Shifting Focus for Writing Instruction in the Common Core
Judith B. O’Loughlin, Language Matters Education Consultants, LLC, USA

STRAND B: Close Encounters of the Reading Kind
Pamela Mesta, Carroll County Public Schools, USA
Olga Reber, Carroll County Public Schools, USA
Melissa Thomas, Carroll County Public Schools, USA

STRAND C: Engaging ELLs in Content Curricula Through Linguistic Differentiation
Shelley Fairbairn, Drake University, USA
Stephaney Jones-Vo, Heartland Area Education Agency, USA

STRAND D: Practices and Tools for Differentiated Instruction for All Proficiency Levels
Troy Dassler, WIDA Consortium, University of Wisconsin–Madison, USA

STRAND E: Instructing Students With Limited or Interrupted Formal Education: An Intervention That Works
Helaine W. Marshall, Long Island University–Hudson, USA
### Monday, April 4th

**PreK-12 Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 am-12:30 pm</td>
<td><strong>Keynote Speaker:</strong> All Together Now: The Need for Collaboration and Activism in Pre-K-Higher Education Classrooms&lt;br&gt;<strong>Giselle Lundy-Ponce</strong>, American Federation of Teachers, USA</td>
</tr>
<tr>
<td>1:30 pm - 2:45 pm</td>
<td><strong>Strand A:</strong> Academic Language in the Context of College and Career Ready Standards&lt;br&gt;<strong>Troy Dassler</strong>, WIDA Consortium, University of Wisconsin–Madison, USA&lt;br&gt;<strong>Strand B:</strong> Singable Books: Flexible, Fun Resources That Scaffold Rigor in Learning&lt;br&gt;<strong>Betty Ansin Smallwood</strong>, Succeeding with ELLs (SWELL), USA&lt;br&gt;<strong>Strand C:</strong> Culturally Relevant Instruction Through Project-Based Learning&lt;br&gt;<strong>Erin Sullivan</strong>, Baltimore City Public Schools, USA&lt;br&gt;<strong>Strand D:</strong> Taking Action! Ideas for Implementing the WIDA Standards Framework&lt;br&gt;<strong>Margo Gottlieb</strong>, WIDA Consortium, University of Wisconsin–Madison, USA&lt;br&gt;<strong>Strand E:</strong> Supporting Unaccompanied Immigrant Youth in U.S. Schools&lt;br&gt;<strong>Laura Gardner</strong>, Anne Arundel County Public Schools, USA&lt;br&gt;<strong>Monica Lopez</strong>, Anne Arundel County Public Schools, USA</td>
</tr>
<tr>
<td>3:00 pm - 4:15 pm</td>
<td><strong>Strand A:</strong> Dialogic Teaching and Learning: Response-able Classroom Talk Practices&lt;br&gt;<strong>Maureen P. Boyd</strong>, University at Buffalo–SUNY, USA&lt;br&gt;<strong>Lori Potteiger</strong>, University at Buffalo–SUNY, USA&lt;br&gt;<strong>Liz Tynan</strong>, University at Buffalo–SUNY, USA&lt;br&gt;<strong>Strand B:</strong> Instructional Supports That Increase Achievement&lt;br&gt;<strong>Annela Teemant</strong>, Indiana University Purdue University Indianapolis, USA&lt;br&gt;<strong>Serena Tyra</strong>, Educational Consultant, USA&lt;br&gt;<strong>Strand C:</strong> Students at the Core: Making Mathematics Accessible for ELLs&lt;br&gt;<strong>Anita Bright</strong>, Portland State University, USA&lt;br&gt;<strong>Erin Sylves</strong>, Fairfax County Public Schools, USA&lt;br&gt;<strong>Strand D:</strong> Preventing Long-Term ELLs: Transforming Schools to Meet Core Standards&lt;br&gt;<strong>Margarita Calderón</strong>, Johns Hopkins University, USA&lt;br&gt;<strong>Shawn Slakk</strong>, Margarita Calderón &amp; Associates, USA&lt;br&gt;<strong>Strand E:</strong> Parent/Family Involvement, Engagement, or Empowerment: What’s in Your Classroom/School?&lt;br&gt;<strong>Gina Borgioli Yoder</strong>, Indiana University Purdue University Indianapolis, USA&lt;br&gt;<strong>Donielle Jones</strong>, Metropolitan School District of Pike Township, USA&lt;br&gt;<strong>Eric Craig</strong>, Metropolitan School District of Lawrence Township, USA</td>
</tr>
<tr>
<td>4:30 pm - 5:30 pm</td>
<td><strong>Panel Discussion:</strong> Reaching ELLs Living With Trauma and Chronic Stress&lt;br&gt;<strong>Debbie Zacarian</strong>, Zacarian &amp; Associates, USA&lt;br&gt;<strong>Judie Haynes</strong>, USA&lt;br&gt;<strong>Laura Lukens</strong>, North Kansas City Schools, USA</td>
</tr>
</tbody>
</table>
Social awareness has always been like a second language to us.

The New School has always championed reflective, morally engaged learning that embraces global perspectives. That’s why our faculty of world-renowned experts, including Scott Thornbury, Jeremy Harmer, Lesley Painter-Farrell, and Anne Katz address the needs of TESOL teachers and English students around the world. Study with top experts in the field—online, in New York City, or in combination. Concentrations are offered in Teaching and Curriculum Development.

newschool.edu/tesol
Five Best Practices for Academic Success for New Arrivals
Who are the new arrivals? What are their unique needs? This session explores five ways schools can help newcomers. Discover program options for building basic literacy, critical content-area strategies, and techniques to build resilience, as well as how to work with the families to support students within and outside the school environment. Participants are involved in five hands-on activities.

Judith O’Loughlin, Language Matters Education Consultants, LLC, USA
Brenda Custodio, Newcomer and ELL Services, USA

Promoting Fluency in All Skills: Maximizing Implicit Learning Opportunities
Many ESL students have knowledge of English but cannot use the language “fluently.” For this reason, instructors should pay more attention to fluency development through implicit learning opportunities. In this workshop, participants engage in, create, and evaluate fluency-building activities for each skill, and leave with a packet of materials and procedures for implementing fluency-promoting activities in their classrooms.

Doreen Ewert, University of San Francisco, USA

Responding to Ineffective Writing From Sources
Teachers may find it hard to take a pedagogically-oriented approach to plagiarism because of the ethical discourse that pervades many of our programs. In this workshop, we work with insights from the literature to develop effective, nonpunitive strategies for giving feedback about problematic source use in margin comments and student conferences.

Zuzana Tomaš, Eastern Michigan University, USA
Jennifer Mott-Smith, Towson University, USA

Taking and Holding the Floor: Strategies for Increasing Student Participation
This workshop offers strategies for increasing student participation in the ESL classroom. PCI participants reflect on and practice a range of strategies not only for raising student awareness of verbal and nonverbal cues for engaging in discussion in the U.S. classroom, but also for offering students a venue for practicing these cues in scripted and nonscripted scenarios.

Cathy Raymond, Washington University, USA
Pam Dzunu, Washington University, USA
Charlotte Wallace, Washington University, USA

Tracking Professional Development Through Audio Journaling and Blogging
Because TESOL professionals come from various backgrounds and disciplines, teachers’ beliefs and actual teaching practices sometimes misalign. The goal of this workshop is to guide teacher educators, teacher-trainers, and mentors how to use audio journaling and blogs to monitor their trainees’ professional growth and development. Participants design their own audio journaling and blogging prompts for their particular teaching contexts.

Miralynn F. Malupa-Kim, Alliant International University, USA
Visit us in Booth 426

Look for our exhibitor sessions:

- Keith Folse: Teaching ESL Grammar (workshop) 4/6/16, 3:00–4:45 PM / Room Key 12, Hilton
- Robyn Brinks Lockwood: Communicating on Campus 4/8/16, 10:30–11:15 AM / Room Tubman, Hilton

www.press.umich.edu/elt/
Building Secondary Newcomers’ Language and Literacy Skills in Content Instruction
Secondary newcomer students may be doing not only “double the work”—learning a new language as well as content—but even quadruple the work, learning beginning literacy skills and formal schooling norms simultaneously. In this hands-on workshop, participants design instructional strategies for developing the language and literacy skills of newcomers in the secondary content classroom.

Annie Duguay, Center for Applied Linguistics, USA
José Medina, Center for Applied Linguistics, USA

Promoting Fluency and Making Meaning in the L2 Reading Classroom
Reading is making meaning of text. To successfully teach reading, teachers need to know how to help readers develop fluency and understand how texts work. This hands-on workshop focuses on these twin objectives. Participants learn how to use reader’s theater and extensive reading to promote fluency, and how to expand the boundaries of extensive reading to promote meaning making.

Nolan Weil, Utah State University, USA

Publishing in Academic Journals: Understanding the Peer Review Process
This workshop provided participants with an understanding of what is involved in publishing in academic journals with a focus, in particular, on the process of peer review. The workshop is led by the current editors of TESOL Quarterly, Brian Paltridge and Ahmar Mahboob. Participants are sent an article to review before attending the PCI.

Brian Paltridge, University of Sydney, Australia
Ahmar Mahboob, University of Sydney, Australia

Systematic Approaches to Training Raters of ESL Speaking and Writing
In order to reliably assess language performance, program administrators must understand issues involved in performance assessments and have the tools to train their teachers how to reliably rate performance. This workshop provides those tools. At the conclusion of the training, program administrators should have increased confidence in their ability to train their teachers and conduct program-wide language performance assessments.

Troy Cox, Brigham Young University, USA
Judson Hart, Brigham Young University, USA

The GO TO Strategies: Guiding Teachers to Scaffold Content Language
How can teachers create scaffolded, rigorous content lessons for ELLs in Grades K–12? This PCI introduces resources that enable teachers to incorporate a variety of research-based strategies to promote academic language and content learning. Presenters model strategies, and participants then actively engage in demonstrations and plan scaffolded lessons using strategy resources. Participants receive copies of all resources shared in the workshop.

Linda New Levine, ESL/EFL Consultant, USA
Laura Lukens, North Kansas City Schools, USA
Betty Ansin Smallwood, Succeeding With ELLs (SWELL), USA

Creating Concrete and Celebratory Lessons Within the English Language Classroom
Through individual and collaborative work, participants explore, design, and develop lessons that engage all students. Utilizing a learning inventory, participants discover their own learning preferences and how those preferences impact lesson planning. This session provides tools needed to create a teaching and learning climate where all learners can function together in active and engaged English language classrooms.

Marge Tye Zuba, International Educational Consultant, USA
Tuesday, 9:00 am–4:00 pm

**Equipped for Success: ELLs in High School Equivalency Testing**

Adults learning English may struggle with the language and content needed for high school equivalency (HSE) instruction. Cultural assumptions in materials may also challenge them. In this workshop, participants practice evidence-based strategies to help students learn HSE content while improving language skills and building problem-solving and critical thinking skills. Finally, participants create or adapt activities for their own instructional contexts.

_Miriam Burt, Center for Applied Linguistics, USA_
_DeAnna Coon, Center for Applied Linguistics, USA_

---

Tuesday, 9:00 am–4:00 pm

**Finding, Using, and Creating Open Educational Resources for ESL Classrooms**

Participants in this workshop develop skills to identify and use open educational resources (OER). Participants complete a series of activities, after which they will be able to differentiate between different types of open licenses, locate and attribute OER, and add a Creative Commons license to their own work.

_Jodi Ruback, Washington State Board for Community and Technical Colleges, USA_
_Jess Thompson, State Board for Community and Technical Colleges, USA_
_Tria Skirko, Wenatchee Valley Community College-Omak Campus, USA_

---

Tuesday, 9:00 am–4:00 pm

**Essential Skills for Becoming an Effective and Reflective Leader**

This PCI creates a space for teachers and administrators to reflect on their leadership skills. Through case study discussions and role plays, participants analyze successful and unsuccessful leadership styles. We consider how trust, power, and time/stress management can be used to lead more effectively. Participants leave the PCI with a renewed sense of their leadership potential.

_Michelle Bell, University of South Florida, USA_
_Ariadne Miranda, University of South Florida, USA_

---

Tuesday, 9:00 am–4:00 pm

**Learn to Write Better Multiple-Choice and Essay Items**

Are you a classroom teacher, TESOL professor, or assessment specialist who would you like to improve the multiple-choice and essay items you write for high-school-age and adult students? Come discuss sound test-development principles, evaluate commercially available test questions, and write defensible test items of your own. Bring your own tests, essay rubrics, and evaluation criteria, and improve them.

_Ildiko Porter-Szucs, Eastern Michigan University, USA_
_Hoda Zaki, Camden County College, USA_

---

Tuesday, 9:00 am–4:00 pm

**Essentials of Pronunciation Teaching and Learning**

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, Educational Consultant, 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

**Neuroscience and Education in Synergy: Invigorating the Language Learning Experience**

Presenters share knowledge about how brains operate, engaging participants in work that helps them experience learning by way of activities supported by neuroscientific research data. By understanding how brains learn, the audience acquires skill in shifting the action focus to students, optimizing their cognitive engagement through whole-brain activities, giving them control over their learning. Participants are empowered to enhance their practices.

_Denise De Felice, Casa Thomas Jefferson, Brazil_
_Lucia Santos, Casa Thomas Jefferson, Brazil_
Phonological Awareness for ESL/EFL Educators: Sound Practices
Workshop participants engage in a series of multimodal phonological awareness activities to reveal that 1) what we think we are doing when we speak English is often different from what we are really doing, 2) what our students hear in spoken English is often different from what we think we are modeling for them, and 3) treating our own phonological awareness as a topic for life-long learning makes us better language teachers.
Karen Taylor, English Language Training Solutions, USA
Shirley Thompson, English Language Training Solutions, USA
Robin Barr, American University, USA

Understanding the Language Standards to Support Language Learners
Academic language comprises vocabulary, form (grammar), and function. Learn to embrace the form! Gain a deeper understanding of the forms required in the CCSS while engaging in interactive activities. Discover how to support your ELLs as they increase academic language while learning content. Spend some time creating lessons for your classroom. It will be a fast-paced, fun-filled, grammar-focused day!
Jennifer D. Green, Western Washington University, USA
Yuliya Ardasheva, Washington State University Tri-Cities, USA
Eileen M. González, University of Saint Joseph, USA
Jeannie Slayton, University of Connecticut American Language Institute, USA
Teresa Devore, New York City Schools, USA

Beyond the Daily Lesson: Plan Units to Support Student Goals
Planning beyond the daily lesson allows teachers to make space for student voice and cultivate the skills students need to attain their goals. In this session, participants design instructional units by creating needs assessment activities, exploring the learning cycle and how it relates to instructional planning, identifying instructional resources, using organizational tools, and working with case studies.
Emily Beckett, Arlington Education and Employment Program (REEP), USA

Effective Planning for Managing Change in Postsecondary English Language Programs
Although systematic planning is critical for effective program management, it is oftentimes neglected and, therefore, change occurs under duress or in an ad hoc manner. After a discussion of theoretical models of planning, participants examine authentic plans for program development, including review of curriculum, assessment, and student services, and receive assistance in developing plans. Bibliography and templates provided.
Mary Reeves, Commission on English Language Program Accreditation, USA
Heidi Vellenga, Commission on English Language Program Accreditation, USA
Joe McVeigh, Independent Consultant, USA
Bruce Rindler, Boston University, USA

Listen Again: Strategies for an Integrated Approach to Listening Skills
This workshop offers a step-by-step approach to teaching listening skills, rather than testing listening ability. Topics include listening diagnostics, end-of-course assessment, metacognitive listening strategies/checklists, lesson planning, and activities and exercises focusing on the aural skills that differentiate listening from reading, allowing learners to comprehend utterance content and speaker intent.
Marnie Reed, Boston University, USA
Christina Michaud, Boston University, USA

Long-Term ELLs: Action Plans for Empowering Access to Complex Text
This interactive workshop addresses the urgency to integrate research-based academic practices specifically designed for secondary long-term ELLs into the rigor of Common Core classrooms. Participants analyze research data, learn and practice innovative academic reading and speaking strategies that promote confidence and success with complex text, and contribute in roundtable discussions resulting in drafts of practical classroom/site action plans.
Elizabeth Hartung-Cole, USA
Perceived Threats: Evidencing Programs’ Value and Managing Public-Private Partnerships

Beyond traditional responsibilities of managing effective language programs, administrators find themselves having to respond to real or perceived threats to their programs’ autonomy, structure, and standards: For example, financial exigency evaluations, new corporate-sector partnerships, and pressure to lower grading thresholds and stretch curriculum beyond acceptable limits. How do we maintain control and move forward? Experienced facilitators offer strategies.

Mark Algren, University of Missouri, USA
Beverley Earles, Kansas State University, USA
Katherine Earley, University of New Hampshire, USA
Tara Smith, University of Alaska, USA
Carter Winkle, Barry University, USA
Sherry Warren, University of South Carolina, USA
Mary Wood, Kansas State University, USA

Teaching Writing in the ESOL Classroom: Handling the Workload

Teaching writing in the ESOL classroom needn’t be frustrating or time consuming. This PCI focuses on three issues: teaching writing, giving effective feedback, and maintaining student interest in writing. Participants come away with the scaffolding they need to teach writing in their own classrooms as well as with ideas, materials, and the confidence to do it well.

Melanie Rockenhaus, Scuola Normale Superiore, Italy

Techniques for Teacher Observation, Coaching, and Conferencing

This workshop for anyone interested in teacher observation explores guidelines for maximizing 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, USA

OPENING KEYNOTE

Revolutionizing Education: Building Peace in a Divided World

Aziz Abu Sarah shares how education played a major role in his transformation from a radical to a peacebuilder, and how his educational work in Syria, Afghanistan, Israel-Palestine, and the United States has helped bridge the gap between hostile communities. Aziz explores how education has the power to heal conflicts, from the geopolitical stage to the classroom.

Aziz Abu Sarah, Center for World Religions, Diplomacy, and Conflict Resolution, USA

SPONSORED BY:

NATIONAL GEOGRAPHIC LEARNING
CENGAGE Learning
Thinking about a new placement test?

Think about Cambridge Michigan Language Assessments (CaMLA)
Practical assessment solutions for student placement and progress

**CaMLA English Placement Test**
Confidently place your students into appropriate levels (CEFR A1–C1) and classes based on a CaMLA EPT score. This accurate test measures general language proficiency in listening, grammar, vocabulary, and reading. The CaMLA EPT is a great alternative to the discontinued Compass® ESL Tests. Available in paper- or computer-based formats.

- 80-item multiple-choice exam
- 60 minutes active test-time
- 6 forms available
- Instant results when using the computer-based version

**CaMLA Speaking Test**
This 10-minute test provides meaningful results about spoken English language proficiency. A quick, reliable way to test a student’s ability to speak comprehensible English. Tests CEFR levels A2–C1.

**CaMLA Writing Test**
Assesses general writing ability at the CEFR A2–C1 levels. The 2-task design gives you meaningful results about your students’ written English proficiency in 45 minutes.

See us at Booth 318

CambridgeMichigan.org
The British Council was founded to create a friendly knowledge and understanding between the people of the UK and the wider world. We are delighted to partner with TESOL International Association on the 50th Anniversary Celebration Block Party and VIP Reception.

We work in over 100 countries, connecting millions of English language teachers and learners with high quality language materials. Whether you are new to English language teaching, or whether you are taking the next steps in your career and development, you will find valuable help and opportunities at the British Council booth.

Visit our booth (218) to find free resources, essential information, teaching tips and materials, discussions and support networks to help you achieve your goals.

The British Council provides support to English for teachers and learners globally through:

- free online resources
- free research publications
- continuing professional development
- pre-service and in-service teacher training
- classroom teaching
- assessment.

JOIN US ON

Wednesday 6 April
English along the fracture lines: Responding to challenges in today’s geopolitical landscape
John Knagg, Paul Smith
Time: 11.30 - 12.15
Venue: Convention Center (Room 320)

Thursday 7 April
Benchmarking English language policy, abilities and motivations across Latin America
Liz Shepherd, Allan Taggart, James Shipton
Time: 17.00 - 17.45

Friday 8 April
BRITISH COUNCIL SIGNATURE EVENT
Shakespeare Lives: Love, death and revenge in the English language classroom
Time: 10.30 - 11.15
Venue: Hilton Baltimore (Room Key 12)

The British Council are delighted to partner on the TESOL International Association 50th Anniversary Block Party
Time: 19.00 - 21.00
Venue: Hilton Baltimore Hotel, Eutaw Street (next to hotel)
WEDNESDAY, 6 APRIL 2016

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

8:00 am

Wednesday, 8:00 am–9:00 am
Convention Center, Ballroom

**PRESIDENTIAL KEYNOTE**

Reflecting Forward, Reflecting Back: Looking in the Mirror at 50

*Content Area: Leadership*

The idea of teachers as reflective practitioners has been part of English language teacher training and development for a long time. Central to the metaphor of reflection is the mirror. Who do we see when we look in the mirror, how did we get here, and where are we going?

**Andy Curtis**, TESOL International Association, USA

9:30 am

Wednesday, 9:30 am–10:15 am
Convention Center, 331

**Becoming Visible: Adult Immigrant English Learner Identity and Agency**

*Content Area: Second Language Acquisition*

This one-year visual ethnography of a community-based English as a second language course investigates how multimodal discourse mediates the complex interplay among learner identity, agency, metadiscourses, and English learning in interviews and multimodal narratives created by ten low-literacy adult immigrant learners, using critical discourse analysis (Gee, 2004; Rogers, 2004).

**Andrea Lypka**, University of South Florida, USA

---

**Branding Out From ESL to Support Students and Your Institution**

*Content Area: Higher Education*

Help your college, help your students, and help yourself. ESL programs can fill a need for short-courses on U.S. culture, language development, or language use. This can help students who drop courses at midterm maintain full-time status, and can create a cross-cultural environment for international and domestic student collaboration.

**Jeffrey Knowling**, University of Iowa, USA

**Melissa Meisterheim**, University of Iowa, USA

**Jennifer Brown**, University of Iowa, USA

---

**Beyond Borders: Flipping to Build Digital Citizenship**

*Content Area: CALL/Computer-Assisted Language Learning/ Technology in Education*

Based on actual experience with economically disadvantaged students, this presentation aims at showing how flipping can promote independent learning and harness current technological development to empower learners. Attendees get a glimpse of what flipping is and learn about ways of creating digital material for a traditional class.

**José Antônio da Silva**, Casa Thomas Jefferson, Brazil

---

**Connecting Language Acquisition and Academic Achievement: The Latest From WIDA**

*Content Area: Second Language Acquisition*

How do current WIDA activities and resources support connections between language acquisition and academic achievement from Pre-K–Grade 12? Resources for educators, research findings, and more are shared in this session.

**Jesse Markow**, WIDA, USA
Creating Buy-In: Integrating IEP Core Curricula and TOEFL Prep

*Content Area: Assessment/Testing*

Instructors should help students see the connection between IEP classroom tasks and skills assessed in the TOEFL. This interactive session provides participants with the tools necessary to seamlessly integrate TOEFL prep into course curricula. The presenters provide insight as assessment specialists, review the scoring practices, and present a quick overview.

**Jeri Ahern**, University of Pennsylvania, USA  
**Eve Nora Lit**, University of Pennsylvania, USA

---

Diversity in Troubled Times: Helping ITAs Negotiate the Current Landscape

*Content Area: Intercultural Communication*

While ITAs enrich campus diversity, they may also suffer from unfair treatment. The presenters discuss a joint project with the campus diversity office designed to provide awareness of rights and obligations, to promote diversity as a broader cultural value, and to encourage ITAs to join the conversation about diversity.

**Anna Moldawa-Shetty**, Yale University, USA  
**Elka Kristonagy**, Yale University, USA  
**Jim Tierney**, Yale University, USA

---

Crossing Borders From Developmental Writing: Are We to ESL Yet?

*Content Area: Personal and Professional Development for Teachers*

Student needs, budget woes, and personal interest converged to push a Developmental English professor to seek TESOL training from an ESL professor. We examine lessons learned through cross-training and team-teaching ESL. We discuss ESL versus developmental English, and provide resources for working with colleagues for the benefit of multilingual students.

**Tara Smith**, University of Alaska Anchorage, USA  
**Sarah Kirk**, University of Alaska, USA

---

Encouraging Mindfulness Through Active Learning

What is mindful learning and why is it important? In this session attendees learn the answer to this question as they participate in hands-on activities that can be applied right away in their classes to encourage both mindfulness and active learning.

**Leticia Vela**, MEXTESOL, Mexico

---

Fostering Learner Autonomy, Confidence, Fluency, and Much More

*Content Area: Listening, Speaking/Speech*

Do your students often feel a lack of confidence when speaking in English? Have you tried to use technology to help them with improving confidence and fluency? This presentation shows you ways to foster learner autonomy, confidence, pronunciation, fluency, and accuracy by using Voice Recorder.

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

---

Culturally Relevant Pedagogy That Transcends Heroes and Holidays

*Content Area: Culture*

The need for culturally relevant pedagogy remains vital in the ESL classroom to best support English learners. In this hands-on workshop, attendees examine specific strategies that increase cultural relevance and develop their own action plan for implementing these strategies in their classroom.

**Juli Sarris**, University of Northern Colorado, USA

---

Five Essential Tips for Using Songs to Teach English

*Content Area: English as a Foreign Language*

Do you use songs to teach English? This interactive workshop presents five essential tips for using songs to teach young learners English. Teachers leave the room with a collection of musical games, activities, and techniques that are effective for teaching and practicing the language in songs.

**Joan Kang Shin**, University of Maryland, Baltimore County, USA

---

Wednesday, 9:30 am–10:15 am  
Convention Center, 323

---

Wednesday, 9:30 am–10:15 am  
Convention Center, 332

---

Wednesday, 9:30 am–10:15 am  
Convention Center, 340

---

Wednesday, 9:30 am–10:15 am  
Convention Center, 350

---

Wednesday, 9:30 am–10:15 am  
Hilton Baltimore, Douglas

---

Wednesday, 9:30 am–10:15 am  
Hilton Baltimore, Holiday 6

---

Wednesday, 9:30 am–10:15 am  
Convention Center, 350
Granular Insight Into Learner Assessment, Progress, and Performance

The CEFR has allowed teachers across the world to accurately describe a learner’s ability with English. Adding more granular insight allows teachers to take control of the CEFR, making it a tool that measures performance, provides insight into progress, and highlights options for teaching and learning.

**Mike Mayor**, Pearson ELT, United Kingdom (Great Britain)

**Sara Davila**, Pearson ELT, USA

---

**IntlUni:**

The Challenges of the Multilingual and Multicultural Learning Space

**Content Area: Higher Education**

In this presentation, the challenges of the multilingual and multicultural learning space in many European HEIs today, along with a rubric of principles and recommendations from a pan-European Erasmus project are presented. Illustrative samples practice from a selection of European partner universities are provided.

**Joyce Kling**, University of Copenhagen, Denmark

---

**Language Teachers’ Professional Language Functions and Skills: Description and Development**

**Content Area: Educational Linguistics**

The purpose of the presentation is to outline the model of the EFL teachers’ target language use both in and outside the classroom. The speakers present teaching and assessment materials aimed at developing language teachers’ professional communicative competence.

**Alexey Korenev**, Lomonosov Moscow State University, Russian Federation

**Tatiana Ershova**, Lomonosov Moscow State University, Russian Federation

---

**Learn Beyond, Teach Beyond, Go Beyond**

Go Beyond is a six-level series structured on detailed mapping to the CEFR and providing an innovative mix of print and digital. The session walks through the course and shows how the scaffolded approach eases teacher planning while the digital components keep students engaged and coming back for more.

**Andreina España**, RedNova Learning, USA

**Janet Raskin**, Red Nova Learning, USA

---

**Professional and Identity Challenges That NNESTs in Toronto Encounter**

**Content Area: Nonnative English Speakers in TESOL**

In this presentation, the presenter shares the findings of qualitative research that aimed at investigating the professional challenges that ESL instructors (who speak English as an additional language) encounter in Toronto, the impact of these challenges on the participants’ professional identities, and how the participants manage these challenges.

**Ahmed Kandil**, University of Toronto, Canada

---

**Proofreading Games for Accuracy and Fluency in TESOL Writing**

**Content Area: Second Language Writing/Composition**

Energetic games can be effective and enticing tools that encourage students to practice their proofreading and peer editing skills, particularly in ESL/EFL contexts. Session participants learn how to teach and play several exciting peer editing games to take back to their educational institutions.

**Loren Lee Chiesi**, Al Akhawayn University, Morocco

**Elizabeth Fate**, Riyadh College of Technology for Girls, Saudi Arabia

**Elinor Westfold**, Language Pacifica, USA

---

**Prosodic Syllable Lengthening of NNESTs and Their L2 Experiences**

**Content Area: Phonology/Pronunciation**

NNESTs often do not attain prosodic syllable lengthening. To support prosody acquisition, the presenters describe a study on the lengthening of two syllable types by 34 NNESTs and compare acoustic results with individual characteristics and L2 experiences. Based on findings from this study, attendees consider recommended applications to pronunciation teaching.

**Suzanne Franks**, University of Alabama at Birmingham, USA

**Susan Spezzini**, University of Alabama at Birmingham, USA

**Josephine Prado**, University of Alabama at Birmingham, USA
Strategic-Reader Training for L2 Reading Success

Content Area: Reading and Literacy

Skilled readers, by definition, are strategic; that is, they use reading strategies in combination to achieve their reading goals. We can help our L2 students become more strategic by regularly integrating strategic-reader training into instruction. In this presentation, we explore training techniques for L2 students at varying reading-proficiency levels.

Fredricka Stoller, Northern Arizona University, USA  
William Grabe, Northern Arizona University, USA

Teaching English Grammar to Speakers of Other Languages

Learn from Eli Hinkel about practical, research-based English grammar instruction. See how her new book provides a thorough and rounded overview of principles, strategies, techniques, and applications currently dominant in a range of instructional settings around the world, and how it will help you develop your professional knowledge and skills.

Eli Hinkel, Seattle Pacific University, USA

Top-Down and Bottom-Up Listening Strategies Interacting Together

Content Area: Second Language Acquisition

The interactive approach to ESL listening is currently widely recognized. However, ESL instructors put little emphasis on equally implementing top-down and bottom-up listening strategies. This presentation provides hands-on experience with the interactive approach and shows benefits of simultaneous use of top-down and bottom-up listening strategies.

Justyna Hjeltness, Washington State University, USA  
Yang Liu, Washington State University, USA

Using Blogging to Develop Writing Skills and Bridge Cultures

Content Area: Second Language Writing/Composition

This session demonstrates the use of blogging as a successful means to develop and improve college level writing and multimedia communication skills while simultaneously creating a sense of community that reaches across cultural and geographic borders.

Rachel Toncelli, Brown University, USA  
Olivia Mansion, Brown University, USA

When Scammers Target Your Students: Tips and Tools for Teachers

Content Area: Teacher Education

Every day, scams that target adult learners threaten their financial security. This session promotes an exchange of ideas: presenters give practical information about scams and what to do about them; participants share their scam-related experiences. Each group leaves with next steps to help students avoid scams.

Monica Vaca, U.S. Federal Trade Commission, USA  
Monica Leach, U.S. Federal Trade Commission, USA

World Link, Third Edition Builds Fluency for the 21st Century

Engage with innovative technology and National Geographic video as coauthors Nancy Douglas and James Morgan present the new edition of the best-selling World Link series. Increase meaningful communication by meeting the needs of the 21st-century learner with World Link’s enhanced print, online, and video resources.

James Morgan, National Geographic Learning, USA  
Nancy Douglas, National Geographic Learning, USA

Teaching and Learning English in Difficult Circumstances

Content Area: Culture

ELT professionals work in a variety of difficult circumstances, including low-resource settings, politically or religiously repressive societies, regions suffering from violent conflict, or classrooms serving refugees. Presenters explore the challenges of working in these situations, drawing on research, their Christian faith, and good ELT practices.

Michael Medley, Eastern Mennonite University, USA  
Esther Bettney, Comunidad Educativa Evangelica, Honduras  
Tarun Kumari Kharbamon, English and Foreign Languages University, Shillong Campus, India
Age Factor in SLA: Current Research and Implications
Using various data sources in different settings, this session tackles the unresolved debates about the age factor in SLA. After challenging the veracity of the dictum, “the earlier the better” and its implications for L2 policy and education, the session offers new frameworks, focusing on biological, learner-related, and environmental factors.

Nihat Polat, Duquesne University, USA
David Birdsong, University of Texas at Austin, USA
Alene Moyer, University of Maryland, USA
David Singleton, University of Pannonia, Hungary
Manne Bylund, Stockholm University & Linnaeus University, Sweden

Beyond Cognates: Promoting Metalinguistic Awareness in Emergent Spanish Bilinguals
Content Area: Elementary School/Primary Education
Participants explore how to foster the development of academic language in emergent bilinguals by building metalinguistic awareness to promote cross-linguistic transfer. Presenters describe linguistic similarities and differences between English and Spanish and guide participants through classroom activities that assist language learners in making connections beyond cognates.

Barbara Kennedy, Center for Applied Linguistics, USA

Beyond Inner Circle Borders: Diversifying ESOL Materials Through World Englishes
Content Area: World Englishes
How do you bring students to an awareness and appreciation of diverse English-speaking cultures worldwide? This workshop answers this question by demonstrating how to incorporate World Englishes in ESOL materials. Participants explore and experiment with materials that include World Englishes for listening, speaking, reading, and writing activities.

Mary Romney, Capital Community College, USA
Shondel Nero, New York University, USA

Dream Act: What Teachers Can Do
Content Area: Advocacy
DREAMers are undocumented youth who dream of pursuing a college education at in-state tuition rates. As an educator, what can you do to support DREAMers and move others to action? Learn how to become involved in an online advocacy community.

Lori Dodson, Montgomery County Public Schools, USA
Anne Marie Foerster Luu, Montgomery County Public Schools, USA
Sandra Duval, Montgomery County Public Schools, USA
Maryam Saroughi, George Mason University, USA
Wednesday, 9:30 am–11:15 am
Convention Center, 329

**English for Journalists — The Little MOOC That Could**

*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

We present a project sponsored by the Regional English Language Office in Budapest to create and conduct a regional online course in English for Journalists. We discuss the project’s genesis, goals and design, issues for multinational collaboration, pilot course results, plans for the course materials, and the project’s impact.

Maggie Sokolik, University of California, Berkeley, USA
Yaroslava Fedoriv, National University of Kyiv-Mohyla Academy, Ukraine
Timea Tiboldi, School of English and American Studies, Hungary
Adisa Imamović, University of Tuzla, Bosnia and Herzegovina
Dragana Filipović, University of Belgrade, Serbia
Alexandru Oltean, Babes-Bolyai University, Romania
Fazli Rrezja, Vocational Judicial-Economy Secondary School, Beqë Kaupasa, Nordic High School, Latvia
Denisa Kralovicová, University of St. Cyril and Methodius, Slovakia
Elena Smykovskaya, Belarusian State University, Belarus
George Chinnery, US Department of State, USA
Gergo Santha, US Embassy, Budapest, Hungary
Mark Young, Voice of America, USA

---

Wednesday, 9:30 am–11:15 am
Convention Center, 324

**Expanding EAL Classroom Borders to Make Room for Metaphor**

*Content Area: Personal and Professional Development for Teachers*

This workshop facilitates the development and sharing of ideas and resources for building metaphor comprehension activities into EAL classrooms. An overview is provided of why EAL learners need help with metaphor comprehension, followed by suggested resources, and a brainstorming session on how to fit this in amidst competing priorities.

Tina Beynen, Western University, Canada

---

Wednesday, 9:30 am–11:15 am
Convention Center, 327

**NESTs and NNESTs Meet Together: Creating a Collaborative Working Environment**

*Content Area: Nonnative English Speakers in TESOL*

Presenters provide a forum for NESTs and NNESTs to discuss challenges and opportunities for NEST-NNESTs working collaboratively. Included are: moving away from the NES/NNES dichotomy, NNEST-NEST collaboration, and issues with hiring and working with NNESTs.

Soonhyang Kim, University of North Florida, USA
Liz England, Shenandoah University, Afghanistan
Yingliang Liu, Wuhan University of Technology, China

---

Wednesday, 9:30 am–11:15 am
Hilton Baltimore, Johnson

**Overcoming Fear: Creating Dialogue Around Diversity Issues in the Classroom**

*Content Area: Intercultural Communication*

Facing diversity issues can be scary. However, English language teachers must do this critical work in order to model authentic communication and move towards a more just society. This workshop examines the need for dialogue, offer techniques for engaging in it, and discuss strategies for sustaining this vital work.

Dana Horstein, Northeastern Illinois University, USA
Ana Solano-Campos, University of Massachusetts, USA
Cheryl Woelk, Language for Peace, Canada
Omar Longus, Salem State University, USA

---

Wednesday, 9:30 am–11:15 am
Convention Center, 320

**Interview Poems: Bridging Peace and Intercultural Communication**

*Content Area: Social Responsibility/Sociopolitical Concerns*

This workshop uses an interview poetry activity to bridge teaching intercultural communications and peacebuilding. The presenter shares her journey examining moment to moment decisions as a teacher educator through the lens of peacebuilding. Participants explore their own work through a dialogue technique drawn from conflict transformation studies.

Leslie Turpin, SIT Graduate Institute, USA

---

Wednesday, 9:30 am–11:15 am
Convention Center, 325

**Integrating Skills in the Language Classroom**

*Content Area: Teaching Methodology and Strategy*

The presentation looks at different ways of integrating the productive and receptive skills in the classroom. The presentation begins by examining the importance of integrating skills and then moves to the discussion of challenges that face teachers in integrating skills. The presenter provides some practical and useful examples.

Khalid Waziri, English Language Teacher’s Association for Afghans, Afghanistan

---

Wednesday, 9:30 am–11:15 am
Convention Center, 321

**Expanding EAL Classroom Borders to Make Room for Metaphor**

*Content Area: Teaching Methodology and Strategy*

This workshop facilitates the development and sharing of ideas and resources for building metaphor comprehension activities into EAL classrooms. An overview is provided of why EAL learners need help with metaphor comprehension, followed by suggested resources, and a brainstorming session on how to fit this in amidst competing priorities.

Tina Beynen, Western University, Canada

---

Wednesday, 9:30 am–11:15 am
Convention Center, 326

**Interview Poems: Bridging Peace and Intercultural Communication**

*Content Area: Social Responsibility/Sociopolitical Concerns*

This workshop uses an interview poetry activity to bridge teaching intercultural communications and peacebuilding. The presenter shares her journey examining moment to moment decisions as a teacher educator through the lens of peacebuilding. Participants explore their own work through a dialogue technique drawn from conflict transformation studies.

Leslie Turpin, SIT Graduate Institute, USA

---

Wednesday, 9:30 am–11:15 am
Convention Center, 322

**Integrating Skills in the Language Classroom**

*Content Area: Teaching Methodology and Strategy*

The presentation looks at different ways of integrating the productive and receptive skills in the classroom. The presentation begins by examining the importance of integrating skills and then moves to the discussion of challenges that face teachers in integrating skills. The presenter provides some practical and useful examples.

Khalid Waziri, English Language Teacher’s Association for Afghans, Afghanistan

---

Wednesday, 9:30 am–11:15 am
Convention Center, 323

**Expanding EAL Classroom Borders to Make Room for Metaphor**

*Content Area: Personal and Professional Development for Teachers*

This workshop facilitates the development and sharing of ideas and resources for building metaphor comprehension activities into EAL classrooms. An overview is provided of why EAL learners need help with metaphor comprehension, followed by suggested resources, and a brainstorming session on how to fit this in amidst competing priorities.

Tina Beynen, Western University, Canada

---

Wednesday, 9:30 am–11:15 am
Convention Center, 328

**Interview Poems: Bridging Peace and Intercultural Communication**

*Content Area: Social Responsibility/Sociopolitical Concerns*

This workshop uses an interview poetry activity to bridge teaching intercultural communications and peacebuilding. The presenter shares her journey examining moment to moment decisions as a teacher educator through the lens of peacebuilding. Participants explore their own work through a dialogue technique drawn from conflict transformation studies.

Leslie Turpin, SIT Graduate Institute, USA

---

Wednesday, 9:30 am–11:15 am
Convention Center, 329

**Integrating Skills in the Language Classroom**

*Content Area: Teaching Methodology and Strategy*

The presentation looks at different ways of integrating the productive and receptive skills in the classroom. The presentation begins by examining the importance of integrating skills and then moves to the discussion of challenges that face teachers in integrating skills. The presenter provides some practical and useful examples.

Khalid Waziri, English Language Teacher’s Association for Afghans, Afghanistan
Postsecondary Writing: Reflecting Future Writing Expectations

Students write throughout high school, yet postsecondary writing may differ considerably. This panel considers transitions from high school writing to writing in higher education or the workplace. Panelists discuss students’ perspectives on writing expectations, common issues faced when adjusting to academic discourse, and writing development for career transitions.

Marybelle Marrero-Colón, Center for Applied Linguistics, USA
Natalia Jacobsen, George Washington University, USA
Betsy Gilliland, University of Hawaii, USA
Nancy Overman, Georgetown University, USA
Ditlev Larsen, Winona State University, USA

Singable Books: For Language, Reading, Music, Lessons, Standards, and FUN!

Content Area: Elementary School/Primary Education

How can teachers of elementary ELLs address standards for English Language Arts, K-5, while engaging children’s love of music? Learn about singable books as flexible resources that can be expanded into a standards-based, instructional approach. Hands-on planning time with books provided.

Betty Ansín Smallwood, Succeeding With English Language Learners, USA

Reflecting Forward: A Workshop on Responding to Plagiarism Nonpunitively

Content Area: Teaching Methodology and Strategy

To move forward to a nonpunitive response to plagiarism, we must reflect on our emotional reactions to it. In this workshop for IEP and composition instructors, the presenters work with insights from the literature and classrooms to evaluate teachers’ responses to problematic source use and develop strategies for giving effective feedback.

Zuzana Tomaš, Eastern Michigan University, USA
Jennifer Mott-Smith, Towson University, USA

Technology, Globalization, and ELLs: Fostering Students’ Critical Cosmopolitanism

Content Area: Intercultural Communication

Discourses of globalization and cosmopolitanism are increasingly relevant for ELLs, who regularly move within and across borders of their multiple worlds. This session explores the role of technology and digital media in creating learning experiences that expand students’ understanding of the world and promote critical cosmopolitanism.

Laura Hamman, University of Wisconsin-Madison, USA
Li Rui, University of Wisconsin-Madison, USA
Rachel Manley, University of Wisconsin-Madison, USA
Margaret Hawkins, University of Wisconsin-Madison, USA
Unaccompanied Minors from Central America: Adapting to Meet Their Needs
Recently, a large number of cities has been hosting an influx of undocumented minors from El Salvador, Honduras, and Guatemala. These students are primarily refugees from criminal gangs and poverty. This ESP/Refugee Concerns IS InterSection presents strategies for healing the emotional issues in addition to addressing the interrupted schooling.
Robert Connor, Tulane University, USA
Deborah Norland, Luther College, USA

Understanding EFL Professional Development From Three National Perspectives
Content Area: Teacher Education
Professional development is meant to shape what teachers do and thus what their students learn. This colloquium reports on an ongoing large-scale research project examining public-sector EFL teaching in Chile, Turkey, and Qatar in which teachers’ understandings of what they learned and used from professional development were analyzed.
Donald Freeman, University of Michigan, USA
Claudia Cameratti, University of Michigan, USA
Kathleen Graves, University of Michigan, USA
Dudley Reynolds, Carnegie-Mellon University in Qatar, Qatar

Visual Thinking Strategies: A Tool for Fluency Building in EFL
Content Area: Arts
In this workshop we explore how Visual Thinking Strategies can help promote fluency and accuracy in the expression of EFL learners while enhancing their critical thinking skills and engaging them in real-life communication. The strategies to be presented help make students’ thinking visible and target language development.
Gabriel Díaz Maggioli, National Administration of Public Education, Uruguay

Becoming Bi/plurilingual: Linguistic and Professional Identity Development Beyond Borders
Content Area: Bilingual Education
Using the notion of being and becoming bi/plurilingual as a springboard to understand identity formation requires delving into teachers’ linguistic and cultural trajectories. This interactive session inspires ESL and bilingual teachers to consider how their linguistic and cultural trajectories have shaped their professional identities as teachers and as bilingual beings.
Patricia Venegas, University of Wisconsin-Madison, USA

Bursting Cultural Bubbles, Building Community Bridges
Content Area: Intensive English Programs
Engaging ESL students in service learning projects stimulates firsthand cultural knowledge as it breaks students out of their own cultural bubbles and builds bridges into local communities. This session explores multiple ways to identify, implement, and reflect on short projects to connect students to each other and their local communities.
Terry Goodfellow, University of South Carolina, USA

Curricular Expectations for English: Across Stages and Borders
Content Area: Second Language Acquisition
The discourse on common core standards started in the West in the 1990s to ensure that students are college and career ready in literacy no later than the end of high school. The discourse has now extended beyond borders to countries like India where learning Indicators make curricular expectations achievable.
Kirti Kapur, National Council of Educational Research and Training, India

Diversity in China’s Classrooms: Rethinking Stereotypes
Content Area: Culture
Using a linguistic anthropology framework and survey data, attendees challenge their assumptions about Chinese culture and explore how knowledge about Chinese diversity can aid teachers with their own teaching techniques. If you are interested in celebrating the diversity of your students, this is the discussion for you.
Brenna Shepherd, UC Irvine, USA
Internationally Adopted ELL: A Different Kind of English Language Learning  
**Content Area: Elementary School/ Primary Education**

Teachers face challenges when assigned internationally adopted ELLs. Adoptees’ needs appear similar to other ELLs, but these children learn English at a different rate and in a different way than the nonadopted ELL. The presenters share data, resources, and techniques providing stakeholders greater knowledge in supporting these students.

**Kelly Sheranko**, Calvert County Public Schools, USA

---

The TESOL P–12 Professional Teaching Standards  
This session discusses how the TESOL P–12 Professional Teaching Standards are used for national recognition of teacher education programs in the United States. 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.

**Diane Staehr Fenner**, TESOL International Association, USA

---

Transitioning ELLs Into Post-Secondary and Career-Based Opportunities  
**Content Area: Adult Education**

A community college Adult ESL program transitions advanced ELLs to a STEM Pathways model, integrating career preparation and language skills. Focusing learning outcomes onto careers and post-secondary education is a major change for the program. The successes and challenges of outreach, instruction and advising are addressed during this session.

**Beth Koo**, Central Piedmont Community College, USA

---

Working With a Unique ESOL Student: The Internationally Adopted Child  
**Content Area: Elementary School/ Primary Education**

Older internationally adopted children often struggle in school, with the ESOL teacher on the front line. This session, led by an ESOL professional who adopted an older Russian child, invites both ESOL teachers and adoptive parents to share experiences regarding these children’s complex needs, and offers strategies for overcoming challenges.

**Stacie Miller**, Community College of Baltimore County, USA

---

Teachers’ Engagement With Research in Practice, Advocacy, and Professional Growth  
How do prospective and veteran teachers’ notions of and interests in inquiry, reflection, and advocacy affect how and whether they engage in and/or pursue research? How do their answers affect their professional identities and practices? Presenters address these questions with the goal of including teachers’ work and voices in TESOL research.

**Judy Sharkey**, University of New Hampshire, USA  
**Thomas Farrell**, Brock University, Canada  
**Mary Scholl**, Centro Espiral Mana, Costa Rica  
**Carla Lynn Reichmann**, Universidade Federal da Paraíba, Brazil  
**Brian Morgan**, Glendon College, York University, Canada

---

Access for All: Universal Design for Online Learning  
**Content Area: Distance Learning/Online Learning**

Online ESL courses provide students a level of accessibility that can easily take cultural differences, as well as physical and cognitive differences, into account during design and implementation. Using the principles of Universal Design, instructors can create an online classroom presence which bridges multiple differences within a class.

**Sarah Barnhardt**, The Community College of Baltimore County, USA  
**Chester Gates**, The Community College of Baltimore County, USA
**Addressing Cultural and Linguistic Diversity in Schools: Collaborative Teacher Inquiry**  
*Content Area: Personal and Professional Development for Teachers*

A professional development series entitled Embracing All Children: Addressing Cultural and Linguistic Diversity in Our Schools served to guide urban teachers through an inquiry-based research study focused on implementing evidence-based practices into everyday teaching. Teachers gained practical experience embedding evidence-based practice into daily teaching routines to improve outcomes for ELLs.

**Kristin Kurtzworth-Keen, Canisius College, USA**  
**Kelly Harper, Canisius College, USA**  
**Michele Marable, Canisius College, USA**

**Addressing ESL Teacher Candidates’ Professional Dispositions: A Critical Incident Analysis**  
*Content Area: Teacher Education*

This session presents research on professional dispositions in ESL teacher candidates, using critical incident analysis. Professional dispositions are an essential part of teacher education. The findings enabled exploration of factors that caused teacher candidates to be unsuccessful. Implications and recommendations for teacher education programs are emphasized.

**Timothy Micek, Ohio Dominican University, USA**  
**Soonhyang Kim, University of North Florida, USA**  
**Yurimi Grigsby, Concordia University Chicago, USA**  
**Brenda Custodio, Newcomer and ELL Services, USA**

**Beyond Brainstorming: Using Concept Maps in Academic Writing**  
*Content Area: Second Language Writing/Composition*

In academic writing, concept maps can be used to improve coherence and cohesion. This presentation shows what this tool is, and how it can be used in ESL college writing at different levels. Attendees engage in hands-on practice activities.

**Alan Kennedy, Columbia University, USA**  
**Elizabeth Bottcher, Columbia University, USA**  
**Babi Kruchin, Columbia University, USA**

**Beyond Classroom Borders: Successes and Challenges of IEP Tutoring**  
*Content Area: Intensive English Programs*

This session addresses the major challenges associated with getting IEP students to use tutoring services and suggests several proven strategies that could help turn a tutoring center into an efficient learning resource for IEP students.

**Olena Zastezhko, The University of Dayton, USA**

**Beyond Levels: Strategies for Managing Multilevel ESL Classrooms**  
*Content Area: Teaching Methodology and Strategy*

All classrooms are multilevel, but some have wider gaps between levels than others. In this session, discover some classroom-proven strategies for providing appropriate content and practice for all the adult learners in your ESL classroom.

**Glenda Rose, Texas A&M University, USA**

**Beyond the IEP: Exploring University Faculty Expectations Through Needs Assessment**  
*Content Area: Intensive English Programs*

While the main goal of academic-oriented IEPs is to prepare students for university coursework, IEPs frequently lack the necessary communication with university faculty to make informed curricular decisions. Using online surveys and interviews, presenters identify students’ academic language needs for curriculum development while opening the door for collaboration with faculty.

**Susan Sullivan-Tuncan, Creighton University, USA**  
**Maria Isabel Barros, Creighton University, USA**  
**Shane Zephier, Creighton University, USA**

**Beyond the Textbook: Teaching English With Open Educational Resources**  
*Content Area: Distance Learning/Online Learning*

In this session, presenters show how Open Educational Resources (OER) provide an enhanced educational experience and increased access to instructional materials needed for learning English. With OER, instructors are able to more closely align learning objectives, content, activities and assessment to create a more personalized and motivating learning experience.

**Lindsey Rothschild, Holyoke Community College, USA**  
**Eileen Kelley, Holyoke Community College, USA**
“Choose Your Own”–Style Adventures in the ELT Classroom

YOU are the hero! Try multipath stories as part of an extensive reading (ER) program as the focus of discussion tasks, as support for writing, to target reluctant readers, and more. Appropriate from upper elementary to adult. Examples drawn from the Atama-ii Books series, but applicable to any CYOA-style story.

Marcos Benevides, Atama-ii Books, Japan

Common Mistakes at ELT Exams Teachers and Students Should Avoid

Good testing procedure, as well as good language use, can be achieved through errors avoidance. In order for tests to be reliably diagnostic, certain testing mistakes must be avoided. The common testing problems provided here have been drawn from wide experience with tests prepared for the classroom, and therefore are representative.

Andrew Betsis, Global ELT Ltd, United Kingdom (Great Britain)
Lawrence Mamas, Global ELT Ltd, United Kingdom (Great Britain)

Engaging English Learners Through Children’s Books

Content Area: Intensive English Programs

Presenters provide engaging activities using children’s books for listening, vocabulary, and grammar skills. Insight on how to use simple stories for beginning and intermediate levels is provided to teach difficult language skills such as similes, metaphors, and verb tenses. A book list is provided for classroom use.

Christina Bailey, ELS Educational Services, USA

Exploring NNESTs Strategies for Confronting Credibility Challenges

Content Area: Nonnative English Speakers in TESOL

In this session, the presenter share her experience as a program administrator mentoring NNESTs on how to confront challenges to their credibility. NNESTs, in her program, share their points of view through video interviews where they explore empowering strategies. Participants gain ideas to create equitable workplaces.

Ariadne Miranda, University of South Florida, USA
Making Customized ELT Games and Videos With Speak Agent
Learn how to make interactive games and videos for vocabulary and grammar instruction within minutes. With Speak Agent, it’s quick, easy, and free to find open educational resources and to customize them to your students’ needs. Shave hours off preparation time, printing, copying, and grading, plus get real-time formative assessments.
Benjamin Grimley, Speak Agent, USA
Katie Cunningham, Speak Agent, USA

Promoting English Learning Through Chess
Content Area: English as a Foreign Language
Although it has never been explicitly mentioned in literature, using chess to teach languages is supported by CBI principles. Learners can naturally develop their language proficiency and their cognitive skills through chess because it lends itself to being rich in content that fills the need for comprehensible input.
Chaouki M’kaddem, Ministry of Education, Tunisia

Pushing the Boundaries of Oral Placement Exams: Assessing Interactional Competence
Content Area: Assessment/Testing
This practice-oriented presentation illustrates the importance and challenges of assessing interactional competence in an IEP oral placement exam. Attendees learn best practices and strategies to design and implement interactional components of oral placement exams that align with program curricula. Materials and rubrics are also disseminated.
Jacqueline Gianico, The Pennsylvania State University, USA
Frances Bose, The Pennsylvania State University, USA
Abigail Kahn, The Pennsylvania State University, USA

Scaffolding Lesson-Planning for Preservice Undergraduate TESOL Certificate Students
Content Area: Higher Education
This presentation describes and demonstrates lesson-planning scaffolding as taught in an undergraduate TESOL methods course. The presenter discusses the sequencing of lesson-planning instruction over one semester and how it is facilitated by collaboration with community partners to provide authentic teaching opportunities—concluding with five tips for successful lesson-planning instruction.
Shannon Fitzsimmons-Doolan, Texas A&M University–Corpus Christi, USA

Science Language in Action: Instructional Strategies to Teach Science Language
Content Area: Math and Science
This presentation illustrates the linguistic features of science language as being “simultaneously technical, abstract, dense, and tightly knit” with authentic K–12 science texts, and demonstrates instructional strategies to teach science language to ELLs. Participants participate in the analysis of science texts and the demonstration of teaching activities.
Wei Zhang, The University of Akron, USA

Teach Internationally With the English Language Fellow Program
Learn how you can promote English language teaching and learning internationally on paid 10-month projects supported by U.S. Embassies. Through the English Language Fellow Program, you can help students acquire English language skills, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.
Daniele Yates, U.S. Department of State, English Language Programs, USA
Alice Murray, U.S. Department of State
Curtis Chan, U.S. Department of State
Jennifer Hodgson, U.S. Department of State

The Use of Captions: Theoretical and Pedagogical Considerations
Content Area: Applied Linguistics
This presentation concerns the pedagogical use of captions. The presenters briefly present results from studies of foreign language learning and then turn to eye-tracking data from Chinese and Arabic learners of English. Based on eye movement data, they report on how students use captions in an ESL video-based activity.
Susan Gass, Michigan State University, USA
Paula Winke, Michigan State University, USA

What Happens to Our ESL Program Graduates?: A Research Project
Content Area: Higher Education
What happens to our ESL students after they complete our programs? Learn about a project that tracked the graduates of an academic-intensive ESL program at Bergen Community College—how it was designed, what data was collected, and what changes were made as a result of the findings.
Harold Kahn, Bergen Community College, USA
**Teacher Voices, English, and Multilingualism: Building Peace Through Language Planning**  
*Content Area: Advocacy*

This session discusses English in conflict-affected SE Asian contexts, where language choices, methods, and symbolic practices form part of contested and sometimes violent relations between groups of people. The presentation describes a decision-making approach to language education that involves teachers, community representatives, and officials in “facilitated dialogues.”

*Kathleen Bailey*, Middlebury Institute of International Studies at Monterey, USA  
*Joseph Lo Bianco*, University of Melbourne, Australia  
*Ryan Damerow*, The International Research Foundation for English Language Education, USA  

---

**Building Partnerships to Support High School-College Writing Transitions**  
*Content Area: Second Language Writing/Composition*

In this workshop, the facilitators discuss the disconnect between the way different institutions teach writing along with their own experiences creating cross-institutional partnerships to improve student high school-college transitions. Participants are asked to share their experiences and leave the workshop with strategies to begin forming local partnerships.

*Todd Ruecker*, University of New Mexico, USA  
*Liz Kirwan*, West High School, USA  
*Christina Ortmeier-Hooper*, University of New Hampshire, USA  
*Jill Jeffery*, Brooklyn College-CUNY, USA

---

**Research and Protecting ESL Students: Honoring Classrooms and Adjudicating Requests**  
*Content Area: Program Administration*

What issues must administrators and faculty consider when responding to research requests? Is an IRB signature enough? What is informed consent for an ESL population? Types, amount, and impact of research involving ESL students are discussed by experienced administrators and ESL researchers with a range of opinions.

*Beverley Earles*, Kansas State University, USA  
*Jacqueline Evans*, Northern Arizona University, USA  
*Maureen Burke*, The University of Iowa, USA  
*Peter De Costa*, Michigan State University, USA  
*Scott Sterling*, Indiana State University, USA  
*Kara MacDonald*, Defense Language Institute, USA

---

**Using Content and Task-Based Teaching to Address Grammar More Effectively**  
*Content Area: Grammar*

Abstract: Traditional grammar instruction strongly focuses on rules and controlled practice. However, cognitive science shows that this method is not the best means to acquire language. This session demonstrates how to practically use CBI and task-based language teaching methods to teach grammar in light of new research.

*Heather Mehrtens*, The University of Maryland, College Park, USA  
*Sara Gramley*, The University of Illinois, USA

---

**Working With Faculty Across the Curriculum to Develop Writing Pedagogy**  
*Content Area: Second Language Writing/Composition*

Although writing is assigned across the curriculum, the conventions and expectations of disciplinary genres are often opaque to ESL students, and disciplinary faculty often lack information about writing pedagogy. The presenters share collaborative research among ESL writing teachers and disciplinary faculty to create research-based tools that enhance disciplinary writing instruction.

*Ryan Miller*, Kent State University, USA  
*Silvia Pessoa*, Carnegie Mellon University in Qatar, Qatar  
*Thomas Mitchell*, Carnegie Mellon University in Qatar, Qatar  
*Sandra Zappa-Hollman*, University of British Columbia, Canada  
*Lisya Seloni*, Illinois State University, USA  
*Elena Shvidko*, Purdue University, USA

---

**Developing Critical Thinking: Teaching Students to Ask Their Own Questions**  
*Content Area: Teaching Methodology and Strategy*

Given its ubiquitous association with higher education, “critical thinking” is regularly interwoven into IEP curricular goals. However, related instruction is rarely implemented systematically and is often taught prescriptively. This session presents question-asking activities and constructs designed to foster critical thinking by developing students’ question-asking abilities. Examples across levels/courses are provided.

*Suzanne Meyer*, The University of Tennessee, USA
Using Critical Incidents in Writing Class
Content Area: Second Language Writing/Composition
Are you looking for a stimulating writing activity for your ELLs? One such activity is using critical incidents. Having students write a critical incident, a cross-cultural problematic situation, along with why miscommunication may have occurred, is a proven way to incorporate culture into your writing class.
Ann Wintergerst, St. John’s University, USA

Accelerating Access to Healthcare Careers Through a Workforce Pathway
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
Adult immigrants experience many hurdles reaching career and life goals. Embedding language instruction with career training accelerates ELLs on their journey. Learn about the development of a healthcare career pathway (vision to implementation), including curriculum and instructional innovations. Success stories and data illustrate effectiveness. Participants receive steps for pathway design.
Heather Tatton-Harris, Carlos Rosario International Public Charter School, USA
Laurel Anderson, Carlos Rosario International Public Charter School, USA
Karen Rivas, Carlos Rosario International Public Charter School, USA

Anchoring English Rhythm in Reality
Content Area: Phonology/Pronunciation
Linguistic research has shown definitively that stress-timed rhythm is a fiction. It has also identified the rhythm of most spontaneously spoken English phrases. This presentation introduces the alternative model of rhythm and shows TESOL practitioners how to begin using the actual rhythm of English with their students.
Wayne Dickerson, University of Illinois at Urbana-Champaign, USA

Back Between the Covers? Coursebooks in the Modern World
Content Area: Materials Writers and Curriculum/Materials Development
What’s left for course book users and designers in an age of adaptive learning and digital outreach? And when learning theories have trashed their grammar-based ladder-learning? But modern coursebooks CAN support learning and take students to the wider world; teachers can use them creatively and appropriately. This session explains how.
Jeremy Harmer, The New School, USA

Becoming a Leader in TESOL International Association
Would you like to become part of the leadership of TESOL? Are you interested in being mentored as part of TESOL Leadership Mentoring Program or completing the association’s Leadership or Management Development Programs? If your answer to either of these questions is “yes,” then this is the session for you!
Andy Curtis, Anaheim University, Canada

Beyond Grammar: Promoting Pragmatic Competence in Grammar Instruction
Content Area: Teaching Methodology and Strategy
To succeed in higher education, learners are expected to use English not only correctly but also appropriately. ESOL instructors should provide opportunities for students to analyze, understand, and practice pragmatically-appropriate grammar use. The presenters share and participants create authentic practice activities to promote pragmatic competence with grammar instruction.
Christine Bobal, Virginia Tech Language and Culture Institute, USA
Lily Jaffie-Shupe, Virginia Tech Language and Culture Institute, USA

Beyond Science Borders: Making Language and Content Accessible to ELs
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
The purpose of this practice-oriented presentation is to provide educators with frameworks they can use in the science classroom to make science language and content accessible to elementary-aged English learners (ELs). We provide and model three frameworks to help educators plan, create, and evaluate successful science lessons for ELs.
Margarita Huerta, University of Nevada, USA
Tracy Spies, University of Nevada, USA
Tiberio Garza, University of Nevada, USA
### Beyond the Text: Connecting Authentic Texts to Real-world Tasks

**Content Area:** Teaching Methodology and Strategy  

Authentic tasks paired with authentic texts can help students transfer receptive skills from inside to outside the classroom. The presenters share a process for creating real-world reading and listening tasks that connect to authentic texts. Participants practice creating tasks with a variety of texts they can use in class.

**Autumn Westphal**, Rennert New York TESOL Center, USA  
**Noga La'or**, Rennert New York, USA  
**James Stakenburg**, Rennert New York, USA

### Comics to the Rescue: Motivating Students and Promoting Literacy

Engaging ELLs with literature can be challenging for teachers and intimidating for students. But using comics in the classroom can bring universal appeal and motivation. This hands-on workshop introduces fun and interesting ways promote reading fluency and language development though comics. Ideas for classroom activities are shared and discussed.

**Ian Bosiak**, e-future ELT, USA

### Building a Collaborative Team to Serve Schools With Fewer ELLs

**Content Area:** Program Administration  

What happens in schools and other educational facilities with a handful of ELLs and no ESOL teacher based at the school? Please join us to discuss how one district formed an ESOL Instructional Lead Teacher (ILT) team. Logistics for team deployment, services provided, and PD collaborative efforts are covered.

**Karen Gibson**, Prince George's County Public Schools, USA  
**Sabrina Seward-Salters**, Prince George's County Public Schools, USA  
**Sharon Walker**, Prince George's County Public Schools, USA  
**Kirsten Lennon**, Prince George's County Public Schools, USA  
**Andrea Worthington-Garcia**, Prince George's County Public Schools, USA  
**Tara Theroux**, Prince George's County Public Schools, USA  
**Melissa Kochanowski**, Prince George's County Public Schools, USA  
**Kia McDaniel**, Prince George's County Public Schools, USA

### Connecting Beyond Borders With Mobile Devices

**Content Area:** Adult Education  

Mobile devices have reached a global critical mass. In this high energy stimulating presentation, you learn how to effectively manage devices of multiple platforms in the same classroom and receive a handout full of engaging lesson ideas to take back to your classroom.

**Susan Gaer**, Santa Ana College School of Continuing Education, USA

### Case Study: a Flipped Blended Course on Pronunciation Pedagogy

**Content Area:** Phonology/Pronunciation  

This presentation synthesizes the process and findings of a qualitative case study aimed at designing, implementing, and evaluating a teacher training blended course on communicative pronunciation pedagogy within a situated and flipped learning approach for in-service teachers of English in Colombia. Success factors and recommendations are made for pronunciation teaching.

**Martha Ramirez**, Pearson, Colombia

### Contextualizing Language Learning: Using CBI in IEPs

**Content Area:** Content-Based and CLIL/Content and Language Integrated Learning  

CBI is gaining wide acceptance in IEP postsecondary settings, as it effectively bridges barriers between content and language demands that are so prevalent. Participants gain insight into CBI models of design, sample course syllabi, and appropriate, authentic text selection in conjunction with teacher supplemented and ESL commercial resources.

**Lejla Maley**, Otterbein University, USA  
**Gwendolyn DeRosa**, Otterbein University, USA

### Ebony Teacher: Exploring Intercultural Interactions in the Korean Classroom

**Content Area:** Culture  

This presentation examines the impact of intercultural interactions in the Korean classroom based upon a TEFL experience. Research focuses on memorable moments narrated by the teacher, who identifies as a Black native speaker encountering more than cultural shock.

**Quanisha Charles**, Indiana University of Pennsylvania, USA
EFL Students’ Response to Multimodal Teacher Feedback
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
This research explores how multimodality facilitated the meaning-making process; and enhanced student-teacher interpersonal relationship through multimodal teacher feedback, (enriched-pdf. documents of EFL students’ assignments with marks, highlighting and audio comments), utilizing triangulated data: feedback analysis, semi-structured interviews and verbal reports from both the instructor and students (n=8).
Yun Shen, TransPac Aviation Academy, USA
Diane Potts, Lancaster University, United Kingdom (Great Britain)

Wednesday, 11:30 am–12:15 pm
Convention Center, 320

English Along the Fracture Lines: Responding to Challenges in Today’s Geopolitical Landscape
Join the British Council to discover how the organisation is providing high-quality English language learning and assessment in some of the world’s most challenging environments. From strengthening the education system in Lebanon to coping with the large influx of Syrian refugee children, to providing much needed English language skills to migrants in U.K. prisons.
Paul Smith, British Council, United Kingdom (Great Britain)
John Knagg, British Council, United Kingdom (Great Britain)

Wednesday, 11:30 am–12:15 pm
Convention Center, 317

English Language Teacher Education in Libya: A Case Study
Content Area: Teacher Education
The presenter discusses a case study that was conducted to explore a Libyan English Language Teacher Education program’s affordances and constraints as reported by its teacher educators, student teachers, and graduates with the aim of providing insights for reformation and improving its effectiveness in preparing efficient English language teachers.
Entisar Elsherif, Indiana University of Pennsylvania, USA

Wednesday, 11:30 am–12:15 pm
Hilton Baltimore, Key 5

Enhance Learning and Writing With Theme-Based Classes
Content Area: Higher Education
The presenter describes a gender theme-based composition class that includes linked writing assignments and salient aspects of a curriculum utilizing a novel and non-fiction writings about gender issues, especially intersexuality, a current Lesbian-Gay-Bisexual-Transsexual-Intersex issue. The class design is built on the premise that theme-based classes enhance student learning and writing.
Sally Baxter, California State University East Bay, USA

Wednesday, 11:30 am–12:15 pm
Convention Center, 340

Enhancing ESL Writing Teachers’ Feedback Practices Through Reflective Practice
Content Area: Teacher Education
Reflective practice presents teachers with an opportunity to look within themselves, thereby challenging themselves to their strengths and weaknesses. This session introduces reflective teaching strategies as a means for teacher development, using ESL writing teachers’ feedback practices as examples. Presenters provide examples and resources for teachers’ reflective practices.
Hee-Seung Kang, Case Western Reserve University, USA
Kyung Min Kim, Indiana University of Pennsylvania, USA

Wednesday, 11:30 am–12:15 pm
Convention Center, 329

ESP Interventions With Parents of Neonatal Intensive Care Unit Babies
Content Area: English for Specific Purposes
An impact study presenting the results of grant funded interventions on Latino LEP parents of neonatal intensive care unit (NICU) babies. Participants completed six interventions designed to provide English language competency to enable greater parental participation as stakeholders in the medical treatment of their children.
Daniel Rueckert, Indiana University Purdue University Indianapolis, USA
Esen Gokpinar-Shelton, Indiana University, USA
Ulla Connor, Indiana University, USA

Wednesday, 11:30 am–12:15 pm
Convention Center, 317
Wednesday, 11:30 am–12:15 pm
Hilton Baltimore, Peale

Evaluating and Improving Rater Training for ITA Performance Tests

*Content Area: Assessment/Testing*

Evaluations of the fairness and credibility of an international teaching assistant teaching simulation test identified problems with three criteria. These problems are best approached through principled changes in rater training. The presenters outline what changes they made and a model for their evaluation of the new rater training.

**Meredith Duffy, ESOL-focused updates on policy and other program hot topics. U.S. Immigration and Customs Enforcement agency—will provide (SEVP)—a program within the U.S. Department of Homeland Security, USA**

Wednesday, 11:30 am–12:15 pm
Hilton Baltimore, Key 12

Every Picture Tell Their Story!

WRITE BRAIN BOOKS are illustrated, wordless books that inspire students K–12 to author their own storybooks, which are then published. Our inspired curricula provide opportunities for teachers to motivate and engage every type of learner. Students become confident, and test-readiness is increased in an 8-week process. Join us!

**Julia Gabor, Olivia Conner, WRiTE BRAiN Books, USA**

Wednesday, 11:30 am–12:15 pm
Convention Center, 345


*Content Area: Materials Writers and Curriculum/Materials Development*

This presentation offers tools and tricks for visually enhancing materials development in online and print formats. Attendees learn how to develop materials that improve language learning via visual effectiveness, with specific research and examples covering font choice, color balance, and aesthetic organization.

**Olivia Conner, Jeryn Warren, WRiTE BRAiN Books, USA**

Wednesday, 11:30 am–12:15 pm
Hilton Baltimore, Holiday 2

Hot Topics and Updates From SEVP

*Content Area: Advocacy*

Representatives from the Student and Exchange Visitor Program (SEVP)—a program within the U.S. Department of Homeland Security, U.S. immigations and Customs Enforcement agency—will provide ESL-focused updates on policy and other program hot topics.

**Meredith Duffy, U.S. Department of Homeland Security, USA**

Wednesday, 11:30 am–12:15 pm
Hilton Baltimore, Paca

How to Be a Critical Consumer of ESL/EFL Materials

The more familiar you are with your students’ needs, the better equipped you will be to choose appropriate textbooks. This workshop provides guidelines for selecting and evaluating materials, based on your course objectives, budget constraints, and teaching philosophy, as well as suggests alternatives to using a traditional series.

**Monica Weiss**

Wednesday, 11:30 am–12:15 pm
Convention Center, 319

Implementing the Short-term TEFL/TESL Certificate Standards in Online Programs

TESOL International Association launched its Standards for Short-Term Certificate Programs in September 2015. This session addresses issues pertaining to the application of the standards in online/blended learning environments. Participants leave with an understanding of the standards and how they have been applied to TESOL’s online Core Certificate Program.

**Sarah Sahr, TESOL International Association, USA**

Wednesday, 11:30 am–12:15 pm
Convention Center, 343

Investigating Collaborative Writing: Languageing Events and Perceptions of Learners

*Content Area: English as a Foreign Language*

This session reports on preliminary research conducted to determine the effect of a collaborative writing activity on learners’ writing performance and attitudes toward paired work. In addition, the types of language events and the purposes of L1 usage observed during the activity are discussed.

**Wendy McFeely, Susanne Rizzo, American University in Cairo, Egypt**

Wednesday, 11:30 am–12:15 pm
Hilton Baltimore, Key 3

Just Right Picture Books for Science Lessons and Science Experiments

*Content Area: Standards, Common Core State Standards*

Addressing the Next Generation Science Standards for ELLs with informational text presented through the visuals and narration of picture books supports the comprehension of technical vocabulary, discipline-specific concepts, and provides opportunities for hands-on practice. The presenter demonstrates a science lesson, introduced through picture books and models an accompanying experiment.

**Judith B. O’Loughlin, Language Matters Education Consultants, LLC, USA**
Managing a Paradigm Shift in Assessment: a Matter of Mindset  
Content Area: Assessment/Testing  
Presenter describes a paradigm shift from traditional, summative assessment of adults to an authentic, formative system in an EFL setting. She then discusses challenges and resistance faced to implement the project and the solutions found. Managing change and nurturing a school that learns is the focus of this session.  
Isabela Villas Boas, Casa Thomas Jefferson, Brazil

Practical Writing—Writing for Life  
Join us for a presentation of Practical Writing aimed at Intermediate to Advanced learners who need to use written English both at school and in their personal lives. Fun and convenient way to improve your writing using computer (Mac/PC), smart phone, and tablet.  
Maryam Hallez, Clarity English, USA

Preparing Students for College Reading and Writing: A Digital Resource  
Content Area: Integrated Skills  
An integrated reading and writing course, developed by non-profit NROC, is a publicly available digital resource that can support teachers working with ELLs. The session demonstrates media-rich course components and highlights ways they prepare ELLs for credit-bearing college courses, as a supplement to classroom instruction or as a blended course.  
Jane Conzett, Xavier University, USA

Reflecting Forward: A Path Appears  
Content Area: Social Responsibility/Sociopolitical Concerns  
The PBS documentary A Path Appears, showcasing organizations making a difference combatting social issues domestically and abroad, is the springboard for engaging activities that help advanced students improve their listening and speaking skills. In a poster session, the students describe the organizations and highlight their own experiences at local organizations.  
Catherine DeGaytan, Arizona State University, USA  
Mark DeGaytan, Arizona State University, USA  
Norma L. Gorham, English Language Specialist and Consultant, USA

Reflecting on Student-Led Discussion: Moving Forward to University-Level Expectations  
Content Area: Higher Education  
This presentation demonstrates how to use student-led discussions while incorporating multimodal material design in advanced level oral communication classes to enhance the teaching of speaking and critical thinking skills essential for student success in a university environment.  
Kimberly McGrath Moreira, The University of Miami, USA  
Lori Giles, Embry–Riddle Aeronautical University, USA

Rising to the Challenge: Effective ESL Reading Instruction in K–6  
Reading comprehension involves the orchestration of a wide range of skills and strategies. All these “bits and pieces” need to work together seamlessly for comprehension to occur. This presentation examines the multiple facets of ESL reading comprehension and the pillars of effective reading instruction with a focus on K–6.  
Gloria Ramirez, Oxford University Press, USA

Teacher Motivation: Factors Influencing NNES Teacher Candidates’ Initial Career Choice  
Content Area: Nonnative English Speakers in TESOL  
This presentation reports on a qualitative study that focuses on motivational factors for NNESTs to enter the TESOL profession. Data were collected from 52 NNES teacher candidates enrolled in U.S.-based TESOL graduate programs. Major themes and implications for teacher education programs are discussed.  
Shengrong Cai, Wright State University, USA
Teaching Academic Writing With Research-Based Construction Techniques

Content Area: Grammar

Much recent research on formulaic expressions and collocations has shown that written academic discourse and text can be successfully built with a broad range of prefab sentence chunks and commonly-occurring expressions. This presentation offers a number of practical techniques to improve students’ production of L2 written academic prose.

Eli Hinkel, Seattle Pacific University, USA

Teaching Culture as a Complex Dynamic System

Participants complete different activities to explore how to teach the complexity of culture to their language students, using principles from the conceptual framework of Dynamic Systems Theory. With these activities, participants will be able to more effectively integrate the teaching of culture into their language classrooms.

Dianne Tyers, Advance Consulting for Education, Inc, Canada

They're Doing It Wrong: Note-Taking in English for Academic Purposes

Students take notes from lectures, books, and other resources, but in the age of copy and paste a continuum of weak note-taking practices spans taking photos/videos of everything a lecturer says to try to write every word. These 10 practical strategies can enhance note-taking skills for both teachers and students.

Ken Beatty, Anaheim University, Canada

Trauma-Informed Care in Refugee Resettlement: Barriers and Opportunities Around Implementation

Content Area: Refugee Concerns

This mixed-methods study evaluates the effect of training on knowledge of and attitudes towards trauma-informed care among staff at a refugee resettlement agency. Themes regarding barriers and opportunities around implementation are also discussed. Presentation participants are supported in evaluating their own and their organization’s readiness for adopting a trauma-informed approach.

Jennifer Ballard-Kang, University of Louisville, USA

Voices From the Field: Enacting Core Practices in TESOL

Content Area: Teacher Education

This session includes the voices of teacher educators, student teachers, and early career teachers. We critically examine the ways in which our use of core practices for teaching ELLs has created challenges and opportunities for understanding and enacting practice within our K-12 and university teacher education classrooms.

Megan Peercy, University of Maryland, USA
Daisy Fredricks, University of Maryland, USA
Megan DeStefano, University of Maryland, USA
Tabitha Kidwell, University of Maryland, USA
Rebekah Ramirez, University of Maryland, USA
Johanna Tigert, University of Maryland, USA
Nancy Canales, University of Maryland, USA
Tunisia Ellis, Prince George’s County Public Schools, USA
Stephanie Heard, Prince George’s County Public Schools, USA
Erica Kraybill, Prince George’s County Public Schools, USA
Andrew Mallory, University of Maryland, USA
Lisa Nam, Howard County Public Schools, USA
Christopher Wilhelm, University of Maryland, USA

Issues and Challenges of Students With Interrupted Formal Education

Content Area: High School/Secondary Education

This session explores the various causes of interrupted schooling and the impact this educational gap has on academic achievement. Suggested programming and the creation of culturally and linguistically appropriate classroom strategies to address the academic and non-academic needs of these students is the focus of the presentation. Resources provided.

Brenda Custodio, Ohio State University, USA
Judith O’Loughlin, Language Matters LLC, USA

“TEST” is Not a Four Letter Word

Content Area: Assessment/Testing

This session focuses on authentic assessment methods, giving teachers a collection of ideas and resources for dynamic assessment that they can readily use in their own classrooms. The content of the session provides a stronger understanding of authentic assessment and teachers will leave with cache of resources for future use.

Olivia Conner, University of Colorado Boulder, USA
Nick Einterz, University of Colorado at Boulder, USA
<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Language—Important for All Students, Essential for ELLs</strong>&lt;br&gt;Content Area: Mainstream Classrooms&lt;br&gt;Academic language is central to schooling and academic success. To participate in content area learning, students need to simultaneously learn the language of the disciplines. This presentation guides participants in unpacking academic language use across different content areas and in planning instruction that addresses both content and language.&lt;br&gt;Gisela Ernst-Slavit, Washington State University, USA&lt;br&gt;Margo Gottlieb, Illinois Resource Center, USA</td>
<td>Wednesday, 1:00 pm–1:45 pm</td>
<td>Hilton Baltimore, Key 3</td>
</tr>
<tr>
<td><strong>Beyond Listening Comprehension: Promoting Intensive Listening Through Authentic Media</strong>&lt;br&gt;Content Area: Listening, Speaking/Speech&lt;br&gt;The practice of intensive listening (decoding sounds) is often absent in the traditional listening class focused on comprehension. Through the use of authentic videos and audio podcasts, this session introduces ways to promote intensive listening in and out of the classroom. Practice activities and assessment tools are shared.&lt;br&gt;Pascal Hamon, Missouri State University, USA</td>
<td>Wednesday, 1:00 pm–1:45 pm</td>
<td>Convention Center, 338</td>
</tr>
<tr>
<td><strong>Best Practices for Teaching Adult Literacy Language Learners</strong>&lt;br&gt;Content Area: Reading and Literacy&lt;br&gt;Adult literacy-level ESL students are often overlooked and underserved in adult education programs despite their desperate need. This session explains the special needs of these language learners and offers instructional techniques and strategies that are based on adult literacy research and reflections of personal application.&lt;br&gt;Melinda Brown-Mason, Language Consultants International at Park University, USA</td>
<td>Wednesday, 1:00 pm–1:45 pm</td>
<td>Convention Center, 331</td>
</tr>
<tr>
<td><strong>Beyond the Page: Engaging Students With Audio Feedback on Writing</strong>&lt;br&gt;Content Area: Second Language Writing/Composition&lt;br&gt;Presenters demonstrate how to use free web-based tools for audio recording and screencasting to provide feedback at different levels of proficiency. They show how audio feedback can save time, allow for more substantive feedback, and increase student motivation when compared with written feedback.&lt;br&gt;Carrrie Berkman, University of North Carolina, USA&lt;br&gt;Sherrie Smith, University of North Carolina, USA</td>
<td>Wednesday, 1:00 pm–1:45 pm</td>
<td>Convention Center, 348</td>
</tr>
<tr>
<td><strong>Credit Where Credit Is Due</strong>&lt;br&gt;Content Area: Community College and Technical Education&lt;br&gt;Presenters review the current issues in the awarding of academic credit for ESL in higher education. Discussion focuses on political, academic, and social trends that affect the status of ESL programs and courses. This discussion session offers an opportunity to collaborate on positive strategies for strengthening ESL programs.&lt;br&gt;Vivian Leskes, Holyoke Community College, USA&lt;br&gt;Eileen Kelley, Holyoke Community College, USA</td>
<td>Wednesday, 1:00 pm–1:45 pm</td>
<td>Convention Center, 328</td>
</tr>
<tr>
<td><strong>Developing New Perspectives on Mobile Learning Integration in Higher Education</strong>&lt;br&gt;Content Area: CALL/Computer-Assisted Language Learning/Technology in Education&lt;br&gt;Are you curious about how to implement mobile learning in your context? Join us for a robust discussion around integration of mobile learning in higher education. You leave with an understanding of the challenges and affordances behind such an initiative and how to maximize the benefits for your context.&lt;br&gt;Erik Thornquist, Zayed University, United Arab Emirates</td>
<td>Wednesday, 1:00 pm–1:45 pm</td>
<td>Convention Center, 340</td>
</tr>
</tbody>
</table>
**Digital Citizenship: Beyond Borders in Cyberspace**  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

Digital citizenship is defined as appropriate and responsible behavior in cyberspace. But how do you teach students from the jungles of Guatemala or refugee camps in Thailand about digital citizenship and the language necessary to navigate it? This presentation demonstrates techniques for teaching ELLs digital citizenship.

Jennifer Meyer, Bedford County Schools, USA  
Harriet Strahlman, Tennessee Technological University, USA

---

**Exposure Frequency and Audiovisual Effects on Incidental Word Learning**  
*Content Area: Vocabulary, Lexicon*

Current research implies that much vocabulary is learned incidentally while reading. Studies have explored influences on incidental word learning, with mixed results and competing claims. In this study, exposure frequency and aural enhancement were controlled as possible variables. Results are presented, along with implications for vocabulary teaching and learning.

Jonathan Malone, University of Maryland, USA

---

**Improving Oral Proficiency Tests: A Conversation Analysis Approach**  
*Content Area: Assessment/Testing*

This presentation demonstrates the utility of a conversation analysis approach for improving oral proficiency tests. Through the analysis of video recordings from pilot in-house oral placement tests, we identified key areas of interviewer variability. These observations and the resulting interviewer training practices and test protocols are presented and discussed.

Daisuke Kimura, Pennsylvania State University, USA  
Nikki Mattson, Pennsylvania State University, USA  
Michael Amory, Pennsylvania State University, USA

---

**Increasing Teacher Effectiveness in Online ESL Learning**  
*Content Area: Distance Learning/Online Learning*

Online language learning environments require ESL teachers to help participants build a successful community of learners. This presentation reviews relevant research on teaching presence, suggests strategies to enhance online teacher performance, and demonstrates how to incorporate these strategies in online EFL teacher training and ESL business writing programs.

Celeste Scholz, University of Oregon, USA  
Wanda Walker, University of Oregon, USA  
Leslie Opp-Beckman, University of Oregon, USA

---

**Inspire Your Students With TED Talks!**

“This TED talk’s great! But how do I use it in my language classroom?” If you’ve asked that question, this session is for you! Using materials developed by National Geographic Learning and TED, the presenters demonstrate how TED Talks build essential communication skills—while inspiring learners with great ideas.

Ian Martin, National Geographic Learning, USA  
Sean Bermingham, National Geographic Learning, USA

---

**Learn Language and Content With Concept Maps, Games, and More!**

ELLs need rich, motivating resources that allow them to engage in content while developing their language and literacy skills. With the sample lesson topic of recycling, the presenters demonstrate meaningful use of new tools and resources from BrainPOP, BrainPOP ESL, and Crayola’s ColorCycle campaign. Come join us and play!

Beverly Fine, BrainPOP, USA  
Anne Paonessa, Batavia School District 101, USA
Wednesday, 1:00 pm–1:45 pm
Convention Center, 345

Making Instructional Videos: The Technology, Planning, and On-Camera Delivery
Content Area: Media (Print, Broadcast, Video, and Digital)
In this interactive session, three experienced video makers explain their choices for the technology used in their work, from the cameras to the editing software. The presenters also identify and explain their unique approaches to making ESL videos and share instructional video models for participants to evaluate.

Jennifer Lebedev, Independent, USA
Vicki Hollett, Independent, USA
Linda Butler, Independent, USA

Wednesday, 1:00 pm–1:45 pm
Convention Center, 317

Manageable Technology for Teacher Educators
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
An online MA TESOL program director introduces ways to use technology to enhance teacher education for those who find social media and flipping the classroom to be intimidating ideas. Easy-to-use apps and free or low-cost technology options are introduced with practical examples of how to apply them.

Tasha Bleistein, Azusa Pacific University, USA

Wednesday, 1:00 pm–1:45 pm
Convention Center, 343

Negotiating the Cultural Minefield of International Accreditation
Content Area: Accreditation/Certification/Credentialing
Some commentators liken the international accreditation industry to modern-day cultural imperialism, imposing Western values on non-Western education systems. This presentation focuses on a Turkish university’s attempts to receive international accreditation, and reports research data from a study of the process’s impact on the institution’s organizational culture.

Ian Collins, Yaşar University, Turkey

Wednesday, 1:00 pm–1:45 pm
Hilton Baltimore, Key 9

Nonnative-English-Speaking Teachers’ Anxieties: Self-Perceptions of Their Communicative Limitations
Content Area: Nonnative English Speakers in TESOL
We examined NNESTs’ self-perceived English proficiency, anxieties due to self-perceived lack of communicative confidence, and strategies to reduce those anxieties. Twenty NNESTs completed a self-perceived English proficiency level questionnaire and were interviewed. Their anxieties originated from students, colleagues, and other potential reasons. To reduce anxieties, they applied five main strategies.

Mikyoung Lee, University of Munich, Germany

Wednesday, 1:00 pm–1:45 pm
Hilton Baltimore, Holiday 6

Preparing ELLs for College and Career Success
Libia Gil, Assistant Deputy Secretary and Director of OELA, provides a national profile with the latest data trends for ELLs including growth rates, academic performance, and other indicators of status in our schools. In addition, she addresses current Department of Education priority activities to support ELLs.

Libia Gil, OELA, USA

Wednesday, 1:00 pm–1:45 pm
Hilton Baltimore, Key 7

Saudi Students’ Expectations Regarding the Academic Environment of IEPs
Content Area: Intensive English Programs
Based on a qualitative study, this presentation focuses on Saudi students’ expectations regarding the academic environment of IEPs prior to their arrival in the United States. After discussing their findings, the presenters offer practical suggestions to ESL teachers and administrators to help facilitate the transition to the U.S. academic environment.

Florin Mihai, University of Central Florida, USA
Ahmad Alsherbi, Taif University, Saudi Arabia

Wednesday, 1:00 pm–1:45 pm
Hilton Baltimore, Holiday 1

Science for All: Using Next Generation Science Standards
Content Area: Math and Science
The Next Generation Science Standards are written to better prepare all students to be scientifically literate and ready for STEM careers. They are arranged in a coherent manner across grades, provide all students access to a challenging science education, and are written to reflect how science is practiced in today’s world.

Carolyn Hayes, National Science Teachers Association, USA
Selling Quality ESP: Convincing Stakeholders to Do It Right

Content Area: English for Specific Purposes

Stakeholders often have lofty visions for the goals ESP training will achieve, yet they balk at paying for the training required to produce quality results. Through explanation and demonstration followed by small-group exercises, session participants learn strategies to help their stakeholders choose quality training over incomplete, nominal language support.

Christina Havenland, Parkland College, USA

So That’s How You Score TOEFL iBT® Speaking Items

The presenters give an overview of the speaking tasks on the TOEFL iBT test and provide a detailed explanation of the official rubrics used to score test taker responses. Actual test taker responses are played and participants practice scoring the responses using the scoring rubrics.

Marian Crandall, Educational Testing Service, USA
Terry Axe, Educational Testing Service, USA

The CCSS in Mathematics for ELLs: High School

The CCSS for Mathematics provide a rigorous set of content outcomes for students but present specific challenges for ELLs. The presenters describe student-centered and research-based practices for supporting ELLs in high school mathematics, focusing on a variety of mathematics content and different educational contexts.

Luciana de Oliveira, University of Miami, USA
Mary Avalos, University of Miami, USA
Anita Bright, Portland State University, USA
Holly Hansen-Thomas, Texas Woman’s University, USA

Thinking Outside the Paragraph

Content Area: Second Language Writing/Composition

Stuck between sentences and rhetoric, the paragraph suffers from middle child syndrome. However, paragraphing decisions play an important role in packaging writing content. Presenters demonstrate ways to teach paragraphing as a critical thinking skill that supports prewriting, drafting, and revising.

Colin Ward, Lone Star College, USA
Alice Savage, Lone Star College, USA

Truth and Lies: Authenticity and Artifice in the Coursebook Experience

Authenticity is not just a language issue; there is authentic experience, authentic content, and authentic learning. But that’s not the whole story, either. This session looks at what authenticity can mean in a 21st-century coursebook—and where the fiction and lies come in!

Jeremy Harmer, English Central, Canada

Using Communicative Student Presentations to Promote Active Listening

Content Area: Intensive English Programs

Student presentations provide practice for later study at the university, but traditionally they often result in the student presenting essentially only to the teacher. In this demonstration, the presenters share their experience creating a speaking task that maximizes audience engagement by including elements of debate, presentation, and role play.

Jenny Merritt, University of Arizona, USA
Kate Van Roekel, University of Arizona, USA

Using Longitudinal Research to Inform Preservice Program Design

Content Area: Teacher Education

Results from a study of a program’s effectiveness in preparing elementary teachers to effectively teach ELLs were used in designing new preservice programs. Data included portfolio artifacts, internship evaluations, pre- and postattitude surveys, teaching observations using core practices for effective instruction of ELLs, and student scores on state ESL proficiency tests.

Nancy Dubetz, Lehman College–CUNY, USA
Jennifer Collett, Lehman College–CUNY, USA
Deborah Coffey, University of Delaware, USA
**Video Killed the ESL Teacher: Is Screencasting Feedback Worth It?**

*Content Area: Second Language Writing/Composition*

New technologies can overwhelm and intimidate frazzled teachers. Is screencasting worth the time and effort? This session explores the efficacy of video feedback for teachers and students alike. Going beyond the borders of traditional written comments, presenters share action research, best practices, and caveats for creating a new feedback protocol.

**Samantha Parkes, University of Miami, Intensive English Program, USA**  
**Mariah Schuemann, University of Miami, USA**  
**Matt Kaeiser, University of Miami, USA**

---

**50 Years of TESOL**

*Content Area: Personal and Professional Development for Teachers*

This year, we visit the critical issues for TESOL career path development for those anticipating “TESOL retirement” sooner or later. No age limits here! In roundtable discussions led by outstanding TESOL leaders with broad international experience, we address these topics: finances, health, volunteerism, and professional engagement. Please join us!

**Liz England, Shenandoah University, USA**  
**Mary Lou McCloskey, Educo, USA**  
**Christopher Hastings, English Language Fellows Program, USA**  
**Neil Anderson, Brigham Young University, USA**  
**Anne Burns, Aston, United Kingdom (Great Britain)**  
**Rejane McCorkel, Alexandria Virginia Public Schools, USA**  
**H. Douglas Brown, San Francisco State University, USA**  
**Suchada Nimmannit, Chulalongkorn University, Thailand**

---

**Assessing ELLs’ Language Trajectories: Distinguishing Difference From Disability**

*Content Area: Assessment/Testing*

International students entering U.S. schools—whether immigrants, exchange students, or college attendees—often have unique learning styles, learning disabilities, or other special needs. This presentation surveys a set of specific assessment tools matched to teaching interventions designed to address learning differences and screen for learning challenges due to disability.

**Lynne Diaz-Rico, California State University, San Bernardino, USA**  
**Steve Daniel Przymus, University of Arizona, USA**  
**Todd Fletcher, University of Arizona, USA**

---

**Career Pathways & WIOA for Adult ELLs: Vision to Implementation**

*Content Area: Program Administration*

Increasing career opportunities for adult ELLs is an important goal under WIOA 2014. This panel, composed of researchers and practitioners, examines the programmatic designs and instructional practices of various career pathway models. Participants take away ELL issues to be considered as well as best practices for designing career pathways.

**Heather Tatton-Harris, Carlos Rosario International Public Charter School, USA**  
**Heide Wrigley, Literacywork International, USA**  
**Kelley Keith, Mt. Hood Community College, USA**  
**Tracy Henninger-Willey, Lane Community College, USA**  
**Carole Vinograd Bausell, Literacy Council of Northern Virginia, USA**  
**Representative, U.S. Department of Education, Office of Career, Technical, and Adult Education, USA**

---

**Comprehensibility Requires a Listener: Applying Critical Pronunciation Research and Pedagogy**

Listeners’ beliefs and attitudes toward L2 speech can influence their comprehension of it. Learners also internalize attitudes toward their speech, affecting their self-evaluations of it and their willingness to communicate. Thus, their beliefs and attitudes toward their own and other varieties of English are important considerations in classroom practice.

**Nicholas Subtirelu, Georgia State University, USA**  
**Stephanie Lindemann, Georgia State University, USA**  
**Jennifer A. Foote, University of Alberta, Canada**

---

**Giving Voice and Visibility to ELLs: The Descriptive Review Process**

*Content Area: Elementary School/ Primary Education*

How can elementary ESL educators move beyond the boundaries of dominant notions of academic success to give voice and visibility to our students’ strengths and struggles? Learn about the descriptive review process, a collaborative teacher inquiry that more richly informs instructional practice and empowers both students and teachers.

**Kathleen Copeland, University of Delaware, USA**  
**Man Jiang, University of Delaware, USA**  
**Ann Parry, University of Delaware, USA**  
**Denise Solon, University of Delaware, USA**  
**Brittany Zezima, University of Delaware, USA**
Hiring and Getting Hired in the TESOL Field
Content Area: Personal and Professional Development for Teachers
Designed for administrators and applicants, this workshop provides opportunities to examine the faculty selection process in several brief modules. Practice activities allow attendees to discuss job descriptions, application elements, search committee make-up, interview format, applicant evaluation, as well as to brainstorm about portfolio compilation, interview preparation, and interview behavior.

Sigrun Biesenbach-Lucas, Georgetown University, USA
Deanna Wormuth, Georgetown University, USA

Hot Topics for Intensives English Programs
Content Area: Advocacy
This session updates U.S. IEPs on trends in enrollment, visa issuance, SEVP policy, and advocacy efforts. IEP teachers and administrators gain insight on latest advocacy efforts and how they can assist the industry and their own programs.

Cheryl Delk-Le Good, EnglishUSA, USA
Sean Cochran, University of Fullerton, USA
Gordon Clark, Indiana University, USA
Patricia Juza, Haviva Parnes, USA

Instructor-Guided Peer Review: Maximizing Benefits and Moving Beyond Writing
Content Area: Teaching Methodology and Strategy
Peer review is standard practice in writing instruction but could be used both more effectively and in broader contexts. Presenters share strategies for more effective guidance and increased student engagement in peer review for writing and oral presentation. Participants leave with tactics and materials to adapt for their teaching contexts.

Heather Gregg Zitlau, Georgetown University, USA
Stephanie Gallop, Georgetown University, USA
Austin Kaufmann, Michigan State University, USA
Ian Nichols, University of Pennsylvania, USA

Language, Culture, Identity Roundtable
Content Area: Bilingual Education
Presenters discuss issues revolving around language, culture, and identity as these three topics may affect them as second language learners living in-between cultures.

Francisco Ramos, Loyola Marymount University, USA
Constantine Ioannou, Ottawa Carleton Education Network, Canada
Ester de Jong, University of Florida, USA
Dawn Wink, Santa Fe Community College, USA
Eric Dwyer, Florida International University, USA
Alsu Gilmetdinova, Kazan National Research Technical University, USA

Practical Approaches to Intercultural Communication in Bilingual Education
Content Area: Bilingual Education
Bilingual Education goes beyond borders by letting students become intercultural communicators. Participants discuss a practical overview of Intercultural Communication in the framework of Bilingual Education. Then educators identify and examine tips to intercultural communication. Finally, participants create their own intercultural activities based on the given tips.

Monica Rodriguez-Bonces, Pearson, Colombia
Jeisson Rodriguez, ECCI, Colombia

Teaching ESL With the Brain in Mind: Working Memory
Content Area: Adult Education
Research shows that a strong working memory is crucial to successful second language learning. This presentation demonstrates how to apply theory-based and field-tested activities to build learners’ working memory. A mission for 21st century instructors: teaching with the brain in mind to enhance student achievement in the classroom and beyond.

James Chang, 1199SEIU Education Fund, USA
Wednesday, 1:00 pm–2:45 pm
Convention Center, 336

**The GO TO Strategies: Innovative Scaffolding Options for EFL Teachers**

*Content Area: Elementary School/ Primary Education*

How can teachers create scaffolded, rigorous lessons for primary and secondary EFL students? This workshop introduces resources that enable EFL teachers to infuse lessons with research-based strategies that promote second language learning. Presenters model strategies, participants engage in demonstrations and plan scaffolded lessons. Participants receive copies of all strategies resources.

Laura Lukens, North Kansas City Schools, USA
Linda New Levine, ESL/EFL Consultant, USA
Betty Ansín Smallwood, Succeeding With ELLs (SWELL), USA

---

Wednesday, 2:00 pm

2:00 pm

**Academic Writing Skills of Graduate International Students**

*Content Area: Second Language Writing/Composition*

The study discussed sheds more light on experiences of graduate international students with academic writing. Students’ writing habits, perceived strengths, challenges, and types of support available to improve their writing skills are discussed. Implications for practitioners and researchers, along with potential areas for future research, are also discussed.

Diana Akhmedjanova, University at Albany–SUNY, USA

---

Wednesday, 2:00 pm–2:45 pm

**ACTFL Testing—Proficiency, Performance—K–12 and Higher Education**

The American Council on the Teaching of Foreign Languages (ACTFL) established the most widely accepted standards for measuring language proficiency and performance. This session presents ACTFL’s tests of speaking, writing, reading, and listening for such diverse purposes as placement, progress measurement, HS and college credit, and teacher and interpreter certification.

Brett Laquercia, Language Testing International, USA

---

Wednesday, 2:00 pm–2:45 pm

**Beyond Four Walls: ESL Entrepreneurship in the Virtual World**

*Content Area: Distance Learning/Online Learning*

Are you interested in teaching or tutoring English online? Let’s get started! Participants discuss how to find students, assess levels and goals, create individualized learning plans, facilitate web-conferenced classes and tutorials, and use online tools to keep students engaged between lessons.

Glenda Rose, Glenda Rose Education and Training Consultants, USA

---

Wednesday, 2:00 pm–2:45 pm

**Beyond Tradition: Using Systemic Functional Linguistics in Preparing ESL Teachers**

*Content Area: Grammar*

In this practice-oriented presentation, participants learn about current research on systemic functional linguistics (SFL) in teacher preparation. They view projects by teacher learners, examine some aspects of SFL on the clause level, and explore typical school texts from an SFL perspective for application to teacher training.

Jacqueline Nenchin, Molloy College, USA
Faith Tripp, Molloy College, USA

---

Wednesday, 2:00 pm–2:45 pm

**Beyond Traditional Language Teaching: International Students of Art and Design**

*Content Area: Materials Writers and Curriculum/Materials Development*

A growing number of international students are enrolling in art and design programs while the fields of art and design are driving innovation in the 21st century. Share your experiences teaching English to artists and designers to prepare them for a future of success beyond the classroom.

Lisa Johnson, Savannah College of Art and Design, USA

---

Wednesday, 2:00 pm–2:45 pm

**Breaking Down Borders: Integrating Culture Into Business English Skills Lessons**

*Content Area: Business and Vocational Workplace English*

Although culture is an important part of Business English courses, books don’t often integrate teaching culture and Business English skills. The presenters share ways to teach these skills within various cultural contexts (national, corporate, regional and personal). Attendees leave with practical ideas to implement in their Business English courses.

James Stakenburg, Rennert New York TESOL Center, USA
Noga La’or, Rennert New York, USA
Autumn Westphal, Rennert New York, USA
CAL Research-Based Resources for Pre-K–12 Educators
Learn about CAL’s research-based resources designed to help Pre-K–12 educators boost ELL achievement. Featured resources offer authentic classroom videos with companion guides to inform classroom practice with a focus on key topics such as academic literacy, sheltered instruction, dual language, newcomers, and Spanish literacy. Enter to win free CAL resources.

Annie Duguay, Center for Applied Linguistics, USA

Wednesday, 2:00 pm–2:45 pm
Convention Center, 322

Developing Lexical Segmentation of L2 Speech: Explicit vs. Implicit Practice
Content Area: Listening, Speaking/Speech
L2 listening problems are often attributed to deficient lexical segmentation (LS) skills. Pedagogies addressing LS issues explicitly raise awareness to features of speech (e.g., reductions), which unfavourably deemphasizes comprehension. The study discussed investigates an alternative approach by using reading-while-listening instruction to implicitly improve LS for 88 EFL learners.

Matthew Wallace, National Institute of Education, Singapore
Roehl Sybing, Nanzan Junior College, Japan

Wednesday, 2:00 pm–2:45 pm
Convention Center, 338

Chinese EFL Students’ Beliefs and Their Engagement With Error Correction
Content Area: Second Language Writing/Composition
The qualitative multiple-case study involving six Chinese EFL students explored the impact of learner beliefs on students’ engagement with error correction, by drawing on data collected from multiple sources. Learner beliefs about teachers’ role, L2 writing, and self-efficacy were found to affect students’ mental effort and strategies to use WCF.

Ye Han, The University of Hong Kong, Hong Kong
Yingying Li, The University of Hong Kong, Hong Kong

Wednesday, 2:00 pm–2:45 pm
Convention Center, 348

Collaborating Beyond Cultural and Linguistic Borders: an Interdisciplinary Approach
Content Area: Intensive English Programs
This practice-oriented, interdisciplinary presentation aims to provide collaborative strategies for college instruction based on integrative motivation theories that emphasize cultural exchanges in order to help international students achieve both language learning success and integration into the university community.

Geraldine Wagner, Johnson & Wales University, USA
Anne Shaw, Johnson & Wales University, USA
Ann Schroth, Johnson & Wales University, USA

Wednesday, 2:00 pm–2:45 pm
Convention Center, 328

Error Correction in ESL Writing Using the Learners’ Own Corpora
Content Area: Second Language Writing/Composition
The presenter discusses using his learners’ corpora to raise their awareness of the types of errors they make. The ESL corpus consists of writing collected over two years from his students. The presentation focuses on the application of corpus analyses to classroom teaching.

John Stasinopoulos, College of DuPage, USA

Wednesday, 2:00 pm–2:45 pm
Convention Center, Roundtable Discussion Area in Expo area
Wednesday, 2:00 pm–2:45 pm
Convention Center, 337

Exploring the Impact of School Culture on Classroom Assessment
Content Area: Assessment/Testing

Institutional culture is often reported as controlling assessments carried out by teachers. The presenter reports an exploratory study on the impact of school culture on classroom assessments carried out by three ESL teachers, their response to the culture, and discuss the implications of the study for ESL teacher educators.

Santosh Mahapatra, Birla Institute of Technology and Science Pilani, India

Wednesday, 2:00 pm–2:45 pm
Hilton Baltimore, Tubman

Global Models of Effective ESP Programs
Content Area: English for Specific Purposes

See ways U.S. Department of State programs are making a difference in ESP worldwide. Presenters discuss successful ESP programs in areas such as journalism, the environment, government/diplomacy, and law. Participants learn tools and best practices to design and implement their own successful ESP programs.

Alice Murray, U.S. Department of State, USA
George Cinnery, U.S. Department of State,
Diane Millar, U.S. Department of State,

Wednesday, 2:00 pm–2:45 pm
Convention Center, Roundtable Discussion Area in Expo area

Going Beyond the Borders of North Korea
Content Area: Personal and Professional Development for Teachers

One of the strongest borders in existence is the border between North Korea and the rest of the world. However, through education, many North Koreans and foreigners are able to move beyond this border. This discussion focuses on education going beyond borders of North Korea and how to help.

Daris Chang, University of Southern California, USA

Wednesday, 2:00 pm–2:45 pm
Hilton Baltimore, Key 12

How Can Technology Assist With Your ESL Program

Designing an ESL program that incorporates computer, tablet and smart phones technologies with a traditional program format can be challenging but also very rewarding. The attendees will discuss ways to support a blended approach to ESL instruction and then plan a suggested implementation process.

Jill Rosolek, English Discoveries Online, USA

Wednesday, 2:00 pm–2:45 pm
Convention Center, 320

Latina Preservice Teachers and Social Justice in Global Contexts
Content Area: Bilingual Education

Study abroad programs are promoted as beneficial to developing intercultural competence of mainstream preservice teachers. This study examines the social justice commitment of minority participants, documenting the experiences of Latinas in a teaching practicum in Costa Rica. Suggestions for designing programs focusing on global citizenship and social justice are provided.

Mary Petron, Sam Houston State University, USA
Burcu Ates, Sam Houston State University, USA
Clara Lobo-Guerrero, Sam Houston State University, USA

Wednesday, 2:00 pm–2:45 pm
Convention Center, Roundtable Discussion Area in Expo area

Learning to Teach Beyond National Borders
Content Area: Teacher Education

This session addresses the challenges of developing international teaching practicum courses that maximize MA students’ opportunities to learn the realities of teaching internationally. We discuss challenges (logistical, academic, and emotional) for NNEST and U.S.-raised novice teachers in third country situations, and how to anticipate and address these challenges.

Betsy Gilliland, University of Hawai‘i Manoa, USA

Wednesday, 2:00 pm–2:45 pm
Convention Center, Roundtable Discussion Area in Expo area

NNESTs of ESL: At Home Among Strangers?
Content Area: Nonnative English Speakers in TESOL

This presentation explores challenges of the new-coming NNESTs in North American ESL programs in the context of nativism, identity, and impostor theories. It focuses on the NNEST coping strategies targeted to making their teaching more effective and establishing connections with students and NEST colleagues.

Olga Makinina, Carleton University, Canada

Wednesday, 2:00 pm–2:45 pm
Convention Center, 341

Online Software for Listening and Comprehension

Support students using HearBuilder Online, multiplatform software for elementary students to practice following directions, phonological awareness, auditory memory, and sequencing. All titles meet the principles of Universal Design of Learning and support differentiated instruction. Theory/research behind programs are reviewed, software/data collection is demonstrated, and results of research studies are shared.

Staci Jackson, Super Duper Publications, USA
POO: Health, Hygiene; Developmental and Educational Implications and Opportunities
Content Area: Advocacy

Open defecation and diarrhea are the reality for 40% of humanity. Universal access to water, sanitation, and hygiene (WASH) are lacking and lead to 4,000 deaths daily. This session looks at the impact on students of a WASH EFL module trialed in two different undergraduate settings in Middle Eastern universities.

Rob Clément, Sohar University, Oman
Eman Al Nafjan, King Saud bin Abdulaziz University for Health Science, Saudi Arabia

Power-Packing Instruction for Long-Term ELLs: A Teacher’s Toolbox
Content Area: Teaching Methodology and Strategy

Motivating and engaging LTELLs is critical to their progress. Learn to build power-packed instructional units that integrate the teaching of needed skills and strategies into interesting and important real-world themes. Use motivating topic-related multimedia, adolescent literature and informational texts to advance students’ academic listening, note taking, reading and writing skills.

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

Preparing At-Risk Learners to be Successful at Second Language Learning
Content Area: Community College and Technical Education

SLA Counselors help learners to understand the process of language acquisition takes time, motivation and participation. Participants are able to 1) describe the SLA Counselor initiative, 2) articulate the types of supports and materials necessary for this initiative; and 3) evaluate learner feedback on the helpfulness of this initiative.

Kate Mastruserio Reynolds, University of Wisconsin, Qatar
Zadja Zahi, Qatar University, Qatar
Hayat El Samad, Qatar University, Qatar

Pronunciation in the Classroom: The Overlooked Essential
Content Area: Academics

Incorporating pronunciation instruction into other skills benefits not only students’ speaking abilities, but also their vocabulary acquisition, listening skills, grammatical accuracy, reading skill, and spelling. In this presentation, the author of TESOL’s newest pronunciation book suggests practical ways for all teachers to integrate pronunciation into all their lessons.

Tamara Jones, Howard Community College, USA
William Acton, Trinity Western University, Canada
Veronica Sardegna, University of Pittsburgh, USA
John Murphy, Georgia State University, USA
Marnie Reed, Boston University, USA
Minah Woo, Howard Community College, USA
Monika Floyd, University of Potsdam, Germany
Rebecca Price, Howard Community College, USA
Kay Ahmad, Montgomery College, USA

Reflective Practice in Action: Secondary Teachers Developing Their Identities
Content Area: Teacher Education

Reflective practice is encouraged for teachers because it is assumed to lead to better teaching. This study traces the development of five secondary English teachers in Macao over 20 months to investigate if and/or how they incorporated the lessons learned from their reflections into their current teaching practices.

Alice Shu-Ju Lee, University of Macau, Macau
Matilda Wong, University of Macau, Macau

Reworking Pathways: Integrating EAP and General Education
Content Area: Content-Based and CLIL/Content and Language Integrated Learning

The presentation reports on the contributions of three EAP professionals recruited to teach EAP in a new undergraduate pathway program at their university. The program incorporates Gen Ed and EAP classes. Within the program’s curricular constraints, the presenters discuss how to facilitate the acquisition of English and Gen Ed content.

Marcellino Berardo, University of Kansas, USA
Kellie Smith Herrod, Applied English Center, USA
Camille Olcese, University of Kansas, USA
Scholarship on L2 Writing in 2015: The Year in Review
Content Area: Second Language Writing/Composition
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 difficult. To address this situation, this session provides an overview and synthesis of second language writing scholarship published during 2015.
Tony Silva, Purdue University, USA
Yue Chen, Purdue University, USA
Kai Yang, Purdue University, USA
Ashley Velazquez, Purdue University, USA

Supporting NNS Lecturers for English Medium Instruction in Higher Education
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
As universities in non-Anglophone countries implement English medium instruction (EMI) policies, NNES university lecturers are increasingly expected to teach their content in English. From their research in Korea, Denmark, and Taiwan, the presenters report brief case studies and engage the audience in discussing ways to support lecturers for EMI.
Christopher Stillwell, University of California, Irvine, USA
Joyce Kling, University of Copenhagen, Denmark
Jaehan Park, Pennsylvania State University, USA

Task Complexity and Quality of Learners’ Production During Peer Interaction
Content Area: Applied Linguistics
This study investigates the effect of task complexity on the accuracy and interaction of adult Spanish-speaking ESL learners in their speaking performance. Findings showed that complex tasks enhance accuracy and interaction frequency, which might help teachers and syllabus designers improve learners’ oral performance through an appropriate task elaboration and implementation.
Constanza Pena Barahona, University of Talca, Chile

The CCSS in Content-Area Literacy for ELLs: Grades 6-12
The CCSS for Literacy in History/Social Studies, Science, and Technical Subjects provide a rigorous set of literacy outcomes for students but present specific challenges for ELLs. Presenters describe research-based practices for supporting ELLs in content-area literacy. Based on the TESOL Press Series “CCSS and ELLs.”
Luciana de Oliveira, University of Miami, USA
Ann Johns, San Diego State University, USA
Pamela Spycher, WestEd, USA
Kristen Wilcox, University at Albany–SUNY, USA

The Dog Ate My Homework: Transforming Homework for EL Success
Content Area: Assessment/Testing
This presentation summarizes the latest research on homework and why homework is a hotly debated issue in education today, especially for ELs. This presentation emphasizes why homework challenges and often fails ELs and suggests ways in which teachers can assign homework that increase motivation and encourage academic success for ELs.
Terry Waldspurger, Kent County Public Schools, USA

The Every Teacher Challenge for K-12 Schools
Content Area: Mainstream Classrooms
ESL specialists alone cannot close the achievement and opportunity gaps for ELLs. However, preparing every teacher requires radical change, starting with how we approach general education colleagues. This session provides concrete recommendations for how to meet the every teacher challenge based on 15 years of professional development research.
Annela Teemant, Indiana University Purdue University Indianapolis, USA

The Need to Emphasize Prosodic Elements in IEP Communication Courses
Content Area: Intensive English Programs
Advanced communication courses designed to prepare ESL students for academic presentations and discussions should give equal priority to the prosodic elements of speech delivery. Participants are shown how and why features such as intonation, stress, rhythm and pace need be infused into student presentations.
Michael Reed, The University of Findlay, USA
The Power of Collaboration and Active Engagement for ELLs
Content Area: Elementary School/ Primary Education
ELLs thrive on collaboration and are actively engaged when learning through the hands-on and visual approaches, of project-based learning, Maker Education and cooperative learning. Join us in this interactive presentation to learn how to weave these activities into your own instruction.
Judie Haynes, EverythingESL.net, USA
Karen Nemeth, Language Castle LLC, USA

The Relationship Between Vocabulary Knowledge and Proficiency Test Scores
Content Area: Assessment/Testing
Many international students applying to U.S. universities need a minimum score on an English proficiency test. Although many skills are needed, vocabulary knowledge—both depth and breadth—seems to be positively correlated with reaching these minimums. A pilot study was conducted to ascertain the relationship between vocabulary knowledge and proficiency scores.
Ray Knight, University of South Carolina, USA
Alisha Biler, University of South Carolina, USA

Time for Multilingualism?: Bilingual(ized) English Instruction for Improved Outcomes
Content Area: Personal and Professional Development for Teachers
This session focuses on how TESOL and bilingual education could join hands for enhanced outcomes. The primary objective is to argue in favor of a multilingual turn in early instruction and assessment, and to propose a multilingual approach. Replacements for monolingual theories and practices are proposed, and research directions outlined.
Anita Pandey, Morgan State University, USA

Writing Up Graduate Research Papers: Two Tried and Tested Approaches
Content Area: Intensive English Programs
The presenters share two approaches to help international graduate students develop the skills for writing a research paper in the standard Introduction, Method, Results and Discussion (IMRAD) format. In approach 1, students collaborate on a research project. In approach 2, students investigate topics related to their own fields.
Charlotte Young, Old Dominion University, USA
Kathy Moulton, Old Dominion University, USA

WVLB: ELL Students Report About The School Community Through Technology
Content Area: Elementary School/ Primary Education
How can ELL students develop the four domains of authentic language acquisition through technology? Weekly Voices from the Branch is a 5-10 minute weekly news show developed and produced by ELL students using iPads and Macs. Watch how ELL students become school rock stars while providing a service: school communication.
Lee Ayoub, Long Branch Elementary School, USA
Greg D’Addario, Long Branch Elementary School, USA
Sandra Sterne, Long Branch Elementary School, USA
Grace White-Bracley, Long Branch Elementary School, USA

Gamification for Language Learning
Content Area: Materials Writers and Curriculum/Materials Development
Gamification is the use of game elements in non-game contexts. This workshop gives participants hands-on experience of gamification and how it can be used in class. Participants complete challenges to get them thinking, talking, and creating activities they can then apply to their own classes.
Wade Alley, Universidad Panamericana, Mexico
Enrique Barba, Universidad Panamericana, Mexico
### Taking Preservice Teachers in Underdeveloped Areas Beyond the Classroom

**Content Area: Teacher Education**

A panel of teacher trainers discuss implementing an innovative train the trainer model for middle and high school teachers in an underdeveloped area of China. U.S. teacher trainers provided initial training and developed a peer-led training network across rural and urban schools. Participants gain insight into how to develop similar programs.

**Gena Rhoades,** U.S. Department of State, English Language Programs, USA  
**Tim Collins,** National Louis University, USA  
**Dan Sloan,** U.S. Department of State, USA  
**Rebekah Gordon,** U.S. Department of State, English Language Programs, USA  
**Amy Li,** Hezhong High School, China  
**Chen (Gabrielle) Hu,** Nayong Middle School, China

### How to Get Published in TESOL and Applied Linguistics Journals

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 journal and answer audience questions.

**Brian Paltridge,** University of Sydney, Australia  
**Ahmar Mahboob,** University of Sydney, Australia

### Adding a Short-Term TESOL Certificate to Your IEP

**Content Area: Teacher Education**

After having run ad-hoc teacher training programs for many years, in 2011 the presenter’s institution pursued a more standardized program. In this presentation, the presenter discusses the process they went through, including pitfalls, in an attempt to provide a blueprint for other institutes wishing to run similar programs.

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

### Addressing Gaps: Training Workplace English Professionals and Client Decision Makers

**Content Area: English for Specific Purposes**

An innovative business model describes a credentialing program to train English for occupational purposes professionals in partnership between U.S. and international universities. The latter will establish client participation centers for industry to provide input to training, worksites for needs assessment, recruitment of graduates; and receive coaching in sound program design.

**Anne Lomperis,** Language Training Designs, USA

### Balancing the Benefits of University-Community TESOL Partnerships: Win-Win

**Content Area: Teacher Education**

This session explores the contributions that university-community partnerships offer to multiple stakeholders. We highlight the mutual learning opportunities for preservice teachers, immigrant and refugee background ELLs and TESOL faculty. The presenters describe models of successful partnerships, share materials co-designed within partnerships, and present guidelines for effective collaborative relationships.

**Raichle Farrelly,** Saint Michael’s College, USA  
**Zuzana Tomaš,** Eastern Michigan University, USA  
**Jenna Bollinger,** Eastern Michigan University, USA

### Beyond IEP Borders: Investigating the Language Demands of Undergraduate Courses

**Content Area: Research/Research Methodology**

This session introduces a project that analyzed the specific language demands found in five general education undergraduate courses at a large U.S. university. The purpose of this project was to foster meaningful discussion surrounding IEP curriculum, IEP instructor expectations, university admissions, and the real world of the undergraduate classroom language.

**Sandra Janusch,** University of Washington, USA  
**Wei Zuo,** University of Washington, USA  
**Nasrin Nazemi,** University of Washington, USA
Community College IEPs: Perils and Strategies in Retention and Completion

Content Area: Community College and Technical Education

Community colleges across the United States are being held accountable for retention and completion rates similarly to 4-year colleges and universities. What are the problems faced by IEPs, and what strategies work well to comply with new regulations? These and many other issues and strategies are discussed in this session.

Jose Carmona, USA

Developing Language Skills Using Creative Activities

Content Area: Nonnative English Speakers in TESOL

This workshop demonstrates how creativity can support the development of both problem-solving and language skills. The presenter explains the challenges that ESL students encounter when asked to perform tasks that elicit creativity. The presenter offers ideas and strategies that can help ESL students become more effective communicators and creative thinkers.

Mohamed Elhess, Washington State University, USA

Effective Error Engagement in Academic ESL Writing

Content Area: Intensive English Programs

Do you spend a lot of time editing papers only to see limited improvement in your students’ writing and editing skills? This session introduce approaches to get your high intermediate and advanced ESL writers thinking about and noticing their own error patterns, as well as boosting their writing confidence.

Crystal Bock Thiessen, University of Nebraska-Lincoln, USA

Effectiveness of Audio Feedback for EFL Students in Online Courses

This presentation discusses survey findings of audio feedback effectiveness for EFL students in an online course. The presentation overviews differences of students’ perceptions by instructors’ language background and students’ levels of language proficiency. The results of this study help instructors implement different types of feedback for EFL students.

Natalya Alexeeva, North-Eastern Federal University, Russian Federation

Zarmena Emelyanova, North-Eastern Federal University, Russian Federation

Empowering Language Learners by Developing and Recognizing 21st-Century Literacies

Content Area: Reading and Literacy

21st-century literacies involve developing fluency with technology, building cross-cultural connections, sharing information with global communities, managing and synthesizing multiple streams of information, creating and analyzing multimedia texts, attending to ethical responsibilities, and recognizing proficiency development.

Marty Abbott, American Council on the Teaching of Foreign Languages, USA

Paul Sandrock, American Council on the Teaching of Foreign Languages, USA

Elvira Swender, American Council on the Teaching of Foreign Languages, USA

Encouraging Language Emergence for Secondary Science and Math ELLs

Content Area: Content-Based and CLIL/Content and Language Integrated Learning

Findings from a comparative case study that investigated secondary math and science teachers’ multimodal support of linguistic and conceptual development of mainstreamed ELLs is presented. Discussion of language emergence, related to receptive skills and productive skills in content area classes, is the focus of the session.

Karen Gregory, University at Albany–SUNY, USA

English Medium Instruction

Joyce Kling, University of Copenhagen, Denmark

Exploring the Development of Writing Through the ELT Master’s Thesis

Content Area: Second Language Writing/Composition

The study discussed investigated the impact of completing a thesis on the writing development of students from seven ELT master’s level programs in Colombia. The findings offer important insights into effective instructional practices involved in the writing process as students learn to write scholarly and appropriate features of this genre.

Julio Gomez, Universidad Externado de Colombia, Colombia
Wednesday, 3:00 pm–3:45 pm
Hilton Baltimore,

**Finding Your Place in TESOL’s Next 50 Years**
Dudley Reynolds, Carnegie Mellon University in Qatar, Qatar

**From Testing to Assessment: Connecting Language Teaching, Learning, and Assessment**
Liying Cheng, Queen’s University, Canada

---

**Giving Voice to ESL Students Through Teaching Language Variation**
Content Area: World Englishes
Skill- and content-based activities designed to boost the linguistic competency of ESL students concerning ethnic or social language variation are introduced. Through the introduction to variation in American English, students learn to more faithfully express their identities, interact more fully with their American peers, and thus, better succeed at university.

Vance Schaefer, University of Mississippi, USA

---

**Gaining Consistency in Grading ESL Writing via E-Norming**
Content Area: Second Language Writing/Composition
An online, self-paced norming workshop promotes consistent, impartial evaluation of student writing without the need for faculty meetings to norm essays. The workshop also fosters conversations about teaching, learning, assessment, and student success. Presenters describe steps taken to establish the workshop, its functions, and results of user feedback.

Ramon Diaz, Community College of Philadelphia, USA
Marianne Mielke, Community College of Philadelphia, USA
Linda R. Fellag, Community College of Philadelphia, USA

---

**Iron Teacher: Templates for Teachable Moments**
Content Area: Higher Education
“Breaking news? This would be perfect for my class! But how?” Presenters offer templates for overnight creation of fully-integrated, multimedia lesson plans based on real-time news and cultural events. Participants take home classroom-ready lesson plans and are primed to create more on their own.

Ashley Fifer, Nassau Community College, USA
Natalia de Cuba, Nassau Community College, USA

---

**L1 Audio-Recorded Feedback and the Use of Cross-Platform Messaging Apps**
Content Area: English as a Foreign Language
This study investigates the effectiveness of audio-recorded feedback in L1 Arabic writing of beginner learners. It reports on students’ reactions to the use of L1 and phone applications as part of the writing process. Findings reveal positive reception as an effective electronic feedback tool at the organization level.

Chadia Mansour, Qatar University, Qatar
Noureddine Cherif, Qatar University, Qatar
Learning and Leading:
A Saturday Volunteer Program for Newcomers
Content Area: High School/Secondary Education
In a suburban Portland, Oregon school district, an innovative Saturday Newcomer Academy brings together Newcomer English learners and former EL high school volunteers. Newcomers’ English language acquisition is accelerated through scaffolded, one-on-one interactions, while the volunteers’ funds of knowledge as mentors of successful language learning strengthen their own academic identities.
Barbara Page, Beaverton School District, USA
Toshiko Maurizio, Beaverton School District, USA

Longitudinal Learner Corpus: Trends and Uniqueness in Multiword Sequence Use
Content Area: Vocabulary, Lexicon
Knowledge of multiword sequences is deemed a marker of language proficiency. This session discusses research that explored collective and unique usages of multiword sequences in a longitudinal learner corpus. Pedagogical implications to assist in building learners’ repertoire of multiword sequences are provided.
Eman Elturki, Washington State University, USA

Mentoring: An Essential Leadership Development Skill
Christine Coombe, Dubai Men’s College, United Arab Emirates

Mobile App: Listening, Speaking, Reading, Writing at an ELL’s Fingertips
Use the technology in your ELL’s hands to provide quick access to engaging academic content while providing every teacher with current data for their entire class. Productivity tools like DynEd’s MyDynEdApp allow student access to DynEd and teacher access to documentation for effective teaching and user analytics for better coaching.
Andrew Berrafato, DynEd International, Inc., USA
Andrew Blasky, DynEd International, Inc., USA
David Tipping, DynEd International, Inc., USA

New Approaches to Reading Instruction for PreK-K ELs
Content Area: Reading and Literacy
New trends in early childhood education are changing how teachers approach reading instruction for young ELs. Go beyond the borders of traditional K-12 schools with research-based strategies that connect L1 and English, blending innovative technology with traditional literature to strengthen early literacy at school and home.
Karen Nemeth, Language Castle LLC, USA
Kathleen Hayes, Highlights High Five, USA

New Ways to Scaffold Language and Content
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
Presenters demonstrate ways to scaffold activities for ELLs in ESL/EFL classrooms. Strategies include ways to make content understandable with videos and visuals, ways to discuss academic content with clarifying bookmarks and constructive conversation tools; and close reading strategies that focus on complex text and finding the connections.
Dimitra Bechlikoudi, Athens Greece Public Schools, Greece
Lydia Stack, Understanding Language, USA

Peer-Led ESL Program That Works: a Community-Based Study
Content Area: Nonnative English Speakers in TESOL
This session presents findings of a study conducted within an informal ESL program on the role of volunteer facilitators. Analysis of facilitator interviews, with reference to program’s guiding educational principles, reveals how peer-to-peer interaction contributes to the sustainability of this community in terms of increased self-confidence and language awareness.
Natalia Balyasnikova, University of British Columbia, Canada

Race and Empire in TESOL
Suhanthie Motha, University of Washington, USA
Rethinking Classroom Management for Both Novice and Seasoned Teachers
Brock Brady, Peace Corps, USA

Social Justice in English Language Teaching
Presenters address social justice issues in ELT and share perspectives gained from compiling chapters for a new TESOL Press book, “Social Justice in ELT.” Presenters discuss the need for advocacy in the TESOL profession, provide a vision for addressing global injustices in the classroom, and provide concrete classroom activities.
Laura Jacob, Mt. San Antonio College, USA
Christopher Hastings, ITMO University, Russian Federation

Syrian Refugee NNESTs: Teacher Identity and the Fear of English
Content Area: Nonnative English Speakers in TESOL
Framed within Rudolph, Selvi, and Yazan’s conceptualization of the NNEST movement, the study discussed aims at adding to the literature on teacher identity and NNESTs by examining refugee NNESTs’ identity construction and experiences of teaching English to Syrian refugee students in Lebanon within nonformal education contexts.
Fares Karam, University of Virginia, USA
Amanda Kibler, University of Virginia, USA
Paul Yoder, University of Virginia, USA
Christine Monaghan, New York University, USA

Teaching Collocations and Language Patterns in Academic Writing
Developing students’ proficiency with key academic vocabulary together with corresponding language patterns and collocations is essential for success in academic writing. The authors of the Word Combination Card demonstrate how to teach students to use high-frequency academic vocabulary, collocations, and language patterns correctly and confidently.
Michael Berman, Montgomery College, USA
Mark Alves, Montgomery College, USA
Ray Gonzales, Montgomery College, USA

Teaching English to Young Learners With International Children’s Songs
Joan Kang Shin, University of Maryland, USA

Teaching Radical Revision and Thinking To High School ELL Writers
Content Area: High School/Secondary Education
High school EL writers are often unsure and reluctant to revise their texts. Presenters share strategies for teaching explicit revision techniques using genre-based approaches. By sharing lessons and student writing, the presenters illustrate how students move beyond “teacher-says-I fix” to seeing revision as a critical thinking process essential to writing well.
Liz Kirwan, Manchester West High School, Manchester School District NH, USA
Christina Ortmeier-Hooper, University of New Hampshire, USA
Wendy Perron, Manchester School District, USA

Utilizing Authentic Video to Prepare for General Education Courses
Content Area: Media (Print, Broadcast, Video, and Digital)
This presentation discusses a research project in a university intensive English program where authentic videos of general education classes were collected for the purpose of acclimating ESL students to university lectures and classroom culture. The rationale, method of collection, outcomes, and benefits of this project are examined.
Erin Kuester, University of Iowa, USA

Working With Differences: Indonesian-American University Partnerships Across the Archipelago
Content Area: Intercultural Communication
Creating positive and functional cross-cultural workspaces involves negotiating differences. Presenters explore how differences can be productive by sharing data from American teachers and 22 Indonesian universities. Presenters highlight insights helpful to administrators, hosts, and teachers in structuring programs, navigating cross-cultural work, and celebrating differences in Indonesia and beyond.
Jennifer Uhler, U.S. Department of State, Indonesia
Jesse Kiendl, English Language Specialist Program, USA
Wednesday, 3:00 pm–4:45 pm
Convention Center, 338

Defining, Exploring, and Measuring Cultural and Linguistic Competence
How does one measure cultural and linguistic competence? This panel explores current research and experiences with the marginalization of “outer circle” English speaking countries, working and living in a new culture, building programs’ communicative competence, NNEST hiring practices, and the measurement of one’s cultural and linguistic competence.

Jeffrey McDevitt, Gulf University for Science and Technology, Kuwait
Rebecca Oreto, Carnegie Mellon University, USA
Yilin Sun, South Seattle College, USA
Salim Razi, Cannakkale Onsekiz Mart University, Turkey
Valiantsina Holubeva, Institute of IT & Business Administration, Russian Federation

Wednesday, 3:00 pm–4:45 pm
Convention Center, 341

Digital Literacies and Multimodality
Second Language Writing
Content Area: Second Language Writing/Composition
This colloquium explores the process by which second language writers acquire the digital and multimodal practices required to engage in new literacies of the 21st century. Papers investigate how these learners draw upon multiple languages, modes, and material resources to produce multimodal and digital texts in second language classroom settings.

Kathryn Howard, California State University, San Bernardino, USA
Tamara Warhol, University of Mississippi, USA
Polina Vinogradova, American University, USA

Wednesday, 3:00 pm–4:45 pm
Hilton Baltimore, Key 11

Ethics in Transnational Research: Researcher Perspectives
This colloquium focuses on ethical issues that emerge in transnational contexts during the research process. Panel members explore these complex ethical quandaries, including narratives of their own experiences and other examples.

Peter De Costa, Michigan State University, USA
Scott Sterling, Indiana State University, USA
Sandra Kouritzin, University of Manitoba, Canada
Satoru Nakagawa, University of Manitoba & University of Winnipeg, Canada
Xuesong Gao, University of Hong Kong, Hong Kong
Jian Tao, University of Hong Kong, Hong Kong
Christine Casanave, Temple University, Japan Campus, USA
Mike Baynhm, University of Leeds, United Kingdom (Great Britain)
Jessica Bradley, University of Leeds, United Kingdom (Great Britain)
Teacher Activists Supporting Students to Transform Their Communities
Content Area: Advocacy
Putting constructivist and motivational theory into action, teacher activists engage ELLs to transform their communities. Using authentic student voices, presenters provide participants with examples of dispositions and methods that have made a difference and built programs on a foundation of safety, belonging, and academic progress.
Josie Prado, The University of Alabama at Birmingham, USA
Kelly Hill, The University of Alabama at Birmingham, USA
Cindy Hunt, Decatur City Schools, USA
Anne Marie Foerster Luu, Montgomery County School System, USA

Teaching ESL Grammar: What Every Teacher Needs to Know
The second edition of Keys to Teaching Grammar to English Language Learners is the only teacher training book to show contrastive analysis of 16 grammar points in students’ native languages, provide key vocabulary for grammar, offer annotated student exercises for each grammar point, and provide answers to “hot seat” questions.
Keith Folse, University of Central Florida, USA

The Talk Toolbox: Four Ways to Rethink Talk in Classrooms
Content Area: Discourse and Pragmatics
The best (and worst) moments of teaching center around interactions with students. Discourse analysis allows teachers to unlock the secrets of why our interactions unfold the way they do. This interactive workshop introduces you to the basics of classroom discourse analysis by examining teacher questions, lesson structuring, and reflective practice.
Christine Jacknick, Borough of Manhattan Community College–CUNY, USA
Maureen Matarrese, Borough of Manhattan Community College–CUNY, USA
Steve Mann, University of Warwick, United Kingdom (Great Britain)
Steve Walsh, Newcastle University, United Kingdom (Great Britain)

Using Drama Activities in EFL Classroom: Why Bother?
Content Area: English as a Foreign Language
The workshop highlights drama as a valuable teaching tool for teaching English as a foreign language especially in speaking and listening. This interactive workshop develops EFL/ESL teachers’ ability to use hands-on drama activities to improve their learners’ speaking and listening skills.
Hicham Mahda, Ministry of Education, Morocco

Beyond Authentic Audiences: Publishing Student Writing With Tech Apps
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
This session reports on the use of technological applications to publish student writing for authentic purposes. Research notes that technological tools can assist with acquisition, development of students’ multiliteracy skills, and opportunities for negotiation of meaning. Examples of the use of Aurasma, Vine, Chatterpix, and Twitter are reviewed.
Emily Lepkowski, New York City Department of Education, USA

Accent: Communication Tool or Speaker Identity?
Content Area: Listening, Speaking/Speech
Second language learner accents are often of concern to their English teachers, but what do ELLs think of their accent? Our research explores this question, finding that the answer heavily depends on whether they view their accent as a tool or as part of their identity.
Kelly Cover, Indiana University, USA
Lisa Tittle Caballero, University of Washington, USA
Mohammed Alshehri, University of Washington, USA
### Activating Conversational Competence: A Process Approach  
*Content Area: Intensive English Programs*

Although communicative approaches often include conversation models, current methodologies deemphasize intensive and prescriptive techniques because they are often thought of as behavioristic and old-fashioned. This workshop offers an intensive four-step pedagogical sequence that activates conversational competence by ensuring that students internalize, personalize, and extend the model for their own use.  
*Joan Saslow,* Independent Author and Researcher, USA  
*Allen Ascher,* Independent Author and Consultant, USA

### Advance Through Adversity: Studying an English-Chinese Bilingual Immersion Program  
*Content Area: Bilingual Education*

This presentation aims to examine the challenges and difficulties experienced by an English-Chinese bilingual program in the largest school district of a southwestern state. Participants walk away with insights into how to advance bilingual programs in the midst of all the constraints in the current socio-cultural and political contexts.  
*Liping Wei,* University of Houston-Victoria, USA  
*Chaolin Chang,* Mandarin Chinese Immersion School, USA

### Better Together: An Integrated Approach to Teaching International Law Students  
*Content Area: English for Specific Purposes*

Two ELT professionals and a law professor share objective-driven activities designed for international students whose learning needs require both legal and language learning expertise in the classroom. The presenters focus on legal case reading, exploring vocabulary in context, and investigating the cultural backgrounds of relevant legal cases.  
*Lindsey Kurtz,* The Pennsylvania State University, USA  
*Rebecca Zoshak,* The Pennsylvania State University, USA  
*Tiffany Bennett,* Penn State Law, USA

### Beyond English Borders: Home Language Strategies for the Elementary Classroom  
*Content Area: Elementary School/Primary Education*

Research shows that children who have a strong foundation in their home language achieve greater success at school. Session participants examine a range of strategies and resources to infuse the elementary classroom with opportunities to include students’ home languages, as well as ways to encourage family-based home language development.  
*Paula Markus,* Toronto District School Board, Canada  
*Sandra Mills-Fisher,* Toronto District School Board, Canada

### Beyond Textbooks: Engaging Students in Developing Open-Source Materials  
*Content Area: Materials Writers and Curriculum/Materials Development*

This presentation describes a process for building course materials in two content-based ESL classes where traditional textbooks were inadequate. Using online resources and students as informants, the presenters worked with their institution’s library services to create relevant open-source materials and assignments that can be shared across institutions.  
*Robin Murie,* University of Minnesota, USA  
*Alyssa Bonnac,* University of Minnesota, USA

### Beyond the “Toughest Job”: Peace Corps’ New English Teaching Credential  
*Content Area: Accreditation/Certification/Credentialing*

The Peace Corps TEFL Certificate (120 hours of training and 2 years of supervised teaching experience) allows volunteers with little ELT background to support counterpart teachers and students throughout service and lead to a TESOL career after service. Participants are encouraged to provide input on its potential employment value.  
*Brock Brady,* Peace Corps, USA
Borders Reconsidered: Grammatical Perspectives on Native and Nonnative Teacher Writing

**Content Area:** Nonnative English Speakers in TESOL

This research presentation features an analysis from a systemic functional linguistics perspective of NEST and NNEST learners’ autobiographical texts. The analysis deconstructs the dichotomy between the concepts of native and nonnative speakers and provides evidence of similar levels of writing development. The implications for teacher training are discussed.

**Jacqueline Nenchin,** Molloy College, USA

---

Building Bridges to Higher Learning: Metacognitive Skills for Low-Level Learners

**Content Area:** Adult Education

Metacognitive skills such as goal setting, self-assessment, learning strategies, and study skills are proven to increase students’ effectiveness in learning, and yet they are often reserved for high-level classes. In this hands-on session, the presenter introduces engaging low-level activities to develop learning-to-learn skills in our low-level ESOL learners.

**Sarah Lynn,** Harvard University, USA

---

Creating an Integrated Instructional Program to Support All Newcomer Needs

**Content Area:** High School/Secondary Education

The needs of newcomers can be all encompassing. Learn how one school addressed these needs of beginning EL students on Maslow’s hierarchy through systems put in place to address social and emotional needs and to create a positive learning environment for students to feel safe and access grade-level curriculum.

**Karyn Niles,** Fairfax County Public Schools, USA

**Jennifer Santiago,** Fairfax County Public Schools, USA

**Cassandra Eatmon,** Fairfax County Public Schools, USA

---

Developing EAP Grammar Curricula With Gen Ed Colleagues

**Content Area:** Grammar

The presentation reports on a collaboration between ESL faculty and their Gen Ed colleagues in environmental studies. The team developed grammar curricula as language components to a sequence of environmental studies courses in a pathway program at their university. The development of the grammar curricula and wider application are discussed.

**Marcellino Berardo,** University of Kansas, USA

**David Kapusta Pofahl,** University of Kansas, USA

**Marina Greene,** University of Kansas, USA

**Monica McCuistion,** University of Kansas, USA

**John Hestand,** Applied English Center, USA

**Robert Hagen,** University of Kansas, USA

**Ali Brox,** University of Kansas, USA

---

Engaging and Developing 21st-Century Global Citizens With Time Zones

Learners benefit when language instruction is paired with global content. This presentation explores how classroom materials developed with National Geographic content, images, and video engage teenage learners and provide the ideal context for developing the language skills and cross-cultural understanding necessary for the next generation of global learners.

**Anders Bylund,** National Geographic Learning, USA

**Andrew Robinson,** National Geographic Learning, Singapore

---

Engaging Students in Academic Discourse Through the Academic Formulas List

**Content Area:** Vocabulary, Lexicon

While the Academic Word List contributes substantially to vocabulary acquisition in EAP settings, proficiency at the discourse level remains a challenge. The Academic Formulas List (AFL), a set of useful academic lexical chunks, helps address this challenge. This presentation offers activities to assist students in AFL acquisition.

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

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

**Mariah Fairley,** The American University in Cairo, Egypt
ESL Teachers’ Writing Conference Beliefs and Practices: Under Examination
Content Area: Second Language Writing/Composition
This qualitative multiple-case study examined L2 writing teachers’ practices and beliefs as well as students’ views toward student-teacher conferencing. Interviews and stimulated recalls were methods of collecting data in this study. The presenters share their findings and offer training strategies for effective conferencing.

Nouf Alqahtani, University of Idaho, USA
Caroline Payant, University of Idaho, USA

Flipping the Feedback: “Screencasting” Written Feedback in TESOL Composition Classes
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
The speaker presents the results of implementing “screencasting” (recording and narrating actions on a computer screen) as an alternative to writing conferences. Real examples are shown, including how the technique was used in peer feedback. Advantages, challenges, and directions for future research are discussed.

Ron Martinez, Universidade Federal do Paraná, Brazil

Flipping the ITA Classroom: Practical Strategies for Success
Content Area: International Teaching Assistants
Flipped classrooms have become increasingly popular in recent years, but how can this idea improve ITA classes, which already focus class time on practice? This hands-on session presents new resources and strategies for the flipped ITA classroom that can be modified for different teaching contexts.

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

Going Beyond Borders for Adjunct Faculty Members: A Holistic Approach
Content Area: Personal and Professional Development for Teachers
This presentation reports on a holistic program of professional development targeted towards adjunct faculty, including addressing the challenges faced by many programs in onboarding, supporting, and evaluating part-time teachers, with the goal of building professional and personal excellence in a university IEP, and supporting adjuncts in their varied professional goals.

Brenna Seifried, University of Dayton, USA

LGBT Topics in the Adult ESL Classroom: A Case Study
Content Area: Teacher Education
Lesbian, gay, bisexual and transgender topics raised in an adult ESL classroom, and an experienced, out gay teacher’s response from a case study is presented. Findings, teaching implications and strategies for teachers and mentors are discussed. Participants also share further suggestions to suit their own practice.

Patrick Huang, EC Toronto, Canada

Strategies to Increase Student Retention and Engagement in Online Courses
Content Area: Distance Learning/Online Learning
Online courses tend to have higher attrition rates than face-to-face classes. In this session, the presenters share proven strategies they have applied in their online teacher training courses to boost student retention and completion rates, including information about course design, communication and feedback, community building, and student collaboration.

Char Heitman, University of Oregon, USA
Linda Wesley, University of Oregon, USA
Donna Shaw, University of Oregon, USA

Take Out Your Phone: Using Nearpod to Engage Learners
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
This presentation covers all the steps involved in utilizing the Nearpod app in university ESL classes. Downloaded on students’ cell phones or other wireless devices, Nearpod can be used to present lessons, engage learners, assess students, and provide feedback in an interactive, technology-inclusive environment.

Beth Ernst, Western Michigan University, USA
Sally Thelen, Western Michigan University, USA
Talk to Me! Transcending Barriers of Intercultural Communication

Content Area: Intercultural Communication

ESL classrooms provide international students with opportunities for intercultural communication and deep cultural sharing. However, sharing deep culture is often a challenging and emotionally stressful task. This workshop demonstrates a structured discussion program that helps students and teachers participate in deeper, more meaningful conversations with less stress.

Abbey Maedgen, Texas Intensive English Program, USA
Andrea Holloway, University of Texas, USA

Teaching English Pronunciation to Spanish Speakers: Enhanced Priorities

Content Area: English as a Foreign Language

Improved listening comprehension and speaking skills for Spanish speakers can be achieved by adjusting pronunciation strands to fit students’ needs. A research-based sequencing that accelerates both acquisition and learning is presented. A set of priorities for teaching pronunciation is proposed.

Raul Billini, ProLingua English Solutions, Dominican Republic

Translanguaging in Bilingual and ESL Classrooms: Beyond Misconstructions and Misconceptions

Content Area: Bilingual Education

Drawing on the work of García and her colleagues, the presenters discuss misconstructions of bilingualism and misconceptions about teaching emergent bilinguals. They define translanguaging and suggest strategic uses of translanguaging, providing specific classroom examples of how translanguaging leads to the acquisition of English, supports content learning, and affirms student identity.

David Freeman, The University of Texas, USA
Yvonne Freeman, The University of Texas, USA
Mary Soto, California State University, USA

Teaching English in Renewed Circumstances: Prospects for Collaboration With Cuba

Content Area: English as a Foreign Language

This forum session highlights the circumstances pertaining to the teaching of English in Cuba by touching on the challenges of the past and emphasizing the prospects for the future. In this session, presenters and participants review efforts with Cuban colleagues by evaluating current and future possibilities for collaborative projects.

Robert Griffin, Oklahoma City University, USA
Adita Chiappy, Institute for Literature and Linguistics, Cuba
Liz England, Shenandoah University, USA

Strategic Job Application Letters for ELT Beyond Borders

Content Area: Personal and Professional Development for Teachers

This workshop provides an interactive framework for writing a powerful cover letter. Activities help answer key questions about interpreting job ads, recognizing and highlighting relevant strengths, and demonstrating a good fit between the advertised position and applicant’s skill set.

Jane Dunphy, Massachusetts Institute of Technology, USA

Beyond Paragraph and Sentence Borders: Transitioning With Appropriate Linking Adverbials

Content Area: Second Language Writing/Composition

Making effective and accurate use of transitional language is a critical skill often missing in L2 students’ writing. In this teaching tip, the presenter applies corpus-based research to identify key linking adverbials and demonstrates activities that can be easily integrated into a variety of ESL composition courses.

Maggie Bullock Oliveira, University of Cincinnati, USA
**Increasing Students’ Engagement by Combining Comics and Student-Made Video**

*Content Area: Teaching Methodology and Strategy*

Students learn more when they enjoy and are engaged in learning. This session introduces a project that aims to capture student’s interest by combining comic book translation with basic film making. Students translate a comic book from their native language and then perform their translation in English.

*Davi Baldussi*, Northern Michigan University, USA  
*James Dyer*, Northern Michigan University, USA

---

**Innovative Games: A Catalyst to Academic Reading Correction**

*Content Area: English as a Foreign Language*

In IELTS or TOEFL test preparation courses, Vietnamese students have always taken a passive role. The presenter describes how she has used games during reading correction time. If implemented flexibly, these innovative games can make the reading correction process challenging to highly-motivated students and stimulating to less amicable learners.

*Hao Vo*, The University of Economics and Law, Viet Nam

---

**Special Collections: Learner Autonomy in an Inspiring Classroom**

*Content Area: Higher Education*

This presentation guides instructors of ESL students at an intermediate level in developing lesson plans using their university’s special collections. Given that special collections is as much a museum as a part of the library, students derive inspiration in writing from close contact with these remarkable materials.

*Molly Kelley*, The University of Iowa, USA

---

**Beyond the Borders of Traditional Feedback on ESL Writing**

*Content Area: Higher Education*

Are you a writing instructor dreaming of reducing paper-grading time while still improving your students’ writing skills? Join two veteran writing teachers to learn how to utilize a feedback technique that promotes both goals by providing effective comments and by using content and grammar checklists that are proficiency-level adaptable.

*Hoda Zaki*, Camden County College, USA  
*Ildiko Porter-Szucs*, Eastern Michigan University, USA

---

**A Guide to Borderless Self**

*Content Area: Higher Education*

This session emphasizes the role of guided imagery in reducing improper code-switching and fostering a positive image of future L2-self. It highlights the use of personalized positive affirmations to lower students’ affective filters and to promote borderless L2-self while blending the instruction of language skills through multisensory techniques.

*Elena Reiss*, Lehigh University, USA  
*Rita DiFiore*, Lehigh University, USA  
*Teresa Cusumano*, Lehigh University, USA
**Collective Inquiry Integration Model for Learning at Hillcrest Elementary School**  
*Content Area: Elementary School/ Primary Education*  
Watch, learn, and reflect how Maryland’s largest ELL populated elementary school addresses the achievement gap by integrating components of Sheltered Instruction Observation Protocol and attributes of formative assessment. This novel approach combines professional learning experiences with formative walkthroughs and observations to promote a learning organization culture.  
*Sandra Mackin*, Frederick County Public Schools, USA  
*Katherine Gull*, Frederick County Public Schools, USA

**Developing Strategic L2 Writers Through Explicit Self-Regulated Learning Strategy Instruction**  
*Content Area: English as a Foreign Language*  
Conceptualized in self-regulated learning theory, this session reports quasi-experimental research on a strategy-based writing instruction. Findings reveal that explicit self-regulated learning instruction had positive effects on fostering independent, strategic L2 writers with high writing proficiency and positive motivational beliefs. Theoretical and pedagogical implications are discussed.  
*Lin Sophie Teng*, The University of Auckland, New Zealand  
*Lawrence Jun Zhang*, The University of Auckland, New Zealand

**Digital Storytelling: Some Practical Activities in Writing Classes**  
*Content Area: CALL/Computer-Assisted Language Learning/ Technology in Education*  
Several aspects of digital storytelling are elaborated on, including definition, effects on writing, and applications in practice. It helps students to know how to write, improves critical thinking skills, and enhances their creativity. Four practical activities are proposed in the presentations to apply digital storytelling effectively into developing students’ writing abilities.  
*Hanh Dinh*, Murray State University, USA  
*Nhu Le*, Murray State University, USA

**Dissolving Borders for U.S.-Bound Chinese Undergraduates and Their Professors**  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*  
This session describes the goals, curriculum, and insights from a 4-week university “jumpstart” program in Beijing for newly admitted undergraduates. Data from 3 years of research suggest that the program improves students’ academic English and helps them transition to American university life. The program’s U.S. faculty also receive unexpected enrichment.  
*Johnnie Johnson Hafernik*, University of San Francisco, USA  
*Robert Keller Bathrick*, University of San Francisco, USA

**English in the World and MA TESOL in New York**  
In this presentation, the course designer of English in the World: Political, Economic and Ethical Considerations will provide an illustrated course overview and show how it is integrated in The New School’s MA TESOL curriculum and its progressive, global, and interdisciplinary approach to teaching.  
*Scott Thornbury*, The New School, USA

**Garnering the Power of Technology for Coteaching and Collaboration**  
Participants learn how to utilize technology for planning between mainstream and ESL teachers in order to overcome the limitation of time and space in lesson preparations. Further, they learn what coteaching and collaboration are and what both of them can look like in mainstream classrooms servings ELLs.  
*Christel Broady*, Georgetown College, USA

**Immigration 101**  
This interactive workshop focuses on immigration laws and policies from historic and contemporary perspectives. Attendees get an understanding of push-pull factors, pathways to citizenship and the process of naturalization, and Deferred Action for Childhood Arrivals (DACA). Participants gain practical tools to facilitate conversations and create a welcoming environment for immigrants.  
*Claire Tesh*, Immigration Council, USA
Learning in FOCUS: Motivation, Memory, Meaning in a Blended Classroom.
Motivation, memory, and meaning—“the 3 Ms”—are the foundation stones of FOCUS. This practical session explores ways in which print and digital materials can reflect these priorities and help you to create the optimum learning conditions inside and outside the classroom.

Vaughan Jones, Pearson English, United Kingdom (Great Britain)

Negotiating Identities and Imagining Communities in an MA-TESOL Program

Using an imagined communities framework, this multiple case study analyzes classroom talk, interviews, syllabi, and students’ assignments to explore the emergent, contingent, shifting, and sometimes contested nature of four NNESTs’ professional identities during their first semester in an MA-TESOL program at a U.S. university.

Debra Friedman, Indiana University, USA

Options in Offering Oral Corrective Feedback

Students are usually hungry for feedback so they may improve what they have not done well enough. In oral communication, offering corrective feedback is challenging due to risk of making the students feel uncomfortable and lose face. This session provides participants with ways to effectively give oral corrective feedback.

Thu Tran, Missouri University of Science and Technology, USA

Reflecting on Effective Management of Language Program Personnel

A successful Language Program leader or administrator effectively manages personnel issues, and this is achieved through exploring, sustaining and renewing proficient LP teachers and administrators. The presentation provides hands-on and practical advice about three major personnel issues that LP administrators face: recruitment, supervision, and professional development.

Raafat Gabriel, American University in Cairo, Egypt
Ihab Abdallah, American University in Cairo, Egypt

Reinterpreting Think-Aloud in L2 Metaphor Comprehension: A Hermeneutic Perspective

In this empirical study, the presenters used a hermeneutic approach to examine the potential of using Think Aloud for helping L2 learners understand metaphors. Findings indicate that, while interpreting metaphors, learner not only addressed the researchers or herself but also highly addressed the text. Text-addressed forms were especially helpful to learner.

Farzaneh Salehi Kahrizsangi, University of Ottawa, Canada
Stephanie Arnott, University of Ottawa, Canada

Teacher Collaboration in South Korea: Effects of Positioning in Coteaching

This session describes a semester-long critical qualitative study examining six cooperating coteachers in English language classrooms in public elementary schools in South Korea. Using classroom observations, interviews, and questionnaires analyzed with positioning theory, complexities of teacher positioning are investigated.

Recommendations for teacher collaboration training are offered.

Shannon Tanghe, Dankook University, Korea, Republic of

The Bilingual Game: Promoting English Language Learning Across Subjects School-Wide.

Pedagogic translation is known to facilitate language learning in the EFL class because students mentally juggle two languages for better understanding. This session proposes tips on how this approach can be used by teachers of all subjects to help Non Native Speakers grasp the basics of different subjects in English.

Gladys Focho, Cameroon English Language and Literature Teachers Association, Cameroon
The Pronunciation Listening Connection for Lonely Starbucks Lovers

Content Area: Listening, Speaking/Speech

Balanced listening instruction involves the inclusion of more bottom-up skill-building, with the incorporation of pronunciation awareness, about features such as word stress patterns, focus, linking, and blending. In this presentation, the speakers share research-based, practical tips for integrating fun, interactive pronunciation practice into listening comprehension lessons.

Sarah Saxer, Howard Community College, USA
Nancy Hutchison, Howard Community College, USA
Tamara Jones, Howard Community College, USA

There's a Smarter Way to Test Language Skills for Placement

Assessments that use automated scoring engines are more than a simplistic assessment of grammar, style, mechanics, and fluency. Using advanced scoring technology, the Versant English Placement Test, which provides scores almost immediately, is efficient and scalable and, more importantly, reliable.

Terry Ambrose, Pearson, USA

Understanding Relationship to Place in a Laotian American Community

Content Area: Refugee Concerns

How do children experience their parents’ memories of the homeland? This presentation explores how a teacher/researcher created a bricolage methodology to work within a Laotian American diaspora community to co-create inter-generational drama and literacy projects for sharing and understanding memories of place and cultural identity.

Leslie Turpin, SIT Graduate Institute, USA

Use It or Lose It: Performance in Language Learning

One of the great mysteries of language learning is how students transfer things they have memorized “short-term” to a more permanent automaticity. Let’s look at range of activities that provoke them into trying to combine and use the language they have been studying as they struggle to produce meaningful content.

Jeremy Harmer, English Central, Canada
Corwin is the Proud Sponsor of PreK–12 “Dream Day”

Corwin has one mission: to enhance education through intentional professional learning.

We are proud to sponsor TESOL’s PreK–12 “Dream Day” Pre-Conference Institute. Contact us to learn more about PD strategies and resources for teaching English language learners in grades PreK–12.

Learn more at www.corwin.com or visit booth #227

Oxford Seminars Congratulates TESOL International on its 50th Anniversary

Part-Time Teaching Positions Available

We are looking for talented and experienced instructors to teach our weekend courses, which are held in over 100 locations throughout the US and Canada.

For a complete job description visit www.oxfordseminars.com/careers/tesol.php

244 5th Avenue, Suite J262
New York, NY 10001
A 50th Anniversary Musical Celebration

The Wizard of Oz

A TESOL Tale
Thursday, 7 April 2016
9:00 – 10:00 AM

TESOL CONVENTION
Baltimore, MARYLAND

Cast:
Dorothy
(Dorothy Zemach)
Professor Marvel
(Doug Brown)
Glinda,
the Good Witch
(MaryAnn Christison)
Scarecrow
(Joe McVeigh)
Tin Woodman
(Jun Liu)
Cowardly Lion
(Mark Algren)
Guitar Accompanist
(Larry Zwier)

In this musical comedy, a talented cast of TESOL “Ozzites” will whimsically explore TESOL’s past 50 years. Dorothy is hurled by a Kansas tornado from 1966 (when TESOL began) into 2016. Will Good Witch Glinda and Professor Marvel succeed in helping Dorothy recover her lost 50 years? Will three ambitious TESOLers—the Cowardly Lion, Tin Woodman, and Scarecrow—find the courage, heart, and brain to reach their professional goals? Find out at 9:00 am Thursday, 7 April 2016!

Ballroom
Baltimore Convention Center
Beyond Assimilation: Teaching Instructors the New Cultural Rules of Engagement

**Content Area: Intercultural Communication**

Assimilation is no longer the goal of language classes; rather, teachers and learners analyze and appreciate cultural differences. The presenters use cultural orientation models to equip participants with tools for effective teacher training which raises awareness of cultural complexity, promotes understanding students’ backgrounds, and encourages analysis of cultural experiences.

Christine Bobal, Virginia Tech Language and Culture Institute, USA
Janna Schaeffer, Virginia Tech Language and Culture Institute, USA

Beyond Borders: An Analysis of Teaching Assistant Rapport Building

**Content Area: International Teaching Assistants**

An analysis of the instructional discourse of ITAs in their classes allowed the researchers to identify linguistic features contributing to rapport building. For this session, the presenters propose to go beyond the traditional borders of most ESL researchers to include an analysis of NS TA bridge-building practices.

Maria Mendoza, Florida State University, USA
Jennifer Grill, Florida State University, USA
Gordon Tapper, University of Florida, USA

Beyond Borders: Latino ELLs’ Teacher Beliefs to Enhance Successful Learning

**Content Area: Bilingual Education**

This session presents a report of a study with four teachers of Latino ELLs. The study aimed to identify teacher beliefs about ways to enhance successful learning. It was conducted with primary school teachers of Oregon through in-depth interviews and narratives. Findings revealed specific beliefs about teaching Latino ELLs.

Rebeca Elena Tapia Carlin, Benemerita Universidad Autonoma de Puebla, Mexico
Maria del Carmen Castillo Salazar, Benemerita Universidad Autonoma de Puebla, Mexico

---

**JAMES E. ALATIS PLENARY**

**Beyond Linguistic Borders: Language Learning Cradled in Cognition**

**Content Area: Intercultural Communication**

The key to fluency in a second language lies in knowing basic contextual and motivational features that must be present in order to facilitate language learning. This presentation reviews evidence-based research nestled in a cognitive approach promoting effective language learning and theories used to derive those approaches for classroom use.

Jeanette Altarriba, University at Albany–SUNY, USA

---

**Addressing Global TESOL Employment Issues: Advocacy Through Data and Discussion**

**Content Area: Advocacy**

This session is an opportunity for teachers and administrators to discuss different employment issues facing TESOL educators worldwide; attendees are encouraged to ask questions and share concerns. Presenters provide the results and analysis from a 2015 TESOL member survey on employment issues, suggest relevant resources, and facilitate attendee discussion.

Amy Pascucci, University of California, San Diego, USA
Steven Humphries, Shenandoah University, USA
Heather Robertson, University of Southern California, USA
Kyung-Hee Bae, Rice University, USA
Kara MacDonald, Defense Language Institute, USA
Enabling ELLs’ Repertoire of Academic Formulaic Sequences Through Corpora

Content Area: Vocabulary, Lexicon

Learner corpus research has demonstrated that ELLs’ written academic production is largely influenced by spoken register due to the frequency and salience of spoken-like formulas. In this session, the presenter shares and discusses valuable resources and ideas to enhance students’ repertoire of academic formulas.

Eman Elturki, Washington State University, USA

Thursday, 9:30 am–10:15 am
Hilton Baltimore, Key 2

Enhancing College Composition for ELLs and Assessing Its Outcomes

Content Area: Second Language Writing/Composition

This presentation introduces the model and discusses assessment results of an enhanced composition program for domestic and international L2 writers at an urban commuter campus of a large public university. Specifically, it addresses strengths of the enhanced composition and pedagogical implications for instructors and program administrators.

Roxanna Senyshyn, Pennsylvania State University, Abington College, USA
Jaehan Park, Pennsylvania State University, Abington College, USA

Thursday, 9:30 am–10:15 am
Convention Center, 348
Integrated Language Skills in Student Oral Presentation Projects

Content Area: Listening, Speaking/Speech

Observe a project-based presentation that integrates language skills and builds student public speaking abilities. The students experience connected processes that apply technology, listening, speaking, grammar, reading, research, and writing to showcase mastery of a U.S. authored speech or poem. Project examples, presentation tips, and research guidelines are shared.

**Kristine Stoesz**, Carlos Rosario International Public Charter School, USA

**Ruth Ticktin**, Carlos Rosario International Public Charter School, USA

---

Helping ALL (Academic Language Learners)

Content Area: Teacher Education

Many have noted that no one is born a native speaker of academic English. In the Common Core era, centered around the use of academic language across the curriculum, we propose recentering on shared challenges and complexities facing all children in U.S. schools: the acquisition of academic language.

**Andrea Word**, The University of Alabama in Huntsville, USA

**Rebecca Oxford**, The University of Alabama in Huntsville, USA

---

Hands On Minds On: Building Bridges for Language Practice

Content Area: Content-Based and CLIL/Content and Language Integrated Learning

Making is intertwined with learning. This practice-oriented session proposes transforming classrooms into maker spaces in which students learn not only by doing, but also by creating artifacts, (e.g. foldables), that reflect and enhance the learning process. Participants leave with making ideas that can be implemented in their classes.

**José Antônio da Silva**, Casa Thomas Jefferson, Brazil

**Carolina Barretto**, Casa Thomas Jefferson, Brazil

---

Meaning in Movement: Dance Gets Students Talking

Content Area: Arts

Total Physical Response is a mainstay in teaching English learners, but systematic practical classroom applications are not easy to implement. In this hands-on, body-in demonstration, see how physical games and using movement to make meaning can help ELLs make gains and build community.

**Beth Evans**, Burlington High School, USA

---

High-Tech Learning Activities in Low-Bandwidth Parts of the World

Teachers are finding innovative ways to engage students with new digital tools despite limited access to emerging technologies or the Internet. Attendees hear hands-on “how-tos” from international practitioners—all U.S. Department of State grantees—and “reflect forward” on the rapidly transforming future of new technologies, even in underresourced areas.

**Rick Rosenberg**, U.S. Department of State, USA

**Heidi Howland**, U.S. Department of State, USA

---

People at Risk: Mobility Beyond Borders

Content Area: Social Responsibility/Sociopolitical Concerns

Tsunamis of displaced people seem to be invading their neighbors. When hope is limited, children may be sent alone. Often, women suffer the most. Who receives the status of refugee or asylum-seeker? Who is providing help? This talk seeks to summarize the situation in one world region.

**Earlene Gentry**, Fulbright Commission (Retired), Egypt

---

Internationalization at Home: Campus Partnerships to Create Language Exchange Programs

Content Area: Intercultural Communication

Although universities strive to internationalize their campuses through internationalization at home initiatives, language classrooms still often lack opportunities to communicate with native speakers. This presentation discusses the creation, classroom applications, and student perspectives of language exchange programs between international IEP students and domestic students.

**Cheyne Kirkpatrick**, University of Denver, USA

**Rachel DeDeyn**, University of Denver, USA

---

**Invited Speaker**

Practice-Oriented

Research-Oriented

Roundtable Discussion

Teaching Tip

TESOL in Focus

Workshop
Thursday, 9:30 am–10:15 am
Convention Center, 347

Reaching Beyond Borders Through a Class NGO Fair
Content Area: Social Responsibility/Sociopolitical Concerns

Global educators recognize the need to extend curricula beyond national borders to a broader, deeper understanding of the critical issues facing all humanity. This presentation demonstrates how students can create a class Non-Government Organization Fair and website that increase learner autonomy and global awareness while meeting language proficiency objectives.

Grant Woll, University of Delaware, USA

---

Thursday, 9:30 am–10:15 am
Hilton Baltimore, Key 9

Research in Action: Multilinguals’ Narratives Become Text for EFL Study
Content Area: Culture

An enthusiastic NNEST created EFL study units based on students’ responses to survey questions about their lives and their learning. The resulting program for high school students has proved beneficial to both the students’ and the teacher’s understandings of their own and others’ ethnic and linguistic identities.

Valerie S. Jakar, Shaanan Academic College of Education, Israel

---

Thursday, 9:30 am–10:15 am
Convention Center, 339

Social Media and New Student Orientation: Investigating Student Engagement
Content Area: Intensive English Programs

This session discusses strategies for using social media to encourage student engagement at New Student Orientation and beyond, as well as feedback from stakeholders, faculty, staff, and students in a university-level language program. Participants learn how to select and use social media platforms in their language programs.

Sarah Warfield, Virginia Commonwealth University, USA

---

Thursday, 9:30 am–10:15 am
Hilton Baltimore, Key 12

Spiraling Language Into Writing at the Lowest Levels
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

This theory to practice session takes on the question, “How can we help beginning writers communicate original ideas with very little language?” Inspired by the work of Eli Hinkel, Ken Hyland, and Diane Larsen-Freeman, presenters share an approach in which relevant vocabulary and grammar are “spiraled” into the writing process.

Colin Ward, Oxford University Press, USA
Alice Savage, Oxford University Press, USA

---

Thursday, 9:30 am–10:15 am
Convention Center, 342

Tearing Down the Secondary-Postsecondary Border for Transitioning Multilingual Writers
Content Area: Second Language Writing/Composition

Framed by concepts of language socialization and identity, this presentation details the writing experiences of seven secondary multilingual learners across an academic curriculum. The extent to which writing programs meet the needs of transitioning multilingual writers is considered, and a postmethod pedagogical approach is suggested to address the secondary-postsecondary border.

Sarah Henderson Lee, Minnesota State University, Mankato, USA

---

Thursday, 9:30 am–10:15 am
Convention Center, 346

Using Podcasts to Increase Student Engagement, Motivation, and Proficiency
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

Over the past decade, student interest in podcasts has surged. Language teachers and their students are using podcasts to record course material, practice listening and pronunciation, and perfect speaking skills outside of class. This session teaches attendees how to effectively implement podcasts into their curriculum and classroom.

Kellie Pendley, CATS Academy Boston, USA
Are Classroom Teachers and Materials Publishers on the Same Page?
Content Area: Materials Writers and Curriculum/Materials Development
This panel explores the origins of the gap between the design and the use of teaching materials in the classroom, presents research into the ways that teachers actually use materials in classes, and explores how a new generation of materials can allow a flexible approach to students’ needs.
Stephen Jones, Community College of Philadelphia, USA
Nick Robinson, ELTjam, United Kingdom (Great Britain)
Eric Roth, University of South Carolina, USA
Jayme Adelson-Goldstein, Lighthearted Learning, USA

Beyond the Gulf: Best Practices With Gulf Arab Students
Content Area: Intercultural Communication
Students from the Arabian/Persian Gulf have become increasingly visible in North American IEPs. This colloquium presents practical suggestions from veteran teachers who have worked with this population in both the Gulf and North America. The colloquium pays particular attention to the needs of classroom teachers.
John Shannon, Indiana Tech, USA
Jas Gill, University of British Columbia, Canada
David Colbert, Trine University, USA
Sarah Kassas, Vanderbilt University, USA
Mark Algren, University of Missouri, USA
Scott Rousseu, American University of Sharjah, United Arab Emirates
T. Leo Schmitt, Borough of Manhattan Community College-CUNY, USA

Check...Check...Testing 1, 2, 3: Creating Authentic Listening Assessments
Content Area: Assessment/Testing
This presentation highlights the process of developing and designing authentic listening formative assessments for an IEP at the university level. The presenters explain their process for developing authentic listening assessments at the university level as a way to meet learning objectives in the program’s curriculum.
JoAnn Mena, The University of Texas at San Antonio, USA
Lauren Heather, The University of Texas, USA
Lalia Aghai, The University of Texas, USA
Melody Fernandez, The University of Texas, USA

“Color, Race and ELT: Shades of Meaning”: 10 Years Later
Content Area: Advocacy
In 2006, “Color, Race and English Language Teaching: Shades of Meaning” was published. The book was one of the first to focus on race and color in TESOL. This colloquium brings together the editors and authors, to see where we are, and where the field is now, 10 years later.
Andrew Curtis, TESOL International Association, USA
Mary Romney, University of Connecticut, USA

Community of Practice and ELLs: Instructional Strategies and Assessment Techniques
Content Area: Intercultural Communication
Communities of Practice (CoP) can help ELLs overcome anxiety, construct identity, and develop linguistic abilities. Presenters model the use of CoP to engage ELLs at different levels of linguistic development. Using a template, participants practice and take away applicable strategies and techniques to apply CoP in teaching ESL.
Abdelbaset Haridy, University of New Mexico, USA
Mustafa Hersi, University of New Mexico, USA
Natalia Rud, University of New Mexico, USA

Cultivating Attention: Mindfulness Activities for the English Language Classroom
Content Area: Intensive English Programs
Recent research suggests that mindfulness practices can enhance attention, improve memory, and make us happier. In this workshop, participants experience several mindfulness activities ideally suited for the English language classroom. Ideas for integration and expansion are discussed.
David Braasch, University of South Florida, USA
David Royal, University of South Florida, USA
Effectiveness of Pronunciation Instruction: Models That Work
This panel discusses the positive effects of three approaches to teaching pronunciation to adult learners: one based on helping learners develop efficiency in private practice outside the classroom; another grounded in strategy training, awareness-raising, and students’ self-assessments; and one that employs computer-assisted pronunciation training for enhancing students’ English perceptual acuity.
Veronica Sardegna, University of Pittsburgh, USA
Wayne Dickerson, University of Illinois at Urbana-Champaign, USA
Ron Thomson, Brock University, Canada

Elementary Education for ELs: Reflecting on Critical Opportunities for Change
Change is the constant backdrop for elementary educators. During TESOL’s 50th anniversary year, EEIS and TEIS members share reflections on the most influential work in the field and discuss how those reflections can propel us forward to create positive change in the education of young ELLs.
Ester de Jong, University of Florida, USA
Karen N. Nemeth, Language Castle LLC, USA
Judie Haynes, everythingESL.net, USA
Jessica Burchett, Marion City Schools, Ohio, USA
Andrea B. Hellman, Missouri State University, USA

Innovating Language Learning Through Technology for Environmental Responsibility
Learn about new ways to engage students and help them take ownership of their English, while increasing their awareness of environmental issues. Through the use of apps and other technology resources, students can become more active learners and strengthen their global citizenship.
George M. Chinnery, Regional English Language Office, Hungary
Gergo Santha, Regional English Language Office, Hungary
Ivana Bankovic, Primary School “Branko Radicevic” Sedlare, Serbia
Sanja Tasic, Primary School “Jovan Arandjelovic” Crvena Reka, Serbia
Marko Bankovic, Primary School “Branko Radicevic” Sedlare, Serbia
Nora Tartsay Nemeth, Eotvos Lorand University, Hungary
Jeff Kuhn, Ohio University, USA

Making Content Accessible for ELLs Through an Immersion Simulation Experience
Content Area: Teaching Methodology and Strategy
Experience learning in a new language! Understand, briefly, what it’s like to be an ELL while expanding the notion of scaffolding beyond isolated strategies. First, you experience an immersion simulation. Then, we engage in conversation about how to adapt the strategies to your classroom.
Jennifer Green, Western Washington University, USA
Cory Wright-Maley, St. Mary’s University, Canada
Yuliya Ardasheva, Washington State University, USA
Eileen González, University of Saint Joseph, USA
Jeannie Slayton, University of Connecticut, USA

On the Road Again: Surviving and Thriving as Traveling Teachers
Content Area: Personal and Professional Development for Teachers
Many teachers face the challenges of providing ELL instruction in multiple schools, often being required to travel to many schools in a single day. Participants create “survival kits.” Join us as we share our favorite tips for not only surviving, but also thriving as traveling ELL teachers!
Lesley Morgan, Harrison County Schools, USA
Jessica Moats, Harrison County School, USA
Cari Levake, Harrison County Schools, USA

Reflecting Forward: The Next 50 years of TESOL Research
This session focuses on the impact of TESOL’s current Research Agenda by highlighting the research of our 2015 minigrantees. In groups, we will bring together leading research experts and doctoral students to discuss the role of TESOL’s Research Agenda and address the issues, approaches, and challenges in TESOL research.
Lucilla Lopriore, Roma Tre University, Italy
Gertrude Tinker Sachs, Georgia State University, USA
Suhanthie Motha, University of Washington-Seattle, USA
Ryuko Kubota, University of British Columbia, Canada
Rachel Grant, College of Staten Island–CUNY, USA
Lucilla Lopriore, Roma Tre University, Italy
Reflecting on Classroom Media
Use From Past to Future
Content Area: Media (Print, Broadcast, Video, and Digital)
As TESOL reflects forward from the past 50 years to the next 50 years, VDMIS also examines where classroom video and media use has been and in which direction it could go. Presenters focus on both teacher-led activities and student-generated assignments revolving around film and other media.

Scott Duarte, University of Delaware, USA
Kenneth Chyi, Catholic University, Taiwan
Julie Lopez, University of Delaware, USA
Christel Broady, Georgetown College, USA
Johanna Katchen, National Tsing Hua University, Taiwan

Using Self-Study to Advance Research in TESOL Teacher Education
Self-study is an increasingly prominent genre of research methodology in teacher education. This collaborative session with the American Educational Research Association introduces the methodology of self-study, providing an overview of the genre, its distinct characteristics and criteria, example studies, and its potential contributions to TESOL research.

Nikki Ashcraft, University of Missouri, USA
Megan Madigan Peercy, University of Maryland, USA
Judy Sharkey, University of New Hampshire, USA
Laura Schall-Leckrone, Lesley University, USA
Delia Racines, Tustin Unified School District, USA

Addressing Trauma and Its Impact in the Adult ESL Classroom
Content Area: Adult Education
Due to the potential impact of trauma on cognition and mental health, it is critical for educators to address the role of trauma in the adult ESL classroom. This roundtable discussion encourages sharing of best practices in working with trauma-impacted learners and tips for creating a more trauma-informed learning environment.

Jennifer Ballard-Kang, University of Louisville, USA

Attendance Policies: Strategies for Developing Policies That Work
Content Area: Program Administration
This roundtable discussion allows administrators and advisors to discuss the increasing issue of student attendance. An experienced academic advisor offers one successful approach toward revising attendance policies and looks at overall attendance improvement based on the revisions. The discussion concludes with reflection on strategies employed by the presenter and participants.

Angela Dornbusch, American English Institute, University of Oregon, USA

Building Literacy on Oral Competency
Content Area: Reading and Literacy
Open-ended standardized test questions require written responses. ELLs need to show comprehension but may lack the writing skills. How can time spent talking in class improve answers on written responses? What does a classroom look like and sound like when students talk more? Come. Find out.

Janice Cate, Jackson Public Schools, USA

Culture as a Primary Skill in the ESL Classroom
Content Area: Applied Linguistics
This presentation examines current ideas from several professionals on the role culture should have in the ESL classroom and addresses the question, “Should culture be taught as a primary skill?”

Nathan Erhardt, University of Dayton, USA

Developing NNESTs’ Professionalism Through Self-Empowerment
Content Area: Nonnative English Speakers in TESOL
Under the influence of the “native speaker fallacy,” many NNESTs in the ELT profession struggle with their professional identity as instructors. This presentation features the findings of a qualitative study on how four NNESTs have gained a sense of self-efficacy as legitimate TESOL professionals.

Yelin Zhao, Oklahoma State University, USA
Digital Literacy Matters in ELT
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Digital literacy skills have become essential for ELLs in the 21st century. Proficiency in accessing and creating digital content can benefit ELLs both in an academic setting and in the work place. Participants discuss strategies to successfully incorporate digital technologies in ELT.
Laura Soracco, Green River College, USA

Intercultural Competency: Softening the Edges Between Knowledges and Optimizing Engagement
Content Area: Intercultural Communication
TESOL and mainstream teachers attempting to “start with what ELLs know” struggle to learn about all students’ knowledge bases and life strategies and build diverse knowledges into the curriculum. A case study outlining teacher strategies (e.g., drawing on parent/community resources) is presented before opening up discussion.
Shelley Taylor, Western University, Canada

Strategies for Writing Successful TESOL International Convention Session Proposals
Prepare to submit a proposal for the 2017 TESOL International Convention in Seattle. TESOL Convention Program Chairs provide an update on the proposal procedures and guidelines, along with an explanation of the scoring rubric and tips to enhance your proposal, framing your professional interests and expertise into a successful proposal.
John Schmidt, Texas International Education Consortium, USA

World Englishes’ Influence on Teaching English in Europe
Content Area: World Englishes
English has been changing in many ways as a result of its different uses. The presenter reviews the literature on European Englishes and show how the new forms of English can be incorporated into meaningful teaching that addresses the real needs of students.
John Stasinopoulos, College of DuPage, USA

U.S. Federal Education and Language Policy Update
Content Area: Advocacy
With new Congress in place after the 2014 midterm election in the United States, what are the current federal education issues impacting the TESOL field? Learn about the latest developments on federal education policy issues from Washington, DC, affecting ESL at the K–12, adult, and higher education levels in the United States.
John Segota, TESOL International Association, USA

A 5-Step Method for Bridging the Gap to Academic Vocabulary
Content Area: Vocabulary, Lexicon
This presentation demonstrates how to create materials for a 5-step process (building from contextualized gap-tasks to student-generated writing), to scaffold learners in acquiring passive and active knowledge of academic vocabulary. The process is effective at multiple proficiency levels. Attendees receive detailed instructions, including an introduction to COCA, and sample lessons.
Bennett Lindauer, Georgetown University, USA
Heather Weger, Georgetown University, USA

A Critical Race Pedagogy to Promote International ESL Student Agency
Content Area: Teaching Methodology and Strategy
International ESL students attending universities in the United States face systemic discrimination. Using critical pedagogy informed by critical race theory in first-year composition can offer students space to explore issues concerning them in their community and provide them with tools to advocate for themselves. This presentation provides teaching strategies.
Keely Mohon, Miami University, USA
Thursday, 10:30 am–11:15 am  
Convention Center, 332

Assessing the Experience of International Teaching Assistants

Content Area: International Teaching Assistants

Presenters share results from a comprehensive survey of ITAs at a large research university designed to assess ITAs’ own views on the resources available to them and the campus climate in which they teach. Participants leave with recommendations for best practices in ITA training and support.

Pamela Bogart, University of Michigan, USA
Angelo Pitillo, University of Michigan, USA
Laura Schram, University of Michigan Rackham Graduate School, USA

Thursday, 10:30 am–11:15 am  
Convention Center, 343

BEST Plus 2.0 Update From CAL

Learn about BEST Plus 2.0, the enhanced version of CAL’s adult English oral language proficiency assessment launched on 1 February 2016. See a demo by the CAL team, ask questions, and learn about our ongoing operational testing program activities.

Anne Donovan, Center for Applied Linguistics, USA
Bryan Woerner, Center for Applied Linguistics, USA

Thursday, 10:30 am–11:15 am  
Convention Center, 317

Breaking Down Borders in Professional Development: A Model for Expansion

Content Area: Teacher Education

Providing engaging and diverse professional development opportunities for teachers is always a challenge, but is also critical to supporting teachers’ goals, skill development, and motivation, as well as programmatic quality. Presenters share how they expanded their IEP’s professional development opportunities and offer pertinent suggestions and resources for postsecondary contexts.

Hannaliisa Savolaainen, Northern Arizona University, USA
Jacqueline Evans, Northern Arizona University, USA

Thursday, 10:30 am–11:15 am  
Hilton Baltimore, Key 9

Building an NNES Community of Practice Through Shared Discursive Practices

Content Area: Nonnative English Speakers in TESOL

To be recognized as somebody who does something, is, according to Gee (2011), one of the tasks we do with language. The objective of this talk is to describe and analyze the discursive practices of a group of English teachers in Mexico as an NNEST community of practice.

Araceli Salas, Benemerita Universidad de Puebla, Mexico

Thursday, 10:30 am–11:15 am  
Convention Center, 326

Comprehensible Input for Optimal Acquisition and Fluency

Learn the most effective techniques for providing comprehensible input so that your students can speak spontaneously. Examples: personalization of content based on students’ lives, maintaining total comprehension, teacher narration of videos, scaffolded readings, developing stories with students, ways of questioning, TPR, dramatization…For all levels and all teachers.

Contee Seely, Command Performance Language Institute, USA

Thursday, 10:30 am–11:15 am  
Hilton Baltimore, Holiday 6

Conflict Zones and Two Teacher Trainers

Content Area: Social Responsibility/Sociopolitical Concerns

Danger, colonialism, optimism, privilege, violence, normalcy, and academic tourism: These are themes addressed by two teacher trainers—one from a country recovering from war and working to avoid more, and one dabbling in such places. Together they and the participants contemplate their impact in such environments.

Eric Dwyer, Florida International University, USA
Jean de Dieu Amini Ngabonziza, Institute of Agriculture, Technology and Education of Kibungo, Rwanda

Thursday, 10:30 am–11:15 am  
Convention Center, 337

Designing Games for Language Gains: Enhancing Speaking Skills Amongst Learners

Content Area: English as a Foreign Language

To address the varied language needs of their learners, teachers are often required to supplement learning materials with self-designed activities. Using her own teaching examples, the presenter demonstrates how to design innovative language games for enhancing speaking skills, participation, and active learning amongst heterogeneous learners at the tertiary level.

Ruchi Kaushik, University of Delhi, India

Thursday, 10:30 am–11:15 am  
Convention Center, 340

Discourse-Level Activities in College-Level ESL Grammar Instruction

Content Area: Grammar

Do your ELLs find it challenging to start applying grammar to their own writing after years of fill-in-the-blank exercises? The presenter reports the findings of a research study on the effectiveness of teaching ESL grammar through connected discourse.

Maria Alexeeva, University of Utah, USA
In Their Words: Understanding English Immersion Students’ Experience in Honduras

Content Area: Bilingual Education

This study explores the critical experience of students learning English in an immersion program in Honduras. Data were collected through narrative reflections from 239 Kindergarten to Grade 11 students and analyzed thematically. Through pictures and words, students described factors which supported and hindered their learning of English.

Esther Bettney, Comunidad Educativa Evangélica, Honduras

J-1 Scholar Proficiency Assessment: Meeting the New DOS Regulation

Content Area: Assessment/Testing

When the U.S. Department of State implemented regulatory changes to its J-1 Exchange Visitor Program, universities were challenged to verify applicants’ English language proficiency. The presenters outline the process they undertook to meet this new regulation, while discussing lessons learned and strategies that participants can implement within their respective institutions.

Sarah Grosik, University of Pennsylvania, USA
Eve Litt, University of Pennsylvania, USA
Elizabeth Gillstrom, University of Pennsylvania, USA

Lexical Performance in a General English Language Proficiency Writing Test

Content Area: Assessment/Testing

Using online lexical frequency profiling tools to analyze test-taker writing samples from the CELPIP-General test, a Canadian standardized test, independent investigation of the extent to which test-takers’ breadth of vocabulary usage unfolds as expected across rater judgments of performance can contribute to a more complete picture of a test’s validity.

Scott Douglas, University of British Columbia, Okanagan Campus, Canada

Novice Teacher Growth: The Potential of Core Practices

Content Area: Teacher Education

Recent research in teacher education suggests that practice-based pedagogies and a focus on high leverage teaching practices can support and foster novice teacher learning. This presentation discusses opportunities for growth during the internship experiences of novice teachers who have engaged in practice-based work in their preservice program.

Tabitha Kidwell, University of Maryland, College Park, USA
Megan Peercy, University of Maryland, College Park, USA
Daisy Fredricks, University of Maryland, College Park, USA
Megan DeStefano, University of Maryland, College Park, USA
Johanna Tigert, University of Maryland, College Park, USA

Online Lesson Plans for Financial Literacy and Consumer Protection

Content Area: Adult Education

This bring-your-own-device session introduces an online resource for teaching financial literacy and consumer protection content while promoting language development, critical thinking, and web navigation skills. The resource’s features include lesson plans in English and Spanish, differentiated for beginning and intermediate levels. Participants explore the resource’s application to their instructional contexts.

Miriam Burt, Center for Applied Linguistics, USA
DeAnna Coon, Center for Applied Linguistics, USA
Alvaro Puig, Federal Trade Commission, Division of Consumer and Business Education, USA

Pardon the Correction: Meeting Students’ Needs and Expectations With Confidence

Many learners crave explicit, consistent verbal error correction, but teachers can find giving it a challenge. In this session, the presenters explore consequences of this gap, reflect on common assumptions and beliefs about correction, and demonstrate surefire ways to provide principled corrective feedback that drives progress in the classroom.

Matthew Noble, ELS Language Centers, USA
Stephanie Burns, ELS Language Centers, USA
Thursday, 10:30 am–11:15 am
Convention Center, 342

Preparation Students for University-Level Disciplinary Writing: Teacher and Student Perspectives

Content Area: Second Language Writing/Composition

The session discusses the results of a study conducted to explore teacher and student perspectives on the efficacy of first-year composition (FYC) classes in preparing L2 students for their disciplinary writing. Recommendations are made for building connections between FYC courses and students’ academic literacy experiences at the university.

Elena Shvidko, Purdue University, USA

Thursday, 10:30 am–11:15 am
Convention Center, 323

Reflecting on Communicative EFL Teaching to Non-native Blind Learners

Content Area: Learning Disabilities/Special Needs

Teaching EFL communicatively to blind nonnative learners is a challenge, particularly when done by a blind teacher. The presenters highlight two successful EFL teaching experiences to blind learners (one of them by a blind teacher) explaining what the teachers did before, during, and after their successful teaching ventures.

Raafat Gabriel, American University in Cairo, Egypt

Thursday, 10:30 am–11:15 am
Hilton Baltimore, Key 10

Smart Practice: Brain-Based Approaches to Teaching

Content Area: Adult Education

What does recent research say about the mind, memory, and learning? How can we, as educators, translate these findings into engaging and enriching classroom learning? In this session attendees learn hands-on classroom techniques to enrich student learning and strengthen student memory.

Sarah Lynn, Harvard University, USA

Thursday, 10:30 am–11:15 am
Convention Center, 350

Speaking Skills Development of International Students Outside the Classroom Environment

Content Area: Listening, Speaking/Speech

This presentation explores speaking skills development outside the classroom for international students in a direct entry program at The University of Sydney. The study investigates linguistic interaction in home, social, employment, and independent learning environments. The presenter examines relevant research, outlines the survey results, and discusses the implications.

Mitchell Clark, The University of Sydney, Australia

Thursday, 10:30 am–11:15 am
Convention Center, 347

Teacher Development Through Outreach Programs: Volunteering in Pakistan

Content Area: Teacher Education

This session reports on a volunteer teacher development initiative in Pakistan started by a group of TESOL Arabia leaders based in the United Arab Emirates. Presenters elaborate on the 3-year journey to raise awareness of the significant difference that initiatives beyond borders by TESOL organisations can make.

Naziha Ali, Emirates Aviation College, United Arab Emirates
Christine Coombe, Dubai Men’s College, United Arab Emirates
Hafeez Rehman, VistaBrainz Professional Development Centre, Pakistan

Thursday, 10:30 am–11:15 am
Hilton Baltimore, Holiday 3

Teaching to Learn: Focus on Teacher Inquiry Stance

The presentation describes a collaborative effort to adapt teacher inquiry stances at a graduate school of TESOL in South Korea. Faculty and students’ experiences indicate cultivating teacher inquiry stances enhances both professional growth and classroom practices. Specific examples of effects on pedagogical practices are detailed.

Shannon Tanghe, Dankook University, Korea, Republic of

Thursday, 10:30 am–11:15 am
Hilton Baltimore, Key 11

Testing Four Skills for English Placement

Discover CaMLA’s institutional testing options for placement within a multilevel ESL program or IEP. Pairing the tried-and-true favorite, CaMLA EPT, with the CaMLA Speaking Test and CaMLA Writing Test creates a four-skills suite that is cost effective, reliable, and easy to administer.

Barbara Dobson, CaMLA, USA

Thursday, 10:30 am–11:15 am
Convention Center, 346

Transitioning Efficiently From a Traditional to a Hybrid Program

Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

In this new millennium, giving students what they need involves making technology an integral part of the teaching-learning processes. Presenters explain how their institution transitioned from a traditional face-to-face to a hybrid program and give attendees a few guidelines to help make the transition efficient and successful.

Rosario Giraldez, Alianza Cultural Uruguay–Estados Unidos, Uruguay
Silvia Laborde, Alianza Cultural Uruguay–Estados Unidos, Uruguay
**Thursday, 10:30 am–11:15 am**

**Convention Center, 348**

**Writing Across Borders: Collaboration in the Cross-Cultural Classroom**

*Content Area: Second Language Writing/Composition*

University students often struggle to collaborate productively. As instructors in a cross-cultural composition classroom, we share how to overcome fears and profit from diversity by building a supportive climate, training for group work, and designing collaborative tasks for composing and responding to texts with tools such as Google Apps.

*Amy Walton,* Iowa State University, USA

*Erin Todey,* Koç University, Turkey

---

**Phonological Awareness: What Your Brain Doesn’t Want You to Know**

*Content Area: Phonology/Pronunciation*

Stop listening with your eyes, and train your ears! What learners perceive in spoken English is often different from what you think you’re 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 Taylor,* English Language Training Solutions, USA

**Thursday, 10:30 am–11:45 am**

**Convention Center, 322**

**Integrating LGBTQ Topics Within the ESL Classroom**

*Content Area: Social Responsibility/Sociopolitical Concerns*

This ILGBTF Forum session examines strategies for integrating LGBTQ content into a variety of ESL, EAP, content and higher-ed contexts while addressing the complexities of this integration. A panel of educators from different ESL contexts discusses strategies to implement LGBTQ inclusive curricula and its impact.

*Miriam Morgenstern,* History UnErased, Inc, USA

*Debra Fowler,* History UnErased Inc., USA

*Thomas Kennedy,* City College of San Francisco, USA

*Lara Ravitch,* University of Oregon, USA

---

**Thursday, 10:30 am–12:15 pm**

**Hilton Baltimore, Holiday 1**

**Integrating Critical and Creative Thinking in EFL Classes Worldwide**

*Content Area: Teaching Methodology and Strategy*

See how teachers worldwide integrate critical and creative thinking into their EFL classes, and leave with ideas you can use on Monday morning. Presenters are participants in U.S. State Department programs, including the English Language Specialist and Fellows Programs, the English Access Microscholarship Program, and the popular E-Teacher online courses.

*Alice Murray,* U.S. Department of State, USA

*Maria Snarski,* U.S. Department of State

*Ruth Petzold,* U.S. Department of State

---

**Thursday, 10:30 am–12:15 pm**

**Convention Center, 338**

**Tips for Developing and Delivering Successful TESOL International Convention Presentations**

Prepare to develop a strong proposal for the 2017 TESOL International Convention in Seattle. A recent TESOL convention program chair provides an update on the proposal procedures, guidelines, and scoring rubric. Conference examine effective strategies to transform professional interests and expertise into a successful TESOL proposal.

*Lisa Dyson,* TESOL International Association, USA

**Thursday, 10:30 am–12:15 pm**

**Hilton Baltimore, Key 5**

**11:00 am**

**11:15 am**

**Thursday, 11:00 am–11:45 am**

**Hilton Baltimore, Key 6**

**TESOL Affiliates’ Role in Intercultural Competence Development**

Intercultural communicative competence (ICC) recognizes English as a world language considering international contexts as settings of English language use impacted by different cultures and circumstances. Panel participants representing TESOL affiliates discuss aspects of ICC as it relates to ICC development, and impact within and between TESOL Affiliates.

*Sanjay Arora,* English Language Teachers’ Association of India, India

*Ariba Rahman,* Bangladesh English Language Teachers Association, Bangladesh

*Sarah E. Elia,* New York State TESOL, USA

*Mira Namsrai,* Mongolia TESOL, Mongolia

*Naziha Ali,* TESOL Arabia, United Arab Emirates

*Mohamed Azaza,* TESOL Arabia, United Arab Emirates

*Sufian Abu-Rmaileh,* TESOL Arabia, United Arab Emirates
**Beyond Borders: Writing as Translingual Practice Across L1/L2 Writing Contexts**  
*Content Area: Second Language Writing/Composition*

This colloquium explores the pedagogical and theoretical possibilities that the translanguaging orientation to writing bring in addressing issues on language difference. Critiquing the monolingual approaches to teaching writing, each presenter shares individual research that addresses the distinctions and intersections of second language writing and translanguaging writing approaches to teaching writing.

- **Lisa Seloni**, Illinois State University, USA  
- **Ditlev Larsen**, Winona State University, USA  
- **Cristina Sánchez-Martin**, Illinois State University, USA  
- **Melinda Harrison**, University of Alabama at Birmingham, USA  
- **Sarah Hercula**, Illinois State University, USA

**BYOD in an IEP: Beyond Borders of Conventional Classroom Technology**  
*Content Area: Intensive English Programs*

More than a buzzword, bringing your own device (BYOD) is an effective CALL practice that enhances classroom interaction, engagement with content, and ownership of learning. Presenters demonstrate how one IEP uses BYOD, inviting participants to collaboratively share and strategize additional ways to use BYOD to benefit students and programs.

- **Erica Coffelt**, Ohio University, USA  
- **Aaron Schwartz**, Ohio University, USA  
- **Abe Reshad**, Ohio University, USA  
- **Kyle Butler**, Ohio University, USA

**College and Career Readiness: New Perspectives on Materials and Instruction**  
*Content Area: Adult Education*

Accelerating adult ESL learners' college and career readiness requires a new perspective on the texts and tools teachers and materials writers use. Participants explore instructional strategies for navigating text complexity, acquiring academic language, citing textual evidence and building content knowledge; skills learners need to succeed in academic and workplace settings.

- **Jayme Adelson-Goldstein**, Lighthearted Learning, USA  
- **Lori Howard**, CASAS, USA  
- **Sylvia Ramirez**, MiraCosta College, USA

**Facilitating Fluency: Four Dynamic Techniques**  
*Content Area: Intensive English Programs*

This practical workshop demonstrates four techniques that increase student expression and decrease anxiety: idea framing, textmining, notepadding, and wordposting. Participants prepare an activity and experience the learner outcomes of the four techniques. The goal is for participants to walk away with new ideas and usable skills.

- **Joan Saslow**, Independent author and researcher, USA  
- **Allen Ascher**, Independent Author and Consultant, USA

**Beyond Research Borders: TESOL Quarterly and TESOL Journal**

This session presents research trends over the past 2 years in TESOL International Association’s journals, TESOL Quarterly (1967) and TESOL Journal (2010), as well as their connection to the TESOL Research Agenda. The trends that are discussed relate to topics addressed, methodologies employed, and locations of the authors.

- **Rebeca Elena Tapia Carlin**, Benemérita Universidad Autónoma de Puebla, Mexico  
- **Brian Paltridge**, University of Sydney, Australia  
- **Ahmar Mahboob**, University of Sydney, Australia  
- **Robert Johnson Rogers**, University of Qatar, Qatar

**Using “Humans of New York” to Learn Beyond Classroom Borders**  
*Content Area: Culture*

Inspired by the popular website Humans of New York, this teaching tip demonstrates step-by-step directions on how teachers can create a blog where students share their interviews of the humans of their IEP. The presenter shows lesson plans, rubrics, and a sample blog. Suitable for any skill and level.

- **Dinorah Sapp**, University of Mississippi, USA

**50 Ways to Be a Better Teacher**

Teaching is performance. 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 to develop yourself personally and professionally so that can you become the best teacher you can be.

- **Chris Mares**, Wayzgoose Press, USA
Thursday, 11:30 am–12:15 pm
Hilton Baltimore, Key B

A Rhetorical Approach to Teaching Quoting and Paraphrasing

**Content Area: Second Language Writing/Composition**

This presentation provides IEP and composition instructors with exercises for teaching paraphrasing and quoting. Following a rhetorical approach, students analyze the context of borrowed material and learn to recontextualize it in their own writing. Exercises presented include introducing quotes, interpreting quotes, and identifying words that are not reusable without attribution.

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

---

Thursday, 11:30 am–12:15 pm
Convention Center, 345

Academic Literacy Through Film

**Content Area: Media (Print, Broadcast, Video, and Digital)**

Because movies reflect culture, they are ideal for teaching academic literacy to ELLs. The presenters share two syllabi and materials for advanced academic courses that use film as core content. The courses cover critical thinking, research, speaking, vocabulary, and grammar.

**Macarena Aguilar**, Lone Star College–Cy-Fair, USA

**Connie Lee**, Virginia International University, USA

---

Thursday, 11:30 am–12:15 pm
Hilton Baltimore, Johnson

Asian-American ELLs and the Impact of the Model Minority Myth

**Content Area: Social Responsibility/Sociopolitical Concerns**

The sessions describes a study of Generation 1.5 and 2nd Generation Asian-American ELL. The ELL placed Asian-Americans on a level of privilege with Whites and believed in the Model Minority Myth. Subscribing to the MMM impacted their negotiation of identity and understanding of their communities and other minorities.

**Kara MacDonald**, Defense Language Institute, USA

**Joshua Sargent**, University of Southern California, USA

---

Thursday, 11:30 am–12:15 pm
Convention Center, 340

Beyond Borders on Campus: Forming Alliances to Support International Students

**Content Area: Program Administration**

With increasing internationalization of U.S. universities, program administrators face new challenges in helping institutions adapt to greater cultural and linguistic diversity on campus. Presenters highlight some of these challenges and offer strategies for purposeful collaboration between ESL faculty and university counterparts to best serve the needs of international students.

**Susan Beddes**, Drew University, USA

**Ernest Shirosky**, Oregon State University, USA

---

Thursday, 11:30 am–12:15 pm
Convention Center, 339

Beyond Borders: The TESOL Encyclopedia of English Language Teaching

This session introduces the “TESOL Encyclopedia of English Language Teaching,” a print-online resource containing 14 themes and spanning 900+ topics dealing with a wide range of issues related to ELT globally. The encyclopedia editor-in-chief, project editor, and TESOL/Wiley representatives provide an overview of the encyclopedia and share sample entries.

**John Liontas**, University of South Florida, USA

**Margo DelliCarpini**, Morehead State University, USA

---

Thursday, 11:30 am–12:15 pm
Convention Center, 344

Beyond Classroom Borders: Interviewing in the Global Community

**Content Area: Intensive English Programs**

Interviewing is an authentic, meaningful communicative experience for ELLs. Students research archived interviews, choose great questions, conduct peer and family interviews, record their own story, and venture into their community through StoryCorps’ free App, a powerful tool for listening and speaking. Lesson plans, tips, tools, techniques, and sample interviews provided.

**Monique Abbett**, ELS Language Centers, USA

**Rebecca Javorsky**, INTO Oregon State University, USA

**Sylvia Eneriz**, ELS Language Centers, USA

---

Thursday, 11:30 am–12:15 pm
Hilton Baltimore, Key 10

Asynchronous Discussions: Task Types and Student Presence

**Content Area: Distance Learning/Online Learning**

Building effective online collaboration in asynchronous discussions is one of the hot topics in computer-enhanced education. This presentation addresses the design, theoretical framework, data analysis, and outcomes of a quantitative research project focusing on the dynamics of asynchronous communication of advanced proficiency level nonnative English language speakers.

**Iona Sarieva**, Saint Leo University, USA
Beyond Form: Multiple, Strategic Approaches to Cohesion and Rhetorical Clarity
Content Area: Higher Education
Many international students struggle with the organizational protocols of academic writing in English. Strategic, multiple approaches can successfully address the writing challenges of creating tightly focused ideas and succinct rhetorical structures which require an extra measure of work, particularly when addressing differences in academic syntax and culturally based rhetorical styles.
Sara Vandenberg, University of Colorado Colorado Springs, USA

Beyond Graphic Organizers: Teaching Secondary ELLs to Think Like Writers
Content Area: High School/Secondary Education
Workshop presenters share techniques for teaching writing using systemic functional linguistics (SFL) in high school classrooms. Presenters demonstrate explicit, genre-based instruction through models, hands-on activities, and student samples. These flexible, innovative strategies challenge ELL students to engage readers, think critically, be attentive to detail, and become competitive in mainstream classes.
Christina Ortmeier-Hooper, University of New Hampshire, USA
Wendy Perron, Manchester School District, USA
Liz Kirwan, West High School, USA
Shauna Wight, Southeast Missouri State University, USA
Donna Brown, University of New Hampshire, USA
Liz Kirwan, University of New Hampshire, USA

Boosting ELLs From Great Essays to Research Papers
Focusing on college-level essay writing, the new edition of Great Writing 4 and 5 includes all-new guided instruction and practical exercises in advanced essay writing, including research papers. In this session, author Keith Folse discusses effective strategies for bringing learners’ writing skills to the next level.
Keith Folse, University of Central Florida, USA

Breaking Barriers: Oral Literacy Strategies for ELLs
Content Area: Teaching Methodology and Strategy
Oral language is a major predictor in reading proficiency. Speaking to learn is an approach to increase ELLs’ knowledge and understanding across all content areas. Hands-on strategies for ELLs at all levels of English proficiency for teachers in the mainstream elementary classroom are presented.
Jane Govoni, University of South Florida, St. Petersburg, USA
Valerie Wright, Saint Leo University, USA

CASAS: Assess—Learn—Achieve
This session showcases the resources CASAS offers—many at no cost—which 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 and the workforce.
Jane Eguez, CASAS, USA
Linda Taylor, Comprehensive Adult Student Assessment System, USA

Chinese Adolescents’ Discourse Socialization in American STEM Classes
Content Area: Math and Science
The study discussed investigated Chinese adolescents’ socialization into math and science written discourse in American secondary schools. Students’ interviews, classroom observations, and writing samples were analyzed to reveal their perceptions of how past writing experiences related to their writing competencies as well as developing authorial identities.
Fang Yu, University at Albany–SUNY, USA
Kristen Wilcox, University at Albany, USA

Conducting a Needs Analysis for an ESP Aviation English Course
Content Area: English for Specific Purposes
This session depicts the process of conducting a needs analysis to develop a curriculum for aviation English. Methods of data collection and analysis consist of questionnaires, interviews, and student self-assessments. The presenters demonstrate the connection between a needs analysis and curriculum development.
Laura Perdomo, University of South Florida, USA
Aimee Bertalon, University of South Florida, USA
Jacquelyn Hammerton, University of South Florida, USA
Contextual and Individual Learner Factors Contributing to Early Reading Success

Content Area: Reading and Literacy

Early start in EFL learning is a reality in primary schools worldwide, but what are realistically achievable outcomes? Quantitative and qualitative evidence from our research shows that individual learner variables and contextual factors contribute significantly to young learners’ reading success. Moreover, research results indicate paths to improving early reading outcomes.

Vera Savic, University of Kragujevac, Serbia

Enhancing ELLs With Disabilities’ Language Access With Key Language Uses

Content Area: Learning Disabilities/Special Needs

This practice-oriented session focuses on how to enhance classroom participation of language learners with disabilities through improved access to the language of standards-based curriculum. Using a genre-based pedagogy, the presenters show how to connect key language uses and language features, modeling practices for differentiated, multimodal language instruction and assessment.

Cynthia Lundgren, University of Wisconsin-Madison, USA
Lynn Shafer-Willner, University of Wisconsin-Madison, USA

Every Picture Tells Their Story!

WRITE BRAIN BOOKS are illustrated, wordless books that inspire students K–12 to author their own storybooks, which are then published. Our inspired curricula provide opportunities for teachers to motivate and engage every type of learner. Students become confident, and test-readiness is increased in an 8-week process. Join us!

Julia Gabor, WRITE BRAIN BOOKS, USA
Meredith Scott Lynn, WRITE BRAIN Books, USA
Jeryn Warren, WRITE BRAIN Books, USA

Gamification—Uncertain Rewards and Dopamine

Review of research showing how uncertain rewards increase the brain’s production of dopamine; a neurotransmitter associated with visceral motivation, emotional attachment, and long-term memory. Introducing Words & Monsters, a free mobile game integrating uncertain rewards with paired associate tasks for the high-frequency vocabulary of: General English, TOEFL, IELTS, and TOEIC.

Guy Cihi, Lexxica R&D, Japan

Gamifying Your Class—No Technology Needed!

Content Area: Teaching Methodology and Strategy

Teachers can apply game theory in the classrooms to increase motivation, engagement, and excitement among learners the way games such as Angry Birds and Candy Crush do. This presentation shows ways to do this with no technology or special equipment needed.

Emily A. Thrush, University of Memphis, USA
Marion Ruben Barcia, Universidad del Sur de Manabi, Ecuador
Carlos Humberto Chancay, Universidad Tecnica de Manabi, Ecuador

How Vietnamese Teacher Educators Make Sense of Task-Based Instruction

Content Area: Task-Based, Project-Based Instruction

Current ELT reforms in Vietnam necessitate the inclusion of task-based instruction (TBI) in preservice teacher education programs. This presentation reports how Vietnamese teacher educators approach TBI and appropriate the methods in their preservice teacher education classes. Contextual factors influencing the teacher educators’ perceptions of TBI are also analyzed.

Khanh-Linh Tran-Dang, Monash University, Australia

ITAs and Millennials: Exploring Successful Classroom Interactions

Content Area: Higher Education

Connecting with millennial learners, whose needs stretch beyond interactive classes, may pose a challenge for all instructors, but particularly for international teaching assistants. The presenters share materials and strategies they have used to support ITAs in successfully engaging their millennial students through understanding their different learning preferences and needs.

Elena Stetsenko, University of Minnesota, USA
Colleen Meyers, University of Minnesota, USA
Derina Samuel, Cornell University, USA
Zeynep Altinsel, Michigan State University, USA

Access With Key Language Uses
L2 Metaphor Comprehension Strategies: The Impact of Context  
*Content Area: English as a Foreign Language*

During an exploratory session, the presenter shares findings from her empirical study on the strategies that 30 Persian EFL learners used to interpret pictorial, sentential metaphors. During a collaborative activity, attendees then explore additional/common strategies that the learners might use in interpreting suprasentential, nonpictorial metaphors.

**Farzaneh Salehi Kahrizsangi,** University of Ottawa, Canada

---

Moving Research Beyond the Page: Using Adult ESL Study Circles  
*Content Area: Adult Education*

Looking for professional development that makes research relevant for adult ESL instructors? Check out study circles, which combine research, professional expertise, reflection, engaging discussion with colleagues, and implementation impacting classroom instruction. Attendees explore the value of study circles, review ones available, and discuss other topics for the study circle format.

**Edith Cowper,** Wake Technical Community College, USA

---

Myths and Misconceptions About the NNEST Movement  
*Content Area: Nonnative English Speakers in TESOL*

This presentation unpacks narrow conceptualizations about the scope, purpose, and directions of the NNEST movement and its research and advocacy efforts, and calls for reevaluation and renegotiation of the fundamental assumptions in light of the sociolinguistic and educational landscape of English as an international language.

**Ali Fuad Selvi,** Middle East Technical University, Northern Cyprus Campus, Turkey

---

Practice Makes Perfect: Supporting Active Learning With EnglishApp.com

Let us take you on a tour of English App, the practice site your students have been searching for! This new website is full of teacher-tested, interactive self-study lessons for your most enthusiastic learners. If you love ESL Library, your students are going to love English App. Visit www.EnglishApp.com.

**Ben Buckwold,** EnglishApp.com, Canada

---

Scaffolding Academic Vocabulary for Adolescent Newcomer and Long-Term ELLs  
*Content Area: Vocabulary, Lexicon*

Vocabulary knowledge is a strong predictor of academic achievement among ELLs, particularly in academically demanding subject areas. Yet, few resources on how to teach technical, subject-specific vocabulary in upper grades exist. Come to this workshop and experience tried-and-tested technical vocabulary development strategies through activities you can take to your classroom.

**Yuliya Ardasheva,** Washington State University Tri-Cities, USA  
**Jennifer Green,** Western Washington University, USA

---

Scaffolding Flipped Model in Asian EFL Context: An Action Study  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

The session demonstrates significant findings of an action research study on a procedure scaffolding a flipped EFL tertiary writing classroom in an Asian country. Specifically, scaffolding strategies and underlying rationales were examined, and the impacts of this intervention on learning styles, attitudes, motivation, and results among learners were also investigated.

**Anh Ngoc Trinh,** Banking Academy of Vietnam, Viet Nam

---

Self-Study Vocabulary Activities Designed to Increase Retention and Active Usage  
*Content Area: Vocabulary, Lexicon*

Acquiring vocabulary is essential to SLA. Although ESL/EFL students tend to learn significant amounts of vocabulary, retention and confident usage of this vocabulary tends to be weaker than desired. In this session, several effective self-study activities are presented to address these issues, thereby arming instructors with effective materials.

**Ray Knight,** University of South Carolina, USA  
**Alisha Biler,** University of South Carolina, USA
Thursday, 11:30 am–12:15 pm
Convention Center, 332

Spunky Girls and Strong Women: A Refugee Summer Book Club

*Content Area: Reading and Literacy*

Refugee teens are particularly at risk of regression in language and literacy proficiency over the summer. Session participants experience and learn about how summer reading can reverse this process and empower readers when teens, teachers, and volunteers meet weekly in the community library to read, discuss, and celebrate books.

**Mary Lou McCloskey**, Educo, USA
**Anne Garbarino**, The Global Village Project, USA

Thursday, 11:30 am–12:15 pm
Hilton Baltimore, Key 7

The edTPA and Its Implications for TESOL

*Content Area: Teacher Education*

TESOL professionals must be prepared to support teacher candidates as they complete the edTPA for English as an additional language. This presentation discusses the edTPA’s structure, development, and goals, as well as teacher candidate perceptions of the assessment, and the alignment between edTPA rubrics and TESOL/CAEP Standards.

**Natalia Guzman**, University of Maryland, College Park, USA
**Tabitha Kidwell**, University of Maryland, College Park, USA
**Megan DeStefano**, University of Maryland, College Park, USA
**Johanna Tigert**, University of Maryland, College Park, USA

Thursday, 11:30 am–12:15 pm
Convention Center, 316

Translating Postmethod Pedagogy Into Student and Teacher Empowerment

*Content Area: Teaching Methodology and Strategy*

Moving beyond traditional methodological dichotomies, this session highlights ways to introduce postmethod pedagogy to pre-service ESL/EFL teachers in order to increase professionalism and student and teacher empowerment. Through demonstrations of in-class activities and assignments, at both undergraduate and graduate levels, presenters explore the pedagogy’s three parameters: particularity, practicality, and possibility.

**Heather Linville**, University of Wisconsin, USA
**Polina Vinogradova**, American University, USA

Thursday, 11:30 am–12:15 pm
Convention Center, 327

Understanding and Supporting ESL Readers and Writers in Higher Education

Learn from experts about the challenges ESL students in U.S. postsecondary institutions face when studying in a second language, and how you as teachers, advisors, or tutors, and your institutions, can provide support to meet the reading and writing needs of this very important student population.

**Norman W. Evans**, Brigham Young University, USA
**Neil J. Anderson**, Brigham Young University–Hawaii, USA
**William G. Eggington**, Brigham Young University, USA

Thursday, 11:30 am–12:15 pm
Convention Center, 320

WeSpeak: A Free Online Network to Build English Skills

Looking for new ways to use technology? Come learn how WeSpeak.com can help for FREE! See how learners chat with English speakers using text, audio, and video. Learn how to set up classes, make assignments, monitor student activity… plus enrichment lessons, TOEFL/IELTS test prep, and more. Effective, motivating & fun!

**Cathy Wilson**, WeSpeak, USA
**Michael Elchik**, WeSpeak, USA
21st-Century Professional Learning for Practitioners Through an Online Journal
Content Area: Personal and Professional Development for Teachers
To meet the interests and learning needs of language professionals in Minnesota, state leaders created a free, interactive online journal that balances practitioner-friendly content and academically rigorous processes. This session shares the design and value of the new journal as a meaningful 21st-century opportunity for practitioner professional development.
Kimberly Johnson, Minnesota State Colleges and Universities System, USA
Anne Dahlman, Minnesota State University, Mankato, USA

50 Years of TESOL Materials for Teaching and Learning Vocabulary
Content Area: Vocabulary, Lexicon
The role of vocabulary in TESOL has gone from subservient to grammar to almost front stage. With so much more practical lexical research, especially in the past 20 years, our vocabulary materials have also changed, but how? In this session, we examine vocabulary teaching materials from 1966 to 2016.
Keith Folse, University of Central Florida, USA

Academic Writing: “The Grammar You Need” Cards 1 and 2
The authors of “Building Sentences” and the new “Developing Details” demonstrate methods of teaching core grammar structures at both basic and intermediate ESL levels. Participants leave with practical techniques and useful materials. These two fold-out cards from a three-card series on grammar for writing present essential grammar visually and efficiently.
Eileen Cotter, Montgomery College, USA
Mark Alves, Montgomery College, USA
Henry Caballero, Montgomery College, USA

All In! How Educators Can Advocate for ELLs
Content Area: Advocacy
The National Education Association’s groundbreaking tool will help educators effectively meet the needs of ELLs. Workshop participants learn how to approach the instruction of ELLs from an advocacy perspective, understand the areas in which ELLs require advocacy, recognize the need for advocacy, and explore effective strategies.
William Moreno, National Education Association, USA

Beyond Focused Pronunciation Practice: Goal-Oriented Conversation for ITAs
Content Area: Phonology/Pronunciation
To improve pronunciation, students need much practice, but how can we facilitate quality, out-of-class, spontaneous speaking? Goal-oriented conversation is one possibility. The rationale and logistics of setting up such a conversation program are explained, and practitioners learn what the students and conversation partners gain from the experience.
Lara Wallace, Ohio University, USA

Beyond Physical Borders in Teacher Education: Nontraditional Classrooms, Nontraditional Students
Content Area: Teacher Education
This session discusses innovations in teacher education that extend beyond traditional classroom borders. Collaboration and dialogic are presented as key to ESL training and certification for in-service STEM teachers; MA TESOL students enrolled in an interdisciplinary, hybridized curriculum; and preservice undergraduate bilingual education teachers.
Marnie Jo Petray, Slippery Rock University of Pennsylvania, USA
Gladys M. Vega, William Paterson University of New Jersey, USA
Carrie Eunyoung Hong, William Paterson University of New Jersey, USA
Corrective Feedback: Beyond Teacher and Language Learner Expectations

Content Area: Teacher Education
Corrective feedback raises many concerns for teachers. Often they feel uncomfortable providing feedback, whereas learners and much research require feedback. Why is there this discord and how can teacher training programs meet this challenge?

Lesley Painter-Farrell, New School, USA
Gabriel Díaz-Maggioli, Programa de Políticas Lingüísticas ANEP–CODICEN, Uruguay

Thursday, 1:00 pm–1:45 pm
Hilton Baltimore, Key 5

Goal-Based Learning Accelerates the Impossible

Real world and high-stakes standards like WIDA and the Common European Framework (CEFR) provide focus and goals for students, teachers, and parents. Bundled with new learning strategies, goal-based courseware solutions cut the time to fluency by half. Come see the numbers that prove it.

Andrew Berrafato, DynEd International, Inc., USA
David Tipping, DynEd International, Inc., USA
Andrew Blasky, DynEd International, Inc., USA

Thursday, 1:00 pm–1:45 pm
Convention Center, 344

Developing Forward-Thinking Academic Language Curriculum for Elementary Intensive English

Content Area: Materials Writers and Curriculum/Materials Development
Recent studies demonstrate the value of engaging ESOL programs that develop academic English, integrate language/content, and empower teachers. A large urban district changed its curriculum from one focused on vocabulary and function to meet the above criteria. Presenters share the process of program development and demonstrate key processes and strategies.

Margo Williams, DeKalb County Schools, USA
Mary Lou McCloskey, Educo, USA
Tamara Banks, DeKalb County School District, USA

Thursday, 1:00 pm–1:45 pm
Convention Center, 349

Improving Presentations With Pecha Kucha: 20 Slides for 20 Seconds

Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Are your students using PowerPoint effectively? Stimulate and challenge classes with a presentation assignment that combines PowerPoint with good organization, timing, and creativity. The presenter introduces the presentation format called Pecha Kucha and describes successful assignments in reading and writing classes at a tertiary institution.

Suzan Stamper, Yew Chung Community College, Hong Kong

Thursday, 1:00 pm–1:45 pm
Hilton Baltimore, Key 4

Engagement—It’s All Gone Horribly Wrong...

Content Area: Intensive English Programs
Since coming into play in the mid 90s, engagement is now ubiquitous in education—the idea that it is the primary cause for student success informs curriculum and evaluation. The value of the principles of engagement is indisputable; however, ELT’s embrace of engagement over these decades should be examined.

Jeffrey McDevit, Gulf University for Science and Technology, Kuwait
Michael McMurray, Gulf University for Science and Technology, Kuwait

Thursday, 1:00 pm–1:45 pm
Convention Center, 339

Intersectionality in the Language Learning Classroom

Content Area: Social Responsibility/Sociopolitical Concerns
The complex interaction of gender, race, and sexuality in the language classroom has largely been considered as separate, variable-by-variable or separate and discrete. This presentation examines findings that encourage rethinking of teachers to move towards a variable-with-variable approach based upon classroom talk, multilingual student narratives, and in-class reflective activities.

Yasmine Romero, University of Washington, USA

Thursday, 1:00 pm–1:45 pm
Convention Center, 320

Eyes on the Prize: Integrating High Standards in Lower Levels

What can we learn from the _ _ _ College and Career Readiness Standards? How can we teach academic reading and writing skills in our lower level ESOL classes? This session identifies best teaching practices for adult learners with limited formal education within our new context of high academic standards.

Sarah Lynn, Harvard University Bridge Program, USA

Thursday, 1:00 pm–1:45 pm
Convention Center, 343

Invigorating Instruction and Increasing Learning With Tableau Vivant

Content Area: Elementary School/ Primary Education
Tableau Vivant, an engaging and powerful form of dramatic presentation that enlivens instruction and promotes notable learning outcomes, is easily integrated into any existing curriculum. This session equips participants to effectively implement Tableau Vivant in content-area and vocabulary instruction. Handouts include ready-to-go resources.

Evie Tindall, Regent University, USA
Jiuhan Huang, Regent University, USA
Deanna Nisbet, Regent University, USA

Thursday, 1:00 pm–1:45 pm
Hilton Baltimore, Key 3
Learning English in Qatar: A Foreign or Second Language Environment?

Content Area: English as a Foreign Language

This presentation reports a study on how the English-learning experience of Arabic learners of English in Qatar is shaped by their involvement in the English-speaking community. Results are expected to help redefine the parameters that set the borderline between ESL and EFL contexts.

Pakize Uludag, Qatar University, Qatar

---

Literacy Instruction for the Very Lowest Level

Learn about an effective, class-tested phonics and reading system that enables even ESL teachers with no phonics or reading development training to teach non- and semiliterate students to read in English. This approach combines interactive instructional techniques and sound ESL methodology to give students a bridge to mainstream ESL textbooks.

Shelley Lee, Wayzgoose Press, USA

---

Moving Writing Classes Forward Through Digital Video

Content Area: Media (Print, Broadcast, Video, and Digital)

L2 writing classes can become tedious and challenging. This presentation shows how to use digital videos to spark students’ interest and to present relevant vocabulary as a foundation for their writing assignments. The presenters share activities used in their classes and tips on creating exercises for your own students.

Mercedes Martinez, Global Language Institute, USA
Manuela Martinez, Global Language Institute, USA

---

Preparing ESL Students for Academic Writing Assignments: Teaching Discourse Synthesis

Content Area: Intensive English Programs

L2 learners are often overwhelmed by assignments requiring them to integrate multiple source texts into their academic writing. ESL instructors can provide guided practice in selecting, organizing, and making original connections among source texts. This explicit instruction can help students develop their discourse synthesizing skills for their content-based courses.

Carol Numrich, Columbia University, USA

---

Pronunciation Hot Topics: A Global Perspective

Content Area: Phonology/Pronunciation

Participants receive a synthesis of informative, controversial, or otherwise “hot” topics developed through discussions among an international community of pronunciation practitioners on a moderated invitational elist. The presenters examine the recent year’s main discussion topics, ranging from research into prosodic phenomena to techniques for teaching particular features of English pronunciation.

Marsha Chan, Sunburst Media, USA
Donna Brinton, Consultant, USA
Robyn Shifrin, The University of Alabama, USA

---

Sociocultural Theory and Effective Pedagogy for ELLs

Content Area: Teacher Education

The five standards for effective pedagogy are not designed to tell teachers what to teach; rather, they present a methodology developed from Vygotsky’s sociocultural theory, which supports teaching. Such pedagogy, for example, can be of great use for teachers (ESL or otherwise) applying the “PreK–12 English Language Proficiency Standards.”

Colin Hueston, University of Colorado Denver, USA
**Thursday, 1:00 pm–1:45 pm**  
**Convention Center, 341**

**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 Nunan, Anaheim University, USA

---

**Thursday, 1:00 pm–1:45 pm**  
**Hilton Baltimore, Key 8**

**Team Projects: Equipping IEP Students for Crossing into University Classrooms**  
*Content Area: Intensive English Programs*

Although team projects are an integral part of many American university courses, international students often lack the skills necessary for effective collaboration. The presenters share a multidisciplinary team project that teaches successful group participation, touching on every aspect of collaboration from planning and implementation to evaluation and reflection.

Laurel Collins, University of North Texas, USA  
Donna Obenda, University of North Texas, USA

---

**Thursday, 1:00 pm–1:45 pm**  
**Convention Center, 331**

**What Borders? Extending Our Reach Through Distance Learning**  
*Content Area: Distance Learning/Online Learning*

This presentation highlights promising practices in distance learning from the perspectives of program administration, design and development challenges, and delivery enhancements, which serve to reduce learner isolation and perceptions of instructional distance in an English language instructional environment. This presentation is useful for instructors planning online delivery.

Hana Imai, Bow Valley College, Canada  
Diane Hardy, Bow Valley College, Canada

---

**Thursday, 1:00 pm–2:15 pm**  
**Convention Center, 324**

**When Paper Beats Paperless**  
*Content Area: Higher Education*

Second language learners come to community college with various English skills. Even good L1 readers have difficulty with academic vocabulary. This leads to guessing or consulting electronic dictionaries, often resulting in irrelevant definitions or esoteric word forms. Using print dictionaries increases content-appropriate L2 vocabulary development presumably from richness of examples.

Marianne Hsu-Santelli, Middlesex County College, USA  
Jane Ostacher, Middlesex County College, USA  
Ellen Measday, Middlesex County College, USA

---

**Thursday, 1:00 pm–1:45 pm**  
**Convention Center, 328**

**The Role of EFL Teachers in English Language Capacity Building**  
*Content Area: Personal and Professional Development for Teachers*

Presenters show how EFL teachers in more than 50 countries have worked first to improve their own teaching skills and elevate learning outcomes in their classrooms, and then have shared their training with colleagues in various ways to build English-teaching capacity in their schools and communities.

Rochelle Keogh, Spring International Language Center, USA  
Leyah Bergman-Lanier, Spring International Language Center, USA

---

**Thursday, 1:00 pm–2:15 pm**  
**Convention Center, 324**

**What Counts as Diversity in TESOL? An Organizational/Pedagogical Dialogue**  
*Content Area: Social Responsibility/Sociopolitical Concerns*

A panel of K–20 experts offers a space to dialogue and theorize about the role of social categories and identity layers in our work as ELT professionals. Panelists explore various definitions of diversity and how we can actively ensure diversity is understood and valued within TESOL.

Ana Solano- Campos, University of Massachusetts Boston, USA  
Elisabeth Chan, Northern Virginia Community College, USA  
Heidi Faust, University of Maryland Baltimore County, USA  
Lavette Coney, The Fessenden School, USA  
Dana Horstein, Northeastern Illinois University, USA  
Omar Longus, Salem State University, USA  
Cheryl Woelk, Eastern Mennonite University, USA
Becoming a U.S. Citizen: The Naturalization Process
Content Area: Advocacy
During this presentation, a U.S. Citizenship and Immigration Services Officer walks participants through the basic process of becoming a U.S. citizen. Participants are encouraged to ask questions and are provided with handouts and resources.
Kristianne Schotzinger, U.S. Department of Homeland Security, Citizenship and Immigration Services, USA

25 years of K–12 TESOL: Theory, Methods, Assessment, Professional Preparation
At TESOL International’s 50th anniversary, presenters discuss 25 years of research and practice in K–12. They address critical shifts for living theory in practice; the evolution of methods in ESL K–12 classrooms; assessment as, for, and of learning; and a knowledge base for the preparation of all school professionals.
Sarah Catherine K. Moore, Center for Applied Linguistics, USA
David Freeman, The University of Texas, Rio Grande Valley, USA
Yvonne Freeman, The University of Texas, Rio Grande Valley, USA
Luciana de Oliveira, University of Miami, USA
Margo Gottlieb, WIDA Consortium, USA
Annela Teemant, Indiana University-Purdue University, USA

A Culturally Responsive Approach to Adult ESL Literacy
Content Area: Adult Education
Participants develop requisite knowledge and skills for effective teaching of adult learners having difficulties in traditionally structured programs by using a culturally responsive instructional model, MALP, the Mutually Adaptive Learning Paradigm®. Attendees examine student work and participate in a sample MALP project. Presenters share MALP guidelines, strategies, activities, and rubrics.
Helaine W. Marshall, Long Island University, USA
Nan Frydland, USA

All Lives Matter: The Language of Oppression, Resistance, and Recovery
Content Area: Advocacy
Due to recent events across American cities (e.g., Baltimore, Maryland), relations between civilians and law enforcement have been strained. This session explores the language needed to support sensitive conversations in adult ESL classes and teacher education programs regarding race relations, police brutality, social justice, equity, and access for minorities.
Ayanna Cooper, Concordia University Nebraska, USA
Kisha Bryan, Texas A&M University, USA
Awad Ibrahim, University of Ottawa, Canada
Ayanna Armstrong, North Carolina A&T, USA

Beyond Digital Borders With Bricks, Clicks, and Teacher Tricks
Content Area: Teaching Methodology and Strategy
This hands-on, interactive workshop showcases a variety of techniques designed to leverage both bricks (brick and mortar best practices) and clicks (cutting-edge digital tools), all designed to enhance engagement and learning with ELLs. Share your favorites and leave with new ideas to fill your own bag of teacher tricks.
James May, Valencia College, USA
Anthony Erben, University of Tampa, USA

Challenges and Opportunities: Visions of TESOL Publications Beyond the Borders
This interactive session, sponsored by TESOL’s Serial Publications Committee, aims at promoting communication between the readers, authors, and editors of TESOL serial publications. Attendees meet leading scholars in TESOL fields and share their visions of the challenges TESOL publications will face and the opportunities and options available.
Ke Xu, Borough of Manhattan Community College–CUNY, USA
Gulbahar Beckett, Iowa State University, USA
Linda Gerena, York College–CUNY, USA
Joseph Lee, Ohio University, USA
Ali Fuad Selvi, Middle East Technical University, Northern Cyprus Campus, Cyprus
Thursday, 1:00 pm–2:45 pm  
Convention Center, 327

**Classroom-Based Research Related to Refugee Concerns and SIFE**  
*Content Area: Refugee Concerns*

This panel discussion outlines the process of conducting classroom-based research. The panel shares a brief discussion of the history of research with refugees, a sampling of current work, and ideas for future research. Participants are encouraged to continue to advance the field through conducting their own research.  
*Abigail Yoder*, Georgia State University, USA  
*Daniel Ginsberg*, Georgetown University, USA  
*Merideth Hoagland*, Georgia State University, USA  
*Brandy Judkins*, University of Nebraska-Lincoln, USA  
*Heike Williams*, Georgia State University, USA  
*Brenda Custodio*, Ohio State University, USA

Thursday, 1:00 pm–2:45 pm  
Convention Center, 330

**Developing and Maintaining Standards in High-Pressure IEP Environments**  
*Content Area: Personal and Professional Development for Teachers*

IEP administrators and faculty strive to successfully uphold their programmatic and academic standards. However, when working within boundaries set by partners or outside entities, difficulties arise. This session discusses ways to create stronger standards and stability while working with factors such as changing student populations, and sponsor and accreditation requirements.  
*Heidi Vellenga*, Commission on English Language Program Accreditation, USA  
*Mark Algren*, University of Missouri, USA  
*Karen Asenavage*, University of Delaware, USA  
*Jackie Gianico*, The Pennsylvania State University, USA  
*Terri Rapoport*, ELS Educational Services, USA

Thursday, 1:00 pm–2:45 pm  
Convention Center, 314

**Undergraduate International Students and the University System: Beyond Borders**  
*Content Area: Higher Education*

The current influx of undergraduate international students on the U.S. campus is a new phenomenon: 58% of approximately 780,000 international students are undergraduate or nondegree-seeking students. This academic session explores attempts made to comprehend and address the complexity in building bridges for matriculating undergraduate international students.  
*Katherine Earley*, University of New Hampshire, USA  
*Yogesh Sinah*, Sohar University, Oman  
*Carter Winkle*, Barry University, USA  
*Debbie East*, Jacksonville University, USA  
*Elise Geither*, Case Western Reserve University, USA  
*Colleen Gallagher*, University of Dayton, USA  
*Rachel Lapp*, University of Delaware, USA

Thursday, 1:00 pm–2:45 pm  
Convention Center, 350

**Learning Two Languages Through Content: A Model to Build Biliteracy**  
*Content Area: Teaching Methodology and Strategy*

Participants learn how several Colorado schools use the OCDE Project GLAD model with biliteracy strategies to teach standards-based content in Spanish and English. Through integrated literacy units, strategies, cooperative learning and differentiation, students develop language across all domains and bilingually as they interact in multiple ways with the content.  
*Lindsay Armstrong*, Denver Public Schools, USA  
*Anne Ginnold*, Independent Educational Consultant, USA  
*Bonnie Wong*, Denver Public Schools, USA

Thursday, 1:00 pm–2:45 pm  
Convention Center, 326

**Developing Teacher Excellence Through Teacher Evaluation: Moving Beyond Ratings**  
*Content Area: Personal and Professional Development for Teachers*

Both novice and experienced administrators benefit from exploring a framework for focusing teacher evaluation on developing teacher excellence. You learn and practice approaches to gathering data about teachers’ performance, identifying and categorizing issues, holding productive feedback sessions, and establishing professional development or remediation goals as the situation dictates.  
*Bruce Rindler*, Boston University, USA

Thursday, 1:00 pm–2:45 pm  
Convention Center, 345

**Using Mobile Technology to Enhance EFL Classrooms**

The latest technology may not be a luxury found in foreign classrooms. Mobile technology, with its multitude of apps, can modernize a technologically void classroom to the 21st century. VDMIS and EFLIS evaluate the role of mobile technology in international classrooms and then present various apps with their applications.  
*Scott Duarte*, University of Delaware, USA  
*Julie Lopez*, University of Delaware, USA  
*Vinicius Lemos*, Casa Thomas Jefferson, Brazil
Thursday, 1:00 pm–2:45 pm
Convention Center, 329

**Utilizing Moodle in the ESP Classroom to Create Activity Workflows**

*Content Area: English for Specific Purposes*

Moodle provides native and a multitude of 3rd party modules that can be ideally adapted for the ESP language classroom. Lecturers can use Moodle modules/blocks (e.g., checklists, progress bars, wikis, glossaries, attendances, etc.) to design workflows and to provide student access anytime and anywhere for, for example, ESP presentation and writing projects.

**Marvin D. Hoffland,** Carinthia University of Applied Sciences, Austria

---

Thursday, 1:00 pm–2:45 pm
Convention Center, 323

**Where No IEP Has Gone Before: Overcoming Time Constraints**

*Content Area: Adult Education*

Does your IEP move at warp speed? Time constraints in fast-paced programs unfortunately inhibit the performance of students, teachers, and administrators alike. Learn practical techniques to overcome common time-related problems, helping all shareholders work together to move beyond the borders of barely getting by.

**Jason Akerman,** ELS Language Centers, USA
**Adam Rosen,** ELS Language Centers, USA
**Jenny Townsend,** ELS Language Centers, USA
**Dieter Zeschke,** ELS Language Centers, USA
**Lael Easton,** ELS Language Centers, USA
**Angela Pesce,** ELS Language Centers, USA

---

Thursday, 2:00 pm–2:45 pm
Hilton Baltimore, Key 9

**Above and Beyond Borders: Creating a Successful Conversation Partner Program**

*Content Area: Intercultural Communication*

Conversation exchanges between students who are learning each other’s native language help students gain authentic skills in the target language, and provide invaluable linguistic and intercultural learning. This presentation examines best practices for establishing and growing a successful conversation exchange program at an academic institution.

**Catherine Clements,** University of Minnesota, USA

---

Thursday, 2:00 pm–2:45 pm
Convention Center, Roundtable Discussion Area in Expo area

**Beyond Language: Integrating Multimodal Literacies Into Teacher Education**

*Content Area: Sociolinguistics*

In our discussions of the key components of language teacher education, we cannot overlook multimodal literacies required for today’s technology-driven societies. This roundtable seeks to uncover how language teacher educators are preparing teachers to reflect upon and assess the roles of media, technology, and multimodal literacies in their pedagogy.

**Carla Chamberlin-Quinlisk,** The Pennsylvania State University, Abington, USA

---

Thursday, 2:00 pm–2:45 pm
Convention Center, 320

**Beyond the Classroom: How Service Learning Enhances EAP Courses**

*Content Area: Materials Writers and Curriculum/Materials Development*

Integrating service learning into an EAP program or class is a wonderful idea. Learn from an administrator and a teacher how to take gradual steps and succeed in integrating service into your curriculum.

**Estela Ene,** Indiana University Purdue University Indianapolis, USA
**Honnor Orlando,** Indiana University Purdue University Indianapolis, USA

---

Thursday, 2:00 pm–2:45 pm
Convention Center, 321

**Building Cultural Intelligence in the Language Classroom**

Cultural intelligence is the ability to effectively interact across cultural boundaries to complete tasks and achieve relational goals in professional and personal settings. In this interactive session, participants are introduced to multiple conceptual frameworks of culture and accompanying activities, which will help their language students build their cultural intelligence.

**Dianne Tyers,** Advance Consulting for Education, Inc., Canada
Concept-Based Language Instruction: Preparing Visuals to Explain Language Concepts  
**Content Area:** Materials Writers and Curriculum/Materials Development  
How can teachers make abstract language concepts more concrete for L2 learners? Based on principles from Sociocultural Theory, this workshop introduces Concept-Based Language Instruction and SCOBAs visuals. After examining several model SCOBAs, participants create visuals for use in their classroom settings.  
**Eric Scott,** Northern Arizona University, USA

Deconstructing Text To Construct Meaning in an Advanced Reading Course  
**Content Area:** Intensive English Programs  
This study, situated in an intensive program, explores ELLs’ interactions in deconstructing academic texts for the purpose of constructing meaning. Informed by sociocognitive approach to language learning, the findings reveal how students position themselves as competent critical readers and language users, drawing on cognitive, metacognitive, and socioaffective strategies.  
**Natalya Watson,** Northeastern University, USA  
**Mariusz Bojarczuk,** Northeastern University, USA

ESL Student as Ethnographer: Undergraduate Students Connecting Beyond Borders  
**Content Area:** Culture  
Participant observation and cultural informant interviews help students cross self-imposed borders between themselves and others on U.S. campuses. Presenters describe how ethnography assignments in a U.S. Culture class for international students provided students with research skills and excuses for engaging in conversations with Americans and participating in community events.  
**Ethel Swartley,** University of Denver, USA  
**Melanie Witt,** University of Denver, USA

ESLLibrary.com: 1,000 Ready-Made Lessons and 2,000 Printable Flashcards Online  
Come discover ESLLibrary.com, one of the world’s leading resource sites for English teachers. Find out how to subscribe and access more than 1,000 ready-made lesson plans, filled with student-centered activities, and more than 2,000 ready-to-print images for your classroom.  
**Ben Buckwold,** ESL Library/Red River Press, Canada

Get This Write: Building Confidence and Competence Through Sentence-Writing Practice  
Do your high school, college, or adult learners speak better than they write? Get This Write® offers them controlled, self-paced sentence-writing practice with clear grammar explanations and a unique self-checking feature. Learners gain skill and confidence through online practice so group work can focus on paragraph development.  
**JoEllen Christians,** Get This Write, LLC, USA

Hiring Monterey Institute Graduates: Valued Additions to Your Educational Organization  
What can MIIS graduates bring to your educational organization? This session combines an overview of our graduates’ preparation to be on the vanguard of teaching, assessment, curriculum development, technology enhanced language learning, and language program administration, and provides time for questions and conversations about our graduates and your employment needs.  
**Lynn Goldstein,** Middlebury Institute of International Studies at Monterey, USA

How International Students Experience College and How We Can Help  
**Content Area:** Applied Linguistics  
The study discussed explored the socialization experience of Chinese undergraduate students at a large U.S. public university revealing challenges they faced when transitioning from EFL to ESL context. A lesson plan was developed to provide students the opportunity to enter communities around them and foster their language development in new ways.  
**Veronika Maliborska,** Purdue University, USA  
**Yu-Shan Fan,** Taipei Medical University, Taiwan
How Teaching Information Literacy Supports the Teaching of ESL Writing

*Content Area: Second Language Writing/Composition*

College-level writing often requires ESL students to demonstrate proficiency in information literacy skills such as locating, selecting, comprehending, evaluating, and citing source texts. The presenters describe how writing instruction that integrates information literacy modules engage ESL students in learning writing and information literacy skills.

**Esther Boucher-Yip,** Worcester Polytechnic Institute, USA  
**Lynne Riley,** Worcester Polytechnic Institute, USA  

---

Linguistic Differences or an Indication of a Reading Disability

*Content Area: Assessment/Testing*

ELLs represent a disproportionate number of individuals receiving special education services in the United States. This session provides K–12 teachers with classroom assessment tools that will assist in documenting whether low performance in academics is related to linguistic differences or is an indication of a reading disability.

**Helen Berg,** Sam Houston State University, USA  
**Alma Contreras-Vanegas,** Sam Houston State University, USA  

---

Integrating and Curating TED Talks for EAP Listening and Speaking

*Content Area: Listening, Speaking/Speech*

TED Talks are popular sources of authentic lectures for EAP teachers preparing their students for academic lectures in the university. However, few resources address their application for language learning objectives. This session provides TED Talk digital curation criteria and examples of successful tasks integrating listening and speaking objectives.

**Randall Rehman,** INTO Oregon State University, USA  
**Lauren Schneel,** INTO Oregon State University, USA  

---

Language and Laboratories: STEM Experiments in the ESL Classroom

*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

This session provides strategies for incorporating chemistry, physics, and biology experiments into language curriculum. It also shows how simulation software and “gamified” learning management systems can encourage students to complete, comprehend, and communicate about the tasks required for such scientific experiments.

**Nick Einterz,** University of Colorado at Boulder, USA  

---

Literacy and STEM: Moving Forward With Common Core and ELLs

*Content Area: Math and Science*

Common Core standards require increased reading and writing in STEM classes, challenging teachers to integrate literacy activities in science, technology, engineering, and math classes. This presentation highlights specific activities from CBI and technical writing to help ELLs, and all students, benefit from literacy activities in STEM classes.

**Teresa Dalle,** University of Memphis, USA  
**Emily Thrush,** University of Memphis, USA  
**Deanna Owens,** University of Memphis, USA  

---

Narrative Accounts of Recent Refugees in ELT

*Content Area: Adult Education*

Come to hear narrative accounts of several recent refugees from the Middle East and discuss best practices in the field of ELT to address the needs of the refugees of our day.

**Laura Jacob,** Mt. San Antonio College, USA  

---

Out and About: Teacherless Activities for Beginners

Want to get your beginning-level students up on their feet speaking English from day one? The innovative techniques and teacherless activities in this dynamic session help increase student involvement and reduce teacher prep time—plus give students the confidence they need for real-world English interactions!

**Hugo Loyola,** ALTA English, USA  

---
Perspectives on Advising: Chinese International Undergraduates and Their Advisors
Content Area: Intercultural Communication
This presentation discusses a quantitative examination of the perceptions of the advising relationship from the perspective of Chinese international undergraduates and their advisors. Participants leave with insight into providing culturally relevant advising experiences specifically for this population.
Karen Liebner, University of Pennsylvania, USA

Planning for Language Instruction With Common Core Standards
“How can I plan a language-rich, differentiated lesson with such rigorous standards?” In this session, participants learn a simple method of deconstructing standards and a formula for creating language objectives with differentiated support. They have the opportunity to discuss insights on effective instructional strategies and receive supplementary materials.
Kristina Robertson, Roseville Area Schools, USA

Rethinking Written Feedback: Theory and Practice
Content Area: Second Language Writing/Composition
Written feedback is one of the few opportunities where instructors and students interact one-to-one. Given this, it is important to consider how to provide feedback that enhances students’ language development. Drawing on cutting-edge research, this presentation gives tips to practitioners and researchers on how to provide and analyse feedback.
Ahmar Mahboob, University of Sydney, Australia

Scaffolding and Response to Scaffolding in Group Writing Conferences
Content Area: Second Language Writing/Composition
This session reports on the roles of oral interactions in group writing conferences for PhD students at an Australian university. Drawing on sociocultural theory, the effective means of scaffolding (e.g., detailed feeding back with questioning) and the facilitative patterns of responses to scaffolding (e.g., negotiation of meaning) will be discussed.
Naoko Mochizuki, The University of New South Wales, Australia

Speaking Out for Our ESOL Students
Content Area: Advocacy
In today’s world, everyone is an education expert. We teachers must assume our responsibility to take back the profession and save our students by speaking out about what we know. Our especially vulnerable ELLs need us to advocate for them. Let’s share ideas on making our voices heard.
Teresa Lucas, Florida International University, USA

Supporting First Generation ELL College-Goers: From Application to Graduation
Content Area: Advocacy
When compared to non-ELLs, there is a significant gap in the percentage of ELLs that finish high school, attend college, and graduate with an advanced degree. The purpose of this discussion is to engage participants in developing action steps for supporting ELLs’ access to college and ultimately an advanced degree.
Sydney Snyder, DSF Consulting, USA

Teach Abroad With the English Language Fellow Program
Learn how you can promote English language teaching and learning abroad on paid 10-month projects supported by U.S. Embassies. Through the English Language Fellow Program, you can help students acquire English language skills, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.
Danielle Yates, U.S. Department of State English Language Programs, USA
Alice Murray, U.S. Department of State,
Curtis Chan, U.S. Department of State,
Jennifer Hodgson, U.S. Department of State,

Teacher Change Beyond Borders: Regional Impact of Experiential Professional Development
Content Area: Teacher Education
How can an experiential approach to training and professional development change teachers’ practices and beliefs? The results of an impact study carried out in eight countries across the Middle East and North Africa, in very different contexts, have important implications about the nature of change and teachers’ development process.
Helena Simas, AMIDEAST, USA
Josephine Clark Kennedy, World Learning/SIT Graduate Institute, USA
Kevin Giddens, World Learning/SIT Graduate Institute, USA
Teacher Learning and Professional Growth Through a Curriculum Development Course

Content Area: Teacher Education

Student teachers benefit when their learning is situated in meaningful contexts, when they are actively engaged in their own learning process, and when they collaborate with others. This presentation highlights student teachers in a curriculum development course that collaborates with various language programs needing curricular assistance.

Priyanvada Abeywickrama, San Francisco State University, USA

Teaching Academic Listening Strategies Across the Levels: Practical Approaches

Content Area: Higher Education

Academic, content-based material presents significant listening comprehension challenges to IEP students at novice, intermediate, and bridge levels. The presenters demonstrate practical instructional approaches for listening skill development by integrating current strategy research with classroom practice. Participants receive materials and exercises which can be modified for specific program or classroom needs.

Julia Salehzadeh, Duquesne University, USA
Cindy Lennox, Duquesne University, USA
Jeanette Clement, Duquesne University, USA

Teaching Cultural and Media Literacy Through Satire

Content Area: Intensive English Programs

This session explores ways to incorporate the teaching of cultural and media literacy into the typical college- or university-level intensive English language program using Mad Magazine and other forms of satire.

Debrah Baxter, Old Dominion University, USA
Craig Stark, Susquehanna University, USA
David Silvis, Old Dominion University, USA

The Future of TESOL Interest Sections

Interest sections have helped TESOLers connect with likeminded professionals for many years. With changes in member demographics, interests, and needs, along with advances in technology, how might these groups be even more effective? TESOL’s Interest Section Task Force shares best practices in knowledge-based member communities and possible options for change.

Sarah Sahr, TESOL International Association, USA
Joe McVeigh, Joe McVeigh ELT Consulting, Training, Writing, & Editing, USA

The Role of Reading in the Improvement of L2 Writing

Content Area: English as a Foreign Language

With a focus on reading, an input approach to the improvement of L2 writing is advocated in this presentation. Helping students cultivate their reading interest and long-term reading habit is the key to their writing success. Practical teaching tips on integrating reading into writing instruction are provided.

Ruiming Cash, University of Washington Tacoma, USA

Theatre as a Tool for Developing Empathy and Language Learning

Content Area: Teacher Education

This presentation shows how theatre can be used as an effective teaching tool for ELLs and how it can create empathy in preservice teachers. The Italian ELLs and American preservice teachers participated in “Peter Pan the Musical.” Students’ experiences and evidence of language learning empathy development are shown.

Zohreh Eslami, Texas A&M University, USA
Janet Hammer, Texas A&M University, USA
Using Phonological Awareness to Teach Tricky Vowels

Content Area: Phonology/Pronunciation

Developing phonological awareness is a crucial skill for language teachers. But how can teachers use this to inform their teaching? Participate in multimodal activities raising awareness of the differences between tense and lax vowels, then discover and evaluate which differences are the most useful in helping your students be understood.

Robin Barr, American University, USA
Karen Taylor, English Language Training Solutions, USA
Shirley Thompson, English Language Training Solutions, USA

Addressing Multiliteracies and Multimodalities for Learners of English: NABE/TESOL Connections

This session examines the role of multiliteracies and multimodalities in language education and research, drawing from the perspectives of researchers/practitioners in both TESOL and NABE (National Association for Bilingual Education). The panelists connect multiliteracies and multimodalities with language use, literacy development, and identity negotiation in diverse contexts.

Marjorie Haley, George Mason University, USA
Theresa Austin, University of Massachusetts, Amherst, USA
Maria José Botelho, University of Massachusetts, Amherst, USA
Marie Christine Polizzi, University of Massachusetts, Amherst, USA
Anita Pandey, Morgan State University, USA
Sylvia Sanchez, National Association for Bilingual Education, USA

I Want to Write a Book! Getting Published With TESOL

In this interactive session, meet with the Book Publications Committee members and authors. Learn how to identify a topic, develop your ideas, submit a proposal, and finalize your manuscript. Bring your ideas, proposals, and manuscripts and receive feedback from experienced TESOL Press authors and editors!

Robyn Brinks Lockwood, Stanford University, USA
Elizabeth Byleen, University of Kansas, USA
Robert Freeman, Delaware Technical Community College, USA
Deoksoon Kim, University of South Florida, USA
Ilka Kostka, Northeastern University, USA
Guofang Li, Michigan State University, USA
Allison Rainville, Applewild School, USA
Jason Stegemoller, National Louis University, USA
Patricia T. Randolph, University of Nebraska-Lincoln, USA
Myrna Jacobs, TESOL International Association, USA
Meghan Moran, TESOL International Association, USA

National and State Initiatives in Adult ESOL

Content Area: Adult Education

U.S. Department of Education provides an update on national program performance and federal initiatives to improve adult ESOL student outcomes. State panelists describe one key state level adult ESOL initiative, issue, or product of value and benefit to other states. The session handouts provide additional information and detail.

Debra Suarez, U.S. Department of Education, Office of Career, Technical, and Adult Education, USA

Practice Makes Perfect: Understanding Effective Practice for Teachers

Content Area: Personal and Professional Development for Teachers

Good teachers want to improve their teaching skills. How can teachers effectively focus and work with purpose on an area requiring development? The answer is practice. Presenters lead attendees through five common areas where teachers should excel in the classroom for value-added teaching and provide suggestions for practicing effectively.

Julie Doty, University of North Texas, USA
Karen Lioy, University of North Texas, USA
Lisa Hollinger, University of North Texas, USA

The SVO Editing Technique: Teaching Written Grammar Through Geometric Shapes

Content Area: Grammar

Would you like to teach your students to edit their own sentences and eliminate fragments, run-on sentences, comma splices, and errors in parallel structure and subject-verb agreement? If so, then this workshop is for you. The SVO Editing Technique has applicability for grammar, reading, writing, and oral presentations.

Bethany Preston, Eastern Michigan University, USA
Ildiko Porter-Szucs, Eastern Michigan University, USA
### 3:00 pm

#### Thursday, 3:00 pm–3:45 pm

**Convention Center, 321**

**“SEEDFOLKS” Novel, With Companion Work Text and Complete Listening/Speaking Course**

In esteemed novelette “SEEDFOLKS,” multinational neighbors become friends while planting a community garden. “SEEDFOLKS’ companion work-text “offers discussion, writing, character analysis.” Students empathize, identifying with the characters. In “Complete Listening Speaking Course,” students teach each other, with instructor guidance. Approximately 4 hours of recorded exercises accompany topics throughout.

*Joan Ashkenas, JAG Publications, USA*

---

#### Thursday, 3:00 pm–3:45 pm

**Convention Center, 348**

**A Model for Implementing Multimodal Projects in L2 Writing Classrooms**

*Content Area: Second Language Writing/Composition*

Using student videos, blogs, and infographics as examples, this presentation demonstrates a method for teaching multimodal projects in which students remediate previously written work into another medium. The presentation also explains the benefits and logistics of including a project showcase to give students an authentic audience for their multimodal projects.

*Juliana Pybus, North Carolina State University, USA*

*Bethany Bradshaw, North Carolina State University, USA*

---

#### Thursday, 3:00 pm–3:45 pm

**Hilton Baltimore, Key 12**

**Academic Writing With Elements of Success: Grammar for Language Learning**

The new fourth level of Elements demonstrates how grammar has a practical application in academic writing. Explore how grammar knowledge and key writing skills guide success in academic writing. Blended learning tools such as a writing tutor and discussion boards support students’ development and guide them through the writing process.

*Sharon Sargent, Oxford University Press, USA*

---

#### Thursday, 3:00 pm–3:45 pm

**Convention Center, 343**

**Add “Buzz” to Your Classroom: Spelling Bees and Project-Based Learning**

Participating in a spelling bee project builds vocabulary, study skills, community, and confidence. Meet the talented team that launched the inaugural spelling bee at The New School and learn their process for holding your own spelling bee. Come see how this project-based learning experience adds language-rich dynamism to any classroom.

*Jackie Smith, The New School for Public Engagement, USA*

*Tamara Kirson, The New School for Public Engagement, USA*

---

#### Thursday, 3:00 pm–3:45 pm

**Hilton Baltimore, Key 6**

**Analyzing Assessment Validity and Reliability Using Examview**

*Content Area: Assessment/Testing*

Analyzing the validity and reliability of tests, whether they are placement, unit or session tests, is made easier by using tools that provide data about each test item. This session demonstrates how our IEP uses Examview to complete this analysis.

*Rebecca Lawrence, Massachusetts International Academy, USA*

---

#### Thursday, 3:00 pm–3:45 pm

**Hilton Baltimore, Key 12**

**Attention Deficit Hyperactivity Disorder: Best Practices for IEPs**

*Content Area: Intensive English Programs*

Students with attention deficit hyperactivity disorder are entering IEPs in larger numbers, and teachers are often unprepared. This session explores best classroom practices from research. The presenters offer practical suggestions on how to identify and deal with this issue in the classroom and how to empower students.

*Calla Gudheim, University of Miami, USA*

*Matt Kaeiser, University of Miami, USA*
Auditory Priming, Task Repetition, and L2 Pronunciation Development

Content Area: Phonology/Pronunciation

Are ESL learners able to infer patterns of word stress on their own? The presenters investigated impacts of task and procedural repetition on eliciting patterns of word stress and subsequent long-term learning. The study illustrates benefits associated with implicit styles of pronunciation teaching, particularly a task repetition style of auditory priming.

John Murphy, Georgia State University, USA
YeonJoo Jung, Georgia State University, USA
YouJin Kim, Georgia State University, USA

Comparative Genre Analysis of Thai and NES Writers’ Business Emails

Content Area: Discourse and Pragmatics

The study discussed compares the generic and rhetorical structures of English business emails written by Thai- and native-English-speaking writers. The selected emails are analyzed through genre analysis models. Findings reveals major differences in rhetorical strategies, generic structures, and cultural preferences between Thai-style English and native English used in modern business correspondence.

Supong Tangkiengsirisin, Thammasat University, Thailand

Being Specific

As the world gets smaller and the working environment becomes international, English for specific purposes is becoming more popular. In this session, participants analyze this term and how its ideas can be incorporated in the classroom, using the language of law as an example.

Georgios Kokolas, Express Publishing, United Kingdom (Great Britain)

Beyond Words: Challenges IEP Students Face to Connecting on Campus

Content Area: Intensive English Programs

To maximize IEP students’ English study in the United States, language courses and engagement with the campus community ideally go hand in hand. However, IEP students often face challenges to connecting meaningfully with their new community. This session discusses common challenges and explores ways teachers and administrators can facilitate overcoming them.

Melanie Baker, University of Maryland, College Park, USA
Annelies Galletta, University of Maryland, College Park, USA

Comparing Journaling Techniques That Enhance In-Service Reflection and Development

Content Area: Personal and Professional Development for Teachers

While many preservice teacher training programs may offer opportunities for reflection and development, in-service teachers are largely responsible for furthering their own development. This session provides participants with a comparison between two techniques that were utilized by in-service teachers: audio journaling using video as a stimulus, and written journaling.

Andrew Davis, University of Iowa, USA
Sharon (Seongshin) Kim, Georgia Tech Language Institute, USA
Rebekah Callari, Universidad Pedagógica y Tecnológica de Colombia, Colombia

Delivering Instruction and Individual Feedback via Video Screen Capture Technology

Content Area: Media (Print, Broadcast, Video, and Digital)

Video screen capture technology is helpful for both flipped instruction and individual feedback. The presenters discuss the general practice of using video screen capture technology for language instruction and individual feedback, including several example videos, as well as the design and resultant data of their digital feedback experiments.

Cheyne Kirkpatrick, University of Denver, USA
Wayne Walker, International TEFL Academy, USA

Changing Role of ESL Teachers: Tips for Supporting Mainstream Teachers

Content Area: High School/Secondary Education

The increasing number of ELLs and demands of CCSS have caused a shift in the role of ESL teachers. Presenters share practical, tested approaches for supporting mainstream teachers in secondary grades. Participants explore tools and discuss tips to break down the borders between ESL and mainstream teachers.

Jamie Cardwell, Ritenour School District, USA
Shaeley Santiago, Ames Community Schools, USA
Developing Critical Literacy and Cross-Cultural Awareness With Paired Reading

**Content Area: Reading and Literacy**

High-interest, paired readings help learners develop their critical literacy and cross-cultural awareness while expanding their reading strategies—important elements of college and career readiness. Participants experience and explore the key steps in creating, preparing, and teaching paired reading lessons. Sample readings and lesson plans provided.

**Lori Howard**, UC Berkeley Extension, USA

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

---

Emotional and Social Intelligence Effects on Classroom Motivation and Behavior

**The presenter explains what emotional and social intelligences (EI/Sl) are, discussing their components and benefits. He explains how they affect student performance in the classroom. The attendees take a short survey that allows them to evaluate their own EI/SI, offering them some suggestions to help improve learning.**

**Sufian Abu Rmaileh**, United Arab Emirates University, United Arab Emirates

---

Developing Literacy Skills in Science: An Ethnographic Study

**Content Area: Math and Science**

The presenter reports how literacy skills are developed in a middle school sheltered science classroom as a part of an ethnographic study. Using qualitative research methods, the presenter shows that although literacy components were addressed, actual language development was limited. The presenter makes implications for future research and teacher education.

**Ying Zhang**, Robert Morris University, USA

---

Empowering K–12 Administrators to Become ELL Advocates

**Content Area: Leadership**

A university in-service center collaborates with its TESOL affiliate in designing professional development to meet its state’s diversity standard for administrator certification renewal. Professional development includes a conference strand, site visit, online book study, action plan, and closing session. After learning about program implementation and preliminary outcomes, attendees discuss possible applications.

**Mary Earley**, University of Alabama at Birmingham, USA

**Susan Spezzini**, University of Alabama at Birmingham, USA

**Josephine Prado**, University of Alabama at Birmingham, USA

---

Developing Writing Skills Through Mediated Interaction

**Content Area: Assessment/Testing**

Dynamic assessment argues that instruction and assessment are unified activities that contribute to skill development. Examples highlight how interaction with students, while they engage in writing, helps arrive at a more nuanced understanding of skills that are developing. Participants learn how to provide different kinds of mediation to improve writing.

**Nupur Samuel**, Ambedkar University Delhi, India

---

ESP Supporting EMI (English as a Medium of Instruction)

**Content Area: English for Specific Purposes**

Universities worldwide are transitioning to using English as a medium of instruction (EMI), creating challenges for faculty and students. This session focuses on how ESP practitioners can support faculty in the transition to EMI through training in classroom strategies. Presenters provide guidelines for designing and facilitating EMI faculty training sessions.

**Kay Westerfield**, Global Communication Consulting, USA

**Patricia Pashby**, University of Oregon, USA
Fast Facts About IEPs: A Snapshot of EnglishUSA Members
Results of a survey of EnglishUSA member IEPs is presented, including program statistics and information regarding administrative composition and curricular structure, staffing, assessment practices, and policy implementation. In addition, the session includes a panel discussion highlighting exemplary practices for IEPs determined by EnglishUSA membership.
Cheryl Delk-Le Good, EnglishUSA, USA
Sandra Janusch, EnglishUSA, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, 317

Foreign Language Anxiety: From NNEST and NEST Classroom Perspectives
Content Area: English as a Foreign Language
The study discussed aims to explore how foreign language anxiety is influenced by teacher variables. Field work took place in four Japanese universities, and quantitative data was obtained from observing NNEST and NEST classes and interviewing 24 students and 4 teachers. Findings indicate that teaching approaches largely predicted anxiety.
Okon Effiong, Qatar University, Qatar

Thursday, 3:00 pm–3:45 pm
Convention Center, 337

Fostering Autonomy Through Contact Assignments
David Nunan, Anaheim University, USA

Thursday, 3:00 pm–3:45 pm
Hilton Baltimore

Freshmen’s Perceptions Matter in Developing Academic Listening and Note-Taking Strategies
Content Area: Listening, Speaking/Speech
International freshmen were observed in an EAP course and various content courses in this multiple-case study of academic listening and note-taking skills. The researcher explains the relationship found among learners’ perception, metacognitive awareness, and their actual strategy uses to enrich the existing working memory model and provide pedagogical implications.
Shiao-Chen Tsai, The Ohio State University, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, 311

Graduate ESL Students: Understanding/Addressing Their Communicative Needs and Experiences
Kyung-Hee Bae, Rice University, USA

Thursday, 3:00 pm–3:45 pm
Hilton Baltimore

Having It All: Meeting Standards While Building Language Learning Communities
Content Area: Materials Writers and Curriculum/Materials Development
Learn how to bring learner-centered principles into rigorous ESL instruction for secondary ESL learners. A framework is provided for using learner stories to teach language and promote literacy while exploring highly motivating themes that really engage adolescent learners. This model also ensures meaningful integration of state standards.
Maricel Santos, San Francisco State University, USA
Laurel Pollard, Educational Consultant, USA
Nancy Cloud, Rhode Island College, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, 320

Leading and Managing Change and Innovation in TESOL
Andy Curtis, Anaheim University, USA

Thursday, 3:00 pm–3:45 pm
Hilton Baltimore

Lexical Grammar: Taking Teachers Beyond Rules
Content Area: Grammar
Research shows that language is lexis-driven. How can teachers go beyond traditional rule-based approaches to grammar and help their students improve fluency and accuracy with a focus on lexical grammar? This presentation demonstrates effective activities and techniques that integrate lexis and grammar and bring theory and practice closer together.
Daphne Mackey, University of Washington, USA
Richard Moore, University of Washington, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, 340

Methods of Teaching English Through Drama
Gary Carkin, Southern New Hampshire University, USA

Thursday, 3:00 pm–3:45 pm
Hilton Baltimore, Johnson

Multimodal Social Semiotics as an L2 Cultural Negotiation Learning Tool
Content Area: Intercultural Communication
The study of how ELLs turn meanings into signs is complicated by the fact that few common frames of reference exist for multilingual learners. Multimodal social semiotics helps explain how this process works in the domain of multiliteracies and has specific practical applications that teachers can use in the classroom.
Alec Lapidus, University of Southern Maine, USA

Thursday, 3:00 pm–3:45 pm
Hilton Baltimore, Johnson

CANCELED
Online Language Teacher Education  
Mary Ann Christison, University of Utah, USA  
Denise Murray, Macquarie University, Australia

Preparing Mainstream Teachers to Work With ELLs  
Ester de Jong, University of Florida, USA

Reflecting Further: Facilitating Intercultural Communicative Competence Beyond the Classroom  
Content Area: Intercultural Communication  
In this session, participants learn and model new teaching strategies for facilitating intercultural communicative competence through experiential learning techniques to be used in integrated learning environments including American and ESL students on university campuses.  
Robyn Shifrin, The University of Alabama, USA  
Frannie James, The University of Alabama, USA

Rhetorical Mode Through Grammar, Lexis, and Cohesion  
Content Area: Higher Education  
Based on M. Halliday’s Functional Grammar, the presenters develop community college ESL writing within different rhetorical modes by targeting grammatical and lexical patterns. The workshop also covers common genre-specific mistakes, and techniques for providing level-appropriate feedback.  
Johanna van Gendt, Hudson County Community College, USA  
Shannonine Caruana, Hudson County Community College, USA

Social Media as a Platform for Learning Beyond Borders  
Content Area: Distance Learning/Online Learning  
Social media provides a flood of language input and, therefore, an enormous opportunity for language acquisition. This presentation demonstrates uses of Facebook as a platform for learning that incorporates Google Apps, selfie-videos, and YouTube. As many students’ preferred method of communication, these tools engage learners and foster relationships beyond borders.  
Tara Brandenburg, Colorado State University, USA  
Richard Bobo, Cultural Vistas, USA  
Devon Jancin, Colorado State University, USA

Standards-Based English to Achieve Success in Life, College, Career  
Students learning to learn, working through problems, and addressing new ideas is at the forefront of College and Career Readiness Standards. Students at all levels can engage in critical thinking activities in the classroom. Learn how to help students learn to learn in this interactive workshop!  
Rob Jenkins, Santa Ana College School of Continuing Education, USA  
Staci Johnson, National Geographic Learning, USA

Supporting Educators of ELLs Through Strong Leadership  
Ayanna Cooper, Educational Consultant, USA

TESOL Entrepreneurials: Exploring Business Avenues for Entrepreneurial Opportunities in TESOL  
Tarana Patel, learnEd, India

The Impact of Unspoken Rules in IEP Management and Survival  
Beverley Earles, Kansas State University, USA
**Thursday, 3:00 pm–3:45 pm**

**Convention Center, 349**

**Working Towards Equity: Strengthening ELL Family/School Relationships**

*Content Area: Advocacy*

How can ESL teachers improve interactions between school communities and ELL families? The presenters discuss research on the correlation between parent-school partnerships and student achievement, and share insights learned from their teacher survey about communication methods and interactions with ELL families. Implications for building relationships and increasing involvement are provided.

**Lynn Gallo**, Colonial School District, USA  
**Brittany Zezima**, Red Clay School District, USA  
**Yvonne Kunz**, Helena College University of Montana, USA

---

**Thursday, 3:00 pm–4:15 pm**

**Convention Center, 341**

**Globetrotting TESOLers Reflect Forward in Exploration of the World’s Cultures**

*Content Area: Personal and Professional Development for Teachers*

TESOLers have been globetrotters throughout the association’s 50-year history. Attracted to the profession by international/intercultural experiences as learners, teachers, and travelers, globetrotting TESOLers celebrate this golden anniversary sharing and exchanging opportunities to explore the world and/or teach globetrotting students. Reflect forward at the Globe Trotters Forum during TESOL’s 50th convention.

**John Schmidt**, Texas International Education Consortium, USA  
**Liz England**, Shenandoah University, USA  
**Christine Coombe**, Dubai Men’s College, United Arab Emirates  
**Neil Anderson**, Brigham Young University-Hawaii, USA  
**Fife MacDuff**, U.S. Department of State, USA  
**Jane Hoelker**, Community College of Qatar, Qatar  
**Steven Kroman**, Texas Intensive English Program, USA

---

**Thursday, 3:00 pm–4:30 pm**

**Hilton Baltimore, Holiday 2**

**Improving Listening Skills for the Naturalization Process**

*Content Area: Advocacy*

This session focuses on teaching strategies to improve adult learners’ listening skills for the naturalization process and test.

**Donna Vanderhoff**, U.S. Citizenship and Immigration Services, Department of Homeland Security, USA

---

**Thursday, 3:00 pm–4:15 pm**

**Convention Center, 330**

**Interfaith Palestinian Educators and Friends for Justice, Peace, and Reconciliation**

*Content Area: Social Responsibility/Sociopolitical Concerns*

This forum promotes dialogue with Palestinian educators to improve access to quality education. Participants from various faiths will address controversial issues to increase understanding. Presenters from different countries share accounts of Palestinian students and educators in refugee camps and other resource-challenged contexts of war and conflict.

**Sung Shim Choi**, George Mason University, USA  
**Shelley Wong**, George Mason University, USA  
**Ilham Nassar**, George Mason University, USA  
**Liana Smith**, Jewish Voice for Peace, USA  
**Salameh Bishara**, Lutheran Schools of Evangelical Lutheran Church, Jordan  
**Ahmad Atawneh**, Hebron University, Palestinian Territory  
**Ibrahim Elhusari**, Lebanese American University, Lebanon

---

**Thursday, 3:00 pm–4:45 pm**

**Convention Center, 327**

**Assessment for ELL and Special Education in Early Childhood**

*Content Area: Elementary School/ Primary Education*

This presentation contrasts large-scale assessments with authentic classroom-based reading and writing assessments. It focuses on the use of quality assessments and effective ways to prevent overlabeling and underlabeling of students with special needs. It explores what research shows about the assessment of ELLs with special needs.

**Joy Brown**, University of North Alabama, USA  
**Kelly Hill**, University of Alabama at Birmingham, USA  
**Jessica Burchett**, Marion City Schools, USA
Effective Student Conferencing Beyond Age, Gender, and Culture

*Content Area: Second Language Writing/Composition*

Conferencing creates valuable learning opportunities or is ineffective. How can you be sure your conferences provide the highest level of benefit? This practice-based, research supported workshop provides you with opportunities to recognize and overcome unintentional teacher-student boundaries and provides clear guidelines to prepare for and conduct the most effective conferences.

Christine Feak, University of Michigan, USA
Ahmar Mahboob, The University of Hong Kong, Hong Kong
Ken Hyland, The University of Sydney, Australia
Ann Johns, University of Michigan, USA

Fostering Reflective Practitioners: Effective Professional Development in Multiple Teaching Contexts

*Content Area: Personal and Professional Development for Teachers*

Voices from four teaching contexts (EFL, ESL Adult Education, IEP, and MATESOL programs) comprise a panel that explores common ground and strategies for planning effective professional development. Three foci are addressed: designing PD for novice and experienced practitioners, fostering sustainable PD practices, and translating PD into classroom change.

Heather Weger, Georgetown University, USA
Jennifer Uhler, US Department of State, USA
Rebecca Shiring, Carlos Rosario International Public Charter School, USA
Polina Vinogradova, American University, USA
Heather Gregg Zitlau, Georgetown University, USA

Reflecting on Genre: Incorporating Genre in the Teaching of Writing

*Content Area: Second Language Writing/Composition*

In this academic session, experts in the study of genre discuss reasons and ways for teachers to incorporate genre when teaching writing. From multiple theoretical perspectives, the presenters discuss applications of genre theory, aspects of genre to consider, and strategies for using genre approaches in teaching writing.

Ann Johns, San Diego State University, USA
Ken Hyland, The University of Hong Kong, Hong Kong
Ahmar Mahboob, The University of Sydney, Australia
Christine Feak, University of Michigan, USA

Strategies for Developing and Delivering Training Materials for ITAs

ITA, and other niche group practitioners, often share their materials informally or at conferences rather than through print publishing. Presenters in this session share best practices for developing and delivering ITA materials, as well as examine platforms for self-publishing to respond to the needs of many niche markets.

Sarah Emory, Carnegie Mellon University, USA
Sarah Worthington, Quill Freelance Writing and Communications, New Zealand
Dawn Bikowski, Ohio University, USA
Justin Shewell, Arizona State University, USA

The English Language Club Movement: Transforming Lives Across Africa

*Content Area: Adult Education*

Active English Language Club membership—in Congo (Democratic Republic), Tanzania, and Ethiopia alone—will soon exceed 35,000. What are the problems—and possibilities—for ELT? Come and discuss the different types of clubs and how they support learning and community engagement with topics such as democracy, conflict resolution, discrimination, and gender equality.

Kathleen Malu, William Paterson University of New Jersey, USA
Bryce Smedley, Congo-American Language Institute, Congo
Scott Chiverton, U.S. Embassy, USA
Matthew Jellick, Ambo University, Ethiopia
Joseph Kaleba, Institute Supérieur Pédagogique, Congo
SaidaMahfudh Haji, American Corner, Tanzania, United Republic of Tanzania

The Evolution and Future of Diversity in TESOL

*Content Area: Social Responsibility/Sociopolitical Concerns*

How has diversity evolved in the past 50 years of TESOLing? Panelists representing various identities and perspectives across TESOL interest sections address this question, as well as discuss budding understandings and approaches on social justice issues in TESOL.

Ana Solano-Campos, University of Massachusetts Boston, USA
Geoff Lawrence, York University, Canada
Elisabeth Chan, Northern Virginia Community College, USA
Ryuko Kubota, University of British Columbia, Canada
Christian Chun, University of New South Wales Australia, Australia
**Toward Resource-Thinking: Steering Language in Online ESL-Teaching Classrooms**

*Content Area: Distance Learning/Online Learning*

As online courses become increasingly popular for teachers seeking TESOL training, instructors and students must sometimes navigate tricky situations in steering discussion toward resource-oriented thinking about English learners. This hands-on workshop guides participants through a simulation activity in which attendees decide how to respond to difficult discussion posts.

Elena Andrei, Coastal Carolina University, USA
April Salerno, University of Virginia, USA
Natasha Heny, University of Virginia, USA

---

**University IEPs, the Private Sector, Accreditors, and the Accreditation Act**

*Content Area: Intensive English Programs*

This colloquium is a quest for shared perspectives. Using international student access and academic success as the central common denominators, the panelists articulate the various concerns, challenges, and opportunities that IEPs face when working with external entities to include the broader university, accrediting agencies, and private sector partners.

Kurk Gayle, Texas Christian University, USA
JoAnn McCarthy, INTO University Partnerships USA, USA
Mary Reeves, Commission on English Language Program Accreditation, USA
Suzanne Panferov, University of Arizona, USA
Mark Algren, University of Missouri, USA
Michelle Bell, INTO University of South Florida, USA

---

**Working Together With Content Experts: ESP and English Mediated Instruction**

*Content Area: English for Specific Purposes*

In this deep-dive into the relationship between content and English, subject experts who teach in English and English teachers who teach through goals and/or content examine this issue that is gaining importance in Asia and Latin America in programs aimed for bilingual professionals and study-abroad in non-English speaking countries.

Robert Connor, Tulane University, USA
**Drawing Beyond Classroom Borders to Integrate ELLs Into Activities**

*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

Taking a language awareness approach, this session walks ESL teachers working with math and science content through the process of lesson development in order to support teachers’ thinking specifically about language as a tool for thinking, teaching, and learning, beginning with objectives and culminating with differentiated activities.

*Juliet Langman, UTSA, USA*
*Holly Hansen-Thomas, Texas Woman’s University, USA*

---

**Exploring the Interplay of Languages in L3 Writing**

*Content Area: Second Language Writing/Composition*

This presentation reports on the interplay of languages in L2 and L3 composing processes. Qualitative and quantitative data suggest that while L2 and L3 writing could be a multilingual event for multilingual writers, L1 and L2 play different roles in the L3 composing process. Explanations for these differences are explored.

*Nadya Tanova, University of Dayton, USA*

---

**Empowering EFL Teachers: Faculty Development Using a Hybrid Training Program**

*Content Area: Teacher Education*

This session describes a hybrid faculty development program designed to provide capacity-building opportunities for EFL faculty promoting higher education reform in the Iraqi Kurdistan Region. This innovative and effective training model can also be implemented in the United States with new faculty and graduate students in training.

*Elsie Paredes, Virginia Tech Language and Culture Institute, USA*
*Elizabeth Bowles, Virginia Tech Language and Culture Institute, USA*

---

**English Language Development: A Framework for Institutional Analysis**

*Content Area: Higher Education*

Although English proficiency is critical to academic success, many higher education institutions provide limited opportunities for its ongoing development. This presentation introduces a framework for institutional analysis aimed at helping learners develop discipline-specific and professional English proficiency and reports on a national study examining the feasibility of the framework.

*Maureen Andrade, Utah Valley University, USA*
*Norm Evans, Brigham Young University, USA*
*James Hartshorn, Brigham Young University, USA*

---

**Extensive Reading: A Collaborative Approach**

*Content Area: Reading and Literacy*

Research shows that extensive reading (ER) can be a highly beneficial learning method for language learners, but it is usually conceived of as a methodology focused on individual study. This presentation demonstrates how creating a collaborative approach to ER in an IEP benefited students’ motivation and fluency.

*Christopher Collins, Columbia University, USA*
*Frances Boyd, Columbia University, USA*

---

**Faculty and Student Perceptions of Language: A Mismatch of Expectations**

*Content Area: Higher Education*

As the number of multilingual students on university campuses increases, institutions, faculty, and students must share a common understanding and realistic expectations about language proficiency and instructional practices. This session examines mismatches and overlaps between student and faculty perceptions about linguistic preparation for and performance in class across disciplines.

*Jennifer Haan, University of Dayton, USA*
*Colleen Gallagher, University of Dayton, USA*

---

**Flipped Classroom Model in Teaching Listening Comprehension**

*Content Area: Listening, Speaking/Speech*

This presentation reports the findings of an experimental research aimed at identifying the effects of implementing flipped classroom instruction in a beginner level listening IEP class. Participants discover how to develop flipped classroom instruction and learn about ways to adapt this method to different proficiency levels.

*Reima Abobaker, University of Idaho, USA*
Increasing Parent Involvement in Elementary Education: Parents as Educational Partners

Content Area: Elementary School/Primary Education

How can elementary schools reach out to ESL parents? The presenter shares an effective, award-winning program for ESL parents with the goal of increasing parent involvement in elementary schools. Activities are demonstrated from an illustrated, reproducible curriculum for parents of all English proficiency levels and diverse cultural backgrounds.

Catherine Porter, Adult Learning Resource Center, USA

Intercultural and Digital Competence Development Through an Online Global Classroom

Content Area: Teacher Education

In a globalized context, English is increasingly mediated online, and English teachers need both digital and intercultural competence to respond to the language's evolving use in context. This presentation reports on Norwegian preservice EFL teachers’ experiences of an online global classroom as a model for addressing these twin challenges.

Ingrid Rodrick Beiler, Oslo and Akershus University College, Norway

Intercultural Development and Synergy in EFL/ESL Teacher Training

Content Area: Teacher Education

Intercultural competence training that facilitates cultural exchange and reflection is of critical importance within EFL/ESL teacher education. The presenters share their findings on research that analyzes TEFL trainees’ intercultural development, as well as provide recommendations for how culturally synergetic interactions between TEFL trainees and ELLs can be facilitated.

Ramin Yazdanpanah, Florida State University, USA
Kyle Kaminski, Florida State University, USA

Meeting Current Trends in an MA TESOL Program

Hamline University recently redesigned their MA for ESL teachers to meet the changing roles of English language education in the world and to reflect the current emphasis on systemic functional linguistics in the field. This presentation explains the rationale for the changes and shares the new design.

Ann Mabbott, Hamline University, USA
Betsy Parrish, Hamline University, USA
Julia Reimer, Hamline University, USA
Anne DeMuth, Hamline University, USA

Mobile Assisted Language Learning

Teachers learn how to extend their curriculum and provide students with the benefits of mobile learning using apps along with contextualized videos. Best practices for mobile learning and review engagement metrics from more than 150,000 learners who have used EnglishCentral's latest mobile app are highlighted.

Alan Schwartz, EnglishCentral Inc., USA
David Deubelbeiss, EnglishCentral Inc., USA

Moving From Testing to Assessment in EAP Instruction

Content Area: English for Specific Purposes

The teaching function of assessment is integral to the effectiveness of instructional programs. In addition to gathering information about learners’ linguistic proficiency, assessment practices can help engage learners in their learning and cultivate positive washback. This session introduces a practical framework for utilizing EAP assessment as a multipurpose instructional tool.

Shahid Abrar-ul-Hassan, Vancouver English Center, Canada
Guofang Li, University of British Columbia, Canada

Students Control the Discourse: Design and Assessment of Academic Discussions

Content Area: Intensive English Programs

Successful discussions in linguistically homogeneous IEP classes must be thoughtfully designed to encourage active participation in English. The presenter examines how open tasks can motivate students to interact in extended academic discussions, providing sample rubrics from IEP classes as well as examples of level differentiation, topics, and texts.

Clare Zuraw, Michigan Technological University, USA
Supporting ELLs’ Scientific Discourse to Improve Scientific Understanding

Content Area: Middle School/Preparatory Education

The linguistic ability to present relevant questions, request additional information, clarify meaning, and extend on the ideas of others is essential to learning in the science classroom. This session prepares educators to scaffold the speaking standards embedded within the science standards to improve scientific understanding for ELLs.

Tracy Spies, University of Nevada, Las Vegas, USA
Margarita Huerta, University of Nevada Las Vegas, USA
Tiberio Garza, University of Nevada Las Vegas, USA

Teaching Study Skills

“They should have learned study skills in high school.” Yes—but what if they didn’t? University students sometimes arrive with brain power and drive, but without the organization and habits necessary for academic success. The presenter demonstrates useful techniques for teaching and practicing academic study skills.

Dorothy Zemach, Macmillan Education, United Kingdom (Great Britain)

The Formula Essay: A “Baseline” Approach That Works

Content Area: Second Language Writing/Composition

The presenters argue that instruction in the standard essay formula does not curb academic-bound students’ critical thinking or creativity but can guide them in writing in various academic papers with greater confidence. They demonstrate how their students apply the formula to a range of shorter and longer writing tasks.

Sigrun Biesenbach-Lucas, Georgetown University, USA
Donette Brantner-Artenie, Georgetown University, USA

The Pulley and the Pendulum: Thinking Maps for ESOL Science

Content Area: Content-Based and CLIL/Content and Language Integrated Learning

Thinking maps provide simultaneous cognitive and language development in ESOL science class. Presenters discuss background research. Participants observe videotaped ESOL science lessons using thinking maps; participate in a demonstration on force, energy, and motion; create maps analyzing the demonstration; and use maps as language frames for scientific discussion.

Marjorie Cooper, Global Village Project, USA
Mary Lou McCloskey, Educo, USA

Translanguaging in Bilingual Teacher Preparation: Challenges and Possibilities

Content Area: Bilingual Education

This presentation discusses the main tenets of a translanguaging pedagogy and, specifically, how to foster bilingual teachers’ academic proficiency in both languages while preparing them to effectively design instruction that addresses the learning needs of bilingual Latino/a students.

Sandra Musanti, University of Texas Rio Grande Valley, USA
Alma Rodriguez, University of Texas Rio Grande Valley, USA

Writing Groups and Collaborations: Strategies for Writing for Publication

Content Area: Personal and Professional Development for Teachers

TESOL professionals have many insights from their teaching and research to share with domestic and international audiences, but little time to write and publish. In this session, the presenters offer ways to incorporate collaborative writing for publication into demanding schedules to benefit themselves, the field, and future TESOL scholars.

Deborah Crusan, Wright State University, USA
Christine Pearson Casanave, Temple University, Japan
Suhanthie Motha, University of Washington, USA
Stephanie Vandrick, University of San Francisco, USA
You First: What Students Bring to the Coursebook Experience

This session looks at how to bring students into the heart of everything that happens in the classroom through a variety of activities which remind them (and us) that what is happening in their heads (and hearts) is by far the most important element in the teaching-learning equation.

Nicole Graham, English Central, Canada
Jeremy Harmer, English Central,

Thursday, 4:00 pm–4:45 pm
Convention Center, 321

ESL Teachers’ Imagined, Local, and Virtual Communities in Teacher Education

Content Area: Teacher Education

The four papers discussed in this colloquium explore how communities are developed and maintained in various international language teacher education contexts including Canada, Chile, Colombia, and Sri Lanka. The speakers present the voices of preservice and experienced language teachers and examine their investment in multiple imagined, local, disciplinary, and virtual communities.

Antoinette Gagné, University of Toronto, Canada
Sreemali Herath, University of Toronto, Canada
Marlon Valencia, University of Toronto, Canada
Victorina Baxan, University of Toronto, Canada

Thursday, 4:00 pm–5:45 pm
Hilton Baltimore, Key 5

Adult ESL Assessment Strategies for College and Career Readiness Standards

Content Area: Adult Education

This workshop provides strategies and hands-on activities for developing classroom-based assessments for adult ESL learners to measure reading skills contained in the College and Career Readiness (CCR) Standards for Adult Education. Models for text-dependent questions, tools to incorporate academic vocabulary, and methods to determine text complexity are included.

Linda Taylor, CASAS, USA

Thursday, 4:00 pm–5:45 pm
Hilton Baltimore, Key 10

Developing Students’ Higher Order Thinking Skills With Active Learning Activities

Content Area: Personal and Professional Development for Teachers

This presentation aims at demonstrating how active learning activities can be effectively incorporated in class to develop learners’ higher order thinking skills, improve retention rates, and promote deeper learning, maximizing intake. Sample activities are demonstrated and the audience is invited to share experiences.

Elizabeth Rabello, Casa Thomas Jefferson, Brazil
Regina Meireles, Casa Thomas Jefferson, Brazil

Thursday, 4:00 pm–5:45 pm
Convention Center, 336

Going Further With Academic Writing Skills: A Focus on Paraphrasing

Content Area: Second Language Writing/Composition

Paraphrasing can be a challenging task even for advanced L2 writers. Emphasizing the connection between critical reading and effective paraphrasing, the presenters introduce a five-step approach to teaching paraphrasing that can help students transfer their critical reading skills to effective paraphrasing skills.

Wendy Wang, Eastern Michigan University, USA
Kay Stremler, Eastern Michigan University, USA
Allison Piippo, Eastern Michigan University, USA
Sara Okello, University of Michigan–Flint, USA

Thursday, 4:00 pm–5:45 pm
Convention Center, 331

A Multilingual Team-Teaching Approach to the TESOL Practicum

Content Area: Teacher Education

This teaching tip presents a model for a multilingual, multicultural, team-teaching approach to the TESOL practicum. The model leverages complementary strengths in individual knowledge of language and learning, offering a richer, more engaging, and more equitable assignment that addresses discrimination against non-native-speaking teachers of English in language teacher education.

Amanda Brown, Syracuse University, USA
Heather Ruiz, West Side Learning Center, USA

Thursday, 5:00 pm–5:20 pm
Hilton Baltimore, Key 9

5:00 pm
**Engaging Students via Text Message**  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

Students texting in class is often problematic for teachers, but what about teachers texting to keep students on task with their language learning? This teaching tip demonstrates how to leverage text messaging for the language classroom and a model to consider for sending texts to your students.

**Sherise Lee**, Academy of Art University, USA

---

**Pinterest: A Resource for Learning About Teaching Techniques**  
*Content Area: Teaching Methodology and Strategy*

How can teacher educators better meet teachers’ needs for practical resources, ideas and activities that would enliven and stimulate their future ESL/EFL classes? Participants experience how one teacher educator employs Pinterest to engage pre-service teachers with practical, teacher-vetted techniques, materials and activities they can employ in their future classes.

**Kate Mastruserio Reynolds**, University of Wisconsin–Eau Claire, Qatar

---

**Such Stellar Support for Speaking**  
*Content Area: Listening, Speaking/Speech*

TED talks are superb speech models: dynamic, engaging, and inspiring – and often too long for viewing in class. Learn how one instructor used 1-2 minute excerpts from various TED speakers to teach her students how to use many forms of support (e.g., story, statistics, analogy) meaningfully in their presentations.

**Lisa Leopold**, Middlebury Institute of International Studies, USA

---

**Teaching Tips: Using PRAAT in Pronunciation Teaching**  
*Content Area: Phonology/Pronunciation*

This session shares some classroom activities using a computer program, PRAAT, to help ESL learners improve their ability to use English intonation in communication. After 8-hour perception training, the learners show significant improvement and produce somewhat native-like intonation patterns. The findings provide implications for pronunciation instruction and second language pedagogy.

**Yuan Zhuang**, Northern Arizona University, USA

---

**Word Investigations: Intriguing and Engaging Morphological Activities for ELLs**  
*Content Area: Middle School/Preparatory Education*

The word investigations activity supports morphological awareness and vocabulary knowledge. This teaching tip session provides an opportunity for teachers to participate in a word investigation, receive ready-to-use samples for their classrooms, and prepare them to create their own word investigations to meet the specific needs of their students.

**Pamela Hickey**, Towson University, USA  
**Tarie Lewis**, State University of New York at New Paltz, USA

---

**“Shoebox English” and Other Ways to Avoid a Textbook**

A shoebox full of items is all you need to teach English sentence structure and the entire English sound system, not to mention phonics, reading, writing, and creative storytelling. This workshop demonstrates a systematic way to use “the stuff of life” to engage ELLs.

**Elizabeth Claire**, Easy English NEWS, USA

---

**Benchmarking English Language Policy, Abilities, and Motivations Across Latin America**

Join the British Council to gain a greater understanding of the Latin American English language policy landscape and how increased capability could contribute to the economic growth of the region. This session features significant new data and analysis from seven countries, and benchmarking policy developments and their impact on English language performance.

**Liz Shepherd**, British Council, United Kingdom (Great Britain)  
**Allan Taggart**, British Council, United Kingdom (Great Britain)  
**James Shipton**, British Council, United Kingdom (Great Britain)

---

**Better Together: The Development of a Linguistic Peer Mentor Program**  
*Content Area: High School/Secondary Education*

This workshop instructs participants on the specifics of how to develop and implement a linguistic peer mentoring program at the secondary levels. The program pairs NES students with beginning ELLs for the purposes of assisting them with gaining English proficiency.

**Pete Loza**, Moreno Valley Unified School District, USA  
**Elva Negrete**, Moreno Valley Unified School District, USA
Thursday, 5:00 pm–5:45 pm  
Convention Center, 340

**Building Competence in Giving Effective Group Presentations: Equipping Novice Students**

*Content Area: Listening, Speaking/Speech*

Despite the pervasiveness of oral presentations in postsecondary contexts, limited research has focused on the development of group presentation skills. This session reports on the effects of implementing a series of pedagogical interventions that aim to build novice ESL/EFL students’ group presentation competence. Recommendations for classroom practice are provided.

**Wen-Hsien Hsu**, National Taiwan University, Taiwan

---

Thursday, 5:00 pm–5:45 pm  
Convention Center, 332

**Constellating Communities: Creative Collaborations Between Refugee EALLs and Coeducational Partners**

*Content Area: Refugee Concerns*

This session outlines a series of creative collaborations constellating the funds of knowledge of K–16 refugee EALS, their academic and community partners, and preservice teacher candidates leading to the development of linguistic, cultural, and professional competencies; citizenship, career, and college readiness; and critical, intergenerational, and digital literacies for all stakeholders.

**Cathrene Connery**, Ithaca College, USA  
**Paw Pha**, Cornell University, USA  
**Eh Tha Dah**, Tompkins Cortland Community College, USA  
**Eh Lay Paw**, Karen Burmese American Advocates, USA

---

Thursday, 5:00 pm–5:45 pm  
Convention Center, 348

**Cross-Cultural Communication for Home Care Workers in Hawai’i**

*Content Area: English for Specific Purposes*

The presenter discusses the results of a needs analysis for immigrant home care workers that identified areas of cross-cultural competence, types of skills training, and the value of certification from the employers’ perspective. Results suggest that certification programs should also include cross-cultural interaction with office staff, elders, and family members.

**Kendi Ho**, University of Hawai’i, USA

---

Thursday, 5:00 pm–5:45 pm  
Convention Center, 326

**Effective Practices in Writing Instruction for Community College ELs**

*Content Area: Community College and Technical Education*

Adult ELs must master writing skills to succeed in community college; however, the research base on effective community college writing instruction is lacking. This presentation reports the results of a case study addressing this gap; findings indicate that students' initial proficiency levels and stakeholder engagement are essential to program success.

**DeAnna Coon**, Center for Applied Linguistics, USA  
**Natalia Jacobsen**, Center for Applied Linguistics, USA

---

Thursday, 5:00 pm–5:45 pm  
Hilton Baltimore, Key 7

**Cracking the Glass Ceiling: Outside Mentors With Inside Teachers**

*Content Area: Teacher Education*

Differing cultures of professional development and views on language teaching and learning often inhibit cooperation between Western and Chinese English teachers. The two presenters, with a combined 25 years of experience living in China, offer suggestions for teacher educators based on their cooperative professional development experiences.

**Melissa K. Smith**, Ningxia University, China  
**Tasha Bleistein**, Azusa Pacific University, USA

---

Thursday, 5:00 pm–5:45 pm  
Convention Center, 318

**Helping Traditional Teachers Adapt to a Hybrid/Blended Program**

*Content Area: Program Administration*

Making a paradigm shift from traditional to hybrid courses is complex in large institutions. Part of the success lies in helping teachers understand what the change implies and how to best navigate it. Presenters share the challenges, the successes, and the role program administrators play in the transition.

**Silvia Laborde**, Alianza Cultural Uruguay–Estados Unidos, Uruguay  
**Rosario Giraldez**, Alianza Cultural Uruguay–Estados Unidos, Uruguay
How to Use Instructional Rubrics to Teach ESL Writing

Content Area: Adult Education

Assessment rubrics, although providing students with a self-explanatory description of their essays’ strengths and weaknesses, fail to maximize the power of the rubrics in enhancing students’ learning. The presenters demonstrate how they have successfully used instructional rubrics to help students learn to write better.

Olga Weston, Bergen Community College, USA
Robert Freud, Bergen Community College, USA

Integrating Language Domains With Technology and Project-Based Learning

Content Area: Content-Based and CLIL/Content and Language Integrated Learning

Participants learn about an innovative approach to integrating the four language domains and multiple technologies into a project-based learning experience for adult ELLs. The presenters share how their project was implemented and approaches to modifying the project for varying skill levels.

Eve Nora Litt, University of Pennsylvania, USA
Karen Liebner, University of Pennsylvania, USA

Intercultural Studies and Teacher Education: How Far Have We Come?

Content Area: Teacher Education

This discussion group asks how we have moved beyond teaching about culture as “food, fun, and festivals” to teaching about culture as an intersection of social, political, and individual identities. Best practices and challenges in developing intercultural awareness for preservice and in-service teachers is the focus of the discussion.

Roxanna Senyshyn, Pennsylvania State University, USA
Carla Chamberlin-Quinlisk, Pennsylvania State University, Abington College, USA

Motivating Students to Learn Grammar in the Context of Narrative

Author Sandy Elbaum demonstrates how high-interest narrative captures the attention of students and motivates them to analyze grammar. Showcasing the new edition of “Grammar in Context,” she demonstrates how a textbook can come alive by using informative, entertaining stories to engage students in learning grammar.

Sandra Elbaum, National Geographic Learning / Cengage Learning, USA

Is L1 Transfer of Definiteness Really Happening?

Content Area: Second Language Acquisition

This research-oriented presentation investigates how adult Chinese learners and Korean learners of English interpret English definite descriptions (“the” book) and demonstrative descriptions (“that” book). Both languages lack articles, but it is said that Chinese is in the process of gaining an article system. Therefore, Chinese learners may have an advantage.

Eric Cebreiro, Fort Hays State University, USA

Lights, Camera, Action: Five Video Activities for Active Learning

Content Area: Media (Print, Broadcast, Video, and Digital)

Everyone loves using video in the English classroom, but it’s not easy to think of innovative ways to do so. In this session, participants try out a few interactive video activities and learn about several more. These creative activities will surely create an excited buzz in your classroom!

Meg Parker, University of California Irvine, Extension, USA

Reflections of NNESTs: Linking Languages, Cultures, and Identities

Content Area: Nonnative English Speakers in TESOL

With increasing numbers of K–12 NNESTs across the southeast, NNEST identity warrants deeper exploration. Through a narrative discussion of findings gathered from 25 interviews, the presenters clarify the unique challenges and accomplishments of NNESTs’ interactions with their students and colleagues.

Josephine Prado, University of Alabama at Birmingham, USA
Suzanne Franks, University of Alabama, USA
Susan Spezzini, University of Alabama, USA
Reflective Reading to Forward Student Critical Thinking and Writing

**Content Area: Higher Education**

This presentation demonstrates how to incorporate reading materials in advanced level IEP reading and writing classes to develop higher-level critical thinking and response writing that are essential for successful writing at a university level. Participants are given guidelines and techniques for implementation in advanced level reading and writing classes.

**Lori Giles**, Embry–Riddle Aeronautical University, USA
**Kimberly McGrath Moreira**, The University of Miami, USA

Rethinking Assessment: Digital Tools to Engage and Assess ELLs

**Content Area: Assessment/Testing**

During this interactive session, participants get hands-on experience using six free, easy-to-use technologies to formatively assess students. Learn to engage students and gain insight into student understanding to help inform data-driven decision making and differentiated instruction. Participants are encouraged to bring devices to participate along with presenters.

**Becky Shiring**, Carlos Rosario International Public Charter School, USA
**Lindsey Crifasi**, Carlos Rosario International Public Charter School, USA

Serving University Students and Faculty by Collaboratively Building ESP Courses

**Content Area: English for Specific Purposes**

The goal of an IEP is to prepare students for success in their future university coursework. This presentation describes how one IEP improved its curriculum through developing and implementing several ESP courses to respond to student needs and broader university faculty concerns for student success.

**Christopher Rodriguez**, Northern Arizona University Program in Intensive English, USA
**Eric Scott**, Northern Arizona University, USA
**Joseph Wright**, Northern Arizona University, USA

Side by Side PLUS: New Career, Academic, and Tech Innovations

**Content Area: Teaching Methodology and Strategy**

This presentation offers strategies for integrating career and academic readiness, civics, and basic language learning. The newly-expanded Side by Side PLUS with eText and digital FunZone maximizes student interaction, motivation, individualized learning, and success through classroom activities, technology solutions, and digital games. Samples provided to all participants.

**Bill Bliss**, Language & Communication Workshop, USA
**Steven Molinsky**, Boston University, USA

Something Old, Something New: A Novel Approach to Preparing ELTs

**Content Area: Teaching Methodology and Strategy**

When a teacher preparation model from the 1800s is blended with today’s tech tools, amazing things happen. With this approach, student-teachers get first-hand exposure to the work of TESOL, interactive peer-exchange captures “teachable moments” while also producing rich qualitative data, and ELLs benefit from free instruction by a seasoned ELT.

**Marcella Farina**, University of Central Florida, USA

Understanding College ESL Students’ Theories About African American English

**Content Area: Intercultural Communication**

In the role of teacher-researcher, the presenter discusses how newcomer international ESL students at an urban university described their experiences and strategies for facing the complexity of communicating with speakers of African American English. A service learning model for reflection, authentic language exchange, and civic engagement is offered.

**Catrice Barrett**, University of Pennsylvania, USA
TESOL Professional Development
— Your Steps to Success —

Virtual Seminars
Face-to-Face Events
Facilitated Online Courses
Self-Study Online Courses
Certificate & Leadership Programs

www.tesol.org/learn
JAG PUBLICATIONS

THE COMPLETE LISTENING-SPEAKING COURSE
Student Centered  Teacher Guided
This major text/workbook covers the semester with over four hours of recorded listening practice. It allows students to hear and use good conversational English with teacher guidance. High school - Adults; High-Intermediate - Advanced.

RHYTHM AND ROLE PLAY
Carolyn Graham's en“CHANT”ing book of plays, inspired by cartoons of Sergio Aragones. Carolyn's audio is sheer fun. For Junior High - Adult classes, Low Intermediate - Advanced levels.

COMICS AND CONVERSATION
MORE COMICS AND CONVERSATION
NEW COMICS AND CONVERSATION
Use Humor to Elicit Conversation, Develop Vocabulary.
Each volume has 22 witty, uncaptioned, reproducible cartoons by world famous Sergio Aragones of MAD Magazine. They work for all levels, any language, middle school through university classes.

GREAT SHORT STORIES FOR LISTENING-SPEAKING
Easy-Reading Adaptations
Everyone loves great stories. Adapted for Low Intermediate - Advanced English classes, here are works by some of the world’s best writers: Mark Twain, Anton Chekhov, Guy de Maupassant, Saki, Jack London and many others. More than 4 hours of audio material includes story readings and exercises emphasizing vocabulary, listening comprehension and pronunciation.

BEGIN IN ENGLISH
Vocabulary Expanding Short Stories for Launched Beginners
These 3 low level readers and their audios each contain 14 delightful stories, plays, folk tales, biographies and history. They are internationally used for first year, high beginning students who know present and continuous tenses. At this level students need vocabulary to express themselves. They will read easy stories and use their dictionaries to look up unfamiliar words. Exercises provide for vocabulary, reading comprehension and conversation.

Download free a sample chapter from our entire collection to try in class. Visit us online: JAG PUBLICATIONS, www.jagpublications-esl.com. Contact: Phone or FAX: 818 505 9002, Or write to us: Joan Ashkenas, 3940 Laurel Canyon Bl. #1301, Studio City, CA 91604.
FRIDAY, 8 APRIL 2016
FRIDAY, 8 APRIL
For the location of a ticketed session, please check your ticket.

8:00 am

MORNING KEYNOTE
Survey Says...: Determining What English Usage Is and Isn’t Acceptable
Content Area: Educational Linguistics
Is it acceptable to use “impact” as a verb? “They” as a singular generic pronoun? How should ESL/EFL instructors or students decide? Anne Curzan offers a lively historical perspective on well-known grammar/style rules and an insider’s look at completing the annual ballot for the American Heritage Dictionary Usage Panel.
Anne Curzan, University of Michigan, USA

9:30 am

Applying the Latest Research to Pronunciation Class
Discover how recent research in second language pronunciation can be applied to classroom teaching. What are the most important features to teach? What kind of feedback do students need? What contributes to success in pronunciation improvement? Author Linda Grant highlights these features in the new edition of “Well Said.”
Linda Grant, National Geographic Learning, USA

Beyond Remedial: EAP in the Wake of Dev Ed Reform
Content Area: Community College and Technical Education
The wave of developmental education (Dev Ed) reform has swept across the United States, changing the landscape of remedial programs at community colleges all over the country. Where does EAP fall in the wake of these changes? Join this discussion to explore how EAP fits in today’s community colleges.
Jacob Skelton, Broward College—North Campus, USA
Lindsay Vecchio, University of Florida, USA

Beyond Standards: What Success Stories Reveal About Teacher Learning
What makes teacher learning lasting and effective? How can we effectively prepare teachers to successfully educate diverse populations of ELLs? In this presentation, the presenters describe how they use success stories of SIT and World Learning program graduates as a stepping stone to reflect on and learn as teacher educators.
Josephine Clark Kennedy, SIT Graduate Institute, USA
Kevin Giddens, World Learning, USA
Susan Barduhn, SIT Graduate Institute, USA
Elka Todeva, SIT Graduate Institute, USA

Breaking Borders With the Stories: Birth to Death
Content Area: Reading and Literacy
The purpose of this session is to focus on the power of storytelling to see beyond borders. Storytelling is often used with younger children to develop language and literacy. However, storytelling is also at the heart of being human. This presentation highlights stories from different age groups and cultural contexts.
Joan Wink, California State University, Stanislaus, USA

Developing an ESP Program for Prehealth Students
Content Area: English for Specific Purposes
Participants learn about the needs-analysis, development, and piloting phases of a community college’s new ESP support program for prehealth students. Attendees leave the session with a model for developing such a support course, and with module outlines and sample lessons in clinical language commonly used by health professionals.
Christina Havenland, Parkland College, USA

Developing Autonomous Learners in Japan: A Collaborative Professional Workshop Approach
Content Area: Teacher Education
This session reports instructors’ views on developing learner autonomy in Japan and constraints on its promotion. Data were collected and analyzed as English language and content university instructors discussed, reflected on, and promoted learner autonomy through a series of workshops, surveys, interviews, and professional development activities over two semesters.
Richmond Stroupe, Soka University, Japan
Colin Rundle, Soka University, Japan
Koki Tomita, Soka University, Japan
**Do IEPs Help With Student Adjustment to the University?**

**Content Area:** Intensive English Programs

Using multiple regression analysis, the study discussed examines relationships between students’ experiences in IEPs and their adjustment to university. This presentation is of interest to scholars, university administrators, IEP administrators, and IEP advocates interested in how successfully IEPs prepare students for the university across linguistic, academic, social, and resource-support related domains.

**Tom Spencer,** Pennsylvania State University, USA

---

**Effective Academic Writing: From Avoiding Plagiarism to Developing Intertextuality**

**Content Area:** Higher Education

The presenters describe their systematic approach to guiding advanced-level students in integrating source ideas with their own through a graduated, cumulative series of activities that engage students not only in practicing paraphrasing and source citation, but also in forging content ties and linguistic connections among the ideas in their writing.

**Donette Brantner-Artenie,** Georgetown University, USA  
**Sigrun Biesenbach-Lucas,** Georgetown University, USA

---

**Embracing CLIL and SFL to Enhance Academic English Literacy Development**

**Content Area:** Content-Based and CLIL/Content and Language Integrated Learning

This presentation reports on research examining the effectiveness of EAP tutorials linked to disciplinary courses in a first-year program for international ELLs at a Canadian university. The findings illustrate and strongly support the use of Content and language integrated learning and Systemic Functional Linguistics to enhance academic English literacy development.

**Sandra Zappa-Hollman,** The University of British Columbia, Canada

---

**Engaging Elementary ELLs With Mobile Technology**

**Content Area:** Personal and Professional Development for Teachers

In this interactive workshop, attendees review specific projects and apps that help ELLs develop the full range of language for success in everyday and academic settings. In addition, attendees have time and support to practice using a variety of tools appropriate for desktop computers, laptops, and tablets.

**Johanna Prince,** University of Maine at Farmington, USA

---

**Every Picture Tells Their Story!**

WRITE BRAIN BOOKS are illustrated, wordless books that inspire students K–12 to author their own storybooks, which are then published. Our inspired curricula provide opportunities for teachers to motivate and engage every type of learner. Students become confident, and test-readiness is increased in an 8-week process. Join us!

**Julia Gabor,** WRITE BRAIN BOOKS, USA  
**Meredith Scott Lynn,** WRITE BRAIN BOOKS, USA  
**Jeryn Warren,** WRITE BRAIN BOOKS, USA

---

**Explore the World, Explore the Mind**

How much do we know about the amazing world we live in? What about the Earth’s peoples and cultures? The animals, the plants, the lands, and the oceans? Science, biology, geography, and history answer these questions through CLIL readers in an exciting and thrilling way.

**Georgios Kokolas,** Express Publishing, United Kingdom (Great Britain)

---

**Forming Your Teaching Identity as an ITA**

**Content Area:** International Teaching Assistants

A successful teacher is one who knows his or her own strengths and embraces his or her unique characteristics in the classroom. The presenters discuss an reflective project that guides ITAs in identifying and forming their teaching persona. Sample reflective activities are shared.

**Anne Politz,** Drexel University, USA  
**Alexis Finger,** Drexel University, USA
**Fostering Learner Autonomy: From Curriculum Design to Classroom Practices**
*Content Area: Intensive English Programs*
This session provides a brief overview of learner autonomy theory, an outline of a new Program for Intentional Learning, which aims at fostering learner autonomy, and classroom techniques to promote independent learning. Both quantitative and qualitative data on the effectiveness of the program are discussed.

**Veronika Williams**, University of Arizona, USA

**Michael Lindsey**, University of Arizona, USA

---

**Fundamentals of Sheltered Instruction: New Online Course From CAL**
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*
Learn about this new online self-paced course from CAL designed to help teachers and administrators increase their knowledge of research-based sheltered instruction to support the language and content learning needs of ELLs. Course examples are based on the widely-used and effective SIOP Model.

**Jennifer Himmel**, Center for Applied Linguistics, USA

---

**How to Avoid Cultural Clashes in CALL’s Fourth Phase**
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*
This presentation introduces a pedagogical intervention for purposefully code-switching in telecollaboration projects. Results from a high school U.S./Mexico telecollaboration project indicate that this intervention can mitigate the cultural clashes that arise in these online, transnational classroom exchanges. Participants are instructed in the Functional Approach to Code-switching Electronically (FACE) model.

**Steve Przymus**, University of Arizona, USA

---

**Knocking Down Classroom Walls With QR Codes**
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*
This workshop presents benefits of incorporating QR codes, novel barcodes that can link to a wide variety of media, into classroom activities. Participants learn how to easily make and scan QR codes, and experiment with classroom-tested QR code activities. Participants also brainstorm and share their own ideas.

**Tristan Thorne**, Columbia University, USA

---

**L1 Use in L2 Writing: Perceptions of Teachers and Students**
*Content Area: Second Language Writing/Composition*
Many teachers feel hesitant to encourage students to use L1 in L2 writing despite its facilitative effects, as students often confuse it with direct translation from L1 to L2. This session reports and discusses teachers’ and students’ perceptions of good use of L1 in L2 writing and proposes practical suggestions.

**Di Zou**, The Hong Kong Polytechnic University, Hong Kong

**Ksenia Troshina**, The Hong Kong Polytechnic University, Hong Kong

---

**Making Smartphones and Tablets Work Toward, Not Against, Classroom Efficacy**
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*
In this interactive, bring-your-own-device session, attendees learn about apps and websites that can transform the technology that many teachers love to hate into tools for learning, collaboration, assessment, and feedback.

**Courtney King**, Michigan Teachers of English to Speakers of Other Languages, USA

---

**Maximizing Association Networks for Member Value**
*Content Area: Leadership*
Membership associations are commonly connected to affiliates, a combination presenting many challenges. This session examines the elements of professional networking, recent changes to the environment of professional networks, and how to assess critical issues and respond to the needs of prospective members in a way that entices them to join.

**Marcie Post**, International Literacy Association, USA

**Tiffany Sears**, International Literacy Association, USA

---

**Invited Speaker**

**Practice-Oriented**

**Research-Oriented**

**Roundtable Discussion**

**Teaching Tip**

**TESOL in Focus**

**Workshop**
**Friday, 9:30 am–10:15 am**  
Hilton Baltimore, Key 10

### Powerful Narratives and Effective Advocacy for Adult ESL Programs

**Content Area: Advocacy**

Social, financial, and policy support for adult education depends on the narratives that programs tell, but many programs lack effectiveness at powerful communication. This session gives participants the skills to create narratives that resonate with community members, funders, and policy makers, enabling programs to achieve advocacy and other goals.

*Deborah Kennedy*, Key Words, USA

---

### The Artsy Side of Teaching

**Content Area: Teacher Education**

What does the artistic side of teaching include? Can it be taught? How? This session addresses these questions by looking at language teaching through the lens of art. Participants explore fresh directions for educating teachers by examining experiential activities borrowed from formal artist education and training.

*Radmila Popovic*, World Learning, USA

---

### Reading Strategy Use and Proficiency Among Chinese EFL Learners

**Content Area: English as a Foreign Language**

This session provides an overview of findings from a quantitative, correlational study that explored the relationship between reading strategy use and reading proficiency at two universities in northern China. Presenters highlight key findings, with a focus on practical implications for teachers.

*Deanna Nisbet*, Regent University, USA  
*Jiuhan Huang*, Regent University, USA

---

### The Effects of Oral Communication Instruction on English Consonant Production

**Content Area: Phonology/Pronunciation**

Adult ELLs often enroll in oral communication courses to improve their English speaking. Does participation in a pronunciation or conversation course influence the production accuracy of English consonants produced by ELLs? Do ELLs self-report changes to their speaking as a result of their participation in an oral communication course?

*Elizabeth Conway*, Rutgers University, USA

---

### Sharing Responsibility, Engaging Families, and Advocating for English/Dual Language Learners

Presenters share an overview and results of a three-phase, W.K. Kellogg Foundation grant with TESOL International Association. Pre-K–3 teacher candidates, in-service teachers, and principals engaged in a variety of online activities to support school interaction with the surrounding community and English/dual language learner families.

*Sarah Sahr*, TESOL International Association, USA  
*Christina Cavage*, Savannah College of Art and Design, USA  
*Diane Staehr Fenner*, DSF Consulting, USA

---

### The Supra Tutor: Development and Evaluation of Online Pronunciation Instruction

**Content Area: Phonology/Pronunciation**

This session presents a novel study on the development and evaluation of online pronunciation instruction for the comprehensibility of ITAs. The Supra Tutor was developed as an attempt to address gaps in pronunciation teaching. The presenter introduces the tutor, discusses the main findings, and concludes with pedagogical implications for CALL.

*Edna Lima*, Ohio University, USA

---

### Teaching Students to Think Like a Linguist

**Content Area: Intensive English Programs**

Recognizing patterns is critical to successful language learning. In this session, the presenters demonstrate discovery activities from grammar, reading, listening, and pronunciation lessons that guide students toward becoming autonomous learners by helping them notice and analyze patterns in authentic language. A presentation website with links to resources is provided.

*Susanne McLaughlin*, Roosevelt University, USA  
*Jane Curtis*, Roosevelt University, USA

---

### The U.S. Naturalization Test: Teaching Objectives

**Content Area: Advocacy**

This session reviews the specific listening, speaking, reading, and writing skills needed to complete all sections of the new naturalization test developed by the U.S. Citizenship and Immigration Services Office of Citizenship.

*Rachael Shaw*, U.S. Citizenship and Immigration Services, Department of Homeland Security, USA
Universities and Enhancement of ESL in Tanzanian Secondary Schools

**Content Area: Higher Education**

English is the medium of instruction in Tanzania’s education. Students still exhibit poor ESL abilities when joining universities. The study explores ways in which universities could strengthen students’ ESL in secondary schools. The findings show that universities could be involved in training, research and common forums in addressing the problem.

**Hashim Mohamed**, Sokoine University of Agriculture, Tanzania, United Republic of Tanzania

**Abdulkarim Mhandeni**, Sokoine University of Agriculture, Tanzania, United Republic of Tanzania

**Onesmo Nyinondi**, Sokoine University of Agriculture, Tanzania, United Republic of Tanzania

---

Words Without Borders: Broadening Our Vision of Academic Language

**Content Area: Teacher Education**

ELLs acquire a second language to participate in school while developing knowledge and skills in multiple disciplines through that language. Teachers must comprehend academic standards and objectives’ relation to language forms and functions, so ELLs effectively communicate in and beyond the classroom. Related topics and solutions are demonstrated.

**Susan Morris-Rutledge**, California University of Pennsylvania, USA

---

Past, Present, and Future Empowerment: The Process of Evolving

**Content Area: Social Responsibility/Sociopolitical Concerns**

This session brings together presenters who explore the impact of the African diaspora on black English language professionals and learners. Panelists discuss present, past, and future trends as they relate to the field of TESOL as a whole.

**Robert Allen**, English Language Services, USA

**Lavette Coney**, The Fessenden School, USA

**Marcel Daniels**, NYU Shanghai, China

**Ndeye Diallo**, Qatar University, Qatar

---

Additive Bilingualism in English-Only and Bilingual Settings

This session will address issues of accountability, curriculum, and effective practices that impact emergent bilinguals in a variety of contexts. Specifically, presenters discuss the challenges and successes of primary language instruction in bilingual and monolingual settings in the United States and internationally.

**Sandra Mercuri**, University of Texas Rio Grande Valley, USA

**Kip Austin Hinton**, University of Texas Rio Grande Valley, USA

**Mayra Daniel**, Northern Illinois University, USA

**Jessica Burchett**, Marion City Schools, USA

**Ximena Burgin**, Northern Illinois University, USA

---

Best Practices and Emerging Trends in Intercultural Communication

**Content Area: Intercultural Communication**

Communicating across cultures is integral to our work in TESOL. Speakers highlight specific interactions between language and culture, trends in developing intercultural competence, and implications for teaching and training across multiple contexts. Cultural issues are explored from several perspectives: historical, current best practices, and emerging trends for the future.

**Joe McVeigh**, Independent Consultant, USA

**Janet Bennett**, Intercultural Communication Institute, USA

---

Beyond Coursebooks: Designing and Using Video and Digital Materials

Videos and digital materials are fast supplementing or even replacing traditional printed materials, creating richer and more diverse input for our students. Panelists share best practices for writing video content, demonstrate techniques for producing effective videos, and explore methods of using digital materials in various classroom settings.

**Julie Lopez**, University of Delaware, USA

**Jim Bame**, Utah State University, USA

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

**Sarah Lynn**, Freelance, USA

---

Invited Speaker  Practice-Oriented  Research-Oriented  Roundtable Discussion  Teaching Tip  TESOL in Focus  Workshop
Beyond the Borders of School: Accessing Students’ Funds of Knowledge  
*Content Area: Mainstream Classrooms*

Rooted in social-cultural learning theory and stemming from Luis Moll’s funds of knowledge research, this workshop shows teachers how they can access the knowledge students acquire beyond the borders of school in order to make abstract concepts comprehensible. Participants leave with activities they created for their own classrooms.

*Lori Edmonds*, Montgomery College, USA  
*JoAnn (Jodi) Crandall*, University of Maryland, Baltimore County, USA  
*Doris Woodruff*, Anne Arundel County Public Schools, USA

---

Critical Considerations in Advancing TESOL Teacher Education  
*Content Area: Teacher Education*

The Teacher Education IS brings together leaders in TESOL teacher preparation to share their visions for the future direction of TESOL teacher education. Panelists share unique perspectives on where they have come from in their career pathway and where they believe TESOL teacher education should go.

*Laura Baecher*, Hunter College–CUNY, USA  
*Faridah Pawan*, Indiana University, USA  
*Thomas Farrell*, Brock University, Canada  
*Gulbahar Beckett*, Iowa State University, USA  
*Ester de Jong*, University of Florida, USA

---

Critical Thinking in EFL contexts: Perspectives, Interpretations, and Applications  
*Content Area: English as a Foreign Language*

Developing critical thinking skills in English language classes has been a topic of discussion for a few years now. However, the state of instruction varies across different EFL contexts. This panel discusses how teachers encourage learners to develop critical thinking skills in the different EFL settings in which they teach.

*Isabela Villas Boas*, Casa Thomas Jefferson, Brazil  
*Gabriela Kleckova*, Czech University, Czech Republic

---

Establishing Inter-Rater Reliability of Scoring Rubrics for CAEP Accreditation  
*Content Area: Accreditation/Certification/Credentialing*

Scoring rubrics used for assessing the performance of ESL teacher candidates must be reliable in order to yield valid results. This session demonstrates how to design and use training sessions for improving the inter-rater reliability of scoring rubrics used for TESOL/CAEP accreditation and for providing professional development to university supervisors.

*Lorraine Valdez Pierce*, George Mason University, USA  
*Becky Miskell*, George Mason University, USA  
*Judith Collazo*, George Mason University, USA

---

Immigrant Narratives for Informing and Transforming Language Teaching and Learning  
*Content Area: Social Responsibility/Sociopolitical Concerns*

This diverse panel brings together immigrant, refugee, and transmigrant narratives to open a dialogue, to advocate and to effect change in educational approaches, practices, and policies. Insights and recommendations are drawn from lived experiences of identity, spirituality, human capital, age, and status, as well as language and literacy practices.

*Amy Alice Chastain*, Emirates College for Advanced Education, United Arab Emirates  
*Sheri N. Jordan*, Anne Arundel Community College, USA  
*Natalia Balyasnikova*, University of British Columbia, Canada  
*Roza Kazakbaeva*, University of Central Asia, Kyrgyzstan  
*Ruiming Cash*, Tacoma Community College, USA  
*Yilin Sun*, South Seattle College, USA

---

Language, Race, and Teaching at Predominantly White Institutions  
*Content Area: Teacher Education*

Most research focuses on the experiences of diverse students and their White teachers. Much less is known about the experiences of teachers from different language backgrounds and teachers of color at predominantly White institutions. Workshop attendees learn awareness-raising activities and research insights that promote race talks in positive ways.

*Yurimi Grigsby*, Concordia University Chicago, USA  
*Valerie Jones*, Concordia University Chicago, USA  
*Soonhyang Kim*, University of North Florida, USA  
*Shirley Sommers*, Nazareth College, USA  
*Timothy Micek*, Ohio Dominican University, USA  
*Xiao-Lei Wang*, Pace University, USA
FRIDAY, 8 APRIL

Workshop

TESOL in Focus

Teaching Tip

Roundtable  
Discussion

Research-Oriented

Practice-Oriented

Invited Speaker

---

**Leading Language Educators: Voices From TESOL Leadership Mentoring Program Recipients**

*Content Area: Personal and Professional Development for Teachers*

This session brings together diverse voices from native and nonnative TESOL Leadership Mentoring Program awardees who have embarked on leadership journeys across the field. Perspectives that transcend cultural, racial, ethnic, gender, linguistic, and geographic borders are shared. Ways of creating much-needed leadership pathways within the association will be discussed.

**Yue Bian,** Concordia University Nebraska, USA  
**Lindsay Wexler,** TESOL International Association, USA  
**Denisse Hinojosa,** University of British Columbia, USA  
**Jose Martinez-Hinestroza,** Michigan State University, USA  
**Guofang Li,** TESOL International Association, USA  
**teaching ELLs.**

---

**New Tricks for an Old Goal:**

**Techniques for Developing Automaticity**

*Content Area: Second Language Acquisition*

Recent research in applied linguistics has rekindled interest in the role of automaticity in language fluency development. In this workshop, participants learn why automaticity is important to their students, which techniques can help students develop automaticity within meaningful contexts, and how students perceive these activities and their usefulness.

**Mihaela Giurca,** University of Washington, USA  
**Barbara Hansen-Johnston,** University of Washington, USA  
**Frieda Hoops,** University of Washington, USA  
**Daphne Mackey,** University of Washington, USA  
**Richard Moore,** University of Washington, USA

---

**Pre-Service Teachers’ Perceptions of Their Preparation for Teaching ELLs**

*Content Area: Teacher Education*

This colloquium reports a qualitative study of pre-service teachers’ preparation for teaching ELLs in a U.S. teacher education program. Perspectives, challenges, and intervention of preparing pre-service teachers with or without foreign-language or ESL minors are examined in order to understand their different needs for preparation in teaching ELLs.

**Guofang Li,** University of British Columbia, USA  
**Jose Martinez-Hinestroza,** Michigan State University, USA  
**Denisse Hinojosa,** Michigan State University, USA  
**Lindsay Wexler,** Michigan State University, USA  
**Yue Bian,** Michigan State University, USA

---

**Setting the Parameters: Definitions and Data of IEP Success**

*Content Area: Intensive English Programs*

This workshop introduces the concept of defining and measuring student success in IEP programs. Presenters introduce participants to common data sets used to measure university success in general fields. Participants then collectively participate in defining variables to IEP student success in university matriculation.

**Fernando Fleurquin,** University of North Texas, USA  
**Suzanne Panferov,** University of Arizona, USA  
**Mark Algren,** University of Missouri, USA
Friday, 9:30 am–11:15 am
Hilton Baltimore, Key B

Speaking the Language of Peace With Our Students and Colleagues
Content Area: Intercultural Communication
Although we desire to live in peace, our language is often not peaceful. In this workshop, participants learn about and practice specific ways to speak peacefully with colleagues and students, with the goal of bringing life to themselves and others, following the model of Rosenberg (2003), Nonviolent Communication.
Joy Kreeft Peyton, Center for Applied Linguistics, USA

Friday, 9:30 am–11:15 am
Convention Center, 323

Supporting Multilingual Writers Through Faculty Development: Three Contexts
Content Area: Second Language Writing/Composition
Presenters from three different institutional contexts—a community college, a private liberal arts college, and a large public university—discuss and model methods to help faculty, especially those without a background in TESOL, develop effective strategies for supporting the diverse multilingual writers in their classrooms.
Jennifer Staben, College of Lake County, USA
Betty Litsinger, Bryn Mawr College, USA
Elena Shvidko, Purdue University, USA

Friday, 9:30 am–9:50 am
Convention Center, 324

Going Beyond the Borders of Language With Humor
Content Area: Discourse and Pragmatics
Humor is crucial in learning and understanding a second language. This teaching tip describes humorous activities that can enliven the classroom and motivate students to learn. These activities include using humorous pictures, commercials, and memes; scrambling parts of sentences; and constructing a family tree.
Jolene Jaquays, University of Michigan-Flint, USA
Sara Okello, University of Michigan-Flint, USA

10:00 am

Friday, 10:00 am–10:45 am
Convention Center, Roundtable Discussion Area in Expo area

“We Have a Constantly Revolving Door!” Challenges of ELL Teachers
Content Area: Teacher Education
This session discusses issues and challenges addressed by classroom teachers at the elementary level. Thematic analysis on qualitative interview data addressed the complexity and the depth of issues perceived by teachers in the frontline, including professional development, teacher evaluation, and a need of constant dialogue between ESL and content teachers.
Hsiao-Chin Kuo, Western Michigan University, USA

Friday, 10:00 am–10:45 am
Hilton Baltimore, Holiday 3

Cat Got Your Tongue? Inspiring Teachers While Demistifying English Idioms
Who’s afraid of teaching idioms? Are you? Cat got your tongue? This interactive presentation cheerfully demystifies these lexical creatures and helps all participants inspire their students to both understand and love the wondrous world of idioms. A number of practical Monday-morning ready techniques and activities are also demonstrated.
Patrick T. Randolph, Western Michigan University, USA

Friday, 10:00 am–10:45 am
Convention Center, Roundtable Discussion Area in Expo area

Does the HBGSI Help Improve the Identification of Gifted ELs?
Content Area: Bilingual Education
This session covers reasons for the underrepresentation of English learners in gifted and talented programs and also analyzes the effectiveness of the Hispanic Bilingual Gifted Screening Instrument in identifying these students. This presentation statistically analyzes the HBGSI and ways it can be re-designed for other ELs.
Alma Contreras-Vanegas, Sam Houston State University, USA
Baburhan Uzum, Sam Houston State University, USA
Clara Lobo Guerrero DeSaba, Sam Houston State University, USA
### Friday, 10:00 am–10:45 am
**Convention Center, Roundtable Discussion Area in Expo area**

**Inshallah: Cross-Cultural Understanding Between Western Faculty and Arab Students**  
*Content Area: Discourse and Pragmatics*

This roundtable reviews a survey of ESL and EFL practitioners and asks participants to examine the challenges facing Western-educated faculty in understanding the cultural predispositions of students from the Gulf region. Discusants reflect on their own experiences to offer suggestions to mitigate potential misunderstandings and to promote learning.

*Ingrid Arnesen*, Arizona State University, USA

---

**Migrant Summer School as Context for Teacher Development for ELLs**  
*Content Area: Personal and Professional Development for Teachers*

Migrant summer school is necessary for students to transition to U.S. schools, and learn English and content in preparation for the school year. It is also an excellent opportunity for teachers to build relationships with incoming ELLs and develop professionally by implementing research-based approaches and reflecting on this experience critically.

*Andrea Hellman*, Missouri State University, USA

---

**Reviewing Research on the Assessment of International Teaching Assistants**  
*Content Area: International Teaching Assistants*

At U.S. universities, programs most attentive to the international graduate student population are the International Teaching Assistant programs, which regularly assess and support ITAs. However, what does research in the area look at? What themes are covered as researchers explore ways to better understand and improve ITA programming?

*Elise Geither*, Case Western Reserve University, USA

---

**Teacher Agency in the Implementation of China’s New English Curriculum**  
*Content Area: High School/Secondary Education*

This qualitative case study aims to address the issue of how the secondary EFL teachers’ teaching practices align with the New English Curriculum (2012). The findings indicated that teacher agency was neglected in the process of curriculum renewal. Suggestions on the structural teacher empowerment measures are made.

*Yanjiang Teng*, Michigan State University, USA

---

**The Effectiveness of the English Curriculum in Iraqi Secondary Schools**  
*Content Area: English as a Foreign Language*

The main concern of Iraqi educators and curriculum designers is the failure of Iraqi secondary school students to use English communicatively. This problem may be due to the inconsistencies between the approaches adopted and their implementation in classrooms. This study explores the effectiveness of curriculum in developing students’ language skills.

*Fatimah Al-Asadi*, University of Wyoming, USA

---

**What’s Going On? Discussing Racial Profiling in Adult ESOL Classrooms**  
*Content Area: Culture*

Participants in this roundtable discuss strategies for teaching vocabulary and structures necessary for naming and contesting racial profiling. The moderator provides key concepts from critical social theory and multilevel activities meant to make these concepts readily useful for adult ESOL classrooms.

*Margaret Austin Smith*, Arlington Education & Employment Program (REEP), USA

---

**Language Teacher Identity and Agency: Insights From Research**

The presenters explore the critical issues of teacher identity and agency in relation to a variety of constructs including power, race, gender, and linguistic background in multiple contexts. These examinations help incorporate teacher identity scholarship into teacher education initiatives with the aim of enhancing teacher agency in professional practice.

*Manka Varghese*, University of Washington, USA  
*Suhanthie Motha*, University of Washington, USA  
*John Gilbert*, The Hong Kong Institute of Education, Hong Kong  
*Hayriye Kayi-Aydar*, University of Arizona, USA  
*Jenelle Reeves*, University of Nebraska, Lincoln, USA
The Art of the Possible:
How Issues Shaped TESOL Presidencies
As leaders, TESOL presidents are seen as instrumental in setting the association’s direction, but, actually, the reverse is often the case: Issues happen to presidents. In this colloquium, presidents from various decades discuss how what was happening in TESOL as a field and as an association shaped their presidencies.
Donald Freeman, TESOL President 1992–1993, USA
Dick Allwright, TESOL President 1988–1989, United Kingdom (Great Britain)
Deena Boraie, TESOL President 2013–2014, Egypt
Christine Coombe, TESOL President 2011–2012, United Arab Emirates
Denise Murray, TESOL President 1996–1997, Australia
David Nunan, TESOL President 1999–2000, Australia

10:30 am

“Ask and Task”: Questions and Task Activities for Communication Practice
This new book by Nancy Zelman, author of “Conversation Inspirations,” is a goldmine of photocopyable communication activities to get your students conversing: 40 topics (24 questions per topic) with more than 300 tasks to follow up on the conversations. Using typical topic handouts, participants “ask” and discuss the “tasks.” Raffle.
Arthur Burrows, Pro Lingua Associates, USA
Raymond Clark, Pro Lingua Associates, USA

Active Listener in an Interactive Listening Classroom. What Works, What Doesn’t?
Content Area: English as a Foreign Language
This workshop introduces participants to the nature and problems of listening education while giving insights to change the perspective of product oriented approach into process oriented approach. The presenter shows practical teaching techniques and advice for transferring isolated listening classrooms to interactive classrooms with active learners.
Hatice Nur Ozcelik, Katholieke University of Leuven, Belgium

Friday, 10:30 am–11:15 am
Hilton Baltimore, Key 9

African Storytelling: A Journey Across Borders
Content Area: Culture
This presentation deepens participants’ awareness of the universality of folktales and their vast potential as teaching tools. It encourages listeners to tap into that potential as they experience the power of folktales in the West African oral tradition. The presentation blends stories, poetry, and music, which are three universal languages.
Raouf Mama, Eastern Connecticut State University, USA

Assessments for Ongoing Improvement of Teaching and Learning
Content Area: Assessment/Testing
This session briefly presents the difference between formative and summative assessments and the importance of formative assessment as a tool for continuous improvement of teaching and learning. It also shows how assessments for specific skill areas can be created and evaluated in terms of test reliability, practicality, authenticity, and washback.
Claudio Fleury Sasse, Casa Thomas Jefferson, Brazil

Beyond Course Management Systems and Listening, Speaking, and Pronunciation
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Using course management systems in listening and speaking classes often neglects speaking and favors listening. This session shows an example of using a course management system to promote speaking activities and online interactions between students in different settings, using various authentic and academic tasks.
William Adams, INTO University of South Florida, USA

Blending Families Into the Learning Process
With a focus on literacy and language development, this session models successful activities and strategies for engaging families. It explores both online and offline activities that strengthen students’ learning and motivation by involving the whole family.
Katie Mitchell, Rosetta Stone, USA
Jason Brickey, Rosetta Stone, USA
Building a Continuum Between Reading and Writing

Content Area: Integrated Skills

Publication of The College and Career Readiness Standards for Adult Education has raised practitioner interest in linking reading and writing activities. The presenters share four different strategies to connect reading and writing, using examples for beginning, intermediate and advanced learners. Participants share ideas for incorporating these strategies into their teaching.

Sylvia Ramirez, MiraCosta College, USA
K. Lynn Savage, City College of San Francisco, USA

Cross-Training to Strengthen Teaching Across Disciplines: ELT, Art, and UDL

Content Area: Content-Based and CLIL/Content and Language Integrated Learning

A cross-discipline faculty-training project at a university brought together studio art and ESL faculty to address the need of the increasing number of nonnative speakers in degree classes. This resulted in mutual, unanticipated benefits best understood by universal design, a concept from the architecture/design field later applied to education.

Caitlin Morgan, The New School, USA
Jacqueline Smith, The New School, USA

Collaborating Beyond Borders: ELL College Professors and P–12 Educators

Content Area: Teacher Education

An invisible line often divides colleges that train teacher candidates specializing in ESL and ELL teachers who are currently employed in P–12 schools. This practice-oriented presentation explores how faculty in teacher colleges can go beyond that invisible border and engage in meaningful collaboration with these school teachers.

Marcia Livingston, Oral Roberts University, USA
Janet George, Oral Roberts University, USA

Communicating on Campus: Introducing English for Academic Purposes

Content Area: Advocacy

Which academic skills are needed to succeed in today’s colleges/universities? The speaker shows materials from an introductory EAP series featuring authentic content from disciplines across the curriculum (humanities, social sciences, sciences) and actual academic assignments for listening, speaking, reading, and writing. Samples provided.

Kelly Sippell, University of Michigan Press, USA
Robyn Brinks Lockwood, Stanford University, USA

Crossing Borders: Transitioning Students From Adult ESL to English Composition

Content Area: Second Language Writing/Composition

This session details a collaboration between faculty in adult ESL and English composition at a community college. The result is a learning community that transitions advanced ESL students to college-level coursework by supporting both their academic and affective needs. The presentation includes activities used to support this transition.

Colleen Stribling, Elgin Community College, USA
Marilee Halpin, Elgin Community College, USA
**Engineering Academic Formulas List: Intersecting Corpus Linguistics and Expert Knowledge**  
*Content Area: English for Specific Purposes*

As a partial replication of the Academic Formulas List (AFL) project, the study discussed aimed to present a corpus-derived, pedagogically useful list of formulaic sequences for technical engineering writing. Next, this expert formula list was compared with student writing at the novice and advanced levels.

*Yaqiong Cui,* Michigan State University, USA  
*Magda Tigchelaar,* Michigan State University, USA  
*Jessica Fox,* Michigan State University, USA

---

**Flipping the Classroom to Teach English for Academic Purposes**

The flipped approach is gaining popularity in TESOL; however, few pedagogical materials exist for teachers. To help fill this gap, the presenters describe innovative materials they developed and trialed to teach English for Academic Purposes. Attendees leave with resources for teaching reading, writing, listening, and speaking.

*Ilka Kostka,* Northeastern University, USA  
*Erik Voss,* Northeastern University, USA

---

**Games and Interactions for Pronunciation, Listening, Speaking, and Vocabulary**

Games can motivate students, make repetitive exercises fun, provide instant feedback, and let players fail without penalty. Participants experience a variety of activities that incorporate multiword phrases and lexico-grammatical patterns, invoke left-brain and right-brain activity, and can be adapted to fit different levels and learning objectives. Ready? Move, listen, speak!

*Marsha Chan,* Sunburst Media, USA

---

**Gamification—Uncertain Rewards and Dopamine**

Review of research showing how uncertain rewards increase the brain’s production of dopamine; a neurotransmitter associated with visceral motivation, emotional attachment, and long-term memory. Introducing Words & Monsters, a free mobile game integrating uncertain rewards with paired associate tasks for the high-frequency vocabulary of: General English, TOEFL, IELTS, and TOEIC.

*Guy Cihì,* LEXXICA R&D, Japan

---

**Grow Your Business by Becoming a CELTA Centre**

CELTA is the internationally recognised initial teaching qualification from Cambridge English. Running CELTA programmes not only provides an additional revenue stream and builds your reputation, it also diversifies your offer, turns your teachers into teacher trainers, and gives you a source of well-trained new recruits. Join us to find out more.

*Christina Kaku,* Cambridge English, United Kingdom (Great Britain)

---

**Help ELLs Practice for a Successful Assessment**

This presentation provides educators with a resource to help students overcome many factors associated with assessments that measure their language proficiency, including getting familiar with online assessments for reading, writing, speaking, and listening.

*Eric Beck,* Continental, USA

---

**IEP Reaccreditation: Keep Calm and Follow the Standards**

*Content Area: Accreditation/Certification/Credentialing*

This presentation examines a university-based IEP’s approach to reaccreditation from the Commission on English Language Accreditation (CEA). The presenters outline the self-study plan implemented at their institution and lessons learned. Through reflection on their own successes and failures, the presenters share dos and don’ts with the audience.

*Sarah Grosik,* University of Pennsylvania, USA  
*Alyssa Swanson,* University of Pennsylvania, USA

---

**Leveraging Volunteering for Student Success in the Classroom and Beyond**

*Content Area: Higher Education*

The presenters introduce and share practical strategies on the implementation of a volunteering component within an ESL program to promote greater student success in the classroom, and beyond, and encourage greater student resilience and a sense of control over academic or professional progress through social networking and volunteering.

*Yuliya Miakisheva,* York University, Canada  
*Doina Nugent,* York University, Canada  
*Kareen Sharawy,* York University, Canada
<table>
<thead>
<tr>
<th>Time</th>
<th>Venue</th>
<th>Session Title</th>
<th>Content Area</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRIDAY, 10:30 AM–11:15 AM</td>
<td>Convention Center, 318</td>
<td>Love, Death, and Revenge in the English Language Classroom</td>
<td>English Language Classroom</td>
<td>Paul Smith, British Council, United Kingdom (Great Britain)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multilingual Education for Very Young Learners</td>
<td>Bilingual Education</td>
<td>Henri Castleberry, TESOL-SPAIN, Spain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online EAP for Residential Students: One Program’s Experience</td>
<td>CALL/Computer-Assisted Language Learning/Technology in Education</td>
<td>Angelo Pitillo, University of Michigan, USA, Theresa Rohlick, University of Michigan, USA, Pamela Bogart, University of Michigan, USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal Narratives: Validating Identity and Experiences in ESL Students’ Lives</td>
<td>Second Language Writing/Composition</td>
<td>Natasha Agrawal, Trenton School District, USA, Angeline Sturgis, Lawrence Township School District, USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social and Academic Considerations for Unaccompanied Minors</td>
<td>Refugee Concerns</td>
<td>Stacy Brown, OKTESOL, USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using Native-Like Accuracy, Fluency and Complexity in Oral Assessment</td>
<td>Listening, Speaking/Speech</td>
<td>Elizabeth Hepford, Temple University, USA</td>
</tr>
</tbody>
</table>
**Washington's I-DEA: A Flipped Curriculum for Adult ELLs**

*Content Area: Adult Education*

Project I-DEA, funded by the Bill and Melinda Gates Foundation, is in the third phase of a 3-year pilot. The curriculum includes 31 flipped instructional modules designed to accelerate learning of lower level ELLs. Presenters share project goals and design, the revised openly licensed curriculum, and initial data.

**Jodi Ruback**, Washington State Board for Community and Technical Colleges, USA  
**Jess Thompson**, Washington State Board for Community and Technical Colleges, USA  
**Adria Katka**, North Seattle College, USA

---

**Developing Rubrics for EAP Writing: Research- and Practice-Based Construction**

*Content Area: Second Language Writing/Composition*

Presentations examine various components of EAP writing rubrics in order to offer best practices for rubric construction, including crafting effective descriptors, guiding students toward more effective source use, connecting “effective” language use to development and organization, and aligning developmental course rubrics to those in college-level composition courses.

**Margi Wald**, University of California, Berkeley, USA  
**Gena Bennett**, Independent Scholar, USA  
**Diane Schmitt**, Nottingham Trent University, United Kingdom  
**Jan Frodesen**, University of California, Santa Barbara, USA

---

**Why Assess in Spanish: A Case for L1 Literacy Assessment**

The presenters provide evidence of the growing number of early learners whose first language is Spanish and who are acquiring English as their second language. Based on available research, the argument is made that literacy assessment should not be delayed until a child can be tested in English.

**Mercedes Cordero**, PALS/CaseNEX, USA  
**Nancy Walsh-Boeder**, PALS, a Division of CaseNEX, USA

---

**How Can Educators Support Traumatized Students**

*Content Area: Advocacy*

By understanding the impact of traumatic experiences on teaching and learning, school personnel can better respond. Trauma has profound effects on physical and mental health of students as well as educational attainment. Creating a systemic, collaborative, and culturally responsive approach moves us toward holistic education.

**Sandra Duval**, Maryland Public Schools, USA  
**Comfort Davis**, Maryland Higher Education, USA  
**Geraldine Duval**, Maryland State Education Association, USA

---

**Learning English Through Environmental Education**

*Content Area: Social Responsibility/Sociopolitical Concerns*

This presentation describes various teaching activities that aim to meet the needs of a new generation of learners. Participants receive teaching materials about the environment that they can use both in and out of the classroom.

**Peter Sakura**, Michigan State University, USA  
**Mary Newbegem**, Lehigh University, USA  
**Maureen Templeman**, University of South Florida, USA  
**Sarah Siddique**, University of North Carolina, Charlotte, USA  
**Hamdi Eltanawi Shadi**, Khedaweya Secondary School, Egypt

---

**Wordless Books to Work on Words and More!**

“Wordless Books: So Much to Say,” a new TESOL Press book, will be highlighted along with interactive lesson ideas that integrate vocabulary, technology, music, and writing. This is followed by time for participants to review numerous wordless books and discuss other ways they can use them for language instruction.

**Gilda Martinez-Alba**, Towson University, USA  
**Judith Cruzado-Guerrero**, Towson University, USA
Critical Perspectives on Teaching and Learning English Around the Globe
Content Area: English as a Foreign Language

Discourse about Global English often overlooks the voices of those engaged in the everyday practice of teaching and learning English. Researchers present perspectives of English learner students and teachers in Lebanon, Mexico, Taiwan, Norway, Miami and virtual environments, highlighting how local actors reproduce, resist, and transform dominant English ideologies.

José Aldemar Álvarez V., Universidad del Valle, Colombia
Cathy Amanti, Georgia State University, USA
Charles Brown, Hokkaido University, Japan
Shireen Keyl, Utah State University, USA
Anna Krulatz, Sør-Trøndelag University College, Norway
Erin MacKinney, Roosevelt University, USA
Eivind Torgersen, Sør-Trøndelag University College, Norway

Digital Tools and Techniques for Modifying Text Language
Content Area: Teaching Methodology and Strategy

In order to differentiate content learning in our diverse classrooms, teachers often need to modify one base text so that it can be presented at a number of reading levels. Presenters show a number of useful digital tools and techniques that help teachers level authentic texts and consequential reading activities.

Elizabeth Hallacy, Hunter College, USA
Christine Rosalia, Hunter College, USA

An Ecological-Sociocultural Approach to Acquiring ESP English Academic Vocabulary
Content Area: Vocabulary, Lexicon

Acquiring a new vocabulary word reportedly takes 25 exposures; about 9,000 words are needed to comprehend a 5th-grade-level book. Scrivener describes 32 aspects of a lexical item that must be learned. This session presents an ecological-sociocultural approach to tackling the challenge and complexity of specific English lexical items.

Lynne Diaz-Rico, California State University, San Bernardino, USA
Julie Ciancio, California State University, San Bernardino, USA
Beyond Lesson Content: Developing Motivation by Envisioning a Future Self
Content Area: Adult Education
“Why don’t I see you in class anymore” is an often-asked question in adult ESL programs. This session looks at how lack of motivation impacts class attendance. Participants explore motivational strategies, tools, and activities designed to develop and maintain motivation.
Roshii Jolly, The New School, USA
David Fobair, The New School, USA

Beyond Spaces and Time: Constructing Communities for English Language Learning
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
This session focuses on the language practices in online contexts where language learners interact with target language speakers. The relationship among contexts, identities, and language use is discussed. Participants leave with a deeper understanding of new approaches to incorporate online spaces into language classrooms.
Se Jeong Yang, The Ohio State University, USA

Bilingual Parents and Translanguaging Practices in Literacy Events
Content Area: Applied Linguistics
The study discussed takes a case study approach and looks at bilingual children and bilingual parent’s translanguaging practices by focusing on families’ ways of using their two languages to support their children’s bilingual development in literacy events. The findings have implications for teachers and instructional practices at schools.
Zohreh Eslami, Texas A&M University, USA

Bottom-Up Reading Strategies for an Interactive Reading Approach
Bottom-up strategy instruction is key to engaging students in an interactive reading approach, yet teachers often lack the knowledge of strategies to equip their students with these skills. The presenter teaches a variety of bottom-up reading strategies to enhance teachers’ reading instruction. Decoding and spelling strategies are demonstrated and practiced.
Heidi Hyte, Reading Horizons, USA

Collaborative Initiative by Three Institutions: Preparing ELLs for Community College
Content Area: Program Administration
A community college, literacy agency, and ESL master’s program collaborated in offering a summer writing course to prepare ELLs for starting college. Presenters describe the conceptualization, planning, implementation, and outcomes of this collaborative initiative. Attendees discuss possible applications to their own settings.
Susan Spezzini, University of Alabama at Birmingham, USA
Linda DeRocher, The Literacy Council of Central Alabama, USA
Josephine Prado, University of Alabama at Birmingham, USA

Creating Classroom Activities From Free TOEFL® Resources
Use TOEFL’s free resources to create classroom activities that will help your students improve their academic English. By adapting actual TOEFL test items, you can increase your students’ ability to succeed in the classroom. Attendees review sample activities and discuss the use of rubrics to stimulate improvement.
Marian Crandall, Educational Testing Service, USA

Developing Reflective Practitioners Through Action Research in TESOL
Content Area: Teacher Education
This session presents on the work of one graduate TESOL program on mentoring TESOL candidates towards the completion of their final Action Research projects and details the deliberate structures put into place to guide them through the AR process. Participants receive the course syllabus and former successful AR projects.
Sarina Chugani Molina, University of San Diego, USA

Effectiveness of Error Coding in Promoting L2 Writers’ Linguistic Accuracy
Content Area: Second Language Writing/Composition
This session presents a semester-long classroom study that investigated effectiveness of error coding as a tool to provide form-focused feedback to L2 writers. Analysis involves overall efficacy of error coding and zooms in on a range of lexical, morphological, and syntactic errors. Implications for the L2 writing classroom are discussed.
Qiandi Liu, Northern Arizona University, USA
Engaging ELLs in Academic Conversations
Content Area: Mainstream Classrooms
This presentation highlights how academic conversations can support ELLs’ oral language development and access to academic content. Session participants have an opportunity to learn about and observe four key practices for supporting ELLs’ engagement in academic conversations and discuss how they might apply these strategies in their classrooms.

Sydney Snyder, DSF Consulting, USA
Diane Staehr Fenner, DSF Consulting, USA

Friday, 11:30 am–12:15 pm
Convention Center, 349

Expanding Cultural Borders Through StoryCorps Interviews and Digital Storytelling Projects
Content Area: Task-Based, Project-Based Instruction
StoryCorps is an oral history framework useful for integrating interviewing and digital storytelling into the ESL classroom. Using StoryCorps, students improve listening comprehension, develop oral communication skills, and expand cross-cultural perspectives. Participants take away a variety of strategies and activities to implement in their speaking/listening classes.

Danielle Petersen, Central Michigan University, USA
Caitlin Hamstra, Central Michigan University, USA

Friday, 11:30 am–12:15 pm
Convention Center, 339

Exploring the Role of Culture in Shaping Future Possible Selves
Content Area: Intensive English Programs
The study discussed explores how 30 ESL learners from two different cultural backgrounds view their English learning experiences, present varying future goals, and differ on stages of acculturation into American culture. In addition, this study investigates how coming from different cultures impacts learners’ projections of themselves as future L2 users.

Duygu Uslu-Ok, University of Houston, USA

Friday, 11:30 am–12:15 pm
Hilton Baltimore, Key 2

From ESL to Mainstream Classrooms: Beyond Borders With Notetaking Skills
Content Area: Higher Education
Are you an ESL/ELL teacher who would like to improve your high-school or college-age students’ ability to take effective and meaningful notes? Join us to learn true and tried techniques and receive subject-matter-specific note-taking templates.

Hoda Zaki, Camden County College, USA
Illdiko Porter-Szucs, Eastern Michigan University, USA

Friday, 11:30 am–12:15 pm
Convention Center, 338

Fulbright: Measuring Magnitude of Global Interactions and Engagement Opportunities
Content Area: Assessment/Testing
The Fulbright’s English Teaching Assistant (ETA) program has grown significantly to 1,100 awards annually in more than 75 countries. With this rapid expansion in mind, this panel focuses on research designed to provide quantitative data visualizations and information about the magnitude of the program globally and share best practices for TESOL professionals.

Catherine Pfaffroth, U.S. Department of State, USA
Julie Baer, Consultant, USA
Caitlin McNamara, Institute of International Education, USA

Friday, 11:30 am–12:15 pm
Convention Center, 350

Gamifying Your Class—No Technology Needed!
Content Area: Teaching Methodology and Strategy
Teachers can apply game theory in the classrooms to increase motivation, engagement, and excitement among learners the way games such as Angry Birds and Candy Crush do. This presentation shows ways to do this with no technology or special equipment needed.

Emily A. Thrush, University of Memphis, USA
Teresa S. Dalle, University of Memphis, USA

Friday, 11:30 am–12:15 pm
Hilton Baltimore, Key 3

How Students Get Language From a Course Book
There are the usual ways to teach, but we can also have students do things like mine written and spoken text for useful and interesting language that crops up. This session looks at the different ways that coursebook activities can help students engage with language in memorable and long-lasting ways.

Jeremy Harmer, English Central, Canada

Friday, 11:30 am–12:15 pm
Convention Center, 315

Imagining Extensive Speaking for EFL
Content Area: English as a Foreign Language
EFL students often struggle with speaking. The presenters think a bit more speaking can help those students cross that border. The project discussed bridges the divide between input and output hypotheses through an extensive speaking module. Presentation attendees learn about the project and how to implement extensive speaking in their classes.

Eric Reynolds, Woosong University, Korea, Republic of
Sarah Yeonghong Go, Middlebury Institute of International Education, Korea, Republic of

Friday, 11:30 am–12:15 pm
Convention Center, 337

Invited Speaker
Practice-Oriented
Research-Oriented
Roundtable Discussion
Teaching Tip
TESOL in Focus
Workshop

WWW.TESOLCONVENTION.ORG
**Improving L2 Reading Comprehension With Facebook**

*Content Area: Reading and Literacy*

Using results from classroom research, this session demonstrates how the use of the social media site Facebook may affect the second-language reading comprehension of students enrolled in content-based ESL courses.

**Tamara Warhol,** University of Mississippi, USA

---

**It's Time for a Change in the Mentoring Process**

*Content Area: Personal and Professional Development for Teachers*

Mentoring has been an established avenue for professional development. An individual’s willingness to change and place his or her trust in the mentoring process shapes the success of this relationship. A blueprint of the mentoring process based on identifying stages of change and engaging in specific and effective dialogue is presented.

**Linda D. Pratt,** Rochester Institute of Technology, USA

---

**Making the Massive Online Course More Human(e)**

Massive open online courses (MOOCs) continue to be a popular learning option. With course sizes in the tens of thousands, finding creative ways to maintain the “personal touch” for successful learning is challenging. The key is in using engaging supplementary materials and social media tools.

**Maggie Sokolik,** Wayzgoose Press, USA

---

**Moving Beyond Cultural Boundaries: Using Reflection, Making Connections, Bridging Gaps**

*Content Area: Culture*

This session explores how an instructor, a tutor, and international students in a 20th-century American culture course engaged in reflective practices both inside and outside the classroom. By reflecting on content, students went beyond surface observations, making salient connections between their culture and U.S. culture, thereby bridging cultural gaps.

**Anastasia Khawaja,** INTO University of South Florida, USA

**Page Flint,** University of South Florida, USA

---

**Placement and Progress Testing in a Multilevel ESL Program**

Learn how pairing the CaMLA EPT with the MTELP series makes an efficient, reliable, and cost-conscious coupling that will save your program time and money. Available in both computer-based and paper-based formats, this duo will make placement and progress a breeze for your institution. Don’t skip this demo!

**Jessica O’Boyle,** CaMLA, USA

---

**Principals’ Implementation of Mandates to Improve Educational Opportunities for ELLs**

*Content Area: Program Administration*

Federal mandates to improve ELL education must extend beyond state and school borders to impact instruction. This presentation features the stories of secondary principals who have collaborated to implement, sustain, and extend mandates to improve instruction for ELLs across secondary classrooms. The presenters feature their leadership styles, progress, and ongoing challenges.

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

**Laurie Hartwick,** Lawrence Public Schools, USA

**Kinnon Foley,** Lawrence Public Schools, USA

---

**Reexamining Online Teacher Training Practices: Towards Effective Mentorship and Evaluation**

*Content Area: Teacher Education*

Discussants highlight current practices in mentoring and evaluating teacher-trainees in online programs by sharing their own experiences and challenges, and relating them to supporting literature. The audience generates effective mentoring and evaluation strategies and techniques through sharing of anecdotal evidence. Discussion notes will be provided via email.

**Adrian Ortiz,** University of Illinois–Chicago, USA

**Miralynn Malupa-Kim,** Alliant International University, USA

**Caitlin Cornell,** University of Illinois at Chicago, USA
Strategies for Embracing Learner Variability in an IEP  
Content Area: Intensive English Programs

To support students with disabilities, IEPs must overcome challenges including perceptions of disabilities, testing limitations, and curricular design. Presenters share experiences using campus resources and Universal Design principles to support learner variability. Participants learn to identify and address policy and instruction barriers for the benefit of all learners.

Breanna Walling, Southeast Missouri State University, USA  
Jennifer Aitken, Southeast Missouri State University, USA  
Tara Browning, Southeast Missouri State University, USA

Teaching Reading Annotation: Beyond Isolated Strategies to Automatic Skills  
Content Area: Reading and Literacy

Annotation is an essential academic reading skill. Presenters discuss how to systematically teach students annotation skills, which include underlining, highlighting, marking, using symbols, and writing marginal notes, as go-to strategies for increased comprehension, learning, and retention. They show samples of students’ annotation progression over the course of a semester.

Paula Snyder, University of Missouri, USA  
Liza Armstrong, University of Missouri, USA

Student-Generated Podcast as the Means for Extracurricular Engagement  
Content Area: Listening, Speaking/Speech

Podcasts have increasingly been gaining popularity in ESL contexts for listening practice. This session describes how ESL students can be engaged in a collaborative project to generate podcast episodes of their own.

Aziz Yuldashev, Northern Arizona University, USA  
Danielle Bus, Northern Arizona University, USA  
Julia Fernandez, Northern Arizona University, USA

The IEP as a Collaborator in Campus Internationalization  
Content Area: Intensive English Programs

Implementing campus internationalization requires leaders, faculty, and academic and student affairs departments to commit to including international perspectives at all levels of academic and support services. This session provides information on NAFSA’s work on internationalization and the Senator Paul Simon Award, and highlights the contributions of an IEP in campus internationalization.

Betty Soppelsa, NAFSA: Association of International Educators, USA  
Scott Stevens, University of Delaware, USA

Teaching a Transitional Learner: The Challenges of C1 Instruction

A C1 learner is characterized by their competence in English at a level described as “mastery.” What does it mean to teach a learner who has technically “mastered” English? Understanding best practices at C1 can enable teachers to recognize and address the subtle linguistic needs of the transitional learner.

Robyn Brinks Lockwood, Stanford University, USA

Top 10 Best Practices for Improving Learner Outcomes

How can we help students improve their lives through learning? Can we measure learning components to see if they are effective in helping students attain their goals? This practical session presents more than a year’s worth of research in how teachers are applying simple techniques to measure the impact to learning.

Colleen Kochannek, Pearson English, USA

Teaching EAP Students Nonacademic Skills for Educational Success

Participants learn activities with which to teach their English for academic purposes students nonlanguage academic skills that are important for success in a higher education setting, including: academic honesty, being an independent learner, time management, organization, emotion management, and stress management.

Dianne Tyers, Advance Consulting for Education, Inc., Canada
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
<th>Date</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, 11:30 am–12:15 pm</td>
<td>Hilton Baltimore, Johnson</td>
<td>Transforming Stereotypes, Classism, Racism, and Misogyny Through Social Media</td>
<td>Content Area: Intercultural Communication</td>
<td>Kendra Staley, Universidad del Norte, Colombia</td>
</tr>
<tr>
<td>Friday, 11:30 am–12:15 pm</td>
<td>Convention Center, 341</td>
<td>Why Assess Spanish-Speaking Students in English and Spanish?</td>
<td></td>
<td>Carol Johnson, Renaissance Learning, USA</td>
</tr>
<tr>
<td>Friday, 11:30 am–12:15 pm</td>
<td>Convention Center, 345</td>
<td>Wikis, Collaborative Writing, and Rhetorical Awareness in ESL Composition</td>
<td></td>
<td>Dong-shin Shin, University of Cincinnati, USA; Tony Cimasko, Miami University, USA</td>
</tr>
<tr>
<td>Friday, 11:30 am–12:30 pm</td>
<td>Hilton Baltimore, Holiday 2</td>
<td>Guide to the Adult Citizenship Education Content Standards: An Overview</td>
<td></td>
<td>Kelton Williams, U.S. Citizenship and Immigration Services, Department of Homeland Security, USA</td>
</tr>
<tr>
<td>Friday, 1:00 pm–1:45 pm</td>
<td>Hilton Baltimore, Key 12</td>
<td>Access to More Through English</td>
<td></td>
<td>Melissa Fernandez, U.S. Department of State, USA; Melinda Burks, U.S. Department of State, USA</td>
</tr>
<tr>
<td>Friday, 1:00 pm–1:45 pm</td>
<td>Convention Center, 317</td>
<td>Being and Becoming an ESP teacher: An Ethnographic Study</td>
<td></td>
<td>Jian (Tracy) Tao, The University of Hong Kong, Hong Kong</td>
</tr>
<tr>
<td>Friday, 1:00 pm–1:45 pm</td>
<td>Convention Center, 326</td>
<td>Beyond the Comfort Zone: Energizing Faculty Through Varied Professional Development</td>
<td></td>
<td>Patrick Lilja, Interlink Language Center at the University of North Carolina at Greensboro, USA; Giovanna Alessio, The University of North Carolina at Greensboro, USA</td>
</tr>
</tbody>
</table>
Building Academic and Social Competence Through EAP Speaking Circles  
**Content Area:** Listening, Speaking/Speech  
Time limits are a challenge for EAP speaking and listening instructors. Learn about a semester-long collaborative-learning project that helps students build important academic and social language skills outside of the classroom, leaving more classroom time for other important objectives. Go home with a ready-to-go project description, assignments, and rubrics.

Leah Addis, Michigan State University, USA  
Austin Kaufmann, Michigan State University, USA  
Stacy Sabraw, Michigan State University, USA

---

Development and Evaluation of a Corpus-Informed Curriculum for International Nurses  
**Content Area:** Phonology/Pronunciation  
This presentation reports on an ESP curriculum for international nurses working in the United States. First, the presenter describes the development of the curriculum, which is based on a corpus-based analysis of 104 nurse-patient interactions. Then, she discusses evaluation and lessons learned from the first iteration of the course, Pronunciation for Nurses.

Shelley Staples, Purdue University, USA

---

Comprehensive IEP Orientation: Adapting to Students’ Changing Needs  
**Content Area:** Intensive English Programs  
Presenters share a dynamic model of IEP orientation that adapts to students’ changing needs. New students cultivate cooperative relationships with staff, faculty, and experienced students, both domestic and international, building successful learning strategies from the bottom up. Quality orientations create both a safety net and a springboard for IEP students.

Tony Cipolle, University of Oregon, USA  
Angela Dornbusch, University of Oregon, USA

---

Creating Cultures of Language Awareness in Content-Based Contexts  
**Content Area:** Content-Based and CLIL/Content and Language Integrated Learning  
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 Lindahl, University of Texas at San Antonio, USA  
Naomi Watkins, Utah State University, USA

---

Digital Storytelling for Language Development Within an EAP Capstone Class  
**Content Area:** Intensive English Programs  
With reference to pioneering techniques and philosophy of digital story creation, the presenter outlines a process by which a digital story project may be incorporated into an EAP Capstone class to enhance language learning and amplify students’ personal voices.

Laura Thomas, The Ohio State University, USA

---

Do You See Me? Knowing the Reality of Immigrants  
**Content Area:** Advocacy  
This presentation explores the realities of immigrant families in the USA and the effect of home culture and language on how children connect to U.S. schooling. Also, it provides strategies to connect better to ELL families and to transform schools into a culturally responsive community for all members.

Christel Broady, Georgetown College, USA

---

ELLS and the Common Core State Standards  
**Content Area:** Standards, Common Core State Standards  
This workshop provides an introduction to the CCSS. Participants learn about the supports that ELLs will need to meet the CCSS and the new roles for teachers and educators of ELLs in the era of the CCSS. It equips participants with strategies and resources to include ELLs in the CCSS.

Giselle Lundy-Ponce, American Federation of Teachers, USA
Facilitating Language Use Awareness to Optimize the L2 Writing Experience  
*Content Area: Second Language Writing/Composition*

Drawing from empirical data on L1 use during L2 writing, this presentation addresses how questionnaires can be used to facilitate L2 writers’ awareness of their perceptions of language use. The presenter discusses how writing instructors might help L2 writers move beyond perceived language borders to optimize their L2 writing experiences.  
**Katherine Evans**, University of California, Davis, USA

Going Beyond Monolingual Borders to Equitably Assess Bilingual Writing  
*Content Area: Second Language Writing/Composition*

This presentation shares how 24 preservice teachers analyzed writing samples from emerging bilingual middle school students. Through this examination, participants see the hesitation and tensions teachers experience when evaluating emerging bilinguals’ writing. The findings point to the need to challenge deficit notions of diverse language use.  
**Margarita Zisselsberger**, Loyola University Maryland, USA  
**Mark Lewis**, Loyola University Maryland, USA

Hands-On Comprehension Strategies for All Students  
*Content Area: Second Language Writing/Composition*

Many ELLs struggle to read and comprehend even basic texts. Evidence-based, hands-on comprehension strategies can change that. This is an interactive workshop. Participants learn proven activities and strategies to boost comprehension for all levels of ELLs.  
**Jill Haney**, Saddleback Educational, USA

Hear More Student Voices With Google Voice  
*Content Area: CALL/Computer-Assisted Language Learning/ Technology in Education*

Instructors often use technology for motivation, but are unaware of how it can enhance learning. Presenters demonstrate how to create an account, customize assignments, and share recordings. Participants create content with cell phones. Sample activities for classroom use are provided. Learn to use an adaptable, accessible, and engaging tool.  
**Farrah Littlepage**, University of Missouri-Columbia, USA  
**Debbie Parker**, University of Missouri-Columbia, USA

If Carmen Can Analyze Shakespeare, Everyone Can: Identity and Power  
*Content Area: Teacher Education*

The case study discussed describes how Carmen struggled with and (re)negotiated her cultural, ethnic, and ESL speaker identities first as an ELL and then as an elementary school teacher in the United States. By describing and discussing the identity transformation, conflicts, and negotiations Carmen experienced, the study offers implications for classroom practice.  
**Hayriye Kayi-Aydar**, University of Arizona, USA

Innovative Approaches to the Delivery of an Applied Linguistics-TESOL MA  
*Content Area: Second Language Writing/Composition*

This presentation introduces the new dual-modality Masters in Applied Linguistics-TESOL offered at Texas A&M University-Commerce. This program is the culmination of several years of academic and conceptual development, including the creation of an advisory board of first-class scholars. Raffling textbooks from TAMUC faculty Dr. Lucy Pickering and Dr. Salvatore Attardo.  
**Shelby Miller**, Texas A&M University–Commerce, USA  
**Elisa Gironzetti**, Texas A&M University-Commerce, USA

Integrating Workforce Preparation and Training Into EL Civics Curriculum  
*Content Area: Adult Education*

The Workforce Innovation and Opportunity Act emphasizes integrating workforce preparation and training into ESL and EL civics curriculum. Presenter demonstrates one state’s EL civics workforce preparation and training curriculum and performance-based assessment. Participants review and evaluate it for their own use. Discussion also includes plans for integrating workforce training.  
**Lori Howard**, CASAS, USA

Language Teaching in a BYOD Environment  
*Content Area: Teacher Education*

Many schools no longer support traditional computer-based language labs. Instead, we are seeing one-to-one programs, where students are issued portable devices (such as iPads or Chromebooks) and then bringing these devices to class. This workshop examines how multidevice BYOD support can be implemented using the SmartClass+ language teaching platform.  
**Gerry Sullivan**, Robotel Inc., Canada
Making Science Content Comprehensible for Secondary Level TESOL Students

Content Area: High School/Secondary Education

The integration of language and content is important for all students. Many secondary learners spend time learning a second language at the expense of minimizing the academic content. During this session, the presenters use SIOP strategies in a purposeful manner to help secondary students enhance their academic science content knowledge.

Eileen González, University of Saint Joseph, USA
Jennifer Green, Western Washington University, USA

National External Diploma Program (NEDP); A High School Diploma Alternative

An alternative for ELL students unable to pass the timed high school equivalency tests, NEDP allows adults and out-of-school youth to earn a diploma in a performance-based assessment program through simulated, real-life tasks. Identify how participants utilize critical thinking, digital literacy, and self-management skills to successfully transition to postsecondary programs.

Jane Eguez, CASAS, USA
Linda Taylor, Comprehensive Adult Student Assessment System, USA

Reaching Beyond Borders to Student Voice Through Identity Texts

Content Area: Elementary School/Primary Education

This session focuses on the creation of teacher-supported student identity texts. The presenters showcase the multimedia identity text creations of elementary ELLs, including collaborative murals, photo transfer, multilingual art/text collage, digital stories, and hardcover books. Become inspired with ideas for your own class identity text projects!

Paula Markus, Toronto District School Board, Canada
Shirley Hu, Toronto District School Board, Canada
Ann Woomert, Toronto District School Board, Canada

Reimagining Program Evaluation Through Appreciative Inquiry: Moving Beyond the Negative

Content Area: Program Administration

This session describes the design and implementation of an IEP’s annual review of operations using appreciative inquiry (AI) as an approach to organizational analysis and learning. AI provides a way in which evaluators can stop the negative spiral and generate new and positive ideas for transformational program growth.

Elsie Paredes, Virginia Tech Language and Culture Institute, USA
Pamela Smart-Smith, Virginia Tech Language and Culture Institute, USA

Representation Issues in Classroom Materials

Content Area: Social Responsibility/Sociopolitical Concerns

Values and beliefs about gender, race, and other issues are embedded in our classroom materials and practices, many times without our being aware of the political value of these representations. The presenter discusses the literature on the topic and her own analysis of representation in an ESL textbook series.

Adriana Picoral, University of Arizona, USA

Rural Teacher Training: Utilizing New Technologies in Underdeveloped Areas

Content Area: High School/Secondary Education

This presentation demonstrates the efficacy (theory and practice) of using videos, audio, Internet, and other new technologies in rural ELL classrooms. User-friendly technologies provide many opportunities for teachers to create and produce engaging, interactive lessons and activities. Teachers adapt existing media to meet their local and specific objectives.

Dan Sloan, U.S. Department of State, China
Chen Hu, Nayong No.1 High School, China
Seeing Results With Effective Blended Learning Solutions

Online platforms are used in higher education classrooms around the world, but most are not developed for language learners. Learn from experts, including a leading platform developer and teachers who have successfully incorporated blended learning in the classroom, how digital solutions created for language learners lead to measurable student success.

Sharon Sargent, Oxford University Press, USA
Sigrun Biesenbach-Lucas, Oxford University Press, USA
Donette Brantner-Artenie, Oxford University Press, USA

Status Quo to Advocacy: Border Crossing PD for Pre-K–12 Administrators

Content Area: Leadership

In this presentation, results from a study on a summer academy designed to work with Pre-k–12 administrators to introduce them to the world of the ELL is provided. Participants learn methods and ways of creating a paradigm shift from status quo to advocacy.

James Cohen, Northern Illinois University, USA

Taboo Topics in Gulf Arab Cooperation Council Classrooms

Content Area: Culture

The purpose of this discussion is to inform teachers seeking employment in the rich oil and gas region of the Gulf Cooperation Council, with its burgeoning youthful population and intense K–12 educational reforms, about topics that may be considered inappropriate for classroom language teaching.

Melanie Gobert, Abu Dhabi Men’s College, Higher Colleges of Technology, United Arab Emirates
Helene Demirci, Abu Dhabi Men’s College, United Arab Emirates

Teaching Content-Specific Academic Vocabulary to ELLs

Content Area: Math and Science

This presentation illustrates the linguistic characteristics of content-specific academic vocabulary with authentic K–12 texts and demonstrates instructional strategies that emphasize roots and affixes to teach math and science vocabulary to ELLs. Participants actively engage in the analysis of science and math vocabulary and the demonstration of teaching strategies.

Wei Zhang, The University of Akron, USA
Lynn Smolen, The University of Akron, USA

Teaching English With Infographics: Design, Create, and Use

Content Area: Integrated Skills

This presentation shows how teachers can create and use infographics (visual representations of information) to develop students’ language skills, critical thinking skills, visual literacy skills, and content knowledge. Participants also learn how students themselves can design and create their infographics on various topics to develop various language and nonlanguage skills.

Gabriela Kleckova, University of West Bohemia, Czech Republic

Tracking Learner Progress Through Student Journals

Content Area: Assessment/Testing

Reference to clear learning objectives and examples of weak or strong work help students to recognize their learning gains. The use of a progress journal further supports student growth by providing a record of student reflections on their work over time. This session suggests practical approaches to using student journals.

Trina Duke, Educational Testing Service, USA
Elizabeth Park, Educational Testing Service, USA

Transitioning Students From Listening Labs to Active, Self-Selected Listening

Content Area: Intensive English Programs

In this session, the presenter discusses how to modify language labs into self-selected learning experiences. Topics include activities training students to become active, self-directed listeners, transitioning students from focused labs to self-selected labs, and finding and choosing appropriate Internet video clips. Discussion is encouraged.

Jim Bame, Utah State University, USA
Friday, 1:00 pm–1:45 pm
Convention Center, 341

U.S. Education for Central American Youth Fleeing Violence

Content Area: High School/Secondary Education
The recent influx of unaccompanied youth from Central America presents significant challenges and opportunities for schools and communities. Learn how one school district and community partnered to address the academic and emotional needs of these vulnerable youth. Examples of meeting the needs of educators and staff will also be addressed.

Karen Woodson, Montgomery County Public Schools, USA
Luis Cardona, Department of Health and Human Services, Maryland, USA
Laura Newton, Montgomery County Public Schools, USA
Luis Aguirre, Department of Health and Human Services, Maryland, USA

Friday, 1:00 pm–1:45 pm
Hilton Baltimore, Key 2

Using Argument Structure to Bridge Test Inferences to Test Use

Content Area: Assessment/Testing
Recent calls for accountability in language assessment leave teachers wondering how to structure appropriate assessments that lead to valid interpretations and uses of language assessment data. This presentation focuses on the adaptation and use of Toulmin’s argument structure for English language testing in a variety of academic contexts.

Priyanvada Abeywickrama, San Francisco State University, USA
Brent Green, Salt Lake Community College, USA

Friday, 1:00 pm–1:45 pm
Hilton Baltimore, Key 11

Vocabulary: The Fastest Way to Go Further in Foreign Language

Current research suggests that vocabulary is perhaps the most important part of learning a second language. In this session, the presenters examine four main principles of vocabulary acquisition. Using examples from “Pathways: Listening, Speaking and Critical Thinking,” they explore classroom strategies for ensuring effective vocabulary acquisition for your students.

Keith Folse, University of Central Florida, USA

Friday, 1:00 pm–2:45 pm
Convention Center, 324

Defining Student Learning Outcomes: Beyond the Borders of a Textbook

Content Area: Program Administration
Clearly defined criteria for placement, advancement, and student learning outcomes based on sound research in an English language program is key to the success of the students and the program. This session reflects on research-based practices, placement criteria, level definitions, and the relationship of these to student success.

Lynore Carnuccio, esl-etc Educational Consultants, USA
Kristin Grayson, Intercultural Development Research Association, USA

Friday, 1:00 pm–2:45 pm
Convention Center, 330

Getting on the Same Page: Aligning Writing Standards

ELLs learn writing at various stages in their development, yet objectives vary. This panel discusses the approaches of schools, IEPs, writing programs, and college content classes toward writing. Panelists discuss key elements from their perspectives as well as successful strategies for aligning objectives to ensure smoother transitions for students.

T. Leo Schmitt, Borough of Manhattan Community College–CUNY, USA
Jenifah Abu Hassan, American University of Sharjah, United Arab Emirates
Frank Noji, Kapiolani Community College, USA
Abby Franchitti, Kansas State University, USA
Nigel Caplan, University of Delaware, USA
Gena Bennett, University of Central Arkansas, USA
Jeannie Kahaney, The New School, USA

Friday, 1:00 pm–2:45 pm
Hilton Baltimore, Key 5

Grammar Toolkit: Instructing Complex Syntax in Authentic Academic Texts

Content Area: Teacher Education
Content-area texts provide unique challenges for ELLs, including grammar rarely encountered in oral language. This workshop introduces techniques for identifying and instructing syntactic structures found in the academic language of content-area texts. Both teacher educators and ESL teachers collaborating with content-area teachers benefit from this workshop.

Mary Hughes, Boston University, USA
Melissa Latham Keh, Bridgewater State University, USA
**Helping ELLs Meet Standards for Reading and Writing**

*Content Area: Mainstream Classrooms*

This interactive workshop describes a research-based framework to support ELLs in the Common Core State ELA Standards. Through interactive adult learning techniques with 14 high leverage practices, session participants actively engage with classroom-ready material and develop action plans and curricular materials relevant for their own instructional contexts.

*Erin Haynes*, American Institutes for Research, USA  
*Patricia Garcia-Arena*, American Institutes for Research, USA  
*Laura Golden*, American Institutes for Research, USA  
*Lauren Artzi*, American Institutes for Research, USA

**New Materials on Rigor, Digital Literacy, and Career Pathways**

*Content Area: Adult Education*

The LINCS ESL Pro project has created materials and provided support to 10 states to improve ELL instructions in three areas: increasing rigor of instruction, integrating digital literacy, and connecting adult ESL learners to career pathways. Learn about freely available materials and online professional development on these important topics.

*Marcela Movit*, American Institutes for Research, USA  
*Heide Spruck Wrigley*, Literacywork International, USA  
*Kathy Harris*, Portland State University, USA  
*Betsy Parrish*, Hamline University, USA

**Insights Into ITA Testing and Training From Conversation Analysis**

*Content Area: International Teaching Assistants*

Conversation analysis offers in-depth insights into talk-as-text and allows us to dissect what we may intuitively know about the discourse of ITAs. In this session, the presenters explore current CA/ITA research projects, and involve participants in a discussion of potential applications.

*Stephen Daniel Looney*, Pennsylvania State University, USA  
*Innhwa Park*, West Chester University, USA  
*Stephanie Hyeri Kim*, California State University, Northridge, USA

**Invigorating Language-Teaching Practice: Boosting Learning With Brain-Compatible Activities**

*Content Area: Personal and Professional Development for Teachers*

Presenters engage participants in work that raises awareness of how brains learn best. Participants are familiarized with credible neuroscientific research information. By understanding how brains learn, the audience acquires skills in shifting the action focus to students, optimizing cognitive engagement. Presenters share classroom activities supported by significant neuroscientific research data.

*Lucia Santos*, Casa Thomas Jefferson, Brazil  
*Denise De Felice*, Casa Thomas Jefferson, Brazil

**One-Size-Fits One: Incorporating Technology Into ESP Courses**

Never a “one-size-fits-all” pedagogy, the varied ESP landscape presents unique challenges for incorporating technology. Panelists representing a spectrum of different face-to-face and online courses address technology’s impact on three key areas: organizational needs analysis, course design and development, and course delivery.

*Jaclyn Gishbaugher*, The Ohio State University, USA  
*Suzi Lee*, Georgia Institute of Technology, USA  
*Julie Lopez*, University of Delaware, USA  
*David Kertzner*, ProActive English, USA  
*Christine Sabieh*, Notre Dame University, USA  
*Marvin Hoffland*, Carinthia University of Applied Sciences, Austria

**Solidarity, Feminism, and Antiracism in the TESOL Academy**

*Content Area: Higher Education*

More than a decade 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 revisit their analysis, critically reexamining and expanding upon particularities of their place-based struggles.

*Suhanthie Motha*, University of Washington, USA  
*Angel Lin*, The University of Hong Kong, Hong Kong  
*Stephanie Vandrick*, University of San Francisco, USA  
*Rachel Grant*, City University of New York, USA  
*Shelley Wong*, George Mason University, USA  
*Gertrude Tinker Sachs*, Georgia State University, USA
Teaching in Technicolor: 
Going Beyond Verbal Representations

Content Area: English as a Foreign Language
This workshop aims at sharing ideas on how visual representations can stimulate students’ creativity and engage them into a variety of activities that will lead students to think critically. Attendees will have a clear notion of what visual literacy is and how it can be applied on an everyday basis.

Carolina Barretto, Casa Thomas Jefferson, Brazil
Luis Dantas, Casa Thomas Jefferson, Brazil
Luciola Dias Lima, Casa Thomas Jefferson, Brazil

Friday, 1:00 pm–2:45 pm
Convention Center, 338

Turning the Tables on Traditional Education

Content Area: Teaching Methodology and Strategy
Despite our best efforts we still see poor learning outcomes. What if we turned the tables? If we change the teaching paradigm, can we change the outcome? Educators are trying out flipped classrooms. Learn what all the hype is about and let’s target those who need the most help.

Teresa Gal, University del Mar campus Huatulco, Mexico

Friday, 1:00 pm–2:45 pm
Convention Center, 325

Teaching Writing to Adult Low Literacy Students: 
Research to Practice

Adult students with limited or interrupted formal education (SLIFE) in their first language face many challenges as they work toward literacy in English. Researchers and practitioners come together to discuss instructional needs, with special emphasis on learning to write. Participants gain connections to SLIFE research as well as instructional techniques.

Heather Tatton-Harris, Carlos Rosario International Public Charter School, USA
Heide Wrigley, Literacywork International, USA
Colleen Brice, Grand Valley State University, USA
Lindsay Laplante, Central Piedmont Community College, USA
Julia Reimer, Hamline University,
Jill Morin, Central Piedmont Community College,

Friday, 1:00 pm–2:45 pm
Convention Center, 321

Two Sides, One Coin: Interaction of 
Listening and Speaking Skills

Content Area: Listening, Speaking/Speech
Although listening and speaking skills are often taught together, practitioners sometimes forget the extent to which the two skills inform and affect each other. This session brings together research on training, instruction, interaction, and assessment with a focus on the intersection of listening and speaking skills.

Melissa Baese-Berk, University of Oregon, USA
Nicole Ziegler, University of Hawaii, USA
Troy Cox, Brigham Young University, USA
Judson Hart, Brigham Young University, USA

Friday, 1:00 pm–2:45 pm
Convention Center, 314

Transcending Borders: Teacher Education Practices 
to Empower Bilingual Elementary Learners

This InterSection of Teacher Education, Bilingual Education, and Elementary Education ISs contributes to broadening how teacher educators can enhance the integration of pedagogical practices that help teachers use a strength-based model which honors the assets of students’ and families’ L1, recognizes students as emerging bilinguals, and encourages bilingualism and biliteracy.

Angela Bell, University of Colorado Colorado Springs, USA
Leslie Grant, University of Colorado Colorado Springs, USA
Barbara Frye, University of Colorado Colorado Springs, USA
Nan Bryant, John Kerr Elementary School, USA
Debbie Zacarian, Zacarian Consulting, USA
Sandra Musanti, University of Texas Rio Grande Valley, USA
Helen Berg, Sam Houston State University, USA

Friday, 1:00 pm–2:45 pm
Convention Center, 327

Hilton Baltimore, Holiday 2

ELLs, Immigrant Students, and U.S. Law: 
Featured Session

Content Area: Advocacy
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 of schools under current U.S. law, and what schools can and cannot require of immigrant children and ELLs.

James Ferg-Cadima, U.S. Department of Education, Office for Civil Rights, USA
Emily McCarthy, U.S. Department of Justice, USA
Roger Rosenthal, Migrant Legal Action Program, USA

Friday, 1:00 pm–4:45 pm
Hilton Baltimore, Holiday 2
2:00 pm

**Beyond the Textbook: Movement Activities for Production and Review**
*Content Area: Teaching Methodology and Strategy*

Cathie Summerford states, “Movement in the academic classroom is essential to keep (students) focused, excited, and ready to learn.” The presenters share activities to support students in producing and reviewing target concepts taught in class. Participants leave with captivating ideas to get students out of their seats!

*Jaime Haile,* ELS Language Centers, USA
*Nicole Haning,* ELS Language Centers, Santa Monica, USA

---

**Adapting Open Source Text Materials to Appropriate Lexile Levels**
*Content Area: CALL/Computer-Assisted Language Learning/ Technology in Education*

Open sources with Creative Commons licensing are an alternative to copyright and give educators options in delivering reading materials to students. OpenStax offers free and open academic peer-reviewed textbooks that can be adapted. Texts can be processed through the free online MetaMetrix Lexile analyzer to adjust to various readability levels.

*Cheryl Allaire,* Ball State University, USA
*Dustin Koehler,* The Ohio State University, USA

---

**Addressing Teacher Candidates’ Dispositions Toward ELLs**
*Content Area: Assessment/Testing*

A fundamental aspect of preparing teacher candidates for ELLs in the mainstream classroom is addressing teacher dispositions proactively. The presenter shares a survey instrument that has been developed and validated to assess professional teacher dispositions toward language minority students pre- and post-intervention.

*Andrea Hellman,* Missouri State University, USA

---

**Advancing Academic Language Development Beyond an Intermediate Level**
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

Some students fail to progress beyond intermediate proficiency levels in academic English. This session explores ways to bolster learners’ language development. Participants use a matrix to diagnose aspects of academic English that may be problematic to learners and practice techniques to advance proficiency across different skill areas.

*Deborah Short,* Academic Language Research & Training, USA

---

**Beyond Research Papers: Conveying Academic Knowledge in a Digital World**
*Content Area: Second Language Writing/Composition*

What are the needs of academic writers in our current cyber-based university discourse? This presentation focuses on a 7-week course, co-taught by the presenters, designed to assist students in writing and transforming researched academic topics to digital media–based pieces creatively presented to an audience outside their fields of study.

*Pamela Minet-Lucid,* University of Southern California, USA
*Juli Kirkpatrick,* University of Southern California, USA

---

**Beyond Borders: An Online Writing Project Between Transitioning Multilingual Learners**
*Content Area: High School/Secondary Education*

Framed by concepts of constructivism and collaboration, this presentation details an online writing project between secondary and postsecondary multilingual writers. Emergent themes regarding the students’ understanding and perception of their writing development, identities, and needs are discussed as evidence supporting online safe spaces for transitioning multilingual writers.

*Sarah Henderson Lee,* Minnesota State University, Mankato, USA
*Rachel Adams Goertel,* Pennsylvania State University, USA
Beyond Borders: Bringing Students’ Voices Into Error Correction Practices

Content Area: Teaching Methodology and Strategy

In this session, participants look at data from a year’s worth of student survey results that show the difference between teachers’ and students’ feelings towards error correction in an IEP. Participants examine and evaluate their own practices.

Olga Bichko, Manhattan Language, USA

Beyond Borders: Opportunities and Challenges of Transplanting First-Year Writing

Content Area: Second Language Writing/Composition

With the growth of internationalization of U.S. higher education, transplanting first-year writing to the EFL context emerges, which offers unique opportunities as well as challenges. This presentation, by discussing a case of first-year writing implemented in a U.S off-shore program in China, sheds light on the transnationality of first-year writing.

Ming Fang, Florida International University, USA

Beyond Ethnicity: Minority Students’ Identities Constructed in EFL in China

Content Area: Social Responsibility/Sociopolitical Concerns

Informed by postnationalism perspectives, the study discussed explored how tertiary-level Uyghur students represented themselves through EFL learning. EFL learning was found to empower participants to contest the essentialized features imposed upon them, and forge desirable identities. Implications for stakeholders are discussed.

Xiaoyan (Grace) Guo, The Chinese University of Hong Kong, Hong Kong
Mingyue (Michelle) Gu, The Chinese University of Hong Kong, Hong Kong

Beyond the Traditional Reading Test: Summaries as Comprehension Assessments

Content Area: Reading and Literacy

One efficient measure of students’ reading comprehension is having them write a summary; however, summarizing is a difficult skill that can be affected by writing proficiency. This session discusses approaches for teaching and assessing summaries to measure reading comprehension and provides classroom-ready scaffolded summary activities for all proficiency levels.

Alisha Biler, University of South Carolina, USA
Ray Knight, University of South Carolina, USA
Blasting the Concrete Boundary of Metaphor as a Literary Tool
Content Area: Reading and Literacy
Metaphor is often thought of as a literary tool, but it is pervasive in everyday English. The findings of this study investigating metaphors in university engineering textbooks, and students’ reading comprehension of some of these metaphors are presented. Implications for EAL pedagogy are discussed, highlighting the importance of metaphor comprehension.
Tina Beynen, Carleton University, Canada

Content and EFL Teachers’ Collaboration in CLIL
Discovering and enhancing the role of language in teaching and learning content through English in CLIL (content and language integrated learning) is pivotal for both content and EFL teachers. This presentation illustrates ways an emerging community of practice—EFL and content teachers—collaborates while revisiting their practice.
Lina Vellucci, TESOL Italy, Italy
Lucilla Lopriore, TESOL Italy, Italy

Coping Strategies of ESL Students in an Online Composition Course
Content Area: Distance Learning/Online Learning
Taking online mainstream classes presents ESL students with opportunities and challenges. Using information gathered through classroom-based action research, this presentation examines the particular difficulties that ESL students in a mainstream online composition course face as well as the successful and unsuccessful coping strategies students employ to overcome these challenges.
Melissa Giefer, Winona State University, USA

Coteaching Strategies for ELLs Through the Gradual Release of Responsibility
Content Area: Integrated Skills
Many teachers of ELLs combine CBI with academic language and literacy development, while also creating a viable coteaching partnership. This highly interactive session—utilizing simulations, video case studies, lesson plan analysis, and small group critical reflections—aligns the Gradual Release of Responsibility framework with language and content mediation coteaching strategies.
Andrea Honigsfeld, Molloy College, USA
Maria Dove, Molloy College, USA
Audrey Cohan, Molloy College, USA

Digital Storytelling and Culturally Responsive Pedagogy in Preservice Teacher Training
Content Area: Teacher Education
Digital stories (DSs) as a multimodal autoethnographic tool in ESOL teacher training allows teachers-as-storytellers to share (inter)cultural experiences and explore reflexive practices, language ideologies, and multicultural awareness. In the case study discussed, the instructor-researcher uses arts-infused methods and DS-elicitation to discuss multiple contextualized viewpoints on the DS process and short video product.
Julie Dell-Jones, University of South Florida, USA

English-Only Policy and Language Teacher Education in Arizona: Insiders’ Perspectives
Content Area: Language Policy and Planning
This presentation reports on findings of a study that was intended to explore effects of globalization on K–12 language teacher education with reference to the English-only policy in the United States, through the perspectives of teacher candidates, students, and faculty members of a Southwest U.S. university.
Navin Singh, University of San Francisco, USA
Every Picture Tells Their Story!
WRITE BRAIN BOOKS are illustrated, wordless books that inspire students K–12 to author their own storybooks, which are then published. Our inspired curricula provide opportunities for teachers to motivate and engage every type of learner. Students become confident, and test-readiness is increased in an 8-week process. Join us!
Julia Gabor, WRITE BRAIN BOOKS, USA
Meredith Scott Lynn, WRITE BRAIN Books, USA
Jeryn Warren, WRITE BRAIN Books, USA

Extending Borders: Supporting Teachers of ELLs
Content Area: High School/Secondary Education
Using a social ecological framework, this presentation explains how three urban high school teachers (Math, Science, and ESOL) are supported as they teach content and language simultaneously to a cohort of ELLs through university partnerships, in-house collaboration, advocacy for one another, and professional development activities.
Gretchen Oliver, University at Albany—SUNY, USA

Ferguson Crisis and White Teachers
Teaching ESL in the USA
Content Area: Social Responsibility/Sociopolitical Concerns
This is a roundtable discussion about designing a flipped class discussing the Ferguson event and deconstructing color-blind racism among pre- and in-service TESOL candidates. All faculty and administrators in teacher education are welcome to attend. Participants come away with ideas to deconstruct racism and its impact in ESL education.
Yin Lam Lee-Johnson, Webster University, USA

Fostering Autonomous Learning by Supportive Engagement of Existing Learner Autonomy
Content Area: Applied Linguistics
There is convincing research evidence that proactive learners learn better and faster than reactive learners. What are the obstacles to promoting learner autonomy? What are the cognitive and metacognitive strategies and attendant conditions necessary to promote autonomous learning through supportive engagement of learners’ existing autonomy?
Harisimran Sandhu, Freelance, India

Good Choice, Bad Choice: From Administrator to Doctoral Student
Content Area: Second Language Writing/Composition
This presentation reports the literacy experience of a Chinese administrator transitioned to be a doctoral student in a U.S. university. Results indicated the past identity and knowledge presented problems in her academic writing. The utilization of tools and resources established a social network and helped her produce conventionally acceptable papers.
Rui Cheng, Nazareth College, USA
Xiaojuan Lang, University of Rochester, USA

Grammar Explorer: Preparing Students for Real Language Use
We’ve all faced the challenge of getting students to use the grammar we teach. With real-world content from National Geographic and a systematic progression, see how students can be motivated to apply grammar using all skills. In this workshop, participants learn techniques for getting students to actually use grammar.
Rob Jenkins, Santa Ana College, USA
Daphne Mackey, University of Washington, USA

Helping Nonnative-English-Speaking Scholars Publish Their Research Internationally
Content Area: Second Language Writing/Composition
Nonnative scholars feel pressure to publish research in English, but often lack local institutional support to do so. The presenter shares the results of a uniquely interdisciplinary study (English and engineering) that first investigated the specific writing challenges such scholars face and then developed strategies to address those challenges.
Ron Martinez, Universidade Federal do Paraná, Brazil
Implementing a Hybrid Assignment-Rater Norming Training Protocol in ESL Writing
Content Area: Assessment/Testing
Assignment-rater norming training to achieve inter-rater reliability is an important and yet challenging task for a large institution due to time constraints. The presenters share an assignment-rater norming procedure that includes an asynchronous online assignment-rater norming and a synchronous, face-to-face session. Materials, guidelines, and two case studies are shared for discussion.

Jin Kim, University of Illinois at Urbana-Champaign, USA
F. Scott Walters, University of Illinois at Urbana-Champaign, USA
Leyla Lambert, University of Illinois at Urbana-Champaign, USA

Friday, 2:00 pm–2:45 pm
Convention Center, 348

Service Learning, Inquiry, and Narrative: Beyond Coursework in Teacher Preparation
Content Area: High School/Secondary Education
The U.S. teaching force remains predominantly Caucasian and English monolingual. One way that teacher education programs can prepare preteachers to teach across language, culture, ethnicity, and race is to engage them in meaningful service learning with ongoing narrative assignments that support them in making sense of their service learning.

Michaela Colombo, University of Massachusetts Lowell, USA

Friday, 2:00 pm–2:45 pm
Hilton Baltimore, Key 8

Personal and Professional Growth Through Life Satisfaction
Content Area: Leadership
Life satisfaction occurs when people are engaged in activities that cause them to forget themselves, feel gratitude, lose track of time, and stop worrying. This session focuses on the literature of life satisfaction and makes recommendations on how to increase the “happiness quotient” for TESOL educators.

Neil J Anderson, Brigham Young University–Hawaii, USA
Christine Coombe, Dubai Men’s College, United Arab Emirates

Friday, 2:00 pm–2:45 pm
Hilton Baltimore, Holiday 6

Teachers as Materials Writers
Content Area: Teacher Education
This session describes the process of writing a methodology coursebook, “Becoming a Teacher,” by 10 teachers under the coordination of an English Language Fellow from the U.S. embassy. It presents their experience and provides practical tips for EFL teachers who are planning to write their own teaching materials.

Nilufar Mukhammedova, The Uzbek State University of World Languages, Uzbekistan
Kamola Alimova, The Uzbek State University of World Languages, Uzbekistan

Friday, 2:00 pm–2:45 pm
Hilton Baltimore, Calloway

Saving Time Making ELT Materials
Content Area: Materials Writers and Curriculum/Materials Development
Emerging technologies enable teachers to make their own digital and even interactive ELT materials. This session explores ways to supercharge content creation through open educational resources, peer collaboration, and online authoring tools. The results: Faster content development, higher quality, and more creative ideas that work in the elementary classroom.

Benjamin Grimley, Speak Agent, USA

Friday, 2:00 pm–2:45 pm
Convention Center, Roundtable Discussion Area in Expo area

Teaching English as a Foreign Language
This presentation describes UC San Diego’s professional certificate in Teaching English as a Foreign Language, showing how it provides excellent preparation for international teaching contexts and for teaching in IEPs. Special courses in teaching English to young learners and UCSD’s online course offerings in TEFL are also highlighted.

Ivana Bonaccorsi, University of California, San Diego, USA

Friday, 2:00 pm–2:45 pm
Convention Center, 343

TEFL Student Practices With Reflection: A Constructive-Developmental Study
Content Area: Teacher Education
Reflection is a critical component of successful teaching. However, reflective practice differs among teachers. Building on research connecting adult development theory to reflection and conceptualizations of teaching and learning, this study examines how approximately 12 TEFL students engage in reflection, with implications for practice.

Jennifer Ouellette-Schramm, Hamline University, USA
Julia Reimer, Hamline University, USA

Friday, 2:00 pm–2:45 pm
Hilton Baltimore, Key 11
TESOLers at Work for 50 Years
Content Area: Advocacy
Join a diverse group of TESOL leaders to discuss poignant highlights of the first 50 years of the organization, current observations and concerns in the field, and important outlooks for the future of the organization, the profession, and our classrooms. Participants are welcome to participate and add to the discussion.
Amy Pascucci, University of California, San Diego, USA
Lizbeth England, Shenandoah University, USA
Heather Robertson, University of Southern California, USA
Kyung-Hee Bae, Rice University, USA
Myles Hoenig, Baltimore City Schools, USA
Kara MacDonald, Defense Language Institute, USA
Cynthia Wiseman, Borough of Manhattan Community College, USA

To Be “Mainstreamed”: The Journey of ELLs
Content Area: Elementary School/ Primary Education
This session discusses issues of teaching ELLs through the perspectives of immigrant families. Focusing on language and literacy development, the research reveals the importance of including families’ voice when addressing their needs, and teachers’ capacity to address children’s affective dimensions as they are prepared to teach these children.
Hsiao-Chin Kuo, Western Michigan University, USA

Two-Year Assessment Analysis Through a Language Immersion Project
Content Area: Assessment/Testing
Assessment evaluates language competence and guides curriculum. Comparing four types of assessment, the presenters discuss the most efficient assessment approach for business English using data from a 22-month research project. Further, the presentation explores how this data could be used to create a leaner assessment protocol for future projects.
Amber Worrick, IDT GE Power Conversion, Chile
Diane Greenstein, IDT GE Power Conversion, Chile
Richard Freund, IDT GE Power Conversion, Chile

Utilizing Selfies to Promote Language Learning
Content Area: Listening, Speaking/Speech
Can our devices be tools to engage students and promote learning? Learn how to use selfie videos to practice all language skills, promote self-noticing, and provide individualized feedback. Presenters explain the rationale guiding the use of selfies, provide classroom uses, examples, and students’ reactions to learning with selfies.
Loni Thorson, Colorado State University, USA
Kyla Masciarelli, Colorado State University, USA
Christine Discoe, Colorado State University, USA

Insights Into Teaching and Learning English in Saudi Arabia
Content Area: English as a Foreign Language
The purpose of the colloquium is an exploration of current cultural, linguistic and pedagogical issues related to the teaching and learning of English as a Foreign Language in the context of the Kingdom of Saudi Arabia, focussing on recent research by Saudi researchers working in EFL and TESOL.
Karen Woodman, Queensland University of Technology, Australia
Fakieh Alrabai, King Khalid University, Saudi Arabia
Mohammed Al Qarni, King Abdulaziz University, Saudi Arabia
Turki Assulaimani, King Abdulaziz University, Saudi Arabia
Musaad Alrahaili, University of Newcastle, Saudi Arabia
Amal Alnatheer, Saudi Electronic University, Saudi Arabia

Preparing Future Colleagues in Program Administration
Content Area: Teacher Education
Presenters describe knowledge, competencies, and dispositions—ranging from leadership, strategic planning, operational logistics, and budgeting to advocacy, research, and mentoring—needed by ELT professionals who move into administrative roles; discuss teacher-training and language program efforts to provide these knowledge and performance sets; and share possible organizational approaches for future preparation.
Kate Mastruserio Reynolds, Virginia Commonwealth University, USA
Fredricka L. Stoller, Northern Arizona University, USA
Suzanne Panferov, University of Arizona, USA
Mark S. Algren, University of Missouri, USA
Megan Forbes, University of Florida, USA
**Pronunciation and the Adult Learner: It’s Never Too Late**
*Content Area: Adult Education*

Adult learners—even those who come to us after speaking English for many years—can make significant improvements in speaking given the right focus and teachers who understand the basics of English pronunciation. Participants learn about and practice a variety of multimodal approaches to teaching pronunciation.

*Shirley Thompson,* English Language Training Solutions, USA  
*Heather Ritchie,* Montgomery College, USA

**3:00 pm**

**Electronic Word Cards for Vocabulary Development**
*Content Area: Vocabulary, Lexicon*

One of the best vocabulary learning strategies suggested by lexical researchers is using word cards. This session helps teachers to create electronic word cards for their students to learn new vocabulary. Participants also learn how to teach their students to create their own sets of words to learn.

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

**Beyond Borders: Writing and Rhetorical Needs of Chinese-Speaking Students**
*Content Area: Second Language Writing/Composition*

This presentation addresses the writing and rhetoric needs of Chinese-speaking students in institutes of higher education in the United States, China, and Taiwan, focusing on what course assignments, assessment practices, and instructional strategies writing instructors can provide to foster students’ writing proficiency and confidence when composing in their L2.

*Aylin Baris Atilgan,* University of California, Davis, USA  
*Rockwell F. Clancy,* University of Michigan–Shanghai Jiao Tong University Joint Institute, USA  
*Yu-Shan Fan,* Taipei Medical University, Taiwan

**Coordinating and Staffing an ITA Program on Your Own**
*Content Area: International Teaching Assistants*

This discussion focuses on the responsibilities and common practices involved in being the sole person staffing a university program for international teaching assistants. Participants discuss challenges and offer solutions to one another based on similar contexts. The session serves as a networking opportunity for future support and collaboration.

*Vandana Loebel,* University of Illinois at Chicago, USA  
*Belinda Braunstein,* University of California, Merced, USA  
*Morag C. Burke,* Georgia Institute of Technology, USA
Creating Intercultural Dialogue Through Student Theater  
*Content Area: Intercultural Communication*

This presentation describes the development process and results of an intercultural student theater project with ESOL students and students in a developmental reading and writing course. Participants will learn about obstacles faced in its creation, see benefits to students, and design similar projects for their institutions.

**Chester Gates,** Community College of Baltimore County, USA  
**Sarah Barnhardt,** Community College of Baltimore County, USA

---

Creating TESOL: Five Fantastic Founders’ 50 Years of Forward Reflection  
*Content Area: Social Responsibility/Sociopolitical Concerns*

The superheroes of language education: TESOL, CAL, MLA, NCA, NAfSA, and NCTE! Yet before 1966, there was no TESOL. This question-and-answer opportunity features leaders from each organization. Come interactively discuss how our shared future makes the past relevant as we craft our present for future needs.

**Betty Soppelsa,** NAfSA: Association of International Educators, USA  
**Terry Wiley,** Center for Applied Linguistics, USA  
**Dennis Looney,** Modern Language Association, USA

---

Critical Stance: Empowering Students to Actively Address Social Inequities  
*Content Area: Intercultural Communication*

ESL learners deserve full access to resources (e.g., employment and housing). By enacting the 6th standard of the Standards for Effective Pedagogy, critical stance (CS), educators work with students to advocate for themselves, their families, and their communities. CS is grounded in critical pedagogy and Vygotsky’s sociocultural theory.

**Colin Hueston,** University of Colorado Denver, USA

---

EAP for Graduate Students Crossing Borders: Communicating With Nonspecialists  
*Content Area: Higher Education*

Increasingly, graduate students must explain their research in an accessible manner to nonspecialist audiences within and outside academia. This session describes an innovative oral communication program, the 3MT®, which helps the next generation of researchers develop the competencies needed to successfully convey their research to all audiences regardless of expertise.

**Christine Feak,** University of Michigan, USA  
**Theresa Rohlck,** University of Michigan, USA

---

ESL Students in Distress: Joining Forces Across the University  
*Content Area: Program Administration*

Depression, anxiety, and other mental health issues are prevalent among international students in university-based IEPs and higher education programs. As first responders, how do teachers and administrators successfully triage students in distress? This workshop provides concrete tools for building a network of support that will foster student health and well-being.

**Jacqueline Smith,** The New School, USA  
**Caitlin Morgan,** The New School, USA

---

ESL Teachers’ Electronic Feedback Practices Across Writing Tasks  
*Content Area: Second Language Writing/Composition*

This presentation reports findings of an in-depth investigation focusing on university ESL teachers’ electronic written feedback practices across a range of writing tasks. The presentation also provides ways ESL composition instructors can enhance their practices in providing electronic feedback.

**Farzaneh Varhapi,** Ohio University, USA  
**Joseph Lee,** Ohio University, USA  
**Dawn Bikowski,** Ohio University, USA

---

Exploring What Works in ELT Professional Development  
**Donald Freeman,** University of Michigan, USA

---

Exploring Your Assessment Literacy by Critically Evaluating an Assessment Task  
**Deena Boraie,** American University in Cairo, Egypt
For a Smoother Transition From IEP to First-Year Composition
Content Area: Second Language Writing/Composition

This session reports on the presenters’ efforts to establish a more productive dialog between IEPs and First-Year Composition courses, hoping that participants can use a better understanding of the usual values and practices of each program to help international students transition more smoothly from one to the other.

Cynthia Z. DeRoma, University of Connecticut, USA
Jelena Runic, Johns Hopkins University Peabody Institute, USA

Friday, 3:00 pm–3:45 pm
Convention Center, 342

Four NNESTs’ Professional Journeys From NELTA to TESOL
Content Area: English as a Foreign Language

This session presents perceptions and experiences of four dynamic NNEST ELT graduates associated to a TESOL affiliate, Nepal English Language Teachers’ Association (NELTA), as they developed strong NNEST professional identities in a regional association and explored their leadership selves to envision a better landscape for future NNEST professional generations.

Madhukar K.C., Nepal English Language Teachers’ Association, Nepal
Laxmi Prasad Ojha, Nepal English Language Teachers’ Association, Nepal
Dhundi Raj Giri, Nepal English Language Teachers’ Association, Nepal
Taranath Bhattarai, Nepal English Language Teachers’ Association, Nepal

Friday, 3:00 pm–3:45 pm
Convention Center, 341

How Lessons Learned From the MOOC Can Inform Classroom Teaching
Deborah Healey, University of Oregon, USA

Friday, 3:00 pm–3:45 pm
Hilton Baltimore, Key 1

Reading Development for Students With Interrupted Education
Mary Lou McCloskey, Educo Atlanta, USA

Friday, 3:00 pm–3:45 pm
Hilton Baltimore, Key 1

Reflective Teaching and Teachers’ Professional Development
Content Area: Personal and Professional Development for Teachers

Developing reflective teachers is a goal in most teacher education programs. The presenters discuss approaches to foster reflective teaching as an alternative paradigm in TESOL education. The purpose is to examine language teaching as a contextualized activity through an inquiry-based approach, to question teachers’ practice from a broader sociocultural perspective.

Carmen Chacon, University of Los Andes Táchira, Venezuela
Luisa Cristina Alvarez, Universidad Pedagógica Experimental Libertador Maracay, Venezuela

Friday, 3:00 pm–3:45 pm
Convention Center, 323

Strategies for Classroom Assessment at Different Proficiency Levels
Content Area: Assessment/Testing

This practical presentation introduces strategies that teachers can use to assess learners’ language in the classroom. Three specialists explore approaches that give attention to assessment at different language proficiency levels emphasizing how teachers can use the information to follow learners’ development and guide further teaching.

Diane Schmitt, International Language Testing Association, United Kingdom (Great Britain)
Deborah Crusan, Wright State University, USA
Lia Plakans, University of Iowa, USA

Friday, 3:00 pm–3:45 pm
Convention Center, 336

Student-Teacher Responsibility: Arab Students Versus English Faculty
Content Area: Higher Education

Do you and your Arab students hold different expectations regarding responsibility? Do you wonder how you can cross traditional boundaries to align these expectations? The mixed-method research discussed identifies the differences in expectations, and discusses possibilities and ways to fill the gap in order to help students succeed in academic life.

Kashif Raza, Qatar University, Qatar

Friday, 3:00 pm–3:45 pm
Convention Center, 328
Success for Native American Bilingual Learners Through Standards  
Content Area: Standards, Common Core State Standards  
What are the issues for Native American bilingual learners in the current educational environment focused on college and career ready standards? Are Native American bilingual education programs compatible with standards-based accountability? The presenter shares strategies that support success with the career and college ready standards through a culturally responsive approach.
Mari B. Rasmussen, Dickinson State University, USA

Using Universal Design to Create TESOL Education Curricula Without Borders  
Content Area: Higher Education  
This discussion session explains how to use the seven principles of universal design to create a cohesive teacher education program in TESOL that addresses the needs of multiple audiences (K—12 and adult ESL) within the same classroom. The presentation offers strategies for curriculum design, assignment activities, and practice.
Gwendolyn Williams, Auburn University, USA
Rod Case, University of Nevada, Reno, USA

Teaching Vocabulary in TESOL  
Keith Folse, University of Central Florida, USA

Achieving ELT/ESL Editorial Excellence: K—Adult Materials  
Content Area: Materials Writers and Curriculum/Materials Development  
Achieving editorial excellence is important for materials writers, editors, and teachers aspiring to be published. In this workshop, participants gain insights into the editorial process and specific functions. The workshop features extensive hands-on practice with typical editorial tasks including manuscript evaluation, template development, structure and frequency lists, and editorial checklists.
Marilyn Rosenthal, Syntactix International, USA

The EF/SL Preservice Teachers’ Reality Beyond the Curriculum Border  
Content Area: Teacher Education  
This session provides research-based analysis of nonnative preservice English teachers’ challenges at secondary schools. It shows the gap between university EF/SL teacher programs and first authentic teaching experience at schools. Participants focus on new directions for course and curriculum development necessary to enhance students’ capacity for practicum and future profession.
Armine Aghabekyan, Yerevan State University, Armenia

Using Speaking Structures to Encourage Spoken Fluency in EFL Learners  
Content Area: English as a Foreign Language  
Communicative activities are essential for English classrooms at every level. The presenter demonstrates how to use speaking practice structures, especially “Walls and Corners,” “Musical Pairs,” and “Party Mingling” along with personal topics for encouraging teachers to make students talk all at once rather than one at a time.
Chimed Suren, National University of Mongolia, Mongolia

What TESOLers Need to Know About Hip Hop and Blackness  
Awad Ibrahim, University of Ottawa, Canada

Approaching Gender and Sexuality in a Multicultural Classroom  
Content Area: Intensive English Programs  
It’s complicated. Gender in the United States is more complex and nuanced than it used to be. Presenters demonstrate classroom-tested multimedia activities that teach appropriate academic language for discussing gender, marriage, discrimination, harassment, and equality. Attendees explore culturally-based gender perceptions and how to address misunderstandings before they become conflicts.
Natalia de Cuba Romero, Nassau Community College, USA
Ashley Fifer, Nassau Community College, USA
Building Content: Resources for Creating a Flipped Classroom

Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

Make sure your “flip” is not a flop. The extra time and effort to begin a flipped classroom need not be intimidating. This workshop demonstrates how to build content, including videos and assessments. The presenter also demonstrates follow-up classroom activities. Participants learn to adapt these resources for their classrooms.

*Amy Roither,* Webster University, USA

How to Support LGBTQ Voices in Threatening EFL Contexts

Content Area: Higher Education

While LGBTQ rights are increasingly being supported in some countries, how do LGBTQ teachers and students deal with situations in countries where such “lifestyle choices” are marginalized and even illegal? Panelists/participant narratives explore critical pedagogy, conflict-solving, intercultural approaches, and advocacy to support ESOL sexual minorities globally.

*Yasmine Romero,* University of Washington, USA
*David Ruiz,* Universidad Nacional Autonoma de Mexico, Mexico
*Rob Clément,* Sohar University, Oman
*Geoff Lawrence,* The University of Alabama at Birmingham, USA

Building Socially Responsible Programs of Multiple Literacies in EFL Contexts

How do educators fulfill their social responsibilities to cultivate multiple literacies in ways that are more responsive to contemporary technological classrooms and multicultural societies? Learn how to incorporate multiliteracies, such as personal, critical, learning, school-based, and community-based literacies, into your classroom to enhance students’ abilities to navigate the fast-changing world.

*Ke Xu,* Burrough of Manhattan Community College–CUNY, USA
*Jane Hoelker,* CCO Community College of Qatar, Qatar
*Suchada Nimmannit,* University of Chulalongkorn, Thailand
*Polina Vinogradova,* American University, USA
*Mario López-Gopar,* Universidad Autónoma Benito Juárez de Oaxaca, Mexico

Identity Dialogues: Building Intercultural Competence Through Discussing Power and Privilege

Content Area: Higher Education

In this workshop, attendees engage in a series of activities from the Identity Dialogues curriculum, a program that facilitates conversations between international and domestic students in higher education. The lessons include cultural self-reflection, stereotyping, labeling, and microaggressions. A packet detailing the 7-week curriculum is distributed.

*Emily Spitzman,* Johnson & Wales University, USA
*Michael Waugh,* Johnson & Wales University, USA

Instructional Approaches for Secondary English Learner and Emergent Bilingual Students

Content Area: High School/Secondary Education

This session focuses on instructional approaches for students in various secondary school settings. Presenters discuss: seven coteaching models with examples from various secondary settings, teacher preparation internships in secondary ESOL settings, lessons from Arizona’s SEI pull-out approach, dual language education and seals of biliteracy, and international schools implementation.

*Sarah Catherine K. Moore,* Center for Applied Linguistics, USA
*Andrea Honigsfeld,* Molloy College, USA
*Maria Dove,* Molloy College, USA
*Daisy Fredricks,* University of Maryland, College Park, USA
*Barbara Kennedy,* Center for Applied Linguistics, USA
*José Medina,* Center for Applied Linguistics, USA
*Kia McDaniels,* Prince George’s County Public Schools, USA
Latino/a Students’ College and Career Readiness
**Content Area: High School/Secondary Education**

Drawing from their own current research and practice, presenters discuss two topics: the major reasons why many Latina/o students in the U.S. are neither career nor college ready and instructional measures that are being taken currently to close the readiness gap.

**Ann Johns**, San Diego State University, USA

**Yasuko Kanno**, Temple University, USA

**Todd Ruecker**, University of New Mexico, USA

**Luciana C. de Oliveira**, University of Miami, USA

**Gabriela Kovats-Murillo**, Barrio Logan College Institute, USA

**Alsu Gilmetdinova**, Kazan National Research Technical University, Russian Federation

---

**Pro or Con? Implementing Debate in IEP Speaking Classes**
**Content Area: Intensive English Programs**

Debate is an engaging tool for teaching critical thinking, argumentation, and academic speaking skills. How can teachers scaffold the process effectively? In this presentation, attendees see video examples of student debates, learn how to implement debate in their class, and try out some debate techniques.

**Lobar Glenn**, International Education Center at Diablo Valley College, USA

**Carolyn Peipher**, Diablo Valley College, USA

**Elizabeth Wadell**, Berkeley City College, USA

---

**Project-Based Learning: Pedagogical Possibilities for Online, Mobile, and Blended Learning**
**Content Area: CALL/Computer-Assisted Language Learning/Technology in Education**

Project-based learning (PBL), a learner-centered approach to the active exploration of real-world problems, promotes the use of authentic resources, critical thinking, collaboration, and alternative assessment in English language learning and teaching. Discover how PBL can be facilitated in online, mobile, and blended learning by creating new possibilities for incorporating technology.

**Christine Bauer-Ramazani**, St. Michael’s College, USA

**Sandy Wagner**, Defense Language Institute, USA

**J. Elliot Casal**, Ohio University, USA

**Christel Broady**, Georgetown College, USA

**Christine Sabieh**, Notre Dame University, Lebanon

---

“I’m So Excited About My Own Space of English”
**Content Area: Second Language Writing/Composition**

The study discussed explores how electronic portfolios facilitate ESL/EFL writing by examining student motivation/engagement in creating Web portfolios. It contributes to the current findings of the field by further articulating advantages of Web portfolios and evidencing how and why students are motivated in creating Web portfolios throughout the process and postproduction.

**Song-Eun Lee**, Purdue University, USA

**Heejung Kwon**, Purdue University, USA

---

**Assessing Pronunciation: A Practical Approach to Rater Calibration Training**
**Content Area: Assessment/Testing**

Speaking test rubric descriptors for pronunciation are often vague, and assessing pronunciation is challenging. This presentation focuses on how to assess pronunciation and how to improve calibration trainings to support ESL teacher raters in conducting reliable and valid ITA and IEP oral proficiency assessments.

**Alison McGregor**, University of Texas at Austin, USA

---

Beyond Ageism to Reciprocity: Pairing ESL and Spanish L2 Learners
**Content Area: Adult Education**

With seniors expected to make up 25% of the population in the West by 2035, innovative higher education programs for immigrant seniors learning English must be developed. This talk describes one such study investigating a reciprocal teaching/learning arrangement between L1 Spanish-speaking/L2 English-learning seniors and L1 English university students studying Spanish.

**Shelley Taylor**, Western University, Canada

**Ana Garcia-Allen**, Western University, Canada

**Jen Kozak**, Western University, Canada
Beyond Borders: Factors Determining Sustained Success Among Saudi Students
Content Area: Intensive English Programs
Are IEPs providing Saudi students with the tools they need to succeed once they reach the university? Surveys of students and faculty at both levels offer insight into which factors—relating to course content, academic discipline, and sociocultural support—contribute most to Saudi integration and success after they matriculate.
Terri Lore, ELS Language Centers, Oklahoma City, USA
Jaime Haile, ELS Language Center, Thousand Oaks, USA
Carol Swett, ELS Language Center, Thousand Oaks, USA

Cultures in Conflict: Moving Beyond Saudi-American Differences
Content Area: Culture
What can American teachers and administrators learn from their Saudi Arabian students? What should Saudi students know about American academic and office culture? This session illustrates how these knowledge gaps often create conflict in classrooms and offices and offers strategies on how to move beyond the cultural differences.
Laura Kappel, ELS Language Centers, USA
Cheryl Jones, ELS Language Centers, USA
Angel Gambrel, ELS Language Centers, USA

Beyond Rubrics: Assessing ITAs’ Readiness to Teach
Content Area: International Teaching Assistants
This session examines the process of assessment of ITAs’ readiness to teach at a large university. After describing one university’s evaluation methods, the presenters focus on the assessment rubric. Participants have the opportunity to compare and discuss their own evaluation practices with the assessment models presented.
Mihaela Giurca, University of Washington, USA
Nasrin Nazemi, University of Washington, USA

Five Paths To Prevent Plagiarism
Content Area: Intensive English Programs
Academically bound ESL students and matriculated students alike may confront charges of plagiarism. Instruction and integrity policies help but may not be enough. Our session demonstrates the use of a seminar that engages students, faculty, and administration to prevent future incidents by discussing the issue constructively and consistently.
Colleen McGovern, Spring International Language Center, USA
Andy Pulford, Spring International Language Center, USA
Sarah Siddique, University of North Carolina, USA

Cultivating Empowerment: Negotiating Feedback and Questionnaires in EFL/ESP Classrooms
Content Area: Teaching Methodology and Strategy
How can learning questionnaires, with the option of anonymity, foster learner engagement in university EFL/ESP classrooms? This session discusses learning questionnaires and encourages reflection about their positive effects so as to expand classroom borders. We look at how, when, and why to use questionnaires as tools of classroom community empowerment.
Mary Ward, Istituto Europeo di Design, Italy

Games to Inject Motivation and Enthusiasm Into the Classroom
Content Area: Teaching Methodology and Strategy
By using a variety of language games and activities into your classroom, you greatly increase the chance of reaching all your students. Consequently English language becomes easier and more fun to learn. Games not only engage the children, but also provide intense and meaningful practice of language.
Makkia Alweeni, Abdulrahman Kanoo International School, Bahrain
FRIDAY, 8 APRIL

Workshop

TESOL in Focus

Teaching Tip

Roundtable

Discussion

Research-Oriented

Practice-Oriented

Invited Speaker

Improving Literacy Instruction: Moving Beyond Reading Significantly Below Grade Level

Content Area: Elementary School/Primary Education

Participants learn how to create and use instructional plans with K–3 students reading “significantly below grade level.” The presenters compare intervention plans for ELLs to non-ELLs. Further, participants in this interactive session see how students with detailed and well-implemented plans improve literacy skills versus students not on plans.

Katherine Beck, Denver Public Schools, USA

Stefanie Pleiss, Denver Public Schools, USA

Improving Second Language Listening Competence Through Written Scaffolds

Content Area: Listening, Speaking/Speech

Using written scaffolds such as keywords, full captions, and transcripts has shown to be effective in improving listening competence of learners in different levels of language proficiency. The presenter demonstrates an approach for selecting written scaffolds appropriate for each proficiency level and shares listening resources useful for material development.

Reima Abobaker, University of Idaho, USA

Thomas Salsbury, Washington State University, USA

Including Students Who Are Blind in English Language Proficiency Assessments

Content Area: Assessment/Testing

This session highlights the results of cognitive labs conducted with ELLs who are blind or have low vision, to learn more about how to improve the English language proficiency for the 21st Century consortium’s assessments for these students. Sample items are presented to showcase students’ feedback.

Vitaliy Shyyan, National Center on Educational Outcomes, USA

Laurene Christensen, National Center on Educational Outcomes, USA

Internationalization and English Language Hegemony in Mexican Higher Education

Content Area: Educational Linguistics

The research discussed aims to understand the spread of English in Mexican higher education linked to internationalization. The study focuses on how EFL teachers perceive English, and if they support ideologies that recognize the spread as natural and apolitical, or, on the opposite, if they think that English has ideological implications.

Colette Despagne, Benemérita Universidad Autónoma de Puebla, Mexico

Knowledge About Language, Impact, and the ESOL-Practicum

Content Area: Teacher Education

It is now 25 years since the commencement of the Consent Decree centering on the education of ELLs in Florida. The longitudinal research study discussed investigated 256 preservice teachers’ knowledge about language and their effectiveness on language instruction for ELLs during their ESOL practicum. Implications for ESOL education are made.

Tony Erben, University of Tampa, USA

Kate Wittrock, Saint Leo University, USA

Pedagogical Approaches and Professional Development Needs for English-Medium Instruction

Content Area: Content-Based and CLIL/Content and Language Integrated Learning

Professors in non-Anglophone universities are facing the daunting task of teaching subjects in English without appropriate training and support. To understand pedagogical and linguistic issues around English-medium instruction (EMI), the researcher worked with six Korean professors to explore their pedagogical knowledge and professional development support needs for EMI.

Jaehan Park, Pennsylvania State University, USA

Self-Assessment Resource for ESL Teacher Licensing in the Middle East

Content Area: Teacher Education

The discusants share the development of a self-assessment resource created specifically for aspiring ESL teachers and ESL educators in the Middle East. This contextually relevant resource helps measure their progress in applying ELL teaching/learning strategies, methods, and theories in the five TESOL domains: language foundations, culture, instruction, assessment, and professionalism.

Sadiq Midraj, Zayed University, United Arab Emirates

Christine Coombe, Higher Colleges of Technology, United Arab Emirates

Jessica Midraj, Zayed University, United Arab Emirates

Christina Gitsaki, Zayed University, United Arab Emirates

Abdel Latif Sellami, Qatar University, Qatar

Ali Al-Belushi, Sultan Qaboos University, Oman
STEM Beyond Borders: International Scholars Writing in English
Content Area: English for Specific Purposes
Because many top tier journals are now published in English, STEM professionals worldwide are often expected or required to write and publish in English. What challenges do they face, and how can they be helped? This session presents results of an exploratory study conducted in a multinational university in the UAE.

Julie Riddlebarger, Khalifa University of Science, Technology and Research, United Arab Emirates

Traversing Borders: Building Bridges to Disciplinary Literacy Practices
Content Area: Teacher Education
Teacher educators preparing 7–12 preservice teachers for classrooms including ELLs must address ways to build learners’ disciplinary practices as expected in the Common Core State Standards. Using a science text and drawing on genre pedagogy, the presenters demonstrate one way future teachers can learn to design disciplinary literacy instruction.

Ying Zhang, Robert Morris University, USA
Kathleen Ramos, Saint Vincent College, USA

Teaching Research Writing With Disciplinary Corpora
Content Area: Applied Linguistics
In this presentation, the presenters introduce an original cross-disciplinary framework of moves and steps and showcase how such descriptive foundational knowledge was applied to the creation and implementation of pedagogical materials and tasks. Select insights from students are also expounded, supporting the practical relevance and usefulness of this approach.

Stephanie Link, Oklahoma State University, USA
Elena Cotos, Iowa State University, USA
Sarah Huffman, Iowa State University, USA

Five High-Tech Apps for Low-Tech Instructors
Content Area: Teaching Methodology and Strategy
Apps are not only changing how we communicate but also how we teach. With apps and the use of mobile technology, vocabulary, literacy, and writing develop at a faster pace. In this workshop, presenters provide a beginner’s guide to five major apps that will make content-oriented classroom more interactive.

Teresa Tran, California State University, Fullerton, USA
Annie Tran, California State University, Fullerton, USA

Translanguaging: Students Crossing Linguistic Borders in Peer Learning
Content Area: Bilingual Education
The qualitative study discussed examines elementary school language learners’ use of translanguaging during cross-age peer learning interactions. Findings reveal how students use translanguaging for multiple purposes, which transcend linguistic borders, enhance students’ language and content learning, and strengthen relationships that are foundational to learning.

James Groff, University of Maryland, College Park, USA
Johanna Tigert, University of Maryland, College Park, USA
Melinda Martin-Beltran, University of Maryland, College Park, USA
Megan Peercy, University of Maryland, College Park, USA
Rebecca Silverman, University of Maryland, College Park, USA

Going Beyond Borders: Using Online Tools in Teacher Education Programs
Content Area: Teacher Education
This colloquium is about the integration of technology in teacher education programs in three different contexts: Canada, Taiwan, and Venezuela. The purpose is to discuss the value of asynchronous communication through blogs, e-mails, and forums in order to foster dialogical interaction and facilitate student teachers’ voices.

Carmen Chacón, University of Los Andes, Venezuela
Francis Bangou, University of Ottawa, Canada
Yuh-Yun Yen, National Chiayi University, Taiwan

Friday, 4:00 pm–4:45 pm
Convention Center, 342

Friday, 4:00 pm–4:45 pm
Hilton Baltimore, Key 2

Friday, 4:00 pm–4:45 pm
Convention Center, 317

Friday, 4:00 pm–4:45 pm
Convention Center, 341

Friday, 4:00 pm–5:45 pm
Convention Center, 317

Friday, 4:00 pm–5:45 pm
Convention Center, 323

Friday, 4:00 pm–5:45 pm
Convention Center, 341

Friday, 4:00 pm–5:45 pm
Convention Center, 323
Friday, 4:00 pm–5:45 pm
Convention Center, 349

Mapping Beyond the Curriculum to Maximize Instructional Time
Content Area: Elementary School/Primary Education
This workshop is intended to guide participants through the process of thoughtful and intentional ELL curriculum planning. Discussion, instruction, and work time will revolve around the use of multiple significant areas of consideration to create thorough plans for an elementary level ELL curriculum scope and sequence.

Heather Barbeau, Bayless School District, USA
Melissa Wheeler, Bayless School District, USA
Cara Russell, Bayless School District, USA

5:00 pm

Friday, 5:00 pm–5:20 pm
Convention Center, 350

Two Confronting Forces: Enhancing Global English and Maintaining National Identity
Content Area: English as a Foreign Language
A set of instructional innovations, including lessons and accompanying multimedia materials, was constructed based on prominent characteristics of the community. Significant gain scores assessed by pre/posttests revealed that the students were increasingly aware of community identity. Students’ success in executing a tourguide simulation task showed their competence in effective English.

Budsaba Kanoksilapatham, Silpakorn University, Thailand

Friday, 5:00 pm–5:20 pm
Convention Center, 342

Beyond the Page Border: Using Movie Trailers for Writing Instruction
Content Area: Second Language Writing/Composition
Coming soon to a classroom near you: Movie trailers are a fun and unexpected way for students to practice writing skills in and out of the classroom. The presenter provides strategies to spark students’ creative and academic imaginations using Hollywood’s biggest blockbusters.

Carly Vogelsang, University of Missouri, USA

Friday, 5:00 pm–5:20 pm
Convention Center, 336

Moving Beyond Technology in the Classroom
Content Area: Integrated Skills
Many EFL learners now have easy access to written and spoken English through electronic media, and they spend most of their time interacting with machines. Should the language classroom be an extension of the electronic world we live in, or can it provide an alternative? If so, how?

Rhoda McGraw, Ecole des Ponts ParisTech, France

Friday, 5:00 pm–5:20 pm
Convention Center, 324

Using Evernote as an E-Portfolio to Foster Autonomy and Communication
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Reflective e-portfolios are powerful tools in developing learners’ ability to take action in the L2 and fostering autonomy and agency in their learning process. The presenters share how the application Evernote can be used collaboratively by teachers and students to build and share these portfolios in a convenient way.

Jeannie Slayton, University of Connecticut American English Language Institute, USA
Cynthia DeRoma, University of Connecticut, USA
Friday, 5:00 pm–5:20 pm
Convention Center, 331

**Using Technology to Expand Listening and Speaking Opportunities**

*Content Area: Listening, Speaking/Speech*

Increasing interpretive and expressive opportunities in and out of classroom is key in advanced ESL courses. This session shows how to integrate mobile audio-recording social platform SoundCloud into listening and speaking courses to receive and respond to homework and classroom tasks, provide directions, and accumulate oral journals.

Aziz Yuldashev, Northern Arizona University, USA
Kyle Moore, Northern Arizona University, USA
Yuan Zhuang, Northern Arizona University, USA

Friday, 5:00 pm–5:45 pm
Hilton Baltimore, Latrobe

**Adopting a Flipped Class Model for ITAs**

*Content Area: Teaching Methodology and Strategy*

The concept of the flipped classroom has been gaining popularity. This presentation explores the role of this approach in resolving the conflict between the amount of material needing to be covered and the limited time available in ITA classes.

Barbara Beers, University of Minnesota, USA
Elena Stetsenko, University of Minnesota, USA

Friday, 5:00 pm–5:45 pm
Convention Center, 345

**Beyond the Usual: Innovative Grammar and Writing Instruction Through Socrative**

*Content Area: Teaching Methodology and Strategy*

There’s learning grammar and then there’s applying grammar to writing. Socrative, a free web-based tool, can be utilized by teachers to make learning grammar and writing innovative, engaging, and meaningful. This presentation demonstrates the features of Socrative, and participants can learn how to create their own Socrative activities.

Cyndriel Meimban, Northern Arizona University, USA
Kyujin Lee, Northern Arizona University, USA

Friday, 5:00 pm–5:45 pm
Convention Center, 321

**Bridging Students’ Writing Skills and the Demands of Academic Writing**

*Content Area: Second Language Writing/Composition*

Writing Centers are dynamic places that help bridge the gap between students’ second-language writing skills and the constraints of academic writing. This presentation discusses a large quantitative and qualitative study investigating the long-term effects of WC support on ESL students’ academic writing skills and their metacognitive development as writers.

Lucie Moussu, University of Alberta, Canada

Friday, 5:00 pm–5:20 pm
Convention Center, 331

**College Preparation 101: Preparing EFL Students for Online Learning Success**

*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

This interactive presentation discusses early use of Blackboard and other learning platform software in an IEP as a bridge to professional studies. Examining current and former students’ feedback and current research, the presenters discuss ways for instructors and administrators to maximize ELLs’ technological experiences upon successful admission.

Michael Mutti, Indiana State University, USA
Crystal Sullivan, Indiana State University, USA

Friday, 5:00 pm–5:45 pm
Convention Center, 348

**Exploring Teacher and Student Perceptions of Mobile-Assisted Language Learning**

*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

Mobile devices are becoming a more salient feature in L2 classrooms, but the variability of apps and operating systems makes harnessing the power of mobile devices tricky. Presenters compare the results of IEP student and teacher surveys and attempt to bridge the gap with practical training suggestions and classroom applications.

Sky Lantz-Wagner, University of Dayton, USA
Nichole Lucas, University of Dayton, USA

Friday, 5:00 pm–5:45 pm
Convention Center, 339

**Heritage Language Teachers’ Motivational Positioning for English Immigrant Children**

*Content Area: Bilingual Education*

This session explores the teaching practices of Chinese heritage teachers in a Chinese heritage language class in the USA. Teachers’ motivational positioning of themselves and with their students, which could be observed from their different instructional discourses and strategies, is revealed to be unique.

Fan-Wei Kung, Queen’s University, United Kingdom (Great Britain)
If You Build It: A Paradigm for an ESP Corpus
Content Area: English for Specific Purposes
The presenter demonstrates how the construction of a corpus of English for art and design has served as a paradigm for building a specialty corpus in other disciplines of ESP. Participants learn how to use corpus tools and then generate language learning activities for specialty vocabulary, grammar, and usage.
Jing Fu, University of Toronto, Canada
Friday, 5:00 pm–5:45 pm
Convention Center, 347

Latin and Legalese: Language for Law Students
Content Area: Intensive English Programs
Participants learn about the genre conventions of legal English, spoken and written, and review the curriculum and class activities from a successful course, run in partnership between an IEP and a law school, designed to support incoming international law students.
Amanda Kniepkamp, University of Pennsylvania, USA
Friday, 5:00 pm–5:45 pm
Convention Center, 344

Internationalization and Faculty Development for the Multilingual Writing Classroom
Content Area: Second Language Writing/Composition
The case study discussed examines the process of development and adjustment veteran writing faculty undergo as they respond to a changing multilingual student population. The results offer theoretically-informed strategies for faculty development in multilingual writing classrooms.
Jennifer Haan, University of Dayton, USA
Friday, 5:00 pm–5:45 pm
Convention Center, 343

Meeting College and Career Readiness Anchor Standards for Writing
Content Area: Standards, Common Core State Standards
This session offers guidelines, strategies, resources, and activities that help prepare ELLs to meet the College and Career Readiness (CCR) Anchor Standards for writing in Grades 6–12. When carefully scaffolded, the suggested writing activities can help reduce the constraints and challenges ELLs face as they engage in writing academic texts.
Loretta Fernandez, University of Pittsburgh, USA
Veronica Sardegna, University of Pittsburgh, USA
Myriam Abdel-Malek, University of Pittsburgh, USA
Friday, 5:00 pm–5:45 pm
Convention Center, 322

Language Learning Beyond Borders: Costa Rica/USA College Penpal Exchange
Content Area: Culture
The presenters share their research on the reaction of undergraduate college students in Costa Rica and the United States towards penpal exchange experiences implemented in their English and Spanish classrooms. Students’ attitudes on the improvement of their language proficiency, cultural awareness, global citizenship, and interpersonal skills are discussed.
Nuria Villalobos-Ulate, Universidad Nacional, Costa Rica
Alejandra Alvarado-Brizuela, University of North Alabama, USA
Friday, 5:00 pm–5:45 pm
Convention Center, 329

NNESTs Stepping Into Native-Turkish-Speaking Teachers’ Shoes
Content Area: Nonnative English Speakers in TESOL
This session reports on a study that explores the experiences of five NNESTs who went to the United States for 1 year to teach their native language, Turkish. The study investigates how changing roles from a NNEST to a native-Turkish-speaking teacher affects these teachers’ identity construction.
Sevcan Mutlu, Middle East Technical University, Turkey
Denz Oractepe, Bilkent University, Turkey
Friday, 5:00 pm–5:45 pm
Convention Center, 344

Language Proficiency Matters: Bilingual Adult Students’ Language Learning Issues
Content Area: Adult Education
Does language proficiency matter? What features of language interference occur in bilingual adult students’ writing? This session attempts to explore the relationship between language proficiency and language intervention, and to provide a new direction for second language teaching research.
Jing Fu, University of Toronto, Canada
Friday, 5:00 pm–5:45 pm
Convention Center, 328

Representations of International Undergraduate Students in Discourses of Internationalization
Content Area: Social Responsibility/Sociopolitical Concerns
Qualitative research on representations of international undergraduates (IUGs) at a U.S. university identified several competing discourses. Negative representations constitute IUGs as burdens, representations of IUGs as resources commodify the students, and discourses of il/legitimacy regulate language use. The findings are reminders of the constituting power of language and discourse.
Kristin Hiller, University of Utah, USA
Friday, 5:00 pm–5:45 pm
Convention Center, 340

University of Utah, USA
Middle East Technical University, Turkey
Bilkent University, Turkey
University of Pittsburgh, USA
University of Pennsylvania, USA
University of North Alabama, USA
Bilkent University, Turkey
University of Pennsylvania, USA
University of Pittsburgh, USA
Student Teacher Cognitions on Grammar Instruction

Content Area: Grammar

Language teacher cognitions influence their instructional decisions and practice. This presentation discusses a series of quantitative and qualitative studies investigating the cognitions that Dutch EFL student teachers hold on grammar teaching. How do these cognitions develop? And what are the implications for teacher education?

Johan Graus, HAN University of Applied Sciences, Netherlands

Synergistic Literacy Project: Teaching Writing With Emergent Readers

Content Area: Reading and Literacy

What can academic writing look like for adolescents who are emergent readers? During this session, participants simulate instructional activities from the Synergistic Literacy Project to support students’ transition to academic writing. Participants learn about the theoretical basis of the strategies, such as translanguaging, and practice several strategies.

Christine Hardigree, The University of Virginia, USA

Trouble in Paradise: Mobile Language Learning Expectations Meet Reality

Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

Smartphones and tablets were expected to revolutionize language learning, but have so far had a relatively limited impact on in-class language instruction. This presentation examines teachers’ attitudes toward mobile devices and how that translates to a lack of classroom uses.

Sean McClelland, University of Oregon, USA
Rachel Drummond-Sardell, University of Oregon, USA

Us/Them, Here/There: Pronouns of Othering and Marginalization in ESL Textbooks

Content Area: Social Responsibility/Sociopolitical Concerns

In this presentation, we explore the concept of othering, and then work on a variety of textbook excerpts to identify and analyze examples of othering and discuss alternative strategies to develop more inclusive multicultural education discourse/texts for teacher candidates.

Baburhan Uzum, Sam Houston State University, USA
Ali Fuad Selvi, Middle East Technical University, Turkey
Bedrettin Yazan, University of Alabama, USA
SATURDAY, 9 APRIL 2016
For the location of a ticketed session, please check your ticket.

8:00 am

Creating an Integrated Instructional Program to Support All Newcomer Needs
The needs of newcomers can be all-encompassing. Learn how one school addressed the needs of beginning ELL students by applying Maslow’s hierarchy of social and emotional needs through school-based and community-assisted systems, creating a positive learning environment for students to feel safe and access grade-level curriculum. This opens the door for a strong instructional program.

Jennifer Santiago, Fairfax County Public Schools, USA
Karyn Niles, Fairfax County Public Schools, USA
Cassandra Eatmon, Fairfax County Public Schools, USA

Developing Contextualized, Genre-Based, Reading-Into-Writing Activities
After a (re)introduction to English for specific purposes and rhetorical genre studies pedagogies, participants are actively engaged in five stages of a reading-into-writing process: analyzing a writing prompt, investigating prior genre knowledge, viewing a text as situated, making a plan for writing to the prompt, and preparing framing sentences for a first draft.

Ann M. Johns, San Diego State University, USA

Mentoring Beyond Borders: Expanding the World of Quality Mentors
Mentoring can maintain standards and help new hires and current teachers adjust to new teaching demands. Through practice, using the proper tools, and follow-up training, the mentoring process can be optimized to its fullest potential. Presenters lead attendees through the process of effective mentoring.

Julie Doty, University of North Texas, USA
Kelly Healey, Amplify, USA
Lisa Hollinger, University of North Texas, USA
Karen Lioy, University of North Texas, USA

Saturday, 8:00 am–12:00 pm

Promoting Language and Literacy by Pairing Fiction and Nonfiction Texts
Participants practice pairing fiction and nonfiction texts in order to promote a host of critical language and literacy skills for ELLs in Grades K–8. Using text sets built around science and social studies themes tied to national content standards, participants sample a range of strategies for advancing students’ language and literacy skills while exploring motivating content-area themes.

Nancy Cloud, (retired), Rhode Island College, USA

Using Songs and Music Effectively in Time-Tested and Brand New Ways
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 the learner’s progress. This PCI demonstrates a wide range of activities, including all four domains, content area, and genre study, and even CCSS planning and test preparation. Come ready for interaction and inspiration.

Kristin Lems, USA
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 sessions are located on the Expo Hall floor.**

**WEDNESDAY, 6 APRIL 2016**
12:30 pm–1:45 pm

**PA**
Accelerate ESL Classes: Access versus Success
*Content Area: Program Administration*
Barbara Auris, Montgomery County Community College, USA

**AE**
Beyond Creative Boundaries: Using Photography as an ESL Tool
*Content Area: Arts*
Janine Armstrong, ELS Language Centres, Canada

**SPL**
Beyond the Semester: Quantifying ELLs’ Fluency Gains Longitudinally
*Content Area: Phonology/Pronunciation*
Constantine Fesenko, Brigham Young University, USA
Mark Tanner, Brigham Young University, USA
Lynn Henrichsen, Brigham Young University, USA
James Hartshorn, Brigham Young University, USA

**TE**
Beyond the Traditional Thesis: Capstone Projects With a Purpose
*Content Area: Teacher Education*
Jillian Haeseler, North Carolina State University, USA
Michelle Plaisance, Greensboro College, USA
Paula Wilder, Greensboro College, USA

**TE**
Blended Learning and MOOCs: What Teachers Need to Know
*Content Area: Personal and Professional Development for Teachers*
Dragana Filipovic, University of Belgrade, Serbia

**SR**
Building Bridges to Global Citizenry
*Content Area: Social Responsibility/Sociopolitical Concerns*
Sharyn Moore, Santa Monica, USA
Tom Shandorf, Istituto Americano, Italy

**SLW**
Building Sentences: A Visual Approach
*Content Area: Grammar*
Michael Berman, Montgomery College, USA
Eileen Cotter, Montgomery College, USA
Henry Caballero, Montgomery College, USA
Mark Alves, Montgomery College, USA

**EFL**
Can I Really Learn English Online?: What Students Believe
*Content Area: Distance Learning/Online Learning*
Andres Paredes, Centro de Educación Continua Escuela Politecnica Nacional Quito, Ecuador
Kari Miller, Centro de Educacion Continua Escuela Politecnica Nacional, Ecuador

**EFL**
Comprehending the Teenage Mindset and Classroom in Contemporary Society
*Content Area: English as a Foreign Language*
Luciana Locks-Lima, CNA–Editora Cultural Norte-Americano, Brazil
Jaime Cará Junior, CNA–Editora Cultural Norte-Americano, Brazil

**IEP**
Do Housing Choices Impact Academic Success for ELLs?
*Content Area: Intensive English Programs*
Monique Abbett, ELS Language Centers, USA
Rebecca Soto, ELS Language Centers, USA

**IEP**
Encouraging ESL Teachers to Empower Their Students to Read Extensively
*Content Area: Intensive English Programs*
Rachael Van Liefde, English Language Services, USA

**ESP**
English for Nursing: An Exploration of Taiwanese EFL Learners’ Needs
*Content Area: Business and Vocational Workplace English*
Ying-Chun Lai, Chung Shan Medical University, Taiwan

**TE**
English Language Learners’ Exposure to Academic Language in Mainstream Classrooms
*Content Area: Mainstream Classrooms*
Tracy Spies, University of Nevada, Las Vegas, USA
Cristina Reding, University of Nevada Las Vegas, USA
Margarita Huerta, University of Nevada Las Vegas, USA
Tiberio Garza, University of Nevada Las Vegas, USA

**IC**
ESL Teaching in the Context of International Academic Mobility Programs
*Content Area: Intercultural Communication*
Olga Oliinyk, Kharkiv State Academy Of Culture, Ukraine
Aleksandra Kolesnikova, Kharkiv National University of Civil Engineering and Architecture, Ukraine
**ESL Tutor Training Dos and Don'ts**
*Content Area: Intensive English Programs*

Wing Wong, Kansas State University, USA

**Everyday Leadership: Teaching Leadership Skills in the ESL Classroom**
*Content Area: Intensive English Programs*

Kristina Allison, Montana State University, USA

**Exploring Oral Presentations From Multicultural Perspectives**
*Content Area: Assessment/Testing*

Amy Ives Takebe, Hokkaido University of Education, Japan

**Exploring the Impact of English Language Literacy: An Autoethnography**
*Content Area: English as a Foreign Language*

Mir Abdullah Miri, Indiana University of Pennsylvania, USA

**Guidelines for Creating an Interactive E-textbook**
*Content Area: Distance Learning/Online Learning*

Andrianarivo Eva, English Teaching Program, Madagascar

**Incorporating Language and Culture for Intercultural Harmony in EFL Classrooms**
*Content Area: English as a Foreign Language*

Madhukar K.C., Nepal English Language Teachers’ Association, Nepal

Bhakta Bahadur Basnet, Nepal English Language Teachers’ Association, Nepal

**Interactive Writing: An Effective Way to Engage Students**
*Content Area: Second Language Writing/Composition*

Solimar Hillier, American Language Institute at San Diego State University, USA

**Investigating Elementary ELs’ Funds of Literate Identity Through Self-Portraits**
*Content Area: Reading and Literacy*

Pamela Hickey, Towson University, USA

**Making Writing Fun and Creative for Children**
*Content Area: Second Language Writing/Composition*

Arthur Burrows, Pro Lingua Associates, USA

**Reaching Beyond Borders to Create Meaningful Speaking and Listening Assessments**
*Content Area: Intensive English Programs*

Lisa Swovick, Rochester Institute of Technology, USA

**Redefining Borders Through Coteaching: ESL Teachers in Mainstream K–5 Classrooms**
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

Jennifer Norton, Center for Applied Linguistics, USA

**Syrian Refugees in the Classroom: Support and Engagement**
*Content Area: Culture*

Kinana Qaddour, Virginia Tech University, USA

**Teaching English and Nonviolence Through Kairos–Palestine**
*Content Area: Social Responsibility/Sociopolitical Concerns*

Salameh Bishara, Evangelical Lutheran Church in Jordan and The Holy Land, Palestinian Territory

Reem Jaber, School of Hope, Palestinian Territory

**Teaching Pronunciation to Highly Educated Language Learners**
*Content Area: Phonology/Pronunciation*

Mark Picus, The University of Texas, USA

**The Article Social: Connecting Colleagues and Promoting Professional Development**
*Content Area: Personal and Professional Development for Teachers*

Anikke Trier, Mukogawa Fort Wright Institute, USA

Sarah Rodenbough, Mukogawa Fort Wright Institute, USA

**The Creation of an Online Magazine to Showcase Student Essays**
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

Aiko Pletch, State University of New York at New Paltz, USA

Melissa Feldmann, State University of New York, USA

**The Moth: Storytelling as a Basis for Cross Curricular Projects**
*Content Area: Integrated Skills*

Amy Pascucci, University of California, San Diego, USA

Jennifer Peck, Middleburg Institute of International Studies at Monterey, USA

**The Use of Picture Prompts in EFL Learners’ Oral Production**
*Content Area: Task-Based, Project-Based Instruction*

Xuyan Qiu, The University of Hong Kong, Hong Kong

Zhan Li, The University of Hong Kong, Hong Kong

**The Writing Process in L2 Composition: A Website for Instruction**
*Content Area: Second Language Writing/Composition*

Eric Grunwald, Massachusetts Institute of Technology, USA
Using Authentic Online Materials to Improve Listening Proficiency at B1
Content Area: Listening, Speaking/Speech
Paola Montero Martínez, Escuela Superior Politécnica del Litoral, Ecuador
Mirna Romero, Escuela Superior Politécnica del Litoral, Ecuador

Using Intralingual DVD Subtitles to Enhance Vocabulary Recognition and Recall
Content Area: Media (Print, Broadcast, Video, and Digital)
Miranda Carstens, University of the Free State, South Africa

THURSDAY, 7 APRIL 2016
12:30 pm–1:45 pm

A Motivational, Online Guide for Developing Individual Pronunciation Improvement Plans
Content Area: Phonology/Pronunciation
Lynn Henrichsen, Brigham Young University, USA
Sofia Laura Carreño Galdame, Brigham Young University, USA
Mark Tanner, Brigham Young University, USA

A TEFL Experience in Lithuania
Content Area: English as a Foreign Language
Autumn Hulke, Arizona State University, USA

Application of Apology Strategies Between Chinese and Arabic ESL Learners
Content Area: Discourse and Pragmatics
Mengjiao Wu, Shanghai Maritime University, China
Nadeen Katz, Asia University, Japan
Sayuri Minakuchi, Rikkyo University, Japan

Arabic Girls' Reading Club: Toward Literacy Through Culturally Relevant Texts
Content Area: Elementary School/Primary Education
Kathleen Copeland, University of Delaware, USA
Brittany Zezima, University of Delaware, USA

Assessing Students’ Work: Second Language Deficiency or Learning Difficulty?
Content Area: Learning Disabilities/Special Needs
Cristina Reding, University of Nevada, Las Vegas, USA

Beyond the Obvious: These Provocative Questions Deliver Compelling Research Writing
Content Area: Task-Based, Project-Based Instruction
Wendy McBride, University of Arkansas, USA
Christina Hadley Marrero, Rosario English Area Universidad del Rosario, Colombia

Building an ELL Guided Research Teacher Toolkit
Content Area: Research/Research Methodology
Alla Bokhman, ELS Language Centers, USA

Chinese Undergraduate English Academic Writers: Negotiating Writing Identity Across Borders
Content Area: Second Language Writing/Composition
Jennifer Lund, Indiana University, USA

Civics: Make Freedom Ring in Your Classroom, For Free!
Content Area: Intensive English Programs
Natalia de Cuba Romero, Nassau Community College, USA
Ashley Fifer, Nassau Community College, USA

Contributing to Academic Student Success Though an Independent Reading Program
Content Area: Reading and Literacy
Fernanda Ortiz, University of Arizona, USA
Michael Lindsey, University of Arizona, USA

Creating Online Communities of Practice Across Cultures and Borders
Content Area: Intercultural Communication
Lilia Savova, Indiana University of Pennsylvania, USA

Cross-Linguistic Transfer Between Chinese and English
Content Area: Educational Linguistics
Man Yang, The University of Texas at Austin, USA

Dare to Step Outside Classroom Borders to Teach
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
Virginia Robson, USA

ELLs as Language Brokers: What You Need to Know
Content Area: Elementary School/Primary Education
Rachel Adams Goertel, Pennsylvania State University, USA

Emergent Multiliteracies: Innovative Uses of Email in Low-Level ESL
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Tara Bates, Modesto Junior College, USA
Enhancing Pronunciation Instruction With Speech-Language Pathology Techniques  
Content Area: Phonology/Pronunciation  
Jennifer Stenseth, Portland State University, USA  
Shannon Guinn-Collins, Portland State University, USA

ESL Made Easy  
Content Area: English as a Foreign Language  
Randi Mitchell, Texas Intensive English Program, USA

Google Add-Ons to Create Automated Systems for Small Programs  
Content Area: Program Administration  
Sylvia Stipich, Independent, USA

Habitus Analysis of High School Teachers in an EFL Context  
Content Area: English as a Foreign Language  
Shima Khaleghi, Ferdowsi University, Iran

Implementing Design-Based Principles Using Model Texts in Academic Genres  
Content Area: Second Language Writing/Composition  
Ibtesam Hussein, University of Idaho, USA  
Adeyinka Popoola, University of Idaho, USA

Increasing Reading Motivation by Bringing Local Literature to Life  
Content Area: Intensive English Programs  
Melanie Baker, University of Maryland, College Park, USA

Innovations and Coteaching in Nepalese EFL Classrooms  
Content Area: Second Language Acquisition  
Gokul Ghimire Sharma, Nepal English Language Teachers Association, Nepal  
Radhakrishna Humagain, Nepal English Language Teachers Association, Nepal

L2 Intonation in Bengali ELLs  
Content Area: Phonology/Pronunciation  
Laurie Gluck, LaGuardia Community College, USA

Launching an IEP Student Newsletter: From Conceptualization to Publication  
Content Area: Media (Print, Broadcast, Video, and Digital)  
Cyndriel Meimban, Northern Arizona University, USA

Moving Forward With eTextbooks  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Fernanda Ortiz, University of Arizona, USA  
Kathleen Hertensten, University of Arizona, USA

Preparing New International Graduate Students for Architecture Critiques  
Content Area: English for Specific Purposes  
Theresa Rohlck, The University of Michigan, USA

Principal Leadership: The School Leader’s Role in Achievement of ELLs  
Content Area: Elementary School/Primary Education  
Tracy Pieper, University of Nevada, Las Vegas, USA  
Chyllis Scott, University of Nevada, Las Vegas, USA

Response to Intervention and ELLs  
Content Area: Reading and Literacy  
Tarie Lewis, State University of New York at New Paltz, USA

Student-Authored Wikitextbooks for Academic Writing and NNEST Preparation  
Content Area: Higher Education  
Timothy Taylor, Hong Kong Institute of Education, Hong Kong

Teaching ESL in Kosovo: English Language Fellow Perspectives  
Content Area: Culture  
Kathleen Mulvey, Bureau of Educational and Cultural Affairs, USA  
Stephanie Drotos, English Language Programs, Bureau of Educational and Cultural Affairs, USA

TESOL in Underprivileged Ethnic Communities: Essential Social and Pedagogical Responsibilities  
Content Area: Social Responsibility/Sociopolitical Concerns  
Nowrin Akther Koly, Anandaniketan School, Bangladesh  
Layla Tus-Siam, Anandaniketan School, Bangladesh

The College Choice Process of Adult ESOL Students  
Content Area: Adult Education  
Lyle Ring, Arlington Education and Employment Program, USA

Trailers On Facebook: An Authentic Material To Motivate EFL Learning.  
Content Area: Distance Learning/Online Learning  
Laura Mariscal, Escuela Superior Politécnica del Litoral, Ecuador  
Karina León Dávila, Escuela Superior Politécnica del Litoral, Ecuador

Using Self-Evaluation Exercises in ITA Training Courses  
Content Area: International Teaching Assistants  
Jennifer Grill, Florida State University, USA  
Maria Beatriz Mendoza, Florida State University, USA
**Want to Write Your Own Textbook? Check These Starting Tips**
Content Area: Materials Writers and Curriculum/ Materials Development
Fernanda Ortiz, University of Arizona, USA

**Write a Holiday Newsletter With All That Grammar Glitters**
Content Area: Second Language Writing/Composition
Mamiko Nakata, Kanda University of International Studies, Japan

**FRIDAY, 8 APRIL 2016**
**12:30 pm–1:45 pm**

**Accessing Vocabulary in the Common Core State Standards**
Content Area: Teaching Methodology and Strategy
Alexandra Dema, University of Nevada, Las Vegas, USA
Tracy Spies, University of Nevada, Las Vegas, USA

**Actualizing Potential: Scaffolding Self-Directed Goal Setting in EAP Reading Courses**
Content Area: Intensive English Programs
Nataliya Borkovska, University of Guelph, Canada
Ling Hu, University of Guelph, Canada
Scott Jamieson, University of Guelph, Canada

**An Investigation of The Language of Algebra I**
Content Area: Math and Science
HE Huang, University of Florida, USA

**Breathing the Change: The Power of Access Students**
Content Area: English as a Foreign Language
Khemraj Sharma, English Access Microscholarship Program, Nepal
Sumitra Kumari Rai, English Access Microscholarship Program, Nepal

**Building Oral and Intercultural Communication Skills Beyond Classroom Borders**
Content Area: Higher Education
Cynthia Lennox, Duquesne University, USA
Susan Todhunter, Duquesne University, USA

**Celebrating the Arts at the Core of Multicultural TESOL**
Content Area: Arts
Lyn Scott, Humboldt State University, USA

**Change the Learning Environment With Relevant Digital Resources**
Content Area: Distance Learning/Online Learning
Mimi Stapleton, SAS Institute, USA

**Computer-Assisted Pronunciation Training’s Effect on ESP Students’ Suprasegmental Use**
Content Area: Phonology/Pronunciation
Caitlin Jolley, Brigham Young University, USA
Mark Tanner, Brigham Young University, USA

**Computer-Mediated Assessment of Phone-Level English Pronunciation**
Content Area: CALL/Computer-Assisted Language Learning/ Technology in Education
Ifikhar Haider, University of Illinois at Urbana-Champaign, USA

**Crossing Key-Borders: Incorporating Touch-Typing in ESL Classes**
Content Area: CALL/Computer-Assisted Language Learning/ Technology in Education
Clarissa Codrington, Language Center International, USA
Trisha Dowling, Language Center International, USA

**Education for All: Insights From International Students**
Content Area: Advocacy
Ahlam Musa, Eastern Michigan University, USA

**Effective and Engaging Summer Programming for Secondary ELL Students**
Content Area: High School/Secondary Education
Cindy Barnes, Delaware County Intermediate Unit, USA
Grace Quagliariello, Delaware County Intermediate Unit, USA

**Effective Essay Writing Strategies for Low Intermediate Students**
Content Area: Second Language Writing/Composition
Solimar Hillier, American Language Institute at San Diego State University, USA

**ESP for Diplomats: A Collaborative Project**
Content Area: English for Specific Purposes
Peggy Garza, Partner Language Training Center Europe, Germany

**Flipped Learning and Adult ESL Literacy: The Perfect Blend**
Content Area: CALL/Computer-Assisted Language Learning/ Technology in Education
Helaine W. Marshall, Long Island University, USA
Fostering Global Understanding and Social Responsibility Beyond Borders, Between Cultures  
*Content Area: Social Responsibility/Sociopolitical Concerns*  
Sharyn Moore, ELS Language Center, USA  
Tom Shandorf, Istituto Americano, Italy

**Grab, Adapt, Share:** Links That Cross Over and Connect Us  
*Content Area: Vocabulary, Lexicon*  
Claudia Kiburz, Khalifa University, United Arab Emirates

**Helping IEP Students Engage in Their New Local Community**  
*Content Area: Intensive English Programs*  
Brooke David, Nebraska Department of Education, USA  
Julie Abo, University of Nebraska at Lincoln, USA  
Nicole Menard, University of Nebraska at Lincoln, USA

**Identities at Play in the English Language Classroom**  
*Content Area: Second Language Acquisition*  
Aklima Hossain-Joldic, Teachers College, Columbia University, USA

**Inner City Elementary ELLs’ Unconventional Out-of-School Literacy Practices**  
*Content Area: Reading and Literacy*  
Seonhee Cho, College of Mount Saint Vincent, USA  
Alana Sullivan, College of Mount Saint Vincent, USA

**iPAd Video Composition:** A Study of Editing Practices  
*Content Area: Nonnative English Speakers in TESOL*  
Andreea Fodor, Simon Fraser University, Canada

**L2 Writers and Interpersonal Discourse With an Author-Informed Text**  
*Content Area: Second Language Writing/Composition*  
James Goertel, Pennsylvania State University, USA

**Listening Without Borders:** Training Ears to Hear World Englishes  
*Content Area: World Englishes*  
Shawn Siferd, ELS Language Centers, USA  
Shushan Richardson, ELS Language Centers, USA

**Long-Term ELLs’ Perspectives on Academic Challenges in U.S. Schools**  
*Content Area: High School/Secondary Education*  
Sarah Eqab, George Mason University, USA

**Precollegiate International Freshmen Program: Successes and Challenges**  
*Content Area: Higher Education*  
Leslie Bohon, College of William and Mary, USA

**Promoting International Diversity at University Campuses Through Mentorship**  
*Content Area: Higher Education*  
Catherine Tapia, California State University San Marcos, USA

**Shakespeare for ELLs**  
*Content Area: High School/Secondary Education*  
Lisa Peter, The Shakespeare Birthplace Trust, United Kingdom (Great Britain)

**Stopping Summer Slide for Elementary ELLs**  
*Content Area: Reading and Literacy*  
Janice Cate, Jackson Public Schools, USA

**Teachers’ Professional Development Program: Hope for Nepalese EFL Teachers**  
*Content Area: English as a Foreign Language*  
Gopal Tamang, Nepal English Language Teachers’ Association, Nepal  
Tirtha Karki, Nepal English Language Teachers’ Association, Nepal

**True Grit: Tips for Turning Tragedies Into Triumphs**  
*Content Area: Intensive English Programs*  
Ashley Fifer, Nassau Community College, USA  
Natalia de Cuba, Nassau Community College, USA

**Using Novels for Integrated Language and Culture Teaching and Learning**  
*Content Area: English as a Foreign Language*  
Neophytos Mitsigkas, University of Essex, United Kingdom (Great Britain)

**Working on Pronunciation as a Listening Skill: Understanding Connected Speech**  
*Content Area: Listening, Speaking/Speech*  
Tamara Barybina, Kharkiv Private Lyceum Professional, Ukraine  
Mariia Ishchenko, Language School Professional, Ukraine
Don’t miss these sessions in TESOL’s
CLASSROOM
OF THE FUTURE!
Located inside the English Language Expo

Wednesday, 6 April

9 am–9:45 am
› A Teacher Training Course Goes From Traditional to Blended
  PRESENTERS: Claire Bradin Siskin, Sharda Kaushik

10 am–10:45 am
› Interactive Language Classrooms of Tomorrow: Integrating Technology Without Interrupting Learning
  PRESENTER: Ben Buckwold

11 am–11:45 am
› Empowering the Classroom of the Future With Quizizz
  PRESENTER: Mauricio Arango

12 pm–12:45 pm
› VR and AR and Robots, Oh My!
  PRESENTER: David Winet

1 pm–1:45 pm
› ELT Classroom in 2020: Beyond Borders via Classroom-Based Videoconferencing
  PRESENTERS: Ju Seong (John) Lee, Yuji Nakamura

2 pm–2:45 pm
› The Digital Literacy Instructor and “Hight Expectation” in the Classroom
  PRESENTERS: Rola Naeb, Jan Deutekom, Helmer Strik

4 pm–4:45 pm
› The Basics of Flipping Your Classroom
  PRESENTER: Evelyn Doman

Thursday, 7 April

9 am–9:45 am
› ELT Classroom in 2020: Beyond Borders via Classroom-Based Online Roundtables
  PRESENTER: Ju Seong (John) Lee, Yuji Nakamura, Randall Sadler

10 am–10:45 am
› Evaluating the Impact of Face-to-Face, Blended, and Online Learning Environments
  PRESENTERS: Mari Nazary, Rebecca Jee

11 am–11:45 am
› Synergies That Flip the Future: Global Technologies Enhance Student-Centered Approaches: Engage, Motivate, and Activate!
  PRESENTER: Dan Sloan, Zhiyu Li

1 pm–1:45 pm
› Superblend: Using Robots for ESL Telepresence, or How to Be in Two Places at One Time
  PRESENTERS: David Winet

2 pm–2:45 pm
› Implementation of Virtual Learning Environments Interconnected With Social Networks
  PRESENTER: JMPVK Jayasundara

3 pm–3:45 pm
› Evaluating the Impact of Face-to-Face, Blended, and Online Learning Environments
  PRESENTERS: Mari Nazary, Rebecca Jee

Friday, 8 April

10 am–10:45 am
› Education Connections: Online, Interactive Network for Teachers Working With ELs
  PRESENTERS: Joanna Duggan, Chris Frederick, Shereen Bhalla, Sarah Moore

11 am–11:45 am
› Reflecting on Bring Your Own Device in Language Classrooms
  PRESENTER: Justin Shewell

12 pm–12:45 pm
› Reflecting on Effective Use of the iPad for Classroom Instruction
  PRESENTER: Justin Shewell

2 pm–2:45 pm
› Everyone Can Do This: Using Audio Software Successfully!
  PRESENTER: Heidi Beck

4 pm–4:45 pm
› Using Jing, a Screencast Program, for Student Writing Revision
  PRESENTER: Sally Durand
<table>
<thead>
<tr>
<th>EXHIBITOR BOOTH NUMBERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Consulting for Education, Inc.</td>
<td>433</td>
</tr>
<tr>
<td>Alta English Publishers, Inc.</td>
<td>418</td>
</tr>
<tr>
<td>American Federation of Teachers</td>
<td>709</td>
</tr>
<tr>
<td>Anaheim University/Anaheim University Press</td>
<td>432</td>
</tr>
<tr>
<td>Barron’s Educational Series, Inc.</td>
<td>815</td>
</tr>
<tr>
<td>Benchmark Education Company</td>
<td>608</td>
</tr>
<tr>
<td>Booklink</td>
<td>636</td>
</tr>
<tr>
<td>BrainPOP ESL</td>
<td>331</td>
</tr>
<tr>
<td>British Council</td>
<td>218</td>
</tr>
<tr>
<td>Cambridge English Language Assessment</td>
<td>323</td>
</tr>
<tr>
<td>CaMLA</td>
<td>318</td>
</tr>
<tr>
<td>CASAS</td>
<td>532</td>
</tr>
<tr>
<td>CaseNEX LLC</td>
<td>730</td>
</tr>
<tr>
<td>Caslon Inc</td>
<td>812</td>
</tr>
<tr>
<td>Center For Applied Linguistics</td>
<td>507</td>
</tr>
<tr>
<td>Charmtech Labs LLC</td>
<td>137</td>
</tr>
<tr>
<td>Clarity Language Consultants</td>
<td>808</td>
</tr>
<tr>
<td>Color Vowel Chart/ELTS</td>
<td>537</td>
</tr>
<tr>
<td>Command Performance Language Institute</td>
<td>713</td>
</tr>
<tr>
<td>Compass Publishing</td>
<td>222</td>
</tr>
<tr>
<td>Continental Press</td>
<td>231</td>
</tr>
<tr>
<td>Corwin</td>
<td>227</td>
</tr>
<tr>
<td>Diglossia LLC</td>
<td>321</td>
</tr>
<tr>
<td>DynEd International, Inc.</td>
<td>506</td>
</tr>
<tr>
<td>Educational Testing Service</td>
<td>603</td>
</tr>
<tr>
<td>e-future Ltd</td>
<td>519</td>
</tr>
<tr>
<td>Elizabeth Claire, Inc</td>
<td>636</td>
</tr>
<tr>
<td>ELS Educational Services Inc</td>
<td>430</td>
</tr>
<tr>
<td>Encomium Publications Inc</td>
<td>806</td>
</tr>
<tr>
<td>English Central</td>
<td>401</td>
</tr>
<tr>
<td>English Discoveries Online</td>
<td>806</td>
</tr>
<tr>
<td>EnglishCentral Inc</td>
<td>727</td>
</tr>
<tr>
<td>EnglishUSA–AAIEP</td>
<td>330</td>
</tr>
<tr>
<td>ESL Library</td>
<td>313, 1444</td>
</tr>
<tr>
<td>Express Publishing</td>
<td>801</td>
</tr>
<tr>
<td>Federal Trade Commission</td>
<td>818</td>
</tr>
<tr>
<td>Get This Write, LLC</td>
<td>731</td>
</tr>
<tr>
<td>Gifts Made By Hand</td>
<td>327</td>
</tr>
<tr>
<td>Global ELT Ltd</td>
<td>119</td>
</tr>
<tr>
<td>Global LT, Inc</td>
<td>436</td>
</tr>
<tr>
<td>Hamline University School of Education</td>
<td>631</td>
</tr>
<tr>
<td>Heinemann Publishing</td>
<td>107</td>
</tr>
<tr>
<td>HelpWithListening.com</td>
<td>637</td>
</tr>
<tr>
<td>IATEFL</td>
<td>813</td>
</tr>
<tr>
<td>IELTS USA</td>
<td>322</td>
</tr>
<tr>
<td>JAG Publications</td>
<td>207</td>
</tr>
<tr>
<td>Language Arts Press</td>
<td>319</td>
</tr>
<tr>
<td>Language Solutions</td>
<td>312</td>
</tr>
<tr>
<td>Language Testing International, Inc.</td>
<td>633</td>
</tr>
<tr>
<td>Language World</td>
<td>619</td>
</tr>
<tr>
<td>LearningU</td>
<td>437</td>
</tr>
<tr>
<td>Lexica R&amp;D</td>
<td>219</td>
</tr>
<tr>
<td>Macmillan Education</td>
<td>513</td>
</tr>
<tr>
<td>Middlebury Institute of International Studies at Monterey</td>
<td>630</td>
</tr>
<tr>
<td>MM Publications</td>
<td>531</td>
</tr>
<tr>
<td>Multilingual Matters, Ltd.</td>
<td>807</td>
</tr>
<tr>
<td>National Background Check, Inc.</td>
<td>109</td>
</tr>
<tr>
<td>National Geographic Learning</td>
<td>427</td>
</tr>
<tr>
<td>New Readers Press</td>
<td>435</td>
</tr>
<tr>
<td>Northern Virginia Community College</td>
<td>224</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>306</td>
</tr>
<tr>
<td>Peace Corps</td>
<td>121</td>
</tr>
<tr>
<td>Pearson ELT</td>
<td>408</td>
</tr>
<tr>
<td>Pro Lingua Associates</td>
<td>413</td>
</tr>
<tr>
<td>Reading Horizons</td>
<td>209</td>
</tr>
<tr>
<td>Renaissance Learning</td>
<td>212</td>
</tr>
<tr>
<td>Robotel, Inc</td>
<td>303</td>
</tr>
<tr>
<td>Rosetta Stone Ltd.</td>
<td>719</td>
</tr>
<tr>
<td>Rourke Educational Media</td>
<td>230</td>
</tr>
<tr>
<td>Routledge, Taylor &amp; Francis Group</td>
<td>721</td>
</tr>
<tr>
<td>Saddleback Educational Inc.</td>
<td>536</td>
</tr>
<tr>
<td>Santillana USA Publishing Co., Inc</td>
<td>420</td>
</tr>
<tr>
<td>Speak Agent</td>
<td>127</td>
</tr>
<tr>
<td>studentasim</td>
<td>635</td>
</tr>
<tr>
<td>Sunburst Media</td>
<td>713</td>
</tr>
<tr>
<td>Super Duper Publications</td>
<td>632</td>
</tr>
<tr>
<td>Texas A&amp;M University-Commerce</td>
<td>535</td>
</tr>
<tr>
<td>The New School</td>
<td>113</td>
</tr>
<tr>
<td>Townsend Press</td>
<td>809</td>
</tr>
<tr>
<td>Towson University</td>
<td>826</td>
</tr>
<tr>
<td>U.S. Department of State English Language Programs</td>
<td>501</td>
</tr>
<tr>
<td>University of California, San Diego Extension</td>
<td>208</td>
</tr>
<tr>
<td>University of California, San Diego, English Language Institute</td>
<td>226</td>
</tr>
<tr>
<td>University of Michigan Press</td>
<td>426</td>
</tr>
<tr>
<td>Voxy</td>
<td>1444</td>
</tr>
<tr>
<td>Wayzgoose Press/Atama-ii Books</td>
<td>213</td>
</tr>
<tr>
<td>WeSpeke, Inc</td>
<td>337</td>
</tr>
<tr>
<td>WIDA</td>
<td>707</td>
</tr>
<tr>
<td>Wiley</td>
<td>326</td>
</tr>
<tr>
<td>Workplace ESL Solutions</td>
<td>333</td>
</tr>
<tr>
<td>World Learning SIT Graduate Institute</td>
<td>221</td>
</tr>
<tr>
<td>WRITE BRAIN BOOKS</td>
<td>609</td>
</tr>
</tbody>
</table>

Please check the addendum for additions and changes.
Advance Consulting for Education, Inc.
2617 Cushing Rd
Mississauga, ON L5K 1X4 Canada
Phone: +1 416.884.2993
Contact: Dianne Tyers
Advance Consulting for Education, Inc., specializes in English language teacher training and professional development. We have a suite of training courses, both online and classroom-based, for teachers at various stages of their careers. We also run The PD Exchange, an online professional development membership site for English language teachers.

ALTA English Publishers, Inc.
1775 E. Palm Canyon Dr, Ste 110-275
Palm Springs, CA 92264 USA
Phone: +1 800.258.2375
Contact: Hugo Loyola
We are publishers of classroom-informed materials for English language teaching and learning. Our publications have been expertly designed for students from various educational backgrounds, at different levels of proficiency, and with different learning styles, and they have been written by expert teachers—for teachers and their program administrators.

American Federation of Teachers
555 New Jersey Ave, NW
Washington, DC 20001 USA
Phone: +1 202.393.5688
Contact: Giselle Lundy-Ponce
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.

Anaheim University/Anaheim University Press
1240 S. State College Blvd #110
Anaheim, CA 92806 USA
Phone: +1 714.772.3330
Contact: Kate Strauss
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.

Atama-ii Books
991-11 Yamazaki-machi, Machida City
Tokyo 195-0074, Japan
Contact: Marcos Benevides
Atama-ii Books is an independent publisher specializing in premium graded readers. Our series of “choose your own” style adventures has won or been shortlisted for several of the top awards in the industry, including the British Council ELTons and the Extensive Reading Foundation’s Language Learner Literature award. (www.atama-ii.com)

Barron’s Educational Series, Inc.
250 Wireless Blvd
Hauppauge, NY 11788 USA
Phone: 800.645.3476
Contact: Frederick Glasser
Barron’s is a publisher of TOEFL, IELTS, TOEIC, and ESL supplementary materials, as well as bilingual and Spanish books for children.

Benchmark Education
145 Huguenot St
New Rochelle, NY 10801 USA
Phone: +1 914.637.7255
Contact: Kristin DeMarco
Benchmark Education publishes ESL and Spanish resources that help ELs meet the Common Core and other new standards for literacy, language, and content. Products include the Content Connections Big Books, English Explorers language-leveled texts, Genre Workshop books, and RIGOR intervention series for older ELs reading at primary levels. (www.benchmarkeducation.com)

BrainPOP ESL
71 W. 23rd St
New York, NY 10010 USA
Phone: +1 212.574.6033
Contact: Micah Cooper
BrainPOP ESL 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.

British Council
Bridgewater House, 58 Whitworth St
Manchester, M1 6BB UK
Phone: +44 (0) 2073 893 005
Contact: Rebecca Maher
The British Council creates international opportunities for the people of the United Kingdom and other countries and builds trust between them worldwide. Our 7,000 staff in more than 100 countries work in English, arts, education, and society programmes. We were honoured to receive the TESOL Presidents’ Award in 2014.

Cambridge English Language Assessment
1 Hills Rd
Cambridge, CB1 2EU UK
Phone: +44 (0) 1223 558 475
Contact: Claire Sanders
Cambridge English Language Assessment is part of the University of Cambridge. We provide the most valuable range of qualifications for learners and teachers of English in the world. Cambridge English Language Assessment is a not-for-profit organisation.

Booklink
465 Broad Ave
Leonia, NJ 07605 USA
Phone: +1 201.725.7257
Contact: Monica Weiss
BookLink is a distributor of ESL/EFL, bilingual, adult education, and literacy materials from more than 35 publishers, including a large selection of ESP, bilingual dictionaries, and multicultural children’s literature. BookLink offers custom onsite student book fairs within a 200-mile radius of our bookstore in northern New Jersey.

CaMLA
Argus 1 Bldg, 535 W. William St, Ste 310
Ann Arbor, MI 48103-4978 USA
Phone: +1.734.763.2944
Contact: Caitlin Price
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.
CASAS, an independent not-for-profit organization, offers the most widely used system for assessing the basic language skills of adults in common life contexts and work situations. CASAS provides a framework for implementing quality programs with a built-in standardized accountability system.

**BOOTH #730**

**CaseNEX, LLC**  
2421 Ivy Rd, Ste 310  
Charlottesville, VA 22901 USA  
Phone: +1 434.321.4347  
Contact: Aggie Craft

The Phonological Awareness Literacy Screening (PALS) is a research-based assessment with strong technical adequacy. It is the essential screening, diagnostic, and progress monitoring tool for measuring the fundamental components of literacy. PALS data show student strengths and needs, allowing teachers to tailor instruction for their classes, groups, and individual students.

**BOOTH #812**

**Caslon Inc.**  
825 N. 27th St,  
Philadelphia, PA 19130 USA  
Phone: +1 215.765.3260  
Contact: Rebecca Field

Caslon is an independent publisher located in Philadelphia. 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 #507**

**Center for Applied Linguistics**  
4646 40th St, NW  
Washington, DC 20016 USA  
Phone: +1 202.362.0700  
Contact: Sophia Birdas

CAL is a private, nonprofit organization working to promote access and equity for linguistically and culturally diverse people around the world. CAL has earned a national and international reputation for its contributions to ESL and foreign language education, research, refugee cultural orientation, literacy development, language assessment, and more.

**BOOTH #137**

**Charmtech Labs LLC**  
1500 Stony Brook Rd  
Stony Brook, NY 11794 USA  
Phone: 888.533.7884  
Contact: Yevgen Borodin

Charmtech Labs created Capti Narrator—an accessible cross-platform application enabling students to learn English by listening to any reading materials narrated with high-quality synthetic voices. Students can play contextual games with the text they just read to improve their English, while teachers can monitor and assess their students’ performance.

**BOOTH #713**

**Command Performance Language Institute**  
28 Hopkins Ct  
Berkeley, CA 94706 USA  
Phone: +1 510.524.1191  
Contact: Contee Seely

Real acquisition in the classroom using the most effective comprehensible input techniques: seventh edition of Fluency Through TPR Storytelling; TPR with the book Live Action English and two dynamic interactive software programs; TPR is More Than Commands book. Conversation via drawing quick easy symbols. Bingo for vocabulary, grammar, sound discrimination.

**BOOTH #808**

**Clarity Language Consultants**  
1/F, 787 Po Tung Road, Sai Kung,  
Hong Kong  
Phone: +852 2791 1787  
Contact: Cynthia Lau

ClarityEnglish publishes interactive English language resources for schools and universities worldwide, covering language areas including grammar, reading, pronunciation, academic study skills, business English, and exam preparation. (www.clarityenglish.com)

**BOOTH #537**

**Color Vowel Chart/ELTS**  
809 Rio Vista St  
Santa Fe, NM 87501 USA  
Phone: +1 301.219.6297  
Contact: Karen Taylor

The Color Vowel Chart is an innovative visual tool that helps people discover, practice, and master the sounds of English. The chart is used across the United States and around the world by English language teachers, speech therapists, reading specialists, pronunciation/accent trainers, dialect coaches, and choral directors.

**BOOTH #222**

**Compass Publishing**  
11912 Rivera Rd, Ste D  
Santa Fe Springs, CA 90670 USA  
Phone: +1 562.698.9023  
Contact: Albert Chiang

Compass Publishing is an international ELT publishing and media company. Compass provides a full list of English language learning materials including course books, supplemental materials, skill books, readers, test preparation materials, ESP materials, and digital content. Today’s educators use Compass to find direction in education. Inspired to teach. Inspired to learn.

**BOOTH #227**

**Corwin**  
2455 Teller Rd  
Thousand Oaks, CA 91320 USA  
Phone: +1 805.410.7408  
Contact: Stephanie Trkay

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. (www.corwin.com)

**BOOTH #321**

**Diglossia LLC**  
3815 N.E. Rodney Ave  
Portland, OR 97212 USA  
Phone: +1 503.708.0366  
Contact: Bo Shettle

Diglossia launched in 2014 with a mission to provide valid and reliable data to educators working to improve literacy rates through language assessment, professional development, and related services. We partner with leading scholars and institutions to serve the needs of native Arabic-, Chinese-, and Spanish-speaking students around the world.
**BOOTH #506**

DynEd International, Inc.
1350 Bayshore Hwy, Ste 850
Burlingame, CA 94010 USA
Phone: 800.765.4375
Contact: Andrew Berrafato

DynEd is an English language learning software and research-based multimedia ELL/ESL courseware. DynEd develops the four language skills of listening, speaking, reading, and writing while it monitors and directs students’ progress, with extensive teacher support. DynEd’s curriculum covers all levels of learners from pre-K through adults with unique courseware for each level.

**BOOTH #603**

Educational Testing Service
660 Rosedale Rd
Princeton, NJ 08541 USA
Phone: +1 609.683.2343
Contact: Heather Siessel

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™. (www.ets.org/toefl)

**BOOTH #430**

ELS Educational Services Inc.
7 Roszel Rd
Princeton, NJ 08540 USA
Phone: +1 609.750.3587
Contact: Kathe Drost

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 #519**

e-future Ltd.
4F LK Bldg, 91 Baekjegobun-ro, Songpa-gu
Seoul, 05562 Republic of Korea
Phone: +82 2 3400 0554
Contact: Ian Bosiak

e-future is an innovative and adaptive ELT publisher. We research, develop, and design products with the learner in mind. Our materials have been proven by teachers and students alike and incorporate both modern teaching methodologies with cutting-edge technology to better support learners academically, emotionally, and creatively.

**BOOTH #636**

Elizabeth Claire, Inc.
2100 McComas Way, Ste 607
Virginia Beach, VA 23456 USA
Phone: 888.296.1090
Contact: Elizabeth Claire

Elizabeth Claire, Inc. publishes Easy English NEWS as well as books and resources for teachers and students of ESL. Please stop by our booth to meet Elizabeth and to get free samples of our monthly newspaper for adult and young adult learners.

**BOOTH #806**

English Discoveries Online
1124 Fuller St, Ste #2
Cincinnati, OH 45202 USA
Phone: +1 513.871.4377
Contact: Maryam Hallez

With a user base of millions, Edusoft’s award winning ESL program English Discoveries™ has been enthusiastically received by both teachers and students worldwide.

**BOOTH #727**

EnglishCentral Inc.
5 Water St
Arlington, MA 02476 USA
Phone: +1 617.991.0618
Contact: Ivy Peters

EnglishCentral is the leading provider of online English conversation solutions. The EnglishCentral platform combines the web’s best English videos, our proprietary IntelliSpeech assessment technology, an adaptive vocabulary learning system and live tutors, delivered seamlessly over web and mobile.

**BOOTH #330**

EnglishUSA–AAIEP
PO Box 170128
Atlanta, GA 30317 USA
Phone: +1 415.926.1975
Contact: Cheryl Delk-Le Good

EnglishUSA, the American Association of Intensive English Programs, is the largest organization of intensive English programs in the United States. There are more than 400 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 USA.

**BOOTH #313**

ESL Library
301-915 Grosvenor Ave
Winnipeg, MB R3M 0M5 Canada
Phone: +1 204.452.8241
Contact: Ben Buckwold

ESL Library offers more than 1,000 ready-made lesson plans and 2,000 printable flashcards for English teachers around the world. Log on, print, and photocopy amazing resources to enhance your classes.
BOOTH #818
Federal Trade Commission
600 Pennsylvania Ave, NW
Washington, DC 20580 USA
Phone: +1 202.326.2933
Contact: Dawne Holz
What to know, what to do. Consumer protection basics...plain and simple. Quick and easy-to-use resources to learn about managing your money; credit, loans, and debt; and scams and identity theft. Order free copies of print materials for yourself, your students, or anyone else. ([www.consumer.gov](http://www.consumer.gov))

BOOTH #731
Get This Write, LLC
PO Box 258
Milwaukee, WI 53201-0258 USA
Phone: +1 414.533.5080
Contact: JoEllen Christians
Get This Write is a unique online sentence-writing program for intermediate and advanced learners of American English. This self-paced, self-checking program provides clear grammar explanations and extensive controlled writing practice. Get This Write can be used in class or independently. It helps learners gain confidence in writing sentences correctly.

BOOTH #327
Gifts Made By Hand
4320 McCleod St, NE
Columbia Heights, MN 55421 USA
Phone: +1 763.782.7956
Contact: Youa Yang
The designs and patterns of my products are derived from the Hmong culture and have symbolic meanings. My products are machine sewed and/or hand stitched using different stitching techniques, which include cross-stitching, long stitching, reverse appliqué, and unique petite ink dying.

BOOTH #119
Global ELT Ltd.
60 Pankhurst Avenue
Brighton, BN2 9YN UK
Phone: +30 6937 219 536
Contact: Manos Betisis
Global ELT is an independent ELT publisher based in Brighton, UK, and we specialise in producing exam preparation books as well as supplementary materials such as dictionaries and illustrated phrasal verbs and idioms publications.

BOOTH #436
Global LT, Inc.
1871 Woodside Dr
Troy, MI 48083 USA
Phone: +1 248.729.6128
Contact: Karen McDougall
Global LT is a world-class service provider of language, cultural training, translation, and expatriate destination services, as well as new workforce learning and leadership programs for human resource executives and mobility companies.

BOOTH #631
Hamline University School of Education
1536 Hewitt Ave, MS-A1710
Saint Paul, MN 55104 USA
Phone: +1 651.523.2586
Contact: Jennifer Gehrig
Hamline School of Education offers fully online programs to meet your professional development needs. Online programs include: MA in TESOL, MA in ESL (K–12 teachers), Adult ESL Teachers Certificate, and ESL for Mainstream Teachers Certificate.

BOOTH #107
Heinemann Publishing
361 Hanover St
Portsmouth, NH 03801 USA
Phone: 800.541.2086
Contact: McKenna DeMelo
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. ([www.heinemann.com](http://www.heinemann.com))

BOOTH #322
IELTS USA
825 Colorado Blvd, Ste 221
Los Angeles, CA 90041 USA
Phone: +1 323.255.2771
Contact: Ariel Foster
IELTS is an English language proficiency test designed to test communicative abilities of non-native speakers wanting to study or work in English-speaking environments. It is accepted by more than 9,000 organizations worldwide, including more than 3,000 U.S. institutions, and also includes all standard varieties of English—American, Australian, and British.

BOOTH #207
JAG Publications
3940 Laurel Canyon Blvd #1301
Studio City, CA 91604 USA
Phone: +1 818.505.9002
Contact: Joan Ashkenas
We strive to publish materials that motivate and make students glad to be in class. Materials range: beginners—advanced, middle school—university. Subjects include U.S. history, music, short stories, teaching the novel, writing, drama, conflict resolution. Visit our website for free downloadable sample chapters of all publications. ([www.jagpublications-esl.com](http://www.jagpublications-esl.com))
Language Arts Press
PO Box 4467
Rockville, MD 20849 USA
Phone: +1 301.424.8900
Contact: Michael Berman
Language Arts Press is dedicated to higher ed 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, academic writing, and vocabulary.

Language Solutions
3038 Cherum St
Las Vegas, NV 89135 USA
Phone: +1 786.777.8570
Contact: David Harrington
Language Solutions is an independent publisher that specializes in communicative skills on individual speaker, group, and interactive levels. We believe that the activities and illustrations of a Language Solutions book disclose a world of possibility, a world of things not just as they are, but as they could be. We don’t know the answers for a better tomorrow, but we do know how they will be reached: Through improved communication. Through better presentation, better discussion, and better debate.

Language Testing International, Inc.
445 Hamilton Ave
White Plains, NY 10601 USA
Phone: +1 469.941.6232
Contact: Brett Laquercia
As the exclusive licensee of the American Council on the Teaching of Foreign Languages (ACTFL), LTI provides direct measures of speaking, writing, listening, and reading proficiency suited for the real-world needs of ESOL populations.

Language World
2F, Panmun Bldg, 211 Mokdong-seoro,
Yangcheon-gu
Seoul, 07995 Korea, Republic of
Phone: +82 2 2643 0264
Contact: Yujin Hong
Language World is a leading ELT publisher for more than 15 years presenting K–6 coursebooks, skill books, and readers. Our books are carefully designed for ELLs based on solid language education methodologies and pedagogies.

LearningU
1220 N. Main St, Ste 6
Springville, UT 84663 USA
Phone: +1 801.602.1781
Contact: Cameron Loflin
LearningU is a leading provider of online language learning solutions for consumers, 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.

Lexxica R&D
2-7-8 Shibuya 5F
Shibuya-ku, Tokyo, 150 0002 Japan
Phone: +011 81 3 5766 5917
Contact: Guy Cihi
Lexxica develops online and mobile vocabulary learning games that create visceral motivation, increased concentration, and long-term memory retention. The games are driven by a patented semantics engine that automatically adjusts lexical content for each player’s specific ability and needs. Large-scale independent research has revealed significantly higher TOEFL posttest scores.

Macmillan Education
The Macmillan Campus, 4 Crinan St
London, N1 9XW UK
Phone: +44 20 701 144 210
Contact: Jo Greig
Macmillan Education is a global publisher committed to providing world-class materials for students and support for teachers throughout the learning journey. We publish award-winning ELT materials for all ages; our Schools division creates tailored curriculum publishing while our Higher Education division supports university students in all disciplines.

National Background Check, Inc.
1486 Bethel Rd
Columbus, OH 43220 USA
Phone: +1 614.457.8900
Contact: Connie Scarborough-Burks
National Background Check, Inc., is one of a few companies in the United States to be recognized by the Federal Bureau of Investigation (FBI) as an approved FBI Channeling Agency. We can obtain expedited FBI background checks for noncriminal applicants by submitting fingerprint cards directly to the FBI.
National Geographic Learning

20 Channel Center St
Boston, MA 02210 USA
Phone: 800.354.9708
Contact: International Customer Service

National Geographic Learning, a part of Cengage Learning, provides quality Pre-K–12, academic, and adult education instructional solutions for reading, writing, science, social studies, ESL/ELD, Spanish/dual language, advanced and electives, career and technical education, and professional development.

New Readers Press

104 Marcellus St
Syracuse, NY 13204 USA
Phone: 800.448.8878
Contact: Lisa Keller

New Readers Press improves life skills with innovative high quality ESL and GED learning materials for reading, writing, mathematics, science, and social studies. Our programs and activities ensure that every adult and child student reaches his or her full potential.

Northern Virginia Community College

4001 Wakefield Chapel Rd
Annandale, VA 22003 USA
Phone: +1 703.933.3983
Contact: Janet Giannotti

NOVA is an open-access comprehensive community college with six campuses across Northern Virginia. We offer 2-year associates degrees and have guaranteed admissions agreements with more than 40 universities. NOVA’s ESL programs give residents and international students access to higher education as well as support in achieving their career goals.

Oxford University Press

198 Madison Ave
New York, NY 10016 USA
Phone: +1 212.726.6311
Contact: Isaac Forman

We believe that education changes lives for the better and are committed to making a difference in people’s lives through education and learning English.

Pearson ELT

10 Bank St, 10th Floor
White Plains, NY 10606 USA
Phone: +1 914.287.8160
Contact: Victoria Denkus

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.

Pro Lingua Associates

PO Box 1348
Brattleboro, VT 05302 USA
Phone: +1 802.257.7779
Contact: Andy Burrows

Publisher of ELL text and teacher resource materials (mostly photocopyable) designed to foster student-centered learning. Celebrating support for and by the TESOL community since 1980! Thank you!

Reading Horizons

60 North Cutler Dr, Ste 101
North Salt Lake, UT 84054 USA
Phone: +1 801.295.7054
Contact: Tyson Smith

Founded on scientifically-based reading research, this explicit, systematic, intensive phonics reading system is complete with interactive software and teachers’ kits designed for Grades K–12 and adults.

Robotel, Inc.

3185 rue Delaunay
Laval, QC H7L 5A4 Canada
Phone: +1 450.680.1448
Contact: Gerry Sullivan

Robotel is a world leader in Digital Language Lab solutions. Our SmartClass+ platform is available in wired, wireless, and web-based configurations to suit virtually any learning environment. SmartClass+ works with Windows and MAC computers, Chromebooks, iPads, Androids, iPhones, and iPods. Capabilities include BYOD, remote HomeWork access, and ASL support.

Renaissance Learning

2911 Peach St
Wisconsin Rapids, WI 54494 USA
Phone: +1 715.424.3636
Contact: Julie Vetrone

English in a Flash™ is a research-based approach to teaching high-frequency (dog), mid/low-frequency (beagle), and content-area (mammal) vocabulary that K–12 low vocabulary students need to understand academic topics across the curriculum. Matching learned vocabulary to appropriate books for reading comprehension helps students meet college and career readiness expectations through reading.

Rosetta Stone Ltd.

135 West Market St
Harrisonburg, VA 22801 USA
Phone: +1 540.236.5024
Contact: Karen Waller

Since 1993, Rosetta Stone Classroom has worked with thousands of schools to build language programs that accelerate student achievement, giving students a competitive edge. Visit our booth to discuss potential language solutions for your school and participate in a live demonstration.

Rourke Educational Media

PO Box 643328
Vero Beach, FL 32964 USA
Phone: +1 772.234.6001
Contact: Rhea Magaro

Rourke assists ELLs with customized print and technology-based reading programs to improve comprehension and vocabulary in students worldwide. Our Dual Language books, in both print and e-Book form, are designed to move the ELL student from native Spanish into English, using a paired version of the content.
LESSONS auto format for any device printing, copying, drilling, quizzing, and grading! Reduce the time spent creating and adapting materials, lessons without any technical know-how. Reduce audiovisual, and intelligent. Quickly customize their classrooms by making lessons interactive, Speak Agent helps K–6 ESOL educators transform support teachers and ELLs throughout the year-long intervention, our resources. Santillana USA offers ESL/ELD programs that are standards based, student centered, and content focused, promoting English language acquisition and literacy. From summer school and after-school programs to year-long intervention, our resources support teachers and ELLs throughout the language acquisition process.

Speak Agent helps K–6 ESOL educators transform their classrooms by making lessons interactive, audiovisual, and intelligent. Quickly customize lessons without any technical know-how. Reduce the time spent creating and adapting materials, printing, copying, drilling, quizzing, and grading! Lessons even automatically format for any device and capture performance data.
The Education department at UC San Diego Extension provides integrated professional development for school communities and educational institutions while incorporating best practices and the latest research in content, pedagogy, andragogy, and administration. Our offerings prepare you for the modern classroom and are available on campus, on-site, and online.

**BOOTH #208**
University of California, San Diego Extension
9500 Gilman Dr, Dept 0170N
La Jolla, CA 92033 USA
Phone: +1 858.534.9275
Contact: Natalie Leroux-Lindsay

The Education department at UC San Diego Extension provides integrated professional development for school communities and educational institutions while incorporating best practices and the latest research in content, pedagogy, andragogy, and administration. Our offerings prepare you for the modern classroom and are available on campus, on-site, and online.

**BOOTH #226**
University of California, San Diego, English Language Institute
9500 Gilman Dr, Dept 0176D
La Jolla, CA 92033-0176 USA
Phone: +1 858.534.7418
Contact: Ivana Bonaccorsi

UC San Diego’s English Language Institute offers courses and programs in TEFL, focusing on the special skills needed to teach English to children and adults in non-English-speaking countries and to teach in IEPs. Theory is included, but the emphasis is on best practices.

**BOOTH #426**
University of Michigan Press
839 Greene St
Ann Arbor, MI 48104 USA
Phone: +1 734.763.3237
Contact: Jason Contrucci

The University of Michigan Press has a rich tradition of publishing English for academic purposes textbooks and leading-edge teacher training textbooks. We are the publisher of Academic Writing for Graduate Students, Reader’s Choice, Four Point, Clear Grammar, and the Myths research-to-practice volumes.

**BOOTH #1444**
VOXY, Inc.
632 Broadway, Ste 802
New York, NY 10012 USA
Phone: +1 855.499.9667
Contact: Mari Nazary

VOXY is an online language-learning platform that provides organizations with a custom English curriculum, adaptive web and mobile technology, and comprehensive learner support. VOXY’s patented approach draws on more than 30 years of academic research on second language acquisition. (www.voxy.com)

**BOOTH #213**
Wayzgoose Press
1797 E. 25th Ave
Eugene, OR 97403 USA
Phone: +1 765.777.8570
Contact: Dorothy Zemach

Wayzgoose Press is a small independent publisher of educational materials, fiction, and literary nonfiction in ebook and paperback. We publish inexpensive ELT materials for teachers and students, and are happy to receive proposals from writers with practical classroom-tested materials. Come see us at our booth to choose a free ebook.

**BOOTH #337**
WeSpeke, Inc.
381 Mansfield Ave, Ste 115
Pittsburgh, PA 15220-2751, USA
Phone: +1 312.505.7209
Contact: Cathy Wilson

WeSpeke is a free network and resource where English learners join a global community to learn and practice English using text, audio, and video with partners. Teachers and learners can also choose from optional online lessons including English for special purposes and TOEFL/IELTS test prep.

**BOOTH #707**
WIDA
1025 W. Johnson St, Rm 745
Madison, WI 53706 USA
Phone: +1 608.262.5743
Contact: Scott Gomer

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. Our vision is to be the most trusted resource in the education of Pre-K through Grade 12 language learners.

**BOOTH #326**
Wiley
111 River St
Hoboken, NJ 07030 USA
Phone: +1 781.388.8544
Contact: CoryLee Willman

Founded in 1807, Wiley is an independent global publisher of print and electronic products. Wiley specializes in scientific and technical books, journals, textbooks and education materials, professional and consumer books, and subscription services. (www.wiley.com)
PRESENTER INDEX AND EMAIL DIRECTORY

A

Abbet, Monique .......................... 118, 200
mabbet@els.edu
Abbott, Marty .......................... 29, 89
mabott@actf.org
Abdal, Ihab ................................ 101
Abdel-Malek, Miriam ................. 122, 197
maa12@pitt.edu
Abeywickrama, Priyanvada ........... 133, 177
abeywick@sfsu.edu
Abo, Julie .................................. 205
Abo Baker, Reima ......................... 143, 193
rabobaker@uidaho.edu
Abbrar-ul-Hassan, Shahid .......... 144
shahidadbr@ymail.com
Abu Hassan, Jenifa ....................... 93, 177
jenahassan@gmail.com
Abu Rmaileh, Sufian ................. 28, 116, 137
sufian2000@yahoo.com
Acton, William ......................... 85
william.acton@twu.ca
Adams Goertel, Rachel ............... 180, 202
rag30@psu.edu
Adams, William ......................... 162
Addis, Leah ........................... 173
lcaddis@msu.edu
Adelson-Goldstein, Jayme .......... 45, 109, 117, 113
lightheadedlearning@gmail.com
Aghabekyan, Armine .................. 189
aaghabekian@yahoo.com
Aghai, Lalia .............................. 109
Aghai.Lalia@utsa.edu
Agrawal, Natasha ....................... 165
natasha.agrawal@gmail.com
Aguilar, Macarena ...................... 118
maca.aguilarll@gmail.com
Aguirre, Luis ................................. 177
Luis.Aguirre@montgomerycountymd.gov
Ahern, Jeri ................................. 58
jerahern@gmail.com
Ahmed, Kay .................................. 85
kay.ahmad@montgomerycollege.edu
Akten, Jennifer ......................... 171
Akerman, Jason ......................... 129
jason_akerman@yahoo.com
Akmedjanova, Diana .................. 82
diana_akmedjanova@hotmail.com
Al Najjar, Eman ......................... 185
emanfahad@gmail.com
Al Gari, Mohammed .................... 185
msgar@gmail.com
Al-Asadi, Fatimah ....................... 161
alassady1@yahoo.com
Al-Bushithi, Ali ......................... 193
Al-Hamly, Mushael ..................... 27, 33
Alessio, Giovanna ...................... 172
galessio@interlink.edu
Alexeeva, Maria ........................ 113
olesova@gmail.com
Alexeeva, Natalya ...................... 28, 89
Algren, Mark ........................... 23, 54, 93, 59, 128, 142, 159, 185
algrenn@missouri.edu
Ali, Nazih ......................... 28, 115, 116
nazihali2005@yahoo.co.uk
Alimova, Kamola ...................... 184
Aliaire, Cheryl ......................... 180
allairecheryl@gmail.com
Allen, Robert ......................... 157
robb turbo55@gmail.com
Alley, Wade ............................... 87
walley@up.edu.mx
Allison, Kristina ...................... 201
kristina@cultural.org
Allwright, Dick ......................... 162
r.allwright@lancaster.ac.uk
Alnather, Amal ......................... 185
a.alnather@seu.edu.sa
Alqahtani, Nouf ...................... 97
alqahtani@vandals.uidaho.edu
Alrabai, Fakih ......................... 185
talrai@kkku.edu
Alrahaili, Musaad ...................... 185
musaad.alrahaili@uvu.edu.au
Alshehri, Mohammed ................ 94
Alsherbi, Ahmad ......................... 78
adsh2008@hotmail.com
Altarriba, Jeanette .................. 7, 15, 22, 105, 186
Altimel, Zeynep ....................... 120
altinmel@msu.edu
Alvarado-Brizuela, Alejandra ....... 197
aalvarado@brizuela@una.edu
Alvez, Jose Aldemar .................... 167
jose.aldemar.alvez@correounivalle.edu.co
Alvarez, Luisa Cristina .............. 188
luisacristina.a@gmail.com
Alvarez-Perkins, Idalis .............. 181
i.alvarezes@gmail.com
Alves, Mark .............................. 92, 23, 200
mark.alves@montgomerycollege.edu
Alweeni, Makkaia ...................... 192
makkaiaenglish@gmail.com
Amanti, Cathy ......................... 167
cbamanti@gmail.com
Ambrose, Terry ......................... 102
terry.ambrose@pearson.com
Amer, Zayn ......................... 106
zayn.amer@gmail.com
Amin Nga Bonziza, Jean de Dieu .... 113
amingabonziza@yahoo.fr
Ammar, Maria ......................... 44
Amory, Michael ....................... 77
mda5004@psu.edu
Anderson, Laurel ...................... 70
anderson@carlosrosario.org
Anderson, Neil J ................. 23, 88, 122, 140, 184
neil.anderson@byu.edu
Andrade, Maureen ................... 143
maureen.andrade@uvu.edu
Andrei, Elena .......................... 142
eandre@coastal.edu
Andrews, Barbara ...................... 142
bandrews@ bmkenmarkeducation.com
Ansine Smallwood, Betty .......... 47, 51, 63, 82
SucceedingWithELLs@gmail.com
Arango, Mauricio ................. 206
Ardasheva, Yuliya .................... 53, 110, 121
yuliya.ardasheva@tricity.wsu.edu
Armstrong, Ayanna .................. 127
Armstrong, Janine .................. 200
janinerobyn@hotmail.com
Armstrong, Lindsay ................... 128
Lindsay_Armstrong@psu.edu
Armstrong, Liza ........................ 171
armstrongel@psu.edu
Arnesen, Ingrid ................. 161
tail@cornell.edu
Arnott, Stephanie .................... 101
Arora, Sanjay ......................... 28, 116
sanjayarora@hotmail.com
Artzi, Lauren ...................... 178
lartzzi@air.org
Ascher, Allen ......................... 95, 117
allen.ascher@mail.com
Asenavage, Karen ................. 128
kasen@udel.edu
Ashcraft, Nikki ....................... 111
gonikki@hotmail.com
Ashkenas, Joan ..................... 135
Assulaimani, Turki .................. 185
tassulaimani@gmail.com
Atawneh, Ahmed ...................... 140
atawnehmahm@gmail.com
Ater, Burcu ................. 84, 188
bxa013@shsu.edu
Attigian, Aylin Baris ............... 186
aatigian@ucdavis.edu
Auris, Barbara ......................... 200
bauris@mc3.edu
Austin Smith, Margaret ........... 161
Austin, Theresa ....................... 27, 134
taustin@edu.missouri.edu
Avalos, Mary .......................... 79
mavalos@miimeter.edu
Avineri, Nettta ....................... 159
navineri@mis.edu
Axe, Terry ............................... 79
taxe@ets.org
Ayoub, Lee ............................. 87
lee.ayoub@apsva.us
Azaza, Mohamed ..................... 116
# Presenters Indexes

## B

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bae, Kyung-Hee</td>
<td><a href="mailto:kbae@smcvt.edu">kbae@smcvt.edu</a></td>
<td></td>
</tr>
<tr>
<td>Baehler, Laura</td>
<td><a href="mailto:lbaehler@shunter.cuny.edu">lbaehler@shunter.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td>Baer, Julie</td>
<td><a href="mailto:baer.julie@gmail.com">baer.julie@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Baese-Berk, Melissa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bailey, Christina</td>
<td></td>
<td>67</td>
</tr>
<tr>
<td>Bailey, Kathleen</td>
<td></td>
<td>29, 69</td>
</tr>
<tr>
<td>Baker, Melanie</td>
<td></td>
<td>136, 203</td>
</tr>
<tr>
<td>Baldussi, Davi</td>
<td><a href="mailto:davaibaldussi@gmail.com">davaibaldussi@gmail.com</a></td>
<td>99</td>
</tr>
<tr>
<td>Ballard-Kang, Jennifer</td>
<td><a href="mailto:jball11@louisville.edu">jball11@louisville.edu</a></td>
<td>75, 111</td>
</tr>
<tr>
<td>Balyasnikova, Natalia</td>
<td><a href="mailto:natalia@email.ubc.ca">natalia@email.ubc.ca</a></td>
<td>91, 158</td>
</tr>
<tr>
<td>Bame, Jim</td>
<td><a href="mailto:jim.bame@usu.edu">jim.bame@usu.edu</a></td>
<td>157, 176</td>
</tr>
<tr>
<td>Bangou, Francis</td>
<td><a href="mailto:fbangou@uottawa.ca">fbangou@uottawa.ca</a></td>
<td>194</td>
</tr>
<tr>
<td>Bankovic, Ivanka</td>
<td><a href="mailto:ivanabankovic@gmail.com">ivanabankovic@gmail.com</a></td>
<td>110</td>
</tr>
<tr>
<td>Bankovic, Marko</td>
<td></td>
<td><a href="mailto:info@markbankovic.com">info@markbankovic.com</a></td>
</tr>
<tr>
<td>Banks, Tamara</td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>Barba, Enrique</td>
<td><a href="mailto:ebarba@up.edu.mx">ebarba@up.edu.mx</a></td>
<td>87</td>
</tr>
<tr>
<td>Barbeau, Heather</td>
<td><a href="mailto:hbarbeau@bayless.k12.mo.us">hbarbeau@bayless.k12.mo.us</a></td>
<td>195</td>
</tr>
<tr>
<td>Bardovi-Harlig, Kathleen</td>
<td><a href="mailto:bardovi@indiana.edu">bardovi@indiana.edu</a></td>
<td>93</td>
</tr>
<tr>
<td>Barduhn, Susan</td>
<td></td>
<td>90, 153</td>
</tr>
<tr>
<td>Barnes, Cindy</td>
<td><a href="mailto:cindyfelter@yahoo.com">cindyfelter@yahoo.com</a></td>
<td>204</td>
</tr>
<tr>
<td>Bamhardil, Sarah</td>
<td><a href="mailto:sbamhardil@ccbcmd.edu">sbamhardil@ccbcmd.edu</a></td>
<td>65, 187</td>
</tr>
<tr>
<td>Barr, Robin</td>
<td><a href="mailto:rbarr@american.edu">rbarr@american.edu</a></td>
<td>53, 134</td>
</tr>
<tr>
<td>Barratt, Leslie</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Barrett, Catrice</td>
<td><a href="mailto:catrice@gse.upenn.edu">catrice@gse.upenn.edu</a></td>
<td>150</td>
</tr>
<tr>
<td>Barretto, Carolina</td>
<td></td>
<td>107, 179</td>
</tr>
<tr>
<td>Barros, Maria Isabel</td>
<td><a href="mailto:maria.barr@creighton.edu">maria.barr@creighton.edu</a></td>
<td>66</td>
</tr>
<tr>
<td>Barybina, Tamara</td>
<td></td>
<td>205</td>
</tr>
<tr>
<td>Basnet, Bhakta Bahadur</td>
<td><a href="mailto:basnetbhabadur@gmail.com">basnetbhabadur@gmail.com</a></td>
<td>201</td>
</tr>
<tr>
<td>Bates, Tara</td>
<td><a href="mailto:bates2ara@yahoo.com">bates2ara@yahoo.com</a></td>
<td>202</td>
</tr>
<tr>
<td>Bathrick, Robert Keller</td>
<td><a href="mailto:rkabathrick@usfca.edu">rkabathrick@usfca.edu</a></td>
<td></td>
</tr>
<tr>
<td>Bauer-Ramazani, Christine</td>
<td><a href="mailto:ccbauer-ramazani@smcvt.edu">ccbauer-ramazani@smcvt.edu</a></td>
<td>191</td>
</tr>
<tr>
<td>Baxan, Victorina</td>
<td><a href="mailto:victorina.baxan@gmail.com">victorina.baxan@gmail.com</a></td>
<td>146</td>
</tr>
<tr>
<td>Baxter, Debrah</td>
<td><a href="mailto:dbaxter@edu.edu">dbaxter@edu.edu</a></td>
<td>133</td>
</tr>
<tr>
<td>Baxter, Sally</td>
<td><a href="mailto:sally.baxter@cseastbay.edu">sally.baxter@cseastbay.edu</a></td>
<td>72</td>
</tr>
<tr>
<td>Bayham, Mike</td>
<td><a href="mailto:M.Bayham@education.leeds.ac.uk">M.Bayham@education.leeds.ac.uk</a></td>
<td>27, 93</td>
</tr>
<tr>
<td>Beatty, Ken</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Bechlikoudi, Dimitra</td>
<td><a href="mailto:dimbech@otenet.gr">dimbech@otenet.gr</a></td>
<td>91</td>
</tr>
<tr>
<td>Beck, Eric</td>
<td><a href="mailto:ebeck@continentalpress.com">ebeck@continentalpress.com</a></td>
<td>164</td>
</tr>
<tr>
<td>Beck, Heidi</td>
<td></td>
<td>206</td>
</tr>
<tr>
<td>Beck, Katherine</td>
<td><a href="mailto:katherine_beck@dpski12.org">katherine_beck@dpski12.org</a></td>
<td>193</td>
</tr>
<tr>
<td>Beckett, Gulbahar</td>
<td><a href="mailto:beckett@astate.edu">beckett@astate.edu</a></td>
<td>127, 158</td>
</tr>
<tr>
<td>Beckett, Emily</td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Beddes, Susan</td>
<td><a href="mailto:sbeddes@drew.edu">sbeddes@drew.edu</a></td>
<td>118</td>
</tr>
<tr>
<td>Beers, Barbara</td>
<td><a href="mailto:beers003@umn.edu">beers003@umn.edu</a></td>
<td>196</td>
</tr>
<tr>
<td>Bell, Angela</td>
<td><a href="mailto:angela.bel@ao.com">angela.bel@ao.com</a></td>
<td>179</td>
</tr>
<tr>
<td>Bell, Michelle</td>
<td><a href="mailto:michelle@uafs.edu">michelle@uafs.edu</a></td>
<td>23, 52, 142</td>
</tr>
<tr>
<td>Benevides, Marcos</td>
<td><a href="mailto:publisher@atama-ii.com">publisher@atama-ii.com</a></td>
<td>67</td>
</tr>
<tr>
<td>Bennett, Gena</td>
<td>genaben@yahoocom</td>
<td>166, 177</td>
</tr>
<tr>
<td>Bennett, Janet</td>
<td><a href="mailto:jbenet@entercultural.org">jbenet@entercultural.org</a></td>
<td>157</td>
</tr>
<tr>
<td>Bennett, Tiffany</td>
<td><a href="mailto:tab376@fulsk.edu">tab376@fulsk.edu</a></td>
<td>95</td>
</tr>
<tr>
<td>Berardo, Marcelino</td>
<td><a href="mailto:rberardo@ku.edu">rberardo@ku.edu</a></td>
<td>85, 96</td>
</tr>
<tr>
<td>Berg, Helen</td>
<td><a href="mailto:hberg@shsu.edu">hberg@shsu.edu</a></td>
<td>131, 179, 188</td>
</tr>
<tr>
<td>Bergman-Lanier, Leyah</td>
<td><a href="mailto:vberga@uark.edu">vberga@uark.edu</a></td>
<td>126</td>
</tr>
<tr>
<td>Berkman, Carrie</td>
<td><a href="mailto:cberkmn@uncc.edu">cberkmn@uncc.edu</a></td>
<td>76</td>
</tr>
<tr>
<td>Berman, Michael</td>
<td><a href="mailto:michael.berman@montgomerycollege.edu">michael.berman@montgomerycollege.edu</a></td>
<td>92, 120, 200</td>
</tr>
<tr>
<td>Birmingham, Sean</td>
<td><a href="mailto:sean.birmingham@cengage.com">sean.birmingham@cengage.com</a></td>
<td>77</td>
</tr>
<tr>
<td>Berraflato, Andrew</td>
<td><a href="mailto:aberaflato@dynded.com">aberaflato@dynded.com</a></td>
<td>91, 124</td>
</tr>
<tr>
<td>Betsis, Andrew</td>
<td><a href="mailto:director@globalbce.co.uk">director@globalbce.co.uk</a></td>
<td>67</td>
</tr>
<tr>
<td>Betts, Aimee</td>
<td><a href="mailto:esterbetts@globalbce.co.uk">esterbetts@globalbce.co.uk</a></td>
<td>60, 114</td>
</tr>
<tr>
<td>Bhalla, Sheereen</td>
<td><a href="mailto:tinabeynen@gmail.com">tinabeynen@gmail.com</a></td>
<td>62, 182</td>
</tr>
<tr>
<td>Bhattacharji, Tarannath</td>
<td><a href="mailto:tanarnath7@gmail.com">tanarnath7@gmail.com</a></td>
<td>188</td>
</tr>
<tr>
<td>Bian, Yue</td>
<td><a href="mailto:bianyue@msu.edu">bianyue@msu.edu</a></td>
<td>159</td>
</tr>
<tr>
<td>Bichiko, Olga</td>
<td></td>
<td>181</td>
</tr>
<tr>
<td>Biesenbach-Lucas, Sigrun</td>
<td></td>
<td>81, 145, 154, 176</td>
</tr>
<tr>
<td>Bikowski, Dawn</td>
<td><a href="mailto:bikowski@ohio.edu">bikowski@ohio.edu</a></td>
<td>141, 187</td>
</tr>
<tr>
<td>Biler, Alisha</td>
<td><a href="mailto:alisha_biler@epi.sc.edu">alisha_biler@epi.sc.edu</a></td>
<td>87, 121, 181</td>
</tr>
<tr>
<td>Billin, Raul</td>
<td><a href="mailto:cmsbooksr@yahoo.com">cmsbooksr@yahoo.com</a></td>
<td>98</td>
</tr>
<tr>
<td>Birdsong, David</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Bishara, Salameh</td>
<td><a href="mailto:sbishara@elcjhl.org">sbishara@elcjhl.org</a></td>
<td>140, 201</td>
</tr>
<tr>
<td>Blasky, Andrew</td>
<td><a href="mailto:ablasky@dynded.com">ablasky@dynded.com</a></td>
<td>119, 124</td>
</tr>
<tr>
<td>Blass, Laurie</td>
<td><a href="mailto:lblass@heuristix.com">lblass@heuristix.com</a></td>
<td>142</td>
</tr>
<tr>
<td>Blake, Tasha</td>
<td><a href="mailto:tblake@apu.edu">tblake@apu.edu</a></td>
<td>78, 148</td>
</tr>
<tr>
<td>Bless, Bill</td>
<td><a href="mailto:bill.bless@langcomm.org">bill.bless@langcomm.org</a></td>
<td>150</td>
</tr>
<tr>
<td>Bobal, Christine</td>
<td><a href="mailto:cbobal@vt.edu">cbobal@vt.edu</a></td>
<td>70, 105</td>
</tr>
<tr>
<td>Bobo, Richard</td>
<td><a href="mailto:richard.bobo@gmail.com">richard.bobo@gmail.com</a></td>
<td>139</td>
</tr>
<tr>
<td>Bock Thiessen, Crystal</td>
<td><a href="mailto:cbock@unl.edu">cbock@unl.edu</a></td>
<td>89</td>
</tr>
<tr>
<td>Bogart, Pamela</td>
<td><a href="mailto:pbogart@umich.edu">pbogart@umich.edu</a></td>
<td>113, 165</td>
</tr>
<tr>
<td>Bohon, Leslie</td>
<td><a href="mailto:lbbonhakinsko@wm.edu">lbbonhakinsko@wm.edu</a></td>
<td>205</td>
</tr>
<tr>
<td>Bojarczuk, Marusz</td>
<td><a href="mailto:marboj2000@gmail.com">marboj2000@gmail.com</a></td>
<td>130</td>
</tr>
<tr>
<td>Bokman, Alla</td>
<td></td>
<td>202</td>
</tr>
<tr>
<td>Boldinger, Jenna</td>
<td><a href="mailto:jboldinger3@emich.edu">jboldinger3@emich.edu</a></td>
<td>88</td>
</tr>
<tr>
<td>Bonaccorso, Ivana</td>
<td><a href="mailto:rues0022@umn.edu">rues0022@umn.edu</a></td>
<td>184</td>
</tr>
<tr>
<td>Bonna, Alyssa</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Borai, Deena</td>
<td><a href="mailto:dborai@accegypt.org">dborai@accegypt.org</a></td>
<td>22, 162, 187</td>
</tr>
<tr>
<td>Borchelt, Valerie</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Borgiai, Yoder, Gina</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Borkowska, Nataliya</td>
<td><a href="mailto:cnborkowsk@uoguelph.ca">cnborkowsk@uoguelph.ca</a></td>
<td>204</td>
</tr>
<tr>
<td>Bose, Frances</td>
<td><a href="mailto:fbn105@psu.edu">fbn105@psu.edu</a></td>
<td>68</td>
</tr>
<tr>
<td>Bosiak, Ian</td>
<td><a href="mailto:ian@eltkorea.com">ian@eltkorea.com</a></td>
<td>71</td>
</tr>
<tr>
<td>Botelho, Maria José</td>
<td><a href="mailto:mbotelho@edu.umass.edu">mbotelho@edu.umass.edu</a></td>
<td>27, 134</td>
</tr>
<tr>
<td>Botthaler, Elizabeth</td>
<td><a href="mailto:ejb2017@columbia.edu">ejb2017@columbia.edu</a></td>
<td>66</td>
</tr>
<tr>
<td>Boucher-Yip, Esther</td>
<td><a href="mailto:efboucher@wpi.edu">efboucher@wpi.edu</a></td>
<td>131</td>
</tr>
</tbody>
</table>
Christensen, Laurene ............................................. 193  
chri100@iun.edu

Christians, Jo Ellen ..................................... 130  
JChrians@GetThisWrite.com

Christison, Mary Ann .................................. 22, 139  
chu@uidaho.edu

Chu, Shiao-Wei ........................................... 157  
schu@trine.edu

Chun, Christian ............................................. 141  
christian.chun@unsw.edu.au

Chyi, Kenneth .............................................. 111  
kennethchyi@gmail.com

Ciancio, Julie ............................................... 167  
jciancio@csusb.edu

Cihi, Guy ..................................................... 120, 164  
cihi@gmail.com

Cinck, Tony .................................................. 172  
tony.cimasko@miamioh.edu

Cinney, George ............................................. 84  
cipollino@triad.unc.edu

Cipolle, Tony ............................................... 173  
tony@uoregon.edu

Clare, Elizabeth .......................................... 147  
ecarlisle@iel.com

Clancy, Rockwell F .................................... 186  
aalilgan@ucdavis.edu

Clark, Gordon ............................................... 81  
mitchellclark@hotmail.com

Clark, Mitchell ............................................. 115  
mitchellclark@hotmail.com

Clark, Raymond ........................................... 67, 162  
ray@ProLinguaAssociates.com

Clement, Jeanette ....................................... 133  
jeanette@duq.edu

Clement, Rob ............................................... 85, 190  
robcnauk@gmail.com

Clements, Catherine ..................................... 129  
catherineeclements@gmail.com

Cloud, Nancy ............................................... 85, 138, 199  
nancyccloud2@gmail.com

Cochran, Sean ............................................ 81  
cohen@iol.com

Coddington, Clarissa .................................. 204  
clarissakcodington@gmail.com

Coffelt, Erica .............................................. 117  
coffelt@ohio.edu

Coffey, Deborah .......................................... 79  
djcoffey@msu.edu

Cohan, Audrey ............................................ 182  
aaronh@molloy.edu

Cohen, James .............................................. 176  
jcohen2@iu.edu

Colbert, David ............................................. 109  
colbertd@trine.edu

Colazo, Judith ............................................ 158  
jacolazo@masonlive.gmu.edu

Collett, Jennifer .......................................... 79  
jennifer.collett@lehman.cuny.edu

Collett, Jennifer .......................................... 79  
jennifer.collett@lehman.cuny.edu

Collins, Christopher .................................. 143  
coll@trine.edu

Collins, Ian ................................................ 78  
ian.collins@yasar.edu.tr

Collins, Laurel ........................................... 126  
laurel.collins@unt.edu

Collins, Tim ................................................ 88  
cycurtis@roosevelt.edu

Colombo, Michaela .................................... 170, 184  
wymann@edtel.com

Colson, Jona .............................................. 44  
colson@umn.edu

Coney, Lavette ............................................ 126, 157  
rtc212900@tc.columbia.edu

Connor, Olivia ............................................ 73, 75  
olivia.conner@colorado.edu

Connor, Cathrene ....................................... 148  
corrynny@ithaca.edu

Connor, Robert .......................................... 64, 142  
corrn@tulane.edu

Connor, Ulla .............................................. 72  
connor@franklin.edu

Contreras-Vanegas, Alma ............................ 131, 160, 188  
alc058@shsu.edu

Conway, Elizabeth ..................................... 156  
ecaonwa1@asu.edu

Conzet, Jane .............................................. 74  
conzetj@wcu.edu

Coome, Christine ....................................... 193  
ccoumbes@hct.ac.ae

Coon, DeAnna .......................................... 52, 114, 148  
doonan@cal.org

Cooper, Ayanna .......................................... 22, 46, 127, 139, 159  
rarb4@msn.com

Cooper, Marjorie ....................................... 145  
mcooper@globalvillageproject.org

Copeland, Kathleen .................................. 80, 202  
copelandk@udel.edu

Cordero, Mercedes .................................... 166  
mcordero@casenex.com

Cornell, Caitlin ........................................... 170  
ccornell@uci.edu

Cotos, Elena .............................................. 194  
ccotton2@wisc.edu

Cotter, Eileen ............................................ 45, 123, 200  
eileen.cotter@montgomerycollege.edu

Cover, Kelly ............................................. 94  
kmcover@indiana.edu

Cowper, Edith ............................................ 121  
EdithDell@aal.com

Cox, Troy ................................................... 51, 179  
faymarch@gmail.com

Crafter, Jay ............................................... 181  
jc9re@virginia.edu

Craig, Eric ................................................ 47  
craigere@iastate.edu

Crandall, JoAnn (Jodi) ................................ 158  
crandall@albany.edu

Crandall, Marrian ....................................... 79, 168  
mcrandall@ets.org

Crifasi, Lindsey ......................................... 150  
lcrifasi@carlosrosario.org

Cruzan, Deborah ....................................... 29, 145, 188  
deborah.cruzan@wright.edu

Cruzado-Guerra, Judith ............................... 166  
clag101@alamo.edu

Cui, Yaqiong ............................................. 164  
cuiyqiong@gmail.com

Cunningham, Katie ..................................... 68  
andycurtiswork@gmail.com

Curtis, Andy .............................................. 7, 11, 15, 16, 22, 57, 70, 109, 138, 159  
curtis@roosevelt.edu

Curtan, Anne ............................................. 7, 15, 153  
acurtan@umn.edu

Custodio, Brenda ...................................... 49, 66, 75, 128  
custodio@osu.edu

Cusumano, Teresa ...................................... 99  
tec214@lehight.edu

D

D’Addario, Gerd .......................................... 87  
grewg.daddario@apsva.us

da Silva, José António .................................... 19, 57, 107  
josseoacon@gmail.com

Dah, E. Tha ................................................. 148  
Dahman, Anne .......................................... 123  
anne.dahman@imsu.edu

dall, Teresa ............................................... 131, 169  
tsdalle@memphis.edu

Damerow, Ryan .......................................... 29, 69  
rn damerrow@uwisc.edu

Daniel, Mayra .......................................... 157  
mayra.daniel@gmail.com

Daniels, Marcel ......................................... 157  
Dantus, Luis ............................................ 179  
luis.dantus@gmail.com

Darvin, Ron ............................................. 13, 27  
Dassler, Troy ........................................... 46, 47  
David, Brooke .......................................... 205  
brooke.david@nebraska.gov

Davila, Sara .............................................. 59, 106  
sara.davila@spearson.com

Davis, Andrew ........................................... 136  
addavis85@gmail.com

Davis, Comfort ......................................... 166  
davisinaj@juno.com

DeCosta, Peter .......................................... 27, 69, 93  
pd@ecostap.com

de Cuba Romero, Natalia .................................. 90, 189, 202, 205  
natalia.ramirez@ucco.edu

De Felice, Denise ....................................... 52, 178  
denisefelice@gmail.com

de Jong, Est ...
PRESENTER INDEXES

Dema, Alexandra ........................................ 204
demaa2@unlv.nevada.edu
Demirici, Helene ........................................ 176
demirici@hct.ac.be
DeMuth, Anne ........................................ 144
ademuth@hamline.edu
DeRoche, Linda ........................................ 168
lrocher@literacy-council.org
DeRoma, Cynthia ...................................... 188, 195
cynthx@gmail.com
DeRosa, Gwendolyn .................................... 71
gderosa@otterbein.edu
Despagne, Colette ...................................... 193
collette.despagne@gmail.com
DeStefano, Megan ...................................... 75, 114, 122
mdestefano@umd.edu
Deubleiss, David ....................................... 144
Deutekom, Jan .......................................... 206
Deutsch, Nellie .......................................... 44
Dewore, Teresa .......................................... 53
Diallo, Ndeye ............................................ 157
nndeeye.diallo.nd@gmail.com
Dias Lima, Luciola ..................................... 179
luciolodias@hotmail.com
Diaz, Claudia ............................................ 186
claudia.diaz@udea.edu.co
Diaz, Ramon ............................................. 90
rdiaz@ccp.edu
Diaz Maggioli, Gabriel .................................. 64, 124
gabrieldiazmaggioli@hotmail.com
Diaz-Rico, Lynne ....................................... 80, 167
lynnediazrico@yahoo.com
Dickerson, Wayne ...................................... 70, 110
dickson@illinois.edu
Diffoire, Rita ............................................. 99
rid210@leigh.edu
Dinh, Hanh ............................................... 128
tdinh2@murraystate.edu
Discoe, Christine ...................................... 193
Christine.Discoe@colostate.edu
Dobson, Barbara ........................................ 115
info@cambridgemichigan.org
Dodson, Lori .......................................... 61
lmdodds9@gmail.com
Doman, Evelyn .......................................... 206
Donovan, Anne .......................................... 113
Dornbusch, Angela .................................... 111, 173
angeladornbusch@hotmail.com
Doty, Julie .............................................. 134, 199
juledoty@yahoo.com
Douglas, Nancy ........................................ 160
Douglas, Scott ......................................... 144
scott.douglas@ubc.ca
Dove, Maria ............................................. 182, 190
mdove@malloyedu
Dowling, Trisha .......................................... 204
tdowlin3@emich.edu
Driemeier, Jessica ...................................... 181
j.driemeier@miami.edu
Drotos, Stephanie ....................................... 203
drotoss@protonmail.com
Drummond-Sardell, Rachel ............................ 198
Duarte, Scott ........................................... 111, 128
duarte@udel.edu
Dubez, Nancy ........................................... 79
nancy.dubez@lehman.cuny.edu
Duffy, Meredith ......................................... 73
Duggan, Joanna ......................................... 83, 206
joduggan@cal.org
Duguay, Annie ......................................... 51, 83
aduguay@cal.org
Duke, Trina .............................................. 176
tduke@ets.org
Dunphy, Jane ............................................ 98
dunphy@mit.edu
Dunsmore, Chris ........................................ 61
cdunsmore@unl.edu
Durand, Sally ............................................ 206
Duval, Geraldine ....................................... 166
lawouze@aol.com
Duval, Sandra ........................................... 61, 166
dualsandra@gmail.com
Dwyer, Eric ............................................ 23, 81, 113
eric.dwyer@flu.edu
Dyer, James ............................................. 99
Dyson, Lisa ............................................. 116
Dzunu, Pam ............................................. 49

E
Earles, Beverley ....................................... 22, 54, 69, 139
earles@ksu.edu
Earley, Katherine ...................................... 54, 128
katherine.earley@unh.edu
Earley, Mary ............................................. 137
mearley@uab.edu
East, Debbie ............................................ 128
deebiede@me.com
Easton, Lael ............................................. 129
laellan@gmail.com
Eatmon, Cassandra ................................... 96, 199
ccatmon@fcps.edu
Edmonds, Lori .......................................... 44, 158
lori.edmonds@montgomerycollege.edu
Edwards, Chris ......................................... 106
cced89@gmail.com
Edwards Dorner, Jan ................................... 73, 99
jdormer@messiah.edu,
jan.dormer@gmail.com
Effiong, Okon .......................................... 138
okon@qu.edu.ca
Eggington, William G ................................. 122
william_eggington@byu.edu
Eguez, Jane ............................................. 119, 175
jeguez@casas.org
Einterz, Nick ........................................... 75, 131
johneinterz@colorado.edu
Evans, Beth ............................................ 107
eevans@bsvtx.org
Evans, Jacqueline ..................................... 69, 113
jackie.evans@nau.edu
Evans, Katherine ...................................... 174
ktevans@ucdavis.edu
Evans, Norman W .................................... 122, 143
norman_evans@byu.edu
Ewert, Doreen .......................................... 49
El Samad, Hayat ........................................ 85
samadhh@qu.edu.qa
Elbaum, Sandra ........................................ 149
sannettie@comcast.net
Elchik, Michael ........................................ 122
Elhess, Mohamed ...................................... 89
Elhussari, Ibrahim .................................... 140
ihousari@laus.edu.lb
Elia, Sarah .............................................. 28, 116
elias@newpaltz.edu
Ellis, Tunisia ........................................... 75
tunisiac.ellis@gmail.com
Elsherif, Entisar ........................................ 72
Eltanawi Shadi, Hamdi ................................. 166
hasha66@yahoo.co.uk
El Turki, Emam ......................................... 91, 106
eman.eturki@hotmail.com
Emelanyova, Zarmena ................................ 89
zarmena@list.ru
Emory, Sarah .......................................... 141
semony@andrew.cmu.edu
Ene, Estela ............................................. 129
eene@iapui.edu
Enziz, Sylvia ........................................... 118
senizer@els.edu
England, Liz ............................................ 62, 80, 98, 140
liztesol@yahoo.com
England, Lizbeth ....................................... 185
England, Neil .......................................... 65
Neil.England@uts.edu.au
Erab, Sarah ............................................ 205
seab@mosonlive.gmu.edu
Erbe, Anthony .......................................... 127, 193
aerben@ut.edu
Erhardt, Nathan ....................................... 111
nherhardt@udayton.edu
Ernst, Beth ............................................. 97
beth.ernst@wmich.edu
Ernst-Slavit, Gisela .................................. 76
germ@wmu.edu
Ershova, Tatiana ...................................... 59
tatiana.a.ershova@gmail.com
Esami, Zohreh .......................................... 93, 133, 168
zesami@tamu.edu
Espaina, Andreina ..................................... 59
Eva, Andrianarivo .................................... 201
andrianarivo@jafa@gmail.com
Evans, Beth ............................................ 107
eevans@bsvtx.org
Evans, Jacqueline ..................................... 69, 113
jackie.evans@nau.edu
Evans, Katherine ..................................... 174
ktevans@ucdavis.edu
Evans, Norman W .................................... 122, 143
norman_evans@byu.edu
Ewert, Dorien .......................................... 49

WWW.TESOLCONVENTION.ORG 221
Flint, Page

F

Fairbairn, Shelley ........................................ 46
Fairley, Mariah ........................................ 96
mariah@aucegypt.edu
Fan, Yu-Shan ........................................... 131, 186
yushanfan@gmail.com
Fang, Ming ............................................. 181
mifang@flu.edu
Farina, Marcella ........................................ 150
marcella.farina@uct.edu
Farrell, Thomas ......................................... 27, 65, 158
tfarrell@brocku.ca
Farrelly, Raichle ......................................... 88
rfarrelly@smcvt.edu
Fate, Elizabeth ........................................... 59
liza.fate@gmail.com
Faust, Heidi ............................................... 126
fausth1@umbc.edu
Fedoriv, Yaroslava ...................................... 62
yar.fed@gmail.com
Feldmann, Melissa ..................................... 201
feldmann1@newpaltz.edu
Fellag, Linda Robinson .................................. 45, 90
linda.fellag@gmail.com
Ferg-Cadima, James ................................... 179
James.Ferg-Cadima@ed.gov
Fernandez, Juliesta ..................................... 171
juliesta.fernandez@nau.edu
Fernandez, Loretta ...................................... 122, 197
lofl@pitt.edu
Fernandez, Melissa ..................................... 174
Fernandez, Melody ..................................... 109
Melody.Fernandez@utsa.edu
Fesenko, Constantine .................................. 200
constantine.fesenko@gmail.com
Fifer, Ashley ............................................ 90, 189, 202, 205
Ashley.Fifer@northwestern.edu
Filipovic, Dragana ..................................... 62, 200
draganamfilipovic@gmail.com
Fine, Beverly ............................................ 77
bevf@brainpop.com
Finger, Alexis ............................................. 154
ato24@hrexel.com
Fitzsimmons-Doolan, Shannon ....................... 68
shannon.fitzsimmons-doolan@tamu.edu
Fletcher, Todd .......................................... 30, 159
todd@fiu.edu
Fleuryquin, Fernando .................................. 33, 192
fernando.fleuryquin@unt.edu
Fleury Sasse, Claudio ................................... 19, 162
claudio.fleury@gmail.com
Flint, Page ................................................ 170
plflint@mail.usf.edu
Florent, Dustin ......................................... 73
dustin.florrence@ttu.edu
Floyd, Monika .......................................... 85
drfloyd@uni-potsdam.de
Fobair, David ............................................ 168
dfbair@gmail.com
Focho, Gladys ......................................... 110
rgwifofcho@yahoo.fr
Fodor, Andrea ........................................... 205
afodor@sfu.ca
Foerster Lui, Anne Marie ............................ 61, 94
foerstea@gmail.com
Foley, Kinnon ........................................... 170
Kinnon.Foley@lawrence.k12.ma.us
Folse, Keith ............................................. 22, 23, 94, 119, 123, 177, 189
keith.foldse@gmail.com
Foote, Jennifer A ....................................... 80
jenn.fonte@gmail.com
Forbes, Megan .......................................... 159, 185
mforbes@eli.ufl.edu
Foster, Kurtis ........................................... 61
kurtisfoster@missouristate.edu
Fowler, Debra .......................................... 116
debrav@historyuniversity.com
Fox, Jessica ............................................. 164
jfox@umich.edu
Franchitti, Abby ........................................ 177
abbyfran@ksu.edu
Franks, Suzanne ....................................... 59, 149
scfweb.uab.edu
soziweb.com
Frederick, Chris ....................................... 206
Friedricks, Daisy ....................................... 75, 114, 190
dfdrick@umd.edu
Freeman, David ......................................... 98, 127
David.Freeman@utb.edu
Freeman, Donald ....................................... 22, 64, 106, 162, 187
donaldr@umich.edu
Freeman, Robert ....................................... 134
Freeman, Yvonne ...................................... 98, 127
Yvonne.Freeman@utb.edu
Freud, Robert ........................................... 149
Bob.Freud@gmail.com
Freund, Richard ....................................... 185
Friedman, Debra ....................................... 101
debrifried@indiana.edu
Fredesen, Jan .......................................... 166
fredesen@linguistics.ucsb.edu
Frydland, Nan .......................................... 127
nanfrydland@gmail.com
Frye, Barbara .......................................... 179
bfrfe@uccs.edu
Fu, Jing ................................................ 197
Furze, Kate ............................................. 186
Kate.Furze@colorado.edu

G

Gabor, Julia ............................................ 73, 120, 154, 183
julia@writereadworld.com
Gabriel, Raafat ........................................ 101, 115
mraafat@aucegypt.edu
Gaer, Susan ............................................ 45, 61, 71
susangaer@gmail.com
Gagné, Antoinette ..................................... 146
antoinette.gagne@gmail.com
Gal, Teresa ............................................. 179
tsmurfing@hotmail.com
Gallagher, Colleen ..................................... 128, 143
cgallagher@udayton.edu
Galletta, Angelique .................................... 136
agalletta@umd.edu
Gallo, Lynn ............................................. 140
lcrsoby@udel.edu
Gallo, Stephanie ....................................... 81
sg88@georgetown.edu
Gambrel, Angel ......................................... 192
angelmgbreel@hotmail.com
Gao, Xuesong (Andy) .................................. 27, 93
xsxao@hku.hk
Garbarino, Anna ....................................... 122
annegarbarino@globalvillageproject.org
Garcia-Alien, Ana ..................................... 191
agarcia@uw.edu
Garcia-Arena, Patricia ................................ 178
pgarcia-arena@air.org
Gardner, Laura .......................................... 47
Garza, Peggy ............................................ 204
garzapi@marshallcenter.org
Garza, Tiberio .......................................... 70, 145, 200
tiberio.garza@unlv.edu
Gass, Susan ............................................. 23, 68
gass@msu.edu
Gates, Chester .......................................... 65, 187
chester.gates@comcast.net
Gayle, Kurk ............................................. 23, 142
k.gayle@tcu.edu
Geither, Elise ........................................... 128, 161
elise.geither@case.edu
Gentry, Earlene ......................................... 23, 107
gentryearlene@yahoo.com
George, Janet ........................................... 163
Gerena, Linda .......................................... 127
lgerrena@york.cuny.edu
Gevara, Jeremy ......................................... 73
jrg551@psu.edu
Ghimire Sharma, Pokul ................................ 203
ghocool88@gmail.com
Gianico, Jacqueline ................................... 68, 128
jmg565@psu.edu
Gibson, Karen .......................................... 71
karen.gibson@pgcps.org
Giddens, Kevin ........................................ 132, 153
kevin.giddens@worldlearning.org
Giefer, Melissa ........................................ 182
mgiefer@winona.edu
<table>
<thead>
<tr>
<th>Presenter Indexes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilterbran, Audra</td>
<td></td>
</tr>
<tr>
<td>Hiller, Kristin</td>
<td><a href="mailto:kristin.hiller@gmail.com">kristin.hiller@gmail.com</a></td>
</tr>
<tr>
<td>Hill, Kelly</td>
<td><a href="mailto:jhestand@ku.edu">jhestand@ku.edu</a></td>
</tr>
<tr>
<td>Hickey, Pamela</td>
<td><a href="mailto:khertens@email.arizona.edu">khertens@email.arizona.edu</a></td>
</tr>
<tr>
<td>Herath, Sreemali</td>
<td><a href="mailto:sreemalih@yahoo.com">sreemalih@yahoo.com</a></td>
</tr>
<tr>
<td>Hepford, Elizabeth</td>
<td><a href="mailto:nam3c@virginia.edu">nam3c@virginia.edu</a></td>
</tr>
<tr>
<td>Henninger-Willey, Tracy</td>
<td><a href="mailto:henningert@lanecc.edu">henningert@lanecc.edu</a></td>
</tr>
<tr>
<td>Heath, Lauren</td>
<td><a href="mailto:lauren.heather@utsa.edu">lauren.heather@utsa.edu</a></td>
</tr>
<tr>
<td>Heitman, Char</td>
<td><a href="mailto:heitman@uoregon.edu">heitman@uoregon.edu</a></td>
</tr>
<tr>
<td>Hellman, Andrea</td>
<td><a href="mailto:Andrea_Hellman@missouri.edu">Andrea_Hellman@missouri.edu</a></td>
</tr>
<tr>
<td>Henderson Lee, Sarah</td>
<td><a href="mailto:sarah.henderson-lee@mnsu.edu">sarah.henderson-lee@mnsu.edu</a></td>
</tr>
<tr>
<td>Henninger-Willey, Tracy</td>
<td><a href="mailto:hennigert@lanecc.edu">hennigert@lanecc.edu</a></td>
</tr>
<tr>
<td>Henrichsen, Lynn</td>
<td><a href="mailto:Lynn_Henrichsen@byu.edu">Lynn_Henrichsen@byu.edu</a></td>
</tr>
<tr>
<td>Hen, Natasha</td>
<td><a href="mailto:nam3c@virginia.edu">nam3c@virginia.edu</a></td>
</tr>
<tr>
<td>Hepford, Elizabeth</td>
<td><a href="mailto:ehepford@temple.edu">ehepford@temple.edu</a></td>
</tr>
<tr>
<td>Herath, Sreemali</td>
<td><a href="mailto:sreemalih@yahoo.com">sreemalih@yahoo.com</a></td>
</tr>
<tr>
<td>Hercula, Sarah</td>
<td><a href="mailto:sehercula@ilstu.edu">sehercula@ilstu.edu</a></td>
</tr>
<tr>
<td>Herathi, Mustafa</td>
<td><a href="mailto:mherathi@um.edu">mherathi@um.edu</a></td>
</tr>
<tr>
<td>Hertenstein, Kathleen</td>
<td><a href="mailto:khertens@email.arizona.edu">khertens@email.arizona.edu</a></td>
</tr>
<tr>
<td>Hestand, John</td>
<td><a href="mailto:jhestand@ku.edu">jhestand@ku.edu</a></td>
</tr>
<tr>
<td>Hickey, Pamela</td>
<td>147, 201</td>
</tr>
<tr>
<td>Hill, Kelly</td>
<td>94, 140</td>
</tr>
<tr>
<td>Hiller, Kristin</td>
<td><a href="mailto:kristin.hiller@gmail.com">kristin.hiller@gmail.com</a></td>
</tr>
<tr>
<td>Hillier, Solimar</td>
<td>201, 204</td>
</tr>
<tr>
<td>Hilterbran, Audra</td>
<td>19</td>
</tr>
<tr>
<td>Himmel, Jennifer</td>
<td><a href="mailto:jhimmel@cal.org">jhimmel@cal.org</a></td>
</tr>
<tr>
<td>Hinkel, Eli</td>
<td><a href="mailto:elihinkel@yahoo.com">elihinkel@yahoo.com</a></td>
</tr>
<tr>
<td>Hinojo, Denisse</td>
<td><a href="mailto:hinojo1@utms.edu">hinojo1@utms.edu</a></td>
</tr>
<tr>
<td>Hinton, Kip Austin</td>
<td><a href="mailto:kipaustin.hinton@utrgv.edu">kipaustin.hinton@utrgv.edu</a></td>
</tr>
<tr>
<td>Hjeltestad, Justyna</td>
<td><a href="mailto:justyna.hjeltestad@wsu.edu">justyna.hjeltestad@wsu.edu</a></td>
</tr>
<tr>
<td>Ho, Kendi</td>
<td><a href="mailto:kendih@hawaii.edu">kendih@hawaii.edu</a></td>
</tr>
<tr>
<td>Hoagland, Merideth</td>
<td><a href="mailto:mhoagland@gsu.edu">mhoagland@gsu.edu</a></td>
</tr>
<tr>
<td>Hodgson, Jennifer</td>
<td>68, 132</td>
</tr>
<tr>
<td>Hoekler, Jane</td>
<td><a href="mailto:jhoekler@gmail.com">jhoekler@gmail.com</a></td>
</tr>
<tr>
<td>Hoening, Mylae</td>
<td><a href="mailto:hoening@gmail.com">hoening@gmail.com</a></td>
</tr>
<tr>
<td>Hoffland, Marvin D</td>
<td><a href="mailto:m.hoffland@casst.edu">m.hoffland@casst.edu</a></td>
</tr>
<tr>
<td>Hollett, Vicki</td>
<td><a href="mailto:vicki@holletts.com">vicki@holletts.com</a></td>
</tr>
<tr>
<td>Hollinger, Lisa</td>
<td><a href="mailto:Lisa.Hollinger@unt.edu">Lisa.Hollinger@unt.edu</a></td>
</tr>
<tr>
<td>Holloway, Andrea</td>
<td><a href="mailto:andrea.m.holloway@gmail.com">andrea.m.holloway@gmail.com</a></td>
</tr>
<tr>
<td>Holubeva, Valiantsina</td>
<td><a href="mailto:v.holubeva@outlook.com">v.holubeva@outlook.com</a></td>
</tr>
<tr>
<td>Hong, Carrie Eunyoung</td>
<td><a href="mailto:hongE1@wpunj.edu">hongE1@wpunj.edu</a></td>
</tr>
<tr>
<td>Honsigfeld, Andrea</td>
<td><a href="mailto:ah3206@columbia.edu">ah3206@columbia.edu</a></td>
</tr>
<tr>
<td>Hoops, Frieda</td>
<td><a href="mailto:fhoops@pcu.edu">fhoops@pcu.edu</a></td>
</tr>
<tr>
<td>Horstein, Dana</td>
<td><a href="mailto:danahorstein@hotmail.com">danahorstein@hotmail.com</a></td>
</tr>
<tr>
<td>Hossain-Joldic, Aklima</td>
<td><a href="mailto:alh206@columbia.edu">alh206@columbia.edu</a></td>
</tr>
<tr>
<td>Houck, Noel</td>
<td><a href="mailto:nhouck@cpp.edu">nhouck@cpp.edu</a></td>
</tr>
<tr>
<td>Howard, Kathryn</td>
<td><a href="mailto:khoward@csusb.edu">khoward@csusb.edu</a></td>
</tr>
<tr>
<td>Howard, Lori</td>
<td><a href="mailto:lorihoward@casas.org">lorihoward@casas.org</a></td>
</tr>
<tr>
<td>Howland, Heidi</td>
<td>107</td>
</tr>
<tr>
<td>Hu, Wen-Hsien</td>
<td><a href="mailto:hwenshien@ntu.edu.tw">hwenshien@ntu.edu.tw</a></td>
</tr>
<tr>
<td>Hsu-Santelli, Marianne</td>
<td><a href="mailto:msantelli@middlesexcc.edu">msantelli@middlesexcc.edu</a></td>
</tr>
<tr>
<td>Hu, Chen (Gabrielle)</td>
<td>88, 175</td>
</tr>
<tr>
<td>Hu, Ling</td>
<td><a href="mailto:lhu@uoguelph.ca">lhu@uoguelph.ca</a></td>
</tr>
<tr>
<td>Hu, Shirley</td>
<td><a href="mailto:shirley.hu@tdsb.on.ca">shirley.hu@tdsb.on.ca</a></td>
</tr>
<tr>
<td>Huang, HE</td>
<td>204</td>
</tr>
<tr>
<td>Huang, Jiuhua</td>
<td><a href="mailto:jhuang@regent.edu">jhuang@regent.edu</a></td>
</tr>
<tr>
<td>Huang, Patrick</td>
<td><a href="mailto:phill225@gmail.com">phill225@gmail.com</a></td>
</tr>
<tr>
<td>Huerta, Margarita</td>
<td><a href="mailto:margarita.huerta@unlv.edu">margarita.huerta@unlv.edu</a></td>
</tr>
<tr>
<td>Hueston, Colin</td>
<td><a href="mailto:colin.hueston@ucdenver.edu">colin.hueston@ucdenver.edu</a></td>
</tr>
<tr>
<td>Huffman, Sarah</td>
<td>194</td>
</tr>
<tr>
<td>Hughes, Mary</td>
<td><a href="mailto:mhuhrs@bu.edu">mhuhrs@bu.edu</a></td>
</tr>
<tr>
<td>Humagam, Radhakrishna</td>
<td><a href="mailto:rrhuma@gmail.com">rrhuma@gmail.com</a></td>
</tr>
<tr>
<td>Humphries, Steven</td>
<td><a href="mailto:shumphri@su.edu">shumphri@su.edu</a></td>
</tr>
<tr>
<td>Hunt, Cindy</td>
<td><a href="mailto:cbhunt@uab.edu">cbhunt@uab.edu</a></td>
</tr>
<tr>
<td>Hussein, Ibtimesam</td>
<td><a href="mailto:ihussein@udaho.edu">ihussein@udaho.edu</a></td>
</tr>
<tr>
<td>Hutchison, Nancy</td>
<td><a href="mailto:nhutchison@howard.edu">nhutchison@howard.edu</a></td>
</tr>
<tr>
<td>Hyland, Ken</td>
<td>141</td>
</tr>
<tr>
<td>Hyte, Heidi</td>
<td><a href="mailto:khyte@hk.hk">khyte@hk.hk</a></td>
</tr>
<tr>
<td>I</td>
<td>168</td>
</tr>
<tr>
<td>Ibrahim, Awad</td>
<td><a href="mailto:aibrahim@uottawa.ca">aibrahim@uottawa.ca</a></td>
</tr>
<tr>
<td>Imai, Hana</td>
<td><a href="mailto:himai@bowvalleycollege.ca">himai@bowvalleycollege.ca</a></td>
</tr>
<tr>
<td>Imamovic, Adisa</td>
<td><a href="mailto:adisa.imamovic@untz.ba">adisa.imamovic@untz.ba</a></td>
</tr>
<tr>
<td>Ioannou, Constantine</td>
<td><a href="mailto:constantine.ioannou@ocdub.ca">constantine.ioannou@ocdub.ca</a></td>
</tr>
<tr>
<td>Ishchenko, Maria</td>
<td><a href="mailto:ishchenkorn91@gmail.com">ishchenkorn91@gmail.com</a></td>
</tr>
<tr>
<td>Ishihara, Noriko</td>
<td><a href="mailto:ishi0029@gmail.com">ishi0029@gmail.com</a></td>
</tr>
<tr>
<td>Ives Takebe, Amy</td>
<td><a href="mailto:ives.amy@h.hokkaido.ac.jp">ives.amy@h.hokkaido.ac.jp</a></td>
</tr>
</tbody>
</table>

J

| Jaber, Reem | 201 |
| Jacknick, Christine | cjjacknick@bmcc.cuny.edu |
| Jackson, Staci | sjackson@superduperinc.com |
| Jacob, Laura | lauraruthjacob@yahoo.com |
| Jacobs, Myrna | mjacobs@tesol.org |
| Jacobsen, Natalia | natalia@uwg.edu |
| Jaffie-Shupe, Lily | 70 |
Jain, Rashi .................................. 22, 159, 186
jainrashi78@gmail.com

Jakar, Valerie S.................................. 108
vsjakar@gmail.com

James, Frannie .................................. 139
frannie@james.ua.edu

Jamiesson, Scott .................................. 204
sjamiesson@uoguelph.ca

Jancin, Devon .................................. 139
devon.jancin@colorado.edu

Janusch, Sandra .................................. 88, 138
sjanusch@pce.uw.edu

Jaquays, Jolene .................................. 160
jjaquays@umflint.edu

Javorisky, Rebecca .................................. 118
Rebecca.Javorisky@oregonstate.edu

Jayasundara, JMPVK .................................. 206

Jee, Rebecca .................................. 206

Jeffery, Jill .................................. 69
jilljeffery@gmail.com

Jellick, Matthew .................................. 141
mjjellick@gmail.com

Jenkins, Rob .................................. 139, 183
Jenkins_rob@sac.edu

Jiang, Bill .................................. 45

Jiang, Man .................................. 80
man@udel.edu

Jipping, Melanie .................................. 90
mjipping@willamette.edu

Johns, Ann. .................................. 63, 86, 141, 199
ajohns@cox.net

Johnson, Carol .................................. 172
carol.johnson@renaissance.com

Johnson, Kimberly .................................. 123
kajo724@gmail.com

Johnson, Lisa .................................. 82
ljohnson@escad.edu

Johnson, Staci .................................. 139
stacijohnson.esl@gmail.com

Johnson, Rogers, Robert .................................. 27, 117
rogers@au.edu.qa

Jolley, Caitlin .................................. 204
caitlinjolley@gmail.com

Jolly, Roshii .................................. 168
roshii.jolly@gmail.com

Jones-Vo, Stephaney ................................. 46

Jones, Cheryl .................................. 192
chjones@els.edu

Jones, Donielle .................................. 47

Jones, Stephen .................................. 109
stjohns18@gmail.com

Jones, Tamara .................................. 16, 52, 61, 85, 102
jonestamara@hotmail.com

Jones, Valerie .................................. 158
valerie.jones@cuchicago.edu

Jones, Vaughan .................................. 101

Jordan, Sheri N .................................. 158
snjordan@umail.iu.edu

Judkins, Brandy .................................. 128
brandyjjudkins@gmail.com

Jung, YeonJoo .................................. 136
yijung9@gsu.edu

Juzar, Patricia .................................. 81

K

K.C., Madhukar .................................. 188, 201
madhukarkc25@gmail.com

Kaeiser, Matt .................................. 80, 135, 181
Mkaeiser@miami.edu

Kahaney, Jeannie .................................. 177
kahaney@newschool.edu

Kahn, Abigail .................................. 68
ask242@asu.edu

Kahn, Harold .................................. 68
hkahn@bergen.edu

Kaku, Christina .................................. 164
christinakaku@gmail.com

Kaleba, Joseph .................................. 141
kaleba@uwaterloo.ca

Kaminsky, Kyle .................................. 144

Kandel, Ahmed .................................. 59

Kang, Hee-Seung .................................. 72
hxk322@case.edu

Kanno, Yasuko .................................. 191
ykanno@temple.edu

Kanoksilapatham, Busaba .................................. 195
kanoksib@hotmail.com

Kantaruk, Renata .................................. 200
rnkantaruk@taylor.edu

Kappel, Laura .................................. 192
laurakappel@aol.com

Kapur, Kirti .................................. 64
kkapur07@yahoo.com

Kapur, Pooja .................................. 96
dkop@fau.edu

Karam, Fares .................................. 92
fk2cf@virginia.edu

Karki, Tirtha .................................. 205
gkarki15@gmail.com

Kassas, Sarah .................................. 109
sckassas@yahoo.com

Katchen, Joanna .................................. 111
katchen@mx.nthu.edu.tw

Katindig, Alice .................................. 181
amk5an@virginia.edu

Katka, Adria .................................. 166
adria.katka@seattleccolleges.edu

Katz, Anne .................................. 106
ila-katz@pacbell.net

Katz, Nadeen .................................. 202
nadeen.katz@gmail.com

Kaufmann, Austin .................................. 81, 173
akauf@msu.edu

Kaupasa, Beate .................................. 62
beate.kaupasa@gmail.com

Kaushik, Ruchi .................................. 113
ruchikaushik01@gmail.com

Kaushik, Sharda .................................. 206

Kawai, Aydar, Hayriye .................................. 27, 161, 174
hkawai2000@yahoo.com

Kazakbaeva, Roza .................................. 158
roza.kazakbaeva@ucentralasia.org

Keith, Kelley .................................. 80
kelley.keith@umn.edu

Kelley, Eileen .................................. 45, 66, 76
ekelley@hcc.edu

Kelley, Molly .................................. 99
molly-kelley@uow.edu

Kemp, A. C. .................................. 97
ackemp@mit.edu

Kennedy, Alan .................................. 66
ask2133@columbia.edu

Kennedy, Barbara .................................. 61, 190
bkenedy@cal.org

Kennedy, Deborah .................................. 156
drkennedy@netac.net

Kennedy, Josephine Clark .................................. 132, 153
josephine.kennedy@worldlearning.org

Kennedy, Thomas .................................. 116
tkennedy@csu.edu

Keogh, Rochelle .................................. 126
rkeogh@uark.edu

Kerkian, Anne .................................. 57
annek@cultural.org

Kertzner, David .................................. 178

Keyl, Shireen .................................. 167
skeyl@email.arizona.edu

Khaleghi, Shima .................................. 203

Khan, Muhammad Ali .................................. 44

Khawaja, Anastasia .................................. 170
ajkhawaja@usf.edu

Kibler, Amanda .................................. 92
akkv2@essercices.virginia.edu

Kiburz, Claudia .................................. 205
ckib@yahoo.com

Kidwell, Tabitha .................................. 75, 114, 122
tkidwell@umrd.edu

Kiendl, Jesse .................................. 92
jessekiendl@gmail.com

Kim, Deksoon .................................. 134

Kim, Eun Gyong (E.G.) .................................. 67
egkim@kaist.ac.kr

Kim, Jeongyeon .................................. 67
jikim@unist.ac.kr

Kim, Jin .................................. 99, 184
jinkim7@illinois.edu

Kim, Kyung Min .................................. 72
kyeongsemin@yahoo.com

Kim, Sharon (Seongjin) .................................. 136
jshin345@gmail.com

Kim, Soonhyang .................................. 62, 66, 158
soonhyang@hotmail.com

Kim, Stephanie Hyeri .................................. 178

PRESENTER INDEXES

PRESENTER INDEXES

PRESENTER INDEXES

PRESENTER INDEXES

www.tesolconvention.org
Lopriore, Lucilla   ................................................................. 132, 149
llopriore@tin.it

Lilja, Patrick   ................................................................. 172
patrick.lilja@interlink.edu

Lima, Edna   ........................................................................ 156
lima@ohio.edu

Lin, Angel   ........................................................................ 178
angellin@hku.hk

Lin, Grace   ........................................................................ 45

Lindahl, Kristen   .............................................................. 173
kristen.lindahl@utsa.edu

Lindauer, Bennett   ............................................................. 112
lindaub@georgetown.edu

Lindemann, Stephanie .......................................................... 80
lindemann@gsu.edu

Lindsey, Michael   ............................................................. 155, 202
mhlf9@email.arizona.edu

Link, Stephanie   .................................................................. 194

Linville, Heather   .............................................................. 122
linville.hai@gmail.com

Liontas, John   ....................................................................... 118

Lioy, Karen   ........................................................................ 134, 199
Karen.Lioy@unt.edu

Litsinger, Betty   ................................................................. 160
betty.litsinger@gmail.com

Litt, Eve Nora   ..................................................................... 58, 114, 149
evitt@sas.upenn.edu

Littlepage, Farrah   ............................................................. 174
littlepage@missouri.edu

Liu, Jun   .............................................................................. 23

Liu, Qiandi   .......................................................................... 168
ql29@nau.edu

Liu, Yang   ............................................................................ 60
yangliu@email.wsu.edu

Liu, Yingliang   ..................................................................... 62
yingliangliu@foxmail.com

Livingston, Marcia   ............................................................. 163
janetannegeorge@gmail.com

Lo Bianco, Joseph   .............................................................. 29, 69

Lobo Guerrero DeSaba, Clara   ................................................. 84, 160
chil006@csu.fullerton.edu

Locks-Lima, Luciana   ........................................................... 200
luciana@cna.com.br

Loebel, Vandana   .................................................................. 186
vloomba@uiuc.edu

Lomperis, Anne   .................................................................... 88
lomperis@comcast.net

Longus, Omar   ...................................................................... 62, 126
olongus@salenstate.edu

Looney, Dennis   ..................................................................... 187

Looney, Stephen Daniel   ......................................................... 178

López-Gopar, Mario   ........................................................... 190

López, Julie   ......................................................................... 111, 128, 137, 178
julo@ade.edu

Lopez, Monica   ...................................................................... 47

Lopiloto, Sarah   .................................................................... 57
sarahj@cultural.org

Lopriore, Lucilla   ............................................................... 27, 110, 182
llopriore@tin.it

Lore, Terri   ........................................................................... 192
tlore@els.edu

Loyola, Hugo   ......................................................................... 131
hugo@altaenglishpublishers.com

Loza, Pete   ............................................................................ 147
ploza@mvusenet

Lucas, Nichole   ...................................................................... 196
nluca51@udayton.edu

Lucas, Teresa   ......................................................................... 132
tluca26@yahoo.com

Lukens, Laura   ....................................................................... 47, 51, 82
lglukens@gmail.com

Lund, Jennifer   ...................................................................... 202
lundjenny@gmail.com

Lundgren, Cynthia   .............................................................. 120
clundy@wisc.edu

Lundy-Ponce, Giselle   ........................................................... 29, 45, 47, 173

Lynn, Meredith Scott   .......................................................... 73, 120, 154, 183
meredith@writebrainworld.com

Lynn, Sarah   ........................................................................... 96, 115, 124, 157
SarahLynn41@gmail.com

Lycka, Andrea   ....................................................................... 57
alypkia@email.usf.edu

M

M’kaddem, Chaouki   ............................................................. 68
chaoukimkaddem@gmail.com

Mabbott, Ann   ...................................................................... 144
amabbot@hamline.edu

MacDonald, Kara   .................................................................. 69, 105, 118, 159, 185
kmacc@rocketmail.com

MacDuff, Fife   ....................................................................... 140
fife-maddock@state.gove

Mackey, Daphne   .................................................................... 138, 159, 183
dmackey@uw.edu

Mackin, Sandra   ..................................................................... 100
sandramackin@ecps.org

MacKinney, Erin   ................................................................... 167
emackinny@email.arizona.edu

Madden, John   ......................................................................... 19

Madigan Peercy, Megan   ........................................................ 111
mpeercy@umd.edu

Maedgen, Abbey   .................................................................... 98

Mahapatra, Santosh   ............................................................ 84
santosh@hyderabad.bits-pilani.ac.in

Mahboob, Ahmar   .................................................................. 23, 27, 51, 88, 117, 132, 141
ahmar.mahboob@sydney.edu.au

Mahboob, Pete   ...................................................................... 94
hicham.mahboob@gmail.com

Makinina, Olga   ..................................................................... 84
olga.makinina@gmail.com

Maley, Lejla   .......................................................................... 71
lbelal@otterbein.edu

Maliborska, Veronika   ........................................................... 130

Mallory, Andrew   ................................................................... 75
malloraj@gmail.com

Malone, Jonathan   ................................................................... 77
jemalone@umd.edu

Malu, Kathleen   ................................................................. 141
kathleen.malu@fulbright.org

Malupa-Kim, Miralynn   ......................................................... 49, 170
miralynn.malupakim@gmail.com

Mama, Raouf   ......................................................................... 23, 162
Mama@easternct.edu

Mamas, Lawrence   ............................................................... 167
orders@globalelt.co.uk

Manley, Rachel   ..................................................................... 63
rachel.s.manley@gmail.com

Mann, Steve   .......................................................................... 94

Mansion, Olivia   ..................................................................... 60
Olivia_Mansion@Brown.edu

Mansour, Chadia   ................................................................... 90
cxmans@gmail.com

Marable, Michele   .................................................................. 66
marablem@canisius.edu

Mares, Chris   ......................................................................... 117

Mariscal, Laura   .................................................................... 203

Mariscal, Laura   .................................................................... 203

Markow, Jesse   ...................................................................... 29, 57
markow@wisc.edu

Markus, Paula   ....................................................................... 95, 175
paula.markus@tdsb.on.ca

Marrero-Colón, Marybelle   ..................................................... 63
nmarrero-colon@cal.org

Marshall, Elaine W   ................................................................ 46, 127, 204
helaine.marshall@iliu.edu

Martin-Beltran, Melinda   ....................................................... 194
mem@umd.edu

Martin, Ian   ............................................................................ 77
ian.martin@cengage.com

Martinez, Manuel   .................................................................. 125
manuelmartinez@gli.edu

Martinez, Mercedes   ............................................................ 125
mercedesmartinez@gli.edu

Martinez, Ron   ...................................................................... 97, 142, 183
ronmartinez@ufl.edu

Martinez-Alca, Gilda   ............................................................ 16, 134, 166

Martinez-Hinestroza, Jose   .................................................... 159
martin580@msu.edu

Masciarelli, Kyla   .................................................................. 185
Kyla.Masciarelli@colostate.edu

Massoud, Lindsey   ............................................................... 83
imassoud@cal.org

Mastrusiero Reynolds, Kate   ................................................... 85

Matarsa, Maureen   ................................................................ 94

Mattson, Nikki   ..................................................................... 77
nla12@psu.edu

Maurizio, Toshiko   .............................................................. 91
toshiko_maurizio@beaverton.k12.or.us

May, James   ............................................................................ 127
jhmay@valenciacollege.edu

Mayor, Mike   .......................................................................... 59
mike.mayor@iper.com

Mazloom-Farzaghy, Reza   ....................................................... 99
reza.mazloom@teslontario.org
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merritt, Jenny</td>
<td><a href="mailto:merrittj@email.arizona.edu">merrittj@email.arizona.edu</a></td>
</tr>
<tr>
<td>Mercuri, Sandra</td>
<td><a href="mailto:sandra.mercuri@utrgv.edu">sandra.mercuri@utrgv.edu</a></td>
</tr>
<tr>
<td>Mena, JoAnn</td>
<td><a href="mailto:mmendoza@admin.fsu.edu">mmendoza@admin.fsu.edu</a></td>
</tr>
<tr>
<td>Meier, Kyle</td>
<td><a href="mailto:kyle.moore@iun.edu">kyle.moore@iun.edu</a></td>
</tr>
<tr>
<td>Meireles, Regina</td>
<td><a href="mailto:c.mcgovern@spring.edu">c.mcgovern@spring.edu</a></td>
</tr>
<tr>
<td>McLaughlin, Susanne</td>
<td><a href="mailto:kmcmichael@gmail.com">kmcmichael@gmail.com</a></td>
</tr>
<tr>
<td>McNamara, Caitlin</td>
<td><a href="mailto:cmcmichael@gmail.com">cmcmichael@gmail.com</a></td>
</tr>
<tr>
<td>McVeigh, Joe</td>
<td><a href="mailto:joe@emcveigh.org">joe@emcveigh.org</a></td>
</tr>
<tr>
<td>Meador, Ellen</td>
<td><a href="mailto:emeador@ut.edu">emeador@ut.edu</a></td>
</tr>
<tr>
<td>Medina, José</td>
<td><a href="mailto:cmedina@ped.psu.edu">cmedina@ped.psu.edu</a></td>
</tr>
<tr>
<td>Medley, Michael</td>
<td><a href="mailto:emedley@em.edu">emedley@em.edu</a></td>
</tr>
<tr>
<td>Mehrens, Heather</td>
<td><a href="mailto:hmehrens@gmail.com">hmehrens@gmail.com</a></td>
</tr>
<tr>
<td>Meibach, Cyndie</td>
<td><a href="mailto:cyndiel.meibach@fau.edu">cyndiel.meibach@fau.edu</a></td>
</tr>
<tr>
<td>Meireles, Regina</td>
<td><a href="mailto:regina@stjohns.edu">regina@stjohns.edu</a></td>
</tr>
<tr>
<td>Meisterheim, Melissa</td>
<td><a href="mailto:melissa.meisterheim@uiowa.edu">melissa.meisterheim@uiowa.edu</a></td>
</tr>
<tr>
<td>Mena, JoAnn</td>
<td><a href="mailto:joann.mena@utdallas.edu">joann.mena@utdallas.edu</a></td>
</tr>
<tr>
<td>Menard, Nicole</td>
<td><a href="mailto:jmennard@wisc.edu">jmennard@wisc.edu</a></td>
</tr>
<tr>
<td>Mendoza, Maria Beatriz</td>
<td><a href="mailto:mmendoza@fsu.edu">mmendoza@fsu.edu</a></td>
</tr>
<tr>
<td>Mercier, Sandra</td>
<td><a href="mailto:sandra.mercier@utrgv.edu">sandra.mercier@utrgv.edu</a></td>
</tr>
<tr>
<td>Merritt, Jenny</td>
<td><a href="mailto:merrittj@email.arizona.edu">merrittj@email.arizona.edu</a></td>
</tr>
<tr>
<td>Mesta, Pamela</td>
<td><a href="mailto:mars@asu.edu">mars@asu.edu</a></td>
</tr>
<tr>
<td>Meyer, Jennifer</td>
<td><a href="mailto:meyerj@bedfordctm.net">meyerj@bedfordctm.net</a></td>
</tr>
<tr>
<td>Meyer, Suzanne</td>
<td><a href="mailto:smeierl@bedfordctm.net">smeierl@bedfordctm.net</a></td>
</tr>
<tr>
<td>Meyers, Colleen</td>
<td><a href="mailto:mkeeth@ohiodominican.edu">mkeeth@ohiodominican.edu</a></td>
</tr>
<tr>
<td>Mhandeni, Abdul Karim</td>
<td><a href="mailto:ahmankarim@gmail.com">ahmankarim@gmail.com</a></td>
</tr>
<tr>
<td>Mikisheva, Yuliya</td>
<td><a href="mailto:yuliyam@yorku.ca">yuliyam@yorku.ca</a></td>
</tr>
<tr>
<td>Micek, Timothy</td>
<td><a href="mailto:timothy@bedfordctm.net">timothy@bedfordctm.net</a></td>
</tr>
<tr>
<td>Millar, Diane</td>
<td><a href="mailto:dmillar@ucf.edu">dmillar@ucf.edu</a></td>
</tr>
<tr>
<td>Miller, Emily</td>
<td><a href="mailto:emiller@bedfordctm.net">emiller@bedfordctm.net</a></td>
</tr>
<tr>
<td>Miller, Kate</td>
<td><a href="mailto:kmiller@bedfordctm.net">kmiller@bedfordctm.net</a></td>
</tr>
<tr>
<td>Miller, Ryan</td>
<td><a href="mailto:rmlucker@bedfordctm.net">rmlucker@bedfordctm.net</a></td>
</tr>
<tr>
<td>Miller, Shelby</td>
<td><a href="mailto:shelby.miller@tamuc.edu">shelby.miller@tamuc.edu</a></td>
</tr>
<tr>
<td>Miller, Stacie</td>
<td><a href="mailto:smiller@ccbc.edu">smiller@ccbc.edu</a></td>
</tr>
<tr>
<td>Mills, Sandra</td>
<td><a href="mailto:sandra.mills@tsds.ontario.ca">sandra.mills@tsds.ontario.ca</a></td>
</tr>
<tr>
<td>Milosevic, Jovana</td>
<td><a href="mailto:jmilosevic@uwaterloo.ca">jmilosevic@uwaterloo.ca</a></td>
</tr>
<tr>
<td>Minakuchi, Sayuri</td>
<td><a href="mailto:sayuriminakuchi@gmail.com">sayuriminakuchi@gmail.com</a></td>
</tr>
<tr>
<td>Minet-Lucid, Pamela</td>
<td><a href="mailto:pminet@bedfordctm.net">pminet@bedfordctm.net</a></td>
</tr>
<tr>
<td>Miranda, Ariadne</td>
<td><a href="mailto:ariadne@uwaterloo.ca">ariadne@uwaterloo.ca</a></td>
</tr>
<tr>
<td>Mir, Mir Abrahall</td>
<td><a href="mailto:mirror@bedfordctm.net">mirror@bedfordctm.net</a></td>
</tr>
<tr>
<td>Miskell, Becky</td>
<td><a href="mailto:rmiskell@bedfordctm.net">rmiskell@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mitchell, Katie</td>
<td><a href="mailto:jmitchell@bedfordctm.net">jmitchell@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mitchell, Randi</td>
<td><a href="mailto:randi@bedfordctm.net">randi@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mitchell, Thomas</td>
<td><a href="mailto:tmitchell@bedfordctm.net">tmitchell@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mitsuhashi, Neophyotos</td>
<td><a href="mailto:neophyotos@bedfordctm.net">neophyotos@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moats, Jessica</td>
<td><a href="mailto:jmoats@bedfordctm.net">jmoats@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mochizuki, Naoko</td>
<td><a href="mailto:naoko.mochizuki@gmail.com">naoko.mochizuki@gmail.com</a></td>
</tr>
<tr>
<td>Mohamed, Hashim</td>
<td><a href="mailto:mohamedhashim@gmail.com">mohamedhashim@gmail.com</a></td>
</tr>
<tr>
<td>Mohon, Keely</td>
<td><a href="mailto:kmohon@bedfordctm.net">kmohon@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moldawa-Shetty, Anna</td>
<td><a href="mailto:anna.moldawa@yale.edu">anna.moldawa@yale.edu</a></td>
</tr>
<tr>
<td>Molina, Sarina Chugana</td>
<td><a href="mailto:sarina@sandiego.edu">sarina@sandiego.edu</a></td>
</tr>
<tr>
<td>Molinsky, Steven</td>
<td><a href="mailto:smolinsky@bedfordctm.net">smolinsky@bedfordctm.net</a></td>
</tr>
<tr>
<td>Monaghan, Christine</td>
<td><a href="mailto:cmonaghan@bedfordctm.net">cmonaghan@bedfordctm.net</a></td>
</tr>
<tr>
<td>Montero Martinez, Paola</td>
<td><a href="mailto:pmontero@bedfordctm.net">pmontero@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moore, Kyle</td>
<td><a href="mailto:kyle.moore@bedfordctm.net">kyle.moore@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moore, Richard</td>
<td><a href="mailto:richard@bedfordctm.net">richard@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moore, Ruth</td>
<td><a href="mailto:ruth.moore@bedfordctm.net">ruth.moore@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moorhead, Clarissa</td>
<td><a href="mailto:cmoorhead@bedfordctm.net">cmoorhead@bedfordctm.net</a></td>
</tr>
<tr>
<td>Morgan, Brian</td>
<td><a href="mailto:bmorgan@bedfordctm.net">bmorgan@bedfordctm.net</a></td>
</tr>
<tr>
<td>Morgan, Caitlin</td>
<td><a href="mailto:cmorgan@bedfordctm.net">cmorgan@bedfordctm.net</a></td>
</tr>
<tr>
<td>Morgan, James</td>
<td><a href="mailto:jmorgan@bedfordctm.net">jmorgan@bedfordctm.net</a></td>
</tr>
<tr>
<td>Morgan, Lesley</td>
<td><a href="mailto:lmorgan@bedfordctm.net">lmorgan@bedfordctm.net</a></td>
</tr>
<tr>
<td>Morgan, Kristen</td>
<td><a href="mailto:kmorgan@bedfordctm.net">kmorgan@bedfordctm.net</a></td>
</tr>
<tr>
<td>Morillo, Trisha</td>
<td><a href="mailto:kmorillo@bedfordctm.net">kmorillo@bedfordctm.net</a></td>
</tr>
<tr>
<td>Morin, Jill</td>
<td><a href="mailto:cmorin@bedfordctm.net">cmorin@bedfordctm.net</a></td>
</tr>
<tr>
<td>Motta, Suhani</td>
<td><a href="mailto:cmotta@bedfordctm.net">cmotta@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mott-Smith, Jennifer</td>
<td><a href="mailto:jmottsmith@bedfordctm.net">jmottsmith@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moulton, Kathy</td>
<td><a href="mailto:kmoulton@bedfordctm.net">kmoulton@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moussu, Lucie</td>
<td><a href="mailto:lmoussu@bedfordctm.net">lmoussu@bedfordctm.net</a></td>
</tr>
<tr>
<td>Movit, Marcela</td>
<td><a href="mailto:mmovit@bedfordctm.net">mmovit@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moyer, Alene</td>
<td><a href="mailto:cmoyer@bedfordctm.net">cmoyer@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mukhammedova, Nilufar</td>
<td><a href="mailto:cmukhammedova@bedfordctm.net">cmukhammedova@bedfordctm.net</a></td>
</tr>
<tr>
<td>Mulvey, Kathleen</td>
<td><a href="mailto:cmulvey@bedfordctm.net">cmulvey@bedfordctm.net</a></td>
</tr>
<tr>
<td>Moura, Robin</td>
<td><a href="mailto:cmoura@bedfordctm.net">cmoura@bedfordctm.net</a></td>
</tr>
<tr>
<td>Murphy, John</td>
<td><a href="mailto:jmurphy@bedfordctm.net">jmurphy@bedfordctm.net</a></td>
</tr>
<tr>
<td>Murray, Alice</td>
<td><a href="mailto:cmurray@bedfordctm.net">cmurray@bedfordctm.net</a></td>
</tr>
</tbody>
</table>

228 TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO
<table>
<thead>
<tr>
<th>Presenter Indexes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potts, Diane</td>
</tr>
<tr>
<td>Potts, Josephine</td>
</tr>
<tr>
<td>Pratt, Linda D.</td>
</tr>
<tr>
<td>Preston, Bethany</td>
</tr>
<tr>
<td>Price, Rebecca</td>
</tr>
<tr>
<td>Prince, Johanna</td>
</tr>
<tr>
<td>Przysmak, Steve Daniel</td>
</tr>
<tr>
<td>Puig, Alvaro</td>
</tr>
<tr>
<td>Pulford, Andy</td>
</tr>
<tr>
<td>Pybus, Juliana</td>
</tr>
<tr>
<td>Potts, Wendy</td>
</tr>
<tr>
<td>Pesce, Angela</td>
</tr>
<tr>
<td>Pessa, Silvia</td>
</tr>
<tr>
<td>Peter, Lisa</td>
</tr>
<tr>
<td>Petersen, Danielle</td>
</tr>
<tr>
<td>Petray, Marnie Jo</td>
</tr>
<tr>
<td>Petrat, Mary</td>
</tr>
<tr>
<td>Petzold, Ruth</td>
</tr>
<tr>
<td>Pfaffenroth, Catherine</td>
</tr>
<tr>
<td>Pha, Paw</td>
</tr>
<tr>
<td>Picoral, Adriana</td>
</tr>
<tr>
<td>Picus, Mark</td>
</tr>
<tr>
<td>Piippo, Allison</td>
</tr>
<tr>
<td>Pitillo, Angelo</td>
</tr>
<tr>
<td>Plaisance, Michelle</td>
</tr>
<tr>
<td>Plakans, Lia</td>
</tr>
<tr>
<td>Pleiss, Stefanie</td>
</tr>
<tr>
<td>Pletch, Aiko</td>
</tr>
<tr>
<td>Polat, Nihat</td>
</tr>
<tr>
<td>Polit, Anne</td>
</tr>
<tr>
<td>Polizzi, Marie Christine</td>
</tr>
<tr>
<td>Pollard, Laurel</td>
</tr>
<tr>
<td>Popoola, Adelynka</td>
</tr>
<tr>
<td>Popovic, Radmila</td>
</tr>
<tr>
<td>Porter, Catherine</td>
</tr>
<tr>
<td>Porter-Szucs, Ildiko</td>
</tr>
<tr>
<td>Post, Marcie</td>
</tr>
<tr>
<td>Poteiger, Lori</td>
</tr>
<tr>
<td>Potts, Diane</td>
</tr>
<tr>
<td>Prado, Josephine</td>
</tr>
<tr>
<td>Pratt, Linda D.</td>
</tr>
<tr>
<td>Preston, Bethany</td>
</tr>
<tr>
<td>Price, Rebecca</td>
</tr>
<tr>
<td>Prince, Johanna</td>
</tr>
<tr>
<td>Przysmak, Steve Daniel</td>
</tr>
<tr>
<td>Puig, Alvaro</td>
</tr>
<tr>
<td>Pulford, Andy</td>
</tr>
<tr>
<td>Pybus, Juliana</td>
</tr>
<tr>
<td>Qaddour, Kinana</td>
</tr>
<tr>
<td>Qi, Xuyan</td>
</tr>
<tr>
<td>Quaglieriello, Grace</td>
</tr>
<tr>
<td>Quarterman, Carolyn</td>
</tr>
<tr>
<td>Quinichia, Diana</td>
</tr>
<tr>
<td>Ramirez, Gloria</td>
</tr>
<tr>
<td>Ramirez, Martha</td>
</tr>
<tr>
<td>Ramirez, Rebekah</td>
</tr>
<tr>
<td>Ramirez, Sylvia</td>
</tr>
<tr>
<td>Ramos, Francisco</td>
</tr>
<tr>
<td>Ramos, Kathleen</td>
</tr>
<tr>
<td>Randolph, Patrick T.</td>
</tr>
<tr>
<td>Rapoport, Terri</td>
</tr>
<tr>
<td>Raskin, Janet</td>
</tr>
<tr>
<td>Ravelo, Elizabeth</td>
</tr>
<tr>
<td>Racines, Delia</td>
</tr>
<tr>
<td>Rahman, Anila</td>
</tr>
<tr>
<td>Rai, Sumitra Kumari</td>
</tr>
<tr>
<td>Rainville, Allison</td>
</tr>
<tr>
<td>Ramirez, Gloria</td>
</tr>
<tr>
<td>Ramirez, Martha</td>
</tr>
<tr>
<td>Ramirez, Rebekah</td>
</tr>
<tr>
<td>Ramirez, Sylvia</td>
</tr>
<tr>
<td>Ramos, Francisco</td>
</tr>
<tr>
<td>Ramos, Kathleen</td>
</tr>
<tr>
<td>Randolph, Patrick T.</td>
</tr>
<tr>
<td>Rapoport, Terri</td>
</tr>
<tr>
<td>Raskin, Janet</td>
</tr>
<tr>
<td>Ravelo, Elizabeth</td>
</tr>
<tr>
<td>Racines, Delia</td>
</tr>
<tr>
<td>Rahman, Anila</td>
</tr>
<tr>
<td>Rai, Sumitra Kumari</td>
</tr>
<tr>
<td>Rainville, Allison</td>
</tr>
<tr>
<td>Ramirez, Gloria</td>
</tr>
<tr>
<td>Ramirez, Martha</td>
</tr>
<tr>
<td>Ramirez, Rebekah</td>
</tr>
<tr>
<td>Ramirez, Sylvia</td>
</tr>
<tr>
<td>Ramos, Francisco</td>
</tr>
<tr>
<td>Ramos, Kathleen</td>
</tr>
<tr>
<td>Randolph, Patrick T.</td>
</tr>
<tr>
<td>Rapoport, Terri</td>
</tr>
<tr>
<td>Raskin, Janet</td>
</tr>
</tbody>
</table>

Rasmussen, Mari B. 
MariB@Rasmussen@gmail.com

Ray, C. 
ravitch@uoregon.edu

Raymond, Cathy 
49

Rayza, Kashif 
kraza@uq.edu.qa

Rayz, Salim 
salimrazi@gmail.com

Rebel, Olga 
46

Rebman, Randall 
randy.rebman@oregonstate.edu

Reding, Cristina 
200, 202 dgbogas@unlv.nevada.edu

Reed, Marnie 
53, 85 tesol@bu.edu

Reed, Michael 
86 reedj@findlay.edu

Reese, Curt 
curtreese@hotmail.com

Reeves, Jenelle 
27, 161 jreeves2@uni.edu

Reeves, Mary 
23, 53, 142 mreaves@ceo-accredirt.org

Rehnman, Hafeez 
vistaeducator@yahoo.com

Reichmann, Carla Lynn 
27, 65 carlareichmann@hotmail.com

Reiff, Tana 
67

Reimer, Julia 
144, 179, 184 jreimer@hamline.edu

Reiss, Elena 
99 tesol@ganzlohp.com

Reppert, Kety 
kreppert@ksu.edu

Reshad, Abe 
117 reshadha@ohio.edu

Reynolds, Dudley 
22, 64, 90

Reynolds, Eric 
169 tring eri@ome.com

Reynolds, Kate Maistruseiro 
147, 185 kateray523@gmail.com

Rhoades, Gena 
88 genausc@gmail.com

Richardson, Shushan 
205 srichardson@elteacher.org

Riddlebarger, Julie 
194 julie.riddlebarger@kustar.acae

Riley, Lynne 
131

Rindler, Bruce 
53, 128, 159 brindler@bu.edu

Ring, Lyle 
203 ringlyle@gmail.com

Ritchie, Heather 
186 hritchie6@gmail.com

Rivas, Karen 
70 knivias@carlosrosario.org

Rizzio, Susanne 
73, 96 susierz@yahoo.com

Ritz, Susan 
73, 96 susierz@yahoo.com
<table>
<thead>
<tr>
<th>Presenter Indexes</th>
<th>Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varhabi, Farzaneh</td>
<td><a href="mailto:varhabi@fullerton.edu">varhabi@fullerton.edu</a></td>
</tr>
<tr>
<td>Varghese, Manka</td>
<td><a href="mailto:varghese.manka@gmail.com">varghese.manka@gmail.com</a></td>
</tr>
<tr>
<td>Vanderhoff, Donna</td>
<td><a href="mailto:vanishingpoint24@gmail.com">vanishingpoint24@gmail.com</a></td>
</tr>
<tr>
<td>Vandenberg, Sara</td>
<td><a href="mailto:svandenberg@uccs.edu">svandenberg@uccs.edu</a></td>
</tr>
<tr>
<td>Vanderhoff, Donna</td>
<td><a href="mailto:vanishingpoint24@gmail.com">vanishingpoint24@gmail.com</a></td>
</tr>
<tr>
<td>Varghese, Manka</td>
<td><a href="mailto:varghese.manka@gmail.com">varghese.manka@gmail.com</a></td>
</tr>
<tr>
<td>Varhadi, Farzaneh</td>
<td><a href="mailto:varhadi@uwashington.edu">varhadi@uwashington.edu</a></td>
</tr>
<tr>
<td>Vecchio, Lindsay</td>
<td><a href="mailto:vecchio@ufl.edu">vecchio@ufl.edu</a></td>
</tr>
<tr>
<td>Vega, Gladys M</td>
<td><a href="mailto:vegam4@wpu.edu">vegam4@wpu.edu</a></td>
</tr>
<tr>
<td>Vela, Leticia</td>
<td><a href="mailto:leticiavela@uspe.edu.mx">leticiavela@uspe.edu.mx</a></td>
</tr>
<tr>
<td>Velazquez, Ashley</td>
<td><a href="mailto:velazquez@purdue.edu">velazquez@purdue.edu</a></td>
</tr>
<tr>
<td>Velten, Heidi</td>
<td><a href="mailto:hvelten@ceu-credit.org">hvelten@ceu-credit.org</a></td>
</tr>
<tr>
<td>Vellucci, Lina</td>
<td><a href="mailto:gwiz@libero.it">gwiz@libero.it</a></td>
</tr>
<tr>
<td>Venegas, Patricia</td>
<td><a href="mailto:venegas@wisc.edu">venegas@wisc.edu</a></td>
</tr>
<tr>
<td>Venkatesh, Usha</td>
<td><a href="mailto:venkatesh@csu.edu">venkatesh@csu.edu</a></td>
</tr>
<tr>
<td>Villalobos-Ulate, Nuria</td>
<td><a href="mailto:nultra@gmail.com">nultra@gmail.com</a></td>
</tr>
<tr>
<td>Villas Boas, Isabela</td>
<td><a href="mailto:isabela.villasboas@thomas.org.br">isabela.villasboas@thomas.org.br</a></td>
</tr>
<tr>
<td>Vinograd Bausell, Carole</td>
<td><a href="mailto:cbausell@cnv.org">cbausell@cnv.org</a></td>
</tr>
<tr>
<td>Vinogradova, Polina</td>
<td><a href="mailto:vinogradova@american.edu">vinogradova@american.edu</a></td>
</tr>
<tr>
<td>Vittorio, Pamela</td>
<td><a href="mailto:pv175@msn.com">pv175@msn.com</a></td>
</tr>
<tr>
<td>Vo, Hao</td>
<td><a href="mailto:haoxueyi@ufl.edu">haoxueyi@ufl.edu</a></td>
</tr>
<tr>
<td>Vogelsang, Carly</td>
<td><a href="mailto:vogelsang.carly@gmail.com">vogelsang.carly@gmail.com</a></td>
</tr>
<tr>
<td>vonReichbauer, Lisa</td>
<td><a href="mailto:vonreichbauer.lisa@gmail.com">vonreichbauer.lisa@gmail.com</a></td>
</tr>
<tr>
<td>Voss, Erik</td>
<td><a href="mailto:e.voss@neu.edu">e.voss@neu.edu</a></td>
</tr>
<tr>
<td>Wadell, Elizabeth</td>
<td><a href="mailto:wadell.elizabeth@gmail.com">wadell.elizabeth@gmail.com</a></td>
</tr>
<tr>
<td>Wagner, Geraldine</td>
<td><a href="mailto:gwagner@jwu.edu">gwagner@jwu.edu</a></td>
</tr>
<tr>
<td>Wagner, Sandy</td>
<td><a href="mailto:swagner@difflc.com">swagner@difflc.com</a></td>
</tr>
<tr>
<td>Waingard, Angela</td>
<td><a href="mailto:angela.waingard@gmail.com">angela.waingard@gmail.com</a></td>
</tr>
<tr>
<td>Wald, Margi</td>
<td><a href="mailto:mrald@berkeley.edu">mrald@berkeley.edu</a></td>
</tr>
<tr>
<td>Waldspurger, Terry</td>
<td><a href="mailto:twaldspurger@kent.edu">twaldspurger@kent.edu</a></td>
</tr>
<tr>
<td>Walker, Sharon</td>
<td><a href="mailto:sharon.walker@ppcops.org">sharon.walker@ppcops.org</a></td>
</tr>
<tr>
<td>Walker, Wanda</td>
<td><a href="mailto:wanda@uoregon.edu">wanda@uoregon.edu</a></td>
</tr>
<tr>
<td>Walker, Wayne</td>
<td><a href="mailto:waynwalk@gmail.com">waynwalk@gmail.com</a></td>
</tr>
<tr>
<td>Wallace, Charlotte</td>
<td><a href="mailto:wallacel@ntu.edu.sg">wallacel@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Wallace, Lara</td>
<td><a href="mailto:wallacel@ntu.edu.sg">wallacel@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Wallace, Matthew</td>
<td><a href="mailto:mwallace@ntu.edu.sg">mwallace@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Walling, Breanna</td>
<td><a href="mailto:breannawalling@gmail.com">breannawalling@gmail.com</a></td>
</tr>
<tr>
<td>Walsh-Boeder, Nancy</td>
<td><a href="mailto:nwalshboeder@casenex.com">nwalshboeder@casenex.com</a></td>
</tr>
<tr>
<td>Walsh, Steve</td>
<td><a href="mailto:swalsh@asu.edu">swalsh@asu.edu</a></td>
</tr>
<tr>
<td>Walters, F. Scott</td>
<td><a href="mailto:fwalters@illinois.edu">fwalters@illinois.edu</a></td>
</tr>
<tr>
<td>Walton, Amy</td>
<td><a href="mailto:awalton@iastate.edu">awalton@iastate.edu</a></td>
</tr>
<tr>
<td>Wang, Wendy</td>
<td><a href="mailto:wang.wendy@pace.edu">wang.wendy@pace.edu</a></td>
</tr>
<tr>
<td>Ward, Colin</td>
<td><a href="mailto:clward@nycme.edu">clward@nycme.edu</a></td>
</tr>
<tr>
<td>Ward, Mary</td>
<td>mmary <a href="mailto:ward@iun.edu">ward@iun.edu</a></td>
</tr>
<tr>
<td>Ward, Sherry</td>
<td><a href="mailto:swarden@iun.edu">swarden@iun.edu</a></td>
</tr>
<tr>
<td>Warfield, Sarah</td>
<td><a href="mailto:sarah.warfield@gmail.com">sarah.warfield@gmail.com</a></td>
</tr>
<tr>
<td>Warhol, Tamara</td>
<td><a href="mailto:twarhol@io.olemiss.edu">twarhol@io.olemiss.edu</a></td>
</tr>
<tr>
<td>Warner, Denise</td>
<td><a href="mailto:dwarner@university.gatech.edu">dwarner@university.gatech.edu</a></td>
</tr>
<tr>
<td>Warren, Jeryn</td>
<td><a href="mailto:jeryn@writebrainworld.com">jeryn@writebrainworld.com</a></td>
</tr>
<tr>
<td>Warren, Sherry</td>
<td><a href="mailto:swinches@gmail.com">swinches@gmail.com</a></td>
</tr>
<tr>
<td>Watkins, Naomi</td>
<td><a href="mailto:n.watkins@jwu.edu">n.watkins@jwu.edu</a></td>
</tr>
<tr>
<td>Waugh, Michael</td>
<td><a href="mailto:mwau@iun.edu">mwau@iun.edu</a></td>
</tr>
<tr>
<td>Waiziri, Khalid</td>
<td><a href="mailto:khald.waiziri2020@gmail.com">khald.waiziri2020@gmail.com</a></td>
</tr>
<tr>
<td>Weger, Heather</td>
<td><a href="mailto:hweger@gmail.com">hweger@gmail.com</a></td>
</tr>
<tr>
<td>Wei, Liping</td>
<td><a href="mailto:lwei@georgetown.edu">lwei@georgetown.edu</a></td>
</tr>
<tr>
<td>Weil, Nolan</td>
<td><a href="mailto:nwilhelm@gmail.com">nwilhelm@gmail.com</a></td>
</tr>
<tr>
<td>Weiss, Monica</td>
<td><a href="mailto:mweiss@asclab.org">mweiss@asclab.org</a></td>
</tr>
<tr>
<td>Wesley, Linda</td>
<td><a href="mailto:lweaver@uoregon.edu">lweaver@uoregon.edu</a></td>
</tr>
<tr>
<td>Westerfield, Kay</td>
<td><a href="mailto:kweaver@uoregon.edu">kweaver@uoregon.edu</a></td>
</tr>
<tr>
<td>Westfold, Elmar</td>
<td><a href="mailto:elmarwestfold@gmail.com">elmarwestfold@gmail.com</a></td>
</tr>
<tr>
<td>Weston, Olga</td>
<td><a href="mailto:oweston@bergen.com">oweston@bergen.com</a></td>
</tr>
<tr>
<td>Westphal, Autumn</td>
<td><a href="mailto:awestphal@enret.net">awestphal@enret.net</a></td>
</tr>
<tr>
<td>Wexler, Lindsay</td>
<td><a href="mailto:lwexler@msu.edu">lwexler@msu.edu</a></td>
</tr>
<tr>
<td>Wheeler, Melissa</td>
<td><a href="mailto:mwheelr@bayless.k12.mo.us">mwheelr@bayless.k12.mo.us</a></td>
</tr>
<tr>
<td>White-Braley, Grace</td>
<td><a href="mailto:grace.blealey@apsva.us">grace.blealey@apsva.us</a></td>
</tr>
<tr>
<td>Wight, Shauna</td>
<td><a href="mailto:shawn.wight@gmail.com">shawn.wight@gmail.com</a></td>
</tr>
<tr>
<td>Wilcox, Kristen</td>
<td><a href="mailto:kwilcox@albany.edu">kwilcox@albany.edu</a></td>
</tr>
</tbody>
</table>

---

**U**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uhler, Jennifer</td>
<td><a href="mailto:uhlerj@state.gov">uhlerj@state.gov</a></td>
</tr>
<tr>
<td>Uludag, Pakize</td>
<td><a href="mailto:pakize@qu.edu.qa">pakize@qu.edu.qa</a></td>
</tr>
<tr>
<td>Uslu-O, Duygu</td>
<td><a href="mailto:dusluo@uottawa.edu">dusluo@uottawa.edu</a></td>
</tr>
<tr>
<td>Uzum, Baburhan</td>
<td><a href="mailto:uzum@stisu.edu">uzum@stisu.edu</a></td>
</tr>
</tbody>
</table>

---

**V**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaca, Monica</td>
<td><a href="mailto:mvaca@mgm.edu">mvaca@mgm.edu</a></td>
</tr>
<tr>
<td>Valdez Pierce, Lorraine</td>
<td><a href="mailto:jlp@jmu.edu">jlp@jmu.edu</a></td>
</tr>
<tr>
<td>Valencia, Marlton</td>
<td><a href="mailto:marlon@marlton.com">marlon@marlton.com</a></td>
</tr>
<tr>
<td>van Gendt, Johanna</td>
<td><a href="mailto:jvan@hccs.edu">jvan@hccs.edu</a></td>
</tr>
<tr>
<td>Van Liefde, Rachael</td>
<td><a href="mailto:rachelispiral@gmail.com">rachelispiral@gmail.com</a></td>
</tr>
<tr>
<td>Van Roekel, Kate</td>
<td><a href="mailto:kmv@5email.arizona.edu">kmv@5email.arizona.edu</a></td>
</tr>
<tr>
<td>Vandenberg, Sara</td>
<td><a href="mailto:svandenberg@uccs.edu">svandenberg@uccs.edu</a></td>
</tr>
<tr>
<td>Vanderhoff, Donna</td>
<td><a href="mailto:alvanderhoff@csu.edu">alvanderhoff@csu.edu</a></td>
</tr>
<tr>
<td>Vandrick, Stephanie</td>
<td><a href="mailto:svandrick@usf.edu">svandrick@usf.edu</a></td>
</tr>
<tr>
<td>Varghese, Manka</td>
<td><a href="mailto:mvarghese@uwashington.edu">mvarghese@uwashington.edu</a></td>
</tr>
<tr>
<td>Varhadi, Farzaneh</td>
<td><a href="mailto:fv748311@ohio.edu">fv748311@ohio.edu</a></td>
</tr>
</tbody>
</table>

---

**W**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wadell, Elizabeth</td>
<td><a href="mailto:wadell.elizabeth@gmail.com">wadell.elizabeth@gmail.com</a></td>
</tr>
<tr>
<td>Wagner, Geraldine</td>
<td><a href="mailto:gwagner@jwu.edu">gwagner@jwu.edu</a></td>
</tr>
<tr>
<td>Wagner, Sandy</td>
<td><a href="mailto:swagner@difflc.com">swagner@difflc.com</a></td>
</tr>
<tr>
<td>Waingard, Angela</td>
<td><a href="mailto:angela.waingard@gmail.com">angela.waingard@gmail.com</a></td>
</tr>
<tr>
<td>Wald, Margi</td>
<td><a href="mailto:mrald@berkeley.edu">mrald@berkeley.edu</a></td>
</tr>
<tr>
<td>Waldspurger, Terry</td>
<td><a href="mailto:twaldspurger@kent.edu">twaldspurger@kent.edu</a></td>
</tr>
<tr>
<td>Walker, Sharon</td>
<td><a href="mailto:sharon.walker@ppcops.org">sharon.walker@ppcops.org</a></td>
</tr>
<tr>
<td>Walker, Wanda</td>
<td><a href="mailto:wanda@uoregon.edu">wanda@uoregon.edu</a></td>
</tr>
<tr>
<td>Walker, Wayne</td>
<td><a href="mailto:waynwalk@gmail.com">waynwalk@gmail.com</a></td>
</tr>
<tr>
<td>Wallace, Charlotte</td>
<td><a href="mailto:wallacel@ntu.edu.sg">wallacel@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Wallace, Lara</td>
<td><a href="mailto:wallacel@ntu.edu.sg">wallacel@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Wallace, Matthew</td>
<td><a href="mailto:mwallace@ntu.edu.sg">mwallace@ntu.edu.sg</a></td>
</tr>
<tr>
<td>Walling, Breanna</td>
<td><a href="mailto:breannawalling@gmail.com">breannawalling@gmail.com</a></td>
</tr>
<tr>
<td>Walsh-Boeder, Nancy</td>
<td><a href="mailto:nwalshboeder@casenex.com">nwalshboeder@casenex.com</a></td>
</tr>
<tr>
<td>Walsh, Steve</td>
<td><a href="mailto:swalsh@asu.edu">swalsh@asu.edu</a></td>
</tr>
<tr>
<td>Walters, F. Scott</td>
<td><a href="mailto:fwalters@illinois.edu">fwalters@illinois.edu</a></td>
</tr>
<tr>
<td>Walton, Amy</td>
<td><a href="mailto:awalton@iastate.edu">awalton@iastate.edu</a></td>
</tr>
<tr>
<td>Wang, Wendy</td>
<td><a href="mailto:wang.wendy@pace.edu">wang.wendy@pace.edu</a></td>
</tr>
<tr>
<td>Ward, Colin</td>
<td><a href="mailto:clward@nycme.edu">clward@nycme.edu</a></td>
</tr>
<tr>
<td>Ward, Mary</td>
<td>mmary <a href="mailto:ward@iun.edu">ward@iun.edu</a></td>
</tr>
<tr>
<td>Ward, Sherry</td>
<td><a href="mailto:swarden@iun.edu">swarden@iun.edu</a></td>
</tr>
<tr>
<td>Warfield, Sarah</td>
<td><a href="mailto:sarah.warfield@gmail.com">sarah.warfield@gmail.com</a></td>
</tr>
<tr>
<td>Warhol, Tamara</td>
<td><a href="mailto:twarhol@io.olemiss.edu">twarhol@io.olemiss.edu</a></td>
</tr>
<tr>
<td>Warner, Denise</td>
<td><a href="mailto:dwarner@university.gatech.edu">dwarner@university.gatech.edu</a></td>
</tr>
<tr>
<td>Warren, Jeryn</td>
<td><a href="mailto:jeryn@writebrainworld.com">jeryn@writebrainworld.com</a></td>
</tr>
<tr>
<td>Warren, Sherry</td>
<td><a href="mailto:swinches@gmail.com">swinches@gmail.com</a></td>
</tr>
<tr>
<td>Watkins, Naomi</td>
<td><a href="mailto:n.watkins@jwu.edu">n.watkins@jwu.edu</a></td>
</tr>
<tr>
<td>Waugh, Michael</td>
<td><a href="mailto:mwau@iun.edu">mwau@iun.edu</a></td>
</tr>
<tr>
<td>Waiziri, Khalid</td>
<td><a href="mailto:khald.waiziri2020@gmail.com">khald.waiziri2020@gmail.com</a></td>
</tr>
<tr>
<td>Weger, Heather</td>
<td><a href="mailto:hweger@gmail.com">hweger@gmail.com</a></td>
</tr>
<tr>
<td>Wei, Liping</td>
<td><a href="mailto:lwei@georgetown.edu">lwei@georgetown.edu</a></td>
</tr>
<tr>
<td>Weil, Nolan</td>
<td><a href="mailto:nwilhelm@gmail.com">nwilhelm@gmail.com</a></td>
</tr>
<tr>
<td>Weiss, Monica</td>
<td><a href="mailto:mweiss@asclab.org">mweiss@asclab.org</a></td>
</tr>
<tr>
<td>Wesley, Linda</td>
<td><a href="mailto:lweaver@uoregon.edu">lweaver@uoregon.edu</a></td>
</tr>
<tr>
<td>Westerfield, Kay</td>
<td><a href="mailto:kweaver@uoregon.edu">kweaver@uoregon.edu</a></td>
</tr>
<tr>
<td>Westfold, Elmar</td>
<td><a href="mailto:elmarwestfold@gmail.com">elmarwestfold@gmail.com</a></td>
</tr>
<tr>
<td>Weston, Olga</td>
<td><a href="mailto:oweston@bergen.com">oweston@bergen.com</a></td>
</tr>
<tr>
<td>Westphal, Autumn</td>
<td><a href="mailto:awestphal@enret.net">awestphal@enret.net</a></td>
</tr>
<tr>
<td>Wexler, Lindsay</td>
<td><a href="mailto:lwexler@msu.edu">lwexler@msu.edu</a></td>
</tr>
<tr>
<td>Wheeler, Melissa</td>
<td><a href="mailto:mwheelr@bayless.k12.mo.us">mwheelr@bayless.k12.mo.us</a></td>
</tr>
<tr>
<td>White-Braley, Grace</td>
<td><a href="mailto:grace.blealey@apsva.us">grace.blealey@apsva.us</a></td>
</tr>
<tr>
<td>Wight, Shauna</td>
<td><a href="mailto:shawn.wight@gmail.com">shawn.wight@gmail.com</a></td>
</tr>
<tr>
<td>Wilcox, Kristen</td>
<td><a href="mailto:kwilcox@albany.edu">kwilcox@albany.edu</a></td>
</tr>
</tbody>
</table>
To search by interest section, type of session, or keyword, please use the Convention Itinerary Planner at www.tesolconvention.org.

NOTE: All 12:30 pm–1:45 pm sessions are poster sessions and can be found on pages 200–205.

<table>
<thead>
<tr>
<th>ACCREDITATION/CERTIFICATION/CREDENTIALING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEDNESDAY</strong></td>
</tr>
<tr>
<td>1:00 pm–1:45 pm Negotiating the Cultural Minefield of International Accreditation</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm Beyond the “Toughest Job”: Peace Corps’ New English Teaching Credential</td>
</tr>
<tr>
<td><strong>FRIDAY</strong></td>
</tr>
<tr>
<td>9:30 am–11:15 am Establishing Inter-Rater Reliability of Scoring Rubrics for CAEP Accreditation</td>
</tr>
<tr>
<td>10:30 am–11:15 am IEP Reaccreditation: Keep Calm and Follow the Standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADULT EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEDNESDAY</strong></td>
</tr>
<tr>
<td>10:00 am–10:45 am Transitioning ELLs Into Post-Secondary and Career-Based Opportunities</td>
</tr>
<tr>
<td>11:30 am–12:15 pm Connecting Beyond Borders With Mobile Devices</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm Community-Based ESL Tutoring Center for Adults: Outside the Traditional Classroom</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm Teaching ESL With the Brain in Mind: Working Memory</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm Building Bridges to Higher Learning: Metacognitive Skills for Low-Level Learners</td>
</tr>
<tr>
<td><strong>THURSDAY</strong></td>
</tr>
<tr>
<td>10:00 am–10:45 am Addressing Trauma and Its Impact in the Adult ESL Classroom</td>
</tr>
<tr>
<td>10:30 am–11:15 am Online Lesson Plans for Financial Literacy and Consumer Protection</td>
</tr>
<tr>
<td>10:30 am–11:15 am Smart Practice: Brain-Based Approaches to Teaching</td>
</tr>
<tr>
<td>11:30 am–12:15 pm Moving Research Beyond the Page: Using Adult ESL Study Circles</td>
</tr>
<tr>
<td>11:30 am–1:15 pm College and Career Readiness: New Perspectives on Materials and Instruction</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm The College Choice Process of Adult ESOL Students</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm Where No IEP Has Gone Before: Overcoming Time Constraints</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm A Culturally Responsive Approach to Adult ESL Literacy</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm Narrative Accounts of Recent Refugees in ELT</td>
</tr>
<tr>
<td><strong>2:00 pm–3:45 pm</strong> National and State Initiatives in Adult ESOL</td>
</tr>
<tr>
<td><strong>3:00 pm–4:45 pm</strong> The English Language Club Movement: Transforming Lives Across Africa</td>
</tr>
<tr>
<td><strong>4:00 pm–5:45 pm</strong> Adult ESL Assessment Strategies for College and Career Readiness Standards</td>
</tr>
<tr>
<td><strong>5:00 pm–5:45 pm</strong> How to Use Instructional Rubrics to Teach ESL Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVOCACY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEDNESDAY</strong></td>
</tr>
<tr>
<td>9:30 am–11:15 am Dream Act: What Teachers Can Do</td>
</tr>
<tr>
<td>10:30 am–12:00 pm Teacher Voices, English, and Multilingualism: Building Peace Through Language Planning</td>
</tr>
<tr>
<td>11:30 am–12:15 pm Hot Topics and Updates From SEVP</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm Hot Topics for Intensives English Programs</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm POO: Health, Hygiene: Developmental and Educational Implications and Opportunities</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm Teacher Activists Supporting Students to Transform Their Communities</td>
</tr>
<tr>
<td><strong>THURSDAY</strong></td>
</tr>
<tr>
<td>9:30 am–10:15 am Addressing Global TESOL Employment Issues: Advocacy Through Data and Discussion</td>
</tr>
<tr>
<td>9:30 am–11:15 am “Color, Race and ELT: Shades of Meaning”: 10 Years Later</td>
</tr>
<tr>
<td>10:00 am–11:45 am U.S. Federal Education and Language Policy Update</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm All In! How Educators Can Advocate for ELLs</td>
</tr>
<tr>
<td>1:00 pm–2:30 pm Becoming a U.S. Citizen: The Naturalization Process</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm All Lives Matter: The Language of Oppression, Resistance, and Recovery</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm Supporting First Generation ELL College-Goers: From Application to Graduation</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm Speaking Out for Our ESOL Students</td>
</tr>
</tbody>
</table>
3:00 pm–3:45 pm  Working Towards Equity: Strengthening ELL Family/School Relationships
3:00 pm–4:30 pm  Improving Listening Skills for the Naturalization Process

FRIDAY
9:30 am–10:15 am  Powerful Narratives and Effective Advocacy for Adult ESL Programs
9:30 am–10:15 am  The U.S. Naturalization Test: Teaching Objectives
10:30 am–11:15 am  Crossing Borders With Digital Storytelling
10:30 am–12:15 pm  How Can Educators Support Traumatized Students
11:30 am–12:30 pm  Guide to the Adult Citizenship Education Content Standards: An Overview
12:30 pm–1:45 pm  Education for All: Insights From International Students
1:00 pm–1:45 pm  Do You See Me? Knowing the Reality of Immigrants
2:00 pm–2:45 pm  TESOLers at Work for 50 Years
1:00 pm–4:45 pm  ELLs, Immigrant Students, and U.S. Law: Featured Session

THURSDAY
9:30 am–10:15 am  Meaning in Movement: Dance Gets Students Talking

FRIDAY
12:30 pm–1:45 pm  Celebrating the Arts at the Core of Multicultural TESOL

---------------------------------------------

APPLIED LINGUISTICS

WEDNESDAY
10:30 am–11:15 am  The Use of Captions: Theoretical and Pedagogical Considerations
2:00 pm–2:45 pm  Task Complexity and Quality of Learners’ Production During Peer Interaction
5:00 pm–5:45 pm  Reinterpreting Think-Aloud in L2 Metaphor Comprehension: A Hermeneutic Perspective

THURSDAY
10:00 am–10:45 am  Culture as a Primary Skill in the ESL Classroom
2:00 pm–2:45 pm  How International Students Experience College and How We Can Help

FRIDAY
11:30 am–12:15 pm  Bilingual Parents and Translanguaging Practices in Literacy Events
2:00 pm–2:45 pm  Fostering Autonomous Learning by Supportive Engagement of Existing Learner Autonomy
4:00 pm–4:45 pm  Teaching Research Writing With Disciplinary Corpora

ARTS

WEDNESDAY
9:30 am–11:15 am  Visual Thinking Strategies: A Tool for Fluency Building in EFL
12:30 pm–1:45 pm  Beyond Creative Boundaries: Using Photography as an ESL Tool

THURSDAY
9:30 am–11:15 am  Check...Check...Testing 1, 2, 3: Creating Authentic Listening Assessments
10:30 am–11:15 am  Lexical Performance in a General English Language Proficiency Writing Test
10:30 am–11:15 am  J-1 Scholar Proficiency Assessment: Meeting the New DOS Regulation
2:00 pm–2:45 pm  Linguistic Differences or an Indication of a Reading Disability
3:00 pm–3:45 pm  Analyzing Assessment Validity and Reliability Using Examview
3:00 pm–3:45 pm  Developing Writing Skills Through Mediated Interaction
4:00 pm–4:45 pm  Beyond Surveys: Using Google Forms for Classroom-Based Formative Assessments
5:00 pm–5:45 pm  Rethinking Assessment: Digital Tools to Engage and Assess ELLs
FRIDAY
10:30 am–11:15 am Assessments for Ongoing Improvement of Teaching and Learning
11:30 am–12:15 pm Assessing EAP Oral Skills Through Group Discussion Activities
11:30 am–12:15 pm Fulbright: Measuring Magnitude of Global Interactions and Engagement Opportunities
1:00 pm–1:45 pm Using Argument Structure to Bridge Test Inferences to Test Use
1:00 pm–1:45 pm Tracking Learner Progress Through Student Journals
2:00 pm–2:45 pm Two-Year Assessment Analysis Through a Language Immersion Project
2:00 pm–2:45 pm Addressing Teacher Candidates’ Dispositions Toward ELLs
2:00 pm–2:45 pm Implementing a Hybrid Assignment-Rater Norming Training Protocol in ESL Writing
3:00 pm–3:45 pm Strategies for Classroom Assessment at Different Proficiency Levels
4:00 pm–4:45 pm Including Students Who Are Blind in English Language Proficiency Assessments
4:00 pm–4:45 pm Assessing Pronunciation: A Practical Approach to Rater Calibration Training

10:30 am–11:15 am Multilingual Education for Very Young Learners
4:00 pm–4:45 pm Translanguaging: Students Crossing Linguistic Borders in Peer Learning
5:00 pm–5:45 pm Heritage Language Teachers’ Motivational Positioning for English Immigrant Children

BILINGUAL EDUCATION
WEDNESDAY
10:00 am–10:45 am Becoming Bi/plurilingual: Linguistic and Professional Identity Development Beyond Borders
1:00 pm–2:45 pm Practical Approaches to Intercultural Communication in Bilingual Education
1:00 pm–2:45 pm Latina Preservice Teachers and Social Justice in Global Contexts
3:00 pm–4:30 pm The U.S. Department of Education: Supporting English Language Learning
4:00 pm–4:45 pm Translanguaging in Bilingual and ESL Classrooms: Beyond Misconceptions and Misconceptions
4:00 pm–4:45 pm Advance Through Adversity: Studying an English-Chinese Bilingual Immersion Program

10:00 am–10:45 am Does the HBGSI Help Improve the Identification of Gifted ELs?

BUSINESS AND VOCATIONAL WORKPLACE ENGLISH
WEDNESDAY
12:30 pm–1:45 pm English for Nursing: An Exploration of Taiwanese EFL Learners’ Needs
2:00 pm–2:45 pm Breaking Down Borders: Integrating Culture Into Business English Skills Lessons

CALL/COMPUTER-ASSISTED LANGUAGE LEARNING/TECHNOLOGY IN EDUCATION
WEDNESDAY
9:30 am–10:15 am Beyond Borders: Flipping to Build Digital Citizenship
9:30 am–11:15 am English for Journalists–The Little MOOC That Could
11:30 am–12:15 pm EFL Students’ Response to Multimodal Teacher Feedback
12:30 pm–1:45 pm The Creation of an Online Magazine to Showcase Student Essays
1:00 pm–1:45 pm Digital Citizenship: Beyond Borders in Cyberspace
1:00 pm–1:45 pm Developing New Perspectives on Mobile Learning Integration in Higher Education
1:00 pm–1:45 pm Manageable Technology for Teacher Educators
3:00 pm–3:45 pm Gaming Achievement Design Crossovers: Designing Quests and Digital Badges
4:00 pm–4:20 pm Beyond Authentic Audiences: Publishing Student Writing With Tech Apps
4:00 pm–4:45 pm Take Out Your Phone: Using Nearpod to Engage Learners
4:00 pm–4:45 pm Flipping the Feedback: “Screencasting” Written Feedback in TESOL Composition Classes
5:00 pm–5:45 pm Digital Storytelling: Some Practical Activities in Writing Classes

THURSDAY
9:30 am–10:15 am Using Podcasts to Increase Student Engagement, Motivation, and Proficiency
10:00 am–10:45 am Digital Literacy Matters in ELT
10:30 am–11:15 am Transitioning Efficiently From a Traditional to a Hybrid Program
11:30 am–12:15 pm Scaffolding Flipped Model in Asian EFL Context: An Action Study
12:30 pm–1:45 pm Moving Forward With eTextbooks
12:30 pm–1:45 pm Emergent Multiliteracies: Innovative Uses of Email in Low-Level ESL
1:00 pm–1:45 pm  Improving Presentations With Pecha Kucha: 20 Slides for 20 Seconds
5:00 pm–5:20 pm  Engaging Students via Text Message

FRIDAY
9:30 am–10:15 am  How to Avoid Cultural Clashes in CALL’s Fourth Phase
9:30 am–10:15 am  Knocking Down Classroom Walls With QR Codes
10:30 am–11:15 am  Online EAP for Residential Students: One Program’s Experience
11:30 am–12:15 pm  Wikis, Collaborative Writing, and Rhetorical Awareness in ESL Composition
11:30 am–12:15 pm  An Instructor’s Guide to Classroom Polling
11:30 am–12:15 pm  Beyond Spaces and Time: Constructing Communities for English Language Learning
12:30 pm–1:45 pm  Flipped Learning and Adult ESL Literacy: The Perfect Blend
12:30 pm–1:45 pm  Computer-Mediated Assessment of Phone-Level English Pronunciation
12:30 pm–1:45 pm  Crossing Key-Borders: Incorporating Touch-Typing in ESL Classes
1:00 pm–1:45 pm  Hear More Student Voices With Google Voice
2:00 pm–2:45 pm  Adapting Open Source Text Materials to Appropriate Lexile Levels
3:00 pm–4:45 pm  Building Content: Resources for Creating a Flipped Classroom
3:00 pm–4:45 pm  Project-Based Learning: Pedagogical Possibilities for Online, Mobile, and Blended Learning
5:00 pm–5:45 pm  Using Evernote as an E-Portfolio to foster Autonomy and Communication
5:00 pm–5:45 pm  Trouble in Paradise: Mobile Language Learning Expectations Meet Reality
5:00 pm–5:45 pm  Exploring Teacher and Student Perceptions of Mobile-Assisted Language Learning
5:00 pm–5:45 pm  College Preparation 101: Preparing EFL Students for Online Learning Success

COMMUNITY COLLEGE AND TECHNICAL EDUCATION

WEDNESDAY
1:00 pm–1:45 pm  Credit Where Credit Is Due
2:00 pm–2:45 pm  Preparing At-Risk Learners to be Successful at Second Language Learning
3:00 pm–3:45 pm  Community College IEPs: Perils and Strategies in Retention and Completion

THURSDAY
5:00 pm–5:45 pm  Effective Practices in Writing Instruction for Community College ELs

WEDNESDAY
11:30 am–12:15 pm  Beyond Science Borders: Making Language and Content Accessible to ELs
11:30 am–12:15 pm  Contextualizing Language Learning: Using CBI in IEPs
11:30 am–12:15 pm  Accelerating Access to Healthcare Careers Through a Workforce Pathway
12:30 pm–1:45 pm  Redefining Borders Through Coteaching: ESL Teachers in Mainstream K–5 Classrooms
2:00 pm–2:45 pm  Reworking Pathways: Integrating EAP and General Education
2:00 pm–2:45 pm  Supporting NNS Lecturers for English Medium Instruction in Higher Education
3:00 pm–3:45 pm  New Ways to Scaffold Language and Content
3:00 pm–3:45 pm  Encouraging Language Emergence for Secondary Science and Math ELLs
5:00 pm–5:45 pm  Dissolving Borders for U.S.-Bound Chinese Undergraduates and Their Professors

THURSDAY
9:30 am–10:15 am  Hands On Minds On: Building Bridges for Language Practice
12:30 pm–1:45 pm  Dare to Step Outside Classroom Borders to Teach
2:00 pm–2:45 pm  Language and Laboratories: STEM Experiments in the ESL Classroom
4:00 pm–4:45 pm  Drawing Beyond Classroom Borders to Integrate ELLs Into Activities
4:00 pm–4:45 pm  The Pulley and the Pendulum: Thinking Maps for ESOL Science
5:00 pm–5:45 pm  Integrating Language Domains With Technology and Project-Based Learning

FRIDAY
9:30 am–10:15 am  Embracing CLIL and SFL to Enhance Academic English Literacy Development
10:30 am–11:15 am  Cross-Training to Strengthen Teaching Across Disciplines: ELT, Art, and UDL
1:00 pm–1:45 pm  Creating Cultures of Language Awareness in Content-Based Contexts
2:00 pm–2:45 pm  Advancing Academic Language Development Beyond an Intermediate Level
4:00 pm–4:45 pm  Pedagogical Approaches and Professional Development Needs for English-Medium Instruction

CONTENT-BASED AND CLIL/CONTENT AND LANGUAGE INTEGRATED LEARNING

WEDNESDAY
11:30 am–12:15 pm  Beyond Remedial: EAP in the Wake of Dev Ed Reform
CULTURE

WEDNESDAY
9:30 am–10:15 am  Culturally Relevant Pedagogy That Transcends Heroes and Holidays
9:30 am–10:45 am  Teaching and Learning English in Difficult Circumstances
10:00 am–10:45 am  Diversity in China's Classrooms: Rethinking Stereotypes
11:30 am–12:15 pm  Ebony Teacher: Exploring Intercultural Interactions in the Korean Classroom
12:30 pm–1:45 pm  Syrian Refugees in the Classroom: Support and Engagement
9:30 am–10:15 am  Research in Action: Multilinguals' Narratives Become Text for EFL Study

THURSDAY
11:30 am–11:50 am  Using "Humans of New York" to Learn Beyond Classroom Borders
12:30 pm–1:45 pm  Teaching ESL in Kosovo: English Language Fellow Perspectives
2:00 pm–2:45 pm  ESL Student as Ethnographer: Undergraduate Students Connecting Beyond Borders

FRIDAY
10:00 am–10:45 am  What's Going On? Discussing Racial Profiling in Adult ESOL Classrooms
10:30 am–11:15 am  African Storytelling: A Journey Across Borders
11:30 am–12:15 pm  Moving Beyond Cultural Boundaries: Using Reflection, Making Connections, Bridging Gaps
1:00 pm–1:45 pm  Taboo Topics in Gulf Arab Cooperation Council Classrooms
2:00 pm–2:45 pm  Beyond the Tip of the Iceberg: Building Effective Cross-Cultural Training
4:00 pm–4:45 pm  Language Learning Beyond Borders: Costa Rica/USA College Penpal Exchange

DISTANCE LEARNING/ONLINE LEARNING

WEDNESDAY
10:30 am–11:15 am  Beyond the Textbook: Teaching English With Open Educational Resources
10:30 am–11:15 am  Access for All: Universal Design for Online Learning
12:30 pm–1:45 pm  Guidelines for Creating an Interactive E-textbook
12:30 pm–1:45 pm  Can I Really Learn English Online?: What Students Believe
1:00 pm–1:45 pm  Increasing Teacher Effectiveness in Online ESL Learning
2:00 pm–2:45 pm  Beyond Four Walls: ESL Entrepreneurship in the Virtual World
4:00 pm–4:45 pm  Strategies to Increase Student Retention and Engagement in Online Courses

THURSDAY
11:30 am–12:15 pm  Asynchronous Discussions: Task Types and Student Presence
12:30 pm–1:45 pm  Trailers On Facebook: An Authentic Material To Motivate EFL Learning.
1:00 pm–1:45 pm  What Borders? Extending Our Reach Through Distance Learning
3:00 pm–3:45 pm  Social Media as a Platform for Learning Beyond Borders
3:00 pm–4:45 pm  Toward Resource-Thinking: Steering Language in Online ESL-Teaching Classrooms

FRIDAY
12:30 pm–1:45 pm  Change the Learning Environment With Relevant Digital Resources
2:00 pm–2:45 pm  Coping Strategies of ESL Students in an Online Composition Course

DISCOURSE AND PRAGMATICS

WEDNESDAY
3:00 pm–4:45 pm  The Talk Toolbox: Four Ways to Rethink Talk in Classrooms
3:00 pm–4:45 pm  Beyond Functions: Current Perspectives on Teaching and Learning Pragmatics

THURSDAY
12:30 pm–1:45 pm  Application of Apology Strategies Between Chinese and Arabic ESL Learners
3:00 pm–3:45 pm  Comparative Genre Analysis of Thai and NES Writers’ Business Emails

EDUCATIONAL LINGUISTICS

WEDNESDAY
9:30 am–10:15 am  Language Teachers' Professional Language Functions and Skills: Description and Development

THURSDAY
12:30 pm–1:45 pm  Cross-Linguistic Transfer Between Chinese and English
FRIDAY
8:00 am–9:00 am Survey Says...: Determining What English Usage Is and Isn’t Acceptable
4:00 pm–4:45 pm Internationalization and English Language Hegemony in Mexican Higher Education

ELEMENTARY SCHOOL/PRIMARY EDUCATION

WEDNESDAY
10:00 am–10:45 am Working With a Unique ESOL Student: The Internationally Adopted Child
10:00 am–10:45 am Internationally Adopted ELL: A Different Kind of English Language Learning
9:30 am–11:15 am Beyond Cognates: Promoting Metalinguistic Awareness in Emergent Spanish Bilinguals
1:00 pm–2:45 pm The Power of Collaboration and Active Engagement for ELLs
2:00 pm–2:45 pm WVLB: ELL Students Report About The School Community Through Technology
4:00 pm–4:45 pm Beyond English Borders: Home Language Strategies for the Elementary Classroom
5:00 pm–5:45 pm Collective Inquiry Integration Model for Learning at Hillcrest Elementary School

THURSDAY
12:30 pm–1:45 pm Arabic Girls’ Reading Club: Toward Literacy Through Culturally Relevant Texts
12:30 pm–1:45 pm Principal Leadership: The School Leader’s Role in Achievement of ELLs
12:30 pm–1:45 pm ELLs as Language Brokers: What You Need to Know
1:00 pm–1:45 pm Invigorating Instruction and Increasing Learning With Tableau Vivant
3:00 pm–4:45 pm Increasing Parent Involvement in Elementary Education: Parents as Educational Partners

FRIDAY
1:00 pm–1:45 pm Reaching Beyond Borders to Student Voice Through Identity Texts
2:00 pm–2:45 pm To Be “Mainstreamed”: The Journey of ELLs
4:00 pm–4:45 pm Improving Literacy Instruction: Moving Beyond Reading Significantly Below Grade Level
4:00 pm–5:45 pm Mapping Beyond the Curriculum to Maximize Instructional Time

ENGLISH AS A FOREIGN LANGUAGE

WEDNESDAY
9:30 am–10:15 am Five Essential Tips for Using Songs to Teach English
10:30 am–11:15 am Promoting English Learning Through Chess
11:30 am–12:15 pm Investigating Collaborative Writing: Language Events and Perceptions of Learners
12:30 pm–1:45 pm Comprehending the Teenage Mindset and Classroom in Contemporary Society
12:30 pm–1:45 pm Exploring the Impact of English Language Literacy: An Autoethnography
12:30 pm–1:45 pm Incorporating Language and Culture for Intercultural Harmony in EFL Classrooms
3:00 pm–3:45 pm L1 Audio-Recorded Feedback and the Use of Cross-Platform Messaging Apps
3:00 pm–4:45 pm Using Drama Activities in EFL Classroom: Why Bother?
4:00 pm–4:45 pm Teaching English Pronunciation to Spanish Speakers: Enhanced Priorities
4:00 pm–5:15 pm Teaching English in Renewed Circumstances: Prospects for Collaboration With Cuba
5:00 pm–5:20 pm Innovative Games: A Catalyst to Academic Reading Correction
5:00 pm–5:45 pm Developing Strategic L2 Writers Through Explicit Self-Regulated Learning Strategy Instruction

THURSDAY
10:30 am–11:15 am Designing Games for Language Gains: Enhancing Speaking Skills Amongst Learners
11:30 am–12:15 pm L2 Metaphor Comprehension Strategies: The Impact of Context
12:30 pm–1:45 pm A TEFL Experience in Lithuania
12:30 pm–1:45 pm Habitus Analysis of High School Teachers in an EFL Context
1:00 pm–1:45 pm Learning English in Qatar: A Foreign or Second Language Environment?
2:00 pm–2:45 pm The Role of Reading in the Improvement of L2 Writing
3:00 pm–3:45 pm Foreign Language Anxiety: From NNEST and NEST Classroom Perspectives

FRIDAY
9:30 am–10:15 am Reading Strategy Use and Proficiency Among Chinese EFL Learners
10:00 am–10:45 am The Effectiveness of the English Curriculum in Iraqi Secondary Schools
9:30 am–11:15 am Critical Thinking in EFL contexts: Perspectives, Interpretations, and Applications
10:30 am–11:15 am Active Listener in an Interactive Listening Classroom. What Works, What Doesn’t?
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Imagining Extensive Speaking for EFL</td>
</tr>
<tr>
<td>11:30 am–1:15 pm</td>
<td>Critical Perspectives on Teaching and Learning English Around the Globe</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Breathing the Change: The Power of Access Students</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Using Novels for Integrated Language and Culture Teaching and Learning</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Teachers’ Professional Development Program: Hope for Nepalese EFL Teachers</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Teaching in Technicolor: Going Beyond Verbal Representations</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>Insights Into Teaching and Learning English in Saudi Arabia</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Children’s Social Representations About Teaching and Learning English in Colombia</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Using Speaking Structures to Encourage Spoken Fluency in EFL Learners</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Four NNESTs’ Professional Journeys From NELTA to TESOL</td>
</tr>
<tr>
<td>5:00 pm–5:20 pm</td>
<td>Two Confronting Forces: Enhancing Global English and Maintaining National Identity</td>
</tr>
</tbody>
</table>

**ENGLISH FOR SPECIFIC PURPOSES**

**WEDNESDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 am–12:15 pm</td>
<td>ESP Interventions With Parents of Neonatal Intensive Care Unit Babies</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Selling Quality ESP: Convincing Stakeholders to Do It Right</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Global Models of Effective ESP Programs</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Addressing Gaps: Training Workplace English Professionals and Client Decision Makers</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Better Together: An Integrated Approach to Teaching International Law Students</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Beyond the EAP Border Into Graduate Studies: Cross-Institutional Curricular Models</td>
</tr>
</tbody>
</table>

**THURSDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Conducting a Needs Analysis for an ESP Aviation English Course</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Preparing New International Graduate Students for Architecture Critiques</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Utilizing Moodle in the ESP Classroom to Create Activity Workflows</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>ESP Supporting EMI (English as a Medium of Instruction)</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>Working Together With Content Experts: ESP and English Mediated Instruction</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Moving From Testing to Assessment in EAP Instruction</td>
</tr>
</tbody>
</table>

**FRIDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am–10:15 am</td>
<td>Developing an ESP Program for Prehealth Students</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Engineering Academic Formulas List: Intersecting Corpus Linguistics and Expert Knowledge</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>ESP for Diplomats: A Collaborative Project</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>STEM Beyond Borders: International Scholars Writing in English</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>If You Build It: A Paradigm for an ESP Corpus</td>
</tr>
</tbody>
</table>

**GRAMMAR**

**WEDNESDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Teaching Academic Writing With Research-Based Construction Techniques</td>
</tr>
<tr>
<td>11:30 am–1:15 pm</td>
<td>Using Content and Task-Based Teaching to Address Grammar More Effectively</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Building Sentences: A Visual Approach</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Beyond Tradition: Using Systemic Functional Linguistics in Preparing ESL Teachers</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Developing EAP Grammar Curricula With Gen Ed Colleagues</td>
</tr>
</tbody>
</table>

**THURSDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 am–11:15 am</td>
<td>Discourse-Level Activities in College-Level ESL Grammar Instruction</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>The SVO Editing Technique: Teaching Written Grammar Through Geometric Shapes</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Lexical Grammar: Taking Teachers Beyond Rules</td>
</tr>
</tbody>
</table>

**FRIDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>Discovering and Teaching the Grammar of Academic Writing</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Student Teacher Cognitions on Grammar Instruction</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL/SECONDARY EDUCATION**

**WEDNESDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 pm–1:30 pm</td>
<td>Issues and Challenges of Students With Interrupted Formal Education</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Learning and Leading: A Saturday Volunteer Program for Newcomers</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Teaching Radical Revision and Thinking To High School ELL Writers</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Creating an Integrated Instructional Program to Support All Newcomer Needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Serving University Students and Faculty by Collaboratively Building ESP Courses</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Cross-Cultural Communication for Home Care Workers in Hawai‘i</td>
</tr>
</tbody>
</table>
THURSDAY
9:30 am–10:15 am The ESOL Teacher as a One-Man Band
11:30 am–12:15 pm Beyond Graphic Organizers: Teaching Secondary ELLs to Think Like Writers
3:00 pm–3:45 pm Changing Role of ESL Teachers: Tips for Supporting Mainstream Teachers
5:00 pm–5:45 pm Better Together: The Development of a Linguistic Peer Mentor Program

FRIDAY
10:00 am–10:45 am Teacher Agency in the Implementation of China’s New English Curriculum
12:30 pm–1:45 pm Long-Term ELLs’ Perspectives on Academic Challenges in U.S. Schools
12:30 pm–1:45 pm Shakespeare for ELLs
12:30 pm–1:45 pm Effective and Engaging Summer Programming for Secondary ELL Students
1:00 pm–1:45 pm Making Science Content Comprehensible for Secondary Level TESOL Students
1:00 pm–1:45 pm Rural Teacher Training: Utilizing New Technologies in Underdeveloped Areas
1:00 pm–1:45 pm U.S. Education for Central American Youth Fleeing Violence
2:00 pm–2:45 pm Service Learning, Inquiry, and Narrative: Beyond Coursework in Teacher Preparation
2:00 pm–2:45 pm Beyond Borders: An Online Writing Project Between Transitioning Multilingual Learners
2:00 pm–2:45 pm Extending Borders: Supporting Teachers of ELLs
3:00 pm–4:45 pm Latino/a Students’ College and Career Readiness
3:00 pm–4:45 pm Instructional Approaches for Secondary English Learner and Emergent Bilingual Students

FRIDAY
9:30 am–10:15 am Universities and Enhancement of ESL in Tanzanian Secondary Schools
9:30 am–10:15 am Effective Academic Writing: From Avoiding Plagiarism to Developing Intertextuality
10:30 am–11:15 am Leveraging Volunteering for Student Success in the Classroom and Beyond
11:30 am–12:15 pm From ESL to Mainstream Classrooms: Beyond Borders With Notetaking Skills
12:30 pm–1:45 pm Precollegiate International Freshmen Program: Successes and Challenges
12:30 pm–1:45 pm Building Oral and Intercultural Communication Skills Beyond Classroom Borders
12:30 pm–1:45 pm Promoting International Diversity at University Campuses Through Mentorship
1:00 pm–2:45 pm Solidarity, Feminism, and Antiracism in the TESOL Academy
3:00 pm–4:45 pm Identity Dialogues: Building Intercultural Competence Through Discussing Power and Privilege

HIGHER EDUCATION
WEDNESDAY
9:30 am–10:15 am IntlUni: The Challenges of the Multilingual and Multicultural Learning Space
9:30 am–10:15 am Branching Out From ESL to Support Students and Your Institution
10:30 am–11:15 am What Happens to Our ESL Program Graduates?: A Research Project
10:30 am–11:15 am Scaffolding Lesson-Planning for Preservice Undergraduate TESOL Certificate Students
10:30 am–11:15 am Korean Undergraduate Engineering Students’ Attitudes Toward English-Medium Policies
11:30 am–12:15 pm Enhance Learning and Writing With Theme-Based Classes
11:30 am–12:15 pm Reflecting on Student-Led Discussion: Moving Forward to University-Level Expectations
3:00 pm–4:45 pm Iron Teacher: Templates for Teachable Moments
4:00 pm–4:45 pm Writing Teachers’ Perceptions of L2 Writers’ Presence and Needs
INTEGRATED SKILLS

WEDNESDAY
11:30 am–12:15 pm Preparing Students for College Reading and Writing: A Digital Resource
12:30 pm–1:45 pm The Moth: Storytelling as a Basis for Cross Curricular Projects

FRIDAY
10:30 am–11:15 am Building a Continuum Between Reading and Writing
1:00 pm–1:45 pm Teaching English With Infographics: Design, Create, and Use
2:00 pm–2:45 pm Coteaching Strategies for ELLs Through the Gradual Release of Responsibility
5:00 pm–5:20 pm Moving Beyond Technology in the Classroom

INTENSIVE ENGLISH PROGRAMS

WEDNESDAY
9:30 am–10:15 am Bridging the Gap: University Practice for Academic Success
10:00 am–10:45 am Bursting Cultural Bubbles, Building Community Bridges
10:30 am–11:15 am Beyond the IEP: Exploring University Faculty Expectations Through Needs Assessment
10:30 am–11:15 am Beyond Classroom Borders: Successes and Challenges of IEP Tutoring
10:30 am–11:15 am Engaging English Learners Through Children’s Books
12:30 pm–1:45 pm Everyday Leadership: Teaching Leadership Skills in the ESL Classroom
12:30 pm–1:45 pm Encouraging ESL Teachers to Empower Their Students to Read Extensively
12:30 pm–1:45 pm Do Housing Choices Impact Academic Success for ELLs?
12:30 pm–1:45 pm Reaching Beyond Borders to Create Meaningful Speaking and Listening Assessments
12:30 pm–1:45 pm ESL Tutor Training Dos and Don'ts
1:00 pm–1:45 pm Saudi Students’ Expectations Regarding the Academic Environment of IEP's
1:00 pm–1:45 pm Using Communicative Student Presentations to Promote Active Listening
2:00 pm–2:45 pm Collaborating Beyond Cultural and Linguistic Borders: an Interdisciplinary Approach
2:00 pm–2:45 pm The Need to Emphasize Prosodic Elements in IEP Communication Courses
2:00 pm–2:45 pm Writing Up Graduate Research Papers: Two Tried and Tested Approaches
3:00 pm–3:45 pm Effective Error Engagement in Academic ESL Writing
3:00 pm–4:45 pm Bridging the Gulf Between Non-Arab Teachers and Arab Learners
4:00 pm–4:45 pm Activating Conversational Competence: A Process Approach

THURSDAY
9:30 am–10:15 am Social Media and New Student Orientation: Investigating Student Engagement
9:30 am–11:15 am Cultivating Attention: Mindfulness Activities for the English Language Classroom
11:30 am–12:15 pm Beyond Classroom Borders: Interviewing in the Global Community
11:30 am–1:15 pm Facilitating Fluency: Four Dynamic Techniques
11:30 am–1:15 pm BYOD in an IEP: Beyond Borders of Conventional Classroom Technology
12:30 pm–1:45 pm Increasing Reading Motivation by Bringing Local Literature to Life
12:30 pm–1:45 pm Civics: Make Freedom Ring in Your Classroom. For Free!
1:00 pm–1:45 pm Engagement–It’s All Gone Horribly Wrong...
1:00 pm–1:45 pm Team Projects: Equipping IEP Students for Crossing Into University Classrooms
1:00 pm–1:45 pm Preparing ESL Students for Academic Writing Assignments: Teaching Discourse Synthesis
2:00 pm–2:45 pm Teaching Cultural and Media Literacy Through Satire
2:00 pm–2:45 pm Deconstructing Text To Construct Meaning in an Advanced Reading Course
3:00 pm–3:45 pm Beyond Words: Challenges IEP Students Face to Connecting on Campus
3:00 pm–3:45 pm Attention Deficit Hyperactivity Disorder: Best Practices for IEPs
3:00 pm–4:45 pm IEPs and Students: Challenges, Opportunities with Universities, Accreditation, Private Partnerships
4:00 pm–4:45 pm Students Control the Discourse: Design and Assessment of Academic Discussions

FRIDAY
9:30 am–10:15 am Fostering Learner Autonomy: From Curriculum Design to Classroom Practices
9:30 am–10:15 am Do IEPs Help With Student Adjustment to the University?
9:30 am–10:15 am Teaching Students to Think Like a Linguist
9:30 am–11:15 am Setting the Parameters: Definitions and Data of IEP Success
11:30 am–12:15 pm Exploring the Role of Culture in Shaping Future Possible Selves
11:30 am–12:15 pm Strategies for Embracing Learner Variability in an IEP
11:30 am–12:15 pm The IEP as a Collaborator in Campus Internationalization
12:30 pm–1:45 pm  True Grit: Tips for Turning Tragedies Into Triumphs
12:30 pm–1:45 pm  Actualizing Potential: Scaffolding Self-Directed Goal Setting in EAP Reading Courses
12:30 pm–1:45 pm  Helping IEP Students Engage in Their New Local Community
1:00 pm–1:45 pm    Comprehensive IEP Orientation: Adapting to Students’ Changing Needs
1:00 pm–1:45 pm    Transitioning Students From Listening Labs to Active, Self-Selected Listening
1:00 pm–1:45 pm    Digital Storytelling for Language Development Within an EAP Capstone Class
3:00 pm–4:45 pm    Pro or Con? Implementing Debate in IEP Speaking Classes
3:00 pm–4:45 pm    Approaching Gender and Sexuality in a Multicultural Classroom
4:00 pm–4:45 pm    Beyond Borders: Factors Determining Sustained Success Among Saudi Students
4:00 pm–4:45 pm    Five Paths To Prevent Plagiarism
5:00 pm–5:45 pm    Latin and Legalese: Language for Law Students

INTERCULTURAL COMMUNICATION

WEDNESDAY
9:30 am–10:15 am  Diversity in Troubled Times: Helping ITAs Negotiate the Current Landscape
9:30 am–11:15 am  Overcoming Fear: Creating Dialogue Around Diversity Issues in the Classroom
9:30 am–11:15 am  Technology, Globalization, and ELLs: Fostering Students’ Critical Cosmopolitanism
12:30 pm–1:45 pm  ESL Teaching in the Context of International Academic Mobility Programs
3:00 pm–3:45 pm  Working With Differences: Indonesian-American University Partnerships Across the Archipelago
4:00 pm–4:45 pm  Talk to Me! Transcending Barriers of Intercultural Communication

THURSDAY
8:00 am–9:00 am  Beyond Linguistic Borders: Language Learning Cradled in Cognition
9:30 am–10:15 am  Internationalization at Home: Campus Partnerships to Create Language Exchange Programs
9:30 am–10:15 am  Beyond Assimilation: Teaching Instructors the New Cultural Rules of Engagement
10:00 am–10:45 am  Intercultural Competency: Softening the Edges Between Knowledge and Optimizing Engagement
9:30 am–11:15 am  Beyond the Gulf: Best Practices With Gulf Arab Students
9:30 am–11:15 am  Community of Practice and ELLs: Instructional Strategies and Assessment Techniques

INTERNATIONAL TEACHING ASSISTANTS

WEDNESDAY
4:00 pm–4:45 pm  Flipping the ITA Classroom: Practical Strategies for Success

THURSDAY
9:30 am–10:15 am  Beyond Borders: An Analysis of Teaching Assistant Rapport Building
10:30 am–11:15 am  Assessing the Experience of International Teaching Assistants
12:30 pm–1:45 pm  Using Self-Evaluation Exercises in ITA Training Courses

FRIDAY
9:30 am–10:15 am  Forming Your Teaching Identity as an ITA
10:00 am–10:45 am  Reviewing Research on the Assessment of International Teaching Assistants
1:00 pm–2:45 pm  Insights Into ITA Testing and Training From Conversation Analysis
3:00 pm–3:45 pm  Coordinating and Staffing an ITA Program on Your Own
4:00 pm–4:45 pm  Beyond Rubrics: Assessing ITAs’ Readiness to Teach
## LANGUAGE POLICY AND PLANNING

**FRIDAY**
- 9:30 am–10:15 am: K–12 Teachers’ Speech: Phonological Features and Listener Perceptions
- 2:00 pm–2:45 pm: English-Only Policy and Language Teacher Education in Arizona: Insiders’ Perspectives

### LEADERSHIP

**WEDNESDAY**
- 8:00 am–9:00 am: Reflecting Forward, Reflecting Back: Looking in the Mirror at 50

**THURSDAY**
- 3:00 pm–3:45 pm: Empowering K–12 Administrators to Become ELL Advocates

### LEARNING DISABILITIES/SPECIAL NEEDS

**THURSDAY**
- 10:30 am–11:15 am: Reflecting on Communicative EFL Teaching to Non-native Blind Learners
- 11:30 am–12:15 pm: Enhancing ELLs With Disabilities’ Language Access With Key Language Uses
- 12:30 pm–1:45 pm: Assessing Students’ Work: Second Language Deficiency or Learning Difficulty?

### LISTENING, SPEAKING/SPEECH

**WEDNESDAY**
- 9:30 am–10:15 am: Fostering Learner Autonomy, Confidence, Fluency, and Much More
- 12:30 pm–1:45 pm: Using Authentic Online Materials to Improve Listening Proficiency at B1
- 1:00 pm–1:45 pm: Beyond Fun: Warm-Ups and Icebreakers for the Busy Teacher
- 1:00 pm–1:45 pm: Beyond Listening Comprehension: Promoting Intensive Listening Through Authentic Media
- 2:00 pm–2:45 pm: Developing Lexical Segmentation of L2 Speech: Explicit vs. Implicit Practice
- 4:00 pm–4:45 pm: Accent: Communication Tool or Speaker Identity?

### MAINSTREAM CLASSROOMS

**WEDNESDAY**
- 12:30 pm–1:45 pm: English Language Learners’ Exposure to Academic Language in Mainstream Classrooms
- 1:00 pm–1:45 pm: Academic Language—Important for All Students, Essential for ELLs
- 2:00 pm–2:45 pm: The Every Teacher Challenge for K–12 Schools

**FRIDAY**
- 9:30 am–11:15 am: Beyond the Borders of School: Accessing Students’ Funds of Knowledge
- 11:30 am–12:15 pm: Engaging ELLs in Academic Conversations
- 1:00 pm–2:45 pm: Helping ELLs Meet Standards for Reading and Writing
### MATERIALS WRITERS AND CURRICULUM/MATERIALS DEVELOPMENT

**WEDNESDAY**
- 11:30 am–12:15 pm: Back Between the Covers? Coursebooks in the Modern World
- 2:00 pm–2:45 pm: Beyond Traditional Language Teaching: International Students of Art and Design
- 2:00 pm–3:45 pm: Gamification for Language Learning
- 4:00 pm–4:45 pm: Beyond Textbooks: Engaging Students in Developing Open-Source Materials

**THURSDAY**
- 9:30 am–11:15 am: Are Classroom Teachers and Materials Publishers on the Same Page?
- 12:30 pm–1:45 pm: Want to Write Your Own Textbook? Check These Starting Tips
- 1:00 pm–1:45 pm: Developing Forward-Thinking Academic Language Curriculum for Elementary Intensive English
- 2:00 pm–2:45 pm: Concept-Based Language Instruction: Preparing Visuals to Explain Language Concepts
- 2:00 pm–2:45 pm: Beyond the Classroom: How Service Learning Enhances EAP Courses
- 3:00 pm–3:45 pm: Having It All: Meeting Standards While Building Language Learning Communities
- 4:00 pm–4:45 pm: Looking At, Into, and Beyond Screens: Media Literacy in TESOL

**FRIDAY**
- 2:00 pm–2:45 pm: Saving Time Making ELT Materials
- 3:00 pm–4:45 pm: Achieving ELT/ESL Editorial Excellence: K–Adult Materials

### MATH AND SCIENCE

**WEDNESDAY**
- 10:30 am–11:15 am: Science Language in Action: Instructional Strategies to Teach Science Language
- 1:00 pm–1:45 pm: Science for All: Using Next Generation Science Standards

**THURSDAY**
- 11:30 am–12:15 pm: Chinese Adolescents’ Discourse Socialization in American STEM Classes
- 2:00 pm–2:45 pm: Literacy and STEM: Moving Forward With Common Core and ELLs

### MATH AND SCIENCE

**THURSDAY**
- 3:00 pm–3:45 pm: Developing Literacy Skills in Science: An Ethnographic Study

**FRIDAY**
- 12:30 pm–1:45 pm: An Investigation of The Language of Algebra I
- 1:00 pm–1:45 pm: Teaching Content-Specific Academic Vocabulary to ELLs

### MEDIA (PRINT, BROADCAST, VIDEO, AND DIGITAL)

**WEDNESDAY**
- 12:30 pm–1:45 pm: Using Intralingual DVD Subtitles to Enhance Vocabulary Recognition and Recall
- 1:00 pm–1:45 pm: Making Instructional Videos: The Technology, Planning, and On-Camera Delivery
- 3:00 pm–3:45 pm: Utilizing Authentic Video to Prepare for General Education Courses

**THURSDAY**
- 9:30 am–11:15 am: Reflecting on Classroom Media Use From Past to Future
- 11:30 am–12:15 pm: Academic Literacy Through Film
- 12:30 pm–1:45 pm: Launching an IEP Student Newsletter: From Conceptualization to Publication
- 1:00 pm–1:45 pm: Moving Writing Classes Forward Through Digital Video
- 3:00 pm–3:45 pm: Delivering Instruction and Individual Feedback via Video Screen Capture Technology
- 5:00 pm–5:45 pm: Lights, Camera, Action: Five Video Activities for Active Learning

### MIDDLE SCHOOL/PREPARATORY EDUCATION

**THURSDAY**
- 4:00 pm–4:45 pm: Supporting ELLs’ Scientific Discourse to Improve Scientific Understanding
- 4:00 pm–4:45 pm: Does Writing Improvement in the L2 Also Help L1 Writing?
- 5:00 pm–5:20 pm: Word Investigations: Intriguing and Engaging Morphological Activities for ELLs
### NONNATIVE ENGLISH SPEAKERS IN TESOL

**WEDNESDAY**
- 9:30 am-10:15 am  Professional and Identity Challenges That NNESTs in Toronto Encounter
- 9:30 am-11:15 am  NESTs and NNESTs Meet Together: Creating a Collaborative Working Environment
- 10:30 am-11:15 am  Exploring NNESTs Strategies for Confronting Credibility Challenges
- 11:30 am-12:15 pm  Teacher Motivation: Factors Influencing NNES Teacher Candidates’ Initial Career Choice
- 1:00 pm-1:45 pm  Nonnative-English-Speaking Teachers’ Anxieties: Self-Perceptions of Their Communicative Limitations
- 2:00 pm-2:45 pm  NNESTs of ESL: At Home Among Strangers?
- 3:00 pm-3:45 pm  Syrian Refugee NNESTs: Teacher Identity and the Fear of English
- 3:00 pm-3:45 pm  Developing Language Skills Using Creative Activities
- 4:00 pm-4:45 pm  Borders Reconsidered: Grammatical Perspectives on Native and Nonnative Teacher Writing
- 5:00 pm-5:45 pm  The Bilingual Game: Promoting English Language Learning Across Subjects School-Wide.

**THURSDAY**
- 10:00 am-10:45 am  Developing NNESTs’ Professionalism Through Self-Empowerment
- 10:30 am-11:15 am  Building an NNES Community of Practice Through Shared Discursive Practices
- 11:30 am-12:15 pm  Myths and Misconceptions About the NNEST Movement
- 5:00 pm-5:45 pm  Reflections of NNESTs: Linking Languages, Cultures, and Identities

**FRIDAY**
- 12:30 pm-1:45 pm  iPad Video Composition: A Study of Editing Practices

### PERSONAL AND PROFESSIONAL DEVELOPMENT FOR TEACHERS

**WEDNESDAY**
- 9:30 am-10:15 am  Crossing Borders From Developmental Writing: Are We to ESL Yet?
- 9:30 am-11:15 am  Expanding EAL Classroom Borders to Make Room for Metaphor
- 10:30 am-11:15 am  Addressing Cultural and Linguistic Diversity in Schools: Collaborative Teacher Inquiry
- 12:30 pm-1:45 pm  Blended Learning and MOOCs: What Teachers Need to Know
- 1:00 pm-2:15 pm  50 Years of TESOL
- 1:00 pm-2:45 pm  Hiring and Getting Hired in the TESOL Field
- 2:00 pm-2:45 pm  Going Beyond the Borders of North Korea
- 2:00 pm-2:45 pm  Time for Multilingualism?: Bilingual(ized) English Instruction for Improved Outcomes
- 4:00 pm-4:45 pm  Going Beyond Borders for Adjunct Faculty Members: A Holistic Approach
- 4:00 pm-5:45 pm  Strategic Job Application Letters for ELT Beyond Borders

**THURSDAY**
- 9:30 am-11:15 am  On the Road Again: Surviving and Thriving as Traveling Teachers
- 1:00 pm-1:45 pm  21st-Century Professional Learning for Practitioners Through an Online Journal
- 1:00 pm-2:45 pm  The Role of EFL Teachers in English Language Capacity Building
- 1:00 pm-2:45 pm  Developing Teacher Excellence Through Teacher Evaluation: Moving Beyond Ratings
- 2:00 pm-3:45 pm  Practice Makes Perfect: Understanding Effective Practice for Teachers
- 3:00 pm-3:45 pm  Comparing Journaling Techniques That Enhance In-Service Reflection and Development
- 3:00 pm-4:15 pm  Globetrotting TESOLers Reflect Forward in Exploration of the World’s Cultures
- 3:00 pm-4:45 pm  Fostering Reflective Practitioners: Effective Professional Development in Multiple Teaching Contexts
- 4:00 pm-4:45 pm  Writing Groups and Collaborations: Strategies for Writing for Publication
- 4:00 pm-5:45 pm  Developing Students’ Higher Order Thinking Skills With Active Learning Activities

**FRIDAY**
- 9:30 am-10:15 am  Engaging Elementary ELLs With Mobile Technology
- 9:30 am-11:15 am  Leading Language Educators: Voices From TESOL Leadership Mentoring Program Recipients
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am–10:45 am</td>
<td>Migrant Summer School as Context for Teacher Development for ELLs</td>
<td></td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>It’s Time for a Change in the Mentoring Process</td>
<td></td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Being and Becoming an ESP teacher: An Ethnographic Study</td>
<td></td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Beyond the Comfort Zone: Energizing Faculty Through Varied Professional Development</td>
<td></td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Invigorating Language-Teaching Practice: Boosting Learning With Brain-Compatible Activities</td>
<td></td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Collaborative Professional Development: Practice-Oriented Reading Clubs</td>
<td></td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Reflective Teaching and Teachers’ Professional Development</td>
<td></td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Computer-Assisted Pronunciation Training’s Effect on ESP Students’ Suprasegmental Use</td>
<td></td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Development and Evaluation of a Corpus-Informed Curriculum for International Nurses</td>
<td></td>
</tr>
</tbody>
</table>

---------------------------

**PROGRAM ADMINISTRATION**

**WEDNESDAY**

- 9:30 am–11:15 am: Breaking the Unwanted Stepchild Curse: Elevating the Image of ESL
- 11:30 am–12:15 pm: Building a Collaborative Team to Serve Schools With Fewer ELLs
- 11:30 am–1:15 pm: Research and Protecting ESL Students: Honoring Classrooms and Adjudicating Requests

**THURSDAY**

- 10:00 am–10:45 am: Attendance Policies: Strategies for Developing Policies That Work
- 11:30 am–12:15 pm: Beyond Borders on Campus: Forming Alliances to Support International Students
- 12:30 pm–1:45 pm: Google Add-Ons to Create Automated Systems for Small Programs
- 5:00 pm–5:45 pm: Helping Traditional Teachers Adapt to a Hybrid/Blended Program

**FRIDAY**

- 11:30 am–12:15 pm: Principals’ Implementation of Mandates to Improve Educational Opportunities for ELLs
- 11:30 am–12:15 pm: Collaborative Initiative by Three Institutions: Preparing ELLs for Community College
- 1:00 pm–1:45 pm: Reimagining Program Evaluation Through Appreciative Inquiry: Moving Beyond the Negative
- 1:00 pm–2:45 pm: Defining Student Learning Outcomes: Beyond the Borders of a Textbook
- 3:00 pm–3:45 pm: ESL Students in Distress: Joining Forces Across the University
READING AND LITERACY

WEDNESDAY
9:30 am–10:15 am Strategic-Reader Training for L2 Reading Success
12:30 pm–1:45 pm Investigating Elementary ELs’ Funds of Literate Identity Through Self-Portraits
1:00 pm–1:45 pm Best Practices for Teaching Adult Literacy Language Learners
3:00 pm–3:45 pm New Approaches to Reading Instruction for Pre-K ELs
3:00 pm–3:45 pm Empowering Language Learners by Developing and Recognizing 21st-Century Literacies

THURSDAY
9:30 am–10:15 am Grammar Strategies for Academic Reading Comprehension
10:00 am–10:45 am Building Literacy on Oral Competency
11:30 am–12:15 pm Spunky Girls and Strong Women: A Refugee Summer Book Club
11:30 am–12:15 pm Contextual and Individual Learner Factors Contributing to Early Reading Success
12:30 pm–1:45 pm Contributing to Academic Student Success Though an Independent Reading Program
12:30 pm–1:45 pm Response to Intervention and ELs
3:00 pm–4:45 pm Developing Critical Literacy and Cross-Cultural Awareness With Paired Reading
4:00 pm–4:45 pm Digital vs. Print Reading: Teaching Appropriate Skills for Both Modalities

FRIDAY
9:30 am–10:15 am Breaking Borders With the Stories: Birth to Death
11:30 am–12:15 pm Teaching Reading Annotation: Beyond Isolated Strategies to Automatic Skills
11:30 am–12:15 pm Improving L2 Reading Comprehension With Facebook
12:30 pm–1:45 pm Stopping Summer Slide for Elementary ELLs
12:30 pm–1:45 pm Inner City Elementary ELLs’ Unconventional Out-of-School Literacy Practices
2:00 pm–2:45 pm Blasting the Concrete Boundary of Metaphor as a Literary Tool
2:00 pm–2:45 pm Beyond the Traditional Reading Test: Summaries as Comprehension Assessments
5:00 pm–5:45 pm Synergistic Literacy Project: Teaching Writing With Emergent Readers

REFUGEES AND EMERGENT LANGUAGE LEARNERS

WEDNESDAY
11:30 am–12:15 pm Trauma-Informed Care in Refugee Resettlement: Barriers and Opportunities Around Implementation
5:00 pm–5:45 pm Understanding Relationship to Place in a Laotian American Community

THURSDAY
1:00 pm–2:45 pm Classroom-Based Research Related to Refugee Concerns and SIFE
5:00 pm–5:45 pm Constellating Communities: Creative Collaborations Between Refugee EALLs and Coeducational Partners

FRIDAY
10:30 am–11:15 am Social and Academic Considerations for Unaccompanied Minors

RESEARCH/RESEARCH METHODOLOGY

WEDNESDAY
10:30 am–11:15 am A Focus on Collective Beliefs in Language Teacher Cognition Research
3:00 pm–3:45 pm Beyond IEP Borders: Investigating the Language Demands of Undergraduate Courses

THURSDAY
12:30 pm–1:45 pm Building an ELL Guided Research Teacher Toolkit

SECOND LANGUAGE ACQUISITION

WEDNESDAY
9:30 am–10:15 am Becoming Visible: Adult Immigrant English Learner Identity and Agency
9:30 am–10:15 am Top-Down and Bottom-Up Listening Strategies Interacting Together
9:30 am–10:15 am Connecting Language Acquisition and Academic Achievement: The Latest From WIDA
10:00 am–10:45 am Curricular Expectations for English: Across Stages and Borders

THURSDAY
12:30 pm–1:45 pm Innovations and Coteaching in Nepalese EFL Classrooms
5:00 pm–5:45 pm Is L1 Transfer of Definiteness Really Happening?

FRIDAY
9:30 am–11:15 am New Tricks for an Old Goal: Techniques for Developing Automaticity
12:30 pm–1:45 pm Identities at Play in the English Language Classroom
SECOND LANGUAGE WRITING/COMPOSITION

WEDNESDAY
9:30 am–10:15 am Proofreading Games for Accuracy and Fluency in TESOL Writing
9:30 am–10:15 am Using Blogging to Develop Writing Skills and Bridge Cultures
9:30 am–11:15 am Teaching Writing to Adult Learners: Lessons From the Field
10:30 am–11:15 am Beyond Brainstorming: Using Concept Maps in Academic Writing
11:30 am–11:50 am Using Critical Incidents in Writing Class
10:30 am–12:15 pm Building Partnerships to Support High School-College Writing Transitions
11:30 am–1:15 pm Preparing Students for University-Level Disciplinary Writing: Teacher and Student Perspectives
12:30 pm–1:45 pm Chinese Undergraduate English Academic Writers: Negotiating Writing Identity Across Borders
12:30 pm–1:45 pm Implementing Design-Based Principles Using Model Texts in Academic Genres
10:30 am–11:15 am Tearing Down the Secondary-Postsecondary Border for Transitioning Multilingual Writers
9:30 am–11:15 am Supporting Multilingual Writers Through Faculty Development: Three Contexts
10:30 am–11:15 am Returning Students’ Voices While Relieving Teacher Stress
10:30 am–12:15 pm Developing Rubrics for EAP Writing: Research- and Practice-Based Construction
11:30 am–12:15 pm Effectiveness of Error Coding in Promoting L2 Writers’ Linguistic Accuracy
12:30 pm–1:45 pm Effective Essay Writing Strategies for Low Intermediate Students
12:30 pm–1:45 pm L2 Writers and Interpersonal Discourse With an Author-Informed Text

THURSDAY
9:30 am–10:15 am Tearing Down the Secondary-Postsecondary Border for Transitioning Multilingual Writers
9:30 am–10:15 am Enhancing College Composition for ELLs and Assessing Its Outcomes
10:30 am–11:15 am Writing Across Borders: Collaboration in the Cross-Cultural Classroom
11:30 am–12:15 pm A Rhetorical Approach to Teaching Quoting and Paraphrasing
11:30 am–1:15 pm Beyond Borders: Writing as Translingual Practice Across L1/L2 Writing Contexts
12:30 pm–1:45 pm Write a Holiday Newsletter With All That Grammar Glitters
12:30 pm–1:45 pm How Teaching Information Literacy Supports the Teaching of ESL Writing
2:00 pm–2:45 pm Scaffolding and Response to Scaffolding in Group Writing Conferences
1:00 pm–1:45 pm Beyond the Page: Engaging Students With Audio Feedback on Writing
1:00 pm–2:45 pm Beyond Borders: Writing as Translingual Practice Across L1/L2 Writing Contexts
1:00 pm–2:45 pm The Formula Essay: A “Baseline” Approach That Works
3:00 pm–3:45 pm A Model for Implementing Multimodal Projects in L2 Writing Classrooms
3:00 pm–4:45 pm Exploring the Interplay of Languages in L3 Writing
3:00 pm–4:45 pm Reflecting on Genre: Incorporating Genre in the Teaching of Writing
3:00 pm–4:45 pm Exploring the Interplay of Languages in L3 Writing
4:00 pm–4:45 pm The Formula Essay: A “Baseline” Approach That Works
4:00 pm–4:45 pm Exploring the Interplay of Languages in L3 Writing
4:00 pm–5:45 pm Going Further With Academic Writing Skills: A Focus on Paraphrasing

FRIDAY
9:30 am–10:15 am L1 Use in L2 Writing: Perceptions of Teachers and Students
9:30 am–11:15 am Supporting Multilingual Writers Through Faculty Development: Three Contexts
10:30 am–11:15 am Personal Narratives: Validating Identity and Experiences in ESL Students’ Lives
9:30 am–11:15 am Returning Students’ Voices While Relieving Teacher Stress
10:30 am–12:15 pm Developing Rubrics for EAP Writing: Research- and Practice-Based Construction
10:30 am–11:15 am Crossing Borders: Transitioning Students From Adult ESL to English Composition
11:30 am–12:15 pm Effectiveness of Error Coding in Promoting L2 Writers’ Linguistic Accuracy
12:30 pm–1:45 pm Effective Essay Writing Strategies for Low Intermediate Students
12:30 pm–1:45 pm L2 Writers and Interpersonal Discourse With an Author-Informed Text
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Going Beyond Monolingual Borders to Equitably Assess Bilingual Writing</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Facilitating Language Use Awareness to Optimize the L2 Writing Experience</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Helping Nonnative-English-Speaking Scholars Publish Their Research Internationally</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Good Choice, Bad Choice: From Administrator to Doctoral Student</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Beyond Research Papers: Conveying Academic Knowledge in a Digital World</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Beyond Borders: Opportunities and Challenges of Transplanting First-Year Writing</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>For a Smoother Transition From IEP to First-Year Composition</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>ESL Teachers’ Electronic Feedback Practices Across Writing Tasks</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Beyond Borders: Writing and Rhetorical Needs of Chinese-Speaking Students</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>“I’m So Excited About My Own Space of English”</td>
</tr>
<tr>
<td>5:00 pm–5:20 pm</td>
<td>Beyond the Page Border: Using Movie Trailers for Writing Instruction</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Bridging Students’ Writing Skills and the Demands of Academic Writing</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Internationalization and Faculty Development for the Multilingual Writing Classroom</td>
</tr>
</tbody>
</table>

**SOCIAL RESPONSIBILITY/SOCIOPOLITICAL CONCERNS**

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEDNESDAY</td>
<td>Interview Poems: Bridging Peace and Intercultural Communication</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td></td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Reflected Forward: A Path Appears</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Building Bridges to Global Citizenship</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Teaching English and Nonviolence Through Kairos–Palestine</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>Reaching Beyond Borders Through a Class NGO Fair</td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td></td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>People at Risk: Mobility Beyond Borders</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Conflicts Zones and Two Teacher Trainers</td>
</tr>
<tr>
<td>10:30 am–11:45 am</td>
<td>Integrating LGBTQ Topics Within the ESL Classroom</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Asian-American ELLs and the Impact of the Model Minority Myth</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>TESOL in Underprivileged Ethnic Communities: Essential Social and Pedagogical Responsibilities</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Intersectionality in the Language Learning Classroom</td>
</tr>
</tbody>
</table>

**SOCIOLINGUISTICS**

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>THURSDAY</td>
<td>Beyond Language: Integrating Multimodal Literacies Into Teacher Education</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARDS, COMMON CORE STATE STANDARDS**

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEDNESDAY</td>
<td>Just Right Picture Books for Science Lessons and Science Experiments</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td>ELLs and the Common Core State Standards</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td></td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Success for Native American Bilingual Learners Through Standards</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Meeting College and Career Readiness Anchor Standards for Writing</td>
</tr>
</tbody>
</table>
### TASK-BASED, PROJECT-BASED INSTRUCTION

**WEDNESDAY**
- 12:30 pm–1:45 pm **The Use of Picture Prompts in EFL Learners’ Oral Production**

**THURSDAY**
- 11:30 am–12:15 pm **How Vietnamese Teacher Educators Make Sense of Task-Based Instruction**
- 12:30 pm–1:45 pm **Beyond the Obvious: These Provocative Questions Deliver Compelling Research Writing**

**FRIDAY**
- 11:30 am–12:15 pm **Expanding Cultural Borders Through StoryCorps Interviews and Digital Storytelling Projects**
- 11:30 am–12:15 pm **Beyond Exams: Project-Based Instruction in a Secondary Context in China**

### TEACHER EDUCATION

**WEDNESDAY**
- 9:30 am–10:15 am **When Scammers Target Your Students: Tips and Tools for Teachers**
- 9:30 am–11:15 am **Understanding EFL Professional Development From Three National Perspectives**
- 10:30 am–11:15 am **Addressing ESL Teacher Candidates’ Professional Dispositions: A Critical Incident Analysis**
- 11:30 am–12:15 pm **English Language Teacher Education in Libya: A Case Study**
- 11:30 am–12:15 pm **Voices From the Field: Enacting Core Practices in TESOL**
- 11:30 am–12:15 pm **Enhancing ESL Writing Teachers’ Feedback Practices Through Reflective Practice**
- 12:30 pm–1:45 pm **Beyond the Traditional Thesis: Capstone Projects With a Purpose**
- 1:00 pm–1:45 pm **Using Longitudinal Research to Inform Preservice Program Design**
- 2:00 pm–2:45 pm **Reflective Practice in Action: Secondary Teachers Developing Their Identities**
- 2:00 pm–2:45 pm **Learning to Teach Beyond National Borders**
- 2:00 pm–3:45 pm **Taking Preservice Teachers in Underdeveloped Areas Beyond the Classroom**
- 3:00 pm–3:45 pm **Balancing the Benefits of University-Community TESOL Partnerships: Win-Win**
- 3:00 pm–3:45 pm **Adding a Short-Term TESOL Certificate to Your IEP**
- 4:00 pm–4:45 pm **LGBT Topics in the Adult ESL Classroom: A Case Study**
- 5:00 pm–5:45 pm **Negotiating Identities and Imagining Communities in an MA-TESOL Program**
- 5:00 pm–5:45 pm **Beyond Traditional Classroom Borders: Diversifying Practica for Online Environments**

**THURSDAY**
- 9:30 am–10:15 am **Equity and Enrichment in the TESOL Practicum**
- 9:30 am–10:15 am **Helping ALL (Academic Language Learners)**
- 10:30 am–11:15 am **Teacher Development Through Outreach Programs: Volunteering in Pakistan**
- 10:30 am–11:15 am **Breaking Down Borders in Professional Development: A Model for Expansion**
- 11:30 am–12:15 pm **The edTPA and Its Implications for TESOL**
- 11:30 am–12:15 pm **Using Formative Assessments to Guide Instruction for Emergent Bilinguals**
- 1:00 pm–1:45 pm **Beyond Physical Borders in Teacher Education: Nontraditional Classrooms, Nontraditional Students**
- 1:00 pm–1:45 pm **Sociocultural Theory and Effective Pedagogy for ELLs**
- 1:00 pm–1:45 pm **Corrective Feedback: Beyond Teacher and Language Learner Expectations**
- 2:00 pm–2:45 pm **Teacher Change Beyond Borders: Regional Impact of Experiential Professional Development**
- 2:00 pm–2:45 pm **Theatre as a Tool for Developing Empathy and Language Learning**
- 2:00 pm–2:45 pm **Teacher Learning and Professional Growth Through a Curriculum Development Course**
- 4:00 pm–4:45 pm **Intercultural Development and Synergy in EFL/ESL Teacher Training**
- 4:00 pm–4:45 pm **Intercultural and Digital Competence Development Through an Online Global Classroom**
- 4:00 pm–4:45 pm **Empowering EFL Teachers: Faculty Development Using a Hybrid Training Program**
- 5:00 pm–5:20 pm **A Multilingual Team-Teaching Approach to the TESOL Practicum**
- 4:00 pm–5:45 pm **ESL Teachers’ Imagined, Local, and Virtual Communities in Teacher Education**
- 5:00 pm–5:45 pm **Cracking the Glass Ceiling: Outside Mentors With Inside Teachers**
- 5:00 pm–5:45 pm **Intercultural Studies and Teacher Education: How Far Have We Come?**

**FRIDAY**
- 9:30 am–10:15 am **Words Without Borders: Broadening Our Vision of Academic Language**
- 9:30 am–10:15 am **Developing Autonomous Learners in Japan: A Collaborative Professional Workshop Approach**
- 9:30 am–10:15 am **“We Have a Constantly Revolving Door!” Challenges of ELL Teachers**
- 10:00 am–10:45 am **Pre-Service Teachers’ Perceptions of Their Preparation for Teaching ELLs**
- 9:30 am–11:15 am **Language, Race, and Teaching at Predominantly White Institutions**
- 9:30 am–11:15 am **Critical Considerations in Advancing TESOL Teacher Education**
- 9:30 am–11:15 am **Adding a Short-Term TESOL Certificate to Your IEP**
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 am–11:15 am</td>
<td>Collaborating Beyond Borders: ELL College Professors and P–12 Educators</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Novice Teacher Growth: The Potential of Core Practices</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Developing Reflective Practitioners Through Action Research in TESOL</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Reexamining Online Teacher Training Practices: Towards Effective Mentorship and Evaluation</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>If Carmen Can Analyze Shakespeare, Everyone Can: Identity and Power</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Grammar Toolkit: Instructing Complex Syntax in Authentic Academic Texts</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Beyond Physical Borders: TESOL Practicum Students and Online Teaching</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>TEFL Student Practices With Reflection: A Constructive-Developmental Study</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>Teachers as Materials Writers</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>Digital Storytelling and Culturally Responsive Pedagogy in Preservice Teacher Training</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>Preparing Future Colleagues in Program Administration</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>The EF/SL Preservice Teachers’ Reality Beyond the Curriculum Border</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Traversing Borders: Building Bridges to Disciplinary Literacy Practices</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Knowledge About Language, Impact, and the ESOL-Practicum</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Self-Assessment Resource for ESL Teacher Licensing in the Middle East</td>
</tr>
<tr>
<td>4:00 pm–5:45 pm</td>
<td>Going Beyond Borders: Using Online Tools in Teacher Education Programs</td>
</tr>
</tbody>
</table>

**TEACHING METHODOLOGY AND STRATEGY**

**WEDNESDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am–11:15 am</td>
<td>Reflecting Forward: A Workshop on Responding to Plagiarism Nonpunitively</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td>Integrating Skills in the Language Classroom</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Beyond Levels: Strategies for Managing Multilevel ESL Classrooms</td>
</tr>
<tr>
<td>11:30 am–11:50 am</td>
<td>Developing Critical Thinking: Teaching Students to Ask Their Own Questions</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Beyond Grammar: Promoting Pragmatic Competence in Grammar Instruction</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Beyond the Text: Connecting Authentic Texts to Real-world Tasks</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Instructor-Guided Peer Review: Maximizing Benefits and Moving Beyond Writing</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Power-Packing Instruction for Long-Term ELLs: A Teacher’s Toolbox</td>
</tr>
<tr>
<td>5:00 pm–5:20 pm</td>
<td>Increasing Students’ Engagement by Combining Comics and Student-Made Video</td>
</tr>
</tbody>
</table>

**THURSDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am–11:15 am</td>
<td>Making Content Accessible for ELLs Through an Immersion Simulation Experience</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>A Critical Race Pedagogy to Promote International ESL Student Agency</td>
</tr>
<tr>
<td>10:30 am–12:15 pm</td>
<td>Integrating Critical and Creative Thinking in EFL Classes Worldwide</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Translating Postmethod Pedagogy Into Student and Teacher Empowerment</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Breaking Barriers: Oral Literacy Strategies for ELLs</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Think Alouds to Promote More Students’ Speaking Time</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Learning Two Languages Through Content: A Model to Build Biliteracy</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Beyond Digital Borders With Bricks, Clicks, and Teacher Tricks</td>
</tr>
<tr>
<td>5:00 pm–5:20 pm</td>
<td>Pinterest: A Resource for Learning About Teaching Techniques</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Something Old, Something New: A Novel Approach to Preparing ELTs</td>
</tr>
</tbody>
</table>

**FRIDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 am–11:50 am</td>
<td>Digital Tools and Techniques for Modifying Text Language</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Gamifying Your Class—No Technology Needed!</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Accessing Vocabulary in the Common Core State Standards</td>
</tr>
<tr>
<td>2:00 pm–2:20 pm</td>
<td>Beyond the Textbook: Movement Activities for Production and Review</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Turning the Tables on Traditional Education</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Beyond Borders: Bringing Students’ Voices Into Error Correction Practices</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Games to Inject Motivation and Enthusiasm Into the Classroom</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Cultivating Empowerment: Negotiating Feedback and Questionnaires in EFL/ESP Classrooms</td>
</tr>
<tr>
<td>4:00 pm–5:45 pm</td>
<td>Five High-Tech Apps for Low-Tech Instructors</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Adopting a Flipped Class Model for ITAs</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Beyond the Usual: Innovative Grammar and Writing Instruction Through Socrative</td>
</tr>
</tbody>
</table>

**VOCABULARY, LEXICON**

**WEDNESDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Exposure Frequency and Audiovisual Effects on Incidental Word Learning</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Longitudinal Learner Corpus: Trends and Uniqueness in Multiword Sequence Use</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Engaging Students in Academic Discourse Through the Academic Formulas List</td>
</tr>
</tbody>
</table>
THURSDAY

9:30 am–10:15 am  Enhancing ELLs’ Repertoire of Academic Formulaic Sequences Through Corpora
10:30 am–11:15 am  A 5-Step Method for Bridging the Gap to Academic Vocabulary
11:30 am–12:15 pm  Self-Study Vocabulary Activities Designed to Increase Retention and Active Usage
11:30 am–12:15 pm  Scaffolding Academic Vocabulary for Adolescent Newcomer and Long-Term ELLs
1:00 pm–1:45 pm  50 Years of TESOL Materials for Teaching and Learning Vocabulary

9:30 am–10:15 am  World Link, Third Edition Builds Fluency for the 21st Century
9:30 am–11:15 am  Age Factor in SLA: Current Research and Implications
9:30 am–11:15 am  Creating, Adapting, and Using Content for Mobile Apps
9:30 am–11:15 am  Postsecondary Writing: Reflecting Future Writing Expectations
9:30 am–11:15 am  Unaccompanied Minors from Central America: Adapting to Meet Their Needs
10:00 am–10:45 am  The TESOL P–12 Professional Teaching Standards

FRIDAY

11:30 am–12:15 pm  An Ecological-Sociocultural Approach to Acquiring ESP English Academic Vocabulary
12:30 pm–1:45 pm  Grab, Adapt, Share: Links That Cross Over and Connect Us
3:00 pm–3:20 pm  Electronic Word Cards for Vocabulary Development
5:00 pm–5:20 pm  An Inside-Out Approach to Academic Vocabulary Teaching

10:00 am–11:45 am  Teachers’ Engagement With Research in Practice, Advocacy, and Professional Growth
10:30 am–11:15 am  “Choose Your Own”–Style Adventures in the ELT Classroom
10:30 am–11:15 am  Common Mistakes at ELT Exams Teachers and Students Should Avoid
10:30 am–11:15 am  Hands-On Comprehension Strategies for All Students
10:30 am–11:15 am  Hopes and Dreams: Stories Based on the Immigrant Experience
10:30 am–11:15 am  Making Customized ELT Games and Videos With Speak Agent
11:30 am–12:15 pm  Becoming a Leader in TESOL International Association
11:30 am–12:15 pm  Comics to the Rescue: Motivating Students and Promoting Literacy
11:30 am–12:15 pm  English Along the Fracture Lines: Responding to Challenges in Today’s Geopolitical Landscape
11:30 am–12:15 pm  Every Picture Tell Their Story!
11:30 am–12:15 pm  Implementing the Short-term TEFL/TESL Certificate Standards in Online Programs
11:30 am–12:15 pm  Practical Writing—Writing for Life
11:30 am–12:15 pm  Rising to the Challenge: Effective ESL Reading Instruction in K–6

WORLD ENGLISHES

WEDNESDAY

9:30 am–11:15 am  Beyond Inner Circle Borders: Diversifying ESOL Materials Through World Englishes
3:00 pm–3:45 pm  Giving Voice to ESL Students Through Teaching Language Variation

THURSDAY

9:30 am–10:15 am  Training Teachers for World English
10:00 am–10:45 am  World Englishes’ Influence on Teaching English in Europe

FRIDAY

12:30 pm–1:45 pm  Listening Without Borders: Training Ears to Hear World Englishes

10:30 am–11:15 am  Teaching Culture as a Complex Dynamic System
11:30 am–12:15 pm  They’re Doing It Wrong: Note-Taking in English for Academic Purposes

NO CONTENT AREA

TUESDAY

1:00 pm–5:00 pm  Research Mentoring Workshop
5:30 pm–7:00 pm  Revolutionizing Education: Building Peace in a Divided World

WEDNESDAY

9:30 am–10:15 am  Encouraging Mindfulness Through Active Learning
9:30 am–10:15 am  Granular Insight Into Learner Assessment, Progress, and Performance
9:30 am–10:15 am  Learn Beyond, Teach Beyond, Go Beyond
9:30 am–10:15 am  Teaching English Grammar to Speakers of Other Languages

11:30 am–12:15 pm  Implementing the Short-term TEFL/TESL Certificate Standards in Online Programs
11:30 am–12:15 pm  Preparing ELLs for College and Career Success
11:30 am–12:15 pm  So That’s How You Score TOEFL iBT® Speaking Items
11:30 am–12:15 pm  The CCSS in Mathematics for ELLs: High School Truth and Lies: Authenticity and Artifice in the Coursebook Experience
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Comprehensibility Requires a Listener: Applying Critical Pronunciation Research and Pedagogy</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>ACTFL Testing—Proficiency, Performance—K-12 and Higher Education</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>CAL Research-Based Resources for Pre-K-12 Educators</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Education Connections: Online Teacher Collaboration Around the Common Core</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>How Can Technology Assist With Your ESL Program</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Online Software for Listening and Comprehension</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Pronunciation in the Classroom: The Overlooked Essential</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>The CCSS in Content-Area Literacy for ELLs: Grades 6-12</td>
</tr>
<tr>
<td>2:00 pm–4:00 pm</td>
<td>How to Get Published in TESOL and Applied Linguistics Journals</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Effectiveness of Audio Feedback for EFL Students in Online Courses</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>English Medium Instruction</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Finding Your Place in TESOL’s Next 50 Years</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>From Testing to Assessment: Connecting Language Teaching, Learning, and Assessment</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Gamify (Turn Activities Into Games) Your Class: It Works!</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>iATEFL: Introduction and Networking</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Mentoring: An Essential Leadership Development Skill</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Mobile App: Listening, Speaking, Reading, Writing at an ELL’s Fingertips</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Race and Empire in TESOL</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Rethinking Classroom Management for Both Novice and Seasoned Teachers</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Social Justice in English Language Teaching</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Teaching Collocations and Language Patterns in Academic Writing</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Teaching English to Young Learners With International Children’s Songs</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>Defining, Exploring, and Measuring Cultural and Linguistic Competence</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>Ethics in Transnational Research: Researcher Perspectives</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>Teaching ESL Grammar: What Every Teacher Needs to Know</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Engaging and Developing 21st-Century Global Citizens With Time Zones</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>English in the World and MA TESOL in New York</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Garnering the Power of Technology for Coteaching and Collaboration</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Immigration 101</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Learning in FOCUS: Motivation, Memory, Meaning in a Blended Classroom.</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>There’s a Smarter Way to Test Language Skills for Placement</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Use It or Lose It: Performance in Language Learning</td>
</tr>
</tbody>
</table>

**THURSDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am–10:15 am</td>
<td>Consumer.gov: Free Bilingual, Financial Literacy Curricula for Adult Learners</td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Developing Teachers’ Use of English in the Classroom</td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Evolution of Grammar Teaching: The Past, Present, and Future</td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>High-Tech Learning Activities in Low-Bandwidth Parts of the World</td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Spiraling Language Into Writing at the Lowest Levels</td>
</tr>
<tr>
<td>10:00 am–10:45 am</td>
<td>Strategies for Writing Successful TESOL International Convention Session Proposals</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td>Effectiveness of Pronunciation Instruction: Models That Work</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td>Elementary Education for ELs: Reflecting on Critical Opportunities for Change</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td>Innovating Language Learning Through Technology for Environmental Responsibility</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td>Reflecting Forward: The Next 50 years of TESOL Research</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td>Using Self-Study to Advance Research in TESOL Research</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>BEST Plus 2.0 Update From CAL</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Comprehensible Input for Optimal Acquisition and Fluency</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Pardon the Correction: Meeting Students’ Needs and Expectations With Confidence</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Teaching to Learn: Focus on Teacher Inquiry Stance</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Testing Four Skills for English Placement</td>
</tr>
<tr>
<td>11:00 am–11:45 am</td>
<td>Tips for Developing and Delivering Successful TESOL International Convention Presentations</td>
</tr>
<tr>
<td>11:15 am–12:45 pm</td>
<td>TESOL Affiliates’ Role in Intercultural Competence Development</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>50 Ways to Be a Better Teacher</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Beyond Borders: The TESOL Encyclopedia of English Language Teaching</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Boosting ELLs From Great Essays to Research Papers</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>CASAS: Assess – Learn – Achieve</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Every Picture Tells Their Story!</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Gamification – Uncertain Rewards and Dopamine</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Guerrilla Pronunciation Teaching</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Practice Makes Perfect: Supporting Active Learning With EnglishApp.com</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Understanding and Supporting ESL Readers and Writers in Higher Education</td>
</tr>
<tr>
<td>Time</td>
<td>Session Title</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>WeSpeke: A Free Online Network to Build English Skills</td>
</tr>
<tr>
<td>11:30 am–1:45 pm</td>
<td>Beyond Research Borders: TESOL Quarterly and TESOL Journal</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Academic Writing: “The Grammar You Need” Cards 1 and 2</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Eyes on the Prize: Integrating High Standards in Lower Levels</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Goal-Based Learning Accelerates the Impossible</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Literacy Instruction for the Very Lowest Level</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>News for You: Techniques to Encourage Learning Using Current Events</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Students First, Always: Activating Learner-Centered Instruction Through Online Learning</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>25 years of K-12 TESOL: Theory, Methods, Assessment, Professional Preparation</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Challenges and Opportunities: Visions of TESOL Publications Beyond the Borders</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Developing and Maintaining Standards in High-Pressure IEP Environments</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Using Mobile Technology to Enhance EFL Classrooms</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>A Complete TOEFL Curriculum for Your Program</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Building Cultural Intelligence in the Language Classroom</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>ESLLibrary.com: 1,000 Ready-Made Lessons and 2,000 Printable Flashcards Online</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Get This Write: Building Confidence and Competence Through Sentence-Writing Practice</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Hiring Monterey Institute Graduates: Valued Additions to Your Educational Organization</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Out and About: Teacherless Activities for Beginners</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Planning for Language Instruction With Common Core Standards</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Teach Abroad With the English Language Fellow Program</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>The Future of TESOL Interest Sections</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>Addressing Multiliteracies and Multimodalities for Learners of English: NABE/TEESOL Connections</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>I Want to Write a Book! Getting Published With TESOL</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>“SEEDFOLKS” Novel, With Companion Work Text and Complete Listening/Speaking Course</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Academic Writing With Elements of Success: Grammar for Language Learning</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Add “Buzz” to Your Classroom: Spelling Bees and Project-Based Learning</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Advocacy for Immigrant Families and Their K-12 Children in the USA</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Being Specific</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Emotional and Social Intelligence Effects on Classroom Motivation and Behavior</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Fast Facts About IEPs: A Snapshot of EnglishUSA Members</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Fostering Autonomy Through Contact Assignments</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Graduate ESL Students: Understanding/Addressing Their Communicative Needs and Experiences</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Leading and Managing Change and Innovation in TESOL</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Methods of Teaching English Through Drama</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Online Language Teacher Education</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Preparing Mainstream Teachers to Work With ELLs</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Standards-Based English to Achieve Success in Life, College, Career</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Supporting Educators of ELLs Through Strong Leadership</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>The Impact of Unspoken Rules in IEP Management and Survival</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>Strategies for Developing and Delivering Training Materials for ITAs</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>A Closer Look at Close Reading</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Meeting Current Trends in an MA TESOL Program</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Mobile Assisted Language Learning</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Teaching Study Skills</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>You First: What Students Bring to the Coursebook Experience</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>“Shoebox English” and Other Ways to Avoid a Textbook</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Benchmarking English Language Policy, Abilities, and Motivations Across Latin America</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Motivating Students to Learn Grammar in the Context of Narrative</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>Side by Side PLUS: New Career, Academic, and Tech Innovations</td>
</tr>
</tbody>
</table>

**FRIDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am–10:15 am</td>
<td>Applying the Latest Research to Pronunciation Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Beyond Standards: What Success Stories Reveal About Teacher Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Every Picture Tells Their Story!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Explore the World, Explore the Mind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Fundamentals of Sheltered Instruction: New Online Course From CAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td>Making Smartphones and Tablets Work Toward, Not Against, Classroom Efficacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9:30 am–10:15 am  Sharing Responsibility, Engaging Families, and Advocating for English/Dual Language Learners

9:30 am–11:15 am  Additive Bilingualism in English-Only and Bilingual Settings

9:30 am–11:15 am  Beyond Coursebooks: Designing and Using Video and Digital Materials

9:30 am–11:15 am  Solutions for TESOL Programs’ Lack of Administrative Preparation

10:00 am–10:45 am  Cat Got Your Tongue? Inspiring Teachers While Demystifying English Idioms

10:00 am–11:45 am  Language Teacher Identity and Agency: Insights From Research

11:00 am–11:45 am  Wordless Books to Work on Words and More!

11:30 am–12:15 pm  Creating Classroom Activities From Free TOEFL® Resources

11:30 am–12:15 pm  Teaching EAP Students Nonacademic Skills for Educational Success

11:30 am–12:15 pm  Top 10 Best Practices for Improving Learner Outcomes

11:30 am–12:15 pm  Why Assess Spanish-Speaking Students in English and Spanish?

1:00 pm–1:45 pm  Hands-On Comprehension Strategies for All Students

1:00 pm–1:45 pm  Innovative Approaches to the Delivery of an Applied Linguistics-TESOL MA

1:00 pm–1:45 pm  Language Teaching in a BYOD Environment

1:00 pm–1:45 pm  National External Diploma Program (NEDP); A High School Diploma Alternative

1:00 pm–1:45 pm  Seeing Results With Effective Blended Learning Solutions

1:00 pm–1:45 pm  Vocabulary: The Fastest Way to Go Further in Foreign Language

1:00 pm–1:45 pm  Getting on the Same Page: Aligning Writing Standards

1:00 pm–1:45 pm  One-Size-Fits One: Incorporating Technology Into ESP Courses

1:00 pm–1:45 pm  Teaching Writing to Adult Low Literacy Students: Research to Practice

1:00 pm–1:45 pm  Transcending Borders: Teacher Education Practices to Empower Bilingual Elementary Learners

1:00 pm–1:45 pm  Content and EFL Teachers’ Collaboration in CLIL

1:00 pm–1:45 pm  Every Picture Tells Their Story!

1:00 pm–1:45 pm  Grammar Explorer: Preparing Students for Real Language Use

1:00 pm–1:45 pm  Teaching English as a Foreign Language

1:00 pm–1:45 pm  Beyond Native/Nonnative Borders: Exploring Translanguaging in Teacher Identity

1:00 pm–1:45 pm  Cognitive Approaches to Encoding a New Language

1:00 pm–1:45 pm  Creating TESOL: Five Fantastic Founders’ 50 Years of Forward Reflection

1:00 pm–1:45 pm  Exploring What Works in ELT Professional Development

1:00 pm–1:45 pm  Exploring Your Assessment Literacy by Critically Evaluating an Assessment Task

1:00 pm–1:45 pm  How Lessons Learned From the MOOC Can Inform Classroom Teaching

1:00 pm–1:45 pm  Reading Development for Students With Interrupted Education

1:00 pm–1:45 pm  Teaching Vocabulary in TESOL

1:00 pm–1:45 pm  What TESOLers Need to Know About Hip Hop and Blackness

1:00 pm–1:45 pm  Building Socially Responsible Programs of Multiple Literacies in EFL Contexts

1:00 pm–1:45 pm  How to Support LGBTQ Voices in Threatening EFL Contexts
TESOL 2017
International Convention & English Language Expo
21-24 March 2017 • Seattle, Washington, USA
Vocabulary Adventure Game

Description

Words & Monsters is a new mobile adventure game that provides a fast and addictive way to acquire all of the most important vocabulary for general English, and also for TOEFL, IELTS, and TOEIC. This patented game adjusts to each player’s lexical ability and delivers a personalized sequence of high frequency words that quickly enhance proficiency in all four skills. The corpus-derived database contains 13,350 words that provide 99% coverage of all written and spoken English, including TOEFL, TOEIC, IELTS, SAT, and GRE. For teachers, there is a progress monitor; a goal setting/tracking system, and a quiz generator to help integrate newly learned vocabulary into classroom activities. This game is for ages 10 and up and is suitable for both non-native and native speakers.

Screenshots

A variety of tasks to teach all aspects of word knowledge

Spaced repetition system and correct pronunciations

Shows vocabulary size correlated to average test scores

www.wordsandmonsters.com

Lexxica R&D 2-7-8 Shibuya 5F, Tokyo Japan 150-0002 info@lexxica.co.jp
Bringing the world
to the classroom...
and the classroom to life.

Congratulations to our friends at TESOL on its 50th anniversary

To learn more about our materials for learners of English, and all publishing from National Geographic Learning, please visit us at Booth 427, or visit NGL.Cengage.com/TESOL2016