Doctoral Research Forum & Master’s Student Forum
Tuesday, 12 March 2019
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Welcome to the 2019 Doctoral Research and Master’s Student Forums!

The 2019 TESOL International Convention & English Language Expo includes a Doctoral Research Forum for doctoral students and a Master’s Student Forum for students enrolled in graduate programs leading to a master’s degree in TESOL (or related fields). In these forums, students will

- network with peers and with experienced TESOL researchers and educators;
- discuss doctoral programs and dissertation and thesis research;
- attend poster sessions;
- participate in mentoring discussions based on interest;
- experience presentations and demonstrations on hot topics; and
- present research, teaching ideas and experiences, and materials.

### Overview Schedule

Unless specified otherwise, all rooms are in the Omni Hotel at CNN Center; GWCC = Georgia World Conference Center.

#### DOCTORAL RESEARCH FORUM SCHEDULE

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<td>7:30 am–10:30 am</td>
<td>First Round of Presentations</td>
<td>Grand Ballroom E, D2, A</td>
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<td>10:30 am–11:30 am</td>
<td>Poster Presentations</td>
<td>Oak Room (Lobby)</td>
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<td>Lunch &amp; Guest Speaker Presentation</td>
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#### MASTER’S STUDENT FORUM SCHEDULE

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<td>Grand Ballroom A, B, C</td>
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## University EFL Teachers’ Orientations and Practices of Intercultural Communicative Competence

**Abdulrahman Alqefari | nlqefari@memphis.edu**  
*Grand Ballroom E*

Using mixed-methods research design and incorporating a narrative framework, this study draws on Byram’s (1997) intercultural model to explore EFL Saudi university teachers’ intercultural communicative competence (ICC). Findings indicate a strong belief in the significance of integrating ICC. However, teachers’ reported classroom practices revealed that cultural teaching was not addressed systematically.

## Enhancing International Students’ Socialization Through Glocal Multimodal Literacy

**Mannion, Patrick | mannionpatrick@hotmail.com**  
**Andrea Lypka**  
*Grand Ballroom D2*

In print literacy-based academic discourses, university-level ELs face challenges interacting with people from diverse linguistic and cultural backgrounds. Grounded in the concepts of glocalization, transmediation, and third space, the presenters explore the significance of multimedia projects focusing on ELs’ L2 socialization and complex identity development in and out of school.

## Chinese ELLs’ Reading and Writing Connections in Online Nonacademic Settings

**Fang Wang | fang-wang@uiowa.edu**  
*Grand Ballroom A*

This presentation focuses on the reading and writing connections in nonacademic online settings among university Chinese ELLs. Its purpose is to inform stakeholders of Chinese ELLs’ nonacademic online reading and writing performance and bring their attention to the intersection of new and social literacy. Findings and implications are presented.
7:55 am–8:15 am

4. **EFL Teachers' Perceived Proficiency, Identity, and Agency: A Positioning Perspective**
   Behzad Mansouri | bmansouri@crimson.ua.edu
   *Grand Ballroom E*
   The qualitative study discussed argues that EFL teachers’ conceptualization of proficiency in learning and teaching English is a determining factor for the success or failure of instructional practices. It also asserts that teachers’ perceived proficiency is the outcome of their socially and discursively constructed identities and agency.

5. **I Teach, but I’m No Teacher**
   Laura M. Kennedy | lmkennedy331@gmail.com
   *Grand Ballroom D2*
   As a first-year EFL teacher in South Korea, David—reluctant to identify as a teacher—states “I teach, but I’m no teacher.” Findings from a 1-year case study of David’s teacher identity negotiations are presented in order to unpack and problematize the role of foreign EFL teachers in South Korea.

6. **Traversing Activity Systems: MA-TESL Students as Volunteer Adult ESL Teachers**
   Nicolas Doyle | nad16@psu.edu
   *Grand Ballroom A*
   This presentation utilizes activity theory to highlight the contradictions and challenges experienced by a group of preservice MA-TESL students who volunteered to teach adult ESL classes in a nonprofit literacy organization. Based on this analysis, implications and recommendations for volunteer L2 teacher education are discussed.

8:20 am–8:40 am

7. **K–12 ESOL Students: Exploring Policy and Implementation Fidelity in Florida**
   Lauren Raubaugh | lauren.raubaugh@ucf.edu
   *Grand Ballroom E*
   This presentation reviews dissertation research dedicated to reviewing and comparing the state-mandated “District ELL Plans” across the 13 Florida districts with large proportions (10% or more) of ESOL students. A critical discussion of this descriptively presented policy data accompanies qualitative observations of how practice aligns (or does not align) with policy.
8. Evidence-Based Guidelines for the Novice English Language Teacher
Masoud Mahmoodi-Shahrebabaki | masoud.mahmoodi@outlook.com
Grand Ballroom D2
The presenter discusses the major challenges novice language teachers typically face and then offers evidence-based practical recommendations on how to contain the challenges. The subthemes include lesson planning, syllabus design, material selection, curriculum development, classroom management, content presentation, teacher feedback, time management skills, method analysis, balanced assessment, and self-development strategies.

9. Identity Negotiation of a Chinese Language Teacher in the USA
Feifei Fan | feifeifan@ufl.edu
Grand Ballroom A
The narrative study discussed explores the experience of a Chinese language teacher and how she constructs and negotiates personal and professional identities during and after her teacher preparation in a U.S.-based TESOL program. Findings reveal key factors that influence language teacher identity. Implications for effectively preparing TESOL teacher candidates are discussed.

8:45 am–9:05 am

10. Exploring Rural Teachers’ Self-Efficacy With ELs: A Phenomenological Study
Matthias Maunsell | maunsell@uab.edu
Grand Ballroom E
Rural general educators often require or request specialized training to meet the educational needs of culturally and linguistically diverse students. This presentation examines the transformational impact a federally funded master’s degree in ESL at a state university has on southern, rural teachers’ self-efficacy with ELs and the challenges that persist.

11. Watch Your Language: Helping Students Make Polite Requests Over Email
Michael Winans | winansmd@gmail.com
Grand Ballroom D2
This presentation examines email requests that students make of their teachers from two populations taking composition for native and near-native (NS) and multilingual English speakers. The presentation concludes with explicit pedagogical recommendations for lexical shells that can be utilized by multilingual students to compose polite email requests.

12. Translanguaging and Teacher Preparation
Sumeyra Gok | sumeyra22101@gmail.com
Grand Ballroom A
Translanguaging is a global phenomenon occurring across national and geopolitical boundaries. Many have supported its use in classrooms, but are teachers prepared for translanguaging? This research explores preservice teacher programs and the need for curriculum about translanguaging within them, and the presenter discusses the relevance of translanguaging in everyday life.
### 9:10 am–9:30 am

**13. Novice Teacher Educator Development: Missed Opportunities in Supporting Teacher Growth**  
Megan Lynch | mel973@psu.edu  
*Grand Ballroom E*

This presentation reports on findings from a study of the development of a novice teacher educator. Learning to provide effective mediation for teachers is an ongoing process. Findings highlight missed opportunities in which a novice teacher educator should have mediated teacher learning. Implications for stakeholders in teacher education are discussed.

**14. Teachers’ Attitudes Toward and Negotiation of Teaching Chakma in Bangladesh**  
Mahmuda Sharmin | mshrmin1@memphis.edu  
Md Nesar Uddin  
*Grand Ballroom D2*

Recently, Bangladesh government has initiated programs to support the L1 instruction of indigenous people in rural elementary schools. However, the effectiveness of such programs is not known. Through in-depth interviews, the study discussed investigates teachers’ attitudes toward and ideologies and negotiation of teaching Chakma, the largest indigenous language in Bangladesh.

### 9:35 am–9:55 am

**15. ELs in the American Classroom: Childhood Linguistic Identity Construction**  
Jesse Rubio | wellsjm.jw@gmail.com  
*Grand Ballroom E*

This presentation addresses language identities of elementary ESL students in the United States. It draws on interdisciplinary perspectives to develop frameworks for analyzing identity construction in these contexts. The findings provide tools to examine identity construction of these learners and inform discursive practice in elementary classrooms.

**16. Elementary Preservice Teachers’ Imagined Identities as Future Teachers of ELLs**  
Hyunjin Jinna Kim | hyunjinjinnakim@ufl.edu  
*Grand Ballroom D2*

Given the growing number of ELLs, preparing mainstream preservice teachers to work with ELLs becomes an urgent task. This session presents doctoral research that aims to investigate the construction and (re)negotiation process of elementary preservice teachers’ imagined identity as future teachers of ELLs. Implications for teacher education are discussed.
17. Uptake of Suggestions in Online Writing Center Sessions

Olga Muranova | olga.muranova@okstate.edu
Svetlana Koltovskaia, Michol Miller

Grand Ballroom E

The results of the study discussed show that various factors may affect writers’ uptake of suggestions in online writing center sessions (e.g., the influence of one’s L1/culture, level of motivation). These factors need to be considered in writing center tutors’ training for ensuring their effective communication with students.

18. “Language as Problem” at Linguistically Diverse Canadian Universities

Jennifer MacDonald | circean_@yahoo.com

Grand Ballroom D2

English language proficiency and academic literacy development of students from non-English-speaking backgrounds is often framed as a problem at Canadian universities. This session details a multiple case study critically examining the “language-as-problem” discourse in institutional language policy and practices. Recommendations for higher education practitioners are given.
2. Assessing and Reporting Student Achievement in a Low-Resource EFL Context
   Bob Nguyen | bobunguyen@gmail.com
   Grand Ballroom C
   The presenter shares his experience developing a diagnostic English language skills assessment and the tool used to evaluate student achievement while working in Ethiopia. The presentation highlights the benefits of using analysis tools to help align assessments to cultural and education norms in an EFL context.

3. Enhancing Authenticity of EFL Textbooks and Tasks Using Digital Media
   Kyuyun Lim | kyuyun.lim@alumni.ubc.ca
   Grand Ballroom B
   The presentation demonstrates teaching techniques and classroom tasks that can enhance language learners’ experiences with EFL textbooks by making them more authentic and relevant. The presenter focuses particularly on the four purposes of using digital media in the language classroom and discusses how to bring real-world contexts to language learning.

4. Learner Reciprocity to Instruction of Academic Paragraphs Among Saudi Students
   Grady Kepler | kepler.grady@gmail.com
   Grand Ballroom C
   This study presents a grounded analysis of Saudi learners’ reciprocity to instruction of the academic paragraph, conceptualized through genre-theory, in a basic EAP writing course. Analysis of learners’ responsiveness, noted in their production of four paragraphs across genres, seeks to reveal learners’ understanding/development of the academic paragraph.

5. English or Vernacular: Philippine Students’ Attitudes Toward Medium of Instruction
   Kaho Kamimura | j305311p@myjuen.jp
   Grand Ballroom B
   The research discussed is about Philippine students’ attitudes toward Filipino, the national language, and English, the official language as the medium of instruction in the Philippines. Throughout her fieldwork, the presenter found that the two languages stood in contrast, each with different roles expected in its context.
6. **Implementation of Multimodality for English Language Learning in Pakistan**

Muhammad Irfan Janjua | irfanjanjua43@gmail.com  
Ayesha Fiaz Janjua

*Grand Ballroom C*

Implementing multimodal interaction focuses on using different modes, like reading, writing, listening, speaking, and visual and nonverbal tools for teaching and learning EFL in the Pakistani context. Outcomes prove that multimodality creates a pseudo-natural environment for learners at the college level, where English is a compulsory subject.

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7. **Do Adapted and Unadapted Texts Differ in Their Collocation Content?**

Ted Daisher | tdaisher@kent.edu  
Sultan Ashlowi

*Grand Ballroom A*

The presenters explain how unadapted and adapted versions of texts were analyzed to reveal their differences in incidental collocation learning opportunities. They then explain how the results of this research will shape future incidental collocation learning research and inform instructors’ selection of extensive reading material for students.

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8. **Encounters With Silence and L1 Spanish Speakers’ WTC in English**

John Turnbull | john.turnbull@niu.edu

*Grand Ballroom B*

This session delivers the results of a descriptive case study asking what social factors contribute to an L1 adult Spanish speaker’s silences in various English language interactions and to that learner’s interpretations of silences directed toward them. Findings consider the many possible connections between silence and a learner’s willingness to communicate (WTC).

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9. **Dialogue Journals Foster Authentic Student Writing and Positive Student-Teacher Relationships**

Rebekah Isack | rebekah.isack@gmail.com

*Grand Ballroom C*

The presenter discusses an ongoing study about the positive impacts of dialogue journals on upper elementary and middle grades ESOL students. The study’s findings show that regular authentic writing opportunities and a lack of explicit corrective feedback promote increased student proficiency when writing in English as an additional language.
10. Repeated Reading Implications and Applications: An Eye-Tracking Study

Krista Rich | kcnnettgen@gmail.com

Grand Ballroom A

Repeated reading is a popular method for increasing fluency among L1 readers, but can it benefit L2 students? The presenter reports results from an eye-tracking study showing immediate reading fluency gains. Then, she demonstrates several ways that repeated reading can be used in L2 classes to promote reading fluency.

11. Improving Reading Comprehension/Fluency: Word Recognition Training or Extensive Reading?

Brittany Finch | bfinch1@kent.edu

Grand Ballroom B

The presenter reports on a study comparing the effects of word recognition training and extensive reading on gains in reading fluency and comprehension. The presenter also discusses the implications of this study for ESL/EFL reading instruction.

12. An ESL/ESP Class for Latino Catholics in the United States

Mary C. Tillotson | mtillots@emich.edu

Grand Ballroom C

The presenter discusses the results of a study that seeks to lay the groundwork for an ESP class geared toward Spanish-speaking Catholic immigrants from Latin America who want to adjust to English-language Catholic parishes in the United States.

13. Sociocultural Identity and ESL Pronunciation

Christinah Mulder | christinahpaige@gmail.com

Grand Ballroom A

The presenter offers background in the literature on social/cultural identity and its complicated relationship with L2 learning and performance. She then reports on an original study of the correlations between ESL learners’ sociocultural identification with the United States and their English pronunciation and gives some implications for teaching.
14. Teachers’ Efficacy, Identity, and Motivational Strategies and Learners’ L2 Achievement

Mehrnoush Karimi | mkarimi@kent.edu

Grand Ballroom B

The study discussed explored the relationship among EFL teachers’ teaching efficacy, institutional identity, and motivational strategies with their students’ L2 achievement. Furthermore, the study intended to examine the difference between male and female EFL teachers concerning their teaching efficacy, institutional identity, and motivational strategies based on teacher trainer feedback.

15. Stimulating Cognitive Skills for ESP Within a Business English Context

August Garnsey | augustg.chicago@gmail.com

Grand Ballroom C

Many professional settings demand ELLs be able to express their thoughts and ideas in English. Therefore, cognitive skills must be challenged within ESP or business English context activities. This workshop presents strategies for developing higher order thinking skills within a business English context.

Doctoral Research Forum Schedule

POSTER PRESENTATIONS
10:30 am–11:30 am Oak Room (Lobby)

10:30 am–11:30 am, Oak Room (Lobby)

1. Redefining ITAs’ Roles in Teacher Education Programs

Nguyen Dao | nguyen.dao@utsa.edu
Einas Tarboursh

In documenting three ITAs’ lived experiences, this presentation addresses a gap in the literature—in which ITAs in U.S. culture have been represented using deficit stereotypes—and redefines ITAs’ roles in the realm of teacher education. Implications for effective future ITA orientation programs are discussed.

2. Tinto’s Sociopsychological Model and Success in a First-Year Composition Course

Mohamed Yacoub | taha.mohamaad@gmail.com

This presentation uses Tinto’s sociopsychological model, which relies on three forces (self-efficacy, sense of belonging, and perception of curriculum), to examine success in a first-year composition course. Three international ESL students were interviewed. Resulted are presented in light of students’ gender, race, and L1.
3. **The Effects of Corpus-Aided Instruction to Improve L2 Writing**  
   **Eunjeong Park** | park.1752@osu.edu  
   The study discussed presents the effects of corpus-aided instruction to improve L2 students' academic writing. Intentional and incidental learning conditions were implemented in instructed L2 acquisition. The results show intentional learning is effective to the learners in the long term.

4. **An ITA’s Learning in a Community of Practice**  
   **Mengfei Liu** | lium@ufl.edu  
   Teaching in an institution of higher education in the United States for international students involves challenges and growth. This poster presentation depicts and analyzes a novice ITA’s journey of learning and socializing herself into the community of practice. Implications for supporting ITAs are discussed.

5. **Investigating Factors Predicting Academic Writing Difficulties Among NNES Doctoral Students**  
   **Iman Khudhair** | imanibrahim58@knights.ucf.edu  
   Using data from a large sample of first-year nonnative English speaking (NNES) doctoral students, the study discussed analyzes factors predicting self-reported academic writing difficulties. The most influential factors that predict writing challenges are reported. Implications for both the NNES doctoral student population and university-wide graduate-level writing support programs are discussed.

6. **EL Secondary Course Scheduling: Current Practice, Implications, and Aspirations**  
   **Aziza, Simmons** | a_l_bou@yahoo.com  
   **Karen Kuhel**  
   ELs are unintentionally disenfranchised by structural aspects of education, sometimes even more than they are by instructional aspects. Course scheduling is an aspect that is of paramount importance for students’ school outcomes. The dissertation discussed researches if ELs know their course schedules and why, and what flexibilities, if any, they have.

7. **Exploring International Employees’ Experiences of Cross-Contextual Transfer of ESP Learning**  
   **Jiyu Min** | min.145@osu.edu  
   Considering the importance of effective workplace communication and growing interests in ESP education, the study discussed examines how international employees participating in an ESP program apply their learning to work situations and how their experiences of ESP learning and use influence their development in the multicultural workplace.

Joseph Vitta | jvitta01@qub.ac.uk

The study discussed investigated the association between linguistic complexity and text difficulty in Cambridge-published ELT textbooks. Through multivariate modeling, it was observed that Cambridge had appropriately operationalized syntactic/lexical complexity in their leveled texts. Employing Cambridge-driven data as a model, guidance on the leveling/complexity issue is provided for local ELT publishers.

9. Making a Case for Rural ELs

Ha Nguyen | via832002@gmail.com

This study aims to investigate how EL teacher candidates were prepared to tackle ELs in EL-inclusive classrooms. Salient findings include preservice teachers’ general positive attitudes toward EL inclusion, their lack of EL teaching efficacy, and the benefit of direct EL-pertinent experiences.

10. Enhancing Learner Autonomy for EFL Students Through Project Work

Thuan Pham | thuan0880@gmail.com

This session presents action research conducted in Viet Nam, in which the 10-step model of project work proposed by Alan and Fredricka (2005) is employed to enhance learner autonomy for EFL students. The findings revealed that the application of project work in the EFL context made students more autonomous.

11. Multiliteracies in Classrooms: Language and Literacy Practices Among Multilingual Adolescents

Somin Kim | kim.6110@osu.edu

This presentation reports the result of an ethnographic study of adolescent refugee and immigrant students’ language and literacy practices in a 10th grade biology class. The session draws on multiliteracies and shows how these multilingual students expand their multilingual repertoire and enhance content-based knowledge.

12. Exploring Teachers’ Perspectives on Family Engagement With Dual Language Learners

Julie Paul | jipaul7@uab.edu

How do prekindergarten and kindergarten teachers define family engagement? Family engagement is a pivotal research-based partnership that ignites student success. This poster session explores ongoing research of prekindergarten and kindergarten teachers’ perspectives, experiences, and barriers of family engagement with families of students who are dual language learners.
13. The Language Policy of a Local Newcomer Program
   Anna Saulsbury-Molina | asaulsbury@yahoo.com
   Newcomer programs represent one way educators provide a transitional space for refugee students. The language policies these programs implement impact the integration of refugees into schools and communities. The dissertation discussed utilizes ethnographic methods in a case study investigating the language policies of one elementary school's newcomer program.

14. Teacher Smiling and Feedback Effectiveness in Language Classrooms
   Hilal Ergul | hergul@leomail.tamuc.edu
   This presentation is about the effectiveness of oral corrective feedback in L2 acquisition. The presenter begins by sharing empirical data on teacher smiles in EFL classrooms. She then shares the findings of her investigation into smiling as a potential variable in teacher feedback effectiveness.

15. Student Perceptions of Content-Based Curricula in a U.S. University IEP
   Nathaniel Fackler | nfackler@uga.edu
   The study discussed investigated perceptions of undergraduate students who had successfully completed an IEP, incorporating elements of content-based instruction and extensive reading, and subsequently matriculated at a U.S. university. Using an online survey, the study asked how well the curriculum prepared them for undergraduate success.

16. Amplifying ELs’ Voice Through Digital Storytelling
   Weina Chen | weinalichen@gmail.com
   Jennifer Miyake-Trapp
   This session focuses on adopting digital storytelling as an instructional strategy to enhance ELs’ level of motivation, confidence, and four language skills. The presenter provides research findings on the benefits of digital storytelling in language learning, the forms of digital storytelling, and practical digital tools.

17. Adult ESL Instructors’ Agency in Promoting Culturally Responsive Pedagogy
   Anna Sanczyk | asanczyk@uncc.edu
   Supporting teachers’ sense of agency in promoting culturally responsive teaching through self-reflection may help transform their instruction. This poster presents doctoral dissertation research on adult ESL instructors’ culturally responsive practices and how critical reflection develops their agency to better serve their culturally and linguistically diverse students.

18. An Institutional Collaboration to Prepare ELLs for College Writing
   Melinda Harrison | msharr3@uab.edu
   Stacye Fraser Thompson
   To prepare linguistic minority students for college writing, two doctoral students joined institutional resources to implement a summer ESL writing program. This poster shows program strengths, challenges, outcomes, and future directions in order to encourage visitors to consider similar collaborations in their own L2 writing contexts.
19. Culturally Relevant Activities for Linguistically and Culturally Diverse Classrooms

Darline Douangvilay | ddouangvilay1@student.gsu.edu
Zurisaray Espinosa

Transnational students bring a full repertoire of language, knowledge, and ways of knowing with them into the classroom. This poster shares practical resources, activities, and ideas for implementing culturally relevant pedagogy in classrooms that include building community, drawing upon funds of knowledge, and becoming ethnographers.

20. Coteaching to Promote Academic Talk for High School ELs

Francine Johnson | smilingfrancine@gmail.com

The presenter shares results from a design experiment that highlights high school English language arts and ESL coteachers and the ways in which they aimed to create more equitable participation structures for both teachers and students by collaboratively planning for academic talk.

21. Investigating Preservice ESL Teacher Development in an Undergraduate TESOL Program

Wenli Zhang | zhang.617@osu.edu

The study discussed aims to explore preservice ESL teacher development in an undergraduate TESOL program. The main purpose is to explore how this program mediates preservice ESL teachers’ interpretation of tools and their development to appropriate those tools.

22. Collaboration Is the Key to Success

Alia Hadid | aliahadid@mail.usf.edu

This presentation focuses on the experiences of preservice teachers collaborating online. Preservice teachers identify challenges they faced while collaborating and indicate how they overcame those challenges. They also explain what they learned from this experience and how they succeeded to make online collaboration easier and more productive.

23. Composition Teachers’ Understanding and Pedagogical Use of Multimodal Composition

Danning Liang | dliang1@kent.edu

Addressing the relatively scant research attention to composition teachers’ understanding about multimodal writing in college composition classrooms, the pilot study discussed investigated composition teachers’ understandings about multimodal composition and composition teachers’ application of multimodal writing in classrooms. Findings are shared to expand the knowledge of multimodal composition teaching.

24. Parental Home Reading Support Strategies for Elementary ELLs

Leonardo Leonato | lleonato@gmu.edu

Interactions between ELL caregivers and schools are hindered by a language and cultural disconnect. ELL parents want to support their children, but often lack familiarity with English literacy instructional methods used in U.S. schools. The research discussed begins to assess if providing instructional strategies to parents will help close the literacy gap.
25. Learning to Write for Scholarly Publication: Vietnamese Doctoral Students’ Agency

Hoang, Yen | yen.hoang@hdr.mq.edu.au

The study discussed investigates how 14 Vietnamese doctoral students in Australia exercise their agency in navigating scholarly writing and international publishing. Findings reveal different levels of agency between science and social science doctoral writers. The presentation discusses pedagogical implications for supervisors about ways to help doctoral writers exercise their agency.

Master Student Forum Schedule

POSTER PRESENTATIONS
10:30 am–11:30 am Oak Room (Lobby)

1. Digital Storytelling and L2 Learning
   Sridevi Ram | sdeviram@uab.edu
   The presenter begins by introducing the world of digital storytelling and then talks about the positive impact of digital micro narratives, a subgenre of digital storytelling, on novice L2 learners.

2. Diagnosing and Treating Dyslexia in Grade School ELLs
   Blaine White | white.289@wright.edu
   Lu He
   The presenters share their experiences teaching ELLs with dyslexia in the grade school environment. They also present teaching tips and ideas that were developed to improve the rate of success of these students.

3. Effects of Motivational Strategies in Multicultural Classrooms
   Katlyn Thomas | kfincham@kent.edu
   Brittany Viton
   Jeonghwa Oh
   The study discussed examined whether teachers’ use of strategies that promote learner motivation led to increased motivation and improved language skills in ESL students with varying cultural backgrounds. Results show that motivation strategies have positive effects on motivation and achievement, but strategy effectiveness may depend on a student’s cultural background.
4. **International Students’ Curriculum Perception and Its Relation to Writing Anxiety**  
   **Omar Yacoub** | dnvx@iup.edu  
   The presenter argues that the perceived value of curriculum is quite significant to help decrease the writing anxiety some international students may experience.

5. **Incorporating Computer-Assisted Language Learning in Intermediate ESL Writing Classrooms**  
   **Boram Kang** | bk16e@my.fsu.edu  
   The study discussed explores the overall impact of teaching writing through computer-assisted language learning (CALL) among intermediate ESL learners. This quantitative study aims to compare teaching ESL writing through CALL and the traditional ESL writing classroom in terms of writing performance.

6. **Collaborative E-Mentoring to Promote Effective Science Instruction for ELs**  
   **Rebecca Thrash** | becca.thrash@gmail.com  
   **David Sellers**  
   Effective EL instruction was the goal of a collaborative e-mentoring project. E-mentees were high school science teachers needing EL strategies and accommodations. Their e-mentor was an experienced science teacher taking a graduate course. Challenges and successes are identified and recommendations are provided. Attendees brainstorm e-mentoring applications.

7. **Active Listening for the ESL/EFL Classroom**  
   **Christopher Oliver** | coliver7@calstatela.edu  
   Active listening has been shown to be a key part of communication. Listeners demonstrate attention using response tokens such as “ok” and “mhm.” This presentation describes a lesson on listener behavior using corpus-based materials that can be used in an ESL/EFL setting.

8. **Using Audacity Software to Create Materials for Language Learning**  
   **Adam Lee** | nlky@iup.edu  
   This poster shows how teachers can use Audacity software. Audio recording applications can be useful, but many cell phone recording apps are limited. Audacity is a free fully featured audio recording program that can be used to design and modify materials for the language teaching classroom.

9. **Enhancing Interactional Competence of Nonnative-English-Speaking Air Traffic Controllers**  
   **Atheer Al-mayyahi** | ahasakalmayy@mail.smcvt.edu  
   The study discussed aims to explore the following question: What types of activities, tasks, and texts could enhance the development of aviation English interaction and comprehension among Iraqi air traffic controllers? The presenter shares some preliminary findings and engages attendees in a discussion of potential implications for training in aviation English.
10. Grammar for Transfer: Reinventing Tense-Aspect Instruction in Multilingual Classrooms
Laifu Beijamin Tsao | bentsao18@gmail.com
Alana Roth
This workshop provides participants with materials on how to teach the tense-aspect system to multilingual students enrolled in composition courses at the college/university level using a meaning-focused approach. The presenters survey research done in this area and provide teaching tips and techniques.

11. School-University Nexus Traverses Challenges for Educating Teachers of ELs
Anna Suthoff | asuthoff@uab.edu
Demetrica May
When meeting the needs of diverse learners with distinct needs, secondary teachers often feel challenged in providing effective instruction for ELs. Twenty teachers in a rural school accessed research-based, content-specific instructional strategies through a school-university e-mentoring project. ESL teachers share project implementation and outcomes.

12. Creating a Nexus to Sustain Professional Development for Teachers
Mary Earley | mearley@uab.edu
Teachers who lack the knowledge and pedagogical skills to teach in linguistically diverse learning environments face the challenge of providing effective instruction for all students. This session describes implementing a professional development cycle, which includes interactive training sessions followed by participation in a nexus to collaborate and share strategies.

13. Do Academic Buoyancy and L2 Motivational Selves Affect Student Proficiency?
Esma Toprak Çelen | esma.toprak@bilkent.edu.tr
The purpose of the ongoing nonexperimental quantitative study discussed is to examine the relationship among academic buoyancy, L2 motivational selves, and proficiency levels of tertiary-level students. The study investigates if L2 selves and handling academic setbacks while learning EFL can predict students’ proficiency level.

14. A Picture in a Thousand Words: Multicultural Picture Story Activities
Marni E. Hochman | m hochman@sbcglobal.net
Jewel Charlise Walters
Students learn most effectively when emerged in a classroom community where they are respected, understood, and valued. This poster presentation provides a variety of cultural identity activities using multicultural picture books and photographs that work to improve student engagement across all ages and levels.
15. Can Grammarly Address Gaps for Multilingual Writers? A Survey Study
Mary Thornby | thornbyhannah@gmail.com
This survey-based inquiry is designed to evaluate the online Grammarly platform as a potential learning tool, acknowledging that L2 writers often progress through college composition without the support for language structure they need. A modified TAM will be used to address the limitations and potential of this technology-based tool.

16. Chinese University Students’ Bicultural Identities: Related to Performance?
Ruoxuan Sun | sunr@mail.gvsu.edu
This presentation reports a study of identity among Chinese international students in American universities. Survey findings revealed that participants who held alternating, complementary, and hybrid identity types tended to report better performance, both academically and socially, than those who held other identity types. Implications for future research are discussed.

17. Materials and Activities in a Content-Based L2 English Writing Class
Amable Daiane Ribeiro | amableribeiro@email.arizona.edu
This poster presentation reviews the role of CBI in an English L2 college writing class. It mainly presents the materials and activities designed for lessons related to the course’s topic and demonstrates strategies adopted to facilitate students’ learning of language through meaningful and contextualized content.

18. Using Talk Show Interviews to Teach Wh– Questions Through Listening
Zoe Zawadzki | zz996711@ohio.edu
This poster is a teaching tip that employs interviews from talk shows to teach wh–questions through listening. Prelistening, while-listening, and postlistening activities for a clip from The Ellen DeGeneres Show clip are presented. The presenter also suggests adaptations for both language targets and types of video.

19. Inspiring Montenegrin EFL Learners Through PBL
Yevgeniya Pukalo | ypukalo@emich.edu
Heather Sanchez
This poster provides an overview of the benefits of PBL and describes three successful projects developed and implemented in an intensive English language institute in Montenegro across Grade Levels 5, 6, 8, and 9. Attendees receive links to the three unit projects with all lesson plans and materials.

20. Retention of Immigrant Employees and ESL
Youssef Yakoub | yusufyaccoub@gmail.com
This presentation reports findings of a study that interviewed three immigrant employees who are struggling to retain employment because of their English language proficiency. The findings are presented and discussed in the light of the theory of translingualism and Tinto’s theory of Retention.
21. Effective Approaches to Teaching Pragmatics in ESL and EFL Contexts
   Kelsey Carbonell | Kcarbon2@emich.edu
   and Margita Vojtkulakova
   Language learners often struggle with contextualized language meaning and are confused by the relationship between isolated language structures and language in context. This poster presents 10 activities, with accompanying materials, designed to introduce pragmatics into the ESL/EFL classroom and assist ELs in improving their contextualized language use in different settings.

22. English for Internationally Educated Nurses: Teaching Sociopragmatic Language
   Heejung Jung | yyypuni@gmail.com
   Though internationally educated nurses (IENs) are an important part of the U.S. workforce, communication difficulties for IENs diminish the quality of care they provide. To address this issue, this poster suggests an intercultural approach to English teaching and provides a sample lesson plan for teaching sociopragmatic language in nursing contexts.

23. Strategies Toward Meaning-Making for Peer Response in Linguistically Diverse Classrooms
   Andrea Walker | andrea.lr.walker@gmail.com
   The presenter addresses why L2 writers have difficulty finding peer response to be useful and provides solutions to reframe their perceptions. Next, the presenter introduces strategies for creating guideline worksheets to assist students at every stage of the peer response process.

24. Designing an English Course for Administrative Staff in the Manufacturing Industry
   Francisco Lopez | lopezf@uabc.edu.mx
   The author present a study in the development of ESP course design, starting by performing a needs analysis to measure language background, motivation, attitude, and habit, then by developing a course to meet the collected needs through the implementation of CBI.

25. Exploring the Native Speakerism in ELT as an Oppressive Device
   Sayed Ali Reza Ahmadi | mzxy@iup.edu
   This research discusses critical pedagogy to address how method functions as a colonial construct. It explores ideologies on nativization as an oppressive device. It highlights the reasons why the outer circle identities cannot enter in the inner circle. A collection of jargons will be discussed to address native speakers’ superiority.
Lunch & Guest Speaker Presentation

GUEST SPEAKER: Aline Godfroid  (see details on page 31)
11:30 am–12:30 pm  GWCC, A411/412

Doctoral Research Forum Schedule

SECOND ROUND OF PRESENTATIONS
12:30 pm–3:30 pm  Grand Ballroom E, D2, A

12:30 pm–12:50 pm
1. Korean University Students’ Satisfaction With English-Medium Instruction
   Haemin Kim  |  haemin_kim@tamu.edu
   Grand Ballroom E
   Utilizing a web-based survey, the study discussed examined how different year groups, majors, and English proficiency of Korean university students affect their satisfaction with English-medium instruction (EMI) courses. The study shows that self-perceived English competency, not the official English test scores, affect the students’ satisfaction with EMI courses the most.

2. Explore the Value of Rubric Co-Construction on L2 Writing Performance
   Tong Zhang  |  t.zhang4@iup.edu
   Grand Ballroom D2
   This presentation displays a mixed methods study of how the teacher-student co-creating rubric influences L2 student metacognition and writing apprehension. The presentation displays the research questions, the existing gap in literature review, the rationale of the research design, the data collection procedure, and the initial data analysis.

3. Reimagining Multilingualism in Language Brokering Through Translanguaging
   Jessica Lian  |  jlian2@student.gsu.edu
   Grand Ballroom A
   The study discussed applied a translanguaging lens to examine the experiences of heritage language speakers who have interpreted (i.e., language brokered) for their families since childhood. Findings from the first stages of research highlight how language brokering facilitates translanguaging in heritage language households and the challenges of engaging in researcher reflexivity.
4. Investigating the Interplay of Translanguaging on Bilingual Learners’ Reading-to-Write Tasks

Elham Nikbakht | enikbakh@tamu.edu
Fuhui Tong
Grand Ballroom E
The study discussed investigated the interplay of translanguaging on bilingual adolescents’ reading-to-write task development. More specifically, the presenters examined how eight bilingual adolescents strategically use their multiple linguistic repertoires to facilitate their comprehension and academic writing. The analyses are based on how translanguaging at the metacognitive level can contribute to that development.

5. The Effect of Familiarity With Nonnative Accent on Listening Comprehension

Mohammadreza Dalman | md2246@nau.edu
Grand Ballroom D2
The presenter explains the necessity of including English varieties in listening comprehension tests and how the inclusion of English varieties might create an unequal opportunity for those who have familiarity with the English variety to excel in the listening comprehension test.

6. Learner Autonomy Through Blended Learning English Course in Pakistani Context

Abida Ayesha | a.ayesha.1@research.gla.ac.uk
Grand Ballroom A
The presenter unfolds the debates around learner autonomy and the use of digital technology for teaching and learning the English language around the world. Her main focus is demonstrating the relevance and application of what are often considered Western concepts in a developing country context through empirical data.

1:20 pm–1:40 pm

7. Teaching English While Muslim: Uncovering Raciolinguistic Ideologies in Writing Classrooms

Lama Alharbi | vsqs@iup.edu
Grand Ballroom D2
This presentation discusses the ways in which gender, racial, religious, and linguistic identities of English Muslim female teachers play out in English composition courses in predominately White institutions. It also outlines the challenges that hijabi Muslim English teachers face in culturally toxic environments and how to overcome them.
8. Academic Language Socialization and Identity Construction of NNES Graduate Students
   Yesul Han | yesulhan@buffalo.edu
   Grand Ballroom A
   The research discussed examines how NNES graduate students in the United States socialize into and through academic language by constructing their identity in a discussion-based classroom.

1:45 pm–2:05 pm

9. The influence of an Autobiographical Poetry on EFL students’ perception
   Inggrit Tanasale | ffnw@iup.edu
   Grand Ballroom E
   The presenter discusses a quantitative study of Indonesian EFL students’ experience of writing autobiographical poetry and how it affects their perceptions, emotions, and desire to learn poetry writing. The study widens the agenda of meaningful literacy via poetry in writing class and extends the poetry research in Indonesia as an EFL context.

    Andwatta Barnes | barneslu@umich.edu
    Grand Ballroom D2
    This session highlights the narratives of eight Black American English-medium teachers in constructing their professional identities from the United States to Abu Dhabi, United Arab Emirates. Using systemic functional linguistics as the analysis tool, the participants’ choices, motivations, challenges, and perceptions of their lives are shared.

2:10 pm–2:30 pm

11. MOOCs for EFL Teachers in Developing Countries: Examining the Effectiveness
    Ha Nguyen | htnguy13@ncsu.edu
    Grand Ballroom E
    The presenter shares an evaluation of MOOCs as a form of professional development for EFL teachers in developing countries. The MOOCs were funded by the Department of State. Topics addressed include the research design, planned next steps, and challenges in working with existing data.
12. **Informational Density in an Integrated Listening-to-write Task in EAP Test**  
*Yuanyue Hao | haoyuanyue@aliyun.com*

*Grand Ballroom D2*

The study discussed attempts to address the construct validity of an integrated listening-to-write task in a school-based high-stakes EAP test by means of multidimensional analysis of register variation and lexico-grammatical analysis. The results have implications for the teaching and assessment of EAP and ELT in general in China.

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2:35 pm–2:55 pm

13. **Evolving English Language Teacher Educators’ Identities in Colombia**  
*Julio Cesar Torres-Rocha | jucetoro@yahoo.co.uk*

*Grand Ballroom E*

Reconstructing English language teacher educators’ professional identities by means of creating collaborative groups represents a possibility to form empowered communities of practice in order to contribute to EFL teacher education. This study report shows the sociocultural and political responsibilities of teacher educators who teach English as an international language.

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3:00 pm–3:20 pm

14. **Perceptions of Five International English Language Instructors About Multicultural Learning**  
*Inanc Karagoz | inanc@mail.usf.edu*

*Grand Ballroom E*

In this session, the researcher presents a phenomenological case inquiry regarding five international instructors of English language in a major southeastern U.S. university. Participants’ perceptions and beliefs are discussed within the framework of multicultural learning theory and culturally responsive classroom management strategies.
Master’s Student Forum Schedule

SECOND ROUND OF PRESENTATIONS
12:30 pm–3:30 pm  Grand Ballroom A, B, C

12:30 pm–12:50 pm
1. NESTs and NNESTs: ESL Students’ Perceptions and Performances  
   Negar Siyari  | negarsiyari@email.arizona.edu  
   Grand Ballroom B
   The study discussed adopts a questionnaire to evaluate NNES students’ perceptions about NESTs and NNESTs of English. The study delves into students’ speaking test scores to measure the consistency of their perceptions with their actual performance. Implications are provided.

2. Learners’ Attitudes Toward NESTs and NNESTs in Vietnamese Private Schools  
   Nguyet Nguyen  | nguyengu@mail.gvsu.edu  
   Grand Ballroom C
   The study discussed examined learners’ attitudes toward NNESTs and NESTs in Vietnamese private schools. Data were collected through an online survey, including a rating scale and open-ended questions. Strengths and weaknesses of both teacher types are discussed.

12:55 pm–1:15 pm
3. Personal Narratives: Language Development Through Orality of Refugee Background Youth  
   Iuliia Fakhrutdinova  | ifakhrutdino@mail.smcvt.edu  
   Grand Ballroom B
   The study discussed aims to answer the following question: To what extent do personal narratives of refugee background adolescents vary when they are elicited orally versus in the written form? The presenter shares some preliminary findings and engages attendees in a discussion of potential implications for the classroom.

4. Should Swear Words Be Taught in English Language Classrooms?  
   Grace Irwin  | irwing@mail.gvsu.edu  
   Grand Ballroom C
   The study discussed contributes to the debate over the potential value of pragmatic L2 swearing knowledge in TESL by introducing an updated measure of swearing pragmatic competence. The relationship between L2 pragmatic swearing competence and learners’ interest in developing knowledge of English swearing is explored.
5. **Japanese English Teachers’ Attitudes Toward CLT and Obstacles to Implementation**  
   Toshiaki Yoshioka | tyoshio@calstatela.edu  
   *Grand Ballroom B*  
   The presenter begins by providing the findings from a study on Japanese English teachers’ attitudes toward communicative language teaching (CLT) and the obstacles they face to implement the method. He continues to explore a possible resolution to the issue often experienced among English teachers in EFL context.

6. **Exploring Notions of Success Among Adult Refugee-Background Populations**  
   Janet Liscio | jliscio@gmail.com  
   *Grand Ballroom C*  
   Success according to whom? The complexities of success in language learning and civic integration of adult refugee-background students are explored through the lens of social and cultural capital, funds of knowledge, and community cultural wealth to gain a greater understanding and receive instruction in supporting students’ notions of success.

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**1:45 pm–2:05 pm**

7. **Peer-Relatedness, L2 Motivation, and Academic Engagement in Young EFL Learners**  
   Kimiya Vaezi | kimiya.vaezi@bilkent.edu.tr  
   Hilal Peker | hilalpeker@utexas.edu  
   *Grand Ballroom A*  
   The ongoing study discussed investigates first and second grade students’ peer-relatedness and its effect on the quality of L2 motivation and academic engagement in learning EFL. Preliminary results and techniques to measure the aforementioned variables are discussed thoroughly, and pedagogical implications are provided for EFL teachers teaching English to young learners.

8. **Teacher Professional Development Series and Their Effect on Student Motivation**  
   Meral Günsan | meral.gunsan@gmail.com  
   *Grand Ballroom B*  
   The ongoing study discussed investigates the role of professional development series in increasing EFL student motivation. EFL lecturers participate in a three-session training, and the adapted Attitude Motivation Test Battery is used to measure teacher and student motivation after each training. Results provide pedagogical implications.
9. A Chinese Student Describing and Implementing Directness in EAP Writing
   Jordan Brown | jb0017a@student.american.edu
   *Grand Ballroom C*
   The presenter familiarizes the audience with how researchers and practitioners define directness as it pertains to academic writing and discusses in depth a particular L1 Chinese student’s relationship with directness. Knowing this student’s experience can help instructors decrease perceptual mismatches between students and teachers.

10. A Nesting Approach to ELT
    Binod Dhami | tesolbinod2@gmail.com
    *Grand Ballroom A*
    The presenter explores how the ready-made and prescribed language courses, books, and so-called established method can be reexamined, and a language teacher can take a lead to design teaching philosophy and language courses without relying either on the curriculum designers or the schools they are working for.

11. The Native American Experience of English Language Learning
    Holly Neyer | holly.neyer@pepperdine.edu
    *Grand Ballroom B*
    Native American communities have historically encountered linguistic oppression due to rigid English-only policies that were enforced through abuse and isolation. Through interviews with Native American elders, this presentation highlights the experiences of a marginalized group of language learners and their perspectives on creating an inclusive environment in today’s TESOL field.

12. Leveraging Vocabulary Acquisition Apps to Optimize Students’ Classroom Communication
    Hyrum Checketts | hyrum.checketts@usu.edu
    *Grand Ballroom C*
    The presenter highlights some quality vocabulary acquisition apps and briefly explains the science behind the spaced repetition software that they use. He then explains how teachers can use customized vocabulary lists, combined with the apps, to prepare students to more fully engage in communicative activities in class.
13. VR as a Preparation Tool for Oral Presentations for ELLs  
   Mohamed Alsaffar | mjihassan@gmail.com  
   Grand Ballroom A  
   Virtual reality (VR) software applications such as VirtualSpeech aim to enhance ELLs’ capabilities in public speaking and lower their affective filter in oral presentations. The presenter demonstrates the perceptions of AEP students who have used VR software applications as preparation tools for oral presentations.

14. Navigating the First Semester at an IEP: A Case Study  
   Allison Baker | baker.allison@outlook.com  
   Grand Ballroom B  
   The completed longitudinal qualitative research case study discussed analyzed how three linguistically diverse international students in their first semester at an IEP managed their English language learning experiences while transitioning to a new academic learning environment. L2 self-regulated learning implications for researchers, administrators, and educators are discussed.

15. Using Mental Contrasting to Improve Language Learners’ Social Networks  
   Hannah Brown | hannah.trimble29@gmail.com  
   Grand Ballroom C  
   Although communication is correlated to strengthened language abilities, students often experience obstacles that impede their social interaction. The study discussed looks at how utilizing mental contrasting with implementation intentions (MCII), a form of self-regulation, impacted 107 ELLs’ social networks over the course of 14 weeks.

16. Young ELs’ Perceptions of Multimodal Writing Workshop  
   Margita Vojtkulakova | mvojtkul@emich.edu  
   Grand Ballroom A  
   The presenter discusses ELs’ perceptions of the use of multimodality and learners’ attitudes toward writing in an elementary school writing workshop for ELs. The presenter describes an effective framework for implementing multimodality and makes recommendations for using the framework in ESL writing classes.
17. **Reconstruction of Multilingual Identities: Voices From ITAs**  
Madhukar K. C. | madhukar.k-c@mnsu.edu  
Laxmi Prasad Ojha  
*Grand Ballroom B*

The qualitative study discussed investigates how multilingual ITAs reconstruct their identities teaching L2 writing in a Midwestern U.S. university. Through narrating the stories of ITAs, this study reveals their experiences of opportunities and challenges with its implication on their personal and professional development.

18. **Teachers as Language Policy Makers: Insights From Multilingual Classrooms**  
Laxmi Ojha | laxmi.ojha@mnsu.edu  
Madhukar K. C.  
*Grand Ballroom C*

In this presentation, the presenters share the perspectives and practices of the teachers in public schools with multilingual students in English language classes in Nepal. Reporting an ethnographic study conducted in a public school in Nepal, they share how the language policy and ideology is enacted by language teachers.
Guest Speaker

Aline Godfroid
2019 Recipient of the TESOL Award for Distinguished Research
11:30 am–12:30 pm  GWCC: A411/412

Becoming an Applied Linguist: Things I Wished My 20-Something Self Had Known

In this session, Godfroid traces her personal research journey, which took her from Western Europe to the American Midwest, and introduced her to a new academic culture. She describes the work and effort that goes into academic achievements and the importance of balancing professional and personal life. There will be ample time for questions and discussion at the end.

Aline Godfroid is an associate professor in second language studies and TESOL at Michigan State University. Her primary research interests are in psycholinguistics, vocabulary acquisition, and quantitative research methods. She codirects the Second Language Studies Eye-Tracking Lab and is the author of a forthcoming book with Routledge on eye-tracking methodology.
SPECIAL THANKS

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