Note: Unless specified otherwise, all rooms are in the Omni Hotel at CNN Center. GWCC is the Georgia World Conference Center.

Doctoral Research Forum Schedule

7:30 am-10:30 am First Round of Presentations, **Grand Ballroom E, D2, A**

10:30 am-11:30 am Poster Presentations, **Oak Room (lobby)**

11:30 am-12:30 pm Lunch & Guest Speaker Presentation, **GWCC: A411/412**

12:30 pm-3:30 pm Second Round of Presentations, **Grand Ballroom E, D2, A**

Master's Student Forum Schedule

7:30 am-10:30 am First Round of Presentations, **Grand Ballroom A, B, C**

10:30 am-11:30 am Poster Presentations, **Oak Room (lobby)**

11:30 am-12:30 pm Lunch & Guest Speaker Presentation, **GWCC: A411/412**

12:30 pm-3:30 pm Second Round of Presentations, **Grand Ballroom A, B, C**

FIRST ROUND OF PRESENTATIONS

7:30 am-7:50 am

1. **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 is drawing on Byram's (1997) intercultural model to explore EFL Saudi university teachers' 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.

2. **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.

3. **Chinese ELLs' Reading and Writing Connections in Online Non-academic Settings**

Fang Wang, fang-wang@uiowa.edu

Grand Ballroom A

This presentation focuses on the reading and writing connections in non-academic online settings among university Chinese ELLs. Its purpose is to inform stakeholders of Chinese ELLs' non-academic online reading and writing performance and bring their attention to the intersection of new and social literacy. Findings and implications will be 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

This qualitative study 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 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 one-year case study of David's teacher identity negotiations will be presented in order to unpack and problematize the role of foreign EFL teachers in South Korea.

6. **Adult English Learning in Community-Based Contexts in the U.S.**

Nicolas Doyle, nad16@psu.edu

Grand Ballroom A

This presentation utilizes activity theory to highlight the contradictions and challenges experienced by a group of pre-service MA-TESL students who volunteered to teach adult ESL classes in a nonprofit literacy

organization. Based on this analysis, implications and recommendations for volunteer second language teacher education will be discussed.

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 Teachers
Masoud Mahmoodi-Shahrebabaki, masoud.mahmoodi@outlook.com
Grand Ballroom D2
First, the major challenges novice language teachers typically face are discussed. Second, evidence-based practical recommendations are offered on how to contain the challenges.The sub-themes 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 U.S.
Feifei Fan, feifeifan@ufl.edu
Grand Ballroom A
This narrative study 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.

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 (ML) English speakers. The presentation will conclude with explicit pedagogical recommendations for lexical shells that can be utilized by ML 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 translingual teaching? This research

will explore pre-service teacher programs, the need for curriculum about translingualism within them, and discuss the relevance of translanguaging in everyday life.

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, and 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 current study investigates teachers' attitudes toward and ideologies and negotiation of teaching Chakma, the largest indigenous language in Bangladesh.

15. English Learners in the American Classroom: Childhood Linguistic Identity Construction
Jesse Rubio, wellsjm.jw@gmail.com
Grand Ballroom E
This presentation addresses language identities of elementary English as a Second Language 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 pre-service 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 pre-service teachers to work with ELLs becomes an urgent task. This session presents a doctoral research that aims to investigate the construction and (re)negotiation process of elementary pre-service teachers' imagined identity as future teachers of ELLs. Implication for teacher education are discussed.

17. Uptake of Suggestions in Online Writing Center Sessions
Olga Muranova, olga.muranova@okstate.edu, and Svetlana Koltovskaia
Grand Ballroom E
The results of this study show that various factors may affect writers' uptake of suggestions in online writing center sessions (e. g. the influence of one's native language/culture, level of motivation, etc.). 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 talk details a multiple case study critically examining the "language-as-problem" (Ruiz, 1984) discourse in institutional language policy and practices. Recommendations for higher education practitioners will be given.

<p style="text-align:center">**MASTER'S STUDENT FORUM SCHEDULE**</p>
<p style="text-align:center">**FIRST ROUND OF PRESENTATIONS**</p>

7:30 am-7:50 am

1. Obstacles Facing Women Refugees in Language Acquisition
Warifa Sobh, warifasobh2013@gmail.com, and Wedad Khaled Maatouk
Grand Ballroom B
Women refugees face many barriers that hinder their ability to function in society. Some women struggle to develop basic English language skills while others aspire to excel in the language. This presentation aims to highlight the obstacles that many women refugees face in their journeys to adapt on new grounds.

2. Refusal Strategies of Native Arabic Speakers and Native English Speakers
Emily Durham, egdurham@crimson.ua.edu,
Grand Ballroom C
L2 pragmatic mistakes generally have more serious ramifications than do grammatical mistakes. The seriousness of pragmatic errors is often exacerbated by stereotypes about a group's communication style. The present study compares the degree of directness used in the refusal strategies of native Arabic speakers and native English speakers.

7:55 am-8:15 am

3. 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 the current study on Japanese English teacher's attitudes toward Communicative Language Teaching (CLT) and the obstacles they face to implement the method. He continues to explore the possible resolution to the issue often experienced among English teachers in EFL context.

4. Assessing and reporting student achievement in a low-resource EFL context
Bob Nguyen, bobunguyen@gmail.com
Grand Ballroom C
The presenter will share his experience developing a diagnostic English language skills assessment and the tool used to evaluate student achievement while working in Ethiopia. The presentation will highlight the benefits of using analysis tools to help align assessments to cultural and education norms in an EFL context.

8:20 am-8:40 am

5. 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.

6. 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 English for Academic Purposes 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.

8:45 am-9:05 am

7. English or Vernacular: Philippine Students' Attitudes Toward Medium of Instruction
Kaho Kamimura, j305311p@myjuen.jp
Grand Ballroom B
This research is about Philippine students' attitudes toward Filipino, the national language and English, the official language as the medium of Instruction. Throughout her fieldwork, she found that the two languages had stood oppositely having been expected different roles in their context.

8. Implementation of Multimodality for English Language Learning in Pakistan
Muhammad Irfan Janjua, irfanjanjua43@gmail.com, and Ayesha Fiaz Janjua
Grand Ballroom C
Implementing multimodal interaction focuses on using different modes like reading, writing, listening, speaking, visual and non-verbal as tools for teaching and learning English as foreign language in Pakistani context. Outcomes prove that multimodality creates pseudo-natural environment for learners at college level where English is a compulsory subject in syllabus.

9:10 am-9:30 am

9. Do Adapted and Unadapted Texts Differ in their Collocation Content?
Ted Daisher, tdaisher@kent.edu, and 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.

10. Encounters with silence and L1 Spanish-speakers' WTC in English
John Turnbull, john.turnbull@niu.edu
Grand Ballroom B
The presentation delivers results of a descriptive case study asking what social factors contribute to a first-language (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).

11. 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 a lack of explicit corrective feedback and regular authentic writing opportunities promote increased student proficiency when writing in English as an additional language.

12. Repeated Reading Implications and Applications: An Eye-Tracking Study
Krista Rich, kcnettgen@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.

13. 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 (WRT) and extensive reading (ER) on gains in reading fluency and comprehension. The presenter also discusses the implications of this study for ESL/EFL reading instruction.

14. An ESL/ESP Class for Latino Catholics in the United States
Mary C.Tillotson, mtillots@emich.edu
Grand Ballroom C

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

15. 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 second language 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.

16. Teachers' Efficacy, Identity and Motivational Strategies and learners' L2 Achievement
Mehrnoush Karimi, mkarimi@kent.edu
Grand Ballroom B

This study explored the relationship between EFL teachers' teaching efficacy, institutional identity and motivational with their students' L2 achievement. Furthermore, this study intended to examine the difference between male and female EFL teachers concerning their teaching efficacy, institutional identity and motivational based on feedback from teachers.

17. Stimulating Cognitive Skills for ESP within Business English Context
August Garnsey, augustg.chicago@gmail.com
Grand Ballroom C

Content and professional language, demands ELLs to be able to express their thoughts and ideas in English. Therefore, cognitive skills must be challenged within English for Specific Purpose or business English context activities. This workshop presents strategies for developing the higher order thinking skills within business English context.

1. Redefining International Teaching Assistants' Roles in Teacher Education Programs

Nguyen Dao, nguyen.dao@utsa.edu, and Einas Tarboursh

In documenting three international teaching assistants (ITAs)' lived experiences, this presentation addresses the gap in the literature – in which ITAs and U.S. culture have been represented as deficit stereotypes – and redefines ITAs' roles in the realm of teacher education. Implications for effective ITAs' future orientation programs are discussed.

2. Tinto's Socio-psychological Model and Success in a First-Year Composition Course

Mohamed Yacoub, taha.mohamaad@gmail.com

This presentation uses Tinto's (2017) socio-psychological 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 first language.

3. The Effects of Corpus-Aided Instruction to Improve Second Language Writing

Eunjeong Park, park.1752@osu.edu

This study presents the effects of corpus-aided instruction to improve second language students' academic writing. Intentional and incidental learning conditions were implemented in instructed second language acquisition. The results show intentional learning is effective to the learners in the long term.

4. An International Teaching Assistant's Learning In the 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 international teaching assistant's journey of learning and socializing herself into the community of practice. Implications of supporting international teaching assistants are discussed.

5. Investigating Factors Predicting Academic Writing Difficulties among NNESs Doctoral Students

Iman Khudhair, imanibrahim58@knights.ucf.edu

Using data from a large sample of first-year nonnative English speakers (NNESs) doctoral students, this study will analyze factors predicting self-reported academic writing difficulties. The most influential factors that predict writing challenges are reported. Implications for both NNESs doctoral student population and university-wide graduate-level writing support programs will be discussed.

6. EL SECONDARY COURSE SCHEDULING: Current Practice, Implications, and Aspirations

Aziza, Simmons, a_l_bou@yahoo.com, and Karen Kuhel

ELs are unintentionally disenfranchised by structural aspects of education sometimes even more than they are by instructional aspects. Course scheduling is such aspect that has paramount impact on the students' school outcomes. This dissertation researches if ELs know their course schedules, 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 English for Specific Purposes (ESP) education, this study 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.

8. Cambrdige-Driven Guidance on the Leveling/Complexity Issue for Local ELT Publishers

Joseph Vitta, jvitta01@qub.ac.uk

This study 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 English Learners
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 towards 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 paper presents an action research conducted Viet Nam, in which the ten-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
The presentation reports the result of an ethnographic study of adolescent refugee and immigrant students' language and literacy practices in a 10th grade biology class. This presentation 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 on-going 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. This dissertation 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 second language acquisition. The presenter begins by sharing empirical data on teacher smiles in English as a Foreign Language classrooms. She then shares the findings of her investigation into smiling as a potential variable to teacher feedback effectiveness.

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

16. Amplifying English Learner's Voice Through Digital Storytelling
Weina Chen, weinalichen@gmail.com, and Jennifer Miyake-Trapp

This session focuses on adopting digital storytelling as an instructional strategy to enhance English learners' level of motivation, confidence, and four language skills. The presenter provides the 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 a 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. The doctoral students' poster will show program strengths, challenges, outcomes, and future directions in order to encourage visitors to consider similar collaborations in their own second language writing contexts.

19. Culturally Relevant Activities for Linguistically and Culturally Diverse Classrooms
Darline Douangvilay, ddouangvilay1@student.gsu.edu, and 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 which include building community, drawing upon funds of knowledge and becoming ethnographers.

20. Co-teaching to Promote Academic Talk for High School ELs
Francine Johnson, smilingfrancine@gmail.com
The presenter will share results from a design experiment that highlight high school English Language Arts and English as a Second Language co-teachers, 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
This study aims to discover preservice ESL (English as a Second Language) teacher development in an undergraduate TESOL (Teaching English to Speakers of Other Languages) 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, this pilot study investigated composition teachers' understandings toward multimodal composition; and composition teachers' application of multimodal writing in classrooms. Findings will be shared to expand the knowledge of multimodal composition teaching.

24. Parental Home Reading Support Strategies for Elementary English Language Learners
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 lack familiarity with English literacy instructional methods used in U.S. schools. This research 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
This study investigates how fourteen Vietnamese doctoral students in Australia exercise their agency in navigating scholarly writing and international publishing. Findings reveals 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.

<div align="center">

MASTER'S STUDENT FORUM POSTER SESSIONS
10:30 am-11:30 am, Oak Room (lobby)

</div>

1. Digital Story-telling and Second Language Learning
Sridevi Ram, sdeviram@uab.edu
The presenter begins by introducing the audience who are ESL students doing their M.A. TESOL degree to the world of Digital Storytelling. The presenter will move onto talk about the positive impact of Digital micro narratives, a sub-genre of Digital storytelling on novice second language learners.

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

3. Effects of Motivational Strategies in Multicultural Classrooms
Katlyn Thomas, kfincham@kent.edu, Brittany Viton, and Jeonghwa Oh
This study 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
This contribution is in concordance with the proposed dimension of (perceived value of curriculum) that is purposefully designed to help come to a thorough understanding of students' persistence. This contribution argues that (perceived value of curriculum) is quite significant to help decrease writing anxiety some international students may experience.

5. Incorporating Computer-Assisted Language Learning (CALL) in intermediate ESL writing classrooms
Boram Kang, bk16e@my.fsu.edu
The purpose of this study explores the overall impact of teaching writing classroom through Computer Assisted Language Learning (CALL) among intermediate English as a Second Language (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, and 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 English as a Second or Foreign Language setting.

8. Using Audacity Software to Create Materials for Language Learning
Adam Lee, nlky@iup.edu
This poster will show 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 which can be used to design and modify materials for the language teaching classroom.

9. Enhancing Interactional Competence of Non-Native speakers of Air Traffic Controllers
Atheer Al-mayyahi, ahasakalmayy@mail.smcvt.edu
The study 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 will share some preliminary findings and engage attendees in a discussion of potential implications for training Aviation English.

10. Grammar for Transfer: Reinventing Tense-Aspect Instruction in Multilingual Classrooms
Laifu Bejamin Tsao, bentsao18@gmail.com, and Alana Roth
The objective of this workshop is to provide 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 will 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, and Demetrica May
When meeting the needs of diverse learners with distinct needs, secondary teachers often feel challenged at providing effective instruction for ELs (English Learners). 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 are challenged to provide 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 this ongoing non-experimental quantitative study is to examine the relationship between academic buoyancy, L2 motivational selves and proficiency levels of tertiary-level students. The study is aimed at investigating if L2 selves and handling academic setbacks while learning English as a foreign language can predict students' proficiency level.

14. A Picture in a Thousand Words: Multicultural Picture Story Activities
Jewel Charlise Walters, mhochman@sbcglobal.net
Students learn most effectively when emerged in a classroom community where they are respected, understood, and valued. This poster presentation will provide 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 second language writers often progress through college composition without the support for language structure they need. A modified TAM will be used to address limitations and potential of this technology-based tool.

16. Chinese University Students' Bi-cultural 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 will be discussed.

17. Materials and Activities in a Content-Based L2 English Writing Class
Amable Daiane Ribeiro, amableribeiro@email.arizona.edu
This poster presentation aims to review the role of Content-Based Instruction in an English L2 college writing class. It will mainly present the materials and activities designed for lessons related to the course's topic, and will demonstrate 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. Pre-listening, while-listening, and post-listening activities for an Ellen Show clip are presented. There will also be suggested adaptations for both language targets and types of video.

19. Inspiring Montenegrin EFL Learners Through Project-Based Learning
Yevgeniya Pukalo, ypukalo@emich.edu, and Heather Sanchez
This poster provides an overview of the benefits of Project-Based Learning 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 will receive links to the three unit projects with all lesson plans and materials.

20. Retention of Immigrant Employees and English as a Second Language
Youssef Yakoub, yusufyaccoub@gmail.com
This presentation reports findings of a study that interviewed three immigrant employees who are struggling to retain because of their English language proficiency. The findings are presented and discussed in the light of the theory of translingualism (Canagarajah, 2013) and Tinto's theory of Retention (2015, 2017).

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
While internationally educated nurses (IENs) are important part of the U.S. workforce, communication difficulties for IENs diminish quality of care they provide. In order to address this issue, this poster

suggests an intercultural approach to English teaching and provides a sample lesson plan for teaching socio-pragmatic language in nursing context.

23. Strategies Towards Meaning-Making for Peer Response in Linguistically Diverse Classrooms
Andrea Walker, andrea.lr.walker@gmail.com
The presenter begins by addressing why second language writers have difficulty finding peer response to be useful and proving solutions to reframe their perceptions. Next, the presenter will introduce 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 Manufacturing Industry
Francisco Lopez, lopezf@uabc.edu.mx
The authors present a study in development of a design of an English for Specific Purposes (ESP), staring 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 content-based instruction.

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 talk I trace my personal research journey, which took me from Western Europe to the American Midwest, and introduced me to a new academic culture. I describe 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 co-directs the Second Language Studies Eye-Tracking Lab and is the author of a forthcoming book with Routledge on eye-tracking methodology.

SECOND ROUND OF PRESENTATIONS

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, this study examines 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 influence 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
This study applies 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.

1:15 pm-1:35 pm

4. Investigating the interplay of translanguaging on bilingual learners' reading-to-write tasks
Elham Nikbakht, enikbakh@tamu.edu, and Fuhui Tong
Grand Ballroom E
This study investigates the interplay of translanguaging on bilingual adolescents' reading-to-write task development. More specifically, we examine 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 those development.

5. The Effect of Familiarity with Nonnative Accent on Listening Comprehension
Mohammadreza Dalman, md2246@nau.edu
Grand Ballroom D2
The presenter begins by explaining the necessity of including English varieties in listening comprehension tests. Then the presenter explains 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 begins by unfolding 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.

7.   Language and Literacy Learning among Adult Refugees in Canadian Classrooms
Kate Paterson, kpaters8@uwo.ca
Grand Ballroom E

This paper investigates the language and literacy education of adult refugees, a student population that has received insufficient attention in the related research literature, but that has critically important social and economic ramifications not only for the individual well-being of refugees and their families, but for Canadian communities and beyond.

8.   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 (PWIs). It also outlines the challenges that hijabi Muslim English teachers face in culturally toxic environments and how to overcome them.

9.   Academic Language Socialization and Identity Construction of NNES Graduate Students
Yesul Han, yesulhan@buffalo.edu
Grand Ballroom A

This research examines how NNES (non-native English speakers) graduate students in the US socialize into and through academic language by constructing their identity in a discussion-based classroom.

10. The influence of an Autobiographical Poetry on EFL students' perception
Inggrit Tanasale, ffnw@iup.edu
Grand Ballroom E

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.

11. Black American K-12 Teacher Identity in the U.A.E.
Andwatta Barnes, barneslu@umich.edu
Grand Ballroom D2

This session highlights the narratives of eight Black American English-medium teachers (EMTs) in constructing their professional identities from the United States to Abu Dhabi, United Arab Emirates (U.A.E.). Using systemic functional linguistics (SFL) as the analysis tool, the participants' choices, motivations, challenges, and perceptions of their lives will be shared.

12. MOOCs for EFL Teachers in Developing Countries: Examining the Effectiveness
Ha Nguyen, htnguy13@ncsu.edu
Grand Ballroom E

An evaluation of Massive Open Online Courses (MOOCs) as a form of professional development (PD) for English-as-a-Foreign-Language (EFL) teachers in developing countries will be presented. 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.

13. Informational Density in an Integrated Listening-to-write Task in EAP Test
Yuanyue Hao, haoyuanyue@aliyun.com
Grand Ballroom D2

This study 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.

2:55 pm-3:15 pm

14. 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.

15. College Students' Use of Self-Regulatory Prompts in Online Vocabulary Learning
Binyu Yang, binyuyang@gwu.edu
Grand Ballroom D2

Three constructs of self-regulation, goal setting, metacognitive monitoring, and self-evaluation will be integrated into the self-regulatory prompts (SRP). Using a mixed method design, this study is to examine whether the SRP enhance students' self-regulatory processes, and how high and low-level self-regulation students respond to the SRP differently.

3:20 pm-3:40 pm

16. 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 5 international instructors of English language in a major south-eastern US university. Participants' perceptions and beliefs are discussed within the framework of multicultural learning theory and culturally responsive classroom management strategies. Handouts are provided.

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MASTER'S STUDENT FORUM SCHEDULE
SECOND ROUND OF PRESENTATIONS

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12:30 pm-12:50 pm

1. Native and Non-Native English-Speaking Teachers: ESL Students' Perceptions and Performances
Negar Siyari, negarsiyari@email.arizona.edu
Grand Ballroom B

This study adopts a questionnaire to evaluate non-native students' perceptions about native English-speaking teachers and non-native English-speaking teachers of English. Next, this study delves into students' speaking test scores to measure the consistency of their perceptions with their actual performance. Implications will be provided at the end of this research.

2. **Learners' Attitudes towards NESTs and NNESTs in Vietnamese Private Schools**
Nguyet Nguyen, nguyengu@mail.gvsu.edu
Grand Ballroom C
The study examines learners' attitudes towards Non-Native English Speaking Teachers (NESTs) and Native English Speaking Teachers (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 will be discussed.

1:15 pm-1:35 pm

3. **Personal Narratives: Language Development through Orality of Refugee Background Youth**
Luliia Fakhrutdinova, ifakhrutdino@mail.smcvt.edu
Grand Ballroom B
This study 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 will share some preliminary findings and engage 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
This study 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.

1:40 pm-2:00 pm

5. **An intensive EFL program: Perceptions of students and American teachers**
Silvija Marnikovic, smarniko@emich.edu, and Amie Gabel
Grand Ballroom B
Presenters describe the benefits of a community-based English as a Foreign Language (EFL) program in Montenegro through the perspective of participating EFL students and American teachers pursuing an MA in TESOL. Presenters discuss the ways this program combined TESOL coursework with EFL teaching experience while navigating a new culture.

6. **Exploring Notions of Success Among Adult Refugee-background Populations Refugee Concerns**
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.

2:05 pm-2:25 pm

7. **Peer-Relatedness, L2 Motivation, and Academic Engagement in Young EFL Learners**
Kimiya Vaezi, kimiya.vaezi@bilkent.edu.tr, and Hilal Peker
Grand Ballroom A
This ongoing study 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
This ongoing study investigates the role of professional development series in increasing English as a foreign language (EFL) student motivation. EFL lecturers participate in a three-session training, and the adapted Attitude Motivation Test Battery (AMTB) 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 begins by familiarizing the audience with how researchers and practitioners define directness as it pertains to academic writing. She then goes on to discuss 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.

2:30 pm-2:50 pm

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 a 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 begins by highlighting some quality vocabulary acquisition apps and briefly explaining 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.

2:55 pm-3:15 pm

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 English language learners'(ELLs) capabilities in public speaking as well as lowering 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
This completed longitudinal qualitative research case study analyzed how three linguistically diverse international students in their first semester at an intensive English program (IEP) managed their English language learning experiences while transitioning to a new academic learning environment. Second language 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 present study looks at how utilizing mental contrasting with implementation intentions (MCII), a form of self-regulation, impacted 107 English language learners' social networks over the course of 14 weeks.

3:20 pm-3:40 pm

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. Presenter will describe an effective framework for implementing multimodality and make recommendations for using the framework in ESL writing classes.

17. Reconstruction of Multilingual Identities: Voices from International Teaching Assistants
Madhukar K. C., madhukar.k-c@mnsu.edu, and Laxmi Prasad Ojha
Grand Ballroom B
This qualitative study investigates how multilingual international teaching assistants (ITAs) re-construct their identities teaching second language writing in a Midwestern US 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 classroom
Laxmi Ojha, laxmi.ojha@mnsu.edu, and Madhukar K. C.
Grand Ballroom C
In this presentation, we will present 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, we will share how the language policy and ideology is enacted by language teachers.