ELT FOR THE NEXT GENERATION

TESOL 2014 International Convention & English Language Expo
26-29 MARCH 2014 • PORTLAND, OREGON, USA

PROGRAM BOOK
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TESOL International Convention & English Language Expo
26–29 March 2014 • Portland, Oregon, USA
CROSSING BORDERS

BUILDING BRIDGES

SEE YOU IN TORONTO!

TESOL 2015 International Convention & English Language Expo
25-28 March 2015 • Toronto, Canada
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STAY IN MOTION

COMFORT,
STYLE
AND
INNOVATION

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You’ve made TESOL history by traveling to Oregon to explore this beautiful region and the dynamic city of Portland, to sustain yourself professionally and to renew your acquaintance with TESOLers from around the world.

In the middle of the 16th century, European adventurers first explored the Pacific Northwest of the North American continent, home to numerous indigenous groups. Three centuries later, trappers and traders established the 3,200 km Oregon Trail to sustain their careers. In subsequent decades, nearly half a million migrants crossed the continent to renew their lives. From wherever you’ve come, we’re glad that you’ve taken the Oregon Trail to Portland this week.

On behalf of the Planning Team for the 2014 TESOL International Convention & English Language Expo, we welcome you, along with more than 6,500 fellow TESOLers from more than 120 countries. The theme, “Explore, Sustain, Renew ELT for the Next Generation,” looks to the present and to the future of the profession.

TESOLers arriving early in Portland can participate in Preconvention Institutes, K–12 Dream Day, Master’s and Doctoral Student Forums, and Educational Site Visits. In addition to the keynote and invited speaker sessions during the convention, more than 800 concurrent sessions covering a wide range of topics will provide ample opportunities to investigate the depth and breadth of TESOL practices among the organization’s 21 interest sections. Additional TESOL convention features include teas with distinguished speakers; the exhibition hall, showcasing scores of exhibitors; the Job MarketPlace; and the Electronic Village. Innovations this year include informal midday global meet and greet networking events and the Classroom of the Future. Include in your convention itinerary opportunities to enhance your involvement in our profession at the TESOL Town Meeting, an Interest Section Open Meeting, and the Annual Business Meeting.

To navigate the convention, download the TESOL mobile convention application for the complete program book and for updates. Network with convention goers via TESOL’s Facebook page and Twitter. Also, download the Portland app to get around town and to enjoy the local culture.

Explore, sustain, and renew at the 2014 TESOL International Convention & English Language Expo in Portland, the City of Roses!

John Schmidt, Convention Program Chair
Julia Austin, Associate Convention Program Chair
Linda Fellag, Associate Convention Program Chair
Katherine Lobo, Associate Convention Program Chair

Team Leaders

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How's your day today?
How do you pronounce this word?
"Marvelous"
### WEEK AT A GLANCE

#### TUESDAY, 25 MARCH 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 am–9 pm</td>
<td>PRECONVENTION INSTITUTES+ various times/locations in OCC</td>
</tr>
</tbody>
</table>

#### WEDNESDAY, 26 MARCH 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–12 pm</td>
<td>EDUCATIONAL SITE VISITS+ various locations off-site</td>
</tr>
<tr>
<td>8 am–5 pm</td>
<td>PRECONVENTION INSTITUTES+ various times/locations in OCC</td>
</tr>
<tr>
<td>8:30 am–5:15 pm</td>
<td>K–12 DREAM DAY+ various locations in Hilton</td>
</tr>
<tr>
<td>8:30 am–4:45 pm</td>
<td>Master’s Student Forum D136, OCC</td>
</tr>
<tr>
<td>8:30 am–4:45 pm</td>
<td>Doctoral Student Forum D136, OCC</td>
</tr>
<tr>
<td>3:30 pm–5 pm</td>
<td>Reception for New Members &amp; First-Time Attendees PB253, OCC</td>
</tr>
<tr>
<td>5:30 pm–7 pm</td>
<td>Opening Keynote: Surin Pitsuwan Hall A, OCC</td>
</tr>
</tbody>
</table>

#### THURSDAY, 27 MARCH 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>James Alatis Plenary: David Graddol Hall A, OCC</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions Expo Hall</td>
</tr>
<tr>
<td>4 pm–5 pm</td>
<td>Town Meeting E146, OCC</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Interest Section Open Meetings See page 9</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Interest Section Open Meetings See page 9</td>
</tr>
</tbody>
</table>

#### FRIDAY, 28 MARCH 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>Presidential Keynote: Deena Boraie Hall A, OCC</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions Expo Hall</td>
</tr>
<tr>
<td>1:30 pm–2:30 pm</td>
<td>Ice Cream Break Expo Hall</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>TESOL Annual Business Meeting PB253, OCC</td>
</tr>
</tbody>
</table>

#### SATURDAY, 29 MARCH 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>Morning Keynote: Diane Larsen-Freeman Hall A, OCC</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions Expo Hall</td>
</tr>
<tr>
<td>2 pm–6 pm</td>
<td>POSTCONVENTION INSTITUTES+ Various locations, OCC</td>
</tr>
</tbody>
</table>

**+ Ticketed Event**

Concurrent and exhibitor sessions are Thursday, Friday, and Saturday beginning at 9:30 am each day, with the last session starting at 5 pm. Exceptions are during lunch (12:15 pm–1 pm) and during morning keynote sessions.

Oregon Convention Center = OCC
ABOUT TESOL

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

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

Wednesday 26 March, 3:30 pm–5 pm
Convention Center, PB 253

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

So here is your chance...

› **HEAR** from TESOL volunteer leadership and staff. Ask questions directly to TESOL’s president and executive director.

› **MEET** veteran members of TESOL and listen to their helpful suggestions on how to navigate the convention and the many benefits of the association.

› **CONNECT** with other attendees and share your thoughts about TESOL and the international convention.

› **WIN SOMETHING!** A drawing will be held at the end of the reception for some special TESOL prizes.

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

With more than 12,000 members representing 156 countries, and more than 100 worldwide affiliates, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community where professionals like you connect with and inspire each other to achieve the highest standards of excellence.

STUDENTS & NEW PROFESSIONALS, you are invited to a
GATHERING FOR EMERGING PROFESSIONALS
WEDNESDAY, 26 MARCH
immediately following the opening keynote speaker.

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## TESOL ORGANIZATIONAL MEETINGS 2014

All meetings listed here are located in the Oregon Convention Center.

### WEDNESDAY, 26 MARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am–11:30 am</td>
<td>Leadership Briefing</td>
<td>PB 255</td>
</tr>
<tr>
<td>8:30 am–5 pm</td>
<td>Affiliate Leaders’ Workshop</td>
<td>B113</td>
</tr>
<tr>
<td>1 pm–5 pm</td>
<td>Interest Section Leaders’ Workshop</td>
<td>PB 251/252</td>
</tr>
<tr>
<td>7 pm–9 pm</td>
<td>Interest Section Steering Committee Meetings</td>
<td>PB 251/252</td>
</tr>
</tbody>
</table>

### THURSDAY, 27 MARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pm–3 pm</td>
<td>Affiliate Editors’ Workshop</td>
<td>F152</td>
</tr>
<tr>
<td>2 pm–3 pm</td>
<td>IS Editors’ Workshop</td>
<td>A103</td>
</tr>
<tr>
<td>3 pm–4 pm</td>
<td>IS Community Managers’ Workshop</td>
<td>D134</td>
</tr>
<tr>
<td>4 pm–5 pm</td>
<td>Town Meeting</td>
<td>E146</td>
</tr>
</tbody>
</table>

**Interest Section Open Meetings**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pm–6:30 pm</td>
<td>Adult Education</td>
<td>C123</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Bilingual Education</td>
<td>B118</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Elementary Education</td>
<td>C120</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>English as a Foreign Language</td>
<td>C126</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Higher Education</td>
<td>C124</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>International Teaching Assistants</td>
<td>C121</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Materials Writers</td>
<td>C125</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Secondary Schools</td>
<td>B119</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Teacher Education</td>
<td>C122</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Applied Linguistics</td>
<td>B117</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Computer-Assisted Language Learning</td>
<td>PB257</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>English for Specific Purposes</td>
<td>C126</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Intensive English Programs</td>
<td>C123</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Intercultural Communication</td>
<td>B119</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Nonnative English Speaking Teachers</td>
<td>C120</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Program Administration</td>
<td>C121</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Refugee Concerns</td>
<td>C125</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Second Language Writing</td>
<td>B118</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Speech/Pronunciation/Listening</td>
<td>C122</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Social Responsibility</td>
<td>C124</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Video Digital Media</td>
<td>F149</td>
</tr>
</tbody>
</table>

### FRIDAY, 28 MARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 am–12:30 pm</td>
<td>Affiliate Assembly</td>
<td>A106</td>
</tr>
<tr>
<td>1 pm–4 pm</td>
<td>Interest Section Assembly</td>
<td>D135</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Annual Business Meeting</td>
<td>PB253</td>
</tr>
</tbody>
</table>

**Leadership Briefing**

This meeting is run by the Interest Section Leadership Council.

**Interest Section Open Meetings**

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

The TESOL Awards Committee thanks the many readers who volunteered their time adjudicating these awards and the institutional and university sponsors who support many of the awards. Their generous support of this program allows TESOL to continue the professional development of ESOL professionals around the world.

TESOL is proud to offer the following awards, grants, and honors:

- Albert H. Marckwardt Travel Grants
- D. Scott Enright TESOL Interest Section Service Award
- James E. Alatis Award for Service to TESOL
- Mary Finocchiaro Award for Excellence in Nonpublished Pedagogical Materials
- Ruth Crymes TESOL Academies Fellowships
- Ruth Crymes TESOL Fellowship for Graduate Study
- TESOL Award for an Outstanding Paper on NNEST Issues
  presented by Eastern Carolina University
- TESOL Award for Distinguished Research
  presented by ETS TOEFL
- TESOL Teacher of the Year Award
  presented by National Geographic Learning
- TESOL Awards for International Participation at TESOL
  presented by ETS TOEFL
- TESOL Leadership Mentoring Program
- TESOL Professional Development Scholarships
- TESOL Virginia French Allen Award
- TESOL/TEFL Travel Grant
- Professional Development Travel Grant for Practicing ESL/EFL Teachers
  presented by Betty Azar

Did you know?
Every year, TESOL International gives away more than US$50,000 in cash and prizes through its awards.

To apply for an award or nominate a colleague, go to www.tesol.org/awards
**OPENING KEYNOTE**

**SURIN PITSUWAN**

Wednesday, 26 March 2014  
5:30 pm–7 pm

*English as a Powerful Instrument of Community Building in East Asia*

For the 10 member states of the Association of Southeast Asian Nations, English has been designated as an official “working language” for the regional organization. In such a diverse group of countries, how a “foreign language” can bind and build an emerging community of nations in East Asia is another “Asian Miracle.”

**Surin Pitsuwan** is Professor Emeritus at Thammasat University and also an Honorary Advisor and Distinguished Visiting Fellow at King Prajadhipok Institute, the Thai Parliament. Dr. Pitsuwan is engaged in the promotion of regional integration in East Asia and educational and political reform efforts in Thailand, and he is a frequent speaker at various international conferences.

**JAMES E. ALATIS PLENARY SESSION**

**DAVID GRADDOL**

Thursday, 27 March 2014  
8 am–9 am

*Five Megatrends Shaping the Future of TESOL*

English has become a centrepiece of education reform in many countries. Graddol shows how this is often in response to developments in economics, demographics, and technology—which are reshaping the nature of teaching and learning English around the world.

**David Graddol** is director of The English Company (UK) Ltd and worked for many years in the Faculty of Education and Language Studies at the UK Open University. He has worked as a consultant on ELT projects in China, India, and Latin America since the early 1990s. His book *English Next Brazil* will be published in March 2014.

**PRESIDENTIAL KEYNOTE**

**DEENA BORAIE**

Friday, 28 March 2014  
8 am–9 am

*Next Generation ELT: Voices of TESOLers*

It is important to explore key issues affecting English language teaching and learning today and, in the future, globally as a means to bridge theoretical research to practice in context. Dr. Boraie presents the results of a survey of TESOL members in different contexts and discusses the similarities and differences identified.

**Deena Boraie** is the dean of the School of Continuing Education at the American University in Cairo, Egypt, and president of TESOL International Association. She is a language testing expert and teaches research methods in the MA/PhD Applied Linguistics Program at Cairo University.

**MORNING KEYNOTE**

**DIANE LARSEN-FREEMAN**

Saturday, 29 March 2014  
8 am–9 am

*Complexity Theory: Renewing Our Understanding of Language, Learning, and Teaching*

The famous physicist Stephen Hawking has called the present century “the century of complexity.” But what could this possibly mean for TESOLers? Dr. Larsen-Freeman thinks it means a lot. In this keynote, she proposes that complexity theory has the potential to renew our understanding of language, its learning, and its teaching.

**Diane Larsen-Freeman** is Professor Emerita of education and linguistics, and Research Scientist Emerita at the English Language Institute at the University of Michigan, Ann Arbor. In 1999, she was named one of 30 ESL pioneers in the 20th century by *ESL Magazine*, and she has published on SLA, grammar, language teaching, and complexity theory.
TESOL IN FOCUS

What initiatives is your association spearheading to advance the field? Learn more about special projects and other initiatives at these special sessions sponsored by TESOL. All of these sessions take place in the Oregon Convention Center.

Diversity & Global Professional Issues

› Diversity: Definition, Benefits, Policies, Sustainability, Practices of Inclusiveness
  Sponsored by the Diversity & Inclusion Committee
  PRESENTERS: Okon Effiong, Ester Jong, Elisabeth Chan, Jane Hoelker, Inez Heath, Arieh Sherris
  29 March, 4 pm–4:45 pm; A103

› Focus Groups as a Means of Identifying ELT Concerns
  Sponsored by the Global Professional Issues Committee
  PRESENTERS: Lizzie Garcia de Parades, Julio Prin, Kagnarith Chea
  27 March, 11:30 am–1:45 pm; E145

› Revising Our TESOL Research Agenda: Global Perspectives and Dilemmas
  Sponsored by the Serial Publications Committee
  28 March, 1 pm–2:45 pm; D134

Standards & Practice

› The New TESOL Guidelines for Developing EFL Standards
  PRESENTERS: Natalie Kuhlman, Bozana Knezevic
  28 March, 11:30 am–12:15 pm; E145

› ESL Teachers and the Common Core: Next Steps
  PRESENTERS: Guadalupe Valdes, Amanda Kibler, Aida Walqui
  28 March, 1 pm–1:45 pm; E145

› Teachers as Experts: Readymade Workshops Addressing Novice ELs & CCSS
  PRESENTER: Sarah Sahr
  28 March, 10:30 am–11:15 am; E145

› The TESOL Professional Standards for P–12 Teachers
  PRESENTERS: Diane Staehr Fenner, Eleni Pappamichiel, Anita Bright, Sara Waring
  28 March, 2 pm–2:45 pm; E145

› TESOL Standards Publications as Practical Resources
  Sponsored by the Standards Committee
  PRESENTERS: Andrea Hellman, Karen Kuhel, Silvia Laborde, Judy O’Loughlin, Richard Shreck, Richmond Stroupe, Jack Sullivan, Anne Marie Foerster Luu
  29 March, 9:30 am–11:15 am; E145

› Tips for Developing and Delivering Successful TESOL International Convention Presentations
  PRESENTERS: John Schmidt, Neil J Anderson, Christine Coombe
  28 March, 10:30 am–11:15 am; B118

› Tips for Writing TESOL International Convention Session Proposals
  PRESENTERS: Mark Algren, Mashael Al-Hamly, Diane Carter, Eric Dwyer
  28 March, 9:30–10:15 am; B118
NEW TO THE ENGLISH LANGUAGE EXPO!

» What will a “standard” classroom look like 5, 10, or even 20 years from now?

» What sorts of devices or technology will teachers and students be using?

» What kinds of furniture might we be using?

The new TESOL Classroom of the Future attempts to help answer these kinds of questions. This new addition to the English Language Expo features sessions from your peers in the presentation area, as well as demonstrations of cutting-edge technology from the exhibitors featured on the floor. You’ll even get to try out some new desks and chairs coming soon to a classroom near you.

Check the TESOL website, mobile app, and special program insert for a complete list of presentation and demonstration times.
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SIT Graduate Institute
a program of World Learning
As English language educators in the United States know, the Common Core State Standards will have a serious impact on their English language learners. Fortunately, your peers are ready to help, and the TESOL convention provides a forum for this important discussion. Here are some sessions focused on the Common Core. Check the online itinerary planner for many more. Find abstracts for these sessions in the program book under the date and time for each session; all of these sessions take place in the Convention Center.

**Featured Sessions**

- **Pairing Common Core and Language Development Standards Through Academic Language**
  Thursday, 27 March
  1 pm–1:45 pm; E146

- **Common Core and English Language Learners: New TESOL Book Series**
  Thursday, 27 March
  2 pm–2:45 pm; B115

- **Teachers as Experts: Ready-Made Workshops Addressing Novice ELs and CCSS**
  Friday, 28 March
  10:30 am–11:15 am; E145

- **Discourse Structures That Provide ELLs Access to the Common Core**
  Friday, 28 March
  11:30 am–12:15 pm; PB 256

- **ESL Teachers and the Common Core: Next Steps**
  Friday, 28 March
  1 pm–1:45 pm; E145

- **Helping Secondary ELLs Meet the CCSS in ELA**
  Saturday, 29 March
  11:30 am–12:15 pm; B114

**Various other sessions, including:**

- Using Common Core Standards for Adult Education for Adult ESL
- Common Core State Standards: What Do Teachers of ELLs Say?
- Reading and Writing for the Common Core Standards
- Academic Vocabulary Strategies to Help ELLs Meet the Common Core
- Accessing the Common Core: Supporting ELs Through Language Analysis
- Next Generation Standards: Common Core and Teacher Collaboration
- Linking Language Objectives to CCSS in General and Special Education
- Scaffolding Academic Language for Quality Interaction Through SIOP and CCSS
- Language Expectations of the CCSS for Elementary ELLs
- Common Core Meets Mother Goose
- Explore Common Core, Sustain Successful Strategies, Renew Academic Literacy
- G.A.M.E.S. for the Common Core
ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASE 2014

Visit Portland Ballrooms 257 & 258 for Ideas on Technology and Language Learning!

HIGHLIGHTS

ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASE 2014

Electronic Village (EV)
Convention Center, Portland Ballroom 258

- **Ask Us: Free Advice for CALL**
  Ask Us hours are open to all attendees who wish to explore and learn about using technology, computers, software, and websites, or practice what they’ve learned in PCs and EV workshops. Our CALL expert volunteers are available to answer questions and share expertise incorporating CALL into the ES/FL curriculum.
  
  **COORDINATORS:** Deborah Healey, Tom Robb

- **Electronic Village Technology Fairs**
  Explore ways to use CALL in your classroom from presenters who are stationed around the EV computer lab space. Discover how your colleagues use the Web, e-mail, online conferencing, computer-based resources, mobile devices, and hardware such as interactive whiteboards or ELMO projection units. Ask questions and get hands-on experience. This event offers multiple presentation times focusing on presentations of interest to specific interest sections.
  
  **EV Technology Fair Themes include:**
  - Mobile Devices
  - Classroom Use
  - Self-Access
  
  **COORDINATORS:** Claudio Fleury, Stephanie Korslund, Roger Drury, Christine Sabieh, Roger Gee, Christine Bauer-Ramazani, Debra Lee, Susan Gaer, Deborah Healey

- **EV Technology Fair Classics:**
  The Best from Past Years
  EV Fair Classics are repeat performances of outstanding presentations from past EV Fairs. Explore tried-and-true ways to use CALL in your classroom or extended classroom. Discover how your colleagues use the Web, e-mail, online conferencing, and computer-based resources. Several presentations will be webcast from the EV Technology Fair Classics.
  
  **COORDINATORS:** Dianna Lippincott, Ellen Dougherty

- **Electronic Village Miniworkshops**
  Get hands-on practice with small groups and an instructor who specializes in using a particular application or Internet-based resource. Space is limited, so stop by the EV early to sign up (no cost to attend).
  
  **COORDINATORS:** Snea Thinsan, Nellie Deutsch, Susan Gaer

Technology Showcase Events
Convention Center, Portland Ballroom 257

- **CALL for Newcomers**
  Learn CALL basics from experts and enhance your teaching with computer resources. This 90-minute event includes 45 minutes of introduction and 45 minutes of guided practice.
  
  **COORDINATORS:** John Madden, Deborah Healey

- **Mobile Apps for Education Showcase**
  The Mobile Apps for Education Showcase session provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite mobile applications.
  
  **COORDINATORS:** Tom Robb, Christina Mager, Jennifer Brown

- **Developers’ Showcase**
  Discover the latest ideas in applied technology for ESOL educational settings, including stand-alone software and Internet-based applications. Attend this presentation to see unique and original creations designed by teachers and researchers.
  
  **COORDINATOR:** Andy Bowman, Doug Coleman, Charles Kelly

- **CALL Academic Session:**
  Teacher Education in CALL
  In a sea of constant change, it can be difficult for even seasoned educators to keep up with developments in technology that can make them into more effective teachers. The panelists will introduce and describe how institutions educate their faculty, and other issues related to teacher education in CALL.
  
  **COORDINATOR:** Aaron Schwartz

SPECIAL EVENTS

The Electronic Village (EV) and the Technology Showcase are hosted by the Computer-Assisted Language Learning (CALL) Interest Section. Conference attendees can explore computer-based and other technology resources for language teaching and learning in face-to-face classrooms and online. Highlights include the latest in CALL technology and teaching, such as presentations and demonstrations by teachers, software and web designers, curriculum specialists, CALL authors, and other CALL practitioners. Topics include multimedia, Internet-based resources, hardware, and mobile technology devices and applications.

**EV Events Coordinator:**
- Justin Shewell, Arizona State University, Arizona, USA

**EV Coordinators:**
- Aaron Schwartz, Ohio University, Ohio, USA
- Andy Bowman, Wichita State University, Kansas, USA
- Stephanie Korslund, Iowa State University, Iowa, USA

Access the EV schedule online at [http://call-is.org](http://call-is.org) or scan this code with a QR-enabled mobile device:
### 2014 Electronic Village Schedule At-A-Glance *(Convention Center, Portland Ballroom 258)*

<table>
<thead>
<tr>
<th>Times</th>
<th>Thursday, 27 March</th>
<th>Friday, 28 March</th>
<th>Saturday, 29 March</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am</td>
<td>Ask Us: 8 am–8:30 am</td>
<td>Ask Us: 8 am–8:30 am</td>
<td>Ask Us: 8 am–8:30 am</td>
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<tr>
<td>8:30 am</td>
<td>Technology Fair: Classroom Tools* 8:30 am–9:20 am</td>
<td>Technology Fair: Classroom Tools* 8:30 am–9:20 am</td>
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<tr>
<td>9 am</td>
<td>Ask Us: 9:30 am–10 am</td>
<td>Ask Us: 9:30 am–10 am</td>
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<tr>
<td>10 am</td>
<td>Ask Us: 11 am–11:50 am</td>
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<tr>
<td>11 am</td>
<td>Ask Us: 12 pm–12:30 pm</td>
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<tr>
<td>12 pm</td>
<td>EV Miniworkshop† 12:30 pm–1:50 pm</td>
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<td>EV Miniworkshop† 12:30 pm–1:50 pm</td>
</tr>
<tr>
<td>1 pm</td>
<td>CALL for Newcomers: Application 2 pm–2:45 pm</td>
<td>Technology Fair Classics 2 pm–2:50 pm</td>
<td>EV Miniworkshop† 2 pm–3:20 pm</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Mobile Apps for Education Showcase 10:30 am–12:15 pm</td>
<td>Mobile Apps for Education Showcase 10:30 am–12:15 pm</td>
<td>Mobile Apps for Education Showcase 10:30 am–12:15 pm</td>
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<tr>
<td>2 pm</td>
<td>Navigating the TESOL Resource Center 9:30 am–10 am</td>
<td>Navigating the TESOL Resource Center 9:30 am–10 am</td>
<td>Navigating the TESOL Resource Center 9:30 am–10 am</td>
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<tr>
<td>2:30 pm</td>
<td>Academic Session (Higher Ed.) 9:30 am–12:15 pm</td>
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<td>Academic Session (Higher Ed.) 9:30 am–12:15 pm</td>
</tr>
<tr>
<td>3 pm</td>
<td>CALL for Newcomers: Introduction 1 pm–1:50 pm</td>
<td>Academic Session (CALL-IS) 1 pm–2:45 pm</td>
<td>Academic Session (CALL-IS) 1 pm–2:45 pm</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>The TESOL Community: An Overview 2 pm–2:50 pm</td>
<td>Developers’ Showcase 3 pm–4:50 pm</td>
<td>Developers’ Showcase 3 pm–4:50 pm</td>
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<tr>
<td>4 pm</td>
<td>Developers’ Showcase 3 pm–4:50 pm</td>
<td>CALL-IS Planning Meeting 3:30 pm–5 pm</td>
<td>CALL-IS Planning Meeting 3:30 pm–5 pm</td>
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<tr>
<td>4:30 pm</td>
<td>Technology Showcase closed after 5 pm</td>
<td>Technology Showcase closed after 5 pm (TESOL Annual Business Meeting)</td>
<td>Technology Showcase closed after 5 pm (TESOL Annual Business Meeting)</td>
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*Note that specific themes are subject to change. Please see the CALL-IS Electronic Village Program Book included in your bag for more information.*

### 2014 Technology Showcase Schedule At-A-Glance *(Convention Center, Portland Ballroom 257)*

<table>
<thead>
<tr>
<th>Times</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8 am</td>
<td>Hot Topics: Mobile Learning* 8 am–9:15 am</td>
<td>Hot Topics: Plagiarism and CALL* 8 am–9:15 am</td>
<td>Hot Topics: Social Networking and Language Learning* 8 am–9:15 am</td>
</tr>
<tr>
<td>8:30 am</td>
<td>“Mobile Warming: Melting the Barriers to Language Learning With Mobile Devices”</td>
<td>“Technology Use to Help Avoid Plagiarism: Resources for Teachers and Students”</td>
<td>“Social Networking in ELT”</td>
</tr>
<tr>
<td>9 am</td>
<td>Navigating the TESOL Resource Center 9:30 am–10 am</td>
<td>EFL-IS InterSection (with CALL-IS) 9:30 am–11:15 am</td>
<td>Academic Session (Higher Ed.) 9:30 am–12:15 pm</td>
</tr>
<tr>
<td>9:30 am</td>
<td>“Experiences Integrating Mobile Learning in Language Classrooms Around the Globe”</td>
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</tr>
<tr>
<td>10 am</td>
<td>Mobile Apps for Education Showcase 10:30 am–12:15 pm</td>
<td>CALL-IS Planning Meeting 3:30 pm–5 pm</td>
<td>Hot Topics: The Flipped Classroom* 1 pm–2:45 pm</td>
</tr>
<tr>
<td>10:30 am</td>
<td>The TESOL Community: An Overview 2 pm–2:50 pm</td>
<td>Academic Session (CALL-IS) 1 pm–2:45 pm</td>
<td>“Flipping the Classroom in Multiple Contexts”</td>
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*Note that specific themes are subject to change. Please see the CALL-IS Electronic Village Program Book included in your bag for more information.*

*Key for abbreviations: EV = Electronic Village; Ask Us = Ask Us: Free Advice for Call*
INVITED SPEAKER SESSIONS

Find abstracts for these sessions in the program book under the date and time for each session.

- **Exploring, Sustaining, and Renewing Motivation at the Edge of Chaos**
  PRESENTER: Jayme Adelson-Goldstein
  28 March, 2 pm–2:45 pm
  Convention Center, PB 255

- **The Next Generation of Mentoring: Who Mentors Whom?**
  PRESENTER: Leslie Barratt
  27 March, 3 pm–3:45 pm
  Convention Center, PB 255

- **Perceptual Agility, Intercultural Communication, and Good Jokes**
  PRESENTER: Milton Bennett
  28 March, 4 pm–4:45 pm
  Convention Center, PB 255

- **The Transformative Educator: Upsetting the Balance**
  PRESENTER: Janet Bennett
  27 March, 1 pm–2:45 pm
  Convention Center, PB 254

- **The Latin American English Language Learner in the 21st Century**
  PRESENTERS: Brenda Bermaldez, Julie Harris, Marcela Raffo
  27 March, 2 pm–2:45 pm
  Convention Center, Ballroom PB 255

- **Saving This Generation of Students: In-Service Training Strategies in Africa**
  PRESENTERS: Brock Brady, Ousmane Sadio, Michaeline Thandiwe Diolodio, Emmanuel Batungwanayo, Abdellatif Zaki
  27 March, 3 pm–4:45 pm
  Convention Center, PB 254

- **Better Mousetraps for TESOLers? My “Top Ten” List**
  PRESENTER: H. Douglas Brown
  27 March, 11:30 am–12:15 pm
  Convention Center, PB 255

- **Who Are Our Graduate Writers? What Do They Really Need?**
  PRESENTERS: Nigel Caplan, Christine Feak
  29 March, 9:30 am–10:45 am
  Convention Center, PB 255

- **Indonesia, Thailand, and Vietnam: Southeast Asian Learners of English**
  PRESENTERS: Liz England, Suchada Nimmannit
  27 March, 9:30 am–11:15 am
  Convention Center, PB 254

- **Research-Based Guidelines for English Language Development Instruction**
  PRESENTER: Claude Goldenberg
  27 March, 4 pm–4:45 pm
  Convention Center, PB 255

- **Platforms and Perspectives: Encouraging Purposeful Communication Among Chinese English Learners**
  PRESENTERS: Christopher Hastings, Huang Qing, Li Wensha
  28 March, 3 pm–3:45 pm
  Convention Center, PB 255

- **Toastmasters and ELT: A Vehicle for Personal and Professional Development**
  Presenters: Christine Coombe, Mashael Al-Hamly
  27 March, 9:30 am–11:15 am
  Convention Center, PB 255
The British Council is the UK’s international organisation for cultural relations and educational opportunities. We are honoured to receive the TESOL Presidents’ Award 2014. Visit our booth (227) to find out more about the latest British Council resources for teachers and learners.

Join us on

Thursday 27 March

The British Council’s work in ELT worldwide – an introduction with John Knagg
Venue: Room E144, Convention Centre
Time: 15.00–15.45

Opportunity across the Americas – teaching for the 21st century with Michael Bibby and Allan Taggart
Venue: Room E144, Convention Centre
Time: 16.00–16.45

BRITISH COUNCIL

www.britishcouncil.org/learnenglishkids
support_learning

Make an impact on the future of English language teaching. Earn your MA in Teaching English to Speakers of Other Languages from The New School—online, in New York City, or in combination.

You’ll study with our faculty of world-renowned experts, including Scott Thornbury, Jeremy Harmer, Lesley Painter-Farrell, Gabriel Diaz Maggioli and Anne Katz, giving you an edge in this growing field. Concentrations are offered in Teaching and Curriculum Development.

Find out more at booth #343.

www.newschool.edu/matesol9
**TEA WITH DISTINGUISHED TESOLers**

Renew your energy with a light snack and gather with a small, casual group of colleagues to discuss a current topic of interest with a leading TESOL expert.

A light snack is provided. Each tea topic is limited to nine attendees. Teas will take place 3 pm–3:45 pm Thursday and Friday, and 2 pm–2:45 pm Saturday in the Convention Center. Tickets are not transferable and are only valid for the tea printed on each ticket. Tickets to Tea With Distinguished TESOLers that are not sold can be purchased on-site at the TESOL registration desk.

### Thursday, 27 March 2014

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>T01</td>
<td>Mashael Al-Hamly</td>
<td>Conference Planning: Issues to Consider</td>
</tr>
<tr>
<td>T02</td>
<td>Elda Elizondo</td>
<td>Using Mobile Devices in Class: Is It a Good Idea?</td>
</tr>
<tr>
<td>T04</td>
<td>Christa Hansen</td>
<td>The English Language Fellow Program: The International Teaching Experience</td>
</tr>
<tr>
<td>T05</td>
<td>Valerie S. Jakar</td>
<td>Sustaining Teachers and Learners Through Mentoring Processes: Sharing Our Stories</td>
</tr>
<tr>
<td>T06</td>
<td>Kate Kinsella – CANCELED</td>
<td>Preparing English Learners for the Language Demands of Classroom Collaboration</td>
</tr>
<tr>
<td>T07</td>
<td>Ahmar Mahboob</td>
<td>Language Variation and Pedagogy</td>
</tr>
<tr>
<td>T08</td>
<td>Arturo Muñoz</td>
<td>Creating a Professional Development Program: Exploring, Sustaining, and Renewing</td>
</tr>
<tr>
<td>T09</td>
<td>Fredricka L. Stoller</td>
<td>Teaching Reading Strategies Versus Training Strategic Readers</td>
</tr>
<tr>
<td>T10</td>
<td>Lillian L. C. Wong</td>
<td>Innovation in English Language Education, Teacher Change, and Professional Development</td>
</tr>
<tr>
<td>T11</td>
<td>Lawrence Jun Zhang</td>
<td>Enhancing Learner Metacognition for Effective TESOL Instruction</td>
</tr>
</tbody>
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### Friday, 28 March 2014

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>T12</td>
<td>John D. Bunting</td>
<td>How Might ESL/EFL Teachers Use Corpus Tools in Their Classrooms?</td>
</tr>
<tr>
<td>T13</td>
<td>Anna Uhl Chamot</td>
<td>Towards Self-Regulated Learning: Helping English Learners Develop Metacognitive Awareness</td>
</tr>
<tr>
<td>T14</td>
<td>David Freeman; Yvonne Freeman</td>
<td>Issues in Close Reading and Academic Language for English Learners</td>
</tr>
<tr>
<td>T15</td>
<td>Rina de Gongora</td>
<td>ELT in an EFL Setting: Guatemala</td>
</tr>
<tr>
<td>T16</td>
<td>Linda Grant</td>
<td>Applying Pronunciation Research to Classroom Practice</td>
</tr>
<tr>
<td>T17</td>
<td>Deborah Healey</td>
<td>What Games and Gamification Can Teach Us</td>
</tr>
<tr>
<td>T18</td>
<td>Lucie Moussu</td>
<td>Let’s Talk! ESL Students’ Needs vs. Writing Centre Philosophy</td>
</tr>
<tr>
<td>T19</td>
<td>Shondel Nero</td>
<td>Engishes and Dialects in Classrooms: Challenges and Possibilities for TESOL</td>
</tr>
<tr>
<td>T20</td>
<td>Chris Sauer</td>
<td>Putting It All Together: Differentiating an IEP</td>
</tr>
<tr>
<td>T21</td>
<td>Gary Schmidt</td>
<td>Communication and Leadership Tips From Toastmasters International</td>
</tr>
</tbody>
</table>

### Saturday, 29 March 2014

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T22</td>
<td>Kathi Bailey</td>
<td>What Is This Thing Called “TIRF”?</td>
</tr>
<tr>
<td>T23</td>
<td>Paul Cave</td>
<td>Motivational Partnerships: Enabling Student Initiated Self-Motivation</td>
</tr>
<tr>
<td>T24</td>
<td>Susan Conrad</td>
<td>What Is the Future of Corpus Linguistics in TESOL?</td>
</tr>
<tr>
<td>T25</td>
<td>Christine Coombe</td>
<td>Strategic Planning for TESOLers</td>
</tr>
<tr>
<td>T26</td>
<td>Norman Evans</td>
<td>Linguistic Accuracy in L2 Writing: Why &amp; How</td>
</tr>
<tr>
<td>T27</td>
<td>Kathryn Harris</td>
<td>Using Classroom Video in Preservice Teacher Education</td>
</tr>
<tr>
<td>T28</td>
<td>Jeff Magoto</td>
<td>ELT for the Next Generation: MOOCs and Online Teacher Training</td>
</tr>
<tr>
<td>T29</td>
<td>Joan Kang Shin</td>
<td>Teaching Young Learners English in the 21st Century</td>
</tr>
<tr>
<td>T30</td>
<td>Mark Woltersberger</td>
<td>Plagiarism, Punishment, and Pedagogical Responses</td>
</tr>
<tr>
<td>T32</td>
<td>Dorothy Zemach</td>
<td>Self-Publishing E-books and Paperbacks</td>
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PUBLIC POLICY AND CITIZENSHIP

What are some of the new education initiatives coming out of Washington, DC? What is happening with No Child Left Behind, the Workforce Investment Act, and immigration reform?

To answer these and other questions, TESOL International Association has arranged for speakers from the U.S. Department of Education, U.S. Department of State, U.S. Department of Homeland Security, and U.S. Department of Justice, as well as experts from other organizations to present information on education laws, policies, and initiatives impacting English language teaching and learning. Find abstracts for these sessions in the program book under the date and time for each session; all of these sessions are hosted in the Convention Center.

Thursday, 27 March

› National and State Initiatives in Adult ESL
  FEATURING: Representatives from the Office of Vocational and Adult Education, U.S. Department of Education
  9:30 am–11:15 am; B117

› Upcoming Changes at SEVP
  FEATURING: Representatives from the Student and Exchange Visitor Program, U.S. Department of Homeland Security
  11:30 am–12:15 pm; B117

› The U.S. Department of Education: Supporting English Language Learning
  FEATURING: Representatives from the Office of English Language Acquisition and the Office of Vocational and Adult Education, U.S. Department of Education
  1 pm–2:45 pm; B117

› Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEPs
  FEATURING: Speakers from the American Association of Intensive English Programs (AAIIEP) and the Consortium of University and College Intensive English Programs (UCIEP)
  3 pm–4:45 pm; B117

Friday, 28 March

› U.S. Federal Education and Language Policy Update
  An overview of the legislative proposals and federal initiatives TESOL International Association is monitoring
  9:30 am–11:15 am; B117

› TESOL, the U.S. Department of State, and Foreign Policy
  FEATURING: Representatives from the Office of English Language Programs at the U.S. Department of State
  11:30 am–12:15 pm; B114

› SPECIAL PUBLIC POLICY SESSION: English Language Learners, Immigrant Students, and the Law
  FEATURING: Representatives from the Office of Civil Rights at the U.S. Department of Education, the U.S. Department of Justice, and the Migrant Legal Action Program
  1 pm–4:45 pm, B117

Saturday, 29 March

› Supporting ELs With Title I Funds
  FEATURING: Representatives from the National Council of State Title III Directors
  9:30 am–10:15 am; B117

› The Dances of English Language Teacher Training Around the World
  FEATURING: Representatives from the Office of English Language Programs, U.S. Department of State
  10:30 am–12:15 pm; B117

› Integrating Civics Content Into Adult ESL Literacy Instruction
  FEATURING: Representatives from the Office of Vocational and Adult Education, U.S. Department of Education
  1 pm–2:45 pm; B117

U.S. Citizenship and Naturalization

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

› Becoming a U.S. Citizen: The Naturalization Process
  Thursday, 27 March
  10:30 am–12:15 pm; B114

› The U.S. Naturalization Test: Teaching Objectives
  Thursday, 27 March
  3 pm–3:45 pm; B114

› Understanding the Relationship Between Adult EL/Civics and Citizenship
  Thursday, 27 March
  4 pm–5:45 pm; B114

› Improving Listening Skills for the Naturalization Process
  Friday, 28 March
  9:30 am–11:15 am; B114

› Elements of Program Quality for Adult Citizenship Education
  Friday, 28 March
  2 pm–2:45 pm; B114
TESOL is strongly committed to research as a way to improve professional knowledge and inform classroom practice. TESOL’s Research Standing Committee (RSC) created the following sessions, which are led by experienced researchers. Anyone interested in research is encouraged to attend. Find abstracts for these sessions in the program book under the date and time for each session; all of these sessions are hosted in the Convention Center.

Wednesday, 26 March

RSC WORKSHOP
1 pm–5 pm; D132

› Research Mentoring Workshop
  This event is designed to support emergent and early-career researchers in various stages of their research design and development, e.g., framing, methodological considerations, implementation, and data analysis.
  FACILITATORS: Sue Garton, Michael Legutke, Lucilla Lopriore

Thursday, 27 March

TRANSNATIONAL RESEARCH SESSION
9:30 am–11:15 am; D137

› Changing Identities, New Englishes, and ELF: Emerging Research Issues
  In this colloquium, issues related to the emerging research areas that might lead to significant changes in the ELT field are addressed and discussed.
  MODERATOR: Lucilla Lopriore
  PRESENTERS: Jun Liu, Ahmar Mahboob, Ali Fuad Selvi, Lia Kamhi Stein

Friday, 28 March

RSC RESEARCH FAIR
9:30 am–11:15 am; D137

› Research Fair: Issues, Approaches, & Challenges in TESOL
  MODERATORS: Amanda Kibler, Mario López-Gopar
  PRESENTERS: Peter Sayer, Diane Dagenais, Michael Legutke

RESEARCH COMMITTEE—
TESOL QUARTERLY JOINT SESSION
11:30 am–12:30 pm; E141

› Research Articles in TESOL Quarterly: Trends and Genre
  PRESENTERS: Brian Paltridge, Ahmar Mahboob, Rebeca E. Tapia Carlin

AAAL AT TESOL
4 pm–5:45 pm; B114

› Developing Culturally and Linguistically Responsive Pedagogy
  MODERATORS: Sue Garton, Ryuko Kubota
  PRESENTERS: Robert Bayley, Angel Lin, Shondel Nero, Sandra Schecter

Saturday, 29 March

RSC COLLOQUIUM
9:30 am–11:15 am; D137

› Research as Sustainable Practice: Lessons and Insights From Classroom Collaborations
  MODERATORS: Sue Garton, Judy Sharkey
  PRESENTERS: Nora Benitt, María Brisk, Amparo Clavijo Olarte, Michael Legutke, Cheryl O’Connor, Maribel Ramirez Galindo
The Best of Affiliate sessions are chosen from submissions from TESOL affiliates. Affiliates are encouraged to submit sessions that showcase their members and the topics they are discussing. Find abstracts for these sessions in the program book under the date and time for each session; all of these sessions are hosted in the Convention Center.

ILLINOIS TESOL/BE
- ESL Conversation Activities: A Few of Our Favorite Things!
  29 March, 11 am–11:45 am; D132
  PRESENTER: Shirley DeMichele

GEORGIA TESOL
- G.A.M.E.S. for the Common Core
  27 March, 4 pm–4:45 pm; D132
  PRESENTER: Teresa Ferguson

MARYLAND TESOL
- Taking Digital Stories to the Next Level: Making Documentaries
  29 March, 2 pm–2:45 pm; D132
  PRESENTERS: Gilda Martinez-Alba, Laura Hook

MINNESOTA TESOL
- Progress-Monitoring Made Simple With CBM3D (Curriculum Based Measures Three Domains)
  28 March, 2 pm–2:45 pm; D132
  PRESENTERS: Rita Platt, John Wolfe

ANUPI
- With a Little Help From an Online Site: Reading Exams
  27 March, 11 am–11:45 am; D132
  PRESENTER: Maria Teresa Mallén

ARGENTINA TESOL
- Democratising Didactic Transposition in Secondary Education
  29 March, 10 am–10:45 am; D132
  PRESENTER: Darío Luis Banegas

ENGLISH TEACHERS ASSOCIATION OF ISRAEL
- HOTS, LOTS, and MOTS: Thinking Skills and English Language Learning
  27 March, 10 am–10:45 am; D132
  PRESENTERS: Susan Bedein, Eleanor Satlow

INGED
- Motivation of the Next Generation Students and Their Teachers
  28 March, 3 pm–3:45 pm; D132
  PRESENTER: Defne Akinci Midas

AFFILIATE COLLOQUIUM
- Collaboration in a Global World
  28 March, 9:30 am–11:15 am; E141
  This colloquium explores the rationale, processes, challenges, and possible consequences of using multiple methods to collaborate with other TESOL professionals in countries where English is spoken and taught as a foreign or additional language. The presenters also explore the adequacy of technology for collaboration in English language teaching.
  PRESENTERS: Janet Pierce, Three Rivers TESOL; Gabriela Kleckova, ATECR; Larissa Olesova, Yakut TESOL; Elizabeth Smith, TexTESOL V
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Find abstracts for these sessions in the program book under the date and time for each session. All of these sessions are located in the Convention Center.

- **Assessment in English Language Teaching: Reviewing Essentials**
  *Sponsored by ILTA*
  27 March, 9:30 am–10:15 am; B114
  PRESENTERS: Diane Schmitt, Deborah Crusan, Lia Plakans

- **Mobile Learning: A Paradigm Shift in Democratizing Learning Access**
  *Sponsored by TIRF*
  27 March, 9:30 am–11:15 am; E145
  PRESENTERS: Michael Carrier, Richard Boyum, Lorraine de Matos, Marti Estell, Phil Hubbard

- **TESOL Standards as a Roadmap for the PRAXIS ESOL Test**
  *Sponsored by ETS*
  27 March, 1 pm–1:45 pm; B114
  PRESENTERS: Maria Konkel, Connie H. Thibeault

- **What’s the Latest From WIDA?**
  *Sponsored by WIDA*
  28 March, 3 pm–3:45 pm; B114
  PRESENTER: Jesse Markow

- **Emerging Research on Formative Assessments of Academic Language for ELLs**
  *Sponsored by GW-CEEE*
  29 March, 10:30 am–11:15 am; B114
  PRESENTERS: Patricia DiCerbo, Lottie Baker, Charlene Rivera, Mikiung Kim Wolf, Jane Shore, Georgia Garcia, Alison Bailey

- **Helping Secondary ELLs Meet the CCSS in ELA**
  *Sponsored by American Federation of Teachers*
  29 March, 11:30 am–12:15 pm; B114
  PRESENTERS: Diane August, Lydia Breiseth, Pam Knittel
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What does it mean to be a teacher today, when students are more diverse in language, culture, race, and social class than ever before?

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Sonia Nieto found and interviewed 22 teachers of varying backgrounds and school settings who help answer the question of what effective, culturally responsive teaching looks like in the real world. Their stories of success, failure, frustration and hope will resonate with everyone who has struggled to meet the needs of diverse students in our current sociopolitical context.

"While no check-list of attitudes, dispositions, behaviors, or actions can define what thriving teachers look like, the teachers interviewed here give us powerful examples of what it takes to face their profession with courage, their content with enthusiasm, and their students with love."

—Sonia Nieto

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2014 ELT LEADERSHIP MANAGEMENT CERTIFICATE PROGRAM

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

To earn the 10-hour certificate, participants must complete a 7-hour required workshop, two 90-minute elective workshops (3 hours total), and pre- and postprogram surveys. All workshops must be completed at the 2014 TESOL convention.


ELT LMCP Registration Terms
Enrollment is limited to 75 participants for the 7-hour required workshop; all other workshops are limited to approximately 35 participants. Participants will be admitted to the ELT LMCP on a first-come, first-served basis. Prepurchased tickets can be picked up on-site at the registration area of the convention center.

NOTE: The updated Leadership Development Certificate Program (LDCP) provides training for TESOL members (membership required) interested in developing their knowledge and skills as current or future leaders within TESOL International Association. The LDCP is now offered as an online-only 4-week course. The TESOL website has information about all of TESOL’s certificate training programs at www.tesol.org/leadershiptraining.
 REQUIRED ELT LMCP WORKSHOP

› LMCP: Leadership and Management Fundamentals
  Wednesday, 26 March 2014, 9 am–5 pm
  This interactive workshop focuses on three key areas of leadership and management: qualities of effective leaders, strategic planning, and leadership for teacher change (supervision).
  WORKSHOP LEADERS: Neil J Anderson, Brigham Young University, Utah, USA; Fernando Fleurquin, University of North Texas, Texas, USA

 REQUIRED ELECTIVE WORKSHOPS (choose two)

› LMCP1: Financial Planning: Budgets and Course Costing
  Thursday, 27 March 2014
  9:30 am–11 am
  This workshop provides an introduction to budgeting and course costing. ELT professionals who are not familiar with financial concepts will be able to prepare and understand institutional or program budgets and to determine the cost of a course or program.
  WORKSHOP LEADER: Fernando Fleurquin, University of North Texas, Texas, USA

› LMCP2: Hiring Essentials
  Thursday, 27 March 2014
  12:30 pm–2 pm
  This workshop focuses on the skills you will need to recruit and vet applicants for positions in your organization. Workshop participants will consider how to match the skills required for specific positions with appropriate applicants in order to find the right persons for the jobs.
  WORKSHOP LEADER: Renee Feather, Georgetown University, Washington, DC, USA

› LMCP3: How to Run Effective Meetings
  Friday, 28 March 2014
  9:30 am–11 am
  This workshop focuses on the essential components of organizing and running a good meeting from the perspective of working as a team. Participants discuss setting agendas, establishing priorities, keeping the meeting on track, and dealing with difficult people.
  WORKSHOP LEADER: Richard Robison, Azusa Pacific University, California, USA

› LMCP4: Facilitating Groups and Building Teams
  Friday, 28 March 2014
  11 am–12:30 pm
  This workshop focuses on the skills you will need to facilitate groups and build teams. Workshop participants will consider the advantages and disadvantages of working in teams and groups, examine what characteristics make a good team, understand the dysfunctions of teams, and review team leadership functions.
  WORKSHOP LEADER: Renee Feather, Georgetown University, Washington, DC, USA

› LMCP5: Effective Time Management Strategies for ELT Leaders/Professionals
  Friday, 28 March 2014
  3:00 pm–4:30 pm
  This workshop focuses on the skills, strategies, and tools you will need to more effectively manage your time. Workshop participants explore their current definitions and uses of time, learn about the most common time wasters, and review the most successful time management strategies identified in the literature.
  WORKSHOP LEADERS: Christine Coombe, Dubai Men’s College, United Arab Emirates; Justin Shewell, Arizona State University, Arizona, USA; Mashael Al-Hamly, Kuwait University, Kuwait.
TESOL would like to thank the following reviewers and interest section leaders who helped with the adjudication process for all concurrent and poster proposals. (Interest section leaders are indicated in **bold**.)

Aaron Schwartz  
Abby Porter  
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Teaching L2 Composition
with Dana R. Ferris and John Hedgcock
March 28th, 1pm in Convention Center Room, B115

What English Teachers Need to Know About Curriculum Development
with MaryAnn Christison and Denise E. Murray
March 28th, 5pm in Convention Center Room, B115

Empowering Heritage, Community, and Native American Learners through Digital Stories
with Terry Wiley and Polina Vinogradova
March 27, 4pm in Convention Center Room, B115

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Types of Sessions

**Academic Session** (2 hours, 45 minutes): An in-depth session sponsored by a specific interest section.

**Colloquium** (1 hour, 45 minutes): A forum for a group of scholars to formally present and discuss current TESOL issues. Presenters exchange papers in advance and formally respond to each other’s positions.

**Discussion Group** (45 minutes): An interactive session in which the presenter engages the audience members in a discussion of their views on a particular topic. The presenter elicits audience participation and fosters discussion by drawing on relevant research.

**Exhibitor Session** (45 minutes): A session sponsored by an exhibitor.

**Forum Session** (75 minutes): A session sponsored by a forum.

**InterSection** (1 hour, 45 minutes): Academic sessions that represent a collaboration between two or more interest sections.

**Invited Speaker** (45 minutes): Sessions featuring a speaker selected by the program committee because they have a message that is important to TESOL members.

**Practice-Oriented** (45 minutes): Shows, rather than tells, a technique for teaching or testing.

**Research-Oriented Presentation** (45 minutes): An oral summary, with occasional reference to notes or a text, that discusses the presenters’ work in relation to theory and/or practice.

**Roundtable Discussion** (45 minutes): Peer-to-peer facilitated discussions, limited to the first nine attendees per table.

**Teaching Tip** (20 minutes): Similar in content to a practice-oriented presentation but shorter. It is an oral summary, with occasional reference to notes or a text, that discusses the presenter’s work in relation to practice.

**TESOL in Focus**: Sessions sponsored by TESOL highlighting special projects and initiatives to further the field, or partnerships with colleague associations.

**Ticketed Event**: Ticketed events are a great way to enhance your convention experience. By attending a ticketed event, you are assured of a more intimate and interactive session. Any remaining tickets for events may be purchased at the registration counters.

**Workshop** (1 hour, 45 minutes): A carefully structured, hands-on, professional development activity. The leader helps participants solve a problem or develop a specific teaching or research technique.

**Poster sessions** are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session there will be a corresponding bulletin board display. Conference attendees may stroll through the poster session area to discuss the topics with presenters. The displays and presenters change each day. Poster sessions are listed on page 169.

Sample Abstract:

**Strategies for Building Academic Vocabulary in Every Content Classroom**  
*Content Area: Vocabulary, Lexicon*

Let’s get students talking like scholars! This session will give you specific instructional strategies you can use in your classroom for teaching, practicing, reviewing, and assessing academic vocabulary with your students. These strategies can be used in any content classroom—from Math to Technology, and can be used immediately!

**PRESENTER**  
Katie Brown, Shuksan Middle School, USA

**INTERSECTION ICON**
ABSTRACTS

Please check the addendum for cancellations and changes to sessions.

TUESDAY, 25 MARCH 2014
For the location of a ticketed session, please check your ticket.

9:00 am

Aligning Teaching, Learning, and Assessment With the Common Core
Content Area: Common Core State Standards
This is a three-part introduction to the Common Core, covering an examination of assessments related to the Common Core and hands-on development of lesson plans aligned to the Common Core State Standards. Participants define student learning outcomes, design lessons, and create assessments aligned with the Common Core.

Cynthia S. Wiseman, CUNY BMCC, USA
Linda A. Pelc, QACE NycOoc, USA
Fernando Zaika, New York City Department of Education, USA

Tuesday, 9:00 am–4:00 pm

Engaging in Motivational Teaching Practices
Content Area: Applied Linguistics
This PCI provides the opportunity to learn the fundamental principles of motivational teaching practices and how to encourage learners to form motivational partnerships. The workshop also provides an opportunity to rehearse the delivery of motivational moments for language teaching.

Neil J Anderson, Brigham Young University, USA
Paul Cave, Brigham Young University, USA
Shelby Werner Thayne, Brigham Young University, USA

Tuesday, 9:00 am–4:00 pm

Integrating Pronunciation Across the ESL/EFL Curriculum
Content Area: Phonology/Pronunciation
Pronunciation teaching is often marginalized in language instruction, be it at the lesson level or program level. But what if one could systematically integrate pronunciation across the curriculum? Participants are introduced to The Color Vowel Chart Curriculum Model through case studies, technique practice, video examples, and their own teaching contexts.

Karen Taylor de Caballero, Santa Fe Community College, USA
Shirley Thompson, English Language Training Solutions, LLC, USA

Tuesday, 9:00 am–4:00 pm

Multilingual Writers and Writing Centers: Research, Student, and Faculty Perspective
Presenters examine the similarities and contrasts between the services typical writing centers provide all students, and what multilingual writers say about their own needs and experiences receiving writing tutoring in their own research. Presenters also examine previous research about separate versus integrated writing centers for multilingual students.

Tara Smith, University of Alaska, USA
Katie Manchester Ha, Foothill College, USA
Lucie Moussu, University of Alberta, Canada
Jenny Staben, College of Lake County, USA

Tuesday, 9:00 am–4:00 pm

My PEARL of Wisdom: Instructional Intervention Strategies for Diverse ELs
This PCI addresses the implementation of research-based instructional intervention for language minority students with learning and behavior problems. Participants receive the PEARL framework, which includes instructional process and application suggestions. Participants are immersed in several activities illustrating best practice in instructional settings for learners with diverse needs.

Catherine Collier, CrossCultural Developmental Education Services, USA

1:00 pm

Advocacy and Collaboration for the Benefit of NESTs and NNESTs
This workshop primarily focuses on helping NESTs and NNESTs identify areas for collaboration and advocate for the reduction of the discrimination and censure faced in the workplace as well as create a more inclusive profession.

Debbie East, USA
Leslie Barratt, Indiana State University, USA
Abby Franchitti, Kansas State University, USA
Yogesh Sinha, Sohar University, Oman

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

**Exploring Black History as a Context for English Language Teaching**
Black history provides contexts for multiple language learning opportunities for students of all ages and levels. So how do you create and use ESOL materials such as songs, videos, pictures, and text to teach language through history? This interactive session answers this question.

*Mary Romney,* University of Connecticut, USA
*Ayanna Cooper,* Independent Consultant, USA
*Willisa Roland,* Educational Testing Service, USA

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**Exploring Reading Instruction Alternatives to Motivate Reluctant Adult ESL Students**
Adult ESL learners need to read with ease for academic and professional success, yet many are reluctant to do so. In this workshop, participants learn how to design extensive reading programs already implemented in U.S. IEP, adult, and higher education classrooms.

*Doreen Ewert,* University of San Francisco, USA
*Sue Bae,* University of San Francisco, USA
*Robert Bathrick,* University of San Francisco, USA

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**Integrating CALL With Web 2.0 and Social Media**
*Content Area: CALL/Technology in Education*

This workshop is animated by a panel of experienced CALL practitioners with specialized knowledge and expertise in using digital tools, and with a particular appeal to the interest of second language learners. The students in our classes today have grown up with digital tools, practically from birth.

*Vance Stevens,* Higher Colleges of Technology, UAE
*Nery Alvarado,* Higher Colleges of Technology, UAE
*Christel Broady,* Georgetown College, USA
*Karen Kuhel,* Kennesaw State University, USA
*Margaret McKenzie,* Cobb County School District, USA
*Stacey Abbott,* Cobb County School District, USA

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Monday, 1:00 pm–5:00 pm

**Writing and Implementing Case Studies for Language Teacher Educators**
Case studies are a valuable real-world approach in TESOL teacher training curriculum. In this workshop, the case method is presented, along with a framework for the development and implementation of case studies. Sample case studies are provided and demonstrated.

*Ken Kelch,* Alliant International University, USA
*Miralynn Malupa-Kim,* Alliant International University, USA

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**Establishing a Newcomer Program and Implementing Standards-Based Instruction and Assessment**
*Content Area: Program Administration*

Newcomer programs are specially designed programs for new arrivals with little or no English. The presenters share practical suggestions for developing a newcomer center from initial consideration through implementation, instruction, and assessment. Participants learn how to select materials to adapt curriculum for access to Common Core and other content standards.

*Judith B O’Loughlin,* Language Matters Education Consultants, LLC, USA
*Brenda Custodio,* Ohio State University, USA

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**Creating Paired Reading Lessons for Fluency and Critical Literacy**
High-interest, paired readings help learners develop their reading strategies, cross-cultural awareness, and critical literacy skills: essential elements for academic success. Experience the components of a paired-reading lesson: pre-, while-, and post-reading tasks; focusing and processing questions; cross-cultural discussion prompts; and summarizing activities. Explore ways to adapt and differentiate materials.

*Lori Howard,* CASAS, USA
*Jayme Adelson-Goldstein,* Lighthearted Learning, USA

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**Tuesday, 5:00 pm–9:00 pm**

**Tuesday, 1:00 pm–5:00 pm**

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**Tuesday, 5:00 pm–9:00 pm**

**Tuesday, 1:00 pm–5:00 pm**

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**Tuesday, 5:00 pm–9:00 pm**

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**Listen Again: Strategies for an Integrated Approach to Listening Skills**  
*Content Area: Listening, Speaking*

For core curriculum teachers, this PCI offers a step-by-step approach to teaching listening skills, rather than merely testing listening ability. Topics include: listening diagnostics and end-of-course assessment; metacognitive listening strategy instruction and checklists; and activities and exercises focusing on the aural skills that differentiate listening from reading.  
*Marnie Reed*, Boston University, USA  
*Christina Michaud*, Boston University, USA

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**Techniques for Teacher Observation, Coaching, and Conferencing**  
*Content Area: Teacher Education*

This workshop, for anyone interested in teacher observation, explores guidelines for maximizing benefits of observations and conferences. Topics informed by current literature include etiquettes of observation, ways of promoting reflection, and techniques for giving useful feedback that recipients can comfortably hear.  
*Christopher Stillwell*, University of California, Irvine, USA
### 8:00 am - 12:00 pm

**How Teacher Can Incorporate Music and Song Into Teaching ESL**
Music and song stimulate language growth by training the ear to sounds and patterns; practicing new sounds, words, and idioms through singing; and creating classroom community while lowering the affective filter. With the Internet and smartphones, any teacher can purposefully incorporate songs and music in the classroom.

*Kristin Lems, National Louis University, USA*

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**iPedagogy: Incorporating iPads and Touch Technologies Into the Literacy Classroom**
This hands-on workshop is for teachers who want to incorporate iPads or other touch devices into K–12 or adult literacy instruction. iPads, loaded with exemplar apps for the teaching of reading and writing, are explored for task-based learning opportunities including the making of digital stories, comic novels, interactive picture books.

*Christine Rosalia, Hunter College, City University of New York, USA*
*Marcus Artiglieve, Hunter College, City University of New York, USA*
*David Buckley, Hunter College, City University of New York, USA*
*Marina Zamalin, Hunter College, City University of New York, USA*

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**Metacognition as the Next Generation Problem Solving Tools for Listening**
Participants learn how to design and incorporate problem solving activities into their listening classes to enable their students to develop metacognitive tools. Using these tools, ELLs learn to engage in an active process of more completely understanding listening passages. Students learn “how” to listen; a skill that, unfortunately, is overlooked.

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

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**Reaching English Learners Living With Trauma and Chronic Stress**
Many English language learners experience trauma and chronic stress that affect school achievement. Reading these ELLs, who lack the language to express themselves, is a challenge for educators. Learn policies and practices that support these students and discover how to establish a safe and trusting environment in your school.

*Debbie Zacarian, Debbie Zacarian, Ed.D. & Associates, LLC, USA*
*Judie Haynes, everythingESL.net, USA*

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**9:00 am - 4:00 pm**

**Behind the Scenes: A New Teacher’s Tool Kit**
Are you ready to start teaching with your new TESOL degree or TELF certificate? This workshop walks you through the process of looking for and getting a job, adapting to your new job culture, and diving into your first class or classes, giving you the tools to navigate your way.

*Lety Banks, California State University, USA*
*Grace Primicias, California State University, USA*

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**Essentials of Pronunciation Teaching and Learning**
This PCI is for teachers with limited preparation in teaching pronunciation. Through explanations and demonstrations, participants gain skill and confidence in meeting the challenges of teaching pronunciation to learners from a variety of backgrounds. Participants are familiarized with the core features of pronunciation along with techniques for addressing those elements.

*Donna Brinton, Educational Consultant, USA*
*Linda Grant, Georgia State University and Georgia Tech (retired), USA*
*John Levis, Iowa State University, USA*
*Carolyn Quarterman, North Carolina State University, USA*
*Greta Muller Levis, Iowa State University, USA*

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**Exploring How Academic Texts Work**
Despite the Common Core State Standards’ call for increasing the complexity of the texts students read across subject areas, exploring how different academic genres and texts work and how they can be best presented to students continues to be an elusive matter.

*J. Andrés Ramírez, Rhode Island College, USA*
*Jason Moore, University of Michigan, USA*
**Wednesday, 9:00 am–4:00 pm**

**Exploring, Sustaining, and Renewing Student Learning Through Effective Assessment Practices**
Are you involved in program assessment for the sake of compliance, or for improvement? Are those you lead resistant or supportive? Do you need a straightforward, practical approach that works? In this hands-on PCI, participants engage with principles, tools, and structures to address challenges, explore opportunities.

Maureen Snow Andrade, Utah Valley University, USA
Brent Green, Salt Lake City Community College, USA

**Promising Practices for Adult Low-Literacy ESL: Crossing Contexts, Enriching Classrooms**
Content Area: Reading and Literacy
Adult ESL learners with limited L1 literacy are learning English while learning to read for the first time. Teachers in this unique and challenging context often find their learners are neglected in textbooks, resources, conferences, and research. This PCI shares promising practices from recent practitioner research.

Patsy Vinogradov, Hamline University, USA
Andrea Poulos, University of Wisconsin, Madison, USA

**Research-Based Oral Language and Vocabulary Development in Content Instruction**
Supported by research, but with an emphasis on practical strategies, participants learn about strategic vocabulary selection and instruction for English learners. Building on what participants learn about vocabulary, participants spend the second half of the workshop identifying methods for developing listening and speaking proficiency that targets academic language acquisition.

Annie Duguay, Center for Applied Linguistics, USA

**Sustaining Our Peers and Mentoring New Teachers**
While examining and experiencing a broad range of mentoring skills, and the common traits and practices of successful mentors, participants explore the nature of mentoring, the multiple means by which it can be effected, and what is special about mentoring teachers of English, be they novices or peers.

Valerie S. Jakar, Shaanan College of Education, Israel

**Wednesday, 1:00 pm–5:00 pm**

**A Program-Wide Approach to Training Teachers to Rate ESL Writing**
Content Area: Program Administration
Standards-based curriculums and assessments have become part of the landscape in ESL education. To reliably assess performance on writing standards, administrators must 1) understand issues in rating ESL writing and 2) know how to train their teachers. This workshop provides administrators with those tools.

Troy Cox, Brigham Young University, USA
Brittney Greer, Brigham Young University, USA

**Curriculum Design for ESL Programs: Focus on the Essentials**
Content Area: Materials Development
This PCI streamlines the overwhelming process of designing an ESL curriculum. Presenters lead participants through a context-based model that helps them create (or improve) a cohesive ESL curriculum with an overarching mission statement as well as learning goals and objectives.

Grant Eckstein, University of California, Davis, USA
Norman Evans, Brigham Young University, USA
James Hartshorn, Brigham Young University, USA
Ben McMurry, Utah Valley University, USA

**Research Mentoring Workshop (PCE)**
This event is designed to support emergent and early-career researchers in various stages of their research design and development, such as framing, methodological considerations, implementation, and data analysis.

Sue Garton, Aston University, UK
Michael Legutke, Justus Liebig University, Germany
Lucilla Lopriore, Roma Tre University, Italy
### Supporting Teachers and Learners Using Assessment of and for Learning

**Content Area: Assessment**

Assessment of student learning is unquestionably one of the teacher’s most demanding, complex, and important tasks. This workshop involves teachers with hands-on activities in understanding major components of classroom assessment, discussing models of learning, and exploring their methods and procedures in relation to their purposes of assessment.

*Liying Cheng*, Queen’s University, Canada  
*Andy Curtis*, Anaheim University, USA

**Wednesday, 1:00 pm–5:00 pm**

### The Next Generation of Listening Instruction: Beyond Comprehension Questions

This hands-on workshop introduces key aspects of the listening process through explanation and experiential activities. It then provides an overview of current approaches for teaching listening, including listening for meaning, language features, and fluency; listening to different genres and for different purposes; and listening strategy development.

*Helen Solorzano*, Northeastern University, USA  
*Beth Sheppard*, University of Oregon, USA

**Wednesday, 1:00 pm–5:00 pm**

### Using Trace Effects to Spark Language Learning and Teaching

This workshop highlights ways to use the free online virtual reality game “Trace Effects” to enhance teaching and learning. The game is engaging, but extensive teacher resource materials make it a powerful tool for classroom teachers. Participants create activities and lesson plans using the game and additional resources.

*Rick Rosenberg*, U.S. Department of State, USA  
*Deborah Healey*, University of Oregon, USA

**Wednesday, 1:00 pm–5:00 pm**

### English as a Powerful Instrument of East Asian Community Building

For the 10 Member States of the Association of Southeast Asian Nations (ASEAN), English has been designated as an official working language for the regional organization. In such a diverse group of countries, one common language is not possible. ASEAN's success has been instrumental.

*Surin Pitsuwan*, Thailand

**Wednesday, 5:30 pm–7:00 pm**

**Convention Center, Hall A**
Join a multicultural team of teachers and educational professionals dedicated to inspiring the next generation at Saudi Aramco. Take the opportunity to work for the world’s leading energy company in world-class schools in Saudi Arabia. We offer a competitive salary with quality benefits featuring a generous travel allowance, six weeks of vacation, excellent healthcare, and a family-friendly lifestyle with access to top-rated schools. If you’ve ever wondered about a career with Saudi Aramco and the expatriate lifestyle, this is the time to pursue it.

Advance your career while experiencing a work-life balance. Saudi Aramco provides a chance to do it all.

To learn more about Saudi Aramco’s current career choices, submit your resume for an interview opportunity or talk to one of our recruiters today.

DREAM BIG at www.Aramco.Jobs/TESOL
THURSDAY, 27 MARCH 2014
For the location of a ticketed session, please check your ticket.

8:00 am

Five Megatrends Shaping the Future of TESOL
Content Area: Educational Linguistics
English has become a centrepiece of education reform in many countries. The presenter shows how this is often in response to developments in economics, demographics, and technology—which are reshaping the nature of teaching and learning English around the world.
David Graddol, The English Company (UK) Ltd, UK

9:30 am

iMovie as a Tool for Paced Reading
Content Area: Higher Education
Increasing learners’ reading rates and comprehension is a challenging yet essential skill for successful preacademic English training. This teaching tip demonstrates and provides step-by-step instructions on how to use iMovie, a movie-making software program, as a tool to help create a more realistically paced reading experience for any language learner.
Luke Coffelt, Ohio University, USA

Using Brainshark to Create Student-Generated Projects
Content Area: CALL/Technology in Education
Brainshark.com is a free online resource that allows students to create podcasts and narrate slideshows using just a cell phone and a personal computer. The presenter introduces the basics of the website and share some project-based strategies for how to use it in the classroom.
Autumn Clark, Rennert International, USA

A Corpus-Based Study of Apology Expressions
Content Area: Discourse and Pragmatics
The presenters used a corpus developed from the U.S. situation comedy “Modern Family” and searched for apologies. They identify the apology strategies and look at how they were combined, and at apology expressions used for nonapologies. The presenters discuss the study and its application to ELT.
S. Kathleen Kitao, Doshisha Women’s College, Japan
Kenji Kitao, Doshisha University, Japan

Assessment in English Language Teaching: Reviewing Essentials
The goal of this practical presentation is to review important issues in developing and using assessments in English language teaching. Three specialists present the why, what, and how of language assessment with a focus on purposes, skills, standards, and test use for classroom contexts.
Lia Plakans, University of Iowa, USA
Diane Schmitt, Nottingham Trent University, USA
Deborah Crusan, Wright State University, USA

Balancing Administrative Control and Teacher Autonomy in Language Programs
Content Area: Program Administration
Most administrators and faculty would agree that programs need to find the balance between administrative controls, coordination, and teacher autonomy to succeed. This session examines program-specific variables that may influence programs to either yield more teacher autonomy, impose more controls on teaching, or work together to make program-wide decisions.
Caleb Prichard, Okayama University, Japan
Jana Moore, Temple University–Japan, Japan

Closing the Achievement Gap With Technology-Enriched Instruction for Diverse Learners
Introducing Benchmark Universe, where digital resources engage, support, and connect to students! Experience differentiated instruction with interactive whiteboards, customizable ebooks, and personalized learning spaces for close reading, genre writing, and guided research that meet Common Core/TESOL standards. Best news: these resources enable us to close achievement gaps for ALL learners.
Jennifer Boyle, Benchmark Education Company, USA
**Connecting Institutions to Collaboratively Empower Access Students and Teacher Trainees**

*Content Area: English as a Foreign Language*

Is it possible to connect several institutions to develop an innovative EFL project? This session describes how Access Program students and teacher trainees were empowered through an immersion camp carried out with the collaborative work of the U.S. Embassy in Venezuela, VENTESOL, binational centers, and teacher training universities.

*Luisa Cristina Alvarez, VENTESOL, Venezuela*

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**Creating and Using an Anthology for English for Academic Purposes**

*Content Area: Intensive English Programs*

An anthology for EAP is a collection of chapters from authentic textbooks typically used in university general education courses. The presenters show how to create an EAP anthology and how to use one in upper-level ESL reading/writing classes. Challenges are also discussed.

*Marcellino Berardo, University of Kansas, USA*

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**Demystifying the Peer Review Process in the Chinese EFL Classroom**

*Content Area: Second Language Writing*

This study investigates the abilities of Chinese EFL students to complete peer review, their attitudes toward the peer review process, and the effects of peer review on their English writing. The results of questionnaires, reflective journals, and revised essays show that peer review is a worthwhile technique for EFL students.

*Evelyn Doman, University of Macau, Macau*

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**Do-It-Yourself Electronic Interactive Board**

*Content Area: CALL/Technology in Education*

Engage the new generation of learners by using inexpensive but powerful tools. The presenter demonstrates how to build an affordable and fully functional electronic interactive whiteboard with the use of a computer, a projector, and infrared technology. Come and take the next step into interactive innovation in your classroom!

*Luis Franco, Instituto Guatemalteco Americano, Guatemala*

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**Ensuring Shared Responsibility for ELLs/Bilingual Learners**

*Content Area: Content-Based Instruction*

ELLs are everyone’s responsibility. This interactive session shares strategies and resources that PD providers can use to ensure that K–12 administrators and teachers (general education, literacy, special education, ESL, bilingual) know how to educate and evaluate ELLs/bilingual learners in their classes, schools, and districts in the context of Common Core.

*Rebecca Field, Caslon Publishing and Consulting, USA*

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**From Nebulous to Fabulous: Renewing an IEP Communication Class**

*Content Area: Content-Based Instruction*

This session describes the redesign process of a traditional IEP communication class into a community-based capstone course. Explore techniques on how to merge curricular goals with meaning-focused output to create a motivating learning environment with tangible, applicable learning outcomes for students. Ready-to-use activities, rubrics, and reflection tools are provided.

*Stephanie Marlow, Boise State University, USA*

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**Grammar and Academic Writing: What to Expect**

Writing is integral to student success, and grammar is essential to academic writing. Yet many grammar and writing courses do not prepare students for the tasks of academic writing. This presentation looks at material that combines grammar and writing to prepare students for the tasks and demands of academic writing.

*Randi Reppen, Northern Arizona University, USA*

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**Intensive Pronunciation Clinic: An Exploratory Collaboration With Speech Language Pathology**

*Content Area: Phonology/Pronunciation*

At an urban university, IEP faculty and SLPs have collaborated to create a specialized course in pronunciation for intermediate to advanced level students. Presenters provide pronunciation teaching tips informed by SLP practices, as well as information about how they approached the development of the interdisciplinary course.

*Jenny Stenseth, Portland State University, USA*

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*Jenny Stenseth, Portland State University, USA*
Language Partners: Innovators for Language Teaching and Learning in Prison

Content Area: Social Responsibility/Sociopolitical Concerns

With many traditional prison ESL programs dwindling under budget constraints, this presentation describes an innovative and replicable program where incarcerated men trained in ESL instruction use critical ESL methodology to inspire their students to learn English and examine historical, social, and political structures that have helped shape their personal histories.

*LuAnn Sorenson,* University of Illinois-Urbana-Champaign, USA

*Hugh Bishop,* University of Illinois-Urbana-Champaign, USA

*Andrea Olinger,* University of Illinois-Urbana-Champaign, USA

*Andy Eisen,* University of Illinois-Urbana-Champaign, USA

*Jim Sosnowski,* University of Illinois-Urbana-Champaign, USA

*Freddy Freitez,* University of Illinois-Urbana-Champaign, USA

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Preparing ELLs for the Common Core With BrainPOP ESL

Do you find it challenging to address the rigor of the Common Core for ELLs? Come see how BrainPOP ESL’s animated movies and activities support language, vocabulary, reading, and content standards. Leave with teaching and learning strategies that can help, whether you use BrainPOP ESL or not.

*Beverly Fine,* BrainPOP ESL, USA

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Literate Lives: Lessons From a Refugee Women’s Book Club

Content Area: Refugee Concerns

Little is known about the transitions of refugees after resettlement. Yet, researchers agree that language and literacy learning are fundamental to resettlement in English-speaking, print-oriented communities. The research discussed offers critical insights into the language and literacy practices and learning of refugee women and the impact on everyday lives.

*Amy Pelissero,* Georgia State University, USA

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Multilevel Activities and Team Projects for Beginners

Can your students learn more than vocabulary from a dictionary? Using the stunning new edition of *The Heinle Picture Dictionary,* the presenters demonstrate contextualized, multilevel activities that help adult students develop real-life language skills. Free samples are provided.

*Rob Jenkins,* National Geographic Learning|Cengage Learning, USA

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National Geographic Learning Promotes Rich Discussion in ESL Grades K–12

Do you spend time looking for interesting class topics? This session explores how guiding questions create rich discussions throughout the year. Focus is on how using age appropriate topics help form compelling small-group activities and thoughtful debates using National Geographic’s rich literature, literacy materials, and media.

*Roslyn Wall,* National Geographic Learning|Cengage Learning, USA

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Sustaining Teacher Praxis in Support of ELLs

Content Area: Teacher Development

Fidelity of practice (FOP) is explored through the findings of a mixed-methods case study that reveals the incongruence between teacher participant self-reported growth in understanding and supporting ELLs and the actual mainstream classroom implementation of knowledge and instructional strategies two years after participation in a year-long professional development program.

*Marisa Hockman,* Penn State Lehigh Valley, USA

*Mary Hutchinson,* Penn State Lehigh Valley, USA

*Xenia Hadjioannou,* Penn State Lehigh Valley, USA

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The Intersection of Culture, Language, and Education in K–12 Classes

Participants work with definitions of education, culture, and language to understand the mutual influences that these concepts exert on each other in our K–12 classrooms. Participants are introduced to frameworks to analyze and interpret interactions with students and parents of different cultural and/or linguistic backgrounds to better ensure student success.

*Dianne Tyers,* Advance Consulting for Education, Inc., Canada

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Using Linguistic Landscaping With Teachers and Students in EFL Contexts

Content Area: Applied Linguistics

Presenters share their experiences combining asset-mapping with linguistic landscaping to reclaim the value of local knowledge with teachers and students in Colombia. Participants experience a hands-on mini-activity, learn how to bring linguistic landscaping to their EFL contexts, and are invited to share a Portland-based investigation online after the convention.

*Judy Sharkey,* University of New Hampshire, USA

*Maribel Ramírez Galindo,* Universidad Distrital Francisco Jose de Caldas, USA

*Amparo Clavijo Olarte,* Universidad Distrital Francisco Jose de Caldas, Colombia
What Do Faculty Want? Perceptions on Feedback to L2 Writers  
*Content Area: Second Language Writing*

Based on interviews with 20 teachers at an English-medium Asian university, the study discussed explores faculty expectations of L2 student writing, contributing to our understanding of “Writing-to-Learn” rather than “Learning-to-Write” by moving L2 feedback studies beyond the texts produced for writing teachers to how students write themselves into their disciplines.

Ken Hyland, University of Hong Kong, Hong Kong

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What Do University IEP Students Think About English-Only?  
*Content Area: Language Policy and Planning*

Many university IEPs in the USA have policies that require the use of English-only in the classroom. This qualitative research study sheds light on the diverse ways IEP students experience English-only, offering teachers and administrators new insights into the effects—both positive and negative—of English-only on students.

Alan Broomhead, Boston University, USA

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Assessment Just Like the Professionals Do It  
*Content Area: Assessment*

Creating tests is a common IEP teacher’s duty, yet many classroom practitioners have little formal assessment training. This workshop, conducted by professional language test writers, guides participants through the fundamentals of test design, revision, and implementation using hands-on activities and authentic, teacher-created test items.

Stuart Landers, Colorado State University, USA  
John Thorpe, WestEd, USA

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Building Teacher Confidence in Integrating Transitions Skills From the Start  
*Content Area: Teacher Development*

The presenter shares a promising PD program to broaden instructors’ understanding of how to teach transitions skills at all levels. Participants work with a framework of essential academic and work readiness skills, and experience PD activities, including video observation, reflection on personal practices, and action planning for their own programs.

Betsy Parrish, Hamline University, USA

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Changing Identities, New Englishes, and ELF: Emerging Research Issues  
*Content Area: Second Language Writing*

The field of English language teaching is inevitably being influenced and challenged by the multimodal moveable scenario of polylingual and polycultural global settings, by ever engaging and intriguing linguistic landscapes, by the varieties of Englishes, and by the diffusion of English as a lingua franca (ELF).

Lucilla Lopriore, Roma Tre University, Italy  
Jun Liu, Georgia State University, USA  
Ahmar Mahboob, University of Sydney, Australia  
Ali Fuad Selvi, University of Maryland, USA  
Lia Khami Stein, California State University, USA

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Collaboration in a Global World  
*Content Area: Teacher Development*

This colloquium explores the rationale, processes, challenges, and possible consequences of using multiple methods to collaborate with other TESOL professionals in countries where English is spoken and taught as a foreign or additional language. Also explored is the adequacy of technology for collaboration for English language teaching.

Janet Pierce, Three Rivers TESOL, USA  
Kevin Cleary, JALT, Japan  
Gabriela Kleckova, ATECR, Czech Republic  
Larissa Olesova, Yakut TESOL, Russian Federation  
Elizabeth Smith, The Hockaday School, USA

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Does Intercultural Education Really Matter in Teacher Education?  
*Content Area: Teacher Education*

This colloquium considers the importance of intercultural education in the preparation of language teachers. Presenters describe research studies, conducted within both Canadian and U.S. contexts, that used written reflections, lesson plans, and the Intercultural Development Inventory findings to identify student teachers’ perspectives and perceived challenges.

Laurene Christensen, University of Minnesota, USA  
Vitaliy Shyyan, University of Minnesota, USA  
Kimberley Brown, Portland State University, USA  
William Dunn, University of Alberta, Canada
Effective Online Pedagogy for Preparing Second Language Writing Teachers
Content Area: Second Language Writing
As higher education continues its migration to online environments, this colloquium offers practical advice for teaching writing to language teachers online. Four areas relevant to successful instruction are discussed: developing an online community, perceptions of teacher self-efficacy when teaching digitally, the ecology of online writing, and online assessment and feedback.
Cate Crosby, University of Cincinnati, USA
Christine Rosalia, Hunter College–CUNY, USA
Sedel Smith, Lamar University, USA
Gena Bennett, Independent Scholar, USA
Meredith Holbrook Bricker, Independent Scholar, USA

English Beyond Borders: Does It Matter Where NNESTs Are From?
Content Area: Nonnative English Speakers in TESOL
NNESTs working in EFL settings have reported that among students who perceive NNESTs positively, some show preference for NNESTs from a different nationality than their own. Drawing on personal experiences and research, presenters explore the complexities and implications of this issue and offer practical strategies for negotiating professional legitimacy.
John King, American University of Mongolia, Mongolia
Davi Reis, Duquesne University, USA
Nathanael Rudolph, Mukogawa Women’s University, Japan
Hayat Messekher, Ecole Normale Superieure de Bouzareah, Algeria

Essentials of Haptic (Kinesthetic+Tactile)-Integrated Pronunciation Instruction
Content Area: Phonology/Pronunciation
This workshop presents a set of haptic (movement + touch)-based instructional techniques for presenting and correcting English L2 pronunciation, applicable for high beginning language learners and above. Guided by research on kinesthetic approaches to L2 pronunciation instruction, participants will leave prepared to use the instructional techniques in their classrooms.
Nathan Kielstra, Trinity Western University, Canada
William Acton, Trinity Western University, Canada
Amanda Baker, University of Wollongong, Australia
Brian Teaman, Osaka Jogakuin University, Japan
Karen Rauser, University of British Columbia, Canada
Michael Burri, University of Wollongong, Australia

Exploring Language: Creating Corpus-Based Classroom Materials
Content Area: Intensive English Programs
Using a corpus exposes students to natural usage and can facilitate guided discovery. Presenters share ways to use corpora to create lesson materials that can be used in any classroom. Participants share ideas and work together to create their own materials using a free corpus.
Marcella Caprario, Pace University, USA
James Stakenburg, Rennert International, USA

From Teacher to Teacher Educator
Content Area: Teacher Education
Panelists share experiences, research, and reflections on the professional transition from classroom teacher to teacher educator. What are the challenges involved in this transition? What are the skills and knowledge required to be a successful teacher educator? This presentation is important to the interest of current and future teacher educators.
Nikki Ashcraft, University of Missouri, USA
Lia Kamhi-Stein, California State University, Los Angeles, USA
Kathleen Bailey, Monterey Institute of International Studies, USA
Thomas Farrell, Brock University, Canada
Megan Peercy, University of Maryland, USA

Indonesia, Thailand, and Vietnam: Southeast Asian Learners of English
Content Area: English as a Foreign Language
Join three experienced teacher leaders for an eye-witness report on the unique features of working with students from Indonesia, Thailand, and Vietnam. Drawing on a wide range of experiences in those countries and the USA, presenters offer best practices for working with students from those countries at home and abroad.
Liz England, Shenandoah University, USA
Suchada Nimmannit, Chulalongkorn University Language Institute, Thailand
Mobile Learning: A Paradigm Shift in Democratizing Learning Access

Mobile learning is now part of our educational landscape—a paradigm shift. We can define it in different ways and take different approaches to integrating the technology into our pedagogy. The TIRF panel brings expert practitioners to share their experiences of the applications and implications of m-learning for TESOL.

Michael Carrier, Cambridge English, USA
Richard Boyum, U.S. State Department, USA
Lorraine de Matos, Cultura Inglesa, Brazil
Martí Estell, Bureau of Educational and Cultural Affairs, USA
Phil Hubbard, Stanford University, USA

National and State Initiatives in Adult ESL

U.S. Department of Education provides an update on national program performance and federal initiatives to improve adult ESOL student outcomes. State panelists describe one key state level adult ESOL initiative, issue, or product of value and benefit to other states. The session handouts provide additional information and detail.

Debra Suarez, Office of Vocational and Adult Education, US Department of Education, USA

On the Same Page: Teacher Education for Content Area Colleagues

ELLs have better educational opportunity when all teachers are on the same page when it comes to ELL-responsive instruction. This intersection brings together ELL professionals from three interest sections to discussion ways for inviting, preparing, and assisting K-12 content area teachers to teach with ELLs effectively in mainstream classrooms.

Jenelle Reeves, University of Nebraska-Lincoln, USA
Laura Salem, Lincoln Public Schools, USA
Anne Hubbell, Lincoln Public Schools, USA
Holly Tracy, Lincoln Public Schools, USA
Molly Williams, Lincoln Public Schools, USA
Carol Behel, Florence City Schools, USA
Jennifer Gisi Himmel, Center for Applied Linguistics, USA

Promoting Scientific Literacy: Teaching Data Interpretation Through a Cultural Lens

Scientific literacy is essential to ELL’s academic and career success. This workshop provides hands-on activities to enable ESL instructors to teach the essential skill of figure interpretation and commentary. The approach presented is based on: the need to connect with students’ previous knowledge, cognitive theory, and classroom experience.

Karen Blinder, University of Maryland Baltimore County, USA
Lori Edmonds, University of Maryland Baltimore County, USA
Yuliya England, University of Maryland Baltimore County, USA

Renew Your Language Teaching With Collaborative Conversation

This workshop is for ESL, EFL, and dual immersion teachers who want to explore new ways of encouraging students to use academic language in the classroom. The presenters share their lesson design strategy, developed to maximize every opportunity for collaborative conversation.

Maya Goodall, Teaching English Materials, USA
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<tr>
<th>Thursday, 9:30 am–11:15 am</th>
<th>Convention Center, PB 252</th>
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<tbody>
<tr>
<td><strong>Strategies to Scaffold Rigor and Create Relevance for ELLs</strong></td>
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<td><strong>Content Area: Elementary School/ Primary Education</strong></td>
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<tr>
<td>How can teachers create scaffolded, yet rigorous and relevant lessons for ELLs? This workshop introduces new resources that enable teachers to incorporate a variety of research-based strategies in content lessons. After presenters model strategies, participants plan scaffolded lessons using strategies and resources.</td>
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<td><strong>Laura Lukens</strong>, North Kansas City Schools, USA</td>
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<td><strong>Linda New Levine</strong>, Center for Applied Linguistics, USA</td>
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<td><strong>Betty Ansin Smallwood</strong>, Center for Applied Linguistics, USA</td>
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<th>Thursday, 9:30 am–11:15 am</th>
<th>Convention Center, OB 204</th>
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<tr>
<td><strong>Teacher Motivation and the Prickly Matter of Handling Feedback</strong></td>
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<td><strong>Content Area: Adult Education</strong></td>
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<td>Formal and informal learner feedback impact teacher motivation, for better or for worse. The presenters explore current assumptions on how teachers of adults handle feedback based on an international survey of ELT professionals. They reveal their toolkit, drawn from case studies, of effective strategies for responding to feedback.</td>
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<td><strong>Kristen Acquaviva</strong>, Freelancer, Germany</td>
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<td><strong>Roy Bicknell</strong>, Interlingua, Netherlands</td>
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<tr>
<th>Thursday, 9:30 am–11:15 am</th>
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<tbody>
<tr>
<td><strong>The ABCs of Creating Effective Contextualized Curricula for ESP Programs</strong></td>
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<td><strong>Content Area: English for Specific Purposes</strong></td>
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<td>Contextual relevance lies at the heart of functional context education (FCE). FCE requires the creation of a well-constructed contextualized curriculum. This session demonstrates the hands-on steps for creating such a curriculum, with special attention paid to Welcome Back Initiative’s highly effective English Health Train curriculum.</td>
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<td><strong>Marilyn J. Rymniak</strong>, Literacy Assistance Center, USA</td>
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<td><strong>Paul Feltman</strong>, WES Global Talent Bridge, USA</td>
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<td><strong>Katherine Gebremedhin</strong>, WES Global Talent Bridge, USA</td>
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<td><strong>José Ramón Fernández-Peña</strong>, San Francisco State University, USA</td>
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<th>Thursday, 9:30 am–11:15 am</th>
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<tr>
<td><strong>The Contextualized English Camp: A New Framework for Planning</strong></td>
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<td><strong>Content Area: English as a Medium of Instruction</strong></td>
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<td>Bring a flashlight and your best scary story! In this interactive presentation, the presenters look at “s’more” ways to approach intensive English camps, including how to target specific language goals using highly contextualized and content-rich activities. Upon conclusion, participants receive resources suitable for conducting a camp in their own communities.</td>
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<tr>
<td><strong>Ryan Brux</strong>, Centro Peruano Americano Tarapoto–El Cultural, Peru</td>
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<td><strong>Tony Paredes</strong>, Centro Peruano Americano Tarapoto–El Cultural, Peru</td>
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<td><strong>Brittany Nigon</strong>, Peace Corps, Peru</td>
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<th>Thursday, 9:30 am–11:15 am</th>
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<tr>
<td><strong>Toastmasters and ELT: A Vehicle for Personal and Professional Development</strong></td>
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<td>Toastmasters is an international association that helps individuals develop both communicative and leadership skills. In this demonstration session, run by experienced TESOLers and Toastmasters, attendees explore how tried and true Toastmasters techniques can be used to help teachers and students develop personally and professionally.</td>
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<td><strong>Christine Coombe</strong>, Dubai Mens College HCT, UAE</td>
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<td><strong>Mashael Al-Hamly</strong>, Kuwait University, Kuwait</td>
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<th>Thursday, 9:30 am–11:15 am</th>
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<td><strong>Unwrapping the Content and Language Demands of the Standards</strong></td>
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<td><strong>Content Area: Common Core State Standards</strong></td>
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<td>This workshop aims to help participants plan for the content and language demands of the Common Core State Standards. Participants learn how to conduct a deep analysis of the standards using a research-based framework, identify the component skills and language needed for mastery, and plan targeted academic and language instruction.</td>
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<td><strong>Tracy Spies</strong>, University of Nevada, Las Vegas, USA</td>
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<td><strong>Joseph Morgan</strong>, University of Nevada, Las Vegas, USA</td>
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THURSDAY, 27 MARCH

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THURSDAY, 27 MARCH
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TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO

A Celebration of 40 Years of Multilingualism Within TESOL
Content Area: Bilingual Education

To honor 40 years within TESOL, this academic session celebrates the contributions and research of leading experts in the field of bilingual education. In celebration of multilingualism and multiculturalism, each speaker presents his or her key understandings and shares essential ideas to lead us into a multilingual and multicultural future.

Jim Cummins, Ontario Institute for Studies in Education, Canada
Maria Brisk, Boston College, USA
Yvonne Freeman, The University of Texas at Brownsville, USA
David Freeman, The University of Texas at Brownsville, USA
Virginia Collier, George Mason University, USA
Wayne Thomas, George Mason University, USA
Joan Wink, California State University, Stanislaus, USA

Exploring the Potential of a Flipped Classroom in ESL Contexts
Content Area: Teacher Development

Explore the transformational potential of a flipped classroom environment to gain a powerful learning approach. Explore the theoretical framework for using technology/activity learning to enhance ESL contexts, learn its benefits and popularity for a variety of classroom situations, and examine ways to incorporate it in numerous skill areas, including gaming!

Robyn Brinks Lockwood, Stanford University, USA
Helaine Marshall, Long Island University–Hudson, USA
John Graney, Santa Fe College, USA
Jesse Sauer, ELS Language Centers, USA

HOTS, LOTS, and MOTS—Thinking Skills and English Language Learning

HOTS (higher order thinking skills) have recently become the focus of the Israeli high school English program, with special emphasis on the teaching of literature. Students learn how to go beyond LOTS (lower order thinking skills), while we strive not just to present MOTS (more of the same).

Susan Bedein, Himmelfarb High School, Israel
Eleanor Satlow, Academy High School, Israel

A Multimodal Platform for English Learning: Textbooks, Web, and Mobile

EnglishCentral’s MultiModal platform combines a library of over 9000 interactive video lessons with a time interval vocabulary learning system and speaking feedback system. Participants get an access card to try the platform with 50 students at no charge.

Alan Schwartz, EnglishCentral, Inc., USA
David Deubelbeiss, EnglishCentral, Inc., USA

CASAS: Assess—Learn—Achieve

This session showcases the resources CASAS offers—many at no cost—which help agencies implement quality ELL programs with standardized accountability. The CASAS framework assists ELL programs in measuring, instructing, and tracking youth and adult learner progress from beginning levels through transition to postsecondary.

Jane Eguez, CASAS, USA
Linda Taylor, CASAS, USA

Central Asia Sustains Professionalism: Tips for Organizing Successful Regional Conferences
Content Area: Teacher Development

Regional conferences play an integral role in the professionalism of novice and experienced teachers alike in Central Asia. Presenters share their experiences in organizing a conference bringing together teachers from five countries, synthesize successes to emulate, and explore pitfalls to avoid when planning such an event.

Jennifer Uhler, U.S. Department of State, USA
Natalia Tsukanova, Lingua School, Kyrgyzstan
Anna Fatneva, Lingua School, Kyrgyzstan

10:00 am

Thursday, 10:00 am–10:45 am
Convention Center, D132

Thursday, 10:30 am–11:15 am
Convention Center, C126

Thursday, 10:30 am–11:15 am
Convention Center, PB 256

Thursday, 10:30 am–11:15 am
Convention Center, F149

Thursday, 10:30 am–11:15 am
Convention Center, A105
Connecting With Millennials: Online Tools for Training Future ELT Educators

Content Area: Intensive English Programs

Millennials entering the ELT workforce are more connected to technology than previous generations. Online resources are necessary for supervising undergraduate assistants at an IEP. The presenters discuss how incorporating regular training sessions, online tools, and social media can help Millennials acquire ESL teaching skills essential to future professionals.

Raafat Gabriel, American University in Cairo, Egypt

Thursday, 10:30 am–11:15 am
Convention Center, D139

Curriculum Repair: If It’s Broken, Fix It!

Content Area: Materials Development

How can you repair a worn-out curriculum that has been patched up to match the current textbook selection? The presenters share their dos and don’ts when assessing and updating an existing curriculum for CEA preparation. Learn how to use Big Post-It Notes™ to facilitate faculty participation in the revival process.

Gloria Munson, University of Texas at Arlington, USA
Vicki Sorensen, University of Texas at Arlington, USA

Thursday, 10:30 am–11:15 am
Convention Center, D139

Exploring and Sustaining Communicative EFL Teaching to Nonnative Blind Learners

Content Area: Special Needs

Teaching EFL communicatively to blind nonnative learners is a challenge, particularly when done by a blind teacher. The presenter highlights two successful EFL teaching experiences to blind learners (one of them by a blind teacher), explaining what the teachers did before, during, and after their successful teaching ventures.

Raafat Gabriel, American University in Cairo, Egypt

Thursday, 10:30 am–11:15 am
Convention Center, D136

Exploring EFL Learners’ Computer-Mediated Oral Communication Strategies

Content Area: CALL/Technology in Education

This presentation reports on EFL students’ communication strategies while engaged in asynchronous and synchronous computer-mediated oral communication through analyses of transcripts of audiblogs and voice chats. Teaching materials, excerpts of student transcripts, and samples of student voice recorded files are presented. Pedagogical implications are discussed.

Sumanee Pinweha, Chulalongkorn University, Thailand

Thursday, 10:30 am–11:15 am
Convention Center, D136

From Teacher to Administrator: An Autoethnographic Exploration of Professional Renewal

Content Area: Program Administration

Historically, language programs have looked to experienced classroom teachers to provide administrative leadership. What might an experienced ESOL teacher encounter as a novice language program administrator? The presenter shares results of an autoethnography, reviews relevant literature, and encourages participants to reflect on their own professional development and practice.

Rebecca Tang, The Pennsylvania State University, USA

Thursday, 10:30 am–11:15 am
Convention Center, E147

From Untrained Language Teacher to Professional Academic: A Case Study

Content Area: Teacher Development

The study discussed in this session aims to increase knowledge of professional development pathways in TESOL. By examining the story of one well-established teacher-scholar with a focus on his experience as a novice/untrained teacher of ESL abroad, the research enriches our understanding of the potentialities of novice ESL teachers.

Juhyun Do, The Ohio State University, USA

Thursday, 10:30 am–11:15 am
Convention Center, B116

Help ELLs Succeed With Colorín Colorado!

Content Area: Intensive English Programs

Help your PreK–12 ELLs succeed with ColorínColorado.org, a free website for educators and parents from PBS station WETA and the American Federation of Teachers. Colorín Colorado features classroom strategies, professional development tools, bilingual parent resources, and a multimedia national resource section on implementing the Common Core State Standards with ELLs.

Lydia Breiseth, Colorín Colorado, USA

Thursday, 10:30 am–11:15 am
Convention Center, A108

Inquiry-Based ESL Grammar: Discovering a Better Way of Learning

Content Area: Grammar

How can we apply discovery learning, a.k.a. inquiry-based learning, to grammar in the ESL classroom? This presentation explores ways to teach students how to find recurring patterns and analyze sentence structure to figure out grammar conventions on their own while at the same time developing problem-solving skills.

Darrin Divers, University of Oregon, USA

Thursday, 10:30 am–11:15 am
Convention Center, A108
Learners’ Views of Social Issues in Pronunciation Learning
Content Area: Phonology/Pronunciation
This session reports on interviews with graduate students who were asked their feelings about achieving a native-like accent, and whether this would mean a loss of identity. The students wanted native-like accents only to communicate more successfully and did not see its relevance to their identity.
John Lewis, Iowa State University, USA
Kimberly LeVelle, Iowa State University, USA

Paper, Electronic, or Smart Books: Planning for Today and Tomorrow
Content Area: Materials Development
Core textbooks still play an integral role in the classroom, but educators, authors, and publishers face a dilemma determining which format to require, design, or publish to meet rapidly changing needs. Come share insights about orchestrating electronic and paper media as we identify what’s most useful for today and tomorrow.
Jane Petring, College Édouard-Montpetit, Canada

Linguistically Diverse or Learning Disability?
Content Area: Teacher Education
English language learners represent a disproportionate number of individuals receiving special education services in the U.S. This session provides K–12 teachers with classroom assessment tools that assist in documenting whether low performance in academics is related to linguistic differences or an indication of a reading disability.
Mary Petron, Sam Houston State University, USA
Burcu Ates, Sam Houston State University, USA
Helen Berg, Sam Houston State University, USA

Providing Focused Feedback in the Speaking/Listening Classroom
Content Area: Higher Education
Teachers often find it difficult to know what kind of feedback to give students in the speaking/listening classroom. The presenters share tips and experiences that demystify the notion of feedback. Participants leave this session with a better understanding of feedback techniques, enabling them to deliver more effective lessons.
Joshua Durey, Arkansas Tech University, USA
Kristen Musser, Arkansas Tech University, USA

Mentor Text 2: Scaffolding Reading Instruction for Community College ESL
Content Area: Social Responsibility/Sociopolitical Concerns
In this session, we report on a research study on scaffolding struggling ESL readers through leveled, culturally responsive texts. We share a unique approach to mentor texts, employing them both as exemplars for developing student writing, and also as a means to support student connections to and understanding of texts.
Sarina Molina, University of San Diego, USA

Supporting L2 Development in First-Year Composition
Content Area: Second Language Writing
The study discussed investigated whether individualized language development activities could effectively provide extra support for L2 writers in a mainstream FYC program. Data—surveys, texts, and interviews—were collected from 300 students in 12 FYC sections. Results suggested that L2 writers in FYC need, want, and benefit from additional language instruction.
Dana Ferris, University of California, Davis, USA
Grant Eckstein, University of California, Davis, USA
Garrett DeHond, University of California, Davis, USA

NorthStar Lights the Way to Student Achievement
The prize-winning NorthStar series goes into its 4th edition with fresh topics, explicit skills, stepped up support for critical thinking tasks, MyEnglishLab access for all learners, plus teacher-friendly online learning. See how new features and clear design engage learners and bring them to new levels of language, knowledge, and understanding.
Carol Numrich, Columbia University, USA
Frances Boyd, Columbia University, USA

Tools to Engage Students and Differentiate Instruction—Not Curriculum!
Learn how Kurzweil 3000-firefly allows ELLs to learn at grade level, and quickly improve their fluency, vocabulary, and comprehension: (1) read grade-level materials using text-to-speech, (2) expose students to correct pronunciation, (3) improve vocabulary and comprehension using audible dictionaries and on-the-fly translation to 72 languages.
David Singer, Cambium Learning Technologies, USA
zering Sustainability: Bringing the Environment Into the Language Classroom  
Content Area: Social Responsibility/Sociopolitical Concerns  
In multiple short presentations, presenters share a variety of teaching activities that bring environmental issues into the English language classroom, from hands-on projects to literary analysis. Participants will leave with a collection of materials that can be adapted for their own teaching in various contexts.  
Julie Vorholt, Lewis and Clark College, USA  
Valerie Jakar, Retired, Israel  
Donna Obenda, University of North Texas, USA  
Anthony Lavigne, Kansai Gaidai University, Japan  
Earlene Gentry, Independent Consultant, USA  
Krista Royal, University of South Florida, USA

Creating Formative Assessments That Guide Teaching in ESP Courses  
Content Area: English for Specific Purposes  
Participants are guided through a process that allows them to (1) determine the specific language needs of their students by analyzing authentic texts, (2) create a fair and valid assessment tool to discover what their students already know, and (3) use assessment results to guide teaching.  
Rachel Wood, ETS, USA  
Jenny Dodson, ETS, USA

Becoming a U.S. Citizen: The Naturalization Process  
A U.S. Citizenship and Immigration Services Officer walks participants through the basic process of becoming a U.S. citizen. Participants are encouraged to ask questions and are provided with handouts and resources.  
Christine Pool, U.S. Citizenship and Immigration Services, USA

Explore Common Core, Sustain Successful Strategies, Renew Academic Literacy  
Speakers address the Common Core standards, offering examples of successful strategies to develop academic literacy across the curriculum and grade levels. Both Elementary and Bilingual Education Interest Sections see the need to identify academic literacy activities and present research supporting best practices effective for both student populations.  
Sandra Mercuri, University of Texas at Brownsville, USA  
Aida Nevarez-LaTorre, Fordham University, USA  
Judie Haynes, everythingESL.net, USA

Reading and Writing Expectations of Matriculated University Students  
Content Area: Applied Linguistics  
This colloquium focuses on the expectations that faculty have of students studying in five university majors. A nationally administered survey and interviews with faculty on two campuses provided the data. Results indicate significant differences across academic areas in terms of the amounts and types of reading and writing.  
Neil J Anderson, Brigham Young University, USA  
Norman Evans, Brigham Young University, USA  
James Hartshorn, Brigham Young University, USA  
Rochelle Keogh, University of Arkansas, USA  
Elizabeth Webster, Michigan State University, USA
THURSDAY, 27 MARCH

11:00 am

**With a Little Help From an Online Site: Rite Exams**
Passing a reading comprehension exam is sometimes difficult for university students. To help them, three teacher-researchers at CELE-UNAM designed a special site aimed at leading students to autonomously improve their reading comprehension abilities and become aware of useful strategies for different types of reading comprehension exams.

*Maria Teresa Mallen*, Universidad Nacional Autonoma de Mexico, Mexico

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11:30 am

**English Teaching in Primary School: the Côte d’Ivoire Experience.**
*Content Area: Elementary School/ Primary Education*

This presentation demonstrates the experience of implementing English teaching in primary school in Côte d’Ivoire, a French speaking country. The presenter discusses the necessity to teach English in primary school, the way it is organised, and the difficulties bound to the implementation of the project.

*N’gata Konan Lucien*, English House, Cote D’Ivoire

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11:30 am

**Exploring Culture & Integrating Academic Language Skills Through Readers Theater**
*Content Area: Higher Education*

The presenters demonstrate how two Readers Theater projects based on extensive reading provide sufficient cultural experience and integrate various language and academic skills. This practical teaching tip guides instructors through the projects, which can be easily duplicated or developed based on the reading material relevant for their students.

*Inna Wolfson*, Saint Paul College, USA
*Isa Keller*, Saint Paul College, USA
Addressing Academic and Cultural Adjustment Needs of Iraqi Students  
*Content Area: Social Responsibility/Sociopolitical Concerns*

As Iraq has designated funds to send 10,000 students abroad between 2008 and 2018, US IEPs will face challenges to effectively respond to the academic and cultural adjustment needs of this population. The presenters analyzes the results of needs assessment surveys and involve the audience in the subsequent discussion.

Beth Kozbial Ernst, Western Michigan University, USA  
Tudy Boldin, Western Michigan University, USA  
Eva Copija, Western Michigan University, USA

Always Remember Who You Are: Positive Development of NNEST Identity  
*Content Area: Nonnative English Speakers in TESOL*

How do NNESTs utilize their linguistic and cultural resources to their advantage pedagogically and develop their identities as teachers vis-a-vis native English-speaking students? This session explores the positive identity formation of an NNEST at an American university, exemplifying the significance of multicompetence and legitimate access to practice.

Koala Koenig, University of Nevada, Reno, USA

Basic Training and Resources for Untrained TESOL Novices  
*Content Area: Teacher Development*

Many thousands of English speakers without professional-level preparation work as ESL/EFL teachers and tutors. This presentation provides a description and an update on the development of an innovative online program to help untrained, volunteer English language teachers become more effective, professional, and successful.

Lynn Henrichsen, Brigham Young University, USA

Better Mousetraps for TESOLers? My “Top Ten” List  
*Ralph Waldo Emerson’s famous misquoted quip about building a better mousetrap notwithstanding, English teachers have—since TESOL’s inaugural convention in 1966—been inventing numerous methodological mousetraps. My “top ten” list, from Agency to ZPD, recounts some of the better mousetraps of our profession… and some that are not.*

H. Douglas Brown, USA

Blended Language Learning: An Effective Solution (Not Without Its Challenges)  
*Content Area: CALL/Technology in Education*

The benefits of blended learning identified by case studies are well documented, but what is the reality? What are the opportunities for the learner, the teacher, and the institution? What are the challenges? This presentation shares research informed lessons learned from studies involving more than 600 students and 50 teachers.

Christopher Johnson, Laureate Education, Inc., USA  
Debra Marsh, Cambridge University Press, England

Creating Classroom Activities From Free TOEFL® Resources  
*Content Area: CALL/Technology in Education*

Use TOEFL’s free resources to create classroom activities that will help your students improve their academic English. By adapting actual TOEFL test items, you can increase your students’ ability to succeed in the classroom. Audience members will perform sample activities and discuss how to use scoring rubrics to measure performance.

Marian Crandall, Educational Testing Service, USA

Developing ESL Teacher Expertise: Finding Balance  
*Content Area: Teacher Development*

Within the field of TESOL teacher expertise is still a very under-researched topic. This session explores issues related to teacher expertise and attempts to outline specific characteristics of ESL teacher expertise exhibited by three experienced ESL teachers in Canada during regular group discussions and journal writing over a 2-year period.

Thomas Farrell, Brock University, USA

Effective Group Work in the Classroom  
*Content Area: Classroom Management*

Instructors often require group projects, but poor group dynamics may hinder learning. Learn how instructors can guide students to work effectively and collaboratively as a team to achieve a shared goal using a detailed team plan, timeline, and evaluations. These components can be easily and quickly implemented for any project.

Erica Harris, Lewis & Clark College, USA
English Language Teacher Training in the Field – Literally
Content Area: Teacher Development
Teacher trainers must be both resourceful and creative in helping teachers develop successful teaching strategies and the confidence to implement them in the classroom. This practice-oriented session present adaptations and ideas for exploiting the Shaping the Way We Teach English teacher training program, especially in resource-poor contexts.
Susan Strand, Kabul Education University, Afghanistan
Tamba Ngom, Ministry of Education, Senegal

Enhancing In-Service Training: An Online Solution
Content Area: Teacher Development
Presenters share an online teacher training program that has proven to be cost-effective, complete, and accessible for everyone involved. Presenters offer ideas and a checklist on how to create a high-quality training program when teachers do not have the time to meet frequently.
Elda Elizondo, Centro Cultural Costarricense Norteamericano, Costa Rica
Arturo Munoz, Centro Cultural Costarricense Norteamericano, Costa Rica
Carlos Vargas, Centro Cultural Costarricense Norteamericano, Costa Rica

Evaluation Without Grading: A New Approach to Staff Appraisals
Content Area: Program Administration
Loathed by management and staff alike, appraisals are commonly regarded as pointless, and to be got through by simply “going through the motions.” In education particularly, the process of assessing performance is fraught with difficulties. This session describes an innovative way to make appraisals more beneficial for all parties.
Ian Collins, Yasar University, Turkey

Global Englishes in Adult ESL: Classroom Materials, Tools, and Strategies
Content Area: Adult Education
Adult ESL classrooms in the USA increasingly include students who have migrated from other global English contexts. Unless explicitly discussed, variations within different global Englishes can lead to confusion and obstruct learning. The presenter shares materials, tools, and strategies to tap into students’ Englishes to facilitate language teaching and learning.
Rashi Jain, University of Maryland College Park, USA

Exploring Research Supporting Haptic (movement + touch) Pronunciation Teaching
Content Area: Phonology/Pronunciation
This presentation addresses research in neuroscience, psychology and related fields that have informed the techniques developed in haptic pronunciation teaching (Acton, 2013a). Through an exploration of interdisciplinary studies involving memory, movement, touch, vocabulary studies, affect, and communication, systematic haptic engagement shows promise as a valuable addition to pronunciation teaching.
William Acton, Trinity Western University, Canada
Michael Burri, University of Wollongong, Australia
Karen Rauser, University of British Columbia, Canada

Exploring, Renewing: Massive Open Online Courses (MOOCs) and L2 Writing
Content Area: Online Learning
An increasing number of universities are jumping on board the Massive Open Online Courses (MOOCs) movement. This discussion group gives attendees a chance to discuss the impact of MOOC adoption on L2 writers and develop strategies as researchers and teachers to address the rapid proliferation of MOOCs.
Sarah Snyder, Northern Arizona University, USA
Todd Ruecker, University of New Mexico, USA

Everything You Need to Know About Cambridge English: Advanced (CAE)
Having high-level English language skills is essential for international students to make the most of their study experience and be academically successful in higher education. This session examines Cambridge English: Advanced and provides you with teaching and curriculum information on how to prepare academic ESOL students to achieve their goals.
Beryl Meiron, Cambridge English Language Assessment, UK
Low Stakes but High Rewards: Autonomous Formal Presentation Practice  
Content Area: Listening, Speaking

Developing formal presentation skills is integral for EAP students, yet it can be overly time consuming and challenging in large classes. Student-led round tables are a practical and engaging way to give students more exposure to and practice with formal presentations, but in a low-stakes, autonomous, small-group setting.

Amanda Coyne, Medicine Hat College, Canada
Emily Harms, St. George's University, Grenada
CeAnn Myers, Melikssah University, Turkey

Maxing Out Movie Trailers for Multiple Skills  
Content Area: Media (Video and Digital)

The presenters show a step-by-step technique for creating interactive lessons that maximize movie trailers, which are free and easily accessible, to practice multiple skill areas. Teachers leave with the ability to tailor these lesson plans to their classes’ levels and student learning outcomes.

Vickie Mellos, American Language Institute, USA
Stefanie Johnson, San Diego Miramar College, USA

More Live Action English Interactive—New Survival-Level True-to-Life Software  
Content Area: Media (Video and Digital)

All new second volume of uniquely true-to-life, interactive video-based low-level software program focusing on survival vocabulary and grammar in context. Ten more units like the most popular program, Live Action English Interactive. Action, listening, grammar, dictation. Third-grade through adult and university. Lavishly praised by users, teachers, and experts. Dynamic! Effective!

Larry Statan, Command Performance Language Institute, USA
Elizabeth Kuizenga Romijn, Command Performance Language Institute, USA
Contee Seely, Command Performance Language Institute, USA
Elizabeth Hanson-Smith, Computers for Education, USA

Research and Teaching: Bridging the Gap  
Content Area: Materials Development

Teachers interested in developing their classroom practice can gain insights from research, but the perceived teacher-researcher gap can be hard to overcome. With reference to studies investigating this from both teacher and researcher perspectives, the presenters discuss how the Oxford Key Concepts for the Classroom bridges the gap.

Patsy Lightbown, Oxford University Press, USA
Nina Spada, Oxford University Press, USA

Next Generation of Digital Language Assessment Delivery  
Content Area: Assessment

The field of language assessment is rapidly becoming digital. The main focus of this presentation is on the next generation of digitally delivered assessments. The presenter shows how the marriage of digital delivery and psychometric developments allow us to automatically assemble and deliver assessments of any format in real time.

Wim J. van der Linden, CTB/McGraw-Hill, USA

Practical Strategies for Developing Well-Organized Lessons for ELLs  
Content Area: Teacher Education

Both novice as well as experienced teachers of ELLs must be able to develop well-organized lessons. This presentation will describe how the Language Experience Approach, marginal notes, and charts can be integrated into a framework providing teachers with the sense of direction they need to create well-sequenced lessons.

Francisco Ramos, Loyola Marymount University, USA

Content Area: Materials Development

As ELT/ESL publishing continues its march into the digital era, the options for teachers and materials writers to distribute and sell their own content are increasing. In this session, the participants explore some of those options, while sharing ideas for best practice in this new publishing landscape.

Nick Robinson, eltjam, UK

Sexual Identity in ESL Classrooms: Exploring Attitudes of LGBT Students  
Content Area: Culture and Sociolinguistics

ESL students who identify as lesbian, gay, bisexual, or transgender (LGBT) may face difficulties in the contemporary communicative ESL classroom environment. LGBT students were surveyed and interviewed to find out the extent to which assumptions of heterosexuality affected levels of comfort and participation. Findings revealed some degree of negative effect.

Raoul Calleja, Hunter College–CUNY, USA
Timothy Farnsworth, Hunter College–CUNY, USA
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<th>Thursday, 11:30 am–12:15 pm</th>
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| **Teaching Humor: Does It Help?**  
Content Area: Culture and Sociolinguistics  
Developing humor competence as part of communicative and pragmatic competence in ESL may often have been neglected, but research in an IEP in Southern California using humorous video clips, vocabulary instruction, discussions, journals, and role play shows that such curriculum is needed and can be successful.  
**Maria Petkova**, National University San Diego, USA |

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| **Thematic Pictures: Developing Vocabulary and Language Skills Across Content Areas**  
Content Area: Elementary School/ Primary Education  
Explore a five-step approach for developing vocabulary, critical thinking, and language skills across content areas. Based on the Picture Word Inductive Model and the concept of “language as action,” this integrated approach uses thematically-organized, projectable visuals to scaffold instruction and engage K–8 ELLs at all language proficiency levels.  
**Mamie Spillane**, Amphitheater Public Schools, USA |

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| **The Assessments the World Relies on to Measure Language Proficiency**  
Come and learn about the most highly regarded assessments in the language field. For over 20 years, Language Testing International and ACTFL (American Council on the Teaching of Foreign Languages) have delivered the most valid and reliable assessments to education, industry, and government. We are your one-stop testing solution.  
**Gabriel Cruz**, Language Testing International, Inc., USA |

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| **Applying Integrated Course Design Principles to ITA Curricula**  
Content Area: International Teaching Assistants  
In this workshop, international teaching assistant (ITA) trainers discuss and analyze the common elements of ITA courses, and work together to develop curricula and best practices in ITA course design. ITA trainers conceptualize their courses using the principles of integrated course design.  
**Miki Mendelsohn**, Princeton University, USA  
**Pamela Pollock**, Harvard University, USA |

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| **ASSURE: Successfully Integrating Technology in the Language Classroom**  
Content Area: CALL/Technology in Education  
Integrating technology into language teaching is engaging and motivating to students, and encourages interaction. Successful implementation of technology must be done with course goals and objectives in mind. Using the ASSURE model as a guide (Smaldino, Lowther, & Russell, 2012) helps ensure successful implementation of technological tools.  
**Courtney Cunningham**, University of Oregon, USA |

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| **Upcoming Changes at SEVP**  
Representatives from the Student and Exchange Visitor Program (SEVP) at the U.S. Department of Homeland Security present updates and discuss upcoming changes within SEVP and the Student and Exchange Visitor Information System (SEVIS). Topics will include updates on initial school certification and recertification, adjudication issues.  
**John Segota**, TESOL International Association, USA |

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| **The Future Kingdom: Saudi Arabian Experiences Within U.S. Universities**  
Content Area: Culture and Sociolinguistics  
Research regarding the experience and viewpoints held by Saudi Arabian students enrolled in U.S. institutions of higher education is discussed in-depth, through a quantitative analysis of the educational experiences and expectations associated with this unique student population. A special focus on ELP-students and their cultural and educational perceptions is developed.  
**Robert Mitchell**, Ohio State University, USA |

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**Robert Mitchell**, Ohio State University, USA |
Thursday, 11:30 am–1:15 pm
Convention Center, A107

**Breaking The Ice: Going Beyond Simple Icebreakers Through Motivation**  
*Content Area: English as a Foreign Language*

This workshop allows participants to practice a wide variety of engaging and effective icebreakers and warm-up activities to enhance learning. Practical warmers and icebreakers are displayed and practiced. Presenters provide the audience with a repertoire of useful ideas that can be easily used on a regular basis.

*Carolina Castro,* Casa Thomas Jefferson, Brazil  
*Mariana Sucena,* Casa Thomas Jefferson, Brazil

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### Thursday, 11:30 am–1:15 pm  
**Conventio*n Center, F150

**Mixing Oil and Water: Teaching Chinese and Saudi Students Together**  
*Content Area: Classroom Management*

In recent years, many American universities have seen a large influx of Arabic and Chinese students. This workshop explores the educational systems and student perceptions in American classrooms, then offers classroom management tips and teaching techniques that will meet the needs of both groups.

*Jacquie Osborn,* Saginaw Valley State University, USA  
*Diane Deacon,* Saginaw Valley State University, USA

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### Thursday, 11:30 am–1:15 pm  
**Convention Center, D140

**Virtual Prezi Roadtrips: Engage Student Interest in Local Regions**  
*Content Area: CALL/Technology in Education*

Virtual Prezi road trips build listening, speaking, and presentation skills, while giving students the opportunity to gain interest in and knowledge of their current local region. Example student Prezi projects, lesson plans, and materials are shared. Attendees get hands-on experience with making their own virtual Prezis.

*Melanie Jipping,* Tokyo International University of America, USA

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### Thursday, 1:00 pm–1:20 pm  
**Convention Center, D137

**Focus Groups as a Means of Identifying ELT Concerns**

Focus group sessions have been carried out by TESOL affiliate members in Asia and South America. This information session is aimed at presenting findings on such sessions, and how the Global Professional Issues Committee has processed them in order to identify concerns that could be recommended to the TESOL Board.

*Lizzie Garcia de Parades,* ESL Language Centers, USA  
*Julio Prin,* CVA Del Centro, USA  
*Kagnarith Chea,* International Development Program, USA

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### Thursday, 1:00 pm–1:45 pm  
**Convention Center, E145

**Using a Reading Log to Teach SLA to Preservice Teachers**  
*Content Area: Teacher Education*

How can an SLA course become more meaningful to students in a teacher-training program in TESOL? Referring to her own experience working with MA TESOL students, the presenter shares her idea of using a reading log to encourage students to identify personal connections to readings on SLA.

*Reiko Komiyama,* California State University, Sacramento, USA

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### Thursday, 1:00 pm–1:45 pm  
**Convention Center, B119

**3 Major Trends in Education Technology: Mobile, Big Data, Startups**

When people talk about education technology, they often talk about iPads in the classroom. Hardware such as iPads, laptops and smartphones will enable information to become digital, but the software application layer is where the real innovation in education will happen.

*John Martyn,* Language Cloud, USA  
*Billy Martyn,* Language Cloud, USA

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### Thursday, 1:00 pm–1:45 pm  
**Convention Center, F151

**A Corpus Linguistics Approach to the Acquisition of English Lexis**  
*Content Area: Applied Linguistics*

The presenter discusses the semantic structure of some light verbs and utilizes the apparatus of corpus linguistics as a way to foster learners’ autonomy in the acquisition of verbal phraseologisms. Furthermore, the presenter discusses the communicative power of light verbs in real communication and their significance for SLA.

*Rodrigo Rosa,* Cultura Inglesa SP, Brazil
An Alternative Approach to Culture: From the Bottom Up

Content Area: Culture

The presenters discuss a study of how cultural material is actively interpreted, resisted, appropriated, and (re)created in individuals’ lives. Having described how the participant, a Japanese national of Korean heritage, deployed cultural material, they discuss the implications of this "bottom-up" approach to culture for TESOL research and pedagogy.

Dwight Atkinson, Purdue University, USA
Jija Sohn, School for New Dance Development, Netherlands

Best Practices for Newly-Arrived Secondary Immigrants

Content Area: High School/Secondary Education

This session describes how two middle/high school Newcomer programs assist newly-arrived immigrants. One program in Texas provides a strong foundation for students during their first year in the country and serves primarily Latino students. The second program in Ohio is a multi-year secondary program, mainly for refugees.

Brenda Custodio, Ohio State University, USA
Mary Zamarippa, Goose Creek CISD, USA

Can Your Students Use the Reading Skills You’ve Taught Them?

Content Area: Grammar

It is not enough for students to study reading skills. They must also be able to use them strategically and independently if they are to succeed in college classes. This session outlines best practices for helping students to become strategic, critical, and confident readers of academic texts.

John Brezinsky, Cambridge University Press, USA

Common Core Meets Mother Goose

Content Area: Elementary School/ Primary Education

There is an ESL instructor Teaching in a school, Addressing Common Core Standards In a way that is cool. Even content subjects such as Science, History and Math? Yes, Mother Goose is helpful On that Common Core path. So put down your textbooks—even Dr. Seuss, And watch how Common Core meets Mother Goose.

Charles Lauth, Vestal Central Schools, USA

Digital Media as a Catalyst for Second Language Development

Content Area: Media (Video and Digital)

This presentation critically examines second language learning in digital environments (e.g., social media, fan fiction, and online games) from linguistic, pragmatic, usage-based, and intercultural perspectives. It describes the benefits of explicitly addressing genre awareness as a core asset in the language learning process.

Steven Thorne, Portland State University, USA

Does the Cambridge English CELTA Meet Our Needs?

Content Area: Teacher Education

As this initial teacher training program grows in popularity in North America, the session considers how effectively this short intensive certificate course prepares its trainees for the workplace. The discussion is informed by the presenters’ training experiences as well as by research data collected from ex-trainees and their local employers.

Patricia Harries, Freelance, Canada
Jean Pender, Freelance, Mexico

Exploring Grammar Across Disciplines for Rapid and Sustained Success

Content Area: Grammar

“Rules: memorize and repeat” is the grammar mantra that has led to a gap between acquisition and production. Make grammar immediately accessible by using the Explore, Define, and Extrapolate model. Participants leave with a variety of proven activities and materials to support their personal implementation in ESL/EFL classrooms.

Rachel Ramey, The American University of Iraq-Sulaimani, Iraq
Barbara Russell, The American University of Iraq-Sulaimani, Iraq

Facilitating Effective Second Language Teacher Learning and Development

Content Area: Teacher Development

Developing an awareness of the concept of “apprenticeship of observation”, (Lortie, 1975), may positively affect how teachers-in-training learn to teach ESL/EFL. In this presentation, attendees take part in a discussion of how best to recognize, confront and overcome apprenticeship of observation with their future teachers.

Mark Putnam, University of Tampa, USA
Five Ways to Integrate Workplace Readiness in ESL Classes
Content Area: Integrated Skills
This workshop focuses on developing workplace readiness skills into beginning-advanced ESL classes. After providing an overview of the research, presenters demonstrate activities that integrate workplace readiness skills. By the end of this workshop, participants are able to do five things to integrate workplace readiness skills in their own classes.

Donna Price, San Diego Community College, USA
Ann Marie Holzknecht, San Diego Community College, USA

Flipping the ESL Classroom: Promoting Student Interaction, Engagement, & Learning
Content Area: Intensive English Programs
Flipping the classroom is an increasingly popular pedagogical strategy that can also be used to promote English language learning. In this model, instruction is shifted outside the class so that valuable class time can be used more productively/interactively. This session explores the flipped classroom in a variety of ESL classes.

Danielle Petersen, Central Michigan University, USA
Caitlin Hamstra, Central Michigan University, USA
Alisha Fisher, Central Michigan University, USA

Make It Work: Service Learning in the IEP Context
Content Area: Content-Based Instruction
Drawing on lessons learned from diverse service learning projects implemented with IEP and graduate TESOL students, the presenters guide a discussion of best practices for implementing this pedagogy in a wide variety of settings.

Sarah Dietrich, Salem State University, USA
Diane Sweet, Salem State University, USA

Making the Case for Summary-Response Essay Writing: Techniques and Challenges
Content Area: Second Language Writing
Summary-response writing is an effective way to prepare postsecondary ESL students for the academic rigors of college composition because it engages with text and topic. In this session, the presenters explain the benefits of summary-response writing by demonstrating teaching methods, relating student challenges, and suggesting techniques for in-class implementation.

Julie Hanks, City Colleges of Chicago, USA
Joshua Thusat, City Colleges of Chicago, USA

Marketing for Student Diversity: Internet Tracking, Social Media, and More...
Content Area: Program Administration
The presenter shares marketing tips used to attract diverse students to a university IEP. Effective use of social media, tracking links and QR codes in online advertising, enrollment management, selecting key words, and best practices for webpage and communication design are discussed.

Randy Hardwick, DePaul University, USA

Mobile Learning: The Reality of Chatting, Note Taking, and Assignments
Content Area: English as a Foreign Language
Mobile learning and teaching are being considered by educators who believe in the partnership of technology. To explore academic use of mobile devices as a tool for academic chat, note-taking, and course work, 50 EFL participants were surveyed. Results did not reflect the literature. Findings and conclusion are discussed.

Christine Sabieh, Notre Dame University, Lebanon

Pairing Common Core and Language Development Standards Through Academic Language
English language learners benefit academically when language is differentiated by their proficiency levels and scaffolded to facilitate access to grade-level content. What better way to achieve this goal than through the identification of academic language that is present across content and language standards. Come see how it’s done!

Margo Gottlieb, Corwin, USA
Gisela Ernst-Slavit, Washington State University, USA

Proficiency and Professionalism: Arab Female Teachers’ Perceptions and Experiences
Content Area: Nonnative English Speakers in TESOL
The study discussed in this session investigates Arab female teachers’ perceptions and experiences of their identity as NNESTs in Saudi Arabia, an expanding circle country. In-depth interviews with the participants reveal their confidence in their proficiency and professionalism as well as in their NNEST identity compared to NESTs.

Fauzia Shamim, Taibah University, Saudi Arabia
**Pursuing a Graduate Education in TESOL**
Learn the advantages of pursuing a graduate education in TESOL, including opportunities for professional advancement in academia, teaching, business, government and more. Also learn helpful tips for applying to grad school.

*Mary Ellen Butler Pascoe*, Alliant International University, USA

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**RTI in Strategies-Based Instruction (SBI) for Bilingual Students**
Response-to-intervention (RTI) is widely accepted and successfully implemented in mainstream classes in North America, but little has been reported on how this strategy would work for bilingual ELLs who juggle language and content learning. This presentation explores the efficacy of RTI following strategies-based instruction for helping ELLs improve writing.

*Donglan Zhang*, University of Auckland, New Zealand
*Lawrence Jun Zhang*, University of Auckland, New Zealand
*Xuesong Andy Gao*, University of Hong Kong, Hong Kong

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**Socializing International Students Into the Academic Culture of Instructional Technology**
This session describes research in an ESL class using a hybrid format to acculturate international students into the culture of instructional technology. The presenters provide a description of students’ experiences and views of the online platforms, interactions, and tasks followed by a discussion of the pedagogical implications of their findings.

*Nike Arnold*, Portland State University, USA
*Julia MacRae*, Portland State University, USA

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**Strategies for Building Academic Vocabulary in Every Content Classroom**
Let’s get students talking like scholars! This session gives you specific instructional strategies to use in your classroom for teaching, practicing, reviewing, and assessing academic vocabulary with your students. These strategies can be used in any content classroom—from math to technology—and can be used immediately!

*Katie Brown*, Shuksan Middle School, USA

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**Teacher Training Programs/Approaches in Africa, South America, and Vietnam**
What do EFL international teacher educators need to provide to ensure quality teacher training programs? Presenters explain how connecting global ideas with local educational practices enhances teaching, resulting in effective learning in diverse cultural settings. The speakers present their challenges, insights, and success stories from their experiences with innovative programs.

*Rosemary Orlando*, Southern New Hampshire University, USA
*Andy Curtis*, Anaheim University, USA

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**Tesol Standards as a Roadmap for the PRAXIS ESOL Test**
PRAXIS ESOL is a teacher certification test within the United States that measures linguistic and pedagogical knowledge for teaching P–12 ESOL. This presentation discusses the content of the TESOL Professional Standards for P–12 Teachers and how these standards are used to inform the PRAXIS ESOL test’s design and content.

*Maria Konkel*, Educational Testing Service, USA

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**Testing ITA Readiness With the International Teaching Assistant Speaking Assessment**
Do you need to test the spoken English proficiency of prospective ITAs in a valid and reliable way? Consider ITASA, a proven performance test of 30 years, to give you meaningful results you can use. In this session, learn about the structure, development, training, and administration of ITASA.

*Ildiko Porter-Szucs*, Cambridge Michigan Language Assessments, USA
The Crucial Role of Teaching Presence in Online ESOL Programs

Content Area: CALL/Technology in Education

Teacher presence is crucial in the success of online English language learning. This presentation shares Canadian research findings highlighting strategies to use online teacher presence to engage learners and build cohesive learning communities. Implications for ESOL and teacher education are outlined to develop effective online teaching practices.

Geoff Lawrence, York University, Canada

The Effect of Input Modality on Pronunciation Accuracy in ELLs

Content Area: Phonology/Pronunciation

This session presents results from a Posttest-only Control Group Design study examining the pronunciation accuracy of adult ELLs, as demonstrated by utterance length, and two input stimuli: auditory-only and auditory-orthographic. Utterance length and input modality further examined with native language and second language proficiency variables revealed statistically significant findings.

Marcella Farina, University of Central Florida, USA

To MOOC or Not: A Question for L2 Composition Teachers

Content Area: Second Language Writing

Massive open online courses (MOOCs) have generated controversies regarding technology, learning, roles for teachers, ideologies, types of online discussions, peer review, and assessment. Using data from the first composition MOOCs, participants discuss new directions of online learning and the relationship between teaching and learning in L1 and L2 composition.

Joel Bloch, The Ohio State University, USA

Toolkits: Creating Student-Centered Instruction in Low-Resource Environments

Content Area: Materials Development

In this participatory session, teachers with minimal resources learn to create engaging and customized lessons using locally relevant materials and a Toolkit Creator. The presenters share how to create a ready-to-go toolkit using student and teacher needs assessments. Examples of successes from their community are provided.

Wendy Taylor Wampler, Literacy Coalition of Central Texas, USA

Dawn Allen, Literacy Coalition of Central Texas, USA

Transforming School Culture Through English Clubs in Mauritania

Content Area: High School/Secondary Education

This presentation is based on lessons learned from effective extracurricular programs implemented in secondary schools throughout Mauritania. Motivated teachers implemented English Clubs that created meaningful, student-centered, learning opportunities for students. English Clubs mobilized entire communities to work together and inspired a generation of students to become enthusiastic and engaged English-lovers.

Adama Dieng, Mauritania

Ali N’Dom, Mauritania

Mikaelou Mamadou Sadio Sow, Mauritania

Two Approaches to ESP Course Design

An experienced writer, editor, and teacher of ESP courses identifies two different approaches to ESP course design, which he labels “English through…” and “English for…”. In this presentation, the presenters show how this distinction affects every aspect of ESP course design, from needs analysis to final assessment.

Kristin Ekkens, C3 Consulting LLC, USA

Jeremy Day, English360, UK

What Every ESL Teacher Should Know About Pronunciation

Content Area: Phonology/Pronunciation

Pronunciation training is essential for enhancing the clarity of your students’ communication in English, but teachers often ask, “Where do I start?” This participatory workshop explores some fundamental features of spoken American English and gives participants techniques for teaching the speech elements that have the most impact on overall intelligibility.

Carol Burrill, Monrovia Community Adult School, USA
Globetrotting Language Educators Explore the World From the Oregon Trail  
**Content Area: Teacher Development**

Exploring the world and its diverse cultures has drawn many to the ELT profession. To sustain and renew their interests as globetrotters, the panelists share and exchange experiences and opportunities with TESOL conferees related to teaching, training, and touring outside the U.S. to enhance academic, personal, and professional development.

**John Schmidt**, Texas International Education Consortium, USA  
**Liz England**, Shenandoah University, USA  
**Christine Coombe**, Dubai Men’s College, UAE  
**Neil Anderson**, Brigham Young University, USA  
**Fife MacDuff**, U.S. Department of State, USA  
**Jane Hoelker**, Community College of Qatar, Qatar  
**Vincent Flores**, Fulbright Commission, Republic of Korea

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Teacher Renewal Through Research and Reflective Practice  
**Content Area: Teacher Development**

Christian ELT professionals find renewed energy that sustains and transforms their work through research and reflective practice. This session explores how we experience renewal by teaching to our strengths, relating sensitively to students of different faiths, and collaborating with colleagues to integrate research in peacebuilding and ELT.

**Mark Honegger**, University of Louisiana, Lafayette, USA  
**Cheryl Woelk**, Saskatchewan Intercultural Association, Canada  
**Morgan Nash**, The English Language School, Oklahoma City, USA

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Confronting Intolerance: Teaching English and a Culture of Respect  
**Content Area: Social Responsibility/Sociopolitical Concerns**

Students, teachers, and institutions deal with racism, bullying, social isolation, harassment based on gender identity or sexual orientation, and religious intolerance. Together, we explore transformative strategies for ESL classrooms and discuss implications for practice.

**Salameh Bishara**, Evangelical Lutheran Church, Palestinian Territory  
**Shelley Wong**, George Mason University, USA  
**Carter Winkle**, Barry University, USA  
**Sonja Franeta**, Laney College, USA  
**Naomi Lee**, Kansai Gaidai University, Japan  
**Heidi Faust**, University of Maryland Baltimore County, USA

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Culturally and Linguistically Responsive Instruction for EL Academic Success  
**Content Area: High School/Secondary Education**

This academic session focuses on programmatic, instructional, and home-school best practices for secondary English learners. Experts will address the following topics: implementation of district-wide sheltered instruction professional development aligned to Common Core and WIDA standards; instructional considerations for SIFE; family engagement; and designing Native/Heritage Language Arts curriculum.

**Jennifer Pearsall**, Charlotte-Mecklenburg Schools, USA  
**Sarah Lang**, Charlotte-Mecklenburg Schools, USA  
**Helaine Marshall**, Long Island University, USA  
**Andrea DeCapua**, New York University, USA  
**Lydia Stack**, Understanding Language at Stanford University, USA  
**Marybelle Marrero-Colon**, Center for Applied Linguistics, USA

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Moving Toward College-and-Career-Focused Adult ESOL Instruction  
**Content Area: Adult Education**

Prompted by increased emphasis on postsecondary transitions, adult ESOL teachers are being urged to incorporate content areas and instructional approaches into their classes for which they may feel unprepared. The panelists in this academic session examine the new demands on students and faculty and suggest promising, research-based solutions.

**Guadalupe Valdes**, Stanford University, USA  
**Stephen Reder**, Portland State University, USA  
**Maricel Santos**, San Francisco State University, USA

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Re-Defining Relevance: Cultural and Social Tools for Secondary ELLs  
**Content Area: High School/Secondary Education**

This workshop focuses on information ELLs must know to find success. Through cultural and social tools like mock interviews, resumes, and community service, purpose is created and lives are changed. Re-defining what information is taught in our high schools is the first step in leading our students to success.

**Heather Macintosh**, North Kansas City School District, USA
Teaching Basic English Intonation by NNESTs
Content Area: Phonology/Pronunciation
In this workshop, four NNESTs present an innovative, grammar and rhythm-based method specifically designed for language teachers to identify and teach English expressive, intonation patterns effectively. A straightforward, haptic-integrated (using movement and touch) classroom-tested system for teaching conversational intonation is demonstrated.

Yuyue Zeng, Trinity Western University, Canada
JaeHwa Hong, Trinity Western University, Canada
Noriyuki Takatsu, Sugamo Junior and Senior High School, Japan
Richmond Donkor, Trinity Western University, Canada
Moses Lam, Trinity Western University, Canada

The Next Generation of Challenges in Authoring
Content Area: Materials Development
This session explores past, current, and future roles and relationships between materials writers and publishers. How can new and potential authors make informed decisions? Listen to experienced authors describe their experiences on topics from negotiating contracts to getting permissions.

Nick Robinson, Nick Robinson ELT Author Representation, USA
Sarah Lynn, Harvard University, USA
Lynn Bonesteel, Boston University, USA
Joe McVeigh, Independent Consultant, USA

The Transformative Educator: Upsetting the Balance
Content Area: Culture and Sociolinguistics
Educators have begun to learn how to rebalance the disequilibrium created by intercultural experiences, and foster competency in the face of unsettling interactions. The presenter explores the centrality of balancing challenge and support in teaching and training and confront some of the competing commitments of being interculturally competent professionals.

Janet Bennett, Intercultural Communication Institute, USA

The US Department of Education: Supporting English Language Learning
Representatives from the U.S. Department of Education’s Office of English Language Acquisition (OELA) and the Office of Vocational and Adult Education (OVAE), discuss federally-funded initiatives that support English Language Learners. Emphasis is on encouraging greater awareness and use of the Department’s resources for improving outcomes for children, youth and adults.

Debra Suarez, Office of Vocational and Adult Education, US Department of Education, USA

TESOL as Intercultural Communication
Content Area: Applied Linguistics
TESOL has focused on language for communicative competence and subsumed culture under linguistic considerations. However, in light of globalization, intercultural competence should be the dominant paradigm within which language concerns should be addressed. How can we re-envision theories and practice in TESOL to involve culture as a central concern?

Adrian Holliday, Canterbury Christ Church University, UK
Ryuko Kubota, University of British Columbia, Canada
Ulla Connor, Indiana University-Purdue University, Indianapolis, USA
Don Snow, Shantou University, China
Gayle Nelson, Georgia State University, USA
Laura Jacob, Mt. San Antonio College, USA

Workshop on Megatrends in TESOL
Content Area: Educational Linguistics
In this workshop, participants can explore some of the issues raised in the presenter’s Keynote address more deeply. Where did the data come from? What assumptions did he make when modelling the future? How will these trends affect your own life and career?

David Graddol, The English Company (UK) Ltd, UK
Thursday, 2:00 pm–2:45 pm
Convention Center, D136

Building Community Through Collaboration in Online Environments
Content Area: CALL/Technology in Education

Purely online courses face challenges in creating a sense of community for the learners. The presenters describe their online EFL professional development course and share the tools and techniques they use to foster participants’ collaboration. Specific tasks and projects are detailed, and a reference website is provided.

Donna Shaw, University of Oregon, USA
Robert Elliott, University of Oregon, USA

Thursday, 2:00 pm–2:45 pm
Convention Center, E146

Advocating for English Learners: Why and How

Drawing from her new book Advocating for English Learners: A Guide for Educators, the presenter builds a case for the urgent need to advocate for English Learners’ success. She shares practical strategies so educators can build their EL advocacy skills to help support ELs’ strong voices in school.

Diane Staehl Fenner, Conwrn, USA

Thursday, 2:00 pm–2:45 pm
Convention Center, D131

Beginning Writing Students and the Vocabulary-Grammar Continuum
Content Area: Vocabulary, Lexicon
Research has demonstrated that putting greater focus on vocabulary improves student writing. However, vocabulary is now seen as far more than single word units. Presenters, seeing grammar and vocabulary as a continuum, share materials for beginning-level writers that scaffold new vocabulary using collocations and repeated, contextualized exposure.

Colin Ward, Lone Star College–North Harris, USA
Alice Savage, Lone Star College–North Harris, USA

Thursday, 2:00 pm–2:45 pm
Convention Center, F150

Best Practices for Sustainable In-House Professional Development
Content Area: Teacher Development
In-house professional development workshops enable teachers to share expertise. But after these workshops, where does the information go? Discover how to maximize a workshop’s effectiveness, even for teachers who can’t attend or currently apply the information. Participants receive best practices and materials for developing lasting, accessible, coherent professional development materials.

Ian Nichols, University of Pennsylvania, USA
Maureen Templeman, University of South Florida, USA
Connecting the Common Core to Comprehension and Fluency Instruction

Students are expected to read closely and to comprehend deeply in order to meet the Common Core State Standards. In this session, the presenter discusses rigorous resources that provide targeted opportunities for close reading, critical thinking, active engagement, and building reading fluency.

**Barbara Andrews**, Benchmark Education Company, USA

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Defining English Language Teacher Research in the Cambodian Context

**Content Area: Higher Education**

This session reports Cambodian ELT teachers’ conceptions of language teacher research. It draws from focus group and interview data, and argues that a clear and accepted definition of ELT teacher research needs to be conceptualized to meet the objective of tertiary ELT institutions to promote teachers’ active engagement in research.

**Chan Narith Keuk**, Macquarie University, Australia

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Developing the TESOL edTPA: Challenges and Responses

The edTPA is a national preservice teacher performance assessment created through a Stanford University/AACTE/Pearson partnership. Design team members present an overview of the edTPA, discuss the ways it was developed to meet TESOL professional teaching standards, and facilitate discussion on how teacher education programs may begin planning to prepare.

**Laura Baecher**, CUNY Hunter College, USA

**Tim Micek**, Ohio Dominican University, USA

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Elementary ELL Pedagogy: Lessons From ESL and Bilingual Teachers

**Content Area: Elementary School/ Primary Education**

This presentation uses data from a three-state study of elementary teachers of ELLs to identify and describe five instructional and parent communication practices that all teachers can employ. The presenter connects these practices to second language acquisition and learning theories and offers strategies for incorporating them into content-specific lessons.

**Megan Hopkins**, Pennsylvania State University, USA

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ELT Education in Turkey: A Multifaceted Programmatic Evaluation

**Content Area: English as a Foreign Language**

This session addresses three research questions: What is the current situation of the ELT programs in Turkey? How do the ELT program directors and teacher candidates envision the current situation of their programs? Finally, where do the Turkish ELT programs stand compared to current research in the field?

**Nihat Polat**, Duquesne University, USA

**Saban Cepik**, Zirve University, Turkey

**Laura Mahalingappa**, Duquesne University, USA

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Exploring Challenges of Curriculum Renewal in Sustaining an EFL Program

**Content Area: English as a Foreign Language**

This session explores one Colombian university’s approach to curriculum change is necessary, how new curriculum is designed and implemented, and what challenges can arise. Presenters share their curriculum renewal process, which can be adapted to other contexts.

**Paige Poole**, Universidad del Norte, Colombia

**Erica Ferrer Ariza**, Universidad del Norte, Colombia

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Exploring the Educational Challenges of the Next Generation of Nurses

**Content Area: English for Specific Purposes**

ELLS in U.S. nursing programs often face a number of academic, cultural, and social challenges. This presentation describes a study of these challenges conducted at a large public university and presents the instructional strategies designed to improve the program. Session participants are encouraged to share similar experiences.

**Bonnie Fuller**, Towson University, USA

**Jennifer Mott-Smith**, Towson University, USA
Eyercize, Chunking, and Comprehension: Blending Web 2.0 With Reading Fluency  
Content Area: Reading and Literacy  
In this presentation the presenters show how to blend a free speed reading web tool, Eyercize, with components of reading fluency development focusing on repetition and visual speed chunking of text, towards enhancing fluidity of processing.  
Jana Moore, Temple University, Japan  
Daniel Ferreira, International Christian University, Japan  

Feeding It Forward: Exploring and Renewing the Teacher Observation Process  
Content Area: Teacher Development  
Many ELT professionals find themselves in the position of evaluating teacher performance. Based on Appreciative Inquiry, the feed forward technique can be used to focus on the positive in order to enhance teacher performance. Participants have an opportunity to practice the technique during the session.  
Karen Densky, Thompson Rivers University, Canada  

Fostering Presentation Competence: Instituting a Comprehensive Presentation Curriculum  
Content Area: Listening, Speaking  
While success in most American universities is partially contingent upon competency of oral presentation skills, many ESL students are unprepared to create an effective oral presentation. In this session, the presenters share their own experience developing a comprehensive presentation curriculum and ongoing observations of student success and challenges.  
Kaitlin Gram, Missouri Southern State University, USA  
Elizabeth Gould, University of Kansas, USA  

Innovating Intercultural Understanding Through Multicultural Literature  
Content Area: English as a Foreign Language  
Using multicultural literature in the EFL classroom is a means to promote interculturality in a natural and authentic context. In this session, the presenters explore activities that allow students to reach a deeper level of cultural understanding by identifying different opinions and attitudes, thus leading to more positive intercultural communication.  
Sherry Dickerson, Liberty University, USA  
Marilyn Ponder, Kennesaw State University, USA  

Integrating Sociocultural Theory in Writing Instruction for Grades K–12  
Content Area: Second Language Writing  
The presenter explains the rationale for and steps of integrating sociocultural theory in writing instruction in Grades K–12. Lesson plans and student sample work are used for illustration. The participants have the opportunity of modifying or creating a writing activity in which key elements of the sociocultural theory are integrated.  
Feng-Ling Johnson, Northwestern College, USA  

Issues in Dynamic Assessment  
Content Area: Assessment  
To some, dynamic assessment means formulating evaluation so that it teaches while it tests. Others use the term to mean a system of assessment that adjusts the difficulty of the item according to the success of the answer. The roundtable addresses the complexity of the terrain of dynamic assessment.  
Lynne Diaz-Rico, California State University, San Bernardino, USA  

ITAs’ Attitudes To Teaching in U.S. Classrooms: Implications for Practice  
Content Area: International Teaching Assistants  
The study discussed in this session analyzes ITAs’ conceptions of teaching and their perceptions of U.S. students at the beginning, middle, and end of their first semester of teaching at a large southwestern U.S. university. The study suggests changes to the existing ITA program as identified by the participants themselves.  
Ekaterina Arshavskaya, Pennsylvania State University, USA  

Job Fairs: Bridging Business and Academic English  
Content Area: Applied Linguistics  
This demonstration presents a valuable activity that helps students see how cultural norms applicable in academic discourse can also be useful in business in a formal setting (job fairs), which gives students a taste of what professionals expect of employees.  
Anne Hepfer, Seattle University, USA
Measuring the Professional Identity of EFL Teachers  
*Content Area: Teacher Education*

Teacher preparation programs aim to prepare EFL professionals. Do such programs address the complexity of teacher identity? This session presents a conceptual model and a pilot study concerning the professional identity of EFL teachers so that their perception of professional identity can be measured, setting the stage for program improvement.

**Adina Mannes,** Bar Ilan University, Israel  
**Yaacov Katz,** Bar Ilan University, Israel

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Motivate, Gain, and Persist in Small, Open-Enrollment Adult Programs  
*Content Area: Adult Education*

This practice-oriented presentation is designed for ESL teachers and administrators in adult education settings who serve small, isolated, and transient populations. Learn goal-setting and advising, classroom design, and feedback strategies that improve persistence, self-efficacy, and language skills within the constraints of a part-time program.

**Natasha Zahn Pristas,** Kodiak Adult Basic Education, USA  
**Adelia Myrick,** Kodiak Adult Basic Education, USA

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Overcoming Challenges to Formative Assessment Implementation  
*Content Area: Assessment*

It is challenging to implement formative assessment in teaching contexts where summative standardized testing predominates. This roundtable session defines and provides examples of formative assessment. Participants reflect on their assessment experiences, focusing on difficulties implementing formative assessment. Discussion and strategies to solve these problems follow.

**Michelle Stabler-Havener,** Regional Institute of English, South India, India

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Part of the Solution: Making Language Programs More Environmentally Sustainable  
*Content Area: Social Responsibility/Sociopolitical Concerns*

This roundtable discussion, hosted by the Environmental Responsibility Forum, centers on ways to make language programs more environmentally sustainable. Participants share ideas and address challenges in a discussion facilitated by a program administrator who has led environmental initiatives at two American university IEPs and a Chinese college.

**David Royal,** University of South Florida, USA

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Preservice NNESTs’ Shifting Beliefs: From Coursework to Coteaching  
*Content Area: Teacher Education*

How do preservice NNESTs’ beliefs regarding L2 pedagogy shift as they participate in various practical teaching experiences? The longitudinal case study discussed traces two nonnative MA TESL students’ beliefs over an 18-month period. The session offers teacher educators recommendations for working within their graduate students’ zone of proximal development.

**Caroline Payant,** University of Idaho, USA

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Reading Informational Text in School: Depth Versus Breadth  
*Content Area: Common Core State Standards*

The CCSS require an increase in informational reading. Students must read in depth for key ideas, details, craft, structure, and integration of knowledge and ideas. This presentation shows texts for grades 4, 7 and 10 with accompanying standards and techniques for scaffolding and developing reading strategies.

**Linda New Levine,** USA

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Researching Academic Language: Examples From Upper Elementary Classrooms  
*Content Area: CLIL*

This presentation is based on a study of eight classrooms with large numbers of ELLs. Via the use of classroom interaction segments and student work, presenters illustrate how teachers made deliberate efforts to 1) model academic language and 2) afford opportunities for students to access and produce academic language.

**Gisela Ernst-Slavit,** Washington State University, USA  
**Kristen Pratt,** Washington State University, USA  
**Jeremy New,** Washington State University, USA

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Service Learning as Teacher Development: Lessons From a Pilot Project  
*Content Area: Teacher Education*

Grounded in participant reflections, this presentation offers an example of a Service Learning project as teacher development. Attendees discuss the distinctions between Service Learning and internships or practica and explore ways to implement this pedagogy in their own settings.

**Sarah Dietrich,** Salem State University, USA
THURSDAY, 27 MARCH

**Sustaining Learner Investment Through Facilitating ELL Self-Correction Goals**

*Content Area: Listening, Speaking*

Classroom action research with 60 intermediate adult ELLs informed the implementation of an effective self-correction learning cycle. First, ELLs completed a self-efficacy inventory. Monthly, ELLs recorded and transcribed their own speech, received feedback, set goals for self-monitoring, self-regulated their spoken output and then evaluated themselves.

**Janice GT Penner,** Douglas College, Canada

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**Technical Communication Course for International Students: Collaboration, Design, and Teaching**

*Content Area: English for Specific Purposes*

This session discusses the creation, collaboration, development, and teaching of an intensive technical communication course for international engineering/science students. Participants learn to set up a course that addresses the professional technical communication needs of intermediate/high-level students, including writing, reading, and presentation skills. Handouts, assignments, and sample exercises are provided.

**Leena Chakrabarti,** Kansas State University, USA  
**Christina Luster,** Kansas State University, USA

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**Taking the American Academic Experience to International Students: Onsite Workshops**

*Content Area: Intensive English Programs*

International students may possess a high enough score on the TOEFL or IELTS for admission to a U.S. university but still lack academic cultural knowledge they need to be successful. This presentation discusses a month-long in-country program in China that helps prepare students for their American academic experience.

**Dayna Foster,** Wright State University, USA  
**Darryl Evans,** Wright State University, USA  
**Bi Zhang,** Wright State University, USA  
**Chris Hall,** Wright State University, USA

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**Teaching With TED: An Advanced Listening and Speaking Course**

*Content Area: Listening, Speaking*

In this session, the presenter explains how she designed an advanced listening and speaking course using thematic units based on selected playlists from the TED, website. The presenter shares sample materials, activities, and assignments and encourages participants to incorporate TED talks in their own teaching.

**Amy Cook,** Bowling Green State University, USA

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**The Innovative Trend of Using Address Terms in China**

*Content Area: Culture and Sociolinguistics*

This session is about discussing two popular address terms, “Shuaige” and “Meinü,” used widely in the Chinese context. A study using a mixed research methodology to investigate the factors influencing their usage shows the terms, originally regarded as praise toward those who were handsome and pretty, have acquired cultural connotations.

**Jinjin Lu,** University of Tasmania, Australia  
**Paul Throssell,** University of Tasmania, Australia

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**Understanding “I Forgot”: Unpacking Conversations About Text With Struggling ELs**

*Content Area: Elementary School/Primary Education*

This roundtable discussion focuses on group interactions among young ELs. Discourse analysis reveals how students’ recurring use of “I forgot” during conversations is more than a lapse of memory. The data suggests “I forgot” is used when a student’s momentary language preference conflicts with the English-only ideology of the classroom.

**Sarah Capitelli,** University of San Francisco, USA
Using Common Core Standards for Adult Education for Adult ESL

Content Area: Common Core State Standards

This session provides a forum for adult ESL educators to discuss how the U.S. Department of Education, Office of Vocational and Adult Education’s April 2013 report titled, “College and Career Readiness Standards for Adult Education” relates to adult ESL programs.

Linda Taylor, CASAS, USA

DIY NeuroELT: Making Your Textbook More Brain-Friendly

Content Area: Materials Development

The authors who wrote your textbooks were probably thinking about grammar, vocabulary, and tasks—but not about brain science. This do-it-yourself NeuroELT workshop looks at seven ways to modify your book, making it more brain-friendly. A handout adds 13 more ways and provides references. For classroom teachers and materials writers.

Marc Helgesen, Miyagi Gakuin Women’s University, Japan

Curtis Kelly, Kansai University, Japan

Developing Projects Related to Your Course’s Textbooks

Content Area: CLIL

In this practical, hands-on workshop, IEP instructors describe the development of successful project-based learning utilizing classroom texts, and demonstrate examples from their high-beginning to advanced levels. Next, participants collaborate in small groups to create similar projects based on guided criteria, ending in plenary discussions.

Erica Harris, Lewis & Clark College, USA

Ursula McCormick, Lewis & Clark College, USA

Julie Vorholt, Lewis & Clark College, USA

Exploring Writing Across the Disciplines Through Academic Literacies

Content Area: Second Language Writing

Using an academic literacies framework designed to empower linguistically diverse language learners engaged in academic writing, this colloquium presents a Faculty Learning Community’s evolution, discusses findings of their study/student survey conducted in fall 2013, and explores pedagogical implications for students/faculty across the disciplines in higher education.

Jacqueline McCafferty, Rowan University, USA

Cynthia Kopp, Rowan University, USA

Kimberly Peters, Rowan University, USA

Jennifer Murphy, Rowan University, USA

Roberta Zehner, Rowan University, USA

Deb Martin, Rowan University, USA

Developing Multimedia and Multicultural Literacies: Renewable Resources for Teacher Education

Content Area: Teacher Development

This workshop presents a variety of media supported lessons that can be used to achieve both multicultural and media literacy learning goals in teacher education programs. Participants engage in practical classroom activities and develop guidelines for assessing multimodal and multicultural literacies for pre-service and in-service teachers.

Carla Chamberlin-Quinlisk, The Pennsylvania State University, USA

Fernando Naiditch, Montclair State University, USA

How to Get Published in ESOL and Applied Linguistics Serials

TESOL Quarterly coeditors, Brian Paltridge and Ahmar Mahboob, and a panel of working journal editors outline the process of submitting a paper and answer audience questions. Topics include the review process, writing an article from a thesis project, and the particular areas of interest for each journal represented.

Ahmar Mahboob, TESOL Quarterly, Australia

Brian Paltridge, TESOL Quarterly, Australia

Herbert Pierson, Journal of Asian Pacific Communication, USA

Xuesong (Andy) Gao, System, USA

Gwendolyn Gong, Asian Journal of English Language Teaching, USA

Bahiyyih Hardacre, Issues in Applied Linguistics, USA

Anne McElhanan Howard, JALT Journal, USA

Ken Hyland, Applied Linguistics, USA

Martha Lengeling, MEXTESOL, Mexico

John I. Liontas, Reading Matrix, USA

Murray Munro, The Canadian Modern Language Review, Canada

Martha Pennington, Writing and Pedagogy, USA

Marian Rossiter, TESL Canada Journal/Revue TESL du Canada, Canada

Christine Tardy, Journal of Second Language Writing, USA

Terrance G. Wiley, Journal of Language, Identity & Education, USA

Phillip Hubbard, Computer Assisted Language Learning, USA

More Brain-Friendly DIY NeuroELT: Making Your Textbook

Content Area: Materials Development

Thursday, 2:00 pm–3:45 pm

Convention Center, B118

Saturday, 2:00 pm–3:45 pm

Convention Center, D140

Thursday, 2:00 pm–3:45 pm

Convention Center, A111

Thursday, 2:00 pm–3:45 pm

Convention Center, A117

Thursday, 2:00 pm–4:45 pm

Convention Center, B112

Thursday, 2:00 pm–3:45 pm

Convention Center, F151

Thursday, 2:00 pm–3:45 pm

Convention Center, E147

Wednesday, 2:00 pm–3:45 pm

Convention Center, B116

Tuesday, 2:00 pm–3:45 pm

Convention Center, A117
Thursday, 3:00 pm–3:45 pm
Convention Center, E143

**An Essential Mobile English Learning Application for Educators**

Infinite English, a mobile/cloud application, uses voice recognition and text to speech technology to assist users in gaining spoken English fluency by using a smart device to interact as a virtual tutor. It offers unlimited extensive reading on any content, with immediate, accurate fluency and pronunciation feedback, definitions, and translations.

**Otis Fulton**, Infinite English, USA

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Thursday, 3:00 pm–3:45 pm
Convention Center, E148

**Boosting Listening Comprehension Through Explicit Instruction in Metacognitive Strategies**

*Content Area: Listening, Speaking*

ESL learners preparing for academic study must comprehend and manipulate significant amounts of aural input. Explicit instruction in metacognitive strategies helps students manage complex cognitive listening tasks. This descriptive study of ESL learners explores approaches for building metacognitive strategy use across proficiency levels and details learning outcomes with pedagogical implications.

**Cynthia Lennox**, Duquesne University, USA
**Jeanette Clement**, Duquesne University, USA

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Thursday, 3:00 pm–3:45 pm
Convention Center, B115

**Cat Got Your Tougue?**

*Classroom Practices for Teaching Idioms*

The presenters discuss the teaching and learning of idioms and present current research, teacher surveys, and lesson plans from their forthcoming book. Participants have the chance to model a number of fun and effective activities and participate in an open discussion session.

**Paul McPherron**, Hunter College of the City University of New York, USA
**Patrick T. Randolph**, Western Michigan University, USA

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Thursday, 3:00 pm–3:45 pm
Convention Center, C126

**Discussing Islam in an ESL Classroom**

*Content Area: Social Responsibility/Sociopolitical Concerns*

Issues of racialized and other identities in TESOL have increasingly been addressed. Another area recently explored has been religious identities. This presentation examines how discourses surrounding Islam were addressed by an EAP instructor and her students. Suggested are ways for teachers and students to challenge representations of others’ identities.

**Christian W. Chun**, City University of Hong Kong, Hong Kong

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Thursday, 3:00 pm–3:45 pm
Convention Center, C125

**Creating a Professional Development Program: Exploring, Sustaining and Renewing**

*Content Area: Second Language Writing*

To offer L2 academic writers with online tutoring services that match the interactive experience of live sessions, a virtual writing center was developed. The presenters discuss this tutoring program’s development, demonstrate important collaborative features of the technology used, and offer insights for designing similar services for particular educational contexts.

**J. Elliott Casal**, Ohio University, USA
**Joseph J. Lee**, Ohio University, USA
**David P. Allen**, Ohio University, USA

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Thursday, 3:00 pm–3:45 pm
Convention Center, E148

**Content Language Integrated Learning and ESP Medical Research Writing Curriculum**

*Content Area: Content-Based Instruction*

This presentation shares experience in utilizing Content Language Integrated Learning methodology with first graduate ESP medical students using a curriculum focused on content, communication, cognition, and culture for teaching current scientific issues. The application of modified Bloom’s taxonomy and CLIL helped students master academic research writing, reading, and speaking skills.

**Nehad Rifaat**, American University in Cairo, Egypt

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Thursday, 3:00 pm–3:45 pm
Convention Center, E119

**Caught Between Special Education and English Language Learning**

*Content Area: Special Needs*

This session addresses ESL and Special Education by presenting participants with two case studies of ELLs at the K–5 level. Participants discuss the cases in groups and suggest next steps. Presenters share what actually happened with the two ELLs. Participants leave with practical ideas about ELLs with special needs.

**Paul Abraham**, Simmons College, USA
**Maria Hegarty**, Newton Public Schools, USA

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Thursday, 3:00 pm–3:45 pm
Convention Center, C126

**Cybertutoring: A Virtual Writing Center for L2 Academic Writers**

*Content Area: Second Language Writing*

To offer L2 academic writers with online tutoring services that match the interactive experience of live sessions, a virtual writing center was developed. The presenters discuss this tutoring program’s development, demonstrate important collaborative features of the technology used, and offer insights for designing similar services for particular educational contexts.

**J. Elliott Casal**, Ohio University, USA
**Joseph J. Lee**, Ohio University, USA
**David P. Allen**, Ohio University, USA

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Thursday, 3:00 pm–3:45 pm
Convention Center, C125

**Exploring, Sustaining and Renewing**

*Creating a Professional Development Program:*

**Arturo Munoz**, USA
Engaging Learners in the 21st Century: Improving Outcomes

As the demand for blended, personalized learning increases, methods for teaching are adapting to keep students engaged. Using online tools effectively allows teachers more flexibility to create a communicative, social learning environment. Our experts discuss how to maximize the impact of an online learning environment on student learning outcomes.

Susan Gaer, Santa Ana College, USA
Christina Cavage, Savannah College of Art and Design, USA
Jennifer Loberedev, Consultant, USA

Thursday, 3:00 pm–3:45 pm  
Convention Center, E146

Exploring NNESTs’ Self-Efficacy, Teacher Characteristics, and Contextual Factors

Content Area: Teacher Education

This session investigates the relationships among NNESTs’ self-efficacy, teacher characteristics, and contextual factors, using survey and interview data collected from in-service EFL teachers from secondary schools in Korea. The presenters discuss results and pedagogical implications of their research, and share guidelines for programs concerned with the professional development of NNESTs.

Eunjeong Choi, The University of Texas at Austin, USA
JuHee Lee, The University of Texas at Austin, USA

Thursday, 3:00 pm–3:45 pm  
Convention Center, A104

English for Tourism: Designing Courses for the Next Generation

Content Area: English for Specific Purposes

Enhanced tourism infrastructure creates a need for increased language skills for tourism employees. At UNESCO World Heritage Sites in southeastern Albania, teachers are working to increase the English language skills of the local staff and tourism-focused university students. Presenters share their strategies/challenges for educating NNESTs in a transitioning tourism environment.

Luis Seiti, University of Tirana, Albania
Shpresa Delija, University of Tirana, Albania
Debra Lee, Vanderbilt University, USA

Thursday, 3:00 pm–3:45 pm  
Convention Center, D138

Exploring Reading Skills & Strategies for International Graduate Students

Content Area: Higher Education

Two major challenges are faced by ESL students entering graduate school: handling academic language specific to their major and managing the vast amount of required reading placed upon them. This session explores these issues by looking at a specific ESL reading course designed to meet the needs of graduate students.

Alexandria Cesar, Portland State University, USA

Thursday, 3:00 pm–3:45 pm  
Convention Center, F149

Meaningful Materials for Lower Levels

Content Area: Grammar

There is a movement afoot to liberate grammar from the boxes that have long constrained it. Our mission is to design materials that select and practice grammar as it more naturally appears in real life. Presenters share low to intermediate level classroom-ready activities that illustrate this vision.

Alexandria Cesar, Portland State University, USA

Thursday, 3:00 pm–3:45 pm  
Convention Center, D137

Implementing the National Bilingual Program: Diagnosing for a School Policy

Content Area: Bilingual Education

This research-oriented presentation reports on a diagnosis to identify socio-pedagogical issues and determine how a bilingual program should be implemented. School policies and considerations are shown in light of the findings. What considerations can be drawn from this study in regards to the development of bilingual programs in Latin America?

Monica Rodriguez-Bonces, Pearson Education, Colombia

Thursday, 3:00 pm–3:45 pm  
Convention Center, B111

Invited Speaker  
Practice-Oriented  
Research-Oriented  
Roundtable  
Teaching Tip  
TESOL in Focus  
Workshop
Thursday, 3:00 pm–3:45 pm

Innovation in English Language Education, Teacher Change and Professional Development
Lillian Wong, USA

Language Learner Emotions: Beyond Confidence and Anxiety
Content Area: English as a Foreign Language
Studies of language learner emotions are often limited to issues of confidence and anxiety. This restrictive focus has neglected the affective role of a wider spectrum of emotions. In response, the presenters share data from university students in Japan and Australia, highlighting a more complex array of language learner emotions.

Andrew S. Ross, University of Canberra, Australia
Damian J. Rivers, Osaka University, Japan

Language Variation and Pedagogy
Ahmar Mahboob, The University of Sydney, Australia

Math-Focused Writing: Essential to English Learner Success
Content Area: Math and Science
Research by the WIDA Consortium demonstrates writing’s critical contribution to English Learners’ math achievement, presenting an opportunity to help English Learners meet the linguistic challenges of the Common Core State Standards. We discuss the research and demonstrate brief, easily-integrated writing activities that simultaneously support math understanding and language development.

Rita MacDonald, Wisconsin Center for Education Research, USA
Rosalie Grant, Wisconsin Center for Education Research, USA

Merging Professional Competence With Graduate ESL Instruction
Content Area: Materials Development
International graduate students in the United States are increasingly being asked to demonstrate linguistic, cultural, and professional competence in core and capstone courses in graduate programs. EAP programs are uniquely positioned to provide the context and opportunity for students to develop these competencies using meaningful, effective, and measurable means.

Kay Stremler, Eastern Michigan University, USA
Kimberly Anderson, Eastern Michigan University, USA

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Thursday, 3:00 pm–3:45 pm

Next Generation Writing: Creating and Assessing Effective Online Discussion Forums
Content Area: Second Language Writing
The presenters demonstrate approaches to creating effective online discussion forums for academic-bound students, who need to develop awareness of online academic writing conventions. Through a discovery process, students develop criteria for successful postings before they practice paraphrasing and incorporating outside evidence in forums. Tasks and assessment materials are shared.

Sigrun Biesenbach-Lucas, Georgetown University, USA
Donette Brantner-Artenie, Georgetown University, USA

Organize and Access English Sounds Using Picture Cues
Learn phonics and its application to ESL instruction. Discover spelling patterns and the repertoire of spelling for each vowel sound. Participate in a pre/post assessment to use in your classroom. Witness the power of pictures as a cueing device to connect letters and sounds for decoding, encoding and pronunciation.

Phyllis Herzog, PhonicsQ, USA

Preparing English Learners for the Language Demands of Classroom Collaboration
Kate Kinsella, USA

Project ROCK: A High School ESL/Multi-Handicapped Classroom Collaboration
Content Area: Reading and Literacy
The presenter demonstrates the structure and outcomes of a collaborative classroom project called Project ROCK (Reading with Others for Communication and Knowledge). She details how ESL, Special Education and General Education students successfully collaborated in Dr. Seuss reading circles to facilitate language acquisition in a community learning environment.

Rhonda Dutra Gross, Arizona State University, USA

CANCELED
Second Language Writing Assessment—Exploring the Future
Content Area: Assessment
Writing Assessment—Embrace it! Use it to everyone’s advantage! Make writing assessment work for you by incorporating it into your class routine and empowering your students to learn how to assess the others’ writing as well as their own. This session provides practical tips for learning to love writing assessment.
Sarah Snyder, Northern Arizona University, USA
Deborah Crusan, Wright State University, USA

Self-Regulated Learners: Just Clicks Away!
Content Area: CALL/Technology in Education
Clickers have become a powerful tool for teaching and learning. The presenters highlight the technological and pedagogical aspects of creating effective questions, guiding the participants from being audience members to users to designers as they practice with clickers and instructional techniques that encourage self-regulation in ELLs.
Jeannie Stayton, University of Connecticut, USA
Cynthia DeRoma, University of Connecticut, USA
Jennifer Green, Western Washington University, USA

Sharing the Burden of Equality: A Guide for NESTs
Content Area: Culture and Sociolinguistics
The idea of “native-speakerism” is arguably the white elephant in the greater ELT world. This presentation takes some of the most influential works of research on this topic and breaks them down into feasible steps and practical tips for the working EFL teacher.
Amber Dilek, Zirve University, Turkey

Speak Fast; Speak Easy: The Fight Club Technique
Content Area: Phonology/Pronunciation
This presentation demonstrates a fluency-oriented technique which helps students improve conversational fluency and intelligibility. Termed, The Fight Club, it is based on the aggressive use of gesture, movement, and touch. Participants work through about a dozen rhythm patterns while taking on the persona of a boxer. Boxing gloves optional!
Nathan Kielstra, Trinity Western University, Canada
Melissa Serena, Trinity Western University, Canada

Speaking About Teaching: ITAs Explore “How Learning Works”
Content Area: Teacher Development
Explore fresh ways to integrate pedagogical content into ITA classes using “How Learning Works,” a book drawing on research-based principles of how students learn. The presenters share successful ways to use the book to improve ITAs’ instructional practice and speaking skills while motivating them to learn about learning.
Virginia Maurer, Harvard University, USA
Peggy Heidish, Carnegie Mellon University, USA

Sustaining Teachers and Learners Through Mentoring Processes: Sharing Our Stories
Valerie Jakar, USA

Sustaining the Next Generation: A Blended Academic English Support Program
Content Area: Adult Education
How do we best help international university students who still need English language support? This presentation describes and reflects on an innovative, blended Academic English Support Program at a university that utilizes online resources in conjunction with face-to-face language coaching to deliver individualized language support.
Eilidh Singh, University of British Columbia, Canada
Andrew Scales, University of British Columbia, Canada

Teacher-Research Coursework and Participant Perspectives: Examining Relevance in Teacher Education
Content Area: Teacher Education
Do research courses in teacher-education programs prepare teachers well to conduct research on teaching? The presenter reports a qualitative study where she critically examined the content of teacher-research coursework and participant perspectives in a university-based TESOL program, seeking answers to questions about the need, relevance, and sustainability of teacher-research.
Rashi Jain, University of Maryland, College Park, USA

Teaching Reading Strategies Versus Training Strategic Readers
Fredricka L. Stoller, Northern Arizona University, USA
Teaching Study Skills
Content Area: Classroom Management
“They should have learned study skills in high school.” Yes—but what if they didn’t? University students sometimes arrive with brain power and drive, but without the organization and habits necessary for academic success. The presenter demonstrates useful techniques for teaching and practicing academic study skills.

Dorothy Zemach, Macmillan Education, UK

Thursday, 3:00 pm–3:45 pm
Convention Center, D139

Understanding and Teaching Passive Voice and Related Constructions
Content Area: Grammar
This presentation discusses L2 errors that overuse the passive voice and explains these errors in terms of the three-way distinction that change-of-state verbs exhibit: active, passive, and middle voice. Corpus research demonstrates the frequency and distribution of these forms in academic discourse, and pedagogical suggestions are offered.

Marianne Celce-Murcia, University of California, Los Angeles, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, PB 251

The British Council’s Work in ELT Worldwide—An Introduction
The British Council is honoured to receive the TESOL Presidents’ Award this year. I present the range of our work in ELT, including our teaching centres, our work with national educational systems, and the range of free support and materials that we provide for learners and teachers.

John Knagg, British Council, UK

Thursday, 3:00 pm–3:45 pm
Convention Center, E144

The English Language Fellow Program:
The International Teaching Experience
Christa Hansen, USA

Thursday, 3:00 pm–3:45 pm

The Next Generation of Mentoring:
Who Mentors Whom?
Content Area: Teacher Development
Mentoring is often perceived as a mentor/mentee relationship similar to coaching or tutoring. This interactive session explores a broader understanding of mentoring possibilities. Participants gain strategies for setting up mentoring pairs or groups to explore, sustain and renew learning and teaching among learners or teachers at any level.

Leslie Barratt, Indiana State University, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, PB 255

Adopting a Collaborative Approach to Program Administration
The responsibilities of program administrators include managing key program components such as budgeting, reporting, staffing, and training. This roundtable discussion between adult educators and English language program administrators examines administrative challenges faced by adult educators and collaborative approaches that involve participation of and result in buy-in from all stakeholders.

Gilda Rubio-Festa, Central Piedmont Community College, USA
Britt Johnson, University of Oregon, USA
Tunde Csepelyi, USA
Virginia Simmons, Horry County Schools, USA
Nicole Pettitt, Georgia State University, USA
Tonya Creamer, South Carolina Department of Education, USA

Thursday, 3:00 pm–4:45 pm
Convention Center, A105

The U.S. Naturalization Test: Teaching Objectives
This session reviews the specific listening, speaking, reading, and writing skills needed to complete all sections of the new naturalization test developed by the U.S. Citizenship and Immigration Services (USCIS) Office of Citizenship.

Rachael Shaw, U.S. Citizenship and Immigration Services, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, B114

Using Mobile Devices in Class: Is It a Good idea?
Elda Elizondo, Centro Cultural Costarricense Norteamericano, Costa Rica

Thursday, 3:00 pm–3:45 pm
Convention Center, B114

Young Learners of English Need 21st Century Skills
Content Area: Elementary School/ Primary Education
Young learners of English need 21st century skills that will enable them to communicate and collaborate across cultures in our rapidly changing world that is increasingly interconnected and technology-driven. Presenters show teachers of young learners in international contexts how to foster these skills in their English language curriculum.

Joan Kang Shin, University of Maryland, Baltimore County, USA
JoAnn Crandall, University of Maryland, Baltimore County, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, PB 253

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Virginia Simmons, Horry County Schools, USA
Nicole Pettitt, Georgia State University, USA
Tonya Creamer, South Carolina Department of Education, USA

Thursday, 3:00 pm–4:45 pm
Convention Center, A105

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Marianne Celce-Murcia, University of California, Los Angeles, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, PB 251
Beyond the Gap Fill: Song Activities for EFL Classrooms  
Content Area: English as a Foreign Language  
Pop music isn’t academic, or is it? This workshop presents nine dynamic activities for pop songs that go beyond listening for words and completing a gap fill. Learners can actively employ language skills and strategies, utilize context and co-text, develop awareness of coherence and cohesion, and review and expand vocabulary.  
Nico Lorenzutti, RMIT Vietnam, Viet Nam

Conceptualizations of Academic Language in the Content Areas for ELLs  
Content Area: CLIL  
Leading TESOL researchers present conceptualizations of academic language in the different content areas for ELLs in the context of the CCSS, based on their work with K-12 teachers and students. Presenters discuss implications of these conceptualizations of academic language for the teaching of ELLs.  
Luciana de Oliveira, Columbia University, USA  
Gisela Ernst-Slavit, Washington State University, USA  
Margo Gottlieb, Illinois Resource Center, USA  
Yvonne Freeman, University of Texas, Brownsville, USA  
David Freeman, University of Texas, Brownsville, USA

Exploring Priorities and Possibilities for Integrating Pronunciation Into ESP Lessons  
Pronunciation is an essential aspect of intelligible communication. However, ESP instructors may feel daunted by both deciding which pronunciation skills to feature and how to integrate them into busy lessons. In this session, presenters explore pronunciation features essential for ESP students and share approaches for integrating them into ESP curriculum.  
Najma Janjua, Kagawa Prefectural University of Health Sciences, USA  
Ching-Kang Liu, National Taipei University, USA  
Shelley Staples, Northern Arizona University, USA  
Colleen Meyers, University of Minnesota, USA  
Lucy Pickering, Texas A&M University, USA  
Laura Hahn, University of Illinois, USA  
Lynda Katz Wilner, Successfully Speaking, USA  
Marjorie Feinstein-Whittaker, The Whittaker Group, USA

Forging New Territories in TESOL Through Collaboration, Mentorship, and Scholarship  
Content Area: Teacher Development  
Panelists share their experiences as professionals in the field of EL teaching and learning with a focus on supporting educators of color, novice educators, fostering collaboration, partnering across continents, volunteerism, and providing high quality educational experiences for students not only identified as ELLs but African immigrant or refugees as well.  
Zaline M. Roy-Campbell, Syracuse University, USA  
Kisha Bryan, Florida State College, USA  
Antonia Albert, Public and Private Schools, Dominican Republic  
Gertrude Tinker Sachs, Georgia State University, USA  
Shondel Nero, New York University, USA

Helping IEP Students Develop Their Academic Writing Skills  
IEP students can find that developing adequate academic writing skills can be a barrier to entering and succeeding in a degree program. A panel of experienced instructors shares the best practices they have successfully developed to help their students gain the academic literacy needed to succeed.  
Caralyn Bushey, University of Maryland, USA  
Kyung-Hee Bae, Rice University, USA  
Stephanie Vandrick, University of San Francisco, USA  
Daniela Wagner-Loera, University of Maryland, USA

Hot Topics in Enrollment, Visas, SEVP and Advocacy for IEPs  
This session will update U.S. IEPs on trends in enrollment, visa issuance, SEVP policy, and advocacy efforts. Through interactive discussion, IEP teachers and administrators gain insight on how they can assist with the latest advocacy efforts.  
Elizabeth Driver, University of Maryland, USA  
Ken Krali, Boston Academy of English, USA
Thursday, 3:00 pm–4:45 pm
Convention Center, PB 254

**Saving This Generation of Students: In-Service Training Strategies in Africa**
In many African nations, teacher education programs are underresourced from years of neglect or social disruption; repairing these institutions will take years. To adequately educate today’s students, decision makers are turning to in-service training for untrained or poorly trained teachers. Presenters share their countries’ strategies for delivering successful in-service training.

Brock Brady, U.S. Peace Corps, USA
Ousmane Sadio, Association of Teachers of English in Senegal (ATES), Senegal
Michaeline Thandiwe Dlodlo, Limpopo Department of Education, South Africa
Emmanuel Batungwanayo, Rwanda
Abdellatif Zaki, Moroccan Association of Teachers of English, Morocco

**Breaking New Ground in Oral Communication for International Graduate Students**
Content Area: Listening, Speaking
This presentation focuses on international graduate students and the oral communication skills required for graduate study at an American university. The presenters share innovative classroom activities and teaching techniques used in a groundbreaking new IEP course, “Graduate Oral Communication for Non-native Speakers.”

Gwen Heller Tuason, Portland State University, USA
Hilary Wang, Portland State University, USA

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Thursday, 4:00 pm–4:45 pm
Convention Center, E142

**“Reading to Write” to Sustain University-Level Writing**
Content Area: Higher Education
This presentation demonstrates how to incorporate reading materials in advanced level IEP reading and writing classes to develop higher-level critical thinking and response writing that are essential for successful writing at a university level. Participants are given guidelines and techniques for implementation in advanced level reading and writing classes.

Lori Giles, University of Miami, USA
Kimberly McGrath Moreira, University of Miami, USA

**Building and Sustaining Classroom Community Through Technology**
Content Area: CALL/Technology in Education
Building a community is a vital component of any class. Technology can build, sustain, and strengthen a community of learners. Presenters showcase a number of technology activities that can be used before, during, and after class, including video instructions, survey, discussion boards, picture sharing, and social media tools.

Bophany Huot, City College of San Francisco, USA
Denise Maduli-Williams, City College of San Francisco, USA

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Thursday, 4:00 pm–4:45 pm
Convention Center, F152

**CEA Accreditation: Striving for Success at an International Organization**
Content Area: Accreditation
The presenter describes a successful CEA accreditation process at a very large binational center in Lima, Peru, the first of its kind to carry out such an endeavor. The presenter provides insights on how to prepare for CEA accreditation in an international setting.

Leonardo A. Mercado, Instituto Cultural Peruano Norteamericano, Peru
Creating Scaffolded Tasks for the TOEFL Test
Content Area: Assessment
The TOEFL test is challenging because it integrates several types of skills in each question. How can teachers help students overcome this challenge? This session shows how to create scaffolded tasks that help to break down TOEFL test questions into manageable components.

Ingrid Wisniewska, Freelancer, USA

Thursday, 4:00 pm–4:45 pm
Convention Center, A107

ELTs and Automated Scoring of Essays: Critical Considerations
Content Area: Assessment
In the United States and internationally, automated scoring is increasingly being used or considered for use in writing assessment. The presenter shares challenges and opportunities for using automated systems to evaluate second language writing. Examples come from a recent study of the use of e-rater on the TOEFL.

Sara Weigle, Georgia State University, USA

Thursday, 4:00 pm–4:45 pm
Convention Center, E141

ELT Teachers’ Roles in Sustaining Plurilingualism for the Next Generation
Content Area: Teacher Education
Teachers who understand the role and value of their own and their learners’ linguistic repertoires are well poised to structure teaching that explores, sustains and renews plurilingualism. Research conducted in Canada, Hong Kong and Mexico links the theory-based call for greater teacher understanding of plurilingualism to empirical evidence.

Shelley Taylor, Western University, Canada
Vickie Wai Kei Li, Western University, Canada
Colette Despagne, Western University, Canada

Thursday, 4:00 pm–4:45 pm
Convention Center, OB 202

Expanding Horizons: MATESOL Specializations Add Professional Value and Expertise
Learn about specializations in CALL, language program administration, international education administration, and teaching foreign languages that can be completed with the TESOL MA at MIIS and how these add greater expertise, more professional opportunities, and value to the MA degree.

Carol Johnson, Monterey Institute of International Studies, USA

Thursday, 4:00 pm–4:45 pm
Convention Center, E147

Exploring the Reading (Dis)Engagement of Two Struggling Middle School ELLs
Content Area: Reading and Literacy
In this research presentation, the author describes the reading disengagement of two middle school ELLs who are struggling readers. Using data from classroom observations, interviews, and think-alouds, the author presents three key findings of this case study research followed by pedagogical implications for middle school and ESL teachers.

Maria Selena Protacio, Western Michigan University, USA

Thursday, 4:00 pm–4:45 pm
Convention Center, A109

G.A.M.E.S. for the Common Core
Participants engage in interactive games used to improve students’ language and social acquisition. These versatile games are easy to duplicate and align with the Common Core Standards. These read-to-use resources provide teachers with motivational activities empowering ELs to become independent learners and confident members of a mainstream classroom.

Teresa Ferguson, Cobb County School District, USA

Thursday, 4:00 pm–4:45 pm
Convention Center, D132

Icelandic Children’s English Learning Outside the Classroom
Content Area: Listening, Speaking
This session looks at English learning of Icelandic children outside the classroom. Children with no prior English instruction were tested for listening comprehension and oral production. The findings show that young children learn English on their own due to exposure to English media, positive attitudes and motivation for using English.

Samuel Lefever, University of Iceland, Iceland

Thursday, 4:00 pm–4:45 pm
Convention Center, B119
IEP Student Success: Overcoming Challenges for the Next Generation
Content Area: Higher Education
How does an IEP deal with the challenges of rapid population growth and decreasing diversity, ensuring students' success? This discussion group looks at one three-tiered approach consisting of curricular and academic support, program policies, and social outreach, and offers a forum for further exploration of challenges faced and possible solutions.

Molly Staeheli, Spring International Language Center, USA
Adriana Treadway, Spring International Language Center, USA

Implementing Assessment as Learning in L2 Writing Classrooms
Content Area: Second Language Writing
How can L2 writing teachers promote assessment as learning (AAL) to engage students in an active process of thinking and reflecting so that they become more aware of their thought processes and the strategies used to improve learning? The presenters demonstrate AAL with examples and tasks drawn from story writing.

Icy Lee, The Chinese University of Hong Kong, Hong Kong
Pauline Mak, The Chinese University of Hong Kong, Hong Kong

Increasing Students' Academic Success Through Differentiated Instruction
Content Area: Adult Education
Teachers are looking for successful ways to increase academic success. However, students lack motivation and it is difficult to get them engaged in activities designed to develop their language skills. The presenter shows tips to create minilessons to differentiate instructions and keep students focused on the same topic.

Eva Andrianarivo, English Teaching Program, Madagascar
Sidonie Emerande, English Teachin Program, Madagascar

Instant English Teachers: Just Add Training
Content Area: Teacher Development
Can you train a teacher in 1 month? One week? One day? Many teachers enter EFL classrooms worldwide with only minimal or informal training. Supervisors and trainers of novice teachers: Come discuss how to maximize limited time and design preservice trainings that empower and inspire the next generation of ELT.

Tabitha Kidwell, U.S. State Department, USA
Liz England, Shenandoah University, USA

Integrating Tech Tools in the EL Classroom
Content Area: High School/Secondary Education
This session is an overview of various iPad apps for integration in a 1:1 EL classroom. Teachers with an iPad/Smart Device will learn about Nearpod (vocabulary activities), Socrative (formative assessments), Quizlet (vocabulary practice), My Big Campus (student/teacher writing conferences with .pdf editing apps), and many additional essentials.

Robert Weber, East Allen County Schools, USA
Tonya Donahue, East Allen County Schools, USA

Leaps of Imagination and Dreaming: Implementing an iPad Lab
Content Area: CALL/Technology in Education
From scratch-pad to iPad, the presenters offer a roadmap for developing an iPad-based program. The process begins with initial planning, search for funding, inter-departmental networking, and purchase of equipment. Establishing a technology committee is essential to developing innovative curriculum, establishing a pilot program, and conducting postevaluation of successes and challenges.

Robert Snell, San Diego State University, USA
Thamir Hilanto, San Diego State University, USA

Off the Page, On the Air
Content Area: Integrated Skills
The presenter shows how listening activities can be created to fit material being taught in any of the other skill areas and in grammar. A wide range of original exercises are presented and the participants, after doing them, discuss and evaluate their merit.

Joseph Dwaileebe, Georgetown University, USA

Opportunity Across the Americas—Teaching for the 21st Century
The British Council is at the forefront of innovative English language teaching across the Americas, responding to opportunities that technological developments, government policies, and learner needs are creating. The innovative areas of our works are in remote teaching in Uruguay, blended learning in Brazil, and innovation in language.

Allan Taggart, British Council, Colombia
Michael Bibby, British Council, Mexico
Paradox, Possibility, and Professional Development in TESOL
Content Area: Teacher Development
Participants in a teacher action research group collaboratively explore the possibilities of teacher-researcher collaborations for professional development in TESOL. In this vein, Parker Palmer’s theory of paradox and Anthony Giddens’ theory of structure/agency are used as analytical backdrops for the discussion of the challenges faced in this exploratory process.

Ena Lee, Simon Fraser University, Canada
Carol Condruk, Simon Fraser University, Canada
Beth Maschmann, Simon Fraser University, Canada
Irene Ouimet, Simon Fraser University, Canada

Patterns of Interaction and Mediating Factors in Wiki-Based Collaborative Writing
Content Area: Second Language Writing
Wiki-based collaborative writing is increasingly implemented in second language classes, informed by social constructivism. The presenter illustrates a multiple-case study exploring patterns of interaction displayed by small groups of ESL students and mediating factors within wiki academic writing tasks, and also discusses tips for organizing effective wiki collaborative writing activities.

Mimi Li, University of South Florida, USA

Postmethod Condition in the Turkish ELT Curricula
Content Area: Teacher Education
By employing a mixed-method approach, this session traces the echoes of postmethod condition both quantitatively and qualitatively in the ELT departments in Turkish universities. The study include (a) curricula observations of five universities, (b) surveys with ELT students, and (c) semi-structured interviews with selected survey participants.

Deniz Ortactepe, Bilkent University, Turkey
Tufan Tigli, Ankara University, Turkey

Project-Based and Service Learning for Explorations in Business English
Content Area: Content-Based Instruction
Business English students have limited opportunities to collaborate, solve problems, and write correspondence in extended, unscripted situations. The development of a project-based, service-learning assignment, aligned with a business English curriculum, and the subsequent challenges it presented the students and teachers are discussed along with a framework for creating similar projects.

Kelly Kimura, Soka University, Japan
Gregory Lindeman, Soka University, Japan

Redesigning the K–12 EFL Curriculum for the Next Generation
Content Area: Language Policy and Planning
Curriculum changes present difficulties for nonnative English speaking teachers (NNESTs), yet are necessary to meet the requirements of the Common European Framework of Reference. Focusing on particular strategies and challenges, the presenters share their experiences in educating NNESTs to apply a new K–12 curriculum within one southeastern European country.

Shpresa Delija, English Language Teachers Association, Albania
Fozilet Simoni, Regional Directorate of Education in Tirana, Albania
Ymer Leksi, University Aleksander Xhuvani, Albania

Research-Based Guidelines for English Language Development Instruction
Content Area: Applied Linguistics
This presentation synthesizes research that provides guidelines for English language development (ELD) instruction—instruction that focuses specifically on helping English learners develop English language skills and that is delivered in a portion of the school day separate from the academic content that all students need to learn.

Claude Goldenberg, Stanford University, USA

Revision and Strategy Use in Composing Processes of Multilingual Writers
Content Area: Second Language Writing
The session discusses the results of the qualitative meta-analysis of intra-subjective studies that compared revision and strategy use in the composing processes of multilingual writers across languages. Based on the findings of the analysis, pedagogical implications are offered for college composition classrooms.

Elena Shvidko, Purdue University, USA
Kamal Belmihoub, Purdue University, USA
Save Time With Writing Lessons: Use Photography and Video
Content Area: Second Language Writing
How many times have you explained the basics of writing essays, business letters, and memos? You can save time explaining by using free web tools, photography, and video to show students the basics of writing successful academic and workplace tasks.
Ingrid Greenberg, San Diego Community College District, USA

Supporting Struggling Students: Three Points of Intervention
Content Area: Program Administration
What is your plan for assisting struggling students? Experienced advisors present a highly-collaborative approach to supporting probationary or low-performing students and their teachers via a triangulated system of policies and procedures with varying initiation points (student, teacher, or program initiated). Participants learn strategies they can implement in their own programs.
Maiko Hata, University of Oregon, USA
Angela Dornbusch, University of Oregon, USA
Britt Johnson, University of Oregon, USA

Teaching Beginners With Zero Prep and WOW!
Do you want to provide deep learning for beginners? Would you like to teach more effectively while preparing less? Come and practice activities from WOW! Stories from Real Life and Zero Prep. You can use these adaptable, multilevel activities next week and for the rest of your life!
Laurel Pollard, Independent, USA

Teaching Oral Skills Online: Perspectives From Administrators, Designers, and Faculty
Content Area: Higher Education
In the current drive to offer innovation in teaching, many ESL programs are doing the seemingly impossible: putting their oral skills courses online. In this session, administrators, course designers, and faculty explore issues in teaching oral skills to international university students in an online context.
Barry Griner, University of Southern California, USA
Anastassia Tzoytzyrakos, University of Southern California, USA
James Valentine, University of Southern California, USA

U.S. Department of State English Language Fellow and Specialist Programs
Learn how you can assist U.S. embassies in their public diplomacy outreach by promoting English language teaching and learning. Help students acquire English language skills, lead teacher development activities, design materials/curricula, and conduct program evaluations through short-term programs up to 10 months’ duration. Hear program alumni share their experiences.
Benjamin Perdue, U.S. Department of State English Language Fellow Program, USA
Erin Kelley, U.S. Department of State, USA

When Assumptions and Priorities Collide: Exploring Intercultural Communication and Schooling
Content Area: Culture and Sociolinguistics
This session introduces the Intercultural Communication Framework as a means to address conflicts in cultural orientations to learning and teaching, resulting in cultural dissonance for struggling language learners. By applying the Framework’s three guidelines, educators can greatly improve their effectiveness in classroom communication and instructional delivery for this population.
Andrea DeCapua, New York University, USA

Challenges of Task Parameters When Preparing Teachers for TBLT
Content Area: Methodology
The issue of what constitutes a task with practical examples is discussed in relation to the impact on language teacher education from comparative international perspectives. Participants garner thorough understandings of tasks, tips for addressing task construction/lesson planning, and ideas for preparing international educators in task-based language teaching.
David Nunan, University of Hong Kong, USA
Michael (Mitch) Legutke, Justus-Liebig University, Giessen, Germany
Peter Robinson, Aoyama Gakuin University, USA
Kate Mastruserio Reynolds, University of Wisconsin-Eau Claire, USA
Hiroyuki Imai, Kansai University, Japan
Publishing 101: Getting a Start as a Published Author

Content Area: Materials Development

Thinking of writing a textbook? A panel of experienced ESL authors and editors share their advice for getting your foot in the door and starting on the road to becoming a published author.

Joe McVeigh, Independent Consultant, USA
Janet Aitchison, Cambridge University Press, USA
Pietro Alongi, Pearson Education, USA
Jayme Adelson-Goldstein, Lighthearted Learning, USA
Daphne Mackey, University of Washington, USA

Teaching Contemporary Storytelling Skills for Social, Academic, and Professional Contexts

Content Area: Listening, Speaking

Twenty-first century storytelling skills can help students make connections during interactions with classmates, friends, teachers, and business colleagues. Presenters demonstrate a wide variety of scaffolded storytelling activities for every level to improve students’ communication skills. From job interviews to forging relationships to sharing culture, it’s all about the story!

Gail Schwartz, University of California, Irvine, USA
Rachel Fernandez, University of California, Irvine, USA
Dana Saito-Stehberger, University of California, Irvine, USA

Teaching Reductions: Whatcha Gonna Do With ‘Em?

Content Area: Listening, Speaking

English learners are often confused by the frequent reductions in spoken English. Equipping learners to recognize, comprehend, and anticipate reduced speech increases listening skills and boosts conversational confidence. This interactive workshop helps participants develop teaching objectives, strategies, and activities for teaching reductions, and includes applications for all skill areas.

Heather Moffie, INTO Colorado State University, USA
Sarita Crawford, INTO Colorado State University, USA

Understanding the Relationship Between Adult EL/Civics and Citizenship: Learning Outcomes


Debra Suarez, Office of Vocational and Adult Education, USA
Rachael Shaw, Division of Adult Ed and Literacy, USA

Academic Literacy Experiences of Undergraduate Writers: Instructors’ and Students’ Perspectives

Content Area: Second Language Writing

This presentation reviews a semester-long case study on the academic literacy experiences of international, generation 1.5 (immigrant), and native-speaking students in composition and subject-area courses at an American university. Implications regarding types of support that are beneficial for these student populations are discussed, and applications for teacher training are offered.

Luciana Junqueira, Georgia State University, USA

Accessing Learning: BYOD in Language Class

Content Area: CALL/Technology in Education

After years of banning personal electronic devices from their classrooms, the presenters embraced a BYOD (Bring Your Own Device) policy. They describe the opportunities and challenges of BYOD and demonstrate how to use students’ mobile phones, tablets, and laptops to encourage language learning and build 21st century skills.

Susanne McLaughlin, Roosevelt University, USA
Jane Curtis, Roosevelt University, USA

Blended Learning for English Language Learners

Finding the balance between classroom and online learning can be challenging. How can educators effectively integrate technology and online curriculum for English language learners? Join us for an informative session, and explore how to differentiate, engage, and raise student achievement in a blended learning environment.

Shari Rios, Edmentum, USA

CAL Research-Based Resources for K–12 Educators

Learn about CAL’s newest research-based resources designed to help educators boost the achievement of ELLs. The session features authentic classroom videos with companion guides to inform your classroom practice and provides information on key topics for educators including the Common Core and academic literacy.

M. Beatriz Arias, Center for Applied Linguistics, USA
Jennifer Himmel, Center for Applied Linguistics, USA
Annie Duguay, Center for Applied Linguistics, USA
Thursday, 5:00 pm–5:45 pm
Convention Center, OB 203

**Exploring Dispositional Tasks: Developing the Will to Teach ELLs**
*Content Area: Teacher Education*

Strategies for ELLs are only useful if teachers are willing to use them. This session looks at six tasks that were used in graduate and undergraduate general teacher education programs to develop these dispositions: empathy, equality, expectation, equity, enjoyment and empowerment. Research results and full task descriptions will be shared.

**Jan Dormer**, Messiah College, USA

Thursday, 5:00 pm–5:45 pm
Convention Center, D135

**Exploring Professional and Teacher Training Resources From Pro Lingua**

Join us for an interactive exploration of Teaching Languages for Communication and Accuracy, a collection of 39 illustrated and simply described techniques. A must for all teachers. And, Teaching North American English Pronunciation, a clear, simplified introduction to phonology with copyable one-page lessons. Demonstrations, handouts, and raffle.

**Ray Clark**, Pro Lingua Associates, USA

**Andy Burrows**, Pro Lingua Associates, USA

Thursday, 5:00 pm–5:45 pm
Convention Center, D134

**Facilitating Content and Language Integrated Learning (CLIL) Through Web-Based Activities**
*Content Area: CLIL*

This presentation demonstrates the development and implementation of various web-based activities in a CLIL course to promote learners’ language production, interaction, and collaboration. The activities include synchronous text chats, VoiceThread discussions, and interactive vocabulary games. The activities facilitate learners’ understanding of the content and successful participation in academic discourse.

**Linh Phung**, Chatham University, USA

Thursday, 5:00 pm–5:45 pm
Convention Center, B112

**How Adult Learners Benefit From the Mutually Adaptive Learning Paradigm**
*Content Area: Adult Education*

An emergent professional shares the results of implementing a culturally responsive instructional model in an English class for day laborers at an urban/suburban community-based language center. Learners created their curriculum, produced useful artifacts, and engaged in academic tasks using their experience, culture, and interpersonal relationships to further language acquisition.

**Nan Frydland**, Long Island University, Hudson, USA

Thursday, 5:00 pm–5:45 pm
Convention Center, B116

**How Can Ministries of Education Train Large Numbers of Teachers?**

Education authorities throughout the world face many challenges in implementing teacher training programs that are relevant, results-driven, and scalable to large numbers of teachers. ETS and National Geographic Learning have collaborated to develop and launch ELTeach, an integrated Professional Development, Assessment and Certificate program aimed at solving these problems.

**Michael Kroeker**, Educational Testing Service, USA

**Steve King**, National Geographic Learning|Cengage Learning, USA

Thursday, 5:00 pm–5:45 pm
Convention Center, D133

**Interdisciplinary Teacher Collaboration in Developing Instructional Strategies for ELs**
*Content Area: Teacher Development*

This presentation describes the professional development experiences of three ESOL, math and science teacher teams, from three geographically and demographically distinct districts, working to address the challenges of academic content learning for ELs. We share team-generated intervention strategies and discuss teacher development through discursive and technologically supported collaboration.

**Karen Gregory**, State University of New York, USA

**Gretchen Oliver**, State University of New York, USA

**Bethany Reichen**, State University of New York, USA

Thursday, 5:00 pm–5:45 pm
Convention Center, D139

**Measuring the Participation Grade: Language Skill Activities and Data Collection**
*Content Area: Intensive English Programs*

Syllabi that contain participation in the grading percentages often run the risk of scrutiny when accrediting bodies come to review. This presentation addresses language skill activities and data collection that can enable the teacher to informally see student ability and encourage participation that is measurable and aligned to learner outcomes.

**Sara K. Holzberlein**, Spring International Language Center, USA

Thursday, 5:00 pm–5:45 pm
Convention Center, PB 256

**Next Generation ELT: Reading A-Z ELL-Enhanced Digital Resources**

Looking for time-saving, digitally based instructional tools to engage K-8 ELLs in learning language as they master academic knowledge and meet Common Core standards? Explore Learning A-Z’s Enhanced ELL Reading Solution featuring multiple resources with strong grammar and vocabulary support along with the award-winning Reading A-Z and RAZ Kids websites.

**Rebecca Hughes**, Learning A-Z, USA
**Principles for Teaching Culture in ELT**

*Content Area: English as a Foreign Language*

This session presents a four-layered approach to teaching culture through language. Participants explore the important aspects of culture, which include awareness, knowledge, practice, and attitude development toward learning aspects of culture in the language class. The presenters provide sample segments with a following analysis of the culture-teaching principles.

**German Gomez**, UCC Center, Republic of Korea  
**Ana Sylvia Ramirez**, Instituto Guatemalteco Americano, Guatemala  
**Rina de Gongora**, Instituto Guatemalteco Americano, Guatemala

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**Renewing a Phonics-Based Approach in an IEP Reading Curriculum**

*Content Area: Reading and Literacy*

A systematic, phonics-based approach was added to the reading curriculum of an IEP. Presenters discuss going through training, implementing the program, students’ pre- and posttest improvement, and survey results from both students and faculty.

**Calyn Stringer**, Florida State University, USA  
**Candace Walters**, Florida State University, USA  
**Victoria Ledbetter**, Florida State University, USA

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**Singing the Way to Academic Writing Success**

*Content Area: Second Language Writing*

Introducing music into academic writing lessons can provide students with a fun twist on much needed practice. However, using the same old gap fill exercises with songs can get a bit tiresome. In this presentation, the speaker offers fresh, practical ideas for incorporating music into academic writing lessons.

**Tamara Jones**, British School of Brussels, Belgium

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**Supervisory Feedback Given to TESOL Candidates’ Lesson Plans**

*Content Area: Teacher Education*

What is the nature of supervisors’ feedback given to novice TESOL teachers on their content-based ESL lesson plans? Presenters share findings from a study of 10 university-based TESOL supervisors that explored their foci when offering pre-observation feedback. Implications for the training of TESOL supervisors are provided.

**Laura Baecher**, City University of New York, USA  
**Kristen Lindahl**, University of Texas, San Antonio, USA  
**John Beaumont**, Borough of Manhattan Community College, USA

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**Talking About Writing: Exploring Screencasting for Writing Feedback**

*Content Area: CALL/Technology in Education*

Technology provides writing teachers with a variety of options for computer-mediated feedback. This study investigates whether learners in EAP writing classes are more likely to understand and apply teacher feedback when they receive feedback from screencasting or in-text comments. Presenters also demonstrate how to effectively use screencasting software.

**Karen Lenz**, University of California, Irvine, USA  
**Jonathan Smart**, University of Pittsburgh, USA

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**The Future of Oral Exams: A Look at Key Aspects**

Online language tests are becoming commonplace. Technology can easily support reading, writing, and listening tasks, but examination boards have often suffered from “media disruption” when it comes to interactive speaking tests. The MONDIALE-Testing procedure enables not only monologic skills but also candidates’ interactive proficiency to be assessed.

**Martin Beck**, MONDIALE-Testing, Switzerland
The New Michigan Test of English Language Proficiency (MTELP) Series

Does your IEP, ESL program, or agency need a reliable achievement and progress test? Placement tests sort students into level-appropriate classes but do not measure learners’ growth as they move through language programs. This presentation introduces the MTELP Series, a range of assessments (beginner–advanced) designed to meet this need.

Mark Chapman, Cambridge Michigan Language Assessments, USA

TOEFL Success for Your Students

McGraw-Hill Education’s new TOEFL iBT to prepares TOEFL candidates for success. This book and interactive computer disk prepare students to answer all item types successfully, give valuable tips and strategies to raise scores, provide special student-friendly rubrics to help improve Writing and Listening scores, and include four online practice tests.

Tim Collins, McGraw-Hill Education, USA

Topics of Science in the Classroom

Content Area: Higher Education

This presentation reports on a classroom project integrating the topics of science and future society, robots, and artificial intelligences into university English classes. The presenter introduces the lesson plans, and outcomes of how this project successfully enhanced creative thinking, critical thinking, and ethical awareness in technological development.

Yoko Munezane, Aoyama Gakuin University, USA

U.S. Department of State English Language Fellow and Specialist Programs

Learn how you can assist U.S. embassies in their public diplomacy outreach by promoting English language teaching and learning. Help students acquire English language skills, lead teacher development activities, design materials/curricula, and conduct program evaluations through short-term programs up to 10 months’ duration. Hear program alumni share their experiences.

Benjamin Perdue, U.S. Department of State English Language Fellow Program, USA

Virtual Clinical Practice: An ESL Virtual Classroom

Content Area: Teacher Education

In this session, the development and application of the ESL Virtual Classroom is demonstrated. Participants learn about the implementation of a standards based SIOP lesson that is delivered by a virtual avatar teacher and commented by a real-time teacher. Discussion revolves around the positive implications for preservice teachers.

Marjaneh Gilpatrick, Grand Canyon University, USA
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Look for our exhibitor sessions on:

- **Teaching Grammar** (featuring Keith Folse):
  
  3/28 - 12:00 PM / Room D-132 CC

- **Academic Writing in Higher Ed.** (featuring Chris Feak):
  
  3/28 - 4:00 PM / Room B115 CC

- **Academic Skills (4 Point):**
  
  3/29 - 3:00 PM / Room PB256 CC

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8:00 am

**Next Generation ELT: Voices of TESOLers**  
*Content Area: Teacher Development*

It is important to explore key issues affecting English language teaching and learning today and in the future globally as a means to bridge theoretical research to practice in context. Boraie presents the results of a survey of TESOL members in different contexts and discusses similarities and differences identified.

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

9:30 am

**Writing the Major Research Question**  
*Content Area: Intensive English Programs*

Teaching students to write a research paper in 4 weeks can be both challenging and rewarding. Two essential prewriting steps are crafting the major research question and brainstorming subquestions. Using an interactive question-generating process and a circular framework (the ABCD’s of question formation), participants gain tips for teaching research.

*Brenda Ellingboe*, ELS Language Centers, USA

9:30 am–10:15 am

**A Holistic Approach to Teaching Beginning Grammar to Arabic Speakers**  
*Content Area: Grammar*

This presentation explores ways to capitalize on the strengths of Arabic speakers in beginning level grammar classes. The presenters discuss areas of particular difficulty and ways to make grammar more meaningful for Arabic speakers through the use of PowerPoint, Clip Art, and oral/aural exercises.

*Daphne Mackey*, University of Washington, USA  
*Barbara Hansen*, University of Washington, USA

10:15 am

**Centering ESL Tutorials: Accessing and Implementing ESL Writing Center Research**  
*Content Area: Higher Education*

ESL students increasingly visit college writing centers. However, because studies into ESL writing center tutorials span varied research communities, organizing and centering tutor practices can be problematic. This roundtable discussion includes a comprehensive bibliography of ESL writing center research and strategies for accessing and implementing this research.

*Nicholas David*, Brigham Young University, USA  
*Candice Snow*, Brigham Young University, USA

11:00 am–12:15 pm

**A Musical Approach to Free Language Use: An Experiential Cycle**  
*Content Area: English as a Foreign Language*

Music is a tool that offers many benefits and connections to the body, brain, and learning of a foreign language. This presentation shows how through music teachers can motivate their students to speak and interact in the L2 spontaneously in a nonthreatening atmosphere. The session includes a sensorial-practical demonstration.

*Paula Cano*, Centro Colombo Americano, Colombia

12:15 pm–1:30 pm

**Best Practices in Teaching Asylum Refugees**  
*Content Area: Elementary School/ Primary Education*

Asylum refugee students faces many challenges as they enter the U.S. school system. The presenter shares the experiences of students, teachers, administrators, and families as they enter the school setting. Participants take with them best practices in supporting the refugee student linguistically, emotionally, and socially.

*Maria Mendez*, Northside Independent School District, USA

12:15 pm–1:30 pm

**Centering TESOL Tutorials: Accessing and Implementing TESOL Writing Center Research**  
*Content Area: Higher Education*

TESOL students increasingly visit college writing centers. However, because studies into TESOL writing center tutorials span varied research communities, organizing and centering tutor practices can be problematic. This roundtable discussion includes a comprehensive bibliography of TESOL writing center research and strategies for accessing and implementing this research.

*Nick David*, Brigham Young University, USA  
*Kevin Stock*, Brigham Young University, USA
Creative, Innovative, and Multimodal Standardized Assessments: An Update and Dialogue
Content Area: Assessment
Innovative assessments now under prototype provide text-alternative ways for English learners to demonstrate knowledge in content areas such as mathematics and science. Presenters preview and discuss multimodal, multisemiotic presentation of test questions (e.g., simulations, animations, image rollovers, sound, interactive sequences), along with other response means (graphic stories, diagrams, maps).

Noga La’or, Rennert International, USA
Autumn Clark, Rennert International, USA
Rennert International, USA

Experiential Learning Going Digital: Teacher Education for the Next Generation
Content Area: CALL/Technology in Education
Increased modern technologies in many education contexts have channeled professional development in the digital direction. Drawing on SIT Graduate Institute’s blended and online teacher education programs offered over the past decade, we explore challenges faced and share strategies used to create rich experiential learning opportunities in virtual learning spaces.

Radmila Popovic, SIT Graduate Institute, USA

From IEP Teacher to Administrator: Opportunities, Challenges, Strategies, and Tips
Content Area: Program Administration
Contemplating a transition from the classroom to an administrative position, or recently made the change? Learn about the many hats worn by the IEP administrator. This session provides an overview of important issues and helpful tips from experienced administrators while demonstrating how coordinating or administering provides opportunities for personal growth.

Keith Maurice, University of Texas at Arlington, USA
Bruce Rindler, Boston University, USA
Joann Geddes, Lewis & Clark College, USA

Gamification of Learning Outcomes
Content Area: CALL/Technology in Education
This presentation provides gamification methods and techniques for online outcomes tracking that can be employed across multiple skills and levels. Attendees participate in an activity to experience the motivational hook of gamification. Quantitative and qualitative results from student feedback and implementation procedures for gamification in different settings are also provided.

Joann Geddes, Bruce Rindler, Boston University, USA

Grammatical Structures in Action: Strategies for Understanding Contextual Dynamics
Content Area: Grammar
ESL students often have difficulty comprehending academic texts because they have not yet developed an understanding of how grammatical structures chunk meaningful information. The presenters demonstrate how focusing on five grammatical structures helps students better comprehend academic text.

Marianne Santelli, Middlesex County College, USA
Ellen Measday, Middlesex County College, USA
Jane Ostacher, Middlesex County College, USA

Developing Teachers’ Reflective Skills Through Classroom Observations
Content Area: Teacher Development
Class observations can be used to develop teachers’ reflective abilities; however a common challenge is to identify key issues. The presenters share a method that program administrators or teachers can use to help develop objective, effective reflective skills. Participants watch a lesson and practice applying this method.

James Stakenburg, Rennert International, USA
Autumn Clark, Rennert International, USA
Noga La’or, Rennert International, USA

Developing Self-Regulated L2 Writers: Self-Efficacy, SRL Strategies, and L2 Proficiency
Content Area: Second Language Writing
Grounded in sociocognitive theory, the presenters report findings from an empirical study intending to develop self-regulated L2 writers. Through dynamic analysis, they find significant interrelationships among self-regulated learning (SRL) strategies, self-efficacy, and L2 proficiency. They discuss the implications of their study for SLA and pedagogical innovation in L2 writing instruction.

Lin Teng, The University of Auckland, New Zealand
Lawrence Jun Zhang, The University of Auckland, New Zealand
**Intersections: Saudi Students’ and IEP Teachers’ Perceptions of an IEP**

**Content Area: Intensive English Programs**

The recent influx of Saudi students into IEPs has presented many new challenges. This presentation discusses the findings of interviews with Saudi IEP students and IEP teachers on their perceptions of one particular IEP, providing insight into the specific needs, wants, strengths, and weaknesses of students, teachers, and the program.

Daniel Johnson, University of Illinois at Urbana-Champaign, USA

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**Making Computer Literacy Meaningful for Adult ELLs**

**Content Area: Materials Development**

Adult immigrants learning English need to be comfortable using technology. Teaching computer basics is challenging and few books address the language and content needs of the ELL student. Presenters discuss instructional best practices, including the use of metaphors, proper sequencing, and personalization of tasks.

Heather Tatton-Harris, Carlos Rosario International Public Charter School, USA

S. Neela Jayaraman, Watertown Public Library Project Literacy, USA

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**Mentoring New Teachers for Higher Education ESOL**

**Content Area: Higher Education**

Many new ESOL teachers in higher education have insufficient practical experience. They need the support networks that are becoming common in K-12 settings. This presentation describes the establishment and assessment of a mentoring program for teachers beginning to teach in an ESOL higher education setting.

Russell Fauss, Tokyo International University of America, USA

Christine Nile, Tokyo International University of America, USA

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**Orientation and Strategies Instruction for the Next Generation IEP Student**

**Content Area: Intensive English Programs**

Recent changes in IEP student populations (including younger Chinese and Saudi populations) present new challenges to IEPs and higher education. The presenters’ IEP has created separate Learning to Learn classes featuring cohorts and international student mentors. The presenters outline the research, report on their experience, and discuss best practice.

Linda Carlson, University of Wisconsin–Eau Claire, USA

Ami Christensen, University of Wisconsin–Eau Claire, USA

Tom Carlson, University of Wisconsin–Eau Claire, USA

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**Passion and Persistence: Independent ESOL Authors Tell Their Stories**

**Content Area: Materials Development**

What motivates ESOL teachers to become authors? Why do many of these authors self-publish? What’s their likelihood of success? In this discussion, two authors of ESOL books share the pleasures and perils of self-publishing as well as offer tips for those contemplating writing and publishing an ESOL text.

Elizabeth Weal, Sequoia Adult School, USA

Eric Roth, University of Southern California, USA

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**Rhetorical Structure of Marketing Research Articles**

**Content Area: English for Specific Purposes**

This session examines the rhetorical structure of 30 marketing research articles published in “Journal of Marketing,” “Journal of Marketing Research,” and “Journal of Consumer Research.” The authors use the modified version of Kanoksilapatham’s (2005) coding scheme for biochemistry research articles for analysis. Findings and implications are discussed.

Darunee Dujsik, University of the Thai Chamber of Commerce, Thailand

Wei Zhu, University of South Florida, USA
Strategies for Building Academic Vocabulary in Every Content Classroom
Content Area: Vocabulary, Lexicon

Let’s get students talking like scholars! This session gives you specific instructional strategies to use in your classroom for teaching, practicing, reviewing, and assessing academic vocabulary with your students. These strategies can be used in any content classroom—from math to technology—and can be used immediately!

Katie Brown, Shuksan Middle School, USA

Friday, 9:30 am–10:15 am
Convention Center, PB 253

The Overall Impact of CALL on English Language Learning
Content Area: CALL/Technology in Education

A variety of studies have tried to find whether and how technology brings about a significant difference to English language learners’ achievement and success, or what changes have resulted with the introduction of technology in a language learning environment. This session attempts to meta-analyze previous individual studies in technology.

Jeehwan Yun, Korea Institute for Curriculum and Evaluation, Republic of Korea
Hyang-jin Sohn, Defense Language Institute, USA

Friday, 9:30 am–10:15 am
Convention Center, D132

Tips for Writing Successful TESOL International Convention Session Proposals

Prepare to submit a proposal for the 2015 TESOL International Convention in Toronto. TESOL Convention Program Chairs provide an update on the proposal procedures and guidelines, along with an explanation of the scoring rubric and tips to enhance your proposal framing your professional interests and expertise into a successful proposal.

Mark Algren, University of Kansas, USA
Mashaal Al-Hamly, Kuwait University, Kuwait
Diane Carter, Indianapolis Public Schools, USA
Eric Dwyer, Florida International University, USA

Friday, 9:30 am–10:15 am
Convention Center, B118

Fostering Unions Between Gulf Arabs and Other Cultures
Content Area: Intensive English Programs

Because of the rapid increase of Gulf Arabs studying ESL outside their home countries, it is crucial that instructors understand this demographic to help the students achieve excellence. Presenters illuminate aspects of Arab culture and offer teaching strategies and activities that bridge Arab students’ cultural practices with classroom English.

Miriam Parris, Texas Intensive English Program, USA
Cheryl Nuwash, Texas Intensive English Program, USA
Melanie Almuti, Texas Intensive English Program, USA
Randi Wissler-Mitchell, Texas Intensive English Program, USA
Angélique Pearson, Texas Intensive English Program, USA
Mary Fischer, Texas Intensive English Program, USA
Katie Dunlap, Texas Intensive English Program, USA

Friday, 9:30 am–10:45 am
Convention Center, B110

Performing Our Stories Through Autoethnodramatic Narratives: The ILGTF Forum Colloquium
Content Area: Teacher Development

As English language teachers and academics, the intersections of our multifaceted and socially constructed identities impact how we perform—literally and figuratively—in classrooms, academic conferences, and in the world. In this session, presenters from routinely marginalized social groups perform autoethnodramatic narratives, sharing their stories of personal and professional transformation.

Carter Winkle, Barry University, USA
Lennox Archer, University of South Florida, USA
Martha Clark Cummings, Kingsborough Community College of the City University of New York, USA
Sonja Franeta, Laney College, USA
Rogelio Reyes, Instructional Consultant, Mexico
Juan A. Rios-Vega, University of North Carolina at Greensboro, USA
Krista Royal, University of South Florida, USA

Friday, 9:30 am–11:15 am
Convention Center, OB 201

Building Intercultural Competence in the Classroom: Equipping Young Learners

Language learners and teachers need not only to develop communicative competence, but also intercultural competence. What do we mean by intercultural competence? Why is it important in education? How can we help students to develop this ability? And how does this affect the identity of young learners, families, and communities?

Amy Alice Chastain, Shantou University, China
Adrian Holliday, Christ Church University, UK
Bonny Norton, University of British Columbia, Canada
Thomas Nakayama, Northern University, USA
Joe McVeigh, Middlebury College, USA

Friday, 9:30 am–10:45 am
Convention Center, A107
FrIDAY, 28 March

Disrupting the Prime Directive of Monolingual L2 Delivery

Content Area: English as a Medium of Instruction

This symposium brings together multiple perspectives on sustaining multilingualism across different teaching contexts, including mainstream classrooms, foreign language education, and heritage language programs. The presenters each critique the monolingual ideologies in their unique context and advocate ways that multilingual perspectives can be used to disrupt dominant monolingual stances.

Ester de Jong, University of Florida, USA
Helene Curtain, University of Wisconsin–Milwaukee, USA
Karen Beeman, Illinois Resource Center, USA
Seongah Byeon, University of Florida, USA

ExperIences Integrating Mobile Learning in Language Classrooms Around the Globe

A hot topic in language teaching is the use of mobile devices to provide flexibility and access to language learning opportunities. By sharing experiences from diverse contexts around the world, this EFLIS-CALLUS InterSection session aims at exploring the challenges and opportunities of integrating mobile learning in the language classroom.

Carla Arena, Casa Thomas Jefferson, Brazil
Sakina Baharom, UNITAR International University, Malaysia
Claire Siskin, Regional Institute of English, India
Aaron Schwartz, Ohio University, USA
Paul Daniels, Kochi University of Technology, Japan

FACulty Voices on Teaching Through English as a Foreign Language

Content Area: English as a Medium of Instruction

Listen to voices of faculty members in EFL settings who must offer courses through English (a foreign language) to support international student populations. Workshop participants do a critical needs assessment activity for ESP program development: listening to the learners. An English for Occupational Purposes (EOP) perspective is promoted.

Margaret van Naerssen, Immaculata University, USA
Fang-Ying Lo, Asia University, Taiwan
Ying Huei Chen, Asia University, Taiwan

From Intuition to Pedagogy: The Essence of Lesson Prep

Content Area: Grammar

Participants prepare lessons on a given grammar point and practice going beyond a merely intuitive understanding of the grammar topic into an explicit and then applied perspective on the target grammar. The presenters provide graphic organizers and checklists to practice scripting “teaching talk” for succinct, effective grammatical explanations.

Marnie Reed, Boston University, USA
Christina Michaud, Boston University, USA

If I Were You: Using Case Studies to Address Discrimination

Content Area: Nonnative English Speakers in TESOL

Discrimination against NNESTs negatively impacts every TESOL professional, yet few of us are prepared to respond to inequity from an informed perspective. By analyzing case studies of discrimination, workshop participants practice concrete advocacy strategies that prepare them to effectively address discriminatory practices in their professional lives.

Blanca Coma, Berkeley City College, USA
Julia Schulte, San Francisco State University, USA

Improving Listening and Speaking Skills for the Naturalization Process

This session focuses on teaching strategies to improve adult learners’ listening and speaking skills for the naturalization process and test.

Donna Vanderhoff, Department of Homeland Security, USA

Leveraging ELL Director Influence on the District Leadership Team

Content Area: Leadership

What is the influence of the ELL director on your district’s administrative team? Nationally, ELL leaders report feeling marginalized and disempowered. Professional development helps! Explore strategies strengthening the leadership position of the ELL director in the PreK-12 system through a collaboration between Massachusetts and the National Institute for School Leadership.

Janet Strauss, National Institute for School Leadership, USA
Bonnie Baer-Simahk, Fitchburg Public Schools, USA
**Linking Language Objectives to CCSS in General and Special Education**  
*Content Area: Common Core State Standards*

Lessons must include content and language objectives linking to CCSS. Published materials include content objectives yet omit adequate, relevant or measurable language objectives. This session equips general and special educators with a process and tools for analyzing lessons to identify, write and deliver appropriate language objectives.

*Kate Kinsella,* San Francisco State University, USA

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**Motivating Performers and Audience to Combat Prejudice Through Readers’ Theater**  
*Content Area: Social Responsibility/Sociopolitical Concerns*

The presenter reviews steps for creating a readers’ theater that uses various texts to demonize prejudice. She demonstrates how to guide the preparation, rehearsal, and performance stages. Finally, participants prepare and rehearse for a performance and reflect on the effect this activity has on their motivation to combat prejudice.

*Bethany Fallon,* Drexel University, USA  
*Alexis Gerard Finger,* Drexel University, USA

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**Preparing ESL and EFL Educators for L2 Literacy Instruction**  
*Content Area: Reading and Literacy*

This session, designed for teacher educators and classroom literacy teachers, aims to engage the participants in exploring and responding to the challenges of preparing informed, reflective educators for effective L2 literacy instruction.

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

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**Quality Pre-K for ELLs: Why? What? and How?**  
*Content Area: Elementary School/ Primary Education*

Pre-K is recognized as critically important for all children, yet there is little conversation about ELLs, a growing population. The Elementary Education IS explores this: Speakers address principles and best practices; research base; program models; standards, curriculum, and instruction; and the roles of families, L1, and culture.

*Betty Ansin Smallwood,* Succeeding with English Language Learners, USA  
*Karen Nemeth,* Language Castle LLC, USA

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**Research and Practice on Emerging Literacy for Adolescents & Adults**  
*Content Area: English as a Foreign Language*

Adolescent and adult ELLs who have been denied schooling or experienced interrupted formal education require appropriate, sensitive, and informed literacy instruction. This session presents research and practice necessary to support the efforts and successful development of listening, speaking, reading, writing, and computing proficiencies for these emerging literates.

*Deborah Short,* Center for Applied Linguistics, USA  
*Seo Hyun Park,* The Ohio State University, USA  
*Myrna Ann Adkins,* Spring Institute for Intercultural Learning, USA  
*Jen Heise,* Ithaca High School, USA  
*Michele Newton,* Ithaca High School, USA  
*Mary Moore,* Ithaca City School District, USA

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**Seeing the Forest and Choosing the Trees: Exploring Learner Autonomy**  
*Content Area: English as a Foreign Language*

Focusing on routinized individual exercises and tasks in the classroom often leads to unmotivated and ill-prepared students. Presenters lead a workshop on developing an autonomous learning environment where students and teachers are encouraged to explore choices and be creative by using layered curriculum, flipped classes, and computer gaming.

*Kia DeCou,* Inonu Universitesi, Turkey  
*William Little,* Georgetown University, USA  
*Amilee Roberge,* English Language Fellow Program, USA
Friday, 9:30 am–11:15 am
Convention Center, B115

Teaching Pronunciation: What Teachers Need to Know
Content Area: Phonology/Pronunciation
In this academic session, a panel of experts discusses what teachers need to know about pronunciation teaching, including its history and continuing trajectory, research findings affecting pedagogical approaches and teaching priorities, and evidence supporting the need of practical experience in teaching pronunciation in teacher training programs.

John Levis, Iowa State University, USA
Murray Munro, Simon Fraser University, Canada
John Murphy, Georgia State University, USA

Friday, 9:30 am–11:15 am
Convention Center, E146

Vocabulary Instruction for ELLs: Lessons Learned From Teachers’ Action Research
Content Area: Vocabulary, Lexicon
In this colloquium, classroom teachers and a teacher educator report on the findings of action research studies that explored the effects of explicit instruction on vocabulary knowledge of ELLs in first and second grade classrooms in the USA. Presenters discuss how findings can inform practical outcomes for teachers of ELLs.

Emily Terrell, University of Arkansas, Fayetteville, USA
Marigayden Tippit, University of Arkansas, Fayetteville, USA
Jennifer Carter, University of Arkansas, Fayetteville, USA
Hayriye Kayi Aydar, University of Arkansas, Fayetteville, USA

Friday, 9:30 am–11:15 am
Convention Center, D140

TED Talks and So Does Grammar: Integrating Grammar in Communication
Content Area: Grammar
In this interactive workshop, attendees move beyond traditional grammar teaching and engage in a series of lessons integrating grammar into speaking and writing. The material was created through a collaboration integrating TED Talks and active grammar instruction to facilitate appropriate language use.

Emily Spitzman, Johnson & Wales University, USA
Erin Wynn, Johnson & Wales University, USA

Friday, 9:30 am–11:15 am
Convention Center, D131

Towards a More Inclusive TESOL Profession: Diverse Contexts, Collaborative Endeavors
Presenters from various TESOL interest sections showcase how “collaboration” and “collaborative endeavors” (between NNESTs and NNESTs and/or NESTs and NNESTs) could help NNESTs to overcome instructional challenges and capitalize on professional strengths and, therefore, benefit the ELL populations that TESOL professionals serve in diverse contexts around the world.

Brock Brady, Peace Corps, USA
Seonhee Cho, College of Mount Saint Vincent, USA
Davi Reis, Duquesne University, USA
Ke Xu, Borough of Manhattan Community College–CUNY, USA

Friday, 9:30 am–12:15 pm
Convention Center, F149

Progressive Use of Video in English Language Teaching
Content Area: Media (Video and Digital)
Learn how to use video to promote ELL in new and exciting ways. Topics include video for communicative writing, exploiting YouTube in the classroom, student-produced videos, using video in research, and incorporating video in flipped and other blended learning models. Come away with practical knowledge and techniques to put to direct use.

Jason Levine, WizIQ.com, USA
Christopher Herrmann, MyEnglish Inc., USA
Pamela Vittorio, MyEnglish Inc., USA
Johanna Katchen, National Tsing Hua University, Taiwan
Robert Cuckler, National Tsing Hua University, Taiwan
Jennifer Lebedev, Independent, USA
Kenneth Chi, Fu Jen Catholic University, Taiwan

Friday, 9:30 am–11:15 am
Convention Center, B117

US Federal Education and Language Policy Update
With new leaders in place after the 2012 general election, what are the current education issues before the U.S. Congress and the administration? Learn about the latest developments on federal education policy issues from Washington, DC affecting ESL at the K-12, adult, and higher education levels in the US.

John Segota, TESOL International Association, USA

Friday, 9:30 am–12:15 pm
Convention Center, B116

Working Contexts of SLW Professionals in Higher Education
Content Area: Second Language Writing
Established and emerging L2 writing scholars from diverse postsecondary contexts explore how their specific professional context shapes their daily working environment and professional identity development. Presenters work at private and public institutions in Canada, China, Hong Kong, Lebanon, Qatar, and the United States.

Junju Wang, Shandong University, China
Ryuko Kubota, University of British Columbia, Canada
Gena Bennett, Various, USA
Michelle Cox, Dartmouth College, USA
Shawna Shapiro, Middlebury College, USA
Christine Tardy, University of Arizona, USA
Silvia Pessoa, Carnegie Mellon University in Qatar, Qatar
Icy Lee, The Chinese University of Hong Kong, Hong Kong
Fatima Esseili, The University of Balamand, Lebanon
10:30 am

Harnessing the Power of Focus: Exploring Meditation for ELT
Content Area: Higher Education
This presentation introduces instructors to a variety of techniques to assist students with time management and focus through meditation practice via a unified classroom approach. Presenters discuss research related to meditation, share class resources on meditation, and lead attendants in a brief meditation practice.
Alicia Ambler, University of Iowa, USA
Molly Kelley, University of Iowa, USA

A Cross-Discipline Comparative Study of Linking Adverbials in Academic Writing
Content Area: Vocabulary, Lexicon
This presentation reports on a corpus study of linking adverbials in academic writing across six major discipline divisions. The presenter first describes the research procedures and the findings about the usage patterns of the linking adverbials across the academic divisions and then discusses the pedagogical/research implications of the study.
Dilin Liu, University of Alabama, USA

A Teacher Educator’s View of Professional Development in Vietnam
Content Area: Teacher Development
The presenter shares her experiences providing professional development as a Fulbright Specialist for English faculty at a technical university in northern Vietnam. She describes the teaching strategies she introduced that were in greatest contrast to practices there, as well as the strategies Vietnamese faculty found most promising for their context.
Betsy Parrish, Hamline University, USA

Adult ESOL Content-Based Instruction for Student Engagement and Community Leadership
This session explores the bigger picture of how task-based, content driven ESOL instruction inspires adult ESOL learners to transform themselves from community college students to leaders in diverse settings. Participants interact with presenter’s successful models of ESOL student and community collaborations, CCSF-PBS; CCSF-SFSU-Project SHINE; CCSF-SFSU Health Literacy Initiative.
Ann Fontanella, City College of San Francisco, USA

11:15 am

Assessing Second Language Pragmatics Through Computer-Mediated Communicative Role-Play Tasks
Content Area: Discourse and Pragmatics
Recent research on assessment of ESL pragmatics has largely used DCTs and closed role-plays as the main tool of pragmatic tests. The presenter offers a new assessment framework and draws upon authentic extended e-mail discourse to discuss the pedagogical implications of pragmatic assessment of ESL students at a Mid-Western University.
Itikhar Haider, University of Illinois at Urbana Champaign, USA

e-Learning: What Students Have to Tell Us
Content Area: CALL/Technology in Education
What do students perceive as essential strategies for success in blended ESL classes? This session shares the results of a 2-year research project soliciting student data on strategies for success in blended ESL college classes. The data resulted in instructional strategies for metacognition and collaboration to facilitate culturally responsive e-learning.
Sarah Barnhardt, The Community College of Baltimore County, USA
Chester Gates, The Community College of Baltimore County, USA

Enhance Teacher-Made Materials Through Visual Consistency
Content Area: Materials Development
The visual design of teacher-made materials can significantly affect learners’ success in both traditional and online classes. One way to increase the effectiveness of materials is to develop a visual style guide, which helps teachers maintain design consistency and which helps students understand their teacher-made materials better.

Tammy Jones, University of Memphis, USA
Gabriela Kleckova, University of West Bohemia, Czech Republic

Examining Teacher Perspectives on Language Policy in Buenos Aires, Argentina
Content Area: Language Policy and Planning
This presentation investigates how English and indigenous languages are represented in national and city-wide educational language policies in Buenos Aires, Argentina. It also examines how such policies are perceived and implemented by English teachers in elementary schools in socioeconomically diverse neighborhoods of the city.
Rebecca Conley, University of California, Davis, USA
Exploring TESOL Courses' Influence on Preservice Teachers' Emerging Identities

Content Area: Teacher Education

Identity is a construct that evolves as a result of experience. Preservice elementary teachers constantly negotiate their “Pre-Teaching Identity” (Flores & Day, 2006) during teacher education courses and practicum experiences. A longitudinal qualitative case study explores the impact of six TESOL courses on three preservice elementary teachers’ emerging identities.

Cynthia Chasteen, University of Missouri St. Louis, USA
Kim Song, University of Missouri St. Louis, USA

Extra! Extra! A Register Analysis of “USA Today” and “Newsademic”

Content Area: Grammar

This research-to-practice session describes the grammatical features of “Newsademic,” an international newspaper for native English-speaking adolescents and intermediate/advanced ESOL students, and then compares them to those of “USA Today.” It also offers newspaper-based exercises for use in ESOL classrooms and gives teachers an opportunity to share their own ideas.

Heidi Wright, Northern Arizona University, USA

How to Explore, Sustain, and Renew: TESOL Professionals Gone Wild!

Content Area: Teacher Development

Learn about ways to rock your career path! TESOLers may not know about, but have, exciting career opportunities for exploring, sustaining, and renewing. Join this interactive, lighthearted but well-documented, and valuable discussion describing the professional experiences of one group of TESOLers who grew, and yes, went a bit wild, too!

Liz England, Shenandoah University, USA
Eran Williams, United States Embassy, Indonesia

Linking Formal and Informal English Learning Through Mobile Learning Activities

Content Area: CALL/Technology in Education

This study investigates the effects of mobile learning that integrates cognitive and social learning tasks on EFL learners’ sense of community and learning gains. The presenters discuss results and pedagogical implications, and share guidelines for designing mobile learning activities to help with learning English and developing a sense of community.

Eunjeong Choi, The University of Texas at Austin, USA
Diane Schallert, The University of Texas at Austin, USA
Ri Lee, Korea Foundation for the Next Generation Sports Talent, Republic of Korea

Online Distance Learning for Adult ESL Learners: Promising Instructional Practice

Content Area: Online Learning

Improvements in technology and the ubiquity of online learning in higher education raise the bar for adult ESL students enrolled in adult basic education programs. This presentation describes instructional practices that emerged from case studies of effective online ESL distance education teachers in the United States.

Jenifer Vanek, University of Minnesota, USA
Shannon Mischler, Pennsylvania Department of Education, USA

Renew Your Approach to Drafts: Getting Higher Quality Results

Content Area: Second Language Writing

This session provides writing instructors with strategies for dealing with course design decisions regarding drafts. The presenters discuss the relationship between explicit expectations and student performance. Participants leave with a renewed rationale for incorporating graded drafts into their writing courses.

Errin Beck, Portland State University, USA
Linnea Spitzer, Portland State University, USA
Exploring Peer-to-Peer Teaching
Content Area: Intensive English Programs
“To teach is to learn twice” [Joseph Joubert]. In this session, the presenters discuss their peer-to-peer teaching project, in which students from different classes successfully taught each other new material. Participants receive practical advice on implementing peer-to-peer teaching in their own classes.
Rosie Verratti, Howard Community College, USA
Nancy Hutchison, Howard Community College, USA

Scaffolding Academic Writing for Beginning English Language Learners
Content Area: Second Language Writing
Often, we assume ELLs do not acquire academic language until intermediate proficiency. However, as Common Core increases language demands for all students, it magnifies the urgency for ELLs. Using classroom examples, this session presents an instructional framework for scaffolding academic writing, proving beginners are more capable than we often think.
Allison Balter, Lawrence Public Schools, USA
Lindsey Mayer, Revere Public Schools, USA

Scholarship on L2 Writing in 2013: The Year in Review
Content Area: Second Language Writing
Having difficulty keeping up with the scholarship in your research area? Even in a relatively small field like second language writing, staying abreast of the current literature can be difficult. To address this situation, this session provides an overview and synthesis of second language writing scholarship published during 2013.
Tony Silva, Purdue University, USA
Suneeta Thomas, Purdue University, USA
Cong Zhang, Purdue University, USA
Hyojung Park, Purdue University, USA

Standards-Based Reading and Writing Strategies for Long-term ELs
Content Area: Reading and Literacy
Long-term English learners struggle with reading and writing academic texts. The presenters define different types of long-term ELs. They show examples from a secondary classroom of various reading and writing strategies that scaffold instruction to help students develop academic language, meet standards, and succeed in high-stakes assessments.
Mary Soto, California State University Chico, USA
David Freeman, University of Texas at Brownsville, USA

Supporting the Transition From International Graduate Student to Professional
Content Area: English for Specific Purposes
International graduate students’ limited awareness of career-enhancing skills prompts one university to create a six-step acculturation program to help students better communicate their value to prospective employers. This interactive session highlights action steps students can take to position themselves as more capable candidates for opportunities in the global marketplace.
Rita Czipczer-DiFiore, Lehigh University, USA
Lynn D’Angelo-Bello, Lehigh University, USA
Mary Newbegin, Lehigh University, USA

Tips for Developing and Delivering Successful TESOL International Convention Presentations
Your proposal has been accepted for presentation at a TESOL International Convention! Next comes the critical job of converting a proposal on paper to a live presentation. TESOL International Convention Program Chairs provide relevant tips on the development and delivery of professional presentations, relevant to any topic, format and context.
John Schmidt, Texas International Education Consortium, USA
Neil Anderson, Brigham Young University, USA
Christine Coombe, Dubai Men’s College, UAE

Idioms Are Always Easier in Somebody Else’s Class
Content Area: Vocabulary, Lexicon
Teachers have always found teaching idioms both challenging and demanding. This interactive workshop aims at exploring students’ areas of difficulty in their learning and how teachers can gain insights from linguistic corpora to design motivating activities that guarantee the meaningful learning of idioms.
Gabriela Marcenaro Bonsignore, Teachers Institute, Uruguay
Adriana Rodriguez Lamas, Escuela Integral Hebreo Uruguaya, Uruguay

Teachers as Experts: Ready-Made Workshops Addressing Novice ELs and CCSS
TESOL International Association, supported by the Braitmayer Foundation, developed four interactive workshops to assist school implementation of the Common Core State Standards for beginning-level English learners. This session outlines how workshops were designed for ESL teachers to deliver energetic staff development to district personnel, content-area and ESL teachers.
Sarah Sahr, TESOL International Association, USA

Academic Session
Colloquium
Discussion Group
Exhibitor Session
Forum Session
InterSection
Implications for science writing pedagogies for ELs are discussed. Settings around the United States was analyzed for levels of complexity. A sociocognitive framework, ELs' written work collected in various adolescent English learners do for their science classes. Rooted in The study discussed focuses on identifying the kinds of writing tasks adolescent English learners do for their science classes. Rooted in a sociocognitive framework, ELs' written work collected in various settings around the United States was analyzed for levels of complexity. Implications for science writing pedagogies for ELs are discussed.

Friday, 11:30 am
Convention Center, A103

Art for Motivation and Communication in Language Learning

Content Area: Arts

A CLIL unit on Japanese woodblock printing was developed for Japanese high school students who were receiving little or no art instruction. Upon implementation, a sharp rise in motivation was observed. Ultimately, the students produced some beautiful art and English, and developed a greater interest in their traditional culture.

Thomas Fast, Okayama University, Japan

Friday, 11:30 am–11:50 am
Convention Center, A103

Exploring Reading and Writing Through Rap

Content Area: Intensive English Programs

Researching background information on rap music and listening to sample songs helps to renew students’ interest in how language works. Through writing and performing their own rap song, students explore vocabulary, rhythm, rhyme, word placement, and theme. This activity targets low-intermediate IEP students, but could be modified for other levels.

Sarah Kassas, University of Iowa, USA

Friday, 11:30 am–11:50 am
Convention Center, F151

5 Core Ideas to Build Effective Professional Development Programs

Content Area: Program Administration

How can program administrators implement professional development programs that are practical, effective, and motivating for teachers? The presenters share five core ideas to facilitate professional development and discuss how participants can put them into practice in their programs.

Noga La’or, Rennert International, USA
Autumn Clark, Rennert International, USA
James Stakenburg, Rennert International, USA

Friday, 11:30 am–12:15 pm
Convention Center, B118

Adolescent English Learners’ Experiences With Writing in Science

Content Area: Math and Science

The study discussed focuses on identifying the kinds of writing tasks adolescent English learners do for their science classes. Rooted in a sociocognitive framework, ELs’ written work collected in various settings around the United States was analyzed for levels of complexity. Implications for science writing pedagogies for ELs are discussed.

Fang Yu, University at Albany, USA
Kristen Wilcox, University at Albany, USA

Friday, 11:30 am–12:15 pm
Convention Center, C121

Arab and Chinese Students: Exploring Teacher Bias

Content Area: Intensive English Programs

Few recognize preconceptions they bring into their classroom. Yet with recognition comes understanding and changed practices. Presenters share results from research with ESL instructors concerning biases relating to Chinese and Saudi students. This presentation encourages participants’ reflection on their cultural perspectives and how this may influence and change their teaching.

Julie Doty, University of North Texas, USA
Tamara Taylor, University of North Texas, USA
Karen Asenavage, University of Delaware, USA
Sheila Mayne, University of Pennsylvania, USA
Joanna Spice, University of North Texas, USA

Friday, 11:30 am–12:15 pm
Convention Center, D133

BYOP—Bring Your Own Phone: Mobile English Language Learning Opportunities

Content Area: Media (Video and Digital)

This discussion centers on mobile phones in the classroom. What resources are available for global use in areas that may lack more advanced technology and even traditional classroom resources? How can we integrate them into an educational environment? How can teachers leverage one phone into a complete learning center?

Dawn Rogier, U.S. Department of State, USA
Caitlin Cetola, U.S. Department of State, USA

Friday, 11:30 am–12:15 pm
Convention Center, B115

Communicating Across Cultures: Two New Pro Lingua Books

Content Area: Program Administration

Through academic reading, writing, and discussion, Cultural Differences explores and explains the reasons underlying differences between collectivist and individualist cultures. Teaching in the USA, a handbook for visiting professors, TAs, and secondary school teachers, explains the culture of the U.S. educational system and North American students. Interactive demonstrations and raffle.

David Kehe, Pro Lingua Associates, USA
Peggy Kehe, Pro Lingua Associates, USA
Julie Damron, Brigham Young University, USA

Friday, 11:30 am–12:15 pm
Convention Center, E148

Create a Digital Course Pack

Content Area: CALL/Technology in Education

The development of book-building apps enables instructors to create dynamic materials that are more appropriate for the 21st century learner than static handouts or bound paper course packs. The presenter explores the issues of creating digital content and then gives an easy-to-follow guide to building your own digital course pack.

Thomas Healy, Pratt Institute, USA
FRIDAY, 28 MARCH

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TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO

Discourse Structures That Provide ELLs Access to the Common Core

Content Area: Common Core State Standards

The CCSS require ELLs to discuss text and argue from evidence. This workshop focuses on language as action and interaction. Presenters explore the role of teachers and students in classroom discourse and model small group interactions such as Clarifying Bookmarks, Café Talk, and Instructional Conversations.

Lydia Stack, Understanding Language, USA
Mary Lou McCloskey, Educo Atlanta, USA
Anne Garbarino, The Global Village Project, USA

Doing Professional Development in International EAP: Paradoxes, Perspectives, Best Practices

Content Area: Teacher Development

Having conducted a professional development program with EAP university instructors at Al-Quds University, Palestinian Territories (West Bank) in March 2012, the presenter integrates that experience with earlier work in Mongolia and China, uncovering paradoxes, offering perspectives, and proposing best practices for those engaged in professional development with international EAP instructors.

Ray Bennett, York University English Language Institute, Canada

ELT & Poetry: Strategies and Benefits for College Learners

Content Area: Integrated Skills

To vary course content and introduce poetry to ESL students, the presenters review strategies and benefits of using poetry to attain specific outcomes including pronunciation, vocabulary, tone, purpose, inference, and cultural awareness. The session shows that using poetry is an effective way to vary instruction and assess comprehension.

Jona Colson, Montgomery College, USA
Robert Giron, Montgomery College, USA

Enhancing Language Teaching With Insights From Other Fields

Content Area: Phonology/Pronunciation

Viewing teaching practices from the perspective of professionals who pursue similar objectives in distant fields can yield practical insights, useful metaphors, and inspiration. Come hear from 12 expert teachers whose classroom practices have been enhanced by insights they derive from experience in such fields as bartending, marketing, and martial arts.

Christopher Stillwell, University of California, USA
Andrew Boon, Toyo Gakuen University, Japan
Roger Dupuy, University of California, Irvine, USA
Marc Helgesen, Miyagi Gakuin Women’s University, Japan
Wendy Hendrickson, Green River Community College, USA
Steve Quasha, Sugiyama Jogakuen University, Japan
Anne Paonessa, Illinois Resource Center, USA

Focused Phonics - A Grammatical Approach to Pronunciation

Content Area: Phonology/Pronunciation

By teaching phonics and grammar simultaneously, students are able to practice their pronunciation in a meaningful way that informs different language skills. This workshop focuses on word endings—a semantically rich part of English words that is often omitted, mispronounced, and misspelled. Activities and resources are provided.

Heidi Laidemitt, ELS Language Centers, USA

Gender Bias in the Moroccan MEN ELT Guidelines

Content Area: Social Responsibility/Sociopolitical Concerns

Moroccan ELT Guidelines, by Ministère de l’Education Nationale (MEN), requires including women and power material in ELT curriculum. In line with Sapir-Whorf hypothesis: language shapes thought, this session shows that Moroccan ELT Guidelines perpetuates gender discrimination via gender-biased language akin to the Moroccan Constitution’s perpetuation of gender inequality via doublespeak.

Jamila Boulima, Mohammed V University-Agdal, Morocco
Get (and Keep) That Job: Helping Students Develop Workplace Skills  
Content Area: Business and Vocational Workplace English

Students preparing to enter the workplace need particular skills, including awareness of workplace culture and verbal and nonverbal communication skills. This session, based on needs analysis and action research, explores two diverse contexts where students develop their preemployment, job specific, and Cultural Quotient skills to successfully navigate the workplace.

Arthur Chou, Velazquez Press, USA
Jonathan Ruiz, Velazquez Press, USA

Higher-Level Vocabulary Learning Strategies for Lower-Level Learners

Our learners need an extensive active vocabulary to successfully navigate higher education and the 21st century workplace. This makes instruction in autonomous vocabulary learning strategies (VLS) essential right from the start. The presenter demonstrates how using OPD2e’s topics, tasks, and e-tools provides explicit VLS instruction and practice for beginning-level learners.

Jayme Adelson-Goldstein, Oxford University Press, USA

Implementing a Formative Peer Observation Protocol

Content Area: Teacher Development

Peer observation is an efficient method of fostering professional development and collegiality, but it is challenging to implement as a strictly nonevaluative tool. The presenters describe the implementation of an egalitarian peer observation protocol, the outcomes of an IEP pilot observation program, and numerous possible formats for peer observation.

Wayne Walker, Colorado State University, USA
Debra Abrams, Colorado State University, USA
Teri Ashley, Colorado State University, USA

Implementing Common Core Academic Vocabulary in the ESL/ELD Classroom

The first step to implement Common Core State Standards in the ESL/ELD classroom is to teach Common Core academic vocabulary. CCSS breaks down the academic vocabulary into 11 strands. We examine academic vocabulary in these strands and how ESL/ELD teachers help their students acquire academic vocabulary from content areas.

Jonathan Ruiz, Velazquez Press, USA
Arthur Chou, Velazquez Press, USA

Mismatches and Negotiations of Teacher and Learner Perceptions and Beliefs

Content Area: Teacher Education

This study examines mismatches between EFL learner and teacher perceptions and beliefs regarding instructional practices, language learning, their roles in the classroom, and educational policies based on a socio-cultural framework. The presenters discuss issues and challenges to implement communication-based instruction into the classroom and the pedagogical implications of the study.

JuHee Lee, The University of Texas at Austin, USA
Eunjeong Choi, The University of Texas at Austin, USA

Oral Narrative Retell Performance Among Spanish-Speaking First and Second Graders

Content Area: Elementary School/ Primary Education

Oral narrative retell assessments have been proposed as a robust indicator of reading comprehension for young Spanish-speaking children, eliciting information about language development and understanding of story structure that oral reading fluency probes cannot provide. Therefore, it is important to know more about bilingual children’s performance on such tasks.

Audrey Lucero, University of Oregon, USA

Professional Development: English Teacher Training through Videoconference Mentoring

Content Area: English as a Foreign Language

The enhancement of globalization and information technology has opened up new horizons for English education. Along this line, the presenter describes the effectiveness of expanding and enriching English teacher-training programs through authentic videoconferencing and collaborative material development projects in order to enhance pre-service teachers’ communication skills and professional knowledge.

Minako Yogi, University of the Rykyus, Japan
Quality Pre-K for ELLs: A Practical Discussion of Key Issues  
*Content Area: Elementary School/ Primary Education*

How are teaching and learning different (and similar) for 3-4 year old dual language learners and native English speakers, and what are the practical implications? This session provides an opportunity to discuss key issues raised in the Elementary Education IS’s Academic Session: “Quality Pre-K for ELLs: Why? What? and How?”

Betty Ansin Smallwood, Succeeding with English Language Learners (SWELL), USA  
Theresa Laquerre, Acton Public Schools, USA

Research-Based Curriculum for Teaching Academic Writing  
*Content Area: Second Language Writing*

This presentation highlights a foundation of research-based curricula for instruction in L2 writing. A principled curriculum begins by examining the elements of student writing essential in schooling and the academy. Building on this foundation, it becomes relatively easy to identify L2 writers’ instructional and learning needs.

Eli Hinkel, Seattle University, USA

Sideline Coaching: Innovative and Integrative ESOL Teacher Training  
*Content Area: Teacher Development*

Sideline Coaching, a cutting-edge teacher-training technique, is an alternative to traditional classroom observation. It comprises innocuous, in-class interventions to address improvement areas on the spot. The results of the ten-month study show the effectiveness of Sideline Coaching in real classrooms through video footage and recorded in-depth interviews with language instructors.

Christopher Meoli, U.S. State Department, Tajikistan

Syntax Development Strategy for Arabic and Chinese L2 Learners  
*Content Area: Second Language Writing*

Syntactic conventions are challenging for ESL writing teachers and can be discouraging for L2 learners. Can a contrastive rhetoric-oriented syntactic guide enhance the L1 Arabic and Chinese student’s L2 writing confidence and development? Research results discussion will focus on pedagogical implications for writing instruction.

Christine Slater, University of Idaho, USA

Teaching Argument Writing Through Genre-Based Pedagogy in Korea  
*Content Area: Second Language Writing*

This presentation demonstrates how a novice Korean EFL teacher uses genre-based pedagogy to teach argument writing to middle school EFL students in Korea. The presenters share curriculum materials developed and implemented by the teacher as well as an analysis of changes in students’ texts over time.

I-An Chen, University of Massachusetts Amherst, USA  
Hyejin Jeon, University of Massachusetts Amherst, USA

Teaching World Englishes to Undergraduates: Tensions and Pedagogical Insights  
*Content Area: World Englishes*

Drawing on existing research and current local and global rationales about internationalizing, this project addresses tensions that emerge in the teaching of World Englishes at the undergraduate level. The presenters analyze how students understand and verbalize issues in current World Englishes debates and become better listeners of English dialects.

Katherine Evans, University of California, Davis, USA  
Dan Villarreal, University of California, Davis, USA  
Ariel Loring, University of California, Davis, USA

Technology at Our Fingertips: Valuable Tools and Insights  
*Content Area: Elementary School/ Primary Education*

Technology is imperative to our culture and students are expected to incorporate these skills in their classrooms. This teaching tip provides ESL teachers with technology resources for their classrooms. The presenter discusses using classroom websites and blogs. Samples of valuable websites and apps are provided.

Bethany Daft, Ohio Northern University, USA

TESOL, the U.S. Department of State, and Foreign Policy  

The Director of the U.S. Department of State’s Office of English Language Programs will lead a discussion on the connection between English language learning and US Foreign Policy.

Alice Murray, U.S. Department of State, USA
The New TESOL Guidelines for Developing EFL Standards
As English expands around the world as the language of commerce, travel, and communication, the need for preparing teachers for P–12 classrooms has also expanded. This session discusses the new TESOL Guidelines for Developing P–12 EFL Teacher Standards that can be adapted for specific national contexts.

Natalie Kuhlman, San Diego State University, USA
Bozana Knezevic, University of Rijeka, Costa Rica

The Secrets of Successful Communicators
Content Area: Listening, Speaking
What makes a communicator successful? Gary shares the insights he gained observing and working with leaders in education, politics and Toastmasters. Learn the three secrets of successful communicators and how these secrets can help you achieve greatness and success in your personal and professional journeys.

Gary Schmidt, Toastmasters International, USA

Training for CLIL: Teacher Competences
Content Area: CLIL
Content and Language Integrated Learning (CLIL) is a growing practice throughout the world. This session outlines CLIL teacher competences and discusses issues and challenges associated with CLIL teacher training, particularly in the context of a small representative European country. Implications for CLIL teacher education are also shared with the audience.

Gabriela Kleckova, University of West Bohemia, Czech Republic

Using iPads to Enhance Intensive Academic English Instruction
Content Area: CALL/Technology in Education
Creative use of iPad applications can significantly enhance the way students engage with both new knowledge and their learning environment, and consequently improves the language acquisition process. This presentation introduces a variety of apps and demonstrate how they can be effectively utilized in the English language classroom.

Olivia Destrades Mendoza, Full Sail University, USA
Rosemeire Johnstone, Full Sail University, USA

Using Student Feedback to Identify Components of ITA Teaching Effectiveness
Content Area: International Teaching Assistants
The University of Missouri collects midsemester student feedback from ITA classes to ensure ITAs are successful in their first semesters of teaching. Analyzing results from more than 3,000 undergraduate surveys, the presenters have considered the qualities undergraduates value to refine their ITA language requirements and help ITAs develop compensation strategies.

Liz Tummons, University of Missouri, USA
Harlow Sanders, University of Missouri, USA

Why Students Need an APPLE a Day
Content Area: Phonology/Pronunciation
APPLEs: Active & Practical Pronunciation Learning Exercises are vital for learners to develop communicative competence, intelligibility and confidence. Presenters demonstrates active and collaborative pronunciation activities and show how they can be used by teachers in any language-learning environment regardless of technology, class size, or learning styles within the class.

Gretchen Forman, University of Illinois at Urbana-Champaign, USA
Andy Hunt, University of Illinois at Urbana-Champaign, USA
Carleen Sacris, University of Illinois at Urbana-Champaign, USA

Research Articles in TESOL Quarterly: Trends and Genre
Publishing research in academic journals is an integral part of professional development. There are various leading journals in ELT and one of them is TESOL Quarterly (TQ). TQ was first published in 1967 and it is a professional refereed journal with an impact factor of 0.969. TQ encourages submissions.

Brian Paltridge, University of Sydney, Australia
Ahmar Mahboob, University of Sydney, Australia
Rebeca Tapia Carlin, Benemerita Universidad Autonoma de Puebla, Mexico
BELPaF Networking and Business Meeting  
*Content Area: Teacher Development*
At this interactive session attendees network with other professionals who share an interest in teaching and advocating for English language learners, especially those of African and Caribbean descent. The annual business meeting follows with a focus on forum updates and future planning. All are welcomed and encouraged to attend.

**Kisha Bryan,** Florida State College at Jacksonville, USA  
**Ayanna Cooper,** Georgia TESOL, USA  
**Willisa Roland,** Educational Testing Service, USA  
**Mary Romney,** University of Connecticut, USA

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**Critical ELT Pedagogies: Challenges and Applications**  
*Content Area: Higher Education*
This colloquium provides six concrete examples of critical ELT pedagogies, emphasizing the challenges of implementation across programs and the specific opportunities for transformative practice and critical insight that arise in each setting. Examples range from EAP classrooms in the USA and Canada to teacher education programs in Mexico and Cuba.

**Brian Morgan,** York University, Canada  
**Sarah Benesich,** City University of New York (CUNY), USA  
**Stephanie Vandrick,** University of San Francisco, USA  
**Christian Chun,** City University of Hong Kong, Hong Kong  
**Mario Lopez-Gopar,** Universidad Autonoma Benito Juarez de Oaxaca, Mexico  
**Sonja Franeta,** Laney College, USA

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**Academic Language: The Pathway to Student Success Across Content Areas**
The Common Core State Standards underscore language in content learning while language standards accentuate the developmental progression of language learning within and across content areas. This colloquium highlights the role of academic language in elementary and middle school language arts, mathematics, and science classrooms in promoting the achievement of ELLs.

**Gisela Ernst-Slavit,** Washington State University, USA  
**Margo Gottlieb,** WIDA, USA  
**Debbie Zacarian,** Debbie Zacarian & Associates, LLC, USA  
**Diane Staehr Fenner,** DSF Consulting, USA

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**Close Reading With English Learners: Strategies for Success**  
*Content Area: Common Core State Standards*
Close reading, as required by the Common Core State Standards, can be especially difficult for English learners, who need additional scaffolding and support in order to be successful. This workshop identifies several of the challenges in implementing close reading with English learners, and present potential solutions to these challenges.

**Erick Herrmann,** CORE, USA

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**Developing Intercultural Competence Through Targeting Cultural Stereotypes**  
*Content Area: Culture and Sociolinguistics*
Grounded in intercultural theory and aimed to develop intercultural competence, this interactive workshop provides original and classroom-tested worksheets, discussion handouts, and multimedia materials targeted at adolescent and high school ELLs. Accessible and entertaining materials assist students in recognizing and diminishing their own cultural stereotyped beliefs.

**Deanne Aline Litman,** University of Greifswald, Germany

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**Innovation and Change in English Language Education**  
*Content Area: Applied Linguistics*
This colloquium addresses key areas in innovation and change in English language education by linking theory and research to practical concerns of the curriculum and classroom. Through case studies, presenters offer accessible and research-informed approaches to help participants better understand the relevance of current thinking to their own contexts.

**Lillian L.C. Wong,** The University of Hong Kong, Hong Kong  
**Ken Hyland,** The University of Hong Kong, Hong Kong  
**Kathi Bailey,** Monterey Institute of International Studies, USA  
**Anne Burns,** Aston University, USA  
**Numa Markee,** University of Illinois at Urbana-Champaign, USA  
**David Nunan,** The University of Hong Kong, Hong Kong  
**Sarah Springer,** Monterey Institute of International Studies, USA
Oral Fluency Activities: Tasks, Games, Presentations, and More
Content Area: Listening, Speaking
This workshop suggests a taxonomy of different kinds of oral fluency activities that can be used with different age-groups and teaching contexts. Some sample activities are presented and tried out, followed by critical discussion in the light of the presenter’s and participants’ experience and professional judgement.

Penny Ur, Oranim Academic College of Education, Israel

Friday, 11:30 am–1:15 pm
Convention Center, PB 251

Restoring Sound to the Sight of English Text
Content Area: Listening, Speaking
Many ESL/EAP students experience failure in their first year of university studies because they cannot successfully relate the audible sound of lectures to their silent vision of academic texts. This workshop, based on broadcast principles, provides academic students with tools to align what they hear with what they read.

James Leitch, Freelance, Canada

Friday, 11:30 am–1:15 pm
Convention Center, E143

Can Mainstream Teachers Be Language Teachers?
Content Area: Mainstream Classrooms
Do you struggle with how to help mainstream teachers implement language objectives that support both the content instruction and meet the language development needs of ELs? We present a program of workshops, templates, observation, coaching, and reflection derived from a decade of professional development with mainstream teachers.

Ann Mabbot, Hamline University, USA
Deirdre Kramer, Hamline University, USA
Cynthia Lundgren, Hamline University, USA

Friday, 1:00 pm–1:45 pm
Convention Center, OB 203

Increasing Oral Participation Among Reluctant Learners
Content Area: Classroom Management
This session introduces a proven teaching technique designed to get reluctant participants to raise their hands and volunteer information. By increasing student involvement for all in a mixed level class, barriers can be broken and class culture improved.

Anthony C. Torbert, Kobe Gakuin University, Japan

Friday, 1:00 pm–1:20 pm
Convention Center, A103

Can We Enhance Feedback to University Students Using Screencast Software?
Content Area: CALL/Technology in Education
This presentation shares students’ writing performance as well as qualitative and quantitative measurements of students’ experiences with different modalities of feedback. It also highlights the benefits and drawbacks of using online resources to provide feedback, and how educators can best provide good feedback to language learners in higher education.

Misty Cook, National University of Singapore, Singapore

Friday, 1:00 pm–1:45 pm
Convention Center, A104

Addressing Newcomers and Long Term ELLs: From Fossilization to Fluency
Content Area: High School/Secondary Education
This workshop addresses linguistic transfer as a useful basis for classroom or small-group instruction. CCSS demands can cause a return to familiar structures of the native language in an effort to comprehend new material. Workshop includes examples from Spanish, Arabic, Mandarin Chinese, Farsi, Haitian Creole, Korean, Russian, Vietnamese and Navajo.

Jennifer Trujillo, Pearson: School Achievement Services, USA

Friday, 1:00 pm–1:45 pm
Convention Center, A109

Caution, Pitfalls Alert! Navigational Tools for Novice L2 Writing Teachers
Content Area: Second Language Writing
En route to becoming competent writers, ELLs often encounter pitfalls associated with English proficiency, writing mechanics, and subject knowledge. This session targets novice and struggling L2 writing teachers and is intended to expose them to ELL writing pitfalls, and propose research-based techniques to help ELLs gain mastery in writing.

Marcia Livingston, Oral Roberts University, USA

Friday, 1:00 pm–1:45 pm
Convention Center, C125
Comic Relief for Newcomer and Interrupted-Formal-Education ELLs
Content Area: Math and Science

Trade and comic books are used to motivate, support L2 and content learning, and may be particularly beneficial for newcomer and interrupted-formal-education ELLs. Yet, few resources on effective TCB implementation in content-areas exist. Come to this workshop and experience tried-and-tested TCB strategies through activities you can take to classroom.

Yuliya Ardasheva, Washington State University Tri-Cities, USA
Jameson Bowden, ESL Newcomer Academy, USA
Thomas Tretter, University of Louisville, USA
Eric Bookstrom, ESL Newcomer Academy, USA
Judy Morrison, Washington State University Tri-Cities, USA

Considerations and Strategies for Teaching a Multilevel Adult ESL Class
Content Area: Adult Education

Learn how to make the most of your multilevel lessons to ensure maximum engagement and participation from all students. The presenter shares techniques for planning and structuring a class that accounts for variables in class size, student proficiency, student-teacher ratio, and other challenges common to multilevel adult ESL classrooms.

Jennifer Dodson, The English School, USA

Crime Scene Investigations: Developing Academic Language Through Mathematics and Science
Content Area: Middle School/Preparatory Education

This workshop provides examples from a school district–university collaboration aimed at promoting academic language development through a crime scene investigation unit. Participants explore strategies used to teach concepts and academic language in science and mathematics to upper elementary and middle school newcomers. Participants receive ideas for classroom implementation.

Cecilia Silva, Texas Christian University, USA
Kathy Horak-Smith, Tarleton State University, USA
Molly Weinburgh, Texas Christian University, USA

Developing a Bilingual Literacy Program Through Teacher Initiative and Collaboration
Content Area: Bilingual Education

This session concerns two high school teachers working with ELLs with limited literacy in their first language. Taking the initiative to collaborate on instruction in two languages, the teachers developed from the bottom up a bilingual literacy program despite the school’s monolingual emphasis, suggesting possibilities for teachers elsewhere as well.

Peter Clyde Martin, Ithaca College, USA

ESL Teachers and the Common Core: Next Steps

Presenters report on a new TESOL publication that seeks to inform K–12 ESL professionals in the U.S. (ESL teachers, ESL teacher-educators, content-area and “mainstream” teachers, teacher-leaders, and administrators) about the rapidly changing policy environment in which new demands will be made on ESL teachers.

Guadalupe Valdes, Stanford University, USA
Amanda Kibler, University of Virginia, USA
Aida Walqui, WestED, USA

Exploring “Real English”: Incorporating Conversation Volunteers Into an IEP
Content Area: Listening, Speaking

Many IEP students have limited opportunities to engage with authentic English in sustained, relevant contexts. To build successful acquisition of communicative skills, presenters have implemented activities that incorporate conversation volunteers into their classes. Participants leave with ideas and materials that promote cross-cultural interaction both inside and outside the classroom.

Linnea Spitzer, Portland State University, USA
Phoebe Daurio, Portland State University, USA

Exploring Institutional Practices: Renewing Commitment to Linguistic Support for NNES
Content Area: Higher Education

Nonnative English speakers (NNES) are often overlooked in discussions of higher education access and success. This session reports the results of a national survey regarding institutional practices for admitting, supporting, and tracking NNESs. Findings indicate a need to create appropriate policies to support the success of this population.

Maureen Andrade, Utah Valley University, USA
Norm Evans, Brigham Young University, USA
James Hartshorn, Brigham Young University, USA
Exploring the Use of Audio Journals to Sustain Language Practice
Content Area: International Teaching Assistants
How can ITA programs motivate their students to self-assess their language? This session discusses the use of audio journals as a tool to assess and sustain ITA language progress. Facilitators share strategies and resources used to successfully incorporate audio journals into their programs.

Susan Carnell, University of North Texas, USA
Joanna Spice, University of North Texas, USA
Julie Doty, University of North Texas, USA

Facilitating Cross-Cultural Understanding Through Course Design
Content Area: Culture and Sociolinguistics
To help facilitate cross-cultural understanding among international IEP students and native English-speaking undergraduates, the presenters designed a course that requires students to work together on semester-long projects of international concern. The purpose of this presentation is to highlight the benefits and challenges of designing and implementing the course.

Jennifer Brown Parker, Georgia Institute of Technology, USA
TyAnna Herrington, Georgia Institute of Technology, USA

Five Tasks to Connect ESL Reading and Writing Skills
Content Area: Adult Education
The College and Career Readiness standards for adult education emphasize the importance of linking reading and writing skills. The presenters demonstrate five tasks that connect these two important communication skills. The teaching examples cover beginning through advanced ESL proficiency levels. Participants share ideas for adapting these tasks in their classrooms.

Sylvia G. Ramirez, MiraCosta College, USA
K. Lynn Savage, San Francisco Community College (Ret.), USA

Flipped Classes: Lessons Learned
Content Area: Materials Development
Flipped classrooms allow the teacher to use class time more effectively by having students learn the content at home before coming to class. Do standardized IEPs have unique concerns when flipping? Presenters walk attendees through the lessons learned when attempting to implement flipped classroom in a standardized IEP.

Julie Doty, University of North Texas, USA
Joanna Spice, University of North Texas, USA
Susan Carnell, University of North Texas, USA

Listening and the Language Learner
Content Area: Listening, Speaking
How is listening comprehension achieved in a new language? Through experiential activities, participants are introduced to key aspects of the listening process and features of spoken discourse, and explore classroom activities that build listening comprehension, skills, and strategies.

Helen Solorzano, MATSOL, USA

Moving Beyond the Boundaries: Language Learning With Mobile Devices
Content Area: CALL/Technology in Education
Incorporating mobile devices into language learning continues to be a discovery of ways to support best practices and move beyond established boundaries. Participants share experiences and gain new insights for mobile learning. Presenter shares expertise and a wiki site with resources.

Sandy Wagner, Defense Language Institute, USA

Narrow Reading and Incidental Vocabulary Acquisition
Content Area: Reading and Literacy
From a usage perspective on L2 acquisition, this session investigates the effects of narrow reading on incidental vocabulary acquisition. Findings suggest that narrow reading leads to better representation and understanding of new words. The presentation focuses on reporting and discussing the findings and linking them to attributes of narrow reading.

ZhaoHong Han, Columbia University, USA
Ying Chen, Ocean University of China, USA
Yeu-Ting Liu, Taiwan Normal University, Taiwan
Ying Ying, Southeast University, China
Preparing the Next Generation of Teacher/Researchers
Content Area: Teacher Education
The next generation of English language teachers will need research skills that complement their classroom work. This presentation describes one TESOL professor’s effort to meet this need by remodeling a research proposal course into an experience that more closely resembles the kinds of research teachers are likely to do.
Brenda Murphy, Shenandoah University, USA

Teaching Key Grammar With Key Vocabulary
Content Area: Teacher Education
Both grammar and vocabulary are essential for English language teaching. This session explains a research-based method for integrating vocabulary with key grammar points, emphasizing options for (1) presenting grammar with vocabulary, (2) practicing grammar (activities), and (3) answering student questions (especially when you don’t know the answer).
Keith Fose, University of Central Florida, USA

Promoting Academic Literacy and Intercultural Competence Through Service Learning
Content Area: Content-Based Instruction
Presenters describe how an ESL reading class and a developmental writing class collaborated on a service-learning project at a 2-year college. Students learned about racial intolerance and then interviewed Holocaust survivors. Presenters argue that the project benefited survivors and students by sharing student reflections and their final project.
Julia Carroll, Queensborough Community College–CUNY, USA
Jennifer Maloy, Queensborough Community College–CUNY, USA
Susan Eak, Queensborough Community College–CUNY, USA
Marisa Berman, Queensborough Community College–CUNY, USA

Resources for Global Audiences From the U.S. Department of State
Content Area: Content-Based Instruction
Teach in a resource-challenged classroom? A high-tech classroom? A large, multilevel classroom? With its global presence, the U.S. State Department designs print and digital materials for teachers and learners with many classroom realities in mind. Discover how these resources support teachers’ professional growth and ability to positively influence students’ lives.
Alice Murray, U.S. Department of State, USA

Timed Reading: Choosing Your Own Path?
Content Area: Higher Education
Many teachers believe that giving students the freedom to select their own topics and materials can be motivating and improve performance. But is this really true? The presenters’ discussion of this issue centres around current research on timed reading choices, including an of array hands-on, practical examples, materials, and tasks.
Fergus Hann, Kansai Gaidai University, Japan
Zoe Jenkins, Kansai Gaidai University, Japan

Stressing Over Stress: Re-Analyzing the Stress of Noun Constructions
Content Area: Phonology/Pronunciation
This presentation divides noun units into two categories, (compound nouns and noun strings), for teaching stress in noun constructions more effectively, (both in isolation and in extended discourse). Issues of prediction accuracy and the ease of teaching this new model to English language learners are covered.
DJ Kaiser, Webster University, USA

TOEFL® Resources for Teachers and Learners
Are you trying to help your students prepare to take the TOEFL® iBT®? ETS offers resources for both test takers and ESL instructors to make the experience more successful. Find out which materials can be most easily adapted for classroom use, and learn more about our Propell® teacher training workshops.
Marian Crandall, Educational Testing Service, USA
**Word Games for Vocabulary and Fluency**  
**Content Area: Vocabulary, Lexicon**  
Popular word games can be adapted into effective and fun tools for students to practice and claim ownership of language, particularly in an EFL context. Participants in this session learn how to teach and play several exciting games for promoting vocabulary and fluency.  
Elinor Westfold, Antalya International University, Turkey  
Loren Lee Chiesi, Al Akhawayn University in Ifrane, Morocco

**Writing and Recording Original Audio**  
**Tracks for Authentic Listening**  
**Content Area: Listening, Speaking**  
Current technology has made it possible for teachers to create lively, original audio tracks for listening practice. Drawing upon their experiences in textbook development, the presenters walk through a step-by-step process to demonstrate how teachers can write, record, and then use a variety of songs, chants, and stories.  
Alan Seaman, Wheaton College, USA  
Sara Vroom, Wheaton College, USA

**Recent Research Regarding ITAs: Theory and Practical Implications**  
**Content Area: International Teaching Assistants**  
ITA practitioners draw from interdisciplinary research to create innovative programming. Presenters discuss the role of ITA research and theory in programming and intercultural communication. Panelists explore the need for instructor and student adaptation. Implications for practitioners and researchers are considered.  
Greta Gorsuch, Texas Tech University, USA  
Dale Griffie, Texas Tech University, USA  
Thomas Nakayama, Northeastern University, USA  
Kyoung-Ah Nam, American University, USA

**Classroom Pragmatics: Research and Best Practices for Avoiding Potential Pitfalls**  
ITAs sometimes struggle to communicate effectively in the classroom because they may lack understanding of classroom pragmatics. In this panel, presenters discuss how ITA trainers can help their students develop a solid foundation in the interplay between language and context for better command of a wide variety of teaching functions.  
Anna Moldawa-Shetty, Yale University, USA  
Veronica Sardegna, University of Texas Austin, USA  
Elena Stetsenko, University of Minnesota, USA  
Tunde Csepelyi, Truckee Meadows Community College, USA

**Oral Presentations: Appropriately Citing and Interweaving Research, Graphics, and Video**  
**Content Area: Listening, Speaking**  
Mastering the genre of oral presentations is important for the success of ESL/EFL students in both educational and professional contexts. In this workshop, attendees receive instructional rubrics that address the incorporation of source material, visual representations of data, and multimedia files to help learners acquire effective presentation skills.  
Heather Gregg, Georgetown University, USA  
Jennifer Lubkin, Georgetown University, USA  
Heather Tatton-Harris, Georgetown University, USA  
Heather Weger, Georgetown University, USA
**Shaping the Learning Experiences of L2 Writers Across K–16 Contexts**

This InterSection brings together teachers and scholars from a variety of levels to build on recent scholarship to expand the field's knowledge of teaching L2 writing across K–16 contexts. Presenters offer practical strategies for classroom use and provide suggestions for improving teacher education and dealing with recent U.S. standards movements.

*Theresa Laquerre,* Acton Public Schools, USA  
*Luciana C. de Oliveira,* Teachers College, Columbia University, USA  
*Ditlev Larsen,* Winona State University, USA  
*Mary Soto,* California State University, Chico, USA  
*Jill Jeffery,* Brooklyn College–CUNY, USA  
*Todd Ruecker,* University of New Mexico, USA

**Teacher Education in CALL**

*Content Area: Teacher Education*

In a sea of constant change, it can be difficult for even seasoned educators to keep up with developments in technology that can make them into more effective teachers. The panelists introduce and describe how institutions educate their faculty and other issues related to teacher education in CALL.

*Phil Hubbard,* Stanford University, USA  
*Joy Egbert,* Washington State University, USA  
*Greg Kessler,* Ohio University, USA  
*Levi McNeil,* Sookmyung Women's University, USA

**Teaching English as an International Language: Implications and Challenges**

*Content Area: English as a Foreign Language*

This session aims at exploring the linguistic and pedagogical implications and challenges of teaching EIL in the current era of globalization. It addresses issues such as which instructional variety should be used, and what principles should inform a socially sensitive English pedagogy within diverse world contexts, among others.

*Aya Matsuda,* Arizona State University, USA  
*Jane Hoelker,* Community College of Qatar, Qatar  
*Charles Jeremy Sykes,* National Taiwan University of Science and Technology, Taiwan  
*Gabriela Kleckova,* University of West Bohemia, Czech Republic

**Addressing Novel and Complex Challenges With Refugee Students and Families**

*Content Area: Refugee Concerns*

The resettlement and education of refugees often presents novel and complex challenges for internally displaced individuals and their advocates. This academic session highlights essential information by scholars, educators, and other practitioners committed to identifying and addressing the historical-political, sociocultural, and health issues of these vibrant yet vulnerable student populations.

*David Leslie,* Sponsors Organized to Assist Refugees, USA  
*Susan W. Hardwick,* University of Oregon, USA  
*Mariangela Jordan,* Cornell University, USA  
*Brooke Comer,* American University in Cairo, USA  
*Pindie Stephen,* International Organization for Migration, Switzerland

**ELLs, Immigrant Students, and the Law**

Immigrant children and English language learners often face barriers in receiving an equal education and participating in activities in U.S. schools. This session will discuss the rights of students and responsibilities of schools under current U.S. law, and what schools can and cannot require of immigrant children and ELLs.

*Elizabeth Bagdon,* Office of Civil Rights, US Department of Education, USA  
*Emily McCarthy,* US Department of Justice, USA  
*Roger Rosenthal,* Migrant Legal Action Program, USA
Using Adverbials to Generate Song Lyrics and One Act Plays

Content Area: Grammar

This teaching tip offers a sound and cheerful way to get students to learn adverbials and other elements of English grammar by creating and performing their own songs and short plays. This technique is based on proven research that shows the importance of emotion and personal involvement in language learning.

Patrick T. Randolph, Western Michigan University, USA

10 Things You Should Know About Teaching Your Chinese Students

Content Area: English as a Foreign Language

The recent rapid increase of the number of Chinese students in American universities and schools call for better understanding of the Chinese students to ensure the efficiency and quality of teaching. The presenters list 10 things they believe American teachers should know in order to teach their Chinese students successfully.

Ke Xu, Borough of Manhattan Community College–CUNY, USA
Pei Ya Gu, Suzhou University, China

Amigos de Cuba Forum: Cuban-American Roundtable on Collaboration in TESOL

Content Area: Social Responsibility/Sociopolitical Concerns

This discussion examines opportunities for learning and networking with Cuban English language professionals by adapting principles of cooperative learning to enhance collegiality among Cubans and other TESOLers. We consider numerous options for building interaction and exchange among Cuban educators and their international counterparts.

Robert Griffin, Oklahoma City University, USA
Christine Gobb, University of Central Oklahoma, USA

An Exploration of Saudi Learning Styles and Western Teaching Perspectives

Content Area: Teacher Development

Using the seminal works of anthropologist Edward T. Hall and famed researcher on organizational culture Geert Hofstede, participants examine the self in relation to Saudi students in order to explore and examine where cultural and educational systems intersect and how unconscious, culturally-embedded perceptions influence classroom dynamics.

Julie Ann Guzzardo, Oxford Seminars, Canada

Centering ESL Tutorials: Accessing and Implementing ESL Writing Center Research

Content Area: Higher Education

ESL students increasingly visit college writing centers. However, because studies into ESL writing center tutorials span varied research communities, organizing and centering tutor practices on research principles can be problematic. This roundtable discussion includes a comprehensive bibliography of ESL writing center research and strategies for accessing and implementing this research.

Nicholas David, Brigham Young University, USA
Candice Snow, Brigham Young University, USA

Culturally Relevant Reading for Educators

Content Area: Social Responsibility/Sociopolitical Concerns

Students of all ages need to see themselves in the pages of the books they read to engage wholeheartedly. Join this interactive discussion of authentic and culturally relevant literature, funds of knowledge, and reading to increase your own understanding of your students’ cultures. Share your favorite books. Bibliography provided.

Rebecca Carranza, Pacific Learning, USA

Developing International Graduate Students’ Job Market Skills Using Behavioral Interviews

Content Area: English for Specific Purposes

International students often lack adequate preparation for the job market. This session describes the common behavioral interview based on the “STAR” format, and provides activities for interview preparation and practice that also enhance overall oral communication skills for intermediate-advanced students who will be competing against native speakers for employment.

Cathy Harrison, Duke University, USA
Janet Maceda, Duke University, USA
**Dewey in the Virtual World**  
In this presentation, faculty, students, and alumni of The New School MATESOL discuss how to promote experiential learning in online environments and the pedagogical implications of such a model. Examples of instructor-student interactions are presented as well as a framework for online teaching.  
**Scott Thornbury**, The New School, USA

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**Digital Tools for ELs: Constructing Language and Content Knowledge**  
**Content Area: CALL/Technology in Education**  
Digital tools support and empower students to demonstrate content knowledge and higher order thinking skills even when the students have limited English vocabulary knowledge. Three itinerant EL teachers demonstrates how students can use VoiceThread, Storybird, and Book Creator to create projects that weave language and content together.  
**Deanna Buhl**, University of Alabama, Birmingham, USA  
**Holly Hubbard**, University of Alabama, Birmingham, USA  
**Amanda Foss**, University of Alabama, Birmingham, USA

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**Dual Language Education for a Transformed World**  
**Content Area: Bilingual Education**  
This overview of the presenters’ longitudinal research findings of the past 28 years highlights keys to dual language implementation and program effectiveness, including their latest research findings on dual language education from North Carolina, Oregon, and Texas, and the major reasons that dual language education works well for all students.  
**Wayne Thomas**, George Mason University, USA  
**Virginia Collier**, George Mason University, USA

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**EAP Support for Graduate Students: Challenges and Successes**  
**Content Area: English for Specific Purposes**  
This discussion focuses on the emerging challenges of offering EAP support for graduate students as they progress through their degree programs. In addition to describing these new challenges, the presenters explore creative ways beyond traditional coursework to address them.  
**Christine Feak**, University of Michigan, USA  
**Nigel Caplan**, University of Delaware, USA

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**Elements of Program Quality for Adult Citizenship Education**  
This session is for adult education program administrators. Learn about U.S. Citizenship and Immigration Services new Elements of Program Quality for Adult Citizenship Education and how to incorporate them into your program.  
**Rachael Shaw**, Department of Homeland Security, USA

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**Enticing the Reticent Reader**  
**Content Area: Intensive English Programs**  
Presenters share how they relate textbook topics to popular songs, movies, television shows, and literary selections to entice reticent ESL students to read more enthusiastically and with improved comprehension and critical thinking skills. Participants learn about current research, sources, and methods.  
**Sandra Carrettin**, University of Houston, USA  
**Farideh Darvishi**, University of Houston, USA

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**Examining the Effects of Comprehensive Vocabulary Instruction for Adult ELLs**  
**Content Area: Adult Education**  
Join the presenters to learn about a vocabulary curriculum they have developed to improve the reading comprehension of adult immigrants in their community-based program in Philadelphia. The presenters share their instructional methods, the principles upon which they are based, and the results of the study.  
**Rachel Brown**, Center for Literacy, USA  
**Aydin Durgunoglu**, University of Minnesota Duluth, USA  
**Kathy Fagan**, Center for Literacy, USA  
**Anurag Sagar**, Center for Literacy, USA

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**Explore New Research-Based Approaches for Teaching Pre-K–K ELLs**  
**Content Area: Elementary School/ Primary Education**  
Next generation ELT will focus on growing numbers of preschool and kindergarten students. This discussion explores new research-based recommendations for teaching ELLs in preschool and kindergarten in the context of major initiatives: Common Core State Standards, new state regulations, and the president’s Pre-K for All initiative.  
**Karen Nemeth**, Language Castle LLC, USA
Exploring an “Invisible Medium”: Teacher Language Awareness Among Mainstream Teachers  
**Content Area: Teacher Education**  
What do mainstream teachers know about language, and how do they conceptualize it for ELLs? This session presents a study that explored the language awareness of mainstream teachers, and shares considerations for TESOL professionals and L2 teacher educators working in collaborative and professional development contexts with them.  
**Kristen Lindahl**, University of Texas San Antonio, USA

Exploring, Sustaining, and Renewing Motivation at the Edge of Chaos  
**Content Area: Adult Education**  
Complex systems thrive at the edge of chaos—good news for those of us working in adult ESOL programs. Applying principles of motivation and key concepts of complexity theory can help us sustain rigor, resilience, and a sense of humor. Come explore seven ways to survive and thrive at the edge.  
**Jayme Adelson-Goldstein**, Lighthearted Learning, USA

Five Pillars of Designing and Delivering Hybrid Courses to Adults  
**Content Area: Adult Education**  
Hybrid courses cater to a wide audience of adult learners and bring together the best of face to face and online pedagogies. In order to design and deliver a successful “hybrid,” the following five components must be given serious consideration: teacher monitoring, cooperation and collaboration, intertask dependency, personalization, and assessment.  
**Silvia Laborde**, Alianza Pocitos-Punta Carretas, Uruguay

From Cross Cultural Curriculum to Socially Responsible Students  
**Content Area: Social Responsibility/Sociopolitical Concerns**  
Multicultural education and cross cultural curriculum examples taught to learners of English in Egypt and Israel will be presented. Presenters define the meaning of culture, show participants the goals of teaching culture and its importance to educate socially responsible students. Possibility of educating for social responsibility will be known.  
**Hamdi Eltantawi Shadi Eltantawi**, Ministry of Education, Egypt  
**Valerie S. Jakar**, Israel

How Can We Support ELLs in Mainstream University Classes?  
**Content Area: Higher Education**  
The facilitator, an experienced administrator of a university ELL program, leads participants in considering how ELT faculty can best prepare students for mainstream university classes. Participants also examine the possibilities for ELT collaboration with disciplinary faculty, administrators, and student groups to support ELL students in mainstream university programs.  
**Leora Freedman**, University of Toronto, Canada

How Do Critical Incident Exercises Build Intercultural Competence?  
**Content Area: Culture and Sociolinguistics**  
Drawing on Kahneman’s 2011 description of “fast” and “slow” thinking, this presentation examines how critical incident exercises can be used in ELT classes to improve learners’ intercultural competence by helping them build habits for dealing with intercultural encounters more carefully and mindfully.  
**Don Snow**, Shantou University, China

How Does Professional Development Influence Public-Sector EFL Classroom Teaching?  
**Content Area: Teacher Development**  
This session presents Phase 3 of the Learning4Teaching project, which documented public-sector EFL teachers’ experiences of professional development in Chile and Turkey. Teachers kept daily teaching logs, which helped to trace connections between what they learned from professional development and how they used it in classroom teaching.  
**Kathleen Graves**, University of Michigan, USA  
**Donald Freeman**, University of Michigan, USA  
**Claudia Cameratti**, University of Michigan, USA

Implementing A Context-Based Cooperative Learning Pedagogy: An Action Research Study  
**Content Area: Higher Education**  
The study discussed here goes beyond previous work by exploring the development and applicability of a localized, context-sensitive approach to implementing cooperative learning. It aims to investigate the effects of this pedagogical innovation on Taiwanese EFL students’ oral English development. Suggestions for future research and implications for teaching are discussed.  
**Wen-Hsien Hsu**, National Taiwan University, Taiwan
Increase Student Engagement With a Virtual Language Learning Platform
Learn how the SANSSpace Virtual Language Learning Platform and mobile app engage students in language learning 24/7. The platform links language courses, content, and learning communities. The virtual comparative recorder promotes communication practice and reinforces skill development. Synchronous and asynchronous tools encourage collaborative learning anywhere, anytime, on any device.

Mark Goodin, SANS Inc. Software & Network Solutions, USA

International Travel for the Student and Youth Market
This talk is geared towards companies and individuals involved in international travel; whether it be coordinating international travel for students or teachers traveling to various worldwide destinations to teach English. We’ll cover combating the costs of international travel and the benefits of international programs.

Evan Becker, StudentUniverse, USA

Japanese pre-service EFL teachers’ future self-images toward CLT
This presentation reports on an on-going longitudinal study of Japanese pre-service EFL teachers’ attitudes toward CLT. The study employs possible selves theory to investigate how CLT is conceptualized in pre-service teachers’ future self-images. The presenter’s findings discusses, in relation to the participants’, past and current experiences.

Masako Kumazawa, J. F. Oberlin University, Japan

Keeping ESL Teachers From Becoming Their Own Worst Enemies
ESL instructors dealing with new teaching situations can adopt survival behaviors that may actually lead to feelings of inadequacy or burnout. Presenters profile such self-damaging behaviors and provide suggestions on how teachers can reform themselves and renew their joy of teaching.

George Plautz, University of Utah, USA
Korrin Ebira, University of Utah, USA
Naomi Lee, Kansai Gaidai University, Japan

Leadership Skills and Styles Affecting Leaders
The presenter discusses the factors affecting the style of leadership leaders operate under. He highlights six styles of leadership (directive, visionary, affiliative, democratic/participative, pacesetting, and coaching), discussing what behaviors and attitudes are associated with each style. Finally, he discusses some implications for being and becoming successful leaders.

Sufian Abu-Rmaileh, UAE University, UAE

Leading ELLs Toward Academic Achievement: Implementing an Inclusion Model
In this interactive session, an inclusion support model is presented and attendees are engaged in a series of practices that help ELLs accomplish goals in their mainstream classroom. The speaker features handouts, visuals, and hands-on activities that can be applied immediately into the K–5 classroom.

Ana Palencia, Metropolitan School of Panama, Panama

Mathematics Discourse Communities: Advancing Latina/o Mathematics Learning and Academic Literacy.
In order to improve Latina/o ELLs’ mathematics academic literacy, teachers are needed who can create a mathematics discourse community in the classroom. Drawing from a longitudinal study, the presenters describe the practices and demonstrate the impact of building a discourse community on students’ learning and academic literacy.

Sandra I. Musanti, University of Texas at Brownsville, USA
Sylvia Celedón-Pattichis, University of New Mexico, USA

More Than Linguistic Accuracy: Feedback on Graduate Academic Writing
The presenter provides qualitative data on the various types of feedback L2 students actually face within doctoral class frameworks in the United States. Based on the empirical evidence for the nature of feedback practices, the presenter proposes a postmethod approach to feedback on graduate academic writing.

Kyung Min Kim, Indiana University of Pennsylvania, USA
North Korea to Chicago: Improbable Journey, New Beginning
Content Area: Refugee Concerns
The presenter narrates a fascinating story of one of his refugee students to show what enormous obstacles many refugees have had to overcome to come to college. He provides tips on how to collect similar stories from students and how to use this information to enhance language instruction.
John Statinsopoules, College of DuPage, USA

Preparing Mainstream Teachers for ELLs in Their Classrooms
Content Area: Teacher Education
Demographic shifts in the U.S. resulted in classrooms with English Language Learners nearly everywhere. Learn about a teacher education program that has included preparation in working with ELLs for more than 10 years, and that has adapted to the growing emphasis on outcomes and accountability.
Teresa Lucas, Florida International University, USA

Progress Monitoring Made Simple With Curriculum-Based Measures Three Domain (CBM3D)
The data-based teaching revolution has arrived, and ESL can be a part of it! We share a free easy-to-use tool for documenting student growth in English language development. Finally, you can share up-to-the-minute growth data with students, principals, and parents to positively impact teaching and learning for your ELs.
Rita Platt, Minneapolis Public Schools, USA
John Wolfe, Minneapolis Public Schools, USA

Promoting EFL Teachers’ Development as Researchers Through Collaborative Action Research
Content Area: Teacher Education
Teacher-as-researcher mode advocated in China’s curriculum reform meets many challenges in practice. Presenter, based on data collected in a collaborative action research program in China, tries to analyze the characteristics and affecting factors of EFL teachers’ development as researchers and to summarize more effective ways to cultivate research-oriented EFL teachers.
Narentuya Ao, Beijing Normal University, China

Reading and Writing for the Common Core Standards
Content Area: Common Core State Standards
The CCS require a new emphasis on non-fictional texts and the reading and writing of a wider variety of text types. This session demonstrates several activities for working with non-fiction texts and developing students’ abilities to write constructed responses.
Emily A Thrush, University of Memphis, USA
Teresa Dalle, University of Memphis, USA
Angela Thevenot, University of Memphis, USA

Shared Faculty Governance and IEP Adminstration
Content Area: Higher Education
Teaching more but enjoying it less? Higher education faculty lead discussion on how you can transform your IEP’s administrative structure to a more inclusive, shared governance model that allows everyone to lead and thrive. Hear how it was and see how it can be! Faculty satisfaction surveys included.
Susan Lindsay, Portland State University, USA
Julie Haun, Portland State University, USA
Lori Barkley, Portland State University, USA

Sharing Paradigms in Teacher Development for the Next Generation
Content Area: Teacher Development
As learning is redefined in the 21st century, teacher development must follow suit. The presenters outline a series of projects in an EFL institute aimed at differentiating professional development according to teachers’ profiles, needs, styles, and expertise levels, emphasizing how less traditional forms of professional development are now being legitimized.
Isabela Villas Boas, Casa Thomas Jefferson, Brazil
Katia Falcomer, Casa Thomas Jefferson, Brazil
Starting and Sustaining Teacher Communities of Practice in EFL Contexts
Content Area: Teacher Development
Teacher communities of practice (CoPs) create spaces for professional development. In EFL contexts, CoPs allow teachers to practice and maintain English confidence, expand teaching skills, and develop camaraderie. Learn strategies for establishing teacher CoPs, effective CoP activities, and tips for sustaining participation. Explore cross-cultural issues that may complicate teacher CoPs.

Brock Brady, Peace Corps, USA

The Impact of Feedback Format on Academic Writing
Content Area: Assessment
This session compares the impact of feedback formats on student teachers’ academic writing and explores their perceptions about feedback in Singapore. Results suggest that margin comments yield more improvements on revisions than global comments and checklists, but teachers need to be wary of making assumptions about the effectiveness of feedback.

Cynthia Macknish, Eastern Michigan University, USA

Successful Student Outcomes via Innovative, Interactive, Inductive, and Independent Learning
How can you meet student requests to learn English as it’s really used? Corpus-research informs conversation strategies, vocabulary acquisition, inductive learning, and ways to avoid common errors in the groundbreaking Touchstone Second Edition. Explicit student learning outcomes for every lesson provide even more resources for building 21st century independent learners.

Mary Louise Baez, Cambridge University Press, USA

Teaching Speaking Skills Through Writing: Top Choices of 60 Teachers
Content Area: Teacher Education
The strategies selected for this session were approved by a group of 60 teachers. The activities develop speaking skills through the integration of writing in motivating ways, by including videos, music, reading online, magazines, newspapers, and iPad apps that give students something to talk or write about.

Gilda Martinez-Alba, Towson University, USA

The TESOL Professional Standards for P–12 Teachers
This session discusses how the TESOL Professional Standards for P–12 Teacher Education Programs are used for CAEP accreditation. Presenters also share a new book that provides applications of the standards to teacher preparation programs both in the USA and internationally, and for professional development in schools, districts, states, and beyond.

Diane Staehl Fenner, DSF Consulting, USA
Eleni Pappamihiel, Watson School of Education, USA
Anita Bright, Portland State University, USA
Sara Waring, Edcount, USA

The Case for Credit: EAP Courses and Academic Credit
Content Area: Higher Education
A number of EAP programs are in various stages of pursuing academic credit for their courses at their institutions. This session examines successful case studies and discusses key suggestions for those who are currently involved in the process. Participants should bring their stories of challenge or triumph to share.

Karen Rauser, University of British Columbia, Canada

To Flip or Not to Flip? Discuss.
Content Area: Methodology
Bring your notions of the flipped classroom and your questions about the flipped learning approach to this discussion. When direct instruction occurs out of class and the assignments are completed in class, what are the impacts on English learners? What do they stand to gain or lose in the process?

Helaine Marshall, Long Island University Hudson, USA

Writing Circles for Publication: NNEST and NEST Peer Collaboration
Content Area: Second Language Writing
The aim of this session is to explore the different ways in which expert and novice NESTs and NNESTs collaborated in a community of practice framework, in a writing circle, to achieve a variety of purposes ranging from surpassing fear of writing to honing writing skills to writing for publication.

Hayat Messekher, Ecole Normale Superieure de Bouzareah, Alger, Algeria
Crystal Machado, Indiana University of Pennsylvania, USA
Courtney MacLaughlin, Indiana University of Pennsylvania, USA
Building Games for Language Education: Exploring Best Practices

Content Area: CALL/Technology in Education

This session discusses the development of noncommercial virtual environment games for English as a second or foreign language. The presenters, involved in the development of an online, language-learning game for the U.S. Department of State, discuss considerations and challenges in designing and building language games for a global audience.

Jacqueline Gardy, U.S. Department of State, USA
Jeff Kuhn, Ohio University, USA

Exploring Extensive Reading to Sustain and Renew ELT Reading Instruction

Content Area: Reading and Literacy

Extensive reading remains relatively unknown and unimplemented in ESL programs in the United States. This colloquium brings together a global group of ESL/EFL scholars and practitioners who have implemented this fluency-based approach, which promotes implicit learning in different ways and places relevant for ESL contexts.

Doreen Ewert, University of San Francisco, USA
Thomas Robb, Kyoto Sangyo University, Japan
Marc Helgesen, Miyagi Gakuin Women's University, Japan
Brenda Johnston, New Westminster Secondary School, Canada
Juan Pino-Silva, USA
Lynn Schaefer, University of Central Arkansas, USA

I Want to Write a Book! Getting Published With TESOL

In this interactive session, meet with TESOL Book Publications Committee members and authors. Learn how to identify a topic, develop your ideas, submit a proposal, and finalize your manuscript. Bring your ideas, proposals, and manuscripts and get feedback from experienced authors and editors.

Jennifer Lobedev, TESOL, USA
John I. Liontas, University of South Florida, USA
Robyn L. Lockwood, Stanford University, USA
Gail Schafers, Fontbonne University, USA
Lynn Zimmerman, Purdue University, USA
Deoksoon Kim, University of South Florida, USA

Multilingual Repertoires in ELT Pedagogies for the Next Generation

Multilingual and multiliteracies practices are the norm in classrooms today. In this colloquium, presenters address how academic content and language as well as students’ identities are mediated and negotiated by constructing spaces in which multilingual communicative repertoires and multiple literacies are recognized and promoted through metacommentary, videomaking, and identity texts.

Amanda Kibler, University of Virginia, USA
Mario Lopez-Gopar, UABJO, Mexico
Jim Cummins, University of Toronto, Canada
Diane Dagenais, Simon Fraser University, Canada
Margaret Early, University of British Columbia, Canada
Betsy Rymes, The University of Pennsylvania, USA
Peter Sayer, The University of Texas, San Antonio, USA

“Reverse Blending” in Teacher Training: When Online Takes the Lead

Content Area: Teacher Education

Building teacher capacity in classroom English and professional knowledge is a worldwide challenge. The presenters report on the global piloting of a “reverse-blended” online training program, where the main emphasis is on the online component, supported by face-to-face sessions. The pilot, involving 4,000 teachers, aimed to enhance participants’ professional confidence.

Anne Katz, The New School, USA
Donald Freeman, University of Michigan, USA
Anne Burns, Aston University, UK

Best Practices in Online Teacher Training

Content Area: Teacher Education

The rapid expansion of online teacher training raises a number of questions: How should we model student-centered, communicative teaching, incorporate a teaching practicum, and best accommodate students in a diverse, international context? This year-long critical analysis of a university-based TEFL certificate program offers insights and recommendations for teachers and administrators.

Angel Miller, University of Arizona, USA
Jeremy Joseph Lee, University of Arizona, USA
Linda Chu, University of Arizona, USA
Building an Architecture of Inclusion: College Access for English Learners  
Content Area: Advocacy  
Despite the national increase of ELL enrollment in K-12 schools, there is a clear void regarding linguistic minority placement and participation in college nationally. This presentation explores how de facto policies of exclusion have been successfully challenged by a school district-college partnership in the east of the United States.  
J. Andres Ramirez, Rhode Island College, USA  

Caught Between ESL and Special Education  
Content Area: Special Needs  
This session addresses ESL and Special Education by presenting participants with case studies of two ELLs at the high school level. Participants discuss the cases in groups and suggest next steps. Presenters share what actually happened with these students. Participants leave with practical ideas about ELLs with Special Needs.  
Paul Abraham, Simmons College, USA  
Lindy Forrester, Marlborough Public Schools, USA

Communication and Leadership Tips From Toastmasters International  
Gary Schmidt, USA

Developing Arab Students’ Critical Thinking Skills  
Content Area: English as a Foreign Language  
Effective academic English performance requires a high level of critical thinking skills. However, in their home countries, many Gulf Arab students do not develop these skills. The presenter examines how critical thinking is handled in Gulf Arab schools. Then he suggests techniques for introducing and developing critical thinking skills.  
Ozgur Pala, Qatar University, Turkey

ELT in an EFL Setting: Guatemala  
Rina de Gongora, Instituto Guatemalteco Americano, Guatemala

English Language Software for the Next Generation: Sustaining Learners’ Interest  
From alphabet skills to listening, speaking, and understanding fast natural speech, four engaging programs are demonstrated. Designed for adults and using authentic materials, these award-winning materials are highly interactive with contextual feedback. Available as standalone and networkable CDROMs, as well as online eLearning, they’re outstanding and affordable content-rich resources.  
Marsha Chan, Sunburst Media, USA

Englishes and Dialects in Classrooms: Challenges and Possibilities for TESOL  
Shondel Nero, New York University, USA

Examining the Use of English Proficiency Placement Tests in Kindergarten  
Content Area: Assessment  
Case studies were conducted in one southwestern state to determine the impact of an English proficiency placement test for Kindergarteners. Results from these case studies are critically examined. Session participants identify how lessons learned from English proficiency placement assessments can assist teachers in planning and delivering appropriate instruction.  
Laurene Christensen, University of Minnesota, USA  
Vitaliy Shyyan, University of Minnesota, USA  
Elizabeth Christian, University of Minnesota, USA

Exploring ESOL Teaching Strategies to Build Intercultural Awareness and Communication  
Content Area: Culture and Sociolinguistics  
Recognizing the untapped potential of ESOL classrooms to build intercultural awareness, intercultural communication and 21st century culture and language–literacy skills, this discussion group explores concrete strategies to build an intercultural ESL teaching practice. Participants are invited to continue refining these intercultural teaching strategies in an online community of practice.  
Geoff Lawrence, York University, Canada

How Might ESL/EFL Teachers Use Corpus Tools in Their Classrooms?  
John Bunting, USA
Issues in Close Reading and Academic Language for English Learners
David Freeman, USA
Yvonne Freeman, USA

Japanese University Students' Outside-of-Class English-Related Time Use
Content Area: Research/Research Methodology
This presentation discusses results from a multiphase study into Japanese university students’ outside-of-class time use devoted to English in an EFL environment. Using both longitudinal and cross-sectional time-use data, in conjunction with a series of semistructured interviews, temporal, situational, affective, and motivational aspects of outside-of-class time use episodes were investigated.
Brad Visgatis, Osaka International University, Japan

Language Shift Among Puerto Rican Youth
Content Area: Nonnative English Speakers in TESOL
How are language shift, loss of identity and national language, and technology related? These are the issues explored in this action research study with middle school students. The presenters share the results of the study of this phenomenon and the factors that appear to contribute to language shift.
Josué Alejandro, Universidad de Puerto Rico, Puerto Rico
Naomi Vega-Nieves, Universidad del Sagrado Corazón, Puerto Rico

Learn About the CELTA: High-Quality, Practical, Four-Week TEFL Course
CELTA is one of the most widely taken and recognized TEFL qualifications, only offered by centers meeting rigorous quality standards and an annual approval process established by Cambridge. In this full-time intensive course, participants learn the skills, knowledge, and hands-on teaching practice needed to be a successful English language teacher.
Megan McEnulty, St Giles International CELTA Program, USA

Lexical Diversity, Sophistication, and Error in Generation 1.5 Writing
Content Area: Second Language Writing
This research talk summarizes a comparative analysis of vocabulary use (i.e., lexical diversity, lexical sophistication, and vocabulary-related error) by native English speakers, Generation 1.5 writers, and international student writers on a university-level writing proficiency exam. Implications for educators who work with Generation 1.5 writers are discussed.
Don Miller, California State University, Stanislaus, USA

Mentor Text: Using Children’s Literature to Teach Writing (Bilingual Session)
Content Area: Bilingual Education
Mentor texts are books that offer myriad possibilities for students and teachers. How can bilingual (Spanish/English) mentor texts meet the needs of ELLs? In this session participants learn writing strategies using bilingual mentor texts to build literacy in the first language that transfers to the second language.
Alma Martinez, Northside Independent School District, USA

Motivation of the Next Generation of Students and Their Teachers
How can we foster the fragile feeling of motivation in students and remain motivated ourselves? How can we eliminate “demotivators” that may creep into our classrooms? This presentation aims to identify elements that help create and sustain willingness for learning in students and teaching in us, the educators.
Defne Akinci Midas, Middle East Technical University, USA

Multimodal Teacher Input and Science Learning for Middle School ELS
Content Area: Math and Science
The presenter reports a study about multimodal science learning in a sixth grade sheltered classroom. Using qualitative research methods, the presenter argues the classroom discourse promoted limited science learning and language development. The presenter makes recommendations for future research and teacher education.
Ying Zhang, Purdue University, USA
Platforms and Perspectives: Encouraging Purposeful Communication Among Chinese English Learners  
Content Area: Culture and Sociolinguistics

How can Chinese students of English strengthen their communication skills to better communicate their cultural perspectives? The presenters offer possible solutions based on their experiences publishing “21st Century” (China Daily’s education weekly for Chinese students of English), hosting national English competitions, and other experiences with Chinese students in China and the USA.

Wensha Li, China Daily, China  
Qing Huang, China Daily, China  
Christopher Hastings, EL Fellow Program, China

Professor and ESL Student Interactions: Why Do They Matter?  
Content Area: Higher Education

The research investigates faculty-student interactions in the context of first-year ESL writing classes at a North American university. The researcher discusses how the professors positioned themselves and their ESL students, the factors that affected student-faculty interactions, and the potential benefits of interaction to both professors and ESL students.

Brooke Hoffman, Temple University, USA

Putting it All Together: Differentiating an IEP  
Content Area: Special Education

Chris Sauer, USA

Renewing ESL Writing Programs With Summative Portfolios  
Content Area: Second Language Writing

While many ESL program administrators are familiar with the portfolios that track students’ progress or provide an opportunity for collecting exemplary work, the potential of portfolios for summative assessment has not been adequately explored. This presentation describes the implementation of summative portfolios as exit mechanisms in two academic ESL programs.

Lara Ravitch, University of Oregon, USA  
Ana King, Truman College, USA

Research Designed Medical ESP Program  
Content Area: English for Specific Purposes

The increasing number of North Americans retiring outside of their home countries has an ongoing need for medical services in English. Retirement destinations contain many qualified doctors needing English updates/reinforcement to attend this population. This presentation describes a market and user research-based program development for this and similar ESP situations.

Michael Feldman, Boston University, USA

Searching for the Perfect Text: Genre-Based Instruction for Oral Presentations  
Content Area: English as a Foreign Language

This study proposes a prototypical framework that identifies rhetorical and lexico-grammatical regularities in oral presentations. Based on findings from a multi-level analysis of public speeches, the framework serves as an effective, creative genre-based instructional material that facilitates EFL learners’ mastery of the oral presentation genre.

Yu-jung Chang, National Tsing Hua University, Taiwan  
Hung-Tzu Huang, National Tsing Hua University, Taiwan

SERV 1000: Boldly Going Where ESL Students Haven't Gone Before  
Content Area: Adult Education

Whereas considerable research has investigated service-learning (SL) for mainstream students, little has studied if and how SL influences L2 students. This session presents a study of SL impact on university ESL students in Canada. The surveys, interviews, and document analysis indicate significant effects on both language development and cultural integration.

Wendy Krauza, Thompson Rivers University, Canada  
Heather Wisla, Thompson Rivers University, Canada  
Jim Hu, Thompson Rivers University, Canada

Shifting Attitudes About ELLs in Content Area Teacher Candidates  
Content Area: Teacher Development

This session describes the reported understanding and attitudes of pre-service and in-service content area teachers about issues associated with teaching ELLs in mainstream classes. A follow-up case study with one pre-service and one in-service teacher points to areas of professional development that help to improve negative associations.

Julie Whitlow, Salem State University, USA  
Omar Longus, Salem State University, USA  
Gigi Green, Salem State University, USA
Social Media, Language Learning, and ELA Curriculum

Content Area: Media (Video and Digital)

This presentation shows how a sixth-grade teacher in a US public school transformed her ELA writing curriculum through use of Edmodo and Glogster in supporting the academic literacy development of English language learners. It investigates how students utilized affordances from social media in writing academic genre texts.

Dong-shin Shin, Northern Illinois University, USA
Tony Cimasko, Miami University, USA

Successful Technology Models in Adult Education ESL

With the proliferation of technology in education, what options work best for our adult ESL classrooms? What are the principle challenges, why is implementation difficult, and what are the benefits? Come and explore some best practices in realizing technology both inside and outside the adult education ESL classroom.

Pierre Montagano, Cambridge University Press, USA
Sylvia Ramirez, MiraCosta College, USA

Tapping the Potential of ELL Paraprofessionals: Providing Effective Professional Development

Content Area: Program Administration

Little is known about how to best prepare paraprofessionals to work with ELLs and their teachers. We present, ParaTELL, a research-based professional development program for paraprofessionals of ELLs. We describe the learning outcomes and perceptions of paraprofessionals and the teachers who provided the PD and provide the ParaTELL training manual.

Michaela Colombo, University of Massachusetts Lowell, USA
Qing Zhao, University of Massachusetts Lowell, USA
Heidi Perez, Lawrence Public Schools, USA

Task-Based Lessons Produce Real-Life Learning

Content Area: Adult Education

Research shows that meaningful context enhances language learning. Task-based lessons make language used in the classroom more meaningful by providing an authentic, interesting, or fun task as the lesson goal. The presenter demonstrates a variety of task-based lessons and shows how task-based lessons lead to real-life communicative competence.

Ed McBride, Los Angeles Unified School District, USA

Teaching Spoken English: Content and Methodology

Content Area: Listening, Speaking

This presentation describes some of the central findings of Corpus Linguistics and Conversation Analysis concerning spoken English, such as marking, reported speech and spoken narrative. The presenter describes practical methods of how to teach these items, including, illustrating with video of classroom interactions.

John Campbell-Larsen, Momoyama Gakuin University Osaka Japan, Japan

TESOL in the Outer Circle: The Case of the Philippines

Content Area: Higher Education

This session synthesizes the challenges and perceptions that TESOL experts and educational leaders have on English language teaching in the Philippines, in the midst of two seemingly opposite waves currently in the educational system: Mother-tongue-based multilingual education and TESOL. Solutions are proposed for potential TESOL success in the Philippines.

Safary Wa-Mbaleka, Adventist International Institute of Advanced Studies, Philippines

The Whole Package: Introducing Academic Skills Through Young Adult Novels

Content Area: Content-Based Instruction

Young adult novels can provide an engaging, meaningful, and unifying foundation for an academic course. The presenter shares how a well-chosen novel can be developed and used with intermediate EAP students as a springboard into tasks and other materials that introduce essential academic skills.

Alicia Rose Going, University of Oregon, USA

Towards Self-Regulated Learning: Helping English Language Learners Develop Metacognitive Awareness

Anna Uli Chamot, USA
Using E-Pal Projects to Create Intercultural Awareness: Stages and Evaluation
Content Area: Culture and Sociolinguistics

The speakers report on the outcomes of an e-pals project connecting Russian students taking a linguistics and cultural studies course and U.S. students taking an introduction to linguistics course. The session focuses on online registration tools, developing guidelines, questions for self-analysis, and ways to integrate such projects into a curriculum.

Anastasia Khodakova, Tula State Pedagogical University–Lev Tolstoy, Russian Federation
Tetyana Sydorenko, Portland State University, USA

Using Technology to Effectively Measure TOEFL iBT Preparation

Learn how utilizing an effective online technology tool has increased students’ TOEFL readiness and preparation in Arizona State University’s American English and Culture program. Members of ASU’s AECP program and LearningU will share lessons learned as well as the tools needed to implement the ultimate test prep program.

Cameron Loflin, LearningU, USA
Mark Rentz, Arizona State University, USA
Dianna Lippincott, Arizona State University, USA

What Games and Gamification Can Teach Us

Deborah Healey, University of Oregon, USA

What's the Latest From WIDA?

An overview of the latest development and research from WIDA, including Spanish academic language standards and assessment, Growth Reports, work on a definition of language proficiency, development of an online ELP assessment, early childhood initiatives, and more.

Jesse Markow, WIDA, USA

Acceptance of Alternative Continuing Professional Development by School Administrations

What should administrators be looking for in teacher applicants, and what should schools support or require in terms of professional development activity beyond the typical CEU? How can schools help teachers “stay qualified”—not only in terms of state licensure, but as outstanding classroom practitioners? Audience participation sought!

Robert Dickey, Keimyung University, Republic of Korea
Mary Ann Christison, University of Utah, USA
Heidi Vellenga, The Pennsylvania State University, USA
Thu Tran, Missouri University of Science and Technology, USA
Anne Walker, University of North Dakota, USA
Laura Baecher, Hunter College–CUNY, USA
Heidi J. Faust, University of Maryland Baltimore County, USA
Isabela Villas Boas, Casa Thomas Jefferson, Brazil
Leonardo A. Mercado, Instituto Cultural Peruano-Norteamericano, USA

Building BRIDGES: Pre-Ninth Grade Intervention for Low Literacy Newcomers
Content Area: High School/Secondary Education

This colloquium explains the development, implementation, and evaluation of BRIDGES, an intervention program for multilingual newcomers with no English literacy, low L1 literacy, and interrupted educational backgrounds. Presenters describe the pre-9th grade, interdisciplinary, language-infused curricula in core subjects, the professional development for teachers, and student performance results.

Deborah Short, Academic Language Research & Training, USA
Elaine Klein, City University of New York, USA
Suzanna McNamara, Bronx International High School, USA
Annie Smith, Bright Minds Educational Consulting, USA
Rebecca Curinga, City Univ. of New York, USA
Brenda Custodio, Ohio State University, USA
Encouraging Reflective Teaching in Composition Classrooms: Practice, Process, and Publication

Content Area: Teacher Development

Reflective teaching helps instructors take informed actions in L2 writing classrooms, develop/maintain a rationale for practice, and feel grounded in daily teaching activities. Presenters discuss how reflective teaching and writing narrative accounts of those reflections affected their attitudes and practices. Presenters call for more venues for publication of such accounts.

Shawna Shapiro, Middlebury College, USA
Vanessa Cozza, Washington State University–Tri City, USA
Sunny Hyon, California State University San Bernadino, USA
Ingrid Bowman, Santa Barbara Community College, USA
Megan Siczek, George Washington University, USA
Anna Grigoryan, Pepperdine University, USA

Social Interaction and ELT Across Settings

In this panel, experts give their views on the approaches to L2 social interaction, share their recent research with the audience, and suggest future directions for both research and educational practice.

Richard Young, University of Wisconsin–Madison, USA
Joan Kelly Hall, The Pennsylvania State University, USA
Gale Stam, National-Louis University, USA
Hayriye Kayi Aydar, University of Arkansas at Fayetteville, USA

A Corpus/Elicited Data Study of ESL Synonym Use and Acquisition

Content Area: Vocabulary, Lexicon

This presentation reports on a study of the use of four sets of English (near-)synonyms by intermediate/advanced ESL learners and native English speakers, using both corpus and solicited data. Besides reporting the results, the presenter also discusses in detail the implications of the study for ESL lexical learning.

Dilin Liu, University of Alabama, USA

Book Clubs in the Classroom: Developing a Culture of Literacy

Content Area: Reading and Literacy

In a technology-driven, hyper-busy culture, it is difficult to persuade students to read for pleasure, to read often, and to choose quality materials. The presenters guide participants in a classroom book club experience to demonstrate how community college ELLs can become actively engaged readers with strong academic literacy skills.

Dilin Liu, University of Alabama, USA

Boost Reading and Writing Skills With Says-Does Analysis

Content Area: Reading and Literacy

Says-does analysis teaches students to take notes not only on content (says) but also on writing techniques (does). The presenters lead participants through says-does analysis reading and writing exercises to demonstrate how does analysis reveals a writer's organizational and rhetorical choices, which students then incorporate into their own writing topics.

Nancy Overman, Georgetown University, USA
Lily Sorenson, Indiana University, USA
College Bound: Mastering Reading Skills for Academic Success
Preparing students to master the necessary skills for academic success requires a systematic approach that encourages them to become more confident, independent, and effective readers. The rigorous development of academic skills requires a step-by-step approach that begins by challenging students with high-interest readings on academic subjects.

Robert Cohen, Eugenio Maria de Hostos Community College (CUNY), USA
Judy Miller, Columbia University, USA

Exploring Definitions of “Academic Writing”:
A Teacher and Researcher Reflect
Content Area: Second Language Writing
This presentation explores students’ mixed reactions to World English texts, focusing on how and why students resist the use of World Englishes texts as models for academic writing, how teachers can work to overcome this resistance, and how teachers’ own definitions of academic writing may constrain or inspire student writing.

Brooke Ricker, Pennsylvania State University, USA
Lindsey Kurtz, Pennsylvania State University, USA

Coloring Pronunciation Across the ESL/EFL Curriculum: Why and How
The Color Vowel Chart makes it easier than ever to teach pronunciation. Come for a basic introduction to the Chart as a visual-kinesthetic tool, then explore steps you can take to adopt The Color Vowel Chart throughout your ESL program. Your students will thank you for going curricular!

Karen Taylor de Caballero, The Color Vowel Chart, USA

Flipping the IEP Research Classroom:
An Instructional Alternative
Content Area: Intensive English Programs
Flipping a classroom involves both the innovation of instructional design and incorporating technology. This technique inverts what is traditionally taught in the classroom. Using specific techniques and examples from a pilot course, presenters demonstrate how flipping can be an effective method for teaching research writing to IEP students.

Linda Henriksen, Kansas State University, USA
Abby Franchitti, Kansas State University, USA

Developing Interactive Grammar Materials to Promote Learner Autonomy
Content Area: CALL/Technology in Education
This presentation describes a project undertaken to develop interactive materials to supplement classroom-based work. The presenter describes the purpose, development, and assessment of interactive online grammar components in an ESL writing course. Time-saving strategies and tips in using available software and tools are highlighted.

Esther Boucher-Yip, Worcester Polytechnic Institute, USA

Got Games?
Got It! is a copyable book of 160 cards on 40 topic areas. It joins Pro Lingua’s Match It!, Index Card Games, Shenanigans, Bingo, and others, as a fun and instructive game for building vocabulary and speaking and listening Skills. Participants play a variety of games for prizes.

Ray Clark, Pro Lingua Associates, USA
Andy Burrows, Pro Lingua Associates, USA

ELL Teachers’ Developing, Sustaining, and Renewing Teaching Philosophies
Content Area: Teacher Development
This study investigates ELL teachers’ development of teaching philosophy in relation to their teacher training. Corpus analyses of teaching philosophy produced by 142 TESOL graduates between 2002 and 2012 and interviews of 20 current teachers illuminate the effect of teacher training and other sociocultural factors in shaping their teaching philosophy.

Juyoung Song, Murray State University, USA
M. Sue Sroda, Murray State University, USA

Help Your TOEFL Students Be Testwise!
Students who are testwise use knowledge of how the TOEFL is written and scored to perform their best. Using examples drawn from all parts of the TOEFL, participants learn 10 effective strategies their students can use to improve their scores and perform their best on the TOEFL.

Tim Collins, McGraw-Hill Education, USA
Nigerian English Teachers as Models for Contrastive Word Stress Assignment

Content Area: Phonology/Pronunciation

The use of stress is a major challenge to Nigerian users of English. This study investigates the extent to which Nigerian English Language Teachers (NELTs) are able to assign stress to English contrastive words. Prince and Liberman's Metrical Theory is adopted for the analysis of the data.

Mary Oluymesi Aina, Federal College of Education, Nigeria

Stop Motion Animation: A Video Project Even Shy Kids Love

Content Area: Media (Video and Digital)

Stop motion animation has been around for decades, but with improvements in technology, all one would need is a digital camera, a computer, and some interesting material, be it Legos mini-figures, bendy wire, or some candy pieces. Students are able to fulfill language objectives while creating exciting and educational videos.

Scott Duarte, University of Delaware, USA
Julie Lopez, University of Delaware, USA

Perceptual Agility, Intercultural Communication, and Good Jokes

Content Area: Culture and Sociolinguistics

The ability to shift frame of reference—perceptual agility—underlies many competencies, including intercultural communication, second language acquisition, and a good sense of humor. This presentation applies ideas from the classic “Act of Creation” and current psycholinguistics to making this connection more explicit and useful to intercultural educators.

Milton Bennett, Intercultural Development Research Institute, USA

Strategies and Tools for Enhancing Literacy Learning and Teacher Training

This hands-on presentation provides attendees with strategies and tools to effectively and systematically teach decoding, spelling, and pronunciation. Attendees develop an awareness of the English language, learn effective strategies and tools, engage in a variety of activities, and discuss ways these strategies can be applied in the ELL classroom.

Heidi Hyte, Reading Horizons, USA

Reactive to Proactive: Teacher Mentoring in a Growing ESL Program

Content Area: Program Administration

As international enrollment in higher education increases, ESL programs must find ways to mentor both new and experienced instructors. This session presents survey and interview data from one ESL program on the planning and creation of complex and sustainable mentoring relationships for everyone from teaching assistants through leadership positions.

Keli Yerian, University of Oregon, USA
Laura Holland, University of Oregon, USA
Britt Johnson, University of Oregon, USA

Task Complexity, Interaction, and Vocabulary Learning in Task-Based Instruction

Content Area: Applied Linguistics

This presentation reports on a classroom-based research project that investigated the role of task complexity in vocabulary learning in EFL task-based language teaching contexts. The results are discussed in light of the importance of considering task complexity when designing tasks and the benefits of task-based interaction in facilitating vocabulary learning.

YouJin Kim, Georgia State University, USA

Rethinking Vocabulary

Vocabulary is typically looked at in tiers: (1) everyday, (2) domain specific, and (3) cross-discipline academic. This session looks at vocabulary from another perspective: asking not what students need to meet benchmarks, but what words do excelling students know and how to teach them to students who struggle.

Carol Johnson, Renaissance Learning, USA

Teaching a New Word or Multiword Expression to Improve Retention

Content Area: Vocabulary, Lexicon

When students encounter a new vocabulary item, whether word or multiword expression, what is the best way to help them to find out its meaning? This presentation discusses various means (uses of L1, e.g., dictionaries, pictures, mime ...), their advantages and disadvantages in different contexts, and suggests some practical conclusions.

Penny Uc, Oranim Academic College of Education, USA
Eli Hinkel, Seattle University, USA
**Teaching Leadership Communication Skills to Japanese Learners Through Online Forum**  
**Content Area: Online Learning**  
In a Japanese university seminar, narratives of 20 leaders from business, law, government, medicine, sports, counseling, and academia collected through semistructured interviews were shared with Japanese undergraduates and discussed via an online forum. This presentation explains how the online forum contributed to the development of leadership communication skills in English.  
Kevin Knight, Kanda University of International Studies, Japan

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**The Flipped ESL Classroom: What to Flip?**  
**Content Area: Materials Development**  
The flipped classroom, blended learning, hybrid and web-enhanced. We are surrounded by these terms today, but how do we know we are choosing the right skills and content to flip? This session briefly discusses current research and demonstrates some effective ESL classroom practices that reveal what works.  
Christina Cavage, Savannah Technical college, USA

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**The Making-Meaning Dance: Variety and Frequency of Instructional Strategies**  
**Content Area: Content-Based Instruction**  
General educators claim they employ strategies to include ELLs as they are just good teaching; upon casual observation clear differences emerge. What is different in instructional strategy use? Participants learn about shared aspects of effective instruction, and those differing, including linguistic modifications, interactional opportunities, and a heightened affective awareness.  
Madeline Bires, University of Wisconsin-Eau Claire, USA  
Katie DeStefano, University of Wisconsin-Eau Claire, USA  
Kate Mastruserio Reynolds, University of Wisconsin-Eau Claire, USA

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**Training Students and Teachers in Analytical Revision Techniques**  
**Content Area: Higher Education**  
How can teachers get students to produce writing that develops complex ideas clearly? Teach revision. In this session, the presenters lead participants through activities that teach revision-focused writing practice: metaphors to conceptualize it; class, peer, and self-review strategies for accomplishing it; and approaches for feedback that encourage substantive change.  
Karen Wiederholt, San Francisco State University, USA  
Debbie Miller, San Francisco State University, USA

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**University-Based TEFL Certification Programs: Critical Analysis and Best Practices**  
**Content Area: Teacher Education**  
As global demand for ESL/EFL teachers expands, so does the need for outcomes-based teacher preparation. This session examines three university-based TEFL certificate programs and their experiences in tutoring/ training, mentorship, and critical aspects of online development of emergent teachers.  
Sherry Steeley, Georgetown University, USA  
Angel Steadman, University of Arizona, USA

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**Using Bio-Statements to Promote Insight Into Audience, Purpose, and Strategy**  
Many graduate student writers struggle to gain an understanding of audience, purpose, and strategy. Although these concepts can be addressed in students’ research writing, this presentation focuses on how these notions can be productively explored through bio-statements, which often are graduate students’ first written texts shared with a broad audience.  
Christine Feak, University of Michigan, USA

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**Using Web-Mediated Intercultural Exchanges in EFL Learning and Teaching**  
**Content Area: Culture and Sociolinguistics**  
Web-mediated exchanges present a motivating resource for learners to engage with English as a living language for communication, and teachers to undertake professional and cultural exploration. This presentation draws upon two successful examples of intercultural web-mediated projects in EFL learning and teaching contexts. Social media applications in EFL are explored.  
Catherine Peck, RMIT International University, Vietnam, Viet Nam  
Fiona Wiebusch, RMIT International University, Vietnam, Viet Nam
Visualizing Pronunciation for Learners: Teaching intonation and Stress Using Praat
Content Area: Phonology/Pronunciation
Why do many ESL/EFL learners still have difficulties with intonation and stress even after years of instruction? Can visualization of suprasegmentals be beneficial? This presentation demonstrates the use of Praat, a free computer program, as an effective tool in teaching intonation and sentence stress, especially for visual learners.

Yuan Zhuang, Northern Arizona University, USA
Shelley Staples, Northern Arizona University, USA

Writing Effective Student Learning Outcomes
Content Area: Teacher Development
Many teachers and curriculum coordinators need to write student learning outcomes for course development. How can these teachers write outcomes that are clearer and more effective? In this session, the presenters describe characteristics of model learner outcomes, guide participants in critiquing examples, and help them practice writing their own outcomes.

Joe McVeigh, Independent Consultant, USA
Bruce Rindler, Boston University, USA

Creating Better Classroom Assessments in K12 Schools
Content Area: Assessment
Participants expand their knowledge about the fundamentals of language assessment, increase their skill in applying this knowledge to classroom assessment, and practice development of assessment tasks aligned to the Common Core.

Timothy Farnsworth, CUNY Hunter College, USA
Margaret Malone, Center for Applied Linguistics, USA

Developing Culturally and Linguistically Responsive Pedagogy
As a result of global movements of people, teachers increasingly find themselves educating students in a language that is not their home language. However, in the U.S. and elsewhere, there is a gap in achievement between English-speaking students and students whose first language not English.

Robert Bayley, University of California, Davis, USA
Angel Lin, University of Hong Kong, Hong Kong
Shondel Nero, New York University, USA
Sandra Schecter, York University, Canada

ESOL Students Prepare for the Real World With Project-Based Learning
Content Area: Adult Education
Is your ESOL classroom an effective learning lab that prepares students for transitioning to the next academic, career, or workforce environment? Project-based learning helps ESOL students demonstrate their knowledge, skills, and abilities for problem-solving, gathering information, and communicating with others. Students stay motivated and can self-assess their progress.

CA Cruz, Create Opportunities, LLC, USA

ESP in the IEP: Addressing a Range of Specific Needs
Content Area: Intensive English Programs
Where does ESP fit in an IEP? This session explores a range of opportunities for ESP courses administered by an intensive English program, from “wide-angle” courses in English for academic purposes for learners from mixed disciplines, to “narrow-angle” courses in English for specific academic and occupational purposes.

Ethel Swartley, University of Denver, USA
Kay Westerfield, University of Oregon, USA
David Kertzner, Proactive English, Inc, USA
Caralyn Bushey, University of Maryland, USA
Ying Huei Chen, Asia University, Taiwan

IEPs for Chinese Scholars: Design and Sensemaking in Multicultural Contexts
Content Area: Intensive English Programs
This colloquium articulates how course designers and lecturers (re) create existing IEPs in specific multicultural contexts. Three course coordinators/designers show the importance of incorporating cultural and communicative elements into their programs. Two lecturers share their sensemaking practices, which illustrate how design was translated into learner outcomes.

Maria Luisa C. Sadorra, National University of Singapore, Singapore
Misty Cook, National University of Singapore, Singapore
Chitra Sabapathy, National University of Singapore, Singapore
Soon Fen Wong, National University of Singapore, Singapore
Christianity Nur, National University of Singapore, Singapore
FRIDAY, 28 MARCH

TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO

FRIDAY, 28 MARCH

InterSection
Exhibitor Session
Forum Session
Discussion Group
Colloquium
Academic Session

University of Washington, USA
Suhanthie Motha, Lucie Moussu, University of Alberta, Canada
Shelley Wong, George Mason University, USA
Tamagawa University, Japan
Masaki Oda, City College of San Francisco, USA
Ana Wu, University of Washington, USA

Securing Tenure
Systems who discuss expectations and risks, offering resources for
students of color from a diversity of geographical locations and institutional
higher education. Presenters are established NNESTs or professionals
offers concrete strategies for professionals aiming to get tenure in

Addressing challenges and issues faced by minorities, this workshop
offers concrete strategies for professionals aiming to get tenure in higher education. Presenters are established NNESTs or professionals of color from a diversity of geographical locations and institutional systems who discuss expectations and risks, offering resources for securing tenure.

Ana Wu, City College of San Francisco, USA
Masaki Oda, Tamagawa University, Japan
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Lucie Moussu, University of Alberta, Canada
Suhanthie Motha, University of Washington, USA

Storytelling to Prevent Another Genocide
Stories of former generations can lead to effective learning. Storytelling helps learners develop written and oral forms of nonviolent communication and become more active, responsible global citizens. Presenters show videos and demonstrate activities from a language-through-content ESL program, where a Holocaust survivor author and students shared stories of discrimination.

Zsuzsanna Kozak, Visual World Foundation, Hungary
Mary Lou McCloskey, Educo Teacher Development & Curriculum Design, USA
Lydia Stack, San Francisco Unified Schools, USA

Strategizing for Tenure:
Linguistic and Racial Minorities in Higher Education
Addressing challenges and issues faced by minorities, this workshop offers concrete strategies for professionals aiming to get tenure in higher education. Presenters are established NNESTs or professionals of color from a diversity of geographical locations and institutional systems who discuss expectations and risks, offering resources for securing tenure.

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Techifying Your Ideas
This workshop aims to give teachers practical advice and tips on how to take their existing ideas and materials and make them more interactive and relevant for the students by using freely available tools on the Internet. Some issues to consider regarding Internet safety are also discussed.

Lea Sobocan, Upper–Secondary School for Computer Sciences and Electronics, Slovenia

The Fulbright Scholar Program and TESOL
A presentation to highlight the opportunities through the Fulbright Scholar Programs for TESOL academics and professionals. The presentation demonstrates: How to use the Catalog of Awards, how to identify Fulbright opportunities and how to apply for a grant. Fulbright offers more than 400 awards in more than 125 countries.

Andrew Riess, Council for International Exchange of Scholars, USA

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“Strengths-Based” Teaching:
Exploring Next-Generation EL Teachers’ Perceptions
This session explores the connections between pre-service teachers’ strengths as identified by Clifton’s Strengths-Finder and their perceptions of what good language teachers do in the classroom, as defined by H. Douglas Brown. Presenters make suggestions for addressing these connections within a TESOL training program.

Jennifer Morrison, Evangel University, USA

10 Ways to Play Tic-Tac-Toe for Language Practice
With a few additional rules and a little creativity, the simple game of tic-tac-toe becomes a fun and flexible way to practice vocabulary and grammar skills with ESL students at any proficiency level. The presenter shares 10 ideas for using the game and invites participants to brainstorm additional variations.

Amy Cook, Bowling Green State University, USA

5:00 pm

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Amy Cook, Bowling Green State University, USA
A Pedagogy of Multiliteracies in ESL Instruction: How and Why

Content Area: CALL/Technology in Education

A new pedagogical approach in ELT involves exploring multiliteracies and engaging English language learners in collaborative learning. In this presentation, participants learn how such a pedagogy of multiliteracies can be introduced using digital stories, and how this approach develops students' language skills through topics genuinely interesting and important to them.

Polina Vinogradova, American University, USA

An ESL Parent Involvement Program That Supports the Next Generation

Content Area: CLIL

Research consistently documents the positive effect of parent involvement on students' academic success, but how can elementary schools increase the involvement of ESL parents? The presenter demonstrates evidence from an award-winning curriculum for use in ESL parent classes or workshops. Pages from the reproducible, multilevel curriculum are provided.

Catherine Porter, Adult Learning Resource Center, USA

Assessment: A Tool to Enhance Opportunities for ESL Students

College Board’s widely-used assessments, CLEP and ACCUPLACER, expand educational opportunities for ESL students. CLEP’s credit-by-exam program, with 33 exams covering 5 disciplines, is designed to accelerate a student’s time to degree while saving money. ACCUPLACER’s ESL test suite assists programs in placing students into the most appropriate levels of coursework.

Keith Henry, The College Board, USA

Assisting International Students in Transition: Theory Into Practice

Content Area: Higher Education

International students transitioning into American higher education require academic and sociocultural scaffolding to increase their ability to persist in seeking an American degree. Theories relating to international students beginning this journey are reviewed. Utilizing student interview data, the presenters provide methods to increase academic and socioeconomic scaffolding.

Susan Burkett, Iowa State University, USA
Jiayi Hu, Iowa State University, USA
Hadyn Murphy, Iowa State University, USA

Computer-Assisted English Learning With Tell Me More

Content Area: CALL/Technology in Education

Tell Me More is a speech-recognition-enabled English-learning program that is unrivaled in its breadth of content, sophistication, and ease of implementation and use. Tell Me More is award-winning, used by millions, and published by Auralog, Inc., with more than 25 years’ experience in developing language-learning computer programs.

Boris Morew, Tell Me More, USA

Constant Challenge: Time Limits and Critical Thinking in EAP Writing

Content Area: Second Language Writing

This session explores the dichotomy of the emphasis on critical thinking in university EAP writing and the small amount of time actually spent teaching critical thinking skills in EAP writing classrooms. The presenter offers several solutions for integrating critical thinking skills into the writing classroom in a productive way.

Brendan DeCoster, University of Oregon, USA

Explore Authentic Assignments to Renew an EAP Writing Curriculum

Content Area: Second Language Writing

In this session, curriculum designers learn to analyze authentic writing assignments from different university disciplines, plan appropriate learning outcomes, and design relevant tasks for multiple levels of English learners. Participants receive instructional tools to help learners analyze assignments and build their awareness of genres and rhetorical modes.

Diana Wrenn, Georgia State University, USA

English Culture in Palestinian Textbooks

Content Area: Applied Linguistics

In the statement of general goals for the Palestinian English language curriculum, English for Palestine, three goals are culture related. These goals aim at helping students develop intercultural understanding and appreciation. Yet these goals do not appear to be well reflected in the syllabus and in teachers’ practices as well.

Ahmad Atawneh, Hebron University, Palestinian Territory
Nedaeh M. K. Jabari, Hebron University, Palestinian Territory

FRIDAY, 28 MARCH
Exploring Vygotsky: Reviewing A Distant Mentor for Multiliteracy Success

Content Area: Bilingual Education

In this interactive session, the presenters demonstrate how teachers can implement three principal principles of Vygotsky: (a) thought and language; (b) sociocultural teaching and learning; (c) Zone of proximal development. Handouts focus on using these principles for sustaining and renewing academic success, particularly with students who speak additional languages.

Joan Wink, California State University, Stanislaus, USA
LeAnn G. Putney, University of Nevada–Las Vegas, USA
Chyllis Scott, University of Nevada–Las Vegas, USA
Jomeline Balatayo, University of California, Santa Barbara, USA

Get Connected: 10 Key Benefits of Online Learning

How can students and instructors best benefit from online materials? This session explores ways that Connect ESL, the online component to Interactions and Mosaic, enhances student learning and provides more options to EAP instructors. The presenter covers a range of benefits, from embedded ebooks to flexible assignments and custom-designed homework.

John Brezinsky, Cambridge University Press, USA

How to Structure a Conditional Admission EAP Chemistry Support Class

Content Area: English for Specific Purposes

This session provides information on how to construct, administer, and teach an EAP chemistry support class for conditional admission students concurrently enrolled in a credit course. Session attendees learn the ins and outs of collaborating with other departments, writing the curriculum, teaching the genre, generating feedback, and collecting data.

Travis Harman, Drexel University, USA


Content Area: Content-Based Instruction

The Human Library is a project to expand cultural perspectives and challenge assumptions. People of varying backgrounds become living books for readers to check out. The readers and books then engage in an honest conversation about the book’s genre. In this presentation, language activities are integrated into this innovative project.

Becki Quick, University of Oregon, USA
Karen Ulloa, University of Oregon, USA

Learner Factors That Affect Pronunciation Practice

Content Area: Listening, Speaking

This study discusses the pedagogical implications and results of a battery test that elicited 711 Korean EFL middle and high school students’ opinions regarding their motivations and attitudes towards pronunciation practice. This exploration provides valuable insights into the socio-psychological factors that influence learners’ strategy behaviors and willingness to practice pronunciation.

Veronica Sardegna, The University of Texas at Austin, USA
Crystal Kusey, The University of Texas at Austin, USA
JuHee Lee, The University of Texas at Austin, USA

Learners Can Teach Pronunciation Too: Building Autonomy Through Peer Instruction

Content Area: Phonology/Pronunciation

Learner autonomy is highly valued, but less often developed during in-class pronunciation activities. This session provides a template and three examples of how to put pronunciation instruction into the hands of the learners themselves. Learners become experts in specific areas then teach each other in jigsaw and other formats.

Keli Yerian, University of Oregon, USA

Learners' Autonomy in Large Class Through Innovative Project-Based Learning

Content Area: Teacher Development

This session reports the process and impact of an innovative variation of project-based learning to promote learner autonomy and positive learning outcomes in large under-resourced EFL classes of 50 plus in two different countries. This session is co-presented by two classroom practitioners who carried out this collaborative action research.

Ganga Gautam, Tribhuvan University, Nepal
Zakia Sarwar, Cambridge ESOL ICELT, Pakistan
Mitigation Strategies in the Disagreement Sequences of Low-Level Learners
Content Area: Applied Linguistics
Conversation Analysis was used to document how novice-level learners in group discussion were able to maintain affiliative alignment even while disagreeing. Various mitigation strategies were used, and disagreement was circumvented well before it was realized. Mitigation was the result of collaborated work and not just the work of single individuals.
Donna Fujimoto, Osaka Jogakuin University, Japan

Opportunities for Collaboration With the U.S. Department of State
Participate in a round table discussion with U.S. Department of State officials to explore opportunities to partner with foreign universities, host international faculty, teach and train teachers outside the U.S., and collaborate on distance education and materials development. Join us in promoting mutual understanding and creating supportive global networks.
Alice Murray, U.S. Department of State, USA

Preparing Teachers’ for ELLs: One Pedagogical Tool for Shifting Dispositions
Content Area: Teacher Education
Preparing all teachers for ELLs necessitates different pedagogical practices than those used to prepare specialized groups of educators who generally come with a desire to teach ELLs and positive dispositions towards diversity. This presentation highlights one strategy, the Initial Reaction Questionnaire, a valuable tool for surfacing and shifting teachers’ dispositions.
Amy Markos, Arizona State University, USA

Researching the StudyBlue Vocabulary App’s Utility for Advanced ESL Students
Content Area: Vocabulary, Lexicon
Sure, there’s “an app for that,” but will it work? This session describes collaborative classroom research in which two IEP instructors tested StudyBlue’s utility as a vocabulary study tool for advanced ESL students. The study explores the question, “Does StudyBlue trump other tools and methods for vocabulary acquisition and retention?”
Claudia Kupiec, DePaul University, USA
Matthew Von Sumeren, DePaul University, USA

TESOL Generational Values: Passing the Torch by Lighting the Way
Content Area: Teacher Development
How do different generational values impact the TESOL profession? This presentation presents research, survey results, and case studies that show how teachers and administrators of different generations interact with and perceive one another in the workplace. The session focuses on successfully incorporating emerging Millennial professionals into the field of TESOL.
Danielle Bus, Qatar University, Qatar
Abby Porter, University of Oregon, USA
Mary Jane Onnen, Glendale Community College, USA

The World Heritage Project: Discovering and Teaching Our Cultural Identity
Content Area: Culture
Japanese high school students research World Heritage sites, conduct fieldwork, and present their findings with PowerPoint. The project goal is to instill elementary English students with a sense of cultural identity and enable them to explain profound aspects of their culture in English before study abroad.
Thomas Fast, Okayama University, Japan

Using Challenge Exams to Improve IEP Placement Decisions
Content Area: Assessment
Placement is an inherently problematic component of any IEP. This session presents a year-long project that investigated using challenge exams—alternate versions of final exams—to increase placement reliability and validity. Potential drawbacks are discussed and example exams are provided to attendees.
Stuart Landers, Colorado State University, USA
Beth Cloven, Colorado State University, USA
Evelyn Pierro, Colorado State University, USA
Friday, 5:00 pm–5:45 pm  
Convention Center, C122

**Using Think-Alouds to Explore and Sustain Strategic Reading**  
*Content Area: Reading and Literacy*

ESL students at all proficiency levels often struggle in using reading strategies effectively or appropriately. The presenter demonstrates how she uses think-alouds to teach reading strategies and skills such as annotation and peer review, and discusses how this approach develops students’ strategic reading behavior.

**Julia Schulte,** San Francisco State University, USA

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Friday, 5:00 pm–5:45 pm  
Convention Center, B115

**What English Language Teachers Need to Know About Curriculum Development**

This session for English language teachers around the world helps teachers understand how to develop curricula that most effectively promote student learning. The presenters explain how to design curriculum for specific contexts and give examples of different orientations to curriculum decisions—linguistic, subject matter-based, learner-based, and learning-centered.

**Denise Murray,** San Jose State University, USA  
**MaryAnn Christison,** University of Utah, USA

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Friday, 5:00 pm–5:45 pm  
Convention Center, E143

**Why Tablets Should Replace Textbooks: Tablets in the EFL Classroom**

Can tablets really replace textbooks? This presentation examines how some EFL teachers replaced print books with SMARTree English, a tablet-based program, during pilots in Korea and Vietnam. Effects on teaching practice and student achievement are discussed, while lessons learned are shared, showing how it made big differences.

**Ian Bosiak,** e-future ELT, Republic of Korea
8:00 am

**Complexity Theory: Renewing Our Understanding of Language, Learning, and Teaching**

*Content Area: Applied Linguistics*

The famous physicist, Stephen Hawking, has called the present century “the century of complexity.” But what could this possibly mean for TESOLers? I think it means a lot. In this talk, I propose that complexity theory has the potential to renew our understanding of language, its learning, and its teaching.

*Diane Larsen-Freeman*, University of Michigan, USA

**9:30 am**

**Animated Video Integration for First-Timers**

*Content Area: CALL/Technology in Education*

Never worked with animated videos? Build your confidence to create animated videos with easy-to-follow templates from a web-based tool. Participants receive a plethora of tips and resources, leaving the session equipped and confident to integrate animated videos across content areas and empower their students to create their own animated videos.

*Carla Miller*, Drexel University English Language Center, USA

**Out of Necessity for Schematic Use of Grammar**

*Content Area: Grammar*

Out of necessity to put grammar rules into proper use, the so-called narrative scheme has been invented. It greatly facilitates the process of storytelling by delineating the right sequence of events with appropriate grammar and serves as an excellent teaching tip.

*Doniyor Askarov*, Education Hub, Uzbekistan

**21st Century Twist on a Classic: Audio Pen Pals**

*Content Area: Listening, Speaking*

Audio Pen Pals is a highly motivational conversation exchange project with interrelated goals that result in a significant learning experience. Over the course of a semester, partnered students in different classes communicate through audio technology to answer questions about themselves and class topics, culminating in a final creative project.

*Marjorie Allen*, William Rainey Harper College, USA

**A New TESOL Credential: The Peace Corps TEFL Certificate**

In 2014 Peace Corps is piloting a two-part curriculum establishing a TEFL Certificate, awarded at Volunteers’ completion of service, consisting of 120 hours of Volunteer teacher training and two years of supervised teaching experience. An academic or professional institution will ensure the Certificate’s credibility. Come learn about this new credential.

*Brock Brady*, Peace Corps, USA

**A Value-Added Model in Support of NNEST**

*Content Area: Nonnative English Speakers in TESOL*

This session describes an improvised value-added teacher evaluation method that can drive teachers towards becoming more professional and independent, enabling them to self-assert and showcase their teacher quality. The session also provides a direction for checking the biases against some teachers in different forms.

*Srinivasa Rao Idapalapati*, University of Tabuk, Saudi Arabia

**Adjunct-Linked CBI: Connecting Your IEP, Community, and University**

*Content Area: Content-Based Instruction*

How can CBI be used to prepare ELLs for successful university and community integration? Presenters demonstrate how EAP instructors can coordinate with university adjunct faculty to create multiskilled, themed materials that bridge classroom content with university courses and service learning projects, and thereby connect ELLs with native English speakers.

*Sarah Silflow*, University of Idaho, USA

*Amy Vimont*, William Rainey Harper College, USA

*Sarah Silflow*, University of Idaho, USA

*Kathryn Schiffelbein*, University of Idaho, USA
**An ESOL Materials Evaluation Framework With a Learning Transfer Focus**
*Content Area: Materials Development*
Transfer of learning beyond the ESOL classroom is a basic goal of ESOL instruction. ESOL materials can be designed to support this goal in a number of ways. This presentation describes and demonstrates a practical tool for evaluating existing ESOL materials (e.g., commercial textbooks) from a learning transfer perspective.

**Mark Andrew James**, Arizona State University, USA

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**Balancing Writing and Research Instruction in Undergraduate Composition Courses**
*Content Area: Second Language Writing*
This presentation introduces best practices and strategies for integrating research instruction into a first-year undergraduate ESL composition course. Taking into consideration input from various stakeholders, the presentation focuses on balancing writing and research instruction, developing teaching and learning support resources, cultivating interdepartmental and administrative relationships, and cooperating as co-teacher-researchers.

**Lindsay Hansen**, University of Utah, USA

**Melissa Mendelson**, University of Utah, USA

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**Bidirectional Multilingualism as Social Capital: English Plus One More**
*Content Area: Bilingual Education*
This group discussion invites teachers, administrators, educators, and policy makers to consider potential benefits of bidirectional multilingualism, through which ELLs together with their monolingual peers are encouraged to develop several languages. What cognitive, social, professional, and societal advantages can societial multilingualism entail?

**Alsu Gilmetdinova**, Purdue University, USA

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**Designing Training Materials: From Challenge to Competency**
*Content Area: Teacher Education*
This presentation explores the challenges that Omani teacher trainers face in designing training materials for in-service courses and workshops, and how they overcome these challenges by adopting different practical strategies. Issues of perceptions, confidence, skills and strategies will be discussed and practical implications for designing training materials will be explored.

**Salima Al Sinani**, Ministry of Education, Oman

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**Engaging Listening and Compelling Speaking with Long-Form Improvisational Comedy**
*Content Area: Listening, Speaking*
Introduction to a full-term course that pushes advanced university students out of their comfort zones in a structured and safe-but-demanding student-managed learning context. Despite the unpredictable language content and non-academic nature of the course, adult learners quickly recognize the efficacy of this unusual approach to improved fluency and listening comprehension.

**Doug Honorof**, Yale English Language Institute, USA

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**English-Medium Instruction: What Do University Professors Know and Need?**
*Content Area: English as a Medium of Instruction*
Professors in Korean universities are facing the daunting task of teaching subjects in English without appropriate training and support. To understand pedagogical and linguistic issues around EMI, the researcher worked with six university professors to explore their knowledge and needs for policy support and professional development for EMI.

**Jaehan Park**, Indiana University, USA

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**Exploring Variability: Use of Collocations in L1 and L2 Writing**
*Content Area: Vocabulary, Lexicon*
The corpus-based study discussed in this session compared L1 Arabic and L1 English collocations use in freshman writing. The study found L1 writers use a greater variety of collocations, L1 and L2 writers shared under 10% collocations; and almost 13% of collocations in L2 writing were not confirmed by COCA.

**Asif Qureshi**, Northern Arizona University, USA

**Ulubek Nurmuhammadova**, Northern Arizona University, USA

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**IELTS 101: Questions and Answers to IELTS**
This session aims to assist ESL teachers with questions about IELTS, looking at examples of IELTS preparation materials, free teacher resources, and sample syllabus and classroom activities. The presenters offer guidance and suggestions on how to incorporate IELTS in ESL curricula, and offer support to teachers developing IELTS preparation courses.

**Guy Edwards**, IELTS USA, USA

**Katie Shibata**, IELTS USA, USA
In Their Own Words: Chinese Students in American Universities
Content Area: Specific Language Groups (Latino, Hmong, etc.)
The presenters report on research that employed focus group interviews conducted in Chinese to explore Chinese students’ perceptions of their English language abilities and their language study experiences in China as compared with their most recent experiences in an IEP at a major U.S. university.

Nolan Weil, Utah State University, USA
Jianzhong Luo, Northwest Agriculture and Forestry University, China

Increasing Learner Autonomy and Motivation Through Blogging
Content Area: CALL/Technology in Education
Blogs are innovative teaching tools that incorporate opportunities to practice all four language skills in fresh and inspiring ways. This research-oriented presentation explores the findings of an action research project discovering how to use blogs to motivate, animate, and encourage autonomy in adult English language learners.

Stephanie Gollobin, Evergreen Academy, USA

Let’s Be Adult About This: Motivating IEP Students to Learn
Content Area: Classroom Management
Today’s IEP students range from inexperienced, and often reluctant learners, to intrinsically-motivated adults. Learn how to apply adult learning theory to your course content and classroom management to create a shared classroom environment that acknowledges and supports the adult learner and encourages ownership of learning in the young, emerging adult.

Laura Shier, Portland State University, USA

Linguistic Biographies and EFL Teacher Development
Content Area: English as a Foreign Language
More than 200 languages are spoken in primary schools in Spain, and throughout much of Europe. How can teacher development programmes prepare teachers to leverage this cultural and linguistic capital in the foreign English language classroom? This presentation reports on using written linguistic biographies as one possible instrument of sensitization.

Theresa Zanatta, University of Barcelona, Spain
Isabel Civera, University of Barcelona, Spain

Listen Outta Here! Preparing Learners to Listen Beyond the Classroom
Content Area: Listening, Speaking
Does L2 listening instruction prepare students for listening beyond the classroom? This presentation reports on a study of 30 university listening lessons to determine the extent to which listening instruction includes links to future listening situations and the development of generalizable listening strategies.

Joseph Siegel, J.F. Oberlin University, USA

Movie Dubbing: A Holistic Approach to Teaching Listening and Pronunciation
Content Area: Listening, Speaking
The focus on fluency in oral communication classes means that students often have little time to strategically practice their accuracy. Movie dubbing is an innovative alternative to traditional methods of instruction. This project empowers students as they build key skills. Participants leave with guidelines, rubrics, and ideas for adaptation.

Adrienne Stacy, Monterey Institute of International Studies, USA
Jennifer Grode, Monterey Institute of International Studies, USA
Michael Garnett, Monterey Institute of International Studies, USA

Overseas ESL for U.S-Bound Refugees: Challenges and Opportunities
Content Area: Refugee Concerns
In previous decades, U.S.-bound refugees were offered predeparture ESL; these programs were later eliminated. Presenters describe the history of overseas ESL for refugee populations, share the findings of recent overseas ESL pilots, and note challenges and opportunities in light of past experience and current resettlement trends and needs.

Sanja Bebic, Center for Applied Linguistics, USA
Miriam Burt, Center for Applied Linguistics, USA

Piloting eTextbooks in a Community College Setting
Ohio College piloted tablets and eTextbooks in two classes, ESL and Basic Skills Reading, in fall 2013. Learn from their experience implementing technology as a faculty team, including how students responded and practical tips to consider before implementing technology in your classroom.

Vicki Curtis, Oxford University Press, USA
Rakesh Swamy, Oxford University Press, USA
Pre-Service Teachers’ Initial Perceptions and Beliefs About English Learners

**Content Area: Teacher Education**

What will pre-service teachers list as concerns/anxieties and alternately favorable/promising aspects of teaching the EL population? Analysis of more than 800 responses yields the converging elements of beliefs, perceptions, and attitudes towards the EL population and implications for teacher behavior and student achievement suggesting significant implications for credential preparation programs.

**Fang-Yi Wu,** University of Massachusetts Amherst, USA

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Reading Anxiety: Its Effects on Reading Strategy and Reading Comprehension

**Content Area: English as a Foreign Language**

This session examines the effects of anxiety on ESL learners’ reading processing and comprehension. It specifically looks at cognitive interference and reading strategy use during a reading task and provides a multi-approach analysis for highly anxious learners’ poor reading performance. Recommendations for ESL reading instruction are also discussed.

**Jayoung Song,** The University of Texas at Austin, USA

**Elaine Horwitz,** The University of Texas at Austin, USA

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Supporting ELs with Title I Funds

It is often difficult for determine the most appropriate ways to serve ELs using Title I funds. This presentation provides insights into how to identify EL services through a district’s consolidated grant application and to identify allowable activities that can be paid for with Title I funds without supplanting.

**David Holbrook,** Wyoming Department of Education, USA

**Nadja Trez,** North Carolina Department of Public Instruction, USA

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Teaching Elementary School ESL Narrative Writing Through Genre-Based Pedagogy

**Content Area: Second Language Writing**

This presentation demonstrates how a teacher draws on genre-based pedagogy to design and implement curriculum, instruction, and assessment on elementary school narrative writing. The presenter shares teacher-made curriculum materials and engages participants in analyzing and responding to student writing samples.

**Fang-Yi Wu,** University of Massachusetts Amherst, USA

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Teaching Reading to Saudi Learners of English: Barriers and Breakthroughs

**Content Area: Reading and Literacy**

Increasing numbers of Saudi students in IEPs in the United States have brought with them a unique set of challenges for academic reading instructors. This session highlights an action research project exploring Saudi reading practices and perceptions of academic literacy tasks, and offers strategies to promote a culture of reading.

**Pamela Pearson,** Georgia State University, USA

**Marcel Daniels,** Georgia State University, USA

**Janet Beth Randall,** Georgia State University, USA

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The Impact of NS/NNS Identities on Teacher Cognition

**Content Area: Teacher Education**

The case study discussed explores the impact of NS/NNS identities on language teacher cognition and teaching behavior. Semistructured interviews and in-class observations reveal that teaching behavior is guided and reorganized by NS/NNS identities in a dynamic fashion. The study offers implications for professional development, teacher education, and NS/NNS teacher collaboration.

**Erhan Aslan,** University of South Florida, USA

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Making effective choices for classroom technology integration requires an awareness of how technology, pedagogy, and content collectively define instruction. This presentation reports on a study of ESL teachers working to boost learner access to technology skill development while in community-based ESL programs. Useful tips and strategies are included.

**Jenifer Vanek,** University of Minnesota, USA

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**Pamela Pearson,** Georgia State University, USA

**Marcel Daniels,** Georgia State University, USA

**Janet Beth Randall,** Georgia State University, USA

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The Use and Usefulness of Machine Assessment on EFL Writing

**Content Area: English as a Foreign Language**

The presenters demonstrate a case of “division of labor” between human and machine assessment, and discuss the use and usefulness of machine assessment in EFL contexts. They introduce a machine assessment system used in China and demonstrate how instructors use it judiciously to inform classroom teaching and promote autonomous learning.

**Fang Wen,** Wuhan University, China

**Ming Fang,** Florida International University, USA
Where Are All the Young Learner Researchers?
Content Area: Elementary School/Primary Education
This session identifies reasons for the lack of research concerning the teaching of English to young learners. Factors impeding the development of young learner research are presented including historical, systemic, political, and professional challenges. Suggestions for implementing young learner research agendas in different global contexts are also included.

Caroline Linse, Queen’s University, Belfast, Northern Ireland

Who Are Our Graduate Writers? What Do They Really Need?
Content Area: Second Language Writing
With the globalization of education, research, and publication, writing in English has become essential for graduate students. Through writing, graduate students explore, contribute to, and gain membership in their disciplines. In light of studies of graduate writing demands, what genre knowledge do these junior scholars really need to be successful?

Nigel Caplan, University of Delaware, USA
Christine Feak, University of Michigan, USA

Academic Vocabulary Strategies to Help ELLs Meet the Common Core
Content Area: Common Core State Standards
The recently adopted Common Core State Standards demand that teachers provide instruction that will adequately prepare ELLs to meet rigorous expectations. In this session, the presenters introduce effective and engaging academic vocabulary strategies that teachers can use to help ELLs achieve success in school and career.

Helene Becker, Norwalk Public Schools, USA
Cassandra Perrone, Norwalk Public Schools, USA
Donna Reeves, Norwalk Public Schools, USA
Aneury Morales, Norwalk Public Schools, USA
Arlene Steinfeld, Norwalk Public Schools, USA
Carrie Greenspan, Norwalk Public Schools, USA

At the Edge of Learning: Observing and Transforming Teaching Together
Content Area: Teacher Development
Teaching at the edge of learning is an art we refine by focusing on students and adjusting instruction continuously to build strengths and address needs. Learn a powerful protocol for leading teachers of English learners into classrooms together to test strategies, observe student learning, and collaboratively transform teaching.

Tonya Ward Singer, www.tonyasinger.com, USA

Cultural Context in Teacher Education
This InterSection explores cultural context in teacher education. Beauty and tensions of this context fill public and private rhetoric surrounding education and culture. Presenters share research, ideas, and experiences on how to effectively prepare teachers for the cultural contexts of their students and increase student and teacher success.

Dawn Wink, Santa Fe Community College, USA
Sandra Mercuri, University of Texas at Brownsville, USA
J. Andrés Ramírez, Rhode Island College, USA
Jenelle Reeves, University of Nebraska-Lincoln, USA

ELL Para and Teacher Collaboration: Strategies for Building Academic Language
Content Area: Elementary School/Primary Education
This interactive workshop, based on an established elementary ELL para teacher collaboration project, is designed to engage participants in collaborative conversations and experiences. Using standards and Guided Language Acquisition Design strategies, participants are invited to design differentiated, effective, and engaging instructional activities focused on building students’ academic language.

Catherine Carrison, Evergreen Public Schools, USA
Kristina Labadie, Evergreen Public Schools, USA

Exploring Spoken and Written Arabic to Improve Classroom Instruction
Content Area: Intensive English Programs
This workshop helps teachers understand features of Arabic that are often responsible for common English mistakes among its speakers. Together, we explore Arabic phonology and orthography to develop techniques informed by research. Participants collaborate to create and adapt activities based on this information and their teaching experience.

Eric Dodson, Portland State University, USA
Meghan Oswalt, Portland State University, USA
Saturday, 9:30 am–11:15 am
Convention Center, A105

Exploring the Diversity of ESP and Building an Inclusive Community
Content Area: English for Specific Purposes

ESP is a diverse and growing field. Come listen to a panel of global experts share their passion for and interest in ESP (i.e., technology, English for academics, workplace, business, instructional design, IEP and teacher training). Share your experience in discussion groups and help build an inclusive community of practice.

Kristin Ekkens, C3 Consulting LLC, USA
Ronna Timpa, Workplace ESL Solutions, USA
Evan Frendo, Freelance Consultant, Germany
Ching-kang Liu, National Taipei University, Taiwan
Jigang Cai, Fudan University, China
Cleve Miller, English360, UK

Saturday, 9:30 am–11:15 am
Convention Center, B113

Help Students Take Charge of Their Own Learning
Content Area: Adult Education

When students choose their own learning goals and strategies, self-assess their progress, and revise their learning plans, they learn faster and gain in personal empowerment. These proven activities and strategies are easy to introduce, work in multilevel classes, and can be transformative for your students.

Laurel Pollard, Educational Consultant, USA

Saturday, 9:30 am–11:15 am
Convention Center, PB 251

Identity and TESOL: Directions for the Future
Content Area: Applied Linguistics

Research on identity and language learning and teaching has grown extensively over the last 20 years. This presentation highlights key themes in this research area, and then considers directions for the future. There is a central focus on the influence of globalization and technology on identity research in TESOL.

Patricia Duff, University of British Columbia, Canada
Bonny Norton, The University of British Columbia, Canada
Kelleen Toohy, Simon Fraser University, Canada
Hayriye Kayi Aydar, University of Arkansas at Fayetteville, USA

Saturday, 9:30 am–11:15 am
Convention Center, A109

Integrating Language and Content in the Secondary Classroom
Content Area: Content-Based Instruction

Teachers from a public high school for ELLs in New York City lead a workshop on strategies and techniques for integrating language and content in the classroom. The workshop focuses on project-based learning in the Humanities and Arts for a heterogeneous student population.

Matthew Hoffman, International High School at Lafayette/NYCDOE, USA

Saturday, 9:30 am–11:15 am
Convention Center, B112

Leadership in Learning Organizations Through Nurturing a Classroom Service Culture
Content Area: Leadership

How do we reformulate a bureaucratic model in universities, language centers, adult ed programs, etc., to focus on enhancing what happens in the classroom? How do we retrain/develop administrators and teachers to a learning organization model? What cases can we examine? Which paradigms in other fields may be helpful?

Britt Johnson, University of Oregon, USA
Kathi Bailey, Monterey Institute of International Studies, USA
Tarana Patel, learnEd, Inc., India
Kristin Hiller, University of Utah, USA
Karen Asenavage, University of Delaware, USA

Saturday, 9:30 am–11:15 am
Convention Center, PB 253

Obama as Pronunciation Teacher: Using Political Speeches for Suprasegmentals
Content Area: Listening, Speaking

Suprasegmentals such as pauses, stress, and intonation in sentences are essential to accurate pronunciation. But how do you provide your students with effective models that help them successfully use suprasegmentals when they speak? The presenters answer this question through the use of political speeches. Participants analyze materials and receive resources.

Mary Romney, University of Connecticut, USA
Anne Halbert, University of Connecticut, USA

Saturday, 9:30 am–11:15 am
Convention Center, A107

Preservice EFL Teacher Education in Asia: Issues and Perspectives
Content Area: Teacher Education

How are EFL teachers prepared in teacher education programs in Asia? This panel discusses the knowledge, competence, and performance that EFL teachers need to teach in the context of globalization and present analyses of preservice EFL teacher education programs in three Asian countries: China, South Korea, and Vietnam.

Guoqiang Li, Michigan State University, USA
Cuong Nguyen, Michigan State University, USA
Yonjaeng Teng, Michigan State University, USA
Youngun Jee, Michigan State University, USA

Saturday, 9:30 am–11:15 am
Convention Center, A105
Research as Sustainable Practice: Lessons and Insights From Classroom Collaborations
How does actively participating in collaborative classroom-based research help teachers sustain effective practice? How does it affect how university-based researchers understand the complexities and challenges of language learning and teaching? Three pairs of classroom research teams share their experiences and insights from their collaborations.

Judy Sharkey, University of New Hampshire, USA
Nora Benitt, Justus Liebig University, Germany
Maria Brisk, Boston College, USA
Amparo Clavijo Olarte, Universidad Distrital, Colombia
Michael Legutke, Justus Liebig University, Germany
Cheryl O’Connor, Russell Elementary School, USA
Maribel Ramirez Galindo, Colegio Alfredo Lopez Pumarejo, Colombia

TESOL Standards Publications as Practical Resources
The TESOL publications on standards will be briefly outlined and reviewed. Members of the TESOL Standards Committee will share practical applications simultaneously in several “stations” and participants will have a chance to rotate between two. The session will close with questions from the audience to the team.

Andrea Hellman, Missouri State University, USA
Karen Kuhel, Kennesaw State University, USA
Silvia Laborde, Alianza Pocitos-Punta Carretas, Uruguay
Judy O’Loughlin, Language Matters Education Consultants, LLC, USA
Richard Shreck, USA
Richmond Stroupe, Soka University, Japan
Jack Sullivan, USA
Anne Marie Foerster Luu, Montgomery County Public Schools, USA

Speaking Projects That Work: From Simple Narratives to Cultural Examinations
Content Area: Listening, Speaking
This hands-on workshop focuses on two highly effective speaking-based projects that enhance ELLs’ fluency, accuracy, confidence, and critical thinking skills. A thorough demonstration of each project is presented, followed by a helpful discussion on how to implement the projects at the participants’ respective institutions. Project lesson plans are also provided.

Patrick T. Randolph, Western Michigan University, USA
Nicholas Margelis, Western Michigan University, USA

Teaching Critical Thinking Skills in Academic Preparation Courses
Content Area: Intensive English Programs
Participants define the concept of critical thinking and determine the subskills that compose the overall skill of critical thinking. Participants discuss the role of critical thinking in student success in higher education, including a cultural perspective. Finally, participants are introduced to activities with which to develop student critical thinking skills.

Dianne Tyers, Advance Consulting for Education, Inc., Canada
Christina Musa, Mount Royal University, Canada

Emerging Technologies: Managing a Changing Landscape With Mobile Technologies
Content Area: CALL/Technology in Education
Emerging mobile technologies are paving the way for participatory, generative, and often open access to education, especially for today’s millennial learner, despite familiarity with technology. This session focuses on the awareness of emerging technologies and how mobile learning addresses this new way of viewing how instruction is delivered and received.

Aaron Schwartz, Ohio University, USA
Sandy Wagner, Defense Language Institute, USA
Kenneth Chyi, Fu Jen Catholic University, Taiwan
Debbie East, East Learning Associates, USA
### 10:00 am

**Democratising Didactic Transposition in Secondary Education**  
The presenter examines how didactic transposition applied to CLIL was democratized by engaging a group of secondary school learners. Results showed that didactic transposition may become a democratic act (1) when teachers and learners negotiate topics and materials, and (2) when they discuss their motivations, needs, and interests.  
*Dario Luis Banegas*, Ministerio de Educacion del Chubut, Argentina  

**Perspectives on Teaching in Different Contexts**  
Context has long been recognized as an essential aspect of our language teaching and learning. However, apart from occasional books some years ago, there has not been a focus on context as a central concern. A new TESOL series, Perspectives on Teaching in Different Contexts, aims to address this concern.  
*Andy Curtis*, Anaheim University, USA  

### 10:30 am

**A Touch of Situated Learning: Learn to Tell English Stories**  
*Content Area: Teacher Education*  
The practice of storytelling is often overlooked in teacher-training programs in an EFL context such as in Taiwan. By using situated learning, this session reports the changes of four students in a preservice English program in their coparticipation patterns by which the students moved from peripheral to fuller participation.  
*I-Chia Chou*, Wenzao Ursuline College of Languages, Taiwan  
*Stuart Birkby*, Case Western Reserve University, USA  

**Corpus-Informed Vocabulary Learning Materials: A Study For Improving Lexical Knowledge**  
*Content Area: Vocabulary, Lexicon*  
This presentation discusses the methodology/results of a study of four related aspects of vocabulary knowledge, including semantic prosody and collocation. Creation of a pedagogical corpus is outlined and use of corpora for the development of inductive and deductive learning materials is explained in sufficient detail to be replicated by participants.  
*Anna Gates Tapia*, Northern Arizona University, USA  

**Creating Student-Friendly Rubrics in 5 Steps**  
*Content Area: Assessment*  
Involving students in assessment can play a key role in improving learning, but many rubrics and standards are written in language that is inaccessible to students. In this practice-oriented session, participants are introduced to a framework for modifying existing rubrics or standards into student-friendly assessment tools in five steps.  
*Susan Hines*, Educational Testing Service, USA  
*Pablo Garcia Gomez*, Educational Testing Service, USA  
*Emilie Pooler*, Educational Testing Service, USA  

**Acquisition of the Perception and Production of Contrastive Stress**  
*Content Area: Phonology/Pronunciation*  
This presentation reports on a study of how well intermediate learners of English acquired contrastive stress through explicit instruction. Participants in an IEP were instructed in contrastive stress over four weeks. They showed significant improvement in perception and production of contrasts. Implications for instruction are provided.  
*Greta Muller Levis*, Iowa State University, USA  
*John Levis*, Iowa State University, USA  
*Susan Benner*, Iowa State University, USA  

**Advising the New Generation of College-Bound Chinese Students**  
*Content Area: Higher Education*  
The benefits of college advising may be confusing for Chinese students with little concept of the academic advisor role. The presenter summarizes results of a yearlong collaboration between advisors and language experts, and discusses how to apply strategies learned from this partnership.  
*Tobie Hoffman*, Drexel University, USA  

**An English Language Needs Analysis of High-Tech Entrepreneurs in Japan**  
*Content Area: English for Specific Purposes*  
A growing base of Japanese high-tech entrepreneurs starting businesses in Japan and abroad has resulted in businesses and organizations catering to them sprouting up across Japan. This session presents the current results of an English needs analysis aimed at analyzing the relevance of English in the skill-set of such entrepreneurs.  
*Lee Knowlton*, Kanazawa Technical College, Japan  
*Chuanning Huang*, Kanazawa Institute of Technology, Japan  

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**Exhibitor Session**

**Creating Student-Friendly Rubrics in 5 Steps**  
*Susan Hines*, Educational Testing Service, USA  
*Pablo Garcia Gomez*, Educational Testing Service, USA  
*Emilie Pooler*, Educational Testing Service, USA  

**Corpus-Informed Vocabulary Learning Materials: A Study For Improving Lexical Knowledge**  
*Anna Gates Tapia*, Northern Arizona University, USA  

**Acquisition of the Perception and Production of Contrastive Stress**  
*Greta Muller Levis*, Iowa State University, USA  
*John Levis*, Iowa State University, USA  
*Susan Benner*, Iowa State University, USA  

**Advising the New Generation of College-Bound Chinese Students**  
*Tobie Hoffman*, Drexel University, USA  

**An English Language Needs Analysis of High-Tech Entrepreneurs in Japan**  
*Lee Knowlton*, Kanazawa Technical College, Japan  
*Chuanning Huang*, Kanazawa Institute of Technology, Japan  

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**Discussion Group**

**Acquisition of the Perception and Production of Contrastive Stress**  
*Greta Muller Levis*, Iowa State University, USA  
*John Levis*, Iowa State University, USA  
*Susan Benner*, Iowa State University, USA  

**Advising the New Generation of College-Bound Chinese Students**  
*Tobie Hoffman*, Drexel University, USA  

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**Colloquium**

**Democratising Didactic Transposition in Secondary Education**  
*Dario Luis Banegas*, Ministerio de Educacion del Chubut, Argentina  

**Perspectives on Teaching in Different Contexts**  
*Andy Curtis*, Anaheim University, USA  

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**Forum Session**

**Acquisition of the Perception and Production of Contrastive Stress**  
*Greta Muller Levis*, Iowa State University, USA  
*John Levis*, Iowa State University, USA  
*Susan Benner*, Iowa State University, USA  

**Advising the New Generation of College-Bound Chinese Students**  
*Tobie Hoffman*, Drexel University, USA  

**An English Language Needs Analysis of High-Tech Entrepreneurs in Japan**  
*Lee Knowlton*, Kanazawa Technical College, Japan  
*Chuanning Huang*, Kanazawa Institute of Technology, Japan  

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**InterSection**

**Creating Student-Friendly Rubrics in 5 Steps**  
*Susan Hines*, Educational Testing Service, USA  
*Pablo Garcia Gomez*, Educational Testing Service, USA  
*Emilie Pooler*, Educational Testing Service, USA
Deprofessionalizing TESOL: Questions of Access, Credential, Colonialism, and Elitism
Content Area: Teacher Education
There exist numerous pathways to a TESOL credential: some legit, others quackery. Offering a model of responsible ELT, this session discusses research showing how TESOL competencies are presented through several programs and how often we may be our worst enemy.
Eric Dwyer, Florida International University, USA
Idilko Barsony, Florida International University, USA

Developing Academic Literacy in High School Science
Content Area: Math and Science
In this presentation for literacy coaches and secondary math/science teachers, presenters show how linguistic analysis of scientific texts and ELL student writing can be used to design curricular materials to help students develop reading and writing skills while also meeting science content goals. Sample materials are provided.
Kathryn Accurso, University of Massachusetts Amherst, USA
John Levasseur, ACCELA Alliance, USA

Digital Literacy for Adult English Language Learners: Using Learner Web
Content Area: Adult Education
Building digital skills can be challenging for adult ELLs who are developing print literacy while also learning to use computers and the Internet. This presentation showcases online, self-access learning plans that have been adapted for ELLs for use in tutor-facilitated settings. Presenters report on initial experiences with implementation.
Kathryn Harris, Portland State University, USA
Erin Watters, Portland Language Academy, USA
Shawn Walker, Chemeketa Community College, USA

Disrupting Preservice Teachers’ Commonly Held Assumptions About Bilingual/Diverse Families
Content Area: Elementary School/ Primary Education
This session explores disrupting the commonplace for PSTs as they interact with bilingual children and families in an afterschool science/math program. Questions include: Do interactions with families in afterschool contexts transform PST’s positioning in relation to bilingual children? How is their thinking disrupted through these interactions?
Kathryn Ciechanowski, Oregon State University, USA
SueAnn Bottoms, Oregon State University, USA
Jenny de la Hoy, Oregon State University, USA
Ana Lu Fonseca, Oregon State University, USA

Emerging Research on Formative Assessments of Academic Language for ELLs
Presenters share their ongoing work on formative assessments related to the academic language ELLs need to access the CCSS. Topics include (a) close reading as a means to comprehend complex texts, (b) middle school academic reading, (c) ELLs’ biliteracy performance, and (d) progression of language functions needed for ELP.
Charlene Rivera, George Washington University, USA
Patricia DiCorbo, George Washington University, USA
Lottie Baker, George Washington University, USA
Mikyung Kim Wolf, Educational Testing Service, USA
Jane Shore, Educational Testing Service, USA
Georgia Garcia, University of Illinois, USA
Alison Bailey, University of California, Los Angeles, USA

Experiential Intercultural Skills Building in the English Language Classroom
Content Area: Culture and Sociolinguistics
This interactive presentation suggests classroom tasks for building students’ intercultural competence and skills. It introduces activities that encourage students to critically examine their own cultural identities, deconstruct culture as a general concept, and provide students with concrete and usable skills as they experience other cultures first hand.
Joanna Grote, Kyoto Sangyo University, Japan
Jennifer Jordan, Kwansei Gakuin University, Japan

Exploring Technology: Designing an Online Learning Environment for ESL
Content Area: Online Learning
Online teaching has become more prevalent, yet utilizing online design, tools, and techniques is still a challenge for many instructors. This session explores these issues by looking at a blended course design. Presenters review research supporting this design process and explore tools and techniques from an actual blended ESL course.
Alexandria Cesar, Portland State University, USA

Helping EFL Graduate Students Identify Authors’ Positioning in Research Articles
Content Area: Applied Linguistics
Within research articles, authors evaluate, position, and align in favor or against others’ discourse, revealing, as a result, their own intentions. Identifying these actions may lead readers on a path to a better understanding of authors’ ideas. This presentation shows an approach for EFL graduate students to reach this goal.
Chinger Zapata, Experimental Pedagogical University, Venezuela
Life at the Bottom: Bottom-Up Instruction for L2 Listening Instruction

Content Area: Listening, Speaking

Listening can be a challenging and fuzzy skill to teach. Bottom-up processes such as phoneme recognition and word segmentation have been promoted in recent literature. Attendees learn bottom-up listening activities that can be applied to any aural text, and the presenters discuss their effectiveness through classroom-based research.

Joseph Siegel, J.F. Oberlin University, Japan
Aki Siegel, Rikkyo University, Japan

Making Sense of Emotions in NNESTs’ Professional Identity and Agency

Content Area: Nonnative English Speakers in TESOL

This session explores NNESTs’ emotions as an integral part of their overall professional identity. Using narratives as an analytical framework, the author presents excerpts from narratives from the NNEST Blog to show how NNESTs regulate their emotions. This session concludes with implications for second language teacher education and NNESTs.

Davi Reis, Duquesne University, USA

Maximizing Pair/Group Work Within a Whole-Class Film Project

Content Area: Media (Video and Digital)

Film projects within the ESL classroom naturally lend themselves to task-based learning. Students work collaboratively to create independent group short films while fulfilling language/course objectives. While students find this work enjoyable, being able to link their short video to a larger class film increases motivation, language production, cooperation, and negotiation.

Scott Duarte, University of Delaware, USA
Julie Lopez, University of Delaware, USA

Project Success: A New Approach for Career and Educational Readiness

Today’s adult ESL students who aspire to postsecondary education and workplace success need a different approach to learning. Project Success, a new standards-based, media-rich hybrid course, develops creative and critical thinking skills, promotes self-directed learning, and improves student’s ability to communicate in social, educational, and professional situations.

Sarah Lynn, Harvard University—Bridge Program, USA

Reading for Success: The Smart Approach to Academic Reading

Reading for Success guides learners to step-by-step mastery of academic reading skills by building on listening and speaking as the foundation of reading development. DynEd’s interactive courseware incorporates neuroscience research, innovative exercises, and game-based approaches to motivate learners and ensure deep learning and reading fluency.

Andy Blasky, DynEd International, USA
Alfonso Lara, DynEd International, USA

Reflective Journaling: A Way to Sustain the Passion for Teaching?

Content Area: Teacher Development

Reflecting on teaching is touted as empowering and enriching, but experienced teachers may wonder if it’s worth the effort. The presenters discuss their journey in developing a collaborative reflective teaching practice. They share their discoveries, the methods they used to get there, and resources that helped along the way.

Krista Royal, University of South Florida, USA
Joan Heiman, Colorado State University, USA

Strategic Planning and Mentoring: Key to NNES Graduate Students’ Success

Content Area: Nonnative English Speakers in TESOL

This presentation examines the value of strategic planning and leadership for NNES graduate students. Using Christison and Murray’s (2008) framework, the presenters describe the process, steps, and assessment of strategic planning and identify strategies mentors can utilize to guide its creation, development, implementation, and evaluation, highlighting its benefits.

Alsu Gilmetdinova, Purdue University, USA
Luciana de Oliveira, Teachers College, Columbia University, USA

Take Me Out to the Ballgame: IEP Electives

Content Area: Content-Based Instruction

Sports! Digital Magazine! Two content-based, project-based IEP electives are presented, including content, course logistics, and samples of student projects. These classes have been successful and popular with both students and teachers.

Ann Makikalli, University of Denver, USA
Teaching Motivation Behind Prepositions
Content Area: Grammar
“Fighting about the ball or over the ball?” This presentation demonstrates that providing learners with materials that visually explain the motivation behind prepositions aids acquisition of prepositions and helps students develop more fluent communication. Participants take the role of students in discussing motivation behind the preposition “over.”

Justyna Hjeltness, Washington State University, USA

The Heart of Writing Instruction is Reflective
Content Area: Higher Education
Even when students in one class have similar writing levels, instructors need to address individual needs. The presenters reflect on and compare numerous issues and time constraints in lesson and course design. They demonstrate a reflective teaching model to balance competing demands in writing classes.

Ingrid Bowman, University of California Santa Barbara, USA
Shannon Cox, John Cabot University, Italy
Beth Boyle, TESOL Italy, Italy

The Mind Series—Skills for the 21st Century
In today’s competitive world, educators must equip students with 21st century employability skills such as critical thinking, self-direction, and interpersonal communication. The Mind Series offers a new framework for 21st century learning. More than an English language textbook, The Mind Series is a journey of empowerment for young adults.

Yvonne Maruniak, Macmillan Education, USA
Mickey Rogers, Macmillan Education and Red Nova Learning, USA

The Relationships Between Test Tasks, Strategy Use, and Test Performance
Content Area: Applied Linguistics
This session explores the relationships between four TOEIC listening test tasks, strategy use, and test performance. Quantitative data from 170 university students indicate that L2 proficiency and test tasks had significant effects on the strategy use, but variations of strategy use were associated more with L2 proficiency.

Yi-Ching Pan, National Pingtung Institute of Commerce, Taiwan

The Second Language Socialization of an International Teaching Assistant
Content Area: Culture and Sociolinguistics
This session aims at illustrating how an international student from Taiwan learns to be the ITA in undergraduate classes of a U.S university in her TA discussion sessions. Drawing on language socialization perspective, the focus is placed on how the ITA’s professional identity develops over time in this process.

Yi-ju Wu, University of California, Santa Barbara, USA

Think Like a Video Game Designer to Build Better Courses
Content Area: Materials Development
Current research on video games has revealed how game design theory and game mechanics can motivate students and improve learning. The presenter introduces these concepts, collectively dubbed “gamification,” detail those relevant to language learning, and share techniques for thinking like a game designer to develop better courses through gamification.

Josh Wilson, Kansai Gaidai University, Japan

Understanding Teacher Cognitions: The Path to Effective Teacher Training.
Content Area: Teacher Education
This session details four case studies from current research on young learner teacher cognition. It examines cognition formation and shows the influence on teaching practice in the young learner classroom. Participants learn how to improve young learner teacher training courses by addressing cognitions, thus ultimately improving young learner teaching.

Louise McLaughlin, Freelance ELT Consultant, Spain
Teaching English in Difficult Circumstances: Cuba and TESOLERS Unite

Content Area: Social Responsibility/Sociopolitical Concerns
This session explores the challenges faced by Cuban teachers of English and discusses current projects and opportunities for collaboration between Cuban colleagues and TESOLers. A panel of presenters from Cuba and North America address prospects and practical issues for research and exchange in light of often difficult circumstances.

Robert Griffin, Oklahoma City University, USA
Adita Chiappy, Institute of Literature and Linguistics, Cuba
Tony Irizar, Institute of Literature and Linguistics, USA
Liz England, Shenandoah University, USA
Christine Cobb, University of Central Oklahoma, USA
John Schmidt, Texas International Education Consortium, USA

Critical Reading Activities: Taking Students Beyond Simplistic Source Use

Content Area: Second Language Writing
Academic writing involves more than general, personal responses sprinkled with a few relevant quotes or paraphrased ideas. Criticality in academic writing requires in-depth knowledge of and interaction with texts. Presenters discuss strategies that encourage deep engagement with and access to source texts, helping students strengthen their academic arguments and analyses.

Gena Bennett, Independent Consultant, USA
Jan Frodesen, University of California, Santa Barbara, USA
Diane Schmitt, Nottingham Trent University, USA
Megan Sizcek, George Washington University, USA
Margi Wald, University of California, Berkeley, USA

The Dances of English Language Teacher Training Around the World

Five English language educators from around the world will share perspectives on the complexities of English language teacher training in their respective countries, ranging from pre-service to education administration. The panelists will discuss strategies for bringing about change in the attitudes towards professional development in the field.

Alice Murray, U.S. Department of State, USA

ESL Conversation Activities: A Few of Our Favorite Things

Do you want lively conversation ideas to supplement your class topic themes? These conversation activities focus on accommodating different learning styles within the classroom. Workshop participants will brainstorm conversation lesson plans and be involved in a group exchange of ideas.

Shirley DeMichele, College of Lake County, USA

Teacher Career Cycle Trajectories and Ongoing Professional Development

The need for ongoing teacher development has been a recurring theme in language teaching in recent years in TESOL, as embodied in TESOL’s newly published English Language Teacher Development series. This practical interactive discussion first outlines teacher career cycle trajectories and then examines how teachers can plan professional development opportunities.

Thomas S. C. Farrell, Brock University, Canada

Critical Thinking Language Instruction Using Psychology Content, Experiments, and Activities

Content Area: Content-Based Instruction
The field of psychology is one that students tend to find fascinating. It also allows numerous opportunities to challenge students’ critical thinking ability while giving them a chance to communicate in English. This brief presentation provides examples of content, famous experiments, and teaching activities inspired by psychology.

Elliot Patton, Kansai Gaidai University, Japan

(In)Civility USA: Effective Academic Etiquette for Precollege ELLs

Content Area: Higher Education
A rude e-mail or poorly expressed request can be fatal to the student-professor relationship. But ELLs who acquire counterproductive communication skills from today’s social media can’t differentiate between appropriate and inappropriate communication. The presenters demonstrate a multimedia, pragmatic approach to academic civility, empowering college aspirants with productive interaction skills.

Ashley Fifer, Nassau Community College, USA
Natalia de Cuba Romero, Nassau Community College, USA
Accessing the Common Core: Supporting ELs Through Language Analysis

Content Area: Reading and Literacy

This session highlights a functional linguistics approach to addressing the Common Core ELA Standards with English learners. Teachers need tools and resources to support ELs in accessing the standards. Participants learn strategies and engage in activities that highlight language features and scaffold use of academic language of informational texts.

Danielle Garegnani, San Diego Unified School District, USA

An App to Make You an Effective Learning Coach

This presentation demonstrates how DynEd’s Mobile App uses real-time student data to optimize learning and to help teachers make effective use of blended classroom time. Administrators can have immediate and easy access to real-time data and support materials for all their schools. Engage parents and students in the learning process.

Alfonso Lara, DynEd International, USA

An Open Mind Leads to a Master Mind

In this dynamic and global world, students need competency not only in English, but also in vital higher-order skills that apply to their academic, professional, and social lives. This session presents the Mind series, which develops language skills alongside life skills such as problem-solving, collaboration, critical thinking, and information literacy.

Dorothy Zemach, Macmillan Publishing, Canada

Assessing Language Skills Needed to Teach English in English

Content Area: Assessment

The specific language needed to teach English in English is rarely part of professional development programs for ELT teachers, and thus many nonnative English–speaking teachers lack confidence in using English in the classroom. The presenters discuss an approach for developing training materials and assessments to address this need.

Pablo Garcia Gomez, ETS, USA

Jeff Bard, ETS, USA

Rachel Wood, ETS, USA

Assumptions and Reality: A University Needs Analysis

Content Area: Higher Education

Presenters from an IEP in a large public research university explain the process behind a multisemester needs analysis project. Presenters describe the development, implementation, and outcomes discovered through data collection, surveys, and interviews. The relationship with the current curriculum, including possible changes, is discussed.

Elizabeth Webster, Michigan State University, USA

Carmela Romano Gillette, Michigan State University, USA

Stacy Sabraw, Michigan State University, USA

Carlee Salas, Michigan State University, USA

Balancing Language and Academic Content in English Language Development

Content Area: Content-Based Instruction

The presenters demonstrate instructional strategies that balance the teaching of language and academic content. The strategies were documented during the teaching of a second-grade ESL class. Presenters overview the thematic unit and engage participants through video clips, writing samples, pre- and postassessments, noticing and awareness activities, and pictorial input charts.

Sally Hood, University of Portland, USA

Danielle Reynolds-Young, Canby School District, USA

Collaborative Planning for Young English Learners in Literacy Instruction

Content Area: Elementary School/ Primary Education

The presenter explores the practices and perceptions of one first-grade team as they collaborate to plan instruction for their ELs. The presenter highlights benefits and tensions that exist around structures and policies supporting collaboration, around data-driven literacy instruction for ELs, and around coteaching as an approach to serving ELs.

Amy Frederick, University of Wisconsin River Falls, USA

Developing Preemployment Skills for L1/L2 Students

Content Area: Adult Education

Conducting an effective employment search in our technologically dependent age requires job seekers to be both conversant with the language appropriate for the search process and sufficiently computer literate. This presentation describes a course created to develop technological and traditional employment search skills for mixed-level L1 and L2 participants.

Althea Davidson, Church Avenue Merchants Business Association, USA
Emotional Constructs of Professionalization for International Graduate Students in TESOL

Content Area: Program Administration

This presentation shares research on how emotional constructs in academia are an important part of the matrix of professional identity development for international graduate students in Master’s in TESOL programs. This session highlights the unconscious role building elements of cohort collective identities and community, peer influence, and relationships with professors.

Dana Poole, Indiana University of Pennsylvania, USA

English for Specific Purposes: Agent of Social and Economic Progress

Content Area: English for Specific Purposes

As practitioners of ESP in both developing and developed nations, we help those we train open doors to life-long opportunities for social, economic, and personal growth. But our impact doesn’t stop there. ESP training benefits all stakeholders—not just the learner, but the family, community, nation, and ourselves.

Kay Westerfield, University of Oregon, USA
Charles Hall, University of Memphis, USA

ESL Writing Inaccuracy: Voices of Employers

Content Area: Second Language Writing

Given little interest of many university ESL students in improving English writing accuracy, this session explores employers’ perspectives on ESL employees’ writing inaccuracy. The study discussed found a disconnect between academic and professional worlds and recommends ESL students and universities endeavor together to create the next generation of competent employees.

Jim Hu, Thompson Rivers University, Canada
Joel Heng Hartse, University of British Columbia, Canada
Ze Bao, Thompson Rivers University, Canada

Exploring and Promoting the Melody of Spoken English

Content Area: Phonology/Pronunciation

Spoken language is like music. Participants learn how to incorporate melody, rhythm and movement into listening-speaking lessons. Activities demonstrated include scaffolding elements of speech, capturing the hidden prosodic elements of stress, intonation, and rhythm, and enabling learners to attain the music of English. Engage your visual, auditory, and kinesthetic modalities!

Marsha Chan, Mission College and Sunburst Media, USA

Exploring Collaborative Methods: The Next Generation of Cultural Fluency

Content Area: Culture

Activities encouraging domestic students and ELLs to interact and build friendships are perpetually in high demand. In this workshop, collaborative methods are identified to integrate cultural activities into university academic programs and local communities, ultimately shaping the next generation of cultural fluency.

Amanda Kay Ergun, Fort Hays State University, USA

Exploring Metaphors in Junior High Science Textbooks for STEM ELLs

Content Area: Vocabulary, Lexicon

In this session we report the results of our investigation of metaphoric use textbooks used in STEM programs in one major municipality where significant numbers of ELLs are enrolled. Our focus is on textbooks used at the junior high level designed to incorporate components of experientially-based learning.

Doug Flahive, Colorado State University, USA

Formulaic Expressions: What Your Textbook Is Not Telling You

Content Area: Applied Linguistics

This presentation introduces the comparison of formulaic language identified in a corpus of textbook and the latest findings in frequent fixed expressions used in natural conversation produced by corpus-based research. The presentation also includes applications of corpus-based findings, from formulaic language studies to classroom teaching and materials design.

Viviana Cortes, Georgia State University, USA

Google Your Department: Online Resources for IEP Administrators

Content Area: Program Administration

Experienced IEP administrators demonstrate how their department uses Google Tools to save resources, streamline departmental communication, stimulate creativity, and encourage collaboration among faculty and administrators, resulting in a more successful program. Participants leave with practical, proven uses for these tools which they can immediately adapt for their own programs.

Angelo Pitillo, New York University, USA
Raul Sanchez, New York University, USA
**Integrating Soft Skills Into ELL Instruction to Enhance Employment Opportunities**  
*Content Area: Business and Vocational Workplace English*

Current economic conditions require adult education providers to fully prepare ELLs for transition to employment and career training. Explore how you can support learners who have limited job experience and education by utilizing an employer-driven system that contextualizes workforce skills training, and includes employer recognized soft skills and academic assessments.

**How Curricular Crossover Can Revitalize Instruction**  
*Content Area: Integrated Skills*

Curricular crossover can bring ideas, students, and even teachers together. This session is for teachers who need inspiration to see beyond the boundaries of single-skill instruction. The presenters share time-tested, winning tips for engaging today's students while weaving skills to enhance analytical and critical thinking.

**Intercultural Communication: More Than Culture Learning, More Than Language Proficiency**  
*Content Area: Culture and Sociolinguistics*

This session discusses the need and benefits of learning about the process of intercultural communication independent of and in addition to learning factual information about a specific culture. Students' intercultural competence at the beginning and end of an integrated skills course with an intercultural communication content–focused curriculum is analyzed.

**Right to Participate: Empowerment Through Social Strategy Use**  
*Content Area: Higher Education*

Social strategy use and social identities are often problematic for ESL learners. How do language policy and institutional practices create powerful social networks to provide or deny learners opportunities to participate in learning? How can critical enquiries and social strategy training empower learners and help teachers handle stratifications in classrooms?

**Service Learning and ESL: Integrating Campus and Community**  
*Content Area: Intensive English Programs*

Service learning bridges the gap between campus and community, involving students in off-campus projects and allowing for real-world use of language. This session discusses experiential learning and a case study of a service learning course. Participants prepare to begin such courses in their own programs or to strengthen existing courses.
Teaching Explicit Styles of Communication to International Teaching Assistants

Content Area: International Teaching Assistants

Many ITAs are from high context cultures in which ideas are expressed implicitly, which affects clarity in teaching. The presenter shares assignments that train ITAs to teach more explicitly, which improves final scores rated by undergraduate American students. The audience then shares additional activities.

Denise Mussman, University of Missouri–St. Louis, USA

To Write Is to Cite: Students’ Interpretations of Incorporating Sources

Content Area: Second Language Writing

This presentation reports on a qualitative study of undergraduate ESL students’ use of sources in several reading-to-write tasks. The data reveal how the students traveled diverse “interpretative journeys,” interacted with sources, and incorporated sources in starkly different ways. The pedagogical implications of students’ limited understanding of source-based writing are discussed.

Ming Fang, Florida International University, USA

Transforming Teacher Education: Preparing Teachers for a Culturally Diverse World

Content Area: Teacher Education

Our university revised the teaching programs to better prepare teachers for an increasingly diverse student population. All undergraduate teacher candidates will graduate with an ESOL endorsement. The session discusses the process and changes made to our teaching programs and the professional development required to implement such changes.

Tatiana Cevallos, George Fox University, USA
Yune Tran, George Fox University, USA
Kris Molitor, George Fox University, USA

Teaching Collocations and Language Patterns in Academic Writing

Developing students’ proficiency with key academic vocabulary together with corresponding language patterns and collocations is essential for success in academic writing. The authors of the Word Combination Card (new 2nd edition!) demonstrate how to teach students to use high-frequency academic vocabulary, collocations, and language patterns correctly and confidently.

Michael Berman, Montgomery College, USA
Ray Gonzales, Montgomery College, USA
Mark Alves, Montgomery College, USA

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Tatiana Cevallos, George Fox University, USA
Yune Tran, George Fox University, USA
Kris Molitor, George Fox University, USA
Using Twitter, Storytelling, and Screencasting Apps to Reimagine Your Classroom

Content Area: CALL/Technology in Education

How can instructors more effectively manage technology in the ESL classroom to deepen student learning and build community? Ubiquitous mobile applications can be used in various contexts and for students at all levels. This session provides easy to implement tools and lessons that allow instructors to gauge learning quickly.

Abby Porter, University of Oregon, USA
Nathan Soelberg, University of Oregon, USA

Reclaiming the Promise of Service-Learning in TESOL Teacher Education

Content Area: Social Responsibility/Sociopolitical Concerns

This colloquium examines the promise of service-learning, a familiar but under-utilized approach to TESOL professional development. The panelists, (teacher educators, former and current graduate students), highlight their experiences with service-learning models aimed at supporting reflective processes necessary for pre-service teachers to evolve as transformative intellectuals, (Giroux, 1988; Pennycook, 2001).

Maricel Santos, San Francisco State University, USA
Casey Keck, Boise State University, USA
Chelsea Lo, San Francisco State Univ, USA
Daphne Powell, San Francisco State Univ, USA

Teaching Lexis From Authentic Texts: Awareness Raising, Practice, and Recycling

Content Area: English as a Foreign Language

Participants take part in a vocabulary lesson emphasizing formulaic language, communicative practice techniques, and using notebook and flashcards to provide intensive recycling. Participants then analyze the lesson to decide which aspects they might use in their own practice and how to adapt the lesson for their own contexts.

Andrew Noonan, World Learning, USA

Creating Engaging ELT Materials: Songs, Movie Scenes, and Beyond

Content Area: Applied Linguistics

There has been increasing recognition about the importance of teaching materials in the language teaching-learning process, and learners’ motivation is always considered. Presents discuss how and why song lyrics, movie scenes, and similar entertainment genres present great potential to engage language learners in activities aiming at developing diverse language skills.

Elivane Augusto-Navarro, Universidade Federal de São Carlos, Brazil
Patricia de Oliveira Lucas, Universidade Federal de São Carlos, Brazil

Addressing the Causes of Unintentional Plagiarism

Content Area: Second Language Writing

Avoiding accidental plagiarism is difficult for any inexperienced academic writer, but for ELLs, low proficiency, weak study skills, and underdeveloped voices as intertextual English writers compound the problem. The presenters share five causes of unintentional plagiarism and provide materials and activities that can be used to address them.

Julia Sandler, University of Washington, USA
Laura Martin, University of Washington, USA
Elinor Appel, University of Washington, USA

After the Bell: Creating ESL Programs Beyond the School Day

Content Area: Second Language Acquisition

This presentation offers educators the tools necessary to build after-school and/or summer English language enrichment programs designed to expedite SLA for improved academic success. Presenters provide sample structures of programs, possible funding resources, and best practices. Participants walk away with a framework for creating programs in their schools.

Silvia Restivo, Frederick County Public Schools, USA
Sarah Kushner, Frederick County Public Schools, USA
Saturday, 1:00 pm–1:45 pm  
Convention Center, Round Table Discussion Area in Expo Hall

**Changes in Teacher Education After the Great Recession**  
*Content Area: Teacher Education*

In this session, participants identify ways in which the recent budget crisis across the country, which has come to be known as the Great Recession, has changed their ESL endorsement program. Topics for discussion include instructional models, multi-cultural education, induction and mentoring, and field/partnership work.

**Rod Case,** University of Nevada, Reno, USA  
**Gwendolyn Williams,** University of West Florida, USA

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Saturday, 1:00 pm–1:45 pm  
Convention Center, Round Table Discussion Area in Expo Hall

**Communicative Teaching in Very Large Classes**  
*Content Area: English as a Foreign Language*

It is one of the tenets of communicative language teaching that class size must be small, but that is not an option for teachers in many parts of the world. The presenter shares her ideas for teaching such larger classes, including ways of assessment and increasing target language exposure.

**Anne McLellan Howard,** Miyazaki International College, Japan

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Saturday, 1:00 pm–1:45 pm  
Convention Center, E148

**Corpus-Based Methods for Teaching Grammar to Beginners**  
*Content Area: Intensive English Programs*

Using free online corpora tools, attendees are introduced to the use of corpus-based methods in the beginner grammar classroom. Attendees participate in four activities that target specific grammar forms using corpora. Attendees learn how to engage the critical and L2 digital literacy skills of their beginning grammar students.

**Sarah Warfield,** Center for English as a Second Language, USA

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Saturday, 1:00 pm–1:45 pm  
Convention Center, C125

**Creating a Recycling Action Project for a Sustainable Future**  
*Content Area: Content-Based Instruction*

Project-based learning significantly increases motivation, which is key to successful language learning. In addition, it leads to the mastery of academic skills, such as creative and critical thinking. We show you how to implement an action-based environmental project that will encourage your students to create a sustainable world.

**Lisa Pontoppidan,** Boston University CELOP, USA  
**Olivia Szabo,** Boston University CELOP, USA

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Saturday, 1:00 pm–1:45 pm  
Convention Center, E136

**Developing Language and Preliteracy Skills in Early Childhood With SIOP**  
*Content Area: Elementary School/ Primary Education*

SIOP professional development specialists describe the adjustments made to SIOP Model workshops in a large urban district to address the unique needs of Pre-K and kindergarten ELs. They demonstrate how to write and display content and language objectives, teach learning strategies, and develop vocabulary for emerging readers and writers.

**Annie Duguay,** Center for Applied Linguistics, USA  
**Sarah Lang,** Charlotte-Mecklenburg Schools, USA

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Saturday, 1:00 pm–1:45 pm  
Convention Center, C121

**Dilemmas in Addressing Culture in the Modern Language Classroom**  
*Content Area: Culture*

The presenters share a case study of one Chinese teacher’s instructional practice and perspectives on culture in language teaching. Data and findings then launch discussion more broadly considering teachers’ dilemmas in addressing culture in the language classroom and some means for remedying disjunctions between stated goals and actual instructional practice.

**Norah Fahim,** University of Washington, USA  
**Jennifer Zinchuk,** University of Washington, USA

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Saturday, 1:00 pm–1:45 pm  
Convention Center, D118

**Does Audiovisual Contextualization Enhance Students’ Comprehension/Retention of L2 idioms?**  
*Content Area: Second Language Acquisition*

This session investigates whether audiovisual contextualization increases comprehension and retention of idioms. Presenters show why it is often the case that students cannot “read one’s heart on one’s sleeve,” but of more opaque idioms, such as “mum’s the word.”

**Monica Karlsson,** Halmstad University, Sweden

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Saturday, 1:00 pm–1:45 pm  
Convention Center, C120

**Digital Composing: Utilizing Students’ Web Skills for L2 Collaborative Writing**  
*Content Area: CALL/Technology in Education*

How can collaborative writing be more practically engaging? This session demonstrates how students can write collaboratively online using Google Drive. Using examples of assignments, presenters explain the technical setup, demonstrate the benefits, and provide appropriate prewriting scaffolding for teachers to utilize this online platform inside or outside their classrooms.

**Ying Yue,** University at Buffalo–SUNY, USA  
**Erin Kearney,** University at Buffalo–SUNY, USA

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Saturday, 1:00 pm–1:45 pm  
Convention Center, B118

**Modern Language Classroom Dilemmas in Addressing Culture in the**

**Creating a Recycling Action Project for a Sustainable Future**

**Changes in Teacher Education After the Great Recession**

**Communicative Teaching in Very Large Classes**

**Corpus-Based Methods for Teaching Grammar to Beginners**

**Creating a Recycling Action Project for a Sustainable Future**

**Developing Language and Preliteracy Skills in Early Childhood With SIOP**

**Digital Composing: Utilizing Students’ Web Skills for L2 Collaborative Writing**

**Dilemmas in Addressing Culture in the Modern Language Classroom**

**Does Audiovisual Contextualization Enhance Students’ Comprehension/Retention of L2 idioms?**
**Enjoy Reader’s Theater! A Literacy Intervention Tool for All Students**

Spotlight Reader’s Theater incorporates read-aloud narration, dialogue, and directions. Students read parts using oral language and reading to “perform” the play. By applying their reading skills to act out the story, struggling readers and ELLs can improve their reading fluency and expressiveness, and gain a greater understanding of a story.

**Barbara Jones**, Santillana USA, USA

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**Generation 1.5 Learners’ Verb Tense Use in Academic Writing**

Content Area: Second Language Writing

This session examines verb tense use in essays of developmental writers. The findings indicate notable differences in verb tense errors made by monolingual English writers, English-dominant Generation 1.5 writers, and ESL users. The misuse of the perfect aspect is notable in the writing of bilinguals. Pedagogical implications are discussed.

**Olga Griswold**, California State University, Pomona, USA

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**ESL to EFL: Shuttling Between Views, Realities, Opportunities and Challenges**

Content Area: Higher Education

The researchers, (US-based teacher educator and US-based ESOL teacher), engage in individual self-studies to examine how their recent professional and contextual shift from ESL to EFL contexts mediated their approach to teaching and teacher education.

**Bengu Caliskan Selvi**, Middle East Technical University, Turkey

**Ali Fuad Selvi**, Middle East Technical University, Turkey

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**Handwriting Without Tears™: Strategies for Success**

Handwriting fluency is a foundational skill that influences academic achievement. Handwriting Without Tears® is a comprehensive, easy-to-use curriculum that addresses students’ diverse abilities. This workshop provides dynamic instruction in teaching methodology for developing legibility from print through cursive. It includes simple lesson plans that require minimal preparation and online resources.

**Charley Stoessel**, Handwriting Without Tears, USA

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**Harmonizing Cultures in the ELL Classroom**

Content Area: Culture and Sociolinguistics

When students from different cultural backgrounds come together in the ELL classroom conflicts invariably result. In this session, the presenters share practical and engaging activities for integrating the teaching of culture in the secondary language classroom with a special emphasis on reducing conflict and increasing harmony.

**Joe McVeigh**, Independent Consultant, USA

**Ann Wintergerst**, St. John’s University, USA

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**From Nonnative Listening?**

Content Area: Listening, Speaking

Why do learners of English have difficulty acquiring listening skill? What role does culture play in listening? What are some approaches and techniques that facilitate listening skill development? In this roundtable discussion, the facilitator will encourage participants to respond to these questions and others that arise during the discussion.

**Bronia Holmes**, University of South Carolina, USA

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**Exploring a Culturally Responsive Teaching Continuum: Increasing ESOL Instruction Effectiveness**

Content Area: Culture

This session explores a developmental, multidimensional, culturally responsive teaching (CRT) theoretical framework. The presenter briefly reviews literature concerning CRT and linguistically-responsive instruction for ESOL students while involving participants in a discussion related to the nature and implications of a developmental CRT continuum for ESOL educators and TESOL programs.

**Amie Sarker**, Dallas Baptist University, USA

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**ESL/Mainstream Collaboration: Coplanning Practices and Strategies**

Content Area: CLIL

ESL teachers are often faced with the monumental challenge of planning instruction with the mainstream classroom teachers with whom they coteach. The presenter shares the practices and strategies of one successful coteaching pair, discussing tips and tools that teachers can employ in their own coplanning sessions.

**Sarah Grosik**, University of Pennsylvania, USA

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**How Is Native Listening Different From Nonnative Listening?**

Content Area: Listening, Speaking

Why do learners of English have difficulty acquiring listening skill? What role does culture play in listening? What are some approaches and techniques that facilitate listening skill development? In this roundtable discussion, the facilitator will encourage participants to respond to these questions and others that arise during the discussion.

**Bronia Holmes**, University of South Carolina, USA

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**Invited Speaker**

**Practice-Oriented**

**Research-Oriented**

**Roundtable**

**Teaching Tip**

**TESOL in Focus**

**Workshop**
Identifying Gifted ELLs With the Hispanic Bilingual Gifted Screening Instrument

Content Area: Bilingual Education

This session covers reasons for the underrepresentation of Hispanic ELLs in gifted and talented (GT) programs and also analyzes the effectiveness of the Hispanic Bilingual Gifted Screening Instrument (HBGSI) in identifying these students. This presentation statistically analyzes the HBGSI and ways it can be further improved.

Alma Contreras-Vanegas, Sam Houston State University, USA

Implementing a Mentoring Programme: Meeting Teachers’ Professional Needs

Content Area: Teacher Education

This study describes a teacher development project with 20 teacher-mentors and approximately 200 EFL teachers. It involved collaborative work and investigated the nature of the pressures faced by mentors working with teachers in real contexts, the mentors’ interventions in the practices of the teachers, and mentors’ reflections on their practices.

Marilisa Shimazumi, Pontificia Universidade Catolica Sao Paulo, Brazil

Incorporating Technology Into Low-Level Adult Classrooms

Content Area: Adult Education

This session examines resources and methods that allow teachers to effectively integrate language technology tools into beginning and intermediate adult ESL classrooms. Participants learn online resources beneficial for adult learners, tips on teaching adults with varying levels of technological skills, and activities and techniques for teaching with technology.

Jody Fernando, Azusa Pacific University, USA

Innovative and Interactive Strategies for Teaching Grammar and Pronunciation

Content Area: English as a Foreign Language

This session provides teachers with creative, engaging ways students can learn pronunciation of consonant and vowel sounds that limit communicative competence, and an activity for the different verb tenses. Teachers take away practical strategies that will liven up any classroom for learners of Asian and Middle Eastern backgrounds.

Christina Bailey, Azusa Pacific University, USA
Melissa Pott, ELS Berkeley, USA

It’s Okay to Have Fun in the Classroom

Content Area: Classroom Management

It’s time to close the book! Simple, enjoyable activities that are a regular part of the classroom experience can help lower students’ affective filters and increase motivation and participation. This presentation demonstrates an assortment of classroom management techniques, vocabulary reinforcement activities, songs to practice various skills, and task-based games.

Jolene Jaquays, The University of Michigan–Flint, USA
Sara Okello, The University of Michigan–Flint, USA

Japanese Learners’ Negotiation Between Actual/Ideal L2 Selves for Motivation

Content Area: English as a Foreign Language

This presentation reports on an empirical study investigating Japanese EFL learners’ L2 selves as an essential element for their motivation. Using Dörnyei’s self-based motivational system, the study investigates how the negotiation between EFL learners’ actual and ideal L2 selves affects their motivation. Practical suggestions are discussed based on the results.

Moena Mukai, San Francisco State University, USA
Kazuaki Kumagai, Indiana University of Pennsylvania, USA

Learning and Thinking Critically: That’s Skillful

Academic success requires skills, and a successful ESL student needs to learn language and how to think critically. Discover “Skillful,” which helps teachers prepare their students for academic work in English by teaching not only language but the necessary skills to engage with topics, texts, and discourse with classmates.

Dorothy Zemach, Macmillan Publishing, Canada

Making ICE: Teaching Austrian Engineers ESP Vocabulary Using Model Kits

Content Area: English for Specific Purposes

The use of hands-on activities as an effective teaching method that engages students is well known. This session documents a novel activity where model kit internal combustion engines (ICE) were used to teach ESP to undergraduate engineers in Austria, and argues for the related motivational benefits to their L2 learning.

Adrian Millward-Sadler, University of Applied Sciences FH-Joanneum, Austria
Annette Casey, University of Applied Sciences FH-Joanneum, Austria
Marginal Comments? Interrupting the Cycle of Evaluative Feedback  
*Content Area: Higher Education*
This session considers various points at which feedback can be strategically injected into the higher education writing process, making the process itself and the relevant learning objectives more transparent, and thereby increasing the chances of feedback resulting in positive change.  
*John Barritt*, Lewis & Clark College, USA

New Standards, New Assessments: English Language Learners Facing New Challenges  
*Content Area: Common Core State Standards*
This roundtable discussion will allow participants to share their knowledge, concerns, and opinions regarding the impact of the new assessments (PARCC & Smarter Balanced) aligned to the Common Core States Standards on English language learners in K-12.  
*Gladys Scott*, William Paterson University, USA

Reading for Meaning—Fluently  
Learn how to develop fluency, support vocabulary, and promote comprehension by combining the powerful, research-based strategies of teacher modeling, repeated reading, and progress monitoring. Accelerate the reading achievement of Title I, special education, ELL, and mainstream students using these research-proven strategies.  
*Kristi Vincent*, Read Naturally, Inc., USA

Starting From Scratch: Developing and Sustaining an EAP Program  
*Content Area: Higher Education*
What does it take to get a university-wide EAP program started? What are the major factors to consider in program design and administration? This session offers participants the opportunity to learn about and discuss the development and implementation of an EAP program.  
*Stew Markel*, University of Notre Dame, USA

Sustaining Our Voices in TESOL: Next Generation of LGBTQ Research  
*Content Area: Research/Research Methodology*
This research-oriented Roundtable session provides an opportunity for TESOL researchers and practitioners to share and develop their research ideas, activities, and agendas in the area of LGBTQ and sexual identity inquiry in TESOL contexts with other scholars, students, and professionals.  
*Geoff Lawrence*, York University, Canada  
*Lara Ravitch*, University of Oregon, USA

Sustenance and Renewal in a Changing and Demanding Profession  
*Content Area: Teacher Development*
No one enters this profession hoping to become burned out, cynical and discouraged. Take a break and explore personal practices and community connections that can keep our passion alive and our spirits fed as we work to meet our students’ complex needs. We can’t live by curricula and standards alone!  
*Jan Dormer*, Messiah College, USA

Teachers of Gulf Arabs (TOGA) Forum  
*Content Area: Higher Education*
This Roundtable is a response to the growing population of Gulf Arab students in ESL programs throughout the world. These students bring unique cultural issues to the classroom which the facilitator has experienced both as an administrator and ESL instructor. Participants can share their perspectives in an engaging discussion.  
*Miriam Parris*, Texas Intensive English Program, USA

Teaching Pronunciation Using the Prosody Pyramid  
*Content Area: Listening, Speaking*
This workshop presents a way to make pronunciation teaching more effective, using a simple pyramid of the essential musical cues in spoken English. These elements must be mastered before using time and energy drilling sounds. Participants work with practical tasks to teach these core concepts.  
*Judy Gilbert*, Consultant, USA
TESOL Practicums and Online Technologies: Possibilities for the Next Generation

Content Area: Teacher Education

This session considers how the use of online technologies in teacher education programs and ELT classes come to bear on the principles and practices of TESOL practicums. The discussion also considers online and mixed-mode contexts and provide opportunities to address issues identified by the organizer and participants.

Carolyn Kristjánsson, Trinity Western University, Canada

Creating and Choosing 21st Century Materials for Adult Education

Content Area: Second Language Writing

Knowledge of academic genres is essential for success in undergraduate and graduate study. However, written genres, defined in part by faculty expectations, vary widely across disciplines in organization, conventions, and language. This panel applies research into key genres in science, business, information systems, and psychology to L2 writing instruction.

Nigel Caplan, University of Delaware, USA
Gena Bennett, Independent Researcher, USA
Silvia Pessoa, Carnegie Mellon University, Qatar
Ryan Miller, Carnegie Mellon University, USA
Kate Moran, University of Denver, USA
Kyung-Hee Bae, Rice University, USA

Disciplinary Differences, Disciplinary Genres

Content Area: Second Language Writing

Knowledge of academic genres is essential for success in undergraduate and graduate study. However, written genres, defined in part by faculty expectations, vary widely across disciplines in organization, conventions, and language. This panel applies research into key genres in science, business, information systems, and psychology to L2 writing instruction.

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Silvia Pessoa, Carnegie Mellon University, Qatar
Ryan Miller, Carnegie Mellon University, USA
Kate Moran, University of Denver, USA
Kyung-Hee Bae, Rice University, USA

Feedback 2.0: Using Audio-Visual/Digital Commentary to Improve Student Writing

Presenters discuss the benefits of and techniques for providing digital (video audio, screencasting) feedback on university-level student writing in face to face, hybrid, and online courses in order to increase learner uptake. Panelists demonstrate software applications and feedback techniques, provide samples, and present tips, caveats, and student outcomes and reflections.

Johanna Katchen, National Tsing Hua University, Taiwan, Taiwan
Larissa Olesova, George Mason University, USA
Luciana de Oliveira, Teachers College, Columbia University, USA
Alsu Gilmetdinova, Purdue University College of Education, USA
Anna Grigoryan, Pepperdine University, USA
Kay Losey, Grand Valley State University, USA
Christel Broady, Georgetown College, USA

How’s in a Name?: Sociolinguistic Implications of ELL Naming Practices

Content Area: Culture and Sociolinguistics

With the world becoming ever smaller and people from varied cultural backgrounds interacting with one another, certain language difficulties, even with something as simple as exchanging names, will arise. This session shows the sociolinguistic and cultural implications of the adoption of English names has on students and teachers alike.

Clarissa Codrington, Eastern Michigan University, USA
Trisha Dowling, Eastern Michigan University, USA
Renee Dean, Eastern Michigan University, USA

The Effect of Note-Taking Strategies on Test-Taking Performance

Content Area: Integrated Skills

Previous research has found note taking is a weak skill for ELLs preparing for college. Students’ attitudes towards note taking also impact their performance. The presenters summarize their study’s results, examine the relationship between attitude towards note taking and test day performance, and make recommendations for classroom use.

Zita Bodonyi, ELS Language Centers, USA
Jinkyung (Stephanie) Kim, USA

Differentiated Educational Needs for Adult Students with Disabilities

Content Area: Teacher Education

This panel considers the specific educational needs of adult students with disabilities. The panelists provide practical strategies and models for working with adult students with disabilities and discuss the importance of creating inclusive learning environments.

Carolyn Kristjánsson, Trinity Western University, Canada
Renee Dean, Eastern Michigan University, USA
Trisha Dowling, Eastern Michigan University, USA
Clarissa Codrington, Eastern Michigan University, USA

Saturday, 1:00 pm–1:45 pm
Convention Center, Round Table Discussion Area in Expo Hall

Saturday, 1:00 pm–1:45 pm
Convention Center, C122

Saturday, 1:00 pm–1:45 pm
Convention Center, F149

Saturday, 1:00 pm–1:45 pm
Convention Center, E147

Saturday, 1:00 pm–1:45 pm
Convention Center, D131

Saturday, 1:00 pm–2:45 pm
Convention Center, B115

Saturday, 1:00 pm–2:45 pm
Convention Center, B113

Saturday, 1:00 pm–2:45 pm
Convention Center, D131

Saturday, 1:00 pm–2:45 pm
Convention Center, B115

Saturday, 1:00 pm–2:45 pm
Convention Center, B113

Saturday, 1:00 pm–2:45 pm
Convention Center, D131

Saturday, 1:00 pm–2:45 pm
Convention Center, B115

Saturday, 1:00 pm–2:45 pm
Convention Center, B113
Integrating Civics Content into Adult ESL Literacy Instruction
The Office of Vocational and Adult Education (OVAE, U.S. Department of Education) supports projects that integrate civics content into Adult ESL Literacy Instruction. Panelists describe examples of federally-supported projects that incorporate civics instruction while helping students build English language and literacy skills. Handouts provide further information and resources.
Debra Suarez, Office of Vocational and Adult Education, US Department of Education, USA

Making Lessons Unforgettable With Theater Techniques and Stagecraft
Content Area: Arts
Armed with the secrets of the stage, language teachers can bring lessons to life, engaging their audiences and facilitating powerful experiences. Come see how common theatrical practices for warm-ups, cold readings, improvisation, playwriting, scene work, and more can be put to intriguing and effective use to foster language learning.
Christopher Stillwell, University of California, Irvine, USA
Jill Rolston-Yates, Texas Intensive English Program, USA

US Higher Education: Dreams and Realities for English Learners
The complexities of entering higher education in the US, as faced by long-term ELs, DREAMers, and international students, will be addressed in this session. The challenges are often handled with little institutional support and funding. Advocating for change, building socially responsible communities, and fostering institutional involvement will be explored.
Anne Marie Foerster Luu, Montgomery County Public Schools, USA
Shelley Wong, George Mason University, USA
Earlene Gentry, Fulbright Commission, Egypt
Heather Robertson, University of Southern California, USA
Johnnie Johnson Hafernik, University of San Francisco, USA
Lucienne Aarsen, University of Southern California, USA

Voices From the NNEST Blog: Envisioning Landscapes for Future Generations
Content Area: Nonnative English Speakers in TESOL
The NNEST of the Month blog will celebrate its 100th interview. Interviewers discuss the growth of the NNEST movement and its present state as a field of inquiry, reflect on NNEST issues and triumphs in various contexts and geographical areas, and explore what challenges might affect the next generation.
Ana Solano-Campos, Emory University, USA
Ana Wu, City College of San Francisco, USA
Davi Reis, Duquesne University, USA
Isabela Villas Boas, Casa Thomas Jefferson, Brazil
Shu-Chun Tseng, Warsaw Community Schools, USA
Terry Doyle, City College of San Francisco, USA

Writing & Multilingual Student Success in Higher Education
This panel presents examples of defining and tracking the success of multilingual students who complete an IEP or college ESL program. Presenters elaborate on their local assessments and definitions. Participants are asked to contribute to a broad discussion of the reading and writing successes of multilingual students in higher education.
Caralyn Bushey, Maryland English Institute, USA
Kenneth Janjigian, American University, USA
Jennifer Ritter, Westminster College, USA
Tara Smith, University of Alaska Anchorage, USA
2:00 pm

**Ready Listening**

*Content Area: Integrated Skills*

When their classmates are speaking, learners need to be ready listeners—prepared, respectful, focused, and interested in what they hear. This session explores simple, effective techniques for encouraging good classroom listening. And it suggests that a group of ready listeners can create an optimal environment for language development.

*Rhoda McGraw,* École des Ponts ParisTech, France

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**Core Competencies for Mainstream Educators of English Language Learners**

*Content Area: Teacher Education*

In this session we propose a comprehensive framework to empower teachers of adolescent multilingual learners in curriculum development and professional growth. Building on post-methods pedagogy, the competencies pose learning areas that represent flexible principles designed to shift fundamental attitudes and knowledge informing teachers’ classroom practice and facilitating student learning.

*Christine Malsbary,* University of Hawaii Manoa, USA

*Betsy Gilliland,* University of Hawaii, USA

*Jessica Miranda,* University of Hawaii at Manoa, USA

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**Delivering Effective Professional Development Through Webinars**

*Content Area: Teacher Development*

Teacher educators are increasingly called upon to give talks and workshops using new technologies. The presenter shares a framework and techniques for delivering effective professional development through webinars. Topics include engaging the audience, structuring the presentation, increasing participant interaction and involvement, and making effective use of audio, video, and computers.

*Joe McVeigh,* Independent Consultant, USA

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**Development of a New Track Within an ELT Master’s Program**

*Content Area: Program Administration*

Successful program development requires several key skills: identifying trends, developing standards-based overview, aggregating appropriate talent, operationalizing core curriculum, and reflecting for continual improvement. Three experienced administrators share how these skills guided the development of a new ELT track within an existing master’s program. Attendees become equipped with program development resources.

*Julia Austin,* University of Alabama at Birmingham, USA

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

*Susan Olmstead-Wang,* University of Alabama at Birmingham, USA

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**English Language Learners’ Hybrid Reading Strategies and Learning Experiences**

*Content Area: CALL/Technology in Education*

This presentation reports findings of a qualitative case study. The findings include ELLs’ use of hybrid reading strategies, learning experiences, and influential factors when they read computer-based texts at home and school. The presenters discuss implications for parents and teachers and suggest future directions for education in new learning environments.

*Ho Ryong Park,* Murray State University, USA

*Deoksoon Kim,* University of South Florida, USA

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**English Language Teaching for the Next Generation of Immigrant Families**

*Content Area: Bilingual Education*

This session focuses on the bilingual language practices of adolescents from immigrant families. The characteristics of language practice of Korean-American bilinguals and how language ideology and ethnic identity are involved in language learning for Korean-American are discussed. Participants leave with a deeper understanding for Korean-American students’ learning of languages.

*Se Jeong Yang,* The Ohio State University, USA
**ESL-Library.com: 1000 Ready-Made Lessons and 2000 Printable Flashcards Online**

Come discover ESL-Library.com, one of the world’s leading resource sites for English teachers. Find out how to subscribe and access over 1000 ready-made lesson plans, filled with student-centered activities, and over 2000 ready-to-print images for your classroom.

**Ben Buckwold**, Red River Press Inc., Canada

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**Facilitating Undergraduate Research Through Interdisciplinary Collaboration**

*Content Area: Higher Education*

Research suggests that teaching academic research skills (ARS) through interdisciplinary collaboration yields positive learning outcomes. This session examines instructor and student perceptions of the development and application of integrated ARS/ESL writing curricula. Discussion of results details pros, cons, and adaptations of this collaborative teaching approach.

**Lindsay Hansen**, University of Utah, USA
**Darby Fanning**, University of Utah, USA

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**Fostering Critical Thinking and Language Skills Through Art**

*Content Area: Content-Based Instruction*

This session presents the use of art in effective, communicative lessons. Paintings provide the focus for activities and tasks, encouraging work in all skill areas and building critical thinking skills. The participants leave with specific techniques and activities easily adapted for their courses and the language needs of their students.

**Suzanne Donsky**, University of St. Thomas, USA

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**Investigating Content-Area Professor Feedback in Second Language Writing**

*Content Area: Second Language Writing*

This presentation covers a longitudinal study of former IEP students, their written assignments, and their professors’ feedback on these assignments. Attendees leave with a stronger understanding of content-area professor concerns for international student work as well as strategies to overcome these issues in their own writing classes.

**Heidi Holycross-Lui**, University of Northern Colorado, USA
**Elaine Steneck**, University of Northern Colorado, USA

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**Making Grammar Engaging (and Fun)**

*Content Area: Grammar*

Are you looking for ways to keep your students interested, involved, and invested in learning grammar? Attend this session for a demonstration of classroom-proven strategies for student engagement that include structure-targeted grammar games, write-your-own-grammar-rule activities, and real life content.

**Norman Evans**, USA

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**Meeting the Standards: ESOL Teachers as Advocates for ELLs**

*Content Area: Teacher Education*

According to the TESOL teacher education standards, ESOL teachers must advocate for their ELLs. Based on a survey of over 500 ESOL teachers and individual interviews with 15 teachers, this presentation addresses how teachers advocate, and factors which promote and inhibit advocacy actions. Implications for teacher education programs are explored.

**Heather Linville**, American University, USA

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**Motivational Partnerships: Enabling Student Initiated Self-Motivation**

*Content Area: Teacher Education*

According to the TESOL teacher education standards, ESOL teachers must advocate for their ELLs. Based on a survey of over 500 ESOL teachers and individual interviews with 15 teachers, this presentation addresses how teachers advocate, and factors which promote and inhibit advocacy actions. Implications for teacher education programs are explored.

**Paul Cave**, Brigham Young University–Provo, USA
NES Preservice Teachers and NNESTs: Critical Study on Advocacy
Content Area: Teacher Education
This presentation focuses on the perceptions of preservice NESTs enrolled in ESL-related courses towards NESTs and NNESTs in K-12 classrooms. The data was gathered using qualitative and quantitative methods. Implications of the study are discussed in light of the results of the data analysis.
Burcu Ates, Sam Houston State University, USA
Mary Petron, Sam Houston State University, USA
Alma Contreras-Vanegas, Sam Houston State University, USA

Scaffolding Mathematics and Science Learning in the Elementary Mainstream Classroom
Content Area: Math and Science
ELs use language to learn mathematics and science in the mainstream classroom. This practice-oriented presentation demonstrates 10 instructional strategies for teaching academic language while teaching mathematics and science content to ELs. Photos, video clips, demonstrations, and written language data illustrate the effectiveness of these techniques.
Elizabeth Franklin, University of Northern Colorado, USA

Our World—Inspires Teachers, Inspires Students
How can we inspire English teachers and students in pre-school and primary schools worldwide to use English in real ways and become engaged 21st century citizens? The answer: Our World. Come see how compelling content coupled with stunning National Geographic photos and videos breathes new life into the language classroom!
Joan Kang Shin, National Geographic Learning | Cengage Learning, USA
JoAnn (Jodi) Crandall, National Geographic Learning, USA

Plagiarism, Punishment, and Pedagogical Responses
Mark Woltersberger, USA

Struggling ELLs: Basal Reading or Literature-Based Curriculum?
Content Area: Materials Development
While literature-based curricula offer many advantages, the empirical research presented in this session argues that basal reading has its merits as well and can benefit struggling beginner ELLs. The study discussed calls for the integration of both curricula to support such students.
Ya-Ning Hsu, Columbia University, USA

Supporting Curriculum Design Capacity: What’s at Stake?
Content Area: Higher Education
In this interactive session, the presenters share the strategies and tools employed to support English faculty in developing new skills in teaching a proficiency-based curriculum, to envision learning through tasks rather than by targeting grammatical structures, and to stretch the notion of reading and writing to include critical thinking.
Radmila Popovic, World Learning, USA
Neil O’Flaherty, World Learning, USA

Pronunciation Games and Playful Activities to Promote Communication
Games can be a powerful way for students to improve linguistic skills outside of a textbook. Games can motivate students, make repetitive exercises fun, provide instant feedback, and let players fail without penalty. Participants experience a team game, a whole-class mixer, and a small-group game for vocabulary, grammar, listening, speaking.
Marsha Chan, Mission College and Sunburst Media, USA

Self-Publishing E-books and Paperbacks
Dorothy Zemach, USA
Taking Digital Stories to the Next Level: Making Documentaries
Using digital stories to have students share their culture with the class can be motivating. What happens after that? After making their first video, students have some background knowledge about making a video. It would be advantageous to use this new knowledge and build on it to make documentaries.

Gilda Martinez-Alba, Towson University, USA
Laura Hook, Howard County Public Schools, USA

Teaching Young Learners English in the 21st Century
Joan Kang Shin, University of Maryland, Baltimore County, USA

The Pathway to Thinking Critically
Critical thinking is an important skill for today’s students, but how can we help students develop critical thinking within regular ESL classes? The presenters demonstrate how specific activities from the National Geographic Pathways series develop reading, writing, listening, and speaking as well as critical thinking.

Keith Folse, National Geographic Learning|Cengage Learning, USA

The Real Thing DVD Series Promotes Students’ College Success
The Real Thing and More of The Real Thing contain authentic videos of diverse college classes, ideal for students practicing the language and culture of the mainstream curriculum. The accompanying skill-building books coach students in note taking, preparing for tests, and learning behaviors vital for success in American colleges.

Martha Kendall, Highland Publishing, USA

Using Classroom Video in Pre-Service Teacher Education
Kathryn Harris, USA

Using DTR (Do, Talk and Record) in Teaching ESL
Content Area: Content-Based Instruction
Using DTR in ESL presents a unique way of teaching/learning experience in ESL. The learners Do something, TALK about it and finally RECORD the experience through a small book.

Norma Smith, lecturer, Timor-Leste

What Is the Future of Corpus Linguistics in TESOL?
Susan Conrad, USA

What Is This Thing Called ‘TIRF’?
Kathi Bailey, Monterey Institute of International Studies, USA

When Collaboration Fails: Trust in ESL and Content Teacher Relationships
Content Area: Teacher Education
Collaboration between ESL and Content Area Teachers is a key factor in the success of ELLs. Trust is hypothesized as an element of collaboration. This presentation examines how a lack of trust leads to a false sense of collaboration. The author presents a possible theory for understanding phenomena.

Jeremy Ortloff, Hobart and William Smith Colleges, USA

TESOL Career Path Development Across the Generations
Content Area: Teacher Development
In times of increasing uncertainty in the workplace, TESOL professionals across the generations find new ways to re-ignite, retool, and retire in English language teaching. Four speakers, representing diverse interests and experiences, tell their stories and generate new ideas for those attending this forum round table.

Liz England, Shenandoah University, USA
Jaclyn Gishbaugh, The Ohio State University, USA
Charles Hall, University of Memphis, USA
Stephen Hanchey, U. S. Department of State, USA
Deirdre Hand, H. D. Cooke Elementary School, USA
Rejane McCorkel, Fairfax Schools, USA

Corporate ESL and Intercultural Training: Case Studies in Program Delivery
Content Area: Business and Vocational Workplace English
Language, communication, and cultural training in corporate settings can be challenging and rewarding for ESL teachers extending their comfort zones to the private sector. This workshop helps answer three critical questions that lead to success: What does the company want, what can I do, and how will we measure success?

David Kertzner, ProActive English, USA
Kristin Ekkens, C3 Consulting LLC, USA
Karin Goetsch, Cargill, USA
Developing Academic Language and Literacy for Students in Grades 4–12
**Content Area: Common Core State Standards**

New national standards provide opportunities to re-conceptualize what language development means for ELs in academic contexts. Taking a 21st century approach to language and literacy development, presenters show how language is embedded in new standards’ practices, and apply the approach to US history lessons using multimodal strategies.

**Laura Wright**, Center for Applied Linguistics, USA  
**Annie Duguay**, Center for Applied Linguistics, USA

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Exploring Technology Solutions Across the IEP Campus and Curriculum
**Content Area: CALL/Technology in Education**

Enrollment growth at university IEPs leads to new challenges: faculty/administrative expansion, increased amounts of data, and changes in available physical space. Presenters demonstrate how one IEP uses technology to ease transition while enhancing classroom success. Workshop participants collaboratively troubleshoot and strategize ways to benefit their programs through technology use.

**Erica Coffelt**, Ohio University, USA  
**Aaron Schwartz**, Ohio University, USA  
**Abraham Reshad**, Ohio University, USA  
**Andrea Johannes**, Ohio University, USA  
**Chris Distasio**, Ohio University, USA

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Nonverbal Communication: Going Beyond the Mona Lisa Smile
**Content Area: English as a Foreign Language**

In times of advanced technology, face-to-face interaction and creative expression shouldn’t be neglected. This workshop invites participants to share their perceptions based on holistic observations of students and how to incorporate body movement and oral expression techniques into EFL classroom practice to stimulate students’ understanding of the target language.

**Vania Rodrigues**, Casa Thomas Jefferson, USA  
**Luis Dantas**, Casa Thomas Jefferson, USA

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Researching English Language Teacher Education in Chile: Multiple Perspectives
**Content Area: Teacher Development**

The six papers included in this colloquium provide insights on the scope of English language teacher education in Chile regarding the competences that teachers must develop in both pre-service and in-service education programs and explore the connections between research, theory, and practice, as perceived by future teachers, and teacher educators.

**Marlon Valencia**, University of Toronto, Canada  
**Manka Varghese**, University of Washington, USA  
**Antoinette Gagné**, University of Toronto, Canada  
**Michel Riquelme Sanderson**, University of Washington, USA  
**Candy Veas**, Universidad de Playa Ancha, Chile  
**Roberto Silva**, Universidad de Playa Ancha, Chile

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Communicative Teaching Strategies Using Picture Books as Reality for Each

Come and experience a balanced program of communicative language teaching using a variety of comprehension, expression, language-focused learning, and fluency strategies. We experience these using picture books that are not only selected based on readability but also using tellability criteria.

**Ana Lado**, Marymount University, USA
Confronting Underlying Racism for Effective Intercultural Communication

Content Area: Culture and Sociolinguistics

This workshop discusses how underlying racism prohibits positive, proactive intercultural communication encounters, and the necessary tools and strategies to move beyond prejudice and stereotypes to achieve effective intercultural communication. The workshop includes theory, research, and a new approach to a well-used tool in intercultural communication training: the D.I.E. exercise.

Daniel Velasco, The Chicago School of Professional Psychology & Tokyo Medical/Dental U, USA

Management Soft Skills for Teachers and Administrators

This workshop is designed for teachers and administrators who may need support in further developing interpersonal or “soft skills” needed in English language program contexts. Participants learn and practice strategies for improving their communication and decision-making skills along with enhancing their ability to manage expectations, address confrontations, and motivate others.

Michelle Bell, University of South Florida, USA

Mentoring Boot Camp: Developing the Next Generation

Content Area: Teacher Development

Mentoring can maintain standards and help new hires and current teachers adjust to new teaching demands. It also leads to quality teaching, teacher retention, collaboration, and positive outcomes. However, what are best practices and what tools are necessary to mentor effectively? Presenters lead participants through the process of effective mentoring.

Julie Doty, University of North Texas, USA
Kelly Healey, Tolman High School, Pawtucket Public School Department, USA
Lisa Hollinger, University of North Texas, USA
Karen Lioy, University of North Texas, USA

The RAMP to Standards: How to Align CCSS for All

Content Area: Common Core State Standards

This session explores the role of intentionally planning for and including critical language in district/school curriculum, keeping English learners in mind for their development of academic knowledge. Examples illustrate how curricular units are constructed and enacted by teachers to apprentice their students into becoming engaged, critical, and contributing young scholars.

Mia Ariela Allen, Imagine Learning, USA
From Coursework to Classroom: Learning to Scaffold Instruction for ELs
Content Area: Teacher Education
The goal of this presentation is to demonstrate how history teachers learned to scaffold instruction for ELs from coursework to the classroom. Research-based outcomes for three phases of secondary content teacher learning: coursework experiences, student teaching, and full-time teaching will be shared to inform participants’ own teacher preparation efforts.
Laura Schall-Leckrone, Lesley University, USA

Graduate L2 Writers in the Disciplines: A Language-Supported Curriculum
Content Area: Second Language Writing
In this presentation, data and implications derived from a mixed-method longitudinal research project on graduate L2 writers are presented in order to substantiate the claim that writing in the disciplines research and practice could be more responsive to the internationalization of U.S. higher education.
Karyn Mallett, George Mason University, USA
Anna Habib, George Mason University, USA
Jennifer Haan, University of Dayton, USA

How to Run an English Spelling Bee
A spelling bee is a great American tradition and a great classroom activity for all levels—a chance for students to focus on vocabulary and pronunciation while having fun. Knowing the rules makes it even more fun. The presenter has been a pronouncer for spelling bees around the world.
Peter Sokolowski, Merriam-Webster, Inc., USA

Implementing Backward Design in an IEP
Content Area: Intensive English Programs
Because accrediting commissions are mandating assessment-based standards, IEPs would benefit from using “backward design” to develop their curricula. This session describes the challenges in ensuring that all faculty understand and accept this curriculum design process, including the formative and summative assessments that are essential elements of the design.
Christine Guro, University of Hawaii at Manoa, USA

Language Digs: ITAs as Linguistic Anthropologists
Content Area: International Teaching Assistants
International teaching assistants face a challenge similar to linguistic anthropologists: collecting language and making sense of its connection to social and cultural practices. This presentation shares a project in which ITAs examine discourse communities through gathering and critically analyzing samples of spoken English. Pedagogical implications for ITA programs are discussed.
Steve Iams, The Ohio State University, USA

Preparing ESOL Teachers to Be 21st Century Educators
Content Area: Teacher Education
After describing the shift in TESOL teacher education from a knowledge based framework to a dispositional mindset approach, the presentation outlines the criteria for becoming 21st century educators. Presenters explain how 21st century skills and dispositions can be integrated into TESOL teacher education curriculum before a concluding audience discussion.
Gwendolyn Williams, University of West Florida, USA
Rod Case, University of Nevada, Reno, USA

Scaffolding Academic Language for Quality Interaction Through SIOP and CCSS
Content Area: Middle School/Preparatory Education
Presenters explain how teachers can use the Interaction component of the SIOP Model to construct effective academic discussions to increase English learners’ academic language development. Presenters outline how to identify, teach, and scaffold the use of language students should use in academic conversations as prescribed by the CCSS.
Marybelle Marrero-Colon, Center for Applied Linguistics, USA

Screening for Classroom Readiness With Sustainable Oral English Assessments
Content Area: Assessment
Many institutions are discovering a need to supplement standardized English language entrance examinations, but creating and implementing on-campus assessments can be a daunting task. This presentation focuses on oral interviews and gives attendees ideas, materials, and procedures to craft valid, workable oral assessments to meet their institution’s specific needs.
Maureen Burke, University of Iowa, USA
Jen Brown, University of Iowa, USA
Teaching Students to Effectively Listen for Academic Purposes

College students need to be able to absorb and process the content of lectures and apply it to papers, projects, and group discussions. Which strategies help students listen effectively for academic purposes? Activities that connect listening to speaking, employ authentic materials, and flip the classroom are discussed.

Robyn Brinks Lockwood, Stanford University, USA
Kelly Sippell, University of Michigan Press, USA

Tech Training for Teachers: Lessons From the Language Classroom

Content Area: CALL/Technology in Education

How can supervisors and mentors help more teachers take advantage of educational technologies? This session demonstrates a multi-faceted approach to tech training for teachers, incorporating concepts familiar to language teachers, such as group work, task-based instruction, and learner training. Essential applications for training are also demonstrated.

Mary Christianson, ELS Educational Services, USA

The Complete Listening–Speaking Course: Student Centered, Teacher Guided

This text-workbook emphasizes students’ active roles teaching each other, with instructor guidance. Approximately 4 hours of recorded exercises accompany engaging topics. Features include pronunciation practice, minimal pairs, intonation patterns, and more, using everyday casual/educated American English for intermediate–advanced levels, high school–university. Downloadable sample chapters free for all JAG Publications.

David Christiansen, JAG Publications, USA

The Use of Portfolios to Develop Writing Competence and Autonomy

Content Area: Teacher Education

This session presents the results of action research using portfolios with Mexican trainees. The purpose was to build a portfolio, taking into account constructivist concepts as zone of proximal development and scaffolding by implementing writing instruction and tasks, in order to enhance writing creativity and autonomy in the students.

Maria del Carmen Castillo Salazar, Benemérita Universidad Autónoma de Puebla, Mexico
Rebeca Elena Tapia Carlin, Benemérita Universidad Autónoma de Puebla, Mexico
Celso Pérez Carranza, Benemérita Universidad Autónoma de Puebla, Mexico

Using Collaborative Online Tools for Academic Writing

Content Area: CALL/Technology in Education

Google Docs offers a way to connect ESL students with academic English and their communities. This presentation describes how the tool can be used to foster student collaboration on an original research and writing project. The presenter shares adaptable materials and guidelines for collaboration and assessment with online tools.

Amy Walton, Iowa State University, USA

Using Wordless Picture Books to Support Literacy Learners

Wordless picture books are an important prereading strategy on the journey toward print literacy. This hands-on workshop connects research to classroom practice through the use of visuals. A variety of instructional activities are demonstrated that support the diverse backgrounds of adult EAL literacy learners.

Elise Johnson, English Central, Canada

“Am I an ‘NNEST’?”: A New Generation’s Identities and Perspectives

Content Area: Nonnative English Speakers in TESOL

Past discourses in TESOL have tended to dichotomize practitioners over-simplistically as NNESTs/NESTs. There is an urgent need to explore dynamic poststructural/postcolonial/postmodern identities across the “NNEST-NEST” continuum. Five “NNESTs” address this gap through critical and reflective self-narratives, and engage the audience in new dialogues about complex present-day teacher realities.

Rashi Jain, University of Maryland College Park, USA
Yu Bai, University of Maryland College Park, USA
Anthony Adawu, University of Maryland College Park, USA
Dian Marissa, University of Maryland College Park, USA
Bedrettin Yazan, University of Maryland College Park, USA

Supporting Literacy Learners

Wordless picture books are an important prereading strategy on the journey toward print literacy. This hands-on workshop connects research to classroom practice through the use of visuals. A variety of instructional activities are demonstrated that support the diverse backgrounds of adult EAL literacy learners.

Elise Johnson, English Central, Canada

Integrating Brain Research in EFL Practice to Deal With Diversity

Content Area: English as a Foreign Language

Considering classroom diversity, presenters share knowledge about the brain, engaging participants in work that raises awareness of how brains teach and learn best. Various dimensions of cerebral operations are illustrated in various teaching practices. Participants leave with tips based on neuroscientific findings that facilitate effective teaching and learning.

Denise De Felice, Casa Thomas Jefferson, Brazil
Lucia Santos, Casa Thomas Jefferson, Brazil

Invited Speaker
Practice-Oriented
Research-Oriented
Roundtable
Teaching Tip
TESOL in Focus
Workshop
**Online Oral Skills Course Design: Considerations of a Successful Model**
*Content Area: Online Learning*

Designing online oral skills courses requires a conceptual model that addresses the needs of second language learners in an online context. A model is introduced and participants discuss its application to their own teaching. Participants practice aspects in the design of an online course following the model.

**Anastassia Tzoytzyoroakos,** University of Southern California, USA
**Barry Griner,** University of Southern California, USA
**Mary-Ann Murphy,** University of Southern California, USA

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**Renewing Academic Language in Dual-Language Programs for College and Career**
*Content Area: Bilingual Education*

Building academic language proficiency in two languages for grade-level content learning is the focus and challenge in dual-language programs in this era of Common Core Standards. Session participants experience firsthand instructional strategies in Spanish and in English with academic language features across three linguistic levels: discourse, sentence structure, and vocabulary.

**Liliana Minaya-Rowe,** University of Connecticut, USA
**Abie Benitez,** New Haven Public Schools, USA
**Pedro Mendia-Landa,** New Haven Public Schools, USA

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**Writing on the Wall: Fun With Cooperative Poster Paper Activities**
*Content Area: Intensive English Programs*

This session introduces energizing activities that require students to work cooperatively around a piece of poster paper while practicing speaking, listening, reading, and writing. After this interactive workshop, participants are able to use the following activities with students: scavenger hunts, graffiti brainstorming, teams tour, group drawing, and observation charts.

**Meg Parker,** University of California Irvine Extension, USA
**Alice Lin,** University of California Irvine Extension, USA

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**Beyond the Classroom: Exploring Careers for ELT Professionals**
*Content Area: Teacher Development*

There are many career opportunities for ELT professionals outside the classroom. The jobs of academic program coordinator, test developer, and text book editor will be explored as viable career options for those with TESL experience looking to apply their skills and knowledge in non-classroom positions.

**Kristina Scholz,** Educational Testing Service, USA
**Rebecca Meyer,** Oxford University Press, USA
**Betsy Buford,** Northern Arizona University, USA

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**Bringing Conversation Partners Into the Speaking and Listening Classroom**
*Content Area: Intensive English Programs*

This session presents a two-term collaborative action research project that investigated making conversation partners central to an academic speaking and listening curriculum, with emphasis on fostering the integration of learners with the community and aligning conversation partner activities to learning outcomes. Sample activities and insights about action research are provided.

**Stuart Landers,** Colorado State University, USA
**Laurel Bond,** Colorado State University, USA
**Beth Cloven,** Colorado State University, USA

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**Coaching: Principles and Practice**
*Content Area: Teacher Education*

This discussion includes principles of coaching novice and experienced teachers along with strategies for implementation. Coaches’ attitudes and techniques are effectively instrumental during pre- and postclass-observation phases. The presenter and participants review and share these aspects, which feature prominently in discussions about teacher development and familiar skills refinement.

**Catherine Cox,** Casa Thomas Jefferson, Brazil
Critical Program Development in an L2 Reading Course
Content Area: Reading and Literacy
This presentation discusses the process of critical program development in a university ESL reading course. The presenter shares materials designed to emphasize L2 literacy as a socially engaged activity, while also calling for goals and learning objectives of similar reading courses to be updated drawing on theories of critical literacy.
Gordon West, University of Hawaii at Manoa, USA

Critical Thinking: Asking Questions About the Questions
What does “critical thinking” really mean? How do we teach it? Often classroom materials “develop” critical thinking by including a few opinion questions for discussion, but that is insufficient. Let’s get closer to our ultimate goal by identifying the subskills of critical thinking and understanding how to teach them.
Nicole Graham, English Central, Canada

Digital Learning Tools From Merriam-Webster
Merriam-Webster has new digital products for English language learners, including a free online dictionary with quizzes to help learners acquire new vocabulary independently, a mobile dictionary app with voice recognition, and a daily writing tip. Jane Mairs, author of the Ask the Editor blog at LearnersDictionary.com, presents.
Jane Mairs, Merriam-Webster, Inc., USA

Diversity: Definition, Benefits, Policies, Sustainability, Practices of Inclusiveness
What is the role of diversity consciousness in sustaining global communities like TESOL? How are policies in these regions addressing issues of inclusiveness and social justice related to special needs, GLBTQ, minority language, culture or race? Examination of the conference theme, TESOL activities promoting inclusiveness and survey results offer insights.
Okon Effiong, Qatar University, Qatar
Ester Jong, University of Florida, USA
Elisabeth Chan, University of North Texas, USA
Jane Hoelker, Community College of Qatar, Qatar
Inez Heath, Teachers College Columbia University, USA
Arieh Sherris, Teachers College Columbia University, USA

Facilitating Language Learner Motivation: Teacher Motivational Practice and Teacher Training
Content Area: Teacher Education
Whose responsibility is it to motivate language learners? This session discusses results of a classroom-oriented investigation focused on (1) the teacher’s role in facilitating learner motivation and (2) how to train teachers to be more proficient motivators. Responses from teacher participants indicate several guiding principles for implementing motivation-related training modules.
Shelby Thayne, Utah State University, USA
Neil Anderson, Brigham Young University, USA

Imagine, Research, Create, Teach: A Template for Project and CBI
Content Area: Content-Based Instruction
Participants leave this presentation armed with fresh ideas and methods for creating innovative units and projects for secondary students in conjunction with CBI and Common Core standards. The topic of Native American life and history will be used to illustrate this template. Audience will be asked to participate.
Susan Gottschalk, Escambia County School District, USA
Cang Pham, Escambia County School District, USA

Life Skills Made Easy by Macmillan Education
The gap between employer expectation and graduate performance is a growing concern for the labour market. As an employer, Macmillan Education invests in training new starters in basic life skills, including time management and prioritisation. This session presents practical activities to develop these life skills from primary to adult.
Jo Greig, Macmillan Education and Red Nova Learning, USA

Marathon Writers: Helping Students Build Comfort and Self-Reliance in Writing
Content Area: Second Language Writing
ESL student writers often struggle in paraphrasing and integrating other writers’ ideas in their writing. Specifically, learners have trouble determining what, when, and how to express their own ideas and the ideas of others. This practice-oriented session contributes ideas for helping students become more self-reliant and confident in their writing.
Shiao-wei Chu, University of Idaho, USA
Tara Sipiora, University of Idaho, USA
Next Generation Standards: Common Core and Teacher Collaboration  
**Content Area: Common Core State Standards**
We examine how ESOL and mainstream elementary teachers collaborate as they implement new Common Core standards. We offer implications for ongoing teacher development and learning and reveal the potential for content and language teachers to attend to language demands and interact in deeper and more sustained ways than before.

**Megan Peercy**, University of Maryland, USA  
**Melinda Martin-Beltran**, University of Maryland, USA  
**Bedrettin Yazan**, University of Maryland, USA

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Reviewing EAP Instruction Research: What Learning Transfers, and How Far?  
**Content Area: English for Specific Purposes**
A nine-dimension analytic framework used to assess findings in psychology research on learning transfer is used to review over 40 empirical studies of EAP instruction. Patterns emerge to answer two questions: What kind of learning transfers in EAP instruction settings? How far (i.e., when and where) does that learning transfer?

**Mark Andrew James**, Arizona State University, USA

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Teaching English Reading Skills and Fraud Awareness With Online Materials
Persons with low literacy in English may be vulnerable to scams. Avoiding fraud is a practical life skill. Presenters describe resources from the Federal Trade Commission website consumer.gov that were developed for such readers and provide strategies for using them to increase awareness while reinforcing reading, writing, and listening skills.

**Jennifer Leach**, Federal Trade Commission, USA  
**Deborah Kennedy**, Center for Applied Linguistics, USA  
**Miriam Burt**, Center for Applied Linguistics, USA

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The How and Why of iPads in the Language Classroom  
**Content Area: CALL/Technology in Education**
Are you in a one-computer classroom in your college or university? Attend this demonstration to learn how iPads can offer a much needed technology boost that will enhance teaching and learning and bring your classroom into the 21st century.

**Susanne McLaughlin**, Roosevelt University, USA  
**Jane Curtis**, Roosevelt University, USA

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The National Geographic Learning Reading Panel
Did you know that thousands of species live in one gram of soil? At National Geographic Learning, we are fascinated by the world. Join a reading panel chaired by National Geographic Learning members Larry Zwier and David Bohlke and discuss the needs of the 21st century reader.

**Larry Zwier**, National Geographic Learning|Cengage Learning, USA  
**David Bohlke**, National Geographic Learning|Cengage Learning, USA

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The Next Generation: Transitioning From Teaching-Faculty to Administrative-Faculty  
**Content Area: Leadership**
Meet administrators from a unique IEP that is governed solely by its full-time faculty members. Presenters briefly describe the program leadership structure, introduce their rotating management positions, share their experiences, and discuss useful strategies to help support teachers transitioning into administrative positions in programs of any type or size.

**Lisa McKinney**, Portland State University, USA  
**Monika Mulder**, Portland State University, USA  
**Wayne Gregory**, Portland State University, USA

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A Bibliography and Other Resources for Teaching English to Lawyers
Educators from U.S. law schools share a bibliography they compiled of the resources they use to prepare international students to earn their Master’s in Law (LL.M.) Presenters also provide an overview of institutional resources available to students, including intensive summer and academic year support programs focused on four skills development.

**Michelle Ueland**, Georgetown University, USA  
**Cynthia Flamm**, Boston University, USA  
**Kirsten Schaeztel**, Georgetown University, USA  
**Shelley Saltzman**, Columbia University, USA  
**Alissa Hartig**, Pennsylvania State University, USA  
**Meri West Maffet**, University of California, Hastings College of the Law, USA  
**Larissa Majlessi**, Georgetown University, USA
Interactive Mobile Tools for the Next Generation
Mobile devices with video cameras have ushered in new opportunities for ESL/EFL learners. While cloud-based tools like Evernote and Voicethread provide innovative methods for interaction, gaming platforms such as ARIS make novel use of cameras as learning tools. This CALL/VDM-IS InterSection seeks to explore these opportunities and related challenges.
Erica Coffelt, Ohio University, USA
Thomas Healy, Pratt Institute, USA
Najma Janjua, Kagawa Prefectural University, Japan
Abraham Reshad, Ohio University, USA
Gabriela Arguedas, Colegio Tecnico Profesional Ricardo Castro Beer, Costa Rica

Integrate Language and Culture Teaching to Enhance Students’ Intercultural Sensitivity
Content Area: English as a Foreign Language
This session presents some teaching techniques for developing learners’ cross-cultural understanding and sensitivity to cultural differences. The presenter suggests an idea of how to incorporate teaching culture into teaching EFL, based on a process-oriented approach that helps learners to progress through reflection and discovery.
Jeonghyun Lee, The University of Texas at Austin, USA

A Survey of Collocations of English in the Globalizing World
Content Area: World Englishes
The differences in conceptualizing the English language are clear manifestations of its characteristics as a global language. This session aims to present a survey of collocations centered around the English language and provide insights into how different conceptualizations are manifested in collocations of the English language.
Ali Fuad Selvi, Middle East Technical University–Northern Cyprus, Turkey

Collaboration or Co-Teaching? Investigating the Co-Teaching Practices of ESL/BE Teachers
Content Area: Teacher Education
Although co-teaching has become an increasingly common model for instructing ELLs, preservice and practicing teachers often have fuzzy notions about its implementation. In this presentation we present six models of co-teaching, share our approach to interviewing ESL/BE teachers about co-teaching, and report the results of our research.
Melanie Schneider, University of Wisconsin-Whitewater, USA

Comics to the Rescue: Promoting Literacy With Comics Readers
Connecting English language learners with literature can sometimes be a challenge. But using comics in the classroom can bring universal appeal. This presentation examines ways of using comics to promote not only reading fluency but also language development. Several classroom activities with comics are shared and discussed.
Ian Bosiak, e-future ELT, Republic of Korea

Deconstructing Patchwriting: Undergraduate ESL Writers’ Experiences of Learning to Paraphrase
Content Area: Second Language Writing
This session breaks down the concept of “patchwriting” by examining the actual patchwriting practices of a group of undergraduate ESL writers and how they made decisions about what linguistic chunks to keep and alter as they attempted to paraphrase. Findings of the discussed study are shared and pedagogical implications outlined.
Qian Du, Ohio University, USA

Five Strategies for the Top Five Errors in Advanced Composition
Content Area: Second Language Writing
Lexico-grammatical errors pose a unique challenge at the advanced level, when curricula have often shifted the focus of instruction to discourse. Based on action research, this presentation provides time-pressed teachers with five pedagogical strategies to address the top five most frequent lexico-grammatical errors encountered at the advanced level.
Robert Bushong, University of Delaware, USA
Florin Mihai, University of Central Florida, USA
**Flipping a Grammar Class: What, Why, and How?**
**Content Area: CALL/Technology in Education**
This session takes you beyond the hype of flipping—one of the most popular trends in higher education today—to discuss the real benefits and challenges to flipping in an ESL context. Drawing on their experience flipping an intermediate grammar class, two instructors share tips and tools for flipping effectively.

**Jennifer Lubkin**, Georgetown University, USA  
**Andrew Screen**, Georgetown University, USA

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**Improving Student Learning Through Structured Adjunct and Full-Time Faculty Support**
**Content Area: Leadership**
A highly replicable model of a successful academic program at an urban community college serves as a blueprint for program organization. Despite its overreliance on adjunct faculty, the program maintains high student learning standards through unified curriculum, changes in assessment culture, and multilayered mentoring of faculty. Learn and leave empowered!

**Elena Nehrebecki**, Hudson County Community College, USA

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**Introduction to Linguistics: Liminal Spaces, Threshold Concepts, and Instructional Design**
**Content Area: Accreditation**
Applied linguistics is enjoying an increase in demand at the undergraduate level. This talk presents a framework to meet the design challenges inherent in an introductory linguistics course that must meet the needs of diverse majors with multiple goals: from linguistics majors to pre-service P-12 teachers pursuing certification.

**Andrea Word**, University of Alabama in Huntsville, USA

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**Leaving Our Comfort Zones: Cultural Experiences in Teacher Education**
**Content Area: Higher Education**
Teachers of ELLs grow professionally and personally when they engage in cultural experiences outside of their comfort zones. The presenters describe an assignment in their teacher education program that involves an experience, which is not part of the teachers’ usual interactions, resulting in increased teacher empathy and sensitivity.

**Stephanie Dewing**, University of Colorado, USA  
**Angela Bell**, University of Colorado, USA  
**Leslie Grant**, University of Colorado, USA

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**Life After English: Learning Transfer From an Undergraduate EAP Program**
**Content Area: English for Specific Purposes**
The study discussed in this session investigated the relationship between EAP learners’ individual belief systems and their perceived transfer of academic literacy skills from an EAP program to the disciplines in an international undergraduate program in Thailand. The findings have implications for both classroom practice and institution-wide management.

**Jonathan Green**, Mahidol University International College, Thailand

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**Modeling Digitally-Mediated Composition Processes for ESL Writers**
**Content Area: Second Language Writing**
Modeling is often used when working with beginning writers and simple texts. This interactive session demonstrates methods for employing a computer and projector to model and explicate the type of complex writing tasks and associated composition processes that are otherwise particularly challenging to present and understand in the ESL classroom.

**Marvin LeNoue**, University of Oregon, USA

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**The Development of an ESP Program for Latino NICU Parents**
**Content Area: English for Specific Purposes**
An ESP program for Spanish-speaking parents of infants in the Neonatal Intensive Care Unit (NICU) is described. Presenters explain the design of the program and materials used to facilitate communication between Latino parents and healthcare providers. Handouts highlighting examples of teaching materials are provided.

**Ana Traversa**, Indiana University Purdue University Indianapolis, USA

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**Tiered Texts for Academic Language and Content Knowledge Development**
**Content Area: CLIL**
Tiered texts build background knowledge and academic vocabulary to scaffold language learners to access the target text. This presentation showcases samples of tiered texts and acquaint participants with ways to use them to support content knowledge and academic language learning for English learners.

**Wei Zhang**, The University of Akron, USA  
**Lynn Smolen**, The University of Akron, USA
Poster Sessions are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session there will be a corresponding bulletin board display. Conference attendees may stroll through the poster session area to discuss the topics with presenters. The displays and presenters change each day. Poster sessions are located on the Expo Hall floor.

**THURSDAY, 27 MARCH 2014**

**12:30 pm–1:45 pm**

**Adapting Resource Handbooks for L2 Learners’ University Orientation**

Devon Jancin, Colorado State University, USA
Tara Brandenburg, Colorado State University, USA
Shannon Zeller, Colorado State University, USA

**Affective Needs Assessment: Achieving Integration in Continuous Intake Classrooms**

Julia Burns, Trinity Western University, Canada
Adele Hammond, Trinity Western University, Canada

**Beliefs and Metaphors About Learning: SLA is Cooking a Recipe**

Maria Olivero, University of South Florida, USA

**Class Blog Comments Promote Effective Online Social Networking**

Sarah Lee, Asia University, USA

**Enhancing Students’ Interest in World Incidents Through Authentic Materials**

Mitaka Yoneda, Mukogawa Women’s University, Japan

**ESL Undergraduate Language Proficiency Gains: Universities’ Construing, Scaffolding, and Assessment**

Laurie Knox, University of Tennessee Knoxville, USA

**Expanding CBI: Integrating Pedagogy and Relationships to Support Science Learning**

Beth Wassell, Rowan University, USA
Sarah Braden, University of Utah, USA
Alex Grover, Rowan University, USA

**Exploring Bullying Interculturally: Joint Project of Japanese and American Students**

Diane Obara, Rikkyo University, Japan
Eleanor Kelly, Rikkyo University, Japan
Yuki Sigler, Kent State University, USA

**Exploring Oral Presentations From EFL Students’ Points of View**

Amy Ives, Hokkaido University of Education–Hakodate, Japan

**Exploring Ways of Making and Using Flashcards to Learn Vocabulary**

Laura Adele Soracco, Bilkent University, Turkey

**Fluency Activities for ITAs: Using Academic and “Everyday” English**

Jennifer Grill, Florida State University, USA
Maria Beatriz Mendoza, Florida State University, USA

**I’m Not a _____! Questioning Stereotypes**

Marjorie Allen, William Rainey Harper College, USA

**Impact of Cultural Identity and Attitudes Toward Immigrant Students’ Schooling**

Michael Wei, University of Missouri-Kansas City, USA
Jennifer Friend, University of Missouri-Kansas City, USA
D.C. Wang, University of North Texas, USA
Uzziel Pecina, University of Missouri-Kansas City, USA

**Introducing World Englishes as Career Inspiration for Japanese College Students**

Margreta Arendt, Mukogawa Fort Wright Institute, USA

**Language-Teacher Professional Development Using Blogging**

Deoksoon Kim, University of South Florida, USA
Linda Fisher, University of Cambridge, United Kingdom (Great Britain)

**Leveing the Playing Field With Leveled Readers and Other Books**

Nancy Meredith, The University of Texas at Austin, USA
POSTER SESSIONS

Measuring Difficulty From Self-Report Checklists and a Vocabulary Test
Content Area: Vocabulary, Lexicon
Aaron Gibson, Kyushu Sangyo University, Japan

Missing: Elementary ELLs in Gifted and Talented Programs
Content Area: Elementary School/Primary Education
Jean Cunningham, University of Florida, USA

Optimizing Texts in the Classroom With Five Reading Subskills.
Content Area: Reading and Literacy
Maria Rossana Ramirez-Avila, Fundaem–Colegio Politecnico, Ecuador

Phonemic Awareness and Student Authors: Approaching Balanced ESL Reading Instruction
Content Area: Reading and Literacy
Cindy Anne Ralston, University of Illinois at Chicago, USA

Positive Feedback for Beginners in the EFL Classroom
Content Area: Higher Education
Grazzia Mendoza, Zamorano University, Honduras
Juana Espinoza, Zamorano University, Honduras

Predicting L2 Spoken Language Ability With Lexical Proficiency
Content Area: Vocabulary, Lexicon
Yunjung You, Purdue University, USA

Preparing ESL and GED Students for What’s Ahead
Andy Burrows, Pro Lingua Associates, USA

Preparing Special Education Pre-Service Teachers to Teach English Language Learners
Content Area: Special Needs
Christelle Palpacuer Lee, Rutgers University, USA
Jessie Curtis, Rutgers, USA

Project ExCELL: Excellence for Connecticut’s English Language Learners
Content Area: Pre-K through 12
Laureen Avery, UCLA Center X, USA
Jason Cervone, UCLA Center X, USA
Lisa DiMartino, UCLA Center X, USA

Promoting Struggling Students’ Success Through Individualized, Collaborative Advising Sessions
Content Area: Program Administration
Maiko Hata, University of Oregon, USA

Reading Strategy Use of University Students of English in Pakistan
Content Area: Reading and Literacy
Sultan Muhammad, Hazara University Mansehra, Pakistan
Salma Khatoon, Hazara University Mansehra, Pakistan

Renewing ESL Instruction With a New Generation of Student Teachers
Content Area: Intensive English Programs
Yelena Topen, Drexel University, USA

Smart Negotiation: Cutting Down on Negotiation Time With Arab Students
Content Area: Culture and Sociolinguistics
Imad Al-Hawamdeh, INTO Oregon State University, USA

Social-Networking and EFL Secondary Education: Notions and Implications
Content Area: English as a Foreign Language
Hicham Mahda, Ministry of Education, Morocco

Training Tutors Who Work With ELL Students in College Settings
Content Area: Community College and Technical Education
Ellen Lewin, Minneapolis Community and Technical College, USA

Using Online Resources in an English for Academic Purposes Course
Content Area: English as a Foreign Language
Claudia Jotto Kawachi-Furlan, Federal University of São Carlos, Brazil
Stefanie Della Rosa, Federal University of São Carlos, Brazil
Eliane Hercules Augusto-Navarro, Federal University of São Carlos, Brazil

Writing for Government Purposes: A Beginning
Content Area: English as a Foreign Language
Peggy Garza, George C. Marshall Center, Germany

FRIDAY, 28 MARCH 2014
12:30 pm–1:45 pm

A Multimedia Village Supports and Retains Adult ESL Students
Content Area: Adult Education
Elizabeth Treadgold, Edmonds Community College, USA

Action Research for Practical, Sustainable Problem-Solving in EFL Classrooms
Content Area: Pre-K through 12
Katherine Bain, English Language Fellow Program, USA
Jose Lobo, Centro Cultural Colombo Americano, Colombia
All Aboard: Faculty Mastering New Technology Together  
**Content Area: Teacher Development**  
Andrea Holloway, Texas International Education Consortium, USA  
Amanda Sekour, Texas International Education Consortium, USA

Assessing Second Language Pragmatics Through Computer Mediated Role-Play Tasks  
**Content Area: Discourse and Pragmatics**  
Ifitikhar Haider, University of Illinois at Urbana Champaign, USA

Bargaining for Grades: Strategies for Positive Outcomes  
**Content Area: Higher Education**  
Diana Haughton, Portland State University, USA  
Stephanie Gurung, Concordia University, USA

Change in L2 Affective Factors During an Academic Year  
**Content Area: Applied Linguistics**  
Noriko Iwamoto, Toyo University, Japan

Culturally Savvy Teaching: Identifying and Overcoming Culture Clashes  
**Content Area: Culture and Sociolinguistics**  
Amber Young, ELS Language Centers, USA

Do You Hear What I Hear: Measuring International Students’ Intelligibility  
**Content Area: Listening, Speaking**  
Linda Pratt, Rochester Institute of Technology, USA

EFL Teachers’ Professional Development: A Review of Literature  
**Content Area: Teacher Development**  
Fnu Rostati, University at Albany, USA

Exploring and Renewing Vocabulary Strategies: Effective Acquisition Activities for ELLs  
**Content Area: Higher Education**  
Mariel Ridley, LEAP Academy University Charter School, USA  
Daniela Wagner-Loera, University of Maryland, USA

Exploring Repetition: Collaboration and Technology Tools for Innovative Repetition Practice  
**Content Area: Content-Based Instruction**  
Lora Yasen, Tokyo International University of America, USA  
Marianne Stipe, Tokyo International University of America, USA

Factors Influencing Student Evaluations of Teaching  
**Content Area: Higher Education**  
Korey Rice, University of Oregon, USA

Four Visual Learning Strategies for Effective Second Language Acquisition  
**Content Area: Teacher Education**  
Van Hillier, San Diego State University, USA

Freewriting Warm-Ups Bring Fun Creativity to Writing Class  
Andy Burrows, Pro Lingua Associates, USA

How Music and Media Influence World Englishes  
**Content Area: Culture and Sociolinguistics**  
Danielle Harrison, University of Louisiana at Lafayette, USA

iELF: An Online Language Learning Resource  
**Content Area: CALL/Technology in Education**  
Randall Sadler, University of Illinois at Urbana-Champaign, USA  
Julie Kierski, University of Illinois at Urbana-Champaign, USA  
Susan Faivre, University of Illinois at Urbana-Champaign, USA

Making Microteaching Work: Establishing a Successful Student-Managed MA Elective  
**Content Area: Teacher Education**  
Keli Yerian, University of Oregon, USA  
Kodiak Atwood, Tokyo International University, Japan

Meeting the Needs, Fulfilling the Wants: Impacts of Tailor-Made Materials  
**Content Area: Applied Linguistics**  
Patricia de Oliveira Lucas, Federal University of São Carlos, Brazil  
Nelson Viana, Federal University of São Carlos, Brazil  
Claudia Jotto Kawachi Furlan, Federal University of São Carlos, Brazil  
Roberta de Oliveira Guedes, Federal University of São Carlos, Brazil

NNES Mentoring NESTs: The Pragmatics of Constructive Criticism  
**Content Area: Discourse and Pragmatics**  
Aaron Sponseller, Hiroshima University, Japan

Previewing the ITA Test, Maximizing Success  
**Content Area: Assessment**  
Peggy Allen Heidish, Carnegie Mellon University, USA

Promoting Global Awareness via an Asian Youth Forum (AYF)  
**Content Area: Culture and Sociolinguistics**  
Kip Cates, Tottori University, Japan

Factors Influencing Student Evaluations of Teaching  
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**Content Area: Culture and Sociolinguistics**  
Kip Cates, Tottori University, Japan
Seedfolks’ Companion: Students’ Work-Text for the Novel
Joyce Flager, JAG Publications, USA

Strategies of Learning English by YLs in Nepal: Case Study
Content Area: English as a Foreign Language
Shyam B. Pandey, Nepal English Language Teachers’ Association, Nepal
Sagun Shrestha, Nepal English Language Teachers’ Association, Nepal

Teacher Training in the Community ESL Setting
Content Area: Program Administration
Patrik McDade, People-Places-Things, USA

Teaching Civic Education Through ELT
Content Area: Bilingual Education
Ralinavalona Johnson Jemima, Ministry of National Education, Madagascar

Teaching Technical English for Hydraulics Students
Content Area: English for Specific Purposes
Mahmoud Debabeche, University of Biskra–Algeria, Algeria
Abdallah Farhi, University of Biskra, Algeria
Tayeb Bouhitem, University of Biskra, Algeria

The Development of Formulaic Sequences: A Longitudinal Learner Corpus Investigation
Content Area: Applied Linguistics
Eman Elturki, Washington State University, USA

The Effect of Dictionary Type on Incidental Learning of Nouns
Content Area: Vocabulary, Lexicon
Samuel Barclay, Ehime University, Japan

The Public Art Walking Tour
Content Area: Arts
Gitte Maronde, Harold Washington College, USA

The Washback Effect of Iranian School-Leaving Test of English
Content Area: Assessment
Shiva Gholamhosseinzadeh, Mazandaran University, Islamic Republic of Iran
Mahmoud Moradi Abbasabadi, Mazandaran University, Iran

Weaving Community Into the Tapestry of Elementary ELL Programs
Content Area: Elementary School/ Primary Education
Julie Bradley, Cedar Rapids Community School District, USA
Ann DiGiacomo, Cedar Rapids Community School District, USA

A “Sensitization to Foreign Languages” Program: Enriching the Linguistic Environment
Content Area: Bilingual Education
Daniela Coelho, Higher College of Technology, United Arab Emirates

A View From the Other Side: Self-Portrayals of Secondary ELLs
Content Area: High School/Secondary Education
Kristin O’Connor, North Rockland Central School District, USA
Seonhee Cho, College of Mount Saint Vincent, USA

Academic Language Development Through Text Analysis
Content Area: Pre-K through 12
Cynthia Lundgren, Hamline University, USA
Deirdre Kramer, DBK Consulting, USA

Alter Egos: Comics and Student Identity
Content Area: CALL/Technology in Education
Melanie Jipping, Tokyo International University of America, USA
Lora Yasen, Tokyo International University of America, USA

Annotated Videos: Self-Assessments and Peer Reviews That Build Fluency
Content Area: International Teaching Assistants
Elka Kristonagy, Yale University, USA

Beginner Oral Skills Empowerment Through Nontraditional Oral Presentations
Content Area: Higher Education
Grazzia Mendoza, Zamorano University, Honduras
Patricia Dyer, Widener University, USA
Juana Espinoza, Zamorano University, Honduras

Community Engagement With the Portland ESL Network
Content Area: CALL/Technology in Education
Heidi Dryden, Portland ESL Network, USA
Ariana Chandler, Portland State University, USA

Development of an ESL Course for Domestic Violence Peer Counselors
Content Area: English for Specific Purposes
Ana De Carolis, Mujeres Unidas y Activas, USA
POSTER SESSIONS

Discovering the Reciprocal Benefits of a Community ESL Teaching Practicum
Content Area: Teacher Education
Regina Weaver, Portland State University, USA
Joshua Reed, Portland State University, USA

Effects of Explicit and Implicit Instruction in Reading Strategies
Content Area: Reading and Literacy
Yukiko Taki, Matsuyama University, Japan

Examining Cultural Stereotypes for Self-Awareness and Mutual Understanding
Content Area: Culture and Sociolinguistics
Mary Black, Southern Illinois University Carbondale, USA

Expanding Web-Based Extensive Reading in the ESL/EFL Classroom
Content Area: Reading and Literacy
Douglas Forster, Japan Women’s University, Japan

Exploring Writing Through a Creative Newsletter Publication
Content Area: Second Language Writing
Flor de Olivares, Universidad de Oriente, El Salvador
Fabricio Paz, Universidad de Oriente, El Salvador
Teresa Hidalgo, Universidad de Oriente, El Salvador
Kathy Turcios, Universidad de Oriente, El Salvador
Carlos Turcios, Universidad de Oriente, El Salvador

Nurturing North American Language Revitalization
Content Area: Bilingual Education
Arieh Sherris, Columbia University, USA
Jill Robbins, Strategic Learning Unlimited, USA

Organizing a Health Literacy Collaborative for Adult ESOL Learners
Content Area: Adult Education
Alison Kwan, Alaska Literacy Program, USA
Polly Smith, Alaska Literacy Program, USA

Effective and Explicit Instruction in Reading Strategies
Content Area: Reading and Literacy
Yukiko Taki, Matsuyama University, Japan

Examining Cultural Stereotypes for Self-Awareness and Mutual Understanding
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Mary Black, Southern Illinois University Carbondale, USA

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Teresa Hidalgo, Universidad de Oriente, El Salvador
Kathy Turcios, Universidad de Oriente, El Salvador
Carlos Turcios, Universidad de Oriente, El Salvador

Global Issues and World Organizations
Content Area: Culture and Sociolinguistics
Sharyn Moore, ELS Language Center, USA
Tom Shandorf, Istituto Americano, USA

Helping NES Teachers in China Bridge Cultural and Linguistic Canyons
Content Area: Culture and Sociolinguistics
Austin Pack, Brigham Young University, USA

Linguistic Item Characteristics on Math Test Item Bias for ELLs
Content Area: Assessment
Yuan-Ling Liaw, University of Washington, USA

Lost as What to Do: Rural Teachers’ Professional Development Needs
Content Area: Teacher Development
Holly Hansen-Thomas, Texas Woman’s University, USA
Grosso Liliana, Texas Woman’s University, USA

successful intercultural communication strategies of japanese study abroad students
Content Area: Culture and Sociolinguistics
Robert Diem, University of Oregon, USA
Miki Diem, Kurume University, Japan

The Places You’ll Go: Putting Cooperative Learning Into Action
Content Area: Intensive English Programs
Ellen Sherriffs Hall, Mukogawa Fort Wright Institute, USA

University and District ESOL Coaching Partnership: A Pilot Study
Content Area: Teacher Development
Felice Russell, Kennesaw State University, USA

Using Idioms to Motivate Future EFL Teachers
Content Area: English as a Foreign Language
Jargaltuya Ragchaa, Dornod Institute, Mongolia

Using Literature Circles Based on Language Memoirs in ESL Classes
Content Area: Higher Education
Marilena Draganescu, University of Maryland, College Park, USA
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EXHIBITOR LISTINGS

BOOTH #316
Advance Consulting for Education, Inc.
2671 Cushing Rd
Mississauga, ON L5K 1X4 Canada
Phone: +1 416.884.2993
Contact: Diane Tyers
Advance Consulting for Education, Inc., specializes in English language teacher training. We have a suite of training courses, both online and classroom-based, for teachers at various stages of their careers. We also run The PD Exchange, an online professional development membership site for English language teachers.

BOOTH #926
Alliant International University
10455 Pomerado Rd
San Diego, CA 92131 USA
Phone: +1 858.635.4442
Contact: Mary Ellen Butler-Pascoe
Alliant International University is a private, not-for-profit, WASC-accredited institution offering certificate, master’s and doctorate programs in TESOL. Alliant offers on-campus, hybrid, and online learning formats. Visit tesol.alliant.edu for scholarship and program details.

BOOTH #347
Alta Book Center Publishers
PO Box 4467
Rockville, MD 20849 USA
Phone: 800.ALTA.ESL (800.258.2375)
Contact: Simone Almendares-Berman
Alta Book Center is a publisher of English language teaching and learning materials. Alta’s teacher development materials provide activities that make language teaching more effective, less time-consuming, and more learner centered. Alta’s language learner materials are student centered and interactive.

BOOTH #727
American English Institute, University of Oregon
107 Pacific Hall
Eugene, OR 97405 USA
Phone: +1 541.346.3945
Contact: aei.uoregon.edu
The American English Institute (AEI) is an accredited program of the Department of Linguistics that serves the University of Oregon through scholarship, English-language instruction, and English language professional training. The AEI also assists international students in becoming integrated into campus life and having a successful academic experience.

BOOTH #827
American Federation of Teachers
555 New Jersey Ave, NW
Washington, DC 20001 USA
Phone: +1 202.330.5688
Contact: Giselle Lundy-Ponce
The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare, and public services for our students, their families, and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining, and political activism.

BOOTH #315
Anaheim University
1240 S. State College Blvd, #110
Anaheim, CA 92806 USA
Phone: +1 714.772.3330
Contact: David Bracey
Anaheim University offers accredited online doctoral, master’s, and undergraduate diploma and certificate programs in TESOL as well as an online certificate in teaching English to young learners. World-acclaimed TESOL faculty (including five former TESOL presidents) teach live HD webcam classes.

BOOTH #312
Annenberg Learner
1301 Pennsylvania Ave, NW, Ste 302
Washington, DC 20004 USA
Phone: +1 202.788.9000
Contact: Michele McLeod
Preview Annenberg Learner’s interactive website: Connect with English. Students can view the video story of Rebecca Casey, practice using English vocabulary and grammar, and improve their comprehension on this free website. Explore our multidisciplinary collection of learning resources, all with closed captions. (www.learner.org)

BOOTH #625
Asia for Kids and Culture for Kids
4480 Lake Forest Dr, Ste 302
Cincinnati, OH 45242 USA
Phone: +1 513.563.3100
Contact: Selina Yoon
Asia for Kids and Culture for Kids offer supplemental resource materials: bilingual books, DVDs, software, posters, music, crafts, picture dictionaries, and word-to-word dictionaries in 100+ languages—Arabic, Spanish, Chinese, Korean, Burmese, Karen, Hmong, French, Haitian, Vietnamese, Russian, Somali, Gujarati, Hindi, Polish, Portuguese, and more. (asiakids.com; cultureforkids.com)

BOOTH #323
Barron’s Educational Series, Inc.
250 Wireless Blvd
Hauppauge, NY 11788 USA
Phone: 800.645.3476
Contact: Frederick Glasser
Barron’s is publisher of test preparation books for TOEFL, IELTS, and TOEIC, and also publishes Spanish and bilingual children’s books.
**BOOTH #230**  
Benchmark Education  
629 Fifth Ave  
Pelham, NY 10803 USA  
Phone: +1 914.637.7255  
Contact: Kristin DeMarco  

Benchmark Education publishes ESL and Spanish resources that help ELs meet the Common Core and other new standards for literacy, language, and content. Products include the Content Connections Big Books, English Explorers language-leveled texts, Genre Workshop books, and RIGOR intervention series for older ELs reading at primary levels. (www.benchmarkeducation.com)

**BOOTH #233**  
Cambium  
24 Prime Parkway  
Natick, MA 01760 USA  
Phone: +1 781.276.0629  
Contact: Debby Frohbieter  

IntelliTools® and Kurzweil Educational Systems™ are part of Cambium Learning Technologies. IntelliTools is a leading provider of assistive technology hardware and software for Pre K-5 classrooms. Kurzweil Educational Systems, Inc. is recognized as a leading provider of text-to-speech software for individuals with learning difficulties, and the blind or vision impaired.

**BOOTH #326**  
CaMLA  
Argus 1 Building, 535 W. William St, Ste 310  
Ann Arbor, MI 48103-4978 USA  
Phone: +1 734.763.2944  
Contact: Alexis Kielwasser  

CaMLA is a not-for-profit collaboration between the University of Michigan and the University of Cambridge, two institutions with long and distinguished histories in the field of English language assessment, teaching, and research. CaMLA examinations are widely utilized and recognized by schools, universities, and employers worldwide. (www.CambridgeMichigan.org)

**BOOTH #330**  
Cambridge English Language Assessment  
1 Hills Rd  
Cambridge, CB1 2EU UK  
Phone: +44 1223 552853  
Contact: Annamaria Biroova  

Cambridge English Language Assessment is part of the University of Cambridge and a not-for-profit organisation. We provide the most valuable range of qualifications for learners and teachers of English in the world. We produce the Cambridge English: Advanced (CAE) exam, which is accepted for admission to universities and colleges worldwide.

**BOOTH #332**  
Cambridge University Press  
32 Avenue of the Americas  
New York, NY 10013 USA  
Phone: +1 212.337.5006  
Contact: Carine Mitchell  

Cambridge publishes ESL texts (print and digital), including the new edition of Ventures, Interchange, and Touchstone; skills texts for language schools and colleges, including Grammar and Beyond; academic preparation and developmental writing texts; and professional development materials. Cambridge is also the sole source for McGraw-Hill ESL in the United States.

**BOOTH #841**  
Black Cat  
8154 Ridgeway Ave  
Skokie, IL 60076 USA  
Phone: +1 847.676.1596  
Contact: Daniel Eastman  

Black Cat is a worldwide leader in English language readers and reading programs. Our beautifully designed and innovative selection goes beyond just text to include audio, exercises, and cultural dossiers. The graded readers, designed to address students at all levels, are available in print, digital and e-book formats.

**BOOTH #341**  
BrainPOP ESL  
71 W. 23rd St  
New York, NY 10010 USA  
Phone: +1 212.574.6036  
Contact: Sasha Pettit  

BrainPOP ESL is the newest addition to BrainPOP’s products. Lessons involve an animated movie and supporting features that reinforce vocabulary, grammar, pronunciation, reading comprehension, and writing.

**BOOTH #339**  
CASAS  
5151 Murphy Canyon Rd, Ste 220  
San Diego, CA 92129 USA  
Phone: +1 858.292.2900  
Contact: Jane Eguez  

CASAS, an independent not-for-profit organization, offers the most widely used system for assessing the basic language skills of adults in common life and work situations. CASAS provides a framework for implementing quality programs with a built-in standardized accountability system.

**BOOTH #226**  
Caslon Publishing and Consulting  
825 N. 27th St  
Philadelphia, PA 19130 USA  
Phone: +1 215.765.3260  
Contact: Rebecca Field  

Caslon is an independent publisher. We make professional development books and resources for teachers and administrators who have ELLs/bilingual learners in their districts and schools. Topics include, among others: differentiating instruction and assessment for ELLs, teaching for biliteracy, special education and ELLs, guides for leadership teams, and foundational textbooks.

**BOOTH #227**  
British Council  
Bridgewater House, 58 Whitworth St  
Manchester, M1 6BB UK  
Phone: +44 (0) 161 957 7651  
Contact: Amy Rogers  

The British Council is a Royal Charter charity, established as the United Kingdom’s international organisation for educational opportunities and cultural relations. Our 7,000 staff in more than 100 countries work with thousands of professionals and policy makers and millions of young people every year through English, arts, education, and society programmes.

**BOOTH #322**  
CELTA St Giles San Francisco  
785 Market St, Ste 300  
San Francisco, CA 94103 USA  
Phone: +1 415.788.3552  
Contact: Megan McEnulty  

St Giles San Francisco was one of the first organizations in the United States to offer the internationally recognized TEFL certificate: the Cambridge Certificate in English Language Teaching to Adults (CELTA). Trainee teachers have the opportunity to practice teaching international students, preparing them effectively for ESL teaching jobs around the world.
**EXHIBITORS**

**TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO**

**BOOTH #438**
Center for Applied Linguistics  
4646 40th Street, NW  
Washington, DC 20016 USA  
Phone: +1 202.362.0700  
Contact: Sophia Birdas

CAL is a private, nonprofit organization working to improve communication through better understanding of language and culture. CAL has earned a national and international reputation for its contributions to ESL and foreign language education, research, refugee cultural orientation, literacy development, language assessment, and more.

**BOOTH #621**
Color Vowel Chart  
809 Rio Vista St  
Santa Fe, NM 87501 USA  
Phone: +1 505.984.8300  
Contact: Karen Taylor

The Color Vowel Chart is an innovative visual tool that helps people discover, practice, and master the sounds of English. The chart is used across the United States and around the world by English language teachers, speech therapists, reading specialists, pronunciation/accents trainers, dialect coaches, and choral directors.

**BOOTH #416**
Command Performance Language Institute  
28 Hopkins Ct  
Berkeley, CA 94706 USA  
Phone: +1 510.524.1191  
Contact: Contee Seely

Help your students achieve real acquisition through comprehensible input using: dynamic interactive TPR software Live Action English Interactive; NEW More Live Action English Interactive; TPR for all levels; fluency-producing TPR Storytelling; Stephen Krashen books; easy novellas; bingo for vocabulary, grammar, and sound discrimination; and conversation via quick and easy symbols.

**BOOTH #216**
Compass Publishing  
11912 Rivera Rd, Ste D  
Santa Fe Springs, CA 90670 USA  
Phone: +1 562.698.9023  
Contact: Albert Chiang

Compass Publishing provides market focused educational materials for students of all ages and for teachers. Compass’ primary emphasis is on language-related materials with digital and audio support.

**BOOTH #317**
Continental  
520 E. Bainbridge St  
Elizabethtown, PA 17022 USA  
Phone: 800.233.0759  
Contact: Eric Beck

Continental: Quality and Value for 70 Years. Our K–12 ELL materials cover phonics, assessment literacy, content reading, and intervention programs. We offer more than 300 leveled readers along with our Finish Line for ELLs. (www.continentalpress.com)

**BOOTH #823**
Corwin  
2455 Teller Rd  
Thousand Oaks, CA 91320 USA  
Phone: +1 805.410.7408  
Contact: Stephanie Trkay

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Contact: John Martyn
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<td><a href="mailto:donna.obenda@un.edu">donna.obenda@un.edu</a></td>
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<td>O’Connor, Cheryl</td>
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<td>O’Connor, Kristin</td>
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<td>Oda, Masaki</td>
<td><a href="mailto:oda@lit.tamagawa.ac.jp">oda@lit.tamagawa.ac.jp</a></td>
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<td>O’Flaherty, Neil</td>
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<td>Okei, Sara</td>
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<td>Olesova, Larissa</td>
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<td>Olivero, Maria</td>
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<td>O’Loughlin, Judith</td>
<td><a href="mailto:joesiteach@aol.com">joesiteach@aol.com</a></td>
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To search by interest section, type of session, or keyword, please use the Convention Itinerary Planner at www.tesolconvention.org.

NOTE: All 12:30 pm–1:45 pm sessions are poster sessions and can be found on pages 169–173.

ACCREDITATION

THURSDAY
4:00 pm–4:45 pm CEA Accreditation: Striving for Success at an International Organization

SATURDAY
5:00 pm–5:45 pm Introduction to Linguistics: Liminal Spaces, Threshold Concepts, and Instructional Design

ADULT EDUCATION

THURSDAY
9:30 am–11:15 am Teacher Motivation and the Prickly Matter of Handling Feedback
11:30 am–12:15 pm Academic Language: Bridging the Gap for Successful Transitions
11:30 am–12:15 pm Global Englishes in Adult ESL: Classroom Materials, Tools, and Strategies
1:00 pm–2:45 pm Moving Toward College-and-Career-Focused Adult ESOL Instruction
2:00 pm–2:45 pm Motivate, Gain, and Persist in Small, Open-Enrollment Adult Programs
3:00 pm–3:45 pm Sustaining the Next Generation: A Blended Academic English Support Program
4:00 pm–4:45 pm Increasing Students’ Academic Success Through Differentiated Instruction
5:00 pm–5:45 pm How Adult Learners Benefit From the Mutually Adaptive Learning Paradigm

FRIDAY
12:30 pm–1:45 pm A Multimedia Village Supports and Retains Adult ESL Students
1:00 pm–1:45 pm Considerations and Strategies for Teaching a Multilevel Adult ESL Class
1:00 pm–1:45 pm Five Tasks to Connect ESL Reading and Writing Skills
2:00 pm–2:45 pm Examining the Effects of Comprehensive Vocabulary Instruction for Adult ELLs
2:00 pm–2:45 pm Exploring, Sustaining, and Renewing Motivation at the Edge of Chaos
2:00 pm–2:45 pm Five Pillars of Designing and Delivering Hybrid Courses to Adults
3:00 pm–3:45 pm SERV 1000: Boldly Going Where ESL Students Haven’t Gone Before

3:00 pm–3:45 pm Task-Based Lessons Produce Real-Life Learning
3:00 pm–4:45 pm Reading Strategies to Develop Critical Thinking and Improve Test Scores
4:00 pm–5:45 pm ESOL Students Prepare for the Real World With Project-Based Learning

SATURDAY
9:30 am–11:15 am Help Students Take Charge of Their Own Learning
10:30 am–11:15 am Digital Literacy for Adult English Language Learners: Using Learner Web
11:30 am–12:15 pm Developing Preemployment Skills for L1/L2 Students
12:30 pm–1:45 pm Organizing a Health Literacy Collaborative for Adult ESOL Learners
1:00 pm–1:45 pm Incorporating Technology Into Low-Level Adult Classrooms

ADVOCACY

FRIDAY
3:00 pm–3:45 pm Building an Architecture of Inclusion: College Access for English Learners
4:00 pm–4:45 pm Undocumented Students in Class, What Do I Need to Know?

APPLIED LINGUISTICS

TUESDAY
9:00 am–4:00 pm Engaging in Motivational Teaching Practices

THURSDAY
9:30 am–10:15 am Using Linguistic Landscaping With Teachers and Students in EFL Contexts
10:30 am–12:15 pm Reading and Writing Expectations of Matriculated University Students
1:00 pm–1:45 pm A Corpus Linguistics Approach to the Acquisition of English Lexis
1:00 pm–3:45 pm TESOL as Intercultural Communication
2:00 pm–2:45 pm Job Fairs: Bridging Business and Academic English
4:00 pm–4:45 pm Research-Based Guidelines for English Language Development Instruction

FRIDAY
11:30 am–1:15 pm Innovation and Change in English Language Education
12:30 pm–1:45 pm Change in L2 Affective Factors During an Academic Year
12:30 pm–1:45 pm Meeting the Needs, Fulfilling the Wants: Impacts of Tailor-Made Materials
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>12:30 pm-1:45 pm</td>
<td>The Development of Formulaic Sequences: A Longitudinal Learner Corpus Investigation</td>
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<tr>
<td>4:00 pm-4:45 pm</td>
<td>Task Complexity, Interaction, and Vocabulary Learning in Task-Based Instruction</td>
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<td>5:00 pm-5:45 pm</td>
<td>English Culture in Palestinian Textbooks</td>
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<td>Mitigation Strategies in the Disagreement Sequences of Low-Level Learners</td>
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<td><strong>SATURDAY</strong></td>
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<tr>
<td>8:00 am–9:00 am</td>
<td>Complexity Theory: Renewing Our Understanding of Language, Learning, and Teaching</td>
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<td>9:30 am–11:15 am</td>
<td>Identity and TESOL: Directions for the future</td>
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<td>10:30 am–11:15 am</td>
<td>Helping EFL Graduate Students Identify Authors’ Positioning in Research Articles</td>
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<td>10:30 am–11:15 am</td>
<td>The Relationships Between Test Tasks, Strategy Use, and Test Performance</td>
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<td>11:30 am–12:15 pm</td>
<td>Formulaic Expressions: What Your Textbook Is Not Telling You</td>
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<td>11:30 am–12:15 pm</td>
<td>The Role of Instruction in EFL Classes</td>
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<td>1:00 pm–1:20 pm</td>
<td>Creating Engaging ELT Materials: Songs, Movie Scenes, and Beyond</td>
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<td>3:00 pm–3:45 pm</td>
<td>Assessment for Engagement: Extensive Reading and Canvas Quizzes</td>
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<td>11:30 am–11:50 am</td>
<td>Art for Motivation and Communication in Language Learning</td>
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<td>12:30 pm–1:45 pm</td>
<td>The Public Art Walking Tour</td>
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<td>1:00 pm–2:45 pm</td>
<td>Making Lessons Unforgettable With Theater Techniques and Stagecraft</td>
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<td><strong>ASSESSMENT</strong></td>
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<td><strong>WEDNESDAY</strong></td>
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<td>1:00 pm–5:00 pm</td>
<td>Supporting Teachers and Learners Using Assessment of and for Learning</td>
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<td>9:30 am–11:15 am</td>
<td>Assessment Just Like the Professionals Do It</td>
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<td>11:30 am–12:15 pm</td>
<td>Next Generation of Digital Language Assessment Delivery</td>
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<td>12:30 pm–1:45 pm</td>
<td>Affective Needs Assessment: Achieving Integration in Continuous Intake Classrooms</td>
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<td>12:30 pm–1:45 pm</td>
<td>Exploring Oral Presentations From EFL Students’ Points of View</td>
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<td>Issues in Dynamic Assessment</td>
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<td>Overcoming Challenges to Formative Assessment Implementation</td>
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<td>Second Language Writing Assessment—Exploring the Future</td>
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<td>Creating Scaffolded Tasks for the TOEFL Test</td>
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<td>4:00 pm–4:45 pm</td>
<td>ELLs and Automated Scoring of Essays: Critical Considerations</td>
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<td>9:30 am–10:15 am</td>
<td>Creative, Innovative, and Multimodal Standardized Assessments: An Update and Dialogue</td>
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<td>12:30 pm–1:45 pm</td>
<td>Previewing the ITA Test, Maximizing Success</td>
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<td>12:30 pm–1:45 pm</td>
<td>The Washback Effect of Iranian School-Leaving Test of English</td>
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<td>2:00 pm–2:45 pm</td>
<td>The Impact of Feedback Format on Academic Writing</td>
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<td>3:00 pm–3:45 pm</td>
<td>Examining the Use of English Proficiency Placement Tests in Kindergarten</td>
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<td>Creating Better Classroom Assessments in K12 Schools</td>
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<td>5:00 pm–5:45 pm</td>
<td>Using Challenge Exams to Improve IEP Placement Decisions</td>
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<td>10:30 am–11:15 am</td>
<td>Creating Student-Friendly Rubrics in 5 Steps</td>
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<td>Assessing Language Skills Needed to Teach English in English</td>
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<td>Linguistic Item Characteristics on Math Test Item Bias for ELLs</td>
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<td>The Challenges of ESP Assessment for Military English</td>
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<td>Assessing Intercultural Readiness Among Internationals in Medical Residency Programs</td>
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<td>3:00 pm–3:45 pm</td>
<td>Screening for Classroom Readiness With Sustainable Oral English Assessments</td>
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<td><strong>BILINGUAL EDUCATION</strong></td>
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<td>9:30 am–12:15 pm</td>
<td>A Celebration of 40 Years of Multilingualism Within TESOL</td>
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<td>1:00 pm–1:45 pm</td>
<td>RTI in Strategies-Based Instruction (SBI) for Bilingual Students</td>
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<td>2:00 pm–2:45 pm</td>
<td>Accented Speakers in a Globalized World</td>
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<td>3:00 pm–3:45 pm</td>
<td>Implementing the National Bilingual Program: Diagnosing for a School Policy</td>
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<td>12:30 pm–1:45 pm</td>
<td>Teaching Civic Education Through ELT</td>
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<td>Developing a Bilingual Literacy Program Through Teacher Initiative and Collaboration</td>
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<td>Dual Language Education for a Transformed World</td>
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<td>Mathematics Discourse Communities: Advancing Latina/o Mathematics Learning and Academic Literacy</td>
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<td>3:00 pm–3:45 pm</td>
<td>Mentor Text: Using Children’s Literature to Teach Writing (Bilingual Session)</td>
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<td>Exploring Vygotsky: Reviewing A Distant Mentor for Multiliteracy Success</td>
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<td>9:30 am–10:15 am</td>
<td>Bidirectional Multilingualism as Social Capital: English Plus One More</td>
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<td>A “Sensitization to Foreign Languages” Program: Enriching the Linguistic Environment</td>
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<td>12:30 pm–1:45 pm</td>
<td>Nurturing North American Language Revitalization</td>
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<td>Identifying Gifted ELLs With the Hispanic Bilingual Gifted Screening Instrument</td>
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<td>11:30 am–12:15 pm</td>
<td>Language Choices of Novice Bilingual Teachers During Sheltered English Instruction</td>
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<td>2:00 pm–2:45 pm</td>
<td>English Language Teaching for the Next Generation of Immigrant Families</td>
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<td>3:00 pm–4:45 pm</td>
<td>Renewing Academic Language in Dual-Language Programs for College and Career</td>
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<td>12:30 pm–1:45 pm</td>
<td>Language-Teacher Professional Development Using Blogging</td>
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<td>Socializing International Students Into the Academic Culture of Instructional Technology</td>
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<td>1:00 pm–1:45 pm</td>
<td>The Crucial Role of Teaching Presence in Online ESOL Programs</td>
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<td>2:00 pm–2:45 pm</td>
<td>Building Community Through Collaboration in Online Environments</td>
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<td>3:00 pm–3:45 pm</td>
<td>Self-Regulated Learners: Just Clicks Away!</td>
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<td>4:00 pm–4:45 pm</td>
<td>Building and Sustaining Classroom Community Through Technology</td>
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<td>Leaps of Imagination and Dreaming: Implementing an iPad Lab</td>
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<td>Accessing Learning: BYOD in Language Class</td>
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<td>Talking About Writing: Exploring Screencasting for Writing Feedback</td>
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<td>Gamification of Learning Outcomes</td>
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<td>The Overall Impact of CALL on English Language Learning</td>
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<td>Moving Beyond the Boundaries: Language Learning With Mobile Devices</td>
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<td>Linking Formal and Informal English Learning Through Mobile Learning Activities</td>
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<td>Create a Digital Course Pack</td>
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<td>11:30 am–12:15 pm</td>
<td>Paper, Pens, and iPads: Writing for Today’s Student</td>
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<td>11:30 am–12:15 pm</td>
<td>Using iPads to Enhance Intensive Academic English Instruction</td>
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<td>iELF: An Online Language Learning Resource</td>
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<td>Can We Enhance Feedback to University Students Using Screencast Software?</td>
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<td>2:00 pm–3:45 pm</td>
<td>Building Games for Language Education: Exploring Best Practices</td>
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<td>2:00 pm–2:45 pm</td>
<td>Digital Tools for ELs: Constructing Language and Content Knowledge</td>
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<td>4:00 pm–4:45 pm</td>
<td>Developing Interactive Grammar Materials to Promote Learner Autonomy</td>
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<td>4:00 pm–5:45 pm</td>
<td>Techifying Your Ideas</td>
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<td>5:00 pm–5:45 pm</td>
<td>A Pedagogy of Multiliteracies in ESL Instruction: How and Why</td>
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<td>9:30 am–9:50 am</td>
<td>Animated Video Integration for First-Timers</td>
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<td>9:30 am–12:15 pm</td>
<td>Emerging Technologies: Managing a Changing Landscape With Mobile Technologies</td>
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<td>9:30 am–10:15 am</td>
<td>Increasing Learner Autonomy and Motivation Through Blogging</td>
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<td>11:30 am–12:15 pm</td>
<td>Developing Classroom Interactional Competence With Head-Held Camcorders</td>
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<td>11:30 am–12:15 pm</td>
<td>Using Twitter, Storytelling, and Screencasting Apps to Reimagine Your Classroom</td>
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12:30 pm–1:45 pm  Alter Egos: Comics and Student Identity
12:30 pm–1:45 pm  Community Engagement With the Portland ESL Network
1:00 pm–1:45 pm  Digital Composing: Utilizing Students’ Web Skills for L2 Collaborative Writing
2:00 pm–2:45 pm  English Language Learners’ Hybrid Reading Strategies and Learning Experiences
2:00 pm–3:45 pm  Exploring Technology Solutions Across the IEP Campus and Curriculum
3:00 pm–3:45 pm  Tech Training for Teachers: Lessons From the Language Classroom
3:00 pm–3:45 pm  Using Collaborative Online Tools for Academic Writing
4:00 pm–4:45 pm  The How and Why of iPads in the Language Classroom
5:00 pm–5:45 pm  Flipping a Grammar Class: What, Why, and How?

CLASSEMRROOM MANAGEMENT
THURSDAY
11:30 am–12:15 pm  Effective Group Work in the Classroom
11:30 am–1:15 pm  Mixing Oil and Water: Teaching Chinese and Saudi Students Together
3:00 pm–3:45 pm  Teaching Study Skills
FRIDAY
1:00 pm–1:20 pm  Increasing Oral Participation Among Reluctant Learners
SATURDAY
9:30 am–10:15 am  Let’s Be Adult About This: Motivating IEP Students to Learn
1:00 pm–1:45 pm  It’s Okay to Have Fun in the Classroom

CLIL
THURSDAY
9:30 am–11:15 am  Promoting Scientific Literacy: Teaching Data Interpretation Through a Cultural Lens
12:30 pm–1:45 pm  Expanding CBI: Integrating Pedagogy and Relationships to Support Science Learning
2:00 pm–2:45 pm  Researching Academic Language: Examples From Upper Elementary Classrooms
2:00 pm–3:45 pm  Developing Projects Related to Your Course’s Textbooks
3:00 pm–4:45 pm  Conceptualizations of Academic Language in the Content Areas for ELLs
5:00 pm–5:45 pm  Facilitating Content and Language Integrated Learning (CLIL) Through Web-Based Activities
FRIDAY
11:30 am–12:15 pm  Training for CLIL: Teacher Competences
5:00 pm–5:45 pm  An ESL Parent Involvement Program That Supports the Next Generation

SATURDAY
1:00 pm–1:45 pm  ESL/Mainstream Collaboration: Coplanning Practices and Strategies
5:00 pm–5:45 pm  Tiered Texts for Academic Language and Content Knowledge Development

COMMON CORE STATE STANDARDS
TUESDAY
9:00 am–4:00 pm  Aligning Teaching, Learning, and Assessment With the Common Core
THURSDAY
9:30 am–11:15 am  Unwrapping the Content and Language Demands of the Standards
2:00 pm–2:45 pm  Common Core State Standards: What Do Teachers of ELLs Say?
2:00 pm–2:45 pm  Reading Informational Text in School: Depth Versus Breadth
2:00 pm–2:45 pm  Using Common Core Standards for Adult Education for Adult ESL
FRIDAY
9:30 am–11:15 am  Linking Language Objectives to CCSS in General and Special Education
11:30 am–12:15 pm  Discourse Structures That Provide ELLs Access to the Common Core
11:30 am–1:15 pm  Close Reading With English Learners: Strategies for Success
2:00 pm–2:45 pm  Reading and Writing for the Common Core Standards

SATURDAY
9:30 am–11:15 am  Academic Vocabulary Strategies to Help ELLs Meet the Common Core
1:00 pm–1:45 pm  New Standards, New Assessments: English Language Learners Facing New Challenges
2:00 pm–3:45 pm  Developing Academic Language and Literacy for Students in Grades 4-12
2:00 pm–6:00 pm  The RAMP to Standards: How to Align CCSS for All
4:00 pm–4:45 pm  Next Generation Standards: Common Core and Teacher Collaboration

COMMUNITY COLLEGE AND TECHNICAL EDUCATION
THURSDAY
12:30 pm–1:45 pm  Training Tutors Who Work With ELL Students in College Settings
CONTENT-BASED INSTRUCTION

THURSDAY
9:30 am–10:15 am From Nebulous to Fabulous: Renewing an IEP Communication Class
9:30 am–11:15 am Production-Oriented Preparation Tasks to Enhance Language Learning and Performance
12:30 pm–1:45 pm Exploring Bullying Interculturally: Joint Project of Japanese and American Students
1:00 pm–1:45 pm Make It Work: Service Learning in the IEP Context
2:00 pm–2:45 pm Writers’ Workshop and Language Nests to Nurture Heritage Languages
3:00 pm–3:45 pm Content Language Integrated Learning and ESP Medical Research Writing Curriculum
4:00 pm–4:45 pm Project-Based and Service Learning for Explorations in Business English

FRIDAY
12:30 pm–1:45 pm Exploring Repetition: Collaboration and Technology Tools for Innovative Repetition Practice
1:00 pm–1:45 pm Promoting Academic Literacy and Intercultural Competence Through Service Learning
1:00 pm–2:45 pm Scaffolding for Success: Increasing ELL’s Access to Content Area Curriculum
3:00 pm–3:45 pm The Whole Package: Introducing Academic Skills Through Young Adult Novels
4:00 pm–4:45 pm The Making-Meaning Dance: Variety and Frequency of Instructional Strategies
5:00 pm–5:45 pm Human Library Inspired Project: Promoting Cultural Awareness Through Dialogue

SATURDAY
9:30 am–10:15 am Adjunct-Linked CBI: Connecting Your IEP, Community, and University
9:30 am–11:15 am Integrating Language and Content in the Secondary Classroom
10:30 am–11:15 am Take Me Out to the Ballgame: IEP Electives
11:30 am–12:15 pm Balancing Language and Academic Content in English Language Development
11:30 am–11:50 am Critical Thinking Language Instruction Using Psychology Content, Experiments, and Activities
1:00 pm–1:45 pm Creating a Recycling Action Project for a Sustainable Future
2:00 pm–2:45 pm Fostering Critical Thinking and Language Skills Through Art
2:00 pm–2:45 pm Using DTR (Do, Talk and Record) in Teaching ESL
4:00 pm–4:45 pm Imagine, Research, Create, Teach: A Template for Project and CBI

CULTURE

THURSDAY
1:00 pm–1:45 pm An Alternative Approach to Culture: From the Bottom Up

FRIDAY
2:00 pm–2:45 pm Cultural Influences on International Teaching Assistants’ Classroom Interactions
5:00 pm–5:45 pm The World Heritage Project: Discovering and Teaching Our Cultural Identity

SATURDAY
1:00 pm–1:45 pm Dilemmas in Addressing Culture in the Modern Language Classroom
1:00 pm–1:45 pm Exploring a Culturally Responsive Teaching Continuum: Increasing ESOL Instruction Effectiveness
11:30 am–12:15 pm Exploring Collaborative Methods: The Next Generation of Cultural Fluency

CULTURE AND SOCIOLINGUISTICS

THURSDAY
11:30 am–12:15 pm Sexual Identity in ESL Classrooms: Exploring Attitudes of LGBT Students
11:30 am–12:15 pm Teaching Humor: Does It Help?
11:30 am–12:15 pm The Future Kingdom: Saudi Experiences Within U.S. Universities
12:30 pm–1:45 pm I’m Not a _____! Questioning Stereotypes
12:30 pm–1:45 pm Smart Negotiation: Cutting Down on Negotiation Time With Arab Students
1:00 pm–2:45 pm The Transformative Educator: Upsetting the Balance
2:00 pm–2:45 pm The Innovative Trend of Using Address Terms in China
2:00 pm–2:45 pm The Latin American English Language Learner in the 21st Century
3:00 pm–3:45 pm Sharing the Burden of Equality: A Guide for NESTs
4:00 pm–4:45 pm When Assumptions and Priorities Collide: Exploring Intercultural Communication and Schooling

FRIDAY
11:30 am–1:15 pm Developing Intercultural Competence Through Targeting Cultural Stereotypes
12:30 pm–1:45 pm Culturally Savvy Teaching: Identifying and Overcoming Culture Clashes
12:30 pm–1:45 pm How Music and Media Influence World Englishes
12:30 pm–1:45 pm Promoting Global Awareness via an Asian Youth Forum (AYF)
1:00 pm–1:45 pm Facilitating Cross-Cultural Understanding Through Course Design
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>How Do Critical Incident Exercises Build Intercultural Competence?</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Exploring ESOL Teaching Strategies to Build Intercultural Awareness and Communication</td>
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<tr>
<td>3:00 pm–3:45 pm</td>
<td>Platforms and Perspectives: Encouraging Purposeful Communication Among Chinese English Learners</td>
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<tr>
<td>3:00 pm–3:45 pm</td>
<td>Using E-Pal Projects to Create Intercultural Awareness: Stages and Evaluation</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Perceptual Agility, Intercultural Communication, and Good Jokes</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Using Web-Mediated Intercultural Exchanges in EFL Learning and Teaching</td>
</tr>
</tbody>
</table>

**SUNDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:30 am–11:15 am</td>
<td>Experiential Intercultural Skills Building in the English Language Classroom</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>The Second Language Socialization of an International Teaching Assistant</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Intercultural Communication: More Than Culture Learning, More Than Language Proficiency</td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>Examining Cultural Stereotypes for Self-Awareness and Mutual Understanding</td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>Global Issues and World Organizations</td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>Helping NES Teachers in China Bridge Cultural and Linguistic Canyons</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Successful Intercultural Communication Strategies of Japanese Study Abroad Students</td>
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<tr>
<td>1:00 pm–1:45 pm</td>
<td>Using Film to Build Intercultural Literacy in a Reading/Writing Course</td>
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<tr>
<td>1:00 pm–1:45 pm</td>
<td>What’s in a Name?: Sociolinguistic Implications of ELL Naming Practices</td>
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<tr>
<td>2:00 pm–6:00 pm</td>
<td>Confronting Underlying Racism for Effective Intercultural Communication</td>
</tr>
</tbody>
</table>

**EDUCATIONAL LINGUISTICS**

**THURSDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:00 am–9:00 am</td>
<td>Five Megatrends Shaping the Future of TESOL</td>
</tr>
<tr>
<td>1:00 pm–3:45 pm</td>
<td>Workshop on Megatrends in TESOL</td>
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</tbody>
</table>

**ELEMENTARY SCHOOL/ PRIMARY EDUCATION**

**THURSDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am–11:15 am</td>
<td>Renew Your Language Teaching With Collaborative Conversation</td>
</tr>
<tr>
<td>9:30 am–11:15 am</td>
<td>Strategies to Scaffold Rigor and Create Relevance for ELLs</td>
</tr>
<tr>
<td>11:30 am–11:50 am</td>
<td>English Teaching in Primary School: the Côte d’Ivoire Experience.</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Teaching What You Don’t Know: Is It Possible?</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Thematic Pictures: Developing Vocabulary and Language Skills Across Content Areas</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Missing: Elementary ELLs in Gifted and Talented Programs</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Common Core Meets Mother Goose</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Elementary ELL Pedagogy: Lessons From ESL and Bilingual Teachers</td>
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<tr>
<td>2:00 pm–2:45 pm</td>
<td>Understanding “I Forgot”: Unpacking Conversations About Text With Struggling ELs</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Young Learners of English Need 21st Century Skills</td>
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</tbody>
</table>

**FRIDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am–10:15 am</td>
<td>Best Practices in Teaching Asylum Refugees</td>
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<tr>
<td>9:30 am–11:15 am</td>
<td>Quality Pre-K for ELLs: Why? What? and How?</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Oral Narrative Retell Performance Among Spanish-Speaking First and Second Graders</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Quality Pre-K for ELLs: A Practical Discussion of Key Issues</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Technology at Our Fingertips: Valuable Tools and Insights</td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>Weaving Community Into the Tapestry of Elementary ELL Programs</td>
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<tr>
<td>2:00 pm–2:45 pm</td>
<td>Explore New Research-Based Approaches for Teaching Pre-K–K ELLs</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Leading ELLs Toward Academic Achievement: Implementing an Inclusion Model</td>
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</tbody>
</table>

**SATURDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am–11:15 am</td>
<td>ELL Para and Teacher Collaboration: Strategies for Building Academic Language</td>
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<tr>
<td>9:30 am–10:15 am</td>
<td>Where Are All the Young Learner Researchers?</td>
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<tr>
<td>10:30 am–11:15 am</td>
<td>Disrupting Preservice Teachers’ Commonly Held Assumptions About Bilingual/Diverse Families</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Collaborative Planning for Young English Learners in Literacy Instruction</td>
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<tr>
<td>1:00 pm–1:45 pm</td>
<td>Developing Language and Preliteracy Skills in Early Childhood With SIOP</td>
</tr>
</tbody>
</table>
ENGLISH AS A FOREIGN LANGUAGE

THURSDAY
9:30 am–10:15 am Connecting Institutions to Collaboratively Empower Access Students and Teacher Trainees
9:30 am–11:15 am Indonesia, Thailand, and Vietnam: Southeast Asian Learners of English
11:30 am–1:15 pm Breaking The Ice: Going Beyond Simple Icebreakers Through Motivation
12:30 pm–1:45 pm Social-Networking and EFL Secondary Education: Notions and Implications
12:30 pm–1:45 pm Using Online Resources in an English for Academic Purposes Course
12:30 pm–1:45 pm Writing for Government Purposes: A Beginning
1:00 pm–1:45 pm Mobile Learning: The Reality of Chatting, Note Taking, and Assignments
2:00 pm–2:45 pm ELT Education in Turkey: A Multifaceted Programmatic Evaluation
2:00 pm–2:45 pm Exploring Challenges of Curriculum Renewal in Sustaining an EFL Program
2:00 pm–2:45 pm Innovating Intercultural Understanding Through Multicultural Literature
3:00 pm–4:45 pm Beyond the Gap Fill: Song Activities for EFL Classrooms
3:00 pm–3:45 pm Language Learner Emotions: Beyond Confidence and Anxiety
5:00 pm–5:45 pm Principles for Teaching Culture in ELT

FRIDAY
9:30 am–10:15 am A Musical Approach to Free Language Use: An Experiential Cycle
9:30 am–10:15 am Job Marketplace Tips: Through the Eyes of a Recruiter
9:30 am–11:15 am Seeing the Forest and Choosing the Trees: Exploring Learner Autonomy
11:30 am–12:15 pm Professional Development: English Teacher Training through Videoconference Mentoring
12:30 pm–1:45 pm Strategies of Learning English by YLs in Nepal: Case Study
1:00 pm–2:45 pm Teaching English as an International Language: Implications and Challenges
2:00 pm–2:45 pm 10 Things You Should Know About Teaching Your Chinese Students
3:00 pm–3:45 pm Developing Arab Students’ Critical Thinking Skills
3:00 pm–3:45 pm Searching for the Perfect Text: Genre-Based Instruction for Oral Presentations

SATURDAY
9:30 am–10:15 am Linguistic Biographies and EFL Teacher Development
9:30 am–10:15 am Reading Anxiety: Its Effects on Reading Strategy and Reading Comprehension
9:30 am–10:15 am The Use and Usefulness of Machine Assessment on EFL Writing
11:30 am–1:45 pm Teaching Lexis From Authentic Texts: Awareness Raising, Practice, and Recycling
12:30 pm–1:45 pm Using Idioms to Motivate Future EFL Teachers
1:00 pm–1:45 pm Communicative Teaching in Very Large Classes
1:00 pm–1:45 pm Innovative and Interactive Strategies for Teaching Grammar and Pronunciation
1:00 pm–1:45 pm Japanese Learners’ Negotiation Between Actual/Ideal L2 Selves for Motivation
2:00 pm–3:45 pm Nonverbal Communication: Going Beyond the Mona Lisa Smile
3:00 pm–4:45 pm Integrating Brain Research in EFL Practice to Deal With Diversity
5:00 pm–5:20 pm Integrate Language and Culture Teaching to Enhance Students’ Intercultural Sensitivity

ENGLISH AS A MEDIUM OF INSTRUCTION

THURSDAY
9:30 am–11:15 am The Contextualized English Camp: A New Framework for Planning

FRIDAY
9:30 am–11:15 am Disrupting the Prime Directive of Monolingual L2 Delivery
9:30 am–11:15 am Faculty Voices on Teaching Through English as a Foreign Language

SATURDAY
9:30 am–10:15 am English-Medium Instruction: What Do University Professors Know and Need?

ENGLISH FOR SPECIFIC PURPOSES

THURSDAY
9:30 am–11:15 am The ABCs of Creating Effective Contextualized Curricula for ESP Programs
10:30 am–12:15 pm Creating Formative Assessments That Guide Teaching in ESP Courses
12:30 pm–1:45 pm Enhancing Students’ Interest in World Incidents Through Authentic Materials
2:00 pm–2:45 pm Exploring the Educational Challenges of the Next Generation of Nurses
2:00 pm–2:45 pm Technical Communication Course for International Students: Collaboration, Design, and Teaching
3:00 pm–3:45 pm English for Tourism: Designing Courses for the Next Generation

FRIDAY
9:30 am–10:15 am Rhetorical Structure of Marketing Research Articles
10:30 am–11:15 am Supporting the Transition From International Graduate Student to Professional
12:30 pm–1:45 pm Teaching Technical English for Hydraulics Students
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Developing International Graduate Students’ Job Market Skills Using Behavioral Interviews</td>
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<tr>
<td>2:00 pm–2:45 pm</td>
<td>EAP Support for Graduate Students: Challenges and Successes</td>
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<tr>
<td>3:00 pm–3:45 pm</td>
<td>Research Designed Medical ESP Program</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>How to Structure a Conditional Admission EAP Chemistry Support Class</td>
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<td><strong>SATURDAY</strong></td>
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<tr>
<td>9:30 am–11:15 am</td>
<td>Exploring the Diversity of ESP and Building an Inclusive Community</td>
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<td>10:30 am–11:15 am</td>
<td>An English Language Needs Analysis of High-Tech Entrepreneurs in Japan</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>English for Specific Purposes: Agent of Social and Economic Progress</td>
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<td>12:30 pm–1:45 pm</td>
<td>Development of an ESL Course for Domestic Violence Peer Counselors</td>
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<td>1:00 pm–1:45 pm</td>
<td>Making ICE: Teaching Austrian Engineers ESP Vocabulary Using Model Kits</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Life After English: Learning Transfer From an Undergraduate EAP Program</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>The Development of an ESP Program for Latino NICU Parents</td>
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<td><strong>GRAMMAR</strong></td>
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<td><strong>THURSDAY</strong></td>
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<tr>
<td>10:30 am–11:15 am</td>
<td>Inquiry-Based ESL Grammar: Discovering a Better Way of Learning</td>
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<tr>
<td>1:00 pm–1:45 pm</td>
<td>Exploring Grammar Across Disciplines for Rapid and Sustained Success</td>
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<td>3:00 pm–3:45 pm</td>
<td>Grammar off the Charts: Meaningful Materials for Lower Levels</td>
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<td>3:00 pm–3:45 pm</td>
<td>Understanding and Teaching Passive Voice and Related Constructions</td>
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<tr>
<td><strong>FRIDAY</strong></td>
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<tr>
<td>9:30 am–10:15 am</td>
<td>A Holistic Approach to Teaching Beginning Grammar to Arabic Speakers</td>
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<td>9:30 am–10:15 am</td>
<td>Grammatical Structures in Action; Strategies for Understanding Contextual Dynamics</td>
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<tr>
<td>9:30 am–11:15 am</td>
<td>From Intuition to Pedagogy: The Essence of Lesson Prep</td>
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<tr>
<td>9:30 am–11:15 am</td>
<td>TED Talks and So Does Grammar: Integrating Grammar in Communication</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Extra! Extra! A Register Analysis of “USA Today” and “Newsademic”</td>
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<tr>
<td>2:00 pm–2:20 pm</td>
<td>Using Adverbials to Generate Song Lyrics and One Act Plays</td>
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<tr>
<td><strong>SATURDAY</strong></td>
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<tr>
<td>9:30 am–9:50 am</td>
<td>Out of Necessity for Schematic Use of Grammar</td>
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<tr>
<td>10:30 am–11:15 am</td>
<td>Teaching Motivation Behind Prepositions</td>
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<tr>
<td>2:00 pm–2:45 pm</td>
<td>Making Grammar Engaging (and Fun)</td>
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**HIGH SCHOOL/SECONDARY EDUCATION**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Impact of Cultural Identity and Attitudes Toward Immigrant Students’ Schooling</td>
</tr>
<tr>
<td>1:00 pm–1:45 pm</td>
<td>Best Practices for Newly-Arrived Secondary Immigrants</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Transforming School Culture Through English Clubs in Mauritania</td>
</tr>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>Culturally and Linguistically Responsive Instruction for EL Academic Success</td>
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<tr>
<td>1:00 pm–2:45 pm</td>
<td>Re-Defining Relevance: Cultural and Social Tools for Secondary ELLs</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Integrating Tech Tools in the EL Classroom</td>
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<td><strong>FRIDAY</strong></td>
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<tr>
<td>1:00 pm–1:45 pm</td>
<td>Addressing Newcomers and Long Term ELLs: From Fossilization to Fluency</td>
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<tr>
<td>3:00 pm–4:45 pm</td>
<td>Building BRIDGES: Pre-Ninth Grade Intervention for Low Literacy Newcomers</td>
</tr>
<tr>
<td><strong>SATURDAY</strong></td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>A View From the Other Side: Self-Portrayals of Secondary ELLs</td>
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</table>

**HIGHER EDUCATION**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am–9:50 am</td>
<td>iMovie as a Tool for Paced Reading</td>
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<tr>
<td>9:30 am–11:15 am</td>
<td>Professional Development of NNEST Writing Professionals in TESOL</td>
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<tr>
<td>10:30 am–11:15 am</td>
<td>Providing Focused Feedback in the Speaking/Listening Classroom</td>
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<tr>
<td>11:30 am–11:50 am</td>
<td>Exploring Culture &amp; Integrating Academic Language Skills Through Readers Theater</td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>Class Blog Comments Promote Effective Online Social Networking</td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>Positive Feedback for Beginners in the EFL Classroom</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Defining English Language Teacher Research in the Cambodian Context</td>
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<tr>
<td>3:00 pm–3:45 pm</td>
<td>Exploring Reading Skills &amp; Strategies for International Graduate Students</td>
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<td>4:00 pm–4:45 pm</td>
<td>“Reading to Write” to Sustain University-Level Writing</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>IEP Student Success: Overcoming Challenges for the Next Generation</td>
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<td>4:00 pm–4:45 pm</td>
<td>Teaching Oral Skills Online: Perspectives From Administrators, Designers, and Faculty</td>
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<td>5:00 pm–5:45 pm</td>
<td>Topics of Science in the Classroom</td>
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<td><strong>FRIDAY</strong></td>
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<tr>
<td>9:30 am–10:15 am</td>
<td>Centering ESL Tutorials: Accessing and Implementing ESL Writing Center Research</td>
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</tbody>
</table>
9:30 am–10:15 am  Mentoring New Teachers for Higher Education ESOL
10:30 am–10:50 am  Harnessing the Power of Focus: Exploring Meditation for ELT
11:30 am–1:15 pm  Critical ELT Pedagogies: Challenges and Applications
12:30 pm–1:45 pm  Bargaining for Grades: Strategies for Positive Outcomes
12:30 pm–1:45 pm  Exploring and Renewing Vocabulary Strategies: Effective Acquisition Activities for ELLs
12:30 pm–1:45 pm  Factors Influencing Student Evaluations of Teaching
1:00 pm–1:45 pm  Exploring Institutional Practices: Renewing Commitment to Linguistic Support for NNES
1:00 pm–1:45 pm  Timed Reading: Choosing Your Own Path?
2:00 pm–2:45 pm  Centering ESL Tutorials: Accessing and Implementing ESL Writing Center Research
2:00 pm–2:45 pm  How Can We Support ELLs in Mainstream University Classes?
2:00 pm–2:45 pm  Implementing A Context-Based Cooperative Learning Pedagogy: An Action Research Study
2:00 pm–2:45 pm  Shared Faculty Governance and IEP Administration
2:00 pm–2:45 pm  The Case for Credit: EAP Courses and Academic Credit
3:00 pm–3:45 pm  Professor and ESL Student Interactions: Why Do They Matter?
3:00 pm–3:45 pm  TESOL in the Outer Circle: The Case of the Philippines
4:00 pm–4:45 pm  Training Students and Teachers in Analytical Revision Techniques
5:00 pm–5:45 pm  10 Ways to Play Tic-Tac-Toe for Language Practice
5:00 pm–5:45 pm  Assisting International Students in Transition: Theory Into Practice

SATURDAY
10:30 am–11:15 am  Advising the New Generation of College-Bound Chinese Students
10:30 am–11:15 am  The Heart of Writing Instruction is Reflective (In) Civility USA: Effective Academic Etiquette for Precollege ELLs
11:30 am–12:15 pm  Assumptions and Reality: A University Needs Analysis
11:30 am–12:15 pm  Right to Participate: Empowerment Through Social Strategy Use
12:30 pm–1:45 pm  Beginner Oral Skills Empowerment Through Nontraditional Oral Presentations
12:30 pm–1:45 pm  Using Literature Circles Based on Language Memoirs in ESL Classes
1:00 pm–1:45 pm  ESL to EFL: Shuttling Between Views, Realities, Opportunities and Challenges
1:00 pm–1:45 pm  Marginal Comments? Interrupting the Cycle of Evaluative Feedback
1:00 pm–1:45 pm  Starting From Scratch: Developing and Sustaining an EAP Program
1:00 pm–1:45 pm  Teachers of Gulf Arabs (TOGA) Forum
2:00 pm–2:45 pm  Facilitating Undergraduate Research Through Interdisciplinary Collaboration
2:00 pm–3:45 pm  Service-Learning in TESOL Higher Education
2:00 pm–2:45 pm  Supporting Curriculum Design Capacity: What’s at Stake?
4:00 pm–5:45 pm  A Bibliography and Other Resources for Teaching English to Lawyers
5:00 pm–5:45 pm  Leaving Our Comfort Zones: Cultural Experiences in Teacher Education

INTEGRATED SKILLS
THURSDAY
1:00 pm–1:45 pm  Five Ways to Integrate Workplace Readiness in ESL Classes
4:00 pm–4:45 pm  Off the Page, On the Air
FRIDAY
11:30 am–12:15 pm  ELT & Poetry: Strategies and Benefits for College Learners
SATURDAY
11:30 am–12:15 pm  How Curricular Crossover Can Revitalize Instruction
1:00 pm–1:45 pm  The Effect of Note-Taking Strategies on Test-Taking Performance
2:00 pm–2:20 pm  Ready Listening

INTENSIVE ENGLISH PROGRAMS
THURSDAY
9:30 am–10:15 am  Creating and Using an Anthology for English for Academic Purposes
9:30 am–11:15 am  Exploring Language: Creating Corpus-Based Classroom Materials
10:30 am–11:15 am  A Novel Guide to Local Exploration
10:30 am–11:15 am  Connecting With Millennials: Online Tools for Training Future ELT Educators
12:30 pm–1:45 pm  Renewing ESL Instruction With a New Generation of Student Teachers
1:00 pm–1:45 pm  Flipping the ESL Classroom: Promoting Student Interaction, Engagement, & Learning
1:00 pm–1:45 pm  Teaching Cohesion Strategies: Going Beyond Emphatic Logical Connectors
2:00 pm–2:45 pm  Taking the American Academic Experience to International Students: Onsite Workshops
5:00 pm–5:45 pm  Measuring the Participation Grade: Language Skill Activities and Data Collection
### FRIDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am-10:45 am</td>
<td>Fostering Unions Between Gulf Arabs and Other Cultures</td>
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<tr>
<td>9:30 am-10:15 am</td>
<td>Intersections: Saudi Students’ and IEP Teachers’ Perceptions of an IEP</td>
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<tr>
<td>9:30 am-10:15 am</td>
<td>Orientation and Strategies Instruction for the Next Generation IEP Student</td>
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<tr>
<td>9:30 am-9:50 am</td>
<td>Writing the Major Research Question</td>
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<tr>
<td>10:30 am-11:15 am</td>
<td>Students as Teachers: Exploring Peer-to-Peer Teaching</td>
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<tr>
<td>11:30 am-12:15 pm</td>
<td>Arab and Chinese Students: Exploring Teacher Bias</td>
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<tr>
<td>11:30 am-11:50 am</td>
<td>Exploring Reading and Writing Through Rap</td>
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<td>2:00 pm-2:45 pm</td>
<td>Enticing the Reticent Reader</td>
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<td>2:00 pm-2:45 pm</td>
<td>Keeping ESL Teachers From Becoming Their Own Worst Enemies</td>
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<tr>
<td>2:00 pm-2:45 pm</td>
<td>Leadership Skills and Styles Affecting Leaders</td>
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<tr>
<td>4:00 pm-4:45 pm</td>
<td>Flipping the IEP Research Classroom: An Instructional Alternative</td>
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<tr>
<td>4:00 pm-5:45 pm</td>
<td>IEPs for Chinese Scholars: Design and Sensemaking in Multicultural Contexts</td>
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### SATURDAY

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:30 am-11:15 am</td>
<td>Exploring Spoken and Written Arabic to Improve Classroom Instruction</td>
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<tr>
<td>9:30 am-11:15 am</td>
<td>Teaching Critical Thinking Skills in Academic Preparation Courses</td>
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<tr>
<td>11:30 am-12:15 pm</td>
<td>Service Learning and ESL: Integrating Campus and Community</td>
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<tr>
<td>11:30 am-12:15 pm</td>
<td>Service Learning and Relevance for the IEP Student: Connecting Communities</td>
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<tr>
<td>12:30 pm-1:45 pm</td>
<td>The Places You’ll Go: Putting Cooperative Learning Into Action</td>
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<tr>
<td>1:00 pm-1:45 pm</td>
<td>Corpus-Based Methods for Teaching Grammar to Beginners</td>
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<tr>
<td>2:00 pm-2:45 pm</td>
<td>Teaching Strategic Source Attribution to Advanced, College-Bound ELLs</td>
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<tr>
<td>3:00 pm-3:45 pm</td>
<td>Implementing Backward Design in an IEP</td>
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<tr>
<td>3:00 pm-4:45 pm</td>
<td>Writing on the Wall: Fun With Cooperative Poster Paper Activities</td>
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<tr>
<td>4:00 pm-4:45 pm</td>
<td>Bringing Conversation Partners Into the Speaking and Listening Classroom</td>
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</tbody>
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### INTERNATIONAL TEACHING ASSISTANTS

#### THURSDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>11:30 am-1:15 pm</td>
<td>Applying Integrated Course Design Principles to ITA Curricula</td>
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<tr>
<td>12:30 pm-1:45 pm</td>
<td>Fluency Activities for ITAs: Using Academic and “Everyday” English</td>
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<tr>
<td>2:00 pm-2:45 pm</td>
<td>ITAs’ Attitudes To Teaching in U.S. Classrooms: Implications for Practice</td>
</tr>
</tbody>
</table>

### LANGUAGE POLICY AND PLANNING

#### FRIDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am-10:15 am</td>
<td>Language Proficiency Benchmarks to Validate Second Language Writing Courses</td>
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<tr>
<td>10:30 am-11:15 am</td>
<td>Examining Teacher Perspectives on Language Policy in Buenos Aires, Argentina</td>
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<tr>
<td>3:00 pm-4:45 pm</td>
<td>English Language Policies in the Arab World: Issues and Implications</td>
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#### THURSDAY

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am-10:15 am</td>
<td>What Do University IEP Students Think About English-Only?</td>
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<tr>
<td>4:00 pm-4:45 pm</td>
<td>Redesigning the K-12 EFL Curriculum for the Next Generation</td>
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#### SATURDAY

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:30 am-11:15 am</td>
<td>Leadership in Learning Organizations Through Nurturing a Classroom Service Culture</td>
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<tr>
<td>4:00 pm-4:45 pm</td>
<td>The Next Generation: Transitioning From Teaching-Faculty to Administrative-Faculty</td>
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<tr>
<td>5:00 pm-5:45 pm</td>
<td>Improving Student Learning Through Structured Adjunct and Full-Time Faculty Support</td>
</tr>
</tbody>
</table>
### LISTENING, SPEAKING

**TUESDAY**
- 5:00 pm–9:00 pm | Listen Again: Strategies for an Integrated Approach to Listening Skills

**THURSDAY**
- 11:30 am–12:15 pm | Low Stakes but High Rewards: Autonomous Formal Presentation Practice
- 2:00 pm–2:45 pm | Fostering Presentation Competence: Instituting a Comprehensive Presentation Curriculum
- 2:00 pm–2:45 pm | Sustaining Learner Investment Through Facilitating ELL Self-Correction Goals
- 2:00 pm–2:45 pm | Teaching With TED: An Advanced Listening and Speaking Course
- 3:00 pm–3:45 pm | Breaking New Ground in Oral Communication for International Graduate Students
- 4:00 pm–5:45 pm | Teaching Contemporary Storytelling Skills for Social, Academic, and Professional Contexts
- 9:30 am–11:15 am | Speaking Projects That Work: From Simple Narratives to Cultural Examinations

**FRIDAY**
- 11:30 am–1:15 pm | Oral Fluency Activities: Tasks, Games, Presentations, and More
- 11:30 am–1:15 pm | Restoring Sound to the Sight of English Text
- 11:30 am–1:15 pm | The Secrets of Successful Communicators
- 12:30 pm–1:45 pm | Do You Hear What I Hear? Measuring International Students’ Intelligibility
- 1:00 pm–1:45 pm | Exploring “Real English”: Incorporating Conversation Volunteers Into an IEP
- 1:00 pm–1:45 pm | Listening and the Language Learner
- 1:00 pm–2:45 pm | Oral Presentations: Appropriately Citing and Interweaving Research, Graphics, and Video
- 1:00 pm–1:45 pm | Writing and Recording Original Audio Tracks for Authentic Listening
- 3:00 pm–3:45 pm | Teaching Spoken English: Content and Methodology
- 5:00 pm–5:45 pm | Learner Factors That Affect Pronunciation Practice

**SATURDAY**
- 9:30 am–10:15 am | 21st Century Twist on a Classic: Audio Pen Pals
- 9:30 am–10:15 am | Engaging Listening and Compelling Speaking with Long-Form Improvisational Comedy
- 9:30 am–10:15 am | Listen Outta Here! Preparing Learners to Listen Beyond the Classroom
- 9:30 am–10:15 am | Movie Dubbing: A Holistic Approach to Teaching Listening and Pronunciation
- 9:30 am–11:15 am | Obama as Pronunciation Teacher: Using Political Speeches for Suprasegmentals

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### MAINSTREAM CLASSROOMS

**FRIDAY**
- 1:00 pm–1:45 pm | Can Mainstream Teachers Be Language Teachers?

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### MATERIALS DEVELOPMENT

**WEDNESDAY**
- 1:00 pm–5:00 pm | Curriculum Design for ESL Programs: Focus on the Essentials

**THURSDAY**
- 10:30 am–11:15 am | Curriculum Repair: If It’s Broken, Fix It!
- 11:30 am–12:15 pm | Paper, Electronic, or Smart Books: Planning for Today and Tomorrow
- 12:30 pm–1:45 pm | Publishing, Self-Publishing, Reverse-Publishing: Getting Your Content Out There

**FRIDAY**
- 9:30 am–10:15 am | Making Computer Literacy Meaningful for Adult ELLs
- 9:30 am–10:15 am | Passion and Persistence: Independent ESOL Authors Tell Their Stories
- 10:30 am–11:15 am | Enhance Teacher-Made Materials Through Visual Consistency
- 1:00 pm–1:45 pm | The Next Generation of Challenges in Authoring
- 4:00 pm–4:45 pm | The Flipped ESL Classroom: What to Flip?

**SATURDAY**
- 10:30 am–11:15 am | Think Like a Video Game Designer to Build Better Courses
- 2:00 pm–2:45 pm | Struggling ELLs: Basal Reading or Literature-Based Curriculum?
## MATH AND SCIENCE

### THURSDAY
- **3:00 pm–3:45 pm** Math-Focused Writing: Essential to English Learner Success

### FRIDAY
- **11:30 am–12:15 pm** Adolescent English Learners’ Experiences With Writing in Science
- **1:00 pm–1:45 pm** Comic Relief for Newcomer and Interrupted-Formal-Education ELLs
- **3:00 pm–3:45 pm** Multimodal Teacher Input and Science Learning for Middle School ELS

### SATURDAY
- **10:30 am–11:15 am** Developing Academic Literacy in High School Science
- **2:00 pm–2:45 pm** Scaffolding Mathematics and Science Learning in the Elementary Mainstream Classroom

## METHODOLOGY

### THURSDAY
- **4:00 pm–5:45 pm** Challenges of Task Parameters When Preparing Teachers for TBLT

### FRIDAY
- **2:00 pm–2:45 pm** To Flip or Not to Flip? Discuss.

### SATURDAY
- **3:00 pm–3:45 pm** Feedback Loop: Effective Ways to Teach and Learn From Students

## MIDDLE SCHOOL/PREPARATORY EDUCATION

### FRIDAY
- **1:00 pm–1:45 pm** Crime Scene Investigations: Developing Academic Language Through Mathematics and Science

### SATURDAY
- **3:00 pm–3:45 pm** Scaffolding Academic Language for Quality Interaction Through SIOP and CCSS

## MEDIA (VIDEO AND DIGITAL)

### THURSDAY
- **11:30 am–12:15 pm** Maxing Out Movie Trailers for Multiple Skills
- **1:00 pm–1:45 pm** Digital Media as a Catalyst for Second Language Development

### FRIDAY
- **9:30 am–12:15 pm** Progressive Use of Video in English Language Teaching
- **11:30 am–12:15 pm** BYOP—Bring Your Own Phone: Mobile English Language Learning Opportunities
- **3:00 pm–3:45 pm** Social Media, Language Learning, and ELA Curriculum
- **4:00 pm–4:45 pm** Stop Motion Animation: a Video Project Even Shy Kids Love
- **4:00 pm–5:45 pm** Storytelling to Prevent Another Genocide

### SATURDAY
- **10:30 am–11:15 am** Maximizing Pair/Group Work Within a Whole-Class Film Project

## NONNATIVE ENGLISH SPEAKERS IN TESOL

### THURSDAY
- **9:30 am–11:15 am** English Beyond Borders: Does It Matter Where NNESTs Are From?
- **11:30 am–12:15 pm** Always Remember Who You Are: Positive Development of NNEST Identity
- **1:00 pm–1:45 pm** Proficiency and Professionalism: Arab Female Teachers’ Perceptions and Experiences
- **5:00 pm–5:45 pm** Recommendations for Novice-NEST and Trained-NNEST Teaching Teams

### FRIDAY
- **9:30 am–11:15 am** If I Were You: Using Case Studies to Address Discrimination
- **3:00 pm–3:45 pm** Language Shift Among Puerto Rican Youth
- **4:00 pm–5:45 pm** Strategizing for Tenure: Linguistic and Racial Minorities in Higher Education

### SATURDAY
- **9:30 am–10:15 am** A Value-Added Model in Support of NNEST
- **10:30 am–11:15 am** Making Sense of Emotions in NNESTs’ Professional Identity and Agency
- **10:30 am–11:15 am** Strategic Planning and Mentoring: Key to NNES Graduate Students’ Success
- **1:00 pm–2:45 pm** Voices From the NNEST Blog: Envisioning Landscapes for Future Generations
- **3:00 pm–4:45 pm** “Am I an ‘NNEST’?": A New Generation’s Identities and Perspectives
## ONLINE LEARNING

### THURSDAY
- 11:30 am–12:15 pm | Exploring, Renewing: Massive Open Online Courses (MOOCs) and L2 Writing

### FRIDAY
- 10:30 am–11:15 am | Online Distance Learning for Adult ESL Learners: Promising Instructional Practice
- 4:00 pm–4:45 pm | Teaching Leadership Communication Skills to Japanese Learners Through Online Forum

### SATURDAY
- 10:30 am–11:15 am | Exploring Technology: Designing an Online Learning Environment for ESL
- 3:00 pm–4:45 pm | Online Oral Skills Course Design: Considerations of a Successful Model

## PHONOLOGY/PRONUNCIATION

### TUESDAY
- 9:00 am–4:00 pm | Integrating Pronunciation Across the ESL/EFL Curriculum

### THURSDAY
- 9:30 am–11:15 am | Essentials of Haptic (Kinesthetic+Tactile)-Integrated Pronunciation Instruction
- 9:30 am–10:15 am | Intensive Pronunciation Clinic: An Explanatory Collaboration With Speech Language Pathology
- 10:30 am–11:15 am | Learners’ Views of Social Issues in Pronunciation Learning
- 11:30 am–12:15 pm | 15 Content-Based Activities for Integrating Pronunciation in Literate Skills Classes
- 11:30 am–12:15 pm | Exploring Research Supporting Haptic (movement + touch) Pronunciation Teaching
- 1:00 pm–2:45 pm | Teaching Basic English Intonation by NNESTs
- 1:00 pm–1:45 pm | The Effect of Input Modality on Pronunciation Accuracy in ELLs
- 1:00 pm–1:45 pm | What Every ESL Teacher Should Know About Pronunciation
- 3:00 pm–3:45 pm | Speak Fast; Speak Easy: The Fight Club Technique

### FRIDAY
- 9:30 am–11:15 am | Teaching Pronunciation: What Teachers Need to Know
- 11:30 am–12:15 pm | Focused Phonics - A Grammatical Approach to Pronunciation
- 11:30 am–12:15 pm | Why Students Need an APPLE a Day
- 1:00 pm–1:45 pm | Stressing Over Stress: Re-Analyzing the Stress of Noun Constructions
- 4:00 pm–4:45 pm | Nigerian English Teachers as Models for Contrastive Word Stress Assignment

### SATURDAY
- 10:30 am–11:15 am | Exploring and Promoting the Melody of Spoken English

## PRE-K THROUGH 12

### THURSDAY
- 9:30 am–11:15 am | Teaching Pronunciation: What Teachers Need to Know
- 11:30 am–12:15 pm | Focused Phonics - A Grammatical Approach to Pronunciation

### FRIDAY
- 12:30 pm–1:45 pm | Project ExCELL: Excellence for Connecticut’s English Language Learners
- 1:00 pm–1:45 pm | Stressing Over Stress: Re-Analyzing the Stress of Noun Constructions
- 2:00 pm–2:45 pm | Reaching the Next Generation of Learners Through Parent Involvement
- 3:00 pm–3:45 pm | Speak Fast; Speak Easy: The Fight Club Technique

### SATURDAY
- 12:30 pm–1:45 pm | Academic Language Development Through Text Analysis

## PROGRAM ADMINISTRATION

### TUESDAY
- 5:00 pm–9:00 pm | Establishing a Newcomer Program and Implementing Standards-Based Instruction and Assessment

### WEDNESDAY
- 1:00 pm–5:00 pm | A Program-Wide Approach to Training Teachers to Rate ESL Writing

### THURSDAY
- 9:30 am–10:15 am | Balancing Administrative Control and Teacher Autonomy in Language Programs
- 10:30 am–11:15 am | From Teacher to Administrator: An Autoethnographic Exploration of Professional Renewal
- 11:30 am–12:15 pm | Evaluation Without Grading: A New Approach to Staff Appraisals
- 12:30 pm–1:45 pm | Promoting Struggling Students’ Success Through Individualized, Collaborative Advising Sessions
- 1:00 pm–1:45 pm | Marketing for Student Diversity: Internet Tracking, Social Media, and More...
- 4:00 pm–4:45 pm | Supporting Struggling Students: Three Points of Intervention
FRIDAY
9:30 am–11:15 am  From IEP Teacher to Administrator: Opportunities, Challenges, Strategies, and Tips
11:30 am–12:15 pm  5 Core Ideas to Build Effective Professional Development Programs
12:30 pm–1:45 pm  Teacher Training in the Community ESL Setting
3:00 pm–3:45 pm  Tapping the Potential of ELL Paraprofessionals: Providing Effective Professional Development
4:00 pm–4:45 pm  Reactive to Proactive: Teacher Mentoring in a Growing ESL Program

SATURDAY
11:30 am–12:15 pm  Emotional Constructs of Professionalization for International Graduate Students in TESOL
11:30 am–12:15 pm  Google Your Department: Online Resources for IEP Administrators
2:00 pm–2:45 pm  Development of a New Track Within an ELT Master’s Program

READER AND LITERACY
WEDNESDAY
9:00 am–4:00 pm  Promising Practices for Adult Low-Literacy ESL: Crossing Contexts, Enriching Classrooms

THURSDAY
12:30 pm–1:45 pm  Leveling the Playing Field With Leveled Readers and Other Books
12:30 pm–1:45 pm  Optimizing Texts in the Classroom With Five Reading Subskills.
12:30 pm–1:45 pm  Phonemic Awareness and Student Authors: Approaching Balanced ESL Reading Instruction
12:30 pm–1:45 pm  Reading Strategy Use of University Students of English in Pakistan
2:00 pm–2:45 pm  Eyercize, Chunking, and Comprehension: Blending Web 2.0 With Reading Fluency
3:00 pm–3:45 pm  Project ROCK: A High School ESL/Multi-Handicapped Classroom Collaboration
4:00 pm–4:45 pm  Exploring the Reading (Dis)Engagement of Two Struggling Middle School ELLs
5:00 pm–5:45 pm  Renewing a Phonics-Based Approach in an IEP Reading Curriculum

FRIDAY
9:30 am–11:15 am  Preparing ESL and EFL Educators for L2 Literacy Instruction
10:30 am–11:15 am  Standards-Based Reading and Writing Strategies for Long-term ELs
1:00 pm–1:45 pm  Narrow Reading and Incidental Vocabulary Acquisition
2:00 pm–3:45 pm  Exploring Extensive Reading to Sustain and Renew ELT Reading Instruction

4:00 pm–4:45 pm  Book Clubs in the Classroom: Developing a Culture of Literacy
4:00 pm–4:45 pm  Boost Reading and Writing Skills With Says-Does Analysis
5:00 pm–5:45 pm  Using Think-Alouds to Explore and Sustain Strategic Reading

SATURDAY
9:30 am–10:15 am  Teaching Reading to Saudi Learners of English: Barriers and Breakthroughs
11:30 am–12:15 pm  Accessing the Common Core: Supporting ELs Through Language Analysis
12:30 pm–1:45 pm  Effects of Explicit and Implicit Instruction in Reading Strategies
12:30 pm–1:45 pm  Expanding Web-Based Extensive Reading in the ESL/EFL Classroom
3:00 pm–3:45 pm  Effectiveness of Extensive Reading Activities in an L2 Setting
4:00 pm–4:45 pm  Critical Program Development in an L2 Reading Course

REFUGEE CONCERNS
THURSDAY
9:30 am–10:15 am  Literate Lives: Lessons From a Refugee Women’s Book Club

FRIDAY
1:00 pm–3:45 pm  Addressing Novel and Complex Challenges With Refugee Students and Families
2:00 pm–2:45 pm  North Korea to Chicago: Improbable Journey, New Beginning

SATURDAY
9:30 am–10:15 am  Overseas ESL for U.S-Bound Refugees: Challenges and Opportunities
2:00 pm–2:45 pm  Integrating Community: Answering the Challenge of Refugee ESL Program Implementation

RESEARCH/RESEARCH METHODOLOGY
THURSDAY
5:00 pm–5:45 pm  Scholarly Memoirs in TESOL: Exemplars, Connections, and Contributions

FRIDAY
3:00 pm–3:45 pm  Japanese University Students’ Outside-of-Class English-Related Time Use

SATURDAY
1:00 pm–1:45 pm  Sustaining Our Voices in TESOL: Next Generation of LGBTQ Research
SECOND LANGUAGE ACQUISITION

THURSDAY
12:30 pm–1:45 pm  Beliefs and Metaphors About Learning: SLA is Cooking a Recipe

FRIDAY
1:00 pm–1:45 pm  Corpus-Driven Learning and SLA Theories: What Do Experimental Data Say?

SATURDAY
1:00 pm–1:45 pm  After the Bell: Creating ESL Programs Beyond the School Day
1:00 pm–1:45 pm  Does Audiovisual Contextualization Enhance Students’ Comprehension/Retention of L2 idioms?

SECOND LANGUAGE WRITING

THURSDAY
9:30 am–10:15 am  Demystifying the Peer Review Process in the Chinese EFL Classroom
9:30 am–11:15 am  Effective Online Pedagogy for Preparing Second Language Writing Teachers
9:30 am–10:15 am  What Do Faculty Want? Perceptions on Feedback to L2 Writers
10:30 am–11:15 am  Supporting L2 Development in First-Year Composition
11:30 am–12:15 pm  A Framework for Creating Cohesion in Academic Writing
12:30 pm–1:45 pm  ESL Undergraduate Language Proficiency Gains: Universities’ Construing, Scaffolding, and Assessment
1:00 pm–1:45 pm  Making the Case for Summary-Response Essay Writing: Techniques and Challenges
1:00 pm–1:45 pm  To MOOC or Not? A Question for L2 Composition Teachers
2:00 pm–2:45 pm  Change of Students’ Perceptions Toward Peer Feedback in Large Classes
2:00 pm–2:45 pm  Integrating Sociocultural Theory in Writing Instruction for Grades K-12
2:00 pm–3:45 pm  Exploring Writing Across the Disciplines Through Academic Literacies
3:00 pm–3:45 pm  Cybertutoring: A Virtual Writing Center for L2 Academic Writers
3:00 pm–3:45 pm  Next Generation Writing: Creating and Assessing Effective Online Discussion Forums
4:00 pm–4:45 pm  Implementing Assessment as Learning in L2 Writing Classrooms
4:00 pm–4:45 pm  Patterns of Interaction and Mediating Factors in Wiki-Based Collaborative Writing
4:00 pm–4:45 pm  Revision and Strategy Use in Composing Processes of Multilingual Writers
4:00 pm–4:45 pm  Save Time With Writing Lessons: Use Photography and Video
5:00 pm–5:45 pm  Academic Literacy Experiences of Undergraduate Writers: Instructors’ and Students’ Perspectives
5:00 pm–5:45 pm  Singing the Way to Academic Writing Success
5:00 pm–5:45 pm  The Experiences of NNESTs in First-Year Composition

FRIDAY
9:30 am–12:15 pm  Working Contexts of SLW Professionals in Higher Education
10:30 am–11:15 am  Renew Your Approach to Drafts: Getting Higher Quality Results
10:30 am–11:15 am  Scaffolding Academic Writing for Beginning English Language Learners
10:30 am–11:15 am  Scholarship on L2 Writing in 2013: The Year in Review
11:30 am–12:15 pm  Research-Based Curriculum for Teaching Academic Writing
11:30 am–12:15 pm  Syntax Development Strategy for Arabic and Chinese L2 Learners
11:30 am–12:15 pm  Teaching Argument Writing Through Genre-Based Pedagogy in Korea
1:00 pm–1:45 pm  Caution, Pitfalls Alert! Navigational Tools for Novice L2 Writing Teachers
1:00 pm–1:45 pm  Meeting IEP Students’ Needs: Corrective Feedback in ESL Academic Writing
2:00 pm–2:45 pm  More Than Linguistic Accuracy: Feedback on Graduate Academic Writing
2:00 pm–2:45 pm  Writing Circles for Publication: NNEST and NEST Peer Collaboration
3:00 pm–3:45 pm  Lexical Diversity, Sophistication, and Error in Generation 1.5 Writing
3:00 pm–3:45 pm  Renewing ESL Writing Programs With Summative Portfolios
4:00 pm–4:45 pm  Exploring Definitions of “Academic Writing”: A Teacher and Researcher Reflect
4:00 pm–5:45 pm  L2 Writing in Elementary School: Challenges for Teachers and Learners
5:00 pm–5:45 pm  Constant Challenge: Time Limits and Critical Thinking in EAP Writing
5:00 pm–5:45 pm  Explore Authentic Assignments to Renew an EAP Writing Curriculum

SATURDAY
9:30 am–10:15 am  Balancing Writing and Research Instruction in Undergraduate Composition Courses
9:30 am–10:15 am  Teaching Elementary School ESL Narrative Writing Through Genre-Based Pedagogy
9:30 am–10:45 am  Who Are Our Graduate Writers? What Do They Really Need?
10:30 am–12:15 pm  Critical Reading Activities: Taking Students Beyond Simplistic Source Use
11:30 am–12:15 pm  ESL Writing Inaccuracy: Voices of Employers
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>11:30 am–12:15 pm</td>
<td>To Write Is to Cite: Students’ Interpretations of Incorporating Sources</td>
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<td>12:30 pm–1:45 pm</td>
<td>Exploring Writing Through a Creative Newsletter Publication</td>
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<td>1:00 pm–1:45 pm</td>
<td>Addressing the Causes of Unintentional Plagiarism</td>
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<td>1:00 pm–2:45 pm</td>
<td>Disciplinary Differences, Disciplinary Genres</td>
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<td>1:00 pm–1:45 pm</td>
<td>Generation 1.5 Learners’ Verb Tense Use in Academic Writing</td>
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<td>2:00 pm–2:45 pm</td>
<td>Investigating Content-Area Professor Feedback in Second Language Writing</td>
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<td>3:00 pm–3:45 pm</td>
<td>Graduate L2 Writers in the Disciplines: A Language-Supported Curriculum</td>
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<td>4:00 pm–4:45 pm</td>
<td>Marathon Writers: Helping Students Build Comfort and Self-Reliance in Writing</td>
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<td>5:00 pm–5:45 pm</td>
<td>Deconstructing Patchwriting: Undergraduate ESL Writers’ Experiences of Learning to Paraphrase</td>
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<td>5:00 pm–5:45 pm</td>
<td>Five Strategies for the Top Five Errors in Advanced Composition</td>
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<td>5:00 pm–5:45 pm</td>
<td>Modeling Digitally-Mediated Composition Processes for ESL Writers</td>
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**Social Responsibility/Sociopolitical Concerns**

**Thursday**
- 9:30 am–10:15 am: Language Partners: Innovators for Language Teaching and Learning in Prison
- 10:30 am–11:45 am: Fostering Sustainability: Bringing the Environment Into the Language Classroom
- 10:30 am–11:15 am: Mentor Text 2: Scaffolding Reading Instruction for Community College ESL
- 11:30 am–12:15 pm: Addressing Academic and Cultural Adjustment Needs of Iraqi Students
- 1:00 pm–2:45 pm: Part of the Solution: Making Language Programs More Environmentally Sustainable
- 3:00 pm–3:45 pm: Discussing Islam in an ESL Classroom

**Friday**
- 9:30 am–11:15 am: Motivating Performers and Audience to Combat Prejudice Through Readers’ Theater
- 11:30 am–12:15 pm: Gender Bias in the Moroccan MEN ELT Guidelines
- 2:00 pm–2:45 pm: Amigos de Cuba Forum: Cuban–American Roundtable on Collaboration in TESOL
- 2:00 pm–2:45 pm: From Cross Cultural Curriculum to Socially Responsible Students

**Saturday**
- 10:30 am–11:45 am: Teaching English in Difficult Circumstances: Cuba and TESOLERS Unite
- 11:30 am–1:15 pm: Reclaiming the Promise of Service-Learning in TESOL Teacher Education
- 11:30 am–12:15 pm: Service-Learning in TESOL: Directions for Research

**Special Needs**

**Thursday**
- 10:30 am–11:15 am: Exploring and Sustaining Communicative EFL Teaching to Nonnative Blind Learners
- 12:30 pm–1:45 pm: Preparing Special Education Pre-Service Teachers to Teach English Language Learners
- 3:00 pm–3:45 pm: Caught Between Special Education and English Language Learning

**Friday**
- 3:00 pm–3:45 pm: Caught Between ESL and Special Education

**Specific Language Groups**

**Saturday**
- 9:30 am–10:15 am: In Their Own Words: Chinese Students in American Universities

**Teacher Development**

**Thursday**
- 9:30 am–11:15 am: Building Teacher Confidence in Integrating Transitions Skills From the Start
- 9:30 am–12:15 pm: Exploring the Potential of a Flipped Classroom in ESL Contexts
- 9:30 am–10:15 am: Sustaining Teacher Praxis in Support of ELLs
- 10:30 am–11:15 am: Central Asia Sustains Professionalism: Tips for Organizing Successful Regional Conferences
- 10:30 am–12:15 pm: Coming Home: ESL After EFL
- 10:30 am–11:15 am: From Untrained Language Teacher to Professional Academic: A Case Study
- 11:30 am–12:15 pm: Basic Training and Resources for Untrained TESOL Novices
- 11:30 am–12:15 pm: Developing ESL Teacher Expertise: Finding Balance
- 11:30 am–12:15 pm: English Language Teacher Training in the Field – Literally
- 11:30 am–12:15 pm: Enhancing In-Service Training: An Online Solution
- 1:00 pm–1:45 pm: Facilitating Effective Second Language Teacher Learning and Development
- 1:00 pm–2:15 pm: Globetrotting Language Educators Explore the World From the Oregon Trail
- 1:00 pm–2:15 pm: Teacher Renewal Through Research and Reflective Practice
2:00 pm–2:45 pm  Best Practices for Sustainable In-House Professional Development
2:00 pm–3:45 pm  Developing Multimedia and Multicultural Literacies: Renewable Resources for Teacher Education
2:00 pm–2:45 pm  English in Development: Teacher Education in the Developing World
2:00 pm–2:45 pm  Feeding It Forward: Exploring and Renewing the Teacher Observation Process
3:00 pm–4:45 pm  Forging New Territories in TESOL Through Collaboration, Mentorship, and Scholarship
3:00 pm–3:45 pm  Speaking About Teaching: ITAs Explore "How Learning Works"
3:00 pm–3:45 pm  The Next Generation of Mentoring: Who Mentors Whom?
4:00 pm–4:45 pm  Building Genre Knowledge in Reflective Practice
4:00 pm–4:45 pm  Instant English Teachers: Just Add Training
4:00 pm–4:45 pm  Paradox, Possibility, and Professional Development in TESOL
4:00 pm–4:45 pm  Teacher Professional Identity in a Transnational Context: Stories and Issues
5:00 pm–5:45 pm  Interdisciplinary Teacher Collaboration in Developing Instructional Strategies for ELs

FRIDAY
8:00 am–9:00 am  Next Generation ELT: Voices of TESOLers
9:30 am–10:15 am  Developing Teachers' Reflective Skills Through Classroom Observations
9:30 am–10:45 am  Performing Our Stories Through Autoethnodramatic Narratives: The ILGBTF Forum Colloquium
10:30 am–11:15 am  A Teacher Educator’s View of Professional Development in Vietnam
10:30 am–11:15 am  How to Explore, Sustain, and Renew: TESOL Professionals Gone Wild!
11:30 am–12:45 pm  BELPaF Networking and Business Meeting
11:30 am–12:15 pm  Doing Professional Development in International EAP: Paradoxes, Perspectives, Best Practices
12:30 pm–1:15 pm  A Review of Literature
12:30 pm–1:45 pm  Implementing a Formative Peer Observation Protocol
11:30 am–12:15 pm  Sideline Coaching: Innovative and Integrative ESOL Teacher Training
12:30 pm–1:45 pm  All Aboard: Faculty Mastering New Technology Together
12:30 pm–1:45 pm  EFL Teachers’ Professional Development: A Review of Literature
2:00 pm–2:45 pm  An Exploration of Saudi Learning Styles and Western Teaching Perspectives
2:00 pm–2:45 pm  How Does Professional Development Influence Public-Sector EFL Classroom Teaching?
2:00 pm–2:45 pm  Shifting Paradigms in Teacher Development for the Next Generation
2:00 pm–2:45 pm  Starting and Sustaining Teacher Communities of Practice in EFL Contexts
3:00 pm–4:45 pm  Encouraging Reflective Teaching in Composition Classrooms: Practice, Process, and Publication
3:00 pm–3:45 pm  Shifting Attitudes About ELLs in Content Area Teacher Candidates
4:00 pm–4:45 pm  ELL Teachers’ Developing, Sustaining, and Renewing Teaching Philosophies
4:00 pm–4:45 pm  Writing Effective Student Learning Outcomes
5:00 pm–5:45 pm  TESOL Generational Values: Passing the Torch by Lighting the Way

SATURDAY
9:30 am–11:15 am  At the Edge of Learning: Observing and Transforming Teaching Together
9:30 am–10:15 am  Technology Integration in Adult ESL Classrooms: Developing Teacher Awareness
10:30 am–11:15 am  Reflective Journaling: A Way to Sustain the Passion for Teaching?
12:30 pm–1:45 pm  University and District ESOL Coaching Partnership: A Pilot Study
1:00 pm–1:45 pm  Sustenance and Renewal in a Changing and Demanding Profession
2:00 pm–2:45 pm  Delivering Effective Professional Development Through Webinars
2:00 pm–6:00 pm  Mentoring Boot Camp: Developing the Next Generation
2:00 pm–3:45 pm  Researching English Language Teacher Education in Chile: Multiple Perspectives
2:00 pm–3:15 pm  TESOL Career Path Development Across the Generations
4:00 pm–4:45 pm  Beyond the Classroom: Exploring Careers for ELT Professionals

TEACHER EDUCATION
TUESDAY
5:00 pm–9:00 pm  Techniques for Teacher Observation, Coaching, and Conferencing

THURSDAY
9:30 am–11:15 am  Does Intercultural Education Really Matter in Teacher Education?
9:30 am–11:15 am  From Teacher to Teacher Educator
10:30 am–11:15 am  Linguistically Diverse or Learning Disability?
11:30 am–1:15 pm  Frames for Teaching Teachers
11:30 am–12:15 pm  Practical Strategies for Developing Well-Organized Lessons for ELLs
1:00 pm–1:45 pm  Does the Cambridge English CELTA Meet Our Needs?
1:00 pm–1:45 pm  Teacher Training Programs/Approaches in Africa, South America, and Vietnam
1:00 pm–1:20 pm Using a Reading Log to Teach SLA to Preservice Teachers
2:00 pm–2:45 pm Measuring the Professional Identity of EFL Teachers
2:00 pm–2:45 pm Preservice NNESTs’ Shifting Beliefs: From Coursework to Coteaching
2:00 pm–2:45 pm Service Learning as Teacher Development: Lessons From a Pilot Project
3:00 pm–3:45 pm Experienced vs. Novice Supervisors’ Feedback: an Empirical Study
3:00 pm–3:45 pm Exploring NNESTs’ Self-Efficacy, Teacher Characteristics, and Contextual Factors
3:00 pm–3:45 pm Teacher-Research Coursework and Participant Perspectives: Examining Relevance in Teacher Education
4:00 pm–4:45 pm ELT Teachers’ Roles in Sustaining Plurilingualism for the Next Generation
4:00 pm–4:45 pm Postmethod Condition in the Turkish ELT Curricula
5:00 pm–5:45 pm Exploring Dispositional Tasks: Developing the Will to Teach ELLs
5:00 pm–5:45 pm Supervisory Feedback Given to TESOL Candidates’ Lesson Plans
5:00 pm–5:45 pm Virtual Clinical Practice: An ESL Virtual Classroom

FRIDAY
1:00 pm–1:45 pm Preparing the Next Generation of Teacher/Researchers
1:00 pm–2:45 pm Teacher Education in CALL
10:30 am–11:15 am Exploring TESOL Courses’ Influence on Preservice Teachers’ Emerging Identities
11:30 am–12:15 pm Mismatches and Negotiations of Teacher and Learner Perceptions and Beliefs
12:30 pm–1:45 pm Four Visual Learning Strategies for Effective Second Language Acquisition
12:30 pm–1:45 pm Making Microteaching Work: Establishing a Successful Student-Managed MA Elective
2:00 pm–2:45 pm Exploring an “Invisible Medium”: Teacher Language Awareness Among Mainstream Teachers
2:00 pm–2:45 pm Japanese pre-service EFL teachers’ future self-images toward CLT
2:00 pm–2:45 pm Preparing Mainstream Teachers for ELLs in Their Classrooms
2:00 pm–2:45 pm Promoting EFL Teachers’ Development as Researchers Through Collaborative Action Research
2:00 pm–2:45 pm Teaching Speaking Skills Through Writing: Top Choices of 60 Teachers
3:00 pm–3:45 pm “Reverse Blending” in Teacher Training: When Online Takes the Lead
3:00 pm–3:45 pm Best Practices in Online Teacher Training
4:00 pm–5:45 pm The Fulbright Scholar Program and TESOL
4:00 pm–4:45 pm University-Based TEFL Certification Programs: Critical Analysis and Best Practices
5:00 pm–5:45 pm “Strengths-Based” Teaching: Exploring Next-Generation EL Teachers’ Perceptions
5:00 pm–5:45 pm Preparing Teachers’ for ELLs: One Pedagogical Tool for Shifting Dispositions

SATURDAY
9:30 am–10:15 am Designing Training Materials: From Challenge to Competency
9:30 am–10:15 am Pre-Service Teachers’ Initial Perceptions and Beliefs About English Learners
9:30 am–11:15 am Preservice EFL Teacher Education in Asia: Issues and Perspectives
9:30 am–10:15 am The Impact of NS/NNS Identities on Teacher Cognition
10:30 am–10:50 am A Touch of Situated Learning: Learn to Tell English Stories
10:30 am–11:15 am Deprofessionalizing TESOL: Questions of Access, Credential, Colonialism, and Elitism
10:30 am–11:15 am Understanding Teacher Cognitions: The Path to Effective Teacher Training.
11:30 am–12:15 pm Transforming Teacher Education: Preparing Teachers for a Culturally Diverse World
12:30 pm–1:45 pm Discovering the Reciprocal Benefits of a Community ESL Teaching Practicum
1:00 pm–1:45 pm Changes in Teacher Education After the Great Recession
1:00 pm–1:45 pm Implementing a Mentoring Programme: Meeting Teachers’ Professional Needs
1:00 pm–1:45 pm TESOL Practicums and Online Technologies: Possibilities for the Next Generation
1:00 pm–1:45 pm Meeting the Standards: ESOL Teachers as Advocates for ELLs
1:00 pm–1:45 pm Core Competencies for Mainstream Educators of English Language Learners
2:00 pm–2:45 pm Meeting the Standards: ESOL Teachers as Advocates for ELLs
2:00 pm–2:45 pm NES Preservice Teachers and NNESTs: Critical Study on Advocacy
2:00 pm–2:45 pm When Collaboration Fails: Trust in ESL and Content Teacher Relationships
3:00 pm–3:45 pm From Coursework to Classroom: Learning to Scaffold Instruction for ELs
3:00 pm–3:45 pm Preparing ESL Teachers to Be 21st Century Educators
3:00 pm–3:45 pm The Use of Portfolios to Develop Writing Competence and Autonomy
4:00 pm–4:45 pm Coaching: Principles and Practice
4:00 pm–4:45 pm Facilitating Language Learner Motivation: Teacher Motivational Practice and Teacher Training
5:00 pm–5:45 pm Collaboration or Co-Teaching? Investigating the Co-Teaching Practices of ESL/BE Teachers
### VOCABULARY, LEXICON

**THURSDAY**
- **12:30 pm–1:45 pm** Exploring Ways of Making and Using Flashcards to Learn Vocabulary
- **12:30 pm–1:45 pm** Measuring Difficulty From Self-Report Checklists and a Vocabulary Test
- **12:30 pm–1:45 pm** Predicting L2 Spoken Language Ability With Lexical Proficiency
- **1:00 pm–1:45 pm** Strategies for Building Academic Vocabulary in Every Content Classroom
- **2:00 pm–2:45 pm** Beginning Writing Students and the Vocabulary-Grammar Continuum

**FRIDAY**
- **9:30 am–10:15 am** Strategies for Building Academic Vocabulary in Every Content Classroom
- **9:30 am–11:15 am** Vocabulary Instruction for ELLs: Lessons Learned From Teachers’ Action Research
- **10:30 am–11:15 am** A Cross-Discipline Comparative Study of Linking Adverbials in Academic Writing
- **10:30 am–12:15 pm** Idioms Are Always Easier in Somebody Else’s Class
- **12:30 pm–1:45 pm** The Effect of Dictionary Type on Incidental Learning of Nouns
- **1:00 pm–1:45 pm** Word Games for Vocabulary and Fluency
- **4:00 pm–4:45 pm** A Corpus/Elicited Data Study of ESL Synonym Use and Acquisition
- **4:00 pm–4:45 pm** Teaching a New Word or Multiword Expression to Improve Retention
- **5:00 pm–5:45 pm** Researching the StudyBlue Vocabulary App’s Utility for Advanced ESL Students

**SATURDAY**
- **9:30 am–10:15 am** Exploring Variability: Use of Collocations in L1 and L2 Writing
- **10:30 am–11:15 am** Corpus-Informed Vocabulary Learning Materials: A Study For Improving Lexical Knowledge
- **11:30 am–12:15 pm** Exploring Metaphors in Junior High Science Textbooks for STEM ELLs

### WORLD ENGLISHES

**THURSDAY**
- **12:30 pm–1:45 pm** Introducing World Englishes as Career Inspiration for Japanese College Students

**FRIDAY**
- **11:30 am–12:15 pm** Teaching World Englishes to Undergraduates: Tensions and Pedagogical Insights

**SATURDAY**
- **5:00 pm–5:45 pm** A Survey of Collocations of English in the Globalizing World

### NO CONTENT AREA

**TUESDAY**
- **9:00 am–4:00 pm** Multilingual Writers and Writing Centers: Research, Student, and Faculty Perspective
- **9:00 am–4:00 pm** My PEARL of Wisdom: Instructional Intervention Strategies for Diverse ELs
- **1:00 pm–5:00 pm** Advocacy and Collaboration for the Benefit of NESTs and NNESTs
- **1:00 pm–5:00 pm** Exploring Black History as a Context for English Language Teaching
- **1:00 pm–5:00 pm** Exploring Reading Instruction Alternatives to Motivate Reluctant Adult ESL Students
- **5:00 pm–9:00 pm** Creating Paired Reading Lessons for Fluency and Critical Literacy

**WEDNESDAY**
- **8:00 am–12:00 pm** How Teacher Can Incorporate Music and Song Into Teaching ESL
- **8:00 am–12:00 pm** iPedagogy: Incorporating iPads and Touch Technologies Into the Literacy Classroom
- **8:00 am–12:00 pm** Metacognition as the Next Generation Problem Solving Tools for Listening
- **8:00 am–12:00 pm** Reaching English Learners Living With Trauma and Chronic Stress
- **9:00 am–4:00 pm** Behind the Scenes: A New Teacher’s Tool Kit
- **9:00 am–4:00 pm** Essentials of Pronunciation Teaching and Learning
- **9:00 am–4:00 pm** Exploring How Academic Texts Work
- **9:00 am–4:00 pm** Exploring, Sustaining, and Renewing Student Learning Through Effective Assessment Practices
- **9:00 am–4:00 pm** Research-Based Oral Language and Vocabulary Development in Content Instruction
- **9:00 am–4:00 pm** Sustaining Our Peers and Mentoring New Teachers
- **1:00 pm–5:00 pm** Research Mentoring Workshop (PCE)
- **1:00 pm–5:00 pm** The Next Generation of Listening Instruction: Beyond Comprehension Questions
- **1:00 pm–5:00 pm** Using Trace Effects to Spark Language Learning and Teaching
- **5:30 pm–7:00 pm** English as a Powerful Instrument of East Asian Community Building

**THURSDAY**
- **9:30 am–10:15 am** Assessment in English Language Teaching: Reviewing Essentials
- **9:30 am–10:15 am** Closing the Achievement Gap With Technology-Enriched Instruction for Diverse Learners
- **9:30 am–10:15 am** Ensuring Shared Responsibility for ELLs/Bilingual Learners
- **9:30 am–10:15 am** Grammar and Academic Writing: What to Expect
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<td>Multilevel Activities and Team Projects for Beginners</td>
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<td>National Geographic Learning Promotes Rich Discussion in ESL Grades K–12</td>
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<td>Preparing ELLs for the Common Core With BrainPOP ESL</td>
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<td>The Intersection of Culture, Language, and Education in K–12 Classes</td>
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<td>Changing Identities, New Englishes, and ELF: Emerging Research Issues</td>
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<td>Collaboration in a Global World</td>
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<td>Mobile Learning: A Paradigm Shift in Democratizing Learning Access</td>
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<td>National and State Initiatives in Adult ESL</td>
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<td>On the Same Page: Teacher Education for Content Area Colleagues</td>
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<td>Toastmasters and ELT: A Vehicle for Personal and Professional Development</td>
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<td>HOTS, LOTS, and MOTS—Thinking Skills and English Language Learning</td>
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<td>A Multimodal Platform for English Learning: Textbooks, Web, and Mobile</td>
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<td>CASAS: Assess—Learn—Achieve</td>
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<td>Help ELLs Succeed With Colorin Colorado!</td>
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<td>NorthStar Lights the Way to Student Achievement</td>
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<td>Tools to Engage Students and Differentiate Instruction—Not Curriculum!</td>
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<td>Becoming a U.S. Citizen: The Naturalization Process</td>
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<td>Explore Common Core, Sustain Successful Strategies, Renew Academic Literacy</td>
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<td>With a Little Help From an Online Site: Rite Exams</td>
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<td>Better Mousetraps for TESOLers? My “Top Ten” List</td>
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<td>Creating Classroom Activities From Free TOEFL® Resources</td>
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<td>Everything You Need to Know About Cambridge English: Advanced (CAE)</td>
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<td>More Live Action English Interactive—New Survival-Level True-to-Life Software</td>
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<td>Research and Teaching: Bridging the Gap</td>
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<td>Upcoming Changes at SEVP</td>
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<td>Focus Groups as a Means of Identifying ELT Concerns</td>
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<td>3 Major Trends in Education Technology - Mobile, Big Data, Startups</td>
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<td>Can Your Students Use the Reading Skills You’ve Taught Them?</td>
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<td>Pairing Common Core and Language Development Standards Through Academic Language</td>
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<td>Pursuing a Graduate Education in TESOL</td>
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<td>TESOL Standards as a Roadmap for the PRAXIS ESOL Test</td>
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<td>Testing ITA Readiness With the International Teaching Assistant Speaking Assessment</td>
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<td>Two Approaches to ESP Course Design</td>
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<td>The US Department of Education: Supporting English Language Learning</td>
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<td>Advocating for English Learners: Why and How</td>
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<td>Common Core and English Language Learners: New TESOL Book Series</td>
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<td>Connecting the Common Core to Comprehension and Fluency Instruction</td>
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<td>Developing the TESOL edTPA: Challenges and Responses</td>
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<td>How to Get Published in ESOL and Applied Linguistics Serials</td>
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<td>Adopting a Collaborative Approach to Program Administration</td>
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<td>Helping IEP Students Develop Their Academic Writing Skills</td>
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<td>Hot Topics in Enrollment, Visas, SEVP and Advocacy for IEPs</td>
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<td>Innovation in English Language Education, Teacher Change and Professional Development</td>
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<td>Sustaining Teachers and Learners Through Mentoring Processes: Sharing Our Stories</td>
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<td>Teaching Reading Strategies Versus Training Strategic Readers</td>
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<td>The British Council’s Work in ELT Worldwide—An Introduction</td>
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<td>The English Language Fellow Program: The International Teaching Experience</td>
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<td>Saving This Generation of Students: In-Service Training Strategies in Africa</td>
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<td>Activities for the New Edition of Great Writing</td>
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<td>G.A.M.E.S. for the Common Core</td>
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<td>Opportunity Across the Americas—Teaching for the 21st Century</td>
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<td>Teaching Beginners With Zero Prep and WOW!</td>
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<td>U.S. Department of State English Language Fellow and Specialist Programs</td>
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<td>Understanding the Relationship Between Adult EL/Civics and Citizenship: Learning Outcomes</td>
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<td>Blended Learning for English Language Learners</td>
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<td>Exploring Professional and Teacher Training Resources From Pro Lingua</td>
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<td>How Can Ministries of Education Train Large Numbers of Teachers?</td>
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<td>Next Generation ELT: Reading A-Z ELL-Enhanced Digital Resources</td>
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<td>The Future of Oral Exams: A Look at Key Aspects</td>
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<td>The New Michigan Test of English Language Proficiency (MTELP) Series</td>
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<td>TOEFL Success for Your Students</td>
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<td>5:00 pm–5:45 pm</td>
<td>U.S. Department of State English Language Fellow and Specialist Programs</td>
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<td>FRIDAY</td>
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<td>9:30 am–10:15 am</td>
<td>Experiential Learning Going Digital: Teacher Education for the Next Generation</td>
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<td>9:30 am–10:15 am</td>
<td>Tips for Writing Successful TESOL International Convention Session Proposals</td>
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<td>9:30 am–11:15 am</td>
<td>Building Intercultural Competence in the Classroom: Equipping Young Learners</td>
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<td>9:30 am–11:15 am</td>
<td>Experiences Integrating Mobile Learning in Language Classrooms Around the Globe</td>
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<td>9:30 am–11:15 am</td>
<td>Improving Listening and Speaking Skills for the Naturalization Process</td>
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<td>9:30 am–11:15 am</td>
<td>Research and Practice on Emerging Literacy for Adolescents &amp; Adults</td>
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<td>9:30 am–11:15 am</td>
<td>Research Fair: Issues, Approaches, and Challenges in TESOL</td>
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<td>9:30 am–11:15 am</td>
<td>Towards a More Inclusive TESOL Profession: Diverse Contexts, Collaborative Endeavors</td>
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<td>9:30 am–11:15 am</td>
<td>US Federal Education and Language Policy Update</td>
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2:00 pm–2:45 pm The TESOL Professional Standards for P–12 Teachers
2:00 pm–3:45 pm I Want to Write a Book! Getting Published With TESOL
2:00 pm–3:45 pm Multilingual Repertoires in ELT Pedagogies for the Next Generation
3:00 pm–3:45 pm Are We Applying Pronunciation Research to the Classroom?
3:00 pm–3:45 pm Communication and Leadership Tips From Toastmasters International
3:00 pm–3:45 pm ELT in an EFL Setting: Guatemala
3:00 pm–3:45 pm English Language Software for the Next Generation: Sustaining Learners’ Interest
3:00 pm–3:45 pm Englishes and Dialects in Classrooms: Challenges and Possibilities for TESOL
3:00 pm–3:45 pm How Might ESL/EFL Teachers Use Corpus Tools in Their Classrooms?
3:00 pm–3:45 pm Issues in Close Reading and Academic Language for English Learners
3:00 pm–3:45 pm Learn About the CELTA: High-Quality, Practical, Four-Week TEFL Course
3:00 pm–3:45 pm Let’s Talk! ESL Students’ Needs vs. Writing Centre Philosophy
3:00 pm–3:45 pm Motivation of the Next Generation of Students and Their Teachers
3:00 pm–3:45 pm Putting It All Together: Differentiating an IEP
3:00 pm–3:45 pm Successful Technology Models in Adult Education ESL
3:00 pm–3:45 pm Towards Self-Regulated Learning: Helping English Language Learners Develop Metacognitive Awareness
3:00 pm–3:45 pm Using Technology to Effectively Measure TOEFL IBT Preparation
3:00 pm–3:45 pm What Games and Gamification Can Teach Us
3:00 pm–3:45 pm What’s the Latest From WIDA?
3:00 pm–4:45 pm Acceptance of Alternative Continuing Professional Development by School Administrations
3:00 pm–4:45 pm Social Interaction and ELT Across Settings
4:00 pm–4:45 pm College Bound: Mastering Reading Skills for Academic Success
4:00 pm–4:45 pm Coloring pronunciation across the ESL/EFL curriculum: Why and How
4:00 pm–4:45 pm Got Games?
4:00 pm–4:45 pm Help Your TOEFL Students Be Testwise!
4:00 pm–4:45 pm Rethinking Vocabulary
4:00 pm–4:45 pm Strategies and Tools for Enhancing Literacy Learning and Teacher Training
4:00 pm–4:45 pm Using Bio-Statements to Promote Insight Into Audience, Purpose, and Strategy
4:00 pm–5:45 pm Developing Culturally and Linguistically Responsive Pedagogy
4:00 pm–5:45 pm ESP in the IEP: Addressing a Range of Specific Needs
5:00 pm–5:45 pm Assessment: A Tool to Enhance Opportunities for ESL Students
5:00 pm–5:45 pm Computer-Assisted English Learning With Tell Me More
5:00 pm–5:45 pm Get Connected: 10 Key Benefits of Online Learning
5:00 pm–5:45 pm Opportunities for Collaboration With the U.S. Department of State
5:00 pm–5:45 pm What English Language Teachers Need to Know About Curriculum Development
5:00 pm–5:45 pm Why Tablets Should Replace Textbooks: Tablets in the EFL Classroom

SATURDAY
9:30 am–10:15 am A New TESOL Credential: The Peace Corps TEFL Certificate
9:30 am–10:15 am IELTS 101: Questions and Answers to IELTS
9:30 am–10:15 am Piloting eTextbooks in a Community College Setting
9:30 am–10:15 am Supporting ELs with Title I Funds
9:30 am–10:15 am Cultural Context in Teacher Education
9:30 am–11:15 am Research as Sustainable Practice: Lessons and Insights From Classroom Collaborations
9:30 am–11:15 am TESOL Standards Publications as Practical Resources
10:00 am–10:45 am Democratising Didactic Transposition in Secondary Education
10:00 am–10:45 am Perspectives on Teaching in Different Contexts
10:30 am–11:15 am Emerging Research on Formative Assessments of Academic Language for ELLs
10:30 am–11:15 am Project Success: A New Approach for Career and Educational Readiness
10:30 am–11:15 am Reading for Success: The Smart Approach to Academic Reading
10:30 am–11:15 am The Mind Series—Skills for the 21st Century
10:30 am–12:15 pm The Dances of English Language Teacher Training Around the World
11:00 am–11:45 am ESL Conversation Activities: A Few of Our Favorite Things
11:00 am–11:45 am Teacher Career Cycle Trajectories and Ongoing Professional Development
11:30 am–12:15 pm An Open Mind Leads to a Master Mind
11:30 am–12:15 pm An App to Make You an Effective Learning Coach
11:30 am–12:15 pm Helping Secondary ELLs Meet the CCSS in ELA
11:30 am–12:15 pm Teaching Collocations and Language Patterns in Academic Writing
12:30 pm–1:45 pm Real Beginners Learn Vocabulary/ Sight Words Through Coloring
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<tr>
<th>Time</th>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>Preparing ESL and GED Students for What’s Ahead 1:00 pm–1:45 pm Enjoy Reader’s Theater! A Literacy Intervention Tool for All Students</td>
<td>3:00 pm–3:45 pm</td>
<td>Using Wordless Picture Books to Support Literacy Learners</td>
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<td>1:00 pm–1:45 pm</td>
<td>Handwriting Without Tears*: Strategies for Success</td>
<td>4:00 pm–4:45 pm</td>
<td>Critical Thinking: Asking Questions About the Questions</td>
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<td>Learning and Thinking Critically: That’s Skillful</td>
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<td>Digital Learning Tools From Merriam-Webster</td>
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<td>Reading for Meaning—Fluently</td>
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<td>Diversity: Definition, Benefits, Policies, Sustainability, Practices of Inclusiveness</td>
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<td>1:00 pm–2:45 pm</td>
<td>Creating and Choosing 21st Century Materials for Adult Education</td>
<td>4:00 pm–4:45 pm</td>
<td>Life Skills Made Easy by Macmillan Education</td>
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<td>1:00 pm–2:45 pm</td>
<td>Feedback 2.0: Using Audio-Visual/Digital Commentary to Improve Student Writing</td>
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<td>Teaching English Reading Skills and Fraud Awareness With Online Materials</td>
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<td>1:00 pm–2:45 pm</td>
<td>Integrating Civics Content into Adult ESL Literacy Instruction</td>
<td>4:00 pm–5:45 pm</td>
<td>The National Geographic Learning Reading Panel</td>
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<td>1:00 pm–2:45 pm</td>
<td>US Higher Education: Dreams and Realities for English Learners</td>
<td>5:00 pm–5:45 pm</td>
<td>Interactive Mobile Tools for the Next Generation</td>
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<td>1:00 pm–2:45 pm</td>
<td>Writing &amp; Multilingual Student Success in Higher Education</td>
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<td>Comics to the Rescue: Promoting Literacy With Comics Readers</td>
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<td>2:00 pm–2:45 pm</td>
<td>ELT for the Next Generation: MOOCs and Online Teacher Training</td>
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<td>ESL-Library.com: 1000 Ready-Made Lessons and 2000 Printable Flashcards Online</td>
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<td>Linguistic Accuracy in L2 Writing: Why and How</td>
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<td>Motivational Partnerships: Enabling Student Initiated Self-Motivation</td>
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<td>Our World—Inspires Teachers, Inspires Students</td>
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<td>Plagiarism, Punishment, and Pedagogical Responses</td>
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<td>Pronunciation Games and Playful Activities to Promote Communication</td>
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<td>Strategic Planning for TESOLers</td>
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<td>Taking Digital Stories to the Next Level: Making Documentaries</td>
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<td>Teaching Young Learners English in the 21st Century</td>
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<td>The Pathway to Thinking Critically</td>
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<td>The Real Thing DVD Series Promotes Students’ College Success</td>
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<td>Using Classroom Video in Pre-Service Teacher Education</td>
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<td>What Is the Future of Corpus Linguistics in TESOL?</td>
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<td>What Is This Thing Called ‘TIRF’?</td>
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<td>Communicative Teaching Strategies Using Picture Books as Reality for Each</td>
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<td>Management Soft Skills for Teachers and Administrators</td>
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<td>How to Run an English Spelling Bee</td>
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<td>Teaching Students to Effectively Listen for Academic Purposes</td>
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<td>The Complete Listening–Speaking Course: Student Centered, Teacher Guided</td>
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