The World Comes Together at TESOL

TESOL 2017
International Convention & English Language Expo

21–24 March 2017 • Seattle, Washington, USA
She has amazing potential.

As an English learner, she has acquired enough conversational English to speak with her peers, but does she have the academic language needed to meet today’s rigorous standards?

With Escalate English™, English learners gain the confidence and skill needed to actively comprehend and produce academic language through a language-first approach that was built on today’s EL/ELD standards and frameworks. Escalate English can help students raise proficiency, so they can realize their potential.

Ask your HMH Account Executive how you can experience the full Escalate English program free for 120 days!

Join HMH® at TESOL!

Visit the Classroom of the Future
Thursday, March 23 | 10:00 AM
Exhibit Hall Stage

Learn how Escalate English engages ELs in mastering academic language and literacy. Visit learn.hmhco.com/TESOL2017 for more information about this session and how HMH can support your English learners today.
As an English learner, she has acquired enough conversational English to speak with her peers, but does she have the academic language needed to meet today’s rigorous standards?

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The **American Federation of Teachers** salutes the **TESOL International Association**, which for half a century has brought together educators, researchers, administrators and students to advance the profession of teaching English to speakers of other languages.

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

Now more than ever, the AFT’s 1.6 million members are working closely with parents and community partners to preserve public schools as safe places where all children can find the building blocks of success—including high-quality early childhood education, an enriching K-12 curriculum that supports bilingual learning, and affordable access to higher education.

As part of our commitment to English language learners, the AFT worked with PBS station WETA to launch the Colorín Colorado website. For more than a decade, **ColorinColorado.org** has been the nation’s leading source of research-based ELL information and materials for educators and parents.

The AFT will continue to stand with TESOL members and other professionals as we **nurture our students** and build up our diverse communities.
# TABLE OF CONTENTS

- Welcome ................................................................................................................. 5
- 2017 Convention Planning Team ............................................................................ 5
- Week at a Glance .................................................................................................... 7
- About TESOL ......................................................................................................... 8
- New Members & First-Time Attendee Orientation ............................................... 8
- TESOL Organizational Meetings .......................................................................... 11
- Awards, Travel Grants, and Scholarships .......................................................... 12
- Keynote Speakers ................................................................................................. 13
- TESOL in Focus ..................................................................................................... 15
- The TESOL Classroom of the Future ................................................................. 17
- Electronic Village and Technology Showcase .................................................. 19
- Invited Speaker Sessions ....................................................................................... 23
- Coffee Talks With Distinguished TESOLers ..................................................... 25
- Public Policy and Advocacy .................................................................................. 26
- Research Spotlight ............................................................................................... 29
- Best of Affiliate Sessions ..................................................................................... 30
- Colloquia & Presentations From Colleague Organizations ........................... 31
- Job MarketPlace .................................................................................................. 33
- ELT Leadership Management Certificate Program ........................................... 34
- Thank You ............................................................................................................. 36
- Maps
  - Sheraton Seattle ................................................................................................. 38
  - Washington State Convention Center, The Conference Center .................... 39
  - Washington State Convention Center .............................................................. 41
- TESOL Global Partners ......................................................................................... 45
- How To Use This Book ......................................................................................... 46
- Abstracts ................................................................................................................ 47
- Poster Sessions ..................................................................................................... 193
- English Language Expo
  - Classroom of the Future Sessions .................................................................. 205
  - Exhibit Hall Map ................................................................................................. 206
  - Exhibitor Booth Numbers .................................................................................. 207
  - Exhibitor Listings ............................................................................................... 208
- Indexes
  - Presenter Index .................................................................................................. 217
  - Content Area Index ............................................................................................ 228
- Notes ....................................................................................................................... 254
Oxford University Press welcomes you to TESOL 2017!

Oxford University Press is the world’s authority on the English language.

As part of the University of Oxford, we are committed to furthering English language learning worldwide. We continuously bring together our expertise and research to create resources, helping millions of learners of English to achieve their potential.

Hear from our experts

**Jayme Adelson-Goldstein**
- Working it Out: Tasks to Integrate CCR Standards Across Levels
  - Weds, 10.30am, 616 WSCC
- Picture Rigor, Relevance and Readiness with OPD
  - Thur, 2.00pm, 211 WSCC

**Q: Skills for Success Authors**
- Beyond Four Walls: Empowering Academic Thinking Outside of the Classroom
  - Weds, 11.30am, 604 WSCC

**Kate Adams**
- Academic Success Right From the Very Beginning with Trio Reading
  - Thur, 1.00pm, 211 WSCC

**Graham Hall**
- Writing for Publication in a Refereed Journal: An Editor’s Perspective
  - Fri, 10.30am, 618 WSCC

**Donald Freeman**
- “Need to know”: Knowledge Generations in English Language Teaching
  - Fri, 2.00pm, 616 WSCC

Visit us at booth numbers 606 and 607 to discuss resources for Adult Education, Higher Education, K-12, Professional Development, and much more!

www.oup.com/elt
TESOL 2.0: Engage, Enrich, Empower

Surrounded by the lush, magnificent beauty of the Pacific Northwest, Seattle is a hub of innovation, technology, and creativity (home to companies like Boeing, Microsoft, and Amazon) and a mosaic of languages, cultures, and people (ranging from the Native peoples to Scandinavians, African-Americans to Asians and Latinos).

It is here that we join together to experience what makes TESOL unique: present and future teachers, administrators, researchers, and advocacy leaders engaging in conversation about language education and policy; enriching their knowledge, networks, and professional experience; and empowering themselves and their students to learn and lead in a 2.0 world.

The convention offers participants multiple opportunities to develop their own English language teaching and learning knowledge with the most up-to-date research and practices alongside a network of colleagues from around the world:

- Featured speakers and concurrent sessions drawing from the latest developments in TESOL
- Pre- and postconvention institutes comprising in-depth workshops on hot topics in the field
- Doctoral and master’s student forums, encouraging our field’s future teachers and scholars to hone their research and presentation skills
- The Electronic Village and Technology Showcase, demonstrating the use of current nonprint media resources for language teaching and learning
- The Expo Hall, featuring the latest classroom and training materials
- Association, affiliate, and interest section colloquia and business meetings, providing forums for member updates and input
- Educational site visits, providing a real-life glimpse into diverse educational settings for linguistically and culturally diverse populations
- Many social events, allowing for more informal networking, including the all-TESOL closing celebration on Friday

On behalf of this year’s convention team, we welcome you and invite you to take advantage of all that TESOL 2017 has to offer. Engage, enrich, empower yourself, the association, and the field.

Margi Wald, Convention Program Chair
Kathy Lobo, Associate Convention Program Chair
Ali Fuad Selvi, Associate Convention Program Chair

2017 CONVENTION PLANNING TEAM

PROGRAM CHAIR
Margi Wald
University of California, Berkeley

ASSOCIATE PROGRAM CHAIRS
Kathy Lobo
Brandeis University
Ali Fuad Selvi
Middle East Technical University

TEAM LEADERS

HOSPITALITY & ENTERTAINMENT
Dawn Allen
Renton Technical College

JOB MARKETPLACE
Linda Robinson Fellag
Community College of Philadelphia

POSTER SESSIONS
Laura Adele Sorocco
Highline College

VOLUNTEERS COORDINATOR
Allison Rainville
Independent Consultant/Editor

BAG & PROGRAM DISTRIBUTION
Beth Ankorn
Sacajawea Middle School

LOCAL CO-CHAIRS
Joan Johnston Nelson
Trainer and Consultant
Amy Renahan
University of Washington
Bevin Taylor
Highline College

PRE- AND POSTCONVENTION INSTITUTES
Nathanael Rudolph
Mukogawa Women’s University

EDUCATIONAL SITE VISITS
Sandi Janusch
University of Washington

COFFEE TALKS WITH DISTINGUISHED TESOLers
Caroline Payant
University of Idaho

PREK–12 DAY
Gretchen Fleming
Edmonds School District

ROUNDTABLES AND NETWORKING SESSIONS
Jack A. Hardy
Georgia State University
Stop by **TESOL Central**, located in the Expo Hall

Chat with **TESOL Staff and Volunteer Leadership**
Meet the **TESOL Interest Sections and Affiliates**

**Enter to win Daily Prizes**
Daily Prize Drawings:
- Wednesday & Thursday, 3:45 pm
- Friday, 2:45 pm

**Update your membership**

**Browse the TESOL Press Bookstore**
enjoy 30% off list price!

---

**Interested in 10-month paid teaching fellowships abroad?**
**Visit booth #801 or attend a session:**

- March 23 at 4:00 pm in WSCC 612
- March 24 at 2:00 pm in WSCC 612

[www.elprograms.org](http://www.elprograms.org)
### WEEK AT A GLANCE

#### MONDAY, 20 MARCH 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1 pm–9 pm</td>
<td>Preconvention Institutes+</td>
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<td></td>
<td>various times</td>
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#### TUESDAY, 21 MARCH 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–12 pm</td>
<td>Educational Site Visits+</td>
</tr>
<tr>
<td>8 am–5 pm</td>
<td>Preconvention Institutes+</td>
</tr>
<tr>
<td></td>
<td>various times</td>
</tr>
<tr>
<td>8:30 am–4:45 pm</td>
<td>Doctoral Research Forum</td>
</tr>
<tr>
<td>8:30 am–4:45 pm</td>
<td>Master’s Student Forum</td>
</tr>
<tr>
<td>9 am–5 pm</td>
<td>Affiliate Workshop</td>
</tr>
<tr>
<td>3:30 pm–5 pm</td>
<td>Reception for New Members &amp; First-Time Attendees</td>
</tr>
<tr>
<td>5:30 pm–7 pm</td>
<td>Opening Keynote: Sherman Alexie</td>
</tr>
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#### WEDNESDAY, 22 MARCH 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>Presidential Keynote: Dudley Reynolds</td>
</tr>
<tr>
<td>9:30 am–11 am</td>
<td>Affiliate Assembly</td>
</tr>
<tr>
<td>11:15 am–12:45 pm</td>
<td>Affiliate Colloquium</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions</td>
</tr>
<tr>
<td>3 pm–3:45 pm</td>
<td>Coffee Talks With Distinguished TESOLers+</td>
</tr>
<tr>
<td>4 pm–5 pm</td>
<td>Town Meeting</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>Interest Section Open Meetings .........see page 11</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Interest Section Open Meetings .........see page 11</td>
</tr>
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#### THURSDAY, 23 MARCH 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8 am–9 am</td>
<td>James E. Alatis Plenary: Guadalupe Valdés</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions</td>
</tr>
<tr>
<td>1 pm–3 pm</td>
<td>Interest Section Assembly</td>
</tr>
<tr>
<td>3 pm–3:45 pm</td>
<td>Coffee Talks With Distinguished TESOLers+</td>
</tr>
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</table>

#### FRIDAY, 24 MARCH 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
<td>Friday Keynote: Yong Zhao</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>Poster Sessions</td>
</tr>
<tr>
<td>3 pm–3:45 pm</td>
<td>Coffee Talks With Distinguished TESOLers+</td>
</tr>
<tr>
<td>5 pm–6:30 pm</td>
<td>TESOL Annual Business Meeting</td>
</tr>
<tr>
<td>7 pm–9 pm</td>
<td>TESOL’s Closing Celebration</td>
</tr>
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</table>

#### SATURDAY, 25 MARCH 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am–12 pm</td>
<td>POSTCONVENTION INSTITUTES+</td>
</tr>
<tr>
<td>8 am–12 pm</td>
<td>Research Mentoring Workshop+</td>
</tr>
<tr>
<td>8 am–5:30 pm</td>
<td>PREK–12 DAY+</td>
</tr>
</tbody>
</table>

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

+ Ticketed Event
ABOUT TESOL

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

With more than 12,000 members representing 160 countries, and more than 110 worldwide affiliates, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community where professionals like you connect with and inspire each other to achieve the highest standards of excellence.

Is this your first TESOL convention? Are you a new member of TESOL?
The Reception for New Members & First-Time Attendees is for you.

Tuesday, 21 March, 3:30 pm–5 pm
Washington State Convention Center,
The Conference Center, Tahoma 3-4

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

So here is your chance...

› HEAR from TESOL volunteer leadership and staff. Ask questions directly to TESOL’s president and executive director.
› MEET the TESOL Ambassadors, 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.
BESTSELLING FOUNDATIONAL TEXT ON SECOND LANGUAGE TEACHING METHODS

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

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

Grades K-12
978-0-325-06249-5
2016 • 304 pp • $30.50

Also Available Now from Heinemann

Reading to Learn for ELs Motivation Practices and Comprehension Strategies for Informational Texts
Ana Taboada Barber
Grades 3-8
978-0-325-06251-8
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Dual Language Education Program Design and Implementation
Sonia Soltero
Grades K-12
978-0-325-07813-0
2016 • 168pp • $21.50
When teachers soar, so do their students

REACH NEW HEIGHTS WITH
30% OFF BOOKS FROM TESOL PRESS

POP-UP BOOKSTORE
(located in Registration)
Monday, 3 pm–6 pm
Tuesday, 7 am–5:30 pm

REGULAR BOOKSTORE
(located in the Expo Hall)
Wednesday, 8:30 am–5:30 pm
Thursday, 8:30 am–5:30 pm
Friday, 8:30 am–3:30 pm
### TESOL ORGANIZATIONAL MEETINGS

All meetings listed here are located in the Sheraton Seattle unless otherwise noted (*).

#### TUESDAY, 21 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 Forum</td>
<td>Metropolitan B</td>
</tr>
<tr>
<td>9 am–5 pm</td>
<td>Affiliate Leaders’ Workshop</td>
<td>Grand Ballroom A</td>
</tr>
<tr>
<td>1 pm–3 pm</td>
<td>Interest Section</td>
<td>Grand Ballroom B</td>
</tr>
<tr>
<td>1 pm–5 pm</td>
<td>TESOL Professional Council and Committee Meetings</td>
<td>Various</td>
</tr>
<tr>
<td>7 pm–9 pm</td>
<td>Interest Section Steering Committee Meetings</td>
<td>Grand Ballroom B</td>
</tr>
</tbody>
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#### WEDNESDAY, 22 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>3A*</td>
</tr>
<tr>
<td>2 pm–3 pm</td>
<td>IS Editors’ Workshop</td>
<td>Ravenna</td>
</tr>
<tr>
<td>3 pm–4 pm</td>
<td>IS myTESOL Workshop</td>
<td>Capitol Hill</td>
</tr>
<tr>
<td>4 pm–5 pm</td>
<td>Town Meeting</td>
<td>Issaquah</td>
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This meeting will be led by TESOL President Dudley Reynolds and attended by the Board of Directors and the Executive Director. The meeting provides a forum for the membership to ask questions about TESOL’s professional activities and offer comments and suggestions relating to current and upcoming activities.

#### Interest Section Open Meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>5 pm–6:30 pm</td>
<td>Applied Linguistics</td>
<td>620*</td>
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<td></td>
<td>English for Specific Purposes</td>
<td>618*</td>
</tr>
<tr>
<td></td>
<td>Intensive English Programs</td>
<td>615*</td>
</tr>
<tr>
<td></td>
<td>Intercultural Communication</td>
<td>611*</td>
</tr>
<tr>
<td></td>
<td>Nonnative English Speakers in TESOL</td>
<td>612*</td>
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<td></td>
<td>Program Administration</td>
<td>613*</td>
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<tr>
<td></td>
<td>Refugee Concerns</td>
<td>617*</td>
</tr>
<tr>
<td></td>
<td>Second Language Writing</td>
<td>619*</td>
</tr>
<tr>
<td></td>
<td>Teacher Education</td>
<td>614*</td>
</tr>
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<td></td>
<td>Social Responsibility</td>
<td>616*</td>
</tr>
<tr>
<td></td>
<td>Video and Digital Media</td>
<td>610*</td>
</tr>
<tr>
<td>6:45 pm–8:15 pm</td>
<td>Adult Education</td>
<td>615*</td>
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<tr>
<td></td>
<td>Bilingual Education</td>
<td>610*</td>
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<td></td>
<td>Computer-Assisted Language Learning</td>
<td>606*</td>
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<td></td>
<td>Elementary Education</td>
<td>612*</td>
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<tr>
<td></td>
<td>English as a Foreign Language</td>
<td>618*</td>
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<td></td>
<td>Higher Education</td>
<td>616*</td>
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<td></td>
<td>International Teaching Assistants</td>
<td>613*</td>
</tr>
<tr>
<td></td>
<td>Materials Writers</td>
<td>617*</td>
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<td></td>
<td>Secondary Schools</td>
<td>611*</td>
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<tr>
<td></td>
<td>Speech/Pronunciation/Listening</td>
<td>614*</td>
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#### THURSDAY, 23 MARCH

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:30 am–11:00 am</td>
<td>Affiliate Assembly</td>
<td>Grand Ballroom A</td>
</tr>
<tr>
<td>1 pm–2 pm</td>
<td>Interest Section Assembly</td>
<td>Willow A</td>
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#### FRIDAY, 24 MARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>5 pm–6:30 pm</td>
<td>Annual Business Meeting</td>
<td>Grand Ballroom D</td>
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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.

* Washington State Convention Center
AWARDS, TRAVEL GRANTS, AND SCHOLARSHIPS

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

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

- Albert H. Marckwardt Travel Grants
- D. Scott Enright TESOL Interest Section Service Award
- James E. Alatis Award for Service to TESOL
- Mary Finocchiaro Award for Excellence in Nonpublished Pedagogical Materials
- Ruth Crymes TESOL Academies Fellowships
- Ruth Crymes TESOL Fellowship for Graduate Study
- TESOL Award for Distinguished Research
  - 2017 AWARD WINNER
  - Gary Barkhuizen
  - FEATED SESSION
  - The Power of Story for Exploring Language Teacher Identity
    - Wednesday, 22 March, 10:30 am–11:15 am; Willow B, Sheraton Seattle
- TESOL Teacher of the Year Award
  - presented by National Geographic Learning
  - 2017 AWARD WINNER
  - Rawia Hayik
  - FEATED SESSION
  - Engaging EFL Writing Through Participatory Documentary Photography (PhotoVoice) Projects
    - Thursday, 23 March, 10:30 am–11:15 am; Metropolitan A, Sheraton Seattle
- TESOL Research Mini-Grants
- TESOL Virginia French Allen Award
- TESOL/TEFL Travel Grant
- Professional Development Travel Grant for Practicing ESL/EFL Teachers
  - presented by Betty Azar
- University of Pittsburgh Travel Grant for IEP Instructors
  - presented by the University of Pittsburgh
- TESOL Awards for International Participation at TESOL
  - presented by ETS TOEFL
- TESOL Leadership Mentoring Program
- TESOL Professional Development Scholarships

DID YOU KNOW?

Every year, TESOL bestows more than US$50,000 in grants, scholarships, and awards.

To apply for an award or nominate a colleague, go to www.tesol.org/awards
OPENING KEYNOTE
SHERMAN ALEXIE
Tuesday, 21 March 2017
5:30 pm–7 pm

Power and Empowerment:
An Urban Indian’s Comic,
Poetic, and Highly Irreverent
Look at the World

An event not to be missed! Known for his semiautobiographical writings that illuminate challenges facing American Indians while promoting cultural expression and social change, Sherman Alexie presents his take on language, identity, struggle, perseverance, hope, and respect—all with a heavy dose of candor and wit.

Sherman Alexie, author, poet, and screenwriter, connects readers around the world to the American Indian experience. One of The New Yorker’s 20 top writers for the 21st century, Alexie’s novels have won numerous awards. In addition to writing and speaking, Alexie cohosts a podcast with bestselling author Jess Walter.

PRESIDENTIAL KEYNOTE
DUDLEY REYNOLDS
Wednesday, 22 March 2017
8 am–9 am

PROFESSIONAL English Language Teachers
in a 2.0 World

Educational systems everywhere want to educate more students to higher standards while cutting resources for teacher education and development. Why do they think they can? Why do we know they cannot? The 2.0 world prizes nontraditional learning, interdisciplinarity, and technology. What do professional English language teachers offer this world?

Dudley Reynolds is the 2016–2017 president of TESOL and a teaching professor of English at Carnegie Mellon University in Qatar. His research focuses on the development, assessment, and teaching of L2 reading and writing, and he is a passionate believer in the power of ELT professional associations to help teachers and learners.

JAMES E. ALATIS PLENARY
GUADALUPE VALDÉS
Thursday, 23 March 2017
8 am–9 am

Ruminations of an Old Language Teacher

In this presentation, Valdés talks about second language acquisition theory and research from the perspective of a dedicated language teacher. She shares some of what she has learned, tells you where she looked for answers, and invites you to engage with topics that will directly or indirectly inform your practice.

Guadalupe Valdés is the Bonnie Katz Tenenbaum Professor of Education at Stanford University. Much of her work has focused on the English–Spanish bilingualism of Latinos in the United States. In addition to her numerous publications and service on editorial boards, Valdés has worked extensively in teaching, maintaining, and preserving heritage languages among minority populations.

MORNING KEYNOTE
YONG ZHAO
Friday, 24 March 2017
8 am–9 am

Perils or Promises: Education in the Age of Smart Machines

The world needs globally competent creative and entrepreneurial talents to take advantage of the opportunities brought about by technology and globalization. But schools are pushed to produce homogenous, compliant, and employee-minded test-takers, as a result of the traditional education paradigm. Zhao proposes a new education paradigm needed for the new world.

Yong Zhao is a Foundations Distinguished Professor at the University of Kansas and a professor in the Department of Educational Measurement, Policy, and Leadership at the University of Oregon. His work focuses on the implications of globalization and technology on education. An award-winning author, he has published more than 100 articles and 20 books.

Don’t miss the deep-dive session with Dr. Zhao at 1 pm, Sheraton Seattle, Grand Ballroom C
Re-Engage Struggling Students!

English 3D® is proven to accelerate academic English language proficiency and prepare students for college and career with 21st-century content, research-based instructional routines and built-in assessment.

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Meet Dr. Kate Kinsella
Keynote speaker and author of English 3D
TESOL’s Pre-K–12 day | March 25

Experience English 3D’s eSampler at hmhco.com/english3D
What initiatives is your association spearheading to advance the field? Learn more about special projects and other initiatives at these special sessions sponsored by TESOL.

All sessions take place at the Washington State Convention Center or the Sheraton Seattle (*).

**Wednesday, 22 March**

- **Actions and Advocacy in a 2.0 World**
  PRESENTERS: TBA
  9:30 am–11:15 am; Grand Ballroom A*

- **Listening to TESOL Voices: Insider Accounts of Classroom Life**
  PRESENTERS: Tim Stewart, Phil Quirke, Tom Farrell, Sarah Rilling, Maria Dantas-Whitney, Greg Kessler, Fiona Copland, Sue Garton
  2 pm–2:45 pm; 307

- **Beyond Repeat After Me: Teaching Pronunciation With Imagination**
  PRESENTER: Marla Yoshida
  3 pm–3:45 pm; 307

**Thursday, 23 March**

- **Strategies for Writing Successful TESOL International Convention Session Proposals**
  PRESENTER: Alannah Fitzgerald
  9:30 am–10:15 am; Raveena*

- **Flexible, Free, and Open Data-Driven Learning for the Masses**
  PRESENTER: Jan Dormer
  1 pm–1:45 pm; Capitol Hill*

- **More Than a Native Speaker: New Perspectives, New Edition**
  PRESENTERS: Don Snow, Maxi-Ann Campbell
  1 pm–1:45 pm; 307

- **Using Corpora for Engaging Language Teaching: Effective Techniques and Activities**
  PRESENTERS: Dilin Liu, Lei Lei
  2 pm–2:45 pm; 204

- **What School Leaders Need to Know About English Learners**
  PRESENTER: Robyn Brinks-Lockwood, Gilda Martinez-Alba, Guhbarah Beckett, Elizabeth Byleven, Margo DeliCarpini, Joseph Lee, Allison Rainville, Ke Xu, Myrna Jacobs, Meghan Moran
  2 pm–3:45 pm; Raveena*

- **A Guide to Implementing Extensive Reading in ESL/EFL Classrooms**
  PRESENTER: Namhee Suk
  3 pm–3:45 pm; Ballard*

- **The Summit on the Future of the TESOL Profession Overview**
  PRESENTERS: Denise Murray, Sarah Sahr
  3 pm–3:45 pm; 304

**Friday, 24 March**

- **Pedagogy and Practice for Online English Language Teacher Education**
  PRESENTERS: Faridah Pawan, Kelly Wiechart, Amber Warren, Jaehan Park, Crystal Howell
  10 am–10:45 am; 307

- **Empowering TESOL Professionals to Lead in Diverse Contexts**
  PRESENTERS: Rosa Aronson, Deena Boraie, Christine Coombe, Suzanne Panferov
  10 am–11:30 am; Ballard*

- **New Ways of Teaching With Humor to Enrich Your Classroom**
  PRESENTERS: John Rucynski, Jolene Jaquays, Lisa Leopold, Sara Okello, Nadezda Pimenova, Caleb Prichard, John Schmidt, Seth Strachler
  11 am–11:45 am; 307

- **When Teacher-Researchers Get Together, Engagement Becomes Empowerment**
  PRESENTERS: Annie Kantar Ben-Hillel, Valerie Jakar, Bridget Schvarcz
  5 pm – 5:45 pm; 212
At the British Council, we’re passionate about the English language and all those who teach it. That’s why we’re delighted to introduce Teaching for Success, our new approach to professional development for English language teachers at TESOL 2017.

We warmly invite you to join the Teaching for Success celebratory afternoon tea, on Thursday 23 March, from Booth 1100. Find your own personalised professional development pathway:

• Assess your own teaching skills and knowledge across 12 professional practices using the Teaching for Success self-assessment tool
• Hone in on areas for your own professional development using the British Council’s Teaching for Success framework
• Select one of over 60 low cost self-study modules or fully-tutored online courses, with exclusive discounts available only at TESOL 2017
• Pick up your copy of the British Council’s new Teaching For Success CPD framework for teachers and for managers at Booth 1100


We are delighted to return as a strategic partner of TESOL International Association, in hosting the TESOL 2017 VIP Networking Reception, Friday 24 March, 6.30 – 7.30 PM.

The British Council offers its warmest congratulations to our longstanding partner, The International Research Foundation for English Language Education (TIRF) on receiving the 2017 TESOL Presidents’ Award. Visit http://www.tirfonline.org/

---

Join Us

Wednesday, 22 March
TESOL: YOUR CONTRIBUTION TO WORLD PEACE AND HARMONY
A focus on ELT programmes in the contexts of military conflicts, racial tension and refugee situations around the in Middle East, Africa, and Asia.
Time: 4:00 PM – 4.45 PM
Venue: 613

Thursday, 23 March
IMPROVING ENGLISH IN NATIONAL EDUCATION SYSTEMS: LESSONS FROM THE WORLD
Four key lessons from large-scale English education reform projects in Africa, Asia, and the Americas.
Time: 11:30 AM – 12:15 PM
Venue: 611

TEACHING FOR SUCCESS: CELEBRATORY AFTERNOON TEA IN THE EXPO HALL
Join us at the British Council booth for a celebratory afternoon tea and collect your discount for 60+ online CPD modules.
Time: 12:30 PM – 13:30 PM
Venue: Expo Hall, Booth 1100

A CPD FRAMEWORK FOR THE DESIGN OF TEACHER EDUCATION PROJECTS
Discuss and select from 12 professional competences and 4 stages of competence for teachers you work with.
Time: 2:00 PM – 2.25 PM
Venue: 613

TEACHING FOR SUCCESS: A GLOBAL APPROACH TO CONTINUING PROFESSIONAL DEVELOPMENT
Which of the 12 professional practices are of most relevance to you? Discover materials from our teacher education curriculum.
Time: 5:00 PM – 5:45 PM
Venue: 613
The TESOL Classroom of the Future is made possible with support from

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Certificate in TESOL
Certificate in TEFL
ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASE

Visit Convention Center 606–609 for Ideas on Technology and Language Learning!

Electronic Village
Convention Center 608–609

› CALL for Newcomers
Learn CALL basics from experts and enhance your teaching with computer resources in this 90-minute hands-on introduction to CALL.
COORDINATORS: Ellen Dougherty, José Antônio da Silva

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

Technology Showcase Events
Convention Center 606–607

› CALL Academic Session: A Call for 21st-Century Reading
How can technology be part of a reading lesson? How will students profit from learning reading with technology? Reading is the skill most connected to technology and yet not very directly addressed. This session addresses the different options technology offers for teaching and practicing reading.
COORDINATOR: Claudio Fleury

InterSection (CALL With TEIS)
Preparing Teachers to Make Intelligent Technology Decisions in Language Teaching
Thursday, 9:30 am–11:15 am
COORDINATORS: Audra Hiltbran, Tom Robb

› 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 apps.
COORDINATORS: Audra Hiltbran, Tom Robb

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

› Hot Topics Sessions
These panels cover topics that are current in the field of CALL. Panelists share research around common themes such as virtual reality, digital literacy, and intelligent CALL.
Find Webcasts of Technology Showcase Events at http://callis2017.pbworks.com

Pass Now Needed for Admittance to the EV
› Admission to the Technology Showcase is included in your convention registration fee.
› To visit the Electronic Village (computer lab) you will need to purchase a US$10 pass, available on-site at registration or at the EV.

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
› Stephanie Korslund, Iowa State University, Iowa, USA

EV Managers
› Andy Bowman, Wichita State University, Kansas, USA
› Stephanie Korslund, Iowa State University, Iowa, USA
› Justin Shewell, Arizona State University, Arizona, USA

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

EV Mini-Workshops
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.
COORDINATOR: Sandy Wagner
ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASE
(continued)

2017 Electronic Village Schedule At-A-Glance (Convention Center 608–609)
An EV pass (US$10) is available when you register on-site or at the EV.

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<th>Times</th>
<th>Wednesday, 22 March</th>
<th>Thursday, 23 March</th>
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<tbody>
<tr>
<td>8 am</td>
<td>Ask Us: 8 am–8:30 am</td>
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<td>Ask Us: 8 am–8:30 am</td>
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<td>8:30 am</td>
<td>Technology Fair: Mobile Devices* 8:30 am–9:20 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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<td>Ask Us: 9:30 am–10 am</td>
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<td>11 am</td>
<td>Technology Fair: Classroom Tools* 11 am–11:50 am</td>
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<td>12 pm</td>
<td>CALL for Newcomers 12 pm–1:30 pm</td>
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<td>1 pm</td>
<td>EV Mini-Workshop† 1:40 pm–3:10 pm</td>
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<td>Ask Us: 3:10 pm–3:30 pm</td>
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<td>EV Mini-Workshop† 3:30 pm–4:50 pm</td>
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<td>5 pm</td>
<td>EV closed after 5 pm CALL-IS Open Meeting &amp; Steering Committee Election 6:45 pm–8:15 pm in Convention Center 606-607</td>
<td>Electronic Village closed after 5 pm</td>
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2017 Technology Showcase Schedule At-A-Glance (Convention Center 606–607)

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<tr>
<th>Times</th>
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<tr>
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<td>Hot Topics* 8 am–9:20 am</td>
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<td>8:30 am</td>
<td>CALL-IS Academic Session A Call for 21st Century Reading 9:30 am–11:15 am</td>
<td>CALL-IS/TEIS InterSection Preparing Teachers to Make Intelligent Technology Decisions in Language Teaching 9:30 am–11:15 am</td>
<td>MWIS/PAIS/CALL-IS InterSection Meeting Today’s Needs and Tomorrow’s Realities for ELT Materials 9:30 am–11:15 am</td>
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<td>9 am</td>
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<td>11:30 am</td>
<td>On the Cutting Edge: Graduate Student Panel 11:30 am–1 pm</td>
<td>Hot Topics* 11:30 am–12:50 pm</td>
<td>On the Cutting Edge: Graduate Student Panel 11:30 am–1:10 pm</td>
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<td>1 pm</td>
<td>1:30 pm</td>
<td>Mobile Apps for Education Showcase 1 pm–2:45 pm</td>
<td>Hot Topics* 1:30 pm–2:50 pm</td>
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<td>Developers’ Showcase 3 pm–4:50 pm</td>
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<td>5 pm</td>
<td>Technology Showcase closed after 5 pm CALL-IS Open Meeting &amp; Steering Committee Election 6:45 pm–8:15 pm</td>
<td>Technology Showcase closed after 5 pm EV 2018 Planning Meeting: 5:30 pm–7 pm</td>
<td>Technology Showcase closed after 5 pm TESOL Annual Business Meeting 5 pm–6:30 pm</td>
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</table>

* Note that specific themes are subject to change. Please see the CALL-IS EV Program Book included in your bag for more information.
† Please visit the EV ahead of time to pick up a free ticket. First come, first served. Limited to 20 seats.
Key for abbreviations: EV = Electronic Village; Ask Us = Ask Us: Free Advice for Call.
The Electronic Village Online: Best of 2016

For 5 weeks in January and February, participants and ESOL experts engage in collaborative, online discussion or hands-on virtual workshops of professional and scholarly benefit. These 5-week sessions allow a fuller development of ideas than is possible in convention sessions.

EVO sessions are sponsored by a TESOL interest section or affiliate, an IATEFL special interest group, or other groups or affiliates. Sponsors provide no financial support.

Come to the EVO session in the convention center, 606–607, on Wednesday, 1:20 pm, or visit

http://evosessions.pbworks.com/#evosessions

The Classroom of the Future

Located in the Exhibit Hall, the Classroom of the Future will include a showcase of the future of classroom design, technology, and pedagogy. See session titles and descriptions on page 205.

The Electronic Village Schedule is Available Online

Visit http://call-is.org/ev/schedule.php or scan this code with a QR-enabled mobile device:

Selected Technology Showcase events will be webcast at

http://callis2017.pbworks.com

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CONGRATULATES

ROSA ARONSON

on her successful tenure as Executive Director of TESOL International Association. Her thoughtful and committed leadership have strengthened TESOL’s mission and its services to the field.

CAL is proud to be a sponsor for the TESOL 2017 International Convention and English Language Expo and to celebrate Rosa’s accomplishments.

SPOTLIGHT ON CAL RESOURCES

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

Participants receive a Certificate of Completion that can often be used to obtain continuing education credits from your school or district.

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Based on decades of research on how language is learned and extensive experience in working with educators to help language learners succeed, CAL is pleased to offer a growing selection of self-paced online courses.

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INVITED SPEAKER SESSIONS

Find abstracts for these sessions in the program under the date and time for each session. All sessions take place in the Sheraton Seattle, Grand Ballroom C, unless otherwise noted.

What the Research Shows

› Teaching and Assessing Vocabulary: What the Research Shows
  PRESENTERS: Sam Barclay, Averil Coxhead, Keith Folse, Dee Gardner, Diane Schmitt, Norbert Schmitt
  Wednesday, 22 March, 9:30 am–11:15 am

› Teaching L2 Reading: What the Research Shows
  PRESENTERS: Neil J Anderson, William Grabe, Xiangying Jiang, Fredricka Stoller, Cui Zhang
  Thursday, 23 March, 10:30 am–12:15 pm

› Teaching and Responding to L2 Writing: What the Research Shows
  PRESENTERS: Michelle Cox, Dana Ferris, Ann Johns, Christina Orteimeier-Hooper, Christine Tardy
  Friday, 24 March, 10:30 am–12:15 pm

Wednesday, 22 March

› High School ELLs at Risk: Neither College nor Career Ready
  PRESENTER: Yasuko Kanno
  1 pm–1:45 pm

› A Memorial Panel on the Life and Legacy of Braj Kachru
  PRESENTERS: Suzanne Hilgendorf, Ahmar Mahboob, Aya Matsuda, Shikaripur Sridar, Bedrettin Yazan
  4 pm–5:45 pm

Thursday, 23 March

› Shifts in ESL Teacher Professional Expertise for the 21st Century
  PRESENTER: Aida Walqui
  9:30 am–10:15 am

› Engaging Multilingualism in ESOL Classrooms: Toward Culturally Linguistically Sustaining Pedagogy
  PRESENTER: Shondel Nero
  1 pm–1:45 pm

› Perils and Strategies in Retention/Completion Within Community College IEPs
  PRESENTER: Jose Carmona
  2 pm–2:45 pm

› Teacher Development Through Teachers’ Associations: Lessons From Africa and Beyond
  PRESENTERS: Okon Effiong, Aymen Elsheikh
  3 pm–3:45 pm

Friday, 24 March

› Multicultural Capital: Connecting People, Families, and Work in the 21st Century
  PRESENTER: Sylvia Acevedo
  9:30 am–10:15 am

› Fear Not the Virtual Classroom: Student Engagement in Online Learning
  PRESENTERS: Gena Bennett, Meredith Bricker, Maggie Sokolik, David Wiese
  1 pm–2:45 pm; Metropolitan B

› Retirement With TESOL 2.0: Engaging, Enriching, Empowering Ourselves and Others
  PRESENTERS: Leslie Barratt, Zakia Sarwar, Betty Ansin Smallwood, Beth Witt
  1 pm–2:45 pm; Sheraton Seattle, Grand Ballroom D

› Deep Dive: “Perils or Promises: Education in the Age of Smart Machines”
  PRESENTER: Yong Zhao
  1 pm–3:45 pm
The University of Miami Department of Teaching and Learning has three new Master’s programs specializing in education. The programs focus on Teaching English to Speakers of Other Languages (TESOL), or Bilingual/Biliteracy Development in Spanish for dual language teaching, or Special Education. The programs require 30-36 credits for completion; general information can be found below.

**Teaching English to Speakers of Other Languages (TESOL) Online Program**

The primary market for this program is teachers in Pre-K-16 contexts—English as a Second Language (ESL) specialists or mainstream content area teachers who work with English language learners (ELLs) in the U.S. – “Teaching English as a Second (ESL) Language” ONLINE PROGRAM with some face-to-face meetings

**Bilingual/Biliteracy Development in Spanish Online Program**

The primary market for this program is U.S. teachers in Pre-K-12 settings who wish to boost their proficiency in Spanish and teach in dual language learning (DLL) contexts. Typically DLL ends in 5th or 6th grade. There is a recent and progressive push for biliteracy and bilingualism which requires biliteracy in middle and high school grades, across content areas. Some Spanish language courses may be required, depending on proficiency. ONLINE PROGRAM with some face-to-face meetings

**Special Education Program**

The primary market for this program is for Bachelor degree holders who teach or wish to teach in K-12 contexts—general education teachers in inclusive classrooms, special education teachers, or special education program specialists.

**Application Process**

Application is made through the Graduate School online at:


**Application Deadline:**

Fall Deadline - June 1  
Spring Deadline - November 1

**Contact Information**

For more information, please our graduate admissions coordinator:

Ms. Lois Heffernan  
Max Orovitz Building  
1507 Levante Avenue – Suite 311  
Coral Gables Florida 33124  
305.284.2167 phone  
305 284-9395 fax  
lheffernan@miami.edu
COFFEE TALKS 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.

Each coffee topic is limited to nine attendees. Coffee talks will take place 3 pm–3:45 pm Wednesday–Friday in the Sheraton Seattle. Tickets are not transferable and are only valid for the coffee printed on each ticket. A light snack is provided.

All coffees are US$45. Tickets to Coffee Talks With Distinguished TESOLers that are not sold in advance can be purchased on-site at the TESOL registration desk.

Wednesday, 22 March 2017

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
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<tbody>
<tr>
<td>CT#1</td>
<td>Amanda Baker</td>
<td>Pronunciation Pedagogy and Teacher Development in TESOL</td>
</tr>
<tr>
<td>CT#2</td>
<td>Sarah Benesch</td>
<td>Pedagogy and Emotions: Exploring English Language Teachers’ “Emotion Labor”</td>
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<tr>
<td>CT#4</td>
<td>Luciana de Oliveira</td>
<td>A Language-Based Approach to Content Instruction: Scaffolding in K–12</td>
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<tr>
<td>CT#7</td>
<td>Kim McDonough</td>
<td>Using Collaborative Writing Activities in EFL Contexts</td>
</tr>
<tr>
<td>CT#8</td>
<td>Priyanvada (Priya) Abeywickrama</td>
<td>Classroom Assessment: Engaging Teachers, Enriching Practices, and Empowering Students</td>
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<tr>
<td>CT#9</td>
<td>Elaine Tarone</td>
<td>Relationship Between Alphabetic Print Literacy and Oral English Language Acquisition</td>
</tr>
<tr>
<td>CT#25</td>
<td>Okim Kang</td>
<td>Teaching Listening and Speaking in EFL/ESL Contexts</td>
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Thursday, 23 March 2017

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<th>Host</th>
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<tbody>
<tr>
<td>CT#6</td>
<td>Ahmar Mahboob</td>
<td>Getting Your Work Published</td>
</tr>
<tr>
<td>CT#10</td>
<td>Neil J Anderson</td>
<td>Engaging in Motivational Teaching Practices</td>
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<tr>
<td>CT#11</td>
<td>Donna Brinton</td>
<td>Integrating Content and Language: A Flexible Architecture</td>
</tr>
<tr>
<td>CT#12</td>
<td>Anne Burns</td>
<td>Exploring the Teaching of Speaking</td>
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<tr>
<td>CT#13</td>
<td>Ann Johns</td>
<td>Teaching Genres to Secondary and University Students</td>
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<tr>
<td>CT#14</td>
<td>Karen Johnson</td>
<td>Second Language Teacher Education</td>
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<tr>
<td>CT#15</td>
<td>Ryuko Kubota</td>
<td>Seeking Welfare in TESOL: Social and Individual Engagement</td>
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<tr>
<td>CT#16</td>
<td>Stephanie Lindemann</td>
<td>Sociolinguistics and Pronunciation Teaching</td>
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<tr>
<td>CT#17</td>
<td>David Nunan</td>
<td>From the Classroom to the Wider World</td>
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<tr>
<td>CT#18</td>
<td>Randi Reppen</td>
<td>Developing Learner Resources Using Corpus Linguistics</td>
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<tr>
<td>CT#28</td>
<td>Fernando Fleurquin</td>
<td>How Does Your IEP Reflect the Needs of Your Stakeholders?</td>
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Friday, 24 March 2017

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<tbody>
<tr>
<td>CT#3</td>
<td>Peter De Costa</td>
<td>The Power of Identity and Ideology in TESOL</td>
</tr>
<tr>
<td>CT#5</td>
<td>Tom Farrell</td>
<td>Reflective Practice for Language Teachers</td>
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<tr>
<td>CT#19</td>
<td>Nancy Bell</td>
<td>Integrating Humor Into the L2 Classroom: How and Why</td>
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<td>CT#20</td>
<td>Liying Cheng</td>
<td>Bridging Language Testing and Assessment in the Classroom</td>
</tr>
<tr>
<td>CT#21</td>
<td>Andy Curtis</td>
<td>Learning to Lead in Language Education</td>
</tr>
<tr>
<td>CT#22</td>
<td>Scott Douglas</td>
<td>Inquiry Supported Content-Based English Language Teaching and Learning</td>
</tr>
<tr>
<td>CT#23</td>
<td>Eli Hinkel</td>
<td>Teaching Grammar Constructions for Speaking and Writing</td>
</tr>
<tr>
<td>CT#24</td>
<td>Jane Hoekker</td>
<td>Multiple Literacies in Practice</td>
</tr>
<tr>
<td>CT#26</td>
<td>Joseph LoBianco</td>
<td>Language Planning: What Is It? Can and Do Teachers Do It?</td>
</tr>
<tr>
<td>CT#27</td>
<td>Manka Varghese</td>
<td>Raciolinguistics and Language Teacher Identity</td>
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</table>
PUBLIC POLICY AND ADVOCACY

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

All of the following sessions take place in the Washington State Convention Center.

**National Advocacy and Policy**

**Wednesday, 22 March**

- **U.S. Federal Education and Language Policy Update**
  An overview of the legislative proposals and federal initiatives TESOL International Association is monitoring
  9:30–11:15 am; 602

- **Scams That Target Your Students: Tips and Tools for Educators**
  FEATURING: Speakers from the U.S. Federal Trade Commission
  11:30 am–12:15 pm; 602

- **Presentation From the Office for English Language Acquisition**
  1 pm–2:45 pm; 602

**Thursday, 23 March**

- **National and State Initiatives in Adult ESOL**
  FEATURING: Speakers from the U.S. Department of Education’s Office of Career, Technical, and Adult Education
  9:30 am–11:15 am; 602

- **ESSA and ELLs: What TESOL Professionals Need to Know**
  FEATURING: TESOL International Association staff offering an overview of the new federal legislation’s effects on ELLs
  11:30 am–12:15 pm; 602

- **Special Public Policy Session: ELLs, Immigrant Students, and U.S. Law**
  FEATURING: Representatives from the Office of Civil Rights at the U.S. Departments of Education and Justice, and the Migrant Legal Action Program
  1 pm–4:45 pm; 602

**Friday, 24 March**

- **Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEPs**
  FEATURING: Representatives from English USA and the University of Alabama English Language Institute
  9:30 am–11:15 am; 602

- **WIOA 101: An Overview of Opportunities for Adult ELLs**
  FEATURING: TESOL International Association staff
  11:30 am–12:30 pm; 602

- **Hot Topics and Updates From SEVP**
  FEATURING: Representatives from the Student and Exchange Visitor Program, U.S. Department of Homeland Security
  1 pm–1:45 pm; 602

- **Early Childhood Education Policy Update**
  FEATURING: TESOL International Association Staff
  3 pm–3:45 pm; 604
Washington State Advocacy and Policy

Wednesday, 22 March

› High School Newcomer Students in Seattle: Student Voices
  FEATURING: Seattle Public Schools students and administrators
  11:30 am–1:15 pm; 603

Thursday, 23 March

› Survey of Washington State Initiatives in Support of ELLs
  FEATURING: Speakers from the Washington State Office of Superintendent of Public Instruction
  9:30 am–11:15 am; 603

› Using Open Educational Resources to Create ESL Instructional Materials
  FEATURING: Speakers from the Washington State Board for Community and Technical Colleges
  9:30 am–11:15 am; 603

› Washington’s I-DEA: Flipping Instruction for Adult ELLs
  FEATURING: Speakers from the Washington State Board for Community and Technical Colleges
  1 pm–2:45 pm; 603

Friday, 24 March

› Serving ELLs Under ESSA: Details for State Plans
  FEATURING: Speakers from the National Council of State Title III Directors
  2 pm–3:45 pm; 602

U.S. Citizenship and Naturalization

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

Wednesday, 22 March

› Becoming a U.S. Citizen: The Naturalization Process
  2 pm–2:45 pm; 603

› Improving Listening Skills for the Naturalization Process
  4 pm–4:45 pm; 603

Friday, 24 March

› The U.S. Naturalization Test: Teaching Objectives
  11:30 am–12:15 pm; 603

› An Overview of the Guide on Adult Citizenship Education Content Standards
  10:30 am–11:15 am; 603
Visit us in Booth 731

Look for our exhibitor sessions on:

**March 22, 9:30-10:15 am, Room 615**
*Academically Speaking: Flipping the Speaking Classroom*
Robyn Brinks Lockwood

**March 22, 2:00-2:45 pm, Room 613**
*Guiding International Students through the Research Paper*
Janine Carlock

**March 24, 11:30 am-12:15 pm, Room 612**
*16 Keys to Teaching ESL Grammar and Vocabulary*
Keith Folse

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**BOOTH 731 EVENTS**

Meet the Author Coffee Hours:

**March 22, 10:30-11:30 am**
Robyn Brinks Lockwood

**March 23, 10:30-11:30 am**
M. Ann Snow & Donna Brinton

**March 24, 10:00-11:00 am**
Keith Folse
TESOL is strongly committed to research as a way to improve professional knowledge and inform classroom practice. TESOL’s Research Professional Council (RPC) created the following sessions, which are led by experienced researchers. Anyone interested in research is encouraged to attend. Find abstracts for these sessions in the program book under the date and time for each session.

All of these sessions are in the Sheraton Seattle.

Wednesday, 22 March

RESEARCH COLLOQUIUM A
10 am–11:45 am; Issaquah

› What Kinds of Research for What Kinds of Practice?
  PRESENTERS: Judy Sharkey, Anne Burns, Sue Starfield, Rodney Jones, Tina Proulx, Wendy Perron

TESOL AWARD FOR DISTINGUISHED RESEARCH
10:30 am–11:15 am; Willow B

› The Power of Story for Exploring Language Teacher Identity
  PRESENTER: Gary Barkhuizen

RESEARCH COLLOQUIUM B
3 pm–4:45 pm; Raveena

› Conducting Research at English Language Centers: Administrator Perspectives
  PRESENTERS: Peter De Costa, Suzanne Panferov, Sue Starfield, Alan Juffs, Susan Glass

Thursday, 23 March

TESOL RESEARCH AGENDA FAIR
9:30 am–11:15 am; Issaquah

› Reflecting Forward: Critical Literacy in TESOL Research
  PRESENTERS: Theresa Austin, Deena Boraie, Rachel Grant, Lucilla Lopriore

2016 TESOL MINI-GRANT RECIPIENTS:
Allison Briceno, Liv Davila, Monica Gonzalez

JOINT SESSION WITH NABE
2 pm–3:45 pm; Issaquah

› NABE at TESOL: Examining Linkages Between Identity and Language Learning
  PRESENTERS: Theresa Austin, Marjorie Haley, Sylvia Sanchez, Anita Pandey, Rachel Grant, Peter De Costa, Minh-Anh Hodge

Saturday, 25 March

RSC WORKSHOP
8 am–12 pm; Issaquah

› Research Mentoring Workshop
  This session is designed to support novice researchers in their study. A panel of RPC members and an invited speaker briefly introduce aspects of research design. Participants in small groups discuss the topics, relating them to their own experience. The invited speaker draws conclusions.
  FACILITATORS: Neil J Anderson, Rachel Grant, Lucilla Lopriore, Rebeca Elena Tapia Carlin, Patrick Chin Ng
BEST OF AFFILIATE SESSIONS

The Best of Affiliate sessions are chosen from submissions from TESOL affiliates. Affiliates are encouraged to submit sessions that showcase their members and the topics they are discussing. Finds abstracts for these sessions in the program book under the date and time for each session; all sessions are hosted in the Washington State Convention Center unless otherwise noted.

TESOL ARABIA
- Mindfulness Strategies for the ELT Classroom
  PRESENTER: Christine Coombe
  22 March, 9:30 am–10:15 am; 612

BC TEAL
- Breadth of Vocabulary Thresholds Supporting Postsecondary Reading and Writing
  PRESENTER: Scott Douglas
  22 March, 10:30 am–11:15 am; 210

MITESOL
- Awareness, Recognition, and Production of Speech Acts
  PRESENTER: Sara Okello
  22 March, 3 pm–3:45 pm; 210

ARTESOL
- Teaching With Mobile Devices: Some Practical Ideas and Considerations
  PRESENTER: Maria Camijo
  22 March, 4 pm–4:45 pm; 210

BELTA
- Reconsidering Conceptual Paradigms in English Studies
  PRESENTER: Arifa Rahman
  23 March, 2 pm–2:45 pm; 210

OREGON TESOL
- Examining Cultural Assumptions Through Dialogue, A Human Library Inspired Project
  PRESENTER: Becki Quick
  23 March, 3 pm–3:45 pm; 210

MATSOL
- Bilingualism Is a Gift (BiG) ESL/SPED Collaborative Campaign
  PRESENTER: Lauren Harrison
  24 March, 10:30 am–11:15 am; 210

INTERMOUNTAIN TESOL
- Motivating and Teaching Students to “Own” Their Writing
  PRESENTER: Mornie Merrill
  24 March, 11:30 am–12:15 pm; 210

AFFILIATE COLLOQUIUM
- Equal Partners—Equal Opportunities
  23 March, 11:15 am–12:45 pm; Grand Ballroom A, Sheraton Seattle

Successful examples of partnerships and collaboration among associations are becoming more common in the TESOL affiliate community. This colloquium discusses experiences and models of affiliates’ partnerships and collaborations between affiliates or between an affiliate and other types of organizations and discusses how this collaboration has impacted affiliates.

PRESENTERS: Grazzia Maria Mendoza, HELTA Honduras TESOL; Ulrich Schrader, MEXTESOL; Christine Coombe, TESOL Arabia; Naziha Ali, TESOL Arabia; Susan Spezzini, Alabama-Mississippi TESOL (AMTESOL)
COLLOQUIA & PRESENTATIONS
FROM COLLEAGUE ORGANIZATIONS

Find abstracts for these sessions in the program book under the date and time for each session. All sessions are in the Washington State Convention Center, Room 604.

› Supporting IEP Student Retention and Success Through Comprehensive Services
  Sponsored by NAFSA: Association of International Educators
  22 March, 9:30 am–10:15 am
  PRESENTER: Joann Ng Hartmann

› Integrating Science and Language for ALL Students: Web of Life
  Sponsored by the National Science Teachers Association (NSTA)
  22 March, 10:30 am–11:15 am
  PRESENTER: David Crowther

› Supporting Networks for ELL Success: Resources and Approaches From WIDA
  Sponsored by WIDA
  23 March, 9:30 am–10:15 am
  PRESENTER: Jesse Markow

› Making the Case for Languages
  Sponsored by the American Council for the Teaching of Foreign Languages (ACTFL)
  23 March, 10:30 am–11:15 am
  PRESENTER: Barbara Mondloch

› Building Assessment Into Everyday Activities
  Sponsored by the International Language Testing Association (ILTA)
  23 March, 11:30 am–12:15 am
  PRESENTER: Anthony Green

› Online Language Teacher Education: Participants’ Perceptions and Experiences
  Sponsored by The International Research Foundation for English Language Education (TIRF)
  24 March, 1 pm–2:30 pm
  PRESENTER: Ryan Damerow
EARN A POSTGRADUATE TESOL QUALIFICATION WHILE YOU WORK

UOW offers a range of TESOL postgraduate courses, covering a number of key theories in ESL/EFL teaching and providing an in-depth focus on specialized areas such as second language learning, grammar and pronunciation pedagogy, assessment and CALL. You can also choose to undertake a supervised professional experience placement in an ESL classroom.

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Looking for a job? Have jobs to fill? Curious about trends in English language teaching employment? Don’t miss the Job MarketPlace at the TESOL convention in the Expo Hall.

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

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**FREE admission to Job MarketPlace with your paid convention registration.**

Only registered convention attendees may interview in the Job MarketPlace. Even if you have not registered with the Job MarketPlace, feel free to stop by and browse through the jobs, and see which companies and institutions have come to recruit: You never know what you might find.
The **ELT Leadership Management Certificate Program (ELT LMCP)** provides quality professional development and leadership training for ELT professionals in their current or future leadership, administrative, or management roles in various kinds of ELT organizations and institutions. This program is open to TESOL members and nonmembers.

To earn the 10-hour certificate, participants must complete a 7-hour required workshop and two 90-minute elective workshops (3 hours total). All workshops must be completed at the 2017 TESOL convention.

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

### ELT LMCP Registration Terms

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

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

› **LMCP: Leadership and Management Fundamentals**
  Tuesday, 21 March, 9 am–5 pm
  This interactive workshop focuses on three key areas of leadership and management: qualities of effective leaders, strategic planning, and leadership for teacher change (supervision).
  **WORKSHOP LEADERS:** Neil J Anderson, Brigham Young University, Hawaii, USA; Fernando Fleurquin, University of North Texas, Texas, USA; Christine Coombe, Dubai Men’s College, United Arab Emirates

REQUIRED ELECTIVE WORKSHOPS (choose two)

› **LMCP1: Financial Planning: Budgets and Course Costing**
  Wednesday, 22 March, 9:30 am–11 am
  This workshop provides an introduction to budgeting and course costing. ELT professionals who are not familiar with financial concepts will be able to prepare and understand institutional or program budgets and to determine the cost of a course or program.
  **WORKSHOP LEADER:** Fernando Fleurquin, University of North Texas, Texas, USA

› **LMCP2: Hiring Essentials**
  Wednesday, 22 March, 12:30 pm–2 pm
  This workshop focuses on the skills you need to recruit and vet applicants for positions in your organization. Workshop participants consider how to match the skills required for specific positions with appropriate applicants in order to find the right persons for the jobs.
  **WORKSHOP LEADER:** Renee Feather, Educational Consulting Services, LLC, Colorado, USA

› **LMCP3: How to Run Effective Meetings**
  Thursday, 23 March, 9:30 am–11 am
  This workshop focuses on the essential components of organizing and running a good meeting from the perspective of working as a team. Participants discuss setting agendas, establishing priorities, keeping the meeting on track, and dealing with difficult people.
  **WORKSHOP LEADER:** Richard Robison, Azusa Pacific University, California, USA

› **LMCP4: Facilitating Groups and Building Teams**
  Thursday, 23 March, 11:30 am–1 pm
  This workshop focuses on the skills you need to facilitate groups and build teams. Workshop participants consider the advantages and disadvantages of working in teams and groups, examine what characteristics make a good team, understand the dysfunctions of teams, and review team leadership functions.
  **WORKSHOP LEADER:** Renee Feather, Educational Consulting Services, LLC, Colorado, USA

› **LMCP5: Effective Time Management Strategies for ELT Leaders/Professionals**
  Thursday, 23 March, 3 pm–4:30 pm
  This workshop focuses on the skills, strategies, and tools you need to more effectively manage your time. Workshop participants explore their current definitions and uses of time, learn about the most common time wasters, and review the most successful time management strategies identified in the literature.
  **WORKSHOP LEADERS:** Christine Coombe, Dubai Men’s College, United Arab Emirates; Justin Shewell, Arizona State University, Arizona, USA; Mashael Al-Hamly, Kuwait University, Kuwait
THANK YOU

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

Randa Abdelmagid
Mohamed Elsegheier
Abdulrazak
Paul Abraham
Shahid Abrar-ul-Hassan
Shady Abuysuf
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Jayme Adelson-Goldstein
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SECOND FLOOR

THIRD FLOOR

MAPS
WASHINGTON STATE CONVENTION CENTER
THE CONFERENCE CENTER

Skagit Lower Level

Yakima Level One

Chelan Level Two

PIKE STREET
WASHINGTON STATE CONVENTION CENTER
THE CONFERENCE CENTER

TAHOMA LEVEL THREE
LEVEL SIX

KEYNOTE AND PLENARY SESSIONS

6A
6B
6C
6E

610 605
604
603 602
613
612
611

609 606 608 607

Electronic Village
Tech Showcase

6ABC Lobby

6E Lobby

M W

To/From Level 4
To/From Levels 4 & 5

Galleria (Below)
Atrium Lobby (Below)
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These partnerships are current as of 10 February 2017.
**Sample Abstract:**

**Type of Session Icon**

**Session Title**

Engage Students and Enrich Listening Materials With African Voices

**Description**

How do you engage students while enhancing their global awareness? How do you enrich listening materials with diverse models of eloquent speakers of English? This interactive workshop answers these questions with authentic listening materials featuring World English speakers from Africa.

**Presenter**

Mary Romney, Capital Community College, USA

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**Key:**

TCC = The Conference Center
WSCC = Washington State Convention Center

**Please note:** Abstracts are arranged by date followed by start time, then by end time, and then in alphabetical order by title.
Please check the addendum for cancellations and changes to sessions.

<table>
<thead>
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**Effective Lesson Observation Practices: More Than Meets the Eye**  
*Content Area: Accreditation*  
In this PCI, participants explore ways to maximize the impact of lesson observation both in pre- and in-service contexts. Lesson observation is one of the most widespread practices for assessing teachers. Doing so in a principled and teacher-oriented manner will guarantee that a lesson observation session becomes a productive learning intervention for the observer and the teacher.  
**Gabriel Díaz Maggioli**, National Teacher Education College, Uruguay

**Engaging Secondary School Language Learners Through Media Literacy Activities**  
*Content Area: Literature/Arts/Media*  
This workshop focuses on development of media literacy activities for secondary school language learners. Participants gain an understanding of media literacy as a natural extension of language teaching that integrates linguistic and cultural learning. Participants leave with lists of resources for continued media literacy education and drafts of lesson plans for their classrooms.  
**Carla Chamberlin-Quinlisk**, Pennsylvania State University, Abington College, USA

**From Bystander to Active Participant: Interaction Strategies for Effective Communication**  
*Content Area: Speaking/Pronunciation/Phonology/Listening*  
ESL students can sometimes feel left behind when conversations take off. This workshop offers a variety of interaction strategies to help nonnative English speakers become more active listeners and more engaging conversationalists in and out of the classroom. Participants practice these strategies in role-plays, small and large group discussions, small talk, and storytelling.  
**Cathy Raymond**, Washington University in St. Louis, USA  
**Pamela Dzunu**, Washington University in St. Louis, USA  
**Mica Tucci**, Washington University in St. Louis, USA  
**Stephanie Moore**, Washington University in St. Louis, USA

**Listening 2.0: University Listening in the Digital Era**  
*Content Area: Content-based Instruction*  
In this workshop, participants learn how to incorporate problem solving activities in their listening classes so their students can develop listening-to-learn tools. Using these tools, ELLs will engage in an active process of understanding difficult listening passages and interact more deeply in understanding a listening passage.  
**Jim Bame**, Utah State University, USA  
**Jim Rogers**, Utah State University, USA

**Supporting Students With Interrupted Education**  
*Content Area: Content-based Instruction*  
Students with interrupted education constitute up to 20% of new arrivals at the P–12 level in the United States. Who are these students, where do they come from, what are the causes of their interrupted education, and, most important, what can we as educators do to help these students make up for lost time? In depth and interactive workshop.  
**Judith O’Loughlin**, Language Matters, LLC, USA  
**Brenda Custodio**, Ohio State University, USA

**Teaching Critical Thinking to ELLs**  
*Content Area: Learning/Teaching Styles*  
Critical thinking is growing in necessity and demand around the world, but few texts discuss teaching it to ELLs. This workshop defines critical thinking, shows how to design exercises for any skill (intermediate and above students), and discusses problems that might arise with pupils from educational systems emphasizing memorization and regurgitation and/or from systems with authoritarian and repressive policies.  
**Nancy Burkhalter**, Seattle University, USA
5:00 pm

A Sound Approach to Spelling: Engage and Empower Your Learners
Content Area: Reading/Literacy

English spelling is conventionally taught as a series of rules, each with exceptions that must be memorized. Using the Color Vowel Chart, learners take a sound-based approach, connecting pronunciation to the written word as they discover unexpected spelling patterns and striking trends. Learn how implementing this profoundly simple approach inspires curiosity and empowers learners to develop their own speaking–spelling intuition.

Karen Taylor, English Language Training Solutions, USA
Robin Barr, American University, USA
Shirley Thompson, English Language Training Solutions, USA
Laura McIndoo, Central New Mexico Community College, USA
Michael Conners, E.L. Haynes Public Charter School, USA

Monday, 5:00 pm–9:00 pm

Designing Interactive Classrooms: Discussion Strategies for ELLs
Content Area: Learning/Teaching Styles

Student-centered learning has been shown as the best way to teach language. However, integrating activities that incorporate this type of learning can be challenging. In this workshop, specific methods, such as Harkness and fishbowl discussions, panels, and debates, are described and demonstrated as attendees participate in the methods in order to understand how to use them within their own classrooms.

Paula Wilder, Durham Technical Community College, USA

Monday, 5:00 pm–9:00 pm

Empowering Long-Term ELLs: Responsive Programming and Specialized Academic Strategies
Content Area: Curriculum/Materials Development

This highly interactive workshop addresses the urgency to create specialized coursework and to use specific research-based strategies known to move secondary long-term ELLs to proficiency in academic English, whether in integrated or stand-alone classes. Attendees practice innovative strategies that promote engagement, rich academic vocabulary, and control of complex structures across the content areas. Participants also receive supportive resources.

Elizabeth Hartung-Cole, Retired, USA
Nancy Cloud, Rhode Island College, USA

Monday, 5:00 pm–9:00 pm
A Lexical Look at Writing Instruction: Empowering the Reluctant Writer
Content Area: Vocabulary/Lexicon
Though many writing teachers spend little time on vocabulary development, writing and word learning belong together. Just as fine-tuned word choices enrich and focus one’s writing, the process of writing provides a purpose for vocabulary development. This session helps teachers optimize this reciprocal relationship by exploring engaging techniques for each stage of the writing process.
Cheryl Boyd Zimmerman, California State University, Fullerton, USA

Building Educational Communities of Inclusion: Cultural Proficiency and Equity
Learn effective strategies to create communities of inclusion by promoting cultural proficiency on your campus and/or in your school district. Participants take part in interactive activities that will prepare them to advocate for equity and social justice as a means to create educational access and opportunity for every student, his or her family, and the community they live in.
José Medina, Center for Applied Linguistics, USA
Annie Duguay, Center for Applied Linguistics, USA

Extensive/Intensive Sociocultural Vocabulary Teaching Strategies for Lexical Depth/Breadth
Content Area: Vocabulary/Lexicon
Vocabulary is a vital aspect of knowing a language at all levels of second-language acquisition. Presenters demonstrate a sociocultural approach incorporating 32 dimensions of a lexical item, creating opportunities for extensive and intensive vocabulary acquisition (both breadth and depth). Rich handouts provide both personalized and collaborative strategies for repeated vocabulary exposure and self-regulation to promote autonomous and empowered language learning.
Lynne Díaz-Rico, California State University, San Bernardino, USA
Julie Ciancio, California State University, San Bernardino, USA

Listen Again: Strategies for an Integrated Approach to Listening Skills
Content Area: Speaking/Pronunciation/Phonology/Listening
This workshop offers a step-by-step approach to teaching listening skills (rather than testing listening ability). Participants practice assessing listening skills and metacognition diagnostically and at semester-end to track improvement. Participants plan lessons using metacognitive listening strategies/checklists, and activities and exercises. The workshop focuses on the aural skills that differentiate listening from reading, which allows learners to comprehend utterance content and speaker intent.
Marnie Reed, Boston University, USA
Christina Michaud, Boston University, USA

Scaffolding Close Reading for ELLs
Content Area: Reading/Literacy
This PCI provides research-based methods for ELLs to meet challenging standards in English language arts. Teachers learn scaffolding techniques for providing essential background and for identifying and teaching vocabulary, as well as for accessing and engaging with more complex text during close reading. The session includes ample time for teachers to practice the techniques and to discuss implications for implementation.
Lisa Tabaku, American Institutes for Research, USA

Teaching and Learning 2.0: Developing Engaging, Enriching, and Empowering Lessons
Content Area: Technology in Education
Enrich and empower yourself by discovering and applying best practices for successful online teaching, which in turn will enrich and empower your students. A teacher who took the digital plunge and her teacher-mentor provide perspective and guidance in this experiential, engaging, and hands-on workshop on creating online lessons and activities.
Sandy Wagner, Defense Language Institute Foreign Language Center, USA
Debra Abrams, National Research University Higher School of Economics, Russia
9:00 am

Tuesday, 9:00 am–4:00 pm

**ELLs, Cultural Competency, and Academic Achievement: What’s the Connection?**

*Content Area: Learning/Teaching Styles*

Equality vs equity, language and culture, cultural sensitivity and academic achievement—how do they interrelate? ELLs are the fastest growing student population, and our classrooms are more diverse than ever. What do educators need to do to expand their range of knowledge and skills to meet the needs of today’s students?

- **Ingrid Miera**, AFT, USA
- **Joni Anderson**, AFT, USA
- **Becky Corr**, AFT, USA
- **Areli Schermerhorn**, AFT, USA
- **Giselle Lundy-Ponce**, AFT, USA

Tuesday, 9:00 am–4:00 pm

**Enriching Learning, Saving Time: Designing Effective Academic Writing Courses**

*Content Area: Writing/Composition*

Teaching L2 writing is particularly demanding due to the need to provide out-of-class support, respond to drafts, and grade papers. In this workshop, writing instructors learn how to cope with these time demands while simultaneously maximizing their students’ learning. Participants apply 10 recommendations by designing or revising a writing course syllabus.

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

Tuesday, 9:00 am–4:00 pm

**Essential Practices for Meeting Common Core Standards in Diverse Classrooms**

*Content Area: Standards*

Learn how Los Angeles Unified School District is using strategic observation and reflection teaching frames to support district-wide teacher implementation of the Common Core State Standards and California English Language Development standards. Examine, experience, and develop instructional materials and strategies used to support teachers’ enactment of these high-impact practices and build instructional capacity across school sites.

- **Maricela Sanchez**, Los Angeles Unified School District, USA
- **Isabel Aguirre**, Los Angeles Unified School District, USA
- **Robert Pritchard**, Sacramento State University, USA
- **Susan O’Hara**, UC Davis, USA

Tuesday, 9:00 am–4:00 pm

**Motivation, Participation, and Ongoing All-Skills Practice via Process-Drama**

*Content Area: Integrated Skills*

Recent brain-based research indicates that the partnership of motivation, imagination, movement, and emotion vastly accelerates second language acquisition. The Process Drama approach integrates these four components into extended, multiepisode, improvisational dramatic encounters that develop speaking, listening, grammar, and literacy skills while also ensuring creativity, dynamism, and learner engagement. In this workshop, teachers learn to create effective Process Dramas.

- **Leslie Sapp**, Montgomery College, USA
- **Gary Carkin**, Southern New Hampshire University, USA
- **Judy Trupin**, Literacy Assistance Center, USA

Tuesday, 9:00 am–4:00 pm

**Slow Down: Guide True Beginners to Mastery With Deep Learning**

*Content Area: Integrated Skills*

True beginners need “deep learning” to reach mastery. Hardworking teachers of beginners need low-prep activities that provide meaningful opportunities for speaking, listening, reading, and writing and offer repetition without boredom. This highly interactive session offers engaging, repeatable classroom routines and activities for literacy-level students and very low beginners.

- **Shelley Lee**, Wake Technical Community College, USA
- **Laurel Pollard**, Consultant, USA
### 1:00 pm

**Citation Approaches: Selection and Integration of Sources**

This workshop is devoted to a crucial area at almost all levels of academic writing: the integration of outside sources into student texts. Participants analyze model texts and work through the process of source-based text production at secondary and college levels.  

**Ann Johns**, San Diego State University, USA

**Tuesday, 1:00 pm–5:00 pm**

### Developing Academic Discourse Competence Through Formulaic Sequences

Content Area: Vocabulary/Lexicon

The Academic Formulas List and Phrasal Expressions List include formulaic sequences that build on traditional lists, such as the Academic Word List, to better meet student proficiency needs at the discourse level. Participants investigate the lists; experience collaborative activities designed to assist students in acquisition, including online and corpus-based; and discuss considerations for adaptation and implementation. Step-by-step guides provided.  

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

**Tuesday, 1:00 pm–5:00 pm**

### Engagement, Standards, and Hour of Code for Language Teachers

Content Area: Technology in Education

Participants understand standards and principles for 21st-century language learning and how coding may help address them. They learn how to do basic coding and what resources are available to them to suit the coding needs of every context, even limited-technology ones. Participants also receive an Hour of Code completion certificate.  

**Joy Egbert**, Washington State University, USA  
**Seyed Shahrkani**, Washington State University, USA  
**Maysoun Ali**, Washington State University, USA  
**Jouma Debbek**, Washington State University, USA  
**Sarah Debbek**, Washington State University, USA  
**Jamie Jessup**, Washington State University, USA

**Tuesday, 1:00 pm–5:00 pm**

### Strengthening Instructions and Programming for Beginning ELLs

Content Area: Content-based Instruction

How can you strengthen instruction and programming for ELLs at the beginning stages? Teachers, specialists, administrators, and stakeholders, join us to explore proven strategies for educating dynamically diverse populations of ELLs. Explore approaches and tools that draw from students, families, and our strengths to create a positive outcome for all.  

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

**Tuesday, 1:00 pm–5:00 pm**

### Teaching for World Citizenship Through International Themes

Content Area: Curriculum/Materials Development

This workshop demonstrates creative ways to promote world citizenship in your classroom through thematic teaching units designed to foster global awareness and international understanding. Workshop participants learn about the field of global education, study content-based approaches to materials design, experience classroom activities on international themes, and take home an exciting variety of global education resources.  

**Kip Cates**, Tottori University, Japan

**Tuesday, 1:00 pm–5:00 pm**

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

Content Area: Program Administration

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

**Christopher Stillwell**, UC Irvine, USA

**Tuesday, 1:00 pm–5:00 pm**

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

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

**Linda New Levine**, Consultant, USA  
**Laura Lukens**, North Kansas City Schools, USA

**Tuesday, 1:00 pm–5:00 pm**
5:30 pm
Tuesday, 5:30 pm–7:00 pm
WSCC, Ballroom 6ABC

OPENING KEYNOTE

Power and Empowerment: An Urban Indian’s Comic, Poetic, and Highly Irreverent Look At The World

An event not to be missed! Known for his semi-autobiographical writings that illuminate challenges facing American Indians while promoting cultural expression and social change, Sherman Alexie presents his take on language, identity, struggle, perseverance, hope, and respect—all with a heavy dose of candor and wit.

Sherman Alexie, USA

Sherman Alexie will be signing copies of his book, The Absolutely True Diary of a Part-Time Indian, immediately following his presentation. Copies are available for purchase at the TESOL Press Pop-Up Bookstore.
**Wednesday, 22 March 2017**

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

WSCC = Washington State Convention Center

**TCC = The Conference Center**

**8:00 am**

**Wednesday, 8:00 am–9:00 am**

**TCC, Tahoma 4**

**Presidential Keynote**

**Professional English Language Teachers in a 2.0 World**

Content Area: Personal and Professional Development for Teachers

Educational systems everywhere want to educate more students to higher standards while cutting resources for teacher education and development. Why do they think they can? Why do we know they cannot? The 2.0 world prizes nontraditional learning, interdisciplinarity, and technology. What do ‘professional’ English language teachers offer this world?

Dudley Reynolds, Carnegie Mellon University, Qatar

**9:30 am**

**Wednesday, 9:30 am–10:15 am**

**WSCC, Ballroom 6ABC**

**Saying No Gracefully: A Research-Based Lesson on Declining an Invitation**

Content Area: Discourse and Pragmatics

Face-threatening speech acts are challenging, but with targeted instruction using authentic models, learners can develop pragmatic and intercultural competence. Learn how one instructor incorporated research on pragmatics to design a lesson using authentic models from native and nonnative speakers to help international graduate students decline an invitation politely.

Lisa Leopold, Middlebury Institute of International Studies at Monterey, USA

**Academically Speaking: Flipping the Spoken Language Classroom**

Content Area: Listening, Speaking/Speech

Working in groups, participating in discussions, and talking to native speakers are important academic skills that are necessary to succeed in postsecondary institutions. This session presents useful activities that allows students to apply speaking and presentation skills in both controlled practice and beyond to authentic settings. Samples provided.

Robyn Brinks Lockwood, Stanford University, USA

Kelly Sippell, University of Michigan Press, USA

**Critical Aspects of Teaching English Abroad: Preparing the Unprepared**

Content Area: Teacher Education

Many U.S. undergraduates plan to teach English abroad after graduation and assume that being a native English speaker is enough for success. The practicals of designing a semester course to help prepare students are shared including a TESOL story map, short-term teaching practicum ideas, and sample assignments.

Robin Rhodes-Crowell, St. Lawrence University, USA

**10:15 am**

**Wednesday, 10:15 am–11:30 am**

**WSCC, 619**

**Effective Faculty Review in IEP Contexts**

Content Area: Intensive English Programs

This session presents findings from research looking at IEP faculty evaluation processes for other institutions. Presenters share findings and discuss the implications of their research for the implementation and revision of IEP faculty evaluation processes for other institutions.

Andy Halvorsen, University of Oregon, USA

Janine Sepulveda, University of Oregon, USA

**11:30 am**

**Wednesday, 11:30 am–12:45 pm**

**WSCC, 616**

**Ask Your Students: A Project for Introducing Teachers to Research**

Content Area: Teacher Education

Grounded in reflective inquiry, Ask Your Students, is a writing-for-publication project for in-service trainees that introduces teachers to classroom research methodology and the production of writing for a professional audience. This presentation outlines the project structure and tools developed to help teachers educators implement similar projects with their students.

Bill Snyder, Kanda University of International Studies, Japan

**12:45 pm**

**Wednesday, 12:45 pm–2:00 pm**

**WSCC, 610**

**Spoken Language Classroom**

Content Area: Listening, Speaking/Speech

Working in groups, participating in discussions, and talking to native speakers are important academic skills that are necessary to succeed in postsecondary institutions. This session presents useful activities that allows students to apply speaking and presentation skills in both controlled practice and beyond to authentic settings. Samples provided.

Robyn Brinks Lockwood, Stanford University, USA

**2:00 pm**

**Wednesday, 2:00 pm–3:15 pm**

**WSCC, 615**

**Introducing Teachers to Research: Ask Your Students**

Content Area: Teacher Education

Grounded in reflective inquiry, Ask Your Students, is a writing-for-publication project for in-service trainees that introduces teachers to classroom research methodology and the production of writing for a professional audience. This presentation outlines the project structure and tools developed to help teachers educators implement similar projects with their students.

Bill Snyder, Kanda University of International Studies, Japan

**3:15 pm**

**Wednesday, 3:15 pm–4:30 pm**

**WSCC, 611**

**Preparing the Unprepared**

Content Area: Teacher Education

Many U.S. undergraduates plan to teach English abroad after graduation and assume that being a native English speaker is enough for success. The practicals of designing a semester course to help prepare students are shared including a TESOL story map, short-term teaching practicum ideas, and sample assignments.

Robin Rhodes-Crowell, St. Lawrence University, USA

**4:30 pm**

**Wednesday, 4:30 pm–5:45 pm**

**WSCC, 612**

**Academic Socialization and Identity of Chinese Undergraduate Students in America**

Content Area: English as a Foreign Language

Through the lens of poststructuralist conceptualization of identity and mixed qualitative methods, the research discussed focuses on Chinese undergraduate students’ academic socialization experiences in the USA, especially their academic knowledge, interactions with professors, TAs and classmates, and understandings of their identities over time. Data were collected from multiple sources and triangulated.

Wei Zuo, University of Washington, USA
**Empower the Flipped Grammar Classroom With Engaging Videos and Activities**

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

Flipped classroom videos can go beyond a short presentation of a target grammar point; they can be personalized and interactive like a traditional classroom. Participants in this session learn how to create interactive flipped classroom videos and activities, and receive links for samples for use in their learning institutions.

**Gregory Abrahams**, Al Akhawayn University, Morocco  
**John Jordan**, University of Kansas, USA

**Wednesday, 9:30 am–10:15 am**  
WSCC, 617

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**Engaging Students Outside the Classroom: Extracurricular English**

*Content Area: Intensive English Programs*

Planning effective extracurricular activities can be time consuming for busy teachers. In this session participants learn best practices to implement extracurricular programs that enrich the learning experience and empower students to communicate in the real world. Novel approaches to book clubs, social/cultural activities, and community outreach are presented.

**Ece Ulus**, University of Pittsburgh, USA  
**Rob Mucklo**, University of Pittsburgh, USA  
**Brianne Harrison**, University of Pittsburgh, USA

**Wednesday, 9:30 am–10:15 am**  
WSCC, 3B

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**Empowering Students Through Meeting Their Linguistic, Sociocultural, and Spiritual Needs**

*Content Area: Intercultural Communication*

Four presentations, theoretical and practical in approach, will address the issue of seeing learners as whole persons, including spiritual beings. Participants are encouraged to consider how classrooms that are open to including cultural and religious exploration can be enriched through greater understanding, and students empowered through validating their identity.

**David Catterick**, Briercrest College and Seminary, Canada  
**Michael Westwood**, Idaho State University, USA  
**Richard Robison**, Azusa Pacific University, USA  
**Debbie Nelson**, One Mission Society and International Partnerships, Ukraine  
**Natasha Bazilevich**, International Partnerships, Ukraine

**Wednesday, 9:30 am–10:15 am**  
WSCC, 213

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**Engaging, Enriching, and Empowering Students Through an IEP Ongoing Orientation**

*Content Area: Intensive English Programs*

In this session on the development, implementation and review of an IEP ongoing orientation course, an experienced academic advisor and an IEP coordinator share their model as well as a comprehensive, data-based analysis of its success. Participants learn practical ways to promote integration and academic success in their own programs.

**Lara Ravitch**, University of Oregon, USA  
**Maiko Hata**, University of Oregon, USA

**Wednesday, 9:30 am–10:15 am**  
WSCC, 201

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**Error Appreciation: Using Listening Errors to Discover What Students Hear**

*Content Area: Listening, Speaking/Speech*

Student misunderstandings are a rich source of insight into the processes that are and aren’t working for language learners as they listen. We briefly present our insights from a research study using paused transcription, and then discuss how to achieve and apply similar insights in the classroom.

**Beth Sheppard**, University of Oregon, USA  
**Brian Butler**, University of Oregon, USA

**Wednesday, 9:30 am–10:15 am**  
TCC, Tahoma 3

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**Engaging Students in Making Grammar Choices: An In-Depth Approach**

*Content Area: Grammar*

Appropriate use of grammar structures in academic writing can be a challenge even for advanced ESL writers. Drawing on corpus research on the characteristics of written discourse, the presenters demonstrate how to engage students in making effective grammar choices to improve their academic writing. Sample instructional materials are provided.

**Wendy Wang**, Eastern Michigan University, USA  
**Susan Ruellan**, Eastern Michigan University, USA

**Wednesday, 9:30 am–10:15 am**  
TCC, Tahoma 1
I Wish My Teacher Explained Lessons in My Mother-Tongue

**Content Area: Bilingual Education**

The presentation reports on a programme that was designed to ascertain the effectiveness of plurilingual instruction. It discusses what Nepalese multilingual EFL learners thought about receiving instruction in English-only and how they were benefited through plurilingual instruction while developing their content knowledge and English language, and also saving their home languages.

**Pramod Sah,** University of British Columbia, Canada

**Anu Upadhaya,** Tribhuvan University, Nepal

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IEP Students in Their Own Voice: Factors for Academic Success

**Content Area: Intensive English Programs**

We present a qualitative study of twenty IEP students, who were each interviewed for one hour. Their transcripts were analyzed using Interpretive Phenomenological Analysis, which allowed subjects to describe their lived experiences. We discuss the themes that emerged and their implications for the support systems universities provide for this population.

**Rose Honegger,** University of Louisiana at Lafayette, USA

**Mark Honegger,** University of Louisiana at Lafayette, USA

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Illustrating Key Uses of Academic Language Through Multimedia

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

Four key uses of academic language—recount, explain, argue, and discuss—represent the most prominent purposes for communication that are present in today’s elementary school classrooms. This session demonstrates the partnering of those key uses with readily available content-centered movies, graphic organizers, and text to plan instruction for ELLs.

**Margo Gottlieb,** WIDA Consortium, USA

**Mariana Castro,** WIDA Consortium, USA

**Beverly Fine,** BrainPOP, USA

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Intercultural Development of Saudi Learners: Ethnographic Case Studies

**Content Area: Intercultural Communication**

This research offers an interpretation of a Saudi perspective on the development of intercultural communicative competence as well as an examination of this perspective upon Deardorff’s process model of intercultural competence.

**Trenton Hagar,** UNICA, Nicaragua

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Lexical Bundles in L1 and L2 University Student Argumentative Essays

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

This presentation reports findings of a corpus-based analysis of the use, overuse, and misuse of lexical bundles in L2 university student argumentative essays. The presentation also provides ways ESL composition instructors can assist learners in using lexical bundles more appropriately.

**Tetyana Bychkovska,** Ohio University, USA

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Mindfulness Strategies for the ELT Classroom

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

Research shows that mindfulness practices in education can decrease stress at work and offset constant distractions of our multitasking, culture. In this presentation, we explore the pedagogical role of mindfulness in the ELT classroom as well as offer strategies that teachers can incorporate to help them both personally and professionally.

**Christine Coombe,** Dubai Men’s College, United Arab Emirates

**Susanna Bloss,** Dubai Men’s College, United Arab Emirates

**Konrad Cedro,** Higher Colleges of Technology, United Arab Emirates

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Multilingual Doctoral Students’ Intertextuality and Academic Literacies at Web Seminars

**Content Area: Higher Education**

The presenter discusses findings of a 1-year microethnographic study examining the multilingual doctoral students’ use of intertextuality to develop academic literacies during the literacy events of online web seminars. Implications and recommendations regarding the use of intertextuality in classroom contexts, including L2 and L1 writing instruction, and research are provided.

**Tuba Angay-Crowder,** Georgia State University, USA
Overseas or Localised TESOL Programs? Weighing the Benefits for NNESTs

Content Area: Teacher Education

This study explores the impacts of overseas and localised master’s level TESOL programs on the teaching beliefs and practice of their NNEST participants. The findings are potentially a reliable reference point for NNESTs who are considering various course options for professional development.

Mai Nguyen, Griffith University, Australia

Proactive Advising: Developing Effective Support Systems for Probationary Students

Content Area: Intensive English Programs

Following an overview of one successful proactive advising approach, this dialogue allows opportunity for IEP administrators and academic advisors to reflect on their programs’ academic probation policies and advising approaches. Discussion focuses on best practices in developing clear policies, as well as effective strategies for supporting probationary students.

Angela Dornbusch, University of Oregon, USA

Reducing International Graduate Students’ Language Anxiety Through Oral Pronunciation Corrections

Content Area: Applied Linguistics

This study examines how interactions between language anxiety and certain types of oral corrective feedback help or hinder learners’ oral English improvement. Specifically, the study explores subtle affective risks of clarification requests, and identifies best practices for using corrective feedback to alleviate language anxiety.

Esther (Eunjeong) Lee, Claflin University, USA

Scholarship on L2 Writing in 2016: The Year in Review

Content Area: Second Language Writing/Composition

Having difficulty keeping up with the scholarship in your research area? Even in a relatively small field like second language writing, staying abreast of the current literature can be difficult. To address this situation, this session provides an overview and synthesis of second language writing scholarship published during 2016.

Tony Silva, Purdue University, USA
Kai Yang, Purdue University, USA
Ji-young Shin, Purdue University, USA
Elena Shvidko, Purdue University, USA

Supplementing Limited EFL Materials With Bloom’s Taxonomy and Web 2.0

Content Area: English as a Foreign Language

Add some spice to your English language materials, engage and inspire your students, and meet curricular and classroom needs using Bloom’s Taxonomy and Web 2.0. This informative practice-oriented presentation is especially geared toward EFL instructors working with limited or outdated English language textbooks or assessment tools.

Crystal Bock Thiessen, University of Nebraska–Lincoln, USA

The Impact of TESOL Teacher Education on Teacher Job Satisfaction

Content Area: Teacher Education

This study examines whether having completed TESOL teacher education influences job satisfaction of native English speakers teaching English in Japan (N = 232). First, the study clarified existing variations of TESOL qualifications, and then used both regression and interview analysis to explore potential influences of those variations on job satisfaction.

Takahiro Yokoyama, Ara Institute of Canterbury, New Zealand

10 Steps to Flip the English Language Classroom

Content Area: Teaching Methodology and Strategy

Easily flip your classroom! Student-centered learning is emphasized, where students complete in-class work at home, and then, traditional homework is completed in class (Sams & Bergman, 2013; Kahn, 2007). Concrete examples show flipping the EL classroom using a ten-step strategy. Teachers have more one-on-one time with individual students (Hunter, 2011).

Daniel Sloan, U.S. Department of State, USA
A CALL for 21st-Century Reading

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

How can technology be part of a reading lesson? How will students profit from learning reading with technology? Reading is the skill most connected to technology and yet not so directly addressed. This session addresses the different options technology offers for teaching and practicing reading.

Christine Bauer-Ramazani, Saint Michael’s College, USA
Thomas Robb, Extensive Reading Foundation, Japan
Christine Sabieh, Notre Dame University, Lebanon
Christel Broady, Georgetown College, USA

Colonialism of the Mind: Challenges and Opportunities for Justice

Content Area: Social Responsibility/Sociopolitical Concerns

While studying in English offers access to English academic discourses, these discourses privilege certain worldviews and assumptions, resulting in what some call colonialism of the mind. This session explores dynamics of this colonialism, challenges for English language teachers and learners, and strategies for decolonizing ELT for a more just academy.

Myles Hoenig, Maryland TESOL, USA
Cheryl Woelk, Language for Peace, Republic of Korea
Ana Solano-Campos, University of Massachusetts Boston, USA
Sunao Fukunaga, Kyushu Institute of Technology, Japan

Connecting Research to Practice: Serving Adult Emergent Readers

Content Area: Adult Education

Serving the diverse needs of adult emergent readers is challenging. This research-to-practice panel includes SLA-informed recommendations for instruction, assessment, and teacher education. Participants receive ideas for balancing literacy and language, embracing loss due to migration, using mobile devices, and employing multimodal design in literacy assessments and classroom pedagogy.

Jenna Altherr Flores, University of Arizona, USA
Martha Bigelow, University of Minnesota, USA
Patsy Egan Vinogradov, Hamline University, USA
Raichle Farrelly, Saint Michael’s College, USA
Rosie Verratti, Howard Community College, USA

Creating and Sustaining ELT Affiliates Across Africa: Problems and Possibilities

Content Area: Teacher Education

There are 54 countries in Africa—10 TESOL affiliates. What are the challenges and possibilities that affiliates experience across the continent? Come and learn about affiliates in Uganda, Cameroon, Rwanda, and Senegal. Share ideas for promoting and supporting these—and creating and sustaining new affiliates in Africa.

Kathleen Malu, William Paterson University, USA
Eran Williams, U.S. Department of State, USA
Catherine Zeh, Association of Teachers of English in Cameroon, Cameroon
Lydia Watusi, Uganda Association of English Teachers, Uganda
Richard Nyibigira, Association of Teachers of English in Rwanda, Rwanda
Bryce Smedley, Lewis–Clark State College, USA

Developing Constructive Conversations Through a Hybrid Massive Open Online Course

Content Area: Bilingual Education

Massive Open Online Courses often result in low completion rates. The hybrid, a blend of online courses and professional learning communities provides access to current research and constructive teacher dialog. Learn how teachers acquire, develop, and implement essential research-based knowledge for developing complex language and literacy.

Kenji Hakuta, Understanding Languages, Stanford University, USA
Sara Rutherford Quach, Understanding Languages, Stanford University, USA
Veronica Gallardo, Seattle Public School District, USA
Ellen Barrett, Seattle Public School District, USA
Elizabeth Urmenita, Seattle Public School District, USA
Teresa Boone, Seattle Public School District, USA

Empowering Student Agency, Identity, and Learning in Blended Classrooms

Content Area: Adult Education

This panel examines the interplay between learner agency and identity in blended personalized classrooms in a program that offers General English, Academic English, and Bridge courses. In particular, we discuss how student-generated rubrics, online modules, discussion boards, and collaborative Google documents empower students to negotiate themselves and learn.

Christy Williams, INTO University of South Florida, USA
Andrea Lycka, INTO University of South Florida, USA
Chi Rehg, INTO University of South Florida, USA
Nasseer Hasan, INTO University of South Florida, USA
Enacting Authentic Academic Talk Through Instructional Conversation

*Content Area: Teaching Methodology and Strategy*

Through video and demonstration, this workshop showcases how to use biography-driven instructional strategies to engage students in authentic academic talk through Instructional Conversation. Participants learn key instructional moves to elicit academic talk, and how to utilize student language production to support connections between students’ background knowledge and new material.

*Socorro Herrera*, Kansas State University, USA
*Melissa Holmes*, Kansas State University, USA
*Shabina Kavimandan*, Kansas State University, USA

Fishbowl Conversations as a Method of Language Development and Differentiation

*Content Area: High School/Secondary Education*

The Fishbowl Conversation develops verbal presentation and argumentation skills- but how can an activity like this work for classes with students at varied levels of English proficiency? This session provides lesson materials, instructional strategies and role-play experience to use Fishbowls for language development and differentiation with your EL students.

*Rachel Wojciechowski*, Danbury Public Schools, USA

Helping ELLs in Grades 6–12 Meet Standards for Literacy

*Content Area: High School/Secondary Education*

This session provides research-based methods and concrete ideas to support ELLs in meeting challenging state standards in reading and writing. Using critical text, teachers learn scaffolding techniques to help ELLs with close reading, development of explicit language structures, and writing. This session includes reflections on applicability to one’s own setting.

*Diane August*, American Institutes for Research, USA
*Lisa Tabaku*, American Institutes for Research, USA
*Ashley Simpson Baird*, American Institutes for Research, USA

Increasing Rigor Across All Levels of Instruction for Adult ELLs

*Content Area: Adult Education*

Increasing rigor in adult ESOL is essential for learners’ successful transition into the college, career or community settings that match their goals. Panelists discuss ways to add rigor to effective instructional practices: empowering learners with professional language, enriching their language strategies and enhancing their ability to demonstrate their critical thinking.

*Alejandro Nunez*, Wisconsin Technical College System, USA
*Debra Gylund*, Fox Valley Technical College, USA
*Ginger Karaway*, Gateway Technical College, USA
*Shawn Jensen*, Northeast Wisconsin Technical College, USA
*Jodi Koller*, Lakeshore Technical College, USA
*Carolyn Nason*, Milwaukee Area Technical College, USA

Language Teacher Identity in (Multi)lingual Educational Contexts

*Content Area: Teacher Education*

Language Teacher Identity (LTI) research is opening new avenues for understanding our teaching lives. This presentation brings together five LTI scholars whose research represents the cutting edge of LTI in TESOL today. Each provides new analysis and findings on LTI and discusses implications for teacher education.

*Geeta Aneja*, University of Pennsylvania, USA
*Elizabeth Ellis*, University of New England, Australia
*G. Sue Kasun*, Georgia State University, USA
*Cinthya Saavedra*, University of Texas Rio Grande Valley, USA
*Juyoung Song*, Murray State University, USA

Pictures Worth a Thousand Words: L2 Acquisition Through Learner-Created Art

*Content Area: Arts*

Images have a power that words do not. Learn about task-based projects integrating visual art to enhance language development: a mural project showcases identity images with inner-city ELLs; immigrants with interrupted schooling experiment with visual art as a motivational learning strategy. You leave with paint on canvas in hand.

*Elfrieda Lepp-Kaethler*, Providence University College, Canada
*Katy Dueck*, Providence University College, Canada
*Talitha Kaethler*, David Livingstone Community School, Canada
Queering the ESL Classroom: Strategies for Promoting Social Justice

*Content Area: Social Responsibility/Sociopolitical Concerns*

Have you wanted to queer your heteronormative ESL classes but haven’t known where to begin? This session gives you a range of practical strategies for promoting social justice by including LGBTQ themes in your classroom, including adapting materials, developing activities, and creating a safer space for difficult dialogues.

**Co-SPEAKERS**

Jennifer Sacklin, Lane Community College, USA
Timothy Krause, Portland Community College, USA

**SESSION**

Wednesday, 9:30 am–11:15 am
Sheraton Seattle, Aspen

Strategies to Motivate, Engage, and Empower Your Language Learners

*Content Area: Teaching Methodology and Strategy*

When asked what one of their biggest challenges was, teachers cited student apathy and lack of motivation. We’ll look at research that explains what motivation is, how teachers can affect it, and share concrete classroom strategies. This is an interactive session that includes participants sharing what has worked for them.

**Co-SPEAKERS**

Melinda Sayavedra, INTO Oregon State University, USA
Cathie Becker, INTO Oregon State University, USA

**SESSION**

Wednesday, 9:30 am–11:15 am
TCC, Yakima 1

Subgroups Within Subgroups: ELLs With Specialized Needs and Backgrounds

*Content Area: Program Administration*

Presenters address varied perspectives on specialized student populations. Topics include: broad considerations and theoretical approaches to teaching SLIFES; specific classroom-based strategies for newcomer students’ access to texts; the establishment of newcomer centers for refugee students; implementation of RTI for secondary ELLs; and, the specialized needs of long-term ELLs.

**Co-SPEAKERS**

Helaine W. Marshall, Long Island University Hudson, USA
Tim Blackburn, Education Northwest, USA
Brad Capener, Salem-Keizer Public Schools, USA
Marybelle Marrero-Colon, Center for Applied Linguistics, USA
Sarah Moore, Center for Applied Linguistics, USA
Joanna Duggan, Center for Applied Linguistics, USA

**SESSION**

Wednesday, 9:30 am–11:15 am
WSCC, 303

Summing Up Math Language: Frameworks, Activities, and Ideas to Empower

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

Participants learn to, 1) analyze mathematics discourse, language functions and key vocabulary, 2) engage ELLs with vocabulary, phrase and sentence construction, 3) acquire a framework to transition from keywords to word problems, and 4) develop alternative materials and hands-on activities to teach mathematical concepts for varying grade levels.

**Co-SPEAKERS**

Judith O’Loughlin, Language Matters, LLC, USA
Kate Reynolds, Consultant, USA
Brenda Custodio, Ohio State University, USA
Luciana de Oliveira, University of Miami, USA

**SESSION**

Wednesday, 9:30 am–11:15 am
Sheraton Seattle, Grand Ballroom D

Teacher Beliefs About Haptic Pronunciation Teaching

*Content Area: Phonology/Pronunciation*

Haptic pronunciation teaching, using systematic gesture and touch, was first introduced in 2008. Adoption of the methodology continues to grow substantially, especially among nonnative English speaking instructors. Reports on four recent studies of teacher trainees’ responses to haptic pronunciation training and subsequent classroom application are presented.

**Co-SPEAKERS**

Amanda Baker, University of Wollongong, Australia
William Acton, Trinity Western University, Canada
Michael Burri, University of Wollongong, Australia
Lilly Seville-Gamboa, Universidad Latina de Costa Rica, Costa Rica
Gaby Cordero, University of Costa Rica, Costa Rica

**SESSION**

Wednesday, 9:30 am–11:15 am
WSCC, 307-308

The Mentoring Process: Enriching Individual Professional Growth

*Content Area: Personal and Professional Development for Teachers*

This panel brings together language professionals from university ESL and IEP contexts who serve in different mentoring roles. The focus will be on examining how different types of mentoring experiences, often overlooked as forms of professional development, can shape individual professional growth for those guiding the mentoring process.

**Co-SPEAKERS**

Stacy Suhadolc, Pennsylvania State University, USA
Sharon Childs, Pennsylvania State University, USA
Megan Lynch, Pennsylvania State University, USA
Karen Johnson, Pennsylvania State University, USA
Paula Golombek, University of Florida, USA
Mary Black, Southern Illinois University Carbondale, USA

**SESSION**

Wednesday, 9:30 am–11:15 am
TCC, Chelan 4
**Teaching and Assessing Vocabulary: What the Research Shows**

*Content Area: Vocabulary/Lexicon*

This colloquium applies state-of-the-art research of vocabulary acquisition and use to inform a range of pedagogical issues. Six well-known vocabulary specialists will discuss the following: vocabulary size targets, teaching pedagogy, media/Internet vocabulary resources, teaching specialist vocabulary, and assessing vocabulary. The emphasis throughout will be on practical applications of the research.

**Panelists:**
- **Sam Barclay,** University of Nottingham, United Kingdom (Great Britain)
- **Averil Coxhead,** Victoria University of Wellington, New Zealand
- **Keith Folse,** University of Central Florida, USA
- **Diane Schmitt,** Nottingham Trent University, United Kingdom (Great Britain)
- **Norbert Schmitt,** University of Nottingham, United Kingdom (Great Britain)

**10:00 am**

Wednesday, 10:00 am–11:45 am  
Sheraton Seattle, Grand Ballroom C

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**“Guerrilla” Pronunciation Teaching**

*Content Area: Phonology/Pronunciation*

In multi-skills courses, we often do not have enough time or materials for full treatments of vowels, consonants, stress, and grammatical endings, yet pronunciation is part of the course and an important need of our students. The presenter discusses strategies and resources for effective guerrilla pronunciation teaching. Materials provided.

**Presenter:**  
**Michael Berman,** Montgomery College, USA

**10:30 am**

Wednesday, 10:30 am–11:15 am  
WSCC, 613

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**10 Timesaving Strategies for Enriching Writing Instruction**

*Content Area: Intensive English Programs*

Teaching L2 writing is more demanding than teaching other academic courses, primarily due to the involved feedback, grading, and out-of-class student support. The presenter shares ten effective strategies that help alleviate the workload in writing courses while maximizing L2 writers’ learning.

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

**10:30 am**

Wednesday, 10:30 am–11:15 am  
WSCC, 212

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**A Computer-Mediated Shadowing Activity and ESL Speaking Skill Development**

*Content Area: International Teaching Assistants*

This preliminary case study explored the instructional value and potential of a computer-mediated shadowing activity for improving prospective international teaching assistants’ speech intelligibility. Findings of the study suggest that the computer-mediated shadowing activity raised participants’ awareness of the problems in their prosodic control and helped improve their speech intelligibility.

**Presenters:**  
**Masakazu Mishima,** Rikkyo University, Japan  
**Lixia Cheng,** Purdue University, USA

**10:30 am**

Wednesday, 10:30 am–11:15 am  
Sheraton Seattle, Madrona

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**Academic Spanish in South Texas: Bilingual Education and Beyond**

*Content Area: Bilingual Education*

This study examines the precariousness of academic Spanish within a South Texas district. Obstacles include the neglect of former ELLs and treatment of Spanish as foreign. What would it mean to embrace Spanish, at all levels? How can we balance English and Spanish literacy, especially in districts with bilingual education?

**Presenters:**  
**Kip Austin Hinton,** University of Texas Rio Grande Valley, USA

**10:30 am**

Wednesday, 10:30 am–11:15 am  
Sheraton Seattle, Juniper

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**Enriching Writing Instruction**

*Content Area: International Teaching Assistants*

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WSCC, 212

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**Kip Austin Hinton,** University of Texas Rio Grande Valley, USA

**10:30 am**

Wednesday, 10:30 am–11:15 am  
Sheraton Seattle, Juniper
Arab, Jewish, and Christian Teens Learn Social Responsibility Together Online
Content Area: Social Responsibility/Sociopolitical Concerns
A successful online collaborative educational project between teenage Arab, Jewish, and Christian students from across the globe. The aim of the project was social responsibility, multicultural understanding and acceptance of others. Our hope was that through promoting tolerance of other cultures we would build bridges that otherwise might be impossible.

Jennifer Ayzen, Ben Gurion High School, Israel

Assessing Online Language Teacher Education Programs
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
This talk describes a research study into the procedures and instruments used to assess teachers’ skills and knowledge in online language teacher education programs. The findings provide insights for institutions wishing to establish best practices for teacher assessment in their own online language teacher education programs.

Nicky Hockly, The Consultants-E, USA

Breadth of Vocabulary Thresholds Supporting Postsecondary Reading and Writing
Content Area: Vocabulary/Lexicon
Establishing realistic breadth of knowledge lexical thresholds for English-medium postsecondary bound students from multilingual backgrounds can facilitate positive engagement with the demands of first year reading and writing tasks. These lexical thresholds are explored along with the implications for teaching and learning English for academic purposes.

Scott Douglas, University of British Columbia–Okanagan Campus, Canada

Bringing the MT Back From Exile: Optimality in Monolingual Environments
Content Area: Bilingual Education
Research promulgates optimal Mother Tongue use in monolingual EFL classrooms with few studies attempting to shed light on what this encompasses. To mitigate this, starting with a discussion of findings in eight classrooms, the presentation will look at the active role students could play in terms of scrutinizing the term.

Georgios Neokleous, Norwegian University of Science and Technology, Norway

Building Social Responsibilities Through Critical Pedagogy in ELT Classrooms
Content Area: Social Responsibility/Sociopolitical Concerns
Teaching English is not only teaching language skills to students. It should also assist to boost up critical and creative skills to explore and analyze injustices of society. It is achieved through the critical pedagogy, the teachers’ practice in classrooms. This ultimately helps to build social responsibilities on students.

Narad Rijal, Kathmandu University High School, Nepal

Can University IEPs Adapt to the Rise of Pathway Programs?
Content Area: Intensive English Programs
English language programming has taken on a strategic role in universities’ international student recruitment, leading to the proliferation of pathway programs that offer a fixed period of study and guaranteed university admission. What is the role of the traditional university IEP in this changed environment?

Alan Broomhead, Boston University, USA
Deborah Osborne, University of Kansas, USA

Challenges of Latin America Teacher-Education: Contextualized Perspectives
Content Area: Teacher Education
Latin America requires improvement of English teachers’ education programs due to educational reforms and new century demands. Presenters discuss challenges, policies and progress made in their countries through perspectives and a contextual broad view. Suggestions based on research/experience are shared to promote interest on impacting ELT globally/collaboratively.

Grazzia Mendoza, Zamorano University, Honduras
Araceli Salas, Benemérita Universidad de Puebla, Mexico
Elizabeth Ortiz, World English Institute, Ecuador
Jesus Ernesto Lisboa, VENTESOL, Venezuela
Mauricio Arango, Universidad de Antioquia, Colombia

Bringing the MT Back From Exile: Optimality in Monolingual Environments
Classroom Management of Floor: A Case Study on College ESL Students

Content Area: Sociolinguistics

Successful floor management empowers students’ classroom participation. This presentation examines college ESL students’ perceptions and practices of managing their floor in classroom interactions. Through focus group discussions (N=6) and classroom observations, the presentation reveals that factors influencing ESL students’ conversational floor management are more complex than suggested by current studies.

Isabel Barros, Creighton University, USA
David Harrington, Language Solutions, USA

Creating and Implementing an IEP-to-University Bridge Program

Content Area: Intensive English Programs

Led by an IEP director and 2 instructors, this practice-oriented session describes the steps one university-based IEP took to create a ‘Bridge’ (pathway) program, and discusses the first semester of its implementation at their University. Participants are asked to share their experiences with other bridge programs.

Jill Fox, Creighton University, USA
Susan Sullivan-Tuncan, Creighton University, USA
Isabel Barros, Creighton University, USA

Differentiated Teacher Education Towards 2.0 Teachers in Uruguay

Content Area: Personal and Professional Development for Teachers

Becoming a 2.0 Teacher involves being brave enough to explore new paths. This session presents an In-Service Training program based on the needs and views of the participants, fostering the development of 2.0 skills in a differentiated and collaborative learning environment.

Cecilia Cabrera, Escuela y Liceo Elbio Fernandez, Uruguay

Discover Conversation

Content Area: Listening, Speaking/Speech

DAVID: So…what’s this about anyway? ANDY: Well…Discover Conversation is based on authentic dialogues. Students get involved in analyzing spoken discourse and are introduced to the moves that make up typical conversations. Then…well…they build scaffolding through mini-practice tasks…and create similar conversations of their own. DAVID: Awesome!

Andrew Boon, Toyo Gakuen University, Japan
David Harrington, Language Solutions, USA

Easing Communication Between Middle Eastern Students and ESL Teachers

Content Area: Educational Linguistics

This presentation focuses on the verbal and nonverbal communication and misunderstanding that can occur between Middle Eastern students and their ESL teachers. The cause of these misunderstandings is identified and strategies to deal with them in ESL classes are discussed.

Malihe Eshghavi, University of San Francisco, USA

Empowering Immigrant and Refugee Students With Identity, Voice, and Agency

Content Area: Refugee Concerns

Many adult immigrant ESL students, especially refugees, feel disheartened, powerless, and lost without identity or voice. Going beyond survival English, this session shares a project-based curriculum that helps students develop their English language skills while, at the same time, doing internal work toward resolving these issues and envisioning a future.

Allison Riley, New School of Architecture and Design, USA

Empowering Mainstreamed Multilingual Writers

Content Area: Higher Education

The presentation identifies various challenges that the different subgroups of underserved multilingual writers face in mainstream college composition classrooms. The presenter reports that each group makes a successful academic and social presence differently. Specific recommendations are made to foster more inclusive learning environments for mainstreamed multilingual students.

Eunjyu Yu, SUNY Canton, USA

Engage, Enrich, and Empower New Learners With Interrupted Formal Education

Content Area: High School/Secondary Education

Working with newcomers to English in mixed-level classes is challenging, and when the newcomers have gaps in their formal education, more so. Presenters describe and demonstrate four research-based strategies to help students develop their English language skills while, at the same time, doing internal work toward resolving these issues and envisioning a future.

Amy Berry, The Global Village Project, USA
Mary Lou McCloskey, The Global Village Project, USA
Amy Pelissero, Global Village Project, USA
English Language Motivation Between Gender and Cultures
Content Area: English as a Foreign Language
This current study investigates the effects of the sociocultural factors on the motivation of female and male students in 14 Arab and non-Arab countries. The findings of this research indicate that female students’ integrative motivation and attitudes toward English are higher than male students.

Said Al Harthy, Indiana University of Pennsylvania, USA

Getting the Most From Your Teacher Evaluation
Content Area: Personal and Professional Development for Teachers
Engaging ELL/EFL teachers in constructive observations is essential to teacher excellence and student achievement. This session empowers teachers by understanding the critical components of the Danielson Framework’s Domain 3. Participants learn how the attributes of high quality instruction for ELLs aligns to the evaluation instrument and practice with sample lessons.

Alexandra Guilamo, TaJu Educational Solutions, LLC, USA

How Technology Shapes Our Language and Feedback: Mode Matters
Content Area: Applied Linguistics
This presentation explores how the use of evaluative language differs between parallel corpora of text and screencast feedback and what this means for the role of feedback and position of instructor. In understanding the implications of technology choices, instructors can better match tools to their pedagogical purposes.

Kelly Cunningham, Iowa State University, USA

Incidental Vocabulary Learning Through Watching Movies
Content Area: Vocabulary/Lexicon
Although research indicates modest incidental vocabulary gains from audio-visual input, little is known about the effects of viewing full-length feature films. This study measured the effect of watching a single L2 movie on Japanese students’ recall of salient words from the movie script.

Robert Ashcroft, Tokai University, Japan
Oliver Hadingham, Rikkyo University, Japan
Joe Garner, International Christian University, Japan

Integrating Science and Language for ALL Students: Web of Life
Content Area: Math and Science
This session immerses grade 3–8 teachers in a life science lesson on food chains/webs and trophic pyramids on how to use both physical and diagram modeling to make content comprehensible for ELLs for appropriate 3-dimensional learning based in the Next Generation Science Standards.

David Crowther, National Science Teachers Association, USA

International Students’ Religious Practices Conflicting With Classroom Practices: Teacher Awareness
Content Area: Teacher Education
This presentation investigates the role of teachers’ awareness when it comes to dealing with novice international students who come to the USA with religious practices that may fall in conflict with classroom practices. Viewpoints of experienced teachers are discussed, examples are given, and potential solutions are examined.

Mohamed Yacoub, Indiana University of Pennsylvania, USA
Kevin Belknap, Indiana University of Pennsylvania, USA

Learning to Teach Grammar: Teacher Education and Student Teacher Cognitions
Content Area: Grammar
Language teacher cognitions impact instructional decision-making and practice. This presentation discusses a Dutch research project that investigated how student teacher cognitions on grammar instruction develop and interact with perceptions of language learner characteristics. How can teacher education programmes influence these cognitions? What are the pitfalls and are they avoidable?

Johan Graus, HAN University of Applied Sciences, Netherlands

Placement: Adaptive, Online, and Automatically Scored 4-Skill Assessment
Content Area: Assessment/Testing
Placement is an English proficiency test delivered online and scored by automated systems. The test includes computer adaptive and linear form parts to examine progress and proficiency. Validation analysis shows high reliability (test-retest reliability 0.861) and scores from automated scoring systems closely correspond to scores from human raters.

Sara Davila, Pearson, USA
Preparation of EFL Students for Academic Writing in Graduate Programs

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

Afghan university instructors entering the Masters in Education for TESOL program needed to improve their academic writing skills. How do you design a program and materials to teach these skills in a short time? The curriculum designer and one of the Afghan graduate students share their successful program.

Beth Trudell, U.S. Department of State, USA
Abdul Habib Khalid, Kabul Education University, Afghanistan

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Press Record: How Podcast Creation Empowers and Improves Student Speaking

**Content Area: Media (Print, Broadcast, Video, and Digital)**

Students can improve many aspects of their English, including stress, intonation, and conversation skills by taking ownership over the creation of their own podcasts. Learn how to engage students in creating their own podcasts and improving their speaking skills.

Michelle Kaplan, The New School, USA

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Promises and Challenges of Criterion Feedback in Writing Classes

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

This study examines the pedagogical effectiveness of Criterion feedback in a Korean university context. Specifically, this study investigates the extent to which the quality of essays differs between first drafts and second drafts as well as students’ perceptions of the benefit of the feedback.

Young-Ju Lee, Hanbat National University, South Korea

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Teachers Without Borders: Empowering Teachers Through Online Mentoring and Training

**Content Area: Teacher Education**

When teachers can collaborate without regard to geographic boundaries, the result is transformative! In this presentation, we showcase international projects that illustrate the power of online collaboration to transform teaching, learning, and professional development. Participants are given opportunities to share their own online collaborative learning experiences, too.

Barbara Sakamoto, International Teacher Development Institute, Japan
Chuck Sandy, International Teacher Development Institute, Japan

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Teaching the Refugee Newcomer Learner

**Content Area: Refugee Concerns**

This course is designed for educators who do or will serve refugee Newcomer learners. Participants investigates refugee resettlement processes; identify key symptoms of shock and traumatic upset; recognize and respond to cultural differences in the classroom; and explore best practices techniques in ELA-E instruction and Newcomer family engagement.

Louise Kreuzer-Yaafouri, Denver Public Schools, USA

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The Color Vowel Chart: A Pronunciation Tool for Every Classroom

**Content Area: Phonology/Pronunciation**

The Color Vowel Chart is a simple visual tool that powerfully supports listening, pronunciation, vocabulary, and spelling in ESL/EFL classrooms for all ages and levels. Learn how the Chart is revolutionizing TESOL around the world as you discover the Color Vowel Approach through multimodal participation and technique practice.

Karen Taylor, English Language Training Solutions, USA
Shirley Thompson, English Language Training Solutions, USA

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Using Authentic Classroom Case Studies in TESOL Teacher Education Courses

**Content Area: Teacher Education**

Case studies have long been used as an instructional tool in many different disciplines and have also been recognized as a powerful experiential learning tool in TESOL teacher development. In this session, participants consider ways in which they can employ case studies in their own courses and professional practice.

Sarina Molina, University of San Diego, USA

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Using Visual Mnemonics to Differentiate Commonly Confused Words

**Content Area: Vocabulary/Lexicon**

ESL learners are often confused with words which look or sound alike but have different meanings. How can a learner effectively differentiate between a pair of confusing words and accurately process their meanings? This session demonstrates how visual clues with differentiating attributes help students accomplish this challenging vocabulary learning task.

Takako Smith, University of Nebraska–Lincoln, USA
Working It Out: Tasks to Integrate CCR Standards Across Levels

Content Area: Assessment/Testing

Our adult learners’ ability to achieve their personal and professional goals relies on their ability to meet the College and Career Readiness Standards (CCRS). Participants in this session analyze and discuss the questioning strategies, tasks, and formative assessments that play a role in developing beginning through intermediate learners’ CCR skills.

Jayme Adelson-Goldstein, Lighthearted Learning, USA

Setting the Stage for Oral Reading Fluency Through Readers Theatre

Content Area: English as a Foreign Language

In this workshop, participants learn how to use Readers Theatre to increase English reading fluency and communicative English skills amongst emergent readers. The presenter provides some teaching tips on implementing RT in the classroom.

Patrick Ng, University of Niigata Prefecture, Japan

Teaching Advanced ESP Writing Using Dialogue, Models, and Iterative Feedback

Content Area: Higher Education

Legal English educators share their systematic approach to teaching academic writing to advanced multilingual graduate students. They use dialogue, models, and an enriched, iterative feedback process to address the needs of law graduate students. The approach and teaching activities can also be applied by graduate student educators in other disciplines.

Michelle Ueland, Georgetown University Law Center, USA
Marta Baffy, Georgetown University Law Center, USA
Lake Julie, Georgetown University Law Center, USA
Kirsten Schaeetzl, Georgetown University Law Center, USA
Kia Dennis, Georgetown University Law Center, USA

Using Cell Phones to Create Student-Powered Podcasts

Content Area: Media (Print, Broadcast, Video, and Digital)

Learn the benefits of podcasting and use it to sustain English practice outside of class. Work on storytelling, pronunciation, and confidence-building. Identify what a podcast is, explore genre-specific samples, work with various prompts, and get a glimpse of what it takes to be a success story.

Shaheed Sabrin, Irvine Valley College, USA

Note-Taking Strategies in Modern Classrooms

Content Area: Teaching Methodology and Strategy

In the evolving era of rapidly changing technologies, separation of learning and electronic devices can hardly sustain in the classroom. As your students become less willing to take notes on paper, introduce them to these three digital note-taking strategies for an efficient and useful learning experience.

Anastasia Kryzhanivska, Bowling Green State University, USA

An Introduction to the TESOL Diversity Collaborative

Content Area: Elementary School/Primary Education

How do we meet the nondiscrimination policy adopted by TESOL within the TESOL organization? The forum for all TESOL members has a mission to infuse cultural competency within the organization. It is everyone’s collective responsibility to strive for social justice in the 21st century. Come contribute to TESOL's commitment.

Cheryl Woelk, Language for Peace, Republic of Korea
Carter Winkle, Barry University, USA
Dana Horstein, Benedictine University, USA
Lavette Coney, The Fessenden School, USA
Heidi Faust, University of Maryland, Baltimore County, USA

Analyzing TESOL Programs: ESL Teacher Preparation in Changing Times

Content Area: Teacher Education

This presentation reports findings from content analysis of 50 TESOL programs, examining their philosophy, goals, and curriculum, and how they address changing demographics, conceptualizations of language, academic demands, and technology, and their effect on language teaching and learning. Implications of findings for TESOL programs and ESL teacher training are addressed.

Shondel Nero, New York University, USA
Content Area: Assessment/Testing

Grammatical proficiency is evidenced by use of complex structures, not simply by absence of error. How do we assess grammar in a transparent way that rewards both accuracy and complexity? Presenters share approaches and assessment tools for writing and speaking tasks at various levels.

Stephanie Gallop, Georgetown University, USA  
Heather Gregg Zitlau, Georgetown University, USA  
Andrew Screen, Georgetown University, USA

Collectivizing for Reading Development in the L2 Legal Classroom  
Content Area: English for Specific Purposes

This presentation shares a legal reading curriculum for L2 law students. The curriculum utilizes the notion of a collective so that responsibility for reading legal cases is divided among students until they develop the ability to read autonomously. This presentation shares the methods and materials used in developing the curriculum.

Lindsey Kurtz, Pennsylvania State University, USA

Conversation Champions: Integration of Vocabulary Into Oral Production  
Content Area: Adult Education

Conversation Champions, a task-based activity, integrates vocabulary into students’ existing semantic network by connecting with their current experiences (Dunn, 2012). After recognizing target structures in info-gap listening exercise, partners perform original conversations. Peers monitoring for correct forms choose Conversation Champions. This multimodal, level-adaptable activity yields varied sample texts and rubrics.

Nonie Bell, University of Delaware, USA  
Amanda Strickland, University of Delaware, USA

Creating Activities for the Academic English Classroom From TOEFL® Resources  
Content Area: Intensive English Programs

Use TOEFL’s free online resources to create classroom activities that will help your students improve their academic English. By adapting actual TOEFL materials, you can increase students’ ability to succeed in the higher education classroom. We review sample activities and discuss the use of rubrics to reinforce learning objectives.

Marian Crandall, Educational Testing Service, USA

Developing Online Writing Courses That Support Active, Project-Based Learning  
Content Area: Intensive English Programs

An online writing course can offer student engagement equal to a face-to-face classroom experience. The presenters share their experience developing online courses with a project-based curriculum that fosters an active learning environment. Participants leave with ideas for a dynamic, learner-centered online writing course.

Eileen Kramer, Boston University, USA  
Amelia Onorato, Boston University, USA

Discussion of Issues Regarding Students With Interrupted Education  
Content Area: Refugee Concerns

The percentage of students entering school with interrupted education is estimated to be up to 20%, while the requirements and rigors involved in integration are ever increasing. This dialogue session provides opportunities for participants to share the issues they are facing and meet other professionals to share solutions.

Brenda Custodio, Ohio State University, USA  
Judith O’Loughlin, Language Matters, LLC, USA
Dynamic Systems Perspectives on Individual Differences in L2 Listening Development
Content Area: Second Language Acquisition
L2 listening development is a complex and dynamic process involving L2 listeners’ linguistic, social, cognitive, and emotional systems. To better understand such complexity, we report findings from a study designed to examine how individual differences (IDs) factors interactively affect and predict L2 listening development and discuss its pedagogical implications.
Shauna Williams, Benchmark Education Company, USA
Silvia Dorta-Duque de Reyes, Benchmark Education Company, USA

Effecting Pedagogical Change Through a School-based Community of Practice
Content Area: Teacher Education
A school-based Community of Practice (COP) can be an engaging and effective way to promote school-wide change. The presenter shares her experiences in establishing and running a COP, aimed at embedding a literacy approach that was particularly supportive of ESL students, in her Australian elementary school setting.
Rosemary Radford, ACT Education Directorate, Australia

Empowering Low-Proficiency Learners With Critical Thinking Skills
Content Area: English as a Foreign Language
This presentation explores the concomitant relationship between critical thinking skills and empowering low proficiency learners with language enhancement. The gap between these two presents numerous challenges. Bridging the gap, the presenters share strategies developing learner autonomy through critical thinking skills, used successfully in the disadvantaged Indo-Pakistani classrooms.
Namrata Parmar, Regional Institute of English, India
Zakia Sarwar, SPELT, Pakistan

Enhancing, Enriching, Empowering Excellence in Online Course Design
Content Area: Distance Learning/Online Learning
Achieving excellence in online course design becomes a successful endeavor when teacher and learner perspectives come into play. A teacher who took the digital plunge and her teacher-mentor who helped her thrive provide insights into best practices in online course design, implementation and ensuring an enriching and engaging learner experience.
Sandy Wagner, Defense Language Institute Foreign Language Center, USA
Debra Josephson Abrams, Higher School of Economics, Russia

Examsing the Literature: Moving From Research to Practice
Content Area: Teaching Methodology and Strategy
Three classroom teachers share their examination of research literature related to ELLs and Special Education, error response, and L2 reading processes with non-alphabetic first language readers. Taking different corners of the room, presenters share what they learned, explain trends they found, and show how they moved research to practice.
Paul Abraham, Simmons College, USA
Greta Phillips, Newton Public Schools, USA
Krista Rogers, University of Connecticut, USA
Cynthia Siemacher, Bedford Public Schools, USA

English-Spanish Connection: Cross-Linguistic Transfer of Foundational Skills
Content Area: Bilingual Education
Rather than assuming that cross-linguistic transfer will occur without explicit teaching, we can organize literacy and language instruction intentionally and strategically to promote proficient biliteracy. Cross-linguistic transfer routines and strategies for foundational skill instruction that can be adapted and implemented across the various biliteracy programs models will be demonstrated.
Silvia Dorta-Duque de Reyes, Benchmark Education Company, USA
Shauna Williams, Benchmark Education Company, USA
**Expanding Linguistic Repertoires Through Play With Voices**

*Content Area: Listening, Speaking/Speech*

Although the reconstruction of socially recognizable voices is an important communicative resource, many L2 users lack confidence to attempt such play. This session engages participants in tasks combining elements of improv and stand-up comedy training techniques with established L2 pedagogical practices to encourage adult L2 learners to experiment with voices.

*Nancy Bell*, Washington State University, USA

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**Faculty Reflections: A Collaborative Autoethnography of an International Field Experience**

*Content Area: Teacher Education*

Using autoethnography methodology, ESL faculty problematize themselves in practice situations beyond the traditional classroom, reflect on their marginalized identities, and discuss how facilitating an international field experience for preservice teachers has changed their beliefs regarding the ways in which place shapes personal identities, professional identities, and pedagogical practices.

*Kisha Bryan*, Texas A&M University, USA  
*Monica Neshyba*, Texas A&M University, USA

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**From Chaplin to Minions: Teaching Nonverbal Communicative Competence Through Film**

*Content Area: Teaching Methodology and Strategy*

This presentation examines the use of non-verbal (miming) and facial expressions in film that contains minimal dialogue, and how instructors can adopt nonverbal skills to promote strategic competence in ELT. It also examines theuble of universal versus culturally specific nonverbal communication in relation to classroom practice.

*Lindsey Sanchez*, University of Alabama, USA

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**Herding Cats: Norming ITA Raters’ Judgements**

*Content Area: International Teaching Assistants*

Insuring an acceptable degree of interrater reliability for International Teaching Assistant performance testing is crucial yet tricky. Three testing coordinators share their institution’s protocols as a start to a discussion on appropriate calibration samples, coaching and reliability. Participants share their own practices while also learning from each other.

*Susan Greene*, Princeton University, USA  
*Barbara Beers*, University of Minnesota, USA  
*Ian Nichols*, University of Pennsylvania, USA

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**Implementing CBI for Artists in On-site and Online University Courses**

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

CBI has many facets, and the resulting implementation within even one university can be diverse. This session examines how two CBI models were adapted for art students in an onsite and online course. Considerations for the success of CBI at the university setting are discussed.

*Lisa Chou*, Academy of Art University, USA  
*Sherise Lee*, Academy of Art University, USA

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**Inclusive and Exclusive Pronouns in Multicultural Teacher Education Textbooks**

*Content Area: Intercultural Communication*

This study adopted Positioning Theory as the theoretical framework to explore the discursive construction of inclusivity and exclusivity in three textbooks, widely used in U.S. teacher education programs. The presenters analyzed instances of “we” and “you” (derivations as subject, object, and possessive pronouns) throughout the focal textbooks.

*Bedrettin Yazan*, University of Alabama, USA  
*Ali Fuad Selvi*, Middle East Technical University, North Cyprus

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**L1 in the L2 Classroom: What Should Teachers Do?**

*Content Area: Bilingual Education*

Teachers have long been urged or even mandated to not allow students’ L1s in L2 classrooms. However, many admit that they do use L1, regardless of policy. Researchers today are questioning this L2-only approach and validating teachers’ choices. We discuss the two positions and the possibility of compromise.

*Julie Riddlebarger*, Khalifa University, United Arab Emirates

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**Latino Teenage Boys’ Counter-Narratives in Education**

*Content Area: Intercultural Communication*

Mainstream studies understand Latino teenage boys as disengaged and culturally deficient. This session explores nine Latino teenage boys’ counter-narratives with issues of race/ethnicity, gender, English language development, immigration status, and class as they interrelate to other forms of oppression, shaping their education in the United States.

*Juan Rios*, Bradley University, USA
Learn Language and Content With Concept Maps, Games, and More
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
ELLs need rich, motivating resources to engage in content while developing language and literacy skills. With the topic of ecosystems, the presenter demonstrates several online tools and learning strategies to incorporate academic language into content teaching. Participants engage in activities, including using animated movies, games, and concept maps.

Beverly Fine, BrainPOP, USA

Learning Analytics: Counting What Counts
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Insights from 25 years of data collection and student observations reveal what makes online language learning effective and guide innovative approaches to blended learning. Teachers and program administrators will benefit from this discussion of evidence-based practices to accelerate student learning and improve outcomes.

Andrew Blasky, DynEd International, USA
Kevin McClure, DynEd International, USA

Making the Leap to Consulting
Content Area: Personal and Professional Development for Teachers
Are you wondering what it is like to work independently? Thinking about starting your own business or going out on your own? Join us to discuss the nuts and bolts of consulting, freelancing, or otherwise working independently of an institution in the field of TESOL.

Joe McVeigh, Consultant, USA
Bruce Rindler, Boston University, USA
Deborah Kennedy, Key Words, USA
Jayme Adelson-Goldstein, Lighthearted Learning, USA

Metadiscourse and Identity Construction in a Teaching Philosophy Statement
Content Area: Teacher Education
The presenters investigated how two MATESOL language instructors constructed their identity. Analyses revealed they employed metadiscourse resources to construct the identity of a competent graduate student and a knowledgeable, reflective teacher. Findings offer insights into how linguistic resources can be mobilized to construct a strong and unique teaching philosophy statement.

Peter De Costa, Michigan State University, USA

Peer Review Practices That Work
Content Area: Second Language Writing/Composition
Teachers and students commonly experience a number of obstacles to making peer review effective. This session explores the conditions that must be met for peer review to have a positive impact on the quality of students’ writing. Presenters model effective peer review activities for different writing genres and proficiency levels.

Annelies Galletta, University of Maryland, College Park, USA
Melanie Baker, University of Maryland, USA

Phonemic Awareness and Literacy: Using Phonics With Adult ELLs
Content Area: Adult Education
Establishing a strong phonemic awareness is critical for ELLs in acquiring literacy, listening and speaking skills. Findings indicate incorporating phonics with contextualized instruction improves proficiency, especially with beginner level learners. This presentation overviews the pedagogical advantages of the inclusion of phonics and provides practical strategies.

Jose Torres, Baltimore City Community College, USA

Practicum 2.0: Engaging Online MA TESOL Students Through Practitioner Communities
Content Area: Teacher Education
Rich interactions and real-world applications are essential for developing emergent teachers’ knowledge in online teacher education programs. The presenters share the Structured Teaching Practice of their fully online MA TESOL program. They demonstrate sample tasks and report successes and challenges in the online environment as well as program participant outcomes.

Betsy Parrish, Hamline University, USA
Julia Reimer, Hamline University, USA

Responsive Mediation in Learning-to-Teach
Content Area: Teacher Education
This presentation empirically documents the dialogic interactions that emerge between teachers and teacher educators as they engage in the practices of L2 teacher education. Interactional data from two innovative practices illustrate how teacher development is assisted by the responsive mediation that emerges in these practices.

Karen Johnson, Pennsylvania State University, USA
Paula Golombek, University of Florida, USA
Scams That Target Your Students: Tips and Tools for Educators  
*Content Area: Adult Education*

Every day, scams that target adult learners threaten their financial security. This session promotes an exchange of ideas; presenters give practical information about scams and what to do about them; participants share their scam-related experiences. Each group leaves with next steps to help students and their families avoid scams.  
**Charles Harwood**, Federal Trade Commission, USA  
**Tina Kondo**, Federal Trade Commission, USA  
**Laura Solis**, Federal Trade Commission, USA

Secondary Schools to Learn From: Empowering ELLs  
*Content Area: High School/Secondary Education*

A national research study on secondary schools successfully serving ELLs are outlined: the purpose of the study, the criteria for selection of schools nationwide and the process for settling on the final schools. Schools are described, observation protocols and observer notes are shared, and research findings explained.  
**James Stack**, San Francisco Unified School District, USA  
**Lydia Stack**, Understanding Language Project, USA

Shaping Better Learners and Citizens Through Project-Based Learning  
*Content Area: Task-Based, Project-Based Instruction*

This session depicts the process of getting students involved in Project-Based Learning and coming up with an authentic production they can share with their community. The presenter shows the connection between learning outside the classroom, developing problem-solving skills and service learning implementation.  
**Safietou Ndiaye**, U.S. Embassy, Dakar, Senegal

Slow SLOs? Quick, Quick SLOs: Creating Effective/Efficient SLO Assessments  
*Content Area: Accreditation/Certification/Credentialing*

Creating effective Student Learning Objective (SLO) assessments and data collection methods can often be overwhelming and time-consuming due to improper selection of assessment methods and ambiguous directions to instructors. This practical session shows participants how to easily formulate SLO assessments using a simple five-step process and template.  
**Emily Wong**, UC Irvine, USA  
**Helen Nam**, UC Irvine, USA

Student Ambassador Program: Cultivating Cooperative Relationships With IEP Students  
*Content Area: Intensive English Programs*

This collaborative presentation shares one IEP’s orientation and tutoring services partnership, which builds cooperative relationships among incoming students, tutors, instructors, and staff. Presenters share videos, stories, and outcomes of their new Student Ambassador Program, a prearrival communications and orientation approach, which fosters strong community and student success.  
**Tony Cipolle**, University of Oregon, USA  
**Stef Brewer**, University of Oregon, USA  
**Angela Dornbusch**, University of Oregon, USA

Take Your Students to TASK: the Key to Success!  
*Content Area: Intensive English Programs*

In this session we examine how carefully designed activities in The Transferable Academic Skills Kit give students the skills that they lack but sorely need—such as critical thinking, presenting, researching and referencing—to succeed not only in their postsecondary studies but in their future careers as well.  
**Nicole Graham**, English Central, Canada

Teachers' U.S. Corpus  
*Content Area: Research/Research Methodology*

The presenters amassed a linguistic corpus-TUSC-representing approximately 4 million words based on over 50 K–12 content area textbooks. Findings of the corpus, including word lists representative of academic language, are offered. Participants are invited to discuss ways this corpus may assist K–12 teachers, especially teachers of ELLs.  
**Seyedjafar Ehsanzadehsorati**, Florida International University, USA

The Need for Voice: How Access Leads to Equity  
*Content Area: Teacher Education*

Community college ESL students traverse a myriad of sections before matriculating into credit-bearing courses. This interactive session demonstrates to practitioners how fostering student equity can shift whose voice is heard in the K–16 classroom. Specifically, the utilization of leveled Mike Rose readings, mentor texting, reading apprenticeship, and reading circles shared.  
**Mark Manasse**, San Diego Mesa College, USA
Understanding Implied Meaning: What Factors Matter to “Get It”?  
Content Area: Second Language Acquisition  
This study investigates the extent to which L2 proficiency, length of residence, and amount of L2 interaction affect ESL learners’ pragmatic skills in understanding implied meaning in English. Relevant theories and the study findings are presented, and suggestions for ESL classroom implications to promote L2 pragmatic development are provided.  
Aysenur Sagdic, Indiana University, USA

Variety of Excellence: Curricular Models of Accredited IEPs  
Content Area: Intensive English Programs  
Accredited postsecondary IEPs must meet the same standards, yet accreditor data confirm that they differ widely with respect to program structure. This presentation maps the wide range of program designs and their approaches to curriculum structure, assessment, and student achievement data collection and analysis.  
Masha Vassilieva, Commission on English Language Program Accreditation, USA  
Mary Reeves, Commission on English Language Program Accreditation, USA  
Rachel Herman, Commission on English Language Program Accreditation, USA

Writing With Scaffolds: Using Paragraph Frames  
Content Area: Adult Education  
Research indicates that having strong paragraph writing skills is key in academic and workplace success. Paragraph frames (writing scaffolds) help intermediate-advanced adult ELLs strengthen their writing skills. In this session, participants practice using a paragraph frame model.  
Ronna Magy, Los Angeles Unified School District (Retired), USA

High School Newcomer Students in Seattle: Student Voices  
Content Area: Bilingual Education  
Public schools across the United States have experienced an influx of recent arrival immigrants and refugees. While research on newcomers has increased, few offer the perspective of the students. Through a panel presentation comprised of students and district leaders, learn of the opportunities, challenges, and needs.  
Veronica Gallardo, Seattle Public School District, USA  
David Lewis, Seattle Public School District, USA

Oral Language Development for Elementary ELLs  
Content Area: Elementary School/Primary Education  
How do we support oral language development within elementary content? In this workshop model, presenters model cooperative learning designed for preliterate students and academic conversations structured for debate and math content. Participants practice and reflect upon ways to incorporate and differentiate oral language within their own instructional practices.  
Christine Kennedy, Minneapolis Public Schools, USA  
Aanya DiBrito, Minneapolis Public Schools, USA  
Felicia Orozco, Minneapolis Public Schools, USA  
Melissa Lowell, Minneapolis Public Schools, USA  
Catherine Ragsdale, Minneapolis Public Schools, USA  
Eve Kelley, Minneapolis Public Schools, USA

Pressed for Time: Strategies for Writing for Publication  
Content Area: Personal and Professional Development for Teachers  
TESOL professionals have many insights from teaching and research to share with domestic and international audiences but little time to write and publish. In this panel and subsequent audience discussion, presenters offer practical tips and strategies for integrating writing for publication into demanding schedules.  
Deborah Crusan, Wright State University, USA  
Christine Pearson Casanave, Temple University Japan, USA  
Suhanthie Motha, University of Washington, USA  
Stephanie Vandrick, University of San Francisco, USA

50 Ways to Be a Better Teacher  
Content Area: Personal and Professional Development for Teachers  
Teaching is an art. It is more than a system of procedures and learning outcomes; it is a complex and multifaceted human activity. This session, by an experienced program director, presents effective practical strategies so you can develop yourself personally and professionally into the best teacher you can be.  
Chris Mares, Wyzgoose Press, USA
A Guide to Implementing Extensive Reading in ESL/EFL Classrooms  
Content Area: English as a Foreign Language  
This session provides guidelines for incorporating extensive reading into existing intensive reading classes drawn from the findings of the presenter’s research, which investigated the effects of extensive reading in a Korean EFL university setting. The presenter shares instructional techniques and insightful tips for promoting extensive reading.  
Namhee Suk, Pukyong National University, South Korea

A World of Dual Language Books for Young Emergent Bilinguals  
Content Area: Reading and Literacy  
Harness the power of two languages. Connect children’s early learning environments through the use of dual language books. Explore ways of using bilingual books to promote early reading and writing development in dual language learners. Promote translanguaging and advance vocabulary and concept learning across languages to ensure children’s school success.  
Nancy Cloud, Rhode Island College, USA  
Rachel Toncelli, Rhode Island College, USA

Adapting SIOP for Use in Evaluating Teacher Effectiveness  
Content Area: Teacher Education  
This presentation offers hands-on experience on how to use an adapted Sheltered Instruction Observation Protocol for evaluating teacher effectiveness. We show video of classroom teachers and allow participants to use the tool to evaluate their practices. We discuss the advantages and limitations of the tool.  
Jason Jay, Brigham Young University, USA  
Lisa McLachlan, Brigham Young University, USA  
Stefinee Pinnegar, Brigham Young University, USA

Blended Learning in the Young Learner Classroom  
Content Area: Elementary School/Primary Education  
In this presentation, the presenters explore the possibilities, practicalities, payoffs and pitfalls of blending digital learning with teacher-fronted instruction in the young learner classroom. We describe our involvement in a digital learning program called SMARTree in Vietnam and Korea, and present a vignette of one blended classroom.  
David Nunan, University of Hong Kong, Hong Kong  
Julie Choi, University of Melbourne, Australia

Bridging a Graduation Pathway: Evaluating Foreign Transcripts  
Content Area: High School/Secondary Education  
This session highlights the foreign transcript evaluation process. Attendees receive a general overview of several educational systems in other countries, grading scales, recommended courses and equivalent United States transfer credit. Participants learn the recommended practices for foreign transcript evaluation and have an opportunity to evaluate a foreign transcript.  
Joanne Newby, DeKalb County School District, USA  
Phoenicia Grant, DeKalb County School District, USA

Citations in L2 University Student Writing: Form, Function, and Stance  
Content Area: Second Language Writing/Composition  
This presentation reports findings of an in-depth analysis of L2 university students’ use of citations in terms of form, function, and stance. The presentation also provides ways ESL composition instructors can enhance and expand students’ repertoire for integrating sources in constructing effectively persuasive texts.  
Joseph Lee, Ohio University, USA  
Chris Hitchcock, Ohio University, USA  
J. Elliott Casal, Pennsylvania State University, USA

Data-Driven Decision-Making in ESL Program Administration  
Content Area: Program Administration  
ESL/EFL program administrators make decisions almost every day affecting students, teachers and other stakeholders. This session focuses on data driven decision-making as a key leadership competency and ways in which current and prospective program administrators can collect and analyze data, thus making informed decisions.  
Engin Ayvaz, Yasar University, Turkey
**Developing Sound and Ethical Placement for International L2 Writers**  
*Content Area: Second Language Writing/Composition*

This presentation shares a process for redesigning placement for international L2 writers into first year writing courses at a U.S. university. Presenters provide a framework for examining, developing, and assessing local placement tools with the aim of developing sound and ethical placement practices.

Christine Tardy, University of Arizona, USA  
Erin Whittig, University of Arizona, USA

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**EFL Learners’ Willingness to Communicate in Task-Based Instruction**  
*Content Area: English as a Foreign Language*

This study attempts to explore what influences L2 learners’ situational willingness to communicate when they engage in interaction-based tasks in the EFL classroom. The goal of this study was to investigate EFL learners’ communication disposition in L2 and find the keys to successful interaction-based tasks in the EFL classroom.

Junko Toyoda, Kansai Gaidai University, Japan

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**Empowering Students Through a Hybrid Extensive Reading Course**  
*Content Area: Distance Learning/Online Learning*

Discover how to use an online setting to organize and teach an extensive reading course. Evidence are shared on how the online environment strengthens the focus on reading as the primary activity of the class and aids campus-based students to improve reading skills and become more autonomous readers.

Ellen Bunker, Brigham Young University–Hawaii, USA  
Aubrey Bronson, Brigham Young University–Hawaii, USA

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**Engaging, Enriching, and Empowering Black ELLs**  
*Content Area: Elementary School/Primary Education*

This session engages, enriches, and empowers participants’ understanding of Black ELLs’ lived experiences, and their status within dominant cultures is discussed. Recommendations and resources for teachers and school administrators are shared to bring about greater inclusivity, awareness, and best practices.

Ayanna Cooper, Consultant, USA  
Heather Winfield, We Tutor, USA  
Lavette Conen, The Fessenden School, USA

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**Enhancing Research Competence Through Student Engagement in Academic Discourse Synthesis**  
*Content Area: Second Language Writing/Composition*

L2 writers often lack the discourse synthesis skills, involving the selection and integration of source material as well as meaning creation, required to manage research tasks in university settings. The presenters demonstrate effective reading-to-writing activities for improving these skills and further developing student competence with research.

Mariah Fairley, American University in Cairo, Egypt  
Alissa Nostas, Arizona State University, USA  
Susanne Rizzo, American University in Cairo, Egypt

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**Exposing Neuromyths and Empowering Teachers With Evidence-Based Teacher Education**  
*Content Area: Teacher Education*

The presenters evaluate some commonly held misconceptions in education that may be influencing the practice of English language teachers. Referencing scientific evidence and recent research, they show why such beliefs are considered myths and how pervasive these ideas are. Alternative, evidence-based teacher education concepts and activities are proposed and exemplified.

Carol Lethaby, The New School, USA  
Patricia Harries, Independent, Canada

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**Fast Facts About IEPs: A Snapshot of EnglishUSA Members**  
*Content Area: Intensive English Programs*

Comprehensive information from EnglishUSA member IEPs, including program statistics and overviews of enrollment, length and structure, staffing, and curriculum, is presented. In addition, this session includes discussion highlighting exemplary practices for IEPs as demonstrated by EnglishUSA membership.

Cheryl Delk-Le Good, EnglishUSA, USA  
Anna Eddy, University of Michigan–Flint, USA
Formative Assessments: Simulated Classroom Environments and Intercultural Communicative Competence Dispositions

**Content Area: Assessment/Testing**

Cutting-edge assessments in the field of ESL/EFL are featured in results of a survey of future elementary teachers who participated in a simulated classroom environment where EL-specific classroom participation patterns are represented through avatars; combined with results of an innovative mediated learning project that enhanced prospective teachers’ intercultural communicative competence.

**Lynne Diaz-Rico**, California State University, San Bernadino, USA

**Sultan Turkan**, Educational Testing Service, USA

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High-School ELLs at Risk: Neither College- Nor Career-Ready

**Content Area: High School/Secondary Education**

Statistics show that nearly half of high-school ELLs either drop out or conclude their education at high school graduation without advancing to postsecondary education. This presentation illustrates how such undereducation of ELLs takes place and discusses concrete strategies for preparing non-college-bound ELLs for jobs upon graduation or for vocational training.

**Yasuko Kanno**, Boston University, USA

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Hi-Lo Fiction and Nonfiction for Newcomers

**Content Area: Reading and Literacy**

Adapting to a new country, its systems, and its cultural expectations is one of the greatest challenges facing newcomers. This session highlights fiction and nonfiction books developed around topics critical to newcomers. Strategies for using these books in middle and high school classrooms are explored.

**Jill Haney**, Saddleback Educational Publishing, USA

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Leveraging Technology to Publish and Share Materials

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

Do you wish you had an easy way to share classroom materials you’ve created with students and other educators? Presenters outline processes for sharing teacher generated materials, showcase technology available to teachers who want to publish their original materials, and suggest automation and workflow techniques to simplify this process.

**Ryan Yates**, Emily Griffith Technical College, USA

**Ryan Jeffers**, Emily Griffith Technical College, USA

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Occupy Library: An Experiential Approach to Engaging ELLs in Research

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

A Scavenger Hunt engages ELLs in accessing library resources for research and in building teamwork and leadership skills as well as communicative competence. Copresenters share these approaches facilitated at an American Library in Kolkata, India. Access to a replicable Scavenger Hunt tool will be provided to session participants.

**Shinjini Sanyal**, Vikramshila Education Resource Society, India

**Jode Brexa**, U.S. Department of State, USA

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Poster Sessions: Empower and Engage Your Listening and Speaking Students

**Content Area: Intensive English Programs**

Poster sessions engage students because they can speak on topics of their choice. However, to arrive at the final product, students must first take part in the academic processes of inquiry, research, design, and analysis. Learn the steps to integrate a poster project into a listening and speaking course.

**Michael Vallee**, University of Colorado Boulder, USA

**Karen Eichhorn**, University of Colorado Boulder, USA

**Leigh Ann Russell**, University of Colorado Boulder, USA

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Relationship Between Suprasegmental Production and ESL Students’ Listening Comprehension

**Content Area: Phonology/Pronunciation**

This study investigated whether and how the production of the four suprasegmental features—speech rate, pausing, sentence stress, and pitch—correlated with ESL learners’ listening comprehension scores. The findings suggest that success in ESL listening may depend on ESL learners’ speech rate and pitch production patterns.

**Roman Lesnov**, Northern Arizona University, USA

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Teacher Learning and Professional Growth Through a Curriculum Development Course

**Content Area: Personal and Professional Development for Teachers**

Student teachers benefit when their learning is situated in meaningful contexts, when they are actively engaged in their own learning process, and when they collaborate with others. This presentation highlights the impact on student teachers in a curriculum development course that collaborates with various language programs needing curricular assistance.

**Priyanvada Abeywickrama**, San Francisco State University, USA
Teaching and Learning Key Prepositions in the Advanced ESL Classroom

Content Area: Grammar

Why are prepositions so difficult for our students to learn? Advances in cognitive linguistics and new applications of Vygotskian theory point to solutions that can be used by language teachers in the classroom for teaching the polysemy of key prepositions.

Donald Englund, University of Kansas, USA

Teaching English and Intercultural Communication Skills Through Critical Incident Exercises

Content Area: Intercultural Communication

Critical incident exercises help learners build both English and intercultural communication skills. This session begins with a demonstration of an exercise designed for English classes. A debriefing then addresses how to conduct such exercises, and the ways in which they can help learners build both English skills and intercultural competence.

Don Snow, Duke Kunshan University, China (People’s Republic)

Telling the Whole Story: Retelling Intervention With Young ELLs

Content Area: Standards, Common Core State Standards

Young ELLs need to be able to retell stories for social and academic purposes. Participants learn about practical, culturally sensitive research-based techniques and tools to accelerate story retelling and language complexity simultaneously in young ELLs. Two research-based intervention programs will be demonstrated and evidence of effectiveness are shared.

Darci Melchor, West Hartford Public Schools, USA
Lillian Rausch, West Hartford Public Schools, USA

The Teacher’s Guide to IELTS

Content Area: Assessment/Testing

IELTS tests English as an international language and is increasingly accepted and used in North American higher education. IELTS brings the outside world into the classroom with a face-to-face speaking test providing a true-to-life assessment of speakers’ abilities to communicate in English. Learn more about incorporating IELTS into your curriculum.

Kate McKeen, IELTS, USA
Christine Grosse, Independent, USA
Argue, Contend, Exort: Teaching the Language of Argumentative Writing

Content Area: Second Language Writing/Composition

Experience a flexible toolkit of grammatical techniques to help students expand their linguistic repertoires and write arguments more effectively. Practice with classroom-tested activities focusing on introducing sources, building and developing effective paragraphs, and giving and understanding feedback. Learn how to adapt these techniques to your teaching context.

Amanda Hiorth, University of Melbourne, Australia
Paul Molyneux, Amadu Khan, The Welcoming Association, United Kingdom (Great Britain)
Kristiina Montero, Wilfred Laurier University, Canada
Tulane University, USA
Delila Omerbašić, Saint Michael’s College, USA
Raichle Farrelly, Shawna Shapiro, Middlebury College, USA
Michael Fields, Columbia University, USA
Michele Regalla, University of Central Florida, USA
Natalia Jacobsen, Virginia International University, USA
Kevin Martin, Virginia International University, USA
Bedrettin Yazan, University of Alabama, USA
Natalia Jacobsen, George Washington University, USA
T. Leo Schmitt, The Graduate Center–CUNY, USA

Engaging in Accreditation: Benefits to the Profession, Program, and Reviewer

Content Area: Accreditation/Certification/Credentialing

Presenters in this panel session review the steps involved in seeking specialized accreditation for an IEP, the tasks of administrators, staff, and teachers in applicant IEPs, and the role of professionals who serve as reviewers, highlighting the benefits for all stakeholders.

Paul Angelis, Southern Illinois University Carbondale, USA
Nicole Martello, Commission on English Language Program Accreditation, USA
Christine O’Neill, University of Pittsburgh, USA
Heather McNaught, University of Pittsburgh, USA

Enriching Your CV/Résumé: Empowerment for New Job Opportunities

Content Area: Personal and Professional Development for Teachers

Useful for novices in the field and experienced professionals entertaining a job change, the workshop addresses effective CV/résumé writing. Participants engage with practice modules discussing content elements, organization, layout/design as they assess and improve sample sections of CVs/résumés. Participants are encouraged to bring their CV/résumé for review.

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

From IEP to Degree: Strategies for Successful Transitions

Content Area: Higher Education

Building support systems for students transitioning from IEP to degree programs can greatly improve their chances for success. This session focuses on sustainable initiatives to help ELLs in this transition including approaches related to academic needs, socialization, and collaboration between IEPs and degree faculty.

Kevin Martin, Virginia International University, USA
Bedrettin Yazan, University of Alabama, USA
Natalia Jacobsen, George Washington University, USA
T. Leo Schmitt, The Graduate Center–CUNY, USA
In Defense of Teaching: EFL in the “Postmethods” Era
Content Area: English as a Foreign Language
Current postmethods pedagogy deemphasizes input and presentation because these are thought to be inherently teacher centered and unnatural. But EFL students require enriched language input and intensive oral practice unavailable outside of class. Participants practice specific techniques to present language and activate student communication with minimal teacher-talking time.

Joan Saslow, Author, USA
Allen Ascher, Independent, USA

Mind/Brain/Education in ESL/EFL
Content Area: Teaching Methodology and Strategy
Neuroscience is making huge contributions to MBE (mind/brain/education). Why are those changes so slow to impact ESL/EFL? This session introduces seven concepts identified by MBE research as influencing learners. The presenters explore specific ways to modify classroom activities and textbooks to make them more compatible with the brain.

Marc Helgesen, Miyagi Gakuin Women’s University, Japan
Curtis Kelly, Kansas University, Faculty of Commerce, Japan
Robert Murphy, University of Kitakyushu, Japan

NNESTs Negotiating Identity and Securing Legitimacy: Personal Accounts
Content Area: Nonnative English Speakers in TESOL
The session explores professional experiences of NNESTs and how intercultural communication intersects with negotiating identity. Panel members a) describe challenges and b) how these were addressed institutionally, and c) examine how successful examples of identity negotiation may be transferred to other contexts for the language classroom and in preservice/in-service training.

Geeta Aneja, University of Pennsylvania, USA
Helen Berg, Sam Houston State University, USA
Maxi-Ann Campbell, Duke Kunshan University, China (People’s Republic)
Kara Mac Donald, Defense Language Institute, USA
Gloria Park, Indiana University of Pennsylvania, USA
Francisco Ramos, Loyola Marymount University, USA
Ramin Yazdanpanah, Florida State University, USA

Preparing TESOL Educators to Address the Needs of Refugee Students
Content Area: Refugee Concerns
Researchers and practitioners discuss critical issues in preparing teachers to serve refugee students. Topics include cultural diversity, students’ strengths and contributions, trauma and social-emotional support, unaccompanied minors, limited and interrupted formal schooling, community resources, curriculum, team collaboration, and evidence-based training programs for teacher professional development.

Brenda Custodio, Ohio State University, USA
Debbie Zacarian, Debbie Zacarian, Ed.D. & Associates, USA
Judie Haynes, everythingESL, USA
Stacy Brown, U.S. Department of Health and Human Services, Office of Refugee Resettlement, USA
Julie Kasper, Lutheran Social Services of the Southwest, USA
Laura Baecher, Hunter College–CUNY, USA
Jennifer Ballard-Kang, University of Louisville, USA
Josephine Kennedy, World Learning, USA
Lois Scott-Conley, World Learning, USA
Allene Grognet, Center for Applied Linguistics, USA

Presentation From the Office for English Language Acquisition
Content Area: Advocacy
Representatives from the Office of English Language Acquisition discuss federally-funded initiatives that support ELLs. Emphasis is on encouraging greater awareness and use of the department’s resources for improving outcomes for ELLs.

Supreet Anand, Office for English Language Acquisition, USA

Refugees, Sectarian Strife, Community Building: ELT in Turkey and Congo
Content Area: Refugee Concerns
Today there are 20 million refugees globally. Half of these are children and youth. Providing educational opportunities for this vulnerable population is a major concern. What are the problems—and possibilities—for ELT? Come and engage with professionals from Congo and Turkey and learn about ways to support and assist.

Kathleen Malu, William Paterson University, USA
Bryce Smedley, Lewis–Clark State College, USA
Michael Morsches, Moraine Valley Community College, USA
Samson Matumo, International Relations, Congo, (Democratic Republic of)
Andrea Schlinder, U.S. Department of State, Turkey
Eyup Dilber, Dicle University, Turkey
Revisiting the Theory-Practice Divide in TESOL
Content Area: Teacher Education

The panel revisits the notion of the dysfunction of the theory-practice divide. Presenters critically examine the proposal that teachers should be positioned as agents of change in the development of theories of practice for TESOL. They explore advances in teacher education programs internationally that aim to reduce the theory-practice gap.

Anne Burns, University of New South Wales, Australia
Michael Legutke, Justus-Liebig-University Giessen, Germany
Emily Edwards, University of New South Wales, Australia
Donald Freeman, University of Michigan, USA
Mark Clarke, University of Colorado Denver, USA

Sustaining IEP Enrollment: Innovative Ways to Keep Your Program Afloat
Content Area: Program Administration

In recent years, overall enrollment at IEPs across the country has been decreasing due to various factors including changes in scholarship benefits, visa restrictions, and increasing educational costs. This panel discusses innovative approaches to sustaining IEP enrollment during times of extreme enrollment decline.

Karen Asenavage, University of Delaware, USA
Sarah Arva Grosik, University of Pennsylvania, USA
Jim Rogers, Utah State University, USA
Elaine Stoneck, University of Northern Colorado, USA
Brandon Cooper, Texas A&M University, USA

Teaching English for Tourism: Concepts and Needs
Content Area: English for Specific Purposes

This panel critically discuss the current state of teaching English for tourism from several perspectives including: a grounded review of literature and textbooks, a view of effective practices and materials in a Hungarian university-based program, and insight into stakeholder valued instruction in a Nicaraguan workplace program.

Gina Petrie, Eastern Washington University, USA
Michael Joseph Ennis, Free University of Bolzen-Bolzano, Italy
Mária Gsellér, University of Debrecen, Hungary
Tracey McHenry, Eastern Washington University, USA

A Model for Integrating Service-Learning Into Teacher Education
Content Area: Teacher Education

This presentation describes the use of service-learning in an ESL teacher education course for which students taught or tutored immigrants at community-based organizations. Offering the course as a working model, presenters describe syllabus design and teaching strategies, methods for partnering with non-profits, and the student perspective on volunteer teaching/tutoring.

Jason Schneider, DePaul University, USA
Emily Power, DePaul University, USA

A Synthesis of Project-Based Language Learning: Research-Based Teaching Ideas
Content Area: Task-Based, Project-Based Instruction

There has been much research on project-based language learning (PBL), and publications about technology-infused PBL are becoming more frequent. Recognizing that teachers do not always have time to read and synthesize the research in usable ways, this session presents a synthesis with ideas for using projects in content-based language classes.

Tammy Slater, Iowa State University, USA
Gulbahar Beckett, Iowa State University, USA

Academic Dishonesty and the Use of Emerging Technologies
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

Advances in technology are also leading to new ways to cheat in the classroom. This practice-oriented presentation tell instructors how students are engaging in high-tech cheating and how you can discourage it. Bring your laptop or tablet and learn about cutting edge tools to combat academic dishonesty.

Sean McClelland, University of Oregon, USA
And Furthermore
Content Area: Discourse and Pragmatics
Advanced learner materials offer few guidelines for the use of the expressions “moreover,” “furthermore,” “in fact,” “likewise,” “in turn,” and other additive connectors. Grounded in pragmatic theory and drawing on written corpus examples and experimental speaker-judgement data, this talk defines optimal uses and paves a path to enlightened class instruction.

Howard Williams, Teachers College, Columbia University, USA

Back to School: Examining Teacher Preparation Effectiveness From the Inside
Content Area: Teacher Education
This researcher evaluated an ESL teacher preparation program, in part, by completing the required practicum work and written assignments herself as she taught K–12 ELLs for one semester. This presentation interests instructors who desire a close match between course content and assignments and teacher preparation needs.

Jill Swavely, Temple University, USA

Becoming a Materials Writer in the Digital Age
Content Area: Materials Writers, Curriculum/Materials Development
Whether you’re an aspiring writer or have already published, join this discussion on working as a materials writer in today’s digital world. What choices do you have? What challenges do you face? Where can you find support? Gain insights from authors with extensive experience in print and digital media.

Jennifer Lebedev, Independent, USA
Linda Butler, Independent, USA

Becoming a U.S. Citizen: The Naturalization Process
Content Area: Adult Education
During this presentation, a U.S. Citizenship and Immigration Services Officer walk participants through the basic process of becoming a United States citizen. Participants are encouraged to ask questions and will be provided useful resources.

Christine Pool, U.S. Department of Homeland Security, Office of Citizenship and Immigration Services, USA

Corrective Feedback Loops: Modeling L2 Practice and Oral English Learning
Content Area: Applied Linguistics
This mixed-methods study introduces an integrated corrective feedback loop to schematize the interplay between corrective feedback and independent practice in L2 oral English learning, among advanced-level adult ESL students. The data for the corrective feedback loop were collected via qualitative open-ended survey questions and a set of forty student interviews.

Esther (Eunjeong) Lee, Claflin University, USA

Empowering Students to Be Metacognitive Through Written Feedback
Content Area: Second Language Writing/Composition
Grounded on classroom research examining the effectiveness of English teachers’ feedback practice in L2 writing classrooms, this research-oriented presentation suggests an approach to giving written comments which promotes students’ metacognitive knowledge and thus, empowers students to respond to teachers’ comments.

Ivan Chong, Yew Chung Community College, Hong Kong
Cherry Au

English for All: Peace Corps, EL Fellow, Fulbright Alumni Panel
Content Area: English as a Foreign Language
Teaching English abroad through a U.S. government exchange program is a unique opportunity for cross-cultural experience and impactful professional development opportunities. In this session, learn first-hand from alumni about the U.S. government’s role in English teaching worldwide, program goals and differences, and how these experiences can enhance your career.

Jenny Hodgson, U.S. Department of State, Office of English Language Programs, USA
Thomas Santos, U.S. Department of State, USA
Scott Chiverton, U.S. Department of State, USA
### From EFL to ESL: Helping Learners Bridge the Communicative Gap

**Content Area: Teaching Methodology and Strategy**

Students moving from EFL to ESL environments often report that they feel inadequately prepared for study abroad. In this session the presenters share their experiences readying their EFL students for study abroad in an ESL context and describe several communicative activities they have developed to help learners adjust.

**Presenters:**
- Peter Neff, Doshisha University, Japan
- Gavin Brooks, Doshisha University, Japan
- Cameron Romney, Doshisha University, Japan

### Global Research on Teaching and Learning English

**Content Area: Applied Linguistics**

Learn from experts about cutting-edge research on key topics collected in The Global Research on Teaching and Learning English series, copublished by The International Research Foundation for English Language Education (TIRF) and Routledg, to showcase research by young scholars from around the world funded through a carefully vetted international competition.

**Presenters:**
- Kathleen Bailey, Middlebury Institute of International Studies at Monterey, USA
- Michael Carrier, Cambridge English Language Assessment, United Kingdom (Great Britain)
- MaryAnn Christison, University of Utah, USA
- Ryan Damerow, The International Research Foundation for English Language Education, USA

### Guiding International Students Through the Research Paper Process

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

This session shows teachers how to move students through the writing process in stages to end up with a thorough and coherent research paper. This approach allows students to construct knowledge as they become more familiar with the process, making writing a research paper a less intimidating task. Samples provided.

**Presenters:**
- Kelly Sippell, University of Michigan Press, USA
- Janine Carlock, Duquesne University, USA

### High-Impact Professional Development Through the Teaching Circle

**Content Area: Higher Education**

This presentation explores ways in which an effective teaching circle can become an integral, meaningful, and continuous part of faculty professional growth and development. Based on their recent experiences with ESL faculty teaching circles, the presenters guide the participants through the steps of creating teaching circles of their own.

**Presenters:**
- George Ellington, Salt Lake Community College, USA
- Brent Green, Salt Lake Community College, USA
- Gordon Dunne, Salt Lake Community College, USA

### Improving ELLs’ Learning by Enhancing Teachers’ Knowledge of Language

**Content Area: Teacher Education**

To support ELLs in making meaning from linguistically complex texts, teachers not only need methods of teaching academic language but also need to have an in-depth knowledge of language themselves. This presentation shares how preservice teachers increased their knowledge of language and created language-focused instruction for ELLs.

**Presenters:**
- Joshua Schulze, Western Oregon University, USA

### Intersectionality and Intercultural Communication Beyond Culture

**Content Area: Intercultural Communication**

Established approaches that rely on teaching one solid culture and a fixed set of skills for intercultural communication often ignore the complexity of different subject positions taken up by speakers engaged in intercultural communication. This presentation addresses these shortcomings and argues for the nuanced approaches to intercultural learning in EAL classrooms.

**Presenters:**
- Natalia Balyasnikova, University of British Columbia, USA
Listening to TESOL Voices: Insider Accounts of Classroom Life  
**Content Area: Teacher Education**  
What constitutes TESOL classroom life? This unique ecology is described through stories of discovery, challenge, and growth. The TESOL Voices series contains rich insider accounts from students and teachers theorizing their learning and teaching practices. Participants describe authentic classroom life experiences that inform theory and practice from the classroom floor.  
**Tim Stewart**, Kyoto University, Japan  
**Phil Quirk**, Higher Colleges of Technology, United Arab Emirates  
**Tom Farrell**, Brock University, Canada  
**Sarah Rilling**, Kent State University, USA  
**Maria Dantas-Whitney**, Western Oregon University, USA  
**Greg Kessler**, Ohio University, USA  
**Fiona Copland**, University of Stirling, United Kingdom (Great Britain)  
**Sue Garton**, Aston University, United Kingdom (Great Britain)  

**Wednesday, 2:00 pm–2:45 pm**  
WSCC, 307-308

Movie Trailers for the New EFL Learner  
**Content Area: Media (Print, Broadcast, Video, and Digital)**  
Meeting the needs of the 21st-century EFL learner is a challenge. Movie trailers can turn into an amazing resource to meet those needs. They are short, flashy, multisensory and authentic. The audience attending this session take home some practical ideas to put trailers to use in their classes.  
**Victoria Dieste**, Alianza Cultural Uruguay–Estados Unidos, Uruguay  

**Wednesday, 2:00 pm–2:45 pm**  
WSCC, 617

New Takes on TV Game Shows for the ESL Classroom  
**Content Area: Adult Education**  
Looking for low-tech, highly motivating, flexible activities to energize your lessons? The presenters demonstrate how to use key elements from three iconic TV game shows in the adult classroom to practice speaking and reinforce vocabulary acquisition. Your students will love these versions of Feud, Pyramid and Price is Right.  
**Patricia Pashby**, University of Oregon, USA  
**Kevin Cross**, San Francisco City College, USA  

**Wednesday, 2:00 pm–2:45 pm**  
WSCC, 210

Practical Ways to Make Classrooms Inclusive to LGBTQIA ESL Students  
**Content Area: Higher Education**  
This presentation discusses practical ways instructors can create inclusive classroom environments for lesbian, gay, bisexual, transgender, queer, intersex, and asexual students. Presenters discuss research showing that non-heterosexual students experience anxiety stemming from their learning environments and affecting their language outcomes before ending with tips to improve their experiences.  
**Molly Kelley**, University of Iowa, USA  
**Andrew Lewis**, University of Iowa, USA  

**Wednesday, 2:00 pm–2:45 pm**  
WSCC, 212

Refusal Strategies by Advanced Korean and Norwegian ELLs  
**Content Area: Intercultural Communication**  
As face-threatening speech acts, refusals may pose a challenge for L2 learners. Rooted in the tradition of interlanguage pragmatics studies, this presentation offers an analysis of semantic formulas used in electronic refusals by advanced Korean and Norwegian learners of English. Implications for language classrooms, including sample teaching materials, are discussed.  
**Tülay Dixon**, University of Utah Asia Campus, South Korea  
**Anna Krulatz**, Norwegian University of Science and Technology, Norway  

**Wednesday, 2:00 pm–2:45 pm**  
WSCC, 619

Scaling Success: Using Small Grants for a Big Impact  
**Content Area: Elementary School/Primary Education**  
In the past 6 years, the presenter has obtained over $65,000 of funding through various grants available to classroom teachers. This practical presentation will give you tips for creating successful grant proposals, a list of popular grant programs, and the confidence and motivation to start applying on your own!  
**Barbara Gottschalk**, Warren Consolidated Schools, USA  

**Wednesday, 2:00 pm–2:45 pm**  
Sheraton Seattle, Grand Ballroom D
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Title</th>
<th>Content Area</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>2:00 pm–2:45 pm</td>
<td>WSCC, 611</td>
<td>Speaking Assessments: Empowering Students to Engage in Discussion</td>
<td>Content Area: Assessment/Testing</td>
<td>Julie Doty, University of North Texas, USA</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:00 pm–2:45 pm</td>
<td>WSCC, 615</td>
<td>Teacher Electronic Feedback in ESL Writing Course Chats</td>
<td>Content Area: Second Language Writing/Composition</td>
<td>Sara Davila, Pearson, USA</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:00 pm–2:45 pm</td>
<td>WSCC, 616</td>
<td>Supporting Change on Teacher's Terms</td>
<td>Content Area: CALL/Computer-Assisted Language Learning/Technology in Education</td>
<td>Leslie Turpin, SIT Graduate Institute, USA</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:00 pm–3:45 pm</td>
<td>TCC, Chelan 5</td>
<td>Bystanders Becoming Upstanders: Media Literacy Education for Secondary ELL Students</td>
<td>Content Area: Social Responsibility/Sociopolitical Concerns</td>
<td>Janis Lacerda, International High School, USA</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:00 pm–3:45 pm</td>
<td>TCC, Tahoma 5</td>
<td>SLIFE Unlimited: Cracking the Code to Academic Writing</td>
<td>Content Area: High School/Secondary Education</td>
<td>Nicoleta Filimon, International High School, USA</td>
</tr>
</tbody>
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The presenters outline procedures for assessing speaking skills through small group discussions which simulate a university classroom discussion. Participants will learn how pre-test preparation can lower communication anxiety, encourage authentic communication, and produce more reliable pictures of students’ true speaking abilities.

This corpus-based study analyzes the rhetorical moves, uptake, and student perceptions of the teacher-student chats from five freshman ESL writing courses taught by three expert teachers. Findings show that chats are useful for establishing rapport and clarifying feedback, but we suggest that longer chat sessions may be more effective.

Change is an important feature of teacher development, yet many teacher education programs fail to bring it about. Drawing on a decade of World Learning and SIT Graduate Institute’s blended and online teacher education programs, presenters examine how they help teachers take change processes into their own hands and support them to enact change in their teaching practice.

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Blended, flipped, augmented? Technology will continue to have a major impact on the English language classroom. But how can teachers embrace technology without making the computer the center of the classroom? Exploring best practices for instruction will help teachers embrace technology while keeping the focus of instruction on students.

This presentation shares ELL media literacy lessons aimed at raising awareness of how someone becomes a victim of labeling and discrimination and how the passivity of bystanders, peers, and neighbors can make the situation more painfully serious. An international project and traveling exhibit of student work is shared.

Infusing textual evidence into written responses can be an insurmountable feat for Students with Limited or Interrupted Formal Education (SLIFE) who often lack prior exposure to academic writing. This session aims to demonstrate writing strategies that have proven to be effective with SLIFE at the secondary level.

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Wednesday, 2:00 pm–3:45 pm  
WSCC, 2A

**Where’s Real Extensive Reading in the Adult ESL/EFL Curriculum?**  
*Content Area: Reading and Literacy*

Extensive Reading (ER) is missing from many ESL/EFL programs for adult learners. On this panel, four ER research experts and practitioners provide evidence for the efficacy of ER in adult SLA as well as practical information and resources addressing concerns about including ER in the curriculum.

**Doreen Ewert**, University of San Francisco, USA  
**William Grabe**, Northern Arizona University, USA  
**Thomas Robb**, Kyoto Sangyo University, Japan  
**Marc Helgesen**, Miyagi Gakuin Women’s University, Japan

Wednesday, 2:00 pm–4:45 pm  
Sheraton Seattle, Grand Ballroom A

**How to Get Published in TESOL and Applied Linguistics Journals**  
*Content Area: Media (Print, Broadcast, Video, and Digital)*

This session provides authors with advice on how to get published in academic journals. Editors from a number of journals discuss what they are looking for in submissions to their journal and answer audience questions.

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

Wednesday, 3:00 pm–3:45 pm  
Sheraton Seattle, Ballard

**Top 10 Tips for Online Tutors**  
*Content Area: Distance Learning/Online Learning*

The rise of online learning necessitates proficiency in connecting and communicating effectively through technology. This session offers tips for online tutors, showcase exemplars, and provide an extensive resources. Gleaned from a recent ELL e-mentoring study, these tips empowers educators to engage, instruct, and inspire students online.

**Jillian Conry**, Southern Methodist University, USA  
**Karla del Rosal**, Southern Methodist University, USA

Wednesday, 3:00 pm–3:45 pm  
Sheraton Seattle, Issaquah

**A Billion Hellos: How VIPKID Is Transforming the ESL Landscape**  
*Content Area: Distance Learning/Online Learning*

Since its founding in 2013, VIPKID has exploded onto the global ESL scene, becoming the world’s fastest growing online learning platform and the first to connect Chinese students with highly-qualified ESL teachers for one-on-one instruction. Learn about its mission, vision, and innovative approach to online ESL instruction.

**Nick Compton**, VIPKID, China (People’s Republic)  
**Beleza Chan**, VIPKID, China (People’s Republic)  
**Cathy Hayes**, USA

Wednesday, 3:00 pm–3:45 pm  
WSCC, 2A

**A Language-Based Approach to Content Instruction: Scaffolding in K–12**  
Luciana de Oliveira, University of Miami, USA

Wednesday, 3:00 pm–3:45 pm  
TCC, Chelan 4

**A Virtual Community of Practice for Teacher Trainers: Practical Impacts**  
*Content Area: Teacher Education*

Can a virtual community of practice have an impact on what teacher trainers actually do in the training room? This presentation is about a study to research the impacts of such a virtual community within the context of a large-scale ELT project aimed at Iranian teacher trainers.

**Sue Leather**, Sue Leather Associates, Canada

Wednesday, 3:00 pm–3:45 pm  
TCC, Tahoma 3

**An Insider Perspective on Learning to Teach English Pronunciation**  
*Content Area: Phonology/Pronunciation*

The literature provides numerous recommendations for pronunciation teacher education, but the perspectives of student teachers are relatively unknown. This session presents a study exploring the experiences of 15 student teachers learning to teach pronunciation. Following an overview of the findings, a theoretical model constituting effective pronunciation teacher preparation is discussed.

**Amanda Baker**, University of Wollongong, Australia  
**Honglin Chen**, University of Wollongong, Australia  
**Michael Burri**, University of Wollongong, Australia

Wednesday, 3:00 pm–3:45 pm  
WSCC, 210

**Awareness, Recognition, and Production of Speech Acts**  
*Content Area: Discourse and Pragmatics*

ELLs typically learn fundamentals of language in class, but most textbooks minimally address the functional language and pragmatic knowledge needed to perform the various speech acts. In this session we give an overview of speech acts, explaining and demonstrating a variety of activities to use in the classroom.

**Sara Okello**, Maryville College, USA  
**Kathrine Colpaert**, University of Michigan–Flint, USA
Beyond Repeat After Me: Teaching Pronunciation With Imagination
Content Area: Teacher Education
Students need and want to speak with pronunciation that’s easy for others to understand. But old-fashioned repeat after me is not enough to help them reach that goal. This workshop presents practical ideas for helping students improve their pronunciation through multiple learning modalities—sight, sound, and movement.
Maria Yoshida, UC Irvine, USA

Bringing the Applied Alive in an Online MA TESOL Program
Content Area: Teacher Education
Bringing applied principles to life in an online MA TESOL program is challenging. Using a course in Applied Phonetics and Phonology as an example, discovery-based, cooperative activities are used to lead teacher candidates to an understanding of linguistic principles. Suggestions for applying these practices to other online courses are provided.
Betsy Parrish, Hamline University, USA

Classroom Assessment: Engaging Teachers, Enriching Practices, and Empowering Students
Priyanvada Abeywickrama, San Francisco State University, USA

Conference With Simultaneous Oral-Written Feedback (SOWF): Students’ Preferred Writing Response
Content Area: Second Language Writing/Composition
The presenters report on a study of student preferences for writing feedback strategies. Quantitative surveys followed by qualitative interviews with university students taking EAP writing revealed that students most preferred coursework-based, teacher-student conferencing, particularly, simultaneous oral-written feedback. Their preference for direct or indirect feedback varied according to specific problems.
Jim Hu, Thompson Rivers University, Canada

Current and Future Trends in Teacher-Created Digital Materials Development
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Many teachers create materials for their students, but how many of us create digital materials? Is that necessary? Will it be? What support do teachers need to move into digital materials writing? Come discuss these issues and share resources and examples to advance your materials development technologically.
Stephanie Hanson, University of Minnesota, USA
Adam Leskis, Oxford, United Kingdom (Great Britain)

Developing Authentic Academic Lectures for Tech-Enhanced Speaking/Listening Courses
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Authentic academic lectures prepare academically-bound students for the extensive listening demands of university coursework, but finding appropriate lectures is a challenge. Presenters describe the planning, development, and delivery of lectures by college professors for an EAP listening/speaking course. Participants leave with materials to apply this process to their own contexts.
Kim Benedicto, Michigan State University, USA
Austin Kaufmann, Michigan State University, USA
Luca Giupponi, Michigan State University, USA

Diversifying the Rhetoric in TESOL Classrooms: A World Englishes Perspective
Content Area: Nonnative English Speakers in TESOL
With a pluralistic view of English as a global language, TESOLers should utilize diverse instructional techniques to empower the ESL/EFL students in developing their language proficiency. The session reflects on presenters’ academic experiences as ESL/EFL students and teachers to suggest ideas for incorporating World Englishes.
Yasir Hussain, University of New Mexico, USA
Majed Alharbi, University of New Mexico, USA
Jose Antonio, University of New Mexico, USA
Earn CEUs With CAL Institutes: Research-Based Professional Development
Content Area: Personal and Professional Development for Teachers
CAL Institutes offer proven strategies and practical tools to help educators boost student outcomes. EL and Spanish literacy, SIOP, dual language, newcomers, and more. Institutes are held in DC and can come to your location; participants receive a CAL Certificate of Completion. Get sample activities and enter to win resources.
Annie Duguay, Center for Applied Linguistics, USA
José Medina, Center for Applied Linguistics, USA

Effects of a Sociocognitive-Transformative Approach on CAF in Learners’ Essays
Content Area: Second Language Writing/Composition
This study examined the effects of a sociocognitive-transformative approach on the complexity, accuracy, and fluency (CAF) in ESL learners’ essays. Findings reveal that the treatment group improved in fluency and complexity but not in accuracy. The treatment group also outperformed the control group in almost all aspects of CAF.
Jessie Barrot, National University, Philippines

Engaging, Enriching, and Empowering Students to Learn With Mobile Devices
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
By 2020 76% of the world population will own a mobile device. Create engaging learning in your students and empower students to not only use apps in the classroom and extend that learning to at home use as well. Get a bagful of new ideas to use in your classroom.
Susan Gaer, Santa Ana College, USA

Engaging, Enriching, and Empowering ELLs Through Poetry, Music, and Dance
Content Area: English as a Foreign Language
In this highly interactive presentation the presenter shows different ways of blending poetry, music, and dance to motivate students to learn English. Attendees have the greatest opportunity to write their own poems, put them to music and dance. Get inspired and learn how to inspire all of your students!
Mokhidil Mamasolieva, Uzbek State University of World Languages, Uzbekistan
Rokhatoy Rustamovna Boltaeva, Uzbekistan State University of World Languages, Uzbekistan

Enriching Language Learning: Countering Neurosexism in the Classroom
Content Area: Social Responsibility/Sociopolitical Concerns
Some argue that girls and boys learn language differently. Using classroom video and the concepts of priming and stereotype threat, the presenter asserts that education, not hardwiring, is what ensures that both sexes flourish when learning language. Teaching ideas to combat sexism and promote success with all children are presented.
Carol Lethaby, The New School, USA

Enriching the TESOL Practicum Experience With an International Teaching Opportunity
Content Area: Teacher Education
Creating an authentic TESOL practicum for our teacher candidates whose goal it is to teach internationally can be a challenge. This session touches on the logistics, challenges, and rewards of a TESOL practicum developed with a partner institution in France, as well as provide an opportunity for intercultural networking.
Mary Hanson, University of Colorado Colorado Springs, USA
Evelyn Pudaite Adams, Independent, USA

Enriching Vocabulary Learning Through the Involvement Load Hypothesis
Content Area: Vocabulary/Lexicon
The purpose of this presentation is to demonstrate the application of the involvement load hypothesis as a method of sequencing vocabulary activities to increase depth of learning. The presenters explain the concept and provide an opportunity for teachers to apply the concept by choosing and sequencing activities.
Dawn McCormick, University of Pittsburgh, USA
Betsy Davis, University of Pittsburgh, USA

Feedback Matters: Time-Saving Techniques for Effectively Evaluating Student Writing
Content Area: Intensive English Programs
Are you frustrated by the amount of time it takes to provide comments on student papers only to watch a few of your students apply their feedback? This session walks participants through several techniques used to save time on feedback leads to more impactful ESL writing.
Chantelle Daniels, University of South Florida, USA
Michelle Bell, University of South Florida, USA
I Forgot the Words: Classroom Factors Influencing English Speaking  
*Content Area: English as a Foreign Language*

Students’ resistance to speaking English seems to be accepted in classrooms in Japan. Through completing online narrative frames, 104 freshmen described classroom factors that influence their capacities to speak in English. Based on the results, the presenters suggest ways to stimulate classroom speaking.  
*Simon Humphries, Kansai University, Japan*

Lessons for Multilingual Learners From Native People of the Americas  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

European colonization has had a devastating impact on the cultures and languages of people around the globe. What can multilingual students learn from the experience of Native Americans? The presenters show how studying Native American writers, artists, and activists can inspire EAP students to navigate the road of in-between-ness.  
*Sadi Sahbazian, Montgomery College, USA  
Heather Satrom, Montgomery College, USA*

Longitudinal Study Confirms Efficacy of Summer Learning for Elementary ELLs  
*Content Area: Elementary School/Primary Education*

How can schools combat elementary ELLs’ summer language and literacy loss? In this session, presenters share data on the long-term academic gains made by students who attended an innovative seven-week summer program. Participants learn the outcomes of a longitudinal study on students who attended and practical information on program implementation.  
*Laura Lukens, North Kansas City Schools, USA  
R. Kent Yocum, Shawnee Mission School District - Apache Innovative School, USA*

Metaphorically Speaking: Framing the World  
*Content Area: Intercultural Communication*

Lakoff asserts that, “Metaphor is the main mechanism through which we comprehend abstract concepts and perform abstract reasoning.” Leading participants through activities to help students recognize different cultural mappings of metaphors, the presenters relate metaphors to the teaching of intercultural communication within the context of World Englishes.  
*Christopher Hastings, ITMO University, Russia  
Trenton Hagar, UNICA, Nicaragua*

Moving Toward Interactional Competence in the EFL Classroom  
*Content Area: English as a Foreign Language*

This presentation explores the concept of interactional competence and the benefits of teaching specific interactional skills such as interruption and clarification to EFL learners. Practical advice on how such skills can be taught are offered alongside video recordings showing students’ interactional performance both inside and outside the classroom.  
*Samuel Crofts, Kwansei Gakuin University, Japan*

Music and Movement in the English Classroom: Practical Implementation Strategies  
*Content Area: Arts*

This highly interactive session provides teachers with the tools they need to integrate music and movement into their English classes. Participants examine theories of embodied cognition and practice adapting familiar songs to teach both vocabulary and grammar points, leaving with specific strategies for classroom implementation.  
*Riah Werner, SIT Graduate Institute, USA*

Next-Generation ACCUPLACER: Change for a Reason  
*Content Area: Assessment/Testing*

This session provides an overview of the content of the newly designed next-generation ACCUPLACER reading, writing, and math tests. The presentation includes a discussion of the key features of the new test design, test content, and sample test questions. A Q&A period follows.  
*Keith Henry, College Board, USA  
Constance Tsai, College Board, USA*
Organizing a Writing Workshop for Graduate Students  
*Content Area: Second Language Writing/Composition*

Is there a need for a writing workshop for graduate students who are nonnative speakers of English on your campus? Have you organized or led one? This session is the place to share with your peers your successful lessons in organizing writing workshops for nonnative speakers of English graduate students.

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

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Pedagogy and Emotions: Exploring English Language Teachers’ “Emotion Labor”  
**Sarah Benesch**, College of Staten Island–CUNY, USA

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Practical Applications of Reading Apprenticeship in the IEP Reading Classroom  
*Content Area: Intensive English Programs*

In this session, the presenters share their own experiences and demonstrate examples of activities using Reading Apprenticeship strategies in community college IEP Reading classes. Attendees leave with an understanding of general Reading Apprenticeship concepts and strategies, and the ability to design activities for their own classrooms.

**Kristina Kellermann**, Cascadia College, USA  
**Jessica Weimer**, Cascadia College, USA

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Relationship Between Alphabetic Print Literacy and Oral English Acquisition  
**Elaine Tarone**, University of Minnesota, USA

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Stand Out: Critical Thinking in the Adult Education Classroom  
*Content Area: Adult Education*

Students learning to learn, working through problems, and addressing new ideas is at the forefront of College and Career Readiness standards. Students at all levels can engage in critical thinking activities in the classroom. Learn how to help students learn to learn in this interactive workshop!

**Rob Jenkins**, Santa Ana College, USA

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Strategies for Fostering Key Uses of Academic Language Among Stakeholders  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

Students, families, teachers, and school leaders form a powerful force that can lead to positive change in teaching and learning practices. But where do you even begin to make a difference? This session centers on academic language use as the linchpin for promoting engagement and fortifying curriculum.

**Margo Gottlieb**, WIDA Consortium, USA

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Supporting Muslim Students in K-12 Schools: Knowledge and Practical Suggestions  
*Content Area: Applied Linguistics*

In addition to expanding current knowledge about the education of Muslim students in Western settings, results of this project and its proposed pedagogical recommendations offer important implications for pre and in-service teacher education and professional development. Specific outcomes for the education and socio-cultural integration of Muslim children are also discussed.

**Laura Mahalingappa**, Duquesne University, USA  
**Nihat Polat**, Duquesne University, USA  
**Terri Rodriguez**, College of St. Benedict and St. John’s University, USA

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Supporting Students With Limited or Interrupted Formal Education (SLIFE)  
*Content Area: High School/Secondary Education*

Students with limited or interrupted formal education (SLIFE) bring a unique set of skills to the classroom and require specific forms of academic and socio-cultural support. The purpose of this dialogue is to empower participants by sharing strategies and developing action steps for supporting SLIFE in their schools.

**Jill Kester**, SupportEd, USA  
**Maria Konkel**, Educational Testing Service, USA

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Teaching Listening and Speaking in EFL/ESL Contexts  
**Okim Kang**, Northern Arizona University, USA
The Neuroscience of Stories: Why Our Brains Love Them

*Content Area: Applied Linguistics*

Stories, the original Wikipedia, are the oldest tool of teaching and still the most potent. Our brains process stories more effectively than other formats because narration works the same way brains do. Stories also cause parallel activation of the insula and brain linking. Let’s look at the neuroscience of stories.

*Curtis Kelly*, Kansai University, Faculty of Commerce, Japan

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Triple E and Word Study in a Low-Literacy Class

*Content Area: Adult Education*

This practice-oriented presentation focuses on a word study approach for adult ELL students who are emergent ELLs, and whose educational level in their native language is below the 6th grade.

*Cathy Payne*, RISE- Academy for Adult Achievement, USA

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University Faculty and Staff Perceptions of Nonnative English Speaker Needs

*Content Area: Higher Education*

The presenters describe findings from a survey of 1,500 faculty and staff investigating perceptions of the benefits and challenges of supporting nonnative English speakers at a large public research university. The presenters also discuss the recommendations suggested by survey respondents for enhancing support for faculty and staff.

*Bethany Peters*, University of Minnesota, USA
*Michael Anderson*, University of Minnesota, USA

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Using Collaborative Writing Activities in EFL Contexts

*Kim McDonough*, Concordia University, Canada

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Using Corpus Linguistics in Teaching ESL Writing

*Content Area: Applied Linguistics*

This session explores the use of corpus linguistics in teaching L2 writing as an effective way to bring authentic language into the classroom. The presenters discuss ways of incorporating corpora in teaching L2 writing and demonstrate a sample activity of how to use a corpus to address discourse competence.

*Gusztav Demeter*, Case Western Reserve University, USA
*Ana Codita*, Case Western Reserve University, USA
*Hee-Seung Kang*, Case Western Reserve University, USA

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Using Images to Elicit and Reinforce Language Structures and Vocabulary

*Content Area: Vocabulary/Lexicon*

Join ESL Library’s CEO Ben Buckwold for tips and techniques on using vocabulary images to elicit language and teach vocabulary to beginner and low-intermediate learners. Ben demos ESL Library’s flashcard section, which has over 2,000 images that teachers can print or display for games, activities, and lessons.

*Ben Buckwold*, ESL Library, Canada

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Wikis: Negotiating ESL Collaborative Creative Writing

*Content Area: Second Language Writing/Composition*

The presentation describes a multiple case study that explored the effect of collaborative creative writing on individual writing development in terms of accuracy, complexity, and creativity. Group dynamics, revision behaviors, and creative thinking processes were also examined. Participants leave the presentations with practical guidelines for using collaborative creative writing tasks.

*Rima El Abdali*, PSU, USA

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Advocating English Language Learning and Interculturality in Colombia’s Coffee Region

*Content Area: English as a Foreign Language*

In this panel presentation, three educational and cultural academic directors from the coffee region in Colombia advocate how they engage the community in English language learning, provide intercultural exchange, empower students to seek social, professional and academic opportunities in the United States, and enrich English teachers’ professional development.

*Eliana Agudelo*, Binational Center Pereira, Colombia
*Alejandro Arias*, Binational Center Manizales, Colombia
*Andrea Russi*, BNC Armenia, Colombia
Developing an Appropriate Pedagogy:
Writing and Multilingual University Students
Content Area: Higher Education

Academic writing can be tortuous for postsecondary multilingual students whose understanding of written academic texts and writing processes suffer from limited strategies. This expert panel seeks to develop an appropriate pedagogy to support writing improvement by integrating different perspectives and strategies focused upon students at the postsecondary levels of instruction.

Katherine Earley, University of New Hampshire, USA
Sarah Jusseaume, University of New Hampshire, USA
Alan Hirvela, Ohio State University, USA
Olga Griswold, California State University, Pomona, USA
Sidury Christiansen, University of Texas at San Antonio, USA
Patrick Randolph, University of Nebraska–Lincoln, USA
Yogesh Sinha, Sohar University, Oman

Interrogating Translingual Writing
Content Area: Second Language Writing/Composition

The purpose of this panel session is to closely examine the somewhat controversial notion of translingual writing in the context of second language writing studies in order to work toward developing a common understanding of translingual writing and to facilitate a productive dialogue about it among second language writing professionals.

Tony Silva, Purdue University, USA
Hadi Banat, Purdue University, USA
Yue Chen, Purdue University, USA
Negin Hosseini Goodrich, Purdue University, USA
Ashley J. Velázquez, Purdue University, USA
Zhaozhe Wang, Purdue University, USA
L2 Pragmatics for ITA Practitioners
Content Area: International Teaching Assistants

In this session, four speakers share studies on L2 pragmatics: one on a Vygotskian approach to teaching L2 pragmatics, one on using mixed-methods to assess L2 pragmatics, and two on recent research in discourse analysis and L2 pragmatics. A discussion with the audience concludes the session.

Kathleen Bardovi-Harlig, Indiana University, USA
Soo Jung Youn, Northern Arizona University, USA
Maria Pia Gómez Laich, Carnegie Mellon University, USA
Debra Friedman, Indiana University–Bloomington, USA

Walking the Tight Rope of Social Justice Work
Content Area: Social Responsibility/Sociopolitical Concerns

This panel addresses the fine line of teaching for social justice and negotiating the political backlash, as well as the expertise required in facilitating awareness activities, because sometimes well-intentioned social justice work can unintentionally cause harm when not well presented.

Heidi Faust, University of Maryland, Baltimore County, USA
Carter Winkle, Barry University, USA
Elisabeth Chan, Northern Virginia Community College, USA
Shelley Wong, George Mason University, USA
Laura Jacob, Mt. San Antonio College, USA

Workshopping Learning Outcomes and Assessments for ESL Classrooms and Programs
Content Area: Intensive English Programs

This interactive workshop focuses on writing and revising student learning outcomes and the role of assessment in the language curriculum. Using Bloom’s Taxonomy, participants gain exposure to writing and critiquing outcomes at the program and course level. Participants then explore potential uses of assessment strategies.

Kevin Martin, Virginia International University, USA

Using Blogger and Vocaroo to Facilitate Interaction Outside of Class
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

Providing a space outside of class for students to interact can contribute to a strong classroom community, resulting in increased communication in the classroom. This teaching tip describes the uses of Vocaroo and Blogger, in a university ESL oral communication skills course, to promote speaking, listening, and interaction among peers.

Courtney Cunningham, English Village, USA

Addressing the Digital Divide in ELT Materials Evaluation
Content Area: Materials Writers, Curriculum/Materials Development

Many ELT materials are available in digital form; however, materials evaluation continues to focus on print. This presentation addresses the gap by expanding evaluation criteria to address both the pedagogical and technological components of digital materials. The resulting nuanced set of questions is applied to two online commercial language courses.

Kay McAllister, Trinity Western University, Canada

Assessment 2.0: Engaging Students With Program-Wide Digital Portfolios
Content Area: Assessment/Testing

The presenters share their experience implementing digital portfolios as a program-wide alternative assessment in level progression decisions within an English language program focused on academic preparation. Evidence of gains in multiple language skills is explored, as well as student performance. Participants brainstorm implementing digital portfolios in their teaching contexts.

Marcella Caprario, New York University Shanghai, China (People’s Republic)
Kristin Hiller, New York University Shanghai, China (People’s Republic)
Marcel Daniels, New York University Shanghai, China (People’s Republic)
**Wednesday, 4:00 pm–4:45 pm**

**IP**

**Authentic Encounters: Putting IEP Students Into University Classrooms**

*Content Area: Intensive English Programs*

Preparing students for success in American classrooms is a holistic process that should involve both the IEP and the university. Presenter reports research on the effects of placing IEP students into university classes prior to matriculation, and will offer a model for developing collaborative partnerships between IEsPs and host institutions.

*Katherine Brinkmeyer*, Saint Francis University, USA  
*Sarah Wood*, Saint Francis University, USA

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**Wednesday, 4:00 pm–4:45 pm**

**VDM**

**Cultivating Critical Thinking About Multimodal Texts in the ESL Classroom**

*Content Area: Adult Education*

Critical thinking and multimodality have been of interest in SLA. Few studies have examined the intersections of critical thinking and multimodality in ESL. We present ways to teach and assess students' comprehension of multimodal texts and critical thinking skills using a question-making activity on Bloom's taxonomy and Visual Thinking Strategies.

*Nassee Hasan*, INTO University of South Florida, USA  
*Andrea Lypka*, INTO University of South Florida, USA

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**Wednesday, 4:00 pm–4:45 pm**

**EFL**

**Dilemmas and Solutions in a Standards-Based Teacher Appraisal System**

*Content Area: Program Administration*

Developing a comprehensive teacher appraisal system involves dilemmas ranging from what standards to include, how to incorporate data from classroom observations and other sources, and how to foster teacher development and promote differentiation. This discussion addresses these issues and presents a standards-based teacher appraisal system in a large EFL program.

*Isabela Villas Boas*, Casa Thomas Jefferson, Brazil

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**Wednesday, 4:00 pm–4:45 pm**

**HE**

**Changing Conversation Norms and Their Impact on Oral Proficiency Development**

*Content Area: Sociolinguistics*

Students must practice outside of class to build their speaking proficiency, but how can they do this when everyone they meet is staring at a screen? Participants consider ways technology is affecting oral communication, and discuss how to prepare students, linguistically and pragmatically, for changing conversation norms.

*Stephanie Hanson*, University of Minnesota, USA  
*Pamela Pollock*, Harvard University, USA

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**Wednesday, 4:00 pm–4:45 pm**

**TE**

**Dutch EFL Teachers' Cognitions on Developing Students' Digital Reading Skills**

*Content Area: Teacher Education*

This presentation reports on a pilot lesson study project in the Netherlands where secondary EFL teachers designed an innovative lesson series together aimed at developing pupils' higher order reading skills in a digital environment. The research focus is on the teacher cognitions that emerged. Results are shared, leaving room for discussion.

*Manon Reiber-Kuijpers*, HAN University of Applied Sciences, Netherlands

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**Wednesday, 4:00 pm–4:45 pm**

**IEP**

**Critical Analysis Skills Empower Students to Think and Write Clearly**

*Content Area: Higher Education*

University professors often perceive that international students lack critical thinking and writing skills. Explicit instruction of critical reasoning skills to ESL students can yield surprising benefits. The presentation will demonstrate how an EAP reading course designed around deep analysis of academic texts promoted students' independent thought and improved their writing.

*Elizabeth Holloway*, Missouri Valley College, USA

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**Wednesday, 4:00 pm–4:45 pm**

**TE**

**Flipped Learning in Online Teacher Education**

*Content Area: Teacher Education*

Presenters share their instructional design for implementing flipped learning in online teacher education programs, in the U.S. and Colombia, using synchronous sessions in a virtual classroom, peer instruction, and asynchronous access to relevant content, providing preservice teachers with robust learning opportunities and addressing the challenges of online teacher education.

*Helaine W. Marshall*, Long Island University Hudson, USA  
*Carolina Rodriguez-Buitrago*, Institucion Universitaria Colombo Americana, Columbia
Helping ELLs Develop Content Vocabulary and Academic Language Proficiency

Content Area: Vocabulary/Lexicon

The speaker shares strategies to help ELLs develop their academic and domain-specific vocabularies and language proficiency. She engages attendees with strategies using roots, affixes, cognates, and visuals, and shares ideas to help students utilize language, access complex concepts, and become successful readers, thinkers, speakers and writers.

Donna Knoell, Consultant, USA

Wednesday, 4:00 pm–4:45 pm
Sheraton Seattle, Metropolitan A

Interpreting Student Feedback About a CALL Program Through Activity Theory

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

Given that ESL professionals regularly encounter opportunities to adopt emerging technologies, the use of a holistic approach for evaluation is necessary. This presentation demonstrates how two IEP faculty integrated a speaking-and-listening CALL program, English Central, into their courses and utilized activity theory to interpret student feedback and inform curricular decisions.

Nikki Mattson, Pennsylvania State University, USA
Stacy Suhadolc, Pennsylvania State University, USA

Wednesday, 4:00 pm–4:45 pm
WSCC, 203

Improving IEP Learners’ Literacy Outcomes Through Faculty and Librarian Collaboration

Content Area: Higher Education

Partnerships between faculty and librarians can enhance international students’ academic success by embedding information literacy standards in student learning outcomes. This presentation introduces attendees to the Association of College and Research Libraries Information Literacy Framework, demonstrates a successful collaborative practice, and thus helps identifying opportunities for improved practice in IEPs.

Beatrix Burghardt, Texas A&M University, USA
Christina Wray, Indiana University, USA

Wednesday, 4:00 pm–4:45 pm
WSCC, 310

Logographic or Alphabetic, What Difference Does It Make?

Content Area: Higher Education

There has been a renewed interest recently in examining the orthographic sensitivity among second language learners with diverse first language (L1) backgrounds. How do ELLs with alphabetic and nonalphabetic L1 backgrounds differ in understanding the internal orthographic structure of words? This presentation attempts to address this issue.

Ke Xu, City University of New York, USA
Ron Lee, East Los Angeles College, USA
Peiya Gu, Suzhou University, China (People’s Republic)

Wednesday, 4:00 pm–4:45 pm
TCC, Tahoma 1

Incorporating Career and College Readiness Standards in Beginning ESL Classrooms

Content Area: Adult Education

The Career and College Readiness Standards incorporate 21st century skills into our adult education curriculum. Many assume that these standards are appropriate only in upper transition ESL levels. However, students benefit if such skills are integrated from Literacy/Beginning Low, building students’ skills throughout their ESL Program. Come learn how!

Lisa Gonzalves, UC Davis, USA
Elizabet Wendt, Oakland Adult & Career Education, USA

Wednesday, 4:00 pm–4:45 pm
TCC, Yakima 2

Overcoming Barriers: Macro and Micro Approaches to Curriculum Revision

Content Area: Program Administration

Language-program administrators often lead curricular revisions in response to the changing needs of their student populations. Two case studies provide opportunities for participants to reflect on challenges related to curricular decisions and effective strategies to overcome them. This session is relevant to individuals involved in this process.

Brad Teague, Duke University, USA
Mackenzie Bristow, Emory University, USA

Wednesday, 4:00 pm–4:45 pm
WSCC, 212
**Personal Accounts: U.S. Department of State's English Language Programs' Impact**

In an interactive poster fair, over a dozen international program participants discuss how US Department of State programs have supported their professional development, enhanced teaching and learning of English in their communities, encouraged mutually supportive global networks, and positively impacted their lives and those of their students.

**Jennifer Uhler**, U.S. Department of State, USA

**Fife MacDuff**, U.S. Department of State, USA

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**Service Provision for ELLs With Disabilities: Fact vs. Fiction**

**Content Area: Learning Disabilities/Special Needs**

Based on an ethnographic study, this session focuses on five pervasive myths that educators had about service provision for ELLs with disabilities. After identifying the myths, this session draws upon federal guidelines to clarify what the law says—and does not say—about providing services for these learners.

**Sara Kangas**, Lehigh University, USA

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**Pop-Up Pronunciation: Integrating Pronunciation Mini-Lessons Into All Skills**

**Content Area: Higher Education**

Should teachers facing a time-crunch or course cutbacks still address pronunciation? If so, how? The presenters discuss the relationship of pronunciation to the other skills and demonstrate quick pop-up activities that efficiently and effectively connect pronunciation to reading, grammar, and writing.

**Marilyn Guekguezian**, University of Southern California, USA

**Holly Gray**, Montgomery College, USA

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**Research Informing a Methodological Approach Validating Focused Written Corrective Feedback**

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

This study investigated the effectiveness of providing focused direct written corrective feedback, (correcting one or a few structures), completing a cognitively designed error log, and finally undertaking a revision. The results support the introduction of a methodological approach to focused feedback confirming its ecological validity and unifying two SLA theories.

**David Frear**, Zayed University, United Arab Emirates

**Paul Carroll**, Zayed University, United Arab Emirates

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**SCIE: An Excellent Option for Quality Intensive English Language Learning**

**Content Area: Community College and Technical Education**

Seattle Central Institute of English provides an extraordinary space to improve English language proficiency while earning transferable college credit in college classes. Our Intensive English and College Bridge programs offer students opportunities to maximize learning in the context of Seattle, Washington in the beautiful Pacific Northwest. Check out our presentation!

**Douglas Goodwin**, Seattle Central Colleges, USA

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**Teaching With Mobile Devices: Some Practical Ideas and Considerations**

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

Mobile phones and tablets are powerful devices central to our lives. Why not use them as teaching tools in and out of the classroom? Practical ideas and activities are presented and hands-on activities are carried out to explore the potential of mobile learning to create innovative learning opportunities.

**Maria Kamijo**, Leaders English Language Centre, Argentina
TED Talks: Powerful Ideas to Inspire 21st-Century Learning

Content Area: English as a Foreign Language

When people want to learn, they do. Explore how powerful ideas from TED Talks, combined with compelling real-world content from National Geographic, will get learners asking questions like “What if?”, “Have you ever wondered?”, and “Could this be true?” and sets the stage for impactful 21st-century learning.

Lewis Lansford, National Geographic Learning, United Kingdom (Great Britain)
Anders Bylund, National Geographic Learning, USA

TESOL: Your Contribution to World Peace and Harmony

Content Area: Refugee Concerns

A celebration of ELT programmes designed to increase understanding in contexts of conflict and distress globally. A preview of the forthcoming freely-available British Council publication English along the Fracture Lines. Case studies come from military conflicts, racial tension, and refugee situations in Middle East, Africa, and Asia.

John Knagg, British Council, United Kingdom (Great Britain)

The edTPA Teacher Performance Assessment: Strategies to Support Candidates

Content Area: Accreditation/Certification/Credentialing

This session is of interest to TESOL professionals working with teacher candidates completing the edTPA. Following an overview of research and current debates concerning the edTPA for English as an Additional Language, participants are invited to ask questions, share strategies to support candidates, and address common challenges.

Tabitha Kidwell, University of Maryland, College Park, USA

The Grammar You Need for Academic Writing: Beginning Through Advanced

Content Area: Grammar

The authors of the new ‘Grammar You Need’ series of fold-out cards demonstrate methods of teaching core grammar structures at basic, intermediate and advanced ESL levels. Participants leave with practical techniques and useful materials. This three-card series on grammar for intermediate and advanced ESL levels. Participants leave with practical

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Mark Alves, Montgomery College, USA
Eileen Cotter, Montgomery College, USA
Henry Caballero, Montgomery College, USA

University Success: Beyond the English Language Classroom

Content Area: Intensive English Programs

Many teachers understand the frustration learners feel about the rigorous expectations of academic environments. The future of academic English programs requires introducing longer, more challenging, STEAM related content. University Success addresses these challenges with authentic content informed by Stanford professors in a book designed for the English language learner.

Robyn Brinks Lockwood, Stanford University, USA
Larry Zwier, Michigan State University, USA
Maggie Sokolik, UC Berkeley, USA
Diane Schmitt, Nottingham Trent University, United Kingdom (Great Britain)

A Memorial Panel on the Life and Legacy of Braj Kachru

To memorialize and honor Braj Kachru, the originator of World Englishes and the Circles of English model, this panel brings together scholars whose lives works and practices influenced by Kachru—as an intellectual, scholar and human being. The presenters also discuss his legacy for the future of English(es).

Suzanne Hilgendorf, Simon Fraser University, Canada
Ahmar Mahboob, University of Sydney, Australia
Aya Matsuda, Arizona State University, USA
Shikaripur Sridar, Stony Brook University, USA
Bedrettin Yazan, University of Alabama, USA

Breaking the Unwanted Stepchild Curse: Elevating the Image of ESL

Content Area: Program Administration

The field of ESL has become a well-established discipline. Yet, despite its pivotal role in fostering nonnative English speakers’ success, ESL programs and professionals often receive minimal respect from mainstream administrators and faculty. This workshop focuses on the realities of many ESL departments and offers solutions to elevate their status.

Patrick Randolph, University of Nebraska–Lincoln, USA
Richard Forest, Central Michigan University, USA
Kate Scott, Saginaw Valley State University, USA
Tiffany Wilson-Mobley, Fairview Elementary, Middle, and High Schools, USA
Tamara Jones, Howard Community College, USA
Creating Career Pathway Programs That Engage, Enrich, and Empower Students  
**Content Area: Adult Education**

In this practice-oriented presentation, participants learn the foundations for building a high-quality Career Pathways System, effectively supporting adult ELLs. The presenters share lessons learned from their own award-winning program, engage participants in hands-on curriculum and contextualization activities, and encourage participants to share in an interactive format.

**Tracy Henninger-Willey**, Lane Community College, USA  
**Rosa Lopez**, Lane Community College, USA  
**Aliscia Niles**, Lane Community College, USA

Critical Perspectives in Evangelical Christianity and English Language Teaching  
**Content Area: Applied Linguistics**

Evangelical Christianity has been recognized as a significant area of scholarship in English Language Teaching, especially in the past decade. This interactive session focusing on critical perspectives in this field of study brings together framing of this work and three recent studies situated in various countries all over the globe.

**Manka Varghese**, University of Washington, USA  
**Huamei Han**, Simon Fraser University, Canada  
**Bill Johnston**, University of Indiana, USA  
**Eun-Yong Kim**, University of Toronto, South Korea  
**Xia Chao**, Duquesne University, USA

Exploring the Relationships Among Interactiveness, Cognitive Load, and Test Difficulty  
**Content Area: Assessment/Testing**

Test interactiveness concerns the extent to which learners completing a test apply their language skills, topical knowledge, and emotional experiences in the course of answering questions or completing tasks. In this workshop, participants compare reading subtests to examine the relationships among interactiveness, cognitive load, and test difficulty.

**Gordon Moulden**, Trinity Western University, Canada

Literacy and Language Education for ELLS in the 21st Century  
**Content Area: Language Policy and Planning**

In this panel, the presenters use a series of vignettes to illustrate the on-the-ground realities of literacy and language education for ELLs in U.S. schools and to illuminate the academic and social challenges ELLs encounter. Translanguaging pedagogies are proposed as a promising framework that can engage, enrich, and empower ELLs’ multilingual and multiliterate development for the 21st-century globalized world.

**Xenia Hadjiioannou**, Pennsylvania State University, Lehigh Valley  
**Danling Fu**, University of Florida, USA  
**Xiaodi Zhou**, University of Georgia, USA

Reading, Interpreting, and Creating Comics in the ESL/EFL Classroom  
**Content Area: Media (Print, Broadcast, Video, and Digital)**

Graphic novels, comic strips, and rage comics are valuable multimodal resources that allow teachers and students to be creative with language. This workshop features the use of these resources in the ESL/EFL classrooms. Teachers experiment with different types of comics and design their own classroom tasks using comic strips.

**Dongmei Cheng**, Texas A&M University–Commerce, USA

Start to Finish: Materials Development for ITAs  
**Content Area: International Teaching Assistants**

ITA trainers often need to make their own materials, but a large project can seem daunting. In this session, three presenters explain the process of how they each planned, funded, created, shared and evaluated their projects for ITAs in three different media: workshops, videos, and written materials.

**A. C. Kemp**, Massachusetts Institute of Technology, USA  
**Kenneth Hyde**, University of Delaware, USA  
**Pauline Carpenter**, Harvard University, USA
Supporting Multilingual Writers Through Tutor Development: Becoming a Language Coach  
*Content Area: Second Language Writing/Composition*  
In this workshop, presenters from two different institutions—a community college in the mid-west and a public university in the far north—discuss and model methods to help tutors to develop effective strategies for supporting the multilingual writers in their writing centers and thus become skilled language coaches.  
**Jennifer Staben,** College of Lake County, USA  
**Sarah Kirk,** University of Alaska Anchorage, USA

Teaching the Missing Link in University Writing: Reader-Writer Relationship  
*Content Area: Second Language Writing/Composition*  
Drawing on rhetorical, systemic-functional, and ESP orientations to teaching university writing, this hands-on workshop shows how writers create a psychological (cognitive and affective) interface with readers and establish a shared base of specific language (terms or wordings), knowledge (facts or information), and perceptions (viewpoints or attitudes) to achieve their purposes.  
**Martha Pennington,** SOAS University of London, United Kingdom (Great Britain)

Developing and Empowering ESL Writers Through Primary Research Projects  
*Content Area: Second Language Writing/Composition*  
Drawing from sociocultural perspectives, this presentation explores teaching practices that incorporate primary research projects beyond the ESL writing classroom. Participants present examples and resources for primary research projects that empower students to genuinely engage with campus, immigrant, and local communities, and broaden their literacy practices.  
**Julie Dykema,** University of Washington, USA  
**Hee-Seung Kang,** Case Western Reserve University, USA

Empowering Academic English Students Through Reading Fluency Practice  
*Content Area: Intensive English Programs*  
Fluency reading practice is essential in advanced academic ESL classes; however, finding time for fluency practice is difficult. The presenter provides practical suggestions for employing this practice in an efficient way with higher level students and includes time for participants to discuss application to their own instructional contexts.  
**Kendra Bradecich,** University of Delaware, USA

Engaging and Empowering ELLs by Incorporating Google Docs  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*  
This session explores practical ways to use Google Docs, which facilitates synchronous group work and collaboration, to improve student writing (peer editing and citation), reading (annotation), critical thinking, grammar, and oral communication (pronunciation and public speaking). Attendees leave the session with engaging lesson ideas that can be immediately implemented.  
**Clarissa Moorhead,** University of Miami, USA  
**Barbara Barrett,** University of Miami, USA

Increasing Student Engagement by Using Student-Derived Material for Class Content  
*Content Area: Intensive English Programs*  
This presentation describes an adaptable teaching method that uses materials derived from student research for class content. The goal of this approach is to increase student engagement, to empower students to contribute to their own learning, and to provide a context for practicing responsible use of online resources.  
**Denise Desrosiers,** University of New Hampshire, USA

Strategies to Encounter and Comprehend Complex Texts  
*Content Area: Reading and Literacy*  
The strategies employed by effective readers can be explicitly taught to improve reading comprehension. The primary purpose for reading is an active process requiring an intentional and thoughtful interaction between the reader and the text. To enhance reading which leads to perfect writing readers should educate with simple strategies.  
**Renuka Karunaratne,** University of South Florida, USA
<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Adapting Online Content for Meaningful Practice in ESP (Biotechnology)</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>SCC, 212</td>
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<tr>
<td>Benefits of Translanguaging During Shared Read-Alouds for Literacy Development</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>SCC, 303</td>
</tr>
<tr>
<td>Beyond Language Needs: Developing International Students' Electronic Literacy</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>SCC, 310</td>
</tr>
<tr>
<td>Delivering Realistic Secondary School English Proficiency Expectations in EFL Countries</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>TCC, Tahoma 1</td>
</tr>
<tr>
<td>Doing and Undoing (Non)nativeness: Glocal Perspectives From a Graduate Classroom</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>SCC, 213</td>
</tr>
<tr>
<td>Enriching Students' Experience: Collaborative Mobile-Game Play With Native Speakers</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>SCC, 3B</td>
</tr>
<tr>
<td>Establishing, Sustaining, and Facilitating Teacher Engagement in Professional Reading Groups</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>TCC, Chelan 4</td>
</tr>
<tr>
<td>Flipped Classroom 3.0: ESL Digital Collaborative Through Student-Created Multimedia Materials</td>
<td>Wednesday, 5:00 pm–5:45 pm</td>
<td>SCC, 604</td>
</tr>
</tbody>
</table>

**Adapting Online Content for Meaningful Practice in ESP (Biotechnology)**

**Content Area: English for Specific Purposes**

This practice-oriented session demonstrates activities aimed at stimulating meaningful language practice within tertiary education in the field of biotechnology. The presenter discusses: 1) using podcasts as a source and model for practice and production; 2) using Michael Alley’s Assertion-Evidence approach coupled with experiment.com’s crowd-funded research platform to practice presenting.

*Brett Yarnton, University of Applied Sciences Wiener Neustadt, Campus Tulln, Austria*

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**Benefits of Translanguaging During Shared Read-Alouds for Literacy Development**

**Content Area: Bilingual Education**

This presentation examines how translanguaging during shared reading facilitates comprehension, increases vocabulary, and develops language proficiency. Literature related to translanguaging during storybook reading and translanguaging pedagogies within schools and data from field recordings are presented to highlight how educators can use student’s linguistic resources to enhance academic learning.

*Stephanie Moody, Texas A&M University, USA*

*Zohreh Eslami, Texas A&M University, USA*

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**Beyond Language Needs: Developing International Students' Electronic Literacy**

**Content Area: Intensive English Programs**

Increases in enrollment have prompted universities to provide more blended and online classes. For this reason, the IEP at a large Midwestern university has designed and implemented a technology course to help international students succeed in their university classes. Presenters describes the course and discuss lessons learned.

*Jayme Wilken, Iowa State University, USA*

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**Delivering Realistic Secondary School English Proficiency Expectations in EFL Countries**

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

In many EFL countries, governments expect that most students will be broadly functional in English by secondary school graduation. This expectation is not realistic in countries where teacher training and English instructional time are both limited. This session provides a framework for setting reasonable English proficiency and teacher preparation expectations.

*Brock Brady, U.S. Peace Corps, USA*
Korean Students’ Perceptions of TOEFL iBT Writing

Content Area: Assessment/Testing

This study investigates how Korean students prepare for the TOEFL iBT writing and what challenges they face by analyzing online forum data obtained from gohackers.com. The study suggests that the format and the scoring of the test be critically examined to accommodate divergent needs of EFL students.

Eun-Young Julia Kim, Andrews University, USA

Is Plagiarism Stealing? Reconceptualizing Plagiarism in the Multilingual Writing Classroom

Content Area: Second Language Writing/Composition

Teaching plagiarism as stealing obscures the nuances of effective source use, particularly when digital texts often lack a clear author from whom to steal. This session offers activities and strategies to help multilingual writers reconceptualize source use and misuse in terms of ethos-building and responsible research rather than theft.

Bethany Bradshaw, George Mason University, USA
Juliana Pybus, North Carolina State University, USA

Response to Student Writing as a Relationship-Building Activity

Content Area: Second Language Writing/Composition

This session discusses the results of a study conducted to examine oral response to student writing as a relationship-building activity. The presenter demonstrates how a composition instructor used interactional resources during a writing conference to provide negative feedback on student writing without damaging interpersonal relationships with the student.

Elena Shvidko, Purdue University, USA

Questioning English-Only as a Medium of Instruction in Japan

Content Area: English as a Foreign Language

This exploratory research examined the perceptions of freshman EFL students about English-only instruction in English for Academic Purpose courses offered at a private university in Japan. The findings suggest that an English-only policy may place less proficient students at a disadvantage, when the contents of classes are more cognitively challenging.

Masakazu Mishima, Rikkyo University, Japan

Let’s Plan Science Lessons Using Just Right Picture Books

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

Addressing the Next Generation Science Standards for elementary ELLs with informational text in visuals and narration of picture books supports the comprehension of technical vocabulary, discipline-specific concepts, and provides opportunities for hands-on practice. The presenter models the National Science Teachers Association 5E lesson plan, including hands-on experiments, using picture books.

Judith O’Loughlin, Language Matters, LLC, USA

Overcoming Outgroup Favoritism Through English Language Teaching in China

Content Area: Intercultural Communication

As part of an action research on a College English course Language, Culture and Communication in a top university in Beijing, the study found that outgroup favoritism had prevented students from becoming interculturally competent, and discussed teaching practices that helped empower students to embrace themselves when they learn English.

Xuan Zheng, Peking University, China (People’s Republic)

Grammar for Great Writing

Content Area: English as a Foreign Language

What grammar do our students need for better writing? What grammar problems should teachers anticipate? How can we help students with the grammar needed for their writing? In this session, an experienced ESL writing teacher explains how the new series Grammar for Great Writing addresses all of these important questions.

Keith Folse, University of Central Florida, USA

IEP 2.0: Four Generations of Teachers in One Program

Content Area: Intensive English Programs

What happens when a Traditionalist, a Baby-boomer, a Generation X-er, and a Millennial walk into a classroom? A better version of an IEP will occur! Participate in a dialogue on issues and their solutions regarding collaboration between educators of different generations to engage students, enrich programs, and empower faculty.

Celeste Flowers, University of Central Arkansas, USA
Perez, Andrews University, USA

Is Plagiarism Stealing? Reconceptualizing Plagiarism in the Multilingual Writing Classroom

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Xuan Zheng, Peking University, China (People’s Republic)
Taking on the “P Word” in Low-Level Oral Communication

Content Area: Discourse and Pragmatics

The spiraling influences of culture, personality, and intention make pragmatics an ideal fit for oral communication classes. Participants first discuss the implications of pragmatics instruction. Then they experience activities that conflate pragmatics, vocabulary, grammar, and pronunciation. Adaptable lesson plan options for practicing both sides of a conversation are provided.

Alice Savage, Lone Star College System, USA

Teaching Around Taboos: Empowering Students to Effectively Communicate Difficult Topics

Content Area: Intercultural Communication

Communication surrounding gender, race and sexuality in classrooms can be difficult; however, these topics often appear as subject material in advanced language classes. This session will illustrate common taboos and ways that educators can empower students to successfully maneuver through difficult topics and break intercultural barriers through student role-playing.

Rachel Fields, ELS Language Centers, USA
Angel Gambrel, ELS Language Centers, USA
Journals and books from Equinox Publishing

**Instructed Second Language Acquisition**
*Instructed Second Language Acquisition* reports on and offers critical discussion of language research and practice across a range of languages and international contexts.

[www.equinoxpub.com/isla](http://www.equinoxpub.com/isla)

**Writing & Pedagogy**
*Writing & Pedagogy* provides an international forum for discussion and dissemination of knowledge focused on the nature of writing and the teaching of writing.

[www.equinoxpub.com/wap](http://www.equinoxpub.com/wap)

**CALICO Journal**
The official publication of the Computer Assisted Language Instruction Consortium, *CALICO Journal* is devoted to the dissemination of information concerning the application of technology to language teaching and language learning.

[www.equinoxpub.com/calico](http://www.equinoxpub.com/calico)

**Assessing the Language of Young Learners**
*Assessing the Language of Young Learners* by Angela Hasselgreen and Gwendydd Caudwell

“A very comprehensive and nice introduction. This book will be a great addition to the existing literature on this topic.”

Yuko Goto Butler, Associate Professor, Penn Graduate School of Education


**Assessing English on the Global Stage: The British Council and English Language Testing, 1941-2016**

Cyril J. Weir and Barry O’Sullivan

“Based on in-depth interviews, extensive document analysis and insider perspectives, this volume is a must for any language tester’s professional library.”

Christine Coombe, TESOL President (2010-2013)


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THURSDAY, 23 MARCH 2017

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

TCC = The Conference Center
WSCC = Washington State Convention Center

8:00 am

Thursday, 8:00 am–9:00 am
WSCC, Ballroom 6ABC

JAMES E. ALATIS PLENARY

Ruminations of an Old Language Teacher
Content Area: Applied Linguistics

In this presentation, the presenter talks about SLA theory and research from the perspective of a dedicated language teacher. She shares some of what she learned, tells you where she looked for answers, and invites you to engage with topics that directly or indirectly inform your practice.

Guadalupe Valdés, Stanford University, USA

9:30 am

Thursday, 9:30 am–10:15 am
WSCC, 616

A Modular Solution for Placement and Progress Testing
Content Area: Assessment/Testing

Learn more about CaMLA’s English Placement Test, Writing Test, and Speaking Test and how to use them singly or in combination for placement and progress testing. These CEFR-linked tests provide a reliable, affordable, and easy to administer assessment solution for multilevel language programs with students from level A1 to C1.

Barbara Dobson, CaMLA, USA

Thursday, 9:30 am–10:15 am
Sheraton Seattle, Capitol Hill

A New Model for Major-Specific Language Support
Content Area: English for Specific Purposes

To increase efficacy in its language program, a large art and design university with unprecedented international student numbers developed a new model for major-specific English instruction. This session outlines the university’s adapted ESL curricula and language resources and provide suggestions for integrating major-specific language support into higher education contexts.

Jill Ballard, Academy of Art University, USA
Hilaire Fong, Academy of Art University, USA

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

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

Tim Micek, Ohio Dominican University, USA
Soonhyang Kim, University of North Florida, USA

Black and Brown Minds Matter: Latino Immigrants and Black Teachers
Content Area: Culture

In a context filled with hostile public discourse surrounding Latino immigration, an emphasis on establishing caring K–12 classroom environments is imperative. The presenters bring in-depth interview data with African American TESOL educators to demonstrate the educators’ use of their lived experiences/vivencias to advocate for Latino immigrant students.

Spencer Salas, University of North Carolina at Charlotte, USA
Bobbi Siefert, Furman University, USA
Tamera Moore, University of North Carolina at Charlotte, USA

101
WWW.TESOLCONVENTION.ORG

Panel  Practice-Oriented  Research-Oriented  Roundtable Discussion  Teaching Tip  TESOL in Focus  Workshop
**Collaborating With Cuban TESOLers**

*Content Area: Teacher Education*

The profession of teaching English in Cuba is robust, and educators training English teachers and students at all levels are well prepared to deliver quality instruction. This forum examines this pedagogical environment and the opportunities it provides for English educators from abroad to collaborate in professional exchanges with Cuban colleagues.

**Rob Griffin**, Oklahoma City University, USA  
**John Schmidt**, Texas International Education Consortium, USA  
**Liz England**, Liz England and Associates, LLC, USA  
**Adita Chiappy**, TESOL Cuba–GELI, Cuba  
**Yilin Sun**, Seattle Colleges, USA  
**Andrea Word**, University of Alabama in Huntsville, USA

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**EFL Teacher Educators in the Chilean Educational Neoliberal System**

*Content Area: Teacher Education*

Drawn from a sociocultural and critical language pedagogy perspective, this presentation shows a research study conducted with Chilean EFL teacher educators on how their lives, histories and past have influenced the way they view and describe the teaching of English and preparation of EFL teachers in a neoliberal education system.

**Michel Riquelme Sanderson**, University of Washington, USA

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**Content and Language Integrated Learning and Sheltered Instruction: Learning Together**

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

Both Content and Language Integrated Learning (CLIL) and sheltered instruction teach content subjects through a new language. This session reviews research on CLIL and SIOP (a model of sheltered instruction) to highlight techniques they share and lessons they may learn from each other.

**Deborah Short**, Academic Language Research & Training, USA  
**Gabriela Kleckova**, University of West Bohemia, Czech Republic

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**Creating Effective Electives: A Needs-Based Approach in Curriculum Design**

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

In an ideal curriculum, the needs of a student population are addressed to help achieve their academic goals. In this presentation, the speaker shares a needs analysis approach to assess the needs of a specific student population to guide the creation of an IEP elective.

**Rachel Miller**, International English Institute, USA

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**Developing Pragmatic Competence Through Task-Supported Language Teaching**

*Content Area: Task-Based, Project-Based Instruction*

Research promotes task-supported pedagogy and pragmatic-focused lessons. Yet, few discussions focus on developing such lessons for language classrooms. In this presentation, we share how and why educators should consider developing and implementing pragmatic-focused tasks for their L2 learners.

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

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**Engaging ELLs With Nearpod**

*Content Area: English as a Foreign Language*

Nearpod empowers ELL teachers to engage their students with interactive lessons using proven pedagogical strategies. In this session, we discuss the research-based ELL strategies that are incorporated into Nearpod’s comprehensive K–12 ELL curriculum, and share teaching tips for engaging ELLs with technology.

**Bethany Marcusson**, Nearpod, USA
Enriching Understanding of Second Language Writers’ Identities Through Narrative Inquiry
Content Area: Second Language Writing/Composition
Through examining the findings of a narrative inquiry case study of Chinese undergraduate students at a U.S. university, participants enrich their understanding of how students’ cultural narratives about what it means to be an academic writer in Chinese and English shape biliterate students’ identities and actions as dual-language writers.
Elizabeth Baertlein, Kirkwood Community College, USA

Exploring Expert Raters’ and ESL Learners’ Perceptions of Speech Fluency
Content Area: Listening, Speaking/Speech
This research-oriented presentation explores the various factors influencing how speech fluency is perceived by expert raters and intermediate to advanced ESL university students. The results indicate that temporal features (e.g. speech rate) and non-temporal features of fluency appear to be inherently interrelated, further revealing the complexity of the fluency construct.
Kent Williams, Carleton University, Canada

Flipped Learning in TESOL: The First 5 Years
Content Area: Higher Education
Language teachers at all levels and in a variety of contexts have begun flipping their classrooms to create fertile spaces for second language acquisition. This session provides a review of the literature on flipped learning in TESOL, noting how it is being implemented and what benefits have been found.
Helaine W. Marshall, Long Island University Hudson, USA
Ilka Kostka, Northeastern University, USA

How Fairly Are Nonnative Teachers Evaluated?
Content Area: Nonnative English Speakers in TESOL
The presenter reviews ESL students’ evaluations of nonnative-English-speaking teachers, their accent ratings, and capacity to understand NNESTs’ speeches, and discusses his findings. The presenter also discusses the impact on hiring practices based on students’ evaluations and offers solutions on what can be done to mitigate discrimination.
Rameshor Bhandari, California State University, Los Angeles, USA

Off Course: A Comparison of Coursebook and University Writing Tasks
Content Area: Intensive English Programs
Do writing tasks found in EAP coursebooks represent the real demands of university writing? This presentation discusses ongoing research that is attempting to answer this question. Coursebook writing tasks will be compared to university writing tasks. Curricular and pedagogical implications are also discussed.
Anthony Schmidt, University of Tennessee, USA

Open Educational Resources: Improving Access to Education Worldwide
Finding good teaching materials is hard. That’s where open educational resources (OERs) come into play! OERs allow teachers to customize and share lessons and materials with a global audience. In this session, join the U.S. Department of State as they discuss OERs and learn how your OERs contribute to the global teaching community.
Curtis Chan, U.S. Department of State, USA
Rich Rosenberg, U.S. Department of State, USA

Putting the ELPS at Your Fingertips
Content Area: Standards, Common Core State Standards
Learn about an exciting new website, giving you full access to the English Language Proficiency Standards on your mobile device. Practice using this tool for our state’s standards and walk away with ideas of how you can incorporate this tool in your instructional practice.
Melody Borcherding, English Language Acquisition Service, LLC, USA

Raising Environmental Awareness With University Writing Activities and Group Projects
Content Area: Social Responsibility/Sociopolitical Concerns
Through eco-composition techniques, students can write research papers that incorporate aspects of the personal essay and bridge the gap between their fond memories, the natural world, and the university writing situation. Task-based group projects expand on the textbook and increase critical thinking and presentation skills. Classroom materials are provided.
Jennifer Lund, Indiana University, USA
Ashley Murphy, Lehigh University, USA
Jennie Roloff Rothman, International Christian University, Japan
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
<th>Content Area</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am–10:15 am</td>
<td>Sheraton Seattle, Metro A</td>
<td><strong>Self-Publishing ELT Materials</strong></td>
<td>Materials Writers, Curriculum/Materials Development</td>
<td>Dorothy Zemach, Wayzgoose Press, USA</td>
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<td><strong>Shifts in ESL Teacher Professional Expertise for the 21st Century</strong></td>
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<td>Aida Walqui, WestEd, USA</td>
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<td><strong>So That's How You Score TOEFL iBT® Writing Items</strong></td>
<td>Assessment/Testing</td>
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<td><strong>Supporting Networks for ELL Success: Resources and Approaches From WIDA</strong></td>
<td>Second Language Acquisition</td>
<td>Jesse Markow, WIDA Consortium, USA</td>
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<td><strong>The Role of International ELT Exams</strong></td>
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<td>Lawrence Mamas, Global ELT, United Kingdom (Great Britain)</td>
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<td><strong>Strive, Don't Just Survive, Cross-Culturally</strong></td>
<td>Culture</td>
<td>Mark Silvers, Crossworld, USA</td>
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<td><strong>Adapting Lessons to Dyslexic Learners: Putting Theory Into Practice</strong></td>
<td>Teaching Methodology and Strategy</td>
<td>Deirdre McMurtry, University of Nebraska at Omaha, USA</td>
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**Self-Publishing ELT Materials**

The rise of e-books and print-on-demand paperbacks has made self-publishing possible for individual authors. Find out what's involved, from formatting e-book and paperback files to royalty rates to marketing and publicity. Learn different ways self-publishers create covers, handle art and audio, and arrange for editing and proofreading.

**Dorothy Zemach**, Wayzgoose Press, USA

**Shifts in ESL Teacher Professional Expertise for the 21st Century**

The 21st century requires that ELLs simultaneously apprentice into key disciplinary ideas, analytical practices, and the language which expresses them. This presentation discusses the nature of teacher expertise needed to carry out this imperative and develop ELLs’ autonomy to participate in work and civic life responsibly while becoming life-long learners.

**Aida Walqui**, WestEd, USA

**So That's How You Score TOEFL iBT® Writing Items**

This presentation gives an overview of the two Writing tasks on the TOEFL iBT® test and provide an explanation of the official rubrics used to score test-taker responses. We review benchmark responses for a specific independent writing task, and participants practice scoring additional responses using the rubrics.

**Terry Axe**, Educational Testing Service, USA

**Supporting Networks for ELL Success: Resources and Approaches From WIDA**

At the heart of WIDAs mission is the development of research-based resources to be used by networks of educators in supporting the academic success of language learners. This session explores the latest initiatives and developments from WIDA that may be used in both domestic and international contexts, Pre-K–12.

**Jesse Markow**, WIDA Consortium, USA

**The Role of International ELT Exams**

This session discusses the influence of International ELT exams; the growing popularity of IELTS for university admissions, employment and Visa requirements; Trinity College London exams; ISE exams that cover all four skills in two modules; Cambridge and CAMLA exams; and British versus American English.

**Lawrence Mamas**, Global ELT, United Kingdom (Great Britain)

**So That's How You Score TOEFL iBT® Writing Items**

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**Strive, Don't Just Survive, Cross-Culturally**

How to maintain a classroom when the cultural rules change.

**Mark Silvers**, Crossworld, USA

**Barbara Tooley**, Crossworld, USA

**Adapting Lessons to Dyslexic Learners: Putting Theory Into Practice**

If one in five people worldwide struggle with dyslexia, chances are they’ve been in your classroom. This workshop discusses the cognitive challenges of dyslexia, connects them to teaching strategies, and provides time to apply those strategies by adapting or creating a language skill lesson and getting peer feedback.

**Deirdre McMurtry**, University of Nebraska at Omaha, USA

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**Note:** Some sessions have been canceled. Please check the official TESOL International Convention & English Language Expo program for the most up-to-date information.
Thursday, 9:30 am–11:15 am
WSCC, 610

Advanced Teacher Training for Iraqi EFL Teachers
*Content Area: Teacher Education*

Iraqi English teachers face many challenges in teaching English. Methods are often teacher-centered, class sizes are large, technology can be scarce, and students lack motivation. The Advanced Teacher Training Program for Iraqi English teachers constructed a social and academic network of teacher trainers throughout Iraq.

**Joseph Axel,** Arizona State University, USA  
**Lisa Morgan,** U.S. Department of State, Iraq  
**Khadija Hashimik,** Ministry of Education, Iraq  
**Arsto Ahmed,** Sulaimani University, Iraq  
**Michael Hacker,** Arizona State University, USA

Thursday, 9:30 am–11:15 am
WSCC, 617

Empowering Students Through Flipped Authentic Assessments
*Content Area: Assessment/Testing*

In today’s 2.0 world, teachers must learn how to diversify their assessments using technology that provides authentic tasks which allow learners to demonstrate their English proficiencies. Come learn about project-based assessments that can be done online to reduce anxiety about writing and tests and enrich students’ creativities.

**Evelyn Doman,** University of Guam, Guam  
**Marie Webb,** Anaheim University, USA

Thursday, 9:30 am–11:15 am
WSCC, 204

Authentic English for Business, Medical, and Legal Purposes
*Content Area: English for Specific Purposes*

How can we make ESP materials authentic enough to serve our students? This session brings together leading experts in business, medical, and leadership English to share current research and insights for contextualized assessment. Panelists share research findings, authentic texts, and applications for assessment and enhancing ESP curriculum and materials.

**Kevin Knight,** Kanda University of International Studies, Japan  
**Margaret van Naerssen,** Immaculata University, USA  
**David Olsher,** San Francisco State University, USA  
**Felicia Roberts,** Purdue University, USA

Thursday, 9:30 am–11:15 am
TCC, Yakima 1

Cooperative Learning 2.0: Creating “We-ness” in the Classroom
*Content Area: Intensive English Programs*

Presenters outline cooperative learning theories, the issues unique to ESL students, and how cooperative learning can promote proficiency. Participants take part in cooperative learning activities and analyze these activities for effectiveness of skills to prepare students for university.

**Julie Doty,** University of North Texas, USA  
**Joanna Spice,** University of North Texas, USA

Thursday, 9:30 am–11:15 am
TCC, Tahoma 1

Exploring Translanguaging as a Phenomenon, Ideology, and Pedagogy
*Content Area: Bilingual Education*

In recent years, the concept of translanguaging has developed as a fundamental part and practice among bilinguals yet hitherto under-explored phenomenon in multilingual settings. This panel discusses current perspectives of translanguaging as a phenomenon, ideology and pedagogy. Current perspectives, issues and implications are discussed.

**David Freeman,** University of Texas Rio Grande Valley, USA  
**Yvonne Freeman,** University of Texas Rio Grande Valley, USA  
**David Schwarzer,** Montclair State University, USA  
**Andres Ramirez,** Florida Atlantic University, USA  
**Alsu Gilmetdinova,** Kazan National Research Technical University named after A.N. Tupolev - KAI, Russia  
**Mary Soto,** California State University, East Bay, USA

Thursday, 9:30 am–11:15 am
WSCC, 310

Flipping With Apps, Active Learning, and Higher Order Thinking Skills
*Content Area: Personal and Professional Development for Teachers*

This presentation shows how a flipped learning approach is established to create an engaging classroom atmosphere, promote learner autonomy, develop learners’ Higher Order Thinking Skills, and maximize intake. Apps and active learning activities are demonstrated and the audience is invited to share experiences and participate actively.

**Elizabeth Rabello,** Casa Thomas Jefferson, Brazil  
**Regina Meireles,** Casa Thomas Jefferson, Brazil
Fostering Academic Interactions Among Elementary ELLs: One District’s Journey
Content Area: Teaching Methodology and Strategy
Learn how a large urban school district in California successfully implemented a systematic, district-wide approach to engaging ELLs in collaborative conversations with diverse partners on grade level topics and texts. Examine, experience, and develop instructional materials and strategies used to support teachers' enactment of these research-based practices.

Robert Pritchard, Sacramento State University, USA
Susan O’Hara, UC Davis, USA
Maricela Sanchez, Los Angeles Unified School District, USA
Isabel Aguirre, Los Angeles Unified School District, USA

How to Manage, Facilitate, and Teach About Culturally Sensitive Issues
Content Area: International Teaching Assistants
This panel discussion addresses the need to manage, facilitate and teach about culturally sensitive issues. Panelists representing the ITA, ICI, and ILGBTF Interest Sections examine topics ranging from respecting the students' own cultural beliefs and perspectives, to outlining strategies used to orient learners to issues related to diversity.

Morag Burke, Georgia Institute of Technology, USA
Derina Samuel, Cornell University, USA
Courtney King, Central Michigan University, USA
Juan Rios, Bradley University, USA
Rebecca Oreto, Intercultural Communication Center, USA

Innovative Solutions to Adult Education Program Design and Collaboration
Content Area: Adult Education
Are you looking for new initiatives in adult education? Listen to panelists from adult education programs who have embarked on groundbreaking projects. Discussions include low-cost professional development activities, college and career achievement assessment, advocacy for Workforce Training Fund grant monies, bilingual Spanish-English workforce training design, and public charter school formation.

Tünde Csepelyi, Truckee Meadows Community College, USA
Nikki Ashcraft, University of Missouri, USA
Kendii Ho, McKinley Community School for Adults, USA
Lee Haller, English for New Bostonians, USA
Allison Kokkoros, Carlos Rosario International Public Charter School, USA
Chad Patton, Literacy Center of West Michigan, USA

Legal Language: Strategies for Effective Communication in Law School
Content Area: English for Specific Purposes
This workshop provides strategies for Nonnative English speakers studying in US Law programs to communicate effectively with their professors and classmates both in and out of class. Law students must learn a magnitude of new legal vocabulary while also navigating all the nuances that accompany communicating effectively in another language.

Pamela Dzunu, Washington University, St. Louis, USA
Kirsten Schaeetzl, Georgetown University Law Center, USA
Shelley Saltzman, Columbia University, USA
Steven Horowitz, St. John’s University, USA

Make the Best of Your Class With an In-Class Flip!
Content Area: Teaching Methodology and Strategy
This workshop focuses on how an in-class flip is carried out in two different EFL classes: literature (without technology) and public speaking (with technology). Participants experience the logistics of how this approach works, so that it can be applied and adapted to different teaching needs and learning contexts.

Martha Ramirez, Colegio San Mateo Apostol, Colombia
Carolina Buitrago, Institución Universitaria Colombo Americana, Colombia

Microteaching for Classroom Management: Impromptu Challenge
Content Area: Teaching Methodology and Strategy
MATESOL programs are often unable to provide adequate classroom management experience to preservice teachers. Early-career and experienced teachers alike are encouraged to join this hands-on microteaching workshop for practice and reflection on how to turn common classroom management challenges into opportunities for success.

Laura Holland, University of Oregon, USA
Keli Yerian, University of Oregon, USA

National and State Initiatives in Adult ESOL
Content Area: Advocacy
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.

Debra Suarez, U.S. Department of Education, Office of Career, Technical, and Adult Education, USA
New Boss, New Roles, New Rules: IEP Administrators Talk Shop

Content Area: Program Administration

New administrators face unique challenges in their organizational roles, with the first year being a foundational experience for the individual and the team. Pulling from diverse perspectives, this lively panel discussion focuses on the key themes of establishing trust, interpersonal relationships, managing up, change management, role identity, and personal growth.

Fred Griffiths, Oklahoma State University, USA
Elisa Hunt, Southern Illinois University, USA
Rachel Kraut, Rice University, USA
Colin Large, Boston University, USA
Katherine Larson, DePaul University, USA
Erin O’Reilly, University of Illinois at Urbana-Champaign, USA

Our First MOOCs: Lessons Learned

Content Area: Distance Learning/Online Learning

An increasing number of English language programs are joining the movement to create Massive Open Online Courses (MOOC). From the experience of their first MOOCs, the panelists present a rationale for developing MOOCs and describe how to design, implement, and deliver a successful one.

Suzi Lee, Georgia Institute of Technology, Jaipur, USA
Rodrigo Carvalho, Georgia Institute of Technology, USA
Roger Drury, Georgia Institute of Technology, USA

Preparing Teachers to Make Intelligent Technology Decisions in Language Teaching

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

With technology present in almost all of today's classrooms, TESOL teachers now face challenges of harmonizing technological choice with classroom application. This panel discusses pedagogical and technical principles of selecting appropriate technologies and developing related skills.

Volker Hegelheimer, Iowa State University, USA
Phil Hubbard, Stanford University, USA
Greg Kessler, Ohio University, USA
Christine Rosalia, Hunter College–CUNY, USA
Stephanie Korslund, Iowa State University, USA

Reflecting Forward: Critical Literacy in TESOL Research

Content Area: Research/Research Methodology

This session focuses on the impact of TESOL's current Research Agenda by highlighting the research of our 2016 mini-grantees. In groups, we bring together leading research experts and doctoral students to discuss the role of critical literacy in TESOL Research and address the issues, approaches, and challenges in research.

Theresa Austin, University of Massachusetts Amherst, USA
Deena Boraie, American University in Cairo, Egypt
Rachel Grant, College of Staten Island–CUNY, USA
Lucilla Lopriore, Roma Tre University, Italy
Allison Briceno, San Jose State University, USA
Liv Davila, University of Illinois, USA
Monica Gonzalez, University of South Florida, USA

Say More: Strategies to Support Sustained Student Interaction

Content Area: Teaching Methodology and Strategy

Student interaction is essential in the TESOL classroom, but facilitating student-to-student dialogue can be challenging. This workshop shares research-based techniques to elicit student thinking, limit teacher talk, and engage students in meaningful discussion. Participants return to their classroom ready to get students talking, listening, and learning!

Tabitha Kidwell, University of Maryland, College Park, USA
Megan Stump, University of Maryland, USA
Christina Budde, University of Maryland, USA

The Role of Academic Discourse in K–12 Standards-Based Instruction

Content Area: Standards, Common Core State Standards

This interactive workshop examines the role academic conversations play in the development of language, the importance of quality conversations in the classroom, the relationship of discourse to ELL student achievement, and explore ways for teachers to adjust their level of discourse for K–12 students acquiring English at differing levels.

Lynore Carnuccio, esl-etc Educational Consultants, USA
Kristin Grayson, Intercultural Development Research Association, USA
Thinking, Speaking, and Writing Like a Historian Learning English

**Content Area: High School/Secondary Education**

Social Studies teachers from an NYC Internationals-network public high school lead a workshop on how to teach ELLs to think like historians. This workshop involves teaching educators to engage students with historical thinking by having them use the tools of historians with the aid of scaffolding and leveling.

**Michele Hamilton,** International High School at Lafayette, USA  
**Matthew Hoffman,** International High School at Lafayette, USA  
**Jean Lee,** International High School at Lafayette, USA  
**Nicholas Lesser,** International High School at Lafayette, USA

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Using Open Educational Resources to Create ESL Instructional Materials

**Content Area: Curriculum/Materials Development**

This session provides participants with an overview of the use and application of OER. Presenters explains basic OER concepts including: open licenses, public domain, and creative commons licenses. They also provide participants with information on how to integrate OER into their ESL courses.

**Jodi Ruback,** Washington State Board for Community and Technical Colleges, USA

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Writing Across Content Areas in Elementary Education

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

Discover techniques and activities to boost your young students’ writing by exploring the language of elementary school content-area genres. Learn practical ways for applying these ideas and tapping into the rich resources of students to amplify their interests in writing across the content areas.

**Luciana de Oliveira,** University of Miami, USA  
**Dong-Shin Shin,** University of Cincinnati, USA  
**Maria Estela Brisk,** Boston College, USA  
**Leslie Kirshner-Morris,** The School District of Philadelphia, USA  
**Carol Behel,** Florence City Schools, USA

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Beyond the Classroom and Into the Minds of ELLs

**Content Area: High School/Secondary Education**

With the expectation of graduating high school students in 4 years, and ready for college, educators who work with unaccompanied minors and ELL must be mindful of the many barriers, which impede success. Educators who listen and seek to understand, help students be successful in the classroom and within society.

**Genevieve Maignan,** District of Columbia Public Schools, USA
**China’s Recent Educational Reforms in English Reading Instruction**

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

English reading instruction is one of the hottest issues in China’s recent educational reform. This talk presents China’s English reading instructional reforms in teaching content, teaching materials, teaching methods and classroom reading assessment, hoping to offer EFL and ESL reading teachers implications for their teaching practice.

**Narentuya Ao,** Beijing Capital Normal University, China (People’s Republic)

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**Corpus-Based Learning of Reporting Verbs in L2 Academic Writing**

**Content Area: Higher Education**

We present findings from our study on the effectiveness of corpus-based learning of reporting verbs during a multidraft literature review assignment. The results suggest corpus-based instruction can improve L2 students’ genre awareness and lexical variety without time-consuming training. Participants receive sample corpus-based teaching materials used in the revision workshop.

**Ji-young Shin,** Purdue University, USA  
**R. Scott Partridge,** Purdue University, USA  
**Ashley J. Velázquez,** Purdue University, USA  
**Aleksandra Swatek,** Purdue University, USA  
**Shelley Staples,** University of Arizona, USA

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**Creating Spaces for Letting Multilingual Students Use Their Linguistic Repertoires**

**Content Area: Higher Education**

Based on the academic literacy negotiation patterns of three migrant students, this presentation discusses both linguistic and non-linguistic issues to be considered while creating pedagogical spaces in English dominant settings so that multilingual students will be able to use their linguistic repertoires for richer engagement in their academic literacy classes.

**Madhav Kafle,** Pennsylvania State University, USA

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**Designing Effective Rubrics: Maximizing Learning While Avoiding Pitfalls**

**Content Area: Assessment/Testing**

Well-designed rubrics are useful assessment strategies. Using examples for three productive tasks (culminating in written essays, oral presentations, and group-based discussions), the presenter outlines pitfalls to avoid when designing rubrics. Participants receive a guideline that they can use in planning their own rubrics. Adaptations for different proficiency levels are shared.

**Heather Weger,** Georgetown University, USA

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**Difficult Dialogues and Collaborative Conversations About Coteaching for ELLs**

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

We collaboratively explore both the advantages and challenges of coteaching by discussing select authentic case studies (written vignettes and video clips) and forming jigsaw discussion groups, each exploring one critical question offered by the presenters and one generated by the group.

**Andrea Honigsfeld,** Molloy College, USA  
**Maria Dove,** Molloy College, USA

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**Digital Innovations and Barriers: Blended Learning Across the Digital Divide**

**Content Area: Adult Education**

Broadband is arguably the new electricity, but limited Internet access prevents many students from using current instructional technologies. The presenters offer highlights from their new Side by Side eText and FunZone as they describe what public/private players and advocates are doing to expand access and bridge the digital divide.

**Bill Bliss,** Language and Communication Workshop, USA  
**Steven Molinsky,** Boston University, USA

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**Empowering Learners via Interational Identities**

**Content Area: Discourse and Pragmatics**

This 3.5-month conversation-analysis led case study aims to address the issue of language learning opportunities in relation to identities co-constructed in the sequential organization of classroom talk. The analysis of classroom interactions shows how teachers’ positioning of learners with their interactional moves facilitate the language learning process.

**Ozlem Ozbakis,** TOBB University of Economics and Technology, Turkey  
**Hale Isik Guler,** Middle East Technical University, Turkey
Empowering Practitioners Through Engagement
With Professional Development
*Content Area: Personal and Professional Development for Teachers*

Professional development can be overwhelming, confusing, and inaccessible. Framed within reflective practice and the empowerment of educators to contribute to the academic field, this presentation reflects on work encouraging professional development at an EFL program in Japan and offers participants practical ways of overcoming professional development obstacles within a program.

*Vanessa Armand,* Tokyo International University, Japan
*Sara VanDanAcker,* Tokyo International University, Japan

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Engaging Students With Cultural Analysis
in the Language Classroom
*Content Area: Intercultural Communication*

The presenters discuss how EFL teachers can blend motivation and the development of intercultural competence in order to promote successful language learning. This session employs discussion and practice of strategies and activities to critically analyze cultural phenomenon while supporting English language development.

*Trenton Hagar,* UNICA, Nicaragua
*Christopher Hastings,* ITMO University, Russia

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Engaging Teachers in Effective Professional Development
*Content Area: Adult Education*

Teachers who are separated by schedules, geography and funding restraints seek ongoing opportunities to connect with peers and learn collaboratively. Learn how one state worked to overcome barriers to providing professional development. This presentation demonstrates tools for engaging teachers and providing effective professional development learning experiences.

*Christina Terrell,* Ohio State University, USA

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Enriching Publisher-ESL Program Relationships
*Content Area: Materials Writers, Curriculum/Materials Development*

Do ESL programs and publishers really understand each other’s roles and needs? How can developing relationships with each other maximize effective use of publisher materials in the classroom and improve professional program development? Join an open discussion between publishers and programs with the aim of helping develop these ideas.

*Joy MacFarland,* FLS International, USA
*Michele Velissariou,* Cambridge University Press, USA

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Exploring Techniques for Sustaining Student Motivation
*Content Area: Higher Education*

Sometimes even the best teachers face a class with negative energy that they dread. This session explores ways to shift classroom energy to create a positive atmosphere that is conducive to learning and increases student motivation. Techniques for putting students into a receptive learning mode are demonstrated and practiced.

*Mohamed Ashraf El-Zamil,* American University in Cairo, Egypt

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Female Saudi Learners’ Perceptions of Learning English in the USA
*Content Area: Second Language Acquisition*

Do you believe that you have to travel to a Western country for education and participate socially with native speakers in order to learn English? Join us and learn more about the experiences and challenges Saudi female learners had in learning English in the United States.

*Abrar Alsofyani,* University of South Florida, USA

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Forget the Textbook: Empowering Students to Become Independent Vocabulary Learners
*Content Area: Vocabulary/Lexicon*

This presentation describe an ESL vocabulary course designed to teach students how to independently build their vocabulary. Instead of using a textbook, online and print sources were used to create this course in which students practiced the skills necessary to become autonomous learners. Materials and methods are shared.

*Heather Mehrtens,* University of Maryland, College Park, USA
*Raymond Smith,* University of Maryland, College Park, USA
*Annelies Galletta,* University of Maryland, College Park, USA
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<tr>
<th>Thursday, 10:30 am–11:15 am</th>
<th>WSCC, 213</th>
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<tbody>
<tr>
<td><strong>Globetrotting TESOL Educators’ Passport to the Joys of World Travel</strong></td>
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<td>Content Area: Personal and Professional Development for Teachers</td>
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<td>In “The Joys of Travel” (2016), travel journalist and former EFL teacher Thomas Swick illustrates seven joys, ones that globetrotting TESOL educators also know well. Share and compare your joys, along with globetrotting interests, experiences, and opportunities for professional, educational, and cultural engagement and enrichment worldwide.</td>
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</table>
| **John Schmidt**, Texas International Education Consortium, USA  
**Steven Kroman**, Texas Intensive English Program, USA  
**Liz England**, Liz England and Associates, LLC, USA  
**Christine Coombe**, Dubai Men’s College, United Arab Emirates  
**Fife MacDuff**, U.S. Department of State, USA  
**Jane Hoelker**, Community College of Qatar, Qatar |

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<th>Thursday, 10:30 am–11:15 am</th>
<th>Sheraton Seattle, Capitol Hill</th>
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<tr>
<td><strong>Graphics and ELLs: Supporting Content-Area Comprehension and L2 Development</strong></td>
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<td>Content Area: Reading and Literacy</td>
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<td>This presentation models how to evaluate whether textbook graphics support ELL students’ comprehension. Textbooks layouts have recently shifted to mirror web pages, but ELL students require more than engaging visuals to build knowledge. This presentation summarizes text analysis findings and assist participants in evaluating and selecting textbooks for ELLs.</td>
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<td><strong>Zohreh Eslami</strong>, Texas A&amp;M University, USA</td>
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<th>Thursday, 10:30 am–11:15 am</th>
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<tr>
<td><strong>Imagining a Place for Grammar: Techniques for Anxious Teachers</strong></td>
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<td>Content Area: Grammar</td>
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<td>Grammar lends meaning to our messages. In this session, we demonstrate techniques for countering teachers’ anxiety about teaching grammar. Participants have the opportunity to test their knowledge of English grammar (anonymously!), and engage in activities that can be used to build grammar content and pedagogical knowledge.</td>
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| **Patricia DiCerbo**, George Washington University, USA  
**Lottie Baker**, George Washington University, USA |

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<th>Thursday, 10:30 am–11:15 am</th>
<th>Sheraton Seattle, Grand Ballroom B</th>
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<tr>
<td><strong>Inclusive Pegagogy for Our Refugee Student Population</strong></td>
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<td>Content Area: Elementary School/Primary Education</td>
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<td>Economic refugees have a multitude of experiences of value for teachers to build upon through an inclusive pedagogy. Schools operate as a neutral vessel where the acculturation of students through an equitable education will empower students to succeed in a public education setting.</td>
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| **Roxanne Stewart**, Cobb County School District, USA  
**Camelle Simmons**, Cobb County School District, USA |

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<tr>
<th>Thursday, 10:30 am–11:15 am</th>
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<tr>
<td><strong>Interest and Confidence in Real and Imagined L2 Speaking Events</strong></td>
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<td>Content Area: Applied Linguistics</td>
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<td>Confidence (self-efficacy) and interest are important for successful L2 learning, but the relationship between them remains inadequately understood. This session describes an investigation of these motivational qualities experienced by Japanese university students of English, at three levels of proficiency, as manifested in imagined and actual L2 speaking events.</td>
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<td><strong>John Eidswick</strong>, Kyoto Sangyo University, Japan</td>
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<th>Thursday, 10:30 am–11:15 am</th>
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<tr>
<td><strong>Just Let Them Talk: Establishing Egalitarian EFL Student-Teacher Dialogue</strong></td>
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<td>Content Area: Intercultural Communication</td>
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<td>Students from exam-oriented education contexts who enter university may lack engagement in the language classroom. Challenging the stereotype of the passive Chinese learner, this session discusses the importance of empowering students’ voices based on a project of continuous student feedback practices, as implemented at a Hong Kong university.</td>
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| **Ksenia Troshina**, Hong Kong Polytechnic University, Hong Kong  
**Christine Burns**, Hong Kong Polytechnic University, Hong Kong |

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<th>Thursday, 10:30 am–11:15 am</th>
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<td><strong>Making the Case for Languages</strong></td>
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<td>Content Area: Advocacy</td>
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<td>Do languages matter? Learn strategies and access resources for creating incentives for language learning, including the Seal of Biliteracy. Position languages as part of college and career readiness, recognize programs of quality, tap new data from national studies, and outline a roadmap for expanding language learning.</td>
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<td><strong>Barbara Mondloch</strong>, Franklin Pierce School, USA</td>
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Publish or Perish Syndrome in Chile
Content Area: Second Language Writing/Composition
Non-Anglophone scholars face enormous pressures to publish in English. Few succeed. This study analyzes why by reflecting on writing center coordinators’ experience and client surveys from three Chilean universities. Difficulties involve language, structure, isolation, and work load. Four suggestions are made for focusing writing center work to help scholars publish.

Marna Broekhoff, University of Oregon, USA
Gracielle Pereira, Universidad Catolica, Chile
Mary Jane Curry, University of Rochester, USA

Revision of the TESOL P–12 Professional Teaching Standards
Content Area: Adult Education
The performance-based P–12 Professional Teaching Standards are used by the Council for the Accreditation of Educator Preparation (CAEP) for national recognition of ESL teacher licensure programs. Presenters discuss the revision process, changes in the revised standards’ content and structure, and the timeline for implementation of the revised standards.

Sherlock-Themed Scavenger Hunts: Skill Building, Community Building, and Community Engagement
Content Area: Higher Education
A program-wide scavenger hunt was developed by three IEP instructors to build program community and engage students in Sherlock mysteries and the local surroundings. Presenters share how they developed a hunt utilizing story elements, developed students’ language skills, got students out in the community, and addressed mixed-level challenges.

Melanie Jipping, Tokyo International University of America, USA
Ann Glazer, Tokyo International University of America, USA
Russell Fauss, Tokyo International University of America, USA

Taking the Pain out of Assessment
Content Area: Intensive English Programs
Teachers assess students on learning objectives for the course, but when students exit the class, how do we know that all learning objectives have been mastered? In this session, the presenters give an overview of their pilot of specifications grading (Nilson, 2015) and how objectives have been mastered? In this session, the presenters give an overview of their pilot of specifications grading (Nilson, 2015) and how

Diane Deacon, Saginaw Valley State University, USA
Kate Scott, Saginaw Valley State University, USA
Amy Cook, Saginaw Valley State University, USA

Teachers’ Emotion Labor and Plagiarism: Connecting Policies, Pedagogy, and Emotions
Content Area: Teacher Education
The relationship between EL teachers’ emotions and plagiarism is explored in this presentation of research on ‘emotion labor’ in postsecondary settings. Using a discursive framework, the presentation focuses on interviewees’ discussion of their affective responses to plagiarism. Implications of emotion labor research for teacher education will also be discussed.

Sarah Benesch, College of Staten Island–CUNY, USA

Teaching English to Illiterates
Content Area: Refugee Concerns
The Mother-Tongue literacy must stand at the heart of any educational programs that are designed to address the teaching process of a Second-Language to illiterate individuals. Teaching English to illiterates requires following special methodologies differ from those methodologies that are used generally in teaching any Second-Language.

Hoda Thabet, University of Sohar, Oman

The Graduate Experience at the New School: Innovation and Impact
Content Area: Teacher Education
In the tradition of the New School, the MA TESOL bridges theory and practice, remaining relevant and ensuring teachers adopt social, cultural and political perspectives on global English. In this presentation alumni speak to distinctive components of the MA TESOL, which illustrate the professional benefits of taking this program.

Lesley Painter-Farrell, New School, USA
Roshii Jolly, The New School, USA
Scott Thornbury, The New School, Spain

The Lives of English Language Teachers: Universals and Particulars
Content Area: Teacher Education
In this workshop, the presenters explore how teachers from diverse backgrounds and contexts around the world construct identities and face challenges while struggling to develop professionally. We move from individual particulars to universals of the teaching life as we work to locate our own place in the global community of educators.

Barbara Sakamoto, International Teacher Development Institute, Japan
Miguel Mendoza, Universidad Central de Venezuela, Venezuela
Evelyn Izquierdo, Universidad Central de Venezuela, Venezuela
Karen Frazier Tsai, International Teacher Development Institute, USA
Thursday, 10:30 am–11:15 am
Sheraton Seattle, Grand Ballroom B

Using TED Talks to Enhance Critical Thinking
*Content Area: Media (Print, Broadcast, Video, and Digital)*

How can I use TED talks in my EFL classroom to enhance my students’ critical thinking? If you are still not sure, you should attend this session. Incorporating new communication and research activities increases your students’ critical thinking and motivation.

Serhii Petrenko, Taras Shevchenko National University of Kyiv, Ukraine

Thursday, 10:30 am–11:15 am
WSCC, 614

Value Added: What Hiring MIIS Graduates Offers Your Programs
*Content Area: Teacher Education*

What can MIIS graduates bring to your educational organization? This session combines an overview of our graduates’ preparation to be on the vanguard of teaching, assessment, curriculum development, technology enhanced language learning, and language program administration, and time for questions and conversations about our graduates and your employment needs.

Lynn Goldstein, The Middlebury Institute of International Studies at Monterey, USA

Thursday, 10:30 am–11:15 am
WSCC, 612

Your Next Hire: A Returned Peace Corps TEFL Certificate Volunteer?
*Content Area: Culture*

The Peace Corps TEFL Certificate is institutionalized. It is underway in 12 countries and expanding annually. The first Certificate graduates came home in 2016. Learn about adjustments to the program to improve sustainability and employment opportunities that are opening up as TEFL Volunteers leave service to enter our profession.

Brock Brady, U.S. Peace Corps, USA

Thursday, 10:30 am–12:15 pm
Sheraton Seattle, Grand Ballroom C

Teaching L2 Reading: What the Research Shows
*Content Area: Reading and Literacy*

Panelists highlight current research implications and instructional applications for L2 reading, focusing on best practices for helping students become fluent and strategic readers, for teaching discourse structure, and for strengthening reading/writing relationships. Participants gain ideas for both classroom activities and overall approaches for teaching reading.

Neil J Anderson, Brigham Young University–Hawaii, USA
William Grabe, Northern Arizona University, USA
Xiangying Jiang, West Virginia University, USA
Fredricka Stoller, Northern Arizona University, USA
Cui Zhang, Eastern Kentucky University, USA

Thursday, 11:15 am–12:45 pm
Sheraton Seattle, Grand Ballroom A

Equal Partners—Equal Opportunities
*Content Area: Leadership*

Successful examples of partnerships and collaboration among associations are becoming more common in the TESOL affiliate community. This colloquium discusses experiences and models of affiliates’ partnerships and collaborations between affiliates or between an affiliate and other types of organizations and discusses how this collaboration has impacted affiliates.

Grazzia Mendoza, Zamorano University, Honduras
Christine Coombe, Dubai Men’s College, United Arab Emirates
Naizha Ali, Emirates Aviation College, United Arab Emirates
Susan Spezzini, University of Alabama at Birmingham, USA
Ulrich Schrader, MEXTESOL, Mexico

Thursday, 11:30 am–11:50 am
WSCC, 617

Digital Infographics: Engaging, Enriching, and Empowering in a 2.0 World
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

In an increasingly visual world, digital infographics are effective tools that students can use to present visually appealing data, information, and statistics. This 20-minute teaching tip introduces the use of digital infographic tools such as Visme and Venngage that can be incorporated into ESL reading, writing, and content classes.

Suzanne Bardasz, UC Davis Extension, USA

Thursday, 11:30 am–12:15 pm
WSCC, 211

Engaging Students in Filmmaking for the IEP Reading Class
*Content Area: Integrated Skills*

In this teaching tip, the presenter shares the insights of a filmmaking project that ELLs in the IEP did for their intermediate reading class. The presenter provides filmmaking project guidelines and the rubric.

Nadezda Pimenova, Purdue University, USA
Accommodating for Working Memory: Engaging Students Without Overloading Them  
Content Area: Psycholinguistics and Neurolinguistics in TESOL

Language learning requires a lot of cognitive resources. When students experience cognitive overload, their learning is interrupted. This session provides an overview of the theory of working memory; it then presents simple techniques for improving classroom activities so that students can learn without experiencing cognitive overload.

**Julia Daley**, Northern Arizona University, USA

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Addressing Linguicism: A Classroom Language Discrimination Simulation Activity  
Content Area: Nonnative English Speakers in TESOL

This presentation replicates a classroom linguistic discrimination simulation activity designed to introduce a critical awareness of linguicism, discrimination based on language usage. The simulation addresses the need to raise awareness of linguicism, the structure and implementation process of the activity, benefits, students’ reflections, and pedagogical implications for language teacher education.

**Shannon Tanghe**, St. Mary’s University of Minnesota, USA

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An American English Institute Professional Learning Community  
Content Area: Intensive English Programs

A group of dedicated professionals at the University of Oregon’s American English Institute has been meeting for 4 years in a structured learning community. In this session, several of the members discuss how to sustain a professional learning community. The discussion centers on common pitfalls and misconceptions.

**Sandra Clark**, University of Oregon, USA
**Monica Hatch**, University of Oregon, USA

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Building Assessment Into Everyday Activities  
Content Area: Assessment/Testing

Assessing students’ developing proficiency does not have to be formal or difficult. This practical presentation explores a range of activities that teachers can use to integrate assessment of learners’ progress into ordinary classroom activities. Everyday assessment provides teachers with performance data that can underpin grading and progression decisions.

**Diane Schmitt**, Nottingham Trent University, United Kingdom (Great Britain)
**Deborah Crusan**, Wright State University, USA

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Candid Conversations About Race in Your Life, in Your Classroom  
Content Area: Social Responsibility/Sociopolitical Concerns

Participants develop an understanding of White privilege and racism and walk away with concrete strategies to deal with insensitive comments and actions. This session provides hands-on activities to use with low-level ELLs, teaching them historical background and ways to respond to racism in nonviolent ways.

**Elizabeth Logue**, ASPIRA Olney Charter High School, USA
**Sarah Apt**, ASPIRA Olney Charter High School, USA

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Critical, but Not Overly Critical: Facilitating Self-Evaluation and Celebration  
Content Area: International Teaching Assistants

What could be more engaging, enriching, and empowering than strategies for ELLs and ITAs developing autonomy through self-evaluation? In this dialogue session, two practitioners help others share their strategies for creating environments for learners who self-evaluate their own language, particularly pronunciation, but also celebrate their gains.

**Janay Crabtree**, University of Virginia, USA
**Carolyn Quarterman**, North Carolina State University, USA

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Delayed Corrective Feedback for Speaking: Tracking Learner Output  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education

Learners need corrective feedback to promote language development, but it is challenging to provide it systematically, especially in speaking activities. This presentation demonstrates an online application designed to provide delayed corrective feedback to individuals and groups after speaking activities. Samples of learners’ non-target-like production are systematically collected, analyzed, and tracked.

**James Hunter**, Gonzaga University, USA
Empowering Language Learners: How a Circle Process Ignites Authenticity
Content Area: Intercultural Communication

Amid abundant digital language-learning resources, university teachers must ensure that face-to-face language encounters engage learners as complex cultural beings. This practice-oriented session demonstrates how a circle process known as Way of Council enriches learning through the emergence of authentic language that empowers learners to own and grow with their English.

Bernadine Clark, Independent, USA
Kenneth Clark, Independent, USA

Empowerment Through Reflection: Getting Value Out of a Capstone Subject
Content Area: Personal and Professional Development for Teachers

This session explores how four returning Japanese school teachers made sense of their postgraduate learning experiences through a capstone subject. Informed by a symbolic interactionist framework and a narrative inquiry approach, student experiences were explored that identified notable impacts on teacher empowerment and English language abilities.

Mark Fraser, University of Wollongong, Australia

Engage Your ELLs Using Speak Agent to Acquire Academic Language
Content Area: Elementary School/Primary Education

Learn how to effortlessly create digital activities and interactive challenges to help your elementary ELLs learn academic language in science, reading, math, social studies, and other subjects. Explore teacher-produced audiovisual resources and adapt them to your instruction on any classroom/mobile device. Shave hours off preparation time and receive progress reports.

Ben Grimley, Speak Agent, Inc., USA
Dan LaFountain, Speak Agent, Inc., USA

ESSA and ELLs: What TESOL Professionals Need to Know
Content Area: Advocacy

The Every Student Succeeds Act (ESSA) created a number of sweeping policy changes that will affect ELLs and educators. K–12 teachers and administrators will learn how ESSA and major changes to Title I and Title III will impact ELLs and educators.

David Cutler, TESOL International Association, USA

Final Assessment for Research Writing: Addressing Validity and Authenticity
Content Area: Higher Education

In academic research writing, final in-class assessments tend to disregard process-oriented writing practices, and out-of-class assessments can be distorted by outside collaboration. This presentation offers a final writing assessment that allows for independent research, strong content development and reflection time while capturing a student’s authentic voice.

Becki Quick, University of Oregon, USA
**Finding Your Voice: Teaching Writing Using Tablets With Voice Capability**

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

This is about interjecting voice, literally, into writing. It is about the apps needed (e.g., Google Docs), voicing writing students do on paper into Docs, giving on-the-fly feedback via voice comments, and getting students themselves talking into Google Docs. Other voice apps for writing are demonstrated as well.

*Glenn Stevens*, Higher Colleges of Technology, United Arab Emirates

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**Integrating Students With Special Needs Into an EFL Curriculum**

*Content Area: Learning Disabilities/Special Needs*

This session outlines a framework created by program managers and administrative staff to serve special needs students in a large-scale and unified curriculum for a mandatory EFL course at a private university in Japan. This framework is described in detail and exemplified by specific cases of its implementation.

*Davey Young*, Rikkyo University, Japan
*Matthew Schaefer*, Rikkyo University, Japan
*Jamie Lesley*, Rikkyo University, Japan

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**Harnessing Graphic Design for a More Enriching ELT Experience**

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

The graphic design of ELT materials is an overlooked and generally underappreciated element of the same. Generally, it is considered more for making thinks look prettier. The presenters propose to analyse how graphic design may be better used in the elaboration of more effective materials.

*Katharine West*, Universidad Distrital Francisco Jose de Caldas, Colombia
*Francisco de la Torre*, Independent, Colombia
*Paola Bonilla*, Colegio Nueva Granada, Colombia

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**Improving English in National Education Systems: Lessons From the World**

*Content Area: Language Policy and Planning*

The presenter shares lessons from case-study research and experiences of large-scale national English educational reform projects. Comparing projects from Africa, Asia, and the Americas, the presenter distills four key lessons for successful project design, implementation, and evaluation, and highlights common reasons for failure. For those interested in large-scale English reform.

*John Knagg*, British Council, United Kingdom (Great Britain)

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**Key Considerations in Conducting Postobservation Conferences**

*Content Area: Teacher Education*

Offering feedback during postobservation conferences is one of the most difficult tasks in supervising second language teachers. This session aims to explore key considerations in carrying out postobservation conferences. Participants discuss strategies for conducting effective postobservation conferences.

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

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**Language Learning: The Key to Unlocking New Standards for ELLs**

*Content Area: Standards, Common Core State Standards*

The presenters describe social constructivist theories of language learning and how these inform pedagogy under the Common Core and other college- and career-readiness standards. Innovative instructional approaches are described in relation to both theories of language learning and current research on effective instruction of ELLs in content-area classrooms.

*Lindsey Massoud*, Center for Applied Linguistics, USA
*Joanna Duggan*, Center for Applied Linguistics, USA
*Sarah Moore*, Center for Applied Linguistics, USA

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**Mainstreaming Your WIDA Students to English Success**

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

DynEd, aligned to WIDA standards, accelerates your students’ outcomes on the ACCESS for ELLs test. Key to your success in mainstreaming your ELLs is DynEd’s language-learning methodology, goal-based learning models, and predictable outcomes.

*Alfonso Lara*, DynEd International, USA
**Partnering With Parents to Foster Literacy Development of Young ELLs**  
*Content Area: Elementary School/Primary Education*

Presenters share work created by 48 teachers who participated in a professional development grant focused on literacy development of young ELLs. Educators collaborated to develop lessons and parent-friendly activities for use at home designed to support the language and literacy development of ELLs.

**Leslie Grant**, University of Colorado Colorado Springs, USA  
**Angela Bell**, Independent, USA  
**Barbara Frye**, University of Colorado Colorado Springs, USA

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**Peering Through the Lens: International Student Expectations of Academic Work**  
*Content Area: Higher Education*

The International Student Work Expectations survey was piloted with 166 international students at a U.S. university. Statistically significant results were found along five streams: (a) type of work, (b) application of research, (c) individual contribution, (d) academic participation, and (e) grading differences. Participants discuss the findings and their own experiences.

**Kevin Martin**, Virginia International University, USA

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**Providing EAP Listening Input: An Evaluation of Recorded Listening Passages**  
*Content Area: Listening, Speaking/Speech*

Are the recorded passages that accompany listening textbooks providing students with exposure to all the necessary elements of academic lecture language? The presenter shares results of a corpus-based study, illustrating what recorded passages do well, where they fall short, and providing activities designed to supplement EAP listening instruction.

**Erin Schnur**, Northern Arizona University, USA

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**Queer as a Second Language as Inclusive Pedagogy: What Works?**  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

LGBTQ educators and allies often seek to employ “inclusive pedagogy” and curriculum, offering opportunities for Queer as a Second Language (QSL) content absent from published curriculum. Emergent from qualitative interviews, the presenters share practices of Pre-K–20 ELL educators evaluated through a literature-informed rubric.

**Sherri Martin-Baron**, Monroe Community College, USA  
**Lara Ravitch**, University of Oregon, USA  
**Carter Winkle**, Barry University, USA

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**Reaching Differently-abled Adult ELLs: Drawing From Canadian Experiences**  
*Content Area: Learning Disabilities/Special Needs*

The presenter shares the procedures for inclusion when working with adult ELLs with disabilities. Instructional strategies for adult ELLs who have not been identified with disabilities but required special attention are also presented. Participants have opportunities to identify, discuss, and incorporate strategies, including Universal Design for Learning and differentiated instruction.

**Raj Khatri**, University of Victoria, Canada

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**Reflective Practice for Preservice EFL Teachers: Action Research Project**  
*Content Area: Teacher Education*

Although action research has become a common practice for in-service language teachers, this study demonstrates that preservice language teachers also consider such practices as a problem-solving process. Moreover, the study discusses the importance of such self-reflective practices and how they facilitate the effectiveness of preservice English language teacher education programs.

**Hatime Ciftci**, Bahcesehir University, Turkey  
**Enisa Mede**, Bahcesehir University, Turkey  
**Derin Atay**, Bahcesehir University, Turkey
Rethinking Online Course Design to Enhance Interaction and Learning

Content Area: Teacher Education

Online education is often limited to posting and responding in forums and completing writing assignments. An overuse of forums is monotonous and demotivating to students. This interactive presentation includes principles for and examples of creative and engaging assignments and activities that can energize learners in online courses.

Tasha Bleistein, Azusa Pacific University, USA
Jennifer Hirashiki, Westcliff University, USA

Strengthening Students’ Voices Through Effective Feedback

Content Area: English as a Foreign Language

This session aims at showing a few techniques that provide meaningful feedback to students based on their online interactions in a blended teacher-development course in an EFL setting. Participants discuss and learn how guided interactions among teacher-students and students themselves contribute successfully to their learning outcomes.

Vania Rodrigues, Casa Thomas Jefferson, Brazil

Supporting the Professional Growth of TESOL Supervisors

Content Area: Teacher Education

Although supervisors spend a great deal of one-to-one time providing feedback, they themselves often do not receive feedback on their practice. The research discussed focuses on the impact of inviting supervisors to video their conference sessions and to engage in the self-observation process that we routinely ask candidates to engage in.

Laura Baecher, Hunter College—CUNY, USA

Teaching Grammar Through Storytelling: A Dialogical Approach

Content Area: Grammar

Truly Vygotskian in nature, a dialogical approach to teaching grammar encourages language learners to reflect on use of target language forms, collaborate and coconstruct meaningful grammatical explanations, and so much more. Storytelling is one such tool that allows students and teachers to discuss grammar.

Randa Taftaf, University of South Florida, USA

The Critical Role of Grammar and Syntax in Academic Language

Content Area: Grammar

If ELLs are to access more rigorous standards, they must be able to discuss, read, and write academic texts. Certainly, an understanding of academic vocabulary is critical. But explicit instruction in grammar and syntax is every bit as important. This session describes why and shares specific strategies.

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

The Norm Dilemma: Lecturer Certification for English Medium Instruction (EMI)

Content Area: International Teaching Assistants

The presenters describe validation studies for a performance-based EAP certification test, the Test of Oral English Proficiency for Academic Staff (TOEPAS), designed to assess lecturers’ oral proficiency for coping with the demands of English-medium instruction (EMI). Updated TOEPAS assessment criteria and a new global assessment scale are also presented.

Joyce Kling, University of Copenhagen, Denmark
Slobodanka Dimova, University of Copenhagen, Denmark

The Power of Credit: Strategies for Invigorating Your ESL Program

Content Area: Community College and Technical Education

Credit-bearing ESL programs are necessary and essential players in higher education. ESL instructors, program administrators, and support staff need strong strategies to empower themselves in order to maintain the academic integrity of their programs. This presentation provides 5 “Es” to invigorate your ESL program: engage, enrich, energize, empower, and equalize.

Stephanie Brown, Holyoke Community College, USA
Vivian Leskes, Holyoke Community College, USA
Eileen Kelley, Holyoke Community College, USA
Training a Nation: Empowering Teachers Through Large-Scale Reform  
**Content Area: Personal and Professional Development for Teachers**  
In response to a national bilingualism policy announced by the president in 2014, great strides are being taken in Peru to increase English language proficiency throughout the nation. This presentation outlines the process from needs assessment to intervention and monitoring in the training of the country’s public English teacher trainers.

**Maggie Steingraeber**, English Language Programs, USA  
**William Machaca**, Ministry of Education, Peru  
**Lisa Mann**, English Language Programs, USA

Understanding Culture: From Simple to Complex Definitions and Frameworks  
**Content Area: Culture**  
In this session, a series of definitions and frameworks of culture are presented, from the simple to the complex, in order to provide a multifaceted exploration of the intricacy and dynamics of culture and how it relates to language and language teaching.

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

Using Authentic Texts to Help Refugees With Functional Literacy  
**Content Area: Refugee Concerns**  
Textbooks do not always address the functional literacy needs of refugees. In this session, the presenter shares five lessons created from authentic texts that refugees need in their daily lives and show the reading subskills that each lesson targets and discusses how refugees responded to these lessons.

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

Using Multiple Measures to Choose Level-Appropriate Textbooks  
**Content Area: Intensive English Programs**  
Choosing textbooks is often done subjectively based on teacher intuition. Though teacher intuition is important, educators should also include objective measures of textbooks in their decision-making. This presentation discusses how to use objective measures, such as vocabulary, readability, and grade level, to select level-appropriate textbooks.

**Caitlin Hamstra**, Central Michigan University, USA  
**Amy Bell**, Central Michigan University, USA

Utilizing a Language Lab to Maximize Language Acquisition  
**Content Area: Listening, Speaking/Speech**  
Finding adequate time for students to practice the target language can be a challenge. Imagine if you could allow every student more time with the target language, differentiate instruction and activities easily, and provide immediate feedback. The possibilities are limitless for communication and comprehension activities using Robotel’s SmartClass+ language lab.

**Lindsey Klein**, Robotel SmartClass+ Language Lab, USA

Win, Win, Win: TEFL Practicum as Study Abroad  
**Content Area: Teacher Education**  
The presenters describe a month-long in situ TEFL practicum course that evolved from a partnership between a Chinese and an American university. The presenters describe the development and implementation of the popular course and share the impressions of both the American university student participants and their Chinese institution hosts.

**Louise Gobron**, Georgia State University, USA  
**Kris Acheson-Clair**, Georgia State University, USA  
**Xueying Wu**, Shanghai University, China (People’s Republic)

Winning Games: Creative Twists on Popular Games to Maximize Participation  
**Content Area: Elementary School/Primary Education**  
Games can be valuable, but in popular whole-class games, most students sit, watch, and wait for their turn. In this session, we introduce creative, low-prep ways to maximize individual participation, using three games as models: Password, Jeopardy, Fly Swatter.

**Meg Parker**, UC Irvine, USA  
**Emily Wong**, UC Irvine, USA
**Critical Pedagogies in ELT: Classroom Applications and Lessons**

*Content Area: Social Responsibility/Sociopolitical Concerns*

This panel provides five concrete examples of critical ELT pedagogy practices, emphasizing the challenges of implementation across classrooms and the specific opportunities for transformative pedagogy and critical insight that arise in each setting. Examples range from EAP classrooms to teacher education programs in the USA, Canada, Mexico, and Australia.

- **Christian Chun**, University of Massachusetts Boston, USA
- **Suhanthie Motha**, University of Washington, USA
- **Brian Morgan**, York University–Glendon College, Canada
- **Stephanie Vandruck**, University of San Francisco, USA
- **Mario López Gopar**, Universidad Autónoma Benito Juárez de Oaxaca, Mexico

**1:00 pm**

**“More Than a Native Speaker”: New Perspectives, New Edition**

*Content Area: Second Language Acquisition*

In this session, the presenters reflect on the special needs of novice teachers working in EFL environments, and how such teaching environments differ from ESL settings. They introduce the new features of the third edition of “More Than a Native Speaker,” and end the session with Q&A.

- **Don Snow**, Duke Kunshan University, China (People’s Republic)
- **Maxi-Ann Campbell**, Duke Kunshan University, China (People’s Republic)

**Academic Success Right from the Very Beginning With Trio Reading**

*Content Area: Reading and Literacy*

Come explore lesson design, strategies, and activities that support students’ academic start. We will look at Trio Reading, a program that focuses on the fundamental skills beginning ESL readers need for understanding and engaging with academic texts and also learn about its companions: Trio Writing and Trio Listening and Speaking.

- **Kate Adams**, Independent, USA

**Barron’s TOEFL iBT: The Next Generation**

*Content Area: Assessment/Testing*

In keeping with the theme of the convention, Barron’s unveils its plan for an innovative edition of the classic Barron’s TOEFL iBT book. Join the author for a look into the future of TOEFL preparation: Barron’s TOEFL 2.0. Leave with ideas, materials, and a book to upgrade your TOEFL program.

- **Pamela Sharpe**, Barron’s Educational Series, USA

**Comprehension Out Loud: Collaborative Strategic Activities for Building Reading Skills**

*Content Area: Reading and Literacy*

Are you looking for engaging ways to help your students build academic reading comprehension skills? The presenters demonstrate scaffolded group activities for students to summarize, paraphrase, and respond to main ideas while ensuring individual accountability and equal participation. Participants leave with resources for designing reading lessons that get students talking.

- **Barbara Flocke**, University of Colorado Boulder, USA
- **Ruth Moore**, University of Colorado Boulder, USA

**Connect, Converse, Collaborate: Bridging the Gap Between TESOLers and Affiliates**

*Content Area: English as a Foreign Language*

How does networking with NS and NNS colleagues across the globe germinate, postconvention, into meaningful connections that foster growth and innovation in the classroom? This presentation connects TESOLers and affiliates in ongoing ELT collaborations through cross-mentoring partnerships to bridge the gap between ESL and EFL professionals worldwide.

- **Shumaila Omar**, Institute of Business Management, Pakistan

**Dealing With Adult Learners’ Speaking Stress**

*Content Area: English as a Foreign Language*

This presentation aims at working with techniques to help adult learners overcome speaking difficulties in an EFL classroom. The presenters describe factors that hinder or facilitate oral production and show how they tackle this issue with adult students. They also share activities that boost speaking acquisition.

- **Claudia Farias**, Casa Thomas Jefferson, Brazil
- **Selma Almeida**, Casa Thomas Jefferson, Brazil
### Dialogic Feedback: Rethinking Written Corrective Feedback

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

Using results from classroom research, this presentation demonstrates how an in-depth investigation of L2 students’ revision practices over the period of one semester in IEP courses may challenge the traditional view of corrective feedback. Implications for the L2 writing classroom are discussed.

Shokhsanam Djalilova, University of Mississippi, USA

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### Effectiveness of ELL Preparation Courses on In-Service Teachers’ Self-Efficacy

**Content Area: Teacher Education**

The study discussed investigates the impact of ELL teaching preparation courses on the level of in-service teachers’ self-efficacy changes over a semester. Along with a summary of the study, the presenters provide sample materials identified as the most effective to inform their teacher practices.

Sung Ae Kim, Purdue University, USA
Patricia Morita-Mullaney, Purdue University, USA

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### Empowering ITA Practitioners by Enriching an Outdated Assessment

**Content Area: International Teaching Assistants**

The SPEAK test is commonly used by international teaching assistant programs, but many programs are searching for a more appropriate and relevant alternative that is as efficient, consistent, and cost-effective. In this session, presenters share issues and perspectives on using the SPEAK and revising/replace it to address testing concerns.

Elise Geither, Case Western Reserve University, USA
Liz Tummons, University of Missouri, USA
Elizabeth Wittner, University of Virginia, USA

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### Empowering Learning Online: Aligning Objectives, Activities, and Assessments

**Content Area: Distance Learning/Online Learning**

Alignment is fundamental to a successful online ESL course by promoting learning and retention. The presenters demonstrate how to align objectives, technology, activities, and assessments and share examples of well-designed courses as well as potential errors of poor design. Participants receive guidelines for aligning course elements and develop an aligned module.

Sarah Barnhardt, Community College of Baltimore County, USA
Mary Peacock, Richland College, USA
### Interfaith Palestinian Educators and Friends for Justice, Peace, and Reconciliation

*Content Area: Social Responsibility/Sociopolitical Concerns*

Interfaith Palestinian Educators and Friends for Peace, Justice and Reconciliation is a forum to promote international exchange and collaboration between Palestinian English Language Educators and Friends in the Middle East and concerned TESOL professionals throughout the world, focusing on the challenging educational contexts of conflict and war.

- **Liana Smith**, Montgomery College, USA
- **Salameh Bishara**, Lutheran Schools of Evangelical Lutheran Church in Jordan and The Holy Land, Israel
- **Ahmad Atawneh**, Hebron University, Israel
- **Ibrahim El Hussari**, Lebanese American University, Lebanon
- **Reem Jaber**, Evangelical School of Hope, Israel
- **Nazmi Al Mazri**, Islamic University of Gaza, Israel

**Thursday, 1:00 pm–1:45 pm**  
WSCC, 213

### Literature on Peacebuilding Promotes Summer Language and Literacy Development

*Content Area: Social Responsibility/Sociopolitical Concerns*

Literacy in a program for middle school students with interrupted education extends through a summer book club at the community library. Presenter provides background research and rationale and demonstrates strategies using quality multicultural thematic literature that motivates learners to read, promotes engaged oral language use, and facilitates enriching literacy activities.

- **Mary Lou McCloskey**, The Global Village Project, USA
- **Amy Pelissero**, The Global Village Project, USA

**Thursday, 1:00 pm–1:45 pm**  
WSCC, 212

### International Student Orientations 2.0: Creating a Campus Home

*Content Area: Program Administration*

IEPs must find ways to help students participate in campus activities in order to maximize their experience and increase retention. Project-based orientations meet this challenge in a way that engages, enriches, and empowers international students. Presenters show how to utilize campus partnerships for seamless integration into campus life.

- **Karen Lioy**, University of North Texas, USA
- **Jessalyn Mayer**, University of North Texas, USA
- **Benjamin Wright**, University of North Texas, USA

**Thursday, 1:00 pm–1:45 pm**  
WSCC, 3A

### Literature on Peacebuilding Promotes Summer Language and Literacy Development

*Content Area: Social Responsibility/Sociopolitical Concerns*

- **Liana Smith**, Montgomery College, USA
- **Salameh Bishara**, Lutheran Schools of Evangelical Lutheran Church in Jordan and The Holy Land, Israel
- **Ahmad Atawneh**, Hebron University, Israel
- **Ibrahim El Hussari**, Lebanese American University, Lebanon
- **Reem Jaber**, Evangelical School of Hope, Israel
- **Nazmi Al Mazri**, Islamic University of Gaza, Israel

**Thursday, 1:00 pm–1:45 pm**  
WSCC, 213

### Literature on Peacebuilding Promotes Summer Language and Literacy Development

*Content Area: Social Responsibility/Sociopolitical Concerns*

- **Mary Lou McCloskey**, The Global Village Project, USA
- **Amy Pelissero**, The Global Village Project, USA

**Thursday, 1:00 pm–1:45 pm**  
WSCC, 212

### Multilingual/Multimodal Writing as an Act of Identity: Zein's Case

*Content Area: Refugee Concerns*

Framed within Ivanič’s conceptualization of language, learning, and identity, the study discussed aims at examining how one Iraqi adolescent refugee ELL constructs his identity through engaging in multilingual (e.g., use of “Arabizi”) and multimodal (e.g., developing video games and comic YouTube videos) school-based and out-of-school writing practices.

- **Fares Karam**, University of Nevada, USA
- **Amanda Kibler**, University of Virginia, USA

**Thursday, 1:00 pm–1:45 pm**  
Sheraton Seattle, Kirkland

### Photography in ELT: Engage, Inspire, Create, Learn

*Content Area: Arts*

Get your students thinking beyond the selfie and using their phone cameras as interactive and fun language learning devices. This presentation introduces and demonstrates photography-based activities and lessons for building skills in vocabulary, oral expression, creative writing, community engagement, and more for all levels of ELLs and photographers.

- **Crystal Bock Thiessen**, University of Nebraska–Lincoln, USA

**Thursday, 1:00 pm–1:45 pm**  
WSCC, 619
Piloting Writing Analysis to Distinguish Between Language Development and Disability  
*Content Area: Learning Disabilities/Special Needs*

Presenters report on pilot efforts analyzing writing to distinguish ELLs who exhibit typical second language acquisition from those with language-based learning disabilities. After the presenters provide exemplars, participants analyze writing samples for possible language-based learning disabilities to determine the characteristics of those who might or might not have disabilities.

Paul Abraham, Simmons College, USA  
Greta Phillips, Newton Public Schools, USA  
Sanghee Yeon, Defense Language Institute, South Korea  

Thursday, 1:00 pm–1:45 pm  
Sheraton Seattle, Grand Ballroom D

Selecting and Adapting Tasks for Adult Multilevel ESL Classes  
*Content Area: Task-Based, Project-Based Instruction*

Need to quickly adapt tasks for your multilevel adult ESL classes? The presenters share four practical, easy-to-use frameworks for modifying tasks and provide examples corresponding to each. Participants gain experience in adapting tasks of relevance to their classes.

Marilyn Abbott, University of Alberta, Canada

Thursday, 1:00 pm–1:45 pm  
Sheraton Seattle, Ballard

Preparing Adult ELLs for Online and Blended Language Learning  
*Content Area: Distance Learning/Online Learning*

Adult ELLs may need to develop digital literacy skills for successful engagement in online/blended language learning. Presenters share a 10-module Preparation for Online Learning course and instructor guide. Participants leave with resources to adapt and implement their own prep course or stand-alone lessons for successful online learning for adult ELLs.

Bonnie Nicholas, NorQuest College, Canada  
Rozita Amini, NorQuest College, Canada

Thursday, 1:00 pm–1:45 pm  
TCC, Yakima 2

Put Your Students on the Right Learning Path  
*Content Area: Higher Education*

Preparing students for academic study in the 21st century requires more than just authentic materials, engaging media, and stimulating activities. Real preparation involves instilling an academic mindset in students and setting them on a purposeful learning path. Learn how to create an energizing learning sequence for your students.

Michael Rost, Independent, USA

Thursday, 1:00 pm–1:45 pm  
WSCC, 615

Reaching TESOL's Potential: Leadership, Relationship, and Your Organization  
*Content Area: Leadership*

While programming for TESOL is essential, no program will experience success unless those implementing the program share a vision and have a heart for ELLs’ progress. This workshop explores the research supporting character and compassion in ELL educators and presents steps for improving TESOL leadership and relationships.

Dan Shepherd, Missouri Western State University, USA  
Sanghee Yeon, Defense Language Institute, South Korea

Thursday, 1:00 pm–1:45 pm  
WSCC, 620

Taking U.S. MA TESOL Students Abroad: Opportunities and Challenges  
*Content Area: Teacher Education*

International service learning is exciting as participants can experience teaching English and simultaneously be language learners. The presenters share findings from a U.S. program taking MA students to Costa Rica the summer of 2016 and exchange guiding practices in preparing a course on teaching English in global contexts.

Laura Baecher, Hunter College–CUNY, USA  
Samantha Chung, New York City Department of Education, USA

Thursday, 1:00 pm–1:45 pm  
TCC, Chelan 2

Teacher Written Feedback: Focus on Student Revision and Text Quality  
*Content Area: Second Language Writing/Composition*

Revision is an important writing process. It helps writers to rediscover meaning, rearrange the structure, and refine the style and language. The presenters report part of a large study that investigated the effects of pedagogical treatment on EFL students’ revision and writing improvement.

Lawrence Jun Zhang, University of Auckland, New Zealand  
Hua Geng, Nanjing University, China (People’s Republic)

Thursday, 1:00 pm–1:45 pm  
WSCC, 303

Teachers' Attitudes, Roles, and Challenges When Implementing Critical Pedagogy  
*Content Area: Applied Linguistics*

The presenter, drawing on data from a study, discusses in-service teachers’ attitudes, roles, and challenges when implementing critical pedagogy (CP) in Nepal’s EFL classroom. The study discussed is useful for teachers and researchers interested in CP and is expected to contribute to the literature on CP in EFL contexts.

Jagadish Paudel, Dadeldhura Multiple Campus, Nepal

Thursday, 1:00 pm–1:45 pm  
WSCC, 304
Thursday, 1:00 pm–1:45 pm
WSCC, 614

Teaching and Learning Vocabulary

Content Area: Vocabulary/Lexicon

This session begins with a brief examination of the nature of the English lexicon, followed by an exploration of the dimensions of an ordinary lexeme. Participants experience specific techniques for teaching vocabulary from several Pro Lingua publications, and conclude with a discussion on approaches to teaching vocabulary. Raffle follows.

Raymond Clark, Pro Lingua Associates, USA
Andy Burrows, Pro Lingua Associates, USA

Thursday, 1:00 pm–1:45 pm
WSCC, 616

Technology and Imagine Learning: Accelerating Learning for ELLs

Content Area: Elementary School/Primary Education

School districts are microcosms of the diversity in American society, and that diversity has created the need for more effective instruction for second language learners. Discover how technology and Imagine Learning, working together, provide highly engaging language and literacy instruction that accelerates English language development in tandem with academic instruction.

Arlene Vavasseur Fortier, Imagine Learning, USA

Thursday, 1:00 pm–1:45 pm
TCC, Chelan 4

The Impact of Master’s Theses on EFL Teachers’ Professional Learning

Content Area: Teacher Education

This presentation explores the impact of the master’s thesis on the professional learning of EFL in-service teachers from seven teacher education programs in Colombia. The main areas of professional learning that are supported through this project are examined as well as the implications for in-service teachers and teacher education programs.

Julio Gomez, Universidad Externado de Colombia, Colombia

Thursday, 1:00 pm–1:45 pm
Sheraton Seattle, Issaquah

Wanted: Excellent Hybrid Teachers. Must Be... Must Have...

Content Area: Program Administration

Having excellent teachers to deliver hybrid courses is a poignant concern. It is no small feat for administrators to identify and hire professionals who will be successful both online and on-ground. Presenters share a study done with outstanding hybrid language teachers and pinpoint the key factors in their success.

Silvia Laborde, Alianza Cultural Uruguay-Estados Unidos, Uruguay
Rosario Giraldez, Alianza Cultural Uruguay-Estados Unidos, Uruguay

Thursday, 1:00 pm–2:45 pm
WSCC, 618

7 Topics Absent From ELT Textbooks: Keeping Hidden Curriculum Hidden

Content Area: Materials Writers, Curriculum/Materials Development

Textbook characters are never divorced; never LGBTQ; never drink wine or eat pork; and never discuss politics, sex, or religion: This offers a distortion of the target culture. In this InterSection, panelists representing various aspects of curriculum development, publishing, and teaching explore the implications of “PARSNIPs” in English language curriculum.

Walton Burns, Independent, USA
Keith Foise, University of Central Florida, USA
Lara Ravitch, University of Oregon, USA
Scott Thornbury, The New School, Spain

Thursday, 1:00 pm–2:45 pm
TCC, Yukima 1

Brick by Brick: Building Academic Writing With Elaborate Noun Phrases

Content Area: Second Language Writing/Composition

IEP textbooks and curricula lend great weight to complex sentences but fail to give sufficient, if any, time to complex nouns. In this workshop, participants create activities to develop learners’ awareness and use of noun phrases and adapt these activities for their own instructional contexts.

Noah Schmidt, Spring International Language Center, USA
Nazila Aliyeva, Spring International Language Center, USA
Tony Hartman, Spring International Language Center, USA
Angela Ward, Spring International Language Center, USA

Thursday, 1:00 pm–2:45 pm
TCC, Tahoma 4

Effective Public-Private Partnerships in English for Professional Purposes

Content Area: English for Specific Purposes

This panel presents three perspectives on building strong partnerships between private sector language training providers and federal government sponsors in English for professional purposes programs. Presenters describe challenges in expectation management, needs assessment, instruction and curriculum design, logistics, learner diversity, and learner motivation, and outline their approaches to successful resolution.

Deborah Kennedy, Center for Applied Linguistics, USA
Kevin Gormley, U.S. Department of Defense, USA
Heidi Faust, University of Maryland, Baltimore County, USA
Nancy Schaffman, U.S. Department of Defense, USA
Christa Hansen, Georgetown University, USA
Sharon Halstead, Federal Bureau of Investigation, USA
Thursday, 1:00 pm–2:45 pm  
TCC, Tahoma 3

**Essentials of Haptic Pronunciation Teaching**  
*Content Area: Listening, Speaking/Speech*

This workshop presents a set of haptic (movement + touch)-based instructional techniques for presenting and correcting English L2 pronunciation, applicable for intermediate ELLs and above. Guided by recent research on kinesthetic approaches to L2 pronunciation instruction, participants leave prepared to use the instructional techniques in their classrooms.

**Speakers:**  
Nathan Kielstra, Trinity Western University, Canada  
Karen Rauser, University of British Columbia, Canada

Thursday, 1:00 pm–2:45 pm  
WSCC, 611

**Lessons Learned From Designing and Implementing Large Professional Development Projects**  
*Content Area: Teacher Education*

Considering implementing a new program for ELL educators? A panel of project directors and district partners from three multiyear professional development projects funded by the U.S. Office of English Language Acquisition share challenges and insights encountered in their project designs and implementations, and regarding sustainability. Highlights include five outcomes based on project data.

**Speakers:**  
Michaela Colombo, University of Massachusetts Lowell, USA  
Laurie Hartwick, Lawrence Public Schools, USA  
Judy Sharkey, University of New Hampshire, USA  
Cynthia Stacy-Sevigny, University of New Hampshire, USA  
Julie Whitlow, Salem State University, USA

Thursday, 1:00 pm–2:45 pm  
WSCC, 610

**Successful Program Design in Teacher Professional Development**  
*Content Area: Teacher Education*

The session reviews the features of the designs of successful applicants in the latest National Professional Development grant competition. This federal program aims to improve classroom instruction for ELLs as an outcome of collaboration between institutions of higher education and local educational agencies.

**Speaker:**  
Andrea Hellman, Missouri State University, USA

Thursday, 1:00 pm–2:45 pm  
Sheraton Seattle, Grand Ballroom A

**Issues in Implementing Learning Strategy Instruction for ELLs**  
*Content Area: English as a Foreign Language*

Panelists address research and practice in teaching learning strategies to ESL/EFL students in both international and U.S. contexts. Topics include: culture strategies, affective strategies, and assessment within contemporary culturally diverse classes; grammar learning strategies for advanced students; global online interactive learning strategies instruction; and differentiating language learning strategies instruction.

**Speakers:**  
Anna Uhl Chamot, George Washington University, USA  
Christina Gkonou, University of Essex, United Kingdom (Great Britain)  
Rebecca Oxford, University of Maryland, USA  
Miroslaw Pawlak, Adam Mickiewicz University, Poland  
Jill Robbins, Voice of America, USA

Thursday, 1:00 pm–2:45 pm  
TCC, Chelan 5

**Smartphones: Cyber Spicing Classes for Adults**  
*Content Area: English as a Foreign Language*

This hands-on session shows attendants how useful and practical it is to use smartphones when teaching adult learners. Aiming at making lessons more appealing for learners, presenters provide educators with activities that make lessons more dynamic and motivating by connecting adults with different technological resources and their own gadgets.

**Speakers:**  
Eliane Lima, Casa Thomas Jefferson, Brazil  
Celina Rebouças, Casa Thomas Jefferson, Brazil

Thursday, 1:00 pm–2:45 pm  
WSCC, 617

**Fostering Digital Responsibility by Understanding Fair Use**  
*Content Area: Media (Print, Broadcast, Video, and Digital)*

The plethora of easy-to-access content on the Internet makes it tempting for students and teachers alike to use copyrighted works without understanding fair use. Come learn how to how to protect your work, what factors to consider to fairly use digital content, and how to teach about fair use.

**Speakers:**  
Julie Lopez, University of Delaware, USA  
Nancy Overman, Georgetown University, USA  
Nicky Hockly, The Consultants-E, USA

Thursday, 1:00 pm–2:45 pm  
Sheraton Seattle, Grand Ballroom A

**Practice-Oriented Workshop**
Teaching Students Living With Trauma, Violence, and Chronic Stress

Content Area: Elementary School/Primary Education

Though much information is available about working with the epic number of students experiencing trauma, violence, and chronic stress, it’s generally from a therapeutic and counseling perspective. This session focuses on teaching and school-wide practices that support students’ development of resiliency, engagement in learning and their classroom community, and academic success.

Debbie Zacarian, Debbie Zacarian, Ed.D. & Associates, USA
Helaine W. Marshall, Long Island University Hudson, USA
Judie Haynes, everythingESL, USA
Laura Lukens, North Kansas City Schools, USA

The 5 Myths of the 5-Paragraph Essay

Content Area: Second Language Writing/Composition

Despite attempts to limit or discourage its use, the five-paragraph essay lives on in L2 writing classrooms, assignments, and assessments across the educational spectrum. The panelists dissect five myths that are often cited in support of this formulaic approach to writing and propose practical, effective alternatives.

Nigel Caplan, University of Delaware, USA
Deborah Crusan, Wright State University, USA
Dana Ferris, UC Davis, USA
Ann Johns, San Diego State University, USA
Luciana de Oliveira, University of Miami, USA
Christina Ortmeier-Hooper, University of New Hampshire, USA

Using Ethnographic Methodology to Examine Language Use in Context

Content Area: English for Specific Purposes

ESP practitioners rarely use ethnographic approaches to examine language use in context for needs analyses and program designing. This panel presents ethnographic methodologies applicable to both EAP and EOP contexts, which are research-based and practical applications that can be utilized by ESP practitioners.

Esther Perez-Apple, Perez Apple and Company, USA
Dan Douglas, Iowa State University, USA
Shelley Staples, University of Arizona, USA
Shahid Abrar-ul-Hassan, University of British Columbia, Canada

Washington's I-DEA: Flipping Instruction for Adult ELLs

Content Area: Adult Education

Project I-DEA, funded by the Bill and Melinda Gates Foundation, has concluded a 3-year pilot. The curriculum includes 31 flipped instructional modules designed to accelerate learning of lower level ELLs. Presenters share project design, the revised openly licensed curriculum, and project data.

Jodi Ruback, Washington State Board for Community and Technical Colleges, USA
Adria Katka, North Seattle College, USA

Empowering and Enriching an ESL Program on the Brink

Content Area: Higher Education

Have sharp declines in enrollment put your ESL program on the chopping block? Empower yourself with persuasive evidence that will help you convince stakeholders to save your program! Glimpse worldwide trends and enrollment projections in English language programs, and discover how you can enrich your program despite low enrollment.

Gail Lugo, Trine University, USA
Mark Algren, University of Missouri, USA
David Colbert, Trine University, USA
Graham Reeves, Trine University, USA
Kate Villafranca, Trine University, USA

ELLs, Immigrant Students, and U.S. Law

Content Area: Advocacy

Representatives from the Office for Civil Rights at the U.S. Department of Education, the U.S. Department of Justice, and the Migrant Legal Action Program.

Roger Rosenthal, Migrant Legal Action Program, USA
James Ferg-Cadima, U.S. Department of Education, Office for Civil Rights, USA
Emily McCarthy, U.S. Department of Justice, Civil Rights Division, USA
2:00 pm

**A CPD Framework for the Design of Teacher Education Projects**
*Content Area: Teacher Education*

The presenter discusses an international continuing development framework for English teachers and its applications in different countries. The research-based framework is based on 12 professional competences and 4 stages of competence. Discuss and reflect on how the teachers you work with might benefit.

**John Knagg**, British Council, United Kingdom (Great Britain)

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**A Reading and Vocabulary Program for ELLs With Learning Disabilities**
*Content Area: Elementary School/Primary Education*

This presentation describes a highly structured reading comprehension and vocabulary program designed to improve the reading abilities of ELLs with mild learning disabilities. The presenter describes the program components and discusses the classroom management conditions for such a program to be effective. Questions and answers follow the presentation.

**Lía Kamhi-Stein**, California State University, Los Angeles, USA

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**CASAS: Assess — Learn — Achieve**
*Content Area: Adult Education*

This session showcases the resources CASAS offers—many at no cost—that help agencies implement quality ELL programs with standardized accountability measures. The CASAS framework assists programs to assess, instruct, and track youth and adult ELLs’ progress from beginning literacy through transition to postsecondary and the workforce.

**Linda Taylor**, CASAS, USA

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**Empowering Students Through Advising: A Systems Approach for IEP Coaching**
*Content Area: Intensive English Programs*

In this session, the presenters provide an outline of IEP-specific advising practices and procedures based on an IEP that uses a system of advising designed to meet students’ needs. Sample forms and policies are provided. Participants are encouraged to actively engage in the session.

**Pamela Smart-Smith**, Virginia Tech Language and Culture Institute, USA

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**Does the Flipped Classroom Actually Improve Student Achievement?**
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

The flipped classroom is attracting much current interest globally. Student perceptions of using more technology and video recorded lessons are positive, although assessment results across many disciplines vary. Presenters share their experiences flipping experimental courses and report on differences in student achievement and digital literacy compared to control classes.

**Marie Webb**, Anaheim University, USA

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**Communities, Culture, and Developing Arguments: Engagement in Graduate Classes**
*Content Area: Culture*

The presenters describe how international students learned about the concept of communities of practice, thereby enriching their understanding of the cultural adaptation process. This understanding empowered them to construct arguments about how to tailor their adaptation to their individual needs in order to become engaged members of the academic community.

**Anastasia Khawaja**, University of South Florida, USA

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**Pamela Smart-Smith**, Virginia Tech Language and Culture Institute, USA
English and Elitism: Cultural Consequences of the Internationalization of Education  
Content Area: Social Responsibility/Sociopolitical Concerns  
The presenter describes part of a theoretical framework for understanding the internationalization of education, as it has been implemented in the Thai context. International English language programs have become markers of status and prestige. The presenter uses this framework to argue that this process has exacerbated inequities in Thai society.  
Matthew Ferguson, Mahidol University International College, Thailand

Every Picture Tells Their Story  
Content Area: Teacher Education  
WRITE BRAIN BOOKS are illustrated, wordless books with lines on the pages. Through narrative and creative writing curricula, designed for every kind of learner, students become published authors of their own children’s books. The WRITE BRAIN experience increases ELLs’ proficiency in English and dramatically decreases their fear of using it.  
Meredith Scott Lynn, WRITE BRAIN Books, USA  
Julia Gabor, WRITE BRAIN Books, USA

Experiences and Perceptions of Adult Refugee ELLs and Their Teachers  
Content Area: Refugee Concerns  
Volunteer-based ESL classes for refugees persist, in spite of a lack of professional support. The mixed-methods study discussed highlights the experiences of three volunteer teachers of refugee ELLs and their perceptions of their own teaching, the needs of their students, and their students’ perceptions of their class.  
Kallie-Jo Ho, University of Illinois at Urbana-Champaign, USA

Feedback Tools: Written and Audio Comments in ESL Writing Courses  
Content Area: Second Language Writing/Composition  
This session offers activities and suggestions to help instructors improve feedback practices in writing courses. Several tools that have an audio feedback option are discussed (audio attachments in a PDF file, audio attachments in Kaizena, and holistic comments in Turnitin), and the application of these tools is demonstrated.  
Veronika Maliborska, Northeastern University, USA

Get This Write: Sentence-Writing Practice Builds Confidence Through Competence  
Content Area: Second Language Writing/Composition  
Do your middle school, high school, university, or adult learners speak better than they write? Get This Write® offers them a unique self-checking online program with clear grammar explanations and controlled sentence-writing practice. Learners gain skill and confidence through this self-paced practice so teachers can focus on other writing activities.  
JoEllen Christians, Get This Write, LLC, USA

Keep It Up: Maintaining Motivation in TOEFL Test Preparation  
Content Area: Assessment/Testing  
In TOEFL classes, student motivation can plummet under the weight of boring exercises and test anxiety. This presentation examines the role of motivation in these classes and demonstrates engaging activities for keeping motivation high, including feedback, revision, modeling, self-reflection, visualization, and good old fun. Classroom-ready activities are provided.  
Amy Tate, Rice University, USA

Merging Health Literacy Education and ESL Instruction Among Adult Immigrants  
Content Area: Adult Education  
The presenter discusses the implementation of the Staying Healthy in Alabama program, a set of adult-oriented courses that blend health literacy and ESL instruction. The presenter describes the materials and activities employed as well as the challenges faced and the outcomes of the program’s execution.  
Cesar Bazo, Auburn University, USA

Perils and Strategies in Retention/Completion Within Community College IEPs  
Content Area: Intensive English Programs  
Community colleges across the United States are being held accountable for retention and completion rates similarly to 4-year colleges and universities. What are the problems faced by IEPs and what strategies work well to comply with new regulations? These and many other issues and strategies are discussed.  
Jose Carmona, Independent, USA
Perspectives to Practice: Francophone West African ELLs  
**Content Area: Culture**

ELLs come from culturally and linguistically diverse language backgrounds, yet these learners are often assumed to have similar needs within the K–12 educational system. This presentation helps dispel such myths by presenting the unique perspectives, experiences, and needs of Francophone West African ELLs. Implications for educators are addressed.

**Zara Onie Abdush-Shakir Bever,** Missouri Western State University, USA  
**Adrienne Johnson,** Missouri Western State University, USA

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Picture Rigor, Relevance, and Readiness With OPD  
**Content Area: Adult Education**

The presenter shares the Oxford Picture Dictionary’s newest academic and workplace topics, laying the foundation for instruction that develops beginning learners’ college- and career-readiness skills. Participants work with visuals and word lists, text-dependent questions, and higher-level thinking tasks that engage and challenge learners right from the start.

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

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Reconsidering Conceptual Paradigms in English Studies  
**Content Area: English as a Foreign Language**

With increasing recognition of the high value and transforming power of English, this session takes stock of the policy and practices of English studies in Bangladesh and the changes needed to provide effective learning. This is presented within a wider framework of ELT practices to make it relevant to attendees.

**Arifa Rahman,** University of Dhaka, Bangladesh

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Reflective Practice in TESOL: An Appraisal  
**Content Area: Teacher Education**

What is reflective practice in TESOL and what research has been conducted on it? The presenter outlines and discusses the results of a survey of 116 research articles from 58 academic journals on the practices that encourage TESOL teachers to reflect with implications for teacher education.

**Tom Farrell,** Brock University, Canada

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Specialization for 21st-Century Learning  
**Content Area: English for Specific Purposes**

To achieve success, learners must develop the specialized English skills and the 21st-century skills employers require. Career Paths offers a unique approach to ESP by developing students’ vocational English abilities while simultaneously improving their abilities to communicate, collaborate, think critically, and create in both physical and digital contexts.

**Patrick Painter,** Express Publishing, Canada

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Teaching Reading Fluency: 3 Practical Activities  
**Content Area: English as a Foreign Language**

Resources for teaching discrete reading skills like vocabulary, inferences, comprehension, main ideas, and details abound. However, improving reading fluency—that is, effective and efficient reading—is often overlooked. This presentation provides three practical activities for ESL teachers to instruct their students on reading more effectively and more efficiently.

**Bob Schoenfeld,** Arizona State University, USA

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TED Talks: Presentation Skills are the 21st-Century Superpower  
**Content Area: English as a Foreign Language**

Inspiring thinkers and innovators share their ideas on the TED stage, generating billions of views at TED.com. Come explore practical strategies TED speakers use to spread new ideas and learn how TED Talks can be used to help learners improve their speaking and presentation skills, all while broadening their knowledge.

**Ian Martin,** National Geographic Learning, USA  
**Laura LeDrean,** National Geographic Learning, USA

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The Language of Peacebuilding: Empowering Young People for Peaceful Purposes  
**Content Area: Social Responsibility/Sociopolitical Concerns**

Based on the precept that language learning, both process and product, should be meaningful, ESOL teachers around the world create curricula to help students explore identities, gain understanding and appreciation of the other, and build peaceful and sustainable communities. Educators working with immigrants, refugees, and at-risk youths share their stories.

**Valerie Jakar,** ETAI, Israel  
**Cheryl Woelk,** Language for Peace, USA  
**Lydia Stack,** Understanding Language Project, USA  
**Alison Milofsky,** United States Institute of Peace, USA  
**Zsuzsanna Kozák,** Visual World Foundation, Hungary
The Role of Explicit Anti-Bias Training

Content Area: Social Responsibility/Sociopolitical Concerns

In recognition of recent incidents of injustice within our society, explicit anti-bias training is not only needed in the police force but also within our educational institutions. This session discusses the impact of bias on our students and demonstrates specific ways to conduct anti-bias training in teacher education.

Maxi-Ann Campbell, Duke Kunshan University, China (People’s Republic)
Lavette Coney, The Fessenden School, USA
Dana Horstein, Benedictine University, USA
Ramin Yazdanpanah, Florida State University, USA
Laura Jacob, Mt. San Antonio College, USA
Heidi Faust, University of Maryland, Baltimore County, USA

Using Corpora for Engaging Language Teaching: Effective Techniques and Activities

Using concrete examples from their new book published by TESOL, the presenters introduce some common useful procedures and activities for using corpora to teach various aspects of English, including vocabulary, grammar, and writing. They also explain how to develop and use corpora to assess learner language and develop teaching materials.

Dilin Liu, University of Alabama, USA
Lei Lei, Huazhong University of Science and Technology, China (People’s Republic)

Using MIT OpenCourseWare to Create Authentic Materials for ITA Training

Content Area: International Teaching Assistants

Authentic lectures can be useful models for ITAs to see effective discourse performance and delivery of instruction. In this session, sample awareness-raising activities based on MIT OpenCourseWare materials are described. The session aims to promote autonomous learning for ITAs in their adjustment to the U.S. cultural patterns of teaching.

Erhan Aslan, University of South Florida, USA

Using Popular Media to Enrich Language Learning and Social Responsibility

Content Area: Social Responsibility/Sociopolitical Concerns

Mediascapes, our text-image-audio packed environments, are rich sources of linguistic, social, economic, and political content. This presentation focuses on ways to use media resources in language teaching to engage students’ senses of social responsibility as well as enrich their language and intercultural communication skills.

Carla Chamberlin-Quinlisk, Pennsylvania State University, Abington College, USA
Claudia Payne, Edmonds Community College, USA

What School Leaders Need to Know About ELLs

Content Area: Personal and Professional Development for Teachers

This presentation introduces the new TESOL book “What School Leaders Need to Know About ELLs,” a resource to equip school leaders with effective, research-based strategies and practices to help both ESOL and content-area teachers succeed in their roles. Come for an overview of the book and dialogue with the author.

Jan Edwards Dormer, Messiah College, USA

Critical Thinking: Sequenced Activities and Focused Language for ESL Classrooms

Content Area: Intensive English Programs

Nothing is more empowering academically than critical thinking, but teaching and practicing it in ESL contexts presents some daunting challenges. This workshop features a sequence of exercises that teachers can incorporate across proficiency levels, with a particular focus on key language tools and cues.

Bruce Rubin, California State University, Fullerton, USA

I Want to Write a Book! Getting Published With TESOL

In this interactive session, meet with the Publishing Professional Council members and authors. Bring your ideas, proposals, and manuscripts and receive feedback from experienced TESOL Press authors and editors!

Robyn Brinks-Lockwood, Stanford University, USA
Gilda Martinez-Alba, Towson University, USA
Gulbahar Beckett, Iowa State University, USA
Elizabeth Byleen, University of Kansas, USA
Margo Dellicarpini, University of Texas at San Antonio, USA
Allison Rainville, Applewild School, USA
Ke Xu, City University of New York, USA

Leveled Functional Language Frames for Everyday Use

Content Area: Elementary School/Primary Education

The English Language Development Frames provide ESL teachers models of language structures to use planning lessons. These frames, modified from state curriculum documents, identify language functions organized by grade spans and proficiency levels. The documents provide accessible resources to guide targeted language instruction and supports across content areas for students.

Kathryn Phillipson, Newton Public Schools, USA
Tara Trent, Foster City School District, USA
Christine Leider, Boston University, USA
Jody Klein, Newton Public Schools, USA
Allison Levi, Newton Public Schools, USA
Movie Segments to Teach Children Grammar Structures and Vocabulary  
*Content Area: Elementary School/Primary Education*

Teaching children with videos is crucial. Connecting grammar and vocabulary with authentic movie segments can effectively improve young learners’ language production. The presenters show how to choose appropriate movie scenes and conduct fun activities for different teaching objectives. Participants take on the roles of children.

**Claudio Azevedo,** Casa Thomas Jefferson, Brazil  
**Ana Maria Scanduzzi,** Casa Thomas Jefferson, Brazil

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NABE at TESOL: Examining Linkages Between Identity and Language Learning  
*Content Area: Educational Linguistics*

Utilizing intersectionality as a research paradigm, researchers in TESOL and NABE explore the powerful relationship between identity and language learning through critical lenses reflecting a variety of raced, classed, gendered, and “othered” identities. These examinations address the explosion of interest in scholarship examining links between bilingualism, identity and language learning.

**Theresa Austin,** University of Massachusetts Amherst, USA  
**Marjorie Haley,** George Mason University, USA  
**Sylvia Sanchez,** George Mason University, USA  
**Anita Pandey,** Morgan State University, USA  
**Minh-Anh Hodge,** National Association for Bilingual Education, USA

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Scaffolding Academic Conversations in ESL and Content Areas  
*Content Area: High School/Secondary Education*

Academic conversation is a key juncture for developing content vocabulary while integrating higher order thinking skills. This session aims to demonstrate effective strategies that enable all ELLs—from students with limited or interrupted formal education (SLIFE) to those at higher proficiency levels—to engage in rigorous academic discussion.

**Christi Cartwright Lacerda,** International High School, USA  
**Nicoleta Filimon,** Lawrence Public Schools, USA

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TESOLers Supporting Mainstream Teachers of ELLs  
*Content Area: High School/Secondary Education*

The National Council of Teachers of English (NCTE) is working to help mainstream teachers’ thinking about ELLs. Authors in the Principles in Practice book series describe their contributions, present literacy and equity-focused activities from their books, and exchange ideas with the audience.

**Betsy Gilliland,** University of Hawaii Manoa, USA  
**Shannon Pella,** UC Davis, USA  
**Christina Ortmeyer-Hooper,** University of New Hampshire, USA  
**Melinda McBee Orzulak,** Bradley University, USA  
**Maja Teref,** Von Steuben Metropolitan Science Center, USA

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Concept Maps: Illuminating Knowledge Gaps and Increasing Self-Regulation  
*Content Area: International Teaching Assistants*

Concept maps are representations of learners’ understanding of a complex topic. This session provides examples and tips to get students started on creating a concept map. The presenters show how to use the maps to design course activities targeting learner weak areas while increasing self-regulation and language proficiency.

**Jeannie Slayton,** University of Connecticut, USA  
**Jennifer Green,** Western Washington University, USA
3 Modes of Collaborative Writing
Content Area: Second Language Writing/Composition
This session presents qualitative data from the reflections of Chinese university students after engaging in three different types of collaborative academic writing: reflective essay writing, asynchronous group essays, and group collaboration on individual essays. The benefits and drawbacks of each approach are explored in light of student comments.

Jeff Bidal, University of Macau, Macau

Thursday, 3:00 pm–3:45 pm
WSCC, 213

Awareness Leads to Success: How Young Learners Benefit From Benchmarks
Content Area: Elementary School/Primary Education
Standard benchmarks have provided an essential tool for teachers of adults to determine the level of English that their learners are achieving and to focus their teaching effectively. This session presents the new young-learner-oriented objectives from the Global Scale of English and explains how learner awareness leads to achievement.

Mike Mayor, Pearson, United Kingdom (Great Britain)
Mario Herrera, Consultant, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 615

Collaborative Reading and Student-Generated Projects: Deepening Analysis, Building Agency
Content Area: Reading and Literacy
This presentation integrates research on collaborative reading benefits with creative and engaging student-generated projects that deepen analysis and spark intrinsic motivation in practice. The presenter introduces when and why collaborative reading should be prioritized in the language classroom and how students can extend learning with projects.

Rhianna Weber, ELS Language Centers, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 603

Conversations With Charlotte: ESL Teacher Evaluations Using the Danielson Framework
Content Area: High School/Secondary Education
This research-oriented presentation introduces a single case study of an ESL specialist’s 2-year experience with the Danielson Framework for Teaching to illustrate the issues associated with using it to evaluate teacher effectiveness, especially with regards to those who work with ESL students. Alternative evaluation materials are provided.

Randi Freeman, Anaheim University, USA

Thursday, 3:00 pm–3:45 pm
Sheraton Seattle, Metropolitan B

Developing Learner Resources Using Corpus Linguistics
Randi Reppen, Northern Arizona University, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 3A

Empowering Listeners Through Questioning Modeled by Science Friday
Content Area: Higher Education
Second language learners frequently cite listening comprehension as a performance barrier. Postsecondary education includes significant lecture and discussion, rich in attendance, which is inherently passive and idiomatic, and requires sustained attention. The Science Friday program introduces students to a model of active listening, traditional discourse structures, and academic listener question types.

Alicia Ambler, University of Iowa, USA

Thursday, 3:00 pm–3:45 pm
TCC, Chelan 5

Empowering Teachers to Engage Students With Learning Disabilities
Content Area: Learning Disabilities/Special Needs
Learning disabilities constitute a current challenge in classroom routine. This practice-oriented session focuses on the enrichment of teachers’ knowledge to understand learners with difficulties through resilient elements. The presentation provides teachers with conceptual tools to identify students’ cognition disorders and address those issues with proper accommodations.

Fernanda Melo, Casa Thomas Jefferson, Brazil
Lucia Souto, Casa Thomas Jefferson, Brazil

Engaging in Motivational Teaching Practices
Neil J Anderson, Brigham Young University–Hawaii, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 201

Enriching the IEP Classroom Through Coteaching and Colleague Collaboration
Content Area: Intensive English Programs
Coteaching in IEPs is a valuable way to keep experienced teachers engaged while simultaneously training, mentoring, and empowering novice teachers. Join the presenters as they share their experiences and provide useful tips, application, and advice for teacher collaboration and professional development.

Alexis Gonzalez, Missouri State University, USA
Cali Pettijohn, Missouri State University, USA
Jennifer Morrison, Evangel University, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 201
Examining Cultural Assumptions Through Dialogue, A Human Library Inspired Project  
*Content Area: Culture*

The Human Library is a “method” for promoting dialogue, reducing prejudice, and encouraging community connection. This method becomes an ideal project for international students to connect with their new community. In this project, students engage in linguistically and culturally meaningful interactions while challenging participants to reassess assumptions about one another.  

**Becki Quick, University of Oregon, USA**

Thursday, 3:00 pm–3:45 pm  
WSCC, 210

Integrating Pronunciation Into the Reading Classroom  
*Content Area: Higher Education*

There is little doubt that pronunciation instruction enhances both listening and speaking skills. However, pronunciation has another place in ESL: the reading classroom. The presenters demonstrate activities that link pronunciation to reading, not only increasing students’ awareness and ability but also supporting different learning styles and energizing the classroom.  

**Holly Gray, Prince George’s Community College, USA**  
**Marilyn Guéguzezian, University of Southern California, USA**

Thursday, 3:00 pm–3:45 pm  
WSCC, 307-308

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**Integrating Pronunciation Into the Reading Classroom**

**Content Area: Higher Education**

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WSCC, 307-308

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**Examining Cultural Assumptions Through Dialogue, A Human Library Inspired Project**

*Content Area: Culture*

The Human Library is a “method” for promoting dialogue, reducing prejudice, and encouraging community connection. This method becomes an ideal project for international students to connect with their new community. In this project, students engage in linguistically and culturally meaningful interactions while challenging participants to reassess assumptions about one another.

**Becki Quick, University of Oregon, USA**

Thursday, 3:00 pm–3:45 pm  
WSCC, 210

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**From the Classroom to the Wider World**

**David Nunan, University of Hong Kong, Hong Kong**

Thursday, 3:00 pm–3:45 pm

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**Getting Your Work Published**

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

Thursday, 3:00 pm–3:45 pm

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**Language Teacher Education and Teacher Beliefs: A Synthesis of Research**

*Content Area: Teacher Education*

This presentation provides a synthesis of past research on the impact of second language teacher education on language teachers’ beliefs. Specifically, it summarizes results from previous empirical studies, outlining contextual and methodological factors, while noting significant trends from the literature.

**Farahnaz Faez, University of Western Ontario, Canada**  
**Michael Karas, University of Western Ontario, Canada**

Thursday, 3:00 pm–3:45 pm  
WSCC, 611

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**Integrating Pronunciation Into the Reading Classroom**

*Content Area: Higher Education**

There is little doubt that pronunciation instruction enhances both listening and speaking skills. However, pronunciation has another place in ESL: the reading classroom. The presenters demonstrate activities that link pronunciation to reading, not only increasing students’ awareness and ability but also supporting different learning styles and energizing the classroom.

**Holly Gray, Prince George’s Community College, USA**  
**Marilyn Guéguzezian, University of Southern California, USA**

Thursday, 3:00 pm–3:45 pm  
WSCC, 307-308

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**Language Teacher Education and Teacher Beliefs: A Synthesis of Research**

*Content Area: Teacher Education*

This presentation provides a synthesis of past research on the impact of second language teacher education on language teachers’ beliefs. Specifically, it summarizes results from previous empirical studies, outlining contextual and methodological factors, while noting significant trends from the literature.

**Farahnaz Faez, University of Western Ontario, Canada**  
**Michael Karas, University of Western Ontario, Canada**

Thursday, 3:00 pm–3:45 pm  
WSCC, 611

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**Language Teacher Identity: Exploring Old/New Domains and Practices**

*Content Area: Teacher Education*

Language teacher identity has emerged as a major research interest in TESOL. This presentation examines the historical development of this construct and provides recommendations for theory and practice. Toward this goal, the presenters discuss how neoliberal governmentality, critical race theory, and media studies can inform language teacher identity work.

**Brian Morgan, York University–Glendon College, Canada**  
**Manka Varghese, University of Washington, USA**  
**Carla Chamberlin-Quinlisk, Pennsylvania State University, Abington College, USA**

Thursday, 3:00 pm–3:45 pm  
WSCC, 611

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**Language Ownership: Empowering Teachers and Learners**

*Content Area: Nonnative English Speakers in TESOL*

In this dialogue session, the presenters address issues related to identity and language ownership by sharing personal stories and connecting them to classroom practice through critical theory.

**Adriana Picoral Scheidegger, University of Arizona, USA**  
**Laura Soracco, Highline College, USA**

Thursday, 3:00 pm–3:45 pm  
WSCC, 214
Low-Tech, Low-Cost Gadgets for Your Pronunciation Toolbox  
*Content Area: Phonology/Pronunciation*

Teaching pronunciation, like any craft, is easier if you have the right tools. Come and try some new gadgets to make pronunciation teaching more effective and engaging. Whether it’s drinking straws, pipe cleaners, giant teeth, or dried beans, you’re sure to find something new for your pronunciation toolbox.

**María Yoshida**, UC Irvine, USA

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Preparing International Graduate Students for Nonacademic Job Searches  
*Content Area: English for Specific Purposes*

As nonacademic careers attract increasing numbers of international graduate students, this session describes how two university oral communication courses integrate job search activities into their conventional EAP curriculum. The presenter describes training in mock interviews including behavioral questions and elevator speeches to ensure students’ language-related career goals are met.

**Cathy Harrison**, Duke University, USA

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Newcomers in Your School: Cultural Connections and Instructional Strategies  
*Content Area: Bilingual Education*

Join CAL to learn effective strategies and get practical hands-on activities to create a welcoming environment for newcomer students and facilitate their learning. Participants receive information that they can implement in their schools right away. Enter to win a free registration to a CAL Newcomer Institute in DC.

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

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Positioning of Teachers in the Linguistic Marketplace of Private ELT  
*Content Area: English as a Foreign Language*

This session examines commercial ELT in Vancouver, British Columbia, using Bourdieu’s linguistic marketplace framework. Language acquisition is usually assumed as the primary goal, but many students desire social, not linguistic, resources. Understanding English as social capital may help teachers renegotiate their position in the power relations of ELT.

**Lisa Shorten**, Simon Fraser University, Canada

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Practice Your English Through a Graded ICT Curriculum  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

How can a brand new K–12 ICT curriculum help your students develop their English language skills? Through engaging resources based on international standards and written in carefully graded English.

**Andreas Tsouchlaris**, MM Publications, Greece
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
<th>Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 3:00 pm–3:45 pm</td>
<td>TCC, Tahoma 1</td>
<td>Teaching EFL Through Multiliteracies to Empower NNESTs and Students</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>Thursday, 3:00 pm–3:45 pm</td>
<td>Sheraton Seattle, Grand Ballroom D</td>
<td>Training and Supporting Bilingual Paraprofessionals for Pre-K-5th Grade</td>
<td>Elementary School/Primary Education</td>
</tr>
<tr>
<td>Thursday, 3:00 pm–3:45 pm</td>
<td>WSCC, 3B</td>
<td>The Effect of Bullying Victimization on ELL Motivation and Identity</td>
<td>Applied Linguistics</td>
</tr>
<tr>
<td>Thursday, 3:00 pm–3:45 pm</td>
<td>WSCC, 612</td>
<td>The Summit on the Future of the TESOL Profession Overview</td>
<td>Program Administration</td>
</tr>
<tr>
<td>Thursday, 3:00 pm–3:45 pm</td>
<td>WSCC, 212</td>
<td>Understanding Needs of ELLs via Needs Analysis of Undergraduate Courses</td>
<td>Program Administration</td>
</tr>
</tbody>
</table>

**Teaching EFL Through Multiliteracies to Empower NNESTs and Students**

*Content Area: English as a Foreign Language*

English as a global language has been learned by many nonnative speakers in ever-mounting numbers. However, the dominant EFL teaching practices do not sufficiently benefit from the resourcefulness of NNESTs and their students. This presentation guides practitioners about how to empower resourceful local teachers and students through multiliteracies pedagogy.

**Mehtap Acar,** University of Arizona, USA  
**Ahmet Serdar Acar,** University of Arizona, USA

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**Training and Supporting Bilingual Paraprofessionals for Pre-K-5th Grade**

*Content Area: Elementary School/Primary Education*

Many schools engage bilingual paraprofessionals to meet the diverse language needs of young students, but do they empower them with training and guidance on best practices? This interactive session encourages participants to discuss their questions about supporting paraprofessionals and provides innovative professional development solutions, resources, and examples from the field.

**Karen Nemeth,** Language Castle LLC, USA  
**Pam Brillante,** William Paterson University, USA  
**Jessica Burchett,** Marion City Schools, USA

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**The Effect of Bullying Victimization on ELL Motivation and Identity**

*Content Area: Applied Linguistics*

This study investigates the relationship between bullying victimization, L2 Motivational Self System, and L2 identity. The presenter interacts with the participants through an audiovisual activity and guides them to create antibullying strategies specifically designed for ELLs.

**Hilal Peker,** University of Central Florida, USA

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**The Summit on the Future of the TESOL Profession Overview**

This summit brought together respected and innovative thought leaders from a variety of contexts for a strategic conversation about the future of the profession. Participants from around the world participated in online and face-to-face conversations focused on our four themes. Attendees discover what’s taken place and what’s to come.

**Denise Murray,** Macquarie University, Australia  
**Sarah Sahr,** TESOL International Association, USA
Using Actionable Data to Drive Instruction in the Classroom
Content Area: Second Language Acquisition
Communication of strategies is crucial to the growth of our students. In the presenters’ program, every district role has the opportunity to track and contribute to the academic success of students. The presenters demonstrate how to effectively combine educational expertise with technology to provide optimal success for ELLs.

Mellony Deuel, Project ELL, USA
Steve Navarre, Project ELL, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 616

YouTube Just for You: Differentiating Instruction Within Videos Using Zaption
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Differentiating and embedding language instruction in content lessons can be challenging, but when done successfully, can maximize learning. This session guides educators through the process of selecting a YouTube video and inserting appropriately leveled questions and comments throughout, using an interactive online app called EDpuzzle.

Jillian Conry, Southern Methodist University, USA
Karla del Rosal, Southern Methodist University, USA
Paige Ware, Southern Methodist University, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 617

What's the CEFR and How Can ESL Instructors Use It?
Content Area: Intensive English Programs
Participants in this practice-oriented session learn how to use the Common European Framework of Reference for Languages (CEFR) to support their students' learning and reinforce their capabilities through a brief introduction to the CEFR as it relates to IEPs, followed by practical, hands-on activities using relevant CEFR scales.

Renée Sauter, Cambridge Michigan Language Assessments, USA
Kristin Graw, Michigan State University, USA
Laure Bordas-Isner, Cambridge Michigan Language Assessments, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 619

Who Benefits From MOOCs, and Who Pays the Cost?
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Administrators and institutions have taken strong interest in massive open online courses (MOOCs). They are also popular with learners, especially in low-resource environments. But questions arise about accountability and cost. Here, the presenters discuss ways that MOOCs can benefit participants and institutions, visible and hidden costs, and equity and accountability.

Deborah Healey, University of Oregon, USA
Justin Shewell, Arizona State University, USA

Thursday, 3:00 pm–3:45 pm
WSCC, 203

American Sign Language as a Bridge to English
Content Area: Elementary School/Primary Education
ESL/EFL teachers are finding that ASL promotes the retention of English vocabulary in their language classrooms and, therefore, increases each student’s level and fluency of English. This is a “learning with your hands” workshop in which participants learn 50+ ASL signs to use immediately in their classrooms.

Vicky Allen, Independent, USA

Thursday, 3:00 pm–4:45 pm
Sheraton Seattle, Madrona

Conation in Adult Ed: Grit, Resilience, and the Noncognitive Hobgoblin
Content Area: Adult Education
Resilience. Persistence. Executive function. Grit. Hazy terms cropping up around the field, leading to clutter and confusion. We know they’re interrelated. But how? Conation. Participants develop an understanding of conation and related constructs, work with conative assessments, identify conative development activities, and take steps toward integrating conation into curriculum.

Robert Sheppard, Quincy Asian Resources, USA
Justin Gerald, Lenox Hill Neighborhood House, USA

Thursday, 3:00 pm–4:45 pm
WSCC, 605
EFL Learners Empowered Through CALL
The EFL field benefits from different strategies and methods for teaching and learning, technology being one of the highest contributors in this sense. This panel discusses varied strategies and ways in which to empower EFL learners while using technological means at their reach. It presents a variety of options that fit different contexts and can benefit learners worldwide. Participants learn from the panelists and seek clarification on ways to adapt the different processes to their own institutions.

Yilin Sun, Seattle Colleges, USA
José Antônio da Silva, Casa Thomas Jefferson, Brazil
Helaine W. Marshall, Long Island University Hudson, USA
Chirstel Broady, Georgetown College, USA

Engaging, Enriching, and Empowering ESP Teachers and Students
Content Area: English for Specific Purposes
This colloquium presents guidelines for learning the discourse, language, and vocabulary in ESP settings and tailoring English lessons. Panelists present their journeys into teaching English at law schools and the principles, generalizable to other ESP fields, enabling them to develop curricula and lessons.

Kirsten Schaetzel, Georgetown University Law Center, USA
Marta Baffy, Georgetown University Law Center, USA
Shelley Saltzman, Columbia University, USA
Cynthia Flamm, Boston University, USA
Maria Tameho-Palermio, Boston University, USA
Michelle Ueland, Georgetown University Law Center, USA

Online Tools to Boost Your Author Presence
Content Area: Materials Writers, Curriculum/Materials Development
Whether traditionally published, self-published, or not yet published, authors today can use online tools to further their careers. Learn tips and techniques of some of the most popular online tools, such as websites, blogs, and social media, to build your reputation, maximize your profile, build relationships, and increase your following.

Patrice Palmer, Global Training, Coaching and Development for Educators, Canada
Dorothy Zemach, Wayzgoose Press, USA
Political, Social, and Integration Implications for Refugees and Asylum Seekers  
*Content Area: Refugee Concerns*

TESOL practitioners and researchers discuss global issues concerning forced migration: ideologies of U.S. citizenship; civic participation and access to citizenship in European countries; pathways to citizenship in Egypt, Turkey, and Jordan; governmental assistance for refugees; structures of identity among displaced persons; and social needs and legal rights of unaccompanied minors.

Deborah Norland, Luther College, USA  
Pindie Stephen, International Organization for Migration, Switzerland  
Kinana Qaddour, University of Kansas, USA  
Jenna Altherr Flores, University of Arizona, USA  
Earlene Gentry, Fullbright Commission (Retired), USA  
Stacy Brown, OKTESOL, USA

Professional Development in EFL Classroom Teaching: Research From Three Countries  
*Content Area: English as a Foreign Language*

This session analyzes public-sector EFL teachers’ experiences of professional development in Chile, Turkey, and Qatar. Teachers were surveyed about professional development. They then kept teaching logs, which helped to trace connections between what they learned from professional development and how they used ideas and skills in classroom teaching.

Donald Freeman, University of Michigan, USA  
Kathleen Graves, University of Michigan, USA  
Dudley Reynolds, Carnegie Mellon University, Qatar  
Claudia Cameratti, University of Michigan, USA  
Anne-Coleman Webr, University of Michigan, USA

Speech, Pronunciation, and Listening Among ELLs in Secondary Settings  
*Content Area: Listening, Speaking/Speech*

This panel discusses issues associated with secondary ELLs’ oral language production, especially pronunciation. Presenters address the following: pronunciation and early grammar learning needs of secondary ELLs, professional development on strategies for incorporating pronunciation into everyday teaching, and, language transference among native-Spanish-speaking secondary ELLs.

Tamara Jones, Howard Community College, USA  
Karen Taylor, English Language Training Solutions, USA  
Joanna Duggan, Center for Applied Linguistics, USA

TESOLpreneurs: Developing a Highly Successful Career as an Independent Professional  
*Content Area: Personal and Professional Development for Teachers*

The presenters discuss their development as successful independent TESOL professionals. Topics include cultivating professional identity, challenges and benefits of not having a full-time job, and valuing one’s professional worth in the TESOL marketplace. Practical tips are offered for those working as consultants, contractors, or freelancers.

Sarah Eaton, University of Calgary, Canada  
Renee Feather, Educational Consulting Services, LLC, USA  
Dora DiLullo Patten, Calgary Board of Education, Canada  
Wendy Asplin, University of Washington, USA  
Jennifer Evans, University of Washington, USA

The Multilingual Student in Higher Education: Exploring Assessment Issues  
*Content Area: Higher Education*

This panel addresses issues of language and assessment in higher education, focusing specifically on the Canadian university context. Panelists examine tension between language and content in assessment; highlight issues relating to L2 writing and assessment; and discuss the challenge of evaluating impact of language support on student learning outcomes.

Jayanti Banerjee, Paragon, Canada  
Penny Kinnear, University of Toronto, Canada  
Saskia Van Vliegen Stille, Simon Fraser University, Canada  
Antonella Valeo, York University, Canada  
Julia Williams, University of Waterloo, Canada

Video Voiceovers for Fun, Helpful Pronunciation Practice  
*Content Area: Phonology/Pronunciation*

In a technology-based, entertaining way, video voiceovers combine the advantages of rehearsed pronunciation practice and tracking. This presentation explains the pedagogical theory and procedures associated with video voiceovers and shows video examples of students in an ESL pronunciation class preparing and presenting their video voiceovers.

Lynn Henrichsen, Brigham Young University–Salt Lake Center, USA
AmEnglish Online Programs Develop Pronunciation, Writing, Listening, and Vocabulary Skills
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Observe demonstration of cloud-based and computer-based programs, blended learning solutions, online course materials for beginning, intermediate, and advanced ELLs. Sample interactive learning activities in pronunciation of segmentals and suprasegmentals; grammar, syntax, and writing; TOEFL vocabulary, idioms, and phrasal verbs. Learn about on- and off-campus delivery methods and classroom management.
Marsha Chan, Mission College, USA

Assessment Adaptations in the Dual Language Classroom
Content Area: Assessment/Testing
This presentation helps teachers adapt the language of assessments. Presenters guide teachers through analyzing assessment formats. Ideas for designing items with language supports for bilinguals are provided. Examples of adapted assessments are shared to ensure that students can demonstrate content knowledge regardless of language proficiency.
Tatyana Vdovina, Center for Applied Linguistics, USA
José Medina, Center for Applied Linguistics, USA

Building a Collaborative Interdisciplinary Research and Pedagogical Project for SLW
Content Area: Second Language Writing/Composition
The presenters discuss the pedagogical benefits and practices of a collaborative interdisciplinary research and teacher education project named “Crow” developed among students and faculty in TESOL and composition studies. They also demonstrate how to harness the power of interdisciplinary collaborative teams to inform teaching and teacher education at higher education institutions.
Hadi Banat, Purdue University, USA
Sherri Craig, Purdue University, USA
Zhaozhe Wang, Purdue University, USA
Shelley Staples, University of Arizona, USA

Classroom Mindfulness for Increasing Learning Readiness in ELLs
Content Area: High School/Secondary Education
The ability to sustain attention is essential for language learning, yet limited research shows just how students can overcome the distractive effects of stress. Research on mindfulness demonstrates increases in academic outcomes for school populations. Now, preliminary work suggests encouraging outcomes for language learners.
Andrea D’Asaro, Middle College High School, USA
Kathy Brown, Mastery Charter School in Philadelphia, USA

Color It Out!: A Compelling Pronunciation Literacy Game for Everyone
Content Area: Elementary School/Primary Education
Color It Out! bridges the gap between spoken and written English. Based on the Color Vowel Chart, the game brilliantly scaffolds learners to succeed with sight words and long words. See how this teacher-created game is connecting schools with families and learners of all ages and levels for improved literacy.
Karen Taylor, English Language Training Solutions, USA
Laura McIndoo, Central New Mexico Community College, USA

Connecting Teacher Education With Novice Teacher Preparedness and Efficacy
Content Area: Teacher Education
This presentation examines the preparedness and self-efficacy of novice and experienced English language teachers to teach in an array of contexts. A new survey instrument examining teacher learning pathways, language proficiency, and self-efficacy beliefs is presented.
Michael Karas, University of Western Ontario, Canada
Farahnaz Faez, University of Western Ontario, Canada

Developments in Ways to Offer Written Corrective Feedback
Content Area: Second Language Writing/Composition
If you are interested in efficacious approaches to responding to student written errors, this session is for you. The session provides participants with an updated overview of various types of corrections for students’ written errors.
Thu Tran, Missouri University of Science and Technology, USA
How Does EMI Affect Questions and Answers in the Classroom?
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
This session reports a study of whether and how English as a medium of instruction may affect the cognitive and syntactic complexity of questions and responses in Chinese university classrooms. It concludes with a discussion of the implications of the findings for subject and language learning in English-medium instruction.
Guangwei Hu, Nanyang Technological University, Singapore
Xiuhai Li

Improving Listening Skills for the Naturalization Process
Content Area: Adult Education
This session focuses on teaching strategies to improve adult learners’ listening skills for the naturalization process and test.
Donna Vanderhoff, U.S. Department of Homeland Security, Office of Citizenship and Immigration Services, USA

Infusing Workplace Preparation Skills in Beginning–Advanced ESL Classes
Content Area: Adult Education
The presenter provides an overview of research on skills required in the workplace. This information is linked to activities that infuse workplace preparation skills in beginning–advanced ESL classes. By the end of this workshop, participants can incorporate five activities to infuse workplace readiness skills in their classes.
Donna Price, San Diego Community College, USA

Innovative Approaches to the Delivery of an Applied Linguistics-TESOL MA
Content Area: Higher Education
This presentation introduces the new dual-modality Masters in Applied Linguistics-TESOL offered at Texas A&M University–Commerce. This program is the culmination of several years of academic and conceptual development, including the creation of an advisory board of first-class scholars.
Elisa Gironzetti, Texas A&M University–Commerce, USA
Shelby Miller, Texas A&M University–Commerce, USA

Interactive Teacher Observations 2.0
Content Area: Personal and Professional Development for Teachers
Have you ever been unable to complete teacher observations due to scheduling conflicts? Have you ever wanted to encourage teachers’ self-reflection or hoped that teacher observations were more collaborative? Participants leave this session knowing how to use features on YouTube to enhance teacher observations and encourage teachers’ self-reflection practices.
Katie Donoviel, Northern Arizona University, USA

Learning More About ELLs With Significant Cognitive Disabilities
Content Area: Assessment/Testing
This presentation shares the results of teacher interviews and classroom observations conducted in classrooms with ELLs with significant cognitive disabilities. The observations were designed to learn more about the instructional and assessment strategies teachers use to support these students’ English language development.
Maria Schwedhelm, University of Minnesota, USA

LGBTQ+ Voices From the Classroom: Key Insights for ESL Teachers
Content Area: Social Responsibility/Sociopolitical Concerns
Research indicates that lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students are underrepresented in ESL classrooms. How do LGBTQ+ students experience the curriculum, and how should their experiences inform classroom practice? The presenter discusses key findings from a qualitative interview study, offers implications, and describes a sample activity.
Evan Kaiser, San Francisco State University, USA

Off the Wall: Activities for Reinforcing Reading Fluency and Vocabulary
Content Area: Intensive English Programs
Looking for engaging reading- and vocabulary-building activities? Attendees participate in four motivating and collaborative multilevel activities that get students out of their seats and practicing target vocabulary and reading skills. These fun student-centered activities change the classroom dynamic by promoting an interactive learning environment.
Karen Ulloa, University of Oregon, USA
Amy Griffin, University of Oregon, USA
### Pecha Kucha Presentations: Developing ELLs’ Public Speaking Skills
**Content Area:** Listening, Speaking/Speech
Can a 20 x 20 PowerPoint Presentation develop ELL public speaking skills? Findings from a study including 200 ELL learners in the Philippines suggest that Pecha Kucha 20 x 20 Presentations can help students develop their speaking skills, boost students’ confidence, improve their speaking/writing skills, and encourage learner autonomy.

**Romualdo Mabuan,** Lyceum of the Philippines University–Manila, Philippines

### Predatory ELT Publishers: How Not to Fall Prey
**Content Area:** Applied Linguistics
Conducting research and publishing are fast becoming professional requirements for language practitioners. This session demonstrates the core features of predatory ELT publishers and journals. Participants receive guidelines on how to avoid scam publishers as well as effective techniques on finding viable and genuine publication venues in the field.

**Ismaeil Fazel,** University of British Columbia, Canada  
**Shahid Abrar-ul-Hassan,** University of British Columbia, Canada  
**Joel Heng Hartse,** Simon Fraser University, Canada

### Second Language Socialization in a Strategic Online Game
**Content Area:** CALL/Computer-Assisted Language Learning/Technology in Education
This qualitative study uses the platform of a Massively Multiplayer Online Game (MMOG), Stronghold Kingdoms, and 4 years of data collection to answer the research question: How does second language socialization occur in MMOGs?

**Seyed Abdollah Shahrokni,** Washington State University, USA  
**Mohamed Elhess,** Washington State University, USA

### Spice Up Your Vocabulary Class to Increase Active Learning
**Content Area:** Vocabulary/Lexicon
Active learning helps increase students’ engagement and knowledge retention. In this session, the presenter shares her experience using activities and online tools, from social media to online free apps, to increase students’ engagement, create an active learning environment in and outside the classroom, and increase knowledge retention.

**Sirinuch Morrow,** ELS Language Centers, USA  
**Angel Gambrel,** ELS Language Centers, USA

### Teach Abroad With the English Language Fellow Program
**Content Area:** Personal and Professional Development for Teachers
Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can teach English, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.

**Danielle Yates,** U.S. Department of State, Office of English Language Programs, USA  
**Jenny Hodgson,** U.S. Department of State, Office of English Language Programs, USA

### Teaching 21st-Century Skills Through Group-Facilitated Hot-Topic Class Discussions
**Content Area:** Intensive English Programs
How do we equip IEP students with the skills they need for 21st-century university classrooms and careers? The presenters demonstrate how they developed, adapted, and assessed collaborative hot-topic class discussion assignments in their intermediate and advanced ESL classrooms to prepare students for their certification, university courses, and beyond.

**Sheri Jordan,** Anne Arundel Community College, USA  
**Megan Moriarty,** UC Irvine, USA

### UC San Diego Extension Education’s TESOL Program
**Content Area:** Higher Education
Learn how to integrate professional development for school communities and educational institutions while incorporating best practices and the latest research in content, pedagogy, andragogy, and administration. This session benefits teachers at all levels seeking professional development, and program administrators responsible for the development of TESOL curriculum.

**Morgan Appel,** UC San Diego Extension, USA
Using Response Cards for Active Participation in Language Classrooms  
*Content Area: English as a Foreign Language*

Response cards allow the entire class to answer multiple-response questions at the same time. The presenter demonstrates examples of response card activities in language classes. Teachers will be able to integrate these activities into their current classes using any kind of homemade response cards, or even sophisticated clicker systems.

**William Pellowe**, Kindai University–Fukuoka Campus, Japan

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Vulnerability-Based Trust in ESL Faculty Collaboration: Curbing Barriers to Engagement  
*Content Area: Intensive English Programs*

ESL faculty collaboration is becoming common practice because it supports organizational health and student achievement. However, barriers arise in collaboration when faculty feel undervalued and lack a sense of belonging and support. Presenters discuss results and practical applications from an empirical study on IEP instructor perceptions of collaboration.

**Kathryn Schiffelbein**, University of Idaho, USA  
**Laura Holyoke**, University of Idaho, USA

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Will Someone Please Teach Me to Read Before I Graduate?  
*Content Area: Second Language Acquisition*

English language development instruction focuses on language development standards built into and from content instruction. ELLs do not read adapted texts. Instead, they read shorter sections of core complex texts with enhanced visual support, and unpack meaning while deconstructing key sections to learn how English grammar and syntax work.

**Shauna Williams**, Benchmark Education Company, USA

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Applying Research Findings to L2 Writing Instruction  
*Content Area: Second Language Writing/Composition*

Effective pedagogical practices have a strong research base and respond directly to students’ learning needs. Presenters share materials developed for such needs in EAP writing classrooms, drawing on grammar/vocabulary corpus research, integration of CBI principles with current L2 writing approaches, and research findings regarding assignment sequencing for larger end-products.

**Margi Wald**, UC Berkeley, USA  
**Jan Frodesen**, UC Santa Barbara, USA  
**Diane Schmitt**, Nottingham Trent University, United Kingdom (Great Britain)  
**Gena Bennett**, Independent, USA

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Developing Autonomous Learners Through Language Advising: A Practical Guide  
*Content Area: Second Language Acquisition*

It takes creativity, flexibility, and accessibility to be a professional who fosters independent learning. This workshop provides a brief theoretical foundation and the practical guidance needed to successfully advise language learners. The presenters’ experience implementing an autonomous learning program, which includes language advising, informs the engaging activities in this workshop.

**Veronika Williams**, University of Arizona, USA  
**Mike Lindsey**, University of Arizona, USA  
**Karyn Light**, University of Arizona, USA  
**Camille Richter**, University of Arizona, USA

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Empowering Students Through Explicit Instruction of Genres and Linguistic Resources  
*Content Area: Second Language Writing/Composition*

Drawing on genre theory and systemic functional linguistics, participants in this workshop experience activities that can help teachers make the linguistic features of different genres explicit for their students in order to scaffold their transition from high school to college and to graduate school writing.

**Silvia Pessoa**, Carnegie Mellon University in Qatar, Qatar  
**Thomas Mitchell**, Carnegie Mellon University in Qatar, Qatar  
**Ryan Miller**, Kent State University, USA  
**Maria Estela Brisk**, Boston College, USA  
**Ann Johns**, San Diego State University, USA  
**Gabriela Kovats**, San Diego State University, USA
<table>
<thead>
<tr>
<th>Event Title</th>
<th>Location</th>
<th>Time</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating Arts and Ethnography to Enrich Students’ Intercultural Communicative Competence</td>
<td>TCC, Yakima 2</td>
<td>Thursday, 4:00 pm–5:45 pm</td>
<td>Amy Alice Chastain, University of Iowa, USA, Maxi-Ann Campbell, Duke Kunshan University, China (People’s Republic), Barbara Lapornik, Liceo Scientifico, Italy</td>
</tr>
<tr>
<td>Keeping Our Teaching Practice Vital: Learning to Think Differently</td>
<td>Sheraton Seattle, Grand Ballroom D</td>
<td>Thursday, 4:00 pm–5:45 pm</td>
<td>Diane Larsen-Freeman, University of Michigan, USA</td>
</tr>
<tr>
<td>The Parallel Development of Two Ecuadorian Language Programs</td>
<td>TCC, Tahoma 5</td>
<td>Thursday, 4:00 pm–5:45 pm</td>
<td>Jason Litzenberg, Pennsylvania State University, USA, Lydia Shatkin, Arizona State University, USA, Camille Williams, Yachay Tech Universidad, Ecuador, Kimberly Chamberlain, Arizona State University, USA, Kaitlin Decker, Arizona State University, USA</td>
</tr>
<tr>
<td>Content-Based Flipped English for Lower-Intermediate Learners</td>
<td>WSCC, 617</td>
<td>Thursday, 5:00 pm–5:20 pm</td>
<td>Emiko Kaneko, University of Aizu, Japan</td>
</tr>
<tr>
<td>Effective and Stress-Free Testing Through Use of Polling Apps</td>
<td>WSCC, 211</td>
<td>Thursday, 5:00 pm–5:20 pm</td>
<td>Nina Kang, University of Southern California, USA</td>
</tr>
<tr>
<td>Teaching Students Self-Editing in Writing With Interactive Online Corpus Tool</td>
<td>WSCC, 618</td>
<td>Thursday, 5:00 pm–5:20 pm</td>
<td>Aleksandra Swatek, Purdue University, USA</td>
</tr>
<tr>
<td>Using Young Adult Literature in the ESL Teacher Preparation Classroom</td>
<td>WSCC, 611</td>
<td>Thursday, 5:00 pm–5:20 pm</td>
<td>Janine Darragh, University of Idaho, USA</td>
</tr>
</tbody>
</table>
A Billion Hellos: How VIPKID Is Transforming the ESL Landscape
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Since its founding in 2013, VIPKID has exploded onto the global ESL scene, becoming the world’s fastest growing online learning platform and the first to connect Chinese students with highly qualified ESL teachers for one-on-one instruction. Learn about its mission, vision, and innovative approach to online ESL instruction.

Nick Compton, VIPKID, China (People’s Republic)
Beleza Chan, VIPKID, China (People’s Republic)
Cathy Hayes, USA

Cross-Cultural Communication 101: Enriching Students’ Intercultural Competence and Engagement
Content Area: Intercultural Communication
Despite dramatic increases in international enrollment across U.S. campuses, interaction between domestic and international students remains limited. This presentation explains one effort to bridge this gap through the development of a cross-cultural communication course. The presenter discusses key features of the course’s success as well as some persistent challenges.

Erin Kate Murphy, Peninsula College, USA

Atypical L1 Use During Peer Interactions in Two EFL Classes
Content Area: English as a Foreign Language
Vietnamese L2 learners’ use of L1 during peer interactions were documented and analyzed to reexamine whether it is facilitative or inhibitive to L2 acquisition. The unexpected L1 patterns offer considerable insights into how L1 can be used as a psychological tool to empower L2 development.

Thuong Pham, University of Washington, USA

Designing ESP Programs for Agro-Industrial Engineering Careers in Honduras
Content Area: English for Specific Purposes
An extensive scientific study was conducted at the Foreign Language Department of the leading university of Honduras, with the aim of responding to the demands of designing a curriculum for the ESP program for the Agro-industrial Engineering careers in eight university campuses spread throughout the country.

José Espino, Universidad Nacional Autónoma de Honduras, Honduras
Jean Cooman, Universidad Nacional Autónoma de Honduras, Honduras

Can Communicative Tasks Increase EFL Students’ English Self-Efficacy?
Content Area: Teaching Methodology and Strategy
L2 learners’ perceptions of self-efficacy are important, contributing, for example, to motivation to use the language; however, little is known about the influence of L2 teaching on these perceptions. This presentation describes a recent study that suggests communicative tasks can increase EFL students’ perceptions of self-efficacy.

Mark James, Arizona State University, USA

Development and Validation of the EIL Awareness Measurement Questionnaire (EAMQ)
Content Area: World Englishes
Although English as an international language (EIL) has drawn practitioners’ substantial attention, the concept has been loosely defined in the literature. To fill this gap, the research discussed here developed the EIL Awareness Measurement Questionnaire through exploratory factor analysis and confirmatory factor analysis, resulting in a four-factor model constituting 14 question items.

Ju Seong (John) Lee, University of Illinois at Urbana-Champaign, USA
Mark Dressman, University of Illinois at Urbana-Champaign, USA
Yuji Nakamura, Keio University, Japan
Kitryoung Lee, Hankuk University of Foreign Studies, Republic of Korea
Eliane Segati Rios Registro, State University of Northern Paraná, Brazil
Nur Arifah Drajiati, Sebelas Maret University, Indonesia
Chen Hsieh Jun, National Central University, Taiwan (Republic of China)

_corpus 101: navigating the corpus of contemporary american english (COCA)
Content Area: Vocabulary/Lexicon
The Corpus of Contemporary American English (COCA) may look overwhelming at first, but it is in fact an easy-to-use resource. Presenters guide participants through step-by-step navigation of this valuable tool, sharing tips and ideas for teachers and tasks for students that relate to several of COCA’s search and analysis functions.

Heather Gregg Zitlau, Georgetown University, USA
Heather Weger, Georgetown University, USA
Kelly Hill Zirker, Diplomatic Language Services, USA

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**Emotional Labor in an IEP: The Power of Engagement**  
*Content Area: Personal and Professional Development for Teachers*

What is emotional labor for an IEP teacher? What kinds of emotional strategies do teachers employ to placate, motivate, or encourage their students? The presenters’ research addresses these questions, showing how authentic relationships benefit teaching. The participants gain insight into developing self-awareness that leads to greater job satisfaction.

*Jeri Ahern,* University of Pennsylvania, USA  
*Sheila Mayne,* University of Pennsylvania, USA

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**Engaging in Evidence-Based Reflective Practice Using Online Tools**  
*Content Area: Teacher Education*

Reflective practice is the cornerstone of teacher development. This presentation looks at how to support teachers’ engagement in evidence-based reflective practice by using online tools such as online journals.

*Lesley Painter-Farrell,* New School, USA

---

**ESL and Mainstream Teacher Collaboration: Overcoming Challenges and Developing Routines**  
*Content Area: Personal and Professional Development for Teachers*

This presentation examines how ESL and mainstream teachers made sense of collaborative models of instructional practice across 1 year in an elementary school. Findings from this qualitative case study highlight the challenges faced by coteaching pairs, as well as routines that developed. Implications for developing teacher capacity are discussed.

*Felice Russell,* Ithaca College, USA

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**Facilitating Engagement: A Model for Student Services and EAP Collaboration**  
*Content Area: Higher Education*

How can international student services and EAP programs work together to foster student engagement and retention on college campuses? This presentation outlines a collaborative model of support featuring a set of programs that provides ongoing mentorship and resources to encourage student engagement both inside and outside the classroom.

*Lynn Ishikawa,* DePauw University, USA  
*Aliza Frame,* DePauw University, USA

---

**Great Teachers Need Great Content: Get to Know ESLLibrary.com**  
*Content Area: Adult Education*

ESL Library is one of the world’s leading resource sites for English teachers. Find out how to subscribe and access hundreds of ready-made lesson plans and resources to keep your language students engaged and help you teach a better class.

*Ben Buckwold,* ESL Library, Canada

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**Four Reading Strategies on Students’ Reading Comprehension: A Meta-Analysis**  
*Content Area: Applied Linguistics*

The purpose of the study discussed was to identify the effects of four different instructional strategies on the reading comprehension of ELLs across grade level, intervention duration, ESL/EFL environment, and sample size. It was also to evaluate the combined effect of these four strategies when used together on reading comprehension.

*Juiteng Li,* Texas A&M University, USA  
*Rafael Lara-Alecio,* Texas A&M University, USA  
*Fuhui Tong,* Texas A&M University, USA  
*Beverly Irby,* Texas A&M University, USA

---

**Genre Knowledge, Rhetorical Agility, and Writing for Interdisciplinary Audiences**  
*Content Area: Second Language Writing/Composition*

EAP writing instructors need teaching strategies that can facilitate the mindful transfer of genre knowledge in one discipline to writing in various disciplinary and interdisciplinary contexts. This presentation discusses how EAP writing instructors can help students strategically apply their genre knowledge in new ways and in new contexts.

*Christine Feak,* University of Michigan, USA

---

**Grammar Games for Engaging Language Learners**  
*Content Area: Grammar*

Grammar exercises often fail to engage students because they are repetitive and decontextualized. Teachers can enrich their classrooms with dynamic, meaningful grammar games that empower students to develop automaticity and accuracy. During this session, participants play several grammar games and get ideas for developing and teaching their own games.

*Elinor Westfold,* City College of San Francisco, USA  
*Loren Chiesi,* Al Akhawayn University, Morocco

---

**Two Reading Strategies for ELL Reading Comprehension**  
*Content Area: Applied Linguistics*

The purpose of this study was to determine the effectiveness of two instructional strategies on the reading comprehension of ELLs across grade level, intervention duration, ESL/EFL environment, and sample size. It was also to evaluate the combined effect of these strategies when used together on reading comprehension.

*Rafael Lara-Alecio,* Texas A&M University, USA  
*Jake Lynch,* Texas A&M University, USA  
*Wendy Searles,* Texas A&M University, USA

---

**Comprehension: A Meta-Analysis**  
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<th>Location</th>
<th>Title</th>
<th>Content Area</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 5:00 pm–5:45 pm</td>
<td>Sheraton Seattle, Aspen</td>
<td><strong>Guidelines for Communicating Rights to Nonnative English Speakers</strong></td>
<td><strong>Content Area: Social Responsibility/Sociopolitical Concerns</strong></td>
<td>Margaret van Naerssen, Immaculata University, USA</td>
</tr>
<tr>
<td>Thursday, 5:00 pm–5:45 pm</td>
<td>WSCC, 614</td>
<td><strong>Hands-On Comprehension Strategies for All Students</strong></td>
<td><strong>Content Area: Reading and Literacy</strong></td>
<td>Jill Haney, Saddleback Educational Publishing, USA</td>
</tr>
<tr>
<td>Thursday, 5:00 pm–5:45 pm</td>
<td>WSCC, 205</td>
<td><strong>Scaffolded Reading for ESL Emergent Readers</strong></td>
<td><strong>Content Area: Reading and Literacy</strong></td>
<td>Shelley Lee, Wake Technical Community College, USA</td>
</tr>
<tr>
<td>Thursday, 5:00 pm–5:45 pm</td>
<td>WSCC, 120</td>
<td><strong>Selecting Attention of Effective L2 Readers: An Eye-Tracking Study</strong></td>
<td><strong>Content Area: Reading and Literacy</strong></td>
<td>Caleb Prichard, Okayama University, Japan</td>
</tr>
<tr>
<td>Thursday, 5:00 pm–5:45 pm</td>
<td>WSCC, 304</td>
<td><strong>Strategies to Develop Bilingual Writers Without Teaching to the Test</strong></td>
<td><strong>Content Area: Teacher Education</strong></td>
<td>Andrew Atkins, Kindai University, Japan</td>
</tr>
</tbody>
</table>

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**Guidelines for Communicating Rights to Nonnative English Speakers**

The international Communications of Rights Group has developed guidelines on best practices for communicating civil rights for suspects who are nonnative speakers of English. The experts are in linguistics, law, interpreting, and psychology from Australia, England, Wales, and the USA. The focus is on police cautions/Miranda Rights/waiver.

*Margaret van Naerssen,* Immaculata University, USA

**Hands-On Comprehension Strategies for All Students**

Many ELLs struggle to read and comprehend even basic texts. Evidence-based, hands-on comprehension strategies can change that. This is an interactive workshop. Participants learn proven activities and strategies to boost comprehension for all levels of ELLs.

*Jill Haney,* Saddleback Educational Publishing, USA

**Scaffolded Reading for ESL Emergent Readers**

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

*Shelley Lee,* Wake Technical Community College, USA

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**Lexical Cohesion in L2 Writing: A Three-Strand Approach**

This interactive workshop outlines a three-strand approach to addressing cohesion in L2 writing. Moving beyond instruction in a handful of overt discourse markers, this approach emphasizes (a) the analysis of authentic texts, (b) the development of productive vocabulary, and (c) attention to vocabulary and information structure in the revision process.

*Mark Johnson,* East Carolina University, USA

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**Strategies to Develop Bilingual Writers Without Teaching to the Test**

In recent years, high-stakes testing has had major impact on literacy instruction. This session provides information on classroom writing strategies that will aid teachers in developing a bilingual lens and adequate assessment tools to document a wide variety of bilingual strategies—beyond writing conventions—that children use as they develop as bilingual writers.

*Helen Berg,* Sam Houston State University, USA

*Burcu Ates,* Sam Houston State University, USA

*Clara Lobo Guerrero,* Sam Houston State University, USA
Teaching for Success: A Global Approach to Continuing Professional Development  
*Content Area: English as a Foreign Language*  
The presenters introduce their approach to teacher development grounded on a progressive model of reflective diagnosis leading to action for change. Come to discover how you can use their freely available material in your teacher education curriculum. Which of their 12 professional practices are of most relevance to you?  
**Alison Barrett**, British Council, United Kingdom (Great Britain)

The Future Is Here: Teaching to High Standards in ESOL  
*Content Area: Adult Education*  
How can we introduce and develop the academic skills expected of our adult education students today? Following a brief overview of the Career and College Readiness Standards, the presenter introduces a new curriculum for the popular Future series that strengthens students’ reading and writing skills at five levels.  
**Sarah Lynn**, Harvard Bridge Program, USA

The Impact of Teacher-Centered Training Models: A Five-Country Case Study  
*Content Area: Teacher Education*  
This session presents outcomes of a teacher training model implemented with diverse international groups of teachers. The model focused on leadership, innovation, agency, and professional development in addition to methodology and language skills. Findings support the model’s value in mitigating challenges in varied contexts and supporting educational systems in transition.  
**Suzanne Matula**, Georgetown University, USA  
**Christa Hansen**, Georgetown University, USA  
**Sherry Steeley**, Georgetown University, USA

The New World of ACTFL’s English Assessments  
*Content Area: Assessment/Testing*  
The American Council on the Teaching and Learning of Foreign Languages (ACTFL) now conducts more English assessments than any other language. This is a result of new and cutting-edge tests that are redefining the need and value of testing for the ESL/EFL communities—join us and see why!  
**Brett Laquercia**, Language Testing International, Inc., USA  
**Gabriel Cruz**, Language Testing International, Inc., USA

University Professors’ Perceptions on L2 Learners’ Academic Challenges and Needs  
*Content Area: Intensive English Programs*  
This presentation reports survey results that examine university professors’ perspectives on nonnative-English-speaking students’ challenges and needs at university. Participants learn how IEPs can better prepare students for university academic expectations. They also leave with strategies on how to address students’ academic preparation needs.  
**Ibtessam Hussein**, University of Idaho, USA  
**Adyinka Kayode-Popoola**, University of Idaho, USA  
**Kathryn Schiffelbein**, University of Idaho, USA

Using a Medical Research Corpus to Teach ESP Students  
*Content Area: English for Specific Purposes*  
The study discussed investigated how expert writers use lexical bundles in medical research articles. More than 200 bundles were identified using a corpus of more than 1 million words. A structural and functional analysis revealed patterns that can be used in developing materials for medical students in international ESP classes.  
**Ndeye Bineta Mbodj**, Health Department Thies University, Senegal

Vowels Made Fun!  
*Content Area: Phonology/Pronunciation*  
The accurate pronunciation of the vowel sounds in peak syllables is essential. However, the English vowel system is more complex than many other languages, and students often struggle with these crucial sounds. In this session, learn fun ways to help students differentiate between vowel sounds and produce them accurately.  
**Rosie Verratti**, Howard Community College, USA  
**Tamara Jones**, Howard Community College, USA

When to Blend English for Academic Purposes Courses  
*Content Area: Higher Education*  
This interactive session presents findings from comparative research on student satisfaction and outcomes in traditional face-to-face and blended-learning EAP courses. Results showing similarities and differences are discussed and used to make suggestions on the need to effectively balance e-learning and face-to-face environments in higher education.  
**Chris Hughes**, Clackamas Community College, USA
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FRIDAY, 24 MARCH 2017
For the location of a ticketed session, please check your ticket.

TCC = The Conference Center
WSCC = Washington State Convention Center

8:00 am

FRIDAY, 24 MARCH 2017

MORNING KEYNOTE
Perils or Promises: Education in the Age of Smart Machines
Content Area: Teacher Education
The world needs globally competent, creative, and entrepreneurial talents to take advantage of the opportunities brought about by technology and globalization. Schools are pushed to produce homogenous, compliant, and employee-minded test-takers, as a result of the traditional education paradigm. The presenter proposes a new education paradigm needed for the new world.

Yong Zhao, University of Oregon, USA

9:30 am

Breaking the Silence of Newcomers in Elementary Through Fun Activities
Content Area: Elementary School/Primary Education
For many years, there have been different views toward the silent period of second language learners. Krashen believes through listening, a language learner will naturally learn to speak the second language; the Natural Approach. In contrast, Lomba believes speaking needs to be targeted. Regardless, strategies can support speaking.

Arleen Folorunsho, Cobb County School District, USA
Mae Wlazlinski, Cobb County School District, USA
Jeffrey Chandler, Cobb County School District, USA

Technology in Service of Visual Vocabulary Scaffolding for ELLs
Content Area: Materials Writers, Curriculum/Materials Development
Visual scaffolding is a powerful tool in making content comprehensible for ELLs. Visuals serve as a memory aid and accelerate learning. Presenters share tips on how to use technology in service of developing visual vocabulary scaffolding materials for ELLs, tips that participants can easily adopt to their classrooms.

Jennifer Green, Western Washington University, USA

Designing a Blended and Interactive MATESOL Course: Possibilities and Challenges
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
The presenter describes an interactive blended MATESOL course integrating real-life scenarios, Voicethread activities, video viewing activities, online forum discussions on weekly readings, and Adobe Connect class meetings featuring students’ online discussion PowerPoint summaries followed by class discussions. Student evaluations of the course and course design challenges are discussed.

Lía Kamhi-Stein, California State University, Los Angeles, USA

10:15 am

An Enriching EFL Teaching Experience to Nonnative Blind Learners
Content Area: English as a Foreign Language
Teaching EFL communicatively to blind nonnative learners is a challenge, particularly when done by a blind teacher. The presenters highlight two successful EFL teaching experiences to blind learners (one of them by a blind teacher) explaining what the teachers did before, during, and after their successful teaching ventures.

Raafat Gabriel, Nile TESOL, Egypt
Maged Makram, American University in Cairo, Egypt
Ihab Abdalla, American University in Cairo, Egypt

Automaticity: Empowering ITAs With Intelligibility
Content Area: International Teaching Assistants
Participants learn how automaticity, resulting from the oral repetition of field-specific materials in the training of ITAs, can greatly enhance fluency and intelligibility. Participants engage in imitative practice exercises with sample texts and recordings, experiencing the exercises themselves and learning to provide meaningful feedback.

Lucienne Aarsen, University of Southern California, USA
Tracy Levin, University of Southern California, USA
James Valentine, University of Southern California, USA

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Lía Kamhi-Stein, California State University, Los Angeles, USA
### Designing Linguistically and Culturally Relevant Online Health Information

**Content Area: Intercultural Communication**

How might theories of intercultural communication competence and applied linguistics be used to promote online health literacy among U.S. Latino patients? This session provides research-based recommendations for creating interculturally and linguistically competent online resources including information on effective message construction, patient browsing preferences, and navigation design.

**Esen Gokpinar-Shelton**, Indiana University Purdue University Indianapolis, USA  
**Andy Buchenot**, Indiana University Purdue University Indianapolis, USA  
**JesAlana Stewart**, Indiana University, USA

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### Enriching English-Medium Instruction Through Language Development Awareness: Classroom Perspectives

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

Teaching university-level classes in English has become a worldwide trend to internationalize education. In this session, presenters share results of an English-medium instruction research study carried out in a computer science program in Colombia and discuss teachers’ and students’ perspectives about the role of language in effective content learning.

**Lourdes Rey**, Universidad del Norte, Colombia  
**Kathleen Corrales**, Universidad del Norte, Colombia

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### Dilemmas and Best Practices in Freshman Composition

**Content Area: Higher Education**

This discussion provides a support group for educators involved in making decisions for the instruction of international and linguistic minority students in college composition courses. Topics include program philosophy, placement criteria, cultural and ethical issues, integration, course design, resources, instructor skills and dispositions, in-service professional development, and program evaluation.

**Andrea Hellman**, Missouri State University, USA

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### Getting to C1: Overcoming the Postintermediate Plateau With Summit

**Content Area: Intensive English Programs**

An introduction to the third edition of Summit, a major revision enriched with more practice, including Conversation and Discussion Activators (with supporting video) to help students achieve fluency, and new activities directed at success on standardized proficiency tests. Authors Saslow and Ascher demonstrate how Summit ensures growth in all skills.

**Joan Saslow**, Author, USA  
**Allen Ascher**, USA

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### Engaging Adult ELLs With E-portfolios for Language Assessment

**Content Area: Assessment/Testing**

Recent research on e-portfolios has demonstrated benefits for assessment, agency, and engagement for adult ELLs. The presenters share visual instructions designed to guide ELLs in creating their own e-portfolio, as well as a Google sites template and sample e-portfolios created by adult ELLs at a lower intermediate level.

**Bonnie Nicholas**, NorQuest College, Canada  
**Rozita Amini**, NorQuest College, Canada  
**Joanne Abramyk**, NorQuest College, Canada

---

### Grammar: Taught Separately or Integrated Into Skills Classes?

**Content Area: Grammar**

The presenter starts the dialogue with the rationales for both teaching grammar as a separate class and for integrating it into skills classes in IEPs, briefly providing arguments for each position along with data from IEPs. Participants engage in discussion and debate on their positions on this topic.

**Charl Norloff**, University of Colorado Boulder, USA
Hooked on Comics: Promoting Literacy and Engaging Students With Comics  
Content Area: Elementary School/Primary Education  

Often overlooked, comics can be a great way to engage students and promote literacy development. They can also be used to segue into different types of literature. This workshop focuses on using graded comic readers to promote literacy and language development. Practical classroom activities are also shared and discussed.

Ian Bosiak, e-future ELT, Republic of Korea

Issues and Challenges of Students With Interrupted Education  
Content Area: Refugee Concerns  

This session explores the causes of interrupted schooling (Grades 3–12) and the impact this educational gap has on academic achievement. This presentation focuses on suggested programming for a culturally and linguistically appropriate classroom to address the academic and nonacademic needs of these students.

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

MFRM Analysis for Writing Placement Exam Revision  
Content Area: Assessment/Testing  

In IEPs, assessment-based placement decisions are often subject to confounding influences. An Item Response Theory (IRT) investigation of the writing section of an intensive English placement test is presented to illustrate the applicability of IRT to assessment revision for better placement decisions.

David Tasker, Northern Arizona University, USA

Multicultural Capital: Connecting People, Families, and Work in the 21st Century  

While enormous progress in technology, science, and social relations has been made in the past century, human nature remains the same. The ability to move freely between culture and languages, multicultural capital, fosters connections that are only augmented, not replaced, in today’s technically sophisticated and globally connected world.

Sylvia Acevedo, Girl Scouts of the USA, USA

Not “Just Good Teaching”: Professional Development for Teacher Educators  
Content Area: Teacher Education  

A key finding of an interview study with 12 teacher education faculty members after participating in PD on supporting ELLs was the trope “just good teaching,” which this presentation explores in relation to research on resource pedagogies and then uses to prompt improving the PD design.

Anissa Wicktor Lynch, SUNY College at Old Westbury, USA

Novice EFL Teachers’ Cognitions and Practices: A Vietnamese Context  
Content Area: Nonnative English Speakers in TESOL  

The study discussed addresses ongoing difficulties of the Vietnamese education system to improve learners’ English proficiency by examining novice teachers’ cognitions and practices. Findings reveal a sophisticated interconnection between teachers’ practices and beliefs underpinned by multiple contextual factors impacting classroom decision-making and subsequent student learning. Implications for teacher education are discussed.

Ngo Nguyen, University of Wollongong, USA  
Amanda Baker, University of Wollongong, Australia

Online Courses Improve Teacher Development and Classroom Practices in Senegal  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  

Today, online courses are extending professional development opportunities to people around the world. In Senegal, English teachers are completing them and implementing pedagogical strategies learned from them in their classrooms. This presentation shows one teacher’s growth and her use of the Rainbow Learning to integrate new strategies into her classrooms.

Fatou Kine Ndiaye, Ministry of Education, Senegal

Students and Learning: The Whole Experience  
Content Area: Intensive English Programs  

Do you think your students would be better off if they were fully engaged in class, learned really useful and natural language, gained cultural awareness, and became more fluent speakers? Find out why it is not as tall an order as it sounds: Join us in exploring Jetstream.

Nicole Graham, English Central, Canada
Friday, 9:30 am–10:15 am
TCC, Tahoma 1

**Teaching Pronunciation: Simplicity Is the Key**

*Content Area: Listening, Speaking/Speech*

Complex lessons tend to discourage students, which makes teaching harder. This presentation suggests a simple system of music cues basic to spoken English. These cues need to be learned before time is spent on more detailed topics. Participants practice teaching the core concepts with gestures and practical tools.

**Judy Gilbert,** Consultant, USA

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Friday, 9:30 am–10:15 am
TCC, Chelan 4

**The Making of a Teacher: Identity Construction of Preservice Teachers**

*Content Area: Teacher Education*

The growing interest in teacher identity development offers fertile ground for the better understanding and promoting of how L2 teachers learn to teach and become L2 professionals. This presentation focuses on the examination of the teacher identity construction of L2 teachers and the effect of contextual factors on this process.

**Alev Ozbilgin,** Middle East Technical University, Northern Cyprus Campus, Turkey

**Betül Eroz-Tuga,** Middle East Technical University, Turkey

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Friday, 9:30 am–10:15 am
WSCC, 605

**Translation Strategy Use by Translators at Different Proficiency Levels**

*Content Area: Applied Linguistics*

Translation, as an advanced language task, shares some common features with other types of language-learning tasks in strategy use. Using a mixed-method research approach, the study discussed is the first to integrate models from two fields—language learner strategies and translation studies—to examine translation processes and strategic translation competence.

**Xiaojuan Qian,** University of Victoria, Canada

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Friday, 9:30 am–10:15 am
Sheraton Seattle, Willow B

**Using a Tracking Chart as Part of Process Writing Instruction**

*Content Area: Second Language Writing/Composition*

International students must become academically proficient writers in a limited time frame. Even when instructors give written feedback, students often do not attend to their mistakes. This practice-oriented session demonstrates how correction tracking engages students and empowers them to take responsibility for their mistakes, resulting in improved written work.

**Christina Torres,** University of Central Florida, USA

**Kerry Pumensky,** University of Central Florida, USA

**Aimee Schoonmaker,** University of Central Florida, USA

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Friday, 9:30 am–10:15 am
WSCC, 616

**Using Digital Tasks and Mobile Devices for Pair/Group Activities**

*Content Area: Adult Education*

Pair and group work are integral parts of any language learning environment. Technology, when used thoughtfully, can enhance learning without getting in the way. Discover how ESL Library’s YumiClass can be used on your students’ mobile devices to spur conversation, debate, and interaction between ELLs in classroom or remote settings.

**Ben Buckwold,** ESL Library, Canada

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Friday, 9:30 am–10:15 am
WSCC, 205

**Visual Literacy and Brochure Composition in College Writing Classrooms**

*Content Area: Higher Education*

The study discussed examines visual literacy through brochure composition on environmental solutions in college writing classrooms. Findings reveal students got the messages of brochures across to target audiences by using (1) transduction from words to visuals, (2) the metafunctions of color, and (3) appeal to their audiences’ emotions and intellectual reasoning.

**Jeeyoung Min,** SUNY at Buffalo, USA

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Friday, 9:30 am–10:15 am
WSCC, 204

**What Is Flow and How Do Writers Achieve It?**

*Content Area: Second Language Writing/Composition*

“Flow” is an important characteristic of good writing. Textbooks often lack sufficient strategies to help students create flow in the complex ways found in academic texts. The presenters summarize survey results and interviews with students and teachers about “flow” and offer a variety of language-based activities for improving flow.

**Jan Frodesen,** UC Santa Barbara, USA

**Judy Gough,** UC Santa Barbara, USA
Addressing the Demands of Attentive Listening in Academic Interaction

**Content Area: Listening, Speaking/Speech**

Collaborative, inquiry-based K–12 classroom learning places extraordinary demands on an ELL’s listening faculties. English neophytes need a toolkit of language strategies and skills to appropriately exert some control when they experience lapses in comprehension or retention. This interactive session offers research-informed principles, dynamically modeled practices, and practical reproducible resources.

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

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**All the World’s a Stage: ACTivate Language Learning Through Drama**

**Content Area: Arts**

Drama activities can lower students’ affective filters, deepen their engagement with texts, and provide meaningful communication opportunities. This workshop shares research-based theatre techniques to engage students in language and content learning, develop students’ literacy skills, and increase teachers’ and students’ interest and motivation.

**James Groff,** University of Maryland, College Park, USA
**Tabitha Kidwell,** University of Maryland, College Park, USA
**Deirdre Hand,** Virginia Tech, USA

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Creating and Using Brain-Friendly Activities in an EFL Context

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

In this session, presenters talk about the learning cycle and how brain-friendly activities promote deep learning. Attendees learn to produce material ranging from board games to iPad activities by playing the role of students. Activities and content are available subsequently on a collaborative online space.

**Paola Hanna,** Casa Thomas Jefferson, Brazil
**Helena Galvão,** Casa Thomas Jefferson, Brazil

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Embedding English Language Instruction in Literacy Through Modified Guided Reading

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

Modified guided reading empowers all teachers to target ELLs’ language needs in context while teaching literacy. In this interactive workshop, participants explore the power of text analysis and explicit language instruction within guided reading. Presenters share techniques, original materials, and tips for providing turnaround training to other teachers.

**Kimberley Mathews,** Fairfax County Public Schools, USA
**Katharine Padilla,** Fairfax County Public Schools, USA
**Danielle Park,** Fairfax County Public Schools, USA
**Brijana Anderson,** Fairfax County Public Schools, USA

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Empowering Teachers to Address the Challenges of ESP Curriculum Design

**Content Area: English for Specific Purposes**

This colloquium addresses curriculum design approaches from practitioners in three disciplines: business, law, and the military. Participants receive tips and practical strategies for designing ESP courses—forming objectives, crafting syllabi, designing assessments, and selecting materials—to overcome inevitable challenges that arise in content-specific ESP programs.

**Liz England,** Liz England and Associates, LLC, USA
**Jennifer Chang-Lo,** Georgetown University, USA
**Robert Engel,** Defense Language Institute English Language Center, USA
**Heather Gregg Zitlau,** Georgetown University, USA
**Lake Julie,** Georgetown University Law Center, District Of Columbia, USA
**Michelle Ueland,** Georgetown University Law Center, USA

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Engage Students and Enrich Listening Materials With African Voices

**Content Area: Listening, Speaking/Speech**

How do you engage students while enhancing their global awareness? How do you enrich listening materials with diverse models of eloquent speakers of English? This interactive workshop answers these questions with authentic listening materials featuring World English speakers from Africa.

**Mary Romney,** Capital Community College, USA
Engaging and Empowering Learners for Conversation Through Pragmatics Instruction

Content Area: Discourse and Pragmatics

To meet the challenges of teaching social interaction skills, panelists discuss research-based classroom applications and resources, addressing teaching support and sustain their members. Come and hear from club leaders whose clubs engage in community service and creative, fun activities.

Nancy Bell, Washington State University, USA
Kathleen Bardovi-Harlig, Indiana University, USA
Noriko Ishihara, Hosei University, Japan
David Olsher, San Francisco State University, USA

English Clubs: Continuing Conversations in Senegal, Mali, Congo, and Mozambique

Content Area: Adult Education

Set to surpass last year’s report of membership approaching 35,000, English Language Clubs continue their sweep across Africa. How do club leaders support and sustain their members? Come and hear from club leaders whose clubs engage in community service and creative, fun activities.

Kathleen Malu, William Paterson University, USA
Eran Williams, U.S. Department of State, USA
Seydou Sy, English Language Club, Senegal
Kasey Larson, University of Hawai’i, Mozambique
M’boye Tamboura, France
Samson Mwanze, Student, USA

How to Use Video Feedback to Comment on Student Presentations

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

Is feedback on student presentations improved through screencasting? Traditionally, screencasting has been used for commenting on writing, and with flipped classrooms. Pushing this tool forward, presenters explore overlaying screencasted feedback on oral class projects. Participants gain hands-on experience with best practices for video-feedback. Bring your own laptop.

Mariah Schuemann, University of Miami, USA
Samantha Parkes, University of Miami, USA
Matt Kaeiser, University of Miami, USA
Clarissa Moorhead, University of Miami, USA

Learning From Equity Initiatives Across Seattle Institutions

Content Area: Advocacy

Panelists from Seattle Colleges and the University of Washington discuss the various equity initiatives in Seattle with members of the Social Responsibility Interest Section to expose TESOLers to the issues being faced in Seattle, and work and advocacy that is currently being done on behalf of marginalized student groups.

Suhanthie Motha, University of Washington, USA
John Bowers, South Seattle College, USA
Laura DiZazzo, Seattle Central Colleges, USA
Christopher Hastings, ITMO University, Russia
Laura Jacob, Mt. San Antonio College, USA

Linguistics and Teacher Education: What Effective Teachers Need to Know

Content Area: Applied Linguistics

In this panel, renowned experts discuss the principles that lay the linguistic foundations for teaching English to K–12 learners and beyond. The presentations cover perspectives on grammar teaching, practical phonetics, the development of semantic knowledge, and the collaborative practical inquiry between linguists and educators.

Eli Hinkel, Seattle Pacific University, USA
Donna Brinton, Independent, USA
Neil J Anderson, Brigham Young University–Hawaii, USA
Ann Snow, California State University, Los Angeles, USA
Kathryn Howard, California State University, San Bernardino, USA
Maintaining Morale in Difficult Times  
Content Area: Program Administration
Programs currently face challenges on multiple fronts including decreasing enrollments, budgetary threats, and potential corporate partnerships. Panelists in this session provide an overview of the specific challenges their programs face and what they are doing to combat the low morale that often develops during times of challenge and change.

Elizabeth Gould, University of Kansas, USA  
Sandra Tompsoon Issa, University of Kansas, USA  
Karen Murph, Northern Virginia Community College, USA  
Rhonda Petree, University of Wisconsin–River Falls, USA  
Alyssa Swanson, University of Pennsylvania, Pennsylvania, USA

Maximizing Student Learning Outcomes: Strategic Approaches to Activities and Assessment  
Content Area: Intensive English Programs
Teachers genuinely care if their lessons succeed, yet lesson plans often reveal a focus on teachers’ own actions—review, introduce, explain, assign. Instead, focusing on outcomes can guide activity choices and link assessment to classroom practice. The presenters propose planning lessons backwards, starting at the end-observable, measurable student learning outcomes.

Marnie Reed, Boston University, USA

Meeting Today's Needs and Tomorrow's Realities in ELT Materials  
Content Area: Materials Writers, Curriculum/Materials Development
Electronic or physical books? Apps or paper? What do students, teachers, administrators, programmers, and publishers prefer? This panel of materials developers, users, and managers shares insights and challenges regarding e-books, digital materials, and traditional books to gauge the materials conundrum in meeting today’s needs and preparing for tomorrow’s reality.

Jane Petring, Cégep Édouard-Montpetit, Canada  
Dorothy Zemach, Wayzgoose Press, USA  
Marilyn Rosenthal, Syntactix International, USA  
Christine Sabieh, Notre Dame University, Lebanon  
Kristin Hiller, New York University Shanghai, Shanghai, China (People’s Republic)  
Kelly Schroeder, Fresno Pacific University, USA

Reflection 2.0: Empowering Pre- and In-Service Instructors  
Content Area: Teacher Education
Reflection is an essential component of many teacher training programs, but does a “one-size-fits-all” approach work for trainees with diverse backgrounds? Presenters share their experiences and best practices. Participatory activities are used to explore the challenges and potentials of a more differentiated approach to reflection in teacher training.

Stephanie Burns, ELS Language Centers, USA  
Miralynn Malupa-Kim, Purdue University, USA  
Matthew Noble, ELS Language Centers, USA

Survey of Washington State Initiatives in Support of ELLs  
Content Area: Advocacy
Staff from the Washington State Office of the Superintendent of Public Instruction (OSPI) shares with participants four initiatives that were launched at the state level in support of equity, access, and advocacy for ELLs

Mea Moore, Office of Superintendent of Public Instruction, USA  
Alyssa Westall, Office of Superintendent of Public Instruction, USA  
Jenny Choi, Office of Superintendent of Public Instruction, USA  
David Murphy, Office of Superintendent of Public Instruction, USA  
Patty Finnegan, Office of Superintendent of Public Instruction, USA

Teaching Teachers to Write: Assignments and Approaches in Preservice Programs  
Content Area: Second Language Writing/Composition
Although writing plays a central role in most ESL curricula, little is known about the writing that teachers themselves do in their preparatory programs. The panelists discuss approaches to teaching teachers to teach writing, share successful assignments, and reflect on the quality and content of trainee ESL teachers’ writing.

Cathryn Crosby, Columbia University, USA  
Lynn Goldstein, The Middlebury Institute of International Studies at Monterey, USA  
Kate Reynolds, Consultant, USA  
Brian Morgan, York University–Glendon College, Canada  
Ditlev Larsen, Winona State University, USA
The GO TO Strategies:
Instructional Strategies for Teachers of ELLs
*Content Area: Personal and Professional Development for Teachers*

How can teacher educators inform classroom teachers of methodology that enhances content instruction and promotes language development? This workshop introduces resources that enable teachers to infuse lessons with research-based strategies that promote second language learning. Presenters model the strategies, engaging participants in demonstrations. Participants receive copies of all strategy resources.

Linda New Levine, Consultant, USA
Laura Lukens, North Kansas City Schools, USA
Betty Ansin Smallwood, Succeeding With English Language Learners, USA

What Writing Teachers Need to Know:
Exploring Teacher Education Models
*Content Area: Second Language Writing/Composition*

Becoming a writing teacher is a complex process. Presenters on this panel explore the history and treatment of second language writing in TESOL teacher education programs in the USA and internationally, discussing prioritization of L2 writing principles and success strategies for varying program types.

Betsy Gilliland, University of Hawaii Manoa, USA
Gena Bennett, Independent, USA
Sarah Henderson Lee, Minnesota State University, USA
Lisy Seloni, Illinois State University, USA
Elena Shvidko, Utah State University, Indiana, USA

When Tragedy Strikes: Preparing Researchers for Unexpected Trauma During Fieldwork
*Content Area: Research/Research Methodology*

TESOL research methods courses often fail to prepare graduate students and supervisors for the unexpected in qualitative fieldwork. Panelists from around the world share their experiences facing fieldwork trauma and offer insights into how their tragic experiences can help graduate students, faculty, and supervisors become more informed researchers in TESOL.

Robert Kohls, San Francisco State University, USA
Peter De Costa, Michigan State University, USA
Christine Pearson Casanave, Temple University Japan, USA
Mario López Gopar, Universidad Autónoma Benito Juárez de Oaxaca, Mexico
Sreemali Herath, Open University of Sri Lanka, Sri Lanka
Marlon Valencia, University of Toronto, Canada

Empowering TESOL Professionals to Lead in Diverse Contexts
*Content Area: Adult Education*

Leaders working in four different contexts report on leadership strategies, practices, and issues in their contexts. The panel focuses on trends and common issues in the different contexts, while at the same time showing why and how TESOL leadership must be practiced with a sensitivity to local contexts.

Rosa Aronson, TESOL International Association, USA
Deena Borai, American University in Cairo, Egypt
Christine Coombe, Dubai Men’s College, United Arab Emirates
Suzanne Panferov, University of Arizona, USA

A Culturally Responsive Model for Implementing Multimodal Projects
*Content Area: Adult Education*

This presentation explains how an instructor implemented a culturally responsive instructional model, the Mutually Adaptive Learning Paradigm, in an adult ESL literacy class for learners with limited education. Learner-created multimodal narratives illustrate nuanced practices based on learners’ needs and oral tradition to empower L2 literacy development.

Andrea Lypka, INTO University of South Florida, USA

Analyzing a Group Project in an Online TESOL Program
*Content Area: Distance Learning/Online Learning*

As the number of online language teacher education courses continues to grow, we must consider their design and delivery to ensure engaging online learning experiences. This presentation examines the benefits and challenges of a group project in an online TESOL program and offers suggestions for implementing best practices.

Merica McNeil, University of Arizona, USA

Assessing Adult ELLs: Featuring BEST Plus and BEST Literacy
*Content Area: Assessment/Testing*

Join CAL for updates about BEST Plus and BEST Literacy and learn about our ongoing operational testing program designed to support assessments for adult ELLs. Participants have a chance to share feedback to inform future enhancements for CAL's assessments. Enter to win free CAL resources.

Anne Donovan, Center for Applied Linguistics, USA
Bryan Woerner, Center for Applied Linguistics, USA
### Authentic Assignments: Expanding Audience and Purpose to Increase Student Engagement
**Content Area:** Intensive English Programs

Increased student engagement results in positive gains in learning and language proficiency. This session explores how teachers can increase student engagement by expanding assignment audiences and purposes beyond the classroom to create more authentic tasks. Presenters describe and share materials for three assignments involving blogs, student-led tours, and poster presentations.

**Melanie Baker,** University of Maryland, USA  
**Diego Hernandez,** Montgomery College, USA

### Can They Use the Restroom? Critically Evaluating Our Classroom Policies
**Content Area:** Higher Education

Creating classroom policies that are fair, effective, and empowering is a hidden challenge in postsecondary teaching, especially in multicultural classrooms. This interactive presentation explores ideologies and philosophies that influence the creation of classroom policies with the hope of equipping educators to more effectively critically evaluate and revise their own.

**Michael Westwood,** Idaho State University, USA

### Bilingualism Is a Gift (BiG) ESL/SPED Collaborative Campaign
**Content Area:** Elementary School/Primary Education

Explore how a dynamic, interdisciplinary approach to the evaluation of dual language learners evolved into a district-wide ‘Bilingualism is a Gift!’ campaign that is enhancing family and community engagement by educating stakeholders. This panel brings together various voices, including district-level administrators, a speech and language pathologist, and an ESL teacher.

**Lauren Harrison,** Watertown Public Schools, USA  
**Yvonne Endara,** Watertown Public Schools, USA  
**Maryann MacDougall,** Watertown Public Schools, USA  
**Jean Fitzgerald,** Watertown Public Schools, USA

### Critical Thinking Done Right: A Full-Pyramid Approach
**Content Area:** Higher Education

Many instructors forget that Bloom’s taxonomy has six levels, spending too much time on favorite skills and skipping others. This presentation describes the importance of covering the whole pyramid. Attendees leave with concrete suggestions for activities that help develop thinking skills from the bottom to the top.

**Alan Kennedy,** Columbia University, USA

### Engaging ESL Students’ Cultural Values to Enrich Their Language Learning
**Content Area:** Intercultural Communication

In this session, the presenter explores Byram’s five factor model of intercultural competence in an engaging way. By showing examples from her classes, she demonstrates how she has successfully used this method. During her presentation, participants ask questions and take part in discussion.

**Sangeeta Johri,** INTO University of South Florida, USA

### Engaging Learners Through Classroom-Based Gamification Principles
**Content Area:** Social Science

Gamification offers the promise of greater learning engagement through extrinsic reward systems. But how can teachers employ these highly motivating techniques without eroding their students’ intrinsic motivation? This session helps ELL classroom teachers discuss ways to integrate gamification principles that complement and strengthen intrinsic motivation with extrinsic support.

**Robb McCollum,** Reading Horizons, USA  
**Heidi Hyte Sonnenberg,** Reading Horizons, USA  
**Carrie Drake,** Reading Horizons, USA
Enhancing Your Class Through Coteaching as a Professional Development Tool
Content Area: Teacher Education
Are two teachers better than one? Would both students and teachers benefit from a collaborative approach? In this presentation, the presenters take an innovative look at coteaching from their experience, evaluate its effectiveness, and analyze the benefits that arise from each teacher’s contribution.

Marianela Ayub, Alianza Cultural Uruguay-Estados Unidos, Uruguay
Sylvana Repetto, Alianza Cultural Uruguay-Estados Unidos, Uruguay

Exploring ELLs’ Thirdspaces via Reading Immigrants’ Autobiographies
Content Area: English as a Foreign Language
This practice-oriented presentation is focused on promoting ELLs’ explicit awareness of their identity negotiation in the process of language learning. Using immigrants’ autobiographies, participants discuss the concept of thirdspace and specific recommendations for designing language practices that aid ELLs’ critical thinking and language skills development alongside thirdspace exploration.

Natalia Rud, University of New Mexico, USA

Fostering Research Cultures in Schools: Managers’ Perceptions and Experiences
Content Area: Leadership
To support teacher research engagement, fostering research cultures in schools is vital. However, it is a complex endeavor, constrained by institutional, economic, and social factors. The presenter outlines findings from a study of Australian ESL managers’ experiences and provides suggestions for how positive research cultures can be developed.

Emily Edwards, University of New South Wales, United Kingdom

Free Financial Literacy and Life Skills Resources for Adult Learners
Content Area: Adult Education
Learn about free government materials in several languages that help teach financial literacy and life skills to adults with limited experience as readers. Consumer.gov and Consumidor.gov give accessible information to your students, plus curricular materials for teachers to use to develop content knowledge, reading proficiency, and Internet skills.

Laura Solis, Federal Trade Commission, USA
Charles Harwood, Federal Trade Commission, USA

From “There Is No ‘I’ in Team” to “I Team”
Content Area: High School/Secondary Education
The focus of collaborative work is frequently placed on its positive outcomes, such as increased achievement and better classroom climate. Yet, gaps between theory and practice occur. This presentation revises collaborative theory and its tenets while re-signifying the teacher’s role and the individual’s contribution (“I”) to the collective whole (“team”).

Silvia Breiburd, Independent, USA
Debora Nacamuli Klebs, Instituto de Enseñanza Superior en Lenguas Vivas J.R. Fernandez, Argentina
Esther Vazquez, Escuela de Maestros GCBA, Argentina

How to Design and Implement a Jigsaw Reading Activity
Content Area: Teaching Methodology and Strategy
This presentation demonstrates a crime-solving jigsaw reading activity for EFL learners. It discusses the principles of designing an effective jigsaw reading task and how the task can be used as meaningful input that preconditions later stages in a four-strand lesson plan according to Nation’s model.

Hoa Nguyen, Teachers College, Columbia University, USA

Language Teacher Identity Development: MA TESOL Students’ Future Selves
Content Area: Teacher Education
This session presents the findings of a qualitative, narrative-based study that explored the present and future selves of six first-year graduate students in an MA TESOL program who were also teaching assistants in the department’s writing program. Implications of the participants’ identity reconstructions for teachers and teacher educators are discussed.

Stefan Vogel, University of Arizona, USA
Angel Steadman, University of Arizona, USA
Elif Burhan Horasanli, University of Arizona, USA
Hayriye Kayi Aydar, University of Arizona, USA
Leadership Skills and Styles for Successful Intensive Program Administrators

Content Area: Program Administration

In this presentation, participants look at the factors affecting six leadership styles and have the opportunity to complete a survey which will help them find what leadership style they are working with and how it can affect their work environment. Finally, they examine some qualities of good leadership.

Sufian Abu-Rmaileh, United Arab Emirates University, United Arab Emirates

Mediating Moves of Expert Online Teacher Educators

Content Area: Teacher Education

How do expert online instructors promote meaningful learning in teacher education programs? What can we learn from these instructors that can be usefully extrapolated to other areas of technology-mediated teaching? The presenters explore answers stemming from a case study research project of expert instructors in graduate teacher education programs.

Gabriel Diaz Maggioli, National Teacher Education College, Uruguay

Oral Proficiency and Japanese ELLs: Challenges and Recommendations

Content Area: Nonnative English Speakers in TESOL

For Japanese learners of English in western tertiary contexts, acquiring effective oral communication skills poses a significant challenge. This session presents the results of a study exploring the perceptions of TESOL and non-TESOL tertiary students regarding their challenges with specific aspects of oral communication. Recommendations for teacher education are explored.

Miho Yanagi, Kokusai Joho High School, Japan
Amanda Baker, University of Wollongong, Australia

Pedagogy and Practice for Online English Language Teacher Education

Content Area: Teacher Education

The presenters discuss and demonstrate how pedagogical awareness drives ESL/EFL online teaching, capitalizing on the affordances provided by the online medium toward achieving inclusive, interactive, and critical learning goals. They highlight applications in several contexts including flipped, synchronous, and hybrid environments, and engage participants in reflections of their online teaching practice.

Faridah Pawan, Indiana University, USA
Kelly Wiechart, EduVista Consulting, LLC, USA
Amber Warren, University of Nevada, Reno, USA
Jaehan Park, Pennsylvania State University, USA
Crystal Howell, Indiana University, USA

Purposeful Planning for Peacebuilding: Empowering Relational Engagement

Content Area: Social Responsibility/Sociopolitical Concerns

Peacebuilding in the English language classroom has gained prominence in the field of TESOL in recent years. Some teachers may be interested in incorporating aspects of peacebuilding into their English classes and yet not know how to begin. We provide practical tools to plan ESOL lessons to include purposeful peacebuilding.

Jan Edwards Dormer, Messiah College, USA
Cheryl Woelk, Language for Peace, Republic of Korea

Recommendations for Online Master’s TESOL Students and Faculty

Content Area: Higher Education

Through reflections of graduates who completed a fully online MA TESOL program, this presentation offers recommendations for students and faculty on how to be a successful graduate student and how to be an effective instructor online. The audience leaves the session with important tips on online learning/teaching.

Burcu Ates, Sam Houston State University, USA
Mary Petron, Sam Houston State University, USA
Baburhan Uzum, Sam Houston State University, USA
**Friday, 10:30 am–11:15 am**  
Sheraton Seattle, Ravenna

**Screencasting in the Modern Classroom: Engaging, Multimodal, and Free**  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

With the growing use of blended, distance, and flipped learning, many teachers aim to incorporate self-made videos into their lessons for instructional purposes. This presentation shows example materials, shares lesson ideas, and walks the participants through the steps of creating a screencast-based video using free multiplatform software.  
*Dana Simionescu, Ohio University, USA*

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**Friday, 10:30 am–11:15 am**  
Sheraton, Grand Ballroom B

**Teaching EFL to Engineering Professors: Their Experiences and Needs**  
*Content Area: English as a Foreign Language*

With the spread of English in the world, engineering professionals are also expected to master the English language, but little is known about their experiences and needs. This presentation presents the findings from a mixed-methods study of 52 engineering professors who are learning English in the EFL context.  
*Alsu Gilmetdinova, Kazan National Research Technical University named after A.N. Tupolev - KAI, Russia*

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**Friday, 10:30 am–11:15 am**  
Sheraton, Grand Ballroom B

**Sociohistorical Influences on Unwillingness to Communicate of Yemeni EFL Learners**  
*Content Area: Applied Linguistics*

Although previous research has focused on linguistic and psychological factors that affect EFL learners’ willingness to communicate, sociohistorical factors have not received enough attention. Findings of qualitative research that showed the effects of sociohistorical factors on Yemeni EFL learners’ willingness to communicate are presented before opening up the discussion.  
*Mutarah Al-murtadha, University of Otago, New Zealand*

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**Friday, 10:30 am–11:15 am**  
Sheraton, Grand Ballroom B

**Students as Mentors With Refugees, Parents, and Other Students**  
*Content Area: Refugee Concerns*

Many Afghan refugees live in Tajikistan. This project addresses both the special EFL needs of these refugees and also their general EFL needs, which they share with Tajikistani students. The project involves creating graded materials and sharing them by paper and on social messenger apps on phones.  
*William Wolf, English Language Fellow, USA  
Gulchera Ochilova, English Access Microscholarship Program, Tajikistan  
Hamadony Muzafarov, English Access Microscholarship Program, Tajikistan*

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**Friday, 10:30 am–11:15 am**  
Sheraton, Grand Ballroom B

**Teaching English in China: What to Know Before You Go**  
*Content Area: English as a Foreign Language*

What is it really like to teach as an international English instructor in China? Five English educators with a collective 35 years of China teaching experience share personal stories, along with specifics about what every EFL teacher should know before embarking on the adventure—and challenge—of a lifetime.  
*Karen Newman, University of Indianapolis, USA  
Joy Edmonson, University of Nottingham Ningbo China, China (People’s Republic)  
Ben Hinton, British Council, China (People’s Republic)  
David Oakey, University of Nottingham Ningbo China, China (People’s Republic)  
Lisa Milinazzo-Barnett, International School of Ningbo (Jiangbei), California, USA*

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**Friday, 10:30 am–11:15 am**  
WSCC, 612

**The CLIL Approach: Explore the World, Expand the Mind**  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

In this session, participants take a closer look at how the CLIL approach to language learning can broaden students’ awareness of the world they live in, improve their cognitive skills, and help them discover, “A World of Wonders at the Turn of a Page”!  
*George Kokolas, Express Publishing, United Kingdom (Great Britain)*
**The Impact of Study Abroad on Norms of Civic Cooperation**  
*Content Area: Intercultural Communication*

Studying abroad for higher education is increasingly popular. A number of studies have examined its impact on intercultural awareness. The focus in this session is to examine whether study abroad also has an impact on general trust and norms of civic cooperation.

**Mari Katori**, Aomori Public University, USA

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**The Sociocultural Role of Idioms in the ESL Classroom**  
*Content Area: Intercultural Communication*

Idioms are part of every language because they convey popular knowledge. They are excellent tools for understanding the English culture through oral interaction, and they help to increase vocabulary as students discover their hidden meaning in social context. There is a great opportunity to review the history behind the popular sayings.

**Lilian Surth**, University of Carabobo, Venezuela  
**Emi Ujihara de Alcala**, University of Carabobo, Venezuela  
**Milena Granado**, University of Carabobo, Venezuela

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**The Syrian Refugee Crisis: Implications for ELT Professionals**  
*Content Area: Refugee Concerns*

In this interactive panel session, the presenters, who are refugee educators, researchers, and activists, discuss information critical to successfully working with Syrian newcomers: Who they are, why they are refugees, what their experiences have been, and what they are likely to need in terms of language instruction and advocacy.

**Mary Benedetti**, University of Cincinnati, USA  
**Jan Vrobel**, Refugee Rights Activist, Czech Republic  
**Ahmed Fahad**, University of Thi Qar, USA

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**Using Technology to Develop Microteaching and Presentation Skills**  
*Content Area: International Teaching Assistants*

Learn how to use free and low-cost technological tools to enhance feedback for microteaching and presentations. The technology allows instructors to provide comprehensive, pinpoint feedback without interrupting the flow of a student presentation. Tools can be applied to improve teaching strategies, pronunciation, body language, and one’s ability to self-correct.

**Cindy Rauth**, Spring International Language Center, USA  
**Becky Menendez**, Spring International Language Center, USA

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**What’s “Good Writing” in ESL and First-Year Composition Courses?**  
*Content Area: Second Language Writing/Composition*

Presenters share how results from a study involving second-language writers’ views on what is good writing have been used to better integrate the work of an IEP and a First-Year Composition (FYC) course, hoping to help instructors and administrators in FYC and ESL programs establish a more productive dialogue.

**Cynthia DeRoma**, University of Connecticut, USA

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**Growing or Enhancing Your Program Based on Sound Development Decisions**  
*Content Area: Program Administration*

Are you a program administrator, director, or teacher tasked with building enrollment or developing new programs or partnerships? Deciding what to do and how to proceed can be challenging. This interactive workshop introduces five tools you can use to identify program possibilities, make smart choices, and develop effective proposals.

**Bruce Rindler**, Boston University, USA  
**Joe McVeigh**, USA
**International Students in North American Higher Education: Myths and Realities**  
*Content Area: Higher Education*

This panel reports on a rich set of quantitative and qualitative data that captures the experiences and voices of faculty, teaching assistants, and international students in a U.S. university. Results confound stereotypes of unprepared, nonparticipatory students, but also introduce concerns. The presenters provide opportunities to hear audience observations and experiences.  
Sandra Silberstein, University of Washington, USA  
Mutallip Anwar, University of Washington, USA  
Ryan Burt, University of Washington, USA  
Mihaela Giurca, University of Washington, USA  
Katie Malcolm, University of Washington, USA

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**Teaching and Responding to L2 Writing: What the Research Shows**  
*Content Area: Second Language Writing/Composition*

In this colloquium, five well-known SLW specialists highlight current research findings on response, genre, identity, and graduate student writing, focusing on the pedagogical implications of this research. The final panelist synthesizes findings and best practices and discusses how practitioners can inform further research.  
Michelle Cox, Cornell University, USA  
Dana Ferris, UC Davis, USA  
Ann Johns, San Diego State University, USA  
Christina Ortmeyer-Hooper, University of New Hampshire, New Hampshire, USA  
Christine Tardy, University of Arizona, USA

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**Videolicious Videos: Teaching Empowered by Showing Not by Telling**  
*Content Area: Media (Print, Broadcast, Video, and Digital)*

Tired of presenting new concepts via forgettable “talking heads” lectures? Wanting to show rather than tell complex teaching points? This session demonstrates how to make 1-min videos in three short and easy steps, engaging teachers and students in creating easy yet imaginative, memorable, and empowering tasks and projects.  
Lilia Savova, Indiana University of Pennsylvania, USA

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**16 Keys to Teaching ESL Grammar and Vocabulary**  
*Content Area: Grammar*

This session uses corpus linguistics data to examine not only which grammar points should be taught but which vocabulary should be taught with each key grammar point. Sample lessons for teaching vocabulary with grammar and tips for designing and teaching these activities are presented.  
Keith Folse, University of Central Florida, USA

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**Bridging the Gap: Digital Mentorship for Middle School ELLs**  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

The service-learning project described addressed the growing number of at-risk ELLs in middle school. Graduate TESOL students mentored middle school ELLs using online meeting software. The mentors actively engaged with the ELLs, focusing on academic assistance, language acquisition, and school engagement dialogue. Best Practices in digital mentoring are shared.  
Kerry Purmensky, University of Central Florida, USA  
Aimee Schoonmaker, University of Central Florida, USA  
Christina Torres, University of Central Florida, USA

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**Bridging the Gaps: Facilitating Writing in the Disciplines Through CALL**  
*Content Area: Higher Education*

This session introduces the design and development of a literacy website that aims to facilitate integration of writing in the disciplines by engaging students, faculty teachers, and writing centre teachers in the exploration of key disciplinary genres.  
Dennis Foung, Hong Kong Polytechnic University, Hong Kong  
Shari Dureshahwar Lughmani, Hong Kong Polytechnic University, Hong Kong

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**Case-Based Pedagogy in L2 Teacher Education: An Effective Sociocultural Approach**  
*Content Area: Teacher Education*

The presenters argue for the effectiveness of case-based pedagogy as a tool in L2 teacher education to enhance thinking and intercultural awareness, and to increase knowledge base and competence. They demonstrate how this innovative evidence-based sociocultural approach can be applied to various contexts in developing critical teacher beliefs and praxis.  
Maria Zlateva, Boston University, USA  
Amy Gooden, Lesley University College of Liberal Arts and Sciences, USA
**Panel**

**EFL**

**Colorín Colorado! Professional Development and Parent Resources for Pre-K-12 Educators**

*Content Area: Reading and Literacy*

Since 2004, Colorín Colorado—a free online resource for Pre-K–12 educators of ELLs—has provided educators and parents with resources on literacy skills, academic content, and parent outreach. Whether you are a mainstream or veteran educator who wants to be up to date, this workshop is for you!

*Giselle Lundy-Ponce, AFT, USA*

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**TE**

**Designing Effective Practice Teaching Opportunities in Short-Term Certificate Programs**

*Content Area: Teacher Education*

Recently published content standards for short-term ESL certificate programs rate supervised practice teaching as highly significant in helping candidates develop the skills and knowledge necessary to become successful classroom instructors. Join this discussion of three types of guided practice teaching including implementation strategies and potential pitfalls.

*Susan Ballard, Wake Technical Community College, USA*

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**HE**

**Developing Metaphoric Competence Through the Analysis of Stand-Up Comedy**

*Content Area: Applied Linguistics*

This presentation describes the preliminary results of ongoing classroom research on metaphoric competence development through training in metaphor-based vocabulary guessing strategies via analysis of stand-up comedy. Participants learn how to use metaphor-based vocabulary strategies and if such nonacademic training is generalizable and more effective than strictly academically focused training.

*Michael Coggins, Xavier University, USA*

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**CALL**

**ELL Frontiers: Using Technology to Enhance Instruction for ELLs**

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

Grounded in the latest research on English language achievement and technology integration, this presentation serves as your road map to the new digital frontier. This presentation offers an overview of current digital-age learning trends and step-by-step guides to implementing technology-infused lessons that are specifically adapted for ELLs.

*Heather Parris, Molloy College, USA
Lisa Estrada, Hicksville Public Schools, USA
Andrea Honigsfeld, Molloy College, USA*

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**SPL**

**ELL Read-a-Thons: Feeling the Language and Performing the Written Word**

*Content Area: Reading and Literacy*

This energy-filled session helps participants discover the fascinating world of drama-based read-a-thons. Through these read-a-thons, the written word comes to life: Words and content are personalized, and learners analyze language in a new light. Participants engage in a mini-read-a-thon and discuss how to implement read-a-thons at their respective schools.

*Patrick Randolph, University of Nebraska–Lincoln, USA
Laura Ramm, Michigan State University, USA
Joseph Ruppert, Western Michigan University, USA*

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**TE**

**Engaging Preservice Teachers of ELLs in Reflection to Enrich Practice**

*Content Area: Teacher Education*

Teacher educators frequently assign tasks that require preservice teachers to reflect on their practice, their teacher identities, and their students. In this session, attendees learn about the qualitative changes in narrative reflections during a semester-long field experience when preservice teachers were provided with a reflective guide.

*Michaela Colombo, University of Massachusetts Lowell, USA*

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**TE**

**Engaging Preservice Teachers Through ESOL Fieldwork: Becoming Mainstream Teachers 2.0**

*Content Area: Elementary School/Primary Education*

What messages do ESL field experiences send to elementary preservice teachers about what it means to be a teacher of ELLs? Through a survey and course artifact analysis, the study discussed the strengths and challenges of preparing elementary preservice teachers as future teachers of ELLs.

*Ester de Jong, University of Florida, USA
Yong Jik Lee, University of Florida, USA*
**Holding the Floor: Engaging and Empowering ELLs With Socratic Circles**  
*Content Area: High School/Secondary Education*

Teachers of ELLs can address ELD and Common Core State Standards while engaging students in social interaction. Socratic Circles present a framework for developing higher order thinking and academic language. Videos, scaffolds, and a stepper for implementation are provided. Handouts include lesson plan template, lesson model, and self-reflection tool.

*Leslie Kirshner-Morris,* The School District of Philadelphia, USA  
*Benaline Balyot,* The School District of Philadelphia, USA  
*Betty Ansin Smallwood,* Succeeding With English Language Learners, USA

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**Infographics to Engage, Enrich, and Empower Students and Teachers**  
*Content Area: Teaching Methodology and Strategy*

Today, we suffer from information overload or data glut. The solution involves using infographics to reinforce curriculum. This session demonstrates the three-step approach to using infographics in the classroom: engaging in information, enriching visualization literacy, and using and creating powerful infographics in classroom instruction.

*Melojeane Zawilinski,* University of Michigan–Flint, USA  
*Jolene Jaquays,* University of Michigan–Flint, USA

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**Infusing a First Nations Focus in a Disciplinary EAP Course**  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*

This session examines an EAP course employing Content-Based Instruction adjunct to Political Science 100, employing a genre-based pedagogy, and drawing texts directly from the discipline. This frame of situated, disciplinary engagement draws on research articles related to Idle No More and worldwide indigenous action for academic discourse analysis.

*Jennifer Walsh Marr,* University of British Columbia–Vantage College, Canada

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**ITA Program Framing: From Remediation to Excellence**  
*Content Area: International Teaching Assistants*

Given many graduate schools’ recent focus on professional development and communication skills for all graduate students, how can ITA programs position themselves to be seen as providing valuable resources beyond language remediation? Participants analyze one program’s rebranding and discuss the framing of ITA programs.

*Pamela Pollock,* Harvard University, USA  
*Pauline Carpenter,* Harvard University, USA

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**Keeping It Real: What Works for Adult Emergent Readers**  
*Content Area: Adult Education*

Serving the needs of adult emergent readers is challenging; fortunately, it is a growing field of study. Presenters bridge research to practice to illustrate how classroom routines and soft skills anchored in contextualized, immediately-relevant lessons help learners make literacy connections. Participants receive tips and materials to try in their classrooms.

*Lindsey Crifasi,* Carlos Rosario International Public Charter School, USA  
*Rebecca Crawford,* Carlos Rosario International Public Charter School, USA  
*Heather Tatton-Harris,* Carlos Rosario International Public Charter School, USA

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**MOOCs and More: Developing ELLs’ Proficiency and Autonomy**  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

Massive open online courses (MOOCs) are reshaping, reinventing, and redefining the landscape of teaching and learning across the globe. Anchored on the Flex Model of Blended Learning Framework, the study discussed explores the pedagogical viability of integrating MOOCs in an English language classroom via Coursera and demonstrates evidence of its efficacy.

*Gregorio Ebron,* Lyceum of the Philippines University–Manila, Philippines
More Than Paraphrasing and Citing: The Rhetorical Functions of Referencing
Content Area: Second Language Writing/Composition
Recent work in effective source use suggests that it’s important to teach students how references function rhetorically in academic writing, yet there are few teaching materials for doing so. This session introduces the rhetorical functions of referencing and provides academic writing teachers with lesson plans and materials to teach them.

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

Motivating and Teaching Students to “Own” Their Writing
Content Area: Second Language Writing/Composition
When students are given the tools and experience to evaluate their own writing, they become empowered to manage and guide their own learning. The teacher then fills the role of “facilitator” rather than “gate-keeper.” This session provides participants with tools for such a process.

Mornie Merrill, Intermountain TESOL, USA

Multilingual Students’ Understanding of Source Use in L2 Reading-to-Write Tasks
Content Area: Second Language Writing/Composition
The study discussed examines multilingual student’s use of sources in reading-to-write tasks in an ESL writing course. It reveals that students’ understanding of source use influences the appropriateness of source use in reading-to-write tasks, and that their prior writing knowledge and cultural rhetorical practices can serve as resources to promote learning transfer.

Ruiyan Zhao, Ohio State University, USA

Neuroscience and Education: Teaching Students How We Learn
Content Area: English as a Foreign Language
Presenters demonstrate how to implement techniques to teach students to learn how to learn. Participants are familiarized with credible neuroscientific research. By acquiring knowledge about how brains learn, the audience understands how each technique optimizes learning. The expected outcome is that participants are empowered to enhance students’ learning skills.

Denise De Felice, Casa Thomas Jefferson, Brazil
Lucia Santos, Casa Thomas Jefferson, Brazil

New Insights Into Practice for the Grammar Classroom
Content Area: Grammar
Advances in cognitive science are shedding new light on the importance of practice. Stacy Hagen, coauthor of the Azar-Hagen grammar series, discusses how research from cognitive science, with a focus on student success, has informed the new, fifth edition of “Understanding and Using English Grammar.”

Stacy Hagen, Azar Associates, USA

New Ways of Teaching With Humor to Enrich Your Classroom
Content Area: Teacher Education
Many English language teachers endeavor to teach about and use humor, but struggle with finding the best methods and resources. “New Ways of Teaching With Humor” from TESOL Press is one solution! In this session, several contributors to the book demonstrate how to effectively use humor in the classroom.

John Rucynski, Okayama University, Japan
Jolene Jaquays, University of Michigan–Flint, USA
Lisa Leopold, Middlebury Institute of International Studies at Monterey, USA
Sara Okello, Maryville College, USA
Nadeza Pimenova, Purdue University, USA
Caleb Prichard, Okayama University, Japan
John Schmidt, Texas International Education Consortium, USA
Seth Streichler, Stanford Language Center, USA

Online Education From CAL: Build Knowledge and Earn Credit
Content Area: Personal and Professional Development for Teachers
Explore CAL’s library of self-paced online courses designed to help Pre-K–12 educators build knowledge and apply research-based principles to the classroom. Sample activities are provided. Upon course completion, participants receive a CAL Certificate of Completion for continuing education credit. Enter to win a free online course registration.

Barbara Kennedy, Center for Applied Linguistics, USA
Jennifer Himmel, Center for Applied Linguistics, USA
Placement of Resident ESL Students at the Community College
Content Area: Community College and Technical Education
Placement of resident ESL students at community colleges remains a challenge. Faced with the dissolution of the ESL Compass, the presenter shares how she researched options for initial assessment and placement, created cut scores, and developed intake questions to decide which students would take the ESL Accuplacer assessment.
Theresa Pruett-Said, Macomb Community College, USA

Positive Language Program Administration in Times of Change
Content Area: Program Administration
As marginalized entities, language programs often focus on perceived deficits and threats when confronting change. However, recent scholarship in the fields of psychology and management has exciting potential to positively reframe how we manage change. Explore Positive Organizational Behavior as a way to maximize your program’s potential.
Britt Johnson, University of Oregon, USA
Lara Ravitch, University of Oregon, USA

Process Writing Practice for the Digital Era
Content Area: Elementary School/Primary Education
Benchmark Writer’s Universe is an all-digital product that takes students through each step of the writing process and provides teachers control to lock and unlock steps along the way. Each project begins with genre instruction using videos, a short, rigorous mentor text, and activities to confirm understanding of genre features.
Shauna Williams, Benchmark Education Company, USA

Reappraising the Use of Learners’ L1 in ELT
Content Area: Teaching Methodology and Strategy
With growing recognition of the role played by learners’ L1s in learning an additional language, this session draws on insights from recent literature and the presenter’s own scholarly and professional work on learners’ use of their own languages to inform instructors about practical ways to incorporate them into teaching.
Li-Shih Huang, University of Victoria, Canada

Revamping an IEP Curriculum: A Lesson Learned
Content Area: Intensive English Programs
What constitutes a curriculum? When does it need review and revision? If you are new to curriculum review and development in your IEP, this session is for you. Issues relevant to curriculum development and renewal are discussed. Participants leave with items to consider when designing and renewing an IEP curriculum.
Thu Tran, Missouri University of Science and Technology, USA

Smart Learning: A Curriculum to Empower Students as Learners
Content Area: Adult Education
By learning recent research from neuro- and cognitive science, ESOL students can become more informed and effective learners. In this hands-on session, the presenter shares her pilot curriculum for ESOL students, Smart Learning: Learn How Your Brain Works. Activities include slides, readings, checklists, graphic organizers, and discussions prompts.
Sarah Lynn, Harvard Bridge Program, USA

Teacher Quality Circle: Collaboration for Enhanced Teaching Practice
Content Area: Teacher Education
Teacher collaboration plays a very significant role in the success of any teaching-learning endeavor. This presentation describes the tasks undertaken by eight teachers during their “Teacher Quality Circle” sessions. The presenter focuses on the peer observation they have conducted and its effects in their teaching-learning process.
Maribel Cafe, President Sergio Osmeña High School, Philippines

Teaching for Tolerance Through World Religions
Content Area: Social Responsibility/Sociopolitical Concerns
In a world of conflict, prejudice, and stereotypes, teaching for tolerance is a vital educational goal that language teachers should strive for. This session introduces a content-based unit on world religions that promotes language skills, cultural awareness, understanding, and respect for the diversity of faiths in our global village.
Kip Cates, Tottori University, Japan
Technology-Assisted Learning in Action
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
As we all know, technology has become a common feature in EFL learning. In this session, participants look into the benefits of using new technologies through a demonstration of the ELT Skills platform.

Andreas Tsouchlaris, MM Publications, Greece

The Combined Classroom: Strategies for Addressing Decreased IEP Enrollment
Content Area: Intensive English Programs
With global changes directly impacting international student enrollment, multiskill or combined-level classes present a common challenge for IEP instructors and administrators. This practice-oriented presentation outlines best practices and strategies for modifying curriculum, classroom activities, and assessments to promote student and instructor success in the combined classroom.

Anne Kerkian, Brown University, USA
Sarah Lopolito, Pinehurst Educational Consultants, USA

The Effects of Collaborative Dialogue on Development of Pragmatic Competence
Content Area: Discourse and Pragmatics
This research-based session discusses the effects of collaborative dialogue on the development of pragmatic competence of EFL learners. Forty-five college students participated in the experimental study. Discourse completion task and pragmatic-related episodes were used as units of analysis, and results are shared as evidence of learning.

Donghee Son, Korea Army Academy, Republic of Korea

The Emergence of Academic Language Among Advanced Learners
Content Area: Second Language Writing/Composition
This session addresses the gradual changes of academic language based on a pilot study of 35 students over a 16-week graduate course. Suggestions and practical activities, informed by these findings, are demonstrated, including academic discourse techniques and the use of corpora and other online tools for text analysis.

Cheryl Zimmerman, California State University, Fullerton, USA
Jun Li, California State University, Fullerton, USA

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

Domminick McParland, USA

Translanguaging and TESOL: Terms, Issues, and Future Directions
Content Area: Applied Linguistics
In recent years, many terms have been introduced to reframe static, user-centric perspectives of language. While these concepts have enriched understandings of multilingualism, the abundance of terms risks more confusion than clarification. In response, this session synthesizes approaches to analyzing language-in-use and considers the affordances of flexible approaches to multilingualism.

Laura Hamman, University of Wisconsin–Madison, USA
Giselle Martinez Negrete, University of Wisconsin–Madison, USA

Using a CEFR-Linked Test to Strengthen and Expand Your Program
Content Area: Assessment/Testing
Many students want to leave their IEP with a CEFR-aligned credential useful for academic and professional purposes. The Michigan English Test (MET) provides such certification from A2 to C1. The presenter introduces MET and discusses how it can be used within a multilevel program, benefiting students and program alike.

Barbara Dobson, CaMLA, USA

When Coteaching Goes Wrong: Deprofessionalizing the Field of ESL
Content Area: Mainstream Classrooms
In light of the changing tide of K–12 ESL education moving toward coteaching with mainstream teachers, this session critically examines the ESL teacher experience when coteaching is unsuccessful. Following the research presentation, join the presenters in an open forum discussion about your experience with coteaching and ESL.

Rebecca Bauer, University of Minnesota, USA
Michelle Benegas, Hamline University, USA
### WIOA 101: An Overview of Opportunities for Adult ELLs
**Content Area: Advocacy**

The Workforce Opportunity and Innovation Act (WIOA) affords millions of adult ELLs the opportunity to improve their English and grow their skill-sets. Learn about Title II of WIOA and how it impacts adult ELLs across the United States.

**David Cutler**, TESOL International Association, USA

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### Empowering Teachers and Students Through Critical Culturally Responsive Teaching
**Content Area: Social Responsibility/Sociopolitical Concerns**

Critical culturally responsive teaching (CCRT) can empower teachers and students to engage in dialogues that reveal their unexamined cultural positioning and lead to the transformation of that positioning toward a more global and socially responsible stance. Participants learn about CCRT and how to apply it in the ESL classroom.

**Hemamalini Ramachandran**, INTO University of South Florida, USA  
**Kakhramon Gafurov**, University of South Florida, USA

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### Lessons Learned From Developing a Language MOOC
**Content Area: CALL/Computer-Assisted Language Learning/Technology in Education**

Panelists from an IEP and an online learning team offer unique perspectives on their collaboration to develop a five-course MOOC specialization in business English. What went well? What caused problems? How does a MOOC platform impact language teaching? Key issues addressed include pedagogy, engagement, assessment, platform constraints, benefits, and costs.

**Sandi Janusch**, University of Washington, USA  
**Wendy Asplin**, University of Washington, USA  
**Daphne Mackey**, University of Washington, USA  
**Eliana Medina**, University of Washington, USA  
**Ryan Adams**, University of Washington, USA  
**Richard Moore**, University of Washington, USA

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### A Billion Hellos: How VIPKID Is Transforming the ESL Landscape
**Content Area: Bilingual Education**

Since its founding in 2013, VIPKID has exploded onto the global ESL scene, becoming the world’s fastest growing online learning platform and the first to connect Chinese students with highly qualified ESL teachers for one-on-one instruction. Learn about its mission, vision, and innovative approach to online ESL instruction.

**Nick Compton**, VIPKID, China (People’s Republic)  
**Beleza Chan**, VIPKID, China (People’s Republic)  
**Cathy Hayes**, USA

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### A Woman’s Place: The Story of Gender Inequality Through Verse
**Content Area: Social Responsibility/Sociopolitical Concerns**

This presentation aims to enrich and engage the audience by exemplifying the vulnerability of women throughout the developing world and seeks to empower the audience to foster social justice. Through the use of poetry, the presenters demonstrate English language teaching as a powerful tool for communicating social change.

**Saima Haq**, Special Children’s Educational Institute, USA

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### Clearing the FOG: Informed Strategies for Communicative Grammar Teaching
**Content Area: Grammar**

As the body of research on language acquisition and best practices continues to grow, the varieties of effective methods for grammar construction improve. Using new technologies and instructional strategies, teachers discover a variety of engaging ways to plan with and utilize grammar texts in class.

**Sara Davila**, Pearson, USA  
**Malgorzata Jaros White**, Pearson ELT, USA
Deconstructing Sentence Starters in Genre-Based Elementary Classroom Writing

Content Area: Elementary School/Primary Education
Sentence-starters are a common way to teach discourse structures, but they can hinder language development when the complexity of the starter does not match an ELL's language level. Presenters demonstrate how to apply insights from SLA and genre analysis toward better pedagogical grammar.

Christine Rosalia, Hunter College–CUNY, USA
Anne Ediger, Hunter College–CUNY, USA
Asma Dorria, Hunter College, USA

Designing Contextually-Relevant Blended EFL Teacher Development

Content Area: Personal and Professional Development for Teachers
How can EFL teacher educators design high-quality, contextually relevant, blended teacher development? Using a case study in Vietnam, EFL teacher educators in this session consider how to design teacher development that is situated in teachers’ contexts, that fosters communities of practice, and that nurtures learner autonomy.

Diana Dudzik, Fulbright Scholar, USA
Vu Ngoc Nguyen, Ho Chi Minh City University of Education, Vietnam

Developing and Running a High-Quality TESL/TEFL Certificate Program

Content Area: Teacher Education
TESOL Press recently published standards pointing to best practices in TESL/TEFL certificate programs, which some programs struggle to implement. This presentation outlines the development of a high-quality university-based TESL/TEFL certificate program that is integrated with the university’s IEP, describing the factors universities should consider in launching such programs.

Celeste Coleman, California State University, San Marcos, USA
Grant Parsons, California State University, San Marcos, USA

Empowering Students With Intercultural Competence Through Engaging and Enriching Materials

Content Area: Intercultural Communication
This session presents one CBI program's process of identifying and responding to international relations students' major specific intercultural competence needs such as reflexivity, interpreting and relating, and critical cultural awareness through the creation of engaging and enriching course material. Processes and material presented can be adapted to other contexts.

Paige Poole, Universidad del Norte, Columbia

Empowering Teacher Education Across Cultures: Observation-Based Training With Ethnographic Video

Content Area: Teacher Education
Classroom observation is essential to teacher development. Authentic video examples provide valuable resources when live observation opportunities are limited, while reviewing video and transcripts facilitates detailed awareness of teaching practices. Teacher trainers from the USA and Vietnam share materials, activities, and insights from video-based observation, with tips for successful workshops.

David Olsher, San Francisco State University, USA
Joel Swenddal, RMIT University Vietnam, Vietnam
Heather Swenddal, RMIT University Vietnam, Vietnam
Karen Wiederholt, San Francisco State University, USA

Engaging and Enriching ELLs Through Glocalized Partnerships in Higher Education

Content Area: Intensive English Programs
The purpose of this research-oriented presentation is to reveal the findings of a glocalized language partner program among first-year American students and international students enrolled in an IEP on a university campus. Attendees take away knowledge regarding the positives and negatives of this inclusive program.

Zeynep Harkness, University of North Alabama, USA
Kathleen Richards, University of North Alabama, USA

Engaging Educators in a Cycle of Instructional Improvement for ELLs

Content Area: High School/Secondary Education
Attendees learn how one secondary school has engaged educators in a cycle of continuous instructional improvement. Findings from an in-depth, 3-year study suggest that this cycle begins with and is sustained through the school leader’s vision, clear focus on instruction, organizational structures for professional development, and distributed leadership.

Michaela Colombo, University of Massachusetts Lowell, USA
Laurie Hartwick, Lawrence Public Schools, USA
Kinnon Foley, Lawrence Public Schools, USA
**Engaging University Faculty in Linguistically Responsive Instruction: Challenges and Opportunities**

*Content Area: Higher Education*

It is important for university instructors across the disciplines to know how to work with the growing number of L2 English users in their classes. The study discussed examines the feasibility of linguistically responsive instructional techniques in university settings and the knowledge base for faculty using those techniques.

*Colleen Gallagher,* University of Dayton, USA  
*Jennifer Haan,* University of Dayton, USA

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**Maximizing Technology in High- and Low-Resource Environments**

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

Although teachers seem compelled to adopt and use technologies in their classrooms, learning how to use them effectively is much more elusive, especially in low-resource environments. This dialogue session discusses the challenges and benefits of using technologies in different environments for instruction, learning, and assessment purposes in new ways.

*Randall Davis,* University of Utah, USA

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**Hot Topics and Updates From SEVP**

*Content Area: Advocacy*


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**Introducing the St. Louis CoTeach for ELLs Regional Initiative**

*Content Area: Mainstream Classrooms*

Come learn how the practice of coteaching is transforming mainstream classrooms for ELLs and improving ELL achievement. Using Honigsfeld and Dove’s book “Collaboration and Coteaching: Strategies for ELLs” as a framework, 60 coteaching teams from 28 schools in 7 districts train and learn together. Templates and protocols are shared.

*Debra Cole,* Missouri Migrant and English Language Learning Division, USA  
*Andrea Honigsfeld,* Molloy College, USA  
*Cara Russell,* Bayless School District, USA  
*Andrew Dawson,* Affton School District, USA  
*Alla Gonzalez Del Castillo,* St. Louis Public Schools, USA  
*Elena Okanovic,* St. Louis Public Schools, USA  
*Heather Tuckson,* St. Louis Public Schools, USA

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**MOOCs: How Do We Know If Learners Are Learning?**

*Content Area: Distance Learning/Online Learning*

Massive open online courses (MOOCs) allow us to take language instruction to global audiences; however, these online courses also bring with them unique pedagogical challenges. The presenters outline their research on a series of language learning MOOCs, while discussing lessons learned about the most successful types of activities and assessments.

*Sarah Grosik,* University of Pennsylvania, USA  
*Elizabeth Gillstrom,* University of Pennsylvania, USA  
*Michael Sullivan,* University of Pennsylvania, USA
Non-Chinese English Teachers Working in China: Beyond Backpacking
Content Area: English as a Foreign Language
In this dialogue, the presenter and audience—ELT professionals who have worked in or are interested in working in China—discuss professional, sociocultural, and ideological issues relevant to the continually growing involvement of non-Chinese English language teachers (particularly at the university level) in China.

Joel Heng Hartse, Simon Fraser University, Canada

Northeastern University's Full Circle Scholarship for Teaching ELLs Overseas
Content Area: Higher Education
Join Bryan Fouquet from Northeastern University as he discusses the Full Circle Scholarship. The scholarship provides people who have taught ELLs overseas with a 25% tuition discount across a wide range of Graduate Programs. Learn about the scholarship requirements as well as some of the qualifying programs.

Bryan Fouquet, Northeastern University, USA

Online TESOL Methods Coursework: Engaging, Enriching, Empowering Future ESOL Teachers
Content Area: Teacher Education
This presentation reports on the experience of transforming TESOL methods coursework to a fully online platform. Affordances and challenges of online teacher preparation are discussed. In addition to sharing learning activities, discussion board posts, and survey responses, graduate students share their perspectives and reflections on this learning experience.

Karen Gregory, Albany City School District, USA
Gretchen Oliver, University at Albany–SUNY, USA
Jennifer Gillette, Albany City School District, USA
Rebecca Mcllvain, Bethlehem Central School District, USA

Organize and Access English Sounds Using Picture Cues
Content Area: Learning Disabilities/Special Needs
Learn phonics and its application to ESL instruction. Discover spelling patterns and the repertoire of spelling for each vowel sound. Participate in a pre/postassessment to use in your classroom. Witness the power of a picture as a cueing device to connect letters and sounds for decoding, encoding, and pronunciation.

Phyllis Herzog, PhonicsQ, USA

Phonological Processes and Fluency of NNESTs
Content Area: Phonology/Pronunciation
Speaking rate and linking are important aspects of sounding natural and achieving fluency in an L2. The presenters describe a study on phonological processes, such as linking, by eight NNESTs midway through and after a phonology course. Based on findings from this study, attendees consider proposed applications to pronunciation teaching.

Suzanne Franks, University of Illinois at Urbana-Champaign, USA
Susan Spezzini, University of Alabama at Birmingham, USA
Josephine Prado, University of Alabama at Birmingham, USA

Practical Tips for Teaching Math to Adult ELAs
Content Area: Adult Education
Getting adult ELAs ready for college and career requires an increased focus on basic numeracy skills—which are often lacking in students with limited or interrupted education. In this presentation, learn how to increase your students’ mathematical literacy by employing tricks and tools used by trained math instructors.

Rosie Verratti, Howard Community College, USA
Alena Yanushka-Ray, Howard Community College, USA

Professional Enrichment Access: Creating a Magazine for NNESTs Developing Proficiency
Content Area: Nonnative English Speakers in TESOL
Get an inside look at creating and piloting a magazine for NNESTs who are beginning- to intermediate-level speakers of English, featuring World English research, case studies, pedagogical parables, and comics. Examine strategies for increasing textual comprehensibility and brainstorm ways to repurpose or contribute to the magazine within your context.

Elsa LaRandeau, University of Washington, USA

Research on L2 Teaching and Learning
Content Area: Applied Linguistics
Learn from Eli Hinkel about the new “Handbook of Research in Teaching and Learning English (Volume III)” —a comprehensive, state-of-the-art overview of current research on social contexts of L2 teaching and learning, curriculum and instruction, development of essential L2 processes and skills, international communication, globalization, and L2 testing and assessment.

Eli Hinkel, Seattle Pacific University, USA
**Small Group Activities to Assess Email Pragmatic Understanding and Competence**

*Content Area: Assessment/Testing*

Based on research conducted in an academic ESL course, the presenters demonstrate how teachers can use small group activities to informally assess students’ email pragmatic competence, learn students’ attitudes toward following American email norms, and train students to assess their own email-based interactions.

*Iftikhar Haider*, University of Illinois at Urbana Champaign, USA

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**The Transmedia Movement in ESL**

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

Transmedia is the technique of telling a single story or experience across multiple platforms and formats using current digital technologies. By discussing trends in the field, the presenters demonstrate the opportunities transmedia brings to ESL instruction for publishers, authors, and instructors.

*Shane Dixon*, Arizona State University, USA
*Justin Shewell*, Arizona State University, USA

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**Taking the Boredom Out of Repeated Input, Again and Again**

*Content Area: Higher Education*

After discussing the benefits of repeated listenings, the presenters talk about incorporating strategies in the classroom to make multiple listenings more enjoyable. Attendees also learn how to integrate listening material into other courses and to give more empowering assistance for students to practice listening on their own.

*Brianna Johnson*, Purdue University Northwest, USA
*Sara Sulko*, University of Missouri, USA

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**Translanguaging Libraries: Extensive Reading Spaces for Emergent Bilinguals**

*Content Area: Reading and Literacy*

How can a classroom library space maximize extensive reading for both literary enjoyment and language proficiency gains? This session addresses this question by sharing library organization and display practices for emergent bilinguals in K–12 and adult contexts. Participants leave equipped to enact dynamic bilingualism in classroom reading spaces.

*Becky Gould*, Teachers College, Columbia University, USA

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**TED Talks: Powerful Communication Through Learning English**

*Content Area: English as a Foreign Language*

Have your students ever struggled to say something in English like they would say it in their native language? Teaching the English of thoughts, feelings, ideas, and even humor is challenging. TED speakers provide learners with dynamic examples of powerful communication that empower learners to speak English with personality.

*Lewis Lansford*, National Geographic Learning, United Kingdom (Great Britain)
*Caitlin Thomas*, National Geographic Learning, USA

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**Online Language Teacher Education: Participants’ Perceptions and Experiences**

*Content Area: Distance Learning/Online Learning*

Online delivery of language teacher education (OLTE) ranges from some online support for face-to-face classes to totally online courses. The presenters share findings from questionnaires received from 443 OLTE teacher educators and their students: why they chose OLTE, the configurations of OLTE, and their preferences for different tools and configurations.

*MaryAnn Christison*, University of Utah, USA
*Denise Murray*, Macquarie University, USA

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**The Language Helper as Intercultural Mediator in a Chinese Hospital**

*Content Area: Intercultural Communication*

The case study discussed investigated the adaptation experience of a Chinese-English bilingual language helper in assisting a foreign patient in a Chinese hospital. Drawing on the findings, the presenters provide suggestions for language teachers and trainers who aim to help their students develop into competent intercultural mediators.

*Meng-Ying Lee*, Peking University, China (People’s Republic)
*Xuan Zheng*, Peking University, China (People’s Republic)
Academic Theory and Classroom Materials: What's the Connection?  
**Content Area: Materials Writers, Curriculum/Materials Development**

What role does pedagogical theory play in ELT publishing? How do teachers and material writers balance methodology and experience in creating materials? What does theory recommend for ELT materials? Experienced authors, teachers, and publishers share their perspectives on the relationship between academic research and teaching materials.

_Walton Burns_, Independent, USA  
_Eric Roth_, University of Southern California, USA  
_Kelly Sippell_, University of Michigan Press, USA  
_Sharon Sargent_, Oxford University Press, USA  

Children's Play Culture to Engage Primary Students in Classroom Activities  
**Content Area: English as a Foreign Language**

English-speaking children learn by playing games: chants, finger plays, hand-clapping, and even flashcards. Why not use those as teaching tools in the classroom? Taking advantage of play culture helps students become aware of the language being taught and provides teachers with great sources of activities to enhance students’ performance.

_Lizbeth Alvarez_, Peru TESOL, Peru

Content 2.0: Reimagining the Role of Content in L2 Writing  
**Content Area: Second Language Writing/Composition**

This panel of scholar-practitioners explores how content-driven L2 writing instruction can benefit our students, our institutions, and ourselves as TESOL professionals. The presenters share research findings and course models that engage content in innovative ways, contributing to wider institutional goals and challenging the disciplinary “division of labor.”

_Shawna Shapiro_, Middlebury College, USA  
_Megan Siczek_, George Washington University, USA  
_Jane Dumphy_, Massachusetts Institute of Technology, USA  
_James Wright_, Transylvania University, USA  
_Julie Scales_, University of Washington, Washington, USA

Culture and Context Matter: Intercultural Education for the EFL Classroom  
**Content Area: Intercultural Communication**

This session explores the following topics around ICC in EFL contexts: a) conceptualization of ICC in Ecuador, b) ICC education in Hungary, c) U.S. State Department global teacher training, d) ICC with ELLs in Japan, e) TEFL through local folk tales in Mozambique, and f) ICC communication courses in China.

_Carlos H. Chancay Cedeño_, TESOL, Spain  
_Andy Halvorsen_, University of Oregon, USA  
_Kristin Hiller_, New York University Shanghai, China (People’s Republic)  
_Lisa Horvath_, Örömhír Általános Iskola, Hungary  
_Helen Shaw_, USA  
_Joan Kang Shin_, George Mason University, USA

Enrich, Engage, Empower Using YouTube  
**Content Area: Media (Print, Broadcast, Video, and Digital)**

This panel shares tips, activities, and strategies for incorporating YouTube videos into language learning and practice. VDMIS presenters address the educational impact of YouTube videos in key areas: how videos enrich the classroom, how creating videos empowers students, and how YouTube tools engage the audience. Viewing strategies are discussed.

_Scott Duarte_, University of Delaware, USA  
_Kenneth Chyi_, Fu Jen Catholic University, Taiwan (Republic of China)  
_Elke Steppert_, New York Public Library, USA  
_Jennifer Lebedev_, Independent, USA
Enriching TESOL Practica With Alternatives to “Counting Hours”

Content Area: Teacher Education

To date, most practica descriptions and standards utilize “hours in the classroom” as the means of quantifying teaching experiences. Given the increase in online language teaching, hours may not be the best, or only, way to quantify practica. This workshop explores alternatives to hours along with possible standards for assessment.

Carolyn Kristjiansson, Trinity Western University, Canada
Jan Edwards Dormer, Messiah College, USA
Reza Mazloom-Farzaghy, TESL Ontario, Canada
Rosario Giraldez, Alianza Cultural Uruguay Estados Unidos, Uruguay

Fear Not the Virtual Classroom: Student Engagement in Online Learning

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

Gain practical ideas for keeping students engaged, verifying the authenticity of their work, and establishing effective learning environments online. Design interactive activities that stress student collaboration, lessen instructor workload, and harness online resources and information as tools for self-assessment rather than for plagiarism. Bring your laptops—and your questions.

Gena Bennett, Independent, USA
Meredith Bricker, Independent, USA
Maggie Sokolik, UC Berkeley, USA
David Wiese, UC Berkeley, USA

Generation 1.5 Students in Community College: Solving the Enigma

Content Area: Community College and Technical Education

This panel discusses the unique needs of generation 1.5 students and the challenges they present in the traditional ESL classroom. Presenters share existing research, provide the results of a program developed at their institution, and offer suggestions for effective practices working with this population.

William Jiang, Bergen Community College, USA
Heidi Lieb, Bergen Community College, USA
Maria Kasparova, Bergen Community College, USA
Carol Miele, Bergen Community College, USA
Leah Carmona, Bergen Community College, New Jersey, USA
Olga Weston, Bergen Community College, USA
Marilyn Pongracz, Bergen Community College, USA

How the Most Productive TESOLers Fit It All In

Content Area: Adult Education

Ever feel like you’re not getting enough done? If so, you’re probably right. Research shows that people are only productive 3 days a week. In this session, we share results of a research project investigating how the most productive TESOLers “fit it all in” and attain the ever-elusive work-life balance.

Phil Quirke, Higher Colleges of Technology, United Arab Emirates
Christel Broady, Georgetown College, USA
Neil J Anderson, Brigham Young University–Hawaii, USA
Christine Coombe, Dubai Men’s College, United Arab Emirates
Georgios Vlasios Kormpas, TESOL Greece, Saudi Arabia
Sufian Abu-Rmaileh, United Arab Emirates University, United Arab Emirates
Mohammad Mouhanna, United Arab Emirates University, United Arab Emirates
Connie Mitchell, Prince Sultan University, Saudi Arabia
Naziha Ali, Emirates Aviation College, United Arab Emirates
Mohamed Azaza, Adnoc Technical Institute, United Arab Emirates

Oral Communication in Higher Education Contexts: Closing the Gap

Content Area: Listening, Speaking/Speech

Although our profession usually focuses on developing the language proficiency of nonnative English speakers, responsibility for successful oral communication is shared by all interlocutors. In this session, panelists discuss experiences with communication in higher education contexts and explore options for helping native speakers improve their speaking and listening skills.

Stephanie Lindemann, Georgia State University, USA
Okim Kang, Northern Arizona University, USA
Bedrettin Yazen, University of Alabama, USA
Marino Fernandes, University of New Hampshire, New Hampshire, USA
Roxanna Senyshyn, Pennsylvania State University, USA
Nicholas Subtirelu, Georgetown University, USA
Retirement With TESOL 2.0: Engaging, Enriching, Empowering Ourselves and Others
Content Area: Personal and Professional Development for Teachers
Are you nearly or newly retired? TESOLers’ experience and knowledge gained over a career can help the next generations. After retirement, you can continue your professional involvement and make a significant difference in teaching and learning for ELLs and others. Panelists and participants share experiences and suggestions.
Leslie Barratt, Rajabhat Roi Et University, Thailand
Zakia Sarwar, SPELT, Pakistan
Betty Ansin Smallwood, Succeeding With English Language Learners, USA
Beth Witt, Chinle Unified School District, USA

Course Design 2.0: Moving English Learning Online
Content Area: Distance Learning/Online Learning
In teaching ESL online, instructors must translate content, activities, and assessments into an electronic format. The presenters, who design and teach blended and fully online courses, provide guidelines for course design specifically for ELLs. Participants identify pitfalls in design and delivery and correct them so students learn English, not frustration.
Mary Peacock, Richland College, USA
Sarah Barnhardt, Community College of Baltimore County, USA
**Discovering America: Engaging Adult ELLs Through Cultural and Historic Simulations**  
Content Area: Refugee Concerns

This presentation explores using simulation to make U.S. history come alive for multilevel adult ELLs including refugees and SLIFE. Through simulation games, students build language, higher order thinking, and teamworking skills across multiple disciplines. Participants experience a simulation and learn to effectively scaffold and execute simulations in the classroom.

Christina Fabiano, Boston University, USA

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**Empowering and Enriching: Examining Images of Immigrants in Picture Books**  
Content Area: Advocacy

This session critically examines the images of contemporary immigrant experiences in multicultural picture books. The analysis reveals the representational codes that subtly deliver stereotypes about immigrants. Attendees learn to scrutinize these embedded codes, empower immigrant children’s construction of self, and enrich their teaching on diversity.

Hsiao-Chin Kuo, Western Michigan University, USA  
Yin Lam Lee-Johnson, Webster University, USA

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**Engaging Families in Bilingual Literacy Projects Using Culturally Relevant Literature**  
Content Area: Bilingual Education

This session explores methods for engaging bilingual families in developing students’ oral and written language skills at home through reading and responding to culturally relevant children’s literature in English and Spanish. Specific text set titles and strategies for connecting and affirming families’ funds of knowledge are shared.

Amie Sarker, University of Dallas, USA

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**Enriching Language Retention Through Narrative Memory**  
Content Area: Intensive English Programs

In this session, the power of narrative memory is explored. Research findings supporting the use of narrative presentations to enhance learning are presented. Specific techniques to boost language retention through narrative stories are modeled, and techniques to better present new material using narrative strategies are presented.

Matt Kaeiser, University of Miami, USA

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**ESOL Teachers’ Experiences in Their Role as Advocate**  
Content Area: Advocacy

This session highlights the results of a study of Southeastern ESL teachers regarding their experiences advocating for ELLs. Survey and interview protocol data have been collected and analyzed to form a picture of what this role means to ESL teachers and their experiences in this role.

Jamie Harrison, Auburn University, USA

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**Feedback on L2 Writing: Teachers’ Beliefs and Practices Across Contexts**  
Content Area: Applied Linguistics

This presentation reports on a study examining ELT teachers’ beliefs and practices about writing feedback across three language teaching contexts: pre-university EAP, undergraduate credit ESL, and newcomer settlement programs. The presenters draw on interviews and classroom observations with 12 teachers to examine how contextual factors shape beliefs and practices concerning feedback.

Antonella Valeo, York University, Canada  
Khaled Barkaoui, York University, Canada

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**From Awareness to Accuracy: Project-Based Pronunciation Practice**  
Content Area: Listening, Speaking/Speech

The focus on fluency in many oral communication classes means that students often have little time to strategically practice their accuracy. This session offers concrete and engaging projects to build language awareness and spoken accuracy. Participants leave with guidelines, rubrics, and ideas for extension and adaptation.

Jennifer Grode, University of Southern California, USA  
Michael Garnett, University of Southern California, USA

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**From the Outside In: Empowering Learner-Centered Education in East Africa**  
Content Area: Intercultural Communication

The cross-cultural nature of TESOL calls upon us to reexamine the emphasis on learner-centered pedagogy. What happens when these methods interact with the realities of classrooms in the developing world? How can teachers and teacher trainers from outside these contexts support the development of culturally responsive pedagogies?

Renee Lynch, Bellevue College, USA  
Hannah Murphy, The Clear Spring School, USA
**Improved EAP Writing in the Middle East: Developing Core Standards**
*Content Area: Second Language Writing/Composition*

Academic writing is perceived as a difficult skill among Arabic L1 undergraduate English-medium university program students whose understanding of written academic English's textual features and associated writing processes suffers from a severely limited strategy repertoire. The study discussed suggests developing core writing standards for improved EAP writing among Arab learners.

**Manisha Sinha**, Sohar University, Oman
**Yogesh Sinha**, Sohar University, Oman

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**Multisensory Approaches to Instruction of EFL Learners With Learning Differences**
*Content Area: Learning Disabilities/Special Needs*

This presentation addresses challenges that students with specific learning differences may endure in the EFL classroom. The presenters identify ways to support students with dyslexia, dyspraxia, dyscalculia, specific language impairment, Aspergers, and attention-deficit/hyperactivity disorder by implementing a multisensory approach to ELT.

**Rosa David**, Department of State, Mexico
**Kimberley Brown**, Portland State University, USA
**Brenda Bernaldez**, U.S. Department of State, Office of English Language Programs, Mexico

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**Professional Development on a Shoestring**
*Content Area: Teacher Education*

Community-based adult ESL programs often have limited funds available for training their volunteer teachers. This session presents three low-cost professional development activities that were implemented with volunteer teachers in an adult literacy program: Teacher Share events, a Reading Circle, and an online portal.

**Nikki Ashcraft**, University of Missouri, USA

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**Put Teachers in Charge of Self-Videotaping and Peer Observation**
*Content Area: Program Administration*

Want to get self-videotaping and peer observation running successfully at your school? Avoid the pitfalls and maximize the benefits by making sure these initiatives are not top-down but rather are designed—by the teachers who will use them—to be worth their time and to serve them well.

**Laurel Pollard**, Consultant, USA

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**Screencasting: Empowering Teachers and Engaging Students Through Better Writing Feedback**
*Content Area: Second Language Writing/Composition*

Giving succinct, clear feedback on student essays is challenging for most instructors. Cryptic notes scrawled in margins may overwhelm and confuse ELLs. Individual conferences are beneficial but time-consuming. This presentation provides an alternative that makes both giving and receiving feedback more enjoyable, meaningful, and effective.

**Natalie Twelkemeier**, University of Alabama at Birmingham, USA
**Anna Skees**, University of Alabama at Birmingham, USA

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**SLA Theories and TESOL Master’s Students Needs**
*Content Area: Teacher Education*

The qualitative study discussed examines the gap between SLA theories and teaching practices and how it is perceived by 89 TESOL general and TESOL K–12 MA students at a research institution. It also provides insights on how teacher education programs can address this gap and suggests directions for future SLA research.

**Hoa Nguyen**, Teachers College, Columbia University, USA

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**Teach Abroad With the English Language Fellow Program**
*Content Area: Personal and Professional Development for Teachers*

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can teach English, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.

**Danielle Yates**, U.S. Department of State, Office of English Language Programs, USA
**Jenny Hodgson**, U.S. Department of State, Office of English Language Programs, USA

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**The Oil and Gas ESP Context**
*Content Area: English for Specific Purposes*

This session details the collaborative process adopted by a team of ESP teachers to create an in-house course targeting the needs of technicians working in the oil and gas industry. It also invites reflection on the designed study units and how they respond to organizational demands.

**Amjad Taha**, ADNOC Technical Institute, United Arab Emirates
**Fathi Benmohamed**, ADNOC Technical Institute, United Arab Emirates
Teaching Pronunciation in the Real World: Focus on Whole Courses
Content Area: Phonology/Pronunciation
This session depicts 10 contemporary pronunciation specialists’ ways of teaching whole pronunciation-centered courses in the real world. The presenter applies a unifying, analytic lens to discuss and compare the separate courses these specialists teach. Attendees learn how 10 specialists offer pronunciation-centered ESL, EFL, and ELF courses.
John Murphy, Georgia State University, USA

Transcription: Engaging Learners at the Intersection of Listening and Reading
Content Area: Teaching Methodology and Strategy
This presentation introduces an overlooked methodology for teaching language in a holistic manner: transcription. Converting an aural text to a graphic text with precision involves much more than ‘writing down what you hear.’ Participants learn proven strategies and methods to enrich intermediate/advanced English instruction and improve learners’ listening comprehension.
Bogdan Sagatov, U.S. Department of Defense, USA
Susan Sagatov, U.S. Department of Defense, USA

Understanding Perceptions of Revenue-Generating ESL Programs: A Case Study
Content Area: Program Administration
The qualitative case study discussed provides valuable insights into the specific professional difficulties faced by ESL program directors at one postsecondary institution in Canada. This study advances the dialogue around the unique position of TESOL program directors and the challenges they face around program legitimacy and marginalization.
Sarah Eaton, University of Calgary, Canada

Engaging and Empowering Program Administrators: An Interactive Workshop
Content Area: Program Administration
Are you new to program administration or interested in connecting with other program administrators? During this interactive workshop, university program administrators share resources and experiences and facilitate small group discussions about program design, testing, recruiting, budgets, personnel, leadership, and more. Participants identify resources and network with administrators.
Rhonda Petree, University of Wisconsin–River Falls, USA
Ginny Bondeson, University of Wisconsin–Stevens Point, USA
Catherine Lee, University of Wisconsin–Eau Claire, USA

Enriching Intercultural Awareness in EFL Contexts
Content Area: Intercultural Communication
In this forum, panelists from Venezuela and Colombia offer suggested activities and online resources that help harmonize English and the cultures of the English speaking world with students’ own heritage and background. Presenters describe their contexts and discuss how to engage EFL teachers and learners in developing intercultural awareness.
Evelyn Urbina, Universidad de Los Andes, Venezuela
Mauricio Arango, Universidad de Antioquia, Colombia
Julio Palma, Universidad del Zulia, Venezuela
Yesenia Bonilla, Gastonia School District, USA

New Perspectives in Content-Based Instruction
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
CBI is a widespread approach to teaching second/foreign languages across age and educational levels. Presenters focus on five key areas: background of CBI models and current classification, theoretical support and current research, curricular issues, designing lessons integrating language and content objectives, and challenges in course development and implementation.
William Grabe, Northern Arizona University, USA
Donna Brinton, Independent, USA
Anne Ediger, Hunter College–CUNY, USA
Lynn Goldstein, The Middlebury Institute of International Studies at Monterey, USA
Fredricka Stoller, Northern Arizona University, USA
Ann Snow, California State University, Los Angeles, USA

Race Matters: Start Where You Are, but Don’t Stay There
Content Area: Social Responsibility/Sociopolitical Concerns
This Zambian proverb popularized by Charles Hancock provides hope for first-generation young scholars from nontraditional and historically excluded communities. Through poetry, music, and personal stories, former students and colleagues reflect on mentoring and the difference one professor can make in the lives of students of color.
Shelley Wong, George Mason University, USA
Yuh-Yun Yen, National Chiayi University, Taiwan (Republic of China)
Marjorie Haley, George Mason University, USA
Theresa Austin, University of Massachusetts Amherst, USA
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
<th>Time</th>
<th>Speaker(s)</th>
</tr>
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<tbody>
<tr>
<td><strong>Serving ELLs Under ESSA:</strong> What’s Changed and What’s New</td>
<td>Content Area: Advocacy</td>
<td>WSCC, 602</td>
<td>Friday, 2:00 pm–3:45 pm</td>
<td>Kimberly Miller, Oregon Department of Education, USA</td>
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<td>David Holbrook, TransACT Communications, LLC, USA</td>
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<td><strong>Using Case Studies to Engage, Enrich, and Empower Students</strong></td>
<td>Content Area: Intensive English Programs</td>
<td>WSCC, 2A</td>
<td>Friday, 2:00 pm–3:45 pm</td>
<td>Caitlin Hamstra, Central Michigan University, USA</td>
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<td><strong>Beyond Word Lists: Approaching Verbal Complements Lexicogrammatically and Cognitively</strong></td>
<td>Content Area: Grammar</td>
<td>WSCC, 605</td>
<td>Friday, 3:00 pm–3:20 pm</td>
<td>Miranda Hartley, University of Alabama, USA</td>
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<tr>
<td><strong>Empowering Student Voice Through Video Blogging</strong></td>
<td>Content Area: English as a Foreign Language</td>
<td>TCC, Chelan 4</td>
<td>Friday, 3:00 pm–3:20 pm</td>
<td>Karissa Weeden, Tokyo International University, Japan</td>
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<tr>
<td><strong>Teaching Empathy in the IEP Classroom</strong></td>
<td>Content Area: Content-Based and CLIL/Content and Language Integrated Learning</td>
<td>Sheraton, Aspen</td>
<td>Friday, 3:00 pm–3:45 pm</td>
<td>Joseph Serrani, Mahidol University International College, Thailand</td>
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<td>Alexander Nanni, Mahidol University International College, Thailand</td>
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<td><strong>5 Steps to Effective Source Integration</strong></td>
<td>Content Area: High School/Secondary Education</td>
<td>Sheraton, Metropolitan A</td>
<td>Friday, 3:00 pm–3:45 pm</td>
<td>Natalie Moten, Anchorage Schools, USA</td>
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<td><strong>A Corpus-Based Comparison Between Two Lists of Academic English Words</strong></td>
<td>Content Area: Vocabulary/Lexicon</td>
<td>TCC, Tahoma 4</td>
<td>Friday, 3:00 pm–3:45 pm</td>
<td>Huamin Qi, Western University, Canada</td>
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Friday, 3:00 pm–3:45 pm
WSCC, 203

**Advanced ELLs and Hybridity: A Viable Combination**

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

The need to matriculate into college courses is urgent for advanced ELLs, so an ESL program initiated hybrid reading/writing courses for these independent, tech-savvy learners. After 10 years, data prove that hybridity promotes learner autonomy and engagement. Presenters outline course components and discuss faculty and administrative issues.

**Presenters:**
- **Linda Follag,** Community College of Philadelphia, USA
- **Lyn Buchheit,** Community College of Philadelphia, USA
- **Girija Nagaswami,** Community College of Philadelphia, USA
- **Marianne Miéltke,** Community College of Philadelphia, USA
- **Christine Corrigan,** Community College of Philadelphia, USA

Friday, 3:00 pm–3:45 pm
WSCC, 213

**Building Empowering Multilingual Learning Communities in Icelandic Schools**

**Content Area: Intercultural Communication**

This session looks at how schools at all educational levels in Iceland are responding to the linguistic and cultural diversification of their student populations with the goal of building empowering multilingual learning communities. Successes and challenges from the perspectives of principals, teachers, students, and parents are discussed.

**Presenters:**
- **Samuel Lefever,** University of Iceland, Iceland

Friday, 3:00 pm–3:45 pm
TCC, Chelan 2

**Designing Teacher Education Materials That Empower Teacher Learning**

**Content Area: Teacher Education**

The principles for the design of materials for the teacher education classroom have not received much attention in our field. The presenters share materials and tasks they have designed specifically to meet the needs of teacher learners both at the undergraduate and graduate level.

**Presenters:**
- **Gabriel Díaz Maggioli,** National Teacher Education College, Uruguay
- **Lesley Painter-Farrell,** New School, USA

Friday, 3:00 pm–3:45 pm
TCC, Chelan 5

**Empowering EFL Ecuadorian University Students Through Choice of Texts**

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

EFL teachers worldwide feel puzzled not knowing what to do when they face uninterested, unmotivated university students whose expectations toward learning English have almost faded away. This session proposes a method to empower students by allowing them to choose all text materials they want to cover during a university semester.

**Presenters:**
- **Walter Bernal,** Universidad de Cuenca, Ecuador

Friday, 3:00 pm–3:45 pm
TCC, Tahoma 3

**Developing Identity in Oral Academic Discourses in an EFL Context**

**Content Area: Listening, Speaking/Speech**

The study discussed explored how EFL undergraduates developed identity in oral academic discourses (e.g., discussions) in an EAP course. The findings from quantitative and qualitative data sources show an increased level of participation and evidence for construction of identity in academic community. The presenter also discusses implications for course design.

**Presenters:**
- **Sabina Ho-yan Mak,** Centennial College, Hong Kong

Friday, 3:00 pm–3:45 pm
WSCC, 603

**Differentiated Instruction for Teachers: Exploring a Generational-Friendly Approach**

**Content Area: Personal and Professional Development for Teachers**

Do teachers express identifiable needs or preferences in connection with coaching and professional development? If so, do these requirements match collective social traits? This presentation explores research on the sociological theory of generations and analyses the validity of implementing a generational-friendly approach in search of professional betterment.

**Presenters:**
- **Silvia Breiburd,** Independent, Argentina

Friday, 3:00 pm–3:45 pm
WSCC, 604

**Early Childhood Education Policy Update**

**Content Area: Advocacy**

In response to the growing number of young English learners, the early childhood education (ECE) landscape continues to evolve across the United States. During this session, learn about the current shifts in national policies and priorities relating to ECE, early intervention, teacher preparation and more.

**Presenters:**
- **David Cutler,** TESOL International Association, USA
- **John Segota,** TESOL International Association, USA

Friday, 3:00 pm–3:45 pm
TCC, Chelan 5
**Engaging and Empowering Faculty in Times of Change**

*Content Area: Program Administration*

To remain significant, IEPs must respond to current developments in the field: enrollment fluctuations, shifts in student demographics, and policy changes. To implement change successfully requires strategies that engage and empower faculty in the process. Presenters and audience members share best practices for fostering stakeholder ownership in implementing change.

**Laura Shier**, Lewis & Clark College, USA  
**Wayne Gregory**, Portland State University, USA

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**Engaging Saudi Students With Novels and Nonfiction Books**

*Content Area: Intensive English Programs*

Reading skills are crucial to academic success, but many Saudi students have difficulty attaining them. In this session, the presenters share specific ideas to help learners comprehend, engage with, and enjoy novels and nonfiction books. Participants leave with useful tools to design or enrich their own reading programs.

**Lily Jaffie-Shupe**, Virginia Tech Language and Culture Institute, USA  
**Christine Bobal**, Virginia Tech Language and Culture Institute, USA

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**Fostering Effective Participation in L1 Discourse Communities Through Formulaic Sequences**

*Content Area: Vocabulary/Lexicon*

While vocabulary lists contribute substantially to lexical knowledge, discourse-level proficiency remains a challenge. The Academic Formulas List and Phrasal Expressions List, sets of formulaic sequences, address this challenge, helping learners participate more effectively in L1 discourse communities. Facilitators share online and corpus-based activities for formulaic sequence acquisition.

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

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**Enhancing Listening and Note-Taking Competency Through Metacognitive and Cognitive Strategies**

*Content Area: Higher Education*

Achieving excellence in listening comprehension and note-taking is crucial for academic success. However, effectively fostering listening and note-taking skill development challenges ESL practitioners. Linking existing theory in metacognitive and cognitive listening strategies to classroom instructional practices, the presenter demonstrates learning activities designed to enhance listening comprehension and expand note-taking competency.

**Cynthia Lennox**, Duquesne University, USA

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**Individual Networks of Practice in an Academic English Program**

*Content Area: Intensive English Programs*

The presenter describes how three university students in Japan developed academic English writing during one semester through interaction in social networks. Individual network maps show with whom and how participants interacted, linked to specific EAP/writing practices. How to maximise social interaction to support English learning is also considered.

**John Bankier**, Soka University, Japan

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**Inquiry Supported Content-Based English Language Teaching and Writing**

**Scott Douglas**, University of British Columbia–Okanagan Campus, Canada

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**Investigation of Gender-Specific Linguistic Features in Arabic Students’ Writing**

*Content Area: English as a Foreign Language*

This presentation reports on empirical research on the gender-specific linguistic features in argumentative essay writings of EFL students in Qatar. Results from the data sets are expected to address dissimilarities between male and female students’ writing patterns, and offer implications for writing instructors.

**Pakize Uludag**, Qatar University, Qatar
**Friday, 3:00 pm–3:45 pm**

**Language Planning: What Is It? Can and Do Teachers Do It?**
Joseph LoBianco, University of Melbourne, Australia

**Learning to Lead in Language Education**
Andy Curtis, TESOL International Association, Canada

**Multiple Literacies in Practice**
Jane Hoelker, Community College of Qatar, Qatar

**Promising Practices for Elementary ELLs: A System-Wide Approach**
*Content Area: Elementary School/Primary Education*

The presenters report on findings from their 2016 multiple case study of elementary schools with better performance outcomes among ELLs. They discuss system-wide factors that higher performing schools have in common and which can be associated with ELL student achievement at the classroom, school, and district levels.

Karen Gregory, Albany City School District, USA
Kristen Wilcox, University at Albany, USA

**Pronunciation Pedagogy and Teacher Development in TESOL**
Amanda Baker, University of Wollongong, Australia

**Raciolinguistics and Language Teacher Identity**
Manka Varghese, University of Washington, USA

**Reflective Practices for Language Teachers**
Tom Farrell, Brock University, Canada

**Teaching Grammar Constructions for Speaking and Writing**
Eli Hinkel, Seattle Pacific University, USA

**The Power of Identity and Ideology in TESOL**
Peter De Costa, Michigan State University, USA

**What Counts as Collaboration? Discrepancies Between Teachers’ and Students’ Perceptions**
*Content Area: Second Language Writing/Composition*

This presentation reports findings of a longitudinal classroom-based qualitative study that investigated the inconsistent perspectives of ESL students and teachers regarding the use and usefulness of web-based collaborative writing activities. Based on the findings, the presenters propose a new framework for conceptualizing and implementing such tasks in L2 writing classrooms.

Qian Du, Ohio University, USA
Gabriela Castañeda-Jiménez, Ohio University, USA

**Which Word (Form) Is Best? From Vocabulary to Writing**
*Content Area: Vocabulary/Lexicon*

ELLs often learn new vocabulary by matching words and definitions but cannot always use new words grammatically in writing. This session presents a sequence of activities that teach ELLs awareness of word forms, their common collocations, and how to move from receptive to productive vocabulary skills in academic writing.

Nancy Overman, Georgetown University, USA
Bennett Lindauer, Georgetown University, USA

**With Padlet, Break Down the Barriers, Help Students Build Knowledge**
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*

Instructors using mindful and purposeful technology integration will love Padlet, an engaging multimedia real-time tool that creates whole class participation and is free. Come learn about Padlet and the plethora of ways to use it with your students. No technical knowledge needed—digital nonnatives welcome!

Carolyn Dupaquier, California State University, Fullerton, USA
Catherine Moore, California State University, Fullerton, USA
**A Missing Link: Advocating for ELLs in Dual Language Immersion**  
Content Area: Advocacy

Dual language immersion (DLI) programs are heralded for their successes, though they are not created specifically for ELLs. The panelists discuss identifying and achieving varying levels of advocacy for ELLs in DLI programs at the policy level, based on their engaged work throughout the USA.

Sue Kasun, Georgia State University, USA  
Anita Bright, Portland State University, USA  
Maria Dantas-Whitney, Western Oregon University, USA  
James Gambrell, Portland State University, USA  
Carmen Caceda, Western Oregon University, USA  
Kara Mitchell Viesca, University of Nebraska–Lincoln, USA

**A Truly Authentic Audience: Editing and Writing on Wikipedia**  
Content Area: Second Language Writing/Composition

“Writing Wikipedia” offers undergraduate and graduate ELLs considerable benefits: an authentic audience providing dynamic feedback; opportunities to collaborate on meaningful writing; and practice summarizing, paraphrasing, and sourcing. In this hands-on workshop, participants learn specific techniques for using Wikipedia—and the power of Web 2.0—in the classroom.

Eric Grunwald, Massachusetts Institute of Technology, USA  
Amy Carleton, Massachusetts Institute of Technology, USA  
David Crager, New York University, USA  
Samantha Erickson, Wiki Ed Foundation, USA

**Conflict Resolution and ELT: Win-Win Approaches for All**  
Content Area: Content-Based and CLIL/Content and Language Integrated Learning

Lessons in conflict resolution and English can be integrated to teach academic, professional, language, and life skills in authentic and exciting ways. Workshop participants learn specific techniques for incorporating mediation and negotiation into ESP (law, business, social science, literature), CBL, and general ESL/EFL courses.

Barrie Roberts, UC Berkeley, USA  
Sybil Marcus, UC Berkeley, USA  
Jennifer Burton, UC Berkeley, USA  
Michael Clark, UC Berkeley, USA  
Melody Noll, UC Berkeley, USA

**Critical Praxis in Academic Literacies Development: Thinking Beyond the Text**  
Content Area: Applied Linguistics

This session, designed for teacher educators and classroom-based researchers, balances practical activities for engaging ELLs in critical text analysis with larger questions regarding language educators’ professional development. The presenters show how a linguistically-informed critical praxis is enacted in multilingual, global contexts to support emergent bilinguals in seeing the “meaning-making capacity of language.”

Diane Potts, Lancaster University, United Kingdom (Great Britain)  
Ruth Harman, University of Georgia, USA  
Maria Estela Brisk, Boston College, USA  
Meg Gebhard, University of Massachusetts Amherst, USA  
Dong-shin Shin, University of Cincinnati, USA

**Developing Practical Mentorship Models for Online Teacher Training Courses**  
Content Area: Teacher Education

Presenters examined the state of online mentoring practices and noted the challenges shared by discussants from last year’s roundtable discussion. This workshop aims to address those challenges by providing a start-up TESOL-specific framework allowing participants to create teacher training and mentorship models appropriate for their contexts.

Adrian Ortiz, International TEFL Academy, USA  
Caitlin Cornell, International TEFL Academy, USA  
Miralynn Malupa-Kim, Purdue University, USA

**Gauging the Effect of TESOL Expertise on Learner Outcomes**  
Content Area: Teacher Education

Presenters discuss original research that examined classroom practices and learner data of completers in a variety of TESOL professional development contexts. The session demonstrates methodologies of bona fide program evaluation and highlights caveats in studying lasting outcomes of teacher training.

Donald Freeman, University of Michigan, USA  
Dudley Reynolds, Carnegie Mellon University, Qatar  
Andrea Honigsfeld, Molloy College, USA  
Maria Dove, Molloy College, USA  
Joshua Lawrence, UC Irvine, California, USA  
Tyler Watts, UC Irvine, USA  
Susana Dutro, E.L. Achieve, USA  
Donna Smith, E.L. Achieve, USA  
Andrea B. Hellman, Missouri State University, USA
How Dramatic! Critical Role-Play and Simulation Activities
Content Area: Teaching Methodology and Strategy
Role-plays and simulations are not new activities to language classrooms; however, integrating principles of critical thinking pedagogy with traditional techniques results in a more meaningful experience for ELLs and TESL students. This workshop presents and practices critical role-plays through a heuristic, examples, and a hands-on activity.
Karen Densky, BC TEAL, Canada
Yazmin Ramirez, BC TEAL, Canada
Catherine Waddell, BC TEAL, Canada

Long-Term ELs: Current Research, Practice, and Policy
Content Area: Teacher Education
As ELs compose one of the fastest-growing populations in K–12 environments, long-term English learners (LTELs) form one subgroup that provokes particular concern. In this presentation, scholars share their current work related to LTELs and offer examples of diagnostic tools, interventions, and policies toward better outcomes for LTELs in school.
Beth Clark-Gareca, University at New Paltz–SUNY, USA
Deborah Short, Academic Language Research & Training, USA
Mary Sharp-Ross, Bucks County Intermediate Unit #22, USA
Jennifer Collett, Lehman College–CUNY, USA
Maneka Brooks, Texas State University, Texas, USA
Marguerite Lukes, Internationals Network for Public Schools, Inc., USA

Many Hands Make Writing Work: Planning Engaging Collaborative Writing Tasks
Content Area: Second Language Writing/Composition
Discover the power of collaborative writing by experiencing and designing classroom-ready activities for all ages and levels. When students write together or with you, they reflect on discourse structure, expand their linguistic repertoires, explore the writing process, and internalize composition skills.
Monica Farling, University of Delaware, USA
Nigel Caplan, University of Delaware, USA

Selling Your Program: How to Communicate Your Value to Stakeholders
Content Area: Program Administration
Programs have to explain their value to students, administrators, and customers. What is the best way to “sell” your program, whether you are trying to land a new client or maintain your program’s status in the university? Panelists represent a spectrum, from entrepreneurs and business people to administrators.
Robert Connor, Tulane University, USA
Tarana Patel, learnEd, LLC, India
Lindsey Kurtz, Pennsylvania State University, USA
Leena Chakraborti, Kansas State University, USA
Esther Perez-Apple, Perez Apple and Company, Florida, USA

Transcending Idealized and Essentialized Categories of “Native” and “Nonnative”
Content Area: Nonnative English Speakers in TESOL
This academic session includes research presentations that explore the fluidity and concomitance of privilege and marginalization in the field of TESOL. Presenters focus on the complex, contradictory, contested, and situated nature of identity, and theoretically and empirically question the essentialized and idealized conceptualizations of “native” and “nonnative” in TESOL.
Geeta Aneja, University of Pennsylvania, USA
I-Chen Huang, Wenzao Ursuline University of Languages, Taiwan (Republic of China)
Yumi Matsumoto, University of Pennsylvania, USA
Gloria Park, Indiana University of Pennsylvania, USA
Nathanael Rudolph, Mukogawa Women’s University, Hyogo, Japan
Bedrettin Yazan, University of Alabama, USA

10 Ways to Activate Your Textbook
Content Area: Teaching Methodology and Strategy
Textbook exercises are wonderful resources but can kill a classroom’s energy. Don’t reject them, inject them with 10 low-prep to no-prep diverse and adaptable methods. Engage students by getting off the page; spark movement, interactivity, and fun in common cloze, multiple-choice exercises, and more!
Natalie Twelkemeier, University of Alabama at Birmingham, USA
Anna Skees, University of Alabama at Birmingham, USA
Amy Craig, University of Alabama at Birmingham, USA
**Creating Engaging TESOL Webinars: Make the Message Match the Medium**

*Content Area: Distance Learning/Online Learning*

Want to present or host webinars for TESOL audiences? The presenter, a long-time producer and presenter for a global webinar program, shares practical, effective webinar design techniques by addressing topics such as encouraging audience participation, building engaging visuals, extending learning beyond the webinar, and platform and content distribution considerations.

*Heather Benucci, Georgetown University, USA*

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**Cross-Cultural Learning Circles Through Skype: A Congolese and American Collaboration**

*Content Area: Intercultural Communication*

The qualitative study discussed investigates how the medium of Skype impacted a cross-cultural exchange between two middle schools focused on project-based learning: one in a refugee community in the Democratic Republic of the Congo and the other situated in a small Midwestern town in the USA.

*Jennifer Lund, Indiana University, USA*

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**Don’t Jump to Conclusions: Helping ELLs Make Well-Reasoned Inferences**

*Content Area: Intensive English Programs*

Making inferences is essential to reading comprehension but often elusive to ELLs who face the dual challenges of English proficiency and varied background knowledge. Put practical strategies in your toolkit that will empower students with more disciplined thinking skills and a greater ability to generate inferences.

*Sandra Clark, University of Oregon, USA*

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**Engaging, Enriching, and Empowering L2 Writing Research Through Mixed Methods**

*Content Area: Second Language Writing/Composition*

This dialogue session provides an overview of issues in mixed-methods research in L2 writing. To start the conversation, the presenter shares the results of a questionnaire-based study on L2 writing researchers’ perception and knowledge of mixed methods. Participants bring questions and examples from their ongoing projects.

*Soo Hyon Kim, University of New Hampshire, USA*

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**Multimodal Activities and Video Games: ESL Educators’ Experiences and Perceptions**

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

Multimodal texts and video games have shown promise in promoting student engagement and language learning. This presentation explores the findings of a multicase study of seven culturally and linguistically diverse college-level ESL instructors in regards to the use of multimodal activities and video games in their language teaching.

*Sam von Gillern, Iowa State University, USA*

*Liberato Silva dos Santos, Iowa State University, USA*

*Joe Geluso, Iowa State University, USA*

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**Multimodal Writing Empowers L2 Students: Creative Design Meets Scholarly Argument**

*Content Area: Second Language Writing/Composition*

New media research has paid scant attention to assessment of student writers’ online publications—in particular multilingual student writers’ work. This presentation discusses revisions across six semesters to a rubric for assessing multimodal college composition texts by L2 writers—in order to encompass both traditional argumentative writing criteria and multimodal design elements.

*Michele Baptiste, UC Berkeley, USA*
Overview of the Guide to Adult Citizenship Education Content Standards  
Content Area: Adult Education  
This session provides an overview of the U.S. Citizenship and Immigration Services (USCIS) Office of Citizenship publication, “Guide to the Adult Citizenship Education Content Standards and Foundation Skills.” Participants learn how they can implement adult citizenship content standards into their curriculum and classroom.  
Donna Vanderhoff, U.S. Department of Homeland Security, Office of Citizenship and Immigration Services, USA  
Friday, 4:00 pm–4:45 pm  
WSCC, 603

The Stress Stretch: Body Movements for Rhythm, Stress, and Intonation  
Content Area: Phonology/Pronunciation  
Participants learn systematic gestures and other body movements to dramatize the key features of spoken English: phrasing, rhythm, stress, and intonation. Learn how students can improve perception and production of these essential elements of pronunciation and increase their oral intelligibility through kinesthetic, visual, aural, and oral modalities. Ready? Let’s move!  
Marsha Chan, Mission College, USA  
Friday, 4:00 pm–4:45 pm  
TCC, Tahoma 3

Role-Play 2.0: A Practical Framework for Teaching Critical Thinking  
Content Area: Intensive English Programs  
The presenters share a framework that encourages systematic critical thinking. By analyzing cross-cultural scenarios and developing alternative interpretations, intermediate and advanced students develop awareness of and question culturally-influenced assumptions and practices. This interactive presentation provides a rationale and materials for blending critical thinking skills with conflict resolution strategies to empower ELLs.  
Mary Ritter, New York University, USA  
Abby Porter Mack, New York University, USA  
Friday, 4:00 pm–4:45 pm  
WSCC, 201

Translanguaging in a High School Sheltered Science Classroom  
Content Area: Bilingual Education  
Students in a multilingual science classroom can be engaged and empowered through using translanguaging as a pedagogical strategy. This presentation describes how an ENL and a science teacher coteaching a sheltered science class facilitate students’ use of their L1 to improve their English language proficiency and academic language development.  
Zaline Roy-Campbell, Syracuse University, USA  
Lauren Cirulli, Nottingham High School, USA  
Stella Rwanda, Syracuse University, USA  
Friday, 4:00 pm–4:45 pm  
Sheraton, Metropolitan A

TEIL: Upgrading an English Teacher Education Program  
Content Area: Teacher Education  
This session informs about the processes and challenges associated with the transformation of a traditional English teacher education program in an EFL context to a program that reflects the role of English as a global language and prepares teachers for teaching English as a language of international communication.  
Gabriela Kleckova, University of West Bohemia, Czech Republic  
Friday, 4:00 pm–4:45 pm  
TCC, Tahoma 1

Using Action Research Communities for IEP Professional Development  
Content Area: Program Administration  
When teachers get negative course feedback, it is easy to blame instead of solve, but this weakens the learning environment and generates low faculty morale. This presentation illustrates the use of action research communities following Anne Burns’ cyclical model to make course evaluations more student centered, solution oriented, and collegial.  
Autumn Witt, Northwest University, USA  
Julie Moon, Northwest University, USA  
Friday, 4:00 pm–4:45 pm  
WSCC, 212

The Immigrant Experience: Using Film to Prepare Teachers for ELs  
Content Area: Teacher Education  
Teachers work with ELLs from diverse backgrounds, many of whom are “undocumented.” Preparing prospective teachers to work with this population is challenging when the educational issues intersect with immigration. This presentation demonstrates how film (imagery and personal story) is used in the preservice classroom to address education and immigration.  
Maria Coady, University of Florida, USA  
Friday, 4:00 pm–4:45 pm  
TCC, Chelan 2

CANCELED
Empowering Minority Teachers: Combating Microaggression in ESL Classroom  
**Content Area: Intercultural Communication**  
The presenters—Russian-born NNEST and Southern-born African-American instructors—explore the challenges of minority teachers and discuss best practices for addressing diversity in the ESL classroom. Presenters and participants share stories in which they faced and overcame intended or unintended microaggressions from students due to race, nationality, or gender.  
**Elena Reiss**, Lehigh University, USA  
**Teranda Donatto**, Lehigh University, USA

Engaging, Enriching, and Empowering Learners Through Peacebuilding in ELT  
**Content Area: Social Responsibility/Sociopolitical Concerns**  
This workshop explores integrating peacebuilding practices in English language teaching. Following an introduction of peacebuilding practices, participants reflect on peacebuilding and group dynamics through an experiential learning task and consider its implications for the classroom. Participants receive theoretical and practical resources to employ in their own contexts.  
**Cheryl Woelk**, Language for Peace, Republic of Korea  
**Sarina Molina**, University of San Diego, USA

Strategies for Framing Language Learning as a Disciplinary Activity  
**Content Area: English for Specific Purposes**  
Language professionals working at a U.S. law school discuss the challenges they face in teaching language skills to advanced ESP students, and offer strategies for making language learning more “palatable” to students by framing language learning tasks and assignments—for example, grammar review, pronunciation practice, and seminar-style discussions—as a disciplinary activity.  
**Marta Baffy**, Georgetown University Law Center, USA  
**Julie Lake**, Georgetown University Law Center, USA  
**Kirsten Schaeetzl**, Georgetown University Law Center, USA  
**Michelle Ueland**, Georgetown University Law Center, USA  
**Mari Sakai**, Georgetown University Law Center, USA

Beyond Paper: Creating Online Editing Guides  
**Content Area: CALL/Computer-Assisted Language Learning/Technology in Education**  
This teaching tip explains how to collaborate with students as they create their own editing guides using a free online program. Learn the ways that online editing guides benefit students, how to introduce them to your class, and strategies for students to create their own guides.  
**Amy Roither**, Webster University, USA

Capturing Your Audience’s Attention  
**Content Area: Listening, Speaking/Speech**  
Although openings and closings are important for successful speeches, few EAP textbooks offer authentic examples with explicit strategy instruction for developing an arresting opening and closing. Learn how one instructor used speeches on TED.com to help students develop attention-getting openings and closings in formal presentations.  
**Lisa Leopold**, Middlebury Institute of International Studies at Monterey, USA

Empowering Writing Students: Tips for Incorporating Touch-Typing in ESL Classes  
**Content Area: CALL/Computer-Assisted Language Learning/Technology in Education**  
This teaching-tip presentation provides ways to integrate touch-typing into intermediate- and advanced-level writing classes for adults, in an effort to improve students’ comfort level, accuracy, and speed with an English keyboard. As a result, instructors will empower students to improve their academic writing efficiency in our technology-dependent world.  
**Clarissa Codrington**, Henry Ford College, USA  
**Trisha Dowling**, Eastern Michigan University, USA
Challenging Inequity Through Culturally Responsive Pedagogy
Content Area: Community College and Technical Education

Culturally responsive pedagogy is an effective means to close the ELL achievement gap in higher education. This session demonstrates how to incorporate culturally responsive practices into postsecondary reading, writing, and listening/speaking courses. Participants discuss theories underlying culturally responsive pedagogy and learn strategies to make their curriculum more culturally responsive.

Garett Smith, Century College, USA
Celia Martin Mejia, Century College, USA
Adam Rambow, Century College, USA

Empowering Teacher Educators and Novice Teachers Through ELL Core Practices
Content Area: Teacher Education

The qualitative, collaborative self-study discussed draws upon work in core practices and in self-study of teaching and teacher education practices to explore the following question: How do a group of novice teachers and teacher educators develop their pedagogy through collective examination of core practices for teaching ELLs?

Megan Peercy, University of Maryland, College Park, USA
Tabitha Kidwell, University of Maryland, College Park, USA
Megan DeStefano, University of Maryland, College Park, USA
Johanna Tigert, University of Maryland, College Park, USA
Daisy Fredricks, University of Maryland, College Park, USA
Karen Feagin, University of Maryland, College Park, USA
Megan Stump, University of Maryland, College Park, USA

Developing an Open Educational Resources EAP Corpus
Content Area: English for Specific Purposes

This presentation focuses on the development of an open educational resources EAP corpus. Presenters demonstrate how the corpus can be accessed and downloaded, reused in a variety of ways, revised, remixed, and redistributed to other interested teachers, researchers, and/or students.

Brent Green, Salt Lake Community College, USA
Dean Huber, Salt Lake Community College, USA
George Ellington, Salt Lake Community College, USA

Family and Faith Traditions as Resources for Biliteracy Development
Content Area: Bilingual Education

This session explores the Faith and Family Backpack Project implemented in two-way immersion schools (English/Spanish). The presenter briefly reviews culturally relevant literature and literature concerning bilingual family engagement, and shares the research design, findings, and implications from the mixed-methods study associated with this project.

Amie Sarker, University of Dallas, USA

Development of International Undergraduate Students’ Communication Skills Through Service-Learning
Content Area: Intensive English Programs

Service-learning provides international students an opportunity to get acquainted with local communities, develop understanding of social issues, and communicate in English for authentic purposes. The research presented in this session addresses how instructors can support the development of students’ language and intercultural competence throughout their service-learning experience.

Lucy Bunning, Northeastern University, USA

Filling in the Blanks: Addressing Teacher Underpreparedness in L2 Writing
Content Area: Second Language Writing/Composition

Because many teacher preparation programs relegate the teaching of writing to a week or two in general methodology or materials courses, language teachers may find themselves underprepared to teach this complex skill. Presenters explore topics for preparing effective L2 writing instructors, especially within the confines of a limited time frame.

Gena Bennett, Independent, USA
Deborah Crusan, Wright State University, USA
From Print to Digital: Using Metacognitive Strategies for Deeper Reading

Content Area: Reading and Literacy

Research confirms that successful digital reading requires better reading skills and a more conscious use of reading strategies than print reading (i.e., successful digital readers read metacognitively). The presenters provide an overview of recent research and techniques for encouraging students to read metacognitively when reading digitally and in print.

Deborah Gordon, Santa Barbara City College, USA
Laurie Blass, Independent, USA

Integrating Service Learning Into the EFL Curriculum Through Project-Based Design

Content Area: English as a Foreign Language

Combining their missions of English language instruction and community service, the presenters and their organization have integrated service learning into their EFL curriculum through project-based design. In this presentation, attendees learn about some of the projects they have completed as well as the frameworks used to implement them.

Stephen DeRosa, American Cultural Association, Morocco
Jordan Earl, American Cultural Association, Morocco
Fabiola Goncalves, American Cultural Association, Morocco

Methodology for Teaching English to Children in the Global South

Content Area: Teaching Methodology and Strategy

How are bilingual schools teaching English to children in the Global South? To answer this question, the presenters conducted focus groups with teachers from a broad range of schools in two counties. The results highlight a variety of creative techniques that are adapted to local cultures and teaching contexts.

Alan Seaman, Wheaton Graduate School, USA
Audrey Welch, Wheaton Graduate School, USA

Using Collaborative Teaching and Reflecting to Enrich Learning

Content Area: Teaching Methodology and Strategy

Despite consensus that collaborative teaching enriches learning in intensive language courses, myths persist that it consumes preparation time and limits personal creativity. Presenters address this reluctance with time-saving tips on designing engaging materials for coteaching students in different skills, ultimately allowing for greater teacher autonomy and development through reflection.

Kelly Hill Zirker, Diplomatic Language Services, USA
Stephanie Gallop, Georgetown University, USA
Building an Inclusive, Sustainable Research Community in TESOL
A Research Symposium in Monterey, California
2-3 June 2017, Middlebury Institute of International Studies at Monterey

At this one-of-a-kind event, you will
- examine the integrated relationship in selecting a topic, developing the research questions, and identifying the proper methodology for your study
- find ways to connect your research with English language policy and practice
- network with other researchers and practitioners to discuss current and planned research
- discover how you could use TIRF’s Research Priorities and TESOL’s Research Agenda in your studies

Great for researchers at any level!

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Register before 1 April and save!
Inclusion and Diversity in the Adult Education Classroom: Valuing the Differences
This workshop allows participants to consider links between culture and cognition. Participants explore how adult learners’ cultures shape their thinking. Participants learn a theory of action to create experiences that value the differences that learners bring to an ESL or ABE classroom. Participants leave the workshop with a plan that supports inclusion in their work.

Bob Hughes, Seattle University, USA
Christie Knighton, Highline College, USA

Instructional Strategies for Teaching Nonliterate and Low-Literate Adults
When writing on the board does not help, when students cannot read handouts and lack study skills, teachers need strategies and tools to help students become literate. In this hands-on workshop, the presenter demonstrates a taxonomy of effective strategies to teach emergent literacy and discusses adaptations of activities to include nonliterate learners in classes with literate students.

Alysan Croydon, School of Teaching ESOL, USA

Research Mentoring Workshop
Content Area: Personal and Professional Development for Teachers
This session is designed to support novice researchers in their study. A panel of TESOL Research Professional Council members and an invited speaker briefly introduce aspects of research design. Participants in small groups discuss the topics relating them to their own experience. The invited speaker draws conclusions.

Neil J Anderson, Brigham Young University–Hawaii, USA
Rachel Grant, College of Staten Island–CUNY, USA
Lucilla Lopriore, Roma Tre University, Italy
Rebeca Elena Tapia Carlin, Benemerita Universidad Autonoma de Puebla, Mexico
Patrick Ng, University of Niigata Prefecture, Japan

PreK–12 Day
Saturday, 25 March 2017
Washington State Convention Center
TESOL invites all PreK–12 teachers and administrators to join a group of distinguished ESL experts for a day of interactive training. PreK–12 Day is designed to equip attendees with new strategies and resources for working with ELLs.

STRANDS
A: Dual Language and Multilingualism, and Refugee Concerns
B: Coteaching, Collaboration, and Coaching
C: Content Classroom and ELLs
D: Administration
E: Advocating for ELLs and Family Engagement
F: Hot Topics

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- **Share** resources with and get feedback from colleagues
- **Expand** and customize your professional network

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

**WEDNESDAY, 22 MARCH 2017**
12:30 pm–1:45 pm

**IEP**

**A Beginner’s Guide to Developing an IEP Marketing Strategy**  
*Content Area: Intensive English Programs*  
**Erin O’Reilly**, University of Illinois at Urbana-Champaign, USA

**A Meaning-Order Based Approach to English Pedagogical Grammar**  
*Content Area: Grammar*  
**Akira Tajino**, Kyoto University, Japan  
**Ryan Smithers**, Kwansei Gakuin University, Japan

**A Plan for Parental Involvement in Their Children’s Assessment**  
*Content Area: Assessment/Testing*  
**Chioma Ezeh**, Washington State University, USA

**A Review of ICT in Education: Case Study of Nepal**  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*  
**Suman Laudari**, University of Technology Sydney, Australia

**A Tale of Two Polling Apps**  
*Content Area: Intensive English Programs*  
**Lucia Parsley**, Virginia Commonwealth University, USA

**Academic Content in ELT Pedagogies in Sri Lankan Tertiary Education**  
*Content Area: Content-Based and CLIL/Content and Language Integrated Learning*  
**Shashinie Wijayadharmadasa**, Monash University, Australia

**Addressing Diversity in EFL Classroom: Reflection of Nepalese Community School**  
*Content Area: English as a Foreign Language*  
**Gobinda Puri**, Janata Multiple Campus, USA

**Affiliate TESOL Membership Management Systems**  
*Content Area: Personal and Professional Development for Teachers*  
**Adam Clark**, Arizona State University, USA  
**Wanda Huber**, Arizona State University, USA

**CALL**

**An Effective Bilingual Sentence Corpus for Low-Proficiency EFL Learners**  
*Content Area: CALL/Computer-Assisted Language Learning/Technology in Education*  
**Kiyomi Chujo**, Nihon University, Japan

**An Intercultural and Cultural Responsive Literacy and Language Partnership**  
*Content Area: Intercultural Communication*  
**Katia Gonzalez**, Wagner College, USA  
**Rhoda Frumkin**, Wagner College, USA

**Applying Fairness Principles to IEP Testing Practices**  
*Content Area: Assessment/Testing*  
**Renée Sautler**, Cambridge Michigan Language Assessments, USA

**Assessing L2 Pragmatics Through Interactive Email Tasks in Academic Settings**  
*Content Area: Assessment/Testing*  
**Ifthikar Haider**, University of Illinois at Urbana Champaign, USA

**Auto-Input Processing in the Zone of Proximal Sociopragmatic Development**  
*Content Area: Sociolinguistics*  
**Usha Kanoongo**, LNM Institute of Information Technology, India

**Automated Feedback, L2 Learner and L2 Writing: A Case Study**  
*Content Area: Second Language Writing/Composition*  
**Cynthia Lee**, University of Hong Kong, Hong Kong

**Between the Sword and the Wall: EFL Teaching in Ecuador**  
*Content Area: English as a Foreign Language*  
**Ximena Orellana**, University of Cuenca, Ecuador  
**Miguel Arevalo**, University of Cuenca, Ecuador  
**Yola Chica**, University of Cuenca, Ecuador  
**Gabriela Tobar**, University of Azuay, Ecuador  
**José Boroto**, University of Cuenca, Ecuador

**Beyond Test Scores: An Honored ESL Student**  
*Content Area: Mainstream Classrooms*  
**Ching-Yi Yeh**, University of Delaware, USA  
**Lei Chen**, University of Delaware, USA

**Big 6 Information Literacy Skills for ELLs**  
*Content Area: Higher Education*  
**Susan Kelly**, University of Illinois, USA

**Bottom-Up Listening Skills in IEP Students**  
*Content Area: Listening, Speaking/Speech*  
**Brian Butler**, University of Oregon, USA  
**Beth Sheppard**, University of Oregon, USA

**CANCELED**
| CALL | Effective Formal Writing With NoodleTools  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Lilia Savova, Indiana University of Pennsylvania, USA |
|---|---|
| AL | Emerging Roles of English in Afghanistan  
Content Area: Sociolinguistics  
Mariam Alamyar, Purdue University, USA |
| HE | Employing Discursive Techniques in Persuasive English Oral Presentations  
Content Area: Higher Education  
Richard Miles, Nanzan University, Japan |
| CALL | Employing Multiple Technologies to Create an Optimal Language Learning Environment  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Qi Li, Indiana University Bloomington, USA |
| SPL | Empowering Adult ELLs’ Fluency and Pronunciation Skills Through Reader’s Theater  
Content Area: Phonology/Pronunciation  
Alisha Chugg, Brigham Young University, USA  
Mark Tanner, Brigham Young University, USA |
| AE | Empowering Educators Through Open Educational Resources  
Content Area: Adult Education  
Shannon Mullins, Salt Lake Community College, USA |
| SPL | Empowering ESL Learners Through the Speaking Festival  
Content Area: Listening, Speaking/Speech  
Arindam Sengupta, West Bengal Educational Service, India |
| SPL | Empowering Language, Engaging Students: A Cocurricular Urban Field Study  
Content Area: Listening, Speaking/Speech  
Cynthia Lennox, Duquesne University, USA |
| NNEST | English Access Micro-Scholarship Program in Nepal and Coteaching Practice  
Content Area: Nonnative English Speakers in TESOL  
Binod Adhikari, Nepal English Language Teachers’ Association, Nepal  
Gokul Ghimire Sharma, Saint Mary’s High School, Nepal |
| IEP | English Language Acquisition and Major Writing Systems  
Content Area: Second Language Acquisition  
Lawrence Moore, West Chester University, USA |
| TE | English Language Teacher’s Awareness of Students’ Foreign Language Anxiety  
Content Area: Teacher Education  
Chen Jiang, Florida State University, USA |
| AE | Enriching Instruction for True Beginners With Effective Reading Materials  
Content Area: Adult Education  
Rachel Turner, Eastern Michigan University, USA  
Jenna Bolinger, Eastern Michigan University, USA  
Zuzana Tomaš, Eastern Michigan University, USA |
| TE | Faces or Fingers: Engaging Online TESOL Students in Synchronous Sessions  
Content Area: Distance Learning/Online Learning  
April Trafton, University of Texas at Arlington, USA  
Kevin Daily, University of Texas at Arlington, USA  
Cynthia Kilpatrick, University of Texas at Arlington, USA |
| HE | Faculty Governance: Bylaws “R” Us  
Content Area: Higher Education  
Susan Lindsay, Portland State University, USA |
| SPL | Group Singalong Activity for Learning Segmental and Prosodic Pronunciation Features  
Content Area: Phonology/Pronunciation  
Naomi Suzaki, Hokkaido University, Japan  
Goh Kawai, Hokkaido University, Japan |
| EFL | Growing Together: A Coteaching Reflection From Nepalese EFL Context  
Content Area: English as a Foreign Language  
Madhukar K. C., Nepal English Language Teachers’ Association, Nepal  
Ganesh Gnawali, Nepal English Language Teachers’ Association, Nepal |
| HE | Instant Engagement With Instagram  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Denise Maduli-Williams, San Diego Miramar College, USA |
| CALL | Integrating Online Learning in a Language Immersion Program: A Pilot  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Zachary Kelly, City University of New York, USA  
Monica Gonzalez, Queensborough Community College–CUNY, USA |
| VDM | Issues of ICT Usage Among Nepalese Secondary School English Teachers  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Chet Niroula, Janata Multiple Campus, Nepal |
Keeping Teachers Engaged in Professional Associations for Enhanced Professional Development
Content Area: Personal and Professional Development for Teachers
Susan Strand, Independent, USA
Martine Akouavi Obympe Tabe, Lycee Du 2 Fevrier, Togo

Native or Nonnative: Is One the Ideal Teacher?
Content Area: Nonnative English Speakers in TESOL
Alyssa Wolfe, Ecuador TESOL, Ecuador

Office Camaraderie in an IEP
Content Area: Intensive English Programs
Nina Ito, University of Southern California, USA
Ixchell Reyes, University of Southern California, USA

Preservice Teachers’ Perceptions of Engagement in Online Asynchronous Discussions Boards
Content Area: Distance Learning/Online Learning
Janet Richards, University of South Florida, USA
Babak Khoshnevisan, University of South Florida, USA

Productive Grammar/Vocabulary Review With PhraseBot
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Oliver Rose, Kwansei Gakuin University, Japan

Propositional Precision in Learner Corpora: Turkish and Greek EFL Learners
Content Area: English as a Foreign Language
Jülide Inözü, Cukurova University, Turkey
Cem Can, Cukurova University, Turkey

Raising the Curtain: Revealing Authentic Language to Inspire Students
Content Area: Task-Based, Project-Based Instruction
Sara VanDanAcker, Tokyo International University, Japan

Reading Through ESP Under the Criteria of the Communicative Approach
Content Area: English for Specific Purposes
Albina Cadena, Escuela Superior Politecnica del Litoral, Ecuador
Paola Montero, Escuela Superior Politecnica del Litoral, Ecuador

Ready or Not: Multilingual Writers’ Preparedness After FYW/IEP Courses
Content Area: Second Language Writing/Composition
Juliana Pybus, North Carolina State University, USA
Bethany Bradshaw, George Mason University, USA

Real or Imagined: Effective Feedback in Tertiary Japanese EFL Classes
Content Area: English as a Foreign Language
Charles Anderson, Faculty of International Culture, Japan

Reflections on a Presentation Skills Course
Content Area: English as a Foreign Language
Tony Cripps, Nanzan University, Japan

Russian Novice English Teachers’ Conceptions of a Good English Teacher
Content Area: Nonnative English Speakers in TESOL
Kristina Navnyko, Chatham University, USA

Rwandan Teachers’ Perspectives on the Sudden Shift to English
Content Area: Teacher Education
Sam Shafer, University of North Dakota, USA
Richard Niyibigira, Association of Teachers of English in Rwanda, Rwanda

School Enterprise: Engage Me and I Learn
Content Area: English for Specific Purposes
Ibtissam Said, Moroccan Association of Teachers of English, Morocco

Service Learning in China for Hong Kong’s ELLs
Content Area: Social Responsibility/Sociopolitical Concerns
Lindsey Gruber, Massey University, New Zealand

Socially Responsible Language Teaching: The Triple Bottom Line in EAP
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
Alexander Nanni, Mahidol University International College, Thailand
Joseph Serrani, Mahidol University International College, Thailand

Something From Nothing: Adventures in Creating a Scientific ESP Course
Content Area: English for Specific Purposes
Sarah Jarboe, Arizona State University, USA

Struggling Readers or ELLs?: Shifting Identities in Elementary School
Content Area: Mainstream Classrooms
Michelle Plaisance, Greensboro College, USA

Japanese College Students’ Knowledge of Gender-Neutral Language and Teaching Implications
Content Area: English as a Foreign Language
Ayako Yamauchi, Nihon University, Japan
**POSTER SESSIONS**

**ESP**

*Teaching Writing for Military Purposes*
*Content Area: English for Specific Purposes*

**Peggy Garza,** George C. Marshall European Center for Security Studies, USA

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**SLW**

*Teaching Writing to ELLs: Kindergarten Teachers’ Perceptions and Pedagogies*
*Content Area: Second Language Writing/Composition*

**Elizabeth Lowrance,** University of Cincinnati, USA
**Cheri Williams,** University of Cincinnati, USA

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**AL**

*The Advantages of Using Songs in Teaching a Second Language*
*Content Area: Applied Linguistics*

**Malihe Eshghavi,** University of San Francisco, USA

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**SR**

*The Bill of Rights: Creating Relevance for Today’s Students*
*Content Area: Higher Education*

**Michal Eskayo,** Harold Washington College, USA
**Brigitte Maronde,** City Colleges of Chicago, USA

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**SLW**

*The Successful Writer’s Pyramid*
*Content Area: Second Language Writing/Composition*

**Jon Mullineaux,** Columbus State Community College, USA

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**SS**

*Vocabulary Building for All Ages Using Color*
*Content Area: Vocabulary/Lexicon*

**Andy Burrows,** Pro Lingua Associates, USA

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**TE**

*What Impedes Teachers to Transfer Training Workshops in the Classroom?*
*Content Area: Personal and Professional Development for Teachers*

**Tirtha Karki,** Janata Multiple Campus, Nepal

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**HE**

*What Predicts Success? A University Bridge Program Assesses the Data*
*Content Area: Higher Education*

**Kate Gleeson,** Massachusetts College of Pharmacy and Health Sciences University, USA
**Sunnia Ko Davis,** Massachusetts College of Pharmacy and Health Sciences University, USA

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**TE**

*What Professionalization Means for NNESTs in Mexico*
*Content Area: Nonnative English Speakers in TESOL*

**Araceli Salas,** Benemérita Universidad de Puebla, Mexico

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**SLW**

*Why Students’ Feedback Is Better Than Teacher’s: Successful EFL Experience*
*Content Area: Teaching Methodology and Strategy*

**Ella Dovhaniuk,** V.N. Karazin Kharkiv National University, Ukraine
**Tamara Barybina,** Professional Language School, Ukraine

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**HE**

*Working Together on Graded Reader Poster Presentations*
*Content Area: Reading and Literacy*

**Joseph Wood,** Nanzan University, Japan

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**IPE**

*Work-Life Balance for Advanced Writing Instructors and Students*
*Content Area: Intensive English Programs*

**Julie Vorholt,** Lewis & Clark College, USA
**Brittney Peake,** Lewis & Clark College, USA

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**HE**

*Writing Studios as Thirsdpace for ELLs in University Writing Classes*
*Content Area: Higher Education*

**Dan Zhu,** University of Washington, USA
**Thuong Pham,** University of Washington, USA
**Tait Bergstrom,** University of Washington, USA

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**SLW**

*Written Corrective Feedback: A Numbering System With Worksheets*
*Content Area: Second Language Writing/Composition*

**Robert Diem,** American English Institute, USA

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**SLW**

*Young Chinese EFL Students’ Home Literacy Experiences and Writing Development*
*Content Area: Second Language Writing/Composition*

**Shuang Wu,** Texas A&M University, USA
**Peng Zhang,** Sichuan Airlines, China (People’s Republic)
**Haitao Sun,** Wanzhou Tangfang Middle School, China (People’s Republic)
THURSDAY, 23 MARCH 2017
12:30 pm–1:45 pm

Bridging TOEFL iBT and IELTS: Writing Tasks Strategies for Both
Content Area: Assessment/Testing
Ani Kojayan, Yerevan State University, Armenia
Nvard Yernjakyan, Armenia
Sona Gulyan, Yerevan State University, Armenia

Building and Maintaining English Language Learning Communities in Asian Context
Content Area: Social Responsibility/Sociopolitical Concerns
An Duc Nguyen, Tay Bac University, Vietnam

Building Comprehension and Meaning Through Key Concepts and Key Terms
Content Area: Teaching Methodology and Strategy
Esther Namubiru, George Mason University, USA
Anna Habib, George Mason University, USA

Building Sentences: A Visual Approach
Content Area: Grammar
Michael Berman, Montgomery College, USA
Eileen Cotter, Montgomery College, USA
Mark Alves, Montgomery College, USA
Henry Caballero, Montgomery College, USA

Building Vocabulary by Teaching the General Service List
Content Area: Vocabulary/Lexicon
William Gibson, Seattle Pacific University, USA
Joseph Hamilton, Seattle Pacific University, USA

But Teacher, Creating Sentences Using New Vocabulary Is Too Hard
Content Area: Vocabulary/Lexicon
Katie Cauthen, DePaul University, USA

Career Path Research Project for EFL University Students
Content Area: English as a Foreign Language
Joseph Heilman, Soka University, Japan

Changes in Language Program Design: Challenges and Weaknesses
Content Area: Teaching Methodology and Strategy
Elena Sokolova, Russian State Social University, Russia
Elena Urieva, Russian State Social University, Russia

Chinese Students’ Language Learning Strategy Uses: Call on ESL/EFL Teachers
Content Area: Applied Linguistics
Zhenjie Weng, Indiana University of Pennsylvania, USA
Yao Fu, Indiana University of Pennsylvania, USA

Collaborating to Support Transition to University Through CBI
Content Area: Content-Based and CLIL/Content and Language Integrated Learning
Korey Rice, University of Oregon, USA
Tonya Mildon, University of Oregon, USA

Combating Enclosure in an Intensive Language Immersion Program: 3 Interventions
Content Area: Community College and Technical Education
Zachary Kelly, City University of New York, USA

Communication Tools: Building Students’ Communicative Self-Confidence
Content Area: English as a Foreign Language
Craig Gamble, Kwansei Gakuin University, Japan

Comprehensibility and Intelligibility of International Student Speech
Content Area: Listening, Speaking/Speech
Nancy Elliott, University of Oregon, USA
Beth Sheppard, University of Oregon, USA

Constructing Rhetorical Knowledge Through Disciplinary Writing Practices
Content Area: Second Language Writing/Composition
Yu-Shan Fan, Taipei Medical University, Taiwan (Republic of China)

Contextualizing Native-English-Speaking Teachers’ Motivation and Experience
Content Area: Personal and Professional Development for Teachers
Rebecca Taylor, English Language Fellow, USA

Contributors to Science Reading Comprehension: Study 1 and Study 2
Content Area: High School/Secondary Education
Anna Karin Roo, Washington State University, USA
Yuliya Ardasheva, Washington State University Tri-Cities, USA

Conversation Partner Project—A Win-Win for Teachers and Students
Content Area: Higher Education
Malgorzata Mroz, Eastern Michigan University, USA
Andre Scholze, Eastern Michigan University, USA

Coteaching as a Tool to Empower Student Teachers
Content Area: Teacher Education
Ganga Gautam, Tribhuvan University, Nepal
Creating an Engaging Online Course for Training Pronunciation Teachers
Content Area: Phonology/Pronunciation
Carolyn Quarterman, North Carolina State University, USA

Creating Our Own Futures: Empowering Students Through Altered Stories
Content Area: Intensive English Programs
Eva Combs, EF International Language Center, Seattle, USA

Creating Sustainability for a Small-Scale English Language Learning Program
Content Area: Program Administration
Carla Reyes, The College of Wooster, USA

Cross-Sectional Study: Difficulties ELLs Encounter Learning English Adjectives
Content Area: Applied Linguistics
Abir El Shaban, Washington State University, USA
Mohamed El Hess, Washington State University, USA
Faraj Aljarih, Washington State University, USA

Cultural Competence: An IEP’s Journey From Definition to Practice
Content Area: Intercultural Communication
Sally Thomas, Associates in Cultural Exchange, USA
Virginia Gabby, Associates in Cultural Exchange, USA

Curriculum Realignment 2.0
Content Area: Program Administration
Fernanda Ortiz, University of Arizona, USA
Mariana Menchola-Blanco, University of Arizona, USA

Empower Your Students Through Toastmasters for ELLs
Content Area: Listening, Speaking/Speech
Susan Strand, Independent, USA
Daouda Sanguisso, Independent, Burkina Faso
Rodrigo Islas, Universidad de Talca, Chile

Empowering Preservice Teachers to Develop Language in Mathematics Methods Courses
Content Area: Math and Science
James Ewing, Stephen F. Austin State University, USA

Enriching Literature, Engaging Words
Content Area: Arts
Elizabeth Fonseca, Nassau Community College, USA

Equal Engagement: Effectively Identifying and Assessing Learning Disabled ELLs
Content Area: Learning Disabilities/Special Needs
Elisabeth Mercante, University of Delaware, USA

ESL Employees’ Perspectives on Writing Accuracy for the Workplace
Content Area: Second Language Writing/Composition
Jim Hu, Thompson Rivers University, Canada

Family Literacy Practices of Chinese Visiting Scholars: A Case Study
Content Area: Reading and Literacy
Shuzhan Li, University of Florida, USA
Wenjing Luo, University of Florida, USA

Contextual and Lexical Indices of Gendered Activism in African Texts
Content Area: Discourse and Pragmatics
Nafisah Raji, University of Ibadan, Nigeria
Yunana Ahmed, Michigan Technological University, USA

IELTS Mania
Content Area: English as a Foreign Language
Imad Alhawamdeh, INTO Oregon State University, USA
Stanley Paden, INTO Oregon State University, USA

Improving Japanese EFL Learners’ Language Skills Through Online Community Learning
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Haruyo Yoshida, Osaka Kyoiku University, Japan
Ken Miyake, Osaka Kyoiku University, Japan

Improving Self-Correction in Student Writing
Content Area: Second Language Writing/Composition
Mark Taylor, ELS Language Centers, USA

Japanese College Learners’ Motivation for Reading English
Content Area: Reading and Literacy
Chiyo Hayashi, Kunitachi College of Music, Japan

Managing Plagiarism and Empowering Student Voices: Linguistic Approach
Content Area: Applied Linguistics
Lilia Savova, Indiana University of Pennsylvania, USA

Native or Nonnative? Voices From American Students Learning French
Content Area: Nonnative English Speakers in TESOL
Khalid Ahamd Siddiq, Herat University, Afghanistan

Negotiating Attrition in English-Medium University Programs in the Middle East
Content Area: Higher Education
Manisha Sinha, Sohar University, Oman
Yogesh Sinha, Sohar University, Oman
Not Your Permanent Record, Yet: Learning Academic Integrity  
Content Area: Intensive English Programs  
Rachel Dictor, DePaul University, USA  
Matt Van Someren, DePaul University, USA

Observational Practicum: A Stepping Stone to Praxis in TESOL  
Content Area: Teacher Education  
Ayaka Ihara, San Francisco State University, USA

On Self Care: Reflecting, Recharging, and Saying No  
Content Area: Personal and Professional Development for Teachers  
Alicia Ambler, University of Iowa, USA

Online Writing Centers and Engaging Multilingual Students Through Feedback  
Content Area: Second Language Writing/Composition  
Mariya Gyendina, University of Minnesota, USA

Organizing for Internationalizing  
Content Area: Higher Education  
Kate Batson, University of Mississippi, USA  
Tracy Koslowski, University of Mississippi, USA

Peer Oral Feedback and Revision of Students' Composition  
Content Area: Second Language Writing/Composition  
Neil Satoquia, Jubail Industrial College, Saudi Arabia

Peer Review: An Oral Approach  
Content Area: Second Language Writing/Composition  
Diane Bryson, Duke University, USA

Personalized Vocabulary Logs  
Content Area: Vocabulary/Lexicon  
Nina Ito, University of Southern California, USA  
Maggie Catalfamo, University of Southern California, USA

Posters to Engage and Empower Students in Grammar Class  
Content Area: Grammar  
Dinorah Sapp, University of Mississippi, USA

Prematriculate Mobile-Assisted Language Learning for Studying Before Entering College  
Content Area: Distance Learning/Online Learning  
Goh Kawai, Hokkaido University, Japan  
Akio Ohnishi, Version2, Inc., Japan

Promoting Tolerance Implicitly in EFL Class  
Content Area: Social Responsibility/Sociopolitical Concerns  
Ella Dovhaniuk, V.N. Karazin Kharkiv National University, Ukraine  
Tamara Barybina, Professional Language School, Ukraine

Small Group Discussions to Assess Email Pragmatic Understanding and Competence  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Iftikhar Haider, University of Illinois at Urbana Champaign, USA

Strategies for Successful International Language Assistantships: Learning From the Field  
Content Area: International Teaching Assistants  
Toni McLaughlan, Kamala Nehru College, USA  
Shweta Khanna, U.S. Department of State, India  
Susan Thomas, Kamala Nehru College, India

Structuring Elementary School English Teachers' Professional Dialogue Through Protocols  
Content Area: Personal and Professional Development for Teachers  
Chin-Wen Chien, National Tsing Hua University, Taiwan (Republic of China)

Student Film Studio and Project Management in Teaching Intercultural Communication  
Content Area: Intercultural Communication  
Olga Minina, Syktyvkar State University, Russia  
Igor Minin, Academy of State Service, Russia  
Svetlana Popova, Secondary School #38, Russia

Students’ Graphic Representations of Arabic vs English Writing  
Content Area: English as a Foreign Language  
John Jordan, Alfaasal University, Saudi Arabia

Teacher Portfolios as Part of the Evaluation Process  
Content Area: Intensive English Programs  
Kristen Brown, Massachusetts International Academy, USA

Teaching College English Course in Taiwan With an ELF Perspective  
Content Area: English as a Foreign Language  
Wen-Hsing Luo, National Hsinchu University of Education, Taiwan (Republic of China)
**POSTER SESSIONS**

- **Teaching Effective Reading Strategies to Facilitate Chinese Learners’ Reading Comprehension**  
  *Content Area: Reading and Literacy*  
  **Fan-Wei Kung**, Shantou University, China (People’s Republic)

- **Teaching Focal Stress and Rhythm: Auditory vs Haptic Techniques**  
  *Content Area: Phonology/Pronunciation*  
  **Noriko Yamane**, Kobe University, Japan  
  **Brian Teaman**, Osaka Women’s University, Japan  
  **William Acton**, Trinity Western University, Canada

- **Teaching the Language of Art and Design to ESL Students**  
  *Content Area: English for Specific Purposes*  
  **Ellen Sperling**, Savannah College of Art and Design, USA

- **Teaching-Centered Reflection in Teacher Education in Malaysia**  
  *Content Area: Teacher Education*  
  **Munirah Hanafi**, Canterbury Christ Church University, United Kingdom (Great Britain)

- **Technology Integration: Goals and Challenges for EFL Instructors in Japan**  
  *Content Area: Personal and Professional Development for Teachers*  
  **Thomas Bieri**, Nanzan University, Japan

- **The Lure and Harm of the Phrase “Native Speaker”**  
  *Content Area: Nonnative English Speakers in TESOL*  
  **Mohamed Yacoub**, Indiana University of Pennsylvania, USA

- **The MUSIC® Model of Student Motivation: Strategies for Instruction**  
  *Content Area: Teaching Methodology and Strategy*  
  **Elizabeth Bowles**, Virginia Tech Language and Culture Institute, USA

- **The Nuts and Bolts of Effective Listening Strategies**  
  *Content Area: Listening, Speaking/Speech*  
  **Randall Davis**, University of Utah, USA

- **Using Cultural Criticism to Address Oppression in English Language Learning**  
  *Content Area: Social Responsibility/Sociopolitical Concerns*  
  **James Mitchell**, Portland State University, USA

- **Using Infographics as a Teaching Tool in EFL Classes**  
  *Content Area: English as a Foreign Language*  
  **Mengjiao Wu**, Shanghai Maritime University, China (People’s Republic)  
  **Nadeen Katz**, Asia University, Japan

- **Using Reader’s Theater to Engage and Empower Adult ELLs**  
  *Content Area: English as a Foreign Language*  
  **Mark Tanner**, Brigham Young University, USA  
  **Alisha Chugg**, Brigham Young University, USA

- **Visualizing Vocabulary Across Cultures: Web Images as a Corpus**  
  *Content Area: Vocabulary/Lexicon*  
  **Cameron Romney**, Doshisha University, Japan  
  **John Campbell-Larsen**, Kyoto Women’s University, Japan

- **Vocabulary Development Using the Four Levels of Knowledge Model**  
  *Content Area: Teaching Methodology and Strategy*  
  **Feyi Obamehinti**, Raviir LLC, USA

- **You and Meme: Using Memes to Engage Your ELLs**  
  *Content Area: Teaching Methodology and Strategy*  
  **Megan LaVogue**, Jerry Thomas Elementary, USA

- **3 Project-Based Business English Activities: Stocks, Companies, and Websites**  
  *Content Area: English for Specific Purposes*  
  **Derek Houck**, UC Riverside, USA

- **5 Ways to Make English Language Classrooms Brain-Friendly**  
  *Content Area: Teaching Methodology and Strategy*  
  **Umesh Shrestha**, Nepal English Language Teachers Association, Nepal

- **An NNEST’s Journey to Overcome Adversity to Student-Centered Instruction**  
  *Content Area: Nonnative English Speakers in TESOL*  
  **Ryan Smithers**, Kwansei Gakuin University, Japan

- **A World of Ideas and Materials for Teaching ELLs Anywhere**  
  *Content Area: Adult Education*  
  **Andy Burrows**, Pro Lingua Associates, USA

- **Engaging Struggling Learners With Inquiry and Primary Sources**  
  *Content Area: High School/Secondary Education*  
  **Rich Cairn**, Collaborative for Educational Services, USA
Analysis of Skills Required for Senior Students’ Future Careers
Content Area: English for Specific Purposes
Mitaka Yoneda, Mukogawa Women’s University, Japan

Data-Driven Learning (DDL) for Teaching Vocabulary and Grammar
Content Area: Teaching Methodology and Strategy
Pramod Sah, University of British Columbia, Canada
Anu Upadhyaya, Tribhuvan University, Nepal

Democratic Equality Through Service Learning
Content Area: Intensive English Programs
Tracy Koslowski, University of Mississippi, USA
Marco Devera, University of Mississippi, USA

Depth or Breadth: Chinese EFLs’ Vocabulary Knowledge and Writing Development
Content Area: Second Language Writing/Composition
Shuang Wu, Texas A&M University, USA
Peng Zhang, Sichuan Airlines, China (People’s Republic)
Haitao Sun, Wanzhou Tangfang Middle School, China (People’s Republic)

Developing a Sustainability Module to Engage, Enrich, and Empower Students
Content Area: Social Responsibility/Sociopolitical Concerns
Samuel Herrington, University of Wisconsin—River Falls, USA

Developing Autonomous Academic Writing Competence Through Corpus Linguistics
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Chinger Zapata, Universidad Católica del Norte, Chile
Hugo Keith

Developing Critical Thinking Skills via Reading Comprehension in South Africa
Content Area: Reading and Literacy
Maria Snarski, U.S. Department of State, USA
Francinah Magoro, U.S. Embassy, South Africa, South Africa
Busi Ngongoma, Molteno Institute for Language and Literacy, South Africa

Developing Learner Autonomy in an Academic EFL Writing Course
Content Area: Second Language Writing/Composition
Javid Rasooly, Herat University, Afghanistan

Developing Preservice Language Teachers’ Expertise and Confidence Through Service Learning
Content Area: Teacher Education
Caroline Torres, Kapi‘olani Community College, USA

Developing Students’ Efficient Listening Skills to Trigger Language Learning
Content Area: Second Language Acquisition
Luis Eduardo Machi Torres, DGETA-Sonora, Mexico

Developing Student-Teachers’ Identity, Learning, and Social Justice in Community-Based Learning
Content Area: Teacher Education
Shu-Fen Yeh, Shih Chien University, Taiwan (Republic of China)

Digital Learning in the ESL Classroom
Content Area: Elementary School/Primary Education
Beth Poydock, Rowan Salisbury School System, USA
Katie Gardner, Rowan Salisbury School System, USA

Distance Language Training for Women in Afghanistan and Nepal
Content Area: Social Responsibility/Sociopolitical Concerns
Cathy Raymond, Washington University in St. Louis, USA

Document Design 2.0: Creating Engaging and Enriching Documents
Content Area: Reading and Literacy
Jennifer Altman, University of Washington, USA

Does Online English Language Instruction Empower ESL Learners’ Fluency Development?
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Rebecca Aaron, Brigham Young University, USA
Mark Tanner, Brigham Young University, USA

Dynamic Written Corrective Feedback’s Role in Enriching Multilingual Student Writing
Content Area: Teaching Methodology and Strategy
Laurie Miller, George Mason University, USA
Paul Michiels, George Mason University, USA

E3: Engage, Enrich, and Empower With Student Personal Learning Networks
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education
Hugh Le, California State University, Sacramento, USA
Kurtis Foster, Missouri State University, USA

Effective Group Poster Projects for College-Level Students
Content Area: Listening, Speaking/Speech
Debbie Barks, Edmonds Community College, USA
<table>
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<tr>
<th>Poster Sessions</th>
<th>Title</th>
<th>Content Area</th>
<th>Authors</th>
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</table>
| **EFL** | Effectiveness of Online Texts vs Hard Copy for Reading Comprehension | Content Area: English as a Foreign Language | Albania Cadena, Escuela Superior Politécnica del Litoral, Ecuador  
Alison Herrera, Escuela Superior Politécnica del Litoral, Ecuador |
| **IEP** | Engage Students Going Paperless | Content Area: CALL/Computer-Assisted Language Learning/Technology in Education | Fernanda Ortiz, University of Arizona, USA |
| **IEP** | Engage, Enrich, and Empower ESL Students Through Service Learning | Content Area: Intensive English Programs | Kelly Roberts Weibel, Edmonds Community College, USA  
Linda Carlson, Edmonds Community College, USA |
| **SR** | Engage, Enrich, and Empower Students Through Civic Responsibility: Material Development | Content Area: Social Responsibility/Sociopolitical Concerns | Roseli Franco, Spring International Language Center, USA  
Molly Staeheli, Spring International Language Center, USA |
| **SPL** | Engaging in Action Research: The Effects of Metacognitive Listening Instruction | Content Area: Phonology/Pronunciation | Jennifer Lacroix, Boston University, USA  
Marnie Reed, Boston University, USA  
Allen Harbaugh, Boston University, USA |
| **TE** | Engaging Teacher Research Through Reflective Teaching | Content Area: Personal and Professional Development for Teachers | Kayoko Yamauchi, Rikkyo University, Japan |
| **EE** | Enriching Elementary ESL Students’ Vocabularies With Dog-Sled Themed Curriculum | Content Area: Vocabulary/Lexicon | Rachel Turner, Eastern Michigan University, USA  
Mary Anne Jaeger, Ypsilanti Community Schools, USA  
Marie Schottin, Ypsilanti Community Schools, USA |
| **ESP** | ESP Texts in Cuba for Health and Culture | Content Area: English for Specific Purposes | William Wolf, English Language Fellow, USA  
Salvador Escalante, Universidad de Holguín, Cuba  
Michel Cisneros, Universidad de Oriente, Cuba  
Vilma Páez, Universidad de Holguín, Cuba |
| **EFL** | Essay Rating: Is It Cognitive or Sociocultural Practice? | Content Area: Assessment/Testing | Yi Mei, Queen’s University, Canada  
Liying Cheng, Queen’s University, Canada |
| **IEP** | Evaluation of Extensive Reading Tracking With M-Reader Online Quizzes | Content Area: Reading and Literacy | Thomas Bieri, Nanzan University, Japan |
| **IEP** | Exploring Social Justice With Literature and Writing: Curriculum and Rationale | Content Area: Teaching Methodology and Strategy | Erin Haslund, University of Washington, USA |
| **CALL** | Exploring the Potential of Massive Open Online Courses: Students’ Experiences | Content Area: Distance Learning/Online Learning | Tony Cripps, Nanhan University, Japan  
Sean O’Connell, Nanhan University, Japan |
| **SLW** | Express and Respond: Improving Students’ Writing Through Poetry Writing | Content Area: Second Language Writing/Composition | Mir Abdullah Miri, Herat University, Afghanistan |
| **IEP** | Extending the Classroom: Linguistic Landscape Ideas and Resources for Teachers | Content Area: Media (Print, Broadcast, Video, and Digital) | Jennifer Burton, UC Berkeley, USA  
Michael Clark, UC Berkeley, USA |
| **AE** | Fostering Civic and Linguistic Literacy in Adult ESL Learners | Content Area: Adult Education | David Christensen, Eastern Michigan University, USA  
Grace Pang, Eastern Michigan University, USA  
Zuzana Tomáš, Eastern Michigan University, USA  
Andrea Clyne, Eastern Michigan University, USA  
Jenna Bollinger, Eastern Michigan University, USA |
| **IEP** | Global Game Night: Sharing Culture While Practicing English | Content Area: Intensive English Programs | Courtney Colborn, University of Dayton, USA |
| **EFL** | How Anxious Are Turkish Learners? Potential Antecedents of Language Anxiety | Content Area: English as a Foreign Language | Mehmet Asmali, Bandirma Onyedi Eylul University, Turkey |
Identify and Activate Receptive Vocabulary via Online Survey and Writing  
Content Area: CALL/Computer-Assisted Language Learning/Technology in Education  
Ivy Chu-Hui Lin, Hokkaido University, Japan  
Goh Kawai, Hokkaido University, Japan

Inclusive Education in Higher Education: Venezuela Case (UCV)  
Content Area: Learning Disabilities/Special Needs  
Miguel Mendoza, Universidad Central de Venezuela, Venezuela

Know the World With Vocab: Asking, Answering Solves Brain Buzz  
Content Area: English as a Foreign Language  
Layla Tus-Siam, Anandaniketan English Medium School, Bangladesh

L2 Word Identification and L1 Lexicon: Arabic ESL Situation  
Content Area: Psycholinguistics and Neurolinguistics in TESOL  
Yousef Deikna, Idaho State University, USA

Language Acquisition Support System (LASS) in EFL Classes  
Content Area: Applied Linguistics  
Srinivasa Rao Idapalapati, University of Tabuk, Saudi Arabia  
Manssour Habbash, University of Tabuk, Saudi Arabia

Language Is Local: Localized Images as Multilevel ESL Curriculum  
Content Area: Materials Writers, Curriculum/Materials Development  
Patrick McDade, People-Places-Things, LLC, USA

Language Ontologies: TESOL Quarterly Abstracts from 1970 to 2013  
Content Area: Applied Linguistics  
Cynthia Berger, Georgia State University, USA

Learning Through Looking: Building Skills Through Interpreting Portraiture  
Content Area: High School/Secondary Education  
Monica Maxwell-Paegle, Georgetown University, USA

Liberating Learners From Traditional Educational Practices Through Activity-Based Instruction  
Content Area: English as a Foreign Language  
Dhundi Raj Giri, Nepal English Language Teachers’ Association, Nepal  
Madhukar K. C, Nepal English Language Teachers’ Association, Nepal

Linguistic Features of Online Product Reviews and Instructional Applications  
Content Area: Second Language Writing/Composition  
Michael Suhan, Northern Arizona University, USA  
Seval Karakoc, Northern Arizona University, USA

Lost in Translation: Using Chinese Mistranslated Signs to Remedy Chinglish  
Content Area: Higher Education  
Marilena Draganescu, University of Maryland, College Park, USA

Micro- and Macrogenres of L2 Academic Writing in Middle School  
Content Area: Second Language Writing/Composition  
Claire Jo, Harvard University, USA

Middle Grade Students With Limited and Interrupted Education: Literacy Exploration  
Content Area: Reading and Literacy  
Gregory Bowman, Doris Henderson Newcomers School, USA  
Kimberly Kelly, Doris Henderson Newcomers School, USA

More Than Meets the Eye: Perspectives in Lesson Observations  
Content Area: Teacher Education  
Marcela Cintra, Cultura Inglesa São Paulo, Brazil

Motivating ESL Learners Using Folktales  
Content Area: Second Language Acquisition  
Anirudha Rout, District Education Office, Balasore, Odisha, India

Multicultural Education in Early Childhood: Case Studies  
Content Area: Elementary School/Primary Education  
Lauren Gonzalez, Stephen F. Austin State University, USA  
Susan Casey, Stephen F. Austin State University, USA

Survey of Students’ Academic Skills in College Courses  
Content Area: Higher Education  
Kate Gleeson, Massachusetts College of Pharmacy and Health Sciences University, USA  
Sunnia Ko Davis, Massachusetts College of Pharmacy and Health Sciences University, USA

Sustaining Teacher Professional Development Through English Teacher Communities of Practice  
Content Area: Personal and Professional Development for Teachers  
Richard Niyibigira, Association of Teachers of English in Rwanda, Rwanda
<table>
<thead>
<tr>
<th>Title</th>
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<th>Authors</th>
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<tr>
<td>Take Flight After NNESTing in Your Teaching History</td>
<td>Nonnative English Speakers in TESOL</td>
<td>Melanie Rockenhaus, Scuola Normale Superiore, Italy</td>
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<td>Teach Them to Fish: Service Learning 2.0</td>
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<td>Trisha Dowling, Eastern Michigan University, USA</td>
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<td>Teacher Development and Financial Cooperative: A Novel Practice</td>
<td>Personal and Professional Development for Teachers</td>
<td>Radha Krishna Humagain, Nepal English Language Teachers’ Association, Nepal</td>
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<td>Teaching English and Nonviolence Through Kairos Palestine</td>
<td>Social Responsibility/Sociopolitical Concerns</td>
<td>Salameh Bishara, Lutheran Schools of Evangelical Lutheran Church in Jordan and The Holy Land, Israel</td>
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<td>Teaching U.S. History to ESL Students: Content and Language Combined</td>
<td>Content-Based and CLIL/Content and Language Integrated Learning</td>
<td>Mark Sullivan, University of Colorado Boulder, USA</td>
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<tr>
<td>Team Teaching in TEFL: A Native English Speaker’s Viewpoint</td>
<td>Personal and Professional Development for Teachers</td>
<td>Judy Emerson, Independent, USA</td>
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<td>The Effects of In/direct Corrective Feedback in EFL Writing</td>
<td>Second Language Writing/Composition</td>
<td>Taichi Yamashita, Iowa State University, USA</td>
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<tr>
<td>The Extended Definition as Part of Research Writing</td>
<td>Second Language Writing/Composition</td>
<td>Nina Ito, University of Southern California, USA; Luba Hodges, University of Southern California, USA</td>
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<td>The Impact of Homesickness on International Students in USA</td>
<td>Social Responsibility/Sociopolitical Concerns</td>
<td>Ahlam Alomary, Winthrop University, USA; Norah Alomary, Winthrop University, USA</td>
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<td>The Status of ICT and Digital Literacies in Nepal</td>
<td>CALL/Computer-Assisted Language Learning/Technology in Education</td>
<td>Alex Lowry, English Language Programs, USA; Kunjarmani Gautam, Nepal English Language Teachers’ Association, Nepal</td>
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<tr>
<td>The Young Writers Program: Fostering English Writing Culture in Qatar</td>
<td>Second Language Writing/Composition</td>
<td>Sadia Mir, Virginia Commonwealth University in Qatar, Qatar; Ian Mauer, College of the North Atlantic, Qatar</td>
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<td>Thinking Routines and Conversation Strategies Using CBI With EFL Students</td>
<td>English as a Foreign Language</td>
<td>Craig Mertens, Kwansei Gakuin University, Japan</td>
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<td>Ticket Out the Door</td>
<td>Higher Education</td>
<td>Kristen Brown, Massachusetts International Academy, USA</td>
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<td>Trained EFL Peer Tutors: A Model Leveraging Talented Student Writers</td>
<td>Second Language Writing/Composition</td>
<td>Elliot Hirshon, Surrey International Institute at DUFE University, China (People’s Republic)</td>
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<td>Transforming a Traditional Language Lab Into a Virtual Learning Center</td>
<td>Intensive English Programs</td>
<td>Sara Proctor, UC Davis Extension, USA; Elizabeth Morrison, UC Davis Extension, USA</td>
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<td>Transition From EAP to ESP: Nursing Students’ Beliefs</td>
<td>English as a Foreign Language</td>
<td>Sachiko Takahashi, Okayama Prefectural University, Japan</td>
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<td>Tribal Corner</td>
<td>Content-Based and CLIL/Content and Language Integrated Learning</td>
<td>Susan Wildburger, University of Texas at Dallas, USA</td>
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<td>Reading Strategies for Chinese Learners’ Reading Comprehension and Gender Difference</td>
<td>Reading and Literacy</td>
<td>Fan-Wei Kung, Shantou University, China (People’s Republic)</td>
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Don’t miss these sessions in TESOL’s
CLASSROOM OF THE FUTURE!
Located inside the English Language Expo

Wednesday, 22 March
10 am–10:30 am
› Micro-Credentialing: The Future of Teacher Preparation and Training?
  PRESENTERS: Florin Mihai, Kerry Purmensky, Joyce Nutta

11 am–11:30 am
› LeapOn: An Immersive Mobile Game of Communication Strategy
  PRESENTER: Tarana Patel

12 pm–12:45 pm
› Developing Cultural and Linguistic Proficiency Through Communities of Inclusion
  PRESENTERS: Annie Duquay, José Medina

1 pm–1:30 pm
› iPads and Engagement Come Together in the Classroom of the Future
  PRESENTER: Justin Shewell

2 pm–2:30 pm
› Making Speaking Visible: Multimodal Movies With Smartphones
  PRESENTERS: Michael Herke, Sean McGovern

3 pm–3:45 pm
› Reality Check: How Do People Actually Use Learning Management Systems?
  PRESENTER: John Brezinsky

Thursday, 23 March
10 am–10:45 am
› Reaching the Ultimate Milestone: Academic Language Growth
  PRESENTER: Zulma Cifuentes

11 am–11:30 am
› Flipped Classroom
  PRESENTERS: Miguel Frontado, Cora Lavin

12 pm–12:45 pm
› Learning Transformed: Teacher Education in a Student-Adaptive World
  PRESENTER: Geeta Aneja

1 pm–1:30 pm
› Digital Citizenship for ELLs: Teaching Digital Empowerment in a 2.0 World
  PRESENTERS: Jennifer Meyer, Joseph Whinry, Harriet Strahlman

2 pm–2:30 pm
› Devices Come Together for Learner Engagement: BYOD in Language Classrooms
  PRESENTER: Justin Shewell

3 pm–3:30 pm
› Imagining the Future: Challenging Assumptions in Program Design
  PRESENTER: Katie Mitchell

Friday, 24 March
10 am–10:30 am
› Collaborating With Tech Developers in Building Future Classrooms
  PRESENTERS: David Allen, Erica Sponberg, Emily Merritt

11 am–11:30 am
› Using a Free App to Design Your Own Tailor-Made EFL Course
  PRESENTERS: Martha Del Angel, Leonor Rosales

12 pm–12:45 pm
› Deploying Needs-Based Technology at the Institutional Level: Moving Away From the One-Size-Fits-All Approach
  PRESENTER: Katharine Nielson

1 pm–1:30 pm
› Voicethread, YouTube, Instagram, and the New Era of the Online Student Profile
  PRESENTERS: Cory Stewart, Adam Rosen

2 pm–2:30 pm
› Accessible Technology for Informed and Enriched Instruction
  PRESENTER: Robbie Lee Sabnani

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ENGLISH LANGUAGE EXPO AND JOB MARKETPLACE — EXHIBIT HALL MAP
<table>
<thead>
<tr>
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COF = Classroom of the Future

Please check the addendum for additions and changes.
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Alliant International University
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Contact: Ken Kelch
Website: tesol.alliant.edu
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PRESENTER INDEX

A

Aaron, Rebecca .......................... 201
Aarsen, Lucienne ......................... 149
Abbott, Marilyn ......................... 97, 123
Abdalla, Ihab ............................ 149
Abdush-Shakir Beyer, Zara Onie .... 129
Abeywickrama, Priyanvada .......... 25, 74, 84
Abraham, Paul .......................... 67, 123
Abrams, Gregory ....................... 54
Abrams, Debra ........................... 49
Abramky, Joanne ...................... 150
Abrar-ul-Hassan, Shahid ............. 126, 141
Abu-Rmaileh, Sufian .................. 159, 174
Acar, Ahmet Serdar .................. 135
Acar, Mehtap ............................. 135
Acedo, Sylvia ............................ 23, 151
Acheson-Clark, Kris .................... 119
Acton, William .......................... 59, 89, 200
Adams, Kate .............................. 120
Adams, Kristine .......................... 185
Adams, Ryan .............................. 168
Adamson, Ted ............................ 163
Adelson-Goldstein, Jayme .......... 65, 69, 129
Adhikari, Binod ......................... 194
Agudeo, Eliana ......................... 88
Aguirre, Isabel .......................... 50, 106
Ahern, Jeri ............................... 145
Ahmed, Arsto ............................ 105
Ahmed, Yunana ......................... 198
Akouavi Oyymbe Tabe, Martine .... 195
Al Harthi, Said ......................... 63
Al-Mazi, Nazmi ......................... 122
Al-Hamly, Mashael ..................... 35
Al-murtadha, Mutahar ................. 160
Alamyar, Mariam ...................... 194
Alexio, Giovanna ...................... 185
Alexie, Sherman ....................... 7, 13, 52
Algren, Mark ............................ 126
Alharbi, Majed ........................... 84
Alhwamehdeh, Imad ................. 188
Ali, Maysoun ............................ 51
Ali, Nazibah ............................. 30, 113, 174
Aliyeva, Nazila .......................... 124
Alijar, Faraj .............................. 198
Allen, David ............................. 205
Allen, Vicky .............................. 136
Almeida, Selma ......................... 120
Alomary, Ahlam ......................... 204
Alomary, Norah .......................... 204
Alsiofani, Abrar ....................... 110
Altiherr Flores, Jenna ............... 57, 138
Altman, Jennifer ....................... 201
Alvarez, Lizbeth ......................... 173
Alxes, Mark ............................. 94, 197
Ambler, Alicia .......................... 132, 199
Amini, Rozita ............................ 123, 150
Anand, Supreet ......................... 77
Anderson, Brijana ....................... 153
Anderson, Charles ...................... 195
Anderson, Joni .......................... 50
Anderson, Michael ..................... 88
Andrej, Elena .......................... 175
Aneja, Geeta ............................ 58, 77, 97, 184, 205
Angay-Crowder, Tubia .............. 55
Angelis, Paul ............................ 76
Antonio, Jose ............................ 84
Anwar, Mutallip ......................... 162
Aoi, Narentuya ......................... 109
Appel, Morgan .......................... 141
Apt, Sarah ............................... 114
Arango, Mauricio ....................... 61, 178
Ardasheva, Yuliya ..................... 197
Arevalo, Miguel ......................... 193
Arias, Alejandro ....................... 148
Armant, Vanessa ....................... 110
Armstrong, Liza ......................... 173
Aronson, Rosa ............................ 15, 156
Ascher, Allen ........................... 77, 150
Asenavage, Karen ...................... 78
Ashcraft, Nikki .......................... 106, 177
Ascroft, Robert ......................... 63
Aslan, Erhan ............................. 130
Asmali, Mehmet ......................... 202
Aspin, Wendy ............................ 138, 168
Atawneh, Ahmad ....................... 122
Atay, Derin .............................. 117
Ates, Burcu .............................. 146, 159
Atkins, Andrew ......................... 146
Au, Cherry ............................... 79
August, Diane ........................... 58
Austin, Theresa .......................... 29, 107, 131, 178
Axe, Terry ............................... 104
Axel, Joseph ............................ 105
Aymen Elsheikh .......................... 134
Ayub, Marianela ....................... 158
Ayvaz, Engin ............................ 72
Ayzen, Jennifer ......................... 61
Azaza, Mohamed ....................... 174
Azevedo, Claudio ....................... 131

B

Baecher, Laura ......................... 77, 118, 123
Baertlein, Elizabeth .................. 103
Bafly, Marta ............................. 65, 137, 187
Bailey, Kathleen ....................... 80
Baker, Amanda .......................... 25, 59, 83, 93, 151, 159, 182
Baker, Lottie ............................. 111
Baker, Melanie ........................... 69, 157
Ballard-Kang, Jennifer ............... 77
Ballard, Jill ............................. 101
Ballard, Susan ........................... 163
Baluyot, Benaline ...................... 164
Balsamovskova, Natalia ............. 80, 137
Bane, Jim ................................. 47
Banat, Hadi .................. 89, 139
Banerjee, Jayanti ....................... 138
Bankier, John ............................ 181
Baptiste, Michelle ..................... 185
Barclay, Sam ............................ 23, 60
Bardasz, Suzanne ...................... 113
Bardovi-Harlig, Kathleen .......... 90, 154
Barkoukis, Khaled ..................... 176
Barkhuizen, Gary ...................... 12, 29
Barks, Debbie ....................... 201
Barnhardt, Sarah ...................... 121, 175
Barr, Robin .............................. 48
Barratt, Leslie ......................... 23, 175
Barrett, Alison ......................... 147
Barrett, Barbara ....................... 96
Barrett, Ellen ........................... 57
Barros, Isabel ........................... 62
Barrot, Jessie ............................ 85
Barybinsa, Tamara .................... 196, 199
Batson, Kate ............................ 199
Bauer-Ramazani, Christine .......... 57
Bauer, Rebecca ......................... 167
Bazilevich, Natasha ................... 54
Bazo, Cesur .............................. 128
Beck, Emeline ........................... 75
Becker, Cathie ........................... 59
Beckett, Gulbahar ....................... 15, 78, 130
Beers, Barbara ......................... 68
Behel, Carol ............................. 108
Belden, Kevin ........................... 63
Bell, Amy ................................. 119
Bell, Angela ............................. 117
Bell, Michelle ........................... 85
Bell, Nancy ............................... 25, 68, 154, 181
Bell, Nonie ............................... 66
Benedetti, Mary ......................... 84
Benedicto, Kim ......................... 184
Benegas, Michelle ...................... 167
Benesch, Sarah ......................... 25, 87, 112
Benni, Mofah ............................ 177
Bennett, Gena ........................... 23, 142, 156, 174, 188
Benucci, Heather ....................... 185
Benwell, Tara ............................ 108
Berg, Helen .............................. 77, 146
Berger, Cynthia ......................... 203
Bergstrom, Tait .......................... 196
Berman, Michael ....................... 60, 197
Bernal, Walter ........................... 180
Bernaldez, Brenda ...................... 177
Berry, Amy ............................... 62
Bhandari, Rameshor ................... 103
Bidal, Jay ................................. 132
Bier, Thomas ............................ 200, 202
Biesenthal, Lucas, Sigrun .......... 76
Bigelow, Martha ......................... 57
Bishara, Salameh ....................... 122, 204
Black, Mary ............................. 59
Blackburn, Tim .......................... 59
Blasky, Andrew ......................... 69
Blass, Laurie ............................. 189
Bleistein, Tasha ......................... 118
Bliss, Bill ................................. 109
Bloss, Susan .............................. 55
Bolar, Christine ......................... 181
Bock Thiessen, Crystal ............... 56, 122
Bollinger, Jenna ......................... 194, 202
Boitaeva, Rokhhaty Rustamovna ..... 85
Bondeson, Giny ......................... 178
Bonilla, Paola ........................... 116
Broekhoff, Marna ............................................. 193
Boraie, Deena ............................................... 155
Boone, Teresa ............................................. 163
Borae, Deena ................................................ 183, 202
Bordach, Simon ............................................. 136
Boroto, José .................................................. 193
Bosiak, Ian ..................................................... 151
Bowers, John ............................................... 154
Bowles, Elizabeth ......................................... 200
Bowman, Andy .............................................. 19
Bowman, Gregory .......................................... 203
Boyd, Cristin ............................................... 121
Boyum, Richard ........................................... 82
Bradech, Kendra ........................................... 96
Bradshaw, Bethany ......................................... 96, 195
Brady, Brock ............................................... 97, 113
Breiburd, Silvia ............................................ 158, 180
Bremer, Stefan .............................................. 170
Brex, Jode ...................................................... 74
Breznicky, John ............................................ 205
Briceno, Alison ............................................. 29, 107
Bricker, Meredith ......................................... 23, 174
Bright, Anita .................................................. 83
Brillante, Pam ............................................... 135
Brinkmeyer, Katherine ................................... 91
Brinks Lockwood, Robyn ................................ 15, 53, 94, 130
Brinton, Donna ............................................. 25, 50, 133, 154, 178
Brisk, Maria Estela ......................................... 108, 142, 183
Bristow, Morgan ............................................ 92, 115
Broady, Christel ............................................. 57, 137, 174
Broekhoff, Marna ......................................... 112
Bronson, Aubrey ............................................ 73
Brooks, Gavin ............................................... 80
Brooks, Maneka ............................................ 164
Broomhead, Alan ......................................... 61, 154
Brown, Kathy ................................................ 159
Brown, Kimberly ........................................... 177
Brown, Kristen .............................................. 199, 204
Brown, Stacy ............................................... 77, 138
Brown, Stephanie .......................................... 118
Bryan, Kisha .................................................. 68, 137
Brys, Diane .................................................... 199
Buchanot, Andy ............................................. 150
Buchheit, Lyn ................................................. 180
Buckwold, Ben .............................................. 88, 145, 152
Buddle, Christina ........................................... 107
Buitrago, Carolina ......................................... 106
Bunker, Ellen ................................................ 73
Bunting, Lucy ................................................. 188
Burchett, Jessica ............................................ 135
Burghardt, Beatris ......................................... 92
Burhan Hosansani, Elif ................................. 158
Burke, Morag ............................................... 106
Burlinger, Nancy ........................................... 47
Burns, Anne ................................................. 25, 29, 60, 78, 133
Burns, Christopher ....................................... 111
Burns, Stephanie .......................................... 155
Burns, Walton ............................................... 124, 173
Burri, Michael .............................................. 59, 83
Burrows, Andy ............................................. 124, 196, 200
Burt, Ryan ..................................................... 162
Burton, Jennifer ........................................... 183, 202
Burton, Brian ............................................... 54, 193
Burton, Linda ............................................... 79
Bychkovskaya, Tetyana ................................ 55
Bylun, Elizabeth ........................................... 15, 130
Bylund, Anders ............................................. 94
Caballero, Henry .......................................... 94, 197
Cabrera, Cecilia ........................................... 183
Cadenas, Carmen ......................................... 183
Cadena, Albanaia .......................................... 195, 202
Cafe, Mariel .................................................. 166
Calin, Rich ..................................................... 200
Cameratti, Claudia .......................................... 138
Camilo, Maria ............................................... 30
Campbell, John ............................................. 200
Campbell, Maxi-Ann ...................................... 15, 77, 120, 130, 143
Can, Clem ..................................................... 195
Capener, Brad ............................................... 59
Caplan, Nigel ............................................... 76, 126, 184
Caprario, Marcella ......................................... 90
Carkin, Gary .................................................. 50
Carleton, Amy .............................................. 183
Carlock, Janine ............................................. 80
Carlson, Linda ............................................... 202
Carmona, Jose .............................................. 23, 128
Carmona, Leah ............................................. 174
Carruccio, Lynore .......................................... 107
Carpenter, Dedra .......................................... 127
Carpenter, Pauline ......................................... 95, 164
Carrier, Michael ........................................... 80
Carroll, Paul .................................................. 93
Cartwright Lacorda, Christi ................................ 82, 131
Carvalho, Rodrigo ......................................... 107
Casal, J. Elliott ............................................... 72
Casey, Susan ............................................... 203
Castañeda-Jiménez, Gabriela ......................... 162
Castro, Mariana ............................................ 55
Catalfo, Maggie .............................................. 199
Cates, Kip ...................................................... 51, 166
Catterick, David ............................................ 54
Cauthen, Katie ............................................... 197
Cavage, Christina .......................................... 82
Cedro, Konrad .............................................. 55
Chakrabarti, Leena ......................................... 184
Chamberlain, Kimberly .................................. 143
Chamberlin-Quinlisk, Carla ............................. 47, 130, 133
Chamot, Anna Uhl .......................................... 125
Chan, Belez .................................................. 83, 144, 168
Chan, Curtis .................................................. 103
Chan, Elisabeth ............................................. 90
Chan, Marsha ............................................... 139, 186
Chang, Cedeño, Carlos H ................................ 173
Chandler, Jeffrey ........................................... 149
Chang-Loo, Jennifer ...................................... 153
Chang, Pengyun ............................................ 67
Chang, Ruoqiao ............................................. 201
Chao, Xia ..................................................... 95
Chastain, Amy Alice ...................................... 143
Chen, Honglin .............................................. 83, 93
Chen, Lei ..................................................... 193
Chen, Yue ..................................................... 89
Cheng, Dongmei .......................................... 95
Cheng, Lixia .................................................. 60
Cheng, Lining ................................................. 20, 25, 131, 180, 202
Chiappi, Adita ............................................... 102
Chica, Yola .................................................... 193
Chien, Chin-Wen .......................................... 199
Chiesi, Loren ............................................... 145
Childs, Sharon ............................................. 59
Chiverton, Scott ............................................ 79
Choi, Jenny .................................................... 155
Choi, Julie ...................................................... 72
Chong, Ivan ................................................... 79
Chou, Lisa .................................................... 68
Christensen, David ......................................... 202
Christians, JoEllen ......................................... 128
Christiansen, Sidney ...................................... 89
Christison, MaryAnn ...................................... 80, 172
Chugg, Alisha ............................................... 194, 200
Chujo, Kiyomi ............................................... 193
Chun, Christian ............................................. 120
Chung, Samantha .......................................... 123
Chyi, Kenneth ............................................. 173
Ciaccio, Julie ................................................ 49
Ciftci, Hatime ............................................... 117
Cifuentes, Zulma .......................................... 205
Cintra, Marcela ............................................. 203
Cipolle, Tony ............................................... 70
Cirilli, Lauren .............................................. 186
Cisneros, Michel .......................................... 202
Clark-Garcia, Beth ........................................ 91, 184
Clark, Adam ................................................. 193
Clark, Bernardine ......................................... 115
Clark, Kenneth ............................................. 115
Clark, Michael .............................................. 183, 202
Clark, Raymond ........................................... 124
Clark, Sandra .............................................. 114, 185
Clarke, Mark ............................................... 78
Cloud, Nancy ............................................... 48, 72
Clyne, Andrea ............................................... 202
Coady, Maria ............................................... 186
Codila, Ana ................................................... 88
Codrington, Clarissa ..................................... 187
Coggins, Michael .......................................... 163
Cohen, Roger ............................................... 122
Colbert, David .............................................. 126
Colborn, Courtney ......................................... 202
Cole, Debra ................................................... 170
Cole, Ellen .................................................... 75
Coleman, Celeste .......................................... 169
Collett, Jennifer ............................................ 184
Colombo, Michaela ........................................ 125, 163, 169
Colpaert, Kathrine ......................................... 83
Combs, Eva ................................................... 198
Compton, Nick .............................................. 83, 144, 168
Coney, Lavette ............................................. 65, 73, 130, 137
Connors, Michael ......................................... 48
Connor, Robert ............................................. 184
Conry, Jillian ............................................... 136
Cook, Amy ..................................................... 112
Cooper, Jon .................................................... 144
Tesor International Convention & English Language Expo
Lopez, Julie .................................. 125
Lopez, Rosa .................................. 95
Lopolito, Sarah ................................ 167
Lopriore, Lucilla .............................. 29, 107, 191
Lowell, Melissa ............................... 71
Lowrance, Elizabeth .......................... 196
Lowry, Alex .................................. 204
Luciana de Oliveira ................................ 25
Lughmani, Shari Dureshahwar .............. 162
Lugo, Gall .................................... 126
Lukens, Laura .................................. 51, 86, 126, 156
Lukes, Marguerite ............................. 184
Lund, Jennifer .................................. 103, 185
Lundy-Ponce, Giselle .......................... 50, 163
Luo, Wen-Hsing ............................... 199
Luo, Wenjing .................................. 198
Lynch, Megan .................................. 59
Lynch, Renee .................................. 176
Lynn, Meredith Scott ......................... 128, 157
Lynn, Sarah .................................... 147, 166
Lypka, Andrea .................................. 57, 91, 156

M

Mabuen, Romualdo ............................. 141
Mac Donald, Kara ............................. 77
MacDougall, Maryann ........................ 157
MacDuff, Fife .................................. 95, 111
MacFarland, Joy ............................... 110
Machaca, William .............................. 119
Machi Torres, Luis Eduardo ................. 201
Mackey, Daphne ................................ 168
Maduli-Williams, Denise ..................... 194
Mahoro, Francina .............................. 201
Magle, Ronna .................................. 71
Mahalingappa, Laura .......................... 87
Mahboob, Ahmar .............................. 15, 23, 25, 83, 94, 133
Maigian, Geneviève .......................... 108
Mak, Sabina Ho-yan ........................... 180
Makram, Maged ............................... 149
Malcolm, Katie .................................. 162
Maliborska, Veronika ......................... 128
Malu, Kathleen .................................. 57, 77, 154
Malupa-Kim, Miralynn ....................... 155, 183
Mamas, Lawrence .............................. 104
Mamasoliev, Mokhidi ......................... 85
Manasse, Mark .................................. 70
Mann, Lisa ...................................... 119
Marcus, Sybil .................................... 183
Marcussom, Bethany ........................... 102
Mares, Chris .................................... 71
Markow, Jesse ................................... 31, 104
Maronde-Brigitte ............................... 196
Marrero-Colon, Marybelle ................. 59, 91, 103, 126, 137
Martello, Nicole ............................... 76
Martin Mejia, Celia ............................ 188
Martin-Baron, Sherri ........................... 117
Martin, Ian ...................................... 129
Martin, Kevin ................................... 76, 90, 117
Martinez Negrete, Giselle ................... 167
Martinez-Alba, Gilda ......................... 15, 130
# CONTENT AREA INDEX

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 193–204.

## ACCREDITATION/CERTIFICATION/CREDENTIALING

### MONDAY
1:00 pm–5:00 pm  
**Effective Lesson Observation Practices: More Than Meets the Eye**

### WEDNESDAY
11:30 am–12:15 pm  
**Slow SLOs? Quick, Quick SLOs: Creating Effective/Efficient SLO Assessments**

1:00 pm–2:45 pm  
**Engaging in Accreditation: Benefits to the Profession, Program, and Reviewer**

4:00 pm–4:45 pm  
**The EdTPA Teacher Performance Assessment: Strategies to Support Candidates**

## ADULT EDUCATION

### WEDNESDAY
9:30 am–11:15 am  
**Connecting Research to Practice: Serving Adult Emergent Readers**

**Empowering Student Agency, Identity, and Learning in Blended Classrooms**

**Increasing Rigor Across All Levels of Instruction for Adult ELLs**

11:30 am–12:15 pm  
**Conversation Champions: Integration of Vocabulary into Oral Production**

**Phonemic Awareness and Literacy: Using Phonics With Adult ELLs**

**Scams That Target Your Students: Tips and Tools for Educators**

**Writing With Scaffolds: Using Paragraph Frames**

12:30 pm–1:45 pm  
**Empowering Educators Through Open Educational Resources**

**Enriching Instruction for True Beginners With Effective Reading Materials**

1:00 pm–1:45 pm  
**Adult ESL + Math: Study Circle**

**Exploring Language and Numeracy**

2:00 pm–2:45 pm  
**Becoming a U.S. Citizen: The Naturalization Process**

**New Takes on TV Game Shows for the ESL Classroom**

**Preparing Adult ESL Teachers to Meet Today’s Rigorous Language Demands**

3:00 pm–3:45 pm  
**Stand Out: Critical Thinking in the Adult Education Classroom**

**Triple E and Word Study in a Low-Literacy Class**

## THURSDAY
4:00 pm–4:45 pm  
**Cultivating Critical Thinking About Multimodal Texts in the ESL Classroom**

**Incorporating Career and College Readiness Standards in Beginning ESL Classrooms**

4:00 pm–5:45 pm  
**Creating Career Pathway Programs That Engage, Enrich, and Empower Students**

### THURSDAY
9:30 am–10:15 am  
**Strategies to Enrich Novice Adult ESL Instructors**

**Innovative Solutions to Adult Education Program Design and Collaboration**

10:30 am–11:15 am  
**Blending Authentic Content With Your ELT Materials**

**Digital Innovations and Barriers: Blended Learning Across the Digital Divide**

**Revision of the TESOL P–12 Professional Teaching Standards**

1:00 pm–2:45 pm  
**Washington’s I-DEA: Flipping Instruction for Adult ELLs**

2:00 pm–2:45 pm  
**CASAS: Assess – Learn – Achieve**

**Merging Health Literacy Education and ESL Instruction Among Adult Immigrants**

**Picture Rigor, Relevance, and Readiness With OPD**

3:00 pm–4:45 pm  
**Conation in Adult Ed: Grit, Resilience, and the Noncognitive Hobgoblin**

4:00 pm–4:45 pm  
**Improving Listening Skills for the Naturalization Process**

**Infusing Workplace Preparation Skills in Beginning–Advanced ESL Classrooms**

5:00 pm–5:45 pm  
**Great Teachers Need Great Content. Get to Know ESLlibrary.com.**

**The Future Is Here: Teaching to High Standards in ESOL**

### FRIDAY
9:30 am–10:15 am  
**Using Digital Tasks and Mobile Devices for Pair/Group Activities**

**English Clubs: Continuing Conversations in Senegal, Mali, Congo, and Mozambique**

10:00 am–11:30 am  
**Empowering TESOL Professionals to Lead in Diverse Contexts**

10:30 am–11:15 am  
**A Culturally Responsive Model for Implementing Multimodal Projects**

**Free Financial Literacy and Life Skills Resources for Adult Learners**

11:30 am–12:15 pm  
**Keeping It Real: What Works for Adult Emergent Readers**

**Smart Learning: a Curriculum to Empower Students as Learners**

**The U.S. Naturalization Test: Teaching Objectives**
## ADVOCACY

**WEDNESDAY**
- **9:30 am–11:15 am** U.S. Federal Education and Language Policy Update
- **1:00 pm–2:45 pm** Presentation From the Office for English Language Acquisition

**THURSDAY**
- **9:30 am–11:15 am** National and State Initiatives in Adult ESOL
- **10:30 am–11:15 am** Making the Case for Languages
- **11:30 am–12:15 pm** ESSA and ELLs: What TESOL Professionals Need to Know
- **1:00 pm–4:45 pm** ELLs, Immigrant Students, and U.S. Law

**FRIDAY**
- **9:30 am–11:15 am** Learning From Equity Initiatives Across Seattle Institutions
- **11:30 am–12:15 pm** WIOA 101: An Overview of Opportunities for Adult ELLs
- **1:00 pm–2:45 pm** Empowering and Enriching: Examining Images of Immigrants in Picture Books ESOL Teachers’ Experiences in Their Role as Advocate
- **2:00 pm–3:45 pm** Serving ELLs Under ESSA: Details for State Plans
- **3:00 pm–4:45 pm** A Missing Link: Advocating for ELLs in Dual Language Immersion

## APPLIED LINGUISTICS

**WEDNESDAY**
- **9:30 am–10:15 am** Reducing International Graduate Students’ Language Anxiety Through Oral Pronunciation Corrections
- **10:30 am–11:15 am** How Technology Shapes Our Language and Feedback: Mode Matters
- **12:30 pm–1:45 pm** The Advantages of Using Songs in Teaching a Second Language
- **2:00 pm–2:45 pm** Corrective Feedback Loops: Modeling L2 Practice and Oral English Learning

**THURSDAY**
- **9:30 am–10:15 am** Ruminations of an Old Language Teacher
- **10:30 am–11:15 am** Interest and Confidence in Real and Imagined L2 Speaking Events
- **12:30 pm–1:45 pm** Chinese Students’ Language Learning Strategy Uses: Call on ESL/EFL Teachers
- **1:00 pm–1:45 pm** Teachers’ Attitudes, Roles, and Challenges When Implementing Critical Pedagogy
- **3:00 pm–3:45 pm** The Effect of Bullying Victimization on ELL Motivation and Identity

**FRIDAY**
- **9:30 am–10:15 am** Translation Strategy Use by Translators at Different Proficiency Levels
- **10:30 am–11:15 am** Sociohistorical Effects on Unwillingness to Communicate of Yemeni EFL Students
- **11:30 am–12:15 pm** Developing Metaphoric Competence Through the Analysis of Stand-Up Comedy
- **12:30 pm–1:45 pm** Language Acquisition Support System (LASS) in EFL Classes

## COVERAGE OF THE TESOLERS’ WORK

- **3:00 pm–3:45 pm** Supporting Muslim Students in K–12 Schools: Knowledge and Practical Suggestions
- **4:00 pm–4:45 pm** Critical Perspectives in Evangelical Christianity and English Language Teaching
**ARTS**

**WEDNESDAY**
9:30 am–11:15 am
Pictures Worth a Thousand Words: L2 Acquisition Through Learner-Created Art

3:00 pm–3:45 pm
Music and Movement in the English Classroom: Practical Implementation Strategies

**THURSDAY**
12:30 pm–1:45 pm
Enriching Literature, Engaging Words

1:00 pm–1:45 pm
Photography in ELT: Engage, Inspire, Create, Learn

**FRIDAY**
9:30 am–11:15 am
All the World's a Stage: ACTivate Language Learning Through Drama

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**ASSESSMENT/TESTING**

**WEDNESDAY**
10:30 am–11:15 am
Placement: Adaptive, Online, and Automatically Scored 4-Skill Assessment

11:30 am–12:15 pm

12:30 pm–1:45 pm
A Plan for Parental Involvement in Their Children’s Assessment

1:00 pm–1:45 pm
Formative Assessments: Simulated Classroom Environments and Intercultural Communicative Competence Dispositions

**FRIDAY**
9:30 am–10:15 am
Engaging Adult ELLs With E-portfolios for Language Assessment

10:30 am–11:15 am
Assessing Adult ELLs: Featuring BEST Plus and BEST Literacy

11:30 am–12:15 pm
Using a CEFR-Linked Test to Benefit Your Students and Program

1:00 pm–1:45 pm
Small Group Activities to Assess Email Pragmatic Understanding and Competence

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**BILINGUAL EDUCATION**

**WEDNESDAY**
9:30 am–10:15 am
A Case of Plurilingual Instruction: Teachers Using Students’ Mother Tongue

9:30 am–11:15 am
Developing Constructive Conversations Through a Hybrid Massive Open Online Course

10:30 am–11:15 am
Academic Spanish in South Texas: Bilingual Education and Beyond

11:30 am–12:15 pm
English-Spanish Connection: Cross-Linguistic Transfer of Foundational Skills

**THURSDAY**
9:30 am–10:15 am
A Modular Solution for Placement and Progress Testing

So That’s How You Score TOEFL iBT Writing Items

The Role of International ELT Exams

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THURSDAY
9:30 am–11:15 am  Exploring Translanguaging as a Phenomenon, Ideology, and Pedagogy
3:00 pm–3:45 pm  Newcomers in Your School: Cultural Connections and Instructional Strategies

FRIDAY
1:00 pm–1:45 pm  A Billion Hellos: How VIPKID Is Transforming the ESL Landscape
2:00 pm–2:45 pm  Engaging Families in Bilingual Literacy Projects Using Culturally Relevant Literature
4:00 pm–4:45 pm  Translanguaging in a High School Sheltered Science Classroom
5:00 pm–5:45 pm  Family and Faith Traditions as Resources for Biliteracy Development

CALL/COMPUTER-ASSISTED LANGUAGE LEARNING/TECHNOLOGY IN EDUCATION

WEDNESDAY
9:30 am–10:15 am  Empower the Flipped Grammar Classroom With Engaging Videos and Activities
9:30 am–11:15 am  A Call for 21st-Century Reading
10:30 am–11:15 am  Assessment in Online Language Teacher Education Programs
11:30 am–12:15 pm  Learn Language and Content With Concept Maps, Games, and More Learning Analytics: Counting What Counts
12:30 pm–1:45 pm  A Review of ICT in Education: Case Study of Nepal

12:30 pm–1:45 pm  An Effective Bilingual Sentence Corpus for Low-Proficiency EFL Learners

2:00 pm–2:45 pm  Academic Dishonesty and the Use of Emerging Technologies

2:00 pm–2:45 pm  Supporting Change on Teacher’s Terms Teacher and the Machine: Student-Centered Technology Approaches

3:00 pm–3:45 pm  Current and Future Trends in Teacher-Created Digital Materials Development

3:00 pm–3:45 pm  Developing Authentic Academic Lectures for Tech-Enhanced Speaking/Listening Courses Engaging, Enriching, and Empowering Students to Learn With Mobile Devices

4:00 pm–4:20 pm  Using Blogger and Vocaroo to Facilitate Interaction Outside of Class

4:00 pm–4:45 pm  Interpreting Student Feedback About a CALL Program Through Activity Theory

Teaching With Mobile Devices: Some Practical Ideas and Considerations

5:00 pm–5:20 pm  Engaging and Empowering ELLs by Incorporating Google Docs

THURSDAY
9:30 am–11:15 am  Preparing Teachers to Make Intelligent Technology Decisions in Language Teaching
11:30 am–11:50 am  Digital Infographics: Engaging, Enriching, and Empowering in a 2.0 World

11:30 am–12:15 pm  Delayed Corrective Feedback for Speaking: Tracking Learner Output

Finding Your Voice: Teaching Writing Using Tablets With Voice Capability

Mainstreaming Your WIDA Students to English Success

12:30 pm–1:45 pm  Improving Japanese EFL Learners’ Language Skills Through Online Community Learning

Small Group Discussions to Assess Email Pragmatic Understanding and Competence

1:00 pm–1:45 pm  Does Practice Match Perception? How Instructors Integrate Technology in ESL

2:00 pm–2:45 pm  Does the Flipped Classroom Actually Improve Student Achievement?

3:00 pm–3:45 pm  Who Benefits From MOOCs, and Who Pays the Cost?

YouTube Just for You: Differentiating Instruction Within Videos Using EDpuzzle

4:00 pm–4:45 pm  AmEnglish Online Programs

Develop Pronunciation, Writing, Listening, and Vocabulary Skills

Gaining Confidence Through Telecollaboration for ELLs

Second Language Socialization in a Strategic Online Game

5:00 pm–5:20 pm  Teaching Students Self-Editing in Writing With Interactive Online Corpus Tool

5:00 pm–5:45 pm  A Billion Hellos: How VIPKID Is Transforming the ESL Landscape

Providing Meaningful Synchronous Peer Communication in a Transnational Setting

FRIDAY
9:30 am–10:15 am  Designing a Blended and Interactive MATESOL Course: Possibilities and Challenges

Online Courses Improve Teacher Development and Classroom Practices in Senegal

Utilizing a Language Lab to Maximize Language Acquisition

How to Use Video Feedback to Comment on Student Presentations
10:30 am–11:15 am  Screencasting in the Modern Classroom: Engaging, Multimodal, and Free

11:30 am–12:15 pm  Bridging the Gap: Digital Mentorship for Middle School ELLs

11:30 am–1:15 pm  Lessons Learned From Developing a Language MOOC

12:30 pm–1:15 pm  Developing Autonomous Academic Writing Competence Through Corpus Linguistics

12:30 pm–1:45 pm  The Status of ICT and Digital Literacies in Nepal

1:00 pm–1:45 pm  Maximizing Technology in High- and Low-Resource Environments

1:00 pm–2:45 pm  The Transmedia Movement in ESL

1:30 pm–3:45 pm  Advanced ELLs and Hybridity: A Viable Combination

3:00 pm–4:45 pm  Multimodal Activities and Video Games: ESL Educators’ Experiences and Perceptions

4:00 pm–4:45 pm  Vlogging: Putting Technology to Good Use in Language Classes

1:00 pm–2:45 pm  Generation 1.5 Students in Community College: Solving the Enigma

5:00 pm–5:45 pm  Challenging Inequity Through Culturally Responsive Pedagogy

CONTENT-BASED AND CLIL/CONTENT AND LANGUAGE INTEGRATED LEARNING

WEDNESDAY
9:30 am–10:15 am  Illustrating Key Uses of Academic Language Through Multimedia

9:30 am–11:15 am  Summing Up Math Language: Frameworks, Activities, and Ideas to Empower

11:30 am–12:15 pm  Implementing CBI for Artists in Online and Onsite University Courses

12:30 pm–1:45 pm  Academic Content in ELT Pedagogies in Sri Lankan Tertiary Education

3:00 pm–3:45 pm  Lessons for Multilingual Learners From Native People of the Americas

THURSDAY
9:30 am–10:15 am  Content and Language Integrated Learning and Sheltered Instruction: Learning Together

10:30 am–11:15 am  Difficult Dialogues and Collaborative Conversations About Coteaching for ELLs

11:30 am–12:15 pm  Enriching EFL Teachers’ Repertoire to Engage Students in Literature

12:30 pm–1:45 pm  Collaborating to Support Transition to University Through CBI

4:00 pm–4:45 pm  How Does EMI Affect Questions and Answers in the Classroom?

FRIDAY
9:30 am–10:15 am  Enriching English-Medium Instruction Through Language Development Awareness: Classroom Perspectives

10:30 am–11:15 am  The CLIL Approach: Explore the World, Expand the Mind

11:30 am–12:15 pm  Infusing a First Nations Focus in a Disciplinary EAP Course

12:30 pm–1:45 pm  Teaching U.S. History to ESL Students: Content and Language Combined

Tribal Corner

2:00 pm–3:45 pm  New Perspectives in Content-Based Instruction

COMMUNITY COLLEGE AND TECHNICAL EDUCATION

WEDNESDAY
4:00 pm–4:45 pm  SCIE: An Excellent Option for Quality Intensive English Language Learning

THURSDAY
11:30 am–12:15 pm  The Power of Credit: Strategies for Invigorating Your ESL Program

12:30 pm–1:45 pm  Combating Enclosure in an Intensive Language Immersion Program: 3 Interventions

FRIDAY
11:30 am–12:15 pm  Placement of Resident ESL Students at the Community College
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>3:00 pm–3:20 pm</td>
<td>Teaching Empathy in the IEP Classroom</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Empowering EFL Ecuadorian University Students Through Choice of Texts</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>Conflict Resolution and ELT: Win-Win Approaches for All</td>
</tr>
</tbody>
</table>

**CONTENT-BASED INSTRUCTION**

**MONDAY**

1:00 pm–5:00 pm
- Listening 2.0: University Listening in the Digital Era
- Supporting Students With Interrupted Education

**TUESDAY**

1:00 pm–5:00 pm
- Strengthening Instruction and Programming for Beginning ELLs

**CULTURE**

**THURSDAY**

9:30 am–10:15 am
- Black and Brown Minds Matter: Latino Immigrants and Black Teachers
- Thrive, Don’t Just Survive, Cross-Culturally

10:30 am–11:15 am
- Your Next Hire: A Returned Peace Corps TEFL Certificate Volunteer?

11:30 am–12:15 pm
- Understanding Culture: From Simple to Complex Definitions and Frameworks
- Communities, Culture, and Developing Arguments: Engagement in Graduate Classes
- Perspectives to Practice: Francophone West African ELLs

2:00 pm–2:45 pm
- Examining Cultural Assumptions Through Dialogue, A Human Library Inspired Project
- Language, Culture, Identity in Language Acquisition: Personal Testimonies

**CURRICULUM/MATERIALS DEVELOPMENT**

**MONDAY**

5:00 pm–9:00 pm
- Empowering Long-Term ELLs: Responsive Programming and Specialized Academic Strategies

**TUESDAY**

1:00 pm–5:00 pm
- Teaching for World Citizenship Through International Themes

**THURSDAY**

9:30 am–11:15 am
- Using Open Educational Resources to Create ESL Instructional Materials

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**DISCOURSE AND PRAGMATICS**

**WEDNESDAY**

9:30 am–9:50 am
- Saying No Gracefully: A Research-Based Lesson on Declining an Invitation

2:00 pm–2:45 pm
- And Furthermore

3:00 pm–3:45 pm
- Awareness, Recognition, and Production of Speech Acts

5:00 pm–5:45 pm
- Taking on the “P Word” in Low-Level Oral Communication

**THURSDAY**

10:30 am–11:15 am
- Empowering Learners via Interactional Identities

12:30 pm–1:45 pm
- Gendered Approaches to Teaching Literary Texts in the ESL Classroom

**FRIDAY**

9:30 am–11:15 am
- Engaging and Empowering Learners for Conversation Through Pragmatics Instruction

11:30 am–12:15 pm
- The Effects of Collaborative Dialogue on Development of Pragmatic Competence

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**DISTANCE LEARNING/ONLINE LEARNING**

**WEDNESDAY**

11:30 am–12:15 pm
- Enhancing, Enriching, Empowering Excellence in Online Course Design

12:30 pm–1:45 pm
- Faces or Fingers: Engaging Online TESOL Students in Synchronous Sessions
- Preservice Teachers’ Perceptions of Engagement in Online Asynchronous Discussions Boards

1:00 pm–1:45 pm
- Empowering Students Through a Hybrid Extensive Reading Course

3:00 pm–3:20 pm
- Top 10 Tips for Online Tutors

3:00 pm–3:45 pm
- A Billion Hellos: How VIPKID Is Transforming the ESL Landscape

**THURSDAY**

9:30 am–11:15 am
- Our First MOOCs: Lessons Learned

12:30 pm–1:45 pm
- Prematriculate Mobile-Assisted Language Learning for Studying Before Entering College

1:00 pm–1:45 pm
- Empowering Learning Online: Aligning Objectives, Activities, and Assessments
- Preparing Adult ELLs for Online and Blended Language Learning

**FRIDAY**

10:30 am–11:15 am
- Analyzing a Group Project in an Online TESOL Program

12:30 pm–1:45 pm
- Exploring the Potential of Massive Open Online Courses: Students’ Experiences

1:00 pm–1:45 pm
- MOOCs: How Do We Know If Learners Are Learning?
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>1:00 pm–2:30 pm</td>
<td>Online Language Teacher Education: Participants’ Perceptions and Experiences</td>
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<tr>
<td>2:00 pm–2:45 pm</td>
<td>Course Design 2.0: Moving English Learning Online</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Creating Engaging TESOL Webinars: Make the Message Match the Medium</td>
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</tbody>
</table>

**EDUCATIONAL LINGUISTICS**

**WEDNESDAY**
- 10:30 am–11:15 am | Easing Communication Between Middle Eastern Students and ESL Teachers

**THURSDAY**
- 1:00 pm–1:45 pm | Ideological Construction of Racial Images in EFL Textbooks
- 2:00 pm–3:45 pm | NABE at TESOL: Examining Linkages Between Identity and Language Learning

**ELEMENTARY SCHOOL/PRIMARY EDUCATION**

**WEDNESDAY**
- 11:30 am–12:15 pm | An Introduction to the TESOL Diversity Collaborative
- 11:30 am–1:15 pm | Oral Language Development for Elementary ELLs
- 1:00 pm–1:45 pm | Blended Learning in the Young Learner Classroom
- 2:00 pm–2:45 pm | Scaling Success: Using Small Grants for a Big Impact
- 3:00 pm–3:45 pm | Longitudinal Study Confirms Efficacy of Summer Learning for Elementary ELLs

**THURSDAY**
- 9:30 am–11:15 am | Writing Across Content Areas in Elementary Education
- 10:30 am–11:15 am | Inclusive Pedagogy for Our Refugee Student Population
- 11:30 am–12:15 pm | Engage your ELLs Using Speak Agent to Acquire Academic Language
- 11:30 am–12:15 pm | Partnering With Parents to Foster Literacy Development of Young ELLs
- 11:30 am–12:15 pm | Winning Games: Creative Twists on Popular Games to Maximize Participation
- 1:00 pm–1:45 pm | Technology and Imagine Learning: Accelerating Learning for ELLs
- 1:00 pm–2:45 pm | Teaching Students Living With Trauma, Violence, and Chronic Stress
- 2:00 pm–2:45 pm | A Reading and Vocabulary Program for ELLs With Learning Disabilities

**ENGLISH AS A FOREIGN LANGUAGE**

**WEDNESDAY**
- 9:30 am–10:15 am | Academic Socialization and Identity of Chinese Undergraduate Students in America
- 10:30 am–11:15 am | Mindfulness Strategies for the ELT Classroom
- 11:30 am–12:15 pm | Supplementing Limited EFL Materials With Bloom’s Taxonomy and Web 2.0
- 11:30 am–12:15 pm | Empowering Low-Proficiency Learners With Critical Thinking Skills
- 12:30 pm–1:45 pm | Addressing Diversity in EFL Classroom: Reflection of Nepalese Community School

**FRIDAY**
- 9:30 am–9:50 am | Breaking the Silence of Newcomers in Elementary Through Fun Activities
- 9:30 am–10:15 am | Hooked on Comics: Promoting Literacy and Engaging Students With Comics
- 9:30 am–11:15 am | Embedding English Language Instruction in Literacy Through Modified Guided Reading
- 10:30 am–11:15 am | Bilingualism Is a Gift (BIG) ESL/SPED Collaborative Campaign
- 11:30 am–12:15 pm | Engaging Preservice Teachers Through ESOL Fieldwork: Becoming Mainstream Teachers 2.0
- 12:30 pm–1:45 pm | Process Writing Practice for the Digital Era
- 1:00 pm–1:45 pm | Deconstructing Sentence Starters in Genre-Based Elementary Classroom Writing
- 2:00 pm–2:45 pm | Building a Competency-Aligned Vocabulary Toolkit for Academic Writing Tasks
- 3:00 pm–3:45 pm | Promising Practices for Elementary ELLs: A System-Wide Approach
Propositional Precision in Learner Corpora: Turkish and Greek EFL Learners
Real or Imagined: Effective Feedback in Tertiary Japanese EFL Classes
Reflections on a Presentation Skills Course
Teaching Gender-Neutral Language to Japanese College Students
1:00 pm–1:45 pm
A Guide to Implementing Extensive Reading in ESL/EFL Classrooms
EFL Learners’ Willingness to Communicate in Task-Based Instruction
Occupy Library: An Experiential Approach to Engaging ELLs in Research
1:00 pm–2:45 pm
In Defense of Teaching: EFL in the “Postmethods” Era
English for All: Peace Corps, EL Fellow, Fulbright Alumni Panel
3:00 pm–4:45 pm
Engaging, Enriching, and Empowering ELLs Through Poetry, Music, and Dance
I Forgot the Words: Classroom Factors Influencing English Speaking
Moving Toward Interactional Competence in the EFL Classroom
3:00 pm–5:45 pm
Advocating English Language Learning and Interculturality in Colombia’s Coffee Region
TED Talks: Powerful Ideas to Inspire 21st-Century Learning
Grammar for Great Writing
Questioning English-Only as a Medium of Instruction in Japan
Setting Realistic Secondary School English Proficiency Expectations in EFL Countries
THURSDAY
9:30 am–10:15 am
Engaging ELLs With Nearpod
China’s Recent Educational Reforms in English Reading Instruction
10:30 am–11:15 am
Strengthening Students’ Voices Through Effective Feedback
11:30 am–12:15 pm
Career Path Research Project for EFL University Students
Communication Tools: Building Students’ Communicative Self-Confidence
IELTS Mania
Students’ Graphic Representations of Arabic vs English Writing
Teaching a College English Course in Taiwan: An ELF Perspective
Using Infographics as a Teaching Tool in EFL Classes
Using Reader’s Theater to Engage and Empower Adult ELLs
1:00 pm–1:45 pm
Connect, Converse, Collaborate: Bridging the Gap Between TESOLers and Affiliates
Dealing With Adult Learners’ Speaking Stress
Issues in Implementing Learning Strategy Instruction for ELLs
2:00 pm–2:45 pm
Smartphones: Cyber Spicing Classes for Adults
Reconsidering Conceptual Paradigms in English Studies
Teaching Reading Fluency: 3 Practical Activities
TED Talks: Presentation Skills are the 21st-Century Superpower
3:00 pm–3:45 pm
Positioning of Teachers in the Linguistic Marketplace of Private ELT
Teaching EFL Through Multiliteracies to Empower NNESTs and Students
Transforming Teenagers Into 21st-Century Global Citizens With Impact
3:00 pm–5:45 pm
Professional Development in EFL Classroom Teaching: Research From 3 Countries
Using Response Cards for Active Participation in Language Classrooms
Atypical L1 Use During Peer Interactions in 2 EFL Classes
Teaching for Success: A Global Approach to Continuing Professional Development
FRIDAY
9:30 am–10:15 am
An Enriching EFL Teaching Experience to Nonnative Blind Learners
Creating and Using Brain-Friendly Activities in an EFL Context
10:30 am–11:15 am
Exploring ELLs’ Thirdspaces via Reading Immigrants’ Autobiographies
Teaching EFL to Engineering Professors: Their Experiences and Needs
Teaching English in China: What to Know Before You Go
11:30 am–12:15 pm
Neuroscience and Education: Teaching Students How We Learn
12:30 pm–1:45 pm
Dubbing Tasks in the Vocabulary Acquisition of Chinese EFL Classrooms
Effectiveness of Online Texts vs Hard Copy for Reading Comprehension
How Anxious Are Turkish Learners? Potential Antecedents of Language Anxiety
Know the World With Vocab: Asking, Answering Solves Brain Buzz
Liberating Learners From Traditional Educational Practices Through Activity-Based Instruction
Thinking Routines and Presentation Stages Using CLIL With EFL Students
Transition From EAP to ESP: Nursing Students’ Beliefs
1:00 pm–2:45 pm
Non-Chinese English Teachers Working in China: Beyond Backpacking
TED Talks: Powerful Communication Through Learning English
1:00 pm–2:45 pm
Children’s Play Culture to Engage Primary Students in Classroom Activities
1:00 pm–2:45 pm
Teach, Observe, Reflect: Peer Observation for Professional Growth
3:00 pm–3:20 pm
Empowering Student Voice Through Video Blogging
3:00 pm–3:45 pm
Investigation of Gender-Specific Linguistic Features in Arabic Students’ Writing
3:00 pm–3:45 pm
Integrating Service Learning Into the EFL Curriculum Through Project-Based Design
5:00 pm–5:45 pm

ENGLISH FOR SPECIFIC PURPOSES

WEDNESDAY
11:30 am–12:15 pm
Collectivizing for Reading Development in the L2 Legal Classroom
12:30 pm–1:45 pm
Reading Through ESP Under the Criteria of the Communicative Approach
School Enterprise: Engage Me and I Learn
Something From Nothing: Adventures in Creating a Scientific ESP Course
Teaching Writing for Military Purposes
1:00 pm–2:45 pm
Teaching English for Tourism: Concepts and Needs
5:00 pm–5:45 pm
Adapting Online Content for Meaningful Practice in ESP (Biotechnology)

THURSDAY
9:30 am–10:15 am
A New Model for Major-Specific Language Support
9:30 am–11:15 am
Authentic English for Business, Leadership, and Medical Purposes
Legal Language: Strategies for Effective Communication in Law School
12:30 pm–1:45 pm
Teaching the Language of Art and Design to ESL Students
1:00 pm–2:45 pm
Effective Public-Private Partnerships in English for Professional Purposes
Using Ethnographic Methodology to Examine Language Use in Context
2:00 pm–2:45 pm
Specialization for 21st-Century Learning
3:00 pm–3:45 pm
Preparing International Graduate Students for Nonacademic Job Searches
3:00 pm–4:45 pm
Engaging, Enriching, and Empowering ESP Teachers and Students
4:00 pm–4:45 pm
English for Research Publication Purposes: Empowering International Scholars in STEM
5:00 pm–5:45 pm
Designing ESP Programs for Agro-industrial Engineering Careers in Honduras
Using a Medical Research Corpus to Teach ESP Students

FRIDAY
9:30 am–11:15 am
Empowering Teachers to Address the Challenges of ESP Curriculum Design
12:30 pm–1:45 pm
3 Project-Based Business English Activities: Stocks, Companies, and Websites
Analysis of Skills Required for Senior Students’ Future Careers
ESP Texts in Cuba for Health and Culture
2:00 pm–2:45 pm
Teacher-Generated Materials: The Oil and Gas ESP Context
4:00 pm–5:45 pm
Strategies for Framing Language Learning as a Disciplinary Activity
5:00 pm–5:45 pm
Developing an Open Educational Resources EAP Corpus

GRAMMAR

WEDNESDAY
9:30 am–10:15 am
Engaging Students in Making Grammar Choices: An In-Depth Approach
10:30 am–11:15 am
Learning to Teach Grammar: Teacher Education and Student Teacher Cognitions
12:30 pm–1:45 pm
A Meaning-Order Based Approach to English Pedagogical Grammar
1:00 pm–1:45 pm
Teaching and Learning Key Prepositions in the Advanced ESL Classroom
4:00 pm–4:45 pm
The Grammar You Need for Academic Writing: Beginning Through Advanced

THURSDAY
10:30 am–11:15 am
Imagining a Place for Grammar: Techniques for Anxious Teachers
11:30 am–12:15 pm
Teaching Grammar Through Storytelling: A Dialogical Approach
The Critical Role of Grammar and Syntax in Academic Language
12:30 pm–1:45 pm
Building Sentences: A Visual Approach
Posters to Engage and Empower Students in Grammar Class
5:00 pm–5:45 pm
Grammar Games for Engaging Language Learners

FRIDAY
9:30 am–10:15 am
Grammar: Taught Separately or Integrated Into Skills Classes?
11:30 am–12:15 pm
16 Keys to Teaching ESL Grammar and Vocabulary
New Insights Into Practice for the Grammar Classroom
1:00 pm–1:45 pm
Clearing the FOG: Informed Strategies for Communicative Grammar Teaching
3:00 pm–3:20 pm
Beyond Word Lists: Approaching Verbal Complements Lexicogrammatically and Cognitively
### HIGH SCHOOL/SECONDARY EDUCATION

#### WEDNESDAY
- **9:30 am-10:15 am**  
  Literacy Strategies for STEM Classes
- **9:30 am–11:15 am**  
  Fishbowl Conversations: A Method of Language Development and Differentiation
  Helping ELLs in Grades 6–12 Meet Standards for Literacy
- **10:30 am–11:15 am**  
  Engage, Enrich, and Empower New Learners With Interrupted Formal Education
- **11:30 am–12:15 pm**  
  Secondary Schools to Learn From: Empowering ELLs
- **1:00 pm–1:45 pm**  
  Bridging a Graduation Pathway: Evaluating Foreign Transcripts
  High-School ELLs at Risk: Neither College- Nor Career-Ready
- **2:00 pm–3:45 pm**  
  SLIFE Unlimited: Cracking the Code to Academic Writing
- **3:00 pm–3:45 pm**  
  Supporting Students With Limited or Interrupted Formal Education

#### THURSDAY
- **9:30 am–11:15 am**  
  Thinking, Speaking, and Writing Like a Historian Learning English
- **10:30 am–11:15 am**  
  Beyond the Classroom and Into the Minds of ELLs
- **11:30 am–12:15 pm**  
  Teaching and Assessing ELL Students’ Accountable Talk
- **12:30 pm–1:45 pm**  
  Contributors to Science Reading Comprehension: Study 1 and Study 2
- **2:00 pm–3:45 pm**  
  Scaffolding Academic Conversations in ESL and Content Areas
  TESOLers Supporting Mainstream Teachers of ELLs
- **3:00 pm–3:45 pm**  
  Conversations With Charlotte: ESL Teacher Evaluations Using the Danielson Framework
- **4:00 pm–4:45 pm**  
  Classroom Mindfulness for Increasing Learning Readiness in ELLs

#### FRIDAY
- **10:30 am–11:15 am**  
  Successful Collaboration: Rediscovering the “I” in “Team”: A TANGO Approach
- **11:30 am–12:15 pm**  
  Holding the Floor: Engaging and Empowering ELLs With Socratic Circles
- **12:30 pm–1:45 pm**  
  Accessing Inquiry for ELLs Through Primary Sources
  Learning Through Looking: Building Skills Through Interpreting Portraiture
- **1:00 pm–1:45 pm**  
  Engaging Educators in a Cycle of Instructional Improvement for ELLs
- **3:00 pm–3:45 pm**  
  5 Steps to Effective Source Integration

### HIGHER EDUCATION

#### WEDNESDAY
- **9:30 am–10:15 am**  
  Multilingual Doctoral Students’ Intertextuality and Academic Literacies at Web Seminars
- **10:30 am–11:15 am**  
  Empowering Mainstreamed Multilingual Writers
- **10:30 am–12:15 pm**  
  Teaching Advanced ESP Writing Using Dialogue, Models, and Iterative Feedback
- **12:30 pm–1:45 pm**  
  Big 6 Information Literacy Skills for ELLs
  Employing Discursive Techniques in Persuasive English Oral Presentations
  Faculty Governance: Bylaws “R” Us
  The Bill of Rights: Creating Relevance for Today’s Students
  What Predicts Success? A University Bridge Program Assesses the Data
  Writing Studios as Thirddspace for ELLs in University Writing Classes
- **1:00 pm–1:45 pm**  
  Unraveling the Mystery: Vocabulary and Grammar for Academic Writing
  Using “Check, Please” as a Springboard to a Communication Project
- **2:00 pm–2:45 pm**  
  High-Impact Professional Development Through the Teaching Circle
  Practical Ways to Make Classrooms Inclusive to LGBTQIA ESL Students
- **3:00 pm–3:45 pm**  
  University Faculty and Staff Perceptions of Nonnative English Speaker Needs
- **3:00 pm–4:45 pm**  
  Conducting Research at English Language Centers: Administrator Perspectives
  Developing an Appropriate Pedagogy: Writing and Multilingual University Students
  Critical Analysis Skills Empower Students to Think and Write Clearly
  Improving IEP Learners’ Literacy Outcomes Through Faculty and Librarian Collaboration
- **4:00 pm–4:45 pm**  
  Logographic or Alphabetic, What Difference Does It Make?
  Pop-Up Pronunciation: Integrating Pronunciation Mini-Lessons into All Skills

#### THURSDAY
- **9:30 am–10:15 am**  
  Empower Higher Ed ESOL Faculty Through Positive Organizational Scholarship
  Flipped Learning in TESOL: The First 5 Years
- **10:30 am–11:15 am**  
  Corpus-Based Learning of Reporting Verbs in L2 Academic Writing
  Creating Spaces for Letting Multilingual Students Use Their Linguistic Repertoires
  Exploring Techniques for Sustaining Student Motivation
Sherlock-Theme Scavenger Hunts: Skill Building, Community Building, and Community Engagement
11:30 am-12:15 pm

Final Assessment for Research Writing: Addressing Validity and Authenticity
Peering Through the Lens: International Student Expectations of Academic Work
12:30 pm-1:45 pm

Conversation Partner Project: A Win-Win for Teachers and Students
Negotiating Attrition in English-Medium University Programs in the Middle East
Organizing for Internationalizing
1:00 pm-1:45 pm

Put Your Students on the Right Learning Path
Empowering and Enriching an ESL Program on the Brink
3:00 pm-3:45 pm

Integrating Pronunciation Into the Reading Classroom
3:00 pm-4:45 pm

The Multilingual Student in Higher Education: Exploring Assessment Issues
Innovative Approaches to the Delivery of an Applied Linguistics-TESOL MA
UC San Diego Extension Education’s TESOL Program
5:00 pm-5:45 pm

Facilitating Engagement: A Model for Student Services and EAP Collaboration
When to Blend English for Academic Purposes Courses
1:00 pm-1:45 pm

Engaging University Faculty in Linguistically Responsive Instruction: Challenges and Opportunities
Northeastern University’s Full Circle Scholarship for Teaching ELLs Overseas
Taking the Boredom out of Repeated Input, Again and Again
Writing Resources Deployed by Multilingual International Students in the Discipline
3:00 pm-3:45 pm

Enhancing Listening and Note-Taking Competency Through Metacognitive and Cognitive Strategies
4:00 pm-4:45 pm

Anywhere, Anytime: Project-Based Learning to Enrich, Engage, and Empower

INTEGRATED SKILLS

TUESDAY
9:00 am-4:00 pm

Motivation, Participation, and Ongoing All-Skills Practice via Process-Drama
Slow Down: Guide True Beginners to Mastery With Deep Learning

THURSDAY
11:30 am-11:50 am

Engaging Students in Filmmaking for the IEP Reading Class

INTENSIVE ENGLISH PROGRAMS

WEDNESDAY
9:30 am-10:15 am

Effective Faculty Review in IEP Contexts
Engaging Students Outside the Classroom: Extracurricular English
Engaging, Enriching, and Empowering Students Through an IEP Ongoing Orientation
IEP Students in Their Own Voice: Factors for Academic Success
Proactive Advising: Developing Effective Support Systems for Probationary Students
Supporting IEP Student Retention and Success Through Comprehensive Services
10:30 am-11:15 am

10 Timesaving Strategies for Enriching Writing Instruction
Can University IEPs Adapt to the Rise of Pathway Programs?
Creating and Implementing an IEP-to-University Bridge Program
11:30 am-12:15 pm

Creating Activities for the Academic English Classroom From TOEFL Resources
Developing Online Writing Courses That Support Active, Project-Based Learning
Student Ambassador Program: Cultivating Cooperative Relationships With IEP Students
12:30 pm-1:45 pm
Take Your Students to TASK: The Key to Success!

12:30 pm–1:45 pm

- A Beginner’s Guide to Developing an IEP Marketing Strategy
- A Tale of Two Polling Apps
- Office Camaraderie in an IEP
- Work-Life Balance for Advanced Writing Instructors and Students

1:00 pm–1:45 pm

- Fast Facts about IEPs: A Snapshot of EnglishUSA Members
- Poster Sessions: Empower and Engage Your Listening and Speaking Students

3:00 pm–3:45 pm

- Feedback Matters: Time-Saving Techniques for Effectively Evaluating Student Writing
- Practical Applications of Reading Apprenticeship in the IEP Reading Classroom

3:00 pm–4:45 pm

- Workshopping Learning Outcomes and Assessments for ESL Classrooms and Programs

4:00 pm–4:45 pm

- Authentic Encounters: Putting IEP Students Into University Classrooms
- University Success: Beyond the English Language Classroom

5:00 pm–5:20 pm

- Empowering Academic English Students Through Reading Fluency Practice
- Increasing Student Engagement by Using Student-Derived Material for Class Content

5:00 pm–5:45 pm

- Beyond Language Needs: Developing International Students’ Electronic Literacy
- Enriching Students’ Experience: Collaborative Mobile-Game Play With Native Speakers
- IEP 2.0: Four Generations of Teachers in One Program

THURSDAY

9:30 am–10:15 am

- Off Course: A Comparison of EAP Writing Coursebooks and University Writing Tasks

9:30 am–11:15 am

- Cooperative Learning 2.0: Creating “We-ness” in the Classroom
- Taking the Pain Out of Assessment

10:30 am–11:15 am

- An American English Institute Professional Learning Community
- Using Multiple Measures to Choose Level-Appropriate Textbooks

11:30 am–12:15 pm

- Creating Our Own Futures: Empowering Students Through Altered Stories
- Not Your Permanent Record, Yet: Learning Academic Integrity
- Teacher Portfolios: Part of the Evaluation Process

12:30 pm–1:45 pm

- Empowering Students Through Advising: A Systems Approach for IEP Coaching

1:00 pm–1:45 pm

- Empowering Readers (and Teachers) With Idea-Based Reading Skills

2:00 pm–2:45 pm

- Empowering Students Through Advising: A Systems Approach for IEP Coaching

2:00 pm–3:45 pm

- Critical Thinking: Sequenced Activities and Focused Language for ESL Classrooms
- Enriching the IEP Classroom Through Coteaching and Colleague Collaboration
- What Is the CEFR and How Can ESL Instructors Use It?

3:00 pm–3:45 pm

- ESI Faculty Perceptions of Intraprogram Collaboration
- Off the Wall: Activities for Reinforcing Reading Fluency and Vocabulary
- Teaching 21st-Century Skills Through Group-Facilitated Hot-Topic Class Discussions

3:00 pm–4:45 pm

- University Professors’ Perceptions on L2 Learners’ Academic Challenges and Needs

4:00 pm–4:45 pm

- Authentic Assignments: Expanding Audience and Purpose to Increase Student Engagement
- Revamping an IEP Curriculum: A Lesson Learned
- The Combined Classroom: Strategies for Addressing Decreased IEP Enrollment

4:00 pm–5:45 pm

- Engaging and Enriching ELLs Through Glocalized Partnerships in Higher Education
- Language Learning Outcomes of an EAP Digital Story Project
- Engaging in Reading to Empower Writers and Enrich Content

5:00 pm–5:20 pm

- Democratic Equality Through Service Learning
- Engage, Enrich, and Empower ESL Students Through Service Learning
- Global Game Night: Sharing Culture While Practicing English

5:00 pm–5:45 pm

- Transforming a Traditional Language Lab Into a Virtual Learning Center
- Engaging and Enriching ELLs Through Glocalized Partnerships in Higher Education
- Language Learning Outcomes of an EAP Digital Story Project

FRIDAY

9:30 am–10:15 am

- Getting to CI: Overcoming the Postintermediate Plateau With Summit Students and Learning: The Whole Experience

9:30 am–11:15 am

- Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEPs
- Maximizing Student Learning Outcomes: Strategic Approaches to Activities and Assessment
- Authentic Assignments: Expanding Audience and Purpose to Increase Student Engagement

10:30 am–11:15 am

- Revamping an IEP Curriculum: A Lesson Learned

11:30 am–12:15 pm

- The Combined Classroom: Strategies for Addressing Decreased IEP Enrollment
- Democratic Equality Through Service Learning
- Engage, Enrich, and Empower ESL Students Through Service Learning

12:30 pm–1:45 pm

- Language Learning Outcomes of an EAP Digital Story Project
- Engaging in Reading to Empower Writers and Enrich Content
- Enriching Language Retention Through Narrative Memory

1:00 pm–1:45 pm

- Using Case Studies to Engage, Enrich, and Empower Students
- Engaging Saudi Students With Novels and Nonfiction Books
- Individual Networks of Practice in an Academic English Program

2:00 pm–2:45 pm

- What Is the CEFR and How Can ESL Instructors Use It?

2:00 pm–3:45 pm

- Using Case Studies to Engage, Enrich, and Empower Students
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<thead>
<tr>
<th>Time</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Don’t Jump to Conclusions: Helping ELLs Make Well-Reasoned Inferences</td>
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<td>Role-Play 2.0: A Practical Framework for Teaching Critical Thinking</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>Development of International Undergraduate Students’ Communication Skills Through Service-Learning</td>
</tr>
</tbody>
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### INTERCULTURAL COMMUNICATION

#### WEDNESDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am–10:15 am</td>
<td>Empowering Students Through Meeting Their Linguistic, Sociocultural, and Spiritual Needs</td>
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<tr>
<td></td>
<td>Intercultural Development of Saudi Learners: Ethnographic Case Studies</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Inclusive and Exclusive Pronouns in Multicultural Teacher Education Textbooks</td>
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<td>Latino Teenage Boys’ Counter-Narratives in Education</td>
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<tr>
<td>12:30 pm–1:45 pm</td>
<td>An Intercultural and Cultural Responsive Literacy and Language Partnership</td>
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<td>1:00 pm–1:45 pm</td>
<td>Teaching English and Intercultural Communication Skills Through Critical Incident Exercises</td>
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<tr>
<td>2:00 pm–2:45 pm</td>
<td>Moving Beyond “Culture” in Intercultural Learning Refusal Strategies by Advanced Korean and Norwegian ELLs</td>
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<tr>
<td>3:00 pm–3:45 pm</td>
<td>Metaphorically Speaking: Framing the World</td>
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<td>5:00 pm–5:45 pm</td>
<td>Overcoming Outgroup Favoritism Through English Language Teaching in China Teaching Around Taboos: Empowering Students to Effectively Communicate Difficult Topics</td>
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#### THURSDAY

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10:30 am–11:15 am</td>
<td>Engaging Students With Cultural Analysis in the Language Classroom</td>
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<td>Just Let Them Talk: Establishing Egalitarian EFL Student-Teacher Dialogue</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Empowering Language Learners: How a Circle Process Ignites Authenticity</td>
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<td>12:30 pm–1:45 pm</td>
<td>Cultural Competence: An IEP’s Journey From Definition to Practice</td>
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<td>Student Film Studio and Project Management in Teaching Intercultural Communication</td>
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<td>3:00 pm–4:45 pm</td>
<td>Developing Our Intercultural Skills When Interacting With Students and Colleagues</td>
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<tr>
<td>4:00 pm–5:45 pm</td>
<td>Integrating Arts and Ethnography to Enrich Students’ Intercultural Communicative Competence</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>Cross-Cultural Communication 101: Enriching Students’ Intercultural Competence and Engagement Strategies to Build an Intercultural and Plurilingual ESOL Practice</td>
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</tbody>
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### INTERNATIONAL TEACHING ASSISTANTS

#### WEDNESDAY

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10:30 am–11:15 am</td>
<td>A Computer-Mediated Shadowing Activity and ESL Speaking Skill Development</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Herding Cats: Norming ITA Raters’ Judgements</td>
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<tr>
<td>3:00 pm–4:45 pm</td>
<td>L2 Pragmatics for ITA Practitioners</td>
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<tr>
<td>4:00 pm–5:45 pm</td>
<td>Start to Finish: Materials Development for ITAs</td>
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#### THURSDAY

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:30 am–11:15 am</td>
<td>How to Manage, Facilitate, and Teach About Culturally Sensitive Issues</td>
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<td>11:30 am–12:15 pm</td>
<td>Critical, But Not Overly Critical: Facilitating Self-Evaluation and Celebration</td>
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<td>The Norm Dilemma: Lecturer Certification for English Medium Instruction (EMI)</td>
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<td>12:30 pm–1:45 pm</td>
<td>Strategies for Successful International Language Assistantships: Learning From the Field</td>
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<td>1:00 pm–1:45 pm</td>
<td>Empowering ITA Practitioners by Enriching an Outdated Assessment</td>
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<td>2:00 pm–2:45 pm</td>
<td>Using MIT OpenCourseWare to Create Authentic Materials for ITA Training</td>
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<td>3:00 pm–3:20 pm</td>
<td>Concept Maps: Illuminating Knowledge Gaps and Increasing Self-Regulation</td>
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#### FRIDAY

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<tr>
<th>Time</th>
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<tr>
<td>9:30 am–10:15 am</td>
<td>Automaticity: Empowering ITAs With Intelligibility</td>
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<tr>
<td>10:30 am–11:15 am</td>
<td>Using Technology to Develop Microteaching and Presentation Skills</td>
</tr>
</tbody>
</table>
11:30 am–12:15 pm  ITA Program Framing: From Remediation to Excellence

LANGUAGE POLICY AND PLANNING

WEDNESDAY
4:00 pm–5:45 pm  Literacy and Language Education for ELLs in the 21st Century

THURSDAY
11:30 am–12:15 pm  Improving English in National Education Systems: Lessons From the World

LEADERSHIP

THURSDAY
11:15 am–12:45 pm  Equal Partners–Equal Opportunities
1:00 pm–1:45 pm  Reaching TESOL’s Potential: Leadership, Relationship, and Your Organization

FRIDAY
10:30 am–11:15 am  Fostering Research Cultures in Schools: Managers’ Perceptions and Experiences

LEARNING DISABILITIES/SPECIAL NEEDS

WEDNESDAY
4:00 pm–4:45 pm  Service Provision for ELLs With Disabilities: Fact vs Fiction

THURSDAY
11:30 am–12:15 pm  Integrating Students With Special Needs Into an EFL Curriculum
12:30 pm–1:45 pm  Equal Engagement: Effectively Identifying and Assessing Learning Disabled ELLs
1:00 pm–1:45 pm  Piloting Writing Analysis to Distinguish Between Language Development and Disability
3:00 pm–3:45 pm  Empowering Teachers to Engage Students With Learning Disabilities

FRIDAY
12:30 pm–1:45 pm  Inclusive Education in Higher Education: Venezuela Case (UCV)
1:00 pm–1:45 pm  Organize and Access English Sounds Using Picture Cues
2:00 pm–2:45 pm  Multisensory Approaches to Instruction of EFL Learners With Learning Differences

LEARNING/TEACHING STYLES

MONDAY
1:00 pm–5:00 pm  Teaching Critical Thinking to ELLs
5:00 pm–9:00 pm  Designing Interactive Classrooms: Discussion Strategies for ELLs

TUESDAY
9:00 am–4:00 pm  ELLs, Cultural Competency, and Academic Achievement: What’s the Connection?

LISTENING, SPEAKING/SPEECH

WEDNESDAY
9:30 am–10:15 am  Academically Speaking: Flipping the Spoken Language Classroom
Error Appreciation: Using Listening Errors to Discover What Students Hear
10:30 am–11:15 am  Discover Conversation
11:30 am–12:15 pm  Expanding Linguistic Repertoires Through Play With Voices
12:30 pm–1:45 pm  Bottom-Up Listening Skills in IEP Students
Empowering EFL Learners Through the Speaking Festival
Empowering Language, Engaging Students: A Cocurricular Urban Field Study
3:00 pm–4:45 pm  Homework and Assignments in the Speaking, Listening, and Pronunciation Classroom

THURSDAY
9:30 am–10:15 am  Exploring Expert Raters’ and ESL Learners’ Perceptions of Speech Fluency
11:30 am–12:15 pm  Providing EAP Listening Input: An Evaluation of Recorded Listening Passages
Utilizing a Language Lab to Maximize Language Acquisition
12:30 pm–1:45 pm  Comprehensibility and Intelligibility of International Student Speech
Empower Your Students Through Toastmasters for ELLs
The Nuts and Bolts of Effective Listening Strategies
1:00 pm–2:45 pm  Essentials of Haptic Pronunciation Teaching
3:00 pm–4:45 pm  Speech, Pronunciation, and Listening Among ELLs in Secondary Settings
4:00 pm–4:45 pm  Pecha Kucha Presentations: Developing ELLs’ Public Speaking Skills
5:00 pm–5:45 pm  Improving L2 Self-confidence Awareness Through Conversation Video Self-Analysis
FRIDAY
9:30 am–10:15 am  Teaching Pronunciation: Simplicity Is the Key
9:30 am–11:15 am  Addressing the Demands of Attentive Listening in Academic Interaction
11:30 am–12:15 pm Engaging Digital Natives With Film: Optimizing Listening Fluency Practice
12:30 pm–1:45 pm Effective Group Poster Projects for College-Level Students
1:00 pm–2:45 pm Oral Communication in Higher Education Contexts: Closing the Gap
2:00 pm–2:45 pm A Spoonful of Pronunciation Helps the Listening Go Down
3:00 pm–3:45 pm Developing Identity in Oral Academic Discourses in an EFL Context
5:00 pm–5:20 pm Capturing Your Audience’s Attention

THURSDAY
9:30 am–10:15 am  Creating Effective Electives: A Needs-Based Approach in Curriculum Design
10:30 am–11:15 am Enriching Publisher-ESL Program Relationships
11:30 am–12:15 pm Harnessing Graphic Design for a More Enriching ELT Experience
1:00 pm–2:45 pm 7 Topics Absent From ELT Textbooks: Keeping Hidden Curriculum Hidden
3:00 pm–4:45 pm Online Tools to Boost Your Author Presence

LITERATURE/ARTS/MEDIA
MONDAY
1:00 pm–5:00 pm Engaging Secondary School Language Learners Through Media Literacy Activities

WEDNESDAY
12:30 pm–1:45 pm Beyond Test Scores: An Honored ESL Student Struggling Readers or ELLs?: Shifting Identities in Elementary School

THURSDAY
5:00 pm–5:45 pm Promoting Intercultural Awareness to Effectively Serve ELLs in K–12 Classrooms

FRIDAY
11:30 am–12:15 pm When Coteaching Goes Wrong: Deprofessionalizing the Field of ESL
1:00 pm–1:45 pm Introducing the St. Louis Coteach for ELLs Regional Initiative

MATH AND SCIENCE
WEDNESDAY
10:30 am–11:15 am Integrating Science and Language for ALL Students: Web of Life

THURSDAY
12:30 pm–1:45 pm Empowering Preservice Teachers to Develop Language in Mathematics Methods Courses

MEDIA (PRINT, BROADCAST, VIDEO, AND DIGITAL)
WEDNESDAY
10:30 am–11:15 am Press Record: How Podcast Creation Empowers and Improves Student Speaking
10:30 am–12:15 pm Using Cell Phones to Create Student-Powered Podcasts
2:00 pm–2:45 pm Movie Trailers for the New EFL Learner
2:00 pm–4:45 pm How to Get Published in TESOL and Applied Linguistics Journals
4:00 pm–5:45 pm Reading, Interpreting, and Creating Comics in the ESL/EFL Classroom

THURSDAY
10:30 am–11:15 am Using TED Talks to Enhance Critical Thinking
1:00 pm–1:45 pm Like, Comment, Share: Building English Learning Communities Through Facebook
1:00 pm–2:45 pm Fostering Digital Responsibility by Understanding Fair Use
2:00 pm–3:45 pm I Want to Write a Book! Getting Published With TESOL
PERSONAL AND PROFESSIONAL DEVELOPMENT FOR TEACHERS

WEDNESDAY
8:00 am–9:00 am PROFESSIONAL English Language Teachers in a 2.0 World
9:30 am–11:15 am The Mentoring Process: Enriching Individual Professional Growth
10:00 am–11:45 am What Kinds of Research for What Kinds of Practice?
10:30 am–11:15 am Getting the Most From Your Teacher Evaluation
11:30 am–12:15 pm Making the Leap to Consulting
11:30 am–1:15 pm Pressed for Time: Strategies for Writing for Publication
12:30 pm–1:45 pm Affiliate TESOL Membership Management Systems
Keeping Teachers Engaged in Professional Associations for Enhanced Professional Development
What Impedes Teachers to Transfer Training Workshops in the Classroom?
1:00 pm–1:45 pm 50 Ways to Be a Better Teacher
Teacher Learning and Professional Growth Through a Curriculum Development Course
1:00 pm–2:45 pm Enriching Your CV/Résumé: Empowerment for New Job Opportunities
2:00 pm–2:45 pm TESOL Skills Enrich Life Skills Throughout Our Career and Retirement
3:00 pm–3:45 pm Earn CEUs With CAL Institutes: Research-Based Professional Development

THURSDAY
9:30 am–11:15 am Flipping with Apps, Active Learning, and Higher Order Thinking Skills
10:30 am–11:15 am Empowering Practitioners Through Engagement With Professional Development
10:30 am–11:15 am Globetrotting TESOL Educators’ Passport to the Joys of World Travel
11:30 am–12:15 pm Empowerment Through Reflection: Getting Value Out of a Capstone Subject
Enriching Traditional Roles Through Collaborative Professional Development
Training a Nation: Empowering Teachers Through Large-Scale Reform
12:30 pm–1:45 pm Contextualizing Native-English Speaking Teachers’ Motivation and Experience
Structuring Elementary School English Teachers’ Professional Dialogue Through Protocols
Technology Integration: Goals and Challenges for EFL Instructors in Japan

FRI
9:30 am–10:15 am Novice EFL Teachers’ Cognitions and Practices: A Vietnamese Context
10:30 am–11:15 am Oral Proficiency and Japanese ELLs: Challenges and Recommendations
12:30 pm–1:45 pm An NNEST’s Journey to Overcome Adversity to Student-Centered Instruction
Take Flight After NNESTing in Your Teaching History
1:00 pm–1:45 pm Professional Enrichment Access: Creating a Magazine for NNESTs Developing Proficiency
3:00 pm–4:45 pm Transcending Idealized and Essentialized Categories of “Native” and “Nonnative”

THURSDAY
9:30 am–10:15 am How Fairly Are Nonnative Teachers Evaluated?
11:30 am–12:15 pm Addressing Linguicism: A Classroom Language Discrimination Simulation Activity
12:30 pm–1:45 pm Native or Nonnative? Voices From American Students Learning French
The Lure and Harm of the Phrase “Native Speaker”
3:00 pm–3:45 pm Language Ownership: Empowering Teachers and Learners

FRIDAY
9:30 am–10:15 am Videolicious Videos: Teaching Empowered by Showing Not by Telling
12:30 pm–1:45 pm Extending the Classroom: Linguistic Landscape Ideas and Resources for Teachers
1:00 pm–2:45 pm Enrich, Engage, Empower Using YouTube

NONNATIVE ENGLISH SPEAKERS IN TESOL
WEDNESDAY
12:30 pm–1:45 pm English Access Micro-Scholarship Program in Nepal and Coteaching Practice
Native or Nonnative: Is One the Ideal Teacher?
Russian Novice English Teachers’ Conceptions of a Good English Teacher
What Professionalization Means for NNESTs in Mexico
1:00 pm–2:45 pm NNESTs Negotiating Identity and Securing Legitimacy: Personal Accounts
Diversifying the Rhetoric in TESOL Classrooms: A World Englishes Perspective
Speaking Pedagogy: Vietnamese EFL Teachers’ Cognitions and Practices
5:00 pm–5:45 pm Doing and Undoing (Non)nativeness: Glocal Perspectives From a Graduate Classroom

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9:30 am–11:15 am How Fairly Are Nonnative Teachers Evaluated?
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<tbody>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>What School Leaders Need to Know About ELLs</td>
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<tr>
<td>3:00 pm–4:45 pm</td>
<td>TESOLpreneurs: Developing a Highly Successful Career as an Independent Professional</td>
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<td>4:00 pm–4:45 pm</td>
<td>Teach Abroad With the English Language Fellow Program</td>
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<td>5:00 pm–5:45 pm</td>
<td>Emotional Labor in an IEP: The Power of Engagement</td>
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<td>9:30 am–11:15 am</td>
<td>The Go-To Strategies: Instructional Strategies for Teachers of ELLs</td>
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<td>11:30 am–12:15 pm</td>
<td>Online Education from CAL: Build Knowledge and Earn Credit</td>
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<td>12:30 pm–1:45 pm</td>
<td>Engaging Teacher Research Through Reflective Teaching</td>
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<td>1:00 pm–1:45 pm</td>
<td>Designing Contextually- Relevant Blended EFL Teacher Development</td>
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<td>1:00 pm–2:45 pm</td>
<td>Retirement With TESOL 2.0: Engaging, Enriching, Empowering Ourselves and Others</td>
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<td>2:00 pm–2:45 pm</td>
<td>ESOL and Mainstream Teacher Collaboration: Overcoming Challenges and Developing Routines</td>
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<td>3:00 pm–3:45 pm</td>
<td>Differentiated Instruction for Teachers. Exploring a Generational-Friendly Approach</td>
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<td><strong>SATURDAY</strong></td>
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<td>8:00 am–12:00 pm</td>
<td>Research Mentoring Workshop</td>
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<td><strong>PHONOLOGY/PRONUNCIATION</strong></td>
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<td>9:30 am–11:15 am</td>
<td>Teacher Beliefs About Haptic Pronunciation Teaching</td>
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<td>10:30 am–11:15 am</td>
<td>“Guerrilla” Pronunciation Teaching</td>
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<td>12:30 pm–1:45 pm</td>
<td>The Color Vowel Chart: A Pronunciation Tool for Every Classroom</td>
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<td>1:00 pm–1:45 pm</td>
<td>Empowering Adult ELLs’ Fluency and Pronunciation Skills Through Reader’s Theater</td>
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<td>3:00 pm–3:45 pm</td>
<td>An Insider Perspective on Learning to Teach English Pronunciation</td>
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<td>12:30 pm–1:45 pm</td>
<td>Creating an Engaging Online Course for Training Pronunciation Teachers</td>
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<td>3:00 pm–3:45 pm</td>
<td>Low-Tech, Low-Cost Gadgets for Your Pronunciation Toolbox</td>
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<td>4:00 pm–4:20 pm</td>
<td>Video Voiceovers for Fun, Helpful Pronunciation Practice</td>
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<td>5:00 pm–5:45 pm</td>
<td>Vowels Made Fun!</td>
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<td>12:30 pm–1:45 pm</td>
<td>Engaging in Action Research: The Effects of Metacognitive Listening Instruction</td>
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<td>Phonological Processes and Fluency of NNESTs</td>
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<td>Teaching Pronunciation in the Real World: Focus on Whole Courses</td>
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<td>4:00 pm–4:45 pm</td>
<td>The Stress Stretch: Body Movements for Rhythm, Stress, and Intonation</td>
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<td><strong>PROGRAM ADMINISTRATION</strong></td>
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<td><strong>TUESDAY</strong></td>
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<td>1:00 pm–5:00 pm</td>
<td>Techniques for Teacher Observation, Coaching, and Conferencing</td>
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<td><strong>WEDNESDAY</strong></td>
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<td>9:30 am–11:15 am</td>
<td>Subgroups Within Subgroups: ELLs With Specialized Needs and Backgrounds</td>
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<td>1:00 pm–2:45 pm</td>
<td>Sustaining IEP Enrollment: Innovative Ways to Keep Your Program Afloat</td>
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<td>4:00 pm–4:45 pm</td>
<td>Dilemmas and Solutions in a Standards-Based Teacher Appraisal System</td>
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<td>9:30 am–11:15 am</td>
<td>New Boss, New Roles, New Rules: IEP Administrators Talk Shop</td>
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<td>10:30 am–11:15 am</td>
<td>Becoming Academic Sojourners: Chinese MATESOL Students in South Korea</td>
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<td>Creating Sustainability for a Small-Scale English Language Learning Program</td>
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<td>International Student Orientations 2.0: Creating a Campus Home</td>
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<td>3:00 pm–3:45 pm</td>
<td>Understanding Needs of ELLs via Needs Analysis of Undergraduate Courses</td>
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<tr>
<td>4:00 pm–5:45 pm</td>
<td>The Parallel Development of Two Ecuadorian Language Programs</td>
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### FRIDAY
- **9:30 am–11:15 am**
  - Maintaining Morale in Difficult Times
- **10:30 am–11:15 am**
  - Leadership Skills and Styles for Successful Intensive Program Administrators
- **10:30 am–12:15 pm**
  - Growing or Enhancing Your Program Based on Sound Development Decisions
- **11:30 am–12:15 pm**
  - Positive Language Program Administration in Times of Change
- **2:00 pm–2:45 pm**
  - Put Teachers in Charge of Self-Videotaping and Peer Observation
  - Understanding Perceptions of Revenue-Generating ESL Programs: A Case Study
- **2:00 pm–3:45 pm**
  - Engaging and Empowering Program Administrators: An Interactive Workshop
  - Engaging and Empowering Faculty in Times of Change
- **3:00 pm–4:45 pm**
  - Selling Your Program: How to Communicate Your Value to Stakeholders
  - Using Action Research Communities for IEP Professional Development

### THURSDAY
- **10:30 am–11:15 am**
  - Graphics and ELLs: Supporting Content-Area Comprehension and L2 Development
- **10:30 am–12:15 pm**
  - Teaching L2 Reading: What the Research Shows
- **12:30 pm–1:45 pm**
  - Family Literacy Practices of Chinese Visiting Scholars: A Case Study
  - Japanese College Learners’ Motivation for Reading English
  - Teaching Effective Reading Strategies to Facilitate Chinese Learners’ Reading Comprehension
- **1:00 pm–1:45 pm**
  - Academic Success Right From the Very Beginning With Trio Reading
  - Comprehension Out Loud: Collaborative Strategic Activities for Building Reading Skills
- **3:00 pm–4:45 pm**
  - Collaborative Reading and Student-Generated Projects: Deepening Analysis, Building Agency
  - Fiction vs Facts: Don’t Be a Hater, Be a Reader
  - Hands-On Comprehension Strategies for All Students
  - Scaffolded Reading for ESL Emergent Readers
  - Selective Attention of Effective L2 Readers: An Eye-Tracking Study
- **5:00 pm–5:45 pm**
  - Strategies to Encounter and Comprehend Complex Texts

### PSYCHOLINGUISTICS AND NEUROLINGUISTICS IN TESOL

#### THURSDAY
- **11:30 am–12:15 pm**
  - Accommodating for Working Memory: Engaging Students Without Overloading Them
  - Teaching L2 Reading: What the Research Shows
- **12:30 pm–1:45 pm**
  - Family Literacy Practices of Chinese Visiting Scholars: A Case Study
  - Japanese College Learners’ Motivation for Reading English
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  - Selective Attention of Effective L2 Readers: An Eye-Tracking Study
- **5:00 pm–5:45 pm**
  - Strategies to Encounter and Comprehend Complex Texts

#### FRIDAY
- **11:30 am–12:15 pm**
  - Colorín Colorado! Professional Development and Parent Resources for Pre-K-12 Educators
  - ELL Read-a-Thons: Feeling the Language and Performing the Written Word
  - Tackling the Text: Promoting Reading Engagement for Newcomers
  - Developing Critical Thinking Skills via Reading Comprehension in South Africa
  - Document Design 2.0: Creating Engaging and Enriching Documents
  - Evaluation of Extensive Reading Tracking With M-Reader Online Quizzes
  - Middle Grade Students With Limited and Interrupted Education: Literacy Exploration
  - Reading Strategies for Chinese Learners’ Reading Comprehension and Gender Difference
  - Translanguaging Libraries: Extensive Reading Spaces for Emergent Bilinguals
  - From Print to Digital: Using Metacognitive Strategies for Deeper Reading
REFUGEE CONCERNS

WEDNESDAY
10:30 am–11:15 am  Empowering Immigrant and Refugee Students With Identity, Voice, and Agency
11:30 am–12:15 pm  Discussion of Issues Regarding Students With Interrupted Education
1:00 pm–2:45 pm  Educating Refugee-Background Students: Adjustment, Literacy, and Equity
Prepares TESOL Educators to Address the Needs of Refugee Students
Refugees, Sectarian Strife, Community Building: ELT in Turkey and Congo
4:00 pm–4:45 pm  TESOL: Your Contribution to World Peace and Harmony

THURSDAY
9:30 am–11:15 am  Fostering Community Partnerships in Support of Refugee and Immigrant Students
11:30 am–12:15 pm  Using Authentic Texts to Help Refugees With Functional Literacy
11:30 am–1:45 pm  English Language Acquisition and Major Writing Systems
12:30 pm–1:45 pm  English Learning Motivation of Mainland Chinese Students in Hong Kong

FRIDAY
10:30 am–11:15 am  Issues and Challenges of Students With Interrupted Education
10:30 am–11:15 am  Students as Mentors With Refugees, Parents, and Other Students
The Syrian Refugee Crisis: Implications for ELT Professionals
2:00 pm–2:45 pm  Discovering America: Engaging Adult ELLs Through Cultural and Historic Simulations

SECOND LANGUAGE ACQUISITION

WEDNESDAY
11:30 am–12:15 pm  Dynamic Systems Perspectives on Individual Differences in L2 Listening Development
11:30 am–12:15 pm  Understanding Implied Meaning: What Factors Matter to “Get It”?
12:30 pm–1:45 pm  English Language Acquisition and Major Writing Systems
12:30 pm–1:45 pm  English Learning Motivation of Mainland Chinese Students in Hong Kong

THURSDAY
9:30 am–10:15 am  Supporting Networks for ELL Success: Resources and Approaches From WIDA
10:30 am–11:15 am  Perceptions of Saudi Females in Learning English in the States
1:00 pm–1:45 pm  “More Than a Native Speaker”: New Perspectives, New Edition
3:00 pm–3:45 pm  Using Actionable Data to Drive Instruction in the Classroom
4:00 pm–4:45 pm  Will Someone Please Teach Me to Read Before I Graduate?
4:00 pm–5:45 pm  Developing Autonomous Learners Through Language Advising: A Practical Guide

FRIDAY
12:30 pm–1:45 pm  Developing Students’ Efficient Listening Skills to Trigger Language Learning
Motivating ESL Learners Using Folktales

SECOND LANGUAGE WRITING/COMPOSITION

WEDNESDAY
9:30 am–10:15 am  Lexical Bundles in University Student Argumentative Essays: Use, Overuse, Misuse
Scholarship on L2 Writing in 2016: The Year in Review
10:30 am–11:15 am  Preparing EFL Students for Academic Writing in Graduate Programs
Promises and Challenges of Criterion Feedback in Writing Classes
11:30 am–12:15 pm  Peer Review Practices That Work
12:30 pm–1:45 pm  Automated Feedback, L2 Learner and L2 Writing: A Case Study
Ready or Not: Multilingual Writers’ Preparedness After FYW Courses
Teaching Writing to ELLs: Kindergarten Teachers’ Perceptions and Pedagogies
The Successful Writer’s Pyramid
Written Corrective Feedback: A Numbering System With Worksheets
Young Chinese EFL Students’ Home Literacy Experiences and Writing Development

RESEARCH/RESEARCH METHODOLOGY

WEDNESDAY
11:30 am–12:15 pm  Teachers’ U.S. Corpus

THURSDAY
9:30 am–11:15 am  Reflecting Forward: Critical Literacy in TESOL Research

FRIDAY
9:30 am–11:15 am  When Tragedy Strikes: Preparing Researchers for Unexpected Trauma During Fieldwork
5:00 pm–5:45 pm  When Teacher-Researchers Get Together, Engagement Becomes Empowerment
1:00 pm–1:45 pm  
Citations in L2 University Student Writing: Form, Function, and Stance  
Developing Sound and Ethical Placement for International L2 Writers  
Enhancing Research Competence Through Student Engagement in Academic Discourse Synthesis

1:00 pm–2:45 pm  
Argue, Contend, Exort: Teaching the Language of Argumentative Writing

2:00 pm–2:45 pm  
Empowering Students to Be Metacognitive Through Written Feedback

3:00 pm–3:45 pm  
Conference With Simultaneous Oral-Written Feedback (SOWF): Students’ Preferred Writing Response  
Effects of a Sociocognitive-Transformative Approach on CAF in Learners’ Essays  
Organizing a Writing Workshop for Graduate Students  
Wikis: Negotiating ESL Collaborative Creative Writing  
Interrogating Translingual Writing

4:00 pm–4:45 pm  
Research Informing a Methodological Approach  
Validating Focused Written Corrective Feedback

4:00 pm–5:45 pm  
Supporting Multilingual Writers Through Tutor Development: Becoming a Language Coach  
Teaching the Missing Link in University Writing: Reader-Writer Relationship

5:00 pm–5:45 pm  
Developing and Empowering ESL Writers Through Primary Research Projects  
Flipped Classroom 3.0: ESL Digital Collaborative Through Student-Created Multimedia Materials  
Is Plagiarism Stealing? Reconceptualizing Plagiarism in the Multilingual Writing Classroom  
Response to Student Writing as a Relationship-Building Activity

THURSDAY

9:30 am–10:15 am  
Aligning Plagiarism Policy and Practice in an Intertextual World  
ELLs’ Self-Regulated Writing Strategy Use During the Primary-Secondary Transition  
Enriching Understanding of Second Language Writers’ Identities Through Narrative Inquiry

10:30 am–11:15 am  
Publish in English or Perish

11:30 am–12:15 pm  
Teaching Nominalization Strategies in L2 Academic Composition

12:30 pm–1:45 pm  
Constructing Rhetorical Knowledge Through Disciplinary Writing Practices  
ESL Employees’ Perspectives on Writing Accuracy for the Workplace  
Improving Self-Correction in Student Writing

FRIDAY

9:30 am–10:15 am  
Using a Tracking Chart as Part of Process Writing Instruction  
What Is Flow and How Do Writers Achieve It?

9:30 am–11:15 am  
Teaching Teachers to Write: Assignments and Approaches in Preservice Programs  
What Writing Teachers Need to Know: Exploring Teacher Education Models  
What’s “Good Writing” in ESL and First-Year Composition Courses?

10:30 am–11:15 am  
Teaching and Responding to L2 Writing: What the Research Shows  
More Than Paraphrasing and Citing: The Rhetorical Functions of Referencing  
Motivating and Teaching Students to “Own” Their Writing  
The Emergence of Academic Language Among Advanced Learners

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<td>Bystanders Becoming Upstanders: Media Literacy Education for Secondary ELLs</td>
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<td>Improved EAP Writing in the Middle East: Developing Core Standards</td>
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<td>A Truly Authentic Audience: Editing and Writing on Wikipedia</td>
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<td>4:00 pm–4:45 pm</td>
<td>Engaging, Enriching, and Empowering L2 Writing Research Through Mixed Methods</td>
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<td>5:00 pm–5:45 pm</td>
<td>Filling in the Blanks: Addressing Teacher Underpreparedness in L2 Writing</td>
<td>4:00 pm–4:45 pm</td>
<td>LGBTQ+ Voices From the Classroom: Key Insights for ESL Teachers</td>
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<td>Purposeful Planning for Peacebuilding: Empowering Relational Engagement</td>
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<td>Queering the ESL Classroom: Strategies for Promoting Social Justice</td>
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<td>Teaching for Tolerance Through World Religions</td>
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<td>10:30 am–11:15 am</td>
<td>Arab, Jewish, and Christian Teens Learn Social Responsibility Together Online</td>
<td>11:30 am–12:15 pm</td>
<td>Empowering Teachers and Students Through Critical Culturally Responsive Teaching</td>
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<td>11:30 am–12:15 pm</td>
<td>Conversations About Identity: Promoting Critical Dialogue Amidst Double Consciousness</td>
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<td>Developing a Sustainability Module to Engage, Enrich, and Empower Students</td>
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<td>Service Learning in China for Hong Kong’s ELLs</td>
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**SOCIAL RESPONSIBILITY/SOCIOPOLITICAL CONCERNS**

**WEDNESDAY**

9:30 am–11:15 am Colonialism of the Mind: Challenges and Opportunities for Justice
9:30 am–11:15 am Queering the ESL Classroom: Strategies for Promoting Social Justice
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<td>1:00 pm–1:45 pm</td>
<td>Teaching English and Nonviolence Through Kairos Palestine</td>
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<td>2:00 pm–3:45 pm</td>
<td>The Impact of Homesickness on International Students</td>
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<td>4:00 pm–5:45 pm</td>
<td>Engaging, Enriching, and Empowering Learners Through Peacebuilding in ELT</td>
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<td>1:00 pm–1:45 pm</td>
<td>A Woman’s Place: The Story of Gender Inequality Through Verse</td>
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<td>11:30 am–12:15 pm</td>
<td>Language Learning: The Key to Unlocking New Standards for ELLs</td>
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<td><strong>SOcial Science</strong></td>
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<td><strong>Friday</strong></td>
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<td>10:30 am–11:15 am</td>
<td>Engaging Learners Through Classroom-Based Gamification Principles</td>
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<td><strong>Sociolinguistics</strong></td>
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<td><strong>Wednesday</strong></td>
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<td>10:30 am–11:15 am</td>
<td>Classroom Management of Floor: A Case Study on College ESL Students</td>
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<td>12:30 pm–1:45 pm</td>
<td>Auto-Input Processing in the Zone of Proximal Sociopragmatic Development</td>
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<td>12:30 pm–1:45 pm</td>
<td>Emerging Roles of English in Afghanistan</td>
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<td>4:00 pm–4:45 pm</td>
<td>Changing Conversation Norms and Their Impact on Oral Proficiency Development</td>
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<td><strong>Speaking/Pronunciation/Phonology/Listening</strong></td>
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<td>1:00 pm–5:00 pm</td>
<td>From Bystander to Active Participant: Interaction Strategies for Effective Communication</td>
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<td><strong>Tuesday</strong></td>
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<td>8:00 am–12:00 pm</td>
<td>Listen Again: Strategies for an Integrated Approach to Listening Skills</td>
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<td>9:00 am–4:00 pm</td>
<td>Essentials of Pronunciation Teaching and Learning</td>
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<td><strong>Standards, Common Core State Standards</strong></td>
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<td><strong>Tuesday</strong></td>
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<td>9:00 am–4:00 pm</td>
<td>Essential Practices for Meeting Common Core Standards in Diverse Classrooms</td>
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<td>Telling the Whole Story: Retelling Intervention With Young ELLs</td>
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<td>9:30 am–10:15 am</td>
<td>Putting the ELPS at Your Fingertips</td>
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<td>9:30 am–11:15 am</td>
<td>The Role of Academic Discourse in K–12 Standards-Based Instruction</td>
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<td>11:30 am–12:15 pm</td>
<td>Analyzing TESOL Programs: ESL Teacher Preparation in Changing Times</td>
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<td><strong>Task-Based, Project-Based Instruction</strong></td>
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<td>11:30 am–12:15 pm</td>
<td>Shaping Better Learners and Citizens Through Project-Based Learning</td>
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<td>12:30 pm–1:45 pm</td>
<td>Raising the Curtain: Revealing Authentic Language to Inspire Students</td>
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<td>2:00 pm–2:45 pm</td>
<td>A Synthesis of Project-Based Language Learning: Research-Based Teaching Ideas</td>
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<td>9:30 am–10:15 am</td>
<td>Developing Pragmatic Competence Through Task-Supported Language Teaching</td>
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<td>1:00 pm–1:45 pm</td>
<td>Selecting and Adapting Tasks for Adult Multilevel ESL Classes</td>
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<td><strong>Teacher Education</strong></td>
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<td>Ask Your Students: A Project for Introducing Teachers to Research</td>
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<td>Creating and Sustaining ELT Affiliates Across Africa: Problems and Possibilities</td>
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<td>Challenges of Latin America Teacher-Education: Contextualized Perspectives</td>
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<td>Language Teacher Identity in (Multi)lingual Educational Contexts</td>
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<td>International Students’ Religious Practices Conflicting With Classroom Practices: Teacher Awareness</td>
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<td>Teachers Without Borders: Empowering Teachers Through Online Mentoring and Training</td>
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<td>Using Authentic Classroom Case Studies in TESOL Teacher Education</td>
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<td><strong>Faculty Reflections</strong></td>
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<td>Metadiscourse and Identity Construction in a Teaching Philosophy</td>
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<td>Practicum 2.0: Engaging Online MA TESOL Students Through Practitioner Communities</td>
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<td>Responsive Mediation in Learning-to-Teach</td>
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Rwandan Teachers’ Perspectives on the Sudden Shift to English |
| 1:00 pm–1:45 pm | Adapting SIOP for Use in Evaluating Teacher Effectiveness                                      |
|               | Exposing Neuromyths and Empowering Teachers With Evidence-Based Teacher Education            |
| 1:00 pm–2:45 pm | Community Engagement: Enriching Student Experiences, Teacher Preparation, and Program Implementation  
Revisiting the Theory-Practice Divide in TESOL |
| 2:00 pm–2:45 pm | A Model for Integrating Service-Learning Into Teacher Education                                |
|               | Back to School: Examining Teacher Preparation Effectiveness From the Inside                   |
|               | Improving ELLs’ Learning by Enhancing Teachers’ Knowledge of Language                         |
|               | Listening to TESOL Voices: Insider Accounts of Classroom Life                                |
| 3:00 pm–3:45 pm | A Virtual Community of Practice for Teacher Trainers: Practical Impacts                       |
|               | Beyond Repeat After Me: Teaching Pronunciation With Imagination                               |
|               | Bringing the Applied Alive in an Online MA TESOL Program                                      |
|               | Enriching the TESOL Practicum Experience With an International Teaching Opportunity           |
| 3:00 pm–4:45 pm | Critical Reflective Inquiry in TESOL: Voices of Teacher-Scholars                              |
|               | Engaging With Diverse Contexts: Enriching Practices in Teacher Education Programs              |
| 4:00 pm–4:45 pm | Beyond Exit Tickets: Teaching Preservice Candidates Linguistic Assessment Techniques          |
|               | Dutch EFL Teachers’ Cognitions on Developing Students’ Digital Reading Skills                 |
|               | Flipped Learning in Online Teacher Education                                                  |
| 5:00 pm–5:45 pm | Establishing, Sustaining, and Facilitating Teacher Engagement in Professional Reading Groups |
|               |                                                                                              |
| **THURSDAY**  |                                                                                              |
| 9:30 am–10:15 am | Addressing ESOL Teacher Candidates’ Professional Dispositions: A Critical Incident Analysis  
Collaborating With Cuban TESOLers EFL Teacher Educators in the Chilean Educational Neoliberal System |
| 9:30 am–11:15 am | Advanced Teacher Training for Iraqi EFL Teachers                                             |
| 10:30 am–11:15 am | Teachers’ Emotion Labor and Plagiarism: Connecting Policies, Pedagogy, and Emotions          |
|               | The Graduate Experience at the New School: Innovation and Impact                            |

**CONTENT AREA INDEX**

**TUESDAY**

1:30 pm–1:45 pm | Key Considerations in Conducting Postobservation Conferences                              |
1:00 pm–1:45 pm | Rethinking Online Course Design to Enhance Interaction and Learning                    |
1:00 pm–2:45 pm | Supporting the Professional Growth of TESOL Supervisors                                  |
2:00 pm–2:45 pm | Win, Win, Win: TEFL Practicum as Study Abroad                                            |
2:00 pm–2:45 pm | Observational Practicum: A Stepping Stone to Praxis in TESOL                             |
3:00 pm–3:45 pm | The Lives of English Language Teachers: Universals and Particulars                       |
3:00 pm–4:45 pm | Understanding Teacher Motivation: Toward a Feasible Self                                  |
4:00 pm–4:45 pm | Value Added: What Hiring MIIS Graduates Offers Your Programs                              |
5:00 pm–5:20 pm | Every Picture Tells Their Story                                                          |
5:00 pm–5:45 pm | Engaging Multilingualism in ESOL Classrooms: Toward Culturally Linguistically Sustaining Pedagogy |

**WEDNESDAY**

12:30 pm–1:45 pm | Effectiveness of ELL Preparation Courses on In-Service Teachers’ Self-Efficacy            |
1:00 pm–1:45 pm | The Impact of Master’s Theses on EFL Teachers’ Professional Learning                      |
1:00 pm–2:45 pm | Lessons Learned From Designing and Implementing Large Professional Development Projects   |
2:00 pm–2:45 pm | A CPD Framework for the Design of Teacher Education Projects                               |
3:00 pm–3:45 pm | Reflective Practice in TESOL: An Appraisal                                               |
3:00 pm–4:45 pm | Language Teacher Education and Teacher Beliefs: A Synthesis of Research                   |
4:00 pm–4:45 pm | English Language Teacher Education Pathways, Self-Efficacy, and Preparedness              |
5:00 pm–5:20 pm | Using Young Adult Literature in the ESL Teacher Preparation Classroom                     |
5:00 pm–5:45 pm | Engaging in Evidence-Based Reflective Practice Using Online Tools                         |

**FRIDAY**

12:30 pm–1:45 pm | Coteaching as a Tool to Empower Student Teachers                                           |
1:00 pm–1:45 pm | Observational Practicum: A Stepping Stone to Praxis in TESOL                             |
1:00 pm–2:45 pm | Supporting the Professional Growth of TESOL Supervisors                                  |
2:00 pm–2:45 pm | Win, Win, Win: TEFL Practicum as Study Abroad                                            |
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5:00 pm–5:20 pm | Every Picture Tells Their Story                                                          |
5:00 pm–5:45 pm | Engaging Multilingualism in ESOL Classrooms: Toward Culturally Linguistically Sustaining Pedagogy |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:00 am-9:00 am</td>
<td>Perils or Promises: Education in the Age of Smart Machines</td>
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<tr>
<td>9:30 am-10:15 am</td>
<td>Not “Just Good Teaching”: Professional Development for Teacher Educators</td>
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<td>The Making of a Teacher: Identity Construction of Preservice Teachers</td>
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<tr>
<td>9:30 am-11:15 am</td>
<td>Reflection 2.0: Empowering Pre- and In-Service Instructors</td>
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<tr>
<td>10:00 am-10:45 am</td>
<td>Pedagogy and Practice for Online English Language Teacher Education</td>
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<tr>
<td>10:30 am-11:15 am</td>
<td>Enhancing Your Class Through Coteaching as a Professional Development Tool</td>
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<td>Language Teacher Identity Development: MA TESOL Students’ Future Selves</td>
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<td>Mediating Moves of Expert Online Teacher Educators</td>
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<tr>
<td>11:00 am-11:45 am</td>
<td>New Ways of Teaching With Humor to Enrich Your Classroom</td>
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<tr>
<td>11:30 am-12:15 pm</td>
<td>Case-Based Pedagogy in L2 Teacher Education: An Effective Sociocultural Approach</td>
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<td>Designing Effective Practice Teaching Opportunities in Short-Term Certificate Programs</td>
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<td>Engaging Preservice Teachers of ELLs in Reflection to Enrich Practice</td>
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<td>Teacher Quality Circle: Collaboration for Enhanced Teaching Practice</td>
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<tr>
<td>12:30 pm-1:45 pm</td>
<td>Developing Preservice Language Teachers’ Expertise and Confidence Through Service Learning</td>
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<td>Developing Student-Teachers’ Identity, Learning, and Social Justice in Community-Based Learning</td>
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<td>More Than Meets the Eye: Perspectives in Lesson Observations</td>
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<tr>
<td>1:00 pm-1:45 pm</td>
<td>Developing and Running a High-Quality TESL/TEFL Certificate Program</td>
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<td>Empowering Teacher Education Across Cultures: Observation-Based Training With Ethnographic Video</td>
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<td>Online TESOL Methods Coursework: Engaging, Enriching, Empowering Future ESOL Teachers</td>
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<td>1:00 pm-2:45 pm</td>
<td>Enriching TESOL Practica With Alternatives to “Counting Hours”</td>
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<tr>
<td></td>
<td>TESL 2.0: Empowering Teacher Educators to Teach Online TESOL Courses</td>
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<td>2:00 pm-2:45 pm</td>
<td>“Need to know”: Knowledge Generations in English Language Teaching</td>
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<td>Professional Development on a Shoestring</td>
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<td>SLA Theories and MA TESOL Students’ Needs</td>
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<td>3:00 pm-3:45 pm</td>
<td>Designing Teacher Education Materials That Empower Teacher Learning</td>
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<td>3:00 pm-4:45 pm</td>
<td>Developing Practical Mentorship Models for Online Teacher Training Courses</td>
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<td>4:00 pm-4:45 pm</td>
<td>Gauging the Effect of TESOL Expertise on Learner Outcomes</td>
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<tr>
<td>5:00 pm-5:45 pm</td>
<td>Empowering Teacher Educators and Novice Teachers Through ELL Core Practices</td>
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</tbody>
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**TEACHING METHODOLOGY AND STRATEGY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am-11:15 am</td>
<td>10 Steps to Flip the English Language Classroom</td>
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<tr>
<td></td>
<td>Enacting Authentic Academic Talk Through Instructional Conversation</td>
</tr>
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<td>Strategies to Motivate, Engage, and Empower Your Language Learners</td>
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<tr>
<td>11:30 am-11:50 am</td>
<td>Note-Taking Strategies in Modern Classrooms</td>
</tr>
<tr>
<td>11:30 am-12:15 pm</td>
<td>Examining the Literature: Moving From Research to Practice</td>
</tr>
<tr>
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<td>From Chaplin to Minions: Teaching Nonverbal Communicative Competence Through Film</td>
</tr>
<tr>
<td>12:30 pm-1:45 pm</td>
<td>Why Students’ Feedback Is Better Than Teacher’s: Successful EFL Experience</td>
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<tr>
<td>1:00 pm-2:45 pm</td>
<td>Mind/Brain/Education in ESL/EFL</td>
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<td>2:00 pm-2:45 pm</td>
<td>From EFL to ESL: Helping Learners Bridge the Communicative Gap</td>
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**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>Fostering Academic Interactions Among Elementary ELLs: One District’s Journey</td>
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<tr>
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<td>Make the Best of Your Class With an In-Class Flip!</td>
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<td>Microteaching for Classroom Management: Impromptu Challenge</td>
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<td>Say More: Strategies to Support Sustained Student Interaction</td>
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<tr>
<td>10:30 am-11:15 am</td>
<td>A Little Help From My Friends: Peer Feedback for Speaking</td>
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<tr>
<td>12:30 pm-1:45 pm</td>
<td>Building Comprehension and Meaning Through Key Concepts and Key Terms</td>
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<td>Changes in language Program Design: Challenges and Weaknesses</td>
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<tr>
<td>12:30 pm-1:45 pm</td>
<td>The Music¨ Model of Student Motivation: Strategies for Instruction</td>
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<td>Vocabulary Development Using the Four Levels of Knowledge Model</td>
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<td>You and Meme: Using Memes to Engage Your ELLs</td>
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<tr>
<td>1:00 pm-1:45 pm</td>
<td>APA Formatting Stinks: Students Taste Success With Multisensory Strategies</td>
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<td>2:00 pm-3:45 pm</td>
<td>Content-Based Flipped English for Lower-Intermediate Learners</td>
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<tr>
<td>3:00 pm-4:45 pm</td>
<td>Can Communicative Tasks Increase EFL Students’ English Self-Efficacy?</td>
</tr>
</tbody>
</table>

**CONTENT AREA INDEX**
### FRIDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 am–11:15 am</td>
<td>How to Design and Implement a Jigsaw Reading Activity</td>
</tr>
<tr>
<td>11:30 am–12:15 pm</td>
<td>Infographics to Engage, Enrich, and Empower Students and Teachers</td>
</tr>
<tr>
<td>12:30 pm–1:45 pm</td>
<td>5 Ways to Make English Language Classrooms Brain-Friendly</td>
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<td>Data-Driven Learning (DDL) for Teaching Vocabulary and Grammar</td>
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<td>Dynamic Written Corrective Feedback’s Role in Enriching Multilingual Student Writing</td>
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<td>Exploring Social Justice With Literature and Writing: Curriculum and Rationale</td>
</tr>
<tr>
<td>2:00 pm–2:45 pm</td>
<td>Transcription: Engaging Learners at the Intersection of Listening and Reading</td>
</tr>
<tr>
<td>3:00 pm–4:45 pm</td>
<td>How Dramatic! Critical Role-Play and Simulation Activities</td>
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<tr>
<td>4:00 pm–4:20 pm</td>
<td>10 Ways to Activate Your Textbook</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>Methodology for Teaching English to Children in the Global South</td>
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<td>Using Collaborative Teaching and Reflecting to Enrich Learning</td>
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</tbody>
</table>

### TECHNOLOGY IN EDUCATION

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>TUESDAY</td>
<td>8:00 am–12:00 pm</td>
<td>Teaching and Learning 2.0: Developing Engaging, Enriching, and Empowering Lessons</td>
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<td>1:00 pm–5:00 pm</td>
<td>Engagement, Standards, and Hour of Code for Language Teachers</td>
</tr>
</tbody>
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### VOCABULARY/LEXICON

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>TUESDAY</td>
<td>8:00 am–12:00 pm</td>
<td>A Lexical Look at Writing Instruction: Empowering the Reluctant Writer</td>
</tr>
<tr>
<td></td>
<td>1:00 pm–5:00 pm</td>
<td>Extensive/Intensive Sociocultural Vocabulary Teaching Strategies</td>
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<td>For Lexical Depth/Breadth</td>
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<tr>
<td>WEDNESDAY</td>
<td>9:30 am–12:15 pm</td>
<td>Teaching and Assessing Vocabulary: What the Research Shows</td>
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<tr>
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<td>10:30 am–11:15 am</td>
<td>Breadth of Vocabulary Thresholds Supporting Postsecondary Reading and Writing</td>
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<td>Incidental Vocabulary Learning Through Watching Movies</td>
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<td>Using Visual Mnemonics to Differentiate Commonly Confused Words</td>
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<td>12:30 pm–1:45 pm</td>
<td>Vocabulary Building for All Ages Using Color</td>
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<td>3:00 pm–3:45 pm</td>
<td>Enriching Vocabulary Learning Through the Involvement Load Hypothesis</td>
</tr>
</tbody>
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### WORLD ENGLISHES

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>THURSDAY</td>
<td>5:00 pm–5:45 pm</td>
<td>Development and Validation of the EIL Awareness Measurement Questionnaire (EAMQ)</td>
</tr>
</tbody>
</table>

### WRITING/COMPOSITION

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>5:00 pm–9:00 pm</td>
<td>Teaching Writing in the ESOL Classroom: Handling the Workload</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>9:00 am–4:00 pm</td>
<td>Enriching Learning, Saving Time: Designing Effective Academic Writing Courses</td>
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<td>MONDAY</td>
<td>5:00 pm–9:00 pm</td>
<td>Using Songs and Music to Teach ESL/EFL</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>8:00 am–12:00 pm</td>
<td>Building Educational Communities of Inclusion: Cultural Proficiency and Equity</td>
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<td>1:00 pm–5:00 pm</td>
<td>Citation Approaches: Selection and Integration of Sources</td>
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<td>The GO TO Strategies: Guiding Teachers to Scaffold Content Language</td>
</tr>
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<td>5:30 pm–7:00 pm</td>
<td>Power and empowerment: An urban Indian’s comic, poetic, and highly irreverent look at the world</td>
</tr>
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<td>WEDNESDAY</td>
<td>3:00 pm–3:45 pm</td>
<td>A Language-Based Approach to Content Instruction: Scaffolding in K-12</td>
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<td>4:00 pm–4:45 pm</td>
<td>Personal Accounts: U.S. Department of State’s English Language Programs’ Impact</td>
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<td>4:00 pm–5:45 pm</td>
<td>A Memorial Panel on the Life and Legacy of Braj Kachru</td>
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<td>THURSDAY</td>
<td>9:30 am–10:15 am</td>
<td>Open Educational Resources: Improving Access to Education Worldwide</td>
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<td>2:00 pm–2:45 pm</td>
<td>Using Corpora for Engaging Language Teaching: Effective Techniques and Activities</td>
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<td>3:00 pm–3:45 pm</td>
<td>Developing Learner Resources Using Corpus Linguistics</td>
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<td>Engaging in Motivational Teaching Practices</td>
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<td>Exploring the Teaching of Speaking</td>
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<td>From the Classroom to the Wider World</td>
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<td>Getting Your Work Published</td>
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<td>How Does Your IEP Reflect the Needs of Your Stakeholders?</td>
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<td>Integrating Content and Language: A Flexible Architecture</td>
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<td>Second Language Teacher Education</td>
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<tr>
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<td>Seeking Welfare in TESOL: Social and Individual Engagement</td>
</tr>
<tr>
<td>SATURDAY</td>
<td>8:00 am–12:00 pm</td>
<td>Inclusion and Diversity in the Adult Education Classroom: Valuing the Differences</td>
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<tr>
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<td>Instructional Strategies for Teaching Nonliterate and Low-Literate Adults</td>
</tr>
</tbody>
</table>

Sociolinguistics and Pronunciation Teaching
Teacher Development Through Teachers’ Associations: Lessons From Africa and Beyond
Teaching Genres to Secondary and University Students
The Summit on the Future of the TESOL Profession Overview
EFL Learners Empowered Through CALL Diversity Collaborative Networking
Keeping Our Teaching Practice Vital: Learning to Think Differently

Multicultural Capital: Connecting People, Families, and Work in the 21st Century
Raising Environmental Awareness With University Writing Activities and Group Projects
Bridging Language Testing and Assessment in the Classroom
Inquiry Supported Content-Based English Language Teaching and Writing
Integrating Humor Into the L2 Classroom: How and Why
Language Planning: What Is It? Can and Do Teachers Do It?
Learning to Lead in Language Education
Multiple Literacies in Practice
 Pronunciation Pedagogy and Teacher Development in TESOL
Raciolinguistics and Language Teacher Identity
Reflective Practices for Language Teachers
Teaching Grammar Constructions for Speaking and Writing
The Power of Identity and Ideology in TESOL
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A mi hermanita le gusta peinarse como yo.

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