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WEDNESDAY

Wide Angle
Real Life Pragmatics
March 13
12:00 – 12:45 PM
A310

Naoko Taguchi
Tamara Jones

THURSDAY

Mastering the Vocabulary of School
Insights from Research and Practice
March 14
10:30 – 11:15 AM
A402

Marlise Horst

THURSDAY

Digital Literacy
Bringing the World Together

Colin Ward
March 14
4:00 – 4:45 PM
A407

FRIDAY

Teach the Learners – Not the Book!

Jayme Adelson-Goldstein
March 15
3:00 – 3:45 PM
A408

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TESOL: THE LOCAL-GLOBAL NEXUS

Every year, thousands of TESOlers across borders, time zones, languages, and cultures travel to their intellectual and professional home—TESOL International Convention & English Language Expo. Thank you for being one of them this year, and joining the international community of English language teaching professionals for our 53rd annual gathering. Welcome (back) home!

With four keynotes; 30 Preconvention Institutes; four educational site visits; forums for doctoral and master’s students; affiliate workshop and assemblies; 33 Teas With Distinguished TESOlers; 135 poster sessions; more than 900 educational sessions, including 14 invited speaker sessions; and a PreK–12 Day with 25 sessions, there is something for everyone!

In the next four full days, you will experience what makes TESOL unique as an association, profession, and inquiry—and you will learn what TESOL, in all these capacities, is about:

• Sharing a global intellectual and professional space with teachers, administrators, researchers, and advocacy leaders who bring unique experience and expertise in various localities.
• Learning more and contributing to TESOL’s fundamental work in the areas of advocacy, professional development, research, and standards.
• Forging new pathways, understandings, partnerships, and solutions for language education and policy within and beyond borders.
• Transforming lives, communities, and the English language teaching profession through a common vision of collaboration, innovation, and excellence.
• Leaving with new ideas, strategies, questions, and more importantly, a heightened sense of professionalism to be taken back to individual teaching settings.

On behalf of the 2019 Convention Team and the local co-chairs and team leaders, we invite you to take advantage of all that TESOL 2019 has to offer. While you’re here, don’t forget to save some time and energy to enjoy what the city of Atlanta and the Southeastern United States offers you. Get ready to inspire others and be inspired. The future is here, and it is you!

Ali Fuad Selvi
2018–2019 Conferences Professional Council Chair
Sistema de evaluación de la lectura is based on The Fountas & Pinnell Benchmark Assessment System, Third Edition and specially reconstructed for Spanish in collaboration with bilingual literacy experts.

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TESOL 2019 WEEK AT A GLANCE

All events listed here are located in the Georgia World Congress Center (GWCC) unless otherwise noted(*)

REGISTRATION HOURS
Monday .......... 3 pm–6 pm
Tuesday ............ 7 am–5 pm
Wednesday . . . . 6:30 am–4:30 pm
Thursday . . . . . 6:30 am–4:30 pm
Friday . . . . . . . 6:30 am–12:30 pm

EXHIBIT HOURS
Wednesday . . 9:15 am–5:30 pm
Thursday . . . 8:30 am–5:30 pm
Friday . . . . 8:30 am–3:30 pm

RECRUITER PAVILION
Wednesday . . 9:15 am–5:30 pm
Thursday . . . 8:30 am–5:30 pm
Friday . . . . 8:30 am–3:30 pm

MONDAY, 11 MARCH 2019
9 am–9 pm Preconvention Institutes+
(various times)

TUESDAY, 12 MARCH 2019
8 am–12 pm Educational Site Visits+
8 am–5 pm Preconvention Institutes+
(various times)
8:30 am–4:45 pm Doctoral Research Forum+*
8:30 am–4:45 pm Master’s Student Forum+*
3:30 pm–5 pm Reception for New Members & First-Time Attendees
5:30 pm–7 pm Opening Keynote: K. David Harrison

WEDNESDAY, 13 MARCH 2019
8 am–9 am Presidential Keynote: Luciana C. de Oliveira
9:15 am–12:45 pm Dedicated English Language Expo time
12:30 pm–1:45 pm Poster Sessions
3 pm–3:45 pm Tea With Distinguished TESOLers+*
4 pm–5 pm Town Meeting*
5 pm–6:30 pm Interest Section Open Meetings*
6:45 pm–8:15 pm Interest Section Open Meetings*

THURSDAY, 14 MARCH 2019
8 am–9 am James E. Alatis Plenary: Anneliese A. Singh
11:15 am–12:45 pm Affiliate Colloquium*
12:30 pm–1:45 pm Poster Sessions
1 pm–2:45 pm Interest Section Assembly*
3 pm–3:45 pm Tea With Distinguished TESOLers+*

FRIDAY, 15 MARCH 2019
8 am–9 am Friday Keynote: Pedro Noguera
12:30 pm–1:45 pm Poster Sessions
3 pm–3:45 pm Tea With Distinguished TESOLers+*
5 pm–6:15 pm TESOL Annual Business Meeting*
7 pm–8:30 pm TESOL’s Closing Celebration**

SATURDAY, 16 MARCH 2019
8 am–5:15 pm PreK–12 Day+

Concurrent and exhibitor sessions are Wednesday, Thursday, and Friday beginning at 7 am each day, with the last session starting at 5 pm.
+ Ticketed Event
* Omni Hotel
** Georgia World Aquarium

TESOL 2019 sessions are held at the Georgia World Congress Center (GWCC) or the Omni Hotel.
ABOUT TESOL

For more than 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 approximately 10,000 members in more than 150 countries, and more than 110 affiliate associations worldwide, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community where professionals 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, 12 March, 3:30 pm–5 pm
Georgia World Congress Center, A411

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 and 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 Convention.
• **WIN** something! A drawing will be held at the end of the reception for some special TESOL prizes.

The Reception for New Members and First-Time Attendees is sponsored by:

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TESOL ORGANIZATIONAL MEETINGS 2019

All events listed here are located in the Omni unless otherwise noted (*).

TUESDAY, 12 MARCH
8:30 am–9:30 am  Professional Council Chairs Meeting  A313/314*
9:30 am–11:30 am Leadership Forum  A313/314*
1 pm–3 pm  Interest Section Steering Committee Meetings  A302* and Committee Meetings  various
1 pm–5 pm  TESOL Professional Council and Committee Meetings
1:30 pm–5 pm  Affiliate Leaders’ Workshop  B401*

WEDNESDAY, 13 MARCH
11 am–12:45 pm  Interest Section Leadership Meeting  International Ballroom F
1 pm–3 pm  Affiliate Communications Workshop  Dogwood B
4 pm–5 pm  Town Meeting  International Ballroom E

This meeting will be led by TESOL President Luciana de Oliveira and attended by the Board of Directors and the Executive Director. The meeting provides a forum for the membership to ask questions about TESOL’s professional activities and offer comments and suggestions relating to current and upcoming activities.

INTEREST SECTION OPEN MEETINGS
5 pm–6:30 pm  Applied Linguistics  Chestnut
English for Specific Purposes  Hazelnut
Intensive English Programs  Pecan
Intercultural Communication  Juniper
“Nonnative” English Speakers in TESOL  Magnolia
Program Administration  Cypress
Refugee Concerns  Sycamore
Second Language Writing  Hickory
Social Responsibility  Walnut
Supporting Students With Disabilities  Dogwood B
Adult Education  Sycamore
Bilingual Education  Magnolia
Computer-Assisted Language Learning  A315*
English as a Foreign Language  Chestnut
Higher Education  Walnut
International Teaching Assistants  Cypress
Materials Writers  Hickory
Pre-K–12  Juniper
Speech, Pronunciation, and Listening  Pecan
Teacher Education  Hazelnut

THURSDAY, 14 MARCH
10 am–11 am  Affiliate Assembly  International Ballroom C
11 am–12 pm  IS Newsletter Editor/myTESOL Information Session  Cottonwood B
11:15 am–12:45 pm  Affiliate Colloquium  International Ballroom C

FRIDAY, 15 MARCH
5 pm–6:15 pm  Annual Business Meeting  International Ballroom D

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.

*GWCC
**TESOL AWARDS, HONORS, AND GRANTS**

TESOL 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
- Betty Azar Travel Grants for Practicing ESL/EFL Teachers presented by Betty Azar
- 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
- Ron Chang Lee Award for Excellence in Classroom Technology
- Rosa Aronson TESOL Professional Learning Scholarships
- Ruth Crymes TESOL Academies Fellowships
- Ruth Crymes TESOL Fellowship for Graduate Study
- TESOL Award for an Outstanding Paper on NNEST Issues presented by Eastern Carolina University
- TESOL Award for Distinguished Research
- TESOL Teacher of the Year Award presented by National Geographic Learning
- TESOL Awards for International Participation at TESOL presented by ETS TOEFL
- TESOL Leadership Mentoring Program
- TESOL Outstanding Advocate Honor
- TESOL Presidents’ Award
- TESOL Professional Development Scholarships
- TESOL Research Mini-Grants
- TESOL Virginia French Allen Award
- TESOL/TEFL Travel Grant
- Tina B. Carver Fund
- University of Pittsburgh Travel Grant for IEP Students presented by the University of Pittsburgh

**DID YOU KNOW?**

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

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

OPENING KEYNOTE
K. DAVID HARRISON
Tuesday, 12 March 2019
5:30 pm–7 pm
Endangered Languages
Half the world’s languages are endangered and may go extinct in this century. Their loss will have dire consequences not only for their speakers, but also for culture, science, and the environment. This presentation demonstrates how indigenous speakers and linguists are working to sustain languages through technology and digital activism.

K. David Harrison, anthropologist and linguist, has documented endangered languages and cultures through extensive fieldwork with indigenous communities from Siberia and Mongolia to Peru, India, and Australia. His work has been featured in numerous publications, including The New York Times and Science. David is a professor of linguistics and associate provost for academic programs at Swarthmore College.

PRESIDENTIAL KEYNOTE
LUCIANA C. DE OLIVEIRA
Wednesday, 13 March 2019
8 am–9 am
Developing Expertise in TESOL: Local-Global Considerations
As language teachers and teacher educators, we are constantly going back and forth between the local and the global with regards to the English language. What expertise do English teachers need to develop to teach English as a global language while considering the diverse forms, norms, functions, and uses defined by local dynamics and necessities?

Luciana C. de Oliveira is president (2018–2019) of TESOL International Association. She is professor and chair in the Department of Teaching and Learning at the University of Miami. Her research focuses on issues related to teaching emergent to advanced bilingual students at the K–12 level; she is the author or editor of 21 books and more than 180 publications.

The Opening Keynote is sponsored by National Geographic Learning

2019 TESOL International Association China Assembly
English Education in China: a New Era, a Shared Vision
The 2019 TESOL International Association China Assembly, organized by China Daily in partnership with TESOL International Association, Shanghai International Studies University and Hangzhou Municipal Government, is a high-level international English language teaching (ELT) event in China. It aims to promote scholarship and cross-cultural understanding among English educators in China, and to enhance dialogue between China’s ELT professionals and their peers worldwide.

The earlier you register, the more you save!

Registration
To register, scan the QR code on the right or visit tesol.i21st.cn

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100+ Sessions

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KEYNOTE SPEAKERS, CONTINUED

JAMES E. ALATIS PLENARY
ANNELIESE A. SINGH
Thursday, 14 March 2019
8 am–9 am
Everyday Teaching, Everyday Liberation: Building the Beloved Community as Educators

Now more than ever, educators are faced with opportunities to challenge everyday injustice both within and outside of their classrooms. Dr. Singh shares how to make words like diversity, equity, and inclusion really matter in our teaching and connect these efforts to larger liberation movements around the world.

Anneliese A. Singh is associate dean of diversity, equity, and inclusion and professor of counseling psychology at the University of Georgia. Dr. Singh founded the Georgia Safe Schools Coalition and Trans Resilience Project; her work is guided by her experiences as a queer, mixed-race South Asian and Sikh, by Dr. King’s vision of the beloved community, and Audre Lorde’s guidance that “without community, there is no liberation.”

FRIDAY KEYNOTE
PEDRO NOGUERA
Friday, 15 March 2019
8 am–9 am
The Power of Language, the Language of Power

This presentation examines the ways immigrant students and ELLs are being affected by the current political climate, and it explores what educators can do to promote peace and pluralism as we attempt to prepare our students for the uncertainties of life in the 21st century.

Pedro Noguera is a distinguished professor of education at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions and by demographic trends in local, regional, and global contexts. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on many U.S. national news outlets.

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The American Federation of Teachers is proud to sponsor the TESOL International Convention as it brings together champions of children and youth to advance the profession of teaching English to speakers of other languages.

Across the nation, the AFT’s 1.7 million members are working with parents and community partners on projects that embody the four pillars of powerful public schools: advancing children’s well-being, supporting learning, building teacher capacity and fostering cultures of collaboration.

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

Guiding Children to Fall In-Love with English

As a leading online education company, Qkids is committed to providing students age 4 to 12 with high-quality teaching services by teachers from North America. Qkids has won public praise among students and parents due to its outstanding teachers, innovative teaching platform, systematic curriculum and considerate service.

Qkids English now has accumulated 15,000 registered teachers and 500,000 students. In Chinese culture, “Jiuqu” (Chinese name of Qkids) means everlasting, immersive and interesting language learning state. This is the educational concept that Qkids consistently promotes for students. Qkids aims to provide excellent educational resources all over the world to ensure that every student can grow to become a global citizen in the new era.

https://www.youtube.com/c/QkidsTeacher
https://www.instagram.com/qkids_teachwithus
https://www.facebook.com/JoinQkids
https://twitter.com/Qkids
TESOL IN FOCUS

What initiatives is your association spearheading to advance the field? Learn more about special projects and other initiatives at these special sessions sponsored by TESOL.

MONDAY, 11 MARCH
• The 6 Principles: Training of Trainers
  PRESENTERS: Linda New Levine, Ann Feldman
  1 pm–5 pm (Ticketed Event)

WEDNESDAY, 13 MARCH
• TESOL National Recognition Through CAEP
  PRESENTER: Anita Bright
  9 am–10 am; Omni, Chestnut

• An Overview of TESOL Standards
  PRESENTER: Members of the TESOL Standards Professional Council
  12:30 pm–1:45 pm; GWCC, Poster Session Area, Expo Hall

• Reflecting on Professional Development
  PRESENTER: Thomas S.C. Farrell
  2 pm–2:45 pm; Omni, International Ballroom D

• Applying The 6 Principles for Exemplary Teaching of English Learners
  PRESENTERS: Deborah Short, Linda New Levine
  2 pm–3:45 pm; Omni, Grand Ballroom D

• How to Get Published in TESOL and Applied Linguistics Serials
  PRESENTERS: Peter De Costa, Charlene Polio
  2 pm–4 pm; Omni, International Ballroom B

• Whats and Hows of Visual Design in Teacher-Made Materials
  PRESENTER: Gabriela Kleckova
  3 pm–3:45 pm; Omni, International Ballroom A

• 2018 Revised Standards for TESOL Pre-K–12 Teacher Preparation Programs
  PRESENTER: Anita Bright
  3 pm–3:45 pm; GWCC, A410

THURSDAY, 14 MARCH
• An Overview of TESOL Standards
  PRESENTER: Members of the TESOL Standards Professional Council
  12:30 pm–1:45 pm; GWCC, Poster Session Area, Expo Hall

• The 6 Principles for Adult Learners
  PRESENTERS: Deborah Short, Andrea Hellman, Kathy Harris, Amea Wilbur, Sherry Blok, Robyn Brinks Lockwood, Georgios Komпас
  9:30 am–11:15 am; Omni, International Ballroom A

• What School Leaders Need to Know About The 6 Principles
  PRESENTER: Jan Dormer
  1 pm–1:45 pm; Omni, International Ballroom A

FRIDAY, 15 MARCH
• Supporting ELs With Exceptional Needs
  PRESENTERS: Patricia Rice Doran, June Lucas Zillich
  10 am–10:45 am; Omni, International Ballroom A

• Navigating the Intercultural Classroom: Culture as Awareness and Practice
  PRESENTER: Tuula Lindholm
  11 am–11:45 am; Omni, International Ballroom A
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ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASE

Visit us for ideas on technology and language learning! For more information on any of these sessions, see the 2019 TESOL CALL-IS Electronic Village and Technology Showcase Events Program Book included in your TESOL convention bag.

The TESOL Computer-Assisted Language Learning Interest Section welcomes you to the Electronic Village and Technology Showcase

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 computer-assisted language learning (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.

The Electronic Village (EV) and the Technology Showcase are hosted by the CALL Interest Section (IS). The Technology Showcase features presentations that are open for all to attend. The EV is open to attendees who have purchased an EV Pass (US$10), available on-site at registration or at the EV.

EV EVENTS COORDINATOR
Claudio Fleury, Casa Thomas Jefferson, Brasilia, Brazil

EV MANAGERS
Andy Bowman, Wichita State University, Kansas, USA
Sam Adams, Temple University, Pennsylvania, USA
Claudio Fleury, Casa Thomas Jefferson, Brasilia, Brazil

ELECTRONIC VILLAGE EVENTS (EV pass required)
• CALL for Newcomers: Learn CALL basics from experts and enhance your teaching with computer resources in this 75-minute hands-on introduction to CALL.
  COORDINATORS: Ellen Dougherty, José Antônio Da Silva

• Ask Us: Advice for CALL: This session helps attendees who wish to explore and learn about using technology, computers, software, and websites, or practice what they have learned in EV workshops. Our CALL expert volunteers are available to answer questions and share expertise in incorporating CALL into the ESL/EFL curriculum.
  COORDINATORS: Tom Robb, Taira Nieves

• Electronic Village Technology Fairs: Explore ways to use CALL in your classroom from presenters stationed around the EV computer lab space. Discover how your colleagues use the online materials and the latest technologies. Ask questions and get hands-on experience. This event offers multiple presentation times focusing on presentations of interest to specific ISs. EV Technology Fair themes include mobile devices, self-access technology, and classroom use.
  COORDINATORS: José Antônio Da Silva, Marta Halaczkiewicz

• 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: Maria Tomeho-Palermino, Sam Adams

• EV Mini-Workshops: Get hands-on practice using a software application or internet-based resource in a small-group workshop format with a tech subject-matter expert. Space is limited, so stop by the EV early to sign up and receive your workshop ticket.
  COORDINATORS: Sandy Wagner, James May, Heather Benucci, Abraham Reshad

TECHNOLOGY SHOWCASE EVENTS (open to all)
The Technology Showcase features Hot Topics presentations on a variety of open educational resources, as well as highlights of the Electronic Village Online (EVO), Graduate Student Research Panels, the Developers’ Showcase, and Mobile Apps for Education presentations. Many Technology Showcase sessions will be webcast.

• Mobile Apps for Education: The Mobile Apps for Education Showcase session provides English language teachers with the opportunity to demonstrate pedagogical uses for their favorite mobile apps.
  COORDINATORS: Audra Anjum, Ellen Dougherty

• Hot Topics Sessions: These panels cover topics that are current in the field of CALL. Panelists share research around themes such as the role of technology and digital identity.
  COORDINATOR: Christine Sabieh

• 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.
  COORDINATORS: Andy Bowman, Claire Bradin Siskin

On the Cutting Edge: Graduate Student Panels
These panels are an opportunity for graduate students to share their research with others in the field.
  COORDINATOR: Stephanie Korslund

CALL-IS Academic Sessions (Room A315 at GWCC)
CALL-IS Academic Session (with Video PLN)
  SMALL: Research, Practice, Impact of Social Media–Assisted Language Learning
  COORDINATORS: Jennifer Meyer, Maria Tomeho-Palermino

InterSection (CALL-IS with EElS)
Open Educational Resources in K–12 Education: Balancing the Nexus of Infinite Possibilities With Instructional Efficiency
  COORDINATORS: Jennifer Meyer, Maria Tomeho-Palermino

InterSection (organized by AEIS with CALL-IS and Video PLN)
The Blended Learning Classroom and the ESL Teacher
  COORDINATORS: Jennifer Meyer, Maria Tomeho-Palermino

Hot Topics: Public Speaking Skill Development Online
  COORDINATOR: Christine Sabieh

Find out how to view live and archived CALL-IS hosted presentation webcasts at callis2019.pbworks.com
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# Electronic Village and Technology Showcase

**2019 Electronic Village (EV) Schedule at a Glance (Expo Hall)**

An EV pass (US$10) is available when you register on-site or at the EV.

<table>
<thead>
<tr>
<th>Times</th>
<th>Wednesday, 13 March</th>
<th>Thursday, 14 March</th>
<th>Friday, 15 March</th>
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</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td></td>
<td>Ask Us: Free Advice 8:30-9:00 am</td>
<td>Ask Us: Free Advice 8:30-9:00 am</td>
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<tr>
<td>9:00 am</td>
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<td>EV Mini-Workshop† 9:00 am–10:30 am</td>
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<td>10:00 am</td>
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<tr>
<td>10:30 am</td>
<td>Technology Fair: Mobile Access* 10:30 am–11:20 am</td>
<td>Technology Fair: Classroom Tools* 10:30 am–11:20 am</td>
<td>Technology Fair: Classics 10:30 am–11:20 am</td>
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<td>EV Mini-Workshop† 12:30 am–2:00 pm</td>
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<tr>
<td>2:00 pm</td>
<td>Technology Fair: Self-Access* 2:10 pm–3:00 pm</td>
<td>Technology Fair: Classics 2:10 pm–3:00 pm</td>
<td>Ask Us: Free Advice 2:10 pm–2:30 pm</td>
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<tr>
<td>3:00 pm</td>
<td>Ask Us: Free Advice 3:00 pm–3:30 pm</td>
<td>Ask Us: Free Advice 3:00 pm–3:30 pm</td>
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<tr>
<td>3:30 pm</td>
<td>EV Mini-Workshop† 3:30 pm–5:00 pm</td>
<td>Technology Fair: Self-Access* 3:30 pm–4:20 pm</td>
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<tr>
<td>4:00 pm</td>
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<td></td>
<td>EV closed after 3:30 pm See you next year!</td>
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<tr>
<td>4:30 pm</td>
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<tr>
<td>5:00 pm</td>
<td>Electronic Village closed after 5 pm</td>
<td>Electronic Village closed after 5 pm</td>
<td>TESOL Annual Business Meeting 5:00 pm–6:15 pm</td>
</tr>
</tbody>
</table>

* Note that specific themes are subject to change. Please see the CALL-IS EV Program Book included in your bag for more information.
### 2019 TECHNOLOGY SHOWCASE SCHEDULE AT A GLANCE (Expo Hall)

<table>
<thead>
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<th>Wednesday, 13 March</th>
<th>Thursday, 14 March</th>
<th>Friday, 15 March</th>
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<td>9:00 am</td>
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<td>9:30 am</td>
<td>Hot Topic 9:30 am–10:45 am</td>
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<td>10:30 am</td>
<td>On the Cutting Edge 11:00 am–12:15 pm</td>
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<tr>
<td>12:30 pm</td>
<td>Presentation of The Ron Chang Lee Award for Excellence in Classroom Technology 12:30–1:00 pm</td>
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<tr>
<td>1:30 pm</td>
<td>Developers’ Showcase 1:45 pm–3:00 pm</td>
<td>Mobile Apps for Education 1:45 pm–3:30 pm</td>
<td>Best of EVO 1:45 pm–3:30 pm</td>
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<tr>
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<td>Hot Topic 3:30 pm–4:45 pm</td>
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<tr>
<td>5:00 pm</td>
<td>Technology Showcase closed after 5 pm CALL-IS Open Meeting 6:45 pm–8:00 pm, Dogwood B</td>
<td>Technology Showcase closed after 5 pm EV 2020 Planning Meeting 6:45 pm–8:00 pm, A315</td>
<td>TESOL Annual Business Meeting 5:00 pm–6:15 pm</td>
</tr>
</tbody>
</table>

*Note that specific themes are subject to change. Please see the CALL-IS EV Program Book included in your bag for more information.
† Please visit the EV ahead of time to sign up for Mini-Workshop events and pick up a free ticket. First come, first served. There is a limit of 20 seats for each workshop.*
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2019 CALL-IS SPECIAL SESSIONS SCHEDULE (GWCC, A315)

WEDNESDAY, 13 MARCH
1 pm–2:45 pm
CALL-IS Academic Session (with Video PLN)
SMALL: Research, Practice, Impact of Social Media–Assisted Language Learning

THURSDAY, 14 MARCH
9:30 am–11:15 am
CALL-IS/EEIS InterSection
Open Educational Resources in K–12 Education: Balancing the Nexus of Infinite Possibilities With Instructional Efficiency
4 pm–5:45 pm
AEIS/CALL-IS/Video PLN InterSection
The Blended Learning Classroom and the ESL Teacher

FRIDAY, 15 MARCH
1 pm–1:45 pm
Hot Topics
Public Speaking Skill Development Online

The Electronic Village Schedule is available online
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INVITED SPEAKER SESSIONS

Find abstracts for these sessions in the program book under the date and time for each session. All sessions take place in room A411 in the GWCC.

WEDNESDAY, 13 MARCH

• How Is Language Teaching Different? Conversing About the Knowledge Base
  PRESENTERS: Donald Freeman, Deborah Loewen, Karen Johnson, Martha Epperson
  11 am–11:45 am

• Humanizing the Refugee Experience: Story and Voice in Research
  PRESENTER: Raichle Farrelly
  1 pm–1:45 pm

• Research Trends, Practices, and Trajectories in TESOL
  PRESENTERS: Yasuko Kanno, Ron Darvin, Laura Gurzynski-Weiss, Andrea Revesz
  2 pm–3:45 pm

• Beyond the Rubric: Supporting Inclusive Approaches to Teacher Evaluation Practices
  PRESENTERS: Ayanna Cooper, Peter Kozik
  4 pm–4:45 pm

THURSDAY, 14 MARCH

• Language-Related Challenges of English-Medium Instruction and CLIL Students
  PRESENTERS: Heath Rose, Nicola Galloway, Jim McKinley
  9:30 am–10:15 am

• World Englishes and SLA: Establishing a Common Research Agenda
  PRESENTER: Peter De Costa
  11:30 am–12:15 pm

FRIDAY, 15 MARCH

• A Turn to Self: Illuminating Teacher Educators’ Identities and Pedagogies
  PRESENTERS: Megan Madigan Peercy, Laura Baecher, Suhanthie Motha, Judy Sharkey, Manka Varghese
  1 pm–2:45 pm

• Demystifying the Academic Publishing and Review Process
  PRESENTERS: Margi Wald, Mary Clark, Scott Douglas, Lubie Grujicic
  3 pm–4:45 pm

• English Language Fellows: 50 Years of Impact Around the Globe
  PRESENTERS: Joseph Bookbinder, Paul Kei Matsuda, Donald Freeman, Crystal Bock Thiessen, Jaclyn Gishbaugher
  5 pm–5:45 pm

• Imagining Multilingual TESOL Revisited: Where Are We Now?
  PRESENTERS: Shelley K. Taylor, Ofelia Garcia, Nelson Flores, Robert Phillipson, David Schwarzer, Kasun Gajasinghe, Rita Elaine Silver, Ying Wu, Tove Skutnabb-Kangas, Joan Wink, Ruthie Wienk
  1 pm–2:45 pm

• Preparing for the Future: Collaboration, Creativity, and Community Through Computing
  PRESENTER: Greg Kessler
  3 pm–4:45 pm

• The Superpowers of ESL Teachers in Today’s Adult Education Landscape
  PRESENTERS: Betsy Parrish, Patsy Egan
  4 pm–4:45 pm
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Sessions

Thursday 14 March

MOOCs, Social Media, Meaningful Communication, and Language Learning
Time: 15.00 - 15.45
Room: Omni, Dogwood B

How to Create an Award-Winning English Language Teaching Innovation
Time: 16.00 - 16.45
Room: GWCC, A314

Exploiting Contextualised Role-Plays to Raise Young Learners’ Cultural Awareness
Time: 16.40 - 17.00
Room: GWCC, Teaching Tip Theater #1, Expo Hall

Friday 15 March

Language Assessment Literacy Development: Current Status and Future Directions
Time: 9.30 - 11.15
Room: Omni, Magnolia

Practical Teaching Activities for the International English Language Testing System
Time: 11.30 - 13.15
Room: GWCC, A302
# Tea With Distinguished TESOLers

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

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

All teas are US$50. Tickets to Tea With Distinguished TESOLers that are not sold in advance can be purchased on-site at the TESOL registration desk. These teas sell out quickly, so register early!

<table>
<thead>
<tr>
<th>Session #</th>
<th>Host</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>T1</td>
<td>Lynne Diaz-Rico</td>
<td>New Ways to Stimulate the Disposition to Learn: Motivation Revisited</td>
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<tr>
<td>T2</td>
<td>Jan Dormer</td>
<td>Speaking Truth to Power in TESOL</td>
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<tr>
<td>T3</td>
<td>Jo Gusman</td>
<td>Culture-Context-Contact-Content Model: Culturally and Linguistically Responsive Strategies</td>
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<tr>
<td>T4</td>
<td>Lucie Moussu</td>
<td>Academic Leaders in the Making: Writing Group Pedagogy in Noncredit Courses for ESL Graduate Students</td>
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<tr>
<td>T5</td>
<td>Anne Pomerantz</td>
<td>Is Humor Teachable?</td>
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<td>T6</td>
<td>K. David Harrison</td>
<td>Language Diversity</td>
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<tr>
<td>T7</td>
<td>Margaret McKenzie</td>
<td>Dual Language Immersion: Advocating for EL Equity and Success</td>
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<tr>
<td>T8</td>
<td>Carla Chamberlin-Quinlak</td>
<td>Words, Images, and Stories: Incorporating Popular Media Into L2 Teaching and Learning</td>
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<tr>
<td>T9</td>
<td>Viviana Cortes</td>
<td>Advantages of Using Corpora in the ESL/EFL Classroom</td>
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<tr>
<td>T10</td>
<td>Peter De Costa</td>
<td>Teacher Emotions: Why They Matter</td>
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<td>T11</td>
<td>Paula Mellom</td>
<td>Increasing Academic and Social Achievement Through Culturally Responsive Collaborative Interaction</td>
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<tr>
<td>T12</td>
<td>Paula Markus</td>
<td>Trends and Developments in Supporting ELLs in Canada</td>
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<tr>
<td>T13</td>
<td>Margaret Baker</td>
<td>Language Programs for ELs and GA Systems of Continuous Improvement</td>
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<tr>
<td>T14</td>
<td>Fredricka L. Stoller</td>
<td>Strategic Reader Training: Every Teacher Should Do It</td>
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<tr>
<td>T15</td>
<td>Patrick Wallace</td>
<td>GA’s Dual Language Programs and Global Initiatives: Leading the Way to Multilingualism</td>
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<tr>
<td>T16</td>
<td>William Grabe</td>
<td>New Directions in Reading Research and What It Means for Teaching L2 Reading</td>
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<tr>
<td>T17</td>
<td>Maria Dantas-Whitney</td>
<td>Teacher PD: Principles, Practices, Reflection, and Advocacy</td>
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<tr>
<td>T18</td>
<td>Holly Hansen-Thomas</td>
<td>Academic Functions and Strategic Linguistics to Serve Emergent Bilinguals in the Mainstream</td>
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<tr>
<td>T19</td>
<td>Lawrence Jun Zhang</td>
<td>Enabling Corrective Feedback in ESL/EFL Classrooms: Cognitive, Metacognitive, and Socioaffective Strategies</td>
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<tr>
<td>T20</td>
<td>Youngjoo Yi</td>
<td>Digital and Multimodal Literacy in the Classroom</td>
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<tr>
<td>T21</td>
<td>Gilda Martinez-Alba</td>
<td>TESOL Videographers Discuss Their Moviemaking Secrets</td>
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Friday, 15 March 2019

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<th>Session #</th>
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<tbody>
<tr>
<td>T16</td>
<td>Scott Roy Douglas</td>
<td>EAP and the Undergraduate Student Experience</td>
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<tr>
<td>T25</td>
<td>Kathleen Bailey</td>
<td>Keeping a Teacher Diary for PD or Research</td>
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<tr>
<td>T26</td>
<td>Ester de Jong</td>
<td>Teacher Preparation for ELLs: Mainstream Teacher Language Identities</td>
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<tr>
<td>T27</td>
<td>Luciana de Oliveira</td>
<td>A Language-Based Approach to Content Instruction</td>
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<tr>
<td>T28</td>
<td>Tarana Patel</td>
<td>Alternative Job Opportunities in Online Teaching: Creating an Entrepreneurial View and Income Stream</td>
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<tr>
<td>T29</td>
<td>John Rucynski</td>
<td>New Ways in Teaching With Humor</td>
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<td>T30</td>
<td>David Schwarzer</td>
<td>Bilingualism, Multilingualism, and Translingualism: What Is the Difference?</td>
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<td>T31</td>
<td>Tony Silva</td>
<td>L2 Writing</td>
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<tr>
<td>T32</td>
<td>Debra Snell</td>
<td>Stimulating Warm-up Activities for All Levels</td>
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<tr>
<td>T33</td>
<td>Stephanie Vendrick</td>
<td>Third Culture Kids, International Students, and the Differences That Labels Make</td>
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TESOL Advocacy & Policy Summit
17–19 June 2019, Washington, DC, USA

Advocate today for the English learners of tomorrow

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2018 Summit Featured Topics and Issues:
- K-12 Education
- Adult Education
- International Students
- Immigration

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—LESLIE KIRSHNER-MORRIS

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PUBLIC POLICY AND ADVOCACY SESSIONS
Advocate for Your Students and Your Profession

What are some of the latest education initiatives coming out of Washington, DC? What is happening with legislation affecting K–12, adult education, and immigration reform? To answer these and other questions, TESOL International Association has invited speakers from the U.S. Department of Education, Migrant Legal Action Program, and U.S. Department of Homeland Security and other experts to present information on education laws, policies, and initiatives affecting English language teaching and learning.

Unless otherwise noted (*), all sessions take place in Grand Ballroom A in the Omni Hotel.

U.S. ADVOCACY AND POLICY

WEDNESDAY, 13 MARCH

• Federal Update: ELLs in Adult Education
  Featuring speakers from the U.S. Department of Education’s Office of Career, Technical, and Adult Education
  11 am–11:45 am

• Enhancing Advocacy in the Age of Social Media
  Featuring speakers from TESOL International Association
  12 pm–1:45 pm

• State WIOA Adult ESOL Initiatives*
  Featuring a panel of speakers from several state adult education organizations
  1 pm–1:45 pm; Omni, Grand Ballroom B

• U.S. Federal Education and Language Policy Update
  Featuring speakers from TESOL International Association
  1 pm–2:30 pm

• When Scammers Target Your Students: Tips and Tools for Teachers*
  Featuring speakers from the U.S. Federal Trade Commission
  4 pm–5:45 pm; Omni, Juniper Room

THURSDAY, 14 MARCH

• Hot Topics and Policy Updates From SEVP
  Featuring speakers from the U.S. Department of Homeland Security, Student Exchange and Visitor Program
  9:30 am–10:15 am

• Supporting the Academic Success of ELs
  Featuring speakers from the U.S. Department of Education, Office of English Language Acquisition
  10:30 am–11:15 am

• Hot Topics in Enrollments and Advocacy for ELLs
  Featuring speakers from EnglishUSA
  11:30 am–12:15 pm

• Special Public Policy Session: ELLs, Immigrant Students, and U.S. Law
  Featuring the Migrant Legal Action Program
  2 pm–5 pm

GEORGIA ADVOCACY AND POLICY

WEDNESDAY, 13 MARCH

• Georgia’s Systems of Continuous Improvement: Coordinating Programs to Support the Whole Child*
  Featuring speakers from the Georgia Department of Education
  11 am–11:45 am; Omni, Grand Ballroom B

THURSDAY, 14 MARCH

• Ensuring Academic Success for ELs Through Collaborative District Efforts*
  Featuring speakers from Fulton County Schools
  9:30 am–10:15 am; Omni, Grand Ballroom B

U.S. CITIZENSHIP AND NATURALIZATION

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

THURSDAY, 14 MARCH

• Naturalization 101: Overview of the Naturalization Process
  1 pm–1:45 pm

FRIDAY, 15 MARCH

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

• Building a High-Quality Adult Citizenship Education Program
  1 pm–1:45 pm

Public policy and advocacy sessions are sponsored by

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Looking for our exhibitor sessions on:

**March 13, 2:00–2:45 pm, GWCC A314**
*Academic Word List (AWL): What Every Teacher Needs to Know*
Keith Folse

**March 14, 5:00–5:45 pm, GWCC A407**
*Preparing Students to Speak in Academic and Professional Contexts*
Robyn Brinks Lockwood

**March 15, 1:00–1:45 pm, GWCC A301**
*Best Practices in Teaching Vocabulary in the Academic Speaking Class*
Keith Folse and Robyn Brinks Lockwood
RESEARCH SPOTLIGHT

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.

TUESDAY, 12 MARCH

• Research Mentoring Workshop for Novice Researchers: Connecting Teaching and Research
  PRESENTERS: Lucilla Lopriore, MaryAnn Christison, Lillian L.C. Wong, Fares Karam, Lottie Baker
  1 pm–5 pm (Ticketed Event)

WEDNESDAY, 13 MARCH

• TESOL Award for Distinguished Research
  What Eye Tracking Can Tell Language Educators About the Learning Process: An Overview
  PRESENTER: Aline Godfroid
  1 pm–1:45 pm; Omni, International Ballroom C

• AERA at TESOL: Policy Impacts on TESOL Endorsements and Certifications
  PRESENTERS: Fares Karam, Peter De Costa, Ester de Jong, Guofang Li, Hayriye Kayi-Aydar, Laura Schall-Leckrone, Manka Varghese, Yasako Kanno
  3 pm–4:45 pm; Omni, International Ballroom C

THURSDAY, 14 MARCH

• TESOL Research Fair: TESOL Research Agenda and Future Research Priorities
  PRESENTERS: Lucilla Lopriore, Fauzia Shamim, Kathleen Graves, Judy Sharkey, Leah Shephard-Carey, David Tasker, Zhongfeng Tian, Mariam Abdelaziz
  9:30 am–11:15 am; Omni, Magnolia

• Perspectives on Teacher Research: Processes and IATEFL at TESOL
  PRESENTERS: Fauzia Shamim, Daniel Xerri, Lesley Painter-Farrell, Lucilla Lopriore, David Nunan, Amol Padwad, Krishna Dixit
  2 pm–3:45 pm; Omni, International Ballroom B
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Ed.S.'17 UAB  
MA'99 UNIVERSITY OF ALABAMA  
Manager of Accreditation and Program Development, English Language Programs, INTO UAB

I began my Ed.S. after a 16-year hiatus since earning the MA-TESOL. UAB’s Ed.S. gave me opportunity to professionalize my practice further and identify my research interests. I am now pursuing my PhD, and I am thankful for the solid foundation that the Ed.S. provided.

GWINETH DEAN-FASTNACHT  
Ed.S.'18 UAB  
MA'12 NORTHERN STATE UNIVERSITY, SD  
Coordinator of the South Dakota State-Wide Title III & Migrant Consortia, Black Hills Special Services Cooperative

UAB’s Ed.S. provided me with a firm foundation to better serve K-12 English learners and educators across South Dakota. My professors were extremely supportive, knowledgeable, and responsive to my learning needs with regard to our state’s individual context.

MELINDA HARRISON  
Ed.S.'18 UAB  
MA’14 ILLINOIS STATE UNIVERSITY  
Lecturer of English Composition, Department of English and Philosophy, Auburn University in Montgomery

The unique blend of directed and self-directed learning in UAB’s Ed.S. allowed me to more effectively utilize research methods, conduct my own teacher research, and become a much more effective teacher and teacher-leader—opportunities I did not have with just an MA.

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AFFILIATE NETWORK SESSIONS

BEST OF AFFILIATE SESSIONS
The Best of Affiliate sessions are chosen from submissions from TESOL affiliates, representing sessions that were presented at their association’s conference. Affiliates are encouraged to submit sessions that showcase their members and the topics they are discussing. Find abstracts for these sessions in the program book under the date and time for each session.

Michigan TESOL
• Teaching Language Skills With Drama: Practical Activities for All Classrooms
  PRESENTERS: Carmela Romano Gillette, Deric McNish
  13 March, 11 am–11:45 am; Omni, International Ballroom A

Carolina TESOL
• Newcomers: In Their Shoes
  PRESENTER: Evgenija Kuka
  14 March, 2 pm–2:45 pm; Omni, Cypress

Northern New England TESOL
• PD Exploration for New and Seasoned TESOL Professionals
  PRESENTER: Stephanie Brown
  15 March, 10 am–10:45 am; Omni, Cypress

AFFILIATE COLLOQUIUM
• The Influence of Collaboration Initiatives on TESOL Communities
  14 March, 11:15 am–12:45 pm; Omni, International Ballroom C

Collaboration is a process whereby entities work together sharing information, resources, and responsibilities to plan strategies to achieve a common purpose. Professional collaboration is a subject most TESOL affiliates have focused on since they were conceived. The purpose of the 2019 TESOL Affiliate Colloquium is to share successful collaboration initiatives from a wide array of affiliates that have influenced the future of diverse TESOL communities worldwide.

FACILITATOR: Georgios Kormpas, Affiliate Network Professional Council
PRESENTERS: Mary Allegra, VenTESOL; Omaima Ayoub, NileTESOL; Susan Spezzini, SETESOL; Christina Chorianopoulou, TESOL Greece

SESSIONS FOR AFFILIATE LEADERS
• Affiliate Leaders’ Workshop
  12 March, 1:30 pm–5 pm; GWCC, B401

• Affiliate Communications Workshop
  13 March, 1 pm–3 pm; Omni, Dogwood B

• Affiliate Assembly
  14 March, 10 am–11 am; Omni, International Ballroom C
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PRESENTATIONS FROM COLLEAGUE ORGANIZATIONS

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WEDNESDAY, 13 MARCH

- **Engaging and Empowering Language Learners**  
  Sponsored by the American Council for the Teaching of Foreign Languages (ACTFL)  
  13 March, 11 am–11:45 am  
  PRESENTER: Lisa Lilley Ritter

- **Help ELLs Succeed! Free PD Resources for Pre-K–12 Educators**  
  Sponsored by the American Federation of Teachers (AFT)  
  13 March, 12 pm–12:45 pm  
  PRESENTER: Giselle Lundy-Ponce

- **Locating “What Matters” in Healthcare Communication**  
  Sponsored by American Association of Applied Linguistics (AAAL)  
  13 March, 3 pm–3:45 pm  
  PRESENTERS: Tim McNamara, Barbara Hoekje

- **What’s the Word? Assessing Vocabulary Size and Depth**  
  Sponsored by the International Language Testing Association (ILTA)  
  13 March, 1 pm–1:45 pm  
  PRESENTERS: Diane Schmitt, Norbert Schmitt, Benjamin Kremmel, Tziona Levy

THURSDAY, 14 MARCH

- **Benefits of Accreditation: Analysis of 20 Years of Data**  
  Sponsored by The Commission on English Language Program Accreditation (CEA)  
  14 March, 1 pm–1:45 pm  
  PRESENTERS: Mary Reeves, Heidi Vellenga

- **High-Level Content for All ELLs: Primary Sources**  
  Sponsored by the American Federation of Teachers (AFT)  
  14 March, 9:30 am–10:15 am  
  PRESENTER: Areli Schermerhorn

- **IATEFL: Introduction and Networking**  
  Sponsored by International Association of Teachers of English as a Foreign Language (IATEFL)  
  14 March, 2 pm–2:45 pm  
  PRESENTER: Susan Barduhn

- **Lead Powerful Learning**  
  Sponsored by the American Council for the Teaching of Foreign Languages (ACTFL)  
  14 March, 10:30 am–11:15 pm  
  PRESENTER: Lisa Lilley Ritter

- **Regulatory Resources and Tools for IEP Administrators**  
  Sponsored by NAFSA: Association of International Educators  
  14 March, 11:30 am–12:15 pm  
  PRESENTER: Joann Ng Hartmann

FRIDAY, 15 MARCH

- **TIRF: Where Global Meets Local in International Research and Publications**  
  Sponsored by The International Research Foundation for English Language Education (TIRF)  
  15 March, 9:30 am–10:15 am  
  PRESENTERS: Andy Curtis, Kathleen Bailey
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Enrollment is limited to 100 participants for the 7-hour required workshop; all other workshops are limited to approximately 35 participants. Participants will be admitted to the ELT LMCP on a first-come, first-served basis. Prepurchased tickets can be picked up on-site at the registration area of the convention center.

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

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**REQUIRED ELT LMCP WORKSHOP**
- **LMCP: Leadership and Management Fundamentals**
  - **Tuesday, 12 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, Hawai‘i, USA
  - Fernando Fleurquin, University of Michigan, Flint, Michigan, USA
  - Christine Coombe, Dubai Men’s College, United Arab Emirates

---

**REQUIRED ELECTIVE WORKSHOPS (CHOOSE TWO)**
- **LMCP1: Financial Planning: Budgets and Course Costing**
  - **Wednesday, 13 March, 11 am–12:30 pm**
  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 Michigan, Flint, Michigan, USA

- **LMCP2: Hiring Essentials**
  - **Wednesday, 13 March, 1 pm–2:30 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 LEADERS:**
  - Wendy Asplin, University of Washington, Seattle, Washington, USA
  - Jennifer Evans, University of Washington, Seattle, Washington, USA

- **LMCP3: How to Run Effective Meetings**
  - **Thursday, 14 March, 9:30–11 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, 14 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:** Suzanne Matula, Georgetown University, Washington, DC, USA

• LMCP5: Effective Time Management Strategies for ELT Leaders/Professionals  
**Thursday, 14 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

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Sandra Zappa-Hollman
Sandy Wagner
Saori Doi
Sara Hendricks
Sara McDonough
Sarah Lowen
Sarah Mantegna
Sarah Sahr
Sarah Warfield
Sarah Young Knowles
Sean McClelland
Seok Hoon Quah (Denise)
Seungku Park
Seyed Abdollah Shahrokni
Seyma Toker
Shaebly Santiago
Shahid Abrar
Shanan Fitts
Sharon Bjorck
Sharon Tjaden-Glass
Shelley Staples
Shelley Taylor
Sheri Jordan
Shokhsanam Djalilova
Shuzhan Li
Silvia Alejandra Schneider
Silvia Breiburd
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Silvia Pessoa
Sinead O'Sullivan
Sladana Maric
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Stefan Vogel
Stephanie Gollobin Ventura
Stephanie Korslund
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Stephen Daniel Looney
Sunnia Ko Davis
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Susan McAlister
Susan Spezzini
Susanne McLaughlin
Susanne Rizzo
Susanne Bardasz
Susanne Bonn
Susanne Meyer
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Taira Nieves
Talip Gunulal
Tamara Mae Roose
Tamara Warhol
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Tara Smith
Tasha Bleistein
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Valerie S Jakar
Valeria Bogorevich
Vance Stevens
Vander Viana
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Wendy L. McBride
Wenli Zhang
Xavier Munoz
Xinyue Ren
Xuezi Zhang
Yangting Wang
Yanling Yu
Yasir Hussain
Yasmeen Romero
Yi-Chun Cheng
Yin Ling Cheung
Yiren Kong
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Yu Kyung Shin
Yuan Zhuang
Yuko Hijikata
Yuzo Kimura
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HOW TO USE THIS BOOK

TYPES OF SESSIONS

- **Academic Session** (1 hour, 45 minutes): An in-depth session sponsored by a specific interest section.
- **Conceptually Oriented Session** (45 minutes): A session that presents arguments and viewpoints with a theoretical foundation, a solid research base, and applicability to educational settings.
- **Dialogue** (45 minutes): Peer-to-peer facilitated discussions about a hot topic in TESOL.
- **Exhibitor Session** (45 minutes): A session sponsored by an exhibitor.
- **InterSection** (1 hour, 45 minutes): Academic sessions that represent a collaboration between two or more interest sections or other entities.
- **Invited Speaker** (45 minutes or 1 hour, 45 minutes): Sessions featuring a speaker selected by the program committee because he or she has a message that is important to TESOL members.
- **Panel** (1 hour, 45 minutes): Multiple short presentations and discussion of a current ELT issue focusing on practice, research, and/or advocacy.
- **Practice/Pedagogy-Oriented Session** (45 minutes): A session that shows, as well as tells, a technique for teaching or testing.
- **Research-Oriented Session** (45 minutes): An oral summary, with occasional reference to notes or a text, that discusses the presenters’ work in relation to theory and/or practice.
- **Teaching Tip** (20 minutes): Oral summary, with occasional reference to notes or a text, that discusses the presenter’s work in relation to practice.

- **TESOL in Focus**: Sessions sponsored by TESOL highlighting special projects and initiatives to further the field, or partnerships with colleague associations.
- **Ticketed Event**: Ticketed events are a great way to enhance your convention experience. By attending a ticketed event, you are assured of a more intimate and interactive session. Any remaining tickets for events may be purchased at the registration counters.
- **Workshop** (1 hour, 45 minutes): A carefully structured, hands-on, PD activity. The leader helps participants solve a problem or develop a specific teaching or research technique.

- **Poster Sessions** are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session, there is a corresponding bulletin board display. Conference attendees may stroll through the poster session area in the Expo Hall to discuss the topics with presenters. The displays and presenters change each day. Poster sessions are listed on page 171.

**STRAND ICONS**

- **ASJ**: Advocacy and Social Justice
- **AL**: Applied Linguistics
- **CLI**: Content and Language Integrated Approaches
- **CIC**: Culture and Intercultural Communication
- **DLT**: Digital Learning and Technologies
- **LA**: Language Assessment
- **LSP**: Listening, Speaking, and Pronunciation
- **MD**: Materials Development and Publishing
- **PD**: Personal/Professional Development and Continuing Teacher Learning
- **PA**: Program Administration and Evaluation
- **RWL**: Reading, Writing, and Literacy
- **TE**: Teacher Education and Teacher Learning
- **VG**: Vocabulary and Grammar

**SAMPLE ABSTRACT**

Please note: Abstracts are arranged by date followed by start time, then by end time, and then in alphabetical order by title.

**IS: Higher Education**

**Academic Reading: Perspectives and Challenges**

Results of standard tests indicate that reading is a skill that needs attention in all levels of education. Sharing faculty perspectives and their research-based practices can be a venue to explore limitations and recommendations to support students’ academic performance and increase the exit rates at undergraduate and graduate levels.

**PRESENTER(S)**

*Maria Rossana Ramirez Avila*, Universidad Casa Grande, Ecuador

*Virak Chan*, University of Texas San Antonio, USA
MONDAY, 11 MARCH 2019
For the location of a ticketed session, please check your ticket.

9:00 am

Creating Rubrics for Assessing Language Performance in the TESOL Classroom
Participants learn how to create pedagogically sound grading rubrics for classroom assessment. Participants may bring objectives for a specific course or assignment to personalize the workshop. While creating the rubric, participants review the principles of assessment: validity, reliability, practicality, and beneficial consequences (positive washback).
	Mary Lou Vercellotti, Ball State University, USA
	Dawn McCormick, University of Pittsburgh, USA

Designing High-Quality Mathematics Lessons for Language and Content Development
Students use language to both deepen and communicate mathematical understanding. To process and produce the language required in mathematics classrooms, ELs need specific, differentiated language supports. This workshop will answer the question: How do educators design high-quality mathematics lessons and resources for language and content development?
	Suzanne Toohey, Oakland Schools, USA
	Geraldine Devine, Oakland Schools, USA

Integrative Language Skills Development Through Games, Activities, and Discussions
In this workshop, presenters provide attendees with empirical research along with practical application to demonstrate how interactive classrooms, using games, activities, and discussions, facilitate students’ acquisition of the language in a way that allows them to apply their language skills in real-life situations, which can be applied to all ages/levels.
	Paula Wilder, Durham Technical Community College and Greensboro College, USA
	Michelle Plaisance, Greensboro College, USA

1:00 pm

Correcting the Misconceptions That Mainstream Educators Have About Language
In this workshop, participants look at 10 misconceptions about language that are held by many mainstream educators and contribute to inadequate instruction of ELs. Participants discuss and reflect on misunderstandings in their own contexts and leave the workshop with at least three actionable goals for countering misunderstandings.
	Jan Dormer, Messiah College, USA

Incorporating Extended Reality Into Language Learning for Older Learners
This hands-on workshop is for teachers who want to incorporate and assess extended reality in their teaching of adolescents and adults. Headsets loaded with free exemplar apps are explored for opportunities, including the making of an augmented reality “how-to” explanation, a mixed-reality game, and a 360 interview.
	Christine Rosalia, Hunter College–CUNY, USA
	Victoria Vasquez, Hunter College–CUNY, USA
	Aureum Kang, Hunter College–CUNY, USA
	Brendaly Torres, Hunter College–CUNY, USA
	Vicky Holguin, Hunter College–CUNY, USA
	Robert Sorensen, HERO High School, USA
	Emma Lao, Hunter College–CUNY, USA
	Lindsay Portnoy, Killer Snails, USA
	Daniel Chan, Hunter College–CUNY, USA
Learning Local, Going Global: Engaging Multilingual Students Through Youth Media
Participants learn how to engage students in local and global communications and collaborations using youth media technologies to teach for democracy. Grounded in high-impact practices and aligned with TESOL standards, participants critically review and sample user-friendly tools and strategies, including interviewing, storytelling, editing, and multimodal composition.
Deborah Romero, University of Northern Colorado, USA
Dana Walker, University of Northern Colorado, USA

Reflective Supervision for Teacher and Supervisor Learning
This highly participatory PCI is designed for TESOL educators who wish to deepen their expertise in observation, coaching, and supervision using approaches drawn from counseling and other fields. Realistic scenarios enable participants to capture classroom data, target teachers’ growth areas, and promote reflection during conferencing in innovative ways.
Laura Baecher, Hunter College–CUNY, USA
Mary Scholl, Centro Espiral Maná, Costa Rica

Teaching Beginning Literacy: Essential Principles and Practices for Deep Learning
Literacy students need “deep learning” to reach mastery. Their hard-working teachers need low-prep activities that provide meaningful opportunities for developing foundational literacy and offer repetition without boredom. This highly interactive session offers engaging, repeatable classroom activities that help students acquire basic literacy skills as they learn to speak English.
Shelley Lee, Wake County Public School District, USA

The 6 Principles: Training of Trainers
This workshop prepares participants to offer PD to teachers so they can successfully implement The 6 Principles in their classrooms and collaborate with others to provide the best program possible for ELs in their school or districts.
Linda New Levine, Consultant, USA
Ann Feldman, MATSOL, USA

Cinderella Rocks! Fairy Tales in Low-Tech, Economical PBL
Folk or fairy tales are a valuable, underutilized language-learning tool. PBL using familiar tales engages students of all ages and language abilities, is easy to implement, and requires few resources. Activities for participants include assuming character’s perspectives, decoding messages, creating modern versions, and predicting characters’ future.
Anita Selec, University of Banja Luka, Bosnia and Herzegovina

Creating Service Learning–Enhanced EAP Courses: The Process From A–Z
Service learning (SL) is a proven high-impact pedagogical practice. Many ELT settings have been successfully enriched with SL experiences. This PCI’s objective is to provide the process steps and tools needed by faculty and administrators from English language programs who want to develop SL-enhanced courses.
Estela Ene, Indiana University Purdue University Indianapolis, USA
Honnor Orlando, Indiana University-Purdue University Indianapolis, USA

Intercultural Competence: A Toolbox to Go Global and Live Local
Communicative competence entails not only communicating accurately and appropriately but effectively. Practitioners sometimes struggle with intercultural training as it often occurs as a secondary by-product of language learning. This PCI aims to guide educators in creating a toolbox as a starting point for intercultural competence training.
Lorene Pagcaliwagan, Gardner-Webb University, USA
Josiah Parke, Gardner-Webb University, USA
Shaquavia Chiles, Gardner -Webb University, USA

Time-Saving Techniques in Assessing Recorded Oral Production
Learn efficient ways to assess your students’ recorded speaking activities. In this workshop, facilitators present time-saving assessment tools and techniques for grading and providing feedback for recorded oral production tasks. Participants design their own assessment tools and have opportunities to test them with the facilitators and fellow participants.
Mira Malupa, American River College, USA
Andy Patterson, Duskin Co., Ltd., Japan
Tuesday, 12 March 2019

8:00 am

Get Them Talking: Using Cooperative Learning to Increase Academic Language
Participants in this session actively engage in cooperative learning activities that have been found to increase academic language usage and listening skills. Participants will be able to return to their classroom and immediately use these activities to help their students.

Marie Loper Maxwell, Texas A&M University-Commerce, USA
Lisa Loper, Independent, USA

Jump-Start Flipped Learning: From Nuts ‘n Bolts to Creative Implementation
Getting started with flipped learning poses challenges. This workshop lets participants jump into flipping with the presenters as guides. Six recommendations for teachers interested in flipping are provided, along with resources for follow-up. Participants should bring a lesson to flip and a mobile device.

Heather Parris, New York State Education Department Regional Bilingual Education Resource Network, USA
Helaine Marshall, Long Island University–Hudson, USA

Teachers’ Narratives: Sharing Classroom Experiences as PD
In this workshop, participants learn to use role-swapping techniques involving teachers’ narratives and storytelling, easily incorporated into classroom teachers’ routines, to feel empowered and connected to the greater global network of teachers. This is essential especially for language teaching, where linguistic and teaching developments intertwine and support each other.

Melanie Rockenhaus, Scuola Normale Superiore, Italy

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 that connect with language proficiency levels and research-based principles. Participants become familiar with the GO TO Strategies resources and participate in strategy demonstrations throughout the workshop.

Laura Lukens, North Kansas City Schools, USA
Linda New Levine, Consultant, USA
Betty Ansin Smallwood, Succeeding with ELLs, USA

Using Song and Music to Teach ESL/EFL
Teachers know the power of music and song in teaching English—but there are always new insights. Participants enjoy a wide range of musical activities covering all domains, communicative competence, content areas, and community-building. Teaching goals are addressed. Interaction and inspiration promised.

Kristin Lems, National Louis University, USA
9:00 am

**Essentials of Pronunciation Teaching and Learning**
Participants gain new skill and confidence in meeting the challenges of teaching pronunciation to learners from a variety of backgrounds. Recognized experts familiarize participants with the core features of pronunciation, demonstrate innovative, multisensory techniques for addressing features that impact learners’ intelligibility, and help them successfully integrate pronunciation into their curriculum.

*Donna Brinton*, Independent, USA  
*Lynn Henrichsen*, Brigham Young University, USA  
*Colleen Meyers*, University of Minnesota, USA  
*Tamara Jones*, Howard Community College, USA  
*Carolyn Quarterman*, Duke University, USA

Tuesday, 9:00 am–4:00 pm  
Ticketed Event  

**More Than “Making It Work”: Coteaching in Multilingual Elementary Classrooms**
General education and ESL teachers can collaborate for the benefit of all students. With special attention to universal design for learning, this workshop features tips, techniques, and strategies for effectively implementing coteaching in the multilingual general education classroom. Participants learn ways to support the language and content learning of all students.

*Jackie Ridley*, The Ohio State University, USA  
*Lindsay Slater*, Educational Service Center, USA

Tuesday, 9:00 am–4:00 pm  
Ticketed Event  

**Motivation, Participation, and Ongoing All-Skills Practice via Process-Drama**
Recent brain-based research indicates that motivation, imagination, emotion, and movement vastly accelerate SLA. Process drama integrates these elements into extended, multiepisode, improvisational drama encounters to develop speaking, listening, grammar, and literacy skills while promoting critical thinking, reflection, and learner engagement. This workshop facilitates successful process dramas.

*Leslie Sapp*, Creative Minds International Public Charter School, USA  
*Gary Carkin*, Southern New Hampshire University, USA  
*Judith Trupin*, Literacy Assistance Center, USA

Tuesday, 9:00 am–4:00 pm  
Ticketed Event  

1:00 pm

**Planning for the Success of ELLs in Academic Content Classes: What Works?**
Participants examine research-based strategies and approaches to assist ELLs in meeting rigorous grade-level standards. Participants gain a deeper understanding of how language development affects instruction and learning at different proficiency levels and experience a variety of strategies and modifications that can be strategically applied to lesson plans as a way to foster EL achievement in content classes.

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

Tuesday, 9:00 am–4:00 pm  
Ticketed Event  

**Teaching and Tutoring Emergent Readers With Refugee Backgrounds**
This interactive workshop addresses practical approaches to teaching language and literacy to adult emergent readers with refugee backgrounds. The presenters address theories and best practices for supporting adults who are learning ESL while also becoming literate for the first time.

*Amanda Shufflebarger Snell*, University of Arizona, USA  
*Kate Van Roekel*, Literacy Connects, USA  
*Jenna Altherr Flores*, University of Arizona, USA  
*Lissa Fogel*, Pima Community College REP, USA

Tuesday, 9:00 am–4:00 pm  
Ticketed Event  

**A Systematic Approach to Teaching Vocabulary and Lexical Chunks**
This workshop demonstrates a systematic way of presenting vocabulary and lexical chunks. Participants engage in activities for presenting vocabulary, checking understanding, presenting and practicing lexical chunks, and reviewing vocabulary. Throughout, participants are encouraged to consider how to implement these practices in their own classes.

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

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

**Effective Lesson Observation: More Than Meets the Eye**
Lesson observation is one of the most used and abused teacher development/supervision tools. In this workshop, participants explore how to turn lesson observation into a relevant teacher development tool. By using two metaphors (map and compass), participants learn tools to guide them through the observation process.

*Gabriel Diaz Maggioli*, The Catholic University of Uruguay, Uruguay

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

www.tesolconvention.org 57
**Long-Term ELs: Strategies for Shared Responsibility Across Content Areas**
Participants interactively practice research-based strategies in the languages of math, history and social science, and science, and draft how to empower every teacher to teach with language learning in mind, especially for long-term ELs and those with little formal schooling. A multitude of support materials are provided.

*Elizabeth Hartung-Cole,* NNETESOL, USA

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**Research Mentoring Workshop for Novice Researchers: Connecting Teaching and Research**
This workshop supports teachers and novice researchers in exploring ways research can inform teaching. By connecting to the TESOL Research Agenda, participants learn about main forms of research, create a research design relevant to their research questions, and network with colleagues as they pursue their research projects.

*Lucilla Lopriore,* Roma Tre University, Italy
*MaryAnn Christison,* The University of Utah, USA
*Lillian L.C. Wong,* The University of Hong Kong, Hong Kong
*Fares Karam,* University of Nevada, Reno, USA
*Lottie Baker,* The George Washington University, USA

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**Scaffolding Information Literacy Skills by Flipping in the EAP**
Information literacy skills are fundamental to student success in the U.S. classroom and can present challenges for international students. This workshop introduces ESL practitioners and curriculum designers to the ACRL Framework for Information Literacy and demonstrates techniques to scaffold information literacy skills into instruction utilizing the flipped classroom model.

*Beatrix Burghardt,* Texas A&M University, USA
*Christina Wray,* University of Central Florida, USA

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**Teaching to Strengths: Supporting Students Living With Trauma and Stress**
Teaching the ever-growing population of ELs living with adversity requires a physical environment where students feel safe, continuous asset-based relationship building, students’ voice in shaping their social and academic learning, and instruction connected to students’ lives. Participants interactively explore strategies for instruction using strengths-based practices.

*Debbie Zacarian,* Zacarian & Associates, USA
*Lourdes Alvarez-Ortiz,* Consultant, USA
*Judie Haynes,* Consultant, USA

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**Endangered Languages**
Half the world’s languages are endangered and may go extinct in this century. Their loss will have dire consequences not only for their speakers, but also for culture, science, and the environment. This presentation demonstrates how indigenous speakers and linguists are working to sustain languages through technology and digital activism.

*K. David Harrison,* Swarthmore College, USA
Wednesday, 13 March 2019

7:00 am

**Engaging Activities That Teach Students to Write Summaries**

Teachers know summary writing is important, but they may struggle to teach it. In this session, participants learn two effective activities for teaching summary writing. They leave with practical ideas, along with student samples and handouts.

Katie Mitchell, University of Colorado Boulder, USA

**Power Issues in Linguistically and Culturally Diverse Peer Learning Groups**

To raise the quality level of student group work in mixed classrooms, we need to develop the ways to lead educational work among students that helps them realize the advantages of mixed collaboration and allow them to make equal contributions to group projects with mutual satisfaction and benefit.

Sofya Tarabrina, University of New Mexico, USA

**Sell Snake Oil and Enhance Fluency Listening and Speaking**

ELLs report difficulty listening and anxiety when speaking in the classroom. Playing games engages students in genuine communication while providing targeted practice with grammar structures, formulaic language, and new vocabulary. *Snake Oil* prompts fluent pitches of silly products, and careful listening by potential investors, scaffolding later formal presentations.

Josiah Murphy, Kent State University, USA

Matthew Wong, Kent State University, USA

**Surprises Make Listening and Speaking Fun and Engaging**

Students enjoy listening to something they are interested in, but what kind of material interests everyone in a class? A sure-fire recipe is real stories too amazing to be true. The presenter demonstrates how to use frivolous lawsuit cases for a fun, effective, and interactive listening and speaking activity.

Takako Smith, University of Nebraska-Lincoln, USA
An Exploration of Listening Strategy Use and Proficiency in China
This session provides an overview of findings from a quantitative study that examined listening strategy use and listening proficiency among university students in China. Implications are highlighted for improving the listening comprehension of EFL learners.
Jiuhan Huang, Regent University, USA
Deanna Nisbet, Regent University, USA

Analyzing Text Complexity for ELs in the K–12 Classroom
Specific strategies are presented to modify K–12 reading materials for ELs. Research shows the need for teachers to be able to determine text complexity and to make modifications to strategies. Participants actively engage in making content comprehensible at varied levels of proficiency by analyzing reading passages.
Jane Govoni, ESOL in Higher Ed, LLC., USA

Assessing Experiential Learning Using Guided Student Reflection
Come learn about two interactive experiential learning projects implemented in an IEP volunteering elective. Presenters demonstrate how they use critical reflection to guide student critical thinking and assess learning. Participants leave with ideas for reflective activities, prompts, and assessment tools that can be adapted for their own experiential learning projects.
Barbara Flocke, University of Colorado, Boulder, USA
Summer Webb, University of Colorado, Boulder, USA

Assessing Speaking With Flipgrid
This practice-oriented session introduces Flipgrid as a tool for assessing spoken language formatively and summatively. Participants learn about two example assessments implemented in an oral skills course in an IEP. The example assessments address outcomes related to producing spontaneous speech as well as features of pronunciation.
Crystal Rose-Wainstock, University of Minnesota, USA

Beyond Cross-Cultural Understanding: Preparing Tomorrow’s Language and Culture Educators
Effective English teachers foster both linguistic and cultural proficiency, preparing students to interact across difference. This presentation draws on findings from a case study of a teacher education program in Indonesia and discusses how novice language teachers can be successfully prepared to address both language and culture in their classrooms.
Tabitha Kidwell, University of Maryland, College Park, USA

Building Oral English Proficiency Online: A Self-Study Pilot for ITAs
ITAs who need to develop oral English proficiency for their TA duties may face barriers, such as competing priorities, limited time, and sometimes geographical constraints. This session reports on an online self-study pilot designed to make oral proficiency development more accessible for ITAs.
Pauline Carpenter, Independent, USA

Digging Into Computer-Based Research With Newcomers
Students with limited or interrupted formal education created a nonfiction research booklet as a collaborative project between the ESL computer skills class and the librarian, aligned with culturally responsive teaching and TESOL’s 6 Principles. This presentation enables participants to apply these guidelines to their local instructional contexts.
Beth Evans, Burlington School District, USA
Helaine Marshall, Long Island University–Hudson, USA

Does Nonnativeness Still Matter in Your Academic Writing Course?
The study discussed investigates the perceptions of international students toward their nonnative-English-speaking teachers. The results show that students regard teachers’ professionalism and mutual intelligibility as significant attributes. The findings demonstrate that a deeply rooted myth like native-speakerism or asymmetrical power relation in ELT may conflict with the ideologies of students.
Youngjoo Seo, Indiana University Bloomington, USA
Yeeoun Park, Indiana University Bloomington, USA
**How to Motivate Reluctant Adult Learners to Speak English**

This presentation demonstrates how designing context-based lesson materials can stimulate even the most reluctant adult professionals to learn English. The presenters describe the main principles of context-based theory of education and motivation and share samples of lesson plans and a quick guide to prepare such lesson materials.

*Anjelika Alexandrova,* Kazan National Research Technical University named after A. N. Tupolev-KAI, Russian Federation  
*Alsu Gilmetdinova,* Kazan National Research Technical University named after A. N. Tupolev-KAI, Russian Federation  
*Ruzilya Yakhina,* Kazan National Research Technical University named after A. N. Tupolev-KAI, Russian Federation

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**IEP Learners’ Self-Correction Profiles During an Oral Production Task**

The longitudinal multiple case study discussed analyzed three types of self-correction (abandoned utterances, during-production corrections, postproduction corrections) to create profiles of four adult Arabic L1 learners in an IEP. The triangulated results provide insights into self-correction that could aid teachers when implementing self-correction activities and designing oral productive tasks.

*Mary Lou Vercellotti,* Ball State University, USA  
*Dawn McCormick,* University of Pittsburgh, USA

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**Learners as Ethnographers: Promoting Critical Intercultural Awareness in Academic Socialization**

EAP learners should develop critical intercultural awareness for a successful academic socialization process. This presentation describes how autoethnographic tasks can be used to raise learners’ critical intercultural awareness in a graduate-level EAP course. Participants receive ready-to-implement materials to incorporate critical intercultural awareness-raising tasks in their teaching contexts.

*Seyma Toker,* Georgetown University, USA  
*Aysenur Sagdic,* Georgetown University, USA

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**Learning How to Lead EL Family and School Engagement**

ELs struggle with the divide that may exist between home and school, resulting in gaps that effective family/school engagement can bridge. This session describes a university/elementary school partnership focused on improving engagement. Participants learn how to implement this model of engagement, gain administrator buy-in, and develop educators’ leadership skills.

*Angela Mooney,* University of Central Oklahoma, USA

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**Investigating Interculturality Development of Student Sojourners in the Academic Environment**

The presenter shares her experience in developing students’ intercultural competence to promote language skills, pragmatic competence, and literacy to contribute to learner-centered classrooms. She also presents data that show what students miss in their language classes that should be included to enhance the learning process and develop their intercultural competence.

*Ruqayyah Moafa,* The University of Memphis, USA

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**Linguistic Landscapes: Harnessing Home Language for Inclusive School Ecologies**

Attendees take a photographic journey through an urban school before and after a project to make the linguistic landscape more inclusive. By applying a critical lens to school spaces, attendees learn to cocreate multilingual ecologies alongside emergent bilinguals to visibly promote an asset-based perspective of cultural and linguistic diversity.

*Rachel Toncelli,* Rhode Island College, USA  
*Elizabeth Taylor,* Hope High School, USA

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**Oral Error Correction in the Classroom: What Works**

Oral error correction is difficult but vital to language learning; research shows that it benefits students. Teacher discomfort with oral error correction can lead to no correction at all. This presentation explores why oral error correction is important and practical ideas for performing it in the classroom.

*Bradley Knieriem,* Howard Community College, USA
**Preparing Teachers for Culture Teaching: Lessons Learned from Global Practitioners**

Given postmodern understandings of culture, it is likely that conventional techniques of preparing novice English language teachers for culture teaching are increasingly inadequate. This presentation provides specific recommendations for teacher education programs that are drawn from a culture teaching study conducted with 12 English language teachers across global and institutional settings.

**Bryan Meadows**, Seton Hall University, USA

**Researching With Multilingual Students and Teachers: A Participant Solidarity Lens**

This researcher-oriented presentation proposes a participant solidarity lens for designing, conducting, and presenting scholarly research in bi/multilingual and ESOL classroom settings. Based on their experience as classroom ESL teachers and university researchers, the presenters offer this lens as a methodological and theoretical framework for (humanizing) classroom research endeavors.

**Nicole King**, The Ohio State University, USA

**Jackie Ridley**, The Ohio State University, USA

**Spaced Repetition Systems: The Neuroscientific Approach to Vocabulary Acquisition**

What is the latest neuroscientific evidence on spaced repetition? Is this strategy more effective in enhancing retention than massed learning? Because the intermediary period between repetitions is critical, how do spaced repetition systems factor in both the forgetting curve and the optimal set of reviews for vocabulary acquisition?

**Harisimran Sandhu**, Independent, India

**Storyscapes: Situating Individual Language Learning Within Local and Global Narratives**

Storyscapes, or explorations of physical spaces as sites of shared memories and emotional responses, are described in relation to L2 pedagogy. This presentation of a classroom project addresses how language learners interpret meaning in new environments, come to know a place, and understand the language that helps to define it.

**Carla Chamberlin**, The Pennsylvania State University, Abington, USA

**Student Input on Activities and Excursions in English for Tourism**

This research-oriented presentation reports in-class activities and excursions for English for Tourism students (N=204) most and least preferred. It was found that interactive and creative in-class speaking activities and overnight excursions to natural attractions focusing on speaking and hands-on experience were preferred. Implications for other ESP contexts are discussed.

**Wutthiphong Laoriandee**, Chulalongkorn University Language Institute, Thailand

**Teaching ELLs in the Context of Political Trauma**

Presenters share results of a study regarding how English language teachers’ instruction was impacted by their students’ emotional responses to President Trump’s January 2017 signing of Executive Orders 13759 and 13767, which attempted to limit refugee resettlement and immigration in the United States.

**Janine J. Darragh**, University of Idaho, USA

**Gina Petrie**, Eastern Washington University, USA

**The Skillful Approach to Teaching Critical Thinking**

All published EAP materials claim to teach critical thinking skills, but do they ask students to do more than discuss their opinions? In this session, attendees look at low- to high-order critical thinking skills and how they can effectively be taught across levels of an EAP curriculum.

**Nicole Graham**, English Central, Canada

**Tracing the Developmental Trajectory of L2 Novice Teacher/Teaching Expertise**

This study traces the developmental trajectory of 12 novice ESL teachers over two years as they moved through a series of pedagogy courses and participated in a variety of PD activities. The findings illustrate how engagement in these practices shaped their emerging teacher/teaching expertise in meaningful and worthwhile ways.

**Karen Johnson**, The Pennsylvania State University, USA

**Paula Golombek**, University of Florida, USA

**Deryn Verity**, The Pennsylvania State University, USA

**Sharon Childs**, The Pennsylvania State University, USA
**Wednesday, 7:00 am–7:45 am**
**A310 (GWCC)**

**Translingual Literary Public Pedagogy: Learned Limits and Limitlessness**
This presentation reports on the processes and products of our engagement with translingual pedagogies, those occurring when languages are in contact and mutually influencing each other with emergent meanings and grammars. We illustrate translingual memoir as an ensemble strategy to use with TESOL students and communities when reading translingual literature.

_Tairan Qiu_, The University of Georgia, USA
_Melisa Cahnmann-Taylor_, The University of Georgia, USA
_Sharon Nuruddin_, The University of Georgia, USA
_Yixuan Wang_, The University of Georgia, USA

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**Wednesday, 7:00 am–7:45 am**
**A304 (GWCC)**

**Understanding the English Side of Dual Language/Bilingual Immersion**
This session shares findings from research on English partner teachers’ experiences teaching in K–12 dual language immersion (DLI) programs. This qualitative multicase study seeks to understand the unique roles and responsibilities of these teachers, and the extent to which current pre- and in-service preparation programs prepare teachers for these roles.

_Adriana Melnyk Brandt_, Dixie State University, USA

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**Wednesday, 7:00 am–7:45 am**
**A403 (GWCC)**

**Using Critical Literacy in Resistance Readings and Counternarratives**
Often, we assume what we read is truth. However, texts can be influenced by social hierarchies, bias, and the author’s ideologies. This presentation discusses how students can critically analyze texts to look beyond the intended meaning, find the hidden power in texts, and discover alternate views.

_MaryLynn Patton_, El Centro College, USA

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**Wednesday, 8:00 am–9:00 am**
**Hall A2 (GWCC)**

**Developing Expertise in TESOL: Local-Global Considerations**
As language teachers and teacher educators, we are constantly considering the local and the global with regards to teaching English. What expertise do English teachers need to teach English as a global language while considering the diverse forms, norms, functions, and uses defined by local dynamics and necessities?

_Luciana C. de Oliveira_, University of Miami, USA

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**Wednesday, 9:00 am–10:00 am**
**Chestnut (Omni)**

**TESOL National Recognition Through CAEP**
This session discusses how the TESOL P–12 Professional Teaching Standards are used by the Council for the Accreditation of Educator Preparation (CAEP) to accredit ESL licensure programs. Applying the standards in other contexts, both in the United States and internationally, for PD in schools is also discussed.

_Anita Bright_, Portland State University, USA

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**Wednesday, 9:10 am–9:30 am**
**Teaching Tip Theater #2, Expo Hall (GWCC)**

**Rhetorical Moves in Research Papers: A Corpus-Based Lesson**
Composing a well-structured research paper can be challenging for novice academic writers. This session shares a lesson that aims to help students notice and learn common language patterns used in research papers by drawing on the Concordancer for Academic Written English.

_Eman Elturki_, Washington State University, USA

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**Wednesday, 9:10 am–9:30 am**
**Teaching Tip Theater #1, Expo Hall (GWCC)**

**The N-Word: How to Engage ELLS’ Sociocultural Understanding**
Impactful pedagogy addresses the sociocultural meaning of language, enabling ELLs to communicate effectively in diverse environments. Dialoguing with ELLs about the n-word’s history and nuanced meanings empowers them as socially aware language users. Easily adaptable, multimedia lesson plans for beginning students in an EFL context are shared with participants.

_Kendra Staley_, University of Colorado, Boulder, USA

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**Wednesday, 9:40 am–10:00 am**
**Teaching Tip Theater #2, Expo Hall (GWCC)**

**Mobile-Assisted Language Learning: Self-Assessment Activities in EFL Classes**
Self-assessment of oral performance can be challenging, but with a proper evaluation design involving mobile phones as recording tools, learners can develop their abilities of self-observation and self-judgment for future improvement. The presenter demonstrates how this approach helped college EFL learners to develop their English speaking and assessing abilities.

_Yu-ju Hung_, R.O.C. Air Force Academy, Taiwan
Scaffolding Heard Content for Paraphrasing: From Understanding to Production
Summarizing heard content in an academic setting can be both frightening and difficult for LLs. The presenter introduces the use of teacher-developed summary templates to both scaffold students speech and teach a long term strategy that LLs can use in their present and future academic summary tasks.
Christienne Woods, The University of Delaware, USA

Possible L2 Selves and Career Education Exercises in English Classes
Career education exercises involving the creation of current and future resumes were incorporated into English classes with ESL students. The exercises enhanced the Ought-to L2 Self, especially for low-proficiency students, which may motivate them to study English, whereas high-proficiency students were motivated to achieve an Ideal L2 Self.
Noriko Iwamoto, Toyo University, Japan

Preparing Pathway Students for Academic Discourse: Structured Group Share Projects
International students can find it challenging to communicate with professors and classmates; structured group share projects can help prepare them for academic discourse. Cooperative learning, differentiation, scaffolding and reflection encourage students to take responsibility for their part of the share. Metacognitive strategies are also an important part of the process.
Nicole Servais, University of Delaware, USA

Homework Packets That Extend and Motivate Student Learning
Do you and your learners dread homework? See how one teacher motivates students to do and to learn from their homework through weekly homework packets that encourage students to control their learning and practice outside of class. Participants receive example packets to help them get started in their classrooms.
Rochelle King, INTO Oregon State University, USA

The Power of Languages in the Newcomer ESOL Classroom
In this session, the presenter shares findings from a study that looked into the language and literacy experiences of Knowing ELs in the newcomer ESOL classroom. In particular, this presentation shares the participants’ perspectives about the dynamics of languages in the ESOL classroom between indigenous and nonindigenous Latin American immigrant ELs.
Luis Javier Pentón Herrera, Prince George’s County Public Schools, USA

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Artificial Intelligence for Teachers: Theory Into Practice
The language of artificial intelligence (AI) has been around for decades: state analysis, intelligent feedback, individualized study path, virtual tutor. The presenters explain basic principles underlying AI technology and demonstrate how AI can improve student learning and inform classroom instruction, leading to consistent, predictable learner progress.
Kevin McClure, Independent, USA

Bilingualism and Language Revitalization in Guam and Micronesia
In this presentation, the topics of language death and revitalization in Guam and the Federated States of Micronesia are discussed qualitatively based on data collected from interviews and focus groups with community elders, language students, and citizens involved in language revitalization efforts in the region.
Evelyn Doman, University of Guam, Guam
Conceptualizations and Misconceptualizations: Cultural Linguistics in the English Language Classroom
This session introduces teachers to the study of cultural linguistics through two activities, which participants can immediately replicate in their own classes, designed to help students recognize differing cultural conceptualizations in their own languages and make the connection between language, culture, and thought.

Christopher Hastings, Southwest Tennessee Community College, USA
A. Aleathea Conner, University of Memphis, USA

Developing Extensive Readers in the EAP Classroom
In this teaching-focused presentation on extensive reading, detailed instructions are given to guide attendees in 1) helping students select an appropriate authentic text, 2) monitoring students’ comprehension, and 3) creating response projects that require meaningful connection to the text.

Jena Lynch, Embry-Riddle Aeronautical University, USA

Engaging and Empowering Language Learners
Tap learners’ motivation, empowering them to use language to collaboratively explore meaningful content and build relationships. Engage learners in tasks to develop interculturality, examine critical issues, use technology to collaborate and learn, and design purposeful tasks and assessments. Use high-leverage teaching strategies to build learners’ performance and autonomy.

Lisa Lilley Ritter, American Council on the Teaching of Foreign Languages, USA

Enriching L2 Reading, Writing, and Vocabulary Development With Genre-Based Tools
This session introduces classroom-tested tools and materials designed to engage intermediate- to advanced-level ELLs in genre-oriented practices for comprehending and producing diverse text samples in various media. Interactive tasks provide teachers with resources for working creatively with genre categories, functions, participants, rhetorical patterns, pragmatics, grammar, and vocabulary.

John Hedgcock, Middlebury Institute of International Studies at Monterey, USA

Exploring EFL-ESL Transition: First-Semester Linguistic Experiences of Chinese International Students
This presentation reports findings of an investigation into the EFL-ESL transition of six newly arrived Chinese international students during their college freshman year in America. Findings reveal that focal students strategically adopt bilingual resources to function linguistically in academic settings. Implications on TESOL practitioners’ practices and preservice teacher education are provided.

Qianqian Zhang-Wu, Boston College, USA

Federal Update: ELLs in Adult Education
During this interactive session, representatives from the U.S. Department of Education present an update on services made available to adult ELLs through the Workforce Innovation and Opportunity Act (WIOA), including the integrated English literacy and civics education program.

Christopher Coro, U.S. Department of Education, USA

Georgia’s Systems of Continuous Improvement: Coordinating Programs to Support the Whole Child
The Georgia Department of Education (GaDOE) works collaboratively across divisions to support LEAs through a common language and framework to meet the needs of all learners. This presentation provides an overview of how GaDOE is changing the work of supporting districts, schools, and children through Georgia’s Systems of Continuous Improvement.

Zelphine Smith-Dixon, Special Education Services and Support,
Faya Paul, School and District Effectiveness,
John Wright, Federal Programs,
**Wednesday, 11:00 am–11:45 am**  
Cottonwood B (Omni)

**Lexical Sophistication Measurements: Applications in Teaching and Assessment**  
Lexical sophistication is an important aspect of overall lexical proficiency, one which teachers intuitively recognize when assessing learners’ output. This presentation explores this construct, highlighting practical methods that teachers can use to quantitatively measure lexical sophistication and ways to effectively increase learners’ lexical sophistication through our planning choices.  
Ben Naismith, University of Pittsburgh, USA

**Wednesday, 11:00 am–11:45 am**  
Hickory (Omni)

**Making Global Open Educational Resources Locally Adaptable**  
This session explores the legal, technological, and practical applications of open educational resources. Presenters look at the role TESOL professionals play in the global Open Education Movement and best practices for materials writers facing an ever more global audience with diverse needs.  
Bee Jenkins, FHI 360, USA  
Amy Nunamaker, FHI 360, USA  
Kate Bain, U.S. Department of State, USA  
Joan Kang Shin, George Mason University, USA

**Wednesday, 11:00 am–11:45 am**  
A303 (GWCC)

**Pairing Up Language and Content Courses**  
In CBI, approaches to integrating language and content vary according to instructional context. This session details pairing up language and content courses to better align teaching aims and facilitate collaboration between language and content faculty.  
Sherise Lee, Academy of Art University, USA

**Wednesday, 11:00 am–11:45 am**  
A313 (GWCC)

**Pedagogical Approaches to Teaching and Learning Multiword Expressions**  
Multiword expressions are astoundingly frequent in all manner of language. Teaching and learning multiword expressions is important in listening, speaking, reading, and writing, and their uses can be highlighted in practically any context. This presentation offers teaching strategies and activities that are practical and effective in various instructional settings.  
Eli Hinkel, Seattle Pacific University, USA  
Brent Green, Brigham Young University–Hawai’i, USA

**Wednesday, 11:00 am–11:45 am**  
A408 (GWCC)

**Personal and Persuasive: Engaging the Flipped Learner With StartUp**  
Flipped learning inverts classroom pedagogy so learners encounter the target content before class. Using the example of StartUp, a new eight-level adult series, this session explores practical ways for teachers to use technology to enhance learning and assessment through a combination of tailored flipped learning materials and phone-based projects.  
Ken Beatty, Anaheim University, USA

**Wednesday, 11:00 am–11:45 am**  
A314 (GWCC)

**Small Talk Adds Value to the L2 Classroom**  
Beyond rapport building, the informal discourse structure of small talk promotes an anxiety-free environment while allowing L2 learners to flex their agency role. Results from this classroom-based discourse analysis indicate that small talk has potential in developing learners’ interactional competence. Learn how small talk may benefit your ESL students.  
Andrea Mason, University of Idaho, USA  
Bal Krishna Sharma, University of Idaho, USA

**Wednesday, 11:00 am–11:45 am**  
A404 (GWCC)

**Students With Interrupted Formal Education in ESOL Classrooms**  
This presentation shares the results from a pilot study that was conducted with ESOL teachers who work with SIFE. This presentation discusses the needs of SIFE, what ESOL teachers need to know to address these needs, and the implications this has on teacher preparation programs and PD.  
Greer Mancuso, George Mason University, USA
Supporting Linguistic Inclusivity in Higher Education: Implementing Strategic Initiatives
This presentation showcases three strategies for promoting a linguistically inclusive campus for ELL students: community workshops, podcast-based outreach, and social initiatives to foster intercultural communication and identity building. Participants gain practical strategies for implementing these and similar projects in their own campus communities.

Kimberly Edmunds, Baruch College–CUNY, USA
Tristan Thorne, Baruch College–CUNY, USA

Teaching Language Skills With Drama: Practical Activities for All Classrooms
Using improv and acting techniques in language instruction can seem daunting for teachers who are not familiar with these techniques or who feel they are either outside of their comfort zones or frivolous. In this workshop, participants learn about evidence-based practice that can be applied in any classroom setting.

Carmela Romano Gillette, Michigan TESOL, USA
Deric McNish, Michigan TESOL, USA

Teaching Vocabulary With Semantic Fields and Lexical Sets
A semantic field consists of words that would be found in a topic (e.g., money), and a lexical set is a list of words from a semantic field. In this session, presenters demonstrate Pro Lingua’s several published texts focused on semantic fields and lexical sets and conduct a raffle.

Raymond C. Clark, Pro Lingua Associates, USA

The Local-Global Nexus: Increasing Accountability in Webinars
A challenge of teacher development workshops is having participants adopt the activities demonstrated. In this session, presenters describe collaborating on designing and delivering three series of PD webinars for South Asian educators, in which participants tried out activities and reported back. Results and future considerations are explored.

Lisa Morgan, Independent, USA
Maria Snarski, U.S. Department of State, USA
Sara Denne-Bolton, Independent, USA

Your TEAM for Teaching ELLs Academic Language
Mastery of academic language is arguably the single most important determinant of academic success for individual students. This presentation reinforces the need for structured academic language, but not through isolation. It implements the usage of listening, speaking, reading, and writing as activities to master academic language, using TEAM Toolkits.

Eric Beck, Continental Press, USA

Beyond 5-Paragraph Essays: Why Don’t Writing Textbooks Reflect Current Research?
Textbooks in writing classrooms are important tools that inform teachers’ practices. Yet, often, they don’t adequately reflect current research. Panelists explore how writing textbooks conceptualize argumentation, the importance of reading/writing connections in textbooks to promote lexical proficiency development, and how genre-based instruction facilitates learning transfer. Publisher perspectives are also discussed.

Tanita Saenkhum, University of Tennessee, Knoxville, USA
Alan Hirvela, Ohio State University, USA
Diane Schmitt, Nottingham Trent University, United Kingdom
Ann M. Johns, San Diego State University, USA
Kelly Sippell, University of Michigan Press, USA

Changing Lanes: Preparing K–12 ESL Teachers to Provide Resources
TESOL’s 2017 teacher education draft standards address a new role for ESL teachers—coaching their peers to support ELLs. Presenters share their advocacy, curricular, instructional, materials, and assessment strategies to prepare TESOL teachers to coach general educators to include ELLs. Participants glean applicable strategies for meeting the standard.

Kate Mastruserio Reynolds, Central Washington University, USA
Michelle Benegas, Hamline University, USA
Amy Stolpestad, Hamline University, USA
Cate Crosby, Columbia University, USA
**Connecting Adult ELLs To Their Goals Through Increased Rigor**

Increasing rigor in adult ESOL instruction is essential to accelerate ELs’ successful transition into college, career or community settings. Working collaboratively, participants explore a variety of ways to infuse rigor in beginning to advanced classrooms, utilizing academic language and thinking critically while employing reading and language strategies.

Carolyn Nason, Milwaukee Area Technical College, USA  
Shawn Jensen, Northeast Wisconsin Technical College, USA

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**Developing English Teacher Mentor Programs: A Global Perspective**

Learn about models for setting up teacher mentoring programs and hear the personal stories from those who became teacher mentors in their home countries. Find out how to build a mentor program that will enable teachers to grow professionally while building strong teacher-to-teacher relationships that reenergize teaching communities.

Dawn Rogier, U.S. Embassy Beijing, USA  
Barbara Williams Stoff, Independent, USA  
Vivian Leske, Holyoke Community College, USA  
Kitty Purgason, Biola University, USA  
Altantsetseg Tumnekhishig, U.S. Embassy Ulaanbaatar, Mongolia  
Serdamba Jambalsuren, Hatgal Secondary School, Mongolia  
Martha Epperson, University of Michigan, USA

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**Drama Techniques to Access Complex Texts and Vocabulary**

Drama is an accepted approach for basic language learning, but it can also support the student’s ability to read complex texts and use the vocabulary and language structures necessary to succeed academically. We explore drama activities that provide equal access to the demands of reading and writing about text.

Richard Silberg, U.S. Department of State, USA

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**Eliminating ESL in Georgia Higher Education**

Based on three longitudinal studies, panelists report on the closure of college ESL programs in Georgia resulting from the state’s college completion reform policies. Panelists critically evaluate Georgia’s new policies from multiple stakeholder perspectives and consider implications for college completion reforms, EL college access, and ESL support programs nationwide.

Linda Harklaau, University of Georgia, USA  
Susan Blyle, University of Georgia, USA  
Lei Jiang, University of Georgia, USA  
Kate Batson, University of Georgia, USA  
Kathleen McGovern, University of Georgia, USA

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**Embracing Social Media to Engage Students and Teach Narrative Writing**

Social media provides teachers with a chance to embrace a context that is meaningful to 21st century learners and to capitalize on their enthusiasm to create authentic and entertaining language-learning opportunities. In this workshop, participants learn to use Facebook to make narrative writing authentic, attainable, and enjoyable for students.

Jennifer Borch, Independent, USA

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**Empowering Global TESOL Leaders in a Local Context**

Workshop attendees are introduced to several activities that empower teachers to become leaders in their institution. Attendees walk out of the session with a clear action plan and next steps to empower themselves and their institution. This workshop is intended for attendees both in leadership and/or teaching positions.

Kimberly Chilmonik, U.S. Embassy, Egypt  
Sarina Monh, Royal University of Phnom Penh, Cambodia  
Mohamed Taha, U.S. Embassy-Al-Azhar University, Egypt  
Kimteang Thai, Australian Centre for Education, Cambodia  
Heba Sallam, English Language Resource Center, Egypt  
Muhammad Subry, English Language Resource Center, Egypt
**Enhancing Teaching Effectiveness Through Teachers’ Self-Efficacy Development**

Content and technical expertise are no longer sufficient for successful teaching in today’s complex classroom environments and must be accompanied by a teacher’s strong sense of professional self-efficacy. Through a series of experiential activities, participants explore an in-service model that integrates skills development with strategies for building teachers’ self-efficacy.

**Grazyna Dudney**, Defense Language Institute, USA

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**Envisioning TESOL Through a Translanguaging Lens**

In response to the multilingual turn in language education, a translanguaging lens challenges the monolingual, native-speakerism paradigm and aims to transform the TESOL profession in valuing learners’ full linguistic repertoires. This colloquium explores both the theoretical and pedagogical possibilities of translanguaging in instruction and assessment.

**Zhongfeng Tian**, Boston College, USA  
**Laila Aghai**, University of North Dakota, USA  
**Peter Sayer**, The Ohio State University, USA  
**Jamie L. Schissel**, University of North Carolina at Greensboro, USA  
**Sabrina Sembiante**, Florida Atlantic University, USA  
**Edwin N. León Jiménez**, Universidad Autónoma Benito Juárez de Oaxaca, Mexico  
**Julio Morales**, Universidad Autónoma Benito Juárez de Oaxaca, Mexico  
**Mario López-Gopar**, Universidad Autónoma Benito Juárez de Oaxaca, Mexico  
**Vilma Huerta Cordova**, Universidad Autónoma Benito Juárez de Oaxaca, Mexico

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**ESL and Math Teachers: A Shared Responsibility**

Attendees actively participate in several research-based strategies which make the English syntax and vocabulary of math accessible to ELs, especially those stalled at intermediate or with interrupted schooling. Resources to draft a collaboration packet for math colleagues, including scaffolding templates, strategies, and charts of structures and vocabulary, are provided.

**Elizabeth Hartung-Cole**, NNETESOL, USA

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**Innovative CBI: Toward Strong Collaboration in Higher Education**

The complexity of assessment, writing, intercultural communication, pedagogical issues, and other areas make the case for strong, ongoing collaboration between content and TESOL experts in higher education. This panel presents viewpoints from administrators and faculty in an innovative CBI model designed for sustainability, student-centeredness, and equal positionality at a U.S. university.

**Sky Lantz-Wagner**, University of Dayton, USA  
**Olena Zastezhko**, University of Dayton, USA  
**Jeri Taylor**, University of Dayton, USA  
**Colleen Gallagher**, University of Dayton, USA  
**Jennifer Haan**, University of Dayton, USA

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**Microcredentialing of EL Teaching Skills Through Digital Badges**

Digital badges are a promising innovative tool to support teacher candidates’ instructional skill development. This panel describes the process of developing a series of digital badges that focus on EL teaching skills. Participants leave with specific ideas on how to implement their own digital badging system.

**Kerry Purmensky**, University of Central Florida, USA  
**Charlene Xiong**, University of Central Florida, USA  
**Joyce Nutta**, University of Central Florida, USA  
**Florin Mihai**, University of Central Florida, USA  
**Laura Monroe**, University of Central Florida, USA

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**To Plow the Sea: Linguistic Policy in South America**

South America is a vast and diverse continent within which interesting changes are occurring at the levels of policy making, teacher preparation, and professional practice. These had been circumscribed to individual countries. Recently, however, synergies began to surface, which are the focus of this panel of experts in the region.

**Gabriel Diaz Maggioli**, The Catholic University of Uruguay, Uruguay  
**Lia Kambi-Stein**, California State University, Los Angeles, USA  
**Maria Matilde Olivero**, Universidad Nacional de Rio Cuarto, Argentina
We Did It Our Way! Self-Directed and Informal PD
This panel reports on research and practice of second/foreign language teacher-directed and informal PD. The research findings concur with reports that self-directed, informal learning currently defines 80% of learning. The situation challenges traditional and formal PD models often criticized for being general, spotty, inflexible, and lacking in timeliness.
Faridah Pawan, Indiana University, USA
Ai-Chu Elisha Ding, Indiana University, USA
Faishal Zakaria, Indiana University, USA
Mika Mokko, Indiana University-Purdue University Indianapolis, USA

Cross-Cultural Perspectives on Academic Integrity in the University Classroom
Through intercultural insights based on Asian and Western academic norms, the presenters offer effective strategies for dealing with issues of plagiarism, cheating, and challenges with classroom discussions. The presenters explore one aspect of culture—dependence vs. interdependence—and discuss how differing worldviews lead to different attitudes toward ownership.
Elizabeth Wentzel, Penn State University/York, USA
Judy Sides, Penn State University York, USA

Working Smarter Not Harder: Avoiding Teacher Burnout and Improving Outcomes
Working smarter not harder relates to how we approach our workload. In this session, the presenter discusses strategies that can increase efficiency, expedite feedback, and reduce teacher burnout. Using the strategies discussed, teachers feel less burdened by their workload and students receive faster, better, targeted feedback.
Abigail Mason-Marshall, University of Iowa, USA

10 Activities for Super Summarizing
Summarizing is an essential academic skill. However, without plenty of practice, ESL students often find it very difficult to master. In this session, the speaker shares 10 fun, interactive activities that grab students’ attention and guide them to write summaries that are both accurate and concise.
Tamara Jones, Howard Community College, USA

Unfamiliar Genre Project to Diversify Preservice Teachers’ Multilingual Writing Pedagogies
The unfamiliar genre project is a tool that preservice ESL/EFL teachers can use to develop new curriculum that challenges them as educators as well as their students by integrating written genres that are atypical to the traditional multilingual academic classroom. This aids teacher empathy and diversifies their students’ writing abilities.
Anaiegle Horton, The University of Alabama, USA

50 Years: English Language Fellows in East Asia
Learn how the U.S. Department of State English Language Fellow program has spent 50 years working globally to sustain partnerships with English language professionals, promote PD, and enhance English language teaching in East Asia. Join to hear from Department of State staff, program alumni, and educators from East Asia.
Jennifer Hodgson, The U.S. Department of State English Language Programs, USA
Frances Westbrook, The U.S. Department of State English Language Programs, USA

Academic Word List in MA Linguistics/TESOL Theses by Arab Graduates
This session examines a corpus-based study investigating text coverage of Coxhead’s Academic Word List (AWL) in theses written by MA linguistics and TESOL Arab graduates. Results revealed that 9.86% (76,201 words) of the text is covered by the AWL and the first three sublists represented 61.61% of the entire list.
Abdulsamad Humaidan, Southern Illinois University Carbondale, USA
Khalid Azzubaidi, King Saud University for Health Sciences, Saudi Arabia
Ghanem Al Ghuwainem, King Saud University for Health Sciences, Saudi Arabia

Balancing Between Student Engagement and Academic Rigor
What leads to academic success? Students need content that engages, promotes critical thinking, and provides language skills necessary to communicate their ideas effectively. The presenters demonstrate how National Geographic content in Pathways 2e motivates students while equipping them with essential language and critical thinking skills needed for academic rigor.
Laura LeDrean, National Geographic Learning, USA
Tracy Bailie, National Geographic Learning, USA
### Wednesday, 12:00 pm–12:45 pm

<table>
<thead>
<tr>
<th>Room</th>
<th>Event Description</th>
<th>Speakers</th>
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</thead>
<tbody>
<tr>
<td>Cottonwood B (Omni)</td>
<td><strong>Borrowing Words Legally: Expanding Options for Textual Borrowing via Corpora</strong>&lt;br&gt;Incorporating sources in academic writing while avoiding inappropriate textual borrowing is an important lesson for many ESL writers. This presentation introduces COCA as a tool for multilingual writers to enrich their repertoire of reporting verbs, practice appropriate textual borrowing strategies, and develop skills to discover meaning and structures in context.</td>
<td>Yu Tian, University of Arizona, USA&lt;br&gt;Marino Fernandes, University of New Hampshire, USA</td>
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<td>Sycamore (Omni)</td>
<td><strong>Change Is Hard! Challenges and Solutions for Language Program Administrators</strong>&lt;br&gt;Program administrators must make rapid changes and tough decisions as the economic situation changes. The presenters share issues they’ve faced and discuss solutions, including innovating within resistant organizational cultures, motivating staff and instructors, and balancing priorities with limited resources. Attendees leave with practical ideas to use in their own IEPs.</td>
<td>James Stakenburg, Pace University, USA&lt;br&gt;Noga La’or, Long Island University, USA</td>
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<td>Hickory (Omni)</td>
<td><strong>Combining Text and Visuals: Desirable Difficulty or Cognitive Overload?</strong>&lt;br&gt;This session investigates the theory of cognitive load and considers the concept of desirable difficulty. Participants evaluate whether language teaching materials with both audio and visual support for learners really help learners to learn language or whether incompatibility between the language and the visuals makes the materials too difficult.</td>
<td>Carol Lethaby, The New School, USA</td>
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<td>A407 (GWCC)</td>
<td><strong>Complement Your Curriculum With Content From ESL Library</strong>&lt;br&gt;One of the biggest challenges for language teachers is finding affordable, professional resources that meet the needs of dynamic ELLs. Learn how ESL Library develops printable and digital lessons for all ages and levels to inspire conversation, debate, and interaction in your classroom.</td>
<td>Ben Buckwold, ESL Library, Canada</td>
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<td>Grand Ballroom A (Omni)</td>
<td><strong>Enhancing Advocacy in the Age of Social Media</strong>&lt;br&gt;Learn from TESOL staff about how to effectively utilize social media to enhance your advocacy efforts and campaigns and get some basic tips for using various channels.</td>
<td>David Cutler, TESOL International Association, USA</td>
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<td>A314 (GWCC)</td>
<td><strong>Hands-On Comprehension Strategies for All Students</strong>&lt;br&gt;Many ELLs struggle to read and comprehend even basic texts. Evidence-based, hands-on comprehension strategies can change that. This is an interactive workshop in which participants learn proven activities and strategies to boost comprehension for all levels of ELLs.</td>
<td>Jill Haney, Saddleback Educational Publishing, USA</td>
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<tr>
<td>A404 (GWCC)</td>
<td><strong>Investigating Novice ESL Teachers’ Advocacy Beliefs and Practices</strong>&lt;br&gt;This presentation reports on findings of an investigation into seven novice ESL teachers’ advocacy beliefs and practices. Findings revealed that teachers acted as advocates in classroom and school settings, and their understandings of advocacy extended beyond the classroom and school into the community. Implications for teacher preparation are discussed.</td>
<td>Stephanie Garrone-Shufran, Merrimack College, USA</td>
</tr>
<tr>
<td>Grand Ballroom C (Omni)</td>
<td><strong>Help ELLs Succeed: Free PD Resources for Pre-K–12 Educators</strong>&lt;br&gt;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.</td>
<td>Giselle Lundy-Ponce, American Federation of Teachers, USA</td>
</tr>
<tr>
<td>A303 (GWCC)</td>
<td><strong>Investigating Environmental Sustainability Through PBL</strong>&lt;br&gt;This presentation demonstrates how first-year international students enrolled in a mid-sized, U.S. university benefited from PBL through exploring environmental sustainability. Attendees view assignment descriptions, student work, and results of student self-evaluation. They develop a draft plan and receive a list of resources to aid assignment design.</td>
<td>Susan Huss-Lederman, University of Wisconsin–Whitewater, USA&lt;br&gt;Brianna Deering, University of Wisconsin–Whitewater, USA</td>
</tr>
<tr>
<td><strong>اسب</strong></td>
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<td>Stephanie Garrone-Shufran, Merrimack College, USA</td>
</tr>
</tbody>
</table>
**Looking at Refugee Children’s Language Learning and Funds of Knowledge**

This session discusses an ethnographic study conducted in two refugee households. Findings highlight that 1) there are four major categories of funds of knowledge in the participants’ households: cooking, religion, selling, and clothing; and 2) that this knowledge has potential for helping children’s English learning. Suggestions for educators are discussed.

Aijuan Cun, SUNY–Buffalo, USA

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**Scholarship on L2 Writing in 2018: The Year in Review**

Having difficulty keeping up with the scholarship in your research area? Even in a relatively small field like L2 writing, staying abreast of the current literature can be challenging. To address this situation, this session provides an overview and synthesis of L2 writing scholarship published during 2018.

Tony Silva, Purdue University, USA
Yachao Sun, Purdue University, USA
Kyle Lucas, Purdue University, USA
Qiusi Zhang, Purdue University, USA
Parva Panahi Lazarjani, Purdue University, USA

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**Multimodal Writing Tasks for ESL Learners in Academic Contexts**

From the perspective of task-based language teaching, the mixed-methods study discussed investigates adult EAP learners’ needs and language use in the multimodal genres (e.g., presentation slides and posters). After identifying the types of multimodal writing assignments, evaluation criteria, and resources, the presenters suggest some pedagogical tasks for the EAP learners.

Jungmin Lim, Michigan State University, USA
Charlene Polio, Michigan State University, USA

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**Technology Education for Adult ELLs: Local Collaborations for Global Connections**

This session highlights a collaborative initiative aimed to enhance the technology education available to immigrant and refugee-background adults. The presenters outline a range of community-based technology courses, pedagogical approaches, and key partners involved, including an MA TESOL program, local schools, nonprofit organizations, and private businesses.

Bjorn Norstrom, Technology for Tomorrow, USA
Raichle Farrelly, Saint Michael’s College, USA

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**Native and Nonnative Teachers’ Assessment of L2 Writing**

This session explores how and why native- and nonnative-English-speaking teachers’ assessment of L2 writing differs significantly at a Midwest U.S. university. The study participants evaluated the sample essay using an analytic rubric and then participated in semistructured interviews. Results and implications of the study are discussed.

Padam Chauhan, Minnesota State University, Mankato, USA

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**Reflection-as-Action: Implementing Reflective Practice in TESOL**

This session outlines and discusses how reflective practice can be implemented in ELT that not only focuses on the intellectual, cognitive, and metacognitive aspects of practice that many other approaches suggest, but also the spiritual, moral, and emotional noncognitive aspects of reflection that acknowledges the inner life of teachers.

Thomas S.C. Farrell, Brock University, Canada

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**The Language Learning Needs of Learners With Refugee experience**

This presentation shares the outcomes of the first two phases of a multiyear project focusing on identifying the unique language learning needs of learners with refugee experiences using surveys, interviews, contrastive analysis of learner corpora, and learners’ oral production data to inform the design of pedagogical tasks and classroom materials.

Li-Shih Huang, University of Victoria, Canada

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**Updating Your Approach to Vocabulary: 4 Manageable, Research-Based Practices**

How can academic ELT instructors apply groundbreaking research on vocabulary to their teaching? The presenter explains paradigm-shifting findings on the lexicon and learners. Next, she demonstrates a manageable approach to vocabulary study based on those findings. Finally, for ongoing motivation, she shows a lecture excerpt highlighting intriguing aspects of English.

Frances Boyd, Columbia University, USA
Utilizing the Language Experience Approach With L2 Adult Emergent Readers
This practice-oriented session reviews successful Language Experience Approach (LEA) lessons, and provides participants with a step-by-step routine for organizing and teaching LEA lessons for L2 adult emergent readers from refugee backgrounds. The session includes both classroom-based and community-based LEA experiences.

Jenna Altherr Flores, University of Arizona, USA

Wide Angle: Real Life Pragmatics
Pragmatics involves a complex interplay among language, language users, and context of language use. The authors of “Wide Angle” provide insight into the hidden rules of social English by being the only course to deliver relatable and interactive pragmatic instruction within authentic, real-world context.

Tamara Jones, Howard Community College, USA
Naoko Taguchi, Carnegie Mellon University, USA

Social Issues in the Classroom: Ideas From African Teachers
A panel of African teachers share their strategies for incorporating pressing social issues, such as gender, human rights, and economic inequality, into their classes in compelling, locally contextualized ways. Learn how they design engaging lessons that help students practice their English and develop as world citizens at the same time.

Riah Werner, National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire
Kanda Ibrahim, American English Language Program, Niger
Catherine Njau, Ministry of Education, Tanzania, United Republic of
Adama Sidibe, Université Cheikh Anta Diop, Senegal
Kathiya Yassim, Nelson Mandela University, South Africa
Aubain Adi, National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire

A Pop Music–Academic Nexus Achieved With a Paraphrasing Practicum
An introduction to or a refresher of the rationales behind conscientious paraphrasing and citing, this practicum uses the universal appeal of pop music to highlight the importance of intellectual property rights. This assignment is easy to implement, requires minimal time, and produces valuable discussion on accurate and responsible paraphrasing.

Wendy McBride, University of Arkansas, USA

International Students’ Cultural Identity Construction in the USA
This session presents the findings of a study which used focus group discussion to investigate the influence of international students’ cultural identity construction at one of the U.S. Eastern universities. The results revealed that both life experiences and initial challenges affected international students’ cultural identity construction.

Sukanto Roy, Indiana University of Pennsylvania, USA
Said Al-Harthy, Indiana University of Pennsylvania, USA

An Overview of TESOL Standards
The TESOL Standards Professional Council (SPC) provides an overview of available TESOL standards publications. This includes the revised Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs and older sets of standards. SPC members are available during the session to answer questions and point participants to these resources.

DJ Kaiser, Webster University, USA

An Exercise in Empathy: Sociodrama in the ESL Writing Classroom
Explore the possibilities of sociodrama in your classroom! Sociodrama is a powerful tool for examining social issues through dramatic role-play. Learn about the process of applying sociodrama to the ESL classroom as presenters demonstrate how they used this tool explore homelessness in a university composition course for multilingual speakers.

Amanda Bent, San Francisco State University, USA
Alexis Bloom, San Francisco State University, USA

Prosody and Politeness in 3 Dialog Acts
In English, offers, suggestions, and corrections usually include a late pitch peak early in the utterance. To appear polite, learners performing these functions should also include this prosodic marker. This session overview the phonetics and pragmatics of late pitch peak, and then illustrate how these can be taught.

Nigel Ward, University of Texas at El Paso, USA
1:00 pm

**Beginner’s Guide to Creating and Adapting Open Course Materials**

ESP, EAP, and IEP instructors often feel “off-the-shelf” textbooks are lacking and want to create their own course materials. Open textbooks may be a good option, but few are available for ESL students. Attendees learn how to create open course materials, find open resources, and adapt and publish them.

*Charity Davenport,* University of Tennessee, Knoxville, USA

**Bottoms Up: Reconceptualizing Academic Listening Pedagogy**

A shift in pedagogical focus to teaching bottom-up listening skills allows ELLs to anticipate and perceive the features of spoken English and therefore improve their ability to decipher meaning in the speech stream. This practice-oriented session highlights five strategies that English language teachers can use to reconceptualize their academic listening pedagogy.

*Abigail Mason-Marshall,* University of Iowa, USA
*Jennifer Lacroix,* Boston University, USA

**Creating Authentic Open-Source Reading and Writing Materials**

Reading and writing become more timely and relevant when using open-source and authentic materials. This session tells the story of how one institution redeveloped advanced integrated reading and writing courses utilizing open-source and authentic materials. Learn how to create such materials for your course.

*Sarah Barnhardt,* The Community College of Baltimore County, USA
*Danielle Aldawood,* The Community College of Baltimore County, USA
*Sara Osman,* The Community College of Baltimore County, USA

**Development of EFL Teachers’ Pedagogical Content Knowledge Through Action Research**

This presentation explores the impact of action research on the development of the pedagogical content knowledge of a group of EFL in-service teachers from one master’s teacher education program in Colombia. The main features of this development are examined as well as the implications for in-service teachers and teacher education programs.

*Julio Gomez,* Universidad Externado de Colombia, Colombia

**Digital Tools to Support ELs in Content Areas**

Participants learn about digital tools used to enhance instruction and assist ELs with social studies content. A lesson example is shared and participants interact with technology.

*Jennifer McGraner,* Ohio TESOL, USA

**Evaluating IEP Effectiveness: Comparing Student’s Level Advancement With Proficiency Development**

How do teachers, curriculum designers, and administrators know if their IEP is functioning well in developing student’s language proficiency as they advance through the program levels? This question is answered and shared for one IEP through proficiency testing data from 2014 and 2017, which provide a self-assessment of program effectiveness.

*Eddy White,* University of Arizona, USA
*Dan Lesho,* iTEP International, USA

**Everyone Should Understand: CBI Techniques to Teach U.S. Legal Rights**

Not understanding your legal rights has life-altering consequences. ESL instructors can help students by including real-world legal issue lessons. This session demonstrates CBI techniques using the Bill of Rights, the Miranda Warnings, and courtroom procedures. Participants leave with vocabulary lists, web-based resources, and increased knowledge of U.S. legal rights.

*Sherri Michalovic,* Temple University, USA
*Elizabeth Hepford,* Wesleyan University, USA
*Christina Tavella,* Chester Community Charter School, USA

**Fulbright English Teaching Assistant Awards: Teach, Learn, and Inspire**

This session provides an overview of English Teaching Assistant awards and information for those seeking to apply. As the flagship international exchange program, sponsored by the U.S. Department of State-ECA, the program places college graduates and young professionals as English teaching assistants in primary and secondary schools or universities overseas.

*Karen Forsythe,* Institute of International Education, USA
Hidden Grammars and How to Teach Them
Larsen-Freeman’s work with complex systems raises an important question in our field. What if there is not just one grammar, but many? This presentation identifies two hidden grammars—lexical grammar and discourse grammar—and explains how teachers can apply them in their teaching and materials.

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

Humanizing the Refugee Experience: Story and Voice in Research
The rhetoric surrounding refugee-background populations (e.g., swarm, invasion, crisis) demands that we embrace humanizing practices in our work as TESOL professionals to impact change and promote justice. This talk explores the valuable stories told through research and the increased power in research that gives voice to refugee-background individuals.

Raichle Farrelly, Saint Michael’s College, USA

Identifying ELs With Special Needs: A Case Study
Participants walk through the case of a new EL who is being assessed for a special need. The presenter stops at decision points and asks the audience to decide the next step. Finally, the presenter steps participants through what actually happened and the outcome at each point.

Eleni Pappamihiel, University of North Carolina Wilmington, USA

Improving Writing Instruction: Understanding EFL Students’ Self-Efficacy Revision Beliefs
Students’ revision beliefs in EFL writing play a significant role in their decision-making for improving writing. Nonetheless, it is hard to completely understand how learners think of revision. The presenters discuss their “Student-writers’ Self-Efficacy Beliefs About Revision Questionnaire” and its potential classroom application for enhancing the teaching/learning of EFL writing.

Lawrence Jun Zhang, The University of Auckland, New Zealand
Jing Chen, The University of Auckland, New Zealand
Donglan Zhang, The University of Auckland, New Zealand

Infusing Translanguaging Approaches in the Elementary Grades to Support ELs
The presenter shares a project implemented in a teacher education program that engages preservice teachers from distinct programs in creating translanguaging spaces for elementary classrooms. Collaboratively, they design lessons that highlight exemplary and inclusive practices using dual language materials to support ELs’ language and content knowledge development.

Solang Lopes Murphy, The College of New Jersey, USA

Integrating International Students Into a University Public Speaking Course
This presentation reports on efforts to integrate local and international students into a global learning community in a university public speaking course focused on intercultural communication. Based on the presenters’ experience, they offer advice on preparing international students for university content courses and reaching out to professors working with this population.

John Rothgerber, Indiana University, USA
Debra Friedman, Indiana University, USA

Mitigation for Intersubjectivity: Dynamic Assessment and Analysis of Supervisory Discourse
This presentation looks at the sociocultural domain of the supervisor-teacher interaction throughout five postobservation conferences. In addition, the presenter shows how mitigation language is used to mediate intersubjectivity (between an experienced supervisor and a novice language teacher) to promote teacher development.

David Chiesa, Georgia State University, USA
Nexus for Career Advancement: The Education Specialist Degree

Education Specialist degrees (EdS) can empower leadership potential, enhance research competency, and enable career advancement. Several TESOL professionals from adult and K–12 settings share their online experiences completing an EdS-TESOL (30 credits, post-MA) at a university in the southeastern United States. Attendees explore weaving advanced studies into their busy lives.

Josephine Prado, University of Alabama at Birmingham, USA
Julia Austin, University of Alabama at Birmingham, USA
Melissa Hawkins, University of Alabama at Birmingham, USA
Monte Erwin, University of Alabama at Birmingham, USA
Melinda Harrison, University of Montevallo, USA
Holly Hubbard, Etowah County Board of Education, USA
Gwyneth Dean-Fastnacht, South Dakota Title III & Migrant Consortia, Black Hills Special Serv. Coop., USA
Hector Baeza, Gadsden City Schools, USA
Michele Hawkins, Parent Teacher Resource Center, Gadsden City Schools, USA
Emily Day, Gadsden City Schools, USA
Stephanie Montiel, Baldwin County Board of Education, USA
Tricia Merritt, The Literacy Council of Central Alabama, USA

State WIOA Adult ESOL Initiatives and Innovations

Presenters from diverse states describe one significant adult ESOL initiative they have instituted to address a particular requirement of the U.S. Workforce Innovation and Opportunity Act. These brief overviews from each state focus on a program, issue, or product that can be of value and benefit to other states.

Susan Watson, Virginia Commonwealth University, USA
Gaye Horne, Colorado Department of Education, USA
Philip Anderson, Florida Department of Education, USA

Strategies for Effective Communication in English as a Lingua Franca

This session reports the findings from a larger study investigating the use of communication strategies in English as a lingua franca by international students in Australian higher education. Findings have resulted in an expended taxonomy of CSs and some implications for the teaching of spoken English and international education.

Thu Nguyen, Macquarie University, Australia
Lynda Yates, Macquarie University, Australia

Using Linguistic Landscape Projects to Increase Language Awareness and Learning

Linguistic landscape projects examine the use of language in public space. This session presents a project that was conducted by university EFL learners in Japan and how the project can affect learning. Students’ challenges, conclusions, and perceptions of the project, as well as pedagogical effects and implications, are presented.

Dawn Lucovich, The University of Nagano, Japan

What Eye Tracking Can Tell Language Educators About the Learning Process: An Overview

Eye tracking, the recording of participants’ eye movements, can provide detailed insight into language learners’ cognitive learning processes. The presenter reviews diverse applications of this technique and shows that learners who expend more cognitive effort (more attention, deeper processing) generally learn more vocabulary and grammar, at least in instructed settings.

Aline Godfroid, Michigan State University, USA
**U.S. Federal Policy Update**

Wednesday, 1:00 pm–2:30 pm  
Grand Ballroom A (Omni)

**Panel**  
**Practice-Oriented Research-Oriented Teaching**

**ABSTRACTS**

**ASJ**

U.S. Federal Policy Update  
An in-depth look at the current federal policy landscape in the United States. Hear about the latest updates from Washington, DC, regarding the budget and the new laws impacting ELs at all levels.

David Cutler, TESOL International Association, USA  
John Segota, TESOL International Association, USA

**LA**

What’s the Word? Assessing Vocabulary Size and Depth  
Vocabulary knowledge is key to success in language learning. Therefore, it is important that teachers are able to diagnose and monitor students’ vocabulary development. In this workshop, participants have the opportunity to evaluate and create both integrated and discrete items for assessing vocabulary size and depth.

Diane Schmitt, Nottingham Trent University, United Kingdom  
Norbert Schmitt, University of Nottingham, United Kingdom  
Benjamin Kremmel, University of Innsbruck, Austria  
Tziona Levy, Ministry of Education Israel, Israel

**RWL**

Wednesday, 1:00 pm–2:45 pm  
A303 (GWCC)

**IS:** Higher Education  
**Academic Reading: Perspectives and Challenges**

Results of standard tests indicate that reading is a skill that needs attention in all levels of education. Sharing faculty perspectives and their research-based practices can be a venue to explore limitations and recommendations to support students’ academic performance and increase the exit rates at undergraduate and graduate levels.

Maria Rossana Ramirez Avila, Universidad Casa Grande, Ecuador  
Virak Chan, University of Texas San Antonio, USA

**TE**

Wednesday, 1:00 pm–2:45 pm  
Grand Ballroom E (Omni)

**Brazilian Teachers Leading in Times of Change**

Brazilian educators are in the center of educational reforms including internationalization, public bilingual school pilots, increased English requirements, and new communicatively focused national curricula. This panel about teacher leadership gives voice to K–12 and university classroom teachers as local agents of change in their schools, highlighting both opportunities and challenges.

Jennifer Uhler, U.S. Embassy Brazil, Brazil  
Gladys Quevedo Camargo, University of Brasilia, Brazil  
Veronica Barreto, Federal Institute of Espírito Santo, Brazil  
Lukas Murphy, English Language Fellow Program, Brazil  
Rosana Mariano, Centro Paula Souza, Brazil  
Thiago Magno de Carvalho Costa, Federal University of Paraíba, Brazil  
Giselle Lima Guimarães, Center for Languages Brasília, Brazil  
Helmara de Moraes, U.S. Embassy Brasilia, Brazil

**ASJ**

Collaboration, Polyvocality, and Social Justice: Women of Color in Academia  

Building on 16 years of shared scholarship theorizing the institutional contexts in which women of color working in the TESOL academy operate, six established TESOL scholars share their evolving analysis of strategies for collaboration focusing particularly on how polyvocality can support social justice.

Suhantie Motha, University of Washington, USA  
Stephanie Vandrick, University of San Francisco, USA  
Rachel Grant, College of Staten Island, USA  
Ryuko Kubota, University of British Columbia, Canada  
Angel Lin, Simon Fraser University, Canada  
Gertrude Tinker Sachs, Georgia State University, USA

**TE**

Designing Activities and Programs for Teacher Learning: 5 Principles  
This workshop explores five elements that form a design theory for how ELT teacher education activities and programs operate and how they can impact teacher learning. Participants are introduced to the elements experientially and work with them through hands-on activities. They then apply them concretely to their own work situations.

Donald Freeman, University of Michigan, USA

www.tesolconvention.org 77
Academic Session

Conceptually Oriented Session

Dialogue

Exhibitor Session

InterSection

Invited Speaker

**ABSTRACTS**

**WEDNESDAY**

**ASJ**

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**IS: "Nonnative" English Speakers in TESOL**

*Global TESOL Professionals of African Descent: Negotiating Identity and Inequity*

This panel explores the lived experiences of researcher-practitioners of African descent from diverse geographical and cultural backgrounds, with a focus on the contextualized struggles they encounter in and beyond their respective workplaces pertaining to their value, credentials, and legitimacy of their capabilities to bring insightful contributions to ELT.

*Ana Solano-Campos*, University of Massachusetts, Boston, USA
*Ndeye Diallo*, Providence Public School Department, USA
*Lavette Coney*, The Fessenden School, USA
*Immaculée Harushimana*, Lehman College–CUNY, USA
*Quanisha Charles*, Kentucky Community and Technical College, USA

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**RWL**

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**International Students Writing Across the Curriculum: Investigating Prompts and Interactions**

The increase in international freshmen entering universities in English-speaking countries has renewed interest in identifying writing required in general education courses, in learning how students respond to assignments, and in revising EAP curricula. Topics include analysis of writing prompts, interviews with students and instructors, and implications for EAP courses.

*Jan Frodesen*, University of California, Santa Barbara, USA
*Amy Joy Lashmet*, University of California, Santa Barbara, USA
*Judy Gough*, University of California, Santa Barbara, USA

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**DLT**

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**IS: Computer-Assisted Language Learning (CALL)**

**SMALL: Research, Practice, Impact of Social Media-Assisted Language Learning**

Though CALL, computer-assisted language learning, provides the access portal for online learning, SMALL, social media-assisted language learning, furnishes the experience with research-based benefits and learning outcomes, engaging students through interactions in familiar social settings. Panelists present ways social media assists language learning, success stories, and SMALL’s growing impact on language education.

*Maria Tomeho-Palermino*, Northeastern University, USA
*Sandra Wagner*, Defense Language Institute, USA
*Susan Gaer*, Santa Ana College, USA
*Elke Stappert*, New York Public Library, USA
*Vance Stevens*, Learning2gether, Malaysia
*Maria Tomeho-Palermino*, Northeastern University, USA

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**TE**

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**IS: Teacher Education**

**Socially Just Teacher Education Practices for Refugee-Background ELs**

This panel discussion begins with an overview of intersections between socially just teaching and preparing teachers to work with refugee-background learners. Each panelist then provides a perspective on this theme: trauma-healing instructional practices, community participation and teacher learning through videoconference filming, relocation and language experiences of returning climate refugees as pedagogy.

*Faridah Pawan*, Indiana University, USA
*T. Leo Schmitt*, The New School, USA
*Roshii Jolly*, The New School, USA
*Nancy Xiong*, George Mason University, USA
*Andrea Lycka*, University of South Florida, USA
*Sandra Soto-Santiago*, University of Puerto Rico, USA
*Nicole Pettitt*, Youngstown State University, USA

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**VG**

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**Transforming Grammar Instruction: Memes as a Means for Learner Engagement**

In this workshop, participants learn how to engage students in learning about relative and adverb clauses using internet memes. The presenter also demonstrates how this lesson can be adapted for low- and high-tech environments, different skills courses, and various ELL contexts.

*Becky Lawrence*, Tokyo International University, Japan

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**CLI**

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**Universal Design for Learning: Supporting ELs With and Without Disabilities**

Universal Design for Learning (UDL) is a comprehensive framework to support ELs with and without disabilities. Description of the framework, K–12 and college examples, and participants’ hands-on application demonstrate how UDL can increase ELs’ access to curriculum and improve their opportunities for engagement and language development across all content areas.

*Caroline Torres*, Kapi’olani Community College, USA
**1:10 pm**

**CIC**

**Culturally Responsive Teaching: Why and How?**
In today's classrooms, culturally responsive teaching is not an option, but a vital practice to provide a learning platform that is conducive to the growth of all learners academically and culturally. In this presentation, the presenter breaks down this practice through multiple definitions and practical applications.

Deniz Toker, Western Michigan University, USA

**RWL**

**Intercultural Politeness for Writing Center Tutors**
How can politeness be incorporated in the feedback we give students? We present a summary of an intercultural pragmatics workshop for writing center tutors, helping them improve their interactions with native and nonnative English-speaking tutees. We hope these activities can help attendees incorporate pragmatics into their own contexts.

Jack Hardy, Oxford College of Emory University, USA
Eva Rothenberg, Oxford College of Emory University, USA

**1:40 pm**

**CLI**

**Heart vs. Brain in the Adult EFL Class**
Have you run out of teaching tips that infuse fun into your adult EFL class? This presentation enlightens you about how you can use the characters Heart and Brain of the webcomic The Awkward Yeti with adults. The tip motivates your adult learners and promotes their pragmatic intelligence.

Samira Chaibeddra, Royal School of Languages, Algeria

**TE**

**Using Dialoguing to Help Teachers Process Their Own Language Learning**
In this short, interactive teaching tip session geared for TESOL teacher educators, presenters demonstrate how they use the powerful technique of partner-dialoguing to help teachers—including both multilingual and monolingual teachers—to process their own language-learning experiences and to understand how those experiences shape their instruction of ELs.

April Salerno, University of Virginia, USA
Elena Andrei, Cleveland State University, USA

**2:00 pm**

**RWL**

**“Learning to Argue” and “Arguing to Learn”: Teaching Argumentative Writing**
This practice-oriented session involves presentation and discussion of different approaches to teaching and assessing argumentative writing. The session revolves around two major categories of argumentative writing: “learning to argue” and “arguing to learn.” Models, materials, issues, challenges, and opportunities related to argumentative writing are reviewed.

Alan Hirvela, Ohio State University, USA

**CIC**

**50 Years: English Language Fellows in Africa**
Learn how the U.S. Department of State English Language Fellow Program has spent 50 years working globally to sustain partnerships with English language professionals, promote PD, and enhance English language teaching and learning in Africa. Attend to hear from the Department of State, program alumni, and educators from Africa.

Jennifer Hodgson, The U.S. Department of State English Language Programs, USA
Frances Westbrook, The U.S. Department of State English Language Programs, USA

**VG**

**Academic Word List: What Every Teacher Needs to Know**
The Academic Word List (AWL) is perhaps the most widely used word list in TESOL. Although AWL words occur with high frequency in academic texts, what should you know about this list? Advantages and disadvantages? What can teachers do with this list? This session includes specific teaching ideas for using the list.

Kelly Sippell, University of Michigan Press, USA
Keith Folse, University of Central Florida, USA
Blended Learning Media Literacy Project Design and Implementation in Ukraine

Media literacy is an essential 21st-century skill. This presentation discusses media literacy in an EFL context and outlines the steps of implementing a large-scale, media literacy project using massive online open courses (MOOCs), local teachers, and social media to reach the largest number of ELLs as possible.

Joey Fordyce, Unalaska City School District, USA
John Silver, U.S. Department of State, Regional English Language Office-Kyiv, Ukraine
Olena Tanchyk, Donetsk State University of Management, Ukraine
Alyona Sukhinina, U.S. Department of State, Regional English Language Office-Kyiv, Ukraine

Creating Bottom-Up and Top-Down Academic Listening Materials

In addition to top-down listening strategies, intermediate learners in EAP and IEP programs also need guidance in bottom-up listening strategies. The presenter shares examples of teacher-created academic lectures and assessments that not only measure a student’s comprehension of a lecture, but also a student’s listening processes.

Sharon Tjaden-Glass, University of Dayton, USA

Bringing Them Together: Integrating IEP Students With Mainstream University Classes

By integrating IEP students into the greater university classroom, both populations of students benefit. The presenters introduce a framework for providing IEP students with authentic academic discourse experience in mainstream university classrooms, share methods used to scaffold the materials delivered, and discuss a model for preparing and facilitating experiences.

Lynne Clark, University of Florida, USA
Maya Shastri, University of Florida, USA
Jennifer Schroeder, Bilkent University, Turkey

College Writing Teachers’ Perceptions of Multilingual Writers’ Presence and Needs

This presentation reports on the results of a study at a small public university that examined writing teachers’ perceptions of presence and needs of multilingual writers. This presentation also looks at the professional preparedness of teachers working with multilingual writers and provides ideas for PD opportunities for writing teachers.

Yukiho Yamaguchi, University of Idaho, USA
Ibtesam Hussein, University of Idaho, USA
Weiwei Huang, New College of Florida, USA
Hanieh Nezakati Esmaeilzade, University of Idaho, USA

Expanding 21st-Century Assessment to Promote Gen Z Learning

Gen Z learners display distinct generational traits that require rethinking assessment strategies to respond effectively to their cognitive needs. This presentation reveals essential whys behind students’ collective performance, redefines the whens and hows of widely used assessment practices, and provides tips for designing innovative feedback to improve students’ learning.

Silvia Breiburd, ARTESOL, Argentina

EFL Learners’ Perceptions of English Accents

Imbued with social implications for L2 learners, accent is known to be more than a mere linguistic concept. Therefore, in this presentation, different aspects of accent are investigated to gain insight into EFL learners’ perceptions of it, along with a discussion of classroom implications.

Oguzhan Tekin, Northern Arizona University, USA

Engaging Emergent Bilinguals in Collaborative Writing Activities Across Genres

Writing is a complex process for emergent to advanced bilinguals (EABs). Collaboration has been highlighted as one practice that teachers can utilize to effectively facilitate EABs’ writing development. Presenters describe a design-based study focused on collaborative writing in a diverse first-grade classroom, showcasing rich interactions and artifacts from focal EABs.

Loren Jones, University of Maryland, USA
Sharon Smith, University of Miami, USA

80 2019 TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO
**Forget Those Words No More!**
Do your students struggle to retain words taught in class week to week (or day to day)? Grounded in the approach of spaced repetition, this pedagogically oriented presentation discusses five principles for effective vocabulary instruction and 12 techniques for teaching or reviewing vocabulary at any proficiency level.

Jennifer Majorana, Saginaw Valley State University, USA

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**Validating Your English Language Program on a University Campus**
Led by two IEP directors, this practice-oriented session describes the steps that two university-based IEPs are taking to enhance the recognition and validity of their programs on their campuses. Participants are asked to share other ways their programs are reaching further into their campus communities.

Jill Fox, Creighton University, USA
Tracey McGee, Illinois Institute of Technology, USA

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**Peer Interaction During Multimodal Composing: Comparing Guided and Unguided Planning**
The study discussed compared students’ interaction during collaborative multimodal composing and the quality of multimodal writing between guided and unguided planning conditions. Sixty Korean high school students completed a multimodal composing project in pairs, focusing on the fourth industrial revolution. Pedagogical implications of collaborative task-based multimodal composing are discussed.

YouJin Kim, Georgia State University, Republic of Korea
Sanghee Kang, Georgia State University, USA
Yunjung Nam, Georgia State University, USA

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**What I Wish My Teachers Knew**
Students have the right to social, emotional, and educational support and success. The more information we know about students, the more they feel supported and recognized. The complexity of issues surrounding identity, (like gender spectrum, TCK, EAL, learning differences), must be considered to improve learning environments.

Alyssa Kolowrat, International School of Prague, Czechia
Colleen Knutson, International School of Prague, Czechia

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**Research on ELT in Myanmar: Recommendations for Teacher Education**
Myanmar is reemerging after decades of isolation and neglect in the education and economic sectors. English is key to Myanmar’s recovery and so are university programs that prepare English teachers. This session describes the results of a research study of teacher educators in Myanmar noting key challenges, possibilities, and recommendations.

Mary Shepard Wong, Azusa Pacific University, USA

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**Workception: Planting Long-Lasting Ideas**
Your workshop was one of the best I’ve seen. Who wouldn’t want to hear such a compliment? Presenters share a checklist of necessary components for a successful workshop based on their own attendance at conferences. The list includes delivery, the agenda, the use of technology, and opportunities for application.

Emily Wong, University of California, Irvine, USA
Helen Nam, University of California, Irvine, USA

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**Workshopping Ideas From TED With National Geographic Learning**
Join National Geographic Learning to explore how big ideas from TED help learners everywhere find their voice in English. Participants use National Geographic Learning materials to understand, think, and talk about fascinating ideas from TED so that they can share their own ideas in English.

Caitlin Thomas, National Geographic Learning, USA
Applying The 6 Principles for Exemplary Teaching of English Learners

In this workshop, learn how different schools, districts, and universities are implementing The 6 Principles in a variety of K–12 contexts. Explore instructional design decision-making, teacher collaboration, and PD practices that can be applied to your settings.

Deborah Short, Academic Language Research & Training, USA
Linda New Levine, Consultant, USA

Invoking Shared Leadership in K–12 Schools for ELs

Leadership for ELs occurs at multiple levels in K–12 school districts and includes EL program leaders, principals, teacher leaders, and families. Expert panelists identify the leadership approaches each group employs and how their distinct qualities intertwine to create a comprehensive approach of K–12 leadership for ELs.

Trish Morita-Mullaney, Purdue University, USA
Andrea Honigsfeld, Molloy College, USA
James Cohen, Northern Illinois University, USA
Laura Baecher, Hunter College–CUNY, USA

Research Trends, Practices, and Trajectories in TESOL

Recent recipients of the TESOL Award for Distinguished Research gather to discuss key research trends, practices, and trajectories in TESOL. They look ahead to suggest ways to enhance the relevance of empirical (both quantitative and qualitative) research in language teaching and learning and the PD of teachers.

Yasuko Kanno, Boston University, USA
Ron Darvin, University of British Columbia, Canada
Laura Gurzynski-Weiss, Indiana University, USA
Andrea Revesz, University College London, United Kingdom

Launching Refugee-Background Students Into College and Career

Late-entering refugee-background students with interrupted formal education should be afforded the same opportunities for higher education and optimal careers as those with rich educational backgrounds. This panel presents research on approaches and programs that empower these students to be successful as they transition into college and career.

Raichle Farrelly, Saint Michael’s College, USA
Kristin Kibler, University of Miami, USA
Amy Pelissero, Global Village Project, USA
Cassie Leymarie, Global Village Project, USA
Dina Birman, University of Miami, USA

Eliminating the Unintended Side Effects of TESOL

Recent research says the popularization of English may have been contributing to breakdowns in cross-cultural communication. The presenters examine the problem with the mastery-oriented approaches to language teaching and consider alternatives that can eliminate the unintended side effects of TESOL. Presenters consult Complex Systems Theory for clues.

Jianfen Wang, Berea College, USA

How to Get Published in TESOL and Applied Linguistics Serials

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 journals and answer audience questions.

Peter De Costa, Michigan State University, USA
Charlene Polio, Michigan State University, USA

Enhancing Cultural Literacy, Skimming Skills, and More

ELLs generally lack Western cultural literacy often needed for inference and accurate reading comprehension. They also may lack sufficient skimming and summarizing skills imperative in reading. The presenter demonstrates an activity which helps students develop cultural literacy and skimming and summarizing skills by incorporating historical photos and Infographics.

Takako Smith, University of Nebraska–Lincoln, USA
2:40 pm

**CIC**

**Don’t Stop Being Polite: An ESL Lesson in Political Correctness**

Recently arrived immigrants often have difficulty navigating the issue of political correctness in the United States. In this session, the presenter shares a lesson that she has created and used that focuses on communicating without offending others and addressing the notion of free speech vs. hate speech.

_Noga Laor_, Long Island University, Brooklyn, USA

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**TE**

**Foreign Lecturers’ Perception and Implementation of Differentiated Instruction**

Modeling differentiated instruction is offered as one way to demonstrate how educators can incorporate instructional strategies to address students’ needs, interests, and learning styles. Teachers need to help students succeed in their learning regardless of their individual differences.

_Angie Cubalit_, Walailak University, Thailand
_Ruth Leah Cubalit_, Chalermkwanatsatree School, Thailand

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3:00 pm

**CIC**

**2018 Revised Standards for TESOL Pre-K-12 Teacher Preparation Programs**

The performance-based Standards for TESOL Pre-K–12 Teacher Preparation Programs are used by the Council for the Accreditation of Educator Preparation (CAEP) for national recognition of ESL licensure programs. Presenters introduce the revised standards and the timeline for nationally recognized programs to begin using the revised standards.

_Anita Bright_, Portland State University, USA

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**LSP**

**Coexisting Cultures? Research Methodology Lessons From Mexican Language/Deaf Education**

In the United States, programs serving deaf and hard of hearing students often draw upon strategies used with ELLs. This presentation explores findings from the combined efforts of English-Spanish bilingual ESL researchers and an English-ASL deaf education researcher at a bilingual school for the deaf in Mexico.

_Sue Kasun_, Georgia State University, USA
_Jessica Scott_, Georgia State University, USA
_Jyoti Kaneria_, Georgia State University, USA

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**LSP**

**Creative Activities for Improving Public Speaking Skills**

Learn how role-plays, games, and drama techniques can all be used to enhance students’ public speaking skills and participate in several creative activities designed for intermediate to advanced EAP students.

_Lisa Leopold_, Middlebury Institute of International Studies at Monterey, USA
**Digital Book Trailer Projects: Transforming ESL Story-Readers Into Storytellers**
Video technologies (VT) enable learners to present stories in a video format. When L2 reading is combined with VT, students can be motivated to practice English with a meaningful task. The presenters demonstrate a step-by-step tutorial on how to blend reading with a VT project to transform story-readers into storytellers.

**Shizhong Zhang,** University of Central Florida, USA  
**Ying Xiong,** University of Central Florida, USA  
**Devin Ferreira,** UCF Global, USA

**Disciplinary and Interdisciplinary Practices for K–12 ELLs**
A growing body of literature highlights the importance of disciplinary and interdisciplinary language teaching for ELLs, and new college and career readiness standards emphasize the integration of language skills across content areas. This presentation provides empirical evidence of K–12 teachers effectively teaching ELLs through multiple disciplinary and interdisciplinary practices.

**Gretchen Oliver,** SUNY–Albany, USA  
**Kristen Wilcox,** University at Albany, USA  
**Karen Gregory,** Clarkson University, USA

**Getting Ready for a New Group of ELs**
Sudden changes in the population of ELs can be a formidable challenge for schools. In this session, the presenters share a game plan for meeting such challenges proactively and elaborate the action steps with case studies. Participants gain a step-by-step guide with resources to support each action step.

**Andrea Hellman,** Missouri State University, USA  
**Ximena Uribe-Zarain,** Missouri State University, USA  
**Alexis Gonzalez,** Missouri State University, USA  
**Kristina M. Howlett,** University of Arkansas, USA  
**Aryelle Arnold,** Neosho School District, USA

**Getting Stuck in ESL: Reclassification of ELs With Disabilities**
Based on an ethnographic study of ELs with disabilities, this session explores why these students were unable to exit ESL services. After identifying factors that prevented reclassification, this session offers recommendations for ways ESL teachers can advocate for their students during reclassification procedures and decisions.

**Sara Kangas,** Lehigh University, USA

**Graduate Critical Scholarship: International Student Cognition and Critical Literacy Development**
This session explores the development of the beliefs and critical academic literacy skills of international students enrolled in a course on critical scholarship within a Master’s of education program. The impact of this course on student learning is analysed and implications for teacher education programs are discussed.

**Amanda Baker,** University of Wollongong, Australia  
**Erika Matruglio,** University of Wollongong, Australia

**Hi-Lo Books for Beginning Readers**
Educators and tutors find it challenging to find materials for beginning readers. This session introduces a large collection of culturally diverse photostories and biographies that are appropriate for teens and adults. Learn strategies that promote active reading and develop reading fluency. Sample books are distributed.

**Pat Campbell,** Grass Roots Press, Canada

**Language and Content Outcomes of International CBI: A Systematic Review**
This presentation presents the results of a systematic literature review examining the effect of CBI on language and content outcomes. Based on the mixed findings on the effectiveness of CBI on student outcomes, the presenters discuss limitations in our current knowledge of CBI and suggestions for future research.

**Keith Graham,** Texas A&M University, USA  
**Yunkyeong Choi,** Texas A&M University, USA
Learners in Transition: Chinese Students in Study-Abroad Contexts
Increasing numbers of PRC students are enrolled in ESL study-abroad contexts. What language support do they need for their degree programs? Based on the findings of a longitudinal study of seven Chinese undergraduate students in Singapore, the presenter draws pedagogical implications on supporting these students in their learning journeys.

Yoke Sim Fong, The National University of Singapore, Singapore

Publishing Research in English: Vietnamese Doctoral Students’ Perceptions and Experiences
The dominance of English in academic publishing has raised concerns about linguistic disadvantage for authors using EAL. This session reports on an interview-based study that investigates Vietnamese doctoral students’ self-perceptions of publishing in English and their experiences gained through publishing research in English-medium refereed academic journals.

Yen Hoang, Macquarie University, Australia

Locally Contextualized Continuing PD for African Teachers
African teachers face steep challenges in accessing effective continuing PD opportunities. This session presents an innovative, locally contextualized continuing PD model that combines workshops, online videos, and conferences for in-service teachers in Côte d’Ivoire, and highlights how the project could be adapted for underresourced contexts around the world.

Riah Werner, National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire
Aubain Adi, National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire

Locating “What Matters” in Healthcare Communication
The presenters discuss methods to become aware of the centrality of culture in healthcare practice, using as an example how research with health professionals into what they value in spoken and written clinical communication has informed the criteria used to evaluate performance on the Occupational English Test of healthcare communication.

Tim McNamara, The University of Melbourne, Australia
Barbara Hoekje, Drexel University, USA

Unlocking Students’ Self-Efficacy in Self-Assessment for Improving EFL Writing
Self-efficacy and self-assessment are two important strands in the EFL writing classrooms. However, little research has addressed how self-efficacious EFL students are in writing self-assessment. We review the relevant literature, report findings of a questionnaire study with 500 EFL students, and discuss the implications for EFL teachers and teaching.

Xiaoyu Zhang, The University of Auckland, New Zealand
Lawrence Jun Zhang, The University of Auckland, New Zealand
**Whats and Hows of Visual Design in Teacher-Made Materials**  
This presentation illustrates the importance of good document design for ELLs and gives basic information on the whats and hows of visually effective document design. It provides participants with practical suggestions for improving the comprehensibility and usability of teacher-made materials to better serve ELLs.  
**Gabriela Kleckova, University of West Bohemia, Czechia**

**Cocreation and the New Global Generations in ESL Settings.**  
This workshop aims to create an awareness on the need to incorporate cocreation as a key factor to redesign ESL teaching practices for the new global generations entering universities. Particular emphasis are given to student-created rubrics and their impact in the teaching-learning process.  
**Estrella Garcia-Calvo, University of South Florida, USA**

**A Multipronged PD Approach for Teachers of ELs**  
This panel explores how embedded PD with coaching and coursework focused on academic language and outreach to families impacts preservice and in-service teachers’ professional learning and work with students. Dialogue around PD and diverse learners encourages attendees to make connections to their own practice.  
**Monica Yoo, University of Colorado, Colorado Springs, USA**  
**Leslie Grant, University of Colorado, Colorado Springs, USA**  
**Mary Higgins, University of Colorado, Colorado Springs, USA**  
**Veronica Garza, University of Colorado, Colorado Springs, USA**  
**Stephanie Dewing, University of Colorado, Colorado Springs, USA**  
**Chris Hanson, University of Colorado, Colorado Springs, USA**  
**Anita Sepp, University of Colorado, Colorado Springs, USA**  
**Sharon Bronson-Sheehan, University of Colorado, Colorado Springs, USA**

**Developing Vocabulary and Word Knowledge Through Writing: Harnessing the Potential**  
Strategic use of instructional time is key for academic language development, and intentional grammar/vocabulary-focused instruction can facilitate this development as writing students plan, draft, revise, and edit. In this colloquium, presenters discuss research-based considerations and strategies for integrating vocabulary (word knowledge and use) instruction into writing-focused classes.  
**Margi Wald, University of California, Berkeley, USA**  
**Gena Bennett, Independent, USA**  
**Jan Frodesen, University of California, Santa Barbara, USA**  
**Diane Schmitt, Nottingham Trent University, United Kingdom**

**AERA at TESOL: Policy Impacts on TESOL Endorsements and Certifications**  
In this colloquium, panelists who are active members of the Second Language Research Special Interest Group of the American Education Research Association (AERA) share the impact of macro level policies on the teaching practices of in-service teachers and the preparation of future educators graduating with a TESOL endorsement.  
**Fares Karam, University of Nevada, Reno, USA**  
**Peter De Costa, University of Michigan, USA**  
**Ester de Jong, University of Florida, USA**  
**Guofang Li, University of British Columbia, Canada**  
**Hayriye Kayi-Aydar, University of Arizona, USA**  
**Laura Schall-Leckrone, Lesley University, USA**  
**Manka Varghese, University of Washington, USA**  
**Yasuko Kanno, Boston University, USA**

**Discourses of Representation for Refugee-Background Learners: Empowerment and Collaboration**  
Amidst the current highly politicized discourse environment regarding refugees, this panel explores how refugee-background learners are represented in educational policies, curricula, and teaching materials, and in the stories and self-representations of students themselves. Panelists discuss how to foster our newcomers’ sense of belonging, engagement, and agency in their educational pursuits.  
**Kathryn Howard, California State University, San Bernardino, USA**  
**Nicole Pettitt, Youngstown State University, USA**  
**Jenna Altherr Flores, University of Arizona, USA**  
**Fernanda Miñuz, Johns Hopkins—Bologna, Italy**  
**Doris Warriner, Arizona State University, USA**
**IS: International Teaching Assistants**

**Enhancing Conditions for ITA Learning and Teaching: Applying TESOL Principles**

Using research and methods in ethnography, classroom observation frameworks, and Universal design in learning, the panel discusses ways to deepen our understanding of roles and lived experiences of ITA students as instructors. TESOL principles are reflected throughout this discussion of creating classroom culture that motivates learning.

**Morag (Mo) Burke**, Georgia Institute of Technology, USA  
**James Valentine**, University of Southern California, USA  
**Elise Geither**, Case Western Reserve University, USA

**Improving Pragmatic Competence Through Explicit Teaching of Speech Acts**

Speech acts are a crucial aspect of pragmatic competence. The effectiveness of explicitly teaching speech acts are presented through a lesson plan template including learning outcomes, exercises, and assessment tools. Attendees practice activities that allow them to walk away with a tool for improving their students’ pragmatic competence.

**Hoda Zaki**, Camden County College, USA  
**Ildiko Porter-Szucs**, Eastern Michigan University, USA

**Instructional Models and Priorities for Teaching Pronunciation Revisited**

Three experts argue for a reevaluation of teaching priorities based on a well-documented model of English rhythm, an apprenticeship model that positively changes teachers’ agency, and a reconceptualization of pronunciation instruction toward an epistemological framework that recognizes the benefits of learning about the interplay among research, theory, and teachers’ craft/improvisation.

**Veronica Sardegna**, University of Pittsburgh, USA  
**Wayne Dickerson**, University of Illinois at Urbana-Champaign, USA  
**John Murphy**, Georgia State University, USA

**L2 Reading Instruction and Curriculum Design Through a Task-Based Lens**

TBLT is often associated with oral skills and face-to-face communication, yet TBLT also offers much to reading instruction. This workshop applies TBLT-derived curriculum-design principles to interpretive skill instruction, noting the existing parallels between traditional reading tasks and the task-based syllabus, and creating more purposeful, real-world-driven reading tasks.

**Rurik Tywoniw**, Georgia State University, USA  
**Hyejin Cho**, Georgia State University, USA

**Videos for the ESP Learner: Conceptualize, Create, and Adapt**

Finding suitable materials for teaching ESP can be a challenge. Research has shown that utilizing authentic video content has positive effects in all areas of language acquisition. This ESPIS–Video PLN panel focuses on finding content and creating videos for improved ESP teaching.

**Marvin Hofland**, Carinthia University of Applied Sciences: FH Kärnten, Austria  
**Mark Krzanowski**, Surrey International Institute at Dongbei University of Finance and Economics, China  
**Tarana Patel**, LearnEd LLC, USA  
**Elke Stappert**, The New York Public Library, USA  
**Suzi Lee**, Georgia Institute of Technology, USA

**A Ready-to-Use Formula for Constructing Effective Language Objectives**

This session presents a teaching tip to formulate effective language objectives in content area classrooms. This research-based teaching tip equip teachers with critical awareness about language and provide them with a ready-to-use formula that they can apply across content areas and teaching contexts to construct language objectives.

**Alexandra Dema**, Bridgewater State University, USA  
**Emily Spitzman**, Bridgewater State University, USA
### Exploring and Encouraging Language Learning Through Dialogue Journals

Using dialogue journals with adult ELLs can be made manageable and enhance learners’ personal journeys. How can ESL teachers incorporate journals into their classrooms to benefit students and teachers alike? Participants leave with an understanding of how dialogue journals reinforce self-esteem, benefit language learning, and conserve precious time.

**Robert Kelso**, Miami Dade College, USA  
**Steve Moir**, Miami Dade College, USA

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### Action Agenda Actions for the Future of the Profession

In this session, participants explore and discuss the Action Agenda for the Future of the TESOL Profession. Those familiar with the agenda can share their experience and stories from working with its framework so all participants can explore ways they can act on the agenda in their own contexts.

**Gabriela Kleckova**, University of West Bohemia, Czechia  
**Denise Murray**, Macquarie University, Australia

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### Active Learning Online: Interactions and Feedback

Online interactions and feedback, between peers and between teachers and students, can be aligned with activities and assessments through a variety of means, ranging from discussion boards to interactive video to social media. Participants gain ideas on how they can implement interactive methods in online and blended classes.

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

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### “The Cultural Bridge”: Remote Teaching Between Peru and the USA

This session discusses how a large language center in Peru and a U.S. university have come together to offer an integrated teaching–learning model for thousands of students that highlights remote teaching through videoconferencing as a centerpiece, with a focus on maximizing student participation and quality L2 output.

**Leonardo Mercado**, Euroidiomas, Peru

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### Connecting Teacher Education and Teaching Materials

Drawing on research and practice, this presentation examines three areas in which teacher educators can prepare teachers to be critical evaluators, resourceful users, and competent developers of materials: evaluating ways materials exemplify (or don’t) disciplinary theories; understanding how beliefs and assumptions affect materials use; evaluating, adapting, and developing context-specific materials.

**Kathleen Graves**, University of Michigan, USA
Do Talk to Strangers: Contact That Builds Confidence
Talking to strangers is scary, but real life requires it. In fact, research shows that this kind of contact actually boosts L2 self-confidence. The presenters share four real-world interview activities for any level of EL and explain principles to follow when creating your own interview activities.

Amy Tate, Lone Star College–Montgomery, USA
Alice Llanos, Rice University, USA

Enacting Core Practices for Teaching ELLs: Examples From the Field
What core practices should novice teachers master before entering the classroom? Drawing from a 3-year collaborative study between teacher educators and novice teachers in a TESOL MEd program, the presenters identify core practices for teaching ELLs and share examples of what they look like enacted in practice.

Megan Madigan Peercy, University of Maryland, USA
Tabitha Kidwell, University of Maryland, USA
Johanna Tigert, University of Massachusetts, Lowell, USA
Megan Lawyer, University of Maryland, USA
Karen Feagin, University of Maryland, USA
Wyatt Hall, University of Maryland, USA
Daisy Fredricks, Grand Valley State University, USA
Jennifer Himmel, University of Maryland, USA

Independent Learning Through Hybrid Design in University Writing Courses
Independent learning helps students become better thinkers and writers. This presentation shows how hybrid-design writing courses help first-year university students become independent learners, hence better thinkers and writers. Attendees learn how to create hybrid-design courses and independent learning tasks on BlackBoard and what results to expect from students.

Stephanie Farah, Notre Dame University Louaize, Lebanon

Literacy Across the Curriculum
The presenters demonstrate strategies for building academic reading and writing skills in content-area classes, including science, math, social studies, and language arts. These strategies were developed in collaboration with content-area teachers and have been successfully used by those teachers in their classes.

Emily A. Thrush, University of Memphis, USA
Teresa Dalle, University of Memphis, USA
Angela Thevenot, University of Memphis, USA

Making Reading Visible: Graphic Novels in the EFL Classroom
This presentation demonstrates how graphic novels can be used with adolescents as part of a pilot program to improve a plethora of skills: critical thinking, analytical thinking, inference. It offers an overview of the pre-, during- and postreading activities, followed by qualitative and quantitative data to support the program aims.

Iskra Stamenkoska, FON University, Macedonia (the former Yugoslav Republic of)
Aleksandra Popovski-Golubovikj, Private Language School Elite, Macedonia (the former Yugoslav Republic of)

Quick Arts-Based Activities to Enliven Your Classes
The visual, literary, and performing arts can all serve as sources of inspiration for engaging classroom activities. In this session, teachers explore how a multidisciplinary approach to the arts can enhance language and literacy development, and they experience easy-to-implement arts activities they can use in their own classes.

Riah Werner, National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire
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<th>Time</th>
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| Wednesday, 4:00 pm–4:45 pm | LSP | Reflective Speaking Activities for Overcoming Language Plateaus | Help your IEP students overcome their speaking plateaus by implementing a series of critical reflection activities founded in course objectives. Tasks include Google surveys, self-evaluations, transcription exercises, peer observations, and targeted speaking activities. Attendees leave with examples of and adaptations to these reflective activities to implement in their classes. | Summer Webb, University of Colorado, Boulder, USA  
Barbara Flocke, University of Colorado, Boulder, USA |
| Wednesday, 4:00 pm–4:45 pm | PA | Setting Standards of Excellence: Creating Successful Instructor Performance Evaluation Systems | This presentation explains how a large language institute designed and implemented a fair, consistent, and efficient instructor performance evaluation, including a standardized, criterion-based rubric of observable classroom practices that promotes continuous improvement. The presentation provides a customizable framework for creating evaluations tailored to specific goals of any language program. | James Bergene, Defense Language Institute English Language Center, USA  
Leslie Valdes, Defense Language Institute, USA |
| Wednesday, 4:00 pm–4:45 pm | LSP | Speaking Skills and Scripts: Using Plays in Class | Because plays are written to simulate natural conversation in realistic settings, they’re a wonderful resource to teach speaking. Plays let students practice using intonation, voice, rhetorical devices, and conversational strategies to make meaning. Experience activities from the Integrated Skills Through Drama series that exploit plays to improve students’ communication skills. | Walton Burns, Alphabet Publishing, USA  
Alice Savage, Lone Star College, USA |
| Wednesday, 4:00 pm–4:45 pm | ASJ | Systemic Considerations for Cultural Inclusion: Becoming a School Cultural Broker | Systemic cultural inclusion is a critical step in ensuring equitable educational opportunities for ELLs in U.S. public schools. This presentation provides a framework to train teachers and students to serve as cultural brokers in their school communities. Resources are provided to highlight procedures and potential pitfalls. | Jennifer Raponi, Mid-West Regional Bilingual Education Resource Network, USA  
Kristen Hallagan, Brighton Central School District, USA  
Jill Harris, Rochester City School District, USA  
Cassie Danglis, Geneseo Central School, USA |
| Wednesday, 4:00 pm–4:45 pm | CIC | Teach Abroad With the English Language Fellow Program | 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 provide English language instruction, conduct teacher training, and develop resources. | Jennifer Hodgson, The U.S. Department of State English Language Programs, USA  
Frances Westbrook, The U.S. Department of State English Language Programs, USA |
| Wednesday, 4:00 pm–4:45 pm | PD | Teacher Training: What Is Needed for Exemplary Teaching of ELs? | The purpose of this presentation is to share the results of a study on the extent to which school professionals misidentify ELs’ behaviors as indicators of learning disabilities. Recommendations on professional training to discriminate struggles in acquiring an L2 from those originated from a learning disability are provided. | Solange Lopes Murphy, The College of New Jersey, USA |
Teaching Vocabulary and Grammar Through Mentor Texts in Diverse Contexts

Teaching the numerous elements of writing in elementary classrooms is a daunting task. Drawing on a case study, presenters describe how a teacher utilized a mentor text to prepare culturally and linguistically diverse first-grade students for writing by explicitly teaching and modeling the use of grammar and vocabulary in context.

Sharon Smith, University of Miami, USA
Loren Jones, University of Maryland, College Park, USA
Edgar Díaz, University of Miami, USA

The Grammar You Need for Academic Writing: Beginning Through Advanced

The authors of the new Grammar You Need series of fold-out cards, free workbooks, and just-released free mobile apps demonstrate methods of teaching core grammar structures at basic, intermediate, and advanced levels. The approach is visual, corpus-based, and flexible. Participants leave with practical techniques and useful plug-and-play materials.

Michael Berman, Montgomery College, USA
Henry Caballero, Montgomery College, USA
Mark Alves, Montgomery College, USA

When Scammers Target Your Students: Tips and Tools for Teachers

From fake IRS calls to people promising student loan forgiveness, your students see scams almost every day. Come learn from the Federal Trade Commission about the most common scams, what to tell your students, and how to get free print and online resources from the FTC. And bring your questions!

Cindy Liebes, Federal Trade Commission, USA
Cristina Miranda, Federal Trade Commission, USA

Teaching Students How to Think, Not What to Think

Join us in this workshop for various fun and engaging activities that demonstrate how teachers can encourage students in underprivileged and politically unstable contexts to think critically, hence become active and responsible citizens. Practical solutions to potential challenges in implementing these activities are also discussed.

Yllke Pacarizi, University of Prishtina, Albania
Blerta Mustafa, University of Prishtina, Albania
Zinaide Gruda, University of Prishtina, Albania

Greek and Latin Roots: A Way to Support Language Acquisition

This presentation explores practical strategies for integrating Greek and Latin roots into language arts instruction in a way that is beneficial for both ELs and native speakers across multiple content areas.

Anna Logan, Jefferson County Board of Education, USA

Kahoot! and TED-Ed: Gamification and Academic Listening Activity for EAP

EAP learners need academic listening practice, and activities should be tailored to student interests while being engaging to the whole class. See a step-by-step tutorial on how to implement free resources from TED-Ed videos and Kahoot! quiz games to engage students in academic listening with relevant vocabulary and discussion opportunities.

Christina Torres, University of Central Florida, USA
Shizhong Zhang, University of Central Florida, USA

Hey Class, It's TOEFL Tuesday!

Many ESL/EFL students want more TOEFL practice. While teachers and administrators recognize that good instruction that increases proficiency will impact TOEFL scores, some students just want some practice that is directly linked to the TOEFL. The presenter demonstrates creating and implementing regular TOEFL instruction in the classroom.

Ben McMurry, Brigham Young University, USA
**5:00 pm**

### Wednesday, 5:00 pm–5:45 pm  
**A404 (GWCC)**

**Changing Preservice Content Teacher Beliefs about ELs**  
This study explores changes in preservice teacher beliefs about their self-competency, their sense of responsibility for language and academic achievement, and the nature of instructional support in supporting ELs after completing a state-mandated course designed to prepare content-area teachers for the inclusion of ELs in mainstream U.S. Pre-K–12 schools.  
Laura Mahalingappa, Duquesne University, USA  
Nihat Polat, Duquesne University, USA

### Wednesday, 5:00 pm–5:45 pm  
**A302 (GWCC)**

**Deixis Use in Intercultural Communication: Insights Into Students' Communicative Competence**  
ELT in higher education serves students coming from different cultural backgrounds. Therefore, the pedagogical methods aim not only to equip students with linguistic competence but also with intercultural communicative competence. The paper discussed in this session reveals the heart of intercultural communication and suggests an innovative approach for teaching it.  
Hanh Dinh, University at Albany, USA  
Beverly Beaudette, University at Albany, USA

### Wednesday, 5:00 pm–5:45 pm  
**A314 (GWCC)**

**East Meets West: Intercultural Competence for Teaching Asians and Arabs**  
Developing intercultural competence is essential for teachers to bring out the best in their students. This presentation elucidates the cultural and educational backgrounds of Asians and Arabs, the two largest populations of international students in American higher education, and provides practical ideas for navigating cultural challenges in the classroom.  
Lisa Craven, Rice University, USA  
Neda Zafaranian, Rice University, USA

### Wednesday, 5:00 pm–5:45 pm  
**International Ballroom D (Omni)**

**Engaging Undergraduates in ITA Programs: PD and Community Impacts**  
ITA programs often employ undergraduates to support ITAs’ proficiency development, usually as language partners. Presenters explore how these interactions benefit not only the ITAs, but also the engaged undergraduates and the larger undergraduate student body. How can we deepen these benefits to undergraduates and their peers?  
Elizabeth Wittner, University of Virginia, USA  
Sarah Emory, Harvard University, USA

### Wednesday, 5:00 pm–5:45 pm  
**A315 (GWCC)**

**Enhancing Postgraduate Thesis Writing Using a Disciplinary Data-Driven Learning Approach**  
This session describes a multidisciplinary online corpus for postgraduate thesis writing. The presenter shows its design and functionality, demonstrates the accompanying learning and teaching materials, analyzes student usage habits, evaluates students’ and teachers’ perceptions, and discusses implications for enhancing postgraduate thesis writing using a disciplinary data-driven learning approach.  
Lillian L.C. Wong, The University of Hong Kong, Hong Kong

### Wednesday, 5:00 pm–5:45 pm  
**A401 (GWCC)**

**Family Matters: Examining Bilingualism and Biliteracy in Homes and Communities**  
Schools often perceive emergent bilinguals as becoming “English dominant,” overlooking the rich benefits of bilingual and biliteracy practices in homes and communities. In the comprehensive statewide study discussed, findings show that parents and children are tackling complex texts and invoking sustained “hopeful wait time” to support linguistic connections.  
Jennifer Renn, Purdue University, USA  
Trish Morita-Mullaney, Purdue University, USA

### Wednesday, 5:00 pm–5:45 pm  
**A408 (GWCC)**

**Gamified High-Frequency Vocabulary for General English, TOEFL, SAT, and More**  
Introducing WordEngine, a gamified learning app where students win by completing thousands of pair-associate rehearsals. Lexical content automatically adjusts to each learner’s specific needs. Offers 18,000 words ranked by frequency and covering 99.5% of all general English, plus special courses for TOEFL, TOEIC, IELTS, and SAT/GRE. Free trials for attendees.  
Guy Cihi, Lexxica R&D, Japan

### Wednesday, 5:00 pm–5:45 pm  
**A316 (GWCC)**

**Graduate Writing Support Beyond the Classroom: Initiating L2 Writing Groups**  
Administrators from two universities that successfully support L2 graduate writing groups explain how these groups function and walk participants through the stages of creating, running, and evaluating groups. The presenters share strategic advice for logistical and pedagogical issues and group members’ feedback on perceived benefits and challenges.  
Tetyana Bychkovska, George Mason University, USA  
Susan Lawrence, George Mason University, USA  
Gigi Taylor, The University of North Carolina at Chapel Hill, USA
Japanese Lesson Study as a Method for Improving Instructional Practice
In this session, participants are introduced to Japanese lesson study, a method of lesson analysis with the goal of improving instructional practice and student learning. Using video vignettes, attendees learn ways in which to apply this tool to evaluate and improve instructional practice in their respective ESOL settings.

Sarina Molina, University of San Diego, USA

Medical English: Strengthening Communication Between Professionals Around the World
This ESP presentation showcases a medical English program that was originally developed for Turkmen medical specialists by an EL Fellow and then adapted for Mexican Navy cadets at an IEP in Colorado. Attendees leave with easily adaptable lesson plans and activities for beginning-to-advanced English levels and various medical professions.

Kendra Staley, University of Colorado, Boulder, USA
Carolyn Allen, University of Colorado, Boulder, USA
Anna Hamp, University of Colorado, Boulder, USA

Preparing Students for Success in the 21st Century
English in Action, 3rd Edition, combines its hallmark listening and grammar with authentic National Geographic content, connecting learners to issues that affect their communities and worlds, preparing them for success in the 21st century. Authors share the book’s story and how it can bring the world to your classroom.

Elizabeth Neblett, National Geographic Learning, USA
Barbara Foley, National Geographic Learning, USA
Joy MacFarland, National Geographic Learning, USA

Preparing to Work With ELLs: Promoting Preservice Teachers’ Imagined Identities
The study discussed addresses current elementary preservice teachers’ preparedness to work with ELLs in mainstream classrooms through an analysis of their reflection about ESL-specific field experiences and course work. Findings of this study reveal the importance of promoting imagined future teacher identities to prepare teachers to work with ELLs.

Hyunjin Jinna Kim, University of Florida, USA
Ester de Jong, University of Florida, USA
Yong Jik Lee, University of Florida, USA

Pronunciation Teaching Approaches: Considering the Options
Pronunciation teaching approaches are reviewed contrastively as: micro-oriented (segmental/bottom-up) vs. macro-oriented (suprasegmental/top-down); meaning-focused vs. form-focused; explicit (metacognitive) vs. implicit (cognitive); technological vs. nontechnological; and second-language vs. multilingual (plurilingual). Recommendations are made for teaching and experimentation with different methodologies and techniques in teachers’ own contexts of practice.

Martha C. Pennington, University of London, United Kingdom

Race and TESOL: Having Difficult Conversations in Challenging Times
ESL teachers with diverse classrooms are afforded valuable opportunities to engage in dialogues about race, identity, and social justice. In this presentation, the presenters invite participants to explore their own perspectives and experiences and share practices that help establish a classroom culture where teachers and students can negotiate race and racism.

Beth Clark-Gareca, SUNY–New Paltz, USA
David Mumper, Southern Westchester BOCES, USA

Refugee-Background ELs: Resistance and Agentic Engagement in Literacy Tasks
The study discussed examines the experiences of two adolescent refugee-background ELs and how they enact their resistance or agentic engagement in literacy tasks. Findings reveal that agentic engagement is a particularly promising approach. Theoretical implications and pedagogical suggestions to increase the engagement of ELs are shared.

Fares Karam, University of Nevada, Reno, USA
Amanda Kibler, University of Virginia, USA

Reimagining Global Learning: Transcultural Interaction in the Era of Internationalization
This session presents a pilot study that seeks to leverage the transcultural experience of multilingual students in the internationalization efforts of American education. The presentation highlights successful instructional strategies as well as issues and challenges for utilizing transcultural experiences in increasingly globalized classrooms.

Ching-Ching Lin, Adelphi University, USA
**Wednesday, 5:00 pm–5:45 pm**

**A305 (GWCC)**

### Reviewing the Situation: Hedging and Boosting in Academic Writing

International students attending American universities are expected to be able to effectively communicate in written English; positioning through use of hedging and boosting language is a vital skill in both EAP and ESP settings. This practical session highlights writing tasks using positioning language based on a variety of authentic sources.

**Eric Roth**, University of Southern California, USA  
**Richard Jones**, University of Southern California, USA

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**A406 (GWCC)**

### Task Engagement in a Massively Multiplayer Online Game

This ethnographic case study examines the affordances of a massively multiplayer online game (MMOG) in supporting the principles of task engagement for L2 learning.

**Seyed Abdollah Shahrokni**, Washington State University, USA

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**A405 (GWCC)**

### Technology-Enhanced Curriculum Development: A Focus on the ESP Tertiary Context

This presentation focuses on a study regarding ESP first-year students accustomed to a course book-based learning environment. The curriculum was developed to tailor students’ academic needs in a technology-enhanced environment. The presenter aspires to share a curriculum overview, and how various tools can enhance ESP courses.

**Christina Giannikas**, Cyprus University of Technology, Cyprus

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**A309 (GWCC)**

### This Project Shows Who I Am and What I Think

This presentation reports findings from a qualitative multiple case study of three Saudi English preservice teachers. The findings include the participants’ experiences and meaning-making methods when completing a digital storytelling project. The presenter discusses cultural and instructional implications and challenges of integrating digital storytelling into teacher education.

**Ho-Ryong Park**, Murray State University, USA

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**A407 (GWCC)**

### Transitioning EAP Learners: Engage, Equip, and Excel With Critical Thinking

Transitioning EAP learners into academic programs requires building critical thinking both in the cognitive and affective domains. Using engaging content and solid pedagogy plays a key role. Learn how prism reading can help support better learning through more effective lessons that help prepare your students for mainstream academic classes.

**Christina Cavage**, Florida Atlantic University, USA

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**Teaching Tip Theater #2, Expo Hall (GWCC)**

### Here's What You Do: Clear Writing Prompts for ELLs

Constructing an effective writing prompt, especially for ELLs, requires planning and attention to detail. This workshop for instructors of writing-intensive courses (undergraduate or upper-secondary level) provides insights into helping students navigate that first, crucial step of the writing process: understanding the assignment. Specifically, textual enhancements and checklists are examined.

**Emily Sharma**, Southern Methodist University, USA

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**Teaching Tip Theater #1, Expo Hall (GWCC)**

### Teaching Discussion Skills to Japanese Science and Engineering Students

Scientists and engineers in Japan need specific English speaking skills. Learn how a semester-long course teaches undergraduates how to prepare for and participate in discussions related to their fields of study for academia and future careers.

**Byron O’Neill**, Ritsumeikan University, Japan
THURSDAY, 14 MARCH 2019
For the location of a ticketed session, please check your ticket.

7:00 am

From Accuracy to Fluency: Journal Writing With Graphic Organizers
Thursday, 7:00 am–7:20 am
Cottonwood B (Omni)
Olga Orekhova, University of Tartu, Estonia

Kahoot: The Ultimate Engaging and Powerful Tool for ELs
Thursday, 7:00 am–7:20 am
Hickory (Omni)
Mariam Alamyar, Purdue University, USA
Hannah Bush, Purdue University, USA

Studying English With Variety and History
Thursday, 7:00 am–7:20 am
Walnut (Omni)
Nico Wiersema, Tecnológico de Monterrey, Mexico

Teaching Problem Definitions Within the Discipline
Thursday, 7:00 am–7:20 am
A401 (GWCC)
Lisa Leopold, Middlebury Institute of International Studies at Monterey, USA

Written Code-Switching in the Classroom: Creating Lessons That Work
Thursday, 7:00 am–7:20 am
Cypress (Omni)
Kay Losey, Grand Valley State University, USA

Analyzing Science Read-Aloud Texts for Cultural and Linguistic Diversity
Thursday, 7:00 am–7:45 am
Dogwood A (Omni)
Natalia Ward, East Tennessee State University, USA
Amber Warren, University of Nevada, Reno, USA
Amber Rountree, University of Tennessee, Knoxville, USA
Maria Dias, East Tennessee State University, USA

Building a Bridge for 1st-Year International Student Academic Success
Thursday, 7:00 am–7:45 am
A310 (GWCC)
Thomas Tasker, University of Oregon, USA
Angela Dornbusch, University of Oregon, USA

Decolonizing ELL Teacher Identities: Testimonies From Teachers of Color
Thursday, 7:00 am–7:45 am
A404 (GWCC)
Sue Kasun, Georgia State University, USA
Ethan Trinh, Georgia State University, USA
Brittney Caldwell, Georgia State University, USA
Directed Self-Placement for ESL/Multilingual Students in Writing Programs

Instead of a single timed writing test to place students into university writing courses, directed self-placement (DSP), an alternate writing placement process, is being used successfully in many college writing programs. The study discussed investigates the usefulness of DSP in relation to ESL/multilingual students in writing courses.

Priyanvada Abeywickrama, San Francisco State University, USA

Get Your Students Speaking With “Let’s Talk!” English Multimedia Curriculum

Curriculum meets technology! The Let’s Talk! English system offers a complete multimedia solution to get your students speaking English more often, in less time and with more accuracy; it could be what you have been searching for as a one-stop resource for all of your teaching needs.

Lindsey Klein, Robotel, USA

Immigrant Youth Developing Language Through Narrative and Advocacy

This session focuses on a year-long, advocacy-oriented, multimodal literacy project about the writing and sharing of immigration narratives and the opportunities for language and identity development it afforded to students at a newcomer high school. Findings reveal the factors that fostered and enhanced students’ English learning, plus their concomitant challenges.

Andrés García, University of Maryland, College Park, USA
Melinda Martín-Beltrán, University of Maryland, College Park, USA
Angélica Montoya-Avila, University of Maryland, College Park, USA

Empowering Learners by Using Wikis to Develop Critical Consciousness

In this presentation, the presenters demonstrate how wikis can be used to develop critical text interrogation techniques, thus supporting the development of critical thinking skills. The role of these skills is examined and what the implications are for learners studying in the “soundbite generation.”

Lesley Painter-Farrell, The New School, USA
Kerri Rizzotto, The New School, USA

Engaging Students With Augmented Reality in Authentic Local Contexts

After the success of interactive virtual worlds, like Pokémon Go, augmented reality (AR) apps have gained popularity in education, including ESL. The presenters demonstrate the creative power of AR apps, explain practical ideas for classroom use, and share lesson plans they have used to engage students in authentic local contexts.

Rachel Kraut, Rice University, USA
Alice Llanos, Rice University, USA

Meeting Students’ Needs: Exploring University-School District Partnerships in TESOL

School-university partnerships hold great promise for meeting the needs of ELs in public schools. The presenters describe a successful partnership between a university TESOL program and a school district in 2017–18. Key features of the partnership are discussed, including logistics, staffing, and clear articulation of goals and expectations.

Beth Clark-Gareca, SUNY–New Paltz, USA
Kim Fontana, Pawling Central School District, USA
Thursday, 7:00 am–7:45 am  
A313 (GWCC)

**New Activities for Recycling Vocabulary**  
Attendees are introduced to vocabulary acquisition theory and some resources they can use to make their own vocabulary recycling activities. These activities can be used with all ages and levels as warmers, bridges between classroom tasks such as reading and listening, and end-of-class activities.  
**Melanie Gobert**, Higher Colleges of Technology, United Arab Emirates

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Thursday, 7:00 am–7:45 am  
International Ballroom E (Omni)

**Recontextualization in Academic Communication: From Research Articles to Oral Presentations**  
This presentation reports on a qualitative study that tracked 10 international graduate students over a 1-year period to examine how they recontextualized their research articles to oral academic presentations. The study found four main strategies, which are demonstrated through recordings from the data.  
**Naseh Nasrollahi Shahri**, The Pennsylvania State University, USA

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Thursday, 7:00 am–7:45 am  
A403 (GWCC)

**Nurturing Critical Minds: Introducing the 1-Point Multiskills Analysis**  
This hands-on session introduces participants to a practical, useful, and effective multifaceted critical analysis that is a refreshing alternative to the research paper. Participants are carefully guided through the six steps of the analysis and provided with helpful student examples for each step. Analysis guidelines and grading rubrics are available.  
**Patrick T. Randolph**, University of Nebraska-Lincoln, USA

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Thursday, 7:00 am–7:45 am  
A315 (GWCC)

**Stressing Stress in the Academic ESL Classroom**  
Pronunciation instruction enhances all language skills. However, busy teachers may wonder what aspects to introduce. For the greatest impact, put the stress on stress! The presenters discuss the relationship of word and sentence stress to comprehension and comprehensibility, demonstrating activities that efficiently and effectively connect stress to all skills.  
**Holly Gray**, Prince George’s Community College, USA  
**Marilyn Guekguezian**, Strong Museum, USA  
**Brenan Swartz**, Prince George’s Community College, USA

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Thursday, 7:00 am–7:45 am  
A402 (GWCC)

**Paired Reading: Developing Critical Literacy and Cross-Cultural Awareness**  
High-interest, paired readings help adult ELs better develop their critical literacy and cross-cultural awareness while expanding their reading strategies—important elements of college and career readiness. Participants explore the key steps in creating, preparing, and teaching paired reading lessons. Sample readings and lesson plans provided.  
**Lori Howard**, CASAS, USA  
**Jayme Adelson-Goldstein**, Lighthearted Learning, USA

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Thursday, 7:00 am–7:45 am  
Magnolia (Omni)

**Semantic Prosody of Reporting Verbs in University Student Writing**  
This presentation reports findings of a comparative analysis of the semantic prosody (or affective meaning) of reporting verbs used in high-rated, source-based L1 and L2 university student argumentative essays. Implications for L2 composition instruction are discussed.  
**Brett A. Diaz**, The Pennsylvania State University, USA  
**J. Elliott Casal**, The Pennsylvania State University, USA  
**Joseph Lee**, Ohio University, USA

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Thursday, 7:00 am–7:45 am  
International Ballroom F (Omni)

**Teaching Inferences Easily: A How-To Guide for EAP Instructors**  
Making inferences is a skill which is challenging to master for many international students. This presentation outlines an easily adaptable framework for teaching inferences, discusses effective strategies, and provides examples of classroom-tested activities. The materials shared can easily be adapted to any EAP curriculum.  
**Olena Zastezhko**, University of Dayton, USA
**Thursday, 7:00 am–7:45 am**

**RWL**

**The Efficacy of Delivering Comprehensive Corrective Feedback via Google Docs**

This study investigates the efficacy of Written Corrective Feedback (WCF), provided via Google Docs, on the writing proficiency of ten international, undergraduate students at a U.S. university. Findings revealed a main effect of WCF on the writing proficiency of those ten students. Implications for teaching ESL academic writing are discussed.

*Maad El-Gali, The University of South Carolina, USA*

**Thursday, 7:00 am–7:45 am**

**CIC**

**The Game’s Afoot: ELLs, Libraries, and Escape Rooms**

This session presents the results of a collaboration between IEP and library faculty to create an escape room based on information literacy fundamentals which resulted in reduced library anxiety and increased research confidence. Presenters discuss strategies and methods to create the escape room and walk participants through clue creation.

*Jessica Riedmueller, University of Central Arkansas, USA*

*Amber Wilson, University of Central Arkansas, USA*

**Thursday, 7:00 am–7:45 am**

**DLT**

**The Successful Student in a Blended/Hybrid English Language Program**

Blended and hybrid English language programs present various opportunities and challenges that students need to deal with efficiently in order to succeed. This session presents the attitudes and dispositions that were identified after interviewing 10 highly successful hybrid students together with recommendations for teacher interventions that can foster success.

*Silvia Laborde, Alianza Cultural Uruguay-Estados Unidos, Uruguay*

**Thursday, 7:00 am–7:45 am**

**TE**

**Using Educative Curriculum Materials to Support Rural EFL PD**

Educative curriculum materials can support PD in rural EFL contexts. Drawing upon their work with teachers in Nicaragua, the presenters share the iterative process that participants can use to develop materials in their own EFL contexts, example materials, as well as access to an app developed to share materials.

*Gina Mikel Petrie, Eastern Washington University, USA*

*Janine J. Darragh, University of Idaho, USA*

*Alejandra Guzman, ACCESS, Nicaragua*

*Stan Pichinevskiy, Eastern Washington University, USA*

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**Thursday, 8:00 am–9:00 am**

**Everyday Teaching, Everyday Liberation: Building the Beloved Community as Educators**

Now more than ever, educators are faced with opportunities to challenge everyday injustice both within and outside of their classrooms. Dr. Singh shares how to make words like *diversity, equity, and inclusion* really matter in our teaching and connect these efforts to larger liberation movements around the world.

*Anneliese A. Singh, University of Georgia, USA*

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**Thursday, 8:40 am–9:00 am**

**Memorable Moderator Introductions**

Based on analyses of numerous online panel presentations, the presenter shows how she used authentic models for raising international graduate students’ awareness of the discourse conventions of moderator introductions and for enhancing their language and register to help them become competent members of their discourse communities.

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

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**Thursday, 8:40 am–9:00 am**

**Structuring Extensive Listening With Listening Circles**

The presenters share their course-long extensive listening project, which reinforces academic listening skills and discussion strategies introduced in class through out-of-class assignments and in-class discussions. Presenters also address how to find and evaluate appropriate authentic listening materials. Attendees leave with access to the activity lesson plan and suggested sources.

*Megan Wright, University of Iowa, USA*

*Kristin Ho, University of Iowa, USA*

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**Thursday, 9:10 am–9:30 am**

**Improving Self-Editing With TurnItIn**

Self-editing poses a challenge for ESL learners, who frequently admit that they are not aware of making mistakes. Learn how the grammar feature of TurnItIn allows students to correct their errors before the instructor grades the assignment. This increases learner accountability for editing and the quality of final drafts.

*Anna-Maria Cornell, The University of Iowa, USA*
**Technology-Enhanced Collaborative Foreign Language Learning Using Communication Robots**

This presentation examines whether Communication Robots (CR) can be effective tandem partners in foreign language learning for Japanese university students. Students using CR as partners showed some progress in standardized speaking tests and readability levels. Furthermore, they mentioned they were reduced language anxiety when they talk with CR.

Mari Katori, Aomori Public University, Japan

**9:30 am**

**“Am I a Good Student?”: Participation Expectations and Student Identity**

The considerable change in participation expectations across cultures can cause a dramatic shift in how international students view themselves as learners. The presenters demonstrate how differences in participation expectations can alter student identity and present methods that teachers can use to facilitate participation in a culturally sensitive manner.

Julie Michel, University of Washington, Seattle, USA
Kelsea Groves, University of Washington, USA

**50 Years: English Language Fellows in Europe**

Learn how the U.S. Department of State English Language Fellow program has spent 50 years working globally to sustain partnerships with English language professionals, promote PD, and enhance English language teaching and learning in Europe. Attend to hear from the Department of State, program alumni, and educators from Europe.

Jennifer Hodgson, The U.S. Department of State English Language Programs, USA
Frances Westbrook, The U.S. Department of State English Language Programs, USA

**A New Audience: Developing ESL Courses for Graduate Students**

Developing new initiatives is one way to combat declining IEP enrollment. Presenters outline five steps they followed to develop Foundational Graduate English courses, sharing details of their backward design approach and aspects of the curriculum, including student learning outcomes. Insights gleaned from the piloting process are also discussed.

Jennifer Majorana, Saginaw Valley State University, USA
Kate Scott, Saginaw Valley State University, USA
Amy Cook, Saginaw Valley State University, USA

**Arts-Based Pedagogy: Linguistics Reimagined**

This sessions demonstrates how visual arts, creative nonfiction, and drama can be used for teacher training (ESOL, English teachers) to make connections between classroom linguistics and real life. Participants discuss the benefits and limitations of arts-based teaching pedagogy, receive four ready-to-go assignments, and examine student samples and reflections.

Anastasia Kryzanivska, Bowling Green State University, USA

**Building Academic Discussion Skills With and for Lower Level ELLs**

In this session, the presenters share strategies that have worked and those that have been less effective in moving lower level ELLs toward successful academic discussions. Through hands-on activities, participants review ways to effectively scaffold discussions and leave with time-saving assessment tools.

Tamara Smith, Tokyo International University of America, USA
Ann Glazer, Tokyo International University of America, USA

**Developing a Bilingual Thematic Vocabulary Workbook**

In settings where teachers and students have limited language skills and few or no books, finding materials to support all needs can be challenging. This presentation provides a model for EFL teachers in low-resource contexts to develop their own bilingual, thematic vocabulary workbooks.

Genevieve Balderston, Indiana State University, USA
Sahondranirina Rakotoarisoa, University of Antananarivo, Madagascar
Developing Career Pathway Courses: Integrating Job Training With English Instruction
Changes in federal funding requirements have prompted programs that serve ELs to integrate workforce development into their course offerings. This session highlights one community college’s experience with this challenging transition and aims to enable participants to create their own such classes or programs.
Katie Edwards, Howard Community College, USA
Rosie Verratti, Howard Community College, USA
Tamara Jones, Howard Community College, USA

Ensuring Academic Success for ELs Through Collaborative District Efforts
Participants engage with ESOL personnel from a large Georgia school district to learn what they are doing to improve English language skills, academic success, and graduation rates for ELs. Collaborative efforts between district departments and schools are shared. Participants receive new ideas to ensure academic success for ELs.
Barbara Beaverson, Fulton County Schools, USA
Wendy Newbold, Fulton County Schools, USA

Gamifying Language Instruction for More Brain-Friendly Learning
This presentation reports the findings from a comparative study of two EFL classes in Ecuador to test the congruence of gamified language instruction and best practice principles from mind, brain, and education science (MBE) research. Principles from MBE most affected by gamified instruction compared to traditional delivery are presented.
Daniel Rueckert, California State University, Fullerton, USA
Karina Pico, California State University, Fullerton, USA

Grading Group Work and Other Real-world Assessment Challenges
This presentation explores the real-world assessment challenges of halo bias, grading group work, and assessing interactive listening-speaking activities. Presenters examine the three challenges and share suggested strategies for dealing with each one in ways that are consistent with principles and best practices in L2 assessment.
Heather Gregg Zitlau, Georgetown University, USA
Heather Weger, Georgetown University, USA
Stephanie Gallop, Georgetown University, USA

High-Level Content for All ELLs: Primary Sources
Join us to learn strategies to engage students in the analysis of evidence, increase comprehensible input, and promote content learning and student engagement. The presenter shares strategies on analyzing primary sources to enhance the development of critical and analytical thinking skills. Participants discuss strategies for teaching with primary sources.
Areli Schermerhorn, American Federation of Teachers, USA

Hot Topics and Policy Updates From SEVP
Representatives from the Student and Exchange Visitor Program within the U.S. Department of Homeland Security provide policy and program updates.
Representatives, U.S. Department of Homeland Security, Student and Exchange Visitor Program, USA
Frances Westbrook, The U.S. Department of State English Language Programs, USA

Language-Related Challenges of English-Medium Instruction and CLIL Students
This session presents issues emerging from three studies exploring the effects of English-medium instruction (EMI) and CLIL on 1,000+ students’ language and content learning. Examining challenges associated with EMI, alongside key stakeholder attitudes, the presenters make recommendations for English instructors, who are in a key position to prepare students for content learning.
Heath Rose, The University of Oxford, United Kingdom
Nicola Galloway, The University of Edinburgh, United Kingdom
Jim McKinley, University College London, United Kingdom

Mapa de Las Memorias: A Transnational Perspective on Learning English
In an increasingly globalized world, transnational students are being influenced by, and moving through, different and at times conflicting contexts. Using the online platform Sift, transnational adults create multimodal representations of their languaging memories, providing insight into the complex ways space, mobility, and affect impact language learning and use.
Lisa Velarde, University of Wisconsin–Madison, USA
Open Educational Resources: Unlocking New Opportunities for Teacher Development
In this session, the presenters share open educational resources (OER) designed for global online PD courses and demonstrate how they can be remixed and repurposed to meet the needs of teachers and teacher educators in diverse local contexts. Participants receive access to OERs created by World Learning.

Kara McBride, World Learning, Inc., USA
Andrew Noonan, World Learning, Inc., USA
Radmila Popovic, World Learning, Inc., USA

Pedagogical Inquiry in English as an International Language: A Synthesis
Despite a number of EIL-inspired teaching volumes, pedagogical EIL proposals have remained primarily theoretical, with limited practical level research. The presenters review more than 60 empirical studies across major journals. Following the review of empirical EIL scholarship, they provide suggestions for future research with practical classroom applications.

Dustin Crowther, Oklahoma State University, USA
Jeffrey Maloney, Northeastern State University, USA
Peter De Costa, Michigan State University, USA

Supporting ELLs in the K–12 Classroom With Authentic Content
Help your ELLs maximize their language development in all four domains and meet the same academic content and achievement standards that all students need to meet. In this session, attendees explore how real-world National Geographic photographs, nonfiction texts, and cross-curricular topics can bridge the gap for students.

David Spain, National Geographic Learning, USA
Anders Bylund, National Geographic Learning, USA

Teacher Retention and Agency: Narratives of Teachers Who Leave K–12
This session reports the findings of a study that examined the decisions and agentic actions of former K–12 teachers who, after a period of teaching K–12, chose to become adult ESL instructors. It provides implications for TESOL teacher education programs, which receive many former K–12 teachers every year.

Hayriye Kayi-Aydar, University of Arizona, USA
Angel Steadman, University of Arizona, USA

Teaching Collocations: The Effect of Spaced Versus Massed Repetitions
This presentation examines the effect of spaced vs. massed repetitions of collocations on their retention. Four experimental conditions (massed-explicit, spaced-explicit, massed- incidental, spaced- incidental) and a control condition were included. The results suggest that teaching collocations explicitly in spaced sessions lead to durable learning gains. New insights into teaching collocations are discussed.

Marijana Macis, Manchester Metropolitan University, United Kingdom
Suhad Sonbul, Umm Al-Qura University, Saudi Arabia

Teaching Pronunciation With Picture Books
This presentation aims to demonstrate how picture books can be used as tools for teaching pronunciation. Specifically, performing stories promotes the development of phonological awareness, stress, and intonation in ELLs. In addition, teachers learn instruction techniques, which can be used with both children and adults.

Adrienne Seo, Eastern Michigan University, USA

The Humanizing Power of Counterstories: Understanding ELLs in Rural Settings
The study discussed explores how counterstories of migration and daily life for immigrants in the United States, advocated in critical race pedagogy, can transform mainstream teachers’ understandings of the ELs in their classrooms in a high-poverty, rural setting while enrolled in a hybrid university PD course.

Paula Golombek, University of Florida, USA
Maria Coady, University of Florida, USA
Aleksandra Olszewska, University of Florida, USA
Nidza Marichal, University of Florida, USA

Advocacy in Adult Education
It is imperative that adult educators advocate for our students and our field. Participants get a snapshot of the state of adult education in the United States, understand why teachers are well positioned to serve as advocates, and learn concrete steps to begin advocating both inside the classroom and out.

Rob Sheppard, Ginseng English, USA
John Segota, TESOL International Association, USA
Heather Linville, University of Wisconsin, La Crosse, USA
Yilin Sun, Seattle Colleges, USA
Jennifer Dalzell, Carlos Rosario International Public Charter School, USA
**Building an E-Partnership for ELs’ Transition and Success**

An online collaborative partnership between a large urban community college and the local school district has been conceived, designed, and implemented to facilitate students’ smooth transition and success. Panelists share the impetus for this online partnership, its evolution, e-content, challenges, and expected outcomes.

_Girija Nagaswami_, Community College of Philadelphia, USA  
_Kristi Bergman_, Community College of Philadelphia, USA  
_Talar Kaloustian_, Community College of Philadelphia, USA  
_Christos Theodoropulos_, Community College of Philadelphia, USA  
_Donna Shrarer_, School District of Philadelphia, USA  
_Patricia Ryan_, School District of Philadelphia, USA

**Embedding International Experience in Any Course**

This workshop explores models for making international experience part of any course. Throughout the workshop, participants reflect on their own teaching contexts, work together to begin planning educational opportunities for their students, and explore the profound insights linked to short-term study abroad and international virtual exchange projects.

_Sarah Dietrich_, Southeast Missouri State University, USA

**Empowering Learning and Local and GlobalCitizenships Through Translanguaging**

What is translanguaging, and how can it empower emergent bilingual learners in their growth as students, communicators, and democratic citizens? In this session, the presenters frame translanguaging through personal examples, examine bilingual practice and the effects of silencing non-English voices and identities, and offer examples and recommendations for classroom practice.

_Xenia Hadjioannou_, Penn State University, Harrisburg Campus, USA  
_Danling Fu_, University of Florida, USA  
_Xiaodi Zhou_, Georgia Southwestern State University, USA

**Global Experiences With Multilingualism and Multilingual Education**

This session highlights research and practice from global multilingual contexts: New Zealand, Cambodia, Russia, Spain, Germany, the UK, Puerto Rico, Canada, and the USA. The presenters describe what multilingual (migrant, international, ESL, “new speakers”) students in K–12 or university classrooms need to succeed academically, socially, and cross-culturally in their contexts.

_Alsu Gilmetdinova_, Kazan National Research Technical University Named After A.N.Tupolev-KAI, Russian Federation  
_Juliet Luther_, Fordham University, USA  
_Wayne Wright_, Purdue University, USA  
_Sovicheth Boun Boun_, Salem State University, USA  
_Stephen May_, The University of Auckland, New Zealand  
_Antje Hansen_, Hamburg University, Germany  
_Sarah McMonagle_, Hamburg University, Germany  
_Constantine Iannou_, Ottawa-Carleton Education Network, Canada  
_Aida Nevarez-Torre_, Fordham University, USA  
_Bernadette O’Rourke_, Heriot-Watt University, United Kingdom  
_Alsu Gilmetdinova_, Kazan National Research Technical University named after A.N.Tupolev-KAI, Russian Federation  
_Ching-Ching Lin_, Touro College, USA

**Instructional Technology Tools for Developing ITas’ Oral Skills**

This panel highlights instructional technology tools for use within the ITA training classroom. In this session, ITA instructors learn about various activities and apps that can be used to practice mirroring (YouGlish) and shadowing (YouGlish, Audacity, Blue Canoe). In addition, presenters demonstrate how to use these tools to teach pronunciation.

_Lara Wallace_, Ohio University, USA  
_Edna Lima_, Ohio University, USA  
_Jennifer Foote_, University of Alberta, Canada  
_Colleen Meyers_, University of Minnesota, USA
**Integrating Culturally Sustaining Practices in Teacher Education Programs**
Adopting culturally sustaining practices is more critical than ever. The contexts that surround ELs have become increasingly varied and challenging; therefore, greater pluralism in teaching practices is urgent. This colloquium presents practices in teacher education programs that emphasize a culturally sustaining pedagogy and social-emotional learning.

*Solange Lopes Murphy,* The College of New Jersey, USA  
*Colleen Gallagher,* University of Dayton, USA  
*Gwendolyn Williams,* Auburn University, USA

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**Integrating PD Opportunities: Overcoming Obstacles and Strategizing for Success**
Collaborate with teacher trainer administrators, troubleshooting common barriers to integrating effective PD within your unique institutional context. Hear about the facilitator’s experience implementing a PD pilot program in an EAP setting. Receive a curated resource toolkit for 2 PD models: Structured Peer Observations and Lesson Study.

*Janna Rice,* Silicon Valley Center, USA

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**IS: English as a Foreign Language**
**Intercultural Communication and Competence Education Models in the EFL Context**
Teaching EFL goes beyond the linguistic competence to include intercultural communication competence (ICC). Curriculum design, pedagogy, and assessment are integral parts of this teaching process. In this presentation, the presenters explore different models of integrating ICC in teaching English in Colombia, Canada, Vietnam, and South Korea.

*Shahid Abrar-ul-Hassan,* University of British Columbia, Canada  
*Mauricio Arango,* Universidad de Caldas, Colombia  
*Thao Quoc Tran,* Ho Chi Minh City University of Technology, Vietnam  
*Tom Randolph,* Sookmyung Women’s University, Republic of Korea

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**IS: Computer-Assisted Language Learning (CALL)**
**Open Educational Resources in K–12 Education**
The draw of Open Educational Resources (OER) is impossible to resist in the age of diminishing budgets and the increasing digitization of knowledge. This panel explores OER implementation strategies in the K–12 setting by evaluating and demonstrating key OER products for instruction and collaboration.

*Jennifer Meyer,* Williamson County Schools, USA  
*Johnna Paraiso,* Rutherford County Schools, USA  
*Christel Broady,* Georgetown College, USA  
*Kevin Belleau,* Williamson County Schools, USA  
*Jennifer Ponder,* University of Alabama at Birmingham, USA  
*Jennifer Summerlin,* University of Alabama at Birmingham, USA

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**Planning PBL With ESOL/Literacy Students**
This workshop explores methods to create level-appropriate and authentic class projects with beginner speakers of English with limited literacy. Participants explore community-based texts that support curriculum and assessment. The presenter discusses selecting projects and scaffolding assignments that empower beginner level learners both in and out of the classroom.

*Emily Skalet,* New York Public Library, USA

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**IS: Social Responsibility**
**Preserving the Tower of Babel: Language Diversity as Social Justice**
TESOL professionals in both ESL and EFL contexts have critical roles to play as advocates, researchers, and practitioners in the preservation of linguistic diversity. From the conservation and revitalization of indigenous languages to the embrace of World Englishes and translanguaging in the classroom, session panelists share their perspectives and propositions.

*Anastasia Khawaja,* University of South Florida, USA  
*Riah Werner,* National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire  
*Chadia Mansour,* Athabasca University, Canada  
*Zohreh Eslnam,* Texas A&M University at Qatar, Qatar  
*Keith Graham,* Texas A&M University, USA  
*David Freeman,* University of Texas Rio Grande Valley, USA  
*Sandra Mercuri,* Sandra Mercuri Educational Consultants, USA  
*Jessica Guarrera,* University of Wisconsin-Superior, USA
Racialization of Teachers in Asia: Research and Action for Change
Current practices in ELT are influenced by raciolinguistic ideology, privileging White native speakers while marginalizing others. Focusing on Asia-Pacific contexts, this panel presents qualitative research to examine how this ideology influences EFL teachers’ identities, desires of multiple players, and teaching practices. It explores actions for raciolinguistic equity and social justice.

Yuya Takeda, University of British Columbia, Canada
Ryuko Kubota, The University of British Columbia, Canada
Ena Lee, Simon Fraser University, Canada
Liz T. Chiang, The University of British Columbia, Canada
Youngjoo Seo, Indiana University Bloomington, USA

Toward Purposeful Education: Best Practices in Science CLIL Classrooms
What can language educators learn from existing best practices in science education to help them build scientific knowledge while simultaneously supporting linguistic development? In this session, attendees explore scaffolding techniques for CLIL lessons, using the CLIL matrix and a communicative approach framework developed in science educational research.

Raul Oliveira Albuquerque Paraná, University of Jyväskylä, Finland
Jonathan Kilpelä, Jyväskylän Lyseon Lukio High School, Finland

TESOL Research Fair: TESOL Research Agenda and Future Research Priorities
The Research Fair focuses on the impact of the TESOL Research Agenda by highlighting the research studies of recipients of the 2018 TESOL Research Mini-Grant Award. Grantees share and discuss their research. Building on their work, participants are engaged in identifying hot topics and future research priorities.

Lucilla Lopriore, Roma Tre University, Italy
Fauzia Shamim, Institute of Business Management, Pakistan
Kathleen Graves, University of Michigan, Ann Arbor, USA
Judy Sharkey, University of New Hampshire, Durham, USA
Leah Shepard-Carey, University of Minnesota, USA
David Tasker, Northern Arizona University, USA
Zhongfeng Tian, Boston College, USA
Mariam Abdelaziz, The University of North Carolina at Greensboro, USA

The 6 Principles for Adult Learners
Join us for a panel presentation on the newest 6 Principles books. Authors of The 6 Principles: Adult Literacy and Workforce Development and The 6 Principles: English for Academic and Specific Purposes share insights and practices into how The 6 Principles can be implemented in various adult settings.

Deborah Short, Academic Language Research & Training, USA
Andrea Hellman, Missouri State University, USA
Kathy Harris, Portland State University, USA
Amea Willbur, University of the Fraser Valley, Canada
Sherry Blok, Concordia University, Canada
Robyn Brinks Lockwood, Stanford University, USA
Georgios Kormpas, Al Yamamah University, Saudi Arabia

Brain Breaks in ELL: Increasing Students’ Productivity, Energy and Motivation
I always try to look for activities that give my students, and me, a break from the routine. Join me in this hands-on session to learn about a technique which has proven to be highly effective in helping students regain focus and energy during class.

Laura Giacomini, Florida Day School, Argentina

New to Online Teaching? Check Out This Checklist
Instructors venturing into distance education often do so without much experience or training and without knowing the basic elements of an effective e-learning environment. This presentation offers a simple yet comprehensive checklist new online instructors can use to guarantee no integral part of their online courses is overlooked or forgotten.

Helen Nam, University of California, Irvine, USA
Emily Wong, University of California, Irvine, USA

Songs and Stories as Meaningful Input for Young EFL Learners
Songs and stories can be the ultimate learning partners in the English language classroom. From acquiring key vocabulary to experimenting interactions with the surrounding culture, others and the world, young learners explore language in a natural manner and gain confidence in their communicative skills through meaningful input and playful learning.

Maria San Cristóbal, Universidad de Talca, Chile
Thursday, 10:10 am–10:30 am
LSP Teaching Tip Theater #2, Expo Hall (GWCC)

**Visualizing Spoken English With Schwa’d Sentences and Mysterious Phrases**
Comprehending spoken English in connected speech is a difficult task for ELs. Often students listen for the English they’ve studied in written modes. To highlight the difference between expected pronunciation and actual connected speech, a strategy is presented that visualizes spoken language using schwa and reduced syllables.

**Donna Brown,** University of New Hampshire, USA

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Thursday, 10:30 am–11:15 am
RWL A408 (GWCC)

**Academic Literacy for ELs: What Teachers Need to Know**
Explore CAL’s wide range of professional services and online courses informed by the release of What Teachers Need to Know About Language. Learn effective strategies and get practical tools to expand understanding of academic language and improve instruction. Enter to win a free copy of the publication.

**Annie Laurie Duguay,** Center for Applied Linguistics, USA

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Thursday, 10:30 am–11:15 am
LA Sycamore (Omni)

**Crafting Authentic Reading Assessments: From Passage Selection to Test Design**
Creating valid reading assessments that measure student preparedness for university reading demands is vital. Presenters discuss online metrics and in-house methods used to vet authentic reading passages for integrated skills assessment tasks. Attendees acquire useful resources for both formative and summative reading assessment.

**Katie Mitchell,** University of Colorado, Boulder, USA
**Olivia Livneh,** University of Colorado, Boulder, USA
**Nick Einterz,** University of Colorado, Boulder, USA

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Thursday, 10:30 am–11:15 am
DLT Dogwood B (Omni)

**Design Thinking Tools to Revamp Online Teacher Education Courses**
In this session, the presenters share a novel way of designing online teacher education courses through the application of the principles of situated teacher education together with elements of design thinking. Examples of courses taught and actual student teachers’ participation are shared.

**Gabriel Díaz Maggioli,** The Catholic University of Uruguay, Uruguay

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Thursday, 10:30 am–11:15 am
CIC A314 (GWCC)

**Developing Teacher Interculturality Through Telecollaboration: A Critical Approach to Discourse**
The study discussed aims to contribute to the knowledge base of intercultural competence in teacher education by incorporating an intercultural telecollaboration project between ESL teacher candidates at a U.S. university and EFL teacher candidates at a Turkish university. The implications include a call for focusing on language in telecollaboration projects.

**Baburhan Uzum,** Sam Houston State University, USA
**Netta Avineri,** Middlebury Institute of International Studies at Monterey, USA
**Sedat Akayoglu,** Abant Izzet Baysal University, Turkey

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Thursday, 10:30 am–11:15 am
PD International Ballroom B (Omni)

**Emotional Labor and Language Teacher Identity: Taking an Affective Turn**
Adopting a poststructuralist approach, the longitudinal case study discussed explores the language teacher identity construction of two novice NESTs during their first year in an EFL context. The results present the ways emotional labor is interwoven with notions of investment, burnout/attrition, communities of practices, and language teacher identity at large.

**Deniz Ortactepe,** Middlebury Institute of International Studies at Monterey, USA
**Pinar Kocabas-Gedik,** Yildiz Technical University, Turkey

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Thursday, 10:30 am–11:15 am
VG A313 (GWCC)

**Form-Focused Grammar Instruction: Effects on Oral and Writing Proficiency**
The study discussed explores the effectiveness of form-focused grammar instruction (FFGI) on grammar accuracy and oral and writing proficiency in English. Findings reveal that FFGI can improve grammar accuracy. However, knowledge of grammar rules does not automatically result in oral and writing proficiency. Further research and improvement on pedagogical grammar are discussed.

**Richard Oandasan,** University of the Philippines, Philippines

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Thursday, 10:30 am–11:15 am
ASJ Grand Ballroom C (Omni)

**Lead Powerful Learning**
Our best advocacy is empowering ourselves to be proactive in creating powerful learning. Focus on how to guide language learning, support every learner, and showcase learners’ gains in proficiency. Apply high-leverage teaching strategies to boost learners’ performance. Learn from successful examples of guiding learners to make global connections.

**Lisa Lilley Ritter,** American Council on the Teaching of Foreign Languages, USA
Learning in EFL vs. Learning EFL: Reproduction vs. Transformation
Primarily building on ethnographic data from Nepal, this presentation uses the presenter’s reflections from Norway to offer a comparison on how EFL is taught in schools. Then, the presenter shows if using EFL as a language of instruction can offer better language learning compared to teaching English as a subject.

Lekh Baral, Namsskogan Skole, Norway

Mastering the Vocabulary of School: Insights From Research and Practice
Teaching ELLs the vocabulary they need can seem overwhelming. This presentation focuses on making classroom vocabulary learning efficient and effective. The presenter discusses ways of selecting high-value words, then draws on classroom research to answer how we can empower our students with strategies for advancing their own vocabulary learning.

Marlise Horst, Concordia University, Canada

Meeting of Change Agents: Bridging Between EFL Learners and Teachers
Meeting of Change Agents is a unique platform aiming at giving equal voice to the students and teachers of the English Preparatory Class in Turkey. The presenter provides information on the aims, procedures, and outcomes of these nationwide gatherings introduced to construct new spaces for learner and teacher collaboration.

Tugba Yegin, Ege University, Turkey

Peace Corps TEFL: Strengthening Instruction Through Teacher Communities of Practice
There are 2,400 Peace Corps TEFL volunteers working in 36 countries in Asia, Eastern Europe, Africa Latin America, and the Pacific. Their primary focus is strengthening counterpart teaching skills through teacher communities of practice to provide lasting PD. Learn about these efforts and the latest on Peace Corps’ TEFL Certificate program.

Brock Brady, Peace Corp, USA

Supporting Higher Order Academic Skills
We’ve learned that academic ELLs thrive on materials rooted in engaging topics, integrated skills, and critical thinking. But what can materials do to further support study skills? The editors of NorthStar demonstrate activities that develop note-taking, visual literacy, and application of grammar and vocabulary to varied academic tasks.

Frances Boyd, Columbia University, USA
Carol Numrich, Columbia University, USA

Supporting the Academic Success of ELs
The deputy director of the U.S. Department of Education’s Office of English Language Acquisition (OELA) presents a national profile of ELs using the latest data, including demographics, academic performance and graduation rates, and data from Every Student Succeeds Act state plans and the Civil Rights Data Collection.

Supreet Anand, U.S. Department of Education, USA

Teaching Discipline-Specific Concepts From an EAP Perspective
This presentation uses a Swalesian moves analysis framework to help students acquire and discuss discipline-specific concepts in undergraduate Gen Ed textbooks for the EAP classroom. No specialized knowledge of Gen Ed subject matter is required.

Marcellino Berardo, University of Kansas, USA

The Refugee Experience: Embracing Diversity and Capitalizing on Community Involvement
The session focuses on supporting refugee students as they bridge the gap between life in the United States and academic expectations at school. Presenters share strategies and experiences in working with refugee youth and invite participants’ insights in creating culturally competent learning environments.

Brenda Morales, School District of Lancaster, USA
Jennifer Stum, School District of Lancaster, USA
Thursday, 10:30 am–11:15 am  
International Ballroom E (Omni)

**The World's a Stage: Gaining Speaking Confidence Through Virtual Reality**

As participants travel the world through a virtual reality headset, they experience firsthand the influence of virtual reality on developing ELLs' speaking confidence and eliminating speech anxiety. Presenters discuss classroom applications of Google Earth VR and Speech Trainer and share assignment descriptions, student testimonials, and class videos.

Elena Reiss, Lehigh University, USA  
Teresa Cusumano, Lehigh University, USA

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Thursday, 10:30 am–11:15 am  
A405 (GWCC)

**Translanguaging in English-Medium Instruction Classrooms in Nepal**

The presentation reports on a qualitative case study of translanguaging in K–12 English-medium instruction classrooms in Nepal. Drawing on a discourse analysis on content-area lessons that challenge an uncritical celebration of translanguaging in international contexts, the session engages the audience in a discussion on the cautionary use of translanguaging.

Pramod Sah, University of British Columbia, Canada

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Thursday, 10:40 am–11:00 am  
Teaching Tip Theater #2, Expo Hall (GWCC)

**Exploring Movies to Enhance Enjoyment, Empathy, and Understanding**

Movies add to the classroom experience in various content areas. This presentation shares how exploration of specific movies in a Foundations of Teaching English as a New Language course assisted in promoting compassion and cultural understanding.

Heidi Sackreiter, Augustana University, USA

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Thursday, 10:40 am–11:00 am  
Teaching Tip Theater #1, Expo Hall (GWCC)

**Maximize Students’ Participation Through Informal Assessments**

Informal assessment is an integral part of the lesson plan, but using assessments appropriately with variety is vital, enabling teachers to provide positive feedback for students and to adjust the phase. In this session, the presenter demonstrates multiple strategies to assess students effectively, on daily basis.

Renuka Karunaratne, University of South Florida, USA

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Thursday, 10:40 am–11:00 am  
Teaching Tip Theater #2, Expo Hall (GWCC)

**Using iTEP as a Gate-Keeping Test**

Stressed on English placement test day with your nonnative speakers? Widely known for their ease of use, strong validity, and cost-effectiveness, iTEP tests are the preferred choice of programs looking for a practical, norm-based English language assessment tool. Come learn about the tests and their potential for your programs.

Cerise Santoro, iTEP International, USA  
Dan Lesho, iTEP International, USA

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Thursday, 10:40 am–11:15 am  
A404 (GWCC)

**Current Trends in ELT Publishing**

A panel of leading editors discuss trends in ESL/EFL publishing and answer questions from participants. Topics include the respective roles of authors and editors, the impact of technology and of L2 research, and changes in U.S. and global markets.

Joe McVeigh, Independent Consultant, USA  
Janet Aitchison, Oxford University Press, USA  
Jeff Krum, Cambridge University Press, USA  
Andy Burrows, Pro Lingua Associates, USA  
Laura LeDrean, National Geographic Learning, USA  
Pietro Alongi, Pearson, USA

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Thursday, 11:10 am–11:30 am  
Teaching Tip Theater #2, Expo Hall (GWCC)

**A Grammar of Thrones: Engaging Students With Popular Culture**

Using the popular first novel from George R. R. Martin’s series A Song of Ice and Fire, language learners practice core grammar structures through sentence production, cloze activities, error identification, and listening activities adapted from the series. Attendees leave with sample exercises to supplement their courses.

Molly Kelley, The University of Iowa, USA

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Thursday, 11:10 am–11:30 am  
Teaching Tip Theater #1, Expo Hall (GWCC)

**Planned Participation and Strategic Grouping: Strategies for the Mixed-Proficiency Class**

The presenter shares planned grouping and strategic participation techniques to address the mixed-proficiency level class. Each of these techniques is subdivided into three different strategies. The presenter shares a brief description of each strategy and participants discuss the practicality and feasibility of the techniques.

Lena Barrantes, University of Calgary, Canada
The Influence of Collaboration Initiatives on TESOL Communities

Professional collaboration is a subject most TESOL affiliates have focused on since they were conceived. The 2019 TESOL Affiliate Colloquium shares successful collaboration initiatives from a wide array of affiliates that have influenced the future of diverse TESOL communities worldwide.

Ana Rocca, Argentina TESOL, Argentina
Mary Allegra, VenTESOL, Bolivarian Republic of Venezuela
Omaira Ayoub, NileTESOL, Egypt
Susan Spezzini, SETESOL, USA
Christina Chorianopoulou, TESOL Greece, Greece
Georgios Vlasios Kormpas, Affiliate Network Professional Council, Saudi Arabia

2 Extensive Reading Platforms Merged: MoodleReader and MReader

After demonstrating these free quiz programs for extensive reading, the presenters describe how the Moodle Reader module and MReader have been integrated so that all quizzes are now served to students via a single secure database. The implications are addressed. Discussion from the participants is welcome.

Thomas Robb, Kyoto Sangyo University, Japan
Gordon Bateson, Kochi Institute of Technology, Japan

6 Principles, 3 Perspectives: Adopting-Adapting in an EFL Context

The 6 Principles for Exemplary Teaching of English Learners made its grand entrance with a K–12 focus. In this session, the presenters aim to shed some light on how to transfer these precepts into an EFL context for preservice and in-service teacher development as well as for staff selection.

Silvia Laborde, Alianza Cultural Uruguay–Estados Unidos, Uruguay
Rosario Giraldez, Alianza Cultural Uruguay–Estados Unidos, Uruguay
Victoria Dieste, Alianza Cultural Uruguay–Estados Unidos, Uruguay

An Alternative Pedagogical Approach for Internationally Trained Healthcare Practitioners

With the changing theorization of migration as transnational, traditional cross-cultural classroom instructions are now called into question. The presenters describe the details of an alternative pedagogical approach designed around the tenets of intercultural rhetoric and translanguaging to support the needs of internationally trained healthcare practitioners in today’s transnational world.

Esen Gokpinar-Shelton, Indiana University, USA

Applying Corpora Both Directly and Indirectly to ELT

This presentation describes an indirect application of corpora through the creation of a learner corpus and a direct application in which students used online corpus websites. Participants walk away with examples and suggestions of how they can start applying corpus linguistics both directly and indirectly to their own classes.

Amanda Hilliard, Arizona State University, USA

Becoming a Publishing Writer: Early-Career Scholars Writing for Publication

The study discussed examines how early-career academics navigated their transition from being graduate students to becoming publishing writers. The authors discuss factors that affected these scholars’ publishing endeavors and difficulties that they experienced in writing for publication. Reflecting on the results, the authors offer implications for graduate students and educators.

Elena Shvidko, Utah State University, USA
Dwight Atkinson, University of Arizona, USA

Breaking Down Borders: Linking ESL Classes to Content Credit Classes

The coteachers of an ESL-sociology paired class that was thematically designed and grounded in a community share their collaborative process in developing course content and integrating outcomes, assignments, and assessments. Participants take away strategies for identifying good coteacher matches and integrating their ESL classes with content classes.

Jeff Ellenbird, Bunker Hill Community College, USA
Aurora Bautista, Bunker Hill Community College, USA
Thursday, 11:30 am–12:15 pm
A401 (GWCC)

Developing a Word-Study Approach to Teaching Spelling

How can IEP/university instructors teach spelling using word study? Word study allows students to discover patterns and manipulate features rather than memorize rules. Participants learn about five spelling stages, view pretests/posttests, observe how spelling connects with pronunciation, and examine materials developed for student discovery in an intermediate spelling class.

Julie George, Pennsylvania State University, USA

Thursday, 11:30 am–12:15 pm
Sycamore (Omni)

Does Interviewer Behavior Affect ITA Self-Perception During Oral Assessment?

The study discussed investigates the extent to which examiner behaviors affect prospective ITAs’ self-perceptions of English language proficiency during oral assessment interviews. Findings are used to illuminate best practices for examiners in conducting interviews. Implications for examinee preparation for high-stakes oral assessments in consideration of these behaviors are discussed.

Sue Ingels, University of Illinois at Urbana-Champaign, USA
Eric Chen Pei Ho, University of Illinois at Urbana-Champaign, USA
Colin Anderson, Central High School, USA

Thursday, 11:30 am–12:15 pm
A314 (GWCC)

Driving the English on Wheels Bus Project

The U.S. Embassy together with the Sri Lanka English Language Teachers Association provides the English on Wheels Bus Program, which focuses on Grade 4 students in 12 underserved regions throughout Sri Lanka. This program motivates students to learn English by introducing them to American culture through fun, hands-on activities.

Ramona Stowe, English Language Fellow, Sri Lanka
Aruni Peiris, U.S. Embassy, Sri Lanka
Chapa Welagedara, Sri Lanka English Language Teachers Association, Sri Lanka

Thursday, 11:30 am–12:15 pm
Dogwood B (Omni)

Effective PD in Adult ESOL Education: Application Is Key

Instructors in adult ESOL programs are often hired with little prior training. They frequently undergo subsequent PD with minimal effect on their teaching. The presenter demonstrates an innovative and effective training model that incorporates required activities through which teachers apply training content to their classrooms, resulting in improved instruction.

Catherine Porter, Adult Learning Resource Center, USA

Thursday, 11:30 am–12:15 pm
A408 (GWCC)

From Data to Decisions: EMI Lecturer Language Assessment and Support

This presentation focuses on a common framework for EMI quality assurance and support in the adaptation of local EMI training and assessment instruments for transnational uses. Elements of a handbook for training language skills and teaching competencies needed to facilitate teaching and learning in EMI are presented.

Joyce Kling, University of Copenhagen, Denmark
Slobodanka Dimova, University of Copenhagen, Denmark
Sanne Larsen, University of Copenhagen, Denmark

Thursday, 11:30 am–12:15 pm
A309 (GWCC)

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 in which participants learn proven activities and strategies to boost comprehension for all levels of ELLs.

Jill Haney, Saddleback Educational Publishing, USA

Thursday, 11:30 am–12:15 pm
Grand Ballroom A (Omni)

Hot Topics: Enrollments and Advocacy for English Language Programs

This session provides updates on trends in enrollments, visa issuance, SEVP policy, and advocacy efforts for IEPs and pathway programs. Teachers and administrators gain insight on latest advocacy efforts and how they can assist the industry and their own programs.

Cheryl Delk-Le Good, EnglishUSA, USA
Bill Wallace, University of Alabama, USA
Nadine Baladi, ILSC Education, Global Foundations, Canada
Mark Algren, University of Missouri, USA
**Internationalization of Korean Universities: Translingual Practices in Localized EMI Courses**

The study discussed examines internationalization of Korean universities and relevant linguistic practices. In-depth interviews and university policies reveal emergent translingual practices in English literacy and Korean orality, which reinforces hierarchical sociolinguistic orders. The study discusses uneven ownership of English and racial and linguistic inequality in higher education in non-English-speaking countries.

*Juyoung Song*, Murray State University, USA

**Investigating Chinese TOEFL/IELTS Test-Preparation Teachers’ Beliefs: Insights and Impacts**

This presentation reports on findings from an investigation into the beliefs of Chinese TOEFL/IELTS test-preparation teachers and the factors underpinning these beliefs. Findings revealed these teachers’ main objective on optimizing students’ test performance and their conflicting thoughts toward teaching methods. Implications for these teachers’ continuing PD are discussed.

*Jing Guo*, New Oriental Education and Technology Group, China

*Weixian Huang*, New Oriental Education and Technology Group, China

*Fang Lan*, New Oriental Education and Technology Group, China

**Needs-Based Instruction and Learner Engagement: Improving Outcomes With Online Data**

Learners pay more attention to educational materials they find interesting, but this has been hard to accomplish at scale. This presentation considers the effect of online English courses tailored to learners’ interests, including a discussion of engagement and performance patterns before and after the introduction of personalized language learning content.

*Katie Nielson*, Vox, USA

**Preservice EFL Teachers’ Reflective Writing Assessed Through e-Portfolios**

In this presentation on one Chilean university’s e-portfolio assessment, the presenters analyze EFL teacher candidates’ reflective writing, focusing on their teaching philosophy statements. The presenters conclude that program-wide e-portfolios are valuable for assessing L2 teacher education students’ writing development and their progress across the program.

*Betsy Gilliland*, University of Hawai’i at Mānoa, USA

*Katterine Pavez Bravo*, Universidad de Atacama, Chile

*Andrea Munoz Galleguillos*, Universidad de Atacama, Chile

**Promoting Equity Through Authentic Materials and Open Educational Resources**

This session links the choice of course materials to issues of equity and describes the benefits of using authentic materials and open educational resources to improve access in college courses. The presenters share their development of a textbook-free course with social justice topics using this approach.

*Sara Osman*, Community College of Baltimore County, USA

*Sarah Barnhardt*, Community College of Baltimore County, USA

*Danielle Aldawood*, Community College of Baltimore County, USA

**Reductions, Trimming, Blending, Oh My: Online Tools to Improve Listening**

Fast speech is challenging for university students, but explicitly teaching reduced forms can increase listening comprehension. The presenter demonstrates new online videos that explain reductions, including trimming, blending, and linking. Try out the accompanying interactive quizzes to practice and assess comprehension, then discuss applications for self-study and in-class use.

*Stephanie Hanson*, University of Minnesota, USA

**Regulatory Resources and Tools for IEP Administrators**

IEP administrators juggle a myriad of responsibilities daily, ranging from teaching and dealing with student conduct to regulatory compliance. Who has time to stay informed of regulatory changes? Join us for this session and hear seasoned IEP administrators share their tried and true sources of information and resources.

*Joann Ng Hartmann*, NAFSA: Association of International Educators, USA

**Review of Current Theory and Research on L2 Pronunciation Pedagogy**

This presentation describes how current theory and research have informed the pedagogy of L2 pronunciation. After offering a historical overview of recent developments, the presenters critically review the main theoretical frameworks on L2 pronunciation development and 10 seminal research articles, summarizing their implications for pedagogy by segmental, prosodic, and voice-setting features.

*Nihat Polat*, Duquesne University, USA

*Laura Mahalingappa*, Duquesne University, USA
Scaffolding Access to Complex Content Across Modalities
Experience scaffolded techniques that help students engage in receptive and productive language around analyzing complex texts. Participate in a variety of activities that address reading, writing, and speaking about primary sources, and learn how students at all proficiency levels can succeed in accessing classroom content.
Sandy Strock, Capital District Regional Bilingual Resource Network @ Questar III BOCES, USA
Jessa Waterhouse, Capital District Regional Bilingual Education Resource Network at Questar III BOCES, USA

Transforming High School LIFE (Leadership, Instruction, Family Engagement) for ELs
EL teacher training programs can have limited impact if school structures, policies, and climate are holistically not supportive of their linguistically diverse student population. This presentation introduces a new model and online tool used by administrators to systematically evaluate and improve the experiences and outcomes of ELs attending their schools.
Tamara Sniad, Temple University, USA
Megeara Glah Mabry, Temple University, USA
Mark Emerick, Temple University, USA

Stories Without End: Engaging Students With Creative Writing
Open-ended stories are a powerful, innovative way to engage students with reading and creative writing. Students read an intriguing short story that ends on a cliff-hanger that they have to resolve. Participants experience activities that use unfinished stories to get students writing creatively and walk away with sample stories.
Walton Burns, Alphabet Publishing, USA
Taylor Sapp, ELS Portland, USA

Teach Abroad With the English Language Fellow Program
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 provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.
Jennifer Hodgson, The U.S. Department of State English Language Programs, USA
Frances Westbrook, The U.S. Department of State English Language Programs, USA

Using Embodied Semantics to Cheerfully Help ELLs Acquire Vocabulary
This interactive session introduces embodied semantics as a new way to teach vocabulary. This method helps ELLs personalize and internalize lexical items so that they forge permanent pathways in their long-term memory. Participants learn the six-step method and practice mindfulness in pronunciation, mind-body gestures, visualization techniques, and reflective writing.
Patrick T. Randolph, University of Nebraska-Lincoln, USA

Using Learner Needs to Reduce the Teaching of Fake Grammar
Which grammar do student need? Are you teaching necessary grammar or fake grammar? Results from a corpus analysis of student papers written by native-speaking university students show how three commonly taught grammar points, namely verb tenses, gerunds, and prenominal adjectives, are actually used in native student writing.
Keith Folse, University of Central Florida, USA

World Englishes and SLA: Establishing a Common Research Agenda
Working on the premise and promise of greater collaboration between World Englishes and SLA, the presenter argues that we need to look beyond native speakerism and focus instead on possible synergies between these two fields of research to better account for the multilingual realities of language learners today.
Peter De Costa, Michigan State University, USA
Thursday, 11:30 am–1:15 pm
International Ballroom D (Omni)

**Infusing Career Preparation Into Teacher Education Programs**

This panel addresses ways TESOL teacher preparation programs have developed to infuse career-related topics into their courses and programs. Topics include career development in all contexts and ways to navigate complex employment issues.

**Eileen Ariza**, Florida Atlantic University, USA  
**Andy Halvorsen**, University of Oregon, USA  
**Kate Mastruserio Reynolds**, Central Washington University, USA  
**Jodi Crandall**, University of Maryland, Baltimore County, USA

Thursday, 11:30 am–1:15 pm
A312 (GWCC)

**Interrupted Education in Diverse Migration Contexts: A 21st-Century Challenge**

This panel addresses issues related to students with interrupted formal education (SIFEs) from Latin American socioeconomic migration, Arab and African refugee migration, and refugee migration in countries of asylum. Attendees gain insight into the factors that cause interrupted education and how understanding SIFEs’ needs can inform their teaching and advocacy.

**Kara Mac Donald**, Defense Language Institute, USA  
**Judy O’Loughlin**, Language Matters Education Consultants, LLC, USA  
**Brenda Custodio**, Columbus City Schools (Retired), USA  
**Jose Franco**, Universidad de Los Andes, Trujillo State, Bolivarian Republic of Venezuela  
**Orangel Abreu**, Universidad de Los Andes, Trujillo State, Bolivarian Republic of Venezuela  
**Ahmed Kadhum Fahad**, Thir Qar University, Iraq

Thursday, 11:30 am–1:15 pm
A403 (GWCC)

**Scaffolding Student Argumentative Writing Across the Disciplines Through Explicit Instruction**

This colloquium reports on classroom-based projects conducted by EAP instructors working alongside disciplinary instructors from multiple universities and showcases examples of pedagogical interventions aimed at supporting learners’ ability to write effective argumentative texts.

**Sandra Zappa-Hollman**, University of British Columbia, Canada  
**Silvia Pessoa**, Carnegie Mellon University in Qatar, Qatar  
**Maria Pia Gomez-Laich**, Carnegie Mellon University in Qatar, Qatar  
**Thomas D. Mitchell**, Carnegie Mellon University in Qatar, Qatar  
**Ryan T. Miller**, Kent State University, USA

Thursday, 11:30 am–1:15 pm
Grand Ballroom E (Omni)

**Training TESOL Practicum Students Using Theatre**

Teaching is a lot like acting, and while actors receive extensive training, teachers are expected to pick up essential performance skills on the go. This workshop provide participants with strategies that can be used to incorporate theatre (movement, voice projection and improvisation) into a TESOL practicum course.

**Jaydene Elvin**, California State University, Fresno, USA  
**Cheryl Chair**, California State University, Fresno, USA

Thursday, 11:30 am–1:15 pm
A305 (GWCC)

**Using Listening Standards to Plan Instruction**

Adult ESL practitioners have access to listening standards from the U.S. Department of Education, the National Reporting System, and CASAS. Participants in this workshop explore the standards and their correlation to listening skills and strategies, then employ them in planning instruction and assessment. Standards and planning tools are provided.

**Lori Howard**, CASAS, USA  
**Jayme Adelson-Goldstein**, Lighthearted Learning, USA  
**Sylvia Ramirez**, MiraCosta College, USA

Thursday, 11:30 am–1:15 pm
A412 (GWCC)

**Verbing Out With Cognitive Linguistics and Sociocultural Theory**

This session explores the promise that cognitive linguistics and sociocultural theory hold for effective L2 English instruction. Andrea Tyler, Natalia Dolgova, James Lantolf, and Benjamin White share techniques and materials for teaching traditionally challenging areas of English—including phrasal verbs; conditionals; make, take, do, get, and have; and tense-aspect.

**Benjamin White**, Saint Michael’s College, USA  
**Andrea Tyler**, Georgetown University, USA  
**Natalia Dolgova**, George Washington University, USA  
**James Lantolf**, The Pennsylvania State University, USA

Thursday, 11:30 am–1:15 pm
A403 (GWCC)

**But They Said It Best: Paraphrasing in University EAP Classes**

For emergent multilinguals, paraphrasing requires not only a command of the English language, but also an understanding of the content. In this presentation, we explain how research into paraphrasing instruction and issues of plagiarism informed our instruction and present a comprehensive lesson to help emergent multilingurs practice paraphrasing skills.

**Heather Lyn Reichmuth**, Michigan State University, USA  
**Laura M. Kennedy**, Michigan State University, USA
Research-Based Proposal to Enhance Student Assessment Literacy

This session is designed to support novice teachers in communicating learning- and assessment-related topics to their students. The speaker gleaned the tips from her recent study in which students’ assessment literacy needs were explored. The aim is to help teachers to share clear verbal and written assessment-related information.

Samar Almoossa, Umm Alqura University, Saudi Arabia

Choosing Vocabulary for Explicit Instruction in ESP Courses

ESL students in university settings must develop the discipline-specific vocabulary as understanding the ideas and concepts in their classes is closely tied to knowledge of this language. Presenters share a principle-based approach to selecting specialized vocabulary for instruction from course texts in an ESP course.

Shalle Leeming, California College of the Arts, USA

Hats Off to Teaching Critical Thinking Skills More Effectively

Experience wearing a colored hat based upon Edward de Bono’s Six Thinking Hats tool to critically analyze a problem and come up with solutions. Use this technique in your own classrooms to enliven discussions and to teach critical thinking skills more creatively.

Amy Christensen, Central New Mexico Community College, USA

Teaching the Prosody of Positive Assessments

Learners wishing to praise, encourage, or compliment need to use appropriate prosody to sound warm and sincere. For this English native speakers unconscious use an intricate prosodic configuration. This is easy to describe and fun to teach; this session will explain how.

Nigel Ward, University of Texas at El Paso, USA

Collaborative Diagnostic Writing, Involving Student Dilemmas, and Critical Thinking

The presenter demonstrates her diagnostic writing assessment, which uniquely provokes student participation, critical thinking, and collaboration. Students (session participants) are given a unique and provocative tale, requiring them to experience some uncomfortable realities of grading, as teachers often do. The participants’ conclusions are compared with that of past students.

Sheila Mayne, University of Pennsylvania, USA

Awareness and Attitudes Toward Intercultural Competence in EAP Policies/Practices

This presentation shares findings from a mixed-methods investigation into the policies and practices of EAP programs concerning the component of intercultural competence. Findings revealed multiple stakeholders’ emerging awareness and varying attitudes toward international students’ linguistic and cultural capitals. Implications for developing intercultural competence for institutions, instructors, and students are presented.

Le Chen, University of Western Ontario, Canada

Task-Based Pronunciation Instruction: Word Stress and Beyond

It can often feel like a struggle to teach pronunciation in a way that leads to improvements in spontaneous speech. To remedy this, the presenter demonstrates the use of a meaning-focused, outcome-based task targeting word stress that can be adapted to other aspects of pronunciation.

John Rothgerber, Indiana University, USA

Arts Integration Methodology: Changing the Face of Learning

This presentation shows evidence of the uncontested positive effect of arts integration methodology on the performance of EFL learners. Experienced in one of the poor villages of Tunisia, the arts integration methodology was a successful step to changing the fate of low-income learners.

Maouia Haj Mabrouk, Ministry of Education, Tunisia
Thursday, 1:00 pm–1:45 pm  
A401 (GWCC)  

Authors’ Tools, ELs, and the Power of Language  
Many high school students see no value in traditional literature and composition classes. In this practice-oriented session, the presenter shares the approach and activities she uses to engage high school ELs in examining, identifying, analyzing, and practicing the tools that authors use to wield the power of language.  
Sarah Mantegna, Fulton County Schools, USA

Thursday, 1:00 pm–1:45 pm  
Grande Ballroom C (Omni)  

Benefits of Accreditation: Analysis of 20 Years of Data  
CEA-accredited sites must report the benefits of the accreditation initiative as part of the required self-study report. Through a qualitative research design, these benefits have been analyzed to determine the actual benefits of accreditation over the 20 years since CEA began accrediting English language programs in 1999.  
Heidi Vellenga, Commission on English Language Program Accreditation, USA  
Mary Reeves, Commission on English Language Program Accreditation, USA

Thursday, 1:00 pm–1:45 pm  
International Ballroom C (Omni)  

Building Capacity From Within: The Nexus of Administration and Faculty  
Ever wonder how you can positively affect your workplace environment as an instructor, part or full time, or administrator? An administrator and teachers discuss different ways both can work together to maximize teachers’ impact on the program and overall culture. Versatility and resourcefulness are the keys to moving forward successfully.  
Amy Pascucci, UC San Diego Extension, USA  
Sakeena Ali, Independent, USA  
Cerise Santoro, California State Polytechnic Pomona, USA

Thursday, 1:00 pm–1:45 pm  
A407 (GWCC)  

Complement Your Curriculum With Content From ESLlibrary.com  
One of the biggest challenges for language teachers is finding affordable, professional resources that meet the needs of dynamic ELLs. Learn how ESLlibrary.com develops printable and digital lessons for all ages and levels to inspire conversation, debate, and interaction in your classroom.  
Ben Buckwold, ESL Library, Canada

Thursday, 1:00 pm–1:45 pm  
Sycamore (Omni)  

Context-Based Lesson Plans for Teaching TOEFL and SAT  
International test takers often skip reading sections with unfamiliar subject matter. How can we facilitate students’ ability to work with authentic texts on topics they perceive as irrelevant to their majors and/or lives? The presenters share context-based lesson plans for reading in literature, science, and social studies.  
Eileen Kramer, Boston University, USA  
Amelia Onorato, Boston University, USA  
Timothy Doyle, Boston University, USA

Thursday, 1:00 pm–1:45 pm  
A402 (GWCC)  

Defense Language Institute English Language Center Information Session  
Instructors at the Defense Language Institute English Language Center (DLIELC) have provided English language training domestically and internationally to students from more than 120 countries. Working under the U.S. Air Force, DLIELC’s mission is to train individuals to speak/teach English to promote peace and understanding through an international security cooperation.  
Sarah M. Martin, Defense Language Institute English Language Center, USA  
Jossilyn Montano, Defense Language Institute English Language Center, USA

Thursday, 1:00 pm–1:45 pm  
A406 (GWCC)  

Developing Learners’ Responsibility and Autonomy in the ELT Classroom  
Have you ever felt your students do not contribute as much as you would like them to? In this presentation, activities to promote responsibility and autonomy in students are shared, focusing on raising awareness, changing attitudes, and transferring roles between teachers and learners.  
Maria del Carmen Pérez, Escuela Normal de Estudios Superiores del Magisterio Potosino, Mexico
**English, Culture, and Communicating Science: A Pilot Course for ITAs**

ITA curricula typically focus on language, culture, and pedagogy, and classes often include students from various disciplines. This session presents an alternative: One ITA program piloted an oral proficiency course focused on science communication tailored for STEM students. Presenters share lessons learned and explore potential benefits of discipline-focused curricula.

**Pamela Pollock,** Harvard University, USA  
**Pauline Carpenter,** Independent, USA

**CLI**  
Thursday, 1:00 pm–1:45 pm  
A304 (GWCC)

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**Language or Disability: Distinguishing the Struggles of Dual Needs Students**

When your dual needs students struggle, do you ever wonder whether what you are seeing is a language problem versus a learning disability? Do you struggle to identify the source of your students’ difficulties? Learn keys to properly discerning student needs to help them succeed in the classroom.

**Jana Moore,** Moanalua High School, USA  
**Trudy Moore,** Moanalua High School, USA

**TE**  
Thursday, 1:00 pm–1:45 pm  
A405 (GWCC)

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**Facility as Legislative Advocates for ELLs: Challenges, Triumphs, and Opportunities**

What happens when a potential law poses a threat to ELLs? Three community college faculty discuss their path to advocacy for ESL in California. Learn how they developed a partnership, worked to leverage their state organization (CATESOL), and managed to amend the law, making gains for the field.

**Kathryn Wada,** Cypress College, USA  
**Sydney Rice,** Imperial Valley College, USA  
**Leigh Anne Shaw,** Skyline College, USA

**ASJ**  
Thursday, 1:00 pm–1:45 pm  
Redwood (Omni)

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**Helping IEP Students Communicate Openness to Future U.S. Classroom Diversity**

How can instructors help students communicate openness to perspectives different from their own? Participants learn how this concept was integrated into an IEP advanced speaking/listening class through Chimamanda Adichie’s popular TED Talk, several “hands-on” exercises, steps on how to verbally/nonverbally communicate openness, and guest speakers representing different viewpoints.

**Julie George,** Pennsylvania State University, USA

**CIC**  
Thursday, 1:00 pm–1:45 pm  
A314 (GWCC)

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**Incorporating Global Englishes and EIL Into Pedagogical Practice**

The growth of English as an international language has transformed the language, including how it should be taught. This presentation synthesizes a body of classroom-based research where the presenters have experimented with incorporating Global Englishes into language classrooms and teacher training programs, highlighting challenges of putting theory into teaching practice.

**Heath Rose,** University of Oxford, United Kingdom  
**Nicola Galloway,** University of Edinburgh, United Kingdom

**AL**  
Thursday, 1:00 pm–1:45 pm  
Juniper (Omni)

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**Pronunciation Teacher Education: Developing a Rubric to Track Teacher Learning**

Based on research from an innovative 4-year longitudinal study, this presentation showcases the development of a rubric used to track the progression of teachers learning to teach pronunciation. Following a presentation of the overall study and the subsequent design of the rubric, implications for language teacher education are discussed.

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

**LSP**  
Thursday, 1:00 pm–1:45 pm  
Grand Ballroom A (Omni)

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**Naturalization 101: Overview of the Naturalization Process**

This session includes information about the process and requirements for adults from other countries to apply to the U.S. Department of Homeland Security to become American citizens. The session focuses on questions often asked by resident aliens and their families and provides sources for reliable information from USCIS.

**Kelton Williams,** U.S. Citizenship and Immigration Services, Office of Citizenship, USA

**PD**  
Thursday, 1:00 pm–1:45 pm  
International Ballroom B (Omni)

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**Professionalizing Your English Language Teaching**

Being a teaching professional is more than having the right qualifications; it involves being professional at work/in the classroom. Presenters explore the literature and characteristics of what it means to be a professional. Other content covered includes professionalism challenges educators face and general and field-specific strategies for improving one’s professionalism.

**Christine Coombe,** Dubai Men’s College, United Arab Emirates  
**Neil J Anderson,** Brigham Young University–Hawai’i, USA  
**Lauren Stephenson,** Australian Catholic University, Australia  
**Jacqueline Stephen,** Mercer University, USA  
**Christine Sabieh,** Notre Dame University, Lebanon  
**Christel Broady,** Georgetown College, USA

**LSP**  
Thursday, 1:00 pm–1:45 pm  
International Ballroom E (Omni)
Revised Michigan English Test: Considerations for the Higher Education Sector

Since its launch in 2009, the Michigan English Test (MET) has been used by a variety of stakeholders. Following extensive consultation, Michigan Language Assessment undertook a full revision of MET. This presentation looks at the key updates and discusses its suitability for higher education institutions.

Renee Saulter, Michigan Language Assessment, USA

Teaching Intonation Through Discourse in the Adult ESL Classroom

The intonation system in English is much easier to understand through discourse contexts as opposed to isolated or partial utterances. This practice session demonstrates an accessible introduction to teaching intonation with materials that can be adapted to fit different teaching contexts.

Lucy Pickering, Texas A&M–Commerce, USA

Unpacking Language Conventions in Discipline-Specific Writing Assignments

Many EAP writing programs focus on general rather than discipline-specific writing, leaving L2 writers ill-prepared to meet the demands of university-level writing assignments. This session includes practical activities that help students engage with different corpus-selected language conventions in various academic disciplines, resulting in better equipped L2 writers.

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

What School Leaders Need to Know About The 6 Principles

Principals play a vital role in establishing a positive multilingual and multicultural climate. To help them, this session aligns the content in TESOL’s What School Leaders Need to Know about English Learners with The 6 Principles for Exemplary Teaching of English Learners.

Jan Dormer, Messiah College, USA

A Turn to Self: Illuminating Teacher Educators’ Identities and Pedagogies

Although language teacher education has explored the critical importance of teachers’ identities, little has been done to illuminate the identities and practices of teacher educators. Panelists argue that when teacher educators examine their professional and social identities and pedagogies, their findings can positively impact teacher candidates and program design.

Megan Madigan Peercy, University of Maryland, USA
Laura Baecher, Hunter College–CUNY, USA
Suhanthie Motha, University of Washington, USA
Judy Sharkey, University of New Hampshire, USA
Manka Varghese, University of Washington, USA

What School Leaders Need to Know About English Learners with The 6 Principles for Exemplary Teaching of English Learners

Finding ways to promote the success of more vulnerable/underserved ESL/EFL student populations (e.g., disabled, LGBTQ, financially disadvantaged) is a challenge for program administrators and educators. This panel discusses the obstacles these students encounter and the development and implementation of policies and practices that could lead to improved retention and success.

Thomas Tasker, University of Oregon, USA
Maiko Hata, University of Oregon, USA
Mauricio Arango, Universidad de Caldas, Colombia
Rosario Giraldez, Alianza Cultural Uruguay–Estados Unidos, Uruguay
Alexandra Guilamo, TaJu Educational Solutions, USA
Fatiha Makloufi, Makloufi Language Solutions, USA
Lara Ravitch, University of Oregon, USA
Thursday, 1:00 pm–2:45 pm
A310 (GWCC)

**IS: Refugee Concerns**

**Refugee Writing Across The Lifespan**
This InterSection examines L2 writing of and with refugee-background ELs of different stages of life and learning. Panelists discuss and explore L2 writing research and practice with refugee-background high school youth, college students, and adult emergent writers (i.e., learning to write for the first time in their lives).

Nicole Pettitt, Youngstown State University, USA
Eliana Hirano, Berry College, USA
Lisa Gonzalves, University of California, Davis, USA
Bryan Crandall, Fairfield University, USA

Thursday, 1:00 pm–2:45 pm
A301 (GWCC)

**Response to Writing: Enduring Issues and New Frontiers**

**IS: Second Language Writing**
The presenters examine enduring issues and new areas of research in response to L2 writing. Presentations cover methodological synthesis of L2 written corrective feedback; timing of global vs. language feedback; and response practices for graduate student writing, including peer reviews and writing groups, and electronic forms of response.

Betsy Gilliland, University of Hawai‘i at Mānoa, USA
Qiani Liu, University of South Carolina, USA
Dan Brown, Grand Valley State University, USA
Carol Severino, University of Iowa, USA
Kate Mangelsdorf, University of Texas at El Paso, USA
Todd Ruecker, University of New Mexico, USA
Estela Ene, Indiana University-Purdue University Indianapolis, USA
Thomas Upton, Indiana University-Purdue University Indianapolis, USA

Thursday, 1:00 pm–2:45 pm
A315 (GWCC)

**Translanguaging for Teaching and Learning in Early Childhood and Elementary**

Translanguaging helps young emergent bilingual learners embrace their bilingual identities and is an academic asset. This panel explores why teachers should use translanguaging pedagogy, describes how to implement translanguaging in a variety of settings, and highlights what practices can be implemented in both bilingual and English only settings.

Kelly Hill, University of Alabama at Birmingham, USA
Jennifer Ponder, University of Alabama at Birmingham, USA
Jennifer Summerlin, University of Alabama at Birmingham, USA
Helen Berg, Sam Houston State University at Huntsville, USA
Diana Prutzman, Alabama Public Schools, USA

Thursday, 1:00 pm–2:45 pm
A309 (GWCC)

**U.S. University Academic Language Socialization: Problems and Possibilities**
Panelists explore how international students are socialized by and through their L2 English, and how their English academic learning trajectories developed as they negotiated their identities and socioacademic knowledge within their respective communities, such as their L1 ethnic groups and study groups.

Peter De Costa, Michigan State University, USA
Jongbong Lee, Michigan State University, USA
Wendy Li, Michigan State University, USA
Joseph Cheatle, Michigan State University, USA
Hima Rawal, Michigan State University, USA
Myeongeun Son, Michigan State University, USA

Thursday, 1:10 pm–1:30 pm
Teaching Tip Theater #2, Expo Hall (GWCC)

**Grammar Through Music**
Music is often overlooked as a tool for teaching grammar. Not only can “lyrics be used like literature to analyze structure,” (Lems, 2005), its Earworm effect, also utilizes more primitive areas of the brain associated with “motivation, reward, emotion” (Levitin, 2006). Leave this session with activities you can implement immediately.

Jolene Jaquays, University of Michigan–Flint, USA

Thursday, 1:10 pm–1:30 pm
Teaching Tip Theater #1, Expo Hall (GWCC)

**Leveraging Translanguaging in Role-Plays**
This presentation examines translanguaging pedagogies in interactive role-plays to engage students in people of historical importance. The strategic use of students’ home languages in their research and preparation stages helped learners live their thoughts and increase their comprehension and comfort. Recommendations for effective use of translanguaging are provided.

Zhongfeng Tian, Boston College, USA
Katja Davidoff, Boston University, USA

Thursday, 1:40 pm–2:00 pm
Teaching Tip Theater #2, Expo Hall (GWCC)

**Creating Synergy: Practical Steps for Working With Your Coteacher**
Coteaching can be a thorny relationship to manage in addition to many teaching responsibilities. However, when done right, coteaching can lead to extremely productive partnerships, ones with many benefits to ELs. This session provides useful tips that teachers can use immediately to foster synergy in their coteaching contexts.

Jarrod Armour, Academy of Art University, USA
Hilaire Fong, Academy of Art University, USA

Thursday, 1:40 pm–2:00 pm
Teaching Tip Theater #2, Expo Hall (GWCC)

**Panel**
**Practice-Oriented**
**Research-Oriented**
**Teaching Tip**
**TESOL in Focus**
**Ticketed Event**
**Workshop**
### Moana and Beyoncé Teach ESL: Designing Pop Culture Theme Semesters

Ever wanted to use Moana in your academically focused ESL classroom? What about The Avengers? Beyoncé's Lemonade? T. Swift? This session discuss how to use pop culture content, such as single movies or albums, as a central theme for a semester-long course to promote cultural understanding and improve academic English.

*Ashley Jennings, University of Iowa, USA*
*Sarah E. Lowen, University of Iowa, USA*

#### 2:00 pm

### 50 Years: English Language Fellows in the Middle East

Learn how the U.S. Department of State English Language Fellow program has spent 50 years working globally to sustain partnerships with English language professionals, promote PD, and enhance English language teaching and learning in the Middle East. Attend to hear from the Department of State, program alumni, and educators.

*Jennifer Hodgson, The U.S. Department of State English Language Programs, USA*
*Frances Westbrook, The U.S. Department of State English Language Programs, USA*

### A Study Circle to Improve Adult ESL Teachers’ Pronunciation Expertise

The presenters share a study-circle model on pronunciation instruction for PD with adult ESL teachers. Teacher participants increased their ability to diagnose pronunciation issues affecting intelligibility, apply research-informed classroom practices, and prioritize instruction. Outcomes suggest the power of PD that is extended over time with collaboration among teachers.

*Betsy Parrish, Hamline University, USA*
*Andrea Echelberger, Minnesota Literacy Council, USA*
*Suzanne McCurdy, University of Minnesota, USA*

### Action Research: A Means to Better Understand Our Reading Instruction

Teachers can judge the effectiveness of their L2 reading instruction and then take steps to improve it through action research. In this presentation, an easily adaptable seven-step action research process is introduced, followed by an exploration of sample action research projects focused on the teaching of reading.

*Fredricka L. Stoller, Northern Arizona University, USA*
*William Grabe, Northern Arizona University, USA*

### Creating Activities for the Academic English Classroom From TOEFL® Resources

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. Attendees review sample activities and discuss the use of rubrics to reinforce learning objectives.

*Marian Crandall, Educational Testing Service, USA*

### Critical and Creative Thinking With National Geographic Learning

National Geographic Learning author John Hughes demonstrates how to challenge learners at all levels to think critically and creatively using examples from the new editions of World English and Life. Attendees learn to incorporate activities into their teaching that develop learner autonomy, increase motivation, and improve productive skills.

*John Hughes, National Geographic Learning, USA*

### Extensive Reading: The Approach Less Taken

There is a lack of empirical research on the reasons why extensive reading remains an approach less used. The study discussed employed questionnaires and interviews with 81 students and 30 professors in China and revealed their misinterpretations on the nature of extensive reading despite a general positive attitude.

*Hongli Fan, SUNY–Cortland, USA*
*Bin Li, City University of Hong Kong, China*
Hiring and Onboarding Instructors for ESP in an Academic Setting
Even trained, experienced ESL instructors face challenges when transitioning to teaching ESP. In this session, a program administrator, an experienced ESP instructor, and a newer ESP instructor share a model for hiring, training, and supporting new ESP instructors in a university setting with attention to effective ESP practices and recent research.

Karen Schwelle, Washington University in St. Louis, USA
Pamela Dzunu, Washington University in St. Louis, USA
Elizabeth Burke, Saint Louis University, USA

Newcomers: In Their Shoes
Come and encounter the zero-English newcomers’ experience in the all-English speaking classroom by reliving every minute of it. Through this immersion experience, you observe firsthand the impact of Sheltered Instruction Observation Protocol strategies. You will never see newcomers with the same eyes after you have been in their shoes yourself.

Evgenija Kuka, Carolina TESOL, USA

IATEFL: Introduction and Networking
IATEFL and TESOL are both global teachers’ organizations. We have much in common, including members, affiliates, and associates around the world. IATEFL’s mission is to “link, develop and support English Language Teaching professionals” worldwide. Come learn about IATEFL and bond.

Susan Barduhn, IATEFL, United Kingdom

NYT Series Presentations and Rubric: Empowerment Tools for International Students
EAP courses develop international students’ speaking and presentation skills. Learn about a presentation series, based on New York Times (NYT) articles, and how a detailed rubric empowers students to be informed about worldwide current events while creating professional presentations meeting assignment criteria.

Aimee Schoonmaker, University of Central Florida, USA
Christina Torres, University of Central Florida, USA

L1 and L2 Reading Attitudes Among Chinese-American Children
Approximately 1.85 million Asian-American children speak a language other than English in the home, with Chinese most commonly spoken. Yet, there is a paucity of language research among Chinese-American children. Fifty-eight Chinese-English bilinguals aged 10–18 completed a survey of language attitudes and motivations. Results can inform teachers, schools, and parents.

Sara A. Smith, University of South Florida, USA
Jessica Briggs, University of Oxford, United Kingdom
Zhengjie Li, University of South Florida, USA

Teaching About Plagiarism: Activities to Support Global Student Writers
With the use of the internet to find source material and as a platform of expression, it is increasingly important for educators to teach plagiarism explicitly. This presentation reviews current issues and provides attendees with activities that strengthen students’ voices in the local classroom and in more global platforms.

Felicia Potter, University of Pennsylvania, USA

Language Learning Projects: The Classroom-Autonomy Nexus
Language learning projects (LLPs) are an excellent way to make the connection between classroom and autonomous learning. The presenters share their experiences incorporating LLPs in EFL contexts, involving both students and NNESTs. Examples of projects and practical guidelines for creating them are included.

Sharon Graham, Fort Hays State University, USA
Deborah Pfeifer, Fort Hays State University, USA

Technology on Education in Iraqi Kurdistan Region Sulaimaniyah Province Schools
This presentation examines the Impact of Technology on Education in Iraqi Kurdistan Region Sulaimaniyah Province Schools.

Jamal Taha, Sulaimani University, Iraq

The EFL Writing Class: When Content Becomes a Double-Edged Sword
Including a heavy reading load in the EFL writing class may not always be helpful. Results from a series of small-scale studies at university suggest students may experience more difficulties to write coherent texts about course content than when they write about a topic of general interest.

Susana Tuero, Universidad Nacional de Mar del Plata, Argentina
Carlos Machado, Universidad Nacional de Mar del Plata, Argentina
**The Local-Global Nexus With Collaborative Online International Learning**

Thursday, 2:00 pm–2:45 pm  
A410 (GWCC)

This presentation shares the experience of a collaborative online international learning partnership that took place between students from two universities in Egypt and the United States. The presenter highlights the steps followed in the online collaboration, focusing on the successes, challenges, and opportunities for both the teachers and students.

**Yasmine Salah El-Din**, The American University in Cairo, Egypt

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**The Value of Corpus Linguistics for ESP Writing Instruction**

Thursday, 2:00 pm–2:45 pm  
Juniper (Omni)

The lack of field-specific writing instruction leads new practitioners to experience difficulties in the workplace when writing is required. Doing linguistic analysis of authentic workplace documents with CL tools can help improve writing instruction and develop materials that match real-life demands. This in turn results in better prepared professionals.

**Santiago Gustin**, Portland State University, USA  
**Naila Bairamova**, Portland State University, USA

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**Vocabulary Gamification: Uncertain Rewards and Dopamine**

Thursday, 2:00 pm–2:45 pm  
A407 (GWCC)

This session reviews the research on how uncertain rewards increase the brain’s production of dopamine, a neurotransmitter associated with motivation and long-term memory. The presenters introduce Words and Monsters, a free mobile game integrating uncertain rewards with paired associate tasks for learning high-frequency vocabulary for general English, TOEFL, SAT, and more.

**Guy Cihi**, Lexxica R&D, Japan

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**White Preservice Teachers’ Self-Reflections About Their Own Counterproductive Thoughts**

Thursday, 2:00 pm–2:45 pm  
A312 (GWCC)

Using the concept racial microaggressions as an analytical tool, this research-oriented presentation reports the findings from what White monolingual preservice teachers self-identify as linguistic microaggressions by exploring both attitudinal and affective responses. The participants in this session have the opportunity to reflect on their own perspectives about their students.

**Jenna Shim**, University of Wyoming, Afghanistan

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**Basic Haptic Pronunciation Teaching**

Thursday, 2:00 pm–3:45 pm  
A305 (GWCC)

This workshop presents a set of haptic-based, (movement + touch), 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 are prepared to use the instructional techniques in their classrooms.

**William Acton**, Trinity Western University, Canada  
**Michael Burri**, University of Wollongong, Australia  
**Amanda Baker**, University of Wollongong, Australia  
**Shine Hong**, Trinity Western University, Canada

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**Closing the Achievement Gap for Elementary ELLs: One District’s Journey**

Thursday, 2:00 pm–3:45 pm  
Grand Ballroom B (Omni)

As the number of elementary ELLs in U.S. schools increases, the achievement gap between them and their non-ELL peers widens. This panel discusses how one Missouri district closed this achievement gap through strategic planning, innovative programming, and scaffolded grade-level instruction. Panelists share data and insights from diverse perspectives.

**Laura Lukens**, North Kansas City Schools, USA  
**Linda New Levine**, Independent, USA  
**Lezlie Paden**, North Kansas City Schools, USA  
**Deyrle Wallace**, North Kansas City Schools, USA  
**Haley Powell**, North Kansas City Schools, USA  
**Brooke Wiens**, North Kansas City Schools, USA

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**Distance Learning: Taking Global Training Into the Local Classroom**

Thursday, 2:00 pm–3:45 pm  
International Ballroom D (Omni)

Distance education via MOOCs, webinars, and other online courses open countless possibilities for professional and personal development. Panelists discuss real results of distance learning courses on classroom practices and their personal development through concrete examples of how they integrated what they learned in their classrooms, schools, and communities.

**Maria Snarski**, U.S. Embassy New Delhi, USA  
**Abdul Majeed**, U.S. Embassy, Islamabad, Pakistan  
**Umer Farooq**, U.S. Embassy, Islamabad, Pakistan  
**Quratulain Rauf Khan**, University of Karachi, Pakistan  
**Muhammad Safdar**, National University of Medical Sciences–Rawalpindi, Pakistan  
**Nazish Kanwal**, Beaconhouse School System–Wah Cantt, Pakistan  
**Samina Rana**, Higher Education Commission, Punjab, Pakistan  
**Noreen Mirza**, National University of Medical Sciences–Rawalpindi, Pakistan
Helping Students Move From Dependence to Independence Through Peer-To-Peer Teaching

EAP students often struggle to understand and explain disciplinary content from university textbooks. This workshop explores how peer-to-peer teaching techniques can be used to help students gain independence in this area. Participants discuss the benefits of this approach and leave with a variety of transferable peer-to-peer teaching activities.

Carolyn Heacock, University of Kansas, USA
Eric Kolkmeier, Kansas City, Kansas Public Schools, USA
Diane Taveggia, University of Kansas, USA

The Magic of Exercise: Energizing ELLs’ Brains, Enlivening Language Classes

This high-energy workshop examines physical exercise’s powerful effects on the brain. Language learning benefits are discussed and participants practice eight engaging and effective exercises guaranteed to help strengthen their ELLs’ attention and memory. Two academic-based activities are offered that focus on a metacognitive awareness of exercise’s impact on learning.

Patrick T. Randolph, University of Nebraska-Lincoln, USA
Michael Berman, Montgomery College, USA

Perspectives on Teacher Research: Processes and IATEFL at TESOL

Teacher research has recently gained a lot of attention in TESOL. This colloquium brings together different stakeholders, such as teacher-researchers, researchers, and teacher educators from varied educational settings to discuss the processes and consequences of teacher research. The insights gained would provide future directions for practicing teacher research.

Fauzia Shamim, Institute of Business Management, Pakistan
Daniel Xerri, University of Malta, Malta
Lesley Painter-Farrell, New School University, USA
Lucilia Lopriore, Roma Tre University, Italy
David Nunan, University of Hong Kong, Hong Kong
Amol Padwad, Ambedkar University, India
Krishna Dixit, Ambedkar University, India

ELLs, Immigrant Students, and U.S. Law

Immigrant children and ELLs often face barriers in receiving an equal education and participating in activities in U.S. schools. This session discusses the rights of students and responsibilities in schools under current U.S. law and what schools can and cannot require of immigrant children and ELLs.

Roger Rosenthal, Migrant Legal Action Program, USA

Standards-Based Assessment for ESL/EFL Program Accreditation

This session provides teachers and program administrators with practical insights on how they can adapt classroom assessment so students can meet standards as required for ESL/EFL program accreditation. Personal experiences from previously successful as well as new accreditation efforts, (CEA and EAQUALS), are shared.

Leonardo Mercado, Euroidiomas, Peru

ESL Students’ Peer Relations: Agent-Based Modeling and Network Analytics

This session presents a study on ESL students’ peer relations and the effects in the United States. Based on agent-based modeling and social network analytics, the findings demonstrate the flowing dynamics and complexities of ESL students’ relations and social capitals. The study provides implications for the ESL education research and practice.

Lei Jiang, The University of Georgia, USA

Readers Theater and Pronunciation Skills Development: Experiencing the Nexus

Readers Theater is a dynamic way of involving ESL/EFL learners in their development of oral skills, creating a nexus between conversational interaction and pronunciation skills development. This teaching tip engages participants in experiencing the benefits of this classroom technique in developing learners’ fluency, accuracy, and self-confidence.

Mark Tanner, Brigham Young University, USA
2:40 pm

**CLI**

**Thursday, 2:40 pm–3:00 pm**

**Teaching Tip Theater #1, Expo Hall (GWCC)**

**A Symphony of Intelligences: Book Soundtracks for Reading Class**

This presentation uses research to briefly present the benefits of using music in language classes. It focuses on practice with how to incorporate music into a reading class, specifically with an activity called a book soundtrack. After showing example book soundtracks, the presentation ends with possible modifications.

*Elizabeth Alezetes,* Ball State University, USA

**RWL**

**Thursday, 2:40 pm–3:00 pm**

**Teaching Tip Theater #2, Expo Hall (GWCC)**

**Corpora in Adult Writing Instruction: Inspiring Autonomous Learning**

Allowing adult ELs autonomy while providing sufficient support as they transition to a near native level of writing can be challenging. One teacher supplemented writing with the use of corpora to inspire independent learning and exposure to linguistic diversity and complexity in business writing scenarios.

*Rebecca Graham,* Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico

3:00 pm

**PA**

**Thursday, 3:00 pm–3:45 pm**

**A310 (GWCC)**

**Academic ESL and the “Co-requisite Model”: Good Fit or Crisis**

Academic ESL programs, especially in community colleges, face new challenges from the growing national movement for developmental education reform. This presentation discusses the implications for ESL arising from the adoption in Texas of replacement of developmental classes with a “co-requisite model” connecting college-credit classes with “support classes.”

*David Ross,* Houston Community College, USA

*Kathy Najafi,* Houston Community College, USA

**LA**

**Thursday, 3:00 pm–3:45 pm**

**Sycamore (Omni)**

**Assessing ELs With Significant Cognitive Disabilities**

Little is known about the characteristics of ELs with the most significant cognitive disabilities and how these students perform on assessments. This session presents findings from the Individual Characteristics Questionnaire, which was distributed nationally to K–12 teachers in 29 states. Recommendations for teachers and stakeholders are discussed.

*Laurene Christensen,* University of Wisconsin–Madison, USA

*Vitaliy Shyyan,* The Alternate English Language Learning Assessment Project, USA

*James Mitchell,* University of Wisconsin-Madison, USA

**CIC**

**Thursday, 3:00 pm–3:45 pm**

**A314 (GWCC)**

**Combating the Legacy of the Native Speaker Myth**

This presentation attempts to demystify notions of native-like competence. Preliminary findings reveal that both ELT practitioners still aspire to emulate native-speaker norms, though doubts remain regarding the role of intelligibility and pedagogical competence in language education. Implications on addressing English as an international language and culture in education are discussed.

*Jermaine McDougald,* Universidad de La Sabana, Colombia

**LSP**

**Thursday, 3:00 pm–3:45 pm**

**A408 (GWCC)**

**Communication Card Games Promote Listening, Pronunciation, Grammar, and Vocabulary**

Games can motivate students, make repetitive exercises fun, provide instant feedback, and let players fail without penalty. Participants experience a variety of activities with Look in the Lake Pronunciation Cards for individuals, pairs, small groups, and class teams, adaptable for different levels and learning objectives. Ready? Listen! Speak! Discounts!

*Marsha Chan,* Sunburst Media, USA

**MD**

**Thursday, 3:00 pm–3:45 pm**

**Cypress (Omni)**

**Creating e-Coursebooks for Teaching Area Studies**

This presentation demonstrates main stages and principles of developing teaching materials on regional studies in EFL in a digital edition. The speaker focuses on creating digital teaching materials for increasing students’ motivation, enhancing their autonomous work and exam preparation. The experience can be implemented in any project of the kind.

*Eugene Kolyadin,* Yamalia English Language Teachers’ Association, Russian Federation

**PA**

**Thursday, 3:00 pm–3:45 pm**

**A402 (GWCC)**

**Fast Facts and Updates About IEPs and EnglishUSA Membership**

Panelists present comprehensive information from 400+ IEPs, including industry statistics and overviews of enrollment, length and structure, staffing, and curriculum. In addition, panelists discuss the role of EnglishUSA both domestically and internationally, including membership benefits and how to get programs and staff engaged in the industry.

*Cheryl Delk-Le Good,* EnglishUSA, USA

*Joy MacFarland,* National Geographic Learning, USA

*Nadine Baladi,* EnglishUSA, USA
Happy Together: Integrating Grammar With Academic Skills
Meaningful activities engage students and help them see the valuable role grammar plays across all skill areas. Join author Randi Reppen as she shares practical ideas for integrating grammar with writing, speaking, and reading and teaching tips and ideas on how grammar can support learning outcomes.
Randi Reppen, Northern Arizona University, USA

Identity and Investment in English for “Plus-Ones”: Initiating, Sustaining, Transforming
Expanding on individual networks of practice, this research presentation provides attendees with data and strategies for successfully connecting linguistically and socially isolated immigrant spouses (“plus-ones”) to local communities and language resources in ways that will sustain and encourage investment and language growth.
Kellianne Bennett, University of Washington, USA
Ashley Kim, University of Washington, USA
Joshua Guernsey, University of Washington, USA
Mary Ann Dahle, University of Washington, USA

Increase ELL Success and Graduation Outlook: Fostering Empowerment Early On
How do we prepare students for transition to high school with success strategies, behaviors, skills, and English language and cultural supports? This session explores examples from the IDEAS for College and Career Readiness Plans program that engage, inform, and empower students on their continuum to graduation and postsecondary opportunities.
Sylvia Fumero, Vista School Resources, Inc., USA

MOOCs, Social Media, Meaningful Communication, and Language Learning
What opportunities do MOOCs offer ELLs and teachers? This talk reflects on the British Council’s experience of developing MOOCs and how their course design has evolved through experimentation and experience to embrace a more communicative approach to online learning.
Chris Cavey, British Council, United Kingdom
Neil McLaren, British Council, United Kingdom

Neoliberal Language Policy as Cultural Reproduction: A Case of Nepal
This session presents a critical case study underlining the English in the medium of instruction policy in Nepal and illustrates the ways neoliberal language policy has become a form of cultural reproduction. Attendees reflect critically on their own practices of cultural reproduction in language education.
Pramod Sah, University of British Columbia, Canada

Peer Observation and Feedback: A Collegial Approach to Teacher Learning
Peer observation can help English language teachers improve their teaching, but sometimes teachers lack the incentive or preparation to get started. This presentation shows that peer observation is a collegial approach to teacher learning and equips participants with skills, tools, and confidence to hone their teaching through collaborative observation partnerships.
Sara Hadfield, University of Alaska Anchorage, USA

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Chris Cavey, British Council, United Kingdom
Neil McLaren, British Council, United Kingdom

Promoting Genre Awareness: Beyond the 5-Paragraph Essay
Reliance on the five-paragraph essay in many EAP programs may leave L2 writers ill-equipped to transfer skills to the variety of writing tasks they will encounter across university courses. This session includes activities to raise student awareness of “metagenre” patterns, helping them become more effective university-level writers in various disciplines.
Mariah Fairley, American University in Cairo, Egypt
Susanne Rizzo, American University in Cairo, Egypt
Alissa Nostas, Arizona State University, USA

Six Instrumental Strategies to Revolutionize Academic Listening Pedagogy
In this presentation, the presenters, one practitioner and one researcher, share discoveries from their collaborative case study about what helps ELLs process multidirectional discussions and academic lectures more accurately as they listen. Participants leave the session with six ready-to-use strategies that will enhance their listening instruction.
Jennifer Lacroix, Boston University, USA
William C. Cole-French, Massachusetts College of Pharmacy and Health Science, USA
Standing up to Performativity: Teacher Identity, Authenticity, and Vision  
How can teachers grow their professional identity when education policy is driven by external standardization? In this presentation, participants look inward for new meaning in their practice. Through dialogue and reflective activities, they explore ways to mitigate the negative effects of performativity and gain insight into their authentic teaching selves. 
Bernadine Clark, Independent, USA  
Kenneth Clark, Independent, USA

Teach Phrasal Verbs Efficiently With Collocations  
ELLS often struggle with phrasal verbs. However, corpus-based research reveals the most common phrasal verbs to teach and the most common collocations, which act as clues to meaning. This session presents a sequence of activities that help teacher choose, and help students master, the most common 25-100 phrasal verbs. 
Nancy Overman, Georgetown University, USA  
Heather Weger, Georgetown University, USA

Teaching Academic Citation Practices as Meaning-Making Activity  
Teaching writing as meaning-making activity positions learners as meaning-makers with agency over and critical awareness of their writing practices. Grounded in language as a semiotic system, this session shares two EAP writing activities that teachers can use to highlight the meaning-making potential of academic citation practices. 
Eleanor Sweeney, Pennsylvania State University, USA  
Nicolas Doyle, Pennsylvania State University, USA  
Seyma Toker, Georgetown University, USA

Together or Apart: Dilemmas in High School Newcomer Program Models  
Participants discuss decision-making around a fundamental dilemma in high school program models: integrating newcomer ELs in general education or providing separate, targeted services. With no single “best” model, this session examines what works in particular contexts and how administrators weigh circumstantial constraints and resource capacity against effective pedagogy. 
Julie Sugarman, Migration Policy Institute, USA

Translingual Transcultural Competence Among Chinese College Students  
This presentation explores the development of translingual transcultural competence among Chinese college students before and after taking an English class focusing on intercultural communication based on questionnaire and interview data and provide both theory and data-driven suggestions on how to facilitate this development through in-class and extra-curricular activities. 
Claudia Kunschak, Ritsumeikan University, Japan

Using Google Docs Mobile Application to Promote Autonomous Pronunciation Practice  
The presenters share data from a semester-long research project that highlights how the speech-to-text function in the Google Docs mobile application can facilitate improvement in students’ pronunciation, learner autonomy, and self-efficacy beliefs. The presenters also share tips for how to incorporate this approach in various ELL contexts. 
Becky Lawrence, Tokyo International University, Japan  
Donald Hansen, Tokyo International University, Japan

Demystifying the Academic Publishing and Review Process  
Mentoring journal editors explain the ins and outs of academic publishing and reviewing. Editors discuss audience and editor expectations, submissions policies, approaches to feedback, and review and revision processes. Anyone interested in entering the world of scholarly publishing as a reviewer or author is encouraged to attend. 
Margi Wald, CATESOL, USA  
Mary Clark, MATSOL, USA  
Scott Douglas, BC Teal, Canada  
Lubie Grujicic, NYS TESOL, USA  
JoAnn Miller, MEXTESOL, Mexico
Thursday, 3:00 pm–4:45 pm
A401 (GWCC)

**IS: Materials Writers**

**Developing Materials for Social Responsibility, Equity, and Social Justice**

The development of teaching and learning materials cannot be separated from issues of power, representation, context, or content. This panel of materials writers shares global perspectives on the development and contextualization of English teaching materials for equity and social justice with a lens on social responsibility, reconciliation, and representation.

**Jan Dormer**, Messiah College–Pennsylvania, USA

**Mauricio Arango**, Universidad de Caldas in Manizales, Colombia

**Judith Boyle**, The NO Project, Greece

**Adama Sidibe**, Université Cheikh Anta Diop, Senegal

**Kendra Staley**, University of Colorado, Boulder, USA

**Rhiannon Ball**, Silva Education Inc., Brazil

Thursday, 3:00 pm–4:45 pm
A412 (GWCC)

**IS: English as a Foreign Language**

**Differentiated Instruction and Assessment in EFL Contexts: Research, Practice, Recommendations**

This session is an inquiry into the feasibility of differentiated instruction in EFL settings, the potential factors impacting its success, and the underlying principles that ensure its success. The session features multiple perspectives from panelists with strong research background and extensive teaching experience in ESL or EFL settings.

**Yilin Sun**, South Seattle College, USA

**Carolina R. Buitrago**, Institucion Universitaria Colombica Americana-Unica, Bogota-Colombia, Colombia

**Deborah Short**, Academic Language Research & Training, USA

**Jodi Crandall**, University of Maryland, Baltimore County, USA

**Eddy White**, University of Arizona, USA

**Ke Xu**, City University of New York, USA

Thursday, 3:00 pm–4:45 pm
Grand Ballroom C (Omni)

**IS: Pronunciation, Intelligibility, and Comprehensibility: Dealing With Accent Prejudice**

This panel addresses accent prejudice, using insights from scholarship in language attitudes, World Englishes, translanguaging, and more to ask urgent questions, propose solutions, and highlight empowering classroom practice. Attendees complete a survey and have the opportunity to comment, ask questions, and discuss.

**Hemamalini Ramachandran**, INTO University of South Florida, USA

**Nancy Elliott**, University of Oregon, USA

**Kurtis Foster**, Missouri State University, USA

7:10 pm
Thursday, 3:10 pm–3:30 pm
Teaching Tip Theater #2, Expo Hall (GWCC)

**IS: Intercultural Communication**

**Reflexive Practice in Intercultural Learning: 4 Views**

This panel is inspired by a growing recognition of the value that reflectivity adds to language teaching in the context of intercultural communication. The four speakers address reflectivity as 1) a strengthening practice in research, 2) a transformative intercultural learning, 3) a challenging of concepts, and 4) a contextualized practice.

**Barbara Lapornik**, Liceo Scientifico Statale “France Pre_eren”, Italy

**Natalya Balyasnikova**, University of British Columbia, Vancouver, Canada

**Roxanna M. Senyshyn**, Pennsylvania State University, Abington College, USA

**Amy Alice Chastain**, The University of Iowa, USA

**Student Generated Documentaries: Community Engagement Projects**

Student generated documentaries require ESL students to actively communicate with people outside of their language institute world. Forced to explore activities and subjects that they would not naturally be inclined to seek out, students integrate themselves into the greater community while working on their language skills in spontaneous ways.

**Scott Duarte**, University of Delaware, USA
3:40 pm

**MD**
Thursday, 3:40 pm–4:00 pm
Teaching Tip Theater #2, Expo Hall (GWCC)

**Improving Visual Design: Tips for Creating and Using Effective Materials**
Despite the clear benefits of using effective visuals and digital materials in the classroom, these materials often fall short of engaging and inspiring students. Presenters offer practical tips on designing visually appealing digital materials that not only address learning goals but also save teacher time and promote faculty collaboration.

*Stephanie Gallop, Georgetown University, USA*
*Kelly Hill-Zirker, Diplomatic Language Services, USA*

**CIC**
Thursday, 3:40 pm–4:00 pm
Teaching Tip Theater #1, Expo Hall (GWCC)

**The Degree of Importance of Communication in Business**
The purpose of the presentation is to examine the degree of importance of communication in industry and business-situation differences within the framework of sociocultural theory and activity theory and to provide pedagogical suggestions for English for Specific Purposes, particularly business based on the result of the empirical study.

*Manami Suzuki, Hosei University, Japan*
*Naoki Ando, Hosei University, Japan*
*Hidehiko Nishikawa, Hosei University, Japan*

4:00 pm

**VG**
Thursday, 4:00 pm–4:45 pm
A402 (GWCC)

**12 Tips for Better Grammar Practice**
Advances in cognitive science are shedding new light on the importance of practice. Spaced practice, working memory, automatization, pattern seeking, and testing are among the areas that can inform the way grammar is practiced. Included in this presentation are practical suggestions for a variety of exercise types.

*Stacy Hagen, Azar Associates, USA*

**PA**
Thursday, 4:00 pm–4:45 pm
A310 (GWCC)

**A Comparison of Direct Admit and IEP Student Academic Achievement**
It is generally assumed that IEPs are effective at preparing international students for university, yet there is little evidence of their impact on student achievement. This session presents findings from a research project comparing IEP and directly admitted international students. Implications for evaluation, stakeholders, and researchers are discussed.

*Anthony Schmidt, University of Tennessee, Knoxville, USA*

**DLT**
Thursday, 4:00 pm–4:45 pm
Dogwood B (Omni)

**Accuracy and Accessibility: Developments in Speech Recognition Technology**
Presenters show how free speech-to-text and text-to-speech technologies have become more accurate and accessible for language learning. Attendees take away specific techniques that repurpose these technologies to enhance students’ accurate production of syllable stress and prosodic patterns, increase reading speed, expand vocabulary, and improve listening comprehension.

*Nick Einterz, University of Colorado Boulder, USA*
*Matt Morley, University of Colorado Boulder, USA*

**Omni Hotel, International Ballroom C**

**Am I Teaching Well?**
Effective EL teachers excel in self-evaluation and relationship-building with and advocacy for students and families. This presentation highlights elements of these areas and provides specific activities that the audience can incorporate into their self-evaluation, relationship-building practices, and advocacy, and help them answer the question with confidence, “Am I teaching well?”

*Tünde Csepelyi, Sparks High School (Nevada), USA*

**PD**
Thursday, 4:00 pm–4:45 pm
International Ballroom B (Omni)

**An Exercise in Humility: Spanish 301**
This presentation reports on an autoethnographic study that focused on the observations of the presenter upon returning to the Spanish classroom as a language learner after nearly 40 years as an English language teacher. Tentative conclusions drawn primarily address affect, process, and context, as opposed to linguistic features.

*Tony Silva, Purdue University, USA*
Applying The 6 Principles to ESP Course Design and Delivery
This session demonstrates how The 6 principles for Exemplary Teaching of English Learners are applied to the design and development of ESP courses to produce positive outcomes. Examples from the health and medical field are given with pre- and post-erm reflections that offer suggestions for improved delivery.
Carol Pineiro, Boston University, USA
Michelle Smith, Boston University, USA

Challenges in EAP: Incorporating Independent Learning into the Curriculum
Facing the daunting task of teaching a compulsory one-credit hour English Conversation course to university undergraduates in South Korea, the presenter decided to make independent learning a central component of the curriculum. This presentation describes the context, procedure, and results, using both qualitative and quantitative data.
Alex Lowry, Hankyong National University, Republic of Korea

Color It Out!: A Compelling Pronunciation Literacy Game for Everyone
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 confidence.
Laura McIndoo, Central New Mexico Community College, USA
Karen Taylor, ELTS/ Color Vowel Chart, USA

Critiquing Critical Pedagogy for L2 Acquisition: English Teaching-Learning in Nicaragua
Freire’s liberation pedagogy for L1 literacy has been used for L2 ELT. The presenter discusses a case study of three Nicaraguan English teachers and their critical dialogue and practice with the researcher. Results indicate that critical pedagogy for L2 ELT must be critiqued as a tool in complex sociopolitical circumstances.
Katherine Masters, Pennsylvania State University, USA

Digital Literacy: Bringing the World Together
Digital literacy includes foundational skills, but it also encompasses how we use technology to create and communicate information. One of the authors of Q: Skills for Success demonstrates how students can find and evaluate digital information and how teachers can prepare students to perform in a digital world.
Colin Ward, Lone Star College, USA

Diverse Voices of Advocacy: In Conversation With the TESOL Community
As a TESOL profession, we continue to strive to develop a common understanding of what we mean and do as advocates. Here, the presenters share results of interviews with diverse TESOLers and offer insights into how power and contextual factors impact professional beliefs about advocacy for ELs.
Polina Vinogradova, American University, USA
Heather Linville, University of Wisconsin, La Crosse, USA

ELL Text Processing Across L1s: Patterns and Instructional Recommendations
This presentation provides ELT professionals with an understanding of the basics of text processing and literacy in ELLs, how they are influenced by ELLs’ L1 literacy experiences, and how they impact other high-level literacy skills, such as reading comprehension. Research-based recommendations for instruction, practice, and assessment are provided.
Katherine Martin, Southern Illinois University Carbondale, USA

Games: The Key to English Fluency and Accuracy
Let’s leave the workbooks and teach English fluency and accuracy through games! Your students will not notice they are learning while competing and having fun. English grammar is difficult only if it’s not practiced in context. Participants try out the games that will help them achieve their language aims.
Regina Szuszkiewicz, REGIPIO, Poland
How to Create an Award-Winning English Language Teaching Innovation

Each year, the British Council finds the most original ways to teach and learn English around the world, through the ELTons Innovation Awards. Join this session to find out what makes an award-winning innovation and how you, too, can become an ELTons’ award winner.

Rebecca Maher, British Council, United Kingdom
Nasia Nikolova, British Council, United Kingdom

International Student Understanding and Use of Disability Resources, Higher Education

This panel explores the use of disability resources and counseling by international students at U.S. universities. Panelists look at the adjustment issues for these students, why students underutilize services, and the barriers to use of services. They then provide an overview of suggestions for responsive practices.

Elise Geithers, Case Western Reserve University, USA
Maiko Hata, University of Oregon, USA
Liyao Zhang, SNTAS International Education, China

Single-Point Rubrics: Why Less Is So Much More

This session examines aspects of rubrics and offers the rationale for embracing a modified single-point rubric over the popular analytic rubric. Single-point rubrics require less time to craft, provide quality feedback, and are instructor friendly. Attendees gain insight into rubric design and learn how to build single-point rubrics.

Rich Hahn, INTO-Oregon State University, USA
Lauren Funderburg, INTO Oregon State University, USA

Teaching Critical Thinking Using Semantic Hedges

Linguistic hedges have been proven to help build critical thinking. This presentation focuses on semantic hedges, abstract words used to help speakers/writers avoid taking any responsibility regarding the truth of their statements, and provides teachers with tips and lesson plans to help high-school/university students build critical thinking using them.

Stephanie Farah, Notre Dame University, Lebanon

The 6 Principles at Work at a Community College

See The 6 Principles for Exemplary Teaching of English Learners at work at a community college. Presenters showcase how they apply and put into practice the 6 Principles in all aspects of the program: placement, curriculum, assessment, field trips, support services, extracurricular activities, clubs, and creative faculty connection activities.

Gabriela Cambiasso, Harold Washington College, USA
Brigitte Maronde, Harold Washington College–City Colleges of Chicago, USA
Karen Smith, Harold Washington College–City Colleges of Chicago, USA

Being a Reflective Practitioner and Scholar in TESOL: Methodological Considerations

Presenters explore the methodological questions, dilemmas, and processes of TESOL practitioners and scholars engaged in reflective inquiry. Arguing for more rigorous and robust approaches to this line of teacher education scholarship, panelists illuminate the challenges and opportunities inherent in methodologies such as autoethnography, critical friends, mixed-methods, and empirical-conceptual hybrids.

Judy Sharkey, University of New Hampshire, USA
Margaret Hawkins, University of Wisconsin, Madison, USA
Megan M Adigan Peercy, University of Maryland, USA
Laura Schall-Leckrone, Lesley University, USA
Ana Solano-Campos, University of Massachusetts, Boston, USA
Critical Study Abroad Programs
Disrupting and Recentering ELL Teachers: Developing Critical Study Abroad Programs

This panel explores critical study abroad programs designed for ELL teachers to better understand their students. The presenters developed critically framed programs to decenter participants’ backgrounds and engage host countries’ populations’ ways of knowing. They researched the profound impacts on participants and provide insights toward extending criticality in ELL teacher preparation.

Sue Kasun, Georgia State University, USA
Manka Varghese, The University of Washington, USA
Melisa Cahnmann-Taylor, The University of Georgia, USA
Rhia Moreno Kilpatrick, The University of Georgia, USA

Online Language Teacher Education: What Does the Research Tell Us?

This panel explores the research in online language teacher education (OLTE) in three areas: 1) building communities of practice online, 2) supervising the teaching practicum, and 3) preparing teacher educators for OLTE. Each presentation is followed by a brief discussion and time is allotted for general discussion.

MaryAnn Christison, University of Utah, USA
Denise Murray, Macquarie University, Australia
Nicki Hockly, The Consultants-e, Spain
Deborah Healey, University of Oregon, USA

Historically Black Universities: Exemplifying the Local-Global Nexus in TESOL

This colloquium highlights the challenges and success of three Historically Black Colleges and Universities as they implement capacity-building strategies, promote learning beyond the classroom, and create intra-university partnerships to establish and strengthen ESL programs that best serve students and internationalize campuses.

Kisha C. Bryan, Tennessee State University, USA
Brody Bluemel, Delaware State University, USA
Engin Ayvaz, Tennessee State University, USA
Ying (Nancy) Liu, Jackson State University, USA

Incorporating Technology Into ESOL Writing Rubrics

This workshop demonstrates one method for addressing digital literacy in ESL writing assessments. Participants develop adaptable rubrics using writing assessment research. The workshop focuses on easily available technological resources (particularly mobile technology), that students frequently use for daily communication, as well as multimodal compositions in academic contexts.

Miriam Moore, Language Institute of Texas, USA

More Self-Competence, Less Anxiety: Going Maker With Young Learners

Maker-centered learning (MCL) is an effective pedagogical approach to help young learners develop self-competence, fight anxiety and acquire vocabulary. In this workshop, participants experience maker activities and discuss principles behind them. Presenters share examples drawn from consistent implementation of MCL for EFL instruction as reference, so participants create their own.

Ivna Rolim, Casa Thomas Jefferson, Brazil
Leonardo Sampaio, Casa Thomas Jefferson, Brazil
Rigor, the Nexus of Adult ESOL Instruction and PD
The ongoing shift to rigorous instruction for adult ESOL students requires equally rigorous learning for their instructors. Using several PD tasks and tools, participants explore how the same collaborative and reflective processes and scaffolds can support instructors’ PD and their adult learners’ language development. Link to materials provided.

Jayme Adelson-Goldstein, Independent, USA
Lori Howard, CASAS, USA
Sylvia Ramirez, MiraCosta College, USA

Making the Most of Textbook for College-Level EFL Learners
The presenter demonstrates how to make the most of a listening and speaking textbook and adapt it into various activities. The integration of activity with textbook materials can make students feel imperative to co-complete tasks and practice linguistic items rather than doing the exercise alone under the teacher’s surveillance.

I-Chen Huang, Wenzao Ursuline University of Languages, Taiwan

The Blended Learning Classroom and the ESL Teacher
A panel of experts from AEIS, CALL-IS, and Video PLN explore the concept of blended learning by first looking at its origin and then explaining best practices in multiple adult education settings. Video PLN shows video clips of students giving testimonials about how blended learning has affected their learning.

Nicholas Hadden, Independent, USA
Bryan Woerner, Carlos Rosario International Public Charter School, USA
Christine Sabieh, Notre Dame University, USA
Christine Bauer-Ramazani, Saint Michael’s College, USA
Suzi Lee, Georgia Institute of Technology, USA

Strangers in a Stranger Land: Creating Supportive Classroom Communities
ELLs face increasing challenges as they seek to join societies that may seem less than welcoming, but the classroom is one place where these learners should feel at home. This presentation explores simple, powerful techniques for fostering positive group dynamics that can make classes into supportive communities that facilitate growth.

Christopher Stillwell, College of the Sequoias, USA

Conferencing: Narrowing the Gap Between Student-Teacher Perceptions
Mismatched expectations and perceptions between students and teachers exist in many language classrooms, but well structured and effective conferencing can develop both students and teachers to become more confident, efficient, and focused on learning.

Udambor Bumandalai, Snow College, USA
Diane Ogden, Snow College, USA

Exploiting Contextualised Role-Plays to Raise Young Learners’ Cultural Awareness
Ever aspired to promote tolerance and understanding in your classroom? This session introduces you to a highly engaging method that guarantees both fostering learners’ autonomy and delivering a cross-cultural message that promotes understanding of the Other. This is achieved through encouraging learners to participate in contextualised narratives from different cultures.

Nermine Kotb, British Council, Egypt
Thursday, 5:00 pm–5:45 pm
A313 (GWCC)

**“Yes, and...”: Improv for Vocabulary Activation and Retention**

How can language educators move beyond vocabulary drills? This interactive session shares improv games that encourage language play and provide enough salience and review for students to remember the vocabulary featured. The presenter highlights thoughtful pre- and postplay exercises and lesson plans that suit various proficiency levels.

*Abby Mack,* New York University, USA

*Mary Ritter,* New York University, USA

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Thursday, 5:00 pm–5:45 pm
International Ballroom B (Omni)

**A Practical Guide to Creating Collaborative Mini-PD Conferences**

This insightful session offers IEP instructors and administrators a model for low-budget collaborative mini-conference days to present and share valuable teaching activities. The presenters discuss the benefits of cooperative PD, share tips for collaborating and utilizing local resources, and offer an easy-to-follow method for other institutes to implement.

*Patrick T. Randolph,* University of Nebraska-Lincoln, USA

*Elizabeth Musil,* Kansas State University, USA

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Thursday, 5:00 pm–5:45 pm
A314 (GWCC)

**Bridging Gaps: Academic Help-Seeking as First Step to Critical Thinking**

Academic help-seeking is a critical learning strategy. This session presents common challenges (e.g., fear of embarrassment, cultural etiquettes) and proposes ways to encourage student receptivity to help-seeking behavior. It also presents personalized action plans of students in need of various support services and tips on teaching help-seeking language.

*Nina Kang,* University of Southern California, USA

*Anastassia Tzoytsoyrokos,* University of Southern California, USA

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Thursday, 5:00 pm–5:45 pm
Magnolia (Omni)

**Building Bridges: Language and Play in the Classroom**

This presentation reports on a study examining how play acts as a tool for bridging home and school discourses for young ELLs. The analysis reveals the role of language within play, the effects of play on ELLs’ social and academic development, and strategies for teachers to support play in classrooms.

*Patricia Ratanaphrapt,* University of Wisconsin-Madison, USA

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Thursday, 5:00 pm–5:45 pm
A403 (GWCC)

**Building Knowledge: Scaffolding Informational Text for SLIFE**

Accessing informational texts can be an insurmountable obstacle for students with limited or interrupted formal education (SLIFE) who often lack prior exposure to this genre. This session aims to demonstrate easy-to-implement strategies that have proven to be effective with SLIFE at the secondary level.

*Christi Cartwright,* Lawrence Public Schools, USA

*Nicoleta Filimon,* International High School, Lawrence Public Schools, USA

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Thursday, 5:00 pm–5:45 pm
A404 (GWCC)

**Critical Autoethnography as an Identity-Focused Teacher Learning Activity**

This presentation responds to Reeves’ call to incorporate “explicit, guided teacher identity work” in teacher education and describes and discusses the presenter’s practices using critical autoethnography as a language teacher learning tool that provides teacher candidates with a discursive space to discuss their experiences within the sociocultural and political contexts.

*Bedrettin Yazan,* The University of Alabama, USA

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Thursday, 5:00 pm–5:45 pm
A310 (GWCC)

**Engage Your Long-Term ELLs for Language Success**

Many long-term ELLs are not engaged in and do not progress in their language learning. How can program administrators and teachers successfully engage them and promote their learning? This session provides practical tools to increase the engagement and performance of long-term ELLs in secondary schools.

*Stella Dubish,* Independent, USA

*Nereida Cheney,* Boston Prep, USA

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Thursday, 5:00 pm–5:45 pm
A411 (GWCC)

**English Language Fellows: 50 Years of Impact Around the Globe**

For 50 years, the U.S. State Department has sent TESOL professionals on cultural exchange assignments worldwide. In celebration, hear from U.S. State Department officials and participants on how individual lives were changed, understand the impact this program has had globally, and become inspired to participate as they begin their next 50 years.

*Joseph Bookbinder,* U.S. Department of State Office of English Language Programs, USA

*Paul Kei Matsuda,* Arizona State University, USA

*Donald Freeman,* University of Michigan, USA

*Crystal Bock Thiessen,* University of Nebraska–Lincoln, USA

*Jaclyn Gishbaugher,* The Ohio State University, USA
Thursday, 5:00 pm–5:45 pm
A401 (GWCC)

Examining Language Politics Through Agency and Awareness in Translingual Writing
More must be done to recognize and value linguistic varieties outside of Standard English in university writing classrooms. Aiming to increase agency and awareness in teachers and writers, the presenters’ reflective materials utilize a variety of communicative modes and semiotic resources to integrate linguistic differences into specific writing skills instruction.
Kimberly Specht, New York University Abu Dhabi, United Arab Emirates
Trisha Dowling, University of Michigan, USA

Thursday, 5:00 pm–5:45 pm
A402 (GWCC)

Literacy Tools: Beginner to Launched Beginner
Pro Lingua has published several texts that deal with literacy, from the basic level (From Sound to Sentence) to launched beginners (A to Z Picture Activities, Coloring In English, and emergent readers, e.g., the Hopes and Dreams readers). The presenters explain and demonstrate the material, provide handouts, and feature a raffle.
Raymond C. Clark, Pro Lingua Associates, USA

Thursday, 5:00 pm–5:45 pm
A303 (GWCC)

From Physical Neighborhoods to Virtual Communities: A Linguistic Landscape Project
The presenter describes a linguistic landscape project conducted with secondary students in Panama. As the project progressed, instead of restricting themselves to analyses of physical public signs in their neighborhoods, students began exploring uses of English within the internet and social media, which were more relevant to their everyday lives.
Maria Dantas-Whitney, Western Oregon University, USA

Thursday, 5:00 pm–5:45 pm
Juniper (Omni)

Interweaving Teaching and Student-Centeredness Within Small-Group Activities
This presentation uncovers what teaching entails within student-led, student-responsive small-group interactions by examining why one ESOL teacher chooses to enter small-group talk without being invited to do so, what actions the teacher accomplishes when she does enter the discourse, and what effects those actions have on students’ subsequent interactions.
Drew Fagan, University of Maryland, College Park, USA

Thursday, 5:00 pm–5:45 pm
Dogwood B (Omni)

Language Education Meets Technology: Affordances and Limitations of Augmented Reality
Advances in technology have changed the form of language education. Augmented reality (AR) is a technology harnessed in language education. Investigating both affordances and limitations of AR in language education, the presenter details the challenges of language education and how educators can employ AR to facilitate the process.
Babak Khoshnevisan, University of South Florida, USA

Thursday, 5:00 pm–5:45 pm
International Ballroom A (Omni)

Making Language Detectives: Corpus Tools in the Writing Classroom
Although most ESL instructors are aware that corpora can be powerful tools for students, many feel unsure about how best to utilize them. Attendees of this session leave with new ideas for using free corpus tools to provide authentic language materials and foster student agency for writing instruction.
Sarah Adams, Savannah College of Art and Design, USA
Sharon (Seongshin) Kim, Georgia State University, USA

Thursday, 5:00 pm–5:45 pm
Sycamore (Omni)

Maximizing Student and Teacher Agency Through Equitable Formative Assessment Practices
In today’s high-stakes testing environment, the role of teachers and students as decision-makers is often diminished. How can we elevate the status of classroom assessment practices and implement effective assessment for learning through student and teacher engagement? Participants discuss and apply high-leverage assessment strategies critical to multilingual learners’ development.
Margo Gottlieb, WIDA, University of Wisconsin-Madison, USA
Diep Nguyen, WIDA, University of Wisconsin-Madison, USA

Thursday, 5:00 pm–5:45 pm
A304 (GWCC)

Page to Stage: Dramatizing Literature for Language and Life Skills
Literature and drama engage ELLs in authentic language. Integrating them doubly instills language and life skills for 21st-century communication, collaboration, and cultural/self-awareness. This session presents live footage of students dramatizing a novel; techniques for staging poems, lyrics, and stories; and rubrics for easy grading.
Alison Larkin Koushki, American University of Kuwait, Kuwait
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Name</th>
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<tr>
<td>Thursday, 5:00 pm–5:45 pm</td>
<td>Perceptions of Lecturers and Students Toward EMI in Higher Education</td>
<td>A406 (GWCC)</td>
<td>This qualitative study examines the perceptions of teachers and students toward the policy of English as a medium of instruction in Higher Education. The study is informed by critical language policy and translanguaging in academic settings. The findings contribute to theorising and research in EMI and language policy. Palwasha Sajjad, University of Southampton, United Kingdom Ayaz Ahmad, Abdul Wali Khan University, Mardan, Khyber Pukhtoonkhwa, Pakistan</td>
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<tr>
<td>Thursday, 5:00 pm–5:45 pm</td>
<td>Preparing Students to Speak in Academic and Professional Contexts</td>
<td>A407 (GWCC)</td>
<td>Despite many years of study, students often find themselves overwhelmed or rendered speechless when they must converse in English in academic and professional settings. This session shares new print and digital materials designed to better prepare students for the language and structure of common interactions in English-speaking settings. Kelly Sippell, University of Michigan Press, USA Robyn Brinks Lockwood, Stanford University, USA</td>
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<td>Thursday, 5:00 pm–5:45 pm</td>
<td>Teaching Teamwork Skills for Successful Group Work</td>
<td>A309 (GWCC)</td>
<td>Group work projects are common in the classroom. However, students sometimes lack teamwork skills and need to be taught how to work as part of a team to ensure success. This session demonstrates some classroom-tested team building activities that will help students succeed in group work assignments. Walton Burns, Alphabet Publishing, USA Patrice Palmer, Teacher to Teacherpreneur, Canada</td>
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<td>Thursday, 5:00 pm–5:45 pm</td>
<td>The Color Vowel Approach: Sound Strategies for Every Classroom</td>
<td>A408 (GWCC)</td>
<td>The Color Vowel Chart is a simple visual tool that powerfully supports listening, pronunciation, vocabulary, reading, 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, The Color Vowel Chart, USA Shirley Thompson, The Color Vowel Chart, USA Rebecca Wilner, American University, USA</td>
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<td>Thursday, 5:00 pm–5:45 pm</td>
<td>The Effect of Choice on Motivation and Reading Performance</td>
<td>A412 (GWCC)</td>
<td>The methodology and results of a longitudinal mixed-methods study on the effects of choice on a number of motivational variables and reading performance are discussed in this presentation. Pedagogical implications and contributions to the field of L2 acquisition are also discussed. Fergus Hann, Tokai University, Japan</td>
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<td>Thursday, 5:00 pm–5:45 pm</td>
<td>Using Oral Reading in Upper Level and Academic Reading Classes</td>
<td>A316 (GWCC)</td>
<td>Interactive read-aloud tasks are a promising way to improve upper level students’ reading fluency and comprehension. This presentation highlights the potential benefits of oral reading and demonstrates the most effective techniques for use with advanced learners. Teachers have an opportunity to join the dialogue and get tools for immediate implementation. Sarah Bauer, Portland Community College, USA Linda Rountree, Portland Literacy Council, USA</td>
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<tr>
<td>Thursday, 5:10 pm</td>
<td>Preparing Preservice Teachers for Linguistic Diversity: Translanguaging in Children’s Books</td>
<td>Teaching Tip Theater #1, Expo Hall (GWCC)</td>
<td>This session explore translanguaging and its implications in children’s literature. Although there are recent efforts for fair representation, ELLs often do not see themselves in children’s literature. We present a pedagogical activity through which teachers can create stories with translanguaging and illustrating ELLs from various proficiency levels. Baburhan Uzum, Sam Houston State University, USA Mary Petron, Sam Houston State University, USA Alma Contreras-Vanegas, Sam Houston State University, USA</td>
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Student-Led Literacy Day: ELLs Teaching ELLs

In this teaching tip, we share how a student-initiated and student-led Literacy Day was planned and implemented at an ELL newcomers’ academy. Lessons learned and tips on how to make such a student-initiated and student-led Literacy Day a success are shared.

Elena Andrei, Cleveland State University, USA
Bekah Harper, Thomas Jefferson International Newcomers’ Academy, USA
Yesenia Pacheco, Thomas Jefferson International Newcomers’ Academy, USA
Yedreyshka Ramos Gomez, Thomas Jefferson International Newcomers’ Academy, USA

"Teacher, It’s Me": Email Writing Etiquette for ELLs

Email communication has become increasingly important, however due to cultural differences, ELLs may not know proper English email etiquette. Thus, ELLs may misrepresent themselves when communicating with authority figures. This presentation offers one approach to teaching ELLs email etiquette that has worked well within a university EAP classroom.

Heather Lyn Reichmuth, Michigan State University, USA

Using Podcasts to Enhance Intercultural Communicative Competence in EFL Students

In 21st English language teaching, in addition to linguistic competence, there is a call for developing Intercultural Communicative Competence (ICC) for EFL students. This demonstration introduces a theoretical framework for teaching ICC and highlights the practical use of podcast as an authentic teaching tool to help students develop their ICC.

Hanh Dinh, University at Albany, USA
Tung Vu, Concordia University Chicago, USA

Using Truth or Lie? Icebreakers to Introduce Critical Reading Strategies

As many ELLs still consider reading to be a passive skill, it is vital to immediately demonstrate that reading classes can also be active and collaborative. The presenter demonstrates how a truth or lie icebreaker can introduce reading strategies necessary to progress from being passive to active, critical readers.

John Rucynski, Jr. Okayama University, Japan
Critical Multimodal Analysis on ESL Educational Apps
This session critically examines the multimodal components in educational apps for ELLs. The analysis reveals that many apps contain representational codes that perpetuate stereotypical messages, and that complex sociocultural and literacy practices are overlooked. Attendees learn to scrutinize these apps, empower students, and enrich their teaching on diversity.

Hsiao-Chin Kuo, Northeastern Illinois University, USA
Yin Lam Lee-Johnson, Webster University, USA

Dialogue Journals: Teachers Engaging Students Socially and Academically
Dialogue journals can provide teachers opportunities to communicate with students over time and to know about their students better socially and academically. Participants learn how the presenters implemented dialogue journals across grade levels using different formats and digital tools and how students, including recently exited students, benefit from journaling.

Holly Hubbard, Etowah County Schools, USA
Amanda Foss, Madison County Schools, USA
DeAnna Buhl, Etowah County Schools, USA

Enhancing the Authenticity of Oral Skills Instruction With Pragmatics
How can we enhance social communication skills within our existing oral skills courses? This presentation shares the design, development process, and examples of pragmatics projects developed in an MA TESOL graduate course, each designed to enhance pragmatics skills where most useful.

David Olsher, San Francisco State University, USA

Fostering Dynamic Collaboration Through ELLs’ Use of Online Resources
This presentation shares how ELLs collaborated using tools such as Instagram and YouTube. The projects included creating documentaries and short films and using social media to prompt discussion and vocabulary acquisition. The session includes learners’ work and feedback regarding using online resources in an academic setting.

Lori Fredricks, University of Maryland, USA

Guiding Students to Become English Readers Through ESL Book Club
Book clubs provide a context for students to continue developing reading skills during and after ESL reading courses. This presentation discusses the presenters’ motivation for starting an ESL-sponsored club, logistical considerations, and outcomes and observations. Attendees leave with ideas and resources for starting their own book clubs.

Ashley Jennings, University of Iowa, USA
Andrew Lewis, University of Iowa, USA

High-Variability Phonetic Training: The Missing Block in Teaching Oral Communication
Phonemic perception skill is a cornerstone of fluent listening comprehension. Unfortunately, high-variability phonetic training (HVPT), the best available method of teaching perception, is virtually ignored by ESL teachers. This presentation overviews the research behind HVPT, surveys technology that implements HVPT, and culminates with practical tips for teaching listening.

Evgeny Chukharev-Hudilainen, Iowa State University, USA

How a Content Teacher Becomes a Language Teacher for ELLs
Embedding language development in CBI requires teachers’ cognizance of the linguistic demands of their lessons. Participants examine a lesson, observe a content teacher’s thought processes in scaffolding the lesson for ELLs, and look at student work to see what the technique yielded for ELLs in a science class.

Alicia Van Borssum, University of Rochester, USA
Alicia Cheng, Rochester City School District, USA

Individual vs. Group PBL: A UAE Case Study
This presentation reports findings from an investigation of the impact of individual vs. group PBL on students’ achievement and their perspectives on the learning environment. Results showed that students completing the group project achieved significantly higher than those who did individual projects. Implications of the study are discussed.

Sadiq Midraj, Zayed University, United Arab Emirates
Jessica Midraj, Khalifa University, United Arab Emirates
Friday, 7:00 am–7:45 am
Hickory (Omni)

**Instructor-Generated Orthographic Assessments in Intensive English Classes**
Orthographic knowledge is crucial for L2 literacy but receives relatively little instructional or research attention. This presentation describes a study investigating orthographic instruction and assessments by IEP faculty and teaching assistants. Results reveal a wide range of teacher beliefs and practices regarding orthography. Recommendations and strategies are highlighted.

**Abdulsamad Humaidan,** Southern Illinois University Carbondale, USA

**Katherine Martin,** Southern Illinois University Carbondale, USA

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Friday, 7:00 am–7:45 am
A303 (GWCC)

**Leveraging English Language Skills for Ugandan Youth Socioeconomic Empowerment**
One way to enhance employability and entrepreneurial capacity of students in Uganda is to create and sustain English clubs with a focus on small business skills. This presentation highlights the efforts of a year-long initiative to implement micro projects in 25 schools while developing authentic English language experience and ability.

**Rogers Ssemogerere,** Uganda National English Language Teachers’ Association, Uganda

**Aida Birabwa,** Uganda National English Language Teachers’ Association, Uganda

**Catherine Nansobya,** Uganda National English Language Teachers’ Association, Uganda

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Friday, 7:00 am–7:45 am
A312 (GWCC)

**Politics of Language Teacher Identity in Rural Settings**
Teachers of ELs face unique challenges in rural areas. This presentation demonstrates case studies of two teachers who (re)construct language teacher identities by retelling their lived experiences of teaching ELs in contemporary rural America. Stories that reveal these teachers’ identities have implications for teacher education and advocacy.

**Shuzhan Li,** University of Florida, USA

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Friday, 7:00 am–7:45 am
A314 (GWCC)

**Negotiating the Discursive Intersections of Intercultural Communication: Preparing Critical Teacher-Scholars**
This presentation discusses the conflicts teacher candidates face as they develop their own intercultural knowledge and identities as critical teacher-scholars during undergraduate coursework and induction into teaching. The findings and implications of this multiple case study illuminate pathways to addressing critical intercultural communication at the nexus of praxis and preparation.

**Amanda Swearingen,** University of Minnesota, USA

**Yi-Ju Lai,** University of Minnesota, USA

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Friday, 7:00 am–7:45 am
A316 (GWCC)

**Local and Global Stories of Peacebuilding Through ELT**
Are you interested in peacebuilding through ELT, but struggle to envision what that looks like? This session provides a glimpse into peacebuilding classrooms, through the genre of story. Hear stories from diverse ESL, EFL, K–12, refugee, and university settings, and engage in discussion and application to your own context.

**Jan Dormer,** Messiah College, USA

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Friday, 7:00 am–7:45 am
A404 (GWCC)

**Politics of Language Teacher Identity in Rural Settings**
Teachers of ELs face unique challenges in rural areas. This presentation demonstrates case studies of two teachers who (re)construct language teacher identities by retelling their lived experiences of teaching ELs in contemporary rural America. Stories that reveal these teachers’ identities have implications for teacher education and advocacy.

**Shuzhan Li,** University of Florida, USA

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Friday, 7:00 am–7:45 am
A412 (GWCC)

**Pitfalls and Potentials of Digital Storytelling Projects for L2 Writers**
This study explores the potentials of integrating different modalities in L2 writing through digital storytelling projects. The participants included 30 non-English-majored undergraduates in an English writing course at a medical university in Taiwan. Pedagogical implications of curriculum design, instructional strategies, and assessment of multimodal projects are discussed.

**Yu-Shan Fan,** Taipei Medical University, Taiwan
Preparing for University Writing: Integrating Skills, Authentic Texts, Assessing Writing
The presenter describes a large EAP writing program at a Canadian university taken by 800+ students annually, where students are taught critical thinking, active/critical reading, sentence structure, vocabulary, and style integrated around authentic texts. The presenter also addresses challenges that come with assessing students’ writing via in-class writing and take-home research.
Steve Marshall, Simon Fraser University, Canada

Redefining ELT in the Context of Educational Reforms
The presenters introduce a successful major TESOL affiliate’s project aimed at fostering community collaboration to redefine ELT practice at a school and university level, embedding nonformal education tools within the formal system. Participants take away ideas for how to manage change caused by the educational reforms advocating for the whole ELT community.
Natalia Komissarova, Moscow Metropolitan Governance University, Russian Federation
Tatiana Margaryan, Bauman Moscow State Technical University, Russian Federation

Research and Writing Consultations in a Language-Assisted Associate's Degree Program
Designing effective, individualized disciplinary research and writing consultations for bilingual undergraduates in a 2-year language-assisted associate’s degree program requires structure, flexibility, and creativity. This presentation discusses using the methodology, teaching English in academic disciplines, in bilingual research consultations to develop reading, writing, information literacy, and inquiry-based thinking skills.
Bernadette M. López-Fitzsimmons, Manhattan College, USA

Restorative Narration for Survivors of Trauma
Writing is a promising tool for mitigating the effects of trauma. This presentation explores one college’s use of restorative narration with ELLs. It offers resources, prompts, and active learning activities; shares information about initiatives that use transformative storytelling; and facilitates a hands-on activity that illustrates the power of narration.
Allanté Johnson-Taylor, Sinclair Community College, USA
Heather Johnson-Taylor, Sinclair Community College, USA

Strategies to Help Shy and Introverted Teachers Thrive
As educators, we are sensitive to the needs of shy or introverted students when planning lessons, but how do we negotiate our own shyness or introversion in the workplace? This presentation provides shy or introverted professionals with effective coping strategies for both inside and outside the classroom.
Lynn Schaefer, University of Central Arkansas, USA
Amanda Bruce, University of Central Arkansas, USA

Taking Critical Reading to the Next Level With Scaffolding
This presentation focuses on helping advanced-level language learners become critical readers through careful scaffolding. The presenters show how they have built scaffolding into reading curricula via student learning outcomes, course content, and teaching-learning activities. A presentation website with links to resources and sample activities is provided.
Susanne McLaughlin, Roosevelt University, USA
Jane Curtis, Roosevelt University, USA

The Place of Grammar in Standards-Based Adult ESL
Grammar can be taught in adult ESL through the use of content-rich, rigorous instructional tasks (e.g. analysis of real-world data; problem-solving, jigsaw). Learner output that naturally emerges while completing a task becomes the basis for the grammar instruction; the content and tasks drive the choice of grammar to teach.
Betsy Parrish, Hamline University, USA

To Stay or Not to Stay? Student Perspectives on Retention
The presenters share the findings of a qualitative study on retention focusing on the students’ experiences in a community college as an international student, including their motivations, barriers, and self-efficacy. Applications of the research findings to program policies and practices are discussed among the presenters and audience members.
Jessica Weimer, Cascadia College, USA
Sofia Marshak, Cascadia College, USA
Leah Schubert, Cascadia College, USA
**8:00 am**

*The Power of Language, the Language of Power*

This presentation examines the ways immigrant students and ELLs are being affected by the current political climate, and it explores what educators can do to promote peace and pluralism as we attempt to prepare our students for the uncertainties of life in the 21st century.

*Pedro Noguera*, University of California, Los Angeles, USA

**8:40 am**

*Find Your Partner! Formative Assessment by Getting Into Groups*

How many times have you said “talk to your partner” or “ask your neighbor”? Discover a classroom routine for six or more students that is engaging, facilitates new groups and pairs for subsequent classwork, and reveals knowledge gaps to the instructor as well as the students.

*Abigail Carrigan*, University of Tennessee Knoxville, USA

**9:30 am**

*Adapting the Human Library™ to Foster Cultural Exchanges*

International learners studying in the United States often lack a platform to share their culture with others. The presenter details her Human Library™ curriculum project and collaborations with non-ESOL faculty, staff, and community members. Participants brainstorm ideas for similar projects. Link to all materials provided.

*Maya Ramirez*, Army and Navy Academy, USA

**9:30 am**

*Artificial Intelligence in the Real World*

This presentation focuses on how the fundamental concepts and tools of artificial intelligence have been applied by instructors in blended-learning settings, leading to predictable, optimized, and measurable results for students.

*Alfonso Lara*, Independent, USA

**9:30 am**

*Awareness and Intervention: The Frustrated Learner and Teacher*

This presentation examines the causes and characteristics of frustration as it manifests itself in ELLs and English language teachers, including appropriate intervention strategies. Utilizing a cross-disciplinary approach, this presentation also argues for frustration to be treated as a more serious topic of research and inquiry in the field of SLA.

*Arthur Huber*, Konan University, Japan
BEST Assessments Family Updates: BEST Plus 3.0/BEST Literacy 2.0
Join CAL for updates and launch plans of BEST Plus 3.0 and BEST Literacy 2.0, CAL’s ongoing operational testing program designed to support assessments for adult ELs. Attendees learn about key enhancements to the BEST assessments family. Enter to win free CAL resources.
Katie Beckman-Göttich, Center for Applied Linguistics, USA
Jorge Rivera, Center for Applied Linguistics, USA

Common CLIL (Mis)conceptions: Fact or Fiction?
In CLIL implementation, we have moved from a celebratory educational rhetoric that saw CLIL as a near-panacea to dwelling almost exclusively on the problematic issues of CLIL. The presenter discusses both positions by fostering debate on 10 key CLIL (mis)conceptions and shares experiences, results, and solutions.
Maria Luisa Pérez-Cañado, University of Jaén, Spain

Coteaching Online: Benefits and Challenges
The presenters share the lessons learned from coteaching college ESL courses online. They review the best practices for coteaching online, outline key decisions to be discussed by the instructors, and discuss the advantages and challenges to coteaching described in research and observed in their own practice.
Nataliya Schetchikova, Northern Virginia Community College, USA
Leslie Sheen, Northern Virginia Community College, USA

Creating Engaging Content for Online Teaching Contexts: Design and Use
As more teachers transition to an online teaching environment, the need to exchange ideas for best practices grows. What activities work well in the virtual classroom? What tools help online teachers design and execute those activities? Three experienced teachers share their tips for creating and using engaging content.
Jennifer Lebedev, Independent, USA
Pamela Vittorio, New School University, USA
Annemarie Fowler, Independent, USA

Differentiated Instruction: Recognising Diversity in EFL Classes
In any classroom there are similarities and differences among students. To identify the differences and individual abilities among students, instruction must be adapted to each student. The presenters share findings about differentiated instruction strategy and its benefits to meet each student’s strengths and needs in language classes.
Nilufar Jamoliddinova, Namangan State University, Uzbekistan
Yana Kuchkarova, Namangan State University, Uzbekistan
Guzal Eshchanova, Tashkent Chemical Technology Institution, Uzbekistan

Engaging University IEP Students as Partners to Advance Cross-Cultural Understanding
University-based IEPs provide rich opportunities for cross-cultural dialogues among domestic and international students. This presentation explores how engaging visiting language learners as resources can not only broaden their opportunities for L2 practice, but also support the global awareness and learning across the university.
Jackie McCafferty, Temple University, USA
Tamara Sniad, Temple University, USA

Impact of Elite Class Performance on L2 Identity Reconstruction
The longitudinal qualitative study discussed reports on research exploring how intersubjective performance of elite identity reconstructions of 10 international undergraduate Turkish students in a global university contact zone have been shaped in 2 years’ time.
Hatice Altun, Pamukkale University, Turkey

Key Concepts in SLA for Classroom Teachers
What are the key concepts in SLA? How can they help us better plan our courses and classroom interaction to help students learn better? In this informative and interactive session, participants receive an overview of key concepts in SLA with links to practical classroom application.
Joe McVeigh, Saint Michael’s College, USA
Measuring ER Effectiveness and Efficiency at Developing Reading Rates
This presentation reports on an experimental study with random assignment designed to address limitations in previous research examining reading rate development through extensive reading (ER). In addition to providing guidelines for researchers, the study and findings support implications for the broader inclusion of ER by administrators and EFL teachers.

Greg Rouault, Tezukayama Gakuin University, Japan

Support of Learning via Online Formative Assessment Techniques
This presentation reports on findings from an investigation into the use of online formative assessment tools that support development of student learning. The initial findings resulted in student feedback that was positive. The detailed findings are revealed and implications for future research are discussed.

Connie Mitchell, Prince Sultan University, Saudi Arabia

My Story Matters: The Digital Storytelling Project
Digital storytelling empowers adult ESL learners to counter harmful dominant narratives, increase their engagement and motivation in learning, and cultivate empathy, all while improving their emerging language skills. Participants leave this session with helpful resources and a framework for implementing digital storytelling projects in their own classroom.

Rita Van Dyke-Kao, Mt. San Antonio College, USA
Marina McLaughlin, Mt. San Antonio College, USA

The Importance of Appropriate Words and Sentences in Student Writing
Whether well-written paragraphs or essays are the target of your writing course, students need solid sentences composed of appropriate words. Many writing textbooks make huge assumptions about students’ ability to compose with accurate sentence structure. In this session, attendees look at practical activities to improve vocabulary and sentences in paragraphs/essays.

Keith Folse, National Geographic Learning, USA
April Muchmore-Vokoun, National Geographic Learning, USA

Preservice ESL Teacher Education: How Reflective Seminars Can Contribute
Using reflective practice, the presenter examines a series of reflective seminar courses he leads for undergraduate TESOL licensure candidates—sharing course components and data related to candidates’ own reflective practices—and invites participants to dialogue about the positioning, function, impact, and investigation of their own preservice teacher education work with candidates.

Steven Wisnor, The Ohio State University, USA

TIRF: Where Global Meets Local in International Research and Publications
For the past 20 years, TIRF has served as a nexus between research and practice among language researchers worldwide via its research-support programs and publications. In this session, the presenters highlight TIRF’s collaborative efforts and demonstrate how the foundation helps connect local and global needs in international language education.

Andy Curtis, Anaheim University, USA
Kathleen Bailey, Middlebury Institute of International Studies at Monterey, USA

Training Tutors to Help Students Become Self-Directed Learners
High-achieving ELLs are often keenly self-directed. Other ELLs usually need help in learning to become self-directed. One intensive English program explicitly trained tutors on the basics of self-directed learning and how to transmit this information to tutees. Findings are presented regarding the effect of this training.

Melissa Williamson Hawkins, University of Alabama, USA
Meghan Gilliland, University of Alabama at Birmingham, USA
**Tutoring: Empowering for Both Preservice Teachers and ESL Learners**

This presentation investigated the effectiveness of an approach that incorporated a supported pronunciation tutoring intervention in a MATESL teaching pronunciation course, and explored its effects on preservice teachers’ expert knowledge and agency. The presenter identifies the factors that contributed to a successful intervention, and discusses pedagogical implications.

*Veronica Sardegna, University of Pittsburgh, USA*

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**Using Frequency-Based Word Lists in IEPs: A Novel Framework**

This session outlines the results of doctoral research done on the use of word lists in five university IEPs. The result of the research is a novel framework showing how the lists were utilized in four areas: course planning, assessment, teaching and learning, and materials development, with examples of each.

*Theodore Burkett, Khalifa University, United Arab Emirates*

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**Video Dramas for Language Learning**

Videos are a powerful tool for language learning because they engage and motivate students, reach beyond the classroom context, and provide rich verbal and nonverbal input. Learn about a new video and coursebook series, about a private investigator with a mysterious past, that teaches language, particularly pragmatics and communication skills.

*Walton Burns, Alphabet Publishing, USA*

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**Computers in Our Pockets: Using Smartphones for Learning English**

Smartphones have become an important part of students’ lives and can be a tremendous learning tool when used and managed properly. In this session, participants discuss reasons for using smartphones in the classroom, methods of managing use in the classroom, and tools for the smartphone from Cambridge University Press.

*Glenn Mathes, Cambridge University Press, USA*

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**Audio-Video and Narrative for Extrinsic and Intrinsic Motivational Practices**

The percentage of trainees entering such workshop with interrupted education is estimated to be up to 20%, while the requirements and rigor involved in integration are ever increasing. It needs to provide opportunities for participants to share the issues they are facing and meet other professionals to share solutions.

*Jayshreee Singh, Bhupal Nobles’ University, India*

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**Badges: A Complement to or Replacement for Traditional Grading**

Badges can make outcomes more accessible and motivating to language learners. Design badge systems that fit student or teacher development goals. Learn how to transform existing outcomes into accessible badges and how to use those badges to evaluate students and programs.

*Robb McCollum, Southern Utah University, USA*

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**Bridging the Spoken and Written Word**

Creating meaningful connections among spoken and written words supports student learning but can be a challenge for ESOL teachers. This workshop explores Language Experience Approach and its creative method of drawing on the students’ words and experiences to build literacy for all levels of language learners from beginning to college.

*Christopher Vasquez, University at Buffalo, USA*

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**Drama in Language Teaching for All Levels of Teacher Expertise**

Explore how drama has and can be used in the language classroom to promote proficiency in the five skills as well as cross-cultural communication. Teachers with and without drama experience are invited to participate in interactive dramatic activities and evaluate their strengths, challenges, and adaptable applications through collaborative discussion.

*Kathleen McGovern, The University of Georgia, USA*

*Melisa Cahnmann-Taylor, The University of Georgia, USA*
ELT in Romania: What Can We Learn?
In Romania today, more students learn English than French or Russian. What are the problems and possibilities for improving ELT in Romania? What are the implications for ELT in countries that encourage their citizens to learn English? Learn from Romanians—share ideas for supporting the expansion of English worldwide.

Kathleen Malu, William Paterson University, USA
Mariana Andone, Colegiul National Vasile Alecsandri, Romania
Gabriel Leahu, Grigore Tăbăcaru Teacher Training House, Romania

Engage and Empower: Promoting Family Literacy
Connect research and practice to promote family literacy. Panelists share experiences, including parent letters, home visits, parent and child together time, and family education nights. Ideas for providing teachers with opportunities to work with diverse families are explored. Participants see pictures and videos of family empowerment.

Kelly Hill, University of Alabama at Birmingham, USA
Julie Paul, University of Alabama at Birmingham, USA
Maria Weber, University of Alabama at Birmingham, USA

English-for-Teaching: How Teacher Language Contributes to Classroom Methodology
Drawing from experiences in several countries promoting teacher use of classroom English, this panel examines how a languages-for-specific-purposes training model, English-for-Teaching, connects teacher classroom language and methodology. Sample participant responses to the training are discussed, and how the approach contributes to national ELT reforms is considered.

Donald Freeman, University of Michigan, USA
Anne Katz, Independent, USA
Lois Scott-Conley, World Learning, USA
Richard Boyum, Independent, USA
Anne Burns, University of New South Wales, Australia

Establishing Credibility Among Stakeholders for English Language Programs and Services
Building credibility among stakeholders is foundational to language program success. From students to partners and investors, stakeholders bring unique priorities. This panel brings together program administrators from a range of contexts to share strategies for promoting language programs and services within higher education, private industry, adult education, and refugee services.

Erin O’Reilly, Defense Language Institute Foreign Language Center, USA
Sherry Warren, University of South Carolina, USA
Deborah Kennedy, Key Words, USA
Monica Leong, Independent, Canada
Mimi Ritzema, English Studies Institute, USA
Scott Stevens, University of Delaware, USA

Integrated Performance Assessment for EFL learners
This session introduces participants to strategies to develop authentic integrated performance assessments (IPA) for ELLs. A sequence of assessment tasks is implemented over the course of teaching, instead of submitting students to paper-and-pencil tests. IPAs enhance motivation, and allow teachers to redirect teaching at the point of need.

Gabriel Diaz Maggioli, The Catholic University of Uruguay, Uruguay

From Talk to Action: Putting Social Responsibility Into Practice
Social responsibility, equity, and diversity aren’t just buzzwords; they’re values that we can enact in our work. Join a panel of scholars and teachers from around the world as they share how they bring social issues into their practice and engage with these concepts in meaningful ways.

Anastasia Khawaja, University of South Florida, USA
Riah Werner, Institut Pédagogique National de l’Enseignement Technique et Professionnel, Côte d’Ivoire
Gertrude Tinker Sachs, Georgia State University, USA
Suhantie Motha, University of Washington, USA
Sameh Marzouki, Tunisian Ministry of Education, Tunisia
Christopher Hastings, Southwest Tennessee Community College, USA
Laura Jacob, Mt. San Antonio College, USA

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Gabriel Diaz Maggioli, The Catholic University of Uruguay, Uruguay
International Collaboration Meets PBL in East Africa
This panel details the collaborative production of a 2-year PBL curriculum for use in community-based after-school English classes across seven countries in East Africa. The efforts of the 54-person team offer a useful case study for how PBL can create bridges between classrooms around the world.

Sarah Sanderson, U.S. Department of State English Language Fellows Program, Uganda
John Whalen, U.S. Department of State English Language Fellows Program, United Republic of Tanzania
Petro Okoth, U.S. Department of State English Access Microscholarship Program, United Republic of Tanzania
Jean Rwirangira, U.S. Department of State English Access Microscholarship Program, Rwanda
Lawrence Baya, U.S. Department of State English Access Microscholarship Program, Kenya
Margo Goll, U.S. Department of State English Access Microscholarship Program, Burundi

L2 Writing Pedagogy in Global Contexts: Challenges and Possibilities
This panel explores challenges and possibilities in L2 writing teacher preparation as a result of the globalization of English and the decline of a native-speaker model as the preferred standard. Discussion of various global contexts and implications of multicomponent users of English are considered.

Gena Bennett, Independent Consultant, USA
Ditlev Larsen, Winona State University, USA
Lisa Seloni, Illinois State University, USA
Betsy Gilliland, University of Hawai’i at Mānoa, USA
Umida Boltaeva, US Embassy, Tashkent, Uzbekistan

Language Assessment Literacy Development: Current Status and Future Directions
Interest in the area of language assessment literacy is growing rapidly as education systems place increasing importance on developing a globally mobile, linguistically proficient workforce. This panel presents current work being done globally to support classroom practitioners through resources and projects in this area and looks at possible new directions.

Mina Patel, British Council, United Kingdom
Barry O’Sullivan, British Council, United Kingdom
Christine Coombe, Dubai Men’s College, United Arab Emirates
Benjamin Kremmel, University of Innsbruck, Austria
Salome Villa Larenas, Lancaster University, United Kingdom

Research in International Rural English Learning Settings: Challenges and Perspectives
Rural teachers of ELs are underrepresented in TESOL research, despite the growing number of ELs in rural settings. Barriers, including a lack of resources and geographic isolation, often prevent rural TESOL professionals from conducting and presenting research. This colloquium explores ways rural educators can contribute to TESOL’s Research Agenda.

Lottie Baker, The George Washington University, USA
Holly Hansen-Thomas, Texas Woman’s University, USA
Nazia Ali Raza, Lahore University of Management Sciences, Pakistan
Maria Coady, University of Florida, USA
Amy Fenning, University of Tennessee, Martin, USA
Elizabeth Hughes Karnes, Texas Woman’s University, USA
Joan Johnston Nelson, Independent, USA

Culture Chat: Using Facilitated Discussions to Unite Students on Campus
International students often feel disconnected from campus life. To alleviate this situation, one university’s academic and student affairs units use culture chats, where students can meet, connect, and share culture. Leadership from the Academic Resource Center, Multicultural Center and ESL Program share techniques and pitfalls in creating this cultural connection.

Carolyn Trachtova, Webster University, USA
Carolyn Brown, Webster University, USA
Bethany Keller, Webster University, USA
How and Why We Can Queer the Adult ESOL Classroom
There are few places more inclusive than an adult English language classroom. Or, are there? In this session, presenters model two strategies designed to establish inclusive environments for all sexual and gender identities, leaving participants with tools to address this aspect of cultural identity in a wholly inclusive approach.

Christy Rhodes, East Carolina University, USA
James Coda, University of Georgia, USA

Holy Cow! Time to Teach Swearing in ESL Classrooms
Time to talk about the elephant in ESL classrooms. There is a significant aspect of language that instructors often neglect: swearing. Avoidance of swearing is a great disservice to students. This session opens the door to this complex and ubiquitous facet of English for the benefit of ESL students.

Ryan Kaduce, University of Iowa, USA
Dakota J. Thomas-Wilhelm, University of Iowa, USA

Supporting ELs With Exceptional Needs
This session introduces promising practices for instructing and supporting ELs who may have disabilities. Participants discuss collaborative models for integrating these practices into multitiered systems of support and review specific challenges in identifying ELs who may have disabilities and in designing appropriate programs and services for those students.

Patricia Rice Doran, Towson University, USA
June Lucas Zillich, Scottsdale Unified School District, USA

Creating a Culturally Responsive Curriculum for Effective Language Learning
As classrooms become increasingly diverse, teachers can utilize students’ strengths by integrating students’ cultures into the curriculum. Such personal resources are not only authentic, but have an effect on how well students participate in lessons. The presenters share ideas of a culturally responsive curriculum and teaching strategies suitable with the context.

Alexandra Patty, Eastern Michigan University, USA
Patricia Ribeiro, Eastern Michigan University, USA
Developing Effective Item Analysis: Focusing on Item Difficulty
Performing item analysis doesn’t need to be cumbersome and time-consuming. This session introduces an item difficulty analysis—a protocol to identify and review problematic test items without complicated formulas. Participants learn fundamentals of analysis and procedures that don’t require a spreadsheet.
Rich Hahn, INTO Oregon State University, USA
Erich Cutler, INTO Oregon State University, USA

Disciplinary Writing Practices: Negotiating Writer Intentions and Reader Expectations
The study discussed examines undergraduate multilingual writers’ disciplinary writing practices by exploring the composition strategies that they used (consciously or unconsciously) to meet faculty expectations. The findings reveal that the participants’ disciplinary writing practices were influenced by their authorial identity, task representation, transfer of learning, and the transparency of faculty expectations.
Dora Cheng, University of Cincinnati, USA

Effects of Cell Phone Usage on ESL Classroom Interaction
This presentation examines the effects of the use of personal electronic devices, predominately cell phones, on peer interaction among adult ESL students of different language backgrounds during class group work in a U.S. IEP. Video data is screened with invitations for audience discussion.
Katherine Fair, Independent, USA

Equity Through Taking a Juntos Stance in Dual Language Programs
After first distinguishing between equality and equity, the presenters use PowerPoint, video, and story to demonstrate how dual language schools have taken a juntos stance by providing cultural equity in school environments, linguistic equity through translanguaging, curricular equity in planning, and access equity in materials and parental involvement.
Yvonne Freeman, The University of Texas Río Grande Valley, USA
David Freeman, The University of Texas Río Grande Valley, USA

Flow Experience During Group Work in the Japanese EFL Classroom
This session reports on a joint research project in which researchers in applied linguistics and in neuroscience at universities in Japan explore new ways to investigate flow in EFL classrooms. The researchers also tested the potential utility of interpersonal synchrony of brain activities measured by NIRS as a quantitative measurement for flow.
Mutsumi Kondo, Kyoto University of Foreign Studies, Japan
Takayuki Nozawa, Tokyo Institute of Technology, Japan
Hyeonjeong Jeong, Tohoku University, Japan
Shigeyuki Ikeda, Tohoku University, Japan
Reiko Yamamoto, Kyoto University of Foreign Studies, Japan
Yasushige Ishikawa, Kyoto University of Foreign Studies, Japan
Ryuta Kawashima, Tohoku University, Japan

How to Cocreate and Use Stories for Optimal Acquisition
Languages are best acquired through exposure to extensive amounts of comprehensible input. This input can be provided through stories, which are powerful vehicles for embedding vocabulary and grammar. Participants learn how to cocreate personalized stories with their students to provide endless hours of compelling comprehensible input.
Contee Seely, Command Performance Language Institute, USA
Lisa Horvath, Oröm Hír Altalanos Iskola, Hungary

Immersion Is Not Enough: Vocabulary Development in IEPs
How many words can IEP students realistically learn in two semesters from incidental exposure? The longitudinal study discussed investigates vocabulary development in the first 5,000 words of English using a pretest/posttest design. Presenters discuss findings and implications for IEP instruction and curricula, including setting targets for vocabulary growth.
Jennifer Majorana, Saginaw Valley State University, USA
Aaron Ohlrogge, Michigan State University, USA
Lawrence Zwier, Michigan State University, USA
Dan Reed, Michigan State University, USA
Aline Godfroid, Michigan State University, USA
Implementing a Remote Site Practicum Placement for Preservice Teachers

In the summer of 2017, two Midwestern universities collaborated to create the right platform for an online practicum class. The participants relate their experiences (base and host institutions and the students’ perspectives) from the implementation of the program to its development and the final outcomes.

Gabriela Castaneda-Gleason, Ohio University, USA
Laura Thomas, The Ohio State University, USA
Joel Keefer, Ohio University, USA

Friday, 10:30 am–11:15 am
A404 (GWCC)

Intersectional Identities of Bilingual Latinx Preservice Teachers

The presenters share the results of a study that explored the experiences of four Latinx bilingual preservice teachers in Texas. Using intersectionality as their theoretical framework, they examined how Latinx bilingual preservice teachers construct and narrate their teaching philosophies/attitudes and practices as future teachers.

Burcu Ates, Sam Houston State University, USA
Helen Berg, Sam Houston State University, USA
Abdelilah Sehlaoui, Sam Houston State University, USA

Friday, 10:30 am–11:15 am
A405 (GWCC)

Motivation, Emotion, and Meaning: Affective Engagement for Effective Teaching

Contemporary educational research increasingly links learning and achievement to motivation, emotion, and personal meaning-making within the social-affective domain. Excellent teachers can design L2 activities to include interventions aimed at a learner’s social-emotional functioning by using motivational psychology principles and the “four pillars of meaning”: belonging, purpose, storytelling, and transcendence.

Michael Bowen, University of Illinois Urbana-Champaign, USA
Erik Seversen, Language Linq, USA

Friday, 10:30 am–11:15 am
International Ballroom B (Omni)

Online Tools Can Enhance ELLs’ Performance in Paraphrasing

CALL research studies have found that technology use can support and enhance ELLs’ performance in paraphrasing. In this session, different online paraphrasing tools are introduced to show how these tools can support ELLs in their performance of paraphrasing.

Intissar Ahmed Omar Yahia, Washington State University, USA
Mohamed Elhees, University of Idaho, USA
Rachida Labbas, Washington State University, USA

Friday, 10:30 am–11:15 am
International Ballroom C (Omni)

Reinventing the Bridge: Multiple Perspectives on Integrating ESL University Students

The case study discussed evaluates an ESL bridge program using data from online surveys, GPAs, retention rates, and transcriptions of focus group interviews with students and faculty across the university. The findings reveal areas for curricular and extracurricular intervention. They also indicate the need for a broader mission for the program.

C. Joseph Sorell, Miami University of Ohio, USA
Jessica Downey, Miami University of Ohio, USA
Richmond Dzekoe, Marietta College, USA

Friday, 10:30 am–11:15 am
Dogwood A (Omni)

Skills-Focused Volunteering and Fundraising Projects

Volunteering and fundraising projects allow students to hone and practice their skills. Presenters describe four successful projects and share guidelines for helping students take best advantage of their experience. Attendees share their experiences and explore how to build in pre- and postevent activities to maximize language-learning outcomes.

Nancy Overman, Georgetown University, USA
Heather Weger, Georgetown University, USA

Friday, 10:30 am–11:15 am
Juniper (Omni)

Student-Professor Role-Plays: Transferring Skills to the Broader Nexus

IEP students often graduate to academic courses without the skills for effective student-professor encounters. This session explores narrative role-play projects from a university transition class that presents students with real-life student-professor problems. Participants learn how to prepare students for the pragmatics of effective encounters.

Matt Kaeiser, University of Miami, USA

Friday, 10:30 am–11:15 am
A313 (GWCC)

Task-Based Language Teaching in the Grammar Classroom

This presentation describe an ongoing effort to incorporate task-based language teaching (TBLT) into the IEP of a public R1 university. The presenters explain the key ideas of TBLT, showcase some example activities, and explore best practices.

Zachary Meyer, University of Iowa, USA
Emma House, University of Iowa, USA
Megan Wright, University of Iowa, USA
Jennifer Brown, University of Iowa, USA

Friday, 10:30 am–11:15 am
A401 (GWCC)

Friday, 10:30 am–11:15 am
Dogwood A (Omni)
Rubrics are an established practice for effective writing instruction and practice, though understanding exactly what the research says and how findings may be applied in a classroom setting are important for maximum effectiveness. This presentation discusses recent findings, then provides practical research-based activities for classroom use, particular for ESP contexts.

**Khasan Akhmadjonov, University of World Economy and Diplomacy, Uzbekistan**

**Designing Drama-Based Instruction to Promote Content-Area and Language Learning Objectives**

Drama-based instruction can be challenging to design, implement, and assess in K–12 standards-based learning environments, but with targeted instruction using a set of defined procedures, ESL and content-area teachers can design effective lessons. Learn step-by-step instructions to develop drama-based instruction that complements existing standards-based curricula while discussing potential pedagogical challenges.

**Timothy Vetere, University of Florida, USA**

**Practicing ESL Methods With Preservice Teachers Using Drama**

Based on the results of two years of implementation, this teaching tip includes strategies for teacher trainers to benefit from using drama as a means of practicing ESL methods with preservice teachers. Also, as an example, a short part of an ESL method is performed.

**Amin Davoodi, Texas A&M University, USA**
**Shakiba Razmeh, Texas A&M University, USA**

**Navigating the Intercultural Classroom: Culture as Awareness and Practice**

The session introduces teachers to concepts related to intercultural communicative competence (ICC) development and practical strategies for integrating ICC into the classroom. Issues of cultural identity and the need for teachers to reflect on their own cultural values and their effect on their teaching are also addressed.

**Tuula Lindholm, Collège Boréal, Canada**

**From Practice to Publication: Guiding Teachers and Graduate Students**

Daily teaching practice can lead to opportunities for PD through publication. This workshop unpacks this process for teachers and graduate students by demonstrating how the presenters have used it to convert their daily teaching and their personal and professional interests into articles for publication.

**Geoffrey Butler, University of North Carolina Greensboro, USA**
**Lara Kurth, University of North Carolina Greensboro, USA**
**Soonhyang Kim, University of North Florida, USA**

**Living in America: ESL Student Perspectives on Controversial Social Issues**

This presentation discusses how ESL students perceive a number of social issues important in American society. The presenter provides a review of the data from a 2-year-long survey. He also demonstrates how the students’ perceptions can be utilized by teachers to facilitate language learning and cultural understanding.

**John Stasinopoulos, College of DuPage, USA**

**The Power of Prompts: 4 Prompt Points for Pronunciation**

Learn the importance of empowering students to make their own corrections through prompts. Encouraging students to generate their own answers and to self-correct through prompts gives them the opportunity to engage in higher-order thinking tasks. Teachers are shown why prompts may strengthen memory and lead to automaticity in students.

**Jenelle Cox, Brigham Young University, USA**

**A New Trend in the Turkish EFL Market: Pseudo-Native-Speakerism**

There is a growing trend in Turkey’s private schools for pseudo-native-speakerism: to present local nonnative-English-speaking teachers as native-English-speaking teachers. This session tells the stories of alienation, frustration, and survival strategies of pseudo-native-speaker teachers of English in Turkey interpreting their dehumanizing condition from a critical perspective.

**Yasemin Tezgiden Cakcak, Middle East Technical University, Northern Cyprus Campus, Turkey**
Friday, 11:30 am–12:15 pm  
Magnolia (Omni)

**Alliances With ELs: Goal-Setting as a Tool for Empowerment**

Collaborate with students to create a goal-setting pact. In this session, teachers become allies by defining learning targets with students. Throughout the process, students become empowered as they reflect on their own learning. The goal-setting pact is effective with long-term ELs, SLIFE, and ELs with strong native literacy.

*Sara Hamerla*, Newton Public Schools, USA  
*Leah Richardson*, Newton Public Schools, USA  
*Tracey Spence*, Newton Public Schools, USA

Friday, 11:30 am–12:15 pm  
A411 (GWCC)

**Corpus Linguistics and TESOL: Doing What Works**

This session focuses on corpus linguistics and its many relevant, creative, and engaging applications to language teaching and learning for teachers and practitioners in TESOL. Specifically, the critical role of the English teacher as a corpus-based researcher is highlighted to show what works in the classroom and beyond.

*Eric Friginal*, Georgia State University, USA

Friday, 11:30 am–12:15 pm  
A402 (GWCC)

**Digital Classroom Observation: Learn English With TED Talks**

TED Talks are often used to bring powerful ideas and authentic language into the classroom. In this workshop, participants use video of real lessons to explore how the Learn English with TED Talks mobile app can lead to a more engaging experience for all learners in any classroom.

*Anders Bylund*, National Geographic Learning, USA

Friday, 11:30 am–12:15 pm  
International Ballroom C (Omni)

**Elements of a Successful Program Blog**

In this session, the presenters shift the discussion of blogging from the language classroom to the language program. Participants take away strategies and techniques for developing a blog that engages students and serves a variety of program needs. A presentation website with links to resources is provided.

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

Friday, 11:30 am–12:15 pm  
Hickory (Omni)

**Exploring the Reliability and Predictive Power of ELL Assessment Tools**

The presenters discuss a study that explores the constructive validity and predictive power of four different assessment tools designed to measure ELLs’ academic proficiency. A multiple regression analysis showed that only vocabulary assessments (r=0.001) and assessments of reading fluency (r=0.004) were statistically significant predictors of academic proficiency.

*Gavin Brooks*, Doshisha University, Japan  
*Jon Clenton*, Hiroshima University, Japan

Friday, 11:30 am–12:15 pm  
International Ballroom B (Omni)

**From Local Teacher to Global Trainer: PD Opportunities Online**

This presentation explores an opportunity for English language teachers to become teacher trainers by facilitating massive open online courses (MOOCs). Attendees of this session come away with techniques to train and support teachers and see what this role looks like in the context of an EFL methodology MOOC.

*Bee Jenkins*, FHI 360, USA  
*Amy Nunamaker*, FHI 360, USA  
*Kate Bain*, U.S. Department of State, USA  
*Kimberly Becker*, Iowa State University, USA

Friday, 11:30 am–12:15 pm  
Cottonwood B (Omni)

**Instructed SLA and Universal Grammar: Acquiring Articles and Noun Types**

The study discussed seeks to develop the theoretical underpinnings of GenSLA and the feature reassembly hypothesis into linguistically informed instruction for use in the ESL grammar classroom. Preliminary results show a positive effect of intervention from pretest to immediate posttest in most article and noun contexts.

*Dakota J. Thomas-Wilhelm*, Universitat Autònoma de Barcelona, Spain

Friday, 11:30 am–12:15 pm  
A303 (GWCC)

**Integrating Mental Health and Self-Care Skills Into General ESL Instruction**

This presentation makes the case for incorporating mental health and self-care skills into ESL curricula. The presenters discuss how this kind of instruction enhances student learning by drawing on the sociocultural model. To do this, a case study is examined. The presentation concludes with a discussion of best practices.

*Marie Puccio*, University of North Carolina Wilmington, USA  
*Athena Kolbe*, University of North Carolina Wilmington, USA
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| Friday, 11:30 am–12:15 pm | CIC A314 (GWCC) | **Interculturality, Intercultural Dialogue, and Cultural Proficiency in Colombia** | This session reports findings from investigations of ELT Colombian teachers and U.S.-sponsored culture exchange program administrators on the compelling need to develop cultural proficiency and intercultural communicative competence to implement 21st-century skills for global citizenship. Strategies for action to develop a more progressive profile and effective ELT programs are discussed. | Talibah Sun, U.S. Department of State English Language Program, USA  
Beatriz Pena-Dix, Universidad de Los Andes Bogota, Colombia, Colombia  
Talibah Sun, U.S. Department of State English Language Program, USA |
| Friday, 11:30 am–12:15 pm | MD Cypress (Omni) | **Teacher-Created Course Packets Combat ESL Students’ Lack of Textbooks** | College-level ESL teachers are challenged by students who lack required textbooks. Teacher-created course packets can be a viable, affordable option or supplement to a traditional textbook. The presenter shows example materials and discusses her experience with developing, publishing, and utilizing course packets in various ESL classes. | Elizabeth Holloway, Missouri Valley College, USA |
| Friday, 11:30 am–12:15 pm | AL Juniper (Omni) | **Learner Engagement and Subjective Responses to Tasks in EFL Contexts** | This presentation reports the effects of learner-generated vs. teacher-generated tasks on learner engagement and subjective responses in a study involving 24 Thai university students. The study found that the learner-generated task resulted in greater behavioral, cognitive, and affective engagement. The presentation offers suggestions on developing engaging tasks for language learners. | Linh Phung, Chatham University, USA  
Hayo Reinders, Innovation in Teaching, New Zealand  
Sachiko Nakamura, King Mongkut’s University of Technology, Thailand |
| Friday, 11:30 am–12:15 pm | TE A404 (GWCC) | **Learning Through Action Research With Migrant Education Students** | This presentation demonstrates how one TESOL graduate program incorporates action research into the SLA course, and how preservice teachers apply the principles of action research to their practicum with migrant education students. The principles, steps of action research, and findings are shared along with insights for improving this experience. | Katya Koubek, James Madison University, USA |
| Friday, 11:30 am–12:15 pm | DLT Dogwood B (Omni) | **Mobile Messaging Systems in 21st-Century EAP Classrooms** | This presentation reports findings of a study investigating the effects of WhatsApp for acquisition of academic vocabulary and lexical bundles to support the development of academic writing skills. Findings were positive, particularly toward technology use for vocabulary acquisition and lower anxiety throughout the writing process. Teaching implications are discussed. | Raisa Ankeny, Santa Fe College, USA |
| Friday, 11:30 am–12:15 pm | MD Cypress (Omni) | **The Future Is Here: Rigor in English Language Instruction** | What skills do adult ELLs need to develop to attain personal, academic, and career goals? How can those rigorous skills be integrated into English language instruction? In this session, participants engage in dynamic English communication activities, contextualized reading content, and critical thinking activities leading to college and workplace readiness. | Sarah Lynn, Pearson ELT, USA  
Ronna Magy, Pearson, USA |
| Friday, 11:30 am–12:15 pm | RWL A407 (GWCC) | **The Importance of Grammar in EAP** | English is largely a syntactic language, with meaning being conveyed in most cases by word order. However, there is generally a focus on tense formation and usage in the ESL classroom. This session explores the importance of teaching competence in syntax to improve academic reading and writing. | Terry Phillips, Innova Press, United Kingdom |
| Friday, 11:30 am–12:15 pm | PA Dogwood A (Omni) | **The Role of IEPs in Students’ Paths to University Admittance** | IEPs frequently serve to support students’ transitions to undergraduate or graduate degree programs at American universities, but how successful are these programs? The presenter shares qualitative study results examining one university-based IEP’s preparation of its academically bound students; discussing lessons learned and strategies participants can implement within their respective institutions. | Sarah Grosik, University of Pennsylvania, USA |
The U.S. Naturalization Test: Teaching Objectives
This session provides an overview of the U.S. naturalization test and related teaching objectives. It reviews the content knowledge and the specific listening, speaking, reading, and writing skills needed to complete all sections of the naturalization test developed by the U.S. Citizenship and Immigration Services Office of Citizenship.

Domminick McParland, U.S. Citizenship and Immigration Services, Office of Citizenship, USA

Friday, 11:30 am–12:15 pm
Grand Ballroom A (Omni)

Video-Mediated Critical Friendship for ESL Teacher Education
This presentation discusses a video-mediated reflection practice that includes critical friendship as a way to promote undergraduate teacher candidates’ reflections on ESL instruction. Five critical friendship moves are presented to recommend a conversation framework that ESL teacher educators can use to guide video-mediated ESL lesson feedback sessions with teacher candidates.

Monica Gonzalez Smith, University of Hawai‘i at Mānoa, USA

Friday, 11:30 am–12:15 pm
A405 (GWCC)

What Are Current Best Strategies for Working With Content Specialists?
Despite available theory, principles, and research on how to teach multilingual students, language specialists often encounter difficulties when working with content instructors. This session provides opportunities for participants to share their experiences working with content instructors to build a community resource on effective interpersonal communication strategies.

Tamara Milbourn, University of Colorado, Boulder, USA
Colin Hueston, University of Colorado, Denver, USA

Friday, 11:30 am–12:15 pm
A401 (GWCC)

Academic Writing Instruction for Bilingual/Multilingual Students
This presentation provides a holistic review of academic language, genres, and strategies for teaching writing to multilingual learners. Presenters provide various perspectives on academic language, characteristics, and ways to teach academic registers; authentic composing approaches for writing across curricula; and examples of writing support for first-generation advanced bilingual students.

Alsu Gilmetdinova, Kazan National Research Technical University named after A.N. Tupolev-KAI, Russian Federation
Juliet Luther, Fordham University, USA
Betsy Gilliland, University of Hawai‘i, USA
Tanita Saenkhum, The University of Tennessee at Knoxville, USA
Andres Ramirez, Florida Atlantic University, USA
David Freeman, The University of Texas Rio Grande Valley, USA
Yvonne Freeman, The University of Texas at Rio Grande, USA
Mayra Daniel, Northern Illinois University, USA
Maria Brisk, Boston College, USA
Sulushash Kerimkulova, Nazarbaev University, Kazakhstan
Bridget Goodman, Nazarbaev University, Kazakhstan

Friday, 11:30 am–1:15 pm
A316 (GWCC)

Challenges in Global Online PD for English Teachers
Online PD is a powerful means for English teachers worldwide to enhance their classroom practice and connect with other teachers. However, engaging globally dispersed teachers in virtual space comes with challenges. This panel includes both researcher and practitioner perspectives to advance discussions about effective global online TESOL PD.

Joan Kang Shin, George Mason University, USA
Anna Evmenova, George Mason University, USA
Jered Borup, George Mason University, USA
Woomee Kim, George Mason University, USA
Nora El-Bilawi, Hood College, USA
John Mark King, The American University, USA

Friday, 11:30 am–1:15 pm
A312 (GWCC)
Decolonizing, Re-imagining, and Transforming ELT in Latin America

The four studies presented in this colloquium illustrate how teacher educators, teachers, and student teachers in Colombia, Chile, and Mexico respond to the dominant ideologies present in ELT. The diverse accounts introduced in this panel provide multiple examples of how teachers re-imagine and transform ELT as a more inclusive profession.

Marlon Valencia, Sheridan College Institute for Advanced Learning and Technology, Canada
Manka Varghese, University of Washington, USA
Harold Castañeda-Peña, Universidad Distrital Francisco José de Caldas, Colombia
Michel Riquelme Sanderson, University of Washington, USA
Mario López-Gopar, Universidad Autónoma Benito Juárez de Oaxaca, Mexico
Vilma Huerta Cordova, Universidad Autónoma Benito Juárez de Oaxaca, Mexico
Edwin N. León Jiménez, Universidad Autónoma Benito Juárez de Oaxaca, Mexico

Deepening Teachers’ Reflection Through Explicit Instruction and Practice

The better teachers can reflect on their classroom practice, the more likely they are to continue improving their teaching and ability to aid student learning. In this workshop, we practice activities using a reflection rubric for promoting depth, quality, and purposefulness in teachers’ reflective practice.

Lois Scott-Conley, World Learning, USA
Kara McBride, World Learning, USA

DIAL (Design Instructional and Academic Language) in Your Message

In this session, participants analyze real-world teacher talk, identify features that merit re-design for clarity, and take home a toolkit to share with colleagues who are struggling to reach ELs at the lower proficiency levels in content area classrooms in elementary and secondary schools across the United States.

Andrea Word, The University of Alabama in Huntsville, USA
Derek Koehl, The University of Alabama in Huntsville, USA
Evdoxia Tsimika-Chronis, The University of Alabama in Huntsville, USA

ELT PD in Latin America: Challenges and Opportunities

Countries in Latin America have incorporated EFL into the curriculum at progressively earlier ages. This creates challenges in both teacher preparation and PD. Presenters showcase success stories related to PD in the region through country case studies. Participants leave with clear alternatives applicable to their contexts.

Gabriel Diaz Maggioli, The Catholic University of Uruguay, Uruguay
Mary Scholl, Centro Espíral Maná, Costa Rica
Mauricio Arango, Universidad de Antioquia, Colombia
Araceli Salas, Benemérita Universidad Autónoma de Puebla, Mexico
Grazzia Maria Mendoza, Honduras English Language Teaching Association, Honduras

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Derek Koehl, The University of Alabama in Huntsville, USA
Evdoxia Tsimika-Chronis, The University of Alabama in Huntsville, USA

Promoting Translanguaging in Writers’ Workshop for Young Emergent Bilinguals

Learn how translanguaging pedagogy can be applied in writing workshop to help young emergent bilinguals use their full language repertoire in writing. Presenters share how teachers used mentor text to promote translanguaging. Student work samples are shared, analyzed, and discussed. A list of mentor texts is distributed.

Kelly Hill, University of Alabama at Birmingham, USA
Jennifer Ponder, University of Alabama at Birmingham, USA
Jennifer Summerlin, University of Alabama at Birmingham, USA
Diana Prutzman, University of Alabama at Birmingham, USA
Kathleen Watkins, University of Alabama at Birmingham, USA
Kaitlyn Allen, University of Alabama at Birmingham, USA
Jessica Smith, University of Alabama at Birmingham, USA
Friday, 11:30 am–1:15 pm
International Ballroom F (Omni)

**RTI Implementation Identifying and Supporting EL Academic Achievement**
When linguistically diverse students struggle academically, schools/districts need to assess whether it is due to language differences or a disability. This session shares approaches and resources for successful implementation of the RTI process to ensure that ELs receive appropriate intervention to maximize their academic achievement and language acquisition.

Marybelle Marrero-Colon, Center for Applied Linguistics, USA
Tatyana Vdovina, Center for Applied Linguistics, USA
Annie Duguay, Center for Applied Linguistics, USA

Friday, 11:30 am–1:15 pm
A304 (GWCC)

**IS: Intercultural Communication**

**The Assessment of Intercultural Competence**
This three-member panel (ICIS, TEIS, Assessment PLN) targets the assessment of intercultural competence, involving teacher education. The first panelist bases her approach on Mezirow’s transformative learning theory, the second approaches assessment using Deardorff’s Process Model, and the third panelist interactively presents the survey tool Intercultural Effectiveness Scale.

Roxanna M. Senyshyn, Pennsylvania State University, Abington College, USA
Ramin Yazdanpanah, English Language Fellow Program, Viet Nam
Lynne Diaz-Rico, California State University, San Bernardino, USA

Friday, 11:30 am–1:15 pm
A410 (GWCC)

**IS: Teacher Education**

**Translanguaging in TESOL: Perspectives and Possibilities**
Translanguaging research and pedagogy bear promise for TESOL practitioners seeking to implement such practices in content-based, bilingual, EAL, EFL, and ESL settings. Panelists describe current research on translanguaging in multiple contexts, connecting theory to ways teacher education programs can better prepare pre- and inservice teachers to implement translanguaging pedagogy.

Kristen Lindahl, University of Texas at San Antonio, USA
Wayne Wright, Purdue University, USA
Peter Sayer, The Ohio State University, USA
Angel Lin, Simon Fraser University, Canada
Jamie L. Schissel, University of North Carolina at Greensboro, USA
Suzanne Garcia-Mateus, Southwestern University, USA

Friday, 11:30 am–1:15 pm
A410 (GWCC)

**MD**

Teaching Tip Theater #2, Expo Hall (GWCC)

**Marketing and Promotion for Materials Writers**
Materials writers put hours and hours into writing our books. But we often don’t put the same amount of effort into helping them to sell. How can we be more publicity savvy? Join us to discuss marketing strategies that authors can use to promote our work after publication.

Joe McVeigh, Saint Michael’s College, USA
Christina Cavage, Florida Atlantic University, USA

Friday, 12:10 pm
Teaching Tip Theater #2, Expo Hall (GWCC)

**CLI**

Teaching Tip Theater #1, Expo Hall (GWCC)

**Using Student Poster Presentations in Any Classroom**
Create a perfect learning union with graphics and text using poster presentations with students in any classroom. This presentation shows how to help students design, draft, and present effective and impressive poster presentations. The presenter focuses on combining design content with any skill an instructor might be teaching.

Carly Vogelsang, Université des Montagnes, Cameroon
12:40 pm

**Finding Found Poetry**
When most students hear the word poetry, they immediately shut down. Learn how found poetry allows students to use a variety of texts as the foundation for producing thoughtful and meaningful self expression. Presenters model this technique, discuss various classroom applications, and guide participants in producing a found poem.

**Presenters:**
- Amy Pascucci, UC San Diego Extension, USA
- Ellen Mann, UC San Diego Extension, USA

1:00 pm

**Promoting L2 Socialization Through Course Projects**
This session presents an approach that teachers can implement to promote students’ language socialization. The presenter describes several examples illustrating how course projects and activities can encourage learners’ participation in social interaction with other members of the environment (instructional contexts and naturalistic settings), allowing them to acquire new linguistic forms.

**Presenter:**
Elena Shvidko, Utah State University, USA

1:00 pm

**Building a High-Quality Adult Citizenship Education Program**
This session outlines the components of and process for developing a high-quality adult citizenship education program. It highlights each phase in building an adult citizenship program, including USCIS resources that can be used at each step of the process.

**Presenters:**
- Shawn Chakrabarti, U.S. Citizenship and Immigration Services, Office of Citizenship, USA

1:00 pm

**Creating Materials With a Focus on the Students’ Native Culture**
One overlooked aspect of intercultural communication is the ability to describe one’s native culture in English. Because many EFL textbooks are marketed globally, this aspect of cultural instruction is often missing. The presenter introduces one framework for designing materials and tasks that focus on the students’ native culture.

**Presenters:**
- John Rucynski, Jr., Okayama University, Japan

1:00 pm

**50 years: English Language Fellows in the Americas**
Learn how the U.S. Department of State English Language Fellow program has spent 50 years working globally to sustain partnerships with English language professionals, promote PD, and enhance English language teaching and learning in the Americas. Attend to hear from Department of State, alumni, and educators from the Americas.

**Presenters:**
- Jennifer Hodgson, The U.S. Department of State English Language Programs, USA
- Frances Westbrook, The U.S. Department of State English Language Programs, USA

1:00 pm

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1:00 pm

**Best Practices in Teaching Vocabulary in the Academic Speaking Class**
One challenge of teaching EAP speaking is that teaching skills and strategies isn’t sufficient. Students need more vocabulary to confidently participate in discussions, express opinions, and counter claims. How do you teach vocabulary when the content is context dependent? What vocabulary is most needed to successfully communicate? What can teachers do?

**Presenters:**
- Kelly Sippell, University of Michigan Press, USA
- Keith Fulse, University of Central Florida, USA
- Robyn Brinks Lockwood, Stanford University, USA

1:00 pm

**Developing Rubrics for an Outcomes-Based Curriculum**
CEA curriculum standards call for an outcome-based curriculum, but at times creating rubrics to guide written and spoken assessment with this curriculum can be difficult. Attendees learn how the presenter used her program’s outcome-based curriculum to create detailed and manageable rubrics that adhere to the CEA standards.

**Presenter:**
Carrie Stewart, English as a Second Language International, USA
Effect of Bullying-Victimization on EL Attitudes and Motivational Self-System
The study discussed investigates the relationship between bullying-victimization, attitudes toward L2 community, and the L2 motivational self-system. The presenters interact with participants through an audiovisual activity and guide them through mini-drama scenarios to create anti-bullying strategies for ELs with negative attitudes toward their L2 community as a result of bullying-victimization.

Hilal Peker, Bilkent University, Turkey
Jeungeun Kim, Florida State University, USA

Hi-Lo Fiction and Nonfiction for Newcomers
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

International Teacher Training: Principles, Best Practices, and Recommendations
The presenters are teacher educators currently working with Panama’s national bilingual education initiative, which has a strong emphasis on PD. Based on their successes and challenges, as well as a review of the literature, presenters articulate principles, best practices, and recommendations for fellow international teacher trainers involved in similar partnerships.

Maria Dantas-Whitney, Western Oregon University, USA
Kayla Devenburg, Duval County Public Schools, USA
Rebecca Wilner, American University, USA

Modern-Day Fairy Tales: A Nexus for Language, Content, and Culture
Modern-day fairy tales offer a rich context for language learning, critical thinking, and cultural reflection. This session focuses on using fairy tales in the classroom, including stories from fanfiction, a Roald Dahl poem, and a Monty Python clip. Participants leave with activities for using these stories in their own classrooms.

Marilyn Ponder, Kennesaw State University, USA

Multimodal Design: Supporting ELs’ Translocal and Transnational Learning Through Technology
Multimodal design embraces orchestration of language with diverse semiotic resources in representation and communication, which highlights learners’ agentive roles in meaning making. Drawing on this concept, the study discussed analyzes how ELs invest in their semiotic resources to (re)design their learning through digitally and technologically mediated engagement in transnational spaces.

Rui Li, University of Wisconsin, USA

Organizing a Successful and Sustainable State-Wide EL Leadership Group
In 2007, Massachusetts Pre-K–12 EL directors asked their TESOL affiliate to provide a member group for networking and support. Today, the group has gone beyond that initial goal, becoming a forum for PD and input on state policy initiatives. Learn about strategies for organizing this type of group.

Ann Feldman, Massachusetts Educators of English Language Learners, USA

Panama Language Reform: Success Stories From a Changing Environment
Educational reforms are transforming English language learning in Latin America. This session presents mixed-method research into the impact of a reform project in Panama on learners, teachers, and institutions. The presenters discuss the challenges facing teachers, the new competencies they need, and present best-practice examples for successful implementation of education reform.

Rosalía Valero, Cambridge Assessment English, United Kingdom
Enedina Lopez, Panamá Bilingüe, Panama

PD in a Digital World: Networking Through Social Media
Are time constraints and lack of access to like-minded educators preventing you from developing professionally? Social media offers access to professional learning within communities of practice. This session provides ways to maximize the use of social media to connect and collaborate while minimizing barriers.

Ilene Winokur, Gulf University for Science and Technology, Kuwait
Teaching L2 Writing for Transfer: A Systematic Review of Research
A 9-dimension analytic framework for assessing research on learning transfer was used to review 50 studies of L2 writing instruction. Findings revealed teaching techniques that can effectively promote transfer of various L2 writing abilities, where this transfer can be expected to occur, and important questions for future research.

Mark James, Arizona State University, USA

Teaching Lower Level Research and Presentation Skills by Creating Infographics
Research skills in the IEP are often not taught until the higher levels, which can lead to academic disadvantages and inadvertent plagiarism. This presentation demonstrates activities and lessons for using and making infographics in order to teach basic research and presentation skills to lower level ELs.

Crystal Bock Thiessen, University of Nebraska, USA

The Bilingual Dictionary Accommodation for English-Language Learners in Elementary Schools
This presentation questions whether the use of paperback bilingual dictionaries during standardized testing in U.S. public elementary schools benefits ELLs. There is no curriculum for teaching use of bilingual dictionaries to elementary ELLs and little research to show that their use of a bilingual dictionary improves L2 reading comprehension.

Susan Nerlinger, Independent, USA

The Evolution of Culture in 2 Language Teacher Education Textbooks
This study examined the discursive construction of culture across all the editions of two popular language teaching methods textbooks by Brown. The findings indicate the dominant conceptualization of culture as decontextualized from everyday life and political struggle, and as inseparable from language learning processes, but not necessarily a teaching component.

Behzad Mansouri Mansouri, University of Alabama, USA
Baburhan Uzum, Sam Houston State University, USA

Themed Discussions Led by Student Teams: Enhance Motivation and Confidence
Student-led discussions based on thematic units in an IEP setting allow students to present material from their unique perspectives and are a motivating way to learn for both those who are leading the discussions and their classmates. This session details the steps to follow for successful student-led classroom discussions.

Ashley Fifer, Nassau Community College, USA

WITS*: Training the Brain and Building Communication Skills
A set of manipulatives, WITS®, captures foundational language elements (5WS) in symbolic icons. How teaching, text, touch, and visual icons assimilate to engage neural networks is demonstrated. The fit of this manipulative-method into the brain’s neural pathways trains students’ brains and enables strong comprehension and retention of communication skills.

Judy Rhodes, Write Minded Education, Inc., USA

IEP? How Will English Language Programs Look in the Future?
IEP is used as short-hand for English language programming writ large and disguises the surprising range of program missions. The first part of this session profiles 300+ accredited IEPs and English language programs. In the second part of the session, the future of English language programs is considered.

Jodi Nelms, University of Houston, USA
Heidi Vellenga, CEA, USA
Mary Reeves, CEA, USA
Mark Algren, University of Missouri, Columbia, USA
Imagining Multilingual TESOL Revisited: Where Are We Now?
Over a decade ago, international scholars assembled at the convention in New York to identify how to pave the way to a more multilingual TESOL. This session reunites these scholars and introduces new voices to revisit and illustrate needs with the continued goal of matching TESOL’s multilingual reality with its vision.

Shelley K. Taylor, Western University, Canada
Ofelia García, City University of New York, USA
Nelson Flores, University of Pennsylvania, USA
Robert Phillipson, Copenhagen Business School, Denmark
David Schwarzer, Montclair State University, USA
Kasun Gajasinghe, Montclair State University, USA
Ofelia García, City University of New York, USA
Nelson Flores, University of Pennsylvania, USA
Robert Phillipson, Copenhagen Business School, Denmark
David Schwarzer, Montclair State University, USA
Kasun Gajasinghe, Montclair State University, USA
Ofelia García, City University of New York, USA
Nelson Flores, University of Pennsylvania, USA
Robert Phillipson, Copenhagen Business School, Denmark
David Schwarzer, Montclair State University, USA
Kasun Gajasinghe, Montclair State University, USA

Materials Writers Are Entrepreneurs
This panel has been designed to meet the needs of TESOL professionals at all career stages. Teachers, teacher trainers, materials writers, and administrators have many skills that can be utilized to assure career growth. Learn from the panelists as they discuss how to develop and use your professional skills.

Lizabeth England, Liz England Associates, USA
Walton Burns, Alphabet Publishing, USA
Teresa X. Nguyen, ESL Garage, USA
Annemarie Fowler, Speak Confident English, USA
Jennifer Lebedev, English with Jennifer, USA

Voices From Within the Margins of TESOL: An Ethnodramatic Performance
Through research-based ethnodramatic performance, this InterSection provides ELT panelists the opportunity to share critical incidents owing to their membership(s) in marginalized identity groups within the arguably marginalized profession of ELT vis-à-vis their race, nationality, sexuality, gender or gender expression, nonnative speaker status, culture, disability, or religious affiliation.

Carter Winkle, Barry University, USA
Kendra Castelow, Houston County Board of Education, USA
Quanisha Charles, Jefferson Community and Technical College, USA
Juan Antonio Torres Gonzalez, Universiad Autonoma de Aguascalentes, Mexico

From Culture to Classroom: Queer Eye Discussion Circles
In an effort to be more effective instructors of culture, current social issues, and to our LGBTQIA+ students, we present an interactive activity using Queer Eye (2018) in the ESL classroom while keeping the focus on language development.

Sarah E. Lowen, University of Iowa, USA
Dakota J. Thomas-Wilhelm, University of Iowa, USA
Andrew Lewis, University of Iowa, USA

Teaching With CROW: L2 Writers and Reporting Verb Use
Appropriate reporting verb use is a key component in mastering proper citation practices in undergraduate academic contexts, and is equally difficult to teach. Learn how two L2 writing instructors are using corpus-based instruction to heighten their students’ understanding of reporting verb function when attributing information to academic sources.

Ashley J. Velázquez, Purdue University, USA

Drama Imitative Techniques Using Video Clips in the Pronunciation Classroom
The value of imitating a dramatic scene is that communication competence can be illustrated, rehearsed, and improved. Learn how instructors use video clips from popular films and situation comedies to teach intelligibility through pragmatic awareness, nonverbal communication, and discourse competence.

Marietta Bradinova, Virginia International University, USA

Teaching ESP When You Are Not a Specific Purpose Expert
This session details practical ways for ESL educators to feel more comfortable teaching needs-driven ESP courses, such as Business English and Legal English. Attendees leave with advice on how to create manageable curriculum and relevant lesson plans and activities for daunting, unfamiliar ESP courses.

Clarissa Moorhead, University of Miami, USA
2:00 pm

PD

“The Change Makers”: Investigating Teachers’ Implementation of Curriculum Change
This study presents the roles of agency and structure in teachers’ implementation of English language curriculum change at the undergraduate level in Pakistan. It highlights the teachers’ beliefs, perceptions, and challenges in the practical execution of change, thus providing significant implications and useful messages for curriculum developers, teachers, and policy makers.
Farwa Shah, University of Exeter, United Kingdom

CIC

Academic Socialization of Russian MA TESL Students at U.S.-Based Universities
Informed by identity theory and the discourse socialization framework, this session explores four Russian students’ experiences in U.S.-based MA TESL programs. The data stem from interviews and reflective journals. Findings reveal a complex picture of the Russian students’ socialization process as they resisted, negotiated, and modified means to construct identity.
Marina Lepekhova, University of Massachusetts Boston, USA
Natalya Watson, Northeastern University, USA

CIC

Assessing Intercultural Competency in Your Context
Intercultural competence is needed to be able to fully understand a target language, but it is also something that teachers need to know how to teach and assess. Participants leave this session with a better understanding of intercultural communicative competence and how to incorporate and assess it in their classes.
Christina Kitson, University of Central Missouri, USA

CLI

Collaboration and Coteaching Partnerships: Teaming Up to Serve ELs
The need for mainstream and ESL educators to work collaboratively has been documented as an essential component for the linguistic and academic progress of ELs. This interactive session addresses key elements of a comprehensive team approach to ESL services: partnership building, collaborative instructional cycle, coordinating instructional strategies, and collaboration protocols.
Andrea Honigsfeld, Molloy College, USA
Audrey Cohan, Molloy College, USA

LSP

Creating Community Through Communication Strategies for Adult Learners
One important function of adult ESL programs is to promote learners’ social interaction and community engagement beyond the classroom. This presentation highlights principles, original lessons, and performance-based assessments—including a field trip and a community video project—for developing learners’ communication strategies and sense of belonging.
Jennifer Musser, Washtenaw Literacy, USA

LA

Empowering Learners Through Effective Assessment and Feedback Techniques
Effective assessment of students’ performance and proper feedback empower students to keep track of their own learning processes and foster long-lasting learning. In this interactive session, participants learn a wide range of proven assessment tools and practical appraisal and feedback techniques to enhance learners’ overall performance.
Esther Vazquez, Independent, Argentina
Nacamuli Klebs, IES Lenguas Vivas, Argentina

RWL

Evaluating Students’ Understanding of Grammar Metalanguage in Writing Feedback
Though graduate-level writing teachers find grammar metalanguage useful for providing feedback, it is unclear the extent to which students understand this grammar terminology. This presentation equips teachers with a reflective process to assess and adapt to their students’ perception and understanding of grammar metalanguage.
Rebekah Callari-Kaczmarczyk, Duke University, USA
Andrew Davis, Duke University, USA

AL

How Can Japanese EFL Learners Change Their Study Habits?
The study discussed qualitatively explored the process of self-regulated learning by Japanese EFL students over time. The presenter traced three students’ self-study for 3 months to observe their goal-setting and self-reflection through interviews. Goal-setting was strongly related to learners’ affective condition. Implications for the deep understanding of self-regulated learning are discussed.
Akiko Fukuda, Rikkyo University, Japan
**New Hopes and New Dreams: The Future of Online Education**
In education, online classrooms replacing traditional classrooms has been an ongoing debate. However, a momentous breakthrough with online teaching, using interactive interface with live instructors, is successfully providing quality ELT to underprivileged students and public-school classrooms across the globe. This innovation is transforming the future of education.

Michelle Tsai, VIPKID, China  
Kim Fortner, VIPKID, China  
Brittney Phillips, VIPKID, China

**One Size Does Not Fit All: Strategies for Microclasses**
As international enrollments at American universities continue to decline, teachers find themselves with drastically smaller classes than in the past. Though small classes are desirable, microclasses of six or fewer students present unique challenges. The presenters provide techniques for teaching microclasses and overcoming difficulties that arise with them.

Amy Roither, Webster University, USA  
Carolyn Trachtova, Webster University, USA  
Adelia Mazzella Chace, Webster University, USA

**Peer Review in L2 Writing Instruction: Noticing, Metalanguage, and Accuracy**
The study discussed analyzes oral peer review data from 14 advanced L2 learners in a first-year college writing course. The data reveal differences in how students attend to issues in language, content, and organization of peers’ essays. The data also illustrate students’ ability to use metalanguage and high accuracy of grammar-focused feedback.

Hoa Nguyen, Teachers College Columbia University, USA  
Anna Ciriani-Dean, Fordham University, USA  
Hector Gonzalez Alvarez, Pearson, USA  
Ying Jia, Teachers College, Columbia University, USA

**Preparing for the Future in Palestine**
This presentation is based on successful collaborations with in-country experts in the design of a content-based career development curriculum for high school students in Palestine. The curriculum includes interactive learning tasks that can be used independently or to supplement existing textbooks. Internet resources and sample lesson plans are provided.

Gena Rhoades, Monash University, Australia  
Reema Awadallah, AmidEast, Palestinian Territory

**Reflecting Immigrant Learners in Literature: Creating Thematic Global Bibliographies**
An English language specialist and a librarian, working in programs with immigrant children and families of poverty, collaborate to develop thematic bibliographies of children’s literature selected for those populations. They share their online, thematically organized, and indexed lists, and invite participants to both use and continue development of these resources.

Mary Lou McCloskey, The Global Village Project, USA  
Allison Taylor, Children’s Health Care of Atlanta Hughes Spalding Hospital, USA

**Revising and Aligning Curriculum to International Scales to Drive Progress**
Using the Global Scale of English and CEFR, the presenters began to explore the potential for review, revision, and development of curriculum for the purpose of improved student placement and measurable progress. In this session, attendees explore the necessary tools, processes, and practices to evaluate or create a high-quality curriculum.

Alla Schlate, Sacred Heart University, USA  
Shawn Wolfe, Salem State University, USA  
Sara Davila, Pearson, USA

**So That’s How You Score TOEFL iBT® Writing Items**
This session gives an overview of the two writing tasks on the TOEFL iBT® test and provides an explanation of the official rubrics used to score test-taker responses. The presenters review benchmark responses for a specific independent writing task, and participants practice scoring additional responses using the rubrics.

Marian Crandall, Educational Testing Service, USA
Friday, 2:00 pm–2:45 pm
A315 (GWCC)

Social Identity Theory: Implications for Social Justice in TESOL

With the intersections of identities that converge in an ESOL classroom, TESOL professionals face conflict and require a wide range of tools to foster intercultural competence and culturally sustaining pedagogy. Experience concepts from social identity theory through practical examples that redefine the source of conflict, leading to new viable solutions.

Elisabeth Chan, Northern Virginia Community College, USA

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Friday, 2:00 pm–2:45 pm
Dogwood B (Omni)

Teaching English for Academic Purposes With Hyperdocs

HyperDocs are defined as transformative and interactive teaching materials. In this session, the presenter describes experiences using and creating HyperDocs in a newly revised English foundations course at a tertiary level. The presentation includes Google Docs examples and feedback on HyperDocs’ strengths and limitations.

Suzan Stamper, Yew Chung College, Hong Kong

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Friday, 2:00 pm–2:45 pm
International Ballroom A (Omni)

Transitioning From ESL to Degree: University Faculty Perspectives

This presentation reports on survey results examining the PD needs of higher education faculty who have newly transitioned ELLs in their mainstream degree courses. The results explore university faculty perceptions of these students’ academic and language skills and perceived needs.

Kevin Martin, Virginia International University, USA

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Friday, 2:00 pm–2:45 pm
A408 (GWCC)

Vocab Victor: Word Learning App to Improve Students’ Vocabulary

Learn how these word learning games can help students improve their English vocabulary. See a live demonstration of the smartphone app, Vocab Victor, which helps learners by teaching them new words and strengthening their knowledge of the words they already know. The presenters discuss the software’s linguistic and pedagogical underpinnings.

Heidi Brumbaugh, Vocabulary Systems, Inc., USA

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Friday, 2:00 pm–3:45 pm
A410 (GWCC)

Attaining Social Justice Through Language Advocacy Campaign Skill Development

The Seal of Biliteracy is an excellent example of positive language policy starting off as a spark and spreading across the nation. The presenters, advocates from California and Hawai’i, share their behind the scenes stories and their advocacy tools/templates for participants to plan a campaign on an advocacy issue.

Elizabeth Jimenez Salinas, Independent, USA
Patricia Espiritu Halagao, University of Hawai’i at Mānoa, USA
E. Brook Chapman De Sousa, University of Hawai’i at Mānoa, USA

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Friday, 2:00 pm–3:45 pm
International Ballroom E (Omni)

Emergence and Growth of Leadership in Language Teacher Associations

The emergence of leaders within a language teachers association (LTA) may take different paths. This panel examines an LTA as a learning organisation, provides an autoethnography of leadership development, and discusses a cycle of the emergence and development of leaders and how LTAs promote leadership skills.

Okon Effiong, Qatar University, Qatar
Araceli Serrano, Benemérita Universidad Autónoma de Puebla, Mexico
Mick King, Community College of Qatar, Qatar
Dudley Reynolds, Carnegie Mellon University in Qatar, Qatar
Rosa Aronson, Consultant, USA
Tanya Tercero, University of Arizona at Ocean University in China, China

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Friday, 2:00 pm–3:45 pm
A313 (GWCC)

IS: Speech, Pronunciation, and Listening

Helping Young Learners Overcome English Pronunciation Challenges

Young ELS often face pronunciation challenges that can produce negative outcomes. This panel explores why elementary teachers should be aware of their ELS’ pronunciation difficulties, describes how communication breakdowns can negatively affect ELS’ academic development, and highlights what can be done to help young ELS improve their pronunciation.

Susan Spezzini, University of Alabama at Birmingham, USA
Kelly Hill, University of Alabama at Birmingham, USA
Tamara Jones, Howard Community College, USA
Just Do It! Creating Your First YouTube Video Lesson
Instructors who want to flip their classrooms are often intimidated to film their own lessons. In this workshop for beginners, you'll overcome that roadblock by creating your first short video lesson and uploading it to YouTube. Bring an internet-connected smartphone with the YouTube app, and a valid Gmail account.

Diana Lease, Portland Community College, USA
Davida Jordan, Portland Community College, USA

Making Adjustments: Creating a Classroom That Works
The challenges teachers face in today’s classroom are diverse. Teachers must stay current on best practices for professional growth to address these challenges. Presenters explore classroom scenarios, demonstrate best practice regarding adaptation applying TESOL’s 6 Principles, and create useable frameworks to put these principles into practice.

Summer Peixoto, The University of Kansas, USA
Emily Clark, The University of Kansas, USA

Mitigating Culturally Sensitive Student Trauma
This session explores significant stress with regard to refugee and immigrant Newcomer students. Participants learn how transition shock (including culture shock, high-level stress and trauma) can impact brain development and learning. Practitioners also gain essential tools to mitigate the influences of trauma in the school setting.

Louise El Yaafouri, Refugee Classroom, USA

Reflecting on Assessment
Teachers often have little training in assessment, while assessment ends up being a big part of their job. This workshop is for teachers to upskill their expertise in assessment and give them practical tools for use in assessing students such as rubrics, alternative assessment forms and descriptors.

Melanie Gobert, Higher Colleges of Technology, United Arab Emirates
Gehan Wheeler, Higher Colleges of Technology, United Arab Emirates

Searching for Motivation: Autonomy Practices in Adult EFL Workplace Program
This presentation discusses motivational challenges faced by adult EFL learners in a workplace program and suggests a set of autonomous practices to boost learners’ motivation through raising self-awareness and goal setting.

Iuliia Galichanina, EPAM Systems Inc., Russian Federation

So You Think You’re an ESL Specialist: Refugees and TESOL
Two professors and four graduate students share their experiences working with refugee-background students, recounting key moments that shifted their thinking about language learning and TESOL teacher training. Panelists discuss key issues in refugee education (e.g., interrupted schooling and trauma) that must be addressed in teacher education programs.

Casey Keck, Boise State University, USA
Gail Shuck, Boise State University, USA
Desiree Midby, University of Arizona, USA
Mark Horton, Boise State University, USA
Allie Qiu, Boise State University, USA
Tucker Grimshaw, Boise State University, USA

No Second Chance for First Impressions: Creating Culturally Responsive Classrooms
Culturally responsive teachers are keen to diagnose and utilize the subtle differences of each student. They learn from students and learn about their cultures with respect. In this session, participants learn that putting in a slight effort can lead to significant transformations, making positive first-day impressions on students.

Renuka Karunaratne, University of South Florida, USA

Teaching Pronunciation: Sequencing Prosodic Features Within Authentic Tasks
In this presentation, participants learn how to teach and assess the control of salient prosodic features through tasks and activities that have broad communicative purposes while focusing narrowly on particular features of pronunciation.

Paul Quaintance, University of Chicago, USA
2:40 pm

DLT

Teaching Tip Theater #1, Expo Hall (GWCC)

A College-Level Writing Project That Incorporates Automatic Essay Feedback

Automatic (computer-generated) essay feedback can provide immediate and actionable revision ideas to student writers. This makes it a valuable editing tool, especially when accompanied by peer and instructor feedback. Learn about a college-level essay project that incorporates automatic essay feedback in a multistage revision process.

Eliot Friesen-Meyers, Magoosh, USA

Friday, 2:40 pm–3:00 pm

LA

Teaching Tip Theater #2, Expo Hall (GWCC)

More Than a Face: Assessing Students’ Needs on the Get-Go

This session of a teaching tip intends to provide audience with an interactive approach to assessing students’ language needs on the first day of the ESL class. The presenter shares what has worked in her ESL classrooms to better plan instructions for unique and diverse student populations.

(Joyce) Yi-Ying Crawford, Independent instructor, USA

Friday, 2:40 pm–3:00 pm

3:00 pm

CIC

A Literacy of Race, Culture, and Identity for ESL Classrooms

Questions of language, culture, and race dominate popular political discourse inside and outside of classrooms. This session bridges theory and practice to consider how multiple identity positions are co-constructed in the ESL classroom, and the implications teacher-student interactions have on identity formation and academic development through critical practices.

Tyler Glodjo, Indiana University of Pennsylvania, USA

Friday, 3:00 pm–3:45 pm

A314 (GWCC)

RWL

Adapting to University: Academic Literacy Development in L2 English Users

This project traces the academic literacy development of five undergraduates, including L2 English users from the United States and internationally. This session helps ESL writing instructors understand students’ multifaceted, multicultural lives and how they affect academic performance. The audience receives tips for facilitating student success through explicit instruction.

Rachel LaMance, University of Arizona, USA

Friday, 3:00 pm–3:45 pm

A404 (GWCC)

ABSTRACTS

FRIDAY
**How Can Educators Connect When Facing Occupation and Repression?**

Involvement in TESOL can be a challenge in a country where expression and mobility are restrained. This session provides insight into many of the difficulties that these educators experience and gives attendees an opportunity to form alliances to better connect these colleagues in global collaboration and partnerships.

*Anastasia Khawaja*, University of South Florida, USA  
*Liana Smith*, Independent, USA

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**iWeb Corpus: One-Stop Shop for Vocabulary Teaching and Learning**

When introducing new vocabulary, teachers must consider a range of elements from meaning and usage to translation and pronunciation. This presentation introduces a new web-based tool, the iWeb Corpus, that can aid in the holistic teaching of vocabulary with applications for classroom instruction, materials design, and student-guided learning.

*Peter Dye*, Oglethorpe University, USA

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**Keeping Up Conference Momentum: Managing Your Own Ongoing PD**

This interactive presentation explores research-based, low-investment practices for teachers looking to extend their PD after the TESOL convention and share what they have learned at TESOL with colleagues. Find ideas, resources, and inspiration to keep learning and growing as a professional all year long.

*Stacey Johnson*, Vanderbilt University, USA

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**Newcomer ELs in Mainstream Classrooms: Discussing Problems and Brainstorming Solutions**

Schools are increasingly pushing all levels of ELs into mainstream classrooms. Though this trend may benefit many ELs, it may leave newcomers, those ELs with little to no English, poorly served. This session provides space for airing problems resulting from increased mainstreaming of newcomers, with opportunities to brainstorm solutions.

*Jan Dormer*, Messiah College, USA

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**Perceptions, Policy, and Practice: IEPs in the Global Market**

This presentation compares IEP curricula with recent student satisfaction surveys and reports from the OECD and World Bank, noting major differences in the language ideologies of each group. Potential strategies to address these differences are presented from both pedagogical and administrative perspectives.

*Brendan DeCoster*, University of Maryland, USA

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**Preparing for the Future: Collaboration, Creativity, and Community Through Computing**

The presenter explores the changing nature of language teaching, including creative ways to focus on social communication, collaboration, and community while designing instructional experiences. He shares numerous recent developments related to technology and language teaching and encourages teachers to create meaningful social experiences for learning.

*Greg Kessler*, Ohio University, USA

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**Rethinking Teaching–Learning Relationships in an MATESOL Hybrid Program**

This presentation explores innovations and enduring principles in the MATESOL Program at SIT Graduate Institute. The presenter describes three program components (peer mentoring, supervision, and guided seminars) and faculty-student roles within each. The presenter examines how these components support development of a coherent program based on faculty-student mutual learning.

*Leslie Turpin*, SIT Graduate Institute, USA

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**Shared Opportunities for ITA Trainees and ESL Listening Students**

ITA trainees and ESL listening students have complementary needs. ITAs need practice using language for teaching situations. Listening students need exposure to authentic accents, content, and note-taking situations. The presenters have met both needs by conducting crossover sessions between the groups. Learn about the challenges, feedback, and opportunities for refinement.

*Sue Almén-Whittaker*, The University of Iowa, USA  
*Alicia Ambler*, The University of Iowa, USA
Teach the Learners—Not the Book!
The author of the Oxford Picture Dictionary demonstrates how the visuals, text-dependent questions, and meaningful tasks in materials can help instructors meet the diverse needs of their beginning- and intermediate-level learners. Participants explore five engaging tasks that develop learners’ language strategies while requiring them to collaborate and think critically.
Jayme Adelson-Goldstein, Oxford University Press, USA

The Challenges of Language Program Administration During Political Conflict (Yemen)
In this policy-oriented session, participants understand the challenges of language program administration in a foreign country where political conflict and instability are present. Participants are provided with a checklist of key management issues which program administrators need to address to maintain program integrity, viability, effectiveness, and sustainability.
Aziz Alhadi, Yemen-America Language Institute, Yemen

The Market Value of English: A Focus on Job Advertisements
By surveying the job advertisements listed in the oldest and largest online job repository in Turkey, this session offers comprehensive insights into the current role, status and market value as well as the undisputed importance of the English language in the local sociolinguistic and professional context.
Bengu Caliskan Selvi, Middle East Technical University, Northern Cyprus Campus, Turkey

Translanguaging: A Russian-American Experience
In response to the growing recognition of multilingualism, this presentation examines the possible outcomes of translanguaging grounded in the Dynamic Systems Theory, while applying process-based emergentism principles. Data gathered from a focus group of local Russian-American students illustrates that the practice of translanguaging simulates knowledge over language acquisition.
Nora Vralsted, Eastern Washington University, USA

Using Slack to Build Community in Online Language Learning
Slack is a digital tool that helps both instructors and learners create a sense of belonging to a community in online language learning environments. It is designed to enhance in and outside classroom communication between instructors and learners in an interactive way using a user-friendly and professional layout.
Manuel Medrano, Universidad Tecnologica de Torreon, Mexico

Enhancing Teachers’ Cultural, Linguistic, and Pedagogical Knowledge Through Study Abroad
This panel presents the goals, activities, and outcomes of four instructor-led study abroad programs in Costa Rica, the Dominican Republic, and Mexico for U.S. pre- and in-service teachers to enhance their cultural, linguistic, and pedagogical skills, expanding the scope of teacher learning and development in experiential, critical, and transformative ways.
Shondel Nero, New York University, USA
Laura Baecher, Hunter College–CUNY, USA
Kristen Lindahl, University of Texas at San Antonio, USA
Holly Hansen-Thomas, Texas Woman’s University, USA

IS: “Nonnative” English Speakers in TESOL Identities, Marginalization, and Intersectionality in ELT
The presenters discuss the importance of applying intersectionality to challenge linguistic discrimination in ESL/EFL classrooms. They explore how native speakersim and linguicism are deeply connected to other forms of marginalization and unpack the role of English students and teachers in dismantling systems of discrimination and disadvantage in English learning environments.
Ana Solano-Campos, University of Massachusetts, Boston, USA
Ryuko Kubota, The University of British Columbia, Canada
Suhanthie Motha, University of Washington, USA
Anne Marie Gurretaz, Washington State University, USA
Seyma Toker, Georgetown University, USA
Friday, 3:00 pm–4:45 pm
A310 (GWCC)

Sustaining Dialogues on Race and Gender in the Gulf
The Gulf offers attractive TESOL jobs, but also a reputation for overt racism and sexism. This panel shares personal experiences as South and Southeast Asians and women working and considering work in the Gulf. Panelists share insights into the highs and lows of race and gender in the Gulf.
Yogesh Kumar Sinha, Sohar University, Oman
T. Leo Schmitt, The New School, USA
Madhav Kafle, Penn State, USA
Jenifah Abu Hassan, American University of Sharjah, United Arab Emirates
Manisha Rajhansh Sinha, Sohar University, Oman
Sherry Ward, Texas A&M University at Qatar, Qatar

Friday, 3:00 pm–4:45 pm
A412 (GWCC)

Using Listening Content Standards to Enhance ESL Instruction
In this workshop, participants become familiar with the new Listening Standards developed by the National Consortium Language Standards Project. Participants review the standards, practice using them, and learn how extremely useful they can be in planning ESL listening instruction and assessing ESL listening skills.
Linda Taylor, CASAS, USA
Lori Howard, CASAS, USA

Friday, 3:10 pm–3:30 pm
Teaching Tip Theater #1, Expo Hall (GWCC)

Arts-Based Interviews Mapping Personal Narratives of Movements
Inspired by artist Bouchra Khalili’s (2018) migrant movements depicted as constellation maps representing the short and long-term locations mentioned in interviews from migrants, I propose a similar mapping activity that is based on an interview of fellow classmates or others who have migrated through and to various locations.
Julie Dell-Jones, St. Petersburg College, USA

Friday, 4:00 pm–4:45 pm
A406 (GWCC)

9 Activities to Enhance Writing Processes Through Community Building
When L2 university students are valued by their classmates and instructors, they are more likely to willingly engage in the writing process. This practice-oriented presentation introduces nine hands-on activities that help build a tight-knit classroom community where students respect each other’s writing and express themselves comfortably.
Maria Kostromitina, Northern Arizona University, USA
Dannae Campbell, Flagstaff Literacy Center, USA

Friday, 4:00 pm–4:45 pm
A314 (GWCC)

Cover Letter Pragmatics and Genre Analysis for International Students
This presentation explores the professional writing needs of international students. It begins with a cover letter workshop and then presents analyses of STEM-field-related professional texts highlighting discipline-specific rhetorical moves. The presentation concludes by exploring the identity work international students engage in as they develop professionally.
Juval Racelis, Wentworth Institute of Technology, USA

Friday, 4:00 pm–4:45 pm
Dogwood A (Omni)

Curriculum Review: The How, Not the Why
Most literature on curriculum review focuses on why it is important to conduct curricular review; however, the practical components are often forgotten. Come learn the hows of curricular review and implementation in this presentation and leave with approaches, tools, and techniques to conduct a full review of your curriculum.
Dawn Winters, English as a Second Language International, USA
Carrie Stewart, English as a Second Language International, USA
Developing Higher Order Thinking Skills Through Multimodal Analysis
To examine the role of social media and mass media as, respectively, culture-jammer and culture-spammer, a multimodal analysis was conducted on data from *Humans of New York* and *Newsweek* regarding the representation of Pakistan. Such analysis can help students develop higher order thinking skills to recognize wordplay-biased texts.

Saiqa Imtiaz Asif, Bahauddin Zakariya University, Multan, Pakistan

Disentangling Strategies From Self-Directed Learning: Introducing a New Model
By aligning language learning strategies with self-regulation, we may have lost the ability to explore how strategies are taught, scaffolded, and influenced by others. This presentation posits a need to disentangle the broader concept of self-directed learning from strategies and introduces a new model for conceptualizing strategy usage over time.

Nathan Thomas, The University of Oxford, United Kingdom
Heath Rose, The University of Oxford, United Kingdom

Experiencing Gamification Through Technology in the Sheltered ELL Newcomer Classroom
A growing trend in research and practice advocates for gamification techniques in language classrooms. This session defines five characteristics of effective gamification techniques, presents video vignettes of newcomers at play with the techniques, and concludes with an interactive game for participants to experience.

Ryan Max Ocampo, Clark County School District, USA

Fostering Digital Environments to Engage ELLs in Generative Learning
In this session, the presenters discuss the need for meaningful student engagement with technology to promote language development and content-area learning that leverages students’ funds of knowledge (González, Moll, & Amanti, 2005). Participants leave with ideas for using technology that engage ELLs as significant in their learning.

Tatiana Oliveira, Furman University, USA
Bobbi Siefert, Furman University, USA
Katie Kelly, Furman University, USA

Literature Circles 2.0: Building Literacy in the 21st-Century TESOL Classroom
“Literature Circles 2.0” updates a classic technique. The new version builds students’ literacy skills while supporting their use of technology to detect bias, mediate conflict, and connect beyond the classroom. In this session, participants learn about the updated strategy before discussing and reflecting upon its implementation in their classrooms.

Tabitha Kidwell, University of Maryland, College Park, USA
Luis Javier Pentón Herrera, Prince George’s County Public Schools, USA

Measuring Learners’ Reading Levels Through Vocabulary Aligned With ER Central
Determining ELLs’ reading levels and their congruence with course reading materials is a challenge in traditional IEPs. Given that reading ability correlates highly with vocabulary knowledge, the research presented investigates the viability of using a list of academic vocabulary aligned with Extensive Reading Central to measure learners’ reading levels.

Steven Carter, Brigham Young University-Hawai‘i, USA
Emily Crandell, Independent, USA

Overcoming Hidden Cultural Barriers: Chinese Undergraduate Students’ Understanding of Paraphrasing
This presentation reports findings of a classroom-based study of how a group of Chinese undergraduate students attempted to make sense of paraphrasing and how their L1 Chinese cultural background directly influenced their understanding. Pedagogical implications on how to overcome hidden cultural barriers in the teaching of paraphrasing are shared.

Qian Du, University of California Irvine, USA

Pedagogy and Technology Nexus: Teaching Note-Taking in 21st-Century Classrooms
Note-taking remains essential for success in U.S. universities. However, conflicting research results on the efficacy of handwritten or technologically generated notes confuses classroom practitioners about best practices in teaching note-taking skills. Combining high-tech classroom tools with strategy-based instruction, presenters provide models to enhance listening and note-taking competencies using both modalities.

Cynthia Lennox, Duquesne University, USA
Jeanette Clement, Duquesne University, USA
Peer Power: Exploring the Importance of Peers in Language Learning

The greatest classroom resource can often be the students themselves, and this session explores how students can benefit from each other. Referencing current research and an action research project, it also provides practical examples of how peer learning has been integrated into Evolve, a new course for adults.

Kathryn O’Dell, Cambridge University Press, USA

Preparing Educators to Connect With EL Families

As the number of ELs in U.S. K–12 schools rises, the need for effective family engagement with culturally and linguistically diverse caregivers becomes pivotal. This session provides educators with strategies to construct comprehensive family engagement for EL families on the framework of Epstein’s six types of involvement.

Angela Bell, Missouri State University, USA
Alexis Gonzalez, Missouri State University, USA
Andrea Hellman, Missouri State University, USA
Ximena Uribe-Zarain, Missouri State University, USA

Thinking Beyond the Boundaries of Native Speaker in Language Learning

The word, native speaker, is often used in language classrooms as a source of motivation and measurement for language learners. This presentation aims to debunk the notion and caution ESOL educators in using the term by drawing from personal and professional experience as a nonnative speaker of English.

Ikuko Fujiwara, Richland College, USA

Using Mindfulness Strategies to Lessen Foreign Language Speaking Anxiety

Foreign language speaking anxiety (FLSA) impacts thousands of ELLs across the globe, and though there are coping strategies learners can employ, rarely has mindfulness been employed in this specific context. In this session, learn and experience two easily implemented mindfulness strategies to address the FLSA of your learners.

Penelope Wong, Berea College, USA
EL Teacher Preparation for Immigrant Youth: Scaffolding Discomfort

ELs who are immigrants have distinct needs that differ from domestic students. Teacher educator panelists address how they intentionally construct a “zone of discomfort” among their teachers, including study of current and historic immigration policies, perspective-taking, and critical dialogue. Participants contextualize the zone of discomfort to their teacher-preparation settings.

Trish Morita-Mullaney, Purdue University, USA
Michelle Banegas, Hamline University, USA
Jenna Cushing-Leubner, University of Wisconsin, Whitewater, USA
Michelle Greene, Indiana University-Purdue University Indianapolis, USA
Karla Stone, University of Minnesota, USA

Evaluating Student Teacher Performance: Using Rubrics, Rating Scales, and Checklists

Participants are engaged in drafting scoring tools (rubrics, rating scales, and checklists) to use for evaluating teacher interns. All scoring tools provided can be used as guides and tailored to meet a range of settings (elementary, middle, secondary) and national accreditation needs in both U.S. and international settings.

Lorraine Valdez Pierce, George Mason University, USA

Language Training for Disaster Relief: A Case Study in CBI

Can language training help to save lives? When a CBI approach is applied to a PD curriculum, learners can solve real-world problems through authentic communication. Panelists present a case study of a CBI hybrid course to train disaster relief officials in effective communication strategies when lives are at stake.

Lisa Donohoe, Middlebury Institute of International Studies at Monterey, USA
Bradley Horn, U.S. Department of State, USA
Alicia Brent, Middlebury Institute of International Studies at Monterey, USA
Shweta Khanna, U.S. Department of State, India
Curtis Chan, U.S. Department of State, USA

Scaffolding Learners to Perfecting Language: Judgmental Versus Constructive Evaluation

The feedback we give language learners while grading their work determines their improvement actions. We may decisively judge their competence or express willingness to scaffold them to perfection. During this session, participants grade and comment on students’ work and predict reactions. Approaches to constructive, rather than judgmental evaluation, are shared.

Amoni Kitooke, Uganda National English Language Teachers’ Association, Uganda

Sustaining Conversations: Creating Opportunities to Say More With Less

Initiating and sustaining conversations is difficult for ESL students; however, students do not necessarily need to be advanced or have great speaking and listening skills to participate in authentic conversations. This presentation provides teachers with pragmatic games/activities that help students at all levels communicate successfully with fewer words.

Cheryl Bucholtz-Magallon, Orange Coast College, USA
Catherine Moore, Independent, USA

www.tesolconvention.org
Task Cards for Coteaching With ESL Professionals: Performance-Based PD

ESL and mainstream teachers need to collaborate in elementary classrooms to meet language and academic needs of a growing number of ELLs. However, they do not feel prepared for effective collaborative partnerships. This workshop engages participants in reenactment of situations with task cards activities to resolve issues of coteaching.

Maya Lane, School District of Manatee County, USA

Friday, 4:00 pm–5:45 pm
A302 (Omni)

Transitional to an Administrative Position

This workshop is designed for ESL instructors or staff who wish to transition to an administrative position. Participants engage in a series of reflective and interactive exercises as preparation for the competitive process of attaining an administrative position and succeeding as a leader.

Marilynn Spaventa, Independent, USA

Friday, 4:00 pm–5:45 pm
International Ballroom F (Omni)

"Parachute Kids," Literacy, and 1st-Year College Writing

"Parachute kids" arrive as teens in the United States, perform well in high school, and enter universities and colleges. With language abilities similar to traditional "just-arrived" ESL students but officially unidentifiable, these students present particular challenges in first-year writing programs. Here, participants discuss their literate lives.

Stefan Frazier, San Jose State University, USA
Cindy Baer, San Jose State University, USA

Friday, 5:00 pm–5:45 pm
A412 (GWCC)

EL Participatory Practices in More or Less Linguistically Integrated Classrooms

The mixed-methods study discussed explores ways in which ELs’ content-area classroom participation varies according to the extent to which classroom peer networks are linguistically integrated across EL and non-EL status. Focusing on EL students, the presenters identify peer and teacher exchanges that foster or impede student participation and engagement.

Alexis Rutt, University of Virginia, USA
Amanda Kibler, University of Virginia, USA
Vonna Hemmler, University of Virginia, USA
Betina Fuentes, University of Virginia, USA

Friday, 5:00 pm–5:45 pm
A303 (GWCC)

From Papers to Pictures: Mentoring ESL Students With Multimodal Projects

Though many ELT first-year composition instructors would like to assign multimodal projects instead of papers, doing so can seem intimidating. A writing studies instructor and writing centre director explain why and how to “go multimodal,” showing how it helps students gain diverse communicative skills they need for university.

Christina Grant, University of Alberta, Canada
Lucie Moussu, University of Alberta, Canada

Friday, 5:00 pm–5:45 pm
International Ballroom C (Omni)
How Can the New School’s MA TESOL Enhance Your Career?
Alumni from the New School’s MA TESOL program present their research as inspired by their graduate studies. Research areas include motivation in the classroom, language and social justice, and the impact of current anti-immigrant rhetoric on adult ESOL education. Presenters describe what inspired them and how the program supported their research.
Lesley Painter-Farrell, The New School, USA

Improving Community College EL Outcomes: From Placement to Transfer
As U.S. ELs increasingly attend community colleges, the effect of ESL programs on student outcomes remains mixed. This session provides participants a forum for discussing challenges in improving student outcomes. Topics for dialogue include placement and course offerings, and helping students transition to college and transfer to 4-year universities.
Nick David, Boston University, USA
Kuang Li, Boston University, USA

Linguistic Landscape and Language Ideology: Implications for Philippine Multilingual Education
The study discussed provides a new perspective about the linguistic landscape in Philippine school settings. Findings reveal a preponderance of signs in English. This suggests an ideological act of putting a premium on globalization. Conversely, this might manifest the vulnerability of the mother tongue in multilingual education. Policy and research implications are discussed.
Richard Oandasan, University of the Philippines, Philippines

Multimedia in an L2 Writing Classroom: Possibilities and Challenges
This presentation introduces a study of college ESL student remediations from argumentative essays into digital multimedia. The presentation examines students’ videos and design processes, focusing on multimodal affordances, contextual factors, and students’ learning experiences. It discusses effective L2 writing instruction through student videos and curricular materials.
Dong-shin Shin, University of Cincinnati, USA

Passive Voice Usage in Undergraduate STEM Textbooks
This presentation reports on findings from an investigation into the passive voice usage in undergraduate STEM textbooks. More than 1 million running words were analyzed in this study. Findings revealed that passive voice is heavily used in these fields. Pedagogical implications of the findings are discussed.
Tia Luo, University of Central Florida, USA
Florin Mihai, University of Central Florida, USA

Plurilingual and Indigenous Pedagogies for Lifelong (English Language) Learning
Language teaching in line with global linguistic and cultural diversity is needed to prevent linguistic loss and cultural homogenization. This presentation explores the potential of a unique pedagogical model that fuses Indigenous and Western approaches into a digital environment for lifelong plurilingual English language teaching and learning.
Enrica Piccardo, University of Toronto, Canada
Jayson Moore, University of Toronto, Canada

Poem Project Connects International ESLS to the Local Community
Participants learn about a “Where I’m From” poem writing project that helped to connect first-year international ELLs in an American university to the local campus and community. The presentation shares research that supports the activity, methodologies used, samples of students’ work, and inspiration and ideas for similar projects.
Rossitza Ivanova, University of Wisconsin-Whitewater, USA
Natalija Krsteva, University of Wisconsin-Whitewater, USA

Reframing ESL: Strategies to Normalize Seeking Language Support
When referring nonnative English speakers to language support, university faculty and staff report barriers from students, staff, and institutional policies. After summarizing these challenges, the presenters share various strategies they have implemented on their campus to promote resource awareness, normalize utilization of resources, and positively reframe perceptions about language development.
Bethany Peters, University of Minnesota, USA
Michael Anderson, University of Minnesota, USA
Stephanie Hanson, University of Minnesota, USA
**Self-Care as Professional Practice: From the Individual to the World**

Teaching is both exceedingly challenging and exceedingly rewarding. There seems to be an inherent tension between being a devoted teacher and practicing self-care. Participants explore current research and discuss how organizations and institutions like TESOL can help mitigate this issue through endorsing self-care as a practice of PD.

*Alicia Ambler,* University of Iowa, USA

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**The Uses of Poetry in the ESL Classroom**

In this session, carefully selected poems are seen as exciting and engaging reading materials that can challenge learners in ways often overlooked in run-of-the-mill ESL textbooks. Participants learn how to use poems in multiple ways to facilitate vocabulary building, increase reading fluency, and appeal to students’ creativity.

*Janusz Solarz,* Indiana University, USA

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**What Happens in a Week? Prearrival Training for International Undergraduates**

This session presents the effects of a week-long prearrival course for international undergraduates at a U.S. university. Data on the participants’ writing and perceptions of the program are compared with data from peers who did not participate in the course. The findings and implications for learning programs are discussed.

*Jon Smart,* Wake Forest University, USA
POSTER SESSIONS

WEDNESDAY, 13 MARCH 2019

9:30 am–10:45 am

CLI
A Study of Content and Language Integrated Learning in Taiwan
Wen-Hsing Luo, National Tsing Hua University, Taiwan

LSP
A System for Evaluating Computer-Assisted Pronunciation Teaching Software
Lynn Henrichsen, Brigham Young University, USA

PD
Activate Your IEP Classroom: 6 Ideas to Promote Student Engagement
Amy Friedman, The American Language Institute, USA

AL
Beyond Large Classrooms: 1-on-1 Small Group Conferencing
Mir Abdullah Miri, Herat University, Afghanistan
Ziaaddin Khamoosh, Herat University, Afghanistan

AL
Bridging Academic Literacy Between Home Country and Host Institute
Yalun Zhou, Rensselaer Polytechnic Institute, USA
Michael Wei, University of Missouri, Kansas City, USA

CLI
Bridging CLIL With Math Standards Through Instructional Practices
Michele Haberlach, Washington State University, USA
Samya Matouk, Washington State University, USA
Steven Morrison, Washington State University, USA
David Slavit, Washington State University, USA

CIC
Building Intercultural Competence Through Innovative Uses of VoiceThread
Sharon Tjaden-Glass, University of Dayton, USA

AL
Communication Anxiety In The ESL Classroom: From Noticing to Coping
Mark Tanner, Brigham Young University, USA
Jared Sell, North Cedar Academy, USA

PA
Creating an MA TESOL Program in a New South Africa
Miranda Gouws, University of the Free State, South Africa
Jillian Haeseler, North Carolina State University, USA
Susan Brokensha, University of the Free State, South Africa

PD
Cross-Cultural Collaboration in ELT: From One Georgia to the Other
Melanie Baker Robbins, Western Carolina University, USA
Lana Lominadze, Gori State Teaching University, Georgia

CIC
Cultural Immersion Inside and Outside of the Language Classroom
Barbara Pinter, Durham Tech Community College, USA
Irina Logvinova, INTO University of South Florida, USA

CIC
Designing and Implementing an Interculturally Competent Flipped Classroom
Heather Smyser, Defense Language Institute English Language Center, USA

TE
Developing a Strengths-Based Model for Dual-Language Certification in North Carolina
Jamie L. Schissel, University of North Carolina at Greensboro, USA
Ye He, University of North Carolina at Greensboro, USA
Melody Zoch, University of North Carolina at Greensboro, USA
Jeannette Alarcón, University of Houston, USA

RWL
Developing Learner Autonomy in an Academic EFL Writing Course
Javid Rasooly, American University of Afghanistan, Afghanistan

RWL
Dynamic and Collaborative Writing: Making Academic Writing Process Amicable
Beatriz Erazo, Bolivian English Teachers Association TESOL, Plurinational State of Bolivia

RWL
EFL Students’ Perceptions and Willingness of Writing Poetry in English
Sukanto Roy, Indiana University of Pennsylvania, USA

PD
Empowering Students’ Autonomy in Secondary and Postsecondary ELL Classrooms
Renuka Karunaratne, University of South Florida, USA

LSP
Extensive Practice Logs: Beating Routine and Increasing Complexity
Vit Vanicek, University of Illinois at Chicago, USA
Megan Gier, University of Illinois at Chicago, USA

TE
Globally Networked Learning in ELL Teacher Preparation
Laura Quaynor, Lewis University, USA
Berenice Diaz, Lewis University, USA

CIC
Holidays: A Valuable Cultural Tool in ELT
Jorge Torres Almazán, The American School of Tampico, Mexico
Ana Maria Ramirez, Universidad Autónoma de Tamaulipas, Mexico
Comparisons Are More Than Comparatives for Academic Communicators
Ken Cranker, University of Delaware English Language Institute, USA

Developing Student Resourcefulness and a Global Mindset Through Community Interactions
Clarissa Codrington, Eastern Michigan University, USA
Trisha Dowling, Eastern Michigan University, USA

Effect of Eclectic Educational Psychology at EFL Classroom in Bangladesh
Susmita Rani, Daffodil International University, Bangladesh

Effect of Online Peer Feedback on Intelligibility of Same-L1 Speakers
Suzanne Yonesaka, Hokkai-Gakuen University, Japan

Empowering ITAs to Build Oral Communication Skills and Confidence
Maria Beatriz Mendoza, Florida State University, USA
Jennifer Grill, Florida State University, USA

Empowering Nonnative Elementary School Teachers: An In-Service Teacher Training Kit
Tomohisa Machida, Akita International University, Japan
Jennifer Grill, Florida State University, USA

Examining K–12 School Policies: ELs and Avoiding Inherent Discrimination
Emma G. Everson, Indiana University-Bloomington, USA

Global Accessibility Principles for Online Content Development
Bee Jenkins, FHI 360, USA
Amy Nunamaker, FHI 360, USA
Kate Bain, U.S. Department of State, USA
Radmila Popovic, World Learning, USA

How to Create Turkish Semi-Independent EFL Learners Through Language Advising
Birsen Tutunis, Istanbul Kultur University, Turkey
Dogus Aydin, Independent, Turkey

Implementing Spectrum-Scaled Assessment Into EFL Courses: An Action Research Project
Craig Gamble, Kwansei Gakuin University, Japan
Joan Kuroda, Kwansei Gakuin University, Japan

Incorporating Humor Competence Training Into the Language Learning Curriculum
John Rucynski, Jr., Okayama University, Japan
Caleb Prichard, Okayama University, Japan

Integrating Rhetorical and Discourse Strategies Into L2 Writing Courses
Elena Sokolova, Russian State Social University, Russian Federation
Elena Bazanova, Russian State Social University, Russian Federation

Mode-Shift: Changing Roles of Instructors in Global Education Environments
Carol Farneda, Virginia Commonwealth University, USA
Jessica Wakelyn, Virginia Commonwealth University, USA

Narrowing Achievement Gaps: ESOL Infusion 1 Plus Teacher Education Model
Nirmal Ghimire, University of Central Florida, USA

Retooling Your Reading Curriculum With Critical Analysis
Kate Gleeson, MCPHS University, USA

STEAM: Adding Art to a STEM Curriculum
Nina Ito, University of Southern California, USA

Using Artworks in Building Language and Analytical Skills
Monica Maxwell-Paegle, Georgetown University, USA

How Ability Grouping Affects the Borderline Students in EFL Classes
Yukie Aoyagi, Seiitoku University, Japan

Increasing Female Teachers’ Participation in Training Sessions
Ishwov Prasad Kadel, Surya Bhakta Patanadevi Memorial College, Nepal

Investigating the Effects of Dual-Language Subtitles on EFL Vocabulary Learning
Tao Hao, Washington State University, USA
Yuliya Ardasheva, Washington State University, USA

Language Learning Assessment: Bloom’s Taxonomy Revision
Iryna Semeniuk Zumrutila, Piri Reis University, Turkey

Localizing Speaking and Listening Pedagogy: Lessons and Activities That Work
Zuzana Tomáš, Eastern Michigan University, USA
Margita Vojíkulkárová, Eastern Michigan University, USA
Trisha Dowling, Eastern Michigan University, USA
Silvija Marnikovič, Eastern Michigan University, USA
Kelsey Carbonell, Eastern Michigan University, USA

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A Comparative Study of 2 Models in Teaching Phrasal Verbs
Nagham Majeed, University of Central Florida, USA
Mais Al-Jabbawi, University of Central Florida, USA

Advice Columns as Authentic Sources for Teaching Vocabulary, Grammar, Culture
John Stasinopoulos, College of DuPage, USA

An Overview of TESOL Standards
DJ Kaiser, Webster University, USA

Collaborative Concepts: Musical Approaches to ESL Learning
Haley Vickers, University of Oklahoma, USA
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POSTER SESSIONS

THURSDAY, 14 MARCH 2019
12:30 pm–1:45 pm

An Overview of TESOL Standards
DJ Kaiser, Webster University, USA

Bringing Egyptian and U.S. EFL Teachers Together Through Virtual Exchange
Christopher Stillwell, College of the Sequoias, Egypt

Building Aural, Oral, and Cultural Competency: Field-Study Journeys into History
Susan Todhunter, Duquesne University, USA
Cynthia Lennox, Duquesne University, USA

Classroom-Based Assessment Practices in the Saudi Higher Education Context
Samar Almoossa, Umm Alqura University, Saudi Arabia

Communicating STEM to Nonexperts: Discourse Activities for ITAs
Jennifer Grill, Florida State University, USA
Maria Beatriz Mendoza, Florida State University, USA

Cultivating an Identity in Teaching: The Teaching Experiences of ITAs
Hailan Wang, Florida State University, USA

Cultivating Sociable Curiosity: A Conversation Project
Rachel Herman, City College of San Francisco, USA
Daphne Powell, City College of San Francisco, USA

Interactive Picture-Book Read-Alouds With Struggling EFL College Students
Chia-Ho Sun, Kainan University, Taiwan

Intonation Tune Assignment By Nigerian English Language Teachers
Mary Oluymesi Aina, Federal College Of Education, Abeokuta, Nigeria

Language Literacy Autobiography: Helping Novice Researchers to Choose a Topic
Mir Abdullah Miri, Herat University, Afghanistan

Making Sense of Online Assessment and Engagement Tools
Randall Davis, University of Utah, USA

Parental Language Ideologies and English-Only Family Language Policy
Youngjee Seo, Indiana University Bloomington, USA

Successfully Implementing a Standardized Blended Teacher-Certification Program in South Asia
Shweta Khanna, U.S. Department of State, New Delhi, India
Clover Bolton, U.S. State Department, India

Supporting Immigrant Students as an Institutional Agent: Is This Enough?
Elena King, Greensboro College, USA

Survey Validation Through Vocabulary Analysis
Reginald Gentry, University of Fukui, Japan

Teacher Candidates’ Questioning Techniques With ELs of Varying Proficiencies
Alex Davies, Portland State University, USA
Michele Regalla, University of Central Florida, USA

Teaching EFL Through Project Work in the Algerian Secondary Education
Samah Benzerroug, Ecole Normale Superieure de Bouzareah, Algeria
Imane Benzerroug, Abdesslam Habbachi Secondary School, Algiers, Algeria

Teaching English as Lingua Franca Through Folktales and Nursery Rhymes
Aanchal Arya, Learning Links Foundation, India

Teaching to EFL Independent Writing Task Through Concept-Based Instruction
Tianzhi Zhang, Independent, USA

Tender Topics: Reading Children’s Literature Helps Learners Address Life Challenges
Marsha Chan, Sunburst Media and Mission College, USA
Julaine Rosner, Mission College, USA

The Impact of Assessment on EFL Learning: A Case Study
Yunier Perez Sarduy, Shantou University, China
Yanqui Luo, Shantou University, China
Re-creating the Cockpit: Designing an Aviation English Online Program
Amber Scroggs, University of Central Missouri, USA

Shifting the Paradigm of Vocabulary Instruction From Telling to Discovering
Long Peng, State University of New York at Oswego, USA

Starting at the End: Backward Curriculum Design for Pathway Programs
William Lewis, Oglethorpe University, USA
Peter Dye, Oglethorpe University, USA

Success for ELLs: ESL Certification in New Jersey
Timothy Hall, The College of New Jersey, USA

Tapping Into Potential of Intangible Cultural Heritage in ESL Classrooms
Kunjarmani Gautam, Nepal English Language Teachers’ Association, Nepal
Tilakram Gautam, Tribhuvan Secondary School, Gulmi, Nepal
Hari Prasad Gautam, Suntala Cahir Secondary School, Baglung, Nepal
Anu Adhikari, Nepal English Language Teachers’ Association, Nepal

Teaching Critical Thinking Skills in the EFL/ESL Classroom
Tracy Koslowski, The University of Mississippi, USA
Dinorah Sapp, The University of Mississippi, USA
Silvia Miriam Morgan Scott, Universidad de Guantánamo, Cuba

TESOL Preparation for Mathematics Teachers: Fostering Cultural Awareness and Empathy
Laura M. Kennedy, Michigan State University, USA
Sandra Crespo, Michigan State University, USA

The English That Makes Teenage War Survivors Laugh and Play
Olesia Dmytriieva, Donbas State Pedagogical University, Ukraine
John Silver, U.S. Embassy in Kyiv, Ukraine

Understanding Aircraft Maintenance Manuals in Aviation: Training Applications in TESOL
Eric Friginal, Georgia State University, USA
Genggeng Zhang, Georgia State University, USA
Jennifer Roberts, Embry-Riddle Aeronautical University, USA

Using Student Evaluations to Improve a Study Abroad Program
Reginald Gentry, University of Fukui, Japan

What Chinese International Students Think About English Names
T. Leo Schmitt, The New School, USA
Clarissa Codrington, Eastern Michigan University, USA
Trisha Dowling, Eastern Michigan University, USA
FRIDAY, 15 MARCH 2019
12:30 pm–1:45 pm

ASJ
An Educator in Palestine: Collaboration Under Occupation
Anastasia Khawaja, University of South Florida, USA
Liana Smith, Independent, USA

CIC
Curriculum Proposal for Using Memo to Build Community
Marie Parrish, Independent, USA

CIC
Developing Global Students: Intercultural Competence
Kyongso Park, Purdue University, USA

MD
Directions in Materials Design: The Local/Global Dichotomy
Liia Savova, Indiana University of Pennsylvania, USA

PA
Discipline Faculty Insight Into What Skills University ELs Need
Sunnia Ko Davis, Massachusetts College of Pharmacy and Health Sciences, USA

CIC
Elevating Older Adult Learners as Cultural Informants
Jennifer Musser, Washentaw Literacy, USA

PD
Empowering Nepalese Female EFL Teachers Through PD Opportunities
Rajmi Aryal, Nepal English Language Teachers’ Association, Nepal

CLI
Encouraging Adult ELs to Help Children Become Bilingual
Julaine Rosner, Mission College, USA
Marsha Chan, Sunburst Media and Mission College, USA

LSP
Engaging Metacognitive Listening Comprehension Through Podcasts
Reginald Gentry, University of Fukui, Japan

ASJ
English Through Theatre: Overcoming Challenges Teaching Young Students in Syria
Eileen Ariza, Florida Atlantic University, USA
Ammar Saleh, University of Glasgow, United Kingdom
Aida Ali, Ministry of Education, Syrian Arab Republic

PD
ESOL Teacher Development in Fellowship Abroad Programs
Jamila Barton, Georgia State University, USA

LA
Exam Wrappers: Effective Tool to Promote Language Learner Autonomy
Aimee Leisy, Wichita State University, USA

DLT
Finally! An Easier-to-Use Corpus to Transform Your Teaching
Jennifer Grode, University of Southern California, USA
Michael Garnett, University of Southern California, USA

TE
Fostering Quality Teaching Education in TESOL Programs Using Asynchronous Communication
Abdul Habib Khalid, Indiana University of Pennsylvania, USA

RWL
Global vs. Local Errors: Rethinking Writing Pedagogy for L2 Students
Kristin Homuth, College for Creative Studies, USA
Clarissa Codrington, Eastern Michigan University, USA

VG
Graphs in the IEP: Making Learning Meaningful With Authentic Materials
Michelle Bland, Principia School, USA
Carla Buchheit, University of Kansas, USA

KL
Intercultural Communication Training for Chinese Aviation Students
Genggeng Zhang, Georgia State University, USA

PD
International Teachers’ Beliefs About Language Learning
Rochelle Keogh, Life Thought Foundation, USA

VG
Keep the Conversation Going: Effective Home Study for the Classroom
Lynn Fuller, Madison County Schools, USA

CIC
Korean Immigrant Women’s Perspective Changes Over Phillipson’s 5 Fallacies
Seungku Park, Slippery Rock University of Pennsylvania, USA

AL
Language Attitude of Siraiki Ethnolinguistic Community and the Future Predictions
Furrakh Abbas, Universiti Utara Malaysia, Malaysia
Jamilah Bidin, Universiti Utara Malaysia, Malaysia

TE
Lesson Study in Chinese University EFL: Local Implementation, Global Implications
Sharon Graham, Fort Hays State University, USA

CIC
Making Contact! 3 Approaches to ESL/Mainstream Combined Classes
Denise Desrosiers, University of New Hampshire, USA

CLI
Not Just Green, But Global: Education for Sustainability in ESL
Melissa Aberle-Grasse, Georgia Institute of Technology, USA

TE
Native or Nonnative? Voices From American Students Learning French
Khalid Ahmad Siddiq, Herat University, Afghanistan
Shagofah Noor, Herat University, Afghanistan

CLI
Encouraging Adult ELs to Help Children Become Bilingual
Julaine Rosner, Mission College, USA
Marsha Chan, Sunburst Media and Mission College, USA

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Aimee Leisy, Wichita State University, USA

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Melissa Aberle-Grasse, Georgia Institute of Technology, USA

PD
Personal Practical Knowledge in ELL Teacher PD
Liping Wei, University of Houston-Victoria, USA

PD
Phenomenological Approach to Reflective Practice: Examining Internal Struggles of Teachers
Joan Kuroda, Kwansei Gakuin University, Japan
Craig Gamble, Kwansei Gakuin University, Japan

RWW
Push-In and Pull-Out: Success Challenges for ENG 101 International Students
Mohamed Yacoub, Indiana University of Pennsylvania, USA
Toward Effective Use of Peer Review in Academic Writing Classes
Rashad Ahmed, University of Memphis, USA

Using and Assessing Digital Storytelling in the TESOL Classroom
Yurimi Grigsby, Concordia University at Chicago, USA
Carolyn Theard-Griggs, Concordia University at Chicago, USA
Vi Le (Le Thi Yen Vi), Kien Giang Vocational College, Viet Nam

Using Media Literacy in a College EFL Class in China
Qingqing Chen, Baylor University, USA
Aman Qi, Xijing University, China

Variability Meets Variation: Exposure to Multiple Accents Improves Listening Comprehension
Kurtis Foster, Missouri State University, USA

Who Is a Modern ESP Teacher: A National Survey
Tatiana Margaryan, Bauman Moscow State Technical University, Russian Federation
Natalia Komissarova, Moscow Metropolitan Governance University, Russian Federation

Stop Plagiarism Before It Starts
Jessica Mathers, University of Southern California, USA
Nina Ito, University of Southern California, USA

Success for ELLs: ESL Certification in New Jersey
Timothy Hall, The College of New Jersey, USA

Teacher Narratives of Heritage Language Learning as Inspiration and Motivation
Julie Dell-Jones, St. Petersburg College, USA

Teacher Preparation for Emergent Bilinguals With a Community-Based Service-Learning Project
Tuba Arabaci Atlamaz, Abdullah Gul University, Kayseri, Turkey

Self-Efficacy and Goal Orientations of College-Level ELLs in STEM Majors
Hong Shi, China University of Petroleum-Beijing, China

Social Justice, Stereotypes, and Taboos: Topics in Oral Communication
Margaret Larsson, Georgia State University, USA
Debra Snell, Georgia State University, USA
Margaret Larsson, Georgia State University, USA

Posters:

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EXHIBITOR HOURS

**Wednesday, 13 March**
- Ribbon Cutting: 9:10 am
- Dedicated Exhibit Time: 9:10–11:00 am
- Hall Closes: 5:30 pm

**Thursday, 14 March**
- 8:30 am–5:30 pm

**Friday, 15 March**
- 8:30 am–3:30 pm
**EXHIBITOR BOOTH NUMBERS**

*These exhibitors are current as of 11 January 2019. Please check the addendum for additions and changes.*

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<td>U.S. Department of State English Language Programs</td>
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### EXHIBITORS LISTINGS

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<tr>
<td>512</td>
<td>21st Century English Education Media, China Daily</td>
<td>No. 15 Huixin Dongjie, Chaoyang District, Beijing 100029 China</td>
<td>Fang Han</td>
<td>+86 10 64995598</td>
<td><a href="http://www.tesol.i21st.cn">www.tesol.i21st.cn</a></td>
<td>21st Century English Education Media is a well-known multimedia educational company under the China Daily group. We produce a range of print and new media content geared toward educational research, brand activities, and research training. Our weekly circulation exceeds 3 million, with 5 millions of additional subscribers on online platforms.</td>
</tr>
<tr>
<td>1108</td>
<td>Alelo, Inc.</td>
<td>6171 W. Century Blvd, Ste 360, Los Angeles, CA 90045 USA</td>
<td>W. Lewis Johnson</td>
<td>+1 310.574.7508</td>
<td><a href="http://www.alelo.com">www.alelo.com</a></td>
<td>Alelo's new Enskill platform helps learners develop communication skills in conversations with artificially intelligent interactive characters. Enskill supports unscripted conversation instead of reading or selecting screen prompts. The system automatically evaluates learner performance and feedback, relieving teachers of the burden of rating student speech.</td>
</tr>
<tr>
<td>638</td>
<td>Benchmark Education</td>
<td>145 Huguenot St, New Rochelle, NY 10801 USA</td>
<td>Kristin DeMarco</td>
<td>+1 914.637.7255</td>
<td><a href="http://www.benchmarkeducation.com">www.benchmarkeducation.com</a></td>
<td>Benchmark Education publishes ESL resources that help ELs meet standards for literacy, language, and content knowledge. Resources include Advance ALL, our high-interest, low-level text sets; Advancing Language Learning, a new English Development Program for K–6; and RIGOR, an intervention series for older ELs reading at primary levels.</td>
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<tr>
<td>839</td>
<td>Alliant International University</td>
<td>10455 Pomerado Rd, San Diego, CA 92131 USA</td>
<td>Ken Kelch</td>
<td>+1 866.825.5426</td>
<td>tesol.alliant.edu</td>
<td>Alliant International University is a WASC-accredited institution offering certificate, master’s, and doctoral programs in TESOL. Alliant offers on-campus, hybrid, and online learning formats. Visit Alliant’s website for scholarship and program details.</td>
</tr>
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BOOTH #438
Black Cat
Via Inverigo 2
De Agostini Scuola SpA
Milano, 20151 Italy
+39 337 150 3550
Contact: Roberta Vinetti
Website: www.blackcat-cideb.com
Black Cat, a world leader in the production of beautifully designed, innovative, and dynamic teaching materials, is part of the De Agostini Publishing Group. Black Cat provides high-quality teaching materials for students of English. Materials include graded readers, grammar books, courses, exam preparation books, and cultural books.

BOOTH #406
British Council
10 Spring Gardens
London, SW1A 2BN UK
+44 (0) 20 7389 3005
Contact: Rebecca Maher
Website: www.britishcouncil.org
The British Council is the United Kingdom’s cultural relations organisation. We are on the ground in more than 100 countries, with a remit to widen the knowledge and use of the English language across the world. We work in the following areas: language policy, English language teaching and training, and qualifications.

BOOTH #516
Cambridge University Press
1 Liberty Plaza
New York, NY 10006 USA
+1 212.337.6561
Contact: Drew Newgent
Website: cambridge.org/cambridgeenglish
The mission of Cambridge University Press is to unlock people’s potential with the best learning and research solutions. Through continually improved content and experiences, we extend our reputation for high quality to meet the needs of learners across the globe and to ensure success in the classroom.

BOOTH #1014
campusSIMs
51 Grove St
Somerville, MA 2144 USA
+1 781.330.1305
Contact: Colin Fahey
Website: www.campusSIMs.com
campusSIMs is a mobile service designed for international students studying in the United States. We partner directly with organizations and provide them with free SIM cards to distribute to their students. Our plans are US$15/month for 2GB of data plus unlimited talk and text.

BOOTH #329
CASAS
5151 Murphy Canyon Rd, Ste 220
San Diego, CA 92129 USA
+1 858.292.2900
Contact: Jane Eguez
Website: www.casas.org
CASAS, an independent not-for-profit organization, offers the most widely used system for assessing the basic language skills of youth and adults in common life and work situations. CASAS provides resources to build a curriculum framework for implementing quality programs with a built-in standardized accountability system.

BOOTH #643
Caslon Inc.
825 N. 27th St
Philadelphia, PA 19130 USA
+1 215.765.3260
Contact: Rebecca Field
Website: www.caslonpublishing.com
Caslon is an independent publisher that makes books and electronic resources for preservice and practicing administrators and teachers who work with ELLs/bilingual learners in their classes, schools, and districts.

BOOTH #519
Center for Applied Linguistics
4646 40th St, NW
Washington, DC 20016 USA
+1 202.362.0700
Contact: Sophia Birdas
Website: www.cal.org
The Center for Applied Linguistics (CAL) promotes language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.
EXHIBITORS

BOOTH #624
Command Performance Language Institute
28 Hopkins Court
Berkeley, CA 94706 USA
+1 510.524.1191
Contact: Contee Seely
Website: www.cpli.net

BOOTH #607
Compass Publishing
306 El Divisadero Ave
Walnut Creek, CA 94598 USA
+1 562.698.9023
Contact: Albert Chiang
Website: www.compasspub.com
Compass Publishing is an international ELT publishing and media company. Compass provides a full list of English language learning materials, including course books, supplemental, skill books, readers, test preparation materials, ESP, and digital content. Today’s educators use Compass to find direction in education. Inspired to teach. Inspired to learn.

BOOTH #739
Continental
520 E. Bainbridge St
Elizabethtown, PA 17022 USA
+1 800.233.0759
Contact: Eric Beck
Website: www.continentalpress.com
Continental’s K–12 ELL materials cover phonics, assessment, and academic literacy programs. We offer more than 300 leveled readers along with our popular Finish Line for ELLs 2.0. Visit us to see the new TEAM Kits for Academic Literacy and Exploring English Grammar.

BOOTH #740
Corwin
2455 Teller Rd
Thousand Oaks, CA 91320 USA
+1 603.343.8592
Contact: Maura Sullivan
Website: www.corwin.com
Corwin is the premier publisher of PD resources that equip Pre-K–12 educators with innovative tools to improve teaching and learning so all children can succeed. Our books and on-site consulting offer practical, research-based strategies created by experts. Visit our website for resources on language development, reading, literacy coaching, and more.

BOOTH #838
Crossworld
10000 N. Oak Trfwy
Kansas City, MO 64119 USA
+1 816.479.7324
Contact: Eric Mattson
Website: crossworld.org
Disciple-makers from all professions bringing God’s love to life in the world’s least-reached marketplaces.

BOOTH #331
Defense Language Institute English Language Center (DLIELC)
2335 Andrews Ave
Lackland AFB
San Antonio, TX 78236 USA
+1 304.840.2096
Contact: Sarah M. Martin
Website: www.dliele.edu
An innovative, world-class military organization providing effective English language training and maximizing resources to enable U.S. and international students to communicate proficiently in support of U.S. Department of Defense Security Cooperation goals around the globe.

BOOTH #809
DGP Publishing, Inc.
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Blairsville, GA 30512 USA
+1 706.745.1005
Contact: Rodney Burnette
Website: www.dgppublishing.com
We are proud to offer innovative resources for teaching grammar, reading comprehension, vocabulary, spelling, and writing for all grade levels. Our high-interest materials are challenging without being overwhelming for ELs. Visit us to see why teachers, students, and parents all around the world love our simple yet meaningful products.

BOOTH #741
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P O Box 1150
Tyrone, GA 30290 USA
+1 678.216.0566
Contact: Allen Dodge
Website: dodgelearning.com
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Princeton, NJ 08541 USA
+1 609.683.2726
Contact: Laura Plemenik
Website: www.ets.org/toefl
The TOEFL® tests for student success! Provide your students with more opportunities worldwide. From admissions to placement and progress monitoring, you get the accurate and comprehensive information you need to confidently guide your students in English language learning. The TOEFL tests: TOEFL iBT®, TOEFL ITP, and TOEFL® Junior™.
**BOOTH #1018**

**Ellevation Education**

38 Chauncy St, Fl 9
Boston, MA 02111 USA
+1 617.307.5755
Contact: Ellevation Education
Website: www.ellevationeducation.com

Ellevation is a software company focused exclusively on ELLs and the educators who serve them. Our data management, compliance, and instructional platform is used by nearly 700 school districts to streamline program management, enable effective collaboration among all stakeholders in a district, and differentiate and improve instruction.

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**BOOTH #913**

**English Central Inc.**

60 St Clair Ave East, Ste 102
Toronto, ON M4T 1N5 Canada
+1 416.518.4170
Contact: Nicole Graham
Website: www.englishcentral.net

English Central specializes in books for learning and teaching the English language. As the distributor of several innovative, award-winning, independent publishers, English Central boasts a catalog full of fantastic titles for both general and specialist teaching contexts.

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**BOOTH #709**

**ELS Educational Services Inc.**

7 Roszel Rd
Princeton, NJ 08540 USA
+1 609.759.5541
Contact: Ward Morrow
Website: www.els.edu

Since 1961, ELS Language Centers has helped more than 1.2 million international students from 147+ countries learn English quickly and effectively, creating world citizens in the process. ELS has the largest network of campus-based English language instruction centers in the world, offering 50+ study locations in Australia, India, and North America.

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**BOOTH #127**

**ELTS/Color Vowel Chart**

1107 Lancaster Rd
Takoma Park, MD 20912 USA
+1 301.219.6297
Contact: Karen Taylor
Website: www.colorvowelchart.org

ELTS is a teacher-made training and publishing company dedicated to bridging the gap between spoken and written English through brain-based instructional techniques and learning tools. ELTS is home to the Color Vowel Chart, Color it out!, and the revolutionary Color Vowel Approach.

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**BOOTH #944**

**English Language Products / Kid-Inspired Products**

1107 Mason Ave #A
Austin, TX 78721-2017 USA
+1 512.476.4161
Contact: Curt Reese
Website: kid-inspired.com

English Language Products provides teacher-created and teacher-tested games for the classroom. The Kid-Inspired Classroom is an online resource for elementary ELL teachers providing helpful articles and teacher-tested materials.

---

**BOOTH #506**

**EnglishUSA**

1827 Powers Ferry Rd
Bldg 14, Ste 100
Atlanta, GA 30339 USA
+1 404.567.6875
Contact: Cheryl Delk-Le Good
Website: englishusa.org

EnglishUSA is the largest organization of IEPs in the United States. There are more than 400 members that include university-governed programs, proprietary companies, and private language schools. Our mission is to provide support, standards, and advocacy for English language programs in the USA.

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**BOOTH #321**

**ESL Library**

777-70 Arthur St
Winnipeg, MB R3G 1B7 Canada
+1 204.452.8241
Contact: Ben Buckwold
Website: ESLLibrary.com

ESL Library is a subscription-based resource site for English language teachers. For less than US$5 per month, teachers receive access to 900+ professionally made lessons and 2,000+ flashcards. Download, print, and photocopy whatever you need, whenever you need it. New materials added monthly! Sign up at the booth or online.

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**BOOTH #813**

**Express Publishing**

Liberty House, Greenham Business Park
Newbury, RG19 6HW UK
+30 21.0212.0841
Contact: Steven Lever
Website: www.expresspublishing.co.uk

Express Publishing is an independent U.K. publisher specializing in English language learning and teaching. With a presence in more than 90 countries and a variety of more than 3,500 teaching materials as well as ministerial adoptions in many countries, it has been nominated multiple times by the British Council Innovation Awards.

---

**BOOTH #1029**

**Extempore, The Speaking Practice App**

PO Box 14226
St. Paul, MN 55114 USA
+1 651.492.7299
Contact: Carlos Seoane
Website: extemporeapp.com

Extempore is the first all-in, purpose-built speaking platform: nothing to install; create speaking assignments in minutes. Your students can answer on the phone or on the web, and you can grade and provide feedback (audio or written) on your computer or on the go.
BOOTH #1134
Federal Trade Commission
600 Pennsylvania Ave NW
CC10402
Washington, DC 20580 USA
+1 202.326.3266
Contact: Bridget Small
Website: consumer.gov
Consumer.gov and Consumidor.gov provide plain language information about financial literacy. The Federal Trade Commission websites explain how to manage and use money wisely, use credit and loans carefully, and protect your identity and money.

BOOTH #738
Get This Write, LLC
PO Box 258
Milwaukee, WI 53201-0258 USA
+1 414.533.5080
Contact: JoEllen Christians
Website: www.GetThisWrite.com
Get This Write is a unique online sentence-writing program for intermediate through advanced learners. This self-paced, self-checking program provides clear grammar explanations and extensive controlled practice. Get This Write can be used in class or independently on any device. It helps learners gain confidence and skill in writing sentences correctly.

BOOTH #409
Heinemann
361 Hanover St
Portsmouth, NH 03801 USA
+1 800.541.2086
Contact: McKenna DeMelo
Website: www.heinemann.com
Heinemann is a publisher of professional resources and a provider of educational services for K–12 educators, including resources for math and science. Our commitment to our work and customers’ enthusiastic response to our offerings has made us a leading publisher.

BOOTH #523
IELTS USA
825 Colorado Blvd, Ste 221
Los Angeles, CA 90041 USA
+1 323.255.2771
Contact: Kate McKeen
Website: www.ielts.org/usa
IELTS is an English language proficiency test designed to test the communicative abilities of nonnative speakers who want to study or work in English-speaking environments. It is accepted by more than 10,000 organizations worldwide, including more than 3,000 U.S. institutions, and includes standard varieties of English—American, Australian, and British.

BOOTH #227
Grass Roots Press
6520 82 Ave
Edmonton, AB T6B 0E7 Canada
+1 780.413.6491
Contact: Pat Campbell
Website: www.grassrootsbooks.net
Grass Roots Press, established in 1997, specializes in hi-lo books for teens and adults. Our publication line includes biographies, photostories, chapter books, workbooks, audiobooks, and ebooks. The majority of our publications are at a Grades 1–2 reading level. Free supplementary material can be downloaded from our website.

BOOTH #1022
IIE–Fulbright U.S. Student Program
809 UN Plaza
New York, NY 10017 USA
+1 832.369.3488
Contact: Lee Rivers
Website: www.us.fulbrightonline.org
Sponsored by the U.S. Department of State’s Bureau of Educational & Cultural Affairs, the Fulbright U.S. Student Program offers more than 2,000 fellowships abroad for one academic year to U.S. graduating college seniors, graduate students, young professionals, scientists, and artists.

BOOTH #923
gogokid
56 N. 4th Ring Rd West
Haidian District, Beijing 100080 China
+86 15 718877113
Contact: Tianchi Cheng
Website: https://teacher.gogokid.com
Gogokid creates a connection between children in China and the world by providing a global learning experience. Our mission is to foster our students to learn the English language as a tool, not as a goal, and to become individuals with creative and critical thinking skills.
BOOTH #1118
IPEVO Inc.
440 N. Wolfe Rd
Sunnyvale, CA 94085 USA
+1 408.490.3085
Contact: Michael Pai
Website: www.ipevo.com
IPEVO is a whole new approach to classroom technology. We go beyond the usual conventions of classroom technology—large, expensive, specialized, and complex—to rethink simple and flexible solutions for interactive teaching in today’s classrooms.

BOOTH #1226
Istation
8150 N. Central Expressway, Ste 2000
Dallas, TX 75206 USA
+1 214.292.4904
Contact: Molly Bryan
Website: www.istation.com
Istation has become one of the nation’s leading providers of richly animated, game-like educational technology. The Istation program puts more instructional time in the classroom through small-group and collaborative instruction. Istation’s innovative reading, math, and Spanish programs immerse students in an engaging and interactive environment and inspire them to learn.

BOOTH #430
iTEP International
22048 Sherman Way, Ste 210
Canoga Park, CA 91304 USA
+1 818.887.3888
Contact: Dan Lesho
Website: www.iTEPexam.com
iTEP International provides online, on-demand English proficiency tests to schools and institutions. iTEP tests assess the four language skills, are easy to administer, and return scores within hours. iTEP products are used extensively by IEPs, pathway programs, and high schools in the United States and abroad.

BOOTH #307
Kaeden Publishing
PO Box 16190
Rocky River, OH 44116 USA
+1 440.617.1400
Contact: Grant Urmston
Website: www.kaeden.com
Kaeden is a publisher and distributor of educational content for grades K–6. We work with schools to design custom collections for guided reading. We are the sole source for the K–2 books to support the Teachers College Reading & Writing Project Assessment by Lucy Calkins.

BOOTH #332
Language Arts Press
PO Box 4467
Rockville, MD 20849 USA
+1 301.424.8900
Contact: Michael Berman
Website: www.LanguageArtsPress.com
Language Arts Press is dedicated to higher ed ESL teachers and students. We understand that we must keep one foot firmly rooted in teaching to be a truly relevant publisher. Come see the results! We have developed exciting materials and mobile apps for pronunciation, grammar, academic writing, and vocabulary.

BOOTH #919
Lexxica R&D
2-7-8 Shibuya 5F
Shibuya-ku, Tokyo, 150 0002 Japan
+81 35 766 5916
Contact: Guy Cihi
Website: www.wordsandmonsters.com
Lexxica produces vocabulary game apps that automatically adjust to the lexical needs of each player. Teachers receive free goal setting, weekly progress reports, and PDF tests for use in class. Research shows that studying with these game apps rapidly increases average test scores on TOEFL, TOEIC, and IELTS.

BOOTH #1006
Linguatorium
215 Sinclair Ave, Unit 118
Ames, IA 50014 USA
+1 515.337.0877 x 140
Contact: Brody Dingel
Website: http://linguatorium.com
Linguatorium is a project striving to turn research findings into practice by creating innovative computer-assisted language learning technologies. We offer vocabulary and pronunciation learning tools that are grounded in cutting-edge research and are thus highly effective in helping students attain their learning goals while saving teachers’ time.

BOOTH #539
Little Sponges
Woodstock Office
Woodstock, GA 30188-2006 USA
+1 513.739.6246
Contact: Natalya Seals
Website: www.little-sponges.com
Little Sponges® is the first and only bilingual curriculum that leverages the power of real-life videos and interactive games to teach young students listening, speaking, and reading skills in English, Spanish, Chinese, French, German, and Russian. It is proven to close the ELL achievement gap by 85% in one school year.

BOOTH #1035
Manifesto Games
Rua do Apolo, 181
Bairro do Recife
Recife, Pernambuco 50030220 Brazil
+55 81 3224 0320
Contact: Vicente Vieira
Website: www.manifestogames.com
Manifesto Games is an edtech company with 13 years of experience in the development of gamified educational platforms. We have been helping partners all over the world, such as Pearson, Santillana, Macmillan, and Somos Educação to create fun, engaging, and efficient ELT digital environments used for more than 100,000 students.
**BOOTH #713**

**Michigan Language Assessment**
535 W. William St
Argus 1, Ste 310
Ann Arbor, MI 48103 USA
+1 734.260.8340
Contact: Renee Woolley
Website: www.michiganassessment.org

Michigan Language Assessment helps people achieve their education and career goals by providing trusted English language exams that draw on the expertise of two of the world’s leading universities.

**BOOTH #537**

**MM Publications**
129 Colney Hatch Ln, Muswell Hill
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+30 6981 464042
Contact: Vassilis Vlachokyriakos
Website: www.mmpublications.com

MM Publications is an international publishing house specialising in the production of ELT books and e-learning material. It was established in 1993 and has developed rapidly since then. MM Publications can be found on all continents, with offices, distributors, and agents in more than 100 countries.

**BOOTH #1009**

**Multilingual Matters**
St Nicholas House
31-34 High St
Bristol, BS1 2AW UK
+44 1173 158562
Contact: Elinor Robertson
Website: www.multilingual-matters.com

Multilingual Matters is dedicated to publishing the very best textbooks and research monographs in the fields of applied linguistics, literacy education, multicultural education, and immigrant language learning.

**BOOTH #1120**

**National Background CK**
4140 Executive Pkwy, Ste 119
Westerville, OH 43081 USA
+1 614.461.3356
Contact: Scott Montgomery
Website: www.nationalbackgroundcheck.com

National Background Check Inc. is an FBI approved channeler for expedited fingerprint background checks. Approved reasons for an FBI background check include working, traveling or visiting overseas, adopting a child, personal reasons, and reviewing or challenging information in your own record.

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**National Geographic Learning**
20 Channel Center St
Boston, MA 02210 USA
+1 617.289.7812
Contact: Beth Leonard
Website: NGL.Cengage.com/ELT

National Geographic Learning brings the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, students develop the language and skills they need to be successful global citizens and leaders.

**BOOTH #326**

**Oxford University Press**
198 Madison Ave
New York, NY 10016 USA
+1 212.726.6307
Contact: Bobby Brinson
Website: www.oup.com/elt

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 experience, expertise, and research to create resources, helping millions of English learners to achieve their potential.

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+1 770.403.2804
Contact: Staci Castleberry
Website: pearsoneltusa.com

Pearson ELT is the leading publisher of English language learning materials for adult and higher education. We focus on innovative ways of combining content, assessment, technology, and services to help teachers and students achieve their English teaching and learning goals.

**BOOTH #310**

**Pro Lingua Associates**
74 Cotton Mill Hill, Ste A315
Brattleboro, VT 05301 USA
+1 802.257.7779
Contact: Andy Burrows
Website: ProLinguaAssociates.com

Pro Lingua Associates is a publisher of ELL texts and teacher resource materials (mostly photocopyable) designed to foster student-centered language learning by students of all ages and proficiency levels anywhere. We are celebrating support for and by the TESOL community since 1980! Thank you!

**BOOTH #712**

**Project Education**
PO BOX 941766
Plano, TX 75094 USA
+1 469.878.8923
Contact: Steve Navarre
Website: projecteducation.co

The Project Education mission is simple: Provide the tools that districts need to make students successful. We have created a total solution for school districts by combining the only customizable data management platform with PD and consulting services: Data that goes beyond compliance, so educators can make it actionable.
Reading Horizons has worked for more than 30 years to provide interactive software, direct instruction materials, and PD that empowers teachers to empower ELLs with research-based strategies for learning to read the English language.

The idea of REGIPIO educational games is to stimulate language development, facilitate the educational process, and make it both natural and fun. The games foster language learning, and the teachers confirm that their students become high achievers. They are the games to make your lessons exciting and your students happy!

Let’s Talk! English is a new ESL/ELL/EFL all-electronic curriculum using our award-winning SmartClass+ Language Teaching Platform. Let’s Talk! English follows the CEFR format and includes A1, A2, B1, and B2 courses with 380+ activities per course. Courses include reading, writing, listening, and speaking activities and support for AI-based speech recognition.

Saddleback is the leader in high-interest, low-readability curriculum solutions and quality readers for struggling and at-risk learners in Grades 4–12. We create relevant and engaging materials that will actively involve and immerse students at reading levels where they can achieve success in the 21st century.

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EXHIBITORS

BOOTH #624
Sunburst Media
PO Box 2572
Sunnyvale, CA  94087-0572  USA
+1 408.245.8514
Contact: Marsha Chan
Website: www.sunburstmedia.com

BOOTH #808
Super Duper Publications
5201 Pelham Rd
Greenville, SC  29615-5723  USA
+1 864.284.4540
Contact: Kevin Stuckey
Website: www.superduperinc.com
Super Duper Publications creates, publishes, and sells educational materials, RTI programs, e-Learning software, mobile applications, print books, games, card decks, and supplies for children with special needs and language and learning delays.

BOOTH #1128
The New School
72 Fifth Ave
New York, NY  10011  USA
+1 212.229.5372
Contact: Lesley Painter-Farrell
Website: www.newschool.edu/matesol
The New School MA TESOL is a 30-credit graduate degree program that is completed entirely online or through a combination of on-campus and online courses. The program can be completed part time or full time and offers concentrations in teaching and curriculum development.

BOOTH #1020
Townsend Press
439 Kelley Dr
West Berlin, NJ  08091-9284  USA
+1 888.752.6410
Contact: George Henry
Website: www.TownsendPress.com
Townsend Press publishes vocabulary texts/ workbooks available in both print and electronic format and reading textbooks and original and classic paperbacks for Reading Levels 5–12 and above. Also available is the King Series, 85 titles for Grades K–2. Townsend Press: terrific value at affordable prices, always.

BOOTH #908
UCSD Extension
9500 Gilman Dr
La Jolla, CA  92037  USA
+1 858.534.9274
Contact: Lee Larosa
Website: http://extension.ucsd.edu/education
UCSD Extension’s Professional Certificate in Teaching English to Speakers of Other Languages (TESOL) offers coursework online. This program allows participants to acquire the specialized training and skills needed for a successful career teaching English as a second language, either in the United States or in another country.

BOOTH #507
University of Michigan Press
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Website: www.uow.edu.au
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**BOOTH #112**  
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Contact: Maggie Steingraeber  
Website: elprograms.org  
The U.S. Department of State promotes English language learning abroad by offering teaching resources at americanenglish.state.gov, publishing the English Teaching Forum magazine, and hosting cultural exchange programs. Visit our booth to learn about English Language Fellow Program opportunities for experienced U.S. TESOL professionals to complete 10-month paid teaching projects overseas.

**BOOTH #613**  
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+1 626.448.3448  
Contact: Jonathan Ruiz  
Website: www.VelazquezPress.com  
Velazquez Press promotes educational equity through academic language development, biliteracy, and family engagement. We provide word-to-word dictionaries/glossaries in 100 languages, an interactive biliteracy reading program based in authentic literature, and asset-based family and community engagement programs for ESL families.

**BOOTH #437**  
**Vista School Resources, Inc.**  
12973 SW 112th St  
#272  
Miami, FL 33186 USA  
+1 866.380.9820  
Contact: Sylvia Fumero  
Website: www.vistaschoolresources.com  
The IDEAS for College & Career Readiness Plans is the curriculum to support the transition to high school that links the foundational skills for students’ college and career paths. Students proceed on their College and Career Readiness Continuum and activate their academic and personalized goals and secondary and postsecondary paths.

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**Vocabulary Systems, Inc.**  
5733 Hollister Ave, Ste 7  
Goleta, CA 93117 USA  
+1 831.247.1379  
Contact: Heidi Brumbaugh  
Website: vocabvictor.com  
Vocabulary Systems is the maker of Vocab Victor, an innovative word-learning app for smartphones. Students learn by playing a series of word games; each game teaches a different type of word knowledge. The app is customized to each learner’s level to generate fresh, new games every time they play.

**BOOTH #508**  
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Ste 702  
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Contact: Scott Lichtenstein  
Website: www.voxy.com  
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Contact: Judy Rhodes  
Website: www.WriteMindedEducation.com  
WITS, sensory-packed manipulatives called Writing Idea Tiles®, are visual/tactile guides for teaching communication skills. All ages use this company’s patented tools for developing multineural connections with vocabulary, sentences, the 5Ws, sequencing, paragraphs, and compositions. WITS also function as graphic organizers and bridge cultural/language barriers. Amazing learning results from using WITS.
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ADVOCACY AND SOCIAL JUSTICE

WEDNESDAY

7:00 am–7:45 am
Linguistic Landscapes: Harnessing Home Language for Inclusive School Ecologies
Advocacy 101: Improving IEP Meetings for Culturally and Linguistically Diverse Students
Researching With Multilingual Students and Teachers: A Participant Solidarity Lens

9:10 am–9:30 am
The N-Word: How to Engage ELLS’ Sociocultural Understanding

11:00 am–11:45 am
Federal Update: ELLs in Adult Education
Georgia’s Systems of Continuous Improvement: Coordinating Programs to Support the Whole Child
Bilingualism and Language Revitalization in Guam and Micronesia
To Plow the Sea: Linguistic Policy in South America
Enhancing Advocacy in the Age of Social Media
Technology Education for Adult ELLs: Local Collaborations for Global Connections
Social Issues in the Classroom: Ideas From African Teachers
Supporting Immigrant Students as an Institutional Agent: Is this Enough?
Examining K-12 School Policies: ELs & Avoiding Inherent Discrimination
Humanizing the Refugee Experience: Story and Voice in Research
Everyone Should Understand: CBI Techniques to Teach U.S. Legal Rights
U.S. Federal Policy Update
Global TESOL Professionals of African Descent: Negotiating Identity and Inequity
Collaboration, Polyvocality, and Social Justice: Women of Color in Academia
What I Wish My Teachers Knew
Launching Refugee-Background Students Into College and Career
Getting Stuck in ESL: Reclassification of ELs With Disabilities
AERA at TESOL: Policy Impacts on TESOL Endorsements and Certifications
Systemic Considerations for Cultural Inclusion: Becoming a School Cultural Broker
Action Agenda Actions for the Future of the Profession
Teaching Students How to Think, Not What to Think
Race and TESOL: Having Difficult Conversations in Challenging Times
THURSDAY

7:00 am–7:45 am  Immigrant Youth Developing Language Through Narrative and Advocacy
Analyzing Science Read-Aloud Texts for Cultural and Linguistic Diversity

9:30 am–10:15 am  Hot Topics and Policy Updates From SEVP
Ensuring Academic Success for ELs Through Collaborative District Efforts
Mapa de Las Memorias: A Transnational Perspective on Learning English
Advocacy in Adult Education
Preserving the Tower of Babel: Language Diversity as Social Justice
Racialization of Teachers in Asia: Research and Action for Change
Peace Corps TEFL: Strengthening Instruction Through Teacher Communities of Practice
Lead Powerful Learning
The Refugee Experience: Embracing Diversity and Capitalizing on Community Involvement
Learning in EFL vs. Learning EFL: Reproduction vs. Transformation

11:30 am–12:15 pm  Promoting Equity Through Authentic Materials and Open Educational Resources
Interrupted Education in Diverse Migration Contexts: A 21st-Century Challenge

12:30 pm–1:45 pm  English through theatre: overcoming challenges teaching young students in Syria.
An educator in Palestine: Collaboration Under Occupation

1:00 pm–2:45 pm  Voices From Within the Margins of TESOL: An Ethnodramatic Performance
Imagining Multilingual TESOL Revisited: Where Are We Now?
Reflecting Immigrant Learners in Literature: Creating Thematic Global Bibliographies
Social Identity Theory: Implications for Social Justice in TESOL
Attaining Social Justice Through Language Advocacy Campaign Skill Development
How Can Educators Connect When Facing Occupation and Repression?
Identities, Marginalization, and Intersectionality in ELT
Sustaining Dialogues on Race and Gender in the Gulf
Responding to ESL Decision-Makers Who Consider Social Justice Taboo

5:00 pm–5:45 pm  Linguistic Landscape and Language Ideology: Implications for Philippine Multilingual Education
Plurilingual and Indigenous Pedagogies for Lifelong (English Language) Learning

APPLIED LINGUISTICS

WEDNESDAY

7:00 am–7:20 am  Teaching Contrast Expressions
Storyscapes: Situating Individual Language Learning Within Local and Global Narratives
Does Nonnativeness Still Matter in Your Academic Writing Course?

9:10 am–9:30 am  Rhetorical Moves in Research Papers: A Corpus-Based Lesson

9:30 am–10:45 am  Communication Anxiety In The ESL Classroom: From Noticing To Coping
Bridging Academic Literacy Between Home Country and Host Institute
Beyond Large Classrooms: One-on-One Small Group Conferencing

10:10 am–10:30 am  Possible L2 Selves and Career Education Exercises in English Classes

11:00 am–11:45 am  Conceptualizations and Misconceptualizations: Cultural Linguistics in the English Language Classroom
Lexical Sophistication Measurements: Applications in Teaching and Assessment
Exploring EFL-ESL Transition: First-Semester Linguistic Experiences of Chinese International Students
Envisioning TESOL Through a Translanguaging Lens
12:30 pm–1:45 pm
Intonation Tune Assignment by Nigerian English Language Teachers
Teaching TOEFL Independent Writing Task through Concept-Based Instruction
Teaching English as Lingua Franca Through Folktales and Nursery Rhymes
Incorporating Humor Competence Training into the Language Learning Curriculum
Students and Teachers’ Voices on Language Policy in Transnational University
Using Linguistic Landscape Projects to Increase Language Awareness and Learning
Strategies for Effective Communication in English as a Lingua Franca

2:00 pm–2:45 pm
EFL Learners’ Perceptions of English Accents
Peer Interaction During Multimodal Composing: Comparing Guided and Unguided Planning
Research Trends, Practices, and Trajectories in TESOL
Locating “What Matters” in Healthcare Communication
Learners in Transition: Chinese Students in Study-Abroad Contexts
Publishing Research in English: Vietnamese Doctoral Students’ Perceptions and Experiences
Discourses of Representation for Refugee-Background Learners: Empowerment and Collaboration

THURSDAY
7:00 am–7:45 am
Semantic Prosody of Reporting Verbs in University Student Writing
Recontextualization in Academic Communication: From Research Articles to Oral Presentations
9:30 am–10:15 am
Pedagogical Inquiry in English as an International Language: A Synthesis
Global Experiences With Multilingualism and Multilingual Education
Meeting of Change Agents: Bridging Between EFL Learners and Teachers
11:10 am–11:30 am
Planned Participation and Strategic Grouping: Strategies for the Mixed-Proficiency Class
11:30 am–12:15 pm
World Englishes and SLA: Establishing a Common Research Agenda
Applying Corpora Both Directly and Indirectly to ELT Internationalization of Korean Universities: Translingual Practices in Localized EMI Courses
12:30 pm–1:45 pm
Effects of Group Work Environment on Motivation and Learning Outcomes
Mother Tongue Barrier for Bangladeshi Manipuri Community in Learning ESL
Arts Integration Methodology: Changing the Face of Learning
Incorporating Global Englishes and EIL Into Pedagogical Practice
Leveraging Translanguaging in Role-Plays
L1 and L2 Reading Attitudes Among Chinese-American Children
The Value of Corpus Linguistics for ESP Writing Instruction
Identity and Investment in English for “Plus-Ones”:
Initiating, Sustaining, Transforming
Neoliberal Language Policy as Cultural Reproduction: A Case of Nepal
Teaching Critical Thinking Using Semantic Hedges
Accents and Workplace Listening Comprehension of Thai Undergraduates
Building Bridges: Language and Play in the Classroom
Interweaving Teaching and Student-Centeredness Within Small-Group Activities

FRIDAY
7:00 am–7:45 am
“Could You Maybe...?”: Indirect Communication in the L2 Classroom
Let’s Guide Our Students to Writing Proper Emails
9:30 am–10:15 am
Awareness and Intervention: The Frustrated Learner and Teacher
Impact of Elite Class Performance on L2 Identity Reconstruction
TIRF: Where Global Meets Local in International Research and Publications
10:30 am–11:15 am
Flow Experience During Group Work in the Japanese EFL Classroom
Student-Professor Role-Plays: Transferring Skills to the Broader Nexus
11:30 am–12:15 pm
Corpus Linguistics and TESOL: Doing What Works
Instructed SLA and Universal Grammar: Acquiring Articles and Noun Types
Learner Engagement and Subjective Responses to Tasks in EFL Contexts
12:30 pm–1:45 pm
Intercultural Communication Training for Chinese Aviation Students
Variability Meets Variation: Exposure to Multiple Accents Improves Listening Comprehension
Language Attitude of Siraiki Ethnolinguistic Community and the Future Predictions
Effect of Bullying-Victimization on EL Attitudes and Motivational Self-System
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<th>Time</th>
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<tr>
<td>1:10 pm–1:30 pm</td>
<td>Teaching With CROW: L2 Writers and Reporting Verb Use</td>
<td>9:40 am–10:00 am</td>
<td>Scaffolding Heard Content for Paraphrasing: From Understanding to Production</td>
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<td>2:00 pm–2:45 pm</td>
<td>Peer Review in L2 Writing Instruction: Noticing, Metalanguage, and Accuracy</td>
<td>11:00 am–11:45 am</td>
<td>Engaging and Empowering Language Learners</td>
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<td>3:00 pm–3:45 pm</td>
<td>How Can Japanese EFL Learners Change Their Study Habits?</td>
<td>11:40 am–12:00 pm</td>
<td>Innovative CBI: Toward Strong Collaboration in Higher Education</td>
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<td>3:00 pm–3:45 pm</td>
<td>Translanguaging: A Russian-American Experience</td>
<td>12:00 pm–12:45 pm</td>
<td>ESL and Math Teachers: A Shared Responsibility</td>
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<td>4:00 pm–4:45 pm</td>
<td>Disentangling Strategies From Self-Directed Learning: Introducing a New Model</td>
<td>12:30 pm–1:45 pm</td>
<td>Investigating Environmental Sustainability Through PBL</td>
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<td>5:00 pm–5:45 pm</td>
<td>Improving Community College EL Outcomes: From Placement to Transfer</td>
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**CONTENT- AND LANGUAGE-INTEGRATED APPROACHES**

**MONDAY**

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<th>Time</th>
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<tr>
<td>9:00 am–4:00 pm</td>
<td>Integrative Language Skills Development Through Games, Activities, and Discussions</td>
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<td>9:00 am–4:00 pm</td>
<td>Designing High-Quality Mathematics Lessons for Language and Content Development</td>
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<td>5:00 pm–9:00 pm</td>
<td>Creating Service Learning–Enhanced EAP Courses: The Process From A–Z</td>
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**TUESDAY**

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<th>Time</th>
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<tr>
<td>9:00 am–4:00 pm</td>
<td>Planning for the Success of ELLs in Academic Content Classes: What Works?</td>
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<td>1:00 pm–5:00 pm</td>
<td>Teaching to Strengths: Supporting Students Living With Trauma and Stress</td>
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<td>Long-Term ELs: Strategies for Shared Responsibility Across Content Areas</td>
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**WEDNESDAY**

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<th>Time</th>
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<td>7:00 am–7:20 am</td>
<td>Sell Snake Oil and Enhance Fluency Listening and Speaking</td>
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<td>Understanding the English Side of Dual Language/Bilingual Immersion</td>
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<td>Student Input on Activities and Excursions in English for Tourism</td>
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<td>How to Motivate Reluctant Adult Learners to Speak English</td>
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<td>The Skillful Approach to Teaching Critical Thinking</td>
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<td>9:30 am–10:45 am</td>
<td>Bridging CILL with Math Standards through Instructional Practices.</td>
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<td>Using Artworks in Building Language and Analytical Skills</td>
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<td>STEAM: Adding Art to a STEM Curriculum</td>
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<td>A Study of Content and Language Integrated Learning in Taiwan</td>
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**THURSDAY**

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<th>Time</th>
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<td>7:00 am–7:45 am</td>
<td>Math: The Not-So-Universal Language for ELs</td>
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<td>Get Your Students Speaking With “Let’s Talk!” English Multimedia Curriculum</td>
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<td>8:40 am–9:00 am</td>
<td>Memorable Moderator Introductions</td>
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9:30 am–10:15 am Language-Related Challenges of English-Medium Instruction and CLIL Students
Developing Career Pathway Courses: Integrating Job Training With English Instruction
Supporting ELLs in the K–12 Classroom With Authentic Content
Toward Purposeful Education: Best Practices in Science CLIL Classrooms

10:10 am–10:30 am Songs and Stories as Meaningful Input for Young EFL Learners

10:30 am–11:15 am Teaching Discipline-Specific Concepts From an EAP Perspective
Translanguaging in English-Medium Instruction Classrooms in Nepal
Supporting Higher Order Academic Skills

11:30 am–12:15 pm Breaking Down Borders: Linking ESL Classes to Content Credit Classes
An Alternative Pedagogical Approach for Internationally Trained Healthcare Practitioners From Data to Decisions: EMI Lecturer Language Assessment and Support
Scaffolding Access to Complex Content Across Modalities

12:10 pm–12:30 pm Hats Off to Teaching Critical Thinking Skills More Effectively

12:30 pm–1:45 pm ESP Protecting World Heritage: Park Rangers at Cambodian Temples
Immigration: Exploring the Past to Understand the Present
ESP in the Low-Level ELF Context: A Case Study
English, Culture, and Communicating Science: A Pilot Course for ITAs
Developing Learners’ Responsibility and Autonomy in the ELT Classroom
ESP and EAP in a Globalized World: Prospects and Possibilities
Newcomers: In Their Shoes
Hiring and Onboarding Instructors for ESP in an Academic Setting
Helping Students Move From Dependence to Independence Through Peer-To-Peer Teaching
2:40 pm–3:00 pm A Symphony of Intelligences: Book Soundtracks for Reading Class
4:00 pm–4:45 pm Applying The 6 Principles to ESP Course Design and Delivery
The 6 Principles at Work at a Community College
CBI for Mathematics and Science Teachers: PD in Tanzania
Page to Stage: Dramatizing Literature for Language and Life Skills

5:10 pm–5:30 pm Perceptions of Lecturers and Students Toward EMI in Higher Education
Preparing Preservice Teachers for Linguistic Diversity: Translanguaging in Children’s Books

FRIDAY
7:00 am–7:45 am How a Content Teacher Becomes a Language Teacher for ELLs
Leveraging English Language Skills for Ugandan Youth Socioeconomic Empowerment
Individual vs. Group PBL: A UAE Case Study

9:10 am–9:30 am Transcultural and Intertextual Meme Analysis/Creation in ELT Classroom
9:30 am–10:15 am Adapting the Human Library™ to Foster Cultural Exchanges
Common CLIL (Mis)conceptions: Fact or Fiction?
International Collaboration Meets PBL in East Africa
Skills-Focused Volunteering and Fundraising Projects

10:40 am–11:00 am Designing Drama-Based Instruction to Promote Content-Area and Language Learning Objectives
11:30 am–12:15 pm Integrating Mental Health and Self-Care Skills Into General ESL Instruction
What Are Current Best Strategies for Working With Content Specialists?
Academic Writing Instruction for Bilingual/Multilingual Students

12:10 pm–12:30 pm Using Student Poster Presentations in Any Classroom
12:30 pm–1:45 pm Encouraging Adult English Learners to Help Children Become Bilingual
Not Just Green, but Global: Education for Sustainability in ESL
Self-efficacy and Goal Orientations of College-level ELLs in STEM Majors
Modern-Day Fairy Tales: A Nexus for Language, Content, and Culture

1:40 pm–2:00 pm Teaching ESP When You Are Not a Specific Purpose Expert
Preparing for the Future in Palestine
Collaboration and Coteaching Partnerships: Teaming Up to Serve ELs

3:00 pm–3:45 pm Newcomer ELs in Mainstream Classrooms: Discussing Problems and Brainstorming Solutions
Arts-Based Interviews Mapping Personal Narratives of Movements

4:00 pm–4:45 pm The Superpowers of ESL Teachers in Today’s Adult Education Landscape
Language Training for Disaster Relief: A Case Study in CBI
EL Participatory Practices in More or Less Linguistically Integrated Classrooms
## Culture and Intercultural Communication

### Monday

- **Cinderella Rocks! Fairy Tales in Low-Tech, Economical PBL**
- **Intercultural Competence: A Toolbox to Go Global and Live Local**

### Wednesday

- **7:00 am–7:20 am**  
  Learners as Ethnographers: Promoting Critical Intercultural Awareness in Academic Socialization
- **7:00 am–7:20 am**  
  Investigating Interculturality Development of Student Sojourners in the Academic Environment
- **7:00 am–7:20 am**  
  Translingual Literary Public Pedagogy: Learned Limits and Limitlessness
- **7:00 am–7:20 am**  
  Beyond Cross-Cultural Understanding: Preparing Tomorrow’s Language and Culture Educators
- **9:30 am–10:45 am**  
  Holidays, a Valuable Cultural Tool in ELT
- **9:30 am–10:45 am**  
  Mode-Shift: Changing Roles of Instructors in Global Education Environments
- **10:40 am–11:00 am**  
  The Power of Languages in the Newcomer ESOL Classroom
- **11:00 am–11:45 am**  
  Small Talk Adds Value to the L2 Classroom
- **11:00 am–11:45 am**  
  Supporting Linguistic Inclusivity in Higher Education: Implementing Strategic Initiatives
- **11:10 am–11:30 am**  
  Cross-Cultural Perspectives on Academic Integrity in the University Classroom
- **12:00 pm–12:45 pm**  
  50 Years: English Language Fellows in East Asia
- **12:00 pm–12:45 pm**  
  Looking at Refugee Children’s Language Learning and Funds of Knowledge
- **12:10 pm–12:30 pm**  
  International Students’ Cultural Identity Construction in the USA
- **12:30 pm–1:45 pm**  
  Integrating Rhetorical and Discourse strategies into Second-Language Writing Courses
- **12:30 pm–1:45 pm**  
  English for Campus and Community Engagement: Class Design and Implementation
- **12:30 pm–1:45 pm**  
  Parental Language Ideologies and English-Only Family Language Policy
- **12:30 pm–1:45 pm**  
  Developing Student Resourcefulness and a Global Mindset through Community Interactions
- **12:40 pm–1:00 pm**  
  An Exercise in Empathy: Sociodrama in the ESL Writing Classroom
- **1:00 pm–1:45 pm**  
  The Play’s the Thing: An Academic-Theater Nexus

### Thursday

- **7:00 am–7:20 am**  
  Studying English With Variety and History
- **9:30 am–10:15 am**  
  “Am I a Good Student?”: Participation Expectations and Student Identity
- **11:30 am–12:15 pm**  
  Teach Abroad With the English Language Fellow Program
- **12:30 pm–1:45 pm**  
  What Chinese International Students Think about English Names
- **12:30 pm–1:45 pm**  
  Tapping into Potential of Intangible Cultural Heritage(ICH) in ESL Classroom
- **12:30 pm–1:45 pm**  
  The English That Makes Teenage War Survivors Laugh and Play
- **12:40 pm–1:00 pm**  
  Cultivating an Identity in Teaching: The Teaching Experiences of ITAs
- **12:40 pm–1:00 pm**  
  Flipping the Classroom to Improve Intercultural Competence in Large Classes
- **1:00 pm–1:45 pm**  
  Awareness and Attitudes Toward Intercultural Competence in EAP Policies/Practices
- **1:00 pm–1:45 pm**  
  Helping IEP Students Communicate Openness to Future U.S. Classroom Diversity
U.S. University Academic Language Socialization: Problems and Possibilities

1:40 pm–2:00 pm Moana and Beyoncé Teach ESL: Designing Pop Culture Theme Semesters

2:00 pm–2:45 pm 50 Years: English Language Fellows in the Middle East

Critical and Creative Thinking With National Geographic Learning

2:10 pm–2:30 pm ESL Students’ Peer Relations: Agent-Based Modeling and Network Analytics

3:00 pm–3:45 pm Combating the Legacy of the Native Speaker Myth Translingual Transcultural Competence Among Chinese College Students

Reflexive Practice in Intercultural Learning: 4 Views

3:10 pm–3:30 pm Student Generated Documentaries: Community Engagement Projects

3:40 pm–4:00 pm The Degree of Importance of Communication in Business

4:00 pm–4:45 pm Exploiting Contextualized Role-Plays to Raise Young Learners’ Cultural Awareness

5:00 pm–5:45 pm Teaching Teamwork Skills for Successful Group Work Bridging Gaps: Academic Help-Seeking as First Step to Critical Thinking

From Physical Neighborhoods to Virtual Communities: A Linguistic Landscape Project

FRIDAY

7:00 am–7:20 am Using Podcasts to Enhance Intercultural Communicative Competence in EFL Students Negotiating the Discursive Intersections of Intercultural Communication: Preparing Critical Teacher-Scholars

9:30 am–10:15 am Engaging University IEP Students as Partners to Advance Cross-Cultural Understanding Drama in Language Teaching for All Levels of Teacher Expertise

9:40 am–10:00 am Culture Chat: Using Facilitated Discussions to Unite Students on Campus

10:10 am–10:30 am Holy Cow! Time to Teach Swearing in ESL Classrooms

10:30 am–11:15 am Creating a Culturally Responsive Curriculum for Effective Language Learning

50 Years: English Language Fellows in South and Central Asia

11:10 am–11:30 am Living in America: ESL Student Perspectives on Controversial Social Issues

11:30 am–12:15 pm Interculturality, Intercultural Dialogue, and Cultural Proficiency in Colombia

11:40 am–12:00 pm The Assessment of Intercultural Competence

12:30 pm–1:45 pm Elevating Older Adult Learners as Cultural Informants Curriculum Proposal for Using Memoir to Build Community

1:40 pm–2:00 pm Promoting L2 Socialization Through Course Projects 50 years: English Language Fellows in the Americas The Evolution of Culture in 2 Language Teacher Education Textbooks

1:10 pm–1:30 pm From Culture to Classroom: Queer Eye Discussion Circles

2:00 pm–2:45 pm Academic Socialization of Russian MA TESL Students at U.S.-Based Universities Assessing Intercultural Competency In Your Context Mitigating Culturally Sensitive Student Trauma

2:10 pm–2:30 pm No Second Chance for First Impressions: Creating Culturally Responsive Classrooms

3:00 pm–3:45 pm A Literacy of Race, Culture, and Identity for ESL Classrooms Perceptions, Policy, and Practice: IEPs in the Global Market

4:00 pm–4:45 pm Developing Higher Order Thinking Skills Through Multimodal Analysis

5:00 pm–5:45 pm What Happens in a Week? Prearrival Training for International Undergraduates Poem Project Connects International ESLs to the Local Community

DIGITAL LEARNING AND TECHNOLOGIES

MONDAY

1:00 pm–5:00 pm Incorporating Extended Reality Into Language Learning for Older Learners Learning Local, Going Global: Engaging Multilingual Students Through Youth Media

TUESDAY

8:00 am–12:00 pm Jump-Start Flipped Learning: From Nuts ‘n Bolts to Creative Implementation

1:00 pm–5:00 pm Scaffolding Information Literacy Skills by Flipping in the EAP
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<th>Time</th>
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<td>7:00 am–7:45 am</td>
<td>Digging Into Computer-Based Research With Newcomers</td>
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<td>9:30 am–10:45 am</td>
<td>Investigating the Effects of Dual-Language Subtitles on EFL Vocabulary Learning</td>
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<td>11:00 am–11:45 am</td>
<td>Artificial Intelligence for Teachers: Theory Into Practice</td>
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<td>12:30 pm–1:45 pm</td>
<td>What edtech to use? Preferences of Japanese business majors</td>
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<td>3:00 pm–3:45 pm</td>
<td>Building a Digital Toolkit: Implications in Central Asia and Beyond</td>
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<td>4:00 pm–4:45 pm</td>
<td>&quot;The Cultural Bridge&quot;: Remote Teaching Between Peru and the USA</td>
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<td>4:10 pm–4:30 pm</td>
<td>Kahoot! and TED-Ed: Gamification and Academic Listening Activity for EAP</td>
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<td>5:00 pm–5:45 pm</td>
<td>Technology-Enhanced Curriculum Development: A Focus on the ESP Tertiary Context</td>
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<td><strong>THURSDAY</strong></td>
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<td>7:00 am–7:20 am</td>
<td>Kahoot: The Ultimate Engaging and Powerful Tool for ELs</td>
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<td>Video Dramas for Language Learning</td>
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<td>Design Thinking Tools to Revamp Online Teacher Education Courses</td>
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<td>2 Extensive Reading Platforms Merged: MoodleReader and MReader</td>
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<td>12:30 pm–1:45 pm</td>
<td>Recreating the Cockpit: Designing an Aviation English Online Program</td>
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<td>2:00 pm–2:45 pm</td>
<td>Technology on Education in Iraqi Kurdistan Region Sulaimaniyah Province Schools</td>
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<td>3:00 pm–3:45 pm</td>
<td>MOOCs, Social Media, Meaningful Communication, and Language Learning</td>
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<td>4:00 pm–4:45 pm</td>
<td>Online Resources and Strategies to Build Confidence in Academic Study</td>
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<td><strong>FRIDAY</strong></td>
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<td>Fostering Dynamic Collaboration Through ELLs’ Use of Online Resources</td>
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<td>Video Dramas for Language Learning</td>
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<td>Complement Your Curriculum With Content From ESLibrary.com</td>
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<td>Effects of Cell Phone Usage on ESL Classroom Interaction</td>
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<td>Online Tools Can Enhance ELLs’ Performance in Paraphrasing</td>
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<td>Digital Classroom Observation: Learn English With TED Talks</td>
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<td>Mobile Messaging Systems in 21st-Century EAP Classrooms</td>
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<td>Elements of a Successful Program Blog</td>
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<td>Finally! An Easier-to-Use Corpus to Transform your Teaching</td>
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<td>Using and Assessing Digital Storytelling in the TESOL Classroom</td>
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<td>Multimodal Design: Supporting ELs’ Translocal and Transnational Learning Through Technology</td>
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<td>Teaching Lower Level Research and Presentation Skills by Creating Infographics</td>
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<td>Teaching English for Academic Purposes With Hyperdocs</td>
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<td>New Hopes and New Dreams: The Future of Online Education</td>
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<td>Just Do It! Creating Your First YouTube Video Lesson</td>
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<td>A College-Level Writing Project That Incorporates Automatic Essay Feedback</td>
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<td>Complement Your Curriculum With Content From ESL Library</td>
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<td>iWeb Corpus: One-Stop Shop for Vocabulary Teaching and Learning</td>
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<td>Using Slack to Build Community in Online Language Learning</td>
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<td>Experiencing Gamification Through Technology in the Sheltered ELL Newcomer Classroom</td>
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<td>Fostering Digital Environments to Engage ELs in Generative Learning</td>
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<td>5:00 pm–5:45 pm</td>
<td>From Papers to Pictures: Mentoring ESL Students With Multimodal Projects</td>
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<td>9:40 am–10:00 am</td>
<td>Mobile-Assisted Language Learning: Self-Assessment Activities in EFL Classes</td>
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<td>Sophisticated Lexical Collocation Use in a 1st-Year Composition Programme</td>
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<td>Empowering Learners Through Effective Assessment and Feedback Techniques</td>
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<td>12:00 pm–12:45 pm</td>
<td>Native and Nonnative Teachers’ Assessment of L2 Writing</td>
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<td>Toward detailed feedback: Creating cognitive diagnostic tests</td>
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<td>Making Sense of Online Assessment and Engagement Tools</td>
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<td>Evaluating IEP Effectiveness: Comparing Student’s Level Advancement With Proficiency Development</td>
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<td>What’s the Word? Assessing Vocabulary Size and Depth</td>
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**THURSDAY**

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<tr>
<td>7:00 am–7:45 am</td>
<td>Directed Self-Placement for ESL/Multilingual Students in Writing Programs</td>
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<td>9:30 am–10:15 am</td>
<td>Grading Group Work and Other Real-world Assessment Challenges</td>
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<td>10:30 am–11:15 am</td>
<td>Crafting Authentic Reading Assessments: From Passage Selection to Test Design</td>
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<td>10:40 am–11:00 am</td>
<td>Maximize Students’ Participation Through Informal Assessments</td>
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<td>11:30 am–12:15 pm</td>
<td>Does Interviewer Behavior Affect ITA Self-Perception During Oral Assessment?</td>
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<td>11:40 am–12:00 pm</td>
<td>Research-Based Proposal to Enhance Student Assessment Literacy</td>
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<td>12:30 pm–1:45 pm</td>
<td>Classroom-Based Assessment Practices in the Saudi Higher Education Context.</td>
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<td>Developing a multinational cadre of language proficiency testers</td>
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<td>Collaborative Diagnostic Writing, Involving Student Dilemmas, and Critical Thinking</td>
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<td>Revised Michigan English Test: Considerations for the Higher Education Sector</td>
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<td>Context-Based Lesson Plans for Teaching TOEFL and SAT</td>
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<td>2:00 pm–2:45 pm</td>
<td>AY8T Series Presentations and Rubric: Empowerment Tools for International Students</td>
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<td>Standards-Based Assessment for ESL/EFL Program Accreditation</td>
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<td>Assessing ELs With Significant Cognitive Disabilities</td>
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4:00 pm–4:45 pm  Single-Point Rubrics: Why Less Is So Much More
Incorporating Technology Into ESOL Writing Rubrics
Maximizing Student and Teacher Agency Through Equitable Formative Assessment Practices

FRIDAY
7:00 am–7:45 am  Assessing EL Language Proficiency Using Personal Narratives
Instructor-Generated Orthographic Assessments in Intensive English Classes

8:40 am–9:00 am  Find Your Partner! Formative Assessment by Getting Into Groups

9:30 am–10:15 am  BEST Assessments Family Updates: BEST Plus 3.0/
BEST Literacy 2.0
Support of Learning via Online Formative Assessment Techniques
Integrated Performance Assessment for EFL learners
Language Assessment Literacy Development: Current Status and Future Directions
Developing Effective Item Analysis: Focusing on Item Difficulty
Using Rubrics to Evaluate and Improve Students’ ESP Writing

11:30 am–12:15 pm  Alliances With ELs: Goal-Setting as a Tool for Empowerment
Exploring the Reliability and Predictive Power of ELL Assessment Tools
Practical Teaching Activities for the International English Language Testing System

12:30 pm–1:45 pm  Exam Wrappers: Effective Tool to Promote Language Learner Autonomy
Developing Rubrics for an Outcomes-Based Curriculum
The Bilingual Dictionary Accommodation for English-Language Learners in Elementary Schools

2:00 pm–2:45 pm  Revising and Aligning Curriculum to International Scales to Drive Progress
Reflecting on Assessment

2:40 pm–3:00 pm  More Than a Face: Assessing Students’ Needs on the Get-Go

3:00 pm–3:45 pm  Comparing Text Difficulty for Reading Assessments

4:00 pm–4:45 pm  Measuring Learners’ Reading Levels Through Vocabulary Aligned With ER Central
Scaffolding Learners to Perfecting Language: Judgmental Versus Constructive Evaluation
Designing Flexible Placement Tests for Adult ELLs

LISTENING, SPEAKING, AND PRONUNCIATION

MONDAY
9:00 am–4:00 pm  Practical Approaches to Teaching Pronunciation

TUESDAY
8:00 am–12:00 pm  Get Them Talking: Using Cooperative Learning to Increase Academic Language
9:00 am–4:00 pm  Essentials of Pronunciation Teaching and Learning
Motivation, Participation, and Ongoing All-Skills Practice via Process-Drama

WEDNESDAY
7:00 am–7:20 am  Surprises Make Listening and Speaking Fun and Engaging
Oral Error Correction in the Classroom: What Works
Assessing Speaking With Flipgrid
IEP Learners’ Self-Correction Profiles During an Oral Production Task
An Exploration of Listening Strategy Use and Proficiency in China

9:30 am–10:45 am  A System for Evaluating Computer-Assisted Pronunciation Teaching Software
Extensive practice logs: beating routine and increasing complexity
Localizing Speaking and Listening Pedagogy: Lessons and Activities that Work

10:10 am–10:30 am  Preparing Pathway Students for Academic Discourse: Structured Group Share Projects

12:30 pm–1:45 pm  Effect of Online Peer Feedback on Intelligibility of Same-L1 Speakers
Empowering ITAs to Build Oral Communication Skills and Confidence
Prosody and Politeness in 3 Dialog Acts
Bottoms Up: Reconceptualizing Academic Listening Pedagogy
Creating Bottom-Up and Top-Down Academic Listening Materials
Teaching Pragmatics Through Theatre
Creative Activities for Improving Public Speaking Skills
Instructional Models and Priorities for Teaching Pronunciation Revisited
Speaking Skills and Scripts: Using Plays in Class
Reflective Speaking Activities for Overcoming Language Plateaus
Do Talk to Strangers: Contact That Builds Confidence

5:00 pm–5:45 pm  Pronunciation Teaching Approaches: Considering the Options

5:10 pm–5:30 pm  Teaching Discussion Skills to Japanese Science and Engineering Students
THURSDAY
7:00 am–7:45 am Notetaking Strategies for the Age of PowerPoint
Stressing Stress in the Academic ESL Classroom
8:40 am–9:00 am Structuring Extensive Listening With Listening Circles
9:30 am–10:15 am Building Academic Discussion Skills With and for Lower Level ELLs
Teaching Pronunciation With Picture Books
10:10 am–10:30 am Visualizing Spoken English With Schwa’d Sentences and Mysterious Phrases
10:30 am–11:15 am The World’s a Stage: Gaining Speaking Confidence Through Virtual Reality
11:30 am–12:15 pm The World’s a Stage: Gaining Speaking Confidence Through Virtual Reality
11:30 am–12:15 pm Review of Current Theory and Research on L2 Pronunciation Pedagogy
Reductions, Trimming, Blending, Oh My: Online Tools to Improve Listening
Using Listening Standards to Plan Instruction
12:10 pm–12:30 pm Teaching the Prosody of Positive Assessments
12:30 pm–1:45 pm Communicating STEM to Non-Experts: Discourse Activities for ITAs
12:40 pm–1:00 pm Task-Based Pronunciation Instruction: Word Stress and Beyond
1:00 pm–1:45 pm Naturalization 101: Overview of the Naturalization Process
Pronunciation Teacher Education: Developing a Rubric to Track Teacher Learning
Teaching Intonation Through Discourse in the Adult ESL Classroom
2:00 pm–2:45 pm A Study Circle to Improve Adult ESL Teachers’ Pronunciation Expertise
Basic Haptic Pronunciation Teaching
2:10 pm–2:30 pm Readers Theater and Pronunciation Skills Development: Experiencing the Nexus
3:00 pm–3:45 pm Communication Card Games Promote Listening, Pronunciation, Grammar, and Vocabulary
Six Instrumental Strategies to Revolutionize Academic Listening Pedagogy
Pronunciation, Intelligibility, and Comprehensibility: Dealing With Accent Prejudice
Color It Out!: A Compelling Pronunciation Literacy Game for Everyone
5:00 pm–5:45 pm Preparing Students to Speak in Academic and Professional Contexts
9:30 am–10:15 am Tutoring: Empowering for Both Preservice Teachers and ESL Learners
10:30 am–11:15 am How to Cocreate and Use Stories for Optimal Acquisition
11:10 am–11:30 am The Power of Prompts: 4 Prompt Points for Pronunciation
11:30 am–12:15 pm The U.S. Naturalization Test: Teaching Objectives
12:30 pm–1:45 pm Engaging Metacognitive Listening Comprehension through Podcasts
Building Aural, Oral and Cultural Competency: Field-study Journeys into History
Social Justice, Stereotypes and Taboos: Topics in Oral Communication
Best Practices in Teaching Vocabulary in the Academic Speaking Class
Themed Discussions Led by Student Teams: Enhance Motivation and Confidence
1:40 pm–2:00 pm Drama Imitative Techniques Using Video Clips in the Pronunciation Classroom
2:00 pm–2:45 pm Creating Community Through Communication Strategies for Adult Learners
Helping Young Learners Overcome English Pronunciation Challenges
2:10 pm–2:30 pm Teaching Pronunciation: Sequencing Prosodic Features Within Authentic Tasks
3:00 pm–3:45 pm Fostering Communication During Service-Learning: Goals, Strategies, and Outcomes
Shared Opportunities for ITA Trainees and ESL Listening Students
Using Listening Content Standards to Enhance ESL Instruction
Pedagogy and Technology Nexus: Teaching Note-Taking in 21st-Century Classrooms
The Say Mold Story: Coaxing the Emma Cross the Border
Using Mindfulness Strategies to Lessen Foreign Language Speaking Anxiety
Sustaining Conversations: Creating Opportunities to Say More With Less
Cracking the Fossil: Helping ITAs Who Don’t Succeed

FRIDAY
7:00 am–7:45 am Enhancing the Authenticity of Oral Skills Instruction With Pragmatics
High-Variability Phonetic Training: The Missing Block in Teaching Oral Communication
9:10 am–9:30 am The Sweet Spot: Oral Feedback That Prompts Changes (and Smiles)

MATERIALS DEVELOPMENT AND PUBLISHING
WEDNESDAY
10:40 am–11:00 am Homework Packets That Extend and Motivate Student Learning
11:00 am–11:45 am Making Global Open Educational Resources Locally Adaptable
12:00 pm–12:45 pm Combining Text and Visuals: Desirable Difficulty or Cognitive Overload?
12:30 pm–1:45 pm  Global Accessibility Principles for Online Content Development
Beginner’s Guide to Creating and Adapting Open Course Materials

THURSDAY
9:30 am–10:15 am  Developing a Bilingual Thematic Vocabulary Workbook
10:30 am–12:15 pm  Current Trends in ELT Publishing
12:30 pm–1:45 pm  Understanding Aircraft Maintenance Manuals in Aviation: Training Applications in TESOL
Creating ELT Materials Using Open Educational Resources Corpora
3:00 pm–3:45 pm  Creating e-Coursebooks for Teaching Area Studies
Developing Materials for Social Responsibility, Equity, and Social Justice
3:40 pm–4:00 pm  Improving Visual Design: Tips for Creating and Using Effective Materials

FRIDAY
9:30 am–10:15 am  Creating Engaging Content for Online Teaching Contexts: Design and Use
10:10 am–10:30 am  Putative Confronting Forces: Enhancing English and Maintaining Thai Identity
11:30 am–12:15 pm  Teacher-Created Course Packets Combat ESL Students’ Lack of Textbooks
12:10 pm–12:30 pm  Marketing and Promotion for Materials Writers
12:30 pm–1:45 pm  Directions in Materials Design: The Local/Global Dichotomy
Creating Materials With a Focus on the Students’ Native Culture
Materials Writers Are Entrepreneurs

WEDNESDAY
7:00 am–7:45 am  Learning How to Lead EL Family and School Engagement
9:30 am–10:45 am  Activate Your IEP Classroom: 6 Ideas to Promote Student Engagement
Increasing Female Teachers’ Participation in Training Sessions
Cross-Cultural Collaboration in ELT: From One Georgia to the Other
Empowering Students’ Autonomy in Secondary and Post-Secondary ELL Classrooms.
11:00 am–11:45 am  The Local-Global Nexus: Increasing Accountability in Webinars
Developing English Teacher Mentor Programs: A Global Perspective
We Did It Our Way! Self-Directed and Informal PD
Enhancing Teaching Effectiveness Through Teachers’ Self-Efficacy Development
Empowering Global TESOL Leaders in a Local Context

PERSONAL/PROFESSIONAL DEVELOPMENT AND CONTINUING TEACHER LEARNING

MONDAY
Reflective Supervision for Teacher and Supervisor Learning

TUESDAY
8:00 am–12:00 pm  The GO TO Strategies: Guiding Teachers to Scaffold Content Language
Teachers’ Narratives: Sharing Classroom Experiences as PD
9:00 am–4:00 pm  Teaching and Tutoring Emergent Readers With Refugee Backgrounds
Research Mentoring Workshop for Novice Researchers: Connecting Teaching and Research Effective Lesson Observation: More Than Meets the Eye

WEDNESDAY
2:00 pm–2:45 pm  Workception: Planting Long-Lasting Ideas
2:10 pm–2:40 pm  Locally Contextualized Continuing PD for African Teachers
Enhancing Conditions for ITA Learning and Teaching: Applying TESOL Principles
Teacher Training: What Is Needed for Exemplary Teaching of ELs?
3:00 pm–3:45 pm  Writing a Teaching Philosophy Statement: Research-Based Tips and Recommendations
Japanese Lesson Study as a Method for Improving Instructional Practice
Engaging Undergraduates in ITA Programs: PD and Community Impacts

2019 TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO
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<tr>
<th>Time</th>
<th>Thursday</th>
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<tr>
<td>7:00 am–7:45 am</td>
<td>Meeting Students’ Needs: Exploring University-School District Partnerships in TESOL</td>
<td>Strategies to Help Shy and Introverted Teachers Thrive</td>
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<td>9:30 am–10:15 am</td>
<td>The Humanizing Power of Counterstories: Understanding ELLs in Rural Settings</td>
<td>Reflective Conversation Model of Language Teacher Identity Development</td>
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<td>TESOL Research Fair: TESOL Research Agenda and Future Research Priorities</td>
<td>Key Concepts in SLA for Classroom Teachers</td>
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<td>Building an E-Partnership for ELs’ Transition and Success</td>
<td>ELT in Romania: What Can We Learn?</td>
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<td>Mastering the Vocabulary of School: Insights From Research and Practice</td>
<td>The GO TO Strategies: Applying TESOL’s 6 Principles in K–12</td>
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<td>Emotional Labor and Language Teacher Identity: Taking an Affective Turn</td>
<td>Audio-Video and Narrative for Extrinsic and Intrinsic Motivational Practices</td>
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<td>11:30 am–12:15 pm</td>
<td>Effective PD in Adult ESOL Education: Application Is Key</td>
<td>9:40 am–10:00 am How and Why We Can Queer the Adult ESOL Classroom</td>
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<td>6 Principles, 3 Perspectives: Adopting-Adapting in an EFL Context</td>
<td>10:30 am–11:15 am Motivation, Emotion, and Meaning: Affective Engagement for Effective Teaching</td>
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<td>Infusing Career Preparation Into Teacher Education Programs</td>
<td>11:00 am–12:45 pm From Practice to Publication: Guiding Teachers and Graduate Students</td>
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<td>12:30 pm–1:45 pm</td>
<td>Teaching Critical Thinking Skills in the EFL/ESL Classroom</td>
<td>11:30 am–12:15 pm From Local Teacher to Global Trainer: PD Opportunities Online</td>
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<td>Defense Language Institute English Language Center Information Session</td>
<td>ELT PD in Latin America: Challenges and Opportunities</td>
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<td>Professionalizing Your English Language Teaching</td>
<td>12:30 pm–1:45 pm Who is a Modern ESP Teacher: a National Survey</td>
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<td>Building Capacity From Within: The Nexus of Administration and Faculty</td>
<td>Phenomenological Approach to Reflective Practice: Examining Internal Struggles of Teachers</td>
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<td>A Turn to Self: Illuminating Teacher Educators’ Identities and Pedagogies</td>
<td>Personal Practical Knowledge in ELL Teacher Professional Development</td>
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<td>IATEFL: Introduction and Networking</td>
<td>Empowering Nepalese Female EFL Teachers through Professional Development Opportunities</td>
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<td>Perspectives on Teacher Research: Processes and IATEFL at TESOL</td>
<td>International Teachers’ Beliefs about Language Learning</td>
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<td>Distance Learning: Taking Global Training Into the Local Classroom</td>
<td>ESOL Teacher Development in Fellowship Abroad Programs</td>
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<td>Peer Observation and Feedback: A Collegial Approach to Teacher Learning</td>
<td>Panama Language Reform: Success Stories From a Changing Environment</td>
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<td>Demystifying the Academic Publishing and Review Process</td>
<td>Capacitating EL Teachers in Rural Contexts</td>
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<td>An Exercise in Humility: Spanish 301</td>
<td>2:00 pm–2:45 pm Transitioning From ESL to Degree: University Faculty Perspectives</td>
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<td>Being a Reflective Practitioner and Scholar in TESOL: Methodological Considerations</td>
<td>“The Change Makers”: Investigating Teachers’ Implementation of Curriculum Change</td>
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<td>4:10 pm–4:30 pm</td>
<td>Making the Most of Textbook for College-Level EFL Learners</td>
<td>Emergence and Growth of Leadership in Language Teacher Associations</td>
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<td>5:00 pm–5:45 pm</td>
<td>A Practical Guide to Creating Collaborative Mini-PD Conferences</td>
<td>Keeping Up Conference Momentum: Managing Your Own Ongoing PD</td>
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<td>Coteaching in the Context of English Language Development Instruction</td>
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<td>Language Teacher Associations: Challenges and Opportunities</td>
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<td>Transitioning to an Administrative Position</td>
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<td>Task Cards for Coteaching With ESL Professionals: Performance-Based PD</td>
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### PROGRAM ADMINISTRATION AND EVALUATION

#### WEDNESDAY

- **9:30 am–10:45 am**
  - Creating an MA TESOL Program in a New South Africa
  - How Ability Grouping Affects the Borderline Students in EFL Classes
- **11:00 am–11:45 am**
  - 20 Years Later: How Are the U.S. MATESOL Programs Doing?
- **12:00 pm–12:45 pm**
  - Change Is Hard! Challenges and Solutions for Language Program Administrators
- **12:30 pm–1:45 pm**
  - What Factors Matter Most in Students’ Choice of IEP? Survey Validation through Vocabulary Analysis
  - Validating Your English Language Program on a University Campus
  - Invoking Shared Leadership in K–12 Schools for ELs
  - Getting Ready for a New Group of ELs
- **2:00 pm–2:45 pm**
  - Beyond the Rubric: Supporting Inclusive Approaches to Teacher Evaluation Practices
  - Setting Standards of Excellence: Creating Successful Instructor Performance Evaluation Systems

#### THURSDAY

- **7:00 am–7:45 am**
  - Building a Bridge for 1st-Year International Student Academic Success
- **9:30 am–10:15 am**
  - A New Audience: Developing ESL Courses for Graduate Students
- **11:30 am–12:15 pm**
  - Hot Topics: Enrollments and Advocacy for English Language Programs
  - Regulatory Resources and Tools for IEP Administrators
  - Transforming High School LIFEs (Leadership, Instruction, Family Engagement) for ELs
- **12:30 pm–1:45 pm**
  - Using Student Evaluations to Improve a Study Abroad Program
  - Starting at the end: backward curriculum design for pathway programs
  - Benefits of Accreditation: Analysis of 20 Years of Data Promoting Education Equity for ELs
  - Closing the Achievement Gap for Elementary ELs: One District’s Journey
  - Fast Facts and Updates About IEPs and EnglishUSA Membership
  - Increase ELL Success and Graduation Outlook: Fostering Empowerment Early On Academic ESL and the “Co-requisite Model”: Good Fit or Crisis
  - Together or Apart: Dilemmas in High School Newcomer Program Models

#### FRIDAY

- **7:00 am–7:45 am**
  - To Stay or Not to Stay? Student Perspectives on Retention
- **9:30 am–10:15 am**
  - Training Tutors to Help Students Become Self-Directed Learners
  - Establishing Credibility Among Stakeholders for English Language Programs and Services
  - Badges: A Complement to or Replacement for Traditional Grading
  - Reinventing the Bridge: Multiple Perspectives on Integrating ESL University Students
- **11:30 am–12:15 pm**
  - The Role of IEPs in Students’ Paths to University Admittance
  - RTI Implementation Identifying and Supporting EL Academic Achievement
- **12:30 pm–1:45 pm**
  - Teacher Preparation for Emergent Bilinguals with a Community-Based Service-Learning Project
  - Discipline Faculty Insight into What Skills University ELs Need
  - Building a High-Quality Adult Citizenship Education Program
  - Organizing a Successful and Sustainable State-Wide EL Leadership Group

- **4:00 pm–4:45 pm**
  - The Challenges of Language Program Administration During Political Conflict (Yemen)

#### READING, WRITING, AND LITERACY

#### MONDAY

- **9:00 am–4:00 pm**
  - Supporting Students With Interrupted Education
  - Teaching Beginning Literacy: Essential Principles and Practices for Deep Learning

#### WEDNESDAY

- **7:00 am–7:20 am**
  - Power Issues in Linguistically and Culturally Diverse Peer Learning Groups
  - Engaging Activities That Teach Students to Write Summaries
  - Activities to Increase Comprehension of Reading Passages
Using Critical Literacy in Resistance Readings and Counternarratives
Adapting Corequisite Remediation Reading and Writing Courses for ESL Students

9:30 am–10:45 am
EFL Students’ Perceptions and Willingness of Writing Poetry in English
Developing Learner Autonomy in an Academic EFL Writing Course
Dynamic and Collaborative Writing: Making Academic Writing Process Amicable
Retooling Your Reading Curriculum With Critical Analysis

11:00 am–11:45 am
Developing Extensive Readers in the EAP Classroom
Enriching L2 Reading, Writing, and Vocabulary Development With Genre-Based Tools
Beyond 5-Paragraph Essays: Why Don’t Writing Textbooks Reflect Current Research?
Eliminating ESL in Georgia Higher Education
Drama Techniques to Access Complex Texts and Vocabulary

11:40 am–12:00 pm
10 Activities for Super Summarizing

12:00 pm–12:45 pm
Scholarship on L2 Writing in 2018: The Year in Review
Multimodal Writing Tasks for ESL Learners in Academic Contexts
Utilizing the Language Experience Approach With L2 Adult Emergent Readers
A Pop Music–Academic Nexus Achieved With a Paraphrasing Practicum
Writing Self-efficacy: Effective Methods and Resources to Foster Writing
Interactive Picture-Book Read-Alouds with Struggling EFL College Students
Collaborative Concepts: Musical Approaches to ESL Learning
Improving Writing Instruction: Understanding EFL Students’ Self-Efficacy Revision Beliefs
Creating Authentic Open-Source Reading and Writing Materials
Academic Reading: Perspectives and Challenges
International Students Writing Across the Curriculum: Investigating Prompts and Interactions

1:10 pm–1:30 pm
Intercultural Politeness for Writing Center Tutors

2:00 pm–2:45 pm
“Learning to Argue” and “Arguing to Learn”: Teaching Argumentative Writing
Engaging Emergent Bilinguals in Collaborative Writing Activities Across Genres

2:10 pm–2:30 pm
Enhancing Cultural Literacy, Skimming Skills, and More

3:00 pm–3:45 pm
Passages Into Academic Writing: Helping International Students Succeed in College
Beyond Research Writing: Preparing Personal Statements and Teaching Philosophies
Hi-Lo Books for Beginning Readers
Graduate Critical Scholarship: International Student Cognition and Critical Literacy Development
L2 Reading Instruction and Curriculum Design Through a Task-Based Lens
Making Reading Visible: Graphic Novels in the EFL Classroom

5:00 pm–5:45 pm
Graduate Writing Support Beyond the Classroom: Initiating L2 Writing Groups
Family Matters: Examining Bilingualism and Biliteracy in Homes and Communities
Refugee-Background ELs: Resistance and Agentic Engagement in Literacy Tasks

5:10 pm–5:30 pm
Here’s What You Do: Clear Writing Prompts for ELLs

THURSDAY

7:00 am–7:20 am
Written Code-Switching in the Classroom: Creating Lessons That Work
From Accuracy to Fluency: Journal Writing With Graphic Organizers
Teaching Problem Definitions Within the Discipline
The Efficacy of Delivering Comprehensive Corrective Feedback via Google Docs
Nurturing Critical Minds: Introducing the 1-Point Multiskills Analysis
Teaching Inferences Easily: A How-To Guide for EAP Instructors
Paired Reading: Developing Critical Literacy and Cross-Cultural Awareness

9:30 am–10:15 am
High-Level Content for All ELLs: Primary Sources
Empowering Learning and Local and Global Citizenships Through Translanguaging
Planning PBL With ESOL/Literacy Students
Academic Literacy for ELs: What Teachers Need to Know

11:30 am–12:15 pm
Becoming a Publishing Writer: Early-Career Scholars Writing for Publication
Developing a Word-Study Approach to Teaching Spelling
Stories Without End: Engaging Students With Creative Writing
Scaffolding Student Argumentative Writing Across the Disciplines Through Explicit Instruction

11:40 am–12:00 pm
But They Said It Best: Paraphrasing in University EAP Classes
Googling Dynamic Written Corrective Feedback in the ESL Classroom
One on One: Writing Conferences with Writers with Limited Proficiency
Negotiating Identities: ESL Adult Students’ Language Practices in Online Journals
Unpacking Language Conventions in Discipline-Specific Writing Assignments
Authors’ Tools, ELs, and the Power of Language
Response to Writing: Enduring Issues and New Frontiers
Refugee Writing Across The Lifespan
Action Research: A Means to Better Understand Our Reading Instruction
The EFL Writing Class: When Content Becomes a Double-Edged Sword
Teaching About Plagiarism: Activities to Support Global Student Writers
Extensive Reading: The Approach Less Taken
 Corpora in Adult Writing Instruction: Inspiring Autonomous Learning
Promoting Genre Awareness: Beyond the 5-Paragraph Essay
Teaching Academic Citation Practices as Meaning-Making Activity
Comics, Poetry, Storytelling: Engaging Students Through Creative Writing Language Play
ELL Text Processing Across L1s: Patterns and Instructional Recommendations
Reimagining Academic Identities Through Graduate Research in a Pathway Program
Using Oral Reading in Upper Level and Academic Reading Classes
Examining Language Politics Through Agency and Awareness in Translingual Writing
Building Knowledge: Scaffolding Informational Text for SLIFE
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Using Truth or Lie? Icebreakers to Introduce Critical Reading Strategies
“Teacher, It’s Me.”: Email Writing Etiquette for ELLs
Preparing for University Writing: Integrating Skills, Authentic Texts, Assessing Writing
Taking Critical Reading to the Next Level With Scaffolding
Dialogue Journals: Teachers Engaging Students Socially and Academically
Guiding Students to Become English Readers Through ESL Book Club
Research and Writing Consultations in a Language-Assisted Associate’s Degree Program
Arab Learners’ Perceptions of Plagiarism and Source Use in Writing
Pitfalls and Potentials of Digital Storytelling Projects for L2 Writers
Measuring ER Effectiveness and Efficiency at Developing Reading Rates
The Importance of Appropriate Words and Sentences in Student Writing
L2 Writing Pedagogy in Global Contexts: Challenges and Possibilities
Engage and Empower: Promoting Family Literacy
Bridging the Spoken and Written Word
Disciplinary Writing Practices: Negotiating Writer Intentions and Reader Expectations
The Future Is Here: Rigor in English Language Instruction
Promoting Translanguaging in Writers’ Workshop for Young Emergent Bilinguals
Global vs. Local Errors: Rethinking Writing Pedagogy for L2 Students
Towards Effective Use of Peer Review in Academic Writing Classes
Using Media Literacy in a College EFL Class in China
Push-In and Pull-Out: Success Challenges for ENG 101 International Students
Finding Found Poetry
Teaching L2 Writing for Transfer: A Systematic Review of Research
Evaluating Students’ Understanding of Grammar Metalanguage in Writing Feedback
Adapting to University: Academic Literacy Development in L2 English Users
Literature Circles 2.0: Building Literacy in the 21st-Century TESOL Classroom
Supporting ELLs Through Multilingual Storytelling and Writing Activities
Overcoming Hidden Cultural Barriers: Chinese Undergraduate Students’ Understanding of Paraphrasing
9 Activities to Enhance Writing Processes Through Community Building
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<td>Multimedia in an L2 Writing Classroom: Possibilities and Challenges</td>
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<td>A Collaborative Autoethnography of Dissertation Mentoring: Voices of Transnational Women</td>
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**TEACHER EDUCATION AND TEACHER LEARNING**

**MONDAY**

1:00 pm–5:00 pm | 1:00 pm–5:00 pm Correcting the Misconceptions That Mainstream Educators Have About Language

**TUESDAY**

8:00 am–12:00 pm | Using Song and Music to Teach ESL/EFL
9:00 am–4:00 pm  | More Than “Making It Work”: Coteaching in Multilingual Elementary Classrooms

**WEDNESDAY**

7:00 am–7:45 am | Preparing Teachers for Culture Teaching: Lessons Learned from Global Practitioners
|                  | Tracing the Developmental Trajectory of L2 Novice Teacher/Teaching Expertise
|                  | Analyzing Text Complexity for ELs in the K–12 Classroom
|                  | Teaching ELLs in the Context of Political Trauma

9:30 am–10:45 am | Developing a Strengths-based Model for Dual-language Certification in North Carolina
|                  | Globally Networked Learning in ELL Teacher Preparation
|                  | Narrowing Achievement Gaps: ESOL Infusion One Plus Teacher Education Model

11:00 am–11:45 am | Teaching Language Skills With Drama: Practical Activities for All Classrooms
|                  | Students With Interrupted Formal Education in ESOL Classrooms
|                  | Changing Lanes: Preparing K–12 ESL Teachers to Provide Resources
|                  | Connecting Adult ELLs To Their Goals Through Increased Rigor
|                  | Investigating Novice ESL Teachers’ Advocacy Beliefs and Practices

12:30 pm–1:45 pm | Successfully Implementing a Standardized Blended Teacher-Certification Program in South Asia
|                  | Effect of Eclectic Educational Psychology at EFL Classroom in Bangladesh
|                  | Empowering Nonnative Elementary School Teachers: An In-Service Teacher Training Kit
|                  | Teacher Candidates’ Questioning Techniques with English Learners of Varying Proficiencies

1:40 pm–2:00 pm  | Using Dialoguing to Help Teachers Process Their Own Language Learning
2:00 pm–2:45 pm  | Research on ELT in Myanmar: Recommendations for Teacher Education

**THURSDAY**

7:00 am–7:45 am | Using Educative Curriculum Materials to Support Rural EFL PD
|                  | Decolonizing ELL Teacher Identities: Testimonies From Teachers of Color
|                  | edTPA Task 2: Meaningful Content-Based Instruction Strategies for Teacher Candidates

9:30 am–10:15 am | Arts-Based Pedagogy: Linguistics Reimagined
|                  | Teacher Retention and Agency: Narratives of Teachers Who Leave K–12
|                  | Integrating Culturally Sustaining Practices in Teacher Education Programs
|                  | Integrating PD Opportunities: Overcoming Obstacles and Strategizing for Success

9:40 am–10:00 am | Brain Breaks in ELL: Increasing Students’ Productivity, Energy and Motivation
10:40 am–11:00 am | Exploring Movies to Enhance Enjoyment, Empathy, and Understanding
11:30 am–12:15 pm Preservice EFL Teachers’ Reflective Writing Assessed Through e-Portfolios
Investigating Chinese TOEFL/IELTS Test-Preparation Teachers’ Beliefs: Insights and Impacts
Training TESOL Practicum Students Using Theatre
12:30 pm–1:45 pm TESOL Preparation for Mathematics Teachers: Fostering Cultural Awareness and Empathy
Bringing Egyptian and U.S. EFL Teachers Together Through Virtual Exchange
Effective Collaboration between Pre-service Teacher Training Programs and IEPs
Success for English Language Learners: ESL Certification in New Jersey
Language or Disability: Distinguishing the Struggles of Dual Needs Students
1:40 pm–2:00 pm Creating Synergy: Practical Steps for Working With Your Coteacher
2:00 pm–2:45 pm Language Learning Projects: The Classroom-Autonomy Nexus
The Magic of Exercise: Energizing ELLs’ Brains, Enlivening Language Classes
Standing up to Performativity: Teacher Identity, Authenticity, and Vision
Differentiated Instruction and Assessment in EFL Contexts: Research, Practice, Recommendations
Critiquing Critical Pedagogy for L2 Acquisition: English Teaching–Learning in Nicaragua
The TESOL Practicum Around the World
Disrupting and Recentering ELL Teachers: Developing Critical Study Abroad Programs
Online Language Teacher Education: What Does the Research Tell Us?
Rigor, the Nexus of Adult ESOL Instruction and PD
4:40 pm–5:00 pm Conferencing: Narrowing the Gap Between Student-Teacher Perceptions
5:00 pm–5:45 pm Critical Autoethnography as an Identity-Focused Teacher Learning Activity
FRIDAY
7:00 am–7:45 am Moving Beyond the Ordinary: Community-Engaged Language Teacher Preparation
Politics of Language Teacher Identity in Rural Settings
“Yes, You Can!” Lifting French Primary Teachers’ EFL Teaching Burden
9:30 am–10:15 am Preservice ESL Teacher Education: How Reflective Seminars Can Contribute
Differentiated Instruction: Recognising Diversity in EFL Classes
English-for-Teaching: How Teacher Language Contributes to Classroom Methodology
10:00 am–10:45 am PD Exploration for New and Seasoned TESOL Professionals
Implementing a Remote Site Practicum Placement for Preservice Teachers
Intersectional Identities of Bilingual Latinx Preservice Teachers
10:40 am–11:00 am Practicing ESL Methods With Preservice Teachers Using Drama
11:30 am–12:15 pm Learning Through Action Research With Migrant Education Students
Video-Mediated Critical Friendship for ESL Teacher Education
Challenges in Global Online PD for English Teachers
Deepening Teachers’ Reflection Through Explicit Instruction and Practice
DIAL (Design Instructional and Academic Language) in Your Message
Translanguaging in TESOL: Perspectives and Possibilities
11:40 am–12:00 pm Transparent Teaching With a Critical Stance
12:30 pm–1:45 pm Native or Nonnative? Voices From American Students Learning French
Fostering Quality Teaching Education in TESOL Programs Using Asynchronous Communication
Teacher Narratives of Heritage Language Learning as Inspiration and Motivation
Stop Plagiarism Before It Starts
Success for English Language Learners: ESL Certification in New Jersey
International Teacher Training: Principles, Best Practices, and Recommendations
PD in a Digital World: Networking Through Social Media
Relational Dynamics and Experiences of Teachers in ESL Cotaught Classrooms
So You Think You’re an ESL Specialist: Refugees and TESOL
Making Adjustments: Creating a Classroom That Works
Flexible and Accessible Learning: Lessons From an Online Certificate Program
Enhancing Teachers’ Cultural, Linguistic, and Pedagogical Knowledge Through Study Abroad
Preparing Educators to Connect With EL Families
EL Teacher Preparation for Immigrant Youth: Scaffolding Discomfort
Evaluating Student Teacher Performance: Using Rubrics, Rating Scales, and Checklists
Self-Care as Professional Practice: From the Individual to the World
How Can the New School’s MA TESOL Enhance Your Career?
### VOCABULARY AND GRAMMAR

#### TUESDAY

**1:00 pm–5:00 pm**

- A Systematic Approach to Teaching Vocabulary and Lexical Chunks

#### WEDNESDAY

**7:00 am–7:45 am**

- Spaced Repetition Systems: The Neuroscientific Approach to Vocabulary Acquisition

**9:30 am–10:45 am**

- Contributors to Science Achievement of Students with Varied English Proficiency

**11:00 am–11:45 am**

- Pedagogical Approaches to Teaching and Learning Multiword Expressions
- Teaching Vocabulary With Semantic Fields and Lexical Sets

**12:00 pm–12:45 pm**

- Updating Your Approach to Vocabulary: 4 Manageable, Research-Based Practices

**12:30 pm–1:45 pm**

- Comparisons Are More than Comparatives for Academic Communicators
- A Comparative Study of Two Models in Teaching Phrasal Verbs
- Advice Columns as Authentic Sources for Teaching Vocabulary, Grammar, Culture

**3:00 pm–3:45 pm**

- An Investigation of Writing Development in Upper Elementary Grades
- Developing Vocabulary and Word Knowledge Through Writing: Harnessing the Potential

**4:00 pm–4:45 pm**

- Facilitating Student Vocabulary Enrichment Via Gamification
- Teaching Vocabulary and Grammar Through Mentor Texts in Diverse Contexts

**5:00 pm–5:45 pm**

- Greek and Latin Roots: A Way to Support Language Acquisition
- Helping Students Embrace the Emotion of Vocabulary Through Verbpathy
- Preparing Students for Success in the 21st Century Gamified High-Frequency Vocabulary for General English, TOEFL, SAT, and More

#### THURSDAY

**7:00 am–7:45 am**

- New Activities for Recycling Vocabulary

**9:30 am–10:15 am**

- Teaching Collocations: The Effect of Spaced Versus Massed Repetitions

**10:30 am–11:15 am**

- Form-Focused Grammar Instruction: Effects on Oral and Writing Proficiency

- A Grammar of Thrones: Engaging Students With Popular Culture

- Using Learner Needs to Reduce the Teaching of Fake Grammar
- Using Embodied Semantics to Cheerfully Help ELLs Acquire Vocabulary

- Grammar, Vocabulary, and Reading: Meaningful Strategies for All Learners

- Choosing Vocabulary for Explicit Instruction in ESP Courses

- Shifting the Paradigm of Vocabulary Instruction from “Telling” to “Discovering”

- Grammar Through Music

- Teaching Phrasal Verbs Efficiently With Collocations

- Games: The Key to English Fluency and Accuracy
- 12 Tips for Better Grammar Practice
- More Self-Competence, Less Anxiety: Going Maker With Young Learners
- “Yes, and…”: Improv for Vocabulary Activation and Retention

#### FRIDAY

**7:00 am–7:45 am**

- The Place of Grammar in Standards-Based Adult ESL

**9:30 am–10:15 am**

- Using Frequency-Based Word Lists in IEPs: A Novel Framework

**10:30 am–11:15 am**

- Immersion Is Not Enough: Vocabulary Development in IEPs
- Task-Based Language Teaching in the Grammar Classroom

**11:30 am–12:15 pm**

- The Importance of Grammar in EAP

**12:30 pm–1:45 pm**

- Keep the conversation going: effective home study for the classroom
- Graphs in the IEP: Making Learning Meaningful with Authentic Materials

**2:00 pm–2:45 pm**

- Vocab Victor: Word Learning App to Improve Students’ Vocabulary

**5:00 pm–5:45 pm**

- Passive Voice Usage in Undergraduate STEM Textbooks
Applying The 6 Principles for Exemplary Teaching of English Learners

Wednesday, 13 March, 2:00 pm–3:45 pm, Omni-International Ballroom D
Join us to learn how different schools, districts and universities are implementing The 6 Principles in a variety of K-12 contexts. Explore instructional decision-making, teacher collaboration, and professional development practices that can be applied to your setting.

The 6 Principles for Adult Learners

Thursday, 14 March, 9:30 am–11:15 am, Omni-International Ballroom A
Join us for a panel presentation on the newest books in the 6 Principles series. Authors of The 6 Principles: Adult Literacy and Workforce Development and The 6 Principles: English for Academic and Specific Purposes share insights and practices into how the principles can be implemented in various adult settings.

What School Leaders Need to Know About The 6 Principles

Thursday, 14 March, 1:00 pm–1:45 pm, Omni-International Ballroom A
Principals play a vital role in establishing a positive multilingual and multicultural climate. To help them, this session aligns the content in TESOL’s What School Leaders Need to Know about English Learners with The 6 Principles for Exemplary Teaching of English Learners. Participants receive a handout that draws from each text.
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<td>The 6 Principles: Training of Trainers</td>
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<td>Endangered Languages</td>
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<td>WEDNESDAY</td>
<td>Developing Expertise in TESOL: Local-Global</td>
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<td>TESOL National Recognition Through CAEP</td>
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<td>How Is Language Teaching Different? Conversing</td>
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<td>Transitioning EAP Learners: Engage, Equip, and Excel With Critical Thinking</td>
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<td>The Power of Language, the Language of Power</td>
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WHERE THE WORLD COMES TOGETHER

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