Visit the TESOL Press Bookstore!

Feed your passion, spark your creativity and grow your knowledge.

While supplies last, get a free TESOL cell phone fan with your Bookstore purchase!

30% OFF these books and more!

The bookstore is located across from the Expo Hall.
TESOL BOARD OF DIRECTORS (2019–2020)

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As education evolves, engaging directly with teachers is increasingly more important to ensure we understand your needs and priorities.

2018

10,000+ teacher’s participated and provided a snapshot of what it’s like to be a teacher in the 21st century.

2019

Focused survey of TESOL community in Atlanta to understand what motivates you, your biggest challenges, and how we can help.

Join us in Denver for another Better Learning Experience. Visit the Path to Better Learning to share your story. Come by Booth 235 to learn more.

cambridge.org/betterlearning
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Common Acronyms in English Language Teaching ............. 234
This week, TESOL professionals gather in Denver to share our expertise and forge relationships across geographical and cultural boundaries. Whether this is your first Convention or your 50th, welcome! Thank you for bringing your energy, knowledge, and experiences to this, our annual reunion.

Over the next few days, you will have many opportunities to engage with ideas to challenge and colleagues to inspire you. Our program features keynote speakers whose personal journeys are as noteworthy as their professional achievements and invited speakers whose cutting-edge research has implications for teaching and learning. More than 900 academic sessions address current issues and practices, while Preconvention Institutes, site visits, and Teas With Distinguished TESOLers offer small-group learning experiences. PreK–12 Day focuses on issues of specific interest to elementary and secondary teachers. We are also pleased to have the next generation of teachers and researchers present their work in the Master’s and Doctoral Student Forums.

One goal of this convention is to celebrate our diversity in backgrounds, perspectives, and approaches as we build a truly global community. To this end, you will find sessions on creating international networks, working with marginalized groups, and engaging in difficult conversations with colleagues and students. And because your voice is vital to TESOL, we hope you will not only take time to renew old friendships and meet new colleagues, but also attend an interest section meeting, participate in the town hall, and join fellow attendees to enjoy some of the special attractions of Denver.

Denver was founded as a gold mining town only a mile from the Colorado Convention Center, on the land of the Arapaho and Cheyenne peoples. On behalf of the Conferences Professional Council, local co-chairs, and team leaders, we wish you a Convention experience filled with gold, and hope that you will leave with memories to treasure.

Mary Peacock
2019–2020 Conferences Professional Council Chair
Qkids English

Guiding Children to Fall In-Love with English

600,000
Loved by over 600,000 Students and Trusted by Parents

15,000
North Americans Connecting Across Thousands of Miles to Help Students Practice With Authentic Pronunciation

Qkids is a leading online education platform that connects North American English teachers with over 600,000 Chinese students from ages 4 to 12 years old. Using a narrative game-based curriculum, teachers guide students through fun and dynamic learning experiences while in the comfort of their own homes. Qkids’ unique patented platform is user-friendly and engaging for teachers and students alike. Founded in 2015, Qkids has become a national leader in cross-cultural online learning and established offices in Shenzhen, Xiamen, Guangzhou, and Beijing. The company has completed its Series B financing round led by IDG Capital and is poised to build lasting growth across the world.

https://www.teacher.qkids.net
https://www.youtube.com/c/QkidsTeacherOfficial
https://www.facebook.com/JoinQkids
https://www.linkedin.com/company/qkids.net
HELPING STUDENTS IS YOUR FIRST LANGUAGE

Add to your natural talents with an advanced degree and reach students at varying levels of English acquisition in your own classroom or as an ESOL teacher. Earn your master’s online in Secondary Education (English for Speakers of Other Languages P-12 Certification).

Program Highlights:
• 100% online
• 10 courses
• Expert faculty with years of experience
• Learn cutting-edge, innovative techniques
• Applications accepted year-round

Contact us today to learn more!
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TESOL 2020 WEEK AT A GLANCE

All TESOL 2020 events are located in the Colorado Convention Center

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

TESOL PRESS
BOOKSTORE HOURS
Located near the registration area
Monday .......... 12 pm–6 pm
Tuesday .......... 7 am–5:30 pm
Wednesday .. 7:30 am–5:30 pm
Thursday ....... 7:30 am–5:30 pm
Friday ........... 7:30 am–3:30 pm

SOCIAL MEDIA
Join the Conversation!
#TESOL20 and #myTESOL20

MONDAY, 30 MARCH 2020
9 am–9 pm Preconvention Institutes+
(various times)

TUESDAY, 31 MARCH 2020
7:30 am–5 pm Doctoral Research Forum+
8 am–5 pm Master’s Student Forum+
8 am–12 pm Educational Site Visits+
8 am–5 pm Preconvention Institutes+
(various times)
3:30 pm–5 pm Reception for First-Time Attendees
5:30 pm–7 pm Opening Keynote: Andrés Ruzo

WEDNESDAY, 1 APRIL 2020
8 am–9 am Presidential Keynote: Deborah Healey
9:15 am–10:15 am 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
6 pm–7:30 pm Interest Section Open Meetings

THURSDAY, 2 APRIL 2020
8 am–9 am James E. Alatis Plenary: Mandy Manning
11:30 am–12:30 pm Dedicated English Language Expo time
12:30 pm–1:45 pm Poster Sessions
3 pm–3:45 pm Tea With Distinguished TESOLers+
6 pm–7:30 pm Interest Section Open Meetings

FRIDAY, 3 APRIL 2020
8 am–9 am Friday Keynote: Zarina Blankenbaker
12:15 pm–1:45 pm Dedicated English Language Expo time
12:30 pm–1:45 pm Poster Sessions
2 pm–2:45 pm Tea With Distinguished TESOLers+
5 pm–6:15 pm TESOL Annual Business Meeting
7 pm–9 pm TESOL’s Closing Celebration

SATURDAY, 4 APRIL 2020
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
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 nearly 12,000 members in close to 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?

Learn how to make the most of your convention experience during our special Reception for First-Time Attendees.

Tuesday, 31 March 3:30 pm–5 pm
Four Seasons Ballroom 1

This is your chance to

• **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 stay connected afterward.
• **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 TESOL prizes.

The Reception for First-Time Attendees is sponsored by AFT:
A job interview is a two-way conversation between an employer* and an applicant* for a job. The employer wants to find the best person for the job. The applicant wants to find out if the job is right for him or her. If it is, the applicant wants to get the job.

It’s not easy for employers to make a decision. A company may interview many people before they hire* someone. They may ask some applicants to come back for a second and third interview.

Before the interview

Before you go to a job interview, learn everything you can about the company and the job. Read about the company on its website. How big is it? How long has it been in business? How far is it from your home? What kind of worker do they want? What skills* would you need?

Ask teachers or previous* employers if you can use them as references*. Get their email addresses and phone numbers.

Prepare a simple résumé* [REH zuh may] with your education, skills, experience, email, and phone number.
NEW PROGRAM FOR NEWCOMERS

Get Ready!

For Middle School and High School

Learn more!
go.vistahigherlearning.com/getready
## TESOL ORGANIZATIONAL MEETINGS

### TUESDAY, 31 MARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 am–9:30 am</td>
<td>Professional Council Chairs Meeting</td>
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<tr>
<td>9:30 am–11:30 am</td>
<td>Leadership Forum</td>
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<tr>
<td>1 pm–3 pm</td>
<td>Interest Section Steering Committee Meetings</td>
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<tr>
<td>1 pm–5 pm</td>
<td>TESOL Professional Council and Committee Meetings</td>
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<tr>
<td>1 pm–5 pm</td>
<td>Affiliate Leaders’ Workshop</td>
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### WEDNESDAY, 1 APRIL

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<th>Time</th>
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<tr>
<td>10 am–12 pm</td>
<td>Affiliate Assembly</td>
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<tr>
<td>11 am–12:45 pm</td>
<td>Interest Section Leadership Meeting</td>
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<tr>
<td>1:30 pm–3:30 pm</td>
<td>Affiliate Communications Workshop</td>
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<tr>
<td>4 pm–5 pm</td>
<td>Town Meeting</td>
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### THURSDAY, 2 APRIL

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<th>Time</th>
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<tr>
<td>11 am–12 pm</td>
<td>IS Editors and Community</td>
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<td>1 pm–2:30 pm</td>
<td>Managers’ Workshop</td>
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<tr>
<td>6 pm–7:30 pm</td>
<td>Affiliate Colloquium</td>
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### Interest Section Open Meetings

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<th>Time</th>
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<tr>
<td>6 pm–7:30 pm</td>
<td>Applied Linguistics</td>
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<td>English for Specific Purposes</td>
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<td>Intensive English Programs</td>
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<td>Intercultural Communication</td>
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<td>“Nonnative” English Speakers in TESOL</td>
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<td>Program Administration</td>
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<td>Reading and Vocabulary</td>
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<td>Refugee Concerns</td>
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<td>Second Language Writing</td>
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<td>Social Responsibility</td>
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<td>Supporting Students With Disabilities</td>
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### FRIDAY, 3 APRIL

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<th>Time</th>
<th>Event</th>
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<td>5 pm–6:15 pm</td>
<td>Annual Business Meeting</td>
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This meeting is open to all attendees. Members vote on resolutions, learn about the state of the association, and observe the installation of newly elected officers of TESOL.
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
- 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 NNET Issues presented by Eastern Carolina University
- TESOL Award for International Participation at TESOL presented by ETS TOEFL
- 2020 Award Winner
  Juyoung Song
  Critical Approaches to NNETs’ Emotions
  Thursday, 4 April, 10:30 am–11:15 am; Room 112
- 2020 Award Winner
  Amanda Kibler
  Building Linguistically Integrated Classroom Communities: The Role of Teacher Practices
  Wednesday, 1 April, 1 pm–1:45 pm; Room 303
- TESOL Award for Distinguished Research
- 2020 Award Winner
  Neda Sahranavard
  Reconceptualizing the Teaching of Academic Reading/Vocabulary: A Multilingual Reader-Oriented Approach
  Friday, 3 April, 11:30 am–12:15 pm; Room 113
- TESOL Teacher of the Year Award presented by National Geographic Learning
- 2018 Award Winner
  Stephanie Moody
  The Impact of a Writing Intervention on EL Vocabulary Development
  Wednesday, 1 April, 1 pm–1:45 pm; Room 304
- 2019 Award Winner
  Jungmin Lim
  Tracking the Real-Time Processes of Multimodal Writing: A Task-Based Approach
  Thursday, 2 April, 2 pm–2:45 pm; Room 303
- 2020 Award Winners
  Michelle Cowans
  Mixed Reality, AR, and VR for Language Teaching and Learning
  Thursday, 2 April, 9:30 am–11:15 am; Room 712
- Ceren Kocaman
  Representations of Gender and Identity in Locally Produced Instructional Materials
  Thursday, 2 April, 3 pm–3:30 pm; Room 103
- Suzie Ryu
  Creating a Radio Drama With Technology in an EAL Classroom
  Wednesday, 1 April, 4 pm–4:45 pm; Room 208
- Daphin Ganyira
  A CBI Service-Learning Experience in Strengthening Language and Science Competences
  Friday, 3 April, 2 pm–3:15 pm; Room 301
- 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
- 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
KEYNOTE SPEAKERS

OPENING KEYNOTE
Andrés Ruzo
Tuesday, 31 March 2020
5:30 pm–7 pm

Endangered Languages
Our world is so incredible that it is difficult to describe its richness in a single language. Nowhere is this more evident than through the lens of National Geographic. Join explorer Andrés Ruzo on a journey from the Amazon to the Arctic—because when perspectives meet, discoveries often follow.

Andrés Ruzo is a National Geographic explorer and host of the award-winning NatGeo Latin America show, Misterios del InfraMundo (Mysteries of the Underworld). He is a geothermal scientist, conservationist, science communicator, and educator who in 2011 became the first geoscientist granted the shamanic blessing to study the sacred Boiling River of the Amazon. He holds degrees in geology and finance and will soon be receiving his geoscience PhD. He is also a TED MainStage speaker and TEDBook author.

PRESIDENTIAL KEYNOTE
Deborah Healey
Wednesday, 1 April 2020
8 am–9 am

Teaching With Play: Games, Game-Based Learning, and Gamification
Play is powerful for all ages, and learners generally like a fun factor in their learning. Most teachers use games, and some have tried game-based learning and gamification. But what are the differences among games, game-based learning, and gamification, and what underlies why they work—or don’t work?

Deborah Healey is the 2019–2020 president of TESOL International Association. An online and face-to-face teacher and teacher educator, she writes and presents extensively around the world on pedagogy and appropriate use of technology in language teaching. Having used games extensively in her teaching, Dr. Healey began researching gamification and gamifying her online and face-to-face courses for the University of Oregon.

UCLA Extension
Online TESOL Certificate Program
Enhance your career by updating teaching methods and online strategies of teaching English to speakers of other languages.

- Our six-course program has 22 academic quarter units and is fully online.
- Explore new techniques for teaching listening, speaking, reading, and writing skills.
- Acquire the use of instructional technology.
- Refine your teaching practices in a TESOL Practicum course.

Learn more at uclaextension.edu/TESOL2020.
null
The **American Federation of Teachers** is proud to sponsor the **TESOL 2020 Convention**, as you bring together champions of children and youth to advance the profession of teaching English to speakers of other languages.

Our 1.7 million members stand with you as champions of **great schools and colleges** that fulfill the promise of public education, **good jobs** that support a middle-class life, **affordable healthcare** for all, the **fight against discrimination and hate**, and the **defense of democracy**.

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.

Randi Weingarten  
**PRESIDENT**  

Loretta Johnson  
**SECRETARY-TREASURER**  

Evelyn DeJesus  
**EXECUTIVE VICE PRESIDENT**

---

The **American Federation of Teachers** is a union of professionals that champions fairness, democracy, economic opportunity, and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

American Federation of Teachers, AFL-CIO • 555 New Jersey Ave. N.W. • Washington, DC 20001 • 202-879-4400 • www.aft.org
Become an English Language Fellow. 
Transform your career, your life, and the world.

Visit us at booth 125!

Teach English abroad. 
Enhance your professional skills. 
Experience different cultures. 
Make a difference.

www.elprograms.org

U.S. DEPARTMENT OF STATE
SPOTLIGHT ON TESOL PRESS

Learn about the best-selling, latest, and upcoming publications from TESOL Press’s distinguished authors and editors. Meet with the editors of TESOL Quarterly and other notable journals to understand how to get your articles published.

WEDNESDAY, 1 APRIL

• How to Get Published in TESOL and Applied Linguistics Serials
  2 pm–4 pm; Room 706
  PRESENTERS: Peter De Costa, Charlene Polio

• Reflecting on Professional Development
  2 pm–2:45 pm; Room 708
  PRESENTER: Thomas S. C. Farrell

• Supporting ELs With Exceptional Needs
  3 pm–3:45 pm; Room 708
  PRESENTERS: Patricia Rice Doran, Amy K. Noggle, June Lucas Zillich

THURSDAY, 2 APRIL

• Applying The 6 Principles® to EAP and ESP Settings
  10 am–11:15 am; Four Seasons Ballroom
  PRESENTERS: Robyn Brinks Lockwood, Deborah Short

• New Ways in Teaching Speaking: Engaging Activities for Students
  1 pm–1:45 pm; Room 708
  PRESENTERS: Zuzana Tomaš, John Schmidt, Robyn Brinks Lockwood

• Teacher Leadership for School-Wide English Learning: The SWEL Framework
  2 pm–2:45 pm; Room 604
  PRESENTERS: Michelle Benegas, Amy Stolpestad

• The TESOL Press Consulting Editors Program: Learn How to Be a TESOL Influencer!
  2 pm–2:30 pm; Room 708
  PRESENTERS: Myrna Jacobs, Robyn Brinks Lockwood, Gilda Martinez

• Publish Your Book With TESOL Press
  2:30 pm–3:45 pm; Room 708
  PRESENTERS: Myrna Jacobs, Robyn Brinks Lockwood, Gilda Martinez-Alba

FRIDAY, 3 APRIL

• New Ways in Teaching With Games
  10 am–10:45 am; Room 708
  PRESENTERS: Ulugbek Nurmuhammadov, Randall Sandler

• Learning With Creativity: New Ways in Teaching With Creative Writing
  11 am–11:45 am; Room 709
  PRESENTERS: Patrick T. Randolph, Gina Giamei

• Supporting Newcomer Students: Advocacy and Instruction for ELs
  2 pm–2:45 pm; Room 711
  PRESENTERS: Katharine Davies Samway, Lucinda Pease-Alvarez
Don’t Let Your English Language Learners FALL BEHIND!

ASCD provides resources to help you implement better ways to support the English language learners (ELLs) in your schools and classrooms.

Choose what best meets your needs with special offers for TESOL 2020 attendees:

**ASCD MEMBERSHIP**
- Join a community of like-minded educators and receive resources throughout the year and access to our digital archives by becoming an ASCD member.

**ASCD BOOKS & PUBLICATIONS**
- Implement best practices for engaging ELLs from our books and quick reference guides by some of education’s top authors.

**ASCD WEBINARS**
- Engage with thought leaders by attending our webinars live, or watch them on-demand when your schedule permits.

**ASCD PD ONLINE COURSES**
- Increase your learning and professional development by taking a PD Online® course.

**ASCD WHOLE CHILD SCHOOL IMPROVEMENT TOOL**
- Assess your school’s strengths and challenges using the ASCD Whole Child School Improvement Tool™ to ensure your ELLs are healthy, safe, engaged, supported, and challenged.

Visit www.ascd.org/tesol2020 to learn more!

About ASCD
ASCD empowers educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.
CALL-IS ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASES FOR THE 21st CENTURY

Visit us for ideas on 21st-century technology and language learning! Many of our events have been updated and rebooted, keeping in line with the dynamic and ever-evolving field of computer-assisted language learning (CALL).

For a complete schedule of events, see the 2020 TESOL CALL-IS Electronic Village and Technology Showcases Events Program Book included in your TESOL Convention bag or visit call-is.org/ev/schedule.php.

The TESOL CALL Interest Section (IS) welcomes you to the Electronic Village (EV) and Technology Showcases for the 21st Century!

Participate in practice-based, user-friendly technology spaces as you consult, discuss, explore, and take away best practices, strategies, and applications for language teaching and learning. Partake in experiential learning opportunities followed by the creation of activities relevant for use in both face-to-face, blended, and online language learning spaces with CALL practitioners.

If you are a newcomer to integrating technology in your teaching world, drop in on the Orientation to 21st-Century Technology session and receive guided practice in technology basics.

Sign up for a FabLab Playground for Learning or Makerspace Experiential Learning Adventure workshop in the EV and take advantage of what promises to be a “techtastic” learning opportunity.

Attend the Developers’ Showcase and the Mobile Apps for Education at the Technology Showcase and, then, join their respective FabLab Playgrounds to explore hands-on new software created specifically for language learning or tips and tools to enable better use of mobile devices for teaching and learning.

Drop by the Tech Guru Bar to quench your curiosity about how to implement technology to enhance teaching or learning.

The EV and the Technology Showcases are hosted by the CALL-IS. The Technology Showcases feature presentations that are open for all to attend. The EV is open to attendees who have purchased an EV Pass (US$ 10), online or on-site at registration.

- **EV and Technology Showcases**
  - **EVENTS COORDINATOR:** Christine Sabieh, Notre Dame University, Lebanon
  - **MANAGERS:** Andy Bowman, Wichita State University, Kansas, USA
  - Sam Adams, Temple University, Pennsylvania, USA
  - José Antônio da Silva, Casa Thomas Jefferson, Brasilia, Brazil
  - Christine Sabieh, Notre Dame University, Lebanon

Here is what you will experience in our EV and Technology Showcases for the 21st Century:

**ELECTRONIC VILLAGE, TECH HUB A, AND TECH HUB B EVENTS**

**EV pass required**

- **Orientation to 21st-Century Technology:** Learn technology basics from experts and enhance your teaching techniques with digital resources and tech tools. This event includes hands-on guided practice in the EV on a variety of introductory techniques and tools.
  - **COORDINATORS:** José Antônio da Silva, Ellen Dougherty

- **EV Technology Fairs:** Explore ways to use CALL in your classroom from presenters who are stationed around the EV computer lab space. Ask questions and get hands-on experience. This event offers multiple presentation times focusing on specific themes, including mobile devices, classroom tools, and self-access.
  - **COORDINATORS:** Marta Halacziewicz, Taira Nieves

- **EV Technology Fair Classics:** Attend repeat performances of outstanding presentations from past Technology Fairs. Explore tried-and-true ways to use CALL in your classroom or extended classroom. Several Technology Fair Classics presentations may be webcast.
  - **COORDINATORS:** Maria Tomeho-Palermino, Sam Adams

Find out how to view live and archived CALL-IS hosted presentation webcasts at callis2020.pbworks.com.
Register by 20 May and Save!

2020 TESOL/JALT International Mind, Brain, and Language Education Symposium and Conference

20–21 JUNE 2020
KYOTO SANGYO UNIVERSITY, KYOTO, JAPAN

At this unique event, gather insights from experts from around the world on how neuroscience and psychology can reshape language teaching.

www.tesol.org/JALTsymposium
**Makerspaces:** Experiential Learning Adventures: Join technology workshops that provide hands-on opportunity to explore various tech resources, guided by peers who have been accepted to present. (Space is limited, so stop by the EV early to sign up and receive your workshop ticket.)

COORDINATORS: Sandy Wagner, Kim Andrus

**FabLabs:** Playgrounds for Learning: Join BYOD playground spaces to experiment with various tech resources that support pedagogical practices and language skill development, facilitated by experts in the field. Topics include resources for assessment, LMS course design, presentations, and student-generated products. (Space is limited, so stop by the EV early to sign up and receive your workshop ticket.)

COORDINATORS: Sandy Wagner, Kim Andrus

**Developers’ Showcase FabLab Playground:** Explore new software created specifically for language learning. Meet new colleagues and exchange ideas in this experimental setting.

COORDINATORS: Andy Bowman, Claire Bradin Siskin

**“Your Mobile, Our Tips” MAE FabLab Playground:** This BYOD playground aims to provide tips and tools to better use mobile devices for teaching and learning.

COORDINATORS: José Antônio da Silva, Abraham Reshad, Ellen Dougherty

**TECHNOLOGY SHOWCASE EVENTS**

Open to all; Room 712 Colorado

Note: Many Technology Showcase sessions will be webcast.

**Mobile Apps for Education:** Provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite apps.

COORDINATORS: José Antônio da Silva, Abraham Reshad, Ellen Dougherty

**Hot Topics Sessions:** These sessions focus on trending hot topics in the CALL field and inform audiences about new technologies and current best practice.

COORDINATORS: Jennifer Meyer, Maria Tomeho-Palermino

**Developers’ Showcase:** Discover the latest ideas in applied technology for ESOL educational settings, including stand-alone software and internet-based applications designed by teachers and researchers.

COORDINATORS: Andy Bowman, Claire Bradin Siskin

**On the Cutting Edge:** Graduate Student Research Presentations: Graduate students showcase their research at all phases of the research process.

COORDINATORS: Jennifer Meyers, Christine Sabieh, Claudio Fleury

**EV Online (EVO):** Best of EVO 2020: Every year, for 5 weeks in January-February, participants and ESOL experts engage in collaborative, online discussion or hands-on virtual workshops. This session highlights outstanding 2020 EVO sessions.

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**CALL-IS-SPONSORED SESSIONS**

COORDINATORS: Heather Benucci, Abraham Reshad

**CALL-IS Academic Session: Mixed Reality, AR, and VR for English Language Teaching and Learning**

Thursday, 2 April, 9:30 am–11:15 am

**InterSection (CALL-IS with SSDIS)**

Universal Design: Utilizing Technology to Enhance Accessibility in ELT Settings

Wednesday, 1 April, 1 pm – 2:45 pm

**InterSection (SLWIS with CALL-IS)**

Practical Approaches to Leveraging Technology in L2 Writing Instruction

Thursday, 2 April, 1 pm–2:45 pm

**InterSection (EFLIS with CALL-IS)**

Digital Open Education Resources in EFL Contexts

Thursday, 2 April, 3 pm–4:45 pm

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**TECH GURU BAR**

Open to all

Bar hop over and visit the newest addition to the EV. The “Bar” provides a space where you can ask questions on technology implementation in your classroom, on how to use specific software, or for recommendations for both web and mobile apps for specific purposes. A CALL-IS member and an on-screen resource will be available to assist with practical answers and guidance. You can also leave your questions for an emailed response.

COORDINATORS: Tom Robb, Taira Nieves

Open

Wednesday, 9 am–4:30 pm

Thursday, 9 am–4:30 pm

Friday, 9 am–3 pm

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Find out how to view live and archived CALL-IS hosted presentation webcasts at callis2020.pbworks.com
ENJOY THE BENEFITS OF THE CONVENTION APP!

- Create Your Own Schedule
- Stay Informed with Alerts
- Find Exhibitors with the Interactive Map
- Connect with Attendees
- Share Your Experience in the Activity Feed
- Access Session and Speaker Info and Materials
- Complete Gamification Tasks for a Chance to Win Prizes!

www.tesolconvention.org/highlights
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 205.

WEDNESDAY, 1 APRIL

- Facilitating the Dialogue Between Teachers and Researchers
  10:30 am–11:15 am
  PRESENTERS: Masatoshi Sato, Shawn Loewen, YouJin Kim

- What’s the Use of Usage-Based Linguistic Approaches for Language Teaching?
  11:30 am–12:15 pm
  PRESENTERS: Natalia Dolgova, Benjamin White, Andrea Tyler, Eric Friginal, Jack Hardy

- Questions About Language Assessment? Resources and Strategies for Language Teachers
  1 pm–1:45 pm
  PRESENTERS: Meg Malone, Megan Montee

- Listening: The Often Neglected But Always Essential Integrated Skill
  2 pm–2:45 pm
  PRESENTERS: Tamara Jones, Marnie Reed

- Identifying, Referring, and Servicing Dually Identified EL/SpEd Students
  3 pm–4:45 pm
  PRESENTERS: Lynda Idle, Fran Herbert

THURSDAY, 2 APRIL

- Welcoming Refugee Newcomers: The Colorado Way
  9:30 am–11:15 am
  PRESENTER: Slavica Park, Meg Sagaria-Barrit, Jennifer Wilson

- Essential Tools for Trauma Informed Practice in ESL
  1 pm–2:45 pm
  PRESENTER: Christina Yanuaria

- Reading Research and Implications for L2 Reading Development
  3 pm–4:45 pm
  PRESENTERS: Thomas Robb, William Grabe, Marlise Horst, Charles Browne, Fredricka Stoller, Lawrence Zwier, Alice Savage

FRIDAY, 3 APRIL

- Really Coming Together: Starting the Diversity and Inclusion Conversation
  9:30 am–11:15 am
  PRESENTERS: Federico Salas-Isnardi, Carter Winkle, Phoenicia L. Grant, Yasmine Romero, Juan Rios Vega, Abdulsaman Humaidan

- Choosing and Using Online Resources for Teaching Speaking and Listening
  11:30 am–12:15 pm
  PRESENTERS: Lucy Pickering, Lynn Henrichsen, Elizabeth Wittner

- Creating International Partnerships to Foster Global Citizenship
  2 pm–3:45 pm
  PRESENTERS: Diana Urrutia, Elizabeth Smith, Debra Suarez, Laura Baecher

- NNEST: Current Issues and Future Prospects
  4 pm–4:45 pm
  PRESENTERS: Ali Fuad Selvi, Bedrettin Yazan, Nathanael Rudolph

www.tesolconvention.org 23
NEW 6 PRINCIPLES SESSION

Applying The 6 Principles to EAP and ESP Settings

Thursday, 2 April, 10:00–11:15 am, Four Seasons Ballroom 4
Presented by Robyn Brinks Lockwood and Deborah Short

Join us for an overview of the newest 6 Principles book! Explore implementation of each principle in various EAP and ESP settings, with specific examples teachers can use in their own classrooms. Teachers will be able to form an action plan for immediate practice of The 6 Principles.

THE 6 PRINCIPLES PRODUCTS

View all titles at the TESOL Press Bookstore across from the Expo Hall entrance on level 2.

www.the6principles.org
DID YOU KNOW YOU CAN CONTINUE YOUR CONVENTION EXPERIENCE BY VISITING THE TESOL LIVE LEARNING CENTER
Visit TESOL.sclivelearningcenter.com for more details!

TESOL 2020
INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO

Enhance your learning year-round with SESSION RECORDINGS

How are session recordings beneficial?
• The audio is recorded live from the event and is paired with a screen captured presentation
• Find answers to issues faced by English language professionals
• Catch up on sessions you've missed
• All session recordings can be viewed from any Apple, Android or PC device

Interested in sessions from another TESOL convention? Just visit the TESOL Live Learning Center!

Access information for session recordings will be emailed APPROXIMATELY 2-3 WEEKS after the meeting.
Welcome to a world of English

The British Council is the UK’s international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

At the British Council, we have long recognised English as a global language. A third of the world’s population speak English. That makes a positive impact to those working, travelling, studying and interacting internationally on a daily basis. English helps people to gain access to opportunities.

We’re passionate about the English language and those who teach it. We’re delighted to showcase our new resources for English language practitioners around the world at TESOL Denver 2020.

• Join the global network of English language teachers and learners
• Assess and develop your teaching skills
• Access internationally recognised qualifications
• Partner with us to produce ground-breaking research

Talk to us at Expo Hall, booth 223 to find out more

Join us

Sessions

Wednesday 1 April
Engaging with assessment: resources for teacher development
Time: 16.00 – 16.45
Room 705

Thursday 2 April
Massive Open Online Courses (MOOCs) and social media for teacher development
Time: 14.00 – 14.45
Room 710

Friday 3 April
Language for Resilience: principles and practices in refugee language education in emergencies
Time: 14.00 – 14.45
Room 705
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 and Thursday and 2 pm–2:45 pm on 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!

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<td>Viviana Cortes</td>
<td>Advantages of Using Corpora in the ESL/EFL Classroom</td>
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<td>Jan Dormer</td>
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<td>Holly Hansen-Thomas</td>
<td>Academic Functions and Strategic Linguistics to Serve Emergent Bilinguals in the Mainstream</td>
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<td>Fredricka Stoller</td>
<td>Strategic Reader Training: Every Teacher Should Do It!</td>
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<td>Debra Snell</td>
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<td>Remy Rummel</td>
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<td>Keith Folse</td>
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<td>T10</td>
<td>Youngjoo Yi</td>
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<td>Making Vocabulary/Grammar Teaching More Engaging and Effective: New/Proven Effective Practices</td>
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<td>Paula Markus</td>
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<td>Beth Skelton</td>
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<td>Lulu Buck</td>
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<td>David Schwarzer</td>
<td>Bilingualism, Multilingualism, and Translingualism: What Is the Difference?</td>
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<td>Leslie Turpin</td>
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<td>T26</td>
<td>Sarah Kegley</td>
<td>ITA Training: When and How Do They Get Support for Crossing (Into) Classroom Culture?</td>
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<td>T27</td>
<td>David Harrison</td>
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<td>T28</td>
<td>Joan Kang Shin</td>
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Friday, 3 April 2020
TESOL Advocacy & Policy Summit
22–24 June 2020, Washington, DC, USA

Advocate today for the English learners of tomorrow

Join TESOL for this unparalleled professional development opportunity for educators to learn about U.S. federal education issues and advocate for policies that support English learners and the field of English language education.

2020 Summit Featured Topics and Issues:
• K-12 Education
• Adult Education
• International Students
• Immigration

“Advocacy is the lynch pin of our work as TESOL professionals. We must be united in our quest to support our most vulnerable communities.”
—LESLIE KIRSHNER-MORRIS

Register by 1 May for rates as low as $199 USD

tesol.org/advocacy  #tesoladv2020

Change starts here.
PUBLIC POLICY AND ADVOCACY SESSIONS

What are some of the new 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, U.S. Census Bureau, U.S. Department of Homeland Security, and other experts to present information on education laws, policies, and initiatives affecting English language teaching and learning.

In addition to federal and state policy sessions, TESOL has organized a series of sessions from the Colorado Department of Education focusing on policies and programs impacting the host state of TESOL 2020.

U.S. ADVOCACY AND POLICY

WEDNESDAY, 1 APRIL
- U.S. Federal Policy Update
  Featuring speakers from TESOL International Association
  10:30 am–12 pm; Room 207
- State WIOA, Adult ESOL Initiatives, and Innovation
  Featuring speakers from various state adult education programs
  10:30 am–11:15 am; Room 206
- Shape the Future for Your Students: 2020 Census EL/ESL Resources
  Featuring speakers from the U.S. Census Bureau
  1 pm–1:45 pm; Room 207
- Hot Topics for English Language Programs
  Featuring a panel of speakers from several English language education organizations
  3 pm–3:45 pm; Room 207
- Hot Topics and Policy Updates From SEVP
  Featuring speakers from the U.S. Department of Homeland Security, Student Exchange and Visitor Program
  4 pm–4:45 pm; Room 207
- The Seal of Biliteracy: Past, Present, and Future
  Featuring speakers from various organizations supporting bilingual education
  4 pm–5:45 pm; Room 206
- Office for Civil Rights, U.S. Department of Education: Ensuring Access
  Featuring speakers from the U.S. Department of Education, Office for Civil Rights
  5 pm–5:45 pm; Room 207

THURSDAY, 2 APRIL
- Updates From the Office of English Language Acquisition
  Featuring speakers from the U.S. Department of Education, Office of English Language Acquisition
  9:30 am–10:15 am; Room 207
- “Public Charge” and Its Impact on Schools and Families
  Featuring speakers from the Migrant Legal Action Program
  10:30 am–11:15 am; Room 207
- “Connecting With Community for a Complete Census Count”
  Featuring speakers from the National Coalition for Literacy
  1 pm–1:45 pm; Room 206
- Special Public Policy Session: ELs, Immigrant Students, and U.S. Law
  Featuring speakers from the Migrant Legal Action Program
  1 pm–5 pm; Room 207

FRIDAY, 3 APRIL
- Rethinking Adult Education Under the Workforce Innovation and Opportunity Act
  Featuring speakers from the U.S. Department of Education, Office of Career, Technical, and Adult Education
  9:30 am–10:15 am; Room 207
- When Scammers Target Your Students: Tips and Tools for Teachers
  Featuring speakers from the U.S. Federal Trade Commission
  10:30 am–11:15 am; Room 207

COLORADO ADVOCACY AND POLICY

WEDNESDAY, 1 APRIL
- How ELPA Awardees Are Meeting and Exceeding ELP Goals
  Featuring speakers from the Colorado Department of Education
  11:30 am–1 pm; Room 206
- Addressing the Identification and Service of ELs in Gifted Education
  Featuring speakers from the Colorado Department of Education
  1 pm–1:45 pm; Room 206
- Colorado’s Pathways for Biliteracy
  Featuring speakers from the Colorado Department of Education
  2 pm–2:45 pm; Room 206

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.

FRIDAY, 3 APRIL
- The U.S. Naturalization Test: Teaching Objectives
  11:30 am–12:15 pm; Room 207
- Naturalization 101: Overview of the Naturalization Process
  2 pm–2:45 pm; Room 207
- Building a High-Quality Adult Citizenship Education Program
  3 pm–3:45 pm; Room 207
Now enrolling for summer and fall. Apply today!

The TESOL programs at Azusa Pacific equip teachers with the vision and skills to educate diverse populations of English learners, both locally and internationally. Graduates have taught around the globe in more than 40 countries, bridging cultural and linguistic differences to make a meaningful impact in the lives of their students.

- Enjoy practical training in a program taught by experienced faculty.
- Gain valuable teaching tools grounded in a Christian worldview.
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RESEARCH SPOTLIGHT

TESOL is strongly committed to research as a way to improve professional knowledge and inform classroom practice. TESOL’s Research Professional Council 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, 31 MARCH
• Research Mentoring Workshop for Novice Teachers: Connecting Teaching and Research
  Invited Speaker: David Nunan
  PRESENTERS: Fares J. Karam, Lucilla Lopriore
  3 pm–5 pm (Ticketed Event)

THURSDAY, 2 APRIL
• TESOL Research Agenda Fair: The Research Agenda and Future Research Priorities
  PRESENTERS: Lillian Wong, MaryAnn Christison, Nathan Thomas, Debby Adams, Kerry Soo Von Esch, Ileana Hilton
  9:30 am–11:15 am; Room 106

WEDNESDAY, 1 APRIL
• TESOL Award for Distinguished Research Session
  Building Linguistically Integrated Classroom Communities: The Role of Teacher Practices
  PRESENTER: Amanda Kibler
  1 pm–1:45 pm; Room 303

• Professional Collaborations for English Learner Success in Higher Education
  3 pm–4:45 pm; Room 106
GoGoKid is one of the leading online education companies based in China, conducting one-on-one classes for kids aging from 4-12.

What are you waiting for? Scan this or visit our website to join us!

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Basic Requirements:
- Fluent English Speaker, legally eligible to work in the US or Canada
- Bachelor’s Degree or higher
- 1 year experience working with children (teaching, tutoring, mentoring, etc.)
- TESOL, TESL, or other ESL certification.
- Computer, Stable & Strong Internet, Headset with microphone, & HD Camera

Teaching Highlights:
- 25 minute 1-on-1 ESL lessons offered on a private, interactive platform
- Teachers have the ability to open & close their own slots at will
- Available teaching hours are 9am-9pm BUT daily.
- PEAK HOURS (most likely to be booked): 7pm-9pm BUT daily

Payment Highlights:
- Payment made via bank transfer or PayPal sent no later than the 15th of each month
- Base pay ranges from $1700-1900 USD per class (up to $25/hr with bonuses)
- Multiple Bonuses Available
  - Additional bonuses offered based on attendance and performance
  - Enrollment Bonuses offered
  - Referral Bonuses offered
**AFFILIATE NETWORK SESSIONS**

**BEST OF AFFILIATE SESSIONS**
The Best of Affiliate sessions are chosen from submissions from TESOL affiliates. Affiliates are encouraged to submit sessions that showcase their members and the topics they are discussing. Find abstracts for these sessions in the program book under the date and time for each session. Unless otherwise noted, sessions are held in Room 610.

[Intermountain TESOL](#)
- **GAMING: Getting Adults More Interested in New Games**
  1 April, 3 pm–3:45 pm
  PRESENTERS: Katie Donoviel

[TexTESOL V](#)
- **Using Critical Literacy in Resistance Readings and Counternarratives**
  1 April, 4 pm–4:45 pm
  PRESENTER: MaryLynn Patton

[Argentina TESOL](#)
- **Flipped Learning Activities With Smartphones, Tablets, and Laptops**
  2 April, 2 pm–2:45 pm
  PRESENTER: Alfredo Villalba

[Mid-America TESOL](#)
- **Cross-Campus Bridges and Reflections on a Multilingual Composition Pilot**
  2 April, 3 pm–3:45 pm
  PRESENTERS: Katherine Daily-O’Meara, Jon Phelps-Leach, Cara Codney

[Yakut TESOL and NATE Russia](#)
- **Using Quizizz in Google Classroom**
  3 April, 10 am–10:45 am
  PRESENTERS: Zarmena Emelyanova, Svetlana Sannikova, Natalia Alexeeva

[Minnesota TESOL](#)
- **The Interactive Classroom**
  3 April, 11 am–11:45 am; Room 206
  PRESENTERS: Aanya DiBrito, Elizabeth Done

[Action TESOL Caribbean](#)
- **Acquiring English in a Creole Context: Classroom and Community**
  3 April, 11 am–11:45 am
  PRESENTERS: Renee Figuera, Marlena Henry, Faith Popan

**AFFILIATE COLLOQUIUM**
- **Reaching New Heights**
  2 April, 1 pm–2:30 pm; Room 112
  Teacher associations around the world are adapting to the changing times. Technology, online communications, moving populations, and other factors are affecting the way associations respond to these changes. Utilizing experts from within the affiliate network, this colloquium provides insights on how TESOL affiliates can get support for their needs.
  FACILITATOR: George Kormpas, Affiliate Network Professional Council
  PRESENTERS: Stacy Brown, Oklahoma TESOL; Amira Salama, Africa TESOL; Amani Elkhayat, NYTESOL; Scott Douglas, BC TEAL; Thomas S. C. Farrell, TESL Ontario; Mary Romney, Retired

**SESSIONS FOR AFFILIATE LEADERS**
- **Affiliate Leaders’ Workshop**
  31 March, 1 pm–5 pm; Room 607
- **Affiliate Assembly**
  1 April, 10 am–12 pm; Room 603
- **Affiliate Communications Workshop**
  1 April, 1:30 pm–3:30 pm; Room 607
NEW in 2020

Create a dynamic classroom and interactive experience with

PEARSON MODULAR GRAMMAR COURSE

Connect, extend, and expand the learning experience with interactive content and tools that turn adult learners into active learners.

Stop by the Pearson booth for a demo!
PRESENTATIONS FROM COLLEAGUE ORGANIZATIONS

Find abstracts for these sessions in the program book under the date and time for each session. All sessions are in Room 208.

WEDNESDAY, 1 APRIL

- Accountability Systems and ELs: The Good, Bad, and Ugly
  Sponsored by the International Language Testing Association (ILTA)
  10:30 am–12 pm
  PRESENTERS: Ilhye Yoon, Jennifer Cox, Claudia Franks, Lorri Kondo, Travy Moncure, Tim Boals

- National EL Collaboration: From NCSTIId to NAELPA
  Sponsored by The National Association of English Learner Program Administrators (NAELPA)
  1 pm–1:45 pm
  PRESENTERS: David Holbrook, Carol Salva

- #YAWH: Welcoming and Supporting Students Through Their Journeys
  Sponsored by NAFSA: Association of International Educators
  2 pm–2:45 pm
  PRESENTER: Joann Ng Hartmann, Michelle Alvarez

- Advocacy for ELs Through NEA Blended Learning Opportunities
  Sponsored by the National Education Association (NEA)
  3 pm–3:45 pm
  PRESENTER: Luis-Gustavo Martinez

THURSDAY, 2 APRIL

- Professional Initiatives From TIRF: Visions for the Next 20 Years
  Sponsored by The International Research Foundation for English Language Education (TIRF)
  9:30 am–11 am
  PRESENTERS: David Nunan, Jun Liu, Richard Boyum, Kathi Bailey, Anthony Acevedo

- “Making Languages Our Business” to Better Advocate for Language Education
  Sponsored by the American Council for the Teaching of Foreign Languages (ACTFL)
  1 pm–1:45 pm
  PRESENTER: Howie Berman

- Supporting Learners Along Pathways to Seal of Biliteracy and Beyond
  Sponsored by the American Council for the Teaching of Foreign Languages (ACTFL)
  2 pm–2:45 pm
  PRESENTER: Bridget Yaden

FRIDAY, 3 APRIL

- What’s Happening With AAAL in 2020
  Sponsored by the American Association of Applied Linguistics (AAAL)
  9:30 am–10:15 am
  PRESENTER: Fabiola Ehlers-Zavala

- CEA: Standards Review and Benefits of Accreditation
  Sponsored by The Commission on English Language Program Accreditation (CEA)
  10:30 am–11:15 am
  PRESENTER: Heidi Vellenga
TESOL INTERNATIONAL ASSOCIATION

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» Reliable English Language Teaching Resources
» New Research on English Language Teaching
» Online and In-Person Networking Opportunities

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RECRUITER PAVILION

Looking for a job? Curious about trends in English language teaching employment? Don’t miss the Recruiter Pavilion inside the English Language Expo.

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

START HERE:
www.tesol.org/recruiterpavilion
- Construct or upload electronic CVs/résumés
- Search jobs online
- Request interviews online
- Maintain a personal calendar of scheduled interviews
- Meet recruiters and interview face-to-face
- Network with other professionals in the field

Admission to the Recruiter Pavilion is included with your convention registration.

Even if you haven’t registered with the Recruiter Pavilion, feel free to stop by and see which companies and institutions have come to recruit. You never know what connections you’ll make.

Make an appointment to see these recruiting companies* while in Denver:
- Bilkent University, English Language Preparatory Program
- Bilkent University, School of English Language
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The ELT Leadership Management Certificate Program (LMCP) provides quality professional development and leadership training for ELT professionals in their current or future leadership, administrative, or management roles in various kinds of ELT organizations and institutions. This program is open to TESOL members and nonmembers.

To earn the 10-hour certificate, participants must complete a 7-hour required workshop and two 90-minute elective workshops (3 elective hours total). All workshops must be completed at the 2020 TESOL Convention. **FEES:** US$375 for both members and nonmembers.

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

**REQUIRED ELT LMCP WORKSHOP**
- **Leadership and Management Fundamentals**
  **Tuesday, 31 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, Michigan Language Assessment, Ann Arbor, Michigan, USA; Christine Coombe, Dubai Men’s College, Academic City, Dubai, UAE

**REQUIRED ELECTIVE WORKSHOPS (CHOOSE TWO)**
- **Financial Planning: Budgets and Course Costing**
  **Wednesday, 1 April, 11:30 am–1 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, Michigan Language Assessment, Ann Arbor, Michigan, USA

- **Hiring Essentials**
  **Wednesday, 1 April, 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

- **How to Run Effective Meetings**
  **Thursday, 2 April, 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, Azusa, California, USA

- **Facilitating Groups and Building Teams**
  **Thursday, 2 April, 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

- **Effective Time Management Strategies for ELT Leaders/Professionals**
  **Thursday, 2 April, 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, Academic City, Dubai, UAE; Justin Shewell, Arizona State University, Tempe, Arizona, USA; Mashael Al-Hamly, Kuwait University, Kuwait
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*Seating is limited, so please register early.*  
*As registration closes for each institute, waiting lists will become available.*

<table>
<thead>
<tr>
<th>2020</th>
<th>Upcoming Institute Topics and Descriptions</th>
</tr>
</thead>
</table>
| April 6-8| English Learners and Effective Multi-Tiered Systems of Support (MTSS) Strategies  
Focuses on the MTSS/RTI process for students from diverse linguistic and cultural backgrounds working to acquire a new language and succeed in the classroom. |
| April 8-9| Assessment and Evaluation for Language Learners: Principles and Classroom Practices  
Designed to familiarize participants with principles of effective language assessment and best practices to enhance classroom instruction. |
| April 8-9| Research-Based Vocabulary Instruction for English Learners  
Designed to increase understanding and provide practical and research-based resources and strategies for vocabulary instruction for educators working with ELs in their classrooms and schools. |
| April 21-23| Teaching Reading to Students Learning English: Direct Strategies  
Provides teachers with the knowledge and skills they need to teach reading effectively to ELs and features materials from the research-based curriculum *What’s Different About Teaching Reading to Students Learning English?* |
| April 21-24| SIOP for Dual Language Programs: Developing Academic Language & Content in Two Languages  
Designed to help participants develop and deliver CAL SIOP Model lessons in bilingual programs. No prior knowledge of the SIOP Model is required for participation. |
| April 22-23| Promoting Cultural Proficiency to Boost Outcomes for All Students  
Designed to give educators and administrators tools that will guide the work of cultural proficiency at the individual and school levels by outlining concrete steps for creating communities of inclusion. |
| July 13-16| SIOP Training of Trainers: Foundations  
Designed to help participants enhance their knowledge of the SIOP Model to support delivery of effective PD workshops for educators. This institute is for those with a working knowledge of the SIOP Model and seek foundational skills in creating and delivering a SIOP Model PD program. |
| July 20-22| Teaching Reading to Students Learning English: Direct Strategies  
Provides teachers with the knowledge and skills they need to teach literacy effectively to ELs and features materials from the research-based curriculum *What’s Different About Teaching Reading to Students Learning English?* |
| July 20-21| Spanish Literacy Institute: Fostering Spanish Language and Literacy Development  
Provides effective methodologies for teaching academic language and literacy in Spanish to students in a wide variety of programs where Spanish is the language of instruction. *En español.* |

Visit [solutions.cal.org/institutes](solutions.cal.org/institutes) to learn more and register.
TESOL would like to thank the following reviewers who helped with the adjudication process for all concurrent and poster proposals.

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COLORADO CONVENTION CENTER: ALL LEVELS

*See page 195 for a detailed map of the Exhibit Hall including all exhibitor booths.
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DESCÁRGUELO
Yaja con la narración
**SAMPLE ABSTRACT**

Please note: Abstracts are arranged by date followed by start time, then by end time, and then in alphabetical order by title. All sessions take place in the Colorado Convention Center.

**IS: Supporting Students With Disabilities**

**What Special Education Can Teach Us: Supporting ELs With Disabilities**

Disabilities affect approximately 15% of the world’s population, and yet ESL/EFL teachers are often unequipped with effective strategies for supporting them. This interactive panel session examines how various evidence-based and promising strategies utilized in special education can be adapted to the ESL and EFL contexts.

**PRESENTER(S)**

Maiko Hata, University of Oregon, USA

**STRAND ICONS**

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

This year, we’ve added even more information to make it easier for you to determine which sessions are the right fit for you and your personal and professional development:

**CONTEXTS**

- **B-ME**: Bilingual/multilingual education
- **EFL**: English as a foreign language
- **ESL**: English as a second (or other) language
- **EIL**: English as an international language

**SETTINGS**

- **Academic English Programs**: Programs that prepare students for and/or support students in undergraduate education
- **Adult Education**: General and workplace English
- **Grad/Postgrad Programs**: Academic and professional programs, including teacher education programs
- **ITA**: International teaching assistantships
- **IEP**: Intensive English programs, private language teaching programs
- **Primary**: Elementary, Pre-K–6, young learners
- **Secondary**: Grades 7–12, teens
- **Tutoring**: Private, individual instruction

**Poster Sessions** are self-explanatory exhibits that allow participants to engage in informal discussion. Each poster session features 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 189.
Monday, 9:00 am–4:00 pm
Ticketed Event
Planning for the Success of ELs in Content Classes—What Works?
Participants examine research-based strategies and approaches to assist ELs in meeting rigorous standards. Participants gain 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.
Giselle Lundy-Ponce, American Federation of Teachers, USA
Areli Schermerhorn, American Federation of Teachers, USA
Becky Corr, American Federation of Teachers, USA
Susan Lafond, American Federation of Teachers, USA
Context: ESL

Monday, 9:00 am–4:00 pm
Ticketed Event
Supporting Students With Limited or Interrupted Education
This Preconvention Institute session provides answers to these questions: Who are the students with limited or interrupted education? Where do they come from? What are the causes of their interrupted education, and most importantly, what can we, as educators, do to help these students make up for lost time?
Judith B. O’Loughlin, Language Matters Education Consultants LLC, USA
Brenda Custodio, Ohio State University, USA
Context: All Contexts

Monday, 9:00 am–4:00 pm
Ticketed Event
Techniques for Teaching Content Through English
Teaching content through English (e.g., CBI, English as medium of instruction) offers opportunity, but risks abound. Participants learn ways to maximize benefits by designing “high structure” courses that maintain rigor, using principles of accelerated learning, facilitating engaging discussions, and promoting peer interaction that supports language and content learning.
Christopher Stillwell, College of the Sequoias, USA
Context: All Contexts

Monday, 1:00 pm–5:00 pm
Ticketed Event
Advocacy in Action: Becoming a Powerful and Effective TESOL Advocate
In this interactive PCI, participants explore the nexus of advocacy and English language teaching and learning, and the multidimensional role advocacy takes in practice with English language teachers and students in different contexts and with different populations around the world. Come learn to be a more effective, powerful, informed advocate!
Heather Linville, University of Wisconsin, USA
James Whiting, Plymouth State University, USA
Context: ESL
Assessing the Productive Skills of Teenage Language Learners
Participants increase their knowledge of both the developmental considerations and linguistic capabilities of teenagers as applicable to test design; implement language assessment theoretical frameworks into task designs; and build their understanding of best practices for developing, trialing, and revising rating rubrics to evaluate productive skills.
Fernando Fleurquin, Michigan Language Assessment, USA
Sharon Pearce, Michigan Language Assessment, USA
Renee Sautler, Michigan Language Assessment, USA

Empowering ELs Through Media Technologies and Community Engaged Learning
Participants learn about media technologies and community engaged learning as pedagogies to empower ELs. Grounded in high impact practices and aligned with TESOL standards, participants review key tenets of youth media, sample user friendly tools and pedagogical strategies to engage students for academic and social achievement.
Deborah Romero, University of Northern Colorado, USA
Dana Walker, University of Northern Colorado, USA

Long-Term ELs: Strategies for Teaching Language in Content Classes
Participants interactively practice research-based strategies addressing the complex syntax and academic vocabulary unique to math, history, and science, especially for long-term ELs and those with limited schooling. Attendees also draft a plan to empower every teacher to teach with language learning in mind. Multiple support materials are provided.
Elizabeth Hartung-Cole, NNETESOL, USA

Building Academic Discussion Skills With Lower-Level Language Learners
In this workshop, participants explore strategies that have been effective in overcoming common challenges and in moving lower level ELs towards successful academic discussions. Through hands-on activities, participants practice multiple ways to effectively scaffold academic discussions and return to their teaching contexts with time-saving assessment tools.
Tamara Smith, Tokyo International University of America, USA
Ann Glazer, Tokyo International University of America, USA

Observation and Feedback to Advance Teacher Learning
This highly participatory PCI deepens participants’ expertise in observation and feedback for English language teacher development. Participants engage in a complete observation cycle to explore approaches to capturing data, target growth areas, and promote teacher knowledge-building during conferencing. Innovations such as video-based self-appraisal and peer-observation are shared.
Laura Baecher, Hunter College–CUNY, USA
Mary Scholl, Centro Espiral Mana, Costa Rica

Promoting Rigor in the World of Adult ESOL Professional Development
The 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 adult learners’ language development. Link to materials provided.
Sylvia Ramirez, MiraCosta College (ret. with emeritus status), USA
Jayme Adelson-Goldstein, Independent, USA
Lori Howard, CASAS, USA

Reading Success With Extensive Reading: Why and How
Adult ESL/EFL students must read fluently for academic and professional success, yet many are reluctant readers. Participants learn how to design extensive reading programs that promote reading fluency as well as vocabulary, grammar, and listening proficiency. Hands-on experience and materials allow participants to implement ER successful programs.
Thomas Robb, Kyoto Sangyo University, Japan
Doreen Ewert, University of San Francisco, USA

Using Music and Song to Teach ESL/EFL
Music and song work magic in language learning and acquisition in all kinds of wonderful ways. After looking at music’s powerful role in brain-based, music-based, and language-based research, participants explore and experience a dozen ways to effectively use music and song in any classroom, at any proficiency level. Joyful noise!
Kristin Lems, National Louis University, USA
**Tuesday, 31 March 2020**

*All sessions are in the Colorado Convention Center. For the location of a ticketed session, please check your ticket.*

### 8:00 am

**VG**

**A Systematic Approach to Teaching Vocabulary and Lexis**

This workshop demonstrates a systematic way of presenting vocabulary and lexis. 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*

**Context: All Contexts**

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**CIA**

**Creating Service Learning-Enhanced EAP Courses: The Process of From A to Z**

Service Learning (SL) experiences have successfully enriched many ELT settings. Based on the presenters’ 5-year experience implementing SL into their program, 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, USA*

*Honnor Orlando, Indiana University-Purdue University Indianapolis, USA*

**Context: ESL**

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**TE**

**Effective Lesson Observation: More Than Meets the Eye**

Classroom observation is perhaps one of the most used (and abused) tools in teacher education. In this workshop, participants explore a developmental model of observation based on the use of two tools: a map (to organize the observation session) and a compass (to help us provide effective feedback).

*Gabriel Diaz Maggioli, The Catholic University, Uruguay*

**Context: All Contexts**

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### 9:00 am

**TE**

**Assessment and Development of Language Skills Through Activities and Discussions**

Student-centered learning has been shown to aid in the development of language skills, but designing lesson plans that incorporate this type of learning can be challenging, especially as it relates to language skills assessment. This workshop provides specific discussion activity ideas, practice, and rubric examples for assessing them.

*Paula Wilder, Durham Technical Community College, USA*

*Michele Plaisance, Greensboro College, USA*

**Context: All Contexts**

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**RWL**

**Preempting Plagiarism: Teachers Scaffolding Information Literacy, ESL Students Questioning Texts**

Information literacy skills are fundamental to college success. However, cultural differences in knowledge schema may present challenges for international students acquiring such skills. Applying the ACRL Framework for Information Literacy, this workshop presents ESL practitioners and curriculum designers with scaffolds that effectively facilitate information literacy skill development and preempt plagiarism.

*Beatrix Burghardt, Texas A&M University, USA*

**Context: ESL**

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**LSP**

**Using the Instructional Conversation Discourse Format for Listening/Speaking Development**

The Instructional Conversation (IC) is a dynamic method to stimulate authentic oral interaction in the language classroom. This student-centered technique features five instructional and five conversational elements that promote deep, lively discourse. A repertoire of discussion prompts are included, with guidelines for developing appropriate prompts for various grade levels.

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

*Julie Ciancio, Westcliff University, USA*

**Context: All Contexts**
Tuesday, 9:00 am–4:00 pm
Ticketed Event

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

**Donna Brinton**, Educational Consultant, USA

**Lynn Henrichsen**, Brigham Young University, USA

**Tamara Jones**, Howard Community College, USA

**Colleen Meyers**, University of Minnesota, USA

**Carolyn Quarterman**, Duke University, USA

Context: All Contexts

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

**Teaching and Tutoring Adult Emergent Readers With Refugee Backgrounds**
This workshop is for teachers/tutors of adults with refugee backgrounds who are becoming literate as they learn English. Participants learn best practices for teaching adults who have had limited education in their native languages, including where to start.

**Amanda Shufflebarger Snell**, University of Arizona, USA

**Jenna A. Altherr Flores**, University of Arizona, USA

**Kate Van Roekel**, Literacy Connects, USA

**Lissa Fogel**, Pima Community College Refugee Education Refugee, USA

Context: ESL

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

**The 6 Principles for Exemplary Teaching of English Learners*: K–12**
This interactive workshop for K–12 teachers and administrators explores The 6 Principles framework in depth to deepen participants’ understanding of L2 acquisition, learner characteristics, conditions that promote language learning, lesson design and adaptation, assessment, and shared roles and responsibilities for learner success in both English and content area programs.

**Kia Myrick McDaniel**, Prince George’s County Public Schools, USA

**Linda Wesley**, University of Oregon, USA

Setting: Primary; Secondary

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

**Augmented and Virtual Reality for Older Language Learners**
This hands-on workshop is for teachers who want to incorporate and assess augmented and virtual reality in their teaching of adolescents and adults. Headsets and mobile devices loaded with free exemplar apps be explored for opportunities including the making of an augmented and virtual reality.

**Christine Rosalia**, Hunter College, USA

**Brendalyn Torres**, International Community High School, USA

**Areum Kang**, Manhattan International High School, USA

**Sheila Damato**, Hunter College–CUNY, USA

**Victoria Vazquez**, Liberty High School, USA

**Vicky Machado**, Hunter College, USA

**Robert Sorensen**, Hero High School, USA

**Megumi Ito**, World View High School, USA

Context: All Contexts
Designing Surveys for IEPs: Working Toward Improved Programmatic Effectiveness
Surveys are used in IEP programs by program administrators for a variety of purposes, but not all program administrators have a background in creating and implementing them. This PCI aims to give program administrators concrete skills in evaluating and creating surveys for their contexts.
Kevin Martin, Virginia International University, USA
Context: All Contexts

Learning Vocabulary Through Found Poetry
The presenter has students write found poetry using weekly wordlists to improve their vocabulary learning. They love it, and their vocabulary retention has improved markedly. In this workshop, participants write found poems both with provided wordlists and with vocabulary from their own classrooms to experiment with the effectiveness of this practice.
Melanie Rockenhaus, Scuola Normale Superiore, Italy
Context: All Contexts

RTI/MTSS Implementation: Identifying and Supporting EL Academic Achievement
When linguistically diverse students struggle academically, it is schools’/districts’ responsibility to assess whether it is due to language differences or disability. Successful implementation of RTI/MTSS is key to ensuring that ELs receive appropriate intervention to maximize their academic achievement and language acquisition.
Marybelle Marrero-Colon, Center for Applied Linguistics, USA
Annie Laurie Duguay, Center for Applied Linguistics, USA
Context: All Contexts

The GO TO Strategies: Guiding Teachers to Scaffold Content Language
This workshop provides hands-on experience with instructional strategy resources for teachers of ELs. The GO TO Strategies help teachers create scaffolded lessons for ELs 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, Independent, USA
Betty Ansin Smallwood, Succeeding with ELLs, USA
Context: All Contexts

Research Mentoring Workshop for Novice Teachers: 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, attendees 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.
David Nunan, University of Hong Kong, Hong Kong
Fares J. Karam, University of Nevada, Reno, USA
Lucilla Lopriore, Roma Tre University, Italy
Context: All Contexts

Hacking Paralax: A NatGeo Explorer on the Power of Perspective
Our world is so incredible that it is difficult to describe its richness in a single language. Nowhere is this more evident than through the lens of National Geographic. Join explorer Andrés Ruzo on a journey from the Amazon to the Arctic—because when perspectives meet, discoveries often follow.
Andrés Ruzo, National Geographic Explorer, USA
WEDNESDAY, 1 APRIL 2020
ALL SESSIONS ARE IN THE COLORADO CONVENTION CENTER.
FOR THE LOCATION OF A TICKETED SESSION, PLEASE CHECK YOUR TICKET.

7:00 am

**RWL**

Wednesday, 7:00 am–7:30 am
Room 502

**AAVE Features in the Digital Writing of Mexican Bilinguals**

This presentation examines young Mexican bilinguals’ use of African American English (AAE) features online. Using an ethnolinguistic approach, my analysis shows that participants use AAE features to challenge traditional hierarchies and construct particular identities. Pedagogical implications and ideas how to leverage online writing for academic English is being offered.

**M. Sidury Christiansen**, The University of Texas at San Antonio, USA

**Context:** B-ME  
**Setting:** Academic English Programs; Adult Education

**A**

Wednesday, 7:00 am–7:30 am
Room 108

**An IEP Practice to Advance Language Assessment Literacy**

Language assessment literacy (LAL) is essential but is perhaps inhibited by policy or lack of education. A U.S. IEP integrated LAL teacher training to encourage introspection and discussion on assessment practices. Modeled after LAL research, the framework of this PD can be replicated to engage pedagogical reflection for teachers.

**Lauren Rein-Hamberg**, University of Northern Iowa, USA

**Context:** ESL  
**Setting:** IEP

**ASJ**

Wednesday, 7:00 am–7:30 am
Room 301

**Bringing the World Together Through Social Advocacy and Civic Engagement**

Educational attainment is highly correlated with increases in civic participation and support for democracy. Presenters share sample civics-based classroom activities which have engaged ELs in applying their knowledge of American government, contemporary issues, and the law to develop critical thinking skills, confidence, and English language skills.

**Nathan Tanner**, Northwest Middle School, USA  
**Mark Tanner**, Brigham Young University, USA

**Context:** ESL  
**Setting:** Secondary

**MD**

Wednesday, 7:00 am–7:30 am
Room 109

**Creating ESL Textbooks Using Open Source Materials and Digital Tools**

Textbooks are never without their problems. Finding the right one is nearly impossible. The solution may be to write one. This presentation shows you how to get started with open source materials and digital tools to create a custom digital textbook that incorporates student input and meets students’ needs.

**Sean McClelland**, Community College of Baltimore County, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

**PA**

Wednesday, 7:00 am–7:30 am
Room 401

**Give ‘Em the Pickle: IEP Student Retention Through Customer Service**

Although academicians resist the perception of students as consumers, customer service models can result in increased student retention in IEPs. Presenters explore established customer service practices applicable to IEPs and guide attendees through developing a customer service approach tailored to the needs of their own IEPs.

**Laurel Collins**, University of North Texas, USA  
**Donna Obenda**, University of North Texas, USA

**Context:** ESL  
**Setting:** IEP

**CIC**

Wednesday, 7:00 am–7:30 am
Room 107

**How to Integrate Disability Knowledge Into an L2 Writing Syllabus**

An inclusive L2 writing syllabus enables writers to reframe and write about “disability” as a socially and politically constructed phenomenon and recognize people with disabilities beyond stereotypical perceptions. This presentation introduces to L2 writing instructors an inclusive writing syllabus and instructional materials containing the core concepts of disability studies.

**Negin H. Goodrich**, Purdue University, USA

**Context:** ESL  
**Setting:** Academic English Programs; ITA
**Interest: Dissimilar but Closely Related and Essential to Motivation**
This presentation demonstrates that the concepts of interest and motivation are not synonymous. However, interest is closely related and significantly contributes to motivation, therefore, to support language learners’ motivation, it is essential that educators promote their learning interest.

Strategies for promoting EFL/ESL students’ interest are suggested and discussed.

*Hien Tran,* The University of Auckland, New Zealand

**Context:** All Contexts  
**Setting:** Adult Education; Grad/Postgrad Programs

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**Making Aviation English Globally Accessible and Pedagogically Sound**
What do CBI, ESP, and online language teaching principles have in common? They all have informed the creation of an aeronautical university’s online aviation English course development process. This presentation demonstrates how course developers took an in-person English-for-flight-training course and made it a pedagogically sound and globally accessible online course.

*Alan Orr,* Embry-Riddle Aeronautical University, USA  
*Jennifer Roberts,* Embry-Riddle Aeronautical University, USA

**Context:** EFL  
**Setting:** Adult Education; IEP

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**Teaching Mathematics and Science to ELs: The CLD-PCK Model**
This presentation reports on findings from a 3-year study of 26 preservice elementary teachers learning to teach mathematics and science to ELs. Findings indicate that there was significant improvement in the implementation of instructional strategies, understanding of mathematics and science content, and attitudes about teaching science to ELs.

*Elizabeth Franklin,* University of Northern Colorado, USA

**Context:** ESL  
**Setting:** Primary; Grad/Postgrad Programs

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**The Utility of Infographics: Scaffolding Students’ Writing**
This presentation highlights a pedagogical integration of infographics as a digital and procedural tool to scaffold writing development. Substituting the first draft with an infographic assignment reduces teachers’ load of responding to multiple full-text drafts and facilitate feedback that targets higher-order writing issues in the early stages of writing.

*Undarmaa Maamuujav,* University of California, Irvine, USA

**Context:** All Contexts  
**Setting:** Academic English Programs

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**Using MOOCs for Teacher Training in Low-Resourced Areas**
This session showcases the experience of over 5,000 teachers across the Philippines in using MOOCs and MOOC Camps sponsored by the U.S. Department of State through the Regional English Language Office in Manila, Philippines for teacher training. The audience learns proven strategies in facilitating MOOCs with teachers from diverse backgrounds.

*Romualdo Mabuan,* Lyceum of the Philippines University - Manila, Philippines  
*Rebecca Sagot,* Panabo City Division Office, Philippines  
*Rina Angeles,* San Juan National High School - SHS, Philippines

**Context:** ESL  
**Setting:** Secondary; Adult Education

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**Young Learner Conceptual Access in L2 Vocabulary Acquisition**
The study discussed investigates whether Japanese elementary school students can access meaning directly from the L2 form, or if they (like adult learners) have to first translate to L1 before determining meaning. The results suggest that the young learners can indeed forge a direct connection between L2 words and mental concepts.

*Clay Williams,* Akita International University, Japan  
*Naeko Naganuma,* Akita International University, Japan

**Context:** EFL  
**Setting:** Primary
Wednesday, 7:00 am–7:45 am  
Room 113

**4 Lessons Learned From an International Online Writing Collaboration**

Many universities are starting initiatives to promote the internationalization of higher education through online collaboration. Participants learn about how two schools, from the United States and Brazil, collaborated to promote intercultural communication and facilitate online synchronous writing workshops. Within each point, presenters include a practical teaching tip.

**Hannah Harris**, University of Illinois at Chicago, USA  
**Jan Krimphove**, Unichristus University, Brazil  
**Cymara Kuehner**, Unichristus University, Brazil  
**Maely Barreto**, Unichristus University, Brazil

**Context:** EIL  
**Setting:** Academic English Programs; Grad/Postgrad Programs

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Wednesday, 7:00 am–7:45 am  
Room 708

**Best Assess That Vocab Mess**

Vocabulary assessment is a powerful tool to measure learner progress, but it can also frustrate students and teachers alike. In this session, review best practices in assessment and enhance your instruction with summative and formative vocabulary assessments. Assessments can be easily implemented in your class next week.

**Jennifer Majorana**, Saginaw Valley State University, USA  
**Mari Bodensteiner**, University of Wisconsin-La Crosse, USA

**Context:** ESL  
**Setting:** Secondary; Academic English Programs

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Wednesday, 7:00 am–7:45 am  
Room 111

**Challenging Linguicism and Racism Through Translingually Responsive Pedagogy**

Asking someone to speak only English is seen as racism in the present-day USA, and yet American EAP classrooms tend to be English-only spaces. A pedagogy that’s responsive to students’ translingualism may help navigate these tricky spaces by constructively challenging linguicism while successfully facilitating academic English language acquisition in the classroom.

**Rashi Jain**, Montgomery College, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

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Wednesday, 7:00 am–7:45 am  
Room 705

**Create or Enhance Your Curriculum With ESL Library**

ESL Library is the world’s leading subscription service for accessing printable and interactive lessons, flashcards, and resources. Learn how to set up your account, build your curriculum, and teach your best class.

**Ben Buckwold**, ESL Library, Canada

**Context:** ESL  
**Setting:** Secondary; Adult Education

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Wednesday, 7:00 am–7:45 am  
Room 507

**Dual Language Digital Badges: The Future in Teacher Preparation Programs**

Digital Badges allow educators to showcase their pedagogical skills. Through a process of modules, coaching, and badging, our program teachers demonstrate their teaching skills in Spanish and English. This panel details strategies for developing Digital Badges for educators at all levels.

**Kerry Purmensky**, 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  
**Leslie Mendez**, University of Central Florida, USA

**Context:** B-ME  
**Setting:** Primary

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Wednesday, 7:00 am–7:45 am  
Room 404

**Electronic Portfolios: Where the World of Student Learning Comes Together**

This interactive presentation argues that electronic portfolios lend agency and voice to ESL students by promoting reflection and synthesis across assignments and courses. Such portfolios showcase ESL student accomplishments even as they invite metacognition. The presentation offers student examples which allow participants to reflect on classroom implementation.

**Andrea Feldman**, University of Colorado Boulder, USA  
**Rolf Norgaard**, University of Colorado Boulder, USA

**Context:** ESL  
**Setting:** Academic English Programs; Grad/Postgrad Programs

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Wednesday, 7:00 am–7:45 am  
Room 702

**Evaluating Tests and Setting Scores: What You Need to Know**

Gain the knowledge needed to contribute to decisions regarding English proficiency tests used as a standard for admission. This session provides ESL professionals with a framework to evaluate the validity and reliability of English tests and to choose appropriate scores through a close examination of IELTS Speaking and Writing samples.

**Misty Wilson**, IELTS USA, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education
Expanding the Textbook: Getting More Communication From Textbook Activities

Textbooks are a vital part of teaching ESL/EFL, but they suffer from limitations. Mass appeal and publishing costs limit the communicative scope of textbook activities. This presentation explores limitations of textbooks and offers practical, research-backed ideas for expanding textbook activities to provide more oral production practice.

Bradley Knieriem, Howard Community College, USA

Context: All Contexts
Setting: Adult Education; IEP

Exploring Dignity and Practicing Peace in the English Language Classroom

Using a multidisciplinary lens (literature, visuals, audio), participants discover the essence and essentialness of dignity as a human birthright and experience through dialogue, inquiry, and reflection the practice of dignity in language learning and peacebuilding. The session offers perspective on using dignity to transform classrooms and nurture cultures of peace.

Bernadine Clark, Independent, USA
Kenneth Clark, Independent, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Global Skills: Essential Instruction for Adult Learners

Collaboration, critical thinking, civic engagement, and digital literacy: With these global skills, our adult learners can move confidently toward their work and academic goals. In this interactive session, Jayme Adelson-Goldstein (Step Forward series director and Oxford Picture Dictionary coauthor) shares techniques for embedding these essential skills in classroom instruction.

Jayme Adelson-Goldstein, Lighthearted Learning, USA

Context: ESL
Setting: Adult Education

Helping Newcomers Become Resilient: I Have, I Am, I Can

For newcomers to become resilient, schools must create havens of resilience, helping learners discover their internal strengths, the I Have, I Am, I Can. Newcomers can learn to draw on these three strategies. Presenters model activities for new arrivals to develop the resilience needed to become proficient learners.

Judith B. O’Loughlin, Language Matters Education Consultants, LLC, USA
Brenda Custodio, Newcomer and ELL Services, USA

Context: ESL
Setting: Secondary; Adult Education

NNEST Identity-as-Pedagogy in U.S. Writing Classrooms: A Collaborative Narrative Inquiry

This session explores the identity-as-pedagogy practices of five non-native English speaking teachers (NNESTs) in U.S. writing classrooms while also looking at the institutional ecologies and support system that enable them to bring their evolving, contested, and fluid identities into the classroom as pedagogical resources, employing a collaborative narrative inquiry.

Mijanur Rahman, Illinois State University, USA
Su Yin Khor, Pennsylvania State University, USA
Cristina Sánchez-Martin, Indiana University of Pennsylvania, USA
Demet Yigitbilek, Illinois State University, USA
Lisa Seloni, Illinois State University, USA

Context: All Contexts
Setting: Grad/Postgrad Programs; ITA

Personalized Feedback and Standardized Exams for Teenagers? Is That Possible?

Assessment better supports teaching and learning when rich feedback is provided to test takers and teachers. Join us as we explore how large-scale exams can serve formative and summative assessment purposes and how MET Go!, a recently developed multilevel EFL exam for teenagers, provides individualized formative feedback to foster learning.

Fernando Fleurquin, Michigan Language Assessment, USA

Context: EFL
Setting: Secondary; IEP

Practice What You Teach: Preparing Writing Teachers Through Writing Assignments

This practice-oriented presentation describes how the presenter prepared MA-TESOL students to teach academic writing by guiding them through the process of writing a summary, critical response, argument synthesis, and annotated bibliography. It includes descriptions of assignments and activities, followed by discussion on using writing assignments in L2 writing teacher education.

Debra Friedman, Indiana University, USA

Context: All Contexts
Setting: Academic English Programs
### Research for Change: Social Awareness Campaigns Led By Teens

In this session, presenters detail a project for teens learning English designed to help them build 21st century skills through the creation of a data-driven presentation via research of a local issue to help change their community. This project can be stand alone or used in conjunction with a textbook.

**Maria Snarski,** U.S. Embassy New Delhi, India, India  
**Rachna Sharma,** U.S. Embassy, New Delhi India, India

**Context:** All Contexts  
**Setting:** Secondary

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### Teaching With Play: Games, Game-Based Learning, and Gamification

Play is powerful for all ages, and learners generally like a fun factor in their learning. Most teachers use games, and some have tried game-based learning and gamification. But what are the differences among games, game-based learning, and gamification, and what underlies why they work—or don’t work?

**Deborah Healey,** University of Oregon, USA

**Context:** All Contexts  
**Setting:** Secondary

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### TESOL National Recognition Through CAEP

This session focuses on the ways the TESOL P–12 Professional Teaching Standards are used by the Council for the Accreditation of Educator Preparation (CAEP) to nationally recognize 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,** TESOL International Association, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs

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### The Transferrable Learning Circle (TLC): Holistic and Sustainable English Lessons

This presentation introduces the Transferrable Learning Circle (TLC) and five key principles for holistic and sustainable ESL/EFL lessons: (i) a holistic approach, (ii) schema activation, (iii) multimodality, (iv) critical literacy, and (iv) sustainability. A mini-unit on a climate change text demonstrates how TLC can be applied in the classroom.

**Paul John Meighan,** McGill University, Canada

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

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### Translanguaging: Making the Most of Your Students’ Linguistic Resources

Translanguaging is a way of understanding the interconnected nature of languages for multilinguals. Participants gain an understanding of translanguaging and how to leverage it as a tool for language learning. They leave with specific ways to apply this theory to classroom practices that value students’ entire linguistic repertoire.

**Elizabeth Baertlein,** Kirkwood Community College, USA  
**Mary Christensen,** University of Iowa, USA

**Context:** ESL  
**Setting:** Academic English Programs; Adult Education

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### Coconstructing Culturally Responsive Classrooms

How can culturally responsive practices impact our students’ learning experiences? This interactive workshop help teachers select and craft strategies to support diverse learners in creating and sustaining environments for academic success. Participants take home resources for helping teachers and students co-construct welcoming and engaging classrooms.

**Carmen Diaz,** NYSTESOL, USA  
**Jessa Waterhouse,** NYSTESOL, USA  
**Sandra Strock,** NYSTESOL, USA

**Context:** All Contexts  
**Setting:** Primary; Secondary
A Narrative Approach to Becoming a Teacher Educator
This presentation examined how a practicing ESL teacher renegotiated her teacher identity when she became a part-time teacher educator at a local college in the southeastern United States. Participant outcomes include tools for ongoing reflection and information about how to promote the identity development of teacher educators.

Amanda Giles, The University of Alabama, USA

Context: All Contexts
Setting: Secondary; Grad/Postgrad Programs

An Analysis of Target Discourse of IT Help Documentation
This research-oriented session presents an analysis of target discourse for help documentation in information technology (IT), comparing authentic samples to textbook samples. Study findings revealed that the textbooks mostly ignore and reduce the complexities of the task of writing help documentation.

Roberto Leon, University of Maryland, College Park, USA

Context: ESL
Setting: Academic English Programs; Adult Education

Cross-Linguistic Influence on L2 Collocations: The Case of Vietnamese Learners
L2 writers’ difficulties with collocation are often attributed to the L1, but this claim has not been systematically investigated. The study discussed used Jarvis’s approach to crosslinguistic influence to explore collocations produced by Vietnamese learners of English and found 38% of the unconventional collocations were L1-influenced.

Dung Cao, University of Social Sciences and Humanities, Viet Nam
Richard Badger, University of Leeds, United Kingdom

Context: ESL
Setting: Academic English Programs; Adult Education

Distinguishing Ill-Adjusted From Well-Adjusted Learners: Helping International Students Cope
Data from 167 international students from diverse L1 backgrounds is shared highlighting features that distinguish well-adjusted from ill-adjusted learners. Implications from this data are shared for ways administrators and teachers can help students navigating the complex process of adjusting to a new culture.

Sherie Kwok, Brigham Young University, USA
Mark Tanner, Brigham Young University, USA

Context: ESL
Setting: Academic English Programs; IEP

High School ELs Go to College: Barriers and Hopes
This research study documents experiences of college-bound (ELs) and counselors to identify successful strategies used and barriers faced in college applications. The presentation finds challenges despite educators’ best efforts to help. It provides suggestions for how TESOL educators can serve as advocates, facilitators, and mentors to college-bound ELs.

Lei Jiang, University of Georgia, USA
Linda Harklau, University of Georgia, USA

Context: ESL
Setting: Secondary; Academic English Programs

Implementing 6 Thinking Hats in Large Language Classroom
Edward de Bono’s “Six Thinking Hats” model is widely used in business studies and in the corporate sector because it improves the overall thinking process. This session demonstrates its usability in a language classroom to improve critical thinking skills with evidence of its effectiveness in a large classroom setting.

Kaukab Abid Azhar, Barrett Hodgson University, Karachi, Pakistan

Context: All Contexts
Setting: Academic English Programs; All Contexts

Instructional Design: An Alternate Career Path for TESOL Professionals
For TESOL professionals who need to retool their careers because of layoffs or teacher burnout, the in-demand field of instructional design can provide an alternate career path. In this session, participants learn about the additional qualifications and skills that TESOL professionals need for instructional design jobs.

Sharon Tjaden-Glass, Sinclair Community College, USA

Context: ESL
Setting: Academic English Programs; IEP

Learner Engagement With Automated Written Corrective Feedback: Multiple Case Study
The presentation reports a multiple case study on two ESL students’ behavioral, cognitive, and affective engagement with automated written corrective feedback (AWCF) provided by Grammarly. Findings suggest AWCF could have a positive impact on writing if active engagement is present. Pedagogical implications are highlighted for promoting learner engagement with AWCF.

Svetlana Koltovskaia, Oklahoma State University, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education
Wednesday, 10:30 am–11:00 am  
Room 502

**Undergraduate Multilingual Students’ Adaptive Transfer in Writing Across the Curriculum**  
Drawing upon the theories of adaptive transfer and genre analysis, this research explores how undergraduate multilingual students transfer composition knowledge and skills beyond first-year writing instruction in a U.S. university. Features of multilingual students’ writing across the curriculum and pedagogical implications for both writing teachers and disciplinary faculties are discussed.  
**Xin Chen**, Indiana University, USA

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Wednesday, 10:30 am–11:15 am  
Room 708

**Accelerating Language Acquisition Among Beginning Language Learners**  
The task of helping beginning ELs acquire English is challenging, but attainable when supported by practical teaching theory and methodology. This session provides a litany of strategies to accelerate ELs’ language skills through appropriately scaffolded lessons and language goals based on student need.  
**Carmen Shahadi Rowe**, Millersville University, USA

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Wednesday, 10:30 am–11:15 am  
Room 709

**An Analysis of Overwatch Game Mechanics and L2 Student Collaboration**  
Building on the presenters’ previous research on the game Overwatch, the study discussed examines the results from two college-level ESL instructors who applied these game mechanics into their classrooms to promote meaningful and rich language use. Findings reveal that certain mechanics led to frequent and meaningful student communicative collaboration.  
**Samantha Kirby**, The University of Arizona, USA  
**Michelle Vonie**, The University of Arizona, USA

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Wednesday, 10:30 am–11:15 am  
Room 407

**Effective PD for Educators of ELs: Knowledge, Practices, and Outcomes**  
While well-trained educators improve outcomes for ELs, teachers report feeling unprepared to meet the needs of these students. This session introduces and discuss the application of standards for facilitators of PD for educators of ELs, including the requisite knowledge base, essential PD practices, and measured outcomes.  
**Annie Laurie Duguay**, Center for Applied Linguistics, USA

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Wednesday, 10:30 am–11:15 am  
Room 110

**ELs, Every Student Succeeds Act, and Equity**  
The Every Student Succeeds Act (ESSA) in the United States is designed to address the growing achievement gap between ELs and their non-EL peers. This presentation explores states’ ESSA plans, unveiling a number of inequities in their academic goals set for ELs and their reclassification and accountability systems.  
**Mary Hutchinson**, Penn State University, USA

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Wednesday, 10:30 am–11:15 am  
Room 503

**Equitable Access to Mandated Language Arts Curriculum Units**  
Teachers face the challenge of teaching literacy to ELs using a language arts curriculum designed for native English speakers. The presenters describe an approach that engages ELs in a commonly taught seeds and plants unit. The students develop English proficiency during seed growth experiments, graphing, charting, and book production.  
**Yvonne Freeman**, The University of Texas Rio Grande Valley, USA  
**David Freeman**, The University of Texas Rio Grande Valley, USA  
**Mary Soto**, California State University East Bay, USA

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Wednesday, 10:30 am–11:15 am  
Room 113

**Exploring Learning Cultures to Build Community, Proficiency and Agency**  
Learners coming to American schools from abroad must often adapt their learning strategies and get used to working collaboratively. This presentation provides a project-based framework for helping integrate new ELs into their new school culture, helping them develop learning strategies, tech skills, language proficiency and agency along the way.  
**Christopher Ferry**, Mid-Pacific Institute, USA  
**Jodie Sakaguchi**, Mid-Pacific Institute, USA
Facilitating the Dialogue Between Teachers and Researchers

The research-pedagogy relationship can be rich and mutually supportive only when researchers and teachers collaboratively work for the common goal—students’ L2 learning. In this session, the presenters describe the current relationship between pedagogy/teachers and research/researchers. They then discuss some pedagogical ideas based on instructed L2 acquisition research.

Masatoshi Sato, Universidad Andres Bello, Chile
Shawn Loewen, Michigan State University, USA
YouJin Kim, Georgia State University, USA

Context: All Contexts
Setting: Secondary; Grad/Postgrad Programs

Language Learning With Video: When YouTube Doesn’t Deliver

Have you spent countless hours trawling YouTube to come up empty? The challenge is finding videos with appropriate language level and content that connects to your ESL students. This session shows how publishers evaluate the needs of ESL and students to create authentic videos that support curriculum.

Katie La Storia, Cambridge University, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education

Faculty as Legislative Advocates for ELs: Challenges and Opportunities, Part 2

Learn how three California community college ESL faculty continue to advocate for linguistic equity by helping to amend two laws and regulations adversely impacting ELs in California. The presenters share the impact of this advocacy, current challenges, and follow-up on new curricular opportunities for ELs in California community colleges.

Kathryn Wada, Cypress College, USA
Sydney Rice, Imperial Valley College, USA
Leigh Anne Shaw, Skyline College, USA

Context: ESL
Setting: Adult Education; ITA

How 2 Divergent Pathways Nurtured a Successful ESL Career

Be inspired by the extraordinary career of a TESOLer whose competence, humor and drive have taken her along an extraordinary career path! From journalism and teaching, Connie’s career as cofounder and director at Spring International has converged into a successful 40-year career as an ESL professional and a writer.

Connie Shoemaker, Spring International Language Center, Littleton, USA

Context: All Contexts
Setting: Grad/Postgrad Programs; Tutoring

Listener-Friendly English Pronunciation for Vietnamese, Cantonese, and Mandarin Speakers

This session demonstrates selected features of Vietnamese, Cantonese, and Mandarin that affect English pronunciation and fluency. Participants learn about air flow, glottal stops, tone, and phonotactics. They practice activities to enable students to modify their pronunciation so as to engage in spoken English communication in a more listener-friendly way.

Marsha Chan, Sunburst Media, USA

Context: ESL
Setting: Adult Education; ITA

Multimodalities and Translanguaging in Dialogue Journals for K–12 ELs

This presentation encourages expanding dialogue journals with K–12 students to include video journals and translanguaging. The presenters share how they have expanded traditional dialogue journals by using technology to record and send video dialogue journals and by encouraging students to use translanguaging in their written and oral dialogue journals.

Holly Hubbard, Etowah County Schools, USA
Chad Strawn, Etowah County Schools, USA
DeAnna Buhl, Etowah County Schools, USA

Context: ESL
Setting: Primary; Secondary
Program Redesign on a Dime: From Process to Product
In times of decreasing enrollment and revenue, curricular innovation can be perceived as an unjustifiable luxury. However, in this session, we describe a curriculum redesign project undertaken quickly and at low cost in an effort to improve program quality and student experience at a university-based ESL program.

Pamela Pearson, Southern New Hampshire University, USA
Rita Naughton, Southern New Hampshire University, USA
Lleij Schwartz, Southern New Hampshire University, USA

Context: ESL
Setting: Academic English Programs; IEP

Rethinking Students’ Native Speaker Instructor Ideal in the EFL Context
Superiority of native speaking English teachers is an ideal held by many EFL students. However, is this ideal justified by student performance? This presentation shows results from a study at an English medium university in Afghanistan that measured student preferences and performance with perceived native and non-native English-speaking instructors.

Nicholas Rhea, American University of Afghanistan, Afghanistan

Context: EFL
Setting: Academic English Programs; Adult Education

Stand Up and Move: Review Activities That Keep Students Awake
Students need review to acquire vocabulary, grammar, and subject-matter content, but typical review worksheets can put them to sleep. Learn seven ways to get students out of their seats and keep them engaged during review. Techniques work for different sized classes/rooms, include group and individual work, and fit various skills/subjects.

Kitty Purgason, Biola University, USA

Context: All Contexts
Setting: Secondary; Adult Education

State WIOA Adult ESOL Initiatives and Innovations
Presenters from three diverse states describe one significant adult ESOL initiative instituted to address a particular requirement of WIOA. These concise overviews from the three states focus on a programmatic approach, issue, or product that can be of value and benefit to other states.

Gaye Horne, Colorado Department of Education, USA
Patsy Egan, Hamline University, USA
Danielle Ongart, Colorado Department of Education, USA
Andrea Echelberger, Minnesota Literacy Council, USA

Context: ESL
Setting: Adult Education

Stuffed Squash and Other Dramatic Pronunciation Activities
A play is a story told through conversation, and its success depends on the emotions, intentions, and implicit messages that are communicated through pitch, tone, stress, and rhythm. In this session, participants experience a range of drama-informed pronunciation activities and walk through a performance-based project that brings the activities all together.

Alice Savage, Lone Star College: North Harris, USA
Walton Burns, Alphabet Publishing, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education

Superdiversity and Implications for Educational Equity in K-12 and Adult Education
Within the field of multilingual education, superdiversity has gained traction and coincided with the growing emphasis on understanding multilingual practices. Superdiversity is often invoked to draw attention to complex conceptualizations of how individuals and communities function in society. This presentation will highlight the research of the 2020 CAL Ferguson Award winner on the topic of superdiversity and the practical implications for educational equity in the K-12 and adult classrooms.

Roberta Miceli, Center for Applied Linguistics, USA
Martha Bigelow, University of Minnesota, USA
Chelsea Lafferty, Center for Applied Linguistics, USA
**Take the Express to the New TOEFL iBT® Test**

Get on board with testing experts to learn about important changes to the TOEFL iBT. Discover how using a skills-based short course can give your students the knowledge and practice needed to perform at their best on the TOEFL. Special emphasis on speaking and writing.

**Tammy LeRoi Gilbert**, Express Publishing, United Kingdom

**Dorothy Zemach**, Express Publishing, USA

**Context:** All Contexts

**Setting:** Academic English Programs; Adult Education

**Wednesday, 10:30 am–11:15 am**

**Room 703**

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**Using Real-World Content for Effective Reading**

The internet is rife with information. The challenge for ELs is the need to comprehend what they read while determining its reliability. *Reading Explorer* uses National Geographic content to build effective reading and vocabulary strategies, critical thinking skills, and new literacies to help learners navigate the information age.

**Sean Bermingham**, National Geographic Learning, USA

**Tracy Bailie**, National Geographic Learning, USA

**Context:** EFL

**Setting:** IEP

**Wednesday, 10:30 am–11:15 am**

**Room 706**

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**The Conversation Game**

Learn about a systematic program for helping students master English conversation expressions and increase fluency, all while having fun. The Conversation Game has everything a learner needs to feel confident while entering and participating in authentic conversations.

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

**Context:** EFL

**Setting:** Academic English Programs; IEP

**Wednesday, 10:30 am–11:15 am**

**Room 705**

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**The Next Generation of Online TESOL Certification and PD**

Bridge presents its suite of internationally recognized online TESOL certificate and PD courses. Using its state of the art moodle-based learning platform, dynamic videos, instructor feedback and chat features, built-in student forums, live sessions, and digital credentialing, Bridge delivers the most advanced e-learning available to the TESOL community.

**Anna Williams**, Bridge Education Group, USA

**Context:** All Contexts

**Setting:** Primary; Grad/Postgrad Programs

**Wednesday, 10:30 am–11:15 am**

**Room 702**

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**Tips to Prepare for a Multilevel Standardized Test of English**

This session provides a variety of teaching tips to help students prepare for a multilevel test of English proficiency, such as the Michigan English Test (MET).

**Fernando Fleurquin**, Michigan Language Assessment, USA

**Hilda Flor-Páez**, Centro Ecuatoriano Norteamericano, Ecuador

**Context:** EFL

**Setting:** Academic English Programs; IEP

**Wednesday, 10:30 am–11:15 am**

**Room 707**

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**Creating a Space for Multilingualism in EFL/ESL Classrooms in Norway**

EFL and ESL teaching practices in multilingual settings should draw on learners’ linguistic repertoires as a valuable resource. Using Norway’s increasingly diverse student population as an example, the panelists consider how the acquisition of English can be connected with previous language knowledge to create culturally and linguistically inclusive classrooms.

**Anna Krulatz**, Norwegian University of Science and Technology, Norway

**MaryAnn Christison**, University of Utah, USA

**Eivind Torgersen**, Norwegian University of Science and Technology, Norway

**Yesim Sevinc**, University of Oslo, Norway

**Georgios Neokleous**, Norwegian University of Science and Technology, Norway

**Jonas Iversen**, Inland Norway Univresity of Applied Sciences, Norway

**Context:** All Contexts

**Setting:** Primary; Secondary

**Wednesday, 10:30 am–11:45 am**

**Room 102**

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Wednesday, 10:30 am–11:45 am
Room 201

Diversity, Representation, and Leadership: Trajectories From 4 TESOL Past Presidents
Over the past decade, the TESOL field has been more concerned with representation and diversity in leadership in language teacher associations. This panel, composed of TESOL past presidents who represent linguistic, cultural, geographic, and racial diversity, describe their leadership trajectories from their first leadership experience to the TESOL presidency.

Luciana C. de Oliveira, University of Miami, USA
Deena Boraie, American University in Cairo, Egypt
Ester de Jong, University of Florida, USA
Andy Curtis, Anaheim University, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Wednesday, 10:30 am–11:45 am
Room 501

Genre-Based Writing Instruction: Frequently Asked Questions—and Answers
Although genre-based instruction is a popular topic among ESL/EFL instructors, many questions need to be answered about the nature of genres, how curricula and lessons should be designed, and what types of assignments and assessments are appropriate. Questions are posed and answered by experts in a dialogue format.

Ann Johns, San Diego State University, USA
Nigel Caplan, University of Delaware, USA
Dana Ferris, University of California, Davis, USA
Christine Tardy, University of Arizona, USA

Context: All Contexts
Setting: Academic English Programs

Reflective Practice in TESOL
Although reflective practice is seen as essential in TESOL, there is a need to showcase innovative ways it can be implemented. This colloquium outlines six key principles of RP and strategies for how TESOL teachers and teacher educators can promote reflective practice in TESOL teacher education and development programs.

Thomas S. C. Farrell, Brock University, Canada
Steve Mann, University of Warwick, United Kingdom
Farahnaz Faez, University of Western Ontario, Canada
Fiona Farr, University of Limerick, Ireland
Sarah Creider, Teachers College, Columbia University, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Wednesday, 10:30 am–12:00 pm
Room 208

Accountability Systems and ELs: The Good, Bad, and Ugly
Accountability systems in the United States, since No Child Left Behind, have had significant impacts on ELs and teachers. This session addresses these impacts, with the presenters discussing both the positive and negative impacts of accountability on teachers and students at the school, district, and state levels.

Mark Chapman, WIDA at UW-Madison, USA
Ilhye Yoon, Maryland State Department of Education, USA
Jennifer Cox, Robertson County Schools, USA
Claudia Franks, Springfield Public Schools, USA
Lorri Kondo, Hawai‘i Department of Education, USA
Travy Moncure, Maine Public Schools, USA
Tim Boals, WIDA at UW-Madison, USA

Context: ESL
Setting: Primary; Secondary

Wednesday, 10:30 am–12:00 pm
Room 207

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

David Cutler, TESOL International Association, USA

Context: All Contexts
Setting: Primary; Adult Education
Wednesday, 10:30 am–12:15 pm
Room 605
Enhancing EAP Students’ Academic Intercultural Writing and Digital Literacy Practices
Instructors play a crucial role in socializing students into academic intercultural writing practices. By adopting technology and learners’ multiliteracy practices, educators can transform and connect learning to a global audience. The presenters share learner-authored multimodal tasks that promote cross-cultural communicative academic writing and digital literacy skills.
Andrea Lypka, University of South Florida, USA
Christy Williams, INTO University of South Florida, USA
Chi Rehg, INTO University of South Florida, USA
Context: ESL
Setting: Academic English Programs; IEP

Wednesday, 10:30 am–12:15 pm
Room 608
ESL PD Toolkit for Mainstream Teacher Colleagues
K–12 ESL teachers are often required to facilitate PD on language learning pedagogy, and TESOL Principle 6 addresses this expanded role. In this hands-on workshop, participants use the SWEL Model materials to create PD for their unique teaching contexts.
Amy Stolpestad, Hamline University, USA
Michelle Benegas, Hamline University, USA
Context: ESL
Setting: Primary; Secondary

Wednesday, 10:30 am–12:15 pm
Room 506
Practicing What We Preach and Preaching What We Practice
Learn how to redesign your syllabus to ensure you are delivering teacher prep content via strong modeling of communicative, cooperative, and content-based pedagogies. Attendees experience three different examples of the modeling + naming approach to teacher training that transform how you make theory-practice connections for your students.
Katie Welch, Independent, USA
Context: ESL
Setting: Grad/Postgrad Programs

Wednesday, 10:30 am–12:15 pm
Room 504
Reimagining ESL Writing Assessment: Fresh Perspectives and Differentiated Practices
Session presenters offer fresh strategies for assessing writing by broadening its emphasis. Next, they suggest specific techniques for helping students to internalize the qualities of strong writing in English. Finally, they model and facilitate the development of linguistically differentiated formative assessment checklists using 6+1 Traits criteria.
Shelley Fairbairn, Drake University, USA
Kris Hollenback, Cherry Hills Christian School, USA
Context: ESL
Setting: Primary; Secondary

Wednesday, 11:00 am
Room 607
Using Visualization in the Content Area for ELs
Visualization uses mental pictures to help EL students access texts and gain entry points to curricula. Reverse visualization utilizes picture storing to compartmentalize and group information. Both techniques are be taught through a hands-on workshop. The methods taught can be used with any grade level, text or subject.
Brynne Baruch, Christina School District, USA
Amber Herrera, Christina School District, USA
Context: ESL
Setting: Primary; Secondary

Wednesday, 11:00 am–11:20 am
Teaching Tip Theater #2
Putting the Zoom Back Into Pronunciation Teaching’s Zoom Principle
This teaching tip takes teachers on a ride back to the future of pronunciation teaching with ways to use the Zoom Principle to provide a pedagogical framework for diagnosing learner difficulties and then systematically addressing these issues in contextualized communicative practice that goes beyond the word and sentence level.
Mark Tanner, Brigham Young University, USA
Context: ESL
Setting: Academic English Programs; IEP
Wednesday, 11:00 am–11:20 am
Teaching Tip Theater #1

The Success of Secret Diary Page: An Informal Assessment
Explore the secrets of your class through an informal assessment tool: Secret Diary Page and learn a great deal about the interpretive, cognitive and creative abilities of ELs for an effective instruction and State Education Department’s promotion. This potent tool is easy to implement, enjoyable, requires minimal time and produces valuable discussion and results.

Samina Rana, Higher Education Department, Punjab, Pakistan
Sadia Anwar, Superior College for Girls, Pakistan
Syed Musa Hassan, Higher Education Department, Punjab, Pakistan

Context: EFL
Setting: Academic English Programs; IEP

Wednesday, 11:30 am–11:50 am
Teaching Tip Theater #1

Corpus-Based Research Writing Activities for Engineering Students
Corpus-based activities are becoming influential in research and pedagogy. The presenter shares some study findings, particularly how mining techniques and developing corpus-based activities impact greatly on EFL students’ (in the example engineering students) research writing performance when faced with field-related lexical choices.

Guzal Nurmatova, Navoi State Mining Institute, Uzbekistan

Context: EFL
Setting: Academic English Programs; Grad/Postgrad Programs

Wednesday, 11:30 am–12:00 pm
Room 405

Analyzing Listening Difficulties: Insights From a Multiple Case Study
Listening difficulties are often overlooked in EFL classrooms instead of being analysed and used productively. This session reports the findings of a multiple case study revealing discrepancies between the beliefs of five Italian EFL teachers and 105 students. A framework for eliciting, analysing and harnessing learners’ listening difficulties is proposed.

Chiara Bruzzano, University of Leeds, United Kingdom

Context: All Contexts
Setting: Secondary; Grad/Postgrad Programs

Wednesday, 11:30 am–12:00 pm
Room 107

Art in EFL Lessons: Widening Students’ Horizons Beyond Language
The use of images in educational contexts is inescapable and the way we use and explore them determines the strength of the connections we want to establish in our students’ minds. This presentation intends to show how the use of artistic resources may widen the learning possibilities beyond language.

Ana Luisa Branco, Colégio Bandeirantes, Brazil

Context: EFL
Setting: Primary; Secondary

Wednesday, 11:30 am–12:00 pm
Room 707

Bestowing Agency in Grammar Learning Through Inductive Instruction
Inductive grammar instruction teaches strategies for solving linguistic challenges, rather than focusing on rule application. By guiding students in the process of generalizing individual examples to correct usage in broad contexts, inductive instruction teaches students to develop their own solutions to learning challenges, leading to enhanced retention and increased agency.

David Ceo, Defense Language Institute, USA
Heather Caturia, Defense Language Institute, USA
Heather Smyser, Defense Language Institute, USA

Context: ESL
Setting: Academic English Programs; Adult Education
Development of Linking Adverbial Usage in L2 University Student Writing

Despite the importance of linking adverbials to build cohesion, L2 learners have demonstrated difficulties with this particular rhetorical feature. This present reports findings of a corpus-based analysis of L2 university students’ development of linking adverbials in their writing. Pedagogical implications are discussed.

*Sara Swaim,* Ohio University, USA

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Leveraging Diverse Picturebooks to Create Spaces for Translanguaging in Classrooms

Incorporating picturebooks reflecting students’ languages and cultures opens spaces for educators to draw on diverse students’ funds of knowledge to facilitate academic success. Presenters highlight practical implications for K–12 educators related to: (a) leveraging multimodal texts to create spaces for translanguaging and (b) analyzing texts to plan for their implementation.

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

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Metacognitive Engagement in English Speaking Instruction of Young Learners

This presentation examines experienced Singapore teachers’ pedagogical practices to hone primary students’ oral English competence. Findings surfaced teachers’ strengths in raising learners’ metacognitive knowledge by improving their self-efficacies, awareness of tasks and use of strategies to develop their cognition and affect for speaking. It concludes with implications for enhanced instruction.

*Robbie Lee Sabnani,* Nanyang Technological University, Singapore

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Review Technology Use in Educating ESL/EFL Students With Disabilities

The presenters share their findings from systematically reviewing eleven empirical studies and two conference proceedings conducted on using technology for students with disabilities learning English as a second or foreign language. They put emphasis on methodology of these existing studies and implications for future research in this field.

*Yizhe Jiang,* The Ohio State University, USA
*Qian Wang,* The Ohio State University, USA
*Zhenjie Weng,* The Ohio State University, USA

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Social Positioning and ESL Students’ Participation in Cotaught Mainstream Classrooms

This interactive research-oriented presentation shows how ESL and mainstream teachers’ collaboration generated opportunities to reimagine ESL students’ positionings and create equitable opportunities for ESL students in the mainstream classroom. Participant outcomes include practical steps to promote ESL students’ participation with exemplar student work samples for future use.

*Amanda Giles,* The University of Alabama, USA

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Task Design in the Hospitality English Curriculum: Practical Considerations

The presenters share their experience developing three tasks for Hospitality English courses while attending to cognitive, linguistic, and cultural concerns in their context. They also discuss a framework for designing and implementing tasks responsive to diverse professional and linguistic needs within Workplace English curricula.

*Jacob Rieker,* Pennsylvania State University, USA
*Madelyn Diller,* University of Central Florida, USA
**Using Technology to Support ELs’ Vocabulary Development in the Classroom**

Struggling to differentiate your teaching for your ELs? This session focuses on technology teachers can use to help support EL learning by: 1) using vocabulary apps; 2) differentiating text using web-based tools; and 3) growing an online personal learning network to include resources dedicated to ELs.

Laura Northrop, Cleveland State University, USA  
Elena Andrei, Cleveland State University, USA

*Context: ESL  
Setting: Primary; Secondary*

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**Writing in an American High School and L2 Task Representation**

The study discussed investigates Chinese international students’ academic literacy experiences in an American high school, specifically focusing on how they comprehend and complete various writing assignments over three academic semesters. Findings revealed these students’ challenges in developing appropriate task representation of academic writing tasks. Suggestions for L2 instruction are discussed.

Yanan Zhao, The Ohio State University, USA

*Context: ESL  
Setting: Secondary*

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**A Pathways Model: Collaborating With University Instructors in Materials Delivery**

In a pathways program, students are not the only ones facing challenges. Many non-ESL faculty have found the transition to teaching ESL students more difficult than first imagined. Through workshops, brainstorming sessions, and semester check-ins with IEP faculty, pathways educators are developing a greater skill set to engage their students.

Scott Duarte, University of Delaware, USA  
Emily Thayer, University of Delaware, USA  
Tobias Lemke, University of Delaware, USA

*Context: ESL  
Setting: Academic English Programs; IEP*

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**All the World’s a Stage: From Monologue to Dialogue**

IEP drama participants are not just language learners or actors — but architects of their own learning. Through shared materials and interactive activities presenters explain how drama transforms ELs into confident, independent learners—empowered by genuine communicative skills, enhanced fluency, self-assurance, and compensatory strategies that encourage competent and creative speech.

Teresa Cusumano, Lehigh University, USA  
Kayla Landers, Lehigh University, USA  
Mary Newbegin, Lehigh University, USA  
Elena Reiss, Lehigh University, USA

*Context: ESL*

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**Building Reading Skills Across Levels: Text Structure and Citation Strategies**

Research indicates that applying strong academic reading skills can lead to adult EL student success in college and career transitions. In this session, participants explore explicit strategies to teach analysis of text structure and citation of evidence, with ESL Literacy through Advanced level students.

Ronna Magy, Los Angeles Unified School District (retired), USA  
Lisa Gonzalves, University of California, Davis, USA

*Context: ESL  
Setting: Academic English Programs; IEP*

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**Community Service-Learning in an IEP Context**

This presentation describes the development of a service-learning course in an IEP to help provide meaningful opportunities for international students to use English outside of the classroom.

Jasmine Giblin Ingaramo, San Francisco State University, USA

*Context: ESL  
Setting: Academic English Programs; IEP*

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**Empowering Students to Utilize Their Full Language Spectrum**

In order to be successful, students must know how to navigate their personal translanguaging spectrum. Showcasing home language as the foundation of all language development, this session presents multiple ways teachers can empower students to use their complete linguistic repertoire to strengthen their academic language growth.

Sarah Sahr, American International School Chennai, India

*Context: EIL  
Setting: Primary; Secondary*
Establishing an International Center to Serve Adolescent Newcomers
This session addresses key considerations for implementing an International Center to welcome SLIFE newcomers, using a school within a school model. Join our discussion of challenges and successes, and take home a detailed action plan template and appropriate resources needed to replicate this high school’s model in your own site.
**Carla Huck**, School District of Lee County, USA

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Gamify Your Classroom With Cambridge and Kahoot!
Ever wish you could incorporate games into your classroom to boost student motivation, but still make it educational? In this session, participants explore best practices for gamifying activities, increasing engagement, collaborating, and monitoring student learning—all while practicing 21st Century skills.

**Bruce Myint**, Cambridge University Press, USA

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Helping Students Stand Out in the Workforce
It can be challenging to prepare students to become more employable while also meeting standards. This session addresses how to prepare adult learners by incorporating team projects and critical thinking activities into your classroom to help students master the language and critical thinking skills they need for workplace success.

**Lewis Thompson**, National Geographic Learning, USA

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Implementing Peace Education Communication: Perspectives From Afghanistan and Costa Rica
Two EFL programs from very different parts of the world incorporate peace education into their curricular classroom teaching. Come interactively learn how the principles of nonviolent communication, the circle process, and intercultural dialogue can be an integral part of language classrooms. Links, tools shared, and time for questions included.

**Martha Young**, American University of Afghanistan, Afghanistan
**Nichole McVeigh**, EARTH University, Costa Rica
Overcoming Perceived Language Barriers Through Language Brokering and Digital Tools
This session examines the use of digital tools during face-to-face interactions between preservice teachers and ELs in a field experience. Findings reveal that digital tools can help teachers communicate through perceived language barriers with students. We also examine how researchers can reconceptualize digital tools for face-to-face interactions in ELT.

Carmen Durham, University of Maryland, USA
Melinda Martín-Beltrán, University of Maryland, College Park, USA

Context: ESL  Setting: Secondary; Grad/Postgrad Programs

Play-Ing With Language: Using Drama and Video to Practice Pragmatics
Participants learn how to use scripted plays and video to help students learn acting skills that exploit intonation, body language, and facial expressions to sound more fluent and natural. Participants also discuss how to analyze scripts for pragmatics that students can apply in real life.

Walton Burns, Alphabet Publishing, USA
Alice Savage, Lone Star College–North Harris, USA

Context: ESL  Setting: Secondary; IEP

Putting the Applied in Applied Linguistics: Resources From CAL
The Center for Applied Linguistics has more than 60 years’ experience promoting language learning and cultural understanding. Learn how our products and services meet the needs of ELs in the United States and abroad from Pre-K through adulthood. Presenters focus on offerings from the PD team and BEST assessments.

Annie Laurie Duguay, Center for Applied Linguistics, USA
Megan Montee, Center for Applied Linguistics, USA

Context: ESL  Setting: Primary; Adult Education

Shared Experiences: The Multifaceted Nature of Language Teacher Professional Identity
This dialogue session provides teacher-participants with the opportunity to share and unpack their experiences negotiating their professional identities within their local contexts. Collectively, participants are encouraged to compare similarities and differences of their sociocultural and political contexts to situate their professional identities at the nexus of global and local forces.

Doaa Rashed, University of Maryland Baltimore County, USA
Bedrettin Yazan, The University of Alabama, USA
Luis Pentón Herrera, University of Maryland, Baltimore County, USA

Context: All Contexts  Setting: Grad/Postgrad Programs

Staying Ahead of the Game: Lessons Learned From Navigating Accreditation
Accreditation is a tool for quality assurance and enhancement, but the process can be daunting and time-consuming. The presenter shares learned lessons from navigating CEA - the Commission on English Language Program Accreditation- and highlights procedures to ensure compliance with standards and a smooth, successful accreditation process.

Eman Elturki, Washington State University, USA

Context: ESL  Setting: Academic English Programs; IEP

Sticky Feedback: Speaking Corrections That Stay With Students
It is challenging to correct students’ speaking mistakes and discouraging when we hear them make these same mistakes again and again, but there are ways to make feedback stick. Learn about three speaking activities that get students to analyze their mistakes, revisit the speaking task and retain the corrected language.

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

Context: ESL  Setting: Academic English Programs; IEP
**Teach Abroad With the English Language Fellow Program**
Learn how you can enhance ELT 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.

**Maggie Steingraeber**, U.S. Department of State, USA
**Alumni Ambassadors**, U.S. Department of State, USA

*Setting: Academic English Programs, Grad/Postgrad Programs*

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**The ELT Grammar Book: New Edition of This Essential Resource**
This session debuts the updated 2020 edition of *The ELT Grammar Book*, an indispensable reference guide for new and experienced English language teachers. Come away with tips on common grammatical head scratchers, access to free online bonus material and chapter quizzes, and a 40% discount coupon for this second edition.

**Richard Firsten**, Language Arts Press, USA
**Michael Berman**, Language Arts Press, USA

*Context: All Contexts*
*Setting: Grad/Postgrad Programs*

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**Web-Based Formative Assessment: Introducing the English Online Diagnostic Assessment**
Participants are introduced to the new English Online Diagnostic Assessment (ODA), a free web based formative language assessment that gives ESL/EFL learners a tool to evaluate and manage their own learning. English ODA provides users with immediate individualized feedback describing their strengths and weaknesses comprehending authentic reading and listening passages.

**Donald Harootian**, Defense Language Institute, USA

*Context: All Contexts*
*Setting: Academic English Programs; IEP*

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**What's the Use of Usage-Based Linguistic Approaches for Language Teaching?**
This session explores contributions from three areas of usage-based linguistics—cognitive linguistics, sociocultural theory, and corpus linguistics—to language teaching. Their shared focus on meaning as the basis of human communication is particularly relevant for L2 teaching. Following discussion of each approach, the panel concludes with Q&A.

**Natalia Dolgova**, George Washington University, USA
**Benjamin White**, St. Michael’s College, USA
**Andrea Tyler**, Georgetown University, USA
**Eric Friginal**, Georgia State University, USA
**Jack Hardy**, Emory University, USA

*Context: All Contexts*
*Setting: Academic English Programs*

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**Writing a Course Packet for a University-Level ESL Course**
The materials instructors write for classroom use can serve as the basis for a custom-published course packet that may serve student needs better than a published textbook. The presenters describe the process of organizing, writing, piloting, and publishing a course packet for a university-level grammar and composition course.

**Joe Scott**, University of Missouri, USA
**Nancy Price**, University of Missouri, USA

*Context: ESL*
*Setting: Academic English Programs; IEP*

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**Learning From Student Writing to Develop Effective Peer Review Skills**
Peer review has proven advantages for L2 writers, but student perceptions of its usefulness vary. Training students to peer review effectively is necessary, but time-consuming. This presentation demonstrates how student writing samples can be used to effectively train students to distinguish quality academic writing and practice peer review strategies.

**Kristin Dalby**, University of Wisconsin-Madison, USA

*Context: All Contexts*
*Setting: Academic English Programs; IEP*
### 12:00 pm

**Challenges Encounter in Collaborative Group Work: Addressing Free Riders**
Collaborative group work and cooperative learning are an integral part in higher education in order to create effective future workforce. This presentation highlights how to overcome the biggest challenge of free riders in groups and how to cope with them effectively by using few tricks and tips.

**Renuka Karunaratne**, University of South Florida, USA

*Context: All Contexts*
*Setting: Academic English Programs; Adult Education*

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### 12:30 pm

**Let’s Talk About Biology. A Research-Based CLIL Lesson**
EFL students speaking proficiency is affected by lack of confidence, however CLIL methodology and its strategies can help students increase it. This session aims to introduce a lesson based on research on CLIL to help students boost their confidence when speaking.

**Daniela Lemus Ruiz**, Independent, Colombia
**María Hoyos Rondón**, Independent, Colombia

*Context: EFL*
*Setting: Secondary*

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### Wednesday, 11:30 am–1:00 pm

**How ELPA Awardees Are Meeting and Exceeding ELP Goals**
The English Language Proficiency Act (ELPA) Excellence Award program rewards districts and charter schools with evidence-based English language development programs that demonstrate the highest English language and academic growth and achievement for ELs. In this session, ELPA awardees share their research, best practices to create a successful ELD program.

**Lindsay Swanton**, Colorado Department of Education, USA

*Context: All Contexts*
*Setting: Primary; Secondary*

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### Wednesday, 11:30 am–1:15 pm

**Effective Feedback That Supports Speaking and Writing in ESL/EFL Classrooms**
This hands-on workshop briefly introduces different types of feedback and their effectiveness/ineffectiveness in supporting students’ language learning. Attendees analyze student speech and writing samples, and select and apply the most effective feedback. Attendees leave with feedback strategies to use immediately in their classrooms to support their students’ language learning.

**Juli Sarris**, University of Colorado, Boulder, USA

*Context: All Contexts*
*Setting: Academic English Programs; IEP*

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### Wednesday, 11:30 am–1:15 pm

**Effective Practices for 1-on-1 Pronunciation Feedback to ITAs**
Do you hold one-on-one consultations as a complement to a course for ITAs? This panel discusses research on consultation efficacy and provides suggestions for assessing, teaching, and guiding pronunciation improvement in one-on-one instruction. Presenters also share online formative assessment tools with a comparison chart aligning online tools with targeted skills.

**IS: International Teaching Assistants**
**Belinda Braunstein**, University of California, Merced, USA
**Veronica Sardegna**, Duquesne University, USA
**Marsha Chan**, Mission College, USA
**Susan Gaer**, Santa Ana College, USA

*Context: ESL*
*Setting: ITA*
Teaching Theories About Hybrid Language Practices: Help for Teacher Educators

In this short, interactive session, we help teacher educators sort out how to teach recent advances in code-switching and translanguaging theories. As teacher educators ourselves, we recognize how tricky it can be to explain these theories to teacher-education students. Drawing from our practice and research, we share hands-on tips.

Elena Andrei, Cleveland State University, USA
April Salerno, University of Virginia, USA
Amanda Kibler, Oregon State University, USA

Context: ESL
Setting: Grad/Postgrad Programs

Spaced Repetition: A Valuable Tool for Irregular Word Form Acquisition

Many irregular word forms simply cannot be packaged into sets of easy-to-learn rules. If progress in irregular word form acquisition is to take place, students need the tools to go beyond staring at lists. This session introduce approaches to utilizing Spaced Repetition that optimize memory consolidation in vocabulary learning.

Ryan Kaduce, University of Iowa, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Chinese Mothers’ Perceptions of Early EFL Education

This session presents a research study on Chinese mothers’ perspectives on early EFL education. The findings demonstrate that while most mothers support early EFL education, their preferences are differentiated by their language ideologies and socioeconomic backgrounds. It provides implications for early EFL education program development and research on language planning.

Lei Jiang, University of Georgia, USA
Yingli Lin, Shaoxing Vocational & Technical College, China

Context: EFL
Setting: Early Childhood (PreK, Very Young Learners); Tutoring

Culturally Responsive ESP Curriculum Design for Global and Local Contexts

This presentation focuses on creating a culturally responsive curriculum to meet the specific language and content needs of adult learners in technical contexts. Presenters share their conceptualization of this curriculum and, using examples from military settings, illustrate how it promotes engagement for diverse learners. Guidelines and suggested resources provided.

Heather Snyder, Defense Language Institute, USA
Andrea Da Capua, New York University, USA
Helaine Marshall, Long Island University-Hudson, USA

Context: ESL
Setting: Adult Education

Developing Teacher Candidates’ Teaching Skills via Virtual Exchange

This presentation focuses on a virtual exchange that partnered EFL teacher candidates from Colombia with L2 teacher candidates from the USA. Results showed that the exchange impacted the development of pedagogies for teaching reading, writing, listening, and speaking. This session is valuable for teacher preparation programs considering virtual exchange implementation.

Shannon M. Hilliker, Binghamton University, USA
Chesla Ann Lenkaitis, Binghamton University, USA
Yuddy Perez, Universidad del Norte, Colombia
Paige M. Poole, Universidad del Norte, Colombia

Context: EFL
Setting: Grad/Postgrad Programs

Developing Translingual Practices via Family Games

Reporting on mini-ethnographies conducted within two multilingual families, this presentation views literacy development as a creative, performative act of language socialization and considers how games can foster translingual practices among family members. Presenters provide suggestions for ESL teachers and curriculum designers to encourage translingual interactions within families.

Jason Litzenberg, The Pennsylvania State University, USA
Magdalena Madany, The Pennsylvania State University, USA

Context: B-ME
Setting: Primary; Secondary
It’s Better for the Kids: ESL and Mainstream Teachers’ Collaboration
This presentation examined how ESL and mainstream teachers’ collaboration influenced language arts and mathematics teachers’ learning to plan for and teach ESL students in mainstream classrooms. Participant outcomes include steps to initiate and sustain collaboration with mainstream teachers as well as cocreated lesson activities for language arts and mathematics.
Amanda Giles, University of Alabama, USA

Context: ESL
Setting: Secondary

Speech Rates and L2 Listening Comprehension
The presenter discusses research that has measured the relationship between speech rates and L2 listening comprehension with a specific focus on how speech rates are measured and the complexities we encounter when discussing speech rates and L2 listening comprehension. Proposals are made improving this area of research.
Nathaniel Carney, Kobe College, Japan

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

The Components of a Creativity Education Programme for Teachers
Creativity education can enable teachers to practise the application of specific cognitive skills to their own real-life challenges. By discussing the components of a creativity education programme for teachers, this presentation considers the value of equipping teachers with the knowledge, skills and beliefs to position themselves as creative practitioners.
Daniel Xerri, University of Malta, Malta

Context: All Contexts
Setting: Primary; Secondary

Transnational Students’ Sense of Belonging as ELs
This presentation reports a study into four transnational students’ sense of belonging as ELs in the United States. Findings revealed they perceived low belongingness when their spoken English was considered distinctive from the majority and when they had a lack of pragmatic awareness. Implications for university-based support are discussed.
Semi Yeom, University of Maryland, USA

Context: EIL
Setting: Academic English Programs

Understanding Student Resistance as Identity Work in College Literacy Classes
This presentation reports on a case study of two college students whose participation in developmental literacy classes did not align with instructor expectations. Findings reveal how behavior perceived by instructors as problematic can be reinterpreted as resistance to institutional marginalization through enactment of alternative identities. Pedagogical implications are also addressed.
Shawna Shapiro, Middlebury College, USA
Emily Suh, Texas State University, USA

Context: ESL
Setting: Academic English Programs; Adult Education

Using Online Educational Role-Playing Games in an ESL Classroom
Web-based role-playing games can be used to help motivate students to do their best work through the semester. This presentation showcases two popular gaming websites that were designed to promote learning, skillful student behavior, and positive academic performance, and discuss how they can be used in an ESL classroom.
Sara Daniels, The University of Iowa, USA

Context: All Contexts
Setting: Secondary; IEP

Vocabulary Remedy: Using Book Creator-Based Portfolios to Boost Lexical Repertoire
This presentation reports on the exploitation of Book Creator in portfolio-work to improve vocabulary for ESL students at a local university in Vietnam. Findings reveal that this innovative model helps boost not only lexical repertoire but autonomous learning and media skills for students. Implications for more effective application are discussed.
Thinh Nguyen, Thai Nguyen University of Economics and Business Administration, Viet Nam
Huong Ta, Thai Nguyen University of Economics and Business Administration, Viet Nam
Duong Le, Regional English Language Office, Viet Nam

Context: All Contexts
Setting: Secondary; Academic English Programs
10 Tips for Creating Effective Reading Worksheets
Many teachers want to create customized materials that interest students. A well-designed worksheet can allow low-level learners to answer complex questions without having to read complex instructions. Presenters share tips and design tricks that help students learn efficiently by showing before-and-after worksheets and creating a reading worksheet on-the-spot.

Nancy Overman, Georgetown University, USA
Andrew Screen, Georgetown University, USA

Context: ESL
Setting: Academic English Programs; IEP

A Mixed-Methods Study on EL L2 Identity and Bullying Victimization
This research-oriented presentation focuses on a study with mixed-methods design investigating the effects of EL bullying victimization on national and oriented L2 identities as well as ELs’ otherness, selves, L2 avoidance, resistance, and orientedness to L2 culture. Presenters provide opportunities for audience participation in creating strategies for bullied ELs.

Hilal Peker, Ihsan Dogramaci Bilkent University, Turkey
Michele Regalla, University of Central Florida, USA

Context: ESL
Setting: Adult Education; IEP

Addressing the Identification and Service of ELs in Gifted Education
Colorado is addressing the learning opportunities and underidentification of ELs in the area of gifted education. Learn from the current working committee building a framework to address language needs and necessary resources for ELs to excel as gifted students.

Lulu Buck, Colorado Department of Education, USA

Context: ESL
Setting: Primary; Secondary

Art, Poetry and Drama to Empower Tanzanian Secondary School Girls
Two innovative projects in East Africa empower girls to protect themselves against gender discrimination and abuse through drama, poetry and art. One addresses the girls directly and the other involves family and community. Participants come away with ideas for creating meaningful materials and lessons that tackle challenging social issues.

Jane Petring, Tanzanian English Language Teachers’ Association, United Republic of Tanzania
Catherine Njau, Tanzanian English Language Teachers’ Association, United Republic of Tanzania

Context: EFL
Setting: Secondary

Becoming a Publishing Writer: Early-Career Scholars Writing for Publication
The study discussed examined how early-career academics navigated their transition from being graduate students to becoming publishing writers. The presenters discuss factors that affected these scholars’ publishing endeavors and difficulties that they experienced in writing for publication. Reflecting on the results, the presenters offer implications for graduate students and educators.

Elena Shvidko, Utah State University, USA
Dwight Atkinson, University of Arizona, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Best of Both Worlds: Intensive and Extensive Reading
Research shows a wide range of material on a variety of topics is the cornerstone of any extensive reading program. Variety and highly engaging topics are also the foundation of a strong reading skills program. Explore Prism Reading, designed to develop well-rounded thinkers and build confidence for success.

Michele Lewis, Columbia University, USA

Setting: Academic English Programs; Adult Education
Beyond Recitation: Student Moves to Advance Academic Conversation
Research indicates that academic conversational discourse is a rare but powerful practice in the development of ELs language and content knowledge. Participants in this session examines student moves evident in authentic model conversations across different levels and content areas; participants return to the classroom equipped for academic conversation.

Kelli Woodrow, Regis University, USA

Context: All Contexts
Setting: Primary; Secondary

Building Linguistically Integrated Classroom Communities: The Role of Teacher Practices
Based on the notion that students from all linguistic backgrounds benefit from peer relationships within and across EL and non-EL classified groups, we used social network analysis and qualitative analysis of field notes to identify how teachers’ instructional practices relate to differences in their classroom peer networks’ linguistic integration.

Amanda Kibler, Oregon State University, USA

Context: All Contexts
Setting: IEP

Challenges and Benefits of an Experiential, Project-Based ESL Curriculum
Experiential and project-based learning are increasingly popular curriculum approaches that can be challenging to implement in an ESL program. The presenters share their experience, advice, and success using these approaches for more than 3 years with students from a wide range of English proficiency.

Robb McCollum, Southern Utah University, USA
Silvia Kozlovska, Southern Utah University, USA
Jason Sander, Southern Utah University, USA
Lisa Boosey, Southern Utah University, USA

Context: ESL
Setting: IEP

CLIL in Primary ELT: Balancing Content and Language Instruction
Despite the benefits of content and language integrated learning (CLIL), concerns regarding its implementation remain. The challenge at primary level is balancing exploration of content with language development. However, a balanced CLIL approach is achievable, provided adequate scaffolding, suitable teaching methods, and materials are in place, and learning English remains our target.

Daniel Morris, Express Publishing, United Kingdom

Context: All Contexts
Setting: Primary

Creating Community and Agency in a Blended Learning TESOL Course
As teacher education programs increasingly adopt models that combine in-person and online learning, questions arise concerning how to build community and agency in this environment. Using their 11-year experience with a blended learning teacher education program, the presenters discuss peer partnerships and other practical strategies to enhance participant growth.

Judy Trupin, Literacy Assistance Center, USA
William Linn, Literacy Assistance Center, USA

Context: All Contexts
Setting: Adult Education; Grad/Postgrad Programs

Effective Methods for Teaching Idioms in the L2 Classroom
During this 45-minute presentation, participants learn an effective technique for teaching idioms that includes schema building, elicitation, scaffolding, and awareness-raising. Additionally, participants recognizes that idioms are easier to learn when presented thematically and that creating independent practice activities related to the same theme is more memorable for students.

Andrew Nelson, Yachay Tech University, Ecuador

Context: EFL
Setting: Academic English Programs; Adult Education

Wednesday, 1:00 pm–1:45 pm
Room 105

Wednesday, 1:00 pm–1:45 pm
Room 703

Wednesday, 1:00 pm–1:45 pm
Room 303

Wednesday, 1:00 pm–1:45 pm
Room 703

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Room 703

Wednesday, 1:00 pm–1:45 pm
Room 506

Wednesday, 1:00 pm–1:45 pm
Room 507

Wednesday, 1:00 pm–1:45 pm
Room 507

Wednesday, 1:00 pm–1:45 pm
Room 506

Wednesday, 1:00 pm–1:45 pm
Room 708
National EL Collaboration: From NCSTIIID to NAELPA
The National Council of State Title III Directors has changed its name and focus. The change to a new name, National Association of English Learner Program Administrators, also includes an expanded focus on providing supports for program administrators and their staff working with EL students.

David Holbrook, Independent, USA
Carol Salva, University of St. Thomas, USA

Objectives, Outcomes, Materials, and Assessment: A Systematic Curriculum Review Process
Curriculum is the core of any educational program and requires continual improvement to meet changing educational demands. The presenters share a comprehensive process for the review, revision, and implementation of the curriculum. Attendees leave with specific guidelines and tools for planning and executing a systematic curriculum review process.

Eman Elturki, Washington State University, USA
Emily Harmon, Washington State University, USA

Overidentification of EL Kindergartners: Learning Disability or Language Proficiency?
This session addresses the screening and assessment of multilingual learners with potential or identified disabilities. Attendees learn how to identify the proper supports to provide for entering kindergartners. The goal is to discern whether learning disabilities or dual language development is impeding growth in English language proficiency.

Karen Stern, Pawtucket School Department, USA
Daniel Silva, Pawtucket School Department, USA

Podcast Power: How to Ignite Student Motivation Through New Technology
Want to get your learners excited about English again? Find out how the presenters inspire 75,000 adult ESL learners daily through podcasts with a consistent voice and vision. Discover how you too can share your unique ideas and help students learn more through this modern and motivational learning platform.

Lindsay McMahon, All Ears English, USA
Jessica Beck, All Ears English, USA

Overidentification of EL Kindergartners: Learning Disability or Language Proficiency?
This session addresses the screening and assessment of multilingual learners with potential or identified disabilities. Attendees learn how to identify the proper supports to provide for entering kindergartners. The goal is to discern whether learning disabilities or dual language development is impeding growth in English language proficiency.

Karen Stern, Pawtucket School Department, USA
Daniel Silva, Pawtucket School Department, USA

Pokemon Go: Using Augmented Reality Games to Enhance Student Learning
Pokemon Go is an augmented reality game that revolutionized mobile gaming world by blurring the line between video games and reality—but can it revolutionize your classroom? This presentation provides insights into using Pokemon Go as an adaptable teaching tool that participants will be able to use in their classrooms.

Kazuya Shida, University of Southern California, USA

Questions About Language Assessment? Resources and Strategies for Language Teachers
Although assessment is almost ubiquitous in most English learning situations, many teachers have limited background in language assessment. This panel identifies obstacles to understanding language assessment and identifies research-based practices and resources to address them for students, teachers, and administrators in K–12 and adult language settings.

Meg Malone, ACTFL, USA
Megan Montee, Center for Applied Linguistics, USA

Putting English to Work: StartUp
Adults learn English for many reasons, most importantly to improve employability. Challenges in teaching employability include addressing job skills from many disciplines while recognizing that students progress through various jobs over time. A solution is to focus on soft skills that combine communication, critical thinking, collaboration, and creativity.

Ken Beatty, Anaheim University, USA

United EL Collaboration: From NCSTIIID to NAELPA
The National Council of State Title III Directors has changed its name and focus. The change to a new name, National Association of English Learner Program Administrators, also includes an expanded focus on providing supports for program administrators and their staff working with EL students.

David Holbrook, Independent, USA
Carol Salva, University of St. Thomas, USA
**Reflective Practice and Evidence-Based Instruction in a Graduate Program**

Instructors and students in the New School’s MA TESOL program present their research in both reflective practice and evidence-based instruction, which are two of the program’s core instructional principles. The instructors explain how both principles guide their own teaching and help to develop teachers-in-training in the program.

Lesley Painter-Farrell, The New School, USA  
Carol Lethaby, The New School, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs

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**Rehearsing and Applying Critical Thinking/Writing Skills Through Digital Platforms**

The presenters share their approach to helping students focus less on format, organization, and language constraints of writing assignments and more on generating critical ideas. They demonstrate a process evolving from short fluency-focused writing in Canvas Discussion forums to longer, more complex, independent and collaborative assignments composed in Google Docs.

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

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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**Shape the Future for Your Students: 2020 Census EL/ESL Resources**

Use new EL and ESL resources from the U.S. Census Bureau’s Statistics in Schools program to help make sure every child is counted in the 2020 Census. This count impacts the federal funds that communities receive for special education, classroom technology, teacher training, after-school programs, school lunch assistance, and more.

Armando Mendoza, U.S. Department of Commerce, USA

**Context:** All Contexts  
**Setting:** Primary; Adult Education

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**The Impact of a Writing Intervention on EL Vocabulary Development**

The study discussed investigates how L2 vocabulary instruction can be embedded into writing, and the impact that this has on L2 vocabulary development. Situated within a larger intervention for struggling second grade ELs, preliminary findings showed that including vocabulary instruction in shared writing, conferencing, and revising increased L2 vocabulary knowledge.

Stephanie Moody, Texas A&M University, USA

**Context:** ESL  
**Setting:** Primary

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**United We Stand: Collaborating With Your Network to Raise Awareness**

Support from university administrators, fluctuating economies and changing federal policies have lefts IEPs and other ESL programs at risk. The panelists teach practical ways to utilize TESOL Special Interest Groups, advocacy resources, and storytelling to influence various stakeholders. Leave this session with a tangible plan to highlight your institutional value.

Mackenzie Kerby, ELS Language Centers, USA  
Haviva Parnes, EC, USA  
Tracey McGee, Illinois Institute of Technology, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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**Best Practices in Pathway Program Administration Curriculum and Support**

This session aims to address the most pressing needs of TESOL professionals regarding pathway program administration best practices: designing and implementing an academic program structure that unites EAP curriculum and academic support so that the English proficiency development needs of students who are engaged in academic coursework are successfully met.

Sherry Warren, University of South Carolina, USA  
Erin O’Reilly, Defense Language Institute, USA  
Scott Stevens, University of Delaware, USA  
Amy Snow, The University of Alabama at Birmingham, USA

**Context:** ESL  
**Setting:** Academic English Programs
Challenges of Social Responsibility in TESOL: Healing Along Fracture Lines
Fracture lines are difficult places, like in Palestine and like at the United States–Mexico border, where ELT can be used for human progress and healing. Panelists representing four social responsibility domains explore how ELT along fracture lines affects professional learning, teacher identity, and EL advocacy.

**IS: Social Responsibility**
Sky Lantz-Wagner, UDayton Global, USA
Ayanna Cooper, ACooper Consulting, USA
Babak Khoshnevisan, INTO USF, USA
Yecid Ortega Paez, University of Toronto, Canada
Christine Leider, Boston University, USA
Christine Poteau, Rowan University, USA
Federico Salas-Isnardi, FSI Diversity and Education, USA
Valerie Jakar, Shaanan Academic College of Education, Israel

Context: EIL
Setting: Adult Education

Creating Materials in a Digital World
As the world becomes more dependent on technology, ELT professionals find ways to adapt. This presentation shows participants in all stages of their career paths various ways they can adapt, create, and develop materials for digital learning in a variety of contexts for language teaching and teacher training.

**IS: Materials Writers**
Lisa Horvath, Engaged Learning Press, Hungary
Liz England, Liz England and Associates, LLC, USA
Justin Shewell, Arizona State University, USA
Jessica Burchett, Marion City Schools, USA
Vance Stevens, Learning2gether.net, USA
Suzanne Bardasz, University of California, Davis, USA
Stacy Suhadolc, The Pennsylvania State University, USA
Brenna Seifried, University of Dayton, USA

Context: All Contexts
Setting: Grad/Postgrad Programs; IEP

Language and Literacy for Newcomers in the Mainstream Classroom
How can ESL teachers best support newcomer ELs and the mainstream teachers of these students? This session provides opportunities for attendees to participate in hands-on lessons and to create kits including information, strategies, supports, and activities that can be readily used with teachers and students.

**IS: Refugee Concerns**
Josephine Prado, The University of Alabama at Birmingham, USA
Shelley Wong, George Mason University, USA
Hanade Mahmoud, Association of Women’s Committees for Social Work, Palestinian Territory

Context: All Contexts
Setting: Adult Education; Grad/Postgrad Programs
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>1:00 pm</td>
<td>The GO TO Strategies: Applying TESOL's 6 Principles® K–12</td>
<td>Teachers of ELs in K–12 classrooms can benefit from specific teaching</td>
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<td>and learning strategies that support TESOL’s 6 Principles®. The GO</td>
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<td>TO Strategies facilitate academic language development in content</td>
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<td>classrooms, and are aligned with The 6 Principles. Facilitators lead</td>
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<td>participants through practical demonstrations and share the strategies</td>
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<td>resource handbook.</td>
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<td>Linda New Levine, Independent, USA</td>
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<td>Laura Lukens, North Kansas City Schools, USA</td>
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<td>Betty Ansin Smallwood, Succeeding with ELLs, USA</td>
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<td>Setting: Primary; Secondary</td>
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<tr>
<td>1:30 pm</td>
<td>Integrating Assessment Into Teaching and Learning Academic Writing</td>
<td>This presentation explores practical dimensions of assessment in</td>
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<td>in English</td>
<td>teaching and learning writing for freshmen attending a U.S. university.</td>
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<td>The results reveal that integrating assessment into the learning</td>
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<td>process rather than the writing product enhances academic writing</td>
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<td>instruction, contributing to students’ learning outcomes. Pedagogical</td>
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<td>implications are generated for classroom practices.</td>
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<td>Ling He, The University of Illinois at Chicago, USA</td>
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<td>Context: ESL</td>
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<td>Setting: Academic English Programs</td>
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<td>2:00 pm</td>
<td>Universal Design: Utilizing Technology to Enhance Accessibility in</td>
<td>Universal design for learning (UDL) instructional approaches aim to</td>
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<td>ELT Settings</td>
<td>meet all learners’ needs by presenting content in a variety of ways,</td>
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<td>offering students multiple options for demonstrating their knowledge,</td>
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<td>and fostering learner engagement. This panel examines how to use</td>
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<td>technology alongside inclusive UDL principles to support ELs with</td>
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<td>learning differences.</td>
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<td>IS: Computer-Assisted Language Learning (CALL)</td>
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<td>Heather Benucci, U.S. Department of State, English Language Programs,</td>
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<td>Maiko Hata, University of Oregon, USA</td>
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<td>Patricia Rice Doran, Towson University, USA</td>
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<td>Amy K. Noggle, Towson University, USA</td>
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<td>June Lucas Zillich, Scottsdale Unified School District, Arizona, USA</td>
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<td>Yizhe Jiang, The Ohio State University, USA</td>
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<td>Qian Wang, The Ohio State University, USA</td>
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<td>Zhenjie Weng, The Ohio State University, USA</td>
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<td>Jennifer Rice, University of Oregon, USA</td>
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<td>Sarah Barnhardt, The Community College of Baltimore County, USA</td>
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<td>Sean McClelland, The Community College of Baltimore County, USA</td>
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<td>Nicole King, The Ohio State University, USA</td>
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<td>Context: All Contexts</td>
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<td>Setting: Academic English Programs; IEP</td>
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<td>2:30 pm</td>
<td>Say What You Mean: Supporting Graduate Students With Pragmalinguistic</td>
<td>This interactive session focuses on the case for explicit instruction</td>
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<td>Competence</td>
<td>in a graduate business course using authentic materials, a task-based</td>
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<td>curriculum, and to-do list for instructors aiming to help their</td>
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<td>students reach their goals and position themselves in the global</td>
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<td>Kayla Landers, Lehigh University, USA</td>
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<td>Mary Newbegin, Lehigh University, USA</td>
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<td>Setting: Grad/Postgrad Programs</td>
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<td>3:00 pm</td>
<td>A Research-Based Model of Feedback for ESL Composition: An Enactment</td>
<td>Given that feedback from different sources is combined to ripple</td>
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<td>through the revision process, it is crucial to create a space where</td>
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<td>students can engage with rich feedback. This presentation (1)</td>
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<td>discusses research-based principles of effective feedback; (2)</td>
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<td>suggests a communal model of feedback; (3) provides a feedback cycle</td>
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<td>Kyung Min Kim, Miami University, USA</td>
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<td>Setting: Academic English Programs</td>
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A Scoping Review of Digital Games on English Language Learning
Learning with games has been increasing, but review studies of the features and learning outcomes involving digital games to develop language learning are scarce. This scoping review investigates the practices of digital game-based language learning to support English language learning, with regard to participants’ characteristics, methodological features, and gaming characteristics.
Zhihong Xu, Texas A&M University, USA
Zhuo Chen, Texas A&M University, USA
Lauren Eutsler, University of North Texas, USA
Zihan Geng, Texas A&M University, USA
Context: EIL
Setting: Primary; Secondary

Building Transnational Classrooms: From a Testimony to Classroom Practices
This presentation explores a testimony of a transnational adult EL of how he overcomes his class struggles when moving to the U.S. Then, we discuss the concept of living-between-two-worlds and raise questions of how to open dialogues with students about multicultural identities.
Ethan Trinh, Georgia State University, USA
Leonardo Merino, Independent, USA
Bich-Hien Nguyen Le, Nguyen Binh Khiem Gifted High School, Viet Nam
Context: All Contexts
Setting: Adult Education; IEP

Developing and Evaluating Writing-to-Learn and Learning-to-Write Assignments
In a multilingual writing classroom, writing-to-learn and other low-stakes assignments are sometimes considered busy work, particularly by the learner. This presentation explores two types of assignments, writing-to-learn and learning-to-write, essential for any multilingual writing classroom and provides tips to develop and assess these assignments in a productive way.
Yashpreet Kaur, North Carolina State University, USA
Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Process-Genre Instruction in CBI Classrooms: Effects on Writing Development
This presentation showcases a process-genre pedagogical writing intervention in an English-medium CBI program and reports its effectiveness on learners’ writing performance. Findings reveal that participants gained genre awareness and content knowledge after the intervention, and this was reflected in their improved writing quality. Future research and pedagogical implications are discussed.
Yu Huang, The University of Auckland, New Zealand
Lawrence Zhang, The University of Auckland, New Zealand
Context: EFL
Setting: Academic English Programs; IEP

Teaching English in Multilingual Context of Baluchistan: Challenges and Solutions
Baluchistan is a multilingual and multiethnic province of Pakistan. In this underprivileged region, various languages are spoken hence English is being taught as a third language. The presenter explores the challenges faced by the female English language teachers in their multilingual classrooms and suggests solutions to overcome such challenges.
Shumaila Rasheed, Independent, Pakistan
Context: All Contexts
Setting: Secondary

The Role of Lexical Appropriateness on Accentedness and Comprehensibility
This presentation reports on the findings of a study which examined the effect of lexical appropriateness on the comprehensibility and accentedness ratings of nonnative speech. Multivariate analyses showed a significant effect of lexical appropriateness on listeners’ judgments of comprehensibility and accentedness only in the case of nonnative speakers’ speech.
Md Nesar Uddin, The University of Memphis, USA
Romy M. Ghanem, The University of Memphis, USA
Mahmuda Sharmin, The University of Memphis, USA
Context: All Contexts
Setting: Adult Education; IEP
#YAWH: Welcoming and Supporting Students Through Their Journeys
On 1 June, NAFSA adopted the leadership and administration of the #YouAreWelcomeHere campaign. This session provides an overview of the campaign, scholarship updates, and highlights of student awardees. Additionally, panelists share model practices and resources for supporting successful student experiences.

Joann Ng Hartman, NAFSA, USA
Michelle Alvarez, University of Miami, USA

Setting: Adult Education

Addressing Rural Challenges: Creative, Effective K–12 PD Approaches
As EL enrollment in rural and multigrade K–12 settings increases, teachers need PD to meet student needs. One PD consortium takes a creative approach to bridge logistical constraints, build TESOL knowledge, and create lasting collaborative connections between teachers. Participants gain adaptable PD project ideas.

Gwyneth Dean-Fastnacht, Black Hills Special Services Cooperative, USA
Yutzil Becker, South Dakota Department of Education, USA

Context: ESL
Setting: Grad/Postgrad Programs

Best Practices for Instructional Coaching in EL Teacher Education
This presentation addresses best practices in coaching for teachers of ELs. Presenters describe practices that worked and practices that didn’t, how coaches can help teachers make connections between their classroom and academic coursework, and how the coaching-coursework integration can result in teachers’ increased use of effective teaching strategies.

Jill Swavely, Temple University, USA
Jennifer Kerrigan, Temple University, USA
Megeara Mabry, Temple University, USA

Context: All Contexts
Setting: Secondary; Grad/Postgrad Programs

Building Communities of Practice Among Refugee Teachers
69 million teachers are needed by 2030 to meet UNESCO basic education goals. Refugees are most acutely impacted by current teacher shortages. This presentation explores possibilities in building online communities of practice to support refugee teachers. We share a promising pilot project in Egypt involving Syrian refugee educators.

Julie Kasper, University of Arizona, USA
Ilene Winokur, Gulf University for Science and Technology (Retired), Kuwait

Context: EIL
Setting: Adult Education

Building Community Internationally to Support Participant Success in Online Learning
During this session, representatives from the Office of English Language Programs, U.S. Department of State, FHI 360, and American English E-Teacher program alumni share best practices for creating in-person and online communities of practice in international contexts to support the American English E-Teacher, MOOC, and webinar programs.

Kate Bain, U.S. Department of State, USA
Diane Millar, U.S. Department of State, USA
Amy Nunamaker, FHI 360, USA
Joyce Catsimpiris, FHI 360, USA
E-Teacher Alumni, U.S. Department of State, USA

Setting: Academic English Programs; Grad/Postgrad Programs

Colorado’s Pathways for Biliteracy
Colorado has been developing multiple pathways for language learning for Colorado students. Participants learn about Colorado’s Seal of Biliteracy, the newest launch of support for dual language immersion and the revision of the Colorado World Language Academic Standards Framework.

Lulu Buck, Colorado Department of Education, USA
Alice Collins, Colorado Department of Education, USA

Context: ESL
Setting: Primary; Secondary
<table>
<thead>
<tr>
<th>Wednesday, 2:00 pm–2:45 pm</th>
<th>Room 304</th>
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<tbody>
<tr>
<td><strong>Coming Together Helping Students Overcome Communication Anxiety: Tips for Teachers</strong></td>
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<tr>
<td>How to best help ESL learners experiencing the debilitating effects of communication anxiety? Presenters share data captured from 179 IEP students from various L1s regarding the types of anxiety they experience. Implications and resources are discussed for helping students confront and cope with the challenges they experience.</td>
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<td><strong>Mark Tanner</strong>, Brigham Young University, USA</td>
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<td><strong>Jared Sell</strong>, North Cedar Academy, USA</td>
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<td>Context: All Contexts</td>
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<tr>
<th>Wednesday, 2:00 pm–2:45 pm</th>
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<tr>
<td><strong>Gamification in an American Language and Culture Course</strong></td>
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<td>A gamified approach to graded assignments was implemented in an advanced university-level American Language and Culture course to promote student engagement and improve student achievement of learning outcomes. A combination of Canvas, GradeCraft, and the instructor’s own Course Map was used to track student progress. Outcomes and materials are shared.</td>
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<td><strong>Allison Piippo</strong>, Eastern Michigan University, USA</td>
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<tr>
<th>Wednesday, 2:00 pm–2:45 pm</th>
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<tr>
<td><strong>Culture, the Final Frontier: Teaching Vocabulary Through Allusions</strong></td>
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<tr>
<td>Have you ever gone down a rabbit hole, moved at warp speed, or spied a glitch in the Matrix? If so, you’ve used lexical items taken from pop culture. This presentation examines the linguistic influence of Inner-Circle pop culture and its implications for teaching and learning both vocabulary and culture.</td>
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<td><strong>Claire Fisher</strong>, Pratt Institute, USA</td>
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<td>Context: ESL</td>
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<td>Setting: Academic English Programs; IEP</td>
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<tr>
<th>Wednesday, 2:00 pm–2:45 pm</th>
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<tr>
<td><strong>Evaluating the Test: Validating an English Proficiency Interview for ITAs</strong></td>
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<td>The presenter shares results of a comprehensive validation study of an English proficiency interview for ITAs. Participants consider how to plan a study within institutional resource constraints and understand ways to integrate small-scale measures into regular testing practices as an initial means of evaluating test validity and reliability.</td>
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<td><strong>Sue Ingels</strong>, University of Illinois at Urbana-Champaign, USA</td>
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<td>Context: All Contexts</td>
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<td>Setting: Grad/Postgrad Programs; ITA</td>
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<th>Wednesday, 2:00 pm–2:45 pm</th>
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<td><strong>From Stress to Success: Supporting Rigor in the Transitions Classroom</strong></td>
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<td>If ever there were a place for rigor, it’s the transitions classroom, the last station along the track to college and career. How do we provide the rigor and support students need for the journey? Explore transitions-level methods and materials that move rigor from a source of stress to success.</td>
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<td><strong>Lia Olson</strong>, Hamline University, USA</td>
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<td>Context: ESL</td>
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<td>Setting: Adult Education</td>
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<tr>
<th>Wednesday, 2:00 pm–2:45 pm</th>
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<tr>
<td><strong>Hands-On Comprehension Strategies for ELs</strong></td>
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<tr>
<td>Many ELs struggle to read and comprehend even basic texts. Evidence-based, hands-on comprehension strategies can change that. This is an interactive workshop. Participants learn proven strategies to use before, during, and after reading in order to boost comprehension for all levels of ELs.</td>
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<td><strong>Jill Haney</strong>, Saddleback Educational Publishing, USA</td>
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<td>Context: ESL</td>
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<td>Setting: Primary; Secondary</td>
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<tr>
<th>Wednesday, 2:00 pm–2:45 pm</th>
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<tr>
<td><strong>IELTS Mythbusting: Bringing Skills Back to IELTS Test Preparation</strong></td>
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<td>Myths about IELTS abound online and classes can easily become dominated by test-taking strategies and tricks. This talk helps teachers separate IELTS fact from IELTS fiction and shows how to put the focus back on developing language skills in IELTS reading and writing classes.</td>
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<td><strong>Pauline Cullen</strong>, Independent, United Kingdom</td>
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<td>Context: ESL</td>
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<td>Setting: Academic English Programs; IEP</td>
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<tr>
<th>Wednesday, 2:00 pm–2:45 pm</th>
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<td><strong>Integrating Online ESL Into IEPs: Results From a National Survey</strong></td>
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<td>Building on a national survey of all the accredited, university-governed U.S. IEPs, the presenter explores the big picture status of online ESL in IEPs and reviews in detail how several IEPs are integrating online ESL. Participants learn what directors and faculty think about its complexity, compatibility, and economic benefits.</td>
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<td><strong>Brandon Decker</strong>, Missouri State’s English Language Institute, USA</td>
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<td>Context: ESL</td>
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<td>Setting: Academic English Programs; IEP</td>
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**Language, Life Skills, Laughter, and Leadership: Creating Unlikely Future Leaders**

Secondary students from low-resource rural areas in Tanzania participate in a specialized English language program providing engaging input to improve language skills while developing life and leadership skills along with plenty of laughter. Learn how twice weekly classes, community projects, and immersion camps can build creative-thinking leaders from unlikely backgrounds.

*Jane Petring*, Tanzanian English Language Teachers' Association, United Republic of Tanzania  
*Petro Msindaro Okoth*, Tanzanian English Language Teachers' Association, United Republic of Tanzania  
*Oliver Stephen Kimathi*, Tanzanian English Language Teachers' Association, United Republic of Tanzania

**Context:** EFL  
**Setting:** Primary; Secondary

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**Listening: The Often Neglected But Always Essential Integrated Skill**

Listening is essential for communication yet is rarely taught as a language skill. Note-taking approaches presuppose ability to process aural input. Two challenges are addressed: parsing connected speech and understanding the discourse functions of intonation. Pre- and postinstruction assessments support a metacognitive strategy approach to improve listening for content and meaning.

*Marnie Reed*, Boston University, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP

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**Minds at Work: Minimizing Cognitive Overload in the Classroom**

Students have finite cognitive resources to rely on in the classroom. When their mental capacities are overwhelmed, they experience cognitive overload, and their learning process is interrupted. This session explores the theory of working memory and suggests techniques for teachers to use in their classrooms that can minimize cognitive overload.

*Julia Daley*, Hiroshima Bunkyo University, Japan

**Context:** All Contexts  
**Setting:** Secondary; Academic English Programs

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**Preparing Underprepared CLD High School Graduates for College Coursework**

Durham Technical Community College implemented an EAP program for its CLD student population, including US high school graduates. This program helps bridge the gap between their social language and academic language needed for college. This session explains the implementation process, curriculum development, and provides data that shows student success.

*Paula Wilder*, Durham Technical Community College, USA

**Context:** ESL  
**Setting:** Academic English Programs

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**Recognizing and Optimizing Language Learner Agency**

Language learners have the capacity to optimize conditions for their own language learning (or not!). Yet SLA theorists have not recognized the agency of learners. This presentation recommends a way that theorists can do so while also suggesting creative ways to allow for and encourage learner agency in the classroom.

*Diane Larsen-Freeman*, University of Michigan, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs

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**Reflecting on PD**

The need for ongoing teacher development has been a recurring theme in language teaching. This interactive session discusses Teacher Career Cycle Trajectories, examines how teachers can plan PD opportunities using the ELTD series of 30 books, and introduces the latest books in the series.

*Thomas S. C. Farrell*, Brock University, Canada

**Context:** All Contexts  
**Setting:** Academic English Programs

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**Standards-Based Activities in Meaningful Contexts for Adult Literacy Learners**

In many adult education programs, students with limited or interrupted formal education (SLIFE) make up a significant part of beginner ESL classes. How can instructors address their needs in meaningful ways? See four integrated-skill activities that develop basic literacy, provide content knowledge, and align with the English Language Proficiency Standards.

*Betsy Wong*, Northern Virginia Community College, USA

**Context:** ESL  
**Setting:** Adult Education
**Teaching Strategies for Successful Academic Speech Events**

EAP speaking courses often focus on frequent phrases, scripted dialogues, and unrealistic role-plays when they need to prepare students for actual speaking situations common in academic settings. This session shares some “moves” of interactive academic speech events, like office hours, discussions, and poster presentations.

*Robyn Brinks Lockwood,* Stanford University, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs

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**The Brain Is Behind the Operation: Evidence-Based ELT**

This session examines how recent neuroscientific research regarding learning can dispel myths and shows how neuroscience, together with psychology and other educational research, can provide an evidence base that informs and validates what we do in the English language classroom. Practical teaching examples are given.

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

**Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs

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**Word Tools for ELs in Sheltered and Content-Based STEM Classes**

Vocabulary in science and math can pose a challenge for ELs due to the fact that there is academic language specific to the discipline, as well as common terms one would find in daily use. In this presentation, we highlight tools such as the three tiers of words and cognates.

*Holly Hansen-Thomas,* Texas Woman’s University, USA  
*Juliet Langman,* University of Texas at San Antonio, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs

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**Analysing Postobservation Feedback Talk: Dialogism, Identity, Corpus, and Socialization**

This presentation examines extracts from post observation feedback talk through the analytic lenses of dialogism, identity, corpus linguistics, and language socialization to develop understandings of the challenges and affordances encountered by teachers and observers. Presenters suggest how teachers and observers can prepare to take part in feedback conferences effectively.

*Helen Donaghue,* Sheffield Hallam University, United Kingdom  
*Fiona Copland,* University of Stirling, United Kingdom  
*Fiona Farr,* University of Limerick, Ireland  
*Emi Kobayashi,* Kyoai Gakuen University, Japan

**Context:** EFL  
**Setting:** Adult Education; Grad/Postgrad Programs

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**Integrated Education and Training: Launching Students Into College and Careers**

Adult ESL instructors are striving to help ELs enter academic pathways and careers. The presenters, 1) cite research on positive and negative factors impacting college transition; 2) describe the Integrated Education and Training (IET) model, and 3) showcase successful classroom strategies in Office Assistant, HVAC, and Logistics certificate programs.

*Jennifer E. Bell,* William Rainey Harper College, USA  
*Kathryn Powell,* William Rainey Harper College, USA  
*Jane Suarez del Real,* William Rainey Harper College, USA

**Context:** ESL  
**Setting:** Academic English Programs; Adult Education

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**Implementing 2018 Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs**

This workshop highlights the new 2018 Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs. Participants learn more about each of the five standards and the 22 components and explore the “preponderance of evidence” model required for national recognition.

*Anita Bright,* TESOL International Association, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs
Using Calligraphy and the Visual Arts to Teach English Vocabulary
The careful use of visual arts, such as calligraphy and painting, can help ELs process and retain new vocabulary. Drawing from both East Asian and Western cultural traditions, this presentation illustrates several visual arts techniques that stimulate the memory by engaging the learner’s senses and emotions.

Alan Seaman, Wheaton College, USA

Win-Win!: Student-Generated Materials Increase Engagement and Adaptability
Using peer-produced materials and authentic audiences ups the learning ante creating a classroom of engaged students. Four IEP instructors present successful models for varied skill areas and levels; workshop participants analyze their own teaching practices, identifying and developing opportunities to use student-generated materials for assessment, extension, and reflection.

Eleanor (Nonie) Bell, University of Delaware, USA
Philip Rice, University of Delaware, USA
Monica Farling, University of Delaware, USA
Nicole Servais, University of Delaware, USA

Pedagogical Strategies for ELs in the Secondary Math Classroom
Mathematics can be a confusing subject for ELs because of the amount of academic vocabulary required to be successful. Participants who attend this session leave with vocabulary strategies that they can easily implement into the secondary math classroom.

Alyssa Orr, Missouri State University, USA

Content and Language Integration on 2 Sides of the Ocean
How do teachers take up the work of content and language integration? This session includes demonstrations, illustrations, and discussions drawing from the presenter’s experience with teachers in two very different contexts: the mid-Atlantic U.S. and Latvia. Participants receive a instructions on core instructional moves teachers find most helpful.

Patricia DiCerbo, The George Washington University, USA
Creating Multimodal Texts in ESL Composition Classes
Have you ever used multimodal texts? What are they? How can you help students to successfully create them? This session provides an overview of the multimodal composition research. It outlines the five essential modes used to create multimodal texts successfully. Also, teaching tips and activities are shared in the session.

Rashad Ahmed, Miami University, USA
Mirella Silva, University of Illinois at Chicago, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Performing the Self for the Other
This session illustrates the case of international students’ renaming behavior collected from autoethnographic writing, one major assignment in an ESL composition class. Findings show a nuanced and complex understanding of international students’ renaming behavior.

Nugrahenny Zacharias, Penn State Abington, USA

Context: ESL
Setting: Academic English Programs

Reducing English Language Classroom Anxiety in Japanese University Contexts
This presentation reports on a study of an intervention to reduce student anxiety in EFL classrooms at a Japanese University. The majority of students had positive perceptions of the intervention. The nature of those perceptions is explored and details of the intervention, along with pedagogical suggestions, are discussed.

Jay Tanaka, Hokkaido University, Japan

Context: EFL
Setting: Academic English Programs

Teaching Young EFL Learners in Videoconferencing English Classes
Recently English e-learning programs provided for rural young learners in China has increased. Drawing on evidence from a qualitative case study of rural Chinese schools, this presentation provides pedagogical suggestions on teaching synchronous, video-conference based e-learning classes to young EFL students within and beyond the Chinese context.

Chaoran Wang, Indiana University Bloomington, USA

Context: EFL
Setting: Primary

10 Great Vocabulary Games for Secondary ESOL
Competition can make even the dullest vocabulary lesson exciting for secondary ESOL students. However, motivating activities can be time consuming for teachers to create. The presenter demonstrates 10 generic vocabulary games that teachers can adapt to suit almost any review lesson.

Tamara Jones, Howard Community College, USA

Context: ESL
Setting: Secondary

A Pronunciation Curriculum Designed for Volunteer Tutors and Adult Learners
The use of volunteers as language tutors is a growing phenomenon as communities attempt to provide affordable English instruction for immigrants. This presentation addresses pronunciation needs of adult learners and describes a flexibly-structured, non-jargon-y, research-based pronunciation curriculum that accommodates the realities of ESL programs staffed by busy, often-untrained volunteers.

Linda Sims, University of Illinois, USA

Context: All Contexts
Setting: Adult Education; Tutoring

A Toolkit for Developing Competency With Tone in Business English
The presenters demonstrate how a systematic approach to teaching politeness and appropriateness in business English classes through a set of awareness-raising and language-focused activities, followed by meaningful interactions, can allow learners to develop their own skills for using the right language at the right time.

Wendy Asplin, University of Washington, USA
Jennifer Evans, University of Washington, USA
Richard Moore, University of Washington, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Advocacy for ELs Through NEA Blended Learning Opportunities
There is a growing call for educators, to view their work from an advocacy perspective. In this session, participants learn about NEA’s new blended learning course format that provides educators with strategies needed to approach the instruction of ELs from an advocacy perspective and support EL advocacy efforts.

Luis-Gustavo Martinez, National Education Association, USA
Lisa Buccigrosse, Ottawa University Arizona, USA

Context: All Contexts
Setting: Grad/Postgrad Programs
ALP-ish: Finding the Balance Between Accelerated Learning and Corequisite Models
Interested in learning about corequisite models for ESL? This presentation provides one college’s implementation of a corequisite option for academic writing ESL students to coenroll in English 101. The curriculum utilizes cross-disciplinary, theme-based OERs and authentic materials to provide students with optimal support and innovation to meet 21st-century needs.
Sara Osman, Community College of Baltimore County, USA
Sean McClelland, Community College of Baltimore County, USA
Jessica Farrar, Community College of Baltimore County, USA

Becoming Translanguaging Teachers: Forging Multilingual Spaces in EL Teacher Education
Pedagogical translanguaging supports multilinguals who access content and maintain multilingualism while learning English. For many language teachers, pedagogical translanguaging is theoretical. This session considers a Bilingual/ESL licensure program’s integration of pedagogical translanguaging as instructional practice, supporting preservice teachers in experiential understandings of how to learn and teach in translingual ways.
Melanie Schneider, University of Wisconsin, USA
Jenna Cushing-Leubner, University of Wisconsin-Whitewater, USA

Bridging Oral Language and Academic Writing With Adult ELs
The presenters share how we can leverage adult learners’ oral language as a bridge to academic writing. Samples at two levels are presented using interactive oral tasks to generate ideas and build academic language, followed by academic language work connected to the genre of the writing task.
Betsy Parrish, Hamline University, USA
Patsy Egan, Hamline University, USA

Collaborative Teaching: Coming Together and Differentiating to Maximize Learning
Collaborative teaching is implemented by many schools. Still, many teaching teams struggle to successfully implement the model to meet the language development needs of language learners. This workshop explores ways to coplan, share instructional duties, and differentiate for the various ELD levels in order to maximize learning opportunities for ELs.
Margo Williams, Independent/DCSD, USA

Dear Teacher—: Immigrant Students’ (Counter) Narratives and Pedagogical Love
This session defines and discusses pedagogical love in relation to TESOL and literacy teacher preparation programs. The presenter describes how one teacher preparation program uses immigrants’ (counter) narratives and other high-impact practices to address raciolinguistic ideologies and cultivate pedagogical love.
Kisha Bryan, Tennessee State University, USA
Johnna Paraiso, Tennessee State University, USA

EL Perceptions of the Caribbean English Language Teacher
How are English language teachers from the Caribbean region viewed by ELs around the world? Hear what students from three different countries have to say about their Caribbean English teachers and how cultural perspectives from the Caribbean influenced each teacher’s approach to language education. All cultural backgrounds welcome!
Anna Williams, Bridge Education Group, USA
Venice Irving, Action TESOL Caribbean - Jamaica Chapter, Jamaica

Embracing Linguistic Diversity: Translating Insights From Language Pedagogy
As universities focus on diversity and inclusion, linguistic diversity must be part of the conversation. The presenter share materials created for a graduate-student seminar on linguistic diversity and facilitate a discussion on how ESL and ITA professionals can apply their language pedagogy expertise to broader campus contexts.
Pamela Pollock, Harvard University, USA
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<tr>
<th><strong>ASJ</strong></th>
<th>Wednesday, 3:00 pm–3:45 pm</th>
<th>Room 610</th>
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<tr>
<td><strong>GAMING: Getting Adults More Interested in New Games</strong></td>
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<tr>
<td>Join us for a hands-on presentation/workshop section focused on integrating active learning strategies into your ESL classroom.</td>
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<td><strong>Katie Donoviel</strong>, English Skills Learning Center, USA</td>
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<td><strong>Context</strong>: ESL</td>
<td><strong>Setting</strong>: Early Childhood (PreK, Very Young Learners); Primary</td>
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<th><strong>CIA</strong></th>
<th>Wednesday, 3:00 pm–3:45 pm</th>
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<tr>
<td><strong>High-Yield Summarizing Strategies to Promote Academic Language for ELs</strong></td>
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<td>Research shows summarizing to be an effective instructional strategy for increasing student achievement, especially when it is utilized frequently throughout a lesson for students to process new information and engage in academic discussions. Participants practice a variety of summarizing strategies and leave with a toolkit of resources.</td>
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<td><strong>Carla Huck</strong>, School District of Lee County, USA</td>
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<td><strong>Cynthia Fisher</strong>, School District of Lee County, USA</td>
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<tr>
<td><strong>Context</strong>: ESL</td>
<td><strong>Setting</strong>: Primary; Secondary</td>
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<th><strong>ASJ</strong></th>
<th>Wednesday, 3:00 pm–3:45 pm</th>
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<tr>
<td><strong>Hot Topics for English Language Programs</strong></td>
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<tr>
<td>This session features leadership from two professional associations for English language program personnel. They provide updates and highlight trends in enrollments, policy, and global outreach efforts for postsecondary programs. Teachers and administrators gain insights on latest advocacy efforts and how they can assist the industry and their own programs.</td>
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<td><strong>Cheryl Delk-Le Good</strong>, EnglishUSA, USA</td>
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<td><strong>Alan Broomhead</strong>, Showa Boston, USA</td>
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<td><strong>Mark Algren</strong>, University of Missouri, USA</td>
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<td><strong>Context</strong>: ESL</td>
<td><strong>Setting</strong>: Academic English Programs; IEP</td>
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<th><strong>RWL</strong></th>
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<td><strong>Increasing Rigor for Academic and Workplace Success</strong></td>
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<tr>
<td>How can adult ESL teachers increase instructional rigor to prepare ELs for the demands of college and careers? In this presentation, participants engage in rigorous tasks which lead students to acquire some of the academic language, strategies, and critical thinking skills necessary for success.</td>
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<tr>
<td><strong>Ronna Magy</strong>, Los Angeles Unified School District (retired), USA</td>
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<tr>
<td><strong>Context</strong>: ESL</td>
<td><strong>Setting</strong>: Adult Education</td>
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<tr>
<th><strong>VG</strong></th>
<th>Wednesday, 3:00 pm–3:45 pm</th>
<th>Room 707</th>
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<tbody>
<tr>
<td><strong>Inductive Grammar Exercises: A PD Tool for Teachers</strong></td>
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<tr>
<td>In this session, presenters share inductive approaches and practices they use to teach advanced grammar topics to K–12 educators. Specifically, participants engage in the completion and analysis of inductive grammar exercises. Finally, presenters and participants discuss the benefits and challenges to using an inductive approach with ELs.</td>
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<tr>
<td><strong>Cristin Jensen Lasser</strong>, Regis University, USA</td>
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<tr>
<td><strong>Kelli Woodrow</strong>, Regis University, USA</td>
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<tr>
<td><strong>Context</strong>: ESL</td>
<td><strong>Setting</strong>: Grad/Postgrad Programs</td>
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<tr>
<th><strong>LSP</strong></th>
<th>Wednesday, 3:00 pm–3:45 pm</th>
<th>Room 705</th>
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<tbody>
<tr>
<td><strong>Innovation, a Netflix Approach, and a Millenial Aesthetic</strong></td>
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<tr>
<td>Where is the coursebook going? In wonderful and new directions that will appeal to the modern student with 2.0 brains. In this session, participants examine some of the exciting new materials available from English Central and how they can breathe life into your teaching and students.</td>
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<td><strong>Nicole Graham</strong>, English Central, Canada</td>
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<tr>
<td><strong>Context</strong>: ESL</td>
<td><strong>Setting</strong>: Academic English Programs; IEP</td>
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<tr>
<th><strong>PD</strong></th>
<th>Wednesday, 3:00 pm–3:45 pm</th>
<th>Room 406</th>
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<tbody>
<tr>
<td><strong>PD 2020: Connecting Teachers and Managers via Blog</strong></td>
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<tr>
<td>Many instructors work for a large program yet feel isolated by schedule or location, others work for small programs with little funding. The presenter shares how managers can connect teachers to PD and other opportunities for growth, as well as keep them up to date on administrative issues.</td>
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<td><strong>Elizabeth Schade</strong>, New York Public Library, USA</td>
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<tr>
<td><strong>Context</strong>: All Contexts</td>
<td><strong>Setting</strong>: Adult Education</td>
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</table>
**SLA in the Digital Wilds: Fandom in an L2**
This presentation reports on findings from an investigation into fandom and L2 learning. Findings reveal that fans participate in a wide range of activities beyond fanfiction writing and that these different activities offer different affordances for language learning. Implications and recommendations for incorporating fan activities in the classroom are discussed.

**Michelle Vonie**, The University of Arizona, USA

**Context:** All Contexts  
**Setting:** Secondary; Academic English Programs

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**Softening Teacher Feedback Through Interactional Affiliative Practices and Tools**
By employing multimodal microanalysis of teacher-student interaction, this session demonstrates how teacher feedback can be softened through the use of affiliative interactional practices (e.g., empathy, compliment, playfulness, shift in roles) and tools (e.g., gesture, body movement, gaze, smile, intonation, facial expression).

**Elena Shvidko**, Utah State University, USA

**Context:** All Contexts  
**Setting:** IEP; Tutoring

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**Spoken English Usage of University Pathway Students Outside the Classroom**
This presentation focus on a study of spoken English usage outside the classroom environment by university pathway program students in an Australian context. Results identified an overall pattern of low target language engagement. Implications for spoken proficiency development and intercultural competency are discussed.

**Mitchell Clark**, The University of Sydney, Australia

**Context:** EFL  
**Setting:** Academic English Programs

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**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  
**Amy K. Noggle**, Towson University, USA  
**June Lucas Zillich**, Independent, USA

**Context:** Primary; Secondary  
**Setting:** Academic English Programs

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**Toward a Culturally Responsive Pedagogy in the English Language Classroom**
Research suggests that students learn best and experience liberation when they are encouraged to make use of their existing cultural frameworks. Drawing on her experience using culturally responsive pedagogies with emerging bilinguals, the presenter explores culturally responsive pedagogies as a means of social justice in the language classroom.

**Kelly Metz-Matthews**, University of San Diego, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

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**U.S. Department of State’s Online Courses Supporting Global Issues**
The U.S. Department of State has developed online courses in Disaster Management, English for Health Sciences, English for Peacekeepers, and English for Journalism for international contexts such as Indonesia, Tanzania, Nepal, Kazakhstan, and Turkey. Learn about the collaboration process to create courses that meet local needs and promote cross-cultural understanding.

**Brad Horn**, U.S. Department of State, USA  
**George Chinney**, U.S. Department of State, USA  
**Dawn Rogier**, U.S. Department of State, USA  
**Jennifer Uhler**, U.S. Department of State, USA  
**David Fay**, U.S. Department of State, USA  
**Dennis Yang**, U.S. Department of State, USA  
**Diane Millar**, U.S. Department of State, USA  
**Kate Bain**, U.S. Department of State, USA  
**Tim Collins**, U.S. Department of State, USA  
**John Scacco**, U.S. Department of State, USA  
**Amy Nunamaker**, FHI 360, USA

**Setting:** Adult Education; Grad/Postgrad Programs

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**ESL/EAP Programs and the College Completion Movement: Cross-State Policy Perspectives**
This panel compares and contrasts the effects of college completion reforms (e.g. corequisite and acceleration initiatives, cohort pathways, 15 to Finish) on ESL programs and EL learning support in four different states. Panelists assess benefits, challenges, ethical and equity issues for multilingual students, faculty, and ESL and composition programs.

**Linda Harklau**, University of Georgia, USA  
**Lubie G. Alatriste**, New York City College of Technology–CUNY, USA  
**Kate Batson**, University of Georgia, USA  
**Melissa Reeve**, Solano Community College, USA  
**Christina Ortmeier-Hooper**, University of New Hampshire, USA  
**Todd Ruecker**, University of Nevada, Reno, USA

**Context:** ESL  
**Setting:** Academic English Programs
**Language Assessment for Placing Newly Matriculated Multilingual Students**

This panel highlights a variety of assessment approaches used for placement of incoming multilingual students matriculated in undergraduate and graduate degree programs. Panelists share perspectives on differing language assessments along with rationales and lessons learned. Attendees learn about the various options available and pros and cons of each approach.

*Jennifer Brondell*, Clemson University, USA  
*Brad Teague*, Duke University, USA  
*Tracey McGee*, Illinois Institute of Technology, USA  
*Robin Rhodes-Crowell*, St. Lawrence University, USA  
*Allison Camacho*, Savannah College of Art and Design, USA  
*Sherry Warren*, University of South Carolina, USA

**Equitable Measurement of ELs’ Reading Fluency Performance and Progress**

Reading fluency is defined as reading at an appropriate rate with adequate comprehension. This session provides tools for teachers to measure reading fluency progress. We present research on measuring fluency growth and demonstrate how to use the tools with a practice data set. Participants are invited to bring a laptop.

*Steven Carter*, Brigham Young University–Hawai’i, USA  
*Neil J. Anderson*, Brigham Young University–Hawai’i, USA

**Diversifying TESOL: Working Toward Inclusivity**

How can we work toward a more inclusive TESOL field and association? This panel, composed of different traditionally underrepresented groups within TESOL, comes together to share experiences and strategies on how we can better support diversity and inclusivity in our membership.

*Anastasia Khawaja*, University of South Florida, USA  
*Riah Werner*, National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire

**Identifying, Referring, and Servicing Dually Identified EL/SpEd Students**

The session first focuses on progress monitoring EL students in MTSS for possible SpEd referral by ruling out language as the dominant learning barrier. The second part of the session focuses on servicing dually identified EL/SpEd students by aligning IEP and ELP goals through collaboration between the SpEd/EL teachers.

*Lynda Idle*, Harrison School District 2, USA  
*Fran Herbert*, Colorado Department of Education, USA

**Enhancing Oral Language in Pre-K–8**

ELs develop two languages simultaneously; however, due to the focus on reading and writing, oral language is often overlooked. Underdeveloped oral language has negative implications for literacy success. Guiding research informing instruction, connected to strategies and techniques to address assessment, instruction, and intervention in oral language is shared.

*Kelly Hill*, University of Alabama at Birmingham, USA  
*Susan Spezzini*, University of Alabama at Birmingham, USA  
*Jessica Burchett*, Marion City School, USA  
*Pam Rose*, Stafford County Public Schools, USA  
*Mariah Weber*, Leeds City Schools, USA

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*Anastasia Khawaja*, University of South Florida, USA  
*Riah Werner*, National Pedagogical Institute for Technical and Professional Training, Côte d’Ivoire

**Moving Across Accents: Beyond Monolingual Bias in ELT**

What is the role of accent(s) in ELT? The presenters in this session problematize the relationship between identity and accent(s), interrogating monolingual biases that permeate the teaching and learning of English in classrooms around the world. Presenters discuss implications for teaching practice and advocacy.

*Lilia Savova*, Indiana University of Pennsylvania, USA  
*Gabriela Kleckova*, University of West Bohemia, Czechia  
*Ana Solano-Campos*, Georgia State University, USA  
*Doaa Rashed*, University of Maryland, Baltimore Country, USA

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*Fran Herbert*, Colorado Department of Education, USA
<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date and Time</th>
<th>Room</th>
<th>Panelists</th>
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<tr>
<td><strong>Multifaceted Teacher Identities: Perspectives on Language, Race, and Professional Positioning</strong>&lt;br&gt;Panelists talk about the need to incorporate teacher identity work in teacher preparation programs. They share their findings on studies that focus on the effect that teacher identity activities and dialogue can have on raising language, race, and professional awareness, as well as providing cultural enlightenment. <strong>IS: Applied Linguistics</strong>&lt;br&gt;Bahiyih Hardacre, California State University, Los Angeles, USA&lt;br&gt;Polina Vinogradova, American University, USA&lt;br&gt;Quanisha Charles, Jefferson Community &amp; Technical College, USA&lt;br&gt;Blanca Caldas Chumbes, University of Minnesota-Twin Cities, USA&lt;br&gt;Ester de Jong, University of Florida, USA&lt;br&gt;Feifei Fan, University of Florida, USA&lt;br&gt;Kristen Lindahl, University of Texas at San Antonio, USA&lt;br&gt;Bedrettin Yazan, The University of Alabama, USA</td>
<td>Wednesday, 3:00 pm–4:45 pm&lt;br&gt;Room 102</td>
<td>Multifaceted Teacher Identities: Perspectives on Language, Race, and Professional Positioning</td>
<td><strong>Pronunciation Assessment Guidelines and Best Practices in ITA Programs</strong>&lt;br&gt;A panel of experts shares assessment procedures, guidelines, and rubrics used at two American universities to assess the English oral proficiency of prospective ITAs. They also discuss the features that seem to impact ITAs’ comprehensibility, ITAs’ perceptions of the testing experience, and program services to assist ITAs. <strong>IS: Speech, Pronunciation, and Listening</strong>&lt;br&gt;Veronica Sardegna, Duquesne University, USA&lt;br&gt;Rebecca Oretto, Carnegie Mellon University, USA&lt;br&gt;Sue Ingels, University of Illinois at Urbana-Champaign, USA&lt;br&gt;Suzanne Franks, University of Illinois at Urbana-Champaign, USA</td>
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<td><strong>Professional Collaborations for English Learner Success in Higher Education</strong>&lt;br&gt;This colloquium discusses a diverse array of professional collaborations across disciplines and different types of institutional partnerships to ensure ELs’ academic success in various higher education contexts. It aims at promoting future collaboration and suggesting further research to keep abreast with developments in language education across disciplines. <strong>Context: All Contexts</strong>&lt;br&gt;Lillian Wong, The University of Hong Kong, Hong Kong&lt;br&gt;Fabiola Ehlers-Zavala, INTO CSU, Colorado State University, USA&lt;br&gt;Ken Hyland, University of East Anglia, United Kingdom&lt;br&gt;Tony Maciejewski, Colorado State University, USA&lt;br&gt;Lisa Fischer, INTO Saint Louis University, Saint Louis University, USA&lt;br&gt;Annie Rosenkranz, INTO Saint Louis University, Saint Louis University, USA&lt;br&gt;Kathi Bailey, Middlebury Institute of International Studies, USA</td>
<td>Wednesday, 3:00 pm–4:45 pm&lt;br&gt;Room 106</td>
<td>Professional Collaborations for English Learner Success in Higher Education</td>
<td><strong>Research Into the Practices of Online Language Teacher Education</strong>&lt;br&gt;Practice informs research and research informs practice. This panel explores this symbiotic relationship beginning with an overview of online research trends and continues with specific research addressing affordances, limitations in online language teacher education; conversation analysis methods in online talk; building an online community of inquiry; and reconceptualizing PD. <strong>IS: TE</strong>&lt;br&gt;Faridah Pawan, Indiana University, USA&lt;br&gt;Deborah Healey, University of Oregon, USA&lt;br&gt;MaryAnn Christison, University of Utah, USA&lt;br&gt;Amber Warren, University of Nevada, USA&lt;br&gt;Joan Kang Shin, George Mason University, USA</td>
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4:00 pm

Using Podcasts in a Chinese ESL Classroom
Chinese ELs are rarely exposed to English outside the classroom setting. Podcasts can bridge this gap by giving students practice with authentic, diverse voices. This presentation provide attendees with techniques to incorporate podcasts into their lessons and data on feedback from Chinese ELs.
Laura Schlichting, Wenzhou-Kean University, China

Getting Learners to Interact: Comparing Convergent and Divergent Task Designs
This presentation reports on an investigation into Hong Kong learners’ linguistic performance and interactional behavior on convergent and divergent oral discussion tasks. Findings reveal that convergent tasks lead to more frequent interactional behavior, but divergent tasks may push learners to produce more complex language. Implications for teaching practice is discussed.
John Rogers, The Education University of Hong Kong, Hong Kong
Haau Ying Tam, SKH Tsing Yi Estate Ho Chak Wan Primary School, Hong Kong

Integrating Blended Learning Into English Teaching in Vietnamese Universities
This presentation reports the findings from an investigation into seven EFL lecturers’ pedagogical practices of integrating blended learning into English teaching to students in Vietnamese universities. Findings resulted in a pedagogical model of blended learning integration and some recommendations for EFL education in Vietnamese tertiary contexts.
Thi Nguyet Le, Edith Cowan University, Australia

Integrating the I-BEST Model in the ESL Classroom
This session discusses the ways the I-BEST model can be introduced in the ESL classroom, gives a sample of an I-BEST curriculum tested in Hostos Community College, New York City, and tackles the advantages and disadvantages of using the I-BEST model in the ESL setting.
Nataliia Dunina, Hostos Community College, USA

Language Anxiety, Multilingualism, Cultural Diversity, and Ethnicity in Pakistani Universities
Data from 300 postgraduate students at two public universities in Pakistan reveal language anxiety. Multilingualism, cultural diversity, and ethnicity contribute to reliance on mother tongue and Urdu, impeding the learning of English. A culturally responsive teaching method acknowledging the legitimacy of cultural heritage and linguistic differences is recommended.
Patricia Pashby, University of Oregon, USA
Humaira Irfan, University of Education, Lahore, Pakistan

5 Tips for Making Grammar Memorable and Fun
When the content is relevant and informative, students focus and are motivated to learn. When activities allow for personalization, students are more likely to engage and retain new grammar. In this session, the presenters share five tips with examples from Grammar in Context to make grammar memorable and exciting.
Laura LeDrean, National Geographic Learning, USA
Tracy Bailie, National Geographic Learning, USA
**CLIL in EFL: Where Content Meets Language Learning**

Students in EFL classes demand approaches to teaching that make content meaningful and facilitate language acquisition. This practice-oriented presentation examines Content and Language Integrated Learning (CLIL) as an alternative approach to language teaching. Participants leave the session with ideas on how to apply CLIL principles to their classes.

**José Antônio da Silva**, Casa Thomas Jefferson, Brazil  
**Claudio Fleury Sasse**, Casa Thomas Jefferson, Brazil

*Context: EFL  
Setting: Secondary; IEP*

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**Creating a Radio Drama With Technology in an EAL Classroom**

This presentation demonstrates a research workshop. The research is focused on building creativity and collaborative competence, developing ICT skills, and practicing EAL learning by creating a radio drama piece.

**Suzie Ryu**, University of Warwick, Republic of Korea

*Context: All Contexts  
Setting: IEP*

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**Deconstructing Binary Understanding of Israel and Palestine Through Linguistic Landscape**

Can you imagine the linguistic landscape of Israel and Palestine serving as a vehicle for peace and not division? Join us to discuss how we may exploit linguistic landscape for TESOL beyond the walls of the classroom to foster cross-cultural understanding in teacher education.

**Bridget Schwarcz**, Bar Ilan University, Israel  
**Anastasia Khawaja**, University of South Florida, USA

*Context: All Contexts  
Setting: Grad/Postgrad Programs*

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**Engaging Students While Inductively Teaching Grammar Via Presentation Software**

This presentation offers teachers a student-centered approach that encourages participation while teaching the rules of grammar. Students find this fresh method interesting and effective in allowing them to identify and produce certain grammatical structures that they have previously found to be complex.

**Caitlin Capone**, Virginia Tech, USA

*Context: All Contexts  
Setting: Secondary; Academic English Programs*

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**Engaging With Assessment: Resources for Teacher Development**

In this workshop, participants experiment with a variety of interesting resources that have been developed to support teachers to learn more about assessment and how it can be used effectively in the classroom to help the learning process.

**Mina Patel**, British Council, United Kingdom

*Context: All Contexts  
Setting: Grad/Postgrad Programs; ITA*

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**ESP Teacher Preparation: Challenges and Lessons Learned**

In addition to instruction, teachers of ESP also are called on to conduct needs assessments, design curriculum, and develop or adapt materials. This session discusses the effective preparation of ESP teachers for these varied demands. The presenters draw from their experiences supporting teachers in diverse settings worldwide.

**Tabitha Kidwell**, University of Maryland College Park, USA  
**Lottie Baker**, George Washington University, Afghanistan  
**Jackie Gishbaugh**, University of Memphis, USA  
**Dawn Bikowski**, Ohio University, USA

*Context: EIL  
Setting: Adult Education*

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**From Speaking to Texting: Building Your Students’ Global Skills**

How do you teach communication, critical thinking, and digital literacy together? Taking a question-centered approach to instruction with Q Skills for Success lets you focus on the language and soft skills students need for academic study, while extending learning beyond the classroom—onto the screen and into real life.

**Tamara Jones**, Notre Dame of Maryland University, USA

*Context: ESL  
Setting: Academic English Programs; IEP*
High-Quality Hybrid Courses for International Students and Teachers

High-quality hybrid courses should be designed to integrate TESOL’s six principles for English language learners. Such courses maximize the benefits of synchronous face-to-face instruction, in person or through video, along with asynchronous online instruction to better prepare international students for college and develop strong pedagogy for international teachers.

**Teresa Carmack**, Lewis-Clark State College, USA  
**Judy Emerson**, Lewis-Clark State College, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP

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Incorporate Scaffolding Strategies Into Your Lessons: Experience and Share

Expand your scaffolding strategies for developing skills learners need to succeed in employment and education. The presenter describes and provides examples of two scaffolding types from the 6 Principles for Exemplary Teaching of ELs in Adult Education and Workforce Development: social and materials supports. Participants share their own effective supports.

**Donna Price**, San Diego Continuing Education, USA

**Context:** ESL  
**Setting:** Adult Education

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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.

**Meghan Schleicher**, U.S. Department of Homeland Security, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP

---

Identifying as Language Learners/Teachers: The Experiences of Teacher Candidates

This presentation examines the language learner/teacher identity of native English speakers who self-rated moderate or higher proficiency in another language as they pursued an ESL or bilingual endorsement. Through a language survey and testimonials, researchers categorized experiences of the teacher candidates to examine their identification as language learners and teachers.

**James Cohen**, Northern Illinois University, USA  
**John Evar Strid**, Northern Illinois University, USA

**Context:** ESL  
**Setting:** Academic English Programs

---

Let’s Talk: Communicative Activities for Teaching Pronunciation

Communicative activities are not just for teaching speaking; they’re also valuable tools for practicing pronunciation in authentic ways. Learn how to use tasks, role-plays, information gaps, and other communicative activities to practice sounds, stress, and intonation while bringing real-world communication into your classroom. Sample activities provided.

**Marla Yoshida**, University of California, Irvine, USA

**Context:** ESL  
**Setting:** Adult Education; IEP

---

**Improving Reading and Writing With Microsoft Learning Tools**

Microsoft has created free, accessible AT to support students who struggle with reading and writing. We will showcase how these free learning tools can be used to support classroom engagement of reading and writing for users with learning differences such as dyslexia, dysgraphia, ELL, and ADHD.

**Rachel Berger**, Microsoft, USA

**Setting:** Primary; Secondary

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**International Students in Higher Education: Faculty Experiences and Support Needed**

International students come to U.S. universities with diverse needs and expectations resulting into a wide range of challenges for faculty who are not equipped to deal with. The presenters discuss research that examined faculty experiences teaching in linguistically and culturally diverse classrooms and offer implications for faculty training and support.

**Eman Elturki**, Washington State University, USA  
**Kate Hellmann**, Washington State University, USA

**Context:** ESL  
**Setting:** Academic English Programs

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**Rachel Berger**, Microsoft, USA

**Setting:** Primary; Secondary
Mainstream Preservice Teachers Learning to Teach Emergent Bilinguals
A large percentage of mainstream classroom teachers are underprepared to work with emergent bilinguals. This session introduces a collective case study that investigates how mainstream preservice secondary teachers in a university-based program enact culturally and linguistically sustaining teaching in practicum. It explores factors that influence and shape their learning.

Fenglan Yi-Cline, University of Washington, USA

Context: All Contexts
Setting: Secondary; Grad/Postgrad Programs

Newcomers Finding Refuge and Hope in an American Classroom
For tens of thousands of newly arrived students with interrupted formal education, the academic and linguistic demands of today’s classrooms are daunting. Explore some of the many issues facing the subpopulation of ELs with critically acclaimed author Helen Thorpe and newcomer educator and advocate MiaAriela Allen.

MiaAriela Allen, Independent, USA
Helen Thorpe, Independent, USA

Context: ESL
Setting: Secondary; Academic English Programs

Service Learning to Prepare TESOL Teachers: Models, Experiences, and Perspectives
This panel brings together four TESOL practitioners from Michigan to discuss service-learning models for TESOL teacher preparation at their respective institutions. Panelists explore the benefits, challenges, and effects of service learning in the following contexts: a TESOL practicum, a rural community, and a study abroad experience.

April Burke, Central Michigan University, USA
Emily Feuerherm, University of Michigan-Flint, USA
Zuzana Tomáš, Eastern Michigan University, USA
Amie VanHorn-Gabel, Eastern Michigan University, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Staying Afloat: 10 Ways to Innovate Your IEP
With declining enrollment, it is increasingly important to innovate to stay afloat. Presenters share changes they’ve made to their programming, pricing, partnerships and promotional techniques that have helped them reverse the trend and actually increase revenue. Attendees leave with 10 practical ideas they can implement in their own IEPs.

Noga Laor, Long Island University, USA
James Stakenburg, Pace University, USA

Context: ESL
Setting: IEP

Teaching English for Global Citizenship in a Multicultural University Context
Multicultural education has developed in Albania as a new approach in which teachers working in highly diverse classrooms increase the students’ multicultural understanding and practices for their world of work as well as their communicative skills in English. Presenters share pedagogical strategies used to help students become global citizens.

Elona Kolaj Mehilli, Catholic University, Albania
Shpresa Delija, University of Tirana, Albania
Ekaterina Strati, University of Durres, Albania

Context: EFL
Setting: Academic English Programs; Adult Education

The Seal of Biliteracy: Past, Present, and Future
In this session, attendees learn about the Seal of Biliteracy, why it was created, what it means, and what they can do to promote it.

Christel Broady, Georgetown College, USA

Context: ESL
Setting: Primary; Secondary

The L2 Writing Workshop as a Site of Resistance
This presentation examines the writing workshop as a potential site of resistance for emerging bilinguals, positing that teachers provide important space for resistance through emancipatory pedagogies and critical theoretical considerations. The presenter explore what resistance might look like as well as how teachers might support it.

Kelly Metz-Matthews, San Diego State University, USA

Context: All Contexts
Setting: Secondary; Academic English Programs
**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, TexTESOL V, USA

**Context:** ESL  
**Setting:** Secondary; Academic English Programs

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**Using Reflective Narrative Tasks in EFL Teacher Development**

The production of reflective narrative tasks is an effective approach to understand EFL teachers’ needs regarding The 6 Principles®. By using prompts, aiming at the classroom experience, trainers, tutors, or advisors can help teachers reflect on their practice, recall teaching moments, narrativise their thoughts, and define new teaching goals.

Maristela Silva, Amazonas State University, Brazil  
Mauro Vieira, Instituto Cultural Brasil Estados Unidos, Brazil

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP

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**Invoking “Disruptive” Teacher LeadershipAmong EL Pre- and In-service Teachers**

Advocacy is an important tenet within the K–12 EL teacher profession, yet EL teacher education often operates within a frame of comfort and accessibility, limiting opportunities to examine complex and disruptive topics. Teacher educator panelists address how they foster disruption to model teacher leadership among pre- and in-service teachers.

Trish Morita-Mullaney, Purdue University, USA  
Jenna Cushing-Leubner, University of Wisconsin-Whitewater, USA  
Michelle Benegas, Hamline University, USA  
Karla Stone, University of Minnesota, USA  
Michelle Greene, Indiana University-Purdue University Indianapolis, USA  
Lynne Stallings, Ball State University, USA

**Context:** ESL  
**Setting:** Grad/Postgrad Programs

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**Designing Discrete-Point Items for Reading and Listening Comprehension Assessment**

This workshop reviews factors in creating discrete-point items to assess reading and listening comprehension. The presenters share information on item types and considerations between item type, student proficiency, and student learning outcomes. Participants practice designing items for a given text and receive feedback.

Dawn E. McCormick, University of Pittsburgh, USA  
Heather McNaught, University of Pittsburgh, USA  
Rob Mucklo, University of Pittsburgh, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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**Extensive Reading: An L2 Reading Essential for Adult Learners**

Considering the wide variety of L2 high school, adult ed, and higher education students, instructors must be strategic in implementing research-based approaches to engage and motivate L2 reading for learner success. Using a variety of hands-on tasks, participants gain knowledge, experience, and materials for including extensive reading in their reading curriculum.

Doreen Ewert, University of San Francisco, USA  
William Grabe, Northern Arizona University, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP

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**Vocabulary: Using Online Resources for Practice and Materials Development**

This workshop teaches how to use online resources for materials development (e.g., AntWordProfiler, Lextutor, The Word Family Framework, SKELL, FLAX) and engages in completing classroom-tested exercises using technology (e.g., Socrative, Kahoot!). Participants walk away with classroom-tested tasks easily adaptable for use in any context and with proficiency level.

Valeria Bogorevich, Northern Arizona University, USA  
Cyndriel Meimban, Northern Arizona University, USA  
Jacqueline Church, Northern Arizona University, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP
4:30 pm

**Exploting Eye Witness Narratives for Reading Subskills, Grammar, and Vocabulary**

We demonstrate how to exploit eye witness accounts using two authentic texts (unidentified flying object (UFO) sighting and disaster survival story). Participants come away with a procedure that they can apply to eye-witness narratives to turn them into 3-hour lessons.

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

**Katie Dunlap**, University of Texas at Austin, USA

**Context**: All Contexts

**Setting**: Academic English Programs; IEP

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**Linguisitc Landscape: An Effective “Making Connection” Teaching Strategy in SLA**

ELs need context to understand and correctly use English. Linguistic Landscape (LL) can be incorporated as an effective “making connection” teaching strategy to assist ELs in learning English. This session provides some ideas on how LL can help the ELs adopt different concepts of English grammar, particularly phrasal verbs.

**Zuzana Gorleku**, Concordia University, USA

**Naureen Akhtar**, Concordia University, USA

**Context**: ESL

**Setting**: Secondary; Adult Education

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5:00 pm

**A Wiki Activity for Collaborative Writing in EAP Programs**

Wikis are one of the simplest, most practical and widespread technological tools for collaborative writing practices in SLA (Storch, 2013). Leading participants through a wiki-based activity on PBworks.com – a free writing platform – the presenter show a collaborative writing activity to engage ESL learners in the writing process.

**Mirella Silva**, University of Memphis, USA

**Rashad Ahmed**, Miami University, USA

**Context**: ESL

**Setting**: Academic English Programs; IEP

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Wednesday, 5:00 pm–5:30 pm

**English as Medium of Instruction Policies at a Brazilian University**

This session discusses the creation of university language policies, challenges, and strategies needed to implement English as a medium of instruction (EMI) at a university in Brazil, and the benefits and risks of offering courses in English at undergraduate and graduate levels. Participants discuss issues related to EMI implementation.

**Camila Höfling**, Federal University of São Carlos, Brazil

**Context**: EIL

**Setting**: Academic English Programs; Grad/Postgrad Programs

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**NNS Communication: The Use of Accommodation to Ensure Communication Success**

This presentation investigates an ESL learner’s accommodation to listeners of different language backgrounds and its relationship to the overall communication success of the interaction. Results show a variation in the strategies used by the learners, which led to different communication success scores with each listener.

**Romy M. Ghanem**, University of Memphis, USA

**Context**: ESL

**Setting**: Academic English Programs

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**Out-of-Class Language Learning Experiences: Voice From the Vietnamese International Students**

This presentation reports a study examining the out-of-class language learning experiences of twelve Vietnamese adults while studying English language abroad from the ecological perspective. Findings reveal experiences contingent upon learners’ awareness of the affordances and constraints in various settings and their agency exertion to language learning opportunities beyond the classroom.

**Truc Ly**, Macquarie University, Australia

**Context**: EIL

**Setting**: Academic English Programs; IEP

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**Challenges to and Benefits of Implementing Differentiated Instruction in EFL**

Addressing diversity in even seemingly homogenous EFL classroom can be challenging, but differentiated instruction can help teachers meet students’ varied needs. This session shares results of a study which investigated teachers’ challenges to and benefits of implementing DI and discusses implications for increasing teacher efficacy and enhancing PD.

**Yana Kuchkarova**, Namangan State University, Uzbekistan

**Nilufar Jamoliddinova**, Namangan State University, Uzbekistan

**Context**: EFL

**Setting**: Secondary; Grad/Postgrad Programs
Creative Tasks in Elementary School EFL Classrooms in Switzerland

Lip-syncing and Destination Imagination Challenges might be so exciting learners slip into the local language, yet they can cover endless curricular and creative and critical thinking aims. This presentation highlights concrete hows and whys of these projects, strategies for motivating learners to stick to English, and ideas for similar tasks.

Laura Buechel, Zurich University of Teacher Education, Switzerland

Context: EFL
Setting: Primary, Secondary

Decolonizing EAP Writing Through Art Critique

Through biographical engagement with artistic media, students find voice to address social-cultural issues in their own terms. This presentation demonstrate how Critical Theory (Horkheimer) can be applied in the EAP classroom to engage students in critical thinking and discourse which critiques and challenges social practices and assumptions.

Michael Burgess, International University of Grand-Bassam, Côte d'Ivoire
Susan Strand, International University of Grand-Bassam, Côte d'Ivoire

Context: All Contexts
Setting: Academic English Programs; Adult Education

Effective Shortcuts to Understanding English Tense-Aspect Grammar Rules

Mastering the English tense-aspect system is challenging for adult university ESL learners, namely given writing needs. We developed eight shortcuts that reflect the shared conceptualizations of tense-aspect prescriptive rules, based on ontological structures of time and happenings. These allow students to efficiently understand the main workings of the entire system.

Daniele Allard, Bishop’s University, Canada
Riichiro Mizoguchi, Japan Advanced Institute of Science and Technology, Japan

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

Embracing Social Justice in the Classroom Without Cultural Imperialism

This presentation explores the challenge of including social justice topics in the classroom without being culturally imperialistic. Attendees leave with an understanding of how covering social justice can easily become imperialistic, how to implement critical pedagogy to avoid this, and activities with modifications for the classroom.

Lizz Alezetes, Ball State University, USA

Context: ESL
Setting: Academic English Programs; IEP

Engaging Adult Learners and Their Families

Family engagement is a backbone for academic learning. How should we actively engage adult ELs and their families to increase motivation and participation? In this session, we’ll explore types of authentic family involvement and share our experience with one specific family engagement project.

Dana Van Deuren, Metropolitan School District of Washington Township, USA
Ekaterina Wassel, Indianapolis Public Schools, USA

Context: ESL
Setting: Adult Education

Jumpstarting Student-Directed Pronunciation Learning

Participants in this session engage with specific strategies and techniques to help learners acquire and confidently transfer critical pronunciation skills into independent practice and use. Presenters also share a selection of remotely available resources to supplement pronunciation learning both in and out of the classroom.

Tristan Thorne, Baruch College–CUNY, USA
Kim Edmunds, Baruch College–CUNY, USA
Carolyn Saylor-Loof, Baruch College–CUNY, USA

Context: ESL
Setting: Academic English Programs
Natural Disasters: Teaching Academic Language Through an Integrated Content Unit

Teachers face the challenge of teaching ELs using a language arts curriculum designed for native English speakers. The presenters describe a natural disasters unit that engages students as they develop academic language and content through activities including creating multilingual word walls, vocabulary-building posters, and natural disaster myths.

Mary Soto, California State University East Bay, USA
David Freeman, The University of Texas Rio Grande Valley, USA
Yvonne Freeman, The University of Texas Rio Grande Valley, USA

Context: ESL
Setting: Primary

Office for Civil Rights, U.S. Department of Education: Ensuring Access

The U.S. Department of Education, Office for Civil Rights works with educators to ensure that ELs have meaningful access to quality education. Presenters provide an overview of key issues affecting ELs, insight into how investigations are conducted, and an opportunity to ask questions.

Angela Martinez-Gonzalez, U.S Department of Education, Office for Civil Rights, USA
Colleen Brooks, U.S. Department of Education, Office for Civil Rights, USA
Allison Morris, U.S. Department of Education, Office for Civil Rights, USA
Jason Sinocruz, U.S. Department of Education, Office for Civil Rights, USA

Context: All Contexts
Setting: Primary; Secondary

Plurilingual Practices That Empower: Effective Strategies for English Language Teachers

An increasingly globalized world means that ELs bring a wealth of linguistic resources into the classroom that are best incorporated by a flexible, plurilingual approach. This session presents four strategies that teachers can use to help students tap into their underlying linguistic competence.

Jessica Swan, U.S. State Department English Language Fellow, USA

Context: EIL
Setting: Academic English Programs; Adult Education

Training General Education Teachers to Make Content Accessible for ELs

This session explores a set of interactive online modules created to help general education teachers make their classes and tests more accessible for ELs. Audience members see a demonstration of the modules, learn how to access them, and discuss how they could be integrated into PD efforts.

Erik Larson, University of Minnesota, USA
Darrell Peterson, University of Minnesota, USA

Context: ESL
Setting: Primary; Secondary

Wisdom in Wonder: Socratic Seminar for SLIFE and Beginner ELs

Student-led classrooms and peer-to-peer interaction is vital for language acquisition, but engaging SLIFE and beginner ELs in rigorous academic discourse can feel unattainable due to students’ limited English proficiency. This session aims to demonstrate effective scaffolds to engage all ELs in Socratic Seminars at the secondary level.

Christi Cartwright, International High School, USA
Sarah Cordero, International High School, Lawrence, USA

Context: ESL
Setting: Secondary

Working With Multiword Expressions Across Language Levels and Skills

Multiword phrases are highly frequent in all language uses. Teaching and learning recurrent multiword phrases 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

Context: All Contexts
Setting: Academic English Programs; IEP

You, Too, Can Make Videos and Flip Your Classroom

Students are shown to benefit from receiving instruction outside of class via video and using class time for practice, but creating videos to enact the flip can be intimidating. This presentation demonstrates how even a novice can learn to make and post videos in order to reap the benefits.

Jeanie Lundbom, Yasar University, Turkey

Context: All Contexts
Setting: Academic English Programs; Adult Education
**Wednesday, 1 April 2020**

**PA**

**Addressing the Gap: Successful Steps for Onboarding New Instructors**

In this session, the presenters explore the definition of onboarding and report on what research identifies as gaps in current onboarding practices. They share best practices from their own institution, and attendees leave with concrete suggestions for implementing a successful onboarding process. Participants take part in discussion.

**Brenda Marson,** Langara College, Canada  
**Harkit Dhillon,** Langara College, Canada

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP

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**THURSDAY, 2 April 2020**

**7:00 am**

**RWL**

**EAL Doctoral Students’ Challenges in Writing for International Scholarly Publication**

This presentation reports on a study investigating four EAL doctoral students’ difficulties in writing research articles for publication. Results reveal that students’ difficulties are related to not only the linguistic dimension of the genre, but also the nonlinguistic dimension. Implications for English for research publication purposes courses are discussed.

**Thi Van Yen Hoang,** Macquarie University, Australia

**Context:** ESL  
**Setting:** Grad/Postgrad Programs

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**AL**

**Foreign Language Enjoyment in Cognitively Simple vs Complex Pragmatic Tasks**

The study discussed explores learners’ moment-by-moment foreign language enjoyment (FLE) when they were doing two cognitively simple or complex pragmatic tasks. Though findings revealed intraindividual variability, common reasons for increased FLE in both groups are unexpected storylines created by peer interlocutors, repeating a similar task, and good command of English.

**Tzu-Hua Chen,** Concordia University in Montreal, Canada

**Context:** EFL  
**Setting:** Academic English Programs; Adult Education

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**PD**

**Impact of EFL Teachers Participating in Multinational PD Project**

This presentation reports an impact study of EFL teachers’ participation in a PD project where activities such as coteaching, mentoring, and community of practice were highlighted. It was found that novice and experienced teachers in the Lower Mekong subregion could benefit from different features embedded in the project design.

**Apiwan Nuangpolmak,** Chulalongkorn University, Thailand

**Context:** EFL  
**Setting:** Grad/Postgrad Programs
**Improving Pronunciation in Spontaneous Speech: A Comparison of Instructional Methods**
The classroom-based study discussed compares two teaching methods in terms of how well they foster improvement in spontaneous speech. Results show that the communicative instruction group improves more than the explicit instruction group. Teachers come away from this session better understanding what type of pronunciation instruction is effective and why.

*Brian Rocca*, Indiana University, USA
*Zoie Hancock*, Indiana University, USA
*Joshua Lee*, UMass Amherst, USA
*Isabelle Darcy*, Indiana University, USA

**Media Literacy Skills Development in EFL Classrooms**
Every day teenagers are exposed to a large number of media sources which influence their choices and, therefore, their lives. That is why having media literacy skills is essential for young people. This presentation discusses how media literacy skills can be developed through easily adaptable hands-on activities in EFL classrooms.

*Iryna Roubel*, State Educational Institution, Belarus

**Native Speakerism: Discriminatory Employment Practices in Polish Language Schools**
The presentation reports the results of a mixed-methods study conducted to provide insight into the situation of NNEST in Polish language schools. The findings revealed that though present, the current definition of the native speakerism ideology has to be altered as no methodological superiority was ascribed to native speakers.

*Tomasz Paciorkowski*, Adam Mickiewicz University, Poland

**Privileging Teachers' Voices: A Call to Action to School Leadership**
Schools that have strong leadership are among the systems most likely to achieve school success, particularly in the education of emergent bilingual students. In this presentation, school leadership learns about nine areas of recommendation that respond to the needs of emergent bilinguals, consisting of 54 specific, actionable steps.

*Marisa Ferraro*, Southern Connecticut State University, USA

**Streaming Music Versus Streaming Water: Computer Literacy and Multiple-Meaning Words**
With the push for computer-based testing and computer-based activities, it is imperative that ELs learn multiple meanings of computer related vocabulary. In this session, participants explore multiple meaning words as a way to help students navigate an increasing digital society. Participants leave with strategies immediately applicable to the K-5 classroom.

*Felicia Hill*, Cobb County School District, USA

**Task-Based Training for Task-Based Teachers: A Case Study in Honduras**
This session describes a task-based training program for novice EFL teachers in Honduran bilingual schools and presents on the task-oriented nature of the training and the aspects of training teachers found most and least useful. It concludes with resources and tips for educators implementing TBLT training programs in similar contexts.

*Lara Bryfonski*, Georgetown University, USA

**Technology-Mediated Collaborative Writing as an Instructional Strategy in 1st-Year Composition**
The study discussed implements and explores technology-mediated collaborative writing tasks as an instructional strategy in first-year composition for multilingual students. Preliminary findings suggest that the tasks create various layers of scaffolding that are accomplished through interactions between peers and with the technology and better prepare the students for subsequent individual writing.

*Jui-Hsin Renee Hung*, Indiana University Bloomington, USA

**Using Technology to Empower International University Students With Disabilities**
Technology is a great equalizer and empowers international ESL students with disabilities in higher education. This presentation informs on the challenges these students face at university, identifies the technological resources available to them, and highlights the role institutional training plays in adopting appropriate technological tools to ensure success for all.

*Matthias Maunsell*, University of Alabama at Birmingham, USA
"Slipping in Slang": Know It or Risk Embarrassment
Author "Slangman" David Burke gives an informative and hilarious presentation on the importance of teaching slang and idioms—those pesky, confusing terms which must be learned to avoid embarrassment, avoid costly mistakes in business, achieve true fluency, and open the doors to American culture.

David Burke, Independent, USA

Blended Learning Design and Implementation for an ITA Pronunciation Class
ITA and/or pronunciation courses cannot always address the individual needs of their students. Attendees learn how an ITA instructor consulted with instructional designers at a university to develop supplemental blended learning modules for segmental and suprasegmental instruction. Attendees also learn best practices for designing such modules.

Stacy Suhadolc, The Pennsylvania State University, USA
Erica Fleming, The Pennsylvania State University, USA
Dave Sandor, The Pennsylvania State University, USA

Helping Underserved Learners Succeed
Under the reservation policy of the Indian government, up to 49.5% seats in higher education institutions are reserved for underserved students. However, many are unprepared for the rigors of academic studies. In this data-driven session, presenters detail a pilot program designed and implemented to help underserved students achieve academic success.

Maria Snarski, U.S. Embassy, New Delhi, India
Shweta Khanna, U.S. Embassy New Delhi, India

Adapting Textbooks: Customizing Content to Target Learner Goals
Coursebooks are designed to reduce planning time and support student achievement, but generalists coursebooks frustrate when hours of customization are required. This session review the ADAPT framework for quick, targeted, customization of coursebooks to reduce preparation time and better support the individual needs of our classroom learners.

Sara Davila, Pearson, United Kingdom

Build Fluency and Student Engagement Outside of Class
This session reviews results and learnings from adoptions of extensive listening (EL) and extensive reading (ER) programs in three universities in Japan. The presenters examine how EL and ER are effective, the curricula used in these adoptions, how goals were set, how progress was tracked, and, finally, how outcomes were measured.

Thomas Robb, Kyoto Sangyo University, Japan
Alan Schwartz, English Central, USA

Advocating for ELs Who Have Been Identified as Having Dis/abilities
This session reviews literature on the under- and over representation of ELs identified as having dis/abilities and then presents ways ESL, bilingual, special education, and general education teachers can collaborate to create and advocate for productive and culturally sustaining learning environments for all students.

Nicole King, The Ohio State University, USA

Data Driven Learning in ELT: What, Why, and How
This presentation discuss the use of data driven learning (DDL), highlight the perceived value and benefits of engaging in DDL, emphasize learning which can happen with the use of DDL, share freely available materials which have been developed for DDL, and provide tips for using such activities.

Durdona Pulatova, Tashkent State Pedagogical University, Uzbekistan
Gena Bennett, Independent, USA
### Thursday, 7:00 am–7:45 am

#### Room 106

**Demythologizing NEST Paradigms: A Step Toward Redefining CLIL Teacher Identity**

This session presents a new taxonomy of skills/competencies for CLIL teachers, thereby demythologizing the notion of NEST while providing a framework for the skills, competencies, and characteristics required for successful CLIL delivery. The discussion focuses on a framework that better describes interaction and relationship to/with CLIL teachers.

*Jermaine McDougald*, Universidad de La Sabana, Colombia

**Context:** All Contexts  
**Setting:** Secondary; Grad/Postgrad Programs

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#### Room 110

**Designing CBI for a Health Science Program**

This presentation highlights ways that ESL faculty at a university pathway program have used various forms of CBI to prepare ELs for academic study in the professional health sciences. The discussion of each model covers the process of identifying learning outcomes, instructional materials, content faculty collaboration, and assessments.

*Sunia Ko Davis*, Massachusetts College of Pharmacy and Health Sciences, USA  
*Kate Gleeson*, Massachusetts College of Pharmacy and Health Sciences, USA

**Context:** ESL  
**Setting:** Academic English Programs; Adult Education

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#### Room 505

**ELs Hooked on Writing Through Participatory Literacy**

This session shares a success story on how participatory literacy (PL) transformed middle-school ELs into agentive writers who got hooked on writing. Participants gain (1) insight into power of PL for ELs and (2) procedural knowledge for implementing PL in ESL classes while upholding state curricular standards.

*Robin Schell*, University of Tennessee, USA  
*Clara Lee Brown*, University of Tennessee, Knoxville, USA

**Context:** ESL  
**Setting:** Primary; Secondary

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#### Room 501

**Evolving Needs, Dynamic Collaboration: Serving EL Writers and Teacher Programs**

To prepare ELs for academic writing, three institutions—a community college, literacy agency, and ESL graduate program—joined resources to implement a summer EL writing program. In this session, panelists and adult educators engage with program evaluation (strengths, challenges, outcomes), future directions, and similar collaborations that might apply in other community contexts.

*Melinda Harrison*, Auburn University at Montgomery, USA  
*Josephine Prado*, University of Alabama at Birmingham, USA  
*Patricia Merritt*, Jefferson County Board of Education, USA

**Context:** ESL  
**Setting:** Academic English Programs; Adult Education

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#### Room 708

**Glue System: A Nontraditional Fix for Fragments and Run-Ons**

This presentation introduces the Glue System, a nontraditional approach to teaching sentence boundaries that results in students’ producing fewer fragments and run-ons in their written work. Lists of the five types of glue words and exercises for students to master the system are provided.

*Helaine Marshall*, LIU-Hudson, USA

**Context:** ESL  
**Setting:** Secondary; Adult Education

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#### Room 706

**Have Your Students Speak and Reflect More With Easy-to-Use Technology**

Technological advancements have been a blessing and a curse for language learning, but we finally found one that was a game-changer. Come learn about a system that will help your students become more comfortable being uncomfortable and willing to speak and stay in the target language on a daily basis.

*Lindsey Klein*, Robotel, USA  
*Danie Kempf*, Robotel, USA

**Context:** Academic English Programs

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Incorporating Action Research Into Teacher Development

In this presentation, participants discuss the tenets of Action Research (AR), including how to identify focus, establish research questions, determine data collection techniques, and analyze data. Participants are asked to discuss issues facing their classes and groups outline strategies to utilize AR in their own classes.

Christopher Hastings, Southwest Tennessee Community College, USA
Ninj Erdene Khurel, Academia English Language Institute, Mongolia

Context: All Contexts
Setting: Academic English Programs; IEP

Teaching Intercultural Listening: Research and Best Practices

Although listening is essential to intercultural communication, pedagogical practices concerning intercultural communication focus mostly on speaking. In this interactive session, the presenters connect three conceptual frameworks of intercultural understanding to participants’ experiences in the L2 classroom to explore unexamined assumptions about how to orchestrate intercultural listening practices.

Sharon Tjaden-Glass, Sinclair Community College, USA
Jennifer Lacroix, Boston University, USA

Context: All Contexts
Setting: Academic English Programs; IEP

International Collaborative Projects: Bringing the World to Our Students

Discover how the world can come together in your classroom through technology. Participants leave this session with a clear understanding of how international collaboration brings PBL and content- and language-integrated learning together to create transformative opportunities for students in cross-cultural situations.

Kristine Adams, Universidad del Norte, Colombia
Randy Bundel, Amsterdam University of Applied Sciences, Netherlands
Barbara Ciccirelli, Amsterdam University of Applied Sciences, Netherlands
Jose Chavarro, Universidad del Norte, Colombia

Context: All Contexts
Setting: Academic English Programs

Introductory Integrated Content and Language Courses for EFL Engineering Freshmen

First-year L2 students need most help in adjusting to their university’s EMI environment. This presentation reports how introductory integrated content and language classes helped incoming Korean engineering students to be better prepared for content courses. Those who wish to effectively help L2 students with EMI find this session useful.

Eun Gyong (E.G.) Kim, Korea Advanced Institute of Science and Technology, Republic of Korea
Seonmin Park, Korea Advanced Institute of Science and Technology, Republic of Korea
Matthew Baldwin, Korea Advanced Institute of Science and Technology, Republic of Korea

Context: EFL
Setting: Academic English Programs

Using Gamification to Balance Academic Rigor and Soft Skill Development

To what extent should students’ grades reflect content mastery as opposed to work habits, professionalism, and course engagement? Should teachers penalize for late work? Offer extra credit? Learn how gamification, the process of applying video game principles to educational contexts, enables instructors to foster soft skills without sacrificing academic rigor.

Katie Welch, Independent, USA

Context: All Contexts
Setting: Secondary; Academic English Programs
### 8:00 am

**Our Paramount Duty: Language as a Vehicle for Connection and Belonging**

There are 71 million displaced people worldwide. As educators, language acquisition is not our goal, it is our vehicle—a vehicle through which we connect ELs to mainstream students, so every student is fearless in reaching across difference. Our goal is that every student feels welcome and that they belong in our schools and communities.

**Mandy Manning, Joel E. Ferris High School, USA**

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### 8:30 am

**Aviation English Teacher Training: Models of ESP-Aviation Training Collaboration**

Aviation English (AE) teachers -- and AE teacher training -- are in demand worldwide to enable aviation trainees to succeed in training and become employed to reduce labor shortages. Experts in aviation training and in AE discuss models they need or are delivering / developing, respectively. Audience input is elicited.

**Anne Lomperis, Language Training Designs, USA**  
**Amber Scroggs, University of Central Missouri, USA**  
**Jennifer Roberts, Embry-Riddle Aeronautical University, USA**  
**Neil Bullock, International Civil Aviation English Association, France**  
**Jennifer Meszaros, Civil Aviation Training Center, Cambodia**  
**Mark Lawrence, Aviation Institute of Maintenance, USA**

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### 9:00 am

**Planning K–12 ESL Lessons to Meet Social Justice Standards**

This session presents a teaching tip introducing practical ways to incorporate social justice principles in lesson plans and enact them in day-to-day teaching in K–12 ESL classes. This tip is based on a document analysis research study examining the integration of social justice principles into ESL teachers’ lesson plans.

**Alexandra Dema, Bridgewater State University, USA**  
**Emily Spitzman, Bridgewater State University, USA**

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### 9:30 am

**Telling Stories: Teaching Proficiency Through Reading and Storytelling for Vocabulary**

This session explores the use of Teaching Proficiency through Reading and Storytelling (TPRS), a method commonly used in foreign language classrooms, and how to adapt and use it as a quick, low-lift, high-engagement method for preteaching vocabulary to both emergent multilinguals and other students in our classrooms.

**Lauren MacLean, Democracy Prep Public Schools, USA**

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### 9:30 am

**Creating Safe Spaces for Diverse Populations: Being Culturally Humble**

All learners have diverse experiences and identities. This workshop compares two culturally based training ideals – Cultural-Competency and Cultural-Humility. Framing culture as intersectional inspires collaboration among participants in a self-reflective process and recognition of power imbalance. This empowers individuals to understand cultural limitations by asking difficult questions about biases and stereotypes.

**Chelsea Lafferty, Center for Applied Linguistics, USA**

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### 9:30 am

**Making PD More Accessible and Inclusive With Mobile Teacher**

This interactive session demonstrates how to use the Mobile Teacher app without internet to democratize access to PD for/with educators in emerging markets, remote locations, and marginalized areas via their own phones. Participants use their phones to share short videos of effective teaching practices they have used internationally.

**Katherine Guevara, University of Southern California, USA**
Thursday, 9:30 am–10:00 am
Room 707

Examining Academic Vocabulary in EFL and English-Medium Institutions
This presentation discusses findings from a study that investigated the relationship between level of academic vocabulary and beliefs about its importance to learners’ university studies, explores trends from the findings, and raises awareness for EAP teachers concerning assumptions about students’ needs for vocabulary development based on learners’ perceptions and knowledge.

Ijobat Juraeva, Uzbek State World Languages University, Uzbekistan
Liliya Makovskaya, Westminster International University in Tashkent, Uzbekistan

Context: EFL
Setting: Academic English Programs

Thursday, 9:30 am–10:00 am
Room 107

Integrated Critical Thinking in English-Medium Instruction Programmes in Vietnam
The study discussed examines barriers for integrated critical thinking in EMI programmes in three types of Vietnamese higher education institutions (public, private, and foreign-owned universities). Findings revealed significant differences in their perceptions regarding the four extracted factors. Implications for the effective incorporation of critical thinking are discussed.

Ngoc Thinh Pham, Newcastle University, United Kingdom
Mei Lin, Newcastle University, United Kingdom

Context: All Contexts
Setting: Academic English Programs; Adult Education

Thursday, 9:30 am–10:00 am
Room 105

Learning English and the Project of Becoming Cosmopolitan Citizens
The case study discussed examines how two Korean adolescents of mixed parentage—treated as a problem in society—find ways to use globalization to their own advantage in constructing their identities. The presenter argues that through their linguistic and cultural resources, they are becoming cosmopolitan citizens who are multilingual, multicultural, and ethical.

Jaran Shin, University of Massachusetts, USA

Context: EFL
Setting: Secondary

Thursday, 9:30 am–10:00 am
Room 502

My First Webinar: Preparation, Presentation, Reflection
Hosting a webinar offers tremendous benefits and opportunities for presenting pedagogical information to a worldwide audience. This session describes the step-by-step process a veteran teacher followed to develop and host her first webinar, including a detailed description of lessons learned.

Julie Vorholt, Lewis & Clark College, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Thursday, 9:30 am–10:00 am
Room 111

Obstacles and Opportunities in Cultivating Teacher Language Awareness
Drawing on critical incidents from a U.S. teacher preparation program, the presenter explores three obstacles to building teacher language awareness: 1) cultivating understanding of the naturalness of linguistic variation; 2) promoting uptake of teaching advice; and 3) helping candidates use and transform the language and genres of skilled educators.

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

Context: All Contexts
Setting: Grad/Postgrad Programs

Thursday, 9:30 am–10:00 am
Room 709

Promoting Collaboration Among University-Level ESL/EFL Instructors Through Professional Learning Communities
This session first briefly reports on a case study that examines collaboration among teachers of ESL writing in a U.S. university writing program. The presenters then share concrete strategies for promoting authentic, teacher-initiated collaboration among ESL/EFL teachers so as to foster equal participation and collective ownership of teaching practices.

Jeroen Gevers, University of Arizona, USA
Serdar Acar, University of Arizona, USA

Context: All Contexts
Setting: Academic English Programs; IEP
Self-Assessment and Self-Feedback in L2 Pronunciation Learning
Self-assessment and self-feedback can be more helpful for L2 learners than teacher feedback. In this session, the presenter shows how EFL students assessed and provided feedback for their own L2 pronunciation and how this process was helpful in increasing their awareness of their pronunciation improvement.

Sinem Sonsaat, TED University, Turkey

Translanguaging in Minority School Contexts: Opportunities and Challenges
This presentation reports on the findings of a classroom-based study that explored the language policy of an Islamic Arabic weekend school in the US. Findings revealed how translanguaging practices reshaped the school’s language policy and what opportunities and challenges translanguaging creates in such schools.

Muhammad Alasmari, University of Memphis, USA

Writing About Writing in an Advanced ESL Writing Class
This presentation describes how an advanced ESL writing class at a small private university in the Midwestern United States effectively uses a writing about writing approach to help students inhabit writerly identities, connect language and culture to their writing, and acquire writing knowledge that can transfer to mainstream classes.

Christian Stuart, Andrews University, USA

6 Principles®, 4 Board Games: Activating Vocabulary and Grammar
The advent of The 6 Principles® has sparked creativity among educators in the field of SLA. The presenters demonstrate how four versatile vocabulary and grammar board games incorporate curriculum to stimulate learners, assess their language development, and broaden community outreach, thereby, utilizing the 6 Principles.

Rita Naughton, Southern New Hampshire University, USA
Lobar Glenn, Southern New Hampshire University, USA

A Web-Based Archive of Pedagogical Materials for PD
This interactive presentation introduces Crow (Corpus and Repository of Writing), a web-based archive of pedagogical materials and student texts from university-level L2 composition courses. Using Crow as both a model and resource, the presenters demonstrate how these pedagogical materials are collected and accessed, and then highlight teaching and research implications.

Emily Palese, University of Arizona, USA
Shelley Staples, University of Arizona, USA
Hadi Banat, Purdue University, USA

Boost Vocabulary Through Personalized Word Lists and Practice
Kory Stamper, lexicographer and author, discusses the value of customized word lists and shares how teachers and students can easily customize their own word lists using Cambridge Dictionary +Plus—the free online resource from the most popular learner’s dictionary website in the world.

Kory Stamper, Independent, USA

Building an ESL Curriculum to Achieve Academic Success for ELs
This presentation details a competency-framework methodology to create an ESL curriculum which implements the TESOL 6 Principles®. The presenters share their experience and templates to use when building a dedicated ESL curriculum. Tips for incorporating language forms and function along with content area concepts are presented.

Melanie Wolf-Greenberg, Educ8Every1 LLC, USA
Tracey Horvath, Lehigh Valley Academy Regional Charter School, USA
Eugenia Krimmel, Commonwealth Charter Academy, USA
Coteaching: Successes, Challenges, and Solutions to Move Forward

In recent years, coteaching has become the expectation for K–12 content and EL teachers. Teachers operating under this initiative have experienced some successes, but many continue to encounter challenges that seem counterintuitive to serving students. Participants discuss issues related to coteaching and aim to seek implementable solutions.

Elise Brittain, University of Texas at San Antonio, USA

Context: All Contexts
Setting: Primary; Secondary

Thursday, 9:30 am–10:15 am
Room 109

Hawai’i Cultural Simulations: Addressing Culture as It Affects Student Learning

The presenters discuss how teacher educators in the state of Hawai’i used local cultural simulations to address Domain 2, Standard 2: “culture as it affects student learning,” of the TESOL/CAEP ESL Teacher Preparation Program Standards. The presentation offers recommendations on ways to integrate cultural simulations into ESL teacher preparation coursework.

Monica Gonzalez Smith, University of Hawai’i at Mānoa, USA
Brook Champman de Sousa, University of Hawai’i at Mānoa, USA
Jennifer F.M. Padua, University of Hawai’i at Mānoa, USA
Doreen Elliott, University of Hawai’i at Mānoa, USA
Betsy Gilliland, University of Hawai’i at Mānoa, USA

Context: ESL
Setting: Grad/Postgrad Programs

Thursday, 9:30 am–10:15 am
Room 112

Developing Critical Listeners Through Authentic University Lectures

Listening to university lectures today involves complex processing demands that must be handled simultaneously—listening, reading, organizing information, and writing. These multitasking demands divide attention, so students miss vital signposts, evaluative language, and connections. New materials and video clips of full-length, contextualized, and authentic lecture material are presented.

Julia Salehzadeh, Duquesne University, USA

Context: ESL
Setting: Academic English Programs

Thursday, 9:30 am–10:15 am
Room 703

Fostering Understandings Across Distance and Difference: Challenges and Strategies

As interactions across borders become more frequent and increasingly complex, facilitating cross-cultural communications becomes more pressing and difficult. This interview study of facilitators of a digital educational project connecting youth around the world explores challenges and strategies for fostering English development in under-resourced youth and promoting linguistic and cultural understanding.

Lisa Velarde, UW Madison, USA

Context: EIL
Setting: Secondary

Thursday, 9:30 am–10:15 am
Room 301

Observation Journals: Helping ELs to Appreciate Life Through Writing

This motivational session looks at how observation journals can help create acute observers, critical thinkers, and better writers, and inspire a clearer understanding of the ELs’ host culture. Common challenges to this type of writing are identified and effective solutions are given. Participants receive grading rubrics and suggested observation topics.

Patrick T. Randolph, Independent, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Thursday, 9:30 am–10:15 am
Room 505

Teachers’ Perspectives on Serving Students With Interrupted Formal Education

This session reports on teachers’ experiences serving late-entering Central American students with interrupted formal education, their advocacy, and their perceptions of students’ strengths and languaging practices. Findings and implications are presented prior to a discussion on how they may apply in other contexts.

Kristin Kibler, University of Miami, USA
Luciana C. de Oliveira, University of Miami, USA

Context: ESL
Setting: Secondary

Thursday, 9:30 am–10:15 am
Room 104
<table>
<thead>
<tr>
<th>Setting: Academic English Programs</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 407</th>
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<tbody>
<tr>
<td><strong>The English Language Minor: Moving University ESOL Beyond Elective Credit</strong></td>
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<tr>
<td>This session seeks feedback on an alternative model for college-level ESOL that is inspired by the modern languages minor. Instead of accumulating elective credit, or studying ESOL for no college credit, English language students in higher education contexts could work toward a desirable academic credential: an English language minor.</td>
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<tr>
<td><strong>Kate Donley</strong>, Norwich University, USA</td>
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<tr>
<th>Setting: Academic English Programs</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 706</th>
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<tbody>
<tr>
<td><strong>The Grammar You Need for Academic Writing: Beginning Through Advanced</strong></td>
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<tr>
<td>The editor of the new Grammar You Need series of fold-out cards, free workbooks, and just-released free mobile apps demonstrates 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.</td>
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<td><strong>Michael Berman</strong>, Language Arts Press, USA</td>
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<tr>
<th>Setting: All Contexts</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 702</th>
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<tbody>
<tr>
<td><strong>The New Slangman Idioms Series: What Students AND Teachers Need to Know</strong></td>
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<td>David Burke, author of the Slangman series, presents creative and exciting ways to use the new Slangman Street Speak series on American idioms and slang in the classroom. This is the first full-color series on idioms and slang using a textbook, workbook, teacher’s guide, assessments, audio programs, and videos.</td>
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<tr>
<td><strong>David Burke</strong>, Slangman Publishing, USA</td>
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<tr>
<th>Setting: Academic English Programs; IEP</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 711</th>
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<tr>
<td><strong>Transnationalism and Intersectional Identities in Language Teacher Education</strong></td>
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<tr>
<td>In this interactive session, we engage language teachers and teacher educators in considering how intersectional identities (including for us, identities as transnationals, parents, and language teacher educators) affect teaching. Drawing from our practice/research, we guide participants in collaboratively exploring their intersectional identities related to their practice.</td>
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<tr>
<td><strong>April Salerno</strong>, University of Virginia, USA</td>
<td><strong>Elena Andrei</strong>, Cleveland State University, USA</td>
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<tr>
<th>Setting: Academic English Programs</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 710</th>
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<tbody>
<tr>
<td><strong>Unlocking Complex Grammar: 4 Steps to Improving Reading and Writing</strong></td>
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<tr>
<td>Students pursuing advanced degrees often face challenges due to gaps in grammatical awareness. To encourage student understanding and use of complex grammar, presenters outline a four-step process for increasing grammatical accuracy that analyzes grammar in reading and applies this awareness to student writing. Presenters model the process and show examples.</td>
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<tr>
<td><strong>Heather Weger</strong>, Georgetown University Law Center, USA</td>
<td><strong>Julie Lake</strong>, Georgetown University Law Center, USA</td>
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<tr>
<th>Setting: Academic English Programs; Grad/Postgrad Programs</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 207</th>
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<tr>
<td><strong>Updates From the Office of English Language Acquisition</strong></td>
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<td>Updates from the U.S. Department of Education’s Office of English Language Acquisition, including a review of the new EL Family Toolkit and other resources for parents of ELs and their teachers, relevant research studies, national level data, and other updates of interest to the EL education field.</td>
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<td><strong>Supreet Anand</strong>, U.S. Department of Education, USA</td>
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<tr>
<th>Setting: Early Childhood (PreK, Very Young Learners); Primary</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 401</th>
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<tr>
<td><strong>Using Authentic Material in an Academic ESL Classroom</strong></td>
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<tr>
<td>This presentation provides a rationale for using authentic materials in academic ESL classrooms with insights on finding, preparing, and teaching with the material. The presenter shares sample lessons plans and activities based on literature, poetry, current news articles, and recorded interviews with some discussion of fair use of copyrighted material.</td>
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<td><strong>Robert Hibbard</strong>, Berklee College of Music, USA</td>
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<tr>
<th>Setting: Academic English Programs</th>
<th>Thursday, 9:30 am–10:15 am</th>
<th>Room 705</th>
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<tr>
<td><strong>Your Team for Teaching ELs Academic Language</strong></td>
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<tr>
<td>Academic language impacts ELs’ ability to comprehend and analyze texts, limits their ability to write and express themselves effectively, and can hinder their acquisition of academic content in all academic areas. This presentation reinforces the need for structured academic language through the usage of listening, speaking, reading and writing.</td>
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<td><strong>Eric Beck</strong>, Continental, USA</td>
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Thursday, 9:30 am–10:45 am
Room 303

Language Desires in the Current Era of Globalization and Transnationalism
Panelists explore how the political economy of the English language shapes language desires and the learning and teaching of English. Across various geopolitical contexts in the world, panelists consider the construction and representation of power and identity of individuals and societies and resulting implications for educational settings.

Gina Mikel Petrie, Eastern Washington University, USA
Bal Krishna Sharma, University of Idaho, USA
Ryuko Kubota, University of British Columbia, Canada
Peter De Costa, Michigan State University, USA
Suhanthie Motha, University of Washington, USA

Context: All Contexts
Setting: Secondary; Adult Education

Thursday, 9:30 am–10:45 am
Room 304

Mythbusters 2.0: Research-Based L2 Writing Classroom Practices
Despite much research on teaching L2 writing in the past decade, classroom practices may still be based more in mythology than research-informed practice. Each presenter highlights a writing myth (from process to development to language use), related research, and tested practices to reorient teaching toward more effective practice.

Jan Frodesen, University of California, USA
Gena Bennett, Independent, USA
Diane Schmitt, Nottingham Trent University, United Kingdom
Margi Wald, University of California, Berkeley, USA

Context: ESL
Setting: Academic English Programs; IEP

Thursday, 9:30 am–10:45 am
Room 501

Turbulent Times: The Future of USA Postsecondary English Programs
Postsecondary English programs in the USA face an existential crisis following recent years of declining enrollments. A diverse panel of program leaders analyze the challenges facing the industry and discuss solutions for individual programs and the industry as a whole. Attendees are engaged to elicit concerns and responses.

Mark Algren, University of Missouri, USA
Cheryl Delk-Le Good, EnglishUSA, USA
Patricia Juza, University of Colorado, Boulder, USA
Mary Reeves, Commission on English Language Program Accreditation, USA
Heidi Vellenga, Commission on English Language Program Accreditation, USA
Alan Broomhead, Showa Boston, USA
Beata Schmid, EF International Language Campuses, USA
Jeff Hutcheson, Global Ed Professionals, USA
Bill Wallace, University of Alabama, USA
Joann Ng Hartmann, NAFSA, USA
David Cutler, TESOL International Association, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Thursday, 9:30 am–11:00 am
Room 208

Professional Initiatives From TIRF: Visions for the Next 20 Years
After 20 years, TIRF has expanded its mission considerably, including a new focus on promoting the professionalization of English language education by offering services (e.g., program reviews, presentations, workshops) and supporting early-career scholars with their research in English language education. In this session, TIRF trustees and audience members share international perspectives.

David Nunan, TIRF, USA
Jun Liu, TIRF, USA
Richard Boyum, TIRF, USA
Kathi Bailey, TIRF, USA
Anthony Acevedo, Instituto Cultural Peruano NorteAmericano, Peru

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs
Thursday, 9:30 am–11:15 am  Room 201

Bringing Transparency to the Classroom: Creating an Inclusive Learning Environment
Transparent teaching leads to inclusive assignments: culturally responsive with clear instructions and concrete learning objectives. The presenter illustrates the concept of transparency by offering a guideline for participants on how to modify their existing assignments so that their diverse learners can complete them, especially the more complex ones, with success.

Krisztina Domjan, American University, USA

Context: ESL  
Setting: Academic English Programs; Grad/Postgrad Programs

Thursday, 9:30 am–11:15 am  Room 201

Developing Attentive Listening Skills for Productive Academic Discussion and Collaboration
Collaborative assignments and academic discussions place extraordinary demands on an EL’s listening faculties. ELs need a toolkit of language strategies to demonstrate they are actively engaged or experiencing comprehension lapses during classroom exchanges. This interactive workshop offers research-informed principles, modeled and explained practices, video exemplars, and extensive practical resources.

Kate Kinsella, Dr. Kate Kinsella & Associates, USA

Context: ESL  
Setting: Primary; Secondary

Thursday, 9:30 am–11:15 am  Room 605

Career Pathways in Adult ESL Education
Panelists from the Adult Education IS and the Career Pathways PLN focus on career trends in the field while sharing presenters’ personal experiences. Attendees are able to identify their “dream job,” set a career goal, understand hurdles and challenges, determine career opportunities, and network with others.

Elizabeth Schade, New York Public Library, USA  
Liz England, Lord Fairfax Community College, USA  
Stacy Hall, Independent, USA

Context: All Contexts  
Setting: Academic English Programs; Adult Education

Thursday, 9:30 am–11:15 am  Room 102

Creating Rubrics for Assessing Language Performance in the Classroom
The workshop provide steps of rubric creation for speaking, writing, and CBI/ESP assessments. Participants are encouraged to bring a specific task to personalize the workshop. By the end of the workshop, participants are able to create their own rubrics for assessment or to revise existing rubrics.

Jacqueline Church, Northern Arizona University, USA  
Valeria Bogorevich, Northern Arizona University, USA  
Cyndriel Meimban, Northern Arizona University, USA

Context: All Contexts  
Setting: Academic English Programs; IEP

Thursday, 9:30 am–11:15 am  Room 606

Illuminating the Connections Between SLA Theory and ESL/EFL Teaching Strategies
In this hands-on workshop, attendees participate in five common ESL/EFL teaching strategies, followed by a discussion of the SLA theories that undergird each strategy. Attendees leave with an enhanced ability to apply SLA theory to evaluate the effectiveness and applicability of other teaching strategies to their practice.

Juli Sarris, University of Colorado - Boulder, USA

Context: All Contexts  
Setting: Primary; Secondary
Leadership and High-Powered Communication: Teaching Leadership in the ESP Context
What are the language and communication strategies used by today’s most successful leaders? Explore proven techniques for teaching leadership to global professionals in the ESP context. Participants examine the techniques for effective leadership/management, as well as gain resources for teaching students how to motivate stakeholders and create new opportunities.

Dan Bullock, United Nations Headquarters, USA
Raul Sanchez, New York University, USA

Context: All Contexts
Setting: Adult Education; Grad/Postgrad Programs

Mixed Reality, AR, and VR for Language Teaching and Learning
Panelists present a culmination of research, trends, and case studies on mixed, augmented, and virtual reality. Join the discussion as we demystify these mediums and lay the groundwork for an engaging conversation regarding technology that has and will continue to be involved in English language teaching and learning.

**IS: Computer-Assisted Language Learning (CALL)**
Abraham Reshad, Oberlin College and Conservatory, USA
Tien Mai, Ho Chi Minh City Open University, Viet Nam
Andy Curtis, Anaheim University, USA
Dave Doan, Vactive Labs, Japan
Michelle Cowans, Navitas English, Australia
Thomas Becskehazy, Arizona State University, USA
Orquidia Flores, U.E.P.Madisson School, Bolivarian Republic of Venezuela

Context: All Contexts
Setting: Adult Education

Resisting Resistance: School-Level Advocacy for Refugee-Background Learners
What misunderstandings may some mainstream teachers and administrators bring to working with refugee-background learners? What does research say about how we can respond effectively? Panelists discuss and problematize efforts to dismantle deficit discourses, counter resistance to teaching refugees, and raise awareness surrounding refugee concerns more generally in schools.

**IS: Refugee Concerns**
Nicole Pettitt, Youngstown State University, USA
Michelle Benegas, Hamline University, USA
Rachel Hurwitz, St. Michael’s College, USA
Chris Tennyson, LaVergne Middle School, USA
Amy Stolpestad, Hamline University, USA

Context: ESL
Setting: Primary; Secondary

TESOL Research Agenda Fair: The Research Agenda and Future Research Priorities
The Research Fair focuses on the impact of the TESOL Research Agenda. Featured researcher discusses current research trends in connection to the Research Agenda. TESOL Research Mini-Grant Award recipients for 2019 share and discuss their research. Building on their work, participants engage in identifying hot topics and developing future research priorities.

Lilllian Wong, The University of Hong Kong, Hong Kong
MaryAnn Christison, University of Utah, USA
Nathan Thomas, University College London, United Kingdom
Debby Adams, University of Kansas, USA
Kerry Soo Von Esch, Seattle University, USA
Ileana Hilton, Northcentral University, USA

Setting: Academic English Programs; Grad/Postgrad Programs

The Role of English Teaching in Multilingual Contexts
EFL might support, hinder, or influence the teaching of regional languages in multilingual contexts. A panel of experts from EFL and bilingual education explores ways in which English teachers integrate research and practice to provide students with better learning conditions and create opportunities for collaboration among teachers of different languages.

**IS: Bilingual-Multilingual Education**
Alsu Gilmetdinova, Kazan National Research Technical University named after A.N.Tupolev-KAI, Russian Federation
Araceli Salas, Benemérita Universidad de Puebla, Mexico
Sarah Sahr, American International School Chennai, India
Aleyda Linares, Universidad Pedagógica Nacional Francisco Morazán, Honduras
Lyalya Salekhova, Kazan Federal University, Russian Federation

Context: B-ME
Setting: Secondary; Academic English Programs

Welcoming Refugee Newcomers: The Colorado Way
The Administration of Children and Families ranks the Colorado refugee program among the top in the nation. Join us for this session to learn more about the Colorado model and deepen your understanding of refugee resettlement, including how to welcome newcomer refugee families and support their ability to thrive.

Slavica Park, Focus Points, USA

Setting: Primary; Secondary
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<th>Time</th>
<th>Session</th>
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<tr>
<td><strong>10:00 am</strong></td>
<td>Flipped Classroom: Critical Thinking in Speaking Class to Learn Culture</td>
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<td>By Nutprapha Dennis, Ubon Ratchathani Rajabhat University, Thailand</td>
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<td><strong>Context:</strong> EFL, <strong>Setting:</strong> Academic English Programs</td>
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<td><strong>10:30 am</strong></td>
<td>Grasping the Perfect Tenses Through Multimode Practice</td>
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<td>By Jeannie Lundbom, Yasar University, Turkey</td>
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<td><strong>Context:</strong> All Contexts, <strong>Setting:</strong> Academic English Programs; Adult Education</td>
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<td><strong>10:00 am</strong></td>
<td>Teaching Multiliteracies and Social Justice in the ESL Classroom</td>
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<td>By Amanda Giles, The University of Alabama, USA</td>
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<td><strong>Context:</strong> ESL, <strong>Setting:</strong> Primary; Secondary</td>
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<tr>
<td><strong>10:30 am</strong></td>
<td>Assessing Learners’ Productive Skills Using Benchmark Texts</td>
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<td>By Vanessa De Wilde, Artevelde University College Ghent, Belgium</td>
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<td>Pedro De Bruyckere, Artevelde University College Ghent, Belgium</td>
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<td>Geert De Meyer, Artevelde University College Ghent, Belgium</td>
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<td><strong>Context:</strong> EFL, <strong>Setting:</strong> Secondary; Grad/Postgrad Programs</td>
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<tr>
<td><strong>10:00 am</strong></td>
<td>Applying The 6 Principles® to EAP and ESP Settings</td>
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<td>By Robyn Brinks Lockwood, Stanford University, USA</td>
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<td>Deborah Short, Academic Language Research and Training, USA</td>
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<td><strong>Context:</strong> ESL, <strong>Setting:</strong> Adult Education; Grad/Postgrad Programs</td>
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<td><strong>10:30 am</strong></td>
<td>Beyond Genre: 6 Strategies to Improve Student Writing and Literacy</td>
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<td>By Erik Thornquist, Zayed University, Abu Dhabi, United Arab Emirates</td>
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<td><strong>Context:</strong> EIL, <strong>Setting:</strong> Academic English Programs</td>
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<tr>
<td><strong>10:00 am</strong></td>
<td>Challenges Translating The 6 Principles® Into Practice in Saudi Arabia</td>
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<td>By Jonathan Mettille, Independent, Saudi Arabia</td>
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<td><strong>Context:</strong> EFL, <strong>Setting:</strong> Adult Education; IEP</td>
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Digital Storytelling Mash-up: Pixar Plus Adobe Spark Video
Stories touch us in a deeply human way, and digital storytelling broadens this impact by incorporating multimedia elements such as images, voice, music, and text. Far from isolating, technology can amplify student voice. The presenter shares a digital story mash-up with Pixar in a Box and Adobe Spark Video.
Denise Maduli-Williams, San Diego Miramar College, USA
Context: All Contexts
Setting: Secondary; Academic English Programs
Thursday, 10:30 am–11:00 am
Room 407

In Their Own Voices: The Immigrant Experience Through Digital Storytelling
The voice of immigrant youth is encouraged through digital storytelling—recorded narrative, images, and music combined into short multimedia artifacts. Digital storytelling provides an engaged methodology supporting identity construction for beginning ELs in a newcomer program at an American high school.
Jode Brexa, Independent, USA
Context: All Contexts
Setting: Secondary
Thursday, 10:30 am–11:00 am
Room 103

Linguistic Funds of Knowledge
Linguistic funds of knowledge are the language, literacy, and cultural practices that families have accumulated to survive and thrive. The presenter explains the concept, gives examples as they relate to ELs, and provides participants with some tools for applying the approach in their own teaching.
Peter Sayer, Ohio State University, USA
Context: All Contexts
Setting: Primary; Secondary
Thursday, 10:30 am–11:00 am
Room 105

Team Teaching for English Language University Professors’ Ongoing PD
This session describes how two professors engage in synergistic team teaching for PD. Findings show that implementing synergistic team teaching can promote types of PD related with change in teacher’s attitudes and beliefs, it being an ongoing process, and it being a community of practice that allows for praxis.
Natalia Ramirez Casalvolone, Indiana University Bloomington, USA
Context: All Contexts
Setting: Adult Education; Grad/Postgrad Programs
Thursday, 10:30 am–11:00 am
Room 502

The Bilingual Wordlist Technique Revisited: Its Usefulness for TESOL Teachers
EFL learners struggle to build a vocabulary repertoire large enough to perform well in the four language skills. This session presents a mixed-methods research study that revisits the bilingual wordlist technique and explores its usefulness for increasing vocabulary size and improving reading comprehension, concluding with tips for explicit vocabulary teaching.
Suhad Sonbul, Umm Al-Qura University, Saudi Arabia
Marijana Macis, Manchester Metropolitan University, United Kingdom
Context: EFL
Setting: Academic English Programs; Adult Education
Thursday, 10:30 am–11:00 am
Room 707

Transnational Identities and Pedagogies: 2 Autoethnographies
Using an autoethnographic approach, the presenters open a dialogical space for teacher educators and ESL/EFL teachers to discuss the value of self-reflective tools in the TESOL field. The presenters believe that self-knowledge comes from understanding our personal lives, identities, and feelings constituted within the societies in which we live.
Magdalena Madany, The Pennsylvania State University, USA
Sarah Han, The Pennsylvania State University, USA
Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs
Thursday, 10:30 am–11:00 am
Room 111

Using Music to Design Engaging Pronunciation Activities With Language Objectives
Teachers often struggle to create effective and engaging pronunciation activities. This presentation highlights how using music can help students identify segmental and suprasegmental pronunciation features, which they can then apply to improve comprehensibility. Participants leave with examples as well as a framework to design and implement their own activities.
Ece Ulus, University of Pittsburgh, USA
Heather McNaught, University of Pittsburgh, USA
Context: ESL
Setting: Secondary; IEP
Thursday, 10:30 am–11:00 am
Room 406
What Districts and Teachers Say About Technology Use With ELs
This presentation reports national data on educational technology in instructing ELs in grades K–12. The presenter describes key findings on frequency and types of technology used, PD and other supports, and reported barriers to using technology. The session includes recommendations for research, practice, and technology design to support ELs.

Annette Zehler, Education and Language Research Group LLC, USA
Daniela Torre Gibney, SRI International, USA

Context: All Contexts
Setting: Primary; Secondary

“Public Charge” and Its Impact on Schools and Families
The new final U.S. “public charge” rule issued in August 2019 has resulted in many immigrant parents reluctant to enroll students in ESL programs and sign up for school meals and other programs. This session discusses what “public charge” is and corrects misconceptions about the impact of the policy.

Roger Rosenthal, Migrant Legal Action Program, USA

Context: All Contexts
Setting: Adult Education

“Arguing to Learn”: Exploring Beyond the Traditional Argumentative Essay
While the “learning to argue” approach to argumentative writing, on which the traditional argumentative essay is based, is used in many EAP classrooms, the “arguing to learn” approach may help students develop more complex arguments and content knowledge, and transfer skills. This session provides practical activities to teach this approach.

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

Context: All Contexts
Setting: Academic English Programs; IEP

Action Agenda Implementation for the Future of the TESOL Profession
The Action Agenda provides a guiding framework for TESOL professionals to advance our field at local, regional, national, and international levels. In this session, participants explore the agenda’s five priorities and are provided with examples of how different professionals have put the framework into action in their contexts.

Gabriela Kleckova, Universit of West Bohemia, Czechia
Rosa Aronson, U.S. Department of State, USA
Deborah Healey, TESOL International Association, USA
Denise Murray, Macquarie University, Australia
Grazzia Mendoza Cherinos, USAID, Honduras
Dudley Reynolds, Carnegie Mellon University, Qatar

Context: All Contexts
Setting: Adult Education

Connecting Grammar With Real Language for Student Success
Grammar is the foundation for student success, but how they learn grammar can make a difference. Join author Randi Reppen as she explores why meaningful contextualized grammar instruction and practice through all four skills is key to enable students to transfer knowledge of grammar into successful language use.

Randi Reppen, Northern Arizona University, USA

Context: ESL
Setting: Academic English Programs

Create or Enhance Your Curriculum With ESL Library
ESL Library is the world’s leading subscription service for accessing printable and interactive lessons, flashcards, and resources. Learn how to set up your account, build your curriculum, and teach your best class.

Ben Buckwold, ESL Library, Canada

Context: ESL
Setting: Adult Education; Tutoring
<table>
<thead>
<tr>
<th>Session Type</th>
<th>Title</th>
<th>Description</th>
<th>Context</th>
<th>Setting</th>
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<tbody>
<tr>
<td>Conceptually Oriented Session</td>
<td>Creating a Blended Learning Course: The Right Blend of Time</td>
<td>Blended learning leverages the power of online assets with the interactions of face-to-face learning. This session examines the meaning of blended in the ESL/EFL context by determining which course elements should be conveyed in the classroom and online. Participants explore the right blend of time for their own learning contexts.</td>
<td>All Contexts</td>
<td>Academic English Programs; Adult Education</td>
</tr>
<tr>
<td>Conceptually Oriented Session</td>
<td>Developing an Open Textbook: International Research and Technology Skills</td>
<td>Open educational resources (OERs) are becoming more commonplace in U.S. academia. Two closely-related areas lacking a language- and content-accessible textbook are undergraduate research skills and academic technology. The goal of this presentation is to detail the process to make it more accessible for others to write their own OERs.</td>
<td>All Contexts</td>
<td>| Academic English Programs; IEP</td>
</tr>
<tr>
<td>Conceptually Oriented Session</td>
<td>Critical Approaches to NNESTs’ Emotions</td>
<td>This presentation discusses the social construction and circulation of emotions and how this view can explain NNESTs’ emotional struggles in relation to structural inequalities. It further explains the social, economic, and political consequences of NNESTs’ emotional struggles on the theoretical frameworks of “structure of feeling,” “emotional capital,” and “affective economies.”</td>
<td>EFL</td>
<td>Grad/Postgrad Programs</td>
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<tr>
<td>Conceptually Oriented Session</td>
<td>Designing a Professional Conference Learning Program for Preservice TESOL Educators</td>
<td>This session showcases an MA TESOL program’s incorporation of professional conference experiences into its curriculum and the impact of conference involvement on preservice teachers’ development. Findings indicate that participation in professional conferences has a positive impact on student awareness of the TESOL field, academic development, confidence, and professional growth.</td>
<td>All Contexts</td>
<td>Grad/Postgrad Programs</td>
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<tr>
<td>Conceptually Oriented Session</td>
<td>I Am Gifted; Estoy Dotado; ٌبوهوم انأ; 我很有天赋; Я одарен</td>
<td>Seek, identify, and serve your gifted ELs. Presenters share identification tools to evaluate language acquisition aptitude and outline critical sociocultural considerations of gifted ELs. Participants explore research-based frameworks for serving gifted ELs, guidelines for creating culturally responsive learning opportunities, and strategies to foster excellence in ELs.</td>
<td>All Contexts</td>
<td>Primary; Secondary</td>
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<tr>
<td>Conceptually Oriented Session</td>
<td>Innovative Prompts for Critical Thinking and Creative Writing</td>
<td>Engaging reluctant writers is a universal problem. Participants learn about innovative, creative prompts that get students thinking and writing. Unfinished stories and hypothetical, what-would-you-do situations generate strong responses from students and help get them thinking, talking, and then writing, sometimes without realizing it. Works for creative and academic writing.</td>
<td>All Contexts</td>
<td>Adult Education; IEP</td>
</tr>
</tbody>
</table>
Thursday, 10:30 am–11:15 am
Room 108

It Takes 2: ESL and ELA Collaborate to Prepare Newcomers
It is no secret that ELs and SLIFE need to learn English. In this seminar, we focus on collaboration between ESL and ELA teachers since we both teach English. We focus on specific strategies and tools that ELA and ESL can utilize to support each other and help students succeed.

Christi Cartwright, International High School, USA
Mary DeFelice, International High School, USA

Context: ESL
Setting: Primary; Secondary

Thursday, 10:30 am–11:15 am
Room 503

Overcoming Obstacles in PD
Time, money, and resources are common obstacles in creating PD opportunities. The presenters discuss three educator-led activities they created to overcome these barriers within their institutions. Participants learn how to replicate these ideas to create similar projects in their own EFL or ESL contexts.

Katrina Schmidt, English Language Fellow Program, Mexico
Emma Rye, Universidad de los Andes, Colombia

Context: All Contexts
Setting: Academic English Programs; IEP

Thursday, 10:30 am–11:15 am
Room 109

PBL/TBL as a Reinforcement and Motivation Tool in the Classroom
Teachers should aim at knowledge retention through the application of interesting, interactive, engaging, and progressive teaching methodology that motivates and reinforces learners in the classroom. Participants explore and share ideas, experiences, and knowledge on how TBL/PBL effectively fosters learning in the 21st century classroom in a planned period of time.

Rogers Ssemogerere, Uganda National English Language Teachers’ Association, Uganda
Aida Birabwa, Uganda National English Language Teachers’ Association, Uganda

Context: All Contexts
Setting: Primary; Secondary

Thursday, 10:30 am–11:15 am
Room 711

Peace Corps Education Programs: Literacy, Math/Science, TEFL: What’s New?
Peace Corps volunteers—3,201 of them—work in literacy, math/science, and TEFL in 54 countries in Asia, Europe, Africa, Latin America, and the Pacific. Their primary focus is strengthening counterpart teaching skills for lasting PD. Learn about the new standard math/science curriculum, and the latest on Peace Corps’ TEFL Certificate program.

Brock Brady, Peace Corps, USA

Context: EIL
Setting: Adult Education

Thursday, 10:30 am–11:15 am
Room 607

Personalized Learning at a Global Scale: VIPKid’s Story
VIPKid, the largest online English platform, has attracted and connected over 100,000 English language teachers and 700,000 students, a revolutionary breakthrough in the field. At this session, VIPKid CEO, Cindy Mi, and Chief Academic Officer, Professor Jun Liu (Past President, TESOL International), share about how VIPKid has built a platform and community of educators that empower personalized learning at a global scale.

Cindy Mi, VIPKid, China
Jun Liu, VIPKid, China

Setting: ITA

Thursday, 10:30 am–11:15 am
Room 705

Specialisation for the 21st-Century Learner
The 21st-century workplace has been transformed by globalisation and digitalisation. To achieve success, learners must develop specialised English skills and the 21st-century skills employers seek. A unique approach is required to develop students’ vocational English abilities while simultaneously improving their skills in communication, collaboration, critical thinking, and creativity.

George Kokolas, Express Publishing, United Kingdom

Context: All Contexts
Setting: Adult Education

Thursday, 10:30 am–11:15 am
Room 109

Peace Corps Education Programs: Literacy, Math/Science, TEFL: What’s New?
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Brock Brady, Peace Corps, USA

Context: EIL
Setting: Adult Education

Thursday, 10:30 am–11:15 am
Room 607

Personalized Learning at a Global Scale: VIPKid’s Story
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Cindy Mi, VIPKid, China
Jun Liu, VIPKid, China

Setting: ITA

Thursday, 10:30 am–11:15 am
Room 705

Specialisation for the 21st-Century Learner
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George Kokolas, Express Publishing, United Kingdom

Context: All Contexts
Setting: Adult Education

Thursday, 10:30 am–11:15 am
Room 109
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<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Context</th>
<th>Setting</th>
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<tbody>
<tr>
<td>11:30 am</td>
<td>Task-Design Considerations for Intercultural Learning via Telecollaboration</td>
<td>Veronica Sardegna, Vera Dugartsyrenova</td>
<td>EIL</td>
<td>Grad/Postgrad Programs</td>
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<td></td>
<td>5 Fast, Fun Student-Led Formative Assessments You Can Use Tomorrow</td>
<td>Jeremy Cahill</td>
<td>EFL</td>
<td>Secondary; IEP</td>
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<td></td>
<td>Thrilling Drilling: Grammar With Drama</td>
<td>Janusz Solarz</td>
<td>All Contexts</td>
<td>Adult Education; IEP</td>
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<td></td>
<td>U.S. Department of State Opportunities for Online Course Development</td>
<td>Diane Millar, Kate Bain, Amy Nunamaker, Joyce Catsimpiris, U.S. University Partner Representatives</td>
<td>All Contexts</td>
<td>Adult Education; Tutoring</td>
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<td></td>
<td>Engaging Vocational Students in Online English Language Learning</td>
<td>Zulay Diaz-Caceres, Kim Koh</td>
<td>EFL</td>
<td>Adult Education</td>
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<td></td>
<td>Fanfiction: Using Students’ Love of Television to Improve Language Skills</td>
<td>Katie Mitchell, Summer Ploegman</td>
<td>All Contexts</td>
<td>Adult Education; IEP</td>
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</table>
**12:00 pm**

**Not Another PowerPoint: Creating Student-Generated Online Multimodal Projects**

Student-generated, online multimodal projects engage students in the authentic process of analytical and critical thinking. Presenters share projects focusing on digital learning and technologies: infographics, podcasting, and digital posters. Engaging student interest and assigning assessments with an authentic audience to communicate via digital tools increases language learning success.

Mari Bodensteiner, University of Wisconsin-Eau Claire, USA
Emily Claypool, Clemson University, USA
Ami Christensen, University of Wisconsin-Eau Claire, USA

**12:00 pm**

**80/20 Classroom Management Tips**

The Pareto Principle states that approximately 80% of outcomes stem from 20% of causes. This teacher tip session examines how we can apply the Pareto Principle to the classroom to maximize outcomes (80%) from minimal effort (20%). Participants leave with practical suggestions to apply in the classroom.

Julie Doty, American University of Afghanistan, Afghanistan
Mahboubeh Wall, American University of Afghanistan, Afghanistan

**1:00 pm**

**Presenting an Image of Oneself as a Form of Communication**

People send messages about themselves through their choice of clothing and scent. The ways that these messages are constructed and understood naturally change from culture to culture. Learn how one instructor uses intercultural language activities that turn to the ways individuals in different cultures present an image of themselves to others.

Marietta Bradinova, Virginia International University, USA

**1:00 pm**

**A Communicative Approach to Teaching Past Perfect**

Past perfect is one of the most difficult concepts for L2 learners to acquire. Following the crucial steps for L2 acquisition—1) meaningful input, 2) language focus, 3) meaningful output, and 4) fluency development—the presenter proposes a communicative approach to teaching past perfect through a demo lesson.

Ayano Kawasaki, Teachers College Columbia University, USA

**1:00 pm**

**Chinese EFL Teachers’ Understanding of Extensive Reading**

This session reports on findings from an investigation into 29 Chinese EFL teachers’ understanding of extensive reading (ER). Despite their positive attitude toward ER, results revealed that these teachers’ definitions of ER were different from that of researchers in the field of ER.

Hongli Fan, SUNY Cortland, USA

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<th>Session Title</th>
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<tbody>
<tr>
<td>Thursday, 11:30 am–12:15 pm</td>
<td>Not Another PowerPoint: Creating Student-Generated Online Multimodal Projects</td>
<td>Room 404</td>
<td>All Contexts</td>
<td>Academic English Programs; IEP</td>
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<tr>
<td>Thursday, 12:00 pm–12:20 pm</td>
<td>80/20 Classroom Management Tips</td>
<td>Teaching Tip Theater #1</td>
<td>All Contexts</td>
<td>Academic English Programs; Adult Education</td>
</tr>
<tr>
<td>Thursday, 12:30 pm–1:00 pm</td>
<td>Reading Wheels: Helping Learners Develop Critical Thinking and Autonomy</td>
<td>Teaching Tip Theater #2</td>
<td>All Contexts</td>
<td>Academic English Programs; IEP</td>
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<td>Thursday, 1:00 pm–1:20 pm</td>
<td>Presenting an Image of Oneself as a Form of Communication</td>
<td>Teaching Tip Theater #1</td>
<td>All Contexts</td>
<td>Academic English Programs; Adult Education</td>
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<tr>
<td>Thursday, 1:00 pm–1:30 pm</td>
<td>A Communicative Approach to Teaching Past Perfect</td>
<td>Room 707</td>
<td>ESL</td>
<td>Secondary; Adult Education</td>
</tr>
<tr>
<td>Thursday, 1:00 pm–1:30 pm</td>
<td>Chinese EFL Teachers’ Understanding of Extensive Reading</td>
<td>Room 504</td>
<td>EFL</td>
<td>Secondary; Academic English Programs</td>
</tr>
</tbody>
</table>
Chinese Students’ English Names as a Sign of Cultural Adaptation
Many Chinese students adopt an English name in ESL classes. The presenter explores the origins of this practice and proposes that such choices index a stance on cultural alignment. The presenter argues that the use of Chinese rather than English names may index a stronger cultural competence.
Leo Schmitt, The New School, USA

Creating Classroom Culture to Engage ELs in Mainstream Contexts
Creating classroom cultures that allow and encourage EL participation can be a challenging task for teachers, but has unique considerations for mainstream and content area teachers. Learn how two high school mathematics teachers created classroom environments in which all their students, including ELs, regularly participated and engaged in mathematical discourse.
Meghan Odsliv Bratkovich, University of South Florida, USA
Andrew Paulsen, Newark Public Schools, USA

Effects of Language Teacher Education Embodiment Workshops on Pedagogical Gesture
Teachers’ gestures can help learners in language development, and teacher education can support gesture awareness. The study discussed shows how, after attending workshops on the body as a teaching resource, 13 teacher candidates increased their use of iconic gestures (those with more transparent meaning) while spontaneously explaining lexical items.
Keli Yerian, University of Oregon, USA

In Kahoots: Studying a Gamification App That Brings Students Together
The Kahoot! application makes most “best apps for teachers” lists because it gamifies classroom quizzes. This presentation explores vocabulary acquisition via Kahoot! in Korean university EFL classrooms. Participants receive a tutorial for Kahoot!, review the results of our major project, and learn to better implement gamification that works.
Eric Reynolds, Woosong University, Republic of Korea
Benjamin Taylor, Woosong University, Republic of Korea

Metacognition in EFL Listening: A Model of a “Good” Listener
Findings of the explanatory mixed-methods study discussed suggest a positive link between EFL listening and metacognition holistically—both metacognitive knowledge and strategy use. Based on two listening ability groups’ metacognitive knowledge and metacognition in action, a model of a holistic “good” listener emerges. The study has theoretical, pedagogical, and research implications.
Tasnima Aktar, University of York, United Kingdom

Supporting Languaging and Learning in Spaces of Play
This presentation details the creative meaning-making and language-rich potential of play for young ELs. Findings suggest that spaces of play create unique opportunities for ELs to bridge learning, explore identities, and use language in novel ways. Challenges and suggestions related to the design and support of play spaces are discussed.
Patricia Ratanapraphart, University of Wisconsin-Madison, USA

Teaching About the Nobel Peace Prize
Do you want to stimulate students’ interest in peace, social justice, and global affairs? Would you like to inspire them with stories of people who have changed the world? Then why not teach an EFL unit on the Nobel Peace Prize? Come and join this session to learn how.
Kip Cates, Tottori University, Japan
Thursday, 1:00 pm–1:30 pm
Room 502
Training Your Faculty to Develop Online EAP Courses and Programs
Developing great online programs can only happen with competent and confident instructors and instructional designers. Learn how one IEP developed an in-house learning path to empower its instructors to develop and teach great online EAP courses and programs. Come away with best practices, materials, and ideas to get you started.
Austen Kaufmann, Michigan State University, USA
Luca Giupponi, Michigan State University, USA

Context: ESL
Setting: Academic English Programs; IEP

Thursday, 1:00 pm–1:45 pm
Room 206
Connecting With Community for a Complete Census Count
Census 2020 is under way! How and why should adult educators support an accurate count that includes non-native speakers of English? This session provide strategies for partnering with other organizations to engage adult learners in completing the Census. You leave with a plan that works in your program’s context.
Deborah Kennedy, National Coalition for Literacy, USA

Setting: Adult Education

Designing for Academic Success: Supplemental Instruction (SI) for ESL Learners
This presentation reports on a successful Supplemental Instruction (SI) model to support the academic success of ESL learners at a community college. The presenters describe implementation at the administration, program, and classroom levels, report outcomes, identify challenges and discuss suggested strategies for a successful SI program for ESL learners.
Cynthia S Wiseman, Borough of Manhattan Community College, USA
Janice Zummo, Borough of Manhattan Community College–CUNY, USA
Joshua P. Belknap, Borough of Manhattan Community College–CUNY, USA

Context: ESL
Setting: Academic English Programs

English Language Fellow Program’s Integrated Relationship With U.S. Universities
The English Language Fellow Program relies on MA TESOL programs to prepare the next generation of fellows. In exchange, universities hire fellow alumni and benefit from their unique skill set. Hear from top producing fellow universities and alumni on the program’s impact and benefits to prospective applicants.
Jennifer Hodgson, U.S. Department of State, USA
Alumni Ambassadors, U.S. Department of State, USA

Setting: Academic English Programs; Grad/Postgrad Programs

Thursday, 1:00 pm–1:45 pm
Room 108
Enriching K–12 ESL Teachers’ PD Experiences With Saturday Panels
This panel gives an overview to a research project funded by the U.S. Department of Education for enriching ESL teachers’ PD experiences. Participants learn about creative ways to create a community of practice with university professors, teachers, ELs, parents, school administrators, and community partners.
Yin Lam Lee-Johnson, Webster University, USA
DJ Kaiser, Webster University, USA
Soheil Mansouri, Webster University, USA
Shane Kennedy, Webster University, USA

Context: ESL
Setting: Secondary; Grad/Postgrad Programs

Thursday, 1:00 pm–1:45 pm
Room 104
Innovative Scaffolded MA Linguistics (TESOL) Program for Teachers in Vietnam
The session presents research on students’ writing development and attitudes toward an innovative MA Linguistics (TESOL) program offered via partnership between a private U.S. university and a public Vietnamese university. The presentation outlines a unique scaffolded thesis writing process combining content delivery with high-level EAP instruction for EFL teachers.
Sandra Kies, Benedictine University, USA
Olga Lambert, Benedictine University, USA

Context: EFL
Setting: Grad/Postgrad Programs

Thursday, 1:00 pm–1:45 pm
Room 210
Integrating Information Literacy Into an Advanced Writing Curriculum
Information literacy is crucial for conducting effective research in an academic setting, yet programs rarely include its development in their curricula. This presentation defines information literacy, provides specific topics for the ESL advanced writing classroom, and demonstrates methods to incorporate these topics effectively and engagingly into an existing writing curriculum.
Janine Carlock, Duquesne University, USA

Context: ESL
Setting: Academic English Programs

Thursday, 1:00 pm–1:45 pm
Room 703

ABSTRACTS
THURSDAY, 2 APRIL 2020
Thursday, 1:00 pm–1:45 pm
Room 706

Keeping Positive: Teacher Self-Care and Student Care
Teaching is a stressful occupation, and so is learning! But so many self-care or classroom management methods are complex and time-consuming. Self-care is meant to decrease your burdens, not become another challenge! In this workshop, participants learn simple, positive ways to take care of themselves and their students.

Walton Burns, Alphabet Publishing, USA
Teresa X. Nguyen, Golden West College, USA

Context: All Contexts
Setting: Secondary; Academic English Programs

Thursday, 1:00 pm–1:45 pm
Room 208

Making Languages Our Business to Better Advocate for Language Education
This session looks at the implications of key findings from a 2019 ACTFL and Lead with Languages report entitled, Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers. It explores the potential impact of the report’s employer recommendations on language programs throughout the U.S.

Howie Berman, American Council on the Teaching of Foreign Languages, USA

Context: B-ME
Setting: Primary; Secondary

Thursday, 1:00 pm–1:45 pm
Room 106

Meaning-Making by Refugee-Background Adults in USCIS Naturalization Test Study Materials
The study discussed investigated how refugee-background adults with no or limited literacy make meaning from the U.S. Citizenship and Immigration Services (USCIS) official study materials for the U.S. naturalization test. Results illuminated how U.S. naturalization assessment practices are inadvertently biased against individuals with limited or extremely different literacy experiences.

Jenna A. Altherr Flores, University of Arizona, USA

Context: ESL
Setting: Adult Education; Tutoring

Thursday, 1:00 pm–1:45 pm
Room 503

Multimodal Writing: An Equitable Approach in Cross-Cultural Composition Courses
Multimodal writing in cross-cultural classrooms promotes equitable learning for L2 and native-English-speaking (NES) students. The presenters demonstrate how L2 and NES students collaboratively research global issues and compose digital arguments. Through multimodal writing, these students become increasingly aware of the complexity of intercultural communication through engagement with writing assignments.

Teresa Cusumano, Lehigh University, USA
Kayla Landers, Lehigh University, USA
Mary Newbegin, Lehigh University, USA
Elena Reiss, Lehigh University, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Thursday, 1:00 pm–1:45 pm
Room 708

New Ways in Teaching Speaking: Engaging Activities for Students
The presenters describe five new, engaging lesson plan activities published in New Ways in Teaching Speaking, Second Edition, from TESOL Press. Attendees receive a link providing each ready-to-use activity’s step-by-step instructions. This session focuses on “speaking and technology” or “spoken EAP” activities; the book includes many activities from several categories.

Zuzana Tomaš, Eastern Michigan University, USA
John Schmidt, Independent, USA
Robyn Brinks Lockwood, Stanford University, USA

Context: ESL
Setting: Secondary; Academic English Programs

Thursday, 1:00 pm–1:45 pm
Room 405

Perennial L2 Writing Placement Problems and Possible Solutions
Placement practices are often a thorny issue in writing programs. Difficulties abound, including process and policy decisions. This presentation evaluates several commonly used placement methods, weighs their advantages and disadvantages, suggests theoretically sound procedures, outlines techniques for implementation, and provides helpful materials and suggestions for making these important decisions.

Deborah Crusan, Wright State University, USA

Context: ESL
Setting: Academic English Programs; Adult Education
Planning for Visually Successful Materials for ELs

ELs’ perception and comprehension of information in teacher-made classroom materials is influenced, among other things, by the visual language employed in these documents. This session takes participants step by step through the design process of sample material and provides them with tips for designing visually successful materials.

Gabriela Kleckova, University of West Bohemia, Czechia

Context: All Contexts
Setting: Secondary; Academic English Programs

The Ubiquitous No. 3

Many things in the history of TESOL have come in threes: presentation-practice-production; pre-, while- and post-phases of skills development; and others. In this session, the presenter explores more recent configurations connected to the magical number 3, which form part of some of the core practices in our profession.

Gabriel Diaz Maggioli, Express Publishing, United Kingdom

Context: All Contexts
Setting: Secondary; Adult Education

Promote Academic Literacy: ABE and College ESL Unite

Employing strategies for academic reading and writing is essential for postsecondary success. Adult ESL faculty can support learners’ academic literacy before they move from ABE to postsecondary programs. Hear how two educators promote academic literacy and build bridges between ABE and college programming. Leave with concrete ideas for your classes.

Jeanne Lambert, The New School, USA
Betsy Parrish, Hamline University, USA

Context: ESL
Setting: Academic English Programs; Adult Education

Providing Effective Written Feedback: A Dialogic Approach

This presentation discusses the theory of dialogic voice and its implications on providing written feedback on student writing. Dialogic feedback encourages students to examine, reflect, and negotiate the gap between writer intention and reader impression as well as to construct their own writer identity. Practical feedback strategies are shared.

Dora Cheng, University of Cincinnati, USA

Context: All Contexts
Setting: Academic English Programs; Tutoring

Re-imagining ITA Training: Moving Toward a Transcultural Practice

In this presentation, the presenters propose a learner-centered and transcultural approach to ITA training that validates ITAs’ identity as multilingual and multicultural scholars. They share their specific lesson plans and activities used to create an active learning community, and then discuss how this approach may be adapted for different teaching contexts.

Neda Sahranavard, University of California, Irvine, USA
Katie Pugel, University of California, Irvine, USA
Qian Du, University of California, Irvine, USA

Context: All Contexts
Setting: Grad/Postgrad Programs; ITA
Thursday, 1:00 pm–2:15 pm
Room 302

**Moving Adult Learners Into Academic and Workplace Writing**
Panelists discuss ways to incorporate writing into adult ESL classes. They show how to set the stage for writing, linking it to course content and skill development; support writing, relying on particular practices and scaffolds; and align writing with accountability systems, connecting writing to standards and high school equivalency tests.

*Kirsten Schaetzel,* Emory University, USA  
*Joy Kreeft-Peyton,* Center for Applied Linguistics, USA  
*Rebeca Fernandez,* Davidson College, USA

**Context:** ESL  
**Setting:** Adult Education

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Thursday, 1:00 pm–2:30 pm
Room 112

**Designing Creative Writing Activities for the ESL Classroom**
Encouraging creative writing and creative language use in the ESL classroom can increase student motivation, help learners develop metalinguistic skills, and reinforce lexical and grammatical knowledge. In this workshop, participants explore and design creative writing activities that promote the L2 development of learners of all proficiencies.

*Megan Hansen Connolly,* Indiana University Bloomington, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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Thursday, 1:00 pm–2:15 pm
Room 304

**Student Challenges With Disciplinary Writing: Implications for Curriculum Design**
The presenters draw on interviews with international students and disciplinary faculty, and lessons learned from collaborations between language specialists and disciplinary faculty to discuss: (1) L2 students’ challenges in transitioning to disciplinary writing, and (2) strategies for improving EAP and first-year writing courses to better prepare them for disciplinary writing.

*Thomas Mitchell,* Carnegie Mellon University in Qatar, Qatar  
*Silvia Pessoa,* Carnegie Mellon University in Qatar, Qatar  
*Maria Pia Gomez-Laich,* Carnegie Mellon University in Qatar, Qatar  
*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

**Context:** All Contexts  
**Setting:** Academic English Programs

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Thursday, 1:00 pm–2:45 pm
Room 506

**Designing Online Language Teacher Education**
Is your teacher education program looking to go online? In this workshop, participants co-construct a framework for online language teacher education (OLTE) and explore guiding principles for designing OLTE. Presenters provide examples from their context and participants have time to workshop their materials in light of the framework and guidelines.

*Julia Reimer,* Hamline University, USA  
*LeeAnne Godfrey,* Hamline University, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs

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Thursday, 1:00 pm–2:45 pm
Room 110

**Communicating Across Disciplines: Specific Language Instruction in Intercultural Contexts**
In an ever globalizing world, communication across academic disciplines and contexts is inherently strategic. Effective communication arguably demands not only linguistic proficiency in specialized genres but also other competencies, including intercultural competence. This session foregrounds how ESP programs can address the communication needs of learners in today’s globalized world.

*Ismaeil Fazel,* Simon Fraser University, Canada  
*Tariq Elyas,* King Abdulaziz University, Saudi Arabia  
*Elizabeth Wagenheim,* Maryland Institute College of Art, USA  
*Iftikhar Haider,* Illinois State University, USA  
*Zohreh Eslami,* Texas A&M University, USA  
*Wenwen Tian,* King Mongkut’s University of Technology Thonburi, Thailand

**Context:** English for Specific Purposes  
**Setting:** Academic English Programs; Adult Education

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Thursday, 1:00 pm–2:30 pm
Room 112

**Reaching New Heights**
Teacher associations around the world are adapting to the changing times. Technology, online communications, moving populations, and other factors are affecting the way associations respond to these changes. Utilizing experts from within the affiliate network, this colloquium provides insights on how TESOL affiliates can get support for their needs.

*George Kormpas,* Affiliate Network Professional Council, Greece  
*Stacy Brown,* Oklahoma TESOL, USA  
*Amira Salama,* Africa TESOL, Egypt  
*Amani Elkhayat,* NYTESOL, USA  
*Scott Douglas,* BC TEAL, Canada  
*Thomas S. C. Farrell,* TESL Ontario, Canada

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs
Thursday, 1:00 pm–2:45 pm  
Room 111

**Diversity, Equity, and Inclusion: The Diverse Voices Task Force Seeks Membership Input**

TESOL has charged a Diverse Voices Task Force to address challenges regarding (the lack of) diversity, equity, and inclusion (DEI) in the association. In this interactive session, the task force seeks input from TESOL members regarding their DEI experiences, initiatives, and recommendations in asserting that TESOL be a more inclusive organization.

**Kisha Bryan**, Tennessee State University, USA  
**Sara E. N. Kangas**, Lehigh University, USA  
**Abdulsamad Humaidan**, Southern Illinois University Carbondale, USA  
**Phoenicia L. Grant**, DeKalb County School District, USA  
**Kisha Bryan**, Tennessee State University, USA  
**Federico Salas-Isnardi**, Mayor’s Office for Adult Literacy, City of Houston, USA  
**Yasmine Romero**, University of Hawai‘i-West O‘ahu, USA  
**Arlene Costello**, University of West Florida, USA  
**Eric Dwyer**, Florida International University, USA  
**Mary Romney**, Retired, USA

**Context:** All Contexts  
**Setting:** Adult Education

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**ITA Programs and Internationalization: A Local Transformative Resource Approach**

The panelists discuss policy issues regarding internationalization efforts and the role of ITA programs, the benefits of linguistic asset perspective in which ITAs are a transformative resource for intercultural learning, and concrete ways in which ITA programs can amplify opportunities for domestic students to develop global-cultural competence.

**IS: International Teaching Assistants**

**Maria Beatriz Mendoza**, Florida State University, USA  
**Linda Harklau**, University of Georgia, USA  
**James Coda**, University of Georgia, USA  
**Roxanna Senyshyn**, Pennsylvania State University, USA  
**Elizabeth Wittner**, University of Virginia, USA

**Setting:** ITA

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Thursday, 1:00 pm–2:45 pm  
Room 607

**Enhancing Revenue Streams Through Custom Programs Using Project Management Basics**

Enrollments in IEPs have decreased over 20% since 2016. Therefore, IEPs are looking to develop custom English programs as additional revenue sources. Applying Project Management basics, this workshop reviews the major steps in drafting a custom program, including understanding requests for proposals, program and proposal development, and why proposals fail.

**Rob Mucklo**, University of Pittsburgh, USA  
**Dawn E. McCormick**, University of Pittsburgh, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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Thursday, 1:00 pm–2:45 pm  
Room 205

**Essential Tools for Trauma-Informed Practice in ESL**

ESL pedagogy and andragogy sit at the nexus of overlapping considerations. Focusing on resilience, learn about the impact and manifestations of trauma in learning, and through an asset-based approach, explore practical tools and resources to transform your pedagogy, practice, and programs to improve service to students who experience trauma.

**Christina Yanuaria**, City College of San Francisco, USA

**Context:** ESL  
**Setting:** Secondary; Adult Education

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Thursday, 1:00 pm–2:45 pm  
Room 603

**L2 Peer Interaction: Maximizing the Effectiveness of Classroom Communication**

Peer communication provides an important context for learners to develop L2 competencies in the classroom. However, creating effective and impactful L2 peer interaction experiences is challenging. This session provides research-based guidance on implementing peer interaction in the classroom and opportunities to reflect on, critique, and design L2 peer activities.

**Rebecca Adams**, University of Memphis, USA  
**Rhonda Oliver**, Curtin University, Australia

**Context:** All Contexts  
**Setting:** Secondary; Academic English Programs

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Thursday, 1:00 pm–2:45 pm  
Room 501

**Materials and Strategies for Teaching Intonation to ESL/EFL Learners**

Intonation plays a critical role in successful interaction. Yet, it is often neglected in instruction because of a lack of materials or knowledge of pedagogical approaches. This presentation equips teachers with information about effective teaching models, research-based materials, and pronunciation learning strategies for teaching intonation successfully in the ESL/EFL classroom.

**IS: Speech, Pronunciation, and Listening**

**Susan Spezzini**, University of Alabama at Birmingham, USA  
**Wayne Dickerson**, University of Illinois at Urbana-Champaign, USA  
**Lucy Pickering**, Texas A&M University Commerce, USA  
**Veronica Sardegna**, Duquesne University, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs; ITA
Thursday, 1:00 pm–2:45 pm
Room 712

Practical Approaches to Leveraging Technology in L2 Writing Instruction
This panel explores classroom-tested techniques for using technology to support writing skills development in ELT contexts. Panelists demonstrate tech tools for L2 writing instruction, share implementation and scaffolding strategies for a variety proficiency levels and writing genres, and discuss the learning and affective outcomes associated with technology use.

IS: Second Language Writing

Betsy Gilliland, University of Hawai‘i-Mānoa, USA
Heather Benucci, U.S. Department of State English Language Programs, USA
Undarmaa Maamuujav, University of California, Irvine, USA
M. Sidury Christiansen, University of Texas at San Antonio, USA
Nicky Hockly, The Consultants-E, United Kingdom
Marta Halaczkiewicz, Utah State University, USA

Thursday, 1:00 pm–2:45 pm
Four Seasons Ballroom 4

Straight From the Experts: Relationship Building Advice From Immigrant Families
The presenters interviewed 113 immigrant family members from 15 countries about how K–12 schools can build relationships with and engage families in the educational community. This workshop provides participants with an overview of what the family members said and suggestions for implementing their advice.

Katie Brooks, Butler University, USA
Brooke Kandel-Cisco, Butler University, USA
Cathy Bhathena, Butler University, USA

Thursday, 1:00 pm–2:45 pm
Room 113

Supporting Biliteracy Development With Linguistically Differentiated Assignments and Rubrics
The presenter offers concrete strategies for creating standards-based assignments and rubrics designed to facilitate biliteracy development. Session participants are able to try this differentiation process themselves and leave with resources and skills needed to develop appropriate assignments and rubrics for students at different levels of proficiency in non-ELs.

Shelley Fairbairn, Drake University, USA

Thursday, 1:30 pm–1:50 pm
Teaching Tip Theater #2

An Opera Singer’s Guide to Teaching English Pronunciation
Comprehensibility is often highlighted as a weakness by L2 professionals and older students of English. Methods from classical voice training can help. A voice student’s curriculum includes “diction” to clearly convey lyrics to a multilingual audience. The presenter demonstrates some methods that voice teachers use with budding opera singers.

Jessica Wakelyn, Virginia Commonwealth University, USA

Thursday, 1:00 pm–2:45 pm
Room 605

Teaching Pronunciation Across the Spaces Between Sentences and Speakers
This workshop introduces a set of techniques for focusing on features of discourse orientation in conversation, i.e., correspondences of pitch, volume and pace between participants in conversation as they empathetically sync the quality of their voices and interaction. Some familiarity teaching of L2 prosodics (rhythm, stress and intonation) is recommended.

William Acton, Trinity Western University, Canada

Thursday, 1:00 pm–2:45 pm
Room 201

Using the Power of Creative Writing to Enhance Academic Writing
This hands-on session focuses on the cognitive and emotional value of using creative writing genres and techniques as logical and natural tools to strengthen ELs’ academic writing skills. Participants engage in four dynamic creative writing activities that will develop and enhance their ELs’ comfort, control, and confidence in academic writing.

Shelley Fairbairn, Drake University, USA
Dieter Bruhn, One World Training, USA

Thursday, 1:00 pm–5:00 pm
Room 207

ELs, Immigrant Students, and U.S. Law
This session discusses the rights of EL and immigrant students, the responsibilities of schools under U.S. law, and what schools can and cannot require of these students. The current status of U.S. immigration law and enforcement and its impact on schools and students is also reviewed.

Roger Rosenthal, Migrant Legal Action Program, USA

Thursday, 1:30 pm–1:50 pm
Teaching Tip Theater #2
Using Fly Swatter Games to Practice Grammar and Vocabulary

This teaching-tip presentation provides ESL/EFL teachers with innovative ideas to create engaging fly swatter games to practice grammar and vocabulary with their basic-level students in a fun way. Examples of different fly swatter games are shared and demonstrated with participants.

Cesar Bazo, Auburn University, USA

Approaches to English-Medium Instruction Teacher Training

The presenters describe an English-medium instruction teacher-training program that raises awareness about the role of the local educational context in 1) teaching approach selection, 2) language uses, and 3) intercultural communication. The presenters describe the program and provide examples of training materials that can be used across contexts.

Joyce Kling, University of Copenhagen, Denmark
Slobodanka Dimova, University of Copenhagen, Denmark

Developing a Content-Based Approach for International Law Students

In this presentation, the presenters discuss a collaboration between a law professor and an ESL instructor in which materials were created for international law students that address both the language and content needs of international first-year law students.

William Albertson, Drexel University, USA
Clare Keefe Coleman, Drexel University, USA

The TESOL Press Consulting Editors Program: Learn How to Be a TESOL Influencer!

TESOL Press has developed a new program to engage ESL experts in helping shape its best-in-class book publishing program. Join us at this informational session and learn how you can become a Consulting Editor for TESOL Press.

Myrna Jacobs, TESOL International Association, USA
Robyn Brinks, Stanford University, USA
Gilda Martinez-Alba, Towson University, USA

Korean High School Students’ Situated Writing Practices in EFL Settings

The qualitative case study discussed explores the ways in which high school Korean students engage in writing practices in a school setting in South Korea. Findings from this study provide valuable insights into the open possibilities of EFL students’ successful English writing through situated writing practices.

Jinsil Jang, Ohio State University, USA
Youngjoo Yi, Ohio State University, USA

Monitoring Affect and Minimizing L2 Anxiety to Foster Learning

In this presentation, attendees 1) learn to recognize signs of anxiety in their students’ body language and behaviors; 2) learn about the physiological and psychological underpinnings of anxiety; and 3) learn which tools are at their disposal to minimize their students’ language anxiety and foster their growth, learning, and development.

Bahiyiyh Hardacre, California State University Los Angeles, USA
### Thursday, 2:00 pm–2:30 pm

#### ASJ

**The Multilingual Turn: Encouraging Pro-Linguistic Diversity Ideologies for EL Advocacy**

This presentation shares research on a course designed to improve future teachers’ attitudes toward linguistic diversity as foundational for EL advocacy. The mixed-methods study discussed finds most teachers predisposed to positive views of multilingualism, yet limited in their ability to envision advocacy. Attendees discuss implications for teacher education.

**Heather Linville,** University of Wisconsin, La Crosse, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs

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#### ASJ

**Tracing Chinese Transnational ELs’ Language Learning Across Literacy Spaces**

The year-long ethnographic study discussed traced four Chinese ELs’ language and literacy practices across various digital spaces and the first-year writing program in a U.S. university. Findings showed that participants’ multilingual and multimodal literacy practices in the digital spaces largely informed their language learning and socialization in the academic discourses.

**Wendy Li,** Michigan State University, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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#### PD

**Addressing Bias, Discrimination, and Stereotype in the EL Classroom**

This session highlights research regarding the bias, discrimination, and stereotypes that EL students often encounter in academia and their negative impact. Participants engage in training to help identify and address implicit biases and mitigate their effect in a supportive environment by reflecting on their own positionality.

**Danielle Aldawood,** Community College of Baltimore County, USA  
**Ines Poblet,** Whatcom Community College, USA

**Context:** ESL  
**Setting:** Academic English Programs; Adult Education

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### Thursday, 2:00 pm–2:45 pm

#### LSP

**American English Sounds: A Web Tool for Independent Pronunciation Practice**

This free, teacher-created web tool reduces classroom instruction time and promotes learner autonomy by allowing students to independently practice the sounds they need to improve through listening, repetition, and meaningful speaking activities. Attendees see a demonstration and gain a model for using this tool to promote individualized pronunciation practice.

**Christine Wingate,** University of Iowa, USA

**Context:** ESL  
**Setting:** Academic English Programs; ITA

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#### DLT

**Assessing L2 Oral Proficiency: Principles for Effective Interviewer-Rater Training**

This session explains best practices for administering and scoring face-to-face language proficiency interviews. Session content is geared to practitioners in secondary, adult, or higher education. Participants learn how to design principled examiner training closely aligned with the purpose and rating criteria of a given oral assessment.

**Sue Ingels,** University of Illinois at Urbana-Champaign, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs; ITA

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#### PD

**Bringing ELs’ Worlds Together: A Showcase of Family Engagement Initiatives**

With the increase of the EL population, the need for effective family engagement becomes even more critical. This session showcases initiatives that teachers implemented at their schools. Participants take away knowledge of current best practices, gaining recommended resources and new ideas for helping educators connect with families of ELs.

**Angela Bell,** Missouri State University, USA  
**Alexis González,** Missouri State University, USA  
**Andrea Hellman,** Missouri State University, USA  
**Kari Cox,** Monett High School, USA

**Context:** ESL  
**Setting:** Primary; Grad/Postgrad Programs
**Thursday, 2:00 pm–2:45 pm**

**Room 705**

**Building 21st-Century Academic Skills With University Success**

Mastering academic English is a determinant of university success. How do we build language skills while building academic skills as well? Participants see how rigorous scaffolded academic language with systematic skill development closes this gap. Participants explore several effective practices to leverage course content and prepare students for success.

*Christina Cavage, Pearson, USA*

**Context: All Contexts**  
**Setting: Academic English Programs**

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**Room 404**

**Communicative English Language e-Learning During Humanitarian Emergencies**

Sharing experiences from an online English tutoring program that connects refugees in the MENA region with volunteer tutors, the presenters provide an overview of the collaborative capabilities of e-learning within a student-centered, communicative environment. Presenters share techniques and testimonials for fostering community dynamics and provide recommendations for inclusive, trauma-informed lessons.

*Kaitlin Lucas, Paper Airplanes, USA*  
*Wynter Oshiberu, Paper Airplanes, USA*

**Context: All Contexts**  
**Setting: Adult Education; Tutoring**

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**Room 503**

**Crowd Sourcing: A Community Approach to Designing ESP Materials**

Finding accessible and appropriate ESP materials is an oft-cited challenge in ESP contexts. Based on their materials design experience at a Brazilian museum and botanical garden, this session presents a process for developing in-house materials—specific to the needs and purpose of its members—who also made them.

*Martha Epperson, University of Michigan, USA*  
*Jennifer Uhler, U.S. Embassy Brazil, Brazil*  
*Renan Zandomenico, Inhotim Museum & Garden, Brazil*  
*Gabriel Correa, Inhotim Museum & Gardens, Brazil*

**Context: EFL**  
**Setting: Adult Education**

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**Room 706**

**Ensuring EL Success in the K–12 Classroom Through Authentic Content**

Help ELs maximize their language development in all four domains and meet the same academic content and achievement standards all students need to meet. Let’s explore how culturally and linguistically diverse content; scientific and academic language sources; and globally inclusive photos, video, and readings can ensure K–12 EL classroom success.

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

**Context: ESL**  
**Setting: Primary; Secondary**

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**Room 104**

**Demystifying ESL Humor: Connecting Pragmatics Research, Learner Needs, and Pedagogy**

Although humor is universal, engaging in L2 humor is risky and intimidating. Learners feel the need for humor in their communication with native speakers, yet ESL classroom pedagogy rarely addresses this issue. This presentation demystifies humor for ESL practitioners to meet learners’ needs through concrete, research-based, pedagogical suggestions.

*Anna O’Neal, University of Illinois at Chicago, USA*  
*Haeyuk Jeong, Wheaton College, USA*  
*Cheri Pierson, Wheaton College, USA*

**Context: ESL**  
**Setting: Academic English Programs; Adult Education**

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**Room 610**

**Flipped Learning Activities With Smartphones, Tablets, and Laptops**

In this workshop, the presenter discusses how flipped learning techniques can be used in the teaching of English. Attendees learn how to plan, organize, design, and create flipped activities to use in class when teaching literature and getting students to practice writing, reading, listening, and speaking.

*Alfredo Villalba, Ministerio de Cultura, Educación Ciencia, Argentina*

**Context: ESL**  
**Setting: Grad/Postgrad Programs**

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**Room 401**

**How Books Are Born**

What is the path followed by an idea that emerges in the mind of an author and ends on the pages in the hands of teachers and students? This session gives participants an overview of the steps of textbook production.

*Carina Nogueira Cerboncini, CNA Cultural Norte Americano, Brazil*

**Context: All Contexts**  
**Setting: Primary; Secondary**
<table>
<thead>
<tr>
<th>Improving Reading and Writing With Microsoft Learning Tools</th>
<th>Thursday, 2:00 pm–2:45 pm</th>
<th>Room 703</th>
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<tbody>
<tr>
<td>Microsoft has created free, accessible AT to support students who struggle with reading and writing. We will showcase how these free learning tools can be used to support classroom engagement of reading and writing for users with learning differences such as dyslexia, dysgraphia, ELL, and ADHD.</td>
<td><strong>Rachel Berger</strong>, Microsoft, USA</td>
<td><strong>Setting:</strong> Primary; Secondary</td>
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<tr>
<th>Learning to Engage Productively With Visual Images</th>
<th>Thursday, 2:00 pm–2:45 pm</th>
<th>Room 505</th>
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</table>
| Language teaching typically focuses on the four language domains (reading, writing, listening, and speaking) and views visual images as generally straightforward and uncomplicated. This presentation argues and demonstrates that learning to see, or to engage productively with visual images, is a complex and essential capacity in the contemporary media-saturated era. | **Ha Nguyen**, Vietnam National University, Hanoi, Viet Nam | **Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs |

<table>
<thead>
<tr>
<th>Reflecting on the Concept of Practice in L2 Teaching</th>
<th>Thursday, 2:00 pm–2:45 pm</th>
<th>Room 108</th>
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</table>
| The aphorism “practice makes perfect” seems very much applicable to L2 learning, but what remains unclear is what constitutes practice. Attendees of this session review practice as a theoretical concept and discuss specific activities to help their learners achieve better accuracy, fluency, and complexity in their language use. | **Thu Tran**, Missouri University of Science and Technology, USA | **Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education |

<table>
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<tr>
<th>Supporting Learners Along Pathways to Seal of Biliteracy and Beyond</th>
<th>Thursday, 2:00 pm–2:45 pm</th>
<th>Room 208</th>
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</table>
| Are all learners given equitable access to programs and assessments to achieve the Seal of Biliteracy? Examine updated guidelines outlining what states, school districts, and nonpublic institutions can do to document learners’ achievement of a state’s seal. Create pathways for heritage/nonnative learners to “level up” to the required proficiency level. | **Bridget Yaden**, Pacific Lutheran University, USA | **Context:** B-ME  
**Setting:** Secondary |

<table>
<thead>
<tr>
<th>Teaching Academic L2 Writing: Practical Techniques in Vocabulary and Grammar</th>
<th>Thursday, 2:00 pm–2:45 pm</th>
<th>Room 704</th>
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</table>
| This presentation focuses on academic grammar and vocabulary that are essential for L2 writing. To produce academic prose of a reasonable quality, students need to master the requisite language tools. A number of teaching techniques are discussed to target specific problem areas in L2 writing and language uses. | **Eli Hinkel**, Seattle Pacific University, USA | **Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs |

<table>
<thead>
<tr>
<th>Tracking the Real-Time Processes of Multimodal Writing: A Task-Based Approach</th>
<th>Thursday, 2:00 pm–3:45 pm</th>
<th>Room 604</th>
</tr>
</thead>
</table>
| The study discussed examines EAP students’ multimodal writing performances from the perspectives of task-based language teaching and the cognitive process of writing. Thirty-one EAP students completed a timed multimodal writing task and an essay task. The presenter discusses students’ multimodal composing processes and their relationships with the quality of task performance. | **Jungmin Lim**, Michigan State University, USA | **Context:** All Contexts  
**Setting:** Academic English Programs |

<table>
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<tr>
<th>Vocabulary: More Than Just Words</th>
<th>Thursday, 2:00 pm–2:45 pm</th>
<th>Room 707</th>
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</table>
| This presentation recommends ideas for vocabulary growth at a single and multiword level. Presenters explore principled vocabulary activities to develop students’ academic writing using corpus-informed approaches to designing EAP vocabulary. Ideas for helping L2 writers meet vocabulary demands of academic writing are provided. Participants leave with concrete resources. | **Jeanne Lambert**, The New School, USA  
**Randi Reppen**, Northern Arizona University, USA | **Context:** ESL  
**Setting:** Academic English Programs; Grad/Postgrad Programs |

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<tr>
<th>Teacher Leadership for School-Wide English Learning: The SWEL Framework</th>
<th>Thursday, 2:00 pm–3:45 pm</th>
<th>Room 604</th>
</tr>
</thead>
</table>
| Learn about providing a continuous learning environment for ELs in every classroom with every teacher. This session provides a road map for leveraging your language expertise with tools for PD and peer coaching and gives you a peek at Benegas and Stolpstad’s new book. | **Michelle Benegas**, Hamline University, USA  
**Amy Stolpstad**, Hamline University, USA | **Context:** All Contexts  
**Setting:** Primary; Secondary |
2:30 pm

Analysis Across Culture: Mainstreaming Multilingualism in the Composition Classroom
In this session, the speaker shares her experience of redesigning a classroom activity for a mainstream composition class from a monolingual to a multilingual framework. The speaker then invites participants to consider their own classroom activities and the ways in which they might better highlight and develop students’ multicultural knowledge.

Kristin Raymond, University of New Hampshire, USA

Context: ESL
Setting: Academic English Programs

Publish Your Book With TESOL Press
Workshop your book ideas and proposals in this uniquely designed session. Get advice and consultation from TESOL Press staff and published authors. Learn the tips and tricks you need to move your book idea from proposal to publication!

Myrna Jacobs, TESOL International Association, USA
Robyn Brinks Lockwood, Stanford University, USA
Gilda Martinez-Alba, Towson University, USA

Setting: Adult Education

3:00 pm

Preparing ELs for Successful Job Interviews in the United States
International ELs interviewing for professional jobs in the United States can face difficulties because of both language limitations and differing cultural norms. This session focuses on strategies to help your students master U.S.-specific interview skills and gain confidence through classroom activities and role-play.

AC Kemp, Massachusetts Institute of Technology, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

Quizizz: A Web-Based Quiz Creator That Promotes Active Learning
Looking for new ways to engage students while obtaining useful performance data? The presenter shows how she uses a free web-based quiz delivery tool, Quizizz, to create interactive lessons to keep students motivated and active, while providing valuable real-time feedback to the instructor.

Holly Gray, Prince George’s Community College, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education

Developing Social Justice Understanding in the Preparation of EFL Teachers
This session presents the results of a mixed-methods study aimed at exploring how a service learning project can help future EFL teachers understand social justice in a language teaching methodology course.

Michel Riquelme Sanderson, Universidad Arturo Prat, Chile
Lucia Ramos Leiva, Universidad Catolica del Norte, Chile
Liza Perez, Universidad Catolica del Norte, Chile

Context: EFL
Setting: Grad/Postgrad Programs

Representations of Gender and Sexuality in Locally Produced Instructional Materials
The study discussed aims at understanding how gender and sexualities are represented in ELT materials developed and used “locally” in an IEP at a major university in Turkey. The presenters argue that it is important to take into account the local context of teaching in expecting transformative practices of discriminatory materials.

Ceren Kocaman, Ludwig-Maximilian-Universität Munich, Germany
Ali Fuad Selvi, Middle East Technical University, Northern Cyprus Campus, Turkey

Context: EFL
Setting: Academic English Programs
**Thursday, 3:00 pm–3:30 pm**  
**Room 105**

**Utilizing Schematic Integrations to Enhance the Development of Spatial Prepositions**
This presentation illustrates L2 learners’ development of their knowledge of the spatial prepositions in and on through explicit instruction. The implications of this study include new insights to enhance the teaching of prepositions through schematic integrations and self-efficacy, and to generalize these results to prepositions and positions found in other languages.

**Robert Taferner**, Hiroshima University, Japan

Context: All Contexts  
Setting: Academic English Programs; Grad/Postgrad Programs

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**Thursday, 3:00 pm–3:45 pm**  
**Room 405**

**A Framework for Developing Online Tests**
The increase of online and blended programs brought about the development of online tests. In this session, presenters share their design of an online testing framework. They describe the steps followed in the development of online testing tools as well as tips for test developers and test administrators.

**Rosario Giraldez**, Alianza Cultural Uruguay Estados Unidos, Uruguay  
**Victoria Dieste**, Alianza Cultural Uruguay Estados Unidos, Uruguay

Context: All Contexts  
Setting: Adult Education; IEP

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**Thursday, 3:00 pm–3:45 pm**  
**Room 707**

**Balancing Output Practice and Reading for Academic Vocabulary Learning**
This presentation addresses the debate regarding output practice and reading in teaching academic vocabulary. Attendees: (a) learn different views about output practice; (b) review class-room research demonstrating the value of output practice, and (c) learn about a proposed eclectic approach to academic word list instruction in Academic English Programs.

**Alan Juffs**, University of Pittsburgh, USA

Context: ESL  
Setting: Academic English Programs; IEP

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**Thursday, 3:00 pm–3:45 pm**  
**Room 507**

**Best Practices and Strategies to Programmatically Support Dual-Identified Students**
Pre-K–12 program administrators face challenges providing effective services for dual-identified (DI) students in ESL and special education programs. The presenters bring a real-life example of a district’s efforts to improve services for DI students to help participants develop implementable steps to support DI students in their own contexts.

**Joanne Clyde**, Community Consolidated School District 146, USA  
**Princy Abraham**, Independent, USA

Context: ESL  
Setting: Primary; Secondary

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**Thursday, 3:00 pm–3:45 pm**  
**Room 108**

**Cross-Campus Bridges and Reflections on a Multilingual Composition Pilot**
A panel composed of teachers and program directors invested in multilingual student success shares the strengths and challenges of piloting multilingual composition courses at a 4-year university. Presenters discuss the multiple bridges that must be supported for multilingual student support, retention, and overall success throughout their university experiences.

**Katherine Daily-O’Meara**, Emporia State University, USA

Context: B-ME  
Setting: ITA

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**Thursday, 3:00 pm–3:45 pm**  
**Room 610**

**Flipped Classrooms: Challenges, Best Practices, and Outcomes**
Flipped classrooms (FCs) have been heralded as an ideal methodology, especially in contrast to traditional, lecture-based classrooms. The presenters discuss challenges instructors may face when implementing an FC in an English language classroom, best practices for designing and delivering an FC, and realistic expectations for outcomes of an FC.

**Aybolgan Borasheva**, Nukus State Pedagogical Institute, Uzbekistan  
**Dilnoza Ruzmatova**, Uzbekistan State World Languages University, Uzbekistan

Context: EFL  
Setting: Academic English Programs
Helping Teen ELs Master Social and Emotional Skills
Many teen ELs report feeling isolated and disconnected from sources of support. This session focuses on accessible social emotional learning resources that can be incorporated into the classroom setting to positively support emotional health and promote the development of social skills. Fiction, nonfiction, and vocabulary cards are highlighted.
Jill Haney, Saddleback Educational Publishing, USA

Context: ESL
Setting: Secondary

High-Tech to No-Tech: Interactive Strategies to Promote Engagement
Searching for ways to promote student engagement? A combination of strategies from high-tech to no-tech are the answer. Presenters showcase a variety of student-centered activities that increase student interaction, engagement, and learning. Authentic student projects and assignments are presented. This workshop is adaptable to any teaching context.
Denise Maduli-Williams, San Diego Miramar College, USA
Stefanie Johnson Shipman, San Diego Miramar College, USA
Vickie Mellos, Palomar College, USA
Tina-Marie Parker, Palomar College, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education

I Can Use This! Technology for Teacher Education
Does it feel like there is too much to fit into MA TESOL classes? Two program directors provide practical examples of curriculum that capitalizes on the affordances of technology when creating assignments that build pedagogical, content, and technological knowledge simultaneously. Specific assignments and technologies are shared.
Jennifer Hirashiki, Westcliff University, USA
Tasha Bleistein, Azusa Pacific University, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Improving Reading and Writing With Microsoft Learning Tools
Microsoft has created free, accessible AT to support students who struggle with reading and writing. We will showcase how these free learning tools can be used to support classroom engagement of reading and writing for users with learning differences such as dyslexia, dysgraphia, ELL, and ADHD.
Rachel Berger, Microsoft, USA

Context: Primary; Secondary
Setting: Academic English Programs; Adult Education

Integrate, Differentiate, Celebrate! Standards-Based Instruction for Multilevel Adult ESL
Multiple levels of ESL + standards? Not easy! Come see a unit of instruction with three CCR standards (reading, writing, listening/speaking). We demonstrate cohesive integration of standards, content, and soft skills while differentiating instruction for multiple levels. Leave with tools, strategies, and resources to make it happen in your classroom!
Patsy Egan, Hamline University, USA
Lia Olson, St. Paul Public Schools, USA
Betsy Parrish, Hamline University, USA

Context: ESL
Setting: Adult Education

L2 Listening: No Longer a Forgotten Skill
The state of the art in listening instruction has shifted. Researchers now emphasize teaching bottom up skills as well as metacognitive strategies. Technology now offers us abundant new resources for listening practice. This workshop offers a quick refresher on how to teach listening, from principles to specific activities.
Beth Sheppard, University of Oregon, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education

Make It Stick: Vocabulary and Technology Come Together
Word knowledge is a strong predictor of academic success, and through effective vocabulary instruction, students can develop literacy, retain what they learn, and use English effectively. Participants learn a process for teaching vocabulary that, when infused with technology, enhances students’ engagement as well as vocabulary production and retention.
Kristi Reyes, MiraCosta College, USA
Susan Gaer, Santa Ana College, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education

Next Generation Language Assessment: Integrated Skills and Artificial Intelligence
Innovative test design has, to a large extent, stalled, with test publishers unable or unwilling to develop and deploy state of the art technology in high-stakes assessment. This presentation examines a test of English proficiency which endeavors to meet the challenges inherent in developing new assessment and scoring methods.
David Booth, Pearson, United Kingdom

Context: All Contexts
Setting: Academic English Programs
Reach Higher for Language and Academic Success

Motivate your students in Grades K–6 to learn English through original fiction, science, and social studies material with proven techniques. Explore a variety of ways to develop their reading, writing, listening, and speaking skills while they learn meaningful vocabulary and build their knowledge of key content area topics.

Deborah Short, National Geographic Learning, USA

**Context:** EFL
**Setting:** Primary

Supporting English-Medium Instruction at a Southern Brazilian University

This session describes the curriculum development and implementation process of an English as a medium of instruction (EMI) support course for professors at a Brazilian university. Key questions concerning the potential interconnection between EMI and TESOL are discussed, and practical suggestions for EMI teacher training and course design are provided.

Kerry Pusey, Universidade do Vale do Rio dos Sinos, Brazil
Márcia Del Corona, Universidade do Vale do Rio dos Sinos, Brazil
Cristiane Maria Schnack, Universidade do Vale do Rio dos Sinos, Brazil

**Context:** EIL
**Setting:** Academic English Programs; Grad/Postgrad Programs

Teaching Inferencing and the Language of Certainty for Text-Based Claims

This presentation focuses on how to teach advanced reading and writing students to inferences and make persuasive claims. Going beyond the advice to support one’s claim with textual evidence, it reveals how claims have varying levels of certainty and introduces language to distinguish the levels.

Jennifer Mott-Smith, Towson University, USA

**Context:** ESL
**Setting:** Secondary; Academic English Programs

Truth or Consequences: Lateral Reading for EL Student Researchers

Today’s climate of misinformation presents greater dangers for ELs than for L1/C1 students because ELs’ knowledge leaves them vulnerable to satirical or malicious misinformation. Research-based methods adapted from lateral reading as employed by fact checkers is more effective than “off-the-shelf” strategies for critical evaluation of sources for writing research.

Amy Alice Chastain, University of Iowa, USA
Erik Filean, University of Iowa, USA

**Context:** ESL
**Setting:** Academic English Programs; IEP

Using Ethnography to Prepare IEP Students for University Communication Success

How can instructors prepare international students to successfully communicate in university classrooms? Participants learn how an ethnographic project was used in an IEP advanced speaking/listening class to support language socialization, including acquiring university faculty support, viewing examples of scaffolding exercises, observing students’ projects, and hearing about students’ “a-ha” moments.

Julie George, The Pennsylvania State University, USA

**Context:** ESL
**Setting:** Academic English Programs; IEP

Bridging the World Together Through Translanguaging Pedagogy

Bringing the world together means valuing the language and cultural resources of a diverse society. Yet, our pedagogical practices often marginalize home languages and cultures. Presenters share examples of how translanguaging practice can purposefully and productively engage all students’ languages in the service of learning.

Namat Erdogan, University of Central Missouri, USA
Howard Williams, Columbia University, Teachers College, USA
Gulsat Aygen, Northern Illinois University, USA
Nikki Ashcraft, University of Missouri, USA
Anna Krulatz, Norwegian University of Science and Technology, Norway
Solange Lopes Murphy, The College of New Jersey, USA

**Context:** B-ME
**Setting:** Primary; Secondary

Truth or Consequences: Lateral Reading for EL Student Researchers

Today’s climate of misinformation presents greater dangers for ELs than for L1/C1 students because ELs’ knowledge leaves them vulnerable to satirical or malicious misinformation. Research-based methods adapted from lateral reading as employed by fact checkers is more effective than “off-the-shelf” strategies for critical evaluation of sources for writing research.

Amy Alice Chastain, University of Iowa, USA
Erik Filean, University of Iowa, USA

**Context:** ESL
**Setting:** Academic English Programs; IEP
Career Path Development: Where TESOLers Come Together
Join us to explore ways of enhancing your TESOL career path no matter where you are. The panel offers research-based recommendations for improving our work lives through intention and reflection. Guided roleplay and interactive activities and information provided by panel members aim to provide specific next steps for participants.

John Schmidt, John Schmidt, Consultant, USA
Neil J Anderson, Brigham Young University, USA
Christopher Hastings, Southwest Tennessee Community College, USA
Christine Coombe, Higher Colleges of Technology, United Arab Emirates
Deena Boraie, American University in Cairo, Egypt
Liz England, Liz England & Associates, USA

L2 Writing Across Pre-K–16 Contexts: Intersections of Teaching, Learning, and Development
SLW research predominantly focuses on individual educational settings, particularly in higher education. However, issues in SLW across Pre-K–16 contexts need more attention. Presenters discuss research across different educational contexts (K–higher education), examine current practices, and suggest ways to enhance SLW success in transitions from one educational setting to the next.

Lubie G. Alatriste, NYC College of Technology–CUNY, USA
Alan Hirvela, The Ohio State University, USA
Cathryn Crosby, Emporia State University, USA
Cathy Wong, Monmouth University, USA
Loren Jones, University of Maryland, USA

Race, Language, and Power in ELT
Though English has a historical legacy as a White, colonial language, today TESOLers value inclusion and equity. In this presentation, a multiracial group of presenters examine the intersections among racism, linguicism, and oppression, and share strategies participants can use to counter these harmful discourses and work toward social justice.

Riah Werner, University of Toronto, Canada
Ayanna Cooper, ACooper Consulting, USA
Xavier Muñoz, Literacy Council of Northern Virginia, USA
Hemamalini Ramachandran, University of South Florida, USA

Usable Knowledge in ELT PD: A Transnational Examination
Though classroom teachers are central to effective ELT PD, their perspectives are not usually well documented. This colloquium presents findings from a transnational project which has documented such experiences across three countries. The four-paper panel discusses lessons learned and raises important questions about PD practices and provision.

Donald Freeman, University of Michigan, USA
Martha Epperson, University of Michigan, USA
Denise Murray, Macquarie University, Australia
Dudley Reynolds, Carnegie-Mellon University, Qatar
Anne-Coleman Webre, University of Michigan, USA

Activating the 5 Forces of Student (and Teacher) Motivation
In this participative workshop, the presenter identifies five core principles for motivating ELs and guides participants through techniques in applying these concepts. For each, the presenter explains the supporting research, shares examples of classroom application, and helps participants use the concept in their own teaching and self-care as teachers.

Michael Berman, Montgomery College, USA

Affirming Multifaceted Identities in TESOL
ELT professionals identify themselves and are identified by others in many ways: nonnative, bilingual, multilingual, translingual, among others. In this session, the panelists examine the distinctions among these terms and share their professional experiences navigating and affirming their and/or their students’ multifaceted identities in educational contexts.

Tuba Angay-Crowder, Georgia State University, USA
Lawrence Zhang, The University of Auckland, New Zealand
Rashi Jain, Montgomery College, USA
Ana Solano-Campos, Georgia State University, USA
Alsu Gilmetdinova, Kazan National Research Technical University, Russian Federation
Betsy Gilliland, University of Hawai‘i at Mānoa, USA
Digital Open Education Resources in EFL Contexts
The open educational resource (OER) movement is impacting English language instruction in classrooms around the world. This panel examines how teachers and students in diverse EFL settings locate, evaluate, and use free, openly licensed digital OER content; global OER online PD programs and resources are also explored.

**IS: English as a Foreign Language**

Chadia Mansour, Athabasca University, Canada
Heather Benucci, U.S. Department of State English Language Programs, USA
Amy Nunamaker, FHI 360, USA
Joyce Catsimpiris, FHI 360, USA
Tara Brandenburg, Idaho Office for Refugees, USA
José Antônio da Silva, Casa Thomas Jefferson Institution, Brazil
Claudio Fleury Sasse, Casa Thomas Jefferson Institution, Brazil
Ya-Chen (Jane) Chien, National Taipei University of Education, Taiwan

Context: EFL
Setting: Adult Education; IEP

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Encouraging Student Engagement Through Extensive Reading
Extensive reading can be utilized by instructors to improve student engagement in the classroom. Extensive reading can assist students with all language skills, motivate students to practice real-world skills, and help students in expanding their involvement in class.

**IS: Higher Education**

Maria Ammar, Salt Lake Community College, USA
Anne Cannon, Salt Lake Community College, USA

Context: ESL
Setting: Academic English Programs; IEP

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Exploring “Good Writing” and Complexities of Cultural and Linguistic Comparisons
This session revisits intercultural rhetoric, including positioning it as a link between L2 writing and the translingual approach. Focusing on complexities in how L2 writers negotiate linguistic and cultural differences, panelists discuss and explore writing research and practice in a variety of contexts and academic levels (from secondary to postgraduate).

**IS: Intercultural Communication**

Ulla Connor, Indiana University-Purdue University Indianapolis, USA
Estela Ene, Indiana University-Purdue University Indianapolis, USA
Kyle McIntosh, University of Tampa, USA
Nancy Overman, Georgetown University, USA
Andrea Lypka, University of South Florida, USA
Kazuyuki Kawano, Isesaki Municipal Yotsuba Gakuen Secondary School, Japan

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

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Extra-Multisensory Engagement Strategies for the Classroom
Participants in this workshop experience a multisensory learning environment with sounds, aromas, and even emotional stimuli which act as a catalyst for learning. They learn strategies used to build the learning environment. Eventually, they create outcomes-based, student-focused activities that energize learning by stimulating the senses.

**IS: Math and ESL 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 for a collaboration packet for math colleagues, including scaffolding templates and charts of structures and vocabulary, are provided.

Elizabeth Hartung-Cole, NNETESOL, USA

Context: ESL
Setting: Primary; Secondary
**Reading Research and Implications for L2 Reading Development**
Recent directions in understanding reading and reading development include a greater emphasis on reading experience (extensive reading), a more central role for implicit learning and the centrality of vocabulary knowledge. Six scholars present on these expanded directions in reading research and their implications for L2 reading curricula and instruction.

*Thomas Robb,* Extensive Reading Foundation, USA  
*William Grabe,* Northern Arizona University, USA  
*Marlise Horst,* Concordia University, Canada  
*Charles Browne,* Meiji Gakuin University, Japan  
*Fredricka Stoller,* Northern Arizona University, USA  
*Lawrence Zwier,* Michigan State University, USA  
*Alice Savage,* Lone Star College, USA

**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 and employ them in planning instruction and assessment. Standards and planning tools are provided.

*Lori Howard,* Comprehensive Adult Student Assessment System (CASAS), USA  
*Jayme Adelson-Goldstein,* Lighthearted Learning, USA  
*Sylvia Ramirez,* MiraCosta College, USA

**Reducing Cultural and Linguistic Bias in Content-Area Assessments**
We live in a test-driven educational world. Though language teachers typically understand how to engage ELs in authentic assessments, K–12 school policies and traditions often focus on traditional test questions to measure student academic understanding. Participants learn how to make these questions less culturally and linguistically biased.

*Katie Brooks,* Butler University, USA  
*Cathy Bhathena,* Butler University, USA

**To Define Is to Know: Teaching the Skill of Defining**
The skill of constructing formal definitions for terms and concepts introduced in secondary classrooms is a neglected one. Yet the most common question content area teachers ask students is to define content-specific vocabulary. This presentation demonstrates an explicit sequence of steps that teaches students how to provide formal definitions.

*Helaine Marshall,* Long Island University-Hudson, USA

**Employing Personal Memory Associations for Fun and Successful Vocabulary Acquisition**
Personal memory associations are effective because they elicit a variety of emotions and senses, and they create personal images that help build neural connections while learning new vocabulary. This teaching tip shows how to employ personal memory associations to help ELs encode, learn, and use vocabulary with comfort and confidence.

*Patrick T. Randolph,* Independent, USA
Thursday, 4:00 pm–4:20 pm
Teaching Tip Theater #1

**Empowering Preservice Teachers to Utilize Digital Storytelling for Supporting ELs**

This presentation discusses the implementation and assessment of digital storytelling (DST) conducted in an EL Methods course for preservice elementary and early childhood teachers. Attendees are presented with guidelines for utilizing DST to integrate oracy, multiliteracies, and cultural competence for ELs and see samples of preservice teacher-generated DST.

Sunyoung Song, Athens State University, USA
Jamie Rogers, Athens State University, USA

**Context**: ESL  
**Setting**: Grad/Postgrad Programs

Thursday, 4:00 pm–4:20 pm
Teaching Tip Theater #2

**Meaningful Writing With the Simple English Wikipedia**

The Simple English Wikipedia is specifically designed to be accessible to students with developing English skills. Learn how to use this edition to stimulate meaningful writing otherwise inaccessible to ESL students. Get support from instructional designers at Wiki Education and create an assignment using best practices for writing Wikipedia articles.

Gregory Hartley, University of Alaska Anchorage, USA

**Context**: ESL  
**Setting**: Academic English Programs; Adult Education

Thursday, 4:00 pm–4:30 pm
Room 709

**Multilingualism and Identity Shift Among Immigrant Students in Iceland**

This research presentation discusses how language knowledge, especially English, affects the self-identities of immigrant students in Iceland. Multilingualism is integral to their lives, has practical benefits, and increases their self-esteem. Their identities often shift between languages, and some use languages to mask their identity and avoid being judged by origin.

Samuel Lefever, University of Iceland, Iceland

**Context**: All Contexts  
**Setting**: Secondary; Adult Education

Thursday, 4:00 pm–4:45 pm
Room 708

**A Systematic Approach to Vocabulary Instruction to Support Reading Skills**

A systematic approach to vocabulary instruction to support reading skills includes assessing vocabulary knowledge, selecting proficiency-appropriate texts and vocabulary for instruction, and integrating ongoing review. The presenter reports on his experience implementing this approach in an EAP setting and explains how it can be adapted to other contexts.

Christopher Collins, Columbia University, USA

**Context**: All Contexts  
**Setting**: Academic English Programs; Grad/Postgrad Programs

Thursday, 4:00 pm–4:30 pm
Room 105

**The Art of Culture, Language, and Community Through School Murals**

What do you get when you mix 100 high schoolers, 75 gallons of paint, a 50th birthday, and 25 volunteers? A mural celebrating multilingualism, multiculturalism, the arts, mentorship, and pride. Presenters share the experience, impact, and process of implementing a service learning mural project in an urban high school.

Teresa Bruno, City University of New York, USA
Lauren McCoy, Teacher’s College, USA
Laura Baecher, Hunter College–CUNY, USA

**Context**: All Contexts  
**Setting**: Primary; Secondary

Thursday, 4:00 pm–4:30 pm
Room 103

**The Role and Nature of Grit Among Advanced ELs**

This session addresses grit as an important and yet underestimated personality trait contributing to L2 achievement. Emphasis is laid on its relationship with curiosity, enjoyment, anxiety, and motivated behavior, which is followed by comments on how grit can be enhanced in the L2 classroom.

Miroslaw Pawlak, Adam Mickiewicz University, Kalisz, Poland
Joanna Zawodniak, University of Zielona Gora, Poland
Mariusz Kruk, University of Zielona Gora, Poland

**Context**: EFL  
**Setting**: Academic English Programs

Thursday, 4:00 pm–4:45 pm
Room 708
**Antiracist Genre Pedagogy: Considerations for a North American Context**

This session for K–12 English language teachers outlines a set of principles and practices for engaging in genre-based literacy instruction that is fundamentally and actively antiracist. Attendees leave with a 5-point framework for designing their own antiracist genre-based curriculum, instruction, and assessment.

**Kathryn Accurso**, University of Massachusetts, USA  
**Jason Mizell**, University of Georgia, USA  

**Context:** ESL  
**Setting:** Primary; Secondary

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**Bridge-Building: ESL to Credit English Faculty in Grassroots Collaboration**

Come learn what a cross-departmental group of colleagues can do to support college ESL students. Presenters demonstrate how building a bridge for ESL students’ successful transition to credit courses has impacted their institution. Participants leave encouraged by the power of grassroots work and collaborative efforts.

**Kristin Sension**, Mt. San Jacinto College, USA  
**Carol Coffin**, Mt. San Jacinto College, USA  
**Lena Nelson**, Mt. San Jacinto College, USA  

**Context:** ESL  
**Setting:** Adult Education

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**Classroom Research as Continued Professional Development**

Are you interested in classroom research as a way to develop professionally? This session offers attendees practical steps to engage in research ranging from finding and framing potential research questions, to carrying out the intended study, and to reporting and sharing the results with the TESOL community.

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

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

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**Designing and Adapting Lesson Delivery Using Open Architecture Curricular Design**

This interactive presentation promotes knowledge-sharing about the TESOL principles of learning—design high-quality lessons for language development and adapt lesson delivery as needed—within the context of open architecture curricular design, which uses a flexible, theme-based syllabus and authentic materials rather than a textbook at intermediate and higher levels.

**Betty Lou Leaver**, The Defense Language Institute, USA  
**Christine Campbell**, The Defense Language Institute, USA  

**Context:** All Contexts  
**Setting:** Adult Education; Grad/Postgrad Programs

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**ESL Preservice Teachers’ Digital Literacy and Learning Though Online Discussions**

This presentation reports findings from a study of graduate-level ESL preservice teachers’ reading of digital texts. The findings include the participants’ experiences of reading culturally and linguistically diverse digital stories and their learning in online discussions. The presenter discuss pedagogical implications and potential of digital literacy in teacher education.

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

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs
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<tr>
<th>Room 405</th>
<th>Thursday, 4:00 pm–4:45 pm</th>
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<tr>
<td><strong>Improving Performance on High-Stakes Speaking Assessments</strong></td>
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<tr>
<td>U.S. federal law requires K–12 ELs to annually demonstrate their progress toward acquiring academic English. Despite having been successful students for more than 6 years, the presenter’s students still struggle to demonstrate proficiency on computer-mediated speaking assessments. This session shares successful strategies from teacher-led action research that increased speaking assessment scores.</td>
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<td><strong>Brad Evans</strong>, Valley High School, Clark County School District, USA</td>
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<td>Context: ESL</td>
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<th>Room 505</th>
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<td><strong>Multimodal Writing: Where Are We and Where Are We Going?</strong></td>
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<td>Multimodal writing is becoming increasingly popular in the academic context, creating both opportunities and challenges for ESL learners. This presentation defines multimodal writing and discusses its benefits, which have been revealed in empirical research. Participants walk away with examples of multimodal writing projects and activities, and suggestions for potential research topics.</td>
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<td><strong>Qiandi Liu</strong>, University of South Carolina, USA</td>
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<td><strong>Cyndriel Meimban</strong>, Northern Arizona University, USA</td>
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<td>Context: All Contexts</td>
<td>Setting: Academic English Programs; IEP</td>
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<th>Room 706</th>
<th>Thursday, 4:00 pm–4:45 pm</th>
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<td><strong>Making Them Care: Lessons From a National Geographic Explorer</strong></td>
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<td>“Make me care” is the unspoken request of learners everywhere. Understanding why learning matters can transform a good lesson into a great one. In this session, we will explore three strategies that National Geographic Explorer Andrés Ruzo uses to help learners make connections and stay motivated in the classroom.</td>
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<td><strong>Andrés Ruzo</strong>, National Geographic Learning, USA</td>
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<td>Context: EIL</td>
<td>Setting: Adult Education; IEP</td>
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<th>Room 107</th>
<th>Thursday, 4:00 pm–4:45 pm</th>
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<tr>
<td><strong>Mission Possible: Interweaving Content-Language Learning Outcomes for Student Success</strong></td>
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<td>What happens when social science professors and ESL instructors coteach university-level general-education prerequisites? Emerging bilingual students not only master content, expanding their intercultural competencies, but also develop literacy skills to communicate more effectively in academic contexts. This presentation explores practices that allow specialist educators to collaborate productively throughout a course.</td>
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<td><strong>William C. Cole-French</strong>, Massachusetts College of Pharmacy and Health Sciences, USA</td>
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<td><strong>Kristen Petersen</strong>, Massachusetts College of Pharmacy and Health Sciences, USA</td>
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<td>Context: ESL</td>
<td>Setting: Academic English Programs; IEP</td>
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<th>Room 703</th>
<th>Thursday, 4:00 pm–4:45 pm</th>
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<td><strong>So That’s How You Score TOEFL iBT® Writing Items</strong></td>
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<td>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.</td>
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<td><strong>Marian Crandall</strong>, Educational Testing Service, USA</td>
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<td><strong>Patti Sheffer</strong>, ETS TOEFL, USA</td>
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<td>Context: ESL</td>
<td>Setting: Academic English Programs; IEP</td>
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<th>Room 104</th>
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<td><strong>Successful Negotiation of Meaning in English as a Lingua Franca</strong></td>
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<td>This session reports on strategies that international students in Australia use to negotiate meaning for successful academic communication. Findings from the study suggest an evidence base for the development of a curriculum and pedagogy addressing the needs of learners preparing for study and work in a multicultural ELF environment.</td>
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<td><strong>Thu Nguyen</strong>, Macquarie University, Australia</td>
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<td>Context: EIL</td>
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### Thursday, 4:00 pm–4:45 pm
**Room 301**

**Supporting Linguistic Inclusivity in Higher Education: Implementing Strategic Initiatives**

This session showcases three strategies for promoting a linguistically inclusive campus for ELs: 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.

**Tristan Thorne**, Baruch College–CUNY, USA
**Kim Edmunds**, Baruch College–CUNY, USA

*Context: ESL*
*Setting: Academic English Programs*

### Thursday, 4:00 pm–4:45 pm
**Room 108**

**Teaching Pre-Engineering to ELs: Content, Practice, and Language**

Should ELs be excluded from STEM classrooms until they acquire enough English? No! Can ELs succeed in rigorous STEM classes? Yes! This session explores one high school EL teacher’s experience teaching pre-engineering classes to ELs from newcomer level to advanced.

**Katherine Miller**, Frederick County Public Schools, USA

*Context: ESL*
*Setting: Secondary*

### Thursday, 4:00 pm–4:45 pm
**Room 406**

**The Missing Link: Suprasegmentals for Pronunciation**

Have your language students ever felt frustrated because native speakers could not understand them, even though their English skills were improving? Suprasegmentals are often the “missing link” to improving pronunciation. Presenters demonstrate engaging activities on intonation, reductions, stress words, and linking words to improve students’ pronunciation and fluency.

**Raymond Carson**, Irvine Valley College, USA
**Emily Wong**, University of California, Irvine, USA

*Context: All Contexts*
*Setting: Adult Education; Grad/Postgrad Programs*

### Thursday, 4:30 pm–4:50 pm
**Teaching Tip Theater #2**

**Storytelling: The Classroom and Beyond**

Wondering how to create an engaging speaking activity that helps students share a part of themselves? Come learn how the art of storytelling can be used to enhance the speaking skills of your students as well as create a lively and entertaining environment in your classroom.

**Christopher Fathman**, San Jose State University, USA

*Context: ESL*
*Setting: Academic English Programs; IEP*

### Thursday, 4:30 pm–4:50 pm
**Teaching Tip Theater #1**

**Working Memory, Long-Term Memory, and Language Teaching**

This session compares the limitations of the working memory with the limitless nature of long-term memory. In practice, this means that teaching can’t overload working memory with new information and has to take advantage of what learners already know. Find out what all this means for English language teachers.

**Carol Lethaby**, The New School, USA

*Context: All Contexts*
*Setting: Adult Education; Grad/Postgrad Programs*

### Thursday, 5:00 pm
**Teaching Tip Theater #2**

**Circle of Motivation: How to Enhance Students’ Learning**

Have you ever faced a class full of blank stares? Have you ever felt frustrated by your students’ lack of interest? Have you ever used the “circle of motivation” or “motivational game frames”? The presenters share these successful strategies, which increase students’ motivation as active participants in their learning process.

**Lily Roh**, University of California, Irvine, USA
**Catherine Moore**, North Orange County Community College District, USA

*Context: All Contexts*
*Setting: Adult Education; IEP*

### Thursday, 5:00 pm–5:20 pm
**Teaching Tip Theater #1**

**Gamifying the Classroom for Language Assessment Needs**

Game time! The presenter demonstrates three short engaging games and activities that teachers can use to maximize vocabulary and grammar learning in the classroom. The activities are supported with a basic model on how to integrate them into the content of any classroom.

**Randall Davis**, University of Utah, USA

*Context: All Contexts*
*Setting: Secondary; Academic English Programs*

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**www.tesolconvention.org**
Experiences of LGBTQ+ Learners in English Classrooms of Turkey
Recognizing the diversity of sociosexual identities in the classroom, this presentation unpacks (1) the micro environment of the classrooms, (2) patriarchal and conservative cultural context, and (3) the nationalist and religious educational policies in exploring the experiences of LGBTQ+ learners and their teachers at institutions of higher education in Turkey.
Ozge Guney, University of South Florida, USA
Ali Fuad Selvi, Middle East Technical University, Northern Cyprus Campus, Cyprus
Context: EFL
Setting: Academic English Programs

The Impact of Student-Generated Rubrics on EFL Student Literacies Development
This action research discusses EFL student writing performance improvement through student-generated rubrics. The results show (1) better recall of rubric content, (2) higher writing scores, and (3) discernible student academic literacies development. The session ends with a discussion of pedagogical concerns when using student-generated rubrics.
Alice Shu Ju Lee, University of Macau, Macao
Miranda Sin I Ma, University of Macau, Macao
Context: EFL
Setting: Academic English Programs

L2 Writers Online: Instructor Preparation and Teaching Strategies
This session reports the results of a mixed-methods study of instructors teaching writing online to diverse student populations, focusing on instructor preparation and suggesting teaching strategies instructors can employ to ensure their students’ success in online writing courses.
Mariya Tseptsura, University of Nevada Las Vegas, USA
Context: ESL
Setting: Academic English Programs

“But I’m Not ESL”: Addressing Identities/Needs of University Pathway Students
Increasingly among university pathway programs, students do not identify as ESL, though their instructors see them as such. This interactive session explores the extent of this disconnect and offers best practices for classroom and curriculum changes to address gaps between assumptions faculty and university stakeholders make and how students self-identify.
Becky Bonarek, University of Illinois at Chicago, USA
Trischa Duke, University of Illinois at Chicago, USA
Stephanie Mielcarek, University of Illinois at Chicago, USA
Context: ESL
Setting: Academic English Programs

A Brain-Based Approach for Acquiring Vocabulary: Movement, Mindfulness, and Music
This innovative session introduces embodied semantics as a new approach to teach vocabulary through using movement, mindfulness, and music. The method allows ELs to personalize and internalize lexical items at a heightened level. Participants learn the method and practice it to help their ELs use vocabulary with ease and enthusiasm.
Patrick T. Randolph, Independent, USA
Context: All Contexts
Setting: Academic English Programs; IEP

Preschool Teachers’ Language Ideologies Surrounding Hands-on-Science for Dual Language Learners
With a focus on language ideologies, this session explores the ways early childhood educators in linguistically and culturally diverse classrooms described informal, hands-on science education as a space where they felt successful as teachers and where they believed their dual language learners felt successful as students.
Jackie Ridley, The Ohio State University, USA
Leslie Moore, The Ohio State University, USA
Context: ESL
Setting: Early Childhood (PreK, Very Young Learners)
### A Critical Lens of Inclusivity for Mainstream Classrooms

Emergent bilingual students (EBSs) of all proficiency levels participate in mainstream classrooms. Some incorporate EBSs dynamically. Others are sink-or-swim! The presenters created an observation lens to predict the degree EBSs are guaranteed access to mainstream material. They present the lens and discuss initial research implementing it.

**Eric Dwyer**, Florida International University, USA  
**Carolyn O’Gorman-Fazzolari**, Florida International University, USA  
*Context: ESL*  
*Setting: Primary; Secondary*

### Aligning IEP Curricula to the Common European Framework for Languages

Aligning proficiency outcomes to a framework like the Common European Framework for Languages (CEFR) is a significant means of increasing assessment validity and overall program quality. This session presents a 2-year curriculum alignment project completed by an IEP. Participants receive sample materials and guidance on aligning curricula with CEFR outcomes.

**Evelyn Pierro**, Colorado State University, USA  
**Stuart Landers**, Colorado State University, USA  
*Context: ESL*  
*Setting: Academic English Programs; IEP*

### Encouraging Transfer of Reading Skills to University Content Courses

University students may read successfully within the ESL classroom but often struggle to transfer learning to content courses. In this session, two EAP reading instructors share an effective CILL reading curriculum model and teaching tips—backed by research and vetted by experience—to help undergraduates transfer their reading skills to university courses.

**Liz Burke**, Saint Louis University, USA  
**Randy Rebman**, Saint Louis University, USA  
*Context: ESL*  
*Setting: Academic English Programs*

### Energizers and Icebreakers: A Playlist for Classroom Engagement

Intentional energizer and icebreaker activities help support the social and emotional needs of students, which are essential for learning. As part of this active and music-centered presentation, participants learn how to meaningfully integrate activities into any classroom and try out a few of the presenter’s favorite classroom-tested activities.

**Ami Christensen**, University of Wisconsin-Eau Claire, USA  
**Mari Bodensteiner**, University of Wisconsin-Eau Claire, USA  
**Emily Claypool**, Clemson University, USA  
*Context: All Contexts*  
*Setting: Secondary; IEP*
**Everyday Digital Citizenship in the Adult ESL Classroom**

Are you empowering your 21st-century students to become digital citizens who are active and ethical participants in the global community? Come learn and discuss how all instructors can be intentional about regularly incorporating effective and engaging digital citizenship activities in the adult ESL classroom.

*Rita Van Dyke-Kao*, Santiago Canyon College, USA  
*Laura Jacob*, Mt. San Antonio College, USA

**Context:** ESL  
**Setting:** Adult Education

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**Fostering Global Competencies and Creating Global Citizens in EAP Classrooms**

EAP classroom instruction needs to build students’ global competencies and prepare them for global citizenship by focusing on current international trends and issues. This presentation explores in depth one such advanced integrated-skills course through the unique course design and assessment procedures that the instructor created in a Z-course format.

*Rashi Jain*, Montgomery College, USA

**Context:** ESL  
**Setting:** Academic English Programs; Adult Education

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**High-Leverage Instructional Practices to Promote Rigor in Adult Education**

The presenters demonstrate research-based, high-leverage instructional practices that support achievement of rigorous content standards in high-beginning, vocational, and advanced academic writing ESL curricula. These practices serve to scaffold learning, address academic language needed to engage in academic conversations and for academic writing, promote collaborations among learners, and prompt higher order thinking.

*Betsy Parrish*, Hamline University, USA  
*Gretchen Bitterlin*, Independent (Retired), USA  
*Donna Price*, San Diego Community College Continuing Education (Retired), USA

**Context:** ESL  
**Setting:** Adult Education

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**Improving ELs’ Argumentation: The College, Career, and Community Writers Program**

Presenters describe an OELA-funded PD grant focused on improving ELs’ source-based argument writing skills, highlighting the adaptation of the high-impact National Writing Project initiative called the College, Career, and Community Writers Program with ELs. Attendees receive links to ready-made units and other tried and tested pedagogical materials.

*Zuzana Tomáš*, Eastern Michigan University, USA  
*Sarah Lorenz*, Eastern Michigan University, USA  
*Amie VanHorn-Gabel*, Stevenson High School, USA  
*Kelsey Carbonell DeCamillis*, Central Academy, USA

**Context:** ESL  
**Setting:** Primary; Secondary

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**Kinesthetic Grammar Activities for Embodied Learning**

The body remembers, writes Scott Thornbury. Indeed. This session begins with a micro-overview of Total Physical Response, Drama in ELT, and embodied learning. Next, participants push their chairs aside and use voice, gesture and movement to practice passive voice, infinitives and other tricky structures. Templates for tweaking are provided.

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

**Context:** ESL  
**Setting:** Secondary; Adult Education

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**Language Teachers’ Research Engagement: Developing Inquiry-Based Communities of Practice**

Presenters examine how language teachers’ (mis)conceptions of research may impede their research engagement and present a project which aimed to reorient teachers’ conceptions and lead them to participation in an inquiry-based community of practice (CoP). Presenters discuss implications for contexts which are still developing their own inquiry-based CoPs.

*Gena Bennett*, Independent, USA  
*Ulugbek Azizov*, Republican Scientific and Practical Centre for Teaching Foreign Languages, Uzbekistan  
*David Chiesa*, University of Georgia, USA

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs
**Mediational Moves of an Expert Online Instructor**

In this session, the presenter analyzes how an expert online instructor uses the affordances of the LMS to mediate the learning of his students in an MA TESOL program. The analysis includes the specific moves made with examples from the courses taught.

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

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs

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**Open Educational Materials in the ESOL Classroom: Design, Adapt, Use**

Open educational resource materials (OER) are free to access but can be difficult to locate, implement, assess, or adapt. This session emphasizes practical ways to integrate OER into college classrooms for either instructors or curriculum designers, offering a framework for conceptualizing OER’s place in your teaching and solutions to common challenges.

**Davina Ramirez**, Portland Community College, USA

**Context:** ESL  
**Setting:** Secondary; Academic English Programs

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**Singable Books Develop Science Content Plus Language Skills, Pre-K–Grade 6**

This session introduces the new category of singable science books as an effective and engaging way to develop science content and language skills for ELs, Pre-K–Grade 6. As outcomes, participants become knowledgeable about these books as teaching resources and leave with an annotated bibliography of more than 20 books.

**Betty Ansin Smallwood**, Succeeding with ELLs, USA

**Context:** ESL  
**Setting:** Early Childhood (PreK, Very Young Learners); Primary

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**Supporting All Teachers’ Meaningful Use of Standardized English Proficiency Tests**

This session shares ways to support teachers in understanding and using information from standardized English language proficiency measures, such as ELPA21. A classroom mapping tool is shared along with associated activities. The presenters discuss using these in the PD of preservice and in-service teachers.

**Lisa Wymore**, University of Iowa, USA  
**Lia Plakans**, University of Iowa, USA  
**GoMee Park**, University of Iowa, USA

**Context:** ESL  
**Setting:** Primary; Secondary

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**The 6 Principles® as a Blueprint: Best Practices for Training ITAs**

This presentation advocates a specific series of workshops as a blueprint for teacher trainers supervising native speakers of English who lack formal teacher training. It highlights the training and oversight of an ITA cohort using The 6 Principles of Exemplary Teaching of ELs® as a foundation.

**David Shectman**, Ubon Ratchathani University Rajabhat, Thailand

**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs; ITA

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**The Prospects of MOOCs in Iraq’s Education**

ASU’s Teacher Training Programs and the online collaboration with Iraqi EFL teachers have positively impacted the EFL education in northern Iraq. The presenter describes the extent of impact the online courses have had on the English teachers’ usage of the updated methodologies in Kurdistan Region of Iraq.

**Marwan Maho Abdi**, University of Duhok, Iraq

**Context:** ESL  
**Setting:** Adult Education

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**Ways to Increase Our Students’ Confidence in Speaking and Listening**

Competence—having the skills to successfully communicate—is important to students, yet many also express a deep desire for more confidence in speaking and listening. Can we increase their confidence? Drawing from confidence theories and their own action research, the presenters describe methods to increase student confidence.

**Michael Canning**, ELS Language Centers, USA  
**Alan Seaman**, Wheaton College, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP
FRIDAY, 3 APRIL 2020
ALL SESSIONS ARE IN THE COLORADO CONVENTION CENTER.
FOR THE LOCATION OF A TICKETED SESSION, PLEASE CHECK YOUR TICKET.

7:00 am

Collaboratively Explore and Use Pragmatic Features in English Talk Shows
This session demonstrates a learning task that encourages students to collaboratively explore pragmatic features in English talk shows and then use them in their own talk show. Different steps, strategies, digital tools, and resources are fully discussed and presented to make the learning task happen.

Huong Quynh Tran, Hanoi National University of Education, Viet Nam

Context: EFL
Setting: Secondary; Grad/Postgrad Programs

Cotraining to Build Capacity for English Teacher Mentors
Approaches to coteaching can be transferred to cotraining contexts to build capacity for English teacher mentors. An English teacher mentor from Western Mongolia and an English language specialist share their experience in selecting from four coteaching approaches to cotrain in Mongolia.

Bayanjargal Purevnorson, School #1, Mongolia
Jode Brexa, Independent, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Culture in Language Teacher Training: Filling in the Gaps
The presenter shows that teacher training continues to pay little attention to culture as part of language teaching. As a consequence, language teachers are left to fill a conceptual void with lay understandings of the concept that diverge greatly through experience and interests.

Nicholas Bradley, Nagoya University of Foreign Studies, Japan

Context: EFL
Setting: Academic English Programs; Grad/Postgrad Programs

Encouraging Self-Direction and Self-Regulation Through Autonomy-Centered Homework
Homework is one way to encourage strategy application. However, if students do not have motivation to complete it, it may not be effective. Come learn how to format homework, so it encourages student autonomy and application of the material and additional learning strategies that will benefit their future learning.

Chirstin Stephens, Southern Utah University, USA
Maria Summers, Brigham Young University, USA
Mariah Krauel Nix, Brigham Young University, USA

Context: ESL
Setting: Academic English Programs; IEP

Future Teachers: Authoring Original Storybooks for Young Children
In a community college English course, future teachers of young learners completed a project to create original children’s stories focusing on local issues in an ethnically diverse city. The presenter describes how the project engaged students with English in the text, the illustrations, and the final publications as books.

Suzan Stamper, Yew Chung College of Early Childhood Education, Hong Kong

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Building Communities, Not Walls: Educating to Elevate Underserved Communities
Non-profit ESL education is a growing field in TESOL, but many members of underserved communities often have trouble accessing even free language programs due to work, childcare, or legal issues. In this session, the presenters share concrete steps one can take to best serve individuals in these communities.

Noga Laor, Long Island University, USA
Caroline McKinnon, FeLT NYC, USA

Context: ESL
Setting: Adult Education

FRIDAY, 3 APRIL 2020
Day 1: How Much Vocabulary Do Students (Really) Already Know?
Placement tests decide learners’ levels, but these tests rarely include extensive attention to vocabulary. This session explains an empirical study that revealed the wildly different vocabulary knowledge of students in the same class on Day 1. The presenters discuss serious implications for teachers and programs that must address this dilemma.

Keith false, University of Central Florida, USA
Anas Al-Kholfi, University of New Mexico, USA

Context: ESL
Setting: Academic English Programs; IEP

Empowering Teachers to Innovate: One IEP’s Experience Incorporating Teaching Innovations
Encouraging teachers to be innovative in their teaching practice can be challenging. The presenters share their experience incorporating teaching innovations as part of the faculty annual performance review process in their program. Participants leave the session with a clear idea of how teaching innovations fit within their programs.

James Green, University of South Florida, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Engaging ELs in Mathematics Learning Through Meaning-Making Activities
In today’s standards era, students are required to develop discipline-specific thinking competencies, demonstrating conceptual understandings and language development. Meaning-making activities allow teachers to facilitate ELs’ engagement with mathematical practices, paying attention to both. This presentation shows how teachers shifted their pedagogy to engage ELs in mathematical learning through meaning-making.

Gretchen Oliver, Clarkson University - Capital Region Campus, USA
Karen Gregory, Clarkson University - Capital Region Campus, USA

Context: ESL
Setting: Academic English Programs

English as a Lingua Franca: A Target for Classroom Assessments
As a global language, English increasingly functions as a lingua franca for communication, with characteristics that differ from traditional standard Englishes (e.g., British or American English). This presentation shows how teachers can apply the characteristics of English as a lingua franca to assessments of oral communication in their classrooms.

Alan Seaman, Wheaton College Graduate School, USA
Michael Canning, English Language Services - Chicago, USA

Context: EIL
Setting: Academic English Programs; IEP

English for 21st-Century Skills
The teaching of 21st-century skills like creativity, critical thinking, leadership, and key new literacies has become fundamental. This presentation showcases how a focus on these skills in ELT can equip students with the knowledge, competences, and attitudes to function more effectively in the contemporary world.

Daniel Xerri, Express Publishing, United Kingdom

Context: All Contexts
Setting: Adult Education

Early Field Experiences and Their Impact on Preservice Teacher Self-Efficacy
Carefully designed early field experiences embedded in coursework create space for preservice teachers to collaborate with practitioners, reflect on their own teaching practices, and develop teacher voice before immersion in student teaching. The panelists discuss school-university partnerships for early field experiences and impact on preservice teachers self-efficacy and professional growth.

Doaa Rashed, University of Maryland Baltimore County, USA
Polina Vinogradova, American University, USA
Lori Edmonds, University of North Carolina at Chapel Hill, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Digitalised Assessment in the Classroom: Formative and Interim Assessment Practices
A good combination of formative and interim assessment practices is a winning formula for making sure your students are getting the most out of class time. This presentation explores how they work together to provide optimal learning opportunities and positive washback. See how greater focus leads to higher proficiency.

Bill Bonk, Pearson, United Kingdom

Context: All Contexts
Setting: Academic English Programs
**Friday, 7:00 am–7:45 am**

**Room 104**

**Filling Gaps: ESP for International Business University Majors in Honduras**

The extended study discussed was conducted in two correlated stages: first, to design highly demanded ESP programs for those majoring in international business, second, to determine the representations about ESP pedagogy from upcoming teachers. Consequently, teachers’ neglects were skilled. Curriculum was implemented successfully. Implications on effective ESP programs and teacher training are discussed.

*Jose Espino,* Universidad Nacional Autonoma de Honduras, Honduras  
*Jean Cooman,* Universidad Nacional Autonoma de Honduras, Honduras

**Context:** EFL  
**Setting:** Adult Education; Grad/Postgrad Programs

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**Room 108**

**Flipping the ITA Classroom: Challenges, Best Practices, and Rewards**

The presenters introduce best practices, challenges, and rewards of flipping the ITA classroom. They cover logistical issues and provide an overview of research supporting the model. They introduce techniques for getting the most out of live classes, including setting up role-plays, mock classes, and online surveys, such as Qualtrics.

*James Coda,* University of Georgia, USA

**Context:** ESL  
**Setting:** Grad/Postgrad Programs; ITA

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**Room 505**

**For the Love of Reading: Integrating Extensive Reading**

While there are many benefits associated with Extensive Reading (ER), it can be a challenge to set up an ER program, particularly one that reflects the approach’s guiding principles. This discussion session explores options and provides a forum to share best practices when integrating ER in a university context.

*Roisin Dewart,* Université du Québec à Montréal, Canada  
*Jane Nicholls,* Université du Québec à Montréal, Canada

**Context:** All Contexts  
**Setting:** Adult Education; IEP

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**Room 502**

**Integrating Design Thinking in Language Curriculum Design**

Language curriculum design can be challenging and time-consuming. By suggesting clear steps for teachers and curriculum designers, this session focuses on how to integrate design thinking, a collaborative and creative problem-solving approach, into the curriculum/course/syllabus design process to make it more efficient, effective, and human-centered.

*Kelley Crites,* Universidad de los Andes, Colombia  
*Emma Rye,* Universidad de los Andes, Colombia

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

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**Room 503**

**Oral Academic Discourse Practices for Fostering Critical Reading and Stance-Taking**

Demonstrating critical reading skills through class discussion are part and parcel to academic success. For international students entering graduate-level studies, it is crucial to understand how literacy skills form the basis for contributions to discussion. The presenters examine text analyses promoting informed stance-taking and episodes of student interaction illustrating it.

*Daniel Eskin Eskin,* Northeastern University, USA  
*Natalya Watson,* Northeastern University, USA

**Context:** ESL  
**Setting:** Grad/Postgrad Programs

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**Room 405**

**Pragmatics Workshops in the Tutoring Center: Supporting International Student Success**

How can we help international students engage in group discussions, collaborative projects, and social interactions essential for university study in the United States? Learn about a pilot project of pragmatics and cultural awareness workshops that filled the gap in student support and consider ways they could apply to your own context.

*David Olsher,* San Francisco State University, USA  
*Joel Swenddal,* Bryant University, USA  
*Billy Priest,* San Francisco State University, USA  
*Wenyi Yang,* San Francisco State University, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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**Context:** All Contexts  
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*Billy Priest,* San Francisco State University, USA  
*Wenyi Yang,* San Francisco State University, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP
Rule of 3 RAP: Acceleration of Language and Literacy Development
The Rule of 3 (RAP) is a revolutionary approach to integrated language and literacy development for early childhood ELs. The presentation highlights Rehearse, Analyze, Produce strategies and interactive creative construction methodology that is the result of 12 years of school-based research funded by the U.S. Office of Education.
Linda Ventriglia-Navarrette, University of California, Riverside, USA

Training Future Teachers to Draw on Students’ Funds of Identity
Valuing multilinguals’ experiences and the wealth of knowledge they bring to the classroom requires an asset-based mindset. This interactive session, grounded in the “funds of identity” approach, shares practices from teacher education programs that develop such a mindset among future teachers. Participants gain ideas they can apply in their programs.
Gwendolyn Williams, Auburn University, USA
Solange Lopes Murphy, The College of New Jersey, USA
Colleen Gallagher, University of Dayton, USA

Without Forcing or Ignoring Grief: Trauma-Informed Pedagogies for Adult Learners
Learners’ lived experiences of disaster, displacement, war, and other traumas are present in the ESL classroom. Learn to recognize the specific needs of traumatized adult learners and use strategies from trauma-informed pedagogies to best support them. Participants leave this interactive session with a toolkit of trauma-responsive practices and resources.
Stephen Sadlier, South Puget Sound Community College, USA

Creating a Culture of Illumination: Leading to Transform
We have to create the culture we desire in our classrooms; our institutions; and our local, national, and global communities. Being a great educator is synonymous with being a great leader. We have the responsibility to educate and lead well. This keynote will help the audience strengthen the connection between creating a classroom culture conducive to learning and leading to transform communities.
Zarina Blankenbaker, Tarrant County College Northwest, USA

Beyond TOEFL/IELTS: Preparing Students for More Than the Test
A test preparation course should provide more than memorization of speech acts. Helping students develop and practice the language in authentic, meaningful contexts should develop the underlying test-taking skills in a more meaningful way. The presenter demonstrates an activity that combines language instruction to enhance proficiency and test success.
Beata Keller, The University of Illinois at Chicago, USA

Teaching a Service-Learning Course for International College Students
The presenter shares experiences teaching a service-learning course at Emory University; all the students were nonnative speakers of English, and they were required to work with different resettlement and refugee organizations each week for the entire semester. The presenter shares observations and impressions, plus the students’ feedback.
Levin Arnsperger, Emory University, USA
Classroom Talk: Promoting Contextual Learning and Critical Thinking
This session discusses a yearlong study of “classroom talk” as a pedagogical strategy to enhance language learning and across-the-curriculum performance of learners. Findings reveal a positive correlation between classroom talk, critical thinking, language skills, and overall learning. Best practices are also identified.
Kirti Kapur, National Council of Educational Research and Training, India

Context: ESL
Setting: Primary; Secondary

9:30 am

Exploring Idiom Learning Immersion in AR-Infused Worlds
The burgeoning field of idiomatics has yet to pursue meaningful augmented reality (AR) constructs for idiomatic-figurative language learning. Addressing this gap, the presenters share the theoretical-pragmatic frameworks undergirding AR, followed by data highlighting their research-driven efficacy. Pedagogical implications connect theory-practice-theory conventions with practice-theory-practice scenarios to spearhead innovation and idiomatics learning.
John Liontas, University of South Florida, USA
Babak Khoshnevisan, University of South Florida, USA

Context: All Contexts
Setting: Adult Education

Converting a Vocabulary Course to a Mostly Online Hybrid
A dedicated vocabulary course is ideal for online teaching—but putting one together involves a lot of careful planning and creative development. This presentation describes how to do the tricky gymnastics of converting a face-to-face vocabulary course into one taught online.
Luca Giupponi, Michigan State University, USA
Lawrence Zwier, Michigan State University, USA
Austin Kaufmann, Michigan State University, USA

Context: ESL
Setting: Academic English Programs

Critical Pedagogy and Teachers’ Professional Identity: An Identity Approach Perspective
The study discussed reports on a multiple case study in which 19 Iranian EFL teacher candidates reflected on their professional identity shifts in a critical pedagogy-informed EFL methods course. Specifically, the study discusses how taking an identity approach in designing such a course could enhance participants’ awareness of their professional identity.
Narges Sardabi, Ershad Damavand Institute of Higher Education, Iran
Behzad Mansouri, The University of Alabama, USA

Context: EFL
Setting: Academic English Programs; Adult Education

Identity Construction in Areas of Conflict
Intentionally engaging identities in the language classroom positively reinforces intercultural sensitivity and effective L2 usage. Yet, in places characterized by ethnic and/or national conflict, multiculturalism is often downplayed in favor of a stronger singular identity. This presentation explores the challenges of doing identity work in situations of conflict.
Tamrika Khvtisiashvili, University of Utah, Palestinian Territory
Lacie Raymond, Dublin City University, Palestinian Territory

Context: All Contexts
Setting: Academic English Programs; Adult Education

Investigating Applied Synesthesia for Foreign Vocabulary Learning
Learn how the principles of applied synesthesia can be used to make L2 vocabulary learning more meaningful and memorable.
Tom Court, Brigham Young University-Hawai‘i, USA

Context: All Contexts
Setting: Academic English Programs; IEP
Reconceptualizing Language Users: Introducing the Language-Usage-Identity State Model
This presentation reports on the theory-building process for a new conceptualization of language users: the Language-Usage-Identity State Model. This three-part hierarchical model can be used by researchers in language/education and identity studies to represent individuals more accurately and equitably. Consequently, it helps to further combat the antiquated native/nonnative dichotomy.

Nathan Thomas, University of Oxford, United Kingdom
Christopher Osment, King Mongkut’s University of Technology Thonburi, Thailand

Context: All Contexts
Setting: Secondary; Adult Education

Socializing L2 Learners to Culturally Appropriate Email Practices
This interactive session presents three activities for socializing international students to cultural practices surrounding the use of email in a U.S. higher education context. These activities—designed for use in the beginning, middle, and end of an academic term—are based on “real life” situations and authentic, student-written emails.

Marta Baffy, Georgetown University Law Center, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

The Power of Vision: Inspiration, Motivation, Transformation
Vision is a powerful inspirational force. This presentation explores the motivational capacity of vision and its pedagogical implications. Through visualization techniques, narrative learning, and imagery exercises, excellent teachers can simulate successful learning outcomes and lead students through a self-regulatory process critical for ultimate L2 mastery.

Michael Bowen, University of Illinois Urbana-Champaign, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Vietnamese Working Adults’ Attitudes Toward “Standard” English Norms
This presentation discusses findings of a study on the attitude of Vietnamese working adults toward “Standard” English. The results show a general preference toward native speakers’ norms; however, participants’ perspectives are somehow affected by their English proficiency and frequency of using English. Implications on whose English to teach are discussed.

Khanh Nguyen/Van, Hanoi University of Science and Technology, Vietnam

Context: EFL
Setting: Academic English Programs; Adult Education

5 Painful Myths About Teaching Grammar: Can We Talk?
“You speak English, so of course you can teach English.” “We can’t continue. They still can’t use simple present.” In this session, the presenter talks about myths like these that are still too prevalent when it comes to teaching ESL grammar. How can we train more knowledgeable teachers?

Keith Folse, University of Central Florida, USA

Context: All Contexts
Setting: Grad/Postgrad Programs; IEP

Challenging Gender and Sexuality Norms: Toward a Queer(er) Pedagogy
Though norms structure our social world, they are also exclusionary toward linguistic and embodied performances which deviate. As such, attendees learn about ways to challenge norms related to gender and sexuality through their language teaching practices, thereby fostering a critical language education that values all identities in the classroom.

James Coda, University of Georgia, USA

Context: ESL
Setting: Adult Education; IEP

Combining Content and Language in Course Design
A coherent approach to curriculum is essential for a course that seeks to meaningfully combine language and content. This session details an approach for developing content-based curriculum for implementation in a college/university setting.

Sherise Lee, Academy of Art University, USA

Context: ESL
Setting: Academic English Programs
Designing Formative and Summative Assessments for EAP Courses
This session explores the design process, benefits, and challenges of implementing formative and summative assessments in integrated-skills EAP courses. Formative assessments for activities that can be difficult to assess, such as reading circles and online discussions, are coordinated with summative assessments for more traditional assignments, like essays and presentations.

Michael Beamer, University of Southern California, USA
Luba Hodges, University of Southern California, USA
Lily Lewis, University of Southern California, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

Developing an Integrated and Place-Based ESL-Sociology Learning Community
An ESL and a sociology professor share how they developed a common theme and common content and assessments for a linked course where students use sociological concepts to analyze gentrification and the sustainability of their neighborhood. Participants take away models and strategies for developing a similar class for their own teaching context.

Jeff Ellenbird, Bunker Hill Community College, USA
Aurora Bautista, Bunker Hill Community College, USA

Context: ESL
Setting: Academic English Programs

Duolingo for ELs
Duolingo is a completely free mobile- and web-based language learning platform used by more than 300 million language learners worldwide. This interactive session focuses on exploring Duolingo features that can be used to support ELs both inside and out of the classroom.

Angela DiCostanzo, Duolingo, USA
Hope Wilson, Duolingo, USA

Context: All Contexts
Setting: Secondary; Adult Education

EnglishUSA Updates and Trends: Postsecondary English Language Programs
Panelists present comprehensive information from nearly 400 postsecondary university/college-governed and private English language programs in the United States, including industry overview and statistics. Panelists also discuss the role of EnglishUSA both domestically and internationally, including membership benefits and how to get instructors, administrators, and staff engaged in promoting the industry.

Cheryl Delk-Le Good, EnglishUSA, USA
Jane Robison, Missouri State University, USA
Franklin Pesantez, University of Denver, USA

Context: ESL
Setting: Academic English Programs; IEP

Expanding Newcomer Curriculum: Developing a Course to Close the Gap
ELs are not only behind their grade-level peers in language but also foundational skills and background knowledge. This session explains how a rural school used The 6 Principles® to design a course to help their newcomers be more successful in content courses and feel more comfortable in the community.

Tamara Stadter, Monett R-I School District, USA
Kari Cox, Monett R-I School District, USA

Context: ESL
Setting: Primary; Secondary

High-Impact Support for Community College ELs in Corequisite Courses
This presentation addresses building integrated EAP through corequisite EL English course programs in community colleges using the Learning Community High Impact Practice and TESOL’s The 6 Principles®. Participants examine modifying coursework to create an effective EL English progression, receive samples of class materials, and participate in a question/answer session.

Mary Elizabeth Wilson-Patton, Nashville State Community College, USA

Context: ESL
Setting: Academic English Programs
Friday, 9:30 am–10:15 am
Room 104

**Increasing Student Engagement and Sense of Belonging Through Place-Based Education**

Place-based education (PBE) can be a powerful tool for increasing student engagement and international students’ sense of belonging. This session introduces PBE, discusses its benefits for ELT, and provides practical examples of PBE activities and assignments from Exploring Appalachia, a PBE course developed at a university-based IEP in Southern Appalachia.

**Melanie Baker Robbins,** Western Carolina University, USA  
**Jordan Parsons,** Western Carolina University, USA  
**Lisa Mingus,** Western Carolina University, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

Friday, 9:30 am–10:15 am
Room 706

**Let’s Talk! English: A New, Innovative Way to Teach English**

Come hear about a new teaching resource that finally puts the emphasis on the most important form of communication: speaking! Let’s Talk! English is written for teachers by teachers with authentic learning and speaking opportunities for your students. With over 3,000 activities ready at the click of a button, you will never run out!

**Lindsey Klein,** Robotel, USA  
**Danie Kempf,** Robotel, USA

**Setting:** Adult Education

Friday, 9:30 am–10:15 am
Room 207

**Rethinking Adult Education Under the Workforce Innovation and Opportunity Act**

This session provides an update on adult education services being provided through federal funding authorized under the Workforce Innovation and Opportunity Act—specifically, Title II, the Adult Education and Family Literacy Act. In addition to program performance updates, information on PD and technical assistance opportunities is shared.

**Christopher Coro,** U. S. Department of Education Office of Career, Technical, and Adult Education, USA

**Context:** ESL  
**Setting:** Adult Education

Friday, 9:30 am–10:15 am
Room 705

**Standard Setting With the TOEFL ITP® Test**

Every IEP program is unique in its educational mission and available resources—which can make it challenging to set score requirements for placement purposes. This session reviews the goals and steps of a well-designed standard-setting process using the TOEFL ITP Test to illustrate core concepts.

**Marian Crandall,** Educational Testing Service, USA  
**Anthony Costa,** ETS TOEFL, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

Friday, 9:30 am–10:15 am
Room 401

**Thanks a Latte: True Starbucks Student Stories and Pronunciation Lessons**

International students face numerous speaking and communication challenges living in America, including difficulty being understood while ordering at Starbucks. The presenter shares true Starbucks student stories, highlighting six pronunciation skill areas, with specific accompanying lessons. Attendees engage in interactive activities gaining strategies for improving students’ pronunciation everywhere.

**Catherine Moore,** North Orange County Community College District, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; IEP

Friday, 9:30 am–10:15 am
Room 405

**The Practice of Active Learning: Creating a Note-Taking Portfolio Project**

This session outlines the inception, implementation, and evolution of an experimental and ultimately highly effective active learning and note-taking unit for academic English, bridge, and pathway students. This infinitely adaptable project helps students improve listening skills and discover which note-taking styles work best for them. Example materials and curricula provided.

**Natalie Twelkemeier,** The University of Alabama at Birmingham/INTO, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

Friday, 9:30 am–10:15 am
Room 208

**What’s Happening With AAAL in 2020**

In this invited session, Fabiola Ehlers-Zavala, Secretary of the American Association for Applied Linguistics, highlights recent initiatives that address language education and language use, as well as association activities of potential interest to TESOL attendees, such as work promoting diversity, outreach, accessibility, and support to junior scholars.

**Fabiola Ehlers-Zavala,** American Association for Applied Linguistics, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs
Critical Pedagogies in ELT: Classroom Applications and Lessons
This panel provides five concrete examples of critical ELT pedagogy practices, emphasizing the challenges of implementation across classrooms and the specific opportunities for transformative pedagogy and critical insight that arise in each setting. Examples range from EAP classrooms to teacher education programs in the U.S., Canada, and Mexico.

Stephanie Vandrick, University of San Francisco, USA
Christian Chun, University of Massachusetts, Boston, USA
Mario Lopez-Gopar, Universidad Autonoma Benita Juarez de Oaxaca, Mexico
Brian Morgan, Glendon College, Canada
Suhanthie Motha, University of Washington, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Cultivating Literacy in Diverse and Multilingual EFL/ESL Classrooms
Given the dynamic and expanding nature of literacy in the contemporary world, and the recent shift from the monolingual to multilingual focus in literacy practices, this panel discussion examines approaches to multiliteracy instruction in linguistically and culturally diverse settings focusing on demonstrating theory-practice connections and innovations in pedagogy.

Georgios Neokleous, Norwegian University of Science & Technology, Norway
MaryAnn Christison, The University of Utah, USA
Denise Murray, Macquarie University, Australia
Raichle Farrelly, University of Colorado, Boulder, USA
Iluliia Fakhrutdinova, University of Massachusetts, Boston, USA
Koeun Park, The University of Utah, USA
Anna Krulatz, Norwegian University of Science & Technology, Norway

Context: All Contexts
Setting: Grad/Postgrad Programs; Tutoring

Get a Real Job: Career Transition for ELT Professionals
For many educators, working as a non-salaried instructor is just the first step to a more financially stable career in the TESOL field. In this panel discussion, panelists present concrete tips for transitioning out of hourly teaching and into IEP administration, a tenured faculty position, publishing, and teacher training.

Autumn Westphal, Pearson, USA
Noga Laor, Long Island University, USA
James Stakenburg, Pace University, USA
William Linn, Literacy Assistance Center, USA
Joy MacFarland, National Geographic Learning, USA
Ashley Fifer, Nassau Community College, USA

Context: ESL
Setting: Adult Education; IEP

Models for Preparing ELs for the Workforce
ELs need support to realize their career goals. Integrated EL Civics (IELCE) curriculum enhances Integrated Education and Training (IET) in order to prepare learners for the workforce. Presenters describe their exemplary program models, challenges and successes to assist participants in evaluating the models for their own program use.

Lori Howard, Comprehensive Adult Student Assessment System (CASAS), USA
Evelyn Jackson, Huntington Beach Adult School, USA
Yelena Zimon, Fremont Adult and Continuing Education, USA

Context: ESL
Setting: Adult Education
Online Education for Teachers of English as a Global Language
This panel discussion highlights the current landscape and future prospects of online language teacher education, with a focus on possible linkages between online education and TESOL. The panelists discuss a range of issues concerning curriculum and instruction, digital divides, and equity at the micro and macro levels.

Hyun-Sook Kang, University of Illinois at Urbana-Champaign, USA
Dong-shin Shin, University of Cincinnati, USA
Tony Cimasko, Miami University, USA
Wayne Wright, Purdue University, USA
Trish Morita-Mullaney, Purdue University, USA
Fares J. Karam, the University of Nevada, Reno, USA
Romualdo Mabua, Lyceum of the Philippines University-Manila, Philippines
Jinlan Tan, Beijing Foreign Studies University, China
Qing Ma, The Education University of Hong Kong, Hong Kong
Helizhu Hu, The Experimental School Attached to Yandaojie Middle School, China
Amber Warren, University of Nevada, Reno, USA
Sara Kersten-Parrish, University of Nevada, Reno, USA
Jennifer Renn, Purdue University, USA

Preparing Teachers and Leaders for K–12 TESOL: Research, Issues, Approaches
This panel focuses on the preparation of teachers and leaders to work with K–12 ELs. Presenters highlight teacher preparation for advocacy, the skills and knowledge that specialist ESL teachers, content area teachers, and multilingual teachers need, collaboration and coteaching, and a whole-school approach for preparing school leaders.

Luciana C. de Oliveira, University of Miami, USA
Heather Linville, University of Wisconsin-La Crosse, USA
Kristen Lindahl, University of Texas, San Antonio, USA
Kara Mitchell Viesca, University of Nebraska-Lincoln, USA
Lia Kamhi-Stein, University of Nebraska-Lincoln, USA
Andrea Honigsfeld, Molloy College, USA
Trish Morita-Mullaney, Purdue University, USA

Critical Theory and Critical Pedagogy: Bridging the Gap
In order to understand social justice issues in TESOL more effectively, intersectional study is a necessity. This panel takes a deeper look into how how applied linguistics concepts and teacher education practices can be impacted by social justice issues both in and outside the TESOL classroom.

Anastasia Khawaja, INTO University of South Florida, USA
Riah Werner, Canada, Canada

Enacting Culturally Responsive Education Through Contextualization
Through demonstration, classroom video, and audience participation, this workshop showcases how to use biography-driven strategies to engage students and maximize assets of the classroom community. Participants learn how to elicit background knowledge and advance reading, writing, and literacy by maximizing students’ identity, cognition, and collaboration toward attainment of lesson goals.

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

Engaging Families in Early Childhood: Connecting Research, Theory, and Practice
Research consistently indicates family engagement as a factor for educational success, especially for dual language learners. The panelists share research and theory that can improve family engagement practices. Perspectives of families, schools, and teachers are shared. Educators leave the session with practical ideas to increase family engagement.

Kelly Hill, University of Alabama at Birmingham, USA
Shannon McCarthy, University of Alabama at Birmingham, USA
Julie Paul, University of Alabama at Birmingham, USA
Mariah Weber, University of Alabama at Birmingham, USA
Jessica Burchett, Marion City Schools, USA
Karen Nemeth, Language Castle, USA
Fostering Effective Reflection in Postobservation Meetings
This workshop explores interactional strategies novice and experienced mentors and supervisors can use to foster meaningful reflection during postobservation meetings with language teachers. Facilitators introduce discourse analytic techniques and engage participants in discussion of video-recorded postobservation meetings. Participants reflect on their own interactional strategies for fostering teacher reflection.

Kristina Lewis, University of Pennsylvania, USA
Santoi Wagner, University of Pennsylvania, USA
Catherine Box, University of Pennsylvania, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Innovating and Adapting Programs and Materials When Everything Is Changing
In a changing field suffering from decreasing enrollment, language programs must innovate to stay profitable and adapt to varying student needs. Consequently, course materials must adjust as well. Learn from program administrators and materials developers about innovations in programmatic models and course materials and leave with concrete ideas for implementation.

Uwej Schwartz, Southern New Hampshire University, USA
Rosario Giraldez, Alianza Cultural Uruguay Estados Unidos, Uruguay
Eric Moore, Virginia Tech, USA
Pamela Smart-Smith, Virginia Tech, USA
Michael Joseph Ennis, Free University of Bozen-Bolzano, Italy
Daniel Brengel, Oakland University, USA
Jessica Hill, Westminster Theological Seminary, USA

Context: ESL
Setting: Academic English Programs; IEP

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 new to flipping are provided, along with resources for follow-up. Participants should bring a lesson to flip and their mobile device. We'll be creating together!

Helaine Marshall, LIU-Hudson, USA
Heather Parris, Long Island Regional Bilingual Education Resource Network, USA

Context: All Contexts
Setting: Secondary; Academic English Programs

It’s in the Syllabus: Creating User-Friendly, Engaging, Student-Centered Syllabi
This workshop demonstrates how to redesign course syllabi to be a visually engaging and audience-appropriate resource that teaches self-sufficiency while meeting administrative requirements. Attendees learn how to adapt language to students’ understanding, organize content to meet mutual goals, and graphically design the materials using free resources.

Jennie Watson, California State Polytechnic University, Pomona, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

Open Educational Resources Workshop: Create, Adapt, License, and Publish Legally
This workshop equips educators and content creators with the information and tools necessary to identify and apply open licenses. Attendees license and publish an open educational resource and apply effective practices to make the use, creation, adaptation, and licensing of educational materials simpler and more accessible.

Bee Jenkins Patel, FHI 360, USA
Joyce Catsimpiris, FHI 360, USA
Caitlin Downs, FHI 360, USA
Jessamyn Embry, FHI 360, USA
Ian Stone, FHI 360, USA

Context: All Contexts
Setting: Adult Education; Grad/Postgrad Programs
**Partnering With Customer Service Employers to Create Authentic ESL Curriculum**

Friday, 9:30 am–11:15 am
Room 607

Learn how the faculty from a community college collaborated with customer service employers and business school faculty to create curriculum tailored to meet the needs of local call centers. Brainstorm ideas for local partnerships, create an action plan, and leave inspired to start your own successful collaboration.

Amy Christensen, Central New Mexico Community College, USA
Sionna Grassbaugh, Central New Mexico Community College, USA
Ana Patino Guillen, Central New Mexico Community College, USA
David Williams, Central New Mexico Community College, USA

**Context:** ESL

**Setting:** Academic English Programs; Adult Education

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**Small Moments of Advocacy: Making Theory Practical for Institutional Change**

Friday, 9:30 am–11:15 am
Room 203

This workshop demonstrates a TiP, a guide which briefly explains theory and shows how theory manifests in practice, to promote equitable practices beyond ESL classrooms. Participants begin creating a TiP for their own colleagues, engaging and empowering all educators to provide the best education for our culturally and linguistically diverse students.

Chelsea Walter, Colorado College, USA

**Context:** All Contexts

**Setting:** Primary; Secondary

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**Teaching Content-Area Classes in Bi- and Multilingual Programs**

Friday, 9:30 am–11:15 am
Room 407

This session offers theoretical and practical insights into teaching content area classes in bi- and multilingual programs. Researchers and classroom teachers present the most recent developments in the area and offer practical curricula and teaching tips for those who want to integrate elements of bilingual instruction into their classes.

IS: Bilingual-Multilingual Education
Alsu Gilmetdinova, Kazan National Research Technical University named after A.N.Tupolev-KAI, Russian Federation
Lyalya Salekhova, Kazan Federal University, Russian Federation
Wayne Wright, Purdue University, Russian Federation
Tatyana Kleyn, The City College of New York, USA

**Context:** B-ME

**Setting:** Secondary; Academic English Programs

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**Really Coming Together: Starting the Diversity and Inclusion Conversation**

Friday, 9:30 am–11:15 am
Room 205

How do we start a diversity conversation with different people? Whom do we include? Why? A panel of professionals of different ethnicities, religion, sexual/gender orientation, abilities, and linguistic backgrounds discusses their perspectives on inclusion, empowerment, and challenges of teaching English in global contexts, tackling uncomfortable questions nobody wants to ask.

Federico Salas-Isnardi, City of Houston, USA
Carter Winkle, Barry University, USA
Phoenix L. Grant, DeKalb County Schools, USA
Yasmine Romero, University of Hawai‘i, USA
Juan Rios Vega, Bradley University, USA
Abdulsaman Humaidan, University of Irvine, Carbondale, USA

**Context:** All Contexts

**Setting:** Academic English Programs; Adult Education

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**Utilizing Analytical Autoethnography to Enhance Educator Intercultural Competence**

Friday, 9:30 am–11:15 am
Room 601

Intercultural competence is critical for ESOL educators. Analytical autoethnography is a valid qualitative research method for evaluating and enhancing intercultural competence. This workshop describes analytical autoethnographic research methods, exhibits resultant data from the presenter’s autoethnography, and guides participants through activities designed to increase sociocultural self-awareness vis-à-vis students of differing backgrounds.

Julie K. Mesaros, ELS Educational Services, Inc., USA

**Context:** All Contexts

**Setting:** Academic English Programs; Grad/Postgrad Programs
### 10:00 am

**Empowering Students to Give Focused, Beneficial Impromptu Peer Feedback**

Teachers often find it challenging to make targeted impromptu speaking corrections, especially in large classes. Utilizing peer feedback is an excellent way to provide specific information regarding elements such as pronunciation, grammar, and vocabulary. The presenter shares lesson plans that enable students to assist in improving their speaking ability.

**Heather McNaught**, University of Pittsburgh, USA  

*Context: All Contexts  
Setting: Secondary; IEP*

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**Using YouTube User Comments to Promote Critical Thinking**

It is essential that ELs use critical thinking skills to analyze and evaluate diverse opinions; yet teachers tend to favor questions that require fact recall. In this session, learn how teachers can use YouTube users’ comments to stimulate student interest, promote discussion, and encourage the use of critical thinking skills.

**Jacqueline Riley**, Texas A&M University at Commerce, USA  

*Context: ESL  
Setting: Academic English Programs; Adult Education*

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**New Ways in Teaching With Games**

Presenters introduce a ground-breaking new book on language gaming that contains a variety of board, dice, card, and online games for different levels and learning objectives. A YouTube video was developed for each game to illustrate how each should be played to maximize language-learning opportunities.

**Ulugbek Nurmukhamedov**, Northeastern Illinois University, USA  
**Randall Sadler**, University of Illinois, USA  

*Context: All Contexts  
Setting: Secondary; Adult Education*

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**Using Quizizz in Google Classroom**

This session overviews the use of a mobile application Quizizz. The presenters demonstrate how three classes at a distance collaborated using Quizizz. Three instructors share lesson plans they created for their students. Lesson plans were shared through Google Classroom, where students had access to communication and grades.

**Zarmena Emelyanova**, North-Eastern Federal University, Russian Federation  

*Context: ESL  
Setting: Grad/Postgrad Programs*

### 10:30 am

**Teaching L2 Writing Using Students’ L1—Without Instructor Knowledge of L1**

Do you want to use your students’ L1(s) to support their L2 writing development, but you don’t know how to speak their L1(s)? This presentation provides research-supported activities that teachers can successfully assign—and assess—that capitalize on the full linguistic repertoire of their students without requiring that teachers understand their students’ other language(s).

**Kay Losey**, Grand Valley State University, USA  

*Context: ESL  
Setting: Secondary; Academic English Programs*

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**Building STEM Discourse for Emergent Bilinguals Ensuring Maximum Content Knowledge**

Many students in middle school and above are having difficulty succeeding in STEM content-area classes. Building discourse in a purposeful manner can help with practicing content-specific vocabulary. The knowledge of academic vocabulary will facilitate discussions and promote expanded content knowledge. These strategies can ensure maximum content specific knowledge.

**Eileen Gonzalez**, University of Saint Joseph, USA  
**Rosetta Mastroianni**, University of Saint Joseph, USA  
**Joseph Vernali**, University of Saint Joseph, USA  

*Context: ESL  
Setting: Secondary*

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**Implementing the 3-Point Observation for Better Teacher PD**

Teachers need PD that is individualized and promotes reflective, autonomous practice. This presentation explains the benefits of using techniques in cognitive coaching to meet with teachers in what the presenter calls a 3-point observation. These 3-point observations utilize cognitive coaching mind maps and paralanguage to guide teachers toward deeper PD.

**Leanna Ross**, ELS Educational Services, USA  

*Context: All Contexts  
Setting: Academic English Programs; IEP*
Language Learning Strategies: Past, Present, and Future Directions
This presentation reports on a diachronic analysis (change over time) of the field of language learning strategies from 1975–2019. It highlights important developments in the field illuminated by analyzing explicit definitions and implicit conceptualizations in published papers throughout this period. Implications for both future research and practice are discussed.

Nathan Thomas, University of Oxford, United Kingdom
Heath Rose, University of Oxford, United Kingdom
Punjaporn Pojanapunya, King Mongkut’s University of Technology Thonburi, Thailand

Context: All Contexts
Setting: Secondary; Academic English Programs

Preparing EL Peacekeepers for Conflict Zones
This presentation examines effective practices for preparing international peacekeepers with fundamental English and cross-cultural skills for preventing and deescalating conflict; communicating with and protecting vulnerable populations; and promoting human rights, peace, and security.

Bee Jenkins Patel, FHI 360, USA
Kate Bain, U.S. Department of State, USA
Dennis Yang, U.S. Department of State, USA
Carol Piñeiro, Boston University, USA

Context: EIL
Setting: Adult Education

Syrian Refugee Women’s Roles Shaped by Language Learning
This session reports on the apparent shift in Syrian refugee women’s roles due to their agency gained through language learning. Findings from fieldwork conducted in St. Louis, Missouri reveal that language learning can often be the source of both cultural assimilation and community ostracism. Implications for language learners are discussed.

Alicia Maners, Independent, USA

Context: All Contexts
Setting: Adult Education; Grad/Postgrad Programs

Watch and Learn: Video as a Self-Study Tool
Video has a secure place in language teaching practice, especially for supporting listening and comprehension skills. But as students increasingly seek blended or autonomous modes, how should learning designers use video media to develop all the skills when creating online self-paced courseware?

Elena Deleyto La Cruz, Independent, Spain

Context: All Contexts
Setting: Adult Education; IEP

Beyond Brainstorming: Coming Together Throughout the Writing Process
Activities that support skills in the writing process often rely on students’ drafts. What if a student doesn’t have a draft? Participants experience four collaborative activities that engage students, with or without drafts ready, at different points in the writing process. Participants leave with ready-to-use, adaptable activities.

Danica Messerli, Stoneleigh-Burnham School, USA

Context: ESL
Setting: Secondary; IEP

Brain-Based Research: Practical Tips for Language Teachers
Advances in brain research are shedding new light on ways to practice language more effectively. Of particular interest to teachers are findings in the following areas: repetition, cognitive load, exercise variety, visuals, and low-stakes testing. Included in this presentation are suggestions for different exercise types.

Stacy Hagan, The Azar Associates, USA

Context: All Contexts
Setting: Academic English Programs

Building a Classroom Community With TED Talks
What do you want to do before you die? Join the conversation with educator Jair Felix as he teaches a language lesson inspired by the TED Talk “Before I Die,” by Candy Chang. Participants experience what happens when powerful, authentic content is combined with an engaging language lesson.

Jair Felix, National Geographic Learning, USA

Context: EIL
Setting: Adult Education; IEP
CEA: Standards Review and Benefits of Accreditation
CEA reports on two major projects. Every 10 years, the CEA Standards undergo full review with input from the field; that 2020 review process and survey results are shared. The final results of the 2019 CEA research project documenting benefits of accreditation are presented.
Heidi Vellenga, Commission on English Language Program Accreditation, USA
Mary Reeves, Commission on English Language Program Accreditation, USA
Context: ESL
Setting: Academic English Programs; IEP

Designing, Implementing, and Assessing Cross-Cultural Composition: Implications From Programmatic Research
Drawing from a multiyear study of an L2 writing program’s assessment and outcomes of cross-cultural composition as a placement option, this practice-orientated session offers participants strategies and materials for curriculum design and development, implementation, and assessment.
Tanita Saenkhum, University of Tennessee, Knoxville, USA
Hannah Soblo, University of Tennessee, Knoxville, USA
Context: ESL
Setting: Academic English Programs

MOOCs and Cross-Listed Courses
General studies and IEPs are experiencing tremendous change with international students, demanding they take credit-bearing courses. This session recounts the journey of a general studies course moving from a skills-based course to a content-based course with more than 1,600 students taking the same course at the same time.
Melanie Gobert, Higher Colleges of Technology, United Arab Emirates
Context: All Contexts
Setting: Academic English Programs

Principles for Effective and Rigorous Classroom Assessment in Adult ESL
Participants learn about classroom assessment practices that reflect the increased rigor of the National Reporting System Levels for adult education. Through scenarios, sample assessments, and discussion, participants learn about best practices and consider implications for their own contexts, including work with lower proficiency learners.
Katie Beckman-Götrich, Center for Applied Linguistics, USA
Context: ESL
Setting: Adult Education

Public Speaking in EFL: Problems and Ways to Tackle Them
How to teach public speaking in EFL classes in a fun and effective way? The presenter explains learners’ difficulties and classroom practices to overcome them. The audience participates in demo tasks to develop practical speaking skills. Participants walk away with a set of activities applicable to any EFL class.
Anastasia Khodakova, Language Center Hi Time, Russian Federation
Context: EFL
Setting: Secondary; Adult Education

Recalibrating How We Select Texts in the ESL Writing Classroom
L2 students’ success in writing-intensive environments at American universities can depend upon their familiarity with formalist approaches to rhetorical analysis. This session, arguing that such familiarity grows primarily from the texts we teach with, proposes revised criteria for selecting texts that promote students’ understanding of sound analytical writing.
Megan Hansen Connolly, Indiana University-Bloomington, USA
Joseph Connolly, Indiana University-Bloomington, USA
Context: ESL
Setting: Academic English Programs

Revitalizing Systems to Support EL Success in ESL Programs
Looking for ways to improve implementation of ESL programs in your school or district? Don’t miss this engaging and practical session that provides strategic, systematic methods for goal setting, accountability measures, and meaningful PD. Walk away with fresh ideas and tools for evaluation and enhancement of your ESL program.
Carlene Thomas, Texas Education Agency, USA
Context: ESL
Setting: Primary; Secondary

Surfing Strategies and Digital Age Activities for Online Readers
Literacy today implies competence with both print and digital texts. Yet, many learners are not taught online reading strategies or given sufficient practice to become fluent, accurate, digital readers. This presentation offers four research-inspired strategy training activities for online reading suitable for multiple levels and educational contexts.
Nicole Brun-Mercer, Independent, USA
Context: All Contexts
Setting: Secondary; IEP
Teaching With YouGlish: Vocabulary, Grammar, Pronunciation, and Building Autonomy
YouGlish is a valuable digital resource of easily searchable authentic spoken English. This session explores multiple ways to use YouGlish to teach pronunciation, vocabulary, collocations, and grammar, while incorporating strategies for students to use YouGlish independently. Attendees leave with numerous ideas that can easily be implemented in their teaching contexts.
Stephanie Gallop, Georgetown University, USA
Andrew Screen, Georgetown University, USA
Heather Gregg Zitlau, Georgetown University, USA

Friday, 10:30 am–11:15 am
Room 403

Context: All Contexts
Setting: Academic English Programs; IEP

Using a Graphic Novel Memoir to Start a Disability Conversation
An instructor who copiloted this graphic novel for high-intermediate ESOL adult readers share excerpts from the book, some activities and related resources used in the class, and student feedback. This novel was chosen to open a dialogue about inclusiveness and social justice in relation to disability.
Doree Dennis, Portland Community College, USA

Friday, 10:30 am–11:15 am
Room 104

Context: ESL
Setting: Academic English Programs; Adult Education

When Scammers Target Your Students: Tips and Tools for Teachers
Every day, scams that target adult learners threaten their financial security. This session promotes an exchange of ideas: Presenters give practical information about scams and what to do about them; participants share their scam-related experiences. Each group leaves with next steps to help students avoid scams.
Jim Kreidler, Federal Trade Commission, USA

Friday, 10:30 am–11:15 am
Room 207

Context: B-ME
Setting: Adult Education

Writing English-Language Proficiency Test Questions: What Could Possibly Go Wrong?
Ever written a test question that didn’t perform the way you expected? This session covers the key factors to consider when developing test items. We’ll review the most common mistakes in item writing; selecting appropriate stimuli and scoring rubrics; and how well-designed items can support teaching and learning.
Marian Crandall, Educational Testing Service, USA

Friday, 10:30 am–11:15 am
Room 705

Context: All Contexts
Setting: Academic English Programs; IEP

Apps for Extensive Reading: Literacy and Community Come Together
This teaching tip demonstrates how mobile apps are used to encourage students to read for pleasure and retell the stories that they read. The presenter provides examples of three app-based activities that increase extensive reading motivation and frequency. Attendees receive instructions and sample activities to use with their own students.
Amy Roither, Washington University in St. Louis, USA

Friday, 11:00 am–11:20 am
Teaching Tip Theater #2

Context: ESL
Setting: Secondary; Academic English Programs

Training Independent School Content Teachers: Challenges and Successes
Content teachers in independent K–12 schools are often subject matter experts but not trained teachers. The presenter talks about a workshop developed for secondary teachers to learn more about supporting international students in their classrooms. Topics covered, hands-on activities, and revision of the workshop over time are discussed.
Allison Rainville, Tilton School, USA

Friday, 11:00 am–11:45 am
Room 610

Context: ESL
Setting: Secondary

Acquiring English in a Creole Context: Classroom and Community
Acquiring English in the Commonwealth Caribbean classroom and community is unlike any other L2 acquisition arena because of its multilingual English context. This presentation underscores the importance of learner data for effectively assessing learning and linguistic competence among Creole-speaking children and migrants as ESL and ESD learners.
Renee Figuera, Action TESOL Caribbean, Trinidad and Tobago

Friday, 11:00 am–11:45 am
Room 610

Context: All Contexts
Setting: Secondary
Learning With Creativity: New Ways in Teaching With Creative Writing

It’s time to shake the dust off of our traditional writing courses by implementing effective creative writing-based activities and techniques. This interactive session, based on 24 years of research and teaching experience, shows how creative writing improves our ELs’ comfort and confidence in academic writing. Presenters demonstrate fun, easy-to-incorporate activities.

Patrick T. Randolph, Independent, USA
Gina Giamei, Boston University, USA

The Interactive Classroom

In this session, participants learn hands-on and easy-to-implement interactive learning strategies for the elementary classroom. These strategies focus on ways to increase both engagement and language for ELs.

Aanya DiBrito, Rosemount-Apple Valley-Eagan ISD 196, USA

Use the Verb Expansion Rule to Quickly Review Verb Forms

Teaching an upper level grammar or writing class where you know students should have been exposed to most verb forms, but need to do a review? Come review your phrase structure rules and learn how some instructors have adapted them to provide a quick, comprehensive review of verb forms.

Eric Bodin, University of Iowa, USA

Considering English as a Medium of Instruction in Tunisian Universities

This presentation describes a project which investigated the potential of shifting to English as a medium of instruction in Tunisian universities. Data were collected through desk-research, questionnaires and interviews. Findings revealed positive attitudes towards English and issues around institutional readiness. Implications for improving teaching and learning in English are discussed.

Rima Daoud, British Council, Tunisia

Language Attitudes on Campus: Results of a Linguistic Perceptions Survey

Analysis of responses to a survey designed using a verbal-guise methodology and disseminated at a U.S. college shows differences in participants’ attitudes toward native and nonnative English speakers. The presenters discuss correlations between participants’ characteristics and their survey responses, providing recommendations about how to address linguistic discrimination on college campuses.

Sarah Hercula, Missouri University of Science and Technology, USA
Jessica Cundiff, Missouri University of Science and Technology, USA

Multimodal and Translingual Literacy Practices of Young ELs

The presenters report findings from the research on multimodal and translingual practices of young ELs in the United States. The findings can offer valuable insights into a pedagogical model for literacy instruction and showcase how theories from different disciplines (multimodality, translingualism) can inform multilingual literacy research and pedagogy.

Youngjoo Yi, The Ohio State University, USA
Jinsil Jang, The Ohio State University, USA
Kun Chen, The Ohio State University, USA
Multimodal Pedagogy in TESOL Curriculum: Voices From Pre/In-Service Teachers
Multimodal pedagogy has captured growing attention in TESOL. This session reports a study that explored effects of multimodal projects implemented in graduate TESOL courses. Based on pre/in-service teachers’ perspectives and their digital products, the presenter discusses benefits of integrating multimodal practices into TESOL curriculum and provides recommendations on digital pedagogy.

Mimi Li, Texas A&M University-Commerce, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Preparing Culturally and Linguistically Responsive Teachers
This session discusses the redesign and outcome of PD that was incorporated into an EL methods course to prepare preservice teachers to teach ELs in a culturally and linguistically responsive way. The session discusses key features of the PD’s success and persistent challenges. Attendees leave with practical recommendations.

Sunyung Song, Athens State University, USA
Jamie Rogers, Athens State University, USA
Jeri King, Athens State University, USA

Context: ESL
Setting: Grad/Postgrad Programs

Sociocultural Factors in International Students’ University Experiences
The study discussed examines the academic and social adjustment issues experienced by international students attending a small northeastern university in the United States. Surveys, interviews, and focus groups were conducted with international students and faculty. Findings indicate that sociocultural integration presents a major challenge for student retention. Implications are discussed.

Peter Parker, Plymouth State University, USA

Context: ESL
Setting: Academic English Programs

Becoming Language Teachers: International Students in Teacher Education Programs
This session describes perspectives of international students in a U.S. K–12 teacher-education program. Preliminary analysis of narrative data revealed that participants articulated understandings of teaching that varied as they positioned themselves as language learners, graduate students, and novice teachers. Implications are discussed for teacher educators who mentor international students.

Lottie Baker, The George Washington University, USA
Xuewei He, The George Washington University, USA

Context: All Contexts
Setting: Grad/Postgrad Programs

Choosing and Using Online Resources for Teaching Speaking and Listening
As the online presence in teaching ESL/EFL continues to grow, this session focuses on best practices for approaching the teaching of speaking and listening. Lynn Henrichsen focuses on L2 pronunciation teaching and learning resources accessible online via electronic devices. Elizabeth Wittner demonstrates how limited face-time opportunities can be used most effectively.

Lucy Pickering, Texas A&M-Commerce, USA
Lynn Henrichsen, Brigham Young University, USA
Elizabeth Wittner, University of Virginia, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Content-Integrated Language Instruction for Graduate Pathway Program
This session describes the design and implementation of an academic IEP for graduate students. Based on discussions with program advisors and observations in graduate-level courses, the program design specifies objectives for content, language, and language learning strategies. Sample unit design, instructional activities, teaching materials, and resources are shared.

Lauren Hudson, University of North Carolina Greensboro, USA
Ye He, University of North Carolina at Greensboro, USA

Context: ESL
Setting: Academic English Programs
Friday, 11:30 am–12:15 pm
Room 705

**Create or Enhance Your Curriculum With ESL Library**

ESL Library is the world’s leading subscription service for accessing printable and interactive lessons, flashcards, and resources. Learn how to set up your account, build your curriculum, and teach your best class.

**Ben Buckwold**, ESL Library, Canada

*Setting: Secondary; Adult Education*

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Friday, 11:30 am–12:15 pm
Room 506

**Creative Thinking and Language Learning Inside the Box**

While “thinking outside the box” is synonymous with creativity, language learners often think more creatively when they work “inside the box.” With clear goals and frameworks, learners embrace creative constraints to produce more natural language. John Hughes demonstrates inside the box activities using examples from *World English*, Third Edition.

**John Hughes**, National Geographic Learning, USA

*Context: EIL
Setting: Adult Education; IEP*

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Friday, 11:30 am–12:15 pm
Room 704

**English Language Fellows: Stories From Around the Globe**

American TESOL professionals who are alumni of U.S. Department of State’s English Language Fellow Program share their experiences on how they supported U.S. foreign policy by strengthening English teaching around the world. They also grew personally and professionally, had adventures, and made a difference. Come hear their stories!

**Jennifer Hodgson**, U.S. Department of State, USA

**Alumni Ambassadors**, U.S. Department of State, USA

*Setting: Academic English Programs; Grad/Postgrad Programs*

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Friday, 11:30 am–12:15 pm
Room 702

**Facilitating Transition in L2 Writing: Discussion and Reflection**

Transition for L2 writers from IEP to undergraduate first-year composition can be complicated, considering varied foundations, methods, and learning outcomes of each context. Through open dialogue, practitioners from both contexts intentionally address this transition and brainstorm collaborative steps to make progression less complex for L2 writers.

**Melinda Harrison**, Auburn University at Montgomery, USA

**Gena Bennett**, Independent, USA

*Context: ESL
Setting: Secondary*

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Friday, 11:30 am–12:15 pm
Room 505

**ESL Teacher Certification Policy: The Good, Bad, and Ugly**

In this policy-oriented session, presenters offer an in-depth look at current K–12 ESL teacher certification trends in the United States. Data collected nationwide from publicly available policies highlights the necessity for evidence-based policy decision-making to better serve the diverse needs of ESL teachers and ELs.

**Christopher Gras**, University of Iowa, USA

**Christina Kitson**, University of Central Missouri, USA

*Context: ESL
Setting: Primary; Secondary*

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Friday, 11:30 am–12:15 pm
Room 404

**Formative Speaking Assessment in Adult English Language Classrooms**

This session covers key concepts in formative speaking assessment with a focus on how educators can integrate assessment into instruction. Using sample assessments and scenarios, and drawing from the National Reporting System (NRS) Levels for adult education, presenters discuss principles for practical and effective language assessment.

**Katie Beckman-Götrich**, Center for Applied Linguistics, USA

**Kristine Nugent**, Center for Applied Linguistics, USA

**Megan Montee**, Center for Applied Linguistics, USA

*Context: ESL
Setting: Adult Education*
Fostering Leadership: PBL in the Language Classroom
This session introduces a content- and project-based language course, Language Learning Through Leadership and Service, which provides a platform for both language development and student success. Through this interactive session, participants consider ways to enhance relevance in the language classroom as they gain a richer understanding of PBL.
Matthew Johnston, Richland College, USA
Ikuko Fujiwara, Richland College, USA
Joan Zelaya, Richland College, USA
Zora Washburn, Richland College, USA

Context: ESL
Setting: IEP

Hands-On Fluency and Phonics Strategies for ELs
Learning to read is a complex process. For many ELs, mastering the phonetic code and reading with fluency present significant challenges. This interactive workshop features strategies that teachers can use to help all levels of ELs decode words and read smoothly with good expression.
Jill Haney, Saddleback Educational Publishing, USA

Context: ESL
Setting: Primary; Secondary

How Refugee-Background Adults Make Meaning in Language and Literacy Assessments
The research discussed explores how refugee-background LESLLA (literacy education and second language learning for adults) learners make meaning from classroom assessments. Focusing on still image, writing, and layout, the study investigates meaning-making from a social semiotic and multimodal design perspective. The session concludes with recommendations for designing language and literacy assessments.
Jenna A. Altherr Flores, University of Arizona, USA

Context: ESL
Setting: Adult Education; Tutoring

Implementing a Teacher Talking Time Self-Assessment Instrument
As an ESL/EFL teacher, do you feel that you are spending too much time talking in class? This session presents a self-assessment instrument that can be used by teachers to minimize their teacher talking time and maximize their student talking time in the classroom.
Cesar Bazo, Auburn University, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Integrating Language and Content Instruction in EAP Courses
This session explores a design for EAP courses that employs content-based units to develop critical thinking and language skills students need during their university studies. Attendees discuss example lesson materials that incorporate content-focused and form-focused activities to achieve a balance between language and content instruction.
Michelle Bell, University of Southern California, USA
Ezra Vasquez, University of Southern California, USA
Sonja Lovelace, University of Southern California, USA
Paul Dykman, University of Southern California, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

On the Margins: Supporting Adjunct Faculty in Language Programs
Enrollment decline, reorganization, and program closure have led to a greater reliance on adjunct faculty at multiple institutions. How can program administrators navigate budgetary constraints and provide a sustainable work model? This presentation identifies issues facing adjunct faculty and administrators and ways to promote inclusivity and sustainability.
Mary Jorgenson Sullivan, Illinois Institute of Technology, USA

Context: ESL
Setting: Adult Education; IEP

Overcoming Technology Phobias: Blending Blended ESOL With Academic Development
In response to student concerns about technology, a community college combined blended/hybrid ESOL reading courses with academic development classes. Teachers of both classes integrated activities and assignments to help students learn the technology, time management, and study skills that are necessary for learner autonomy and success in blended classes.
Stacie Miller, Community College of Baltimore County, USA
Jessica Farrar, Community College of Baltimore County, USA

Context: ESL
Setting: Academic English Programs
**Pathways: Collaborative Ways to Deliver Successful University Content Courses**
Interdisciplinary collaboration is vital to the success of English pathway programs. The presenters introduce how one independently developed pathway program has evolved over 2 years to support students’ linguistic development and cultural transition, build an interdisciplinary professional community of practice, and integrate content and language instruction while maintaining academic rigor.

**Karen Asenavage, University of Delaware, USA**  
**Julie Lopez, University of Delaware, USA**

**Context:** ESL  
**Setting:** Academic English Programs

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**Promoting Teacher Learning Through Collegial Peer Observation Partnerships**
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**

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

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**Reconceptualizing the Teaching of Academic Reading/Vocabulary: A Multilingual Reader-Oriented Approach**
This presentation reports a classroom-based qualitative study of the use of a reader-oriented approach for teaching academic reading/vocabulary to multilingual students. Findings show that a reader-oriented approach promotes critical thinking, agency and increased interactivity in multilingual readers as they develop academic reading skills and vocabulary.

**Neda Sahranavard, University of California, Irvine, USA**

**Context:** Graduate/Postgraduate Programs  
**Setting:** Academic English Programs

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**Sharing Responsibility: Teacher Positioning of ELs and Self**
This session reports on findings from a study of how a preservice ESOL teacher’s positioning of herself and her ELs shifted over her practicum experience. Findings also include how her university supervisors facilitated those shifts. Implications for ESOL teacher education are discussed.

**Wyatt Hall, University of Maryland, College Park, USA**  
**Xiaoli Gong, University of Maryland, College Park, USA**

**Context:** ESL  
**Setting:** Graduate/Postgraduate Programs

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**Talking About Talking**
Students today are expected to communicate both verbally and in writing using the vocabulary introduced in classrooms. Academic language use is necessary for academic success, but many students struggle to utilize it. This presentation explores many strategies teachers can implement immediately to increase students’ use of academic language.

**Amy Fanning, Frontier Academy, USA**

**Context:** ESL  
**Setting:** Primary; Secondary

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**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, as well as the specific listening, speaking, reading, and writing skills needed to complete all sections of the naturalization test developed by the USCIS Office of Citizenship.

**Donna G. Vanderhoff, U.S. Citizenship and Immigration Services, USA**  
**Christopher Upchurch, U.S. Citizenship and Immigration Services, USA**

**Context:** All Contexts  
**Setting:** Academic English Programs; Adult Education

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**The Vocabulary Size Myth: American Television Series for Extensive Listening**
The study discussed examines the correlation between suggested vocabulary size ranges for American television series and their influence on listening comprehension for ELs. The presenter discusses the challenges with allowing vocabulary ranges to guide instruction and addresses programmatic decision and teacher hesitation in choosing level-appropriate materials.

**Tia Kimball, University of North Florida, USA**

**Context:** All Contexts  
**Setting:** Adult Education; IEP
Friday, 11:30 am–12:15 pm
Room 601
Tools for Developing Cultural Competence in Teacher Education Programs
The presenters discuss two teacher education programs’ continuous improvement to guide candidates with acquiring and demonstrating cultural competence. The session features self-study of two assignments: a sociolinguistics autobiography and a culture study project. Attendees receive the guidelines and assessment tools for both assignments.
Andrea Hellman, Missouri State University, USA
Gisela Ernst-Slavit, Washington State University, USA
Angela Bell, Missouri State University, USA

Friday, 11:30 am–12:15 pm
Room 601

Why Aren’t You Online (Yet)?
It’s no secret: U.S. IEPs are reeling because of enrollment declines. Programs are looking to diversify offerings, with many turning to online programming. Is yours? Why not? Facilitators discuss possibilities and allay fears, in an effort to further forward-looking dialogue and learn from others.
Austin Kaufmann, Michigan State University, USA
Luca Giupponi, Michigan State University, USA

Friday, 11:30 am–12:15 pm
Room 503
Tutors on Location: Tutor-Mediated Peer Reviews in ESOL Classes
The presenters describe a collaboration between their ESOL Program and the University Writing Center to provide tutor-mediated peer reviews for both graduate and undergraduate credit-bearing ESOL writing classes. The presenters share the challenges and benefits of this approach and recommendations for implementing on-location tutoring in ESOL contexts.
Fernanda Capraro Capraro, Bowling Green State University, USA
Kimberly Spallinger, Bowling Green State University, USA
Ana Kryzhanska, Bowling Green State University, USA

Friday, 11:30 am–12:15 pm
Room 503

Engaging University-Level L2 Students in Critically Consuming and Producing Research
Given that PBL can take many forms, how can ELTs use PBL to prepare university-level students for engagement with research processes as both consumers and producers? The presenter scaffolds mixed-methods research into clear, student-focused steps and includes examples of both teaching materials used and students’ final products.
Jennifer Lacroix, Boston University, USA

Friday, 12:00 pm
Room 402

When Research Meets Instruction: Teaching English Articles and Noun Types
Using theoretical underpinnings of GenSLA—the Feature Reassembly Hypothesis and the Bottleneck Hypothesis—the study discussed seeks to create a linguistically informed environment for the ESL classroom. Preliminary results show immediate positive effects of instruction at posttest.
Dakota J. Thomas-Wilhelm, University of Iowa, USA

Friday, 12:00 pm–12:20 pm
Teaching Tip Theater #2

Teaching International Students the Acronyms in TESOL and Education
Practitioners in public education and teacher educators love to use abbreviations of concepts in TESOL and education. International students might find this use an obstacle to learning. This presentation demonstrates effective practices in familiarizing international students with the commonly used acronyms and provides resources for participants to take away.
Shuzhan Li, University of Florida, USA

Friday, 1:00 pm
Teaching Tip Theater #1

When Research Meets Instruction: Teaching English Articles and Noun Types
Using theoretical underpinnings of GenSLA—the Feature Reassembly Hypothesis and the Bottleneck Hypothesis—the study discussed seeks to create a linguistically informed environment for the ESL classroom. Preliminary results show immediate positive effects of instruction at posttest.
Dakota J. Thomas-Wilhelm, University of Iowa, USA

Friday, 1:00 pm–1:20 pm
Teaching Tip Theater #1
### Comparing Writing Across L1 to Distinguish “Typical” Development From Learning Disability

Building on previous research on the writing of K–5 ELs, the presenters analyzed writing samples along several factors in order to find patterns in student growth and to investigate possible language-based learning disabilities. They present their findings related to age, time of arrival, native language, and literacy in L1.

**Paul Abraham**, Simmons University, USA  
**Gareth Lindwall Honig**, Newton Public Schools, USA  
**Greta Phillips**, Newton Public Schools, USA

*Context: ESL*  
*Setting: Primary*

### Improving Middle School Students’ Academic Writing Skills With Theater Games

The presenter shares a study that used theater games to improve middle school students’ academic writing skills and other helpful functions that theater games achieve in classes as an art-based approach. The presenter also presents specific theater games and strategies that teachers could further implement in their classes.

**Yixuan Wang**, University of Georgia, USA

*Context: ESL*  
*Setting: Secondary*

### Screencast Video Feedback in Online Classes

This session compares online TESOL students’ perceptions of two types of instructor feedback: screencast video feedback and text-only feedback. It also reports the ways in which students incorporated these two types of feedback in revisions. Tips on how to provide quality technology-enhanced feedback in online programs are shared.

**Dongmei Cheng**, Texas A&M University-Commerce, USA  
**Mimi Li**, Texas A&M University-Commerce, USA

*Context: All Contexts*  
*Setting: Academic English Programs; Grad/Postgrad Programs*

### Dubbing as a Speaking Practice: EFL Classroom Reflections

Dubbing as a practical self-improvement oral communication tool has recently become popular in English classrooms, and various dubbing apps can now help learners. In this session, several tips on the effective use of dubbing apps for improving oral communication skills in EFL classrooms are shared.

**Ali Dincer**, Erzincan Binali Yildirim University, Turkey

*Context: EFL*  
*Setting: Adult Education; IEP*

### Activities Supporting Students’ Intercultural Communicative Competence in Class

In this workshop, attendees dialogue about intercultural communicative competence (ICC) and explore hands-on activities that they can use to support students’ ICC in the classroom, as well as their own. Participants leave with a compilation of resources to facilitate the continued study and implementation of ICC in personal practice.

**Shelynn Riel-Osorio**, Fordham University, USA  
**Hie-Myung Jo**, Fordham University, USA

*Context: All Contexts*  
*Setting: Academic English Programs; Grad/Postgrad Programs*

### Fostering Student Self-Awareness Through Skill-Focused Surveys and Goal Setting

Come learn about how to develop language skill–focused surveys that help students set goals, develop self-awareness, and overcome their language plateaus. Participants leave with tips for developing and implementing surveys in their classrooms and examples that can be adapted to different skills and levels.

**Summer Webb Ploegman**, University of Colorado Boulder, USA  
**Barbara Flocke**, International English Center, USA

*Context: ESL*  
*Setting: Academic English Programs; IEP*
Blurring the Boundaries: Translanguaging With Multilingual Learners
Translanguaging has been recognized as a way to increase student participation, facilitate deeper understandings, and validate students’ funds of knowledge. The presenters share an analysis of one teacher’s varied uses of translanguaging and its meaning-making affordances, outlining practical implications for all teachers who interact with multilingual learners.

Sharon Smith, University of Miami, USA
Loren Jones, University of Maryland, College Park, USA
Luciana C. de Oliveira, University of Miami, USA

Context: All Contexts
Setting: Primary; Secondary

Understanding Drama as L2 Pedagogy: Reviewing the Research Literature
A growing body of literature has illustrated that drama offers L2 learners and teachers many affordances. However, various approaches offer their own unique challenges and opportunities. Attend for a review of the literature to guide you through scholarly work in the field and the many resources available to practitioners.

Kathleen McGovern, The University of Georgia, USA

Context: All Contexts
Setting: Secondary; Adult Education

A Pathways Model: Designing a Preparatory Note-Taking/Communication Course
Students entering pathways content courses require advanced listening and reading skills as they prepare for long note-taking sessions and greater amounts of reading. To build students’ receptive language abilities, ESL and university content faculty collaborated in developing a course incorporating reading and listening skills while developing note-taking.

Scott Duarte, University of Delaware, USA

Context: ESL
Setting: Academic English Programs; IEP

Adapting Open Educational Resources for EAP: Potentials and Pitfalls
In this session, the presenters discuss their use of open educational resources (OER) in supporting EAP courses in a STEM university. They share how they adapted materials, the challenges, and benefits of using OER for academic success. Presenters offer a list of tips and resources for beginner adopters of OER.

Esther Boucher-Yip, Worcester Polytechnic Institute, USA
Althea Danielski, Worcester Polytechnic Institute, USA
Mohammed El Hamzaoui, Worcester Polytechnic Institute, USA

Context: All Contexts
Setting: Academic English Programs

Balancing English Teaching Technologies in TOEFL and IELTS
Panelists use Prezi along with short videos, demonstrations, and interactive activities that illustrate how the information can be applied. To conclude, the panelists provide suggestions and recommendations from their own experiences on how to apply a balanced technology approach to teaching English hands-on.

Shushanik Melik-Adamyan, Russian-Armenian University, Armenia
Nelly Ghazaryan, Russian-Armenian University, Armenia
Robert D. Leier, Russian-Armenian University, Armenia

Context: EFL
Setting: Academic English Programs

Chinese Students in German Universities: Intercultural Adaptation Revisited
This session, based on a qualitative inquiry of the intercultural adaptation experience of Chinese students studying a German university, understands challenges these students encounter while learning and communicating interculturally in foreign academic settings. The purpose is to recommend supportive pedagogical and intercultural strategies to realize reciprocal relationship and academic excellence.

Xiaofei Rao, New Mexico State University, USA

Context: All Contexts
Setting: Academic English Programs
Differentiation for a Multilevel IEP Classroom
Many IEP classrooms are facing lower student numbers and a wider range of English language proficiency in the same classroom. Participants learn how to scaffold content, process, and product for a range of language proficiency levels in the IEP classroom. Practical examples of instructional strategies are given.

Ann Makikalli, University of Denver, USA

Context: ESL
Setting: IEP

Engaging ELs Through Leading Children’s Story Times
In this presentation, English language teachers learn how to lead adult ELs to design and offer bilingual children’s story times at community libraries as a vehicle for promoting the learning of the students leading the story times and the young learners in attendance.

Sara Hadfield, University of Alaska Anchorage, USA

Context: ESL
Setting: Academic English Programs; Adult Education

Enlivening Vocabulary Instruction and Practice for Adult ELs
This session provides teachers of adult ESL/EFL students with a set of strategies for meaningful, interactive vocabulary instruction and practice. The session includes demonstrations of specific strategies, and participants engage in hands-on application and discussion.

Deanna Nisbet, Regent University, USA
Juhi Huang, Regent University, USA

Context: All Contexts
Setting: Academic English Programs; IEP

Getting Students to Take Responsibility for Their Learning in Class
Passive learners in your classes? Try this more fluid take on stations to get students to take responsibility for their learning, show mastery of material, and have a good time doing it. The focus is on vocabulary and grammar in this session, but the principles can be applied in any area.

John Carlson, Kid-Inspired Classroom, USA

Context: ESL
Setting: Primary; Secondary

How Accessibility Impacts Online Learning Success for ELs and NNESTs
This session examines effective practices for increasing success of ELs and NNESTs enrolled in MOOCs. The presenters discuss technological and pedagogical approaches to accessibility shown to lead to above-average retention and completion rates in certain TESOL-related MOOCs.

Amy Nunamaker, FHI 360, USA
Joyce Catsimpiris, FHI 360, USA
Kate Bain, U.S. Department of State, USA

Context: All Contexts
Setting: Adult Education; Grad/Postgrad Programs

Improving Listening Comprehension Through Reciprocal Teaching
Language learners feel overwhelmed when working through listening materials. What can be done to improve the listening experience for students? This session focuses on providing students with a research-based instructional strategy, reciprocal teaching, that allows them to break down a listening text with their peers in order to comprehend it.

Abby Mack, New York University, USA
Mary Ritter, New York University, USA

Context: All Contexts
Setting: Academic English Programs; IEP

LPP Proposals: Teachers as Language Planners and Policy Makers
Fifty language planning and policy (LPP) proposals are analyzed as evidence of teacher agency and advocacy for ELs. A framework for and analysis of LPP proposals is shared to inform how K–12 teachers can become stronger advocates for more effective policies and practices to help ELs with language proficiency.

DJ Kaiser, Webster University, USA
Soheil Mansouri, Webster University, USA
Yin Lam Lee-Johnson, Webster University, USA
Shane Kennedy, Webster University, USA

Context: All Contexts
Setting: Primary; Grad/Postgrad Programs
Moving Away From Fixing Families Toward Transformative Learning and Engagement

The presenters explored the hopes and fears of K–12 educators as they learned from immigrant families how to become more culturally and linguistically responsive through transformative family engagement projects. This presentation provides insight into the supports and challenges that educators faced as they changed their family engagement beliefs and practices.

Brooke Kandel-Cisco, Butler University, USA
Katie Brooks, Butler University, USA
Cathy Bhathena, Butler University, USA

Context: ESL
Setting: Primary; Secondary

Naturalization 101: Overview of the Naturalization Process

This session includes information about the process and requirements to apply to the U.S. Department of Homeland Security to become American citizens. The session provides reliable information on the U.S. naturalization process from the U.S. Citizenship and Immigration Services. It also provides an overview of the Citizenship Resource Center.

Donna G. Vanderhoff, U.S. Citizenship and Immigration Services, USA
Christopher Upchurch, U.S. Citizenship and Immigration Services, USA

Context: All Contexts
Setting: Adult Education

PD for University Faculty on Working With International Students

Pathways programs and conditional admission agreements lead to classrooms wherein university faculty may teach students who are still definitive English language learners. Learn an outline for a training module taught at a large American university for faculty that emphasizes not only cross-cultural understanding but practical teaching tips.

Melissa Hawkins, University of Alabama at Birmingham, USA

Context: ESL
Setting: Academic English Programs; IEP

Peer Collaboration and Professional Accountability Through Observations

This presentation revolves around the theory and practice behind an observation project using an online environment to provide teachers involved with guidance, autonomy, and accountability for their development as a professional group. Ideas shared may be applied in different contexts to encourage PD through self- and peer observation.

Marcela Cintra, Cultura Inglesa São Paulo, Brazil

Context: All Contexts
Setting: IEP

Strategies to Introduce Vocabulary Study in the Classroom

This presentation examines two different approaches to teaching vocabulary. First is the use of vocabulary lists to identify gaps in students’ knowledge. Second is introducing vocabulary with authentic videos and using the transcripts to build custom word lists. Results from the adoption of these two approaches are reviewed/discussed.

Charles Brown, English Central, USA
Alan Schwartz, English Central, USA
Nicole Graham, English Central, Canada

Context: ESL
Setting: Academic English Programs; IEP

Supporting Newcomer Students: Advocacy and Instruction for ELs

In this presentation, the presenters explore strategies for working with K–8 newcomer students who are new to English. Topics addressed include language, literacy, content area development, home/school/community connections, and teacher activism. The presentation is grounded in perspectives that view teachers as advocates for students in and out of classrooms.

Katharine Davies Samway, San Jose State University, USA
Lucinda Pease-Alvarez, University of California, Santa Cruz, USA

Context: ESL
Setting: Secondary
University Teacher Learning in a Cotaught CBI Program
Effective content-language integration and coteaching require CBI instructors to enhance their instructional expertise. This study of content and language instructor beliefs and practices in a North American university’s cotaught CBI program invites participants to consider implications for CBI program design and faculty learning in their own settings.

Colleen Gallagher, University of Dayton, USA
Jennifer Haan, University of Dayton, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs
Room 107

Visual Verbs: Teaching Verb Tenses With Manipulatives
Verb timelines are a mainstay in teaching verb tenses. Learn how to make 3D timelines using molding, magnets, marbles, and other simple materials. Through hands-on practice manipulating “verbs,” students increase their understanding of the time reference of simple, progressive, and perfect tenses—especially valuable for visual and kinesthetic learners.

Marla Yoshida, University of California, Irvine, USA

Context: All Contexts
Setting: Adult Education; IEP
Room 707

A CBI Service-Learning Experience in Strengthening Language and Science Competences
Panelists share their increasing success in teaching language and science through complementarily designing, assigning, and evaluating service-learning projects for their secondary school and IEP learners. From the session, you may consider adapting the approach of this five-member team of mathematics, special education, information technology, and English teachers.

Amoni Kitooke, International Center for Educational and Cultural Exchange, Uganda
Daphin Ganyira, International Center for Educational and Cultural Exchange, Uganda
Jessie Bakitunda, Uganda National English Language Teachers’ Association, Uganda
Liberty Christopher, Uganda National English Language Teachers’ Association, Uganda
Catherine Nansobya, Uganda National English Language Teachers’ Association, Uganda

Context: All Contexts
Setting: Secondary; IEP
Room 301

Corequisite Models and the Future of College ESL Instruction
Corequisite courses are replacing stand-alone college ESL courses. Panelists from three U.S. institutions describe their prerequisite teaching models, the impact the models are having, and the implications for the future of college ESL. At least 20 minutes are allotted for attendees to share insights on corequisite courses.

John Beaumont, Borough of Manhattan Community College, USA
Cheryl Comeau-Kirschner, Borough of Manhattan Community College–CUNY, USA
David Ross, Houston Community College, USA
Kathy Najafi, Houston Community College, USA
Marcy Bauman, Lansing Community College, USA

Context: ESL
Setting: Adult Education
Room 107

Learning-Oriented Assessment in Programs, Curricula, Teaching, and Learning
Learning-oriented assessment argues for a systemic and ecological approach which sees classroom assessment and large-scale assessment as having complementary roles to play in the service of learning. Practitioners from various contexts share the application of this conceptualization in their programs, which attendees can apply to their own contexts.

Gad Lim, Michigan Language Assessment, USA
Nick Saville, Cambridge Assessment English, United Kingdom
Rosario Giraldez, Alianza Cultural Uruguay Estados Unidos, Uruguay
Isabela Vilas Boas, Casa Thomas Jefferson, Brazil
Fernando Fleurquin, Michigan Language Assessment, USA

Context: All Contexts
Setting: Primary; Secondary
Room 404

The Immigrant Song: Challenges SIFEs Face in Host Countries
The panel addresses the challenges ELS with interrupted education face due to Latin American socioeconomic migration, Arab and African refugee migration, and internal political / economic disruptions. Attendees gain insight into the issues Students with Interrupted Formal Education (SIFE) face to understand their needs and inform teaching and advocacy.

José Franco, Universidad de Los Andes, Bolivarian Republic of Venezuela
Kara Mac Donald, Defense Language Institute, USA
Judith B. O’Loughlin, Language Matters Education Consultants, LLC, USA
Brenda Custodio, Columbus City School (Retired), USA
Orangel Abreu, Universidad de Los Andes, Bolivarian Republic of Venezuela
Ahmed Kadhum Fahad, Thir Qar University, Iraq

Context: All Contexts
Setting: Secondary; Adult Education
Room 111
Agency Meets Voice: Google Classroom for a Principled Approach

Google Classroom is growing in popularity with educators. However, harvesting the tool’s full potential requires building a digital environment, informed by pedagogical principles, that fosters learning. In this workshop, attendees experience and learn to create a digital class grounded on The 6 Principles for Exemplary Teaching of English Learners®.

Claudio Fleurys Sasse, Casa Thomas Jefferson, Brazil
José Antônio da Silva, Casa Thomas Jefferson, Brazil

Context: All Contexts
Setting: Secondary; Adult Education

Creating International Partnerships to Foster Global Citizenship

Panelists explain how they built international partnerships between programs, public/private partnerships, and TESOL affiliates to increase global awareness and engagement. Participants learn about the advantages and challenges of creating partnerships to make positive changes in local and global communities and connect with others interested in forming partnerships.

Diana Urrutia, Richland College, USA
Elizabeth Smith, Ursuline Academy of Dallas, USA
Debra Suarez, U.S. Federal Government, USA
Laura Baecher, Hunter College–CUNY, USA

Context: All Contexts
Setting: Secondary; Academic English Programs

Developing Effective Materials for Adolescent and Adult Emergent Readers

Those who teach adolescents or adults who are emergent readers struggle to find materials that are representative and age appropriate. This session discusses the unique literacy needs of this population and how materials can be better developed to meet their needs.

IS: Materials Writers
Lisa Horvath, Independent, Hungary
Kristin Watson Kibler, University of Miami, USA
Sarah Daniels-Larson, Anne Arundel County Public Schools, USA
Meagan Turano, Anne Arundel County Public Schools, USA
Lyndsee Snelson, Anne Arundel County Public Schools, USA
Grecia Hilton, Anne Arundel County Public Schools, USA
Andrea Echelberger, Minnesota Literacy Council, USA
Bahar Biazar, Seneca College, Canada
Katie Donoviel, English Skills Learning Center, USA

Context: ESL
Setting: Secondary; Adult Education

Diversity in L2 Writing: Creating Inclusive Pedagogical and Administrative Approaches

L2 writers in English-speaking colleges and universities come from across the globe and bring myriad academic and life experiences with them. Panelists discuss research and practical applications for creating equitable spaces for ELs with disabilities, refugee students, and international students in writing classes and institutions.

Betsy Gilliland, University of Hawai‘i-Mānoa, USA
Caroline Torres, Kapi‘olani Community College, USA
Shawna Shapiro, Middlebury College, USA
Megan Siczek, George Washington University, USA
Aylin B. Atilgan Relyea, Sonoma State University, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

Enriched Learning Through Mindfulness, Dance, Yoga, and Exercise-Based Brain Boosts

This high-energy workshop is led by two visionaries who offer research in neuroscience and cognitive psychology that shows the crucial importance of classroom brain energizers. Eight fun and easy brain energizers for the mind, body, and soul are demonstrated through innovative mindfulness techniques, creative dance, yoga practices, and physical exercises.

Patrick T. Randolph, Independent, USA
Laura Giacomini, Belgrado Day School, Argentina

Context: All Contexts
Setting: Primary; IEP

Entrepreneurs/Intrapreneurs: ESP Practitioners Are Adjusting to Changing Times

With insights from research and personal experience, this varied group of panelists who work across the globe—indeed as ESP entrepreneurs or within an organization as intrapreneurs—talk about their entrepreneurial journey, how they get and conduct business, and how they handle challenges. Q&A and networking time follows.

IS: English for Specific Purposes
Tarana Patel, Learn EDU, USA
Esther Perez Apple, Perez, Apple & Co., USA
Sarah Gallant, Communicalear Global, Inc, USA
Gerlinde Koppotisch, Carinthia University of Applied Sciences, Austria
Zhang Hongyan, Peking University, China

Setting: Academic English Programs; Adult Education
How Do They Learn English? Telling Your Colleagues About SLA
This workshop demonstrates strategies that language teachers can apply to effectively provide PD to mainstream teachers of all grade levels and content areas on SLA. Using The 6 Principles® and interactive activities, participants build a toolkit to help their colleagues gain foundational knowledge for teaching ELs.
Elizabeth Amaral, Norwalk Public Schools, USA
Helene Becker, Norwalk Public Schools, USA

Context: ESL
Setting: Primary; Secondary

Mitigating the Icy Effects
How can teachers of adult ELs best help our immigrant students in an environment that is increasingly hostile toward them? In this session, the presenters discuss how to create a safe environment for learners in which their concerns about their safety and security can be openly shared.

IS: Adult Education
Glenda Rose, Community Action, Inc. of Central Texas, USA
Federico Salas-Isnardi, FSI Diversity and Education, USA

Context: ESL
Setting: Secondary; Adult Education

Navigating Around Communication Breakdowns: Teaching Strategies for the ESL Classroom
Selecting certain key strategies from Celce-Murcia, Dörnyei and Thurrell’s (1995) components of strategic competence, the presenters lead the participants through a series of activities that can help their learners prevent or repair a conversation breakdown. Recorded examples of repair strategies in an ESL classroom are shown and discussed.

Jillian Haeseler, North Carolina State University, USA
Alison Turner, North Carolina State University, USA

Context: All Contexts
Setting: Academic English Programs; Adult Education

Sheltered Instruction in Action: Practical Application of Effective Practices
Come join this highly interactive classroom simulation that provides practical takeaway methods for delivery of rigorous, unfamiliar content that promotes successful academic language-rich interaction of ELs in English. You won’t want to miss this engaging demonstration of sheltered instruction in action that applies to secondary and elementary levels.

Carlene Thomas, Texas Education Agency, USA

Context: ESL
Setting: Primary; Secondary

The Plot Thickens: Creating Books About Books to Motivate Readers
Successful reading activities motivate readers and can provide deeper, more meaningful connections to text. Presenters share fun, interactive reading activities that can be immediately implemented in the reading classroom. Handout includes methods for creating books about books, suitable for elementary to adult school, IEP, and EFL settings.

Catherine Moore, North Orange County Community College District, USA

Context: All Contexts
Setting: Primary; IEP

Training ESOL Teachers to Support Students With Disabilities
Teacher educators must prepare ESOL teachers for classrooms of students with diverse abilities. However, many struggle to incorporate instruction on working with learners with high incidence exceptionalities, such as dyslexia, dysgraphia, and autism. The panelists describe the implementation of such inclusive instruction in preservice and in-service teacher education programs.

IS: Supporting Students with Disabilities
Solang Lopes Murphy, The College of New Jersey, USA
Gilda Martinez-Alba, Towson University, USA
Tyler Hill, American University, USA
Ann Rohrbaugh, Messiah College, USA
Ying Hui-Michael, Rhode Island College, USA
Lara Ravitch, University of Oregon, USA

Context: All Contexts
Setting: Primary; Grad/Postgrad Programs

Vocabulary Tech-Tools that Lead to Meaningful Learning and Positive Emotions
Discover the rationale behind the goals and benefits of using technology to promote meaningful learning and positive emotions among your students. Experience three engaging tech-tools (Google Images, Forvo, and Quizlet) to present, practice, or reinforce vocabulary while developing a positive attitude. Reflect on the use of technology for this purpose.

Monica Flores, Universidad Católica Boliviana “San Pablo”, Plurinational State of Bolivia

Context: All Contexts
Setting: Academic English Programs; IEP
2:30 pm

Building Oral Fluency With Task-Based Classroom Activities That Work
How can teachers effectively help academic students make progress toward their L2 fluency goals? Participants gain practical, pedagogically sound activities that they can implement and adapt in their speaking classes. These activities use authentic media and integrate National Public Radio’s Story Corps podcast, Ted Talks, news reports, and impromptu speeches.

Jaime Parry, Yale University, USA
Elka Kristonagy, Yale University, USA

Context: ESL
Setting: Academic English Programs; ITA

Friday, 2:30 pm–2:50 pm
Teaching Tip Theater #2

3:00 pm

Multimodality at Play: English Language Learning and Social Empowerment
Children experience the world in synesthesia. At play, they can actively design meaning through images, gestures, audio, and verbal language. This presentation highlights how multimodal literacy practices and a play-based approach can foster English language learning and social empowerment particularly in low-income and/or poorly resourced communities.

Jonathan Ferreira, University of British Columbia, Canada

Context: EFL
Setting: Primary

Friday, 3:00 pm–3:30 pm
Room 103

The Effects of Feedback Type on L2 Task Performance
This session explores the findings of a recent study on how explicit and implicit feedback affect the development of the French passive. Preliminary results show that type of feedback affected the speed and accuracy of learners’ responses throughout the task. The pedagogical implications for EFL teaching are highlighted.

Lesley Smith, University of South Carolina, USA
Raymond Knight, University of South Carolina, USA

Context: ESL
Setting: Academic English Programs

Friday, 3:00 pm–3:45 pm
Room 105

Are We Beyond Bias? Examining ELT Materials for Gender Representation
Textbooks affect students’ perception subconsciously by their portrayal of male and female characters and the opportunities available for each to exist in dominant and nondominant positions. This session aims to present strategies for text examination that will elucidate gender bias before it is taught to students.

Amy Burden, The University of Memphis, USA

Context: All Contexts
Setting: Primary

Friday, 3:00 pm–3:45 pm
Room 507

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. Attendees leave with an enhanced understanding of how to create an educational program that helps prepare individuals for U.S. citizenship.

Donna G. Vanderhoff, U.S. Citizenship and Immigration Services, USA
Christopher Upchurch, U.S. Citizenship and Immigration Services, USA

Context: All Contexts
Setting: Adult Education

Friday, 3:00 pm–3:45 pm
Room 207
<table>
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<tr>
<th>Session Type</th>
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| Empowering ITAs Through Confidence-Building Strategies | Research has shown that self-confidence is critical in teacher development. Though knowledgeable in their disciplinary content, some ITAs struggle with demonstrating confidence while teaching, often because of language and cultural differences. The presenters share multiple strategies they have used to empower ITAs to project confidence in their classrooms. | Derina Samuel, Cornell University, USA  
Elena Stetsenko, University of Minnesota, USA  
Colleen Meyers, University of Minnesota, USA  
**Context:** ESL  
**Setting:** Grad/Postgrad Programs; ITA |
| Learning Through Mindfulness: Techniques to Reduce Anxiety and Empower Students | In this session, presenters provide tips on teaching mindfulness to students, share their observations of how these practices impact overall student performance and classroom environment, and relay feedback from students following a prolonged mindfulness practice. Participants experience a guided meditation and take home a list of references for further learning. | Monica Hatch, University of Oregon, USA  
Amy Alice Chastain, University of Iowa, USA  
**Context:** ESL  
**Setting:** Academic English Programs |
| Exhausted or Discouraged After Class? This May Be Why | If you feel exhausted or discouraged after your classes, the presenter shares what may be some of the reasons why, and what you can do differently so that you have more energy to enjoy your students and your day. | John Carlson, Kid-Inspired Classroom, USA  
**Context:** All Contexts  
**Setting:** Primary; Secondary |
| Grammar and Vocabulary Activities That Move!: For Adults | Learn some fresh takes on tried-and-true activities to get adult students moving while practicing grammar/vocabulary. The presenters share step-by-step variations on the gallery walk, class survey, running dictation, and fishbowl discussion for participants to add to their teaching toolboxes. Participants then collaborate to apply the activities to their own contexts. | Jeremy Cahill, English Language Fellow Program, USA  
Heidi Jo Bartlett, Peru State College, USA  
Cara Schroeder, English Language Fellow Program, USA  
Kristin Rock, University of Hawai‘i at Mānoa, USA  
**Context:** EFL  
**Setting:** Adult Education; IEP |
| Math: The Not-So-Universal Language for ELs | Participants engage in two research-based strategies which make the academic English syntax and vocabulary of math accessible to ELs, especially those stalled at intermediate or with interrupted schooling. Specific resources for collaboration with math colleagues, including scaffolding templates and charts of key syntactical structures and polysemous vocabulary, are provided. | Elizabeth Hartung-Cole, NNETESOL, USA  
**Context:** ESL  
**Setting:** Primary; Secondary |
| Professional Reflective Writing for Digital Portfolios in Teacher Education | Digital portfolios are useful tools for showcasing artifacts and reflection in teacher education. However, writing reflections for a public audience and professional context can be a challenge. This session provides explanation of specific writing tasks used in two immersive training programs and guidelines for facilitating reflective writing in similar contexts. | Kaitlin Decker, Arizona State University, USA  
**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs |
| Social Responsibility and Spirituality in the MA TESOL Classroom | An underexamined area of ESOL teacher preparation is spirituality and how it may impact MA students’ views on social responsibility during TESOL studies and in future classrooms. Examples of MA TESOL assignments that honor course participants’ spiritual identities and thoughtfully incorporate them with social responsibility are shared. | Tasha Bleistein, Azusa Pacific University, USA  
Kimberly Todd, Azusa Pacific University, USA  
**Context:** All Contexts  
**Setting:** Grad/Postgrad Programs |
Friday, 3:00 pm–3:45 pm
Room 108

The Elite Appropriation of English Medium Instruction in the Himalayas
This session reports on a critical qualitative study of the adaptation of English medium instruction (EMI) in the public schools of two regions in Nepal, which unpacks the discourses of elite appropriation of EMI policy in relation to Nepal’s multilingual ecology for children from lower socioeconomic backgrounds.

Jeevan Karki, Room to Read, Nepal
Pramod Sah, University of British Columbia, Canada

Context: EFL
Setting: Secondary

Friday, 3:00 pm–3:45 pm
Room 402

Translanguaging and Process Writing–Based Language Instruction: Curriculum Materials Development
What would a writing pedagogy based on translanguaging and process writing look like in an EFL context? This presentation reports on an innovative project that is currently developing English writing instructional materials for Chinese K–12 contexts. Findings and implications from a recent pilot study in Shanghai are discussed.

Nathaniel Murray, University of Michigan - Shanghai Jiao Tong University Joint Institute, China
Buyi Wang, University of Florida, USA
Yonghua Ding, Shanghai Fengxian Teacher Development Institute, China

Context: EFL
Setting: Secondary

Friday, 3:00 pm–3:45 pm
Room 503

Using a Generative Learning Model to Approach Mentor Texts
This session investigates some of the theory, practices, and benefits of using a mentor text as a springboard for students to generate their own academic essay outline. The presenter shares tips and best practices to guide students as well as some ideas that will motivate student engagement.

Amanda Simons, San Diego State University, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Friday, 3:00 pm–3:45 pm
Room 707

Using Key Vocabulary to Talk About Cultural Differences
This talk presents the basics of natural semantics metalanguage, which defines words using semantic primes that represent concepts found in every language. It shows how the English words happiness and pain are conceptualized compared to related non-English words to demonstrate how to use vocabulary instruction to teach about cultural difference.

Mark Honegger, University of Louisiana, Lafayette, USA

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs

Friday, 3:00 pm–4:45 pm
Room 102

“Good” Interculturality: Bridging Theory, Research, and Practice
What is interculturality, and what do we do with it? Complex glocal reality and recent research prompt rethinking approaches to understanding dynamics and factors in intercultural communication and language education. This session presents relevant conceptual models and evidence-based practices that span different program contexts in L2 (and teacher) education.

Roxanna Senyshyn, Pennsylvania State University, Abington College, USA
Natalia Balyasnikova, University of British Columbia, Canada
Lynne Diaz-Rico, California State University, San Bernardino, USA
Barbara Lapornik, Liceo Scientifico Statale “France Preseren”, Italy

Context: All Contexts
Setting: Academic English Programs; Grad/Postgrad Programs
**Friday, 3:00 pm–4:45 pm**  
**Room 104**

**Prepar ing Educators for Family and Community Engagement With Bilingual Families**

We draw on experience from three National Professional Development grant projects to explore fresh approaches for preparing educators to engage with the families of ELs in partnership with their school district and the community. Each project contributes a different angle on educator preparation, including paraprofessionals, preservice teachers, and in-service teachers.  

*IS: TE*

Andrea Hellman, Missouri State University, USA  
Michelle Benegas, Hamline University, USA  
Gisela Ernst-Slavit, Washington State University, USA  
Kelly Hill, The University of Alabama at Birmingham, USA  
Angela Bell, Missouri State University, USA  
Sarah Newcomer, Washington State University, Tri-Cities, USA  
Yuliya Ardasheva, Washington State University, Tri-Cities, USA  
Julie Paul, The University of Alabama at Birmingham, USA  
Ximena Uribe-Zarain, Missouri State University, USA  
Alexis González, Missouri State University, USA

*Context: ESL  
Setting: Early Childhood (PreK, Very Young Learners); Primary*

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**Friday, 4:00 pm–4:45 pm**  
**Room 205**

**“Nonnative” English Speakers in TESOL: Current Issues and Future Prospects**

For nearly three decades, scholars problematized dominant approaches in TESOL and offered novel ways to reconceptualize the notions of standards, legitimacy, ownership, identity, instruction, use, and interaction. In this presentation, panelists offer their vision for the future of this line of scholarship and discuss its implications for TESOL professionals.  

Ali Fuad Selvi, Middle East Technical University Northern Cyprus Campus, Turkey  
Bedrettin Yazan, The University of Alabama, USA  
Nathanael Rudolph, Mukogawa Women’s University, Japan

*Setting: Academic English Programs; Grad/Postgrad Programs*

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**Friday, 4:00 pm–4:45 pm**  
**Room 304**

**Understanding EFL as Multilingual Practice**

With examples from South America, Europe, and Asia, panelists explore what it means from both conceptual and practical standpoints to frame EFL teaching as education for multilingualism. What are the implications for teacher education, curriculum development, and addressing community concerns and desires?  

*IS: English as a Foreign Language*

Dudley Reynolds, Carnegie Mellon University, Qatar  
Ester de Jong, University of Florida, USA  
Ndeye Diallo, Providence Public School, USA  
Luciana C. de Oliveira, University of Miami, USA  
Michelle Gu, Education University of Hong Kong, Hong Kong  
Lucilla Lopriore, Roma Tre University, Italy

*Context: B-ME  
Setting: Adult Education; Grad/Postgrad Programs*

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**Friday, 4:00 pm–4:30 pm**  
**Room 103**

**Beating the Challenges With Autonomous Learning Strategies**

This session presents a study exploring the autonomous learning strategies used by refugees in learning the English skills needed for their academic success at the university level. Findings from a study done in Lebanon are shared, along with implications for educators dealing with marginalized groups with LEP.  

Rasha Halat, Lebanese International University, Lebanon

*Context: EFL  
Setting: Adult Education*

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**Friday, 4:00 pm–4:45 pm**  
**Room 707**

**Balancing Vocabulary Learning Across the 4 Strands**

Effective course planners provide students with balanced opportunities to develop language skills through four channels: input, output, focus on language features, and fluency. In this session, participants learn how to apply this principle to well-balanced vocabulary learning by repurposing activities to fulfill each of the four strands.  

Emily Ellis, University of California, Irvine, USA  
Rachel Fernandez, University of California, Irvine, USA

*Context: All Contexts  
Setting: Adult Education; IEP*
**Cultivating Advanced Integrated Skills Through the Creation of E-Newspapers**

Project-based instruction works not only to augment language skills across the domains, but bolsters technological proficiency, research and presentation skills, and learner collaboration. The presenter shares her experience guiding a group of advanced students in a university-based IEP to create individual digital newspapers using free technology and current events.

**Shelynn Riel-Osorio,** Fordham University, USA

*Context: ESL*

*Setting: Academic English Programs; Adult Education*

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**ESOL With “Hamilton”: Open Educational Resource Materials for Communication**

Lin-Manuel Miranda’s hit musical “Hamilton” left a lasting mark on American culture. It also provides a rich student resource for pronunciation, vocabulary, and culture. This session demonstrates an open education Communication course built around “Hamilton” and provides teacher materials for a single song or a 10-week course.

**Davina Ramirez,** Portland Community College, USA

*Context: ESL*

*Setting: Secondary; Academic English Programs*

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**Developing Region-Specific Online Courses With Domestic and International Stakeholders**

This session examines lessons learned in multistakeholder online course development projects that aim to support ELs and nonnative English-speaking teachers outside the United States in partnership with U.S. academic institutions. Attendees gain an understanding of tools and procedures for start-up, design, and implementation of international online TESOL programming.

**Bee Jenkins Patel,** FHI 360, USA

**Kate Bain,** U.S. Department of State, USA

**David Fay,** U.S. Department of State, USA

**Vincent Lauter,** Arizona State University, USA

*Context: All Contexts*

*Setting: Adult Education; Grad/Postgrad Programs*

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**Empowering General Education Math Teachers of ELs**

Participants learn how to create differentiated lessons based on cognitive demand and contextual support that will increase the potential for ELs to acquire academic literacy in math and reduce the linguistic difficulties associated with mathematical discourse while managing to avoid the many pitfalls that can occur during instruction.

**Darlyne de Haan,** Bridgeton Public School, USA

*Context: All Contexts*

*Setting: Primary; Secondary*
**Providing Financial Equity Through Open Educational Resources for ESL Writing**

Open educational resources (OER) are a powerful tool for developing content and alleviating the financial burden of textbooks. Using the context of an academic ESL writing course, the presenters discuss the purpose for using OER, the process of incorporating materials, challenges faced, and initial reactions of faculty and students.

**Lin Cui**, Harper College, USA  
**Kathleen Reynolds**, Harper College, USA  
**Kathy Zuo**, Harper College, USA

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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**Teaching Large-Enrollment Online EFL Courses: Faculty Perspectives and Curricular Models**

This session discusses research on faculty experiences teaching large online EFL courses. After a brief overview of the study, this presentation focuses on challenges instructors face, pedagogical implications in the areas of online course development and implementation, and institutional support options and opportunities. Concrete examples are provided.

**Dawn Bikowski**, Ohio University, USA  
**H. Keira Park**, Ohio University, USA

**Context:** EFL  
**Setting:** Academic English Programs; IEP

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**Tiered Support for ELs With Disabilities: Tips From Special Education**

Although learners with disabilities are found in almost every higher education ELT context, they frequently lack diagnoses and are thus poorly served by existing supports. This session explains how ESL programs in higher education can adapt the response to intervention approach from K–12 programs for use in their context.

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

**Context:** ESL  
**Setting:** Academic English Programs; IEP

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**Transforming Nonnativeness in the Classroom: Lessons From Faculty Learning Community**

Three NNESTs who teach in a U.S. university share their critical reflection of how participating in a faculty learning community helped them to restructure their teaching. Using autoethnography, the presenters explore a critical incident where they redesign teaching activities and shape professional identities based on these “new” understandings.

**Galina Shleykina**, Miami University, USA  
**Nugrahenny Zacharias**, Miami University, USA  
**Eun Chong Yang**, Miami University, USA

**Context:** All Contexts  
**Setting:** Academic English Programs; Grad/Postgrad Programs

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**Uncovering Transnational Student-Practitioners’ Identity and Equity-Oriented Practices: A Critical Lens**

Acknowledging the inherent value of identity expression and transnational literacies in TESOL, this duoethnography juxtaposes the evolving trajectories of two NNEST female doctoral students with dissimilar linguistic and cultural backgrounds to understand and conceptualize their participatory responsive inquiry practices within limited institutional-research opportunities and scripted curricula at a U.S. university.

**Andrea Lypka**, University of South Florida, USA  
**Imelda Bangun**, University of South Florida, USA

**Context:** ESL  
**Setting:** Grad/Postgrad Programs

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**Where the World Comes Together: English for Peacekeepers**

Participants view sequences of a recently designed online course in Canvas for international peacekeepers that includes animations and images. They also receive advice and caveats for developing their own courses so that they have a realistic overview of successful course design and development.

**Carol Piñeiro**, Boston University, USA  
**Stephanie Ngom**, Boston University, USA

**Context:** EIL  
**Setting:** Adult Education
**Recommendations to Identify an EL’s Learning Disability: Theory and Practice**

To properly assess the source(s) of an EL’s academic struggles, it is critical that teachers employ a multifaceted process and consider a variety of outputs to examine progress over time. This panel presents an assessment framework along with instructional practices to more accurately separate a language struggle from a disability.

*Solange Lopes Murphy*, The College of New Jersey, USA  
*Jana Moore*, Independent, USA  
*Trudy Moore*, Moanalua High School, USA

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**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 (Kreuzer)*, Refugee Classroom, USA

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**Bringing Language to Life With Learner-Devised Mini-Scenes**

Contemporary language learning theories emphasize the need for meaningful, authentic contexts requiring spontaneous production of the target language. Learner-generated mini-scenes fit the bill, prompting learners to cocreate, present, and evaluate very short original scenes around their chosen themes. This experiential workshop guides teachers through the entire process.

*Leslie Sapp*, Independent, USA

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**Online Collaborative Coaching for Implementing Culturally and Linguistically Responsive Teaching**

The presenters share an online collaborative coaching model that was inspired by critical friends, peer coaching, critical pedagogy, transformative coaching, and Japanese lesson study. Participants engage in activities to explore empowering professional learning and analyze teacher experiences to understand the benefits and pitfalls of this collaborative coaching model.

*Katie Brooks*, Butler University, USA  
*Cathy Bhathena*, Butler University, USA

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**Fostering Student Self-Directed Learning in Collectivist Cultures Using Art**

In the US, it is imperative for ESL students to become self-directed learners to achieve academic success, but critical thinking can be difficult for students from collectivist cultures. This workshop showcases strategies and outcomes from Virginia Tech Language and Culture Institute adapted from the DC National Gallery of Art.

*Andrea Todd*, Virginia Tech Language and Culture Institute, USA  
*Inge McKenney*, Virginia Tech Language and Culture Institute, USA

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**Reviving Real and Rigorous Literature for High-Impact Learning**

Common Core requires rigorous texts in language arts. This workshop focuses on selecting, pairing, and teaching seminal literature—from mythology and Shakespeare to historic documents and speeches—that supports ELs’ academic needs. Participants practice strategies and techniques to implement rigorous, high-impact lessons for optimal language development.

*Barbara Ihns*, Seminole County Public Schools, USA  
*Christine Pierce*, Seminole County Public Schools, USA
Success Beyond ESL Classrooms: Transferring Grammar Skills to Academic Writing

Though most grammar instruction focuses on sentence-level error correction and avoidance, this workshop for college-level L2 writing instructors focuses on adapting and designing activities that help students expand their grammatical repertoire and develop skills in making accurate and rhetorically appropriate grammatical choices for academic writing beyond the ESL classroom.

Olga Griswold, California State Polytechnic University, Pomona, USA
Jennie Watson, California State Polytechnic University, Pomona, USA

Context: ESL
Setting: Academic English Programs; Grad/Postgrad Programs

Come Together: Teaching Inclusion in the EL Classroom

Studying in the United States may be the first time international students from homogeneous backgrounds have to address their biases. This can be controversial and difficult, and it requires a combination of linguistic, cultural, and communication skills. Activities for building these skills are presented.

Clarissa Codrington, Eastern Michigan University, USA
Trisha Dowling, University of Michigan, USA
Allison Piippo, Eastern Michigan University, USA

Context: ESL
Setting: Academic English Programs; IEP

Designing and Piloting Role-Plays for Authentic Spoken Grammar

In this hands-on session, attendees learn to target authentic spoken grammar in role-plays by taking two key steps: 1) predicting the relevant grammar points and 2) testing their predictions against the performance of real English speakers. Insights from this session pertain to the praxis of teachers and teacher educators.

Andrés García, University of Maryland, College Park, USA

Context: ESL
Setting: Adult Education; Grad/Postgrad Programs

Flipgrid or Flop: Considerations Before Using This Social Video Platform

Generation Z learners want engaging screen-based learning while instructors want pedagogically sound applications. Flipgrid, an educational social networking site, brings these groups together but has limitations. Presenters share how to use Flipgrid to its fullest and avoid Flipgrid flops. Attendees leave able to evaluate whether Flipgrid is appropriate for them.

Mariah Schuemann, University of Miami, USA
Clarissa Moorhead, University of Miami, USA

Context: ESL
Setting: Academic English Programs; IEP
Fostering ELs’ Global Citizenship Through Academic Discussions
This session explores an approach to teaching integrated skills in EAP that centers on small-group academic discussions. This approach allows learners from diverse disciplinary backgrounds to engage with real-world social and environmental issues. Presenters share assessments, activities, and multimedia materials that scaffold the development of key academic discussion subskills.
Alexander Nanni, Mahidol University International College, Thailand
Julien Hardy, Mahidol University International College, Thailand

Context: All Contexts
Setting: Academic English Programs; IEP

Harnessing the Power of Afrofuturism for Culturally Sustaining Language Pedagogy
The presenters explore the ways in which Afrofuturistic media is being used in contemporary language and literacy classrooms. They share the findings of a case study where teacher candidates demonstrate knowledge of linguistic principles through analyses of diverse Afrofuturistic media and envision its use in their own classrooms.
Kisha Bryan, Tennessee State University, USA
Ayanna Cooper, AC Consulting, USA
Babatunji Ifarinu, Indian Creek Elementary School, USA

Context: All Contexts
Setting: Secondary; Grad/Postgrad Programs

Repositioning College English Language Programs: Rethinking Approaches for Maximum Reach
The dialogue is rooted in the experience of a university IEP that successfully transitioned to a specialized campus support service. This session focuses on the rationale for such a transition, offers a guide for implementation, and discusses successes and challenges encountered along the way.
Luke Daly, National Louis University, USA

Context: ESL
Setting: Academic English Programs; IEP

The EL-Teacher Cohort Model: Communities of Practice in Online Learning
EL PD for K–12 teachers is often episodic and disconnected. In contrast, an online learning community fosters connection, camaraderie, and critical challenge, referenced as a community of practice. By examining an online community of practice, participants learn how to foster criticality, informing EL teacher leadership.
Trish Morita-Mullaney, Purdue University, USA
Jennifer Renn, Purdue University, USA
Wayne Wright, Purdue University, USA

Context: ESL
Setting: Grad/Postgrad Programs

The Nuts and Bolts of Effective Listening Strategies
How do students become better active listeners? This session reviews 10 specific factors that make listening difficult for language learners and demonstrates five steps to creating more interactive and realistic activities for both high- and low-resource environments that teach, not just test, effective listening skills.
Randall Davis, University of Utah, USA

Context: All Contexts
Setting: Secondary; IEP

The Six Standards: A Framework for Radical School Change
Researchers from a federally funded NPD grant project, aimed at implementing and scaling up PD solutions that result in individual and institutional change toward equity for emerging bilinguals, share how the Six Standards for Effective Pedagogy frame their ENL certification program and engage participants in analyses of teacher change.
Annela Teemant, Indiana University-Purdue University Indianapolis, USA
Gina Yoder, Indiana University-Purdue University Indianapolis, USA

Context: ESL
Setting: Grad/Postgrad Programs
TESOL Advocacy & Policy Summit
22–24 June 2020, Washington, DC, USA

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Join TESOL for this unparalleled professional development opportunity for educators to learn about U.S. federal education issues and advocate for policies that support English learners and the field of English language education.

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• K-12 Education
• Adult Education
• International Students
• Immigration

“Advocacy is the lynch pin of our work as TESOL professionals. We must be united in our quest to support our most vulnerable communities.”

—LESLIE KIRSHNER-MORRIS

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tesol.org/advocacy   #tesoladv2020

Change starts here.
WEDNESDAY, 1 APRIL 2020
9:30 am–11:15 am

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<td>2 Putative Confronting Forces: Enhancing Global English, Maintaining Thai Identity</td>
<td>Budsaba Kanoksilapatham, Silpakorn University, Thailand</td>
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<td>A Guided Journey: Lessons Learned From an IEP Restructure</td>
<td>Heather Gregg Zitlau, Georgetown University, USA</td>
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<td>Sigrun Biesenbach-Lucas, Georgetown University, USA</td>
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<td>LSP</td>
<td>Authentic, Effective Discussion Strategies for 21st Century Learning</td>
<td>Michelle Bland, Principia School, USA</td>
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<td>Carla Buchheit, The University of Kansas, USA</td>
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<td>Culturally Sustaining Pedagogy: Celebrating Students’ Assets, Supporting Their Learning</td>
<td>Tabitha Kidwell, University of Maryland, USA</td>
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<td>Luis Pentón Herrera, University of Maryland, Baltimore County, USA</td>
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<td>ASJ</td>
<td>(De)hailing: Genre Conventions and Politeness Strategies in Admissions Decision Letters</td>
<td>Mijanur Rahman, Illinois State University, USA</td>
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<td>English Language Programs for MA Students in Engineering Disciplines</td>
<td>Jenny Mak, Columbia University, USA</td>
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<td>Hyoseon Lee, Columbia University, USA</td>
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<td>Elizabeth Strauss, Columbia University, USA</td>
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<td>Recruiting and Retaining Black ESOL Teachers</td>
<td>Bobbi Siefert, Furman University, USA</td>
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<td>Spencer Salas, University of North Carolina at Charlotte, USA</td>
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<td>Tia Dolet, University of North Carolina at Charlotte, USA</td>
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<td>Screening for Potential Gifted and Talented ELs With the HBGSI</td>
<td>Alma Contreras-Vanegas, Sam Houston State University, USA</td>
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<td>Mary Petron, Sam Houston State University, USA</td>
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<td>Teacher Conferencing in Peru: Fitting Feedback to Teachers’ Types</td>
<td>Christopher Stillwell, College of the Sequoias, USA</td>
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<td>Moisés Alcantara, ICPNA Región Centro, Peru</td>
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<td>Teaching Combined-Level Courses: In Search of the Perfect Compromise</td>
<td>Renata Phelps, Illinois Institute of Technology, USA</td>
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<td>Barbara Krupa-Ryan, Illinois Institute of Technology, USA</td>
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<td>Teaching Language Arts at a Newcomers Academy: Challenges and Successes</td>
<td>Elena Andrei, Cleveland State University, USA</td>
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<td>Bekah Harper, Cleveland State University, USA</td>
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<td>Technology-Assisted L2 Vocabulary Acquisition for EFL Learners: A Meta-Analysis</td>
<td>Zhe Wang, East China Normal University, China</td>
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<td>The Local-Global Problem: Making Skies Safer by Teaching Aviation English</td>
<td>Aliona Buresh, Embry-Riddle Language Institute, USA</td>
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<td>The Role of Preparatory Year in Improving the Language Proficiency</td>
<td>Ahmad Alshehri, King Khalid University, Saudi Arabia</td>
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<td>The Third Age University: a Platform for English Language Acquisition</td>
<td>Olena Tanchyk, Donetsk State University of Management, Ukraine</td>
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**MD**

Why and How to Teach Reasoning in ESP Classes

Tatiana Margaryan, Bauman Moscow State Technical University, Russian Federation

Nadezhda Margaryan, Bauman Moscow State Technical University, Russian Federation

**AL**

Written Research Abstract vs. Video Research Abstract: A Re-semiotization Study

Sara Nezami Nav, Oklahoma State University, USA

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**12:30 pm–2:15 pm**

**PA**

Addressing Differing Perceptions of International Students’ Academic and Language Needs

Leslie Bohon, University of Richmond, USA

**TE**

Addressing the How, What, and Who in Teacher Preparation

Katrina Reinhardt, University of Indianapolis, USA

**RWL**

Arguing to Learn: Teaching Chinese EFL Students Writing About Literature

Yuqin Hei, Xi’an International Studies University, China

**RWL**

Being Mindful When Writing Feedback to Encourage Student Engagement

Janine Carlock, Duquesne University, USA

**CIC**

Campus Life: A Course Integrating International Students Into American Universities

Lily Lewis, University of Southern California, USA

Kate Kessler, University of Southern California, USA

**PA**

Create a Class Curriculum and Library Based on Student-Generated Material

Lisa Horvath, Oromhir Altalanos Iskola, Hungary

**PA**

Creating Meaningful Final Ceremonies When Graduation Doesn’t Apply

Jana Quigley, Columbia University, USA

Frances Boyd, Columbia University, USA

**CIA**

Diversity of the CLIL Classroom: Novel Forms of Graphic Organizers

Natalya Sytnikova, Beloye Secondary School, Kazakhstan

Andrey Polnikov, Secondary School-Complex of National Rebirth #17, Kazakhstan

**PA**

Driving With Data

Jeffrey McIlvenna, Pace University, USA

Katherine Yaw, Northern Arizona University, USA

**DLT**

E-Portfolios: A High-Impact Practice in IEPs

Katie Subra, Winona State University, USA

**AL**

EFL Students’ Beliefs About Oral Corrective Feedback

Xuan Ha, Macquarie University, Australia

**DLT**

Embracing Technology: Expanding the Use of Tech Into All Skills

Rhonda Yates, St. George’s University, Grenada

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**RWL**

Focus on Writing Moves: Giving Discourse-Level Feedback on Student Papers

Jennifer Mott-Smith, Towson University, USA

**LSP**

Foreign Students’ English Listening Comprehension at International Airports

Ahmed Alshammari, Um Al-Qura University, Saudi Arabia

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**CIC**

Fostering Inclusion and Meaningful Connections on Campus

Hana Taleb Imai, Bow Valley College, Canada

Diane Hardy, Bow Valley College, Canada

**ASJ**

Increasing English Language Teachers’ Capacity to Teach for Social Justice

Deniz Ortactepe, Middlebury Institute of International Studies, USA

Adnan Yilmaz, Sinop University, Turkey

Eyyup Yaprak, Cukurova University, Turkey

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**PA**

Internment: A Book Study on English, Trauma, Advocacy, and Allies

Hannah Powers, Girls Athletic Leadership School, USA

**TE**

Mentoring Support Program for Enabling Teachers to Conduct Classroom Research

Tirtha Karki, Janta Multiple Campus, Nepal

Bishnu Karki, Chandra Sanskrit Ma Vi, Nepal

**PA**

Partnering With the Library to Administer an ESL Program

Susan Gong, The Learning Source, USA

Marina Valenzuela, Arapahoe Libraries, USA

**PD**

Reading Strategy Instruction Through Action Research: Where Learning Opportunities Abound

Raj Khatri, George Brown College, Toronto, Canada

**AL**

Successful Online Collaborative Writing Requirements

Ahdab Saaty, University of Jeddah, Saudi Arabia

**CIC**

Symbiotic Learning of Intercultural Communication: A Community-Based Research

Yan Li, China University of Mining & Technology, China

**A**

Test Comparability Study Across 18 European Nations

Peggy Garza, Partner Language Training Center Europe, USA

**LSP**

The Effectiveness of Explicit Pronunciation Instruction on Function Word Reduction

Xinting Zhang, Southern University of Science and Technology, China

**ASJ**

The Stories That Matter: an Autobiographical Literacy Project for Students

Ashley Fifer, Long Island University Brooklyn, USA

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**ASJ**

Trauma-Informed Teaching With ESL Adults: The Essentials

Elizabeth Eastman, University of San Francisco, USA
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**Thursday, 2 April 2020**

11:30 am–1:15 pm

- **Disrupting College Admission: Proving English Proficiency Without High-Stakes Testing** Dianna Lippincott, Arizona State University, USA
- **ELT With a Heart for Service Changes** Mary Catherine Frazier, American Embassy School, India Shreyas Rajesh, Williams’ College, USA Minalini Wadhwa, American Embassy School-New Delhi, India
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<td>A 2-Pronged Pedagogy: Bridging Language and Community</td>
<td>Hannah Denham, Washington and Lee University, USA</td>
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<td>Edwin Castellanos Campos, Washington and Lee University, USA</td>
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<td>An Exploration of EFL Teachers’ Experience With Learning Disability Training</td>
<td>Jimalee Sowell, Indiana University of Pennsylvania, USA</td>
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<td>Larry Sugisaki, Indiana University of Pennsylvania, USA</td>
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<td>RWL</td>
<td>Becoming an Argumentative Writer: 7 Steps Toward Effective Paraphrasing</td>
<td>Heather Weger, Georgetown University Law Center, USA</td>
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<td>CIC</td>
<td>Improving ELs’ Emotional Intelligence Through Dance and Mindfulness Practices</td>
<td>Urmimala Das, Chinar Primary School, India</td>
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<td>Stephanie McBride-Schreiner, Arizona State University, USA</td>
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<td>Muthuraman Arumugam, Sainik School Nagrota, India</td>
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<td>Critical Discourse Analysis of TOEFL Writing Questions</td>
<td>Islam Farag, Indiana University of Pennsylvania, USA</td>
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<td>Illuminating Dark /l/: A Case Study on Teaching /l/-/h/</td>
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<td>Language Demands in the Elementary Math Classroom: A Teacher-Led Inquiry</td>
<td>Felice Russell, Ithaca College, USA</td>
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<td>Rachel Rosenbaum Mandell, P.S. 182 Samantha Smith, USA</td>
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<td>Mahjabeen Hussain, Independent, Bangladesh</td>
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<td>Meeting Teachers Where They Are: Scaffolding in Online Teacher Education</td>
<td>Radmila Popovic, World Learning, USA</td>
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<td>Neil O’Flaherty, World Learning, USA</td>
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<td>Museums as Language-Learning Spaces: A Case Study of ESP Courses</td>
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<td>Nichole McVeigh, University for Peace, Costa Rica</td>
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<td>Truong Thi Thanh Canh, Foreign Trade University, Ho Chi Minh City Campus, Viet Nam</td>
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<td>Tung Le, Ho Chi Minh City University of Education, Viet Nam</td>
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<td>Giang Vo, Nguyen Tat Thanh University, Viet Nam</td>
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<td>Stacked Against Us: Successful Teaching in Multilevel Classrooms</td>
<td>John Jordan, INTO Drew University, USA</td>
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<td>Student Perceptions of an EAP Pathway: A Case Study</td>
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<td>Carbondale, USA</td>
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<td>Khalid Azzubaidi, King Saud bin Abdulaziz University for Health Sciences-Jeddah Campus, Saudi Arabia</td>
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<td>The Influence of Imagined Communities on Doctoral Student Career Agency</td>
<td>Thi Van Yen Huong, Macquarie University, Australia</td>
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<td>Using Linguistic Landscapes to Assess Vocabulary Notebooks</td>
<td>Patrick Russell, Pace University, USA</td>
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<td>Virtual Reality: Transporting Global Issues to Local Composition Classrooms</td>
<td>Teresa Cusumano, Lehigh University, USA</td>
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<td>Kayla Landers, Lehigh University, USA</td>
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<td>Mary Newbegin, Lehigh University, USA</td>
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<td>Elena Reiss, Lehigh University, USA</td>
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9:00 am–10:45 am

**ASJ**
A Family Engagement Program: Building Relationships and Promoting Literacy
Emily Spitzman, Bridgewater State University, USA
Alexandra Dema, Bridgewater State University, USA

**VG**
A Student-Centered Communicative Correction Cycle for Paper-Based Homework
Parmelee Welsh, Colorado University Boulder, USA

**ASJ**
Advocacy Through Job Crafting for Supporting 1st-Year Undergraduate ESL Students
Sunyoung Song, Athens State University, USA

**DLT**
Application of CoL Framework Through Social Media in ESL Writing
Mohammad Shams Ud Duha, Purdue University, USA

**RWL**
Beyond Editing: Scaffolding Writers’ Peer Review Skills With Google Docs
Trischa Duke, University of Illinois at Chicago, USA

**ASJ**
Can English Be a Liberating Tool for Nepali School Girls?
Anu Upadhyaya, Simon Fraser University, Canada

**CIC**
Culture Capsule Project With ELs
Marietta Bradinova, Virginia International University, USA

**RWL**
Developing Learner Autonomy in an Academic EFL Writing Course
Javid Rasooly, American University of Afghanistan, Afghanistan

**MD**
Diacronic Representations of World Cultures in a Global ELT Textbook
Ufuk Keles, The University of Alabama, Tuscaloosa, USA

**LSP**
Discourse Analysis Activities for the ITA Classroom
Jennifer Grill, Florida State University, USA
Maria Beatriz Mendoza, Florida State University, USA

**PA**
EAL: Educational Innovations in Eastern Canada
Paula Kristmanson, University of New Brunswick, Canada
Kathy Whynot, New Brunswick Department of Education and Early Childhood Development, Canada
Chantal Lafargue, University of New Brunswick, Canada

**CIA**
Engaging ITAs: Task-Based Activities That Build Fluency and Confidence
Elka Kristonagy, Yale University, USA
Jaime Parry, Yale University, USA

**PA**
English Language Camp Programming, Management, and Development
Lara Ravitch, University of Oregon, USA

**TE**
English Language Teachers’ Preservice Identity Constructions: A Narrative Study
Thomas Walker, University of Washington, USA

**CIC**
Enhancing Learners’ Global Literacy in a Flipped EFL Writing Classroom
Christine Chifen Tseng, National Taichung University of Science and Technology, Taiwan

**TE**
Ethnography “Boxes” to Understand Women’s Lives and Ways of Knowing
Natalia Ramirez Casalvolone, Indiana University Bloomington, USA

**AL**
Exhuming Corpus Use for Students in Language Classes
Randall Davis, University of Utah, USA

**A**
Exploring Parliamentary Debates for Developing Oracy Skills in ESL Classrooms
Shumaila Omar, Institute of Business Management, Pakistan
Maria Siddiqui, Institute of Business Administration, Pakistan

**AL**
Learner Autonomy in Communicative Research Courses
Koki Tomita, Soka University Japan, Japan
Colin Rundle, Soka University Japan, Japan

**CIC**
Newcomers: Comprehensive Strategies for a Successful Start
Sara Levitt, SJL Educational Consultants, USA
Jill Kramer, Educational Service Center of Central Ohio, USA

**CIA**
Pathways Program Training: Timing and Topics for Instructional Assistants
Julie Lopez, University of Delaware, USA
Karen Asenavage, University of Delaware, USA

**PA**
Placement Test Item Analysis
Reginald Gentry, University of Fukui, Japan

**TE**
Power Posing: Enhancing ESL Students’ Public Speaking Confidence
Svetlana Vikhnevich, Wenzhou-Kean University, China

**RWWL**
Praise in Written Feedback: Do Writers Understand and Value It?
Karla Coca, Brigham Young University, USA
Grant Eckstein, Brigham Young University, USA

**LSP**
Social to Academic Conversations: Strategies for Promoting Authentic Communication
Rachel Fernandez, University of California, Irvine, USA
Emily Ellis, University of California, Irvine, USA

**RWL**
Supporting Underprepared ESL Reading and Writing ESL Students
Anne Cannon, Salt Lake Community College, USA
Maria Ammar, Salt Lake Community College, USA

**PD**
Teacher Reflection on Cultural Identity Within a Community of Practice
Janet Turner, Mercer University, USA
The Power of Chunks in English Language Learning
Christine Marks, Ladybug Literacy, LLC, USA
Amy Fink, Ladybug Literacy, LLC, USA

How to Prepare Nonnative-English-Speaking Preservice Teachers?
Chen Jiang, Florida State University, USA
Shiyao Zhou, Florida State University, USA

Language Socialization of International Spouses: A Microethnographic Study
Jade Sandbulte, Pennsylvania State University, USA

Meeting Curriculum and Student Achievement Standards Through EAP Curriculum Delivery
Sherry Warren, University of South Carolina, USA

Michigan TESOL at 45: History of an Affiliate
Colleen Brice, Grand Valley State University, USA

Promoting Intercultural Exchange Through Explorations of Global Citizenship
Melanie Baker Robbins, Western Carolina University, USA

Reaching and Challenging ELs in Secondary Content Classrooms
Carrie McDermott, Molloy College, USA
Andrea Honigsfeld, Molloy College, USA
Kelley Cordeiro, Molloy College, USA

Students’ Changed Perceived Benefits of Research Writing Over a Semester
Amanda Simons, San Diego State University, USA

Successful Components of Teacher Programs to Integrate Technology
Hazel Vega Quesada, Clemson University, USA

Teaching English to Students With Special Educational Needs
Luciana Locke-Filho, CNA Headquarters, Brazil

Apples to Apples: Adding Colorful Specificity to Writing
Monica Farling, University of Delaware, USA
R. Scott Partridge, University of Delaware, USA

An Illustrated Taxonomy of Online CAPT Resources
Lynn Henrichsen, Brigham Young University, USA

Chinese International Students’ Voices to the Host Institute
Yalun Zhou, Rensselaer Polytechnic Institute, USA
Michael Wei, University of Missouri-Kansas City, USA

Coming Together for College Success: A Presemester Program for ELs
Elinor Westfold, College of San Mateo, USA
Evan Kaiser, College of San Mateo, USA

Cross-Cultural Implications for Inquiry-Based Learning—and Strategies to Overcome Them
Louise El Yaafouri (Kreuzer), Refugee Classroom, USA

Empowering Preservice Teachers to Utilize Digital Storytelling for Supporting ELs
Sunyung Song, Athens State University, USA
Jamie Rogers, Athens State University, USA
Jeri King, Athens State University, USA

Exploring Content Knowledge for Teaching ELs
Meghan Odsliv Bratkovich, University of South Florida, USA

From Problems to Creative Solutions
Elena Erick, University of South Florida, USA

Globalization and English as an International Language in Pakistani Context
Itikhar Haider, UIUC, USA

Grade Retention: The Practice, the Myths, and the Research
Jamie Buckmaster, The University of Oklahoma, USA

How to Improve Speaking and Listening Skills With Applied Improvisation
Michael Garnett, University of Southern California, USA

Using Instagram to Teach L2 Writers Rhetorical Awareness
Kelly Tracy, Independent, USA

Using Visual Literacy in ESOL to Build Community Among Immigrants
David Hellman, We Speak NYC, USA
Sam Seifnourian, We Speak NYC, USA
Kareema Hussein, We Speak NYC, USA

Poster Sessions

A Survey of Graduate Writing Genres at a STEAM University
Erin Karl, Rochester Institute of Technology, USA
Josh Snyder, Rochester Institute of Technology, USA

Actionable Feedback for Teacher Candidates and Practicing Teachers of ELs
Carine Strebel, Stetson University, USA

Case Study: Administration and Operation of an L2 Conversation-Partner Program
Judy James, Brigham Young University, USA
Ben McMurry, Brigham Young University, USA

Successful Components of Teacher Programs to Integrate Technology
Carine Strebel, Stetson University, USA

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Luciana Locke-Filho, CNA Headquarters, Brazil

The One Project: IEP Students Giving Back
Dana Clark, Georgia Tech Language Institute, USA

Using Visual Literacy in ESOL to Build Community Among Immigrants
David Hellman, We Speak NYC, USA
Sam Seifnourian, We Speak NYC, USA
Kareema Hussein, We Speak NYC, USA

The Power of Chunks in English Language Learning
Christine Marks, Ladybug Literacy, LLC, USA
Amy Fink, Ladybug Literacy, LLC, USA
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ASCD
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Alexandria, VA 22311-1714 USA
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Contact: Mike Kalyan
Website: www.ascd.org
ASCD is an educational leadership association advancing best practices and policies for educators at all levels and roles so that every child can be healthy, safe, engaged, supported, and challenged. ASCD provides professional development through books, videos, online services, and other resources essential to the way educators learn, teach and lead.

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Contact: Ashley Moncada
Website: www.alliant.edu
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. Alliant is located in San Diego, CA. Visit tesol.alliant.edu for scholarship and program details.

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Contact: David Bracey
Website: www.anaheim.edu
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Website: www.apu.edu
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Website: www.Bridge.edu

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+44 (0)20 72389 3005
Contact: Rebecca Maher
Website: www.britishcouncil.org

The British Council is the United Kingdom’s cultural relations organisation. They 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. They work in the following areas: language policy, English language teaching and training, and qualifications.

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+1 858.292.2900
Contact: Debbie Poggioli
Website: www.casas.org

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Washington, DC 20016 USA
+1 202.355.1590
Contact: Sophia Birdas
Website: www.cal.org

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Color Vowel Chart
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# ADVOCACY, SOCIAL JUSTICE, AND COMMUNITY BUILDING

## MONDAY

- **9:00 am–4:00 pm**
  - Engaging Family, Parents, and Communities of ELs: The TSSN Supporting Students With Limited or Interrupted Education
- **1:00 pm–5:00 pm**
  - Advocacy in Action: Becoming a Powerful and Effective TESOL Advocate

## WEDNESDAY

- **7:00 am–7:30 am**
  - Bringing the World Together Through Social Advocacy and Civic Engagement
- **7:00 am–7:45 am**
  - Challenging Linguicism and Racism Through Translingually Responsive Pedagogy
  - Exploring Dignity and Practicing Peace in the English Language Classroom
  - Global Skills: Essential Instruction for Adult Learners Research for Change: Social Awareness Campaigns Led By Teens
- **10:00 am–10:20 am**
  - Translanguaging: Making the Most of Your Students’ Linguistic Resources
- **10:30 am–11:00 am**
  - High School ELs Go to College: Barriers and Hopes
  - ELs, Every Student Succeeds Act, and Equity
  - Faculty as Legislative Advocates for ELs: Challenges and Opportunities, Part 2
  - State WIOA Adult ESOL Initiatives and Innovations
- **10:30 am–11:15 am**
  - Creating a Space for Multilingualism in EFL/ESL Classrooms in Norway
  - Diversity, Representation, and Leadership: Trajectories From 4 TESOL Past Presidents
  - U.S. Federal Policy Update
- **10:30 am–12:00 pm**
  - Leveraging Diverse Picturebooks to Create Spaces for Translanguaging in Classrooms
  - Implementing Peace Education Communication: Perspectives From Afghanistan and Costa Rica
  - How ELPA Awardees Are Meeting and Exceeding ELP Goals
  - Developing Translingual Practices via Family Games
  - A Mixed-Methods Study on EL L2 Identity and Bullying Victimization
  - Addressing the Identification and Service of ELs in Gifted Education
  - Shape the Future for Your Students: 2020 Census EL/ESL Resources
  - United We Stand: Collaborating With Your Network to Raise Awareness
- **1:00 pm–2:45 pm**
  - Challenges of Social Responsibility in TESOL: Healing Along Fracture Lines

To search by interest section, type of session, or keyword, please use the Convention Itinerary Planner at www.tesolconvention.org.
### ADVOCACY, SOCIAL JUSTICE, AND COMMUNITY BUILDING

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<tr>
<td>2:00 pm–2:45 pm</td>
<td>Building Communities of Practice Among Refugee Teachers</td>
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<td>3:00 pm–3:45 pm</td>
<td>Dear Teacher—: Immigrant Students’ (Counter) Narratives and Pedagogical Love</td>
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<td>3:00 pm–4:15 pm</td>
<td>Diversifying TESOL: Working Toward Inclusivity</td>
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<td>4:00 pm–4:30 pm</td>
<td>Language Anxiety, Multilingualism, Cultural Diversity, and Ethnicity in Pakistani Universities</td>
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<td>4:00 pm–4:45 pm</td>
<td>Deconstructing Binary Understanding of Israel and Palestine Through Linguistic Landscape</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>Decolonizing EAP Writing Through Art Critique</td>
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### THURSDAY

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<td>Native Speakerism: Discriminatory Employment Practices in Polish Language Schools</td>
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<td>7:00 am–7:45 am</td>
<td>Advocating for ELs Who Have Been Identified as Having Dis/abilities</td>
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<td>9:00 am–9:20 am</td>
<td>Planning K–12 ESL Lessons to Meet Social Justice Standards</td>
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<td>9:30 am–10:00 am</td>
<td>Translanguaging in Minority School Contexts: Opportunities and Challenges</td>
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<tr>
<td>9:30 am–10:15 am</td>
<td>Teachers’ Perspectives on Serving Students With Interrupted Formal Education</td>
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<td>Resisting Resistance: School-Level Advocacy for Refugee-Background Learners</td>
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<td>10:30 am–11:00 am</td>
<td>In Their Own Voices: The Immigrant Experience Through Digital Storytelling</td>
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<td>10:30 am–11:15 am</td>
<td>“Public Charge” and Its Impact on Schools and Families</td>
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### FRIDAY

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<td>Meaning-Making by Refugee-Background Adults in USCIS Naturalization Test Study Materials</td>
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<td>Insight to Action for Black ELs in the United States</td>
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<td>1:00 pm–2:30 pm</td>
<td>Reaching New Heights</td>
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<td>Essential Tools for Trauma-Informed Practice in ESL</td>
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<td>2:00 pm–2:30 pm</td>
<td>The Multilingual Turn: Encouraging Pro-Linguistic Diversity Ideologies for EL Advocacy</td>
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<td>2:00 pm–2:45 pm</td>
<td>Flipped Learning Activities With Smartphones, Tablets, and Laptops</td>
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<td>Developing Social Justice Understanding in the Preparation of EFL Teachers</td>
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<td>What Special Education Can Teach Us: Supporting ELs With Disabilities</td>
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<td>The Art of Culture, Language, and Community Through School Murals</td>
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<td>Experiences of LGBTQ+ Learners in English Classrooms of Turkey</td>
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- Discussing Neurodiversity in the TESOL Community
- Teaching a Service-Learning Course for International College Students
- Reconceptualizing Language Users: Introducing the Language-Usage-Identity State Model
- Challenging Gender and Sexuality Norms: Toward a Queer(er) Pedagogy
- Increasing Student Engagement and Sense of Belonging Through Place-Based Education
- Rethinking Adult Education Under the Workforce Innovation and Opportunity Act
- Critical Pedagogies in ELT: Classroom Applications and Lessons
- Critical Theory and Critical Pedagogy: Bridging the Gap
- Engaging Families in Early Childhood: Connecting Research, Theory, and Practice
- Pursuing Social Justice in TESOL

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*Note: The content includes a variety of topics related to social justice, advocacy, and community building in TESOL, such as immigration, multiculturalism, and teacher training.*
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<td>Using Quizizz in Google Classroom</td>
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**APPLIED LINGUISTICS**

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<td>Cross-Linguistic Influence on L2 Collocations: The Case of Vietnamese Learners</td>
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<td>Development of Linking Adverbial Usage in L2</td>
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<td>11:30 am–12:15 pm</td>
<td>What’s the Use of Usage-Based Linguistic Approaches for Language Teaching?</td>
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<td>1:00 pm–1:30 pm</td>
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<td>Teaching English in Multilingual Context of Baluchistan: Challenges and Solutions</td>
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<td>Coming Together Helping Students Overcome Communication Anxiety: Tips for Teachers</td>
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<td>Effective Shortcuts to Understanding English Tense-Aspect Grammar Rules</td>
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<td>1:00 pm–1:30 pm</td>
<td>Linguistic Funds of Knowledge</td>
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<td>1:00 pm–1:45 pm</td>
<td>Supporting Language and Learning in Spaces of Play</td>
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<tr>
<td>1:00 pm–2:45 pm</td>
<td>Innovative Scaffolded MA Linguistics (TESOL) Program for Teachers in Vietnam</td>
</tr>
</tbody>
</table>
2:00 pm–2:30 pm  Monitoring Affect and Minimizing L2 Anxiety to Foster Learning
2:00 pm–2:45 pm  Demystifying ESL Humor: Connecting Pragmatics Research, Learner Needs, and Pedagogy
Tracking the Real-Time Processes of Multimodal Writing: A Task-Based Approach
3:00 pm–3:30 pm  Utilizing Schematic Integrations to Enhance the Development of Spatial Prepositions
3:00 pm–3:45 pm  Flipped Classrooms: Challenges, Best Practices, and Outcomes
3:00 pm–4:15 pm  Bridging the Gap Between Linguistic Theory and Practice in TESOL
4:00 pm–4:30 pm  Multilingualism and Identity Shift Among Immigrant Students in Iceland
The Role and Nature of Grit Among Advanced ELs
4:00 pm–4:45 pm  Successful Negotiation of Meaning in English as a Lingua Franca
5:00 pm–5:30 pm  Preschool Teachers’ Language Ideologies Surrounding Hands-on-Science for Dual Language Learners
5:00 pm–5:45 pm  Language Teachers’ Research Engagement: Developing Inquiry-Based Communities of Practice

FRIDAY
7:00 am–7:30 am  Collaboratively Explore and Use Pragmatic Features in English Talk Shows
9:00 am–10:45 am  Classroom Talk: Promoting Contextual Learning and Critical Thinking
9:30 am–10:00 am  Vietnamese Working Adults’ Attitudes Toward “Standard” English Norms
9:30 am–10:15 am  What’s Happening With AAAL in 2020
9:30 am–11:15 am  Teaching Content-Area Classes in Bi- and Multilingual Programs
10:30 am–11:00 am  Language Learning Strategies: Past, Present, and Future Directions
11:30 am–12:00 pm  Considering English as a Medium of Instruction in Tunisian Universities
Multimodal and Translingual Literacy Practices of Young ELs
11:30 am–12:15 pm  When Research Meets Instruction: Teaching English Articles and Noun Types
2:00 pm–2:30 pm  Understanding Drama as L2 Pedagogy: Reviewing the Research Literature
3:00 pm–3:30 pm  The Effects of Feedback Type on L2 Task Performance

CONTENT-INTEGRATED APPROACHES
MONDAY
9:00 am–4:00 pm  Techniques for Teaching Content Through English
1:00 pm–5:00 pm  Long-Term ELs: Strategies for Teaching Language in Content Classes
INTINTEGRATED APPROACHES

INTTEGRATED APPROACHES

Creative Tasks in Elementary School EFL Classrooms in Switzerland
Natural Disasters: Teaching Academic Language Through an Integrated Content Unit

THURSDAY

7:00 am–7:45 am  21st-Century Academic Readiness Boot Camp: Helping Underserved Learners Succeed
Demythologizing NEST Paradigms: A Step Toward Redefining CLIL Teacher Identity
Designing CBI for a Health Science Program
International Collaborative Projects: Bringing the World to Our Students
Introductory Integrated Content and Language Courses for EFL Engineering Freshmen

8:30 am–9:45 am  Aviation English Teacher Training: Models of ESP—Aviation Training Collaboration

9:00 am–9:20 am  Telling Stories: Teaching Proficiency Through Reading and Storytelling for Vocabulary

9:30 am–10:00 am  Integrated Critical Thinking in English-Medium Instruction Programmes in Vietnam

9:30 am–10:15 am  Coteaching: Successes, Challenges, and Solutions to Move Forward

9:30 am–11:15 am  Leadership and High-Powered Communication: Teaching Leadership in the ESP Context
Challenges Translating The 6 Principles® Into Practice in Saudi Arabia
Connecting Grammar With Real Language for Student Success
It Takes 2: ESL and ELA Collaborate to Prepare Newcomers
PBL/TBL as a Reinforcement and Motivation Tool in the Classroom

11:30 am–12:15 pm  Fanfiction: Using Students’ Love of Television to Improve Language Skills

12:00 pm–12:20 pm  Strategies to Motivate Adults to Speak English

1:00 pm–1:30 pm  Creating Classroom Culture to Engage ELs in Mainstream Contexts

1:00 pm–1:45 pm  Promote Academic Literacy: ABE and College ESL Unite

1:00 pm–2:45 pm  Communicating Across Disciplines: Specific Language Instruction in Intercultural Contexts
Developing a Content-Based Approach for International Law Students
Building 21st-Century Academic Skills With University Success
Reflecting on the Concept of Practice in L2 Teaching
Analysis Across Culture: Mainstreaming Multilingualism in the Composition Classroom

3:00 pm–3:45 pm  ESP for Business Majors: Curriculum and Materials Development

3:00 pm–4:45 pm  Math and ESL Teachers: A Shared Responsibility
Reducing Cultural and Linguistic Bias in Content-Area Assessments
Designing and Adapting Lesson Delivery Using Open Architecture Curricular Design
Mission Possible: Interweaving Content-Language Learning Outcomes for Student Success
Teaching Pre-Engineering to ELs: Content, Practice, and Language

5:00 pm–5:45 pm  Encouraging Transfer of Reading Skills to University Content Courses
Fostering Global Competencies and Creating Global Citizens in EAP Classrooms
High-Leverage Instructional Practices to Promote Rigor in Adult Education

FRIDAY

7:00 am–7:45 am  Engaging ELs in Mathematics Learning Through Meaning-Making Activities
Filling Gaps: ESP for International Business University Majors in Honduras
Flipping the ITA Classroom: Challenges, Best Practices, and Rewards

9:00 am–9:20 am  Beyond TOEFL/IELTS: Preparing Students for More Than the Test

9:30 am–10:15 am  Combining Content and Language in Course Design
Developing an Integrated and Place-Based ESL—Sociology Learning Community
Models for Preparing ELs for the Workforce

10:30 am–11:15 am  Challenges Translating The 6 Principles® Into Practice in Saudi Arabia
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5:00 pm–5:45 pm  Encouraging Transfer of Reading Skills to University Content Courses
Fostering Global Competencies and Creating Global Citizens in EAP Classrooms
High-Leverage Instructional Practices to Promote Rigor in Adult Education
**CONTENT-INTEGRATED APPROACHES**

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<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 pm–3:15 pm</td>
<td>University Teacher Learning in a Cotaught CBL Program</td>
<td>A CBL Service-Learning Experience in Strengthening Language and Science Competences Correlative Models and the Future of College ESL Instruction</td>
</tr>
<tr>
<td>2:00 pm–3:45 pm</td>
<td>Sheltered Instruction in Action: Practical Application of Effective Practices</td>
<td>Positioning and Stance-Taking Through Personal Pronouns in Virtual Intercultural Exchanges Teaching English for Global Citizenship in a Multicultural University Context</td>
</tr>
<tr>
<td>3:00 pm–3:45 pm</td>
<td>Math: The Not-So-Universal Language for ELs</td>
<td>The Elite Appropriation of English Medium Instruction in the Himalayas</td>
</tr>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Cultivating Advanced Integrated Skills Through the Creation of E-Newspapers</td>
<td>Where the World Comes Together: English for Peacekeepers</td>
</tr>
<tr>
<td>4:00 pm–5:45 pm</td>
<td>Fostering Student Self-Directed Learning in Collectivist Cultures Using Art</td>
<td>Reviving Real and Rigorous Literature for High-Impact Learning</td>
</tr>
</tbody>
</table>

**CULTURE AND INTERCULTURAL COMMUNICATION**

**WEDNESDAY**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00 am–7:30 am</td>
<td>How to Integrate Disability Knowledge Into an L2 Writing Syllabus</td>
<td>4 Lessons Learned From an International Online Writing Collaboration</td>
</tr>
<tr>
<td>7:00 am–7:45 am</td>
<td>Coconstructing Culturally Responsive Classrooms</td>
<td>Distinguishing Ill-Adjusted From Well-Adjusted Learners: Helping International Students Cope</td>
</tr>
<tr>
<td>10:30 am–10:50 am</td>
<td>Exploring Learning Cultures to Build Community, Proficiency and Agency</td>
<td>Enhancing EAP Students’ Academic Intercultural Writing and Digital Literacy Practices</td>
</tr>
<tr>
<td>10:30 am–11:00 am</td>
<td>Enhancing EAP Students’ Academic Intercultural Writing and Digital Literacy Practices</td>
<td>Art in EFL Lessons: Widening Students’ Horizons Beyond Language</td>
</tr>
<tr>
<td>10:30 am–11:15 am</td>
<td>Improving ELs’ Literacy Through Podcasts/Creative Nonfiction Writing</td>
<td>Transnational Students’ Sense of Belonging as ELs</td>
</tr>
<tr>
<td>11:30 am–12:00 pm</td>
<td>A Toolkit for Developing Competency With Tone in Business English</td>
<td>Teaching Nonnative-English-Speaking Teachers to Challenge Language and Culture Assumptions</td>
</tr>
<tr>
<td>2:00 pm–3:30 pm</td>
<td>Teaching the Final Frontier: Teaching Vocabulary Through Allusions</td>
<td>Say What You Mean: Supporting Graduate Students With Pragmalinguistic Competence</td>
</tr>
<tr>
<td>3:00 pm–3:30 pm</td>
<td>Performing the Self for the Other</td>
<td>Preparing Nonnative-English-Speaking Teachers to Challenge Language and Culture Assumptions</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Positioning and Stance-Taking Through Personal Pronouns in Virtual Intercultural Exchanges</td>
<td>Teaching English for Global Citizenship in a Multicultural University Context</td>
</tr>
<tr>
<td>5:00 pm–5:45 pm</td>
<td>NNS Communication: The Use of Accommodation to Ensure Communication Success</td>
<td>Engaging Adult Learners and Their Families</td>
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**FRIDAY**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00 am–7:30 am</td>
<td>Culture in Language Teacher Training: Filling in the Gaps</td>
<td>Without Forcing or Ignoring Grief: Trauma-Informed Pedagogies for Adult Learners</td>
</tr>
<tr>
<td>7:00 am–7:45 am</td>
<td>Setting the Scene: Teaching Framing in Email Openings and Closings</td>
<td>Socializing L2 Learners to Culturally Appropriate Email Practices</td>
</tr>
<tr>
<td>9:30 am–9:50 am</td>
<td>Identity Construction in Areas of Conflict</td>
<td>Utilizing Analytical Autoethnography to Enhance Educator Intercultural Competence</td>
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<tr>
<td>9:30 am–10:00 am</td>
<td>Enhancing EAP Students’ Academic Intercultural Writing and Digital Literacy Practices</td>
<td>Syrian Refugee Women’s Roles Shaped by Language Learning</td>
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<tr>
<td>10:30 am–11:00 am</td>
<td>Syrian Refugee Women’s Roles Shaped by Language Learning</td>
<td>Sociocultural Factors in International Students’ University Experiences</td>
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<tr>
<td>11:30 am</td>
<td>Tools for Developing Cultural Competence in Teacher Education Programs</td>
<td>1:00 pm</td>
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<td>1:30 pm</td>
<td>Activities Supporting Students’ Intercultural Communicative Competence in Class</td>
<td>2:00 pm</td>
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<td>2:00 pm</td>
<td>Chinese Students in German Universities: Intercultural Adaptation Revisited</td>
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<td>Navigating Around Communication Breakdowns: Teaching Strategies for the ESL Classroom</td>
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<td>3:00 pm</td>
<td>Empowering ITAs Through Confidence-Building Strategies</td>
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<td>3:00 pm</td>
<td>“Good” Interculturality: Bridging Theory, Research, and Practice</td>
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<td>4:00 pm</td>
<td>Oral Academic and Workplace Discourse Socialization of International MBA Students</td>
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<td>4:00 pm</td>
<td>Mitigating Culturally Sensitive Student Trauma</td>
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<td>5:00 pm</td>
<td>Come Together: Teaching Inclusion in the EL Classroom</td>
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<td>5:00 pm</td>
<td>You, Too, Can Make Videos and Flip Your Classroom</td>
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**DIGITAL LEARNING AND TECHNOLOGIES**

**MONDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>1:00 pm</td>
<td>Empowering ELs Through Media Technologies and Community Engaged Learning</td>
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**TUESDAY**

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<tr>
<th>Time</th>
<th>Session Title</th>
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<tr>
<td>7:00 am</td>
<td>Augmented and Virtual Reality for Older Language Learners</td>
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**WEDNESDAY**

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<tr>
<th>Time</th>
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<tr>
<td>7:00 am</td>
<td>The Utility of Infographics: Scaffolding Students’ Writing</td>
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<td>7:00 am</td>
<td>Create or Enhance Your Curriculum With ESL Library Electronic Portfolios: Where the World of Student Learning Comes Together</td>
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<td>10:30 am</td>
<td>Learner Engagement With Automated Written Corrective Feedback: Multiple Case Study</td>
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<td>10:30 am</td>
<td>An Analysis of Overwatch Game Mechanics and L2 Student Collaboration</td>
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<td>11:30 am</td>
<td>Review Technology Use in Educating ESL/EFL Students With Disabilities</td>
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<td>11:30 am</td>
<td>Overcoming Perceived Language Barriers Through Language Brokering and Digital Tools</td>
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<td>1:00 pm</td>
<td>Using Online Educational Role-Playing Games in an ESL Classroom</td>
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<td>1:00 pm</td>
<td>Podcast Power: How to Ignite Student Motivation Through New Technology</td>
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<tr>
<td>2:00 pm</td>
<td>Chinese Students in German Universities: Intercultural Adaptation Revisited</td>
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<td>Navigating Around Communication Breakdowns: Teaching Strategies for the ESL Classroom</td>
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</table>
DIGITAL LEARNING AND TECHNOLOGIES

MONDAY
1:00 pm–5:00 pm  Assessing the Productive Skills of Teenage Language Learners

TUESDAY
7:00 am–7:45 am  An IEP Practice to Advance Language Assessment Literacy
7:00 am–7:45 am  Evaluating Tests and Setting Scores: What You Need to Know
10:30 am–11:15 am  Tips to Prepare for a Multilevel Standardized Test of English
10:30 am–12:00 pm  Accountability Systems and ELs: The Good, Bad, and Ugly
11:00 am–11:20 am  The Success of Secret Diary Page: An Informal Assessment
11:30 am–12:15 pm  Web-Based Formative Assessment: Introducing the English Online Diagnostic Assessment
1:00 pm–1:45 pm  Overidentification of EL Kindergartners: Learning Disability or Language Proficiency?
1:30 pm–1:50 pm  Integrating Assessment Into Teaching and Learning Academic Writing in English
2:00 pm–2:45 pm  Assessing L2 Oral Proficiency: Principles for Effective Interviewer-Rater Training
3:00 pm–3:45 pm  A Framework for Developing Online Tests

WEDNESDAY
7:00 am–7:30 am  An IEP Practice to Advance Language Assessment Literacy
7:00 am–7:45 am  Evaluating Tests and Setting Scores: What You Need to Know
Personalized Feedback and Standardized Exams for Teenagers? Is That Possible?
10:30 am–11:15 am  Take the Express to the New TOEFL iBT® Test
Tips to Prepare for a Multilevel Standardized Test of English
10:30 am–12:00 pm  Accountability Systems and ELs: The Good, Bad, and Ugly
11:00 am–11:20 am  The Success of Secret Diary Page: An Informal Assessment
11:30 am–12:15 pm  Web-Based Formative Assessment: Introducing the English Online Diagnostic Assessment
1:00 pm–1:45 pm  Overidentification of EL Kindergartners: Learning Disability or Language Proficiency?
Questions About Language Assessment? Resources and Strategies for Language Teachers
1:30 pm–1:50 pm  Integrating Assessment Into Teaching and Learning Academic Writing in English
2:00 pm–2:45 pm  Evaluating the Test: Validating an English Proficiency Interview for ITAs
IELTS Mythbusting: Bringing Skills Back to IELTS Test Preparation
3:00 pm–4:15 pm  Language Assessment for Placing Newly Matriculated Multilingual Students
4:00 pm–4:45 pm  Engaging With Assessment: Resources for Teacher Development
4:00 pm–5:45 pm  Designing Discrete-Point Items for Reading and Listening Comprehension Assessment

THURSDAY
7:00 am–7:45 am  Using Gamification to Balance Academic Rigor and Soft Skill Development
9:30 am–11:15 am  Creating Rubrics for Assessing Language Performance in the Classroom
10:30 am–11:00 am  Assessing Learners’ Productive Skills Using Benchmark Texts
11:30 am–11:50 am  5 Fast, Fun Student-Led Formative Assessments You Can Use Tomorrow
1:00 pm–1:45 pm  Perennial L2 Writing Placement Problems and Possible Solutions
2:00 pm–2:45 pm  Assessing L2 Oral Proficiency: Principles for Effective Interviewer-Rater Training
3:00 pm–3:45 pm  A Framework for Developing Online Tests

FRIDAY
9:30 am–9:50 am  Exploring Idiom Learning Immersion in AR-Infused Worlds
9:30 am–10:15 am  Duolingo for ELs
9:30 am–11:15 am  Jump-Start Flipped Learning: From Nuts ’n Bolts to Creative Implementation
10:30 am–11:00 am  Watch and Learn: Video as a Self-Study Tool
10:30 am–11:15 am  Teaching With YouGlish: Vocabulary, Grammar, Pronunciation, and Building Autonomy
11:00 am–11:20 am  Apps for Extensive Reading: Literacy and Community Come Together
11:30 am–12:15 pm  Create or Enhance Your Curriculum With ESL Library Overcoming Technology Phobias: Blending Blended ESOL With Academic Development
1:00 pm–1:45 pm  Screencast Video Feedback in Online Classes
2:00 pm–2:20 pm  Dubbing as a Speaking Practice: EFL Classroom Reflections
2:00 pm–2:45 pm  Balancing English Teaching Technologies in TOEFL and IELTS
How Accessibility Impacts Online Learning Success for ELs and NNESTs
2:00 pm–3:45 pm  Agency Meets Voice: Google Classroom for a Principled Approach
Vocabulary Tech-Tools that Lead to Meaningful Learning and Positive Emotions
3:00 pm–3:45 pm  Professional Reflective Writing for Digital Portfolios in Teacher Education
4:00 pm–4:45 pm  Teaching Large-Enrollment Online EFL Courses: Faculty Perspectives and Curricular Models
5:00 pm–5:45 pm  Flipgrid or Flop: Considerations Before Using This Social Video Platform

LANGUAGE ASSESSMENT
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>4:00 pm–4:45 pm</td>
<td>Improving Performance on High-Stakes Speaking Assessments</td>
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<tr>
<td>5:00 pm–5:20 pm</td>
<td>So That’s How You Score TOEFL iBT® Writing Items</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>Supporting All Teachers’ Meaningful Use of Standardized English Proficiency Tests</td>
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<tr>
<td>7:00 am–7:45 am</td>
<td>Digitalised Assessment in the Classroom: Formative and Interim Assessment Practices</td>
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<tr>
<td>9:30 am–10:15 am</td>
<td>Principles for Effective and Rigorous Classroom Assessment in Adult ESL</td>
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<tr>
<td>11:30 am–12:15 pm</td>
<td>Effective Practices for 1-on-1 Pronunciation Feedback to ITAs</td>
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<tr>
<td>1:00 pm–1:30 pm</td>
<td>Speech Rates and L2 Listening Comprehension</td>
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<td>2:00 pm–2:45 pm</td>
<td>Listening: The Often Neglected But Always Essential Integrated Skill</td>
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<td>3:00 pm–3:45 pm</td>
<td>Embracing Linguistic Diversity: Translating Insights From Language Pedagogy</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Pronunciation Assessment Guidelines and Best Practices in ITA Programs</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>Supporting All Teachers’ Meaningful Use of Standardized English Proficiency Tests</td>
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**LISTENING, SPEAKING, AND PRONUNCIATION**

**MONDAY**

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<th>Time</th>
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<tbody>
<tr>
<td>9:00 am–4:00 pm</td>
<td>More Than Fun and Games: Drama in the L2 Classroom</td>
</tr>
<tr>
<td>5:00 pm–9:00 pm</td>
<td>Building Academic Discussion Skills With Lower-Level Language Learners</td>
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<tr>
<td>10:30 am–11:15 am</td>
<td>Expanding the Textbook: Getting More Communication From Textbook Activities</td>
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**TUESDAY**

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<th>Time</th>
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<tbody>
<tr>
<td>8:00 am–12:00 pm</td>
<td>Essentials of Pronunciation Teaching and Learning</td>
</tr>
<tr>
<td>9:00 am–4:00 pm</td>
<td>Essentials of Pronunciation Teaching and Learning</td>
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<th>Time</th>
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<tbody>
<tr>
<td>7:00 am–7:45 am</td>
<td>Improving Pronunciation in Spontaneous Speech: A Comparison of Instructional Methods</td>
</tr>
<tr>
<td>7:00 am–7:45 am</td>
<td>“Slipping in Slang”: Know It or Risk Embarrassment</td>
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<tr>
<td>9:30 am–10:00 am</td>
<td>Self-Assessment and Self-Feedback in L2 Pronunciation Learning</td>
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<tr>
<td>9:30 am–10:15 am</td>
<td>Developing Critical Listeners Through Authentic University Lectures</td>
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<tr>
<td>9:30 am–11:15 am</td>
<td>Developing Attentive Listening Skills for Productive Academic Discussion and Collaboration</td>
</tr>
<tr>
<td>10:30 am–11:00 am</td>
<td>Using Music to Design Engaging Pronunciation Activities With Language Objectives</td>
</tr>
</tbody>
</table>
LISTENING, SPEAKING, AND PRONUNCIATION

1:00 pm–1:30 pm  Metacognition in EFL Listening: A Model of a “Good” Listener
1:00 pm–1:45 pm  New Ways in Teaching Speaking: Engaging Activities for Students
1:00 pm–2:45 pm  Materials and Strategies for Teaching Intonation to ESL/EFL Learners
Teaching Pronunciation Across the Spaces Between Sentences and Speakers
1:30 pm–1:50 pm  An Opera Singer’s Guide to Teaching English Pronunciation
2:00 pm–2:30 pm  Developing Global and Intercultural Perspectives Through Oral Academic Communication
2:00 pm–2:45 pm  American English Sounds: A Web Tool for Independent Pronunciation Practice
3:00 pm–3:45 pm  L2 Listening: No Longer a Forgotten Skill
3:00 pm–4:45 pm  Using Listening Standards to Plan Instruction
4:00 pm–4:45 pm  The Missing Link: Suprasegmentals for Pronunciation
4:30 pm–5:00 pm  Storytelling: The Classroom and Beyond
5:00 pm–5:45 pm  Energizers and Icebreakers: A Playlist for Classroom Engagement
Ways to Increase Our Students’ Confidence in Speaking and Listening

FRIDAY

7:00 am–7:45 am  Pragmatics Workshops in the Tutoring Center: Supporting International Student Success
9:30 am–10:15 am  Thanks a Latte: True Starbucks Student Stories and Pronunciation Lessons
The Practice of Active Learning: Creating a Note-Taking Portfolio Project
10:00 am–10:20 am  Empowering Students to Give Focused, Beneficial Impromptu Peer Feedback
10:30 am–11:15 am  Public Speaking in EFL: Problems and Ways to Tackle Them
11:30 am–12:15 pm  Choosing and Using Online Resources for Teaching Speaking and Listening
The Vocabulary Size Myth: American Television Series for Extensive Listening
2:00 pm–2:45 pm  Improving Listening Comprehension Through Reciprocal Teaching
2:30 pm–2:50 pm  Building Oral Fluency With Task-Based Classroom Activities That Work
4:00 pm–4:45 pm  ESOL With “Hamilton”: Open Educational Resource Materials for Communication
4:00 pm–5:45 pm  Bringing Language to Life With Learner-Devised Mini-Scenes
5:00 pm–5:45 pm  The Nuts and Bolts of Effective Listening Strategies

MATERIALS DEVELOPMENT AND PUBLISHING

WEDNESDAY

7:00 am–7:30 am  Creating ESL Textbooks Using Open Source Materials and Digital Tools
10:30 am–11:00 am  An Analysis of Target Discourse of IT Help Documentation
11:30 am–11:50 am  Corpus-Based Research Writing Activities for Engineering Students
11:30 am–12:15 pm  Writing a Course Packet for a University-Level ESL Course
1:00 pm–1:45 pm  Art, Poetry and Drama to Empower Tanzanian Secondary School Girls
Putting English to Work: StartUp
2:00 pm–2:45 pm  Preparing Underprepared CLD High School Graduates for College Coursework
3:00 pm–3:45 pm  A Pronunciation Curriculum Designed for Volunteer Tutors and Adult Learners

THURSDAY

7:00 am–7:45 am  Adapting Textbooks: Customizing Content to Target Learner Goals
9:30 am–10:15 am  Using Authentic Material in an Academic ESL Classroom
10:30 am–11:15 am  Developing an Open Textbook: International Research and Technology Skills
1:00 pm–1:45 pm  Planning for Visually Successful Materials for ELs
2:00 pm–2:45 pm  Crowd Sourcing: A Community Approach to Designing ESP Materials
How Books Are Born
5:00 pm–5:45 pm  Open Educational Materials in the ESOL Classroom: Design, Adapt, Use

FRIDAY

7:00 am–7:45 am  English for 21st-Century Skills
9:30 am–11:15 am  Open Educational Resources Workshop: Create, Adapt, License, and Publish Legally
2:00 pm–2:45 pm  Adapting Open Educational Resources for EAP: Potentials and Pitfalls
2:30 pm–3:45 pm  Developing Effective Materials for Adolescent and Adult Emergent Readers
3:00 pm–3:45 pm  Translanguaging and Process Writing–Based Language Instruction: Curriculum Materials Development
4:00 pm–4:45 pm  Providing Financial Equity Through Open Educational Resources for ESL Writing
4:00 pm–5:45 pm  Teaching Notetaking in EAP: Weighing Commercial Textbooks and Authentic Materials
<table>
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<tr>
<td><strong>THURSDAY</strong></td>
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<tr>
<td>7:00 am–7:30 am</td>
<td>Impact of EFL Teachers Participating in Multinational PD Project</td>
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<td>7:00 am–7:45 am</td>
<td>Incorporating Action Research into Teacher Development</td>
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<td>9:30 am–10:00 am</td>
<td>My First Webinar: Preparation, Presentation, Reflection</td>
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<td>9:30 am–10:15 am</td>
<td>Promoting Collaboration Among University-Level ESL/EFL Instructors Through Professional Learning Communities</td>
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<td>9:30 am–11:00 am</td>
<td>A Web-Based Archive of Pedagogical Materials for PD</td>
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<td>9:30 am–11:15 am</td>
<td>The New Slangman Idioms Series: What Students AND Teachers Need to Know</td>
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<td>10:30 am–11:00 am</td>
<td>Team Teaching for English Language University Professors’ Ongoing PD</td>
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<td>10:30 am–11:15 am</td>
<td>Overcoming Obstacles in PD Specialisation for the 21st-Century Learner</td>
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<td>12:00 pm–12:20 pm</td>
<td>80/20 Classroom Management Tips</td>
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<td>1:00 pm–1:30 pm</td>
<td>Training Your Faculty to Develop Online EAP Courses and Programs</td>
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<td>1:00 pm–1:45 pm</td>
<td>Keeping Positive: Teacher Self-Care and Student Care</td>
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<td>2:00 pm–2:45 pm</td>
<td>Addressing Bias, Discrimination, and Stereotype in the EL Classroom</td>
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<td>2:00 pm–3:45 pm</td>
<td>Teacher Leadership for School-Wide English Learning: The SWEL Framework</td>
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<td>3:00 pm–4:15 pm</td>
<td>Career Path Development: Where TESOLers Come Together</td>
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<td>3:00 pm–4:15 pm</td>
<td>Extra-Multisensory Engagement Strategies for the Classroom</td>
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<td>4:00 pm–4:45 pm</td>
<td>Classroom Research as Continued Professional Development</td>
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<td>4:30 pm–5:45 pm</td>
<td>Working Memory, Long-Term Memory, and Language Teaching</td>
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<tr>
<td>7:00 am–7:30 am</td>
<td>Encouraging Self-Direction and Self-Regulation Through Autonomy-Centered Homework</td>
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<td>7:00 am–7:45 am</td>
<td>Integrating Design Thinking in Language Curriculum Design</td>
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<td>9:30 am–10:00 am</td>
<td>The Power of Vision: Inspiration, Motivation, Transformation</td>
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<td>9:30 am–10:45 am</td>
<td>Get a Real Job: Career Transition for ELT Professionals</td>
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<td>9:30 am–11:15 am</td>
<td>It’s in the Syllabus: Creating User-Friendly, Engaging, Student-Centered Syllabi</td>
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<td>10:30 am–11:00 am</td>
<td>Implementing the 3-Point Observation for Better Teacher PD</td>
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**PERSONAL AND PROFESSIONAL DEVELOPMENT**

<table>
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<tr>
<th>Mon - Fri</th>
<th>Details</th>
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<tbody>
<tr>
<td>MONDAY</td>
<td>Planning for the Success of ELs in Content Classes—What Works?</td>
</tr>
<tr>
<td>9:00 am–4:00 pm</td>
<td>The GO TO Strategies: Guiding Teachers to Scaffold Content Language</td>
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<tr>
<td>1:00 pm–5:00 pm</td>
<td>Research Mentoring Workshop for Novice Teachers: Connecting Teaching and Research</td>
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<tr>
<td>3:00 pm–5:00 pm</td>
<td>Using MOOCs for Teacher Training in Low-Resourced Areas</td>
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<td>7:00 am–7:45 am</td>
<td>NNEST Identity-as-Pedagogy in U.S. Writing Classrooms: A Collaborative Narrative Inquiry</td>
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<tr>
<td>10:30 am–11:00 am</td>
<td>Instructional Design: An Alternate Career Path for TESOL Professionals</td>
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<td>10:30 am–11:15 am</td>
<td>Effective PD for Educators of ELs: Knowledge, Practices, and Outcomes</td>
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<td>10:30 am–11:15 am</td>
<td>How 2 Divergent Pathways Nurtured a Successful ESL Career</td>
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<td>10:30 am–11:15 am</td>
<td>The Next Generation of Online TESOL Certification and PD</td>
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<td>9:00 am–4:00 pm</td>
<td>The GO TO Strategies: Applying TESOL’s 6 Principles® K–12</td>
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<td>9:00 am–4:00 pm</td>
<td>The Components of a Creativity Education Programme for Teachers</td>
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<td>2:00 pm–2:45 pm</td>
<td>Reflecting on PD</td>
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<td>2:00 pm–2:45 pm</td>
<td>The Brain Is Behind the Operation: Evidence-Based ELT</td>
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<td>2:00 pm–2:45 pm</td>
<td>Addressing Learners’ Varied Needs in a Seemingly Homogenous EFL Setting</td>
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<td>3:00 pm–3:45 pm</td>
<td>PD 2020: Connecting Teachers and Managers via Blog</td>
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<td>3:00 pm–4:45 pm</td>
<td>The 6 Principles® for Language Teacher Well-Being</td>
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<td>4:00 pm–4:45 pm</td>
<td>Incorporate Scaffolding Strategies Into Your Lessons: Experience and Share</td>
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<td>4:00 pm–4:45 pm</td>
<td>Using Reflective Narrative Tasks in EFL Teacher Development</td>
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<tr>
<td>5:00 pm–5:45 pm</td>
<td>Training General Education Teachers to Make Content Accessible for ELs</td>
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<tr>
<td>11:00 am–11:20 am</td>
<td>Training Independent School Content Teachers: Challenges and Successes</td>
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<td>11:30 am–12:15 pm</td>
<td>Implementing a Teacher Talking Time Self-Assessment Instrument</td>
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<td>Promoting Teacher Learning Through Collegial Peer Observation Partnerships</td>
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<tr>
<td>1:00 pm–1:20 pm</td>
<td>Teaching International Students the Acronyms in TESOL and Education</td>
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<td>2:00 pm–2:45 pm</td>
<td>Peer Collaboration and Professional Accountability Through Observations</td>
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<td>2:00 pm–3:45 pm</td>
<td>How Do They Learn English? Telling Your Colleagues About SLA</td>
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<td>3:00 pm–3:45 pm</td>
<td>Exhausted or Discouraged After Class? This May Be Why</td>
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<td>Learning Through Mindfulness: Techniques to Reduce Anxiety and Empower Students</td>
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<td>4:00 pm–4:45 pm</td>
<td>Empowering General Education Math Teachers of ELs</td>
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<td>Transforming Nonnativeness in the Classroom: Lessons From Faculty Learning Community</td>
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<td>4:00 pm–5:45 pm</td>
<td>Online Collaborative Coaching for Implementing Culturally and Linguistically Responsive Teaching</td>
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<td>5:00 pm–5:45 pm</td>
<td>The EL-Teacher Cohort Model: Communities of Practice in Online Learning</td>
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PROGRAM ADMINISTRATION AND EVALUATION

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<tbody>
<tr>
<td>MONDAY</td>
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<tr>
<td>5:00 pm–9:00 pm</td>
<td>Observation and Feedback to Advance Teacher Learning</td>
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<td>TUESDAY</td>
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<tr>
<td>1:00 pm–5:00 pm</td>
<td>Designing Surveys for IEPs: Working Toward Improved Programmatic Effectiveness</td>
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<td>WEDNESDAY</td>
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<tr>
<td>7:00 am–7:30 am</td>
<td>Give ‘Em the Pickle: IEP Student Retention Through Customer Service</td>
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<td>9:00 am–10:00 am</td>
<td>TESOL National Recognition Through CAEP</td>
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<td>10:30 am–11:15 am</td>
<td>Program Redesign on a Dime: From Process to Product</td>
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<td>11:30 am–11:50 am</td>
<td>Watch the Story Unfold</td>
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<td>11:30 am–12:15 pm</td>
<td>Establishing an International Center to Serve Adolescent Newcomers</td>
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<td>Staying Ahead of the Game: Lessons Learned From Navigating Accreditation</td>
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<td>1:00 pm–1:45 pm</td>
<td>Objectives, Outcomes, Materials, and Assessment: A Systematic Curriculum Review Process</td>
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<tr>
<td>1:00 pm–2:45 pm</td>
<td>Best Practices in Pathway Program Administration Curriculum and Support</td>
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<td>2:00 pm–2:45 pm</td>
<td>Integrating Online ESL Into IEPs: Results From a National Survey</td>
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<td>2:00 pm–3:45 pm</td>
<td>Implementing 2018 Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs</td>
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THURSDAY

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<tr>
<td>7:00 am–7:30 am</td>
<td>Privileging Teachers’ Voices: A Call to Action to School Leadership</td>
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<td>7:00 am–7:45 am</td>
<td>Evolving Needs, Dynamic Collaboration: Serving EL Writers and Teacher Programs</td>
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<td>9:30 am–10:15 am</td>
<td>Building an ESL Curriculum to Achieve Academic Success for ELs</td>
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<td>The English Language Minor: Moving University ESOL Beyond Elective Credit</td>
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<td>9:30 am–10:45 am</td>
<td>Turbulent Times: The Future of USA Postsecondary English Programs</td>
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<td>1:00 pm–1:20 pm</td>
<td>Designing for Academic Success: Supplemental Instruction (SI) for ESL Learners</td>
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<td>1:00 pm–2:45 pm</td>
<td>Enhancing Revenue Streams Through Custom Programs Using Project Management Basics</td>
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<td>3:00 pm–3:45 pm</td>
<td>Best Practices and Strategies to Programmatically Support Dual-Identified Students</td>
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<td>4:00 pm–4:45 pm</td>
<td>Bridge-Building: ESL to Credit English Faculty in Grassroots Collaboration</td>
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<td>5:00 pm–5:20 pm</td>
<td>Circle of Motivation: How to Enhance Students’ Learning</td>
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<td>5:00 pm–5:45 pm</td>
<td>Aligning IEP Curricula to the Common European Framework for Languages</td>
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FRIDAY

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<tr>
<td>7:00 am–7:45 am</td>
<td>Empowering Teachers to Innovate: One IEP’s Experience Incorporating Teaching Innovations</td>
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<td>9:30 am–10:15 am</td>
<td>EnglishUSA Updates and Trends: Postsecondary English Language Programs</td>
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<td>10:30 am–11:15 am</td>
<td>CEA: Standards Review and Benefits of Accreditation</td>
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<td>Designing, Implementing, and Assessing Cross-Cultural Composition: Implications From Programmatic Research</td>
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<td>11:30 am–12:15 pm</td>
<td>Revitalizing Systems to Support EL Success in ESL Programs</td>
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<td>On the Margins: Supporting Adjunct Faculty in Language Programs</td>
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<td>Why Aren’t You Online (Yet)?</td>
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<td>2:00 pm–2:45 pm</td>
<td>PD for University Faculty on Working With International Students</td>
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<td>4:00 pm–4:45 pm</td>
<td>Developing Region-Specific Online Courses With Domestic and International Stakeholders</td>
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READING, WRITING, AND LITERACY

MONDAY
5:00 pm–5:45 pm Reading Success With Extensive Reading: Why and How

TUESDAY
8:00 am–12:00 pm Preempting Plagiarism: Teachers Scaffolding Information Literacy, ESL Students Questioning Texts

WEDNESDAY
7:00 am–7:30 am AAVE Features in the Digital Writing of Mexican Bilinguals
7:00 am–7:45 am Helping Newcomers Become Resilient: I Have, I Am, I Can
10:30 am–11:00 am Undergraduate Multilingual Students’ Adaptive Transfer in Writing Across the Curriculum
10:30 am–11:15 am Equitable Access to Mandated Language Arts Curriculum Units Using Real-World Content for Effective Reading
10:30 am–11:45 am Genre-Based Writing Instruction: Frequently Asked Questions--and Answers
10:30 am–12:15 pm Reimagining ESL Writing Assessment: Fresh Perspectives and Differentiated Practices
11:30 am–12:00 pm Writing in an American High School and L2 Task Representation
11:30 am–12:15 pm Building Reading Skills Across Levels: Text Structure and Citation Strategies
11:30 am–12:30 pm Learning From Student Writing to Develop Effective Peer Review Skills
12:00 pm–12:20 pm Intentional Teaching for Transfer in an ESL Composition Classroom
1:00 pm–1:30 pm Understanding Student Resistance as Identity Work in College Literacy Classes
1:00 pm–1:45 pm 10 Tips for Creating Effective Reading Worksheets Becoming a Publishing Writer: Early-Career Scholars Writing for Publication
1:00 pm–2:45 pm Language and Literacy for Newcomers in the Mainstream Classroom
2:00 pm–2:30 pm A Research-Based Model of Feedback for ESL Composition: An Enactment
2:00 pm–2:45 pm From Stress to Success: Supporting Rigor in the Transitions Classroom Hands-On Comprehension Strategies for ELs Standards-Based Activities in Meaningful Contexts for Adult Literacy Learners
3:00 pm–3:45 pm Bridging Oral Language and Academic Writing With Adult ELs

THURSDAY
7:00 am–7:45 am Contract Cheating: What Is It? How to Deal With It? ELs Hooked on Writing Through Participatory Literacy
9:30 am–10:00 am Writing About Writing in an Advanced ESL Writing Class
9:30 am–10:15 am Observation Journals: Helping ELs to Appreciate Life Through Writing
9:30 am–10:45 am Mythbusters 2.0: Research-Based L2 Writing Classroom Practices
9:30 am–11:15 am From 1st-Year Writing to the Disciplines: Genre Knowledge and Adaptability
10:00 am–10:20 am Teaching Multiliteracies and Social Justice in the ESL Classroom
10:30 am–11:00 am Beyond Genre: 6 Strategies to Improve Student Writing and Literacy
10:30 am–11:15 am “Arguing to Learn”: Exploring Beyond the Traditional Argumentative Essay Innovative Prompts for Critical Thinking and Creative Writing
12:30 pm–12:50 pm Reading Wheels: Helping Learners Develop Critical Thinking and Autonomy
1:00 pm–1:30 pm Chinese EFL Teachers’ Understanding of Extensive Reading
1:00 pm–1:45 pm Integrating Information Literacy Into an Advanced Writing Curriculum Multimodal Writing: An Equitable Approach in Cross-Cultural Composition Courses Providing Effective Written Feedback: A Dialogic Approach
1:00 pm–2:15 pm Moving Adult Learners Into Academic and Workplace Writing Student Challenges With Disciplinary Writing: Implications for Curriculum Design
1:00 pm–2:45 pm Designing Creative Writing Activities for the ESL Classroom Practical Approaches to Leveraging Technology in L2 Writing Instruction Using the Power of Creative Writing to Enhance Academic Writing

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1:00 pm–2:45 pm Designing Creative Writing Activities for the ESL Classroom Practical Approaches to Leveraging Technology in L2 Writing Instruction Using the Power of Creative Writing to Enhance Academic Writing

RECORD INDEX

2:00 pm–4:15 pm ESL/EAP Programs and the College Completion Movement: Cross-State Policy Perspectives
3:00 pm–4:15 pm Enhancing Oral Language in Pre-K–8 Equitable Measurement of ELs’ Reading Fluency Performance and Progress
4:00 pm–4:45 pm The L2 Writing Workshop as a Site of Resistance Extensive Reading: An L2 Reading Essential for Adult Learners
4:30 pm–4:50 pm Exploiting Eye Witness Narratives for Reading Subskills, Grammar, and Vocabulary

3:00 pm–4:15 pm Increasing Rigor for Academic and Workplace Success
4:00 pm–4:45 pm The 2L Writing Workshop as a Site of Resistance Extensive Reading: An L2 Reading Essential for Adult Learners
4:30 pm–4:50 pm Exploiting Eye Witness Narratives for Reading Subskills, Grammar, and Vocabulary

www.tesolconvention.org
READING, WRITING, AND LITERACY

2:00 pm–2:30 pm  Korean High School Students’ Situated Writing Practices in EFL Settings
2:00 pm–2:45 pm  Learning to Engage Productively With Visual Images
3:00 pm–3:45 pm  Helping Teen ELs Master Social and Emotional Skills Teaching Inferencing and the Language of Certainty for Text-Based Claims Truth or Consequences: Lateral Reading for EL Student Researchers
3:00 pm–4:15 pm  Bringing the World Together Through Translanguaging Pedagogy L2 Writing Across Pre-K–16 Contexts: Intersections of Teaching, Learning, and Development
3:00 pm–4:45 pm  Encouraging Student Engagement Through Extensive Reading Reading Research and Implications for L2 Reading Development
4:00 pm–4:20 pm  Meaningful Writing With the Simple English Wikipedia
4:00 pm–4:45 pm  Antiracist Genre Pedagogy: Considerations for a North American Context Multimodal Writing: Where Are We and Where Are We Going?
4:30 pm–4:50 pm  Meaningful Writing With the Simple English Wikipedia
5:00 pm–5:45 pm  Bridging ELs to College Composition Improving ELs’ Argumentation: The College, Career, and Community Writers Program Singable Books Develop Science Content Plus Language Skills, Pre-K–Grade 6 Teaching Content Through Language: Secondary ELs’ Academic Literacy Instruction

FRIDAY
7:00 am–7:45 am  For the Love of Reading: Integrating Extensive Reading Oral Academic Discourse Practices for Fostering Critical Reading and Stance-Taking Rule of 3 RAP: Acceleration of Language and Literacy Development
9:30 am–10:15 am  High-Impact Support for Community College ELs in Corequisite Courses
9:30 am–10:45 am  Cultivating Literacy in Diverse and Multilingual EFL/ESL Classrooms
9:30 am–11:15 am  Enacting Culturally Responsive Education Through Contextualization
10:30 am–10:50 am  Teaching L2 Writing Using Students’ L1—Without Instructor Knowledge of L1
10:30 am–11:15 am  Beyond Brainstorming: Coming Together Throughout the Writing Process Recalibrating How We Select Texts in the ESL Writing Classroom Surfing Strategies and Digital Age Activities for Online Readers

11:00 am–11:45 am  Learning With Creativity: New Ways in Teaching With Creative Writing
11:30 am–12:15 pm  Facilitating Transition in L2 Writing: Discussion and Reflection Hands-On Fluency and Phonics Strategies for ELs How Refugee-Background Adults Make Meaning in Language and Literacy Assessments Tutors on Location: Tutor-Mediated Peer Reviews in ESOL Classes
1:00 pm–1:45 pm  Comparing Writing Across L1 to Distinguish “Typical” Development From Learning Disability
1:30 pm–1:50 pm  Improving Middle School Students’ Academic Writing Skills With Theater Games
2:00 pm–2:45 pm  Engaging ELs Through Leading Children’s Story Times
2:00 pm–3:45 pm  Diversity in L2 Writing: Creating Inclusive Pedagogical and Administrative Approaches The Plot Thickens: Creating Books About Books to Motivate Readers
3:00 pm–3:45 pm  Using a Generative Learning Model to Approach Mentor Texts
4:00 pm–5:45 pm  Success Beyond ESL Classrooms: Transferring Grammar Skills to Academic Writing

TEACHER EDUCATION
MONDAY
5:00 pm–9:00 pm  Promoting Rigor in the World of Adult ESOL Professional Development

TUESDAY
8:00 am–12:00 pm  Effective Lesson Observation: More Than Meets the Eye Assessment and Development of Language Skills Through Activities and Discussions Identifying and Teaching Gifted ELs in Inclusive Collaborative Classrooms Teaching and Tutoring Adult Emergent Readers With Refugee Backgrounds The 6 Principles for Exemplary Teaching of English Learners®: K–12
9:00 am–4:00 pm  Reflective Practice in TESOL
10:30 am–11:00 am  A Narrative Approach to Becoming a Teacher Educator
10:30 am–11:45 am  Beyond Brainstorming: Coming Together Throughout the Writing Process Recalibrating How We Select Texts in the ESL Writing Classroom Surfing Strategies and Digital Age Activities for Online Readers
11:30 am–12:00 pm  Social Positioning and ESL Students’ Participation in Cotaught Mainstream Classrooms

WEDNESDAY
7:00 am–7:30 am  Teaching Mathematics and Science to ELs: The CLD-PCK Model
7:00 am–7:45 am  Dual Language Digital Badges: The Future in Teacher Preparation Programs Practice What You Teach: Preparing Writing Teachers Through Writing Assignments
10:30 am–11:00 am  Reflective Practice in TESOL
10:30 am–11:45 am  A Narrative Approach to Becoming a Teacher Educator Practice What We Preach and Preaching What We Practice
11:30 am–12:00 pm  Social Positioning and ESL Students’ Participation in Cotaught Mainstream Classrooms

TUTORS ON LOCATION: TUTOR-MEDIATED PEER REVIEWS IN ESOL CLASSES
1:00 pm–1:45 pm  Comparing Writing Across L1 to Distinguish “Typical” Development From Learning Disability
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<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:30 am–10:15 am</td>
<td>The ELT Grammar Book: New Edition of This Essential Resource</td>
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<td>11:30 am–1:15 pm</td>
<td>Effective Feedback That Supports Speaking and Writing in ESL/EFL Classrooms</td>
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<td>12:30 pm–12:50 pm</td>
<td>Teaching Theories About Hybrid Language Practices: Help for Teacher Educators</td>
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<td>1:00 pm–1:30 pm</td>
<td>Developing Teacher Candidates’ Teaching Skills via Virtual Exchange</td>
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<td>1:00 pm–1:45 pm</td>
<td>Creating Community and Agency in a Blended Learning TESOL Course</td>
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<tr>
<td>2:00 pm–2:30 pm</td>
<td>Developing and Evaluating Writing-to-Learn and Learning-to-Write Assignments</td>
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<tr>
<td>2:00 pm–2:45 pm</td>
<td>Best Practices for Instructional Coaching in EL Teacher Education</td>
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<td>2:00 pm–3:15 pm</td>
<td>Analysing Postobservation Feedback Talk: Dialogism, Identity, Corpus, and Socialization</td>
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<td>2:00 pm–3:45 pm</td>
<td>Win-Win!: Student-Generated Materials Increase Engagement and Adaptability</td>
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<td>3:00 pm–3:45 pm</td>
<td>Advocacy for ELs Through NEA Blended Learning Opportunities</td>
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<td>3:00 pm–4:45 pm</td>
<td>Becoming Translanguaging Teachers: Forging Multilingual Spaces in EL Teacher Education</td>
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<td>3:00 pm–4:45 pm</td>
<td>Collaborative Teaching: Coming Together and Differentiating to Maximize Learning</td>
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<td>3:00 pm–4:45 pm</td>
<td>Supporting ELs With Exceptional Needs</td>
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<td>4:00 pm–4:45 pm</td>
<td>Identifying, Referring, and Servicing Dually Identified EL/SpEd Students</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>Research Into the Practices of Online Language Teacher Education</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>International Students in Higher Education: Faculty Experiences and Support Needed</td>
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<td>4:00 pm–4:45 pm</td>
<td>Mainstream Preservice Teachers Learning to Teach Emergent Bilinguals</td>
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<td>4:00 pm–5:15 pm</td>
<td>Service Learning to Prepare TESOL Teachers: Models, Experiences, and Perspectives</td>
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<td>4:00 pm–5:15 pm</td>
<td>Invoking “Disruptive” Teacher Leadership Among EL Pre- and In-service Teachers</td>
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<td>5:00 pm–5:45 pm</td>
<td>Challenges to and Benefits of Implementing Differentiated Instruction in EFL</td>
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<td>5:00 pm–5:45 pm</td>
<td>Plurilingual Practices That Empower: Effective Strategies for English Language Teachers</td>
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**THURSDAY**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>7:00 am–7:30 am</td>
<td>Task-Based Training for Task-Based Teachers: A Case Study in Honduras</td>
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<tr>
<td>7:00 am–7:45 am</td>
<td>TESOL Teacher Educators’ Identity Construction: Critical Autoethnographic Narrative</td>
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<tr>
<td>9:30 am–10:15 am</td>
<td>Hawai‘i Cultural Simulations: Addressing Culture as It Affects Student Learning</td>
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<tr>
<td>9:30 am–11:15 am</td>
<td>Transnationalism and Intersectional Identities in Language Teacher Education</td>
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**FRIDAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>7:00 am–7:30 am</td>
<td>Flip Classroom: Critical Thinking in Speaking Class to Learn Culture</td>
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<td>10:00 am–10:20 am</td>
<td>Applying The 6 Principles® to EAP and ESP Settings</td>
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<tr>
<td>10:00 am–11:15 am</td>
<td>Translational Identities and Pedagogies: 2 Autoethnographies</td>
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<tr>
<td>10:30 am–11:15 am</td>
<td>Critical Approaches to NNESTs’ Emotions</td>
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<td>1:00 pm–1:45 pm</td>
<td>Designing a Professional Conference Learning Program for Preservice TESOL Educators</td>
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<td>3:00 pm–3:45 pm</td>
<td>Enriching K–12 ESL Teachers’ PD Experiences With Saturday Panels</td>
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<td>3:00 pm–4:15 pm</td>
<td>The Ubiquitous No. 3</td>
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<td>3:00 pm–4:45 pm</td>
<td>Activating the 5 Forces of Student (and Teacher) Motivation</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>ESL Preservice Teachers’ Digital Literacy and Learning Though Online Discussions</td>
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<tr>
<td>7:00 am–7:45 am</td>
<td>Early Field Experiences and Their Impact on Preservice Teacher Self-Efficacy</td>
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<tr>
<td>9:30 am–10:00 am</td>
<td>Critical Pedagogy and Teachers’ Professional Identity: An Identity Approach Perspective</td>
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<td>9:30 am–10:15 am</td>
<td>5 Painful Myths About Teaching Grammar: Can We Talk?</td>
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<td>9:30 am–10:45 am</td>
<td>Online Education for Teachers of English as a Global Language</td>
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<td>10:30 am–11:00 am</td>
<td>Preparing Teachers and Leaders for K–12 TESOL: Research, Issues, Approaches</td>
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<td>11:30 am–12:15 pm</td>
<td>Fostering Effective Reflection in Postobservation Meetings</td>
</tr>
</tbody>
</table>
TEACHER EDUCATION

10:00 am–10:20 am  Using YouTube User Comments to Promote Critical Thinking
11:30 am–12:00 pm  Multimodal Pedagogy in TESOL Curriculum: Voices From Pre/In-Service Teachers
Preparation of Culturally and Linguistically Responsive Teachers
11:30 am–12:15 pm  Becoming Language Teachers: International Students in Teacher Education Programs
English as a Lingua Franca: Voices From Multilingual Classrooms
Sharing Responsibility: Teacher Positioning of ELs and Self
2:00 pm–2:45 pm  LPP Proposals: Teachers as Language Planners and Policy Makers
2:00 pm–3:45 pm  Enriched Learning Through Mindfulness, Dance, Yoga, and Exercise-Based Brain Boosts
Training ESOL Teachers to Support Students With Disabilities
3:00 pm–3:45 pm  Are We Beyond Bias? Examining ELT Materials for Gender Representation
Social Responsibility and Spirituality in the MA TESOL Classroom
3:00 pm–4:45 pm  Preparing Educators for Family and Community Engagement With Bilingual Families
Understanding EFL as Multilingual Practice
4:00 pm–4:45 pm  Missing the Mark: Preservice Teachers’ Generic Accommodations for ELs
Uncovering Transnational Student-Practitioners’ Identity and Equity-Oriented Practices: A Critical Lens
4:00 pm–5:45 pm  Teacher Agency, Leadership, and Collaboration: Elements of Quality Professional Learning
5:00 pm–5:45 pm  Harnessing the Power of Afrofuturism for Culturally Sustaining Language Pedagogy
The Six Standards: A Framework for Radical School Change

11:30 am–12:00 pm  Bestowing Agency in Grammar Learning Through Inductive Instruction
11:30 am–12:15 pm  Including Critical and Participatory Practices in the Test Preparation Classroom
1:00 pm–1:20 pm  Spaced Repetition: A Valuable Tool for Irregular Word Form Acquisition
1:00 pm–1:30 pm  Vocabulary Remedy: Using Book Creator-Based Portfolios to Boost Lexical Repertoire
1:00 pm–1:45 pm  Effective Methods for Teaching Idioms in the L2 Classroom
2:00 pm–3:45 pm  Using Calligraphy and the Visual Arts to Teach English Vocabulary
3:00 pm–3:45 pm  10 Great Vocabulary Games for Secondary ESOL
Inductive Grammar Exercises: A PD Tool for Teachers
4:00 pm–4:45 pm  5 Tips for Making Grammar Memorable and Fun
Engaging Students While Inductively Teaching Grammar Via Presentation Software
4:30 pm–4:50 pm  Linguistic Landscape: An Effective “Making Connection” Teaching Strategy in SLA
5:00 pm–5:45 pm  Working With Multword Expressions Across Language Levels and Skills

THURSDAY

7:00 am–7:30 am  Streaming Music Versus Streaming Water: Computer Literacy and Multiple-Meaning Words
7:00 am–7:45 am  Glue System: A Nontraditional Fix for Fragments and Run-Ons
9:30 am–10:00 am  Examining Academic Vocabulary in EFL and English-Medium Institutions
9:30 am–10:15 am  6 Principles®, 4 Board Games: Activating Vocabulary and Grammar
Boost Vocabulary Through Personalized Word Lists and Practice
The Grammar You Need for Academic Writing: Beginning Through Advanced
Unlocking Complex Grammar: 4 Steps to Improving Reading and Writing
Your Team for Teaching ELs Academic Language

1:00 pm–1:30 pm  A Communicative Approach to Teaching Past Perfect

VOCABULARY AND GRAMMAR

TUESDAY

8:00 am–12:00 pm  A Systematic Approach to Teaching Vocabulary and Lexis
9:00 am–4:00 pm  Evidence-Based Tools and Practices for Building Productive Academic Word Knowledge
1:00 pm–5:00 pm  Learning Academic Vocabulary Through Found Poetry

WEDNESDAY

7:00 am–7:30 am  Young Learner Conceptual Access in L2 Vocabulary Acquisition
7:00 am–7:45 am  Best Assess That Vocab Mess
10:30 am–11:15 am  Accelerating Language Acquisition Among Beginning Language Learners
10:30 am–11:15 am  Thrilling Drilling: Grammar With Drama
1:00 pm–1:30 pm  A Communicative Approach to Teaching Past Perfect
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>2:00 pm–2:20 pm</td>
<td>Using Fly Swatter Games to Practice Grammar and Vocabulary</td>
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<td>2:00 pm–2:45 pm</td>
<td>Teaching Academic L2 Writing: Practical Techniques in Vocabulary and Grammar</td>
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<td>3:00 pm–3:45 pm</td>
<td>Balancing Output Practice and Reading for Academic Vocabulary Learning</td>
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<td>3:00 pm–4:45 pm</td>
<td>To Define Is to Know: Teaching the Skill of Defining</td>
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<td>3:30 pm–3:50 pm</td>
<td>Employing Personal Memory Associations for Fun and Successful Vocabulary Acquisition</td>
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<tr>
<td>4:00 pm–4:45 pm</td>
<td>A Systematic Approach to Vocabulary Instruction to Support Reading Skills</td>
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<td>5:00 pm–5:45 pm</td>
<td>A Brain-Based Approach for Acquiring Vocabulary: Movement, Mindfulness, and Music</td>
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<td>Kinesthetic Grammar Activities for Embodied Learning</td>
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**TUESDAY**

5:30 pm–7:00 pm  
Hacking Parallax: A NatGeo Explorer on the Power of Perspective

**WEDNESDAY**

8:00 am–9:00 am  
Teaching With Play: Games, Game-Based Learning, and Gamification

10:30 am–11:15 am  
Superdiversity and Implications for Educational Equity in K-12 and Adult Education

11:30 am–12:15 pm  
Helping Students Stand Out in the Workforce

**THURSDAY**

7:00 am–7:45 am  
Have Your Students Speak and Reflect More With Easy-to-Use Technology

8:00 am–9:00 am  
Our Paramount Duty: Language as a Vehicle for Connection and Belonging

9:30 am–10:15 am  
Updates From the Office of English Language Acquisition

9:30 am–11:15 am  
TESOL Research Agenda Fair: The Research Agenda and Future Research Priorities

10:30 am–11:15 am  
Action Agenda Implementation for the Future of the TESOL Profession

1:00 pm–1:45 pm  
Connecting With Community for a Complete Census Count
**NO CONTENT AREA**

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>1:00 pm–2:45 pm</td>
<td>English Language Fellow Program’s Integrated Relationship With U.S. Universities</td>
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<td>Making Languages Our Business to Better Advocate for Language Education</td>
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<td>2:00 pm–2:30 pm</td>
<td>Diversity, Equity, and Inclusion: The Diverse Voices Task Force Seeks Membership Input</td>
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<td>ITA Programs and Internationalization: A Local Transformative Resource Approach</td>
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<td>2:00 pm–2:45 pm</td>
<td>The TESOL Press Consulting Editors Program: Learn How to Be a TESOL Influencer!</td>
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<td>2:30 pm–3:45 pm</td>
<td>Ensuring EL Success in the K–12 Classroom Through Authentic Content</td>
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<td>Improving Reading and Writing With Microsoft Learning Tools</td>
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<td>Supporting Learners Along Pathways to Seal of Biliteracy and Beyond</td>
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<td>3:00 pm–3:45 pm</td>
<td>Publish Your Book With TESOL Press</td>
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<td>4:00 pm–4:45 pm</td>
<td>Improving Reading and Writing With Microsoft Learning Tools</td>
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<td>4:00 pm–4:45 pm</td>
<td>Making Them Care: Lessons From a National Geographic Explorer</td>
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<td>8:00 am–9:00 am</td>
<td>Creating a Culture of Illumination: Leading to Transform</td>
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<td>9:30 am–10:15 am</td>
<td>Let’s Talk! English: A New, Innovative Way to Teach English</td>
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<td>9:30 am–11:15 am</td>
<td>Innovating and Adapting Programs and Materials When Everything is Changing</td>
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<td>10:30 am–11:15 am</td>
<td>Building a Classroom Community With TED Talks</td>
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<td>11:30 am–12:15 pm</td>
<td>Creative Thinking and Language Learning Inside the Box</td>
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<td>English Language Fellows: Stories From Around the Globe</td>
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<td>Reconceptualizing the Teaching of Academic Reading/Vocabulary: A Multilingual Reader-Oriented Approach</td>
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<tr>
<td>2:00 pm–2:30 pm</td>
<td>Supporting Newcomer Students: Advocacy and Instruction for ELs</td>
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<td>2:00 pm–2:45 pm</td>
<td>Entrepreneurs/Intrapreneurs: ESP Practitioners Are Adjusting to Changing Times</td>
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<td>2:30 pm–3:45 pm</td>
<td>“Nonnative” English Speakers in TESOL: Current Issues and Future Prospects</td>
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**COMMON ACRONYMS IN ENGLISH LANGUAGE TEACHING**

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<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ABE</td>
<td>adult basic education</td>
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<tr>
<td>CBI</td>
<td>content-based instruction</td>
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<tr>
<td>CLIL</td>
<td>content- and language-integrated learning</td>
</tr>
<tr>
<td>CMS</td>
<td>content management system</td>
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<tr>
<td>EAL</td>
<td>English as an additional language</td>
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<tr>
<td>EAP</td>
<td>English for academic purposes</td>
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<tr>
<td>EFL</td>
<td>English as a foreign language</td>
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<tr>
<td>EIL</td>
<td>English as an international language</td>
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<tr>
<td>EL/ELL</td>
<td>English learner/English language learner</td>
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<tr>
<td>ELA</td>
<td>English language acquisition</td>
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<tr>
<td>ELF</td>
<td>English as a lingua franca</td>
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<tr>
<td>ELP</td>
<td>English language proficiency</td>
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<td>ELT</td>
<td>English language teaching</td>
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<td>EMI</td>
<td>English as a medium of instruction</td>
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<td>ENL</td>
<td>English as a new language</td>
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<td>ESL</td>
<td>English as a second language</td>
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<td>ESOL</td>
<td>English to speakers of other languages</td>
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<tr>
<td>ESP</td>
<td>English for specific purposes</td>
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<tr>
<td>IEP</td>
<td>intensive English program</td>
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<td>ITA</td>
<td>international teaching assistant</td>
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<td>L1</td>
<td>first language/native language</td>
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<td>L2</td>
<td>second language</td>
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<tr>
<td>LEP</td>
<td>limited-English proficient</td>
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<tr>
<td>LMS</td>
<td>learning management system</td>
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<td>PBL</td>
<td>problem-based learning</td>
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<td>PD</td>
<td>professional development</td>
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<td>SLA</td>
<td>second language acquisition</td>
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<td>TBL</td>
<td>task-based learning</td>
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<td>TEFL</td>
<td>teaching English as a foreign language</td>
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<td>TESL</td>
<td>teaching English as a second language</td>
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<tr>
<td>TESOL</td>
<td>teachers of English to speakers of other languages</td>
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<tr>
<td>MOOC</td>
<td>massive online open course</td>
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Author of English 3D and Co-author of READ 180

MARCH 31, 2020  I  9:00 am–4:00 pm
Evidence-Based Tools and Practices for Building Productive Academic Word Knowledge

APRIL 2, 2020  I  9:30 am–11:15 am
Developing Attentive Listening Skills for Productive Academic Interactions
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