

# TESOL25

Virtual Convention | 21 – 22 NOVEMBER



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#TESOL2025

# SCHEDULE AT A GLANCE

## Friday, 21 November

6:00 AM - 7:00AM ET

TESOL Live! Connect  
Around the World

7:00 AM - 8:30 AM ET

Opening Keynote

Throughout the Day

Concurrent Live Sessions

Throughout the Day

On-Demand Recorded  
Sessions

## Saturday, 22 November

Throughout the Day

Concurrent Live Sessions

Throughout the Day

On-Demand Recorded  
Sessions

5:00 PM - 7:00 PM ET

Closing Keynote & Final  
TESOL Live! Connect  
Around the World

# Meet Our Keynote Speakers!

**Osman Solmaz** is an associate professor at Dicle University, Türkiye. A Fulbright alumnus, he earned his doctorate from the University of Arizona. Throughout his career, he has conducted professional development workshops worldwide, published extensively in respected academic journals, and made significant contributions to both local and global English language teaching initiatives. Beyond the classroom, he has served as vice dean at the Faculty of Education, focusing on student affairs, and currently heads the university's International Office, playing a key role in the institution's internationalization efforts.



**Neil Anderson** is a professor emeritus of English language teaching at Brigham Young University–Hawai'i. Neil also taught at Brigham Young University (Provo, Utah, USA) and Ohio University (Athens, Ohio, USA). His research interests include improving classroom reading instruction, specially building reading fluency; metacognitive awareness training, and learner motivation training. Neil served as president of TESOL International Association from 2001-2002. He also served on the board of directors and as president of The International Research Foundation (TIRF) from 2002-2008. He was a Fulbright Teaching and Research Fellow in Costa Rica (2002-2003) and in Guatemala (2009-2010). Neil has worked with teachers in over 50 countries.



# ON-DEMAND SESSIONS

## Applied Linguistics

School Belonging as a Predictor of TOEFL Score Gains 

Tetsuya Fukuda

Revisiting Critical Thinking: A Gender-Based Analysis in an EFL Context

Havva Kurt Taspinar

Corpus-Based Analysis of Sentence Fragments in L2 Collaborative Speech

Noah Larson

The Creation of Workable Accents in ITA Labor

Vijay Ramjattan

Students' Perspectives on Seminar-based English Literature Learning and Curriculum Design

Fangzhou Wei

Comparative Case Studies of Adult Second Language Acquisition Factors

Mughram Alshehri

Limited-Resource Strategies for Strengthening Coteaching Relationships

Elise Brittain

Powerful Visual Thinking Strategies for Goal-Setting, Self-Evaluation & Progression

Emily Bryson

The Art of Collaboration: Designing Assignments That Work

Ana Figueroa

The Importance of Being Present 

Fernanda Guedes

Socioemotional Learning and AI in Post-Pandemic Context: Challenges and Opportunities

Fernanda Guedes

AI Tools and Teaching Strategies for TESOL Classroom of Tomorrow

Lana Hiasat

Using Professional Development to Bridge Instructional Strategies and ELs 

Felicia Hill

Bilingual Strategies for Empowering ELL Families

Katherin Jimenez

## Personal & Professional Development

Supporting Students in EMI Classrooms: Strategies and Insight

Jennie Jiunn-Ying Kung



Three Coaching Skills to Transform ELT Leadership and Communication

Pablo Molina Byers

Bridging Challenges in Teacher Development with Consultancy Protocols

Anh Nguyen-Ho-Ngoc

Mentoring Graduate Students in TESOL: Applying Social Network Analysis

Larisa Olesova, Jia Gui, Weijian Yan & Luciana de Oliveira

Community Threads: A Teacher-led Communities of Practice Initiative

Mark Cormier & Betsy Parrish

The Power of Fandom: Supporting L2 Learners' Basic Psychological Needs

Gorkem Aydın & Ali Dincer



Planning a CLIL Module in a Chilean Teacher Preparation Program

Eric Gomez



Beyond Exposure: Making Language Visible in Content Classrooms for Multilingual Learners

Joanna Kolota

Multilingual Language Profiles: SLP Strategies for Equitable Language Assessment

Alexis Lawton

Webcomics for English Language Acquisition: A Pathway for Social Justice

Victor Lozada

Journey of Teaching and Learning English via Integrated Skills Approach

Jennifer Stegall



# ON-DEMAND SESSIONS

**Metaphor and Second Language Acquisition Pedagogy: Getting the Ball Rolling**  
**Clifton Armstrong**

**A List of Significant Words: MLLs' Vocabulary in Mainstream Schooling**  
**Seyed Jafar Ehsanzadeh, & Eric Dwyer**

**Learning Grammar Through Peer Teaching Using the Jigsaw Technique** ■  
**Daniela Ortiz**

**Teaching present perfect: Bridging Cultural and Linguistic Gaps**  
**Wakako Pennington & Eui Jung Kim**

**"I Spy" a Brain Break: Gamifying Adjective Order** ■  
**Baiba Sedriks**

**Promoting diversity in Teacher Education Contexts: Practical Tips** ■  
**Ekaterina Arshavskaya**

**Enhancing ESL Learners' Workplace Communication through Sociocultural Theory**  
**Preethi K & Sathya G**

**AI's Impact on Culture and Intercultural Communication in TESOL**  
**Georgios Kormpas & Christine Coombe**

**Navigating Multiculturalism for English Language Learners in U.S. Universities** ■  
**Lisa Lee**

**Plurilingualism: Leveraging Students' Abilities for Social Development**  
**Catherine Njau & Kara MacDonald**

**Breaking Through Cultural Barriers in ELT: Case Study from Rural**  
**Hasina Momtaz**

Vocabulary & Grammar

Culture & Intercultural Communication



= Teaching Tip



= Poster Session

# ON-DEMAND SESSIONS

Teaching English Through TiNi: Ecology, Language, Empowerment

Douglas Anderson

Gatekeeping Pakistani Women; Digital Swag through English Shame

Farzeen Anwar

Negotiating Linguistic Ideologies and Teacher Workflows in a Bilingual School

Zeynep Arslan & Jaee Sonalkar

Fostering Student Engagement & Motivation Online Amidst Crisis: Insights from Ukraine ■

Elizabeth Basok

Bridging Policy and Practice: Culturally Responsive Leadership for ELs ■

Lasha Brown

Ethical use of AI in English Language Teaching Nowadays

Georgios Kormpas, Christine Coombe, Kate Mastruserio Reynolds, Connie Mitchell & Justin Shewell

Centering Multilingual Learners in the Curriculum through Community Asset Mapping

Ching-Ching Lin

Social Justice Through AI Image Creation in TESOL ■

Hoa Nguyen

Implementing Peer Support Strategies in the English Language Classroom

Jimalee Sowell

Amplifying Engagement: Inclusive Strategies for Family-School Partnerships

Jeremiah Tarbutton

Empowering Special Education Teachers: Enhancing Self-Efficacy Through Consultative Professional Development

Jennifer Voorhees

**Rethinking Assessment: A Sociocultural Framework for Multilingual Equity**

**Farid Bashiri**

**Using ChatGPT to Evaluate Essays: Innovation in Feedback Practices**

**Andrea Gjorevski, & Mimi Li**

**Task-Based Language Assessment: A Balancing Act of Strengths and Struggles**

**Jaee Sonalkar, & Mark Bates**

**Navigating Feedback Frontiers: Student Experiences on Gen-AI in Writing**

**Chia-Hsin Yin**

**Fostering Critical Thinking in Secondary EFL Classrooms Using AI Tools**

**Muntaha Nujat Khan**

**Leveraging AI to Enhance Literacy in Bi/Multilingual Learners**

**Alexis Lawton**

**Creating Pathways: Building Classroom Community with Tech Tools**

**Adelia Mazzella Chace**

**Artificial Intelligence in TESOL Classrooms: Scoping Literature Review**

**Larisa Olesova, Nadezda Pimenova, Jia Gui & Luciana de Oliveira**

**Enhancing Narrative Writing through Artificial Intelligence in English Language Teaching**

**Mehmet Sahin**

**Impact of AI-assisted Corpus-Based Language Pedagogy on L2 Reading Comprehension**

**Arefe Amini Faskhodi & Mohsen Shirazizadeh**

**Using AI to Teach Writing in ESL; College Composition Classes**

**Meena Singhal**

**How EFL University Students Learn from AI Essay Reflection ?**

**Natsuko Suezawa**

**Rethinking Listening Input: AI Tools for CEFR-Aligned EAP**

**Sabine Thpaut & Inge Odendaal**



# ON-DEMAND SESSIONS

## Listening, Speaking & Pronunciation

Improving Speech Intelligibility Using Students' Home Language Phonotactics and Phonology

Donna Brown

We've Taught Students Academic Writing, Now Let's Teach Them Speaking

Robyn Brinks Lockwood

Mock Interviews: Bridging Classroom Learning to Professional Success

Adelia Mazzella Chace

Educating all y'all English-language instructors/learners on Southern-American and African-American English

Vance Schaefer, Tamara Warhol, Katelyn Doss & Toni Stillman

Active Listening with Karuta: A Fast-Paced Game for Real-Time Comprehension

Elena Taylor

Unlocking Ears: Teaching Listening for Real Understanding

Nina Weinstein

Impact of Working Memory, Vocabulary, and Word Association on Sentence Processing

Rui Dong

Improving EFL Writing Vocabulary via Google News Narrow Reading

Eun Young Kang

Fostering Cultural Responsiveness with International Children's Books and Folktales

Soo Jung Kim, & Bernadette Samake

Developing Students' Interpretative Voice Through AI-Led Responsive Reading

Daniela Ortiz

Bridging the Gap in ESL Descriptive Writing

Sk Shafiqur Rahman

Interactive Group Activities to Improve Prefix-Root-Suffix Vocabulary Competencies

Elke Schneider, & Andrea Kulmhofer-Bommer

Write with Color: Improving Academic Writing Skills through Multisensory Practices

Elke Schneider, & Andrea Kulmhofer-Bommer

## Reading, Writing, & Literacy



Issues in English Language Program Administration: Leadership, Identity, and Practice

Estela Ene, Laura Baecher, & Raees Calafato

Reframing Classroom Management: Teacher Voices from Kazakhstan

Albina Kassenova

Using Simple Statistics to Find Problematic Assignments

Mark Makino

Negotiating TESOL Leadership Professional Identity in a VUCA Context

Ana-Marija Petrunic

Funds of Knowledge in Teacher Education: Diversity, Standards, and Sustainability

Laura B. Liu, Ching-Ching Lin, Cara Vaz Bauler, Kirti Kapur, & Naashia Mohamed (discussant)

Investigating a Transfer-Promoting Strategy in ESOL Teacher Education

Mark James

Reimagining Teacher Education through Virtual Exchange: Criticality, Identity and Power

Natalia A. Ward, Amber N. Warren, Renee Rice Moran, Jane V. Hoelker & Ching-Ching Lin (discussant)

Educators as Social and Cultural Brokers for ELs

Jennifer Stegall

Empowering Pre-Service Teachers Through Global Virtual Engagement

Hyeon Jean Yoo & Junjian Gao

# ON-DEMAND SESSIONS

Using AI-Generated Art in PBL: A Case for Visual Competency

**Alison Koushki**

Blackness in ELT: Opportunities, Successes and Community

**Tomeka Robinson**

Administering Inclusive EFL: International Perspectives on Dis/abled Learner Access

**Vanessa Virgiel**

Building Strong Partnerships: Essential Qualities for Effective Elementary ELL Co-Teaching **Stacy Brown**

Concepts of Home, Safety, and Future: Emotional Landscapes of Displacement

**Stacy Brown**

Decolonizing Multilingualism: Sustainability, Indigenous Knowledges, and Linguistic Justice

**Robert Phillipson, Dawn Wink, Madoka Hammine & Paul Meighan**

English Language Programming in the Face of Humanitarian Crises

**Michelle Land**

Program Administrators at the Forefront of AI Integration

**Rosario Giraldez, Derina Samuel, Pamela Smart-Smith & Fatima Aldajani**

Sixty-five ESP Project Leader Profiles – Accounts of Creating the Future

**Kevin Knight**

Teacher and Learner Agency in the Age of AI Chatbots

**Miriam Moore**

Making our Work Visible and Valuable Across Higher Education

**Miriam Moore**

Reimagining Translanguaging Pedagogy: Teacher as an Active Agent

**Saman Ange-Michel Gougou, Grace Mavhiza, May Jadallah & Laura B. Liu**

Why Metalinguistic Knowledge Matters

**Bridget Schvarcz**

Unlocking Opportunities: A Guide to TESOL Awards and Scholarships

**Phyo Wai Tun & Rosario Giraldez**

Invited Speaker Sessions

# ON-DEMAND SESSIONS

Teaching Social Studies to Multilingual Learners of English

Fatima Aldajani & Mary Brennan & Peggie Cypher & Kaedmon Fulton & Andy Jiahao Liu

Input-Based Incremental Vocabulary Instruction

Joe Barcroft

English Language Teaching Development: SEL in ELT

Luis Javier Pentón Herrera & Grazzia Mendoza

New Ways in Teaching Visual Literacy

Lisa Horvath & Susan Iannuzzi

App Smash 101

Brent Warner

No-Prep Activity Cards for ELT: Literacy

Annita Stell

No-Prep Activity Cards for ELT: Oracy

Alycia Owen

Grab-and-Teach Assessment to Keep Your Language Class Flowing

Daniela Ortiz

No-Prep Activity Cards for ELT: AI

William Newman

Understanding and Teaching Generation Alpha: Insights and Actionable Approaches

Bahar Bahbidova

Beyond the Test: Everyday Assessment Activities in Speaking and Writing in ESL

Sulgun Sarryeva

Building Classrooms that Speak

Maksatmyrat Ilamanov

21st Century Skills through Project Based Learning Teaching (PBLT)

Meretguly Gurbanov

Practical Strategies for Integrating AI in English Language Teaching (Central Asian Context)

Jebran Hudayberdiyev

Invited Speaker Sessions

# KEYNOTE SESSIONS



**Osman Solmaz**

## **Merging Imagined and Real Worlds: Semiotic Playgrounds for Language Learners**

**Friday, 21 November, 7:00 – 8:30 a.m. ET**

Fictional Linguistic Landscapes in Second Language Teaching and Learning (FLLinL2TL) merges fan practices with linguistic landscape studies, transforming classrooms into multimodal spaces. Students create tattoo designs, posters, and campaigns inspired by fictional universes like Dune, developing language skills while exploring identity and power through creative, participatory activities that bridge digital culture with curricular goals.



**Neil Anderson**

## **Preparing Multilingual Learners for Success Through Effective Reading Instruction**

**Saturday, 22 November, 5:00 – 6:30 p.m. ET**

Reading is crucial for multilingual learners' academic success from kindergarten through professional life. Effective instruction requires five principles: explicit phonics instruction, clear reading purposes, developing fluency, motivational moments, and appropriate AI use. This presentation helps teachers integrate these principles into their teaching repertoire for successful multilingual reading instruction.

# 21 November Live Presentation Schedule

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## Guiding Principles for Dual Language Education: Biliteracy through Authenticity

9:00-9:45am

Biliteracy for today and beyond depends on the embrace of the authentic practices and lived experiences of students, creating learning environments where dynamic identities thrive. This session will connect linguistic spaces and cultural resources of bi/multilinguals with research-based principles and instructional strategies that advance the goals of DLE.

Analleli Hernández

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## Best of Affiliate Session: TESL Nova Scotia: Assistive Technology in the ELT Classroom

9:00-9:45am

Discover how BRAZ-TESOL hosted a fully immersive international conference in the Virtway metaverse. This session shares practical insights on planning, engagement, and innovation in virtual spaces—offering a case study in how affiliates can expand reach, foster global connections, and reimagine professional development through immersive technology.

Esther Tong Yi Zhen

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## Supporting Students with Disabilities: IS Open Meeting

9:00-9:45am

Learn more about the activities and leadership of this Interest Section. TESOL is always welcoming new leaders, so if you're looking for ways to volunteer, getting involved with Interest Sections is a great way to start!

Vanessa Virgiel

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## Rolling Dice Across Cultures: Board Games in Language and Identity

9:00-9:45am

This presentation explores how board games foster intercultural awareness, identity expression, and authentic communication in EFL classrooms. Drawing on classroom-tested games and grounded in sociocultural and motivational theory, it offers practical strategies for using play to build meaningful learner engagement.

Khang Tr~n

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## Empowering Student Voice: Practice-Based Approaches From Global Classrooms

9:00-9:45am

This session focuses on classroom-based practices that center multilingual learners' voices and identities as knowledge holders and cultural contributors. Presenters demonstrate how student-centered practices (e.g., peer writing protocols, narrative techniques, reflective activities) support student development. Rooted in cognitive justice, these approaches foster inclusion and empowerment in diverse learning environments.

Mary Hillis , Jane V. Hoelker, Anastasia Khawaja & Monica Baker

## **TESOL's Justice and Equity Professional Council**

**10:00-10:45am**

Join the Justice & Equity Professional Council session to meet members and learn about the council's charge and goals for this inaugural year. You are invited to participate in structured conversations to guide the association's approach to enacting our commitment to social justice, diversity, belonging, inclusion, and equity in TESOL.

**Raichle Farrelly & Anastasia Khawaja**

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## **AI-Powered Legal English: Materials Development and Pedagogy for Global Classrooms**

**10:00-10:45am**

This interactive virtual session creates legal English materials and assessments live with AI and digital tools. Drawing on two U.S. Department of State Specialist projects serving over 8,000 participants, this presentation delivers actionable strategies, real-time content creation, and innovative pedagogy for ESP and legal English educators worldwide.

**Daniel Sloan & Sophia Barinova**

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## **Incorporating Human and AI Learning in a Leadership Development Course**

**10:00-10:45am**

In this session, the presenter shares generative AI-supported learning activities and performance assessments from a foundation-year course titled "Leadership Development." The presenter shares course materials, assessments, and rubrics used to build and evaluate students' application of leadership content knowledge while developing their receptive and productive language skills.

**Melissa Ferro**

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## **Empowering Bilingual Learners: ABCD Emotional Literacy Framework for Success**

**10:00-10:45am**

This session introduces the ABCD framework, a neuroscience-based, culturally responsive approach to emotional literacy for bilingual and ESL learners. Participants explore evidence-based strategies and interactive activities that foster self-regulation, communication, and resilience—addressing the unique emotional and academic needs of multilingual students for equitable educational outcomes.

**Karla Garjaka**

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## **Empathy as a Core Practice in ELT**

**10:00-10:45am**

Empathy is needed now more than ever in adult education. This session explores current research on the role of empathy in ELT to build intercultural competence in students, instructors and program staff. Practical student-centered strategies to implement empathy in English language classrooms and programs are shared.

**Elizabeth Ljubic**

**U.S. State and Policy Update****11:00-11:45am**

U.S. federal support for the ELT profession impacts educators and learners across the globe. This session explores the unprecedented challenges to this support through current federal actions in 2025 and the implications both now and well into the future. Impacted are all levels of education and ELT opportunity and in all corners of the world.

**Jeff Hutcheson****Intercultural Communication Open Meeting: IS Open Meeting****11:00-11:45am**

Learn more about the activities and leadership of this Interest Section. TESOL is always welcoming new leaders, so if you're looking for ways to volunteer, getting involved with Interest Sections is a great way to start!

**Nichole McVeigh****Teacher Educator IS Open Meeting****11:00-11:45am**

Learn more about the activities and leadership of this Interest Section. TESOL is always welcoming new leaders, so if you're looking for ways to volunteer, getting involved with Interest Sections is a great way to start!

**Khanh-Duc Kuttig****Teach Smarter With AI: Effective Prompts and a Ready-to-Use Toolkit****11:00-11:45am**

This session equips English language educators with a practical prompt toolkit for lesson planning, feedback, and task design activities using AI. Participants learn about prompt engineering strategies and leave with adaptable templates to enhance their teaching—making AI a helpful assistant, not a threat that can replace them.

**Alsu Tuktamysheva****Applied Linguistics Interest Section Open Meeting****11:00-11:45am**

Learn more about the activities and leadership of this Interest Section. TESOL is always welcoming new leaders, so if you're looking for ways to volunteer, getting involved with Interest Sections is a great way to start!

**Miriam Moore**

**Exploring White EAL Teacher Identity Through Intersectional Lenses****1:00-1:45 pm**

This session examines a White nonnative-English-speaking teacher's employment experiences in Canadian EAL education, revealing struggles with professional identity and feelings of "illegitimacy" despite years of experience. Drawing on intersectionality, language ideology, and symbolic violence, it illuminates nuanced power dynamics and the complex interplay of race, language, and colonialism in the field.

**Olessya Akimenko****AI and Online Tools for Developing Oracy Skills****1:00-1:45 pm**

This hands-on session explores AI and online tools to support international students' oracy development. Focusing on segmental, suprasegmental, and fluency practice, the presentation demonstrates how tools like Google pronunciation and ChatGPT Voice Mode can complement classroom instruction, offering practical strategies to address fluency and pronunciation challenges in language learning.

**Mark Haugen, Kyle Swanson & Xiaorui Li****The Art of Mentoring! Evidence-Based Mentoring Skills and Activities****1:00-1:45 pm**

Mentoring is gaining global momentum both formally and informally. This interactive session offers practical, research-informed activities to help participants strengthen essential mentoring skills such as active listening, powerful questioning, and crafting a mentoring philosophy. Participants can practice, reflect, and adapt these strategies to their own mentoring and leadership context.

**Doaa Rashed & Debra Suarez****Implementing Translanguaging Strategies in a University ESL Classroom****1:00-1:45 pm**

This session describes a practitioner inquiry research study examining the implementation of a translanguaging pedagogy in a university-level ESL classroom. The study examines how ESL students at an IEP used translanguaging moves introduced in a 6-week reading and writing unit.

**Rehab Morsi**

**Adult Education IS Open Meeting****2:00-2:45 pm**

Join TESOL's Adult Education Interest Section (AEIS) virtual meeting to connect with educators supporting adult multilingual learners. Explore priorities, leadership opportunities, and collaborative initiatives in assessment, digital literacy, and equitable access. Share challenges, highlight successes, and help shape professional development, advocacy, and resources for programs serving diverse adult learning communities

**Alexander Tang****Using Test Item Analysis to Improve EMI/CLIL Classroom Test Items****2:00-2:45 pm**

EMI/CLIL tests in English assess course content knowledge. However, test items can inaccurately assess student knowledge if they include vocabulary or grammatical structures that have not been taught. This presentation explains how to use test item analysis to identify such problems and fix items to more accurately assess student knowledge.

**Betty Lanteigne****Reimagining Grammar Feedback With Metalinguistic Awareness and AI for Multilinguals****2:00-2:45 pm**

This session introduces a critical grammar feedback model that integrates metalinguistic awareness and AI tools like Grammarly to support multilingual learners. Participants explore strategies and assignments that reframe grammar as rhetorical and cultural negotiation, challenging linguistic homogeneity, promoting student agency, and affirming linguistic diversity in AI-mediated, 21st-century classrooms.

**Franco Colombo Russell & Missy Watson****Teaching to the Test? Rethinking Vocabulary Instruction in West Africa****2:00-2:45 pm**

This presentation explores how Ghanaian secondary teachers prepare students for vocabulary demands in high-stakes English exams. Using multiliteracies and communicative competence lenses, the presentation reveals that instruction is extensively test driven. It foregrounds tensions between assessment and communication goals and proposes pedagogical shifts to foster lifelong vocabulary learning in multilingual contexts.

**Ishmael Neequaye****Entangled Becoming: Doctoral Students as Emerging Language Teacher Educators****2:00-2:45 pm**

This presentation explores how two doctoral students navigate identity tensions, emotion labor, and ideological repositioning as they become language teacher educators. Drawing on case study data and entanglement framework, the session offers insights into doctoral identity work and provides ways for supporting emerging language teacher educators.

**Aslihan Yilmaz, Jessica Wallis McConnell & Bedrettin Yazan**

**What Teachers Believe: Exploring Vocabulary Instruction Beliefs in L2 Education****3:00-3:45 pm**

This session offers a critical review of international research on L2 teachers' beliefs about vocabulary instruction. It explores how these beliefs influence teaching practices, identifies common tensions between beliefs and practice, and highlights implications for EAP instruction, PD, and future research in teacher cognition and vocabulary pedagogy.

**Nataliya Borkovska & Pablo Robles-Garcia****An ESL Certification Program for K-12 Mainstream and Paraprofessional Educators****3:00-3:45 pm**

The presenters discuss changes in K-12 educators' confidence, self-efficacy, instructional knowledge, and practices following participation in an ESL teacher certification program. This session illustrates that effectively teaching multilinguals requires specialized knowledge, arguing ESL PD programs either do not happen or are too short to make a difference.

**Nigel Caplan, Bitá Moradi, Adrian Pasquarella & Jamie Janick****The Emotional Journey of Female ELT Practitioners in Mexico****3:00-3:45 pm**

The demands of doing research tend to be more pressing for female practitioners in postgraduate programs. This session presents the findings of a qualitative narrative inquiry that explored the emotional landscape of a group of Mexican female teachers entering the field of research in a PhD program.

**Araceli Salas & Elizabeth Flores****Exploring Identities and Tensions of Transnational Assistants in Higher Education****3:00-3:45 pm**

This study examines how transnational graduate teaching assistants at a midwestern U.S. university construct, navigate, and negotiate their teacher identities. Using a longitudinal multiple-case study design, it explores identity tensions, emotional and cognitive development, and changes in teaching practices over one semester with a first-year and a second-year student teacher.

**Eda Yildirim****It Starts With You! Transforming Teacher Self-Care Using SEL Principles****3:00-3:45 pm**

This session delves into the transformative power of social-emotional learning (SEL) principles to redefine self-care for teachers. Participants experience restorative practices, including somatic, reflective, and mindful exercises to mitigate stress and burnout. While being in community with peers, such practices cultivate emotional resilience that enhances teaching and student outcomes.

**Tarana Patel & Sherry MacKay**

### **Family Engagement and Early Learning: Pathways to Closing the Achievement Gap for Emergent Bilinguals**

**4:00-4:45 pm**

This session examines how early childhood language experiences and family engagement contribute to the academic success of Emergent Bilinguals. Drawing on current research, it highlights how quality early language development, both at home and in early learning programs, builds a strong foundation for future achievement. Participants will explore pathways for narrowing the academic achievement gap through culturally responsive family partnerships and intentional early language support.

**Veronica Law**

### **Building AI Literacy Through Intentional Assignment Design**

**4:00-4:45 pm**

Generative AI tools can accelerate English learning, but students must understand how to use them critically, ethically, and effectively. This presentation explores six dimensions of AI literacy and provides practical, language-rich assignment ideas that foster both English development and AI competence, with attention to ethics, academic integrity, and student reflection.

**Angel Steadman**

### **EdTech Triage: Choosing Tech That Has the Most Effect**

**4:00-4:45 pm**

This session equips online ESL educators with a framework to aid in making efficient and impactful technology choices that foster connections and collaboration among their students in order to have the most impact on student learning, along with a menu of activity ideas mapped to the framework.

**Michael English**

### **Fun Ways to Prepare for High-Stakes Speaking Exams**

**4:00-4:45 pm**

Have you ever felt trapped between teaching for exams and engaging students? The presenter demonstrates effective activities to practice tasks for the speaking part of a national state exam and injects some fun into preparation to maximize students' involvement and the learning effect.

**Anastasia Khodakova**

### **Enhancing EFL Teacher Development Through Collaborative Virtual Watch Parties**

**4:00-4:45 pm**

This session demonstrates how American English live webinars can be transformed into collaborative virtual watch parties that significantly support EFL teacher development in public schools. Participants explore a flexible, cost-effective training model and engage in interactive activities that turn global content into locally relevant teaching strategies.

**Raimundo Sousa**

## **Program Administration IS Open Meeting**

**5:00-5:45 pm**

Learn more about the activities and leadership of this Interest Section. TESOL is always welcoming new leaders, so if you're looking for ways to volunteer, getting involved with Interest Sections is a great way to start!

**Alemayehu Anberbir, Derina S. Samuel, Pamela Smart-Smith, Rosario Giraldez & Fatima Aldajani**

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## **Pre-K--12 Open IS Meeting**

**5:00-5:45 pm**

Learn more about the activities and leadership of this Interest Section. TESOL is always welcoming new leaders, so if you're looking for ways to volunteer, getting involved with Interest Sections is a great way to start!

**Stacy Brown**

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## **Adapt or Confront? Georgian Cultural Conundrums in EFL Classrooms**

**5:00-5:45 pm**

Teachers serving in a foreign context face a dilemma: Adapt to cultural norms or confront them. Cultural taxonomies provide a framework for understanding cultural differences. This session describes specific classroom encounters in Georgia that posed this dilemma. Participants' have the opportunity to share their responses and insights.

**John Jordan**

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## **Refugee Concerns IS Open Meeting**

**7:00-7:45 pm**

Learn more about the activities and leadership of this Interest Section. TESOL is always welcoming new leaders, so if you're looking for ways to volunteer, getting involved with Interest Sections is a great way to start!

**Stacy Brown**

# 22 November Live Presentation Schedule

## **The 6 Principles: Insights and Discernments From an EFL Perspective**

**8:00-8:45am**

Based on theory, practice, and research in ELT, this presentation offers a new perspective on the applicability of the 6 Principles in EFL settings. It presents the major challenges faced by EFL teachers in Vietnam and shows how the 6 Principles framework addresses these teaching challenges and proposes viable solutions.

**Rita Naughton**

## **Translanguaging as Pedagogical Strategy During the War on Gaza**

**8:00-8:45am**

This session presents findings from a study on Palestinian EFL students' views of translanguaging in an online semantics course during the Gaza war. Interviews and thematic analysis show that translanguaging enhances comprehension, bridges cultural gaps, and alleviates emotional stress, serving as a vital adaptive tool in crisis-affected education.

**Ahmed Kamal Junina**

## **ELs in the Southeastern United States: Practice, Policy, and Advocacy**

**8:00-8:45am**

Observing a growing EL population in the southeastern United States, the presenters compiled colleagues' experiences in seven states. They report on two emerging discourses: skews toward monolingualism and compliance to policy amid sociocultural forces and delicate politics. Participants discuss these monolingual discourses juxtaposed with supporting ELs' multilingual resources.

**Eric Dwyer, Ester de Jong & Mary Elizabeth Wilson-Patton**

## **Supporting Multilingual Teachers: Centering Policy, Practice, and Professional Identity**

**8:00-8:45am**

Multilingual educators enrich ELT with cultural competence and linguistic dexterity but face systemic biases and limited support. This interactive session highlights their voices, explores identity through reflective activities, and presents inclusive policies and practices. Participants gain strategies to foster equity, celebrate multilingualism, and empower diverse professionals in ELT contexts.

**Shélynn Riel & Maggie de Oliveira**

## **Positive Psychology for ESL: Reducing Stress, Boosting Success**

**8:00-8:45am**

This session explores an 8-week ESL course that integrates positive psychology and task-based language teaching to enhance adult learners' motivation, resilience, and engagement. Participants gain practical strategies, adaptable tasks, and assessment tools to promote student well-being alongside language development in online or blended learning environments.

**Larisa Kondakova**

**Low-Tech, High-Impact: Designing Educational Games Without Internet****9:00-9:45am**

Discover innovative approaches to creating engaging educational games that require no internet or complex technology. This session explores cost-effective strategies and simple designs to enhance learning experiences, promoting creativity and collaboration. Perfect for educators looking to maximize impact while overcoming resource constraints.

**Sheetal Grover****Crafting Opportunities for Intercultural Communication Through Online International Exchange****9:00-9:45am**

Drawing on her experience with virtual exchange projects, which included projects with participants in Afghanistan and Ukraine, the presenter offers suggestions for deliberately incorporating intercultural communication into online international collaborations.

**Sarah Dietrich****Brains and Bots: Scaling Teacher Training Development With Human-AI Collaboration****9:00-9:45am**

Faced with extreme time pressure, three English language specialists built a custom GPT to create 100 hours of highly tailored asynchronous teacher training content in 10 weeks. In this session, learn the structure, workflow, and process that helped to scale training without compromising instructional design, learning science, or human judgment.

**Mary Scholl, Sara Davila & Kim Carroll****"Explain More Here": Teaching ELs to Write for the Reader****9:00-9:45am**

The presenters describe EAP strategies to help ELs develop reader-centered writing skills. They explain how they use introduction to U.S. academic discourse, critical reading, video feedback, collaborative writing, dialoguing after feedback, and AI prompting to help EL writers make their reasoning visible and accessible to the reader.

**Leslie Sheen & Kathleen Philpott-Costa****SESSION TITLE****9:00-9:45am****Judit Kormos**

**From Colour to Composition: Multimodal Writing Pathways****10:00-10:45am**

This presentation offers novel a contribution demonstrating multimodal and sociocultural learning frameworks in inclusive low-resource classrooms. It demonstrates multimodal storytelling, language learning activities that integrate culturally relevant illustrations and storytelling. Unlike traditional writing, this method engages young learners in colouring and creative writing, building vocabulary, sentence construction, and narrative confidence.

**Atem Etagha Takang****Motivation, Engagement, and AI: Rethinking Teacher Training****10:00-10:45am**

This session presents an innovative approach to formally incorporating AI in a teacher training program. AI is used as both content and a pedagogical tool. Attendees learn how trainees engage with syllabus through prompt crafting, digital notebooks, and reflection. Survey results show high motivation, autonomy, and competence among learners.

**Mariana Hidalgo****Using Multimodal AI to Promote Language Learning and Cross-Cultural Communication****10:00-10:45am**

This session presents a multimodal AI task that engages students from the United States, Brazil, and China in generating self-portraits from multilingual prompts. Through cross-cultural, cross-linguistic discussions and guided reflection, students critically examine AI bias while building language skills and intercultural understanding.

**Luciani Tenani, Ming Fang & Fang Wen****Developing SEL Competencies Through Collaborative Online International Learning****10:00-10:45am**

This session explores how digital tools support social and emotional learning (SEL) in English language education through intercultural collaboration. It presents a collaborative online international learning project that integrates digital storytelling, teamwork, and peer reflection to promote holistic learner development, offering practical strategies for TESOL educators in diverse instructional contexts.

**Olga Yashenkova****Beyond the Textbook****10:00-10:45 pm**

This presentation explores how task-based learning can transform textbook content into real-life language experiences for young adult EFL learners. Grounded in communicative pedagogy, it offers practical strategies for designing tasks that promote authentic interaction, critical thinking, and meaningful language use beyond the page.

**Paula Alvarez & Monserrat Ramirez**

**Learning From and With Palestine****11:00-11:45am**

Conflict creates conditions for precarity and turmoil. What can educators learn and do to resist despair and passive acceptance of repressive attacks? This interactive session offers a possibility of agency in learning with and from Palestine. Drawing on dialogic and transformative principles, valuable lessons are shared.

**Nader Ayish, Theresa Austin, Fatima Pirbhai Illich & Tina Jaber****Evaluation and Assessment of English Language Programming****11:00-11:45am**

Amid tremendous change to internationalization in the past 5 years, how should campus leaders evaluate the efficacy and quality of an English language program or institution? Based on widely held standards of accreditation, the presenters describe 11 key components of quality review for reflective self-study that promotes continuous program improvement.

**Emily Vandermade & Rebecca Yoon****Building Teachers' Corpus Literacy to Support Multilingual Learners of English****11:00-11:45am**

What does corpus literacy look like in K–12 teacher education? This session presents findings from a study on corpus literacy development and teachers' perceptions of corpus data and technology. Drawing on corpus-based activities and tools, the session highlights how teachers built an understanding of corpus linguistics to support multilingual learners of English.

**Anh Tam Dang, Ali Yaylali & Hui Wang****Unpacking the MCaM Model: Coaching and Mentoring Strategies in TESOL****11:00-11:45am**

Coaching can strengthen professional skills and career success. This session provides strategies from the Multilayered Coaching and Mentoring Model (MCaM), a cutting-edge framework created for ELT educators. Participants can practice coaching tools—open dialogue, strategic questioning, and reflective goal-setting—to enhance mentoring and foster ongoing professional growth for themselves and colleagues.

**Debra Suarez & Doaa Rashed**

## **Adopting and Sustaining Trauma-Informed TESOL Through Collaboration**

**1:00-1:45 pm**

This workshop examines sustainable trauma-informed practices in TESOL, drawing from Kenyan classrooms. It examines trauma's impact on learning and participation, highlights teachers' roles, and addresses systemic challenges. Participants analyze enablers, barriers, and stakeholder roles, gaining tools to foster emotionally responsive, inclusive learning environments.

**Rukia Koshele Mohamed & Susan Marshall**

## **Preparing Teacher Candidates for Multilingual Learners in the Science Classroom**

**1:00-1:45 pm**

This session explores implementation of instructional strategies for multilingual learners (MLs) in a Next Generation Science Standards-aligned science lesson, paying particular attention to the sequence of the lesson and the goal of the ML instructional strategy. Participants leave with examples of ML strategies to implement in a 5E lesson framework.

**Renee Ullom & Bailey Nafziger**

## **Advancing Digital Citizenship in ELT: Equity, Critical Engagement, and Practical Strategies**

**1:00-1:45 pm**

This session explores how ELT can advance digital citizenship through strategies that promote equity, critical engagement, and practical classroom applications. Educators examine tools for combating misinformation and bridging digital divides, ensuring inclusive, human-centered learning for all students—regardless of resource constraints.

**Mian Salahuddin & Akhtar Khan**

## **AI-Enhanced Teacher Agency: From Professional Identity to Skills Building**

**1:00-1:45 pm**

This session explores how generative AI can support teacher agency through pedagogical identity construction and classroom-based skills development. Participants engage in a reflective process to build their own pedagogical profile based on seven key dimensions and values as well as in practical AI-enhanced activities to support student speaking skills.

**Rosario Giraldez & Silvia Laborde-Castro**

**Preventing Plagiarism in the Generative AI Era: Strategies for University Instructors****2:00-2:45 pm**

The presentation explores university instructors' perceptions of strategies to prevent student plagiarism, including Algiarism. Using a grounded theory approach, it analyzes interviews with 69 professors in North America and Europe, collected through an international research partnership. The presentation highlights 30 top plagiarism prevention strategies, providing participants with actionable takeaways.

**Jim Hu & Jing Dai****Challenges and Support Provided to Teachers in Teaching EAP****2:00-2:45 pm**

This presentation explores the challenges and support faced by teachers of EAP in a multilingual context. Drawing on experiences from a Pakistani university, the presenters examine issues related to content contextualization, varying student proficiency levels, and the support provided to EAP instructors.

**Mariam Farooq****Bridging Cultures: Identity, Belonging, and EFL Pedagogy****2:00-2:45 pm**

This session examines how Mexican preservice teachers developed linguistic and teaching identities through a culturally rich hybrid EFL program. Presenters explore cross-cultural instruction with U.S. and Mexican educators, the role of language, and implications for fostering belonging, engagement, and culturally responsive practice in multilingual teacher education settings.

**Mackenzie Shiau, Monica Pelaez Morales & Idea Cesar Peralta****Five Strategies to Boost Speaking Confidence in Adult ELs****2:00-2:45 pm**

This session presents five practical strategies to boost speaking confidence in adult ELs. Educators learn to create supportive, low-anxiety environments and engage learners in meaningful speaking activities. Participants gain actionable tips to increase learner participation and foster authentic communication in diverse ESL classrooms.

**Ahu Moser****Entangled Becoming: Doctoral Students as Emerging Language Teacher Educators****2:00-2:45 pm**

This presentation explores how two doctoral students navigate identity tensions, emotion labor, and ideological repositioning as they become language teacher educators. Drawing on case study data and entanglement framework, the session offers insights into doctoral identity work and provides ways for supporting emerging language teacher educators.

**Aslihan Yilmaz, Jessica Wallis McConnell & Bedrettin Yazan**

### How Feedback Shapes Fluency—and Sometimes Shuts It Down

4:00-4:45 pm

Fluency is built one correction at a time. In fact, too much "help" can quietly pull learners away from sounding like themselves. This session shows how feedback, prompts, and tone shape identity in English and what teachers can do to help learners speak with more confidence, not more hesitation.

Elizabeth Nunez

### Exploring Feedback Through Mixed Methods: Insights From Applied Linguistics Research

4:00-4:45 pm

This session explores how mixed-methods research enhances understanding of feedback in L2 learning. Attendees examine major trends in corrective feedback, peer and automated feedback, and engagement. The presenters highlight the strengths of integrating qualitative and quantitative approaches to improve teaching practices across instructional, technological, and cross-cultural contexts.

Estela Ene

### An Innovative Biography-Driven Approach to Boosting English Learners' STEM Achievement

4:00-4:45 pm

This session describes a qualitative case study that investigated secondary STEM teachers' perspectives on biography-driven instruction (BDI) as an enactment of culturally responsive teaching and culturally sustaining pedagogy. Participants learn how BDI can help create more effective, equitable, and inclusive learning environments for ELs to enhance their STEM academic outcomes. **Socorro Herrera**

### Think Critically, Communicate Effectively: E-Case in Language Teacher Education

4:00-4:45 pm

This presentation explores the E-cases as a digital problem-based approach to engage students in language development via application of critical thinking and interpersonal skills. It empowers participants with a structured and lucid procedure of examining E-cases that forms a communicatively, culturally, and cognitively rich learning environment.

Hanna Podosynnikova & Vlada Homolia

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