

# TESOL 2022

INTERNATIONAL CONVENTION  
& ENGLISH LANGUAGE EXPO  
PITTSBURGH, PA, USA  
HYBRID 22-25 MARCH

## PROGRAM BOOK

**INSPIRING**  
INNOVATION  
**EMPOWERING**  
ELT PROFESSIONALS

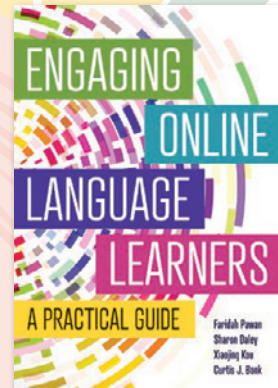
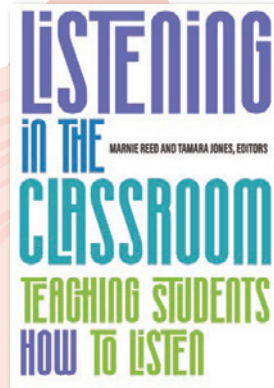
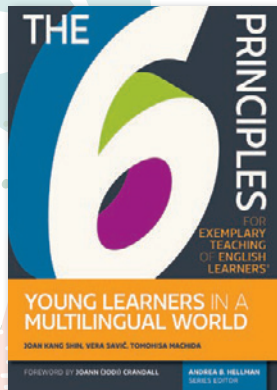


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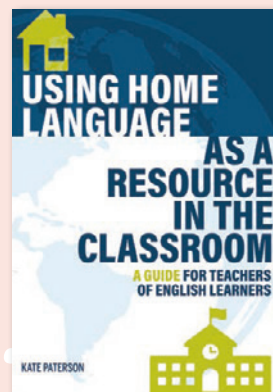
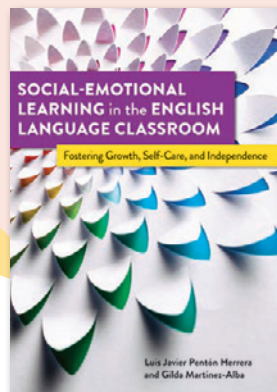
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#TESOL2022

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# TESOL 2022

INTERNATIONAL CONVENTION  
& ENGLISH LANGUAGE EXPO  
PITTSBURGH, PA, USA  
HYBRID 22-25 MARCH

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## ENJOY THE BENEFITS OF THE CONVENTION APP!

Go to the mobile app  
Convention page for more info.

[www.tesolconvention.org/  
convention-2022/  
schedule/mobile-  
app-desktop-planner](http://www.tesolconvention.org/convention-2022/schedule/mobile-app-desktop-planner)

## Experience a Transformation at TESOL's 2022 Hybrid International Convention & English Language Expo!

Welcome to the first ever hybrid TESOL International Convention & English Language Expo in Pittsburgh, Pennsylvania, USA, the City of Bridges (446 bridges, to be exact), built around the convergence of Monongahela and Allegheny Rivers to form the Ohio River. Around the confluence of the two rivers is the Point State Park. Most important, Three Rivers TESOL is our enthusiastic host for this event. We are excited to be here with you and look forward to your active involvement in this event, whether this is your first Convention or you are a frequent and veteran attendee.

I found the setting of this year's Convention very symbolic because the three bridges reflect TESOL's core values of inclusion, diversity, and equity. These values will connect the thousands of TESOL educators of diverse cultures and geographical origins from across the globe when they converge in Pittsburgh for one purpose: to share expertise in English language teaching and learning to better serve and help English learners from all over the world succeed. We also hope that our focus this year on "Inspiring Innovation; Empowering ELT Professionals" will deliver a world-class Convention filled with opportunities to forge new connections with colleagues and help you gain culturally and linguistically innovative perspectives for personal and professional growth, all while keeping your health and safety foremost.

### Here are a few featured transformational engagements that await you at TESOL 2022 this week:



**Participate** in a virtual or in-person format designed to bring educators together from all corners of the world to share and learn again in the format they feel is best for them. We leave no one behind.



**Increase** your knowledge and broaden your perspectives through a well-selected array of world-renowned TESOL leaders and passionate keynote and plenary speakers. Gather ideas and insights from high-quality invited speakers, livestreamed or in-person, whose research and practice are on the cutting edge of innovation.



**Gain** new skills from more than 600 in-person academic presentations and 200+ virtual presentations, including Preconvention Institutes, roundtable sessions, teaching tips, poster sessions, and InterSection sessions. Most especially, future teachers and researchers are excited to present their work and studies at the graduate student forums.



**Share** new ideas and promising practices for working with English learners with colleagues back home.

Finally, we encourage you to join fellow attendees to enjoy some of the special attractions of Pittsburgh. I also look forward to meeting you at the Convention.

On behalf of the Conferences Professional Council, local co-chairs and team leaders, strand and assistant strand coordinators, and the TESOL Strategic Events staff, thank you for coming, and we hope you have a meaningful, fun, and fantastic Convention experience.

Sincerely and collegially,

**Arlene Costello, EdD**

2021–2022 Conferences Professional Council Chair



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## Participants

- Are U.S. citizens
- Have a graduate level degree
- Have demonstrated commitment to field of TESOL

## Projects

- All projects promote mutual understanding as part of the U.S. Department of State's public diplomacy initiative
- Both in-person and virtual projects offer multiple opportunities for cultural exchange with the objective of building mutual understanding
- Projects are designed by U.S. embassies to build English language capacity at the local and national level



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# TESOL 2022 WEEK AT A GLANCE

## TUESDAY, 22 MARCH 2022

|              |                                              |
|--------------|----------------------------------------------|
| 7:30 am–5 pm | Doctoral Research Forum+                     |
| 7:30 am–5 pm | Master's Student Forum+                      |
| 8 am–5 pm    | Preconvention Institutes+<br>(various times) |
| 1 pm–5 pm    | Affiliate Leader Workshop                    |
| 3:30 pm–5 pm | Orientation for First-Time Attendees         |
| 5:30 pm–7 pm | <b>Opening Keynote:</b> Hector Ramirez*      |

## WEDNESDAY, 23 MARCH 2022

|                  |                                                 |
|------------------|-------------------------------------------------|
| 8 am–9 am        | <b>Presidential Keynote:</b> Gabriela Kleckova* |
| 9 am–11 am       | Dedicated English Language Expo time            |
| 12:30 pm–1:45 pm | Poster Sessions                                 |
| 1:30 pm–3:30 pm  | Affiliate Communications Workshop               |
| 4 pm–5 pm        | Town Meeting                                    |
| 6 pm–7:30 pm     | Interest Section Open Meetings                  |

## THURSDAY, 24 MARCH 2022

|                  |                                           |
|------------------|-------------------------------------------|
| 8:30 am–9:30 am  | <b>Keynote:</b> Gisele Barreto Fetterman* |
| 2 pm–3 pm        | Dedicated English Language Expo time      |
| 12:30 pm–1:45 pm | Poster Sessions                           |
| 6 pm–7:30 pm     | Interest Section Open Meetings            |

## FRIDAY, 25 MARCH 2022

|                  |                                                      |
|------------------|------------------------------------------------------|
| 8 am–9 am        | <b>James E. Alatis Plenary:</b> Helaine W. Marshall* |
| 12:30 pm–1:45 pm | Poster Sessions                                      |
| 12:30 pm–2 pm    | Dedicated English Language Expo time                 |
| 5 pm–6:15 pm     | TESOL Annual Business Meeting*                       |
| 6:30 pm–8:30 pm  | TESOL's Closing Celebration                          |

### REGISTRATION HOURS

|                 |            |
|-----------------|------------|
| Monday .....    | 3 pm–6 pm  |
| Tuesday .....   | 7 am–7 pm  |
| Wednesday ..... | 7 am–5 pm  |
| Thursday .....  | 7 am–5 pm  |
| Friday .....    | 7 am–12 pm |

### EXHIBIT HOURS

|                 |                 |
|-----------------|-----------------|
| Wednesday ..... | 9 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 .....    | 3 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 |

+ Ticketed Event  
\* Livestreamed event

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



# ABOUT TESOL

TESOL International Association brings together English language educators, researchers, administrators, and students in a dynamic and diverse community committed to excellence. Together we advance the field, inspire each other, improve student outcomes, and advocate on behalf of our programs and students.

**With more than...**

**12,000** members from more than **150** countries,  
and more than **110** affiliate associations worldwide.

**TESOL brings the world together!**

# ORIENTATION FOR FIRST-TIME ATTENDEES

## Is this your first TESOL Convention?

Learn how to make the most of your Convention experience during our Orientation for First-Time Attendees.

**TUESDAY, 22 MARCH**

**3:30 pm–5 pm**

*Spirit of Pennsylvania A*

This is your chance to...

- **HEAR** from TESOL volunteer leadership.
- **MEET** the TESOL Conferences Professional Council 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 orientation for TESOL prizes.



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# Have you heard?

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# TESOL IN-PERSON ORGANIZATIONAL MEETINGS 2022

All events listed here are located at the David L. Lawrence Convention Center.

## TUESDAY, 22 MARCH

|                  |                                            |                        |
|------------------|--------------------------------------------|------------------------|
| 8:30 am–9:30 am  | Professional Councils Chairs Meeting*..... | Spirit of Pennsylvania |
| 9:30 am–11:30 am | Leadership Forum*.....                     | Spirit of Pennsylvania |
| 1:30 pm–5 pm     | Affiliate Leaders' Workshop.....           | 303                    |

## WEDNESDAY, 23 MARCH

|                 |                                        |     |
|-----------------|----------------------------------------|-----|
| 10 am–12 pm     | Affiliate Assembly.....                | 316 |
| 1:30 pm–3:30 pm | Affiliate Communications Workshop..... | 316 |
| 4 pm–5 pm       | Town Meeting.....                      | 407 |

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

### INTEREST SECTION NETWORKING MEETINGS

|              |                                           |     |
|--------------|-------------------------------------------|-----|
| 6 pm–7:30 pm | Computer-Assisted Language Learning ..... | 329 |
|              | English as a Foreign Language.....        | 336 |
|              | Higher Education.....                     | 326 |
|              | "Nonnative" English Speaker Teachers..... | 330 |
|              | Speech, Pronunciation, and Listening..... | 335 |
|              | Reading and Vocabulary.....               | 334 |

## THURSDAY, 24 MARCH

### INTEREST SECTION NETWORKING MEETINGS

|              |                                            |     |
|--------------|--------------------------------------------|-----|
| 6 pm–7:30 pm | Applied Linguistics.....                   | 333 |
|              | English for Specific Purposes .....        | 334 |
|              | Program Administration .....               | 335 |
|              | Second Language Writing.....               | 330 |
|              | Supporting Students With Disabilities..... | 323 |
|              | Teacher Educator .....                     | 327 |

## FRIDAY, 25 MARCH

|              |                               |                          |
|--------------|-------------------------------|--------------------------|
| 5 pm–6:15 pm | Annual Business Meeting*..... | Spirit of Pennsylvania A |
|--------------|-------------------------------|--------------------------|

*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.*

\* Livestreamed event

# CELEBRATING ★ ★ ★ 60 YEARS



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**A E**  
ENGLISH



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# 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. All in-person events listed here are located at the David L. Lawrence Convention Center.

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

- Albert H. Marckwardt Travel Grants
- Betty Azar Travel Grants for Practicing ESL/EFL Teachers presented by Betty Azar
- D. Scott Enright TESOL Interest Section Service Award
- James E. Alatis Award for Service to TESOL
- Mary Finocchiaro Award for Excellence in Nonpublished Pedagogical Materials
- Ron Chang Lee Award for Excellence in Classroom Technology
- Ruth Crymes TESOL Fellowship for Graduate Study
- TESOL Award for Distinguished Research
- TESOL Awards for International Participation at TESOL
- TESOL Leadership Mentoring Program
- TESOL Presidents' Award
- TESOL Professional Development Scholarships
- TESOL Teacher of the Year Award
- TESOL Virginia French Allen Award
- TESOL/TEFL Travel Grant
- Tina B. Carver Fund

### TESOL AWARD FOR DISTINGUISHED RESEARCH

#### 2022 AWARD WINNER

**Yuliya Ardasheva and Amy Crosson**  
*Contributions of Morphosyntactic Awareness and Vocabulary to Science Reading Comprehension*

WEDNESDAY, 23 MARCH

10 am–10:45 am

Room 407

### TESOL TEACHER OF THE YEAR AWARD

*presented by National Geographic Learning*

#### 2022 AWARD WINNER

**Meg Eubank**  
*Building Community in an Age of Isolation*

THURSDAY, 24 MARCH

3:30 pm–4:15 pm

Room 407

### TESOL AWARDS FOR INTERNATIONAL PARTICIPATION AT TESOL

*presented by ETS TOEFL*

#### 2022 AWARD WINNERS

**Jirina Karasova**  
*Effective Behavior Management Communication Strategies in ELT Classrooms*

THURSDAY, 24 MARCH

10 am–10:45 am

Virtual

**Toni McLaughlan**  
*How'd We Do: Evaluating an Online International EAP Teacher-Training Program*

THURSDAY, 24 MARCH

3:30 pm–4 pm

Room 301

**Burcin Kagitci Yildiz**  
*Code-Meshing in Academic Writing: Practices and Perceptions of Turkish Writers*

FRIDAY, 25 MARCH

12 pm–12:30 pm

Spirit of Pennsylvania B/C

## 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](http://www.tesol.org/awards)

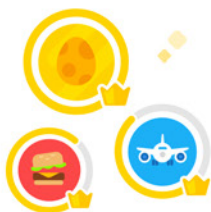


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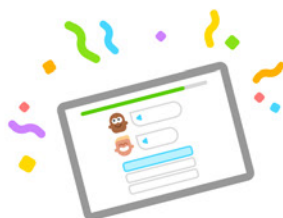
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# KEYNOTE SPEAKERS

## OPENING KEYNOTE



### Hector Ramirez

TUESDAY, 22 MARCH  
5:30 pm–7 pm

#### Mini-Lessons Motivate Your Learners to Assemble the Language Puzzle

Participants walk away with

perspectives to help them tweak their daily routine, inspiring them to develop mini-lessons—lessons delivered in manageable chunks—to allow their learners to feel safe. Increments will add up, leading to the successful transfer of language standards. It's a challenge to keep mini-lessons "mini," but students will be thankful for it.

*Hector Ramirez brings a unique perspective to English language acquisition since, as a native of Mexico, he transitioned into English as a teenager. He completed his undergraduate degree in international relations from the USA International University in San Diego, California and the International University of Europe in London. His postgraduate studies were in elementary education and multicultural studies at San Diego State University. Hector has trained teachers throughout Latin America, Asia, and the Middle East, guiding schools through the effective implementation of content in English.*

## PRESIDENTIAL KEYNOTE



### Gabriela Kleckova

WEDNESDAY, 23 MARCH  
8 am–9 am

#### Embracing the Balancing Act: ELT Professionals Empowering Themselves

The lives of ELT professionals

involve a constant act of balancing. We face the daunting yet heroic task of creating equilibrium inside and outside classrooms. In this keynote, we explore together the topic of balance and consider ways to strengthen our "core" to support our overall sense of balance.

*Gabriela Kleckova, PhD, is TESOL International Association president for 2021–2022. She started her professional career as a lower secondary school English teacher. She currently chairs the Department of English at the Faculty of Education, University of West Bohemia in Plzen, the Czech Republic where she also teaches second language teacher education courses to preservice and in-service teachers. Her professional interests include the effectiveness and utility of visual design of ELT materials, teacher education, innovation in education, and leadership. For TESOL's 50th anniversary, she was named one of 30 emerging leaders shaping the future of the profession.*

## THURSDAY KEYNOTE


**Gisele Barreto Fetterman**

THURSDAY, 24 MARCH  
8:30 am–9:30 am

**Invisible Immigrant to Advocate**

Inclusion, equity,

and kindness. That's what Barreto Fetterman (a self-proclaimed "hugger") brings to the table in this uplifting address. Learn about her drive to reduce waste and eliminate hunger in diverse communities, and the work she's done through her numerous charitable organizations.

*Gisele Barreto Fetterman is an access and equity advocate, a hugger, and the Second Lady of Pennsylvania. She is the founder of Freestore 15104, where surplus and donated goods are distributed to neighbors in need; cofounder of 412 Food Rescue, a community-wide effort to end hunger and reduce food waste; and cofounder of For Good PGH, a nonprofit that works to advocate inclusion and inspire kindness. Gisele was born in Brazil and emigrated as a child to the USA, living as an undocumented immigrant for over a decade. Her work has been featured on The TODAY Show, CNN, NPR, and more. Gisele is a Forty under 40 honoree, a TEDx speaker, and a Jefferson Awards recipient.*

## JAMES E. ALATIS PLENARY


**Helaine W. Marshall**

FRIDAY, 25 MARCH  
8 am–9 am

**Creating Fertile Spaces for Instructional Innovation in a Digital Age**

The affordances of digital-

age pedagogy open new pathways for teaching and learning and global collaboration. We take a whirlwind tour to meet teachers who have embraced both the opportunities and the challenges of their present educational contexts, responding to change with patience, persistence, reflection, and renewal.

*Helaine W. Marshall, PhD, is professor of education and director of Language Education Programs at Long Island University–Hudson graduate campus. She teaches courses in multicultural education, linguistics, and TESOL, in face-to-face, blended, and online formats. Her professional interests include culturally responsive-sustaining education, nontraditional approaches to the teaching of grammar, and instructional technology, especially online flipped learning. Her most recent book is Meeting the Needs of SLIFE: A Guide for Educators, coauthored with Andrea DeCapua and Frank Lixing Tang, published with University of Michigan Press.*

# TESOL IN FOCUS

Find abstracts for these sessions in the program book under the date and time for each session. All events listed here are located at the David L. Lawrence Convention Center.

## THURSDAY, 24 MARCH

### **Cascading Best Practices to 10,000 Teachers Through Virtual Training Courses**

9:30 am–10:15 am

Room 321

**Presenters:** Meenu Gupta, Shweta Khanna, Heidi Faust, Ruth Goode

### **TESOL Professional Standards Update**

1 pm–1:45 pm

Room 321

**Presenters:** Ying Hui-Michael, Amber Warren

### **TESOL Teacher of the Year Award Session: Building Community in an Age of Isolation**

3:30 pm–4:15 pm

Room 407

**Presenter:** Meg Eubank

## FRIDAY, 25 MARCH

### **English Speaking Nation Uzbekistan: Cascading PD to 15,000 Teachers**

9:30 am–10:15 am

Room 321

**Presenters:** Heidi Faust, Joan Kang Shin, Dinara Seytnazirova

## 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, 23 MARCH

### **Power Up Your Professional Development with TESOL ME**

10 am–10:45 am

Room 321

**Presenter:** Deborah Kennedy

### **Placing Focus on Social-Emotional Learning in ELT**

11:30 am–12:15 pm

Room 321

**Presenters:** Gilda Martínez-Alba, Luis Javier Pentón Herrera

### **Listening in the Classroom: Teaching Students How to Listen**

1 pm–1:45 pm

Room 321

**Presenters:** Marnie Reed, Tamara Jones, William Cole-French

## Your School Can Be a SWEL School!

2:30 pm–3:15 pm

Room 321

**Presenters:** Amy Stolpestad, Michelle Benegas

### **How to Get Published in TESOL and Applied Linguistics Serials**

3 pm–5 pm

Room 320

**Presenters:** Peter De Costa, Charlene Polio

### **ELs in STEM: Tips for the Gen Ed Teacher**

4 pm–4:45 pm

Room 321

**Presenter:** Darlyne de Haan

## THURSDAY, 24 MARCH

### **Engaging Young ELs With TESOL's 6 Principles**

9:30 am–10:45 am

*Spirit of Pennsylvania A*

**Presenter:** Joan Kang Shin

### **Motivation and Culturally Linguistically Inclusive Online Instruction**

11 am–11:45 am

Room 321

**Presenters:** Faridah Pawan, Sharon Daley, Xiaojing Kou, Curtis Bonk, Natalia Ramirez-Casalvolone



## 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.

### TUESDAY, 22 MARCH

#### **Workshop for Novice Researchers: Connecting Teaching and Research**

3 pm–5 pm [Ticketed Event]

**Presenters:** Lillian Wong, Antonella Valeo, Donald Freeman

### WEDNESDAY, 23 MARCH

#### **TESOL Award for Distinguished Research Session: Contributions of Morphosyntactic Awareness and Vocabulary to Science Reading Comprehension**

10 am–10:45 am

Room 407

**Presenters:** Yuliya Ardasheva,  
Amy Crosson

#### **Research Professional Council Colloquium: Global Perspectives on Building a Culture of Research in TESOL**

1:30 pm–3:15 pm

Room 407

**Presenters:** Francis Hult, Irem Çomoglu, Kenan Dikilitaş, Leah Shepard-Carey, Soyoung Han, Yun-Chen Yen, Seongryeong Yu, Hye-Yeon Park, Yen-Ning Tsui, Megan Madigan Percy

### THURSDAY, 24 MARCH

#### **TESOL Research Agenda Fair: Making Teaching and Research Connections**

9:30 am–11:15 am

Room 407

**Presenters:** Jessie Curtis, Halil Ibrahim Cinarbas, Ayşegül Daloğlu, Nathaniel Carney, Undarmaa Maamuujav, Ahmad A. Alharthi, Najma Janjua, Özgehan Uştuk, Antonella Valeo

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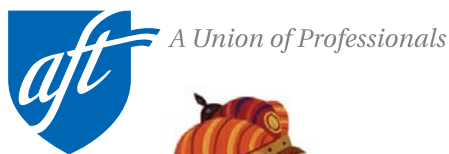


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# INVITED SPEAKERS

Find abstracts for these sessions in the program book under the date and time for each session. All in-person events listed here are located at the David L. Lawrence Convention Center.

## WEDNESDAY, 23 MARCH

### **TESOL and the Three Cs: Compassion, Courage, and Criticality**

10 am–10:45 am

Room 406

**Presenter:** Sarah Mercer

### **Researched-Based Sheltered Strategies to Teach Grade-Level Content to (SLIFE) Unschooled/Underschooled Language Learners**

10 am–10:45 am

**Presenter:** Carol Salva

### **Reframing the Conversation: Achievement Gap or Cultural Dissonance?**

11:30 am–12:15 pm

*Spirit of Pennsylvania A*

**Presenter:** Helaine Marshall

### **Future-Proof Competencies: The Soft Skills Students Need for Employment**

12 pm–12:45 pm

*Virtual*

**Presenter:** Daniel Xerri

### **Equity Through the Content, Language, and Literacy Integration Framework**

1 pm–1:45 pm

*Spirit of Pennsylvania A*

**Presenter:** Sandra Mercuri

## THURSDAY, 24 MARCH

### **Language of Power or White Hegemony?: Raciolinguistics and Academic Literacy**

11:30 am–12:15 pm

*Spirit of Pennsylvania A*

**Presenter:** Mary Jane Curry

### **Moving Beyond Inclusion: Bearing Witness to the Forced Migration Experience**

3 pm–3:45 pm

*Virtual*

**Presenter:** Stacy Brown

## FRIDAY, 25 MARCH

### **Rendering the Invisible Visible in Our Classrooms and Beyond?**

9:30 am–10:15 am

Room 406

**Presenter:** Christian Chun

### **Adapting Assessment for Language Skills for the 21st Century**

11 am–11:45 am

*Spirit of Pennsylvania A*

**Presenter:** Khanh-Duc Kuttig

### **Dogme ELT Comes of Age**

6 pm–6:45 pm

*Virtual*

**Presenter:** Scott Thornbury

# ADVOCACY AND PUBLIC POLICY SESSIONS

Find abstracts for these sessions in the program book under the date and time for each session. All events listed here are located at the David L. Lawrence Convention Center.

Advocacy and public policy sessions are sponsored by



## VIRTUAL

### **U.S. Federal Policy Update**

**Presenter:** Deborah Short

## WEDNESDAY, 23 MARCH

### **Collaboration and Asset-Based Approaches to Achieve Equity for Multilingual Learners**

10 am–10:45am

Room 320

**Presenters:** Andrea Honigsfeld,  
Maria G. Dove

## THURSDAY, 24 MARCH

### **U.S. Immigration Policy 101: What Educators Need to Know**

9:30 am–11 am

Room 318

**Presenter:** Roger Rosenthal

### **The Rights of Immigrant Students and ELs in Public Schools**

11:30 am–1 pm

Room 318

**Presenter:** Roger Rosenthal

### **The Seal of Biliteracy: Research into Practice**

11 am - 11:45 am

Virtual

**Presenter:** Christel Broady



# PRESENTATIONS FROM COLLEAGUE ORGANIZATIONS

Find abstracts for these sessions in the program book under the date and time for each session. All events listed here are located at the David L. Lawrence Convention Center.

## WEDNESDAY, 23 MARCH

### TIRF Insights: Social-Emotional Learning for 5-18-Year-Olds

11:30 am–12:15 pm

Room 320

**Presenters:** Ryan Damerow,  
Katherine Stannett,  
Erik Gundersen

## THURSDAY, 24 MARCH

### Supporting and Representing Postsecondary English Language Programs in the USA

1 pm–1:45 pm

Room 329

**Presenter:** Cheryl Delk-Le Good

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## WEDNESDAY, 23 MARCH

### **Countering Anti-Black Racism in Language Education: Reflection, Action, and Accountability**

11 am–11:45 am

*Virtual*

**Presenters:** Jessica Hunsdon,  
Tasha Austin, Caia Schlessinger

### **English as a Lingua Franca in Multilingual Classrooms: Meeting the Challenges**

4 pm–4:45 pm

*Virtual*

**Presenters:** Lucilla Lopriore,  
Alessandra Cannelli, Silvia Sperti

### **Quizizz and Google Classroom Engagement: What Learning Analytics Tell You**

5 pm–5:45 pm

*Virtual*

**Presenters:** Larisa Olesova,  
Zarmena Emelyanova,  
Natalya Alexeeva

## THURSDAY, 24 MARCH

### **Change and New Paradigms for Affiliate Organizations**

12:30 pm–2 pm

*Room 305*

**Presenter:** James Papple

### **Respectful Interactions in ELT: An Organization's Guidelines for Discussion**

5 pm–5:45 pm

*Virtual*

**Presenter:** Jennifer Walsh-Marr

## FRIDAY, 25 MARCH

### **Up-skilling and Reskilling for English Teachers**

9:30 am–10:15 am

*Room 307*

**Presenter:** Georgios Kormpas

### **Universal Design for Learning in the EAP and TESOL Classroom**

4 pm–4:45 pm

*Virtual*

**Presenters:** Sharon Churchill,  
Chris Klatecki

### **Culture and ELT: To Combine or Not to Combine?**

5 pm–5:45 pm

*Virtual*

**Presenter:** Manana Rusieshvili

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| Suzanne Kaplan-Fonseca | Tianfang Wang        | William Cole-French       | Zohreh Seifoori |

**Special thanks to the 2021–2022 TESOL Bloggers, who volunteer their time and expertise year-round:**

|                |                    |           |                 |
|----------------|--------------------|-----------|-----------------|
| Hetal Ascher   | Betsy Gilliland    | A.C. Kemp | Naashia Mohamed |
| Laura Baecher  | Barbara Gottschalk | Jeff Kuhn | Brent Warner    |
| Darlyn de Haan | Judie Haynes       |           |                 |

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## PLATINUM LEVEL



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\*as of 16 February 2022





# Supporting All K-12 English Learners

Empower students to access  
Language • Literacy • Content

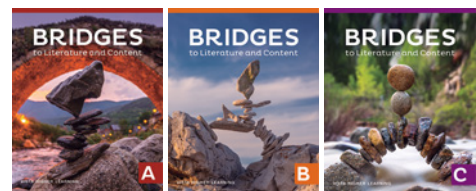
## K-3 Phonics & Early Literacy Program



## K-12 ELD Programs



Elementary



Secondary

## K-12 Newcomer and Beginner Programs

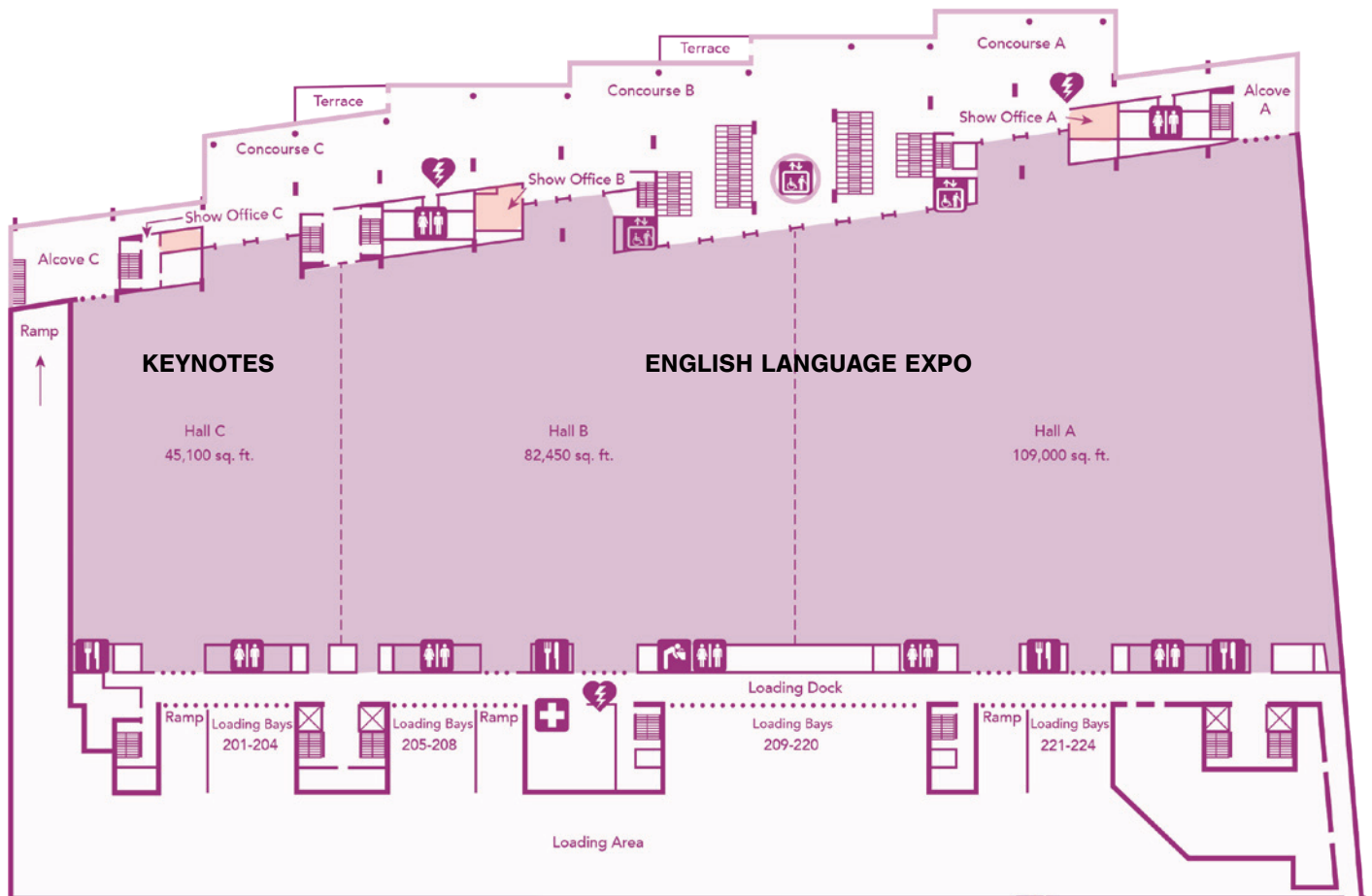


Elementary

Secondary

# DLCC FLOOR TWO

(David L. Lawrence Convention Center)



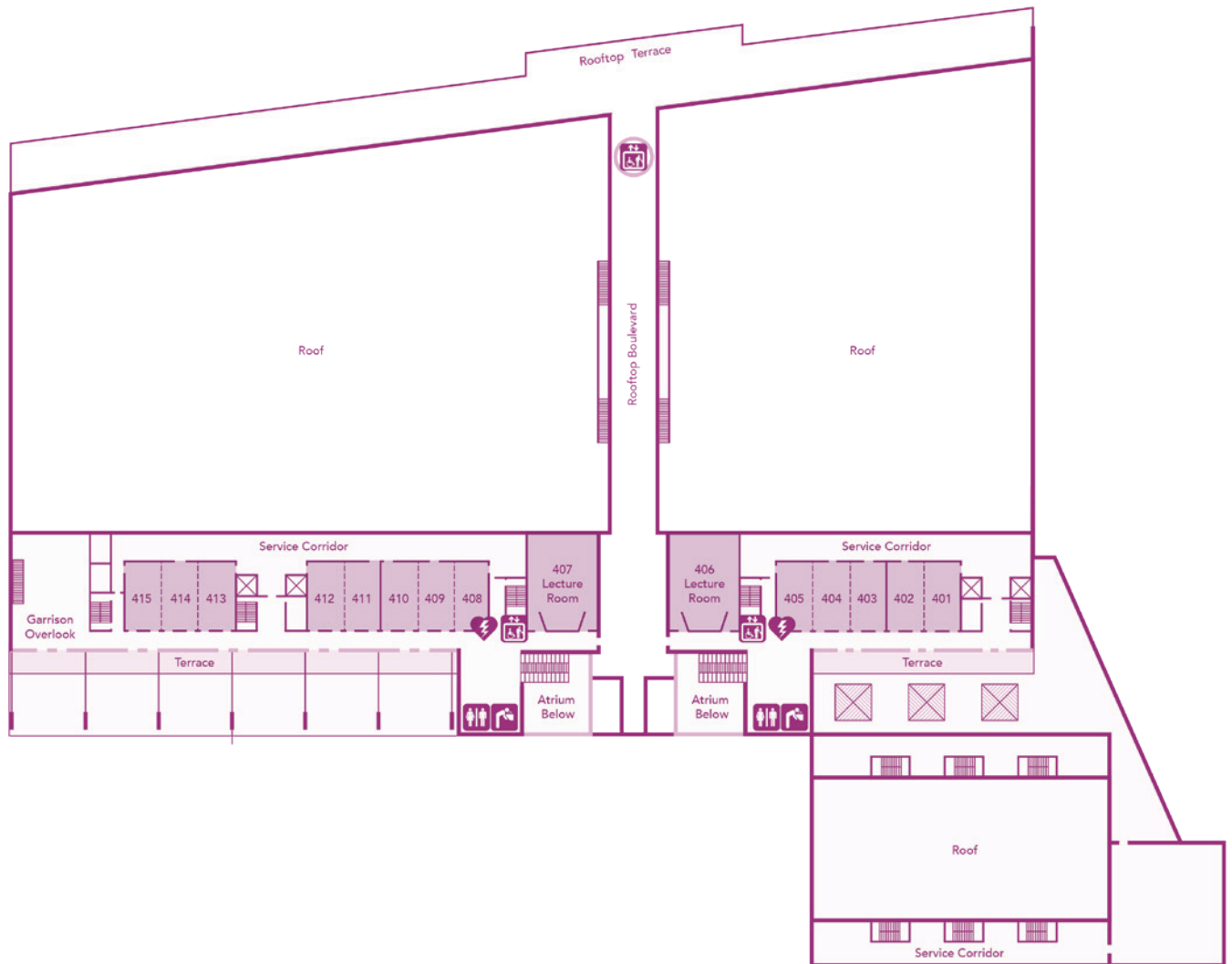
# DLCC FLOOR THREE

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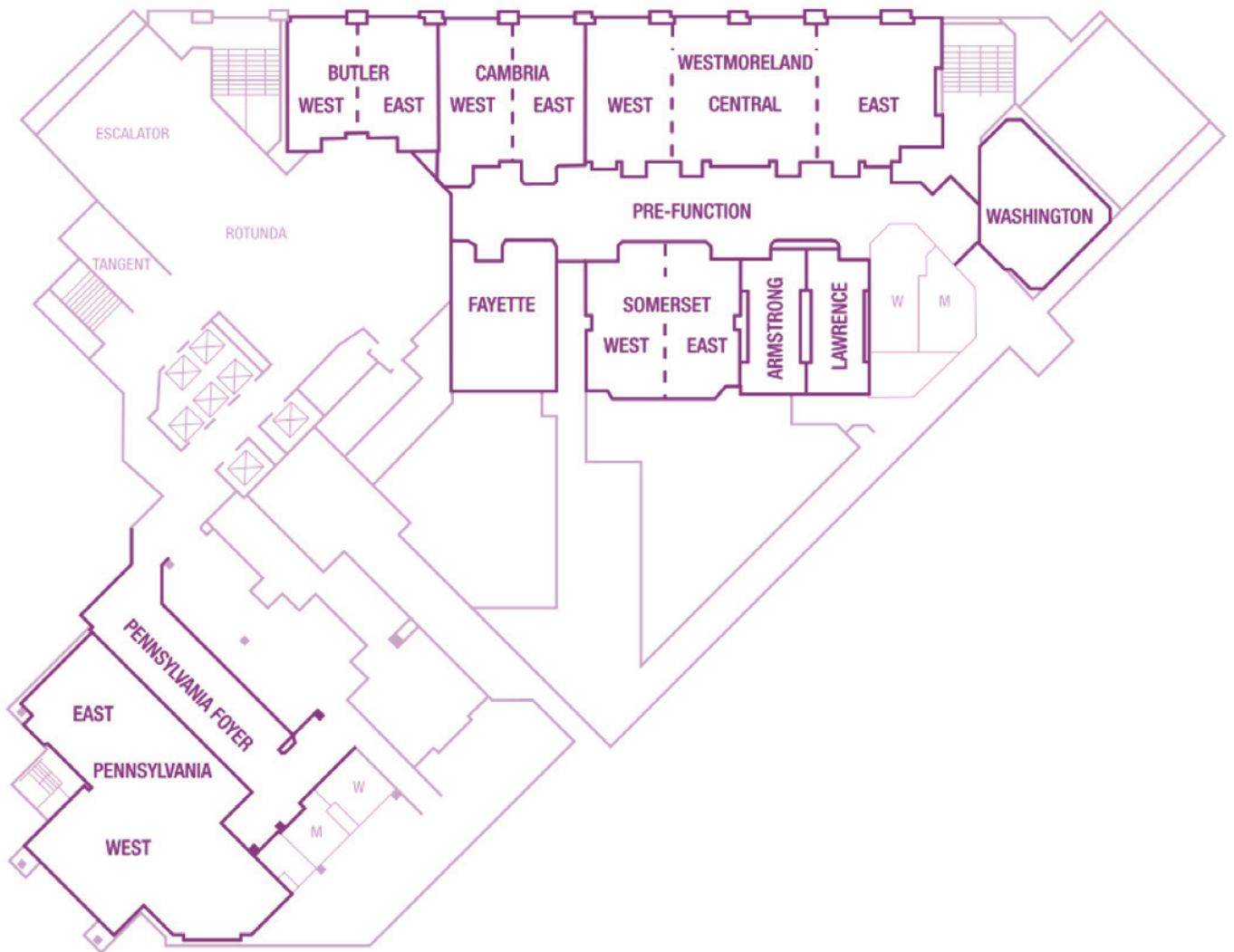
# DLCC FLOOR FOUR

(David L. Lawrence Convention Center)

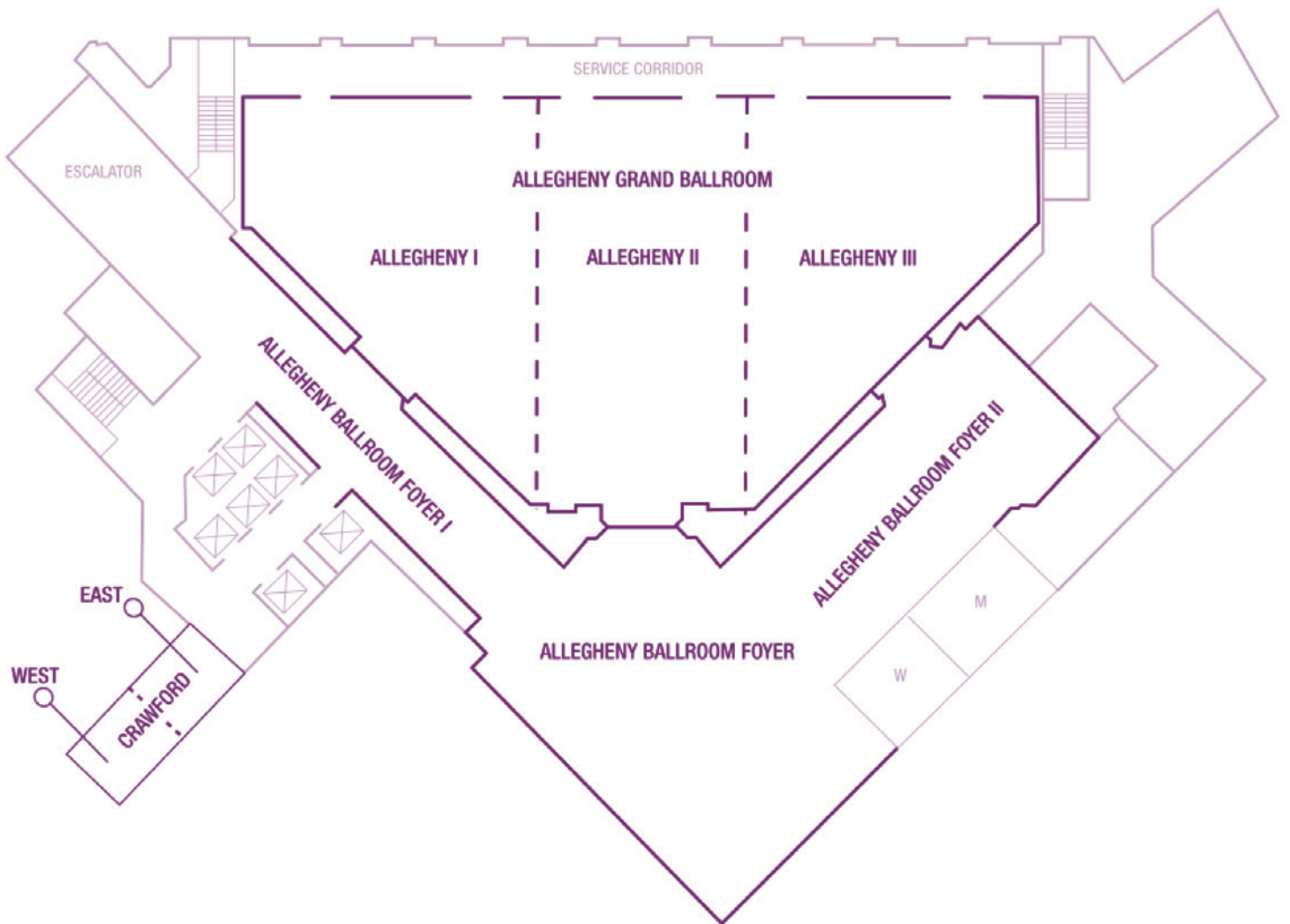




# WESTIN SECOND FLOOR



# WESTIN THIRD FLOOR



# HOW TO USE THIS BOOK

## TYPES OF SESSIONS



### Academic Session

(1 hour, 30 minutes or 1 hour, 45 minutes): An in-depth session sponsored by a specific interest section.



**Dialogue** (45 minutes): Peer-to-peer facilitated discussions about a hot topic in TESOL.



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



**InterSection** (1 hour, 30 minutes or 1 hour, 45 minutes): Academic sessions that represent a collaboration between two or more interest sections or other entities.



**Invited Speaker** (45 minutes or 1 hour, 45 minutes): Sessions featuring a speaker selected by the program committee because the speaker has a message that is important to TESOL members.



**Panel** (45 or 75 minutes): Multiple short presentations and discussion of a current ELT issue focusing on practice, research, and/or advocacy.



**Presentation** (30 or 45 minutes): Oral presentations that may be delivered individually or as part of a group discussion.



**Teaching Tip** (20 minutes): Oral summary, with occasional reference to notes or a text, that discusses the presenter's work in relation to practice.



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



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

**Poster Sessions** are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session, there is a corresponding bulletin board display. Convention 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 279.**

## STRAND ICONS

**ASJ**

Advocacy, Social Justice, and Community Building

**AL**

Applied Linguistics

**CIA**

Content-Integrated Approaches

**CIC**

Culture and 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

## SETTINGS


- **Academic English Programs:** Students preparing for and/or studying in undergraduate education (e.g., community colleges and 4-year colleges/universities)
- **Adult Education:** General and workplace English (e.g., community and technical colleges, and community-based, refugee, vocational, technical, and workplace programs)
- **Early Childhood:** Pre-K, very young learners
- **Graduate/Postgraduate Programs:** Academic and professional programs, including teacher education programs
- **ITA:** International teaching assistantships
- **IEP:** Intensive English programs, private language teaching programs
- **Primary School:** Elementary, Grades 1–6, young learners
- **Secondary School:** Grades 7–12, teens, adolescent learners
- **Tutoring**

## 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

## SAMPLE ABSTRACT

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

|                       |   |                                                                                                                                                                                                                                                                                                                                     |
|-----------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Type and Strand Icons | → |  <b>ASJ</b>                                                                                                                                                                                                                                      |
| Date and Time         | → | <b>THURSDAY, 3:00 pm–4:45 pm</b>                                                                                                                                                                                                                                                                                                    |
| Location              | → | <i>Room 702</i>                                                                                                                                                                                                                                                                                                                     |
| Title                 | → | <b>What Special Education Can Teach Us:<br/>Supporting ELs With Disabilities</b>                                                                                                                                                                                                                                                    |
| Description           | → | 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)          | → | <b>Maiko Hata</b> , University of Oregon, USA                                                                                                                                                                                                                                                                                       |
| Context               | → | <b>Context:</b> All                                                                                                                                                                                                                                                                                                                 |
| Primary Setting       | → | <b>Primary Setting:</b> Primary School                                                                                                                                                                                                                                                                                              |



# SESSION DESCRIPTIONS

## TUESDAY, 22 MARCH

For the location of a ticketed session, please check your ticket.  
DLCC = David L. Lawrence Convention Center



ASJ

### TUESDAY, 8 am–12 pm

#### Advocacy in Action: Becoming a Powerful and Effective TESOL Advocate

In this interactive Preconvention Institute, 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!

**James Whiting**, Plymouth State University, USA

**Heather Linville**, University of Wisconsin, La Crosse, USA



ASJ

### TUESDAY, 8 am–12 pm

#### Developing Classroom Strategies to Create Equity for Vulnerable ELs

While modeling research-based interactive classroom activities throughout the entire workshop, this Preconvention Institute addresses: 1) the post-COVID-19 definition of vulnerable learner; emphasizing the three main types of ELs (ELs, LTELs, Dually Identified); 2) the needs of these vulnerable learners; and 3) strategies to increase access to learning.

**Jana Moore**, Prince William County Schools, USA

**Mary Jane Boynton**, Prince William County Schools, USA



PA

### TUESDAY, 8 am–12 pm

#### High-Impact Supervision for High-Impact ELT

It is time to reject formulaic patterns of supervision that do not impact teacher beliefs or classroom practice. In this intensive Preconvention Institute, the presenters lay a foundation for powerful supervision by making expectations observable, differentiating supervisory approaches, and reenvisioning the observation cycle. Participants leave with a comprehensive guidebook and templates.

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



TE

### TUESDAY, 8 am–12 pm

#### Micro-Credentialing via Simulation: Addressing the Language/Academic Needs of ELs

Based on the presenters' experience with MELTS (Micro-credentialing of English Learner Teaching Skills) Program, this workshop provides the tools to create an individualized micro-credentialing system for preparing teachers to work with ELs. The presenters focus on how this approach can be completed using accessible technology, fully online or in-person.

**Florin Mihai**, University of Central Florida, USA

**Joyce Nutta**, University of Central Florida, USA

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

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

**Laura Monroe**, University of Central Florida, USA



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****TUESDAY, 8 am–12 pm****Practicing Communicative Activities With High-Utility, Interesting Picture Books**

Enjoy communicative language teaching strategies for speaking, writing, and reading with picture books that engage ELs. Select the right picture books to create flow between instruction and materials to accelerate learning from samples and from online resources. Current research in teaching ELs' literacy is applied to accelerate language learning.

**Ana Lado**, Marymount University, USA

**DLT****TUESDAY, 8 am–12 pm****Template for Online Teaching: The Synchronous Online Flipped Learning Approach**

The synchronous online flipped learning approach (SOFLA) is a distance learning model that can foster social presence online through structured, interactive, multimodal activities, both asynchronous and synchronous. Participants learn how to implement the 8-step learning cycle and receive resources to guide them in using SOFLA.

**Helaine Marshall**, Long Island University–Hudson, USA

**Heather Rubin**, Long Island Regional Bilingual Education Resource Network, USA

**PD****TUESDAY, 9 am–4 pm****Engaging Family, Parents, and Communities of ELs: The TSSN**

Participants engage in activities from eight modules of the Teacher-Student Success Network (TSSN) for P–12 teachers serving ELs. Come prepared to share experiences and perspectives as we generate our own responsive plans to promote success for ELs by leveraging partnerships with parents, families, and communities.

**DJ Kaiser**, Webster University, USA

**Soheil Mansouri**, Webster University, USA

**Yin Lam Lee-Johnson**, Webster University, USA

**Shane Kennedy**, Webster University, USA

**LSP****TUESDAY, 9 am–4 pm****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 participants with the core features of pronunciation, demonstrate innovative, multisensory techniques for addressing features that impact learners' intelligibility, and help participants successfully integrate pronunciation into their curriculum.

**Donna Brinton**, Independent, USA

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

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

**Carolyn Quarterman**, Duke University, USA

**Brian Teaman**, Osaka Jogakuin College, Japan



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**A****TUESDAY, 9 am–4 pm****Feedback Amplified: Integrating Video Feedback Into Your Assessment Repertoire**

Customizing feedback helps support student learning and improve performance. Participants learn how to create online video feedback efficiently and effectively within their course management systems, compatible recording apps (i.e., Flipgrid), and time-saving feedback templates. Samples videos from a variety of language skills classes are provided.

**Miralynn Malupa**, Westcliff University, USA  
**Andrew Patterson**, Measurement Incorporated, USA

**LSP****TUESDAY, 9 am–4 pm****Speaking of Fun: Drama in the L2 Classroom (All Levels)**

Participants are trained to take full advantage of the wide range of theatre activities available to enhance L2 instruction for fluency, accuracy, and agency. Participants learn by doing and receive clear written instructions to take home and use the next day in their classrooms.

**Melisa Cahnmann**, UGA, USA  
**Kathleen McGovern**, UGA, USA

**ASJ****TUESDAY, 9 am–4 pm****Identifying, Referring, and Servicing Dually Identified EL/SpEd Students**

To properly meet complex needs of ELs suspected of disabilities, the presenters review steps to ensure referrals to SpEd are appropriate. Participants understand data collection in analyzing comparative data and write IEP goals inclusive of language supports, thus reducing disproportionality of ELs in SpEd and ensuring equitable outcomes.

**Lynda Idle**, CoTESOL, USA  
**Fran Herbert**, ASHA, USA

**PD****TUESDAY, 9 am–4 pm****Strategies for Coaching Novice GenZ Teachers in the New Normal**

A new cohort of ELT practitioners is joining school cultures around the world under unprecedented post-COVID-19 conditions. This hand-on, dialogic Preconvention Institute provides administrators with strategies to induce, motivate, develop, and retain these professionals while narrowing generational gaps. Participants' take-away includes tools that can be adapted to their contexts.

**Silvia Breiburd**, Argentina Tesol, Argentina  
**Debora Nacamuli Klebs**, Argentina, Argentina

**PD****TUESDAY, 9 am–4 pm****Planning for the Success of ELs in Academic Content Classes: What Works?**

Participants examine research-based strategies and approaches to assist ELs in meeting rigorous grade-level standards. Participants gain a deeper understanding of how language development affects instruction and learning at different proficiency levels, and experience a variety of strategies and modifications that can be strategically applied to lesson plans as a way to foster EL achievement in content classes.

**Giselle Lundy-Ponce**, AFT, USA



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PD

**TUESDAY, 1 pm–5 pm****A Multilingual Approach to Diversity in Education**

The presenters demonstrate how teachers can interpret six indicators of effective instruction for multilingual learners based on their unique pedagogical settings. In small groups, teachers participate in tasks for each indicator. Small group activities are followed by reflection activities to help teachers relate workshop experiences to their own contexts.

**MaryAnn Christison**, University of Utah, USA**Anna Krulatz**, Norwegian University of Science and Technology, Norway**Yagiong (Sue) Xu**, Norwegian University of Science and Technology, Norway**Dianna Walla**, Norwegian University of Science and Technology, Norway

RWL

**TUESDAY, 1 pm–5 pm****Creating a Successful Program to Address Newcomer and SIFE Learners**

Newcomer programs are specially designed programs for new arrivals with little or no English and often interrupted native language education, including SIFE. The presenters share and the participants learn how to implement successful practices from program design to access to content, building literacy and numeracy, and collaboratively building learner resilience.

**Judith O'Loughlin**, Language Matters Education Consultants, USA**Brenda Custodio**, Ohio State University, USA

DLT

**TUESDAY, 1 pm–5 pm****Expanding Your Tech Tool Box for All Mediums of Instruction**

Do you want to expand your tech tool box? This Preconvention Institute will cover tech tools for all aspects of language teaching that are versatile for all mediums of instruction. Tools are demonstrated and participants discuss and try them out. Participants can have any level of tech comfort.

**Judith Otterburn-Martinez**, Atlantic Cape Community College, USA

PD

**TUESDAY, 1 pm–5 pm****How to Apply The 6 Principles When Teaching English to Children**

In this workshop, presenters show attendees how to apply TESOL's 6 Principles for Exemplary Teaching of English Learners® through vivid case studies from diverse countries as well as lively demonstrations of practical activities.

**Joan Kang Shin**, George Mason University, USA

RWL

**TUESDAY, 1 pm–5 pm****Implementing Extensive Reading: Why and How**

ESL/EFL students need to read fluently for many purposes, yet they are often reluctant readers. In this workshop, participants learn why and practice how to implement extensive reading—a method that promotes reading fluency, comprehension, motivation, and other language skills. Hands-on practice and materials are provided.

**Doreen Ewert**, University of San Francisco, USA**Tom Robb**, Kyoto Sangyo University, Japan

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****TUESDAY, 1 pm–5 pm****Sheltered Instruction and Writing: A Winning Combination for Content-Area Teachers**

One reason teachers have difficulty with writing instruction is that they are not sure how to approach it; this is especially true when teaching language learners. Should writing instruction center on mechanics or composition? This workshop looks at the sheltered instruction approach and how it empowers content-area writing.

**Marybelle Marrero-Colon**, Center for Applied Linguistics, USA

**PD****TUESDAY, 1 pm–5 pm****Teacher Leadership for School-Wide English Learning (SWEL): Harnessing Teacher Expertise**

ESL teachers are often asked to lead PD workshops and support their colleagues' instruction of ELs, but they do not always have access to the resources or training they need to accomplish this work efficiently or effectively. Teacher Leadership for School-Wide English Learning (SWEL) provides the framework needed to enact the SWEL model at your school or in your district. Learn how you can join schools from Oregon to Maryland in this community of teacher leaders.

**Michelle Benegas**, Hamline University, USA

**DLT****TUESDAY, 1 pm–5 pm****The Online EAP Course: From Emergency Response to High-Quality Instruction**

This session promotes sustaining and enhancing current online/hybrid courses for future ESL practice. Participants learn about standards for quality online instruction, apply skills to design well-structured assignments that promote effective online engagement, and learn how to include assessment rubrics. The concepts and standards selected are also key constructs in evidence-based ESL pedagogy.

**Beatrix Burghardt**, Indiana University, USA

**PD****TUESDAY, 5 pm–7 pm****Workshop for Novice Researchers: Connecting Teaching and Research**

This workshop supports novice scholars and educators aspiring to engage in research. Participants connect to the TESOL Research Agenda and explore how research addresses theoretical and pedagogical questions. The presenter provides guidelines and advice on getting started. Time is allotted for small group sessions with the speaker and Research Professional Council mentors.

**Lillian L.C. Wong**, The University of Hong Kong, Hong Kong

**Antonella Valeo**, York University, Canada

**Donald Freeman**, University of Michigan, USA



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





TE

TUESDAY, 5:30 pm–7 pm

DLCC, Hall C

### Mini-Lessons Motivate Your Learners to Assemble the Language Puzzle

Participants walk away with perspectives to help them tweak their daily routine, inspiring them to develop mini-lessons—lessons delivered in manageable chunks—to allow their learners to feel safe. Increments will add up, leading to the successful transfer of language standards. It's a challenge to keep mini-lessons “mini,” but students will be thankful for it.

**Hector Ramirez**, 4 English, USA

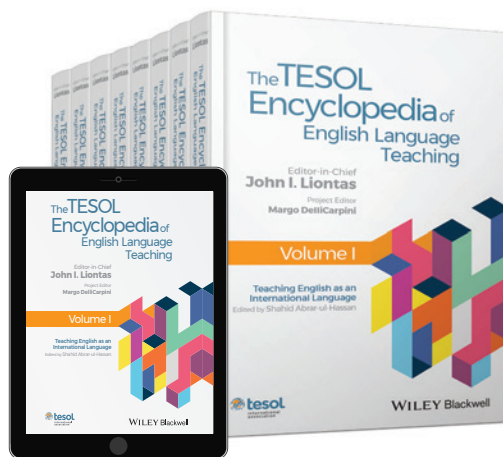
**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

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WILEY



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

# SESSION DESCRIPTIONS

## WEDNESDAY, 23 MARCH

DLCC = David L. Lawrence Convention Center



PD

### WEDNESDAY, 8 am–9 am

DLCC, Hall C

#### Embracing the Balancing Act: ELT Professionals Empowering Themselves

The lives of ELT professionals involve a constant act of balancing. We face the daunting yet heroic task of creating equilibrium inside and outside classrooms. In this keynote, we explore together the topic of balance and consider ways to strengthen our “core” to support our overall sense of balance.

**Gabriela Kleckova**, University of West Bohemia, Czech Republic

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



ASJ

### WEDNESDAY, 10 am–10:20 am

DLCC, Teaching Tip Theater 1 (Expo Hall)

#### Language Is Always Changing: Queering Practice For Social Justice

In the language classroom, issues related to gender and sexual identities are salient. However, the materials and practices may unintentionally reify heteronormativity. In this presentation, attendees learn how to engage with the tenets of queer theory/pedagogies/inquiry to trouble heteronormativity and create a more inclusive classroom.

**James Coda**, University of Georgia, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



ASJ

### WEDNESDAY, 10 am–10:20 am

DLCC, Teaching Tip Theater 2 (Expo Hall)

#### Speed Getting to Know Your Audience

When teaching persuasive rhetorical mode in speaking or composition, students must know their audience. The presenter uses a combination of speed dating and the “36 Questions That Lead to Love” from a 2015 New York Times article. The result is not only students getting to know their classmates but becoming like family.

**Deany Goode**, Metropolitan Community College - Penn Valley, USA

**Context:** All

**Primary Setting:** Academic English Programs



DLT

### WEDNESDAY, 10 am–10:30 am

DLCC, Room 307

#### 5 Ways to Use MOOCs to Diversify Your Classes

This presentation gives participants clear guidance on how to integrate MOOCs into the English language classroom. Participants are introduced to five practical ways to use MOOCs to diversify their classes in a blended learning mode.

**Olga Furman**, K. Zhubanov Aktobe Regional University, Kazakhstan

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 10 am–10:30 am***DLCC, Room 306***Engaging Elementary ELs in Writing in the Digital Era**

This presentation demonstrates the implementation of a web-based project involving blogging with elementary ELs. Presenters introduce recommendations and strategies to increase ELs' engagement in and positive attitudes toward writing. Participants learn how to implement learner-centered, interactive, engaging, and authentic writing projects with elementary ELs in the digital realm using blogs.

**Nabat Erdogan**, University of Central Missouri, USA**Jason Carter**, Woosong University, Democratic People's Republic of Korea**Context:** ESL**Primary Setting:** Primary School**AL****WEDNESDAY, 10 am–10:45 am***Westin, Cambria***A Descriptive Grammar for Singular "They"**

The APA manual endorses singular "they," though other style manuals proscribe its use. Given this lack of agreement, what does linguistics say about how this pronoun is actually used? This session provides context for understanding uses like, "Steve is a great roommate, but they always lose their keys."

**Jennifer Mott-Smith**, Towson University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate**ASJ****WEDNESDAY, 10 am–10:45 am***DLCC, Spirit of Pennsylvania B/C***Adult EL Pathway to Literacy: Program Development and Research Results**

The presenters tell the story of a collaborative effort among TESOL educators in a mid-sized U.S. city to develop a program for adult ELs with limited formal schooling and limited foundational literacy skills. They describe the program development, assessment methods, and research findings from the pilot program.

**Ginger Kosobucki**, Immigrant Welcome Center, USA**Kari Moore**, Exodus Refugee, USA**Context:** ESL**Primary Setting:** Adult Education**PA****WEDNESDAY, 10 am–10:45 am***DLCC, Room 333***Building, Sustaining, and Measuring Student Engagement**

This session explores what it means to be engaged in an ELT classroom, face-to-face and online. Presenters walk participants through the three types of engagement and explore the importance of building, sustaining, and measuring engagement. Additionally, participants walk away with proven strategies to increase engagement in their programs and courses.

**Ying Xiong**, University of Central Florida, USA**Christina Cavage**, University of Central Florida, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 10 am–10:45 am***DLCC, Room 327***Codewriters: Learn to Code, Learn English**

ELs need equitable access to computer science. However, learning English and how to code is not exclusive. Navigate an intro to coding unit and identify opportunities to teach English through coding and collaboration. Discover how coding lends itself to a natural integration of cross-curricular content while acquiring English.

**Holly Sawyer**, Chesapeake Public Schools, USA**Context:** ESL**Primary Setting:** Secondary School**ASJ****WEDNESDAY, 10 am–10:45 am***DLCC, Room 320***Collaboration and Asset-Based Approaches to Achieve Equity for Multilingual Learners**

Using an “educational equity portal” metaphor, participants consider the gateway between the educational world we knew before the pandemic and the next one. This session explores four key postpandemic equity strategies and evidence-based collaborative practices to ensure successful content, language, literacy, and social-emotional development for multilingual learners.

**Andrea Honigsfeld**, Molloy College, USA**Maria G. Dove**, Molloy College, USA**Context:** B-ME**Primary Setting:** Primary School**CIA****WEDNESDAY, 10 am–10:45 am***DLCC, Room 407***Contributions of Morphosyntactic Awareness and Vocabulary to Science Reading Comprehension**

This session reports on the TESOL 2022 distinguished research award study examining contributions of domain-general and domain-specific language skills to reading in science with multilingual adolescents. We first report on the study's background and key findings, then share research-based strategies supporting science reading comprehension, focusing on vocabulary and morphosyntactic awareness.

**Yuliya Ardasheva**, Washington State University, USA**Amy Crosson**, Pennsylvania State University, USA**Context:** ESL**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 10 am–10:45 am***DLCC, Room 403***Creating a Healthy Spirit: Mindfulness Ideas and Activities for Teachers**

Conference presentations usually focus on students, but teachers also need encouragement and motivation. This energetic session discusses the psychological, cognitive, and physical benefits of mindfulness, and demonstrates four insightful mindfulness activities that guarantee to help teachers find joy and inspiration in their daily life in- and outside the language classroom.

**Patrick T. Randolph**, Independent, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 10 am–10:45 am***DLCC, Room 336***Cultivating Advanced Integrated Skills Through the Creation of E-Newspapers**

PBI works not only to augment language skills across the domains, but it 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**, Independent, USA**Context:** All**Primary Setting:** Academic English Programs**RWL****WEDNESDAY, 10 am–10:45 am***DLCC, Spirit of Pennsylvania A***Designing Literacy Instruction for Today's Multilingual Learners**

Today's English teachers know that strong communication and literacy skills are critical to the success of multilingual learners across the globe. In this session, the presenters explore key instructional shifts, especially one to a content-based approach, to foster multilingual students' literacy skills in English and support their college and career goals.

**Nonie Lesaux**, National Geographic Learning, USA**Anders Bylund**, National Geographic Learning, USA**Context:** B-ME**Primary Setting:** Primary School**ASJ****WEDNESDAY, 10 am–10:45 am***DLCC, Room 404***Digitally Mediated Dialogues: Collaborative Inquiry of 4 BIPOC TESOL Professionals**

Drawing on a plethora of "identity performance" theories, this session presents a multimodal collaborative narrative inquiry of four BIPOC TESOL professionals, from the lens of critical race theory, engaging in reimagining TESOL practices through reflecting on their journeys from apprentices in the field of TESOL to self-identified TESOL professionals.

**Ching-Ching Lin**, Touro College, USA**Shuzhan Li**, Ithaca College, USA**Yasmeen Coaxum**, Long Island University, USA**Derek Baylor**, Teacher College, USA**Context:** All**Primary Setting:** Academic English Programs**VG****WEDNESDAY, 10 am–10:45 am***DLCC, Room 318***Focused Grammar Feedback: Lessons From App-Based Instruction**

Love them or hate them, language learning apps are becoming an increasingly common feature of the language education landscape. This session uses data from a widely used language teaching app to investigate what forms of targeted grammar feedback are more (and less) helpful to learners in increasing their grammatical accuracy.

**Richard Forest**, Duolingo, USA**Context:** All**Primary Setting:** IEPAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**VG****WEDNESDAY, 10 am–10:45 am***DLCC, Room 414***Fresh Approaches to Grammar Instruction for Students and Teacher Trainees**

Grammar does not have to be boring! The editor of two well-known resources—The ELT Grammar Book and The Grammar You Need series of web apps and free workbooks—shows how engaging, accessible content mixed with corpus-based and active-learning approaches transforms grammar instruction from lifeless to lively.

**Michael Berman**, Pro Lingua Learning, USA**Context:** All**Primary Setting:** Academic English Programs**LSP****WEDNESDAY, 10 am–10:45 am***DLCC, Room 415***Future Directions of L2 Teaching and Testing Using Artificial Intelligence**

As artificial intelligence tools appear in L2 learning, teaching, and testing, such kinds of tools clearly have both advantages and disadvantages for learners, teachers, and test administrators. This session discusses the tradeoffs surrounding the use of artificial intelligence systems in the future of L2 study and assessment.

**Bill Bonk**, Pearson, United Kingdom**Context:** All**Primary Setting:** Adult Education**ASJ****WEDNESDAY, 10 am–10:45 am***DLCC, Room 405***Grandma Needs English, Too**

The learning needs of older immigrants are seldom addressed by the U.S. adult education/workforce development system. The presenter explains why and shares how she tailored a curriculum and classroom strategies to promote basic oral communication, practical literacy skills, citizenship preparation, and social integration for semiliterate older immigrant learners.

**Lynne Weintraub**, Jones Library ESL Center, USA**Context:** ESL**Primary Setting:** Adult Education**DLT****WEDNESDAY, 10 am–10:45 am***DLCC, Room 328***Higher Order Thinking Activities With LEP Classrooms**

Applying higher order thinking skills in the LEP, virtual ESOL classroom is challenging. This presentation establishes the need for higher order thinking activities, demonstrates activities for each level of Bloom's Taxonomy, and presents strategies for integrating activities in the face-to-face classroom for digital literacy skills.

**Hali Massey**, Virginia Adult Learning Resource Center, USA**Context:** ESL**Primary Setting:** Adult EducationAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**A****WEDNESDAY, 10 am–10:45 am***Westin, Somerset***Practice Testing in the ELT Classroom: Making It Fun**

Testing language learners is often considered anxiety inducing and to be avoided. Yet, more than 100 years of research shows the effectiveness of retrieval practice and testing for enhanced learning. This session considers “low-stakes” or “no-stakes” practice testing and the importance of this as an essential, and even enjoyable, learning tool.

**Carol Lethaby**, The New School, USA**Context:** All**Primary Setting:** IEP**AL****WEDNESDAY, 10 am–10:45 am***Westin, Crawford***Promoting ELs' Understanding of Linguistic Representation in the Community**

This presentation introduces linguistic landscape as a transdisciplinary approach to promote language learning and to raise critical awareness among ELs both locally and globally. Through the demonstration of a community-based interdisciplinary project, the presenters provide sample lessons, activities, and technological tools that can be applied directly to secondary ESL classrooms.

**Bethany Martens**, The Ohio State University, USA**Xinyue Lu**, The Ohio State University, USA**Mario Martinez Garcia**, The Ohio State University, USA**Derek Braun**, The Ohio State University, USA**Peter Sayer**, The Ohio State University, USA**Context:** All**Primary Setting:** Secondary School**PD****WEDNESDAY, 10 am–10:45 am***DLCC, Room 321***Power Up Your Professional Development with TESOL ME**

Come learn about TESOL Modular Education, the focused approach to online professional development that TESOL is introducing in 2022. Each module allows teachers to build focused knowledge and skills in a 6-8 hour self-study format. Session participants will learn about two TESOL ME series: 6 Principles and High-Leverage Teaching Practices.

**Deborah Kennedy**, Key Words, USA**Context:** All**Primary Setting:** Adult Education**CIA****WEDNESDAY, 10 am–10:45 am***DLCC, Room 335***Renewing Purpose and Responsibility With the WIDA ELD Standards Framework**

The merging of content and language in language development standards frameworks is rooted in multilingual learners' authentic needs to communicate on a variety of topics across different contexts and audiences. This presentation renews educators' sense of purpose and responsibility through fresh approaches to facilitate content-driven language development in K-12 settings.

**Margo Gottlieb**, WIDA, University of Wisconsin-Madison, USA**Fernanda Marinho Kray**, WIDA, University of Wisconsin-Madison, USA**Context:** ESL**Primary Setting:** Primary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 10 am–10:45 am***DLCC, Room 324***Researched-Based Sheltered Strategies to Teach Grade-Level Content to (SLIFE) Unschooled/Underschooled Language Learners**

Which techniques offer us the biggest impact in content classrooms when supporting students who arrive with low levels of education? This session offers techniques to engage underschooled learners in grade-level content. Participants experience the strategies and reflect on why they should support these students to advance.

**Carol Salva**, University of St. Thomas, USA**Context:** ESL**Primary Setting:** Secondary School**CIC****WEDNESDAY, 10 am–10:45 am***DLCC, Room 409***Shifting the Lens Around Nutrition Topics in the ESL Classroom**

This presentation challenges the typical nutrition topic that is taught in community adult ESL programs. It addresses how ESL materials present a privileged and culturally one-sided perspective of nutrition. Presenters share ideas around problematizing resources and adapting them to be more culturally inclusive when discussing the topic of healthy living.

**Chelsea DeLeo**, Tuscarora Intermediate Unit 11, USA**Hanna Schlosser**, American Institute for Research, USA**Context:** All**Primary Setting:** Adult Education**LSP****WEDNESDAY, 10 am–10:45 am***DLCC, Room 334***Speaking About the Real World: Documentary Films and Speaking Activities**

The presenter shares exciting ways to use documentary films to provide content for speaking activities and leads attendees through an exercise on how to create paraphrasing templates, which are teacher-created scaffolding structures that organize aural input into speech.

**Christienne Woods**, University of Delaware, USA**Context:** All**Primary Setting:** Academic English Programs**AL****WEDNESDAY, 10 am–10:45 am***Westin, Alleghany Ballroom I***Strategies for Supporting Refugee Learners of English for Employment Purposes**

This presentation shares the pedagogical implications derived from the outcomes of a multiyear research project focusing on identifying the language-learning needs of adult Syrian learners with refugee experience to inform the design, development, and implementation of an employment-purposed instructional approach, together with tasks and materials, for open-access knowledge sharing.

**Li-Shih Huang**, University of Victoria, Canada**Context:** ESL**Primary Setting:** Adult EducationAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****WEDNESDAY, 10 am–10:45 am***DLCC, Room 325***Students' Sociocultural Assets as Fuel for Biography-Driven Classroom Talk**

In this session, four types of classroom talk, described from the lens of sociocultural theory, are aligned with three phases of the biography-driven instructional lesson cycle, each with different purposes for advancing dialogical conversation. Specific discourse moves to elevate language and thinking through purposeful, culturally responsive instructional conversation are explored.

**Éder Intriago**, Universidad Laica Eloy Alfaro de Manabí, Ecuador

**Socorro Herrera**, Kansas State University, USA

**Melissa Holmes**, Kansas State University, USA

**Context:** All

**Primary Setting:** Primary School

**ASJ****WEDNESDAY, 10 am–10:45 am***DLCC, Room 406***TESOL and the Three Cs: Compassion, Courage, and Criticality**

In this session, participants discuss the rationale and research underlying positive language education, which is a sustainable dual-strand approach to teaching language and life skills simultaneously. The focus lies on practical ideas for teaching with compassion, courage, and criticality in TESOL to enhance individual and collective well-being and social equity.

**Sarah Mercer**, University of Graz, Austria

**Context:** All

**Primary Setting:** Secondary School

**CIC****WEDNESDAY, 10 am–10:45 am***DLCC, Room 316***The Intercultural Dimensions of Academic Reading in an L2**

This presentation explores the intercultural dimensions of seven international doctoral students' L2 academic reading experiences in a U.S. higher education institute. Findings highlight how participants negotiated disciplinary norms for engaging with text to situate themselves as authoritative readers and competent emerging scholars. Implications for educators and students are discussed.

**Tamara Roose**, The Ohio State University, USA

**Ulla Connor**, Indiana University - Purdue University Indianapolis, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate

**DLT****WEDNESDAY, 10 am–10:45 am***DLCC, Room 330***Triple E Framework: Emerge Empowered With Effective Technology Integration**

How are you going to integrate technology back into your face-to-face classrooms postpandemic? The Triple E Framework empowers you to make easy decisions about effective technology integration. It includes simple rubrics for engaging, enhancing, and extending learning goals. This presentation explains the framework and inspires good instructional practice.

**Susan Gaer**, SusanGaer Consulting, USA

**Context:** ESL

**Primary Setting:** Adult Education



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****WEDNESDAY, 10 am–10:45 am***DLCC, Room 402***United We Stand: Collaborating With Your Network to Raise Awareness**

A global pandemic, fluctuating economies, wavering support from university administrators, and changing federal policies have put ESL programs at risk. The panelists teach practical ways to utilize TESOL special interest groups, advocacy resources, and storytelling to influence stakeholders. Leave this session with a tangible plan to highlight your institutional value.

**Mackenzie Kerby**, ELS Language Centers, USA

**Haviva Parnes**, EC English Language Centres, USA

**Tracey McGee**, Illinois Institute of Technology, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**MD****WEDNESDAY, 10 am–10:45 am***Westin, Alleghany Ballroom III***Unlocking Creativity and Language Skills With Comics**

Both novice and experienced teachers can use comics to motivate and develop their students' language skills. Using comics from around the world, panelists share activities for students of all ability levels. Participants receive a list of free resources, including websites, Creative Commons downloadable materials, and apps.

**David Fay**, U.S. Department of State, Pakistan

**Susan Iannuzzi**, Independent, USA

**Jerrold Frank**, U.S. Department of State, Vietnam

**Makaela Anderson**, English Language Specialist, Pakistan

**Syed R. Hussain**, U.S. Department of State, Pakistan

**Shumaila Zaib**, FATA (Federally Administered Tribal Areas) Access Program, Pakistan

**Context:** All

**Primary Setting:** Secondary School

**DLT****WEDNESDAY, 10 am–10:45 am***DLCC, Room 329***Using Mobile Phones in Low-Resource Classes in EFL Contexts**

COVID-19 showed that even in low-resource classes, there is an urgent need to adopt available technology in order not to hinder the process of education for learners from developing countries. The presenters provide some practical ideas and instructional activities for using cell phones in the language classroom.

**Parvina Rizoewa**, Khujand State University, Tajikistan

**Saadi Toirzoda**, American Space Kulob, Tajikistan

**Gulniso Oshurbekova**, Khorog State University, Tajikistan

**Context:** EFL

**Primary Setting:** Academic English Programs

**RWL****WEDNESDAY, 10 am–11:15 am***DLCC, Room 305***Leveraging Best Practices for Adolescent SIFE to Postpandemic Curricula Design**

Each panelist shares a best practice from their prepandemic history of teaching adolescent students with interrupted education and demonstrates how working with diverse newcomers and older emergent readers has prepared and helped to improve instruction and curriculum design for all their language students in group and individual settings.

**Christine Rosalia**, Hunter College–CUNY, USA

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

**Becky Gould**, International Community High School, USA

**Areum Kang**, Hunter College–CUNY, USA

**Ivonne Mora**, International Community High School, USA

**Tory Vazquez**, Liberty High School Academy for Newcomers, USA

**Context:** B-ME

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**CIA****WEDNESDAY, 10 am–11:30 am***DLCC, Room 303***Assessing ELs in Postpandemic Education**

The pandemic has led to lasting effects on ELT communities and practices worldwide. Analyzing how language teaching programs can best respond to the new pedagogical realities of postpandemic education is critical. This session focuses on assessment practices in specific and general purpose English language education in different contexts.

**Shahid Abrar-ul-Hassan**, Yorkville University, Canada

**Wenwen Tian**, Northwestern Polytechnical University, People's Republic of China

**Marvin Hoffland**, Carinthia University of Applied Sciences, Austria

**Kevin Knight**, Kanda University of International Studies, Japan

**Hatice Altun**, Pamukkale University, Turkey

**Context:** EIL

**Primary Setting:** Adult Education

**ASJ****WEDNESDAY, 10 am–11:30 am***DLCC, Room 304***Faith-Inspired Collaboration and Reconciliation in ELT**

TESOLers face challenging times. This presentation highlights faith-inspired collaboration and reconciliation through English teaching and teacher training. Six panelists share best practices from their Buddhist, Christian, Hindu, and Muslim collaborations and teaching experiences in diverse contexts in Africa, America, Asia, and Europe. Be encouraged through collaboration and reconciliation in ELT.

**Michael Lessard-Clouston**, Biola University, USA

**I Komang Budiarta**, Mahasaraswati Denpasar University, Indonesia

**Jan Edwards Dormer**, Messiah University, USA

**Maxine Pond**, Northwest University, USA

**Rabia Algadiri**, Alnahada Secondary School, Libyan Arab Jamahiriya

**Leona Leighton**, Independent, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate

**RWL****WEDNESDAY, 10 am–11:30 am***DLCC, Room 301***Online Resources for Reading Fluency and Vocabulary Building**

With myriad resources now available online, the classroom teacher might have a hard time separating the wheat from the chaff. Finding material that meets the needs of one's own students need not be a matter of trial and error. This colloquium presents four speakers to help you make effective choices.

**Derek Hansen**, Brigham Young University, USA

**Thomas Robb**, Extensive Reading Foundation, Japan

**Hetal Ascher**, Dulwich College, People's Republic of China

**Charles Browne**, Meiji Gakuin University, Japan

**Context:** All

**Primary Setting:** Academic English Programs

**CIC****WEDNESDAY, 10 am–11:45 am***DLCC, Room 326***5 Tools to Empower Students Through Visible Learning With WIDA**

This hands-on workshop provides participants with practical tools to empower students to take ownership of their learning. Visible learning creates transparency, clarity, autonomy, and self-advocacy. Attendees take the role of students; use the tools; and experience group, peer-to-peer, and self-analysis processes for later use in their own classrooms.

**Jaimie Skinner**, West Ada School District, USA

**Debbie Line**, West Ada School District, USA

**Olivia Tate**, West Ada School District, USA

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 10 am–11:45 am***DLCC, Room 311***Fostering Equity and Empowerment Through Shared Reading**

Shared reading is a powerful instructional strategy to teach comprehension, language expressions, fluency, vocabulary, concepts of print, high-frequency words, and rhyme. Shared reading creates a sense of community, lowers the affective filter, and infuses joy. Learn to pair shared reading with music, movement, and realia to empower ELs.

**Julie Baxa**, GrapeSEED, USA**Jodie Shell**, GrapeSEED, USA**Context:** ESL**Primary Setting:** Primary School**ASJ****WEDNESDAY, 10 am–11:45 am***DLCC, Room 401***How to Queer Your Curriculum, Because “Why” Takes Too Long**

Explore practical strategies for curriculum design. Deconstruct heteronormative materials. Create a list of activities and resources to be used “Monday morning.” This workshop is not a discussion of the value of LGBTQ+ voices. This is an opportunity to collaborate with the larger TESOL community to explore and build on existing resources.

**Marjorie Richards**, Seattle Central College, USA**La Shonda Lipscomb**, Seattle Central College, USA**Context:** All**Primary Setting:** Adult Education**PD****WEDNESDAY, 10 am–11:45 am***DLCC, Room 315***Healing Ourselves as a Way to Care for Our Classrooms**

We teachers create classrooms focused on our students’ social and emotional learning (SEL) while often neglecting our own needs, sometimes risking burnout. This workshop develops SEL frameworks for ESOL educators and proposes practical applications that center teachers’ own SEL so they can provide more nurturing, equitable classrooms for their students.

**Amanda Simons**, San Diego State University, USA**Context:** All**Primary Setting:** Academic English Programs**RWL****WEDNESDAY, 10 am–11:45 am***DLCC, Room 310***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**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****WEDNESDAY, 10 am–11:45 am***DLCC, Room 411***Teaching for Global Competence With Global Thinking Routines**

In this hands-on workshop, attendees practice and discuss strategies for teaching for global competence using Boix-Mansilla et al.'s global thinking routines. Attendees leave with enhanced understanding and pedagogical tools for supporting Pre-K–12 learners' curiosity, perspective-taking, empathy, cross-cultural communication, and critical thinking around issues of global significance.

**Kathleen Ramos**, George Mason University, USA  
**Melissa Hauber-Özer**, George Mason University, USA  
**Elisa Wolf**, George Mason University, USA

**Context:** All**Primary Setting:** Graduate/Postgraduate**CIA****WEDNESDAY, 11 am–11:20 am***DLCC, Teaching Tip Theater 1 (Expo Hall)***STEM with Me: Family Engagement Integrating Language and Science**

This presentation highlights how three K–2 teachers cocreated, piloted, and modified STEM with Me, a family engagement program intended to increase equitable access for ELs and develop positive, reciprocal relationships with trust and collaboration centered with families to support their children's meaningful learning of STEM content and language development.

**Megan Lynch**, The Pennsylvania State University, USA  
**May Lee**, The Pennsylvania State University, USA  
**Jennifer Cody**, The Pennsylvania State University, USA

**Context:** All**Primary Setting:** Primary School**CIC****WEDNESDAY, 10 am–11:45 am***DLCC, Room 408***The Cultural Exploration Journal: An EAP Critical Pedagogy Project**

Are you looking for methods to increase your students' intercultural communicative competence? Learn about the Cultural Exploration Journal, an inquiry-based project that helps students approach difference emphatically, through using it yourself. Discuss the journal with your colleagues and determine how you can make the journal work for your learners.

**Jordan Brown**, Bilkent University, Turkey

**Context:** EFL**Primary Setting:** Academic English Programs**CIA****WEDNESDAY, 11 am–11:20 am***DLCC, Teaching Tip Theater 2 (Expo Hall)***Storytelling as a Classroom Tool**

International students, especially at the university level, often must comprehend and present on topics that are difficult and perplexing. In this session, the presenters demonstrate how to use storytelling techniques that will increase comprehension, reduce frustration, and enliven presentations of nonnative English speakers.

**Susan Gorga**, University at Albany, USA  
**Claire Nolan**, University at Albany, USA

**Context:** All**Primary Setting:** IEP

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 11 am–11:30 am***DLCC, Room 306***Using Visualization Reflections for Promoting English Language Writers' Genre Awareness**

This session discusses the use of visualization reflections (i.e., student-produced illustrations) as an activity for promoting (and analyzing) learners' awareness of different written genres and related features. The presenters first summarize prior research on visualization reflections. They then demonstrate how teachers can implement the activity in their own classroom contexts.

**Matt Kessler**, University of South Florida, USA**J. Elliott Casal**, Case Western Reserve University, USA**Context:** All**Primary Setting:** Academic English Programs**ASJ****WEDNESDAY, 11 am–11:45 am***DLCC, Room 307***Unaccompanied Minors: The Truth and Its Implications in Classrooms**

Misinformation abounds regarding unaccompanied minors, which results in very few people knowing the truth. This presentation provides the facts about this incredibly vulnerable population and sheds light on how to effectively and productively work with undocumented immigrants, in particular unaccompanied minors, in the K–12 classroom.

**James Cohen**, Northern Illinois University, USA**Sarah Heinz**, Northern Illinois University, USA**Context:** All**Primary Setting:** Primary School**MD****WEDNESDAY, 11:30 am–12 pm***Westin, Cambria***An Approach to Creating an ESL Course for IT Professionals**

This session describes an approach to creating an ESL course for IT professionals. The presenters discuss tips and tools for finding relevant context for input tasks and productive practice. They also cover how clearly defined lesson aims and self-reflection tasks contribute to developing learner agency.

**Ivan Atamanenko**, EPAM Systems, Ukraine**Olha Lysenko**, EPAM Systems, Ukraine**Olga Akimkina**, EPAM Systems, Russian Federation**Irina Dubovitskaya**, EPAM Systems,

Russian Federation

**Context:** EFL**Primary Setting:** Adult Education**TE****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 407***Authentic Student Writing Samples in TESOL Teacher Education**

One of the persistent challenges for TESOL teacher educators leading courses in assessment, grammar, and methods is providing teachers with authentic student writing samples so that they can practice providing feedback. In this session, the presenters provide a set of student writing samples along with guiding tasks for teacher educators.

**Beth Clark-Gareca**, SUNY–New Paltz, USA**Laura Baecher**, Hunter College–CUNY, USA**Context:** All**Primary Setting:** Graduate/PostgraduateAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 412***Beliefs of English Language Preservice Teacher Trainers in Japanese Universities**

This presentation reports initial findings from the first phase of a study that is investigating the beliefs of Japanese university teacher trainers regarding L2 acquisition and how their beliefs influence preservice English language secondary school teachers' attitudes toward communicative approaches. Implications for policy and curriculum reform are discussed.

**Christopher Hastings**, Aichi Prefectural University, Japan

**Context:** EFL

**Primary Setting:** Adult Education

**A****WEDNESDAY, 11:30 am–12 pm***Westin, Somerset***Converting In-Person to Online Assessments: Administering High-Stakes Writing Exams**

This session shares the experience of converting a standardized writing exam into an online exam. It demonstrates the test building steps with Zoom for "live proctoring" and discusses challenges encountered during the process. Attendees take away quick tips and best practices on how to design a secure online test.

**Nina Kang**, University of Southern California, USA

**Context:** EFL

**Primary Setting:** Academic English Programs

**AL****WEDNESDAY, 11:30 am–12 pm***Westin, Allegheny Ballroom I***Effects of Task Repetition on Students' Attention Distribution and Performance**

What happens with students' performance when they engage in repeated speaking tasks? A small-scale case study was carried out to analyze the distribution of students' attentional resources and lexical and syntactic complexity over a series of three tasks. Its results and pedagogical implications are discussed.

**Eliana Berardo**, Universidad Nacional de Mar del Plata, Argentina

**Context:** EFL

**Primary Setting:** Secondary School

**ASJ****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 335***Exploring Postpandemic Food Insecurity: EAP Pedagogy and Social Justice Issues**

This presentation showcases how one EAP practitioner revised her advanced integrated-skills course curriculum to focus on the issue of rising food insecurity among the students and their families in their immigrant/international communities, by facilitating an exploration of the problem and solutions drawing upon students' existing funds of knowledge and local resources.

**Rashi Jain**, Montgomery College, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**DLT****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 333***Gamifying Online Language Activities**

This presentation analyzes the types and features of gamified activities used in online EFL classes in a U.S.-based online K–9 school for Vietnamese learners. The presenters analyze the pitfalls in gamifying online language activities, evident in the data, and provide pedagogical implications accordingly.

**Hoa Nguyen**, Teachers College, USA**Linh Phung**, Chatham University, USA**Context:** All**Primary Setting:** Adult Education**CIA****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 404***Implementing EAP in an English Medium Instruction Context**

The increase in English medium instruction (EMI) has become one of the most significant educational trends internationally, but growth in EMI has been met with inadequate EAP support. This presentation reviews a mixed methods case study focused on the implementation of collaborative, university-wide EAP in a partial EMI university in Lebanon.

**Angela Hakim**, King's College London, United Kingdom**Context:** EIL**Primary Setting:** Academic English Programs**CIC****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 328***Intercultural Competence for Better Learning Outcomes After Studying Abroad**

Studying abroad can boost learners' intercultural competence (IC). What is unknown is whether performing such experiences in a non-English-speaking country where English is used as a lingua franca will be as beneficial for the participants. The study discussed investigates the linguistic and intercultural competences of two groups of students.

**Judith Borràs**, Universitat de Lleida, Spain**Zeynep Köylü**, University of Basel, Switzerland**Context:** EIL**Primary Setting:** Academic English Programs**DLT****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 334***Multimedia Intervention to Improve Native Speakers' Perceptions of L2 Speech**

This session highlights research regarding linguistic stereotyping, linguisticism, and contact theory. In this research, native speakers in the experimental group engaged in video intervention sessions featuring educated nonnative English speakers. Concrete steps that freshman classes can take to eliminate language-based discrimination are discussed.

**Shima Farhesh**, University of Memphis, USA**Romy Ghanem**, University of Memphis, USA**Context:** EIL**Primary Setting:** Adult Education

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 403***Social-Emotional Learning Tools to Add to Your EL Toolbox**

This presentation examines the importance of social and emotional learning (SEL) in secondary ESL classrooms in lowering the affective filter and presents several effective SEL tools and techniques that one teacher has implemented in her classes while teaching remotely. Attendees receive links to and samples of each tool.

**Yevgeniya Pukalo**, Eastern Michigan University, USA

**Kelsey DeCamillis**, Eastern Michigan University, USA

**Context:** All

**Primary Setting:** Secondary School

**ASJ****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 405***Supporting ELs With Disabilities: Considerations for State/Local Education Authorities**

With the goal of advocating for ELs with disabilities at local and state levels, this presentation focuses on two overarching, intertwined factors that need to be taken into consideration by state and local education agencies in order to address this student population's needs: funding and teacher education options.

**Drew Fagan**, University of Maryland, USA

**Luis Javier Pentón Herrera**, The George Washington University, USA

**Context:** ESL

**Primary Setting:** Primary School

**DLT****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 329***Students' Opinions and Confidence With Remote Learning and Instructional Technology**

This session reports on a survey of students' opinions, attitudes, motivations, and confidence with remote learning and instructional technology in several teacher preparation programs at a U.S. higher education institution. The survey aimed at identifying areas for faculty PD and for improved training of the next generation of teachers.

**Bahiyyih Hardacre**, California State University, Los Angeles, USA

**Benjamin Emihovich**, California State University, Los Angeles, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**VG****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 325***Teaching Grammar Communicatively: How the Situational Approach Helps**

This session offers guidance on the use of the situational approach in the teaching of grammar; provides practical strategies to foster it in the EFL classroom, taking into consideration meaning, form, and use; and presents findings of a sample action research.

**Chi Anestin Lum**, Ministry of Secondary Education, Cameroon

**Context:** EFL

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**VG****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 336***Teaching Self-Editing Skills to Linguistically Diverse Students: An Essential Guide**

This study investigates the ability of multilingual college students to identify and correct linguistic errors in the writing of their peers. Results indicate considerable need for explicit grammar instruction even in non-ESL composition classes with significant multilingual populations. Practical suggestions for developing strategies and training for self- and peer-editing discussed.

**Olga Griswold**, California State Polytechnic University at Pomona, USA

**Jennie Watson**, California State Polytechnic University at Pomona, USA

**Context:** All

**Primary Setting:** Academic English Programs

**DLT****WEDNESDAY, 11:30 am–12 pm***DLCC, Room 324***Through the Screen: Newcomer EL Views on Virtual ELD**

This presentation reports on the findings from an investigation into five Hispanic middle school beginner ELs and their perceptions of the effectiveness of their SLA during virtual learning in the 2020–2021 school year. Findings revealed helpful and unhelpful teaching strategies. Implications for effective virtual teaching of newcomers are discussed.

**Kaitlin Michael**, Messiah University, USA

**Context:** ESL

**Primary Setting:** Secondary School

**ASJ****WEDNESDAY, 11:30 am–12 pm***DLCC, Spirit of Pennsylvania B/C***Today's Noticiero: Transformative Advocacy in Action**

This session presents how a group of teachers advocating for ELs and their families transformed the morning announcements at a high school into a successful multilingual newscast. The presenters explain how they obtained support from administrators, how they recruited collaborators, and how they overcame challenges. Newscast clips are shown.

**Sue-Anne Alonso**, Passaic Public Schools, USA

**Monica Garcia**, Passaic Public Schools, USA

**Context:** All

**Primary Setting:** Secondary School

**AL****WEDNESDAY, 11:30 am–12 pm***Westin, Alleghany Ballroom III***Translating Knowledge of Phonetic Theory Into L2 Classroom Practices**

To provide effective language instruction, teachers of ELs should know what to draw from phonetic theory and how to apply it in teaching. This session provides pedagogical implications from knowledge of phonetics for teaching language and literacy skills to young ELs.

**Nabat Erdogan**, University of Central Missouri, USA

**Context:** ESL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**AL****WEDNESDAY, 11:30 am–12 pm***Westin, Crawford***Understanding ESL Department Chairs' Ideologies and Implementation of AB 705**

This session focuses on how two ESL community college department chairs, Jan and Tammy, understand and implement AB 705, a new language policy affecting ESL placement methods. The session offers ESL professionals two different accounts of the agentic power that local actors have in implementing policy.

**Lee Her**, Michigan State University, USA**Context:** ESL**Primary Setting:** Academic English Programs**DLT****WEDNESDAY, 11:30 am–12:15 pm***DLCC, Room 414***Engage, Motivate, and Boost Adult ESOL Enrollment Using Digital Tools**

How does technology fit into your classroom? Do you use a little, a lot, or somewhere in the middle? Join us to explore a flexible digital experience for adult ed programs that engages and motivates students to make teaching easier, track learning, and help enrollment through retention.

**Bruce Myint**, Cambridge University Press, USA**Context:** ESL**Primary Setting:** Adult Education**TE****WEDNESDAY, 11:30 am–12:15 pm***DLCC, Room 406***Building on Student Biographies to Foster Culturally Responsive School Ecologies**

This session explores how teachers' culturally responsive/sustaining pedagogy responded to learners' biopsychosocial histories. The presenters report research highlighting implications of biography-driven instruction (BDI) for transforming classroom ecology. Participants learn how BDI translates the theory of culturally responsive teaching into practices that yield positive changes in student behavior and academic achievement.

**Socorro Herrera**, Kansas State University, USA**Kristina Bowyer**, Wichita Public Schools, USA**Melinda McNown**, Wichita Public Schools, USA**Melissa Holmes**, Kansas State University, USA**Context:** All**Primary Setting:** Primary School**ASJ****WEDNESDAY, 11:30 am–12:15 pm***DLCC, Room 318***Helping Struggling ELs in Low-Tech Contexts**

This session presents a set of tips designed for students with special needs in classrooms where it's not always possible to use technology. Participants are given an opportunity to discuss main challenges to successful teaching of struggling students and to discover potential solutions to those problems.

**Shakhidakh Khanilova**, Lingua

Foundation, Kyrgyzstan

**Context:** All**Primary Setting:** Primary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**PD****WEDNESDAY, 11:30 am–12:15 pm***DLCC, Room 321***Placing Focus on Social-Emotional Learning in ELT**

In this presentation, the presenters introduce social-emotional learning (SEL) in the context of ELT, share practical examples of SEL that teacher educators and practitioners in ELT can use in their learning spaces, and feature practitioners using SEL to support their ELs.

**Gilda Martínez-Alba**, Towson University, USA  
**Luis Javier Pentón Herrera**, American College of Education, USA

**Context:** All**Primary Setting:** Primary School**CIC****WEDNESDAY, 11:30 am–12:15 pm***DLCC, Spirit of Pennsylvania A***Reframing the Conversation: Achievement Gap or Cultural Dissonance?**

This presentation introduces the mutually adaptive learning paradigm. MALP is a culturally responsive-sustaining pedagogical approach that supports students who prefer oral transmission as a learning process, who bring a collectivistic world view to their participation in schooling, and who, as a result, experience extreme cultural dissonance in formal educational settings.

**Helaine Marshall**, Long Island University–Hudson, USA

**Context:** ESL**Primary Setting:** Secondary School**MD****WEDNESDAY, 11:30 am–12:15 pm***DLCC, Room 413***The marriage of employability skills and ELT—happily ever after!**

Employability skills are the general and transferable skills that contribute to how someone works, both individually and with others. This session explores how these skills can be explicitly surfaced and taught in English language courses to better prepare students and help them be more competitive in the global workplace.

**Irene Frankel**, Pearson, USA

**Context:** All**Primary Setting:** Academic English Programs**DLT****WEDNESDAY, 11:30 am–12:15 pm***DLCC, Room 415***Times of Crisis: Innovative, Caring, Virtual, and Reflective Responses**

This panel presentation brings together ELT experts to share their perspectives and experiences designing and implementing virtual format English language and teacher training programs with content and curricula addressing learners' context-related factors, learners' goals, and current trends. The panel also shares outcomes and findings from these types of programs.

**Lois Scott-Conley**, World Learning, USA

**Radmila Popovic**, World Learning, USA

**Kara McBride**, World Learning, USA

**Leslie Turpin**, School for International Training, USA

**Elka Todeva**, School for International Training, USA

**German Gomez**, World Learning, USA

**Context:** EFL**Primary Setting:** Secondary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**ASJ****WEDNESDAY, 11:30 am–12:45 pm***DLCC, Room 319***Finding a Way Forward When Multilingual Policies Are Subverted**

Policies intended to promote multilingualism are too often subverted. In this panel, examples of policy subversion from Asia, Europe, and the USA illustrate the role played by ideologies of language and linguistic entrepreneurship while also showcasing opportunities for resisting subversion and finding a way forward toward inclusive multilingualism.

**Dudley Reynolds**, Carnegie Mellon University in Qatar, Qatar

**Robert Randez**, Michigan State University, USA

**Curtis Green-Eneix**, Michigan State University, USA

**Kashif Raza**, Qatar University, Qatar

**Shelley K. Taylor**, The University of Western Ontario, Canada

**Christine Coombe**, Dubai Men's College, HCT, United Arab Emirates

**Peter De Costa**, Michigan State University, USA

**Kasun Gajasinghemliyanage**, Michigan State University, USA

**Context:** All

**Primary Setting:** Secondary School

**DLT****WEDNESDAY, 12 pm–12:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Your Digital Notebook: OneNote Class Notebook**

In 2021, the education landscape became more student-centered, and classroom designs became more flexible to promote more collaborative learning. With the advancement in technology, teaching methods are now also relying more on digital knowledge than textbooks alone.

**Nara Avtandilyan**, Community College of Qatar, Qatar

**Context:** All

**Primary Setting:** Academic English Programs

**RWL****WEDNESDAY, 12 pm–1:15 pm***DLCC, Room 305***Empowering Adult Learners for Reading in Academic and Workplace Settings**

Presenters describe ways to incorporate academic reading strategies into adult ESL classes. After an overview of recent reading research, they demonstrate strategies in three areas to help learners develop their reading skills: through attention to writing, through support for learners with disabilities, and through incorporating teachers' reading lives in classes.

**Kirsten Schaetzel**, Emory University, USA

**Joy Peyton**, Center for Applied Linguistics, USA

**Rebeca Fernandez**, Davidson College, USA

**Context:** ESL

**Primary Setting:** Adult Education

**PA****WEDNESDAY, 12 pm–1:15 pm***DLCC, Room 306***Empowering Postpandemic ELT in Pennsylvania: A Regional Perspective**

In this panel discussion, ELT professionals from Central and Western Pennsylvania in K–12 and higher education provide insights from their pivots and innovations in response to the pandemic. In particular, they consider the durability of the innovations in a postpandemic world as well as the wider applicability of their experiences.

**Jason Litzenberg**, The Pennsylvania State University, USA

**Mariana Syrotiak**, Gannon University, USA

**Michael Burke**, Duquesne University, USA

**Susan McKeever**, Westmoreland Intermediate, USA

**Joseph DiLucente**, English Language Starts, LLC, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**MD****WEDNESDAY, 12 pm–1:30 pm***DLCC, Room 303***Adapting Open Educational Resources for Intercultural Learning**

In this presentation, panelists describe the need for high-quality and relevant intercultural learning materials in EFL textbooks, how open educational resources can help meet that need, and their experiences in adapting open educational resources for intercultural learning.

**Najma Janjua**, Kawasaki Medical School, Japan**Kendra Staley**, American Councils for International Education, Uzbekistan**Amina Doudi**, University of Southampton, United Kingdom**Sharon Tjaden-Glass**, Sinclair Community College, USA**Ramin Yazdanpanah**, Full Circle Language Learning, USA**Context:** All**Primary Setting:** Graduate/Postgraduate**A****WEDNESDAY, 12 pm–1:30 pm***DLCC, Room 302***Development and Validation of Aviation and Medical English Assessments**

Panelists discuss issues of developing and validating aviation and medical English assessments. This session features enriched discussions on ESP test development and validation necessarily entailed with undertaking risk management, exploring the relationships among constructs, standards and contexts, and conducting systematic needs analysis for assessment task and rubric development.

**Jennifer Roberts**, Embry-Riddle Aeronautical University, USA**Angela Garcia**, Carleton University, Canada**Brigita Séguis**, University of Cambridge, United Kingdom**Jirada Wudthayagorn**, Chulalongkorn University, Thailand**Context:** All**Primary Setting:** Adult Education**ASJ****WEDNESDAY, 12 pm–1:30 pm***DLCC, Room 304***Identifying and Advocating for Refugee Students With Disabilities**

This panel focuses on identifying, supporting, and advocating for refugee and immigrant students with disabilities and their families. This topic is explored through different perspectives from panelists, including a focus on early childhood education and supporting families through the individualized education program (IEP) process.

**Maria Cioè-Peña**, Montclair State University, USA**Andrea Decapua**, University of North Florida, USA**Maiko Hata**, University of Oregon, USA**Jennifer Hurley**, University of Vermont, USA**Context:** All**Primary Setting:** Primary School**TE****WEDNESDAY, 12 pm–1:30 pm***DLCC, Room 301***Preparing TESOL Professionals to Be Teacher Leaders**

Now, more than ever, ESL teachers are called to support ELs beyond the English language classroom. Unfortunately, few teachers have the leadership preparation needed to do so. This panel presents examples of teacher leadership development in the areas of policy, coaching, PD delivery, strategic planning, and curricular design.

**Michelle Benegas**, Hamline University, USA**Kate Reynolds**, Central Washington University, USA**James Whiting**, Plymouth State University, USA**Suzanne Panferov**, University of Arizona, USA**Context:** All**Primary Setting:** Graduate/PostgraduateAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****WEDNESDAY, 12:30 pm–1 pm***DLCC, Room 333***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

**Context:** B-ME

**Primary Setting:** Graduate/Postgraduate

**RWL****WEDNESDAY, 12:30 pm–1 pm***DLCC, Room 407***Developing Critical Literacies Through Academic Reading Circles in ELT**

Through discussion and examples from an 8-month university EAP program, this session shows how academic reading circles (ARCs) create opportunities for collaborative cocreation of knowledge that leads to in-depth critical understanding of academic texts. The presenter suggests ARCs may be adapted for assessment and extended to other EAP contexts.

**John McGaughey**, University of Toronto, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs

**CIA****WEDNESDAY, 12:30 pm–1 pm***DLCC, Room 334***Highlighting International Graduate Students' Multilingualism to Decenter English in EMI**

This study examines the multilingual experiences of a group of international students in a Korean university that adopts English as the medium of instruction (EMI). Using multilingualism as a resource as the theoretical framework, the presenters highlight international students' strategic deployment of their multilingual resources to achieve learning in EMI.

**Shuzhan Li**, Ithaca College, USA

**Tuba Yilmaz**, Necmettin Erbakan University, Turkey

**Yong Jik Lee**, Woosuk University, Republic of Korea

**Context:** All

**Primary Setting:** Graduate/Postgraduate

**DLT****WEDNESDAY, 12:30 pm–1 pm***DLCC, Room 317***Online EFL Teaching Experiences: Developing Transferable Skills**

This presentation reports findings from an investigation into the challenges and teaching strategies of 341 U.S. K–12 teachers who transitioned to online contexts as a result of COVID-19. Findings show these teachers confidently transitioned by using a range of skills and strategies developed from prior experience as online EFL teachers.

**Brandon Lambert**, VIPKid, USA

**Julie McGeorge**, VIPKid, USA

**Context:** EFL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 325***Advancing EL Student Cognition Through Biography-Driven Instructional Conversations**

This session explores the impact of instructional conversations (ICs) on EL students' cognitive development. Through the application of biography-driven instruction strategies, teachers create conditions for students to build upon their own mental schemata. Using ICs, teachers facilitate meaning-making, maximize peer interaction, and prepare students to be independent problem solvers.

**Antonieta Morales**, Universidad de Guayaquil, Ecuador

**Melissa Holmes**, Kansas State University, USA

**Socorro Herrera**, Kansas State University, USA

**Context:** All

**Primary Setting:** Primary School



TE

**WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 412***Creating Schoolwide Systems for Multilingual Learner Success**

This presentation focuses on findings from the field related to successful structures for school leaders, administrators, and teacher leaders in designing school environments set up to meet the needs of multilingual learners, many of whom have become learners in the margins in our current school systems.

**Lisa Auslander**, CUNY, USA

**Joanna Yip**, CUNY, USA

**Context:** All

**Primary Setting:** Secondary School



LSP

**WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 336***Customizing Interactive Online Adult Learning: A Needs-Based Assessment Solution**

A needs assessment was conducted among university international students after they transitioned online to determine the most commonly requested conversation and culture topics, language skills, and pronunciation aids. A customized curriculum was subsequently designed. Participants learn the format and hear the feedback as they utilize online tools and reintegrate F2F excursions.

**Jennifer Despain**, North Carolina State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



RWL

**WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 307***Developing Genre Awareness and Rhetorical Responsiveness Through Comparative Genre Analysis**

The presenters describe a comparative genre analysis task designed to help students develop (1) genre awareness, by unpacking the differences between academic and public arguments, and (2) rhetorical responsiveness, by adopting features of public arguments in an open letter. The presenters share their assignments, scaffolding materials, and sample texts.

**Silvia Pessoa**, Carnegie Mellon University in Qatar, Qatar

**Thomas Mitchell**, Carnegie Mellon University in Qatar, Qatar

**Maria Pia Gomez-Laich**, Carnegie Mellon University in Qatar, Qatar

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 328***Development of Linguistically Responsive Instructional Strategies by Higher Education Faculty**

Diverse student populations on college campuses today require inclusive and responsive instruction for equitable outcomes. This session examines the uptake of linguistically responsive teaching strategies among instructors who participated in faculty development on teaching multilingual students. Presenters invite discussion on how to enhance teaching for multilingual students across the disciplines.

**Colleen Gallagher**, University of Dayton, USA**Jennifer Haan**, University of Dayton, USA**Context:** ESL**Primary Setting:** Academic English Programs**ASJ****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 401***Difficult Discussions: Fighting Against the Intersections of Native Speakerism and Racism**

This dialogue session addresses persisting issues of native-speakerism and racism in ELT and how we can dislodge harmful attitudes and practices. The session is especially useful for teachers and administrators who are working to create more inclusive and equitable environments for teachers from minoritized linguistic and/or racial backgrounds.

**Elisabeth Chan**, Northern Virginia Community College, USA**Melissa Hauber-Özer**, George Mason University, USA**Context:** All**Primary Setting:** Academic English Programs**PD****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 330***Enhancing Results in ELT Communities Through a Generationally Friendly Approach**

This action research-oriented presentation explores how promoting synergy in an English department through fostering cross-generational empathy and applying generationally friendly strategies helped build stronger collaboration bonds and support individual, professional, and organizational learning. Participants learn about proven easy-to-implement tools that are conducive to increased intergenerational inclusivity and fruitful learning interactions.

**Silvia Breiburd**, Argentina TESOL, Argentina**Context:** All**Primary Setting:** Graduate/Postgraduate**ASJ****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 404***Funds of Knowledge and Online Costa Rican Female Students**

This presentation reports on the funds of knowledge resources used by 10 female students from underrepresented groups, learning English in an online environment. The findings show the interrelation between the disparities in education and the ways participants use funds of knowledge to navigate new media in an online environment.

**Natalia Ramirez Casalvolone**, Indiana University Bloomington, USA**Faridah Pawan**, Indiana University Bloomington, USA**Context:** All**Primary Setting:** Secondary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



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**ASJ****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 403***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, their “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 O’Loughlin**, Language Matters Education Consultants, LLC, USA

**Brenda Custodio**, The Ohio State University, USA

**Context:** ESL

**Primary Setting:** Secondary School

**DLT****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Spirit of Pennsylvania B/C***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. Presenters discuss technological and pedagogical approaches to accessibility shown to lead to above-average retention and completion rates in certain TESOL-related MOOCs.

**Joyce Catsimpiris**, FHI 360, USA

**Amy Nunamaker**, FHI 360, USA

**Jessamyn Embry**, FHI 360, USA

**Kenneth Odiase-Capps**, FHI 360, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate

**DLT****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 329***Increasing Speaking Practices: Engaging ELs  
Through Digital Assignments**

This session focuses on adopting digital speaking assignments to enhance ELs’ level of engagement and opportunities to practice speaking. The presenter overviews the challenges of speaking practices, the benefits of using digital assignments, potential tools (Flipgrid, WeChat, Adobe Spark), and sample assignments for teachers to utilize in their settings.

**Weina Li Chen**, Pepperdine University, USA

**Context:** All

**Primary Setting:** Academic English Programs

**ASJ****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 405***Inspiring Equity for Vulnerable Learners**

What is a vulnerable learner? How do you address their learning needs in order to keep them from falling through the cracks? Learn how ELs fit into this definition, and how to apply this to your learning environment to help the whole student succeed, from social-emotional well-being to schooling.

**Jana Moore**, Prince William County Schools, USA

**Mary Jane Boynton**, Prince William County Schools, USA

**Context:** ESL

**Primary Setting:** Secondary School

Academic  
Session

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Session

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Speaker

Panel



Presentation



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**LSP****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 335***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**DJ Dolack**, Baruch College–CUNY, USA**Context:** ESL**Primary Setting:** Academic English Programs**CIC****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 411***Shaping Global Competence Using Humans of New York**

To improve communication skills within and between countries and cultures, ensuring a better society for all, teachers need to assist students in developing global competency. This presentation provides a toolkit of classroom activities based on the Humans of New York Facebook page as a stimulating way of developing global competence.

**Anara Tazhibaeva**, Osh State University, Kyrgyzstan**Chinara Zheenbekova**, Osh State

University, Kyrgyzstan

**Context:** All**Primary Setting:** Adult Education**VG****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 323***Pedagogical Approaches to Teaching and Learning Multiword Expressions**

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 - Hawaii, USA**Context:** All**Primary Setting:** Academic English Programs**MD****WEDNESDAY, 12:30 pm–1:15 pm***Westin, Alleghany Ballroom III***Student-Generated Materials: Creating Investment Through Alternative Ways of Knowing**

Materials may not always be very culturally relevant to students in English-medium instruction settings. Presenters share ideas for student-generated materials that can allow students to contextualize themselves and explore alternative ways of knowing. These materials can be used as resources for subsequent assignments or classes.

**Susanne Rizzo**, The American University in Cairo, Egypt**Mariah Fairley**, The American University in Cairo, Egypt**Alissa Nostas**, Arizona State University, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

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**AL****WEDNESDAY, 12:30 pm–1:15 pm***Westin, Crawford***Teachers' Use of Relationship-Building Classroom Talk and Student Engagement**

The presenters report on a study that investigated a teacher's classroom talk and its effect on student engagement. The analysis revealed that the teacher's way of expressing care and support as well as of challenging the students contributed to building positive relationships with the students, and ultimately increased classroom engagement.

**Carolina Salazar**, Duquesne University, USA**Veronica Sardegna**, Duquesne University, USA**Context:** ESL**Primary Setting:** Secondary School**VG****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 410***Teaching Strategies Within Semantic Domains**

Integrating themed task-based reading strategies creates an engaging and interactive writing and speaking environment for students, and presents an opportunity for teachers to introduce content-based materials by working with specific semantic domains and their related vocabulary.

**Leah Carmona**, Bergen Community College, USA**Context:** All**Primary Setting:** Academic English Programs**CIA****WEDNESDAY, 12:30 pm–1:15 pm***Westin, Somerset***Teaching the Skills Needed for a 21st-Century Career Search**

In an interactive format, the presenter addresses language-related challenges that MS graduates face when seeking top jobs in the U.S. market in the 21st-century; demonstrates how those challenges can be mitigated by authentic, needs-driven materials; and provides samples. Participants learn strategies that can be adapted to other ESP contexts.

**Shelley Saltzman**, Columbia University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate**TE****WEDNESDAY, 12:30 pm–1:15 pm***DLCC, Room 326***TESOL Teacher Educators' Identity Construction: Critical Autoethnographic Narrative**

This presentation reports on a study which examines seven language teacher educators' identity construction as they author critical autoethnographic narratives in a doctoral course. Preliminary findings indicate a call to extend language teacher identity research to include language teacher educators themselves relative to circulating critical perspectives and language ideologies.

**Kristen Lindahl**, University of Texas at San Antonio, USA**Bedrettin Yazan**, University of Texas at San Antonio, USA**Context:** All**Primary Setting:** Graduate/PostgraduateAcademic  
Session

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Session

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Panel



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Ticketed Event



Workshop

**CIA****WEDNESDAY, 12:30 pm–1:45 pm***DLCC, Room 327***“DICE”: A High-Impact CLIL Course Promoting Inquiry, Engagement, and Inspiration**

Diplomacy and International Communication in English (DICE), an interdisciplinary content-based program for advanced EFL students, involves active and experiential language learning through meaningful engagement in media studies, mediation skills, and topics such as conflict resolution and globalization. Presenters highlight significant aspects of the design and curriculum of this successful initiative.

**Sassie Yonah**, Ministry of Education, Israel**Valerie Jakar**, Retired, Israel**Charmian Abelson-Lezmy**, Branco Weiss, Israel**Elias Farah**, Oranim Academic College of Education, Israel**Context:** EFL**Primary Setting:** Secondary School**PD****WEDNESDAY, 12:30 pm–1:45 pm***DLCC, Room 315***Connecting and Empowering Educators Worldwide**

Learn about adaptable tools for engaging learners worldwide. Presenters share experiences creating an online PD community by providing trainings through podcasts, workshops, discussions, courses, and social media. The online community explores digital tools and low-tech resources for classroom management and addressing challenges with teaching English skills. Join the conversation!

**Amy Alice Chastain**, Educators Worldwide, USA**Aileen Hale**, Educators Worldwide, USA**Kyra Sage**, Educators Worldwide, USA**Khamis Atteyat-Allah Hegazy Khalaf**, Educators Worldwide, USA**Jennifer Gonzales**, Educators Worldwide, USA**Luciana Lousada**, Educators Worldwide, USA**Context:** All**Primary Setting:** Secondary School**TE****WEDNESDAY, 12:30 pm–1:45 pm***DLCC, Room 409***Infusing Plurilingualism and Translanguaging Into Teacher Education: Successes and Challenges**

This panel shares empirical insights to examine the enactment of plurilingual and translanguaging pedagogies in different teacher education contexts. The panelists highlight the lived experiences of instructors and student teachers and discuss the key factors contributing to the successes and challenges of implementing plurilingual and translanguaging pedagogical innovations in teacher education.

**Le Chen**, University of Toronto, Canada**Adrienne Vanthuyne**, Western University, Canada**Zhongfeng Tian**, The University of Texas at San Antonio, USA**Elizabeth Robinson**, Independent, USA**Jessica McConnell**, The University of Texas at San Antonio, USA**Shelley Taylor**, The University of Western Ontario, Canada**Christina M. Ponzio**, University of Michigan, USA**Context:** All**Primary Setting:** Graduate/PostgraduateAcademic  
Session

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Speaker

Panel



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Teaching Tip



Ticketed Event



Workshop

**ASJ****WEDNESDAY, 12:30 pm–1:45 pm***DLCC, Room 402***Practicing Ethics in TESOL Research: On-the-Ground Decision-Making in Multiple Contexts**

TESOL research involving multiple stakeholders in different language education contexts presents ethical challenges for researchers' on-the-ground decision-making that can impact participants' well-being. This panel explores specific ethical challenges faced by TESOL scholars in different research contexts and offers guidance for TESOL researchers to adopt an ethical practice in their work.

**Carlo Cinaglia**, Michigan State University, USA**Amr Rabie-Ahmed**, Michigan State University, USA**Peter De Costa**, Michigan State University, USA**Sara Kangas**, Lehigh University, USA**Katie Bernstein**, Arizona State University, USA**Dario Banegas**, University of Strathclyde, United Kingdom**Context:** All**Primary Setting:** Graduate/Postgraduate**AL****WEDNESDAY, 12:30 pm–1:45 pm***Westin, Alleghany Ballroom I***Toward the Multilingual Paradigm in TESOL: Pedagogical Implications**

Recognising multilingualism as the new linguistic dispensation, this panel presents novel approaches to TESOL in multilingual settings that are firmly grounded in up-to-date research. The panelists advance a discussion of how to best connect the acquisition of subsequent languages with previous linguistic knowledge to forge culturally and linguistically inclusive classrooms.

**Georgios Neokleous**, Norwegian University of Science & Technology, Norway**Anna Krulatz**, Norwegian University of Science & Technology, Norway**Mirjam Günther-van der Meij**, NHL Stenden University of Applied Sciences, Netherlands**Joana Duarte**, NHL Stenden University of Applied Sciences, Netherlands**MaryAnn Christison**, University of Utah, USA**Nayr Ibrahim**, Nord University, Norway**Context:** All**Primary Setting:** Graduate/Postgraduate**MD****WEDNESDAY, 12:30 pm–2:15 pm***Westin, Cambria***Can Positive Psychology Interventions Be Successfully Blended With Language Instruction?**

In this session, the presenters demonstrate how positive psychology interventions can be successfully blended with language learning outcomes to improve students' experience. They present the creation of language learning activities embedded with positive psychology principles. Then, the attendees create their own activities to fit their specific context.

**Maria Summers**, Brigham Young University, USA**Benjamin McMurry**, Brigham Young University, USA**Carolee Rogers**, Brigham Young University, USA**Maryann Phillips**, Brigham Young University, USA**Daniela Ortega**, Brigham Young University, USA**Context:** ESL**Primary Setting:** IEP

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**LSP****WEDNESDAY, 1 pm–1:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Developing Oral Fluency With Effective Task-Based Classroom Activities**

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-Erin Parry**, Yale University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate**DLT****WEDNESDAY, 1 pm–1:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Quizizz: A Web-Based Quiz Creator That Promotes Active Learning**

Looking for new ways to engage students while obtaining useful performance data? The presenters show how they use 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**Iris Antoons**, Prince George's Community College, USA**Context:** All**Primary Setting:** Adult Education**CIA****WEDNESDAY, 1 pm–1:30 pm***DLCC, Room 406***Language Curricularization in Multilingual World History: Challenges and Recommendations**

This session examines curriculum and testing policies that result in problematic language curricularization in newcomer and other sheltered world history classrooms where high-stakes, standardized assessments loom large. Recommendations are made for ways teachers can exercise agency by (re) interpreting content standards through the lens of disciplinary language use.

**Phillip Smith**, University of Virginia, USA**Context:** B-ME**Primary Setting:** Secondary School**PD****WEDNESDAY, 1 pm–1:45 pm***DLCC, Room 413***Defense Language Institute English Language Center Information Session**

Since 1954, civilian instructors at the Defense Language Institute English Language Center (DLIELC) have provided English language training domestically and around the globe to students from over 120 countries in order to promote peace and understanding through an international security cooperation.

**Nickola Wilson-Chung**, Defense Language Institute, USA**Darian Henderson**, Defense Language Institute, USA**Context:** ESL**Primary Setting:** Adult EducationAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 1 pm–1:45 pm***DLCC, Spirit of Pennsylvania A***Equity Through the Content, Language, and Literacy Integration Framework**

This session presents a planning approach that facilitates the seamless integration of content, language, and literacy while leveraging students' fluid language practices. It provides teachers a lens for planning academic language use students need to express their content standard understandings. Examples of oracy, reading, writing, and metalanguage in the content areas are addressed.

**Sandra Mercuri**, Sandra Mercuri Educational Consultants, USA

**Context:** B-ME

**Primary Setting:** Primary School

**LSP****WEDNESDAY, 1 pm–1:45 pm***DLCC, Room 321***Listening in the Classroom: Teaching Students How to Listen**

Listening is a difficult skill to teach, and often instructors end up testing students' listening comprehension rather than providing instruction and practice that develops listening skills. In this session, authors share interactive activities and practical tips that teachers can use on Monday with their students of all ages and levels.

**Marnie Reed**, Boston University, USA

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

**William Cole-French**, Massachusetts College of Pharmacy of Health Sciences, USA

**Context:** All

**Primary Setting:** Secondary School

**PD****WEDNESDAY, 1 pm–1:45 pm***DLCC, Room 320***Peer Reviewers: Professional Development and Contributions to the Field**

CEA volunteer peer reviewers are qualified professionals from the field with one or more domains of expertise and conduct accreditation reviews for postsecondary English programs and institutions. The presenters will describe the work of peer reviewers and will discuss the benefits and professional development opportunities of becoming a peer reviewer.

**Melissa Van De Wege**, Commission on English Language Program Accreditation, USA

**Heidi Vellenga**, Commission on English Language Program Accreditation, USA

**Context:** ESL

**Primary Setting:** IEP

**CIC****WEDNESDAY, 1 pm–1:45 pm***DLCC, Room 414***The Power of Storytelling to Build Cross-Cultural Connections**

Discover how you can use storytelling to unlock deeper connections in the classroom and in your daily life. Four English Language Programs alumni share intriguing tales from their experiences abroad. Attendees gain insights on how to craft engaging stories through reflection and Q&A.

**Natasha Agrawal**, U.S. Department of State, English Language Programs, USA

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

**Daniel Lopez**, U.S. Department of State, English Language Programs, USA

**Joe Voights**, U.S. Department of State, English Language Programs, USA

**Peter Edwards**, U.S. Department of State, English Language Programs, USA

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PA

**WEDNESDAY, 1:30 pm–2 pm**

*DLCC, Room 324*

### **Evaluation of English Language Teacher Education Programs in the USA**

This session presents findings from a curriculum evaluation of English language teacher education programs in the USA. Based on the findings, the session offers strategies for implementing the “infusion” model in teacher education programs that integrate an applied linguistics/SLA knowledge base into a general education context.

**Megumi Hamada**, Ball State University, USA

**Ryan Miller**, Kent State University, USA

**Sean Hall**, Ball State University, USA

**Maria Jose Torres Centurion**, Ball State University, USA

**Context:** B-ME

**Primary Setting:** Graduate/Postgraduate



CIA

**WEDNESDAY, 1:30 pm–2:15 pm**

*DLCC, Room 319*

### **The Significance of Information Literacy and Transparency in Class Discussions**

Adequate information literacy skills with enhanced Cornell notes and transparent class norms will lead to meaningful engagement and perceived learning among international college students during learning-centered class discussions. Structured discussion strategies lead to learner competency and inclusive learning environments: culturally responsive with explicit instructions and learning objectives.

**Krisztina Domjan**, American University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



ASJ

**WEDNESDAY, 1:30 pm–3:15 pm**

*DLCC, Room 318*

### **Grade Retention: The Questions, the Myths, and the Research**

Elementary grade retention is a perennial issue around the world, but many educators still feel unsure or unclear on what really is best for students. Join us to explore relevant research and best practices around retention for ELs, and leave armed with research and resources for advocacy.

**Jamie Buckmaster**, Oklahoma City Public Schools, USA

**Jessica Marine**, Oklahoma City Public Schools, USA

**Context:** ESL

**Primary Setting:** Primary School



PD

**WEDNESDAY, 1:30 pm–3:15 pm**

*DLCC, Room 407*

### **Research Professional Council Colloquium: Global Perspectives on Building a Culture of Research in TESOL**

Teachers, teacher-educators, and researchers in various TESOL contexts discuss how they have built from research-based learning, participatory research design, transnational collaborations, and “safe spaces” for early career teachers to advance a culture of research in teaching practice. Dr. Francis Hult joins the panel in the role of discussant.

**Francis Hult**, UMBC, USA

**Irem Çomoglu**, Dokuz Eylul University, Turkey

**Kenan Dikilitaş**, Stavanger University, Norway

**Leah Shepard-Carey**, Drake University, USA

**Soyoung Han**, Pennsylvania State University, USA

**Yun-Chen Yen**, Pennsylvania State University, USA

**Seongryeong Yu**, Pennsylvania State University, USA

**Hye-Yeon Park**, Joongdong High School, Republic of Korea

**Yen-Ning Tsui**, Taipei Song-Shan Municipal High School, Taiwan

**Megan Madigan Peercy**, University of Maryland, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PD

**WEDNESDAY, 1:30 pm–3:15 pm***DLCC, Room 317***The GO TO Strategies: Applying TESOL's 6 Principles**

Teachers of ELs in K–12 classrooms can benefit from specific teaching and learning strategies that support TESOL's 6 Principles. The GO TO Strategies facilitate academic language development in content classrooms and are aligned with The 6 Principles. Facilitators lead participants through practical demonstrations and share the strategies resource handbook.

**Laura Lukens**, LGL Consulting, LLC, USA**Linda New Levine**, Independent, USA**Betty Ansin Smallwood**, SucceedingWithELLs (SWELL), USA**Context:** All**Primary Setting:** Primary School

LSP

**WEDNESDAY, 2 pm–2:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Getting the Most out of Shadowing**

Shadowing is a proven technique for improving L2 learners' pronunciation, but it is often used sporadically and without proper introduction or follow-up. In this presentation, the presenter outlines a structured multistep approach to shadowing that progresses from imitation to speech analysis to spontaneous production without shadowing.

**Gregory Mizera**, University of Pittsburgh, USA**Context:** All**Primary Setting:** Academic English Programs

CIA

**WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 406***A Differentiated Way of Teaching Poetry to ELs**

English language teachers are tasked with L2 instruction while providing content-based language teaching. Teaching grade-level content effectively is challenging. In this session, the presenter walks through a differentiated poetry lesson example and the scaffolded activities that will enhance students' learning of vocabulary, paraphrase, and figurative language.

**Anna Huk-Glaeser**, Hamtramck High School, USA**Context:** All**Primary Setting:** Secondary School

RWL

**WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 310***Blogging to Build Collaborative Revision in L2 Writing**

This study investigated EFL writers' experiences on the use of blogs for online peer evaluation in an academic writing course. Findings suggest that L2 writers found blogs effective in establishing a broader writing community for a successful peer review culture as well as broadening their roles in the process.

**Zeynep Bilki**, TED University, Turkey**Pelin Irgin**, TED University, Turkey**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 410***Co-regulate to Take Your Teaching to the Next Level**

Emerging research evidence suggests that becoming skilful learners is a collective, socially embedded journey rather than an individual one. This session highlights the efficacy of co-regulated learning over self-regulated learning models and shares the dynamics of co-regulated contemporary classrooms alongside the measures that facilitate such good learning behaviours.

**Harisimran Singh**, Independent, India

**Context:** All

**Primary Setting:** Early Childhood



A

**WEDNESDAY, 2 pm–2:30 pm***Westin, Somerset***Evaluating Lexical Resources of Spoken English With Vocabulary Profiling**

This presentation reports on initial findings from an investigation into reliability of vocabulary profiling (VP) as a tool of evaluation of lexical resources of students' spoken English. Findings revealed that because of learners' lexical mistakes and polysemy, VP is highly unreliable. Implications for both large-scale and small-scale assessments are discussed.

**Daniil M. Ozernyi**, Northwestern University, USA

**Soe Young Lee**, ENGIN, USA

**Context:** All

**Primary Setting:** Secondary School



CIC

**WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 329***Everyday Objects and Home Visits: Windows Into Diverse Cultural Models**

In this session, the presenters use data collected from home visits conducted by eight elementary teachers to explore how artifacts, or everyday objects, can help teachers learn more about their students' lives and their families' cultures. The presenters explain what it means for a teacher to be artifactually literate.

**Judy Paulick**, University of Virginia, USA

**Fares Karam**, University of Nevada, Reno, USA

**Amanda Kibler**, Oregon State University, USA

**Context:** ESL

**Primary Setting:** Primary School



AL

**WEDNESDAY, 2 pm–2:30 pm***Westin, Alleghany Ballroom II***How Students' Social Networks Matter During Study-Abroad SLA**

Reconstruction of language learners' complete peer interaction networks via computational social network analysis provides new insights into L2 acquisition, demonstrating how social network configuration may be a stronger predictor of L2 performance than individual factors, and offers a novel methodology for investigating study-abroad SLA.

**Michał B. Paradowski**, University of Warsaw, Poland

**Andrzej Jarynowski**, Interdisciplinary Research Institute in Wrocław, Poland

**Magdalena Jelińska**, University of Warsaw, Poland

**Karolina Czopek**, University of Warsaw, Poland

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**MD****WEDNESDAY, 2 pm–2:30 pm***DLCC, Spirit of Pennsylvania B/C***Modifying Materials to Make Content More Comprehensible for ELs**

In this pedagogy-oriented session, the presenters provide numerous examples of modifications made by classroom teachers in order to make materials more comprehensible for their ELs. Modifications to materials from multiple content areas and grades are presented.

**Maria Selena Protacio**, Western Michigan University, USA

**Virginia David**, Western Michigan University, USA

**Context:** ESL

**Primary Setting:** Primary School

**CIA****WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 334***Revisiting Task-Based Language Teaching: A Systematic Review on Young Learners**

This presentation reports findings garnered from a systematic review regarding the implementation of task-based language teaching (TBLT) with young learners. Findings revealed that TBLT positively promotes young learners' language development and increases young learners' motivation in L2 learning, especially when it is integrated with technology. Pedagogical implications are discussed.

**Haemin Kim**, Texas A&M University, USA

**Context:** EFL

**Primary Setting:** Primary School

**A****WEDNESDAY, 2 pm–2:30 pm***Westin, Crawford***Peer Feedback: An Overlooked Assessment Tool**

Peer feedback, when used along with teacher feedback, provides improvement in writing competence because, through collaboration, it reinforces assessment criteria. The presenters share pedagogical practices and insights gained from implementing structured peer feedback in their academic writing classes.

**Babi Kruchin**, Columbia University, USA

**Brittany Ober**, Columbia University, USA

**Context:** All

**Primary Setting:** Academic English Programs

**ASJ****WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 404***Supporting Students With Disabilities Newsletter: A Venue to Share Practices**

Are you interested in publishing an article in the "Difference and Disability Matters" newsletter? This session provides participants with an overview of the newsletter and detailed information on how to contribute. The presenters stimulate interaction to identify topics to be considered in the newsletter and entertain questions.

**Solange Murphy**, The College of New Jersey, USA

**Jimalee Sowel**, Indiana University of Pennsylvania, USA

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





PD

**WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 336***Teacher Agency and Well-Being: A Comparative Case Study**

The comparative case study discussed explores well-being as part of teacher agency and PD for two TESOL practitioners: a novice graduate student-teacher and a more experienced university instructor. Specific examples from each case offer implications for researchers and practitioners interested in agency, well-being, and promoting a professional culture of care.

**Carlo Cinaglia**, Michigan State University, USA**Philip Montgomery**, Michigan State University, USA**Peter De Costa**, Michigan State University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate

ASJ

**WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 405***Unraveling the Narrative of the Ideal International University Student**

In this session, the speaker shares research considering perspectives of the university community of the ideal international student. She describes how the narrative of the ideal and weak international student are simultaneously constructed and then examines how these narratives damage students who are labeled as weak international students.

**Kristin Raymond**, Bentley University, USA**Context:** ESL**Primary Setting:** Academic English Programs

TE

**WEDNESDAY, 2 pm–2:30 pm***DLCC, Room 412***Using a Language Learning App to Train Preservice Teachers**

Language learning apps (e.g., Memrise, Duolingo, and Busuu) are generally well known among people affiliated with TESOL. This presentation demonstrates how to use these apps to enhance and support ESOL teacher preparation coursework through a variety of tasks and includes a variety of solid examples and student feedback.

**Tracy Davis**, Central Michigan University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate

AL

**WEDNESDAY, 2 pm–2:30 pm***Westin, Allegheny Ballroom III***Using Biography-Based Instructional Conversation to Accelerate EL Language Development**

This session presents biography-driven instruction (BDI) as an instructional method for enhancing students' language development and academic achievement. Through instructional conversations contextualized in BDI, teachers situationally use conversational moves to foster language development by attending to and maximizing learners' sociocultural, linguistic, cognitive, and academic backgrounds as they achieve learning goals.

**Paolo Fabre-Merchán**, Universidad Estatal de Milagro, Ecuador**Melissa Holmes**, Kansas State University, USA**Socorro Herrera**, Kansas State University, USA**Context:** All**Primary Setting:** Secondary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****WEDNESDAY, 2 pm–2:45 pm***DLCC, Room 335***Escape the Boredom: Using Escape Room Activities in Class**

Escape room-style activities, such as word, audio, and visual puzzles, provide meaningful context, increase student output, and maintain student engagement. This presentation demonstrates how to design and implement escape rooms in the classroom using existing materials to cut down on preparation time.

**Bradley Knieriem**, Howard Community College, USA

**Context:** All

**Primary Setting:** IEP

**DLT****WEDNESDAY, 2 pm–2:45 pm***DLCC, Room 328***How to Use Educational Technology in Low-Resource Contexts**

Many tips for using technology in education exclude contexts with limited access to technology, increasing the digital divide. This presentation highlights workshops conducted throughout rural Tanzania during the summer of 2019, then outlines ways the attendees utilized these practices in 2020–2021 to successfully adapt delivery of instruction during COVID-19.

**Lee McIlroy**, Cerritos College, USA

**Laura Shayo**, Open University of Tanzania, Tanzania

**Context:** EIL

**Primary Setting:** Primary School

**DLT****WEDNESDAY, 2 pm–2:45 pm***DLCC, Room 305***Individualized Instruction in ITA Programs: A Dialogue on Postpandemic Possibilities**

This presentation reconsiders the role of technology in individualized ITA instruction for postpandemic pedagogy. The presenters discuss theory, one-on-one techniques, and the results of a survey of ITA programs. Participants gain an understanding of the benefits of individualized language instruction and ideas for new techniques inspired during the pandemic.

**Elka KristoNagy**, Yale University, USA

**Lauri Lafferty**, Yale University, USA

**Context:** ESL

**Primary Setting:** ITA

**TE****WEDNESDAY, 2 pm–2:45 pm***DLCC, Room 403***One Million English Teachers in China for One TESOL Dream**

This workshop underscores the mechanism of providing a highly responsive, gamified, and interactive TESOL training for English teachers in China during the COVID-19 pandemic. Informed by the sociocultural theory and gamification framework, the presenters discuss their secret recipe to design, develop, pilot, evaluate, and iterate a student-centered TESOL project.

**Zhengjie Li**, Acadsoc Information Corporate Ltd, People's Republic of China

**Yinru Liu**, Acadsoc Information Corporate Ltd, People's Republic of China

**Jing Wu**, Acadsoc Information Corporate Ltd, People's Republic of China

**Context:** EFL

**Primary Setting:** Adult Education



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 2 pm–2:45 pm***DLCC, Room 307***Teacher Narratives on the Value of Innovation on Writer Identity**

This panel examines the role of innovation on student writers' relationship with the content matter and on the issues of equity and inclusion during online teaching in traumatic times. Presenters share individual reflections and findings on the kinds of alternative assignments and interactional patterns that are used in their courses.

**Lisya Seloni**, Illinois State University, USA**Maryna Teplova**, Illinois State University, USA**Demet Yigitbilek**, Illinois State University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs**PD****WEDNESDAY, 2 pm–2:45 pm***DLCC, Room 325***What STEM Teachers Need to Know and Do for ELs**

Participants learn how to effectively facilitate learning in their STEM classroom by utilizing five strategies to support language development among ELs as well as supporting literacy among all students, and how to provide context for understanding the lesson's key concepts when all the English language is not yet understood.

**Darlyne de Haan**, Brainbasedscience.com, USA**Context:** All**Primary Setting:** Secondary School**ASJ****WEDNESDAY, 2 pm–3:30 pm***DLCC, Room 301***From Gate-Keepers to Advocates: Paradigm Shifts in ITA Programs**

This academic session addresses ITA programs' efforts to move away from colonialist and deficit models, including research on raciolinguistic perspectives and language biases in students' and other stakeholders' attitudes to ITAs. Speakers offer approaches to reframe programs' goals and curricula to support ITAs without delegitimizing their Englishes and cultures.

**Cynthia DeRoma**, Yale University, USA**J. P. B. Gerald**, Hunter College–CUNY, USA**Stephen Looney**, Pennsylvania State University, USA**Vijay Ramjattan**, University of Toronto, Canada**Nicholas Subtirelu**, Independent, USA**Context:** ESL**Primary Setting:** ITA**ASJ****WEDNESDAY, 2 pm–3:30 pm***DLCC, Room 304***Illuminating the T in LGBT: Perspectives From the Field**

Within TESOL advocacy, the pendulum of focus seldom settles on experiences of trans and nonbinary people. In this Lesbian, Gay, Bisexual, & Trans (LGBT) Professional Learning Network academic session, Dr. Kris Knisely discusses gender-just pedagogies and how to engage with gender in ways that center trans knowledges and honor trans and nonbinary colleagues and students.

**Kris Aric Knisely**, The University of Arizona, USA**Jennifer A. Mott-Smith**, Towson University, USA**Carter A. Winkle**, Barry University, USA**Context:** All**Primary Setting:** Graduate/PostgraduateAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 2 pm–3:30 pm***DLCC, Room 302***Improving L2 Vocabulary and Reading Skills in K–12**

This session links practical and theoretical approaches to vocabulary and reading skills learning and instruction with young learners. The presenters discuss issues such as educational policies at institutional and national levels, best instructional practices, and promoting learner engagement in varied and diverse contexts in K–12 in EFL and ESL settings.

**Luciana de Oliveira**, Virginia Commonwealth University, USA

**Context:** All

**Primary Setting:** Primary School

**TE****WEDNESDAY, 2 pm–3:30 pm***DLCC, Room 303***Teacher's Leadership Through Advocacy**

Global EL teachers lead in the development of policy and programs through advocacy. In this discussion, panelists discuss (1) teachers leading through advocacy, (2) teachers' well-being from the purview of advocacy and social responsibility, and (3) teachers leading to engage actions despite political and academic restrictions.

**Heather Linville**, University of Wisconsin-LaCrosse, USA

**Sarah Mercer**, University of Graz, Austria

**George Kormpas**, Al Yamamah University, Saudi Arabia

**James Whiting**, Plymouth State University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate

**CIA****WEDNESDAY, 2 pm–3:45 pm***DLCC, Room 326***"You Can't Scare Me, I Teach Shakespeare!"**

The 2021 TESOL virtual workshop on "Reviving Rigorous Literature" in the ESOL classroom culminated in attendees sharing what scares them most to teach; the overwhelming response was Shakespeare. This workshop allows participants to build a toolbox of techniques, many from London's Globe Theatre, for infusing seminal literature into their classrooms.

**Christine Pierce**, Seminole County Public Schools, USA

**Barbara Ihns**, Seminole County Public Schools, USA

**Context:** All

**Primary Setting:** Secondary School

**LSP****WEDNESDAY, 2 pm–3:45 pm***DLCC, Room 333***Content-Based Haptic Oral Reading: Enhanced Memory for Text and Pronunciation**

This workshop presents haptic oral reading, a technique that uses special gestures and touch along with text-based course content (not specifically created for pronunciation work), such as readings or model dialogues, to enhance memory for targeted material and improve intelligibility. It is applicable to learners of all proficiency levels.

**William Acton**, Trinity Western University, Canada

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**WEDNESDAY, 2 pm–3:45 pm***DLCC, Room 330***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, to organize content to meet mutual goals, and to graphically design the materials using free resources.

**Jennie Watson**, California State Polytechnic University, Pomona, USA

**Context:** All

**Primary Setting:** Academic English Programs



ASJ

**WEDNESDAY, 2 pm–3:45 pm***DLCC, Room 401***Leveraging Social Justice Materials to Create Classrooms of Belongingness**

Create a classroom where everyone belongs. The presenters share specific materials development techniques (learner profiles, interest inventories, interviews, biographies, poster and book creation) to help students explore identity, diversity, justice, and action. Handouts include model lesson plans for easy implementation in various classroom settings, from primary to adult education.

**Nicole Brun-Mercer**, Boise State University, USA  
**Nancy Kwang Johnson**, University of Southern California, USA

**Context:** All

**Primary Setting:** Secondary School



TE

**WEDNESDAY, 2 pm–3:45 pm***DLCC, Room 408***Power Restoration: A Culturally and Linguistically Responsive Approach to Student Trauma**

This session addresses a critical gap in traditional approaches to trauma-informed instruction—recognizing the central role that culturally responsive pedagogy plays in mitigating trauma within diverse student populations. Participants leave with actionable tools for bolstering mental-emotional well-being in ways that are inclusive of diverse student groups.

**Louise El Yaafouri**, DiversifiED Consulting, USA

**Context:** B-ME

**Primary Setting:** Primary School



VG

**WEDNESDAY, 2 pm–3:45 pm***DLCC, Room 323***Selecting, Investigating, and Teaching Vocabulary With COCA**

In this workshop, the participants look at how they can use the Corpus of Contemporary American English (COCA) to help them decide which words to focus on and what to teach about a word. They also look at how to create vocabulary learning activities using this language corpus.

**Paul Thompson**, University of Birmingham, United Kingdom

**Silvana Dushku**, Columbia University, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 2:30 pm–3 pm***DLCC, Room 324***Exploring L2 Writers' Source Use in Summary-Response Essays**

This presentation aims at sharing the findings of a study on investigating source use by undergraduate writers. Analysis reveals a mismatch between the students' views on appropriate source incorporation and its use in L2 writing. Presenters provide suggestions on improving writing from sources at the tertiary level.

**Liliya Makovskaya**, Westminster International University in Tashkent, Uzbekistan

**Saida Radjabzade**, Westminster International University in Tashkent, Uzbekistan

**Context:** EFL

**Primary Setting:** Academic English Programs

**DLT****WEDNESDAY, 2:30 pm–3:15 pm***DLCC, Room 415***Podcast Power: Ignite Motivation With Modern Material**

Want to get your learners excited about English again? Find out how we inspire 75,000 adult ESL learners daily through our 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

**Context:** ESL

**Primary Setting:** Academic English Programs

**RWL****WEDNESDAY, 2:30 pm–3:15 pm***DLCC, Room 414***Resources for Building Successful Academic Writers With Randi Reppen**

Help your students gain confidence and become successful writers. Join Randi Reppen to explore resources for effective academic writing instruction. Learn how to support the vocabulary, grammar, and discourse expectations of different writing tasks from brainstorming to revising and editing.

**Randi Reppen**, Northern Arizona University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**PD****WEDNESDAY, 2:30 pm–3:15 pm***DLCC, Spirit of Pennsylvania A***Taking Inventory After 2 Years:****Our Transformative Digital Takeaways**

After 2 long years pivoting back and forth from in-person learning to remote, online learning, what do we take with us? What still sparks joy? This session reflects on our COVID-related teaching experiences and provides tools for transforming educational practices and elevating our use of technology for ELT.

**Joan Kang Shin**, National Geographic Learning, USA

**Jered Borup**, National Geographic Learning, USA

**Context:** All

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





PD

**WEDNESDAY, 2:30 pm–3:15 pm***DLCC, Room 413***U.S. Department of State Opportunities for Online Course Development**

Learn how the U.S. Department of State partners with U.S. universities to develop online PD and ESP courses for ELs and teachers around the world. An overview of the Online Professional English Network (OPEN) program and information on potential opportunities are shared.

**Kate Bain**, U.S. Department of State, USA

**Dawn Rogier**, U.S. Department of State, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate



TE

**WEDNESDAY, 2:30 pm–3:15 pm***DLCC, Room 321***Your School Can Be a SWEL School!**

Published in 2020 by TESOL Press, Teacher Leadership for School-Wide English Learning (SWEL) provides a revolutionary approach to ESL education. By harnessing the existing skills of ESL teachers and cultivating their leadership capacity, educators can help ELs benefit from continuous, uninterrupted language education, even when the ESL teacher isn't in the room.

**Amy Stolpestad**, Hamline University, USA

**Michelle Benegas**, Hamline University, USA

**Context:** All

**Primary Setting:** Primary School



PD

**WEDNESDAY, 2:30 pm–3:15 pm***DLCC, Room 315***Using Executive/Professional Coaching to Shape Female TESOL Leadership Identity**

The session takes an executive/professional coaching approach to exploring women's development as leaders in TESOL. Using reflective questioning models, participants unpack the intersectionality of the multifaceted nature of female leadership identity development in their respective contexts. Templates, exercises, resources, and annotated bibliography provided.

**Doaa Rashed**, Rutgers University, USA

**Debra Suarez**, U.S. Federal Government, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate



TE

**WEDNESDAY, 2:30 pm–3:45 pm***DLCC, Room 409***Breaking up With Monolingual Bias in TESOL Through PD**

Increasing numbers of English language teachers find themselves working in classrooms with multilingual learners. This session offers future directions for PD that aims to prepare teachers for this multilingual reality by promoting practices that empower them to question the monolingual bias and embrace multilingualism as a positive resource.

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

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

**Yaqiong Xu**, Norwegian University of Science and Technology, Norway

**Raichle Farrelly**, University of Colorado Boulder, USA

**Kristen Lindahl**, University of Texas at San Antonio, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate

Academic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**MD****WEDNESDAY, 2:30 pm–3:45 pm***DLCC, Room 327***Creating Culturally Relevant Curricula:  
Negotiating Multiple Perspectives**

Countries implementing EFL programs in school settings frequently contract outside experts to develop materials and curricula. These collaborations require both parties to negotiate multiple perspectives to develop culturally relevant content. Hear from outside consultants and local counterparts as they share experiences creating textbooks and supplemental materials representing diverse local communities.

**Jennifer Gonzales**, U.S. Department of State,  
Office of English Language Programs, USA

**Gena Rhoades**, U.S. Department of State,  
Office of English Language Programs, USA

**Diane Millar**, U.S. Department of State,  
Office of English Language Programs, USA

**Abdikarim Hersi**, Ministry of National Education and  
Vocational Trainings, Djibouti

**Rawya Awad**, CRIPEN, Djibouti

**Mahamoud Osman**, CRIPEN, Djibouti

**Context:** EFL

**Primary Setting:** Primary School

**ASJ****WEDNESDAY, 2:30 pm–3:45 pm***DLCC, Room 402***Strategies for Humanizing Education  
to Enable Student Thriving**

This panel, composed of educators striving for equitable environments of holistic student flourishing, introduces strategies, techniques, and dilemmas that have emerged through their practice. As education becomes increasingly personal and equity focused, pedagogical approaches are increasingly focused on understanding the strengths, humanity, and multifaceted identities of students.

**Joshua Detherage**, Campbellsville University, USA

**Jan Dormer**, Messiah University, USA

**Dana Saito-Stehberger**, UC Irvine, USA

**Gail Schwartz**, Irvine Valley College, USA

**Michael Westwood**, Bakersfield College, USA

**Cheryl Woelk**, Collective Joy Educational Consulting,  
Republic of Korea

**Context:** All

**Primary Setting:** Academic English Programs

**LSP****WEDNESDAY, 3 pm–3:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Fun and Games for Bottom-up Listening**

Researchers of L2 listening contend that the development of bottom-up strategies benefits all L2 listeners. However, textbooks often don't provide a great deal of practice. In this presentation, the speaker demonstrates five interactive and engaging activities that promote bottom-up skill development and improved listening comprehension at every level.

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

**Context:** All

**Primary Setting:** IEP

Academic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 3 pm–3:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Meaningful Writing in the Simple English Wikipedia**

The Simple English Wikipedia specifically targets developing English speakers, but the word has not spread about how it can also facilitate meaningful, real-world writing. This session demonstrates how to use the tools available from Wiki Education to create an assignment that will transform ELs into internationally published authors.

**Gregory Hartley**, University of Alaska Anchorage, USA**Context:** ESL**Primary Setting:** Academic English Programs**AL****WEDNESDAY, 3 pm–3:30 pm***Westin, Alleghany Ballroom II***Creating “Success Experiences” for ELs to Maintain Motivation**

ELs usually start their language journey with purpose, positive attitudes, and patience. However, students become disillusioned by seemingly unrelated classroom tasks and with their lack of progress and purpose. This presentation is focused on creating tasks for ELs to have “success experiences” in purposeful language use to maintain motivation.

**Jenelle Cox**, Brigham Young University, USA**Judy James**, Brigham Young University, USA**Context:** All**Primary Setting:** Adult Education**RWL****WEDNESDAY, 3 pm–3:30 pm***DLCC, Spirit of Pennsylvania B/C***Online Modules That Integrate Local-Level Concerns Into For-Credit Writing Classes**

Online “Writing Clinic” modules integrate local concerns into for-credit writing classrooms without sacrificing attention to global concerns by providing minimal, targeted study (editing, style) toward efficient in-class review. Assignment structure, example module, and best practices review provide participants with a practical technique for any classroom management system (e.g., Canvas).

**Suzanne Meyer**, University of Pittsburgh, USA**Context:** All**Primary Setting:** Graduate/Postgraduate**RWL****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 319***Comparing and Contrasting Previous Writing Experiences of Graduate Students**

This presentation reports on an investigation comparing and contrasting undergraduate writing instruction, experiences, and preparedness for writing tasks of graduate students who completed undergraduate degrees in the USA and graduate students who completed undergraduate degrees elsewhere. Implications for supporting multilingual graduate students writers are discussed.

**Kristin Homuth**, College for Creative Studies, USA**Context:** ESL**Primary Setting:** Graduate/PostgraduateAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 410***Creative Tasks in Elementary School EFL Classrooms in Switzerland**

Lip-syncing and Destination Imagination Challenges might be so exciting that 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

**Primary Setting:** Primary School

**CIA****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 404***Encouraging Learning Transfer Through a Project-Based CLIL Undergraduate Reading Course**

University students may read successfully within EAP classrooms but often struggle to transfer learning to content courses. In this session, an EAP reading instructor shares an effective project-based CLIL 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

**Context:** ESL

**Primary Setting:** Academic English Programs

**DLT****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 336***Delayed Corrective Feedback Brought to Life via Screencasting**

This presentation explores ways screencasting can be used for oral corrective feedback. Screencasting allows teachers to embed corrective feedback into student videos. This simulates real-life interaction between teacher and student, contextualizes the feedback by helping students relive their original posts, and enables them to assess and correct themselves.

**Elena Ellingburg**, Embry-Riddle Aeronautical University, USA

**Michele von Merveldt**, Embry-Riddle Aeronautical University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**ASJ****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 405***Identity Exploration for Transformation: Insights From a Teacher Inquiry Group**

This session shares experiences of both participants and facilitator in an identity-focused teacher inquiry group aimed at combining individual identity exploration activities and collective dialogue and reflection to raise identity awareness and collaborative power for transformation in the workplace. Presenters describe group activities, insights, and social justice implications.

**Mariah Fairley**, American University in Cairo, Egypt

**Susanne Rizzo**, American University in Cairo, Egypt

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**AL****WEDNESDAY, 3 pm–3:45 pm***Westin, Alleghany Ballroom III***Overcoming Linguistic, Pragmatic, and Cross-Cultural Failures in Study Abroad**

The study abroad is considered to be the optimal context for language learning. Nonetheless, due to unrealistic expectations or cultural differences, sojourners often fail to reach their objectives of ultimate attainment. In this dialogue, the presenters describe the preparation that learners need in order to take advantage of their sojourn.

**Zeynep Köylü**, University of Basel, Switzerland**Judith Borrás**, Universitat de Lleida, Spain**Context:** EFL**Primary Setting:** Academic English Programs**RWL****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 311***Peer Review: How Do We Make It Work?**

Peer review can have profound positive effects on college-level multilingual writers; the best way to ensure that peer review is successful is to teach learners how to engage in the process. This session addresses common challenges of conducting peer review and proposes pedagogical solutions to those challenges.

**Megan Connolly**, Indiana University, USA**Context:** ESL**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 412***Reconceptualizing Peer and Expert Mentoring Through Tiny Talks**

This presentation details how tiny talks, postteaching discussions immediately following class, and mentor email responses to the audiotaped talks can be used in place of reflection journals to exploit the distinctive cognitive and affective mentoring that peer and expert offer in the PD of language teachers.

**Paula Golombek**, University of Florida, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**A****WEDNESDAY, 3 pm–3:45 pm***Westin, Crawford***Scoring Rubric Design and Interrater Reliability in Oral Proficiency Assessment**

This presentation explores the creation of the “meaning development” rubric category used in an oral proficiency assessment for adult ELs. The presenters share the rubric development process, results of an interrater reliability study, and applications for classroom assessment or academic oral language.

**Wen Sun**, Center for Applied Linguistics, USA**Leslie Fink**, Center for Applied Linguistics, USA**Context:** ESL**Primary Setting:** Adult EducationAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 334***Transitioning Practitioners Into a Content/Language Approach for Effective Bilingual Learning**

This session reports on perceptions from content and language integrated learning (CLIL) practitioners on a framework that incorporates competencies needed for successful content/language integration in four South American countries. The discussion focuses on a framework that better describes interaction and relationship to/with CLIL practitioners in Latin America and how it is a pathway for CLIL-PD.

**Jermaine McDougald**, Universidad de La Sabana, Colombia

**Context:** All**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 3 pm–3:45 pm***DLCC, Room 406***Understanding Stages and Factors in Teacher Lexico-Grammatical Development**

The mixed methods study discussed explores how six teachers' lexico-grammatical awareness and ability to give feedback on student writing developed over time. Results suggest teachers may move through several stages of awareness, during which their language knowledge increases, is applied to real students, and is integrated with lesson planning and curriculum development.

**Christine Rosalia**, Hunter College–CUNY, USA

**Anne Ediger**, Hunter College–CUNY, USA

**Context:** ESL**Primary Setting:** Graduate/Postgraduate**A****WEDNESDAY, 3 pm–4:45 pm***Westin, Somerset***How Does Task Wording Affect Task Difficulty in Writing Assessments?**

Writing can be challenging for learners because of the need for appropriate vocabulary, grammar, content knowledge, and competence in writing processes. However, the task wording can also impact difficulty. In this session, participants consider how task wording affects the difficulty of writing tasks and assessment of such tasks.

**Carolyn Westbrook**, British Council, United Kingdom

**Richard Spiby**, British Council, United Kingdom

**Context:** All**Primary Setting:** Secondary School**AL****WEDNESDAY, 3 pm–5 pm***DLCC, Room 320***How to Get Published in TESOL and Applied Linguistics Serials**

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

**Peter De Costa**, Michigan State University, USA

**Charlene Polio**, Michigan State University, USA

**Context:** All**Primary Setting:** Graduate/Postgraduate

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**RWL****WEDNESDAY, 3:30 pm–4 pm***DLCC, Room 335***Teachers' Perceptions of Poetry Instruction for ELs and Their Practices**

Current curriculum and learning standards for reading and writing instruction are disproportionately prose-heavy, despite numerous merits of poetry instruction from the perspectives of social-emotional learning and cultural responsiveness. This session reports the findings of ESL teachers' perceptions of poetry instruction and their practices drawn upon surveys, interviews, and lesson data.

**Seonhee Cho**, College of Mount Saint Vincent, USA**Context:** ESL**Primary Setting:** Secondary School**LSP****WEDNESDAY, 3:30 pm–4 pm***DLCC, Room 403***Teaching Speaking Skills to Young Learners Through Puppets**

Young learners in English language classrooms around the world are often reluctant to speak. Puppets can be an effective tool for developing speaking skills and students' confidence. This presentation demonstrates effective techniques and activities using puppets as a tool for instruction of young learners in the English language classroom.

**Kamila Yakupova**, Nukus State Pedagogical Institute, Uzbekistan**Context:** All**Primary Setting:** Primary School**PA****WEDNESDAY, 3:30 pm–4:15 pm***DLCC, Room 306***A Research-Based, Data-Driven EAP Graduate Program Redesign and Evaluation**

Supporting international graduate students in predegree or codegree English courses is common, but coursework may not adequately prepare students for their program's linguistic demands. In this session, an EAP program administrator and instructor share a model of a holistic graduate curriculum redesign, grounded in empirical research evaluating the program's effectiveness.

**Liz Burke**, Saint Louis University, USA**Lisieux Huelman**, Saint Louis University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate**PA****WEDNESDAY, 3:30 pm–4:15 pm***DLCC, Room 305***Impact of Implementing a Portfolio-Based Teacher Evaluation and Development Program**

Teacher evaluation programs promoting teacher development can be a challenge. A hybrid-methods study examined the impact of the implementation of a portfolio-based teacher evaluation and development program in a large private language institute in Brazil; the findings inspire new directions for program design and offer key insights into program evaluation.

**Daniella Seong Hui You**, Cultura Inglesa

São Paulo, Brazil

**Context:** All**Primary Setting:** IEPAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 3:30 pm–4:15 pm***DLCC, Room 307***Is Calkins's Writing Workshop Appropriate for My Multilingual Learners?**

This presentation shares findings from an examination of the Calkins curriculum conceptualization of teaching of writing in the disciplines, how one teacher made sense of the curriculum, and what is missing from the curriculum that may limit its appropriateness as a curriculum and pedagogy that promotes equity for multilingual students.

**Ruslana Westerlund**, WIDA, University of Wisconsin-Madison, USA

**Sharon Besser**, WIDA, University of Wisconsin-Madison, USA

**Context:** ESL

**Primary Setting:** Primary School

**TE****WEDNESDAY, 4 pm–4:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Implementing Book Clubs in Online Teacher Education Courses**

Book clubs have been implemented with both preservice and in-service teachers to promote reflection, understanding of diverse perspectives, academic learning, and the development of communities of practice. Learn how book clubs were implemented, and learning assessed, in an introductory linguistics course in an online graduate TESOL program.

**Nikki Ashcraft**, University of Missouri, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate

**PD****WEDNESDAY, 4 pm–4:30 pm***DLCC, Room 302***College and Career Readiness Standards in Adult ESL: Opportunities, Resources**

In Minnesota adult education, instruction is based on the College and Career Readiness Standards for all learners. Adult ELs need additional support, and Minnesota has developed many tools and trainings for teachers. In this presentation, Minnesota leaders share their PD initiatives as well as free and adaptable resources.

**Kristine Kelly**, Hamline University, USA

**Context:** ESL

**Primary Setting:** Adult Education

**CIC****WEDNESDAY, 4 pm–4:30 pm***DLCC, Spirit of Pennsylvania B/C***Culture Promotes Critical Thinking in an Online EFL Classroom**

Through the teaching of culture, critical thinking can be fostered within EFL classrooms. Using Frank's 3P model of perspective, practice, and product, EFL teachers are able to interconnect culture, critical thinking, communicative skills, and online platforms to promote, protect, and restore traditional culture, which enhances students' decision-making abilities.

**Urmimala Das**, Bal Mandir Public School Assam, India

**Context:** EFL

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****WEDNESDAY, 4 pm–4:30 pm***DLCC, Room 316***Respond to Pandemic: Promoting Flipped Classroom to Enhance Summary Writing**

This study highlights the integration of Telegram and Moodle via the flipped classroom approach, incorporating rubrics into enhancing writing skills as a response to pandemic challenges. The presenters share their first experience of assisting students to improve summary writing skills in transition time from traditional to distance.

**Aybolgan Borasheva**, Nukus State Pedagogical Institute, Uzbekistan

**Khasan Akhmadjonov**, University of World Economy and Diplomacy, Uzbekistan

**Context:** EFL

**Primary Setting:** Academic English Programs

**DLT****WEDNESDAY, 4 pm–4:30 pm***DLCC, Room 317***Teaching English During COVID-19 in a Rural Chinese Primary School**

The project discussed presents English teachers' online teaching experiences in a rural primary school in western China during COVID-19. The narrative data shows (1) how the teachers responded to the deft transition to online teaching, (2) strategies for optimizing students' language learning, and (3) challenges that they encountered.

**Xingtian Cao**, University of Ottawa, Canada

**Di Liang**, The Pennsylvania State University, USA

**Context:** EFL

**Primary Setting:** Primary School

**PD****WEDNESDAY, 4 pm–4:30 pm***DLCC, Room 301***Why Don't Vietnamese EFL Teachers Teach as They Were Trained?**

This presentation reports a study exploring the "reality shock" experience that happened to four beginning Vietnamese EFL teachers and how it affected their professional beliefs and behaviours. The national English education policy; students' cooperativeness; professional support; as well as their pedagogical competence, beliefs, and attitudes all played critical roles.

**Vu Tran**, University of Maryland, USA

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate

**DLT****WEDNESDAY, 4 pm–4:45 pm***DLCC, Room 414***Document Cameras in the Digital Era of Education**

This session focuses on the digitalization of education and the impact Document Cameras have had on its current state. With an emphasis on global English education, learn how you can effectively utilize Document Cameras to further enhance your teaching and engage your audience effectively.

**Noel Tinoco**, IPEVO, USA

**Context:** All

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 4 pm–4:45 pm***DLCC, Room 321***ELs in STEM: Tips for the Gen Ed Teacher**

This session focuses on effective teaching strategies that every general education teacher should know when teaching ELs and non-ELs simultaneously. The strategies are differentiated based on language proficiency, and the presenters provide practical suggestions that can be immediately implemented.

**Darlyne de Haan**, Brain Based Science, USA**Context:** All**Primary Setting:** Primary School**DLT****WEDNESDAY, 4 pm–4:45 pm***DLCC, Spirit of Pennsylvania A***The Metaverse, Unlimited Horizons, and Language Learning in Virtual Reality**

The metaverse is a complex vision of a global future where digital interaction informs our daily lives and our concept of reality. To achieve this vision, interaction and communication will be critical. In this session, participants examine emerging virtual pedagogies, the metaverse, and language classrooms without limitations.

**Sara Davila**, Immerse, USA**Context:** All**Primary Setting:** Adult Education**TE****WEDNESDAY, 4 pm–4:45 pm***DLCC, Room 415***University of San Francisco TESOL Master's and Certificate Programs**

Dr. Sedique Popal, faculty coordinator of the University of San Francisco's (USF's) TESOL programs, hosts a prospective student information session about USF's TESOL master's and certificate programs. Dr. Popal also shares information about career paths in TESOL, and he answers prospective students' questions.

**Sedique Popal**, University of San Francisco, USA**Context:** All**Primary Setting:** Graduate/Postgraduate**PD****WEDNESDAY, 4 pm–5:15 pm***DLCC, Room 303***Teacher Leadership for School-Wide English Learning in Oregon**

TESOL Principle 6 asks that ESL teachers “engage and collaborate within a community of practice.” This presentation shares how the School-Wide English Learning (SWEL) approach draws from distributed and teacher leadership to improve services for ELs. The presenters report on 2 years of implementation across the state of Oregon.

**Michelle Benegas**, Hamline University, USA**Amy Stolpestad**, Hamline University, USA**Brittany Deckard**, Oregon Department of Education, USA**Ashley Harsin**, Intermountain Education Service District, USA**Katie Agee**, Willamette Education Service District, USA**Context:** All**Primary Setting:** Primary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PD

**WEDNESDAY, 4 pm–5:45 pm***DLCC, Room 315***Conference Proposals 201: What Happens After You Submit?**

This session follows up on a project that analyzed more than 3,000 TESOL proposals and developed materials for applicants and reviewers. Following a summary of that project, the workshop moves forward, helping attendees navigate the conference process after application. Topics include rejection, resubmission, acceptance, planning, networking, and building on a presentation.

**Jack Hardy**, Oxford College of Emory University, USA

**Caroline Payant**, Université du Québec à Montréal, Canada

**Abdulsamad Humaidan**, Southern Illinois University, USA

**Margi Wald**, University of California, Berkeley, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate



PD

**WEDNESDAY, 4 pm–5:45 pm***DLCC, Room 413***Essential Skills for Teacher Trainers**

This interactive workshop focuses on best practices for effective teacher training. Participants practice essential skills, including conducting needs assessments and evaluations, delivering workshops, conducting observations, mentoring, and supporting professional learning networks. Join this U.S. Department of State workshop to identify ways to continue growing as a teacher trainer.

**Jennifer Borch**, U.S. Department of State, English Language Programs, USA

**Tabitha Kidwell**, U.S. Department of State, English Language Programs, USA

**Anna Ciriani Dean**, U.S. Department of State, English Language Programs, USA

**Amy Crompton**, U.S. Department of State, English Language Programs, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate



PD

**WEDNESDAY, 4 pm–5:45 pm***DLCC, Room 304***Fostering a Sustainable Collaborative Environment to Increase Student Achievement**

Collaborative environments increase academic achievement for ELs. This workshop examines the challenges of creating and sustaining this environment. Participants use the “Anti-Problem” technique to identify ways to enhance collaboration. Participants leave with an action plan and knowing how to conduct this workshop at their schools.

**Melanie Wolf-greenberg**, Educ9Every1, USA

**Eugenia Kimmel**, Commonwealth Charter Academy, USA

**Tracey Horvath**, Lehigh Valley Academy Regional Charter School, USA

**Context:** ESL

**Primary Setting:** Primary School



TE

**WEDNESDAY, 4:30 pm–5 pm***DLCC, Room 410***Education Reform and Teacher Identity: Implementing the 2020 WIDA Framework**

Analyzing teachers' responses to the revised WIDA English Language Development Standards Framework within the context of dual language bilingual education, the study discussed investigates how theory-, policy-, and practice-based language education reform interacts with teacher identity. Findings illustrate the specific tensions such changes may prompt, suggesting implications for local implementation.

**Jesse Rubio**, University of Massachusetts Boston, USA

**Context:** ESL

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****WEDNESDAY, 4:30 pm–5 pm***DLCC, Room 326***Nonverbal Communication in Multicultural Interactions Between Teachers and ESL Students**

ELs interact with native English speakers regularly. Many ELs' nonverbal communication (NVC) greatly differs from NVC of native speakers of English; thus, it can leave them both feeling misunderstood and alienated in these cross-cultural interactions.

**Zuzana Gorleku**, Concordia University Chicago, USA  
**Sherzod Amanbaev**, Concordia University Chicago, USA

**Context:** ESL**Primary Setting:** Secondary School**AL****WEDNESDAY, 4:30 pm–5 pm***Westin, Alleghany Ballroom III***Peer Interlocutors' Motivation, Acculturation, and Social Networks in Listener Responses**

The study discussed investigated the role of peer interlocutors' motivation and social factors in listener responses. Results revealed that social network structures are much more important than acculturation and motivation in determining the use of listener responses. The presentation makes pedagogical recommendations for study abroad programs and international student orientations.

**Tzu-Hua Chen**, Concordia University, Montreal, Canada

**Context:** ESL**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 4:30 pm–5 pm***DLCC, Room 411***Self-Reflection of Teacher Educators: Reflective Conversation Heuristic for Teacher Identity**

Framed within Vygotsky's sociocultural theory, the study discussed examines the development of reflective conversation heuristic for teacher identity during and after the CELTA course and the underresearched area of teacher educators' pedagogical reflexivity. Insights that are beneficial to language teachers, teacher educators, and teacher preparation programs are shared.

**Vesna Dimitrieska**, Indiana University, USA

**Context:** EFL**Primary Setting:** Graduate/Postgraduate**CIA****WEDNESDAY, 4:30 pm–5 pm***DLCC, Room 406***Uncompromising CBI In College Science Modules For Flexible Learning**

This research presentation highlights how English and science teachers in a Philippine teacher-training university have collaboratively written science modules that integrate CBI for college learners. It is hoped that this will inform other module writers not to compromise content over language, and vice-versa, in a modular-based learning context.

**Robertgie Pianar**, Leyte Normal University, Philippines

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**TE****WEDNESDAY, 4:30 pm–5 pm***DLCC, Room 325***Visual Thinking Strategies: Creating Multiple Points of Entry for ELs**

Visual thinking strategies (VTS) is a museum-based technique with exciting potential for language development for ELs. In this active demonstration, the presenters introduce VTS as a technique, and through a VTS simulation with participants, discuss the affordances that VTS presents to English as a new language classrooms and for ELs.

**Beth Clark-Gareca**, SUNY–New Paltz, USA**Tom Meyer**, SUNY–New Paltz, USA**Context:** All**Primary Setting:** Secondary School**ASJ****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 405***Native Speakers Only’: Investigating EFL Teachers’ Experiences in Saudi Arabia**

This presentation discusses the findings from a qualitative study of teacher identity in university EFL teachers in Saudi Arabia. By interviewing seven native and eight nonnative English-speaking teachers, patterns of discrimination against NNESTs were discovered, including lower pay and fewer opportunities. Implications for teachers and administrators are discussed.

**Stephanie Schmidt**, Northern Illinois University, USA**Context:** EFL**Primary Setting:** Graduate/Postgraduate**PD****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 403***Building Communities of Practice for Continuing PD Across Universities**

A continuing PD hub (<https://hkcpdhub.hku.hk>) has been established to provide a framework of communities of practice to facilitate and foster collaboration and sharing of expertise across universities to strengthen PD and scholarship of English language teachers in higher education. Rationales, framework, initiatives, accomplishments, challenges, and implications are discussed.

**Lillian L.C. Wong**, The University of Hong Kong, Hong Kong**Context:** ESL**Primary Setting:** Adult Education**RWL****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 336***Building Investment Through Involvement: An Alternative to Literacy Interventions**

Secondary ELs too often get stuck in literacy remediation programs. This session tackles this problem by offering an alternative approach to literacy development driven by students’ strengths and community needs. Participants learn how to transform the prescribed curriculum into community-engaged literacy projects that simultaneously build literacy skills and self-efficacy.

**Anny Case**, Gonzaga University, USA**Context:** All**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 319***Conceptualizing Register in Scientific and Technical Writing: Definition, Examples, Practice**

Disciplinary college-level writing may challenge L2 learners. Halliday distinguishes dialect and register. Register indicates epistemic stance and involves alternative unfamiliar definitions that may confound user understanding. Activities presented here help participants gain awareness of textual cues that point to areas of tension in meanings.

**Marian Helm**, University of Wyoming, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate**DLT****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 328***Confidently Opening the Door to Open Educational Resources**

As a variety of open educational resources (OER) become more available, teachers and programs need to make decisions about using and making these materials and this content. This session empowers participants to find, use, and create OER in an IEP context with greater confidence.

**Karina Jackson**, Brigham Young University, USA**Ben McMurry**, Brigham Young University, USA**Context:** ESL**Primary Setting:** IEP**DLT****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 329***Connection and Community: Understanding Differing Story Lines in Online Classes**

TESOL educators working in online settings often report a lack of connection with their students, a feeling that may stem from differing “story lines” that unfold in online interaction. This presentation offers insight into underlying causes of disconnection and provides attendees with tools to analyze interactions in their own classrooms.

**Angel Steadman**, Highline College, USA**Context:** All**Primary Setting:** Academic English Programs**DLT****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 330***Creating Social Presence and Community in the Online Classroom**

Creating a social presence and sense of community can happen naturally in a face-to-face class. In online teaching, however, it must be intentionally built into the course. Participants are shown a variety of activities and strategies for encouraging discussion and participation among online students.

**Michelle Snead**, Spring International Language Center, USA**Context:** All**Primary Setting:** IEP

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 335***Critical Place-Based Education to Engage Students in Writing Instruction**

Place-based education (PBE) bridges the divide between traditional curriculum and the wealth of knowledge embedded in students' homes and communities, increasing engagement. Merging PBE with critical pedagogy includes examining issues in students' cultures and communities to increase relevance and interest in writing. Session includes sample topics, methods, and materials.

**Caroline Torres**, Kapi'olani Community College, USA**Context:** All**Primary Setting:** Academic English Programs**A****WEDNESDAY, 4:30 pm–5:15 pm***Westin, Crawford***Equity for Multilingual Learners: Strategies for Assessment in Multiple Languages**

Instructional and assessment practices that foster multilingualism and multiculturalism in classrooms and schools promote equity for multilingual learners. In this interactive session, school leaders and dual language, bilingual, and other language teachers have opportunities to highlight students' strengths through assessment strategies in one or more languages.

**Margo Gottlieb**, WIDA, University of Wisconsin-Madison, USA**Context:** All**Primary Setting:** Primary School**TE****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 324***Innovative Assessment in Online Teacher Education Programs**

Final oral presentations have long been used in teacher education programs as evaluation tools. Transferring them to online programs was a challenge in pandemic times. In this session, the presenters share the model they used in their program together with the procedures and rubrics they used in its implementation.

**Victoria Dieste**, Alianza Cultural Uruguay Estados Unidos, Uruguay**Rosario Giraldez**, Alianza Cultural Uruguay Estados Unidos, Uruguay**Context:** All**Primary Setting:** Graduate/Postgraduate**PD****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 402***Journeys Toward an Asset-Based Pedagogy for Language Teaching**

This session presents a three-stage, reflection-based framework that evolved during a collaborative journey in the English for Law Purposes classroom. This framework emerged as two educators developed an increased awareness of the linguisticism inherent to their classrooms and explored an asset-based pedagogy with a social justice focus. Reflection-based activities provided.

**Julie Lake**, Georgetown University Law Center, USA**Heather Weger**, Georgetown University Law Center, USA**Context:** All**Primary Setting:** Graduate/Postgraduate

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 310***Self-Editing Strategies for L2 Writers**

Self-editing is a crucial skill for ESOL writers, especially in academic contexts. This session shares a series of structured self-editing strategy guides that can be used or adapted in intermediate/advanced writing classes to help students try new strategies, reflect on their efficacy, and become more independent writers.

**Amy Cook**, Bowling Green State University, USA**Context:** ESL**Primary Setting:** Academic English Programs**LSP****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 334***Serving the Whole Person: Rethinking EAP Listening**

University ESL listening courses tend to focus on academic genres, yet students often share problems listening to everyday genres that rely on cultural knowledge. The presenters' showcased approach and materials encourage forging a connection with the wider community by focusing on natural speech processes, microlistening, conversational English, accents, and humor.

**Trisha Dowling**, University of Michigan, USA**Judy Dyer**, University of Michigan, USA**Context:** ESL**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 408***Strategies for Effective and Efficient Writing Assessment and Feedback**

As ELs advance, they are expected to write longer, more critically complex assignments. Therefore, the amount of time necessary to assess written assignments also increases. This increases the workload and stress on instructors. This workshop presents strategies for creating reasonable writing assignments; assessing those assignments; and providing accessible, meaningful feedback.

**Robert Schoenfeld**, Arizona State University, USA**Context:** All**Primary Setting:** IEP**RWL****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 311***Supporting Dually Classified Language Learners: Ideas From a Secondary Classroom**

Little research or practical guidance exists for teachers working with dually classified language learners. This session shares teaching tips and ideas that were derived from a yearlong classroom-based case study of two adolescent ELs with special learning needs.

**Natalia Ward**, East Tennessee State University, USA**Betty Thomason**, Maryville City Schools, USA**Clara Lee Brown**, University of Tennessee, USA**Robin Schell**, Miami University, USA**Context:** ESL**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 409***Supporting Linguistic Inclusivity in Higher Education: Implementing Strategic Initiatives**

This presentation 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.

**DJ Dolack**, Baruch College–CUNY, USA**Tristan Thorne**, Baruch College–CUNY, USA**Kim Edmunds**, Baruch College–CUNY, USA**Context:** ESL**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 333***Telecollaboration for Teacher Training**

Telecollaboration is used extensively in international settings, but less so for in situ language teacher training. This presentation details the creation and execution of a telecollaboration between multilingual learners in a university's IEP and TESL students at that same university. The exchange enriched both groups' knowledge of their subject areas.

**Catherine Clements**, University of Minnesota, USA**Context:** All**Primary Setting:** Graduate/Postgraduate**TE****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 323***The 6 Enduring Principles of Learning: Teaching for Radical Change**

Researchers from a federally funded National Professional Development 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 enduring principles of learning frame their English as a new language certification program and engage participants in analyses of teacher change.

**Michelle Greene**, Indiana University-Purdue University Indianapolis, USA**Gina Yoder**, Indiana University-Purdue University Indianapolis, USA**Amy Wilson**, Indiana University-Purdue University Indianapolis, USA**Brandon Sherman**, Indiana University-Purdue University Indianapolis, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate**ASJ****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 404***The Liberatory Aspect of Singular “They”**

This presentation explores a gender analysis of singular “they,” arguing that the pronoun constructs liberatory positions for women and gender independent people. In generic usage, “they” is more inclusive than “he,” while in specific usage, “they” provides an alternative to binary gendered pronouns which, for some referents, is existentially important.

**Jennifer Mott-Smith**, Towson University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**AL****WEDNESDAY, 4:30 pm–5:15 pm***Westin, Alleghany Ballroom I***Using Nonfiction Books to Facilitate Acquisition, Interaction, and Fluency**

This presentation introduces a pedagogical approach to using nonfiction books in an EAP setting to facilitate language acquisition, encourage learner interaction, and promote fluency development. Attendees are introduced to the theoretical underpinnings of this approach and learn strategies for applying SLA theory to a class book reading project.

**Christopher Collins**, Columbia University, USA**Context:** ESL**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 4:30 pm–5:15 pm***DLCC, Room 412***You Got This: Supporting Adult Learner Persistence Through COVID-19**

The COVID-19 pandemic led to significant changes for education, placing strain on programs and their ability to support students with external barriers that impact student persistence. Learn what makes adult learners persist and about the central nature of the teacher-student relationship in strengthening motivation and academic confidence.

**HollyAnn Fresno-Moore**, Carlos Rosario Charter School, USA**Context:** ESL**Primary Setting:** Adult Education**ASJ****WEDNESDAY, 5 pm–5:30 pm***DLCC, Room 316***Coeducation and Female Visibility: The Case of Saudi ESL Students**

Building on the scholarship of TESOL, gender, and social justice, the qualitative case study discussed examines how coeducation developed the language proficiency of three Saudi female ESL students unlike single gendered education. The study employed interviews and observation. Findings showed that coeducation helps participants gain confidence and develop their communication skills.

**Eman Aljuhani**, Royal Commission of Jubail and Yanbu, Saudi Arabia**Context:** ESL**Primary Setting:** Academic English Programs**RWL****WEDNESDAY, 5 pm–5:30 pm***DLCC, Room 307***Creating a Community of Graduate Student Writers Through Learning-Oriented Assessment**

Graduate and professional students' writing needs are research-oriented, discipline-specific, and genre-based. This presentation demonstrates how to meet those needs by empowering students to collaborate and self-direct under a learning-oriented assessment framework that includes language work, content representation, and socialization into an academic community of scholars and writers.

**Claudia Kunschak**, Ritsumeikan University, Japan**Context:** All**Primary Setting:** Graduate/Postgraduate

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





PD

**WEDNESDAY, 5 pm–5:45 pm***DLCC, Room 301***From Off-Liners to On-Liners: Lessons Learned From Colombian EFL Faculty**

The spread of COVID-19 forced universities to transition to emergency remote teaching quickly. This presentation describes the PD and teacher learning resulting from this transition of a group of Colombian EFL faculty members. Presenters give participants the opportunity to share their experiences and discuss implications for future similar challenges.

**Kathleen Corrales**, Universidad del Norte, Colombia

**Context:** EFL

**Primary Setting:** Academic English Programs



PD

**WEDNESDAY, 5 pm–5:45 pm***DLCC, Room 302***Going Visual in ELT to Match the Emerging Generations' Needs**

Two generations of digital, global, and visual learners, Alphas and Gen Zers, challenge ELT educators to rethink their pedagogic approach, especially after COVID-19. This hands-on session explores these students' learning needs and provides attendees with useful strategies to transform their lessons with visually enhanced, generationally friendly practice and assessment activities.

**Silvia Breiburd**, Argentina TESOL, Argentina

**Context:** All

**Primary Setting:** Secondary School



PA

**WEDNESDAY, 5 pm–5:45 pm***DLCC, Room 305***Innovative Solutions to Student Mobility Crises: Virtual College Success**

The global pandemic has had a lingering effect on international student programming for institutions across the USA. This presentation discusses an innovative approach to the student mobility crisis while preparing students academically and creating a collaborative online community. Program logistics, assignment descriptions, and student testimonials are shared.

**Kayla Landers**, Lehigh University, USA

**Elena Reiss**, Lehigh University, USA

**Mary Newbegin**, Lehigh University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



PD

**WEDNESDAY, 5 pm–5:45 pm***DLCC, Room 317***LINCS: Your Source for Resources Developed Through Federal Initiatives**

With a goal of helping teachers support their ELs, the Office of Career, Technical, and Adult Education has funded initiatives that have resulted in practical resources that meet teachers' (and their students') needs. Come learn about what these resources are and how to access them through LINCS.

**Marcela Movit**, American Institutes for Research, USA

**Context:** ESL

**Primary Setting:** Adult Education



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****WEDNESDAY, 5 pm–5:45 pm***DLCC, Room 306***What Counts as Proper Citation?**

Are standards of source citation applied evenhandedly to L1 vs. L2 writers? Judgements of 150 writing teachers are compared regarding acceptability of uncited source phrases in the work of skilled vs. less-skilled L1 and ESL/EFL writers. Noticing and judgement bias is demonstrated, suggesting that perceived skill level influences judgements of propriety.

**Howard Williams**, Teachers College, Columbia University, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



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# SESSION DESCRIPTIONS

## THURSDAY, 24 MARCH

DLCC = David L. Lawrence Convention Center



ASJ

### THURSDAY, 8 am–9 am

DLCC, Hall C

#### Invisible Immigrant to Advocate

Inclusion, equity, and kindness. That's what Barreto Fetterman (a self-proclaimed "hugger") brings to the table in this uplifting address. Learn about her drive to reduce waste and eliminate hunger in diverse communities, and the work she's done through her numerous charitable organizations.

**Gisele Barreto Fetterman**, For Good PGH, USA

**Context:** All

**Primary Setting:** Adult Education



RWL

### THURSDAY, 9 am–9:20 am

DLCC, Teaching Tip Theater 2 (Expo Hall)

#### Designing Writing Assignments

Do you think creating writing assignments is challenging? Do your students find it difficult to follow writing assignments? This presentation provides guidelines for instructors to better design writing assignments prompts. With these guidelines, instructors can support their students to better read, understand, and follow writing assignments prompts.

**Ahdab Saaty**, University of Jeddah, Saudi Arabia

**Context:** All

**Primary Setting:** Academic English Programs



LSP

### THURSDAY, 9:30 am–10:15 am

DLCC, Room 335

#### 5 Top Research-Based Strategies to Incorporate Pecha Kucha Presentations

This presentation focuses on five research-based strategies that will help ESL/EFL practitioners incorporate Pecha Kucha presentations (PKPs) in their classrooms. The strategies are based on a qualitative analysis of seven international students' speaking and listening experiences with both in-person and prerecorded PKPs in a U.S. EAP program.

**Van Thi Hong Le**, Tay Nguyen University, Vietnam

**Florin Mihai**, University of Central Florida, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



ASJ

### THURSDAY, 9:30 am–10:15 am

DLCC, Room 402

#### A Fine Balance: Addressing Sensitive Social Justice Issues Through Comics

Panelists from India, Pakistan, and the USA discuss how materials writers and teachers can approach sensitive content, such as sex trafficking and child labor, through comics. Materials for comic superheroes Priya and Burka Avenger are shared, and presenters discuss challenges and strategies for dealing with their content.

**Ruth Goode**, U.S. Department of State, India

**David Fay**, U.S. Department of State, Pakistan

**Maria Snarski**, U.S. Department of State, Brazil

**Aaron Haroon Rashid**, Unicorn Black, Pakistan

**Ram Devineni**, Rattapallax, USA

**Susan Iannuzzi**, Independent Education Consultant, USA

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**AL****THURSDAY, 9:30 am–10:15 am***Westin, Alleghany Ballroom I***Analysis of Formulaic Language Across Asian Englishes and Proficiency Levels**

This presentation reveals the formulaic expressions of learners from nine Asian Englishes and four English proficiency levels. Findings indicated that the expressions of outer Asian English varieties and higher proficiency levels are closer to the conventions of academic writing. Implications for instructions of academic writing and formulaic language are discussed.

**Abdul Wahid Tocalo**, Notre Dame University, Philippines

**Context:** ESL

**Primary Setting:** Academic English Programs

**TE****THURSDAY, 9:30 am–10:15 am***DLCC, Room 321***Cascading Best Practices to 10,000 Teachers Through Virtual Training Courses**

To improve learning outcomes for Delhi's 1.8 million students, RELO New Delhi and TESOL International Association collaborated with the Delhi government to train 125 mentor teachers using the TESOL Core Certificate Program and Training of Trainers online course. Participants discuss challenges of context, scalability, sustainability; lessons learned; and virtual supports.

**Meenu Gupta**, Directorate of Education, Delhi Government, India

**Shweta Khanna**, U.S. Embassy, New Delhi, India

**Heidi Faust**, Independent, USA

**Ruth Goode**, Regional English Language Office, U.S. Embassy, New Delhi, India

**Context:** EFL

**Primary Setting:** Secondary School

**RWL****THURSDAY, 9:30 am–10:15 am***DLCC, Room 305***Cohesive Devices: Keeping the Text Together**

This presentation highlights the functional language of cohesive devices found throughout the 2020 WIDA Framework—across the proficiency level descriptors and grade levels. Participants learn strategies and engage in activities for teaching students to recognize and use different types of cohesive devices (e.g., pronouns, synonyms, whole/part, ellipsis).

**Jennifer Green**, Western Washington University, USA

**Beth Dillard**, Western Washington University, USA

**Context:** ESL

**Primary Setting:** Primary School

**PA****THURSDAY, 9:30 am–10:15 am***DLCC, Room 412***Data-Informed Programming for Secondary ELs With Limited Formal Education**

Positive impacts on educational opportunities for secondary ELs with limited formal education in public schools may be achieved through thoughtful data collection and disaggregation. Participants will co-construct a framework for data collection and leave with this resource to inform programming and program evaluation.

**Terri Mossgrove**, University of Wisconsin-Madison, USA

**Context:** ESL

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**A****THURSDAY, 9:30 am–10:15 am***Westin, Somerset***Developing Data-Driven Rating Criteria for an In-House Oral Assessment**

This practice-focused session reports on the findings and application of a recent conversation analysis study of office hour role-play interactions in an in-house ITA assessment. Attendees leave with an introduction to applying conversation analysis as a tool in assessment for developing data-driven rating criteria for their own unique context.

**Stephen Looney**, Pennsylvania State University, USA**Haoshan Ren**, Georgia State University, USA**Context:** All**Primary Setting:** ITA**CIC****THURSDAY, 9:30 am–10:15 am***DLCC, Room 411***Developing Intercultural Competence in Monolingual Settings**

Development of intercultural competence is an increasingly common learning outcome for ESL/EFL students, including those in monolingual settings. Presenters share strategies and tasks that instructors can implement when their classrooms and broader environments offer limited opportunities for the cross-cultural experiences that are often utilized in developing this critical skill.

**Bethany Peters**, University of Minnesota, USA**Heather Zitlau**, Georgetown University, USA**Kelly Hill-Zirker**, Georgetown University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**DLT****THURSDAY, 9:30 am–10:15 am***DLCC, Room 415***Duolingo for Schools: Tools to Engage and Motivate Students**

Building on Duolingo's efficacy and success, Duolingo for Schools augments any curriculum, with content designed to differentiate instruction and engage students. This session goes behind the scenes to show how Duolingo for Schools works, from the learning science behind the app to the business model that keeps Duolingo free.

**Tracee Miller**, Duolingo, USA**Context:** All**Primary Setting:** Secondary School**PD****THURSDAY, 9:30 am–10:15 am***DLCC, Room 316***ELT Professionals on the Precipice of Precarity**

The professionalization of the ELT field demands high levels of formal education; however, hiring practices in both public and private ELT enterprises do not align with these levels of education, placing many ELT professionals into the precarity of uncertain socioeconomic livelihoods. This presentation considers the current realities and future possibilities.

**Anneka Fraser**, The Pennsylvania State University, USA**Jason Litzenberg**, The Pennsylvania State University, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**MD****THURSDAY, 9:30 am–10:15 am***Westin, Alleghany Ballroom II***Everybody's Doing It: Empower and Inspire With Open Educational Resources**

That the benefits of open educational resources (OER) extend beyond cost-savings and material flexibility became clear as demand for virtual learning escalated. Participants see the process—from proposal to implementation, accompanied by a real-time schedule and comprehensive list of currently available sources—of producing an OER adaptation for research writing coursework.

**Wendy McBride**, University of Arkansas, USA**Context:** ESL**Primary Setting:** Academic English Programs**LSP****THURSDAY, 9:30 am–10:15 am***DLCC, Room 414***Guerrilla Pronunciation Teaching**

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

**Michael Berman**, Pro Lingua Learning, USA**Context:** All**Primary Setting:** Adult Education**ASJ****THURSDAY, 9:30 am–10:15 am***DLCC, Room 404***Impact of Undocumented Immigrants on Adult ESL and Advocacy**

The United States has recently witnessed the largest number of undocumented immigrants crossing the U.S./Mexican border in 20 years. This presentation summarizes background on current open-border/closed-border debate and encourages audience discussion of the ongoing impact on adult ESL and future advocacy efforts.

**Janet Eyring**, California State University, Fullerton, USA**Context:** ESL**Primary Setting:** Adult Education**PA****THURSDAY, 9:30 am–10:15 am***DLCC, Room 320***Increase Program Visibility While Supporting and Empowering ITAs**

As ELT programs in the USA contend with dwindling enrollments, many in higher education are exploring new ways of increasing visibility and staying relevant through serving their university communities. In this presentation, two university-based programs explore strategies of increasing visibility through ITA program development despite limited resources.

**Tracey McGee**, Illinois Institute of Technology, USA**Jennifer Brondell**, Clemson University, USA**Context:** ESL**Primary Setting:** ITAAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****THURSDAY, 9:30 am–10:15 am***DLCC, Room 403***Interrogating Whiteness in EFL Teacher Identity**

In this presentation, the presenter discusses strategies to interrogate Whiteness as a White L1 EFL teacher in response to native-speakerism and racism in the EFL classroom. Participants have the opportunity to reflect on their own teacher identities and strategies they utilize to promote antiracism and inclusive language ideologies.

**Kimberly Hansen**, The Pennsylvania State University, USA

**Context:** All**Primary Setting:** Academic English Programs**TE****THURSDAY, 9:30 am–10:15 am***DLCC, Room 405***Language or Disability? ELs With Special Needs**

ELs with special needs pose a unique challenge for schools. These students' abilities and needs may be hidden by factors related to culture and language. The presenter discusses ways to prevent incorrect placement in special education and methods educators can use with ELs for positive outcomes in the classroom.

**Joy Brown**, University of North Alabama, USA

**Context:** ESL**Primary Setting:** Primary School**MD****THURSDAY, 9:30 am–10:15 am***DLCC, Room 413***Let's Give Them Something to Talk About!**

Help your multilingual learners maximize language acquisition and meet academic content standards. Let's explore how culturally diverse literature, scaffolded language and writing models, and globally inclusive photos and video can help ignite ideas and ensure successful student outcomes.

**Kate Norton**, National Geographic Learning, USA

**Rachel Farrell**, National Geographic Learning, USA

**Context:** ESL**Primary Setting:** Primary School**RWL****THURSDAY, 9:30 am–10:15 am***DLCC, Room 317***Multidimensional Literacy Development for Community College ELs in Corequisite Courses**

This presentation addresses building integrated EAP-through-corequisite EL English course programs in community colleges using a multidimensional approach to reading/writing instruction and TESOL's 6 Principles of Exemplary Teaching®. 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**Primary Setting:** Academic English Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****THURSDAY, 9:30 am–10:15 am***DLCC, Room 304***New Evidence in the Written Correction Feedback Debate**

Since Truscott's challenge of the efficacy of written correction feedback (WCF), researchers have tried to prove that students benefit from grammar correction in writing. The research report discussed provides evidence against WCF in a group of EFL university students. The control groups (no WCF) outperformed all test groups in a posttest.

**JoEllen Simpson**, Centro Cultural Colombo Americano, Colombia

**Context:** EFL**Primary Setting:** Academic English Programs**AL****THURSDAY, 9:30 am–10:15 am***Westin, Alleghany Ballroom III***Output Prompting Techniques and Outcomes in the Virtual EFL Classroom**

With the recent rise of virtual language instruction, it is important to examine how successfully teachers prompt language output in this new context. This presentation reports findings of a study into 37 Zoom-based EFL lessons regarding techniques and activities teachers used for output prompting and the outcomes of their efforts.

**Linh Phung**, Eduling International Academy, USA

**Hoa Nguyen**, Teachers College, Columbia University, USA

**Context:** EFL**Primary Setting:** Secondary School**CIA****THURSDAY, 9:30 am–10:15 am***DLCC, Spirit of Pennsylvania B/C***Partnering With Customer Service Employers to Create Authentic ESL Curriculum**

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 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

**Context:** ESL**Primary Setting:** Adult Education**DLT****THURSDAY, 9:30 am–10:15 am***DLCC, Room 328***Perspectives on Teaching English Literature Online With Chinese University Students**

This session explores how one U.S. university overcame pandemic-related challenges of teaching ESL/EFL content online in a required, general education English literature course for Chinese students. Topics include students' language level; content selection; development of reading, writing, and oral English skills; cultural relevance; assessment; technology; lessons learned; and future recommendations.

**Karen Newman**, University of Indianapolis, USA

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****THURSDAY, 9:30 am–10:15 am***DLCC, Room 409***Preparing Adult ELs to Succeed on the GED Test**

The GED opens a world of opportunity but presents special challenges to adult ELs. This session provides specific techniques to address each section of the test, including reading social studies and science content and answering questions, solving math story problems, and writing a passing essay in 45 minutes.

**Tim Collins**, U.S. Department of State, Ukraine**Context:** ESL**Primary Setting:** Adult Education**PA****THURSDAY, 9:30 am–10:15 am***DLCC, Room 302***Self-Assessment to Capture “Life-Wide” Outcomes in Adult ESOL**

Recent policy shifts have left adult ESOL programs caught between student needs and reporting mandates. One solution is a replicable ESOL curriculum that authentically assesses “life-wide” outcomes that are commonly met but seldom documented as outcomes. A simple method is used to translate self-assessment inventories into the language of outcomes.

**Rob Sheppard**, Temple University, USA**Context:** ESL**Primary Setting:** Adult Education**MD****THURSDAY, 9:30 am–10:15 am***DLCC, Room 307***Sharing Success and Achievements**

This presentation introduces national curriculum and textbook development for secondary schools. This was one of the successful experiences of the English Language Teachers Association of Mongolia. The project has been implemented by the request of the Ministry of Education and by the appointed team of authors.

**Mira Namsrai**, English Language Teachers

Association of Mongolia, Mongolia

**Gantsetseg Jadamba**, English Language Teachers

Association of Mongolia, Mongolia

**Context:** EFL**Primary Setting:** Secondary School**PD****THURSDAY, 9:30 am–10:15 am***DLCC, Room 330***Should It Stay or Should It Go: Postpandemic Takeaways**

In 2020, instructors were compelled to learn new ways to deliver a quality education. Though many are eager to resume their prepandemic delivery, there are valuable takeaways from the new strategies utilized. Attendees reflect upon the remote classroom and share ideas of what to discard and what to keep.

**Ashley Fifer**, Nassau Community College, USA**Natalia de Cuba Romero**, Nassau Community College, USA**Elizabeth Fonseca**, Nassau Community College, USA**Cara Tuzzolino**, Nassau Community College, USA**Context:** ESL**Primary Setting:** Academic English Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****THURSDAY, 9:30 am–10:15 am***DLCC, Room 325***Teaching Computational Thinking Content in Accessible, Culturally Relevant Ways**

Computational thinking is a term that encapsulates many of the skills necessary for the 21st century. ELs need to have a seat in classrooms where computational thinking is being taught, starting in elementary school. Come learn about computational thinking and strategic ways to teach content and language skills simultaneously.

**Dana Saito-Stehberger**, University of California, Irvine, USA

**Context:** All**Primary Setting:** Primary School**RWL****THURSDAY, 9:30 am–10:15 am***DLCC, Room 303***The ABCs of Online Writing Instruction: Using UDL and SRSD**

Implementing self-regulated strategy development (SRSD) through universal design for learning (UDL) principles can create highly effective and engaging online writing instruction. This presentation provides an overview of SRSD and how UDL principles can create opportunities for ELs to thrive and succeed with online writing instruction.

**Caroline Torres**, Kapi'olani Community College, USA

**Context:** All**Primary Setting:** Academic English Programs**DLT****THURSDAY, 9:30 am–10:15 am***DLCC, Room 329***The Prospects of MOOCs in Iraq's Education**

ASU's Teacher Training Programs and the online collaboration with Iraqi EFL teachers has positively impacted the EFL education in northern Iraq. The presenter describes the impact of the online courses on the English teachers' usage of updated methodologies in the Kurdistan Region of Iraq. Intended audience: teacher trainers.

**Marwan Abdi**, University of Duhok, Iraq

**Context:** EFL**Primary Setting:** Academic English Programs**AL****THURSDAY, 9:30 am–10:15 am***Westin, Crawford***Understanding Reading Comprehension Patterns of EFL Students Through Eye-Tracking Measurements**

Reading comprehension tests can tell teachers that a breakdown in understanding has occurred, but not how or why. This session explores eye-tracking study results on the real-time reading behavior of adult L2 learners of English to provide effective and research-based classroom strategies for teaching reading at the university level.

**Alisha Biler**, Boyce College, USA

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**THURSDAY, 9:30 am–10:15 am***DLCC, Room 406***Unit Planning With a Language Focus in Teacher Education**

This session focuses on a unit plan assignment that supports preservice teachers in integrating content and language by using the teaching and learning cycle. The presenters share the unit plan template, various scaffolds for students, and several student examples. There is also time for questions and discussion.

**Beth Dillard**, Western Washington University, USA  
**Jennifer Green**, Western Washington University, USA

**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

TE

**THURSDAY, 9:30 am–10:45 am***DLCC, Spirit of Pennsylvania A***Engaging Young ELs With TESOL's 6 Principles®**

Do you teach children EAL? Do you prepare English teachers at the preprimary or primary school level? Join us to explore how to apply TESOL's 6 Principles for the Exemplary Teaching of English Learners and engage children through innovative English language education for our multilingual world.

**Joan Kang Shin**, George Mason University, USA  
**Andrea Hellman**, Missouri State University, USA

**Context:** EFL**Primary Setting:** Early Childhood

RWL

**THURSDAY, 9:30 am–11 am***DLCC, Room 327***Bringing in New Voices: The Affordances of Multimodal Writing Instruction**

This panel explores the affordances of multimodal teaching across a variety of L2 writing contexts, including EAP and first-year composition. Panelists discuss the ecology of digital literacies and the effects on L2 writing instruction and share example tools and collaborations that support both teachers and students.

**Megan Siczek**, The George Washington University, USA  
**M. Sidury Christiansen**, The University of Texas at San Antonio, USA

**Ilka Kostka**, Northeastern University, USA**Doreen Ewert**, San Francisco University, USA**Context:** All**Primary Setting:** Academic English Programs

AL

**THURSDAY, 9:30 am–11 am***DLCC, Room 326***Problematizing the Problem: Approaches to a Multicultural and Multilingual Classroom**

Panelists from their respective approaches, including world Englishes, culturally responsive teaching, and translingualism, discuss the challenges teachers face related to the linguistic and cultural diversity in classrooms. They also present ways of managing those tensions and how to facilitate and maximize the learning experiences of emergent bi/multilinguals.

**Christopher Jenks**, Aalborg University, Denmark  
**M'Balia Thomas**, University of Kansas, USA  
**Tabitha Kidwell**, American University, USA  
**Polina Vinogradova**, American University, USA  
**Brooke Schreiber**, Baruch College–CUNY, USA

**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**DLT****THURSDAY, 9:30 am–11 am***DLCC, Room 324***Reimagining English Teaching and Learning Through Gameplay**

The role of gaming has evolved during the pandemic with the rise of classroom gaming during virtual learning. This colloquium presents four speakers with insights on gaming trends, research, and pedagogies to help expand our English teaching practices through gameplay in HTML5, 3D RPG, AR/VR, and existing commercial games.

**Jeff Kuhn**, Ohio University, USA**Howard Hao-Jan Chen**, National Taiwan Normal University, Taiwan**James York**, Tokyo Denki University, Japan**Carolyn Blume**, Technical University Dortmund, Germany**Context:** All**Primary Setting:** Academic English Programs**PD****THURSDAY, 9:30 am–11 am***DLCC, Room 323***Social-Emotional Learning Supportive Classroom Management**

Melissa Ferro, PhD, and Deany Goode, MA, moderate a panel of Higher Education Interest Section (HEIS) members in a discussion about social-emotional learning and supportive classroom management to inform and support colleagues in the future of our profession.

**Deany Goode**, Metropolitan Community College Kansas City-Penn Valley, USA**Melissa Ferro**, The University of Texas at Austin, USA**Allison Yasukawa**, California College of the Arts, USA**Collin Blair**, Lansing School District, USA**Klára Lancová**, Charles University, Czech Republic**Peggy Semingson**, The University of Texas at Arlington, USA**Context:** ESL**Primary Setting:** Academic English Programs**ASJ****THURSDAY, 9:30 am–11 am***DLCC, Room 318***U.S. Immigration Policy 101: What Educators Need to Know**

This session provides a brief overview of the complex world of U.S. immigration policy. It reviews government agencies responsible for immigration and explains basic terms and concepts. We also review current policy regarding legalization and general immigration enforcement, DACA, “public charge,” and immigration enforcement on school property.

**Roger Rosenthal**, Migrant Legal Action Program, USA**Context:** ESL**Primary Setting:** Secondary School**PD****THURSDAY, 9:30 am–11:15 am***DLCC, Room 315***A Kindergarten in China Begins Implementing The 6 Principles**

Teachers of a dual-immersion program for young learners, launched in 2018 by a U.S. university near its Chinese campus, reflect on their experiences as they begin integrating The 6 Principles. Scenarios are discussed about each principle. Research results are shared. Participants are invited to share techniques from their experience.

**Tammy Clark**, Wenzhou-Kean University

Experimental Kindergarten, People's Republic of China

**Context:** All**Primary Setting:** Early Childhood

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**PA****THURSDAY, 9:30 am–11:15 am***DLCC, Room 301***A Leader's Checklist to Close Opportunity Gaps for ELs**

Unchecked variance in a school's English language development model stymies school improvement efforts for ELs. Participants in this session utilize a leadership checklist for readjusting systems, structures, and processes to support equitable and collaborative approaches that involve all teachers and families in closing opportunity gaps to improve academic outcomes for ELs.

**Karen Woodson**, Leading for School Improvement, USA**Andrea Thompson**, Parents as Tutors, USA**Context:** ESL**Primary Setting:** Primary School**CIC****THURSDAY, 9:30 am–11:15 am***DLCC, Room 408***Connecting Social and Academic Language Through Culturally Responsive Literacy Strategies**

In this interactive session, participants learn and apply strategies for developing the academic language of ELs by utilizing students' social language and cultural backgrounds. Three types of strategies are shared: motivation, engagement, and reflection. Participants leave with a resource guide of strategies for immediate implementation.

**Elsa Anderson**, Texas Wesleyan University, USA**Lisa Dryden**, Texas Wesleyan University, USA**Context:** ESL**Primary Setting:** Primary School**PD****THURSDAY, 9:30 am–11:15 am***DLCC, Room 319***Empowering General Education Math Teachers of ELs**

Participants practice creating differentiated word problems and editing word problems based on cognitive demand and contextual support that will increase the potential for ELs' academic literacy in math and reduce the linguistic difficulties associated with math word problems while avoiding the many pitfalls that occur during instruction.

**Darlyne de Haan**, Brainbasedscience.com, USA**Context:** All**Primary Setting:** Secondary School**TE****THURSDAY, 9:30 am–11:15 am***DLCC, Room 336***Enriched Learning Through Mindfulness and Exercise-Based Brain Boosters**

This energy-filled workshop offers substantial research in neuroscience and groundbreaking studies in cognitive psychology that show the crucial importance of classroom brain boosters. Eight fun and effective brain boosters for the mind, body, and soul are demonstrated through innovative mindfulness and meditation techniques, creative dance, yoga practices, and physical exercises.

**Patrick T. Randolph**, Independent, USA**Laura Giacomini**, Independent, Argentina**Context:** All**Primary Setting:** Primary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PD

**THURSDAY, 9:30 am–11:15 am***DLCC, Room 407***TESOL Research Agenda Fair: Making Teaching and Research Connections**

This session brings together theory, research, and practice to focus on priorities and trends that align with the TESOL Research Agenda. A panel of researchers from a wide range of backgrounds share their work and its implications for teaching and learning. Interactive small group discussions follow.

**Jessie Curtis**, Rutgers University, USA**Halil Ibrahim Cinarbas**, Middle East Technical University, Turkey**Ayşegül Daloğlu**, Middle East Technical University, Turkey**Nathaniel Carney**, Kobe College, Japan**Undarmaa Maamuujav**, University of California, Irvine, USA**Ahmad A. Alharthi**, University of Washington, USA**Najma Janjua**, Kawasaki Medical School, Japan**Özgehan Uştuk**, Balıkesir University, Turkey**Antonella Valeo**, York University, Canada**Context:** All**Primary Setting:** Academic English Programs

DLT

**THURSDAY, 9:30 am–11:15 am***DLCC, Room 310***Translanguaging Using Technology**

Technology tools can support teachers, particularly monolingual English-speaking teachers, in effectively integrating translanguaging pedagogy in any content classroom. Participants leave this workshop with a collection of practices, tools, and resources that can support the integration of languaging pedagogy and collaborative engagement in academic discourse and inquiry among multilingual students.

**Maria Cieslak**, Center for Applied Linguistics, USA**Context:** All**Primary Setting:** Secondary School

CIA

**THURSDAY, 9:30 am–11:15 am***DLCC, Room 333***Using MOOC Materials for Teaching ESP in Low-Resource Contexts**

ESP teachers in low-resource contexts often struggle to obtain effective authentic content and subject-specific learning materials and tasks. This workshop demonstrates how MOOC materials can be integrated by ESP teachers as a framework for content-based activities and a source of up-to-date subject-specific materials for face-to-face classes.

**Yelena Moissejeva**, Kokshetau Sh. Ualikhanov University, Kazakhstan**Tatyana Zayats**, Kokshetau Sh. Ualikhanov University, Kazakhstan**Context:** All**Primary Setting:** Academic English Programs

RWL

**THURSDAY, 9:30 am–11:15 am***DLCC, Room 311***Using Neuroscience to Support Creative Writing for ELs**

This workshop marries neuroscience and creative writing. Recent research shows that creative writing is the most beneficial type of writing for ELs in order to develop their analytical thinking and their writing skills. The presenter examines neuroscience research and offers writing activities that develop the necessary academic skills for ELs.

**Patrick T. Randolph**, Independent, USA**Context:** All**Primary Setting:** Academic English Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****THURSDAY, 9:30 am–11:15 am***DLCC, Room 401***Working With LGBTQ+ Students in TESOL: From Theory to Practice**

Many English language teachers wonder, and oftentimes struggle, with what they can say or do in supporting students in the LGBTQ+ community. This workshop provides useful vocabulary and practices for English teachers to create inclusive and safe spaces in diverse English classrooms for all students.

**Ethan Trinh**, Georgia State University, USA**Heidi Faust**, Independent, USA**Context:** All**Primary Setting:** Secondary School**RWL****THURSDAY, 11 am–11:20 am***DLCC, Teaching Tip Theater 2 (Expo Hall)***Recorded Feedback on Writing for Better Understanding by Students**

This presentation describes the practice of making short feedback recordings on student writing to complement written feedback. The presenter explains the rationale, describes the simple steps, and offers ideas for a script and follow-up activity for students. Student responses to this practice have been overwhelmingly positive.

**Virginia Robson**, University of Pittsburgh, USA**Context:** All**Primary Setting:** Academic English Programs**RWL****THURSDAY, 10:00 am–10:20 am***DLCC, Teaching Tip Theater 1 (Expo Hall)***6 Activities for Super Spelling**

Spelling accurately is an essential skill. However, without plenty of practice, ESL students often find it very difficult to master. In this session, the speaker shares six fun, interactive activities that grab learners' attention and help them identify phonemes and apply English spelling rules.

**Tamara Jones**, Howard Community College, USA**Context:** ESL**Primary Setting:** IEP**PD****THURSDAY, 11 am–11:20 am***DLCC, Teaching Tip Theater 1 (Expo Hall)***Visuals and Realia in Remote Learning: Lessons Learned**

In this interactive teaching tip, a classroom teacher and a teacher educator share their yearlong action research project in which they examined use of visuals and realia in online synchronous learning for eighth-grade newcomer ELs. Drawing from their practice and research, the presenters share lessons learned and hands-on tips.

**Elena Andrei**, Cleveland State University, USA**Tracy Finch**, Cleveland Metropolitan School District, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



ASJ

**THURSDAY, 11 am–11:30 am**

*DLCC, Room 404*

### **Bridging the Research-Practice Divide in SLA: A Collaborative Autoethnography**

The presenters share findings of a collaborative autoethnography: a semester-long constructive dialogue among four L2 teacher educators, on their own pedagogical practices in relation to their respective research agendas. This session examines how they took efforts to bridge the research-practice divide in L2 acquisition and L2 teacher education.

**Kasun Gajasinghe**, Michigan State University, USA

**Peter I. De Costa**, Michigan State University, USA

**Laxmi Prasad Ojha**, Michigan State University, USA

**Amr Rabie-Ahmed**, Michigan State University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



A

**THURSDAY, 11 am–11:30 am**

*Westin, Somerset*

### **Discerning the Language Assessment Literacy of Teachers in Uzbekistan**

One subject matter area that is central to a teachers' professional practice is that of assessment. This study discerns the language assessment literacy of EFL teachers in Uzbekistan by examining teachers' cognitions within the sociocultural contexts (i.e., microinstitutional and macrosociocultural) in which the teaching, learning, and assessing takes place.

**David Chiesa**, The University of Georgia, USA

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



DLT

**THURSDAY, 11 am–11:30 am**

*DLCC, Room 317*

### **ESL Students' Use of ETS e-rater® Feedback for Draft Revision**

This presentation discusses six ESL university students' behavioral, cognitive, and affective engagement with automated writing evaluation feedback (i.e., e-rater feedback) when revising their draft. The presenter discusses the major findings and provides implications for how to train students to effectively respond to e-rater feedback to improve their writing.

**Svetlana Koltovskaia**, Oklahoma State University, USA

**Context:** ESL

**Primary Setting:** Adult Education



RWL

**THURSDAY, 11 am–11:30 am**

*DLCC, Room 304*

### **ESL Tutoring: Transforming Editing Sessions Into "Teachable Moments"**

The goal to "produce better writers, not better writing" often conflicts with ESL students' request for line-by-line proofreading. In this presentation, participants learn to transform ESL tutoring from editing sessions into "teachable moments." Participants leave with tips, strategies, and resources to build their students' self-editing skills and autonomy.

**Amanda Hilliard**, The Johns Hopkins University, USA

**Context:** ESL

**Primary Setting:** Tutoring



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



VG

**THURSDAY, 11 am–11:30 am***DLCC, Room 328***Finding the Sweet Spot: Learners' Productive Knowledge of Midfrequency Lexis**

This presentation considers lexical development through a learner corpus analysis of midfrequency lemmas. Compared to expert speakers, learners overused verb forms and underused noun forms, and there was a strong correlation between collocational and derivational accuracy. Pedagogical implications are discussed as well as suggestions for lexical items to prioritize.

**Ben Naismith**, University of Pittsburgh, USA

**Context:** ESL

**Primary Setting:** IEP



LSP

**THURSDAY, 11 am–11:30 am***DLCC, Room 302***Focus-on-Form ESL Pronunciation Instruction on Intelligibility: A Case Study**

The study discussed reports an adult ESL learner's gains in spoken English intelligibility through focus-on-form pronunciation instruction in a tutoring setting. Coworkers described the participant as orally unintelligible, and he aspired to be understood in the workplace. Findings revealed that the instruction has a long-lasting effect on intelligibility. Videos are shown.

**Ching-Hsuan Wu**, West Virginia University, USA

**Context:** ESL

**Primary Setting:** Tutoring



RWL

**THURSDAY, 11 am–11:30 am***DLCC, Room 303***Increasing Writing Knowledge, Autonomy, and Critical Thinking Through Student-Created Rubrics**

The presenter describes a process undertaken to engage tertiary second-year Business English students in creation of a writing rubric and offers insights for implementing the process based on student feedback. The process can result in multiple positive outcomes, including development of writing knowledge, autonomy, motivation, and opportunities for translanguaging.

**Khasan Akhmadjonov**, University of World Economy and Diplomacy, Uzbekistan

**Context:** EFL

**Primary Setting:** Academic English Programs



AL

**THURSDAY, 11 am–11:30 am***Westin, Alleghany Ballroom III***Of Academic English: The Politics and Praxis**

Academic English has often been criticized for its hegemonic status yet legitimized as an appropriate linguistic variety of English within academic and mainstream discourse communities. Considering its politics and praxis, this presentation explores avenues for a more critical, inclusive, and multifaceted pedagogical approach toward teaching and learning of academic English.

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

**Bahiyyih Hardacre**, California State University, Los Angeles, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





TE

**THURSDAY, 11 am–11:30 am***DLCC, Room 412***Onions, Twisters, and Field Trips:  
(Re)conceptualizing Action Research via Metaphor**

This presentation demonstrates how teacher-learners in an action research seminar represented their (re) conceptualizations of research through metaphors. In the study, metaphors became sense-making tools that facilitated deeper understanding of abstract classroom research processes. Audience members share classroom research metaphors and discuss further application of metaphors to their contexts.

**Michelle Kunkel**, University of Hawai'i Mānoa, USA**Betsy Gilliland**, University of Hawai'i Mānoa, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

TE

**THURSDAY, 11 am–11:30 am***DLCC, Room 403***Preservice Teachers' Conceptions of Responsive Practices for ELs**

This session focuses on a recent study's findings on preparing secondary social studies preservice teachers working with multilingual learners. The presentation components include an overview of the central study and findings, discussion of implications, and time for attendees to brainstorm ways to help support teachers in their local contexts.

**Alicen Brown**, University of Virginia, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

TE

**THURSDAY, 11 am–11:30 am***DLCC, Room 409***TESOL Teacher Educators' PD: Challenges, Successes, and Opportunities**

This session examines the learning, development, and identity formation of TESOL teacher educators. Though many learn "on the job," this mixed methods case study reveals possibilities for improved support through teacher educator PD programs. Participants learn strategies to support the continued growth of teacher educators in their own settings.

**Tabitha Kidwell**, American University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

TE

**THURSDAY, 11 am–11:30 am***DLCC, Room 330***TESOL Technology Standards: A Model for Teacher Technology Preparation**

The TESOL Technology Standards was developed for language teachers to better understand how to use technology appropriately. The research discussed proposes a model of using TESOL Technology Standards for language teachers for teacher technology preparation, which is crucial for teacher education programs, teacher educators, and individual teachers pursuing effective technology integration.

**Xiaorui Sun**, Ohio University, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**AL****THURSDAY, 11 am–11:30 am***Westin, Alleghany Ballroom II***Tracking Interactive L2 English Speaking Development in an EFL Context**

The study discussed explored the development of interactive L2 English speaking proficiency of 92 first-year Japanese university students via a series of ten 10-minute group discussion tasks throughout one academic year. The results indicated small but significant mean improvement in speaking ability with both social and individual difference factors at play.

**Kurtis McDonald**, Kobe College, Japan**Context:** EFL**Primary Setting:** Academic English Programs**PD****THURSDAY, 11 am–11:45 am***DLCC, Room 307***A Collaborative Project: Empowering Local Teacher Communities to Foster PD**

This session describes a research project on PD organized by the authors in order to enhance the assessment literacy of English teachers in tertiary education across the country. The presenters suggest the best practices and challenges in implementation of the project and share the results.

**Khasan Akhmadjonov**, University of World Economy and Diplomacy, Uzbekistan**Aybolgan Borasheva**, Nukus State Pedagogical Institute, Uzbekistan**Context:** EFL**Primary Setting:** Graduate/Postgraduate Programs**MD****THURSDAY, 11 am–11:45 am***Westin, Alleghany Ballroom I***A Research-Informed Approach to Upper Level Interactional Syllabus Design**

This presentation reports on a research-informed project to determine and verify the most frequent and functionally significant patterns of student spoken interaction. It demonstrates how its findings informed the approach and design of an upper level ESL/EFL oral communication syllabus. Guidelines for L2 oral communication syllabus design and illustrations are offered.

**Silvana Dushku**, Teachers College, USA**Paul Thompson**, University of Birmingham, United Kingdom**Context:** ESL**Primary Setting:** IEP**PA****THURSDAY, 11 am–11:45 am***DLCC, Room 320***Beyond Content Delivery: Creating Responsive, Sustainable Distance Teaching**

Participants explore how to assess programs and teachers through building responsive practices that are sustainable for all parties in the online or hybrid environment. Main topics are updating online teacher observation protocol, training teachers for online instruction, and creating systems for responsive feedback at a distance.

**Dinorah Sapp**, Binational Center Santiago, Chile**Rachel Martin**, Regional English Language Office Andes, Peru**Kim Carroll**, English for Life Academy, USA**Context:** All**Primary Setting:** IEPAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****THURSDAY, 11 am–11:45 am***DLCC, Spirit of Pennsylvania B/C***Improving ELs' Literacy Through Podcasts/  
Creative Nonfiction Writing**

Attendees learn how to use podcasts and creative nonfiction writing to increase students' literacy skills. After listening to podcasts and reading excerpts of creative nonfiction, students will interview a family or cultural member with the goal of understanding their origins and those of their families.

**Lynn Gallo**, Colonial School District, USA**Context:** All**Primary Setting:** Secondary School**PD****THURSDAY, 11 am–11:45 am***DLCC, Room 306***LINCS 101: Community, Courses, and Resources  
for Adult Education**

LINCS delivers high-quality, on-demand educational opportunities to adult education practitioners. In this session, learn about what LINCS offers for teachers of ELs, find out what's new with LINCS, learn how to access LINCS PD, and discover how to participate in events for teachers of ELs.

**Cherise Moore**, American Institutes for Research, USA**Context:** All**Primary Setting:** Adult Education**TE****THURSDAY, 11 am–11:45 am***DLCC, Room 321***Motivation and Culturally Linguistically Inclusive  
Online Instruction**

For learners to be motivated, they need to see themselves culturally and linguistically included in online courses. Learn about online teaching strategies to do so; existing instructional expertise and emerging competencies are discussed, and inspirational online examples and practices are shared.

**Faridah Pawan**, Indiana University, USA**Sharon Daley**, Indiana University, USA**Xiaojing Kou**, Indiana University, USA**Curtis Bonk**, Indiana University, USA**Natalia Ramirez-Casalvolone**, Indiana University, USA**Context:** All**Primary Setting:** Secondary School**RWL****THURSDAY, 11 am–11:45 am***DLCC, Room 414***Reflect Builds the Confidence that Transforms  
Learning Into Real-World Outcomes**

What is the catalyst that transforms input into meaningful, real-world outcomes? It's the space between what students listen to or read and what they produce—a moment to pause, reflect, and move forward with confidence. Experience how Reflect from National Geographic Learning provides this catalyst and promotes academic success.

**Laura Le Drea**n, National Geographic Learning, USA**Tracy Bailie**, National Geographic Learning, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****THURSDAY, 11 am–11:45 am***DLCC, Room 415***Supporting Reading, Writing, Math, and Communication With Free Microsoft Tools**

Microsoft has created free, accessible built-in tools to support students of all abilities with reading, writing, math, and communication! These tools work across Microsoft 365 and are accessible with Chromebook, iPad, and Mac.

**Rachel Berger**, Microsoft, USA**Context:** ESL**Primary Setting:** Secondary School**RWL****THURSDAY, 11 am–11:45 am***DLCC, Room 305***Why Process Writing Still Matters: Empowering and Inspiring Through E-Portfolios**

E-portfolios promote autonomy and motivation in freshman composition classes by increasing collaboration, feedback, and ongoing self-reflection in an engaging format. This interactive session demonstrates how e-portfolios emphasize the value of both the process and the product, empowering and inspiring student output. Projects, lessons, implementation, and rationale are shared.

**Mary Newbegin**, Lehigh University, USA**Kayla Landers**, Lehigh University, USA**Context:** ESL**Primary Setting:** Academic English Programs**ASJ****THURSDAY, 11 am–12:15 pm***DLCC, Room 402***6 Strategies for Serving SLIFE**

Students with limited or interrupted formal education (SLIFE) are children who have missed at least 2 years of education—approximately 10% of secondary ELs. They often have limited literacy and demonstrate gaps in content subject knowledge. This session offers six strategies for providing academic and socioemotional support for SLIFE.

**Brenda Custodio**, Ohio State University, USA**Context:** ESL**Primary Setting:** Secondary School**ASJ****THURSDAY, 11 am–12:15 pm***DLCC, Room 405***Advocating for Promising EL Practice in the U.S. Southeast**

Educational equity for ELs in New-Destination states, namely those in the U.S. Southeast, is the focus of this panel. Speakers discuss advocacy in light of a half century's migration, policy, licensure requirements, and program options in dual language education, postsecondary institutions, and reduced EL support in several key states.

**Ester De Jong**, University of Florida, USA**Mary Elizabeth Wilson-Patton**, Nashville State Community College, USA**Christel Broady**, Georgetown College, USA**Maria Coady**, University of Florida, USA**Amanda de Varona**, Literacy Center, USA**Ryan Pontier**, Florida International University, USA**Context:** ESL**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**THURSDAY, 11 am–12:15 pm***DLCC, Room 406***Making Academic Language Culturally Sustaining: Debunking Myths and Misconceptions**

Academic language has been a central component of ESL for years, but critics write that it devalues students' home languages. The presenters discuss how culturally sustaining pedagogies can be implemented to support AL development in an additive process that supports students' assets while they learn the discourse of schooling.

**Ruslana Westerlund**, WIDA, University of Wisconsin-Madison, USA

**N. Eleni Pappamihel**, University of North Carolina Wilmington, USA

**Luciana de Oliveira**, Virginia Commonwealth University, USA

**Andres Ramirez**, Florida Atlantic University, USA

**Andrea deCapua**, University of North Florida, USA

**Patricia Paugh**, University of Massachusetts Boston, USA

**Context:** ESL

**Primary Setting:** Primary School



TE

**THURSDAY, 11 am–12:15 pm***DLCC, Room 413***Thinking Like a Teacher: Teaching Toward Habits of Mind**

Small discusses practical knowledge and habits of mind as exchange of facts, inculcation of abilities, and critical thinking, labeling it intelligent habit. Two innovative approaches are shared that encourage intelligent habit while developing teacher leadership and agency. Participants garner insights into and discuss intelligent habit and innovative approaches.

**Kate Mastruserio Reynolds**, Central Washington University, USA

**Michelle Benegas**, Hamline University, USA

**Amna Kiran**, Anoka Hennepin School District, USA

**Frances Nguyen**, Central Washington University, USA

**Eliza Holden**, Central Washington University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



MD

**THURSDAY, 11 am–12:45 pm***Westin, Crawford***Open Educational Resources Workshop**

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.

**Joyce Catsimpiris**, FHI 360, USA

**Amy Nunamaker**, FHI 360, USA

**Jessamyn Embry**, FHI 360, USA

**Caitlin Downs**, FHI 360, USA

**Ian Stone**, FHI 360, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



DLT

**THURSDAY, 11:30 am–12 pm***DLCC, Room 323***Fostering Algerian Preservice Teachers' Critical Digital Literacy During COVID-19**

This session proposes a model based on revised Bloom's Taxonomy to implement (partially) free and accessible digital applications, to enhance EFL preservice teachers' critical thinking. This model helps mitigate some challenges of COVID-19 in nontechnological learning environments, particularly Algeria.

**Zohra Labeled**, Oran Higher School of Education, Algeria

**Fatiha Kaid Berrahal**, Oran Higher School of Education, Algeria

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****THURSDAY, 11:30 am–12 pm***DLCC, Room 324***Improvisation Mediated Through Immersive Virtual Reality in SLA**

International graduate students face a set of interconnected challenges, of which oral language proficiency is the main barrier. The study discussed highlights the intersection of improvisational drama and immersive virtual reality in students' L2 oral proficiency development to satisfy the oral language proficiency requirement.

**Cagri Guzel**, University of California, Davis, USA**Context:** ESL**Primary Setting:** Academic English Programs**DLT****THURSDAY, 11:30 am–12 pm***DLCC, Room 327***L2 Gains Through Digital Game-Based Language Learning: A Meta-Analysis**

The meta-analysis discussed aggregates the effects of digital gaming on L2 learning from results reported in published and unpublished research, gathered from an exhaustive search of the literature. Further, several moderator analyses shed light on the extent to which various game designs or mechanics have affected L2 learning outcomes.

**Daniel Dixon**, Northern Arizona University, USA**Tülay Dixon**, Northern Arizona University, USA**Context:** All**Primary Setting:** Academic English Programs**RWL****THURSDAY, 11:30 am–12:15 pm***DLCC, Spirit of Pennsylvania A***Language of Power or White Hegemony?: Raciolinguistics and Academic Literacy**

Long-held beliefs that academic communications in higher education should follow the conventions of "standard" English(es) are increasingly being challenged. This session explores the tensions involved in efforts to disrupt the dominance of "standard" English(es). It draws on theoretical and practical understandings from racial justice research and considers teaching implications.

**Mary Jane Curry**, University of Rochester, USA**Context:** All**Primary Setting:** Academic English Programs**VG****THURSDAY, 11:30 am–12:45 pm***DLCC, Room 326***Technology Vocabulary Matters: Promoting Equity and Access in Higher Education**

Explicit teaching of technology vocabulary can contribute to multilingual students' academic success in higher education. During this panel session, experts explore the impact of technology terminology on multilingual students through a review of their local efforts and a simulated student technology workshop.

**Jennifer Miyake-Trapp**, Pepperdine University, USA**Terrance Cao**, Pepperdine University, USA**Yi Lu**, Pepperdine University, USA**Elias Saade**, Pepperdine University, USA**Sohee Linda Lee**, Pepperdine University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**ASJ****THURSDAY, 11:30 am–1 pm***DLCC, Room 318***The Rights of Immigrant Students and ELs in Public Schools**

Immigrant students and ELs often face barriers in entering and fully participating in public schools. What can public schools require of immigrant students and ELs? Topics include Social Security numbers, immigration documents, birth certificates, and immunization records. We'll also cover in detail the rights of ELs and their parents.

**Roger Rosenthal**, Migrant Legal Action Program, USA

**Context:** ESL

**Primary Setting:** Secondary School

**RWL****THURSDAY, 12 pm–12:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Using VoiceThread to Develop Synthesis Writing**

Many international university students often practice using common organization patterns and rhetorical conventions. However, few have learned how to synthesize sources effectively into their writing. In this session, participants learn how to practice synthesis skills using VoiceThread to synthesize peers' ideas in writing.

**Haedy Liu**, Northeastern University, USA

**Context:** All

**Primary Setting:** Academic English Programs

**RWL****THURSDAY, 12 pm–12:30 pm***DLCC, Room 329***Collaborative Documents for Summary Writing Skills Development in Reading Class**

Summary writing in the IEP/EAP reading classroom can deepen student understanding, encourage critical thinking, and mirror expectations of students' future academic contexts. This session presents class activities using collaborative documents that help students develop summary writing skills while also keeping class focus on summarizing as a reading (not writing) skill.

**Suzanne Meyer**, University of Pittsburgh, USA

**Context:** All

**Primary Setting:** IEP

**RWL****THURSDAY, 12 pm–12:30 pm***DLCC, Room 304***Collaborative Writing and CAF: A Study in an EFL Context**

Adopting a quantitative research design with 80 participants, the study discussed aimed to determine if collaborative writing promotes higher quality written production as measured by complexity, accuracy, and fluency (CAF) dimensions. The results suggested that collaborative writing resulted in higher quality written production only in some aspects of CAF dimensions.

**Abdul Hakim**, University of Memphis, USA

**Context:** EFL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****THURSDAY, 12 pm–12:30 pm***DLCC, Room 401***Disability, Inclusion, and Language Policy:  
The Colombian Context**

This presentation calls for a shift surrounding English language policy and inclusive education initiatives in the Global South. Using Colombia as an exemplar, the presenters argue that a localized approach to education needs to be implemented to favor the work of regional scholars and analyse educational shifts at the local level.

**Rosa Dene David**, University of British Columbia, Canada  
**Kimberley Brown**, Portland State University, USA

**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**ASJ****THURSDAY, 12 pm–12:30 pm***DLCC, Room 404***English as Access for Syrian Refugee Students  
in Turkey**

This presentation examines the role of English for Syrian refugees studying in Turkish universities, specifically how they invest in and leverage English knowledge to access higher education and future goals and identities. Participants gain insights into the meanings and utility of English as an international language in asylum settings.

**Melissa Hauber-Özer**, George Mason University, USA

**Context:** EIL**Primary Setting:** Adult Education**CIC****THURSDAY, 12 pm–12:30 pm***DLCC, Room 408***Faculty Readiness in Supporting Multicultural  
Learning in Higher Education Communities**

The presenters share the results of an exploratory study examining faculty preparedness to teach culturally diverse national and international students. Participants gain insights about the research design of intercultural competence, models that inform such research, and how research outcomes can support faculty development initiatives at their institutions.

**Iona Sarieva**, Saint Leo University, USA

**Keya Mukherjee**, Saint Leo University, USA

**Victoria Anyikwa**, Saint Leo University, USA

**Context:** EIL**Primary Setting:** Graduate/Postgraduate Programs**ASJ****THURSDAY, 12 pm–12:30 pm***DLCC, Room 403***How to Help ESL Students Succeed in Career-Tech  
Education**

This presentation describes the practices that the team of student-service, career-tech, and ESL specialists has used at a Cincinnati Public high school to address “equity gaps” in the local ESL student enrollment and performance data in career field pathways that are aligned to high-skill, high-wage, and in-demand occupations.

**Olga Filatova**, Cincinnati Public Schools, USA

**Context:** ESL**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**THURSDAY, 12 pm–12:30 pm***DLCC, Room 409***Making Microteaching Matter in L2 Teacher Education**

This session reports on a qualitative study into the practice of microteaching in language teacher education. The study demonstrates the potential of a Vygotskian sociocultural perspective in reconceptualizing microteaching as developmentally relevant teaching play. Implications for language teacher education and research are discussed.

**Jacob Rieker**, Pennsylvania State University, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



AL

**THURSDAY, 12 pm–12:30 pm***Westin, Cambria***Mitigating Oral Corrective Feedback Through Humor in Adult EFL Classrooms**

This session reports on EFL classroom data focusing on the role of humor in teachers' error correction practices through a mixed methods design. The effects of humor on whether students can correct their initial L2 production errors are also discussed, followed by implications for TESOL practitioners.

**Hilal Ergul**, University of Northern Iowa, USA

**Context:** EFL

**Primary Setting:** IEP



TE

**THURSDAY, 12 pm–12:30 pm***DLCC, Room 411***Narratives of Transformation in Talk About Teaching Demonstrations**

The presenter analyzes TESOL student teachers' talk about a "teaching demonstration" assignment in their practicum course. The presenter demonstrates how two student teachers told narratives of transformation, centering on their teaching demonstrations as critical incidents that dramatically changed how they thought about language teaching and themselves as language teachers.

**Kristina Lewis**, University of Pennsylvania, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



A

**THURSDAY, 12 pm–12:30 pm***Westin, Allegheny Ballroom II***Obligatory Growth: Testing Lessons From COVID-Era Remote Assessment**

The era of COVID-19 required an uncomfortable shift for many programs to remote assessment tools. In this session, the presenter shares challenges from one program's move to remote testing, especially in the realm of faculty and student communication, along with unexpected benefits and permanent changes implemented.

**Jonathan Malone**, University of Maryland, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**A****THURSDAY, 12 pm–12:30 pm***Westin, Alleghany Ballroom III***Prizing Open the Auto-Scoring Black Box in Language Assessment**

The presenters address the lack of transparency in auto-scoring by building on the “Model card” approach to validating technology systems. Though this approach was originally proposed for the technology industry, the presenters integrated the approach’s general principles of AI model development to their existing validation process.

**Barry O’Sullivan**, British Council, United Kingdom**Trevor Breakspear**, British Council, People’s Republic of China**William Bayliss**, British Council, People’s Republic of China**Context:** All**Primary Setting:** Adult Education**TE****THURSDAY, 12 pm–12:30 pm***DLCC, Room 407***Reimagining Through Telecollaboration: Community of Korean and Taiwanese EFL Teachers**

This presentation reports on findings from an investigation into binational pairs of EFL in-service teachers in South Korea and Taiwan in telecollaboration. Findings reveal that teachers began to reimagine their teaching practices that promote a robust learning environment for their students. Implications for uses of telecollaboration within teacher education are discussed.

**Soyoung Han**, The Pennsylvania State University, USA**Yun-Chen Yen**, The Pennsylvania State University, USA**Seongryeong Yu**, The Pennsylvania State University, USA**Context:** EFL**Primary Setting:** Graduate/Postgraduate Programs**TE****THURSDAY, 12 pm–12:30 pm***DLCC, Room 330***Teacher Professional Identity Aesthetic Depiction: An Art-Based Study**

Teacher identity development has recently gained incredible momentum to transform the nature of schooling and teacher training programs. Using an art-based approach, this study aimed to examine English language teachers’ ideal classroom practices and explore the incongruities between ideal and real sites, the relevant identity tensions, and coping strategies.

**Jawad Golzar**, Herat University, Afghanistan**Mir Abdullah Miri**, Herat University, Afghanistan**Mostafa Nazari**, Kharazmi University, Iran**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**LSP****THURSDAY, 12 pm–12:30 pm***DLCC, Room 303***Transcribing to Improve Pronunciation: Do You Hear What I Hear**

Suprasegmentals, such as linking and reducing, need optimum activities for students to have success in *hearing* the words so they can produce the words, thus becoming more intelligible. This presentation shows how dictation, transcribing, and reenactment are useful pronunciation practice in strengthening all suprasegmentals, including rhythm and intonation.

**Jenelle Cox**, Brigham Young University, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****THURSDAY, 12 pm–12:45 pm***DLCC, Room 315***Creating Authentic Public Speaking Opportunities**

This dialogue elicits and elaborates on ideas for developing meaningful public speaking opportunities. The facilitator introduces a rhetorical situation framework to explore ways to cultivate the authentic voices of public speakers and audience members. Participants are active in group discussions and unpolished poster debriefs.

**Lucy Bunning**, Northeastern University, USA**Context:** All**Primary Setting:** Academic English Programs**RWL****THURSDAY, 12 pm–12:45 pm***DLCC, Room 310***Developing Student Academic Writing Through Normative and Transformative Teaching Practices**

Campuses worldwide are engaged in discussion around what is acceptable as academic English. This session proposes a dialogue between colleagues to discuss writing in academic settings for the purpose of reflecting on normative and transformative teaching practices. Active group discussion follows a research-based presentation on foundational themes.

**Suzanne Warsinsky**, Université de Bordeaux, France**Diane Murphy**, Pacific International Academy at Warner Pacific University, USA**Context:** All**Primary Setting:** Academic English Programs**LSP****THURSDAY, 12 pm–12:45 pm***DLCC, Room 328***How to Provide Oral Corrective Feedback in the Zoomscape**

The “Zoomscape” has become a necessity, but it has serious implications for oral corrective feedback (CF). This presentation describes a free, online CF platform for teachers to provide CF without interrupting learners—whether online or in person. Learners receive feedback on their reformulations and test themselves on their developing accuracy.

**James Hunter**, Gonzaga University, USA**Context:** All**Primary Setting:** Academic English Programs**PD****THURSDAY, 12 pm–1:15 pm***DLCC, Room 316***Quality Instructional Materials: The Hallmark of an Equitable Education**

This panel brings together experts in the education of ELs to discuss the importance of rigorous materials to guide the education of ELs. Building on 5 years of research and implementation, a framework to enhance the quality of materials is presented from a variety of perspectives.

**Renae Skarin**, English Learners Success Forum, USA**Aída Walqui**, WestEd, USA**Harold Asturias**, University of California, Berkeley, USA**Crystal Gonzales**, English Learners Success Forum, USA**Jack Dieckmann**, Stanford University, USA**Context:** ESL**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

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Session

InterSection

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Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****THURSDAY, 12 pm–1:15 pm***DLCC, Room 311***Using Translanguaging Mentor Texts to Support Young Multilingual Writers**

Panelists provide approaches to utilizing translanguaging mentor texts to develop students' ability to write utilizing their full linguistic repertoires. Participants gain understanding on how to select and leverage culturally and linguistically relevant texts within the classroom to encourage students to embrace their identities as multilingual writers.

**Mariah Weber**, Auburn University, USA**Kelly Hill**, University of Alabama at Birmingham, USA**Julie Paul**, University of Alabama at Birmingham, USA**Kathleen Watkins**, University of Alabama at Birmingham, USA**Jennifer Ponder**, University of Alabama at Birmingham, USA**Context:** ESL**Primary Setting:** Primary School**ASJ****THURSDAY, 12 pm–1:30 pm***DLCC, Room 334***Centering Criticality and DEI: Meanings for the TESOL Profession**

Especially in recent times, with a spotlight on systemic equity and justice, it is vital that diversity, equity, and inclusion (DEI) be understood and practiced through a critical lens. To work toward justice in the field of TESOL, this panel examines what centering DEI critically means for the TESOL profession.

**Lavette Coney**, Fessenden School, USA**Ethan Trinh**, Georgia State University, USA**Christine Voight**, University of Florida, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs**PD****THURSDAY, 12 pm–1:30 pm***DLCC, Room 336***TESOL Career Path Development PLN: Riding The Waves of Change**

Join an engaged and committed group of TESOLers who've inspired one another and empowered hundreds of teachers during the most challenging year we've ever known. Hear more about the TESOL Career Path Development Professional Learning Network's mission, outstanding achievements, and plans for networking and learning for the future—and plan to join us in 2022.

**Lizabeth England**, Liz England & Associates, USA**Linda Chu**, University of Arizona, USA**Lynne Clark**, University of Florida, USA**Shirlaine Castellino**, Spring International, USA**Damon Anderson**, Independent, USA**Julie Lake**, Georgetown University, USA**John Schmidt**, Independent, USA**Melina Jimenez**, University of Florida, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**PD****THURSDAY, 12 pm–1:45 pm***DLCC, Room 317***Empowering Teachers Through No-Tech and High-Tech Principled Communicative Approaches**

Working in international EFL contexts requires adapting to a variety of situations. Join this hands-on workshop to learn no-tech and high-tech options for adapting communicative lessons. Create books, explore flashcard activities, and see possibilities of found and repurposed objects to create experiences for both virtual and physical classrooms.

**Jennifer Gonzales**, U.S. Department of State, Office of English Language Programs, USA**Gena Rhoades**, U.S. Department of State, Office of English Language Programs, USA**Context:** EFL**Primary Setting:** Primary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





VG

**THURSDAY, 12 pm–1:45 pm***DLCC, Room 319***Playful Strategies and Games for Language Acquisition in K–12**

Games provide multiple benefits to the language learning process. This workshop provides a toolkit of playful strategies and games that support language acquisition in K–12 across the four domains. The presenters demonstrate how the games are played and can be adapted for various proficiency levels and remote learning.

**Yael Neeman-Schubert**, Public Schools of Brookline, USA

**Amy Ostroff**, Public Schools of Brookline, USA

**Katya Babitskaya**, Public Schools of Brookline, USA

**Daina Zhou**, Public Schools of Brookline, USA

**Gretchen Thomas**, Public Schools of Brookline, USA

**Context:** All

**Primary Setting:** Primary School



A

**THURSDAY, 12 pm–1:45 pm***Westin, Somerset***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-English languages.

**Shelley Fairbairn**, Drake University, USA

**Context:** B-ME

**Primary Setting:** Secondary School



PD

**THURSDAY, 12:30 pm–1 pm***DLCC, Room 307***A New ZPD: Zoom for Professional Development**

A new online initiative for language education professionals, named after the “Zone of Proximal Development,” was designed to form an online community of practice and to facilitate networking and PD during emergency remote teaching. The event’s rationale, practical considerations, and participant voices are shared.

**Dawn Lucovich**, The University of Nagano, Japan

**Context:** All

**Primary Setting:** Academic English Programs



VG

**THURSDAY, 12:30 pm–1:15 PM***DLCC, Room 324***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

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****THURSDAY, 12:30 pm–1:15 pm***DLCC, Room 414***CLIL, Culture, and 21st-Century Skills in the EFL Classroom**

Students need 21st-century skills; if these skills are not developed properly, students won't be prepared for college and work. But what are 21st-century skills and who decides which skills are most important? In this session, participants look at skills vital to the classroom and examples of exercises that promote them.

**Tery Lemanis**, Hamilton House Publishers,  
United Kingdom

**Context:** All**Primary Setting:** Secondary School**LSP****THURSDAY, 12:30 pm–1:15 pm***DLCC, Room 320***Corpus-Based EAP Activities for Communicative Competence**

Pragmatic markers (e.g., I mean, you know), form an important component of communicative competence but are difficult for learners to acquire. This presentation demonstrates classroom-tested EAP activities based on corpus analyses of frequently occurring pragmatic markers in classroom discourse. Activities focus on multifunctionality and strategies for interpreting pragmatic meaning.

**Marcella Caprario**, Northern Arizona University, USA

**Context:** ESL**Primary Setting:** Academic English Programs**DLT****THURSDAY, 12:30 pm–1:15 pm***DLCC, Room 327***FUNREAD: A Web App Codesigned With 6th-Grade English Teachers**

This presentation reports on an ongoing research toward iteratively developing a web app for dual learning with sixth graders and English teachers. A pilot's findings showed major teacher difficulties when transitioning to distance learning and teachers' limited access to, and experience with, digital technologies. Preliminary findings and implications are discussed.

**Roberto Rojas Alfaro**, University of Illinois  
Urbana-Champaign, USA

**Marcela Montenegro**, Universidad de Costa Rica,  
Costa Rica

**Context:** EFL**Primary Setting:** Primary School**VG****THURSDAY, 12:30 pm–1:15 pm***DLCC, Room 323***Music and Movement: Cheerfully Solidifying Vocabulary in the Long-Term Memory**

This fun session demonstrates how to use song lyrics and movement in concert with discoveries in neuroscience to help ELs learn vocabulary. This activity can be used for all ages and at all levels of instruction. Participants learn about the brain-based concepts and practice the music and movement method.

**Patrick T. Randolph**, Independent, USA

**Context:** All**Primary Setting:** Primary SchoolAcademic  
Session

Dialogue

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Session

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Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****THURSDAY, 12:30 pm–1:15 pm***DLCC, Spirit of Pennsylvania B/C***The Experiences of BIPOC Educators and Allies While Teaching Abroad**

What is it like to be BIPOC educators representing the USA abroad? What can allyship look like overseas? Our diverse panel of English language fellows and specialists who have taught around the world share their stories, challenges, and insights on diversity and inclusion in the global TESOL context.

**Jennifer Hodgson**, U.S. Department of State, USA**Rachel Wang**, U.S. Department of State, English Language Programs, USA**Anna Ciriani Dean**, U.S. Department of State, English Language Programs, USA**Peter Edwards**, U.S. Department of State, English Language Programs, USA**Context:** All**Primary Setting:** Academic English Programs**TE****THURSDAY, 1 pm–1:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Critical Literacy as a Path to Developing Culturally Sustaining Educators**

Engaging in critical literacy using children's books may develop novice teachers' cultural competence and equip them to better serve their culturally and linguistically diverse students. This session explores examples of books and activities to use as models with novice teachers or as lessons with elementary-aged students.

**Maria José Dias**, East Tennessee State University, USA**Natalia Ward**, East Tennessee State University, USA**John Mooneyham**, East Tennessee State University, USA**Context:** All**Primary Setting:** Academic English Programs**PD****THURSDAY, 1 pm–1:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Teaching Vibrant Virtual Classes**

Participants are able to pinpoint the differences between vibrant virtual classes and traditional online classes. They also become acquainted with the overall setup and process of teaching in a virtual setting. Best practices for attracting the attention of students in a virtual classroom setting are shared.

**Shaheed Sabrin**, VIPKid, USA**Context:** ESL**Primary Setting:** Primary School**ASJ****THURSDAY, 1 pm–1:30 pm***DLCC, Room 403***Preservice EFL Teachers Working Locally for the Global Good**

This presentation details a project, funded by the U.S. Mission Turkey's grant program to integrate social justice education and awareness in ELT, in which four preservice English teachers engaged in social justice-related ventures in their local contexts. Suggestions for similar implementations are offered.

**Servet Çelik**, Trabzon University, Turkey**Deniz Ortaçtepe**, Middlebury Institute of International Studies at Monterey, USA**Adnan Yılmaz**, Sinop University, Turkey**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

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Session

InterSection

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Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****THURSDAY, 1 pm–1:30 pm***DLCC, Room 404***Recognizing the Limits to Pedagogical Translanguaging in Heteroglossic Classroom Environments**

The presenter argues for more critically aware and reflective plurilingual pedagogies and assessment practices and policies that always take into account the circumstances and ecologies of the classroom and the subjectivities of the students, rather than blindly jumping onto the translanguaging bandwagon.

**Michał B. Paradowski**, University of Warsaw, Poland

**Context:** B-ME

**Primary Setting:** Secondary School

**RWL****THURSDAY, 1 pm–1:45 pm***DLCC, Room 406***1st-Year L2 Composition Courses: Making Separate Classes Equitable**

Sheltered first-year composition courses are meant to accommodate L2 writers' unique needs. However, background surveys suggest that L1 and L2 students are more alike than different. And though timed in-class essays showed L2 writing became more fluent over a semester, accuracy decreased, questioning the role of L2-only writing courses.

**Grant Eckstein**, Brigham Young University, USA

**Ruei-Han Chang**, Brigham Young University, USA

**Suzanne Rice**, Brigham Young University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**TE****THURSDAY, 1 pm–1:45 pm***DLCC, Room 413***A Framework That ENABLEs Teacher Learning**

In this session, the presenter analyzes the ENABLE model, an innovation in the pedagogy of teacher education. By providing an updated view of best practices and research in teacher education as a conceptual basis, ENABLE offers a sociocultural model for mediated teacher learning and development.

**Gabriel Diaz Maggioli**, Universidad ORT del Uruguay, Uruguay

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**CIA****THURSDAY, 1 pm–1:45 pm***DLCC, Room 330***A Tiered-Texts Approach for Scaffolding ELs' Reading Comprehension**

The tiered-texts approach is a systematic, scaffolded approach to help ELs build academic language, develop literacy skills, and attain content knowledge. Participants learn about the approach and its operational model with sample tiered-texts units designed for ELs to read complex, grade-level texts in science, social studies, and English language arts.

**Wei Zhang**, The University of Akron, USA

**Lynn Smolen**, The University of Akron, USA

**Context:** ESL

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



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Workshop

**A****THURSDAY, 1 pm–1:45 pm***Westin, Alleghany Ballroom I***Choosing English Proficiency Tests for International Student Applicants**

This presentation shares findings from an investigation into the role heuristics play in enrollment managers' decision to accept the Duolingo English Test for use as admission criteria for undergraduate international student applicants. Implications for university-based ESL professionals are discussed.

**Misty Wilson**, IELTS USA, USA**Context:** ESL**Primary Setting:** Academic English Programs**MD****THURSDAY, 1 pm–1:45 pm***Westin, Alleghany Ballroom II***Customizing Textbooks for Ministry Adoption: From Needs Analysis to Classrooms**

Ministries of education often work with consultants to adapt an existing textbook series to improve and standardize English language instruction in their countries. This presentation walks participants through the process of selecting and adapting an existing primary and secondary textbook series to the needs of a ministry of education.

**Lisa Horvath**, Independent, Hungary**Susan Iannuzzi**, Independent, USA**Ramin Yazdanpanah**, Florida State University, USA**Context:** EFL**Primary Setting:** Secondary School**TE****THURSDAY, 1 pm–1:45 pm***DLCC, Room 412***Exceptional ELs: Preparing Teachers to Work With High-Incidence Exceptionalities**

Teachers benefit from understanding ELs' experience of L2 learning and high-incidence exceptionalities (e.g., learning disabilities, communication disorders). Participants discuss the knowledge, performance, and dispositions and effective instructional strategies that align with both IDEA (2004) and EL practices they can employ to prepare EL educators.

**Kate Mastruserio Reynolds**, Central Washington University, USA**Wendie Castillo**, Central Washington University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**CIC****THURSDAY, 1 pm–1:45 pm***DLCC, Room 409***How BookCreator-Based Portfolios Help Promote EFL Students' Intercultural Competence**

EFL learners are expected to be able to communicate successfully while moving through diverse cultural environments. Meanwhile, BookCreator is deemed an awesome digital tool for language learning while offering ample media experience for intercultural communication. This session examines the advantages of employing BookCreator-based portfolios to boost EFL students' intercultural competence.

**Thinh Nguyen**, Thai Nguyen University of Economics and Business Administration, Vietnam**Huong Ta**, Thai Nguyen University of Economics and Business Administration, Vietnam**Context:** EFL**Primary Setting:** Academic English ProgramsAcademic  
Session

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Workshop

**TE****THURSDAY, 1 pm–1:45 pm***DLCC, Room 405***How Coursework and Coaching Affect Teachers' Instruction of ELs**

Presenters share findings from a mixed methods study demonstrating the effectiveness of specialized coursework and coaching on in-service teachers' instructional practices for ELs. Survey and observational data is shared. Additionally, two case studies illustrate how student-centered coaching in particular works to support ELs.

**Leslie Grant**, University of Colorado  
Colorado Springs, USA

**Monica Yoo**, University of Colorado  
Colorado Springs, USA

**Lisa Fetman**, University of Colorado  
Colorado Springs, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs

**ASJ****THURSDAY, 1 pm–1:45 pm***DLCC, Room 304***Obstacles Facing Women Refugees in Language Acquisition**

Women refugees face many barriers that hinder their ability to function in society. Some women struggle to develop basic English language skills while others hope to excel in the language. This presentation aims to highlight the obstacles that many women refugees face in their journeys to adapt on new grounds.

**Wedad Maatouk**, Henry Ford College, USA

**Warifa Sobh**, Qatar Foundation, Qatar

**Context:** ESL

**Primary Setting:** Adult Education

**CIA****THURSDAY, 1 pm–1:45 pm***DLCC, Room 408***PBL in the Newcomer Language Classroom**

This discussion centers on how a STEAM program can provide powerful PBL opportunities for student communication and collaboration, fostering language acquisition. Attendees share and take away example lessons and units that integrate content and language teaching across subject areas.

**Danielle Ereddia**, Global Village Project, USA

**Cassie Leymarie**, Global Village Project, USA

**Context:** ESL

**Primary Setting:** Primary School

**ASJ****THURSDAY, 1 pm–1:45 pm***DLCC, Room 401***Practical Steps to Decolonize the EL Classroom**

Calls for socially just, antibiased, and decolonized approaches to teaching have become more prominent recently. This session provides participants with an understanding of decolonial theory and its application to the field of TESOL; it also provides practical steps teachers can take to decolonize their own pedagogy and curriculum.

**Danielle Aldawood**, Community College of Baltimore County, USA

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

**Context:** All

**Primary Setting:** Academic English Programs

Academic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**ASJ****THURSDAY, 1 pm–1:45 pm***DLCC, Room 303***Rethinking Diversity Circles to Engage International Students**

Conversations about diversity, equity, and inclusion can be challenging for students, especially international students trying to navigate cultural values and beliefs. In this session, participants learn how to facilitate a Diversity Circle, which can be an effective way to engage in difficult issues in respectful and helpful ways.

**Haedy Liu**, Northeastern University, USA**Context:** All**Primary Setting:** Academic English Programs**PA****THURSDAY, 1 pm–1:45 pm***DLCC, Room 329***Supporting and Representing Postsecondary English Language Programs in the USA**

Administrators of intensive English and pathway programs across the USA must remain up-to-date on a variety of academic and administrative issues, ranging from overseeing curricula, complying with policies and standards, maintaining quality student services, and recruiting students. The presenter(s) discuss current issues, challenges, and best practices in the industry.

**Cheryl Delk-Le Good**, EnglishUSA, USA**Michael Anderson**, University of Minnesota, USA**Context:** ESL**Primary Setting:** IEP**CIA****THURSDAY, 1 pm–1:45 pm***DLCC, Room 321***TESOL Professional Standards Update**

TESOL is always working to improve language teaching, and the creation of teaching and learning standards is integral to supporting ELT worldwide. In this session, the Standards Professional Committee provides an overview of current TESOL standards and standards-related projects that support real, practical needs of English language teachers.

**Ying Hui-Michael**, Rhode Island College, USA**Amber Warren**, ACTFL, USA**Context:** All**Primary Setting:** Primary School**PD****THURSDAY, 1 pm–1:45 pm***DLCC, Spirit of Pennsylvania A***Turning to Wonder: Culture, Self, and “Other” in Stressful Times**

Have the past 2 years left you adrift in a world you used to know? In this presentation, a veteran ESOL teacher and anthropologist suggests how the ethnographic method and wisdom from other cultures can help us find wonder at work, in our classrooms, and in our personal lives.

**Mary Peacock**, Dallas College, USA**Context:** All**Primary Setting:** Academic English Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****THURSDAY, 1 pm–1:45 pm***DLCC, Room 411***Video-Mediated Teacher Reflection for Professional Growth in L2 Education**

Grounded in Farrell's framework for promoting teacher reflection in L2 education, this session supports educators' use of video observation as a tool for reflection and professional growth. This presentation includes suggested protocols and for collaborative feedback and reflection, and technology considerations, including the benefits of using the Swivl device.

**Francine Johnson**, University of Texas at San Antonio, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs

**ASJ****THURSDAY, 1 pm–1:45 pm***DLCC, Room 402***What COVID-19 Taught Us About Family Engagement: Advocacy in Action**

In this practice-oriented session, the presenters share teachers' reflections of how COVID-19 illuminated disparities of school practices which excluded many of their ELs' families. Participants take away practical ideas to effectively engage and empower families, starting with a multilingual family engagement survey to learn more about families' perceptions.

**Angela Bell**, Missouri State University, USA

**Andrea Hellman**, Missouri State University, USA

**Ximena Uribe-Zarain**, Missouri State University, USA

**Sarah Sandidge**, Missouri State University, USA

**Context:** ESL

**Primary Setting:** Primary School

**CIA****THURSDAY, 1 pm–1:45 pm***DLCC, Room 333***When Words Fail, Art Speaks: Mixed-Media Journals to Support Literacy**

This session provides examples of mixed-media journaling as a vehicle to support communication, develop relationships, and explore families' interests and culture, as well as to facilitate educational learning experiences and support emergent bilingual students in Grades Pre-K–2 as they grapple with new knowledge, ideas, and wonderings.

**Jennifer Ponder**, University of Alabama at Birmingham, USA

**Kelly Hill**, University of Alabama at Birmingham, USA

**Mariah Weber**, University of Alabama at Birmingham, USA

**Julie Paul**, University of Alabama at Birmingham, USA

**Context:** ESL

**Primary Setting:** Primary School

**MD****THURSDAY, 1 pm–1:45 pm***Westin, Alleghany Ballroom III***Writing a Grade 7 National Textbook in Timor-Leste: Lessons Learned**

Writing a textbook for Grade 7 English students in Timor-Leste provided the presenter with an opportunity to apply current best practices of language education to printed materials. This session gives participants an overview of the process of textbook writing and explores the implications for material developers and classroom teachers.

**Richard Silberg**, U.S. Department of State, English Language Programs, USA

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****THURSDAY, 1:30 pm–2 pm***DLCC, Room 326***“Sheltered” Mathematics for High School: A Case Study**

Sheltered English instruction (SEI) has been proposed as a framework for teaching content courses to multilingual students, and, in many of the 50 USA, teachers are required to complete coursework in SEI. This presentation explores how a first-year high school teacher shelters her math instruction for multilingual learners.

**Golnar Fotouhi**, University of Massachusetts Lowell, USA**Johanna Tigert**, University of Massachusetts Lowell, USA**Context:** ESL**Primary Setting:** Secondary School**PD****THURSDAY, 1:30 pm–2 pm***DLCC, Room 307***ESL Students’ Social Positioning, Participation, and Identity in Cotaught Classrooms**

This interactive presentation discusses how content teachers’ positioning of ESL students influences students’ participation in four collaboratively taught classrooms in language arts, mathematics, science, and social studies. The participant outcomes include sample lesson activities and recommendations to increase student participation in cotaught ESL-content classrooms.

**Amanda Giles**, Hoover City Schools, USA**Bedrettin Yazan**, The University of Texas at San Antonio, USA**Context:** ESL**Primary Setting:** Secondary School**PA****THURSDAY, 1:30 pm–2 pm***DLCC, Room 301***How’d We Do: Evaluating an Online International EAP Teacher-Training Program**

This presentation illustrates a theory-based evaluation of an international, online, content skills-based teacher-training program in socioeconomically diverse regions. Findings reveal key strategies in maintaining engagement and learning within virtual spaces and the power of social knowledge-sharing. Implications for instructors, teacher trainers, and program and policy developers in language education are highlighted.

**Toni McLaughlan**, Lancaster University, United Kingdom**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**LSP****THURSDAY, 1:30 pm–2 pm***DLCC, Room 328***Research Into Practice: Developing Children’s Metacognition for Speaking**

This presentation shares on a yearlong classroom inquiry to illuminate how three teachers enacted their expertise of metacognitive speaking strategies to develop primary school students’ communicative competence. They honed students’ knowledge and skills to plan, monitor, and evaluate their utterances. It concludes with exemplars for metacognitive engagement in oracy instruction.

**Robbie Lee Sabnani**, Nanyang Technological University, Singapore**Context:** ESL**Primary Setting:** Primary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**THURSDAY, 2 pm–2:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Integrating Critical Pedagogy Into Nepal's EFL Teacher Education Program**

This presentation focuses on the procedures and outcomes of a critical pedagogy project in Nepal's EFL teacher education program. Building on critical dialogue, the presenter discusses the preservice teachers' engagement in a collaborative project to build critical consciousness and use it in material development for primary teachers.

**Prem Phyak**, The Chinese University of Hong Kong, Hong Kong

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



RWL

**THURSDAY, 2 pm–2:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Massaging the Shoulders of Giants: Scaffolding for L2 Poetry Writers**

Writing poetry in English facilitates ELLs' ability to express meaningful thoughts. However, ELLs can be uncertain about how to deploy grammar, sound, stress, and intonation. The exercises presented here scaffold preposition use, syllabic count and stress, and assonance and alliteration through altering poems by Dr. Suess, Ethridge Knight, and Shakespeare.

**Eric Grunwald**, Massachusetts Institute of Technology, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



TE

**THURSDAY, 3 pm–3:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Using Virtual Tours to Drive Culturally Expressive Education**

This session guides attendees through using virtual tours in Google Arts & Culture as a resource for TESOL. Emphasis is placed on potential applications that encourage students to express their cultural backgrounds while engaging with rigorous academic English.

**Terrance Cao**, Pepperdine University, USA

**Yi Lu**, Pepperdine University, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



A

**THURSDAY, 3:30 pm–4 pm***Westin, Alleghany Ballroom III***Assessing ELs' Critical Thinking in a 1-Year Psychology Course**

The presenters examined the critical thinking skills of 559 students in three student groups (native English speakers, 2-year study in Canada, and internationals in a psychology course) to see how English proficiency influenced performance on general and subject-specific tests. Internationals showed lower performance on both tests, but demonstrated improvement in later tests.

**Hamidreza Moeiniasl**, University of Toronto, Canada

**Laura Taylor**, University of Toronto Mississauga, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**AL****THURSDAY, 3:30 pm–4 pm***Westin, Alleghany Ballroom I***ESOL or Standard English as L2 Dialect: Same or Different?**

Is teaching English to speakers of other languages the same or different than teaching standard English to speakers of other dialects? From a sociolinguistic and advocacy perspective, language minority students from AAVE and L2 English backgrounds face similar challenges. However, from a pedagogical and SLA perspective, there are important differences.

**Peter Sayer**, The Ohio State University, USA**Context:** All**Primary Setting:** Primary School**RWL****THURSDAY, 3:30 pm–4 pm***DLCC, Room 329***How ELs Negotiate the Linguistic Demands in Scientific Writing**

This session reports the findings of ethnographic research on how ELs in three science classrooms negotiate scientific writing. Should ELs be denied access to mainstream science courses because of language proficiency? No! However, understanding how ELs perform scientific writing tasks is critical for effective scaffolding of language and content learning.

**Ali Yaylali**, University of Arizona, USA**Context:** ESL**Primary Setting:** Secondary School**PD****THURSDAY, 3:30 pm–4 pm***DLCC, Room 301***Overcoming Burnout: Livening Up Your Teaching Career With PD**

Have the recent world events demotivated your sense of enthusiasm for teaching? If so, these tips will revitalize your spirit by offering a number of inspiring and easy-to-implement ideas for PD and personal growth. These career enhancing ideas will most certainly reawaken your love for both teaching and learning.

**Patrick T. Randolph**, Independent, USA**Laura Giacomini**, Independent, Argentina**Context:** All**Primary Setting:** Academic English Programs**TE****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 405***“But What Does It Look Like?”: Supporting Teachers’ Humanizing Practice**

Novice teachers of multilingual students often wonder what the constructs we teach them should look like when they begin working in classrooms. Based on longitudinal research, the presenters highlight six core practices to support teachers’ enactment of humanizing pedagogy and provide concrete examples of teachers’ practice in U.S. K–12 classroom contexts.

**Megan Peercy**, University of Maryland, USA**Daisy Fredricks**, Grand Valley State University, USA**Johanna Tigert**, University of Massachusetts, Lowell, USA**Melanie Hardy**, University of Maryland, USA**Context:** ESL**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 323***A Case Study: Kazakhstani Students' CLIL Praxis in Learning STEM**

This presentation reports on findings from a case study that investigated the impact of using web tools in one Kazakhstani STEM classroom using CLIL. Findings revealed that STEM simulation platforms, especially, supported students' academic success. Attendees are introduced to STEM simulation platforms to be utilized further in their classrooms.

**Dinara Alimkhanova**, Nazarbayev University, Kazakhstan

**Context:** B-ME

**Primary Setting:** Secondary School

**ASJ****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 407***Building Community in an Age of Isolation**

Learn strategies to use with middle school to adult ESL students to build community, belonging, and hope, and support student success in this isolating digital age. Leverage tools that students find engaging and create a global classroom family that supports academics as well as social and emotional learning.

**Meg Eubank**, Bucks County Community College, USA

**Context:** All

**Primary Setting:** Secondary School

**PD****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 306***Empowering Teacher Development: From Best Practices to Asset-Based Pedagogies**

Globalized "best practices" can be out of reach for teachers working in challenging contexts. This session traces the history of best practice discourse and continuing PD practices, outlines alternative asset-based models of teacher development, and describes empowering pedagogies developed by teachers in response to their local contexts.

**Riah Werner**, University of Toronto, Canada

**Context:** EFL

**Primary Setting:** Secondary School

**DLT****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 415***Encore!!! Language Learning Mobile Application: From Knowledge to Ability**

Mastering grammar rules, recalling words with speed, comprehending what others are saying and articulating the unfamiliar sounds all challenge the learner's brain, ear, and tongue. Encore!!! Language Learning—a mobile app—provides aids in overcoming these hurdles through its unique "user-prepared playlist" where a user "listens and speaks" repeatedly.

**Jasprit Singh**, Gurmentor Inc., USA

**Context:** All

**Primary Setting:** Adult Education



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





TE

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 412***Engaging Icebreakers and Brain Breaks to Build Community**

More than ever, building community in online, hybrid, and in-person classes is essential. Icebreakers and brain break activities build relationships, reduce fatigue, and create engaging learning environments. The presenter shares four interactive and adaptable techniques. Because these activities require low-to-no preparation, they can be implemented immediately.

**Kirsten Stauffer**, University of Colorado Boulder, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



DLT

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 324***Finding Balance: Hybridizing High-Impact Practices for Our New Normal**

Corequisite learning, accelerated learning, and remote instruction are becoming increasingly popular, providing just-in-time support to students and reducing the time needed to complete courses. This presentation examines innovative ESOL and composition courses that combine all three. Find out how to hybridize these high-impact practices in your own classes.

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

**Sara Osman**, Community College of Baltimore County, USA

**Danielle Aldawood**, Community College of Baltimore County, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



ASJ

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 404***Fostering Community Relations During a Global Pandemic and Beyond**

How have we, as teachers and administrators, reached out to bring in struggling parents and members of our community? In this session, the presenters introduce a series of programs that were created to intentionally bring students, their families, and the community together to create learning opportunities during the pandemic.

**Mary Jane Boynton**, Prince William County Schools, USA

**Jana Moore**, Prince William County Schools, USA

**Context:** ESL

**Primary Setting:** Secondary School



PD

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 307***From English Teaching Mentors to MOOCers to Enrich PD**

Mongolian English teaching mentors enriched PD opportunities for English teachers with MOOC camps. These camps are unique in their collaborative effort to develop professional and leadership skills. This panel focuses on the benefits of MOOC camps and inspiring experiences of mentors in different parts of the country.

**Altantsetseg Tumenkhishig**, U.S. Embassy, Ulaanbaatar, Mongolia

**Odonchimeg Dagvadorj**, Secondary School in Muron, Mongolia

**Davaa Amgalanbaatar**, Mongolian Education Alliance, Mongolia

**Soninbileg Begzsuren**, Department of Education, Mongolia

**Munkhtsetseg Galbaatar**, Mongolian National University of Arts and Culture, Mongolia

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



VG

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 321***Grasping the Perfect Tenses Through Multimode Practice**

Perfect tenses are important, but they often escape students' grasp. Come learn how one teacher has tackled the beast with engaging, interactive timeline activities that accommodate visual, aural, and kinesthetic learning styles. Whether you are a new or seasoned teacher, you will leave inspired to go multimode!

**Jean Lundbom**, Portland Adult Education, USA

**Context:** ESL

**Primary Setting:** Adult Education



RWL

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 406***I Don't Know What to Write! Linguistically Empowering Prewriting Strategies**

In this session, participants learn and engage in prewriting strategies designed to provide students with motivating ways to come up with ideas for topics to write about. This prewriting provides scaffolding for elementary and secondary students at various levels of language proficiency. Participants receive a prewriting resource guide.

**Elsa Anderson**, Texas Wesleyan University, USA

**Context:** ESL

**Primary Setting:** Primary School



DLT

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 310***Implementing Argument Writing Instruction for ELs Online: Triumphs and Challenges**

This panel includes a discussion of the virtual implementation of the nationally recognized argumentative College, Career, and Community National Writing Program (C3WP) with secondary ELs. Presenters share successes and challenges of adapting, delivering, and researching this program online. Attendees receive links to all teaching materials.

**Zuzana Tomaš**, Eastern Michigan University, USA

**Sarah Lorenz**, Eastern Michigan University, USA

**Kelsey DeCamillis**, Eastern Michigan University, USA

**Katelyn Walsh**, Eastern Michigan University, USA

**Rachel Deacon**, Eastern Michigan University, USA

**Yevgeniya Pukalo**, Eastern Michigan University, USA

**Context:** All

**Primary Setting:** Secondary School



CIA

**THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 333***Increasing Interactions for Elementary ELs Through TBLT**

In this pedagogy-oriented session, the presenters define TBLT, provide examples of tasks, and showcase six tasks that elementary teachers can use with their ELs to promote interaction, which is central to L2 acquisition. Tasks for math, science, and social studies are presented.

**Virginia David**, Western Michigan University, USA

**Selena Protacio**, Western Michigan University, USA

**Context:** ESL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



CIA

**THURSDAY, 3:30 pm–4:15 pm**

*DLCC, Room 336*

### **Inspiring and Empowering ITAs-in-Training via Campus Cultural Capital**

Arming ITAs with community expertise enables them to effectively compensate for accents, grammar deficiencies, and inexperience. Participants in this session learn about and discuss ITA training materials that focus on typical campus conventions (e.g., Greek life, wellness resources) to build confidence and improve vocabulary, grammar, stress, intonation, and teaching methods.

**Wendy McBride**, University of Arkansas, USA

**Context:** ESL

**Primary Setting:** ITA



CIC

**THURSDAY, 3:30 pm–4:15 pm**

*DLCC, Room 411*

### **International Students: Diversity, Cultural Competence, and Intercultural Communication**

As international students develop cultural competence, they must navigate toward successful intercultural communication. The presenters explore ways to acknowledge and support these students as they integrate their new academic and social environment with their native linguistic, cultural, and religious identities through the application of racial and cultural identity development models.

**Andrea Todd**, Northern Virginia Community College, USA

**Inge Urbancic**, Fairfax County Public Schools, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



ASJ

**THURSDAY, 3:30 pm–4:15 pm**

*DLCC, Room 403*

### **Investigating Executive-Functioning and Expressive-Receptive Skills in an Inclusive-Preschool Immersion Program**

This quasi-experimental study examines preschoolers' L1, L2, and executive-functioning (EF) skills in an inclusive immersion program. The data (standard EF and L1 tests, and L2 classroom tests) were analyzed through Pearson-correlation, regression, t-tests, and ANCOVA. Presenters discuss the results and offer implications on special needs students' inclusion in immersion programs.

**Hilal Peker**, Framingham State University, USA

**Michele Regalla**, University of Central Florida, USA

**Context:** B-ME

**Primary Setting:** Early Childhood



RWL

**THURSDAY, 3:30 pm–4:15 pm**

*DLCC, Spirit of Pennsylvania B/C*

### **Oracy, Vocabulary, and Comprehension Strategies That Support ELs**

The teaching of expressive skills helps language learners with language structures and dialogues. Some research highlights that vocabulary must be taught in a thought-provoking and interactive way, and other research promotes translanguaging as a way to help students learn English.

**Ric Villasanta**, Vista Higher Learning, USA

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 318***Output-Based Tasks in the ESL Virtual Classroom**

This presentation introduces three types of online output-based communicative tasks using drawing/ coloring, videos, and virtual reality to create high interactional authenticity in the virtual classroom. Possibly suitable for various groups of learners, these tasks are grounded in theoretical research in TBL teaching and use various technological tools.

**Hoa Nguyen**, Teachers College, Columbia University, USA**Context:** All**Primary Setting:** Adult Education**A****THURSDAY, 3:30 pm–4:15 pm***Westin, Somerset***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 suggestions to participants when making these important decisions.

**Deborah Crusan**, Wright State University, USA**Context:** All**Primary Setting:** Academic English Programs**ASJ****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 320***Problematizing Deficit “Nonnative” Identity-Constructions Through Critical Dialogue in EAP**

The qualitative practitioner-research study discussed focuses on how one EAP instructor fostered critical dialogues in her classroom to problematize prescriptive “native-nonnative” identities and build community with her students by drawing upon her own and her students’ diverse backgrounds to present more fluid, equitable, and alternative transnational-translingual identity options.

**Rashi Jain**, Montgomery College, USA**Context:** All**Primary Setting:** Academic English Programs**DLT****THURSDAY, 3:30 pm–4:15 pm***DLCC, Spirit of Pennsylvania A***Reimagining Coteaching in the Age of Digital ELT Classrooms**

The presenter explains the importance of coteaching in virtual ELT classrooms. Coteaching can greatly enhance the overall productivity and effectiveness in an online classroom setting. The audience learns about the benefits and strategies of coteaching in language classrooms through practical examples and activities.

**Kaukab Azhar**, Salim Habib University, Pakistan**Nayab Iqbal**, Independent, Pakistan**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 327***Speaking in MALL: Comparison of Different Modes of Practices**

The presentation reports on findings from an experiment of mobile-assisted language learning (MALL) by 20 EFL college students using different modes to practice speaking for 6 months. Findings revealed different levels of improvement and different perceptions toward the interaction features of participants. Implications for selecting an appropriate practicing mode are discussed.

**Ut Meng Lei**, Beijing Foreign Studies University, People's Republic of China

**Ka Lon Chan**, University of Macau, Macau

**Context:** EFL

**Primary Setting:** Academic English Programs

**LSP****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 334***Spontaneous Classroom Conversational Analysis Supporting Development of L2 Pragmatic Competence**

This session reports on research into ways in which an instructor in an EAP Speaking skills course helped facilitate development of pragmatic awareness and competence. The study focused on spontaneous, conversational analysis of student personal anecdotes done in small groups. Results revealed a range of potentially productive strategies and techniques.

**Angelina Van Dyke**, Simon Fraser University, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs

**ASJ****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 402***Supporting Multilingual Students on Monolingual Campuses**

The number of multilingual students is increasing in higher education. Through this dialogue, participants explore issues that multilingual students may face on U.S. college campuses and generate ideas for addressing them with an eye toward social justice.

**Pamela Pearson**, Gustavus Adolphus College, USA

**Context:** B-ME

**Primary Setting:** Academic English Programs

**A****THURSDAY, 3:30 pm–4:15 pm***Westin, Crawford***Supporting the Language Development of ELs With Significant Cognitive Disabilities**

This session provides instructional tools to support the ongoing English language development of ELs with the most significant cognitive disabilities, including a language- and disability-related needs framework and alternate Can-Do Descriptors that describe English language development for this population of students.

**Laurene Christensen**, WIDA at the Wisconsin Center for Education Research, USA

**Kristen Burton**, WIDA at the Wisconsin Center for Education Research, USA

**James Mitchell**, WIDA at the Wisconsin Center for Education Research, USA

**Context:** ESL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 328***The Creation and Use of a Local EAP Learner Corpus**

Despite being rarely used in ESL programs, learner corpora can play a significant role in language teaching and language testing. In this presentation, presenters discuss their efforts in creating and using a learner corpus for spoken and written academic English in a local EAP program.

**Brent Green**, Brigham Young University–Hawaii, USA**Veronica Wright**, Brigham Young University–Hawaii, USA**Juan Escalante**, Brigham Young University–Hawaii, USA**Elizabeth Meyr**, Brigham Young University–Hawaii, USA**Sadie Nitta**, Brigham Young University–Hawaii, USA**Context:** ESL**Primary Setting:** Academic English Programs**DLT****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 414***The Face of English Online: 7 Challenges, 7 Solutions**

Teachers and students have faced countless challenges adapting to online learning. After initial issues in sorting out technology and online systems, online teaching and learning is becoming normal. Still, many challenges persist; this presentation shares solutions to make teaching and learning more efficient and effective.

**Ken Beatty**, Pearson English, USA**Context:** All**Primary Setting:** Adult Education**RWL****THURSDAY, 3:30 pm–4:15 pm***DLCC, Room 305***Using Public Service Announcements to Inspire and Empower Students**

Public service announcements (PSAs) contain succinct messages, often in visual form. Because of the diversity of PSA topics and formats, they can serve as effective resources for a number of language learning skill areas. This presentation provides suggestions for incorporating PSAs into multimodal writing and speaking units in particular.

**Sharon Graham**, Fort Hays State University, USA**Deborah Pfiefer**, Fort Hays State University, USA**Imelda Koenke**, Fort Hays State University, USA**Context:** All**Primary Setting:** Academic English Programs**CIA****THURSDAY, 3:30 pm–5 pm***DLCC, Room 302***English L2 Writing in Specific Contexts: Lessons Learned During COVID-19**

Using technical language is challenging, especially when certain fields require production of complex writing. Teaching L2 learners navigating high expectations of their fields is challenging under normal circumstances; during a pandemic, new challenges arise. Panelists from TESOL's ESP Interest Section and SLW Interest Section present how they overcame pedagogical challenges during COVID-19.

**Nell Novara**, Northwestern University, USA**Karen Schwelle**, Washington University in Saint Louis, USA**Shelley Saltzman**, Columbia University, USA**Sharon Cavusgil**, Georgia State University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**CIC****THURSDAY, 3:30 pm–5 pm***DLCC, Room 303***Intersections of Interculturality and Multimodality: Perspectives and Possibilities**

In the face of a global pandemic, the need for equitable and socially just intercultural communication and language education through multiple modes beyond language has never been greater. This session brings together researchers who explore how nontraditional modes of expression can empower students in their additional language and intercultural development.

**Roxanna Senyshyn**, The Pennsylvania State University, Abington College, USA

**Yilin Sun**, Seattle Colleges, USA

**Amir Kalan**, McGill University, Canada

**Andrea Lypka**, University of South Florida, USA

**Chi Rehg**, University of South Florida, USA

**Christy Williams**, University of South Florida, USA

**Leanne Rempel**, University of Toronto, Canada

**Zahra Safdarian**, University of Toronto, Canada

**Dania Wattar**, University of Toronto, Canada

**Emmanuelle Le Pichon**, University of Toronto, Canada

**Context:** All

**Primary Setting:** Adult Education

**MD****THURSDAY, 3:30 pm–5 pm***DLCC, Room 304***Research-Guided Materials Development**

This session discusses considerations, context, and needs in the development of ELT materials, then introduces current research of language teaching, applied linguistics, and L2 acquisition. Following, presenters provide a framework to help overcome emotional learning challenges in academic contexts and best practices of language education into printed materials.

**Lisa Horvath**, Independent, Hungary

**Kirti Kapur**, National Council of Educational Research and Training, India

**Beatrix Burghardt**, Indiana University, USA

**Richard Silberg**, U.S. Department of State English Language Programs, USA

**Context:** All

**Primary Setting:** Primary School

**PD****THURSDAY, 3:30 pm–5:15 pm***DLCC, Room 316***Create a Trauma-Sensitive Learning Environments: Mindfulness, Community-Building, and Vicarious Trauma**

This hands-on workshop enables participants to create a holistic trauma-sensitive learning environment by giving them the tools to (a) understand and recognise the effects of trauma, (b) develop a comprehensive trauma-sensitive approach rooted in mindfulness and community-building, and (c) develop self-care techniques to mitigate vicarious trauma.

**Sherry MacKay**, ESL with TLC, USA

**Context:** ESL

**Primary Setting:** Adult Education



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****THURSDAY, 3:30 pm–5:15 pm***DLCC, Room 315***Designing Instructional Conversations That Work: Lessons From Real Language Classrooms**

Making language classroom conversations productive can be challenging. This session supports teachers in maximizing verbal scaffolding, prompting, and intentional silence to their advantage and improve classroom talk. Participants see examples from real classroom conversations, analyze what works, and gain tools to make conversations more productive.

**Amber Warren**, University of Nevada, USA**Natalia Ward**, East Tennessee State University, USA**Context:** All**Primary Setting:** Primary School**CIC****THURSDAY, 3:30 pm–5:15 pm***DLCC, Room 408***Designing Language-Focused Activities and Supports for PBL**

PBL provides many affordances for L2 development. Teachers, however, must design projects with clear language objectives and appropriate linguistic support. In this workshop, participants identify pedagogically strong projects, articulate their linguistic features and language demands, and select appropriate language supports for learners at different proficiency levels.

**Anne Pomerantz**, University of Pennsylvania, USA**Catherine Box**, University of Pennsylvania, USA**Context:** All**Primary Setting:** Secondary School**DLT****THURSDAY, 3:30 pm–5:15 pm***DLCC, Room 319***Fostering Social Presence: Synchronous Online Flipped Learning Approach – SOFLA®**

The Synchronous Online Flipped Learning Approach (SOFLA) is a distance learning model that can foster social presence online through structured, interactive, multimodal activities, both asynchronous and synchronous. Participants learn how to implement the eight-step learning cycle and receive resources to guide them in using SOFLA.

**Helaine Marshall**, Long Island University–Hudson, USA**Heather Rubin**, Long Island Regional Bilingual Education Resource Network, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**TE****THURSDAY, 3:30 pm–5:15 pm***DLCC, Room 335***Harnessing Principles of Universal Design to Foster Multilingual Student Engagement**

How can we ensure multilingual students can engage, participate, and demonstrate content knowledge equitably? This interactive workshop offers examples and solutions aligned with key principles of universal design for learning. Participants leave the workshop with a design framework of multiple and flexible strategies for creating inclusive learning experiences.

**Amanda Wallace**, Simon Fraser University, Canada**Eilidh Singh**, Simon Fraser University, Canada**Fiona Shaw**, Simon Fraser University, Canada**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



ASJ

**THURSDAY, 3:30 pm–5:15 pm**

*DLCC, Room 401*

### Identifying, Referring, and Servicing Dually Identified EL/Special Education Students

The presenters review steps educators and administrators can take to ensure EL referrals to special education are appropriate. Participants explore how educators can collect, analyze, and use comparative data to meet the needs of ELs in making informed decisions about referrals to special education, thereby reducing disproportionality.

**Lynda Idle**, CoTESOL, USA

**Fran Herbert**, ASHA, USA

**Context:** ESL

**Primary Setting:** Primary School



PD

**THURSDAY, 3:30 pm–5:15 pm**

*DLCC, Room 317*

### Starting a Career in Instructional Design: Your First-Aid Kit

Instructional design can be a natural career progression for TESOL professionals. In this hands-on workshop, participants learn about the field of instructional design, narrow their job searches, identify technology skills to learn, plan their e-portfolios, review example résumés, and prepare for an interview for an instructional design position.

**Sharon Tjaden-Glass**, Sinclair Community College, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



RWL

**THURSDAY, 3:30 pm–5:15 pm**

*DLCC, Room 311*

### 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.

**Jennie Watson**, California State Polytechnic University, Pomona, USA

**Olga Griswold**, California State Polytechnic University, Pomona, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



RWL

**THURSDAY, 4:30 pm–5 pm**

*DLCC, Room 329*

### EAP Reading-Into-Writing Tasks in a Bilingual Context

Undergraduate students are often required to produce written tasks based on multiple texts. This paper discusses two multiple text reading-writing tasks, namely expository and argumentative tasks, which have been designed for undergraduate bilingual students. A demonstration of classroom activities and sample assessment tasks and criteria are also given.

**Odette Vassallo**, University of Malta, Malta

**Stefania Pace**, University of Malta, Malta

**Context:** B-ME

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PA

**THURSDAY, 4:30 pm–5 pm***DLCC, Room 301***ITA Liaisons: Bringing ITA Voices to the Conversation**

The presenter shares outcomes of a recent initiative to create a leadership team of ITAs. Based in the Center for Teaching and Learning (CTL), this leadership team fosters a community in which ITAs prepare, mentor, and support their peers and each other as they contribute to CTL programming.

**Sarah Kegley**, Georgia Institute of Technology, USA

**Mohammad Nikbakht**, Georgia Institute of Technology, USA

**Context:** ESL

**Primary Setting:** ITA



PD

**THURSDAY, 4:30 pm–5 pm***DLCC, Room 330***Using Zoom Class Recordings and Teaching Journals for Reflective Practice**

This presentation reports on action research using Zoom class recordings and a teaching journal for self-observation and reflection in academic English classes at a private university in Japan. The presenter shows how her analysis of data collected led to modifications in her teaching, which enhanced her learners' online learning experience.

**Aviva Ueno**, Meiji Gakuin University, Japan

**Context:** All

**Primary Setting:** Academic English Programs



PA

**THURSDAY, 5 pm–5:30 pm***DLCC, Room 336***Aviation English Teaching in Vietnam: Theory and Practice**

The study discussed presents the importance of English language in air safety. By analyzing policy documents and interview transcripts from four teachers and nine students of a Vietnamese aviation education university, the study addresses the alignment and misalignment of policy at macro, meso, and micro levels. Recommendations are presented.

**Thi My Linh Nguyen**, University of Newcastle, Australia

**Context:** EFL

**Primary Setting:** Academic English Programs



VG

**THURSDAY, 5 pm–5:30 pm***DLCC, Room 327***Corrective Feedback Treatment of L2 Learners' Formulaic vs. Nonformulaic Errors**

The study discussed examined teachers' corrective feedback treatment of learners' formulaic (i.e., collocations, lexical bundles, and idioms) vs. nonformulaic (i.e., vocabulary, grammar, and pronunciation) errors. Findings revealed while learners' formulaic errors outnumbered nonformulaic ones, teachers corrected nonformulaic errors more frequently. However, learners' uptake of formulaic errors was higher than nonformulaic ones.

**Leila Gholami**, Arizona State University, USA

**Context:** EFL

**Primary Setting:** IEP



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****THURSDAY, 5 pm–5:30 pm***DLCC, Room 333***Increasing Students' Speaking Confidence and Competence With a Rejection Project**

This practice-oriented session describes how a project in which students seek rejection when interacting in English outside of class helps them engage and overcome affective barriers, leading to increased confidence and competence. The rejection project framework and materials are provided as well as takeaways for framing future assignments encouraging interaction.

**Suzanne Meyer**, University of Pittsburgh, USA**Context:** ESL**Primary Setting:** IEP**DLT****THURSDAY, 5 pm–5:30 pm***DLCC, Room 324***Strategies for Utilizing Technological Tools in Online Collaborative Writing**

The presenter discusses the selection of the wiki technology as a tool for her research that explores how Saudi female TESOL graduates co-construct a collaborative written text. This presentation provides a review on why the wiki technology was chosen and how it shaped the study and led to desired results.

**Ahdab Saaty**, University of Jeddah, Saudi Arabia**Context:** All**Primary Setting:** Adult Education**VG****THURSDAY, 5 pm–5:30 pm***DLCC, Room 328***Learning Verbs From Nouns: Denominalization in Metaphor and Metonymy**

This presentation proposes an alternative model calling for a reconceptualization of the conceptual metaphor and metonymy theory in learning of denominal verbs. With the model, EFL learners can raise awareness on the association between parent nouns and denominal verbs, and thus learn vocabulary in a more systematic and effective manner.

**Ut Meng Lei**, Beijing Foreign Studies University, People's Republic of China**Ka Lon Chan**, University of Macau, Macau**Context:** EFL**Primary Setting:** Academic English Programs**LSP****THURSDAY, 5 pm–5:30 pm***DLCC, Room 325***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**Primary Setting:** IEPAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****THURSDAY, 5 pm–5:45 pm***DLCC, Room 321***Advancing Pronunciation Skills  
Using Readers' Theater**

Readers' theater is an impressive tool to strengthen suprasegmentals, thus raising intelligibility. Participants receive instruction in teaching and marking suprasegmentals in a readers' theater script. Afterwards, participants practice reading the marked script to experience the potent power of readers' theater in teaching pronunciation.

**Jenelle Cox**, Brigham Young University, USA**Context:** ESL**Primary Setting:** IEP**TE****THURSDAY, 5 pm–5:45 pm***DLCC, Room 413***Efficacy of an Online MEd TESOL Program for African Students**

Research suggests that African international graduate students in American programs may face challenges, especially when instruction is online. Research was conducted with African graduates of an online MEd TESOL program. Perceptions of the effectiveness and applicability of the program for African contexts, and implications for programming, are shared.

**Jan Dormer**, Messiah University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**PD****THURSDAY, 5 pm–5:45 pm***DLCC, Room 305***Empowering ELs Through Scholarship of Teaching and Learning**

In this policy-oriented session, presenters discuss the scholarship of teaching and learning (SoTL) initiatives at a community college's ESL department. The SoTL pillars with which the committee has engaged the faculty are shared. Participants discuss ways of establishing SoTL initiatives at their own institutions.

**Ana-Marija Petrunic**, George Brown College, Canada**Context:** ESL**Primary Setting:** Academic English Programs**A****THURSDAY, 5 pm–5:45 pm***DLCC, Room 414***How 'Bout Them AAPPLs? The Value of Testing for Proficiency**

At Language Testing International, we deliver ACTFL proficiency-based assessments, the gold standard in language testing. Learn about the advanced features, easy administration, and data reporting of ACTFL assessments. ACTFL assessments can be used for student placement, monitoring progress in proficiency, and certifying language skills of students and instructors.

**Leonardo Islas**, Language Testing International, USA**Context:** All**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**ASJ****THURSDAY, 5 pm–5:45 pm***DLCC, Room 404***Identifying ELs With Suspected Disabilities: Challenges and Best Practices**

Making appropriate referrals and completing valid evaluations of ELs for special education is challenging for most districts. This session describes cultural, linguistic, and instructional variables that significantly impact this process. The presenters share best practices in the multitiered systems of support for appropriate identification of ELs with disabilities.

**Jill Kramer**, ESC of Central Ohio, USA**Milena Varbanova**, Mason City Schools, USA**Connie Reyes Rau**, Hamilton County ESC, USA**Context:** ESL**Primary Setting:** Primary School**CIC****THURSDAY, 5 pm–5:45 pm***DLCC, Room 402***Impact of Intercomprehension Approach on EFL and Plurilingual Reading Strategies**

This presentation discusses outcomes of a leading-edge qualitative research study that anticipated both an evolution of social representations toward plurilingual reading and a generation of global and interactive reading strategies, in four languages, in EFL university students. Systematic practice of plurilingual reading produced substantial improvement in the target language, as well.

**Jose Espino**, Universidad Nacional Autonoma de Honduras, Honduras**Jean Cooman**, Universidad Nacional Autonoma de Honduras, Honduras**Context:** All**Primary Setting:** Adult Education**TE****THURSDAY, 5 pm–5:45 pm***DLCC, Room 411***Insights From a Teacher Educator Team in Colombia**

An area of research that is often overlooked is that of English language teacher educators (ELTEs), and their engagement with their own identities as ELTEs in postcolonial contexts. Thus, this study had the aim to examine how professional identities of ELTEs might evolve considering current sociopolitical factors surrounding teaching English as an international language.

**Julio Torres-Rocha**, Universidad Libre, Colombia**Context:** EIL**Primary Setting:** Graduate/Postgraduate Programs**RWL****THURSDAY, 5 pm–5:45 pm***DLCC, Room 310***Integrating Beginning Literacy Best Practices Into the ESOL Classroom**

Literacy instruction in the ESOL classroom presents challenges for both instruction and learning. This presentation presents research-based adult literacy best practices and strategies for implementation to meet the needs of adult ESOL literacy learners. This information is applicable to literacy as well as multilevel ESOL instructors.

**Hali Massey**, Virginia Adult Learning Resource Center, USA**Context:** ESL**Primary Setting:** Adult EducationAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**THURSDAY, 5 pm–5:45 pm***DLCC, Room 405***Preparing Future Teachers for Parent and Family Engagement**

How can teacher educators prepare future teachers to engage with parents and families in ways that enhance the educational opportunities of ELs? In this session, the presenters draw from a multiyear study to highlight the experiences and projects of teacher candidates enrolled in a college course focusing on parent engagement practices.

**Gisela Ernst-Slavit**, Washington State University, USA**Sarah Newcomer**, Washington State University, USA**Steve Morrison**, Washington State University, USA**Yuliya Ardasheva**, Washington State University, USA**Context:** B-ME**Primary Setting:** Graduate/Postgraduate Programs

PD

**THURSDAY, 5 pm–5:45 pm***DLCC, Room 326***Responding to Workplace Tensions: Activities for Exploring Language Teacher Identity**

Researchers acknowledge the importance of developing a self-aware, responsive, advocacy-oriented language teacher identity (LTI) to overcome challenges and tensions faced in the workplace. This session offers narrative, artistic, collaborative, and reflective activities that can facilitate LTI exploration for teachers at any stage in their career.

**Alissa Nostas**, Arizona State University, USA**Mariah Fairley**, American University in Cairo, Egypt**Susanne Rizzo**, American University in Cairo, Egypt**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

RWL

**THURSDAY, 5 pm–5:45 pm***DLCC, Room 307***Score Greater English Proficiency Utilizing the UN Sustainable Development Goals**

English language educators know meaningful, relevant content helps students make connections and grow linguistically. Learn about, and how to use, the United Nations Sustainable Development Goals as a framework to build academic English and teach content standards while raising awareness of pressing global issues and empowering students to take action.

**Carol Pierobon Hofer**, Metropolitan School District of Washington Township, USA**Beth Evans**, Champaign Unit 4 School District, USA**Context:** All**Primary Setting:** Primary School

TE

**THURSDAY, 5 pm–5:45 pm***DLCC, Room 412***Social and Emotional Learning: Strategies for The EL Classroom**

This session highlights ways for educators to meet the social and emotional learning (SEL) needs of ELs. Participants discover strategies they can use in their classrooms to help their ELs manage their SEL needs as a gateway to achieving academic success.

**Marcia Livingston-Galloway**, Oral Roberts University, USA**Janet George**, Oral Roberts University, USA**Context:** ESL**Primary Setting:** Primary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****THURSDAY, 5 pm–5:45 pm***DLCC, Room 409***Support for Students at Risk of Failing the Citizenship Test**

For older students and students with limited educational achievement, low proficiency, or test anxiety, the citizenship test presents formidable barriers. This is where adult education programs can make the difference between success and failure. Learn about factors that put students at risk and instructional modifications that can help.

**Lynne Weintraub**, Jones Library ESL Center, USA**Context:** ESL**Primary Setting:** Adult Education**TE****THURSDAY, 5 pm–5:45 pm***DLCC, Room 403***Teacher Education for Bi/Multilingual Classrooms: Implementing Resource-Based Approaches**

Teacher preparation aimed toward recognizing and working with resources that bi/multilingual learners bring to classrooms is an urgent concern for educational equity, yet opportunities to implement such preparation may be unclear. Teacher educators and researchers present examples of resource-based implementations by teacher candidates and experienced in-service teachers in heterogeneous settings.

**Jessie Curtis**, Rutgers, The State University of New Jersey, USA**Eileen González**, University of St. Joseph, USA**Meredith McConnochie**, University of St. Joseph, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**DLT****THURSDAY, 5 pm–5:45 pm***DLCC, Room 407***Visual Syllabus: What Do Students Say?**

In this presentation, the presenter shares a survey she conducted to explore students' preferences and opinions on traditional vs. visual syllabi. The attendees walk away with practical suggestions on how to revamp their existing syllabus to make it more equitable.

**Nugrahenny Zacharias**, The Pennsylvania State University Abington, USA**Context:** All**Primary Setting:** Academic English Programs**TE****THURSDAY, 5 pm–5:45 pm***DLCC, Room 415***What Is the Future of Teacher Training in ELT?**

We saw unprecedented changes arise in the ELT field in the wake of COVID-19...and they show no sign of slowing down. Join us to explore how English language teachers can address new challenges, keep their skills current, and pursue career advancement through Bridge's relevant, affordable, and targeted online training programs.

**Karyssa Cox**, Bridge, USA**Context:** All**Primary Setting:** IEPAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**THURSDAY, 5:30 pm–6 pm***DLCC, Room 302***Bringing Research Into Classrooms: Adolescent Multilinguals' Language and Literacy Practices**

Considering the growing number of linguistically diverse students, this session presents a systematic review of empirical research about classroom-based language and literacy practices of adolescent multilingual ELs. This presentation focuses on how teachers can use research to better understand this population and then discusses its application in the classrooms.

**Somin Kim**, The Ohio State University, USA

**Context:** B-ME

**Primary Setting:** Secondary School



PD

**THURSDAY, 5:30 pm–6 pm***DLCC, Room 303***Professional Growth on a Budget**

This session explores ways in which those in the TESOL field can enhance their careers and work toward professional goals by taking advantage of free/low cost opportunities, including those offered by TESOL International and TESOL affiliates. Build your résumé as an English language educator—all on a shoestring budget.

**Monica Baker**, NYS TESOL, USA

**Envera (Anne) Suljic**, Independent, Azerbaijan

**Dennis Raton**, Independent, Indonesia

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



PD

**THURSDAY, 5:30 pm–6 pm***DLCC, Room 304***Faculty Formative Peer Assessment: A Powerful Tool for Faculty Development**

This presentation reports the findings of an exploratory study that investigated the effectiveness of a faculty formative peer assessment project implemented in an EAP program at a higher education institution to improve the quality of teaching by spreading a culture of faculty formative peer assessment across the institution.

**Nagwa Kassabgy**, The American University in Cairo, Egypt

**Context:** ESL

**Primary Setting:** Academic English Programs



CIC

**THURSDAY, 5:30 pm–6 pm***DLCC, Room 301***Shifting the ELT Paradigm in Pakistan Through Comprehensive Curriculum Reform**

This presentation details a comprehensive ELT curriculum reform project underway in Pakistan. The revised curriculum will impact more than 4,000 colleges and universities and 2.5 million students in Pakistan. The presenters share the complete curriculum reform process and highlight the value of diversity and cross-cultural collaboration within the curriculum reform team.

**Andy Halvorsen**, Wenzhou-Kean University, People's Republic of China

**Nasir Shah**, Higher Education Commission, Pakistan

**Muhammad Kamal Khan**, Allama Iqbal Open University, Pakistan

**Akifa Imtiaz**, Fatima Jinnah Women University, Pakistan

**Context:** EIL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

# 2022 VIRTUAL ELECTRONIC VILLAGE

#TESOL\_EV

The TESOL Computer-Assisted Language Learning Interest Section (CALL-IS) welcomes you to the 2022 Virtual Electronic Village! The Electronic Village (EV) is a dedicated ed-tech learning space for TESOL professionals. Discover new e-tools and activities for face-to-face, hybrid, and online English language instruction, learn with CALL experts and colleagues around the world, share your teaching experiences ... and more! These free, open events will be both live and on demand to accommodate global schedules.

An overview of events is provided below; to search the full EV schedule, join live Zoom sessions, and participate in daily hands-on learning activities, visit: [tinyurl.com/electronicvillage2022](https://tinyurl.com/electronicvillage2022)  
Events are listed in the EDT/Pittsburgh, USA time zone (UTC-4).

## INNOVATE AND IMPLEMENT: TECH TIPS FOR ELT

Explore short, practical video presentations on tech-supported instruction. *On demand*

## LET'S LEARN LIVE!

Join 20-minute interactive presentations that explore the connection between tech tools and the 4Cs—Creativity, Collaboration, Critical Thinking, and Communication—of 21st-century learning. *Live via Zoom*

March 23: 5 and 5:30pm EDT

March 24: 1, 1:30, 3, 3:30, 5 & 5:30pm EDT

March 25: 11 & 11:30am, 1 & 1:30pm EDT

## WE'RE CALL-ING ON YOU

Participate in Mentimeter interactions that will generate and share ideas about current ed tech and pedagogical innovation topics for TESOLers; participants will experience options for using e-polling tools in class. *Changes daily, on demand*



CALL-IS convention news will be shared on Facebook & Twitter, so be sure to follow those accounts.

## TINKERING WITH TECHNOLOGY WORKSHOPS

Experience in-depth workshops with presenter-supported, hands-on activities; may use breakout rooms for small-group work. *Live via Zoom*

March 23: 8 & 10am EDT

March 24: 10am & 2pm EDT

March 25: 8am (2 sessions) & 1:30pm EDT

## BEST OF THE ELECTRONIC VILLAGE ONLINE 2022

Celebrate the outstanding work and ELT lessons learned during the 2022 EVO sessions!

*Live via Zoom and on demand*

March 23: 7am & 1pm EDT

March 24: 12 & 2pm EDT

March 25: 8am & 2pm EDT

## SPECIAL SESSIONS

### Intersection w/ Reading & Vocabulary IS

"Online Resources for Reading Fluency and Vocabulary Building" March 23, 10–11:30am EDT

### CALL-IS Academic Session

"Reimagining English Teaching and Learning Through Gameplay" March 24, 8–9am EDT

### Intersection w/ ITA-IS

"Practical Approaches to Collaborative Online Learning" March 25, 9:30–11:30am EDT

*Current information about each presentation's medium will be available on the EV 2022 website.*

We can't wait to learn with you in the #TESOL\_EV during #TESOL2022!

# SESSION DESCRIPTIONS

**FRIDAY, 25 MARCH**

DLCC = David L. Lawrence Convention Center



**DLT**

**FRIDAY, 8 am–9 am**

DLCC, Hall C

## **Creating Fertile Spaces for Instructional Innovation in a Digital Age**

The affordances of digital-age pedagogy open new pathways for teaching and learning and global collaboration. Participants take a whirlwind tour to meet teachers who have embraced both the opportunities and the challenges of their present educational contexts, responding to change with patience, persistence, reflection, and renewal.

**Helaine Marshall**, Long Island University–Hudson, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



**RWT**

**FRIDAY, 9 am–9:20 am**

DLCC, Teaching Tip Theater 2 (Expo Hall)

## **Encouraging Interactive Learning Through Engaging Mini-Booklets**

Are your students tired of worksheets? Do they engage with the material in a meaningful way? Come learn about one possible way to increase student interaction in the classroom. Presenters provide ideas on how to create and use mini-booklets that are more meaningful than regular worksheets.

**Maria Summers**, Brigham Young University, USA

**Devon Su**, Brigham Young University, USA

**Context:** ESL

**Primary Setting:** IEP



**CIC**

**FRIDAY, 9 am–9:20 am**

DLCC, Teaching Tip Theater 1 (Expo Hall)

## **Teaching Through Multimodality-Enhanced Experiential Learning Project for Effective Intercultural Communication**

This presentation showcases a multimodality-enhanced experiential learning project to advance oral communication skills for ESL learners. The presentation highlights the importance of creating a pedagogical space where students can continuously develop and exchange their linguistic and intercultural knowledge through multimodality-enhanced experiential education opportunities.

**Heejin Song**, York University, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs



**LSP**

**FRIDAY, 9:30 am–10:15 am**

DLCC, Room 310

## **Are We Still Teaching English? Discussing Translanguaging in EFL Contexts**

Translanguaging, the interweaving of two or more languages, has taken the TESOL world by storm. The presenters share their concerns regarding the implementation of translanguaging pedagogy in Brazilian and Indonesian EFL contexts and lead a discussion eliciting the sharing of experiences and perspectives on translanguaging in EFL contexts.

**Jan Dormer**, Messiah University, USA

**Adriana Schmidt**, Independent Consultant, Brazil

**Context:** EFL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**CIC****FRIDAY, 9:30 am–10:15 am***DLCC, Room 303***Authentic Content and Social-Emotional Learning: Nurturing Tomorrow's Global Citizens**

In classrooms worldwide, learners are developing the language and skills they need to be successful global citizens. Increasingly, this includes critical social-emotional skills for success in school, the workplace, and in life. This session explores how working with authentic, global content helps learners connect with each other—and the world.

**Janine Boylan**, National Geographic Learning, USA**Micah White**, National Geographic Learning, USA**Context:** All**Primary Setting:** Primary School**TE****FRIDAY, 9:30 am–10:15 am***DLCC, Room 410***Beyond Foreign Trainers: ELT Mentorship in Afghanistan**

The presenters report findings from a qualitative research study on the first nationwide designed, implemented, and evaluated English language teacher training program by Afghans in their country. They offer detailed explanations and practical suggestions of the trials and tribulations of planning, implementing, and evaluating teacher training programs in underresourced contexts.

**Sodaba Habibzai**, Social Development and Research Organization for Afghans, Afghanistan**Javid Rasooly**, Social Development and Research Organization for Afghans, Afghanistan**Context:** EFL**Primary Setting:** IEP**AL****FRIDAY, 9:30 am–10:15 am***Westin, Alleghany Ballroom I***Brazilian Researchers' International Publication: Experiences in EAP and L2 Acquisition**

Despite the little availability of L2 and EAP instruction in the Brazilian tertiary education system, researchers have succeeded in divulging their work through international journals in English. The study discussed reports on the experiences of Brazilian scholars acquiring L2 and EAP writing skills through other means and discusses pedagogical implications.

**Malyina Ono Leal**, University of São Paulo, Brazil**Context:** EIL**Primary Setting:** Graduate/Postgraduate Programs**VG****FRIDAY, 9:30 am–10:15 am***DLCC, Room 324***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 practice of teachers and teacher educators.

**Andrés García**, University of Maryland, College Park, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



VG

**FRIDAY, 9:30 am–10:15 am***DLCC, Room 323***Developing a Large-Scale Vocabulary Learning Project for Advanced Learners**

Graduate students/advanced learners present special challenges with respect to vocabulary teaching: They bring diverse language histories and may struggle with, for example, formulaic expressions and collocations; teachers have limited time to recycle vocabulary. Presenters discuss a large-scale vocabulary building project for entering graduate students at a large research university.

**Jim Tierney**, Yale University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

RWL

**FRIDAY, 9:30 am–10:15 am***DLCC, Room 305***Developing Critical Analysis: Introducing the 1-Point Multiskills Analysis**

This hands-on session introduces participants to a practical, useful, and effective multifaceted critical analysis that is a refreshing alternative to the research paper. Participants are carefully guided through the six steps of the analysis and provided with helpful student examples for each step. Analysis guidelines and grading rubrics are available.

**Patrick T. Randolph**, Independent, USA**Context:** All**Primary Setting:** Academic English Programs

A

**FRIDAY, 9:30 am–10:15 am***Westin, Somerset***Developing Peer Assessment and Team Collaboration While Teaching Remotely**

Due to the need to teach remotely, English teachers have to find online tools to promote collaboration and peer assessment. In this demonstration, participants learn how to use Kaizena to give and receive feedback, the challenges that may arise in the process, and the benefits for students.

**Beatriz Erazo**, San Pablo Bolivian Catholic University, Bolivia**Context:** All**Primary Setting:** Academic English Programs

AL

**FRIDAY, 9:30 am–10:15 am***Westin, Cambria***Digital Storytelling as a Tool for Translanguaging and Multilingual Pedagogy**

In this session, participants learn how to use digital storytelling (DS) as a tool for multilingual pedagogy and translanguaging in ELT. The presenters share a framework for DS and discuss the challenges and benefits of incorporating it into various settings. Participants explore several online resources for DS in language education.

**Polina Vinogradova**, American University, USA**Heather Linville**, University of Wisconsin La Crosse, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****FRIDAY, 9:30 am–10:15 am***DLCC, Room 411***Discussing Representation in Teacher Education Content and Materials**

This session provides an opportunity to discuss the notion of representation in TESOL teacher education courses, topics, and materials. The goals are to create awareness of representation and share ideas to tackle representation deficits and distortions as a way to address diversity, equity, and inclusion.

**Dawn McCormick**, University of Pittsburgh, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**ASJ****FRIDAY, 9:30 am–10:15 am***DLCC, Spirit of Pennsylvania A***Dual Language Digital Resources for Educators and Parents**

L2 learners' cultural and linguistic assets have established a population of students who benefit from and contribute to two-way dual language programs. School faculty and administrators can foster this educational benefit by providing digital resources to in-service teachers/leaders and engaging parents, families, and local communities to promote literacy.

**Laura Monroe**, University of Central Florida, USA**Kerry Purmensity**, University of Central Florida, USA**Florin Mihai**, University of Central Florida, USA**Marjorie Ceballos**, University of Central Florida, USA**Context:** B-ME**Primary Setting:** Primary School**PD****FRIDAY, 9:30 am–10:15 am***DLCC, Room 336***Empowering Rural and Remote Teacher Groups in TESOL**

This presentation highlights time-tested strategies of providing systematic methodological and academic assistance to remote teachers' PD because English language teachers come across unique challenges in rural areas. The presenters share the strategies of collaborating with their rural colleagues, which resulted in mutual benefit for their professional growth.

**Chinara Zheenbekova**, Osh State University, Kyrgyzstan**Anara Tazhibayeva**, Osh State University, Kyrgyzstan**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**TE****FRIDAY, 9:30 am–10:15 am***DLCC, Room 321***English Speaking Nation Uzbekistan: Cascading PD to 15,000 Teachers**

Presenters share a program model, context, and outcomes of a sustainable PD program to enhance the English language proficiency and teaching practice of 15,000 secondary public school teachers in Uzbekistan in a collaborative project focusing on teaching English through English and active and communicative language teaching.

**Heidi Faust**, Independent, USA**Joan Kang Shin**, George Mason University, USA**Dinara Seytnazirova**, American Councils for International Education, Uzbekistan**Context:** EFL**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

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Session

InterSection

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Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****FRIDAY, 9:30 am–10:15 am***DLCC, Room 311***ESL Story Banks for Literacy and Beginner Levels**

Literacy Minnesota's ESL Story Banks provide leveled reading material geared toward adult learners. A recent addition to this resource includes interactive Jamboard activities and Wakelet collections. Join us as we present the updated resource and how you might use it in your classroom!

**Rachel Riggs**, Frederick Community College, USA**Lama Masri**, Frederick Community College, USA**Context:** ESL**Primary Setting:** Adult Education**PA****FRIDAY, 9:30 am–10:15 am***DLCC, Room 302***Faculty Development Through an ESL Lens in Postsecondary Settings**

Approaching faculty development through multiple lenses is increasingly important for diverse student success at college. Here we share insights from an instructor-facing, teaching-centre-embedded English language team who developed a data driven "constellation of support." Exemplars are shared from our success with unconventional partnerships, workshops, and materials development.

**Fiona Shaw**, Simon Fraser University, Canada**Eilidh Singh**, Simon Fraser University, Canada**Amanda Wallace**, Simon Fraser University, Canada**Context:** ESL**Primary Setting:** Adult Education**MD****FRIDAY, 9:30 am–10:15 am***Westin, Alleghany Ballroom II***From Needs Analysis to Enactment: Materials Through an Asset-Based Lens**

Presenters outline how to use informal and formal needs analyses to create programming employing an asset-based lens that foregrounds the strengths of their multilingual students and balances their academic and nonacademic needs while in law school. Presenters provide examples of program-wide and classroom-level practices. Applications to other learning contexts discussed.

**Heather Weger**, Georgetown University Law Center, USA**Julie Lake**, Georgetown University Law Center, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**A****FRIDAY, 9:30 am–10:15 am***DLCC, Spirit of Pennsylvania B/C***Increasing Equity, Access, and Student Success Through ESL Placement Reforms**

Placement policies for academic ESL programs should foster equity and access, but they often function as gatekeeping practices. This interactive session highlights community college ESL placement reforms that are designed to create a more holistic and student-driven process. Participants reflect on and share successful practices at their own institutions.

**Rachele Lawton**, Community College of Baltimore County, USA**Sarah Barnhardt**, Community College of Baltimore County, USA**Stacie Miller**, Community College of Baltimore County, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

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Workshop

**CIC****FRIDAY, 9:30 am–10:15 am***DLCC, Room 414***It Takes a Village: Fostering Global Communication for All Learners**

Level Up Village (LUV) connects classrooms around the world for collaborative learning experiences that build global competencies and intercultural communication skills. This session demonstrates how LUV's new Global Connections program pairs students with peers in another country to collaborate on projects and develop global perspectives and cross-cultural understanding of others.

**Paula Van Ells**, Language Testing International, USA**Context:** All**Primary Setting:** Secondary School**TE****FRIDAY, 9:30 am–10:15 am***DLCC, Room 413***New Online Learning Opportunities Through LINCS**

This session introduces participants to six new courses offered via the LINCS online courses platform. Participants are introduced to the courses and learn about the applicability to adult ELs while also learning how to access all LINCS courses.

**Sudie Whalen**, American Institutes for Research, USA**Context:** ESL**Primary Setting:** Adult Education**CIC****FRIDAY, 9:30 am–10:15 am***DLCC, Room 409***Online Student Exchange: Enhancing Student Engagement in ESP**

This presentation reports on an online exchange between undergraduate Austrian and American students. Findings revealed that such a project can enhance L2 learners' language skills, intercultural communicative competence, and learner autonomy. Reflections of both students and lecturers showed that providing meaningful activities and embracing collaborative learning essentially contributes to student engagement.

**Gerlinde Koppitsch**, Independent, Austria**Esther Boucher-Yip**, Worcester Polytechnic Institute, USA**Context:** EFL**Primary Setting:** Academic English Programs**VG****FRIDAY, 9:30 am–10:15 am***DLCC, Room 402***Practice More, Prep Less: Quick Ideas That Generate Life-Long Skills**

This presentation exemplifies vocabulary and grammar activities that allow teachers to reduce prep time while providing communicative, student-generated language opportunities. These assignments encourage students to use English in authentic ways while activating prior knowledge and having fun. In addition, participants learn to adapt these activities for different skill areas.

**Cheryl Bucholtz-Magallon**, Orange Coast College, USA**Esther Lee**, Mt. San Antonio College, USA**Context:** All**Primary Setting:** Academic English Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



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ASJ

**FRIDAY, 9:30 am–10:15 am***DLCC, Room 406***Rendering the Invisible Visible in Our Classrooms and Beyond?**

The ideologically rooted fallacies of “neutral” teaching of the English language—and which English are we talking about?—have had a long history with the intereffecting dynamics of language use, racialized identities, societal and historical contexts, cultural ascriptions, and positionalities in English language learning classrooms being microcosms of society.

**Christian Chun**, University of Massachusetts Boston, USA

**Context:** ESL

**Primary Setting:** Adult Education



ASJ

**FRIDAY, 9:30 am–10:15 am***DLCC, Room 404***Service Learning: Pedagogical Method to Improve Language and Emotional Intelligence**

Service learning through needs-based or curriculum-based design significantly improves students' emotional intelligence and English language skills, as well as enhancing teamwork, intercultural competency, and problem-solving and decision-making abilities. This session introduces educators to the strategies and the neuroscience associated with improving emotional intelligence through basic principles of service learning.

**Urmimala Das**, Bal Mandir Public School, India

**Context:** ESL

**Primary Setting:** Secondary School



TE

**FRIDAY, 9:30 am–10:15 am***DLCC, Room 412***Roadblocks to Bilingualism: The Experiences of ESL/Bilingual Teacher Candidates**

Teacher candidates with heritage language exposure experience significant roadblocks to becoming bilingual. Presenting data from 1 year of classes for ESL/bilingual teacher candidates in which candidates wrote about their language learning experience demonstrates that those who became bilingual needed to exert substantial individual effort to maintain and develop their minority language.

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

**James Cohen**, Northern Illinois University, USA

**Context:** B-ME

**Primary Setting:** Graduate/Postgraduate Programs



ASJ

**FRIDAY, 9:30 am–10:15 am***DLCC, Room 405***Staging Narratives: Opportunities and Challenges of Applied Theatre and TESOL**

This presentation reports study findings about applied theatre to support English language learning among students with refugee backgrounds. It uses an intersectional analysis to examine relationships between gender, race, heritage cultures, and language use within theatre arts activities. Implications for arts-based practices in settings of refugee education are discussed.

**Jessica Hill**, Kennesaw State University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**ASJ****FRIDAY, 9:30 am–10:15 am***DLCC, Room 325***Student Shadowing: Understanding the Social-Emotional Needs of Multilingual Learners**

This presentation explores the reflective practice of shadowing multilingual learners through the lens of culturally responsive and sustaining pedagogy as well as the key competencies of social and emotional development to garner deeper understanding of students' needs by observing how they experience school.

**Kelley Cordeiro**, Molloy College, USA**Context:** ESL**Primary Setting:** Primary School**RWL****FRIDAY, 9:30 am–10:15 am***DLCC, Room 415***Teaching ELs Academic Language Through the 4 Domains**

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

**Eric Beck**, Continental Press, USA**Context:** ESL**Primary Setting:** Primary School**RWL****FRIDAY, 9:30 am–10:15 am***DLCC, Room 304***Translanguaging as Empowerment of Teaching English Writing in China**

Panelists introduce an intervention project on English writing instruction in China. Translanguaging pedagogy was introduced, implemented, and adjusted in a school district in Shanghai. Panelists report how translanguaging promoted authentic writing and teacher agency.

**Fnu Dawayangzong**, University of Florida, USA**Buyi Wang**, University of Florida, USA**Lin Deng**, University of Florida, USA**Context:** EFL**Primary Setting:** Primary School**PD****FRIDAY, 9:30 am–10:15 am***DLCC, Room 307***Up-skilling and Reskilling for English Teachers**

During the pandemic, a lot of changes happened in the PD of teaching professionals where they were asked to up-skill or reskill in certain areas. The research presented discusses which were the most essential skills that teaching professionals had to up-skill or reskill.

**Georgios Kormpas**, Al Yamamah University, Saudi Arabia**Context:** All**Primary Setting:** Adult EducationAcademic  
Session

Dialogue

Exhibitor  
Session

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Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****FRIDAY, 9:30 am–10:15 am***DLCC, Room 335***USA Learns Citizenship: A Free Online Course**

Are you looking for free online resources to teach U.S. citizenship? Take a tour of the USA Learns Citizenship course ([www.usalearns.org](http://www.usalearns.org)), which uses engaging multimedia to teach the English skills and information needed to pass all parts of the citizenship test: N-400 interview practice, civics, reading, writing, and speaking.

**Andrea Willis**, Sacramento County Office of Education, USA

**Context:** ESL**Primary Setting:** Adult Education**LSP****FRIDAY, 9:30 am–10:15 am***DLCC, Room 316***Using Role-Play and Simulation to Build Critical Thinking Skills**

Higher order critical thinking skills, commonly nurtured in American classrooms, can be developed and enhanced in EL/EAP students through role-play and simulation exercises. Participants in this session discuss and practice a collection of cognitively challenging role-play scenarios (i.e., nonprofit, campus, or municipal issues) that promote strategic, linguistic, and research competency.

**Gavin Nelson**, Rogers Public School District, USA

**Context:** All**Primary Setting:** Academic English Programs**ASJ****FRIDAY, 9:30 am–10:15 am***DLCC, Room 403***Writing for Justice: Empowering ELs to Shape Policy**

How do reading and writing give us power?

How can immigrant youth change society? The presenters model integrating language learning and empowerment through a writing project around immigration policy. This session is a call to action for educators to join the presenters in partnering with students to shape a more just society.

**Christine Rosalia**, Hunter College, USA

**Becky Gould**, International Community High School, USA

**Context:** ESL**Primary Setting:** Secondary School**CIC****FRIDAY, 9:30 am–10:45 am***DLCC, Room 407***Trans/Plurilingual Practices in Canadian University ELT Classrooms**

This panel discusses five Canadian university ELT educators' divergent pedagogical perspectives and practices that challenge monolingual ideologies and further reinforce the value of pluri-oriented practices. The panelists demonstrate their classroom practices as examples of how to enact equitable and effective trans/plurilingual ELT.

**Heejin Song**, York University, Canada

**James Corcoran**, York University, Canada

**Jacqueline Ng**, York University, Canada

**Brian Morgan**, York University, Canada

**Marlon Valencia**, York University, Canada

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



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**CIA****FRIDAY, 9:30 am–11 am***DLCC, Room 326***Building Critical Thinking Skills in ESP Contexts**

Critical thinking enables students to process complex information, solve problems, and make important decisions. Panelists from a range of ESP settings share experiences building critical thinking skills to help students succeed in specialized areas. Approaches to integrating development of higher order thinking skills into ESP curricula are discussed.

**Pamela Dzunú**, Independent, United Kingdom**Alan Orr**, Embry-Riddle Aeronautical University, USA**Neil Bullock**, EnglishPlus Language

Consultancy, Switzerland

**Hamidreza Moeiniasl**, University of Toronto, Canada**Tarana Patel**, LearnEd LLC, USA**Context:** ESL**Primary Setting:** Adult Education**AL****FRIDAY, 9:30 am–11 am***DLCC, Room 327***Innovations, Challenges, and Possibilities:  
Teacher Agency in EFL Settings**

The crucial role of teachers in the delivery of EFL programs at all stages has been examined in the relevant research. This presentation revisits teacher agency in response to challenges posed by the pandemic. EFL teacher agency is highlighted in assessing the possibilities and innovations at individual teacher levels.

**Shahid Abrar-ul-Hassan**, Yorkville University, Canada**Turki Alsolami**, King Abdulaziz University, Saudi Arabia**Nadia Idri**, University of Bejaia, Algeria**Muhammad Kamal Khan**, Allama Iqbal Open University, Pakistan**Jiyoung Bae**, Kongju National University, Republic of Korea**Context:** EFL**Primary Setting:** Adult Education**LSP****FRIDAY, 9:30 am–11 am***DLCC, Room 333***Methods and Implementation of L2 Speaking and Pronunciation Assessment**

L2 speaking and pronunciation assessment are regularly integrated into both teaching and research. When preparing classroom tasks or research projects, a range of assessment options are available. This session equips attendees with knowledge that supports alignment of assessment goals with desired outcomes in a valid and reliable way.

**Alyssa Kermad**, California State Polytechnic University, Pomona, USA**Daniel R. Isbell**, University of Hawai'i at Mānoa, USA**Valeria Bogorevich**, Arizona Western College, USA**Context:** All**Primary Setting:** Academic English Programs**DLT****FRIDAY, 9:30 am–11 am***DLCC, Room 329***Practical Approaches to Collaborative Online Learning**

This panel highlights online pedagogies and technology to enhance learner engagement and collaboration in both synchronous and asynchronous settings. Speakers demonstrate how to use interactive tools such as GoReact and Jamboard, and the adaptation of multiple online platforms, collaborative assignments, and video-based collaborative activities to augment online engagement.

**Katya Arshavskaya**, Utah State University, USA**Morag (Mo) Burke**, Georgia Institute of Technology, USA**Haley Dolosic**, Washington University in St. Louis, USA**Context:** All**Primary Setting:** ITAAcademic  
Session

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Speaker

Panel



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**RWL****FRIDAY, 9:30 am–11:15 am***DLCC, Room 301***Boosting Media Literacy Skills for Teenagers in English Language Classrooms**

Media literacy education is vital in the educational field nowadays. It is especially important for teenagers, who consume the most digital media content. In this workshop, participants explore a set of authentic questions, activities, and ready-to-use strategies that promote media literacy skills development in teenagers.

**Olga Furman**, K. Zhubanov Aktobe Regional University, Kazakhstan

**Dinara Alimkhanova**, Nazarbayev University, Kazakhstan

**Assem Danyarova**, Regional English Language Office, U.S. Embassy, Kazakhstan, Kazakhstan

**Context:** All

**Primary Setting:** Secondary School

**LSP****FRIDAY, 9:30 am–11:15 am***DLCC, Room 315***Developing Listening Decoding Skills With TubeQuizard**

The presenter shares tubequizard.com, a free YouTube-based service that automatically generates listening decoding quizzes based on any subtitled YouTube video. TubeQuizard's quizzes, informed by research into listening skills, effectively train decoding of connected speech, including comprehension of grammar structures. The service was a finalist at the 2017 British Council ELTons.

**Olga Sergeeva**, Independent, Russian Federation

**Context:** ESL

**Primary Setting:** Adult Education

**CIA****FRIDAY, 9:30 am–11:15 am***DLCC, Room 408***Engagement Strategies: Building Academic Language in Math, History, and Science**

Actively engaging ELs in science, math, and history lessons in secondary education is an ongoing challenge. The purpose of this session is to equip teachers with meaningful hands-on instructional strategies that involve the cognitive, emotional, and behavioral domains of engagement to enhance academic language development and further content learning.

**Jennifer Ochwo**, Union Public School, USA

**Marcia Livingston**, Oral Roberts University, USA

**Context:** ESL

**Primary Setting:** Secondary School

**ASJ****FRIDAY, 9:30 am–11:15 am***DLCC, Room 401***Enhancing Lesson Plans to Support ESL Students With Disabilities**

Participants learn about the Universal Design for Learning framework and how to apply it to their teaching in order to support disabled students. Opportunity is given for interaction and hands-on practice, and participants leave with several concrete examples of how to adapt their lessons to be accessible.

**Amanda Brunson**, Wilmington University, USA

**Jacqueline Whitney**, University of Delaware, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



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Invited Speaker



Panel



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PD

**FRIDAY, 9:30 am–11:15 am***DLCC, Room 317***Humanizing Core Practices for Managing Learning in Multilingual Classrooms**

Core practices (CPs) have emerged as a way to help novice teachers develop humanizing pedagogies for teaching multilingual learners. In this hands-on session offering tools for classroom management, participants practice analyzing and applying three specific aspects of a CP the presenters call “Building Positive Learning Environments” for multilingual learners.

**Johanna Tigert**, University of Massachusetts Lowell, USA**Daisy Fredricks**, Grand Valley State University, USA**Megan Peercy**, University of Maryland, USA**Melanie Hardy**, University of Maryland, USA**Context:** All**Primary Setting:** Secondary School

CIA

**FRIDAY, 9:30 am–11:15 am***DLCC, Room 334***Math: Content-Embedded Practices That Add up to Successful Collaboration**

Attendees actively engage in research-based math practices that embed English syntax and vocabulary development within purposeful mathematical tasks and robust discussions of their mathematical thinking. Included are targeted amplifications for ELs at various proficiency levels. Multiple resources and specific talking points to enhance collaboration with math colleagues are provided.

**Elizabeth Hartung-Cole**, Retired, USA**Context:** ESL**Primary Setting:** Primary School

RWL

**FRIDAY, 9:30 am–11:15 am***DLCC, Room 319***The Powerful Impact of Critical and Creative Reading on ELs**

Critical and creative reading are crucial tools for improving ELs' language skills. While critical reading provides ELs with the skills to analyze text, creative reading is associated with ownership of the material. This workshop introduces participants to four engaging activities that they can implement in their classrooms on Monday morning.

**Patrick T. Randolph**, Independent, USA**Dieter Bruhn**, One World Training, USA**Context:** All**Primary Setting:** Academic English Programs

LSP

**FRIDAY, 10 am–10:20 am***DLCC, Teaching Tip Theater 2 (Expo Hall)***StoryCorps and TED Talks: Communicative Language Teaching Strategies for ESL**

Drawing from research on communicative language teaching strategies, the presenters lead the attendees through two oral development projects that can help their learners gain fluency by interviewing native speakers for StoryCorps and presenting a TED Talk. Student models, project descriptions, and rubrics are shared.

**Alison Turner**, North Carolina State University, USA**Mary Estrada**, North Carolina State University, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

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**LSP****FRIDAY, 10 am–10:20 am***DLCC, Teaching Tip Theater 1 (Expo Hall)***Video as a Metacognitive Tool for ITA Preparation**

Adequate training is essential to prepare new ITAs for varied challenges they will encounter at American universities. This interactive teaching tip highlights ways to identify and address these challenges using active learning strategies, such as video recording, to facilitate metacognition, generate discussion, and alleviate anxiety.

**Mary Newbegin**, Lehigh University, USA**Kayla Landers**, Lehigh University, USA**Context:** EIL**Primary Setting:** ITA**CIC****FRIDAY, 11 am–11:20 am***DLCC, Teaching Tip Theater 2 (Expo Hall)***Using Positive Psychology Interventions to Build Confidence, Belonging, and Well-Being**

Presenters give a brief introduction to positive psychology in SLA and provide ideas for positive psychology interventions, which can be easily integrated into any class. Three separate interventions are covered: Important to me, active constructive responding, and mindfulness minute.

**Carolee Rogers**, Brigham Young University, USA**Adriana Reeve**, Brigham Young University, USA**Context:** All**Primary Setting:** IEP**DLT****FRIDAY, 11 am–11:20 am***DLCC, Teaching Tip Theater 1 (Expo Hall)***The Sweeping Success of WhatsApp in Differentiated EFL/ESL Classrooms**

WhatsApp has proven to be the most sweeping, supportive, feasible, and intermediating instructional platform for everyone. Especially, while working with heterogeneous groups in differentiated EFL classrooms, it produces valuable results. This session features the success of this adaptable and cognitive-flexible tool that keeps the learning process easygoing for ELs.

**Sadia Anwar**, Higher Education Commission  
Punjab, Pakistan**Samina Rana**, Higher Education Commission  
Punjab, Pakistan**Muhammad Attique Ur Rehman**, English Language  
Institute, Pakistan**Muhammad Haseeb ur Rehman Rana**, English  
Language Institute, Pakistan**Context:** All**Primary Setting:** Adult Education**CIA****FRIDAY, 11 am–11:30 am***DLCC, Room 324***Content-Integrated Approaches to Language Teaching in French Higher Education**

Beside the commonly known content-integrated approaches to language learning and teaching, other lesser known concepts have arisen in French higher education. LANSAD and ASP are two examples. By deconstructing key terms, we offer a fresh conceptual image of content-integrated approaches to language teaching in the French higher education context.

**Suzanne Warsinsky**, Université de Bordeaux, France**Ana Laura Vega Umaña**, Université de Bordeaux, France**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

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AL

**FRIDAY, 11 am–11:30 am***Westin, Alleghany Ballroom I***Emotional Management of Minority Female English Teachers in Nepalese Classrooms**

This presentation demonstrates the emotional impact of minority female English teachers in the Nepalese classrooms. Findings revealed that minority female English teachers in the classroom strive to manage and channel their emotions strictly in the classroom in order to reduce the negative impacts of emotionally induced teaching.

**Ranjana Jha**, Hari Khetan Multiple Campus, Nepal**Context:** EFL**Primary Setting:** Secondary School

PA

**FRIDAY, 11 am–11:30 am***DLCC, Room 303***Exploring ITA Testing Policies at U.S. Universities**

The study discussed reports the updated review of ITA tests and policies of ITA programs. It shows that the majority of programs use either interviews or semidirect, computer-administered oral English proficiency tests, although large variations are found in the scoring rubrics and training policies.

**Sun-Young Shin**, Indiana University, USA**Yena Park**, Indiana University, USA**Context:** ESL**Primary Setting:** ITA

PD

**FRIDAY, 11 am–11:30 am***DLCC, Room 311***Maximizing Online Engagement Through Community-Building Activities**

This presentation focuses on maximizing participation in online courses through using a variety of modalities for building community among the various stakeholders. Attendees take away several icebreakers and activities for learners to do inside and outside the “formal” online classroom, which they can implement immediately in their online classes.

**Lynn Zimmerman**, Independent, USA**Mary Catherine Boehmer**, Independent, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

A

**FRIDAY, 11 am–11:30 am***Westin, Somerset***Revising an In-House Writing Placement Exam for Graduate Students**

In-house written placement exam revision can pose daunting challenges, such as creating consistent, reliable, and valid test specifications and finding authentic readings for student response. In addition, establishing a realistic timeline can prove difficult. This presentation outlines steps taken to meet these challenges.

**Stacy Sabraw**, Duke University, USA**Danny McCarthy**, Duke University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

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**CIC****FRIDAY, 11 am–11:30 am***DLCC, Room 410***Teacher Training for Agentic Catalysts:  
Cultivating Diversity, Equality, and Inclusion**

The presenters introduce two studies on teacher agentic behaviour to promote critical perspectives in pedagogical practices in implementing interculturality in ELT. The former employed a quantitative analysis, and the latter grounded theory. They reported teachers' ability, choices, and control over their own actions regarding diversity, inclusivity, and multiculturalism in English education.

**Pattamawan Jimarkon**, University of Stavanger, Norway**Supat Poonchuay**, Thammasat University, Thailand**Thanawut Kaewthong**, Thammasat University, Thailand**Context:** EFL**Primary Setting:** Graduate/Postgraduate Programs**RWL****FRIDAY, 11 am–11:30 am***DLCC, Room 305***Teaching Disciplinary Variation of Reporting  
Verbs in Academic Writing**

L2 writers struggle to select reporting verbs that indicate appropriate stance within various disciplines. Presenters discuss this dilemma and review previous lists of common disciplinary reporting verbs. They then present updated lists of cross-disciplinary and disciplinary-specific verbs that instructors can use when teaching academic writing.

**Elizabeth Hanks**, Northern Arizona University, USA**Haley Briggs**, Brigham Young University, USA**Jacob Rawlins**, Brigham Young University, USA**Grant Eckstein**, Brigham Young University, USA**Context:** ESL**Primary Setting:** Academic English Programs**A****FRIDAY, 11 am–11:45 am***DLCC, Spirit of Pennsylvania A***Adapting Assessment for Language Skills  
for the 21st Century**

With "deeper learning" and "21st-century skills" now buzzwords in education, let's review how language is taught and assessed. How do we move from testing the four skills of reading, writing, listening, and speaking to incorporating 21st-century skills into language courses and effectively measuring mastery of these?

**Khanh-Duc Kuttig**, University of Siegen, Germany**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**AL****FRIDAY, 11 am–11:45 am***Westin, Allegheny Ballroom II***An Eco-Linguistics Approach for ELT in the  
Aftermath of COVID-19**

The presenter developed a framework that aims at increasing awareness of the importance of adopting an eco-linguistics approach, which helps transform teaching practices and change the roles of school curricula and textbooks-in-use in two different learning and teaching environments: The Tunisian EFL classrooms and the English Access Microscholarship Program classrooms.

**Saloua Mrabet-Abid**, The University of Carthage, Tunisia**Context:** EFL**Primary Setting:** Secondary SchoolAcademic  
Session

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Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**FRIDAY, 11 am–11:45 am***DLCC, Room 412***Assessing Preservice Language Teachers' Oral Communication: A Rubric Development Project**

Language teaching requires not only skill knowledge (speaking, listening, writing, reading), but also the effective delivery of this knowledge while teaching. This presentation describes a 1-year collaborative process used to develop an "Oral Communication for Language Teachers" rubric for use in a pair of undergraduate language teacher education courses.

**Dustin Crowther**, University of Hawai'i Mānoa, USA**Betsy Gilliland**, University of Hawai'i Mānoa, USA**Dan Isbell**, University of Hawai'i Mānoa, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

LSP

**FRIDAY, 11 am–11:45 am***DLCC, Room 414***Creative Innovative Teacher-Created Resources for Speaking and Discussion Class**

Tired of speaking activities that are thinly veiled excuses to practice grammar or vocabulary? Learn about four activities from our repertoire of teacher-created, classroom-tested materials that get students talking, but also teach real communication skills and natural authentic language.

**Walton Burns**, Alphabet Publishing, USA**Context:** All**Primary Setting:** IEP

TE

**FRIDAY, 11 am–11:45 am***DLCC, Room 413***Deepening Teachers' Critical Awareness Through Dialogue With Indigenous Educators**

Teachers of multilingual students need to understand and value the intersection of language, culture, and identity. Participants learn about an innovative course involving experiences with indigenous teachers and languages. The purpose was to prepare educators with a critical understanding of SLA and a deeper awareness of inequitable school systems.

**Anny Case**, Gonzaga University, USA**James Hunter**, Gonzaga University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

RWL

**FRIDAY, 11 am–11:45 am***DLCC, Room 307***Enhancing Disciplinary Writing via a Data-Driven Learning Approach**

This presentation describes a multidisciplinary online corpus for postgraduate thesis writing. The presenter shows its design and functionality, demonstrates the accompanying learning and teaching materials, analyzes student usage habits, evaluates students' and teachers' perceptions, and discusses implications for enhancing postgraduate research writing using a disciplinary data-driven learning approach.

**Lillian L.C. Wong**, The University of Hong Kong, Hong Kong**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****FRIDAY, 11 am–11:45 am***DLCC, Room 336***Exploring the Efficacy of Flipped Learning in the EFL Classroom**

This presentation demonstrates the efficacy of flipped learning based on action research conducted in the EFL classroom. The attendees are subsequently given opportunities to experience flipped learning themselves and gain hands-on knowledge about how to effectively create the flipped learning environment, which promotes students' autonomy.

**Ayano Kawasaki**, Nitobebunka High School, Japan**Context:** EFL**Primary Setting:** Secondary School**PA****FRIDAY, 11 am–11:45 am***DLCC, Room 415***Hot Topics for Postsecondary English Language Programs**

Administrators of intensive English and pathway programs across the USA must remain up-to-date on a variety of academic and administrative issues, ranging from overseeing curricula, complying with policies and standards, maintaining quality student services, and recruiting students. The presenter discusses current issues, challenges, and best practices in the industry.

**Cheryl Delk-Le Good**, EnglishUSA, USA**Michael Anderson**, University of Minnesota, USA**Context:** ESL**Primary Setting:** IEP**CIC****FRIDAY, 11 am–11:45 am***DLCC, Room 335***How to Implement Intercultural Learning With Literature and Films**

This presentation shows how students' intercultural learning can be effectively implemented by incorporating the use of contemporary literature and film clips. Relevant theoretical insights inform the proposed class activities.

**Barbara Lapornik**, LS "F.Prešeren", Italy**Context:** All**Primary Setting:** Secondary School**ASJ****FRIDAY, 11 am–11:45 am***DLCC, Room 402***Overcoming Inequities Through Strengths-Based PD**

How might we chip away at the inequities that still abound for multilingual learners and their families? In this session, view how teachers, principals, and superintendents see communities, schools, and classrooms as interdependent ecosystems and design evidence-based PD to realize the tremendous assets of our students.

**Debbie Zacarian**, Zacarian & Associates, USA**Margarita Calderón**, The Johns Hopkins University, USA**Margo Gottlieb**, University of Wisconsin-Madison, USA**Context:** All**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****FRIDAY, 11 am–11:45 am***DLCC, Room 404***U.S.-Educated Language Minority Students in Transfer-Level English**

U.S.-educated language minority (US-LM) students differ from recent immigrants, international students, and monolingual students, yet they remain largely invisible in higher education contexts. The qualitative case study presented explored the experiences of three US-LM students in transfer-level English. Suggestions for practice, policy, and future research are included.

**Michael Westwood**, Bakersfield College, USA**Context:** B-ME**Primary Setting:** Academic English Programs**RWL****FRIDAY, 11 am–12:15 pm***DLCC, Room 304***Action not Avoidance: Missed Opportunities in L2 Writing Instruction**

When students attempt complex constructions and disciplinary styles, problematic writing often ensues. Instead of confronting these issues, L2 writing textbooks—and thus teachers—may direct students away from using the very language and formats necessary for successful academic communication. Panelists offer ways to address rather than avoid these complexities.

**Gena Bennett**, Independent Consultant, USA**Jan Frodesen**, University of California, Santa Barbara, USA**Diane Schmitt**, Independent Consultant, United Kingdom**Margi Wald**, University of California, Berkeley, USA**Context:** ESL**Primary Setting:** Academic English Programs**DLT****FRIDAY, 11 am–12:15 pm***DLCC, Room 316***Advances in Technology for Language Teacher Preparation**

This panel focuses on advances in technology to enhance the preparation of teachers and leaders who work with university and K–12 students. Presenters highlight how new technologies prepare language educators with the tools needed to provide equitable instruction to culturally and linguistically diverse students.

**Lía Kamhi-Stein**, California State University, Los Angeles, USA**Nooshan Ashtari**, University of Southern California, USA**Ravy Lao**, California State University, Los Angeles, USA**Nairi Issagholian**, University of Southern California, USA**Undraa Maamuujav**, University of California, Irvine, USA**Sharin Jacob**, University of California, Irvine, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**ASJ****FRIDAY, 11 am–12:15 pm***DLCC, Room 406***Advocating for All: Addressing Social Justice and Linguicism in ELT**

The need for social justice in every area of society, including language and education, has become more apparent than ever. This panel discusses ELT from different perspectives, including anti-Blackness, homophobia, and linguicism. The panelists serve as social justice advocates in ELT contexts worldwide.

**Ayanna Cooper**, ACooper Consulting, USA**Kisha Bryan**, Tennessee State University, USA**Darlyne de Haan**, Bridgeton Public Schools, USA**Okon Effiong**, Qatar University, Qatar**J.B. Gerald**, Hunter College–CUNY, USA**Mary Romney**, Retired, USA**Mawa Samb**, Association of Teachers of English in Senegal, Senegal**Ethan Trinh**, Georgia State University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



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Workshop

**PA****FRIDAY, 11 am–12:15 pm***DLCC, Room 302***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, including online offerings, along with rationales and lessons learned. Attendees learn about options available and pros and cons of each approach.

**Tracey McGee**, Illinois Institute of Technology, USA**Robin Rhodes**, St. Lawrence University, USA**Sherry Warren**, University of South Carolina, USA**Brad Teague**, Duke University, USA**Andrew Davis**, Duke University, USA**Context:** ESL**Primary Setting:** Academic English Programs**AL****FRIDAY, 11 am–12:15 pm***DLCC, Room 323***Researcher Narratives as Methodological Resources of Research Pedagogy**

Researchers' narratives illustrate their thinking processes, intentionality, choices, and challenges when researching using specific methodologies. Panelists share insights about how they conducted published studies using correlation, ethnography, mixed methods, and practical inquiry approaches. This presentation focuses on research narratives to make the research process transparent, accessible, and approachable.

**Andrea Hellman**, Missouri State University, USA**Ari Sherris**, Texas A&M University-Kingsville, USA**Faridah Pawan**, Indiana University, USA**Zeynep Köylü**, University of Basel, Switzerland**Kenan Dikilitaş**, University of Stavanger, Norway**Kate Mastruserio Reynolds**, Central Washington University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**ASJ****FRIDAY, 11 am–12:15 pm***DLCC, Room 403***The Politics of Self: Writing and Citing in the Academy**

In this symposium, six inspired international TESOL presenters of color will describe the politics of identity construction in the development of voice, and the politics of citing and promotion of self in the dominant Eurocentric monolingual U.S. academy. The presenters' purpose is to inspire empowered minoritized doctoral students and their allies.

**Gertrude Tinker Sachs**, Georgia State University, USA**Rihab Alsulami**, Georgia State University, USA**Gyewon Jang**, Georgia State University, USA**Ji Ma**, Georgia State University, USA**Jee Hye Park**, Georgia State University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**TE****FRIDAY, 11 am–12:15 pm***DLCC, Room 409***Transformative Teachers Foster Multilingual Literacy Instruction Through Family Engagement Practices**

This presentation explores authentic multilingual literacy opportunities for ELs created by monolingual pre- and in-service teachers by valuing students' home language, culture, and identity while building reciprocal partnerships with students' family members. By utilizing a translingual approach, teachers provided accessible content to multilingual learners within the general education classroom.

**Kelly Hill**, University of Alabama at Birmingham, USA**Mariah Weber**, University of Alabama at Birmingham, USA**Katie Watkins**, University of Alabama at Birmingham, USA**Jennifer Ponder**, University of Alabama at Birmingham, USA**Context:** All**Primary Setting:** Early ChildhoodAcademic  
Session

Dialogue

Exhibitor  
Session

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Speaker

Panel



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**PD****FRIDAY, 11 am–12:15 pm***DLCC, Room 310***Unexpected Empowerment: Sustainable Remote PD**

From the transition to multimodal, multitool approaches to PD in response to local and global realities, innovative models for PD have emerged. This international panel of PD experts and participants reflect on the models and how they continue to shape instructional and administrative philosophy and practice.

**Lizabeth England**, TESOL Career Path Development Professional Learning Network, USA

**Steven Kroman**, Texas International Education Consortium, USA

**Lynne Clark**, University of Florida, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**DLT****FRIDAY, 11:30 am–12:15 pm***DLCC, Room 329***Adaptive Learning Through Smartsparrow: A Post-COVID Horizon**

The project discussed was developed on an adaptive platform called Smartsparrow, which organizes learning routes, so that students can take advantage of a personalized methodology with features such as learning styles, interests, and needs. The research involved 40 students from a Colombian University, during tutoring sessions of an EFL class.

**Carol Ochoa**, Pedagogical and Technological University of Colombia, Colombia

**William Ortiz**, Saint Thomas University Colombia, Colombia

**Context:** EFL

**Primary Setting:** Tutoring

**DLT****FRIDAY, 11:30 am–12:15 pm***DLCC, Room 327***Bringing Characters to Life: How Can Technology Develop Students' Literacy?**

Working with readers is one of the most meaningful activities in EFL lessons, because we are able to bring new characters, settings, and adventures to our classrooms. In this session, the presenters intend to show how readers can be transformed into fun animations using dubbing apps and online storyboards.

**Fernanda Bisi**, Colégio Bandeirantes, Brazil

**Ana Branco**, Colégio Bandeirantes, Brazil

**Context:** EFL

**Primary Setting:** Secondary School

**DLT****FRIDAY, 11:30 am–12:15 pm***DLCC, Room 328***Creating an Engaged Community of Learners at a Distance**

This presentation shares lessons learned from moving face-to-face instruction to a synchronous online environment. Course design included predictable patterns of instruction, assessment, and communication while creating a sense of community. This presentation includes concrete techniques, activities, and tips for best practices in the design and delivery of online courses.

**Randi Reppen**, Northern Arizona University, USA

**Tulay Dixon**, Northern Arizona University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



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**RWL****FRIDAY, 11:30 am–12:15 pm***DLCC, Room 326***Empowering, Multicultural Children's Literature With Tunes: Singable Books for ELs**

This session demonstrates how multicultural children's literature combines with singable books to develop language and literacy as well as to value cultural diversity and equality. The target audience is ELs in early childhood and elementary education, although the benefits apply to all learners. Handouts include annotated bibliographies of the 8–10 books presented.

**Betty Ansin Smallwood**, Succeeding With ELLs, USA**Context:** All**Primary Setting:** Primary School**PD****FRIDAY, 11:30 am–12:15 pm***DLCC, Room 333***Rolling out the Red Carpet: Supporting and Retaining Adjunct Workforce**

A significant proportion of the faculty in many U.S. adult and higher ed ESL programs consists of adjuncts. In this presentation, administrators in an academic and grant-funded community ESL program suggest practical strategies for recruiting and retaining high-quality adjuncts as well as innovative PD offerings and multipronged faculty support systems.

**Tamara Jones**, Howard Community College, USA**Naomi Verratti**, Howard Community College, USA**Christopher Morpew**, Howard Community College, USA**Context:** ESL**Primary Setting:** Adult Education**CIA****FRIDAY, 11:30 am–12:15 pm***DLCC, Room 407***Targeting Language Through International Baccalaureate Projects in Middle School Years**

Interdisciplinary projects can support EL progress in the four language domains. This presentation shows teachers how to develop projects targeting indicators to blend multiple programs, such as the International Baccalaureate (IB) and WIDA assessment system in middle school, as well as provides strategies for student reflection on their language development.

**Rosalind Sawadogo**, Montgomery County Public Schools, USA**Virginia Avanesyan**, Montgomery County Public Schools, USA**Context:** ESL**Primary Setting:** Secondary School**DLT****FRIDAY, 11:30 am–12:15 pm***DLCC, Room 330***Teaching With E-Portfolios: Revolutionizing Classrooms and Beyond With Digital Learning**

Start a learning revolution by incorporating the high-impact practice of e-portfolios into your language classroom. Learn how to use e-portfolios as a digital multimodal launch pad for students' autonomy, development, and preparedness for their EAP goals and beyond. Discover practices for any skills course starting at the intermediate level.

**Carly Vogelsang**, University of Florida, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

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**RWL****FRIDAY, 12 pm–12:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Empowering L2 Writing Instructors and Students in the Post-COVID-19 Classroom**

This session demonstrates effective, flexible, and reliable L2 writing instruction methods that will engage learners and empower teachers in classrooms shifting between in-person and virtual learning. Opportunities are provided for participant sharing as we collaborate to inspire students in new environments.

**Meredith Bricker**, Cornerstone University, USA**Context:** All**Primary Setting:** Academic English Programs**LSP****FRIDAY, 12 pm–12:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***The Power of Practice: Systematized Fluency Activities Which Build Community**

What fluency and community-building activities work online and in-person? A series of weekly task-based activities inspired during the pandemic provides systematized, consistent experiential learning. Introducing such a series streamlines a student-led curriculum that keeps students engaged. Participants gain new ideas in fluency and community building.

**Elka KristoNagy**, Yale University, USA**Context:** ESL**Primary Setting:** ITA**RWL****FRIDAY, 12 pm–12:30 pm***DLCC, Room 301***Are We Giving Summarization Short Shift?**

This pedagogy-oriented session challenges the way textbooks for EAP students teach summary writing, either ignoring it completely or giving it little consideration. The presenter introduces TRUE summarization, a process that reflects the underlying essence of a text. Audience discussion is encouraged.

**Ann Roemer**, Utah State University, USA**Context:** All**Primary Setting:** Academic English Programs**TE****FRIDAY, 12 pm–12:30 pm***DLCC, Room 408***Being Korean-Language Learners: A Sheltered-Translanguaging Activity for Preservice Teachers**

This session introduces a simulation activity, “being Korean-language learners,” designed to immerse EL preservice teachers in monolingual and multilingual learning environments and to foster pedagogical discussions about the synergy of using both sheltered instruction and translanguaging strategies in content-area instruction for ELs. The impact on preservice teachers is discussed.

**Woongsik Choi**, Purdue University, USA**Virak Chan**, Purdue University, USA**Hyunsil Park**, Purdue University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

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Session

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Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****FRIDAY, 12 pm–12:30 pm***DLCC, Room 315***Building a Community of Multilingual ITAs: An Intercultural Communication Approach**

In this session, the presenter explores a culturally responsive curriculum for ITA training that values ITAs' linguistic and cultural assets. The presenter also shares specific lesson plans to create a community of active ITA learners in a validating and affirming atmosphere and discusses how to adapt this approach in different teaching contexts.

**Neda Sahranavard**, University of California, Irvine, USA

**Context:** EIL**Primary Setting:** ITA**RWL****FRIDAY, 12 pm–12:30 pm***DLCC, Room 317***Collaborative Content in a Genre Analysis-Focused Freshman Composition Course**

This presentation shares the process and results of coordinating a credit-bearing first-year "content course" with a genre-based approach to a sheltered Freshman Composition course. The results suggest the analytical and writing skills in the course were directly relevant to students' improved success in their discipline-specific courses.

**R Scott Partridge**, University of Delaware, USA  
**Brian Peasnall**, University of Delaware, USA

**Context:** ESL**Primary Setting:** Academic English Programs**RWL****FRIDAY, 12 pm–12:30 pm***DLCC, Spirit of Pennsylvania B/C***Code-Meshing in Academic Writing: Practices and Perceptions of Turkish Writers**

This presentation reports on findings from a study investigating the translingual practices of five Turkish graduate students in their academic texts written in English and the perceptions of students and tutors regarding such practices. Some recommendations are made for teachers and trainers as to offering more inclusive educational programs.

**Burcin Kagitci Yildiz**, Middle East Technical University, Turkey

**Context:** All**Primary Setting:** Academic English Programs**AL****FRIDAY, 12 pm–12:30 pm***Westin, Allegheny Ballroom III***Deconstructing English-Only in Japanese and Canadian Universities**

This presentation reports on a dissertation project investigating teachers' beliefs, experiences, and practices as they relate to English-only and translanguaging classroom policies. Data collected in Japan and Canada holds interesting implications for both EFL and ESL contexts, in multiple pedagogical options that go beyond the mono-multi divide.

**Michael Koslowski**, University of Toronto, Canada

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



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CIA

**FRIDAY, 12 pm–12:30 pm***DLCC, Room 334***Discipline-Specific Knowledge and Language Learning in a Student Mentor Program**

This presentation discusses impacts of a graduate mentoring program on international pathways students' learning of discipline-specific English and developing academic skills required in a U.S.-based university environment. While completing a research project, mentors' and mentees' online collaboration culminated in students' growth of disciplinary content knowledge, critical thinking, and academic English.

**Natalya Watson**, Northeastern University, USA**Catherine Showalter**, Northeastern University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

CIA

**FRIDAY, 12 pm–12:30 pm***DLCC, Room 401***ESL Students' Increased Task Completion and Work Quality in Collaboration**

This interactive presentation focuses on how ESL students participate in collaboratively taught language arts, social studies, science, and mathematics classrooms. The participant outcomes include selected lesson activities from the cotaught classrooms and steps to increase ESL students' participation in language and content classrooms.

**Amanda Giles**, Hoover City Schools, USA**Context:** ESL**Primary Setting:** Secondary School

TE

**FRIDAY, 12 pm–12:30 pm***DLCC, Room 410***ESL Teachers' Experiences and Professional Identity Development: A Multiple-Case Study**

ESL teachers are diverse in their sociocultural, linguistic, educational, and teaching backgrounds. The multiple-case study discussed investigated the influence of three participating teachers' multilevel experiences on the negotiation of their present and designated teacher identity. The results identified six phases that significantly impacted these teachers' professional identity development.

**Yuanyibo Zhang**, Northern Arizona University, USA**Martha Canipe**, Northern Arizona University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

TE

**FRIDAY, 12 pm–12:30 pm***DLCC, Room 411***Factors Impacting Student Learning in Vietnamese Tertiary Initial Teacher Education**

The presenter explores academic administrators' perceptions of the impact of Vietnamese tertiary initial teacher education (ITE) programs on EFL preservice teacher professional learning. Results reveal that administrators perceived a significant impact of their programs on EFL preservice teachers' competence experience and influential contextual factors. Implications for ITE improvements are discussed.

**Luan Nguyen**, The University of Newcastle, Australia**Context:** EFL**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

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Session

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PD

**FRIDAY, 12 pm–12:30 pm***DLCC, Room 311***How to Use Classroom Observation Effectively**

Although classroom observation is seen as an indispensable component of each language institute's educational program, it is not well received by teachers in general. This presentation provides a set of guidelines for effective observation practice as a PD tool that empowers teachers.

**Dilafruz Sarimsakova**, Namangan State University, Uzbekistan

**Mamura Alimova**, Namangan State University, Uzbekistan

**Context:** All

**Primary Setting:** Adult Education



PA

**FRIDAY, 12 pm–12:30 pm***DLCC, Room 305***Promoting Oral Communication in the University Through a Support Service**

A U.S. university closed its IEP, but simultaneously commissioned a new program for faculty, teaching assistants, and graduate students who use EAL. Now, individualized linguistic support is available flexibly and year-round. The presenters share the original constraints, design, and effectiveness of this 4-year-old program.

**Ginessa Payne**, Texas A&M University, USA

**Brandon Cooper**, Texas A&M University, USA

**Context:** All

**Primary Setting:** ITA



PA

**FRIDAY, 12 pm–12:30 pm***DLCC, Room 319***Supporting ELs in Integrated Education and Training Programs**

ELs face barriers to participating in and completing workforce preparation training. This presentation summarizes a statewide survey conducted to identify supports that integrated education and training programs use with ELs by highlighting best practices, strategies, and resources for supporting ELs in workforce preparation activities and demonstrates the process for disseminating the results.

**Hali Massey**, Virginia Adult Learning Resource Center, USA

**Context:** ESL

**Primary Setting:** Adult Education



A

**FRIDAY, 12 pm–12:30 pm***Westin, Somerset***Vietnamese EFL: Initial Validation of a Language Assessment Literacy Scale**

The study discussed reported the initial validation of a language assessment literacy scale to measure Vietnamese EFL university instructors' knowledge and skills regarding principles, theory, and practices of language assessment. The exploratory factor analysis suggested the final scale of 48 items covering seven domains in language assessment.

**Thuy Tu**, George Mason University, USA

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



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Workshop

**RWL****FRIDAY, 1 pm–1:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Developing Metacognitive Surveys to Promote Active Learning and Academic Engagement**

Metacognitive awareness and regulation have been demonstrated to improve student success. Learn how one ESL instructor has developed and implemented a two-part survey to help university students become more active and reflective learners and consider how you might adapt this tool for use in your own context.

**Michael Greene**, Massachusetts College of Pharmacy and Health Sciences - Boston, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**LSP****FRIDAY, 1 pm–1:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Visual Thinking Strategies: Facilitating Discussions and Critical Thinking**

Learn how to use visual thinking strategies to facilitate group discussions and promote critical thinking. This quick, low-resource strategy can be implemented in all teaching contexts and adapted to support writing instruction. Participants have a chance to participate in a short demonstration of the strategy.

**Jennifer Gonzales**, Office of English Language Programs, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**RWL****FRIDAY, 2 pm–2:20 pm***DLCC, Teaching Tip Theater 2 (Expo Hall)***Heroic Journeys**

By asking international students to write about their own “hero’s journeys,” they recognize some of their greatest achievements and credit struggles that have shaped their character and given meaning to their lives; they also anticipate future successes.

**D.R. Ransdell**, University of Arizona, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**RWL****FRIDAY, 2 pm–2:20 pm***DLCC, Teaching Tip Theater 1 (Expo Hall)***Implementing a Spiraling Reading Curriculum in Your Skills-Based Classroom**

Have you ever been so focused on helping your students understand the content of a reading that you neglect essential reading skills? This teaching tip presents ways to thoughtfully embrace both content and skills in ways that help your students succeed and make your reading instruction more efficient and deliberate.

**Amanda Simons**, San Diego State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



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TE

**FRIDAY, 2 pm–2:45 pm***DLCC, Room 413***Avoiding the Drive-By: Innovative Approaches to Teacher Development**

Based on a study conducted during a PD series, this session explores innovative approaches to educator development to better and more critically engage teachers with their own professional growth and their changing communities. Attendees to this session explore recommendations for new approaches to engaging, productive, and critical teacher PD.

**Rachel Toncelli**, Rhode Island College, USA**Leila Rosa**, Rhode Island College, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

MD

**FRIDAY, 2 pm–2:45 pm***Westin, Alleghany Ballroom II***CRAirport: A Gameful App for Informal English Learning on the Go**

This presentation reports on findings from a design-based study that led to iteratively develop a mobile phone app for airport-customs English learning. Findings suggested implementing game mechanics and functionality improvements. Accordingly, the app interface implements gamification mechanics aimed at boosting user engagement and motivation. Design-based guidelines and a prototype are showcased.

**Roberto Rojas Alfaro**, University of Illinois Urbana-Champaign, USA**Mohit Gupta**, University of Illinois Urbana-Champaign, USA**Jay Mahajan**, University of Illinois Urbana-Champaign, USA**Context:** All**Primary Setting:** Adult Education

MD

**FRIDAY, 2 pm–2:45 pm***DLCC, Spirit of Pennsylvania B/C***Creating Differentiated Content for Combined Proficiency Level Courses**

Have the unprecedented circumstances of 2020 led to changes in your course delivery? Learn how the presenters applied cognitive load theory in creating course content for integrated skills in dual-proficiency-level IEP courses. The presenters share their process for manipulating features of course materials and assignment requirements to meet the needs of students.

**Donette Brantner-Artenie**, Georgetown University, USA**Sigrun Biesenbach-Lucas**, Georgetown University, USA**Context:** ESL**Primary Setting:** Academic English Programs

DLT

**FRIDAY, 2 pm–2:45 pm***DLCC, Room 330***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**Primary Setting:** Academic English Programs

Academic Session



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Invited Speaker



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**CIC****FRIDAY, 2 pm–2:45 pm***DLCC, Room 410***Cultural Responsiveness and K–12 ELs: Exploring Policy and Implementation Fidelity**

This presentation discusses the worrying results of a critical ESOL policy analysis of Florida school districts, triangulated with qualitative observations and interviews, within the theoretical framework of culturally responsive practice. Multiple important findings are discussed with implications for ESOL policymakers and practitioners in the USA and internationally.

**Lauren Raubaugh**, Manhattanville College, USA**Context:** ESL**Primary Setting:** Primary School**TE****FRIDAY, 2 pm–2:45 pm***DLCC, Room 411***EIL Perspectives in Teacher Education: Shifting Students' Thinking**

The session informs about the impact of an innovated TESOL teacher education program in an EFL context on preservice teachers' awareness of global Englishes and English as an international language (EIL) teaching practices. It presents evidence of students' shift in thinking about the profession and classroom practices and ties it to the program curriculum innovations.

**Gabriela Kleckova**, University of West Bohemia, Czech Republic**Context:** EIL**Primary Setting:** Graduate/Postgraduate Programs**RWL****FRIDAY, 2 pm–2:45 pm***DLCC, Room 307***Empowering Students to Use Academic Sources in Their Writing**

This session discusses the need for L2 academic writing courses and first-year composition courses to include more substantial instruction regarding outside source use to ensure student success in college-level writing. Examples of scaffolded pedagogical materials designed to bring multilingual students to a basic level of source-use competence are provided.

**Meredith Bricker**, Cornerstone University, USA**Context:** ESL**Primary Setting:** Academic English Programs**RWL****FRIDAY, 2 pm–2:45 pm***DLCC, Room 324***Enhancing "Boring" Composition Classes With Unique, Relevant, Music-Based Writing Practice**

Music is enjoyable source material that embraces authentic language, is virtually unlimited, and can spark relevant topics for academic writing. This presentation provides more than 50 current, classroom-appropriate, thought-provoking songs from various genres and several classroom-tested activities, such as incorporating quotes, explaining authors' meanings, and forming hypotheses based on context.

**Cheryl Bucholtz-Magallon**, Orange Coast College, USA  
**Laurie Barton**, Orange Coast College, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

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Ticketed Event



Workshop

**A****FRIDAY, 2 pm–2:45 pm***Westin, Somerset***ESL Guided Self-Placement: A Shift Toward Affirming Student Agency**

This presentation focuses on research findings on the advantages and disadvantages of guided self-placements (GSP) in ESL programs. The participants also view and discuss a sample online GSP that is currently being used at a community college and glean practical ideas for GSP development.

**Bitá Bookman**, Santa Rosa Junior College, USA**Context:** ESL**Primary Setting:** Academic English Programs**PA****FRIDAY, 2 pm–2:45 pm***DLCC, Room 415***How to Become a Member Program in UCIEP**

University and College Intensive English Programs (UCIEP) is a professional organization for college-administered English programs in the USA. Come learn about the benefits of being a member program in UCIEP and how to join.

**Michael Anderson**, University of Minnesota, USA**Dawn McCormick**, University of Pittsburgh, USA**Context:** ESL**Primary Setting:** Academic English Programs**LSP****FRIDAY, 2 pm–2:45 pm***DLCC, Room 404***Inspire Students to Tune in With Music**

Listening exercises don't have to be rote or contrived! Make them fun and empower your students to become autonomous learners with music. This session provides ideas for incorporating music into your classes, both online and in person. Come explore fun activities, which are adaptable to language level and age.

**Deborah Pfeifer**, Fort Hays State University, USA**Sharon Graham**, Fort Hays State University, USA**Imelda Koenke**, Fort Hays State University, USA**Context:** All**Primary Setting:** Academic English Programs**PA****FRIDAY, 2 pm–2:45 pm***DLCC, Room 310***Leading a Whole Department: Mindfulness Techniques for Language Program Administrators**

Building on recent research in positive psychology and emotional and social intelligence, two language program administrators describe how they implemented mindful leadership practices to promote healthy professional relationships and work-life balance for faculty and staff. They share ideas for implementation and ways of dealing with pushback from skeptical colleagues.

**Angelo Pitillo**, University of Michigan, USA**Anna Eddy**, University of Michigan, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****FRIDAY, 2 pm–2:45 pm***DLCC, Room 409***Learning Your Roots: Consolidating Your Cultural Identity Through English**

Allowing Bolivian students to exchange videos of cultural content with international students in the USA has improved their English level and helped them reinforce their identity. Participants in this presentation learn how this project worked and get ideas on implementing it in their own teaching environments.

**Beatriz Erazo**, San Pablo Bolivian Catholic University, Bolivia

**Tracy Koslowski**, University of Mississippi, USA

**Context:** All

**Primary Setting:** Academic English Programs

**DLT****FRIDAY, 2 pm–2:45 pm***DLCC, Room 329***Simply Talking: Bringing the World Together Through Discord**

This presentation demonstrates the implementation of a project that allows learners from more than five countries to meet and have weekly conversations on a social network platform called Discord. The presentation also shares lessons learned regarding learners' need for autonomy, competence, and relatedness and makes recommendations for similar projects.

**Linh Phung**, Eduling International Academy, USA

**Context:** EIL

**Primary Setting:** IEP

**AL****FRIDAY, 2 pm–2:45 pm***Westin, Alleghany Ballroom III***Persistence Pays Off: Developing Growth Mindset and Grit**

Language learning is an arduous process with many successes and failures. Failures can deal fatal blows to learning motivation. Students with a growth mindset and grit have been shown to persevere despite failures. This presentation explores practical, research-backed activities to raise student perseverance by developing a growth mindset and grit.

**Bradley Knieriem**, Howard Community College, USA

**Context:** All

**Primary Setting:** Adult Education

**PA****FRIDAY, 2 pm–2:45 pm***DLCC, Room 323***Success for ELs Through Directed Self-Placement and Corequisite Support**

The presenters discuss how current trends in accelerated developmental education and a new self-placement model for ESL precipitated the creation and implementation of a new open educational resource ESL corequisite support class for first-semester composition at a community college. Preliminary data from Fall 2021 are presented.

**Breana Bayraktar**, Northern Virginia Community College, USA

**Elaine George**, Northern Virginia Community College, USA

**Nataliya Schetchikova**, Northern Virginia Community College, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**FRIDAY, 2 pm–2:45 pm**
*DLCC, Room 405*

### Teaching Grammar to K–12 ESOL Candidates: More Than Your/You're

University grammar courses for English as a new language teachers can be deadly for instructors and candidates alike! This interactive session highlights positive student experiences with learning pedagogical grammar through active and authentic teaching tasks. Session participants are also invited to share their challenges and successes related to teaching and learning English grammar.

**Beth Clark-Gareca**, SUNY–New Paltz, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



DLT

**FRIDAY, 2 pm–2:45 pm**
*DLCC, Room 327*

### Teaching With YouGlish: Vocabulary, Grammar, Pronunciation, and Building Autonomy

YouGlish is a valuable digital resource of searchable authentic spoken English. This presentation explores how YouGlish can enhance pronunciation, vocabulary, and grammar instruction and provide students in both classroom and virtual settings extensive authentic input for independent practice. Attendees leave ready to implement lessons and strategies in their teaching contexts.

**Stephanie Gallop**, Georgetown University, USA

**Heather Gregg Zitlau**, Georgetown University, USA

**Andrew Screen**, Georgetown University, USA

**Context:** All

**Primary Setting:** IEP



PD

**FRIDAY, 2 pm–2:45 pm**
*DLCC, Room 311*

### Team Teaching: The Strength of 1 + 1 = Empowerment

Are two heads really better than one? In the classroom, they are. Learn how two ESL instructors manage team teaching with great success. By combining and taking advantage of individual strengths, the entire classroom experience is amplified, from teaching to student participation, leading to greater empowerment for all.

**Lisa Mommsen**, University of Central Arkansas, USA

**Celeste Flowers**, University of Central Arkansas, USA

**Context:** All

**Primary Setting:** IEP



ASJ

**FRIDAY, 2 pm–2:45 pm**
*DLCC, Room 403*

### The Importance of Being Present: Lessons Learned From the Pandemic

Teacher presence became even more important during the pandemic as we switched from in-person to online classes. This session focuses on practical ways for teachers to build presence utilizing newer technology and traditional methods, including what practices are worth keeping from our experiences teaching during the pandemic.

**Virginia Robson**, University of Pittsburgh, USA

**Sheri Henderson**, King's University College at Western, Canada

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



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Workshop

**CIA****FRIDAY, 2 pm–2:45 pm***DLCC, Room 334***The Power of Story: Developing Language Through Authentic Narration**

This session demonstrates how authentic storytelling can be used in the EL curriculum with children to develop language skills supporting academic English language development and content standards. Educators of elementary ELs will benefit from the examples of lessons and activities, along with a list of resources.

**Mari Rasmussen**, McKenzie County School District, USA**Context:** All**Primary Setting:** Primary School**CIA****FRIDAY, 2 pm–2:45 pm***DLCC, Room 335***The Teaching Practices of Additive Multilingualism in the Content Classroom**

How can content teachers implement in their teaching practice their stance on assets-based instruction and additive multilingualism? The presenters unpack what it means to leverage the identities, experiences, and language proficiencies of emerging multilingual students. They disseminate an observation tool to guide educators with systematic application of assets-based teaching practices.

**Andrea Hellman**, Missouri State University, USA**Angela Bell**, Missouri State University, USA**Ximena Uribe-Zarain**, Missouri State University, USA**Sarah Sandidge**, Missouri State University, USA**Context:** ESL**Primary Setting:** Secondary School**DLT****FRIDAY, 2 pm–2:45 pm***DLCC, Room 325***Using Online Flipped Learning to Facilitate Student-Produced Podcasts**

This presentation shares the results of a pilot study in an IEP, using the Synchronous Online Flipped Learning Approach, or SOFLA®, to facilitate podcasting projects in an online learning environment. Presenters illustrate the steps of SOFLA and showcase student work. The mobile podcasting app is also demonstrated.

**Yasmeen Coaxum**, Long Island University, USA**Context:** All**Primary Setting:** Academic English Programs**PD****FRIDAY, 2 pm–2:45 pm***DLCC, Room 336***Using Peer-to-Peer Observations for PD and Personal Growth**

This session introduces a refreshing and productive peer observation method that moves away from punitive evaluations and focuses on peer observations that foster and promote both PD and personal growth. The results of these observations can be used for annual reviews, teaching portfolios, improved pedagogy, and mindful self-reflection.

**Patrick T. Randolph**, Independent, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

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Speaker

Panel



Presentation



Teaching Tip



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Workshop

**ASJ****FRIDAY, 2 pm–3:30 pm***DLCC, Room 302***Forging Inclusive Paths in Social and Emotional Programming**

Though social and emotional learning (SEL) is gaining attention in education, providing support for emergent ELs can be challenging. Well-intentioned curricula glosses over linguistic and cultural differences. In this session, experts discuss barriers and solutions to help promote safe, connected, and inclusive learning experiences for ELs.

**Christina Cipriano**, Yale University, USA**Cynthia Reyes**, University of Vermont, USA**Larbi Ghemari**, University of Vermont, USA**Sherry MacKay**, Transformational Learning Communities, USA**Brenda Perez Mendoza**, Illinois ASCD, USA**Context:** All**Primary Setting:** Secondary School**CIC****FRIDAY, 2 pm–3:30 pm***DLCC, Room 304***Intercultural Communication and ITAs: A Two-Way Training Approach**

Communication skills are needed between both ITAs and students, yet two-way training is seldom employed. A panel of ITAs join researchers as they share their training model; ITAs give their own perspectives. Participants consider ways to develop intercultural trainings for their own institutions.

**Stephanie Lindemann**, Georgia State University, USA**Nicholas C. Subtirelu**, Georgetown University, USA**Soyoung Sarah Han**, The Pennsylvania State University, USA**Kobe Ashley**, Georgia State University, USA**Saurabh Anand**, University of Georgia, USA**Ha Nguyen**, North Carolina State University, USA**Context:** All**Primary Setting:** ITA**LSP****FRIDAY, 2 pm–3:30 pm***DLCC, Room 303***The Trickle-Down Problem: Pronunciation From Teacher Education to the Classroom**

Teaching pronunciation is often considered an implicit part of social, oral language instruction. Instructors may not feel confident or have the knowledge to incorporate pronunciation into skills-based or content-based language instruction. The presenters explore reasons for this and share examples of application of pronunciation instruction in the teacher education classroom.

**Kate Mastruserio Reynolds**, Central Washington University, USA**Mara Haslam**, Stockholm University, Sweden**Jennifer A. Foote**, University of Alberta, Canada**Catherine E. Showalter**, Northeastern University, USA**Khanh-Duc Kuttig**, University of Siegen, Germany**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**PD****FRIDAY, 2 pm–3:45 pm***DLCC, Room 317***A Whole-School Framework for Improving ELs' School Experiences and Outcomes**

Improving ELs' academic outcomes and schooling experiences requires a holistic approach to address school climate and culture, instruction, and family engagement. This workshop provides a framework and set of resources for districts, administrators, and ESL coordinators to systematically evaluate and address policies, structures, and practices that impact ELs' academic success.

**Tamara Sniad**, Temple University, USA**Megeera Glah Mabry**, Temple University, USA**Context:** ESL**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

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Session

InterSection

Invited  
Speaker

Panel



Presentation



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Workshop

**ASJ****FRIDAY, 2 pm–3:45 pm***DLCC, Room 401***Cultivating Critical Teacher Identity Awareness for Ethical Antiracist Practice**

This workshop is designed for teacher educators seeking to integrate antiracist, justice-oriented pedagogies into their TESOL courses. Attendees discuss, experience, and share approaches that promote critical teacher awareness about the ethics of teaching English globally. Techniques for scaffolding difficult conversations and modeling for classroom practice are explored.

**Raichle Farrelly**, University of Colorado Boulder, USA**Patsy Egan**, Hamline University, USA**Cydnee Sanders**, Hamline University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**CIA****FRIDAY, 2 pm–3:45 pm***DLCC, Room 326***Implementing Sustainable Development Topics in the English Language Classroom**

In 1987, the World Commission on Environment and Development challenged the world society to maintain the entire environment for future generations. English classes can serve as a good arena to raise awareness of sustainable development topics. This workshop equips participants with warm-up and lesson activities on integrating sustainable development issues into classes.

**Anara Tazhibaeva**, Osh State University, Kyrgyzstan**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**ASJ****FRIDAY, 2 pm–3:45 pm***DLCC, Room 402***Multilingual Family Engagement in a Hybrid World**

Empower families to make their emergent multilingual children's potential a reality using inclusive, integrated, and impactful practices with a meaningful blend of in-person and online learning events. This session aims to provide targeted resources and ideas that include hosting in-person and virtual events that leverage families' linguistic and cultural assets.

**Maria Cieslak**, Center for Applied Linguistics, USA**Context:** ESL**Primary Setting:** Primary School**TE****FRIDAY, 2 pm–3:45 pm***DLCC, Room 408***Pedagogies to Develop Critical Multilingual Language Awareness With Teachers**

Research suggests that teachers hold deficit-oriented perspectives about multilingual learners and misunderstandings about language learning. Research suggests this can shift through professional learning. Teacher education should provide opportunities to cultivate asset-based understandings of bilingualism. In this interactive session, the presenters share activities to foster nuanced understandings of language learning and use.

**Christine M. Leider**, University of Massachusetts Boston, USA**Christina Dobbs**, Boston University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

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Session

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PD

**FRIDAY, 2 pm–3:45 pm***DLCC, Room 319***Spreadsheet Paleontologists: Unearthing Treasures in Your ELP Assessment Data**

Is your data analysis process a tyrannosaurus wreck? Too often, we are data rich, but information poor. Join us to learn how to sift through your school/district data to unearth a treasure trove of information which can be used to guide programming and instruction. All assessments and technological proficiencies welcome!

**Jessica Marine**, Oklahoma City Public Schools, USA**Jamie Buckmaster**, Oklahoma City Public Schools, USA**Context:** ESL**Primary Setting:** Secondary School

LSP

**FRIDAY, 2 pm–3:45 pm***DLCC, Room 333***Using Debate With Low-Level Learners to Improve Speaking**

Debate is an effective way to develop speaking skills because it can improve fluency and confidence. However, debate in the English language classroom has often been focused on advanced-level students. This workshop provides attendees with the skills and techniques they need to teach debate to lower proficiency students.

**Sadi Toirzoda**, American Space Kulob, Tajikistan**Context:** EFL**Primary Setting:** Secondary School

PD

**FRIDAY, 2 pm–3:45 pm***DLCC, Room 315***Teacher Well-Being: Relationships at the Core of Our Pedagogy**

How does well-being impact our teaching and learning processes? Enhancing our emotional capacities on a regular basis through everyday, doable activities is of paramount importance. This workshop encourages teachers to create their own teacher well-being kit, through the demonstration of games, activities, and proven strategies for the classroom, and for life.

**Monica Rodriguez Salvo**, InspirED Consultora, Argentina**Context:** All**Primary Setting:** Primary School

RWL

**FRIDAY, 2 pm–3:45 pm***DLCC, Room 306***Valuing Their Voices: Responding to Multilingual Students' Writing**

Many language educators value students' emergent multilingualism, but lack strategies for engaging with students' writing from a strengths-based perspective. In this workshop, participants develop techniques for responding to students' writing that leverage students' skills as multilingual communicators and prepare them to write with intention across rhetorical contexts.

**Catherine Box**, University of Pennsylvania, USA**Anne Pomerantz**, University of Pennsylvania, USA**Context:** All**Primary Setting:** Academic English ProgramsAcademic  
Session

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Session

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Speaker

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**DLT****FRIDAY, 3:30 pm–4 pm***DLCC, Room 329***Connecting From Afar: Managing a Virtual Conversation Partner Program**

Though conversation exchanges have long been considered a beneficial complement to language study, our increasingly digital world is creating new demands for virtual programs. This presentation covers the development of a remote conversation exchange program between ELs in Brazil and their English-speaking counterparts at a U.S. aeronautical university.

**Rachel Herman**, Embry-Riddle Aeronautical University, USA

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

**Context:** All

**Primary Setting:** Adult Education

**MD****FRIDAY, 3:30 pm–4 pm***Westin, Alleghany Ballroom II***Create Open-Access Resources to Promote Access, Equity, and Engagement**

Removing the barrier of costly textbooks through adoption of open-access resources promotes access to education and fosters equity within our educational institutions. Teachers learn the process for creating and publishing their own open-access resources that promote engagement by being tailored to the needs and interests of specific student populations.

**Elizabeth Baertlein**, Kirkwood Community College, USA

**Context:** All

**Primary Setting:** Academic English Programs

**AL****FRIDAY, 3:30 pm–4 pm***Westin, Alleghany Ballroom III***Developing a Theoretical Model for Language Learning Strategies**

This presentation reports on the early stages of a project that aims to develop a stepwise theoretical model for language learning strategies and then tests it across four levels of higher education. In-depth interview and think-aloud data from the first theory-testing study are used to explain the model.

**Nathan Thomas**, University College London, United Kingdom

**Context:** All

**Primary Setting:** Academic English Programs

**DLT****FRIDAY, 3:30 pm–4 pm***DLCC, Room 336***E-Learning Success Factors in an ESL Context During the Pandemic**

E-learning has been on the rise because of its unique functionality. However, English language teachers struggle to manage e-learning environments across contexts. These tensions have increased because of the COVID-19 pandemic. The study discussed in this session examines how English language teachers in Egypt and Afghanistan develop and manage e-learning success factors.

**Omar Yacoub**, Indiana University of Pennsylvania, USA

**Jawad Golzar**, Herat University, Afghanistan

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



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Workshop



TE

**FRIDAY, 3:30 pm–4 pm***DLCC, Room 330***Equitable Education for Multilingual Learners With Disabilities Starts With Prepared Teachers**

This session reports data from a survey of K–12 educators examining how prepared they feel to teach multilingual learners with disabilities (MLDs). This presentation examines the implications of PD for educators of MLDs and inclusive education in the pursuit of educational equity for these learners.

**Jacqueline Otting**, University of Washington, USA**Context:** B-ME**Primary Setting:** Graduate/Postgraduate Programs

TE

**FRIDAY, 3:30 pm–4 pm***DLCC, Room 410***Examining Advocacy for ELs Through an Equity Literacy Lens**

This session examines novice ESL teachers' ideas about advocacy using the equity literacy framework. Definitions and actions are categorized in terms of the abilities of an equity literate educator. The findings suggest how to integrate a clearer focus on social justice into ESL teacher education programs.

**Stephanie Garrone-Shufan**, Merrimack College, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

ASJ

**FRIDAY, 3:30 pm–4 pm***DLCC, Room 403***Foregrounding Plurilingual Competencies in Pakistan's National ELT Curriculum Reform Project**

This presentation provides an overview of the current ELT curriculum reform work in Pakistan, defines plurilingualism within the Pakistani context, and gives examples of learning outcomes and course content designed in alignment with a plurilingual framework. Participants learn how this content helps to develop diverse cross-linguistic resources of students.

**Imdad Ullah Khan**, University of Swat, Pakistan**Andy Halvorsen**, Wenzhou-Kean University, People's Republic of China**Context:** B-ME**Primary Setting:** Adult Education

TE

**FRIDAY, 3:30 pm–4 pm***DLCC, Room 413***From Time to Task Orientation in Online TESOL Practica**

Teacher preparation for teaching ESOL online should include a practicum. However, when the instruction occurs asynchronously, it is very difficult to measure a practicum in hours. This session introduces a task-based format, premised on the documentation of teaching and learning interactions rather than hours spent in the classroom.

**Jan Dormer**, Messiah University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



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**LSP****FRIDAY, 3:30 pm–4 pm***DLCC, Room 328***Game Changers: 4 Technology Tools for Teaching Speaking and Listening**

Attendees learn about the functionality and application of four useful online tools for teaching speaking, listening, and pronunciation in a hybrid or online class. The session focuses on the use of FlipGrid, MediaSite, Playposit, and Softchalk to create digital materials that support class outcomes.

**Lisa Friel**, Cuyahoga Community College, USA**Context:** ESL**Primary Setting:** Academic English Programs**VG****FRIDAY, 3:30 pm–4 pm***DLCC, Room 323***It's as Easy as 1-2-3: Teaching Numbers Kinesthetically**

Saying and writing down large numbers can be particularly challenging for ELs. In this presentation, participants try out four kinesthetic games that have been successfully used to help students practice numbers. Participants share their own successful tips for teaching numbers.

**Amy Christensen**, Central New Mexico Community College, USA**David Williams**, Central New Mexico Community College, USA**Context:** All**Primary Setting:** Adult Education**DLT****FRIDAY, 3:30 pm–4 pm***DLCC, Room 325***L2 Writing Teachers' Use of Grammarly to Supplement Their Feedback**

The presenter discusses research on Grammarly's error correction performance and L2 writing teachers' use of Grammarly to complement their formative feedback. After discussing the study and its major findings, the presenter provides implications for how to use Grammarly meaningfully to complement teacher formative feedback in L2 writing classrooms.

**Svetlana Koltovskaia**, Oklahoma State University, USA**Context:** ESL**Primary Setting:** Adult Education**TE****FRIDAY, 3:30 pm–4 pm***DLCC, Room 406***Language Teachers' Assessment Education and Practices: A Multiple-Case Study**

This presentation reports findings of language teachers' education and practices in assessment, as food for thought in proposing a language assessment literacy knowledge base, in a multiple-case study. Findings reveal certain dislike for summative assessment, associated to low language assessment literacy. Pedagogical implications in language teacher education are discussed.

**Sonia Hernandez-Ocampo**, Universidad Javeriana, Colombia**Context:** EFL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

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Session

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Speaker

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**TE****FRIDAY, 3:30 pm–4 pm***DLCC, Room 412***Policy Into Practice: Considering EL Services in Middle Schools**

This presentation focuses on three midwestern, U.S. middle schools and how they translate federal language policies into practice. Participants learn about how language policies manifest in similar or different ways in different middle schools and how they are influenced by ideologies, funding, and local contexts.

**Katrina Reinhardt**, University of Indianapolis, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs

**ASJ****FRIDAY, 3:30 pm–4 pm***DLCC, Room 404***Social Justice Incorporated in an EFL Context: Teachers' and Students' Perception**

This session aims at investigating students' and teachers' perception on social justice incorporation in the Vietnamese EFL context at the tertiary level. Findings reveal while both teachers and learners strongly support the implementation of social justice in language learning, some issues relating to oppressions and obstacles need to be addressed.

**Canh Truong**, Foreign Trade University, Ho Chi Minh City Campus, Vietnam

**Context:** ESL

**Primary Setting:** ITA

**ASJ****FRIDAY, 3:30 pm–4 pm***DLCC, Room 405***Social Justice Language Education in Digital Learning Spaces**

This presentation explains how digital learning spaces can be transformed in a way that not only educates language teachers about how to integrate social justice issues in their classes but also embodies the very same principles and practices to provide more equitable learning opportunities to its learners.

**Deniz Ortactepe Hart**, Middlebury Institute of International Studies at Monterey, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**RWL****FRIDAY, 3:30 pm–4 pm***DLCC, Room 324***Source Choice in Counterargument Writing**

This presentation discusses the findings of a research study on students' counterargument writing. Participants learn how to guide their students toward source type choices that produce stronger logic and evidence in counterarguments.

**Zawan Al Bulushi**, Indiana University Bloomington, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



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Presentation



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Workshop

**LSP****FRIDAY, 3:30 pm–4 pm***DLCC, Room 311***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 encountered when discussing speech rates and L2 listening comprehension. Proposals are made for improving this area of research.

**Nathaniel Carney**, Kobe College, Japan**Context:** All**Primary Setting:** Academic English Programs**TE****FRIDAY, 3:30 pm–4 pm***DLCC, Room 407***Taking the Challenge to Foster Intrinsic Motivation and Learner Autonomy**

This presentation outlines a carefully scaffolded 4-week unit focused on extensive reading and listening activities that not only improve L2 language proficiency but also foster intrinsic motivation and learner autonomy. Attendees leave with a complete unit that can be adapted for a variety of language levels and contexts.

**Elizabeth Bottcher**, Columbia University, USA**Carolyn Dunn**, Columbia University, USA**Context:** All**Primary Setting:** Academic English Programs**TE****FRIDAY, 3:30 pm–4 pm***DLCC, Room 411***Teacher-Training Needs of Primary EFL Teachers: Perspectives From Various Stakeholders**

This session reports on a study investigating the needs of primary EFL teachers and language coordinators as they engage with a self-paced, online teacher-training module. Questionnaire and focus-group interview data highlighted both promising and challenging aspects for developing quality teacher-training programs. Implications for various stakeholders of young-learner education are discussed.

**Shinhye Lee**, Educational Testing Service, USA**Yeonsuk Cho**, Educational Testing Service, USA**Veronika Laughlin**, Educational Testing Service, USA**Context:** EFL**Primary Setting:** Primary School**PD****FRIDAY, 3:30 pm–4 pm***DLCC, Room 310***Write Grants to Inspire Your Teaching and Empower Your Classroom**

By writing grants, ESL teachers can empower their classroom and enhance their profession. Grants can provide funding for specific teaching activities in a school or for advocacy efforts in a community of practice. Attendees emerge from this session inspired to seek funding and energized to write grants.

**Susan Spezzini**, University of Alabama at Birmingham, USA**Josephine Prado**, University of Alabama at Birmingham, USA**Context:** ESL**Primary Setting:** Secondary SchoolAcademic  
Session

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Session

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PD

**FRIDAY, 3:30 pm–4:15 pm***DLCC, Room 307***Culturally Responsive Teaching Self-Efficacy of Secondary Teachers in Online Learning**

This presentation explores the culturally responsive teaching self-efficacy (CRTSE) of secondary teachers of ELs during the online learning of Fall 2020. Participants challenge their own definitions of culturally responsive teaching, reflect on their own CRTSE, and leave with a deeper understanding of the impact CRTSE can have on ELs.

**Jo Hawke**, St. John's University, USA**Context:** ESL**Primary Setting:** Secondary School

DLT

**FRIDAY, 3:30 pm–4:15 pm***DLCC, Room 327***Designing and Implementing a Blended Learning English Program in Senegal**

Participants learn how educators designed and implemented the first blended learning English program in Senegal, utilizing face-to-face lessons with virtual learning. Presenters share the current research that drove the creation of the blended learning program, and the challenges and solutions they found during the program's implementation.

**Djiby Diaw**, U.S. Department of State, Access Program, Senegal**Bernadette Sambou**, Association of Teachers of English in Senegal, Senegal**Khassoum Diop**, Association of Teachers of English in Senegal, Senegal**Context:** All**Primary Setting:** Secondary School

A

**FRIDAY, 3:30 pm–4:15 pm***Westin, Somerset***Examining Assessment From Multiple Perspectives: Students, Instructor, and Program Coordinator**

This presentation delineates multiple assessment perspectives and instruments used in an assessment literacy development course in a university-based TEFL training program for preservice teachers. Both quantitative and qualitative data help presenters describe the experience of assessing trainees in an assessment course and being assessed by them through course surveys.

**Mariana Menchola-Blanco**, University of Arizona, USA**Eddy White**, University of Arizona, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

LSP

**FRIDAY, 3:30 pm–4:15 pm***DLCC, Room 316***Supporting Autonomous Learning of English Word Stress With YouGlish**

This presentation reports on a study that investigated the efficacy of YouGlish for supporting instruction on word stress rules that guide the pronunciation of polysyllabic words. YouGlish was used as a speech model for out-of-class practice. The rules taught and the results and pedagogical implications of the study are discussed.

**Veronica Sardegna**, Duquesne University, USA**Anna Jarosz**, University of Łódź, Poland**Context:** All**Primary Setting:** Secondary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



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**RWL****FRIDAY, 4 pm–4:45 pm***DLCC, Room 303***Fostering Growth Mindset in ESL Reading Through Effort Praise**

The study discussed investigated the effects of effort praise on reading comprehension test performance and mindset of 60 seventh-grade students who were classified as struggling readers. This study found that effort praise led students in the experimental group to endorse a growth mindset and helped them improve their reading performance.

**King Arman Calingasan**, Notre Dame University, Philippines

**Context:** ESL**Primary Setting:** Secondary School**RWL****FRIDAY, 4 pm–4:45 pm***DLCC, Room 305***Help Yourself! Promoting ESL Learners' Writing Autonomy**

Teaching writers how to edit and revise can be an arduous but rewarding journey for ESL teachers. This presentation explores the need of teaching ESL writers self-editing and revising strategies and addresses issues involved in promoting writers' autonomy, such as the use of instructor feedback, peer reviews, and self-help strategies.

**Aziz Qureshi**, University of California, Irvine, USA

**Context:** All**Primary Setting:** Academic English Programs**RWL****FRIDAY, 4 pm–5:15 pm***DLCC, Room 301***Lessons Learned From "Zooming" Into Teacher-Student Group Writing Conferences**

Teacher-student group conferences (TSGC) blend one-to-one teacher-student writing conferences with peer response. In this panel, teacher-researchers discuss incorporating TSGCs into intermediate and advanced university EAP composition courses taught online because of the pandemic. They offer advice on setting up and conducting TSGCs and share best practices and suggestions.

**Betsy Gilliland**, University of Hawai'i Mānoa, USA

**Michelle Kunkel**, University of Hawai'i Mānoa, USA

**Mitsuko Suzuki**, University of Hawai'i Mānoa, USA

**Rickey Larkin**, University of Hawai'i Mānoa, USA

**Rabail Qayyum**, University of Hawai'i Mānoa, USA

**Victoria Lee**, University of Hawai'i Mānoa, USA

**Context:** All**Primary Setting:** Academic English Programs**ASJ****FRIDAY, 4:30 pm–5 pm***DLCC, Room 404***(Mis)representations of Immigrants in Pop-Culture: Why This Matters for TESOL**

U.S.-based popular culture too often views immigrants through a deficit lens. These negative representations matter as they help shape mainstream perceptions of immigrants. This presentation examines misrepresentations of immigrants and shows how advocates can employ a social justice and asset framework to counter these negative pop-culture mischaracterizations.

**James Whiting**, Plymouth State University, USA

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****FRIDAY, 4:30 pm–5 pm***DLCC, Room 329***Analyzing Online Tutor Efficacy During Turbulent Times: A CDST Approach**

The study discussed investigates how six online TESOL tutors developed efficacy while teaching English and math over a semester. Videotaped sessions, weekly reports, and final papers were analyzed using complex dynamic systems theory techniques. The findings showed nonlinear development of confidence and teaching skills, but continuous struggles with classroom management.

**Elizabeth Hepford**, Wesleyan University, USA**Context:** ESL**Primary Setting:** Tutoring**DLT****FRIDAY, 4:30 pm–5 pm***DLCC, Room 335***Facebook Live Streaming as an Alternative Means of Teaching English**

During the COVID-19 pandemic, Facebook Live streaming has become a supportive online teaching tool useful for teaching English communication skills, developing students' motivation and collaboration in online classes, and increasing engagement. Learn how Facebook Live offers virtually limitless possibilities for connecting with students and sharing of useful information.

**Prakash Chandra Giri**, Nepal Open University, Nepal**Context:** All**Primary Setting:** Tutoring**RWL****FRIDAY, 4:30 pm–5 pm***DLCC, Room 326***ESL Writers' Hidden Literacy Practices**

This presentation reports on a study which set out to investigate digitally mediated literacy practices (writing strategies and processes) of a group of ESL writers taking composition courses at a U.S. university. The presenter highlights the importance of understanding such student literacy practices for writing instructors.

**Naseh Nasrollahi Shahri**, San Diego State University, USA**Context:** All**Primary Setting:** Academic English Programs**TE****FRIDAY, 4:30 pm–5 pm***DLCC, Room 409***Feeling Power Through Collaborative Dialogue: Teachers' Emotional Resistance and Transformation**

This presentation discusses the role of collaborative dialogue between a teacher educator and two language teachers in developing feeling power. The presentation explores language teacher emotions as a site of resistance to institutional policies and how the collaborative dialogue enabled them to have feeling power through emotional reflexivity.

**Juyoung Song**, Murray State University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****FRIDAY, 4:30 pm–5 pm***DLCC, Room 403***Linking Administrators' Stories and Dispositions to Effective EL Family Engagement**

Do you wish your Pre-K–12 administrators were fully invested in family engagement? Storytelling may be the key. Using narrative analysis, the study discussed examined the effects of stories on administrators' dispositions toward equitable EL family engagement. Participants learn the study's findings and discuss how to gather and use stories.

**Angela Mooney**, University of Central Oklahoma, USA**Context:** ESL**Primary Setting:** Primary School**VG****FRIDAY, 4:30 pm–5 pm***DLCC, Room 402***Present Perfect and Simple Past in L1 and L2 English Speakers**

This presentation examines how 65 L1 and 40 L2 speakers use present perfect and simple past. There was a significant difference. This finding leads to a pedagogical implication that teaching grammar needs to change from prescriptive to descriptive. New orientations, such as the translingual approach, can be a good alternative.

**Mohamed Yacoub**, Florida International University, USA**Context:** ESL**Primary Setting:** Adult Education**AL****FRIDAY, 4:30 pm–5 pm***Westin, Alleghany Ballroom II***Problematizing the Native Speaker Illusion: Emerging Issues in Turkey**

This presentation reports on findings from an exploration into pseudo native-speakerism, in which nonnative certified language instructors enjoy the privileges associated with native speakers because they are presented as native speakers to students and parents in private schools in Turkey. Implications for effective teaching practices are discussed.

**Halil Ibrahim Cinarbas**, Abdullah Gul University, Turkey**Rabia Hos**, University of Rhode Island, USA**Context:** EFL**Primary Setting:** Secondary School**RWL****FRIDAY, 4:30 pm–5 pm***DLCC, Room 325***Self-Regulated Strategy Development Influences on ELs' Self-Efficacy for Text Revision**

Revision has been such an important aspect in learning L2 writing. To deepen our understanding of L2 revision, the presenters share findings from a study into the effects of the self-regulated strategy development (SRSD) model on students' self-efficacy for text revision in EFL writing.

**Lawrence Jun Zhang**, University of Auckland, New Zealand**Jing Chen**, Huazhong Agricultural University, People's Republic of China**Xiao Wang**, Royal New Zealand Police College, New Zealand**Tingting Zhang**, University of Auckland, New Zealand**Context:** EFL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****FRIDAY, 4:30 pm–5 pm***DLCC, Room 405***Social Justice, Community Partnerships, Language Learning: Tales From a Summer Program**

Authentic, community-engaged projects, rooted in social justice, can inspire ELs to collaborate while accelerating oral language and literacy development. This presentation describes how one teacher leveraged community partnerships to create a summer program positioning ELs as agents of hope. Attendees receive links to the program lesson plans and materials.

**Puja Mullins**, Lincoln Consolidated Schools, USA**Context:** ESL**Primary Setting:** Primary School**AL****FRIDAY, 4:30 pm–5 pm***Westin, Alleghany Ballroom III***The Power of Vision: Inspiration, Motivation, Transformation**

Vision is a powerful inspirational and motivational force. Through visualization techniques, narrative learning, and imagery exercises, teachers can create positive classroom experiences, simulate successful learning outcomes, and lead students through a self-regulatory process critical for ultimate L2 attainment and mastery.

**Michael Bowen**, University of Illinois at Urbana-Champaign, USA**Context:** ESL**Primary Setting:** Academic English Programs**RWL****FRIDAY, 4:30 pm–5 pm***DLCC, Room 323***The Case for a Plurilingual Approach to Writing Pedagogy**

This presentation argues that a plurilingual perspective in L2 writing, which recognizes the entirety of people's linguistic and rhetorical repertoires, is a productive intersection of current approaches to literacy development. Pedagogical and program-wide practices that capitalize on the varied linguistic backgrounds of multilingual writers are presented.

**Gail Shuck**, Boise State University, USA**Kay Losey**, Grand Valley State University, USA**Context:** ESL**Primary Setting:** Academic English Programs**CIA****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 408***A Strengths-Based Educational Model for Teenage Refugee Immigrant Girls**

A special-purpose program for refugee girls implements an educational model that addresses their specific strengths and needs, offering an interdisciplinary and integrated approach taught by experts in both English language and their content areas. Presenters describe the four pillars of the model and its applicability to other places and programs.

**Mary Lou McCloskey**, Agnes Scott College, USA**Cassie Leymarie**, Global Village Project, USA**Elizabeth Elango Bintliff**, Global Village Project, USA**Context:** ESL**Primary Setting:** Secondary School

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 315***Are Preteaching Vocabulary and Using Prediction Oversaturated Listening Practices?**

A university-based case study revealed that experienced language teachers favor preteaching vocabulary and using prediction as their two central instructional practices when teaching students how to listen to EAP. What are the challenges and opportunities with this finding, and how can teacher education for listening be improved?

**Jennifer Lacroix**, Boston University, USA**Context:** All**Primary Setting:** Academic English Programs**TE****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 413***Identity and Global Englishes in Teacher Education: Perspectives and Possibilities**

This presentation provides an overview of perspectives (critical and traditional) on examining identity and discusses two activities aimed at educating preservice teachers about English varieties and engaging them in (re)examining their own sociolinguistic perspectives and positionality. Maps are utilized for exploring and questioning current perspectives and mapping newly examined ones.

**Roxanna Senyshyn**, Pennsylvania State University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**RWL****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 306***Increasing Students' Phrasal Complexity in Timed ESL Writing**

Phrasal complexity is important in academic writing, but what it is and how students develop it can be confusing. The presenters offer instructive examples, share theories and research about how it is developed in timed writing settings, and then offer suggestions and materials that support the teaching of phrasal complexity.

**Zack Lambert**, Brigham Young University, USA**Sonja Mecham**, Brigham Young University, USA**Brett Hashimoto**, Brigham Young University, USA**Grant Eckstein**, Brigham Young University, USA**Context:** ESL**Primary Setting:** Academic English Programs**TE****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 412***Integrating Multiliteracies Pedagogy in Online Teacher Education Courses in TESOL**

Teacher educators and teachers of ELs explore how to apply multiliteracies pedagogy to invite multilingual learners to draw on full meaning-making resources to learn and represent understanding. Participants gain ideas for using digital tools in online or in-person teaching that multilingual learners can use to create multimodal texts.

**Kathleen Ramos**, George Mason University, USA**Joan Kang Shin**, George Mason University, USA**Sujin Kim**, George Mason University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 410***Media Literacy Education and Language Teacher Education: A Natural Convergence**

This presentation describes commonalities between language teacher education and media literacy education. The presenter argues that media literacy education is a natural and integral part of language teacher education that needs to be overtly acknowledged and fully developed as a resource that teachers can carry over into their own praxis.

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

**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**CIA****FRIDAY, 4:30 pm–5:15 pm***DLCC, Spirit of Pennsylvania B/C***Teaching English for Special Purposes With Language Corpora**

Drawing on examples from legal documents and cookbooks, this session demonstrates the plethora of information corpus linguistics can reveal about the lexis, grammar, information structure, and cultural associations in the genres investigated, which often differ vastly from the conventions and principles of “general English.”

**Michał B. Paradowski**, University of Warsaw, Poland

**Context:** EFL**Primary Setting:** Adult Education**PD****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 310***The Power of Podcasting: How To Launch an ELT Podcast**

This presentation shares a streamlined process around the creation of an ELT podcast, from concept inception to launch. Presenters share challenges that may arise in the process and practices for mediation. Session participants leave with succinct strategies for creating their own digital learning community.

**Anna Ciriani-Dean**, Independent, USA

**Shélynn Riel**, Independent, USA

**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**PD****FRIDAY, 4:30 pm–5:15 pm***DLCC, Room 317***The Science of Teaching and Learning: Applying PD to Curriculum**

The science of teaching and learning, a growing field incorporating cognitive psychology, neuroscience, and education research, has important implications for TESOL professionals. The presenter explains how she encountered concepts, including metacognition and retrieval practice, through PD and adapted the curriculum of a teacher education course to incorporate these strategies.

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

**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



A

**FRIDAY, 5 pm–5:30 pm**

*Westin, Somerset*

### **Investigating the Language Complexity of Assessments for ELs**

Presenters share the findings of a study that examined the language complexity of statewide, standardized assessments in English language arts, mathematics, and English language proficiency in Grade 5 in U.S. schools. The audience gains a better understanding of the types of language demands ELs encounter during assessments.

**Mikyung Kim Wolf**, Educational Testing Service, USA

**Laura Ballard**, Educational Testing Service, USA

**Florencia Tolentino**, Educational Testing Service, USA

**Alison Bailey**, University of California,  
Los Angeles, USA

**Context:** ESL

**Primary Setting:** Primary School



Academic  
Session



Dialogue



Exhibitor  
Session



InterSection



Invited  
Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



# SESSION DESCRIPTIONS

On-Demand sessions are available in the virtual Convention platform at any time during the Convention and for 30 days post-Convention.


**PD**

## A Critical View of PD Plans

This session presents three frameworks to design effective PD programs and contrasts them to EFL teachers' views and experiences in a local context. It also reveals other factors that influence teachers' PD outcomes. Attendees leave with useful insights and materials about how to make a PD program more effective.

**Hector Sanchez**, Proulex, Mexico

**Isa Tirado**, Proulex, Mexico

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs


**AL**

## A Study of Techniques for Promoting ESOL Students' Transfer Motivation

To be successful, ESOL instruction must lead to students' transfer of learning to new situations beyond the ESOL classroom. An important factor is students' motivation to transfer learning. The survey study discussed investigated techniques that ESOL instructors can use to promote students' motivation to transfer learning.

**Mark James**, Arizona State University, USA

**Context:** All

**Primary Setting:** Academic English Programs


**ASJ**

## A Hidden Gem: Learner-Centered Online Refugee Partnership

This presentation details how an IEP employed a framework of learner centeredness when adapting their curriculum for remote English language development to refugees in Western Asia. The presenters highlight the application of learner centricity, the identification and the resolution of learner' needs, and the advantageous academic wins.

**Rita Naughton**, Southern New Hampshire University, USA

**Lobar Glenn**, Southern New Hampshire University, USA

**Lleij Schwartz**, Southern New Hampshire University, USA

**Context:** EFL

**Primary Setting:** IEP


**RWL**

## A Transnational Writing Space for Multifaceted L2 Writing

Taking an analytical framework of multifaceted L2 writing, this presentation reports on a case study of a two-course sequence of fully online U.S. first-year writing courses for L2 writers. In this unique transnational online writing space, the students made sense of their own development in learning-to-write, writing-to-learn-content, and writing-to-learn-language.

**Ming Fang**, Florida International University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



VG

**Accuracy Matters: Factors Affecting Web-Based Explicit Instruction of Plural Marking**

This session unpacks variables involved in web-based explicit instruction with respect to plural marking accuracy (e.g., “I like catS”) among intermediate Japanese EFL learners. Findings revealed that raising awareness of contrastive features through highlighting L1-L2 differences induced greater learning gains than noncontrastive features. Implications for teaching are discussed.

**Matt Lucas**, Kansai University, Japan

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Academic and Professional Programs, including Teacher Education



PA

**Addressing the Academic Needs of International Graduate Students**

This presentation reports on a mixed methods case study that investigated the needs and challenges of international graduate students in a master of public health program. Findings and implications for professional graduate programs, academic English/ Pathways programs, and university EAP support in general are discussed.

**Melinda Harrison**, Auburn University at Montgomery, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



TE

**An EFL Teacher's Agency and Identity Shift During the Pandemic**

With the outbreak of COVID-19, many ESL/EFL teachers have rapidly reacted and adapted to constantly changing teaching environments. Drawing upon the notions of ethical self-formation and agency, this presentation reports an EFL teacher's agency and identity shift to adjust to drastically changing teaching environments.

**Jinsil Jang**, Ohio State University, USA

**Youngjoo Yi**, Ohio State University, USA

**Context:** EFL

**Primary Setting:** Primary School



ASJ

**An ESL Teacher's Investment in Diversity Work During COVID-19**

This session explores how an ESL teacher at a public university in Sri Lanka took efforts to support her students with special needs as the university implemented mandatory online teaching in response to the COVID-19 pandemic. The data throw light on the teacher's resilience and her investment in diversity work.

**Apsara Abesinghe**, University of Peradeniya, Sri Lanka

**Kasun Gajasinghe**, Michigan State University, USA

**Swapni Hapuarachchi**, University of Peradeniya, Sri Lanka

**Jennifer Edama**, University of Peradeniya, Sri Lanka

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**Analyzing Reflections on Service-Learning in TESOL**

An investigation of preservice ESOL teachers' reflections on service-learning at a local elementary school demonstrates a limited quality of reflection. This indicates that more can be done to facilitate meaningful reflection. The research is outlined, and ideas for improving the quality of reflections are discussed.

**Cynthia Macknish**, Eastern Michigan University, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



RWL

**Asset-Based Pedagogies: Empowering Through Students' Strengths**

With increased emphasis on rigor and content knowledge, it is more important than ever to shift instructional practice from deficit driven to strength identifying to validate all learners. This presentation highlights the value of asset-based pedagogies as well as ways to incorporate these practices in the classroom.

**Nicole Young**, Benchmark Education Company, USA

**Context:** ESL

**Primary Setting:** Primary School



CIA

**Authentic Task-Based Writing for STEM Student Success**

STEM students often resist studying writing in English language programs. They fail to see the value of it in their field because scientific writing is not emphasized in most curricula. This presentation introduces a task-based curriculum in an authentic context that motivates STEM students by teaching scientific writing skills.

**Rochelle King**, INTO Oregon State University, USA

**Lucia Stone**, INTO Oregon State University, USA

**Richard Hahn**, INTO Oregon State University, USA

**Tony Zak**, INTO Oregon State University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



TE

**Becoming Teachers of Emergent Bilinguals: Navigating Ideological and Identity Tensions**

This session presents identity and ideological tensions K-12 teacher candidates experience during their field experience with emergent bilinguals, with illustrative examples. The presenters discuss how these ideological tensions resonate with earlier research on language ideologies, identities, and identity tensions in the field of emergent bilinguals' education in U.S. contexts.

**Baburhan Uzum**, Sam Houston State University, USA

**Netta Avineri**, Middlebury Institute of International Studies at Monterey, USA

**Bedrettin Yazan**, University of Texas San Antonio, USA

**Context:** All

**Primary Setting:** Academic English Programs



CIC

**Being a Culturally Responsive Teacher in an EFL Context**

The goal of this teaching tip session is twofold: (1) to raise awareness of culturally responsive teaching (CRT) among EFL teachers, and (2) to discuss its implications for EFL teaching. In this demonstration, the presenter shows how CRT can increase students' participation in class.

**Daniela Silva**, Independent, Brazil

**Context:** EFL

**Primary Setting:** Adult Education



TE

**Beyond Engagement: Voice Modulation in the Elementary EFL Classroom**

Learn how to incorporate voice modulation strategies as a tool to capture students' attention and improve English language learning in a primary school setting. This teaching tip presentation helps current and future educators create a fun, interactive, well-managed classroom by helping improve students' engagement.

**Edgar Grajeda**, MingChuan Elementary, Taiwan

**Context:** All

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****Challenging Monolingualism in English Language and College Composition Pedagogy**

Both ELs and college composition learners often become trapped in the false dichotomy between a monolingual learner and multilingual learner. In this conceptually oriented session, the presenter explores the ways in which English language pedagogy and college composition pedagogy face similar challenges posed by monolingual ideologies.

**Tracy Iftikar**, Independent, USA

**Context:** All

**Primary Setting:** Academic English Programs

**DLT****Collaborative L2 Grammar Learning in a 3D Multiuser Virtual Environment**

The study discussed reports on the efficacy of using a 3D multiuser virtual environment to promote two EFL Japanese university learners' acquisition of English phrasal verbs and prepositions. Real-life simulations were found to enhance their comprehension and use of motions encoded in target forms. Implications for remote grammar teaching are discussed.

**Tomoko Oyama**, Kokushikan University, Japan

**Randall Sadler**, University of Illinois at Urbana-Champaign, USA

**Context:** EFL

**Primary Setting:** Academic English Programs

**RWL****Collaborative Multilingual Writing in Diverse Student Groups**

This presentation reports on findings from a recent study of first-year multilingual writers completing university group project work. Results show students' writing backgrounds, group practices, and perceived challenges and how they impact on the group writing process. Implications for facilitating effective collaborative writing are discussed.

**Lindsey Gruber**, Autonomous University of Madrid, Spain

**Context:** All

**Primary Setting:** Academic English Programs

**A****Correction Techniques and Assessments in the Time of Virtual Learning**

How can instructors correct and assess their students to best meet the needs of remote learners? In this session, the presenter shares ideas on error correction techniques in the virtual classroom and explores seven assessment strategies that can replace the traditional in-person assessments teachers have used in the past.

**Noga Laor**, Long Island University–Brooklyn, USA

**Context:** All

**Primary Setting:** IEP

**ASJ****Creating Community Through a Class Photo Journal**

A sense of community helps create an environment that is conducive to learning. Photo journals are a collaborative activity that help foster the creation of a community through the sharing of meaningful events. In this session, participants learn how to create a photo journal with their class.

**Lydia Fass**, Columbia University, USA

**Context:** All

**Primary Setting:** IEP



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**RWL****Customizing Pedagogical Activities for Secondary ESL Students From a Translanguaging Lens**

English-only instruction is challenging for secondary ESL learners for reading comprehension. With translanguaging-embedded activities, learners can utilize their bilingual language resources to support text interpretation. In this session, the presenters customize reading activities via an integration of translanguaging strategies into before-during-after stages to enhance learners' meaning-making abilities and knowledge acquisition.

**Ziyue Guo**, Western University, Canada

**Qiuhua Feng**, City University of Hong Kong, People's Republic of China

**Context:** ESL

**Primary Setting:** Secondary School

**RWL****Digital Literacy in L2 Academic Writing Classrooms**

This session discusses writing from the viewpoint of several approaches and shifts that have taken place: from alphabetic literacy to multimodality. Challenges that accrue from such shifts are discussed and future prospects are provided. The presentation concludes by discussing the implications for curriculum designers, teachers, and students.

**Rashad Ahmed**, Jacksonville State University, USA

**Abdu Alkadi**, Philadelphia University, Jordan

**Mirella Silva**, University of Illinois at Chicago, USA

**Context:** All

**Primary Setting:** Academic English Programs

**DLT****Digital Technologies to Support Bi/Multilingual Children in Engineering Practices**

This teaching tip consists of preservice teachers sharing their experiences engaging bi/multilingual children in engineering practices during an online STEM enrichment program. The presentation shares ways of cultivating tactile, multimodal, and equitable spaces for bi/multilinguals to engage in engineering practices with Google Jamboard, web cameras, and screen shots.

**Ariel Russell**, The Pennsylvania State University, USA

**Context:** All

**Primary Setting:** Primary School

**ASJ****Dis/ability and the Global South: Lessons From the Field**

This panel discusses what it means to have a dis/ability outside of predominantly Western scholarship, which often fails to address experiences in World-English contexts. Panelists look at the work of scholars across four continents to highlight the ways in which disability, inclusion, and ELT are addressed.

**Rosa Dene David**, University of British Columbia, Canada

**Kirti Kapur**, National Council of Educational Research and Training, India

**Salimata Bocoum**, Sight Savers, Senegal

**Brenda Bernaldez**, Teach for Mexico, Mexico

**Eugenia Dell'Osa**, Glasgow College, Argentina

**Asma Batool**, Ajjal Center for Comprehensive Education & Life Skills, Saudi Arabia

**Alaa Zaza**, Chemonics International, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****Discursive Construction of Social Justice Issues in Telecollaboration**

In the project discussed, implemented in Turkey and the USA, teacher candidates used the telecollaborative space as an extension of traditional classrooms to discuss controversial issues in their contexts. This session shares participants' discursive construction of crucial concepts in their understanding of societal inequities: "minority, discrimination, privilege, marginalization, and injustice."

**Bedrettin Yazan**, University of Texas San Antonio, USA  
**Baburhan Uzun**, Sam Houston State University, USA  
**Sedat Akayoglu**, Abant Izzet Baysal University, Turkey  
**Omer Eren**, Hatay Mustafa Kemal University, Turkey  
**Sibel Korkmazgil**, Sivas Cumhuriyet University, Turkey

**Context:** All**Primary Setting:** Academic English Programs**PD****Do It Yourself: How to Strategically Plan for PD**

Taking the initiative for ongoing PD has always been emphasized, but many teachers might lack the skills and knowledge to set up an effective, personalized plan. This interactive workshop demonstrates potential levels of development while indicating how teachers can utilize strategic planning techniques to devise their own growth path.

**Farid Bashiri**, Independent, Iran

**Context:** All**Primary Setting:** Tutoring**RWL****Dual Language Virtual Instruction During COVID-19 for Immigrant Students' Social Identity**

This presentation describes the work carried out by two partner kindergarten teachers who work in a public dual language instruction program. Specifically, the teachers concentrate on the teaching of reading to small groups of immigrant students virtually. The presenter analyzes some quality samples that can serve teacher educators.

**Priscilla Noble**, Georgia State University, USA

**Context:** B-ME**Primary Setting:** Primary School**ASJ****EFL Teachers of Color: Examining Narratives of Race and Professional Identity**

In this research-oriented session, the presenter offers an in-depth look at the intersection of race and language in the EFL teaching context. Data collected from four L1-English-speaking teachers of color depict how experiences with discrimination, racialized interactions, and challenges to authenticity influence the construction and negotiation of identity.

**Christopher Gras**, University of Kansas, USA

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**ELs With Dis/abilities: An Asset-Focus and Universal Design**

This academic panel explores views of dis/ability and the intersection of language learning and supporting language learners. These topics are discussed by three panelists, focusing on specific learning disabilities and the language learning and cognitive effects, techniques for classroom support, and universal design for learning as an inclusive framework.

**Judith Kormos**, Lancaster University, United Kingdom

**Anne Margaret Smith**, ELTwell, United Kingdom

**Loui Lord Nelson**, The UDL Approach, USA

**Rosa Dene David**, University of British Columbia, Canada

**Caroline Torres**, Kapi'olani Community College, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



AL

**Engaging Learners' Senses and Emotions: Emotioncy-Based Language Teaching**

Drawing on the role of senses and emotions in relativizing cognition, this interactive session introduces the concept of emotioncy (emotion + frequency) and shares practical teaching tips and best practices on how to use emotioncy-based language teaching as a way to increase learners' emotioncy levels.

**Mir Abdullah Miri**, Ferdowsi University of Mashhad, Iran

**Context:** All

**Primary Setting:** Adult Education



TE

**Enhancing Preservice Teachers' Empathy and Positive Attitudes Toward Immigrant Students**

Preservice teachers require a well grounded knowledge of immigration and antiracism training in order to create culturally and linguistically sensitive classrooms. This presentation discusses several activities used in an undergraduate education course that help preservice teachers examine their own biases while deepening their understanding of and empathy toward immigrant students.

**Theresa Waldspurger**, Appalachian State University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



RWL

**ESL Learners' Literacy Practices in Book Clubs**

This presentation synthesizes some representative works examining literacy practices of diverse ESL learners in book clubs. Through identifying topics and major findings, theoretical frameworks, and methodologies, the presentation outlines some trends and calls for continued efforts in uncovering ESL readers' experiences in book clubs and diverse methodologies to advance understanding.

**Jingyi Zhu**, The Ohio State University, USA

**Context:** ESL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**TE****ESL Teachers' Motivation-Related Outcomes in Kuwait: A Mixed Methods Study**

This presentation reports on findings from a study investigating the influence of competence beliefs and classroom goal structures on teacher motivational outcomes of 579 Arab ESL teachers in Kuwait. Findings reveal that teachers' classroom goal structures are a major predictor of their job satisfaction. Implications for PD are discussed.

**Hala AlMutawa**, The Pennsylvania State University, USA

**Context:** ESL

**Primary Setting:** Adult Education

**CIC****Examining ESL/EFL Teachers' Attitudes and Perspectives Toward World Englishes**

The study discussed examines the attitudes and perspectives of Filipino and Chinese ESL/EFL teachers on World Englishes through focus group discussions, open-ended questionnaires, and interviews. The results will help in identifying the gaps in language teaching, providing suggestions on inclusivity, and asserting legitimacy of nonnative-English-speaking teachers as speakers of English.

**Alexander Tang**, Seattle Central College, USA

**Carine Iries M. Suacillo**, Independent, Philippines

**Erdie Dominic R. Mabunga**, University of San Tomas, Philippines

**Context:** All

**Primary Setting:** Academic English Programs

**RWL****Exploring Multilingual International College Freshmen's Translingual Written Communication Across Contexts**

To unpack multilinguals' written communication across contexts, the exploratory qualitative study discussed integrates digital ethnographic and interview methods to explore the experiences of 10 international college freshmen. Findings indicate while participants engaged in translingual written communication in social contexts, they were reluctant to draw upon their home language in academic settings.

**Qianqian Zhang-Wu**, Northeastern University, USA

**Context:** B-ME

**Primary Setting:** Academic English Programs

**PD****Exploring Teacher Researcher Mentoring as a Tool for PD**

This session focuses on the presenter's perspective of professional learning opportunities that mentorship of teacher researchers offers and how it transforms a mentor's own practice as a teacher as well as a teacher educator. The presentation also focuses on the impact of the mentorship experience in overcoming "identity crisis."

**Kuheli Mukherjee**, Sakhawat Memorial Govt. Girls' High School, India

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****Facilitating Game-Based Learning in Online Environments**

Game-based learning approaches can increase ELs' motivation and positively impact their language learning by engaging students on multiple levels (e.g., cognitive, emotional). This session provides an overview of strategies for incorporating games into online learning environments designed for elementary school-aged ELs. Sample activities are shared.

**Yan Li**, Boston College, USA

**Mary Austin**, Boston College, USA

**Margarett Burke**, Boston College, USA

**Lauren Brett**, Boston College, USA

**Context:** ESL

**Primary Setting:** Primary School

**VG****Grammar and Vocabulary Instruction for Young Learners Using Geometric Shapes**

The use of geometric shapes is an engaging and effective method for teaching grammar and vocabulary to young learners. Following an overview of the method, the presenter guides participants through several activities as well as shows how students can construct sentences and even short stories using this method.

**Yelena Mikheyeva**, Language School

Linguatown, Kazakhstan

**Context:** EFL

**Primary Setting:** Primary School

**RWL****Graphic Organizers for Academic Reading**

Academic articles are required reading for most university students. In an L2, decoding academic articles can be challenging. This session shares an effective graphic organizer that learners can use as both a comprehension and a notetaking tool.

**Sarah Warfield**, New York University Shanghai,  
People's Republic of China

**Context:** All

**Primary Setting:** Academic English Programs

**LSP****Helping Students Build Context in Their Poster Presentations**

Creating compelling support in a presentation is a skill that L2 students often lack. This session discusses how students can build context in the introduction of their poster presentations. The presenter demonstrates how a well-known writing strategy, Swales's create-a-research-space (CARS) model, can be applied to speaking/presentation skills.

**Fernanda Capraro**, Bowling Green State University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**CIC****Helping Students Overcome Communication Anxiety: Tips to Empower Teachers**

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.

**Mark Tanner**, Brigham Young University, USA

**Context:** All

**Primary Setting:** Secondary School

**VG****How (Not) to Teach the Definite Article in EFL Classrooms**

This tip is aimed at high school teachers of EFL struggling to teach native-like use of the definite article to their students. It provides an example of explicit instruction with accompanying visual material, based on defining a prototypical meaning for the definite article.

**Marta Velickovic**, University of Nis, Serbia

**Jelena Danilovic Jeremic**, University of Kragujevac, Serbia

**Context:** EFL

**Primary Setting:** Secondary School

Academic  
Session

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Exhibitor  
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Teaching Tip



Ticketed Event



Workshop

**LSP****How Can YouTube Comments Assist L2 Listening Comprehension?**

Learn about the potential of YouTube comments to assist L2 listening comprehension of YouTube videos. Aside from YouTube traditional help options (captions, subtitles, and control buttons), in this teaching tip, the presenter demonstrates how the comments posted on YouTube can assist L2 learners in achieving a better understanding of the videos.

**Dukhayel Aldukhayel**, Qassim University, Saudi Arabia

**Context:** All

**Primary Setting:** IEP

**RWL****How Does That Make You Feel: Student Engagement With Feedback**

The study discussed analyzes Chinese undergraduates' responses to and engagement with native English teachers' and Chinese English teachers' written feedback on their persuasive writing. The presenters identify factors that encourage students' engagement with teachers' feedback.

**Estela Ene**, Indiana University–Purdue University Indianapolis, USA

**Yao Jenny**, Zhejiang University of Technology, People's Republic of China

**Context:** EFL

**Primary Setting:** Academic English Programs

**DLT****ICT Preparedness, Practices, and Hindrances in EFL Classrooms During COVID-19**

This presentation focuses on strategies used by ESL/EFL teachers in the ELT classroom, specifically in secondary schools in Nepal during the period of COVID-19. Based on the findings from interviews and observations, the session focuses on information and communication technology (ICT) preparedness, use, and challenges encountered, as well as strategies used to overcome those challenges.

**Dharmanand Joshi**, Kathmandu University, Nepal

**Context:** ESL

**Primary Setting:** Secondary School

**CIC****Implications From a Critical Inquiry Into English as Gendered Capital**

This presentation highlights the implications of an inquiry into English as gendered symbolic power among bilingual Indian women in the USA. In addition to recommending future directions for research in the field, it explores how this research might serve TESOL practitioners interested in providing inclusive and equitable English-language classrooms.

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

**Context:** All

**Primary Setting:** Adult Education

**AL****Increasing Complexity in Academic Writing: Effects of Teaching Noun Phrases**

This presentation discusses the importance of complex noun phrases for syntactic complexity development in L2 writing and reports the results of the corpus-based study that investigated how explicit noun phrase instruction impacts undergraduate L2 writers' use of this feature. Examples of activities for teaching noun phrases are provided.

**Tetyana Bychkovska**, Northern Arizona University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****Informing Curriculum Design Decisions With the PICRAT Technology Integration Model**

To ensure that technology impacts the learning process in a positive way, its potential affordances must be carefully analyzed and leveraged. This presentation explores how the PICRAT technology integration model can be used to inform decision-making at all levels of the curriculum design process to enhance student learning outcomes.

**Laura Coto**, ULACIT, Costa Rica

**Context:** All

**Primary Setting:** Adult Education

**CIC****In-Person, Online, and Blended Cultural Interdisciplinary Partnerships in Higher Education**

Language-content collaboration is an effective approach for teaching higher order thinking skills, cultural competence, and communication intelligence. In this presentation, attendees learn how to implement short-term alliances based on Edward Hall's cultural iceberg model, receive a packet detailing cultural enrichment activities, and see video examples of face-to-face and virtual interdisciplinary collaborations.

**Lobar Glenn**, Southern New Hampshire University, USA

**Rita Naughton**, Southern New Hampshire University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**CIC****Integrating Culturally Inclusive Social-Emotional Learning Into ELT Practices**

The presenter illustrates hands-on social-emotional learning (SEL) activities and instructional resources that teachers could use to integrate SEL into ELT. The presentation focuses on culturally inclusive practices that support ELs academically and SEL skills that engage diverse students in meaningful learning experiences.

**Wing Shuen Lau**, Seattle Pacific University, USA

**Context:** All

**Primary Setting:** Primary School

**VG****Investigating Spacing Effects During L2 Grammar Practice**

Accurate production of the English present perfect (PP) is a learning difficulty for L2 learners. The role of interleaved practice with and without temporal spacing was investigated for effect on PP learning. Findings suggest that interleaved practice effectiveness can depend on task type and previous knowledge of PP.

**Kelly Bayas**, The Pennsylvania State University, USA

**Kevin McManus**, The Pennsylvania State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**PD****Investment and Identity: Students' Perceptions in Learning and Teaching English**

This study is contextualized within the market driven global context, Chinese College context, and individual context. It seeks to understand the power of English as a form of capital in China while exploring English language learning/teaching perceptions, investment, and identity construction issues among ten English major students through online interviews.

**Di Yuan**, Tianjin Normal University, People's Republic of China

**Context:** EFL

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



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Teaching Tip



Ticketed Event



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AL

**L2 Learners' Discourse Features in Ordinary Conversations**

This session demonstrates the findings of a discourse analytic study describing the standards of turn-taking practices in L2 learners' conversations outside the classroom. The presenters provide suggestions for EFL/ESL teachers and policymakers on incorporating outside classroom conversation discourse features into curriculum.

**Farzaneh Hamidi**, Allameh Tabataba'i University, Iran  
**Mir Abdullah Miri**, Ferdowsi University of Mashhad, Iran

**Context:** All

**Primary Setting:** Adult Education



CIC

**Language Objectives Are Established: What's Next?**

Setting a clear language goal for a lesson is crucial for effective language teaching and learning. It is equally important that the language objectives be effectively realized and assessed in the lesson. Presenters introduce a document analysis of lesson plans focusing on the implementation of language objectives.

**Alexandra Balconi**, Bridgewater State University, USA  
**Emily Spitzman**, Bridgewater State University, USA

**Context:** ESL

**Primary Setting:** Primary School



AL

**Language Transfer in English Lexical Bundle Use in Academic Writing**

This session presents an investigation of language transfer in four-word bundles by Indonesian writers. The findings indicate English effects on Indonesian written production, instead of Indonesian effect on English production. The pedagogy implications for teaching four-word English lexical bundles to improve the quality of the writers' work are discussed.

**Eka Novita**, Universitas Bengkulu, Indonesia

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



PD

**Less Massive but More Efficient Online EFL Teachers' Learning**

MOOCs gained their popularity for PD among teachers and officials in Kazakhstan thanks to top universities' certificates. Kazakhstani MOOCs' participants struggle with motivation to complete MOOCs in a timely way and with inability to upgrade their content knowledge. This presentation reveals the strategies of enhancing trainees' conceptual knowledge and online learning skills.

**Tatyana Letyaikina**, KazTEA, Miras University, Kazakhstan  
**Anna Kalizhanova**, Buketov Karaganda State University, Kazakhstan

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



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**VG****Memory, Attention, and Encounters:  
A Vocabulary Learning Technique**

Grounded in narratives of memory and attention, this presentation outlines a semester-long strategy for building frequent encounters with an increasing bank of target vocabulary. This strategy, in which students practice noticing, using, and recalling, is supported by action research, and concrete suggestions and examples are shared.

**Tara Tarpey**, New York University, USA

**Context:** All

**Primary Setting:** Academic English Programs

**DLT****Modern Office Technology Skills: Lessons From  
an Integrated CTE/ESL Program**

Integrated career technical education (CTE)/ESL programs provide valuable opportunities for adult ELs to acquire 21st-century technology skills for achievement of their education and employment goals. Learn how one California adult school developed a remote two-tier technology course based on Google Workspace and Microsoft Suite with native language support.

**Maria (Stephanie) Bolaños**, Alameda Adult School, USA

**Rachil Tam**, Alameda Adult School, USA

**Context:** ESL

**Primary Setting:** Adult Education

**TE****Negotiating Language Attitudes and Ideologies in  
Hawai'i Through Dialectical Journaling**

This presentation examines how an online, shared dialectical journal format can create a productive space for prospective K–12 teachers to interrogate their language ideologies and attitudes; further, they can negotiate their perspectives with peers throughout a semester/term. In multilingual Hawai'i, this approach supports teachers-in-training in discussing linguistic racism.

**Yasmine Romero**, University of Hawai'i-West O'ahu, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**RWL****Online Discussions: A Dialogic Space for Learning  
Academic Writing Practices**

This presentation explores the writing moves of international students in an ESL composition course as they engaged in online discussions in response to news texts. Findings revealed that students' social interaction and use of L2 cultural resources facilitated their understanding of the texts and learning of new academic writing practices.

**Tamara Roose**, The Ohio State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

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**TE****PD Conferences and the Learning Experiences of EFL Educators**

The study discussed investigates how EFL educators describe their learning experiences at PD activities and how they incorporate them in their classroom practice. Semistructured interviews were conducted with 15 EFL educators. Significant implications were revealed related to the impact of conferences for the EFL educators' PD.

**Ani Pujiastuti**, President University, Indonesia

**Context:** EFL

**Primary Setting:** Academic English Programs

**PD****PD Programs for Professors at Asian English-Medium Universities**

This session examines English-medium instruction (EMI) implementation in comprehensive and science and technology universities in South Korea and discusses faculty's perceptions on EMI PD, such as EMI certification. It presents implications for EMI in EFL contexts and suggestions for fostering EMI-related faculty programs to meet both institutional and faculty needs.

**Seonmin Park**, Korea Advanced Institute of Science and Technology, Republic of Korea

**Hikyung Lee**, Korea University, Republic of Korea

**Sung Yeon Kim**, Hanyang University, Republic of Korea

**Eun Gyong Kim**, Korea Advanced Institute of Science and Technology, Republic of Korea

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs

**RWL****Perspectives on L1-L2 Relations: Translingual Writing Practices in L2 Poetry**

This presentation provides perspective on L1-L2 relations by focusing on the implications of linguistic, rhetorical, and compositional translingual writing (TLW) approaches in L2 poetry. Utilizing Japanese university students' L2 creative writing as exemplary production, the presenter asserts that TLW in L2 poetry writing can be an efficacious pedagogical strategy.

**Jared Kubokawa**, Aichi University, Japan

**Context:** All

**Primary Setting:** Academic English Programs

**PD****Problems and Recommendations: Investigating an ESL Teacher's PD**

Using narrative inquiry, this presentation unpacks how an ESL teacher perceives the problems in PD and how PD can best address teachers' needs in educating ELs. Attendees walk away with important insights on how to construct PD that most likely benefits ESL teachers and students.

**Liping Wei**, University of Houston-Victoria, USA

**Context:** ESL

**Primary Setting:** Secondary School

**CIC****Promoting L2 Socialization Through Course Projects**

This session presents an approach that teachers can implement to promote students' language socialization. The presenter describes several examples illustrating how course projects and activities can encourage learners' participation in social activities—both in instructional contexts and natural settings—allowing them to acquire new linguistic forms.

**Elena Taylor**, Utah State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



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**LSP****Pronunciation Teaching Goes Virtual: Kinesthetic Activities to Empower Your ELs**

This session focuses on redesigning pronunciation instruction for online classrooms. Even in virtual spaces, teachers can help ELs overcome pronunciation challenges by empowering them with kinesthetic activities. Attendees learn to use their entire body for guiding ELs in perceiving and producing English sounds and English stress patterns.

**Susan Spezzini**, University of Alabama at Birmingham, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**LSP****Public Speaking Virtually: Teaching Tips and Guides**

Public speaking can be stressful for anyone, yet learning essential principles and practicing speaking before an audience can boost self-confidence and build future career skills. But what about in a virtual environment? Attendees gain valuable tips on teaching a successful and fun virtual public speaking class.

**Susan Lindsay**, Portland State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**RWL****Raising Student Audience Awareness Through Online Genres**

This session describes several online genres that can be implemented in the classroom to raise students' sense of audience consideration. Scaffolding activities for each of the presented genres can be modified according to various teaching contexts and student populations.

**Elena Taylor**, Utah State University, USA

**Context:** All

**Primary Setting:** IEP

**LSP****Reducing Stress and Increasing Proficiency Through Digital Puppetry**

Doing skits or role-plays in class to improve speaking skills can be a paralyzing experience for students. However, the presenters discuss how students can record puppet shows with different tools and online platforms that minimize the stress associated with performing in front of others. Assessment techniques are also addressed.

**Randall Davis**, University of Utah, USA

**Rus Wilson**, University of Utah, USA

**Context:** All

**Primary Setting:** Secondary School

**TE****Reimagining TESL/TEFL Programming to Explore Critical Intercultural Communication and Raciolinguistics**

Though intercultural communication is at the heart of language teaching, it is not consistently included in TESL/TEFL certificate programming. Further, most programs include little, if any, discussion of raciolinguistics. The presenters discuss their recent experiences incorporating critical intercultural communication and discussions of raciolinguistics in a TESL/TEFL certificate program.

**Theresa Perales**, San Diego State University, USA

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

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



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**TE****Remote Alternatives for Experiential Learning in ESL Teacher Preparation**

The worldwide pandemic challenged TESOL programs to provide experiential learning opportunities to ESL teacher candidates, which are crucial components of ESL teacher preparation. This session presents an approach to revising experiential learning for ESL teacher candidates to adapt to remote learning contexts.

**Alexandra Balconi**, Bridgewater State University, USA

**Context:** All

**Primary Setting:** Primary School

**A****Rethinking Teacher Assessment Education: A Sociocultural Perspective**

In light of the ineffectiveness of the knowledge transmission approach in developing teacher assessment literacy, this presentation draws on Vygotsky's sociocultural theory to propose an alternative approach to assessment education for TESOL practitioners.

**Xuan Minh Ngo**, University of Queensland, Australia, Australia

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs

**DLT****Riding the Wave of Wakelet: Curate, Organize, and Share Remotely**

With the transition to remote learning, teachers need to curate online educational resources for students. Wakelet is a tool that allows teachers and students to bookmark, curate, organize, and share resources. This presentation introduces Wakelet and provides tips on how it can be used in a remote learning environment.

**Suzanne Bardasz**, Arizona State University, USA

**Context:** All

**Primary Setting:** Academic English Programs

**CIC****SEL Benefits and Cross-Cultural Insights From Advice Columns Unit**

Attendees learn to foster social-emotional learning (SEL) by using up-to-date etiquette and relationship advice columns. Students present on why their chosen letter(s) resonate with them, the problem and solution, and whether the advice provided would work in their native country. Students also teach the high-frequency vocabulary encountered in the column.

**Gail Schwartz**, Irvine Valley College, USA

**Dana Elko Saito Stehberger**, University of California, Irvine, USA

**Rachel Fernandez**, University of California, Irvine, USA

**Context:** ESL

**Primary Setting:** Adult Education



Academic Session



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TE

**Storytelling of Chinese ESL Teacher Candidates' Professional Identity Development**

This presentation reports on an exploration into two Chinese ESL teacher candidates' professional identity development in a U.S.-based teaching practicum. Findings revealed that the opportunities of practicing teaching and the positioning of mentor teachers impacted their professional identity constructions and negotiations. Implications for improving TESOL teacher education are discussed.

**Feifei Fan**, University of Florida, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



VG

**Student Autonomy in Implementing Curricular Goals for Vocabulary**

Student engagement is a major factor in predicting ELLs' success. This presentation first describes how a class of intermediate listening students developed their own vocabulary assignments that met the goals of the curriculum and second, proposes ways to encourage this behavior in other classrooms.

**Molly Kelley**, The University of Iowa, USA

**Context:** ESL

**Primary Setting:** IEP



DLT

**Student Perceptions of Smartphones as Language-Learning Resources in Ireland**

This presentation describes research exploring the ways in which language learners at an Irish university use and perceive their smartphones as language learning resources. The data revealed that learners held clear and narrow perceptions of what constitutes "proper" language learning, with smartphones playing only a limited and peripheral role.

**Martin Mullen**, University of Limerick, Ireland

**Context:** EFL

**Primary Setting:** Secondary School



DLT

**Sustaining Collective Effervescence Through Engagement in Hybrid Spaces**

Engagement implies that students become somewhat emotionally involved with learning because it is composed of individual attitudes, thoughts, and behaviors. This online teaching tip introduces three successful innovations that were implemented in a hybrid classroom during the pandemic that enhanced the cognitive, social, and teaching presence of learners.

**David Chiesa**, The University of Georgia, USA

**Context:** All

**Primary Setting:** Academic English Programs



TE

**Teacher Classroom Questioning: Are We Asking Effective Questions?**

Effective teacher questioning in the classroom requires careful planning and consideration of the strategies used by the teachers to elicit evidence about student learning. This presentation explores the essential principles for effective questions in the classroom and illustrates classroom techniques to improve teacher questioning strategies.

**Anna Gevorgyan**, American University of Armenia, Armenia

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



A

**Teachers' Assessment Practices and Learners' Perceptions in Online Language Courses**

The presenter explores teachers' assessment practices and learners' perceptions in ESL courses taught online at universities in the USA, focusing on the context of emergency online education during the COVID-19 pandemic. The data were collected through online surveys and individual interviews. Major findings and pedagogical implications are presented.

**Yunjung Nam**, Georgia State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



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Teaching Tip



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TE

**Teachers' Experiences in an Online After-School Program for ELs**

Supplemental online instruction can counteract the negative effects of the pandemic. Using semistructured interview data, the presenters discuss teachers' experiences in an online after-school program designed to enhance ELs' academic language skills. The presentation focuses on participants' identity development as language teachers navigating online instructional settings.

**Katrina Borowiec**, Boston College, USA

**Benjamin Chieng**, Boston College, USA

**Yuqi Wang**, Boston College, USA

**Kinsey Wang**, The Affiliated High School of SCNU, People's Republic of China

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



DLT

**Teachers' Experiences of Strategies for Managing Synchronous Classroom Misbehavior**

This presentation reports some misbehaviors conducted by students during synchronous lessons in online learning. Those included turning on/off the camera, muting/unmuting the speaker, and having zero response. The findings suggested some strategies applied by 22 Indonesian EFL teachers to overcome those misconducts. Recommendations for classroom practices are discussed.

**Refi Sativa**, Universitas Pendidikan Indonesia, Indonesia

**Context:** EFL

**Primary Setting:** Secondary School



TE

**Teachers' Translanguaging Ideology and Praxis in Postpandemic Online Language Learning**

The study discussed explores how tertiary-level English teachers purposefully and strategically create a translanguaging space to mobilize students' diverse linguistic repertoire online. Data reveals that dynamic translanguaging corrient requires teachers' flexibility and willingness to change and is achieved through implicit and explicit instructional decisions. Implications for online translanguaging leverage are discussed.

**Fang Gao**, Shenyang Pharmaceutical University, People's Republic of China

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



CIA

**Teaching Against Prejudice: Human Rights in the ELT Classroom**

English teachers have a unique role to play in reducing prejudice. The field of human rights education can help us achieve this goal. Join this session to learn creative ways to teach human rights, empower students to stand up against discrimination, and promote the tolerance needed in our multicultural world.

**Kip Cates**, Tottori University, Japan

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



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Workshop

**RWL****Teaching Reading and Writing to ELs Online**

This session addresses the need for effective strategies to support ELs' reading and writing development in online environments. Panelists present examples of engaging activities and assessment strategies that have been successfully adopted in an online after-school program for elementary-level ELs. Panelists also discuss challenges and practical implications.

**Deeksoon Kim**, Boston College, USA

**Fernanda Vera-Cruz**, Fall River School District, USA

**Tyler Ramey**, Fall River School District, USA

**Drina Kei Yatsu**, Boston College, USA

**Katrina Borowiec**, Boston College, USA

**Qingyue Chen**, Boston College, USA

**Context:** ESL

**Primary Setting:** Primary School

**TE****Teaching Refugees and Undocumented ELs: Cultivating Culturally Responsive Practices**

In this session, the presenters discuss the pedagogical considerations every teacher needs to take into account in order to understand and meet the needs of refugee and undocumented students by cultivating culturally responsive teaching practices.

**Burcu Ates**, Sam Houston State University, USA

**Helen Berg**, Sam Houston State University, USA

**Mary Petron**, Sam Houston State University, USA

**Context:** All

**Primary Setting:** Primary School

**CIA****Team Teaching CLIL: Benefits, Challenges, and Best Practices**

How can we make the most of a team-teaching approach for CLIL and CLIL methodologies for team teaching? Drawing from practice and research on team teachers in Japan, the presenter describes a protocol for collaborating with teaching partners and provides concrete examples of team-taught CLIL in action.

**Nate Olson**, Sophia University, Japan

**Context:** EFL

**Primary Setting:** Secondary School

**TE****The Most Commonly Used Modification Strategies Used to Teach ELs**

The number of ELs is increasing rapidly. However, teachers complete their degrees with deep lack of knowledge in EL education. As a result, teachers tend to oversimplify the content for ELs and use the wrong accommodations. The study discussed examines the most commonly used accommodations by mainstream teachers.

**Nilufer Guler**, Rockhurst University, USA

**Context:** All

**Primary Setting:** Secondary School



Academic  
Session



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**RWL****The Relationship Between Student Essays' Lexical Characteristics and Rating Processes**

It is crucial to understand why language instructors as raters make certain decisions while evaluating students' essays. This study explores raters' judgement-forming processes and compares teachers' grading with an online digital text analyzer's to inform rating decisions in an EFL setting.

**Hatice Altun**, Pamukkale University, Turkey

**Zeynep Aksit**, The Middle East Technical University, Turkey

**Context:** EFL

**Primary Setting:** Academic English Programs

**RWL****Tips for Translanguaging Writing**

What does translanguaging look like in the classroom? This teaching tip is focused on practical ways you can build translanguaging in your reading and writing lessons to help create a multilingual and inclusive space.

**Hetal Ascher**, Dulwich College Beijing, People's Republic of China

**Context:** ESL

**Primary Setting:** Secondary School

**CIA****Translanguaging: Scaffolding Within a CLIL Classroom**

When teaching within a CLIL classroom, the structured use of the students' L1 provides an opportunity for learners of varying L2 levels to interact with learning opportunities. The case study discussed examines categories of scaffolding utilizing multiple language systems, with suggestions for use presented to practitioners.

**Corey Fegan**, Sophia University, Japan

**Context:** EFL

**Primary Setting:** Primary School

**AL****Translingual Corrective Feedback and Uptake in Foreign Language classrooms**

The study discussed investigated teachers' translingual corrective feedback (CF) and uptake in Arabic as a Foreign Language classes. Twenty hours' observations in two classes and semistructured interviews with the teachers show that teachers' translingual CF is influenced by the class proficiency levels and teacher differences, and translingual CF effectively leads to high uptakes.

**Md Nesar Uddin**, The University of Memphis, USA

**Context:** All

**Primary Setting:** Secondary School

**RWL****Translingual Pedagogies on ESL Writing Teaching and Learning**

The study discussed examined two doctoral students' academic writing process and discussed translingual pedagogies on ESL writing teaching and learning. Findings reveal that translingual pedagogies are conducive to ESL writing when language norms are viewed as resources and when language ideologies, language boundaries, and language performance and competence are balanced.

**Yachao Sun**, Duke Kunshan University, People's Republic of China

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs

**AL****Transportable Identities in Teacher-Student Interaction**

The session demonstrates how an ESL writing instructor oriented to her and her students' transportable identities (i.e., personal identities that participants carry across social situations) while providing feedback on student writing. Based on the analysis of the video episodes, the presenter discusses pedagogical value of transportable identities in teacher-student/classroom interaction.

**Elena Taylor**, Utah State University, USA

**Context:** All

**Primary Setting:** Academic English Programs



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Workshop

**RWL****Uncertainty: A Barrier or Opportunity for ITAs of Writing?**

This presentation explores how three ITAs of writing perceived and responded to uncertainties they encountered in their teaching. Findings suggest that although ITAs may experience increased uncertainties, these may not necessarily lead to more barriers or constraints because ITAs may creatively use them as valuable resources to construct their pedagogy.

**Tamara Roose**, The Ohio State University, USA

**Min-Seok Choi**, The Ohio State University, USA

**Context:** ESL

**Primary Setting:** ITA

**DLT****Using Digital Tools to Enhance Fluency in Online Speaking Lessons**

The presenter describe his experiences of using digital tools to improve the communicative skills of EFL learners in an English foundation program using smartphone video recording digital tools to enhance their fluency in speech.

**Ahmed Ra'ef**, Saudi Petroleum Services Polytechnic, Saudi Arabia

**Context:** All

**Primary Setting:** Adult Education

**CIC****Using Flipped Reading and Mimicry to Demystify Literature From Foreign Cultures**

The learning of literature from different cultural contexts can be a challenge to many learners. However, with the use of flipped reading and mimicry, the learners' understanding of the literature texts can be enhanced. This calls for the teacher to be intentional in planning an experiential lesson.

**Judith Ogwen**, State House High School, Kenya

**Context:** EFL

**Primary Setting:** Secondary School

**TE****Using TED Talks With Secondary School Students**

TED Talks as a useful form of authentic material in the English language classroom are rarely used at Kazakhstani secondary schools because of strict ties with the curriculum. The purpose of this presentation is to provide techniques and tips for effectively carrying out English language lessons based on TED Talks.

**Anna Kalizhanova**, Karaganda Buketov University, Kazakhstan

**Context:** EFL

**Primary Setting:** Academic English Programs

**AL****Verb Tenses in EAP: What to Teach, What to Skip**

Despite instructors' best efforts, there can be a disconnect between what is emphasized in EAP and what students actually need. This session explores the relative frequencies and distributional patterns of verb tense/aspect by academic discipline in a corpus of student writing, providing valuable insight for EAP instruction.

**Lily Lewis**, University of Birmingham, United Kingdom

**Context:** ESL

**Primary Setting:** Academic English Programs

**TE****What Do You Think? Inspiring Effective Reflections on Service-Learning Experiences**

Preservice ESOL teachers' reflections in service-learning indicate that the experience is beneficial, but the quality of reflections can vary considerably. Effective and less effective reflections are compared and ideas for facilitating deeper reflections are discussed. A handout of tools and strategies for fostering meaningful reflection is shared.

**Cynthia Macknish**, Eastern Michigan University, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





DLT

### Wikis as Effective Collaborative Writing Tools in EAP Programs

Wikis are one of the simplest, most practical, and widespread technological tools for collaborative writing practices in SLA. Leading participants through a wiki-based activity on a free writing platform (PBworks.com), the presenters show a collaborative writing activity to engage ESL learners in the writing process.

**Mirella Silva**, University of Illinois at Chicago, USA

**Rashad Ahmed**, Jacksonville State University, USA

**Abdu Alkadi**, Philadelphia University, Jordan

**Context:** ESL

**Primary Setting:** Academic English Programs



ASJ

### Writing About a Peacemaker Through a Museum-Style Poster

Peace education (PE) focuses on developing conflict resolution skills and respect for diversity. To date, few PE activities have focused on the development of writing skills. In this presentation, the presenters guide attendees through the process of carrying out a peacemaker writing activity from warm-up to final product.

**Jimalee Sowell**, Indiana University of Pennsylvania, USA

**Bishwa Gautam**, Regional English Language Office, US Embassy, Nepal

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

# SESSION DESCRIPTIONS

Prerecorded sessions with Q&A are available in the virtual Convention platform beginning at the day and time listed. Presenters will be available to answer questions after the session is shown. The prerecorded with Q&A sessions will be available in the platform for 30 days after the Convention.

WEDNESDAY, 23 MARCH



RWL

WEDNESDAY, 4 am–4:45 am

## Applying Multimodal Composition in Writing Classrooms: Pedagogical Suggestions for Teachers

This presentation discusses pedagogical benefits of multimodal composition in ESL writing classrooms. The audience gains some general understanding about multimodal composition and has a chance to learn, discuss, and think about how to apply multimodal composition in ESL writing education.

**Danning Liang**, Indiana University of Pennsylvania, USA

**Context:** ESL

**Primary Setting:** IEP



CIA

WEDNESDAY, 4 am–4:45 am

## Designing Authentic Tasks to Develop Global Engineers' World Knowledge

Though disciplinary knowledge of an ESP curriculum has been widely explored, little is known about students' world knowledge in science, technology, and engineering majors. To fill this gap, this session demonstrates authentic materials and critical tasks that develop undergraduates' knowledge of diverse, inclusive, and ethical practices in global workplaces.

**Tien Mai**, Ho Chi Minh City Open University, Vietnam

**Context:** ESL

**Primary Setting:** Academic English Programs



DLT

WEDNESDAY, 4 am–4:45 am

## EFL Education 4.0 in Bangladesh: Teacher Perception and Proficiency

This presentation discusses research into perception and proficiency of 30 teachers of EFL education 4.0 at the tertiary level in Bangladesh. Findings revealed most teachers were unprepared and demotivated and had insufficient proficiency in using technology in instruction and assessment. Implementation of teacher awareness-raising and training programs is expounded and recommended.

**Md. Maniruzzaman**, Department of English, Jahangirnagar University, Bangladesh

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



TE

WEDNESDAY, 4 am–4:45 am

## English as a Lingua Franca in Multilingual Classrooms: Meeting the Challenges

English as a lingua franca emergence in ELT challenges traditional approaches in language education; it demands for renewed awareness of language and materials development, while enhancing authenticity, ICT, and mediation use in multilingual classrooms. Research-based activities implemented by teachers in their classrooms are presented and discussed with participants.

**Lucilla Lopriore**, TESOL Italy, Italy

**Alessandra Cannelli**, TESOL Italy, Italy

**Silvia Sperti**, TESOL Italy, Italy

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 4 am–4:45 am****Examining the E of EMI: Teacher Education Workshops in Brazil**

As higher education professors in Brazil approach the use of English as medium of instruction (EMI), questions and challenges abound. Teacher education workshops can help, allowing participants to examine their motivations and reservations regarding EMI and to challenge assumptions regarding the place of students' L1s and English as a lingua franca.

**Luciana Calvo**, State University of Maringá, Brazil**Michele El Kadri**, State University of Londrina, Brazil**Taisa Passoni**, Federal University of Technology - Paraná State, Brazil**Christopher Stillwell**, College of the Sequoias, USA**Context:** EIL**Primary Setting:** Graduate/Postgraduate Programs**CIA****WEDNESDAY, 4 am–4:45 am****Project-Based Teaching as Solution to Online Learning in Low-Resource Contexts**

During the difficult COVID-19 pandemic, teachers in low-resource contexts faced challenges in meeting the needs of students with lack of internet access and distance learning experience. The presenter provides various strategies and techniques of project-based teaching to be successfully carried out in low-resource contexts.

**Jeyran Babajanova**, The U.S. Embassy in Ashgabat, Turkmenistan**Context:** EFL**Primary Setting:** Adult Education**CIA****WEDNESDAY, 4 am–4:45 am****Rethinking Coteaching Models for a CLIL Context**

Discover new approaches to coteach in a CLIL context using field-tested models to support collaborative teaching in the content classroom. The presenters share reimagined models of coteaching, practical teacher training, and evaluative practices that help support CLIL instruction for participants to add to their teacher training repertoire.

**Cara Schroeder**, Foundation for Scholarly Exchange Fulbright Taiwan, Taiwan**Megan Gilmore**, Foundation for Scholarly Exchange Fulbright Taiwan, Taiwan**Jhih-Kai Kevvy Yang**, Foundation for Scholarly Exchange Fulbright Taiwan, Taiwan**David Herman**, Foundation for Scholarly Exchange Fulbright Taiwan, Taiwan**Context:** B-ME**Primary Setting:** Primary School**ASJ****WEDNESDAY, 4 am–4:45 am****The “Native Speaker” Fallacy: Impact On Language Learning and Teaching**

This presentation aims to demystify the notion of “native speaker” by exploring what the phrase means, its place in the affect of language learners, its impact on language learning and teaching, and how it is not only a hindrance for language learning but also socially problematic and harmful.

**Ikuko Fujiwara**, Dallas College, USA**Allan Bradshaw**, Dallas College, USA**Context:** All**Primary Setting:** Academic English Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****WEDNESDAY, 5 am–5:45 am****ELT of Visually Impaired or Blind Students in Inclusive Classrooms**

English language teachers in inclusive classrooms may not have received training for helping students of varied abilities and may not have received training for assisting visually impaired or blind (VIB) students. The purpose of this presentation is to demonstrate how English language teachers can assist VIB students in the inclusive classroom.

**Maya Rejepova**, Public Affairs Section, U.S. Embassy, Turkmenistan

**Context:** ESL

**Primary Setting:** Adult Education

**AL****WEDNESDAY, 5 am–5:45 am****Exploring Multiword Sequences–Fluency Link With Japanese L2 Learners**

This presentation reports on an investigation of the relationship between aspects of oral fluency (breakdown, speed, repair) and use of multiword sequences by replicating Tavakoli and Uchiyama's methodology with lower proficiency Japanese undergraduates ( $n = 50$ ). Attendees should expect to take away a better understanding of how these variables are associated.

**Daniel Hougham**, Hiroshima Jogakuin University, Japan  
**Jon Clenton**, Hiroshima University, Japan

**Context:** EFL

**Primary Setting:** Academic English Programs

**PD****WEDNESDAY, 5 am–5:45 am****Impact of Shifting to Online Conferences for Asian ELT Professionals**

The pandemic necessitated switching from on-site to virtual conferences. The study discussed explores the experiences and perceptions of Asian ELT communities in terms of sharing and constructing knowledge across economic and geographical barriers, opportunities for feedback and discussion, promotion of intercultural and multilingual dialogues, technological challenges, and cyber identity.

**Patricia Pashby**, University of Oregon, USA  
**Ayesha Perveen**, Virtual University of Pakistan, Pakistan

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**DLT****WEDNESDAY, 5 am–5:45 am****Quizizz and Google Classroom Engagement: What Learning Analytics Tell You**

This session demonstrates learning analytics data to understand student engagement via Quizizz and Google Classroom. Presenters demonstrate visual data when three classes at a distance collaborated using Quizizz. Three instructors share the results of their findings and discuss the ways of how to apply them in practice.

**Larisa Olesova**, George Mason University, USA  
**Zarmena Emelyanova**, North-Eastern Federal University, Russian Federation  
**Natalya Alexeeva**, North-Eastern Federal University, Russian Federation

**Context:** EFL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



DLT

**WEDNESDAY, 5 am–5:45 am**

### Reimagining Student Collaboration and Engagement With Online Whiteboards

This presentation introduces a free, collaborative, web-based whiteboard tool called Miro that can be used synchronously or asynchronously to engage ELs, especially at the university level. Highlights include examples with features like real-time video chat, comments, annotations, presentation mode, and templates (e.g., dot voting, Likert scale, Kanban, reflections).

**Suzan Stamper**, Hong Kong University of Science and Technology, Hong Kong

**Context:** All

**Primary Setting:** Academic English Programs



DLT

**WEDNESDAY, 5 am–5:45 am**

### Teachers' Viewpoint of Metacognitive Strategy Instruction in Remote Teaching

This presentation discusses teachers' perspectives on explicit metacognitive strategy instruction through remote teaching during the COVID-19 period. It focuses on a brief review of the study, the challenges teachers faced during the strategy instruction, strategies used to optimize the student participation, and pedagogical implications in the implementation.

**Surya Vellanki**, University of Technology and Applied Sciences, Oman

**Zahid Khan**, University of Technology and Applied Sciences, Oman

**Saadat Mond**, University of Technology and Applied Sciences, Oman

**Context:** EFL

**Primary Setting:** Adult Education



RWL

**WEDNESDAY, 5 am–5:45 am**

### Using Mentor Texts in Graduate and Professional STEM Writing Instruction

This presentation explores the use of mentor texts to address challenges frequently faced in STEM writing instruction for graduate and professional students: varied structures, stylistic features, and vocabulary. Discussions include potential sources for mentor texts, practical activities incorporating discipline-specific mentor texts, and possible extensions and adaptations for diverse contexts.

**Stephanie Gollobin**, Vanderbilt University, USA

**Carrie Cargile**, Vanderbilt University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



RWL

**WEDNESDAY, 6 am–6:45 am**

### Collaborative Reading in a Virtual World

This presentation showcases how students in a fully online academic English reading class participated in a weekly collaborative reading activity in an interactive virtual world and demonstrates how such an interactive virtual world-supported reading activity diversified their online learning experience and provided opportunities to develop their critical reading ability.

**Lin Zhou**, Northeastern University, USA

**Natalya Watson**, Northeastern University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIA****WEDNESDAY, 6 am–6:45 am****Fostering 21st-Century Skills (4Cs) Through Flipped Learning in EFL**

The presenters discuss the findings of a descriptive case study that explored how the 4Cs (critical thinking, communication, collaboration, creativity) of 21st-century skills are implemented by EFL teachers and how their students engage with these skills in their learning processes in flipped learning. Sample effective techniques are provided.

**Gurkan Temiz**, Istanbul Technical University, Turkey  
**Ayşegül Daloğlu**, Middle East Technical University, Turkey

**Context:** EFL**Primary Setting:** Graduate/Postgraduate Programs**CIC****WEDNESDAY, 6 am–6:45 am****Integrating Interculturality Into Adult ESOL**

In global contexts, the bundling of “target culture” alongside language instruction is being abandoned as an imperialist relic. Yet, it remains common in adult ESOL. The presenter introduces an alternative framework of interculturality. The session features a series of strategies and practices for cultivating interculturality in the adult ESOL classroom.

**Rob Sheppard**, Temple University, USA

**Context:** ESL**Primary Setting:** Adult Education**LSP****WEDNESDAY, 6 am–6:45 am****Introducing Global Englishes to Nonnative English Speakers: Some Empirical Data**

The presenter reports on research undertaken to investigate intelligibility when ELs completed a listening test in the Japanese context using two types of audio recordings: one created by native speakers and the other by nonnative speakers. Aspects of pronunciation influencing the intelligibility of nonnative speech are discussed.

**Tomoyuki Kawashima**, Gunma University, Japan

**Context:** EFL**Primary Setting:** Academic English Programs**DLT****WEDNESDAY, 6 am–6:45 am****Learn, Engage, Share: Transforming CPD Programs Using Virtual MOOC Camps**

Continuing professional development (CPD) must find ways to respond to the COVID-19 challenge. This session highlights how virtual MOOC camps transformed CPD in the Philippines despite pandemic mobility restrictions and technological limitations. The audience learns innovative ideas and insights for using MOOC camps for CPD programs.

**Romualdo Mabuan**, Far Eastern University - Manila, Philippines

**Rebecca Casas-Sagot**, Department of Education, Philippines

**Rina Angeles**, Department of Education, Philippines

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

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**MD****WEDNESDAY, 6 am–6:45 am****Publish Your Innovative Teaching Ideas in English Teaching Forum**

The quarterly journal English Teaching Forum is turning 60: six decades of English teachers sharing teaching practices with educators worldwide. In this session, Forum's editor and an author of multiple articles look in-depth at selected content, with tips for using the ideas in your teaching and submitting your own work.

**Tom Glass**, U.S. Department of State, USA**Laura Buechel**, Zurich University of Teacher Education, Switzerland**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**ASJ****WEDNESDAY, 6 am–6:45 am****The Politics of ELT in a Saudi College Preparatory Program**

The study discussed illustrates the politics of ELT in a Saudi college preparatory program. By putting the U.S.-Saudi relations under scrutiny, the study addresses the absence of a clear language policy and the hegemony of imperialistic approaches to ELT, which emphasized nativeness and created “sites of struggle” for students.

**Mohammed Alzahrani**, King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia**Context:** EFL**Primary Setting:** Academic English Programs**DLT****WEDNESDAY, 6 am–6:45 am****Using Comics to Promote Literacy Among ELs**

Through this recorded presentation, presenters demonstrate how teachers can design interactive and engaging comics to aid ELs in improving reading and writing skills. During the session, presenters guide the audience through all the steps—downloading the app, designing, and publishing—their own comics.

**Adriana Vianna**, Global Open Door, USA**Erika Petersen**, Design 4U, Brazil**Context:** All**Primary Setting:** Secondary School**TE****WEDNESDAY, 10 am–10:45 am****An Inspiring EFL Teaching Experience to NNES Blind Learners**

Teaching EFL communicatively to blind NNES learners is a challenge, particularly when done by a blind teacher. The presenter highlights a successful EFL teaching experience to blind learners (one of them by a blind teacher) explaining what the teacher did before, during, and after that successful teaching venture.

**Raafat Gabriel**, The American University of the Middle East, Kuwait**Context:** ESL**Primary Setting:** Adult EducationAcademic  
Session

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Session

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Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





A

**WEDNESDAY, 10 am–10:45 am**

### Assessing English Proficiency Efficiently and Meaningfully in the Digital Age

This panel addresses the challenge of developing maximally efficient, digitally delivered English proficiency assessments while maintaining a meaningful focus on communicative ability and trustworthy test design and delivery. Panelists illustrate design decisions, share exemplary test tasks, and highlight the relationship between test design and impacts on English teaching and learning.

**John Norris**, Educational Testing Service, USA

**Larry Davis**, Educational Testing Service, USA

**Pablo Garcia Gomez**, Educational Testing Service, USA

**Spiros Papageorgiou**, Educational Testing Service, USA

**Shoko Sasayama**, Educational Testing Service, USA

**Context:** All

**Primary Setting:** Academic English Programs



DLT

**WEDNESDAY, 10 am–10:45 am**

### 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, FHI360, and the Online Professional English Network (OPEN) program alumni share best practices for creating communities of practice to multiply the effects of participating in OPEN courses, content, and webinar programming.

**Kate Bain**, U.S. Department of State, USA

**Dawn Rogier**, U.S. Department of State, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



TE

**WEDNESDAY, 10 am–10:45 am**

### Fostering Preservice Teachers' Reflection in Practice Using Appreciative Inquiry Procedures

The session explores how appreciative inquiry can be used as a mediation tool for fostering preservice teachers' reflection in their teaching practicum. It elaborates on how appreciative inquiry provides spaces for reflection and the strategies to implement appreciative inquiry for fostering reflection in teaching practice.

**Usep Syaripudin**, Universitas Swadaya

Gunung Jati, Indonesia

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



CIA

**WEDNESDAY, 10 am–10:45 am**

### Integrated Content and Language Scientific Writing Courses for Graduate Students

This presentation examines how a South Korean science and engineering university has developed integrated content and language scientific writing courses and how interdisciplinary collaboration has been enhanced in the process. Study results show that the students benefited from the courses, but collaboration between content and language professors proved challenging.

**Eun Gyong Kim**, Korea Advanced Institute of Science and Technology, Republic of Korea

**Mik Fanguy**, Korea Advanced Institute of Science and Technology, Republic of Korea

**Matthew Baldwin**, Korea Advanced Institute of Science and Technology, Republic of Korea

**Carter Peyton**, Korea Advanced Institute of Science and Technology, Republic of Korea

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs


Academic  
Session


Dialogue


Exhibitor  
Session


InterSection


Invited  
Speaker


Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**PD****WEDNESDAY, 10 am–10:45 am****Invigorating Continuing PD in IEPs: Pedagogy Reading Discussion Groups**

Responding to the need for continuing PD, instructors in one IEP started an informal, faculty-driven, weekly online pedagogy reading group, fostering new pathways of inquiry. Presenters describe the journey and benefits of this professional learning network and leave participants empowered with suggestions for facilitating their own.

**Kathleen Copeland**, University of Delaware, USA**Ross Fenske**, University of Delaware, USA**Wakako Pennington**, University of Delaware, USA**Eleanora Bell**, University of Delaware, USA**Nigel Caplan**, University of Delaware, USA**Context:** All**Primary Setting:** IEP**DLT****WEDNESDAY, 10 am–10:45 am****Teaching Beyond COVID-19: Reimagining In-Person Instruction After Remote Teaching**

With the approaching return to in-person learning, practitioners can reflect on lessons from remote teaching during the COVID-19 pandemic to enrich their future in-person English language classes. Two case studies illustrate practical steps the presenters followed to review, reflect, and reimagine their remote courses for in-person teaching.

**Stephanie Gollobin**, Vanderbilt University, USA**Carrie Cargile**, Vanderbilt University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**ASJ****WEDNESDAY, 10 am–10:45 am****Trauma-Informed Practices in Adult Education**

Trauma can influence people in a variety of ways. As educators, it is important to understand trauma and how to create a safe space for students to be successful in the classroom. Participants learn how to examine their practices and curriculum from a trauma-informed perspective.

**Katie Donoviel**, English Skills Learning Center, USA**Context:** All**Primary Setting:** Adult Education**PD****WEDNESDAY, 10 am–11:30 am****Challenges Facing Women in TESOL: Focus on Nonnative Speakers**

The speakers in this session explore the lived experiences—the testimonios of nonnative-English-speaking female educators in the field of TESOL. Their stories reveal accounts of social inequity, discrimination, or injustice and explore the ways in which women enact their identities and personal goals.

**Laura Baecher**, Hunter College–CUNY, USA**Hind Elyas**, Niagara College, Saudi Arabia**Eleni Symeonidou**, British Council, Hong Kong**Luciana C. de Oliveira**, Virginia Commonwealth University, USA**Araceli Aras**, Benemérita Universidad Autónoma de Puebla, Mexico**Larissa Lopez-Hallman**, Colegio San Antonio Abad, Puerto Rico**Context:** EFL**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



ASJ

**WEDNESDAY, 10 am–11:30 am**
**From Responsibility to Practice: Dis/ability and Equity in ELT**

This panel looks at dis/ability through the lens of social responsibility as a way to (re)think pedagogical and assessment practices. This topic is explored through four presentations, sharing perspectives on disability as a social responsibility, applying linguistics to disabilities studies, equity and assessment, and critical pedagogy.

**Ethan Trinh**, Georgia State University, USA

**Luis Javier Pentón Herrera**, University of Warsaw, Poland

**Patricia Friedrich**, Arizona State University, USA

**Laurene Christensen**, WIDA, University of Wisconsin-Madison, USA

**James Mitchell**, WIDA, University of Wisconsin-Madison, USA

**Caroline Torres**, Kapi'olani Community College, USA

**Context:** All

**Primary Setting:** Secondary School


RWL

**WEDNESDAY, 10 am–11:30 am**
**Genre-Based Writing Instruction Across L2 writing Contexts**

This panel explores genre across a variety of L2 writing contexts, including higher education, IEP, EFL, and K–12. Panelists discuss how genre-based pedagogies have been effectively implemented in their unique contexts, as well as the challenges teachers still face with genre-based writing instruction and how they might be better supported.

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

**Christine Tardy**, University of Arizona, USA

**Nigel Caplan**, University of Delaware, USA

**Silvia Pessoa**, Carnegie Mellon University, Qatar

**Luciana de Oliveira**, Virginia Commonwealth University, USA

**Context:** All

**Primary Setting:** Academic English Programs


ASJ

**WEDNESDAY, 11 am–11:45 am**
**Countering Anti-Black Racism in Language Education: Reflection, Action, and Accountability**

As a TESOL affiliate, NJTESOL\NJBE has a responsibility to reflect on its ideas and beliefs regarding anti-Black racism. The organization is modeling a process of change that begins with its members and moves toward actions impacting its schools, communities, and institutions. Learn more about this self-reflective work and the resulting podcast.

**Tasha Austin**, NJTESOL\NJBE, USA

**Jessica Hunsdon**, NJTESOL\NJBE, USA

**Madjiguene Fall**, NJTESOL\NJBE, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs


VG

**WEDNESDAY, 11 am–11:45 am**
**Easy as Apple Pie? Evidence-Based Strategies for Demystifying Idioms**

Idioms are prevalent in every domain, yet they are often omitted from pedagogical materials and present challenges for learners' acquisition. This presentation peels away the myths and gets to the core of how metaphors are processed. Participants receive evidence-based strategies for the classroom, which utilize an interpretative, intercultural approach.

**Claire Fisher**, Pratt Institute, USA

**Meghan Killeen**, Pratt Institute, USA

**Context:** All

**Primary Setting:** IEP


Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**A****WEDNESDAY, 11 am–11:45 am****Examining Rater Effects on ESL Placement Essays Using Rasch Analyses**

Using many facets Rasch measurement to examine the rating scale functioning of a writing placement test rubric used by an ESL program, the research team found that revising the existing 20-point scale rubric to a 4-point scale best aligned with the ESL program curriculum and captured raters' severity and consistency.

**Yu-Tzu Chang**, University of Hawai'i at Mānoa, USA**Ann Choe**, University of Hawai'i at Mānoa, USA**Daniel Holden**, University of Hawai'i at Mānoa, USA**Context:** ESL**Primary Setting:** Academic English Programs**DLT****WEDNESDAY, 11 am–11:45 am****Implementing Flipped Learning in the EFL Classroom: Why and How**

This presentation demonstrates what a flipped classroom is like and its potential benefits for language learning based on the action research conducted in an EFL classroom. The attendees are subsequently given step-by-step instructions about how to design/create a flipped classroom as well as practical tips to maximize its effectiveness.

**Ayano Kawasaki**, Nitobebunka High School, Japan**Context:** EFL**Primary Setting:** Secondary School**TE****WEDNESDAY, 11 am–11:45 am****Managing Teaching Practica in Online Settings: A Case Study**

The case study aims to explore the teaching practicum experiences of the student-teachers enrolled in an online ESL teacher-training program. It focuses on the question whether teaching practica in online settings can be as effectively managed as in traditional face-to-face modes or a blend of the two is more effective.

**Ayesha Perveen**, Virtual University of Pakistan, Pakistan**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs**AL****WEDNESDAY, 11 am–11:45 am****Promoting Learner Voice Through Meeting of Change Agents**

Meeting of Change Agents is a unique platform aiming at giving equal voice to the students and teachers of the English preparatory class in Turkey. The presenter provides information on the aims, procedures, and outcomes of these nationwide gatherings introduced to construct new spaces for learner and teacher collaboration.

**Tugba Yegin**, Ege University, Turkey**Context:** EFL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



LSP

**WEDNESDAY, 11 am–11:45 am**

### Student-Told Anecdotes in an EFL Classroom: Instructor and Student Perspectives

It is commonly suggested to include anecdotes in speeches. However, few studies exist on anecdotes, personal narratives, or stories told by EFL students. The presenter discusses a qualitative study, using exploratory practice, on anecdotes told by university EFL students for a classroom project. Examples and pedagogical implications are shared.

**Joachim Castellano**, Aichi Prefectural University, Japan

**Context:** All

**Primary Setting:** Academic English Programs



RWL

**WEDNESDAY, 11 am–11:45 am**

### What Is Crucial for Composing Successful L2 Synthesis Writing?

The case study discussed investigated an undergraduate student's understanding, behavior, and cognitive macrowriting processes of a synthesis writing assigned in an ESL composition course. The quality of her writing was also analyzed to learn what is crucial for composing successful L2 synthesis writing. Suggestions for theory-building and instruction are discussed.

**Ju-A Hwang**, The Ohio State University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



TE

**WEDNESDAY, 11 am–11:45 am**

### Tour the World With English Teaching Forum's "My Classroom"

English Teaching Forum's "My Classroom" articles describe what it's like to teach English all over the world. The articles bring to light the unique challenges, solutions, and rewards related to teaching in different contexts. This session takes you inside those contexts as panelists share experiences as teachers and as authors.

**Kevin McCaughey**, Department of State, U.S. Embassy Belgrade, Serbia, Serbia

**Dawn Rogier**, Department of State, USA

**Kim Chilmonik**, Department of State, USA

**Sanda Story**, U.S. Embassy Manama, Bahrain, Bahrain

**Tom Glass**, U.S. Department of State, USA

**Edgar Manaran**, Department of Education, Philippines

**Sandra Urgilez**, San Cristóbal High School, Ecuador

**Niry Razafimamonjy**, Lycée Jacques

Rabemanajara, Madagascar

**Bojana Nikić Vujić**, Ivo Andrić Elementary School, Serbia

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



LSP

**WEDNESDAY, 12 pm–12:45 pm**

### Creating Quick and Engaging Flashcard Activities

Flashcards are so much more than introducing and reviewing vocabulary. Learn how to use ESL Library courseware to create engaging, relevant flashcard sets for your digital or in-person classroom. Leave the session with a wide variety of ideas for how to use your custom flashcard sets with your students.

**Tammy Wik**, ESL Library, Canada

**Context:** All

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**LSP****WEDNESDAY, 12 pm–12:45 pm****Design Challenge: Empowering Students to Transform Their World**

Design Challenge is a research-based collaborative project that inspires students to design creative solutions to problems relevant to their lives. By engaging in this project, students not only enhance their language skills but also develop the 21st-century skills of collaboration, critical thinking, problem-solving, and creativity to pitch innovative ideas.

**Reima Abobaker**, Savannah College of Art and Design, USA

**Anastasia Chernetskaya**, Savannah College of Art and Design, USA

**Lisa Johnson**, Savannah College of Art and Design, USA

**Context:** ESL

**Primary Setting:** Academic English Programs

**TE****WEDNESDAY, 12 pm–12:45 pm****Finding the Evidence for Evidence-Based ELT**

What is evidence-based teaching and how does it apply to ELT? The presenters discuss the potential sources of “evidence” for what works in teaching, looking at neuroscience, cognitive science and psychology, pedagogy, and L2 acquisition. They examine the relevance of science and research to validating and informing ELT practice.

**Patricia Harries**, Independent, Sri Lanka

**Carol Lethaby**, The New School, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**CIC****WEDNESDAY, 12 pm–12:45 pm****Future-Proof Competencies: The Soft Skills Students Need for Employment**

Based on what current research indicates as being instrumental for young people seeking to achieve success in their professional and personal lives, this session focuses on how students can be enabled to develop the new competencies that are increasingly recognised as vital by employers and societies around the world.

**Daniel Xerri**, University of Malta, Malta

**Context:** All

**Primary Setting:** Secondary School

**DLT****WEDNESDAY, 12 pm–12:45 pm****Mediating Meaning Making: Examining The Ecological Influences On Transnational Communications**

Language learning and communication through digital platforms is situated within and takes place across different and complex digital and local ecologies. This presentation examines transnational digital communication between three groups of ELs participating in the Global StoryBridges project to look at how meaning making is shaped ecologically.

**Gordon West**, University of Wisconsin–Madison, USA

**Context:** EFL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PD

**WEDNESDAY, 12 pm–12:45 pm**

### **Publishing in the TESOL Field: Insights and Tips for Success**

In this presentation, three scholars (a novice NNEST, a mid-career NNEST, and a veteran scholar) share specific tips on how they have learned to navigate their publishing journeys in the TESOL field. They answer questions that help attendees demystify this process and navigate it.

**Sidury Christiansen**, University of Texas at San Antonio, USA

**Luciana de Oliveira**, Virginia Commonwealth University, USA

**Lizabeth England**, Liz England and Associates, LLC, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



AL

**WEDNESDAY, 12 pm–12:45 pm**

### **What Can Corpus Linguistics Offer Project-Based Language Learning?**

The goal of this presentation is to address how project-based language learning (PBLL) and corpus-based methods can complement one another. Attendee takeaways include a review of research on PBLL and corpus-based methods, a corpus PBLL project, assessment of the corpus PBLL, and a new PBLL app that helps address these needs.

**Junghun Yang**, Iowa State University, USA

**Fatemeh Bordbarjavidi**, Iowa State University, USA

**Erik Goodale**, Iowa State University, USA

**Noemie Sollier**, Iowa State University, USA

**Context:** All

**Primary Setting:** Academic English Programs



RWL

**WEDNESDAY, 12 pm–12:45 pm**

### **Using Technology Tools to Teach Reading Comprehension Strategies**

In this session, participants pair tried-and-true reading comprehension strategies with digital tools that can be used in both traditional and remote environments, so participants can get some fresh reading lesson ideas. The digital tools discussed are free and appropriate for elementary and secondary ELs.

**Elizabeth Mangus**, Saddleback Educational Publishing, USA

**Context:** ESL

**Primary Setting:** Secondary School



ASJ

**WEDNESDAY, 12 pm–1:30 pm**

### **Challenging Standardizing Language Ideologies and Practices in Multilingual Writing**

This panel offers a semistructured forum for dialogue about ways we can challenge standardizing movements in ELT. The focus of the discussion is on how we can design and foster environments for multilingual writing creativity and hybridization.

**María Rosa Brea**, New York University, USA

**JPB Gerald**, Hunter College, USA

**Context:** All

**Primary Setting:** Secondary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**PD****WEDNESDAY, 12 pm–1:30 pm****Dealing With Tensions as TESOL Practitioners or Teacher-Scholars**

Linguistic stratification and discrimination in diverse societies could be barriers to status, legitimacy, and adequate employment opportunities for NNESTs. How do these barriers intersect with social justice? How do NNEST leaders address them? What contextual factors contribute to those barriers? How can we advocate for and support those TESOL practitioners?

**Bedrettin Yazan**, University of Texas, San Antonio, USA**Zia Tajeddin**, Tarbiat Modares University, Iran**Context:** All**Primary Setting:** Academic English Programs**RWL****WEDNESDAY, 1 pm–1:45 pm****Codeveloping and Coteaching EAP Courses With Japanese Engineering Disciplinary Specialists**

This presentation reports on a successful case study of the collaboration between English and disciplinary specialists in a research English course for Japanese engineering postgraduates. It details the history of the course from 2009; the codeveloped curriculum; coimplementation, coteaching, and sample teaching materials; and the problem-solving process between the two teams.

**Jie Shi**, University of Electro-Communication, Japan**Context:** EFL**Primary Setting:** Academic English Programs**A****WEDNESDAY, 1 pm–1:45 pm****California IELCE: An Effective Model of Performance-Based Instruction and Assessment**

California delivers Integrated English Literacy and Civics Education using performance-based instruction and assessment, ensuring adult learners are prepared to participate in society as workers, parents, and active community members. The presenter describes this model, which encourages effective learning, persistence, and success. Participants evaluate how it can be adapted to their programs.

**Lori Howard**, CASAS, USA**Context:** ESL**Primary Setting:** Adult Education**LSP****WEDNESDAY, 1 pm–1:45 pm****Digital Speaking Tasks for Assessment and Engagement**

Want to give your students speaking practice outside the classroom? ESL Library is a digital teaching platform used at 10,000+ schools worldwide. Learn how you can use ESL Library's digital speaking tasks for student placement and assessment, in-class debates and discussion, and speaking practice after your students leave class.

**Tammy Wik**, ESL Library, Canada**Context:** All**Primary Setting:** Secondary SchoolAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**MD****WEDNESDAY, 1 pm–1:45 pm****Green Tea: An OER for an Intermediate Communication Class**

Open educational resources (OER) can be so much more than just text! The presenters share their recently completed OER titled Green Tea, a freely-available multimedia textbook for intermediate adult learners. They also share about their experiences creating materials, and the tools and processes that made it all possible.

**Luciana Diniz**, Portland Community College, USA**Nanci Leiton**, Portland Community College, USA**Eric Dodson**, Portland Community College, USA**Context:** All**Primary Setting:** Academic English Programs**TE****WEDNESDAY, 1 pm–1:45 pm****Helping ELs Cope With Test Anxiety**

Taking a standardized test is a requirement for many ELs in order to go to university, get a job, or obtain a professional license. In this session, the presenters discuss how teachers can help students deal with the anxiety that high-stakes ESL testing often induces in otherwise well-prepared test takers.

**Michelle Hampton**, Educational Testing Service, USA**Context:** All**Primary Setting:** IEP**AL****WEDNESDAY, 1 pm–1:45 pm****Investigation Into Learnables as Language Learning Opportunities in EFL Classrooms**

This presentation reports on findings from a research study on EFL teachers' and students' ways to deal with learnables in and through activities in a tertiary context in Turkey. Results showed that they were attempted by both teachers and students in form and accuracy contexts using artifacts, embodied resources, and L1.

**Esra Yatağanbaba**, Ege University, Turkey**Context:** EFL**Primary Setting:** IEP**PA****WEDNESDAY, 1 pm–1:45 pm****Size Isn't Everything: Success Strategies for Enrollment-Challenged IEPs**

Larger IEPs in the USA have traditionally enjoyed success and renown within the field, yet these were some of the worst impacted by fallout from the global pandemic. Administrators from smaller, regionally focused programs share lessons learned, strategies for success, and tips on how to thrive postpandemic.

**Nicole Ianieri**, University of North Carolina at Charlotte, USA**Kateryna Foryna**, University of North Carolina at Wilmington, USA**Rebecca Yoon**, Appalachian State University, USA**Context:** ESL**Primary Setting:** IEP**DLT****WEDNESDAY, 1 pm–1:45 pm****Using Technology in Teaching Online ESL Composition During COVID-19 Pandemic**

Adopting "language teacher agency," the collaborative autoethnography discussed explores challenges in teaching ESL composition online during the COVID-19 pandemic and technology use to address those challenges. Findings demonstrate various challenges, including reduced assignment submission rate and immediate communication with students. In response, the presenters used technology for instruction, feedback, student-teacher communication, and assessment.

**Grace Jue Yeon Kim**, The Ohio State University, USA**Zhenjie Weng**, The Ohio State University, USA**Jingyi Zhu**, The Ohio State University, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PD

**WEDNESDAY, 1 pm–2 pm**
**TIRF Insights: Social-Emotional Learning for 5–18-Year-Olds**

Students with strong social-emotional skills are more likely to thrive academically. The author of this year's TIRF Insights paper shares recent research on helping students live well so they can study well. Join our research-informed discussion on helping children develop 21st-century skills and global competence while cultivating healthy identities.

**Katherine Stannett**, Independent, United Kingdom

**Erik Gundersen**, National Geographic, USA

**Context:** All

**Primary Setting:** Secondary School

**THURSDAY, 24 MARCH**


TE

**THURSDAY, 10 am–10:45 am**
**A Post-COVID Needs Assessment Study for an Effective Online Practicum**

This presentation reports the results of a qualitative case study that investigated the characteristics of an effective online practicum from the perspectives of all relevant stakeholders. It aims to provide fundamental information about the skills and knowledge English teachers require in the technologically enhanced world of teaching.

**Ali Ilya**, Sakarya University, Turkey

**Ayşegül Daloğlu**, Middle East Technical University, Turkey

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs


LSP

**THURSDAY, 10 am–10:45 am**
**Classroom Participation Assessment: Fudge Factor or Motivational Pedagogical Tool?**

L2 spoken output and interaction have been shown to benefit successful SLA. However, ESL/EFL students of Confucian cultural heritage often demonstrate reticence and limited classroom participation. In response, this presentation evaluates three variations of a simple and transparent approach for assessing and promoting Chinese students' participation in the English classroom.

**Joseph Davies**, Duke Kunshan University, People's Republic of China

**Context:** EFL

**Primary Setting:** Academic English Programs


PD

**THURSDAY, 10 am–10:45 am**
**Effective Behavior Management Communication Strategies in ELT Classrooms**

Teachers cannot manage their language classrooms effectively without appropriate classroom discourse. This presentation examines the relationship between teachers' communication and student behavior and learning. The presenter provides the participants with specific effective communication strategies to use in their classrooms to create a safe language learning environment and decrease student misbehavior.

**Jirina Karasova**, Masarykova University, Czech Republic

**Context:** All

**Primary Setting:** Secondary School


Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



DLT

**THURSDAY, 10 am–10:45 am**

### Empowering In-Person English Instructors to Navigate Online Instruction

This presentation describes a qualitative study of the experiences of adult English language instructors who migrated to online instruction because of COVID-19. After a description of the instructors' struggles and triumphs, presenters offer tips for online pedagogy before concluding with a participant discussion about learning to teach English online.

**Gwendolyn Williams**, Auburn University, USA

**Mary Diamond**, Auburn Global, USA

**Hyeon Jean Yoo**, Auburn University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



DLT

**THURSDAY, 10 am–10:45 am**

### Languaging in a Multi-User Virtual World

This presentation demonstrates how the integration of a virtual world into an online English listening and speaking class can afford students more authentic communication opportunities by showcasing how the virtual world was created and how students participated in various kinds of synchronous and asynchronous activities in this virtual world.

**Lin Zhou**, Northeastern University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



CIA

**THURSDAY, 10 am–10:45 am**

### PBL Tools for Form/Function, Reflection, and Assessment

This session addresses PBL teaching issues and needs that have emerged from a systematic review of 40 years of research. The presenters share and discuss a summary of their findings, speaking strategies, and tools for contextualized language form/meaning development, reflective learning, and TBLT assessment tools with technology.

**Gulbahar Beckett**, Iowa State University, USA

**Agata Guskaroska**, Iowa State University, USA

**Jeanne Beck**, Iowa State University, USA

**Zoe Zawadzki**, Iowa State University, USA

**Context:** All

**Primary Setting:** Academic English Programs



VG

**THURSDAY, 10 am–10:45 am**

### Teaching Grammar During a Pandemic: Incorporating Tutoring Strategies Into Teaching

A tutoring approach was used to teach grammar for academic purposes in a virtual ESL class. Each student improved at their own pace and according to their ability. In this stress-free environment, students were comfortable making mistakes and discussed grammatical patterns both in English and their first language.

**Iwona Ionescu**, Rider University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



DLT

**THURSDAY, 10 am–10:45 am**

### Teaching Social Justice Topics Online With ESL Library

ESL Library strives to empower teachers to address challenging issues in the classroom by providing them with thoughtfully designed materials. Learn how to use ESL Library's digital lesson plans, flashcards, and resources focused on social justice issues to engage with students in a meaningful way.

**Tammy Wik**, ESL Library, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs



PD

**THURSDAY, 10 am–10:45 am**

### The World Is Your Classroom: Teach With English Language Programs

Learn how you can make a difference globally through in-person and virtual teaching projects designed by U.S. Embassies for experienced U.S. TESOL professionals. English language fellows, specialists, and virtual educators provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

**Tony Newman**, U.S. Department of State, USA

**Jennifer Hodgson**, U.S. Department of State, USA

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

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



RWL

**THURSDAY, 10 am–10:45 am**

### Use Reading Circles To Foster Autonomy, Analytical Skills, and Agency

Allowing students to choose topics and articles via reading circles gives students a sense of autonomy, encourages careful text analysis, and provides a sense of ownership when students report to others orally and/or in writing. Presenters share steps and advice for setting up reading circles, creating assignments, and assessing skills.

**Nancy Overman**, Georgetown University, USA

**Mandy Kama**, Georgetown University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



A

**THURSDAY, 10 am–11:30 am**

### Assessment Concerns of Pre-K–12: Guidance for Educators and Administrators

ELs are labeled “at risk” and face continuous assessments that impact their development, mental health, and social and academic journeys. This session offers educators and administrators a comprehensive guide to current assessment issues, including strategies to address disproportionality, equity, and validity as well as tools for placement, teaching, and learning.

**Annela Teemant**, Indiana University-Purdue University Indianapolis, USA

**Ester de Jong**, University of Florida, USA

**Fran Herbert**, ASHA, USA

**Stacy Brown**, Refugees Forward, Office of Refugee Resettlement Contractors, USA

**Lynda Espinoza Idle**, Colorado TESOL, USA

**Context:** All

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



ASJ

**THURSDAY, 10 am–11:30 am**
**Developing Materials to Support ELs With Disabilities**

This panel focuses on developing materials to support ELs with disabilities. This topic is explored through panelists delving deeper into the areas of using universal design for learning, leveraging a WIDA framework to identify access points for instruction, and reducing barriers in Japan for students with disabilities.

**Davey Young**, Sophia University, Japan

**Alexandra Burke**, Gifu Women's University, Japan

**Vitaliy Shyyan**, Smarter Balanced Assessment Consortium, USA

**Madison Leech**, Central Bucks School District, USA

**Kimberley Brown**, Portland State University, USA

**Context:** All

**Primary Setting:** Secondary School


PA

**THURSDAY, 10 am–11:30 am**
**Effective Program Adaptations in a Postpandemic World**

Administrators and faculty from a variety of contexts share how their programs incorporated new pandemic practices and lessons learned into the 2021–2022 academic year. Presenters discuss changes made, successes and challenges, and future implications/recommendations.

**Brad Teague**, Duke University, USA

**Pamela Smart-Smith**, Virginia Tech, USA

**Adil Bentahar**, University of Delaware, USA

**Jeanne Beck**, Iowa State University, USA

**Gary Ockey**, Iowa State University, USA

**Jacqueline Record**, California State University, Long Beach, USA

**Mike Ennis**, Free University of Bozen-Bolzano, Italy

**Context:** All

**Primary Setting:** Academic English Programs


TE

**THURSDAY, 11 am–11:45 am**
**Building a Community of Practice: A Win-Win Experience**

COVID-19 has not only changed our teaching practices but it has also provided teachers with unforeseen opportunities of PD. In this session, the presenters share an enriching and enlightening experience in building a virtual community of practice of teacher trainers and preservice teachers from different provinces in Argentina.

**María Eugenia Ianaro**, ISFD23, Argentina

**Sandra Ojeda**, UADER - ISPI 4020- IES Rca de Entre Ríos, Argentina

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs


MD

**THURSDAY, 11 am–11:45 am**
**Challenging Monolingual Views to Design Teaching Materials for Plurilingual Contexts**

In this session, the presenters challenge attendees to reflect upon monolingual views of TESOL and the implications that this practice has on plurilingual educational contexts regarding the area of materials development, which still has gaps in how teachers understand and develop their own materials, in addition to how they conceive language.

**Patrícia Lucas**, Federal University of Piauí, Brazil

**Camila Höfling**, Federal University of São Carlos, Brazil

**Luciana De Oliveira**, Virginia Commonwealth University, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs


Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****THURSDAY, 11 am–11:45 am****Constraints and Affordances of Online Education During the Pandemic**

This presentation reports a study about how the pandemic led to online education in three U.S. universities and what constraints and affordances TESOL professionals faced in teaching online. It highlights critical issues and possibilities that L2 teacher educators currently face in promoting quality online education in ELT.

**Dong-shin Shin**, University of Cincinnati, USA**Hyun-Sook Kang**, University of Illinois at Urbana-Champaign, USA**Tony Cimakso**, Miami University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**CIC****THURSDAY, 11 am–11:45 am****Identifying Performance Gaps Among Incoming Chinese Undergraduates to U.S. Universities**

This presentation reports on research into the value placed on skills and knowledge areas required for university success and the perception of incoming Chinese undergraduates' abilities among various stakeholders. Findings suggest areas of assistance that universities can provide to help better support Chinese students' transitions to U.S. academic life.

**Karin Sandler**, New Mind Education, USA**Susan Chuang**, University of North Carolina, Chapel Hill, USA**Context:** ESL**Primary Setting:** Academic English Programs**ASJ****THURSDAY, 11 am–11:45 am****Justice for All: Centering Sustainable Development in an EAP Curriculum**

This presentation shows how a university pathways program modified its EAP curriculum to center issues of sustainable development. Participants explore ways to integrate sustainability into their own courses and gain valuable tools and resources, including simple theoretical models to use in class, sample activities, and source lists.

**Steph Mielcarek**, University of Illinois at Chicago, USA**Context:** All**Primary Setting:** Academic English Programs**RWL****THURSDAY, 11 am–11:45 am****Reconsidering the Relationship Between Plagiarism and L2 Student Writing Development**

Informed by theories of writing and disciplinary knowledge development, this session examines the landscape of university-level plagiarism policies and related pedagogical practices before arguing for improved writing pedagogies that focus on student learning outcomes relevant to L2 writers' development of effective source integration.

**Karyn Kessler**, University of California, Santa Barbara, USA**Paul Michiels**, George Mason University, USA**Paul Rogers**, University of California, Santa Barbara, USA**Context:** ESL**Primary Setting:** Academic English Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop





ASJ

**THURSDAY, 11 am–11:45 am**

### Social-Emotional Learning With ESL Library

ESL Library supports educators by creating thoughtfully designed materials. Learn how to use ESL Library's digital lesson plans, flashcards, and resources to support your students' social-emotional learning in English.

**Tammy Wik**, ESL Library, Canada

**Context:** ESL

**Primary Setting:** Adult Education



AL

**THURSDAY, 11 am–11:45 am**

### The Role of Dialogic Reflections in Learner Empowerment

This presentation aims to explore the role of dialogic reflections in learner empowerment. The qualitative data indicate that learners tend to scaffold and regulate each other, which end up with mutual understanding. Implications for the use of dialogic reflection in class are discussed.

**Tugce Temir**, University of Turkish Aeronautical Association, Turkey

**Context:** EFL

**Primary Setting:** Adult Education



ASJ

**THURSDAY, 11 am–11:45 am**

### The Seal of Biliteracy: Research into Practice

This session reviews the Seal of Biliteracy; results show that more effort is needed to ensure equitable implementation for English and World Language learners. We will discuss obstacles and suggest practical steps to promote equality for all students to earn the SEAL.

**Christel Broady**, TESOL Georgetown College, USA

**Context:** All

**Primary Setting:** Secondary School



ASJ

**THURSDAY, 11 AM–12:30 pm**

### Change and New Paradigms for Affiliate Organizations

As we move into a postpandemic environment, affiliate organizations look to opportunities for rebuilding and growth, resilience and transformation. Affiliates are looking to explore new paradigms that are equitable, flexible, accessible, and sustainable for members both locally and internationally.

**James Papple**, York University, Canada

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



DLT

**THURSDAY, 12 pm–12:45 pm**

### A Genre Approach to Online Course Development

Just as a genre offers a type of guideline on how to structure a paper or presentation, the genre approach to online course development offers guidelines on page and module development. This presentation showcases examples of this genre from courses the presenters developed from the U.S. State Department.

**Dawn Bikowski**, Defense Language Institute Foreign Language Center, USA

**Tetiana Tytko**, University of Maryland, USA

**Context:** All

**Primary Setting:** Adult Education



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**PD****THURSDAY, 12 pm–12:45 pm****Cross-Fertilizing EFL Education: Reflections From a Virtual Professional Learning Network**

In a virtual professional learning network, K–12 English teachers in Saudi Arabia and U.S. university educators explored experiences in teaching, learning, and technology during the pandemic. Presenters reflect on how their network leverages technology to deliver impactful professional learning, build communities of practice, cross-fertilize innovation, and empower teacher agency.

**Kathleen Copeland**, University of Delaware, USA**Ahlam Musa**, The Johns Hopkins University, USA**Rawan Alruwaili**, Ministry of Education, Saudi Arabia, Saudi Arabia**Abdulaziz Zanguty**, Ministry of Education, Saudi Arabia, Saudi Arabia**Context:** EFL**Primary Setting:** Secondary School**CIA****THURSDAY, 12 pm–12:45 pm****EAP Students Analyzing Social Media: 3 Critical Thinking Steps**

This presentation describes an EAP teaching approach that defines and teaches critical thinking through the study of controversial issues and the investigation of comments on social media. In addition, student perspectives regarding this teaching approach and challenges they encountered are discussed.

**Jay Tanaka**, Hokkaido University, Japan**Context:** EFL**Primary Setting:** Academic English Programs**AL****THURSDAY, 12 pm–12:45 pm****ESL Academic Discourse Socialization Through Online Synchronous Peer Feedback Discussions**

The research discussed examines the academic discourse socialization of a Chinese ESL learner majoring in mechanical engineering through online synchronous peer feedback discussions. The study finds that the learner negotiates with her native peers agentively, which raises her critical self-reflection of the academic language use, content knowledge, and disciplinary norms.

**Ying Luo**, The Pennsylvania State University, USA**Context:** ESL**Primary Setting:** Academic English Programs**TE****THURSDAY, 12 pm–12:45 pm****Nationally Recognized Programs Setting the Standard for Assessment Literacy**

How do nationally recognized and accredited teacher education programs prepare candidates to use assessment with ELs in Grades Pre-K–12? What do teachers need to know? This presentation reports on an original, comprehensive research study that aims to answer these and other questions and identify implications for teacher educators.

**Lorraine Pierce**, George Mason University, USA**Thuy Tu**, George Mason University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs

Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



TE

**THURSDAY, 12 pm–12:45 pm**

### The Impact of Certification on Teachers and Student Outcomes

The effectiveness of university specialist certification programs has received limited attention in research. Panelists present empirical data on the impact of two university dual language and/or ESL certification programs, focusing on teacher and student learning outcomes. The session contributes to understanding when and how certification matters.

**Annela Teemant**, Indiana University-Purdue University Indianapolis, USA

**Patricia Morita-Mullaney**, Purdue University, USA

**Diep Nguyen**, University of Wisconsin–Madison, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



PA

**THURSDAY, 3 pm–3:45 pm**

### Chinese International Students' Voices: On the Host Institute

Little is known about Chinese international students' comments about institutional culture. This session presents the lived experiences of five Chinese international students in a U.S. Midwestern university. Findings inform the audience what L2 users feel sitting in U.S. higher education classrooms. Implications and recommendations for host institutes' internationalized curricula are proposed.

**Yalun Zhou**, Rensselaer Polytechnic Institute, USA

**Michael Wei**, University of Missouri-Kansas City, USA

**Context:** All

**Primary Setting:** Academic English Programs



PD

**THURSDAY, 3 pm–3:45 pm**

### English Language Programs Specialist Master Class: Case Study in ESP

Attendees receive a step-by-step guide on creating a master class in ESP/CBI best practices. The presenters—U.S. Department of State English Language Specialists—share how they translated their experience with disaster management into a master class. Attendees have access to materials and future courses.

**Alicia Brent**, Middlebury Institute of International Studies at Monterey, USA

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

**Tony Newman**, U.S. Department of State, USA

**Context:** All

**Primary Setting:** Academic English Programs



CIA

**THURSDAY, 3 pm–3:45 pm**

### Integrating Workplace Soft Skills in Adult ESOL Classes

Workers, amidst today's dramatically changing workplace, require the soft skills of oral and written communication, teamwork, and critical thinking to build resilience and thrive. Presenters share strategies for teaching these soft skills in online and face-to-face ESL learning environments. Participants learn five activities to implement in their classrooms.

**Ronna Magy**, Los Angeles Unified School District (Retired), USA

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

**Context:** ESL

**Primary Setting:** Adult Education



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**ASJ****THURSDAY, 3 pm–3:45 pm****Moving Beyond Inclusion: Bearing Witness to the Forced Migration Experience**

From pre- to postresettlement, survivors of forced displacement of all ages endure overlapping and often preventable experiences of exclusion and trauma. Drawing on three decades of research and outreach, this session discusses ways allyship and inclusion impose nuances of otherness and inherent power dynamics, and methods to realign inclusion.

**Stacy Brown**, Refugees Forward, Oklahoma City Public Schools, USA

**Context:** All

**Primary Setting:** Adult Education

**DLT****THURSDAY, 3 pm–3:45 pm****Online Discussions as Sites of Resistance and Creativity in ELT**

Considering online discussions as both sites of resistance and creativity, this presentation (1) discusses the importance of challenging and resisting language ideologies that limit students' languaging, (2) reflects on use of multimodality and translanguaging practices in digital spaces, and (3) shares practical examples of online discussion design for equity.

**Clara Bauler**, Adelphi University, USA

**Context:** All

**Primary Setting:** Secondary School

**PA****THURSDAY, 3 pm–3:45 pm****Supporting ELs in Realizing Their Career Goals**

ELs can receive support to realize their career goals with integrated English literacy and civics education (IELCE). Presenters describe keys to the administration of IELCE programs as well as exemplary program models, distance learning adaptations, challenges, and successes. Participants evaluate the models for their own program use.

**Lori Howard**, CASAS, USA

**Paige Endo**, Mt. Diablo Adult Education, USA

**Evelyn Jackson**, Huntington Beach Adult School, USA

**Context:** ESL

**Primary Setting:** Adult Education

**ASJ****THURSDAY, 3 pm–3:45 pm****Training Tutors in Inclusive Sentence-Level Support for Multilingual Writers**

Our writing is always an expression of identity. When tutors "correct" nonstandard language use, they risk committing microaggressions. Alternatively, if they don't provide support for dominant language conventions, they reinforce hierarchies of power. This presentation shares tutor training materials that promote inclusive sentence-level support in writing centers.

**Anne Berry**, St. Olaf College, USA

**Bridget Draxler**, St. Olaf College, USA

**Context:** All

**Primary Setting:** Tutoring



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**TE****THURSDAY, 3 pm–3:45 pm****Understanding A Chinese ESL Teacher's Lived Experience: A Vygotskian Approach**

The concept of *perezhivanie* is used in this presentation to understand a Chinese ESL teacher's lived experience. Findings demonstrate the transformative power of engaging in a narrative inquiry and the significance of providing strategic and responsive mediation when the participant experiences cognitive/emotional dissonance. Implications for teacher professional training are discussed.

**Zhaoyu Wang**, The Pennsylvania State University, USA**Context:** ESL**Primary Setting:** Graduate/Postgraduate Programs**RWL****THURSDAY, 3 pm–4:30 pm****Reimagining Translingual Pedagogy in Multilingual Reading Instruction and Assessment**

Drawing upon their own experience as linguists and educators who work with multilingual students in different regions of the world—the USA, Israel, and Singapore—panelists discuss how teachers integrate translanguaging practices in instruction and assessment to promote bi/multilingualism and advance a social justice agenda.

**Clara Bauler**, Adelphi University, USA**Context:** All**Primary Setting:** Primary School**CIA****THURSDAY, 3 pm–4:30 pm****Scaffolding Multilinguals' Learning in Mathematics, Science, and Literacy Lessons**

This panel analyzes typical activities from mathematics, science, and English language arts lesson plans for their efficacy in supporting multilingual learners. Though some theoretical frameworks are presented, the focus of the discussion is on curating a collection of practical strategies to support and scaffold multilinguals' learning in content-area classes.

**Mary Soto**, California State University, East Bay, USA**Gina Borgoli Yoder**, Indiana University–Purdue

University Indianapolis, USA

**Derek Braun**, Columbus City Schools, USA**Context:** All**Primary Setting:** Primary School**CIA****THURSDAY, 4 pm–4:45 pm****Collaborative Strategies for CBI in a Hybrid Environment**

ESL instructors at a midwestern university share their challenging transition to a blended learning environment. After an abrupt move to an online platform due to COVID-19, they adopted cross-curricular strategies to integrate technology for remote learning. Their collaborative efforts to integrate classes improved student engagement and performance.

**Jerome Bollato**, Saint Louis University, USA**Ann Meechai**, Saint Louis University, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

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Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



AL

**THURSDAY, 4 pm–4:45 pm**

### Designing a Local Learner Corpus for Pedagogical Applications and Research

This presentation details how a team of language practitioners has collaborated to develop a local learner corpus for use by EAP instructors, students, and researchers. Attendees gain insight into the processes of designing and implementing learner corpora, including considerations for initial data analysis and pedagogical applications.

**Sandra Zappa-Hollman**, The University of British Columbia, Canada

**Alfredo Ferreira**, The University of British Columbia, Canada

**Marine Laisa Matte**, Federal University of Rio Grande do Sul (UFRGS), Brazil

**Greta Perris**, The University of British Columbia, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs



DLT

**THURSDAY, 4 pm–4:45 pm**

### Educational Television During COVID-19: Libyan Educational Television Team's Perspectives

The presenters discuss a mixed methods study that explored the Libyan educational television team's perspectives on the experience of preparing and broadcasting lessons on Libyan TV channels during the COVID-19 pandemic. They elaborate on what the project was and how it was conducted and then present the respondents' opinions.

**Entisar Elsherif**, University of Tripoli, Libyan Arab Jamahiriya

**Hana Meiteeg**, University of Tripoli, Libyan Arab Jamahiriya

**Context:** EFL

**Primary Setting:** Secondary School



PD

**THURSDAY, 4 pm–4:45 pm**

### Leveraging Social Media in a Global Pandemic

Feel like you're alone in your teaching context? Miss that feeling of collaborating with fellow teachers and friends? Come find out how to use social media to fill that void.

**MaryLynn Patton**, TexTESOL V, USA

**Context:** All

**Primary Setting:** Adult Education



DLT

**THURSDAY, 4 pm–4:45 pm**

### Parents' Role in Young Children's EFL Learning: An Ecological Approach

Grounded in Bronfenbrenner's ecological systems theory, the study discussed examines how Chinese parents shape their young children's experiences of learning EFL using a self-guided digital learning program. Results reveal beliefs and parenting practices that support young Chinese children's English language learning.

**Kirsten Olander**, Age of Learning, USA

**Hee Jin Bang**, Age of Learning, USA

**Context:** EFL

**Primary Setting:** Early Childhood (PreK, Very Young Learners)


Academic  
Session


Dialogue


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Teaching Tip



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Workshop

**RWL****THURSDAY, 4 pm–4:45 pm****Resources for Dual-Identified Students**

Meeting the needs of ELs who have also been identified as having special needs is particularly challenging for many districts. This session features solutions two different districts have used to address these needs, using resources that support literacy while also building social awareness and an understanding of American culture.

**Elizabeth Mangus**, Saddleback Educational Publishing, USA

**Context:** ESL

**Primary Setting:** Secondary School

**LSP****THURSDAY, 4 pm–4:45 pm****Top 10 Ways to Teach Idioms and Slang in Your Classroom**

For your online or in-person classroom, author “Slangman” David Burke gives an informative and truly entertaining presentation on his top 10 ways to teach 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**, Slangman Publishing, USA

**Context:** All

**Primary Setting:** Adult Education

**TE****THURSDAY, 4 pm–4:45 pm****The CHAMELEON Approach to Change: Adapting to New Educational Conditions**

This presentation introduces the 9-point CHAMELEON framework to support English language educators through adaptations and change. As global uncertainty prevails, this framework offers easily applicable insights for English language practitioners adapting to change based on reflective experience and publications.

**Laura Davies**, Duke Kunshan University, People's Republic of China

**Joseph Davies**, Duke Kunshan University, People's Republic of China

**Context:** All

**Primary Setting:** Academic English Programs

**RWL****THURSDAY, 5 pm–5:45 pm****From Pictures to Words: Transforming Writing Instruction**

Pictures offer a universal language for thinking and expressing ideas. Visit a multilingual elementary classroom via lively video to witness firsthand a multimodal, project-based approach to teaching writing and strengthening oral language skills that can be integrated across the curriculum. Experience the magic of bringing words and pictures together.

**Beth Olshansky**, Center for the Advancement of Art-Based Literacy, USA

**Context:** ESL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



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TE

**THURSDAY, 5 pm–5:45 pm****In-Service Teachers' Views on L2 Research and Pedagogy**

The study discussed investigated the views of 130 in-service teachers from various instructional contexts on the relationship between L2 teaching and research. Teachers recognized the importance of research, but faced challenges accessing publications, finding practical applications for the reported findings and receiving the necessary work-based support to engage with research.

**Eva Kartchava**, Carleton University, Canada  
**Hossein Nassaji**, University of Victoria, Canada

**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

VG

**THURSDAY, 5 pm–5:45 pm****Investigating Learner Vocabulary Use Across Different Modes of Production**

The study discussed examines the relationship between students' L2 vocabulary knowledge and the lexical diversity of their texts over three modes of production, academic writing, academic presentation (written for speaking), and academic discussions, as measured by McCarthy's measure of textual lexical diversity.

**Gavin Brooks**, Kwansei Gakuin University, Japan  
**Jen Jordan**, Kwansei Gakuin University, Japan

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

DLT

**THURSDAY, 5 pm–5:45 pm****Learning With Digital Technologies: Supporting Bi/Multilingual Children's Engineering Practices**

This presentation suggests the multimodal nature of digital technologies with the tactile nature of engaging in engineering practices can create productive learning spaces for linguistically diverse children and preservice teachers. The presentation consists of analysis and reflection of video from virtual interactions including pedagogies incorporating screenshots and web cameras.

**Frances Bose**, The Pennsylvania State University, USA  
**Samantha Garcia**, The Pennsylvania State University, USA

**Maya Urbanski**, The Pennsylvania State University, USA  
**Carolyn Sirles**, The Pennsylvania State University, USA

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

TE

**THURSDAY, 5 pm–5:45 pm****Linguistic Landscape Activities to Support Critical Multimodality in Teacher Preparation**

A critical interrogation of the way language is used within communities and schools reveals for pre and in-service teachers both the power dynamics of the greater community and how best to support diverse learners in centering their multimodal languaging practices. Explore how linguistic landscape assignments enhance critical literacies within classrooms.

**Tasha Austin**, Rutgers University, USA  
**Kisha Bryan**, Tennessee State University, USA

**Context:** All**Primary Setting:** Graduate/Postgraduate Programs

Academic Session



Dialogue



Exhibitor Session



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Invited Speaker



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**AL****THURSDAY, 5 pm–5:45 pm****Look Before You Teach: Identifying and Responding to Textbook Biases**

Language learners acquire more than language from their time in class; they learn social norms and values about gender, race, and sexuality. This session discusses strategies to identify biases in learning materials before and during the lesson. Teachers leave with classroom activities to challenge harmful biases through critical pedagogy.

**Amy Burden**, University of Memphis, USA**Context:** ESL**Primary Setting:** Primary School**A****THURSDAY, 5 pm–5:45 pm****Measures and Tools for Maximizing the Effectiveness of Language Assessment**

Assessment is a core component of teaching and learning. The presenter shares a comprehensive process to ensure the effectiveness of language assessment guided by assessment principles, tools, and best practices. Attendees leave with a systematic set of procedures and tools to maximize validity and reliability throughout the assessment cycle.

**Eman Elturki**, College of DuPage, USA**Context:** All**Primary Setting:** IEP**ASJ****THURSDAY, 5 pm–5:45 pm****Respectful Interactions in ELT: An Organization's Guidelines for Discussion**

This session represents a TESOL affiliate organization's process of drafting respectful interactions guidelines for the all association's events. The presentation shares the process from rationale to drafting, membership input to revision, and unanimous ratification to implementation for peer organizations to consider adopting for themselves.

**Jennifer Walsh Marr**, University of British Columbia, Canada**Context:** All**Primary Setting:** Adult Education**CIC****THURSDAY, 6 pm–6:45 pm****"Activizing" the Pedagogy of Multiliteracies With the Languacultural Landscape Approach**

In this session, the presenter introduces the languacultural landscape (LCL) approach, which advances the concept of linguistic landscape used as a pedagogical resource. The presenter draws on the pedagogy of multiliteracies (PoM) and explores the potential of an LCL action-oriented project to bring PoM in its fullest "critical" sense to plurilingual classrooms.

**Olessya Akimenko**, Simon Fraser University, Canada**Context:** All**Primary Setting:** Secondary SchoolAcademic  
Session

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Panel



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**ASJ****THURSDAY, 6 pm–6:45 pm****“Now You Hear Us”: Refugee Youth Podcasting in/as Pedagogy**

This session demonstrates how transmodal podcasts with refugee youth act both as pedagogy and in pedagogy across diverse educational contexts. Participants learn techniques for teaching transmodal podcasting with and/or by refugee youth, to center and amplify the voices of young refugees and advance linguistic justice in the classroom.

**Megan Heise**, Indiana University of Pennsylvania, USA**Daphne Morgen**, Youth UnMuted, USA**Context:** ESL**Primary Setting:** Secondary School**RWL****THURSDAY, 6 pm–6:45 pm****Fostering Critical Thinking in the Secondary Classroom**

Critical thinking is more important than ever for postsecondary success, yet research shows students often graduate lacking this crucial skill. This presentation highlights the importance of integrating lower and higher order thinking skills into English courses, outlining pedagogical tasks/techniques for ESOL lessons that support student-learning outcomes, all rooted within Bloom’s Taxonomy.

**Zeynep Erdil-Moody**, ELS, Tampa, USA**Context:** ESL**Primary Setting:** Secondary School**LSP****THURSDAY, 6 pm–6:45 pm****Academic Discussion Assessments: Developing a Rubric**

Academic discussion skills are difficult to assess, especially when we consider the real-world implications of interactive talk. In this session, participants learn how Chinese students and their instructor developed a rubric together to assess their discussion skills in international spaces.

**Sarah Warfield**, New York University Shanghai, People’s Republic of China**Context:** EFL**Primary Setting:** Academic English Programs**DLT****THURSDAY, 6 pm–6:45 pm****Innovative Remote Adult ESOL Programming and Instruction**

This presentation highlights case studies of 34 U.S. adult education programs offering remote ESOL instruction. It includes descriptions of learners’ needs and technology-rich instruction and support practices critical for student success. In the Q&A, the presenters discuss remote ESOL models and resources for attendees to draw on in their instruction.

**Jen Vanek**, EdTech Center @ World Education, USA**Silja Kallenbach**, World Education, USA**Context:** ESL**Primary Setting:** Adult Education

Academic Session



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CIA

**THURSDAY, 6 pm–6:45 pm**

### Let's Synthesize!: Best Practices for Paraphrasing

Across levels and classrooms, L2 learners and teachers both struggle with avoiding plagiarism in L2 writing. During this session, participants learn engaging intervention strategies to promote better L2 writing.

**Sarah Warfield**, New York University Shanghai, People's Republic of China

**Context:** All

**Primary Setting:** Academic English Programs



PD

**THURSDAY, 6 pm–6:45 pm**

### Nurturing a Community of Practice: Opportunities for In-House PD

Faculty PD has proven to have a positive impact on teaching and learning. This presentation shares practical ideas and guidelines for creating systematic and cost-effective PD opportunities to empower and inspire teachers and nurture a community of practice for continuous learning.

**Eman Elturki**, College of DuPage, USA

**Context:** All

**Primary Setting:** IEP



TE

**THURSDAY, 6 PM–6:45 PM**

### Social Justice: Family and Community Partnerships in TESOL Preparation Programs

This session explores the urgent need for rigorous family and community partnership courses as part of teacher preparation and continued PD. The presenters explore the role of state policy and programmatic funding, models, and syllabi for course development and the application of universal design for learning for family engagement.

**Andrea Parker**, Federation for Children with Special Needs, USA

**Margaret Caspte**, National Association for Family, School, and Community Engagement, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

FRIDAY, 25 MARCH



PD

**FRIDAY, 4 am–4:45 am**

### Culturally and Linguistically Responsive Practices in U.S. Higher Education

This presentation discusses culturally and linguistically responsive (CLR) practices in supporting international students in U.S. higher education by reviewing 21 pieces of literature with critical inquiry and sociocultural lenses. The literature review implicates challenges in promoting CLR practices among faculty and tertiary institutions to foster a diverse campus.

**Ji Ma**, Georgia State University, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



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**ASJ****FRIDAY, 4 am–4:45 am****Examining the Potential for Heteroglossia in Local Language Policy Enactments**

The case study discussed examines local language ideologies, policies, and practices to unpack how enactment of macro language policies in an elementary classroom supports ELs' full linguistic repertoire for language, literacy, and identity development. Detailed analyses reveal how language ideologies and policy enactments intersect to widen educational and social disparities.

**Chioma Ezeh**, Washington State University, USA**Thomas Salsbury**, Washington State University, USA**Omran Akasha**, Washington State University, USA**Context:** B-ME**Primary Setting:** Primary School**PA****FRIDAY, 4 am–4:45 am****Exploring Effective Leadership Practices in Higher Education EFL Contexts in Japan**

EFL programs often rely on collaboration among diverse educators. This presentation outlines insights from a mixed methods study exploring the role of leadership in fostering cohesion between academics working in Japanese higher education EFL faculties.

**Bradley Colpitts**, Kwansei Gakuin University, Japan**Context:** EFL**Primary Setting:** Academic English Programs**AL****FRIDAY, 4 am–4:45 am****Impacts of ELF-Oriented Teaching on Chinese Students' Attitudes Toward English**

This study examines how a 9-week intervention designed under English as a lingua franca (ELF) paradigm influences Chinese university students' perceptions on English and English learning. Findings reveal the complexity and inconsistency of students' attitudes, and positive views and challenges of teaching ELF, which contribute to the development of ELF-oriented teaching both theoretically and pedagogically.

**Zirui Liu**, The University of Hong Kong, Hong Kong**Context:** EIL**Primary Setting:** Adult Education**DLT****FRIDAY, 4 am–4:45 am****Multilingual Preservice Teachers' Technology Integration Knowledge Development**

Technology-based instruction provided during the COVID-19 pandemic demonstrated the importance of multilingual preservice teachers' technology integration knowledge. This presentation explains technology integration according to different technology integration models. The participants gain an understanding of the research that has been conducted in this area and technology integration trends in ELT.

**Moe Greene**, Virginia Commonwealth University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate ProgramsAcademic  
Session

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**PA****FRIDAY, 4 am–4:45 am****On the Margins: Supporting Adjunct Faculty in Language Programs**

Enrollment decline, program closure, and the pandemic highlight increasing inequality between full- and part-time faculty in ELT. Postpandemic, 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:** EFL

**Primary Setting:** Academic English Programs

**PD****FRIDAY, 4 am–4:45 am****Universal Design for Learning in the EAP and TESOL Classroom**

The universal design for learning (UDL) framework guides the development of curriculum that is effective and inclusive for all learners. This presentation gives an overview of UDL principles, examples of UDL applied in EAP and online TESOL classes, and tips for how to implement UDL in any teaching context.

**Sharon Churchill**, Acadia University, Canada

**Chris Klatecki**, Acadia University, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs

**DLT****FRIDAY, 4 am–4:45 am****Virtual Field Trips as an Innovative Strategy to Teach Grammar**

With schools closed across the world, many quarantined students, particularly in the primary stages, take pleasure in discovering the outside world while utilizing alternative educational models. This presentation explores some innovative strategies, tools, and activities regarding teaching grammar inductively and communicatively using virtual field trips.

**Esraa Mohammad**, Amideast OSP, Egypt

**Context:** All

**Primary Setting:** Primary School

**RWL****FRIDAY, 5 am–5:45 am****A Multiliteracies Approach to Meaning-Making in Tertiary Reading Courses**

In this session inspired by a multiliteracies approach to meaning-making in reading, the presenter introduces strategies used in academic reading assignments at the tertiary level. In these assignments, students demonstrated comprehension by (re)designing the meaning of texts in their creations: notes, graphic organizers, and board games.

**Suzan Stamper**, Hong Kong University of Science and Technology, Hong Kong

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



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AL

FRIDAY, 5 am-5:45 am

### Culture and ELT: To Combine or Not to Combine?

This presentation discusses the interrelationships between foreign language teaching and teaching culture through cultural codes and analyzes the results of two small-scale studies conducted with two groups of English language teachers at a higher education institution, related to this problem and spaced 10 years apart.

**Manana Rusieshvili**, Ivane Javakhishvili Tbilisi State University, Georgia

**Context:** EIL

**Primary Setting:** IEP



CIA

FRIDAY, 5 am-5:45 am

### Fostering Global Citizenship Through Paired Courses and Experiential Learning

This presentation examines two interdisciplinary, college-level course pairings designed to foster global citizenship: ESOL paired with Foundations of Business and ESOL paired with Interpersonal Communication. The session offers insights into how to develop robust experiential activities that reinforce language and course outcomes from a global perspective.

**Heather Johnson-Taylor**, Sinclair Community College, USA

**Allante Johnson-Taylor**, Clark State College, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



DLT

FRIDAY, 5 am-5:45 am

### Instructional Technological Practices for Vocabulary Development

This presentation is based on a study that examined multilingual teachers' instructional technological practices for vocabulary development of multilingual learners. The findings indicate that teachers emphasize the importance of the interaction between technology, pedagogy, and content. Implications of technology integration and examples of effective teaching practices are discussed.

**Moe Greene**, Virginia Commonwealth University, USA

**Context:** All

**Primary Setting:** IEP



CIC

FRIDAY, 5 am-5:45 am

### Intercultural Pragmatics and Requesting Strategies at Workplaces

The presenters compared how native English and nonnative English speakers make requests at intercultural workplaces. Nearly 300 participants with a diverse L1 participated in the study. A discourse completion task revealed differences caused by not only participants' L1 but also their work experiences. The presenters discuss pedagogical implications for intercultural workplace communication.

**Yuko Hijikata**, University of Tsukuba, Japan

**Rachael D. Roberts**, University of Tsukuba, Japan

**Context:** EIL

**Primary Setting:** Adult Education



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AL

**FRIDAY, 5 am–5:45 am**

### Multilingual Students' Linguistic Identities and Languaging Practices: A Mixed Methods Exploration

This sequential mixed methods study draws upon a survey distributed to 344 undergraduate students and follow-up interviews with eight survey takers to explore multilingual students' linguistic identities, confidence levels, and language practices across academic and social contexts in order to inform pedagogical practices to better support these students.

**Qianqian Zhang-Wu**, Northeastern University, USA

**Cherice Jones**, Northeastern University, USA

**Mya Poe**, Northeastern University, USA

**Context:** All

**Primary Setting:** Academic English Programs



PD

**FRIDAY, 5 am–5:45 am**

### The Creativity Toolbox: Practices for Creative Empowerment in the Classroom

While educators commonly recognize the value of creativity in education and learning, some may lack confidence in their ability to effectively model and nurture creativity in practice. This presentation offers attendees a "creative empowerment toolbox," with research-based creativity frameworks for use in a range of educational and cultural settings.

**Sarah Lee**, Sophia University, Japan

**Context:** All

**Primary Setting:** Academic English Programs



ASJ

**FRIDAY, 6 am–6:45 am**

### Critical Race Theory: What It Is, What It Isn't

TESOL professionals have increasingly acknowledged the importance of the intersections of race and language, of privilege and power, and of the need for greater equity and inclusion. Critical race theory has recently come under intense scrutiny. Learn what it is/ isn't and how it applies to TESOL research and practice.

**Elisabeth Chan**, Northern Virginia

Community College, USA

**Mathew Espinosa**, Elk Grove Unified School District, USA

**Context:** ESL

**Primary Setting:** Graduate/Postgraduate Programs



TE

**FRIDAY, 6 am–6:45 am**

### Dogme ELT Comes of Age

It's 21 years since Dogme ELT was launched (by analogy with the film movement of the same name) as a corrective against an overreliance on material resources in L2 teaching. So, how has it fared, and what has happened since then that might lend support to such an approach?

**Scott Thornbury**, Independent, Spain

**Context:** All

**Primary Setting:** Adult Education


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DLT

FRIDAY, 6 am–6:45 am

### Is Virtual Reality a Good Fit for TESOL? Insights From ELs

This session presents results on the attitudes and opinions of ELs on using virtual reality (VR) in TESOL. Applying constructs representing the qualities of VR, along with attitudes toward EAP and self-efficacy, the presenters used structural equation modeling to measure the impact on learners' intention to adopt VR for learning purposes.

**Austin Pack**, University of Liverpool, United Kingdom

**Alex Barrett**, Florida State University, USA

**Ethan Quaid**, University of Nottingham Ningbo People's Republic of China

**Context:** All

**Primary Setting:** Academic English Programs



PD

FRIDAY, 6 am–6:45 am

### Mastering Motivation Mechanisms: Tips for Student Engagement

Educators have been trying to find the secret to students' motivation for years, but the question is how many of these mechanisms really work. Thus, we may first need to see how we can motivate people instead of students. Teachers, also, need to be aware of the "dark side of motivation." ELT activities that endorse human motivation are demonstrated.

**George Kokolas**, Express Publishing, United Kingdom

**Context:** EFL

**Primary Setting:** Secondary School



RWL

FRIDAY, 6 am–6:45 am

### Scaffolding for Quality, Equitable, and Humanizing Opportunities for Multilingual Learners

Scaffolding has been widely referenced in education but often in reductive ways. Misunderstandings of what scaffolding is and its importance are prominent, especially for multilingual learners. This panel focuses on theories and approaches to scaffolding and case studies of scaffolding work with multilingual learners and professional learning with teachers.

**Luciana de Oliveira**, Virginia Commonwealth University, USA

**Ruslana Westerlund**, WIDA, University of Wisconsin-Madison, USA

**Aída Walqui**, WestEd, USA

**Rita MacDonald**, WIDA, University of Wisconsin-Madison, USA

**David Crowther**, University of Nevada, Reno, USA

**Megan Madigan Percy**, University of Maryland, College Park, USA

**John Chi**, University of Maryland, College Park, USA

**Context:** ESL

**Primary Setting:** Primary School



TE

FRIDAY, 6 am–6:45 am

### Teaching Techniques: Guided Observation for the Preservice Teacher

English Teaching Forum's "Teaching Techniques" offer quick, flexible ideas that you can add to your teaching toolkit. In this teaching technique session, participants learn about a system that helps preservice teachers learn to systematically "see" the methodology that they are learning as they observe a more experienced teacher.

**Carleen Velez**, U.S. Department of State, USA

**Tom Glass**, U.S. Department of State, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



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**PA****FRIDAY, 6 am–6:45 am****The Teader: Empowering ESL Teachers to Become Administration Leaders**

The decision to cross ELT borders and land in the territory of language program administration (LPA) is not easy. This task-based presentation compares ELT with LPA, showing how to successfully transition from ELT to LPA. Participants identify the challenges and know how to meet them to become LPA leaders.

**Raafat Gabriel**, American University of the Middle East, Kuwait

**Context:** All

**Primary Setting:** Adult Education

**ASJ****FRIDAY, 6 am–7:30 am****Discriminatory Hiring Practices Against NNEST: Practical and Ideological Concerns**

One of the challenges that NNESTs encounter is “nativeness superiority,” which leads to discriminatory practices. This issue has both practical and ideological concerns. The point at stake is what can be done to achieve equality and eliminate discrimination in all its registers to have a better tomorrow for NNESTs all over the world.

**Sunyoung Song**, Athens State University, Greece

**Bashar Al Hariri**, University of Toledo, USA

**Fatmeh Alalawneh**, University of Toledo, USA

**Araceli Salas**, Benemérita Universidad de Puebla, Mexico

**Context:** EFL

**Primary Setting:** ITA

**DLT****FRIDAY, 2 pm–2:45 pm****A New Guiding Principle of “Cooperative Adaptability” in Synchronous Teaching**

This presentation illustrates how a shift in online education yields “cooperative adaptability” as a guiding principle in pedagogy, becoming a shared value of teachers, students, and administration. This approach is informed by the presenters’ experiences teaching EFL academic writing with a partnership program between a Chinese and an American university.

**Zack Bergeron**, University of Arizona, USA

**Ryan Humphrey**, University of Arizona, USA

**Jon Noble**, University of Arizona, USA

**Context:** EFL

**Primary Setting:** Academic English Programs

**ASJ****FRIDAY, 2 pm–2:45 pm****Advocating for Multilingual Learners Through Policy and Practice Mini-Briefs**

In this session, researchers describe how their collaborative efforts have resulted in a series of policy and practice mini-briefs on topics that impact K–12 multilingual learners for greater advocacy and community awareness. They also provide background on the research group, explain how to access the mini-briefs, and share future projects.

**Virginia Massaro**, Old Dominion University, USA

**Virginia Palencia**, Virginia Commonwealth University, USA

**Melissa Cuba**, University of Maine, USA

**Jia Gui**, Virginia Commonwealth University, USA

**Context:** B-ME

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



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DLT

**FRIDAY, 2 pm–2:45 pm**

### **An Introduction to the TESOL Program at UCLA Extension**

Education Department Director Dr. Helen M. Davis and TESOL Instructor Kris Lambert discuss the structure and benefits of the TESOL program at UCLA Extension, as well as provide insight into how the program has changed since the time of COVID-19.

**Marie Webb**, UCLA Extension, USA

**Context:** ESL

**Primary Setting:** Adult Education



DLT

**FRIDAY, 2 pm–2:45 pm**

### **Creating Digital Choice Boards to Foster Adult ELs' Agency**

Choice boards create the “enabling conditions” that foster adult ELs' agency, highlighting and promoting learners' voice and choice at every stage of integrated language and content instruction. Explore the why and how of this versatile tool that takes learners' varied proficiencies, learning modalities, interests, and goals into account. Templates provided.

**Jayne Adelson-Goldstein**, Lighthearted Learning, USA

**Sylvia Ramirez**, MiraCosta College, USA

**Lori Howard**, CASAS, USA

**Context:** All

**Primary Setting:** Adult Education



RWL

**FRIDAY, 2 pm–2:45 pm**

### **Culturally Sustaining Practice Using Multicultural Model Poems**

The writing of poetry based on multicultural poetry models provides emergent bilingual students with ways to promote cultural identity and social critique. The teaching approach using poems written by Francisco Alarcon, N. Scott Momaday, and others is demonstrated, and examples of student poems and a bibliography are shared.

**Elizabeth Franklin**, University of Northern Colorado, USA

**Context:** ESL

**Primary Setting:** Primary School



PD

**FRIDAY, 2 pm–2:45 pm**

### **Developing Emotional Intelligence in the ELT Classroom**

Emotional intelligence allows us to focus more on the feelings of ourselves and others. When students learn to understand themselves and others, they are able to better comprehend their learning needs, strengths and limitations. Having this awareness from an early age can play a significant role in primary instruction.

**Daniel Morris**, Express Publishing, United Kingdom

**Context:** EFL

**Primary Setting:** Primary School



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**CIC****FRIDAY, 2 pm–2:45 pm****Engaging ELs in Culturally Sustaining Academic Content to Build Equity**

Emergent bilinguals in elementary and secondary schools have experienced inequities in access to the academic curriculum. Using a newly adapted rubric that is focused on culturally and linguistically sustaining instruction, the presenters use PowerPoint slides to show classroom strategies and activities that make academic content accessible to ELs.

**Yvonne Freeman**, University of Texas Rio Grande Valley, USA

**David Freeman**, University of Texas Rio Grande Valley, USA

**Ann Ebe**, Hunter College–CUNY, USA

**Mary Soto**, California State University, East Bay, USA

**Context:** All

**Primary Setting:** Primary School

**TE****FRIDAY, 2 pm–2:45 pm****Making Space, Taking Space: Disrupting Predominant White Teacher Education Ideologies**

This presentation explores the minoritized identities and experiences of a novice teacher identifying as a biracial Black woman and a novice teacher educator identifying as an immigrant woman in predominantly White professional spaces. It aims to create a conversation about decentering/decolonizing teacher education and challenge the dominant notions of power.

**Sumeyra Gok**, University of New Hampshire, USA

**Angelina Gillispie**, University of New Hampshire, USA

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs

**TE****FRIDAY, 2 pm–2:45 pm****Reframing Student Teachers' Cognitive-Emotional Contractions as Tools for Teacher Learning**

This presentation reports on student teachers' learning and development journeys during the University of Cambridge Certificate in Teaching English to Speaker of Other Languages (CELTA) course. Findings revealed that, during the program, student teachers experienced periods of crisis marked by cognitive-emotional contradictions. Implications for language teacher education programs are discussed.

**Danielle Freitas**, Sheridan, Canada

**Context:** All

**Primary Setting:** Adult Education

**ASJ****FRIDAY, 2 pm–3:30 pm****An Exploration of the Barriers NNESTs Face in TESOL**

NNESTs face barriers when they seek employment around the world. Recently, NNESTs' education and experience started to be valued, but they still encounter an array of hurdles in their personal and professional contexts. This panel explores barriers faced by NNESTs in the field of ESL/EFL inside and outside the USA.

**Fares Karam**, University of Nevada, USA

**Khawla Dwikat**, University of Jordan, Jordan

**Vesna Dimitrieska**, Indiana University, USA

**Rashi Jain**, Montgomery College, USA

**Context:** All

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PA

**FRIDAY, 2 pm–3:30 pm**

### Keeping a Balance Between the Needs of Students and Faculty

ESL program administrators in higher education try to balance the needs of students and faculty. During the pandemic, administrators supported both groups with remote versus in-person learning, different time zones, technology, and course scheduling. Panelists discuss these areas in their own programs and invite participants to share their experiences.

**Maria Ammar**, Salt Lake Community College, USA

**Pamela Smart-Smith**, Virginia Tech, USA

**Brad Teague**, Duke University, USA

**Angela Hakim**, King's College London, United Kingdom

**Jennifer Despain**, North Carolina State University, USA

**Rosario Giraldez**, Alianza Cultural Uruguay, Uruguay

**Cornell Menking**, Baylor University, Waco, Texas, USA

**Meredith Moore**, Baylor University, Waco, Texas, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



ASJ

**FRIDAY, 2 pm–3:30 pm**

### Nothing About Us Without Us: Education, Leadership, Advocacy, and Community

Misconceptions and preconceptions of forcibly displaced individuals and populations permeate decision-making in education, research, outreach, policy planning, and all aspects of public service. Attendees learn about root causes and critical needs and gain strategies for addressing challenges and empowering students and families from leaders who have experienced migration.

**Lallia Allali**, San Diego Unified School District, USA

**Alia Hadid**, Rhode Island College, USA

**Haneen Hasan**, American Youth Academy, USA

**Context:** All

**Primary Setting:** Primary School



CIC

**FRIDAY, 2 pm–3:30 pm**

### Racial Equity, Social Justice, and Identity in ELT

How can ELT resist the impact of racism, colonialism, and linguistic imperialism to become a more inclusive profession that elevates professionals and practices that do not fit essentialist notions of English? The panelists address this question and provide a broad spectrum of perspectives relevant to multiple contexts.

**Tomeka Robinson**, Murphy Family Ventures, LLC, USA

**Quanisha Charles**, Jefferson Community and Technical College, USA

**Renee Figuera**, University of the West Indies St. Augustine, Trinidad and Tobago

**Context:** All

**Primary Setting:** Primary School



A

**FRIDAY, 3 pm–3:45 pm**

### EAP Student Success: How Different English Placement Tests Measure Up

This session presents the results of a study that examined the success of students placed into EAP courses at a Canadian university via different English proficiency tests. Logistic regression analyses revealed that the in-house English proficiency tests performed significantly better in placing students than other tests. Pedagogical and policy implications are shared.

**Jane Steiger**, Thompson Rivers University, Canada

**Context:** ESL

**Primary Setting:** Academic English Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

**DLT****FRIDAY, 3 pm–3:45 pm****EFL Public School Teachers' Challenges and Coping Strategies During COVID-19**

The pandemic has affected education in almost all countries. Education has stopped unexpectedly in Kuwait with no response plan. This rupture has imposed unexpected challenges on teachers, who proved resilient during online teaching, and highlighted the necessity of engaging teachers in the educational policy.

**Hazem Kairouz**, Kocaeli University, Turkey**Hafez Alhammadeh Al Issa**, Kocaeli University, Turkey**Context:** EFL**Primary Setting:** Secondary School**A****FRIDAY, 3 pm–3:45 pm****EL Performance on State-Mandated Assessments, Grades 3–11**

Every year, students in Grades 3–11 are tested as part of educational law. This presentation focuses on how Kansas ELs perform on their mandated testing in regards to language proficiency and demographic variables (e.g., free/reduced lunch, gender, and individualized education plans).

**Christina Kitson**, University of Central Missouri, USA**Context:** ESL**Primary Setting:** Secondary School**TE****FRIDAY, 3 pm–3:45 pm****Games for Preservice Teachers: Gamification and ESL/EFL Teacher Training Programs**

This study introduces three games that can be used in teacher training programs with a goal of making teacher training courses more engaging and exciting. The games are designed in a way that does not require any special equipment, and they can be used in both ESL and EFL contexts.

**Amin Davoodi**, University of Texas Permian Basin, USA**Shakiba Razmeh**, University of Texas Permian Basin, USA**Context:** EFL**Primary Setting:** Graduate/Postgraduate Programs**TE****FRIDAY, 3 pm–3:45 pm****Integrating Critical Multiliteracies Pedagogy in ESL/EFL Teaching**

This session supports EFL/ESL teachers in cultivating critical literacy and multiliteracies skills with adolescent multilingual learners by sharing insights from a PD seminar with Korean EFL middle and high school teachers. Session participants engage in hands-on activities and dialogue about critical literacy and multiliteracies pedagogy.

**Sujin Kim**, George Mason University, USA**Kathleen Ramos**, George Mason University, USA**Hyunsun Chung**, George Mason University, USA**Sungshim Choi**, George Mason University, USA**Context:** All**Primary Setting:** Graduate/Postgraduate Programs**AL****FRIDAY, 3 pm–3:45 pm****Pedagogy of Kindness and Chinese Students in the USA**

The presenter discusses the experiences of undergraduate students from mainland China in the USA. From literature review through theoretical lenses of interculturality to methodology in this case study, participants take away practical ways of approaching international students within the pedagogy of kindness. Finally, the presenter suggests directions for future research.

**Karolina Achirri**, Divine Word College, USA**Context:** ESL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



**RWL****FRIDAY, 3 pm–3:45 pm****The Rhetorical Planning Wheel: Analyzing and Scaffolding Genre-Based Writing**

Unlock the mysteries of genre-based writing instruction with the Rhetorical Planning Wheel, an accessible and versatile tool for analyzing genres and planning student writing. By understanding the key components that combine to define a written genre, students are scaffolded for success in academic assignments.

**Nigel Caplan**, University of Delaware, USA**Ann Johns**, San Diego State University, USA**Christine Tardy**, University of Arizona, USA**Context:** All**Primary Setting:** Academic English Programs**MD****FRIDAY, 3 pm–3:45 pm****Writing a Course Packet for a University-Level ESL Course**

The materials instructors have written for their classrooms can serve as the basis for a custom-published course packet that may serve student needs better than a published textbook. Participants discuss and reflect on needs of their own programs and leave with tips for developing and publishing their own custom publishing course packet.

**Joseph Scott**, University of Missouri, USA**Context:** ESL**Primary Setting:** Academic English Programs**AL****FRIDAY, 4 pm–4:45 pm****Exploring Grit and Metaphor in an EFL Setting**

This presentation reports on findings from an investigation into EFL learners' grit levels and metaphors for problems regarding language learning. Findings revealed that metaphors proposed by learners with lower levels of grit differed from metaphors proposed by learners with higher levels of grit. Implications for effective language teaching are discussed.

**Havva Kurt Taspinar**, Izmir Institute of Technology, Turkey**Context:** EFL**Primary Setting:** IEP**LSP****FRIDAY, 4 pm–4:45 pm****Exploring the Development of EFL University Students' Talk Complexity**

South Korean EFL students, transitioning into university contexts, encounter language pedagogies and curricula where little research is done investigating the complexity of talk utilized in these unfamiliar, communication-oriented courses. The study discussed demonstrates the development of student talk possible when utilizing a contextualized, dialogic teaching approach to language teaching and learning.

**Anthony Wotring**, University of Wollongong, Australia**Context:** EFL**Primary Setting:** Academic English ProgramsAcademic  
Session

Dialogue

Exhibitor  
Session

InterSection

Invited  
Speaker

Panel



Presentation



Teaching Tip



Ticketed Event



Workshop



PD

FRIDAY, 4 pm–4:45 pm

### How Did It Go?: Strategies for More Effective Teacher Observations

What kinds of notes facilitate accurate observations? What kinds of feedback do teachers seek from observations? What kinds of questions should be asked? For teachers and administrators observing new/continuing teachers, and those in teacher-training programs observing student teachers, the presenter explores various strategies, protocols, and checklists for more effective observations.

**Christina Michaud**, Boston University, USA

**Context:** ESL

**Primary Setting:** Academic English Programs



DLT

FRIDAY, 4 pm–4:45 pm

### Multilingual Teachers' Technology Integration Knowledge in Research: A Systematic Review

This presentation reports the findings of a systematic literature review study conducted to examine multilingual teachers' technology integration knowledge. The empirical studies reviewed were published between 2009 and 2019. The participants learn about the trends and the context factors that impact multilingual teachers' technology integration knowledge development.

**Moe Greene**, Virginia Commonwealth University, USA

**Context:** All

**Primary Setting:** IEP



TE

FRIDAY, 4 pm–4:45 pm

### Social-Emotional Practices for Navigating Adverse Times in English Teacher Education

This presentation shares some ELT activities in which social-emotional aspects played a major role in fostering a positive remote learning environment for in-service English teachers. It is directed primarily to teacher educators, providing them with resources to enhance teacher candidates' competence to cope with adverse ELT circumstances.

**Angelica Maia**, Universidade Federal da Paraíba, Brazil

**Rosycléa Dantas Silva**, Universidade Federal de Alagoas, Brazil

**Betânia Passos Medrado**, Universidade Federal da Paraíba, Brazil

**Context:** EFL

**Primary Setting:** Graduate/Postgraduate Programs



TE

FRIDAY, 4 pm–4:45 pm

### Universal Design to Promote L2 Writing: An Online Approach

Creating an inclusive online learning environment is a rising concern for educators. This presentation describes how two instructors at a Colombian university sought to shift L2 writing instruction to integrate a multimodal approach that builds upon the principles of universal design for learning. The outcome was an equitable student-driven course.

**Rosa Dene David**, University of British Columbia, Canada

**Carl Anderson**, Universidad de La Sabana, Colombia

**Liliana Medina Cuesta**, Universidad de la Sabana, Colombia

**Context:** All

**Primary Setting:** Graduate/Postgraduate Programs



Academic Session



Dialogue



Exhibitor Session



InterSection



Invited Speaker



Panel



Presentation



Teaching Tip



Ticketed Event



Workshop

# POSTER SESSIONS

**WEDNESDAY, 23 MARCH**

*All poster sessions are located in the EXPO Hall, DLCC*

**12:30 PM–1:45 PM**

**RWL** **An Emergent Story-Based Curriculum: How and Why**  
**Lisa Horvath**, Independent, Hungary  
**Context:** EFL

**MD** **Creating an Open-Access Academic Writing Textbook for Adult Immigrant Students**  
**Elizabeth Baertlein**, Kirkwood Community College, USA  
**Context:** All

**RWL** **Digital Literacies in the Era of Online Teaching: An Oxymoron?**  
**Elena Andrei**, Cleveland State University, USA  
**Rebekah Harper**, Cleveland State University, USA  
**Context:** ESL

**RWL** **Enhancing Cultural and Linguistic Responsiveness in Argument Writing Pedagogy**  
**Zuzana Tomaš**, Eastern Michigan University, USA  
**Katelyn Walsh**, Eastern Michigan University, USA  
**Rachel Deacon**, Eastern Michigan University, USA  
**Katey Robinson**, Eastern Michigan University, USA  
**Kelsey DeCamillis**, Eastern Michigan University, MI  
**Context:** All

**DLT** **Improving Media Literacy Through an ESL-EFL Virtual Intercultural Exchange Program**  
**Nikola Lehotska**, Independent, Slovakia  
**Margita Vojtkulakova**, Frontier International Academy, USA  
**Zuzana Tomaš**, Eastern Michigan University, USA  
**Context:** EIL

**CIA** **Integrating STEM Activities Into the Existing English Language Curriculum**  
**Tolgonai Turgazieva**, Lingua, Kyrgyzstan  
**Context:** All

**CIA** **Intellectual Acceleration Through Social Justice Topics in Academic ESL Courses**  
**Rachele Lawton**, Community College of Baltimore County, USA  
**Sara Osman**, Community College of Baltimore County, USA  
**Sarah Barnhardt**, Community College of Baltimore County, USA  
**Context:** ESL

**ASJ** **Investigating an Inclusive Dual Language Program for Preschool Students**  
**Michele Regalla**, University of Central Florida, USA  
**Hilal Peker**, University of Central Florida, USA  
**Context:** B-ME

**LSP** **Late Starts Leading to Native-Like Pronunciation in SLA**  
**Antonio Losavio**, University of Central Florida, USA  
**Context:** ESL

**DLT** **Material Decisions: Making Intentional Choices Between Traditional and Digital Formats**  
**Kathleen Moon**, Crossroads International, USA  
**Context:** ESL

**THURSDAY, 24 MARCH**

*All poster sessions are located in the EXPO Hall, DLCC*

**12:30 PM–1:45 PM**

**LSP** **Public Service Announcements: Inspiring Students to Care and to Share**  
**Sharon Graham**, Fort Hays State University, USA  
**Deborah Pfiefer**, Fort Hays State University, USA  
**Context:** All

**RWL** **Building Student Ownership Through Activities in Online and Hybrid Environments**  
**Vit Vanicek**, University of Illinois at Chicago, USA  
**Context:** ESL

**TE** **Reenvisioning Early Field Experiences in a Teacher Education Program**  
**Katya Koubek**, James Madison University, USA  
**Context:** All

**AL** **Critical Linguistic Citizenship in Japanese Higher Education: An Intranational Heuristic**  
**Robert Higgins**, Kwansei Gakuin University, Japan  
**Context:** B-ME

**TE** **The 6 Principles as Blueprint: Best Practices for Training ITAs**  
**David Sheckman**, Independent, USA  
**Context:** All

**RWL** **Developing Learner Autonomy in an Academic EFL Writing Course**  
**Javid Rasooly**, Social Development and Research Organization for Afghans, Afghanistan  
**Sodaba Habibzai**, Social Development and Research Organization for Afghans, Afghanistan  
**Context:** EFL

**DLT** **To Gamify or Not to Gamify?: Exploring Gamification and ELT**  
**Elias Saade**, Pepperdine University, USA  
**Sohee Linda Lee**, Pepperdine University, USA  
**Context:** All

**LSP** **Discourse Analysis Activities for the ITA Classroom**  
**Jennifer Grill**, Florida State University, USA  
**Maria Beatriz Mendoza**, Florida State University, USA  
**Context:** ESL

**RWL** **Turning Any Textbook Reading Into a Fluency-Building Activity**  
**Jerome Rothermund**, Salt Lake Community College, USA  
**Context:** All

**DLT** **What Makes a Digital English Learning Program Effective for Children**  
**Meray Aghyarian**, Age of Learning, USA  
**Jie Chen**, Age of Learning, USA  
**Context:** EFL

**DLT** **Electronic Portfolios for Distance Learning During the COVID-19 Pandemic**  
**Rey Mangarin**, Carnegie Mellon University Australia, Australia  
**Altha Cutillon**, University of Mindanao, Philippines  
**Wendie Cagadas**, Department of Education, Philippines  
**Celso Tagadiad**, University of Mindanao -Panabo, Philippines  
**Context:** ESL

**ASJ** **Emotions, Mindfulness, and Language Learning in the K-12 Context**  
**Michelle Heckman**, University of Rochester, USA  
**Context:** EFL

**TE** **Examining Identity, Language, and Power Through Self-Reflection and Dialogue**  
**Katya Koubek**, James Madison University, USA  
**Stephanie Wasta**, James Madison University, USA  
**Context:** ESL

**VG** **Integrating a 3D App for Teaching Vocabulary in EFL Classes**  
**Natalya Sytnikova**, Belaye Secondary School, Kazakhstan  
**Context:** All

**RWL** **Introducing Students to Extensive Reading: Techniques, Activities, and Resources**  
**Anne Cannon**, Salt Lake Community College, USA  
**Jerome Rothermund**, Salt Lake Community College, USA  
**Context:** ESL

**ASJ** **Multilingual Learners With Other Than Formalized Learning Experiences: Proposed Term**  
**Terri Mossgrrove**, University of Wisconsin-Madison, USA  
**Context:** ESL

**A** **Multinational Collaboration on a Reading Test for Military Personnel**  
**Peggy Garza**, George C. Marshall European Center for Security Studies, Germany  
**Context:** EIL

**DLT** **Negotiating Asian Students' ESL Learner Identity in Online Higher Education**  
**Xueyan Sherry Duan**, University of Rochester, USA  
**Shiyi Shen**, University of Rochester, USA  
**Context:** ESL

**PD** **Peer-Mentoring as a PD Tool**  
**Nina Ito**, University of Southern California, USA  
**Jessica Mathers**, University of Southern California, USA  
**Context:** ESL

**ASJ** **Strategies for Preventing Language Attrition in Multilingual Students**  
**Imelda Koenke**, Fort Hays State University, USA  
**Deborah Pfeifer**, Fort Hays State University, USA  
**Context:** ESL

**RWL** **Teaching ESL Research Writing in the Multilevel and Multidiscipline Classroom**  
**Elena Sokolova**, Moscow Institute of Physics and Technology, Russian Federation  
**Elena Bazanova**, Moscow Institute of Physics and Technology, Russian Federation  
**Context:** EFL

**VG** **What's the Story? Teaching Grammar to Adult Learners Through Story**  
**Alexandra Patty**, Pathways to Success Academic Campus, USA  
**Marni Hochman**, Jewish Family Service, USA  
**Context:** ESL

#### FRIDAY, 25 MARCH

*All poster sessions are located in the EXPO Hall, DLCC*

12:30 PM–1:45 PM

**PA** **"Telling Stories, Transforming Lives": Brazilian Initiative Promoting English for Children**  
**Alex Egido**, State University of Londrina, Brazil  
**Context:** ESL

**RWL** **A "Job Readiness" Elective in an IEP**  
**Nina Ito**, University of Southern California, USA  
**Jessica Mathers**, University of Southern California, USA  
**Context:** ESL

VG

### Academic Vocabulary and Formulaic Language in the EL Context

**Gavin Brooks**, Kwansei Gakuin University, Japan  
**Jon Clenton**, Hiroshima University, Japan

**Context:** ESL

LSP

### Empowering Language, Inspiring Cultural Engagement With Multilevel, Virtual Field Studies

**Cynthia Lennox**, Duquesne University, USA

**Context:** ESL

RWL

### Amplifying ELs' Voices: Creative Strategies for Teaching Poetry

**Lina Jurkunas**, The Intercultural Institute of California, USA

**Context:** EFL

RWL

### Evaluating the Evidence Base for Process Writing With ELs

**Marsha Webb**, Wichita State University, USA

**Context:** ESL

ASJ

### Building Community Through Interdisciplinary Collaboration: ESOL Students as Cultural Experts

**Anna Birukoff**, Dallas College, USA

**Mary Peacock**, Dallas College, USA

**Context:** All

DLT

### Fostering Student Engagement Online: Digital Escape Rooms as Instructional Tools

**Michael English**, Northern Virginia Community College, USA

**Context:** ESL

TE

### Chinese ITAs' Teaching Experiences at a U.S. College Campus

**Fnu Dawayangzong**, University of Florida, USA

**Lin Deng**, University of Florida, USA

**Context:** ESL

CIA

### Intercultural Learning Tasks and Experiences: CLIL and Online Educational Games

**Craig Mertens**, Konan University, Japan

**Context:** EFL

PD

### Contextualizing General Concepts: Best Practices for Virtual MOOC Camps

**Betsy Gilliland**, University of Hawai'i Mānoa, USA

**Context:** EFL

MD

### Pandemic Audio Diaries as Material for Instruction

**Danielle Brown**, Michigan State University, USA

**Charlene Polio**, Michigan State University, USA

**Context:** All

CIA

### Create to Communicate: Reinforcing Language Learning Through Visual Arts

**Jerry Ben Sasam**, Department of Education, Philippines

**Context:** All

RWL

### Science Essays as a Tool to Teach Research-Writing Skills

**Elena Sokolova**, Moscow Institute of Physics and Technology, Russian Federation

**Elena Bazanova**, Moscow Institute of Physics and Technology, Russian Federation

**Context:** EFL

AL

### Diversity of the CLIL Classroom: Novel Forms of Graphic Organizers

**Natalya Sytnikova**, Secondary School, Kazakhstan

**Context:** All

PA

### Successful Collaboration Between IEPs and Their Host Institutions

**Shirlaine Castellino**, Spring International Language Center, USA

**Context:** EIL

**DLT**

**Teach English and African Heritage Through Comics Using Pixton**

**Mamadou Mansour Daffe**, U.S. Department of State, Access Program, Senegal

**Context:** All

**DLT**

**Using ID/UX Best Practices and UDL Methodologies for ENL Online**

**Christie Vanorsdale**, Duquesne University, USA  
**Kimberly Rehak**, Indiana University of Pennsylvania, USA

**Context:** All

**ASJ**

**The Impacts of Policy: Discourses Informing U.S.-Funded English Teaching**

**Elise Brittain**, University of Texas at San Antonio, USA

**Context:** EIL





Dedicated Exhibit Time:  
12 pm–2 pm

# EXHIBIT BOOTH NUMBERS

|                                                          |                      |
|----------------------------------------------------------|----------------------|
| Alphabet Publishing & Wazygoose Press .....              | #310                 |
| Bridge Education Group .....                             | #243                 |
| Black Cat .....                                          | #408                 |
| Cambridge University Press.....                          | #423                 |
| Center For Applied Linguistics.....                      | #316                 |
| Color Vowel®/ ELTS.....                                  | #535                 |
| Continental Press .....                                  | #521                 |
| DLIELC-Defense Language Institute .....                  | #309                 |
| Duolingo, Inc. ....                                      | #247                 |
| ESL Library.....                                         | #227                 |
| ETS.....                                                 | #235                 |
| Edpuzzle.....                                            | #101                 |
| Ellevation Education.....                                | #508                 |
| English Language Programs, U.S. Department of State..... | #123                 |
| EnglishUSA .....                                         | #334                 |
| Fathom Reads.....                                        | #409                 |
| George Mason University.....                             | #213                 |
| Gurmentor .....                                          | #438                 |
| Hamilton House Publishers .....                          | #412                 |
| Heinemann Publishers USA.....                            | <b>VIRTUAL BOOTH</b> |
| Imagine Learning .....                                   | #111                 |
| IPEVO Inc. ....                                          | #441                 |
| iTEP International .....                                 | #210                 |
| Language Testing International .....                     | #107                 |
| Learning Without Tears.....                              | #306                 |
| MM Educational Group.....                                | #525                 |
| Mango Languages .....                                    | #419                 |
| Michigan Language Assessment.....                        | #343                 |
| Microsoft .....                                          | #239                 |
| National Geographic Learning .....                       | #131                 |
| New Readers Press .....                                  | #314                 |
| Pearson ELT/ESL.....                                     | #414                 |
| Pro Lingua Learning.....                                 | #534                 |
| Robotel, Inc .....                                       | #338                 |
| Rosetta Stone .....                                      | #207                 |
| SIT Graduate Institute/World Learning .....              | #218                 |
| Saddleback Educational Inc. ....                         | #434                 |
| Sounds Virtual Inc.....                                  | #241                 |
| Townsend Press.....                                      | #400                 |
| UCLA Extension.....                                      | #216                 |
| University and College Intensive English Programs .....  | #337                 |
| University of Michigan Press.....                        | #339                 |
| University of San Francisco School of Education.....     | #518                 |
| Vista Higher Learning .....                              | #117                 |

# EXHIBITOR LISTINGS

## BOOTH #310

### Alphabet Publishing & Wazygoose Press

29 Milo Drive

Branford, CT 06405, USA

Phone: +1 203-912-2634

Contact: Walton Burns

Website: [www.alphabetpublishingbooks.com](http://www.alphabetpublishingbooks.com)

Alphabet Publishing is an independent publishing company that specializes in supplementary resources that are a bit outside the box, a little more creative and innovative than what the big guys can offer! All our products are author-led and all our authors are teachers practicing in the classroom now. That means our materials are 100% teacher-created, classroom-tested, and student-tested! Wayzgoose Press offers professional development resources, collections of classroom activities, and short, affordable guides on how to teach different aspects of English. For students, we have a creative, varied collection of textbooks, graded readers, and self-study guides.

## BOOTH #408

### Black Cat

D Scuola Spa, Via Bianca di Savoia 12

Milano, 20122, Italy

Phone: +39 337-150-3550

Contact: Roberta Vinetti

Website: [www.blackcat-cideb.com](http://www.blackcat-cideb.com)

Black Cat, a world leader in the production of beautifully designed, innovative and dynamic teaching materials, is part of Mondadori Publishing Group. Black Cat provides high-quality teaching materials for students of English. Our materials include graded readers, grammar books, courses, exam preparation books and cultural books.

## BOOTH #243

### Bridge Education Group

225 East 16th Avenue, Suite 120

Denver, CO 80203, USA

Phone: +1 303-785-8872

Contact: Karyssa Cox

Website: [www.bridge.edu](http://www.bridge.edu)

With over 35 years in the language-education field, Bridge Education Group empowers a global community of English teachers at all stages of their careers. Bridge's continually growing portfolio of affordable, accredited, relevant TEFL/TESOL certification programs provides today's teachers with internationally-recognized credentials for career advancement and lifelong learning. The *BridgeUniverse ELT News Magazine* is also a hub for data-driven insights and in-depth coverage of global trends that matter to English language educators and industry stakeholders.

## BOOTH #423

### Cambridge University Press

1 Liberty Plaza, 20th floor

New York, NY 10006, USA

Phone: +1 646-912-1695

Contact: Drew Newgent

Website: [www.cambridge.org/esl](http://www.cambridge.org/esl)

Cambridge publishes a wide range of ESL texts, including Interchange Third Edition, Touchstone, and Ventures, our best-selling adult/adult ed courses; skills texts for language schools and college programs; academic preparation and developmental writing.

## BOOTH #316

### Center For Applied Linguistics

4646 40th Street NW, Suite 2

Washington, DC 20016, USA

Phone: +1 202-362-0700

Contact: Trey Calvin

Website: [www.cal.org](http://www.cal.org)

The Center for Applied Linguistics promotes language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.

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Contact: Karen Taylor

Website: [www.colorvowelchart.org](http://www.colorvowelchart.org)

Color Vowel® is a visionary, teacher-built training company dedicated to bridging the gap between spoken and written English through brain-based instructional strategies and tools. Working with teachers and schools around the world, Color Vowel is home to the Color Vowel® Chart, the Color Vowel® Approach and our AI mobile app, Blue Canoe®.

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Website: [www.continentalpress.com](http://www.continentalpress.com)

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Phone: +1 830-491-8812

Contact: Dean Pierson

Website: [www.dlielc.edu](http://www.dlielc.edu)

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Contact: Cindy Blanco

Website: [www.duolingo.com](http://www.duolingo.com)

With more than 500 million users, Duolingo is the most popular language-learning platform in the world. The company's mission is to develop the best education in the world and make it universally available. We offer free English courses tailored to learners from over 22 first language backgrounds. We also offer the Duolingo English Test, an affordable and convenient language certification option that is accepted by 3000+ institutions.

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Phone: +1 204-227-1402

Contact: Tammy Wik

Website: [www.ESLlibrary.com](http://www.ESLlibrary.com)

ESL Library is one of the world's largest online resource sites for language teachers. Find and customize ready-made digital and printable content for all ages and levels.

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660 Rosedale Road

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Contact: Laura Plemenik

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**BOOTH #508****Ellevation Education**

38 Chauncy Street, 9th Floor  
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Phone: +1 314-401-1249

Contact: Haley Sandifer

Website: [www.ellevationeducation.com](http://www.ellevationeducation.com)

Ellevation is a software company focused exclusively on English Language Learners and the educators who serve them. Ellevation provides tools to over 1,000 school districts that streamline program management, improve teacher practice, increase student achievement and foster a district-wide culture of accountability for the success of English Language Learners. Ellevation is the leader in helping all stakeholders in K-12 school districts more easily meet EL program requirements and provide the best academic support to their EL students.

**BOOTH #123****English Language Programs,  
U.S. Department of State**

3300 Whitehaven Street NW, Suite 1000  
Washington, DC 20007, USA  
Phone: +1 800-308-7649

Contact: Terrell Hawkins

Website: [www.elprograms.org](http://www.elprograms.org)

Through the U.S. Department of State's English Language Programs, the world is your classroom. Since 1969, the English Language Programs has sent thousands of highly qualified and experienced U.S. educators in the field of teaching English to speakers of other languages (TESOL) abroad to assist U.S. Embassies in delivering and maintaining quality English language programs.

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2900 Delk Road, Suite 700, PMB 321  
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Phone: +1 404-567-6875

Contact: Cheryl Delk LeGood

Website: [www.englishusa.org](http://www.englishusa.org)

EnglishUSA is the only organization in the USA that includes all types of post-secondary intensive English and pathway language programs (university/college- and community college-based, private, multi-site, etc.). With a membership of over 200 accredited language programs, EnglishUSA is the largest membership association serving and supporting instructors, staff, and administrators as well as promoting ethical and professional standards for English language programs. EnglishUSA encourages a collegial and cooperative spirit within the English language program industry thereby creating an inclusive community through engagement and collaboration, based on integrity and excellence.

**BOOTH #409****Fathom Reads**

612 Johnnie Dodds Blvd., Suite A3  
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Contact: Lee German

Website: [www.fathomreads.com](http://www.fathomreads.com)

Fathom Reads is a multilingual, interactive, read aloud platform with assistive reading technologies, learning management system, integrated live chat for remote learning and support. Eleven publishers with 1200+ English titles, 800 of which are dual language English and Spanish. Select titles may have one or more additional languages: Arabic, Chinese, French, German, Haitian Creole, Hmong, Indonesian, Japanese, Portuguese, Thai. Includes language selection on-the-fly plus bilingual and synchronized highlighting (word, fragment, sentence). Adjust reading speed, utilize video self-record and playback; District, School, Teacher, and Student dashboards; Learning Management System; and Usage Statistics.

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4400 University Drive, MS1E8

Fairfax, VA 22030, USA

Phone: +1 703-993-2650

Contact: Abbey Jones

Website: [www.education.gmu.edu/tcldel](http://www.education.gmu.edu/tcldel)

Teaching Culturally and Linguistically Diverse and Exceptional Learners (TCLDEL) offers a variety of program options designed to prepare current and future educators locally and around the world to teach diverse learners with equity and excellence! Our four ESOL/TESOL concentrations, including three master's degrees and one certificate-only option allow for flexibility, as all course work can be completed 100% online! We also offer opportunities for school districts to build a network of experts in their schools through a cohort design. Please email us at [aptdie@gmu.edu](mailto:aptdie@gmu.edu) for more information!

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209 San Clemente

Santa Barbara, CA 93109, USA

Phone: +1 734-834-0507

Contact: Jasprit Singh

Website: [www.Gurmentor.com](http://www.Gurmentor.com)

Gurmentor has developed the mobile app Encore!!! Language Learning that allows one to learn, test and evaluate. We make learning a language self-directed - our approach supplements the teacher's efforts so students can learn to comprehend and speak. The three main functions that make our app unique are: 1) Students can make a playlist of language entries (from teachers or from our app's library); 2) Choose the number of repetitions of each entry so you can hear and speak repeatedly; 3) Take tests for both writing and speaking in the app.

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Phone: +30 210-962-6166

Contact: Tery Lemanis

Website: [www.hamiltonhousepublishers.com](http://www.hamiltonhousepublishers.com)

Hamilton House is an ELT publishing company committed to developing materials that raise the quality of English Language Learning around the world. Our materials combine the latest developments in education with CLIL, Values and Learner-centred instruction that address the learning needs, interests and cultural backgrounds of students and teachers and are used in many private and state schools around the world. All of our books include Interactive Whiteboard Software for teachers and e-books for students. This software includes live videos, animations, games and interactive exercises which will bring your classrooms to life while enhancing your student's learning experience.

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Website: [www.heinemann.com](http://www.heinemann.com)

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Scottsdale, AZ 85250, USA

Phone: +1 480-675-7284

Contact: Maureen Swanson

Website: [www.imaginelearning.com](http://www.imaginelearning.com)

Imagine Learning's mission is to teach language, literacy, and mathematics to the children of the world. For this purpose Imagine Learning has created its high-quality and award-winning software products: Imagine Language & Literacy, Imagine Español, Imagine Math, and Imagine Math Facts.



**BOOTH #441****IPEVO Inc.**

440 N. Wolfe Road  
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Phone: +1 408-203-5393

Contact: Noel Tinoco

Website: [www.ipevo.com](http://www.ipevo.com)

Based in Sunnyvale, CA, IPEVO is an EdTech company that makes and sells versatile visual communication tools. Designed with users in mind, IPEVO offers simple, affordable software, document cameras, and communication tools to help people create, teach, learn, inspire, and collaborate effortlessly and efficiently in an interconnected world.

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22048 Sherman Way, Suite 210  
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Phone: +1 818-399-5581

Contact: Sherry Mazin

Website: [www.iTEPexam.com](http://www.iTEPexam.com)

iTEP International provides online, on-demand English proficiency tests to schools and institutions. iTEP tests assess the four language skills, are easy to administer, and return scores within hours. iTEP products are used extensively by IEPs, pathway programs, and high schools in the U.S. and abroad.

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580 White Plains Road, Suite 660  
Tarrytown, NY 10591, USA  
Phone: +1 914-207-2008

Contact: Gosia Jaros-White

Website: [www.languagegetesting.com](http://www.languagegetesting.com)

Language Testing International (LTI) is a leader in language proficiency testing for more than 120 languages in over 60 countries. We are the exclusive licensee of ACTFL, a leader in the development of proficiency-based teaching and testing. To ensure the quality and validity of our tests, LTI strictly uses certified ACTFL testers and raters. Our accredited ACTFL language assessments are widely recognized and accepted by major corporations, academic institutions, and government agencies. LTI works directly with academic institutions to provide a validated language credential for teacher certification, as well as language proficiency tests for K-12 and Higher Education.

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806 W Diamond Avenue, Suite 230  
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Contact: Laura Jordan

Website: [www.lwtears.com](http://www.lwtears.com)

Learning Without Tears has been a successful classroom partner for more than four decades, helping students and teachers achieve lifelong success. We approach learning differently, because we are family-owned, mission-driven, and dedicated to solving problems—not just selling products. Our 40-year track record of success is the direct result of our mission: to build foundational skills for early childhood learning. Our Pre-K—5 curricula, including handwriting, early literacy, and keyboarding, serve diverse learners with multisensory, developmentally appropriate instruction, innovative technology, and unparalleled training and support for both educators and families.

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Contact: Natalia Galanou

Website: [www.mmedugroup.com](http://www.mmedugroup.com)

MM Educational Group is a content creator with a global presence that delivers complete educational solutions. It consists of nine distinct companies that collectively develop content and provide educational materials and services in four subject areas: English Language Teaching (ELT), Computing and ICT, Maths and Science.

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Contact: Billy Piche

Website: [www.mangolanguages.com/education](http://www.mangolanguages.com/education)

Designed specifically for schools, Mango Classroom is built on Mango Languages' proven conversation-focused methodology. Delivering content structured specifically to track skill levels and achievements recognized by local and international standards of proficiency, Mango Classroom is everything you need to streamline lesson planning and transform your language-learning curriculum.



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Phone: +1 734-615-9629

Contact: Fernando Fleurquin

Website: [www.michiganassessment.org](http://www.michiganassessment.org)

Michigan Language Assessment has more than 70 years of experience developing secure English language tests. Our suite of exams is designed for the complete language learning journey, from beginning to mastery, including digital assessment solutions like MET Go! Digital and MET Digital. Backed by both the University of Michigan and Cambridge University Press and Assessment, Michigan Language Assessment offers learners the chance to achieve their goals by proving their English.

**BOOTH #239****Microsoft**

One Microsoft Way

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Contact: Shantal Pantohan

Website: [www.aka.ms/LearningTools](http://www.aka.ms/LearningTools)

Microsoft is committed to creating and delivering technology that empowers people of all abilities.

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Phone: +1 617-289-7812

Contact: Beth Leonard

Website: [www.ELTNGL.com](http://www.ELTNGL.com)

National Geographic Learning brings the world to the classroom and the classroom to life. Through the stories, ideas, photography and video of National Geographic and TED we create English programs that are inspiring, real and relevant. With our English language programs, students learn about their world by experiencing it. Because we teach English and we teach the world.

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Phone: +1 704-614-2126

Contact: Gary Rubin

Website: [www.newreaderspress.com](http://www.newreaderspress.com)

New Readers Press is the publishing division of ProLiteracy, the world's largest member organization of adult literacy programs. For over 50 years, we have been providing educators with instructional tools to help adult learners build the skills needed to succeed in the world today. Proceeds from our product sales support the mission of ProLiteracy, to change lives and communities through the power of adult literacy.

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Phone: +1 770-403-2804

Contact: Staci Castleberry

Website: [www.pearson.com](http://www.pearson.com)

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Contact: Michael Berman

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Contact: Chris Damore

Website: [www.rosettastone.com](http://www.rosettastone.com)

Rosetta Stone for Schools helps English Learners—of all backgrounds, abilities, and ages—develop the language skills necessary to succeed in school and beyond. Students build language proficiency and confidence through our research-proven structured immersion method: they learn intuitively through context and reasoning, rather than rote memorization. Rosetta Stone also provides ELs with individualized speaking practice and immediate feedback on their pronunciation. Lessons are bite-sized and offer frequent positive reinforcement, keeping learners engaged and motivated as they practice speaking, listening, reading, and writing. Detailed reports help educators understand how students are progressing and if they are meeting learning goals.

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Contact: Mary Kay Sigda

Website: [www.graduate.sit.edu](http://www.graduate.sit.edu)

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Contact: Tim McHugh

Website: [www.sdlback.com](http://www.sdlback.com)

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Contact: Carole Enriquez

Website: [www.can8.com](http://www.can8.com)

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Contact: George Henry

Website: [www.TownsendPress.com](http://www.TownsendPress.com)

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Contact: Sandra Gaspar

Website: [www.uclaextension.edu](http://www.uclaextension.edu)

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20 Nicholson Hall, 216 Pillsbury Drive S.E.  
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Phone: +1 612-624-1183

Contact: Michael Anderson

Website: [www.uciep.org](http://www.uciep.org)

UCIEP is an independent consortium of university and college-administered intensive English programs in the USA. Founded in 1967, UCIEP's purpose is to advance professional standards and quality instruction in intensive English programs at universities and colleges in the USA. Our member programs are committed to the consortium's effort to ensure that students receive the highest quality intensive English instruction from trained, professional teachers.

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Contact: Jason Contrucci

Website: [www.press.umich.edu/elt](http://www.press.umich.edu/elt)

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Contact: Lisa Klope

Website: [www.usfca.edu/education](http://www.usfca.edu/education)

The University of San Francisco School of Education offers credential and graduate programs designed to meet the needs of aspiring and practicing educators, counselors and leaders. Our programs focus on social justice, equity, and community involvement. Program options include MA TESOL, MA TESOL with concentration in Educational Technology, TESOL certificate, MA TESOL + teaching credential, and International & Multicultural Education EdD.

**BOOTH #117****Vista Higher Learning**

500 Boylston Street, Suite 620  
Boston, MA 02116, USA  
Phone: +1 617-817-5784

Contact: Kathy Jimenez

Website: [www.vistahigherlearning.com/school](http://www.vistahigherlearning.com/school)

Welcome to Vista Higher Learning, your partner in language education. Vista Higher Learning was founded with a mission to raise the teaching and learning of languages to a higher level. Our digital content and resources are designed to make teaching easier and language learning more successful for World Languages learners, Heritage Speakers, and English Learners. Our singular focus has been on creating the highest-quality, integrated print and digital solutions that meet the needs of all language learners—from those learning a new language, improving a second language, or perfecting their native language.

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# STRAND INDEX

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

## **ASJ** ADVOCACY, SOCIAL JUSTICE, AND COMMUNITY BUILDING

### ON-DEMAND SESSIONS

A Hidden Gem: Learner-Centered Online Refugee Partnership

An ESL Teacher's Investment in Diversity Work During COVID-19

Creating Community Through a Class Photo Journal

Dis/ability and the Global South: Lessons From the Field

EFL Teachers of Color: Examining Narratives of Race and Professional Identity

Impact of Undocumented Immigrants on Adult ESL and Advocacy

Writing About a Peacemaker Through a Museum-Style Poster

### TUESDAY

#### Concurrent Sessions

|            |                                                                          |
|------------|--------------------------------------------------------------------------|
| 8 am–12 pm | Advocacy in Action:<br>Becoming a Powerful and Effective TESOL Advocate  |
|            | Developing Classroom Strategies to Create Equity for Vulnerable ELs      |
| 9 am–4 pm  | Identifying, Referring, and Servicing Dually Identified EL/SpEd Students |

### WEDNESDAY

#### Concurrent Sessions

|                |                                                                   |
|----------------|-------------------------------------------------------------------|
| 10 am–10:20 pm | Language Is Always Changing: Queering Practice For Social Justice |
|                | Speed Getting to Know Your Audience                               |



|                   |                                                                                        |                  |                                                                                           |
|-------------------|----------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------|
| 10 am–10:45 am    | Adult EL Pathway to Literacy: Program Development and Research Results                 | 12:30 pm–1:15 pm | Difficult Discussions: Fighting Against the Intersections of Native Speakerism and Racism |
|                   | Collaboration and Asset-Based Approaches to Achieve Equity for Multilingual Learners   |                  | Funds of Knowledge and Online Costa Rican Female Students                                 |
|                   | Digitally Mediated Dialogues: Collaborative Inquiry of 4 BIPOC TESOL Professionals     |                  | Helping Newcomers Become Resilient: “I Have, I Am, I Can”                                 |
|                   | TESOL and the Three Cs: Compassion, Courage, and Criticality                           | 12:30 pm–1:45 pm | Inspiring Equity for Vulnerable Learners                                                  |
|                   | United We Stand: Collaborating With Your Network to Raise Awareness                    |                  | Practicing Ethics in TESOL Research: On-the-Ground Decision-Making in Multiple Contexts   |
| 10 am–11:30 am    | Faith-Inspired Collaboration and Reconciliation in ELT                                 | 1:30 pm–3:15 pm  | Grade Retention: The Questions, the Myths, and the Research                               |
| 11 am–11:45 am    | Unaccompanied Minors: The Truth and Its Implications in Classrooms                     | 2 pm–2:30 pm     | Supporting Students With Disabilities Newsletter: A Venue to Share Practices              |
| 11:30 am–12 pm    | Exploring Postpandemic Food Insecurity: EAP Pedagogy and Social Justice Issues         |                  | Unraveling the Narrative of the Ideal International University Student                    |
|                   | Social-Emotional Learning Tools to Add to Your EL Toolbox                              | 2 pm–3:30 pm     | From Gate-Keepers to Advocates: Paradigm Shifts in ITA Programs                           |
|                   | Supporting ELs With Disabilities: Considerations for State/Local Education Authorities |                  | Illuminating the T in LGBT: Perspectives From the Field                                   |
|                   | Today's Noticiero: Transformative Advocacy in Action                                   | 2 pm–3:45 pm     | Leveraging Social Justice Materials to Create Classrooms of Belongingness                 |
| 11:30 am–12:15 pm | Helping Struggling ELs in Low-Tech Contexts                                            | 2:30 pm–3:45 pm  | Strategies for Humanizing Education to Enable Student Thriving                            |
| 11:30 am–12:45 pm | Finding a Way Forward When Multilingual Policies Are Subverted                         | 3 pm–3:45 pm     | Identity Exploration for Transformation: Insights From a Teacher Inquiry Group            |
| 12 pm–1:30 pm     | Identifying and Advocating for Refugee Students With Disabilities                      | 4:30 pm–5:15 pm  | “Native Speakers Only”: Investigating EFL Teachers’ Experiences in Saudi Arabia           |
|                   |                                                                                        |                  | The Liberatory Aspect of Singular “They”                                                  |

**Prerecorded Sessions**

|                |                                                                                            |
|----------------|--------------------------------------------------------------------------------------------|
| 5 am–5:45 am   | ELT of Visually Impaired or Blind Students in Inclusive Classrooms                         |
| 6 am–6:45 am   | The Politics of ELT in a Saudi College Preparatory Program                                 |
| 10 am–10:45 am | Trauma-Informed Practices in Adult Education                                               |
| 10 am–11:30 am | From Responsibility to Practice: Dis/ability and Equity in ELT                             |
| 11 am–11:45 am | Countering Anti-Black Racism in Language Education: Reflection, Action, and Accountability |
| 12 pm–1:30 pm  | Challenging Standardizing Language Ideologies and Practices in Multilingual Writing        |

**Poster Sessions**

|                  |                                                                         |
|------------------|-------------------------------------------------------------------------|
| 12:30 pm–1:45 pm | Investigating an Inclusive Dual Language Program for Preschool Students |
|------------------|-------------------------------------------------------------------------|

**THURSDAY****Concurrent Sessions**

|                  |                                                                               |
|------------------|-------------------------------------------------------------------------------|
| 8 am–9 am        | Invisible Immigrant to Advocate                                               |
| 9:30 am–10:15 am | A Fine Balance: Addressing Sensitive Social Justice Issues Through Comics     |
|                  | Interrogating Whiteness in EFL Teacher Identity                               |
| 9:30 am–11 am    | U.S. Immigration Policy 101: What Educators Need to Know                      |
| 9:30 am–11:15 am | Working With LGBTQ+ Students in TESOL: From Theory to Practice                |
| 11 am–11:30 am   | Bridging the Research-Practice Divide in SLA: A Collaborative Autoethnography |
| 11 am–12:15 pm   | 6 Strategies for Serving SLIFE                                                |
|                  | Advocating for Promising EL Practice in the U.S. Southeast                    |

|                  |                                                                                                                 |
|------------------|-----------------------------------------------------------------------------------------------------------------|
| 11:30 am–1 pm    | The Rights of Immigrant Students and ELs in Public Schools                                                      |
| 12 pm–12:30 pm   | English as Access for Syrian Refugee Students in Turkey                                                         |
|                  | How to Help ESL Students Succeed in Career-Tech Education                                                       |
| 12 pm–1:30 pm    | Centering Criticality and DEI: Meanings for the TESOL Profession                                                |
| 12:30 pm–1:15 pm | The Experiences of BIPOC Educators and Allies While Teaching Abroad                                             |
| 1 pm–1:30 pm     | Preservice EFL Teachers Working Locally for the Global Good                                                     |
|                  | Recognizing the Limits to Pedagogical Translanguaging in Heteroglossic Classroom Environments                   |
| 1 pm–1:45 pm     | Practical Steps to Decolonize the EL Classroom                                                                  |
|                  | Rethinking Diversity Circles to Engage International Students                                                   |
|                  | What COVID-19 Taught Us About Family Engagement: Advocacy in Action                                             |
| 3:30 pm–4:15 pm  | Building Community in an Age of Isolation                                                                       |
|                  | Fostering Community Relations During a Global Pandemic and Beyond                                               |
|                  | Investigating Executive-Functioning and Expressive-Receptive Skills in an Inclusive-Preschool Immersion Program |
|                  | Problematizing Deficit “Nonnative” Identity-Constructions Through Critical Dialogue in EAP                      |
|                  | Supporting Multilingual Students on Monolingual Campuses                                                        |

|                             |                                                                                        |                |                                                                                              |
|-----------------------------|----------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------|
| 3:30 pm–5:15 pm             | Identifying, Referring, and Servicing Dually Identified EL/ Special Education Students |                | Staging Narratives: Opportunities and Challenges of Applied Theatre and TESOL                |
| 5 pm–5:45 pm                | Identifying ELs With Suspected Disabilities: Challenges and Best Practices             |                | Student Shadowing: Understanding the Social-Emotional Needs of Multilingual Learners         |
| <b>Prerecorded Sessions</b> |                                                                                        |                |                                                                                              |
| 10 am–11:30 am              | Developing Materials to Support ELs With Disabilities                                  | 11 am–11:45 am | Overcoming Inequities Through Strengths-Based PD                                             |
| 11 am–11:45 am              | Justice for All: Centering Sustainable Development in an EAP Curriculum                |                | U.S.-Educated Language Minority Students in Transfer-Level English                           |
|                             | Social-Emotional Learning With ESL Library                                             | 11 am–12:15 pm | Advocating for All: Addressing Social Justice and Linguicism in ELT                          |
|                             | The Seal of Biliteracy: Research into Practice                                         |                | The Politics of Self: Writing and Citing in the Academy                                      |
| 11 am–12:30 pm              | Change and New Paradigms for Affiliate Organizations                                   | 2 pm–2:45 pm   | The Importance of Being Present: Lessons Learned From the Pandemic                           |
| 3 pm–3:45 pm                | Moving Beyond Inclusion: Bearing Witness to the Forced Migration Experience            | 2 pm–3:30 pm   | Forging Inclusive Paths in Social and Emotional Programming                                  |
|                             | Training Tutors in Inclusive Sentence-Level Support for Multilingual Writers           | 2 pm–3:45 pm   | Cultivating Critical Teacher Identity Awareness for Ethical Antiracist Practice              |
| 5 pm–5:45 pm                | Respectful Interactions in ELT: An Organization's Guidelines for Discussion            |                | Multilingual Family Engagement in a Hybrid World                                             |
| 6 pm–6:45 pm                | "Now You Hear Us": Refugee Youth Podcasting in/as Pedagogy                             | 3:30 pm–4 pm   | Foregrounding Plurilingual Competencies in Pakistan's National ELT Curriculum Reform Project |
| <b>Poster Sessions</b>      |                                                                                        |                |                                                                                              |
| 12:30 pm–1:45 pm            | Multilingual Learners With Other Than Formalized Learning Experiences: Proposed Term   |                | Social Justice Incorporated in an EFL Context: Teachers' and Students' Perception            |
| <b>FRIDAY</b>               |                                                                                        |                |                                                                                              |
| <b>Concurrent Sessions</b>  |                                                                                        |                |                                                                                              |
| 9:30 am–10:15 am            | Dual Language Digital Resources for Educators and Parents                              |                | Social Justice Language Education in Digital Learning Spaces                                 |
|                             | Rendering the Invisible Visible in Our Classrooms and Beyond?                          |                |                                                                                              |
|                             | Service Learning: Pedagogical Method to Improve Language and Emotional Intelligence    |                |                                                                                              |

- 4:30 pm–5 pm (Mis)representations of Immigrants in Pop-Culture: Why This Matters for TESOL
- Linking Administrators' Stories and Dispositions to Effective EL Family Engagement
- Social Justice, Community Partnerships, Language Learning: Tales From a Summer Program

### Prerecorded Sessions

- 4 am–4:45 am Examining the Potential for Heteroglossia in Local Language Policy Enactments
- 6 am–6:45 am Critical Race Theory: What It Is, What It Isn't
- 6 am–7:30 am Discriminatory Hiring Practices Against NNEST: Practical and Ideological Concerns
- 2 pm–2:45 pm Advocating for Multilingual Learners Through Policy and Practice Mini-Briefs
- 2 pm–3:30 pm An Exploration of the Barriers NNESTs Face in TESOL
- Nothing About Us Without Us: Education, Leadership, Advocacy, and Community

### Poster Sessions

- 12:30 pm–1:45 pm Building Community Through Interdisciplinary Collaboration: ESOL Students as Cultural Experts
- The Impacts of Policy: Discourses Informing U.S.-Funded English Teaching

AL

## APPLIED LINGUISTICS

### ON-DEMAND SESSIONS

- A Study of Techniques for Promoting ESOL Students' Transfer Motivation
- Creating "Success Experiences" for ELs to Maintain Motivation
- Engaging Learners' Senses and Emotions: Emotioncy-Based Language Teaching

- Increasing Complexity in Academic Writing: Effects of Teaching Noun Phrases

- L2 Learners' Discourse Features in Ordinary Conversations

- Language Transfer in English Lexical Bundle Use in Academic Writing

- Translingual Corrective Feedback and Uptake in Foreign Language classrooms

- Transportable Identities in Teacher-Student Interaction

- Verb Tenses in EAP: What to Teach, What to Skip

## WEDNESDAY

### Concurrent Sessions

- 10 am–10:45 am A Descriptive Grammar for Singular "They"
- Promoting ELs' Understanding of Linguistic Representation in the Community
- Strategies for Supporting Refugee Learners of English for Employment Purposes
- 11:30 am–12:00 pm Effects of Task Repetition on Students' Attention Distribution and Performance
- Translating Knowledge of Phonetic Theory Into L2 Classroom Practices
- Understanding ESL Department Chairs' Ideologies and Implementation of AB 705
- 12:30 pm–1:15 pm Teachers' Use of Relationship-Building Classroom Talk and Student Engagement
- 12:30 pm–1:45 pm Toward the Multilingual Paradigm in TESOL: Pedagogical Implications
- 2 pm–2:30 pm How Students' Social Networks Matter During Study-Abroad SLA
- Using Biography-Based Instructional Conversation to Accelerate EL Language Development

|                 |                                                                                          |
|-----------------|------------------------------------------------------------------------------------------|
| 3 pm–3:45 pm    | Overcoming Linguistic, Pragmatic, and Cross-Cultural Failures in Study Abroad            |
| 3 pm–5 pm       | How to Get Published in TESOL and Applied Linguistics Serials                            |
| 4:30 pm–5 pm    | Peer Interlocutors' Motivation, Acculturation, and Social Networks in Listener Responses |
| 4:30 pm–5:15 pm | Using Nonfiction Books to Facilitate Acquisition, Interaction, and Fluency               |

### Prerecorded Sessions

|                |                                                                                    |
|----------------|------------------------------------------------------------------------------------|
| 5 am–5:45 am   | Exploring Multiword Sequences–Fluency Link With Japanese L2 Learners               |
| 11 am–11:45 am | Promoting Learner Voice Through Meeting of Change Agents                           |
| 12 pm–12:45 pm | What Can Corpus Linguistics Offer Project-Based Language Learning?                 |
| 1 pm–1:45 pm   | Investigation Into Learnables as Language Learning Opportunities in EFL Classrooms |

### THURSDAY

#### Concurrent Sessions

|                  |                                                                                                |
|------------------|------------------------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Analysis of Formulaic Language Across Asian Englishes and Proficiency Levels                   |
|                  | Output Prompting Techniques and Outcomes in the Virtual EFL Classroom                          |
|                  | Understanding Reading Comprehension Patterns of EFL Students Through Eye-Tracking Measurements |
| 9:30 am–11 am    | Problematizing the Problem: Approaches to a Multicultural and Multilingual Classroom           |
| 11 am–11:30 am   | Of Academic English: The Politics and Praxis                                                   |
|                  | Tracking Interactive L2 English Speaking Development in an EFL Context                         |

|                |                                                                           |
|----------------|---------------------------------------------------------------------------|
| 12 pm–12:30 pm | Mitigating Oral Corrective Feedback Through Humor in Adult EFL Classrooms |
| 3:30 pm–4 pm   | ESOL or Standard English as L2 Dialect: Same or Different?                |

### Prerecorded Sessions

|                |                                                                                           |
|----------------|-------------------------------------------------------------------------------------------|
| 11 am–11:45 am | The Role of Dialogic Reflections in Learner Empowerment                                   |
| 12 pm–12:45 pm | ESL Academic Discourse Socialization Through Online Synchronous Peer Feedback Discussions |
| 4 pm–4:45 pm   | Designing a Local Learner Corpus for Pedagogical Applications and Research                |
| 5 pm–5:45 pm   | Look Before You Teach: Identifying and Responding to Textbook Biases                      |

### FRIDAY

#### Concurrent Sessions

|                  |                                                                                         |
|------------------|-----------------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Brazilian Researchers' International Publication: Experiences in EAP and L2 Acquisition |
|                  | Digital Storytelling as a Tool for Translanguaging and Multilingual Pedagogy            |
| 9:30 am–11 am    | Innovations, Challenges, and Possibilities: Teacher Agency in EFL Settings              |
| 11 am–11:45 am   | An Eco-Linguistics Approach for ELT in the Aftermath of COVID-19                        |
| 11 am–12:15 pm   | Researcher Narratives as Methodological Resources of Research Pedagogy                  |
| 12 pm–12:30 pm   | Deconstructing English-Only in Japanese and Canadian Universities                       |
| 2 pm–2:45 pm     | Persistence Pays Off: Developing Growth Mindset and Grit                                |
| 3:30 pm–4 pm     | Developing a Theoretical Model for Language Learning Strategies                         |
| 4:30 pm–5 pm     | Problematizing the Native                                                               |

Speaker Illusion: Emerging Issues in Turkey

The Power of Vision: Inspiration, Motivation, Transformation

### Prerecorded Sessions

4 am–4:45 am Impacts of ELF-Oriented Teaching on Chinese Students' Attitudes Toward English

5 am–5:45 am Culture and ELT: To Combine or Not to Combine?

Multilingual Students' Linguistic Identities and Linguaging Practices: A Mixed Methods Exploration

3 pm–3:45 pm Pedagogy of Kindness and Chinese Students in the USA

4 pm–4:45 pm Exploring Grit and Metaphor in an EFL Setting

### Poster Sessions

12:30 pm–1:45 pm Diversity of the CLIL Classroom: Novel Forms of Graphic Organizers

**CIA**

### CONTENT-INTEGRATED APPROACHES

#### ON-DEMAND SESSIONS

Authentic Task-Based Writing for STEM Student Success

Integrating Culturally Inclusive Social-Emotional Learning Into ELT Practices

Language Objectives Are Established: What's Next?

Teaching Against Prejudice: Human Rights in the ELT Classroom

Team Teaching CLIL: Benefits, Challenges, and Best Practices

Translanguaging: Scaffolding Within a CLIL Classroom

### WEDNESDAY

#### Concurrent Sessions

10 am–10:45 am Codewriters: Learn to Code, Learn English

Contributions of Morphosyntactic Awareness and Vocabulary to Science Reading Comprehension

Cultivating Advanced Integrated Skills Through the Creation of E-Newspapers

Renewing Purpose and Responsibility With the WIDA ELD Standards Framework

Researched-Based Sheltered Strategies to Teach Grade-Level Content to (SLIFE) Unschooled/Underschooled Language Learners

10 am–11:30 am Assessing ELs in Postpandemic Education

10 am–11:45 am 5 Tools to Empower Students Through Visible Learning With WIDA

11 am–11:20 am STEM with Me: Family Engagement Integrating Language and Science

11:30 am–12 pm Implementing EAP in an English Medium Instruction Context

12:30 pm–1 pm Highlighting International Graduate Students' Multilingualism to Decenter English in EMI

12:30 pm–1:15 pm Development of Linguistically Responsive Instructional Strategies by Higher Education Faculty

Teaching the Skills Needed for a 21st-Century Career Search

12:30 pm–1:45 pm "DICE": A High-Impact CLIL Course Promoting Inquiry, Engagement, and Inspiration

|                             |                                                                                               |                            |                                                                                  |
|-----------------------------|-----------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------|
| 1 pm–1:30 pm                | Language Curricularization in Multilingual World History: Challenges and Recommendations      | 10 am–10:45 am             | Integrated Content and Language Scientific Writing Courses for Graduate Students |
| 1 pm–1:45 pm                | Equity Through the Content, Language, and Literacy Integration Framework                      | <b>Poster Sessions</b>     |                                                                                  |
| 1:30 pm–2:15 pm             | The Significance of Information Literacy and Transparency in Class Discussions                | 12:30 pm–1:45 pm           | Integrating STEM Activities Into the Existing English Language Curriculum        |
| 2 pm–2:30 pm                | A Differentiated Way of Teaching Poetry to ELs                                                |                            | Intellectual Acceleration Through Social Justice Topics in Academic ESL Courses  |
|                             | Revisiting Task-Based Language Teaching: A Systematic Review on Young Learners                | <b>THURSDAY</b>            |                                                                                  |
| 2 pm–2:45 pm                | "You Can't Scare Me, I Teach Shakespeare!"                                                    | <b>Concurrent Sessions</b> |                                                                                  |
| 3 pm–3:45 pm                | Encouraging Learning Transfer Through a Project-Based CLIL Undergraduate Reading Course       | 9:30 am–10:15 am           | Preparing Adult ELs to Succeed on the GED Test                                   |
|                             | Transitioning Practitioners Into a Content/Language Approach for Effective Bilingual Learning |                            | Teaching Computational Thinking Content in Accessible, Culturally Relevant Ways  |
| 4 pm–4:45 pm                | ELs in STEM: Tips for the Gen Ed Teacher                                                      | 9:30 am–11:15 am           | Using MOOC Materials for Teaching ESP in Low-Resource Contexts                   |
| 4:30 pm–5 pm                | Uncompromising CBI In College Science Modules For Flexible Learning                           | 1 pm–1:45 pm               | A Tiered-Texts Approach for Scaffolding ELs' Reading Comprehension               |
|                             |                                                                                               |                            | PBL in the Newcomer Language Classroom                                           |
| <b>Prerecorded Sessions</b> |                                                                                               |                            | TESOL Professional Standards Update                                              |
| 4 am–4:45 am                | Designing Authentic Tasks to Develop Global Engineers' World Knowledge                        |                            | When Words Fail, Art Speaks: Mixed-Media Journals to Support Literacy            |
|                             | Examining the E of EMI: Teacher Education Workshops in Brazil                                 | 1:30 pm–2 pm               | "Sheltered" Mathematics for High School: A Case Study                            |
|                             | Project-Based Teaching as Solution to Online Learning in Low-Resource Contexts                | 3:30 pm–4:15 pm            | A Case Study: Kazakhstani Students' CLIL Praxis in Learning STEM                 |
|                             | Rethinking Coteaching Models for a CLIL Context                                               |                            | Increasing Interactions for Elementary ELs Through TBLT                          |
|                             |                                                                                               |                            | Inspiring and Empowering ITAs-in-Training via Campus Cultural Capital            |
|                             |                                                                                               | 3:30 pm–5 pm               | English L2 Writing in Specific Contexts: Lessons Learned During COVID-19         |



3:30 pm–5:15 pm Designing Language-Focused Activities and Supports for PBL

5 pm–5:45 pm Support for Students at Risk of Failing the Citizenship Test

### **Prerecorded Sessions**

10 am–10:45 am PBL Tools for Form/Function, Reflection, and Assessment

12 pm–12:45 pm EAP Students Analyzing Social Media: 3 Critical Thinking Steps

3 pm–3:45 pm Integrating Workplace Soft Skills in Adult ESOL Classes

3 pm–4:30 pm Scaffolding Multilinguals' Learning in Mathematics, Science, and Literacy Lessons

4 pm–4:45 pm Collaborative Strategies for CBI in a Hybrid Environment

6 pm–6:45 pm Let's Synthesize!: Best Practices for Paraphrasing

## **FRIDAY**

### **Concurrent Sessions**

9:30 am–10:15 am USA Learns Citizenship: A Free Online Course

9:30 am–11 am Building Critical Thinking Skills in ESP Contexts

9:30 am–11:15 am Engagement Strategies: Building Academic Language in Math, History, and Science

Math: Content-Embedded Practices That Add up to Successful Collaboration

11 am–11:30 am Content-Integrated Approaches to Language Teaching in French Higher Education

11:30 am–12:15 pm Targeting Language Through International Baccalaureate Projects in Middle School Years

12 pm–12:30 pm Discipline-Specific Knowledge and Language Learning in a Student Mentor Program

ESL Students' Increased Task Completion and Work Quality in Collaboration

2 pm–2:45 pm The Power of Story: Developing Language Through Authentic Narration

The Teaching Practices of Additive Multilingualism in the Content Classroom

2 pm–3:45 pm Implementing Sustainable Development Topics in the English Language Classroom

4:30 pm–5:15 pm A Strengths-Based Educational Model for Teenage Refugee Immigrant Girls

Teaching English for Special Purposes With Language Corpora

### **Prerecorded Sessions**

5 am–5:45 am Fostering Global Citizenship Through Paired Courses and Experiential Learning

### **Poster Sessions**

12:30 pm–1:45 pm Create to Communicate: Reinforcing Language Learning Through Visual Arts

## **CIC**

## **CULTURE AND INTERCULTURAL COMMUNICATION**

### **ON-DEMAND SESSIONS**

Being a Culturally Responsive Teacher in an EFL Context

Challenging Monolingualism in English Language and College Composition Pedagogy

Discursive Construction of Social Justice Issues in Telecollaboration

Examining ESL/EFL Teachers' Attitudes and Perspectives Toward World Englishes

Helping Students Overcome Communication Anxiety: Tips to Empower Teachers

Implications From a Critical Inquiry Into English as Gendered Capital

In-Person, Online, and Blended Cultural Interdisciplinary Partnerships in Higher Education

Promoting L2 Socialization Through Course Projects

SEL Benefits and Cross-Cultural Insights From Advice Columns Unit

Using Flipped Reading and Mimicry to Demystify Literature From Foreign Cultures

### WEDNESDAY

#### Concurrent Sessions

|                   |                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------|
| 10 am–10:45 am    | Shifting the Lens Around Nutrition Topics in the ESL Classroom                            |
|                   | Students' Sociocultural Assets as Fuel for Biography-Driven Classroom Talk                |
|                   | The Intercultural Dimensions of Academic Reading in an L2                                 |
| 10 am–11:45 am    | The Cultural Exploration Journal: An EAP Critical Pedagogy Project                        |
| 11:30 am–12 pm    | Intercultural Competence for Better Learning Outcomes After Studying Abroad               |
| 11:30 am–12:15 pm | Reframing the Conversation: Achievement Gap or Cultural Dissonance?                       |
| 12:30 pm–1:15 pm  | Shaping Global Competence Using Humans of New York                                        |
| 1 pm–1:45 pm      | The Power of Storytelling to Build Cross-Cultural Connections                             |
| 4 pm–4:30 pm      | Culture Promotes Critical Thinking in an Online EFL Classroom                             |
| 4:30 pm–5 pm      | Nonverbal Communication in Multicultural Interactions Between Teachers and ESL Students   |
| 5:30 pm–5:15 pm   | Supporting Linguistic Inclusivity in Higher Education: Implementing Strategic Initiatives |

#### Prerecorded Sessions

|                |                                                                         |
|----------------|-------------------------------------------------------------------------|
| 6 am–6:45 am   | Integrating Interculturality Into Adult ESOL                            |
| 12 pm–12:45 pm | Future-Proof Competencies: The Soft Skills Students Need for Employment |

### THURSDAY

#### Concurrent Sessions

|                  |                                                                                           |
|------------------|-------------------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Developing Intercultural Competence in Monolingual Settings                               |
| 9:30 am–11:15 am | Connecting Social and Academic Language Through Culturally Responsive Literacy Strategies |
| 12 pm–12:30 pm   | Faculty Readiness in Supporting Multicultural Learning in Higher Education Communities    |
| 12:30 pm–1:15 pm | CLIL, Culture, and 21st-Century Skills in the EFL Classroom                               |
| 3:30 pm–4:15 pm  | International Students: Diversity, Cultural Competence, and Intercultural Communication   |
| 3:30 pm–5 pm     | Intersections of Interculturality and Multimodality: Perspectives and Possibilities       |
| 5 pm–5:45 pm     | Impact of Intercomprehension Approach on EFL and Plurilingual Reading Strategies          |
| 5:30 pm–6 pm     | Shifting the ELT Paradigm in Pakistan Through Comprehensive Curriculum Reform             |

#### Prerecorded Sessions

|                |                                                                                         |
|----------------|-----------------------------------------------------------------------------------------|
| 11 am–11:45 am | Identifying Performance Gaps Among Incoming Chinese Undergraduates to U.S. Universities |
| 6 pm–6:45 pm   | "Activizing" the Pedagogy of Multiliteracies With the Languacultural Landscape Approach |

**FRIDAY****Concurrent Sessions**

|                  |                                                                                        |
|------------------|----------------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Authentic Content and Social-Emotional Learning: Nurturing Tomorrow's Global Citizens  |
|                  | It Takes a Village: Fostering Global Communication for All Learners                    |
|                  | Online Student Exchange: Enhancing Student Engagement in ESP                           |
| 11 am–11:20 am   | Using Positive Psychology Interventions to Build Confidence, Belonging, and Well-Being |
| 11 am–11:30 am   | Teacher Training for Agentic Catalysts: Cultivating Diversity, Equality, and Inclusion |
| 11 am–11:45 am   | How to Implement Intercultural Learning With Literature and Films                      |
| 2 pm–2:45 pm     | Cultural Responsiveness and K–12 ELs: Exploring Policy and Implementation Fidelity     |
|                  | Learning Your Roots: Consolidating Your Cultural Identity Through English              |
| 2 pm–3:30 pm     | Intercultural Communication and ITAs: A Two-Way Training Approach                      |

**Prerecorded Sessions**

|              |                                                                        |
|--------------|------------------------------------------------------------------------|
| 5 am–5:45 am | Intercultural Pragmatics and Requesting Strategies at Workplaces       |
| 2 pm–2:45 pm | Engaging ELs in Culturally Sustaining Academic Content to Build Equity |
| 2 pm–3:30 pm | Racial Equity, Social Justice, and Identity in ELT                     |

**DLT****DIGITAL LEARNING AND TECHNOLOGIES****ON-DEMAND SESSIONS**

|                                                                                    |
|------------------------------------------------------------------------------------|
| Collaborative L2 Grammar Learning in a 3D Multiuser Virtual Environment            |
| Digital Technologies to Support Bi/Multilingual Children in Engineering Practices  |
| Facilitating Game-Based Learning in Online Environments                            |
| ICT Preparedness, Practices, and Hindrances in EFL Classrooms During COVID-19      |
| Informing Curriculum Design Decisions With the PICRAT Technology Integration Model |
| Modern Office Technology Skills: Lessons From an Integrated CTE/ESL Program        |
| Reimagining English Teaching and Learning Through Gameplay                         |
| Riding the Wave of Wakelet: Curate, Organize, and Share Remotely                   |
| Student Perceptions of Smartphones as Language-Learning Resources in Ireland       |
| Sustaining Collective Effervescence Through Engagement in Hybrid Spaces            |
| Teachers' Experiences of Strategies for Managing Synchronous Classroom Misbehavior |
| Using Digital Tools to Enhance Fluency in Online Speaking Lessons                  |
| Wikis as Effective Collaborative Writing Tools in EAP Programs                     |

**TUESDAY****Concurrent Sessions**

|           |                                                             |
|-----------|-------------------------------------------------------------|
| 1 pm–5 pm | Expanding Your Tech Tool Box for All Mediums of Instruction |
|-----------|-------------------------------------------------------------|

**WEDNESDAY****Concurrent Sessions**

|                |                                               |
|----------------|-----------------------------------------------|
| 10 am–10:30 am | 5 Ways to Use MOOCs to Diversify Your Classes |
|----------------|-----------------------------------------------|

|                   |                                                                                     |                             |                                                                                      |
|-------------------|-------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------|
| 10 am–10:45 am    | Higher Order Thinking Activities With LEP Classrooms                                | 2 pm–2:45 pm                | How to Use Educational Technology in Low-Resource Contexts                           |
|                   | Triple E Framework: Emerge Empowered With Effective Technology Integration          |                             | Individualized Instruction in ITA Programs: A Dialogue on Postpandemic Possibilities |
|                   | Using Mobile Phones in Low-Resource Classes in EFL Contexts                         | 2:30 pm–3:15 pm             | Podcast Power: Ignite Motivation With Modern Material                                |
| 11:30 am–12 pm    | Gamifying Online Language Activities                                                | 3 pm–3:45 pm                | Delayed Corrective Feedback Brought to Life via Screencasting                        |
|                   | Multimedia Intervention to Improve Native Speakers' Perceptions of L2 Speech        | 4 pm–4:30                   | Teaching English During COVID-19 in a Rural Chinese Primary School                   |
|                   | Students' Opinions and Confidence With Remote Learning and Instructional Technology | 4 pm–4:45 pm                | Document Cameras in the Digital Era of Education                                     |
|                   | Through the Screen: Newcomer EL Views on Virtual ELD                                |                             | The Metaverse, Unlimited Horizons, and Language Learning in Virtual Reality          |
| 11:30 am–12:15 pm | Engage, Motivate, and Boost Adult ESOL Enrollment Using Digital Tools               | 4:30 pm–5:15 pm             | Confidently Opening the Door to Open Educational Resources                           |
|                   | Times of Crisis: Innovative, Caring, Virtual, and Reflective Responses              |                             | Connection and Community: Understanding Differing Story Lines in Online Classes      |
| 12 pm–12:20 pm    | Your Digital Notebook: OneNote Class Notebook                                       |                             | Creating Social Presence and Community in the Online Classroom                       |
| 12:30 pm–1 pm     | Online EFL Teaching Experiences: Developing Transferable Skills                     | <b>Prerecorded Sessions</b> |                                                                                      |
| 12:30 pm–1:15 pm  | How Accessibility Impacts Online Learning Success for ELs and NNESTs                | 4 am–4:45 am                | EFL Education 4.0 in Bangladesh: Teacher Perception and Proficiency                  |
|                   | Increasing Speaking Practices: Engaging ELs Through Digital Assignments             | 5 am–5:45 am                | Quizizz and Google Classroom Engagement: What Learning Analytics Tell You            |
| 1 pm–1:20 pm      | Quizizz: A Web-Based Quiz Creator That Promotes Active Learning                     |                             | Reimagining Student Collaboration and Engagement With Online Whiteboards             |
|                   |                                                                                     |                             | Teachers' Viewpoint of Metacognitive Strategy Instruction in Remote Teaching         |

|                            |                                                                                               |                  |                                                                                   |
|----------------------------|-----------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------|
| 6 am–6:45 am               | Learn, Engage, Share: Transforming CPD Programs Using Virtual MOOC Camps                      | 11 am–11:30 am   | ESL Students' Use of ETS e-rater® Feedback for Draft Revision                     |
|                            | Using Comics to Promote Literacy Among ELs                                                    | 11 am–11:45 am   | Supporting Reading, Writing, Math, and Communication With Free Microsoft Tools    |
| 10 am–10:45 am             | Building Community Internationally to Support Participant Success in Online Learning          | 11:30 am–12 pm   | Improvisation Mediated Through Immersive Virtual Reality in SLA                   |
|                            | Teaching Beyond COVID-19: Reimagining In-Person Instruction After Remote Teaching             |                  | L2 Gains Through Digital Game-Based Language Learning: A Meta-Analysis            |
| 11 am–11:45 am             | Implementing Flipped Learning in the EFL Classroom: Why and How                               | 12:30 pm–1:15 pm | FUNREAD: A Web App Codesigned With 6th-Grade English Teachers                     |
| 12 pm–12:45 pm             | Mediating Meaning Making: Examining The Ecological Influences On Transnational Communications | 3:30 pm–4:15 pm  | Encore!!! Language Learning Mobile Application: From Knowledge to Ability         |
| 1 pm–1:45 pm               | Using Technology in Teaching Online ESL Composition During COVID-19 Pandemic                  |                  | Finding Balance: Hybridizing High-Impact Practices for Our New Normal             |
|                            |                                                                                               |                  | Implementing Argument Writing Instruction for ELs Online: Triumphs and Challenges |
| <b>Poster Sessions</b>     |                                                                                               |                  | Output-Based Tasks in the ESL Virtual Classroom                                   |
| 12:30 pm–1:45 pm           | Improving Media Literacy Through an ESL-EFL Virtual Intercultural Exchange Program            |                  | Reimagining Coteaching in the Age of Digital ELT Classrooms                       |
|                            | Material Decisions: Making Intentional Choices Between Traditional and Digital Formats        |                  | The Creation and Use of a Local EAP Learner Corpus                                |
|                            | To Gamify or Not to Gamify?: Exploring Gamification and ELT                                   |                  | The Face of English Online: 7 Challenges, 7 Solutions                             |
|                            | Effective for Children                                                                        | 3:30 pm–5:15 pm  | Fostering Social Presence: Synchronous Online Flipped Learning Approach – SOFLA®  |
| <b>THURSDAY</b>            |                                                                                               |                  |                                                                                   |
| <b>Concurrent Sessions</b> |                                                                                               |                  |                                                                                   |
| 9:30 am–10:15 am           | Duolingo for Schools: Tools to Engage and Motivate Students                                   | 5 pm–5:30 pm     | Strategies for Utilizing Technological Tools in Online Collaborative Writing      |
|                            | Perspectives on Teaching English Literature Online With Chinese University Students           | 5 pm–5:45 pm     | Visual Syllabus: What Do Students Say?                                            |
|                            | The Prospects of MOOCs in Iraq's Education                                                    |                  |                                                                                   |
| 9:30 am–11:15 am           | Translanguaging Using Technology                                                              |                  |                                                                                   |

**Prerecorded Sessions**

|                |                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------|
| 10 am–10:45 am | Empowering In-Person English Instructors to Navigate Online Instruction                         |
|                | Languaging in a Multi-User Virtual World                                                        |
|                | Teaching Social Justice Topics Online With ESL Library                                          |
| 11 am–11:45 am | Constraints and Affordances of Online Education During the Pandemic                             |
| 12 pm–12:45 pm | A Genre Approach to Online Course Development                                                   |
| 3 pm–3:45 pm   | Online Discussions as Sites of Resistance and Creativity in ELT                                 |
| 4 pm–4:45 pm   | Educational Television During COVID-19: Libyan Educational Television Team's Perspectives       |
|                | Parents' Role in Young Children's EFL Learning: An Ecological Approach                          |
| 5 pm–5:45 pm   | Learning With Digital Technologies: Supporting Bi/Multilingual Children's Engineering Practices |
| 6 pm–6:45 pm   | Innovative Remote Adult ESOL Programming and Instruction                                        |

**Poster Sessions**

|                  |                                                                          |
|------------------|--------------------------------------------------------------------------|
| 12:30 pm–1:45 pm | Electronic Portfolios for Distance Learning During the COVID-19 Pandemic |
|------------------|--------------------------------------------------------------------------|

**FRIDAY****Concurrent Sessions**

|                |                                                                       |
|----------------|-----------------------------------------------------------------------|
| 8 am–9 am      | Creating Fertile Spaces for Instructional Innovation in a Digital Age |
| 9:30 am–11 am  | Practical Approaches to Collaborative Online Learning                 |
| 11 am–11:20 am | The Sweeping Success of WhatsApp in Differentiated EFL/ESL Classrooms |
| 11 am–11:45 am | Exploring the Efficacy of Flipped Learning in the EFL Classroom       |

11 am–12:15 pm

Advances in Technology for Language Teacher Preparation

Adaptive Learning Through Smartsparrow: A Post-COVID Horizon

Bringing Characters to Life: How Can Technology Develop Students' Literacy?

Creating an Engaged Community of Learners at a Distance

Teaching With E-Portfolios: Revolutionizing Classrooms and Beyond With Digital Learning

2 pm–2:45 pm

Creating ESL Textbooks Using Open Source Materials and Digital Tools

Simply Talking: Bringing the World Together Through Discord

Teaching With YouGlish: Vocabulary, Grammar, Pronunciation, and Building Autonomy

Using Online Flipped Learning to Facilitate Student-Produced Podcasts

3:30 pm–4 pm

Connecting From Afar: Managing a Virtual Conversation Partner Program

E-Learning Success Factors in an ESL Context During the Pandemic

L2 Writing Teachers' Use of Grammarly to Supplement Their Feedback

3:30 pm–4:15 pm

Designing and Implementing a Blended Learning English Program in Senegal

4:30 pm–5 pm Facebook Live Streaming as an Alternative Means of Teaching English

### **Prerecorded Sessions**

4 am–4:45 am Multilingual Preservice Teachers' Technology Integration Knowledge Development

Virtual Field Trips as an Innovative Strategy to Teach Grammar

5 am–5:45 am Instructional Technological Practices for Vocabulary Development

6 am–6:45 am Is Virtual Reality a Good Fit for TESOL? Insights From ELs

2 pm–2:45 pm A New Guiding Principle of "Cooperative Adaptability" in Synchronous Teaching

An Introduction to the TESOL Program at UCLA Extension

Creating Digital Choice Boards to Foster Adult ELs' Agency

3 pm–3:45 pm EFL Public School Teachers' Challenges and Coping Strategies During COVID-19

4 pm–4:45 pm Multilingual Teachers' Technology Integration Knowledge in Research: A Systematic Review

### **Poster Sessions**

12:30 pm–1:45 pm Fostering Student Engagement Online: Digital Escape Rooms as Instructional Tools

Teach English and African Heritage Through Comics Using Pixton

Using ID/UX Best Practices and UDL Methodologies for ENL Online

## **A**

## **LANGUAGE ASSESSMENT**

### **ON-DEMAND SESSIONS**

Correction Techniques and Assessments in the Time of Virtual Learning

Rethinking Teacher Assessment Education: A Sociocultural Perspective

Teachers' Assessment Practices and Learners' Perceptions in Online Language Courses

### **WEDNESDAY**

#### **Concurrent Sessions**

10 am–10:45 am Practice Testing in the ELT Classroom: Making It Fun

11:30 am–12 pm Converting In-Person to Online Assessments: Administering High-Stakes Writing Exams

12 pm–1:30 pm Development and Validation of Aviation and Medical English Assessments

2 pm–2:30 pm Evaluating Lexical Resources of Spoken English With Vocabulary Profiling

Peer Feedback: An Overlooked Assessment Tool

3 pm–3:45 pm Scoring Rubric Design and Interrater Reliability in Oral Proficiency Assessment

3 pm–4:45 pm How Does Task Wording Affect Task Difficulty in Writing Assessments?

4:30 pm–5:15 pm Equity for Multilingual Learners: Strategies for Assessment in Multiple Languages

#### **Prerecorded Sessions**

10 am–10:45 am Assessing English Proficiency Efficiently and Meaningfully in the Digital Age

11 am–11:45 am Examining Rater Effects on ESL Placement Essays Using Rasch Analyses

1 pm–1:45 pm California IELCE: An Effective Model of Performance-Based Instruction and Assessment



**THURSDAY****Concurrent Sessions**

|                  |                                                                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Developing Data-Driven Rating Criteria for an In-House Oral Assessment                                                                                   |
| 11 am–11:30 am   | Discerning the Language Assessment Literacy of Teachers in Uzbekistan                                                                                    |
| 12 pm–1:45 pm    | Supporting Biliteracy Development With Linguistically Differentiated Assignments and Rubrics                                                             |
| 1 pm–1:45 pm     | Choosing English Proficiency Tests for International Student Applicants                                                                                  |
| 3:30 pm–4 pm     | Assessing ELs' Critical Thinking in a 1-Year Psychology Course                                                                                           |
| 3:30 pm–4:15 pm  | Perennial L2 Writing Placement Problems and Possible Solutions<br><br>Supporting the Language Development of ELs With Significant Cognitive Disabilities |
| 5 pm–5:45 pm     | How 'Bout Them AAPPLs? The Value of Testing for Proficiency                                                                                              |

**Prerecorded Sessions**

|                |                                                                            |
|----------------|----------------------------------------------------------------------------|
| 10 am–11:30 am | Assessment Concerns of Pre-K–12: Guidance for Educators and Administrators |
| 5 pm–5:45 pm   | Measures and Tools for Maximizing the Effectiveness of Language Assessment |

**Poster Sessions**

|                  |                                                                      |
|------------------|----------------------------------------------------------------------|
| 12:30 pm–1:45 pm | Multinational Collaboration on a Reading Test for Military Personnel |
|------------------|----------------------------------------------------------------------|

**FRIDAY****Concurrent Sessions**

|                  |                                                                                                                                                               |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Developing Peer Assessment and Team Collaboration While Teaching Remotely<br><br>Increasing Equity, Access, and Student Success Through ESL Placement Reforms |
| 11 am–11:30 am   | Revising an In-House Writing Placement Exam for Graduate Students                                                                                             |
| 11 am–11:45 am   | Adapting Assessment for Language Skills for the 21st Century                                                                                                  |
| 12 pm–12:30 pm   | Vietnamese EFL: Initial Validation of a Language Assessment Literacy Scale                                                                                    |
| 2 pm–2:45 pm     | ESL Guided Self-Placement: A Shift Toward Affirming Student Agency                                                                                            |
| 3:30 pm–4:15 pm  | Examining Assessment From Multiple Perspectives: Students, Instructor, and Program Coordinator                                                                |
| 5 pm–5:30 pm     | Investigating the Language Complexity of Assessments for ELs                                                                                                  |

**Prerecorded Sessions**

|              |                                                                                                                                        |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 3 pm–3:45 pm | EAP Student Success: How Different English Placement Tests Measure Up<br><br>EL Performance on State-Mandated Assessments, Grades 3–11 |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------|

**LSP****LISTENING, SPEAKING, AND PRONUNCIATION****ON-DEMAND SESSIONS**

Advancing Pronunciation Skills Using Readers' Theater

Helping Students Build Context in Their Poster Presentations

How Can YouTube Comments Assist L2 Listening Comprehension?

Pronunciation Teaching Goes Virtual: Kinesthetic Activities to Empower Your ELs

Public Speaking Virtually: Teaching Tips and Guides

Reducing Stress and Increasing Proficiency Through Digital Puppetry

## TUESDAY

### Concurrent Sessions

9 am–4 pm      Essentials of Pronunciation Teaching and Learning

Speaking of Fun: Drama in the L2 Classroom (All Levels)

## WEDNESDAY

### Concurrent Sessions

10 am–10:45 am      Future Directions of L2 Teaching and Testing Using Artificial Intelligence

Speaking About the Real World: Documentary Films and Speaking Activities

12:30 pm–1:15 pm      Customizing Interactive Online Adult Learning: A Needs-Based Assessment Solution

Jumpstarting Student-Directed Pronunciation Learning

1 pm–1:20 pm      Developing Oral Fluency With Effective Task-Based Classroom Activities

1 pm–1:45 pm      Listening in the Classroom: Teaching Students How to Listen

2 pm–2:20 pm      Getting the Most out of Shadowing

2 pm–2:45 pm      Escape the Boredom: Using Escape Room Activities in Class

2 pm–3:45 pm      Content-Based Haptic Oral Reading: Enhanced Memory for Text and Pronunciation

3 pm–3:20 pm      Fun and Games for Bottom-up Listening

3:30 pm–4 pm      Teaching Speaking Skills to Young Learners Through Puppets

4:30 pm–5:15 pm      Serving the Whole Person: Rethinking EAP Listening

### Prerecorded Sessions

6 am–6:45 am      Introducing Global Englishes to Nonnative English Speakers: Some Empirical Data

11 am–11:45 am      Student-Told Anecdotes in an EFL Classroom: Instructor and Student Perspectives

12 pm–12:45 pm      Creating Quick and Engaging Flashcard Activities

Design Challenge: Empowering Students to Transform Their World

1 pm–1:45 pm      Digital Speaking Tasks for Assessment and Engagement

### Poster Sessions

12:30 pm–1:45 pm      Late Starts Leading to Native-Like Pronunciation in SLA

Public Service Announcements: Inspiring Students to Care and to Share

## THURSDAY

### Concurrent Sessions

9:30 am–10:15 am      5 Top Research-Based Strategies to Incorporate Pecha Kucha Presentations

Guerrilla Pronunciation Teaching

11 am–11:30 am      Focus-on-Form ESL Pronunciation Instruction on Intelligibility: A Case Study

12 pm–12:45 pm      Creating Authentic Public Speaking Opportunities

How to Provide Oral Corrective Feedback in the Zoomscape

12:30 pm–1:15 pm      Corpus-Based EAP Activities for Communicative Competence

3:30 pm–4:15 pm Spontaneous Classroom Conversational Analysis Supporting Development of L2 Pragmatic Competence

3:30 pm–5:15 pm Designing Instructional Conversations That Work: Lessons From Real Language Classrooms

5 pm–5:30 pm Increasing Students' Speaking Confidence and Competence With a Rejection Project  
  
Using Music to Design Engaging Pronunciation Activities With Language Objectives

### **Prerecorded Sessions**

10 am–10:45 am Classroom Participation Assessment: Fudge Factor or Motivational Pedagogical Tool?

4 pm–4:45 pm Top 10 Ways to Teach Idioms and Slang in Your Classroom

6 pm–6:45 pm Academic Discussion Assessments: Developing a Rubric

### **Poster Sessions**

12:30 pm–1:45 pm Discourse Analysis Activities for the ITA Classroom

## **FRIDAY**

### **Concurrent Sessions**

9:30 am–10:15 am Are We Still Teaching English? Discussing Translanguaging in EFL Contexts  
  
Using Role-Play and Simulation to Build Critical Thinking Skills

9:30 am–11 am Methods and Implementation of L2 Speaking and Pronunciation Assessment

9:30 am–11:15 am Developing Listening Decoding Skills With TubeQuizard

10 am–10:20 am StoryCorps and TED Talks: Communicative Language Teaching Strategies for ESL  
  
Video as a Metacognitive Tool for ITA Preparation

11 am–11:45 Creative Innovative Teacher-Created Resources for Speaking and Discussion Class

12 pm–12:20 The Power of Practice: Systematized Fluency Activities Which Build Community

12 pm–12:30 pm Building a Community of Multilingual ITAs: An Intercultural Communication Approach

1 pm–1:20 pm Visual Thinking Strategies: Facilitating Discussions and Critical Thinking

2 pm–2:45 pm Inspire Students to Tune in With Music

2 pm–3:30 pm The Trickle-Down Problem: Pronunciation From Teacher Education to the Classroom

2 pm–3:45 pm Using Debate With Low-Level Learners to Improve Speaking

3:30 pm–4 pm Game Changers: 4 Technology Tools for Teaching Speaking and Listening

Speech Rates and L2 Listening Comprehension

3:30 pm–4:15 pm Supporting Autonomous Learning of English Word Stress With YouGlish

4:30 pm–5:15 pm Are Preteaching Vocabulary and Using Prediction Oversaturated Listening Practices?

### **Prerecorded Sessions**

4 pm–4:45 pm Exploring the Development of EFL University Students' Talk Complexity

### **Poster Sessions**

12:30 pm–1:45 pm Empowering Language, Inspiring Cultural Engagement With Multilevel, Virtual Field Studies

**MD MATERIALS DEVELOPMENT  
AND PUBLISHING**
**WEDNESDAY**
**Concurrent Sessions**

|                   |                                                                                          |
|-------------------|------------------------------------------------------------------------------------------|
| 10 am–10:45 am    | Unlocking Creativity and Language Skills With Comics                                     |
| 11:30 am–12 pm    | An Approach to Creating an ESL Course for IT Professionals                               |
| 11:30 am–12:15 pm | The marriage of employability skills and ELT—happily ever after!                         |
| 12 pm–1:30 pm     | Adapting Open Educational Resources for Intercultural Learning                           |
| 12:30 pm–1:15 pm  | Student-Generated Materials: Creating Investment Through Alternative Ways of Knowing     |
| 12:30 pm–2:15 pm  | Can Positive Psychology Interventions Be Successfully Blended With Language Instruction? |
| 2 pm–2:30 pm      | Modifying Materials to Make Content More Comprehensible for ELs                          |
| 3:30 pm–3:45 pm   | Creating Culturally Relevant Curricula: Negotiating Multiple Perspectives                |

**Prerecorded Sessions**

|              |                                                                  |
|--------------|------------------------------------------------------------------|
| 6 am–6:45 am | Publish Your Innovative Teaching Ideas in English Teaching Forum |
| 1 pm–1:45 pm | Green Tea: An OER for an Intermediate Communication Class        |

**Poster Sessions**

|                  |                                                                                |
|------------------|--------------------------------------------------------------------------------|
| 12:30 pm–1:45 pm | Creating an Open-Access Academic Writing Textbook for Adult Immigrant Students |
|------------------|--------------------------------------------------------------------------------|

**THURSDAY**
**Concurrent Sessions**

|                  |                                                                                |
|------------------|--------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Everybody's Doing It: Empower and Inspire With Open Educational Resources      |
|                  | Let's Give Them Something to Talk About!                                       |
|                  | Sharing Success and Achievements                                               |
| 11 am–11:45 am   | A Research-Informed Approach to Upper Level Interactional Syllabus Design      |
| 11 am–12:45 pm   | Open Educational Resources Workshop                                            |
| 1 pm–1:45 pm     | Customizing Textbooks for Ministry Adoption: From Needs Analysis to Classrooms |
|                  | Writing a Grade 7 National Textbook in Timor-Leste: Lessons Learned            |
| 2:30 pm–5 pm     | Research-Guided Materials Development                                          |

**Prerecorded Sessions**

|                |                                                                                      |
|----------------|--------------------------------------------------------------------------------------|
| 11 am–11:45 am | Challenging Monolingual Views to Design Teaching Materials for Plurilingual Contexts |
|----------------|--------------------------------------------------------------------------------------|

**FRIDAY**
**Concurrent Sessions**

|                  |                                                                         |
|------------------|-------------------------------------------------------------------------|
| 9:30 am–10:15 am | From Needs Analysis to Enactment: Materials Through an Asset-Based Lens |
| 2 pm–2:45 pm     | CRAirport: A Gameful App for Informal English Learning on the Go        |
|                  | Creating Differentiated Content for Combined Proficiency Level Courses  |
| 3:30 pm–4 pm     | Create Open-Access Resources to Promote Access, Equity, and Engagement  |

**Prerecorded Sessions**

|              |                                                           |
|--------------|-----------------------------------------------------------|
| 3 pm–3:45 pm | Writing a Course Packet for a University-Level ESL Course |
|--------------|-----------------------------------------------------------|

**Poster Sessions**

12:30 pm–1:45 pm Pandemic Audio Diaries as Material for Instruction

**PD****PERSONAL AND PROFESSIONAL DEVELOPMENT****ON-DEMAND SESSIONS**

A Critical View of PD Plans

Do It Yourself: How to Strategically Plan for PD

Exploring Teacher Researcher Mentoring as a Tool for PD

Investment and Identity: Students' Perceptions in Learning and Teaching English

Less Massive but More Efficient Online EFL Teachers' Learning

PD Programs for Professors at Asian English-Medium Universities

Problems and Recommendations: Investigating an ESL Teacher's PD

**TUESDAY****Concurrent Sessions**

9 am–4 pm Engaging Family, Parents, and Communities of ELs: The TSSN

Planning for the Success of ELs in Academic Content Classes: What Works?

1 pm–5 pm Teacher Leadership for School-Wide English Learning (SWEL): Harnessing Teacher Expertise

3 pm–5 pm Workshop for Novice Researchers: Connecting Teaching and Research

**WEDNESDAY****Concurrent Sessions**

8 am–9 am Embracing the Balancing Act: ELT Professionals Empowering Themselves

10 am–10:45 am Reflecting on Professional Development

10 am–11:45 am Healing Ourselves as a Way to Care for Our Classrooms

11:30 am–12:15 pm Placing Focus on Social-Emotional Learning in ELT

12:30 pm–1:45 pm Connecting and Empowering Educators Worldwide

1 pm–1:45 pm Defense Language Institute English Language Center Information Session

Peer Reviewers: Professional Development and Contributions to the Field

1:30 pm–3:15 pm Research Professional Council Colloquium: Global Perspectives on Building a Culture of Research in TESOL

The GO TO Strategies: Applying TESOL's 6 Principles

2 pm–2:30 pm Teacher Agency and Well-Being: A Comparative Case Study

2 pm–2:45 pm What STEM Teachers Need to Know and Do for ELs

2:30 pm–3:15 pm Taking Inventory After 2 Years: Our Transformative Digital Takeaways

U.S. Department of State Opportunities for Online Course Development

Using Executive/Professional Coaching to Shape Female TESOL Leadership Identity

4 pm–4:30 pm College and Career Readiness Standards in Adult ESL: Opportunities, Resources

Why Don't Vietnamese EFL Teachers Teach as They Were Trained?

4 pm–5:15 pm Teacher Leadership for School-Wide English Learning in Oregon

4 pm–5:45 pm Conference Proposals 201: What Happens After You Submit?

Essential Skills for Teacher Trainers

Fostering a Sustainable Collaborative Environment to Increase Student Achievement

|                             |                                                                          |                 |                                                                                                        |
|-----------------------------|--------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------|
| 4:30 pm–5:15 pm             | Journeys Toward an Asset-Based Pedagogy for Language Teaching            | 11 am–11:45 am  | A Collaborative Project: Empowering Local Teacher Communities to Foster PD                             |
| 5 pm–5:45 pm                | From Off-Liners to On-Liners: Lessons Learned From Colombian EFL Faculty |                 | LINCS 101: Community, Courses, and Resources for Adult Education                                       |
|                             | LINCS: Your Source for Resources Developed Through Federal Initiatives   | 12 pm–1:15 pm   | Quality Instructional Materials: The Hallmark of an Equitable Education                                |
| <b>Prerecorded Sessions</b> |                                                                          | 12 pm–1:30 pm   | TESOL Career Path Development PLN: Riding The Waves of Change                                          |
| 5 am–5:45 am                | Impact of Shifting to Online Conferences for Asian ELT Professionals     | 12 pm–1:45 pm   | Empowering Teachers Through No-Tech and High-Tech Principled Communicative Approaches                  |
| 10 am–10:45 am              | Invigorating Continuing PD in IEPs: Pedagogy Reading Discussion Groups   | 12:30 pm–1 pm   | A New ZPD: Zoom for Professional Development                                                           |
| 10 am–11:30 am              | Challenges Facing Women in TESOL: Focus on Nonnative Speakers            | 1 pm–1:20 pm    | Teaching Vibrant Virtual Classes                                                                       |
| 12 pm–12:45 pm              | Publishing in the TESOL Field: Insights and Tips for Success             | 1 pm–1:45 pm    | Turning to Wonder: Culture, Self, and “Other” in Stressful Times                                       |
| 12 pm–1:30 pm               | Dealing With Tensions as TESOL Practitioners or Teacher-Scholars         | 1:30 pm–2 pm    | ESL Students’ Social Positioning, Participation, and Identity in Cotaught Classrooms                   |
| 1 pm–2 pm                   | TIRF Insights: Social-Emotional Learning for 5–18-Year-Olds              | 3:30 pm–4 pm    | Overcoming Burnout: Livening Up Your Teaching Career With PD                                           |
| <b>THURSDAY</b>             |                                                                          | 3:30 pm–4:15 pm | From English Teaching Mentors to MOOCers to Enrich PD                                                  |
| <b>Concurrent Sessions</b>  |                                                                          | 3:30 pm–5:15 pm | Create a Trauma-Sensitive Learning Environments: Mindfulness, Community-Building, and Vicarious Trauma |
| 9:30 am–10:15 am            | ELT Professionals on the Precipice of Precarity                          |                 | Starting a Career in Instructional Design: Your First-Aid Kit                                          |
|                             | Should It Stay or Should It Go: Postpandemic Takeaways                   | 4:30 pm–5 pm    | Using Zoom Class Recordings and Teaching Journals for Reflective Practice                              |
| 9:30 am–11 am               | Social-Emotional Learning Supportive Classroom Management                | 5 pm–5:45 pm    | Empowering ELs Through Scholarship of Teaching and Learning                                            |
| 9:30 am–11:15 am            | Empowering General Education Math Teachers of ELs                        |                 | Responding to Workplace Tensions: Activities for Exploring Language Teacher Identity                   |
|                             | TESOL Research Agenda Fair: Making Teaching and Research Connections     |                 |                                                                                                        |
| 11 am–11:20 am              | Visuals and Realia in Remote Learning: Lessons Learned                   |                 |                                                                                                        |

5:30 pm–6 pm Faculty Formative Peer Assessment: A Powerful Tool for Faculty Development  
Professional Growth on a Budget

### Prerecorded Sessions

10 am–10:45 am Effective Behavior Management Communication Strategies in ELT Classrooms

The World Is Your Classroom: Teach With English Language Programs

12 pm–12:45 pm Cross-Fertilizing EFL Education: Reflections From a Virtual Professional Learning Network

3 pm–3:45 pm English Language Programs Specialist Master Class: Case Study in ESP

4 pm–4:45 pm Leveraging Social Media in a Global Pandemic

6 pm–6:45 pm Nurturing a Community of Practice: Opportunities for In-House PD

### Poster Sessions

12:30 pm–1:45 pm Peer-Mentoring as a PD Tool

## FRIDAY

### Concurrent Sessions

9:30 am–10:15 am Empowering Rural and Remote Teacher Groups in TESOL

Up-skilling and Reskilling for English Teachers

9:30 am–11:15 am Humanizing Core Practices for Managing Learning in Multilingual Classrooms

11 am–11:30 am Maximizing Online Engagement Through Community-Building Activities

11 am–12:15 pm Unexpected Empowerment: Sustainable Remote PD

Rolling out the Red Carpet: Supporting and Retaining Adjunct Workforce

12 pm–12:30 pm How to Use Classroom Observation Effectively

2 pm–2:45 pm Team Teaching: The Strength of 1 + 1 = Empowerment

Using Peer-to-Peer Observations for PD and Personal Growth

2 pm–3:45 pm A Whole-School Framework for Improving ELs' School Experiences and Outcomes

Spreadsheet Paleontologists: Unearthing Treasures in Your ELP Assessment Data

Teacher Well-Being: Relationships at the Core of Our Pedagogy

3:30 pm–4 pm Write Grants to Inspire Your Teaching and Empower Your Classroom

3:30 pm–4:15 pm Culturally Responsive Teaching Self-Efficacy of Secondary Teachers in Online Learning

4:30 pm–5:15 pm The Power of Podcasting: How To Launch an ELT Podcast

The Science of Teaching and Learning: Applying PD to Curriculum

### Prerecorded Sessions

4 am–4:45 am Culturally and Linguistically Responsive Practices in U.S. Higher Education

Universal Design for Learning in the EAP and TESOL Classroom

5 am–5:45 am The Creativity Toolbox: Practices for Creative Empowerment in the Classroom

6 am–6:45 am Mastering Motivation Mechanisms: Tips for Student Engagement

2 pm–2:45 pm Developing Emotional Intelligence in the ELT Classroom

4 pm–4:45 pm How Did It Go?: Strategies for More Effective Teacher Observations



**Poster Sessions**

12:30 pm–1:45 pm Contextualizing General Concepts: Best Practices for Virtual MOOC Camps

**PA****PROGRAM ADMINISTRATION AND EVALUATION****ON-DEMAND SESSIONS**

Addressing the Academic Needs of International Graduate Students

**TUESDAY****Concurrent Sessions**

8 am–12 pm High-Impact Supervision for High-Impact ELT

**WEDNESDAY****Concurrent Sessions**

10 am–10:45 am Building, Sustaining, and Measuring Student Engagement

12 pm–1:15 pm Empowering Postpandemic ELT in Pennsylvania: A Regional Perspective

1:30 pm–2 pm Evaluation of English Language Teacher Education Programs in the USA

3:30 pm–4:15 pm A Research-Based, Data-Driven EAP Graduate Program Redesign and Evaluation

Impact of Implementing a Portfolio-Based Teacher Evaluation and Development Program

5 pm–5:45 pm Innovative Solutions to Student Mobility Crises: Virtual College Success

**Prerecorded Sessions**

1 pm–1:45 pm Size Isn't Everything: Success Strategies for Enrollment-Challenged IEPs

**THURSDAY****Concurrent Sessions**

9:30 am–10:15 am Data-Informed Programming for Secondary ELs With Limited Formal Education

Increase Program Visibility While Supporting and Empowering ITAs

Self-Assessment to Capture "Life-Wide" Outcomes in Adult ESOL

9:30 am–11:15 am A Leader's Checklist to Close Opportunity Gaps for ELs

11 am–11:45 am Beyond Content Delivery: Creating Responsive, Sustainable Distance Teaching

1 pm–1:45 pm Supporting and Representing Postsecondary English Language Programs in the USA

1:30 pm–2 pm How'd We Do: Evaluating an Online International EAP Teacher-Training Program

4:30 pm–5 pm ITA Liaisons: Bringing ITA Voices to the Conversation

**Prerecorded Sessions**

10 am–11:30 am Effective Program Adaptations in a Postpandemic World

3 pm–3:45 pm Chinese International Students' Voices: On the Host Institute

Supporting ELs in Realizing Their Career Goals

**FRIDAY****Concurrent Sessions**

9:30 am–10:15 am Faculty Development Through an ESL Lens in Postsecondary Settings

11 am–11:30 am Exploring ITA Testing Policies at U.S. Universities

11 am–11:45 am Hot Topics for Postsecondary English Language Programs

11 am–12:15 pm Language Assessment for Placing Newly Matriculated Multilingual Students

|                             |                                                                                            |                                                                                                            |
|-----------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 12 pm–12:30 pm              | Promoting Oral Communication in the University Through a Support Service                   | Dual Language Virtual Instruction During COVID-19 for Immigrant Students' Social Identity                  |
|                             | Supporting ELs in Integrated Education and Training Programs                               | ESL Learners' Literacy Practices in Book Clubs                                                             |
| 2 pm–2:45 pm                | How to Become a Member Program in UCIEP                                                    | Exploring Multilingual International College Freshmen's Translingual Written Communication Across Contexts |
|                             | Leading a Whole Department: Mindfulness Techniques for Language Program Administrators     | Graphic Organizers for Academic Reading                                                                    |
|                             | Success for ELs Through Directed Self-Placement and Corequisite Support                    | How Does That Make You Feel: Student Engagement With Feedback                                              |
|                             |                                                                                            | Online Discussions: A Dialogic Space for Learning Academic Writing Practices                               |
|                             |                                                                                            | Perspectives on L1–L2 Relations: Translingual Writing Practices in L2 Poetry                               |
|                             |                                                                                            | Raising Student Audience Awareness Through Online Genres                                                   |
|                             |                                                                                            | Teaching Reading and Writing to ELs Online                                                                 |
|                             |                                                                                            | The Relationship Between Student Essays' Lexical Characteristics and Rating Processes                      |
|                             |                                                                                            | Tips for Translanguaging Writing                                                                           |
|                             |                                                                                            | Translingual Pedagogies on ESL Writing Teaching and Learning                                               |
|                             |                                                                                            | Uncertainty: A Barrier or Opportunity for ITAs of Writing?                                                 |
| <b>Prerecorded Sessions</b> |                                                                                            |                                                                                                            |
| 4 am–4:45 am                | Exploring Effective Leadership Practices in Higher Education EFL Contexts in Japan         |                                                                                                            |
|                             | On the Margins: Supporting Adjunct Faculty in Language Programs                            |                                                                                                            |
| 6 am–6:45 am                | The Teader: Empowering ESL Teachers to Become Administration Leaders                       |                                                                                                            |
| 2 pm–3:30 pm                | Keeping a Balance Between the Needs of Students and Faculty                                |                                                                                                            |
| <b>Poster Sessions</b>      |                                                                                            |                                                                                                            |
| 12:30 pm–1:45 pm            | "Telling Stories, Transforming Lives": Brazilian Initiative Promoting English for Children |                                                                                                            |
|                             | Successful Collaboration Between IEPs and Their Host Institutions                          |                                                                                                            |

## **RWL** READING, WRITING, AND LITERACY

### ON-DEMAND SESSIONS

A Transnational Writing Space for Multifaceted L2 Writing

Asset-Based Pedagogies: Empowering Through Students' Strengths

Collaborative Multilingual Writing in Diverse Student Groups

Customizing Pedagogical Activities for Secondary ESL Students From a Translanguaging Lens

Digital Literacy in L2 Academic Writing Classrooms

### TUESDAY

#### Concurrent Sessions

|           |                                                                                    |
|-----------|------------------------------------------------------------------------------------|
| 1 pm–5 pm | Creating a Successful Program to Address Newcomer and SIFE Learners                |
|           | Implementing Extensive Reading: Why and How                                        |
|           | Sheltered Instruction and Writing: A Winning Combination for Content-Area Teachers |

### WEDNESDAY

#### Concurrent Sessions

|                |                                                                                |
|----------------|--------------------------------------------------------------------------------|
| 10 am–10:30    | Engaging Elementary ELs in Writing in the Digital Era                          |
| 10 am–10:45 am | Designing Literacy Instruction for Today's Multilingual Learners               |
| 10 am–11:15 am | Leveraging Best Practices for Adolescent SIFE to Postpandemic Curricula Design |

|                  |                                                                                             |                             |                                                                                             |
|------------------|---------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------|
| 10 am–11:30 am   | Online Resources for Reading Fluency and Vocabulary Building                                | 4:30 pm–5:15 pm             | Building Investment Through Involvement: An Alternative to Literacy Interventions           |
| 10 am–11:45 am   | Fostering Equity and Empowerment Through Shared Reading                                     |                             | Critical Place-Based Education to Engage Students in Writing Instruction                    |
|                  | Reimagining ESL Writing Assessment: Fresh Perspectives and Differentiated Practices         |                             | Self-Editing Strategies for L2 Writers                                                      |
| 11 am–11:30 am   | Using Visualization Reflections for Promoting English Language Writers' Genre Awareness     |                             | Supporting Dually Classified Language Learners: Ideas From a Secondary Classroom            |
| 12 pm–1:15 pm    | Empowering Adult Learners for Reading in Academic and Workplace Settings                    | 5 pm–5:45 pm                | What Counts as Proper Citation?                                                             |
| 12:30 pm–1:15 pm | Developing Genre Awareness and Rhetorical Responsiveness Through Comparative Genre Analysis | <b>Prerecorded Sessions</b> |                                                                                             |
| 2 pm–2:30 pm     | Blogging to Build Collaborative Revision in L2 Writing                                      | 4 am–4:45 am                | Applying Multimodal Composition in Writing Classrooms: Pedagogical Suggestions for Teachers |
| 2 pm–3:30 pm     | Improving L2 Vocabulary and Reading Skills in K–12                                          | 5 am–5:45 am                | Using Mentor Texts in Graduate and Professional STEM Writing Instruction                    |
| 2:30 pm–3:15 pm  | Resources for Building Successful Academic Writers With Randi Reppen                        | 6 am–6:45 am                | Collaborative Reading in a Virtual World                                                    |
| 3 pm–3:20 pm     | Meaningful Writing in the Simple English Wikipedia                                          | 10 am–11:30 am              | Genre-Based Writing Instruction Across L2 writing Contexts                                  |
| 3 pm–3:30 pm     | Online Modules That Integrate Local-Level Concerns Into For-Credit Writing Classes          | 11 am–11:45 am              | What Is Crucial for Composing Successful L2 Synthesis Writing?                              |
| 3 pm–3:45 pm     | Comparing and Contrasting Previous Writing Experiences of Graduate Students                 | 12 pm–12:45 pm              | Using Technology Tools to Teach Reading Comprehension Strategies                            |
|                  | Peer Review: How Do We Make It Work?                                                        | 1 pm–1:45 pm                | Codeveloping and Coteaching EAP Courses With Japanese Engineering Disciplinary Specialists  |
| 3:30 pm–4 pm     | Teachers' Perceptions of Poetry Instruction for ELs and Their Practices                     | <b>Poster Sessions</b>      |                                                                                             |
| 3:30 pm–4:15 pm  | Is Calkins's Writing Workshop Appropriate for My Multilingual Learners?                     | 12:30 pm–1:45 pm            | An Emergent Story-Based Curriculum: How and Why                                             |
|                  |                                                                                             |                             | Digital Literacies in the Era of Online Teaching: An Oxymoron?                              |
|                  |                                                                                             |                             | Enhancing Cultural and Linguistic Responsiveness in Argument Writing Pedagogy               |
|                  |                                                                                             |                             | Turning Any Textbook Reading Into a Fluency-Building Activity                               |

**THURSDAY****Concurrent Sessions**

|                   |                                                                                               |                 |                                                                                             |
|-------------------|-----------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------|
| 9 am–9:20 am      | Designing Writing Assignments                                                                 | 12 pm–12:30 pm  | Collaborative Documents for Summary Writing Skills Development in Reading Class             |
| 9:30 am–10:15 am  | Cohesive Devices: Keeping the Text Together                                                   |                 | Collaborative Writing and CAF: A Study in an EFL Context                                    |
|                   | Multidimensional Literacy Development for Community College ELs in Corequisite Courses        | 12 pm–12:45 pm  | Developing Student Academic Writing Through Normative and Transformative Teaching Practices |
|                   | New Evidence in the Written Correction Feedback Debate                                        | 12 pm–1:15 pm   | Using Translanguaging Mentor Texts to Support Young Multilingual Writers                    |
|                   | The ABCs of Online Writing Instruction: Using UDL and SRSD                                    | 1 pm–1:45 pm    | 1st-Year L2 Composition Courses: Making Separate Classes Equitable                          |
| 9:30 am–11 am     | Bringing in New Voices: The Affordances of Multimodal Writing Instruction                     | 2 pm–2:20 pm    | Massaging the Shoulders of Giants: Scaffolding for L2 Poetry Writers                        |
| 9:30 am–11:15 am  | Using Neuroscience to Support Creative Writing for ELs                                        | 3:30 pm–4 pm    | How ELs Negotiate the Linguistic Demands in Scientific Writing                              |
| 10 am–10:20 am    | 6 Activities for Super Spelling                                                               | 3:30 pm–4:15 pm | I Don't Know What to Write! Linguistically Empowering Prewriting Strategies                 |
| 11 am–11:20 am    | Recorded Feedback on Writing for Better Understanding by Students                             |                 | Oracy, Vocabulary, and Comprehension Strategies That Support ELs                            |
| 11 am–11:30 am    | ESL Tutoring: Transforming Editing Sessions Into "Teachable Moments"                          |                 | Using Public Service Announcements to Inspire and Empower Students                          |
|                   | Increasing Writing Knowledge, Autonomy, and Critical Thinking Through Student-Created Rubrics | 3:30 pm–5:15 pm | Success Beyond ESL Classrooms: Transferring Grammar Skills to Academic Writing              |
| 11 am–11:45 am    | Improving ELs' Literacy Through Podcasts/Creative Nonfiction Writing                          | 4:30 pm–5 pm    | EAP Reading-Into-Writing Tasks in a Bilingual Context                                       |
|                   | Reflect Builds the Confidence that Transforms Learning Into Real-World Outcomes               | 5 pm–5:45 pm    | Integrating Beginning Literacy Best Practices Into the ESOL Classroom                       |
|                   | Why Process Writing Still Matters: Empowering and Inspiring Through E-Portfolios              |                 | Score Greater English Proficiency Utilizing the UN Sustainable Development Goals            |
| 11:30 am–12:15 pm | Language of Power or White Hegemony?: Raciolinguistics and Academic Literacy                  |                 |                                                                                             |
| 12 pm–12:20 pm    | Using VoiceThread to Develop Synthesis Writing                                                |                 |                                                                                             |

**Prerecorded Sessions**

|                |                                                                                      |                |                                                                                    |
|----------------|--------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------|
| 10 am–10:45 am | Use Reading Circles To Foster Autonomy, Analytical Skills, and Agency                | 11 am–11:30 am | Teaching Disciplinary Variation of Reporting Verbs in Academic Writing             |
| 11 am–11:45 am | Reconsidering the Relationship Between Plagiarism and L2 Student Writing Development | 11 am–12:15 pm | Empowering, Multicultural Children's Literature With Tunes: Singable Books for ELs |
| 3 pm–4:30 pm   | Reimagining Translingual Pedagogy in Multilingual Reading Instruction and Assessment | 12 pm–12:20 pm | Empowering L2 Writing Instructors and Students in the Post-COVID-19 Classroom      |
| 4 pm–4:45 pm   | Resources for Dual-Identified Students                                               | 12 pm–12:30 pm | Are We Giving Summarization Short Shift?                                           |
| 5 pm–5:45 pm   | From Pictures to Words: Transforming Writing Instruction                             |                | Code-Meshing in Academic Writing: Practices and Perceptions of Turkish Writers     |
| 6 pm–6:45 pm   | Fostering Critical Thinking in the Secondary Classroom                               |                | Collaborative Content in a Genre Analysis-Focused Freshman Composition Course      |

**Poster Sessions**

|                  |                                                                                  |              |                                                                                     |
|------------------|----------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------|
| 12:30 pm–1:45 pm | Building Student Ownership Through Activities in Online and Hybrid Environments  | 1 pm–1:20 pm | Developing Metacognitive Surveys to Promote Active Learning and Academic Engagement |
|                  | Developing Learner Autonomy in an Academic EFL Writing Course                    | 2 pm–2:20 pm | Heroic Journeys                                                                     |
|                  | Introducing Students to Extensive Reading: Techniques, Activities, and Resources |              | Implementing a Spiraling Reading Curriculum in Your Skills-Based Classroom          |
|                  |                                                                                  | 2 pm–2:45 pm | Empowering Students to Use Academic Sources in Their Writing                        |

**FRIDAY****Concurrent Sessions**

|                  |                                                                             |              |                                                                                            |
|------------------|-----------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------|
| 9 am–9:20 am     | Encouraging Interactive Learning Through Engaging Mini-Booklets             |              | Enhancing "Boring" Composition Classes With Unique, Relevant, Music-Based Writing Practice |
| 9:30 am–10:15 am | Developing Critical Analysis: Introducing the 1-Point Multiskills Analysis  | 2 pm–3:45 pm | Valuing Their Voices: Responding to Multilingual Students' Writing                         |
|                  | ESL Story Banks for Literacy and Beginner Levels                            | 3:30 pm–4 pm | Source Choice in Counterargument Writing                                                   |
|                  | Teaching ELs Academic Language Through the 4 Domains                        | 4 pm–4:45 pm | Fostering Growth Mindset in ESL Reading Through Effort Praise                              |
|                  | Translanguaging as Empowerment of Teaching English Writing in China         |              | Help Yourself! Promoting ESL Learners' Writing Autonomy                                    |
| 9:30 am–11:15 am | Boosting Media Literacy Skills for Teenagers in English Language Classrooms | 4 pm–5:15 pm | Lessons Learned From "Zooming" Into Teacher-Student Group Writing Conferences              |

|                 |                                                                                        |
|-----------------|----------------------------------------------------------------------------------------|
| 4:30 pm–5 pm    | ESL Writers' Hidden Literacy Practices                                                 |
|                 | Self-Regulated Strategy Development Influences on ELs' Self-Efficacy for Text Revision |
|                 | The Case for a Plurilingual Approach to Writing Pedagogy                               |
| 4:30 pm–5:15 pm | Increasing Students' Phrasal Complexity in Timed ESL Writing                           |

### Prerecorded Sessions

|              |                                                                                            |
|--------------|--------------------------------------------------------------------------------------------|
| 5 am–5:45 am | A Multiliteracies Approach to Meaning-Making in Tertiary Reading Courses                   |
| 6 am–6:45 am | Scaffolding for Quality, Equitable, and Humanizing Opportunities for Multilingual Learners |
| 3 pm–3:45 pm | The Rhetorical Planning Wheel: Analyzing and Scaffolding Genre-Based Writing               |

### Poster Sessions

|                  |                                                                 |
|------------------|-----------------------------------------------------------------|
| 12:30 pm–1:45 pm | A "Job Readiness" Elective in an IEP                            |
|                  | Amplifying ELs' Voices: Creative Strategies for Teaching Poetry |
|                  | Evaluating the Evidence Base for Process Writing With ELs       |

## TE TEACHER EDUCATION

### ON-DEMAND SESSIONS

|                                                                                         |
|-----------------------------------------------------------------------------------------|
| Analyzing Reflections on Service-Learning in TESOL                                      |
| Becoming Teachers of Emergent Bilinguals: Navigating Ideological and Identity Tensions  |
| Beyond Engagement: Voice Modulation in the Elementary EFL Classroom                     |
| ELs With Dis/abilities: An Asset-Focus and Universal Design                             |
| Enhancing Preservice Teachers' Empathy and Positive Attitudes Toward Immigrant Students |
| ESL Teachers' Motivation-Related Outcomes in Kuwait: A Mixed Methods Study              |
| Negotiating Language Attitudes and Ideologies in Hawai'i Through Dialectical Journaling |

PD Conferences and the Learning Experiences of EFL Educators

Reimagining TESL/TEFL Programming to Explore Critical Intercultural Communication and Raciolinguistics

Remote Alternatives for Experiential Learning in ESL Teacher Preparation

Storytelling of Chinese ESL Teacher Candidates' Professional Identity Development

Teacher Classroom Questioning: Are We Asking Effective Questions?

Teachers' Experiences in an Online After-School Program for ELs

Teachers' Translanguaging Ideology and Praxis in Postpandemic Online Language Learning

Teaching Refugees and Undocumented ELs: Cultivating Culturally Responsive Practices

The Most Commonly Used Modification Strategies Used to Teach ELs

Using TED Talks With Secondary School Students

What Do You Think? Inspiring Effective Reflections on Service-Learning Experiences

## TUESDAY

### Concurrent Sessions

|              |                                                                                   |
|--------------|-----------------------------------------------------------------------------------|
| 8 am–12 pm   | Micro-Credentialing via Simulation: Addressing the Language/Academic Needs of ELs |
| 5:30 pm–7 pm | Mini-Lessons Motivate Your Learners to Assemble the Language Puzzle               |

## WEDNESDAY

### Concurrent Sessions

|                |                                                                                  |
|----------------|----------------------------------------------------------------------------------|
| 10 am–10:45 am | Creating a Healthy Spirit: Mindfulness Ideas and Activities for Teachers         |
| 10 am–11:45 am | Teaching for Global Competence With Global Thinking Routines                     |
| 11:30 am–12 pm | Authentic Student Writing Samples in TESOL Teacher Education                     |
|                | Beliefs of English Language Preservice Teacher Trainers in Japanese Universities |

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|-------------------|-----------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------|
| 11:30 am–12:15 pm | Building on Student Biographies to Foster Culturally Responsive School Ecologies              | 4 pm–4:20 pm                | Implementing Book Clubs in Online Teacher Education Courses                                  |
| 12 pm–1:30 pm     | Preparing TESOL Professionals to Be Teacher Leaders                                           | 4 pm–4:45 pm                | University of San Francisco TESOL Master's and Certificate Programs                          |
| 12:30 pm–1 pm     | Approaches to English-Medium Instruction Teacher Training                                     | 4:30 pm–5 pm                | Education Reform and Teacher Identity: Implementing the 2020 WIDA Framework                  |
| 12:30 pm–1:15 pm  | Advancing EL Student Cognition Through Biography-Driven Instructional Conversations           |                             | Self-Reflection of Teacher Educators: Reflective Conversation Heuristic for Teacher Identity |
|                   | Creating Schoolwide Systems for Multilingual Learner Success                                  |                             | Visual Thinking Strategies: Creating Multiple Points of Entry for ELs                        |
|                   | TESOL Teacher Educators' Identity Construction: Critical Autoethnographic Narrative           | 4:30 pm–5:15 pm             | Conceptualizing Register in Scientific and Technical Writing: Definition, Examples, Practice |
| 12:30 pm–1:45 pm  | Infusing Plurilingualism and Translanguaging Into Teacher Education: Successes and Challenges |                             | Strategies for Effective and Efficient Writing Assessment and Feedback                       |
| 2 pm–2:30 pm      | Co-regulate to Take Your Teaching to the Next Level                                           |                             | Telecollaboration for Teacher Training                                                       |
|                   | Using a Language Learning App to Train Preservice Teachers                                    |                             | The 6 Enduring Principles of Learning: Teaching for Radical Change                           |
| 2 pm–2:45 pm      | One Million English Teachers in China for One TESOL Dream                                     |                             | You Got This: Supporting Adult Learner Persistence Through COVID-19                          |
| 2 pm–3:30 pm      | Teacher's Leadership Through Advocacy                                                         |                             |                                                                                              |
| 2 pm–3:45 pm      | It's in the Syllabus: Creating User-Friendly, Engaging, Student-Centered Syllabi              |                             |                                                                                              |
|                   | Power Restoration: A Culturally and Linguistically Responsive Approach to Student Trauma      |                             |                                                                                              |
| 2:30 pm–3:15 pm   | Your School Can Be a SWEL School!                                                             |                             |                                                                                              |
| 2:30 pm–3:45 pm   | Breaking up With Monolingual Bias in TESOL Through PD                                         |                             |                                                                                              |
| 3 pm–3:45 pm      | Creative Tasks in Elementary School EFL Classrooms in Switzerland                             |                             |                                                                                              |
|                   |                                                                                               | <b>Prerecorded Sessions</b> |                                                                                              |
|                   |                                                                                               | 4 am–4:45 am                | English as a Lingua Franca in Multilingual Classrooms: Meeting the Challenges                |
|                   |                                                                                               | 10 am–10:45 am              | An Inspiring EFL Teaching Experience to NNES Blind Learners                                  |
|                   |                                                                                               |                             | Fostering Preservice Teachers' Reflection in Practice Using Appreciative Inquiry Procedures  |
|                   |                                                                                               | 11 am–11:45 am              | Managing Teaching Practica in Online Settings: A Case Study                                  |
|                   |                                                                                               |                             | Tour the World With English Teaching Forum's "My Classroom"                                  |



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|----------------------------|-------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------|
| 12 pm–12:45 pm             | Finding the Evidence for Evidence-Based ELT                                         | 12 pm–12:30 pm  | Making Microteaching Matter in L2 Teacher Education                                   |
| 1 pm–1:45 pm               | Helping ELs Cope With Test Anxiety                                                  |                 | Narratives of Transformation in Talk About Teaching Demonstrations                    |
| <b>Poster Sessions</b>     |                                                                                     |                 |                                                                                       |
| 12:30 pm–1:45 pm           | Reenvisioning Early Field Experiences in a Teacher Education Program                |                 | Reimagining Through Telecollaboration: Community of Korean and Taiwanese EFL Teachers |
|                            | The 6 Principles as Blueprint: Best Practices for Training ITAs                     |                 | Teacher Professional Identity Aesthetic Depiction: An Art-Based Study                 |
| <b>THURSDAY</b>            |                                                                                     |                 |                                                                                       |
| <b>Concurrent Sessions</b> |                                                                                     |                 |                                                                                       |
| 9:30 am–10:15 am           | Cascading Best Practices to 10,000 Teachers Through Virtual Training Courses        | 1 pm–1:20 pm    | Critical Literacy as a Path to Developing Culturally Sustaining Educators             |
|                            | Language or Disability? ELs With Special Needs                                      | 1 pm–1:45 pm    | A Framework That ENABLES Teacher Learning                                             |
|                            | Unit Planning With a Language Focus in Teacher Education                            |                 | Exceptional ELs: Preparing Teachers to Work With High-Incidence Exceptionalities      |
| 9:30 am–10:45 am           | Engaging Young ELs With TESOL's 6 Principles®                                       |                 | How Coursework and Coaching Affect Teachers' Instruction of ELs                       |
| 11 am–11:30 am             | Onions, Twisters, and Field Trips: (Re)conceptualizing Action Research via Metaphor |                 | Video-Mediated Teacher Reflection for Professional Growth in L2 Education             |
|                            | Preservice Teachers' Conceptions of Responsive Practices for ELs                    | 2 pm–2:20 pm    | Integrating Critical Pedagogy Into Nepal's EFL Teacher Education Program              |
|                            | TESOL Teacher Educators' PD: Challenges, Successes, and Opportunities               | 3 pm–3:20 pm    | Using Virtual Tours to Drive Culturally Expressive Education                          |
|                            | TESOL Technology Standards: A Model for Teacher Technology Preparation              | 3:30 pm–4:15 pm | "But What Does It Look Like?": Supporting Teachers' Humanizing Practice               |
| 11 am–11:45 am             | Motivation and Culturally Linguistically Inclusive Online Instruction               |                 | Engaging Icebreakers and Brain Breaks to Build Community                              |
| 11 am–12:15 pm             | Making Academic Language Culturally Sustaining: Debunking Myths and Misconceptions  | 3:30 pm–5:15 pm | Harnessing Principles of Universal Design to Foster Multilingual Student Engagement   |
|                            | Thinking Like a Teacher: Teaching Toward Habits of Mind                             |                 |                                                                                       |

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| 5 pm–5:45 pm                | Efficacy of an Online MEd TESOL Program for African Students                                 |
|                             | Insights From a Teacher Educator Team in Colombia                                            |
|                             | Preparing Future Teachers for Parent and Family Engagement                                   |
|                             | Social and Emotional Learning: Strategies for The EL Classroom                               |
|                             | Teacher Education for Bi/Multilingual Classrooms: Implementing Resource-Based Approaches     |
|                             | What Is the Future of Teacher Training in ELT?                                               |
| 5:30 pm–6 pm                | Bringing Research Into Classrooms: Adolescent Multilinguals' Language and Literacy Practices |
| <b>Prerecorded Sessions</b> |                                                                                              |
| 10 am–10:45 am              | A Post-COVID Needs Assessment Study for an Effective Online Practicum                        |
| 11 am–11:45 am              | Building a Community of Practice: A Win-Win Experience                                       |
| 12 pm–12:45 pm              | Nationally Recognized Programs Setting the Standard for Assessment Literacy                  |
|                             | The Impact of Certification on Teachers and Student Outcomes                                 |
| 3 pm–3:45 pm                | Understanding A Chinese ESL Teacher's Lived Experience: A Vygotskian Approach                |
| 4 pm–4:45 pm                | The CHAMELEON Approach to Change: Adapting to New Educational Conditions                     |
| 5 pm–5:45 pm                | In-Service Teachers' Views on L2 Research and Pedagogy                                       |
|                             | Linguistic Landscape Activities to Support Critical Multimodality in Teacher Preparation     |
| 6 pm–6:45 pm                | Social Justice: Family and Community Partnerships in TESOL Preparation Programs              |

**Poster Sessions**

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|------------------|------------------------------------------------------------------------------|
| 12:30 pm–1:45 pm | Examining Identity, Language, and Power Through Self-Reflection and Dialogue |
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**FRIDAY****Concurrent Sessions**

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|------------------|------------------------------------------------------------------------------------------------------|
| 9:30 am–10:15 am | Beyond Foreign Trainers: ELT Mentorship in Afghanistan                                               |
|                  | Discussing Representation in Teacher Education Content and Materials                                 |
|                  | English Speaking Nation Uzbekistan: Cascading PD to 15,000 Teachers                                  |
|                  | New Online Learning Opportunities Through LINC S                                                     |
|                  | Roadblocks to Bilingualism: The Experiences of ESL/Bilingual Teacher Candidates                      |
| 11 am–11:45      | Assessing Preservice Language Teachers' Oral Communication: A Rubric Development Project             |
|                  | Deepening Teachers' Critical Awareness Through Dialogue With Indigenous Educators                    |
| 11 am–12:15 pm   | Transformative Teachers Foster Multilingual Literacy Instruction Through Family Engagement Practices |
| 12 pm–12:30 pm   | Being Korean-Language Learners: A Sheltered-Translanguaging Activity for Preservice Teachers         |
|                  | ESL Teachers' Experiences and Professional Identity Development: A Multiple-Case Study               |
|                  | Factors Impacting Student Learning in Vietnamese Tertiary Initial Teacher Education                  |

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| 2 pm–2:45 pm    | <p>Avoiding the Drive-By: Innovative Approaches to Teacher Development</p> <p>EIL Perspectives in Teacher Education: Shifting Students' Thinking</p> <p>Teaching Grammar to K–12 ESOL Candidates: More Than Your/You're</p>                                                                                                                                                                                                                                                                                                                                                   | <p><b>Prerecorded Sessions</b></p> <p>6 am–6:45 am Dogme ELT Comes of Age</p> <p>Teaching Techniques: Guided Observation for the Preservice Teacher</p>                                                                                                                                                                                                   |
| 2 pm–3:45 pm    | <p>Pedagogies to Develop Critical Multilingual Language Awareness With Teachers</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>2 pm–2:45 pm Making Space, Taking Space: Disrupting Predominant White Teacher Education Ideologies</p> <p>Reframing Student Teachers' Cognitive-Emotional Contractions as Tools for Teacher Learning</p>                                                                                                                                               |
| 3:30 pm–4 pm    | <p>Equitable Education for Multilingual Learners With Disabilities Starts With Prepared Teachers</p> <p>Examining Advocacy for ELs Through an Equity Literacy Lens</p> <p>From Time to Task Orientation in Online TESOL Practica</p> <p>Language Teachers' Assessment Education and Practices: A Multiple-Case Study</p> <p>Policy Into Practice: Considering EL Services in Middle Schools</p> <p>Taking the Challenge to Foster Intrinsic Motivation and Learner Autonomy</p> <p>Teacher-Training Needs of Primary EFL Teachers: Perspectives From Various Stakeholders</p> | <p>3 pm–3:45 pm Games for Preservice Teachers: Gamification and ESL/EFL Teacher Training Programs</p> <p>Integrating Critical Multiliteracies Pedagogy in ESL/EFL Teaching</p> <p>4 pm–4:45 pm Social-Emotional Practices for Navigating Adverse Times in English Teacher Education</p> <p>Universal Design to Promote L2 Writing: An Online Approach</p> |
| 4:30 pm–5 pm    | <p>Feeling Power Through Collaborative Dialogue: Teachers' Emotional Resistance and Transformation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Poster Sessions</b></p> <p>12:30 pm–1:45 pm Chinese ITAs' Teaching Experiences at a U.S. College Campus</p>                                                                                                                                                                                                                                         |
| 4:30 pm–5:15 pm | <p>Identity and Global Englishes in Teacher Education: Perspectives and Possibilities</p> <p>Integrating Multiliteracies Pedagogy in Online Teacher Education Courses in TESOL</p> <p>Media Literacy Education and Language Teacher Education: A Natural Convergence</p>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                           |

**VG****VOCABULARY AND GRAMMAR****ON-DEMAND SESSIONS**

Accuracy Matters: Factors Affecting Web-Based Explicit Instruction of Plural Marking

Grammar and Vocabulary Instruction for Young Learners Using Geometric Shapes

How (Not) to Teach the Definite Article in EFL Classrooms

Investigating Spacing Effects During L2 Grammar Practice

Memory, Attention, and Encounters: A Vocabulary Learning Technique

Student Autonomy in Implementing Curricular Goals for Vocabulary

**WEDNESDAY****Concurrent Sessions**

- 10 am–10:45 am Focused Grammar Feedback: Lessons From App-Based Instruction
- Fresh Approaches to Grammar Instruction for Students and Teacher Trainees
- 11:30 am–12 pm Teaching Grammar Communicatively: How the Situational Approach Helps.
- Teaching Self-Editing Skills to Linguistically Diverse Students: An Essential Guide
- 12:30 pm–1:15 pm Pedagogical Approaches to Teaching and Learning Multiword Expressions
- Teaching Strategies Within Semantic Domains
- 2 pm–3:45 pm Selecting, Investigating, and Teaching Vocabulary With COCA

**Prerecorded Sessions**

- 11 am–11:45 am Easy as Apple Pie? Evidence-Based Strategies for Demystifying Idioms

**THURSDAY****Concurrent Sessions**

- 11 am–11:30 am Finding the Sweet Spot: Learners' Productive Knowledge of Midfrequency Lexis
- 11:30 am–12:45 pm Technology Vocabulary Matters: Promoting Equity and Access in Higher Education
- 12 pm–1:45 pm Playful Strategies and Games for Language Acquisition in K–12
- 12:30 pm–1:15 pm A Brain-Based Approach for Acquiring Vocabulary: Movement, Mindfulness, and Music
- Music and Movement: Cheerfully Solidifying Vocabulary in the Long-Term Memory
- 3:30 pm–4:15 pm Grasping the Perfect Tenses Through Multimode Practice

5 pm–5:30 pm

Corrective Feedback Treatment of L2 Learners' Formulaic vs. Nonformulaic Errors

**Prerecorded Sessions**

- 5 pm–5:45 pm Investigating Learner Vocabulary Use Across Different Modes of Production

**Poster Sessions**

- 12:30 pm–1:45 pm Integrating a 3D App for Teaching Vocabulary in EFL Classes
- What's the Story? Teaching Grammar to Adult Learners Through Story

**FRIDAY****Concurrent Sessions**

- 9:30 am–10:15 am Designing and Piloting Role-Plays for Authentic Spoken Grammar
- Developing a Large-Scale Vocabulary Learning Project for Advanced Learners
- Practice More, Prep Less: Quick Ideas That Generate Life-Long Skills
- 4:30 pm–5 pm Present Perfect and Simple Past in L1 and L2 English Speakers

# tesolmembership



Being a TESOL member in Vietnam and the United States is a privilege for me. I have never imagined that I could have learned and grown so much since I started involving myself with service, research, and writing with/for/by/about TESOL members.

—Ethan Trinh

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