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# TABLE OF CONTENTS

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<i>Greetings from SSTESOL</i>	4
<i>Chane Eplin, SALA Bureau Chief</i>	5
<i>FABES Welcome Letter</i>	6
<i>Sunshine State TESOL of Florida</i>	8
<i>In Sincere Appreciation</i>	11
<i>Sponsors - Diamond and Friends</i>	12
<i>Sponsors - Gold and Silver</i>	13
<i>Awards 2020</i>	14
<i>Best of SSTESOL Chapters</i>	20
<i>Best of our School Districts</i>	24
<i>Technology</i>	26
<i>Teacher Education</i>	32
<i>K-12/Dual Language</i>	38
<i>Adult Education</i>	42
<i>EAP/IEP</i>	46
<i>Advocacy/Policy</i>	50
<i>EFL</i>	52
<i>Exhibitors</i>	56
<i>FABES</i>	60
<i>Professional Development</i>	63
<i>Alphabetical List of Presenters</i>	67
<i>Save the Date</i>	82
<i>Notes</i>	83



# GREETINGS FROM SSTESOL

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*Greetings from SSTESOL President*

*Coming Together: Celebrate Florida Consent Decree's 30th Year in  
SSTESOL's Virtual Conference*

To SSTESOL members and colleagues from around the globe, welcome to the 2020 SSTESOL of Florida's First Ever Virtual State Conference. Close to 400 TESOL professionals are in attendance ranging from K12 to adult education educators, district/higher education administrators to specialists and bureau chiefs of the Florida Department of Education. We are delighted that you have decided to virtually spend the weekend with us, in spite of COVID-19's disruptions to our jobs, safety, families, students' well-being, and ourselves.

However, as we navigate through these challenging times as an organization, it is here that we continue to witness the unwavering resolve and spirit demonstrated by SSTESOL educators. It is here where conference attendees engage in conversations about English language policy and education to enhance their knowledge and expertise and deepen their understanding of the Florida Consent Decree. It is here where we prove the uniqueness of SSTESOL where we do extraordinary things, including an opportunity for a forum to access rich virtual professional learning.

The theme of the conference is "Celebrate 30 years of the Florida Consent Decree." Colleagues from the TESOL community have asked me to explain what the Consent Decree means. This is very personal to me because I was in my fourth year of teaching ESOL when the Florida Department of Education mandated the terms of the Decree.

I would say that the Florida Consent Decree is the Department of Education's framework for compliance with federal and state laws regarding the education of ELL students (FLDOE, 2020). In 1990, the State Board Rules incorporated the Consent Decree to set the track for positive changes in English Learner (EL) services and supports. It required ESOL Endorsement Training for teachers of ELLs and mandated changes in College of Education's instructional design and focus (FLDOE, 2020).

In 2020, 30 years later, educators from Florida, across the nation and around the globe will come together to join SSTESOL in celebrating the Consent Decree's 30th anniversary with a celebration party on November 13th. During this evening, we will honor and recognize recipients of awards, grants, scholarships, and outstanding educators. We will also launch the first ebook of the newly minted SSTESOL press. Finally, the evening will close with historical reflections from Dr. Ester DeJong, former SSTESOL President and TESOL International President and director of the University of Florida Teaching and Learning Department. The following day, November 14th, attendees will choose from 130 sessions spanning 11 strands, 17 exhibitors' presentations, and more than 10 invited presenters. We invite you to take advantage of all that 2020 SSTESOL Virtual Conference has to offer.

In closing, I would like to offer a special note of appreciation to Dr. Tony Erben, Conference Chair, Dr. Michelle Ploetz, Program Chair, and Eric Letourneaux, Exhibitor Liaison, for organizing the event. They have worked hard to rise to the occasion, swiftly shifted from traditional to a virtual environment and forged ahead. Thank you for your advocacy and support. Together, as we look to the future, we can continue to reimagine and revolutionize the ESOL leadership systems for a better tomorrow to meet the needs of English learners and their teachers.

Thank you very much.

On behalf of the SSTESOL Board of Directors,

Dr. Arlene Costello, President

# CHANE EPLIN, SALA BUREAU CHIEF



Friday, October 16, 2020



As chief of the bureau of Student Achievement through Language Acquisition for the Florida Department of Education, it gives me great pleasure to extend a hearty welcome to the conference volunteers, presenters, administrators, teachers, parents, and all other participants to the 2020 SSTESOL First Ever Virtual State Conference. All of us are currently facing unique challenges at this time, so I salute your decision and commitment to invest your time in learning more from experts in the field of English language learning.

The theme of this year's conference is 30th Anniversary of the Florida Consent Decree. The state has worked for the past decades to ensure adequate English for Speakers of Other Languages services to the over 290,000 English language learners (ELLs), which is approximately 10% of our student population. We are ranked 3rd in ELL population, and although Spanish is the major native language of these students, our ELLs speak more than 240 different languages. In addition, they come from many different backgrounds, some who have persevered through great challenges. Our diverse population, like so many ELLs across the country, have amazing talents, including more than a few who know two or three languages in addition to English.

Each of our ELLs is special, and we support all of our districts in providing rigorous standards and instruction that will lead to successful college and career learning opportunities. Florida is proud of the fact that our ELLs, like all Florida students, have had a continual increase in graduation rates, but we know that more needs to be done to ensure that we are closing the achievement gap. ELLs are particularly unique in that individualized and differentiated instruction is especially essential for the academic growth of these students. I'm so pleased to know that the conference sessions this year will include best practices from our districts. I am looking forward to those presentations the most!

What you learn here will be so vital in helping to close the achievement gap, which is one of Florida's top educational priorities. We believe that including ELLs in accountability measures will make closing the gap a reality, and will help us transition ELLs to full English language proficiency, a vital part of the state strategic plan. Florida has found that it can best serve its population of ELLs through a comprehensive approach that includes instruction, measurement of progress, and targeted assistance to students. However, we need to help teachers continue the mission by learning and sharing new instructional practices and discovering resources that will support language learning for our ELLs.

We also know that we have to maintain a focus on building relationships with families and encouraging family engagement to support their children's education. Educators must continue to share information with families, and in a language the family understands, so that they understand and support the services that their children are receiving. We want families to know how their child's language development is being supported at school, and how they can stay informed about their child's progress not only in attaining English language proficiency, but also in mastering grade level academic content standards.

It is my sincere hope that as you participate virtually in the conference this year that you are able to glean resources and strategies to improve student outcomes. I believe that we can continue to provide all of our students a world class education so that they will be prepared for the jobs of the future, possessing the critical skills to be able to compete in a global market.

My best wishes for an outstanding virtual conference! I am looking forward to the improved ELL services and outcomes that will result from the implementation of changed practice.

Sincerely,

Chane Eplin  
Bureau Chief  
Student Achievement through Language Acquisition  
Florida Department of Education



# FABES WELCOME LETTER

---



Florida Association for Bilingual and ESOL Supervisors

<https://fabesflorida.weebly.com/>

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---

October 19, 2020

Welcome to the 1<sup>st</sup> Virtual Sunshine State TESOL (SSTESOL) Conference.

SSTESOL is a lighthouse organization advocating educational equity and excellence for English Learners. In the spirit of this year's theme, its leaders have organized a rich platform of speakers, a schedule of professional development opportunities, and an innovative program showcase for you to celebrate the important milestone of the 30<sup>th</sup> Anniversary of the Florida Consent Decree.

On behalf of the Florida Association of Bilingual and ESOL Supervisors, I celebrate your commitment and enthusiasm for professional learning as you venture into the opportunities this conference will provide to network with others, elevate your understanding, and support your work with students.

Sincerely,

*C. Duskin*

Clarissa Duskin  
FABES President



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# SUNSHINE STATE TESOL OF FLORIDA

## SSTESOL HISTORY

When organized in 1975, the genesis of SSTESOL originally was a four state group: Alabama, Mississippi, Louisiana and Florida TESOL. In 1980, this group adopted the name Gulf TESOL and had about 300 members. At the same time, another group with membership focused on Southeast Florida retained the name Florida TESOL and hosted the 1987 TESOL International Convention in Miami Beach.

In 1990, Broward separated from Florida TESOL in the southeast, formed the Broward TESOL Council, and joined Gulf TESOL as its first chapter. The next two chapters to join were Northeast Florida TESOL and Treasure Coast TESOL. By 1995, there were about 450 members in Gulf TESOL. A controversial and unifying issue for TESOL folks in the state in the 1990's was the implementation of the Florida Consent Decree. In 1995, the membership voted to become Sunshine State TESOL, a Florida organization.

In 1997, SSTESOL hosted the TESOL International Convention in Orlando, giving the organization publicity and a financial boost. That year SSTESOL officially defined board member roles and responsibilities. At the same time, the once separate Florida TESOL organization moved to dissolution and Miami Dade TESOL was established as a chapter affiliate; thus, SSTESOL came to represent the entire state of Florida. In October 2000, SSTESOL hosted the Southeast Regional TESOL Conference in Miami.

Also, at this time, the board began work on the development of a strategic forward plan. Organizational development, professional development, and advocacy were identified as three key planning areas. Annually, short- and long-term goals are created and reviewed by the board in these categories.

In 2006, SSTESOL again hosted the TESOL International Convention in Tampa Bay, and in 2010, the Southeast Regional TESOL Conference in Miami., SSTESOL of Florida hosted the SETESOL Regional Conference in Double Tree Hilton in Orlando on November 4 - 9, 2019.

Currently, SSTESOL has eight active chapters. The newest being Southwest Florida TESOL, which formed in 2018. We also welcomed back the Broward TESOL Chapter the same year.

This year's conference marks a couple of firsts for our organization: SSTESOL published 40 Years SSTESOL in Florida Framed by the Past, Acting in the Present, Shaping the Future: A Chronicle of ESOL Advocacy, Research and Practice in Florida, and we hosted our first virtual conference featuring best practices from around the state and the world.

Next year, we look forward to convening once again in Tampa, Florida. Save the date from October 28-31, 2021.

## CONFERENCE TEAM MEMBERS



**Arlene Costello**  
SSTESOL President



**Tony Erben**  
Conference Chair



**Michelle Ploetz**  
Proposal/Program Chair



**Keya Mukherjee**  
Treasurer



**Eric Letourneaux**  
Exhibitor Liaison

# SUNSHINE STATE TESOL OF FLORIDA



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## STATE CHAPTERS

### **Emerald Coast TESOL**

Amany Habib, [ahabib@uwf.edu](mailto:ahabib@uwf.edu)

### **Bay Area Regional TESOL (BART)**

Lillien Tunceren, [tunceren.lillien@spcollege.edu](mailto:tunceren.lillien@spcollege.edu)

### **Central Florida TESOL**

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### **Northeast Florida TESOL**

Catherine Baucom, [baucomc@duvalschools.org](mailto:baucomc@duvalschools.org)

### **Southwest Florida TESOL**

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### **Palm Beach TESOL**

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### **Broward TESOL**

Jennifer Killam, [browardtesol@gmail.com](mailto:browardtesol@gmail.com)

### **Miami Dade TESOL**

Raydel Hernandez, [rherna24@mdc.edu](mailto:rherna24@mdc.edu)

## SSTESOL PAST PRESIDENTS

1975-1976 Carol Cargill

1976-1977 Mary Jane Schenk

1977-1978 Jane Harder

1978-1979 John Rogers

1979-1980 Sheila Acevedo

1980-1981 Judy Judd Price

1981-1982 Pat Byrd

1982-1983 Bob King

1983-1984 Susan McFalls

1984-1985 Jerry Messee

1985-1986 Bill Powell

1986-1987 Edwina Hoffman

1987-1988 Luz Paredes Lono

1988-1989 Randall Alford

1989-1990 Consuelo Stebbins

1990-1991 Yvonne Cadiz

1991-1992 Linda Evans

1992-1993 Sandra Fradd

1993-1994 Nancy Lucas

1994-1995 Allene Grognet

1995-1996 Judy Strother

1996-1997 Pat Ellis

1997-1998 Judy Jameson

1998-1999 Michael Kraft

1999-2000 Marilyn Santos

2000-2001 Sandra Hancock

2001-2002 Katherine Dunlop

2002-2003 Betty Green

2003-2004 Cheryl Benz/Betty Green

2004-2005 Suze Lindor

2005-2006 Jose Carmona

2006-2007 Carmen Morales-Jones

2007-2008 Roger Thompson

2008-2009 Ann Jackman

2009-2010 Cynthia Schuemann

2010-2011 Nora Dawkins

2011-2012 Patricia Grant

2012-2013 Kisha Bryan

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# IN SINCERE APPRECIATION



## Exhibitors

Alphabet Publishing	Walton Burns	wlburns@alphabetpublishingbooks.com
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Cambridge University Press	Jim Goldstone	jgoldstone@cambridge.org
Chopping Budget	Dion Lucas	choppingbudget@gmail.com
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English Learner Portal	Kelly Reid	info@englishlearnerportal.com
ESL Library	Tammy Wik	tammy.wik@gmail.com
Grand Canyon University	Carolina Burdier	Carolina.Burdier@geu.edu
IAP - Information Age Publishing, Inc.	Cindy Reed	Cindy@infoagepub.com
Kendall Hunt Publishing Company	Lynn Steines	lsteines@kendallhunt.com
Language Lizard, LLC	Diane Costa	info@LanguageLizard.com
Outspoken Literacy and LexAmi	Sara Holbrook	sara@saraholbrook.com
Pearson ELT	Malgorzata Jaros-White	malgorzata.jaros-white@pearson.com
Rosetta Stone and Lexia Learning Systems	José Viana	jviana@rosettastone.com
Studica Inc. and Language Tree Online	Kristie Laettner	kristiel@studica.com
Townsend Press	Dolly DePagter	ddepagter@yahoo.com
U.S. Dept. of State English Language Programs	Andrew Shannon	outreach@elprograms.org
Vista Higher Learning	Isabel Tran	itrans@vistahigherlearning.com
Vocabulary Systems, Inc.	Heidi Brumbaugh	heidi@vocabsystems.com
TESOL International Association	Marsha Chan	marsha@sunburstmedia.com

## Proposal Reviewers

Tony Erben, University of Tampa  
Amany Habib, University of West Florida  
Carla Huck, School District of Lee County  
Gilliam Leigh, Escambia County Public Schools  
Eric Le Tourneaux, Valencia College  
Shim Lew, University of West Florida  
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Scott Neyman, IMG Academy  
Ryan Pontier, Florida International University  
Michelle Ploetz, Miami Dade College Hialeah Campus  
Firoza Rasul, Palm Beach County Schools  
Tereza Reed-Vieira, Berlitz  
Mariah Schuemann, University of Miami  
Shannon Solis, Palm Beach County Schools

## Awards Committee

Lillien Tunceren, Chair, St. Petersburg College  
Arlene Baez, Data Recognition Corporation  
Tarro Funches, Canton Public School District, MS  
James Goldstone, Cambridge University Press  
Jane Govoni, University of South Florida  
Renata Pavanelli Pereira, Broward College  
Sherrie Sacharow, Broward College

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Firoza Rasul, Chair, Palm Beach County Schools  
Catherine Baucum, Duval County School District  
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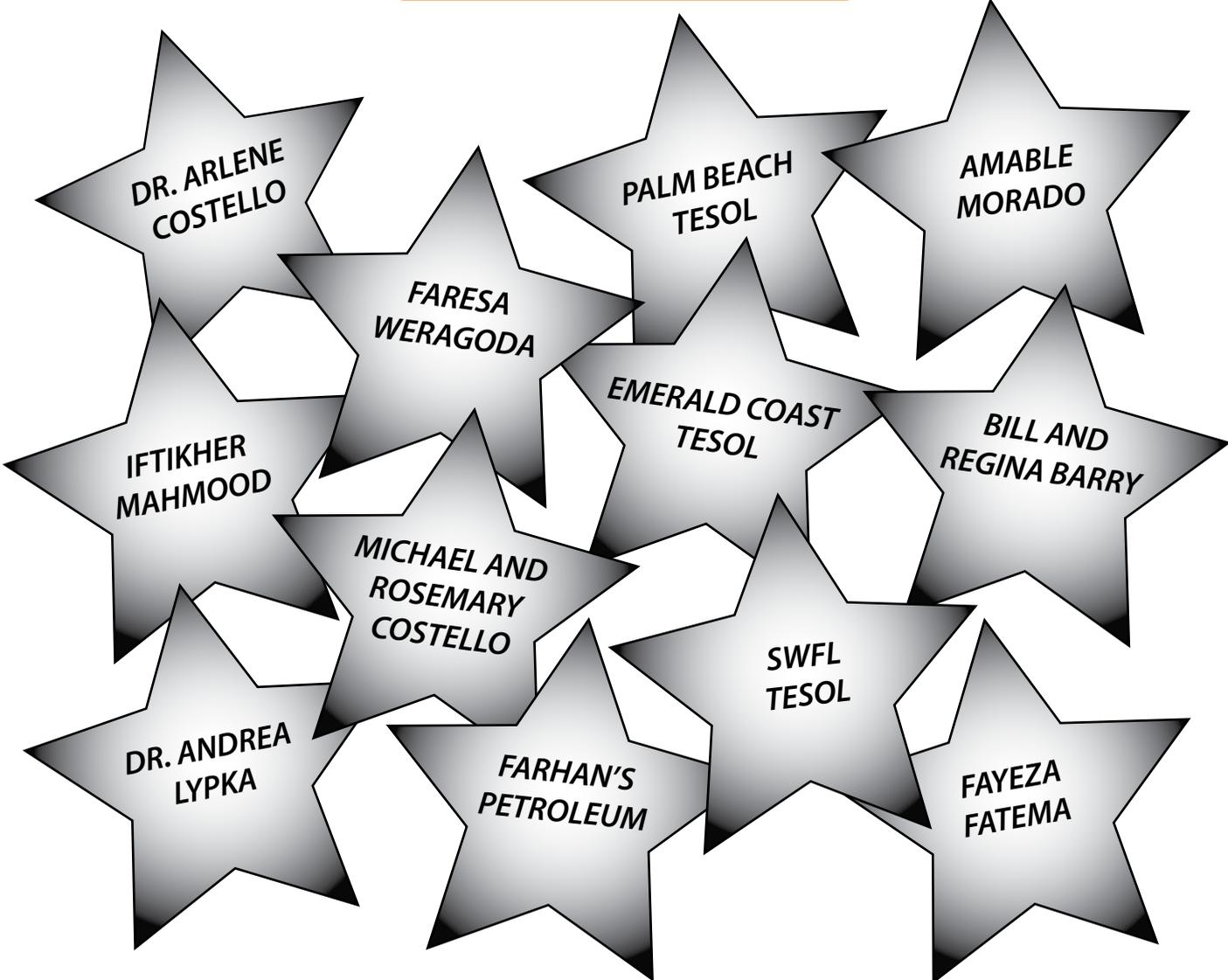
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# AWARDS 2020

## SSTESOL President's Award for Leadership and Service

*The SSTESOL President, in collaboration with the Awards Chair, selects and recommends a recipient for the President's Award for Leadership and Service. The award honors individuals or organizations who have demonstrated commitment, leadership, and innovation to English-language instruction and exhibited exemplary service to further promote and support SSTESOL's vision and mission. 1 Award of \$300.00*

**Dr. Tony Erben**, Professor and TESOL Coordinator, University of Tampa

Dr. Tony Erben is currently a Full Professor of Education, Chair of the College of Education and Coordinator of ESOL Endorsement programs at the University of Tampa. During this time, he has served the ESOL discipline through teaching, research, creative scholarship and service. It is worth noting that he established numerous K-12 partnerships with School District of Hillsborough County Schools in order to ensure quality ESOL practicum experiences for UT preservice teachers which was recognized as and voted as Outstanding by the FLDOE-TPI state accreditors as well as the national accreditation team, the CAEP. He has served English learners in Hillsborough School District in numerous ways for which he was awarded the District Service Award in 2015.

He was President of SSTESOL and also served SSTESOL in different capacities such as Conference Chair for 2016, 2017 as well as the 2020 SSTESOL conference. He established the SSTESOL Press with a Board-approved business model. Dr. Erben has been able to persuade educators from around Florida to write the achievements of the ESOL professional community in celebration of the 40th anniversary of the founding of the organization. Thus, the title of the book which he is editing that will be released in November is Erben, T. (Ed.) (2020) 40 Years SSTESOL: A compendium of ESOL research and practice in Florida. SSTESOL Press. A list of a series of books that he has published and/or edited that focused on teaching ELLs across the curriculum can be accessed here: (<https://www.routledge.com/Teaching-English-Language-Learners-across-the-Curriculum/book-series/ELL>)

## SSTESOL Outstanding Educator Award

*Designed to recognize and honor TESOL/Bilingual Education professionals considered outstanding by their colleagues. 2 Awards of \$300.00*

**Dr. Tony Erben**, Professor and TESOL Coordinator, University of Tampa

That old saying, "When you want something done and done right, ask a busy person" applies 110% to Dr. Anthony Erben, winner of the 2020 SSTESOL Outstanding Educator Award in Higher Education. Dr. Erben, simply and fondly known as "Tony" to most, is Chair of the Department of Education, Full Professor of TESOL and Foreign Language Education, and Coordinator of the ESOL Endorsement Program at the University of Tampa. Besides the incredible scholarship, teaching and mentoring he does in these realms, he devotes endless hours each year to Sunshine State TESOL, working toward the betterment of teacher education practices, in-service professional development, and all aspects of English language teaching and learning, particularly when it comes to cutting edge instructional technologies. Tony has served as SSTESOL president and vice president, chairing the annual conferences in 2016, 2017 and again this year, as SSTESOL's first Virtual Conference Chair. He has also been instrumental in establishing the SSTESOL Press and is currently editing an important volume of collected works: 40 Years of SSTESOL: A compendium of ESOL research and practice in Florida. We congratulate Tony and thank him sincerely for his leadership, friendship, and incredible service to SSTESOL.





**Carla Huck**, ESOL Specialist and ELL Instructional Leader, Lee County School District

SSTESOL is proud to extend the Outstanding Educator in K-12 Education Award to Ms. Carla Huck, ESOL Specialist and ELL Instructional leader in the School District of Lee County. Ms. Huck provides Sheltered Instruction Observation Protocol (SIOP) training and coaching to teachers of Title I schools with considerable English Learner populations. She is a doctoral candidate in the College of Education of the Florida Gulf Coast University, where she also teaches in the department of Curriculum and Instruction. She holds several professional licenses in ESOL K12 and Educational Leadership in the state of Florida in addition to Permanent Public-School Teacher Certificates and School Administration from New York. Ms. Huck has been involved with TESOL for over two decades, presenting her research and practice at local and state conferences as well as the annual convention of TESOL International. She has worked as a curriculum consultant with the Center for Applied Linguistics Education Connections Grant and developed online courses and provided coaching online and in the classroom for Teacher Network. In 2018, she was instrumental in founding Southwest Florida TESOL. This newest SSTESOL chapter has hosted two local annual conferences with more than 300 educators in attendance. Carla works tirelessly on the SSTESOL website and serves as a member-at-large on the executive board. We thank Carla for her generosity with her time and expertise and congratulate her on this well-deserved outstanding educator award.

## **SSTESOL Outstanding Organization/Institution Award**

*Designed to recognize outstanding contributions of K-12 schools and Higher Education institutions.*

*1 Award of \$500.00*

**Learning Empowered**, Dr. Andrea Lypka, Director

For over 45 years, Learning Empowered has united thousands of people to improve lives through early learning, literacy, adult language education, increasing the Tampa Bay community's socioeconomic wellbeing. The Integrated Learning Programs department has provided English for speakers of other languages (ESOL) for the past 20 years, with an average of 265 learners annually. Volunteers, staff, and ESOL instructors provide innovative educational programs that bring intercultural communication and literacy to the forefront of our community's awareness. The primary goal of Integrated Learning Programs is to empower immigrant and refugee students to join U.S. society by assisting adult English language learners (ELLs) to overcome obstacles of trauma, language, and technology through access to English as a second language and citizenship classes. Many ELLs also benefit from the organization's resources, such as Early Learning Childcare, affordable housing support, and referral services. Likewise, the organization enables community members to become more accepting and knowledgeable about the immigrant experience and linguistic and cultural diversity. Integrated Learning Programs are funded as supplemental projects for the school system's adult education programs to reach individuals with evolving English language fluency and literacy skills who are not enrolled in formal classes. ESOL and Citizenship classes adopt an asset-based teaching model that recognizes unique life experiences, cultural and linguistic competences, and the complexity of learning needs. Instructors work alongside students to develop evidence-based, culturally sensitive language teaching practices with and for these adult immigrants who are committed to becoming informed, contributing members of their communities.

## **SSTESOL Arnhilda Badia Scholarship Award**

*Designed to honor an outstanding graduating high school student who has achieved academic excellence while learning English as a second language and plans to attend college. 1 Award of \$500.00*

**Anne Victory-Veillard**, Englewood High School

SSTESOL congratulates Ms Anne-Victory Veillard, winner of the 2020 SSTESOL/Arnhilda Badia Award for a graduating high school senior. Anne-Victory grew up in Haiti and moved to Florida at the age of 15. She attended Englewood High School in Duval County, where she excelled not only in learning English but also in all her courses. She earned straight A's and was invited into the National Honor Society. Anne-Victory has always been fascinated by the "magic of science" and plans to pursue a bachelor's degree in biomedical science at Edward Waters College in Jacksonville starting in January 2021. Congratulations and best wishes in all your future endeavors, Anne-Victory!



# AWARDS 2019-2020

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## **SSTESOL/Dr. Goussakova Scholarship Award \*NEW in 2020\***

*To honor an outstanding adult (18+ years of age) ESOL student who achieved academic excellence while learning English as a second language. Eligibility: Adult education students enrolled in an ESOL, EAP, IEP, or Language Institute (LI) programs in the state of Florida. 1 Award of \$500.00*

**Johan Estrella**, Student, St. Petersburg College

SSTESOL congratulates Mr. Johan Estrella, winner of the 2020 inaugural SSTESOL/Dr. Goussakova Award for an Adult ESOL student. Originally from the Dominican Republic, Johan attended Clearwater and Countryside High Schools in Pinellas County, Florida. Johan is known for his work ethic and talents in the classroom and on the baseball field. He is currently enrolled at St. Petersburg College, majoring in Information Technology and taking the final level in the English for Academic Purposes program to hone his academic reading and writing skills this fall. Congratulations and best wishes moving forward toward achieving your goals, Johan!

## **SSTESOL Graduate Research Award**

*Designed to support graduate studies in the field of TESOL and/or Bilingual Education or related fields. 1 Award of \$250.00*

**Mengfei Liu**, Doctoral Student, University of Florida

## **SSTESOL Mini Grant**

*Designed to provide funding for projects that directly enrich students' language and cultural learning experiences and improve English Learners' academic achievement and language development based on WIDA. 4 Awards of \$250.00*

**Marija Hannen**, Naturalization Navigator, Learning Empowered

**James Culp**, Naturalization Navigator, Learning Empowered

**Mary Quijano**, ESOL Instructor, Literacy Council of Upper Pinellas

**Rachel Thurson**, Graduate Student, University of North Florida

## **SSTESOL Conference Grants**

*Designed to provide financial support for teachers, paraprofessionals, parent liaison, and/or graduate students currently involved in TESOL, TEFL, Bilingual Education, Applied Linguistics or a related field. 8 Awards of \$45.00*

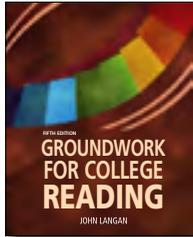
1. **James Culp**, Naturalization Navigator and Citizenship ESOL Instructor, Learning Empowered
2. **Marija Hannen**, Naturalization Navigator and Citizenship ESOL Instructor, Learning Empowered
3. **Mary Quijano**, ESOL Instructor, United Against Poverty
4. **Cristiane Vicentini**, Graduate Student/TA, University of Miami
5. **Christin Guilfoyle**, Undergraduate Student, Ave Maria University
6. **Christina Savvidis**, Graduate Student, University of Central Florida
7. **Zeynep Erdil-Moody**, Recent PhD in SLAIT, University of South Florida
8. **Rui Wang**, Graduate Student, University of North Florida

*For more information on SSTESOL Awards and Travel Grants, please visit [sstesol.org](http://sstesol.org)*

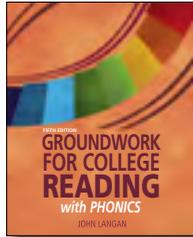
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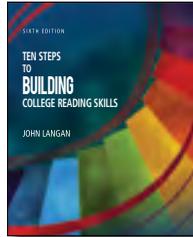
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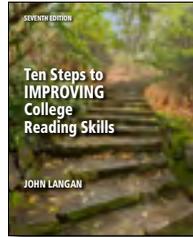
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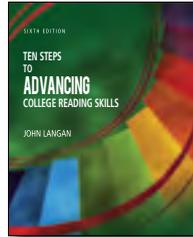
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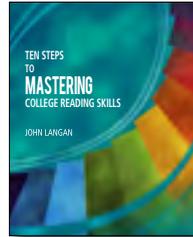
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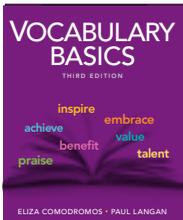


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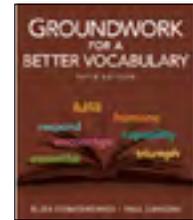


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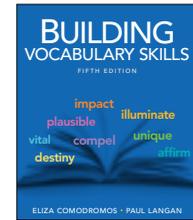
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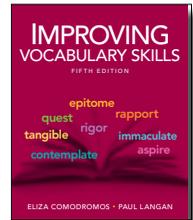
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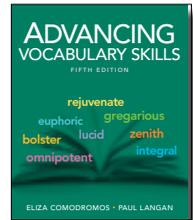
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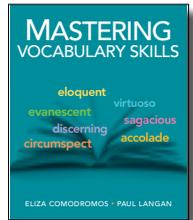
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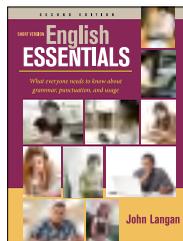


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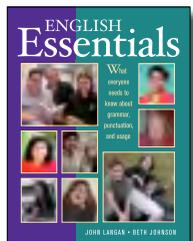


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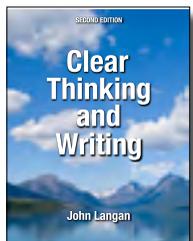
## Our Writing/Grammar Skills Books



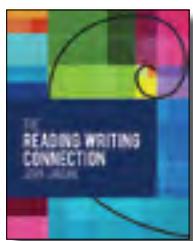
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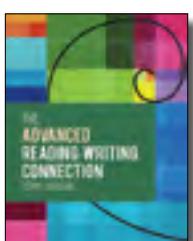
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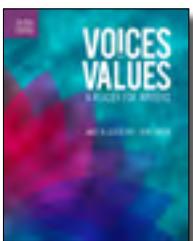
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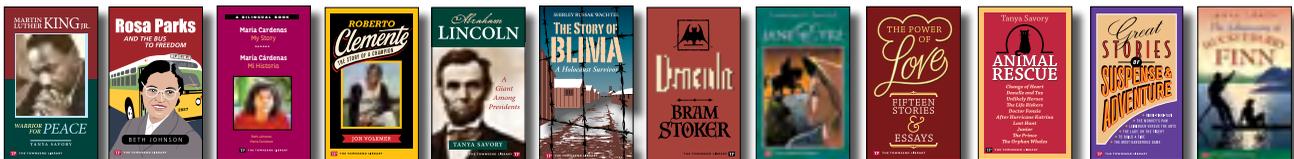
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READING LEVEL  
9-13

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TONY ERBEN, EDITOR



# 40 YEARS SSTESOL:

**A Chronicle of ESOL Advocacy,  
Research and Practice in Florida**

# 40 Years SSTESOL



## 40 YEARS SSTESOL:

A Chronicle of ESOL Advocacy,  
Research and Practice in Florida

SSTESOL  
PRESS

E-BOOK US \$25.00

*Framed by the Past,  
Acting in the Present,  
Shaping the Future.*

Sunshine State TESOL of Florida (SSTESOL) has a lot to celebrate! In 2018, SSTESOL celebrated its 40th anniversary. 2020 marks the 30th anniversary of the Florida Consent Decree and this book marks the foundational publication of the newly established SSTESOL Press. For 40 years, Florida has led the nation in research, pedagogy and advocacy for English Language Learners. The aim of this book is to highlight work in ESOL education that has been carried out in Florida. Contributors are educators from around the state who have made an impact in ESOL education. This edited book includes 14 chapters covering everything from working with students with interrupted schooling, building home-school connections, applying the latest technologies in an era of remote learning to building capacity for bilingual education, advocating for ELLs and approaches that facilitate literacy development.

## Contents

- Ch. 1:** SSTESOL Presidents and the Educational Context of ESOL in Florida: 1975 - 2020  
*Tony Erben (University of Tampa), Katya Goussakova (Seminole State College College)*
- Ch. 2:** Voices from the Sunshine State: Program and Policy Advocates  
*Ryan W. Pontier (Florida International University), Rosa Castro Feinberg (LULAC & FIU), Arlene Costello (Escambia County School District)*
- Ch. 3:** Meandering Through Alachua County: A Scholarly Journey into Florida's Bilingual Education  
*Maria R. Coady (University of Florida)*
- Ch. 4:** Forging Connections: Culturally Responsive Teaching for SLIFE  
*Andrea DeCapua (University of North Florida & MALP LLC)*
- Ch. 5:** Becoming a Teacher-Of-The-Year: My Personal Journey  
*Evangeline C. Aguirre (School District of Palm Beach County)*
- Ch. 6:** Preparing All Teachers: ESOL Infusion and (Un)Intended Consequences  
*Ester de Jong (University of Florida), Eric Dwyer (Florida International University), Mary Elizabeth Wilson-Patton (Nashville State Community College)*
- Ch. 7:** Micro-credentialing of English Learner Teaching Skills (MELTS): Innovative Practices in Digital Badging  
*Kerry Purmensky (University of Central Florida), Joyce Nutta (UCF), Florin Mihai (UCF), Laura Monroe (UCF), Leslie Mendez (UCF), Ying Xiong (UCF Global)*
- Ch. 8:** Accelerated Content-based English (ACE): A Model That Works  
*Cynthia Schuemann (Miami Dade College), Michelle Ploetz (Miami Dade College)*
- Ch. 9:** Social-Emotional Learning and English Language Learners  
*Gina Almerico (University of Tampa), Tony Erben (University of Tampa)*
- Ch. 10:** ELL Literacy Development: What We Know and What We Don't Since Florida's Consent Decree  
*Keya Mukherjee (Saint Leo University), Lin Carver (Saint Leo University)*
- Ch. 11:** A Professional Development Menu for Teachers of English Learners  
*Carla B. Huck (The School District of Lee County)*
- Ch. 12:** Challenges and Promises of Current Technologies in Remote Learning Environments for K-12 ELL Populations  
*Ashlee Cappucci (Hillsborough County Public Schools), Tony Erben (University of Tampa), Cris Vicentini (Miami University), Yulya Williamson (Escambia County School District)*
- Ch. 13:** Building Bridges Between ELL Parents and Schools  
*Regla Sanchez (Pasco County Schools), Monica Alvarez (Hillsborough County Public Schools)*
- Ch. 14:** The Path to Citizenship: A Not So Hard Local Road?  
*Andrea Enikö Lypka (Learning Empowered Florida)*



# BEST OF SSTESOL CHAPTERS

8:20 am

## BEST OF SSTESOL CHAPTERS

5:00 pm

Saturday, 8:20 am  
Northeast TESOL Chapter

### Breaking Down Barriers to Build Relationships

Overcoming various barriers that exist between ESOL families and schools can be broken down through a strategic and deliberate actions of school personnel to build trusting, supportive relationships with families to ensure student success. Participants will learn about the importance of the trusting relationship between ESOL families and schools and walk away with practical strategies and ideas that will help break down barriers and build relationships for student success.

Jan Carlo Del Valle

Saturday, 9:00 am  
Miami-Dade TESOL

### Communicative Language Teaching: from Linguistic Theory to Classroom Practice

The Communicative Approach to language teaching provides authentic and meaningful opportunities for a type of learning that transcends memorization of grammatical patterns and lexical items in isolation. This presentation will provide teachers with the rationale upon which to build practical activities based on the notion of communicative language teaching.

Raydel Hernandez and Sergio Font

Saturday, 9:30 am  
SWTESOL Chapter

### Phenomenal Tips for Classroom Teachers with “Entering” EL Students

Help! I am a classroom teacher with “Entering” EL students! What can I do to help them acquire academic language? I will help you use your current curriculum to create the “Ideal Conversation.” Consider what you would like to hear your students say or write by the end of each week. Use best practices like creating ideal responses using sentence frames or starters, visuals, color-coding, translations, bilingual dictionaries, visuals and Flip Grid. Handouts provided will guide you and your students and can be used in an interactive notebook.

Martha Voorhees, Collier County Schools

Saturday, 10:00 am  
BART Chapter

### WhatsApp for Academic Purposes

This presentation summarizes empirically tested uses of a free messaging application “WhatsApp” in foreign/second language pedagogy and its use to foster student collaboration outside the classroom and as a research data collection tool. This presentation provides practical pedagogical ideas to instructors of language at all levels and also encourages action research/reflective teaching practice.

Zeynep Erdil-Moody, University of South Florida



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



Saturday, 10:40 am  
Broward County TESOL Chapter

Saturday, 1:30 pm  
SWTESOL Chapter

## Supporting the Social Emotional Needs of ELLs Through E-Learning

Students are spending an increasing amount of time connected to the Internet yet disconnected from their sense of belonging. Many teachers have expressed concerns over meeting the social emotional needs of students during this time. Meeting those needs becomes especially challenging when a language barrier is present. This challenge has been cataclysmic in exploring innovative ways to meet the social emotional needs of our English Language Learners. In this session we will explore different ways to meet those needs while establishing a sense of belonging, erasing misconceptions, and empowering our ELLs to reach their fullest potential.

**Melissa Cabrera, Literacy Coach/DLA Teacher-Cooper City High School**

Saturday, 11:10 am  
Broward County TESOL Chapter

## Broward Bilingual/ESOL Parent Outreach Office

During this session participants will learn how the Bilingual Parent Outreach Office offers support, knowledge, and engagement to all ELL families across Broward County Public Schools. This session will describe how the Parent Outreach Office supports immigrant families while integrating into the Broward County Public School system and community. The presenter will share the activities and initiatives the Parent Outreach Office have created to engage non-English Speaking families in their child's education. The session will offer ideas for successfully connecting with ELL families and make them an active advocate for their children's education.

**Mónica Nelsas, Parent Outreach Specialist**

## Supporting Teachers of Language Learners: A Systematic and Ongoing Approach

This session is designed for educators and educational leaders interested in developing sustainable support structures for teachers of English Language Learners, and it will include an outline of one high school's plan to support teachers with Sheltered Instruction Observation Protocol (SIOP) strategies that are research-proven to increase secondary ELL student access to literacy. Participants will be provided with program and activity templates so they have the possibility to implement the modeled strategies in an easy manner.

**Amanda Rose, Assistant Principal at Dunbar High School in Lee County**

Saturday, 2:00 pm  
BART Chapter

## Bridging the Digital Divide: Strategies to Overcome Technology-Induced Inequities in the Classroom

Is there a digital divide in your classes between those who have and those who have not? Today, students need complex technological proficiencies to succeed; yet not all students have access to tech tools. Through this simulation, presenters will illuminate strategies to overcome barriers and facilitate digital literacy. Handout provided.

**Kristen Fung**



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# BEST OF SSTESOL CHAPTERS

Saturday, 2:40 pm  
Emerald Coast TESOL Chapter

## Archaeology in the ESL Classroom: Contextualizing Enduring Understanding

One of the most multidisciplinary fields of study, Anthropology, comprised of both the sciences and humanities, provides educators with an engaging method of delivering memorable content. Anthropology's subfield of study, Archaeology, is ideal for place-based learning and ESL curriculum as archaeological, historical, and cultural heritage are internationally acknowledged and appreciated. This presentation will evaluate and introduce current primary - postsecondary archaeological content and will inform educators about the ways to use archaeology, engage students, and provide them with Enduring Understandings both inside and outside the classroom.

Jen Knutson

Saturday, 4:00 pm  
Emerald Coast TESOL Chapter

## Using Folktales and Global Mythology to Promote Classroom Inclusivity

ESOL/EFL teachers can promote inclusivity of ELs by incorporating engaging global folktales into their literacy instruction. This presentation guides K-12 teachers and higher education instructors through a possible framework for incorporating folktales. By first learning about global mythology, K-12 ELs and their classmates (or ESOL Endorsement college students) can identify similar and dissimilar cultural constructs that reflect their home and classroom cultures. After understanding the transcendent nature of myths, ELs can read different versions of a favorite folktale to make connections among the global versions of these ancient, oral tradition stories. Inclusivity and valuing of all cultures is explored through shared stories and new understandings.

Anna Burnley, Flagler College



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs

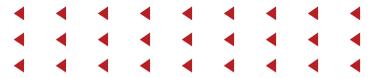


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\*\*\* Based on 2017-18 Conferred Degrees IPEDS data, [nces.ed.gov/ipeds/datacenter](http://nces.ed.gov/ipeds/datacenter)



# BEST OF OUR SCHOOL DISTRICTS

8:20 am

## BEST OF FLORIDA SCHOOL DISTRICTS

5:00 pm

Saturday, 8:20 am  
Miami Dade County Public Schools

### Teaching and Learning In The Time Of COVID-19: Addressing Instructional Needs of Ells During Distance Learning

The English Language Learners (ELL) student population is approximately 17% of the district students' enrollment. As schools closed due to the pandemic on March 13, 2020, the school district shifted to distance learning and through guidance from district instructional staff, Miami-Dade County Public school teachers focused on providing instruction of new content that addressed critical standards rather than focusing on previously taught materials. The overarching goal was to enable progress towards achieving state academic standards and mitigate learning loss. This presentation will elaborate on the district roadmap that included strategies, best practices, family engagement, community resources and effective communication to address the instructional needs of the students.

**Deland Innocent, District Supervisor, Miami Dade Public Schools**

Saturday, 9:00 am  
Collier County Public Schools

### Increasing English Language Learners' Language Development with the Use of Vocabulary Notebooks

This presentation will center on how to create and use notebooks in the classroom with ELLs. Creating labels and adding vocabulary with translation to Word Wall can increase an ELL's vocabulary. Notebooks can also be used as a reference tool and promote family literacy.

**Lisa Ettleman, Avalon Elementary School**

Saturday, 9:30 am  
Hendry County Schools

### Making Cross-Curricular Connections to Maximize Instructional Time with EL Students

In this practice-oriented presentation, we examine how to utilize curricular documents and learning standards to identify opportunities to make cross-curricular connections and increase academic achievement in EL students. The presentation gives an overview of the process to: identify critical content and academic language, connect essential learning's from one content to another, and plan standards based instruction that aligns to both contents. The example theme is the U.S. Civil War as it connects to ELA and History curricula. Participants leave with the steps necessary to apply and implement the strategies to their own curriculum.

**Jenna DeFazio, District Reading Coach**

Saturday, 10:00 am  
Santa Rosa School Districts

### Why Parent Involvement Is One of My Passions

My family lived overseas, and having my own children attend local schools gave me an understanding of what it's like to navigate an unfamiliar school system. Obstacles to parent involvement that we have observed are language, work schedules, and a perception that the ESOL teacher is solely responsible for involvement. Getting the school parent advisory committee involved is key. We developed a pilot event called "Get Connected" together with the school advisory committee, ESOL and military life counselor to increase parent involvement. This presentation will show how others can do the same.

**Katherine Jackson, S.S. Dixon, Primary and Intermediate School/ ESOL Resource Teacher**

Saturday, 10:40 am  
Duval County Public Schools

### Supporting Our Not-So-Limited SLIFE Students

In an interactive presentation, participants will initially reflect on a SLIFE simulation in an applicable secondary classroom. They will then be provided a portrait of the SLIFE population in Florida and the assets that these students bring into the school environment. Strategies will be provided to scaffold such strengths to support the English language and content acquisition of this unique and diverse student population.

**Catherine Baucom, Secondary ESOL Specialist**



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs

# BEST OF OUR SCHOOL DISTRICTS



Saturday, 11:10 am  
Palm Beach County Schools

## Supporting Content Area Teachers with ESOL Strategies

This presentation will focus on ESOL strategies specifically designed to facilitate language acquisition and engagement in secondary content areas. These strategies will help content area teachers and ESL teachers work together effectively in a collaborative setting and will promote equity for English Language Learners. Most importantly, they are easy scaffolds to use and will work with all levels of learners.

Jody Nolf, Jupiter Middle School/ESOL Coordinator

Saturday, 1:30 pm  
Seminole County Public Schools

## ELL Parents School Involvement

This session will highlight parent involvement from the district to the school level. ELL teacher will describe how she brings parents to school and keeps them engaged in their children's education.

Raisa Sifonte and Daianna Pagan-Rivera, Lake Brantley High School Family Connection Center

Saturday, 2:00 pm  
Hillsborough County Public Schools

## Applying ESOL Strategies – A University/District Partnership

This session will discuss the partnership that has been developed between the University of Tampa and various Hillsborough County elementary schools. University students who are majoring in Elementary Education are assigned to work with ELL students and teachers in area schools. At the end of the school day, the university students become the teachers in an afternoon "Language School", where learned ESOL strategies are applied to promote English development for the ELLs – focusing on reading, writing, listening and speaking. This mutually beneficial partnership provides experience for our future educators while providing language support for our young ELLs.

Monica Alvarez, Cannella Elementary and Soraya Kubousek, University of Tampa

Saturday, 2:40 pm  
Santa Rosa School Districts

## Meeting Yearly Progress and Using Leveled Readers

The key to helping ESL students make yearly progress is to target the areas of greatest need and use appropriate strategies to address them. By using WIDA and FSA scores and "dissecting them," we can see where each individual student is struggling and then focus on these skills while in small groups or one-on-one. The most effective thing I have done is to use leveled readers with "Prompts for Text Based Questioning." With this strategy, students focus on specific questions for each text and therefore have a better understanding of what they are reading.

Rachel Chambers, Holley Navarre Intermediate and West Navarre Intermediate/ ESOL Resource Teacher

Saturday, 4:00 pm  
Pinellas County Schools

## Pinellas County Schools: Features of Elementary and Secondary ESOL Instructional Support

Pinellas County Schools ESOL instructional staff developers will present the features of their instructional program model, including EL scheduling, and elementary and secondary EL standard-based supports such as MPIs, leveled question frames, and academic vocabulary routines. During this session, teachers will not only gain insight into the district's model of ESOL support and response to simultaneous teaching but will also understand their own vital roles as ESOL ambassadors at their local schools

Anca Irimie and Lillian Ramirez, Pinellas County Schools



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# TECHNOLOGY

8:20 am

## Technology, Remote and Distance Learning

5:00 pm



### SOFLA: Synchronous Online Flipped Learning Approach

Best practices in online teaching should include the eight steps of the Synchronous Online Flipped Learning Approach (SOFLA), a distance-learning model that most closely replicates actual classroom teaching. SOFLA includes structured, interactive, multimodal activities, both asynchronous and synchronous, that create fertile spaces for teaching and learning online. Participants will learn how to implement each step, and will receive digital resources to guide them in using SOFLA.

Helaine W. Marshall, Long Island University - Hudson Campus



### The Flipped Classroom: Is It Appropriate for All?

Reliance on technology has increased and virtual methods of teaching have become a way of life. Presentation highlights findings from research that aimed to answer the following question: What concerns exist related to the use of the flipped classroom model with students who are culturally and linguistically diverse, those with special learning and behavioral needs, and students who reside in rural areas? Findings revealed promises and challenges for teachers, students, and parents alike.

Amany Habib and William Evans, University of West Florida



### The Challenges and Promises of Innovative Technologies in Remote Learning Environments for At-Risk K-12 ELL Populations

Six fundamental elements of education are considered in this presentation. We call them the 6 As: Availability, Access, Awareness, Application, Assistance, Affiliation. We weigh them here as a means to bridge the ontological divide in hybrid and online learning that many ELLs experience. Specifically, we consider the types of technological considerations educators need to grapple with in order to ensure the academic but also social emotional growth of their English Language Learners.

Ashlee Cappucci Hillsborough County Public School District; Cristiane Vicentini, Miami University and Tony Erben, University of Tampa



### Every Millisecond Counts! Tiktok in Action

This session presents both a theoretical and methodological reasoning for implementing TikTok Application an integral part of language and culture study. In this video presentation, we will demonstrate in detailed steps how to apply social media technologies in creating activities, projects, and learning environments can become user-friendly experiences for students of all levels of instruction. Participants learn how to incorporate social media into their curriculum regardless of their personal method and preferred production language tasks.

Moneera Alsubaihi, Nada Baghdadi and Fatima Raafat, University of South Florida



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## Collegial Collaboration: Ideas to Co-Design and Teach Online Courses

This presentation focuses on the vital importance of collegial collaboration, mentoring and support as teachers have started and continue to teach online. Community college EAP instructors will share ways in which they work together to build course content materials and assessments for online courses at a variety of levels and across all language skills. The overall goal is to provide quality distance learning for English learners and ongoing engaging, creative course design and instruction for teachers.

**Susan Benson and Li-Lee Tunceren, St. Petersburg College**



## Libyan Teachers' Perceptions and Implementation of the Interactive Whiteboard in Language Classrooms

Interactive Whiteboards (IWB) are classroom technologies, supposedly made for creating an engaging learning environment. However, this technology could be both interactive and disruptive depending on some contextual factors. This study examined 15 Libyan teachers' implementation and perceptions of the IWB in Libyan schools. Using thematic analysis, the findings revealed that the majority of the IWB-experienced participants had over-inflated positive attitudes towards IWBs, but they implemented IWBs traditionally because they appropriated it to the traditional teaching methods that they were accustomed to. The IWB-novice participants had a common misconception of IWBs as necessary classroom technologies, without which teachers cannot teach interactively.

**Ali Garib, Iowa State University**



## Promoting Reading Skills in English Language Learners Through Interactive Software Programs

Twenty-first century classrooms present students with unprecedented levels of interactions with texts in various modes. English Language Learners (ELLs) face challenges in acquiring vital reading skills to help them navigate their learning. Computer-based interactive software programs offer teachers the option to supplement classroom instruction with independent reading practice. This presentation summarizes findings of a study conducted with university level ELLs that investigated the effectiveness of an interactive voice recognition software program in promoting reading skills.

**Reginald D'Silva, University of British Columbia**



## Utilizing Technology for TESOL-Infused Content Instruction

Technology can narrow the gap for English language learners (ELLs) to achieve content learning objectives. Content area learning can be a challenge for all learners regardless of their language ability. In addition to language demands, content-specific vocabulary, unfamiliar background knowledge, and new academic ways of thinking can pose additional challenges in math, science, social studies, and language arts. Integrating technology in both classroom and remote learning settings can create a more inclusive classroom through interactive learning experiences that foster connections. Attendees will learn how to integrate technologies in their learning communities and will receive a resource packet.

**HwanHee Song, University of North Florida**



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# TECHNOLOGY



## 10 Interactive Activities for Synchronous Online Teaching

Are you looking for engaging ideas for your live online classes? Attend this presentation to discover several interactive communicative activities you can adapt for your online (synchronous) classes. Skill areas: listening, conversation/fluency-building, grammar, vocabulary, reading and writing. For elementary, junior high, high school, university, and adult teachers.

**Ryan Detwiler, MiraCosta College**



## Student Reflections in the Time of Corona: A Means to an End!

Teachers nowadays use student reflections, particularly on learning, as a means to enhance teaching. In this workshop, the presenters are going to share with the participants some methods to collect student reflections and how they can be used to promote active participation in online/remote classes, to, hopefully, improve student writing, and to enhance the learning process at large.

**Laila ElSerty and Amira ElSerafy, The American University in Cairo**



## How to R.I.S.E. Above the Challenges of Remote Instruction

Teaching virtually during a pandemic requires expertise, common sense and grit. In this session, the presenter will share both her challenges and successes in teaching ELLs online during COVID-19. Participants will learn how to rise above the daunting combined task of hybrid teaching - classroom and online - by implementing systematic, fun, highly engaging and authentic instructional practices through R.I.S.E (Reinventing Instruction for Student Excellence). The presenter will also share her deliberate approach in integrating SEL (Social Emotional Learning) in her ESL instruction that helps promote positivity and minimize burn out and frustrations for both teacher and students. Find out how this presenter ensures that her ELLs are not left behind.

**Evangeline Aguirre, School District of Palm Beach County**



## Negotiation of Meaning in Telecollaboration: A Case Study of Adult ESL Learners

Collaboration among language learners is fundamental for their language development. Telecollaboration and the opportunities it provides for negotiation of meaning, scaffolding, and communication strategies are even more critical now during the pandemic-instigated shift to distance teaching. This presentation will discuss the results of a case study exploring the interaction patterns between adult ESL learners during a synchronous collaborative problem-solving task.

**Zeynep Erdil-Moody, University of South Florida**



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



# English Learner Portal



Engaging Immigrant & English Learner Families in a Virtual World



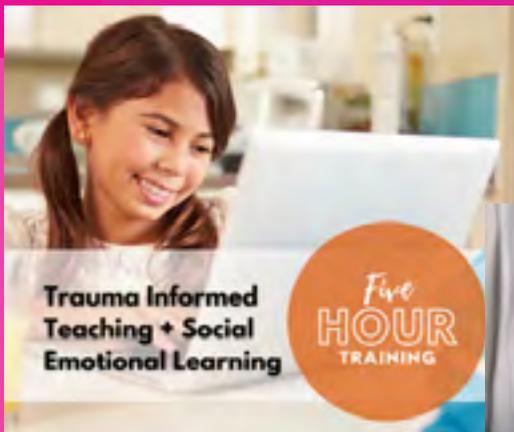
Leading in High English Learner Enrollment Schools



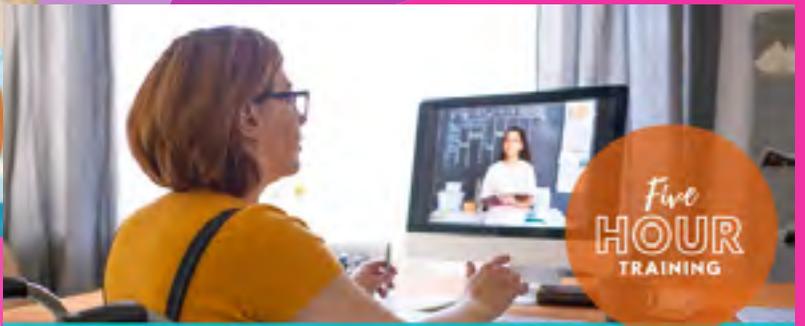
Online Language & Literacy Development for English Learners



Developing Reading with Long Term English Learners



Trauma Informed Teaching + Social Emotional Learning



## Delving Deeper



# TECHNOLOGY



## Resources for Making Texts Accessible for Second Language Learners

Second language learners' access to texts can be enhanced through the use of digital resources. This interactive session will explore text to speech, summarizing, readability, translation, and reading comprehension digital resources to support student learning. Use your mobile device and explore with us!

**Lin Carver and Keya Mukherjee, Saint Leo University**



## Teachers' Perspective of Using Virtual Classrooms to Teach Young Children in Light of 2030 Saudi Vision

Educational technologies are fast becoming a key instrument in classrooms, and students may benefit from the use of virtual classrooms because the world is now suffering from COVID-19. In many places, including Saudi Arabia, schools have been closing until it is safe to reopen them. The purpose of this study is to explore the K-12 teachers' perspective of using virtual classrooms to teach young children in the Kingdom of Saudi Arabia in light of 2030 Saudi Vision.

**Moneera Alsubaihi, Arwa Alazwari and Intisar Alawthah, University of South Florida**



## Coping with COVID-19 Book Club: Learning and Practicing the Science of Happiness

Celebrating the META Consent Decree and continuing to advocate for EL's, let's also remember that teachers need care and guidance in their own life journeys, particularly in these anxiety-ridden times. Come hear about our experiences creating and sustaining a non-fiction virtual book club focused on ways to increase attention, happiness, balance, and flow. Attendees receive a handout with suggested research-based books, ways to form a club, and uses of Zoom as a safe meeting space.

**Li-Lee Tunceren, St. Petersburg College and Janet Zadina, Brain Research and Instruction**



## Establishing Rapport with Language Learners in the Online Classroom

Strong rapport between students and teachers is crucial to the academic success of all students, even more so when those students are also English language learners. During this session, the presenters will discuss the importance of building a strong connection with the English Learners in the classroom, and strategies educators can implement to facilitate the process of building rapport when teaching face-to-face and online.

**Joyce Tardaguila Harth and Rachel McGee, Southeastern University**



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## Integrating Speaking and Listening in the New Virtual World

In this session, the presenters will justify embedded listening and speaking instruction within the ELA curriculum to increase academic vocabulary proven to benefit ELL students in all content areas. Then, the presenters will provide practical strategies for lessons designed for both in-class and online platforms in response to COVID-19 and “the new normal”. They will also take away practical strategies and technology tools for speaking and listening activities to use in face-to-face or online environments. Additionally, participants will see these strategies and tools utilized in a complete ELA unit designed for the new virtual environment.

**Doris Young and Sarah K. Roberts, Polk County Public Schools**



## How to Create Engaging Content Online for Adult ESL Learners

Remote teaching is different than creating an online course. This presentation will show how to scaffold and present materials to students online to help engage, encourage, and inspire them to produce quality work that promotes technological literacy and English language skills. Creating clear instructions in an engaging way is important especially for the second language learner. By using the online environment, instructors can create a theatrical stage to demonstrate to the new age student!

**Robyn Socha, Full Sail University**



## Online Pedagogy – It’s Not Just Tech Tools!

Participants learn how to create fertile spaces for learning online by implementing the framework of the 4 E’s, consisting of these stages: (1) providing EQUITY for student ACCESS to curriculum, instruction, and assessment; and (2) adding ENRICHMENT to foster integrative and intrinsic MOTIVATION; (3) leading to ENGAGEMENT generating active PARTICIPATION in learning; and (4) resulting in EMPOWERMENT leading to OWNERSHIP of the learning experience. Sample activities for each stage are provided.

**Helaine W. Marshall, Long Island University - Hudson Campus**

**Florida Sunshine State  
TESOL**

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**TAMPA**  
October 28th - 30th, 2021



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# TEACHER EDUCATION

8:20 am

## Teacher Education

5:00 pm



### The Florida Consent Decree and Higher Education: Where Did the ELL Expertise Go?

Over two decades, an ESOL Infused model has existed in Florida's institutions of higher education. In this presentation, we examine the impact of the Infusion approach. Specifically, we argue that this model has resulted in marginalization, confoundment of expertise, and Englishization in teaching our multilingual/multicultural students, resulting in deprofessionalization of our expertise.

Ester de Jong, University of Florida; Eric Dwyer, Florida International University; and Mary Elizabeth Wilson-Patton, Nashville State Community College



### Applying Language Principles in the K-12 Mainstream Classroom

In this session, the focus will be on real-life classroom scenarios based on the branches of applied linguistics, which is part of most ESOL training programs. An understanding of phonology, morphology, syntax, semantics, and pragmatics is essential in supporting the language needs of English learners (ELs) in the mainstream classroom. Research shows that knowledge of these five areas enables teachers to create effective lessons for students from diverse cultural backgrounds and varying English proficiency levels.

Jane Govoni and Cindy Lovell, University of South Florida



### Navigating TESOL Classrooms into the Future with Telecollaboration: TESOL Candidates' Perspectives

This presentation explores how virtual exchange can be incorporated into the P-12 school curriculum and how to identify support teachers may need when implementing a virtual exchange lesson. TESOL Teacher candidates collaborated with their global partners in planning lessons and chronicling field notes on student engagement. Candidates' reflective journals and student interviews were used to collect data for this study. Practices and challenges in incorporating virtual exchange into the standards-driven classrooms are explored and discussed.

Ching-Ching Lin, Touro College



### Challenges of Using a Blended Learning Approach: The Case of a Flipped Classroom in a Language Teacher Education Programme

In this presentation, we will discuss the results of a study that explores the challenges that teacher trainees faced during the implementation of a flipped classroom approach. The results show that the participants perceived flipped practices as innovative and beneficial for their learning. However, their responses also revealed that the autonomy required from them and more responsibility for their own learning were particularly challenging because of their lack of familiarity with the approach and their past learning experiences rooted in traditional teaching.

Edgar Emmanuell Garcia-Ponce, Irasema Mora-Pablo, and M. Martha Lengeling, Universidad de Guanajuato



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## **“They Know I Understand”: Teacher Knowledge and Rural Secondary English Learners**

Although a relatively smaller number of Spanish-speaking English Learners (ELs) attend rural schools, there remains a dearth of research on what constitutes a teacher knowledge (TK) base to support EL learning. Celebrating 30 years of the Florida Consent Decree, this presentation addresses rural teachers’ work with secondary ELs by unraveling what rural secondary teachers know and do to support ELs, and the role of place in instructional practice. A four-dimensional model of TK is presented.

**Nidza Marichal, University of Florida**



## **Becoming a Culturally Responsive Teacher: Beginning with Your Cultural Autobiography**

Quality education for students from culturally and linguistically diverse populations is at the heart of equity and culturally responsive teaching. But where do teachers begin? Becoming a culturally responsive teacher requires you to first take a look inward to identify your own cultural lens. Whether you are a teacher in training or an experienced educator, this session is for anyone who have never created a cultural autobiography! (Laptop or iPad recommended)

**Abigail Fuller, Ave Maria University**



## **Mathematics Learning: Instructional and Assessment Considerations for Teachers of EL’s and Special Education**

English Learners, as well as students with special needs, benefit when practitioners understand the cognitive and academic demands of mathematics and the interaction with the cognitive-linguistic demands of learning English simultaneously. Participants will develop a broader understanding of three components of mathematics-learning related to planning lessons and designing assessments for EL’s. The considerations presented help to obtain a more complete and accurate profile of individual students’ math learning.

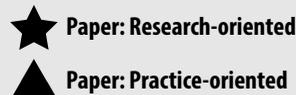
**Samuel Rodriguez, St. Joseph’s College - Suffolk**



## **What Can Brain Research Tell Us About Teaching English as a Second Or Foreign Language?**

Brain research should be utilized more in the field of TESOL. Bibb (2010) argued that neuroscientists can help educators by explaining to them “the mechanisms and molecular underpinnings of cognition at the synaptic and circuit levels to say something about which processes contribute to cognitive enhancement” (as cited in Doyle, 2015). In this presentation, we are sharing the findings of brain research on pedagogical practices that can help students learn more effectively.

**Mohamed Yacoub, Florida International University and Omar Yacoub, Indiana University of Pennsylvania**





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# ENGLISH LANGUAGE PROGRAMS

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- **Professional Development:** Gain deeper experience conducting teacher training, developing resources, and organizing conferences
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## *Who are we looking for?*

- TESOL educators with experience and demonstrated commitment to teaching ESL/EFL
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## Exploring and Expressing Beliefs about Educational Technology in Second Language Teacher Education

Second/foreign language (L2) teachers' beliefs about educational technology (ET) influence how ET is employed in L2 education. This presentation describes a study in which doctoral students expressed beliefs regarding ET use by creating videos promoting different types of ET in L2 education. Discoveries indicated the participants believed teachers should keep up with ET developments and ET use should focus on learning objectives and the needs of L2 learners. Implications for research and practice are discussed.

Patrick Mannion, University of South Florida



## Case Study of Three Teachers' Perspectives on Supporting ELLs with Learning Disability

ELLs and ELLs with disabilities are complex cases that need holistic methods of support. This presentation will provide practical strategies to support English learners, including those with disabilities, to enhance academic achievement, foster positive student/teacher relationships, and increase collaboration and support among teachers. During the workshop, participants will learn effective strategies from three current K-12 public classroom teachers in the field who have experienced success supporting ELLs and ELLs with learning disabilities in physical, remote, and hybrid classrooms.

Georgina Rivera-Singletary, Keya Mukherjee, Cheryl Shamon, Laura Dolatowski, Rosanna Martinez, and Eloy Rohrman, Saint Leo University



## Pre-Service Teachers' Perceptions of Creating Their Cultural Autobiography and Teaching Diverse Students

This qualitative case study explored pre-service teachers' perceptions of creating a cultural autobiography at a southeastern university. Eight pre-service teachers participated in an initial survey and three- all White females- were selected for further questioning. Three themes emerged- meaning, need, and relevance. All participants agreed that completing the cultural autobiography was meaningful to them as future educators. Results showed pre-service teachers exhibited high expectations, valued teacher-student relationships, and considered cultural needs when planning instruction.

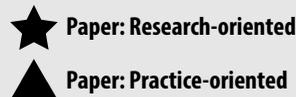
Abigail Fuller, Ave Maria University



## Using Critical Incidents in Teacher Education Programs: From Reaction to Reflection

This presentation discusses how nine student teachers in a B.A. program in English Language Teaching (ELT) in central Mexico reflected on critical incidents that occurred while they were teaching for the class "Analysis of Teaching Practice". The main objective of this study was not only to help student teachers identify those events that have had an impact on their teaching practice, but also to know how to interpret those critical incidents to understand their current teaching.

Irasema Mora-Pablo, Edgar Emmanuell García-Ponce and M. Martha Lengeling, University of Guanajuato





# TEACHER EDUCATION



## Rethinking TSL Endorsement Courses: Preparing Citizens and Advocates

Preparing mainstream teachers to serve Emergent Bilinguals (EBs) has new urgency in a nation that has adopted an aggressive stance against immigrants and minorities. Along with knowledge and practice about working with EBs in the classroom, teachers must prepare to become informed citizens and advocates for change. We share course revisions in an infused endorsement program that emphasize immigration history and policies, the power structures that dictate policies, and engagement with advocacy organizations

**Teresa Lucas, Ryan Pontier, and Renata Pavanelli, Florida International University**



## Intercultural Competences in Teaching: Key Research Findings from University Faculty

The multicultural nature of the U.S. student population calls for a careful examination of university-level faculty readiness to support the needs of culturally diverse students. The purpose of the presented research project is to explore faculty preparedness to teach culturally diverse national and international students. During the presentation, analysis of survey data revealing faculty intercultural competency will be examined and discussed in the context of future faculty training initiatives.

**Iona Sarieva, Keya Mukherjee, and Victoria A. Anyikwa, Saint Leo University**



## Changing Teacher Beliefs Via Reflective Tasks in Pre-Service Teacher Education

Teachers' beliefs and assumptions about language learning and teaching are fundamental for their professional development, yet the coursebook-oriented teaching approach in pre-service teacher education programs fails to challenge them. This presentation will discuss the implementation of three reflective tasks to encourage pre-service L2 teachers to challenge their beliefs via self-reflection and peer collaboration.

**Zeynep Erdil-Moody, University of South Florida**



## Deepen Learning with PBL Virtual Field Trips

Virtual field trips allow students to explore essential questions, discover answers, and deliver unique projects through "net quests" that blend Project-Based Learning and Content-Based Instruction. Participants follow models to create their own to develop students skills in accessing information from the virtual world and honing collaboration skills with other students on projects. By the end of the workshop, participants will know how to create virtual field trips for their students.

**Frederic Bernal Lim, St HOPE Leadership Academy**



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## **“It’s like fuel”: Educator Collaboration for English Learners in Rural Schools**

Rural schools in the United States (U.S.) face an increasing number of English learners (ELs) who have different learning needs than their native English speaking peers. Place--in our case rurality--shapes how educators collaborate to support EL student learning. Noting the influence of the Florida Consent Decree on EL teacher education, this presentation examines how educators in one rural school district engaged in transformative collaboration to improve EL student learning during a multiyear PD program.

**Drew Long, Hamed Shafiei, and Riya Chakraborty, University of Florida**



## **Supporting Appropriate Programming Through Project-Based Learning Research in K-12 Contexts**

Project-Based Learning (PBL) provides English teachers with effective ways to integrate language learning, content learning, and real-world skills through engaging activities. Despite growing international interest in PBL for language teaching, gaps exist between K-12 schools and TESOL research initiatives. Analyzing over 40 PBL articles systematically via the Linguistics and Language Behavior Abstracts (LLBA) and ERIC databases revealed trends in K-12 PBL research and research gaps. Field-tested PBL activities useful for ELL contexts will be shared.

**Jeanne Beck, Gulbahar Beckett, and Ali Garib, Iowa State University**



## **Emergency Transition to Online Learning in Mexico: ELT University Students’ Perceptions**

Due to the pandemic, universities were forced to adopt a ‘reactive’ rather than a ‘proactive’ stance to continue education. This presentation reports on the experiences of students in an ELT program in Southeastern Mexico while transitioning from traditional learning environments to online learning platforms. First, the university’s reactive measures are described. Second, students’ perceptions and experiences navigating the new online platforms are discussed. Finally, implications and considerations for language teaching preparation programs are provided.

**Deon Victoria Heffington and Vladimir Veniamin Cabañas Victoria, Universidad de Quintana Roo**

**Florida Sunshine State  
TESOL**

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**TAMPA**  
October 28th - 30th, 2021



**Teacher Education**



**Technology/ Other**



**Paper: Research-oriented**



**Paper: Practice-oriented**



**Workshop/Demo**



**Panel Discussion**



**Roundtable**



**Exhibitor**



# K-12/DUAL LANGUAGE

8:20 am

## K-12/Dual Language

5:00 pm



### Resources for Successful Collaboration and Co-teaching

The role of the ESL teacher is changing. Now more than ever, collaboration is key to student success. Join our co-teaching team as we explore approaches, strategies and best practices for supporting English Learners in the mainstream classroom (both brick and mortar and virtual) through the integration of content and language. Let's collaborate to create inclusive environments for ALL students!

**Allyson Caudill, Ashley Blackley, and John Cox, Wake County Public Schools**



### LAF-ing in Class: Picture Books for Interactive and Culturally Responsive Teaching

In this presentation, participants will become familiar with the development and application of Language Acquisition Friendly (LAF) activities for ELLs that stimulate critical and creative thinking through the use of contemporary and classic picture books. The activities help teach language while promoting interaction, motivation, engagement, and critical thinking. The use of picture books as authentic language materials, and how they can be a method for delivering culturally responsive teaching both in person and remotely will be explored.

**Aixa Perez-Prado, Florida International University**



### The Importance of ESOL Students' Mental Health Awareness

This topic in the Google Slides format was developed by three Pine Forest high school ESOL teachers for the purpose of identifying, discussing, explaining, and offering solutions towards the current social-emotional-mental issues that our ELL students face on regular basis both at home and school environments. Agenda consists of defining Mental Health, signs of MH issues in our students, offering strategies that support MH, impact on teachers and students, and developing effective and consistent MH program.

**Yuliya Williamson, Pine Forest High School**



### Introducing the WIDA ELD Standards, 2020 Edition

Come learn about the big ideas behind the 2020 Edition of WIDA ELD Standards, including key features of design, navigation, and implementation. You'll hear about the updated Key Language Uses, Language Expectations that bring content and language together, language functions and features, grade-level-cluster Performance Level Descriptors, and annotated language samples.

**Fernanda Marinho Kray and Margo Gottlieb, WIDA**



### Reading Strategies: Notable Differences for ELLs

Many commonly employed reading activities and strategies require modifications for ELLs. This workshop will suggest modifications to make a series of well-known reading activities and strategies commonly used for native English speakers more comprehensible. WIDA Can Do Descriptors will be used to illustrate why those changes are needed. Participants will leave the session with a list of reading activities and strategies with appropriate modifications noted for ELLs at a variety of proficiency levels.

**Lynda Franco, Pasco County Schools**



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## Help Them Catch Up; Advocating for Dual Language Instructional Models

Learn the facts about the only FLDOE-endorsed ESOL instructional model that consistently closes, even surpasses, the academic achievement gap plaguing many of our students. Understand how you may help implement and expand DLI in your school and district. With demand growing from upper-income English monolingual parents seeking enrichment for their children, how can we advocate to leadership on behalf of our ELL's to catch up with the rest of the country?

**Geri Chaffee, PDO.org**



## Linguistics for K-12 Application

This presentation is specifically designed for faculty and preservice candidates in Teacher Preparation Programs and personnel in K-12 school districts involved with ESOL trainings.

**Jane M. Govoni and Cindy Lovell, University of South Florida**



## Modifying Instruction so ELLs Can Access Grade-Level Text in Elementary Classrooms

This session presents an instructional procedure for teachers to follow which will allow ELLs at all proficiency levels to access grade-level text in elementary classrooms.

**Lynda Franco, Pasco County School District**



## Integrating Reading Writing and Speaking to Improve English Communication Skills

Every teacher needs to embrace their role in laying out the welcome mat for students learning English as an additional language and for native speakers who need extra support in gaining confidence in language and literacy. By using a consistent lesson process (Gr.1-8) that integrates reading, writing and public speaking within a digital format, students and teachers can enjoy being engaged and enriched in either a classroom or virtual setting.

**Sara Holbrook and Michael Salinger, Authors**



## Basic Strategies in Reading, Writing, Speaking and Listening for English Language Learners

This workshop will place participants in the shoes of an English Language Learner in order to build an awareness of their needs within the listening, speaking, reading and writing language domains. Participants will utilize an Instructional Strategies Guide created to support WIDA's mission, vision and Can-Do philosophy, in order to identify strategies to plan and deliver effective instruction to ELL students of varying proficiency levels.

**Sharon Munoz and Alith Casey, Lake County Schools**



## 6 Steps to Making Complex Text Accessible to ELs

How can we make complex, grade-level text accessible for our neediest learners? How do we prepare them for the demands of content-specific academic language? Join us as we model our 6-step procedure for analyzing complex text to increase accessibility and boost student comprehension. Through pedagogical scaffolds and text engineering, we can meet the needs of ALL students.

**Allyson Caudill, Ashley Blackley, and John Cox, Wake County Public School System**



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor

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**Transforming Learning for Students with Limited/Interrupted Formal Education (SLIFE): The Hidden Challenge**

After exploring the hidden challenge of formal education for SLIFE, I consider how this can be best addressed in the context of education today. I provide examples of projects, designed to develop not only the literacy and linguistic skills of SLIFE, but also their familiarity with decontextualized school-based tasks and associated academic ways of thinking. I also consider how teachers can implement and adapt such projects, depending on how instruction is conducted (in-person, hybrid, online).

Andrea DeCapua, MALP LLC



**Promoting Equity Through Online Language Learning**

This research focuses on the experiences of Syrian women refugees studying English online. Nine participants shared their stories during the eight-week course. They highlighted their struggles learning English and discussed how online learning has helped them improve and become better language learners. Implications for creating equitable learning opportunities are discussed.

Alia Hadid, University of Rhode Island



**Leveled Versus Authentic Texts: The Vocabulary in Middle School Science Electronic Articles**

The purpose of this small-scale study is to unveil the richness of science vocabulary in leveled versus authentic digital articles catered to middle school learners. The findings of this study suggest that for middle school students to understand the content included in leveled and authentic digital texts, they need to know not mere few hundred words, rather many thousands of word-families.

Rebeca Arndt, University of Central Florida/Pasco SD



**Innovative Instruction: Creating an Appropriate ESOL Learner Profile**

Co-planning is critical to delivering high quality lessons for ESOL students across the general education classroom. In core content classrooms, a majority of lower level ESOL students struggle in key areas. This session will guide participants through a co-planning process between an ESOL Specialist and content area teachers to craft an ESOL Learner Profile. This profile will yield single student focused Instructional recommendations to support the ESOL student and help them grow towards language proficiency.

Scott Neyman, IMG Academy and Dina Neyman, Neyman Educational Consulting



**Developing ESL Students' Essay Writing Skills in Writing Workshops**

Oftentimes, ESL students struggle to write essays, which is undoubtedly a complex form of writing. Writing workshops have proven to be an excellent facilitating tool for the development of ESL students' essay writing skills. Writing workshops not only scaffold students' writing development, but also help them to become independent writers. This presentation will offer key insights in how to effectively conduct engaging and constructive writing workshops that enhance students' writing competence.

Lyudmila Belomoina, Illinois State University



**Learning Vocabulary by Explicit Teaching vs. Learning It by Reading**

The author will present evidence that intensive reading alone is not the only way or the most effective approach to learn and acquire vocabulary in a second language. He will demonstrate how different explicit strategies for teaching vocabulary can enhance the vocabulary range on ELL learners.

Orestes Vega, Miami Dade County Schools



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# ADULT EDUCATION

8:20 am

## Adult Education

5:00 pm



### Engaging and Empowering Parents of English Learners in a New World

Immigrants with children bring a wealth of parenting strengths to the United States. They bring with them strong cultures and traditions they have depended upon for millennia. They, as all parents, dream of passing them on to their children. Sadly, upon arrival in this new land, and even more so in these trying times, parents find that their role is greatly diminished. They feel like they no longer know how to be the parent they dreamed of being to their children. Helping them to become educated was part of their dream in coming to this country but to many, it has ended up being truly a nightmare. As teachers, we often hear the mantra, “Get parents involved!” “But how?” we ask. In this presentation, we will share three tools for engaging parents in this new and changed landscape. Participants in this session will explore the three key intersectional points where teachers and parents join together, no matter the setting.

**Phillip Anderson, Florida Department of Education, Bureau Chief Adult Education and Pamela Jo Wilson CBC**



### Transition Through Online Learning in a Medium, Faith-Based ESL Program

Are you currently (unexpectedly) teaching online? If so, you’ve encountered unexpected challenges, but also unexpected opportunities. The presenter will describe the transition from on-site to online classes in a medium, faith-based adult ESL program, including a description of the student and teacher populations, exploration of potential resources, implementation plan, and secondary outcomes. Implications for practitioners are that small, contiguous steps which support student and teacher engagement, and inclusive design are “a rising tide which lifts all boats”.

**Susan Russo, Southside Baptist Church**



### Preparing Nurses Applying for Registration in Florida for OET [Occupational English Test]

2020 will be remembered as the year of COVID-19 but it is also the year that the Florida Board of Nursing accepted the Occupational English Test (OET) as a means for foreign-trained nurses to prove their level of English as part of their registration process. This workshop will demonstrate how teachers can quickly upskill to support nurses who will want to prepare for this profession-specific test to achieve the grades they need.

**Rebecca Bush, OET [Occupational English Test]**



### Funny Tales from the Field

Tired of the same teaching tools to get students motivated? Have you considered incorporating comics into your foreign/second language classroom to teach idiomatics—native speech that includes both idiomatic and figurative language? If so, this session is for you. Learn how to effectively use comics to engage language learners whilst exposing them to authentic materials that are practical and relevant. Tap into the entertainment value of comics while promoting natural language use. Online materials/resources provided.

**John I. Liontas and Luz-Aydé Himelhoch, University of South Florida**



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K-12 Programs



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# ADULT EDUCATION



## Seasonal Hispanic Workers in the U.S.: An Overview

This is a study on Transnational workers in the landscaping industry. Participants belong to the H2B visa program, which allows them to come for nine months. Some participants are unprepared for the cultural, linguistic and social demands they face in Midwestern U.S. Findings suggest that the resources used by the participants are part of an informal approach that can be modified to assist them when adapting to the U.S. language, literacy and culture.

**Julián A. Vásquez, Seminole State College of Florida**



## The Play's the Thing!

Plays are a natural resource for teaching speaking skills. Play scripts use natural language and realistic contexts to teach pragmatics, how we do things with words, rather than just correct grammar and vocabulary. Participants will learn how short plays can teach use of intonation, gesture, implicit meanings, and expressions that signal intentions or emotions. We will also discuss ways to work with scripts in class (or even online class). And we'll share some of our plays written just for ELLs!

**Walton Burns, Alphabet Publishing**



## New Beginnings Part II an Interactive Graphic Novel for Adult English Language Learning

New Beginnings is a series of interactive graphic novels that teach abbreviations to Adult English Language Learners (ELLs). In New Beginnings Part II, you will join Linda, a nurse from Colombia, in her journey adapting to life in the United States. The aim of this graphic novel is to offer teachers an engaging lesson to teach abbreviations, promote reading, and support language development among adult ELLs. Bring your own device to this interactive session.

**Adriana Vianna, Global Open Door and Erika Petersen**



## Implementing VideoVoice in a Community-based ESL Classroom

This exploratory action research examines the practical relevance of implementing a participatory film with low-educated adult English learners (ELs) and teacher candidates to embody lived experiences and issues of concern, advance public awareness, and deepen learning. I describe the digital service-learning pedagogical framework, procedures, outcomes, the constraints related to privacy and logistics, and successes with an emphasis on community relationships, oral traditions, and recommendations for digital community-based professional engagement in teacher education programs.

**Andrea Lypka, University of South Florida**



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## Digital Literacy Practices with Adult ESL Learners with Emergent Literacy

Many U.S. adult schools aim to infuse higher order thinking skills in their ESL curriculum to create academic and career preparedness pathways. However, digital literacy is essential for the 21st century learners. This practice-oriented session is designed for skilled or beginning instructors looking for adaptable, easy-to-use lesson activities to enhance learners' digital literacy skills. The presentation begins with an overview of digital literacy highlighting the seven interconnected elements, based on a Digital Literacy Framework.

**Jamie Harris, Maryland Department of Labor; Andrea Lypka and Chi Rehg, Learning Empowered; and Amanda Walstrum, HCC**



## Silence Isn't Golden: Using Conversation to Build Grammar Skills

Some native Spanish-speakers who are outgoing and talkative in the English language classroom lack a strong foundation in grammar. Join me as I share some fun and interactive speaking activities that can help strengthen your student's verb tense skills, especially the always difficult present perfect tense.

**Margaret Papetti, Gwinnett Technical College**



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# EAP/IEP

8:20 am

EAP/IEP

5:00 pm



## Strategies to Compose Meaningful Feedback Online

Using results from classroom research, this presentation demonstrates how to compose and implement feedback for improvement that increases multilingual writers' investment at each stage of the writing process, such as prewriting, drafting, and revising. A step-by-step plan of strategies to compose feedback online that could be adapted to writers at different levels of English proficiency and in diverse settings will be offered. The session will outline specific paths to writing improvement: complexity, accuracy, and fluency.

Shokhsanam Djalilova, The University of Mississippi



## Alternative Placement Testing During COVID-19: Piloting the BESPI

COVID-19 disrupted education in many ways, not least among them placement testing for the English for Academic Purposes (EAP) program at Miami Dade College. While the college provided remote proctoring services for the Accuplacer ESL, students were hesitant to sit for the exam. In response, we created the Basic English Self-Placement Instrument (BESPI) to facilitate English learner placement into EAP classes. This session offers a 360° view of piloting the BESPI: student, faculty and administrator.

Michelle Ploetz and Cynthia Schuemann, Miami Dade College



## Refocusing our Teaching Efforts in the Age of COVID-19

COVID-19 has compelled educators around the world to refocus their teaching efforts. Specifically, many teachers have had to migrate their in-class lessons to online teaching with little guidance and sometimes little to no time for proper planning. This session will focus on the problems and opportunities presented by the classroom elements of presentation, in-class activities, and assessments. The presenter will introduce a basic structure for online lesson planning focusing on the aforementioned three classroom elements.

Matthew Carey, Weill Cornell Medicine-Qatar



## Cultivating Competent, Engaged College Readers in Online or Face-to-Face Courses

The presenters explore best practices for teaching EAP students advanced reading. They offer expertise in adapting former methods from face-to-face courses into dynamic, online environments. These practices include the use of metacognitive reading logs, various online assessments, and extensive reading. Participants will take away strategies to stimulate discussion and critical thinking, ideas to encourage students to participate in college-wide reading engagement activities, and best of all - links to ready-made materials!

Emily Brown and Jean Danic, Hillsborough Community College



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## Willingness to Communicate and International Students' Development of L2 Writing

This presentation focuses on L2 willingness to communicate (WTC) in relation to the development of students' writing skills. Analysis of writing samples produced by 12 intensive English program students and their responses to the WTC questionnaire showed a moderate, negative correlation between the writing error frequencies and WTC score. Considering the findings and MacIntyre's et al (2001) WTC model, L2 writing instructors might be able to bolster students' development of writing by manipulating WTC variables.

**Michelle Verbitskaya, University of Central Florida**



## A Proposed Literature-Based Syllabus for EAP Writing

The presenters propose a literature-based composition course for advanced nonnative English-speaking students in an EAP program and provides a rationale, a syllabus, and some suggested pedagogy for consideration. Some of the reasons for choosing a literature-based format include (1) extended writing about texts should lead to reading comprehension involvement; (2) culturally responsive literature should enhance engagement; and (3) reading literature will assist NNES students with developing strategies applied to reading-to-write tasks and to integrated writing skills.

**Kyle Perkins and Xuan Jiang, Florida International University**



## PechaKucha Presentations: A Phenomenological Exploration of International EAP Students' Oral Communication Experiences

The purpose of this phenomenological study was to explore English for Academic Purposes (EAP) students' oral communication experiences with PechaKucha Presentations (PKP). The study will include a purposive sample of 7 international students, with data collected from three semi-structured interviews, video recordings, and other artifacts. Colaizzi's (1978) data analysis framework will be employed to provide a comprehensive description of the participants' experience with PKP. Methodological and pedagogical implications of the study will be discussed.

**Van Thi Hong Le, University of Central Florida**



## What's Your Number: A Targeted Assessment for Consonant and Vowel Differentiation

Move away from standard lectures, listening and videos about IPA with this interactive pairs assessment. "What's Your Number" enlists students in an engaging exercise to differentiate between sounds and use proper articulation techniques to validate mastery. Students practice pronunciation of targeted sounds and listening for focus words in a structured conversation assessment. Through careful articulation of similar vowel and consonant sounds, pairs take turns sharing phone numbers and addresses, replacing numbers with similar speech sounds

**Christine Kassover, Florida Atlantic University**



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



## **NALAS (Natural Acquisition of Language in Academic Settings)**

Since the ESOL provider’s goal is to facilitate linguistic progress, it is crystal clear that the Natural Acquisition of Language in Academic Settings should be optimal, however paradoxical. This presentation offers ESOL teachers and administrators an insightful perspective on how to achieve such optimization.

**Peter Maximilian HM, TESOL-EDU Services**



## **Social and Cultural Interactions and Saudi University Students’ Acquisition of English as a Second Language**

The issue of social and cultural interactions and Saudi university students’ acquisition of English as a second language is a relevant one regarding the linguistic development of Saudi students who study abroad. As of 2019, there are more than 60,000 students studying in the United States and who are enrolled in different academic programs. Many of them go to a language school or program prior to joining undergraduate or graduate studies. Although most of Saudi students had English as a subject at school for at least six years, their English standardized test results show a lack of linguistic retention. This may be linked to the lack of authentic interaction between learners in an authentic environment. In this study, We used a survey and interviews to explore Saudi students’ perceptions of how social and cultural interactions affect their acquisition of English as a second language at a large southeastern university in the United States.

**Moneera Alsubaihi, University of South Florida**

<b>NOTES</b>



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



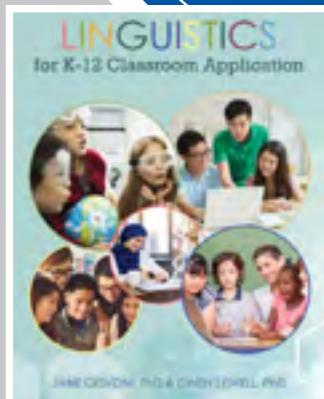
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# ADVOCACY/POLICY

8:20 am

## Advocacy/Policy

5:00 pm



### TESOL in Florida

The Every Student Succeeds Act (also known as ESSA) is a bipartisan federal law that was signed in December 2015, amending the Elementary and Secondary Education Act of 1965, replacing No Child Left Behind provisions. Each state had to submit a state plan detailing how it would comply with the new law. With a strong, proven accountability system, Florida was already ahead of most of the nation as it relates to the requirements of ESSA and because of the Florida Consent Decree of 1990, which has defined required services to Florida English Language Learners for decades. This session will review the Florida plan and the history of ESOL in Florida, concluding with information on the Seal of Biliteracy Requirements.

**Chane Eplin, Florida Department of Education  
(Bureau Chief Language Acquisition)**



### Equity and Access: Examining Perspectives and Facilitating Engaging Conversations in the Virtual Classroom

In this hands on session, participants will actively engage in reflective activities that will challenge themselves to examine various perspectives in life. They will share how these views impact the roles as educators and leaders in the 21st century classroom. Participants will learn how to navigate the narrative of information and misinformation affecting students today, by learning how to facilitate difficult conversations in the classroom.

**Denise Nieto Hernandez, Full Sail University**



### Untold Stories from Heroes of the Florida Consent Decree

This special session provides untold stories and insights from some of the most influential voices and minds behind the 1990 Florida Consent Decree. The presentation consists of interviews with Florida policymakers, advocates, and leaders who shaped the landscape of EL education in Florida. We provide implications for policies today. Following the interviews, participants will have time engage the presenters in questions.

**Maria Coady, University of Florida and Rosa Castro  
Feinberg, Florida International University**



### English Language Contexts in Morocco: Higher Education and Rural Primary Education

With Morocco's "Strategic Vision of Reform 2015-2030" recognizing linguistic plurality and the right to quality and accessible education, teacher training in higher education should prepare for multifaceted e-learning solutions and hybrid pedagogies that support critical and reflexive thinking through STEAM curriculum. Yet, challenges to provide quality, inclusive, and accessible student-oriented primary education in rural Morocco include addressing sociocultural perceptions of education, providing multilingual communication and content, and overcoming scarcity of reliable Internet and/or smart devices.

**Julie Dell-Jones, Independent Scholar**



Adult ESL



Advocacy



Dual Language



EAP/IEP



EFL



K-12 Programs



## To Act Upon or Not: Discrimination in the TESOL Profession in Mexico

This qualitative research project explores EFL teachers' perspectives regarding discrimination they felt they have been discriminated upon. The data comes from surveys and interviews of teachers in Mexico and shows how non-native EFL teachers are often discriminated upon mostly due to their speakerism, ethnic identity, images, and inequalities that non-native speaker teachers face in job opportunities. To overcome these problems of discrimination, advocacy is a position that all teachers should take on.

**M. Martha Lengeling, Irasema Mora Pablo and Emmanuell Garcia Ponce, Universidad de Guanajuato**



## Building an Inclusive ESL Classroom Through Feminist Pedagogy: Understanding the Gender Continuum

This presentation discusses the prevalence of identities outside of the binary from a variety of perspectives: the feminist perspective, a professional perspective, and, of course, an educational perspective. What does it mean to be inclusive and tolerant of something not quite understood? Using a practice-oriented approach, we break down the specifics of teaching such a topic in a way that both empowers students and informs them of concepts that they may have never encountered before.

**Anastasia Khawaja, INTO USF and Sophia "Stella" Escalante, University of South Florida**



## Critical Pedagogy in EAP: Promoting Social Justice and Advocacy in Small/Large Classes

In English for Academic Purposes (EAP) programs, the pressure of mastering objectives in a timely manner discourages teachers from using class time to discuss social justice issues. In this presentation, we will discuss how we promote social justice in EAP through critical pedagogy, intercultural communicative competence, transformative learning, and community-based learning. Additionally, we will make recommendations on how the elements of a social justice-focused EAP classroom can be incorporated, to promote equality and linguistic ownership.

**Jennifer Rives and Ennis Cruz Gonzalez, University of South Florida**

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TESOL**

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ANNUAL CONFERENCE

**TAMPA**  
October 28th - 30th, 2021





8:20 am

EFL

5:00 pm



### You Can't Have Your Cake and Eat it Too: Teaching American English Idioms

Even fluent English speakers find themselves at a loss after arriving in The United States when faced with idioms and slang used by native speakers. These expressions are not generally found in foreign English grammar texts. Join me as I share some engaging activities that can help you integrate idioms and slang into your intermediate to high level English lessons.

Margaret Papetti, Gwinnett Technical College



### Perfecting Vocabulary and Pronunciation to Score Well on the TOEFL Speaking Section

Speaking English distinctly is indispensable to be easily comprehended by others. Articulate speaking is also essential for a good score on the TOEFL. The Test of English as a Foreign Language is required in life situations, such as employment and higher education. For both daily speaking and the TOEFL, I offer many ways to improve students' enunciation, so it is clearly understood. We will discuss many topics to assist in fine-tuning students' vocabulary and pronunciation.

Mary Quijano, Consultant



### Universal Design Learning for Empowering Diverse Learners

Universal Design Learning philosophy believes that students are diverse in their learning styles hence need additional support to engage with information and express learning in their desired mode of expression. This session will demonstrate how educators can differentiate our gifted learners based on their assets and not deficits. Useful tips will be shared on widening the scope of their learning and empowering these diverse learners while planning lessons and creating formative assessments for them.

Rana Khan, Algonquin College, Kuwait



### EFL Learners' Anxiety Caused by Private Speech at Foundation Universities in Turkey

This article probes into whether or not Private Speech (PS) considering Vygotsky's Sociocultural Theory (SCT) has any influence on EFL learners' anxiety in Turkey. The results of the current research collected following Foreign Language Classroom Anxiety (FLCAS) administration to students of English prep schools from three universities in Istanbul, Turkey demonstrates that there exists a significantly negative correlation between PS and EFL learners' anxiety in a Turkish setting. The new dimension called SCFs for the FLCAS, not used for that end beforehand, was defined by the author after having applied factor analysis (FA) with reliability test (RT).

Taj Bakhsh Hosseini, Istanbul Kultur University



Adult ESL



Advocacy



Dual  
Language



EAP/IEP



EFL



K-12  
Programs



### ELT Mexican University Students' Perceptions on Emotions

Using theories of high-quality teachers of ELs and emotional intelligence, this presentation reports on a qualitative exploratory study aiming to explore how students enrolled in an ELT program in southeastern Mexico conceptualized and expressed their emotional intelligence. Findings demonstrate that preservice teachers were aware of the importance of developing their emotional intelligence. Basic emotions (e.g., anger, happiness) were considered necessary for regulating emotions. Implications for teachers of ELs and teacher preparation programs will be discussed.

**Deon Victoria Heffington, Floricely Dzay Chulim and Magnolia Negrete Cetina, Universidad de Quintana Roo**



### How Does Home Literacy Environment Influence ELLs' Early Literacy Skills?

Home Literacy Environment (HLE) plays an essential role in children's early literacy development. Even though there is growing attention on children's HLE and literacy development, research on English Language Learner (ELL)'s HLE is still a needed area. This literature review presents findings from 32 articles to examine ELLs' HLE and its influences on early literacy skills and school-home connections. The results suggest that some certain literacy practices such as shared reading might benefit ELLs' literacy skills. Further research about inventive literacy program which encouraging school-home collaboration and parental involvement are needed.

**Yuxin Cui, University of Florida**



### Using Translanguaging Practices to Support Emergent Bilinguals' Cultural Identities in Literacy Classroom

This paper aims to examine how Emergent Bilinguals' (EB)cultural identities can be supported through translanguaging practices in the literacy classroom. It provides an overview of the interplay of literacy and identities by synthesizing previous literacy-and-identity studies. Second, using "cultural identity" as an analytical lens, this paper presents the critical aspects of EBs' identity development and recognizes their identity challenges in the monolingual classroom. Thirdly, it explores the effectiveness of several translanguaging practices for identity development among the minority groups Lastly, it proposes pedagogical principles for practitioners to consider for supporting EBs' cultural identities in the literacy classrooms.

**Yuxin Cui, University of Florida**



### Cultural Projects in EFL Classrooms

The purpose of this presentation is to define the expanding role of technological innovation in TESOL methodology. Development of new educational technologies allows for the greater transformative impact of education in its application to the person-oriented paradigm. In application for TESOL purposes, these new technologized approaches combine self-learning with intercultural connectivity. These conclusions are demonstrated by two digitally-based projects which instantiate TESOL pedagogical techniques with new learning technologies; these allow for interactivity in the learning process with live communication situations, and multimedia expression of culturally authentic materials.

**Alla Kourova, University of Central Florida**



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



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### Cross-national Comparative study: High school students' foreign language learning motivation

Chinese and U.S. high school students have different motivations for learning foreign languages. Chinese students are instrumental oriented, while U.S. students are integrative oriented. High school students in China regard test scores and parental expectations as two driving forces for learning foreign languages, while the driving force for U.S. students to learn foreign languages is based on interest and professional advantages. This research contributes to the study of foreign language learning motivation in China.

Xiaolu Liu, University of Florida



### The Defining Characteristics of Task-based Language Assessment

Task-based Language Assessment (TBLA) has been defined by Brindley (1994) as the process of evaluating learners' communicative performances through their meaning-focused language use. Specifying the unique characteristic of TBLA helps us distinguish it from the rest of the assessment paradigms. Long and Norris (2000) hold that the distinguishing feature of TBLA is the use of performance in the task, while Ellis (2003) believes the direct nature of the task is the defining feature of TBLA.

Majeed Noroozi, Florida International University



Teacher Education



Technology/  
Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# EXHIBITORS

8:20 am

## Exhibitors

5:00 pm



### Budgeting 101 for the Freelance Interpreter

Elizabeth Richardson and Dion Lucas will present Budgeting 101 for the Freelance Interpreter to individuals who would like tips in managing their monthly finances to produce long-term growth. Resources will be provided from their published book *Chopping Budget* that has helped diverse communities plan for their economic future.

Dion Lucas and Elizabeth Richardson, Chopping Budget, LLC



### Teach Abroad with the English Language Fellow Program

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Andrew Shannon, U.S. Department of State English Language Programs



### Cambridge During COVID-19: Support and Innovation

Cambridge has always had teachers and students as their priority and their support demonstrates that, especially during the pandemic we have all experienced. Jim will show the virtual participants what Cambridge has done since last March-- to support teachers and students learning virtually (CANVAS Specific) and Jim will also show some innovative ESL programs designed specifically for adults. Samples will be showed and copies will be mailed out to participating ESL educators.

Jim Goldstone, Cambridge University Press



### Uncovering Skill Gaps of English Learners by Using Standards Based Assessment Approach

In this session, we will discuss a new online assessment technique using the latest ELD standards. This comprehensive approach provides both formative and summative data with only a single standard embedded in each question so that educators can pinpoint language skills that need additional support. Audio, visual and text content is used to provide equity of access for learners of all levels. We will show you how this assessment technique can be used to plan and implement standards based ELD lessons.

David Noyes in Association with Studica, Long Beach Unified School District and Jennifer Cramer in Association with Studica, Language Tree Online



Adult ESL



Advocacy



Dual Language



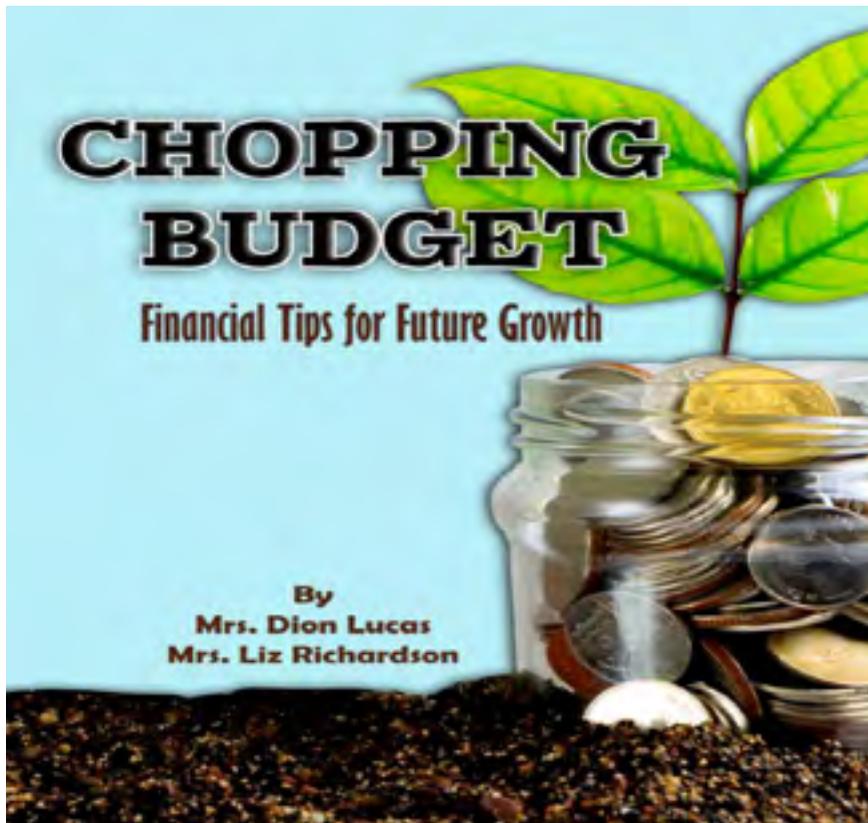
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EFL



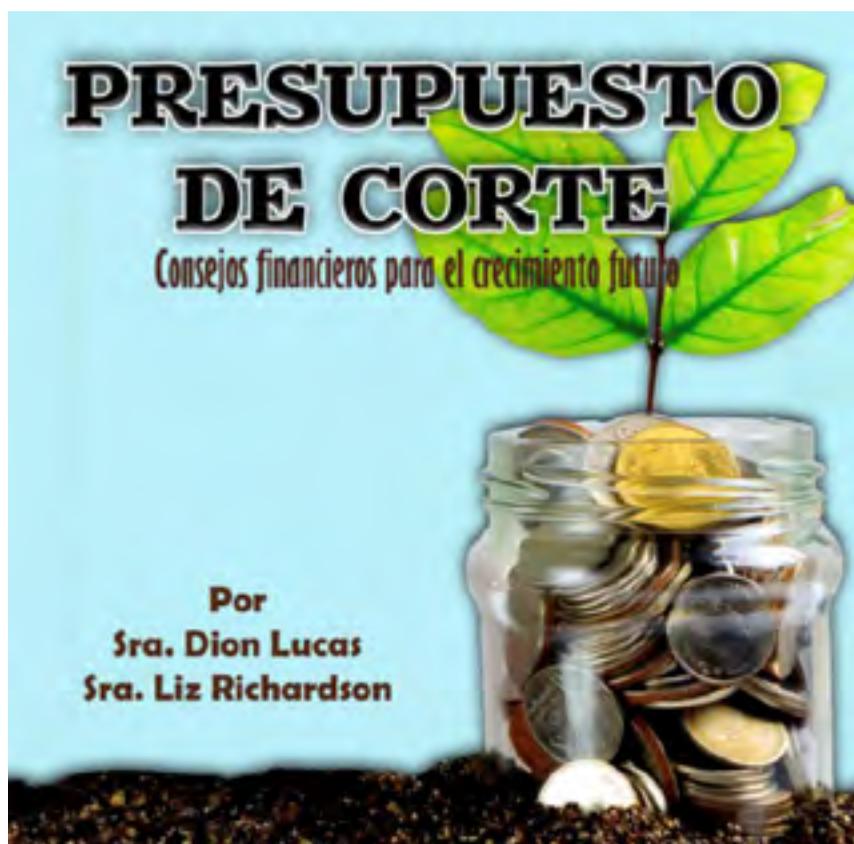
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## LAS Links for Progress Monitoring

DRC provides a comprehensive family of solutions, LAS Links®, which identifies and monitors the progress of English language learners-, from PreK-3 to 12th grade. Given the additional impact of COVID-19, students must be assessed as they return to the classroom to determine where instruction should begin. The extended time away from formal instruction only exacerbates the problem of achievement gaps and learning loss for ELs. Join us to explore how LAS Links can help!

**Arlene Baez, Data Recognition Corporation/LAS Links and Christine Kirk, Data Recognition Corporation**



## Engagement, Interactivity and Grammar! It Can Happen!

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**Christina Cavage, Pearson ELT**



## From Bricks to Clicks to Clicks: Supporting Emergent Bilinguals during the COVID-19 Outbreak

The former Assistant Deputy Secretary of OELA, José Viana, will offer insight from his federal experience and outline districts’ responsibilities to English learners during the emergency caused by COVID-19. As Senior Advisor of Rosetta Stone, José currently partners with districts and has developed essential elements which he will share to ensure that digital content meets the needs of EL students and the district requirements described in the Federal laws related to English learners.

**Jose Viana, Rosetta Stone and Lexia Learning**



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**Paulna Petit-Frere, American College of Education**



## Build Bridges! Using Bilingual and Multicultural Resources to Support Culturally Responsive Teaching

Do you need help supporting diverse classrooms and language learners? This presentation will demonstrate how available bilingual and multicultural resources in over 50 languages can be used to support culturally responsive teaching, promote literacy among dual language students, and enhance the parent-home connection. Participants will learn about free lesson planning resources and will have special opportunity to win bilingual books!

**Anneke Forzani, Language Lizard**



## Flexible Teaching with ESL

ESL Library is the world’s leading subscription service for teachers. Access ready-made lesson plans, flashcards, and resources, as well as interactive digital activities and homework. Learn how to set up your account, build a flexible curriculum, and teach your best class.

**Tammy Wik, ESL Library**



Teacher Education



Technology/Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



Exhibitor



# FABES

8:20 am

## FABES

5:00 pm



### **Biliteracy and Language Development of Haitian Students**

This presentation will focus on the need for dual language programs for Haitian students in Haiti and in the U.S. Using a dual language approach, ensures biliteracy for Haitian students as they acquire the ability to transfer known concepts from Haitian Kreyòl to English. Information will be provided on the basic literacy skills and strategies that are transferred from Haitian Kreyòl to English, with particular emphasis on phonological and phonemic awareness. Lastly, participants will engage in discussions on the need for native-language assessments in Haitian Kreyòl.

**Edwidge Bryant, Flagler College**



### **Using Backward Design and Project-Based Learning to Create Culturally Relevant Language Units**

This presentation explains step-by-step how the backward design curriculum model and Project-Based Learning instructional were integrated to design language and culturally relevant units based on Middle School Dual Language Immersion programs. This presentation will allow teachers to go over designed units and reflect upon curriculum development guidelines for language teaching and learning.

**Ivian Destro Boruchowski, Florida International University**



### **Dual Language Effectiveness to Narrow Achievement Gaps: A Quantitative Correlational Study**

Academic achievement gaps between English learners and non-English learner peers persist from early childhood through the post-secondary level. Recent research findings on the relationship between standardized assessments measuring language acquisition and academic performance inform the practical steps for school districts to grow and strengthen Dual Language programs. The session will conclude with strategies to transfer Dual Language English learner language acquisition and proficiency best practices to mainstream instruction.

**Belinda Reyes, Osceola County School District**



### **Meeting the Needs of English Learning: A Conversation with Florida State Leaders**

Participants will be able to engage in a conversation about challenges and opportunities of meeting the academic and language needs of English Learners.

**Clarissa Duskin, St. Lucie Public Schools/ FABES; Diana Ramlall, Palm Beach Public Schools/FABES; Debra Estes, School District of Manatee County and Josie Medina, Orange County Public Schools**



Adult ESL



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EFL



K-12 Programs

# Research-Proven Results for English Learners

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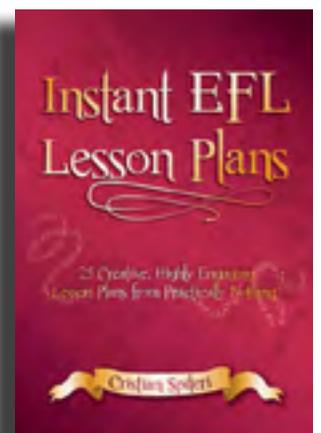
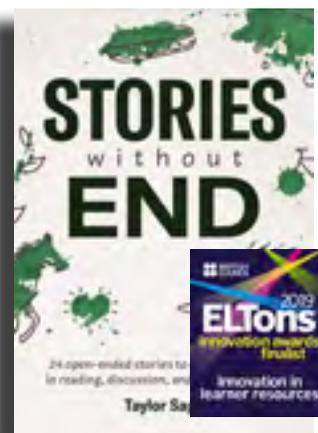
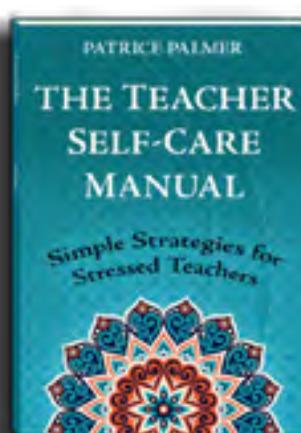
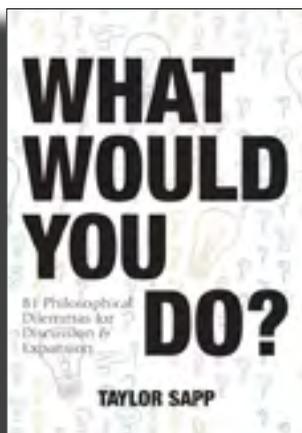




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8:20 am

## PROFESSIONAL DEVELOPMENT

5:00 pm



### Wanted: APs and Coaches to Strengthen ELL Academic Success

This highly engaging and interactive workshop is focused on motivating and inspiring elementary school teachers and instructional leaders to use their ESOL education and experiences to become an instructional coach, ESOL coordinator or assistant principal. Using five key components of an effective resume, the presenter will facilitate attendees to discuss and identify strengths of current education and experience and discuss and identify opportunities for growth to complete an individualized action plan and timeline for promotion.

**David J. Levine and , Meadowbrook Elementary/ Broward County Public Schools**



### Postsecondary Specialized Accreditation: The Peer Reviewer Role in the CEA Site Visit

The Commission on English Language Program Accreditation (CEA) is the only specialized accreditation agency for postsecondary English language programs and institutions. CEA accredits over 300 programs and institutions worldwide. To achieve accreditation, schools conduct a rigorous self-study and undergo thorough peer review during a site visit performed by a review team, consisting of two volunteer peer reviewers and a CEA Site Visit Representative who review the self-study materials and spend 2 ½ days performing various verification activities. This presentation will cover the selection and training process for reviewers, typical site visit activities, and some benefits of becoming a peer reviewer.

**Melissa Van De Wege and Heidi Vellenga, Commission on English Language Program Accreditation**



### Teaching English in China: Programs' Insights and Job Search Resources

China has placed a strong emphasis on ensuring that its citizens learn English. This country is an amazing destination where foreign English teachers receive competitive salaries and benefits, gain teaching experience in a unique setting, and immerse themselves into a new culture. The presenter will share the minimum requirements, benefits, and teaching duties of different positions which were collected through extensive web-research, direct contact via email, and interviews with experienced TESOL teachers working in China.

**Rui Wang, University of North Florida**

### Get Yourself Published in the SSTESOL Journal!

Come and listen to the Editor of the SSTESOL Journal Board outline what it takes to get published in our SSTESOL Journal. The journal is published twice per year. We are seeking submissions for research, creative projects, book reviews and lesson ideas. It doesn't take much to become published! Learn how!

**Tony Erben, Editor SSTESOL Journal**



### TESOL Diverse Voices Task Force: Creating a Culture of Inclusion

TESOL has charged a Diverse Voices Task Force to address challenges regarding (the lack of) diversity, equity, and inclusion (DEI). In this interactive session, the Task Force seeks input from members regarding DEI experiences, initiatives, and recommendations in asserting that TESOL be a more inclusive organization.

**Kisha Bryan, Eric Dwyer and Abdulsamad Humaidan, International TESOL Diversity Taskforce**



Teacher Education



Technology/ Other



Paper: Research-oriented



Paper: Practice-oriented



Workshop/Demo



Panel Discussion



Roundtable



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# PROFESSIONAL DEVELOPMENT



## **Publish with SSTESOL Press!**

Have you ever thought about becoming an author? Do you have a good idea? Would you like assistance in getting your idea to press? The SSTESOL Press was established in 2019 and seeks educational ideas that would of interest to the wider ESOL education community. Learn about the process.

**Tony Erben, Editor**



## **Writing a Killer Travel Grant Proposal for TESOL Conferences**

Travel grants often have a significant impact on recipients' motivation to attend conferences. However, the application process might be grueling and difficult to master. This session demonstrates how to package ideas and put together a compelling proposal for travel grants. Also, it presents available funding opportunities by professional societies to attend TESOL conferences in the U.S. or abroad. Participants will gain practical skills to write essays which will not be passed up by selection committees.

**Huseyin Uysal, University of Florida**



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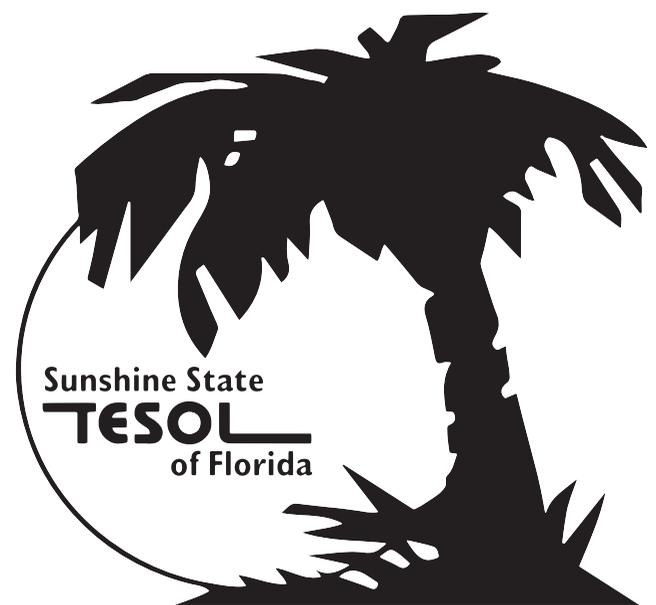
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# ALPHABETICAL LIST OF PRESENTERS



## **Evangeline Aguirre (vanjaguirre@yahoo.com)**

Dr. Evangeline C. Aguirre is a multi-awarded ESL teacher. She served as President of Palm Beach TESOL and was a past secretary of Sunshine State TESOL. (School District of Palm Beach County)

*How to R.I.S.E. Above the Challenges of Remote Instruction*

## **Arwa Alazwari (alazwari@mail.usf.edu)**

Arwa Alazwari is a Ph.D. student at University of South Florida. Her major is Curriculum and Instruction, Elementary Education. (University of South Florida)

*Teachers' Perspective of Using Virtual Classrooms to Teach Young Children in Light of 2030 Saudi Vision*

## **Moneera Alsubaihi (Moneeraalsubaihi@usf.edu)**

Moneera Alsubaihi is a doctoral student at University of South Florida. Her major is Technology and Second Language Acquisition. (University of South Florida)

*Every Millisecond Counts! Tiktok in Action*

*Teachers' Perspective of Using Virtual Classrooms to Teach Young Children in Light of 2030 Saudi Vision*

## **Victoria A. Anyikwa (victoria.anyikwa@saintleo.edu)**

Dr. Anyikwa teaches at Saint Leo University, Florida. Her teaching and research focus is in the areas of cultural competency and evidence-based practice in working with diverse and vulnerable populations. (Saint Leo University)

*Intercultural Competences in Teaching: Key Research Findings from University Faculty*

## **Rebeca Arndt (rebeca.arndt@knights.ucf.edu)**

Rebeca Arndt is a teacher, scholar and researcher interested in exploring various topics within the field of Second Language Acquisition. Her current interest is in the language of science in school texts. (University of Central Florida/Pasco SD)

*Leveled Versus Authentic Texts: The Vocabulary in Middle School Science Electronic Articles*

## **Arlene Baez (abaez@datarecognitioncorp.com)**

Arlene Baez is a professional educator with over 15 years of experience. She has worked in various leadership positions including administrator, Dual Language Coordinator, ESOL Supervisor, and Data Specialist. (Data Recognition Corporation/LAS Links)

*LAS Links for Progress Monitoring*

## **Nada Baghdadi (nbaghdadi@mail.usf.edu)**

Nada Baghdadi is a doctoral student at the University of South Florida. (University of South Florida)

*Every Millisecond Counts! Tiktok in Action.*

## **Jeanne Beck (beckje@iastate.edu)**

Jeanne Beck is a doctoral student at Iowa State University. She worked as a K-12 ESL teacher in Missouri and K-12 and university EFL contexts in South Korea and Japan. (Iowa State University)

*Supporting Appropriate Programming Through Project-Based Learning Research in K-12 Contexts*

## **Gulbahar Beckett (beckett@iastate.edu)**

Gulbahar Beckett is a Professor of TESL/Applied Linguistics, focusing on project-based learning; content-based second/foreign language learning; second and minority language policies; technology-integrated teaching and learning; and academic literacy. (Iowa State University)

*Supporting Appropriate Programming Through Project-Based Learning Research in K-12 Contexts*

## **Lyudmila Belomoina (lbelomo@ilstu.edu)**

Lucy Belomoina is a Ph.D. candidate in TESOL and Applied Linguistics at Illinois State University. She graduated from Buryat State University, Russia, with a B.A. in English and German. (Illinois State University)

*Developing ESL Students' Essay Writing Skills in Writing Workshops*

## **Susan Benson (benson.susan@spcollege.edu)**

Susan Benson holds a Ph.D. in Second Language Acquisition from the University of Maryland. She designs and teaches blended ESL/EAP courses at St. Petersburg College. (St. Petersburg College)

*Collegial Collaboration: Ideas Co-Design and Teach Online Courses*

## **Ashley Blackley (readysetcoteach@gmail.com)**

Ashley Blackley is a National Board-certified teacher who specializes in co-teaching for English Learners at the elementary level. She and co-presenters have published and presented widely on the topics of inclusion, collaboration, literacy and language. (Wake County Public Schools)

*6 Steps to Making Complex Text Accessible to Els*

*Resources for Successful Collaboration and Co-teaching*

## **Ivian Destro Boruchowski (idest001@fiu.edu)**

Ivian Destro Boruchowski is a Ph.D. student in Teaching and Learning at FIU. Ivian's research interests relate to understanding literacy in multilingual settings, language policy, second language acquisition, as well as curriculum theory. (Florida International University)

*Using Backward Design and Project-Based Learning to Create Culturally Relevant Language Units*



# ALPHABETICAL LIST OF PRESENTERS

## **Emily Brown (ebrown80@hccfl.edu)**

Professor Emily Brown is a full-time faculty member at Hillsborough Community College in Tampa, FL and teaches online advanced reading courses in the EAP department. (Hillsborough Community College)

*Cultivating Competent, Engaged College Readers in Online or Face-to-Face Courses*

## **Edwidge Bryant (ebryant@flagler.edu)**

Dr. Edwidge Crevecoeur-Bryant is Associate Professor and Coordinator of ESOL (English for Speakers of Other Languages), in the Education Department, at Flagler College, St. Augustine, FL. (Flagler College)

*Biliteracy and Language Development of Haitian Students*

## **Walton Burns (wlburns@alphabetpublishingbooks.com)**

Walton Burns is senior editor at Alphabet Publishing. Since 2014, Burns has served on the leadership team of the Materials Writing Interest Section of the TESOL Association. (Alphabet Publishing)

*Alphabet Publishing The Play's the Thing!*

## **Rebecca Bush (Rebecca.Bush@oet.com.au)**

Rebecca Bush supports candidates and teachers preparing candidates around the world for the Occupational English Test [OET], which has just been recognized by the Florida Board of Nursing. (OET [Occupational English Test])

*Preparing Nurses Applying for Registration in Florida for OET [Occupational English Test]*

## **Vladimir Veniamin Cabañas Victoria (vdrakul@uqroo.edu.mx)**

Mr. Cabañas Victoria is Associate Professor at the Universidad de Quintana Roo. His research interests include virtualization, computer operating systems, and educational technology. (Universidad de Quintana Roo)

*Emergency Transition to Online Learning in Mexico: ELT University Students' Perceptions*

## **Ashlee Cappucci (ashlee.cappucci@sdhc.k12.fl.us)**

Ashlee Cappucci is a supervisor in the Hillsborough County Public School District. She adjuncts at The University of Tampa and teaches a course in Technology Applications in Education. (Hillsborough County Public School District)

*The Challenges and Promises of Innovative Technologies in Remote Learning Environments for At-Risk K-12 ELL Populations*

## **Matthew Carey (mac4022@qatar-med.cornell.edu)**

Matthew A. Carey M.A., M.Ed. has been involved in TESOL for over ten years. His career has given him the privilege of teaching in Japan, Korea, Qatar, and the U.S. (Weill Cornell Medicine-Qatar)

*Refocusing Our Teaching Efforts in the Age of COVID-19*

## **Lin Carver (melinda.carver@saintleo.edu)**

Dr. Lin Carver is the Director of Program Approval and Reading Program Administrator at Saint Leo University where she designs and teaches literacy, assessment, and technology courses for the graduate programs. (Saint Leo University)

*Resources for Making Texts Accessible for Second Language Learners*

## **Alith Casey (caseya@lake.k12.fl.us)**

Alith Casey is the District ESOL Program Specialist in Lake County Schools in the area of state compliance and provides instructional support for teachers and staff in the district. (Lake County Schools)

*Basic Strategies in Reading, Writing, Speaking and Listening for English Language Learners*

## **Allyson Caudill (readysetcoteach@gmail.com)**

Allyson Caudill is a National Board-certified teacher who specializes in co-teaching for English Learners at the elementary level. She and co-presenters have published and presented widely on the topics of inclusion, collaboration, literacy and language. (Wake County Public Schools)

*6 Steps to Making Complex Text Accessible to ELs*

*Resources for Successful Collaboration and Co-teaching*

## **Christina Cavage (bccavage@msn.com)**

Christina Cavage has served as an ESL Director, Coordinator and Professor. She has trained teachers in using digital technologies to enhance and extend learning and authored over a dozen ELT textbooks (Pearson ELT)

*Engagement, Interactivity and Grammar! It Can Happen!*

## **Magnolia Negrete Cetina (magnolia@uqroo.edu.mx)**

Magnolia Negrete Cetina is Associate Professor at the Universidad de Quintana Roo. Research interests include teacher training, cognition, and emotions. (Universidad de Quintana Roo)

*ELT Mexican University Students' Perceptions on Emotions*

# ALPHABETICAL LIST OF PRESENTERS



## **Geri Chaffee (geri.chaffee@pdo.org)**

Geri Chaffee, M. Ed., is president of PDO.org and a long-time education advocate with a passion for building capacity and programming that ensures education equity for ESOL students in Florida's public school system. (Hendry County Schools)

*Making Cross-Curricular Connections to Maximize Instructional Time with EL Students*

## **Riya Chakraborty (riya.chakraborty@ufl.edu)**

Riya Chakraborty is a Ph.D. student in Curriculum and Instruction with a specialization in ESOL/Bilingual Education at the University of Florida. She worked as a Research Assistant in Project STELLAR. (University of Florida)

*"It's like fuel": Educator Collaboration for English Learners in Rural Schools*

## **Maria Coady (mcoady@coe.ufl.edu)**

Dr. Maria Coady is Professor of ESOL and Bilingual Education. She prepares both in- and pre-service teachers to work with English Learners (ELs) and studies bilingual education worldwide. (University of Florida)

*Untold Stories from Heroes of the Florida Consent Decree*

## **John Cox (readysetcoteach@gmail.com)**

John Cox is a National Board-certified teacher who specializes in co-teaching for English Learners at the elementary level. He and co-presenters have published and presented widely on the topics of inclusion, collaboration, literacy and language. (Wake County Public Schools)

*6 Steps to Making Complex Text Accessible to ELs*

*Resources for Successful Collaboration and Co-teaching*

## **Jennifer Cramer (jcramer@language-tree.com)**

Jennifer Cramer has been an educational language consultant for over 17 years. (Language Tree Online)

*Uncovering Skill Gaps of English Learners by Using Standards Based Assessment Approach*

## **Ennis Cruz Gonzalez (ennisc@usf.edu)**

Ennis Cruz Gonzalez is a Masters student in Applied Linguistics at the University of South Florida. Ennis currently works as an English Learning Consultant at the INTO USF Learning Resource Services. (University of South Florida)

*Critical Pedagogy in EAP: Promoting Social Justice and Advocacy in Small/Large Classes*

## **Yuxin Cui (y.cui@ufl.edu)**

Yuxin Cui is a first-year doctoral student major in ESOL/Bilingual education with the interest in supporting ELLs' literacy development. (University of Florida)

*How Does Home Literacy Environment Influence ELLs' Early Literacy Skills?*

*Using Translanguaging Practices to Support Emergent Bilinguals' Cultural Identities in literacy Classroom*

## **Reginald D'Silva (reginald.dsilva@ubc.ca)**

Reginald D'Silva is an Associate Professor of Teaching and Director of an international program. He has a multi-disciplinary background with interests in technology and language learning, and Content-Based Instruction. (The University of British Columbia)

*Promoting Reading Skills in English Language Learners Through Interactive Software Programs*

## **Jean Danic (jdanic@hccfl.edu)**

Jean Danic is a full-time faculty member at Hillsborough Community College in Tampa, FL and teaches advanced reading courses in the EAP department. (Hillsborough Community College)

*Cultivating Competent, Engaged College Readers in Online or Face-to-Face Courses*

## **Ester de Jong (edejong@coe.ufl.edu)**

Ester de Jong is the Director of the School of Teaching and Learning and Professor in ESOL/Bilingual Education at the University of Florida. Her research focuses on equity and integration in dual language education. (University of Florida)

*The Florida Consent Decree and Higher Education: Where Did the ELL Expertise Go?*

## **Melissa Van De Wege (mvandewege@cea-accredit.org)**

Melissa Van De Wege has experience as an ESL/EFL teacher and English Language Fellow. At CEA, she manages all aspects of the review process, including reviewer training and scheduling visits. (Commission on English Language Program Accreditation)

*Postsecondary Specialized Accreditation: The Peer Reviewer Role in the CEA Site Visit*

## **Andrea DeCapua (drandreadecapua@gmail.com)**

Andrea DeCapua, Ed.D., is a teacher, researcher, and educational consultant. Dr. DeCapua conducts training workshops for teachers, administrators, and faculties of education both in the U.S. and internationally. MALP LLC)

*Transforming Learning for Students with Limited/ Interrupted Formal Education (SLIFE): The Hidden Challenge*



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## **Jenna DeFazio (defazioj@hendry-school.net)**

Jenna DeFazio is a Reading Coach in Hendry County Schools. She has served as a Spanish, ELA, and ESOL teacher as well as a department chair and ELL Coordinator. (Hendry County Schools)

*Making Cross-Curricular Connections to Maximize Instructional Time with EL Students*

## **Julie Dell-Jones (jdelljon@mail.usf.edu)**

Julie Dell-Jones, Ph.D. Second Language Acquisition/IT (USF), is a 2019-2020 Fulbright Scholar (Hassan II University, Casablanca Morocco). Julie specializes in cross-cultural qualitative inquiry, culturally-responsive advocacy, and dialogic/active pedagogy. (Independent Scholar)

*English Language Contexts in Morocco: Higher Education and Rural Primary Education*

## **Ryan Detwiler (rdetwiler@miracosta.edu)**

Ryan Detwiler teaches ESL at MiraCosta College in Oceanside, CA. He maintains and develops the website eslvideo.com. This year 2020, he is the Coordinator of the CATESOL Online Teaching Interest Group. (MiraCosta College)

*10 Interactive Activities for Synchronous Online Teaching*

## **Shokhsanam Djalilova (shokhsanam.djalilova@gmail.com)**

Shokhsanam Djalilova is an instructor at the Intensive English Program, The University of Mississippi. Her research focuses on second language writing development using genre-based pedagogy and systemic functional linguistics. (University of Mississippi)

*Strategies to Compose Meaningful Feedback Online*

## **Laura Dolatowski (laura.dolatowski@email.saintleo.edu)**

Laura Dolatowski is an ESE teacher in Pasco County Schools. She is a Masters student at Saint Leo University in ESE and is in the Omega Nu Lambda National Honor Society. (Saint Leo University)

*Case Study of Three Teachers' Perspectives on Supporting ELLs with Learning Disability*

## **Clarissa Duskin (Clarissa.Duskin@stlucieschools.org)**

Clarissa Duskin is President of the Florida Association of Bilingual Education Supervisors. (St. Lucie Public Schools/FABES)

*Meeting the Needs of English Learning: A Conversation with Florida State Leaders*

## **Eric Dwyer (eric.dwyer@fu.edu)**

Eric Dwyer is an associate professor of Language Education at Florida International University in Miami. His scholarly interests are focused on examining local expertise in language learning pedagogy. (Florida International University)

*The Florida Consent Decree and Higher Education: Where Did the ELL Expertise Go?*

## **Florically Dzay Chulim (flordzay@uqroo.edu.mx)**

Dr. Dzay Chulim is a Teacher and Researcher at the University of Quintana Roo. Her research interests include emotions in education, teacher' training and development, reflective practice. (Universidad de Quintana Roo)

*ELT Mexican University Students' Perceptions on Emotions*

## **Laila ElSerty (lelserty@aucegypt.edu)**

Laila ElSerty is an Instructor at the American University in Cairo (AUC). ElSerty graduated in 2011 from AUC's M.A. TESOL program and has been teaching English for academic courses for over 18 years. (The American University in Cairo)

*Student Reflections in the Time of Corona: A Means to an End!*

## **Amira ElSerafy (aelserafy@aucegypt.edu)**

Amira ElSerafy is an English Instructor at AUC with over 12 years of experience in teaching. She earned her M.A. in TESOL at the American University in 2013. (The American University in Cairo)

*Student Reflections in the Time of Corona: A Means to an End!*

## **Tony Erben (terben9397@gmail.com)**

Tony Erben is VP of SSTESOL as well as Editor of SSTESOL's Journal and Press. He has published widely in the areas of technology and ESOL education. Currently, he is Professor of Education and Director of the ESOL Endorsement programs at The University of Tampa. (University of Tampa)

*The Challenges and Promises of Innovative Technologies in Remote Learning Environments for At-Risk K-12 ELL Populations*

## **Zeynep Erdil-Moody (zerdil@mail.usf.edu)**

Dr. Zeynep Erdil-Moody is an applied linguist and independent researcher specialized in TESOL, SLA, EFL/ESL/EAP, L2 motivation, and teacher education. She is also a Fulbright alumna, a BART board member, and a reviewer for the Asian ESP Journal.

*Changing Teacher Beliefs Via Reflective Tasks in Pre-Service Teacher Education*

*Negotiation of Meaning in Telecollaboration: A Case Study of Adult ESL Learners*

# ALPHABETICAL LIST OF PRESENTERS



## **Sophia “Stella” Escalante (sescalante@usf.edu)**

Sophia “Stella” Escalante is a graduate student focusing on the intersection of disability, sexuality, race, and crime, bringing to light issues of sex education and discrimination/violence at the individual, state, and federal levels. (University of South Florida)

*Building an Inclusive ESL Classroom Through Feminist Pedagogy: Understanding the Gender Continuum*

## **Debra Estes (estesd@manateeschools.net)**

Debra Estes is past President of Florida Association of Bilingual Education Supervisors. (School District of Manatee County)

*Meeting the Needs of English Learning: A Conversation with Florida State Leaders*

## **William Evans (wevans@uwf.edu)**

William Evans is a professor and the chairperson of the teacher education and educational leadership department at the University of West Florida. His areas of research include special education and assessment. (University of West Florida)

*The Flipped Classroom: Is it Appropriate for All?*

## **Rosa Castro Feinberg (rcastro@fiu.edu)**

Dr. Castro Feinberg, a former ESOL teacher, retired professor and school board member, participated in the development of the 1990 Consent Decree. She advocates for educational equity for English learners. (Florida International University)

*Untold Stories from Heroes of the Florida Consent Decree*

## **Lynda Franco (Lynda.Franco.Phd@gmail.com)**

Lynda Franco, Ph.D., has been a leader in school reform for over 30 years, specializing in the ESL/EFL, bilingual, and foreign language educational fields. (Pasco County School District)

*Modifying Instruction So ELLS Can Access Grade-Level Text in Elementary Classrooms*

*Reading Strategies: Notable Differences for ELLS*

## **Abigail Fuller (abigail.fuller@avemaria.edu)**

Abigail Fuller is an Assistant Professor of Elementary Education at Ave Maria University in south Florida and previously served school administrator, special education specialist and teacher in both Title 1 and non-Title 1 elementary schools. (Ave Maria University)

*Pre-Service Teachers’ Perceptions of Creating Their Cultural Autobiography and Teaching Diverse Students*

*Becoming a Culturally Responsive Teacher: Beginning with Your Cultural Autobiography*

## **Edgar Emmanuell Garcia-Ponce (ee.garcia@ugto.mx)**

Dr. Garcia-Ponce holds an M.A. in Applied Linguistics and a Ph.D. in ELT and Applied Linguistics. A member the Sistema Nacional de Investigadores, he coordinates the B.A. program in ELT at the Universidad de Guanajuato. (Universidad de Guanajuato)

*Challenges of Using a Blended Learning Approach: The Case of a Flipped Classroom in a Language Teacher Education Program*

*Using Critical Incidents in Teacher Education Programs: from Reaction to Reflection*

## **Ali Garib (agarib@iastate.edu)**

Ali Garib is a doctoral student at ISU. He holds an M.A. in Linguistics and an M.A. in Educational Technology. He worked as a university instructor in Lebanon and Libya. (Iowa State University)

*Supporting Appropriate Programming Through Project-Based Learning Research in K-12 Contexts*

*Libyan Teachers’ Perceptions and Implementation of the Interactive Whiteboard in Language Classrooms*

## **Jim Goldstone (jgoldstone@cambridge.org)**

Jim Goldstone brings over 40 years of experience in both teaching and educational publishing. Jim has presented and trained teachers at both national and international conferences. He is intent on providing ESL practitioners and students with the best in class and online support. (Cambridge University Press)

*Cambridge During COVID-19: Support and Innovation*

## **Margo Gottlieb (margo.gottlieb@wisc.edu)**

Margo Gottlieb, Ph.D., has devoted her career to improving educational opportunities for multilingual learners. She was recognized by TESOL as someone who has contributed significantly to the field in the past 50 years. (WIDA)

*Introducing the WIDA ELD Standards, 2020 Edition*

## **Jane M. Govoni (jgovoni@usf.edu)**

Jane M. Govoni received her M.A. in Spanish from Boston College and her Ph.D. in Second Language Acquisition from the University of South Florida. (University of South Florida)

*Linguistics for K-12 Application*

*Applying Language Principles in the K-12 Mainstream Classroom*



# ALPHABETICAL LIST OF PRESENTERS

## **Amany Habib (ahabib@uwf.edu)**

Amany Habib teaches ESOL courses at the University of West Florida's teacher education program in Pensacola, FL. She has been actively involved with the Emerald Coast TESOL, a chapter of SITESOL, since 2001. (University of West Florida)

*The Flipped Classroom: Is it Appropriate for All?*

## **Alia Hadid (aliahadid@usf.edu)**

Alia Hadid has a Ph.D. in Technology in Education and Second Language Acquisition from USF. She is currently teaching at the University of Rhode Island and Rhode Island College. (University of Rhode Island)

*Promoting Equity Through Online Language Learning*

## **Jamie Harris (jamie.harris@maryland.gov)**

Jamie works as an Adult Education Program Specialist at the Maryland Department of Labor with a specialty in technology integration. She is also the First Vice President of Maryland TESOL. (Maryland Department of Labor)

*Digital Literacy Practices with Adult ESL Learners with Emergent Literacy*

## **Joyce Tardaguila Harth (jtharth@seu.edu)**

Dr. Joyce Tardaguila Harth has a doctorate in special and multicultural education from the University of Florida. She has over 20 years of experience working with linguistically diverse populations. (Southeastern University)

*Establishing Rapport with Language Learners in the Online Classroom*

## **Deon Victoria Heffington (deon@uqroo.edu.mx)**

Dr. Heffington is Associate professor at the Universidad de Quintana Roo. She Ph.D. in Curriculum and Instruction (ESOL and Bilingual Education) from University of Florida; her research interests include effective instructional practices in English Language Teaching. (Universidad de Quintana Roo)

*Emergency Transition to Online Learning in Mexico: ELT University Students' Perceptions*

*ELT Mexican University Students' Perceptions on Emotions*

## **Denise Hernandez (dniето@fullsail.com)**

Denise Nieto Hernandez is currently a Course Director at Full Sail University. She teaches in both the Intensive English department and in the Humanities and Social Sciences department. (Full Sail)

*Equity and Access: Examining Perspectives and Facilitating Engaging Conversations in the Virtual Classroom*

## **Luz-Aydé Himelhoch (caballero1@usf.edu)**

Luz-Aydé Himelhoch is an Associate Professor of Foreign Languages at Pasco Hernando State College. She is currently a Ph.D. student at the University of South Florida. (University of South Florida)

*Funny Tales from the Field*

## **Taj Bakhsh Hosseini (danyal.hos55@gmail.com)**

Taj Bakhsh Hosseini received a Ph.D. in English Language and Literature from Istanbul, Turkey and is assistant professor with the ELT department of Istanbul Kultur University. (Istanbul Kultur University)

*EFL Learners' Anxiety Caused by Private Speech at Foundation Universities in Turkey*

## **Deland Innocent (dinnocent@dadeschools.net)**

Deland Innocent is a district supervisor with M-DCPS, Division of Academics Department of Bilingual Education and World Languages. He oversees the implementation of the ESOL Program for the North Region and the Haitian Creole Language Arts program districtwide.

*Teaching and Learning In The Time Of COVID-19: Addressing Instructional Needs of ELLs During Distance Learning*

## **Anca Irimie (irimiea@pcsb.org)**

Anca Irimie is an ESOL elementary instructional staff developer for Pinellas County Schools. In that role, she has developed several EL instructional supports such as academic vocabulary routines, ELA standard based MPIs, and modified lessons. (Pinellas County Schools)

*Pinellas County Schools: Features of Elementary and Secondary ESOL Instructional Support*

## **Katherine Jackson**

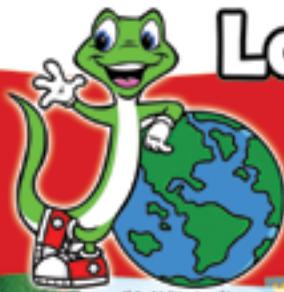
Katherine Jackson has been working for the Santa Rosa County School District since 2016, first as a Kindergarten teacher and then as an ESOL Resource Teacher serving multiple schools in the district.

*Why Parent Involvement Is One of My Passions*

## **Xuan Jiang (xjiang@fiu.edu)**

Xuan Jiang's research interests include issues and strategies in academic writing, strategies for English learners in content areas, various instructional scaffoldings, second-generation and 1.5-generation students' academic performance and the factors behind. (Florida International University)

*A Proposed Literature-Based Syllabus for EAP Writing*



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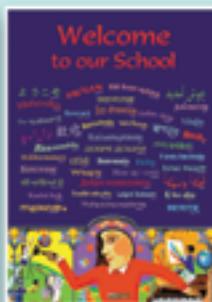
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# ALPHABETICAL LIST OF PRESENTERS

## **Christine Kassoer (cchromen@fau.edu)**

Christine Kassoer currently teaches at Florida Atlantic University, Palm Beach State College and Palm Beach County School District. She earned her B.A. from FAU and M.A. from University of Miami. (Florida Atlantic University)

*What's Your Number: A Targeted Assessment for Consonant and Vowel Differentiation*

## **Rana Khan (coolrana98@hotmail.com)**

Rana Khan holds holds master's degrees in English and Business and currently teaches English and Business at Algonquin College, Kuwait. She is chair to the Conferences Professional Council, TESOL International Association. (Algonquin College)

*Kuwait Universal Design Learning for Empowering Diverse Learners*

## **Anastasia Khawaja (ajkhawaja@usf.edu)**

Dr. Anastasia Khawaja is a senior instructor at INTO USF and currently part of the new TESOL Membership Professional Council. She researches global peace education in Palestinian/Israeli contexts. (INTO USF)

*Building an Inclusive ESL Classroom Through Feminist Pedagogy: Understanding the Gender Continuum*

## **Christine Kirk (ckirk@datarecognitioncorp.com)**

Christine Kirk is the Florida Assessment Solutions Account Representative for Data Recognition Corporation. Christine specializes in solution-based assessments that help educators inform instruction to meet individual student needs. (Data Recognition Corporation)

*LAS Links for Progress Monitoring*

## **Alla Kourova (Alla.Kourova@ucf.edu)**

Dr. Kourova is Associate Professor of TESOL/Russian at the University of Central Florida. Her research is on cross-cultural projects in foreign language teaching and the impact of cultural awareness on language acquisition. (University of Central Florida)

*Cultural Projects in EFL Classrooms.*

## **Fernanda Marinho Kray (fernandakray@gmail.com)**

Fernanda Kray, Ph.D., is the content lead for the WIDA ELD Standards Project. She has dedicated her life's work to developing critical perspectives and research-based pedagogies for multilingual learners. (WIDA)

*Introducing the WIDA ELD Standards, 2020 Edition*

## **Van Thi Hong Le (hongvan.ucf@gmail.com)**

Van Le is currently a TESOL Doctoral Candidate at University of Central Florida. Her research interests involve strength-based teaching, language skill development for English learners, and ESL/EFL teacher education. (University of Central Florida)

*PechaKucha Presentations: A Phenomenological Exploration of International EAP Students' Oral Communication Experiences*

## **M. Martha Lengeling (lengeling@hotmail.com)**

Dr. Lengeling is professor of TESOL and applied linguistics at the University of Guanajuato, Mexico. She conducts research on identity formation and professional development of English language teachers. (University of Guanajuato)

*Using Critical Incidents in Teacher Education Programs: from Reaction to Reflection*

*To Act Upon or Not: Discrimination on the Tesol Profession in Mexico*

*Challenges of Using a Blended Learning Approach: The Case of a Flipped Classroom in a Language Teacher Education Programme*

## **David J. Levine (david.levine@browardschools.com)**

Mr. Levine serves as principal at Meadowbrook Elementary School. He has Bachelor's and Master's degrees in elementary education and a Specialist Certificate in educational leadership. (Broward County Public Schools)

*Wanted: APs and Coaches to Strengthen ELL Academic Success*

## **Frederic Bernal Lim (MrLim.ENLpro@gmail.com)**

Frederic Bernal Lim represents Method Courses and coaches teachers on ELL strategies in New York. A Fulbright grantee (Mexico and Peru), he co-chairs Bilingual SIG-NYTESOL, trains trainers and facilitates workshops. (St HOPE Leadership Academy)

*Deepen Learning with PBL Virtual Field Trips*

## **Ching-Ching Lin (ching-ching.lin4@touro.edu)**

Ching-Ching Lin, Ed.D., teaches TESOL at Touro College Graduate school of Education. She is a co-editor of Internationalization in Action: Leveraging Diversity and Inclusion in the Globalized Classroom. (Touro College)

*Navigating TESOL Classrooms into the Future with Telecollaboration: TESOL Candidates' Perspectives*

# ALPHABETICAL LIST OF PRESENTERS



## **John I. Liontas (liontas@usf.edu)**

John I. Liontas, multiple award-winning editor and author of several dozen publications, is an Associate Professor of Foreign Language and ESOL Education and Director of the TESLA Doctoral program at the University of South Florida. (University of South Florida)

*Funny Tales from the Field*

## **Xiaolu Liu (xiaolu.liu@ufl.edu)**

Xiaolu Liu is a Ph.D. student from University of Florida. Her research interests lie primary on learning motivation, bilingual education, and rural education. (University of Florida)

*Cross-National Comparative Study: High School Students' Foreign Language Learning Motivation*

## **Drew Long (drew.long@coe.ufl.edu)**

Drew Long is a Program Coordinator for Project STELLAR. Previously a schoolteacher, he received a Masters in Spanish with a specialization in Elementary Education from the University of Florida. (University of Florida)

*"It's like fuel": Educator Collaboration for English Learners in Rural Schools*

## **Cindy Lovell (cindylovell@usf.edu)**

Cindy Lovell received her M.A. in Education from Stetson University and her Ph.D. in Education at the University of Iowa, specializing in ESOL and Gifted Education. (University of South Florida)

*Linguistics for K-12 Application*

*Applying Language Principles in the K-12 Mainstream Classroom*

## **Teresa Lucas (lucast@fiu.edu)**

Dr. Lucas is Teaching Professor and ESOL Coordinator in the Department of Teaching and Learning at Florida International University. She holds a Ph.D. in Multilingual/Multicultural Education from Florida State University. (Florida International University)

*Rethinking TSL Endorsement Courses: Preparing Citizens and Advocates*

## **Dion Lucas (choppingbudget@gmail.com)**

Dion Lucas is a veteran math teacher and wellness coach from Huntsville, Alabama. Additional information can be found at MrsDionLucas.com. (Chopping Budget, LLC)

*Budgeting 101 for the Freelance Interpreter*

## **Andrea Lypka (alypka@mail.usf.edu)**

Andrea Lypka is a Ph.D. Candidate in the SLA/IT program at the University of South Florida USF. Her research interests include learner identity, instructional technology, visual methods, discourse analysis, and service-learning. (University of South Florida)

*Implementing VideoVoice in a Community-Based ESL Classroom*

*Digital Literacy Practices with Adult ESL Learners with Emergent Literacy*

## **Patrick Mannion (mannionp@usf.edu)**

Patrick Mannion is a Ph.D. candidate in the SLAIT program at the University of South Florida. His primary research interests are pedagogical applications of Systemic Functional Linguistics and multimodal literacy. (University of South Florida)

*Exploring and Expressing Beliefs about Educational Technology in Second Language Teacher Education*

## **Nidza Marichal (nmarichal@ufl.edu)**

Dr. Nidza Marichal is a post-doctoral research associate at the University of Florida. She received her B.S. from Yale University, and M.A. and Ph.D. degrees from the University of Florida. (University of Florida)

*"They Know I Understand": Teacher Knowledge and Rural Secondary English Learners*

## **Helaine W. Marshall (Helaine.marshall@liu.edu)**

Helaine W. Marshall, director of language education at LIU Hudson, NY, has research interests in culturally responsive-sustaining education, SLIFE, nontraditional approaches to grammar, and instructional technology, especially online flipped learning. (Long Island University - Hudson Campus)

*SOFLA: Synchronous Online Flipped Learning Approach Online Pedagogy – It's Not Just Tech Tools!*

## **Rosanna Martinez (rosanna.martinez@email.saintleo.edu)**

Rosanna Martinez has been at the same school for 13 years as a guidance clerk and in 2020 became a high school English teacher for English learners. She is in her last term for her Master's Degree in Exceptional Student Education. (Saint Leo University)

*Case Study of Three Teachers' Perspectives on Supporting ELLS with Learning Disability*



# ALPHABETICAL LIST OF PRESENTERS

## **Peter Maximilian HM (pmaxhm@gmail.com)**

Mr. Maximilian has more than 30 years of experience teaching ESOL (including TOEFL prep; EAP; ESP: Aviation English, Business English) and facilitates the LAT-ESOL Course for International TEFL Certification. (TESOL-EDU Services)

*NALAS (Natural Acquisition of Language in Academic Settings)*

## **Rachel McGee (Raleaona82@gmail.com)**

Dr. Rachel McGee has been a teacher and tutor of dual language students for over ten years in the classroom and online building rapport with them and their families.

*Establishing Rapport with Language Learners in the Online Classroom*

## **Josie Medina (Josefina.Medina@ocps.net)**

Josie Medina serves as Secretary with the Florida Association of Bilingual Education Supervisors. (Orange County Public Schools)

*Meeting the Needs of English Learning: A Conversation with Florida State Leaders*

## **Irasema Mora-Pablo (imora@ugto.mx)**

Dr. Mora Pablo is a professor of TESOL and applied linguistics at University of Guanajuato, Mexico. Her teaching and learning experiences have shaped her research interests in bilingualism, identity formation, second language acquisition. (University of Guanajuato)

*Using Critical Incidents in Teacher Education Programs: from Reaction to Reflection*

## **Keya Mukherjee (keya.mukherjee@saintleo.edu)**

Dr. Keya Mukherjee is currently the ESOL and MSID Program Administrator at Saint Leo University, where she teaches courses in Instructional Design, ESOL teacher education and diversity courses in Graduate Education. (Saint Leo University)

*Intercultural Competences in Teaching: Key Research Findings from University Faculty*

*Case Study of Three Teachers' Perspectives on Supporting ELLS with Learning Disability*

*Resources for Making Texts Accessible for Second Language Learners*

## **Sharon Munoz (munozs1@lake.k12.fl.us)**

Sharon Munoz is a doctoral student in Educational Leadership at Florida Southern College. She currently provides training and instructional support for for teachers, staff, and school leaders working in the ESOL Program. (Lake County Schools)

*Basic Strategies in Reading, Writing, Speaking and Listening for English Language Learners*

## **Scott Neyman (neymanone@gmail.com)**

Scott Neyman teaches with the English Language Development program at IMG Academy. Scott has taught ELL students from K-12 to the collegiate level. His current research interests are on hemispherical learning and close reading strategies for ELL students. (IMG Academy)

*Innovative Instruction: Creating an Appropriate ESOL Learner Profile*

## **Dina Neyman (dinaneyman@gmail.com)**

Dina Neyman is curriculum and instructional specialist focused on best practices for inclusive classrooms. She helps teachers to identify creative ways to integrate discourse into the classroom and scaffold learning opportunities for students to reach and exceed grade level expectations. (Neyman Educational Consulting)

*Innovative Instruction: Creating an Appropriate ESOL Learner Profile*

## **Jody Nolf (jody.nolf@palmbeachschools.org)**

Jody Nolf is a full-time ESOL Coordinator in a public middle school. I hold a master's degree in education leadership and previously taught reading, ESOL, and language arts. (School District of Palm Beach County)

*Supporting Content Area Teachers with ESOL Strategies*

## **Majeed Noroozi (mnaro002@fiu.edu)**

Majeed Noroozi received his Ph.D. in curriculum and Instruction from Florida International University. His areas of interest include Task-based Language Teaching and Task-based Language Assessment. (Florida International University)

*The Defining Characteristics of Task-based Language Assessment*

## **David Noyes (dnoyes@lbschools.net)**

David Noyes is a National-Board certified ELD educator with 28 years of in-class teaching experience. He has been named Outstanding Educator of English Learners by the LA Department of Education. (Long Beach Unified School District)

*Uncovering Skill Gaps of English Learners by Using Standards Based Assessment Approach*



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# ALPHABETICAL LIST OF PRESENTERS

## **Margaret Papetti (mpapetti@live.com)**

Margaret Papetti graduated with an M.A. in TESOL from Northern Arizona University and has taught ESL in Spain and Florida. Currently she teaches at Gwinnett Technical College outside Atlanta, Georgia, U.S.A. (Gwinnett Technical College)

*You Can't Have Your Cake and Eat It Too: Teaching American English Idioms*

*Silence Isn't Golden: Using Conversation To Build Grammar Skills*

## **Renata Pavanelli (rpavanel@fiu.edu)**

Renata Pavanelli is an adjunct instructor in the School of Education and Human Development at Florida International University. She graduated with a Ph.D. in Curriculum and Instruction from Florida International University in 2020. (Florida International University)

*Rethinking TSL Endorsement Courses: Preparing Citizens and Advocates*

## **Aixa Pérez-Prado (pereza@fiu.edu)**

Aixa Pérez-Prado is a writer, illustrator, editor, presenter, translator and faculty member at Florida International University with a Ph.D. in Social Science and Education. (Florida International University)

*LAF-ing in Class: Picture Books for Interactive and Culturally Responsive Teaching*

## **Kyle Perkins (perknsk@fiu.edu)**

Perkins' research interests include the composing process, reading comprehension, Rasch modeling, and neurolinguistics. (Florida International University)

*A Proposed Literature-Based Syllabus for EAP Writing*

## **Erika Petersen (erikayp6@gmail.com)**

Erika Petersen is an Instructional Designer with a background in Psychology and Education Support.

*New Beginnings Part II an Interactive Graphic Novel for Adult English Language Learning*

## **Paulna Petit-Frere (paulna.petit-frere@ace.edu)**

Paulna Petit-Frere has been with ACE since 2018 and 10 years of industry experience. She has a master's degree in Higher Education with a focus in Student Affairs and Development. (American College of Education)

*Why ACE?*

## **Michelle Ploetz (mploetz@mdc.edu)**

Dr. Michelle Ploetz is Dean of Faculty at Miami Dade College-Hialeah Campus and serves as 2nd Vice President on the Board of Sunshine State TESOL. (Miami Dade College)

*Alternative Placement Testing During COVID-19: Piloting the BESPI*

## **Ryan Pontier (rpontier@fiu.edu)**

Dr. Ryan Pontier is Assistant Professor in the Department of Teaching and Learning at Florida International University and holds a Ph.D. from the University of Miami. (Florida International University)

*Rethinking TSL Endorsement Courses: Preparing Citizens and Advocates*

## **Mary Quijano (quijano.mary@yahoo.com)**

Mary Quijano taught ESOL at Florida State College for seven years; she currently teaches students privately to give them the knowledge required to pronounce clearly and communicate effectively for the TOEFL speaking section.

*SSTESOL Perfecting Vocabulary and Pronunciation to Score Well on the TOEFL Speaking Section*

## **Fatima Raafat (fatmaraafat@mail.usf.edu)**

(University of South Florida)

*Every Millisecond Counts! Tiktok in Action*

## **Lillian Ramirez (ramirezli@pcsb.org)**

Lillian Ramirez, a secondary ESOL instructional staff developer for Pinellas County Schools, has more than ten years experience teaching English and English as a Second Language in secondary schools. (Pinellas County Schools)

*Pinellas County Schools: Features of Elementary and Secondary ESOL Instructional Support*

## **Diana Ramlall (Diana.Ramlall@PalmBeachSchools.org)**

Diana Ramlall is the Incoming President for the Florida Association of Bilingual Education Supervisors. (Palm Beach Public Schools/ FABES)

*Meeting the Needs of English Learning: A Conversation with Florida State Leaders*

## **Chi Rehg (vietrans1@gmail.com)**

Chi Rehg is an ESOL Instructor of the Learning Empowered in Florida. Her research interests are material writing and curriculum development, language teaching, adult education, and intercultural communication. (Learning Empowered)

*Digital Literacy Practices with Adult ESL Learners with Emergent Literacy*

## **Belinda Reyes (belinda.reyes@osceolaschools.net)**

As Executive Director for Multicultural Curriculum, Instruction, and Compliance, Dr. Reyes thrives on creating educational opportunities to narrow the achievement gap for English learners. (School District of Osceola County)

*Dual Language Effectiveness to Narrow Achievement Gaps: A Quantitative Correlational Study*

# ALPHABETICAL LIST OF PRESENTERS



## **Elizabeth Richardson (lizrichardson1989@gmail.com)**

Elizabeth Richardson is a financial instructor with over 20 years of experience from Huntsville, Alabama. Visit [bit.ly/ChoppingBudgetInterview](http://bit.ly/ChoppingBudgetInterview) to learn more. (Chopping Budget, LLC)

*Budgeting 101 for the Freelance Interpreter*

## **Georgina Rivera-Singletary (georgina.rivera-singletary@saintleo.edu)**

Dr. Georgina Rivera-Singletary is Associate Professor at Saint Leo University. Her research interests are in education of special populations, social justice, and policy for migrant students with disabilities and ELLs. (Saint Leo University)

*Case Study of Three Teachers' Perspectives on Supporting ELLS with Learning Disability*

## **Jennifer Rives (jrives@mail.usf.edu)**

Jennifer Rives works as an Academic English Consultant at the INTO USF Learning Resource Services. She also works as an Intensive English Program and Mandarin Chinese instructor at Tampa Language Center. (INTO University of South Florida)

*Learning Resource Services Critical Pedagogy in EAP: Promoting Social Justice and Advocacy in Small/Large Classes*

## **Sarah K. Roberts (sarah.roberts@gmail.com)**

Sarah K. Roberts, Ed.D., has taught in Polk County Schools for 20 years and specializes in Reading and ELA strategies and research-based best instructional practices for ESOL students. (Polk County Public Schools)

*Integrating Speaking and Listening in the New Virtual World*

## **Samuel Rodriguez (srodriguez10@sjcny.edu)**

Samuel Rodriguez, Ph.D., is assistant professor/coordinator of the Intensive Teacher Institute for Bilingual Special Education at St. Joseph's College – Long Island, NY. Dr. Rodriguez has served as principal in K-12 schools for fifteen years. (St. Joseph's College - Suffolk)

*Mathematics Learning: Instructional and Assessment Considerations for Teachers of EL's and Special Education*

## **Eloy Rohrman (eloy.rohrman@email.saintleo.edu)**

Eloy Rohrman is a high school science teacher in Texas. He also teaches forensic science as an elective. He is a Masters student at Saint Leo University in Instructional Leadership. (Saint Leo University)

*Case Study of Three Teachers' Perspectives on Supporting ELLS with Learning Disability*

## **Susan Russo (susan@ssbc.org)**

Susan Russo is Director of the ESL and Citizenship Ministry at Southside Baptist Church. She received her M.S.Ed. TESOL from Shenandoah University and has taught in the U.S. and abroad for 15 years. (Southside Baptist Church)

*Transition Through Online Learning in a Medium, Faith-Based ESL Program*

## **Iona Sarieva (iona.sarieva@saintleo.edu)**

Dr. Sarieva has taught various EAP courses as well as courses in applied linguistics and teaching and research methods. Her research interests are in the areas of student-centered teaching approaches. (Saint Leo University)

*Intercultural Competences in Teaching: Key Research Findings from University Faculty*

## **Cynthia Schuemann (cschuema@mdc.edu)**

Dr. Cynthia M. Schuemann is an award-winning professor of English for Academic Purposes and linguistics at Miami Dade College. She has served as president of the Sunshine State TESOL organization and co-chair of TESOL International Association's Materials Writers Interest Section. (Miami Dade College)

*Alternative Placement Testing During COVID-19: Piloting the BESPI*

## **Hamed Shafiei (h.shafiei@ufl.edu)**

Hamed Shafiei is a Program Coordinator for Project STELLAR and a Ph.D. candidate in Curriculum and Instruction with a specialization in ESOL/Bilingual Education at the University of Florida. (University of Florida)

*"It's like fuel": Educator Collaboration for English Learners in Rural Schools*

## **Cheryl Shamon (Cheryl.Shamon@saintleo.edu)**

Dr. Cheryl Shamon is an adjunct professor in the area of ESOL teacher training, former bilingual/ESOL elementary teacher, and contributing author to content area educational textbooks for English Language Learners. (Saint Leo University)

*Case Study of Three Teachers' Perspectives on Supporting ELLS with Learning Disability*

## **Andrew Shannon (outreach@elprograms.org)**

Andrew Shannon is a member of the Outreach team for the U.S. Department of State English Language Programs and has worked in English language education for 12 years as a teacher and trainer. (U.S. Department of State English Language Programs)

*Teach Abroad with the English Language Fellow Program*



# ALPHABETICAL LIST OF PRESENTERS

## **Robyn Socha (rsocha@fullsail.com)**

Robyn Socha is an ESL professor with 20 years of experience teaching higher education. She has presented for colleges/universities on grammar, writing, technology and instructional design at the state levels and at the international TESOL conference in 2019. (Full Sail University)

*How to Create Engaging Content Online for Adult ESL Learners*

## **HwanHee Song**

HwanHee Song is a graduate research assistant for the University of North Florida. She is pursuing a master's degree in Elementary Education with a concentration in TESOL. (University of North Florida)

*Utilizing Technology for TESOL-Infused Content Instruction*

## **Li-Lee Tunceren (tunceren.lillien@spcollege.edu)**

Dr. Li-Lee Tunceren teaches communications and EAP courses at St. Petersburg College. She is interested in online teaching and learning, second language writing, and faculty development. (St. Petersburg College)

*Coping with COVID-19 Book Club: Learning and Practicing the Science of Happiness*

*Collegial Collaboration: Ideas to Co-Design and Teach Online Courses*

## **Huseyin Uysal (huysal9@gmail.com)**

Huseyin Uysal is a Ph.D. candidate and an AACTE Holmes Scholar at the University of Florida. His scholarly work is grounded in inclusivity and equity in language minority schooling. (University of Florida)

*Writing a Killer Travel Grant Proposal for TESOL Conferences*

## **Julián A. Vásquez (vasquezja@seminolestate.edu)**

Dr. Vásquez is a Professor of Foreign Languages at Seminole State College of Florida in Sanford. His main research interests include Teacher Education, Heritage Speakers and Latinos in the United States. (Seminole State College of Florida)

*Seasonal Hispanic Workers in the U.S.: An Overview*

## **Orestes Vega (orestesvega@hotmail.com)**

Mr. Vega holds a B.A. in TESOL, M.S. in TESOL from Nova Southeastern University, and an M.A. in English education from WNMU. He has been teaching EFL, ESL and English composition for over 30 years. He has taught ESL in Cuba, Canada and USA.

*Learning Vocabulary by Explicit Teaching vs. Learning It by Reading*

## **Heidi Vellenga (hvellenga@cea-accredit.org)**

Dr. Heidi Vellenga is responsible for overseeing agency operations at CEA and has over two decades of experience in ESL teaching and language program administration at U.S.-based and international sites. (Commission on English Language Program Accreditation)

*Postsecondary Specialized Accreditation: The Peer Reviewer Role in the CEA Site Visit*

## **Michelle Verbitskaya (mverbitskaya@knights.ucf.edu)**

Michelle Verbitskaya is a first-year graduate MATESOL student at the University of Central Florida. She is an aspiring applied linguist with a particular interest in L2 writing and sociolinguistics. (University of Central Florida)

*Willingness to Communicate and International Students' Development of L2 Writing*

## **Adriana Vianna (viannaadriana76@gmail.com)**

Adriana Vianna has 20 years experience classroom teaching. 10 years experience teaching Adult ESOL learners, and she has 3 years instructional Design Experience. (Global Open Door)

*New Beginnings Part II an Interactive Graphic Novel for Adult English Language Learning*

## **Cristiane Vicentini (cxr809@miami.edu)**

Cris Vicentini is currently completing her Ph.D. at the University of Miami. She currently serves as an adjunct professor at the University of Miami, and previously, at The University of Tampa. (Miami University)

*The Challenges and Promises of Innovative Technologies In Remote Learning Environments for At-Risk K-12 ELL Populations*

## **Amanda Walstrum**

Amanda Walstrum is an ESL instructor at HCC with experience in program and curriculum development for community-based programs of multiple speech communities and literacy levels. (HCC)

*Digital Literacy Practices with Adult ESL Learners with Emergent Literacy*

## **Rui Wang (n01420461@unf.edu)**

Rui Wang is an international student from China. She is pursuing a Master's degree in Elementary Education concentration in TESOL at the University of North Florida. (University of North Florida)

*Teaching English in China: Programs' Insights and Job Search Resources*

# ALPHABETICAL LIST OF PRESENTERS



## **Yuliya Williamson (ywilliamson@ecsdfl.us)**

Yuliya Williamson has taught ELL students for the past four years. Originally from Ukraine, she has a passion for learning, self-actualization, reading, and educating young adults who arrive from various countries. (Pine Forest High School)

*The Importance of ESOL Students' Mental Health Awareness*

## **Pamela Jo Wilson**

Pamela Jo Wilson serves as Adult ESOL Academic Support in the Division of Adult and Community Education of the Division of Choice and Innovation, Palm Beach County Schools.

*Engaging and Empowering Parents of English Learners in a New World*

## **Mary Elizabeth Wilson-Patton (mewp91@gmail.com)**

Mary Elizabeth Wilson-Patton has a Ph.D. in Multilingual/Multicultural Education and 30 years of experience in ESL and postsecondary education. She is an Associate Professor of ESL at Nashville State Community College. (Nashville State Community College)

*The Florida Consent Decree and Higher Education: Where Did the ELL Expertise Go?*

## **Mohamed Yacoub (taha.mohamaad@gmail.com)**

Dr. Mohammed Yacoub has a Ph.D. in Applied Linguistics and Composition from the Indiana University of Pennsylvania and a master's degree in English from Missouri State University. (Florida International University)

*What Can Brain Research Tell Us About Teaching English As a Second or Foreign Language?*

## **Omar Yacoub (omaryacooub@gmail.com)**

Omar Yacoub is a Ph.D. candidate in the composition and applied linguistics program at the Indiana University of Pennsylvania

*What Can Brain Research Tell Us About Teaching English As a Second or Foreign Language?*

## **Doris Young (doris.young@polk-fl.net)**

Doris P. Young, Ed.S. is an ESOL Specialist for Polk Public Schools and an adjunct professor for Polk State College. Her research interests are on multimedia language acquisition and equity in education. (Polk County Public Schools)

*Integrating Speaking and Listening in the New Virtual World*

## **Janet Zadina (janetzadina@gmail.com)**

Dr. Janet Zadina is an educational neuroscientist. She is a past and future (2021) plenary speaker for International TESOL and the author of Multiple Pathways to the Student Brain. (Brain Research and Instruction)

*Coping with COVID-19 Book Club: Learning and Practicing the Science of Happiness*



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LAS Links English or Español<sup>®</sup> allows Language programs to monitor the progress of students as they move through the stages of language acquisition in English or Spanish, as well as academic language skills in Speaking, Listening, Reading, and Writing throughout the school year.

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### **Use LAS Links and help your students close achievement gaps.**

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- Use LAS Links English and Español to compare contrasting scores and develop a complete linguistic profile
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- Identify language deficiencies students may have in English or Spanish language acquisition

#### **For More Information**

Arlene Baez, MS

ELL Specialist

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[abaez@datarecognitioncorp.com](mailto:abaez@datarecognitioncorp.com)





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